

Really Good Stuff® Activity Guide

Quadrilaterals Banner and Magnet Set

Congratulations on your purchase of this Really Good Stuff® **Quadrilaterals Banner and Magnet Set**—a concrete way to explore and build an understanding of quadrilaterals and their properties.

This Really Good Stuff® product includes:

- *Quadrilaterals Banner*
- 11 *Quadrilateral Magnets*
- This Really Good Stuff® *Activity Guide*

Assembling and Displaying the Quadrilaterals Banner and Magnet Set

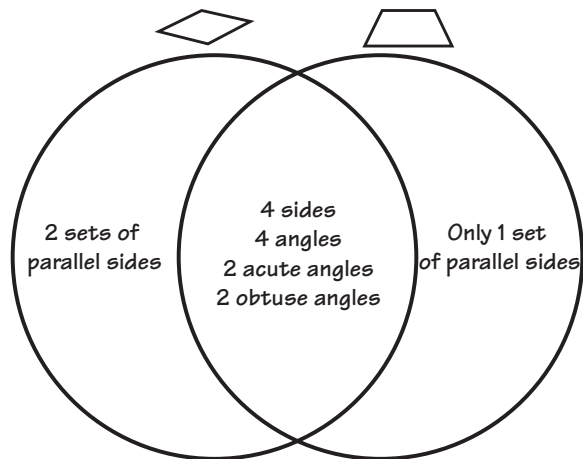
Before displaying the *Quadrilaterals Banner*, make copies of this Really Good Stuff® *Activity Guide* and file the pages for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com. Hang the *Banner* on a whiteboard or other metallic surface where students will be able to see and interact with it easily.

Introducing the Quadrilaterals Banner

Gather students around the *Quadrilaterals Banner* and point out that all four-sided figures are quadrilaterals, but they also have another name based on the relationship of the sides and the degree of their angles. Using this analogy to clarify: Indicate that this relationship is much like their names in that everyone in the same family has the same last name (quadrilateral) but different first names (parallelogram, trapezoid, rhombus, rectangle, or square).

Identifying Properties of Quadrilaterals

Before introducing the quadrilateral names and their definitions, help students examine the properties of quadrilaterals more closely by doing a compare and contrast activity. Copy and distribute the *Quadrilateral Manipulatives Reproducible* and tell students to carefully cut out each of the quadrilaterals. Instruct students to create a Venn diagram on a sheet of paper and to select two of the quadrilateral manipulatives. Have them label their Venn diagram by placing a different quadrilateral over each circle of the Venn diagram. Instruct students to begin filling in descriptions of each of the quadrilaterals in the appropriate sections on the Venn diagram. Encourage students to look for parallel lines, line lengths, and size of angles.



Once students have had the opportunity to examine the properties of their quadrilaterals closely, stage the *Magnets* randomly beside the *Banner*. As you introduce and discuss each type of quadrilateral, have a student select an appropriate *Magnet* to add to the corresponding section on the *Banner*. As you conduct this activity, students will find duplicate *Magnets*. If a student is going to place a *Magnet* under a quadrilateral name that already has that particular *Magnet*, review the definitions of the other quadrilaterals, and ask students to find another category on the *Banner* where the magnet could go.

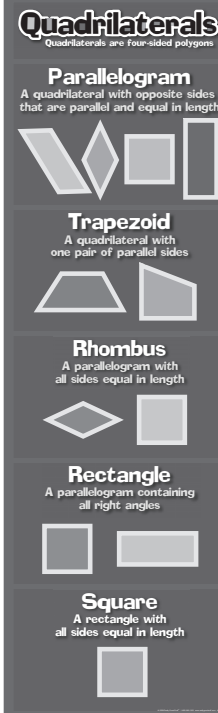
Copy and distribute the *Quadrilateral Names Reproducible*. Consider creating an overhead transparency of the *Reproducible* as well. Keeping the completed *Quadrilaterals Banner* displayed for reference, have students write the name of each figure on the line below the figure. Reinforce the concept by encouraging discussion over the properties (parallel lines, angles, length of sides) that categorize each figure. Remind students that some figures can have more than one name and use the transparency to demonstrate. To quickly assess students' understanding of quadrilaterals, copy and distribute the *Quadrilaterals Quiz Reproducible*.

Answers to Quadrilateral Names Reproducible:

