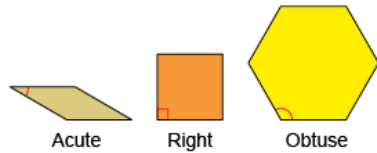


Activity 2 Assessment

Measuring and Constructing Angles

Measuring and Constructing Angles

Identifies and compares different types of angles using the benchmark of 90° .



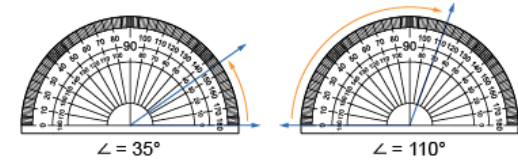
"This is an acute angle because it is less than 90° . This is an obtuse angle because it is greater than 90° ."

Compares and measures angles using appropriate non-standard units.



"The acute angle in the trapezoid equals 2 acute angles in the tan parallelogram, or 60° ; the obtuse angle equals 4 of the acute angles, or 120° ."

Compares and measures angles using a protractor.



"I can use the protractor to compare and measure angles. The two scales on the protractor make it easier to measure acute and obtuse angles."

Observations/Documentation

Activity 2 Assessment

Measuring and Constructing Angles

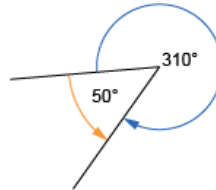
Measuring and Constructing Angles (cont'd)

Flexibly estimates, compares and measures angles using standard units and benchmarks.



“The first angle is about halfway between 0° and 45° , so it is about 25° . The second angle is less than halfway between 90° and 180° , so it’s about 130° .”

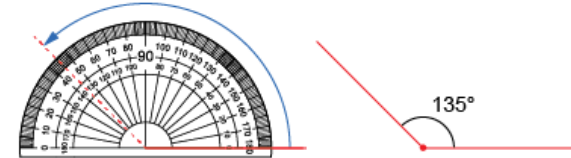
Measures angles using a 360° protractor and states the relationships between angles.



“I measured the angle clockwise and got 310° . I measured it counterclockwise and got 50° . The sum of the angles is 360° because they form a complete circle.”

Flexibly estimates, compares, measures, and constructs angles using various tools.

Draw a 135° angle.



“I drew a horizontal line, aligned the protractor, then followed the outer scale around to 135° and made a mark. I joined the mark to the end of the line.”

Observations/Documentation