Date Class	Data
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SECTION Ready to Go On? Skills Intervention

1A 1-1 Understanding Points, Lines, and Planes

Find these vocabulary words in Lesson 1-1 and the Multilingual Glossary.

Vocabula	ſy			
point	line	plane	collinear	coplanar
segment	endpoint	ray	opposite rays	
Naming P	oints, Lines, a	nd Planes		δ
A. Name o	collinear points.			Z, T,
Points t	that lie on the sam	e line are		
Name t	hree points on line	e r		$ \xrightarrow{X'} \xrightarrow{Y} M \longrightarrow $
Name t	he points on line a	S		
B. Name I	ines.			
To nam	e a line, use eithe	r	,	
or two _				
Name I	ine <i>s</i> using two po	ints on the li	าย	
Name t	he line containing	point <i>Z</i>		
Identifyin	g Points and Li	ines in a P	lane	
In what plar	ne does <i>Z</i> lie?			
What other	points lie in this pl	ane?		
-	Segments and label each of the t	-		
A. A segm	ent with endpoints	B H and Z		
	vo dots and label t straightedge to cor			
Draw tv	vo dots and label ting at <i>T</i> , connect t		R. d extend through <i>R</i> .	

Draw an arrow to indicate that the ray extends forever.

SECTION Ready to Go On? Skills Intervention

1A *1-2 Measuring and Constructing Segments*

Find these vocabulary words in Lesson 1-2 and the Multilingual Glossary.

coordinate	distance	length	congruent segments	construction
between	midpoint	bisect		
ind each leng	ength of a se th.	gment 🔫	<i>M N P</i> ++++++++++++++++++++++++++++++++++++	Q + + + + + + + + + + + + + + + + + + +
A. <i>MP</i> What are th	e coordinates of	f <i>M</i> ?	and <i>P</i> ?	
1			ordinates of <i>M</i> and <i>P</i> .	
=		tract.	ordinales of <i>W</i> and <i>P</i> .	
= =	-1		e value of the difference.	
	, indication of the second sec			
	e coordinates of	f N?	_ and <i>Q</i> ?	
NQ =	– s	Substitute the	coordinates of N and Q.	
=		Subtract.		
=	Т	ake the abso	lute value of the difference.	
	gment Additi			
Substitute t Solve the e Since <i>B</i> is betwee Since <i>B</i> is t $AB = _$ Substitute t Simplify the Get the vari Simplify.	quation to find <i>L</i> on <i>A</i> and <i>C</i> . Find between <i>A</i> and <i>C</i> <i>BC</i> =	ns into the eq . <i>M.</i> I <i>AB</i> . C, <i>AB</i> + <i>AC</i> the equation e equation. e of the equa	uation: + $LM = \ = $	$= \underbrace{\begin{array}{c} 100 \\ B \\ c + 14 \\ 3x + 2 \\ \end{array}}_{C}$ $= \underbrace{\begin{array}{c} \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\$
Substitute t Solve the e Since <i>B</i> is betwee Since <i>B</i> is b $AB = _$ Substitute t Simplify the Get the vari Simplify. Substitute t Simplify.	he known length quation to find <i>L</i> on <i>A</i> and <i>C</i> . Find between <i>A</i> and <i>C</i> $BC = _$ hese values into right side of the iable on one side he value of <i>x</i> to	ns into the eq . <i>M</i> I <i>AB</i> . C, <i>AB</i> + <i>AC</i> = the equation. e equation. e of the equa find <i>AB</i> .	uation: + $LM = \ = $	$= \underbrace{\begin{array}{c} 100 \\ B \\ c + 14 \\ 3x + 2 \\ \end{array}}_{C}$ $= \underbrace{\begin{array}{c} \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \end{array}}_{L}$ $= \underbrace{\begin{array}{c} \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \end{array}}_{L}$
Substitute t Solve the e Since <i>B</i> is betwee Since <i>B</i> is the $AB = _$ Substitute the Simplify the Get the varial Simplify. Substitute the Simplify. Substitute the Simplify.	he known length quation to find <i>L</i> en <i>A</i> and <i>C</i> . Find between <i>A</i> and <i>C</i> $BC = _$ hese values into right side of the iable on one side he value of <i>x</i> to ints to Find L midpoint of <i>XY</i> <i>C</i>, and <i>XY</i>.	<pre>hs into the eq .M</pre>	uation: $+LM =$	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$
Substitute t Solve the e Solve the e Since <i>B</i> is betwee Since <i>B</i> is betwee Substitute t Substitute t Simplify the Get the vari Simplify. Substitute t Simplify. Substitute t Simplify.	he known length quation to find <i>L</i> en <i>A</i> and <i>C</i> . Find between <i>A</i> and <i>C</i> $BC = _$ hese values into right side of the iable on one side he value of <i>x</i> to ints to Find L midpoint of <i>XY</i>, midpoint of <i>XY</i>, v	This into the equal M AB . C , AB + AC for the equation. The equation equation equation find AB . The equation AB . Example AB . Example AB .	uation: $+LM =$	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$
Substitute t Solve the e Since <i>B</i> is betwee Since <i>B</i> is betwee Substitute <i>B</i> Substitute th Simplify the Get the vari Simplify. Substitute th Simplify. Substitute th Simplify. Simplify.	he known length quation to find <i>L</i> en <i>A</i> and <i>C</i> . Find between <i>A</i> and <i>C</i> $BC = _$ hese values into right side of the iable on one side he value of <i>x</i> to ints to Find L midpoint of <i>XY</i>, midpoint of <i>XY</i>, v	This into the equal M AB . C, AB + AC for the equation. The equation. The of the equal find AB . engths C, XM = 5x + 1 what do you log expression	uation: $+LM =$	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$

Name	Date	Class

SECTION Ready to Go On? Skills Intervention

1A 1-3 Measuring and Constructing Angles

Find these vocabulary words in Lesson 1-3 and the Multilingual Glossary.

Voca	abular	у				
angl	е	measure	acute angle	right angle	obtuse angle	
cong	gruent	angles	angle bisector			
	-	ngles es in the diagra	am.		P	
You ca	an nar	ne an angle in t	hree ways: by its _		Q 1 2	S
by a _		on e	ach ray and the			
		-	e diagram? of all of			
				•		
Hamo		ungioo				
Find t as ac A. ∠ Ti 	the mean AOC the mean AOC the mean AOC the mean AOC an angoing AOC o, $\angle AOC$	ght, or obtuse. asure of an ang respond with or $c = \left \ _ \right $ gle measures gr	h angle. Then clas	of the ers that the less than 180°, t	he angle is	
	AOB		→ 			
			\vec{A} corresponds with \vec{B} corresponds with			
lf	an and	ole measures o	,, reater than 0° and l	. — — ess than 90°. the	angle is	
			angle.	,	g	
Findi	ng th	e Measure o	f an Angle	ł m∠ <i>XTR</i> = (6 <i>x</i>	+ 8)°. Find m∠ <i>XTR</i> .	
Subst Solve	itute th for <i>x</i> .	ne given values		ion		
			fc	or <i>x</i> .		
m∠X	TR = 6	6x + 8 = 6(_) + 8 =°			

