

**Year 4 Maths 02.06.20**

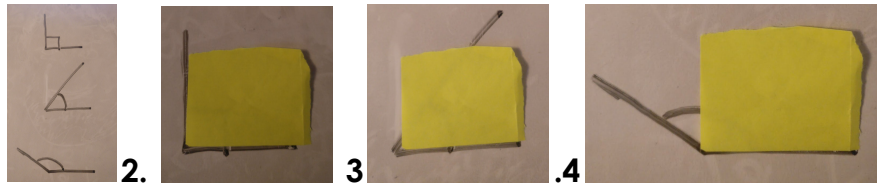
**Steppingstone activity**

**LO: To identify angles**

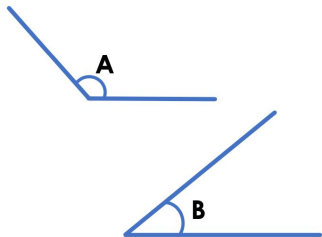
**Success Criteria:**

- |  |
|--|
| 1. Look at your fraction. Measure with an angle square |
| 2. If it's 90 degrees, it's a right angle              |
| 3. If it's less 90 degrees, it's an acute angle        |
| 4. If it's more 90 degrees, it's an obtuse angle       |

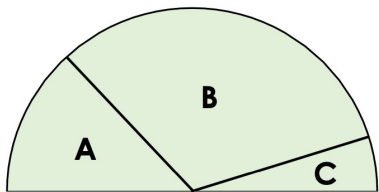
**Model**



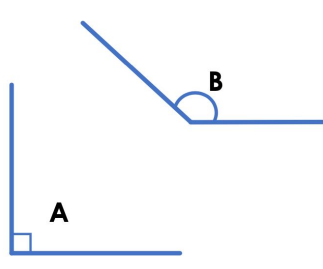
Which angle is largest?



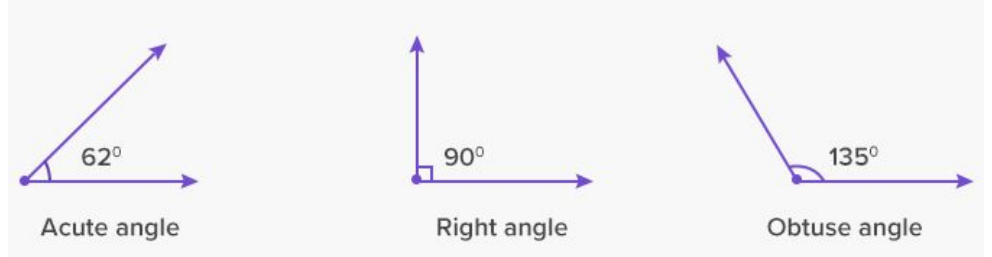
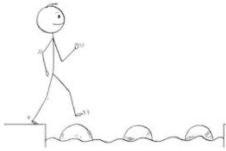
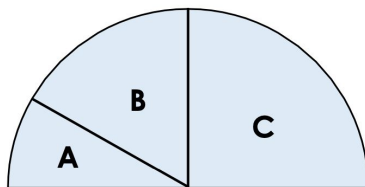
Put these angles from smallest to largest



Which angle is smallest?



Put these angles from smallest to largest



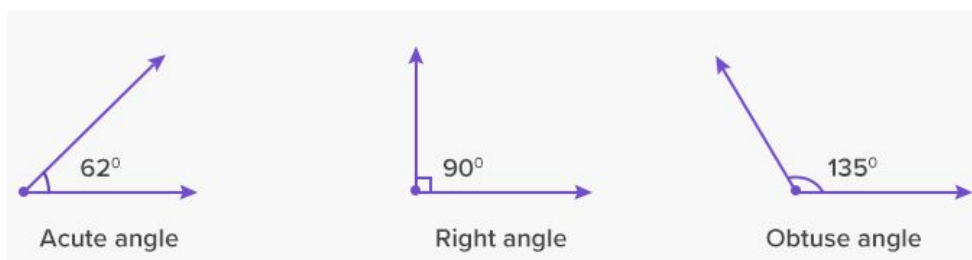
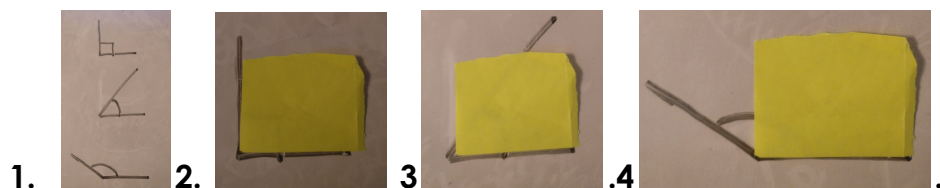
**Lesson 02.06.20**

