

# Angles Are Everywhere!

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**Reporting Category** Measurement

**Topic** Measuring angles

**Primary SOL** 5.11 The student will measure right, acute, obtuse, and straight angles.

**Related SOL** 5.12

## Materials

- Angles Are Everywhere! recording sheet (attached)
- Protractors

## Vocabulary

*acute, right, obtuse, straight*

## Student/Teacher Actions (what students and teachers should be doing to facilitate learning)

1. Have students work individually or in groups. Give each student or group a copy of the Angles Are Everywhere! recording sheet (attached) and a protractor.
2. Have students identify objects in the classroom to use to measure angles. They should then record the name of the object, the location of the angle on the object, and the measure of the angle. Students need to find three objects with each type of angle.

## Assessment

- **Questions**
  - What is an angle?
  - What are the characteristics of the different types of angles (acute, right, obtuse, and straight)?
- **Journal/Writing Prompts**
  - Draw one of each of the different types of angles (acute, obtuse, right, and straight), and include the measure of each angle.
- **Other**
  - Find letters in the alphabet that have the different types of angles (acute, obtuse, right, and straight). Draw the letters and measure the angles.
  - Using pipe cleaners, make each of the angles (acute, obtuse, right, and straight), and glue them to a piece of paper. Label each of the angles and include the measure of each angle.

## Extensions and Connections (for all students)

- Using plastic strips that clip together, have students create acute, obtuse, right, and straight angles.
- Using the hands of a clock and a protractor, have students find the angle of the following times: 1:00, 2:00, 3:00, 4:00, 5:00, and 6:00. Is there a pattern?
- Using pattern blocks, have students measure the angles.

