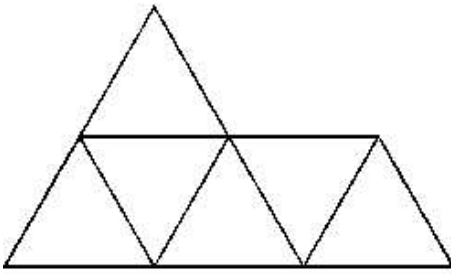


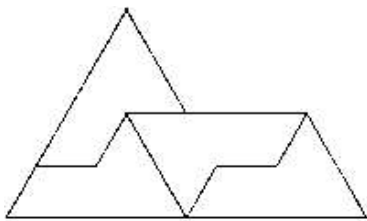
Teaching TILINGS / TESSELLATIONS with Geo Sphinx



Grunbaum and Shephard defined TILINGS / TESSELLATIONS in 1987 as "partitionings of the plane into regions, or tiles". Most students will easily recognise that any regular triangle, quadrilateral, and hexagon can tile a plane surface. However, to determine whether any shape different from the above-mentioned will cover the plane without gaps or overlaps can be a far more challenging task. The SPHINX SHAPE provides a perfect extension activity for tessellation lessons. It is made up of 6 equilateral triangles as shown in the diagram on the left.

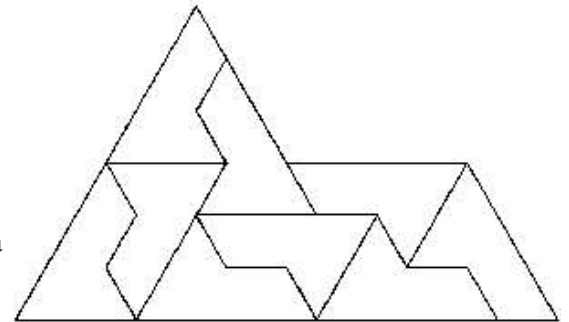
Geo Sphinx and REP-TILES

A rep-tile is a geometric shape which can be fitted together with copies (replicas) of itself to form a larger similar figure. A simple example of rep-tile is the square: 4 congruent squares will build a larger square; with 4 of these large squares an even larger square can be made etc. By continuing this activity many times, the plane will be tiled. Therefore, we can say that the square is a rep-4 tile. So is the Sphinx. In fact, with 4 Sphinx shapes, a bigger Sphinx can be formed. A curious fact is that every rep-4 tile is also a rep-9 tile (see diagrams below).



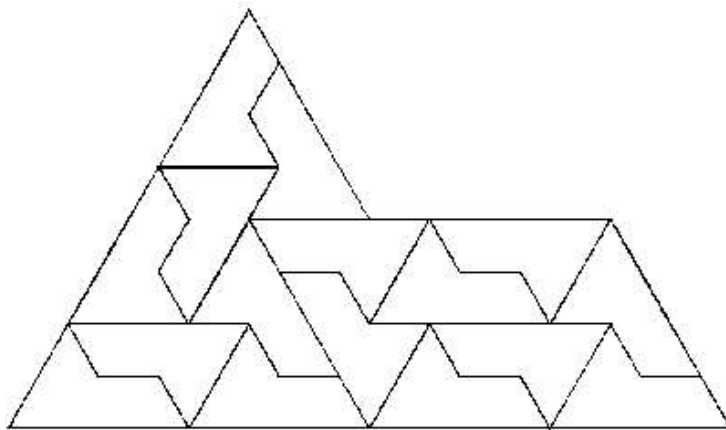
Sphinx as a Rep-4

Rep-tiles help students to acquire spatial sense and to visualise and represent geometric figures as well as to explore their transformations. Creating a tiling pattern requires such mental imagery as visualising the possible rotations and placements of a tile in the tiling pattern, thus further developing spatial awareness.



