

Student Activity Book

Practice with Angles and Lines

Questions 1–26 (SAB pp. 335–348)

- Possible response: close to 180° or 170° ; close to 90° or 85° .
- An acute angle
 - A right angle
 - At least 16° larger
- Responses and estimates will vary.
 - Between 90° and 180° , or about 120°
 - Very close to 180° , or about 170°
 - Very close to 0° , or about 20°
 - A little smaller than 90° , or about 80°
- obtuse
 - obtuse
 - acute
 - acute
- obtuse
 - obtuse
 - right
 - acute

Possible response for C: I used the corner of a piece of paper and both edges matched. I knew the corner forms a right angle.

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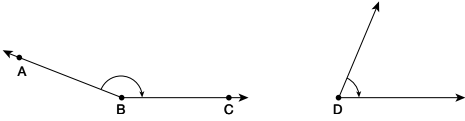
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Practice with Angles and Lines

Angles

✓ **Self-Check: Questions 1-2**

- Estimate the size of these angles using the benchmarks 0° , 90° , and 180° . Write your estimate near the angle.



- Grace drew an angle of 75° .
 - What kind of angle did Grace draw? _____
 - If she draws an angle that is exactly 15° larger, what kind of angle is it? _____
 - She wants to draw an obtuse angle. Her obtuse angle will have to be at least how many degrees larger than her first angle? _____

Use the Self-Check Questions and the menu to choose practice.

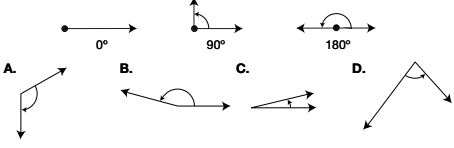
Can I Do This?	Working On It!	Getting It!	Got It!
Estimate the size of an angle using benchmarks: 90° , 180° , and 360° . Know the difference between acute, obtuse, and right angles.	I could use some extra help.	I just need more some practice.	I'm ready for a challenge.
	*Q# 3-6	●Q# 5-8	■Q# 7-8

Workshop: Angles and Lines SAB • Grade 4 • Unit 9 • Lesson 6 335

Student Activity Book - Page 335

Name _____ Date _____

- Estimate the size of the angles below using the benchmarks 0° , 90° , and 180° . For example, say "a little larger than 90° ," or "very close to 90° ," or estimate in degrees, such as 100° .

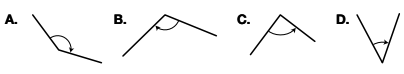


A. _____ B. _____
C. _____ D. _____

- Label each angle in Question 3 as acute, right, or obtuse.

acute less than 90°
obtuse more than 90° but less than 180°
right 90°

- Without measuring, identify these angles as acute, right, or obtuse.



Choose one and explain how you decided.

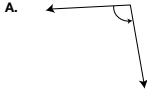
336 SAB • Grade 4 • Unit 9 • Lesson 6 Workshop: Angles and Lines


Student Activity Book - Page 336

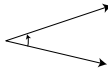
6. Responses will vary; make sure that students' estimates are in the correct quadrant.
- A. Around 95°
 - B. Around 135°
 - C. Around 30°
 - D. Around 330°
 - E. Around 70°
 - F. Around 45°
7. A. Acute angles include $\angle NPR$, $\angle MPQ$, $\angle PQS$
- B. Obtuse angles include $\angle MPN$, $\angle QPR$, $\angle LQP$
- C. Right angles include $\angle VRP$, $\angle RTU$, $\angle RTS$
8. $\angle MPQ$ is about 45°
 $\angle RPQ$ is about 135°
 $\angle RTU$ is about 90°
9. A. $\angle A = 66^\circ$
B. $\angle DEG = 144^\circ$
C. $\angle STV = 15^\circ$
 $\angle STW = 15^\circ$

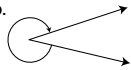
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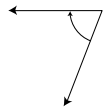
★●6. Estimate the sizes of the angles below. Give your answers in degrees, for example, 30° or 90° . You may use a square corner to help you, but not a protractor.

