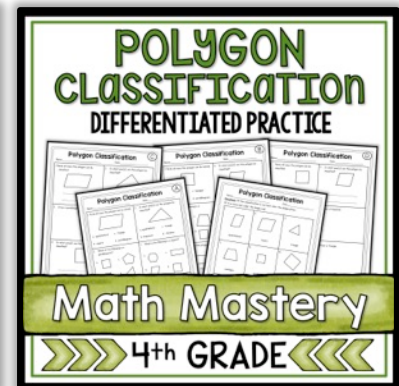
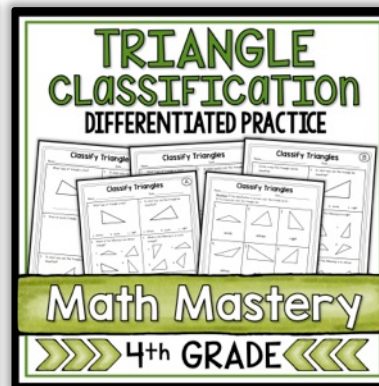
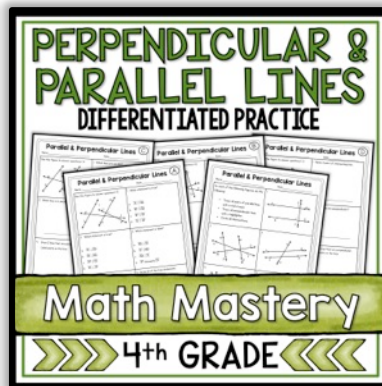
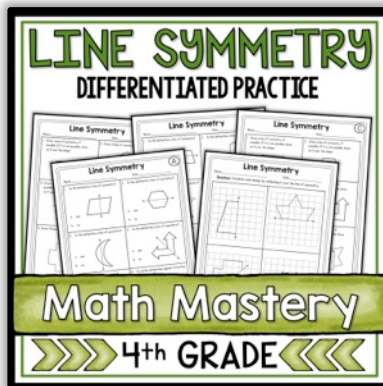
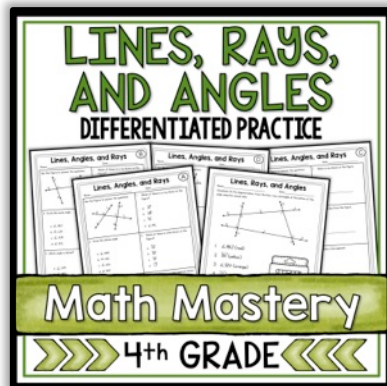


# GEOMETRY BUNDLE

## DIFFERENTIATED PRACTICE



# Math Mastery

4th GRADE

# Geometry Concepts Bundle

There are two versions of the worksheets in each of the 5 packets:

1. The first set of pages DO NOT have the Common Core standards listed on the pages. This is for those teachers who work in districts where they are not allowed to have CC standards listed on materials used in class.
2. The second set of pages DO have the CC standards listed on them, for teachers whose districts require it.

You choose the set you want for your own situation and print those!

There are many ways you can use these packets. I originally designed them as a way to do quick checks for student mastery of math standards and concepts. Here are some suggestions on ways to use the pages:

- **Homework**
- **Morning Seatwork**
- **Exit Tickets** – Print and cut apart the boxes. For each sheet, you'll have 6 days of ready-to-go exit tickets.
- **Small Group Work** – The sheets are ideal for work in a small amount of time.
- **Independent Practice**
- **Intervention Groups**
- **Test-prep and Concept Review** – The sheets are laser-focused on one specific standard or skill. If you know your students are struggling with a concept, these packets are ideal for review.

## This bundle includes the following 5 Geometry Packets:

- **Polygon Classification**
- **Lines, Rays, & Angles**
- **Line Symmetry**
- **Parallel and Perpendicular Lines**
- **Triangle Classification**

These packets have 4 pages of skills practice. They are labeled with the letters A,B,C, and D on the top right corner. Sheets A and B are multiple choice, while sheets C and D are open-ended. Sheets C and D have exactly the same questions as A and B. This was intentionally done for the purpose of differentiation. Struggling learners might do best with pages A and B, while students needing a challenge might benefit from pages C and D. This way, students are getting the same content and questions, just presented in a different manner. Differentiation is tough for teachers! I hope this makes it easier! – *Shelly Rees*

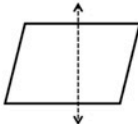
# Each Packet Has 2 Sheets of Multiple Choice Questions and 2 Sheets of Open-Ended Questions

*Same Questions in Two Formats!*

**Line Symmetry (A)**

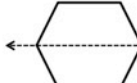
Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Is the dotted line a line of symmetry?



