

Mathematics Class Slides

Bronx Early College Academy

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13-22 September 2021

1.1 1st day of Geometry, Segment addition, 13-14 Sept

1.3 Segment addition, midpoint, 17 Sept

1.4 Number line situations, 20 Sept

1.5 Midpoint calculations; Isosceles triangles, 21 Sept

1.6 Angles and their measures, 22 September

1.7 Angles and their measures, 22 September

Learning Target: I can measure and diagram my world

CCSS: HSG.CO.A.1 Know precise geometric definitions

1.1 Tuesday 13-14 Sept

Welcome back to school

Do Now: Measurement

1. Notebook first page: Name / Course / Instructor
2. Diagram people closest to you and their distance
3. Early finishers: Calculate diagonal distances

Supply list: Composition book, looseleaf, pencils & pens, compass and ruler, calculator; Optional: folder

Lesson: Points, line segments, length; Segment addition postulate

Homework: Diagram your bedroom (with measurements), or another room

Take class notes in a composition book

Use this notebook format (required)

1. In the front, write your name, my contact info, your passwords
2. Each page in the top left corner:
First+Last Name
14 September 2021
Learning Target: I can measure and diagram my world
3. Copy definitions using your own words
4. Write down example diagrams and problems

Point: a location, a dot, has no size; label with capital letter, P

Line segment: two points and all the points between them; label with *end points* and a bar, \overline{AB}

Example: Points and line segments

Shown points P , A , B , C , line segments \overline{AB} , \overline{BC}



Given $AB = 3$, $BC = 4$.

Notation: the length of a line segment is written as the two end points without a bar over them, AB .

Example: Points and line segments

Segment Addition Postulate

Shown *collinear* points A , B , C . Given $AB = 3$, $BC = 4$.

Find AC .



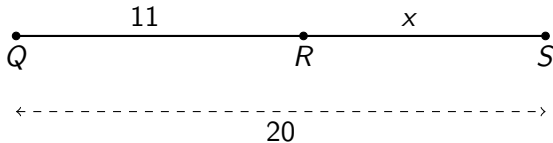
Definition: Points are *collinear* when they lie on a straight line.

Example 2: Points and line segments

Segment Addition Postulate

Given collinear points Q , R , S , with $QR = 11$, $QS = 20$.

Find RS .



1. How would you check your answer?
2. Which equation represents the situation?

$$11 + x = 20$$

$$x = 20 - 11$$

Example 3: Segment addition postulate

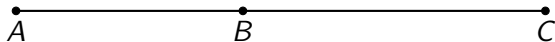
Given \overline{JKL} , $JK = 2x + 3$, $KL = 5$, $JL = 12$. Find x .



1. Write down an equation to represent the situation.
2. Solve for x .
3. Check your answer.

Example 4 (challenge): Segment addition postulate

Given \overline{ABC} , $AB = 3x - 7$, $BC = x + 5$, $AC = 14$. Find AB .

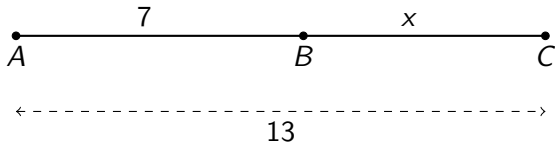


Learning Target: I can solve for segment lengths

CCSS: HSG.CO.A.1 Know precise geometric definitions

1.3 Friday 17 Sept

Do Now: Given collinear points A , B , C , with $AB = 7$, $AC = 13$.



1. Which equation most simply represents the situation?

$$7 + x = 13$$

$$x = 13 - 7$$

2. Find BC .

Classwork: Handout (pre-quiz for 6th period)

Lesson: Point, line segment, end point, collinear, distance or length; line, ray, plane, coplanar, *congruent* line segments

Midpoints, bisectors, practice segment addition situations

Casio fx-9750GII calculator - due Friday 1 October

In the high school at BECA we use the Casio fx-9750GII.

