Name (print first and last) _____ **Per**_____ **Date:**__7/1___

Geometry Regents Summer 2013 Ms. Lomac

GOOD MORNING! I am your teacher, Ms. Lomac. [photo] I unfortunately am not here today because I might have pink eye and the LAST thing I want to do is pass it on to anyone else. So, instead, these sheets are your QUIZ for today. That's right, I said QUIZ. Any time I am absent, the work for the day counts a s a quiz. I WOULD NOT ever give you an assignment you could not do, so relax, keep reading, and work through this. You CAN do this! Some things I ask you to do will seem totally unrelated to Geometry, but your responses will give me critical information about your strengths and weaknesses so that I can best help you. Let's try a few questions:

(1) True or false: This assignment doesn't count for anything because a substitute is here. (1)_____

(2) True or false: I tried to answer #1 without reading the first paragraph of this handout. (2)_____

(3) True or false: I got the answer for #1 by going back and reading the first paragraph. (3)_____

(4) If you are not just filling blanks in with true or false to "finish" this sheet, leave #4 blank. (4)_____

(5) True or false: Ms. Lomac could not be here today because she is at a conference. (5)_____

Excellent work! Take a moment to pat yourself on the back. No, I'm not kidding or being sarcastic, this is good for your brain – so are gum and mints so be sure to chew gum and have mints during my class if you'd like. Just be sure that when you are done with wrappers and gum they go in the trash and not on the floor, in or on your desk, or into some space you have discovered in the room. Be sure to bring at the very least a pencil and a thinking mind every day. Pens, highlighters, a compass, a ruler, extra graph or lined paper, and/or a calculator may also be useful, but be sure to bring something to write with. If you do not get your own compass, I will be showing you how you can use a piece of paper for a compass. I will NOT be providing compasses for you but you WILL need to use one. Again, if you do not get your own compass, I will be showing you how you can use a piece of paper for a compass – it is not pretty, but it works. If you have a particularly bad day and do not have something to write with, I will happily loan you a writing utensil IF you (a) do not complain about the writing utensil that has so generously been offered to you for use when you have been stuck in a terrible situation without one and (b) have something to exchange as collateral – preferably an ID, but I will also accept keys, headphones, jewelry, or other valuable items as collateral. Of course, you will receive these back upon return of my writing utensil – or in the event of loss of the borrowed utensil, one that is equivalent in quality. Time for more questions.
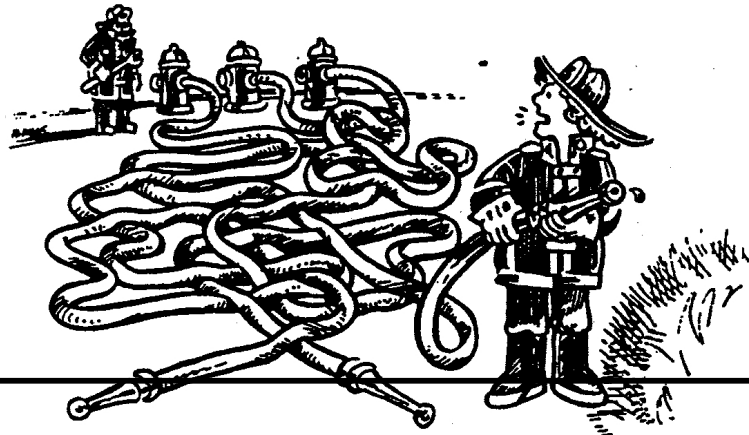
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(6) Every day, I am expected to bring a . . . (6) _____

(7) Three things that are good for my brain are . . . (7) _____, _____, _____

(8) If I do not have something to write with, I can borrow one if I provide . . . (8) _____

and don't . . . _____

(9) 3 supplies that are useful for me to have and bring to class are . . . (9) _____, _____, _____

(10) If you do not buy and bring your own compass, you will have to . . . (10) _____

Whew, 10 questions done. Take a deep breath, shake out your hands (also things that are good for your brain). Here is another set of quick and easy questions.
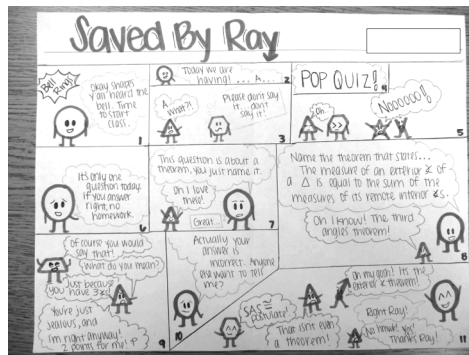
(11) This class started at (hint: 1st period: 8:05   2nd period 9:45) . . . (11) _____

