

### Monday 4th October

Reading (30 min)	Writing (30 min)	Maths (30 min)	ART (30 min)									
<p><b>HOLIDAY READING</b> Did you do much reading over the holidays? We'd love to hear about it.</p> <p><b>READING TASK:</b> Choose a text you read over the holidays and complete <b>two</b> activities from the reading choice board about your text. Didn't get any reading in? Read today for 20 minutes and then complete <b>two</b> activities from the reading choice board about the book you have read today. <a href="#">Reading Choice Board</a> Complete the <b>two</b> activities on the Google Doc in your Google Classroom or complete the activities in your workbook and upload a photo. If you are writing in your workbook please include the title of the text and the names of the activities you have completed.</p>	<p><b>SPELLING</b> <b>Soundwaves</b></p> <ul style="list-style-type: none"> <li>Complete the segmenting task online for 'o as in orange' (Unit 9)</li> </ul> <p><b>Access Codes</b> List 2 - best 959 List 3 - seven596 List 4 - gate679 List 5 - slug269</p> <p><b>Rhyming</b></p> <ul style="list-style-type: none"> <li>Using the Soundwaves "o - orange" list words, find rhyming words for at least 10 of the words on this list</li> <li>Record each of the words and their rhyming words on the Google Doc in Google Classroom.</li> </ul> <p>For those without technology: Come up with 10 words that include the 'o - orange' sound and write these words in the first column of the <a href="#">Spelling Segmenting &amp; Rhyming words pdf sheet</a>.</p> <p>In the second column segment each of the words and in the third column write a rhyming word for each of the words on your list.</p> <p>Example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">'o' word</th> <th style="width: 25%;">Segmenting</th> <th style="width: 50%;">Rhyming</th> </tr> </thead> <tbody> <tr> <td>cross</td> <td>c/r/o/ss</td> <td>boss</td> </tr> <tr> <td>pocket</td> <td>p/o/ck/e/t</td> <td>rocket</td> </tr> </tbody> </table>	'o' word	Segmenting	Rhyming	cross	c/r/o/ss	boss	pocket	p/o/ck/e/t	rocket	<p><b>ANGLES AROUND THE HOME</b></p> <p><a href="#">Finding right angles around your hom...</a></p> <p>Today you are going to learn about what an angle is and how you can identify angles in and around your home.</p> <p>An angle is the amount of turn or space between two straight lines that stem from a common point. Below is a picture of a right angle.</p> <div style="text-align: center;"> </div> <p>Your task for today is to watch the youtube video which will show you how to find and measure right angles. Once you have made your measuring instrument you need to find at least 20 objects in your home that have a right angle. Submit your work on Google Classroom using the table provided.</p>	<p>Inspired by the artist Karla Gerard, create your own colourful Village. Watch the YouTube clip below and create your own village.</p> <div style="text-align: center;"> </div> <p style="text-align: center;"><a href="#">A Colorful Village! - YouTube</a></p>
'o' word	Segmenting	Rhyming										
cross	c/r/o/ss	boss										
pocket	p/o/ck/e/t	rocket										

## Tuesday 5th October

### Reading (30 min)

#### INFERENCE

This week we will be learning about inference.  
Watch the video below to remind you what inferences are and how we make them.  
[Inferences - Making Inferences video](#)

## INFERENCE

- \* is an educated guess.
- \* is "reading between the lines."
- \* is reading facts and evidence to reach a logical conclusion or opinion.



What is the text trying to tell you without coming right out and writing it word for word?

- ❖ The author wants me to think...
- ❖ I'm guessing...because.....
- ❖ Do I need to change my thinking?

#### READING TASK:

Today we'd like you to start a new book or look at a book you haven't read before. You can choose books from home, the library, or from reading eggspress.

#### Before you start reading

Use the 'Making Inferences' template (found below or on Google Classroom) to support you to make an inference about the book based on the cover.

['Making Inferences' template](#)

Read your book for at least 15 minutes.

### Writing (30 min)

#### Anthologies:

What is an anthology?

Watch the **Mini lesson** in Google Classroom for an introduction to this topic before you complete the task today.

You will need to write a short definition of an anthology and brainstorm a range of writing genres on the slides in Google Classroom **or** complete this task by writing a definition and creating your own mind map in your work book.

You need to come up with as many different genres as you can (at least 8).

You may want to research genres of writing to help you add to your list.

The more genres you can discover the more choices you will have once you start your anthology writing.



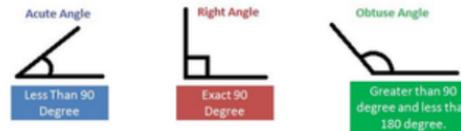
### Maths (30 min)

#### SEMAPHORE CODE ANGLES

Yesterday you learnt what a right angle is and found and recorded right angles in and around your home. Today you are going to use an alphabet system called semaphore code which is a system that was used before radio as a way to communicate over distances, such as between two ships.



Today you are going to look at the semaphore code and identify letters that are less than a right angle, equal to a right angle and greater than a right. See the enlarged poster on Google Classroom.



The task for today is to complete the Google Slide template and sort the semaphore code alphabet to show which signals are less than, equal to and greater than a right angle. The first six have been done for you as an example. Once you have sorted the alphabet, see if you can come up with words that can be made only by letters that are less than or equal to or greater than a right angle.

### MUSIC (30 min)

#### Google Music Lab

Navigate to Songmaker



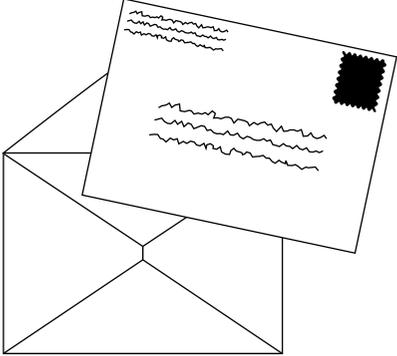
Create a song by clicking notes into the grid.

The top section of the grid can be used for high notes, and the lower section of the grid for low notes. There are two rows of dots at the bottom for creating a rhythmic pattern.

