

Name \_\_\_\_\_

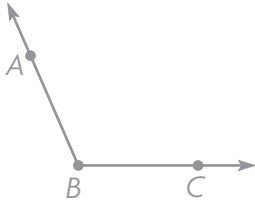
## Lines, Rays, and Angles



**COMMON CORE STANDARD—4.G.1**  
 Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Draw and label an example of the figure.

1. obtuse  $\angle ABC$



**Think:** An obtuse angle is greater than a right angle. The middle letter, B, names the vertex of the angle.

2.  $\overrightarrow{GH}$

3. acute  $\angle JKL$

4.  $\overline{BC}$

Use the figure for 5–8.

5. Name a line segment.

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6. Name a right angle.

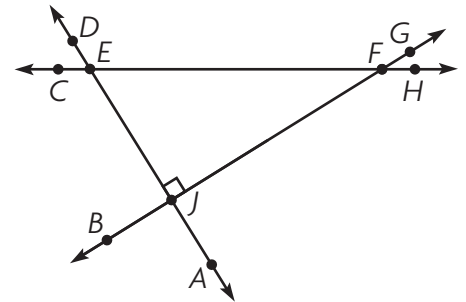
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7. Name an obtuse angle.

\_\_\_\_\_

8. Name a ray.

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## Problem Solving

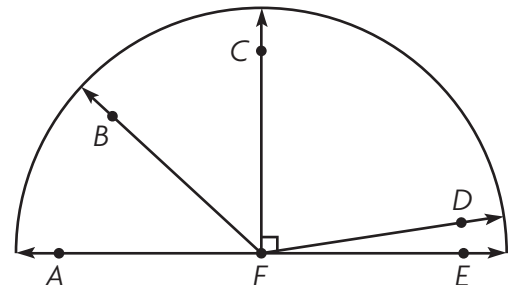
Use the figure at the right for 9–11.

9. Classify  $\angle AFD$ . \_\_\_\_\_

10. Classify  $\angle CFE$ . \_\_\_\_\_

11. Name two acute angles.

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## Lesson Check (4.G.1)

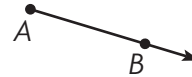
1. The hands of a clock show the time 12:25.



What kind of angle exists between the hands of the clock?

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2. Use letters and symbols to name the figure shown below.



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## Spiral Review (4.NF.3c, 4.NF.6, 4.NF.7, 4.MD.2)

3. Jan's pencil is 8.5 cm long. Ted's pencil is longer. Write a decimal that could represent the length of Ted's pencil?

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4. Kayla buys a shirt for \$8.19. She pays with a \$10 bill. How much change should she receive?

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5. Sasha donated  $\frac{9}{100}$  of her class's entire can collection for the food drive. What decimal is equivalent to  $\frac{9}{100}$ ?

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6. Jose jumped  $8\frac{1}{3}$  feet. This was  $2\frac{2}{3}$  feet farther than Lila jumped. How far did Lila jump?

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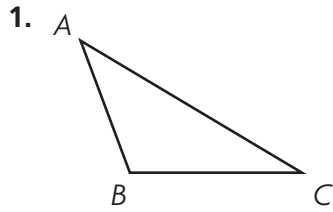
Name \_\_\_\_\_

## Classify Triangles by Angles



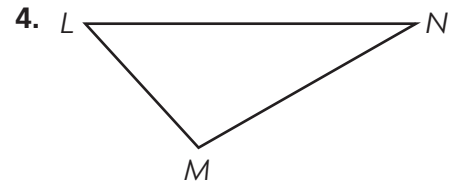
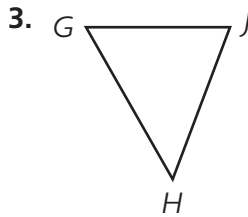
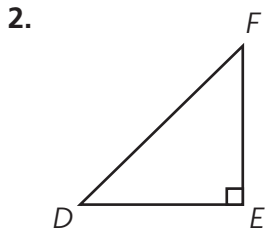
**COMMON CORE STANDARD—4.G.2**  
Draw and identify lines and angles and classify shapes by properties of their lines and angles.

Classify each triangle. Write *acute*, *right*, or *obtuse*.