SECTIONReady to Go On? Skills Intervention1A1-4 Pairs of Angles

Find these vocabulary words in Lesson 1-4 and the Multilingual Glossary.

		lincor noir	complementary angles	oupplementary angles
a	ljacent angles	iniear pair	complementary angles	supplementary angles
Tel	entifying Angle I I whether the angle r, or not adjacent.	les are only a	djacent, adjacent and form	a linear
Α.	Do $\angle 3$ and $\angle 4$ ha	ave a common ave common in	vertex? side? 🖌 terior points?	
В.				8 have a common side? and $ m \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \$
C.	Do $\angle 5$ and $\angle 6$ ha	ive common in	vertex? Do ∠5 and ∠ terior points?	.6 have a common side?
	ding the Measure $A = (14 + 3x)^\circ$,		plements and Suppleme the following.	nts
Α.	measure of the an Find the measure	re of the comp igle from of the complei	lement of an angle, ment of $\angle R$ by subtracting (14 = (4 + 3 <i>x</i>)° from
В.	measure of the ar Find the measure	re of the supp ngle from of the suppler	ement of an angle, nent of $\angle R$ by subtracting (14	4 + 3 <i>x</i>)° from

Name	Date	Class
Ready to Go On?	Quiz	
1-1 Understanding Points, Lines Draw and label each of the following.	s, and Planes	
1. a line containing points R and S		
2. a ray with endpoint <i>B</i> that passes th	rough L	
3. a plane containing a segment with e	endpoints X and Y	
4. three coplanar lines intersecting in t	hree points.	
Name each of the following.		
5. three collinear points		δ R
6. a plane containing <i>X</i> , <i>B</i> , and <i>Y</i>		X
7. two segments		
8. a line containing <i>A</i> and <i>T</i>		
	K	

1-2 Measuring and Constructing Segments

Find the length of each segment.

- 9. \overline{DB} ______ 10. \overline{AB} ______ 11. \overline{AC} _____
- **12.** Sketch, draw, and construct a segment congruent to \overline{PQ} .



Name		_ Date	Class
SECTION Ready to	Go On? Quiz cor	ntinued	
13 Tis between R and V	RV = 31 and $VT = 14$.	-ind <i>RT</i>	
14. <i>N</i> is between <i>M</i> and <i>P</i>	P. Find <i>MN</i>		$4 \xrightarrow{M} N \xrightarrow{24} 17 \xrightarrow{1} N \xrightarrow{P} 3$
<i>M</i> is the midpoint of \overline{AB} .	<i>AM</i> = 11 <i>x</i> - 9, and <i>BM</i> =	= 7 <i>x</i> + 35 .	5 <i>x</i> – 8 17
15. Find <i>x</i> .	16. Find <i>AM</i> .	1	1 7. Find <i>BM</i> .
1-3 Measuring and C	onstructing Angles		V
18. Name all the angles in	the diagram.	< R	1 2 S
Classify each angle by it	s measure.		
19. m∠ <i>XYZ</i> = 90°	20. m∠ <i>PQR</i> = 17°	2	21. m∠ <i>BRZ</i> = 178°
22. \overrightarrow{MT} bisects $\angle LMP$, $m \angle$ Find $m \angle LMP$.		n∠ <i>TMP</i> = (2x	r + 17)°.
23. Use a protractor and a Then bisect the angle.		0° angle.	
1-4 Pairs of Angles Tell whether the angles a pair, or not adjacent.	re only adjacent, adjace	nt and form a	a linear
24. \angle 2 and \angle 3			5,12
25. $\angle 1$ and $\angle 5$			4 3
26. \angle 3 and \angle 1			
If $\mathbf{m} \angle \mathbf{P} = (9x + 20)^\circ$, find	the measure of each of	the following	
27. supplement of $\angle P$	28.	complement	of $\angle P$

Ready to Go On? Enrichment SECTION

1A

Measuring Angles and Segments

For	Measuring Angles and Segments For Exercises 1–12, use the figure at the right and the information provided to find each angle measure.						
	$m \angle XTZ = 54^{\circ}$ $m \angle RTQ = 21^{\circ}$ \overrightarrow{TP} bisects = $\angle QTZ$				X T Q Y Z P		
1.	m∠ <i>XTS</i>	2. 1	m∠ <i>STR</i>	3.	m∠ <i>QTZ</i>		
4.	m∠ <i>QTP</i>	5. 1	m∠ <i>PTZ</i>	6.	m∠ <i>YTZ</i>		
7.	m∠ <i>XTY</i>	8. 1	m∠ <i>RTP</i>	9.	m∠ <i>PTX</i>		
10.	m∠ <i>RTX</i>	11. 1	m∠ <i>XTQ</i>	12.	m∠ <i>STQ</i>		
	,	-					

Date _____ Class ____

The figure at right is a number line without tic marks. For Exercises 13-18, use the number line and the information provided. D is the midpoint of \overline{CH} . G is the midpoint of \overline{DH} F is the midpoint of \overline{DG}

		DFG H
Find the coordinates.	-18	14
13. <i>D</i>	14. <i>G</i>	15. <i>F</i>
Find the lengths.		
16. <i>DF</i>	17. CG	18. <i>GH</i>
19. <i>DG</i>	20. DH	21. CH

SECTION Ready To Go On? Skills Intervention

1B *1-5* Using Formulas in Geometry

Find these vocabulary words in Lesson 1-5 and the Multilingual Glossary.

Vocabulary					
	area	base	height	diameter	radius
circumferenc	e .	π (pi)			
Finding Per Find the perin					14
A. What is th	ne formula fo	r perimeter o	of a rectangle?	?	
Substitute	e the known v	values into th	e formula		4x + 5 = =
Simplify					
What is th	ne formula fo	r the area of	a rectangle?		
Substitute	e the known w	values into th	ie formula		_
Simplify					
B. What is th	ne formula fo	r perimeter o	f a triangle? _		
Substitute	e the known v	values into th	ie formula		
Simplify					12 m x m 16 m
What is th	ne formula fo	r the area of	a triangle? _		23 m
Substitute	e the known v	values into th	ie formula		
Simplify					
	umference a	nd area of a	a circle with I	f ircle radius 12 cm. e nearest tenth	n. (12 cm
What is the fo	rmula for the	circumferen	ce of a circle	?	$ \checkmark$
Substitute the	known value	es into the fo	rmula		
Simplify.					
What is the fo	rmula for the	area of a ci	rcle?		
Substitute the	known value	es into the fo	rmula and sin	nplify	

