

J. M. J.
SETON HOME STUDY SCHOOL

Write notes on the section. Be sure to write out all the Algebraic Properties. Make a set of flash cards with the name of the property on one side and the explanation on the other. Write out the examples and describe in your own words how the example was solved.

Review these cards until you have put all properties to memory.

Day 5

Test yourself with the flash cards. Be sure to shuffle them so as to memorize them in any order. Reread pp. 38-39 slowly and carefully. Pay special attention to each proof the statement makes and the reason. Notice that each proof begins by listing the information that is given and ends by making a statement of what is to be proven.

Work Classroom Exercises 1-10 (even), 11, 12 on p. 40; Written Exercises 1-11 (odd) on p. 41.

Extras: Written Exercises 4, 6, 8, 10 on p. 41.

WEEK FOUR

Day 1

Skim Section 2-3 "Proving Theorems." Its objectives are: #6 on the list on pg. 33, the introduction of the notion of a proof and how theorems are proved by using information that is known to be true. Look for: any material in boxes or color, vocabulary words, and any new symbols. Did you notice that we have two theorems and their proofs and some additional examples?

Read the section. Be sure that you carefully read Theorems 2-1 and 2-2 and the reasons used in the proofs. Reread each proof in the section, paying special attention to the reasons given for each statement. Where the reason is one of the Postulates, look back and verify what it states. Note that the solution to Example 1 is an alternative way of writing out a proof. It is called the "paragraph form of a proof" and is used most often in advanced mathematics courses. Ask your parent if you can describe in your own words how the example was solved.

Write notes on the section.

Review notes.

Work Classroom Exercises 1-10 (even) on p. 45; Written Exercises 2-18 (even) pp. 46-47; 12 -14 on p. 42; as well as the Self-Test on p. 49.

Extras: Classroom Exercises 1-10 (odd); Written Exercises 19, 20, on p. 47; 12 - 14 on p. 42

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Day 2

Review your note cards.

Day 3

Skim Section 2-4 “Special Pairs of Angles”. Read the list of objectives on top of p. 50. These will apply to the next few sections. Objectives 1 and 2 apply to this section. The reason why the special pairs of angles are studied is that they occur frequently in geometric situations. Sets of three or more angles whose measures have the sum of 90 or 180 are not common enough in geometric situations to warrant special names or study.

Read Section 2-4 carefully. Did you work through all the examples and Theorem 2-3 as well as draw the diagrams? Try putting the definitions in your own words. Ask your parent if you can describe in your own words how the example was solved.

Write notes on Section 2-4. Be sure to write notes on all vocabulary words in bold print: what their meaning is, any special symbols used and some examples where they occur. Be sure you copy and understand the examples and also Theorem 2-3, Vertical Angle Theorem.

Review and Work Classroom Exercises 1-21 (odd) on pp. 51-52; Written Exercises 1-23 (odd) on p. 52-53.

Extras: Written Exercises 25, 28, 29 on p. 53

Day 4

Skim Section 2-5 Perpendicular Lines. Objective 3 on p. 50 applies to this section.

Read Section 2-5 carefully. What are some common examples. Be careful not to think that perpendicular lines are always vertical and horizontal. Can you state Theorem 2-4 in another way for example, “Perpendicular lines form congruent adjacent angles”? If you wish you can look at constructions 4, 5 and 6 on pp. 380-381 to see how one can actually construct perpendicular lines.

Write notes on section 2-5 “Perpendicular Lines.” Be sure to write the definition of perpendicular lines and list Theorems 2-4, 2-5, and 2-6.

Review and work Classroom Exercises 1-11 (odd) on p. 57; Written Exercises 2-8 (even), 9-13 (odd) on pp. 58-60; and Mixed Review 1-7 on p. 60.

Extras: Written Exercises 15-25 (odd), 26, 28 on pp. 58-60; 32 - 34 on p. 54

Day 5

Review Sections 2.2 -2.5.