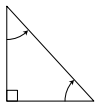
A. 

B. 

C. 

D. 

E. 

F. 

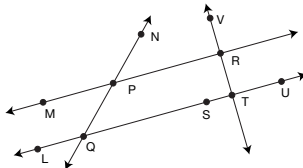
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Workshop: Angles and Lines
SAB - Grade 4 • Unit 9 • Lesson 6 337

Student Activity Book - Page 337

Name _____ Date _____

Use the figure below for Questions 7 and 8.



- 7. A. Identify two acute angles. Write the angle names using three letters, such as $\angle ABC$. _____
- B. Name two obtuse angles. _____
- C. Name a right angle. _____

●●8. Use the benchmarks 0° , 90° , and 180° to estimate the size of the following angles.

$\angle MPQ$ is _____

$\angle RPQ$ is _____

$\angle RTU$ is _____

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338 SAB - Grade 4 • Unit 9 • Lesson 6
Workshop: Angles and Lines

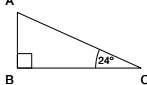
Student Activity Book - Page 338

Name _____ Date _____

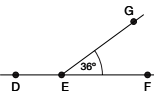
Add and Subtract Angles

✓ Self-Check: Question 9

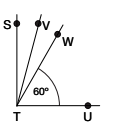
9. Without using a protractor, find the missing angle measures.

A. 

$\angle A =$ _____

B. 

$\angle DEG =$ _____

C. 

$\angle STV = 90^\circ$

$\angle STV = \angle VTW$

$\angle STV =$ _____

$\angle STW =$ _____

Use the Self-Check Question and menu to choose practice.

Can I Do This?	Working On It!	Getting It!	Got It!
Add and subtract angle measures.	★Q# 10-11, 13, 15	●Q# 11-14, 16	■Q# 12-14, 17

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SAB - Grade 4 • Unit 9 • Lesson 6 339

Student Activity Book - Page 339

Answer Key • Lesson 6: Workshop: Angles and Lines

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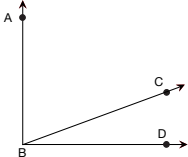
★10. Use a protractor to measure the angles.

A. $\angle ABC =$ _____

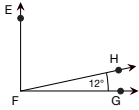
B. $\angle CBD =$ _____

C. $\angle ABD =$ _____

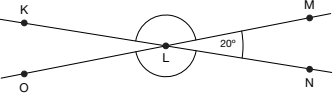
D. Is this statement true? Explain.
 $\angle ABC + \angle CBD = \angle ABD$



★11. $\angle EFG$ is a right angle. Without using a protractor, find the measure of $\angle EFH$.



★12. $\angle MLK = \angle NLO$. Without using a protractor, find the angle measure of $\angle KLO$.



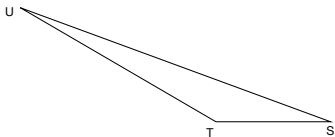
340 SAB • Grade 4 • Unit 9 • Lesson 6 Workshop: Angles and Lines

10. A. $\angle ABC = 70^\circ$
 B. $\angle CBD = 20^\circ$
 C. $\angle ABD = 90^\circ$
 D. Yes; The sum of the smaller angles is equal to the measure of the larger angle.
11. $\angle EFH = 78^\circ$
12. $\angle KLO = 20^\circ$
13. A. $\angle S = 20^\circ$
 $\angle T = 150^\circ$
 $\angle U = 10^\circ$
 B. The sum is 180°
14. A. 70°
 B. 70°
 C. 70°
 D. 70°
15. A. See shape on SAB page.
 B. 4 pieces
 C. Right angles
 D. 90° each
 E. 360°

Student Activity Book - Page 340

Name _____ Date _____

★13. A. Measure the angles in Triangle STU.



