Grade 6
E1 – Geometric and Spatial Reasoning

	Curriculum Expectations	Pages That Cover the Expectations
E1.1	create lists of the geometric properties of various types of quadrilaterals, including the properties of the diagonals, rotational symmetry, and line symmetry	5 - 33
E1.2		
E1.3	plot and read coordinates in all four quadrants of a Cartesian plane, and describe the translations that move a point from one coordinate to another	46 - 56
E1.4	describe and perform combinations of translations, reflections, and rotations up to 360° on a grid, and predict the results of these transformations	57 - 96

Preview of 120 pages from this product that contains 450 pages total.

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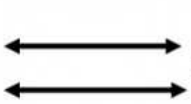
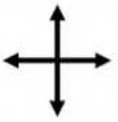
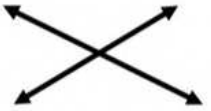
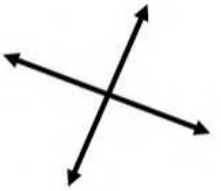
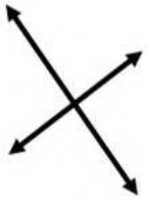
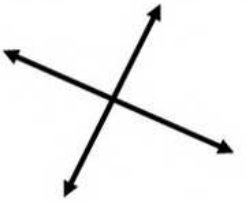
Curriculum Connection
E1.1

Parallel, Perpendicular and Intersecting Lines

 = Parallel Lines  = Perpendicular Lines  = Intersecting Lines

Part 1 Label the lines parallel, perpendicular, or intersecting

1) 	2) 	3) 	4) 
5) 	7) 	8) 	

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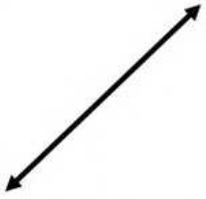
Part 2 Draw a second line that is intersecting, perpen[illegible] or paral[illegible] the other line

1) 	2)	3) 	
Perpendicular	Parallel	Intersecting	Parallel
5) 	6) 	7) 	8)
Intersecting	Perpendicular	Intersecting	Parallel

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Curriculum Connection
E1.1

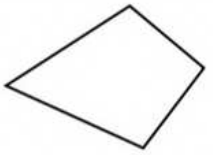
Quadrilaterals - Lines

Word Bank

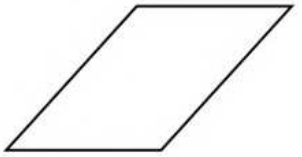
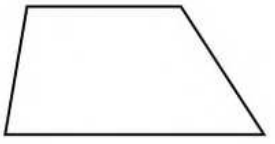
Kite Trapezoid Parallelogram Rectangle Rhombus Square

Practice

1. Label the quadrilaterals using the word bank (can be used twice).
2. How many pairs of perpendicular, intersecting, and parallel lines are there?

1) 	2) 	3) 
Name:	Name:	Name:
Perpendicular Lines:	Perpendicular Lines:	Perpendicular Lines:
Parallel Lines:	Parallel Lines:	Parallel Lines:
Intersecting Lines:	Intersecting Lines:	Intersecting Lines:

4) 	5) 	6) 
Name:	Name:	Name:
Perpendicular Lines:	Perpendicular Lines:	Perpendicular Lines:
Parallel Lines:	Parallel Lines:	Parallel Lines:
Intersecting Lines:	Intersecting Lines:	Intersecting Lines:

7) 	8) 	9) 
Name:	Name:	Name:
Perpendicular Lines:	Perpendicular Lines:	Perpendicular Lines:
Parallel Lines:	Parallel Lines:	Parallel Lines:
Intersecting Lines:	Intersecting Lines:	Intersecting Lines:

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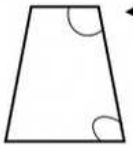
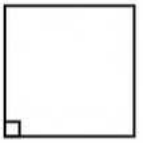
Curriculum Connection
E1.1

Naming Angles in Quadrilaterals

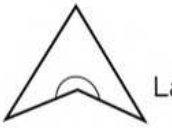


Obtuse
Larger than right angle

Acute
Smaller than right angle



right angle
90°

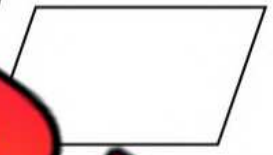


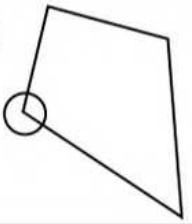
Reflex
Larger than 180°

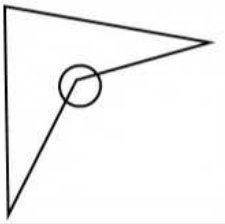
Part 1 Draw the inside angle that is circled. Then label it an acute, obtuse, right, or reflex angle

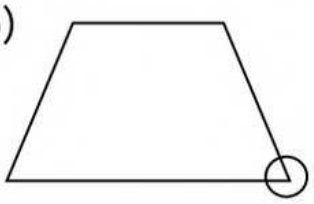
1) 

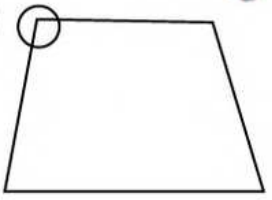
Right Angle

2) 

3) 

4) 

5) 

6) 

7) 

8) 

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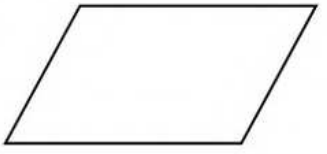
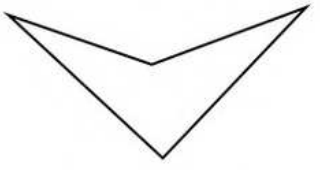
Part 2 Circle the angles below on the shapes

9) 

2 Acute Angles

10) 

2 Obtuse Angles

11) 

1 Reflex Angle

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Curriculum Connection
E1.1

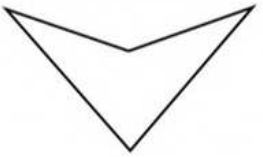
Quadrilaterals - Angles

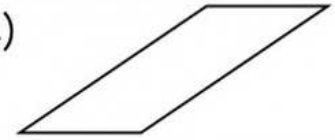
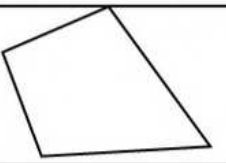
Word Bank

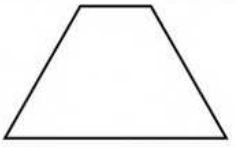
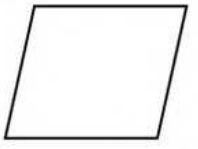
Kite Trapezoid Parallelogram Rectangle Rhombus Square

Practice

1. Label the quadrilaterals using the word bank (can be used twice).
2. Label the angles right (R), obtuse (O), reflex (Re) or acute (A)

1) 	2) 	3) 
Nam	Name:	Name:
# of Acute = 1	# of Acute =	# of Acute =
# of Obtuse = 2	# of Obtuse =	# of Obtuse =
# of Right = 1	# of Right =	# of Right =
# of Reflex = 0	# of Reflex =	# of Reflex =

4) 	5) 	6) 
Name:	Name:	
# of Acute =	# of Acute =	
# of Obtuse =	# of Obtuse =	
# of Right =	# of Right =	
# of Reflex =	# of Reflex =	# of Reflex

7) 	8) 	9) 
Name:	Name:	Name:
# of Acute =	# of Acute =	# of Acute =
# of Obtuse =	# of Obtuse =	# of Obtuse =
# of Right =	# of Right =	# of Right =
# of Reflex =	# of Reflex =	# of Reflex =

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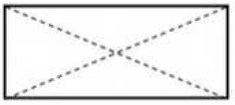
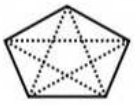
Curriculum Connection
E1.1

Diagonals

A diagonal is a line segment that links 2 non-adjacent vertices of a polygon. This means it is a line that connects two corners that are not beside each other.

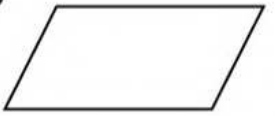
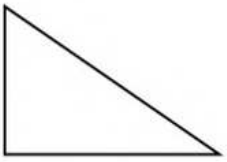
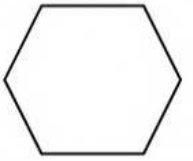
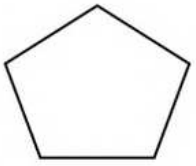
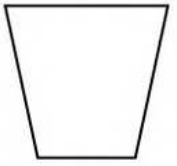


A rectangle has 2 diagonals



A pentagon has 5 diagonals

Part 1 How many diagonal lines do the polygons have? Draw them and write the number

1) 		3) 	4) 
5) 	6) 		8) 
9) 	10) 	11) 	

Part 2 Draw a polygon with the specified number of diagonals

13) 9	14) 0	15) 14

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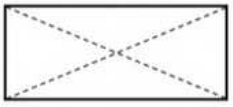
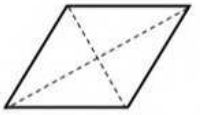
Curriculum Connection
E1.1

Diagonals

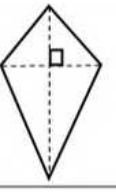
Diagonals can be categorized based on the following:



Whether they are of equal length



Whether they intersect at their midpoint



Whether they intersect at right angles

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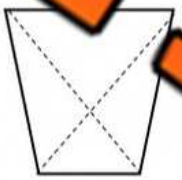
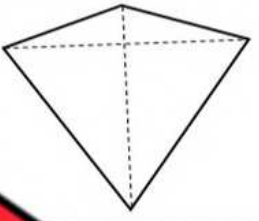
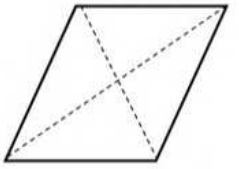
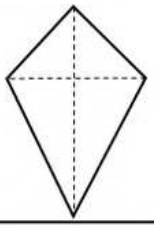
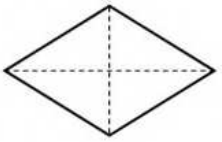
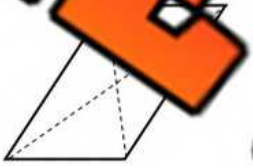
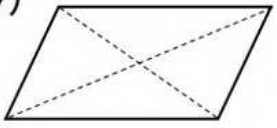
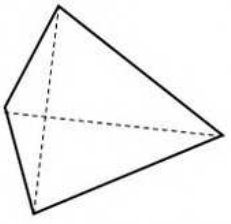
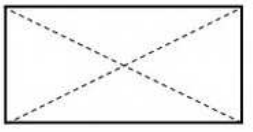
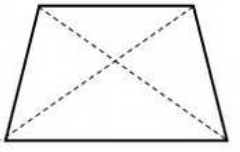
Part 1 Do the diagonals equal length?

1)		3)	4)
			
Yes No	Yes No	No	Yes No

Part 2 Do the diagonals intersect at their midpoint?

5)	6)	7)	
			
Yes No	Yes No	Yes No	Yes No

Part 3 Do the diagonals intersect at right angles?

9)	10)	11)	12)
			
Yes No	Yes No	Yes No	Yes No

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Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

How many diagonal lines do the polygons have? Draw them and write the number.

1) _____

2) _____

Name: _____

How many diagonal lines do the polygons have? Draw them and write the number.

1) _____

2) _____

Name: _____

How many diagonal lines do the polygons have? Draw them and write the number.

1) _____

2) _____

Name: _____

How many diagonal lines do the polygons have? Draw them and write the number.

1) _____

2) _____

PREVIEW

Name: _____ 19

Curriculum Connection
E1.1

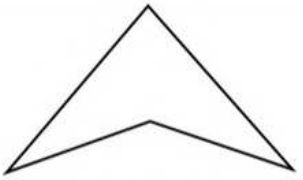
Quadrilaterals - Diagonals

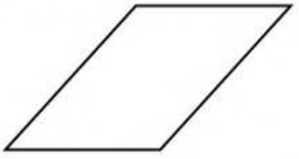
Word Bank

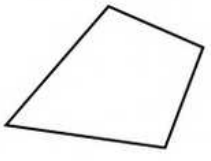
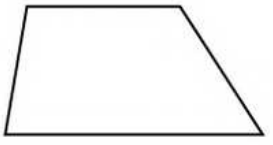
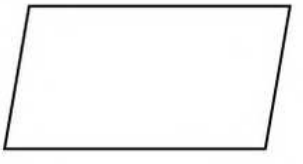
Kite Trapezoid Parallelogram Rectangle Rhombus Square

Practice

1. Label the quadrilaterals using the word bank (can be used twice)
2. Draw the diagonal lines on the quadrilaterals and answer the questions

1) 	2) 	3) 
Name:	Name:	Name:
Intersect at Midpoint? Y N	Intersect at Midpoint? Y N	Intersect at Midpoint? Y N
Intersect at Right Angle? Y N	Intersect at Right Angle? Y N	Intersect at Right Angle? Y N
Diagonals Same Length? Y N	Diagonals Same Length? Y N	Diagonals Same Length? Y N

4) 	5) 	6) 
Name:	Name:	Name:
Intersect at Midpoint? Y N	Intersect at Midpoint? Y N	Intersect at Midpoint? Y N
Intersect at Right Angle? Y N	Intersect at Right Angle? Y N	Intersect at Right Angle? Y N
Diagonals Same Length? Y N	Diagonals Same Length? Y N	Diagonals Same Length? Y N

7) 	8) 	9) 
Name:	Name:	Name:
Intersect at Midpoint? Y N	Intersect at Midpoint? Y N	Intersect at Midpoint? Y N
Intersect at Right Angle? Y N	Intersect at Right Angle? Y N	Intersect at Right Angle? Y N
Diagonals Same Length? Y N	Diagonals Same Length? Y N	Diagonals Same Length? Y N

PREVIEW

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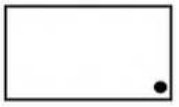
Name: _____ 22

Curriculum Connection
E1.1

Rotational Symmetry

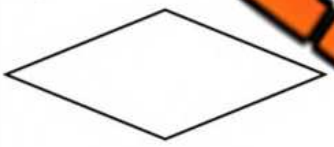
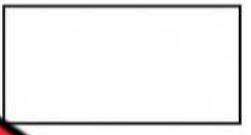
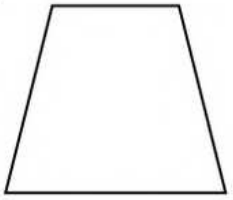
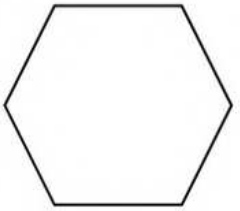
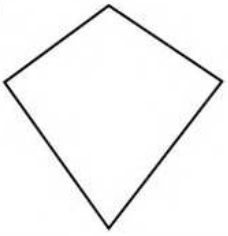
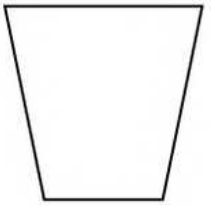
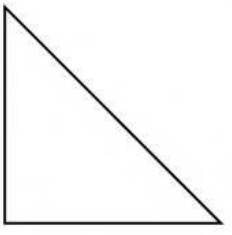
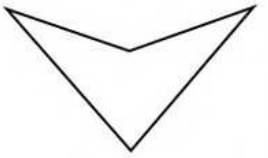
A shape has rotational symmetry if it looks the same after it has been rotated from 0° to 360°. The number of times a shape matches as it is rotated is called the **order**.

Original Shape	180° rotation	360° rotation
		

This rectangle has an order of only 2 because it looks the same at 180° and 360°.

PREVIEW

Ques the order of rotational symmetry for each shape below

1) 		3) 	4) 
5) 	6) 	7) 	
9) 	10) 	11) 	12) 

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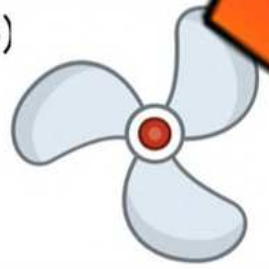
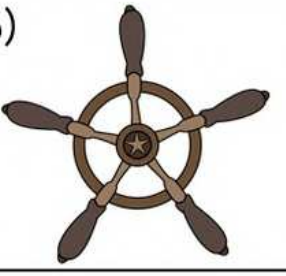
Name: _____ 23

Curriculum Connection
E1.1

Rotational Symmetry

Questions Write the order of rotational symmetry for each object below

1) 	2) 	3) 	4) 
5) 		7) 	8) 
9) 	10) 	11) 	
13) 	14) 	15) 	16) 

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Name: _____ 24

Curriculum Connection
E1.1

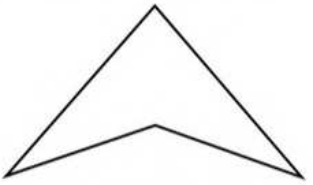
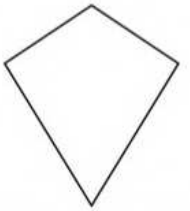
Quadrilaterals – Rotational Symmetry

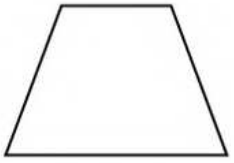
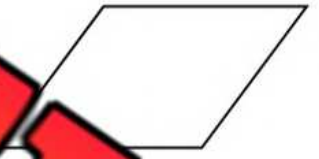
Word Bank

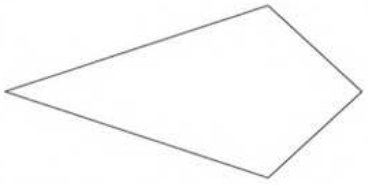
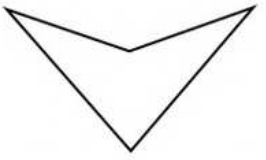
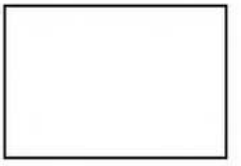
Kite Trapezoid Parallelogram Rectangle Rhombus Square

Practice

1. Label the quadrilaterals using the word bank (can be used twice)
2. Fill in the questions about rotational symmetry

1) 	2) 	3) 
Name:		Name:
# of Lines of Symmetry:		# of Lines of Symmetry:
Order of Rotational Symmetry:		Order of Rotational Symmetry:

4) 	5) 	6) 
Name:	Name:	
# of Lines of Symmetry:	# of Lines of Symmetry:	
Order of Rotational Symmetry:	Order of Rotational Symmetry:	

7) 	8) 	9) 
Name:	Name:	Name:
# of Lines of Symmetry:	# of Lines of Symmetry:	# of Lines of Symmetry:
Order of Rotational Symmetry:	Order of Rotational Symmetry:	Order of Rotational Symmetry:

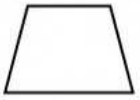
PREVIEW

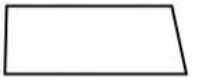
Name: _____ 25

Curriculum Connection
E1.1

Quadrilaterals - Trapezoids

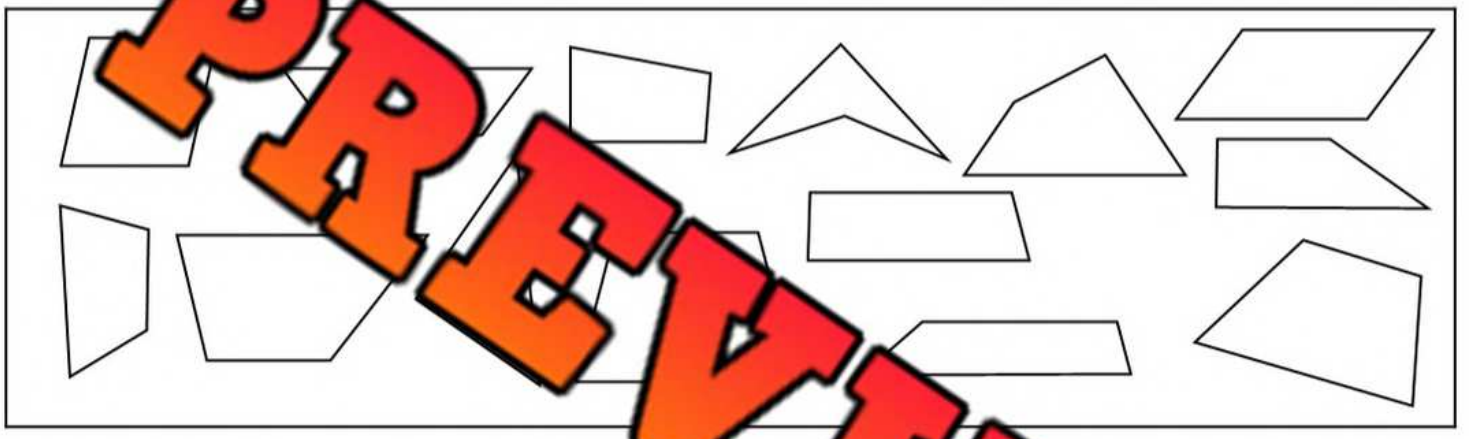
A trapezoid has at least one pair of parallel sides

 2 pairs of parallel lines

 1 pair of parallel lines

This means parallelograms, rectangles, and squares are all considered trapezoids.

Part 1 C[illegible]or circle the trapezoids in the collection of quadrilaterals below



PREVIEW

Part 2 Describe the trapezoids below using [illegible]eome[illegible]ties

1) 	2) 
Intersect at Midpoint? Y N	Intersect at Midpoint? Y N
Intersect at Right Angle? Y N	Intersect at Right Angle? Y N
Diagonals Same Length? Y N	Diagonals Same Length? Y N
Circle the parallel lines above	Circle the parallel lines above
How many sides does the trapezoid have?	How many sides does the trapezoid have?

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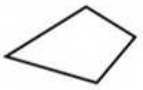
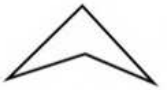
Curriculum Connection
E1.1

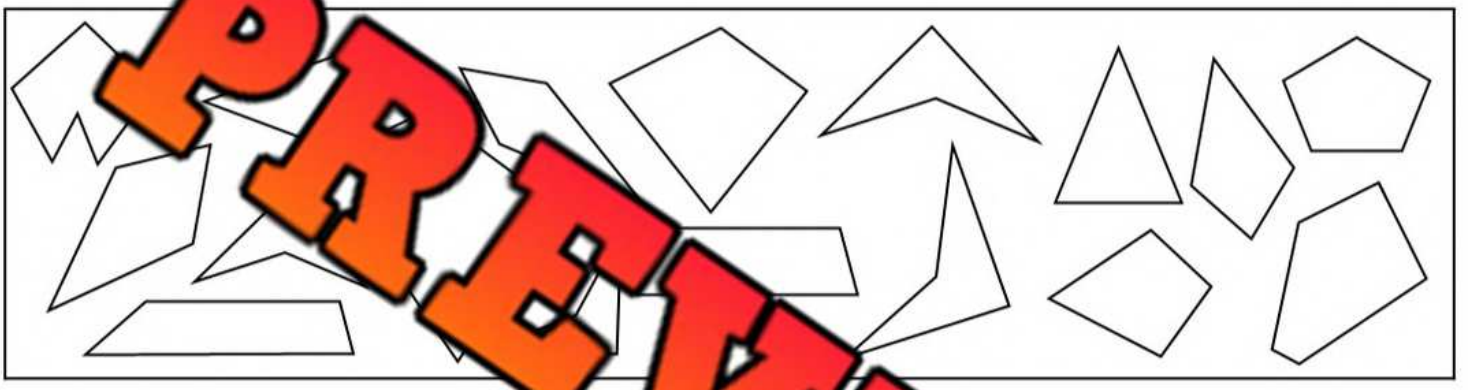
Quadrilaterals - Kite

A kite can look like a traditional kite that we fly or a dart that has a reflex angle and a diagonal outside of its shape.

 Traditional Kite

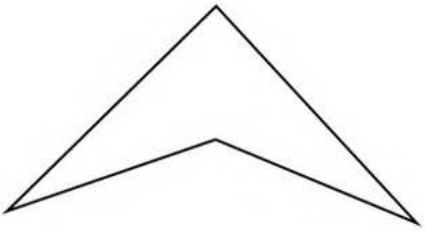
 Dart

Part 1 Colour or circle the kites in the collection of polygons below



PREVIEW

Part 2 Describe the kites below us[illegible]eir ge[illegible]perties

1) 	2) 
Intersect at Midpoint? Y N	Intersect at Midpoint? Y N
Intersect at Right Angle? Y N	Intersect at Right Angle? Y N
Diagonals Same Length? Y N	Diagonals Same Length? Y N
Circle the perpendicular lines	Circle the perpendicular lines
Put a square on the intersecting lines	Put a square on the intersecting lines

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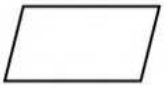
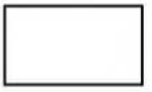
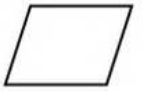
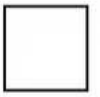
Name: _____ 29

Curriculum Connection
E1.1

Quadrilaterals - Parallelogram

A parallelogram is a trapezoid with two pairs of parallel sides and congruent opposite sides.

Parallelogram  Rectangle  Rhombus  Square 

Part 1 Colour or circle the parallelograms in the collection of polygons below



PREVIEW

Part 2 Describe the parallelograms below [illegible] their [illegible] properties

1) 	2) 
Intersect at Midpoint? Y N	Intersect at Midpoint? Y N
Intersect at Right Angle? Y N	Intersect at Right Angle? Y N
Diagonals Same Length? Y N	Diagonals Same Length? Y N
Circle the parallel lines	Circle the parallel lines
Put a square on the intersecting lines	Put a square on the intersecting lines

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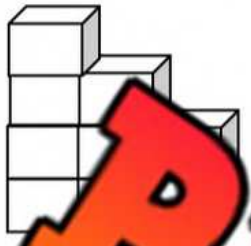
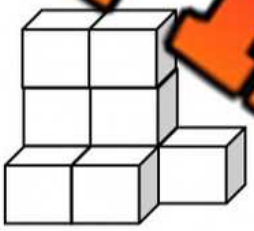
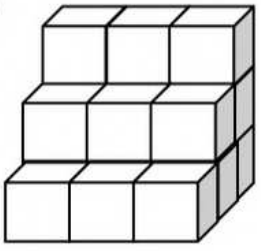
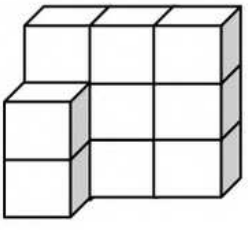
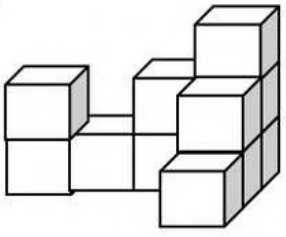
Name: _____ 34

Curriculum Connection
E1.2

Drawing Top, Front, and Side Views of Objects

Questions Drawing the top, front, and side view of the objects below

Original Shape	Top View	Front View	Side View
1) 			
2) 			
3) 			
4) 			
5) 			

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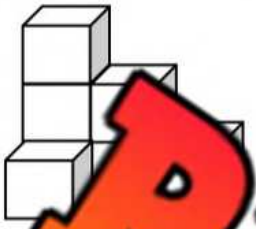
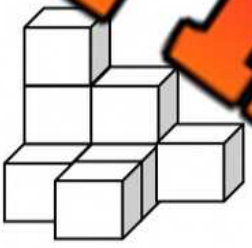
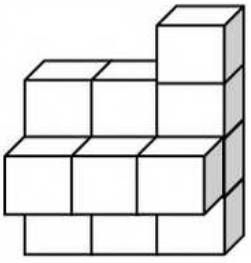
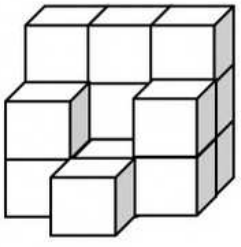
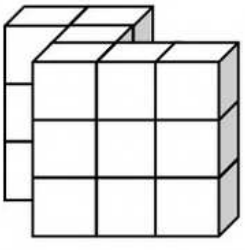
Name: _____ 35

Curriculum Connection
E1.2

Drawing Top, Front, and Side Views of Objects

Questions Drawing the top, front, and side view of the objects below

Original Shape	Top View	Front View	Side View
1) 			
2) 			
3) 			
4) 			
5) 			

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Curriculum Connection
E1.2

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

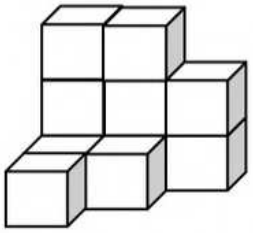
Name: _____

Questions: Drawing the top, front, and side view of the objects below.

Original Shape	Top View	Front View	Side View
			

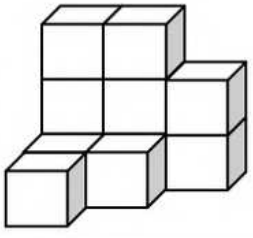
Name: _____

Questions: Drawing the top, [illegible] of the objects below.

Original Shape	Top [illegible]	[illegible]	Side View
			

Name: _____

Questions: Drawing the top, front, and side view of the objects below.

Original Shape	Top View	Front View	Side View
			

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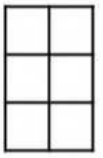
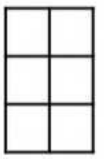
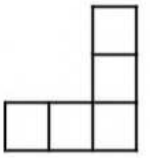
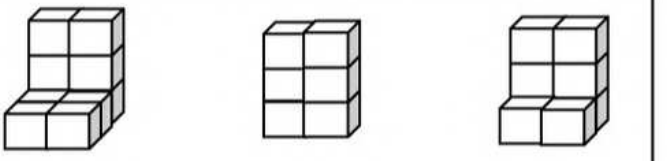
Name: _____ 37

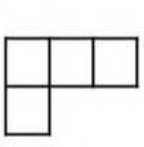
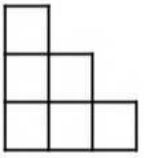
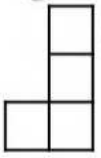
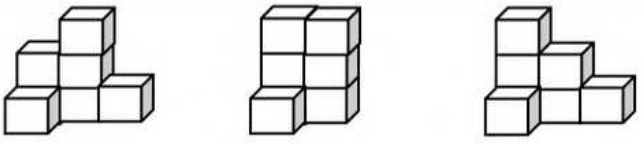
Curriculum Connection
E1.2

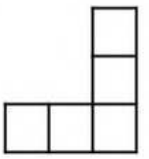
Drawing Top, Front, and Side Views of Objects

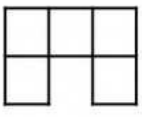
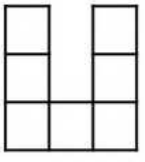
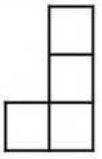
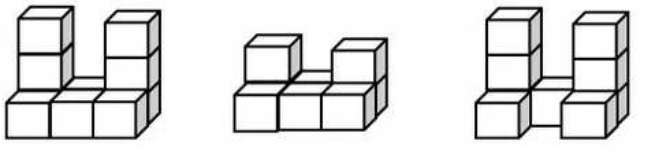
Instruction Look at the front, top, and side views and circle the matching 3D object

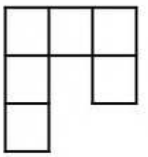
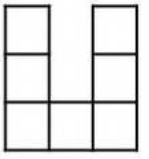
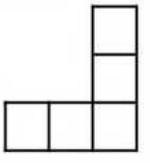
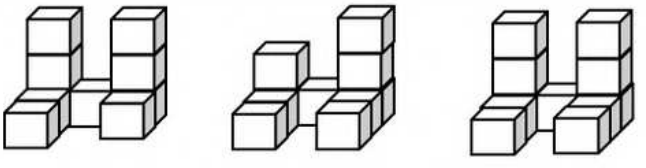
1) Top View	Front View	Side View
		
		

2) Top View	Front View	Side View
		
		

3) Top View	Front View	iew
		
		

p View	Front View	Side View
		
		

5) Top View	Front View	Side View
		
		

6) Top View	Front View	Side View
		
		

PREVIEW

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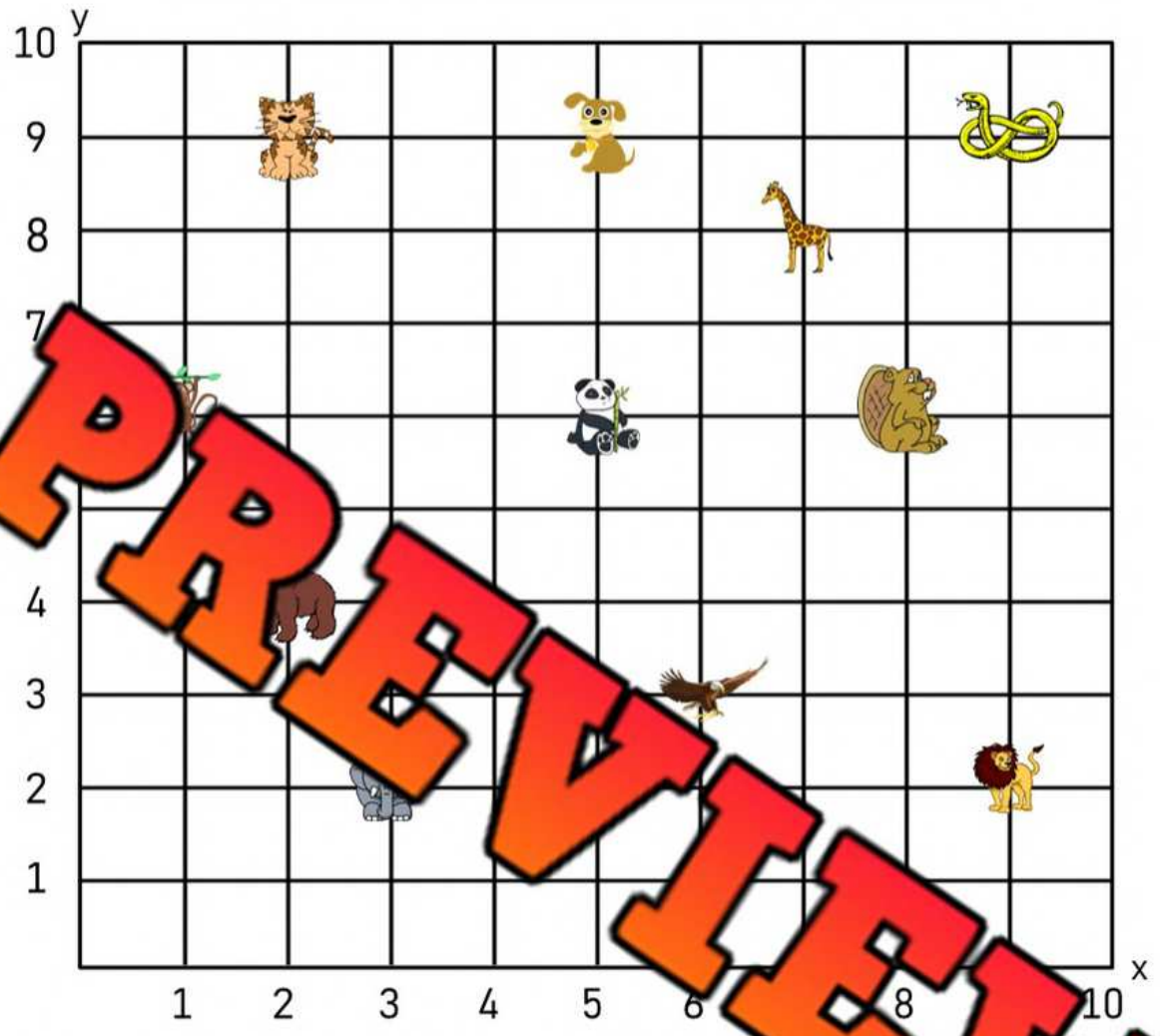
Name: _____ 46

Curriculum Connection
E1.3

Using a Coordinate System



PREVIEW

Instructions Label the objects on the grid by using the numbers on the x-axis and y-axis

Symbol	Coordinates (x, y)
	(9, 9)
	(_____, _____)
	(_____, _____)
	(_____, _____)
	(_____, _____)

Symbol	Coordinates (x, y)
	(_____, _____)
	(_____, _____)
	(_____, _____)
	(_____, _____)
	(_____, _____)

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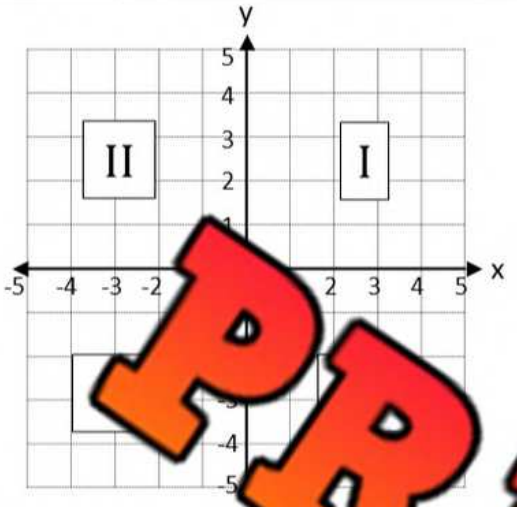
Name: _____ 49