Create a Melody that can demonstrate:

- visually melodies that move by step or leaps
- or
- Compose simple rhythmic patterns in two parts
- or create a pattern that demonstrates high vs low pitches

## Wednesday 6th October

Reading (30 min)	Writing (30 min)	Maths (30 min)	Well Being Wednesday (30 min)																
<p><b><u>INFERRING - PICTURES</u></b>                      You make inferences everyday in many situations, not just when you are reading! Today you are going to look at a range of pictures and make inferences about them by looking at the evidence/clues in the picture and thinking about what you already know (prior knowledge.)</p> <p>Watch the <b>Mini Lesson</b> on 'Making Inferences - Pictures' found in Google Classroom.</p> <p><b>READING TASK:</b>                      Using the evidence/clues from the pictures and your prior knowledge make inferences about what's happening in the pictures on the slides found in Google Classroom or the link below. There is space on the slides to write your inferences.</p> <p><a href="#">Inferences - Pictures slides</a></p> <p>If you have time, read a book for at least 15 minutes.</p>	<p><b><u>Anthologies</u></b>                      Today there will be a live Mini lesson (in zoom) to brainstorm and introduce the identity wheel. Students need to make sure they come prepared with a pencil and paper to write on for the Zoom meeting today.</p> <p><b><u>Non tech Option:</u></b>                      You are going to brainstorm some information about yourself about your interests in these areas. <a href="#">Information About Me PDF</a></p> <ul style="list-style-type: none"> <li>- <b>home</b> ( I live with others)</li> <li>- <b>future</b> ( one day I would like to be)</li> <li>- <b>school</b> (I like to learn)</li> <li>- <b>strengths</b> (some strengths I have)</li> <li>- <b>relaxation</b> (when i want to relax I like to)</li> <li>- <b>coping</b> (when I am down these things cheer me up)</li> <li>- <b>play</b> (Active games I like to play)</li> <li>- <b>friendship</b> (I help my friends by)</li> </ul> <p><b><u>For example:</u></b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Home</td> <td>eg: brother, sister, Mum, Dad, grandparents</td> </tr> <tr> <td>Future</td> <td></td> </tr> <tr> <td>School</td> <td></td> </tr> <tr> <td>Strengths</td> <td></td> </tr> <tr> <td>Relaxation</td> <td></td> </tr> <tr> <td>Coping</td> <td></td> </tr> <tr> <td>Play</td> <td></td> </tr> <tr> <td>Friendship</td> <td></td> </tr> </table>	Home	eg: brother, sister, Mum, Dad, grandparents	Future		School		Strengths		Relaxation		Coping		Play		Friendship		<p><b><u>ANGLES IN SHAPES</u></b>                      Today you are going to continue to look for angles that are less than a right angle, equal to a right angle and greater than a right angle. Shapes are made up of angles. We can work out how many angles a shape has by counting the number of corners and sides a shape has. Watch the video to find out more about shapes and angles.  <a href="https://www.youtube.com/watch?v=FehnQ_2SgsM">https://www.youtube.com/watch?v=FehnQ_2SgsM</a></p> <p>Your task for today is to complete the sorting activity found on Google Classroom. In the first two slides you need to identify how many corners and sides each shape has and then record how many angles the shape has. In the third slide you are going to sort the shapes based on what type of angles you can see in each of the shapes. Make sure you look closely at the shapes.</p>	<p style="text-align: center;"><b>Write a Letter to Your Teacher</b></p> <p>Write a letter to your teacher. You could include:</p> <p>What did you do on the holidays?</p> <p>What you enjoyed the most in your learning during Term 3?</p> <p>A learning goal you have for Term 4</p> <p>What are you looking forward to in Term 4?</p> <p>Upload your letter to your teacher via google classrooms.</p> <div style="text-align: right;">  </div>
Home	eg: brother, sister, Mum, Dad, grandparents																		
Future																			
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**Thursday 7th October**

<b>Reading (30 min)</b>	<b>Writing (30 min)</b>	<b>Maths (30 min)</b>	<b>SPANISH (30 min)</b>
<p><b><u>INFERRING - MOVIE</u></b>                      You make inferences everyday in many situations, not just when you are reading! Today you are going to look at a short movie and make inferences about it by looking at the evidence in the movie and thinking about what you already know.</p> <p><b>READING TASK:</b>                      Using evidence from the movie and your prior knowledge make inferences about what's happening in the movie. There are 4 questions you will need to answer. You will need to pause the movie and answer the questions on the template provided below or in Google Classroom. The questions appear in the movie so you will see when you need to pause.</p> <p><a href="#">Movie</a></p> <p><a href="#">Movie Inference template</a></p> <p>If you have time, read a book for at least 15 minutes.</p>	<p><b><u>Anthologies</u></b>                      Complete your identity wheel on the Google Slide provided in Google Classroom using the brainstorm from yesterday.</p> <p>Instructions for this are on the first slide in Google Classroom or as follows:</p> <ol style="list-style-type: none"> <li>1. Use the information from your brainstorm yesterday to complete your Identify Wheel</li> <li>2. Include as much information as you can in each area, this will give you more choices for your Anthology topic.</li> <li>3. The questions and prompts below the wheel will help you to complete the information.</li> <li>4. If you come up with more than you did yesterday, add these to your Identify Wheel as well.</li> </ol> <p>Non Tech version  <a href="#">My Identity Wheel PDF</a></p>	<p><b><u>ANGLES WORKSHEET</u></b></p> <p>Today you are going to be using your previous knowledge of right angles to answer the activity on the Google Slide. The activity will ask you to circle the angles that are less than a right angle, a right angle or greater than a right angle. You will also need to look carefully at the pictures on the slide to find right angles that are hidden in the pictures.</p> <p>You will complete the task on the Google Slide provided on the Google Classroom. The first 3 slides show you how to use the scribble function to circle the correct angle and how to change the colour of your circle. Please make sure you complete all of the activities on slides 4-8.</p>	<p><b>La ciudad – The city</b></p> <p>This Term we are going to be learning all about the city/la ciudad.</p> <p>Think about the place you live in. What are the different shops and city buildings you can find there? Check the image below and write a list of them in Spanish. What is your favourite place to go to?</p> 

**Reading  
(30 min)**

**INFERRING - TEXT**

Today you are going to read some passages of text and make an inference to answer the questions.

Watch the **Mini Lesson** on 'Making Inferences - Text' found in Google Classroom.

**READING TASK:**

Today you are going to read the Inference Cards and make an inference to answer the questions (found below or in Google Classroom.)

