

# Family Support Materials

## Scale Drawings

Here are the video lesson summaries for Grade 7, Unit 1 Scale Drawings. Each video highlights key concepts and vocabulary that students learn across one or more lessons in the unit. The content of these video lesson summaries is based on the written Lesson Summaries found at the end of lessons in the curriculum. The goal of these videos is to support students in reviewing and checking their understanding of important concepts and vocabulary. Here are some possible ways families can use these videos:

- Keep informed on concepts and vocabulary students are learning about in class.
- Watch with their student and pause at key points to predict what comes next or think up other examples of vocabulary terms (the bolded words).
- Consider following the Connecting to Other Units links to review the math concepts that led up to this unit or to preview where the concepts in this unit lead to in future units.

Grade 7, Unit 1 Scale Drawings	Vimeo	YouTube
Video 1: Scaled Copies (Lessons 1–4)	<a href="#">Link</a>	<a href="#">Link</a>
Video 2: More about Scale Factor (Lessons 5–6)	<a href="#">Link</a>	<a href="#">Link</a>
Video 3: What are Scaled Drawings (Lessons 7–9, 11)	<a href="#">Link</a>	<a href="#">Link</a>
Video 4: Scale Drawings with Different Scales (Lessons 10 and 12)	<a href="#">Link</a>	<a href="#">Link</a>

### Video 1

Video 'VLS G7U1V1 Scaled Copies (Lessons 1–4)' available here: <https://player.vimeo.com/video/442940614>.

### Video 2

Video 'VLS G7U1V2 More about Scale Factor (Lessons 5–6)' available here:  
<https://player.vimeo.com/video/442941809>.

### Video 3

Video 'VLS G7U1V3 What are Scaled Drawings (Lessons 7–9, 11)' available here:  
<https://player.vimeo.com/video/443567589>.

### Video 4

Video 'VLS G7U1V4 Scale Drawings with Different Scales (Lessons 10 and 12)' available here: <https://player.vimeo.com/video/443579195>.