Curriculum Connection
E1.3

Four Quadrants - Cartesian Plane

Part 1 Write which quadrant the points would be found



Coordinates (x, y)	**Quadrant**
(2, -4)	
(5, 4)	
(-4, -5)	
(-2, 3)	
(5, 2)	

Part 2 Write you coo te point that could be found in the quadrant

Quadrant	**ordinates** (x, y)
Quadrant I	
Quadrant II	
Quadrant III	
Quadrant IV	
Quadrant III	
Quadrant II	
Quadrant IV	
Quadrant I	

PREVIEW

Part 3 Which quadrant number is associated with the descriptions below

	Description	**Quadrant**
1)	Both positive values	
2)	Both negative values	
3)	An x positive value and y negative value	
4)	An x negative value and y positive value	

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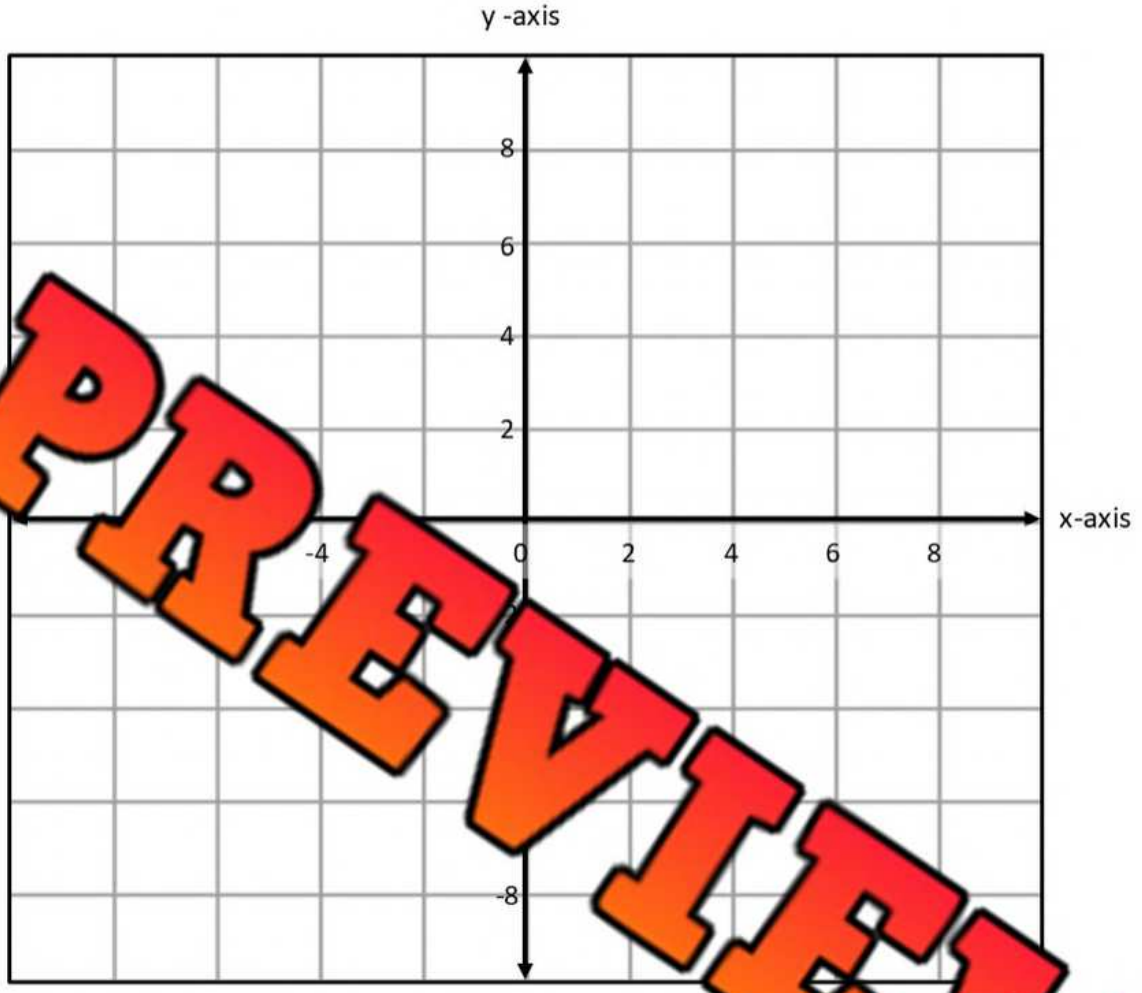
Name: _____ 51

Curriculum Connection
E1.3

Using 4 Quadrants on a Cartesian Plane



PREVIEW

Instructions Write the letters on the grid according to the co[illegible]s

Letter	Coordinates (x, y)
A	(-2, 4)
B	(-6, 6)
C	(8, -4)
D	(7, 4)
E	(-2, -2)

Letter	Coord[illegible]es (x, y)
F	(-5, 3)
G	(8, 8)
H	(-6, 1)
I	(3, -8)
J	(0, -7)

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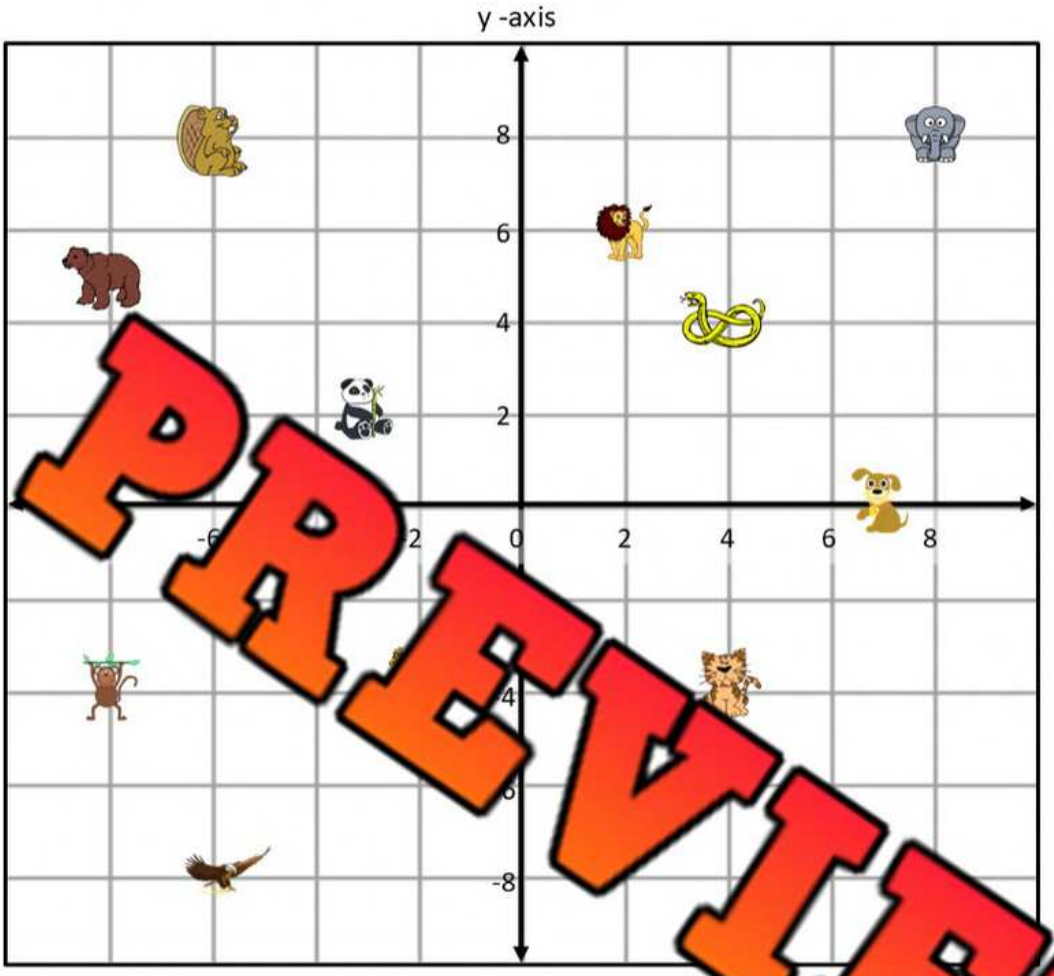
Name: _____ 52

Curriculum Connection
E1.3

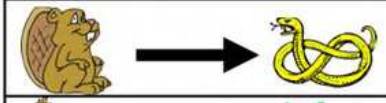
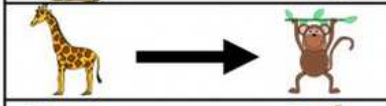
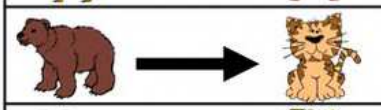
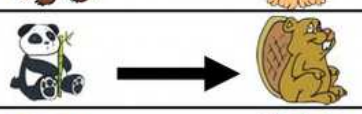
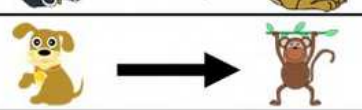
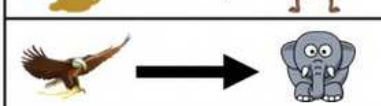
Translating Objects on a Cartesian Grid



Up
Left Right
Down

PREVIEW

Instructions Write the coordinates of the animals ... crib... translations

Symbols	Coordinates	D...
	(-6, 8) → (4, 4)	Go right 10 a... down 4
	(___, ___) → (___, ___)	
	(___, ___) → (___, ___)	
	(___, ___) → (___, ___)	
	(___, ___) → (___, ___)	
	(___, ___) → (___, ___)	

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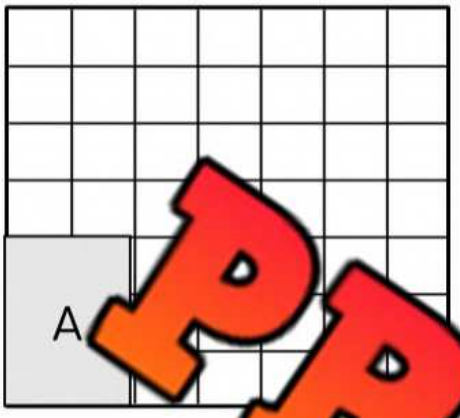
Name: _____ 60

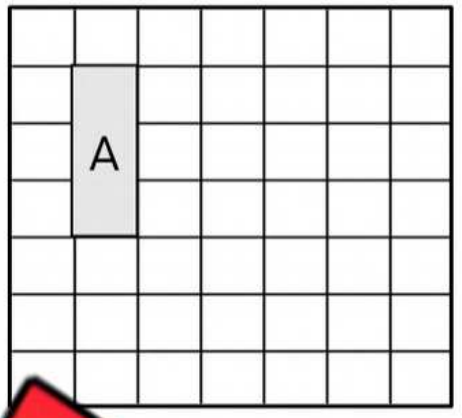
Curriculum Connection
E1.4

Performing Translation

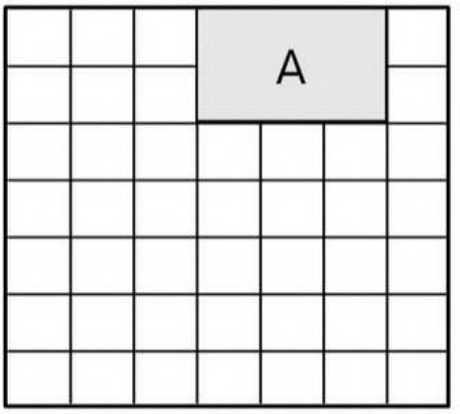
Questions Draw the new shape after reading the 3 steps



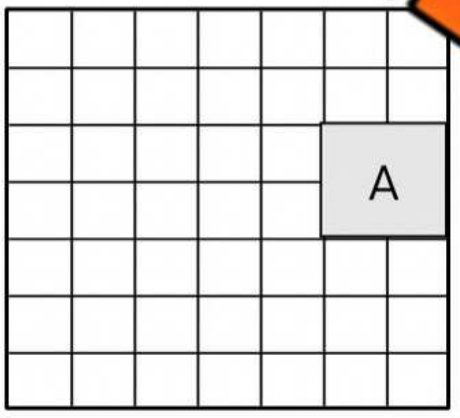
1) 3↑, 4→, [illegible]



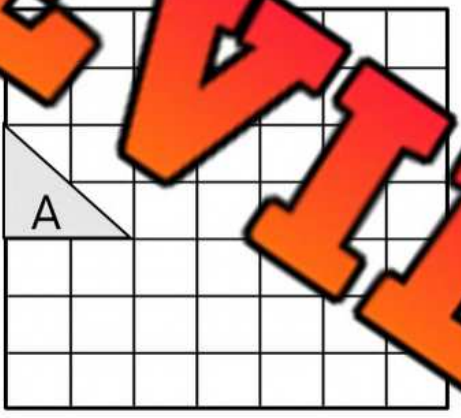
[illegible] 4→, 1↓



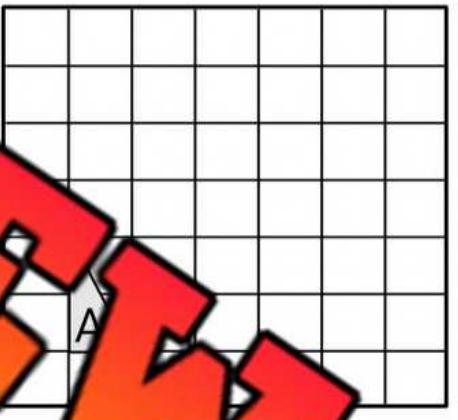
3) 3↓, 2←, 2↓



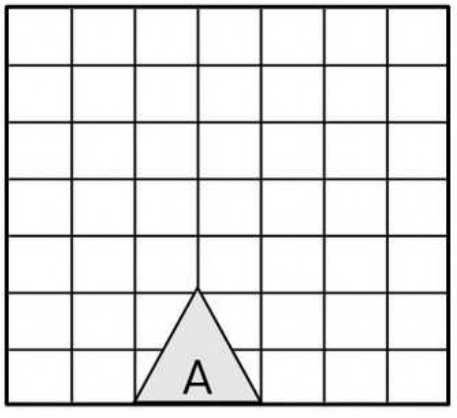
4) 3↓, 4←, 1↑



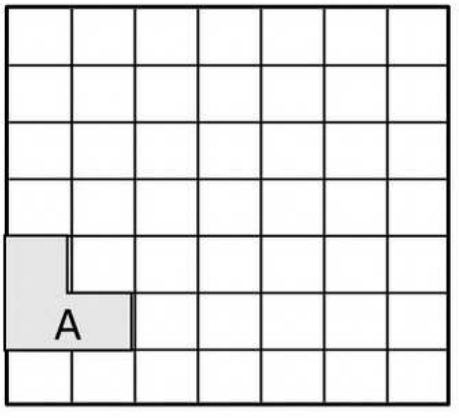
5) 2↓, 4→, 3↑



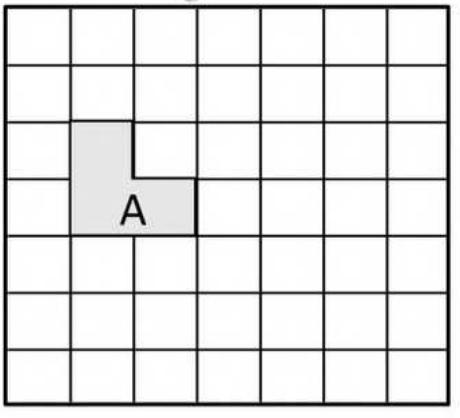
6) [illegible] 1↓



7) 4↑, 2→, 3←



8) 4↑, 4→, 5↓



9) 3↓, 3→, 2↑

PREVIEW

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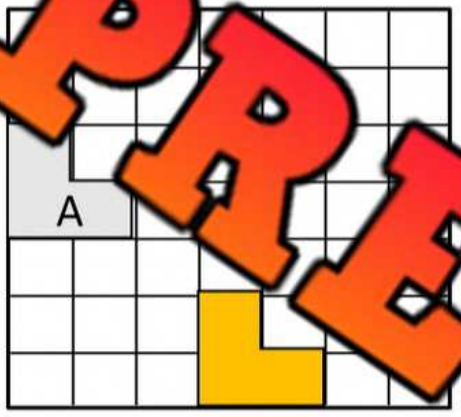
Curriculum Connection
E1.4

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

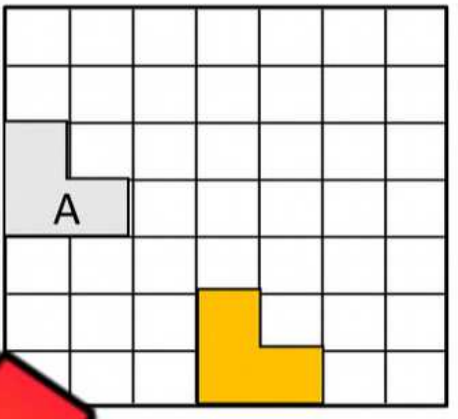
Describe the translation below. Shape A is the original object.



_____

Name: _____

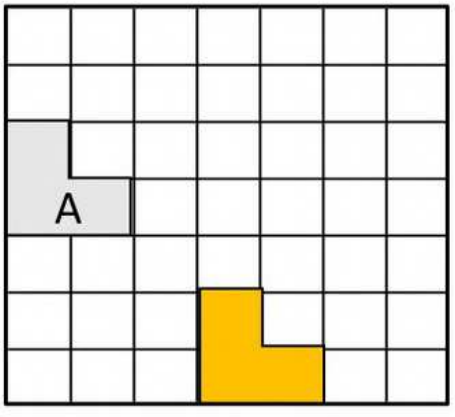
Describe the translation below. Shape A is the original object.



_____

Name: _____

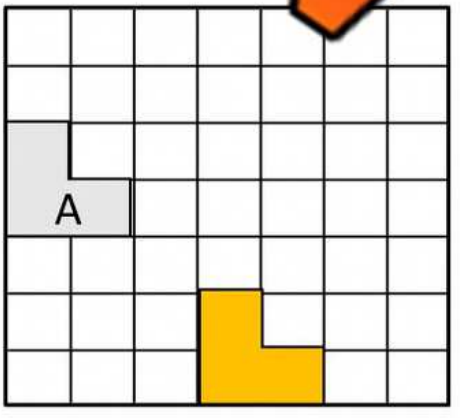
Describe the translation below. Shape A is the original object.



_____

Name: _____

Describe the translation below. Shape A is the original object.



_____

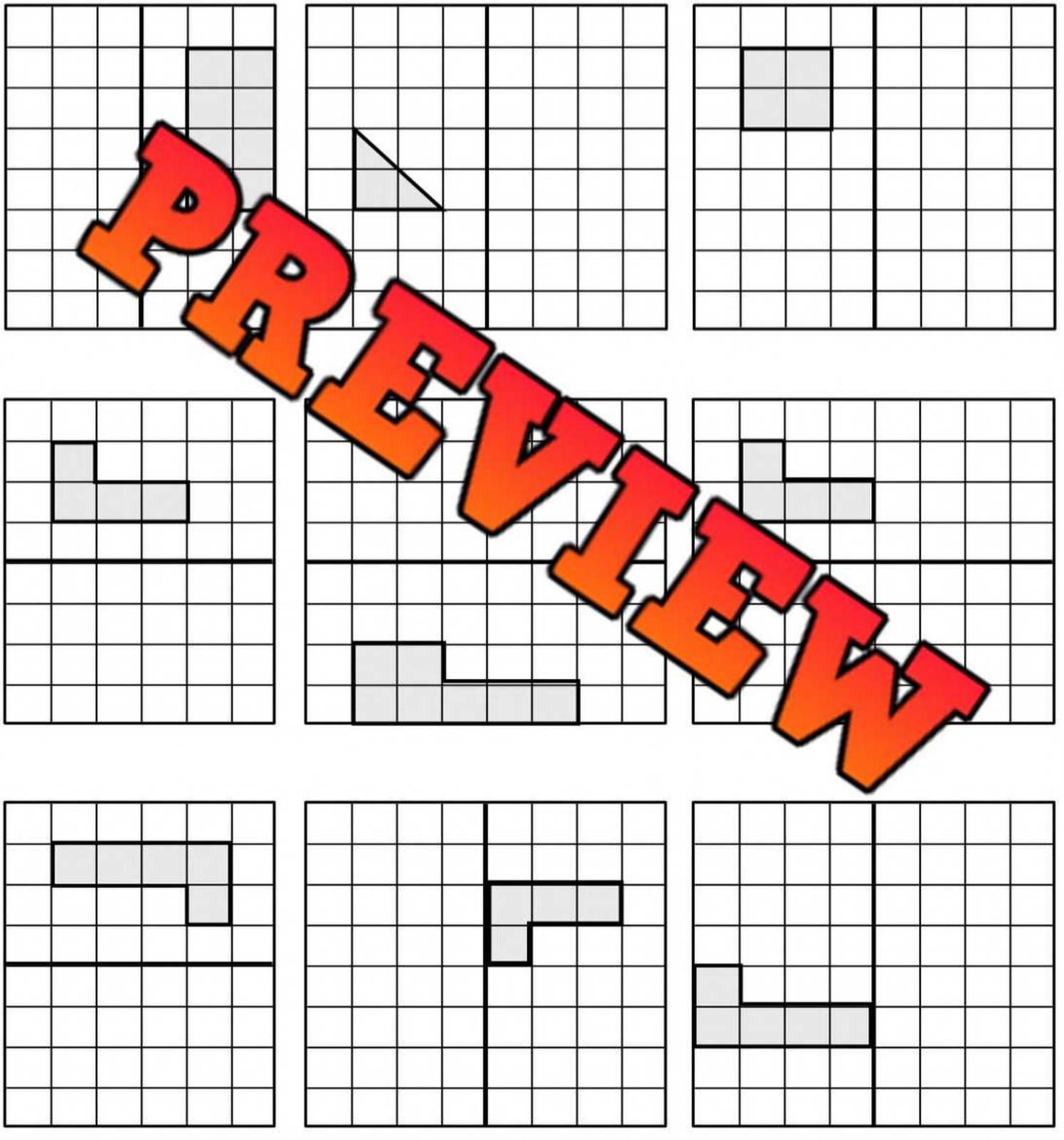
PREVIEW

Name: _____ 69

Curriculum Connection
E1.4

Drawing Reflections

Instructions Reflect the shapes across the mirror line



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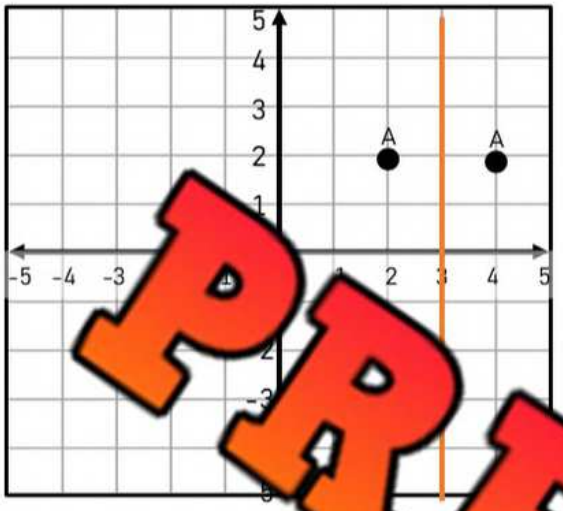
Name: _____ 73

Curriculum Connection
E1.4

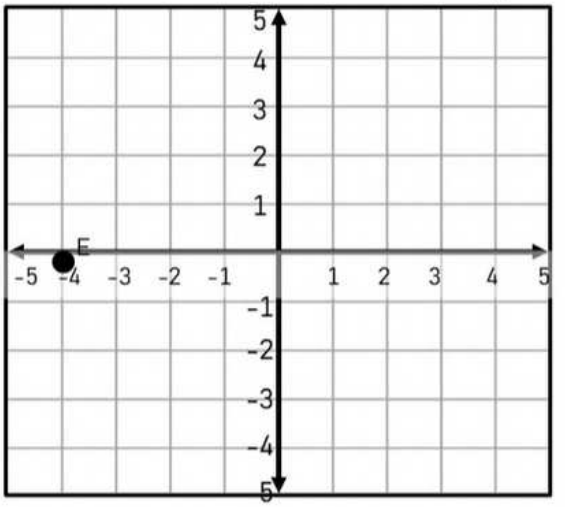
Reflecting a Point Using a Mirror Line

Instructions Graph the new position of each point. The first one is done for you

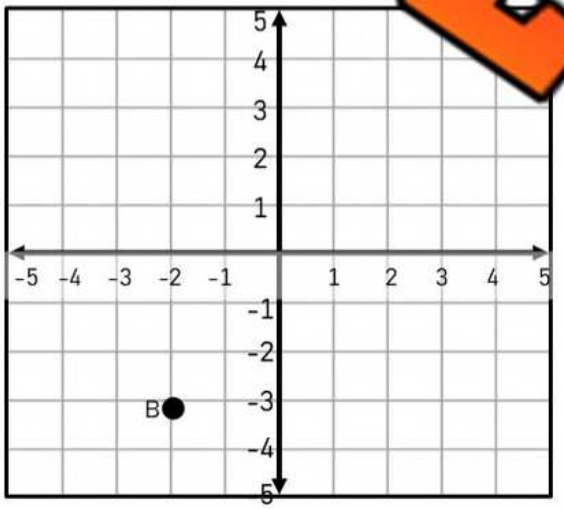
1) Reflection across the line x = 3



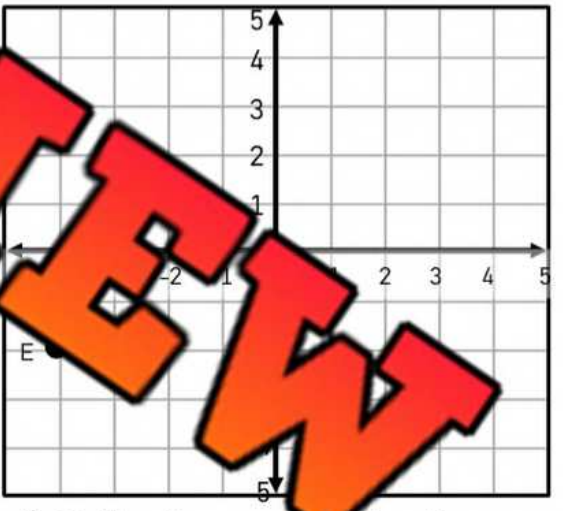
2) Reflection across the line y = 2



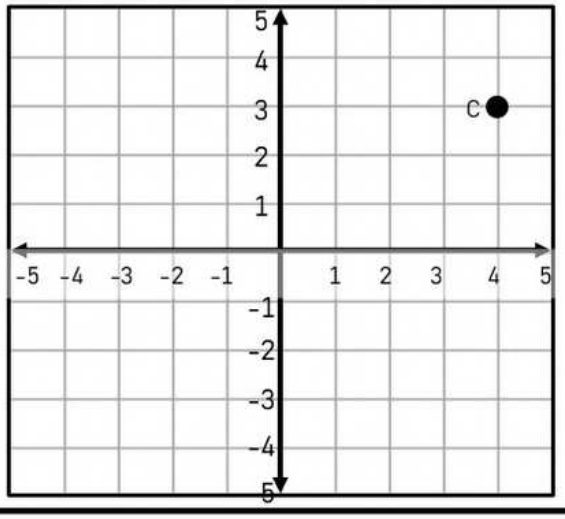
3) Reflection across the



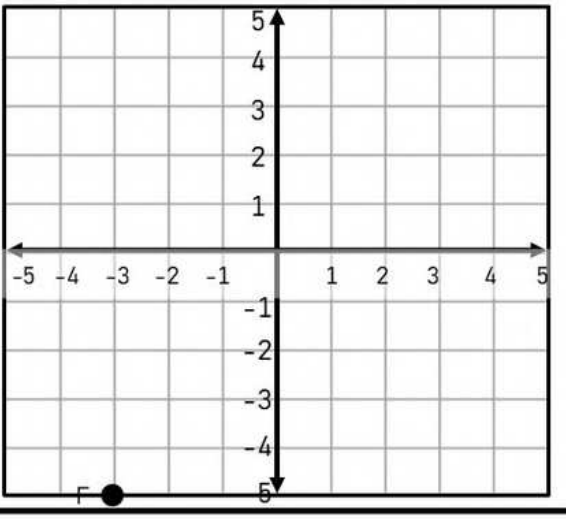
4) Reflection across the line x = -2



5) Reflection across the line x = 1



6) Reflection across the line y = -3



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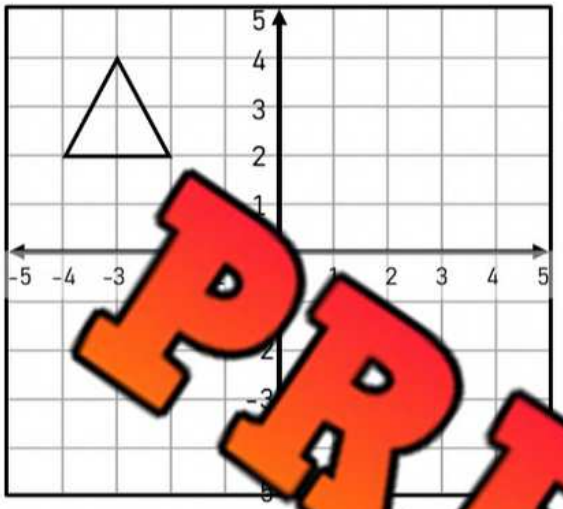
Name: _____ 75

Curriculum Connection
E1.4

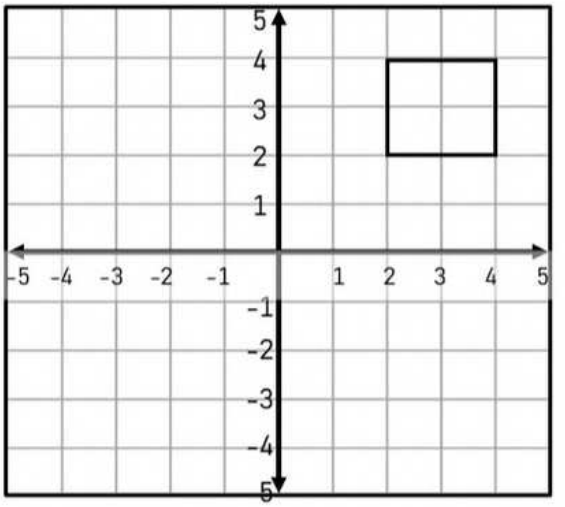
Reflecting a Shape Using a Mirror Line

Instructions Graph the new position of each shape after the given reflection

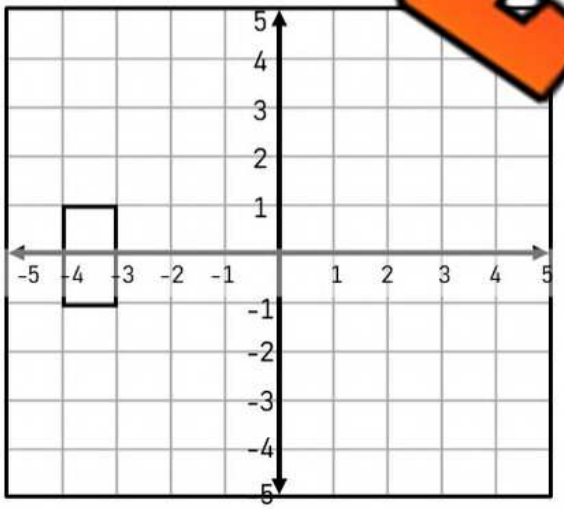
1) Reflection across the x-axis



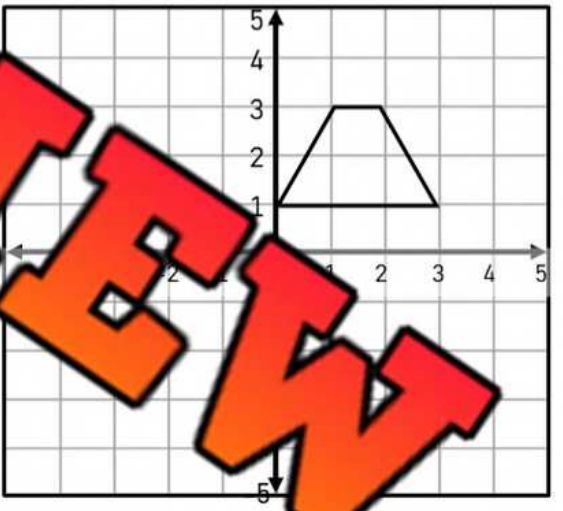
2) Reflection across the y-axis



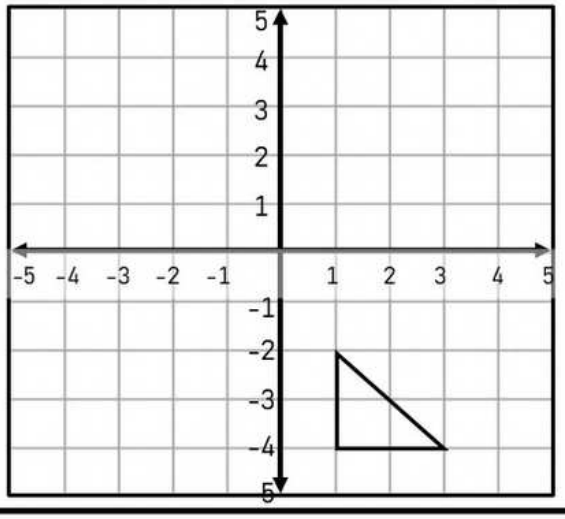
3) Reflection across th[illegible]n



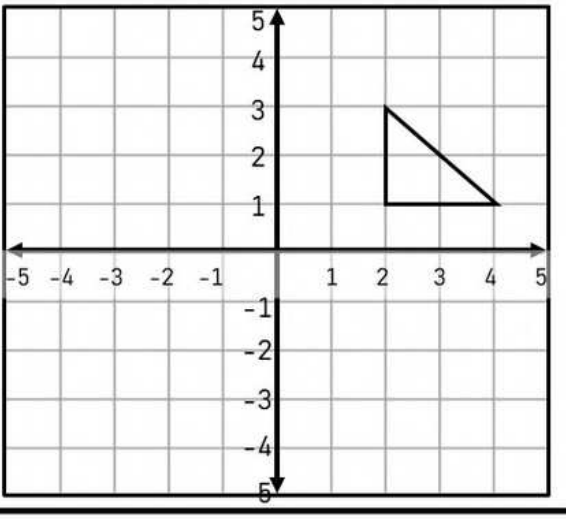
4) Reflection across the line x = -1



5) Reflection across the line y = -1



6) Reflection across the line x = 2



PREVIEW

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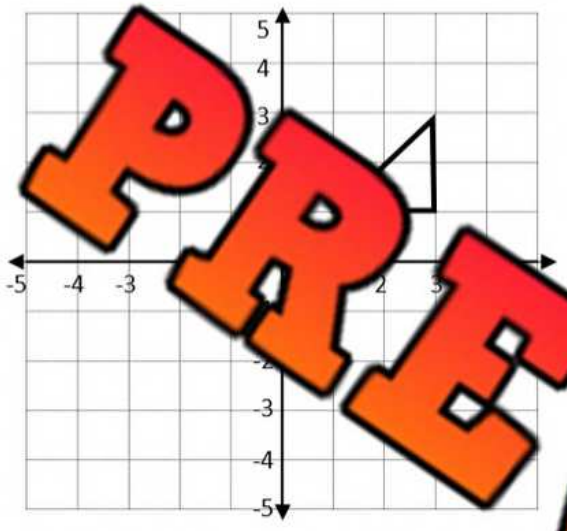
Curriculum Connection
E1.4

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

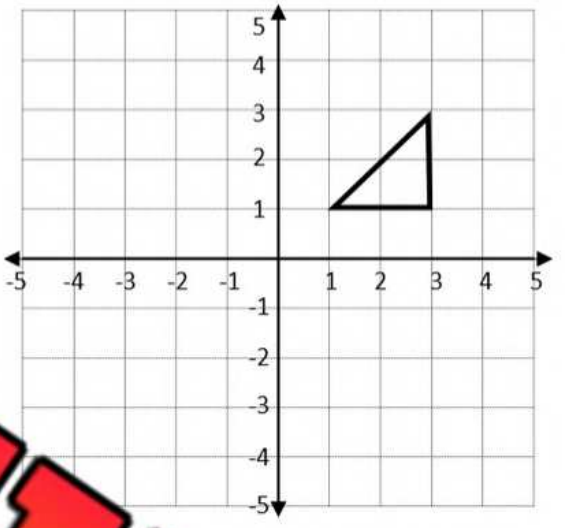
Graph the new position of the given shape



Reflection across the line x = 1

Name: _____

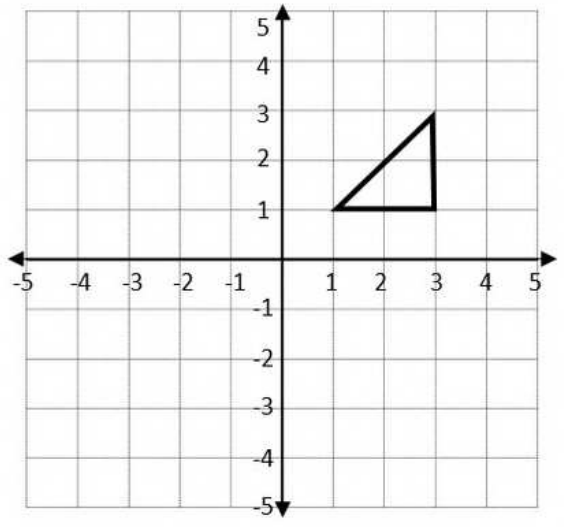
Graph the new position of the given shape



Reflection across the line x = 1

Name: _____

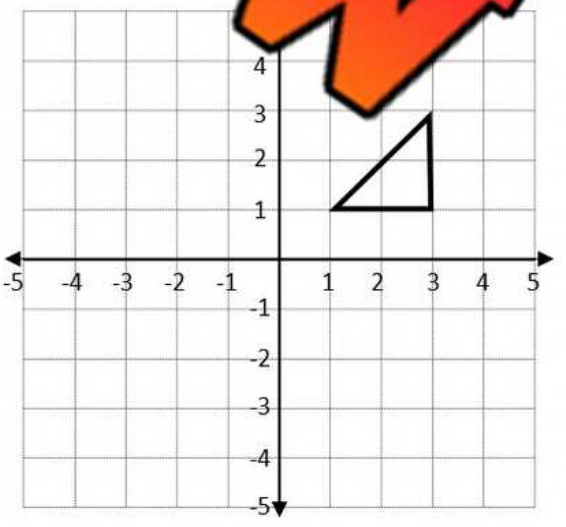
Graph the new position of the given shape



Reflection across the line x = 1

Name: _____

Graph the new position of the given shape



Reflection across the line x = 1

PREVIEW

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Name: _____ 79

Curriculum Connection
E1.4

Clockwise and Counterclockwise Rotations

Rotations can either be clockwise or counterclockwise.