[Making Inferences Tasks Cards and Questions](#)

If you have time, read a book for at least 15 minutes.

**Writing  
(30 min)**

**Anthologies**

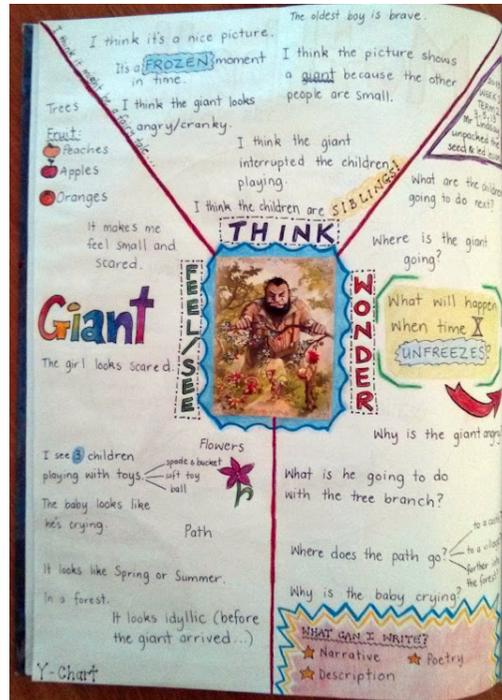
Choose one of your topics from a section of your identity wheel and create a Y chart (what does it look like/feel like, what do you think about your topic and what do you wonder about it)

See Y-chart, instructions and an example on the [Y-Chart PDF](#) or on the slides in Google Classroom.

Your anthology writing will all revolve around the topic you choose.

Watch the **Mini Lesson in Google Classroom** to help explain how to create your Y-chart.

**Brainstorm** possible genres you might like to use and add them to the bottom of your Y-chart (see example below)



**Maths  
(30 min)**

**ESTIMATING ANGLES GAME**

This week we have been learning about angles. We have learnt that an angle is the amount of turn or space between two straight lines that stem from a common point.

We have classified angles as less than, equal to and greater than a right angle. Angles can also be classified as acute (less than a right angle), right angle and obtuse (greater than a right angle). We can also measure the exact size of an angle. Angles are measured in degrees from 0 degrees all the way up to 360 degrees. Today you are going to play a game that will help you better understand the size of angles by estimating the amount of turn of various angles and estimate how many degrees they are.

Remember that a right angle is 90 degrees, an acute angle is less than 90 degrees and an obtuse angle is more than 90 degrees. This should help you get started.

<https://www.mathplayground.com/alienangles.html>

Once you have finished playing the game, complete Studyladder tasks relating to angles.

No Technology Option:  
Complete the worksheet in your print pack. Mark all of the right angles in blue, all of the obtuse angles in red and all of the acute angles in green.

**Physical Education  
(30 min)**

**Flip a Coin Work Out**

Flip a coin. Which ever side it lands on will tell you which exercise to complete.

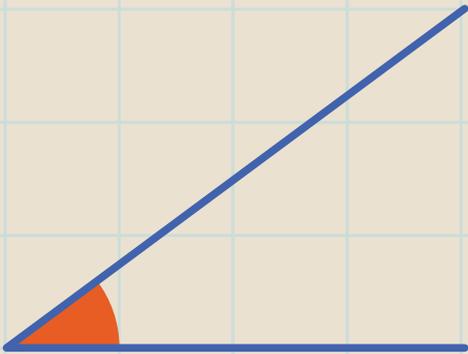
Round	Tails	Heads
1	Star Jumps	20 Metre Bear Crawl
2	30 Second Run	10 Push Ups
3	10 Burpees	10 Squats
4	30 Second Planking	15 Tuck Jumps
5	10 Lunges (5 each leg)	15 Calf Raises
6	30 Seconds Skipping (rope or moving along)	15 Sit Ups
7	20 Skater Jumps (10 each side)	High Jumps
8	10 Push Ups	30 Second Planking
9	20 Metre Bear Crawl	30 Second Run
10	10 Squats	10 Lunges (5 each leg)

Note: If you are not sure how to do any of these exercises just search for them on google and watch an example.

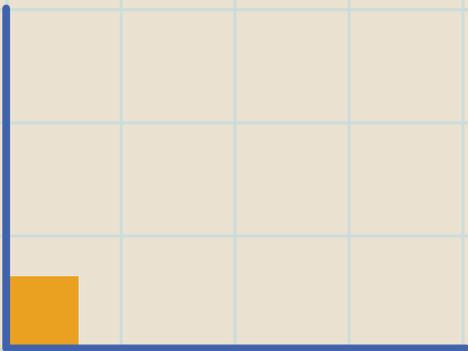
**Flip a Coin Work Out Poster**

Flip a coin. Whichever side it lands on will tell you which exercise to complete.

