

تم تحميل هذا الملف من موقع المناهج الإماراتية



الملف أوراق عمل درس المثلثات Triangles

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روابط مواقع التواصل الاجتماعي بحسب الصف السابع



روابط مواد الصف السابع على تلغرام

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المزيد من الملفات بحسب الصف السابع والمادة رياضيات في الفصل الثالث

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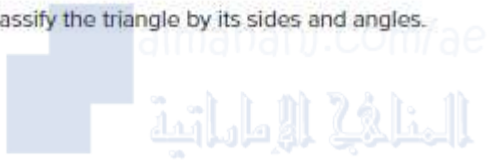
Check

A triangle has one right angle and two congruent sides.

Part A Draw the triangle.



Part B Classify the triangle by its sides and angles.



Check

Use a ruler and a protractor to determine if it is possible to draw a triangle with a 32° angle, an 82° angle, and a 67° angle. If it is possible, draw the triangle. If not, explain why.



Check

Use a ruler and a protractor to determine if it is possible to draw a triangle with a 30° angle, a 60° angle, and a side that measures 7 centimeters between the two angles. If it is possible, draw the triangle. If not, explain why.



Check

Determine whether or not it is possible to draw a triangle with side lengths 3, 4, and 5 inches. If so, use a sketch to draw the triangle. If not, explain why.



Practice

1. Draw a triangle with three acute angles and two congruent sides. Classify the triangle by its sides and angles. Then determine if these characteristics create a unique triangle or more than one triangle. (Example 1)

3. Use a ruler and a protractor to determine whether or not it is possible to draw a triangle with a 50° angle, a 60° angle, and an 80° angle. If so, draw the triangle. If not, explain why. (Examples 2 and 3)

5. Use a ruler and a protractor to determine whether or not it is possible to draw a triangle with a 6 millimeter side, an 8 millimeter side, and a 90° angle between them. If so, draw the triangle. If not, explain why. (Examples 2 and 3)

7. Use Web Sketchpad or other geometry software to determine whether or not it is possible to draw a triangle with side lengths of 2, 2, and 5 inches. If so, draw the triangle. If not, explain why. (Example 4)

 **Go Online** You can complete your homework online.

2. Draw a triangle with one right angle and two congruent sides. Classify the triangle by its sides and angles. Then determine if these characteristics create a unique triangle or more than one triangle. (Example 1)

4. Use a ruler and a protractor to determine whether or not it is possible to draw a triangle with a 60° angle, a 60° angle, and a 60° angle. If so, draw the triangle. If not, explain why. (Examples 2 and 3)

6. Use a ruler and a protractor to determine whether or not it is possible to draw a triangle with a 75° angle, a 115° angle, and a side of 4 inches between the two angles. If so, draw the triangle. If not, explain why. (Examples 2 and 3)

Test Practice

8. **Multiselect** Select all of the sets of measurements that can form a triangle.

$35^\circ, 15^\circ, 130^\circ$

$90^\circ, 3 \text{ inches}, 7 \text{ inches}$

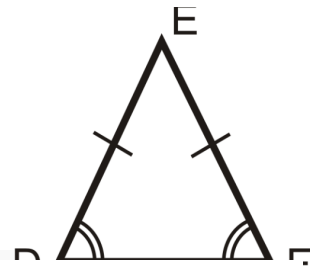
$70^\circ, 70^\circ, 70^\circ$

17 inches, 8 inches, 2 inches

5 inches, 6 inches, 7 inches

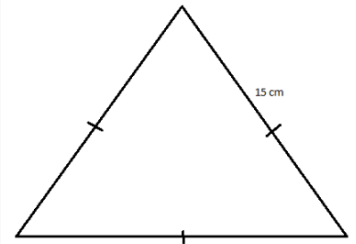
Q. Name this image by its angles.

- a) acute
- b) obtuse
- c) right
- d) equiangular



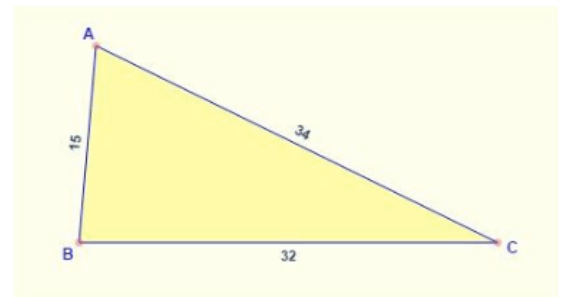
Q. Name this triangle by its sides.

- a) scalene
- b) isosceles
- c) equilateral
- d) obtuse



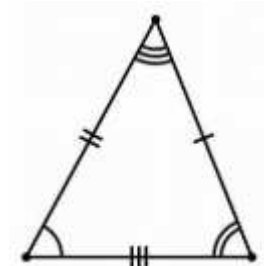
Q. Name this triangle by its sides

- a) scalene
- b) isosceles
- c) equilateral
- d) acute



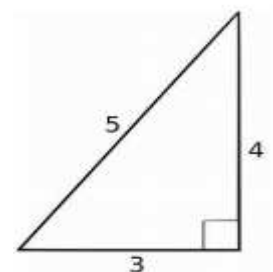
Q. Name this triangle by its angles and sides.

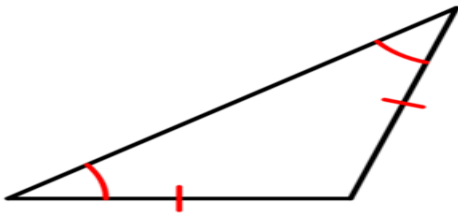
- a) acute, scalene
- b) acute, isosceles
- c) obtuse, equilateral
- d) equiangular, equilateral



Q. Name this triangle by its angle and sides.

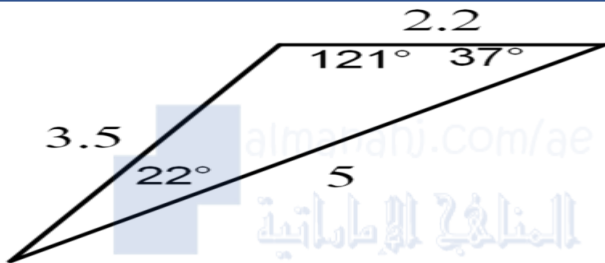
- a) acute, scalene
- b) obtuse scalene
- c) right, scalene
- d) right, isosceles





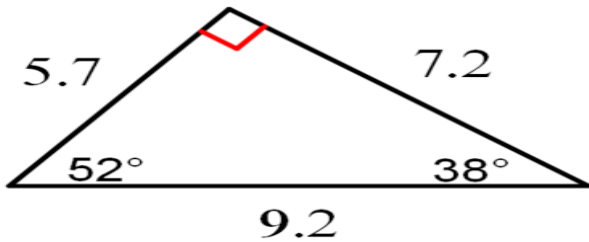
- A) obtuse isosceles
- C) acute right

- B) right scalene
- D) right isosceles



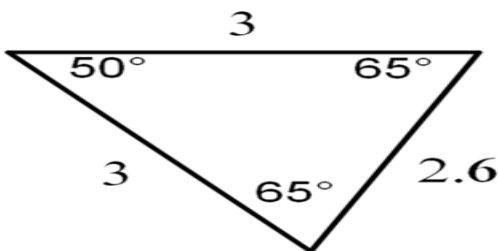
- A) right scalene
- C) right isosceles

- B) equilateral
- D) obtuse scalene



- A) equilateral
- C) right scalene

- B) obtuse isosceles
- D) right obtuse



- A) acute isosceles
- C) obtuse scalene

- B) right obtuse
- D) acute scalene