A **clockwise** rotation moves the same way the minute, second, and hour hands move on a clock.

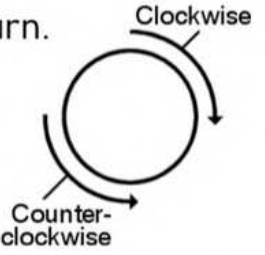
A **counterclockwise** rotation moves the opposite way of a clockwise turn.

We can rotate things a lot or a little. Check out the three turns below.

360° rotation

180° rotation

90° rotation



PREVIEW

Instructions [illegible] th[illegible]ject move? Circle the correct answer

1) 		Clockwise 90° rotation [illegible]kwise 180° rotation Cou[illegible]ckwise 90° rotation
2) 		C[illegible]wise [illegible]tion C[illegible]wis[illegible] Counte[illegible]se 9[illegible]ation
3) 		Clockwise 90° rot[illegible] Clockwise 180° rotatio[illegible] Counterclockwise 360° rotation
4) 		Clockwise 90° rotation Clockwise 180° rotation Counterclockwise 90° rotation
5) 		Clockwise 90° rotation Counterclockwise 90° rotation Counterclockwise 180° rotation

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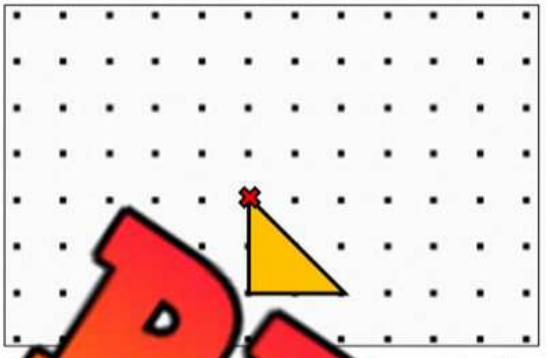
Name: _____ 84

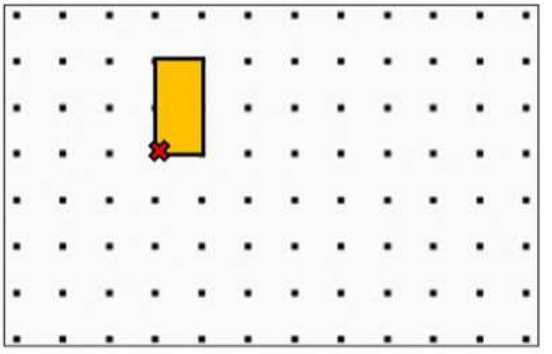
Curriculum Connection
E1.4

Drawing Rotations

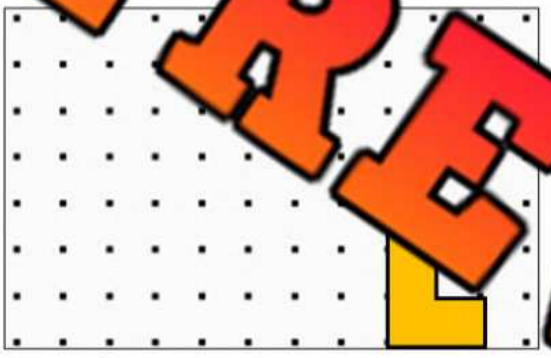
Instructions Rotate the shapes around the point marked ✖



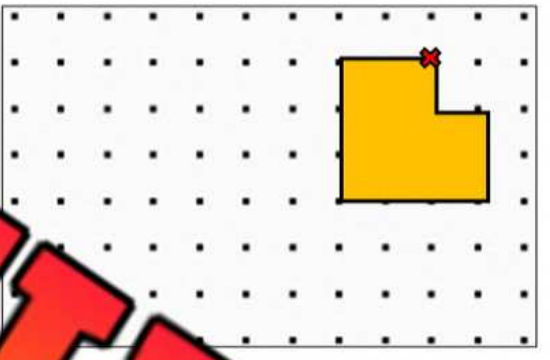
ter ise rotation



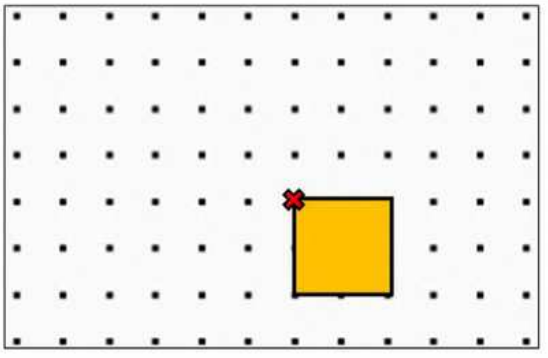
2) 180° counter-clockwise rotation



3) 180° clockwise rotation



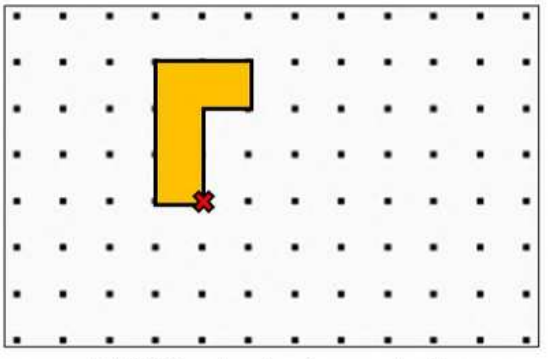
4) 36 wise rotation



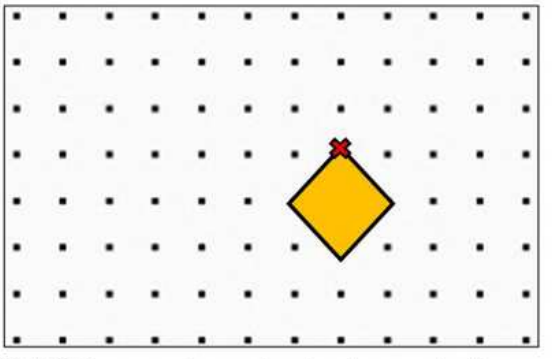
5) 90° counter-clockwise rotation



6) 180° counter-clockwise rotation



7) 90° clockwise rotation



8) 180° counter-clockwise rotation

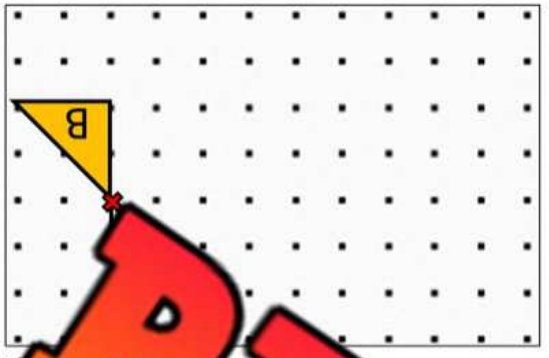
PREVIEW

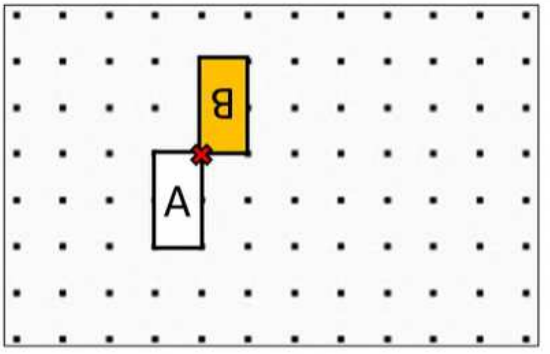
Name: _____ 85

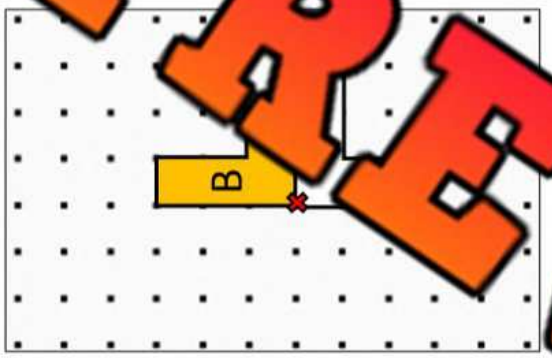
Curriculum Connection
E1.4

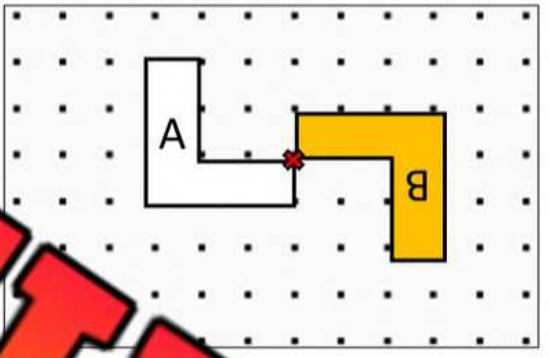
Describing Rotations

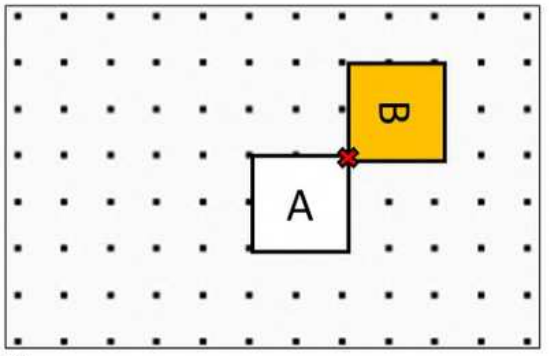
Instructions Describe the rotations. Shape A is the original shape.

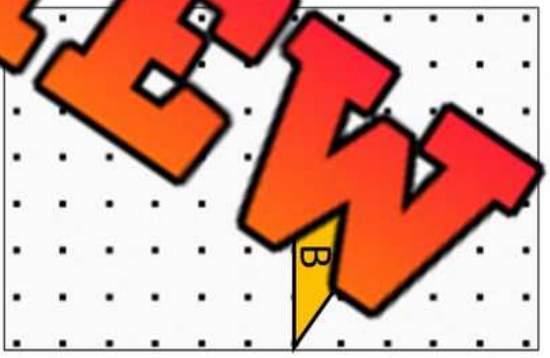
1) 

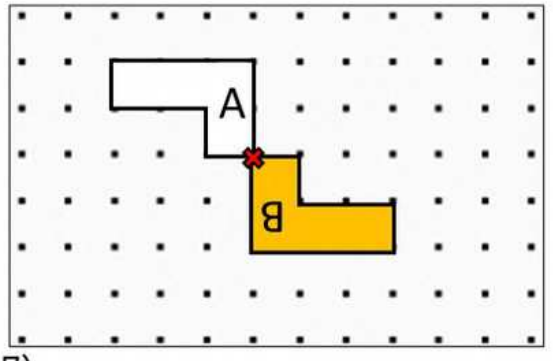
2) 

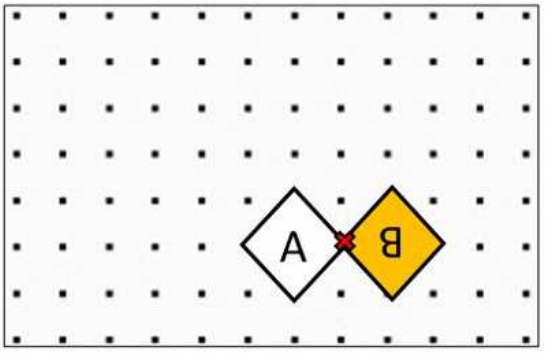
3) 

4) 

5) 

6) 

7) 

8) 

PREVIEW

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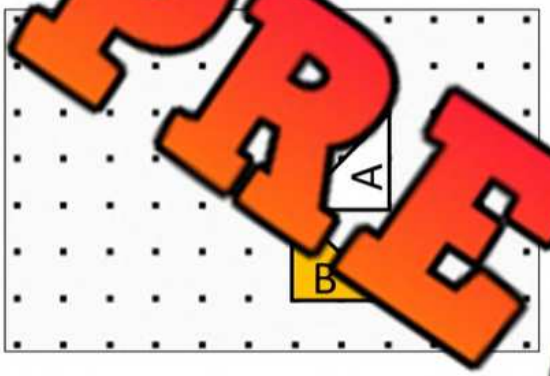
Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

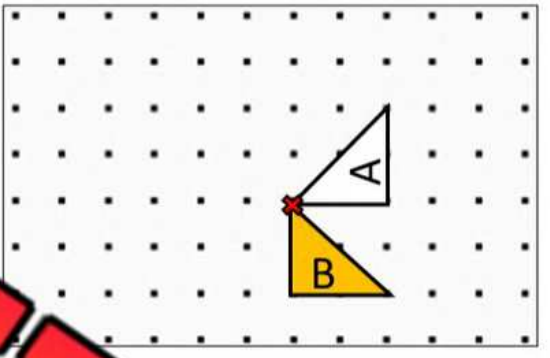
Describe the rotations. Shape A is the original shape.



_____

Name: _____

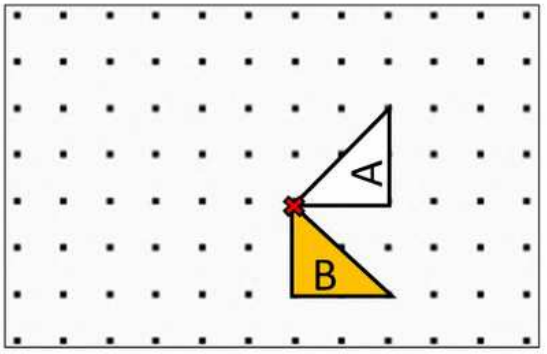
Describe the rotations. Shape A is the original shape.



_____

Name: _____

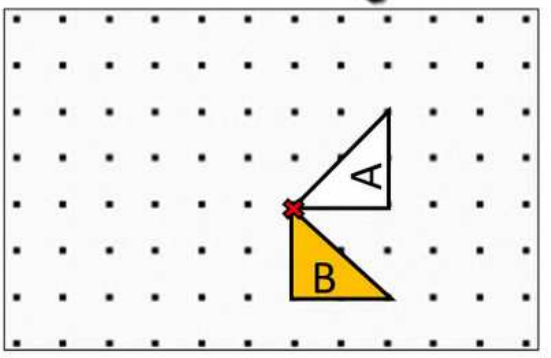
Describe the rotations. Shape A is the original shape.



_____

Name: _____

Describe the rotations. Shape A is the original shape.



_____

PREVIEW

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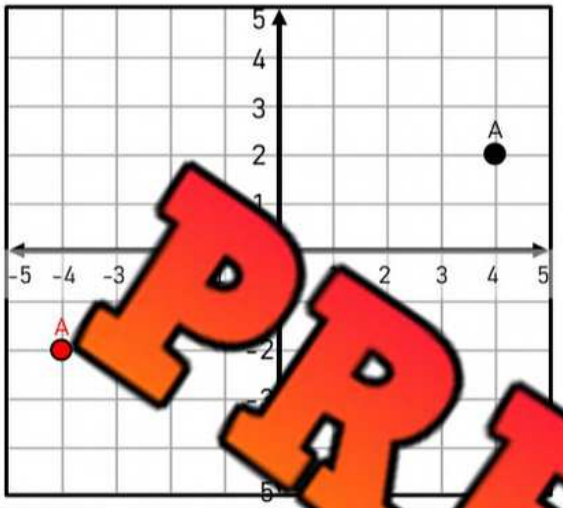
Name: _____ 88

Curriculum Connection
E1.4

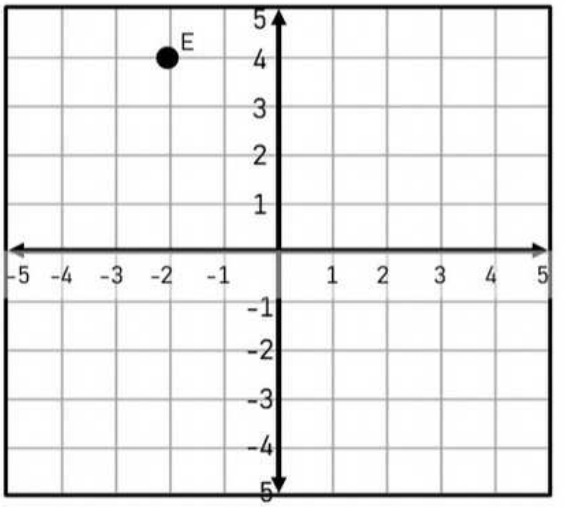
Rotating a Point

Instructions Graph the new position after rotating around the origin. The first one is done for you

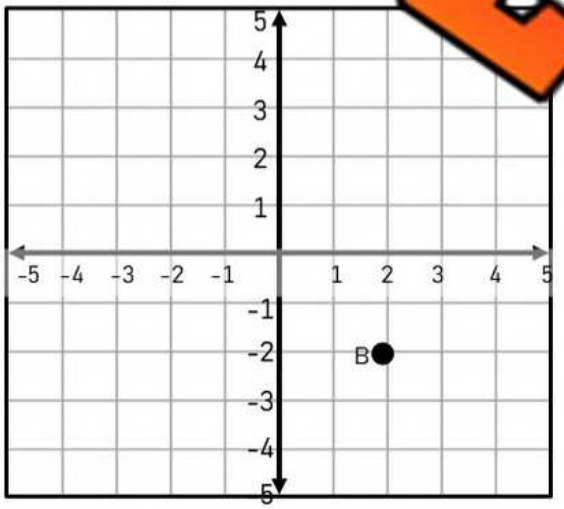
1) 180° rotation



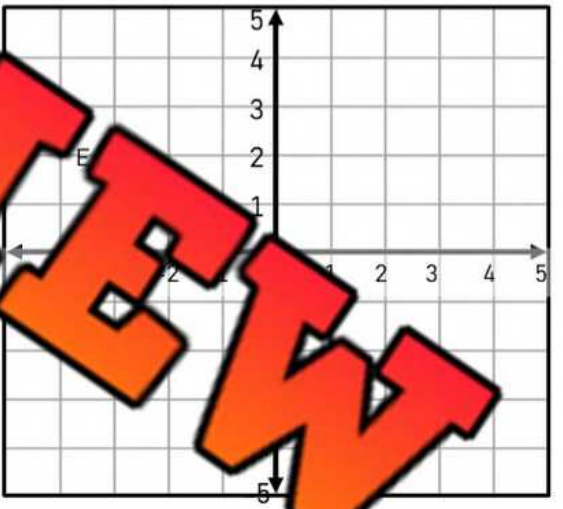
2) 90° clockwise rotation



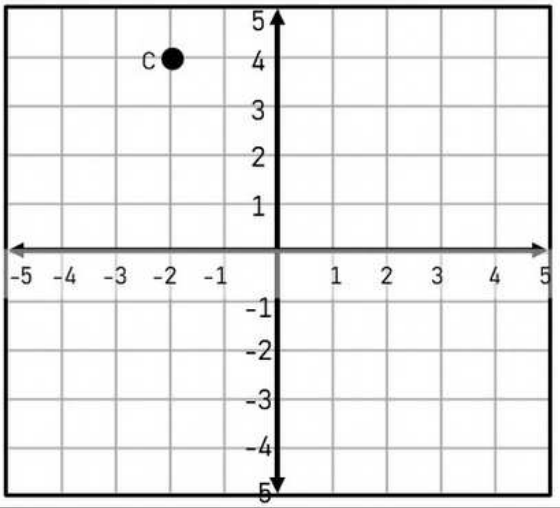
3) 90° counterclockwise rotation



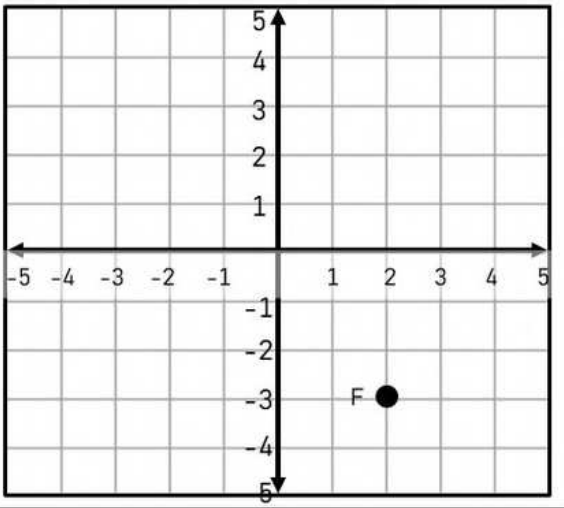
4) 90° clockwise rotation



5) 180° rotation



6) 360° rotation



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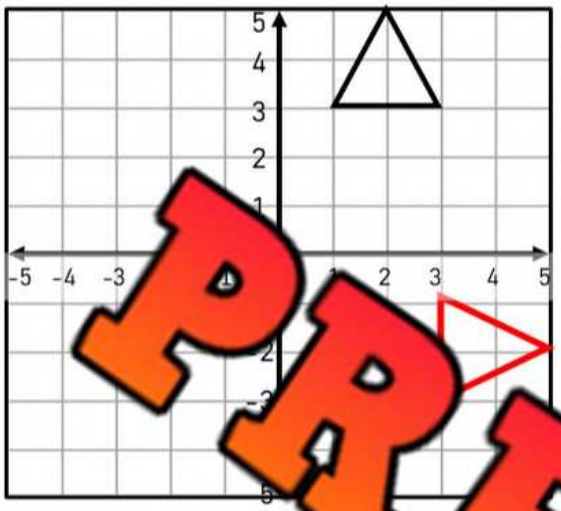
Name: _____ 90

Curriculum Connection
E1.4

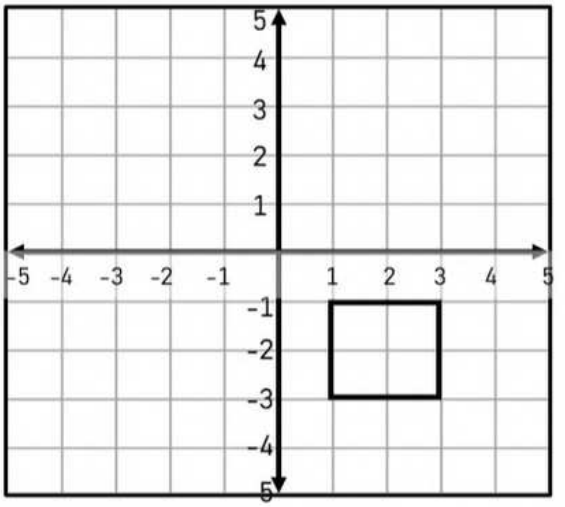
Rotating Shapes

Instructions Graph the new position of each shape after the given rotation

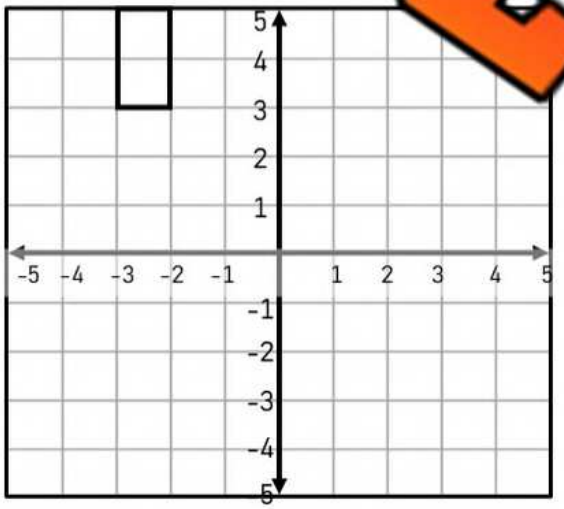
1) 90° clockwise rotation



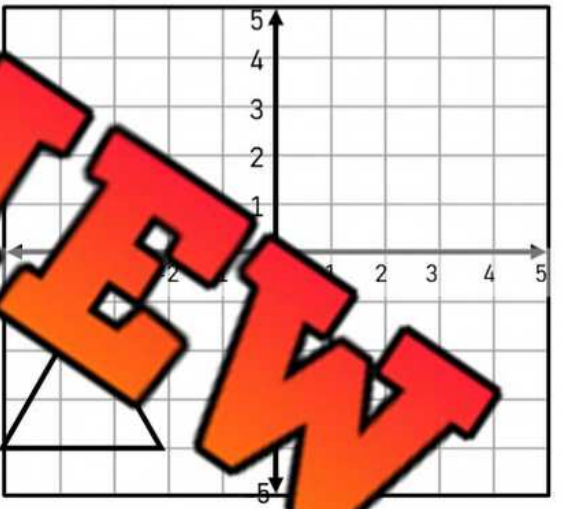
2) 90° counterclockwise rotation



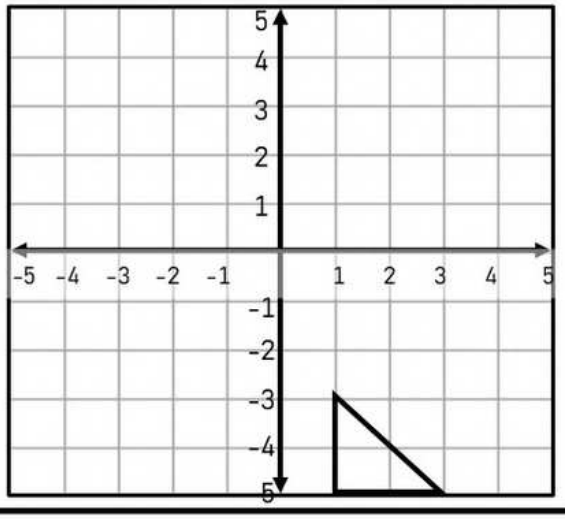
3) 180° rotation



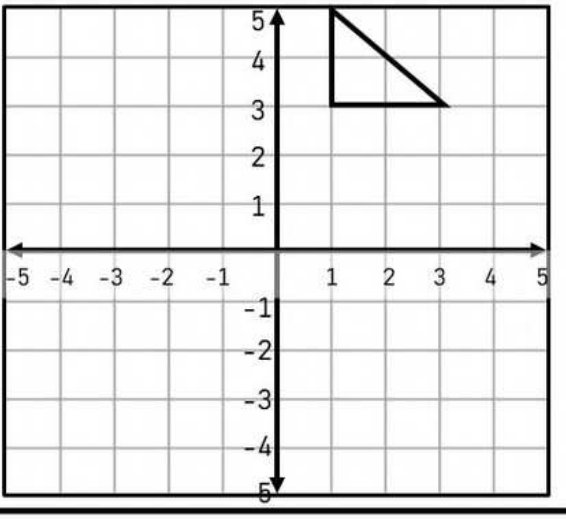
4) 90° clockwise rotation



5) 90° counterclockwise rotation



6) 360° rotation



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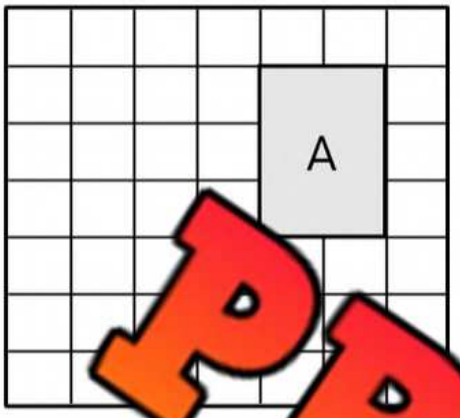
Name: _____ 92

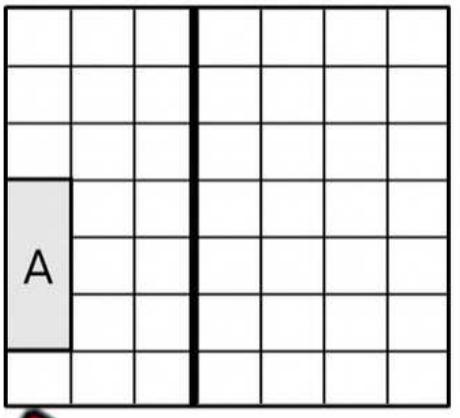
Curriculum Connection
E1.4

Performing Multiple Transformations

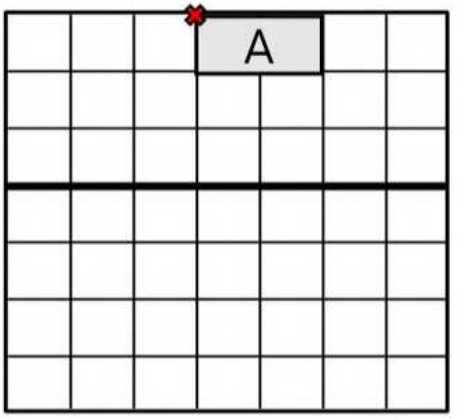
Instructions Complete the following combination of transformations



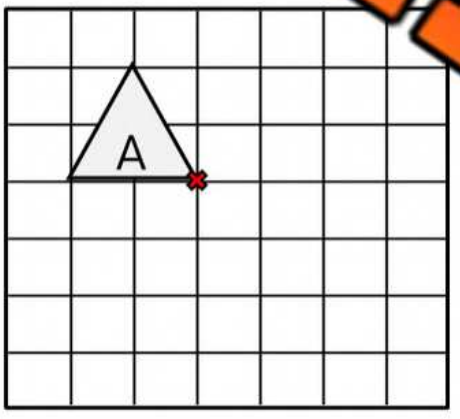
1) 180° rotatio
translate up 2



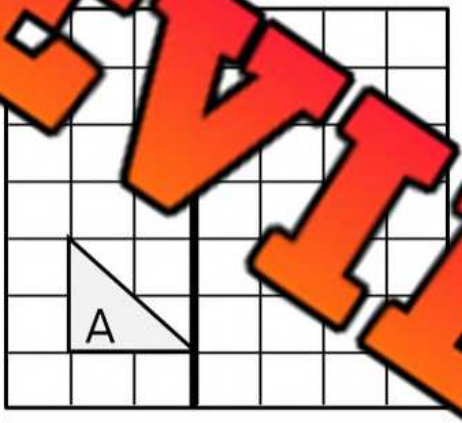
flect,
te up 3



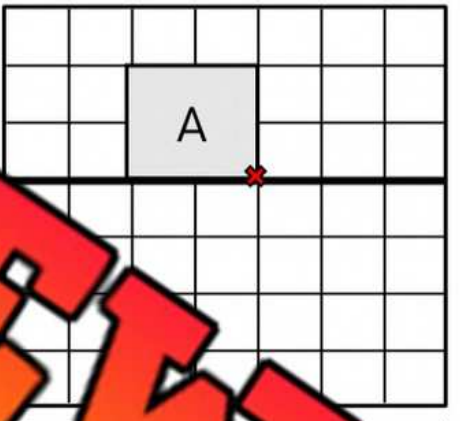
3) Rotate 90°
counterclockwise, reflect



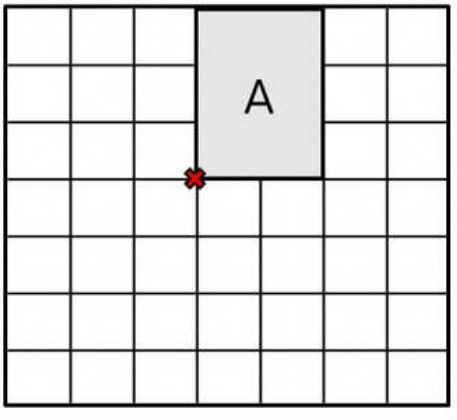
4) 90° clockwise rotation,
translate left 2



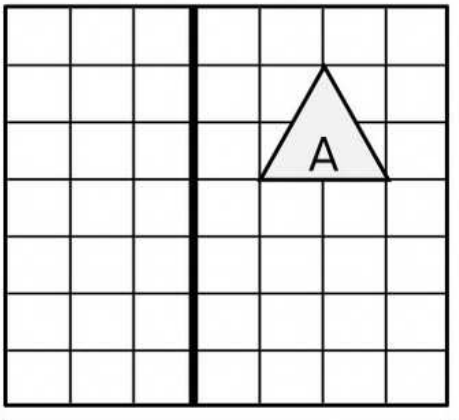
5) Translate up 3,
reflect



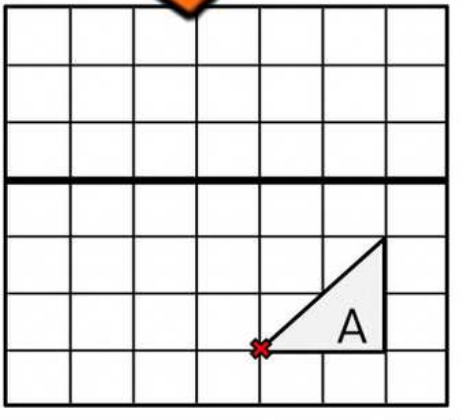
0°
wise



7) 180° rotation, translate
right 3



8) Reflect,
translate down 3



9) Rotate 90°
counterclockwise and reflect

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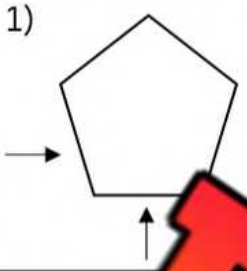
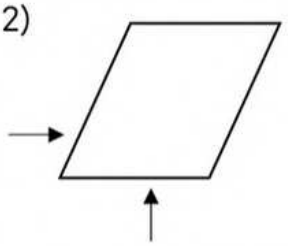
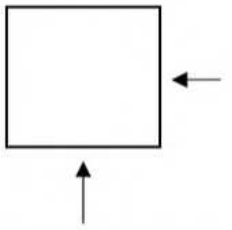
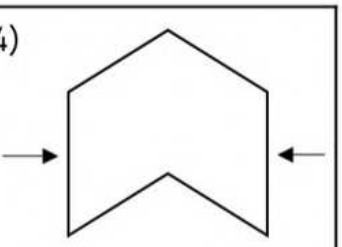
Name: _____ 94

Geometry Test

Part 1 What is the relationship between the lines – Intersecting, Perpendicular, or Parallel?

