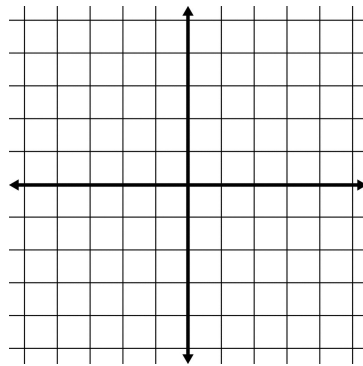


Learning Objectives:

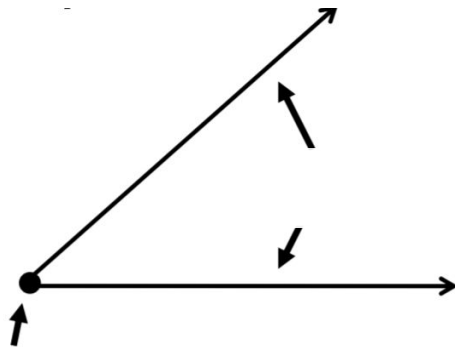
- The student will be able to show the measurement of angles and segments on figures.
- The student will be able to use tools of measurement such as a protractor and ruler.
- The student will be able to mark and read symbols relating to geometric figures.
- The student will be able to determine if angles are congruent.

Warm Up:

On the coordinate plane below label $A(1, 2)$ and $B(-3, -2)$. Find the midpoint M of the points A and B .



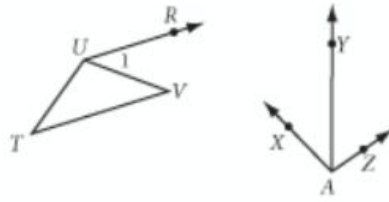
Angle:



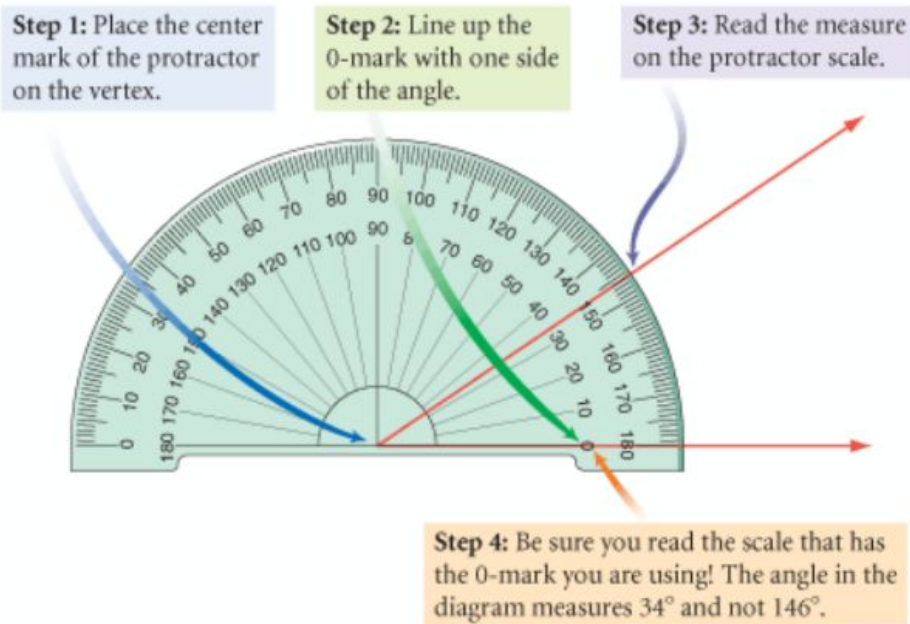
Vertex:

Side:

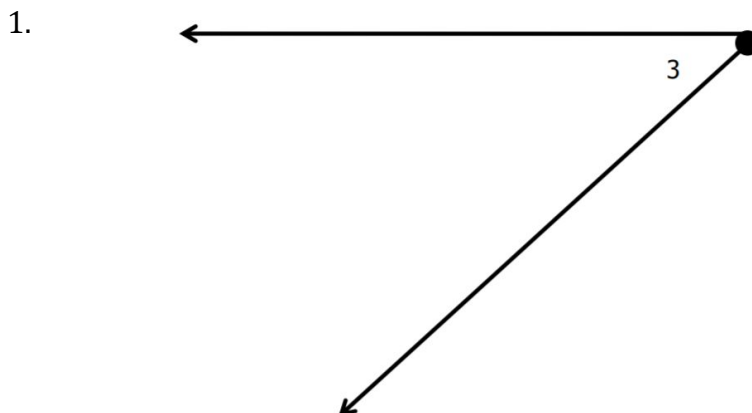
Naming Angles:



