



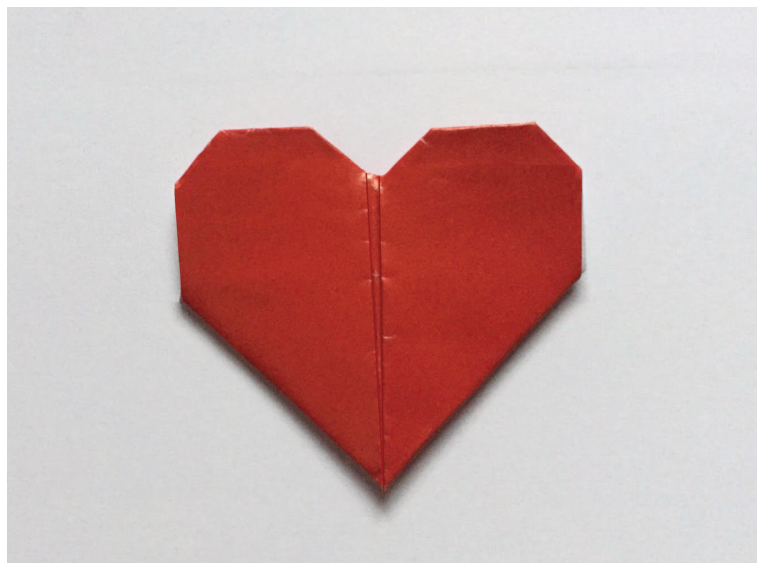
## Reasoning about Angles (Part 2)

Let's figure out missing angle measurements.

### Warm-up

### How Many Do You See: Obtuse Angles

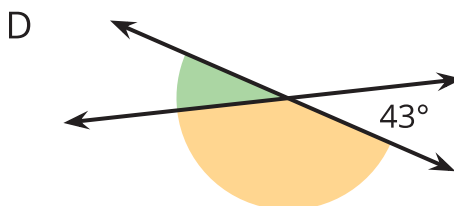
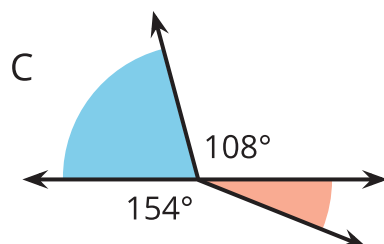
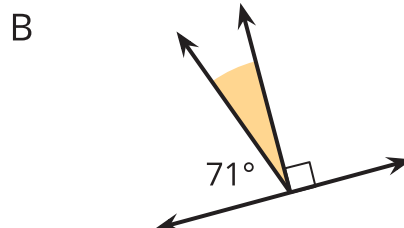
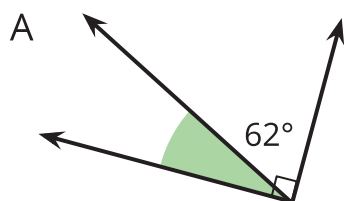
How many angles do you see in the folded paper heart?