B. What is the sum of $\angle S$, $\angle T$ and $\angle U$? _____

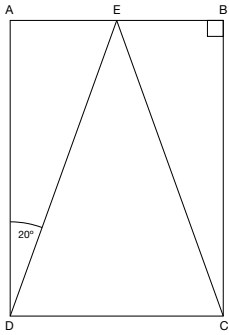
★14. Rectangle ABCD is built from three triangles. $\angle ACE = \angle BDE$. Without using a protractor, find the measures of the angles below. Write the measures near the angle.

A. $\angle EDC =$ _____

B. $\angle ECD =$ _____

C. $\angle AED =$ _____

D. $\angle BEC =$ _____



Workshop: Angles and Lines SAB • Grade 4 • Unit 9 • Lesson 6 341

Student Activity Book - Page 341

Name _____ Date _____

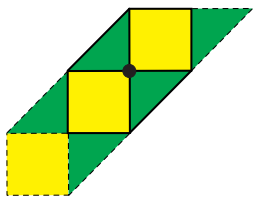
★15. A. Make the shape with solid lines using your power polygons. Use the yellow square (A) and large green triangle (E). If you have enough pieces, you can make the whole shape in the dotted lines.

B. Find the dot on your shape. How many pieces come together at the dot?

C. Are the angles at the dot acute, obtuse, or right?

D. Estimate and then measure the size of the angle of each piece at the dot.

E. Add all the angle measures at the dot. What is the sum of all the angle measures?



342 SAB • Grade 4 • Unit 9 • Lesson 6 Workshop: Angles and Lines

Student Activity Book - Page 342

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16. A. See shape on SAB page.
 B. 4 pieces
 C. One angle is acute, two are right, and one is obtuse.
 D. The angle of the small green triangle is 60° , the angles of the squares are 90° , and the angle of the hexagon is 120° .
 E. 360°
17. A. See shape on SAB page.
 B. 4 pieces
 C. Two are obtuse, two are acute.
 D. The angles of the green triangles are 60° , the angles of the red trapezoids are 120° .
 E. 360°
 F. 3 pieces
 G. One angle is acute, one is obtuse, and one is straight.
 H. The straight angle from the red trapezoid is 180° , the obtuse angle from the other red trapezoid is 120° , the acute angle from the green triangle is 60° .
 I. 360°

Name _____ Date _____

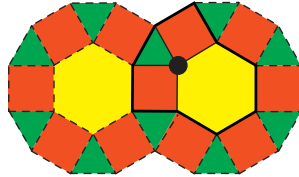
• 16. A. Make the part of the shape with solid lines using your power polygons. Use orange squares (B), yellow hexagons (H), and small green triangles (N). If you have enough pieces, you can extend the shape as shown with dotted lines.

B. Find the dot on your shape. How many pieces come together at the dot?

C. Are the angles at the dot acute, obtuse, or right?

D. Estimate and then measure the size of the angle of each piece at the dot.

E. Add all the angle measures at the dot. What is the sum of all the angle measures?



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Workshop: Angles and Lines SAB • Grade 4 • Unit 9 • Lesson 6 343

Student Activity Book - Page 343

Name _____ Date _____

■ 17. A. Make the shape with the solid lines using your power polygons. Use small green triangles (N) and red trapezoids (K). If you have enough pieces, you can extend the shape as shown with dotted lines.

B. Find the dot on your shape. How many pieces come together at the dot?

C. Are the angles acute, obtuse, or right?

D. Estimate and then measure the size of the angle of each piece at the dot.

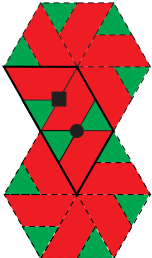
E. Add all the angle measures at the dot. What is the sum of all the angle measures?