Measuring Angles:



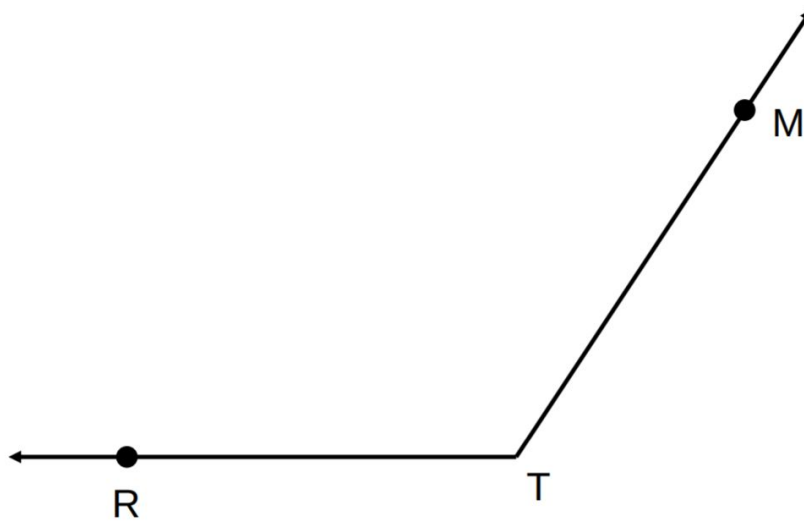
Reflex Measure of an Angle:



2.

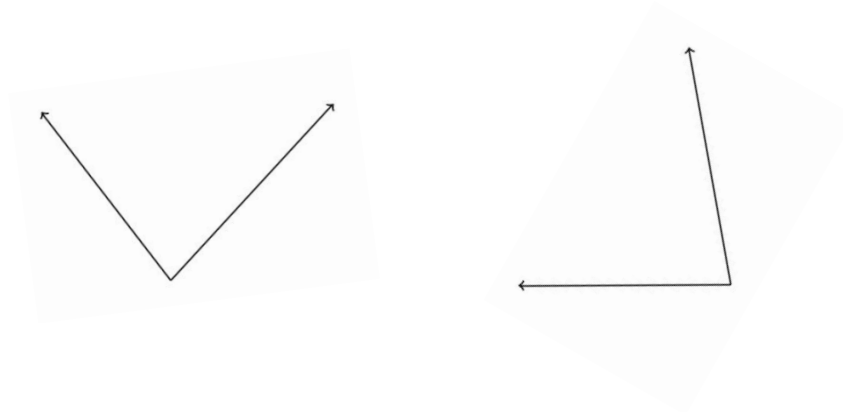


3.



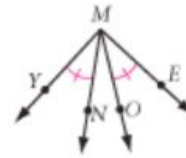
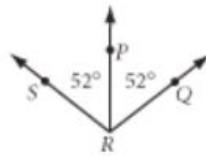
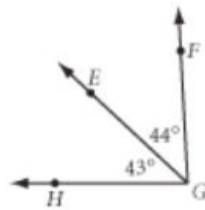
Angles are **CONGRUENT** if and only if they have equal measure.

Symbol for congruence:



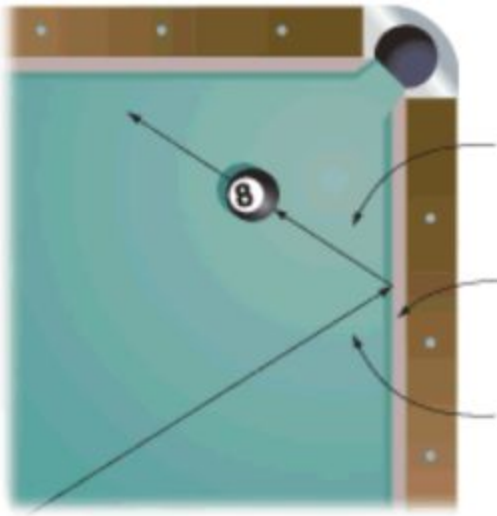
Angle Bisector:

1. Use the diagram for the following:
 - a. Name the angle bisector and the angle it bisects.
 - b. Name all the congruent angles in the figure. Use the congruence symbol and name each angle so there is no confusion about which angle you are naming.



Protractor Worksheet!

Investigation:



If the 4-ball is hit as shown, will it go into the corner pocket? Find the path of the ball using only your protractor and straightedge.