(12) The current time is . . . (12) _____

(13) That means, it has taken me __ minutes to finish questions 1-12 (13) _____

(14) True or false (no penalties as long as this is the truth): I arrived on time for class today (14) _____

(15) So far, this assignment is (write the letter for as many adjectives as apply)
     (a) doing too much (b) funny   (c) ridiculous   (d) boring   (e) informative (15) _____

Okay. Page 1 done. Looking good. Stretch your legs and/or stand for a moment. (You guessed it, good for your brain. Keep it charged and ready to go.) I'm going to switch things up on you for a moment and ask you to think visually and logically. Much of Geometry involves visual and logical thinking as well as communicaion. Yes, these are also skills that are very helpful in life. When? How are you going to get that couch up the stairs or win your case on The People's Court (one of my favorite shows, by the way)? So let's try some visual thinking. Try this first on your own. I know this is a quiz, but if someone near you seems stuck, help them. Or, if you are done and someone near you is done, see if you got the same answer. You can do this. Here it goes: Which fire hydrant should the guy holding the hose tell the guy with the wrench to open?

(16) left, middle, or right?   (16) _____

(17) I helped (write name). . . (17) _____

(18) I was helped by . . .   (18) _____

(19) I checked my answer with (19) _____

(20) I solved this problem by _____

_____

_____

_____

Okay. High five the people whose names you wrote for #16, 17, and 18. (You guessed it, good for your brain.) Now I'm going to ask you to share a little bit about yourself. Below are some examples of work my students have done. Students have also written songs or raps, made up dances, made power point presentations, and brought other talents and skills to the geometry classroom.

(21) Write down at least 3 talents, skills, or creative interests you bring to the classroom.

_____

_____

_____

(22) Please share the reason(s) why you are taking Geometry this summer (need credit, need regents test, trying to get ahead, love math, bored at home, etc.)
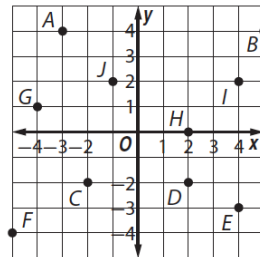
_____

_____

_____

(23) In Ms. Lomac's classroom, the answer to questions a through n is always . . .   (22) _____

    (a) Will I be told I must wait until after class to go to bathroom, the counselor, administrator, or any other place unless my life is in danger?
    (b) Will I be told no if I ask to use the room phone or my phone?
    (c) Will I be told no if I ask to listen to my music?
    (d) Will there be negative consequences if I walk around, talk, tap or make other noise, touch or gesture to others, or disrupt learning in any other way?
    (e) Will there be negative consequences if I eat in class?
    (f) Will there be negative consequences I use profanity, put others down, or otherwise be disrespectful to the school, staff, or my classmates?
    (g) Will I be dropped from class if I am absent more than twice (3 tardies counts as 1 absence)?
    (h) Can/May I speak and be heard?
    (i) Can/May I respectfully listen to Ms. Lomac and my peers?
    (j) Can/May I ask a mathematical question, challenge a mathematical statement, argue a mathematical point, and/or come to the board to explain my thinking?
    (k) Can/May I drink water, chew gum, or eat mints during class?
    (l) Can/May I take my work home to study?
    (m) Can/May I request a seat change that will help me focus/learn better?

I am positive that you got that last one right! Strong work. Now for some spatial orientation. Lets get our brain break in. Before reading on, point to the left side of the classroom with your right arm – be sure your arm crosses in front of your body to do this. Now switch. Point to the right side of the classroom with your right arm. Repeat these two gestures 4 more times. Why 4? Because next we will be graphing and there are 4 quadrants on a coordinate grid. That's right, good old graphing. When is this useful in life? When you need to read maps and have a sense of direction as you move through the world. Lets begin. This whole section will be called problem #24. If you need help remembering how to graph, see the reference page in the back of this packet.