It is allowed on the Regents exams, SAT tests, and International Baccalaureate exams.

You may use a different calculator in Geometry if you prefer, but I recommend buying the Casio fx-9750GII.

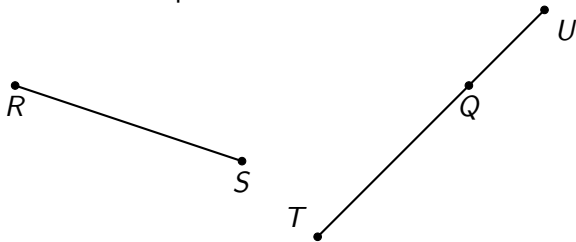
(see me if buying a calculator is a hardship for your family)



Review: points, segments, length

Give an example of each geometric object. Use proper notation.

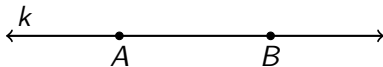
1. point
2. line segment
3. end point
4. three collinear points



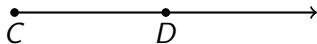
5. Given $TQ = 1.4$, $QU = 0.6$. Find TU .

More definitions: lines, rays, planes

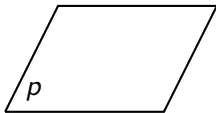
A *line* extends infinitely in both directions, \overleftrightarrow{AB} .
(sometimes labeled with a small letter, for example, line k)



A *ray* has one end point and extends infinitely in one direction, \overrightarrow{CD} .

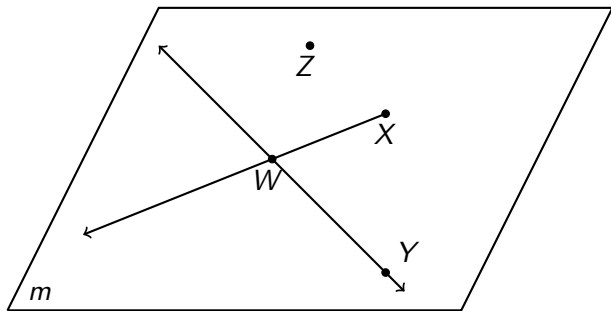


A *plane* is flat and extends infinitely in two directions, p .



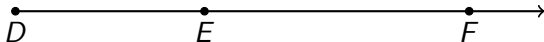
Several objects are shown in a plane

1. T F The name of the plane is m
2. T F The line \overleftrightarrow{WY} is in the plane
3. T F The ray \overrightarrow{WX} is shown in the plane
4. T F Points W , X , and Z are collinear



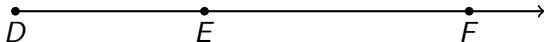
Solve for length using the Segment Addition postulate

Given \overrightarrow{DEF} , $DE = x + 1$, $EF = 9$, $DF = 3x$. Find DE .



Solve for length using the Segment Addition postulate

Given \overrightarrow{DEF} , $DE = x + 1$, $EF = 9$, $DF = 3x$. Find DE .



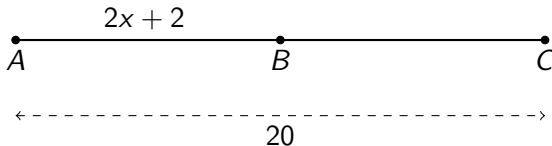
1. Sketch and label the situation
2. Write a geometric equation
3. Substitute algebraic values
4. Solve for x
5. Answer the question
6. Check your answer

The midpoint of a line segment

Also called the bisector

Given \overline{ABC} , with $AB = 2x + 2$, $AC = 20$. $AB = BC$

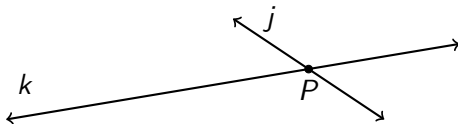
Find x .



