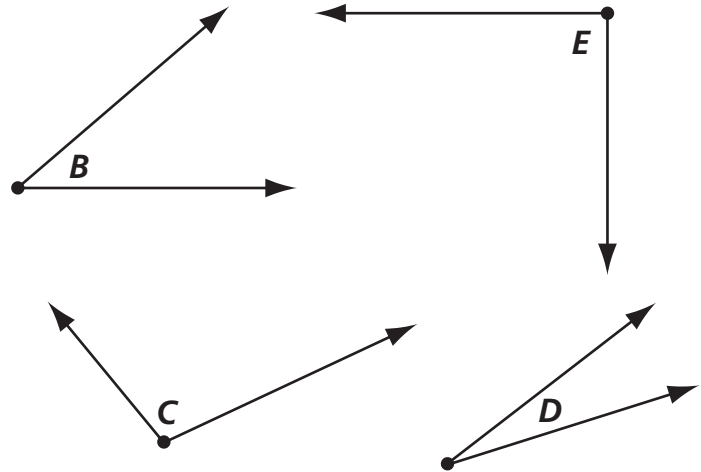


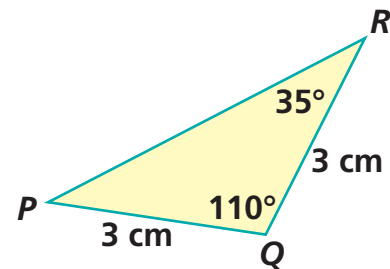
Complete the table. Identify each angle as *acute*, *right*, or *obtuse*. Then measure to the nearest 5° . Lessons 1 and 2

	Angle	acute, right, or obtuse?	Measure
1	$\angle B$		
2	$\angle C$		
3	$\angle D$		
4	$\angle E$		



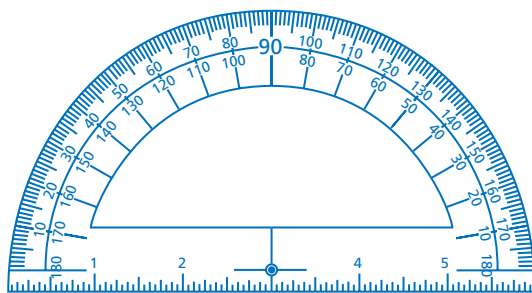
For 5–6, use the information in the drawing (not protractors or rulers). Lesson 2

- 5 The measure of $\angle P$ is _____.
- 6 Circle all that apply. $\triangle PQR$ is . . .



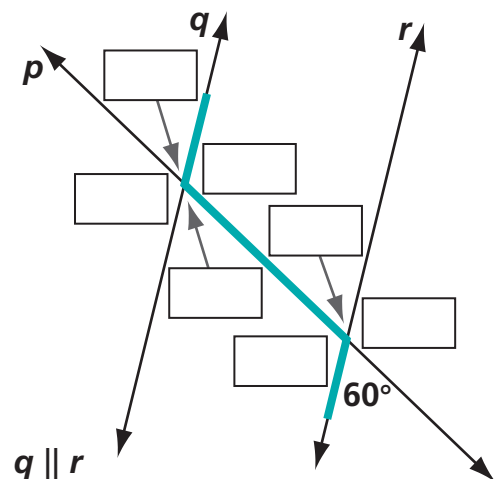
acute obtuse right scalene isosceles equilateral

- 7 Use a straightedge to draw an angle that is 35° . Lesson 3



A
measure of $\angle A$: 35°

- 8 Without using a protractor, find the missing angle measures. Lessons 5 and 6



- 9 Use a ruler and a protractor. Draw a triangle with these measures. [Lesson 3](#)

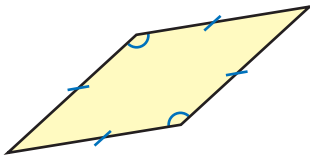
Length of \overline{AB} : 8 cm

Measure of $\angle A$: 45°

Measure of $\angle B$: 30°

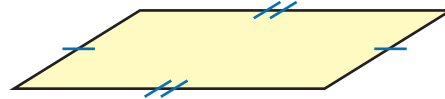
Notice the congruent sides and angles. Circle all the names that match each quadrilateral. [Lessons 7 and 8](#)

10



square rhombus
rectangle parallelogram

11

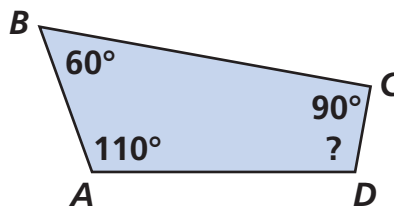


rectangle parallelogram
trapezoid rhombus

- 12 For 10–11, sketch in any lines of symmetry in the quadrilaterals. [Lesson 7](#)

- 13 Without using a protractor, find the measure of $\angle D$. [Lesson 8](#)

The measure of $\angle D$ is _____.



Solve the problem. [Lesson 9](#)

- 14 Anthony used pattern block rhombuses to make the first three similar figures in this pattern. How many pattern block rhombuses will he need to make the fifth figure in the pattern?

