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Subject: Math
Grade Level: High School
DI Strategy: Anchor Example

Geometry Anchor Examples

***Note to User: An anchor is not a strategy in and of itself, but a critical component in effectively managing a DI classroom.**

In my Geometry classroom, I used two Anchors with every chapter of material throughout the school year. These Anchors were a Weekly Review and Classwork Packet.

Weekly Review – The name pretty much says it all. It included review problems from any section of material covered so far *in the school year* including the current material being taught. The Weekly Review was given every week on Monday and was due that Friday.

Classwork Packet – There was one for each chapter and it was due on the day of the test for that chapter. The Classwork Packet included more practice problems for each section taught during the chapter. I often gave opportunities for the students to get this packet checked ahead of due date so they had feedback on how they were doing. I wanted them to know how to do all of these types of problems and get them all right by the end of the chapter, so they were able to check their work ahead of the due date and go back and make corrections if necessary. At times I'll say, "Page 7 in the Classwork Packet is due on Thursday."

Students received their Weekly Review at the beginning of each week and their Classwork Packet at the beginning of each chapter. Anytime a student finished the assignment(s) for the class period early or were waiting for my help on their current assignment, they were instructed to work on either of the two Anchors until the bell rang. At the beginning of the year, students needed more reminders to move onto their Anchor assignments, but as the year went on the Anchors became a normal part of the routine for the class period.

Below are examples of a Weekly Review and Classwork Packet that was used in my Geometry class.

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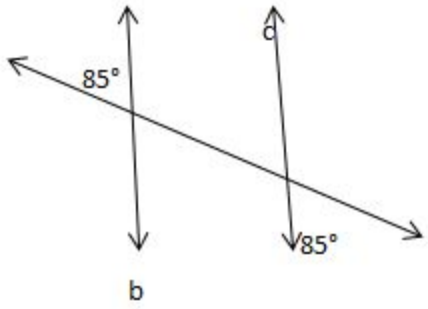
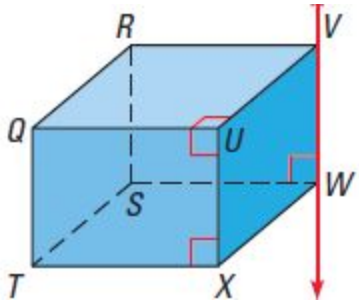
Print Full Name _____ Period _____ Date _____
Geometry: Weekly Review 9

*This assignment is graded on **correctness** and is due **Friday**.*
You can ask anyone for help, the only person you cannot ask is your math teacher.
Please show all work and circle your final answer.

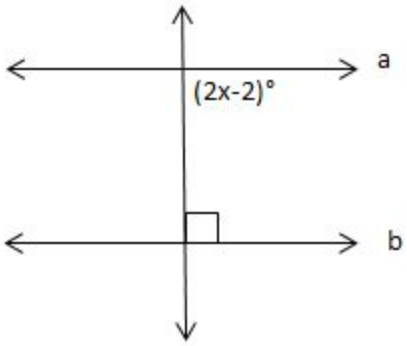
1. Name the angle pair. Is there enough information to show b ‖ c? Explain



2. Name a line skew to VW.



3. What value for x makes a ‖ b?



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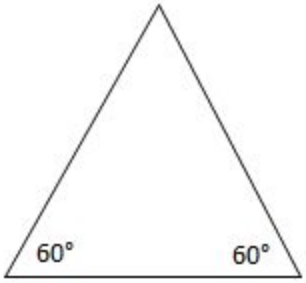
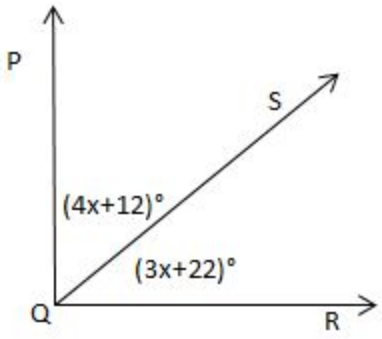
4. Classify the triangle by its sides and angles.



5. ∠PQS and ∠SQR are complementary. Find x, m∠PQS, and m∠SQR.



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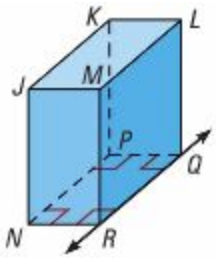
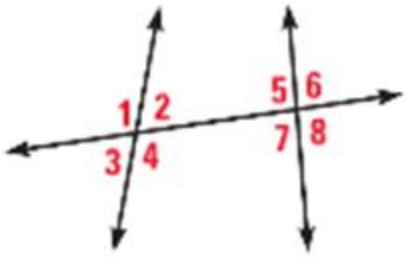
Geometry Classwork Packet: Chapter 3

1. Section 3.1



a. Name a line parallel to RQ.
b. Name a line perpendicular to RQ.
c. Name a line shew to RQ.

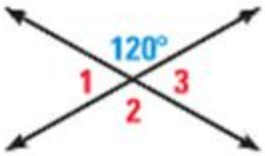
2. Section 3.1



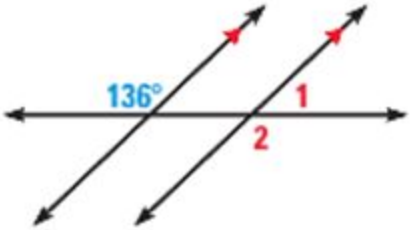
Classify the following angle pair.
a. 1 and 5
b. 4 and 5
c. 3 and 6
d. 2 and 5

3. Section 3.1

Find the measure of each angle below.

