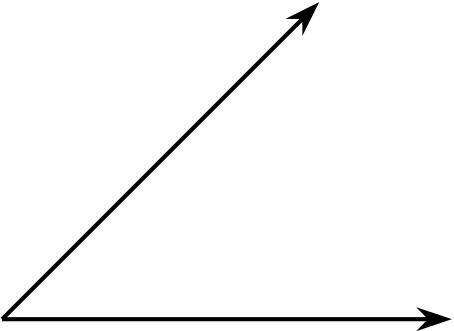
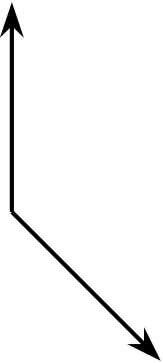
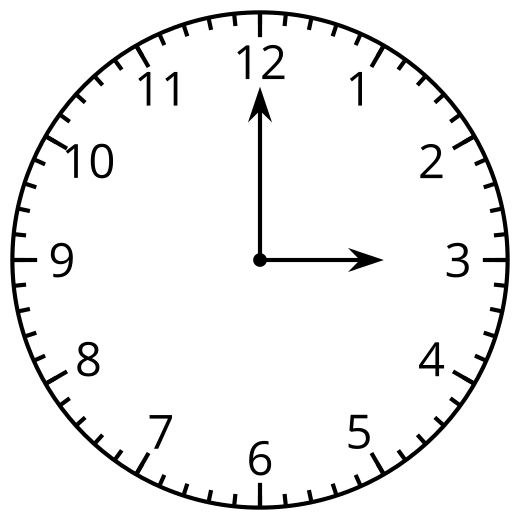
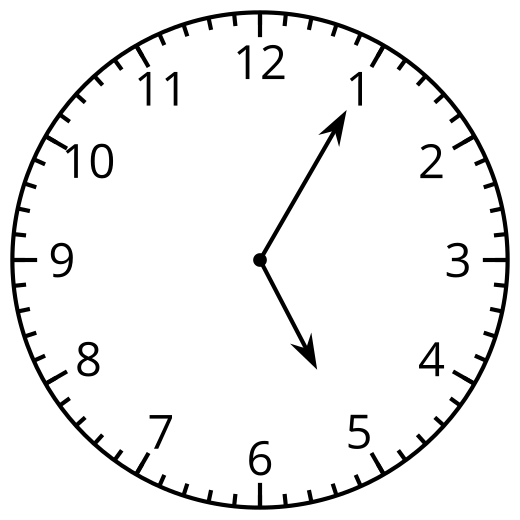
### Section B: Practice Problems

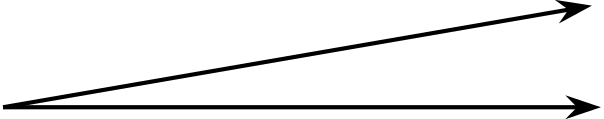
1. A

* B
  1. Write two statements that compare the size of angles A and B.
  2. Draw an angle C that is bigger than both angle A and angle B.
* (From Unit 7, Lesson 6.)