1)	2)	3)	4)
			

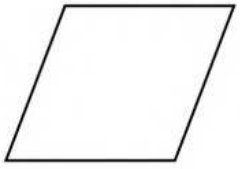
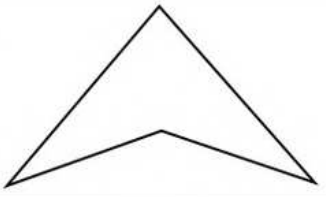
PREVIEW

Part 2 Sort [illegible] into [illegible] categories below



Angles	Right Angle	Obtuse	A	Reflex
Letters				

Part 3 Draw the diagonal lines on the quadrilaterals and answer th[illegible]stions

1) 	2) 	3) 
Name:	Name:	Name:
Intersect at Midpoint? Y N	Intersect at Midpoint? Y N	Intersect at Midpoint? Y N
Intersect at Right Angle? Y N	Intersect at Right Angle? Y N	Intersect at Right Angle? Y N
Diagonals Same Length? Y N	Diagonals Same Length? Y N	Diagonals Same Length? Y N

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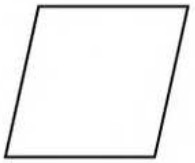
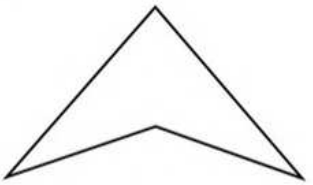
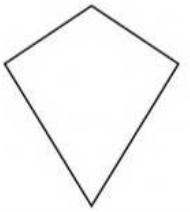
Part 4 Name the quadrilaterals and answer the questions

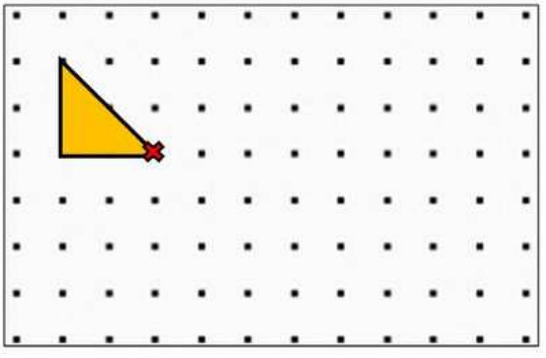
1) 	2) 	3) 
Name:	Name:	Name:
# of Lines of Symmetry:	# of Lines of Symmetry:	# of Lines of Symmetry:
Order of Rotational Symmetry:	Order of Rotational Symmetry:	Order of Rotational Symmetry:

Part 5 Name the quadrilaterals below

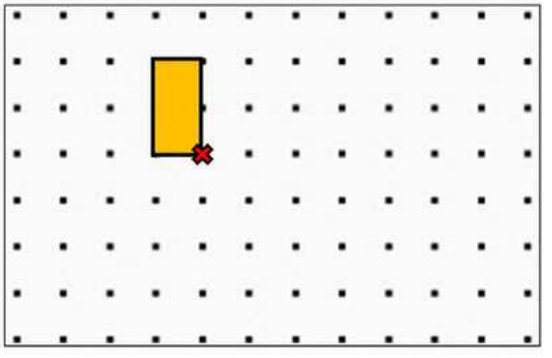
1)	2)	3)	4)
Kite	Trapezoid	Parallelogram	Rhombus

PREVIEW

Part 6 Rotate the shapes around the point marked ✖



1) 90° counter-clockwise rotation



2) 180° clockwise rotation

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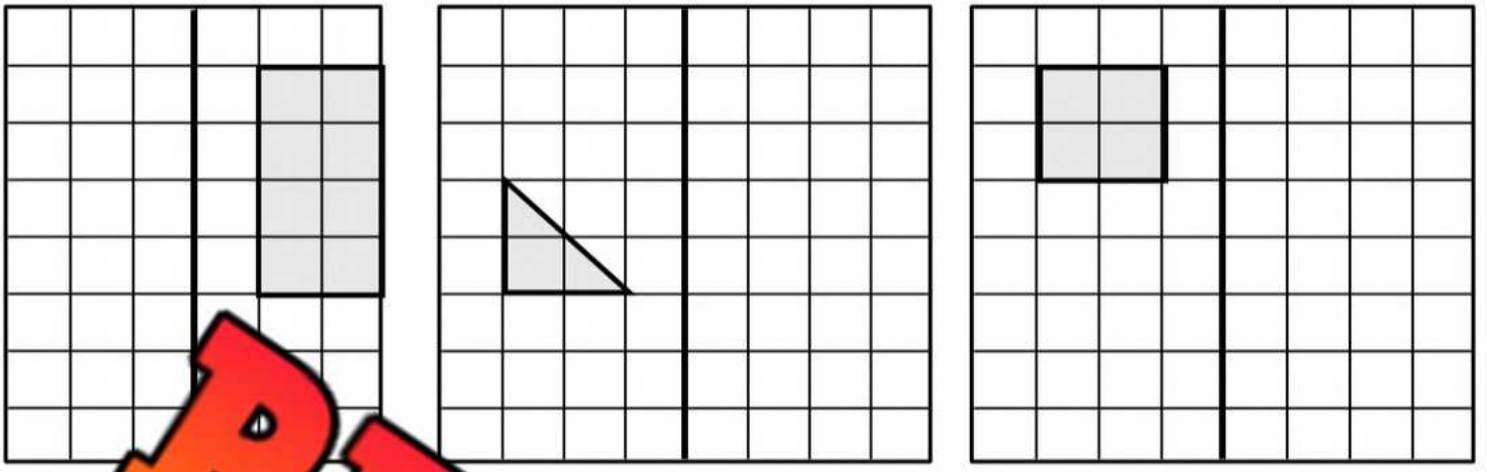
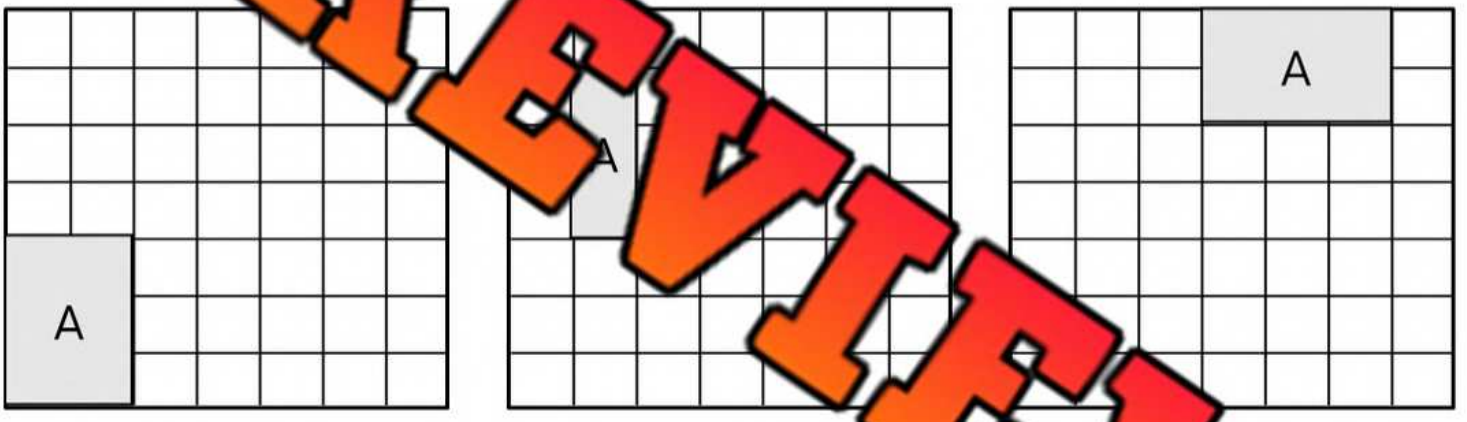
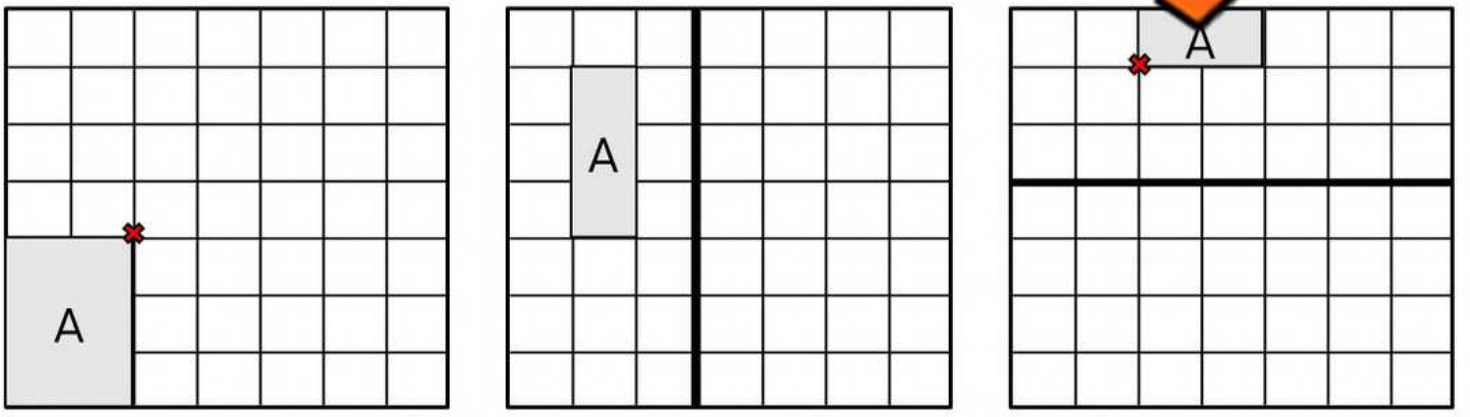
Part 7 Reflect the shapes across the mirror line



Part 8 Draw ... ap ... after reading the 3 steps



Part 9 Complete the following combination of transfo...



1) 180° rotation, translate right 2

2) Reflect and translate down 3

3) rotate 90° counterclockwise and reflect

PREVIEW

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Grade 6
E2 – Measurement

	Curriculum Expectations	Pages
E2.1	measure length, area, mass, and capacity using the appropriate metric units, and solve problems that require converting smaller units to larger ones and vice versa	98 - 136
E2.2	use protractors to measure and construct angles up to 360°; investigate the relationship between angles that are measured clockwise and those that are measured counterclockwise	137 - 166
E2.3	use the properties of triangles, quadrilaterals, complementary angles, opposite angles, and interior and exterior angles of polygons to solve for unknown angle measures	167 - 186
E2.4	determine the areas of trapezoids, rhombuses, kites, and composite polygons by decomposing them into shapes with known areas	
E2.5	create and use nets to demonstrate the relationship between the faces of prisms and pyramids and their surface areas	222 - 235
E2.6	determine the surface areas of prisms and pyramids by calculating the areas of their two-dimensional faces and adding them together	236 - 250

PREVIEW

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Name: _____ 99

Curriculum Connection
E2.1

Measuring in Centimetres

Part 1 Use a ruler to measure the lines below

1)  _____ cm

2)  _____ cm

3)  _____ cm

4)  _____ cm

5)  _____ cm

6)  _____ cm

7)  _____ cm

_____ cm

PREVIEW

Part 2 Draw a line that is the correct leng

1) 8 cm

2) 7 cm

3) 5 cm

4) 3 cm

5) 4 cm

6) 9 cm

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Curriculum Connection
E2.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

1) Use a ruler to measure the lines below



_____ cm

2) Draw a line that is the correct length

5 cm

Name: _____

1) Use a ruler to measure the lines below



_____ cm

2) Draw a line that is the correct length

5 cm

Name: _____

1) Use a ruler to measure the lines below



_____ cm

2) Draw a line that is the correct length

5 cm

Name: _____

1) Use a ruler to measure the lines below



_____ cm

2) Draw a line that is the correct length

5 cm

PREVIEW

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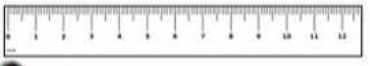
Name: _____ 105

Curriculum Connection
E2.1

Metric System Units – mm, cm, m, km

In Canada, we use the metric system. The metric system has 4 main units that we use to measure distances.

Millimetre (mm)	Centimetre (cm)	Metre (m)	Kilometre (km)
Used to measure small distances. 	Used to measure small to medium distances. 	Used to measure medium to long distances. 	Used to measure long distances. 

PREVIEW

Questio Whi[illegible]easure would you use to measure the following distances?

1) The distance yo[illegible]ve a 	
2) The length of your hand 	
3) The length of your eraser 	
4) The length of your classroom 	
5) The distance of a marathon run 	
6) The distance of a 10 second race 	
7) The length of your shoe 	
8) The width your fingernail 	
9) The height of the classroom door 	
10) The length of your school 	

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Name: _____ 106

Curriculum Connection
E2.1

Metric System Units – Decimal Conversions

In Canada, we use the metric system. The metric system has 4 main units that we use to measure distances.



Examples



Millimetre (mm)	Centimetre (cm)	Metre (m)	Kilometre (km)
15mm = 1.5cm 1500mm = 1.5m	150cm = 1.5m 1cm = 10mm	1.5m = 150cm 1500m = 1.5km	2.3km = 2300m

Part 1 Complete the tables below

mm	
5	
15	
	2.5
	3.5
45	
55	
	6.5
75	
85	
	9.5

cm	m
	0.5
	1.5
250	
350	
550	
650	
	7.5
850	
950	

m	km
1500	
	3.5
5500	
7500	
	9.5
00	
13	
	15.5
	19.5

PREVIEW

Part 2 Convert the units of measurement below

1) 1.3m	_____cm	5) 6.2m	_____cm	9) 580cm	_____m
2) 28mm	_____cm	6) 57mm	_____cm	10) 87mm	_____cm
3) 2.7cm	_____mm	7) 134mm	_____cm	11) 8.42m	_____cm
4) 5.3cm	_____mm	8) 3.6cm	_____mm	12) 330cm	_____m

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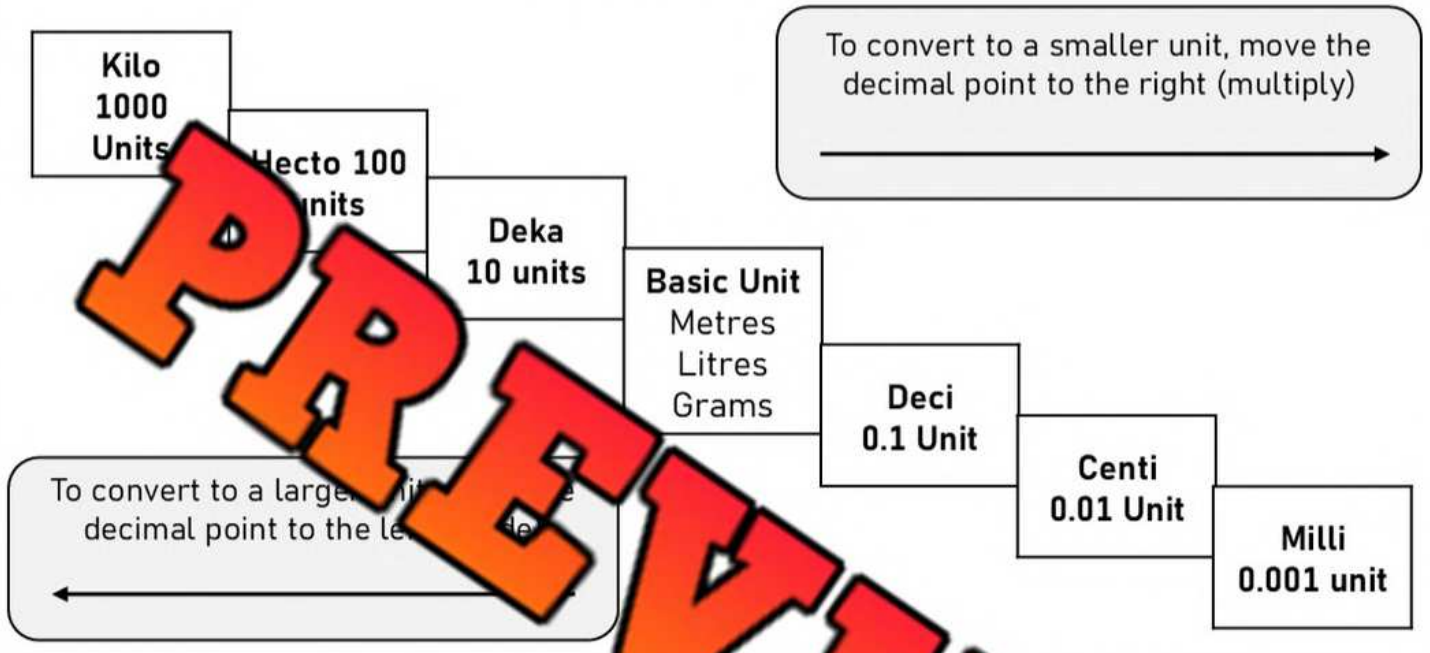
Name: _____ 107

Curriculum Connection
E2.1

Converting Units - Ladder Method

We can use the ladder method to convert any metric unit of measurement to another simply by following the rules below.

Ladder Method



PREVIEW

Instructions

1. Find your starting unit of measurement
2. Count the jumps to get to your ending unit of measure
3. Move the decimal the number of jumps up or down
   Moving Up = Left and Moving Down = Right

EXAMPLE

= ____ mm
(s down –
ecimal 3 right)
mm

Practice Convert the units of measurement below

1) 1.7m	_____mm	5) 6.2km	_____m	9) 6428m	_____km
2) 283mm	_____cm	6) 512m	_____km	10) 8732mm	_____m
3) 275cm	_____mm	7) 1343m	_____cm	11) 8.18m	_____mm
4) 52.9m	_____km	8) 342cm	_____mm	12) 812cm	_____mm

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Name: _____ 108

Curriculum Connection
E2.1

Which is Longer?

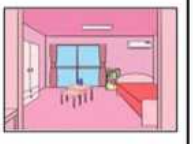
Part 1 Which distance is farther? Circle the longest distance.

1)	100.5m	500.8cm	1000.5mm	1.1km
2)	52.5cm	580mm	0.05km	51m
3)	50m	535cm	55m	0.05km
4)	5m	5.3m	5700mm	0.004km
5)	785cm	8	8300mm	0.008m

PREVIEW

Part 2 Read the prob m solve low

1. Stephanie and Amanda measure ths ir rooms. Stephanie's room is 4.4m long and Amanda's is 4410 ng. W th longer room?



2. Scott hit a home run that was 153.6m long. Luk me r at travelled 0.153km long. Who hit the farther home run?



3. Zoey measured the willow and maple tree in her yard. The willow tree was 418.6cm tall and the maple was 4.157m tall. Which tree is taller?



4. Greg hiked 8.03km on Saturday and 8100.01m on Sunday. Which day did he hike farther?



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Curriculum Connection
E2.1

Memory Game: Matching Equivalent Units

Objective What are we learning about?

Students will practice converting and matching equivalent units of measurement, such as centimeters to millimeters and meters to centimeters, to enhance their understanding of metric conversions.

Materials What you will need for the activity.

- Sets of Memory Game cards with units of measurement (printed)
- Tables or clear space for each group to lay out their cards



Instructions How you will complete the activity

1. Divide the class into groups of 3 or 4 students each.
2. Give each group a set of Memory Game cards.
3. Have each group lay all the cards face down in a grid on a table or floor.
4. Students take turns flipping over two cards at a time, trying to find a match with equivalent units of measurement.
5. If a student finds a match (e.g., 1 meter and 100 centimeters), they remove those cards from the grid and keep them.
6. If the cards do not match, they are turned back over, and the next student takes a turn.
7. The game continues until all the cards have been matched.
8. After the game, review the equivalent units of measurement with the class, ensuring students understand the conversions.

PREVIEW

Name: _____ 112

Curriculum Connection
E2.1

Cards | Memory Game Cards

300 centimeter	3000 millimeters
60 [illegible]	6000 centimeters
753 centimeters	7[illegible]illimeters
983 centimeters	9.83 me[illegible]s
808 meters	80800 centimeters

PREVIEW

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Name: _____ 115

Curriculum Connection
E2.1

Cards | Memory Game Cards

111 centimeters	1110 millimeters
545 meters	54.5 centimeters
88 kilometers	80 meters
0.018 meters	1.8 centimeters
33.77 centimeters	337.7 millimeters

PREVIEW

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Name: _____ 116

Curriculum Connection
E2.1

Estimating Distance

Questions | Circle which distance is the largest

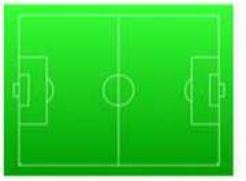
1) Length of a pencil

a) 30cm
b) 10mm
c) 1km
d) 10cm



2) Length of a soccer field

a) 100m
b) 500m
c) 2km
d) 500cm



3) Distance from Ottawa to Toronto

a) 10km
b) 450km
c) 500cm
d) 500m



4) Length of a gym

a) 15m
b) 3m
c) 300cm
d) 20mm



5) Width of a computer monitor

a) 3km
b) 1m
c) 30cm
d) 20mm



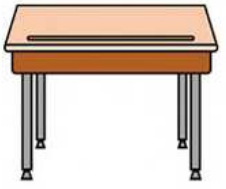
6) Length of your shoe

a)
b)
c) 20cm
d) 2mm



7) Height of a desk

a) 20km
b) 2m
c) 90cm
d) 200mm



8) Height of an NBA player (person)

a) 2km
b) 2m
c) 100cm
d) 200mm



9) Length of a bus

a) 1km
b) 13m
c) 300cm
d) 2000mm



10) Width of an eraser on the end of a pencil

a) 2km
b) 2m
c) 10cm
d) 10mm



PREVIEW

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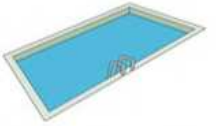
Name: _____ 119

Curriculum Connection
E2.1

Metric System Units – Capacity – Decimal Conversions

Millilitre (mL)	Litre (L)	Kilolitre (kL)
1000 mL = 1L	1000L = 1kL	1kL = 1000L
		

PREVIEW

Part 1 Fill in the tables below

mL	L
1000	
2000	
3000	
	4
	5
6000	
7000	
8000	
	9
	10

	L
	3.5
4500	
5500	
6500	
	7.5
8500	
	9.5
10500	

L	kL
1000	1
	2
	3
	5
8000	
10000	

L	kL
1100	
1200	
	1.3
	1.4
1500	
	1.6
	1.7
	1.9

Part 2 Convert the units of measurement below

1) 1.7L	_____mL	5) 6.4kL	_____ L	9) 4.5L	_____mL
2) 5.4L	_____mL	6) 4700mL	_____ L	10) 5500mL	_____ L
3) 8400mL	_____ L	7) 8400mL	_____ L	11) 4.5kL	_____ L
4) 3200L	_____kL	8) 7.7kL	_____ L	12) 2500L	_____kL

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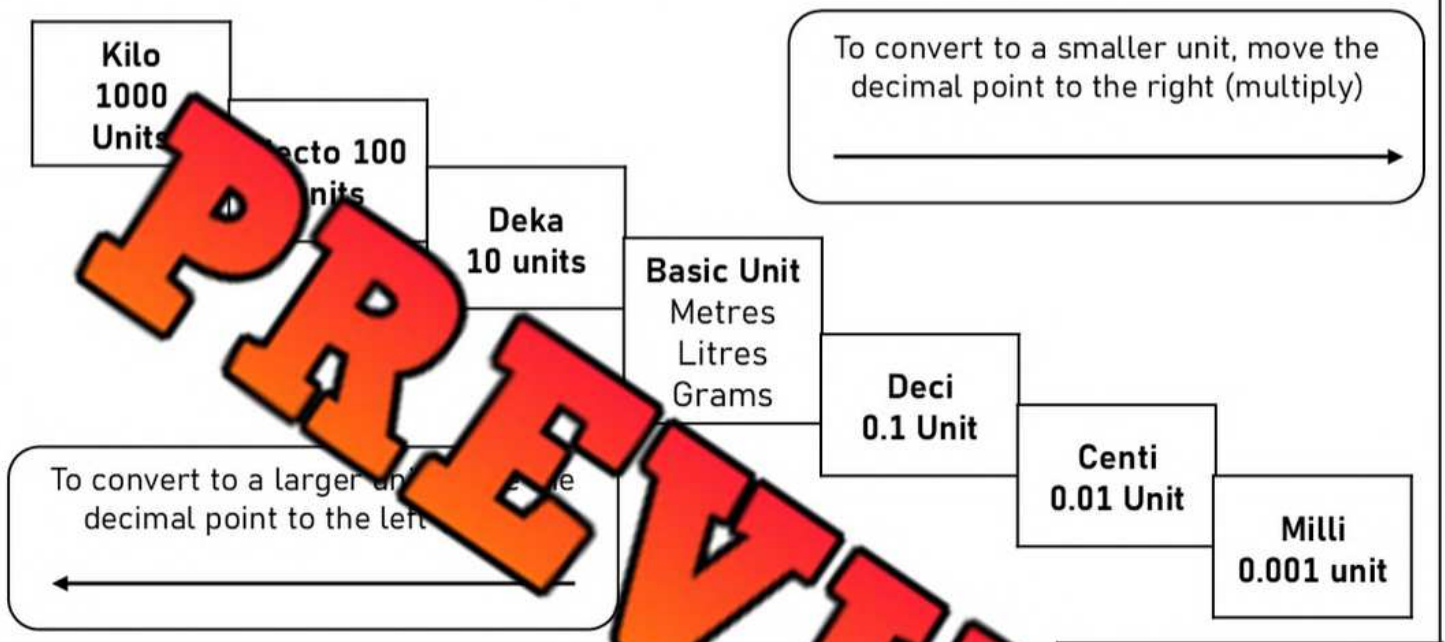
Name: _____ 120

Curriculum Connection
E2.1

Converting Units - Ladder Method

We can use the ladder method to convert any metric unit of measurement to another simply by following the rules below.

Ladder Method



PREVIEW

Instructions

1. Find your starting unit of measurement
2. Count the jumps to get to your ending unit of
3. Move the decimal the number of jumps up or dow
   Moving Up = Left and Moving Down = Right

EXAMPLE

_____ mL
(s down –
m ecimal 3 right)
_____ L

Practice Convert the units of measurement below

1) 2.4L	_____mL	5) 9.7kL	_____L	9) 4053L	_____kL
2) 317mL	_____cL	6) 832L	_____kL	10) 1312mL	_____L
3) 352cL	_____mL	7) 2317L	_____kL	11) 10.35L	_____mL
4) 502.4L	_____kL	8) 7251mL	_____L	12) 1212mL	_____kL

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Name: _____ 121

Curriculum Connection
E2.1

Which has the Largest Capacity?

Part 1 Which measurement has the largest capacity?

1)	7.7L	777mL	90mL	0.5kL
2)	30.3L	1388mL	2.5kL	2400L
3)	678	408L	2310L	2.35kL
4)	L	3100mL	310L	0.53kL
5)	9600mL		1285mL	9.1L

PREVIEW

Part 2 Read the p and m below

1) Brian is deciding which garbage y at tore. The blue one has a capacity of 30.5L and the black olds 30 Which one has a larger capacity?



2) Christine is trying to figure out which bottle of floor cleane The two bottles are the same cost but the green bottle is 4.25L d t bottle is 4099mL. Which bottle is a better deal?



3) Tom is ordering a drink but he can't decide which one to get. He is very thirsty, so he wants the larger drink. The juice has 759mL of liquid and the pop has 0.71L. Which drink should he order?



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Curriculum Connection
E2.1

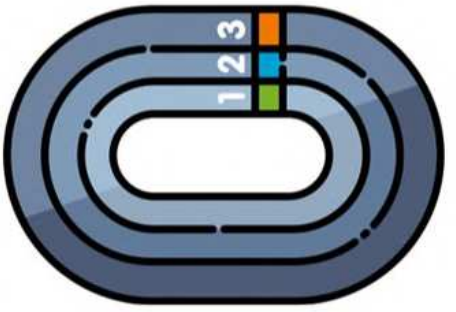
Around the World Math Race: Converting kL, L and ML

Objective What are we learning about?

Students will practice converting between kiloliters, liters, and milliliters in a competitive and engaging game format.

Materials What you will need for the activity.

- L[illegible]stions (e.g., converting b[illegible]n kiloli[illegible], and milliliters)
- Optional: Tim[illegible]vate
- Chairs arr[illegible]d [illegible]ircle



PREVIEW

Instructions How y[illegible]mple[illegible]ctivity

1. Setup: Arrange chairs in a circle, [illegible]n stu[illegible]eated in a chair. One student stands behind a seated student t[illegible]t the ga[illegible]
2. Explain the Game: Explain to the student[illegible]hey w[illegible]icipating in a race around the circle by answering conversion q[illegible]tio[illegible]g [illegible]move around the entire circle and return to their original pos[illegible]
3. Start the Game: The teacher reads out a conversion q[illegible]on [illegible] milliliters are in 2.2 liters?").
4. Answering the Question: The standing student and the seated stud[illegible]front of them compete to answer the question first. The student who answe[illegible]correctly first moves to stand behind the next seated student, while the other student remains seated.
5. Continue the Race: The teacher continues reading out questions, and the process repeats. The standing student continues to move around the circle, answering questions at each stop.
6. Winning the Game: The first student to make it around the entire circle and return to their original position wins the race.
7. Review: After the game, review some of the questions and answers with the class to reinforce the concepts and ensure understanding.

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Name: _____ 126

Curriculum Connection
E2.1

Questions | Use the questions below for the game

Questions
How many kiloliters are in 250 liters?
How many liters are in 3.2 kiloliters?
What is the equivalent of 2.4 liters in milliliters?
How ma rs are in 7.5 kiloliters?
How n in 1600 milliliters?
How y kilol n 4700 liters?
What is the a of 3. in milliliters?
How many milli are
How many liters are in lite
How many kiloliters are in 5300 lit
What is the equivalent of 1.2 liters in millilite
How many liters are in 0.009 kiloliters?
How many liters are in 900 milliliters?
How many milliliters are in 4.3 liters?
How many kiloliters are in 3800 liters?
What is the equivalent of 5.4 liters in milliliters?
How many liters are in 0.004 kiloliters?
How many milliliters are in 7.6 liters?
How many liters are in 4500 milliliters?
How many kiloliters are in 7300 liters?
How many kiloliters are in 542 liters?
How many liters are in 750 milliliters?

PREVIEW

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Name: _____ 127

Curriculum Connection
E2.1

Estimate the Capacity

Part 1 — Estimate the capacity of each container by circling your answer

1) A pool
a) 50L
b) 10kL
c) 1000mL
d) 5L



2) A cup
a) 300L
b) 1kL
c) 250mL
d) 3L



3) A bottle
a) 1L
b) 3
c) 1
d) 5000mL



4) A spoon
a) 10kL
b) 1L
c) 500mL
d) 10mL



5) A wheelbarro
a) 100L
b) 5kL
c) 10L
d) 500mL



6) A bucket
a) 200L
b) 1kL
c) 5L
d) 500mL



7) A hot tub
a) 5L
b) 10kL
c) 700L
d) 500mL



8) A ju
a)
b)
c)
d) 5k



9) A bathtub
a) 5L
b) 300L
c) 5kL
d) 500mL



10) A gas ta
a) 50L
b) 500mL
c) 1kL
d) 3kL



PREVIEW

Part 2 — Estimate the capacity of each description below

Description	Estimate
1) Your classroom garbage can	
2) Your backpack	
3) Your water bottle	
4) Your classroom recycle bin	
5) Your pencil case	

Description	Estimate
6) Your desk/cubby	
7) A shoe box	
8) Your classroom	
9) The sink in your bathroom	
10) The back of a pickup truck	

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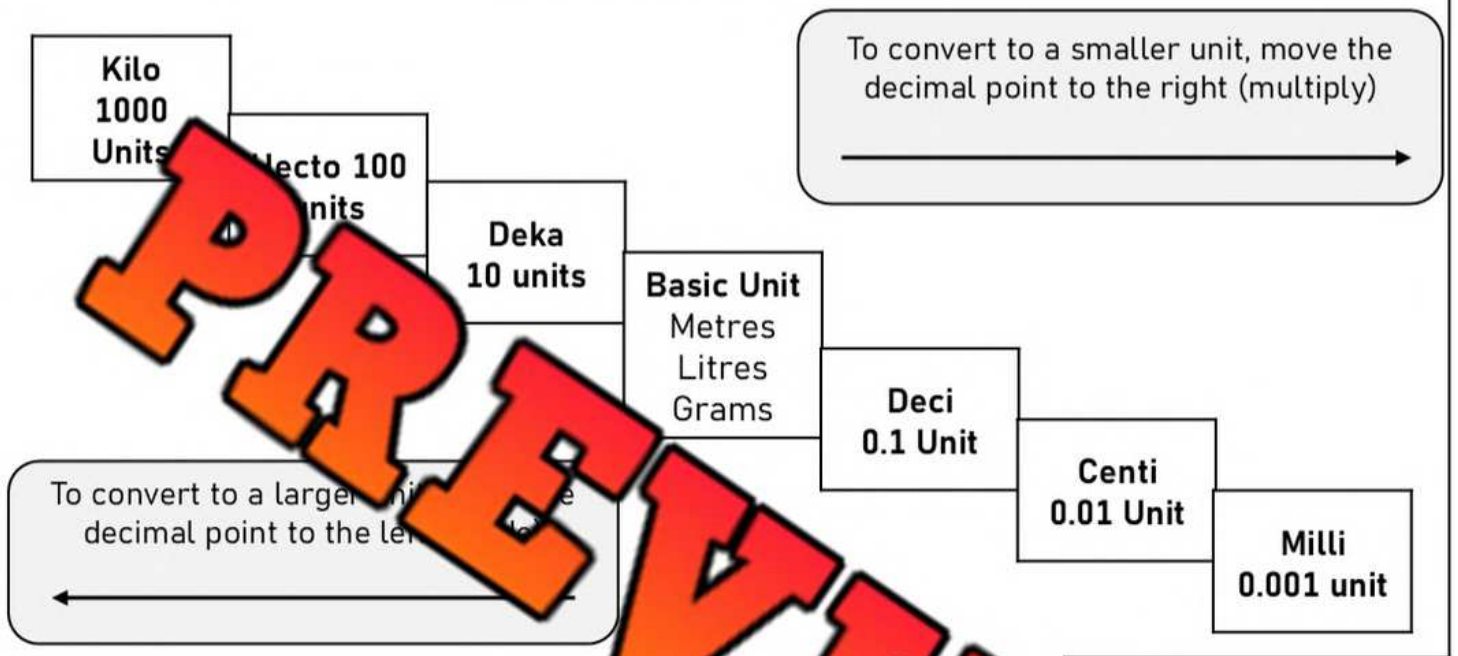
Name: _____ 132

Curriculum Connection
E2.1

Converting Units – Ladder Method

We can use the ladder method to convert any metric unit of measurement to another simply by following the rules below.

Ladder Method



PREVIEW

Instructions

1. Find your starting unit of measurement
2. Count the jumps to get to your ending unit of measure
3. Move the decimal the number of jumps up or down the ladder
   Moving Up = Left and Moving Down = Right

EXAMPLE

g = ____ mg
(3 jumps down – decimal 3 right)
3.7g = 3700mg

Practice Convert the units of measurement below

1) 3.7g	_____mg	5) 7.65kg	_____g	9) 7129.5g	_____kg
2) 316mg	_____g	6) 236.5g	_____kg	10) 93.22g	_____mg
3) 275g	_____kg	7) 15.7g	_____mg	11) 8.138kg	_____g
4) 521.9g	_____kg	8) 8432mg	_____g	12) 81311mg	_____kg

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Name: _____ 133

Curriculum Connection
E2.1

Measuring Mass - Grams

Milligram (mg)	Gram (g)	Kilogram (kg)
1000 mg = 1g	1000g = 1kg	1kg = 1000g
		

Part 1 — Fill in the tables below

mg	g
1000	1
1500	
2000	
	2.5
	3.0
	3.5
4000	
4500	
5000	
	5.5

g	
[illegible]0	1.25
1750	
[illegible]	
[illegible].61	
	4.5
5782	
6851	
7157	
	8.418
	9.658

g	kg
1000	1
	2.5
3500	
[illegible]00	
	5.5
6[illegible]	
9500	
10000	

g	kg
1550	1.550
2550	
3150	
	3.882
	4.312
5483	
6524	
[illegible]72	
	8.526
	[illegible]457

PREVIEW

Part 2 — Which unit is larger? Use the < > = signs

1) 1.52g ☐ 152mg

2) 3.63kg ☐ 1412g

3) 1252mg ☐ 3.12g

4) 4.71g ☐ 5152mg

5) 7.15kg ☐ 41552mg

6) 23.74g ☐ 1.2kg

7) 5.37g ☐ 5352mg

8) 1321g ☐ 1.3kg

9) 5386mg ☐ 34g

10) 7322mg ☐ 7.299g

11) 22.22kg ☐ 24152g

12) 15.513g ☐ 16442mg

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Name: _____ 134

Curriculum Connection
E2.1

Which Has The Most Mass?

Part 1 Which measurement has the most mass? Circle it.

1)	130.5g	23 501mg	12 000mg	0.53kg
2)	2352g	2939mg	2.25kg	2140g
3)	5[illegible]	0.5g	0.1kg	0.8g
4)	[illegible]5g	1600mg	160g	0.16kg
5)	5750mg	[illegible]	5599mg	5.59g

PREVIEW

Part 2 Read the [illegible] and [illegible]m below

1) Charlotte is deciding which cerea[illegible]. The[illegible]both the same price but the yellow box is 1.58kg and the gre[illegible]x is 15[illegible] Whi[illegible]ereal is the better deal?



2) Aria is shopping for bird seed and has two options. [illegible]uck[illegible] mass of 4.19kg and the bag of seed is 4203g. Which should



3) Liam wants to tow his boat with his truck. The boat weighs 1805kg and his truck can tow 1 850 000g. Can he tow the boat?



4) Lucas wants a lightweight laptop. Option 1 has a mass of 2.31kg and option 2 has a mass of 2 350 000mg. Which is lighter?



