

Process Standards Rubric

Geometry – Drill Sheets

Expectations Instructional programs from pre-kindergarten through grade 12 should enable all students to:	Drills			Review		
	Warm-up 1	Timed Drill 1	Timed Drill 2	Warm-up 2	Timed Drill 3	Timed Drill 4
GOAL 1: Problem Solving	• build new mathematical knowledge through problem solving;	• solve problems that arise in mathematics and in other contexts;	• apply and adapt a variety of appropriate strategies to solve problems;	• monitor and reflect on the process of mathematical problem solving.	• recognize reasoning and proof as fundamental aspects of mathematics;	• make and investigate mathematical conjectures;
	• develop and evaluate mathematical arguments and proofs;	• select and use various types of reasoning and methods of proof.	• organize and consolidate their mathematical thinking through communication;	• communicate their mathematical thinking coherently and clearly to peers, teachers, and others;	• analyze and evaluate the mathematical thinking and strategies of others;	• use the language of mathematics to express mathematical ideas precisely.
	• recognize and use connections among mathematical ideas;	• understand how mathematical ideas interconnect and build on one another to produce a coherent whole;	• recognize and apply mathematics in contexts outside of mathematics.	• create and use representations to organize, record, and communicate mathematical ideas;	• select, apply, and translate among mathematical representations to solve problems;	• use representations to model and interpret physical, social, and mathematical phenomena.
GOAL 2: Reasoning & Proof						
GOAL 3: Communication						
GOAL 4: Connections						
GOAL 5: Representation						
Warm-up 1						
Timed Drill 1						
Timed Drill 2						
Warm-up 2						
Timed Drill 3						
Timed Drill 4						
Warm-up 3						
Timed Drill 5						
Timed Drill 6						
Warm-up 4						
Timed Drill 7						
Timed Drill 8						
Warm-up 5						
Timed Drill 9						
Warm-up 6						
Timed Drill 10						
Timed Drill 11						
Review A						
Review B						
Review C						

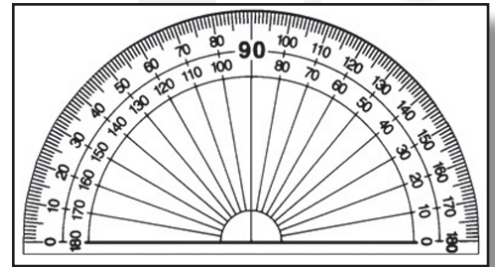
NAME: _____



Warm-Up Drill Sheet #1



1a) Use a protractor to measure each angle.



Ex:

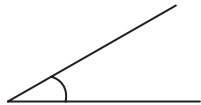


120°

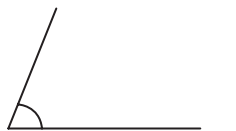
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ii)



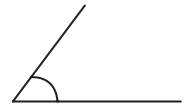
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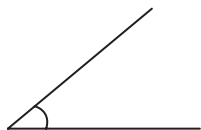
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v)



vi)



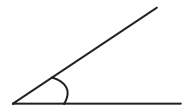
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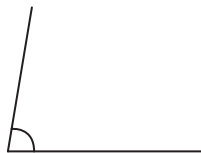
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ix)



x)



xi)



xii)



xiii)



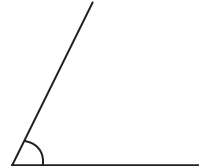
xiv)



xv)



xvi)



xvii)



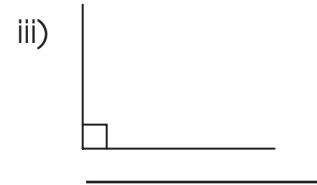
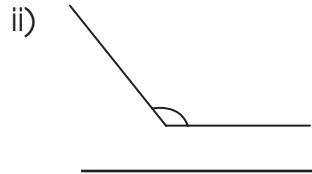
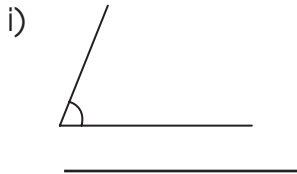
Reflection

Why would an architect or engineer need to know how to measure angles?

