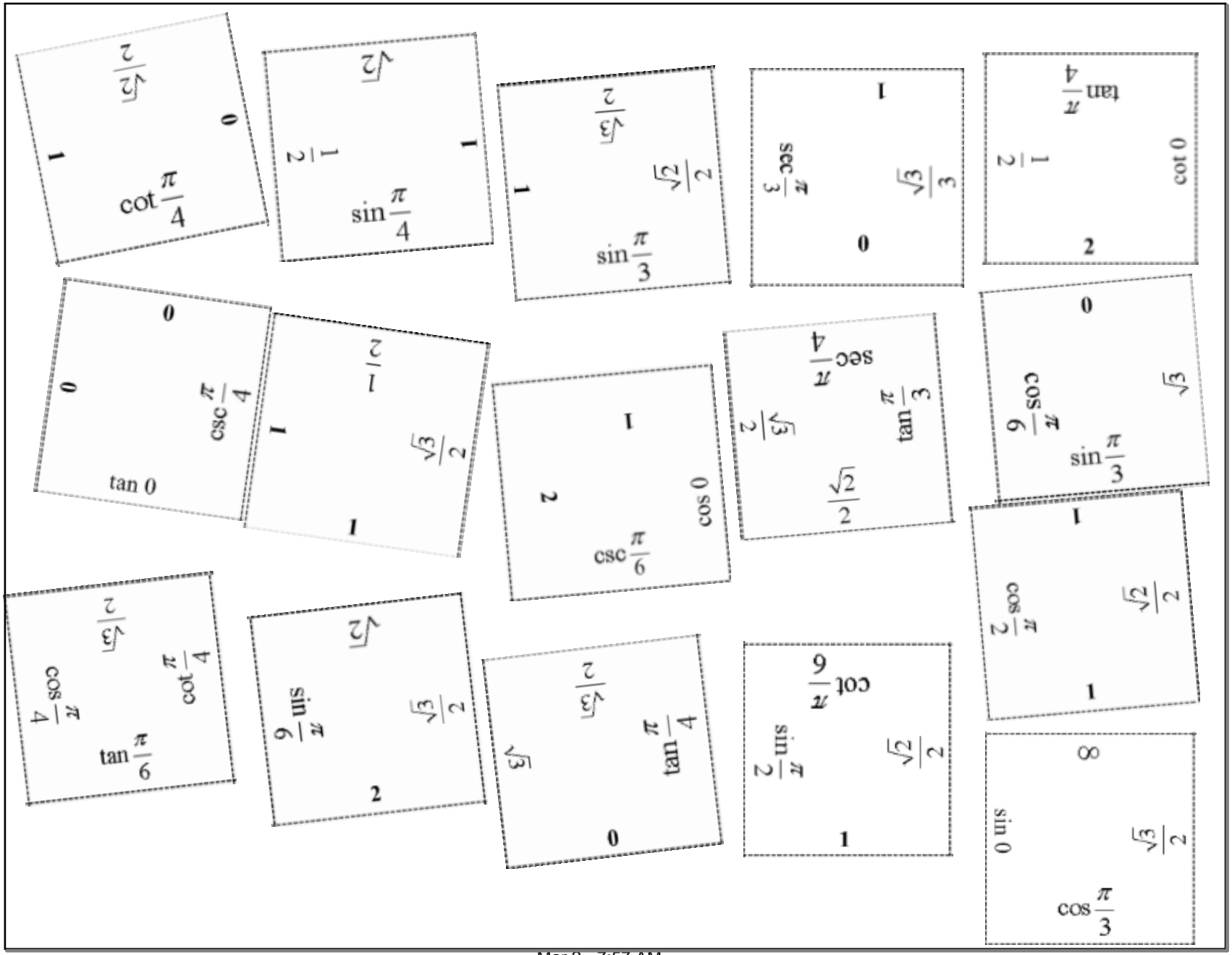
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$\frac{\sqrt{2}}{2}$
$\sin\frac{\pi}{4}$
1
$\frac{1}{2}$
$\sin\frac{\pi}{3}$
1
$\frac{\sqrt{3}}{2}$
$\frac{\sqrt{2}}{2}$
$\sec\frac{\pi}{3}$
1
$\frac{\sqrt{3}}{3}$
0
$\tan\frac{\pi}{4}$
cot 0
$\frac{1}{2}$
2
$\csc\frac{\pi}{4}$
0
0
tan 0
$\frac{1}{2}$
$\frac{\sqrt{3}}{2}$
1
1
$\csc\frac{\pi}{6}$
1
2
cos 0
$\sec\frac{\pi}{4}$
$\tan\frac{\pi}{3}$
$\frac{\sqrt{3}}{2}$
$\frac{\sqrt{2}}{2}$
$\sin\frac{\pi}{3}$
$\cos\frac{\pi}{6}$
0
$\sqrt{3}$
$\cos\frac{\pi}{2}$
$\frac{\sqrt{2}}{2}$
1
1
$\tan\frac{\pi}{6}$
$\cos\frac{\pi}{4}$
$\cot\frac{\pi}{4}$
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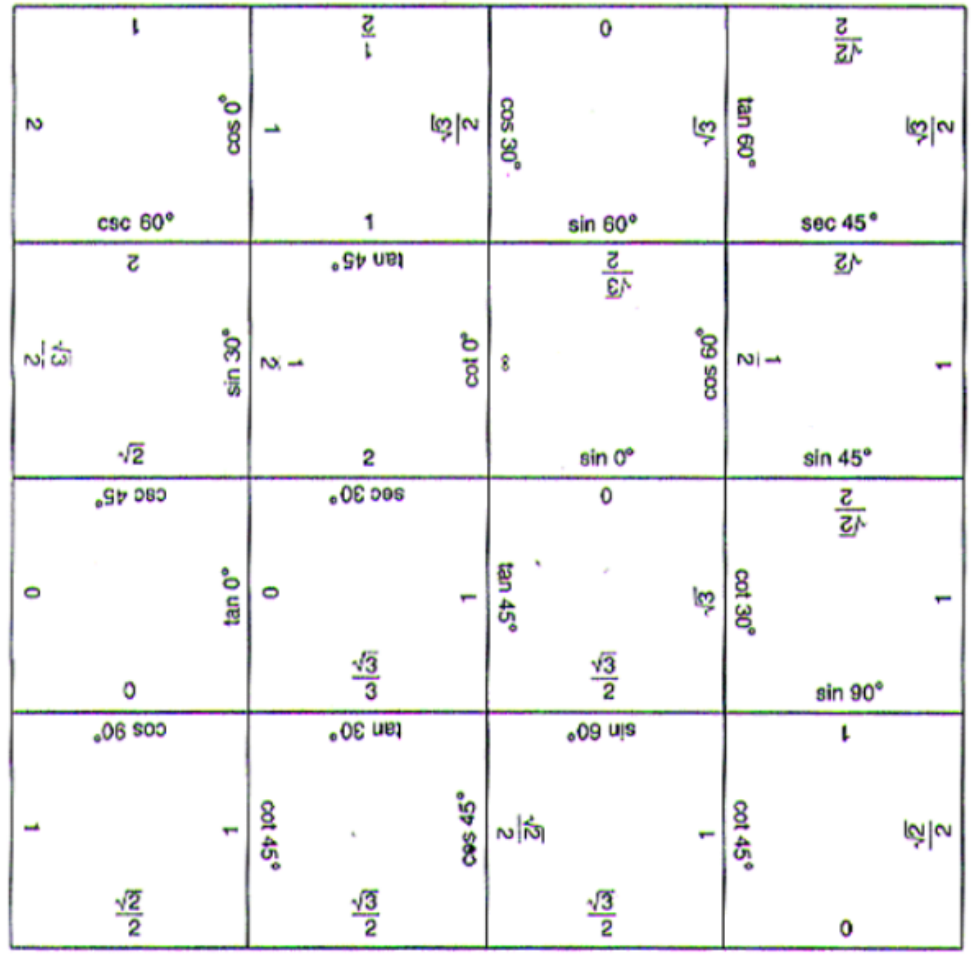
$\frac{\sqrt{3}}{2}$
$\frac{\sqrt{2}}{2}$
2
$\tan\frac{\pi}{4}$
$\sqrt{3}$
$\frac{\sqrt{3}}{2}$
0
$\cot\frac{\pi}{6}$
$\sin\frac{\pi}{2}$
$\frac{\sqrt{2}}{2}$
1
$\sin 0$
$\frac{\sqrt{3}}{2}$
$\cos\frac{\pi}{3}$
0