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Name: _____ 136

Curriculum Connection
E2.1

Estimating Mass

Questions | Circle which mass fits the description

1) A pencil

a) 500g
b) 1kg
c) 5mg
d) 5g



2) A computer

a) 200g
b) 2kg
c) 50mg
d) 1000mg



3) A ca

a) 900kg
b) 100kg
c) 500mg
d) 1000mg



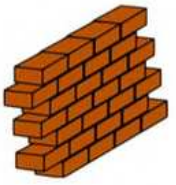
4) A cup

a) 500kg
b) 5kg
c) 50g
d) 00mg



5) A brick

a) 100g
b) 2kg
c) 3000mg
d) 100kg



6) A r control

a) g
b)
c) 50
d) 100mg



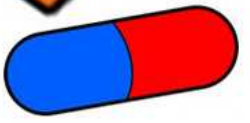
7) An apple

a) 20kg
b) 1kg
c) 100g
d) 200mg



8) A pill of medicin

a) 400mg
b) 2kg
c) 20g
d) 100g



9) Piece of paper

a) 500g
b) 5g
c) 5kg
d) 5mg



10) A toothpick

a) 900g
b) 100mg
c) 1kg
d) 3kg



PREVIEW

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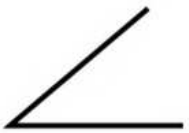
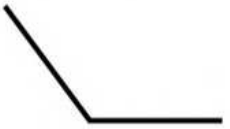
Name: _____ 137

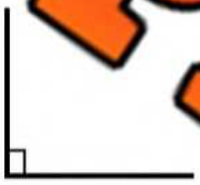
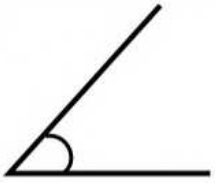
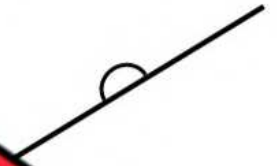
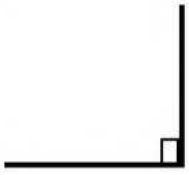
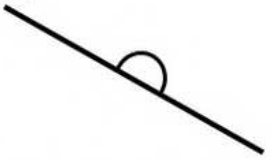
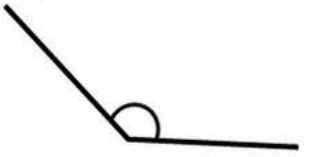
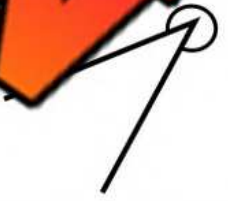
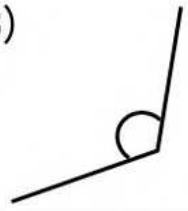
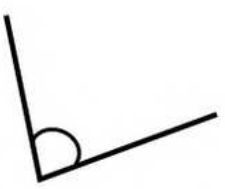
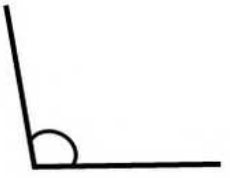
Curriculum Connection
E2.2

Naming Angles – Right, Obtuse, Acute, Straight, and Reflex

Right Angle - 90°	Acute Angle - smaller than 90°	Obtuse Angle - larger than 90°	Straight Angle - 180°	Reflex Angle - larger than 180°
				

Instruction: Label the angle – straight, acute, obtuse, right, or reflex

PREVIEW

1) 		3) 	4) 
5) 	6) 	7) 	8) 
9) 	10) 	11) 	12) 
13) 	14) 	15) 	16) 

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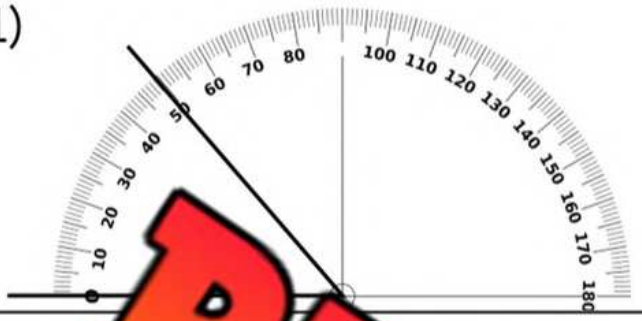
Name: _____ 141

Curriculum Connection
E2.2

Measuring Angles - Printed Protractor

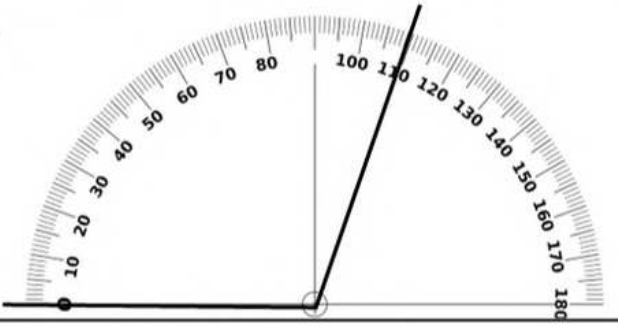
Instructions Measure the angles and label them acute, right or obtuse

1)



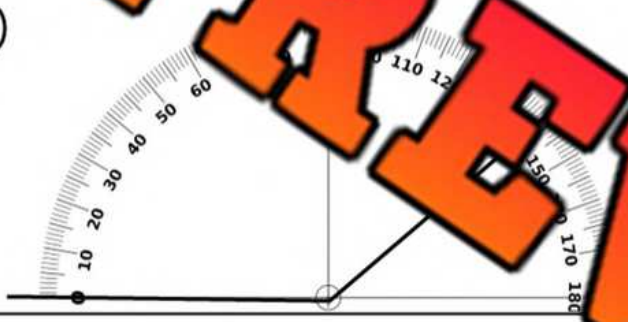
Angle = Type of Angle =

2)



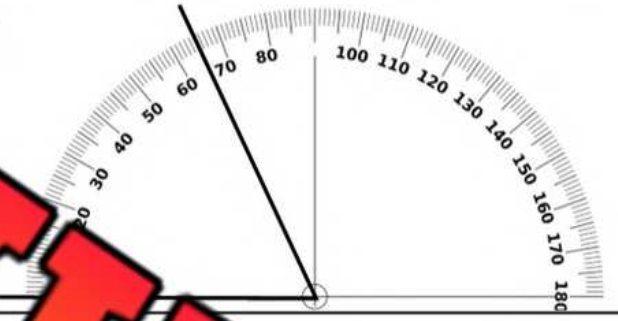
Angle = Type of Angle =

3)



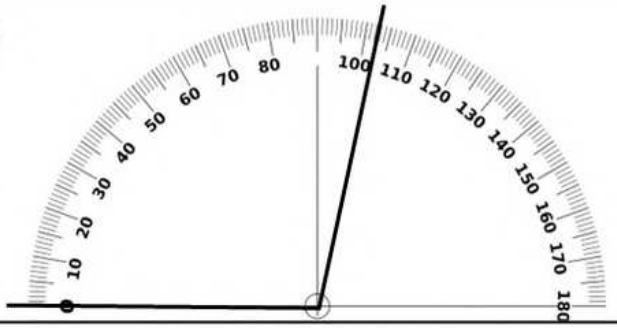
Angle = Type of Angle =

4)



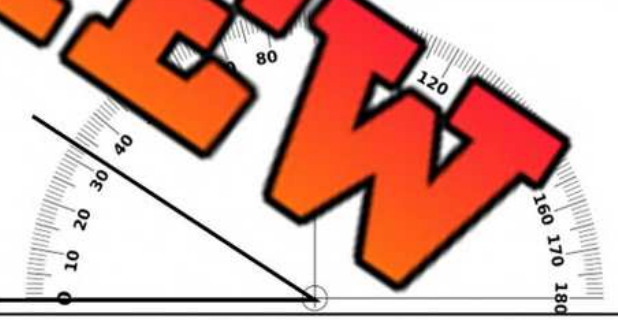
Angle = Type of Angle =

5)



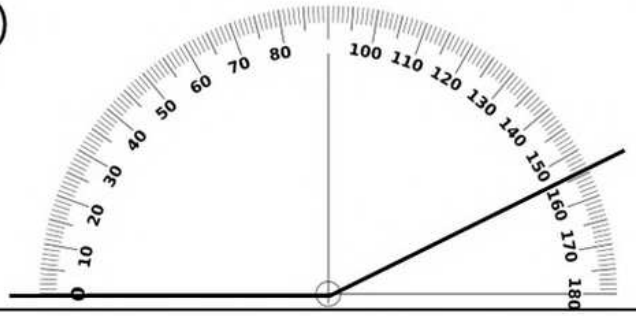
Angle = Type of Angle =

6)



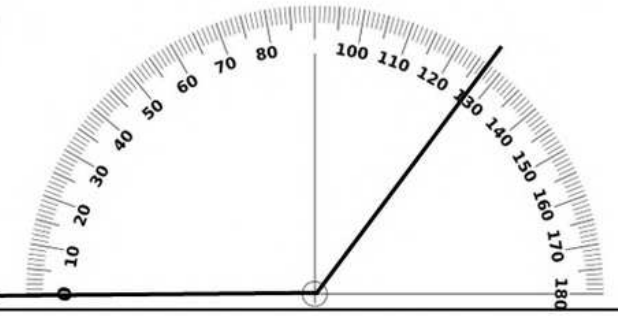
Angle = Type of Angle =

7)



Angle = Type of Angle =

8)



Angle = Type of Angle =

PREVIEW

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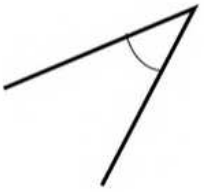
Name: _____ 143

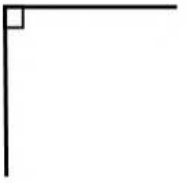
Curriculum Connection
E2.2

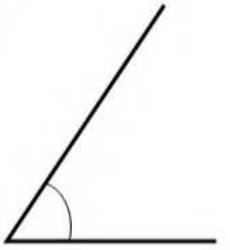
Measuring Angles Up To 180°

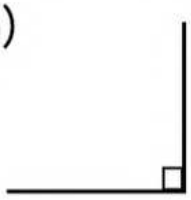
Instructions Measure the angles and label them acute, right or obtuse

1) 

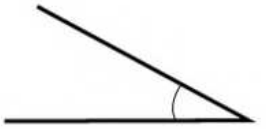
2) 

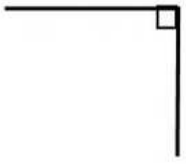
3) 

4) 

5) 

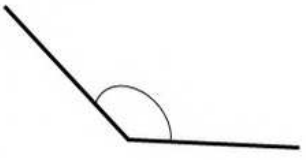
7) 

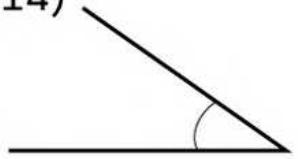
8) 

9) 

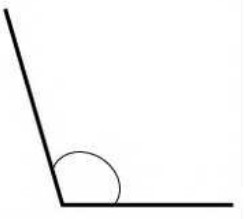
10) 

11) 

13) 

14) 

15) 

16) 

PREVIEW

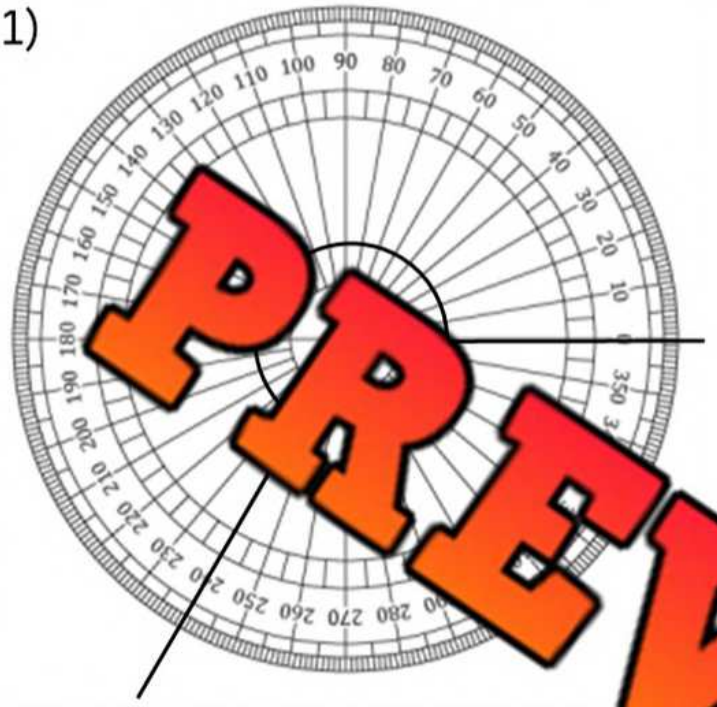
Name: _____ 152

Curriculum Connection
E2.2

Using Printed Protractor – Angles Up To 360°

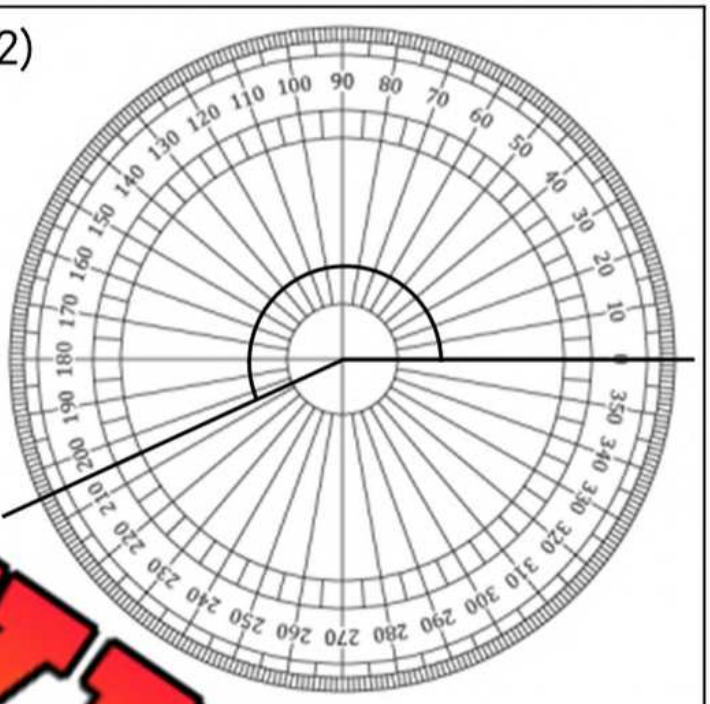
Instructions Measure the angles below using the circular protractor

1)



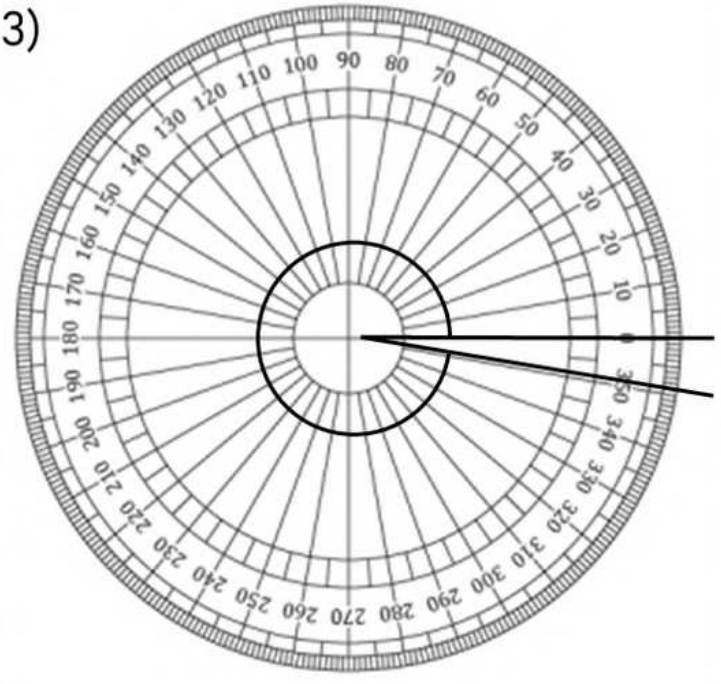
Angle = Type of Angle =

2)



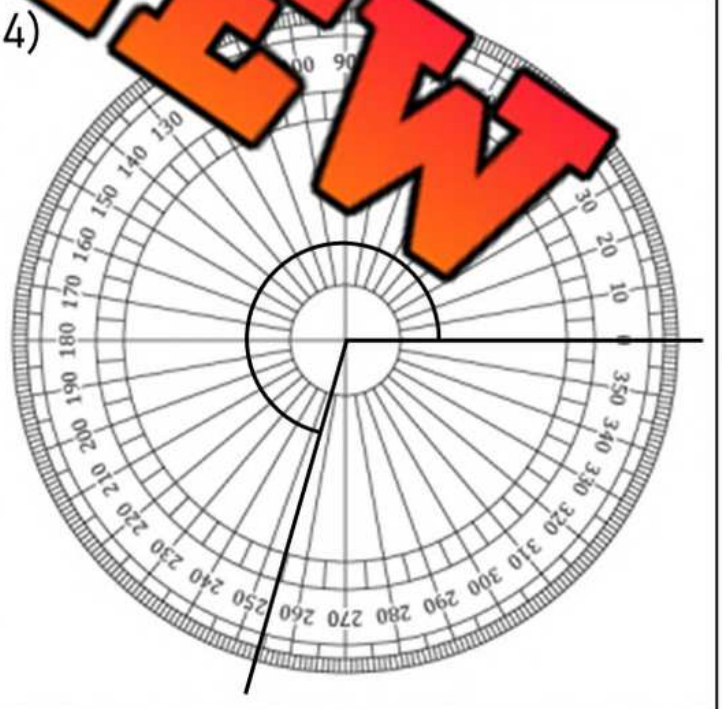
Angle = Type of Angle =

3)



Angle = Type of Angle =

4)



Angle = Type of Angle =

PREVIEW

Name: _____ 154

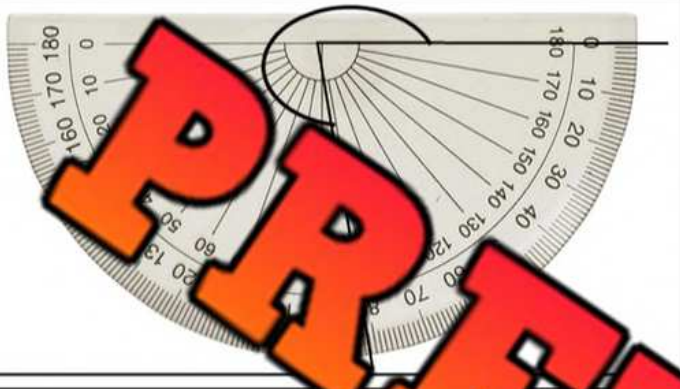
Curriculum Connection
E2.2

Measuring Angles Up To 360°

We can measure reflex angles that are larger than 180° by using a circular protractor or a semi-circular protractor.

When using a semi-circular protractor, you can use one of two strategies:

1) Measure the angle starting with 180° and add 180°
2) Measure the remaining angle from 0° and subtract 360°



Solution

Strategy 1

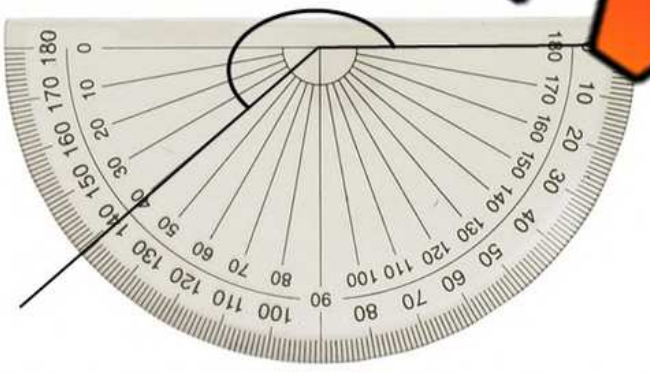
180 + 100 = 280

Strategy 2

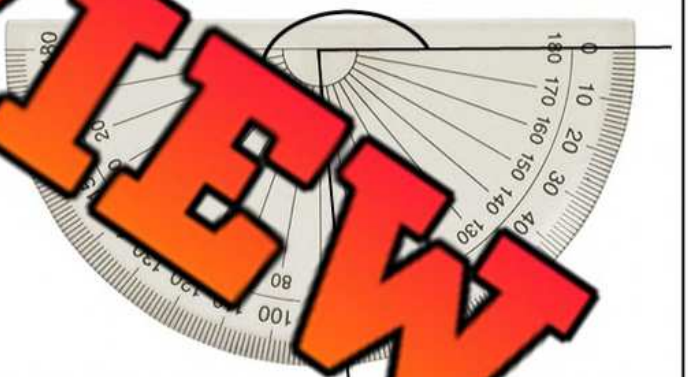
360 - 80 = 280

PREVIEW

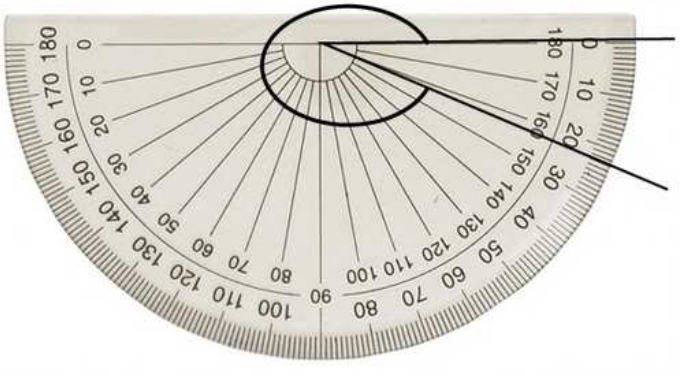
Instructions Measure [illegible] ex [illegible] w



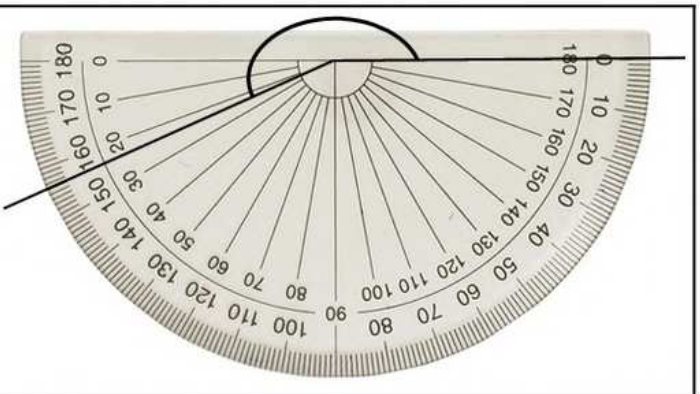
1) Angle Size =



2) Angle Size =



3) Angle Size =



4) Angle Size =

Name: _____ 156

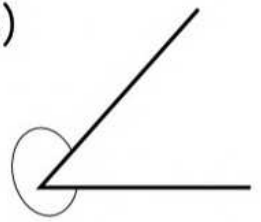
Curriculum Connection
E2.2

Measuring Angles Up To 360°

Instructions Measure the angles below

1) 

2) 

3) 

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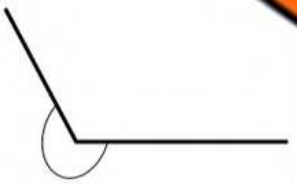
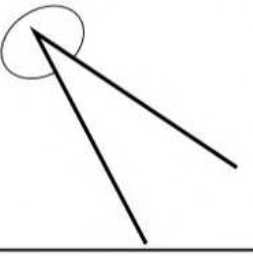
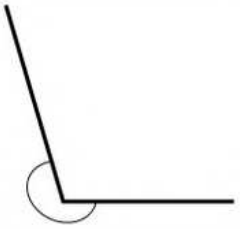
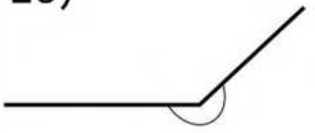
5) 

7) 

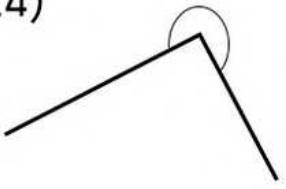
8) 

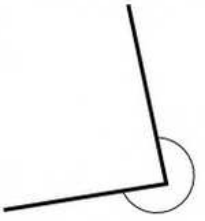
9) 

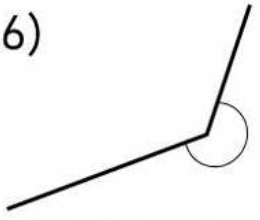
10) 

11) 

13) 

14) 

15) 

16) 

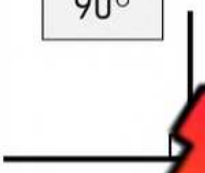
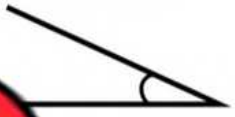
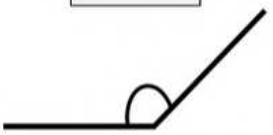
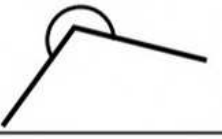
PREVIEW

Name: _____ 159

Curriculum Connection
E2.2

Constructing Angles - Estimating

Use your knowledge of obtuse, acute, right, and reflex angles to help you estimate the angle measurements below. You can also use these angles to assist you with your estimations.

Right Angle	Acute Angle	Obtuse Angle	Straight Angle	Reflex Angle
90°	45°	140°	180°	250°
				

PREVIEW

Part 1 Draw th[illegible] below using the line provided

1)	2)	3)	4)
∠= 75°	∠=35°	[illegible]°	∠= 220°

Part 2 Draw the angles below

1)	2)	3)	
∠= 30°	∠= 110°	∠= 280°	∠= 350°

5)	6)	7)	8)
∠= 210°	∠= 310°	∠= 60°	∠= 130°

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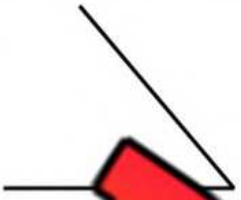
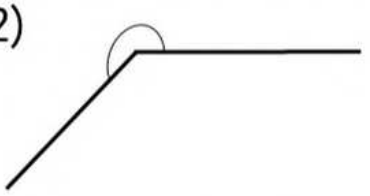
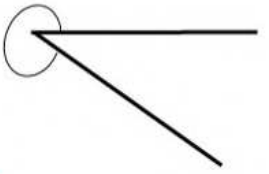
Name: _____ 160

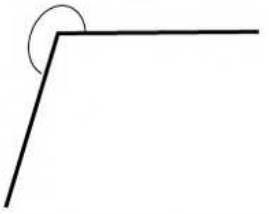
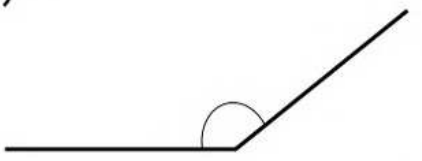
Curriculum Connection
E2.2

Constructing Angles - Estimating – Multiple Choice

Instructions Circle which angle you think it is. Do not use a protractor

1) 	2) 	3) 
a) ∠=	a) ∠= 95°	a) ∠= 171°
b) ∠= 80°	b) ∠= 100°	b) ∠= 9°
c) ∠= 1	c) ∠= 225°	c) ∠= 50°
d) ∠= 1	) ∠= 290°	d) ∠= 85°

4) 		6) 
a) ∠= 168°	a) ∠= 60	∠= 90°
b) ∠= 50°	b) ∠= 120°	180°
c) ∠= 120°	c) ∠= 10°	
d) ∠= 10°	d) ∠= 160°	

7) 	8) 	9) 
a) ∠= 50°	a) ∠= 75°	a) ∠= 40°
b) ∠= 160°	b) ∠= 190°	b) ∠= 30°
c) ∠= 20°	c) ∠= 255°	c) ∠= 140°
d) ∠= 100°	d) ∠= 355°	d) ∠= 170°

PREVIEW

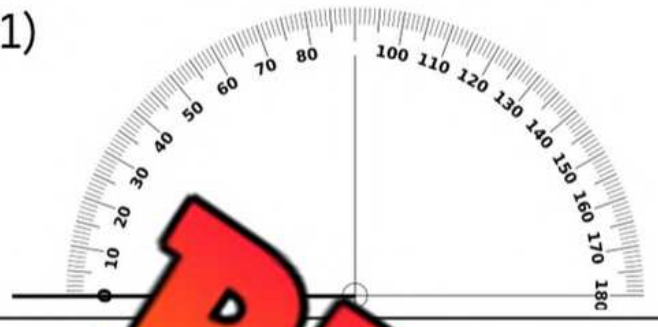
Name: _____ 161

Curriculum Connection
E2.2

Constructing Angles Up To 180°

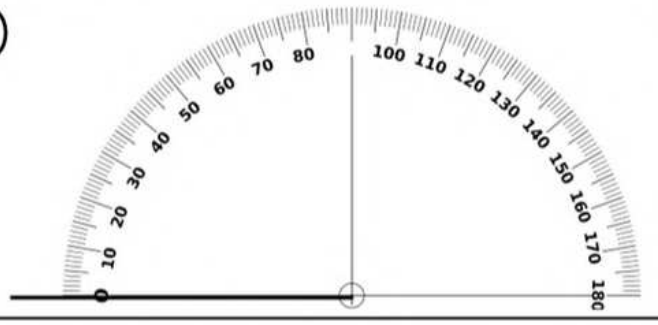
Instructions Construct the angles and label them acute, right or obtuse

1)



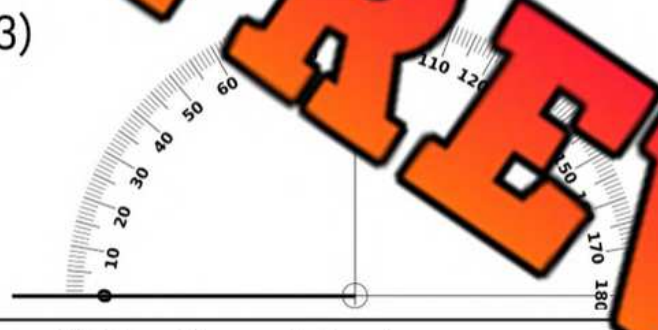
∠= 7[illegible] Type of Angle = _____

2)



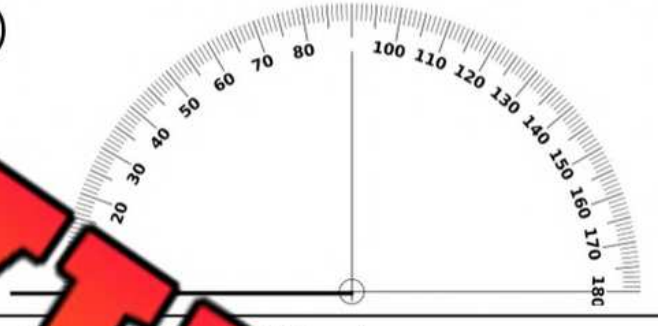
∠= 130° Type of Angle = _____

3)



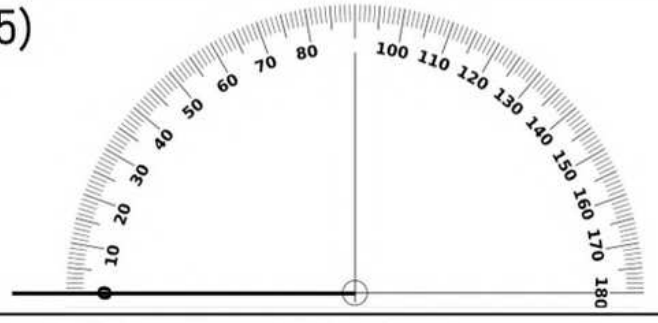
∠= 126° Type of Angle = _____

4)



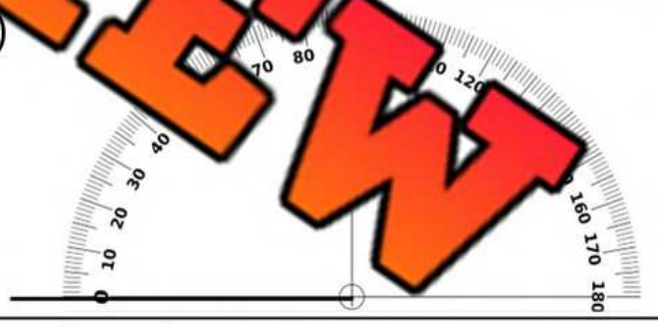
∠= [illegible] Type of Angle = _____

5)



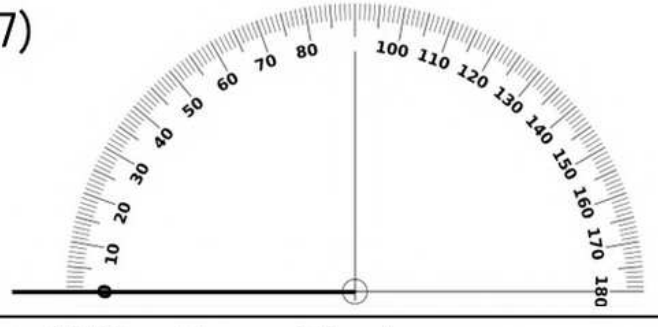
∠= 101° Type of Angle = _____

6)



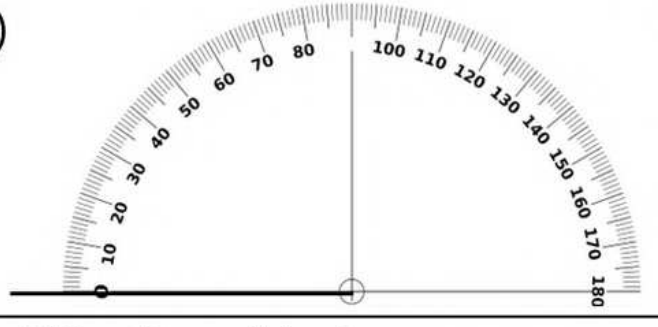
∠= 178° Type of Angle = _____

7)



∠= 156° Type of Angle = _____

8)



∠= 71° Type of Angle = _____

PREVIEW

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Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

Construct the angle and label it.

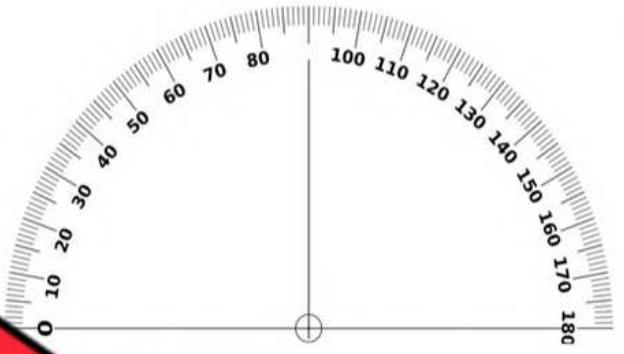


Angle = ∠= 175°

Type of Angle = _____

Name: _____

Construct the angle and label it.

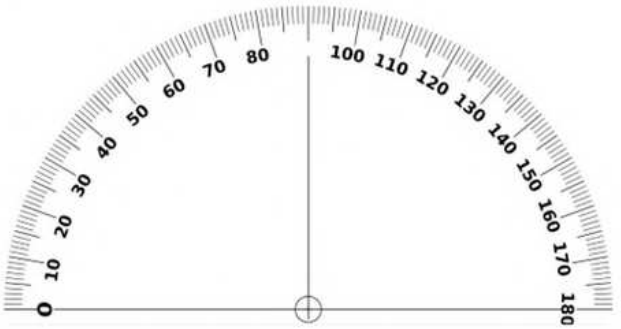


Angle = ∠= 175°

Type of Angle = _____

Name: _____

Construct the angle and label it.

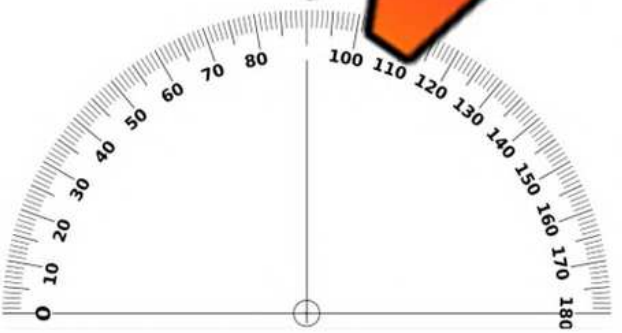


Angle = ∠= 175°

Type of Angle = _____

Name: _____

Construct the angle and label it.



