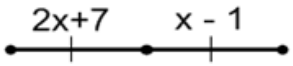
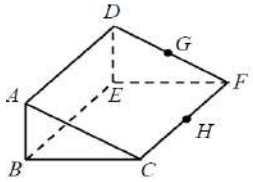
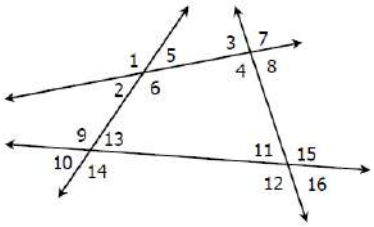
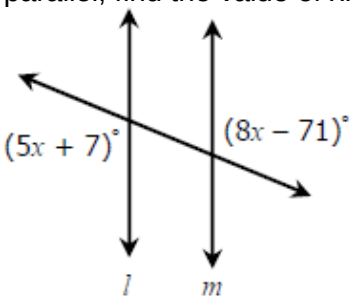
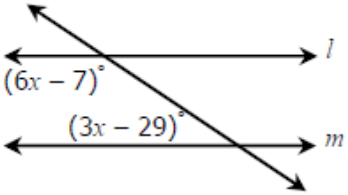
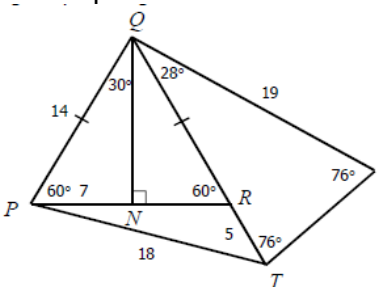
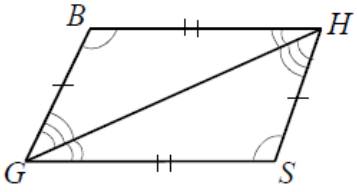
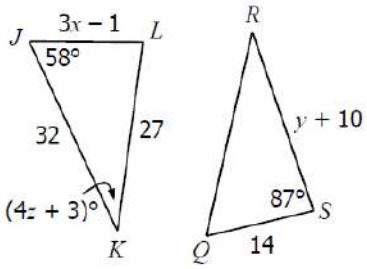
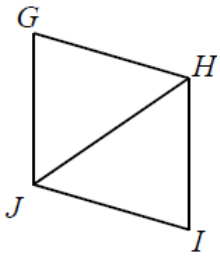
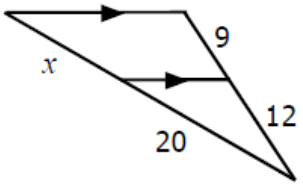
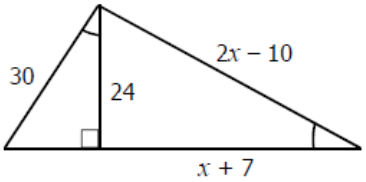
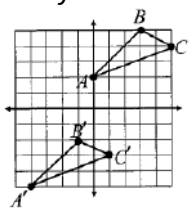
Geometry Instructional Support

Daily Task: Review class notes related to each unit. Complete the review questions designated for each day. Show all work on a separate piece of paper.

	Question 1	Question 2	Question 3
Day One: Algebra Review	Solve for x: $4x + 10 = -26$	Solve for x: $\frac{2}{3}x + 15 = 17$	Evaluate the expression: $\frac{a^2 + b^2}{a - b}$ If a = 3 and b = - 5
Day Two: Unit 1 – Geometry Basics	What is the midpoint of the segment joining (2, 6) and (10, 12)?	Find the distance between (2, 6) and (6, 10).	Solve for x: 
Day Three: Unit 1 – Geometry Basics	Study the diagram and use it to answer the day three questions: 	Name three collinear points and three coplanar points.	Name the intersection of the following: ● Planes ABC and ABE ● Planes BCH and DEF ● Lines *AD* and *DF*
Day Four: Unit 2 - Logic	Write the converse, inverse, and contrapositive of the following conditional statement: If it is raining, then I will bring my umbrella.	Given the biconditional statement, write both the conditional and converse and determine the truth value. Two angles are supplementary if and only if the sum of their measures is 180 degrees.	Given: 6x + 7 = 8x – 17 Prove: x = 12 Use the properties of equality in a two-column proof.
Day Five: Unit 3 – Parallel and Perpendicular Lines	Study the diagram and use it to answer the day five questions: 	Given the diagram, determine which angles are: ● Corresponding: ● Vertical:	Given the diagram, determine which angles are: ● Alternate Interior: ● Alternate Exterior: ● Same Side Interior: ● Same Side Exterior:

Day Six: Unit 3 – Parallel and Perpendicular Lines	Given lines *l* and *m* are parallel, find the value of x:  	Given lines *l* and *m* are parallel, find the value of x:  	Use slope to determine if lines PQ and RS are parallel, perpendicular, or neither. *P*(-9, -4), *Q*(-7, -1), *R*(-2, 5), *S*(-6, -1) *P(12, -2), Q(5, -10), R(-4, 10), S(4, 3)*
Day Seven: Unit 4 – Triangle Inequality	Study the diagram and use it to answer the next day seven questions.  	If N is the midpoint of segment PR, classify each triangle by its angles and sides. • Δ PQR • Δ PRT • Δ TQS • Δ QNP	Determine if each of the following side lengths could form a triangle. Use an inequality to prove your answer. • 18, 6, 13 • 12, 12, 25 • 5, 9, 14
Day Eight: Unit 5 – Triangle Congruence	Write a congruence statement for the following triangles:  	If $\Delta JKL \cong \Delta QRS$, find each missing value.  	**Given:** $\overline{GH} \parallel \overline{JI}$ and $\overline{GH} \cong \overline{JI}$ **Prove:** $\Delta GHJ \cong \Delta IJH$ 
Day Nine: Unit 6 – Triangle Similarity	The ratio of the measures of the angles of a triangle is 3:8:9. Find the measure of each angle.	Find the value of x:  	If the triangles are similar, find the value of x: 
Day Ten: Unit 7 - Transformations	Describe the translation shown both verbally and symbolically.  	Graph triangle ABC with A(-4, -1), B(-3, -4), C(0, -2). Then graph each of the following images: • Reflection in x-axis • Reflection in y-axis • Reflection in y = x	Graph the quadrilateral ABCD with A(-4, 1), B(-4, 6), C(-2, 8), D(-2, 3). Then graph its image after a dilation with scale factor of 1.5

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