Directions for groups:
✶ each group member reads a different font. ✐ students may take notes on the borders.
🗣 students discuss what they've read ▤ students complete the activity.

Name:_____

A Family Tree of Quadrilaterals

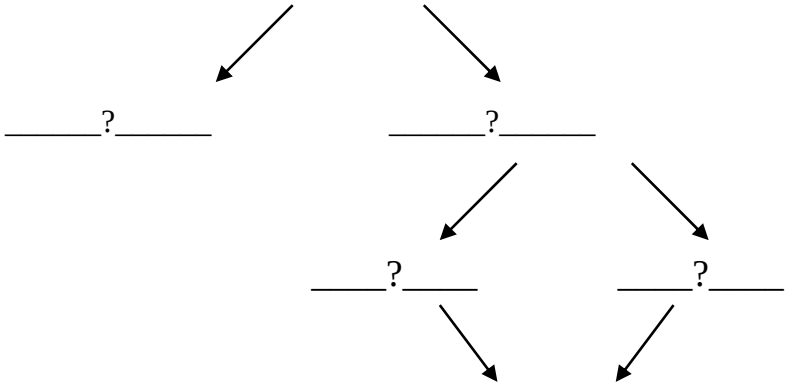
First, my great-great-grandfather, the **quadrilateral**, was born. Later, when he grew up, he had twins. Well, not twins exactly. **Trapezoid** had one pair of sides parallel. **Parallelogram** had both pairs of sides parallel.

My great-grandfather was **Parallelogram**. He wanted to come to America. The trip was difficult. It changed his shape from ▱ to ▭. So he became a **rectangle**.

Meanwhile, another parallelogram made the same trip to America. The trip was difficult for her, too. It changed her shape from ▱ to ◇. So she became a **rhombus**.

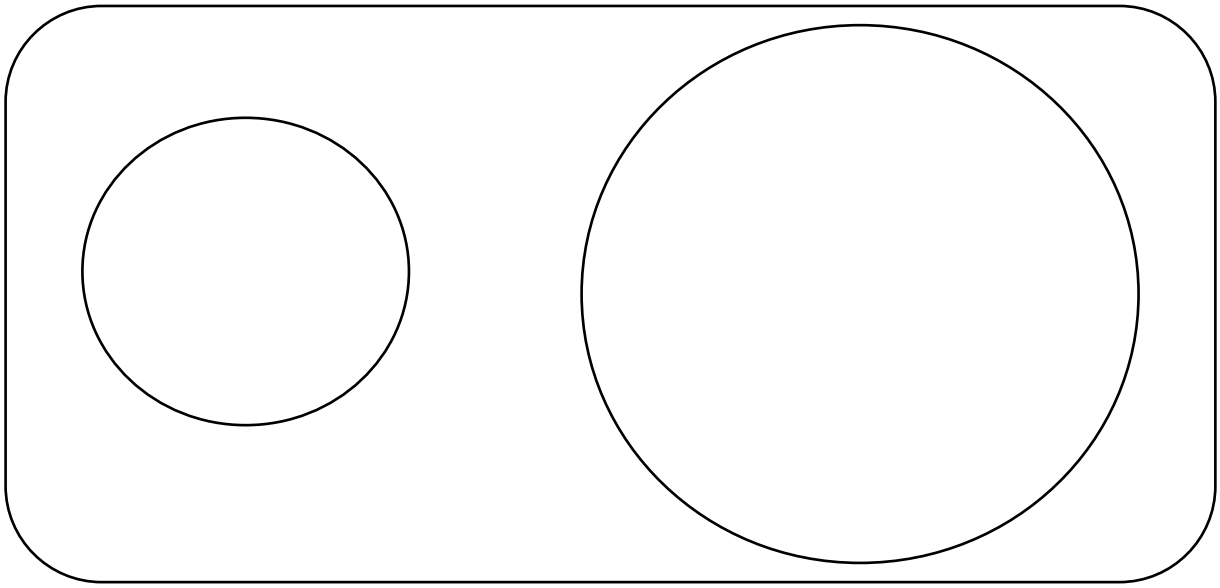
So, my mother was a **rhombus** and my father was a **rectangle**. I got the best traits from each -- my father's right angles and my mother's **congruent** sides. As you know, I am a **square**... and we all lived happily ever after.

1. Complete the family tree for quadrilaterals. The arrow ↘ means "is a special kind of."

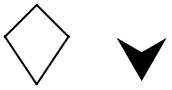


____?____

2. If you started drawing a Venn diagram to show the relationships in the quadrilateral family, how would you complete it?



3. A KITE is a quadrilateral with two pairs of **adjacent** sides congruent.

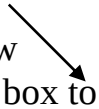
These are kites: 

These are not kites:

Which of these are kites? 

Draw some kites:

Include the kite in your Venn diagram.

4. Create a different family tree. Use the arrow  to mean "is a special kind of." Use words from the word box to create a family tree.

rhombus	square	kite	rectangle	trapezoid

A Family Tree of Quadrilaterals