F. Now find the square on your shape. How many pieces touch at the square?

G. Are the angles acute, obtuse, or right? Or is there another kind of angle? What is it?

H. Estimate and then measure the size of the angle of each piece at the square.

I. Add all the angle measures. What is the sum of all the angle measures at the square?



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344 SAB • Grade 4 • Unit 9 • Lesson 6 Workshop: Angles and Lines

Student Activity Book - Page 344

Name _____ Date _____

Lines
 ✓ **Self-Check: Questions 18-21**

18. A. Name one set of parallel lines. _____
 B. Name two lines that are perpendicular to each other.

19. A. Name a ray on the figure. _____
 B. Name a line segment on the figure. _____
 C. Find and name a quadrilateral on the figure. _____

20. Use a protractor to draw a line perpendicular to \overleftrightarrow{VT} .
 21. Use a protractor to draw a line parallel to \overleftrightarrow{VT} .

Use the Self-Check Questions and menu to choose practice.

Can I Do This?	Working On It! I could use some extra help.	Getting It! I just need some more practice.	Got It! I'm ready for a challenge.
Draw and identify lines that intersect, are perpendicular, or are parallel.	★ Q# 22-24	● Q# 23-25	■ Q# 25-26

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Student Activity Book - Page 345

Name _____ Date _____

*22. The figure below is an octagon because it has 8 sides. Each side is a part of a line which means each side is a line segment.

A. What are two different ways you can name this octagon?

B. Name 4 pairs of parallel lines that make up the octagon.

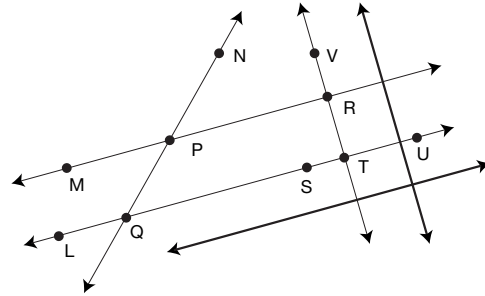
C. Use your ruler to draw a line segment from Point D to Point H. Draw another line segment from Point B to Point F. Do \overline{DH} and \overline{BF} intersect? What kind of angle is formed at the intersection? What can you say about \overline{DH} and \overline{BF} ?

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Student Activity Book - Page 346

18. A. Possible responses include \overleftrightarrow{MR} and \overleftrightarrow{LT} , \overleftrightarrow{PR} and \overleftrightarrow{QS}
 B. Possible responses include \overleftrightarrow{VR} and \overleftrightarrow{PR} , \overleftrightarrow{RT} and \overleftrightarrow{SU}
19. A. Possible responses include \overleftrightarrow{RV} , \overleftrightarrow{TV} , \overleftrightarrow{MR} , \overleftrightarrow{TU}
 B. Possible responses include \overline{MP} , \overline{MR} , \overline{QN} , \overline{SU}
 C. PRTQ

20–21.

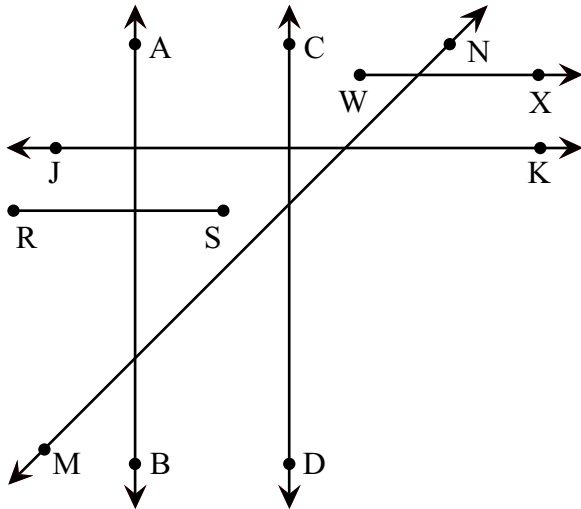


22. A. ABCDEFGH, HGFEDCBA, any sequence that is in order around the octagon is acceptable.
 B. Possible responses include \overleftrightarrow{AB} and \overleftrightarrow{FE} , \overleftrightarrow{BC} and \overleftrightarrow{GF} , \overleftrightarrow{CD} and \overleftrightarrow{GH} , \overleftrightarrow{DE} and \overleftrightarrow{HA}
 C. They intersect, and a right angle is formed at the intersection. The lines are perpendicular.

