

**DO NOW** – On the back of this packet

Name \_\_\_\_\_

**LO:** 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) **Centering Circle: 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:

(2) **Identifying parts of diagrams**

group dry  
erase  
marker,  
eraser,  
"white  
board"  
packets

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.)

(3) **Exit Ticket**

ON THE LAST PAGE

(4) **Homework:**

pen or  
pencil

- (1) Re-read "Ms. Lomac's Classroom Procedures" and complete the signature portion at the bottom of the second sheet with your parent/guardian
- (2) 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. An example has been done for you.
  - (b) Naming, with proper notation, the lines, segments, or rays that form the triangle in the diagram. An example has been done for you.

**CLASS SUPPLY LIST**

Pencil	Eraser	Compass	Ruler	Highlighters	Pens	Markers	Scissors
Glue		Dry Erase Marker		Sheet Protector			

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.	#15	$\downarrow$ AB $\downarrow$ AC $\mid$ BC
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)

Exit Ticket Name \_\_\_\_\_ Date \_\_\_\_\_ Per \_\_\_\_\_

0.6R

Exit Ticket

(1) The LO (Learning Outcomes) are written below your name on the front of this packet. Demonstrate your achievement of these outcomes by doing the following:

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

(b) Sketch line segment TU and name it with proper notation in two ways

(c) Sketch 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

(1) Copy and complete the statements:

(a) So far, my favorite activity in this class has been \_\_\_\_ because \_\_\_\_.

(b) My least favorite activity in this class is \_\_\_\_ because \_\_\_\_.

(2) Describe why the cartoon below is supposed to make people smile. REALLY think about it. If you still aren't sure, write

"not sure".

