

## Discovering Properties of a Quadrilateral

Distribute copies of the Activity Sheet, Communicators, Pens, Erasers and rules to the students. Run the two pages of figures back to back. Run the Chart separate.

Do Now: Have students identify each of the 6 quadrilaterals on the activity sheets and be able to tell why.

Ask students to describe the names of the quadrilaterals and the properties that make each figure that name.

Ask students to add the diagonals in each of the 6 quadrilaterals.

Using their communicators, have students trace along the diagonals to compare the lengths of the two diagonals in each quadrilateral. Use the chart to record if the diagonals are congruent or not congruent.

Using the communicators, have the students trace parts of each diagonals to see if the diagonals are bisected. Record the information in the chart.

Using the communicators, have the students copy the angles where the diagonals bisect to decide if they are perpendicular. Record the information in the chart.

Using the communicators, have students trace the opposite angles to see if they are congruent. Record the information in the chart.

Using the communicators, have students trace the two angles created by the diagonal to see if the opposite angles are bisected by the diagonal. Record the information in the chart.

Using the communicators, have students copy adjacent angles to see if they are supplementary. Record the information in the chart.

Using the communicators, have students trace opposite sides to see if they are congruent. Record the information in the chart.

Using the communicators, have students try to determine if a figure has one or two lines of symmetry. Record the information in the chart.