☐ **DO NOW – Geometry Regents Lomac 2014-2015** **Date** 9/10 **due** 9/11 **Point/Line/Plane** **0.6**

☐ (1) Record your TOTAL score

☐ (2) Write your Name, Lesson Number, Date, Group Number and Letter in your DN/ET packet.

☐ (3) Copy and complete each statement in the DO NOW section of the page: So far, my favorite activity in this class has been ____ because ___. My least favorite activity in this class is ___ because ___.

☐ (4) Put the DO NOW/EXIT TICKET packet in your folder.

Name _____**Per**_____

SLO: I can identify with proper notation points, lines, planes, etc. in diagrams and can show all points that are the same distance from a central point.

☐ (1) **Identifying parts of diagrams**

group cup of dry erase markers and towels, group stack of "white boards"

For each diagram that is shown, a part of the diagram is to be named. You must:

(1) write the name on your white board large enough to be seen

(2) cap your marker and wait for the "boards up" signal

(3) fix your notation or name until you are told to "erase," at which point you have written a correct response (there is often more than one correct response.)

☐ (2) **Equal distance from a point**

rope

Participate in the class demonstration.

Complete the statements below and the sketch.

We all had to stand ____ feet away from _____.

When we did this, we formed a _____.

Sketch:

☐ (3) **EXIT TICKET**

Do Now/ Exit Ticket Packet

Demonstrate today's SLO: "I can identify with proper notation points, lines, planes, etc. in diagrams and can show all points that are the same distance from a central point."

☐ (a) *Sketch line QS and name it with proper notation in two ways*

☐ (b) S*ketch line segment TU and name it with proper notation in two ways*

☐ (c) S*ketch ray VW and name it with proper notation*

☐ (d) *Draw a point and label it A. Choose a distance and sketch all of the points that are that distance away from point A*

☐ (4) **HOMEWORK:**

☐ (1) Re-read "Ms. Lomac's Classroom Procedures" with your parent/guardian

☐ (2) Complete the signature portion at the bottom of the second sheet with your parent/guardian

☐ (3) Tear off the signature portion at the bottom of the second sheet and turn it in.

☐ (4) KEEP "Ms. Lomac's Classroom Procedures" IN YOUR CLASS FOLDER.

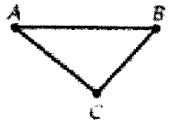
☐ (5) Complete the chart on the back of this page by

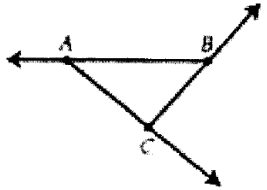
(a) Finding the diagram that matches the description and writing the number of the diagram in the "Figure number" column.

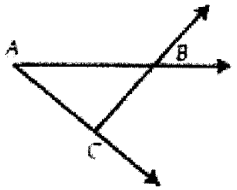
(b) Naming, with proper notation, the lines, segments, or rays that form the triangle in the diagram.

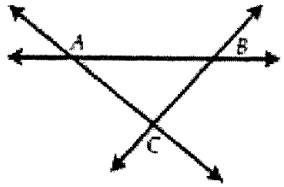
Name_____ Per____ 0.6

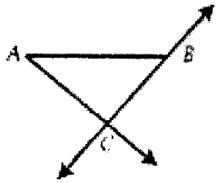
Description	Figure number	Lines, rays, and segments
The figure with three line segments.		
The figure with three lines.		
The figure with three rays with three different endpoints.		
The other figure with three rays.		
Two line segments and one line.		
Two line segments and one ray.		
Two lines and one line segment.		
Two lines and one ray.		
One line and two rays from the same endpoint.		
One line and two rays from different endpoints.		
The two identical figures.		
One line segment and two rays from the same endpoint.		
A line segment with rays from each of its endpoints.		
The one remaining figure.		

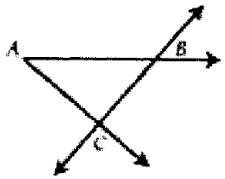
1) 

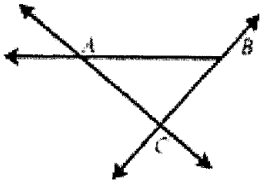
2) 

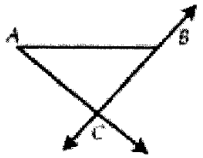
3) 

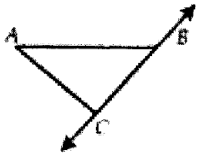
4) 

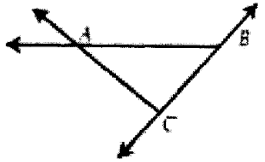
5) 

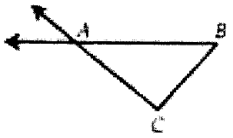
6) 

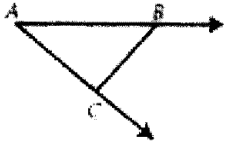
7) 

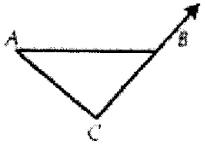
8) 

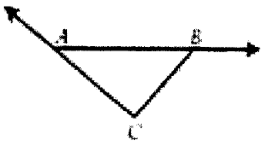
9) 

10) 

11) 

12) 

13) 

14) 

15)