SECTION Ready To Go On? Skills Intervention
1B 1-6 Midpoint and Distance in the Coordinate Plane
Find these vocabulary words in Lesson 1–6 and the Multilingual Glossary.
Vocabulary
coordinate plane leg hypotenuse
Finding the Coordinates of a Midpoint Find the coordinates of the midpoint of \overline{KL} with endpoints $K(-9, 4)$ and $L(7, -6)$.
Write the Midpoint Formula.
Substitute the coordinates of K and L into the midpoint formula.
Simplify to find the coordinates of the midpoint.
Finding the Coordinates of an Endpoint <i>M</i> is the midpoint of \overline{PR} . <i>P</i> has coordinates (-7, 1), and <i>M</i> has coordinates (-1, -4). Find the coordinates of <i>R</i> .
The coordinates of R are unknown. Let the coordinates of R equal (x, y) .
Apply the Midpoint Formula. $(-1, -4) = \left(\frac{-7 + x}{2}, \frac{1 + y}{2}\right)$
Write and solve an equation to find the <i>x</i> -coordinate of <i>R</i> . $\frac{-7 + x}{2} = -1 \longrightarrow x = 2$
Write and solve an equation to find the <i>y</i> -coordinate of <i>R</i> . $\frac{1+y}{1-x}$ \longrightarrow $y = $
The coordinates of <i>R</i> are (,).
Finding Distances in the Coordinate Plane Use the Distance Formula and the Pythagorean Theorem to find the distance, to the nearest tenth, from <i>K</i> to <i>L</i> .
Write the Distance Formula.
What are the coordinates of <i>K</i> ? of <i>L</i> ? Substitute the coordinates of <i>K</i> and <i>L</i> into the Distance Formula.
Simplify. The length of KL is
Write the Pythagorean Theorem Substitute the lengths of the legs into the Pythagorean Theorem to find the
length of the hypotenuse Simplify.
The length of the hypotenuse KL is

Name _____ Date _____ Class _____

Ready To Go On? Skills Intervention SECTION **1**B

1-7 Transformations in the Coordinate Plane

Find these vocabulary words in Lesson 1-7 and the Multilingual Glossary.

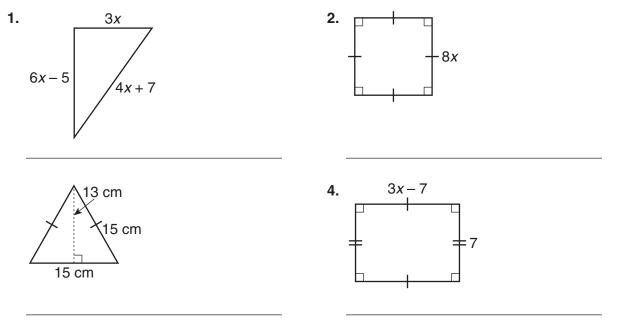
Vocabulary					
transformation	preimage	image	reflection	rotation	translation
dentifying Trar dentify the transf		n use arrow	notation to de	escribe the tr	ansformation.
Is each point a a point <i>P</i> ? Have all of the in the same di Based on the i	tion? and its image the	e same dista jure moved t ve, identify th	nce from the same distar ne transformatio	on	
Is each point a a point <i>P</i> ? Have all of the distance in the	tion? and its image the	e same dista jure moved f	nce from the same	A B	D A' C B'
Use arrow not	ation to describe	e the transfo	rmation.	→	
Drawing and Id A figure has verti- ransformation, the Draw the preimag Plot the points and How is each point dentify the transfo	ces at X(-5, 4) e image has ver ge and image. T I label each vert related to its ima	, Y(−2, 0) a ti ces at X'(5 Then identif ex. Connect age?	and <i>Z</i> (-5, -4). , 4), <i>Y</i> ′(2, 0) and y the transform the vertices.	d Z′(5, −4). nation. ←	▲ ¥ 4 2 -4 -2 0 2 4 -4 -4
Translations in Find the coordina $(x, y) \rightarrow (x - 4, y)$ What are the coord To apply $(x, y) \rightarrow$ of each vertex and Find the coordinate	tes for the imates for the imates for the imates $y - 3$). Draw the linates of J , K , a $(x - 4, y - 3)$, subtract f	ge of ∆ <i>JKL</i> e image. nd <i>L</i> ? <i>J</i> ((subtract rom the <i>y</i> -co)), <i>K</i> (3,), <i>L</i> from the <i>x</i> -co pordinate of eac	oordinate h vertex.	4 2 2 2 2 2 2 4 2 4 2 4 2 4 2 4 2 4 2 4

Plot the image points. Connect the vertices.

Ready to Go On? Quiz SECTION

1-5 Using Formulas in Geometry

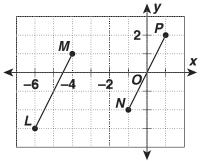
Find the perimeter and area of each figure.



5. Find the circumference and area of a circle with radius 11 in. Use the π key on your calculator and round to the nearest tenth.

1-6 Midpoint and Distance in the Coordinate Plane

- **6.** Find the coordinates of the midpoint of \overline{HJ} with endpoints H(-7, -4), and J(3, -2).
- **7.** S is the midpoint of \overline{RT} , R has coordinates (-5, 1) and S has coordinates (-1, 4). Find the coordinates of T.
- 8. Using the distance formula, find *LM* and *NP* to the nearest tenth. Then determine if $\overline{LM} \cong \overline{NP}$.



1B

10.

Ready to Go On? Quiz continued SECTION

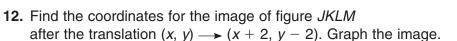
9. Using the Distance Formula and the Pythagorean Theorem, find the distance, to the nearest tenth, from X(3, -2) to Y(-3, 1).

1-7 Transformations in the Coordinate Plane

В

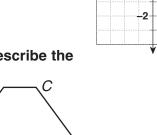
Identify the transformation. Then use arrow notation to describe the transformation.

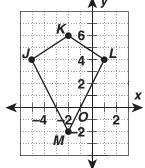
11.

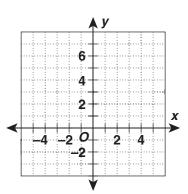


13. A figure has vertices at P(-6, -2), Q(-3, 3) and R(-1, -2). After a transformation, the image of the figure has vertices at P'(0, 2), Q'(3, 7) and R'(5, 2). Graph the preimage and image. Then, identify the transformation.

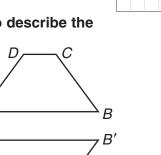
13







Holt Geometry



Date Class

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SECTION Ready to Go On? Enrichment

Reflections

Use the figure at the right to answer each question.

- Reflect △ WXY over the x-axis. Label the vertices of the image W', X', and Y' respectively.
- **2.** Find the coordinates of W', X', and Y'.
- **3.** How are the coordinates of the preimage related to the coordinates of the image?

Use the Distance Formula to find each of the following to the nearest tenth.

4.	WX	5.	XY	6.	WY
7.	W' X'	8.	X'Y'	9.	W'Y'
10.	How are the lengths of segments in the image	0	nents of the preir	mage related to t	he lengths of the
11.	Find the perimeters of	each triar	ngle.		
12.	How are the perimete	rs related?			
13.	What are the lengths	of the base	e and height of $ riangle$	WXY?	
14.	What is the area of \triangle	WXY?			