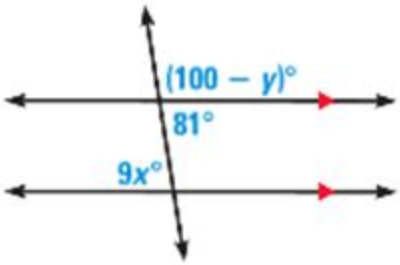


4. Section 3.2



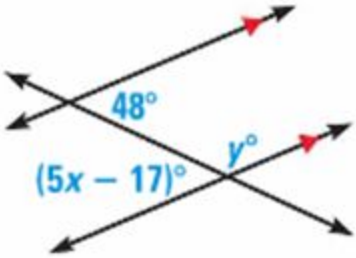
Find the m∠1 and m∠2.

5. Section 3.2



Find the value of x and y.

6. Section 3.2



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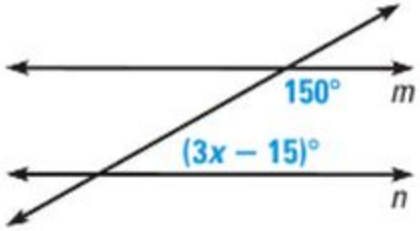
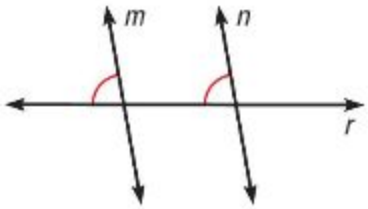
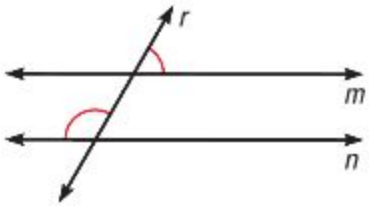
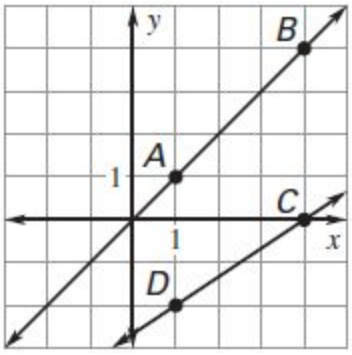
	Find the value of x and y.
7. Section 3.3 Find the value of x that makes $m \equiv n$	8. Section 3.3  Find the value of x that makes m □ n
9. Section 3.3 Decide if m ≡ n. If so, state the postostulate or theorem that justifies your decision. a.  b.  	10. Section 3.4 Given the coordinates below, tell whether the lines are parallel, perpendicular, or neither. Line 1: (-3,1), (-7, -2) Line 2: (2, -1), (8,4)
11. Section 3.4  	12. Section 3.4 Given the line, y=3x+8 a. What is the slope of a line parallel to the above line? b. What is the slope of a line that is perpendicular to the above line?

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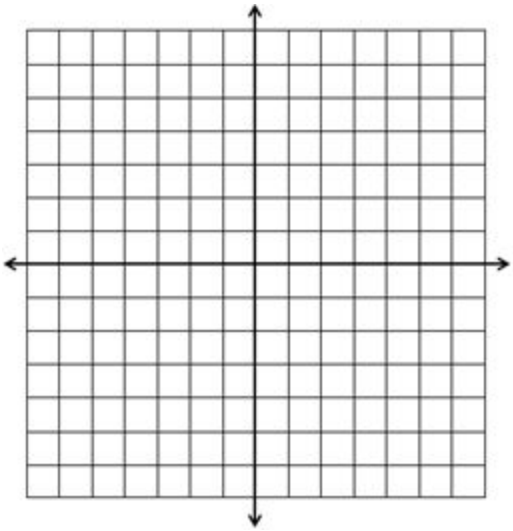
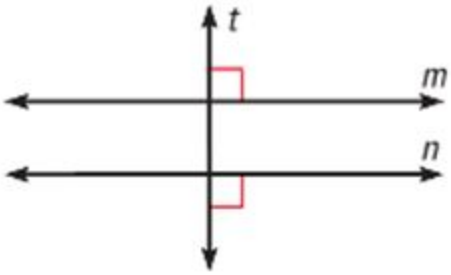
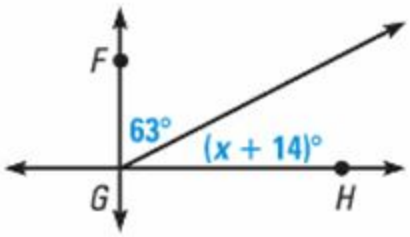
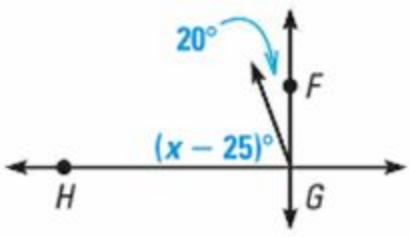
Are the lines parallel?	
13. Section 3.5 Write an equation of a line that passes through point P and is parallel to the given line. P(2,6) y=4x-5	14. Section 3.5 Write an equation of a line that passes through point P and is perpendicular to the given line. P(-1,4) y= -1/3x+7
15. Section 3.5 Graph the following line. -x+3y= -9 	16. Section 3.6 Explain how you would show that m ‖ n. 
17. Section 3.6 In the diagram, FG ⊥ GH. Find the value of x. 	18. Section 3.6 In the diagram, FG ⊥ GH. Find the value of x. 

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