**Waleska: Estimating Angles**

Waleska: Okay, everybody’s writing in their agenda, let’s go. Jordan, you gonna write in your agenda? Okay, you need to really be on task today, okay? Okay, let’s see, here’s you’re here’s you’re here. Jor – ah, Katerina, but she left. Okay, so we’re all here. Okay. Okay, everybody’s here, so, I got attendance. Anybody absent yesterday? But you came in late but you got the work? Okay. You were absent? You were in TIPS, okay. What we did is we worked on 2.3 and we’re gonna work some more on it today, but if you need to come in at lunch and have extra time with an angle ruler, I’ll be in here, okay? Okay. Okay, that should be enough time to write in your agenda.

 You had – we reduced the homework assignment yesterday to problems that you didn’t have to use the angle ruler, okay? So if you didn’t hear that before you left, I hope you didn’t worry about that last night, but you should have done 4 through 9, because that you didn’t need the angle ruler, okay? So everybody take out their grading color and take out your angle ruler – I mean, take out your homework.

 Good, put it in the basket, please. Jorey, did you have – let me show Jorey – did you have this worksheet to turn in from when you were absent? Make sure your name’s on it and put it in the basket.

 Okay, let’s see. Grading color and your homework. Pencils away, please. Yep, the Ace page 4 through 9. Pencils away, please, in the basket, please. Okay, guys, when we’re grading you should always have your book open so you can remember what the problems look like, so open your books, please. Yes?

Students: [cross talk]

Waleska: Okay, and you can check it today with the angle ruler. Did you have a protractor? How’d you do it? You guessed? Uh! Okay ... Okay, here we go! We’re grading, now, so I shouldn’t hear any more talking. Anthony, why isn’t your book open and your work out?

Student: [inaudible]

Waleska: Yes, Ace page 4 through – ah, problems 4 through 9. The page is page 41. Okay, it said to – without using an angle ruler, that you are going to estimate which angles belong to the given degrees. Okay. We have to use our benchmarks though when we estimate, so show me with your hands and with your arms, show me a right angle? Jordan, show me a right angle so I know…Okay, show me obtuse– so that’s greater than 90. Obtuse. The other way. More, more, Brandon. Okay. Show me acute. Less than 90, so those are your benchmarks, okay? We got your 90 degrees is your main benchmark, so less than 90, greater than 90 for obtuse. Those should help you if you know your vocabulary when you’re doing these problems, okay?

 Well, let me put up some angles ... and these aren’t the exact ones, but these are examples for you. Let’s go through – so for A. What’d you get? How many degrees is A? Erik?

Erik: 180.

Waleska: Okay, what about B? Selena?

Selena: 90.

Waleska: Yes, very good. What about C? Makala?

Student: 150.

Waleska: Good job. Did you guys measure these or did you just estimate right on?

Students: [cross talk]

Waleska: Good job. You guys are doing a good job. Olivia, D.

Student: Aum, 60?

Waleska: Good. Jordan, E. ... Okay, you need to show me your work