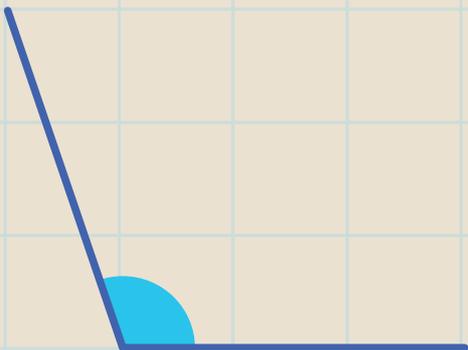
# Angles



**Acute Angles**  
are smaller than  
a right angle.

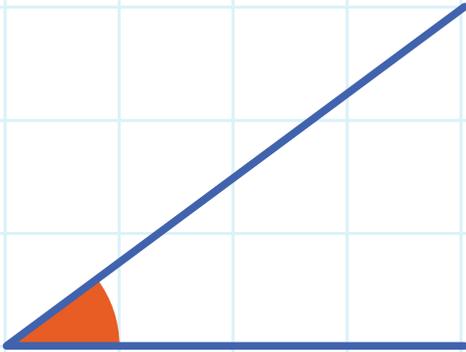


**Right Angles**  
make a square  
in the corner.

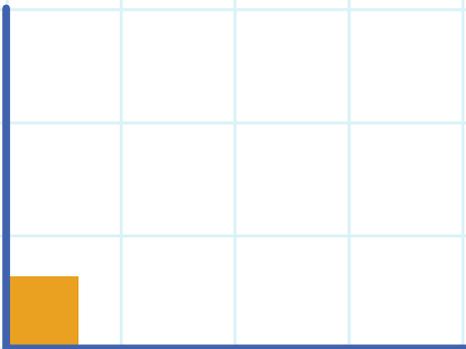


**Obtuse Angles**  
are bigger than  
a right angle.

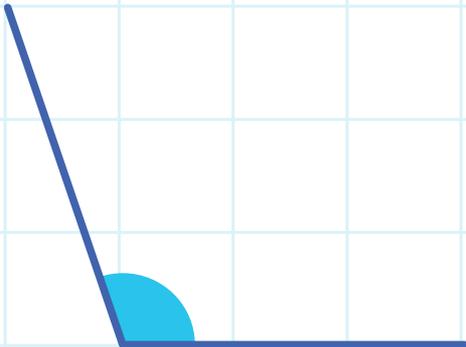
# Angles



**Acute Angles**  
are smaller than  
a right angle.



**Right Angles**  
make a square  
in the corner.



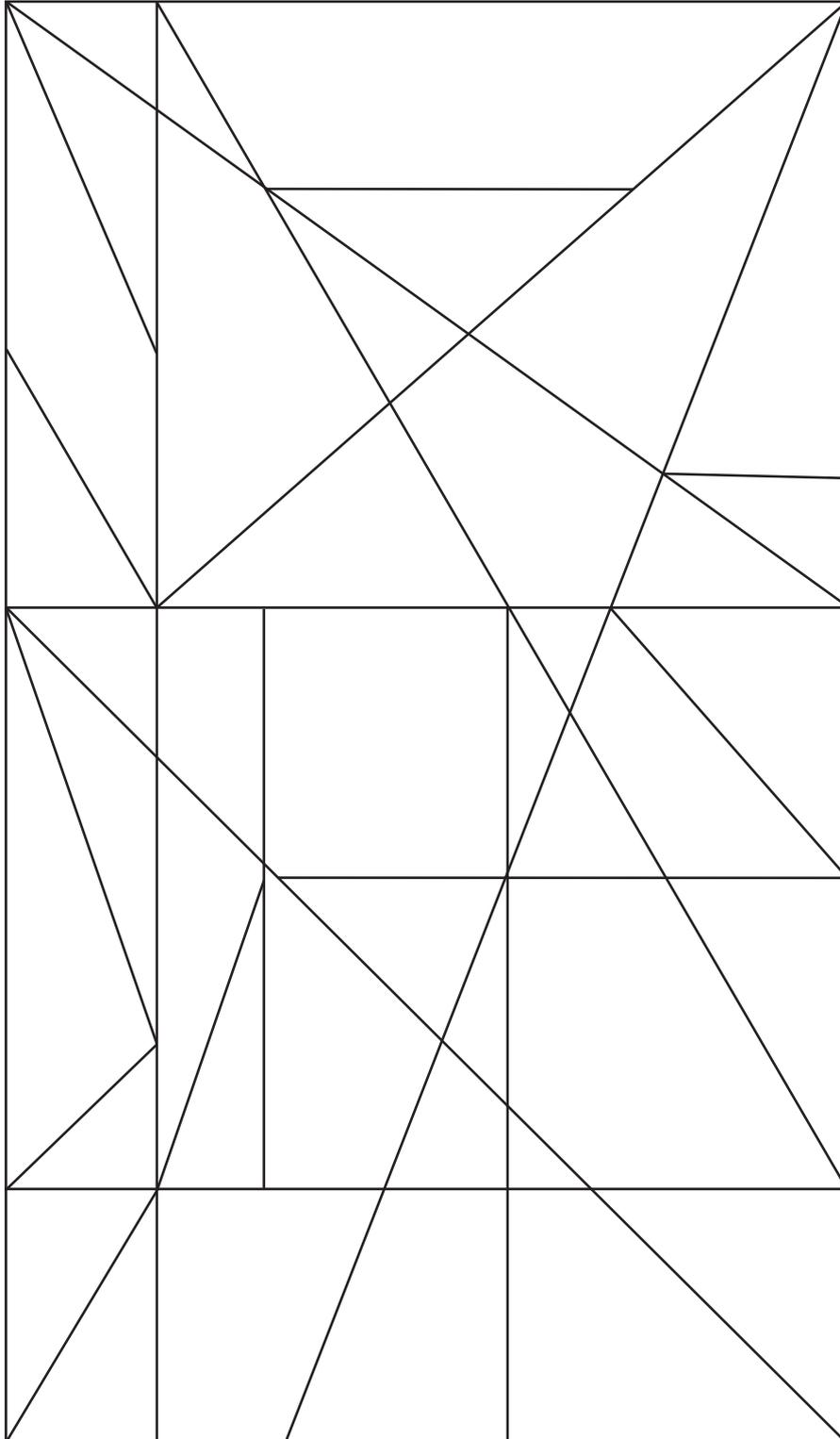
**Obtuse Angles**  
are bigger than  
a right angle.

