

## Lab Practice 1

See student work.

## Lab Practice 2

- a. See student work.
- b. See student work.

**Lab Practice 3**

- a. See student work; each half of the segment should measure 2 in.
- b. See student work; the two halves of the segment have the same measure.
- c. See student work; each smaller angle should measure  $54^\circ$ .
- d. See student work; both smaller angles should have congruent measures.

## Lab Practice 4

See student work.

## Lab Practice 5

See student work.

## Lab Practice 6

- a. See student work.
- b. See student work.

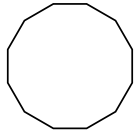
## Lab Practice 7

- a. See student work.
- b. See student work.

## Lab Practice 8

- a. See student work.
- b. See student work.
- c. See student work.
- d. See student work.

## Lab Practice 9



## Lab Practice 10

After reflecting over  $y$ -axis, the vertices are  $(-3, 2)$ ,  $(-7, 5)$ , and  $(-1, 8)$ . After reflecting over  $y = x$ , they are  $(2, 3)$ ,  $(5, 7)$ , and  $(8, 1)$ .

## Lab Practice 11

yes; Sample: If you call the unknown segment  $x$ , multiply the segments of each chord together. These values will be equal. Solve for  $x$ .

**Lab Practice 12**

- a. parallelogram
- b. rhombus, parallelogram
- c. isosceles trapezoid
- d. kite
- e. rectangle, parallelogram

## Lab Practice 13

See student work; yes

## Lab Practice 14

- a. See student work.
- b. See student work.
- c. The area of each polygon should be greater than the one before it. The results will reflect the conjecture given above.

## Lab Practice 15

Sample: Removing a point that is not an outlier has little effect on the line of best fit.

A good estimate can still be made. You can choose an outlier using personal judgment—if it is the only extreme value, it should probably be eliminated, whereas multiple extreme values may not need to be eliminated.