#### NOTE: Diagrams are not drawn to scale. Show all work to receive credit.

In problems 1 - 7 use the diagram below. Find each measure requested.

- If JK = 13.7, find MN
- 2.. If MN = 22.8, find JK
- 3. If JK = 2x + 4 and MN = 36, find x
- If JK = [3(x + 2) + 6] and MN = 8(x + 1), find JK
- 5. If LJ = 3.7, find LM
- If LN = 15, find LK
- 7. If LJ = 5x + 8, JM = 9x, and KN = 7x + 6
  - a. Find x
  - b. Find L.J.
  - c. Find LN



In problems 8-9 use  $\Delta ABC$ , where D, E, and F are the midpoints of the sides.

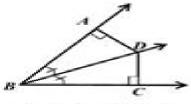
- 8. If DF = 2x + 10 and AB = 5x + 8, find AE
- 9. If AD = 3x, DE = 2x + 1, CB = 5x 3, find AD



Use this figure for 8 - 9

In problems 10 - 13 use the diagram below. Find each measure requested.

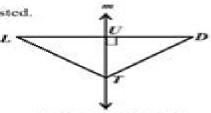
- If DC = 18.4, find AD.
- 11. If AD = 5x and CD = 2x + 93, find CD
- If AD = 17 and CD = 17 and m∠ABC = 46°, find m∠ABD
- If AD = 4 and CD = 4 and m∠CBD = 28°, find m∠ABC



Use this figure for 10 - 13

In problems 14 - 16 use the diagram shown to find each measurement requested.

- Given that LT = 27.4, UD = 23.8 and DT = 27.4, find LD.
- Given that m is the perpendicular bisector of LD, and TD = 13.1, find LT
- Given that m is the perpendicular bisector of LD, and TD = 3(x + 8) and LT = 5x, find LT



Une this figure for 14 - 16.

# <u>Using Formulas In Geometry Continued Lesson 1 5</u> <u>Answers</u>

Patricio Herbst, Ui Hock Cheah, Philippe R. Richard, Keith Jones

### **Using Formulas In Geometry Continued Lesson 1 5 Answers:**

Geometry Labs Henri Picciotto, 1999 Geometry Labs is a book of hands on activities that use manipulatives to teach important ideas in geometry These 78 activities have enough depth to provide excellent opportunities for discussion and Geometry, Grade 10 Practice Workbook with Examples reflection in both middle school and high school classrooms Algebra: Themes, Tools, Concepts -- Teachers' Edition Henri Picciotto, Anita Wah, 1994 Holt Mcdougal, 2000 **Geometry** Harold R. Jacobs, 2003-03-14 Harold Jacobs s Geometry created a revolution in the approach Algebra 1,2001 to teaching this subject one that gave rise to many ideas now seen in the NCTM Standards Since its publication nearly one million students have used this legendary text Suitable for either classroom use or self paced study it uses innovative discussions cartoons anecdotes examples and exercises that unfailingly capture and hold student interest This edition is the Jacobs for a new generation It has all the features that have kept the text in class by itself for nearly 3 decades all in a thoroughly revised full color presentation that shows today s students how fun geometry can be The text remains proof based although the presentation is in the less formal paragraph format The approach focuses on guided discovery to help students develop geometric intuition **CORD Geometry** Cord, 1998-09 Scott Foresman-Addison Wesley Middle School Math **Geometry** Ron Larson.1995 Mathematics: A Human Endeavor Student Workbook Susan Kneuven ,2002 Wong, 1994-08-15 The workbook provides convenient work spaces for the book s problems plus three types of additional exercises supplemental exercises reinforcement of past lessons and exercises using graphing calculators Walter Sherwood, 2001-09 18 reproducible activities with detailed teacher notes **The Iournal of Education** Thomas Williams Bicknell, Albert Edward Winship, Anson Wood Belding, 1876 International Perspectives on the Teaching and Learning of Geometry in Secondary Schools Patricio Herbst, Ui Hock Cheah, Philippe R. Richard, Keith Jones, 2018-04-27 This book presents current perspectives on theoretical and empirical issues related to the teaching and learning of geometry at secondary schools It contains chapters contributing to three main areas A first set of chapters examines mathematical epistemological and curricular perspectives A second set of chapters presents studies on geometry instruction and teacher knowledge and a third set of chapters offers studies on geometry thinking and learning Specific research topics addressed also include teaching practice learning trajectories learning difficulties technological resources instructional design assessments textbook analyses and teacher education in geometry Geometry remains an essential and critical topic in school mathematics As they learn geometry students develop essential mathematical thinking and visualization skills and learn a language that helps them relate to and interact with the physical world Geometry has traditionally been included as a subject of study in secondary mathematics curricula but it has also featured as a resource in out of school problem solving and has been connected to various human activities such as sports games and artwork Furthermore geometry often plays a role in teacher preparation undergraduate mathematics and at the workplace New technologies including dynamic geometry

software computer assisted design software and geometric positioning systems have provided more resources for teachers to design environments and tasks in which students can learn and use geometry In this context research on the teaching and learning of geometry will continue to be a key element on the research agendas of mathematics educators as researchers continue to look for ways to enhance student learning and to understand student thinking and teachers decision making

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New England Journal of Education ,1876

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