15. What are the lengths of the base and height of $\triangle W'X'Y'$?

16. What is the area of $\triangle W'X'Y'$?

17. How are the areas related?

18. What do you think is true about the perimeter and area of the image of $\triangle WXY$ after a translation? Why?

2 O

2

x

Holt Geometry

Ready to Go On? Skills Intervention 1A 1-1 Understanding Points, Lines, and Planes Find these vocabulary words in Lesson 1-1 and the Multilingual Glossary.	Ready to Go On? Skills Intervention Image: A state of the state
Veeebulary	Veeebulewi
Vocabulary point line plane collinear coplanar segment endpoint ray opposite rays	Vocabulary coordinate distance length congruent segments construction between midpoint bisect
Naming Points, Lines, and Planes 8 A. Name collinear points. 7	Finding the length of a segment Find each length. $M \qquad P \qquad Q$ $-7-6-5-4-3-2^{A_1}$ 0 1 2 3 4 5 6 7 8 -1.5
Points that lie on the same line are <u>collinear</u> . Name three points on line <i>r</i> . <i>T</i> , <i>Y</i> , <i>Q</i>	A. <i>MP</i> What are the coordinates of M ? and P ? $MP = \left \frac{-5}{2} - \frac{2}{2} \right $ Substitute the coordinates of M and P .
Name three points on line <i>s</i> . X, Y, M	$= \left \frac{-7}{7} \right $ Subtract. = $\frac{7}{7}$ Take the absolute value of the difference.
B. Name lines.	B. NQ What are the coordinates of N? and Q?6
To name a line, use either <u>a lowercase letter</u> ,	$NQ = \begin{vmatrix} -1.5 \\ -7.5 \end{vmatrix} = \begin{vmatrix} -7.5 \\ -7.5 \end{vmatrix}$ Substitute the coordinates of <i>N</i> and <i>Q</i> . Subtract.
or two <u>points on the line</u> . Name line <i>s</i> using two points on the line. $\underline{XM} \text{ or } \overline{MX} \text{ or } \overline{XY} \text{ or } \overline{YX} \text{ or } \overline{YM} \text{ or } \overline{MY}$	$= \frac{7.5}{7.5}$ Take the absolute value of the difference.
Name the line containing point Z. \overrightarrow{ZM} or \overrightarrow{MZ}	Using the Segment Addition Postulate A. L is between K and M. KL = 43 and KM = 61.5. Find LM.
Identifying Points and Lines in a Plane Name three points that lie in the same plane as point Z.	Since <i>L</i> is between <i>K</i> and <i>M</i> , $KL + \underline{LM} = \underline{KM}$ Substitute the known lengths into the equation: $\underline{43} + LM = \underline{61.5}$ Solve the equation to find <i>LM</i> . $\underline{18.5}$
In what plane does Z lie? $\underline{\delta}$ What other points lie in this plane? X, Y, M, Q	B. B is between A and C. Find AB. Since B is between A and C, AB + $\frac{BC}{AC} = \frac{AC}{100}$. Substitute these values into the equation. $\frac{AB = 11x + 14}{11x + 14} BC = \frac{3x + 2}{AC} = \frac{100}{11x + 14} + \frac{3x + 2}{11x + 14} = \frac{100}{110}$
Drawing Segments and Rays Draw and label each of the following.	Substitute mese values into the equation. $14x + 6x = 100$ Simplify the right side of the equation. $14x + 16 = 100$ Get the variable on one side of the equation. $14x = \frac{100}{84}$
A. A segment with endpoints H and Z Draw two dots and label them H and Z	Simplify. $X = \frac{1}{6}$ Substitute the value of x to find AB. $AB = 11x + 14$
Use a straightedge to connect the points.	Simplify. $AD = 11(\underline{6}) + 14 = \underline{80}$
B. ray TR Draw two dots and label them T and R.	Using Midpoints to Find Lengths Point <i>M</i> is the midpoint of <i>XY</i> . $XM = 5x + 3$, and $MY = 9x - 25$.
Beginning at <i>T</i> , connect the points and extend through <i>R</i> .	Find x, XM, MY, and XY. Since M is the midpoint of XY, what do you know about XM and MY? They are equal.
	Write an equation by substituting expressions for <i>XM</i> and <i>MY</i> . $5x + 3 = 9x - 25$ Solve the equation to find the value of <i>x</i> . $x = 7$ $XM = 5x + 3 = \frac{38}{3}$; $MY = 9x - 25 = \frac{38}{38}$; $XY = \frac{76}{38}$
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Ready to Go On? Skills Intervention 1A 1-3 Measuring and Constructing Angles Find these vocabulary words in Lesson 1-3 and the Multilingual Glossary.	SECTION Ready to Go On? Skills Intervention 1A 1-4 Pairs of Angles Find these vocabulary words in Lesson 1-4 and the Multilingual Glossary.
IA 1-3 Measuring and Constructing Angles Find these vocabulary words in Lesson 1-3 and the Multilingual Glossary. Vocabulary	IA 1-4 Pairs of Angles Find these vocabulary words in Lesson 1-4 and the Multilingual Glossary. Vocabulary
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1A 1-3 Measuring and Constructing Angles Find these vocabulary words in Lesson 1-3 and the Multilingual Glossary. Vocabulary angle measure acute angle right angle obtuse angle congruent angles angle bisector Naming Angles Name angles in the diagram. You can name an angle in three ways: by its <u>Vertex</u> by a <u>point</u> on each ray and the <u>vertex</u> or by a <u>number</u> How many angles are in the diagram? <u>3</u> Point P is called the <u>Vertex</u> of all of the angles. Name three angles. <u>$\angle 1, \angle 2, \angle OPR, \angle OPS, \angle RPS$</u> Measuring and Classifying Angles Find the measures of each angle. Then classify each angle as acute, right, or obtuse. A . $\angle AOC$ The measure of an