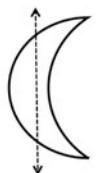
a. yes  
b. no

2. Is the dotted line a line of symmetry?



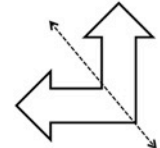
a. yes  
b. no

3. Is the dotted line a line of symmetry?



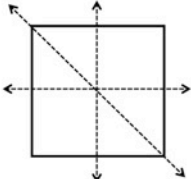
a. yes  
b. no

4. Is the dotted line a line of symmetry?



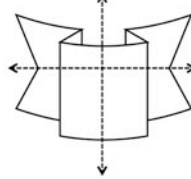
a. yes  
b. no

5. Do all the dotted lines appear to be lines of symmetry?



a. yes  
b. no

6. Do all the dotted lines appear to be lines of symmetry?




a. yes  
b. no

**Line Symmetry (B)**

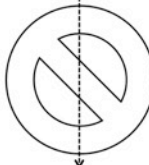
Name: \_\_\_\_\_ Date: \_\_\_\_\_

2. Is the dotted line a line of symmetry?



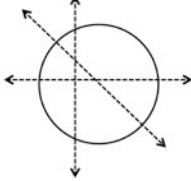
a. yes  
b. no

4. Is the dotted line a line of symmetry?



a. yes  
b. no

6. Do all the dotted lines appear to be lines of symmetry?




a. yes  
b. no

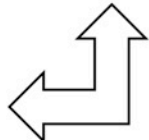
**Line Symmetry (C)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

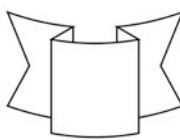
2. Draw a line of symmetry, if possible. If it is not possible, draw an X over the shape.



4. Draw a line of symmetry, if possible. If it is not possible, draw an X over the shape.




6. Draw a line of symmetry, if possible. If it is not possible, draw an X over the shape.




**Line Symmetry (D)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

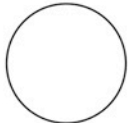
2. Draw 2 lines of symmetry.



4. Draw a line of symmetry, if possible. If it is not possible, draw an X over the shape.



6. Draw a line of symmetry, if possible. If it is not possible, draw an X over the shape.

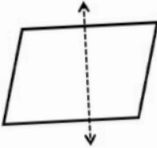
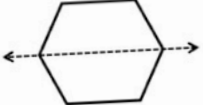
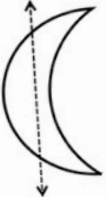
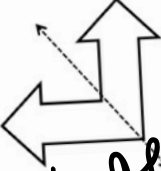
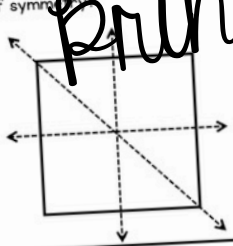
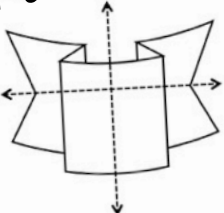


**Perfect for  
Differentiated  
Learning!**

# You Choose the Set You Need: CC Standards or NO CC Standards

**Line Symmetry** (A)

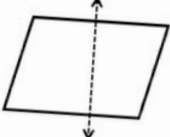
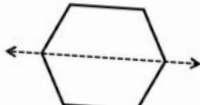

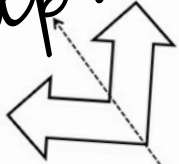
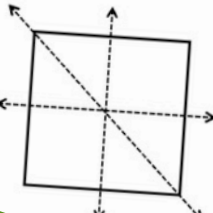
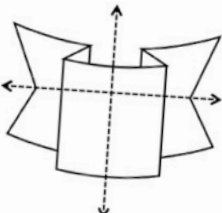
Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Is the dotted line a line of symmetry?  a. yes b. no	2. Is the dotted line a line of symmetry?  a. yes b. no
3. Is the dotted line a line of symmetry?  a. yes b. no	4. Is the dotted line a line of symmetry?  a. yes b. no
5. Do all the dotted lines appear to be lines of symmetry?  a. yes b. no	6. Do all the dotted lines appear to be lines of symmetry?  a. yes b. no

© Shelly Rees Applebastic

**Line Symmetry** (A)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Is the dotted line a line of symmetry?  a. yes b. no	2. Is the dotted line a line of symmetry?  a. yes b. no
3. Is the dotted line a line of symmetry?  a. yes b. no	4. Is the dotted line a line of symmetry?  a. yes b. no
5. Do all the dotted lines appear to be lines of symmetry?  a. yes b. no	6. Do all the dotted lines appear to be lines of symmetry?  a. yes b. no

