

## 1.1 Identify Points, Lines, and Planes

### KEY CONCEPT

For Your Notebook

#### Undefined Terms

**Point** A **point** has no dimension. It is represented by a dot.



**Line** A **line** has one dimension. It is represented by a line with two arrowheads, but it extends without end.



line  $\ell$ , line  $\overleftrightarrow{AB}$  (AB),  
or line  $\overleftrightarrow{BA}$  (BA)

Through any two points, there is exactly one line. You can use any two points on a line to name it.

**Plane** A **plane** has two dimensions. It is represented by a shape that looks like a floor or a wall, but it extends without end.



plane M or plane ABC

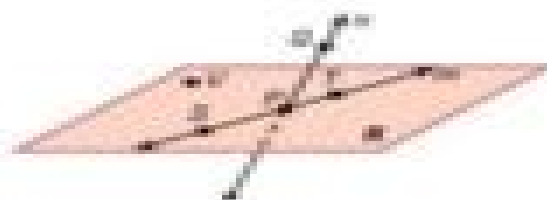
Through any three points not on the same line, there is exactly one plane. You can use three points that are not all on the same line to name a plane.

**collinear points** - points that lie on the same line

**coplanar points** - points that lie on the same plane (any 3 points are coplanar)

Let's find examples in our classroom...

Ex. 1



(a) Give 2 other names for  $\overleftrightarrow{AC}$ .

(b) Give 2 other names for plane M.

(c) Name 3 collinear points.

(d) Name 4 coplanar points.

# Geometry Practice Chapter1 Teacher Guide Mcdougal

**R Sanford**



## **Geometry Practice Chapter1 Teacher Guide McDougal:**

**McDougal Concepts & Skills Geometry** McDougal Littell Incorporated,2003-11-12      **Geometry** Holt Rinehart & Winston,Holt, Rinehart and Winston Staff,2001-02      **Teaching Secondary Mathematics** Gregory Hine,Judy Anderson,Robyn Reaburn,Michael Cavanagh,Linda Galligan,Bing H. Ngu,Bruce White,2021-09-24 Teaching Secondary Mathematics is the essential guide for preservice mathematics teachers in Australia      Children's Books in Print, 2007 ,2006

**Technology in Mathematics Education: Contemporary Issues** Dragana Martinovic,Douglas McDougall,Zerkeriya Karadag,2012      **The Professional Education and Development of Teachers of Mathematics** Ruhama Even,Deborah Loewenberg Ball,2008-11-16 The premise of the 15th ICMI Study is that teachers are key to students opportunities to learn mathematics What teachers of mathematics know care about and do is a product of their experiences and socialization together with the impact of their professional education The Professional Education and Development of Teachers of Mathematics assembles important new international work development research theory and practice concerning the professional education of teachers of mathematics As it examines critical areas to reveal what is known and what significant questions and problems warrant collective attention the volume also contributes to the strengthening of the international community of mathematics educators The Professional Education and Development of Teachers of Mathematics is of interest to the mathematics education community as well as to other researchers practitioners and policy makers concerned with the professional education of teachers      *Algebra 1* Ron Larson,McDougal Littell,2001      Teaching Mathematics for the 21st Century Linda Huetinck,Sara N. Munshin,2008 This third edition of Teaching Mathematics for the 21st Century continues to help teachers let the secret out to open up to their students the wonderful discoveries and challenges of the pattern making and problem solving aspects of a fascinating subject mathematics The rationale remains the same to enable prospective and current teachers to access and use tools and strategies to effectively teach mathematics to contemporary students Changing demographics knowledge of how people learn and technology all impact the way we educate our young people This edition incorporates lessons and strategies from programs that have proven success in many types of classrooms Many of these examples help students connect mathematics to real life situations and communicate their understanding of the underlying concepts Although technology is constantly being upgraded ways to increase student motivation through its application remains a goal For example since applets can enhance a lesson whether the teacher uses a computer projector a smart board or has students work individually on computers we have identified several sources of mathematics applets that can be correlated to various lessons Research citations and summaries have been updated to reflect current information on teaching and learning For future teachers      **Geometry: An Integrated Approach** McDougal Littell Incorporated,1998

**Christian Home Educators' Curriculum Manual** Cathy Duffy,1990-05      **McDougal, Littell English: Teacher's ed** Allan A. Glatthorn,1988      **Education Outlook** ,1902      *Paperbound Books in Print* ,1965      **Educational Times** ,1896

**Teaching and Learning Patterns in School Mathematics** Ferdinand Rivera, 2014-07-08 This book synthesizes research findings on patterns in the last twenty years or so in order to argue for a theory of graded representations in pattern generalization While research results drawn from investigations conducted with different age level groups have sufficiently demonstrated varying shifts in structural awareness and competence which influence the eventual shape of an intended generalization such shifts however are not necessarily permanent due to other pertinent factors such as the complexity of patterning tasks The book proposes an alternative view of pattern generalization that is one that is not about shifts or transition phases but graded depending on individual experiences with target patterns The theory of graded representations involving pattern generalization offers a much more robust understanding of differences in patterning competence since it is sensitive to varying levels of entry into generalization Empirical evidence will be provided to demonstrate this alternative view which is drawn from the author's longitudinal work with elementary and middle school children including several investigations conducted with preservice elementary majors Two chapters of the book will be devoted to extending pattern generalization activity to arithmetic and algebraic learning of concepts and processes The concluding chapter addresses the pedagogical significance of pattern learning in the school mathematics curriculum

**Middle School Math, Course 3** McDougal Littell Incorporated, 2004      **Subject Guide to Books in Print**, 1975  
*The Journal of Education*, 1900      *The Scottish Educational Journal*, 1922      **The Educational Times, and Journal of the College of Preceptors**, 1903

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