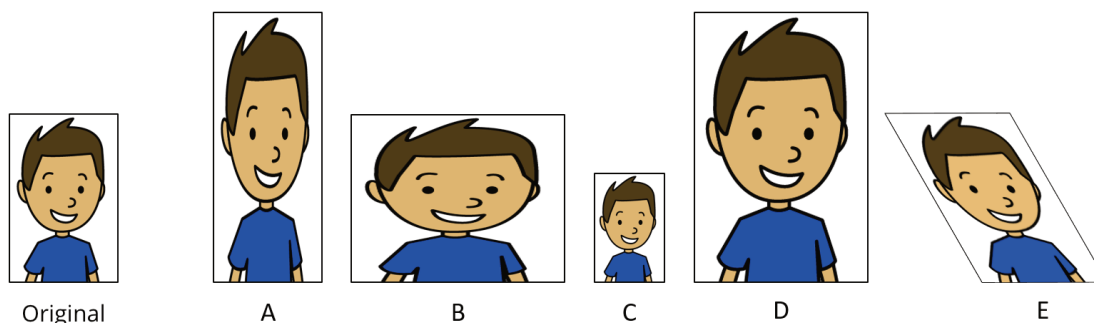
### Connecting to Other Units

- *Coming soon*

# Scaled Copies

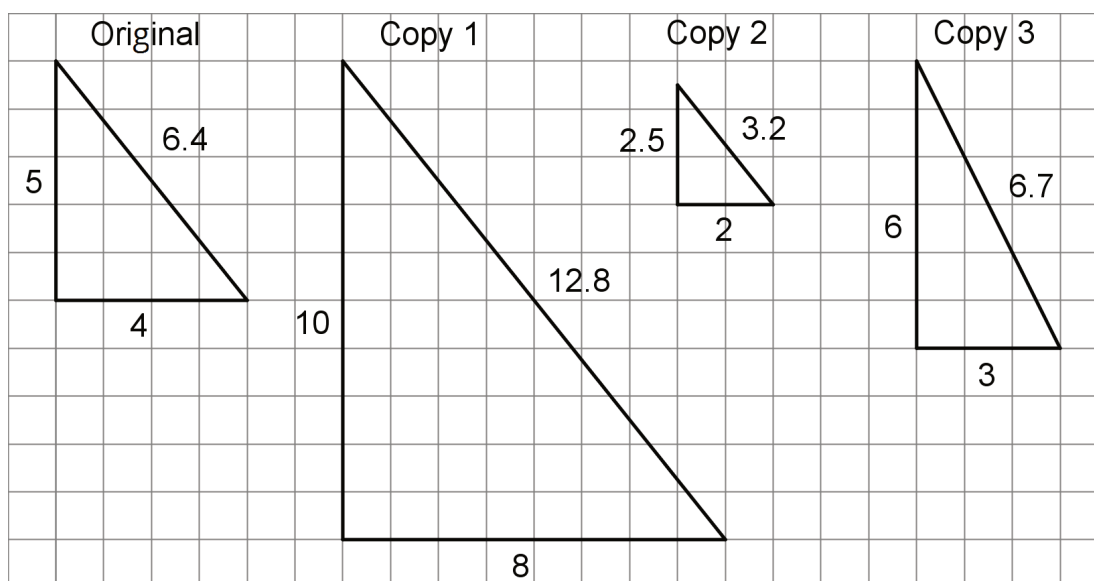
## Family Support Materials 1

This week your student will learn about scaling shapes. An image is a **scaled copy** of the original if the shape is stretched in a way that does not distort it. For example, here is an original picture and five copies. Pictures C and D are scaled copies of the original, but pictures A, B, and E are not.



In each scaled copy, the sides are a certain number of times as long as the corresponding sides in the original. We call this number the **scale factor**. The size of the scale factor affects the size of the copy. A scale factor greater than 1 makes a copy that is larger than the original. A scale factor less than 1 makes a copy that is smaller.

Here is a task to try with your student:



1. For each copy, tell whether it is a scaled copy of the original triangle. If so, what is the scale factor?
2. Draw another scaled copy of the original triangle using a different scale factor.

Solution:

1.
  - a. Copy 1 is a scaled copy of the original triangle. The scale factor is 2, because each side in Copy 1 is twice as long as the corresponding side in the original triangle.  $5 \cdot 2 = 10$ ,  $4 \cdot 2 = 8$ ,  $(6.4) \cdot 2 = 12.8$
  - b. Copy 2 is a scaled copy of the original triangle. The scale factor is  $\frac{1}{2}$  or 0.5, because each side in Copy 2 is half as long as the corresponding side in the original triangle.  $5 \cdot (0.5) = 2.5$ ,  $4 \cdot (0.5) = 2$ ,  $(6.4) \cdot (0.5) = 3.2$
  - c. Copy 3 is not a scaled copy of the original triangle. The shape has been distorted. The angles are different sizes and there is not one number we can multiply by each side length of the original triangle to get the corresponding side length in Copy 3.
2. Answers vary. Sample response: A right triangle with side lengths of 12, 15, and 19.2 units would be a scaled copy of the original triangle using a scale factor of 3.



3. Kiran wants to make a larger scale drawing of the same classroom. Which of these scales could he use?
- 1 to 50
  - 1 to 72
  - 1 to 100

Solution:

- 24 feet wide and 33 feet long. Since each inch on the drawing represents 6 feet, we can multiply by 6 to find the actual measurements. The actual classroom is 24 feet wide because  $4 \cdot 6 = 24$ . The classroom is 33 feet long because  $5\frac{1}{2} \cdot 6 = 5 \cdot 6 + \frac{1}{2} \cdot 6 = 30 + 3 = 33$ .
- $\frac{1}{2}$  inch wide and 1 inch long. We can divide by 6 to find the measurements on the drawing.  $6 \div 6 = 1$  and  $3 \div 6 = \frac{1}{2}$ .
- A, 1 to 50. The scale "1 inch to 6 feet" is equivalent to the scale "1 to 72," because there are 72 inches in 6 feet. The scale "1 to 100" would make a scale drawing that is smaller than the scale "1 to 72," because each inch on the new drawing would represent more actual length. The scale "1 to 50" would make a scale drawing that is larger than the scale "1 to 72," because Kiran would need more inches on the drawing to represent the same actual length.