Mar 2 - 7:57 AM

$\frac{\sqrt{2}}{2}$ $\sec\frac{\pi}{4}$ $\tan\frac{\pi}{3}$ $\frac{\sqrt{3}}{2}$	$\frac{\sqrt{2}}{2}$ $\sin\frac{\pi}{4}$ $\frac{1}{2}$ $\sqrt{2}$	$\frac{\sqrt{2}}{2}$ $\sin\frac{\pi}{2}$ $\cot\frac{\pi}{6}$ $\sqrt{2}$	$\frac{\sqrt{2}}{2}$ $\cot\frac{\pi}{4}$ $\frac{\sqrt{2}}{2}$
$\sin\frac{\pi}{3}$ $\cos\frac{\pi}{6}$ $\sqrt{3}$ $\frac{\sqrt{3}}{2}$	$\sin 0$ ∞ $\cos\frac{\pi}{3}$ $\frac{\sqrt{3}}{2}$	$\sin\frac{\pi}{3}$ $\frac{\sqrt{2}}{2}$ $\frac{\sqrt{3}}{2}$	$\sin\frac{\pi}{3}$ $\frac{\sqrt{2}}{2}$ $\frac{\sqrt{3}}{2}$
$\cos 0$ $\frac{1}{2}$ $\frac{\sqrt{3}}{2}$	$\cot 0$ $\frac{1}{2}$ $\tan\frac{\pi}{4}$ $\frac{\sqrt{3}}{2}$	$\tan\frac{\pi}{4}$ $\sqrt{3}$ $\frac{\sqrt{3}}{2}$	$\tan\frac{\pi}{6}$ $\cos\frac{\pi}{4}$ $\frac{\sqrt{3}}{2}$
$\csc\frac{\pi}{6}$ $\sin\frac{\pi}{9}$ $\sqrt{2}$	$\sec\frac{\pi}{3}$ $\sqrt{3}$ $\frac{\sqrt{3}}{3}$	$\tan 0$ $\sec\frac{\pi}{4}$ $\cos\frac{\pi}{2}$	$\cos\frac{\pi}{2}$ $\cot\frac{\pi}{4}$ $\frac{\sqrt{2}}{2}$