Angle = ∠= 175°

Type of Angle = _____

PREVIEW

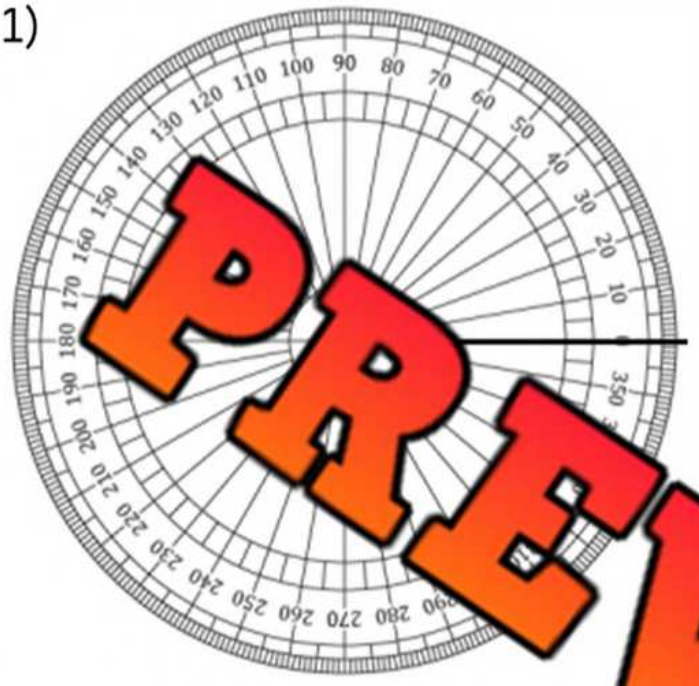
Name: _____ 163

Curriculum Connection
E2.2

Constructing Angles Up To 360°

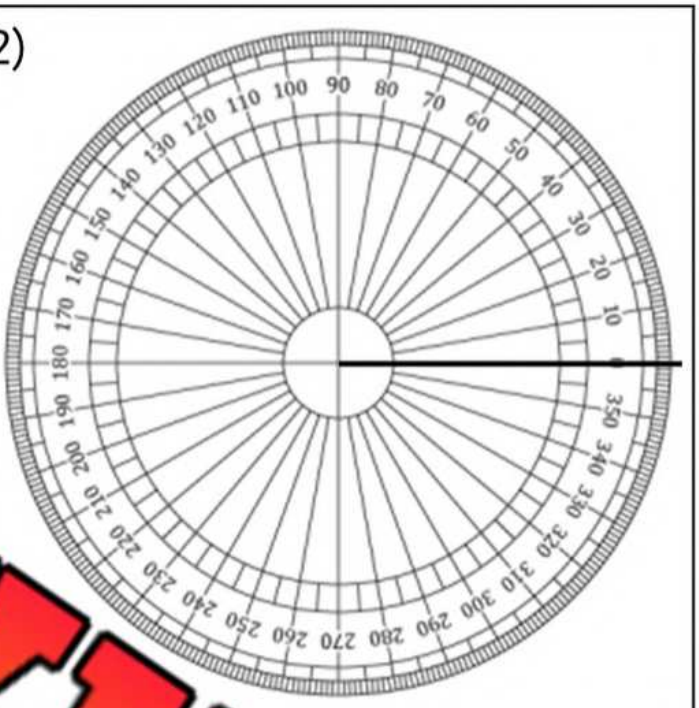
Instructions Construct the angles below

1)



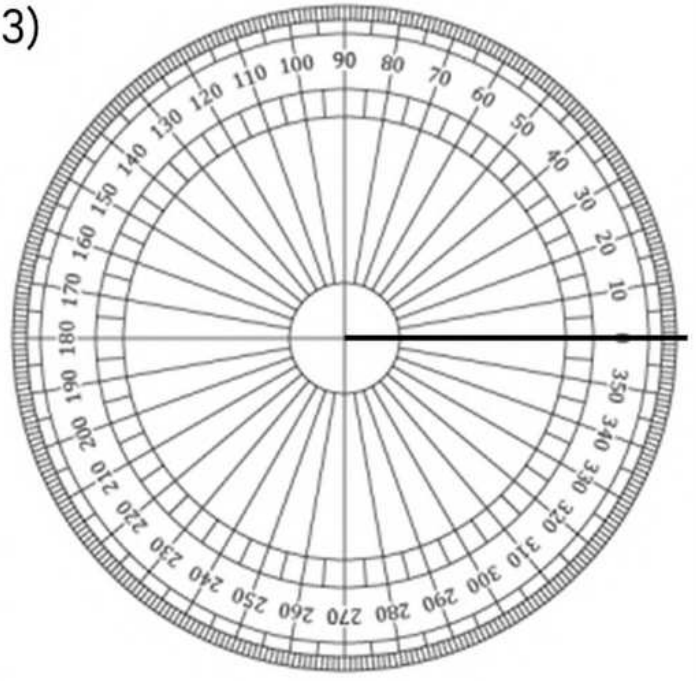
Angle = 195°

2)



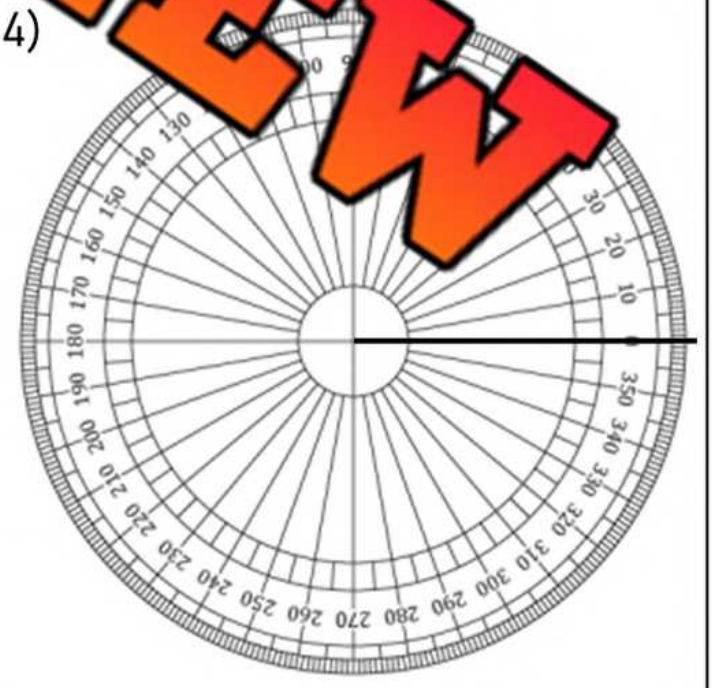
Angle = 292°

3)



Angle = 347°

4)



Angle = 262°

PREVIEW

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Name: _____ 165

Curriculum Connection
E2.2

Constructing Angles Up To 360°

Part 1 Use a protractor to draw the angles below using the line provided

1)	2)	3)
∠= 2	∠= 275°	∠= 350°

PREVIEW

Part 2 Use a prot[illegible] t[illegible] draw[illegible]les below

1)	2)	3)
∠= 287°	∠= 322°	∠= [illegible]°

4)	5)	6)
∠= 248°	∠= 318°	∠= 264°

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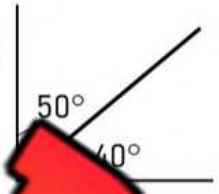
Name: _____ 167

Curriculum Connection
E2.3

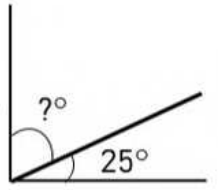
Complementary Angles

Complementary Angles are two angles that add up to 90°. Therefore, the angles 40° and 50° are complementary angles because they add up to 90°. Together, complementary angles add up to make a right angle.

Example:



We can determine the missing complementary angle by subtracting the known angle from 90.

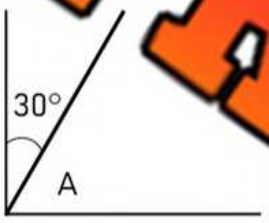


90 – 25 = ?
? = 65

Practi… …te … the complementary angles

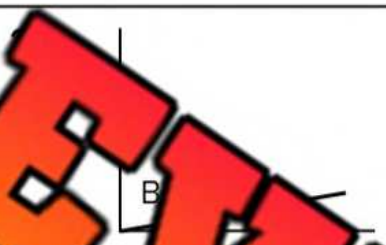
PREVIEW

1)



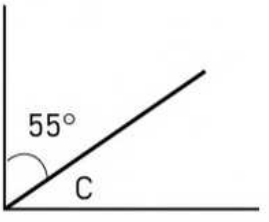
∠A= _____°

2)



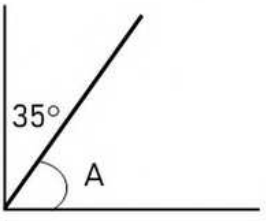
_____°

3)



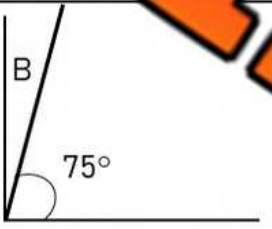
∠C= _____°

4)



∠A= _____°

5)



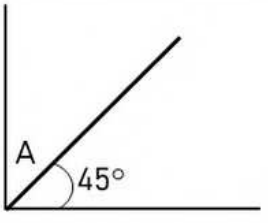
∠B= _____°

6)



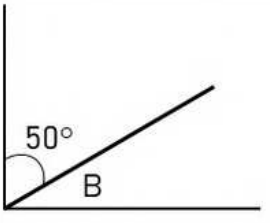
∠C= _____°

7)



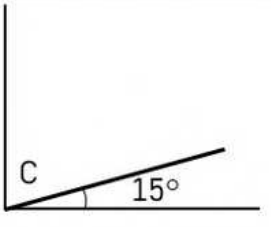
∠A= _____°

8)



∠B= _____°

9)



∠C= _____°

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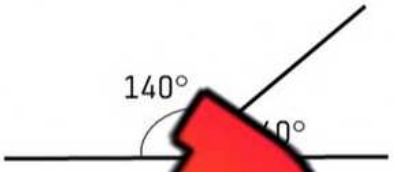
Name: _____ 169

Curriculum Connection
E2.3

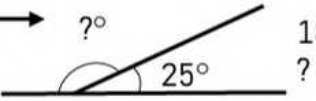
Supplementary Angles

Supplementary Angles are two angles that add up to 180°. You will notice that two supplementary angles make a straight angle of 180°.

Example:



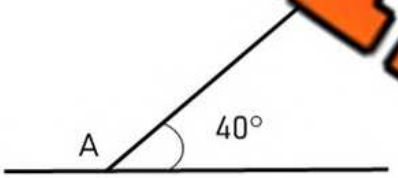
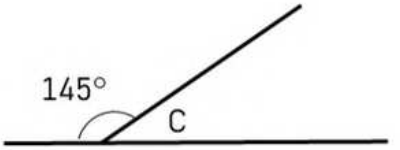
We can determine the missing supplementary angle by subtracting the known angle from 180.

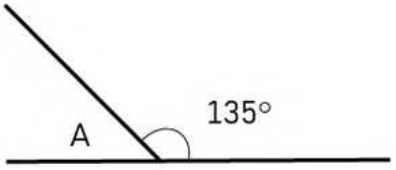
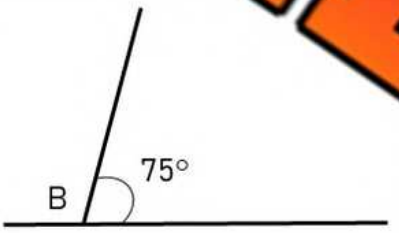


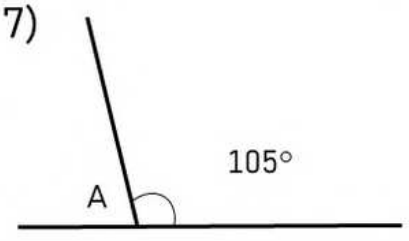
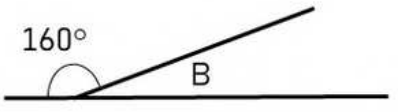
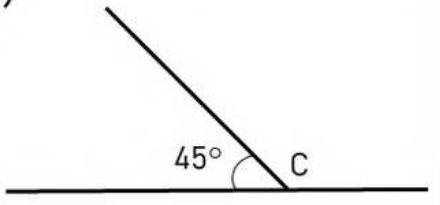
180 – 25 = ?
? = 155

Pract ne the supplementary angles

PREVIEW

1) 		3) 
∠A= _____°	∠B= _____°	∠C= _____°

4) 	5) 	
∠A= _____°	∠B= _____°	∠C= _____°

7) 	8) 	9) 
∠A= _____°	∠B= _____°	∠C= _____°

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Curriculum Connection
E2.3

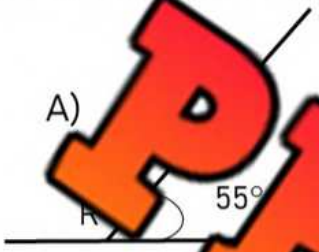
Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

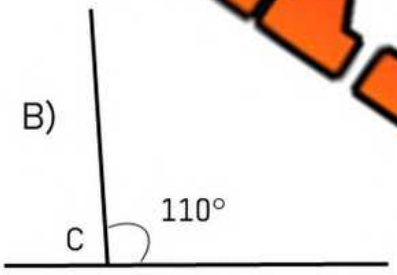
Determine the supplementary angles

A)



∠R = _____°

B)

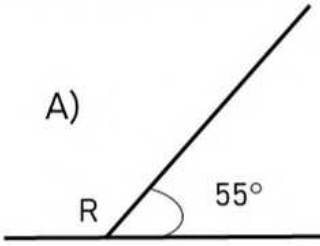


∠C = _____°

Name: _____

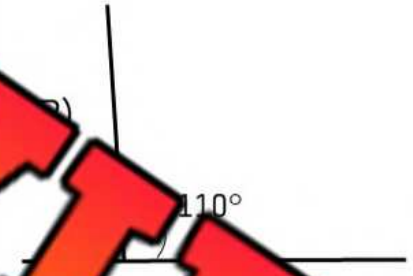
Determine the supplementary angles

A)



∠R = _____°

B)

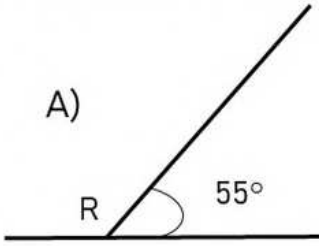


∠C = _____°

Name: _____

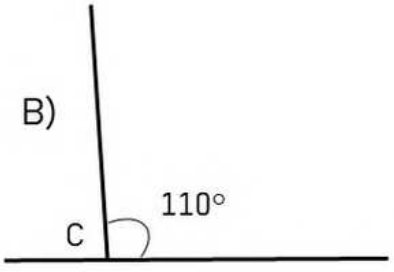
Determine the supplementary angles

A)



∠R = _____°

B)

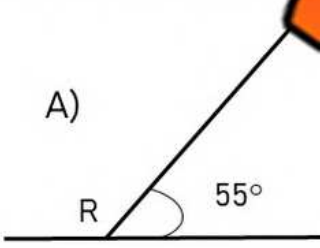


∠C = _____°

Name: _____

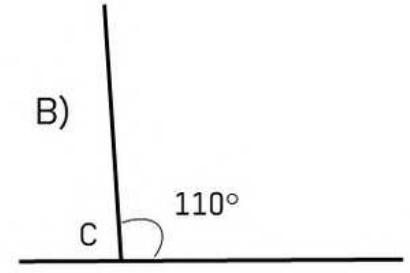
Determine the supplementary angles

A)



∠R = _____°

B)



∠C = _____°

PREVIEW

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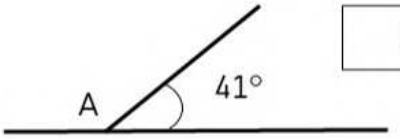
Name: _____ 172

Curriculum Connection
E2.3

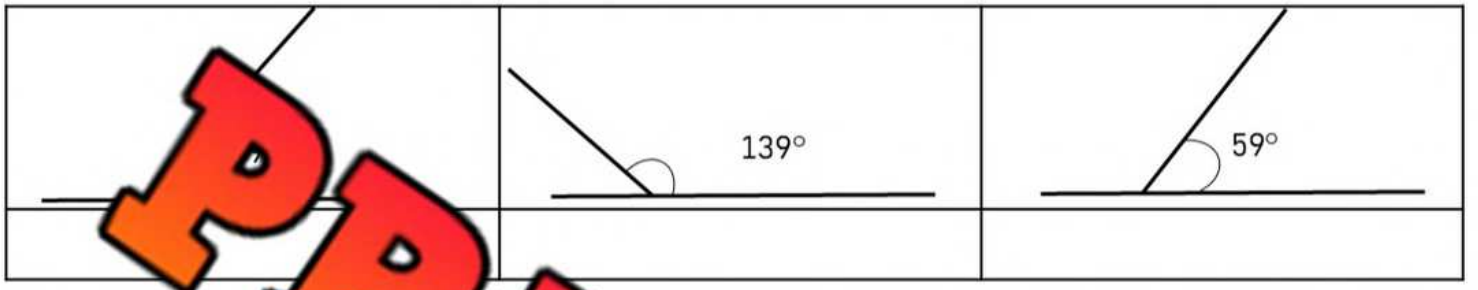
Complementary and Supplementary Angles

Part 1 Analyze the angles below. Are they complementary, supplementary or neither?

1)



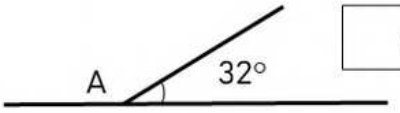
Original Angle



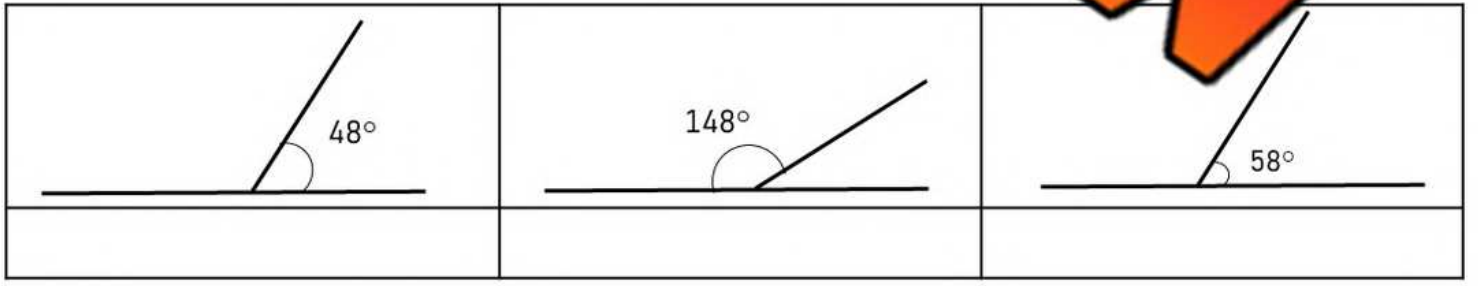
Original Angle



3)



Origin gle



PREVIEW

Part 2 Fill in the table by writing in the complementary and supplementary angles.

Angle	Supplementary	Complementary
42		
58		

Angle	Supplementary	Complementary
77		
23		

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Curriculum Connection
E2.3

Complementary and Supplementary Angles

Part 1 — Write the complementary angle for each angle below

#	Angle	Complementary
1	42°	
2	67°	
3		
4		

#	Angle	Complementary
5	41°	
6	64°	
7	77°	
8	18°	

Part 2 — Are the given pairs of angles complementary? Yes or No?

#	Pair	Yes/No
1	51°, 39°	
2	72°, 8°	
3	130°, 50°	

#	Pair	Yes/No
4	46°, 44°	
6	68°, 22°	
6	°, 67°	

Part 3 — Write the supplementary angle for each angle below

#	Angle	Supplementary
1	132°	
2	127°	
3	156°	
4	123°	

#		Supplementary
5	14	
6	165°	
7	173°	
8	115°	

Part 4 — Are the given pairs of angles supplementary? Yes or No?

#	Pair	Yes/No
1	145°, 45°	
2	56°, 34°	
3	125°, 55°	

#	Pair	Yes/No
4	166°, 14°	
5	48°, 122°	
6	116°, 64°	

PREVIEW

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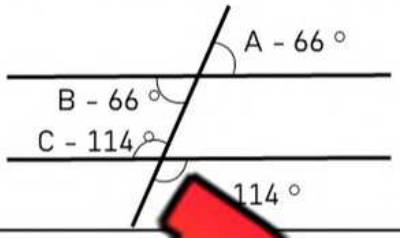
Curriculum Connection
E2.3

Introduction – Opposite Angles

Opposite angles are a pair of angles that are directly opposite to each other and are formed by two intersecting lines.



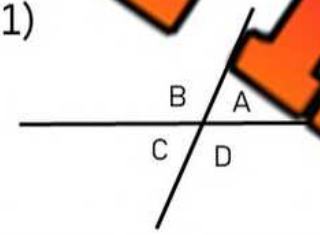
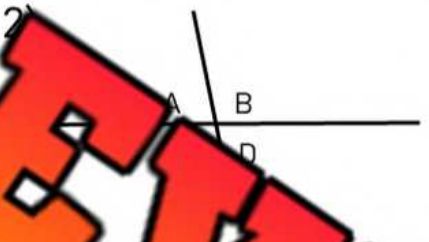
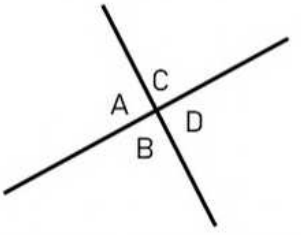
Angles A and B are opposite angles that are congruent, meaning they have the same angle measurement.

Angles C and D are also opposite angles which means they have the same angle measurements.

PREVIEW

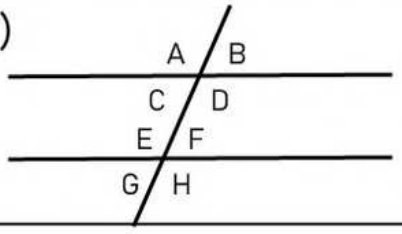
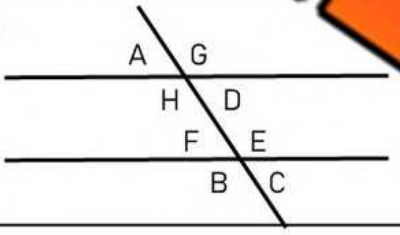
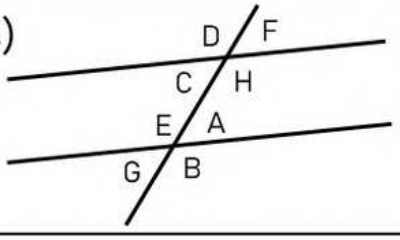
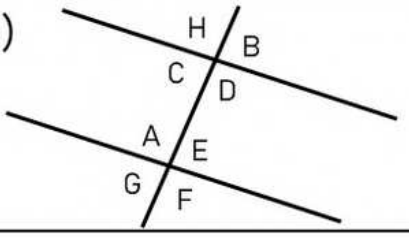
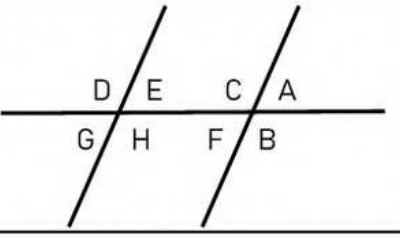
Part 1

Which angles are opposite in the two intersecting lines below

1)	2)	3)
		
___, ___ and ___, ___	___, ___ and ___, ___	___, ___ and ___, ___

Part 2

Which angles are opposite in the intersecting lines below

1)	2)	3)
		
___, ___ and ___, ___ ___, ___ and ___, ___	___, ___ and ___, ___ ___, ___ and ___, ___	___, ___ and ___, ___ ___, ___ and ___, ___
4)	5)	6)
		
___, ___ and ___, ___ ___, ___ and ___, ___	___, ___ and ___, ___ ___, ___ and ___, ___	___, ___ and ___, ___ ___, ___ and ___, ___

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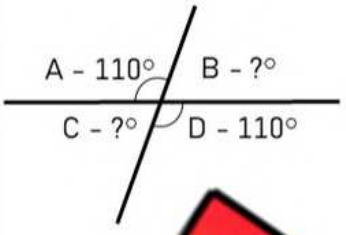
Name: _____ 175

Curriculum Connection
E2.3

Determining Angles Using Opposite and Supplementary Angles

Opposite angles are a pair of angles that are directly opposite to each other and are formed by two intersecting lines.



If we know the value of angle A, we know that the opposite angle, D is the same.

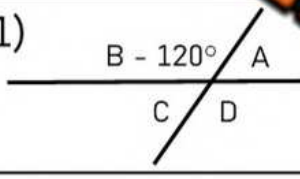
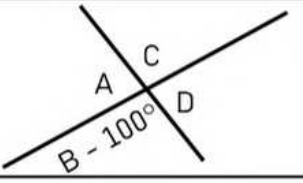
We can also use our knowledge of supplementary angles to determine other missing angles. We have learned that angles A and B are supplementary, meaning they need to equal up to 180. Angles C and D, A and C, and B and D are all supplemental as well.

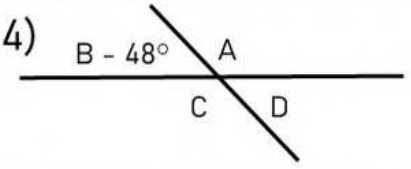
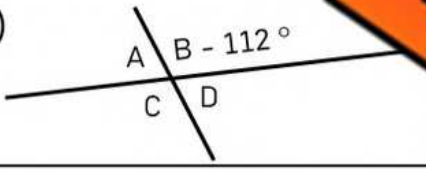
Therefore, we can calculate B by subtracting 180 from A.
B = 180 - 110, therefore B = 70°. Since C is an opposite angle, it is also 70°

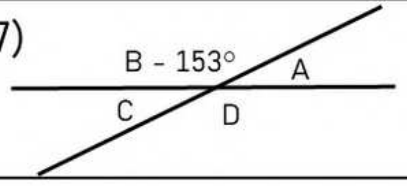
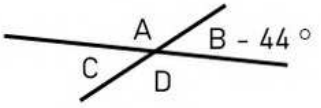
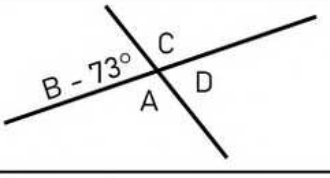
PREVIEW

Questions

Find the value of the unknown angle measurements

1) 	2) 	3) 
A =	A =	A =
C =	C =	
D =	D =	

4) 	5) 	6)
A =	A =	A =
C =	C =	C =
D =	D =	D =

7) 	8) 	9) 
A =	A =	A =
C =	C =	C =
D =	D =	D =

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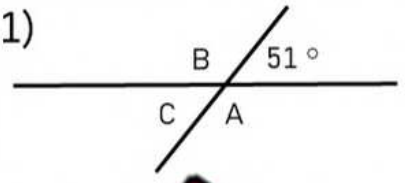
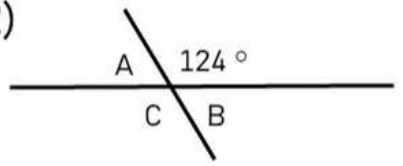
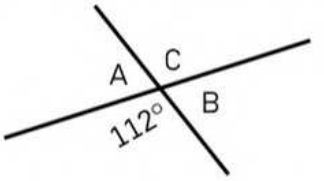
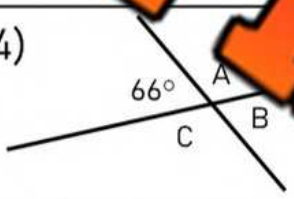
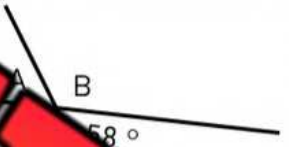
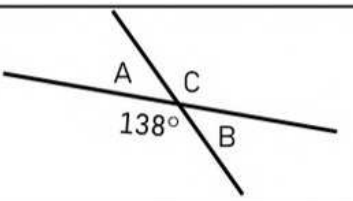
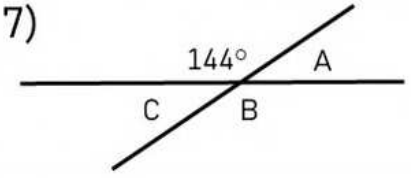
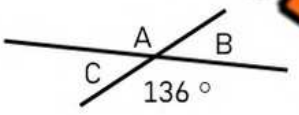
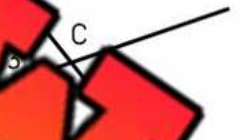
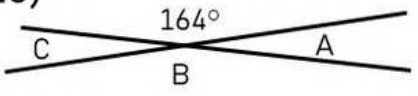
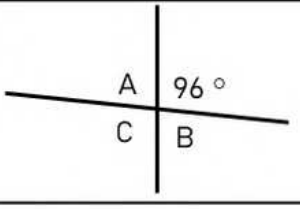
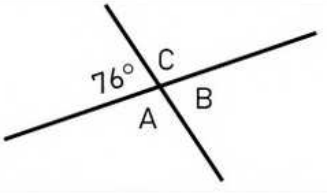
Name: _____ 176

Curriculum Connection
E2.3

Determining Angles Using Opposite and Supplementary Angles

Questions Find the values of the unknown angle measurements

1) 	2) 	3) 
A = 129	A =	A =
B = 129	B =	B =
C = 51	C =	C =
4) 		6) 
A =		A =
B =	B =	B =
C =	C =	
7) 	8) 	
A =	A =	A =
B =	B =	B =
C =	C =	C =
10) 	11) 	12) 
A =	A =	A =
B =	B =	B =
C =	C =	C =

PREVIEW

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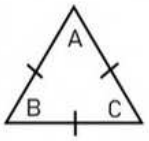
Curriculum Connection
E2.3

Interior Angles - Triangles

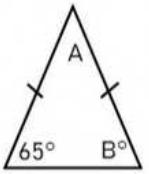
Interior angles are the angles inside a shape. The interior angles of a triangle will always equal 180°. We can use this information to solve for unknown angle measurements.



All angles are the same. Therefore, all angles = 60°

+ 60 = 180

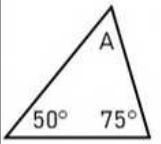
Equil gle



Two angles are the same. Therefore, angle A = 50°

65 + 65 + A = 180
A = 50°

Isosceles Triangle



All angles are different. Therefore, angle A = 55°

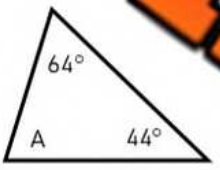
50 + 75 + A = 180
A = 55°

Scalene Triangle

Instruc values of the unknown angle measurements

PREVIEW

1)

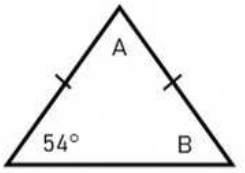


A =



A =

3)



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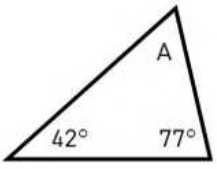

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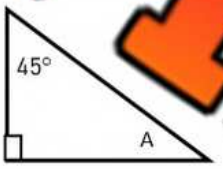

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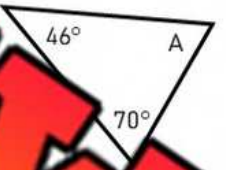

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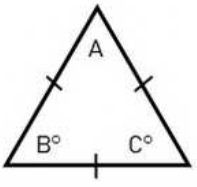

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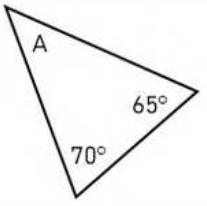

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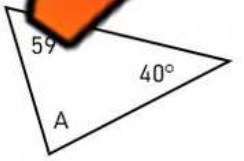
9)



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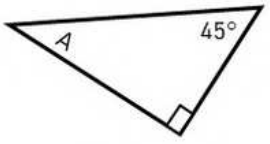

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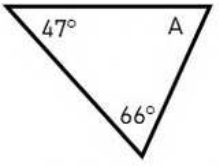

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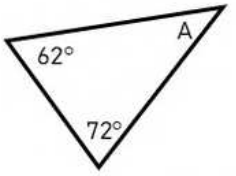

A =

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Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

1) Find the missing angle in the triangles below



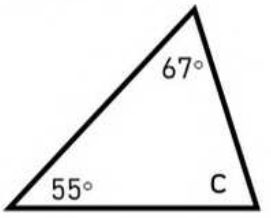
C = _____

2) Maria cuts a cake into 10 equal slices. Each isosceles triangle slice has two angles of 35°. What is the third angle?

_____

Name: _____

1) Find the missing angle in the triangles below



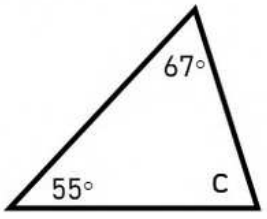
C = _____

2) Maria cuts a cake into 10 equal slices. Each isosceles triangle slice has two angles of 35°. What is the third angle?

_____

Name: _____

1) Find the missing angle in the triangles below



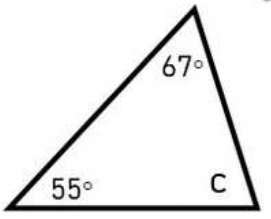
C = _____

2) Maria cuts a cake into 10 equal slices. Each isosceles triangle slice has two angles of 35°. What is the third angle?

_____

Name: _____

1) Find the missing angle in the triangles below



C = _____

2) Maria cuts a cake into 10 equal slices. Each isosceles triangle slice has two angles of 35°. What is the third angle?

_____

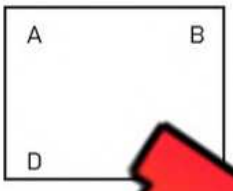
PREVIEW

Name: _____ 180

Curriculum Connection
E2.3

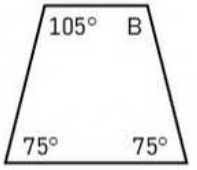
Interior Angles - Quadrilaterals

Interior angles are the angles inside a shape. The interior angles of a quadrilateral will always equal 360°. We can use this information to solve for unknown angle measurements.



A rectangle has 4 equal angles that are 90°.

__ + __ + __ + __ = 360
90 + 90 + 90 + 90 = 360

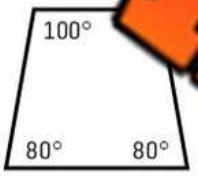


The trapezoid has 2 pairs of equal angles.

75 + 75 + 105 + B = 360
B = 105

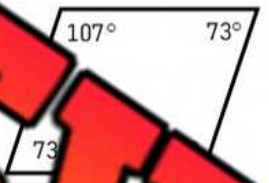
Instru[illegible]s [illegible] values of the unknown angle measurements

1)



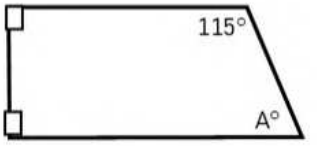
A =

2)



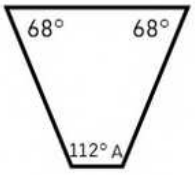
A =

3)



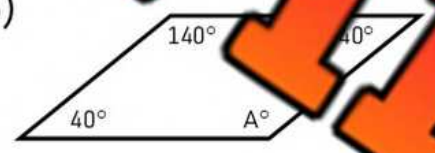
A =

4)

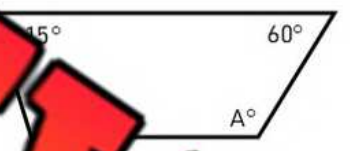


A =

5)

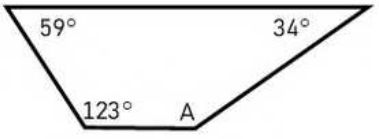


A =



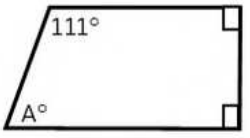
A =

7)



A =

8)



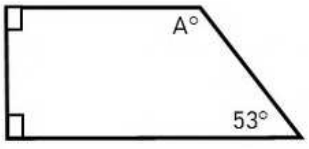
A =

9)



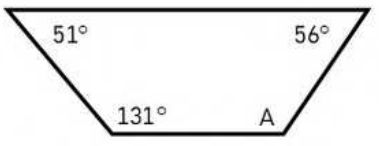
A =

10)



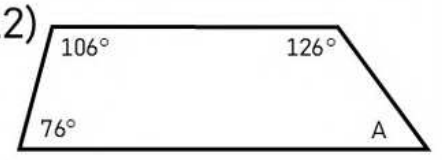
A =

11)



A =

12)



A =

PREVIEW

Name: _____ 182

Curriculum Connection
E2.3

Escape Room Math: Angle Adventures

Objective

What are we learning about?

Students will practice measuring and calculating the interior angles of quadrilaterals and triangles through a fun and interactive escape room game, enhancing their geometric skills and problem-solving abilities.

Materials

What you will need for the activity.

- In
- P tors
- Envelopes (f s)
- Small loc (or c tion locks)
- Boxes or sma ainer and keys)
- Markers or pens
- Timer (optional)



Instructions

How you will compl activi

1. Prepare a series of math problems involv easur culating the interior angles of quadrilaterals and triangl Writ p bl on a separate index card and place each card in an envelope.
2. Set up the classroom as an "escape room" with differ stati will have a box or container with a lock, containing the next e.
3. Divide the students into small groups. Explain that they must solv e angle problems to find the keys or combinations to escape the room.
4. Give each group the first envelope with the initial problem. Once they solve the problem and measure or calculate the angles correctly, they will receive a key or combination to unlock the next box (they can come to you for verification or have a student helper).
5. Each group will move from station to station, solving problems and collecting keys or combinations. Use small locks and keys or combination locks to add a layer of challenge.
6. The first group to solve all the problems and "escape" from the room wins the game.

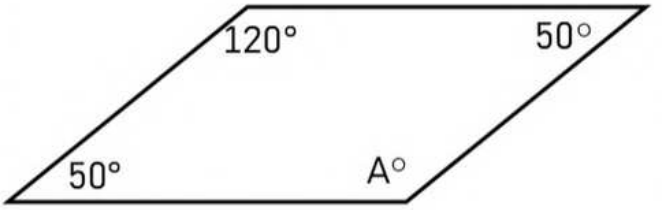
PREVIEW

Name: _____ 183

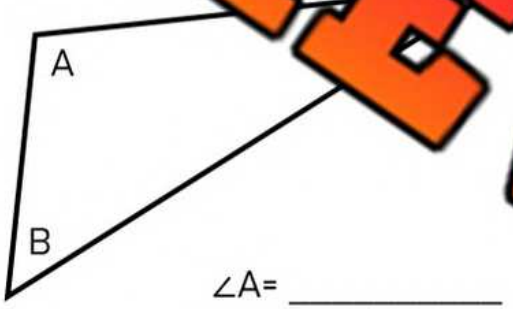
Curriculum Connection
E2.3

Math Cards | Cut out the math cards below

A quadrilateral has interior angles of 90°, 85°, and 95°. Calc[illegible] the fourth angle.



