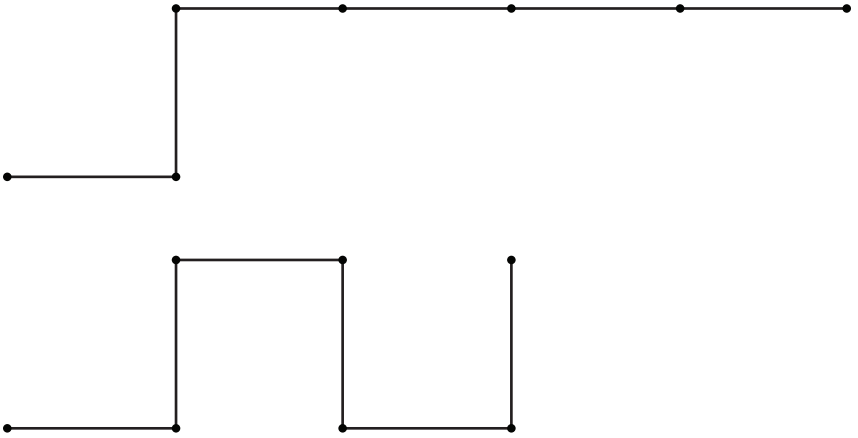
Name _____ Date _____

CBA Geometry

Student Sheet 1

Pretend these are wires or string. Which wire is longer, or are they the same length? How do you know?



Suppose I pull the wires so they are straight.
Which wire would be longer, or would they be the same? How do you know?

Name _____ Date _____

CBA Geometry

Student Sheet 2

Find the distance around (the perimeter of) each rectangle.

1 cm

Rectangle A

1 cm

Rectangle D

1 cm

Rectangle B

1 cm

Rectangle E

7 ft

3 ft

Rectangle C

4 ft

Rectangle F

9 ft

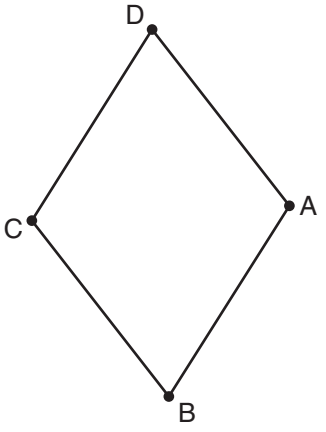
Name _____ Date _____

CBA Geometry

Student Sheet 3

The measurements for a shape are given below.

Length (DA) = 190 pixels	Angle (D) = 70°
Length (CD) = 193 pixels	Angle (C) = 110°
Length (BC) = 190 pixels	Angle (B) = 70°
Length (AB) = 193 pixels	Angle (A) = 110°



For each statement about this shape, circle *T* if the statement is True, or *F* if the statement is False. If you can't tell if the statement is true or false, circle *Can't tell*.
For each statement, describe how you would convince someone that your answer is correct.

(a) The shape is a square. T F Can't tell

(b) The shape is a kite. T F Can't tell

(c) The shape is a parallelogram. T F Can't tell

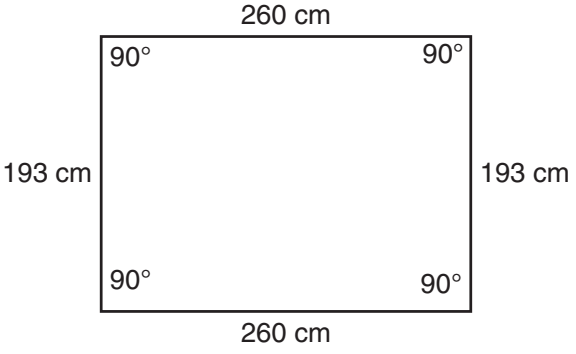
(d) The shape is a rhombus. T F Can't tell

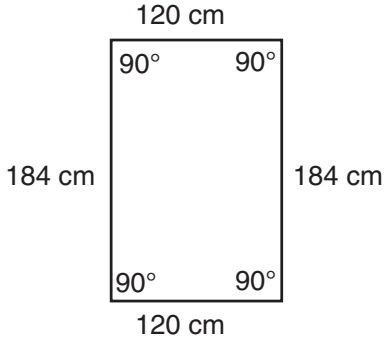
Name _____ Date _____

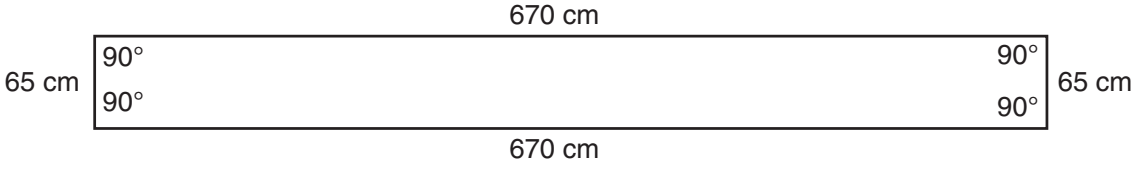
CBA Geometry

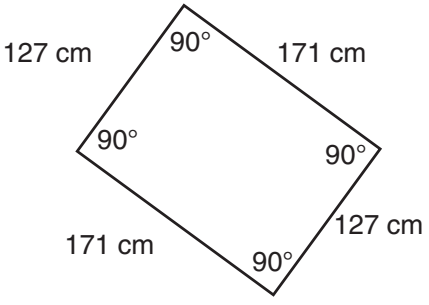
Student Sheet 4, Part 1

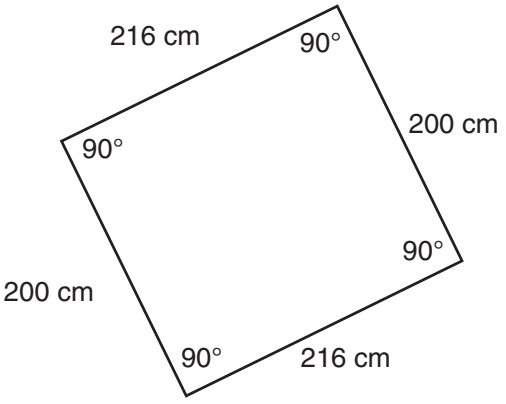
All the shapes shown below are rectangles. What do the length and angle measurements of these rectangles tell you about the properties of rectangles? In what ways are all rectangles the same? In what ways can they be different?