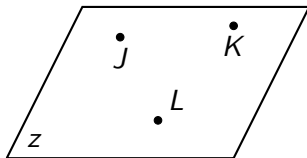
Definition: the *midpoint* or *bisector* of a line segment divides it exactly in half.

More definitions: intersections, coplanar

Two lines *intersect* if they cross. Their common point is the *intersection*. (shown here, lines j and k intersect at point P)



Coplanar means to lie in the same plane. Three points are always coplanar, but four points may not be.



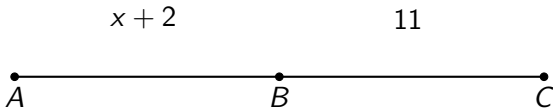
Learning Target: I can work with a number line

CCSS: HSG.CO.A.1 Know precise geometric definitions

1.4 Monday 20 Sept

Do Now: Midpoint calculations

Given point B is the midpoint of \overline{AC} , with $AB = x + 2$, $BC = 11$. Find x .



1.3 Segments scores in Jump rope. Make up if absent

Lesson: Number lines, distance and length, absolute value

Practice midpoints and segment addition situations

A bisector creates two line segments with the same length

Congruent line segments are the same length

Given point B is the midpoint of \overline{AC} , with $AB = x + 2$, $BC = 11$.
Find x .



Definition: *Congruent* means equal in length. $\overline{AB} \cong \overline{BC}$

We mark congruent segments in diagrams with cross hatch marks.

A number line is useful for calculating length or distance

Take the difference in the points' values

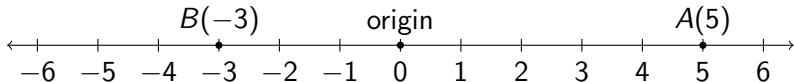
Given \overline{PQ} as shown on the number line.



What is the distance on the number line between the points P and Q ?

Absolute value: the distance from a point to the origin

Always a positive number (or zero)



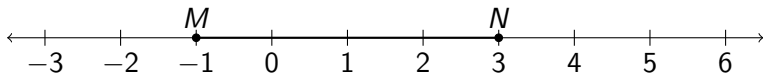
The absolute value of 5 is 5. $|5| = 5$

The absolute value of -3 is 3. $|-3| = 3$

Negative number practice on a number line

Take the difference in the points' values. Check by counting the marks.

Given \overline{MN} with $M(-1)$ and $N(3)$, as shown on the number line.



What is the length of the segment \overline{MN} ? Show your work as an equation.

Can a length be a negative number?

Decimal practice on a number line

Mark the points then take the difference in the points' values.

Given \overline{GH} with $G(1)$ and $H(4.5)$.

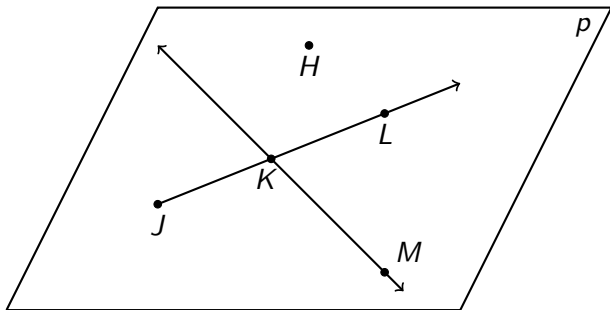


1. Mark and label the points and segment on the number line.
2. What is the length of the segment \overline{GH} ? Show your work as an equation.