**Think:** Angles *A* and *C* are both acute.  
Angle *B* is obtuse.

obtuse



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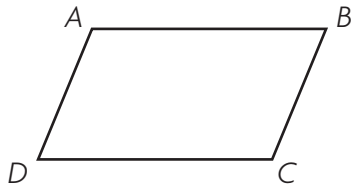
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### Problem Solving

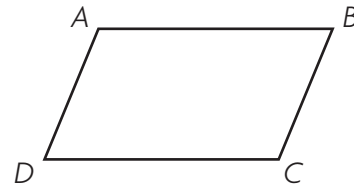


5. Use figure *ABCD* below. Draw a line segment from point *B* to point *D*. Name and classify the triangles formed.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

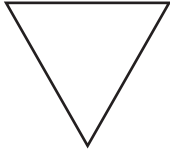
6. Use figure *ABCD* below. Draw a line segment from point *A* to point *C*. Name and classify the triangles formed.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Lesson Check (4.G.2)

1. Stephen drew this triangle. How many obtuse angles does the triangle have?



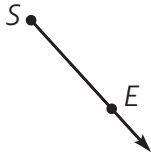
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2. Joan was asked to draw a right triangle. How many right angles are in a right triangle?

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## Spiral Review (4.OA.4, 4.NBT.5, 4.NF.5, 4.G.1)

3. Oliver drew the figure below to show light traveling from the Sun to Earth. Name the figure he drew.



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4. Armon added  $\frac{1}{10}$  and  $\frac{8}{100}$ . What is the sum of these fractions?

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5. Sam counted out loud by 6s. Jorge counted out loud by 8s. What are the first three numbers both Sam and Jorge said?

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6. A basketball team averaged 105 points per game. How many points did the team score in 6 games?

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Name \_\_\_\_\_

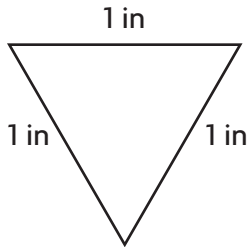
### Classify Triangles by Sides



**COMMON CORE STANDARD—4.G.2**  
Classify triangles by the lengths of their sides.

Name the triangle. Write *equilateral*, *isosceles*, or *scalene*.

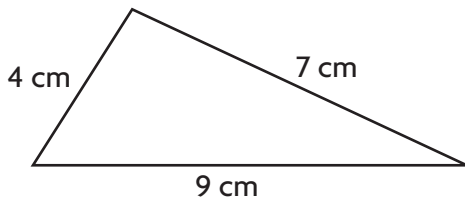
1.



**Think:** All of the sides are the same length.

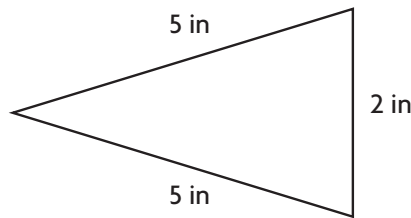
**equilateral**

2.



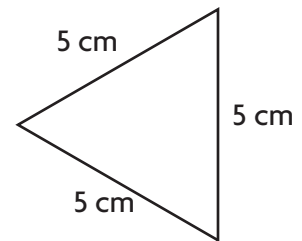
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3.



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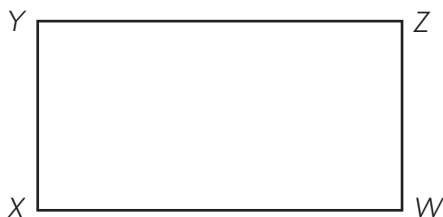
4.



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### Problem Solving

5. Marcus drew a line from point *Y* to point *W* in the rectangle shown below. He created two identical triangles. Classify the triangles by size of their angles and by the lengths of their sides.



6. Is it possible to draw a triangle that is both obtuse and equilateral? Explain why or why not.

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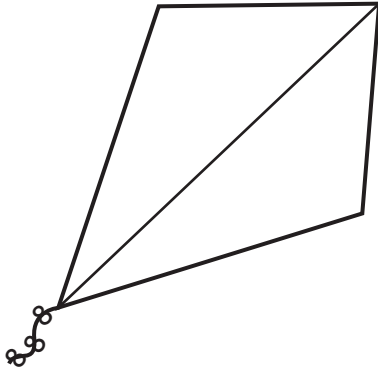
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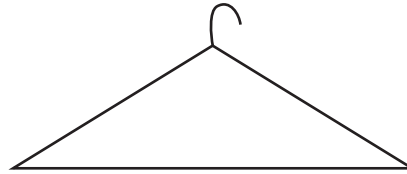
## Lesson Check (4.G.2)

1. The kite is made of two triangles. Are they isosceles, equilateral, or scalene triangles?



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2. The hanger has the shape of a triangle. Is the triangle isosceles, equilateral, or scalene?