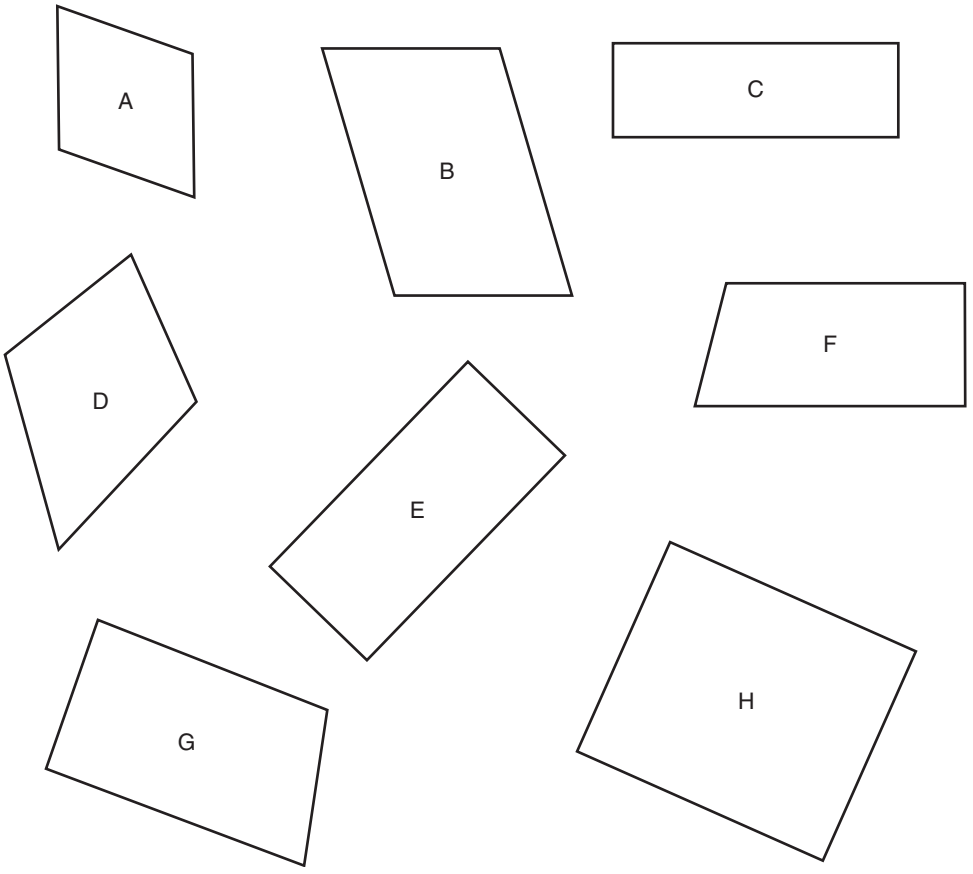


Name _____ Date _____

CBA Geometry

Student Sheet 4, Part 2

Which of the shapes below are rectangles? Explain your answers. Describe exactly how you decide if a shape is a rectangle or not.



Name _____ Date _____

CBA Geometry

Student Sheet 5

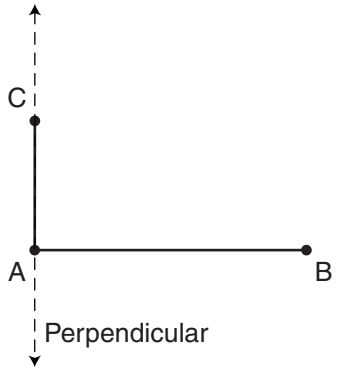
A student claims that the way he used measurement and drawing tools to construct a rectangle as shown below guarantees that his shape is a rectangle. Do you agree or disagree that the student's shape must be a rectangle? Explain.

Rectangle Construction

Step 1. Construct line segment AB.

Step 2. Construct a line perpendicular to segment AB through point A.

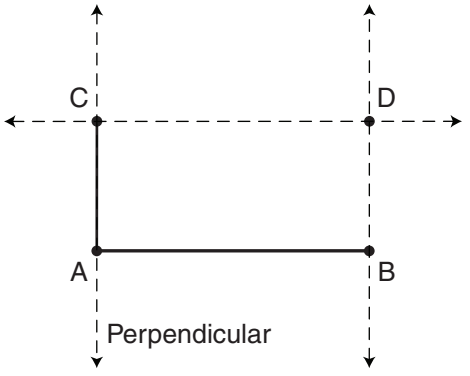
Step 3. Place point C on this perpendicular, and construct segment AC.



Step 4. Construct a line perpendicular to segment AC through point C.

Step 5. Construct a line perpendicular to segment AB through point B.

Step 6. Let point D be the intersection of the perpendicular lines from Steps 4 and 5.



Name _____ Date _____

CBA Fractions

Student Sheet 5 (*Continued*)

Step 7. Construct segments CD and BD. (Erase the perpendicular lines.)