angle is the <u>difference</u> of the <u>absolute Value</u> of the real numbers that the rays correspond with on a protractor. $m \angle AOC = \underline{110} - \underline{0} = \underline{110}^\circ$. If an angle measures greater than 90° and less than 180°, the angle is <u>obtuse</u> . So, $\angle AOC$ is a(n) <u>obtuse</u> angle. B . $\angle AOB$ The real number that \overrightarrow{OA} corresponds with is <u>135</u> . $m \angle AOB = \underline{70} - \underline{135} = \underline{65}^\circ$. If an angle measures greater than 0° and less than 90°, the angle is <u>acute</u> . So, $\angle AOB$ is a(n) <u>acute</u> angle. B . $\angle AOB$ The real number that \overrightarrow{OA} corresponds with is <u>135</u> . $m \angle AOB = \underline{70} - \underline{135} = \underline{65}^\circ$. If an angle measures greater than 0° and less than 90°, the angle is <u>acute</u> . So, $\angle AOB$ is a(n) <u>acute</u> angle. Finding the Measure of an Angle TX bisects $\angle MTR, m \angle MTX = (9x - 7)^\circ$, and $m \angle XTR = (6x + 8)^\circ$. Find $m \angle XTR$. Substitute the given values and write an equation. <u>$9x - 7 = 6x + 8$</u>	1A 1-4 Pairs of Angles Find these vocabulary words in Lesson 1-4 and the Multilingual Glossary. Vocabulary adjacent angles linear pair complementary angles supplementary angles Identifying Angle Pairs Tell whether the angles are only adjacent, adjacent and form a linear pair, or not adjacent. A $\angle 3$ and $\angle 4$ Do $\angle 3$ and $\angle 4$ have a common vertex? Yes Do $\angle 3$ and $\angle 4$ have a common interior points? No $\angle 3$ and $\angle 4$ have a common vertex? Yes Do $\angle 3$ and $\angle 4$ have a common interior points? No $\angle 3$ and $\angle 4$ have a common vertex? Yes Do $\angle 3$ and $\angle 4$ have a common vertex? Yes Do $\angle 3$ and $\angle 4$ have a common interior points? No $\angle 3$ and $\angle 4$ have a common vertex? Yes Do $\angle 7$ and $\angle 8$ have a common vertex? Yes Do $\angle 7$ and $\angle 8$ have a common interior points? No $\angle 7$ and $\angle 8$ have a common vertex? Yes Do $\angle 7$ and $\angle 8$ have a common vertex? Yes Do $\angle 5$ and $\angle 6$ have a common vertex? No $\angle 7$ and $\angle 8$ have a common vertex? No $\angle 5$ and $\angle 6$ have a common interior points? No $\angle 5$ and $\angle 6$ have a common interior points? No $\angle 5$ and $\angle 6$ have comm
1A 1-3 Measuring and Constructing Angles Find these vocabulary words in Lesson 1-3 and the Multilingual Glossary. Vocabulary angle measure acute angle right angle obtuse angle optimize angle bisector Name angles in the diagram. You can name an angle in three ways: by its <u>Vertex</u> , by a <u>point</u> on each ray and the <u>Vertex</u> , or by a <u>number</u> Privation on each ray and the <u>Vertex</u> . Measuring and Classifying Angles Find the measures of each angle. Then classify each angle as acute, right, or obtuse. A. $\angle AOC$ The measure of an angle is the <u>difference</u> of the <u>absolute Value</u> of the real numbers that the rays correspond with on a protractor. $m \angle AOC = [110 - 0] = 110^{\circ}$ If an angle measures greater than 90° and less than 180°, the angle is <u>obtuse</u> . So, $\angle AOC$ is a(n) <u>obtuse</u> angle. B. $\angle AOB$ The real number that \overrightarrow{OA} corresponds with is <u>135</u> . $m \angle AOB = [70 - 135] = 65^{\circ}$. If an angle measures greater than 90° and less than 90°, the angle is <u>acute</u> . So, $\angle AOB$ is a(n) <u>acute</u> angle. Finding the Measure of an Angle The treal number that \overrightarrow{OA} corresponds with is <u>135</u> . $m \angle AOB = [70 - 135] = 65^{\circ}$. If an angle measures greater than 9° and less than 90°, the angle is <u>acute</u> . So, $\angle AOB$ is a(n) <u>acute</u> angle. Finding the Measure of an Angle TX bisects $\angle MTR$, $m \angle MTX = (9x - 7)^{\circ}$, and $m \angle XTR = (6x + 8)^{\circ}$. Find $m \angle XTR$. Si	1A 1-4 Pairs of Angles Find these vocabulary words in Lesson 1-4 and the Multilingual Glossary. Vocabulary adjacent angles linear pair complementary angles supplementary angles Identifying Angle Pairs Tell whether the angles are only adjacent, adjacent and form a linear pair, or not adjacent. A $\angle 3$ and $\angle 4$ A $\angle 3$ and $\angle 4$ have a common vertex? Yes $\sqrt{56}$ $\sqrt{56}$ Do $\angle 3$ and $\angle 4$ have a common interior points? No $\sqrt{56}$ $\sqrt{56}$ Do $\angle 3$ and $\angle 4$ have a common interior points? No $\sqrt{56}$ $\sqrt{56}$ Do $\angle 3$ and $\angle 4$ have common interior points? No $\sqrt{56}$ $\sqrt{56}$ B $\angle 7$ and $\angle 8$ have a common vertex? Yes $\sqrt{27}$ and $\angle 8$ have a common side? No C $\angle 5$ and $\angle 6$ $2 = 00^{\circ}$ $2 = 00^{\circ}$ $2 = 00^{\circ}$ $\sqrt{28}$ $\sqrt{27}$ and $\angle 8$ have a common side? Yes Do $\angle 7$ and $\angle 8$ have common interior points? No $\angle 7$ and $\angle 8$ have a common side? Yes Do $\angle 7$ and $\angle 6$ have a common vertex? Yes Do $\angle 7$ and $\angle 8$ have a common side? Yes Do $\angle 5$ and $\angle 6$ have a common interior points? No $\angle 2 = 00$