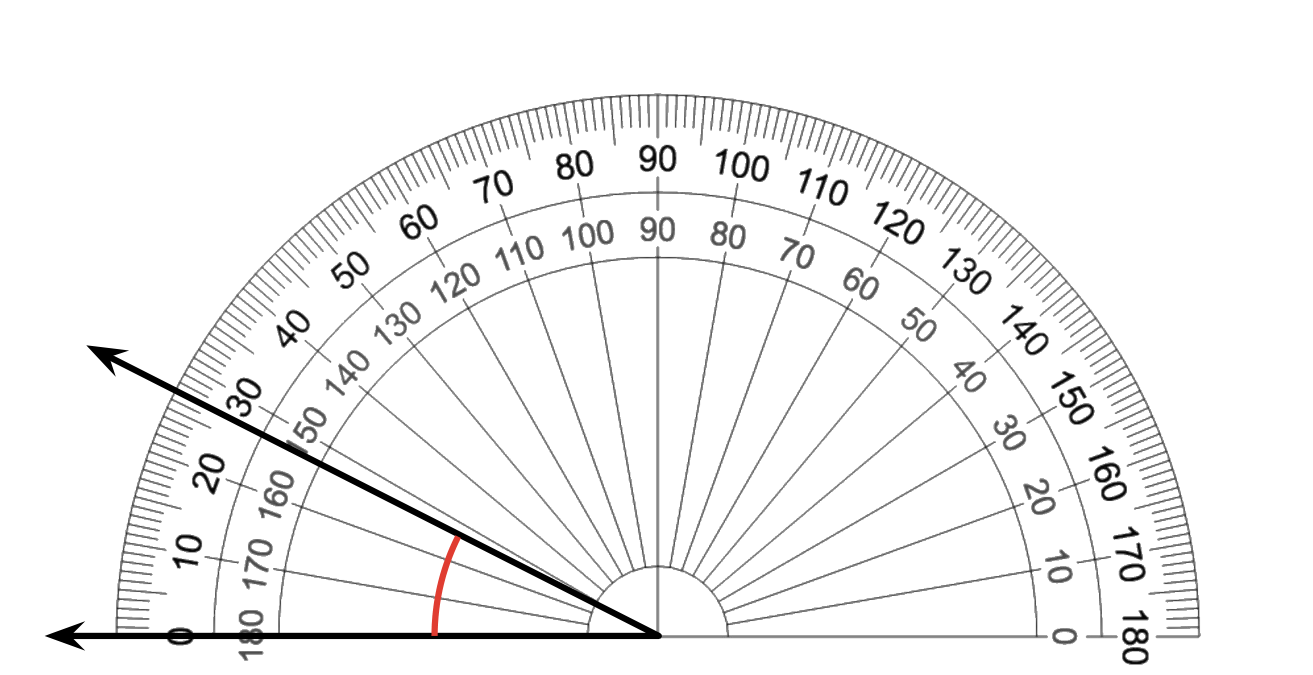
1. A

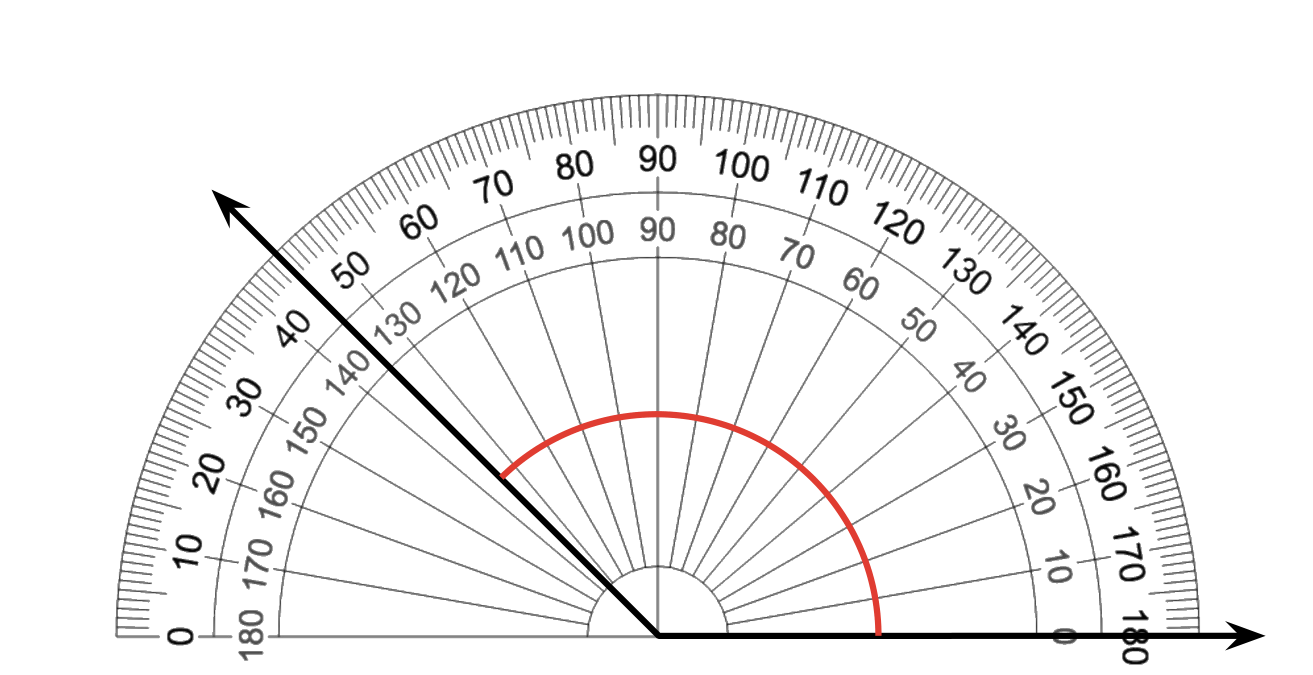
* B
  1. Which set of clock hands make a greater angle? Explain how you know.
  2. Choose one of the clocks and describe how to use the clock to draw the angle represented by the hands on the clock.
* (From Unit 7, Lesson 7.)