# Angles

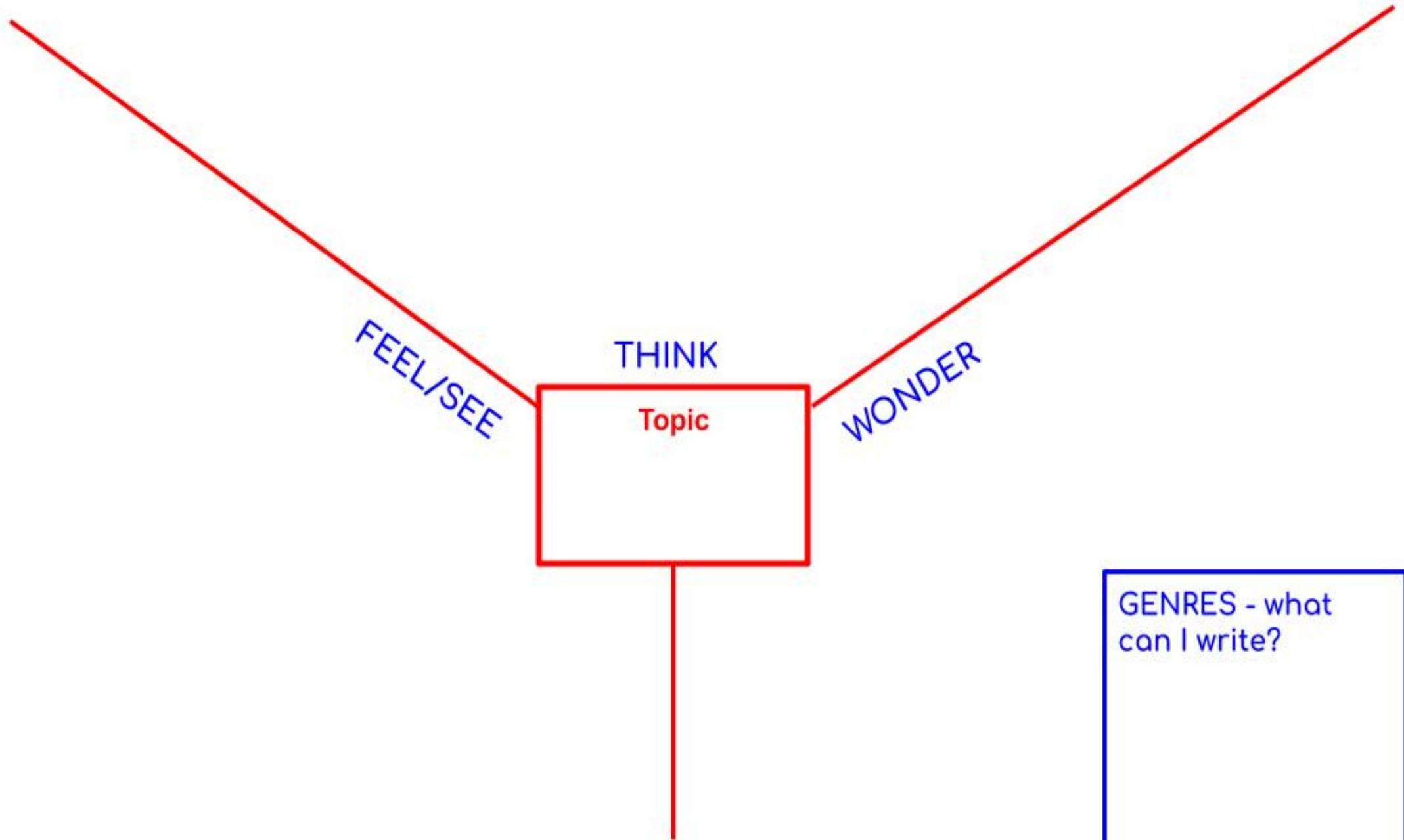
Mark right angles in blue.

Mark obtuse angles in red.

Mark acute angles in green.