SECTION Ready to Go On? Quiz	SECTION Ready to Go On? Quiz continued
1-1 Understanding Points, Lines, and Planes	13. T is between R and V. RV = 31 and VT = 14. Find RT. 17
Draw and label each of the following.	14. N is between M and P. Find MN. 7 M N P 14. N is between M and P. Find MN. 7 M N P
1. a line containing points <i>R</i> and <i>S</i>	<i>M</i> is the midpoint of \overline{AB} . $AM = 11x - 9$, and $BM = 7x + 35$.
2. a ray with endpoint <i>B</i> that passes through <i>L</i>	15. Find x. 16. Find AM. 17. Find BM. 11 112 112
3. a plane containing a segment with endpoints X and Y	 1-3 Measuring and Constructing Angles 18. Name all the angles in the diagram. R 12
4. three coplanar lines intersecting in three points.	
Name each of the following. Sample answers:	Classify each angle by its measure.
5. three collinear points <u>Y, T, X or A, T, B</u>	19. $m \angle XYZ = 90^{\circ}$ 20. $m \angle PQR = 17^{\circ}$ 21. $m \angle BRZ = 178^{\circ}$
6. a plane containing X, B, and Y R	RightAcuteObtuse
7. two segments $\overline{TX}, \overline{YT}, \overline{YX}, \overline{AT}, \overline{BT}, \overline{AB}, \overline{RB}$	22. \overrightarrow{MT} bisects $\angle LMP$, $m \angle LMT = (4x - 13)^\circ$, and $m \angle TMP = (2x + 17)^\circ$.
8. a line containing A and $T \ell$ Or $\overrightarrow{AB}, \overrightarrow{AT}, \overrightarrow{TB}$	Find $m \angle LMP$. 47°
	23. Use a protractor and a straightedge to draw a 70° angle.
1-2 Measuring and Constructing Segments Find the length of each segment.	1-4 Pairs of Angles Tell whether the angles are only adjacent, adjacent and form a linear
9. <u>DB</u> <u>10</u> <u>A</u> <u>B</u> <u>C</u> <u>D</u>	pair, or not adjacent.
9. DB 10. \overline{AB} 10. \overline{AB}	24. ∠2 and ∠3 Only adjacent
11. <u>AC 9.5</u>	25. ∠1 and ∠5 Adjacent and form a linear pair
12. Sketch, draw, and construct a segment congruent to \overline{PQ} .	26. ∠3 and ∠1 <u>Not adjacent</u>
P Q	If $m \angle P = (9x + 20)^\circ$, find the measure of each of the following.
P Q	27. supplement of $\angle P$ 28. complement of $\angle P$
	$(160 - 9x)^{\circ} (70 - 9x)^{\circ}$
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SECTION Ready to Go On? Enrichment Measuring Angles and Segments For Exercises 1–12, use the figure at the right and the information provided to find each angle measure. $m \angle XTZ = 54^{\circ}$	SECTION Ready To Go On? Skills Intervention 1B 1-5 Using Formulas in Geometry Find these vocabulary words in Lesson 1-5 and the Multilingual Glossary. Vocabulary perimeter area base height diameter
1A Measuring Angles and SegmentsFor Exercises 1-12, use the figure at the right and the information provided to find each angle measure. $m \angle XTZ = 54^{\circ}$ $m \angle RTQ = 21^{\circ}$ $\sqrt[3]{7}$ $m \angle RTQ = 21^{\circ}$ $\sqrt[3]{7}$	1B 1-5 Using Formulas in Geometry Find these vocabulary words in Lesson 1-5 and the Multilingual Glossary. Vocabulary
1A Measuring Angles and SegmentsFor Exercises 1–12, use the figure at the right and the information provided to find each angle measure. $m \angle XTZ = 54^{\circ}$ $m \angle RTQ = 21^{\circ}$ \overrightarrow{TP} bisects = $\angle QTZ$ \overrightarrow{TP} \overrightarrow{TP}	IB 1-5 Using Formulas in Geometry Find these vocabulary words in Lesson 1-5 and the Multilingual Glossary. Vocabulary perimeter area base height diameter radius circumference π (pi) Finding Perimeter and Area 14
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1A Measuring Angles and Segments For Exercises 1-12, use the figure at the right and the information provided to find each angle measure. $m \angle XTZ = 54^{\circ}$ $m \angle RTQ = 21^{\circ}$ $m \angle RTQ = 21^{\circ}$ $m \angle STR$ TP bisects = $\angle QTZ$ $n \angle STR$ 1. $m \angle XTS$ $2. m \angle STR$ $3. m \angle QTZ$ $4. m \angle QTP$ $5. m \angle PTZ$ $6. m \angle YTZ$ 63° 63° 33° $7. m \angle XTY$ $8. m \angle RTP$ $9. m \angle PTX$ 21° 84° 117° $10. m \angle RTX$ $11. m \angle XTQ$ $12. m \angle STQ$ 159° 180° 54° The figure at right is a number line without it marks. For Exercises 13-18, use the number line and the information provided. D is the midpoint of \overline{CH} . G is the midpoint of \overline{DH} . F is the midpoint of \overline{DG} . Find the coordinates. 13. D 14. G D C C The induce to right is a number line without it cmarks. For Exercises 13-18, use the number line and the information provided. D is the midpoint of \overline{CH} . G is the midpoint of \overline{DH} . F is the midpoint of	1B 1-5 Using Formulas in Geometry Find these vocabulary words in Lesson 1-5 and the Multilingual Glossary. Vocabulary perimeter area base height diameter radius circumference π (pi) Finding Perimeter and Area Find the perimeter and area. A. What is the formula for perimeter of a rectangle? $P = 2\ell + 2W$ Substitute the known values into the formula. $P = 2(14) + 2(4x + 5)$ Simplify. $P = 8x + 38$ What is the formula for the area of a rectangle? $A = \ell W$ Substitute the known values into the formula. $A = 14(4x + 5)$ Simplify. $A = 56x + 70$ B. What is the formula for the area of a triangle? $P = a + b + c$ Substitute the known values into the formula. $P = 23 + 12 + 16$ Simplify. $P = 51 \text{ m}$ What is the formula for the area of a triangle? $A = \frac{1}{2}bh$ Substitute the known values into the formula. $P = 23 + 12 + 16$ Simplify. $A = 11.5x \text{ m}^2$ Finding the Circumference and Area of a Circle Find the circumference and area of a circle with radius 12 cm. Use the π key on your calculator and round to the nearest tenth. What is the formula for the circumference of a circle? $C = 2\pi r$ Substitute the known values into the formula. $C = 2\pi (12)$ Simplify. $C \approx 75.4 \text{ cm}$ What is the formula for the area of a circle? $A = \pi r^2$
1A Measuring Angles and SegmentsFor Exercises 1-12, use the figure at the right and the information provided to find each angle measure. $m \angle XTZ = 54^{\circ}$ $m \angle RTQ = 21^{\circ}$ $TP bisects = \angle QTZ$ $u \angle TTZ$ 1. $m \angle XTS$ 2. $m \angle STR$ 3. $m \angle QTZ$ 1. $m \angle TTS$ 2. $m \angle STR$ 3. $m \angle QTZ$ 4. $m \angle QTP$ 5. $m \angle PTZ$ 6. $m \angle YTZ$ $= 63^{\circ}$ 63° 33° 7. $m \angle XTY$ 8. $m \angle RTP$ 9. $m \angle PTX$ $= 21^{\circ}$ 84° 117° 10. $m \angle RTX$ 11. $m \angle XTQ$ 12. $m \angle STQ$ $= 159^{\circ}$ 180° 54° The figure at right is a number line without tic marks. For Exercises 13-18, use the number line and the information provided. D is the midpoint of CH . G is the midpoint of DH . F is the midpoint of DG .CCD F GHThe figure at right is a number line without tic marks. For Exercises 13-18, use the number line and the information provided. D is the midpoint of CH . G is the midpoint of DH . F is the midpoint of DG .CCD F GHImage: Mark Mark Mark Mark Mark Mark Mark Mark	1B 1-5 Using Formulas in Geometry Find these vocabulary words in Lesson 1-5 and the Multilingual Glossary. Vocabulary perimeter area base height diameter radius circumference π (pi) Finding Perimeter and Area Find the perimeter and Area Find the perimeter and Area Find the perimeter and Area Finding Perimeter and Area Find the perimeter and area. A . What is the formula for perimeter of a rectangle? $P = 2\ell + 2W$ Substitute the known values into the formula. $P = 2(14) + 2(4x + 5)$ Simplify. $P = 8x + 38$ What is the formula for the area of a rectangle? $A = \ell W$ Substitute the known values into the formula. $A = 14(4x + 5)$ Simplify. $A = 56x + 70$ B . What is the formula for perimeter of a triangle? $P = a + b + c$ Substitute the known values into the formula. $P = 23 + 12 + 16$ Simplify. $P = 51 \text{ m}$ What is the formula for the area of a triangle? $A = \frac{1}{2}bh$ $A = \frac{1}{2}(23)(x)$ Substitute the known values into the formula. $A = \frac{1}{2}(23)(x)$ Substitute the known values into the formula. $A = \frac{1}{2}(23)(x)$ Simplify. $A = 11.5x \text{ m}^2$ Finding the Circumference and Area of a Circle Find the circumference and area of a circle with radius 12 cm. Use the π key on your calculator and round to the nearest tenth. What is the formula for the circumference of a circle? $C = 2\pi r$ Substitute the known values into the formula. $C = 2\pi(12)$ Simplify. $C \approx 75.4 \text{ cm}$