**LO: To identify angles**

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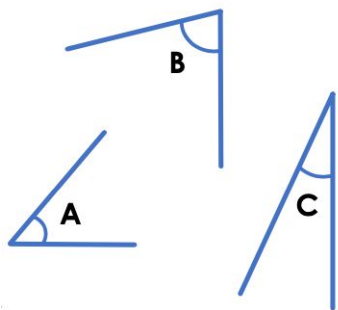
**Model**



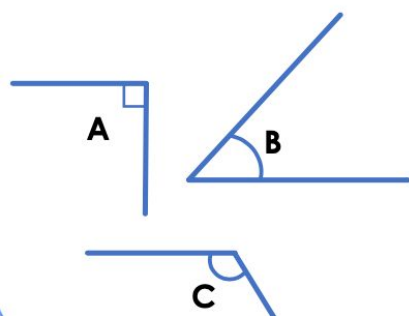
**Task 1**

**Practice: Which angle is smallest?**

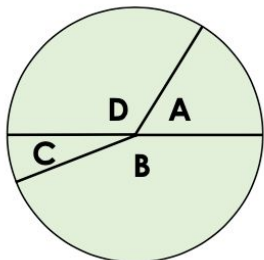
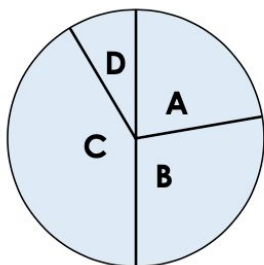
1. Smallest?



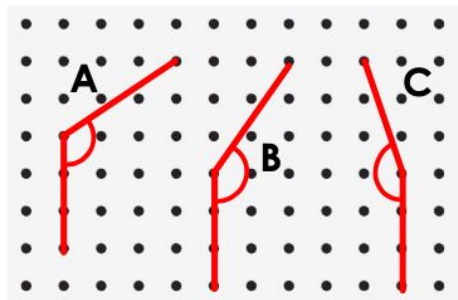
2. Largest



3. Put these angles in order from smallest to largest?



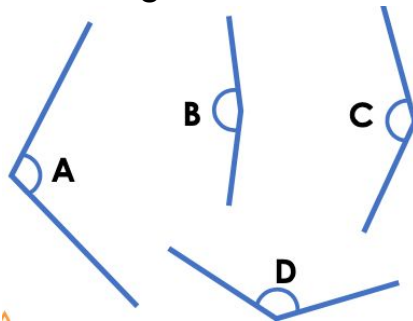
4. True or false? Angle A is smaller than angle B, which is larger than angle C.



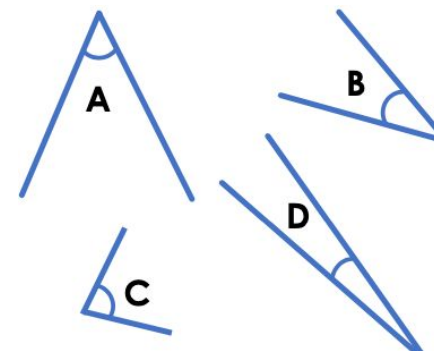
**Task 2**

**Practice: Which angle is smallest?**

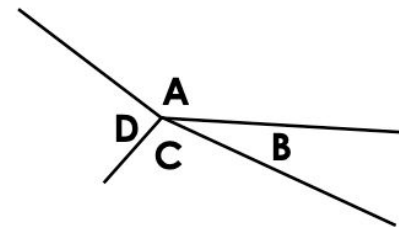
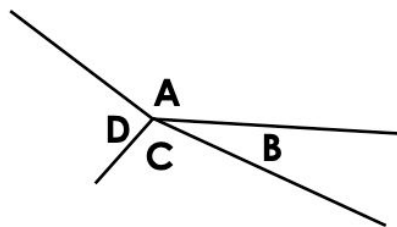
1. Largest?