Sphinx as a Rep-9

Activities using Geo Sphinx



Sphinx as a Rep-4 (size 2)

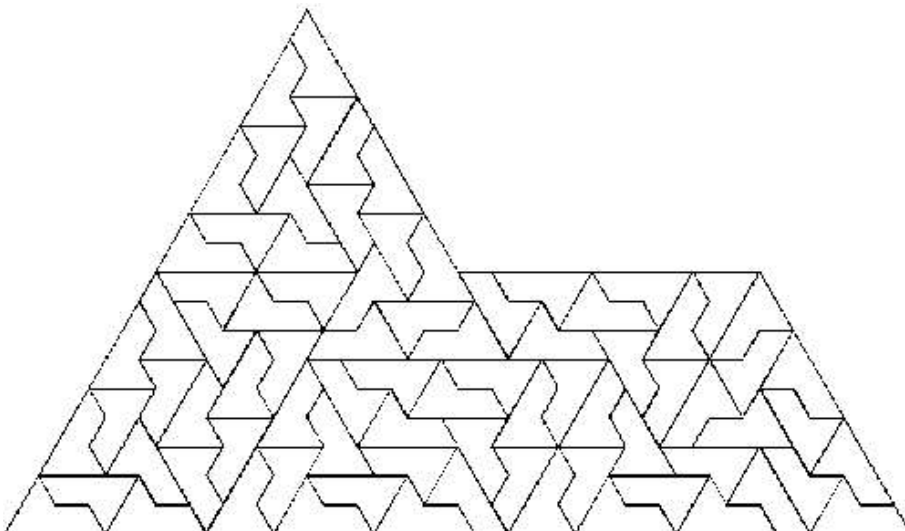
Ask students to form a Sphinx from 4 pieces. This is called a rep-4 size 1 Sphinx. Ask them to work out what size 2 would be ($4 \times 4 = 16$). Ask groups of 4 to build it. Solution: see diagram on the left.

Now let them calculate how many Sphinxes are needed for a rep-4 size 3 ($4 \times 4 \times 4 = 64$) and have them build it. Encourage them to verbalise and record a rule which allows to determine the number of Geo Sphinx shapes necessary to make ANY SIZE rep-4 sphinx. Solution

$$\text{Rep-4 Sphinx size } n = 4 \times 4^{n-1} = 4^n$$

The experiment can be repeated with the Sphinx as a rep-9 tile. Size 2 requires 81 Geo Sphinx pieces (see diagram left). Size 3 requires 729 Geo Sphinx pieces. In this case, the summarising rule to determine the number of Geo Sphinx shapes necessary to make ANY SIZE rep-9 Sphinx is:

$$\text{Rep-9 Sphinx size } n = 9 \times 9^{n-1} = 9^n$$

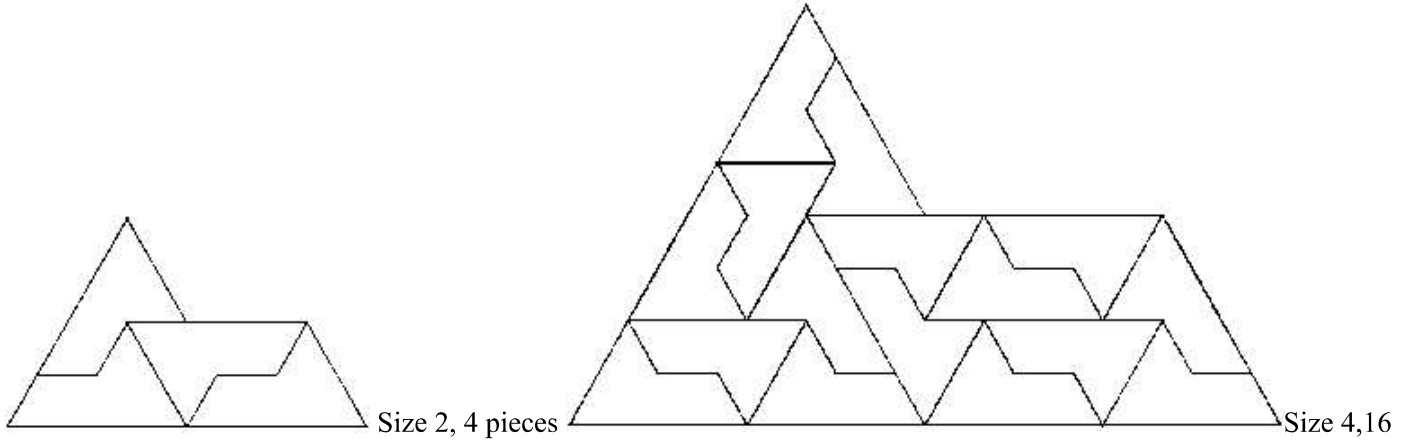


Sphinx as a Rep-9 (size 2)