Ready To Go On? Skills Intervention 13 1-6 Midpoint and Distance in the Coordinate Plane Find these vocabulary words in Lesson 1–6 and the Multilingual Glossary.	Ready To Go On? Skills Intervention 13 1-7 Transformations in the Coordinate Plane Find these vocabulary words in Lesson 1-7 and the Multillingual Glossary.
Vocabulary coordinate plane leg hypotenuse	Vocabulary transformation preimage image reflection rotation translation
Finding the Coordinates of a Midpoint Find the coordinates of the midpoint of \overline{KL} with endpoints $K(-9, 4)$ and $L(7, -6)$. Write the Midpoint Formula. $(\frac{x_1 + x_2}{2}), (\frac{y_1 + y_2}{2})$ Substitute the coordinates of K and L into the midpoint formula. (-9 + 7, 4 + -6) Substitute the coordinates of K and L into the midpoint formula. (-1, -1) Finding the Coordinates of an Endpoint M is the midpoint of \overline{PR} . P has coordinates (-7, 1), and M has coordinates (-1, -4). Find the coordinates of R The coordinates of R are unknown. Let the coordinates of R equal (x, y). Apply the Midpoint Formula. $(-1, -4) = (\frac{-7 + x}{2}, \frac{1 + y}{2})$ Write and solve an equation to find the x-coordinate of R. The coordinates of R are ($5, -9$). Finding Distances in the Coordinate Plane Use the Distance Formula and the Pythagorean Theorem to find the distance, to the nearest tenth, from K to L. Write the Distance Formula. $d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$ What are the coordinates of $K = (-2, -2)$ Simplify. The length of \overline{KL} is 27.2 Write the Pythagorean Theorem. $a^2 + b^2 = c^2$ Substitute the lengths of the legs into the Pythagorean Theorem to find the length of the hypotenuse. $\frac{4^2 + b^2 = c^2}{2}$ Simplify.	Identifying Transformations Identify the transformation. Then use arrow notation to describe the transformation. A. Is each point and its image the same distance from a point P? <u>Ves</u> Have all of the points in the figure moved the same distance in the same direction? <u>No</u> Based on the information above, identify the transformation. Use arrow notation to describe the transformation. <u>CABC</u> B . Is each point and its image the same distance from a line of reflection? <u>No</u> Is each point and its image the same distance from a line of reflection? <u>No</u> Is each point and its image the same distance from a line of reflection? <u>No</u> Based on the information above, identify the transformation. Translation Use arrow notation to describe the transformation. <u>ABCD</u> Have all of the points in the figure moved the same distance in the same direction? <u>Yes</u> Based on the information above, identify the transformation. Use arrow notation to describe the transformation. Translation Use arrow notation to describe the transformation. ABCD <u>A'B'C'D'</u> Drawing and Identifying Transformations A figure has vertices at X(-5, 4), Y(-2, 0) and Z'(-5, -4). After a transformation, the image has vertices at X'(5, 4), Y(2, 0) and Z'(5, -4). Drawing and Identifying Transformations A figure has vertices at X(-5, 4), Y(-2, 0) and Z'(-5, -4). Piot the points and label each vertex. Connect the vertices. How is each point related to its image? <u>Same distance from y-axis</u> Identify the transformation. <u>Reflection across y-axis</u> Translations in the Coordinate Plane Find the coordinates of J. K. and U.? J. (), K(3, 3), J. (5, 2). To apply (x, y) \rightarrow (x - 4, y - 3), subtract $\frac{1}{4}$ from the x-coordinate of each vertex and subtract $\frac{3}{5}$ from the y-coordinate of each vertex. End the coordinates of J. K. and U.? J. (), K(3, 3), U. (5, 2). To apply (x, y) \rightarrow (x - 4, y - 3), subtract $\frac{4}{4}$ from the x-coordinate of each vertex and subtract $\frac{3}{5}$ from the y-coordinate of each vertex. End the coordinates
Copyright 0 by Holt, Renthant and Winston. 10 Holt Geometry	Find the coordinates of J, K', and L'. J(-3, -3), K'(-1, 0), L'(-1, -1) Plot the image points. Connect the vertices. Compression of the Resentant and Window. 11 Holt Geometry
Ready to Go On? Quiz I: SECTION Ready to Go On? Quiz I: Section I: Section I: Section I: Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section Section	Section Ready to Go On? Quiz continued 9. Using the Distance Formula and the Pythagorean Theorem, find the distance, to the nearest tenth, from $X(3, -2)$ to $Y(-3, 1)$. <u>6.7</u> 1.7 Transformations in the Coordinate Plane Identify the transformation. Then use arrow notation to describe the transformation. 10. <u>0</u> <u>0'</u> <u>0'</u> <u>0'</u> <u>0'</u> <u>0'</u> <u>11.</u> <u>0</u> <u>0'</u> <u>0'</u> <u>11.</u> <u>0</u> <u>0'</u> <u>0'</u> <u>11.</u> <u>0</u> <u>0'</u> <u>0'</u> <u>11.</u> <u>0</u> <u>0'</u> <u>0'</u> <u>11.</u> <u>0</u> <u>0'</u> <u>11.</u> <u>0</u> <u>0'</u> <u>0'</u> <u>11.</u> <u>11.</u> <u>0</u> <u>0'</u> <u>0'</u> <u>12.</u> Find the coordinates for the image of figure <i>JKLM</i> after the translation (x, y) \rightarrow (x + 2, y - 2). Graph the image. <u>J'(-3, 2), K'(0, 4), L'(3, 2), M'(0, -4)</u>
Find the coordinates (1, 4). Find the coordinates (1, 4). Find the coordinates (1, 4). (3, 7) 8. Using the distance formula, find <i>LM</i> and <i>NP</i> to the nearest tenth. Then determine if $LM \approx NP$. 4.5; 4.5; Yes, the segments are congruent.	13. A figure has vertices at $P(-6, -2)$, $Q(-3, 3)$ and $R(-1, -2)$. After a transformation, the image of the figure has vertices at P(0, 2), $Q'(3, 7)$ and $R'(5, 2)$. Graph the preimage and image. Then, identify the transformation. Translation $(x, y) \rightarrow (x + 6, y + 4)$
1	