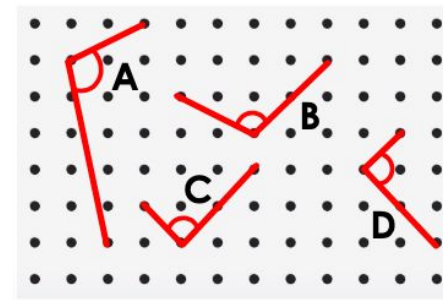
2. Smallest



3. Put these angles in order from largest to smallest?



4. True or false? Angles A and B are the same size. They are larger than angle C but smaller than angle D.



**Task 3**

**Reasoning**

**Explain your answers.**

**5a. Sol is discussing angles.**



**Sol**

I have 3 angles. One angle is acute, one is a right angle and the other is  $170^\circ$ . I think that the right angle is the smallest angle.

**Is Sol correct? Explain your answer.**

**8b. Hal is discussing angles.**



**Hal**

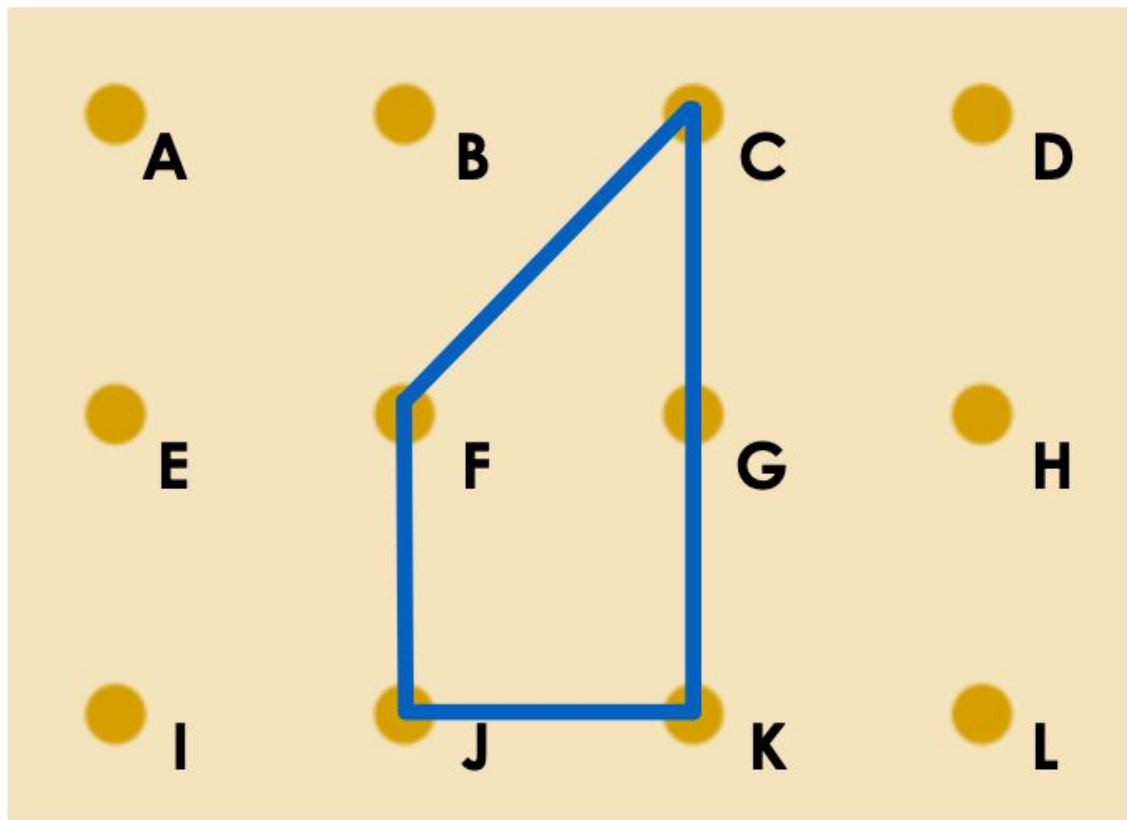
I have 4 angles. One is obtuse, one is  $90^\circ$ , one is acute and one is  $25^\circ$ . The  $90^\circ$  angle must be the 2<sup>nd</sup> largest angle.

**Is Hal correct? Explain your answer.**

**Task 4**

**Problem solving**

1. Explore what would happen to the angles in the shape if you moved the rubber band from point G to point H.



What angles have you created?

Explore other angles by moving the band.