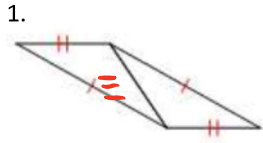


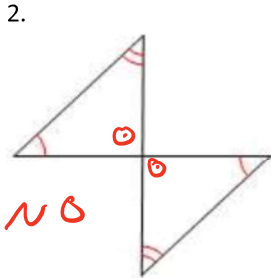
### SSS and SAS

State if the two triangles are congruent. If they are, state why.

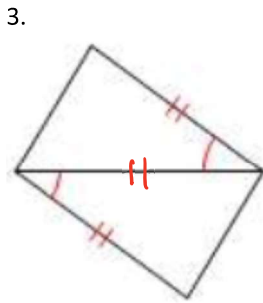
### Hw Section 4.2



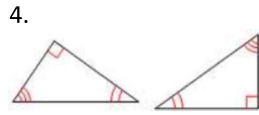
Yes, SSS  $\cong$  Postulate



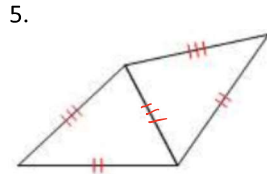
NO



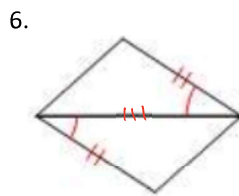
Yes, SAS  $\cong$  Postulate



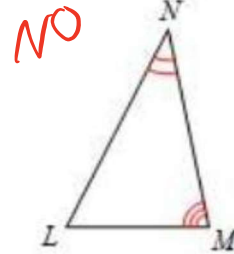
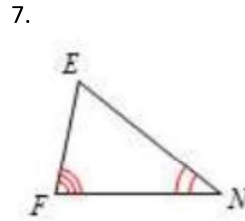
NO



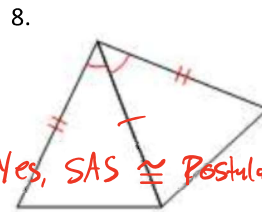
Yes, SSS  $\cong$  Postulate



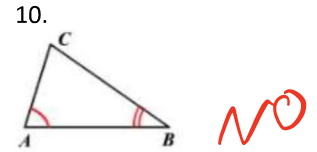
Yes, SAS  $\cong$  Postulate



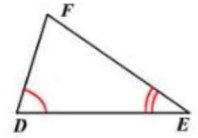
Yes, SAS  $\cong$  Postulate



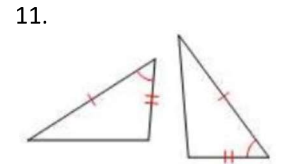
Yes, SSS  $\cong$  Postulate



NO



Yes, SAS  $\cong$  Postulate



NO

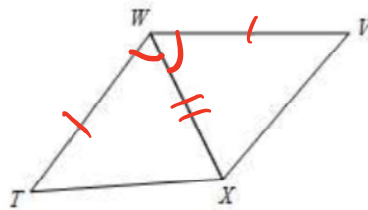
ALGEBRA REVIEW		
<p><b>SOLVE</b></p> $5 - 2(3x - 4) = -7$ $5 - 6x + 8 = -7$ $-6x + 13 = -7$ $-6x = -20$ $x = \frac{-20}{-6}$ $x = \frac{10}{3}$	<p><b>GRAPH</b></p> $y = -x$	<p><b>MULTIPLY</b></p> $(5x - 3)(2x + 3)$ $= 10x^2 - 6x + 15x - 9$ $= 10x^2 + 9x - 9$
<p><b>SOLVE</b></p> $6 \cdot 4 \frac{2x - 1}{6} = \frac{x}{4} \cdot 6 \cdot 4$ $8x - 4 = 6x$ $-4 = -2x$ $2 = x$	<p><b>GRAPH</b></p> $y = \frac{2}{3}x$	<p><b>FACTOR</b></p> $x^2 - 10x - 24$ $= (x - 12)(x + 2)$

Mark the picture. Answer the question. Prove it.

13.

Given:  $\angle TWX \cong \angle VWX$   
 $\overline{TW} \cong \overline{WV}$

Prove:  $\triangle XWV \cong \triangle XWT$



WHY ARE THE TWO TRIANGLES CONGRUENT? SAS

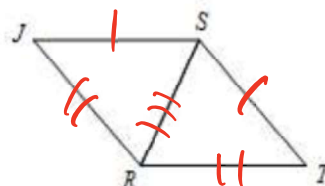
	STATEMENTS	REASONS
1	$\angle TWX \cong \angle VWX$ $\overline{TW} \cong \overline{WV}$	Given
2	$\overline{WX} \cong \overline{WX}$	Congruence of segments is Reflexive (or Reflexive prop. of $\cong$ )
3	$\triangle XWV \cong \triangle XWT$	SAS $\cong$ Postulate

Mark the picture. Answer the question. Prove it.

14.

Given:  $\overline{ST} \cong \overline{SJ}$   
 $\overline{JR} \cong \overline{TR}$

Prove:  $\triangle RST \cong \triangle RSJ$



WHY ARE THE TWO TRIANGLES CONGRUENT? SSS

	STATEMENTS	REASONS
1	$\overline{ST} \cong \overline{SJ}$ $\overline{JR} \cong \overline{TR}$	Given
2	$\overline{SR} \cong \overline{SR}$	Congruence of segments is Reflexive (or Reflexive prop. of $\cong$ )
3	$\triangle RST \cong \triangle RSJ$	SSS $\cong$ Postulate