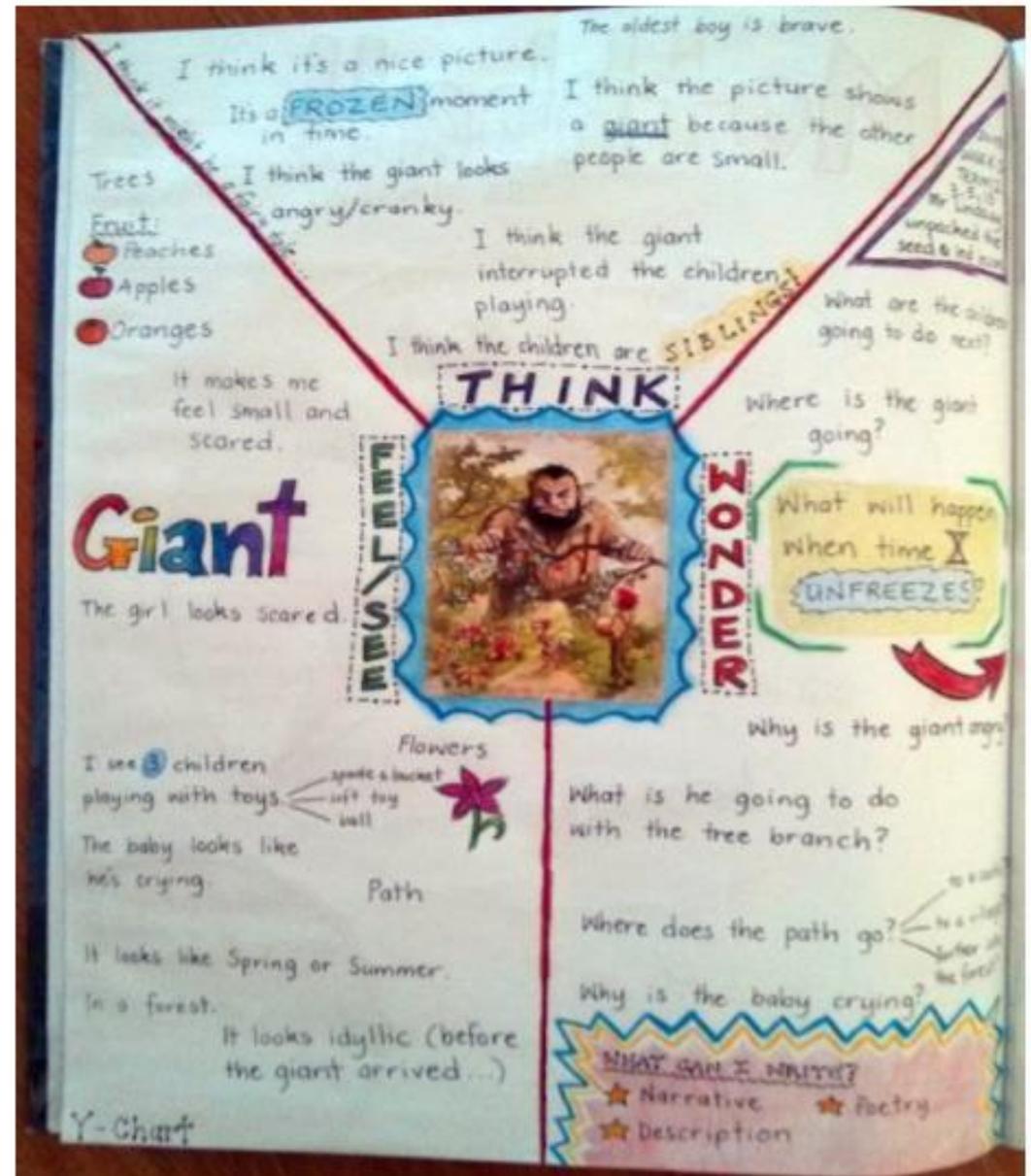


Anthology Y-Chart



# Y-Chart Example & Instructions

1. Important - Watch the mini lesson before you begin your Y-chart.
2. **DO NOT COPY THIS Y-CHART** it is just an example to help you.
3. Place your topic of choice from your Identity Wheel in the centre of the Y-chart.
4. In the feel/see section brainstorm add what you might, or do, see or feel in regards to your topic.
5. In the think section add what you think might happen in regards to your topic.
6. In the wonder section add things that you might wonder about your topic - these are things you might like to find out about it or questions about the topic.
7. In the box on the bottom right hand side, add some genres that you might use in your anthology writing, i.e. narrative, poetry, persuasive text, information report.



## Information About Me

You are going to brainstorm some information about yourself and about your interests in these eight areas.

Some questions to help you think about different parts of your self.

### **Home: I live with others**

Who I am at home: (daughter/son, brother/sister)

Who helps me at home:

Things I like to do at home:

### **Strengths: I have strengths**

Some strengths I have:

Some strengths I want to grow or improve:

### **School: I like to learn**

I would like to learn more about:

These people help me learn:

### **Play: I can be active**

Active games/sports I like to play are:

I like to be active when:

### **Friendship: I am a friend**

I like to play:

How I help my friends:

### **Coping: I can cope**

When I am down or worried, these things cheers me up:

When I have a problem it helps when I:

### **Relaxation: I can relax**

When I want to relax or calm down, I like to:

To help calm other people down I sometimes:

### **Futures: I have dreams about my future**

One day I would like to be:

Use the prompts above to help you brainstorm and fill in more than one response in each of the areas below.

<b>Home</b>	eg: brother, sister, Mum, Dad, grandparents
<b>Future</b>	
<b>School</b>	
<b>Strengths</b>	
<b>Relaxation</b>	
<b>Coping</b>	
<b>Play</b>	
<b>Friendship</b>	

# Making Inferences - Movie

Evidence + Prior Knowledge = Inference

Question 1 - Where are the birds going?	
Evidence What clues do you see?	Prior Knowledge What do you already know?
Answer	

# Making Inferences - Movie

<b>Question 2 - Why do they want the cupcake?</b>	
<b>Evidence</b> What clues do you see?	<b>Prior Knowledge</b> What do you already know?
<b>Answer</b>	

# Making Inferences - Movie

<b>Question 3 - How are the birds feeling now?</b>	
<b>Evidence</b> What clues do you see?	<b>Prior Knowledge</b> What do you already know?
<b>Answer</b>	

# Making Inferences - Movie

<b>Question 4 - Do the birds like to eat worms?</b>	
<b>Evidence</b> What clues do you see?	<b>Prior Knowledge</b> What do you already know?
<b>Answer</b>	

# Making Inferences

Evidence + Prior Knowledge = Inference

Look at the cover of the book. Think about the clues in the picture and title. What can you infer about the book?

Evidence What clues do you see on the cover?	Prior Knowledge What do you already know?
My Inference	
I infer this book is about...	

## Making Inferences - Text

### **(A) INFERENCE CARD # 1**

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Purpose Question: What activity is Maxwell participating in?

Maxwell was bored standing in the same position for such a long time. Nothing had come his way! He was just waiting. Waiting for three outs, waiting for the time when he could get his free snowcone. Suddenly, he saw it hurtling through the sky toward him. He raised his left hand and, "Plop!" He caught it! The crowd cheered as he raced all the way to the dugout.

# Making Inferences - Text

(A) Inference Card #1 - What activity is Maxwell participating in?

Evidence

What clues are in the text?

Prior Knowledge

What do you already know?

Answer

## Making Inferences – Text

### **(B) INFERENCE CARD # 2**

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Purpose Question: Where is Danielle?

Danielle was on the edge of her seat. The music was growing louder and she could tell something bad was about to happen. She waited, holding her breath, until she couldn't bear to look any longer. Turning to her friend, she whispered, "Tell me when it's over!" She clutched the armrests and tried not to squeal with fear.

# Making Inferences - Text

<b>(B) Inference Card #2 - Where is Danielle?</b>	
<b>Evidence</b> What clues are in the text?	<b>Prior Knowledge</b> What do you already know?
<b>Answer</b>	

## Making Inferences – Text

### **(B) INFERENCE CARD #3**

Purpose Question: What does Mrs. Johnson do for a living?

Mrs. Johnson walked slowly to her car. It had been a long day. Many of the people she'd helped today were really unwell. There must be some sort of virus going around. Mrs. Johnson's hands were dry because of so much hand-washing, and she couldn't wait to get home and change out of her uniform. Her comfortable shoes were feeling less comfortable after such a long day on her feet.

# Making Inferences - Text

**(B) Inference Card #3 - Where does Mrs. Johnson do for a living?**

Evidence

What clues are in the text?

Prior Knowledge

What do you already know?

