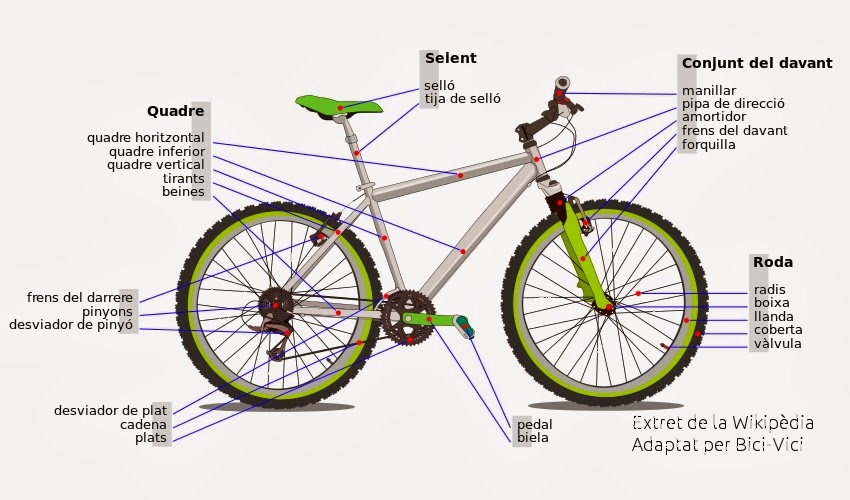
**Unit 4 Test Review: Angles**

**Outcome:** SS6.1

* I am able to identify and classify angles in triangles and then connect this knowledge to measure angles in quadrilaterals.
* I am able to estimate and measure angles.
* I am able to draw angles.

1. Using the picture below, list the numbered angles in order from least to greatest.



**1**

**2**

Level

1

**3**

**1**

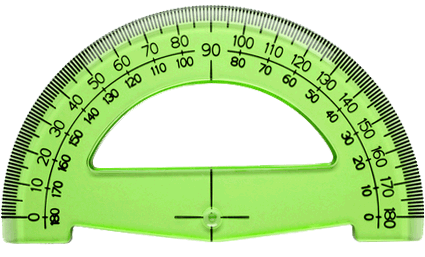
**3**



Level

2

What is the measurement of this angle?



1. Estimate the measure of the angles. Explain which referent angles you used. Tell whether each angle is acute, obtuse, straight or reflex. Give reasons for your choice of angles.

Level

3

1. B.
2. A student measured this angle and found it to be 115°. Do you agree? Explain your answer.

Level

4

1. Measure and name the following angles and the lengths of each side. Describe the tools and process you used to find the measurements.
2. Find the measures of the angles labeled m and n without the use of a protractor. Explain a strategy you used to find the answer.

Level

4

n

60°

m

122°

65°

m

n

1. Draw 2 different quadrilaterals. Measure and record each angle. Find the sum of the measures for each quadrilateral.

Level

3

1. Think about the angles formed by the hour hand and the minute hand on a clock, write a time when the angle is:

Level

4

1. An acute angle \_\_\_\_\_\_
2. A reflex angle \_\_\_\_\_\_
3. An obtuse angle \_\_\_\_\_\_
4. Determine if a quadrilateral can be drawn with the angle measures given. If it can be drawn, draw and label it.
5. 110°, 66°, 134°, 50° b) 120°, 95°, 16°, 88°
6. Is it possible to draw ΔPQR with these measures? Explain.

PQ = 5 cm

PR = 5 cm

QR = 6.5 cm

<Q= 45°

<R = 45°

Level

3

m

m

1. A quadrilateral has three angles that measure 42°, 174°, and 29°. A student says the measure of the fourth angle is 115°. Is the student correct? Explain how you know.