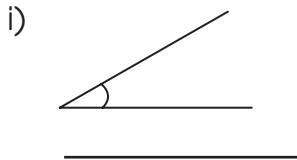


Review A

a) Measure each angle.



b) Identify each type of angle as acute, right, or obtuse.



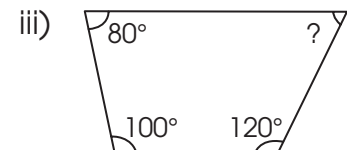
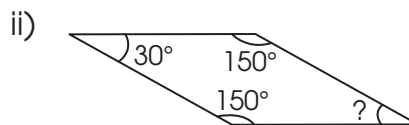
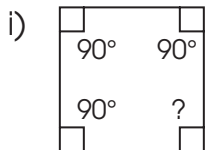
c) Draw each angle.

i) 50 degree angle

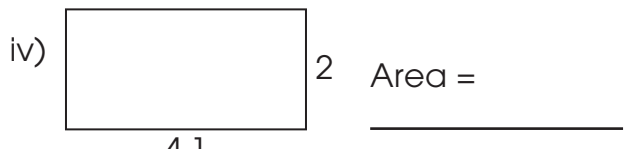
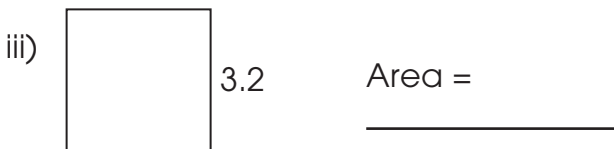
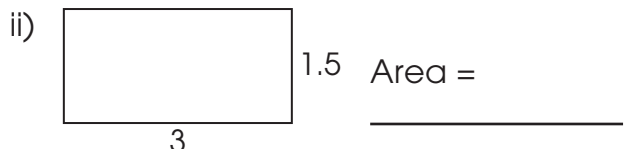
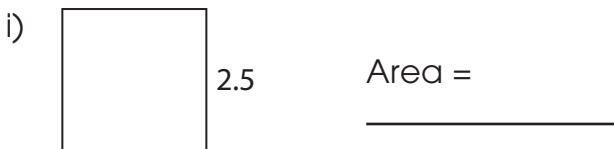
ii) 95 degree angle

iii) 40 degree angle

d) Find the missing angle.



e) Find the area of each shape.



Similar Polygons

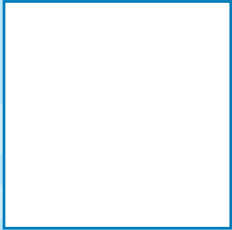


Similar polygons are the same shape but different sizes.
The corresponding angles are congruent (the same) and
all corresponding sides are proportional.



a) Draw the similar polygon for each shape.

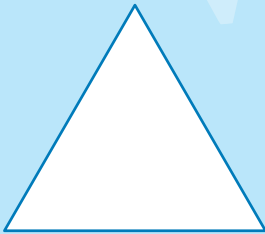
i)



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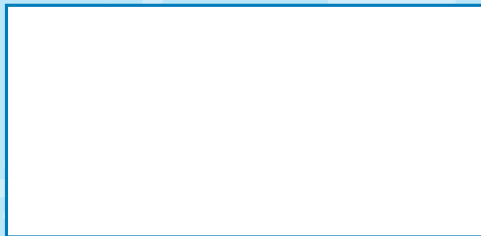
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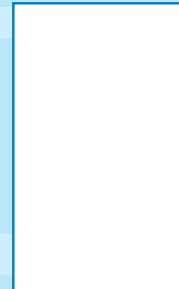
vi)



vii)



vii)



SAMPLE