Answer

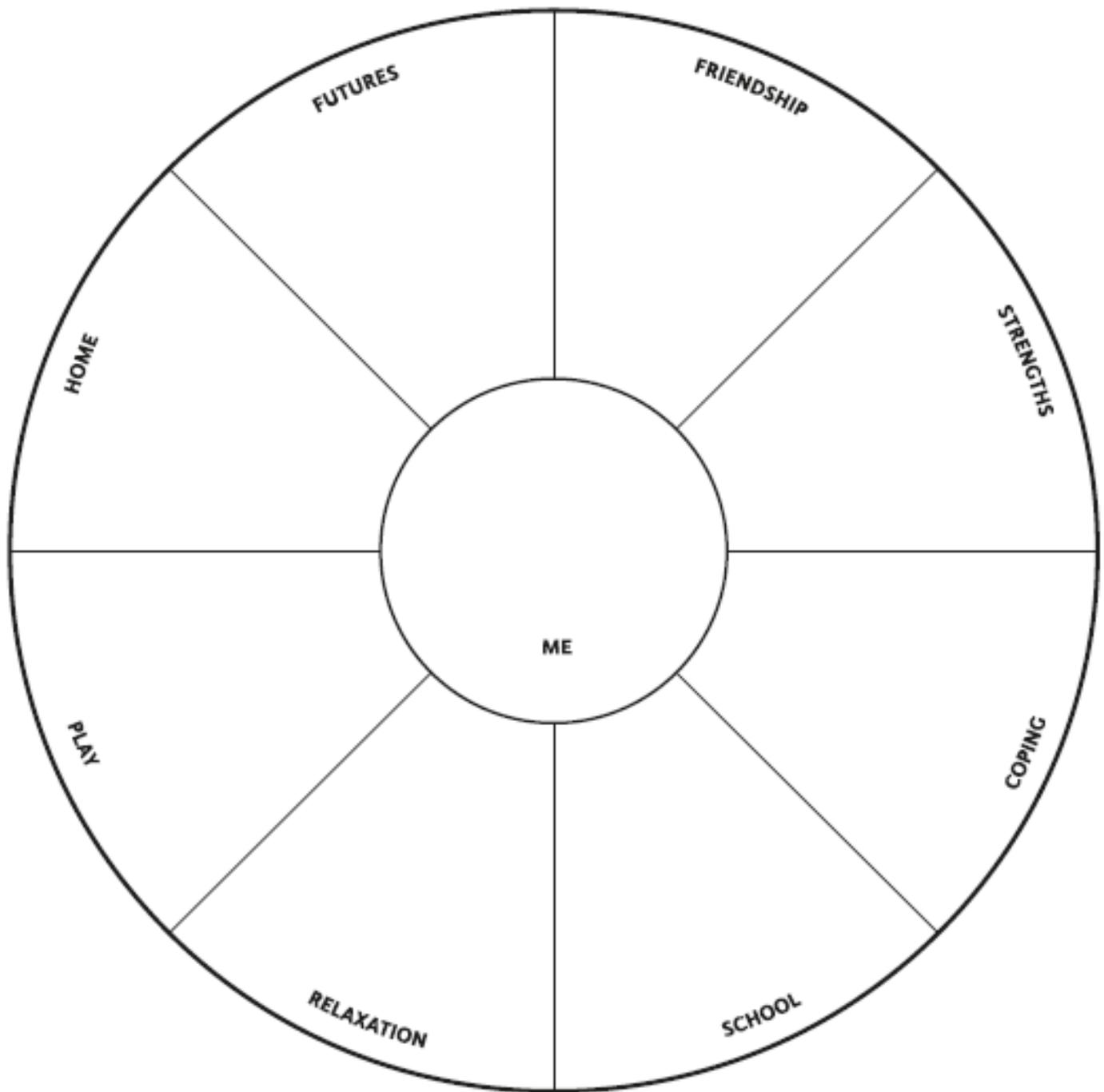
## **MONDAY MATHS - RIGHT ANGLES AROUND YOUR HOME**

Your task for today is to watch the youtube video which will show you how to find and measure right angles. Once you have made your measuring instrument you need to find at least 20 objects in your home that have a right angle. Complete the table below to record the right angles you have found around your home.

	<b>OBJECT THAT HAS RIGHT ANGLES</b>
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	
<b>8</b>	
<b>9</b>	
<b>10</b>	
<b>11</b>	
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<b>13</b>	
<b>14</b>	
<b>15</b>	
<b>16</b>	
<b>17</b>	
<b>18</b>	
<b>19</b>	
<b>20</b>	

# MY IDENTITY WHEEL

Name: \_\_\_\_\_



Some questions to help you think about different parts of your self.

**Home:** I live with others

Who I am at home: (daughter/son, brother/sister)

Who helps me at home:

Things I like to do at home:

**Strengths:** I have strengths

Some strengths I have:

Some strengths I want to grow or improve:

**School:** I like to learn

I would like to learn more about:

These people help me learn:

**Play:** I can be active

Active games/sports I like to play are:

I like to be active when:

**Friendship:** I am a friend

I like to play:

How I help my friends:

**Coping:** I can cope

When I am down or worried, these things cheers me up:

When I have a problem it helps when I:

**Relaxation:** I can relax

When I want to relax or calm down, I like to:

To help calm other people down I sometimes:

**Futures:** I have dreams about my future

One day I would like to be:

## Spelling Segmenting and Rhyming Words

- Write down 15 words that have the 'o for orange' sound in them in the first column.
- Segment each of these words in the second column
- Find rhyming words for each word in the third column

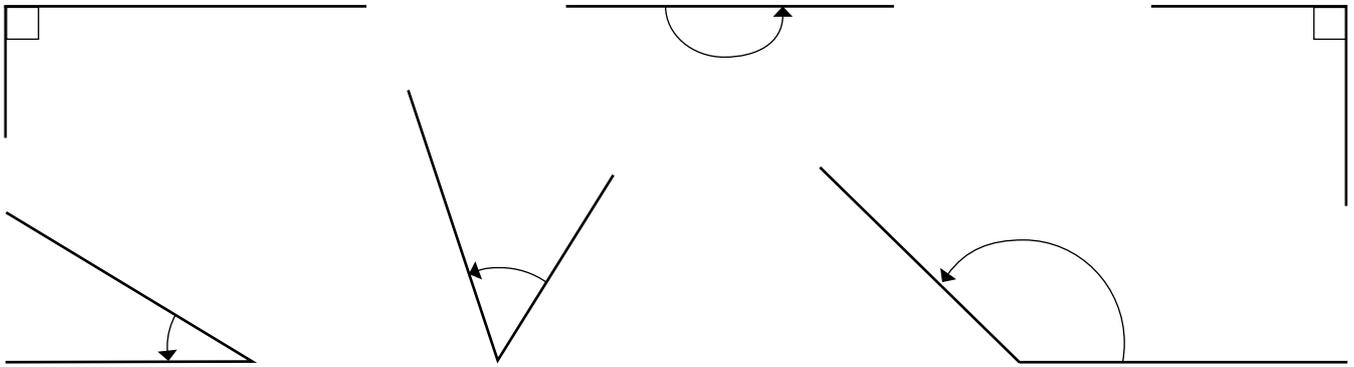
<b>'o - orange' words</b>	<b>Segmenting</b>	<b>Rhyming words</b>
<i>Eg: cross</i> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15.	<i>c/r/o/ss</i>	<i>boss</i>

Name \_\_\_\_\_

Date \_\_\_\_\_

## Angles (A)

- ① Look carefully at the following angles.