From Mr. Bird, March 1, 2006
Covenant Christian High School
Often I will reveal a row so as to speed this activity along.

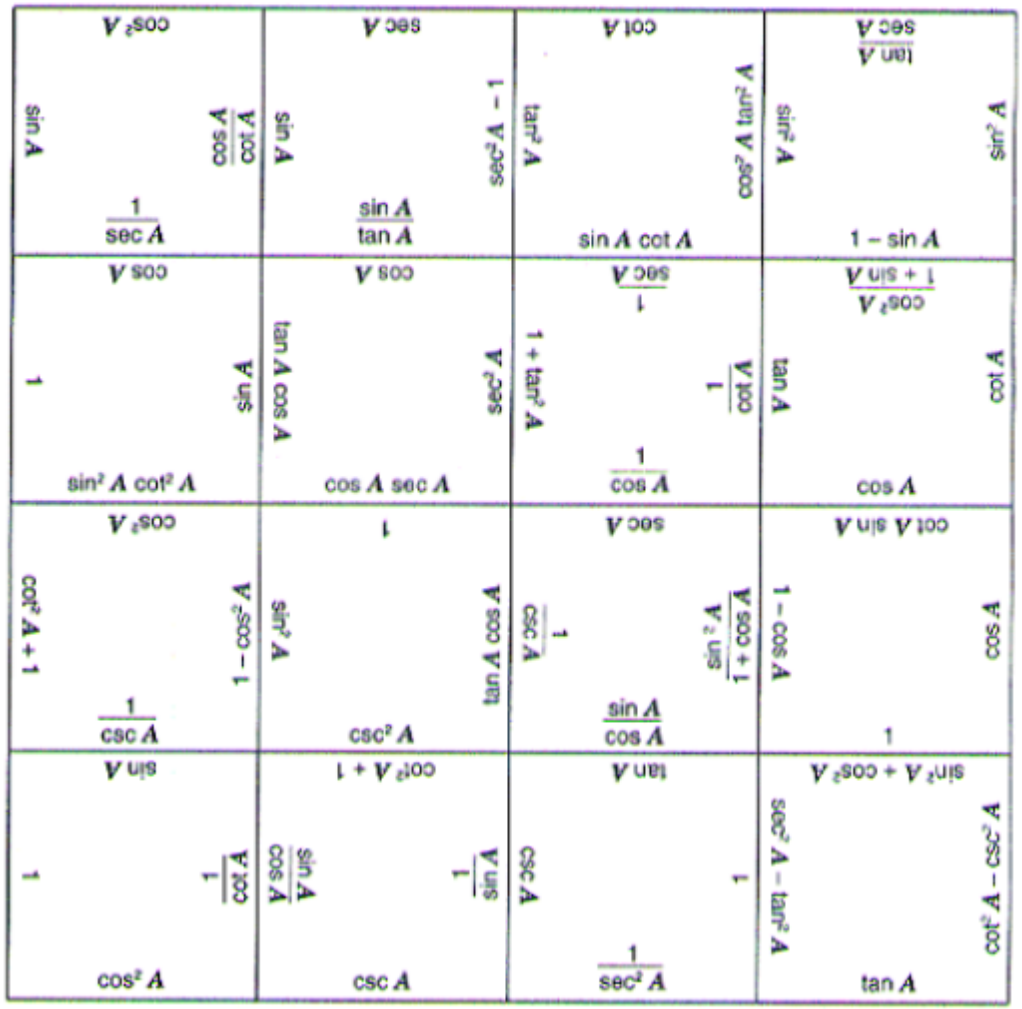
Laminate & cut for matching



From the March 1992 Mathematics Teacher

Laminate copies of this **sheet**. Cut each sheet into the sixteen small squares indicated and place the squares in an envelope. Divide students into groups (groups of three work well). Give each group an envelope of squares, instructing them to match equivalent expressions to create one large square. Students will review and learn common equivalents and will be better prepared to deal comfortably with trigonometric functions in more advanced studies. If a group seems to be floundering hopelessly, identifying one of the corner squares may help.

Laminate & cut for matching



From the March 1992 Mathematics Teacher

Laminate & cut for matching