

### (A) Lesson Context

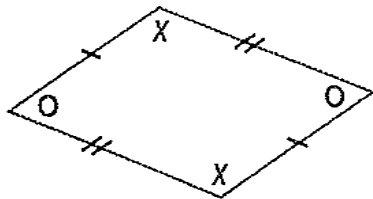
BIG PICTURE of this UNIT:	<ul style="list-style-type: none"> <li>mastery with algebraic skills to be used in our work with co-ordinate geometry (midpoint, length, slope)</li> <li>understanding various geometric properties of quadrilaterals &amp; triangles</li> <li>how do you really prove that something is “true”?</li> </ul>		
CONTEXT of this LESSON:	<p>Where we’ve been</p> <p>You know how to find a midpoint, a length &amp; slope and how to work with Geogebra</p>	<p>Where we are</p> <p>Using length, slope &amp; midpoint in verifying properties of geometric figures</p>	<p>Where we are heading</p> <p>How can I prove various geometric properties of quadrilaterals and triangles?</p>

### (B) Lesson Objectives:

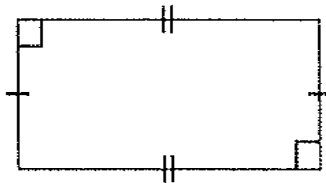
- Review the properties of quadrilaterals and triangles through geogebra
- Use algebraic methods to classify quadrilaterals & triangles

### (C) Properties of Quadrilaterals

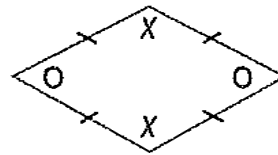
#### Quadrilaterals



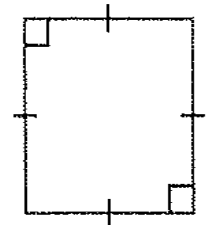
parallelogram



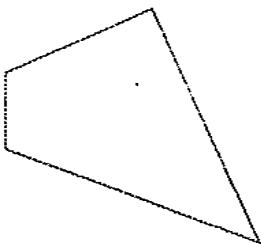
rectangle



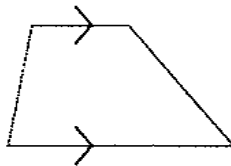
rhombus



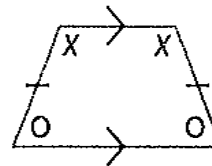
square



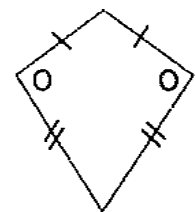
irregular  
quadrilateral



trapezoid



isosceles  
trapezoid



kite

**(D) Exploring Quadrilaterals – through dynamic geometry software: geogebra**

Triangle Type	Constructed using Geogebra	Properties	Confirmed algebraically
Parallelogram	A(-2,5); B(9,3) C(12,-3); D(1,-1)		
Rectangle	A(-3,4); B(6,10) C(10,4); D(1,-2)		
Rhombus	A(2,6); B(4,12) C(6,6); D(4,0)		
Square	A(1,7); B(7,11) C(11,5); D(5,1)		
Trapezoid	A(2,6); B(8,10) C(18,6); D(6,-2)		
Isosceles Trapezoid	A(0,0); B(3,3) C(5.07,2.17); D(0.83,-2.07)		
Kite	A(-4,6); B(-7,4) C(-6,-4); D(-2,3)		

**(E) “Template for your proof”**

1. Visual Representation – This can be a sketch on paper or a construction in GEOGEBRA

(Optional step) Research unknown concepts. (If you don't know a vocabulary word, look it up!)

2. Decide what properties about the shape are needed to do the verification/proof. Write down in short sentence(s).

3. Do the MATH to show that those properties exist in the given shape.

4. Write a conclusion stating what you proved AND include a justification (cite the results of your math calculations).

**(F) Applications with Circles – In Class Assignment**

<b><u>SKILLS TASK</u></b>	Complete the assigned Exploring Quadrilaterals task (7 points each)	21 points
<b><u>“C” LEVEL</u></b>	Basics of Quadrilaterals  <a href="#">Complete Q3,5,10,11,12,13,14</a> (8 points each)  <a href="#">Check your ANSWERS here</a>	56 points
<b><u>“B” LEVEL</u></b>	Identifying Quadrilaterals  <a href="#">Complete Q16a,17</a> (7 points each) → <a href="#">ANS here</a>	14 points
<b><u>“A” LEVEL</u></b>	Problem Solving with Quadrilaterals  <a href="#">Complete Q18, 20b</a> (5 points each)	9 points

**(A) Homework/Resources**

[Nelson 10 Chap 2.4 – Classifying Geometric Figures](#), p101-102, Q3,5,10,11,12,13,14,16a,17,18,20b