

Lesson 10.1

Name _____

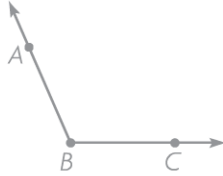
Lines, Rays, and Angles

COMMON CORE STANDARD CC.4.G.1

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Draw and label an example of the figure.

1. obtuse $\angle ABC$



Think: An obtuse angle is greater than a right angle. The middle letter, B, names the vertex of the angle.

2. \overrightarrow{GH}

3. acute $\angle JKL$

4. \overline{BC}

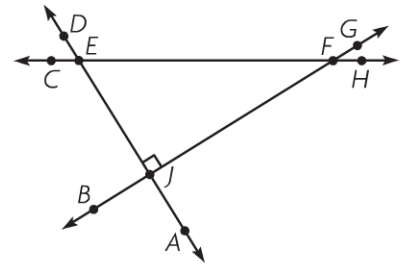
Use the figure for 5–8.

5. Name a line segment.

6. Name a right angle.

7. Name an obtuse angle.

8. Name a ray.



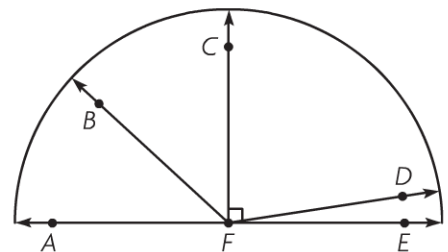
Problem Solving **REAL WORLD**

Use the figure at the right for 9–11.

9. Classify $\angle AFD$. _____

10. Classify $\angle CFE$. _____

11. Name two acute angles.



Lesson Check (CC.4.G.1)

1. The hands of a clock show the time 12:25. 2. Which of the following name two different figures?



Which best describes the angle between the hands of the clock?

- (A) acute (C) obtuse
(B) right (D) straight
- (A) \overline{AB} and \overline{BA}
(B) \overleftrightarrow{AB} and \overleftrightarrow{BA}
(C) \vec{AB} and \vec{BA}
(D) $\angle ABC$ and $\angle CBA$

Spiral Review (CC.4.NF.3c, CC.4.NF.6, CC.4.NF.7, CC.4.MD.2)

3. Jan's pencil is 8.5 cm long. Ted's pencil is longer. Which could be the length of Ted's pencil? (Lesson 9.7)
- (A) 0.09 cm
(B) 0.8 cm
(C) 8.4 cm
(D) 9.0 cm
4. Kayla buys a shirt for \$8.19. She pays with a \$10 bill. How much change should she receive? (Lesson 9.5)
- (A) \$1.81
(B) \$1.89
(C) \$2.19
(D) \$2.81
5. Sasha donated $\frac{9}{100}$ of her class's entire can collection for the food drive. Which decimal is equivalent to $\frac{9}{100}$? (Lesson 9.2)
- (A) 9
(B) 0.99
(C) 0.9
(D) 0.09
6. Jose jumped $8\frac{1}{3}$ feet. This was $2\frac{2}{3}$ feet farther than Lila jumped. How far did Lila jump? (Lesson 7.8)
- (A) $5\frac{1}{3}$ feet
(B) $5\frac{2}{3}$ feet
(C) $6\frac{1}{3}$ feet
(D) 11 feet