## Activity 1

### Shaded and Unshaded Angles

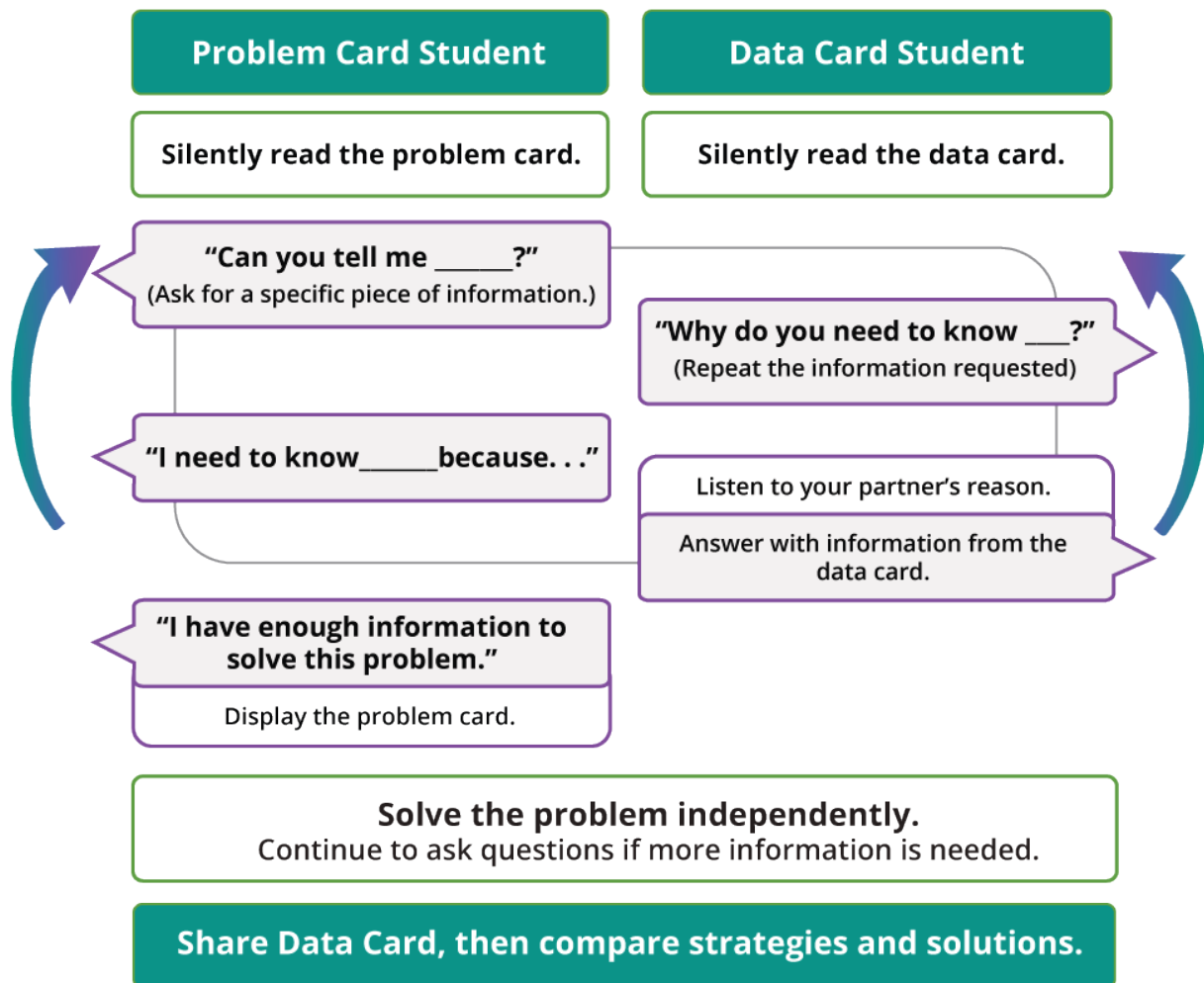
Find the measurement of each shaded angle. Show how you know.



## Activity 2

### Info Gap: A Whole Bunch of Angles

Your teacher will give you either a problem card or a data card. Do not show or read your card to your partner.

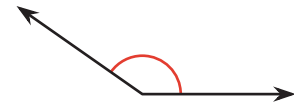
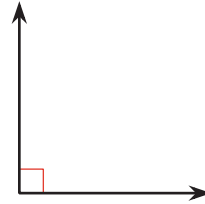
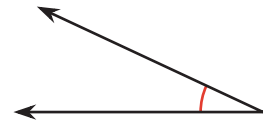


Pause here so your teacher can review your work. Ask your teacher for a new set of cards and repeat the activity. Switch roles with your partner.

## Section C Summary

We learned ways to name angles based on their measurements.

- **Acute angles** are angles that measure less than  $90^\circ$ .
- **Right angles** are angles that measure  $90^\circ$ .
- **Obtuse angles** are angles that measure greater than  $90^\circ$ .
- **Straight angles** are angles that measure  $180^\circ$ .

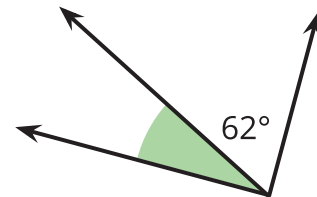


We also solved problems about angles.

Examples:

If two angles make a right angle or a straight angle, we can use the size of one angle to find the other.

The shaded angle here must be  $28^\circ$  because it makes a right angle when combined with the  $62^\circ$  angle.



We know that the full turn of a clock measures  $360^\circ$ , so we determined that the long hand makes:

- A  $360^\circ$  angle every hour.
- A  $180^\circ$  angle every one-half hour.
- A  $90^\circ$  angle every 15 minutes.
- A  $60^\circ$  angle every 10 minutes.

