

**Reteach****6-3 Conditions for Parallelograms**

You can use the following conditions to determine whether a quadrilateral such as  $PQRS$  is a parallelogram.

**Conditions for Parallelograms**

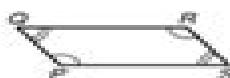
$$\begin{array}{l} QR \parallel SP \\ QR = SP \end{array}$$

If one pair of opposite sides is  $\parallel$  and  $=$ , then  $PQRS$  is a parallelogram.



$$\begin{array}{l} QR = SP \\ PR = RS \end{array}$$

If both pairs of opposite sides are  $=$ , then  $PQRS$  is a parallelogram.



$$\begin{array}{l} \angle P = \angle R \\ \angle Q = \angle S \end{array}$$

If both pairs of opposite angles are  $=$ , then  $PQRS$  is a parallelogram.



$$\begin{array}{l} PT = RT \\ QT = ST \end{array}$$

If the diagonals bisect each other, then  $PQRS$  is a parallelogram.

A quadrilateral is also a parallelogram if one of the angles is supplementary to both of its consecutive angles.

$$65^\circ + 115^\circ = 180^\circ, \text{ so } \angle A \text{ is supplementary to } \angle B \text{ and } \angle D.$$

Therefore,  $ABCD$  is a parallelogram.



Show that each quadrilateral is a parallelogram for the given values. Explain.

1. Given:  $x = 9$  and  $y = 4$



2. Given:  $w = 3$  and  $z = 31$



## Geometry Section 6 3 Reteach

**Holt Rinehart & Winston**

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**Silver Burdett Ginn Mathematics** ,1999 *Passport to Algebra and Geometry* Barbara L. Power,Holt McDougal,Rita Browning,2004 *Beggs V. Board of Education of Murphysboro Community* ,2016 *Macmillan/McGraw-Hill Math: Teacher ed.*, v. 2 ,2004 *Geometry* Ron Larson,1995 **Te Math Advantage 98 Gr 6 Vol 1** Harcourt Brace Publishing,1997-10-10 Driven by Data 2.0 Paul Bambrick-Santoyo,2019-04-16 The bestselling guide for school leaders updated in a new edition Data driven instruction is the philosophy that schools should focus on two simple questions how do you know if are students learning And when they are not what do you do about it Driven by Data 2 0 is a practical guide that answers these questions to empower schools to achieve significant gains in student achievement Rooted in a proven framework that has been implemented in thousands of schools the book presents what makes schools successful along with tools to put the framework into place to make data work for your schools Assess set the roadmap for learning Analyze identify why students struggle Act teach more effectively what students need Build the culture train and develop your staff so that data driven instruction can thrive If you're a K 12 leader coach or teacher looking to implement data driven instruction in your school district Driven by Data 2 0 has the tools to train your staff PD materials videos of exemplar practice and all the resources you need to achieve remarkable results *Texas Tech Journal of Education* Texas Tech University,1974

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success using the key principles detailed in Leverage Leadership and this book is inspired and informed by their stories Leverage Leadership 2.0 is the practical resource school leaders need to start making real change happen today **Making Sure of Arithmetic** Robert Lee Morton, 1955 **Houghton Mifflin Math Central: Student text**, 1998 *Houghton Mifflin Math Central*, 1999 **Macmillan/McGraw-Hill Math: Teacher ed., v. 1**, 2004

**Using Formative Assessment to Drive Mathematics Instruction in Grades 3-5** Jennifer Taylor-Cox, Christine Oberdorf, 2014-06-11 Provide targeted mathematics instruction for every child. These books combine formative assessment with practical activities to differentiate the elementary classroom. The formative assessments include student work samples at varying levels. The authors illustrate the distinction between a traditional assessment and an enhanced assessment. Describe specific differentiated activities so each student may consistently receive instruction geared to specific need. Provide teachers with questions to assess to determine what each child understands about the math concept. Show how to move students to higher level mathematics thinking and to apply math concepts. Include extension activities to offer challenging work for children who have achieved skill mastery level. Each activity states a goal, the materials needed, a description of the activity as well as specific questions to ask students. The assessments and activities are aligned with the Common Core State Standards for Mathematics and the expectations described by the National Council of Teachers of Mathematics. This resource will help teachers, principals, and curriculum directors identify students' levels of understanding about mathematics and provide concrete resources for remediation, instruction, and enrichment. These books are also an excellent resource for use during workshops and in class observations. **World History**, 2000 **Everyday Mathematics: Teacher's lesson guide v. 1**

**[v.3] Teacher's lesson guide v. 2**, 2004 **Addison-Wesley Access to Algebra and Geometry** Phares G. O'Daffer, 1995

**Ate Wh** Holt Rinehart & Winston, 2000 **Everyday Mathematics** Max Bell, 2004 Contains easy to follow three part daily lesson plans. This assists teachers in focusing on lesson objectives providing ongoing practice for all students and addressing individual student needs for a variety of populations. A unit organizer provides learning goals, planning and assessment support content highlights a materials chart, suggestions for problem solving, cross curricular links and options for individualizing. Each guide is grade level specific.

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