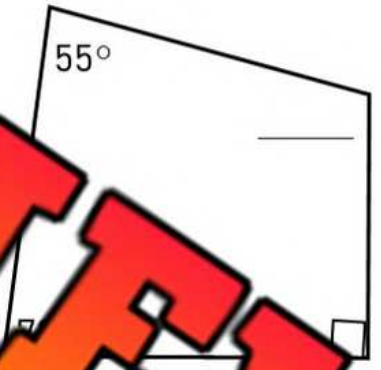
A = _____



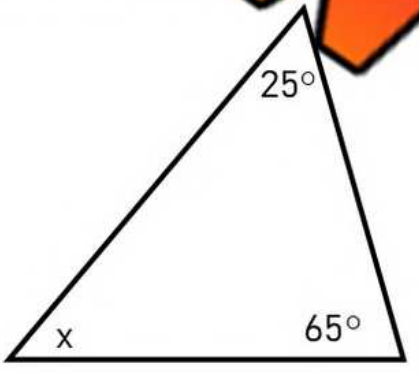
∠A= _____

∠B= _____

∠C= _____



Measure the angles of a triangle with one angle of 80° and another angle of 70°.



X = _____

PREVIEW

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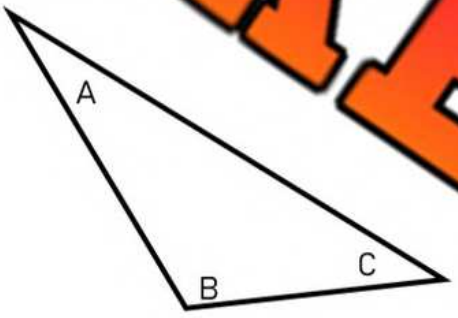
Name: _____ 185

Curriculum Connection
E2.3

Math Cards | Cut out the math cards below

A carpenter is constructing a triangular frame. Two of the angles in the triangle measure 45° and 90°. What is the measurement of the third angle?

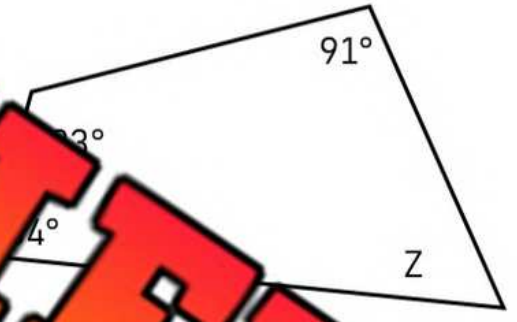
In a kite, two of the angles measure 65° and 115°. What are the measurements of the other two angles if they are equal?



∠A= _____

∠B= _____

∠C= _____



Z = _____

An architect is designing a triangular window with two equal angles measuring 50°. What is the measurement of the third angle in the window?

In a trapezoid, two of the angles measure 70° and 110°. If the other two angles are equal, what are their measurements?

PREVIEW

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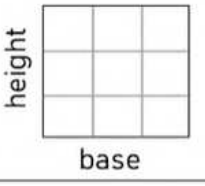
Name: _____ 187

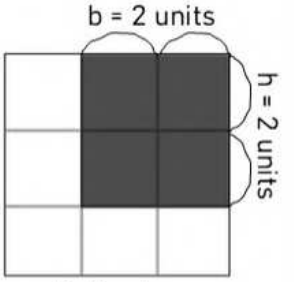
Curriculum Connection
E2.4

Area – Units Squared

When we calculate the area of a shape, we can use the following formula

A = base (b) x height (h)



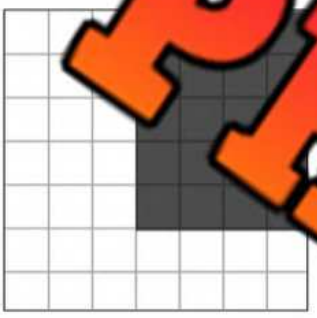


A= b x h
A = 2 x 2
A = 4 units²

Instruction. Find the area of the shapes below

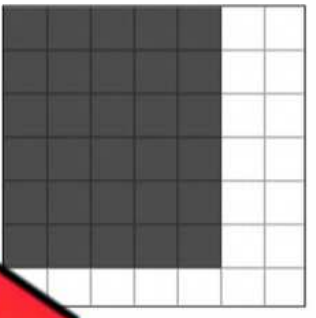
PREVIEW

1)



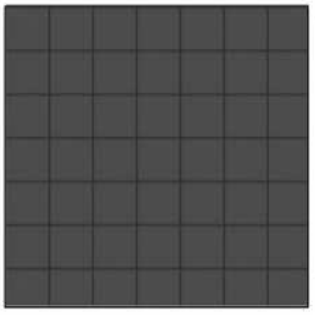
x h
___
=

2)



A= b x h
A = __ x __
A = ___ units²

3)

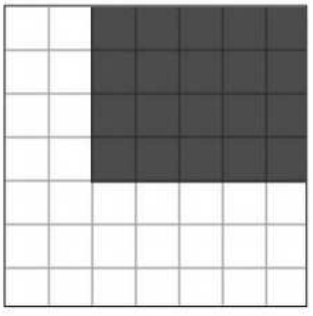


A= b x h
A = ___ x ___
A = ___ units²



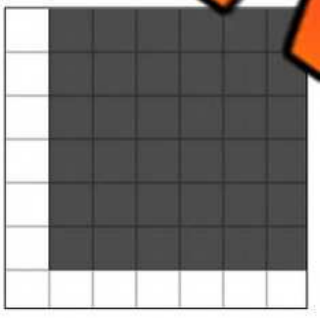
A= b x h
A = ___ x ___
___ units²

5)



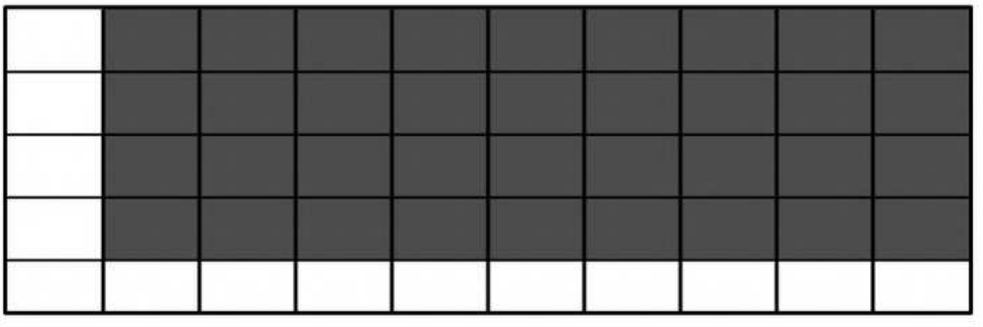
A= b x h
A = ___ x ___
A = ___ units²

6)



A
A = ___ x ___
A = ___ units²

7)



A= b x h
A = ___ x ___
A = ___ units²

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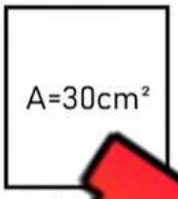
Name: _____ 192

Curriculum Connection
E2.4

Finding the Missing Information

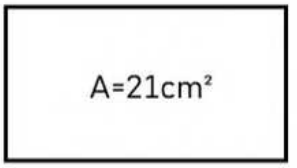
Instructions Find the missing value (A= b x h)

1)



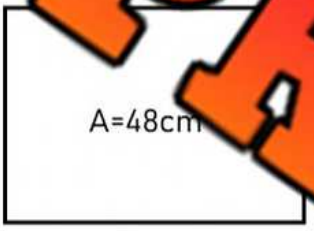
Base = _____
Height = _____
Area = _____

2)

3cm 

Base = _____
Height = _____
Area = _____

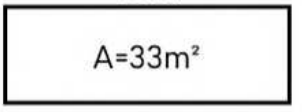
3)



Base = _____
Height = _____
Area = _____

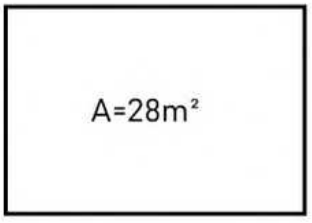
4)

11m



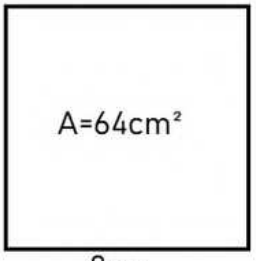
Base = _____
Height = _____
Area = _____

5)

4m 

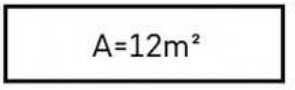
Base = _____
Height = _____
Area = _____

7)



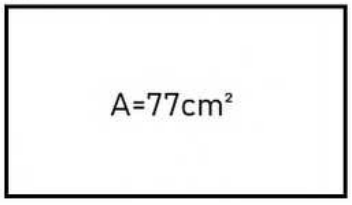
Base = _____
Height = _____
Area = _____

8)

1m 

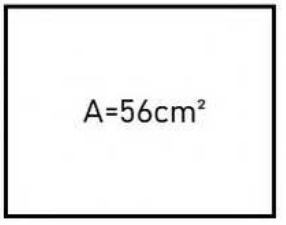
Base = _____
Height = _____
Area = _____

9)



Base = _____
Height = _____
Area = _____

10)

7cm 

Base = _____
Height = _____
Area = _____

PREVIEW

Curriculum Connection
E2.4

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

1) Find the missing value (A= b x h)



8cm

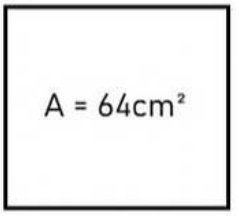
Base = _____
Height = _____
Area = _____

2) A rectangular billboard has an area of 150 cm². The height of the billboard is 15 cm. What is the base?

_____

Name: _____

1) Find the missing value (A= b x h)



8cm

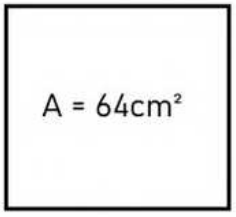
Base = _____
Height = _____
Area = _____

2) A rectangular billboard has an area of 150 cm². The height of the billboard is 15 cm. What is the base?

_____

Name: _____

1) Find the missing value (A= b x h)



8cm

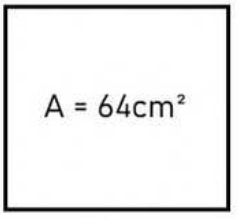
Base = _____
Height = _____
Area = _____

2) A rectangular billboard has an area of 150 cm². The height of the billboard is 15 cm. What is the base?

_____

Name: _____

1) Find the missing value (A= b x h)



8cm

Base = _____
Height = _____
Area = _____

2) A rectangular billboard has an area of 150 cm². The height of the billboard is 15 cm. What is the base?

_____

PREVIEW

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Name: _____ 196

Curriculum Connection
E2.4

Task Cards: Area Calculation Expedition

Objective

What are we learning about?

Students will develop their skills in determining the area of different shapes, enhancing their understanding of geometry through an interactive and engaging activity.

Materials

What you will need for the activity.

- 2/
- for answers
- Pen



Instructions

the activity

1. Start by explaining the c of c a area for both regular and irregular polygons. Highlight how this now rious real-life contexts.
2. Pair up the students and provide ea pair wit r se task cards.
3. Hand out an answer recording sheet to eac for ir solutions.
4. Foster teamwork by encouraging students to work with partner to solve the area problems.
5. Allow students to choose any task card to start with, and let the kn can complete the cards in any order they prefer.
6. Instruct students to record the letter of their chosen answer (A, B, or C) on their answer sheet next to the task card's number.
7. Use a timer to create a dynamic and competitive environment, adjusting the duration to fit the lesson's objectives and complexity.
8. After the activity, review the answers as a class, discussing any challenging problems and the strategies used to solve them.
9. Encourage students to reflect on the activity by sharing the methods they used and any obstacles they encountered.

PREVIEW

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Name: _____ 198

Curriculum Connection
E2.4

Task Cards | Cut out the task cards below

Card 9:

A rectangular field has an area of 250m². If the width is 25m, what is the length?

Card 13:

A rectangular garden has a length of 16m and a width of 10m. What is the area of the garden?

Card 14:

A rectangular classroom has an area of 000cm². If the width is 15m, what is the length in m?

Card 11:

A rectangle has a length of 10m and a width of 6m. What is the area of the rectangle?

Card 1

A rectangular eet area of 80cm². If the widt s the length in m

Card 12:

A square tile has a side length of 10cm. What is the area of the tile?

Card 16:

A rectangular piece of wood has an area of 36cm². If the height is 6cm, what is the base

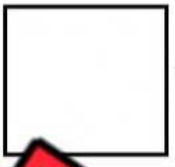
PREVIEW

Name: _____ 199

Curriculum Connection
E2.4

Task Cards | Cut out the task cards below

Card 17:



90mm

Area = _____

Card 21:



5cm

Base = _____

Height = _____

Area = _____

Card 22:

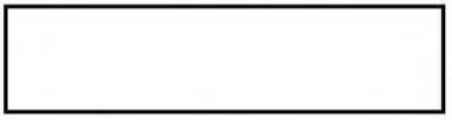


900cm

3m

Area = _____

Card 19:

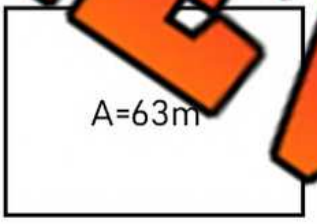


3000m

8km

Area = _____

Card 23:

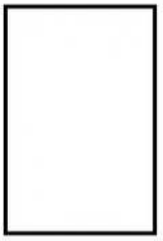


Base = _____

Height = _____

Area = _____

Card 20:



11.5m

5.3cm

Area = _____

Card 24:

3m



5400cm

Area = _____

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Curriculum Connection
E2.4

Task Cards: Area Calculation

Answers | Record your answers below

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	

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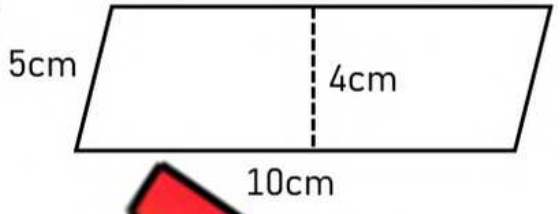
Name: _____ 201

Curriculum Connection
E2.4

Perimeter and Area of Parallelograms

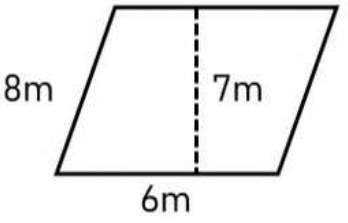
Instructions Find the perimeter and area of the parallelograms below (A= b x h)

1)



Perimeter = _____ Area = _____

2)



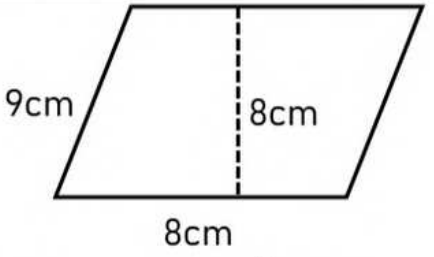
Perimeter = _____ Area = _____

3)



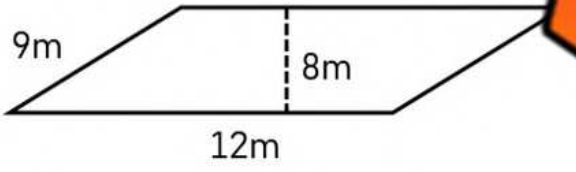
Perimeter = _____ Area = _____

4)

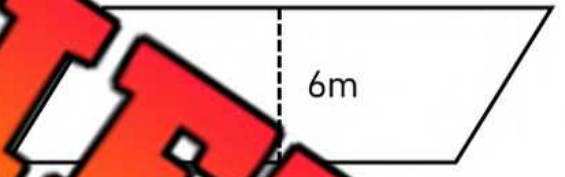


Perimeter = _____ Area = _____

5)

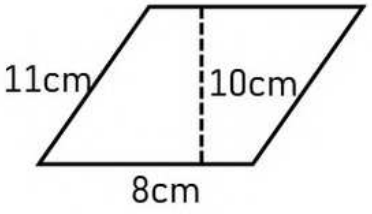


Perimeter = _____ Area = _____



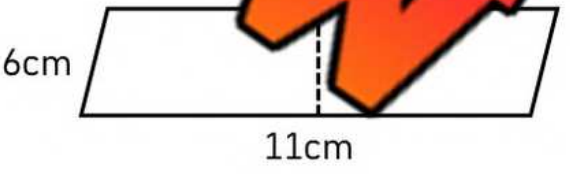
Perimeter = _____ Area = _____

7)



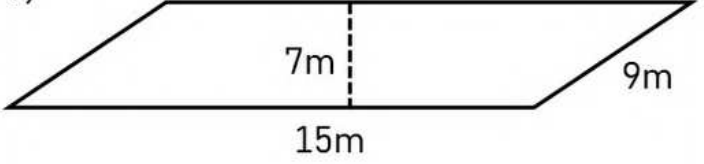
Perimeter = _____ Area = _____

8)



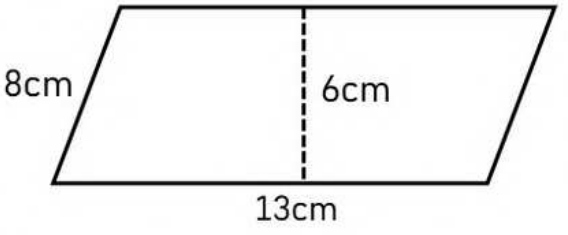
Perimeter = _____ Area = _____

9)



Perimeter = _____ Area = _____

10)



Perimeter = _____ Area = _____

PREVIEW

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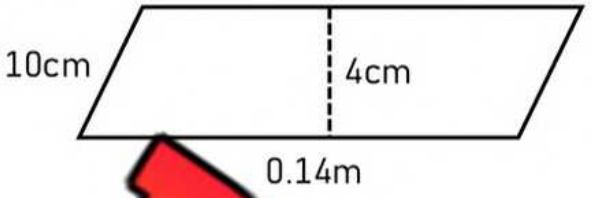
Name: _____ 203

Curriculum Connection
E2.4

Perimeter and Area of Parallelograms

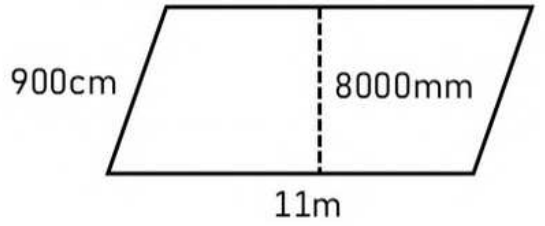
Part 1 Find the perimeter and area of the parallelograms below (A= b x h)

1)



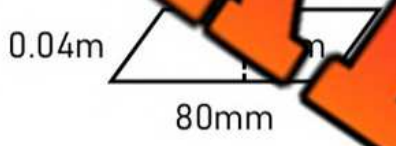
Perim _____ ea = _____

2)



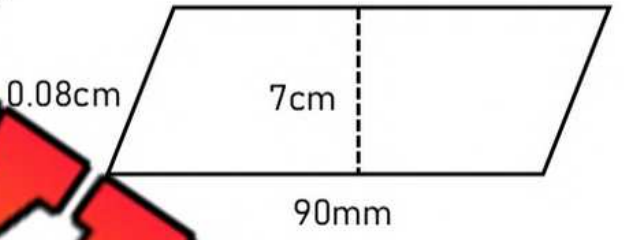
Perimeter = _____ Area = _____

3)



Perimeter = _____ Area = _____

4)

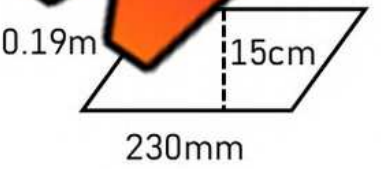


P er = Area = _____

PREVIEW

Part 2 Answer the word problems below

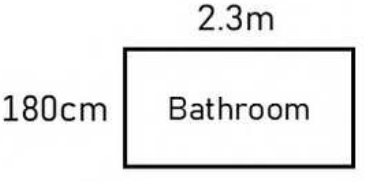
A bathroom is being tiled with parallelogram shaped tiles. The e tiles are below.



1) What is the area of the parallelogram?

2) The dimensions of the bathroom are displayed below.

a) What is the area of the bathroom?



b) How many tiles will fit in the bathroom?

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Name: _____ 204

Curriculum Connection
E2.4

Area of a Parallelograms - Word Problems

Questions | Answer the questions below

1) a) A parallelogram-shaped garden has a base of 9 meters and a height of 6 meters. One pair of the fence's opposite sides is 12 meters long each. If the gardener wants to put a fence around the garden, how much fence will they need?

b) If the f[illegible] $[illegible]50 per metre, how much will the fence cost?



2) A parallelogra[illegible]d gre[illegible]s a base of 6 meters and a height of 4 meters. The other two sides [illegible] le[illegible] each. How much room do they have inside the greenhouse to plant th[illegible]p?

3) a) A parallelogram-shaped rooftop has a base of 14[illegible] and a he[illegible]10 meters. The other pair of opposite sides of the rooftop are 18 me[illegible] each. [illegible]own[illegible] wants to know how much room there is on top of the roof so they c[illegible]stal[illegible]ow much room is there?

b) If one solar panel takes up 7 square metres, how many will they be able to fit on the roof?

c) If one solar panel is $2450, how much will they spend on solar panels?

PREVIEW

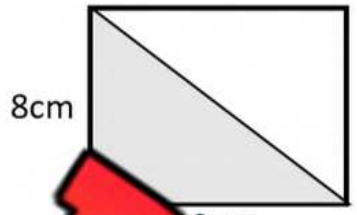
Name: _____ 205

Curriculum Connection
E2.4

Introduction – Area of a Triangle

Instruction Find the area of the triangles below (A= b x h ÷ 2)

1)

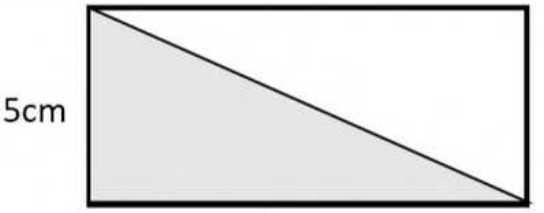


0cm

Area of a rectangle = _____

Area of a triangle = _____

2)



Area of a rectangle = _____

Area of a triangle = _____

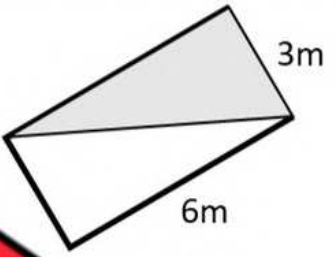
3)



Area of a rectangle = _____

Area of a triangle = _____

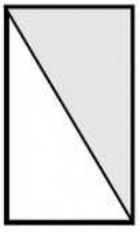
4)



rectangle = _____

gle = _____

5)



Area of a rectangle = _____

Area of a triangle = _____

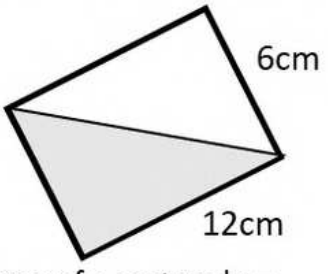
6)



Area of a square = _____

Area of a triangle = _____

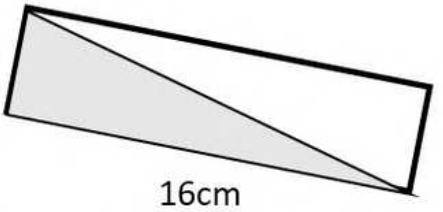
7)



Area of a rectangle = _____

Area of a triangle = _____

8)



Area of a rectangle = _____

Area of a triangle = _____

PREVIEW

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Curriculum Connection
E2.4

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

1) Find the missing value (A= b x h)



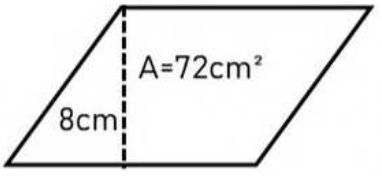
Base = _____
Height = _____
Area = _____

2) A painter is designing a triangular wall mural. The mural has a base of 3 meters and a height of 4 meters. What is the area of the mural in square meters?

_____

Name: _____

1) Find the missing value (A= b x h)



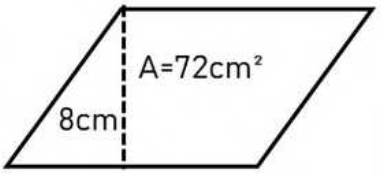
Base = _____
Height = _____
Area = _____

2) A painter is designing a triangular wall mural. The mural has a base of 3 meters and a height of 4 meters. What is the area of the mural in square meters?

_____

Name: _____

1) Find the missing value (A= b x h)



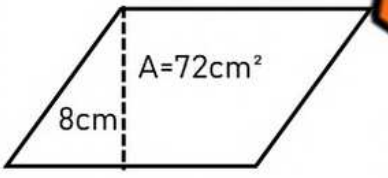
Base = _____
Height = _____
Area = _____

2) A painter is designing a triangular wall mural. The mural has a base of 3 meters and a height of 4 meters. What is the area of the mural in square meters?

_____

Name: _____

1) Find the missing value (A= b x h)



Base = _____
Height = _____
Area = _____

2) A painter is designing a triangular wall mural. The mural has a base of 3 meters and a height of 4 meters. What is the area of the mural in square meters?

_____

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Name: _____ 210

Curriculum Connection
E2.4

Activity: "Triangle and Parallelogram Toss Challenge"

Objective

What are we learning about?

Students will reinforce their understanding of finding the area of triangles and parallelograms through a fun, team-based activity that involves answering questions and shooting a paper ball into a bin.

Materials

What you will need for the activity.



- I[illegible]ms
- Re[illegible]ng she[illegible]h team
- Paper ball[illegible]m)
- Bins or ba[illegible]per te
- Desks (one pe[illegible])

Instructions

How you[illegible]ity

1. Arrange the classroom so that the[illegible]nough[illegible]ultiple teams to work simultaneously. Place a desk about 6 feet awa[illegible]m a [illegible]asket.
2. Place a stack of index cards with area pro[illegible]on ea[illegible]s
3. Provide each team with a recording sheet and a p[illegible]
4. Divide the students into teams of about five membe[illegible]
5. Each team stands in a line behind their respective desk.
6. The first student in line flips over an index card and solves the[illegible]d to the area of a triangle or parallelogram on the recording sheet.
7. Once the answer is recorded, the student attempts to shoot the paper[illegible]all into the bin.
8. If the student makes the shot, they place a tally mark on the team's tally sheet for a point. If they miss, no tally is given.
9. The student then goes to the end of the line, and the next student steps up to the desk to repeat the process.
10. The activity continues until all index cards have been solved.
11. Once all index cards are completed, the teacher collects the recording sheets and reviews the answers with the class.
12. For each incorrect answer, the team loses one point.
13. The team with the highest number of points after deductions is declared the winner.

PREVIEW

Name: _____ 213

Curriculum Connection
E2.4

Index Cards | Cut out the cards below

A parallelogram has an area of 36 m² and a height of 6 meters. What is its base?

A parallelogram has a base of 25 cm and a height of 10 cm. What is its area?

Calculate the a… trian… base of 4 meters a… h… meters.

The area of a triangle is 56 cm² and the height is 8 cm. What is the base of the …ngle?

The height of a parallelogram is 9 inches and its area is 81 in². What is the base?

Calculate … of … parall… gram with a base o… m… …ht of 500 cm.

A triangular plot of land has a base of 30 meters and a height of 20 meters. What is the area of the plot?

A triangle has an area of 40 cm² and a base of 10 cm. What is its height?

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Name: _____ 214

Curriculum Connection
E2.4

Triangle and Parallelogram Toss Challenge

Answers

Record your answers below

Question	Answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

Question	Answer
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	

PREVIEW

Tally Chart

Record your makes in the tally chart below

Tallies – Made Shots	Total

Wrong Answers	Final Score

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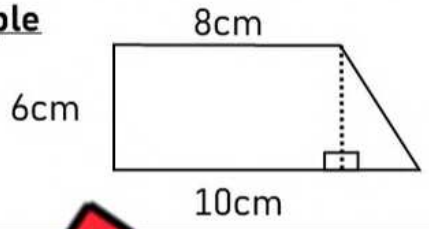
Name: _____ 215

Curriculum Connection
E2.4

Area of Trapezoids

Find the area of the trapezoids below by splitting them into rectangles and triangles.

Example



Area = area of rectangle + area of triangle

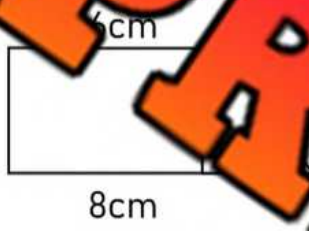
Rectangle:
A = 8 x 6
A = 48 cm²

Triangle:
A = 2 x 6
A = 12 ÷ 2
A = 6cm²

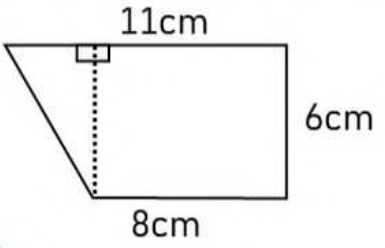
Area = 48 + 6
A = 54 cm²

Instructio Find the area of the trapezoids

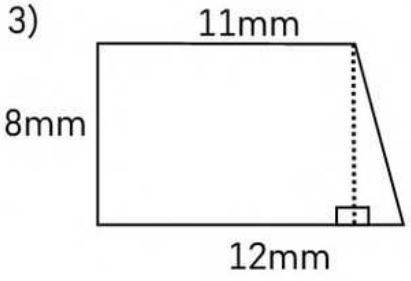
PREVIEW

1) 

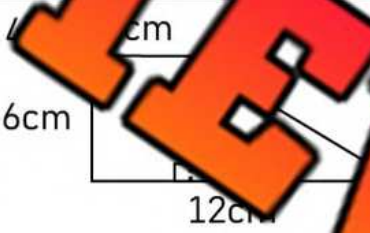
Area = _____

2) 

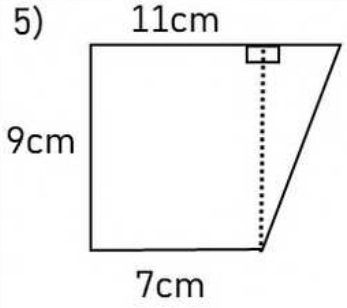
Area = _____

3) 

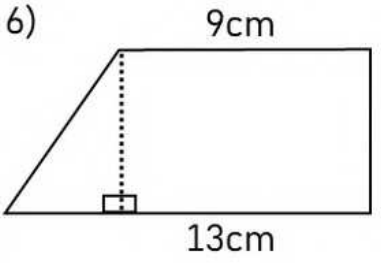
Area = _____



Area = _____

5) 

Area = _____

6) 

Area = _____

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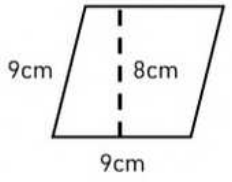
Name: _____ 217

Curriculum Connection
E2.4

Area of Rhombus – Using Base and Height

Find the area of each rhombus below using the base and height provided.

Example



Area = base x height

Area = 9 + 8 = 72

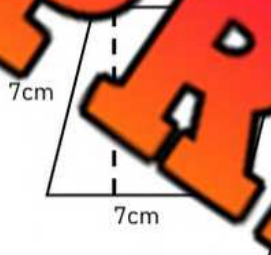
A = 72cm²

Instructio

Find the area of each rhombus below (a = b x h)

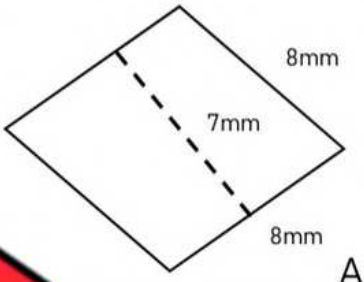
PREVIEW

1)



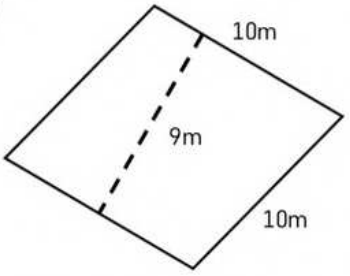
Ar

2)



Area = _____

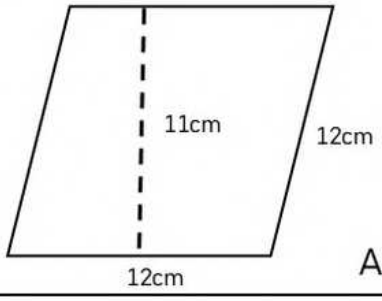
3)



Area = _____

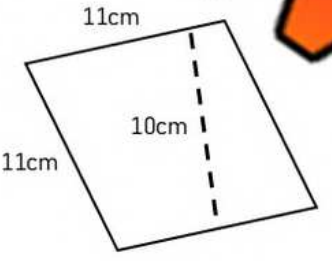


5)



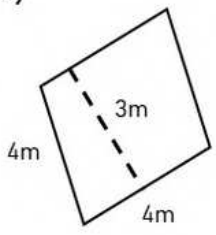
Area = _____

6)



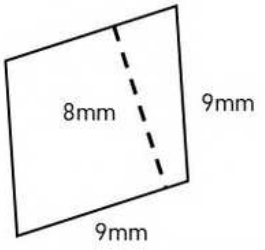
Area = _____

7)



Area = _____

8)



Area = _____

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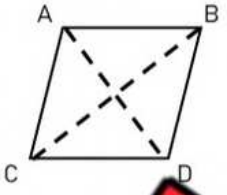
Name: _____ 218

Curriculum Connection
E2.4

Area of a Rhombus – Using Diagonal Length

Find the area of each rhombus below using the diagonal lengths.

Example



AD = 10cm ; CB = 10cm

Area = diagonal length 1 x diagonal length 2 ÷ 2

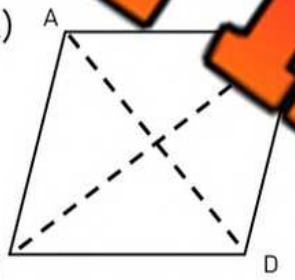
Area = 10 x 10 ÷ 2

A = 50cm²

Instru the area of each rhombus below

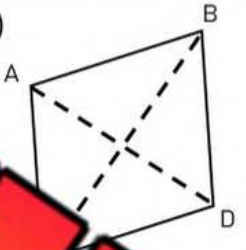
PREVIEW

1)



Area = _____

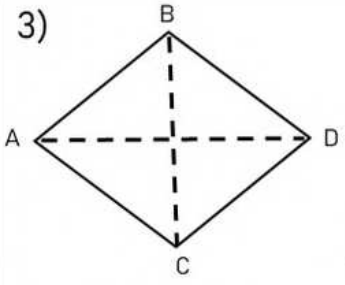
2)



AD = 7m ; CB = 8m

Area = _____

3)



AD = 7mm ; BC = 7mm

Area = _____

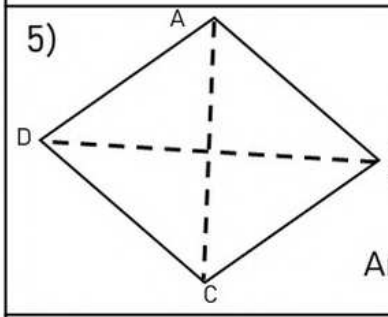
4)



12cm ; CB = 8cm

Area = _____

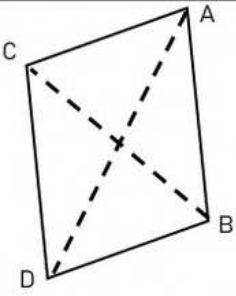
5)



AC = 12m ; DB = 12m

Area = _____

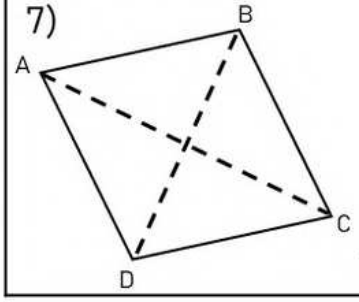
6)



AD = 15cm ; CB = 10cm

Area = _____

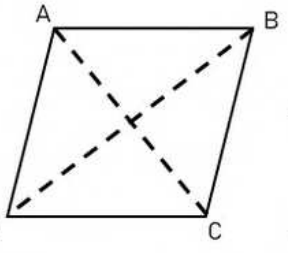
7)



AC = 13m ; BD = 8m

Area = _____

8)



AC = 16cm ; BD = 16cm

Area = _____

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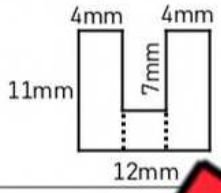
Name: _____ 220

Curriculum Connection
E2.4

Area of Composite Polygons

Find the area of the polygons below by splitting them into separate shapes.