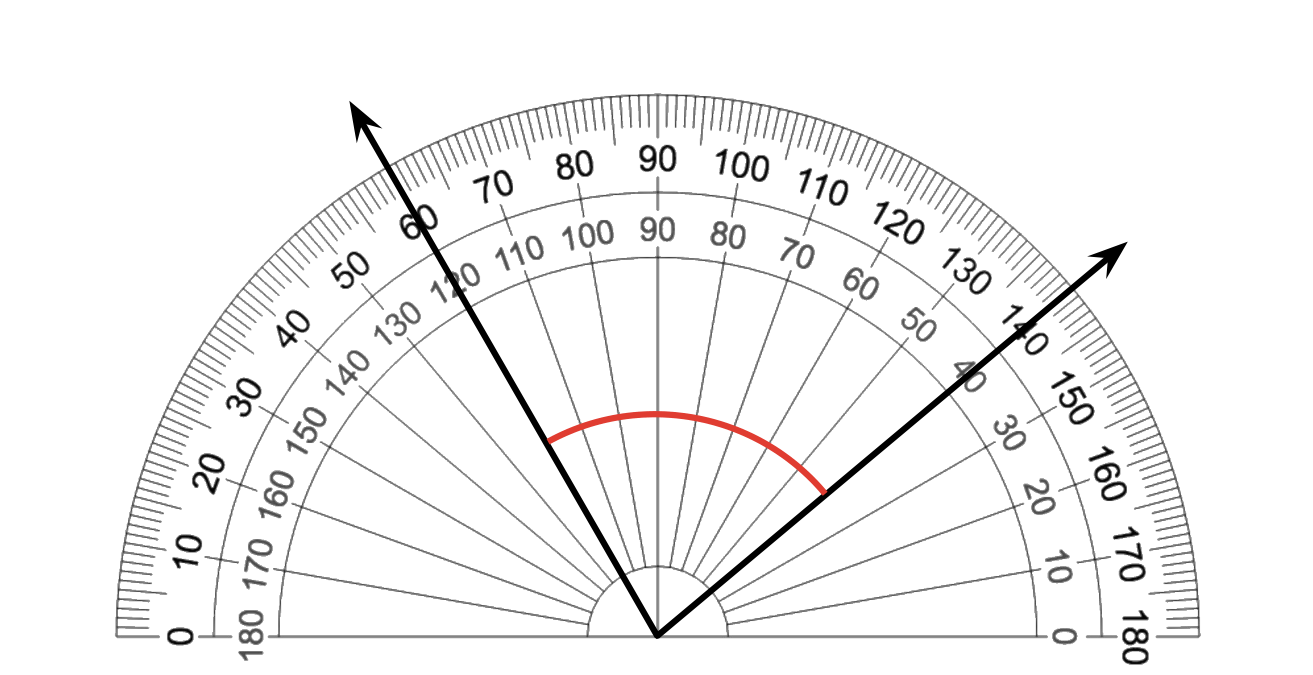
1. This angle has a measure of .

* 
* 1. How many of these angles can you put together, without overlaps, to make a complete circle? Explain or show how you know.
  2. Explain how you can use the given angle to sketch a angle.
* (From Unit 7, Lesson 8.)