Identifying objects in a plane

Identify each item

1. The point H
2. The ray \overrightarrow{JL}
3. The name of the plane shown



Formal meanings of sketch, draw, and construct

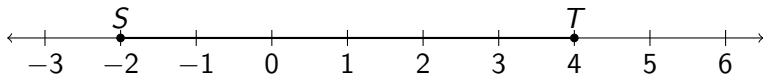
1. *Sketch* is to make a freehand diagram of important features.
Use a pencil to write carefully in your notebook or on paper.
2. *Draw* is to depict with accurate measures using ruler, protractor, and compass.
For example, draw a diagram of your room.
3. *Construct* is a formal, logical process to create geometric figures using only a straightedge and compass.
4. Drawn to *scale* means that all of the lengths are proportional.
(e.g. a “scale model”)
Tests will often warn that diagrams are “not drawn to scale”

Learning Target: I can work with congruent segments

CCSS: HSG.CO.A.1 Know precise geometric definitions

1.5 Tuesday 21 Sept

Do Now: Given \overline{ST} with $S(-2)$ and $T(4)$



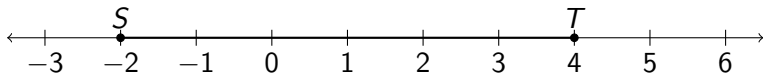
What is the length of the segment \overline{ST} ? Show your work as an equation.

Lesson: Perimeter, congruent line segments in rectangles & isosceles triangles

Negative number practice on a number line

Take the difference in the points' values. Check by counting the marks.

Given \overline{ST} with $S(-2)$ and $T(4)$, as shown on the number line.

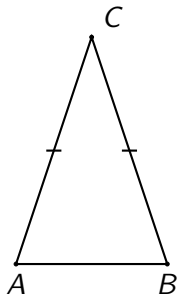


What is the length of the segment \overline{ST} ? Show your work as an equation.

Why is “minus a negative” the same as add a positive?

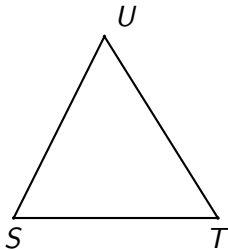
Use proper notation (including the bar over the letters)

Given $\triangle ABC$ write down two congruent line segments using proper notation.



On the diagram mark the congruent line segments with tick marks.

Given $\triangle STU$ with $\overline{ST} \cong \overline{TU}$.



Sketch an isosceles triangle

Mark the congruent sides with tick marks.

Draw a ray. (careful! which direction does it go?)

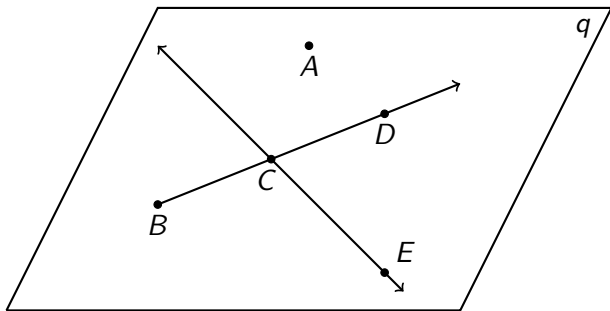
Given the points X and Y , draw \overrightarrow{YX} .

\cdot
 X

\cdot
 Y

Identify each item.

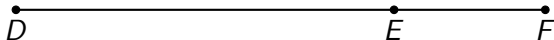
1. The point A
2. The ray \overrightarrow{BD}
3. The name of the plane



Apply the Segment Addition Postulate

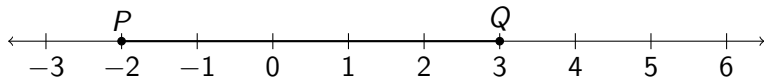
Show your work by marking the diagram and writing an equation.

Given \overline{DEF} , $DE = 8.5$, and $EF = 2.5$. Find DF .



Find the length of the line segment \overline{PQ} .

Given $P(-2)$ and $Q(3)$, as shown on the number line.



State an equation and the solution.

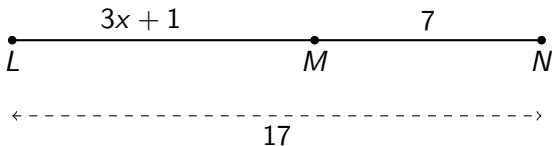
Check your work by counting the distance. Leave marks to show your work.