Example



Area = area of rectangle 1 + area of rectangle 2 + area of rectangle 3

Rectangle 1:
A = 11 x 4
A = 44 mm²

Rectangle 2:
A = 4 x 4
A = 16mm²

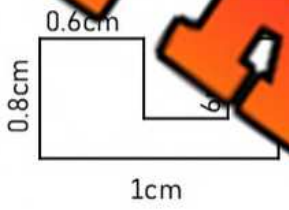
Rectangle 3:
A = 4 x 11
A = 44mm²

Area = 44 + 44 + 16
A = 104mm²

Instructio Find the area of the composite polygons below

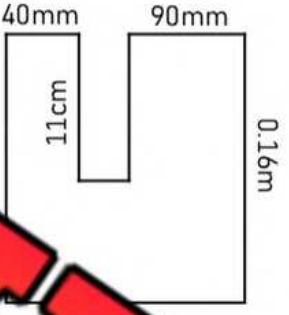
PREVIEW

1)



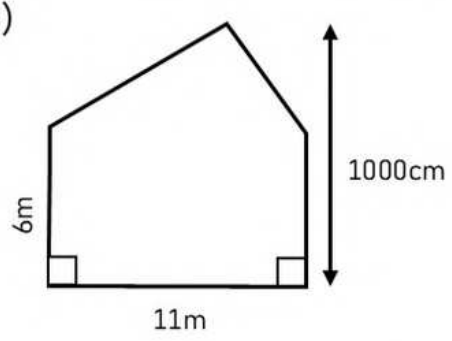
Area = _____

2)



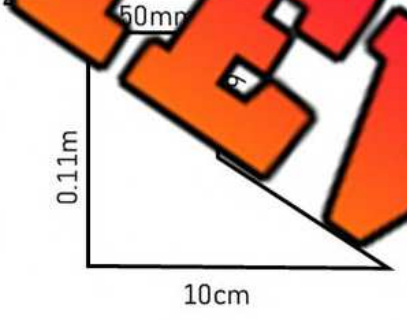
Area = _____

3)



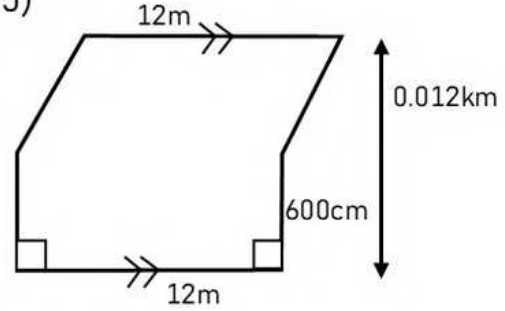
Area = _____

4)



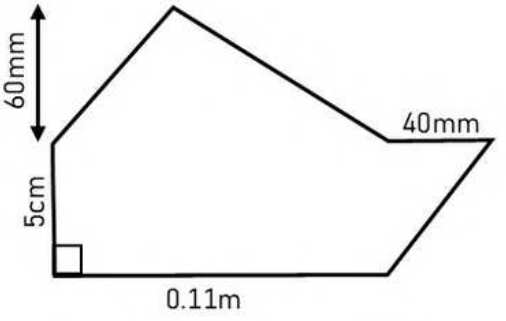
Area = _____

5)



Area = _____

6)



Area = _____

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Curriculum Connection
E2.4

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

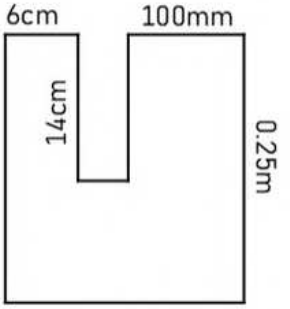
Find the area of composite shape



Area = _____

Name: _____

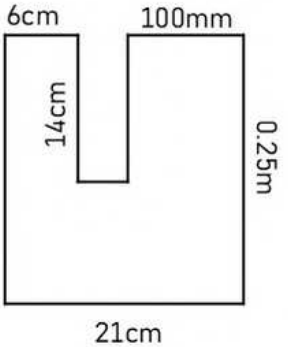
Find the area of composite shape



Area = _____

Name: _____

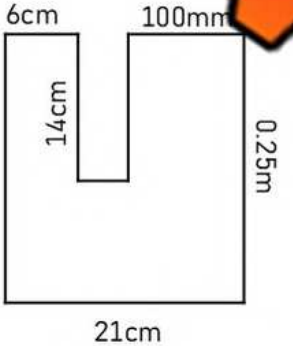
Find the area of composite shape



Area = _____

Name: _____

Find the area of



Area = _____

PREVIEW

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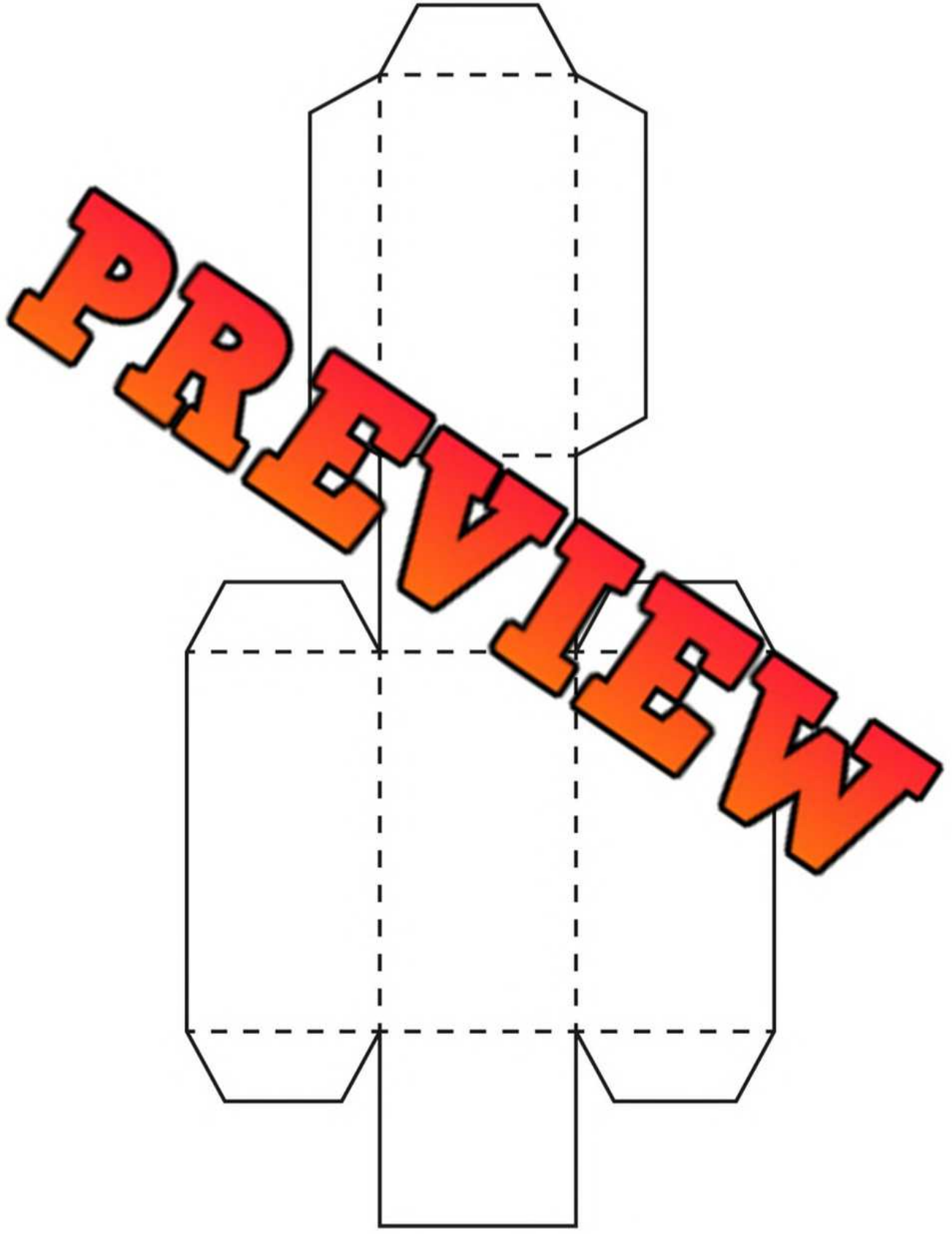
Name: _____ 223

Curriculum Connection
E2.5

3D Model – Rectangle Based Prism Net



PREVIEW

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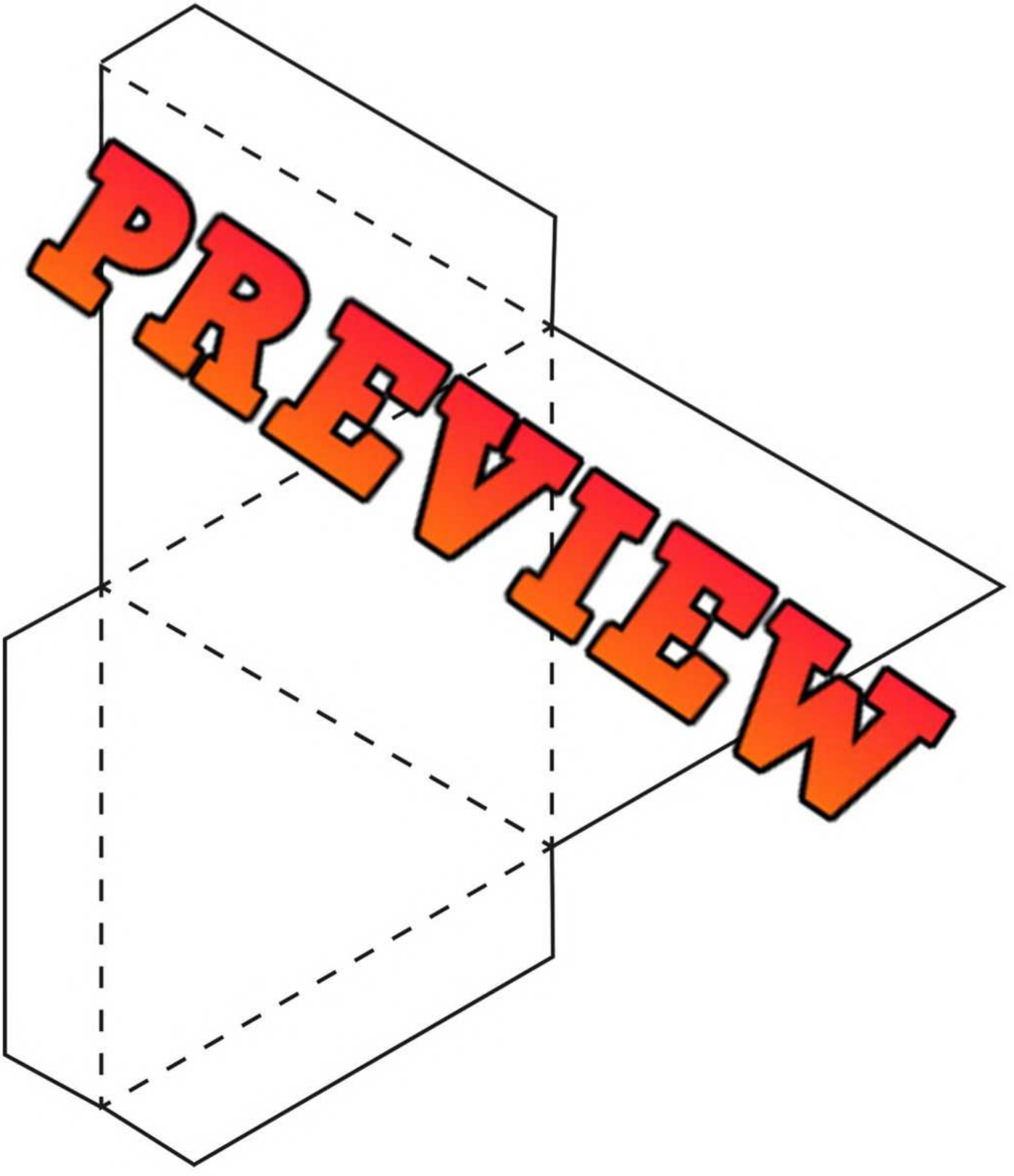
Name: _____ 229

Curriculum Connection
E2.5

3D Model – Triangle Based Pyramid Net



© Super Simple Sheets

Name: _____ 235

Curriculum Connection
E2.5

3D Models – Investigating Nets

Name of 3D Shape	Prism or Pyramid	Shape of Base	Faces

PREVIEW

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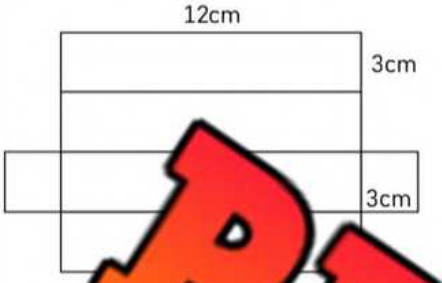
Name: _____ 236

Curriculum Connection
E2.6

Surface Area Using Nets – Rectangular Prisms

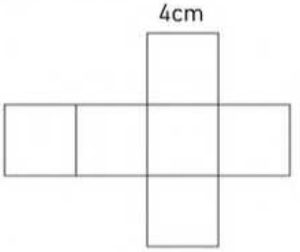
Instruction Find the surface area of the 3D objects using the nets below

1) Rectangular Prism



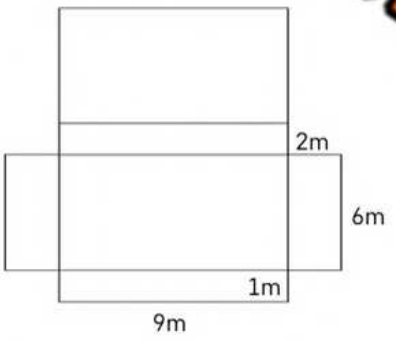
Surface

2) Cube



Surface Area: _____

3) Rectangular



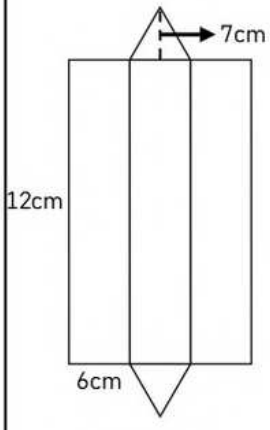
Surface Area: _____

4) Triangular Prism



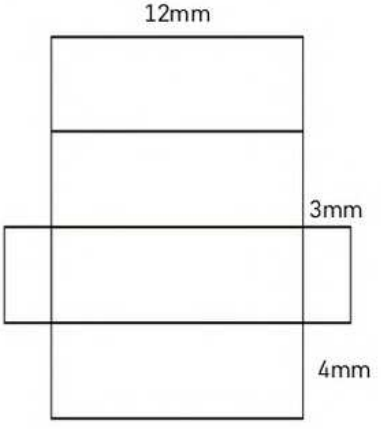
Surface Area: _____

5) Triangular Prism



Surface Area: _____

6) Rectangular Prism



Surface Area: _____

PREVIEW

© Super Simple Sheets

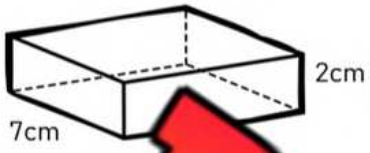
Name: _____ 238

Curriculum Connection
E2.6

Calculating Surface Area Using Nets – Rectangular Prisms

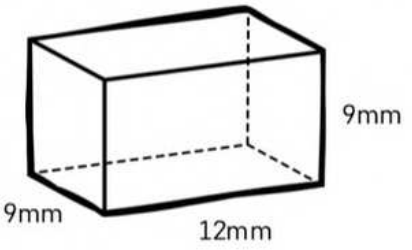
Instruction Find the surface area of the 3D shapes below

1) Rectangular Prism



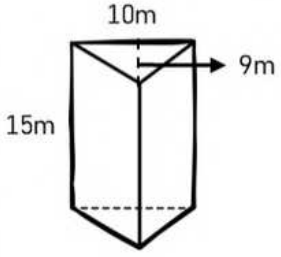
Surface Area: _____

2) Rectangular Prism



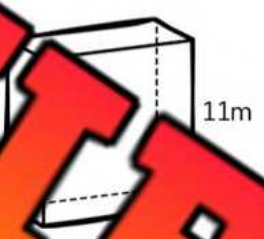
Surface Area: _____

3) Triangular Prism



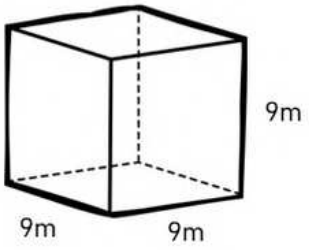
Surface Area: _____

4) Rectangular Prism



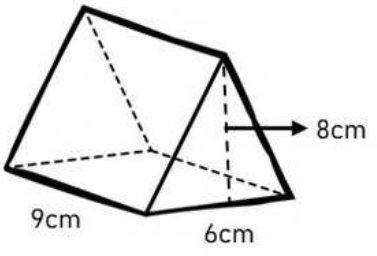
Surface Area: _____

5) Cube



Surface Area: _____

6) Triangular Prism



Surface Area: _____

PREVIEW

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Curriculum Connection
E2.6

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

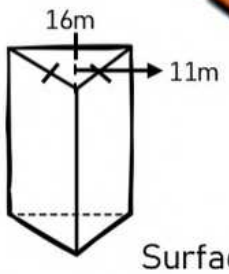
Find the surface area of the Cube below

A)



Surface Area = _____

B)

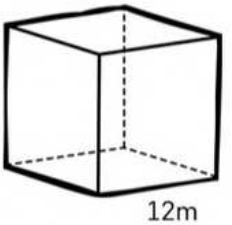


Surface Area = _____

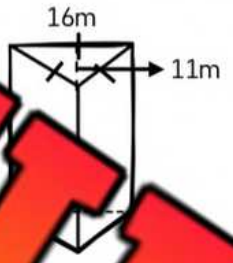
Name: _____

Find the surface area of the Cube below

A)



Surface Area = _____

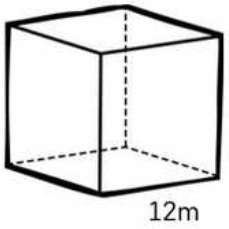


Area = _____

Name: _____

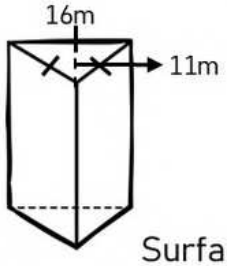
Find the surface area of the Cube below

A)



Surface Area = _____

B)

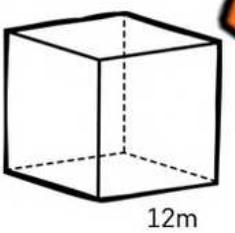


Surface Area = _____

Name: _____

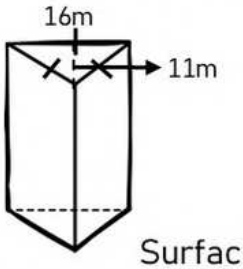
Find the surface area of the Cube below

A)



Surface Area = _____

B)



Surface Area = _____

PREVIEW

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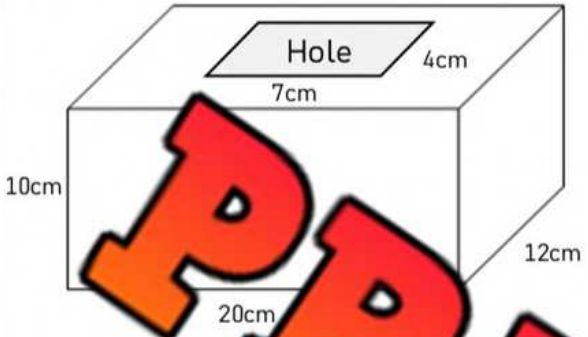
Name: _____ 240

Curriculum Connection
E2.6

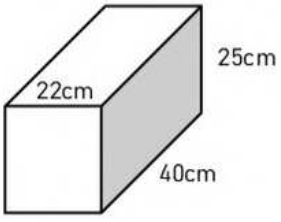
Surface Area – Prism – Word Problems

Instruction Solve the word problems below

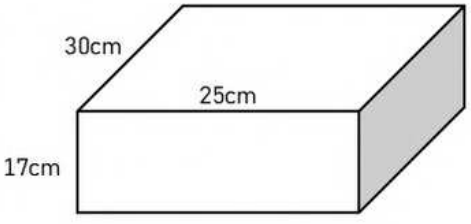
1) Find the surface area of the tissue box below.



2) Edward is paint… needs to find the surface area so he can buy the amount … mailbox has no door on the front. Find the surface area of … diagram below.



3) Kaitlyn needs to wrap her mom's birthday present. She has enou… wrapping paper to cover a surface area of 3500cm². Does she have enough paper?



PREVIEW

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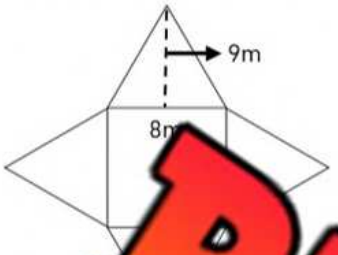
Name: _____ 242

Curriculum Connection
E2.6

Calculating Surface Area - Pyramids

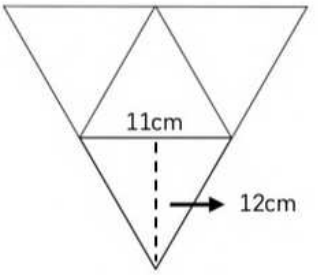
Instruction Solve the questions below

1) Square Pyramid



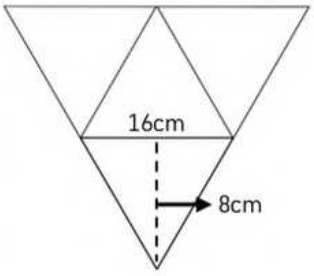
Surface Area: _____

2) Triangular Pyramid



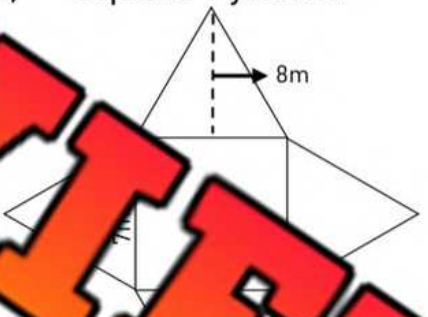
Surface Area: _____

3) Triangular Pyramid



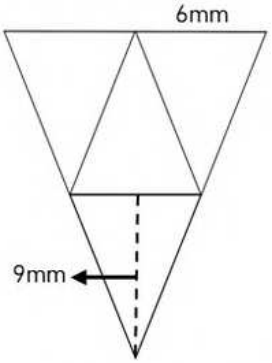
Surface Area: _____

4) Square Pyramid



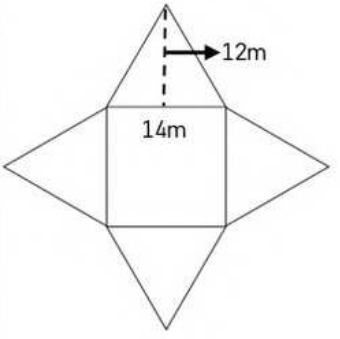
Surface Area: _____

5) Triangular Pyramid



Surface Area: _____

6) Square Pyramid



Surface Area: _____

PREVIEW

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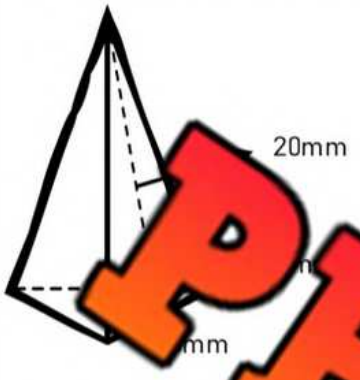
Name: _____ 244

Curriculum Connection
E2.6

Calculating Surface Area - Pyramids

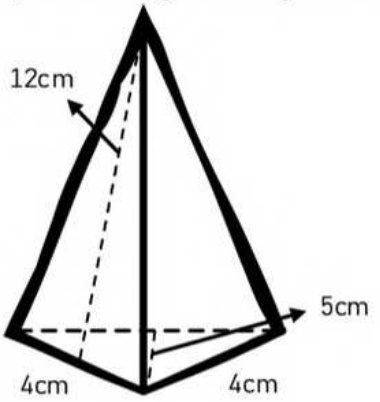
Instruction Solve the questions below

1) Triangular Pyramid



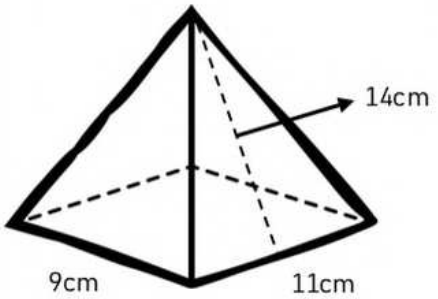
Surface Area: _____

2) Triangular Pyramid



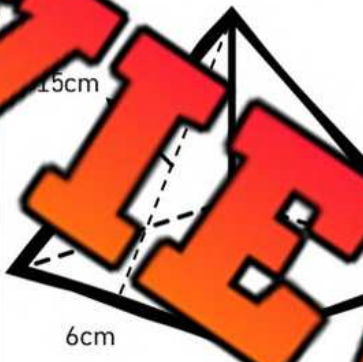
Surface Area: _____

3) Rectangular Pyramid



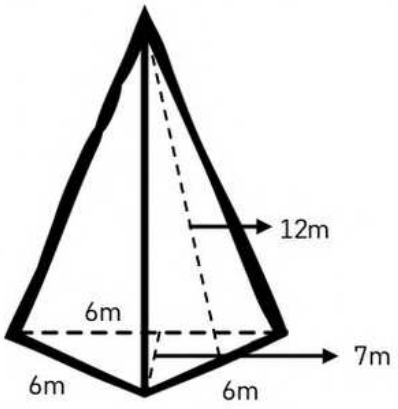
Surface Area: _____

4) Square Pyramid



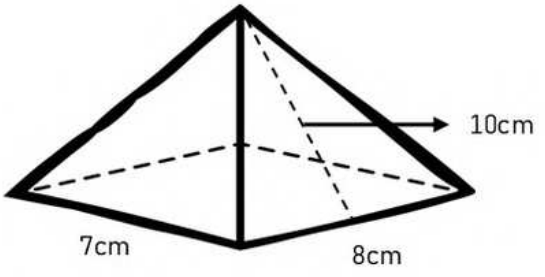
Surface Area: _____

5) Triangular Pyramid



Surface Area: _____

6) Rectangular Pyramid



Surface Area: _____

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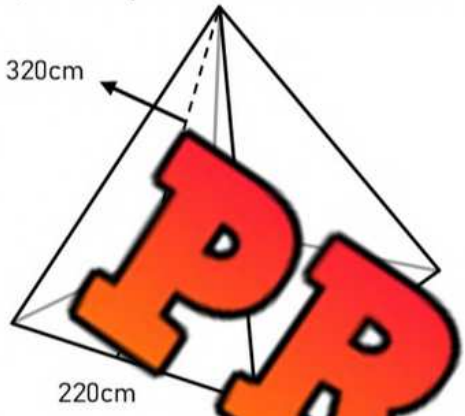
Curriculum Connection
E2.6

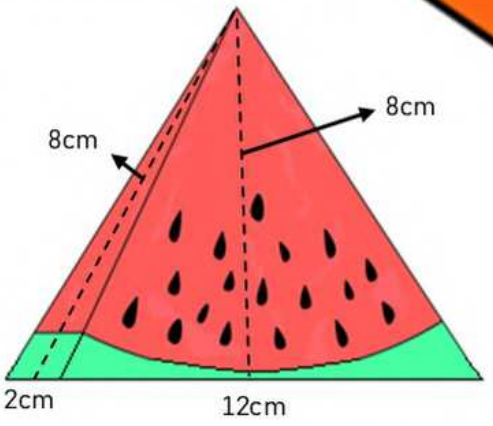
Surface Area – Pyramids – Word Problems

Instruction Solve the questions below

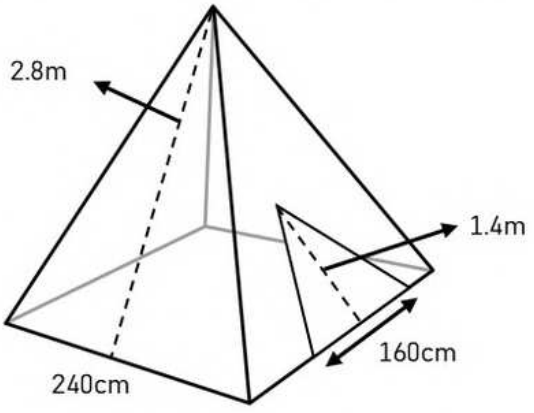
1) A teepee has the measurements below. What is the surface area of the teepee?



2) A piece of watermelon is in the shape of a triangular pyramid. Its dimensions are shown below. What is the surface area of the watermelon?



3) A square based tent has the measurements below. What is the surface area of the tent with the door open (as shown)?



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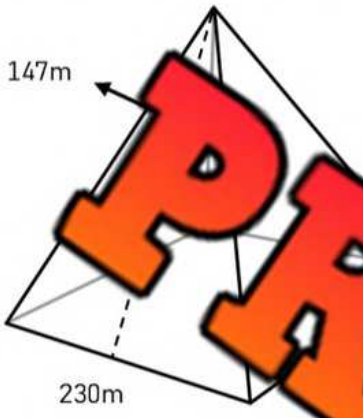
Name: _____ 246

Curriculum Connection
E2.6

Surface Area – Pyramids – Word Problems

Instruction Solve the questions below

The Great Pyramid at Giza in Egypt has a square base. Its measurements are detailed in the diagram below.



a) What is the surface area of the pyramid?

PREVIEW

b) The stones used to build the pyramid are blocks of limestone, in the shape of rectangular prisms. If the surface area of these blocks were 20m², how many blocks would it take to build the pyramid?

c) If it took 30 minutes to lay one block, how many hours would it take to build the pyramid?



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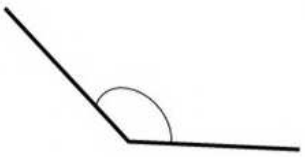
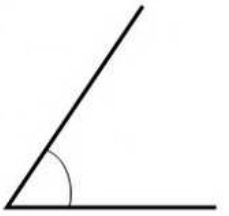
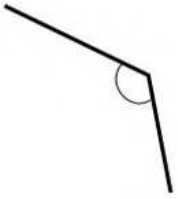
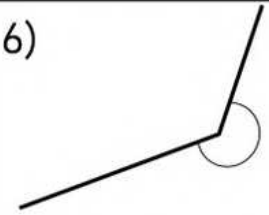
Measurement Unit Test

Part 1 Convert the units of measurement below

1) 1.7m	_____ mm	2) 6.2km	_____ m	3) 6428m	_____ km
4) 2.4L	_____ mL	5) 9.7kL	_____ L	6) 4053L	_____ kL
7) 3		8) 7.65kg	_____ g	9) 7129.5g	_____ kg

Part 2 Mea gles label them acute, right, obtuse, or reflex

1) 		3) 	4) 
5) 	6) 	7) 	

PREVIEW

Part 3 Use a protractor to draw the angles below using the line provided

1)	2)	3)
∠= 60°	∠= 98°	∠= 147°

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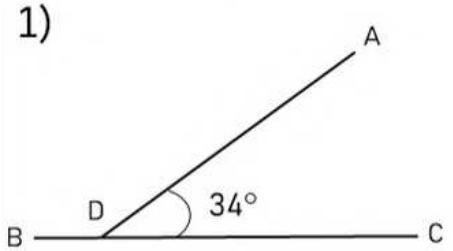
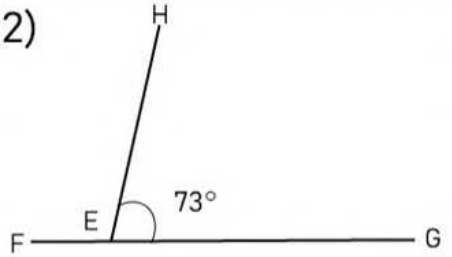
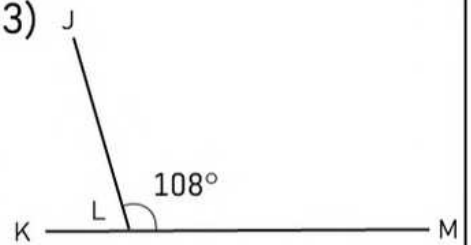
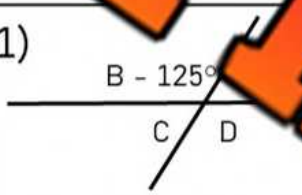
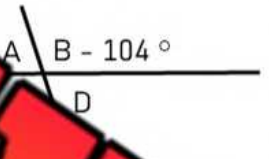
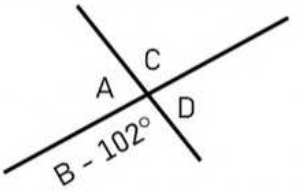
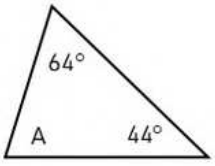
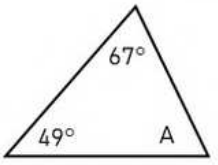
Part 8 Determine the supplementary angles

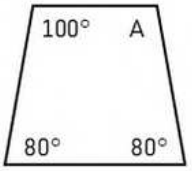
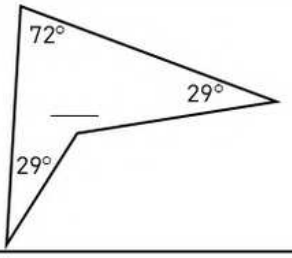
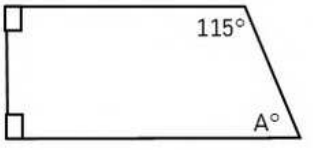
1)	2)	3)
		
∠BD= _____°	∠FEH= _____°	∠KLJ= _____°

Part 9 Find the values of the unknown angle measurements

1)	2)	3)
		
A =		A =
C =	C =	C =
D =	D =	

Part 10 Find the values of the unknown angle measurements

1)	2)	3)
		
A =	A =	A =

4)	5)	6)
		
A =	A =	A =

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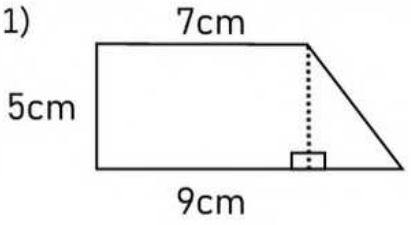
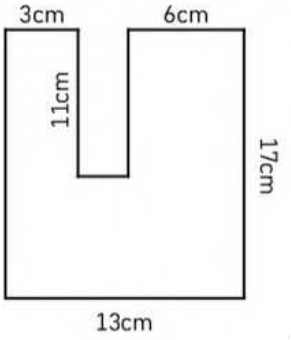
Part 11 Find the area of the shapes below

1)



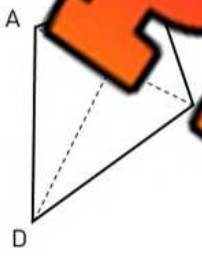
Area = _____

2)



Area = _____

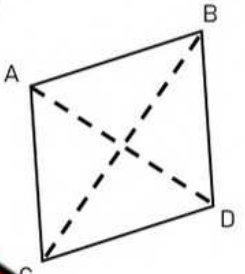
3)



AC = 6 0m

Area = _____

4)



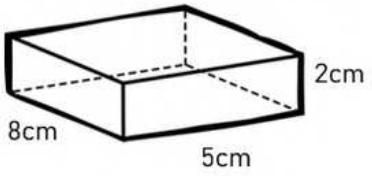
AD = 7m ; CB = 8m

Area = _____

PREVIEW

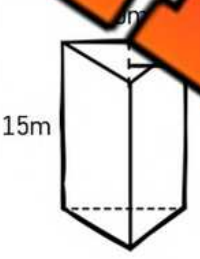
Part 12 Find the surface a the 3D s below

1) Rectangular Prism



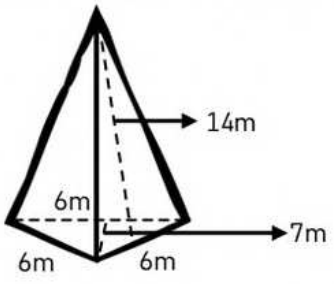
Surface Area: _____

2) ngul S



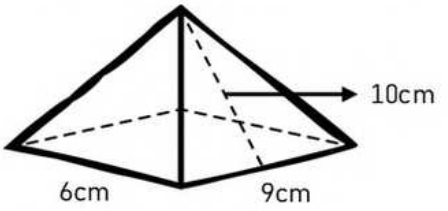
Surface Area: _____

3) Triangular Pyramid



Surface Area: _____

4) Rectangular Pyramid



Surface Area: _____

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