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## Spiral Review (4.OA.1, 4.OA.2, 4.OA.3, 4.NF.3b)

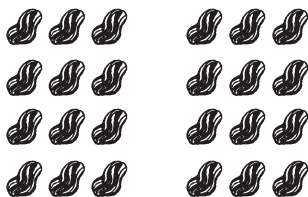
3. Samantha has 3 times as many baseball cards as Mark. Mark has 12 baseball cards. Write an equation that shows how many cards Samantha has.

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4. A store worker wants to pack 137 cans into boxes. Each box can hold 9 cans. The worker fills as many boxes as possible. How many cans does the worker have left?

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5. Gina has 24 raisins. She wants to give the same number of raisins to each of 8 friends. Draw rings around groups of the raisins to show how she should divide them. How many raisins should she give each friend?



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6. Nate's quiche is cut into 7 equal parts. Only  $\frac{3}{7}$  of the quiche is left. He wants to give 3 friends an equal part. Write  $\frac{3}{7}$  as the sum of unit fractions.

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Name \_\_\_\_\_

### Parallel Lines and Perpendicular Lines



**COMMON CORE STANDARD—4.G.1**  
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Use the figure for 1–3.

1. Name a pair of lines that appear to be perpendicular.

**Think:** Perpendicular lines form right angles.  
 $\overleftrightarrow{AB}$  and  $\overleftrightarrow{EF}$  appear to form right angles.

$\overleftrightarrow{AB}$  and  $\overleftrightarrow{EF}$

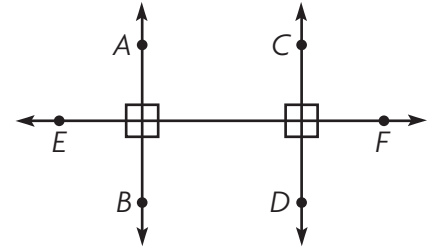
\_\_\_\_\_

2. Name a pair of lines that appear to be parallel.

\_\_\_\_\_

3. Name another pair of lines that appear to be perpendicular.

\_\_\_\_\_



Draw and label the figure described.

4.  $\overleftrightarrow{MN}$  and  $\overleftrightarrow{PQ}$  intersecting at point  $R$
5.  $\overleftrightarrow{WX} \parallel \overleftrightarrow{YZ}$
6.  $\overleftrightarrow{FH} \perp \overleftrightarrow{JK}$

### Problem Solving



Use the street map for 7–8.

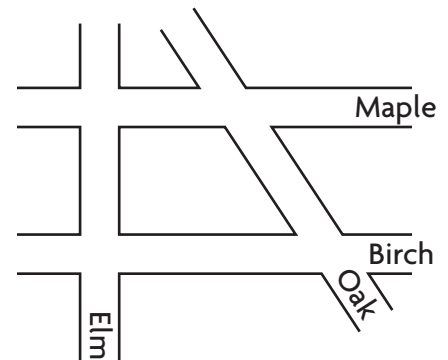
7. Name two streets that intersect but do not appear to be perpendicular.

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\_\_\_\_\_

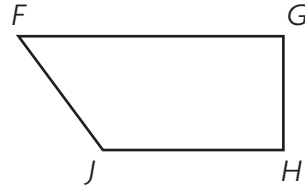
8. Name two streets that appear to be parallel to each other.

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## Lesson Check (4.G.1)

1. Write a capital letter that appears to have perpendicular line segments?
2. In the figure, which pair of line segments appear to be parallel?



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## Spiral Review (4.NBT.5, 4.NBT.6, 4.NF.2, 4.G.2)

3. Nolan drew a right triangle. How many acute angles did he draw?
4. Mike drank more than half the juice in his glass. What fraction of the juice could Mike have drunk?

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5. A school principal ordered 1,000 pencils. He gave an equal number to each of 7 teachers until he had given out as many as possible. How many pencils were left?
6. A carton of juice contains 64 ounces. Ms. Wilson bought 6 cartons of juice. How many ounces of juice did she buy?

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