SECTION Ready to Go On? Enrichment	SECTION Ready to Go On? Skills Intervention
1B	2.1 Using Inductive Reasoning to Make Conjectures Find these vocabulary words in Lesson 2-1 and the Multilingual Glossary.
Reflections A Use the figure at the right to answer each question.	
1. Reflect $\triangle WXY$ over the x-axis. Label the vertices of the	Vocabulary inductive reasoning conjecture counterexample
image W', X', and Y' respectively. 2. Find the coordinates of W', X', and Y'.	
W'(-2, -2), X'(1, -5), Y'(6, -2)	Identifying a Pattern
3. How are the coordinates of the preimage related to the	Find the next term in each pattern. A. 3, 6, 12, 24,
coordinates of the image?	Describe the pattern in the list. The pattern is generated by doubling each term.
The x-coordinates are the same, but the y-coordinates are opposites.	What number comes next in the pattern?48
Use the Distance Formula to find each of the following to the nearest tenth.	B. () () ()
4. WX 5. XY 6. WY	Describe the pattern of the figures. <u>Segments are drawn from one vertex to other vertices</u> .
4.2 5.8 8.0	Sketch the figure that will come next in the pattern.
7. W'X' 8. X'Y' 9. W'Y' 4.2 5.8 8.0	
10. How are the lengths of the segments of the preimage related to the lengths of the	Making a Conjecture Complete the conjecture. The sum of two odd numbers is?
segments in the image?	What is a conjecture? A statement believed to be true based on inductive reasoning.
They are equal.	List some examples and look for a pattern.
11. Find the perimeters of each triangle.	$1 + 3 = \frac{4}{2}$
Perimeters of both triangles equal 18 units.	$3+5=\frac{8}{5+7=12}$
12. How are the perimeters related? They are equal.	$5 + 7 = \frac{12}{10}$ 7 + 9 = 16
13. What are the lengths of the base and height of $\triangle WXY?$ $b = 8, h = 3$	What kind of number is each sum, odd or even?
14. What is the area of $\triangle WXY?$ 12 units ²	The sum of two odd numbers is
15. What are the lengths of the base and height of $\triangle W'X'Y'?$ $b = 8, h = 3$	Finding a Countergroup la
16. What is the area of $\triangle W'X'Y'$? <u>12 units</u> ²	Finding a Counterexample Show that the conjecture is false by finding a counterexample.
17. How are the areas related?	If $AB + BC = AC$, then B is the midpoint of AC. What is a counterexample? One example that makes a conjecture not true.
18. What do you think is true about the perimeter and area of the image of △WXY after a translation? Why?	What is a counterexample? <u>One example that makes a conjective net rate.</u> What must be true for a point to be a midpoint? <u>The endpoints and the midpoint must</u>
The perimeter and area of the preimage will be equal to the perimeter and	be collinear and the midpoint must bisect the segment. $B \rightarrow C$
area of the image because the shape and size of the triangle does not change.	Sketch a figure that is a counterexample to the conjecture. Sample sketch:
Conscision Description and Microsovers 14 Unit Operational Street	A
Copyright Dy Holt, Rinehart and Winston. 14 Holt Geometry All rights reserved.	Copyright 0 by Holt, Rinehart and Winston. 15 Holt Geometry All rights reserved.
Ready to Go On? Problem Solving Intervention 2A 2-1 Using Inductive Reasoning to Make Conjectures When you are given a table of data, look for a pattern to see if you can make a conjecture about the data. To treat a dog for epilepsy, a veterinarian gives the dog a dose of medication and monitors the level of medication in the dog's bloodstream every three hours. The monitoring results are given in the table. Make a	SECTION Ready to Go On? Skills Intervention 2A 2-2 Conditional Statements Find these vocabulary words in Lesson 2-2 and the Multilingual Glossary. Vocabulary conditional statement hypothesis conditional statement bypothesis conditional statement bypothesis converse contrapositive logically equivalent statements
2A 2-1 Using Inductive Reasoning to Make Conjectures When you are given a table of data, look for a pattern to see if you can make a conjecture about the data. To treat a dog for epilepsy, a veterinarian gives the dog a dose of	ZA 2-2 Conditional Statements Find these vocabulary words in Lesson 2-2 and the Multilingual Glossary. Vocabulary conditional statement hypothesis conclusion truth value negation converse contrapositive logically equivalent statements
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2A 2-1 Using Inductive Reasoning to Make Conjectures When you are given a table of data, look for a pattern to see if you can make a conjecture about the data. To treat a dog for epilepsy, a veterinarian gives the dog a dose of medication and monitors the level of medication in the dog's bloodstream every three hours. The monitoring results are given in the table. Make a conjecture about the rate at which the amount of medication in the dog's bloodstream is changing.	2A 2-2 Conditional Statements Find these vocabulary words in Lesson 2-2 and the Multilingual Glossary. Vocabulary conditional statement hypothesis conclusion truth value negation inverse converse contrapositive logically equivalent statements Writing a Conditional Statement
2A 2-1 Using Inductive Reasoning to Make Conjectures When you are given a table of data, look for a pattern to see if you can make a conjecture about the data. To treat a dog for epilepsy, a veterinarian gives the dog a dose of medication and monitors the level of medication in the dog's bloodstream every three hours. The monitoring results are given in the table. Make a conjecture about the rate at which the amount of medication in the dog's bloodstream is changing. Number of hours 0 3 6 9	2A 2-2 Conditional Statements Find these vocabulary words in Lesson 2-2 and the Multilingual Glossary. Vocabulary conditional statement hypothesis conclusion truth value negation inverse converse contrapositive logically equivalent statements Writing a Conditional Statement Write a conditional statement: "Two lines intersect in exactly one point."
2A 2-1 Using Inductive Reasoning to Make Conjectures When you are given a table of data, look for a pattern to see if you can make a conjecture about the data. To treat a dog for epilepsy, a veterinarian gives the dog a dose of medication and monitors the level of medication in the dog's bloodstream every three hours. The monitoring results are given in the table. Make a conjecture about the rate at which the amount of medication in the dog's bloodstream is changing. Number of hours 0 3 6 9 Amount of medication in bloodstream (mg) 62 31 15.5 7.75	2A 2-2 Conditional Statements Find these vocabulary words in Lesson 2-2 and the Multilingual Glossary. Vocabulary conditional statement hypothesis conclusion truth value negation inverse contrapositive logically equivalent statements Writing a Conditional Statement Write a conditional statement: "Two lines intersect in exactly one point." Identify the hypothesis. Two lines intersect
2A 2-1 Using Inductive Reasoning to Make Conjectures When you are given a table of data, look for a pattern to see if you can make a conjecture about the data. To treat a dog for epilepsy, a veterinarian gives the dog a dose of medication and monitors the level of medication in the dog's bloodstream every three hours. The monitoring results are given in the table. Make a conjecture about the rate at which the amount of medication in the dog's bloodstream is changing. Mumber of hours 0 3 6 9 Amount of medication in bloodstream (mg) 62 31 15.5 7.75	2A 2-2 Conditional Statements Find these vocabulary words in Lesson 2-2 and the Multilingual Glossary. Vocabulary conditional statement hypothesis conclusion truth value negation inverse converse contrapositive logically equivalent statements Writing a Conditional Statement Write a conditional Statement Write a conditional statement: "Two lines intersect in exactly one point." Identify the hypothesis. Two lines intersect Identify the conclusion. They intersect in exactly one point. Write the conditional. If two lines intersect, then they intersect in exactly one point. Write the conditional. If two lines intersect, then they intersect in exactly one point. Analyzing the Truth Value of a Conditional Statement Statement
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