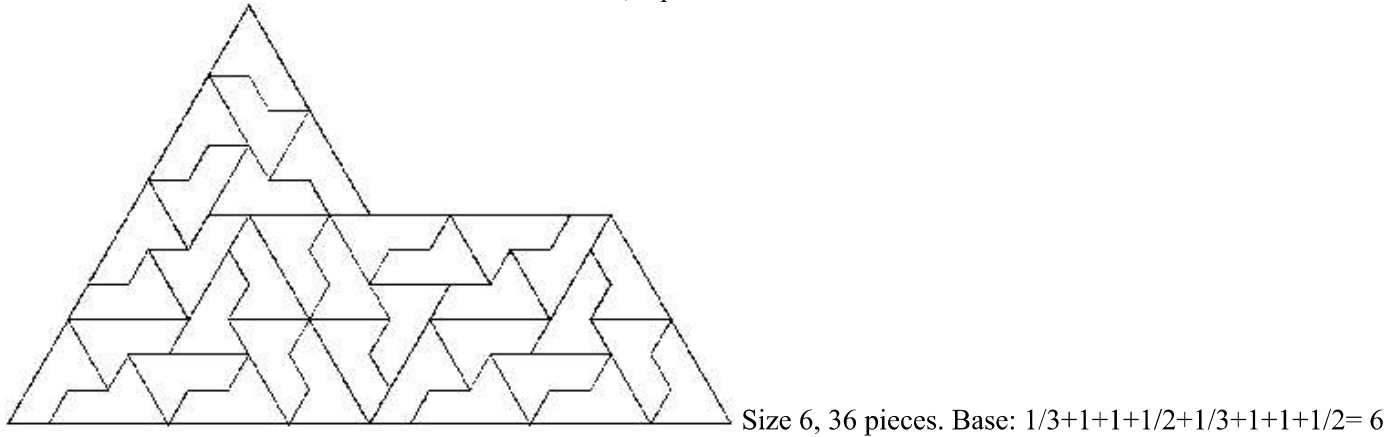
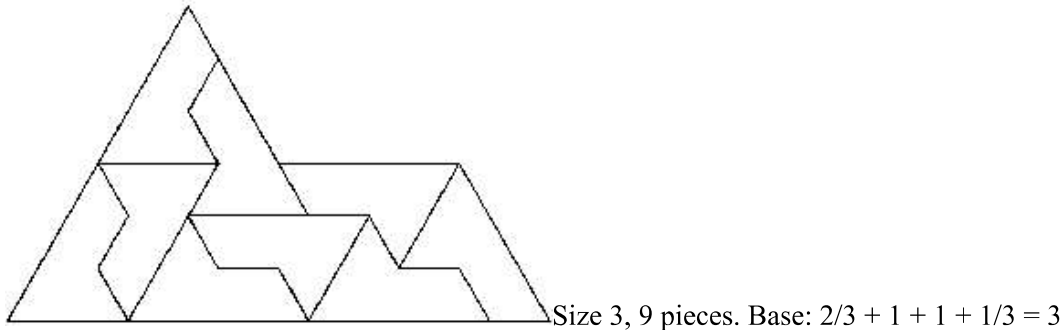
More Sphinx Ideas

A different way of looking at the size of a Sphinx is to consider the pieces at its base. Assuming that the longest side of a Geo Sphinx piece has the value 1, the other sides will be worth $2/3$ and $1/3$. This way, the Sphinx also provides an interesting cue for fractions activities. Here on the left-hand side are some examples of how we can calculate the size of a Sphinx following the above method.

Any Sphinx is always made up of as many pieces as the square of its size (base length).



pieces



We made a size 2 & a size 3 Sphinx. Is it possible to build a Sphinx which has ANY PRIME NUMBER as its base length??

Geo Sphinx as a puzzle game

At the end of the lesson, the Sphinx can be made into an entertaining challenge by asking the children to guess how 4 pieces were joined to make outlines such as the ones supplied with 5-006 Puzzle Game.

You can then ask pupils to think of what outlines THEY could make with 5 or 6 pieces.