(24) Complete problems 1-14 below.
    If you used the notes on the last page to help you, write yes in the blank. If not, write no.   (24) _____

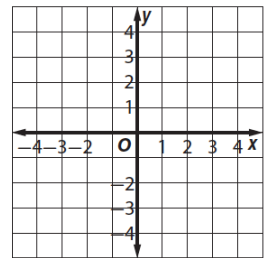**Use the coordinate plane at the right. Write the ordered pair that names each point.**

1. C _____   2. D _____

3. E _____   4. F _____

5. G _____   6. H _____

7. I _____   8. J _____

Graph and label each point using the coordinate plane at the right. 9. $A(-5, 5)$ 10. $M(2, 4)$

11. $G(0, -5)$ 12. $D(3, 0)$

13. $N(-4, -3)$ 14. $I(2, -3)$

(25) Take a moment to read a few words from **Snoop Dogg**:
    "If you stop at general math, you're only going to make general math money."
    Describe in your own words what you think Snoop Dogg means.

_____

_____

_____

(26) Here are 4 problems like regents problems. Circle your answer and then describe HOW you got it on the lines.

What is the slope of the line through the points $(-2, 4)$ and $(10, 0)$?

(a) -3

(b) -2

(c) $-\dfrac{1}{3}$

(d) $\dfrac{1}{3}$

(e) $\dfrac{1}{2}$

_____

_____

_____

_____

What is the approximate length in inches of the diagonal of a rectangle that is 25 inches long by 20 inches wide?

(a) 15

(b) 22

(c) 27

(d) 32

(e) 45

_____

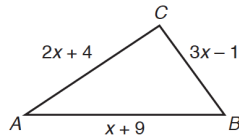_____

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_____

If the perimeter of $\triangle ABC$ is 30 cm, then what is the length in centimeters of the longest side?

(a) 3

(b) 8

(c) 10

(d) 12

(e) 16

Triangle with vertices C (top), A (bottom left), B (bottom right). Side $AC = 2x + 4$, side $CB = 3x - 1$, side $AB = x + 9$.

_____

_____

_____

The midpoint of the segment whose endpoints have coordinates $(3, -2)$ and $(-6, 1)$ is:

(a) $(4.5, -1.5)$

(b) $(-1.5, -.5)$

(c) $(-1.5, -1.5)$
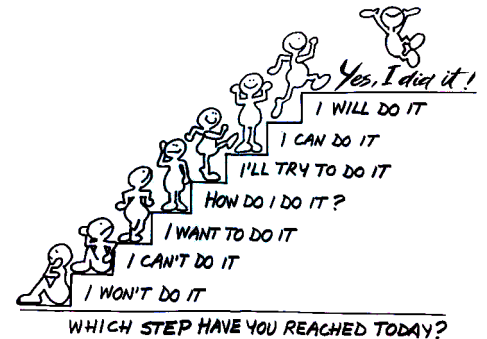
(d) $(-4.5, 1.5)$

(e) $(-4.5, -1.5)$

_____

_____

_____

(27) Almost done. Look at the picture at right and circle the statement that most accurately answers the question, "Which step have you reached today?"

Yes, I did it!
I WILL DO IT
I CAN DO IT
I'LL TRY TO DO IT
HOW DO I DO IT?
I WANT TO DO IT
I CAN'T DO IT
I WON'T DO IT
WHICH STEP HAVE YOU REACHED TODAY?

(28) GIVE THIS PACKET TO THE SUBSTITUTE! I will be coming by to pick up your work TODAY. I can't wait to get my first glimpse at how you can problem solve. Nice work. I hope I am able to meet you tomorrow!
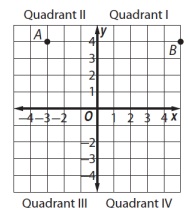
The Coordinate Plane

The x-axis and y-axis separate the coordinate system into four regions called **quadrants**.

EXAMPLE 1 Identify the ordered pair that names point A.

Step 1 Move left on the x-axis to find the x-coordinate of point A, which is -3.

Step 2 Move up the y-axis to find the y-coordinate, which is 4.

Point A is named by $(-3, 4)$.

EXAMPLE 2 Graph point B at $(5, 4)$.

Use the coordinate plane shown above. Start at 0. The x-coordinate is 5, so move 5 units to the right.

Since the y-coordinate is 4, move 4 units up.

Draw a dot. Label the dot B.

See grid at the top of the page.