CCSS.MATH.4.G.A.3  
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One Set **WITHOUT**  
CC Standards Listed

One Set **WITH** CC  
Standards Listed

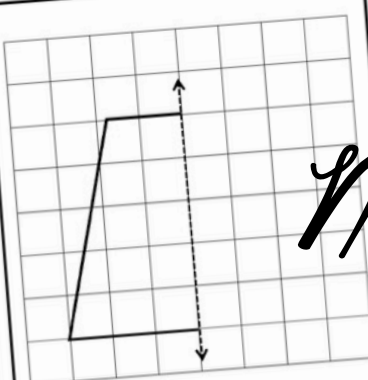


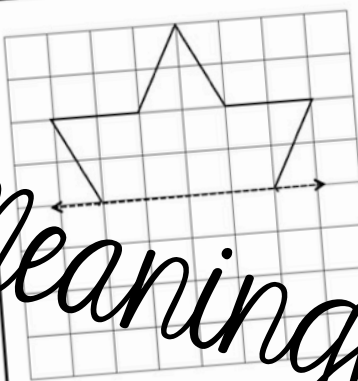
# Student Mastery Checklist and Fun Practice Sheet

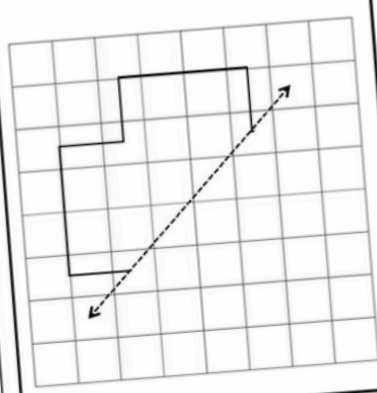
# Line Symmetry

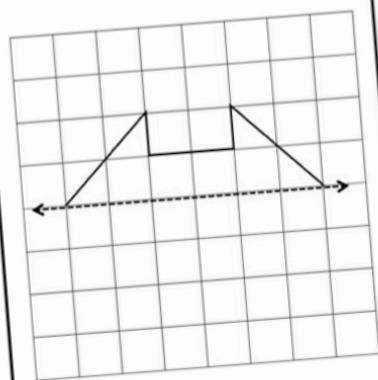
Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Complete each design by reflecting it over the line of symmetry.









*Meaningful*

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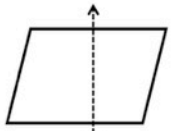
[illegible]

# All Answer Keys Included!

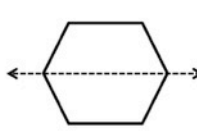
## Line Symmetry

### Answer Key

1. Is the dotted line a line of symmetry?
2. Is the dotted line a line of symmetry?

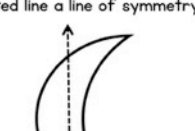


a. yes  
**b. no**

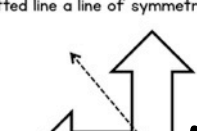


**a. yes**  
b. no

3. Is the dotted line a line of symmetry?
4. Is the dotted line a line of symmetry?

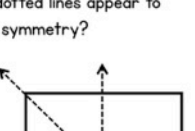


a. yes  
**b. no**

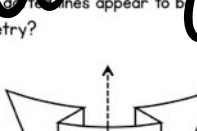


**a. yes**  
b. no

5. Do all the dotted lines appear to be lines of symmetry?
6. Do all the dotted lines appear to be lines of symmetry?



**a. yes**  
b. no

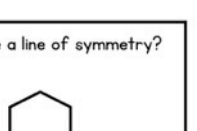


a. yes  
**b. no**


## Line Symmetry

### Answer Key

1. Is the dotted line a line of symmetry?
2. Draw 2 lines of symmetry.

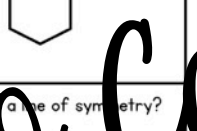


a. yes  
**b. no**




**a. yes**  
b. no

3. Is the dotted line a line of symmetry?
4. Is the dotted line a line of symmetry?

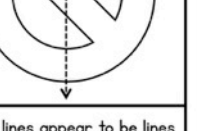


a. yes  
**b. no**

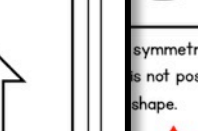


**a. yes**  
b. no

5. Do all the dotted lines appear to be lines of symmetry?
6. Do all the dotted lines appear to be lines of symmetry?



a. yes  
**b. no**



**a. yes**  
b. no

**Easy to Correct!**