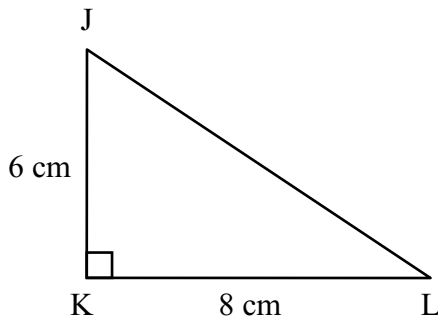
23. A–B. Responses will vary. Possible response shown below.

C. Yes, \overleftrightarrow{JK} intersects \overleftrightarrow{CD} . They make a right angle.

24. Responses will vary. Possible response:

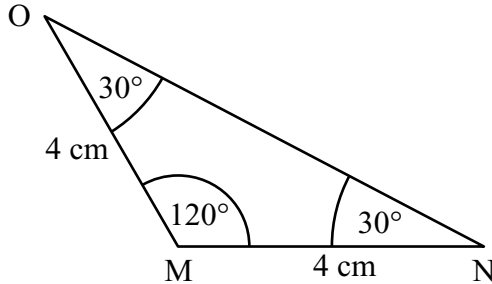


25. A.



B. $\angle J 60^\circ, \angle K 90^\circ, \angle L 30^\circ$ (choice C)

26.



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- ★●23. A. Draw a line that is parallel to \overleftrightarrow{AB} below. Name it \overleftrightarrow{CD} .
- B. Draw a line \overleftrightarrow{JK} that is perpendicular to \overleftrightarrow{AB} .
- C. Does \overleftrightarrow{JK} also intersect \overleftrightarrow{CD} ? If so, tell if the intersection of \overleftrightarrow{JK} and \overleftrightarrow{CD} makes an acute angle, an obtuse angle, or a right angle.

- ★●24. A. Draw a line segment \overline{RS} that intersects \overleftrightarrow{AB} but not \overleftrightarrow{CD} .
- B. Draw \overline{MN} that intersects \overleftrightarrow{CD} and forms an obtuse angle.
- C. Draw a ray \overrightarrow{WX} that intersects \overline{MN} .



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Workshop: Angles and Lines

SAB • Grade 4 • Unit 9 • Lesson 6 347

Student Activity Book - Page 347

Name _____ Date _____

- 25. A. Use these clues to draw Triangle JKL:
 - Clue 1: Side JK is 6 cm long
 - Clue 2: Angle K is a right angle
 - Clue 3: Side KL is 8 cm long
- B. Look at your Triangle JKL. Which of the following is close to the correct angle measures for Triangle JKL? Fill in the circle by the correct letter.
 - A. $\angle J 80^\circ, \angle K 90^\circ, \angle L 10^\circ$
 - B. $\angle J 125^\circ, \angle K 90^\circ, \angle L 79^\circ$
 - C. $\angle J 60^\circ, \angle K 90^\circ, \angle L 30^\circ$
 - D. $\angle J 20^\circ, \angle K 90^\circ, \angle L 27^\circ$

- 26. Use these clues to draw Triangle MNO.
 - Clue 1: Angle M is 120°
 - Clue 2: Angle N is 30°
 - Clue 3: Side MN is 4 cm long

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348 SAB • Grade 4 • Unit 9 • Lesson 6

Workshop: Angles and Lines

Student Activity Book - Page 348