Learning Target: I can measure angles

CCSS: HSG.CO.A.1 Know precise geometric definitions

1.6 Wednesday 22 Sept

Do Now: Given \overline{LMN} , $LM = 3x + 1$, $MN = 7$, $LN = 17$. Find x .

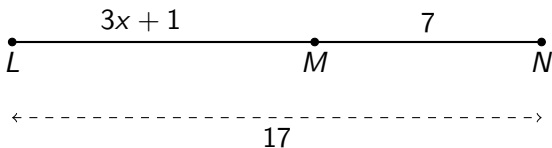


1. Write down an equation to represent the situation.
2. Solve for x .
3. Check your answer.

Lesson: Angle measures, internal, external, acute, obtuse, right

Solve for x using the segment addition postulate

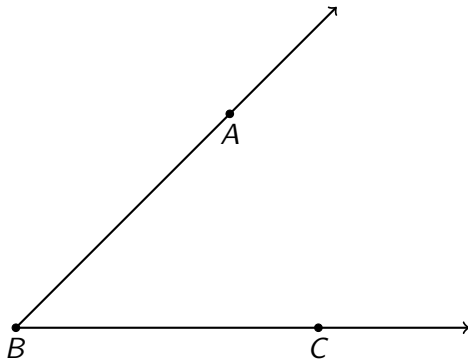
Given \overline{LMN} , $LM = 3x + 1$, $MN = 7$, $LN = 17$. Find x .



1. Write down an equation to represent the situation.
2. Solve for x .
3. Check your answer.

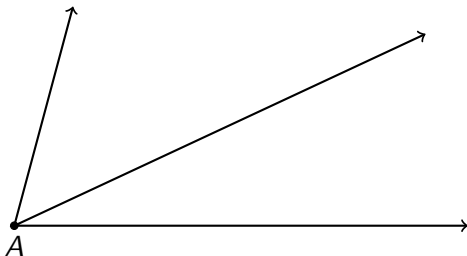
Angle: two rays with a common endpoint or vertex

Rays \overrightarrow{BA} and \overrightarrow{BC} . Vertex B . Written notation is $\angle ABC$ or $\angle B$.



Angle measures: the Babylonian system of 360° in a circle

- ▶ A full rotation is 360° (a full “turn”).
- ▶ A half turn (straight line) is 180° .
- ▶ 90° is a quarter turn or a *right* angle.
- ▶ *Acute* angles measure less than 90° . *Obtuse* angles measure more than 90° .
- ▶ *Adjacent* angles (“next to” each other) share a common ray and are external to each other.



Learning Target: I can measure angles

CCSS: HSG.CO.A.1 Know precise geometric definitions

1.7 Thursday 23 Sept

Do Now: Given M bisects \overline{AB} , $AM = 5x + 2$, $MB = 20$.

1. Mark the diagram with the values and tick marks
2. Write an equation and solve for x
3. Check your result



Lesson: Angle measures, angle addition postulate

Solve for x given a bisector

Given M is the midpoint of \overline{AB} , $AM = 5x + 2$, $MB = 20$.

1. Mark the diagram with the values and tick marks
2. Write an equation and solve for x
3. Check your result



Angle addition postulate

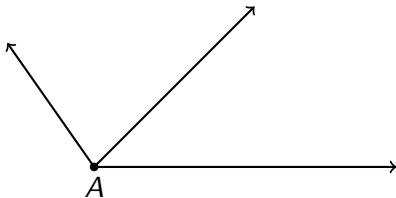
For adjacent angles, the sum of their measures is the measure of their combined angle.

A *linear pair* are two angles that make a straight line.

Opposite rays have a common endpoint and make a line. (They form an angle measuring 180°).

Angles whose measures sum to 180° are *supplementary*.

Angles whose measures sum to 90° are *complementary*.



Mark the diagram and state your answer as a fraction

Given \overline{RST} , $RS = 3\frac{2}{3}$, and $RT = 9\frac{1}{3}$. Find ST .