1. Use the given protractor to find the measurement of each angle.

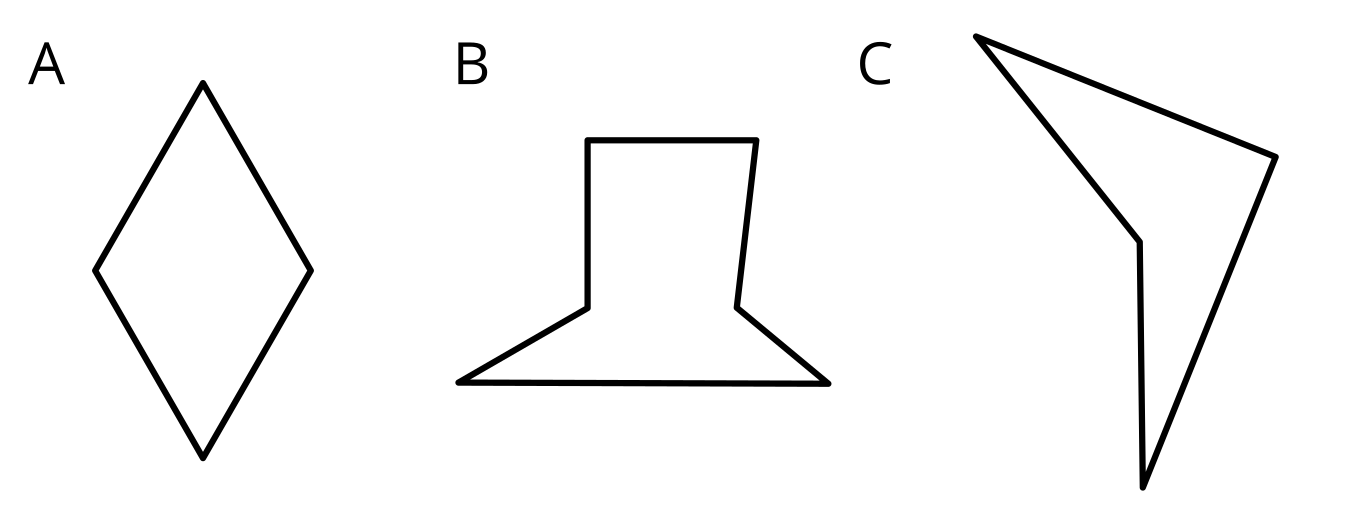
   * 

   * 

   * 

* (From Unit 7, Lesson 9.)

1. Which of these shapes have segments that are perpendicular to one another? Trace or circle the perpendicular segments.

* 
* (From Unit 7, Lesson 10.)

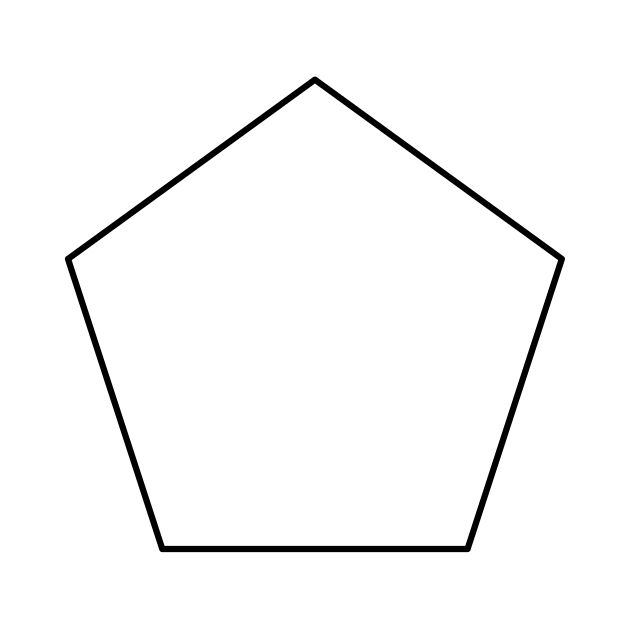
1. Draw a ray. How many different angles can you make using your ray and another ray? Explain your reasoning and make the angles.

* (From Unit 7, Lesson 11.)

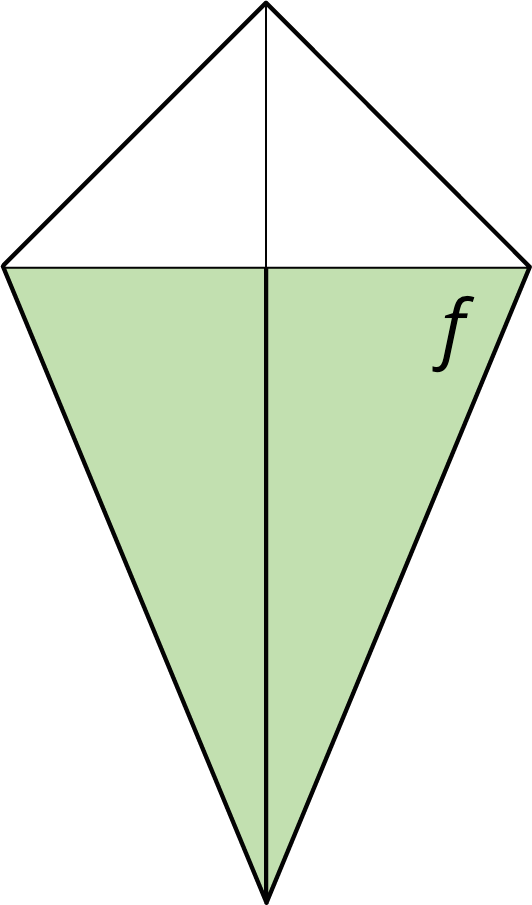
1. Exploration

* What is the smallest angle you can draw?
  1. Can you draw a angle?
  2. What about a angle or a angle?
  3. What is difficult about drawing a small angle?

1. Exploration
   1. What are the measurements of the angles on the pentagon?
   2. Connect every pair of vertices of the pentagon with a line segment. What do you notice? What do you wonder?

* 

1. **Exploration**

* Can you estimate or find the measurement of the angle labeled ? If so, explain or show how you know.
* 



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