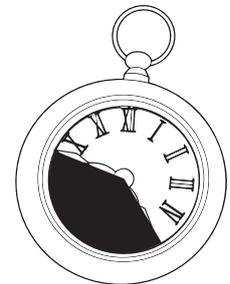
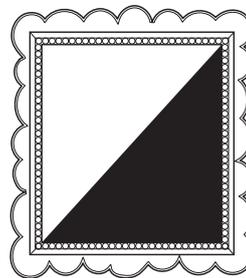
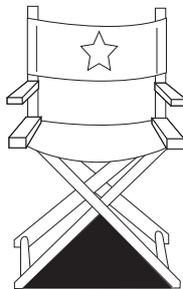
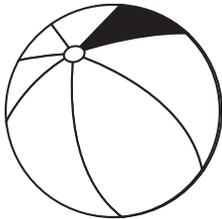
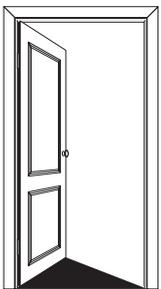


Circle all the **right angles green**.

Circle angles **less than** a right angle **blue**.

Circle angles **greater than** a right angle **red**.

- ② Circle the 3 objects that have right angles.



- ③ Use a ruler to draw the following angles:

less than right

right

greater than right

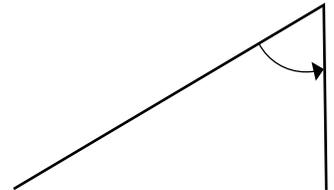
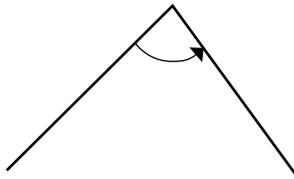
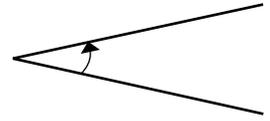
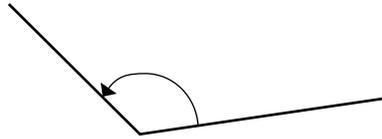


Name \_\_\_\_\_

Date \_\_\_\_\_

## Angles (B)

① Look carefully at the following angles.

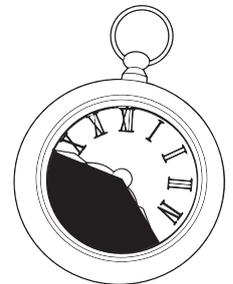
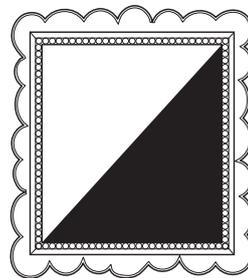
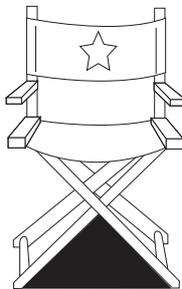
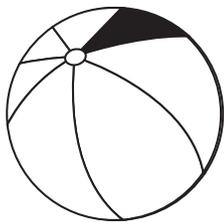
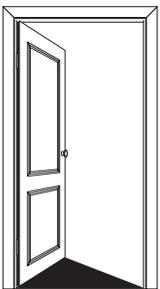


Circle all the **right angles green**.

Circle angles **less than** a right angle **blue**.

Circle angles **greater than** a right angle **red**.

② Circle the object with the largest angle.



③ Use a ruler to draw the following angles:

less than right

right

greater than right



The task for today is to complete the table on slide three. Sort the semaphore code alphabet to show which signals are less than, equal to and greater than a right angle. The first six have been done for you as an example.

Once you have sorted the alphabet, see if you can come up with words that can be made only by letters that are less than or equal to or greater than a right angle.

S  
E  
M  
A  
P  
H  
O  
R  
E



A



B



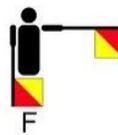
C



D



E



F



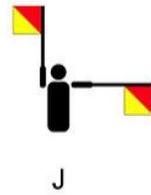
G



H



I



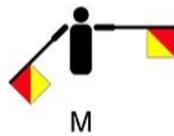
J



K



L



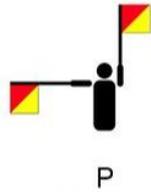
M



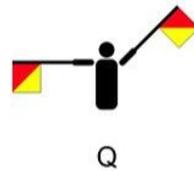
N



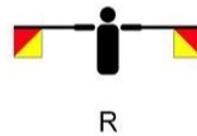
O



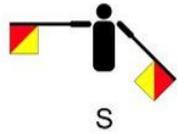
P



Q



R



S



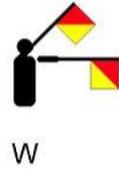
T



U



V



W



X



Y



Z



SPACE

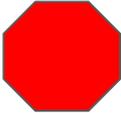
C  
O  
D  
E

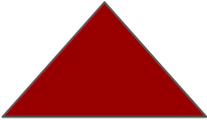
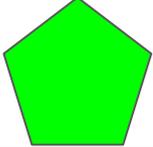
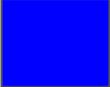
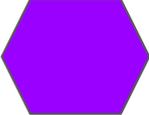
<b>LESS THAN A RIGHT ANGLE</b>	<b>EQUAL TO A RIGHT ANGLE</b>	<b>GREATER THAN A RIGHT ANGLE</b>
A	B F	C D E
<b>WORDS</b>	<b>WORDS</b>	<b>WORDS</b>

Your task for today is to complete the sorting activity found the following slides.

On the first two slides you need to identify how many corners and sides each shape has and then record how many angles the shape has.

On the third slide you are going to sort the shapes based on what type of angles you can see in each of the shapes. Make sure you look closely at the shapes. Drag each shape into the correct column.

SHAPE	NUMBER OF CORNERS AND SIDES	NUMBER OF ANGLES
		
		
		
		
		

SHAPE	NUMBER OF CORNERS AND SIDES	NUMBER OF ANGLES
		
		
		
		
		

**Right Angles  
Only**

**Less Than Right  
Angles Only**

**Greater Than  
Right Angles  
Only**

**2 Kinds of  
Angles**

**3 Kinds of  
Angles**