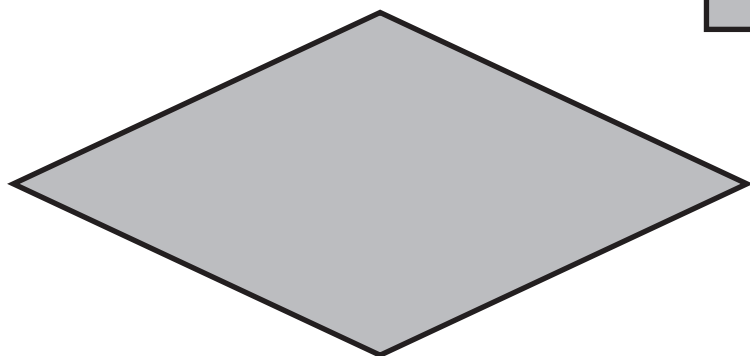
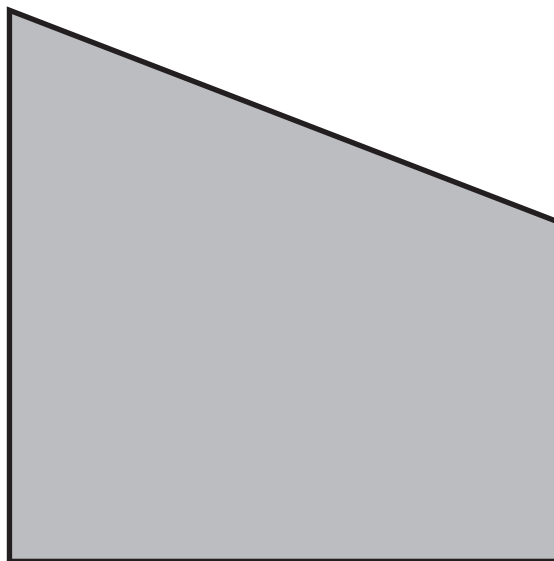
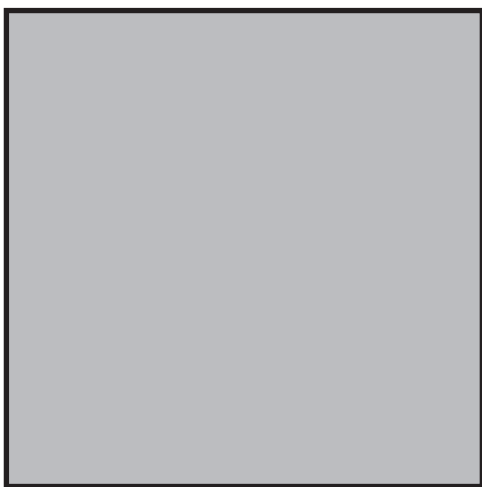
- 1) parallelogram, rectangle
- 2) parallelogram, rhombus
- 3) parallelogram, rhombus, rectangle, square
- 4) parallelogram, rectangle
- 5) trapezoid
- 6) trapezoid
- 7) trapezoid
- 8) parallelogram, rhombus
- 9) parallelogram
- 10) trapezoid
- 11) parallelogram
- 12) parallelogram
- 13) parallelogram, rectangle
- 14) parallelogram, rhombus, rectangle, square
- 15) trapezoid
- 16) parallelogram, rectangle
- 17) parallelogram, rhombus
- 18) trapezoid
- 19) trapezoid
- 20) parallelogram, rhombus, rectangle, square
- 21) trapezoid
- 22) parallelogram, rhombus
- 23) parallelogram, rhombus, rectangle, square
- 24) parallelogram
- 25) parallelogram, rectangle

Answers to the Quadrilaterals Quiz Reproducible:

- | | | | | |
|------------|---------|-------------|-------------|-------------|
| 1) A,D | 11) B | 21) B | 31) B | 41) A,D |
| 2) B | 12) B | 22) B | 32) A,C,D,E | 42) B |
| 3) B | 13) A,C | 23) A,C,D,E | 33) A,D | 43) A,C,D,E |
| 4) B | 14) B | 24) A,C | 34) B | 44) B |
| 5) A | 15) A | 25) B | 35) A,C | 45) A |
| 6) A,C | 16) B | 26) A,C | 36) B | 46) A,C |
| 7) B | 17) A,C | 27) A,C,D,E | 37) A,C | 47) B |
| 8) A,C,D,E | 18) B | 28) A | 38) B | 48) A,C,D,E |
| 9) A,C | 19) B | 29) B | 39) B | 49) B |
| 10) A | 20) A | 30) B | 40) A,C,D,E | 50) A |

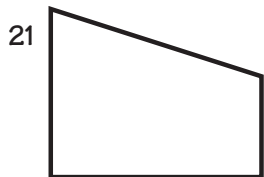
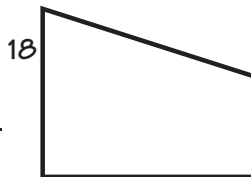
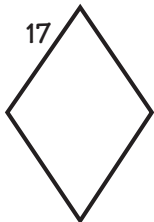
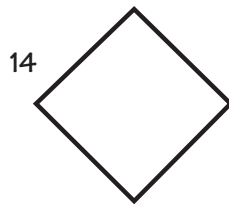
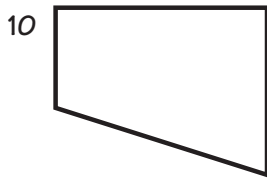
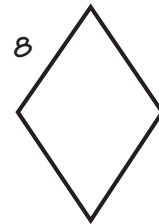
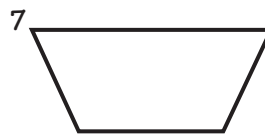
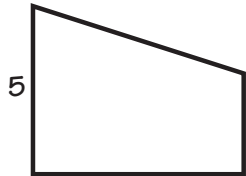
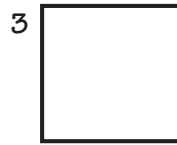
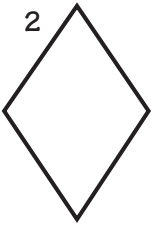
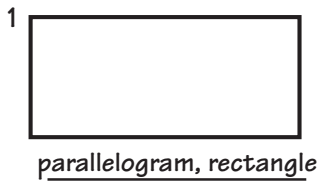


Carefully cut out each of the quadrilaterals, along their line segments.



Name: _____ Date: _____

Write the name or names of each quadrilateral on the line.



Name: _____ Date: _____

Write the letter or letters that correspond to the quadrilateral, inside each shape:
 A=parallelogram, B=trapezoid, C=rhombus, D=rectangle, or E=square

