



## Rule Modification-(Extra Time) for Better Learning.

- 1) When a student draws a property card or is the current player, that student is allowed 5 seconds to determine if the card is true or false.
  - 2a) They may pass to the student on their right and rule 1 is applied again.
  - 2b) If they state a value, and collect the card, all players have a right to challenge if they feel it is wrong. Refer to regular rules.
  - 3a) If all students pass or were incorrect in their assessment, the card is kept on the board if it is true and no student gets a point. Otherwise it is put in a discard pile.
  - 3b) The next student to the right continues play.

*This modification is intended to discourage students who shout out true or false without thinking about the property card and it also gives those who need a little more time to think about the property card a chance to do so without feeling rushed.*

*Still, students who play in good faith should not have a problem with the original rules. Healthy competition can be a positive motivator in the correct group setting.*

*Use the modification as best suits your group of students.*

## Rule Modification-(Deck Restriction) for Better Learning.

- 1) Restrict your property decks to a specific color; blue-segment, green-angle, yellow-parallel lines and diagonals.

*The purpose is to assist students in concentrating on just one aspect of the quadrilateral. If you find your students not very advanced in integrating for example, segments and angles, or segments and diagonals, restricting the property deck in this way helps the students to clarify any weaknesses between the different aspects of a geometric shape.*

*Plus it is a good teaching tool if you just want to focus on proving a shape from one or two of its segment, angles, parallel sides or diagonal requirements, as in the case of a parallelogram, or rhombus.*

## Rule Modification-(All Play) for Better Learning.

- 1) Give each player (instead of one group of players) a score sheet and instead of marking the name of the student who got the property card value correct first, have each student write down whether they think the card is true or false.
- 2) After all students do so, the values are checked *once any player claims a proof*. All Students who were correct, place a 1 next to the card number on the score sheet. Those who did not, place a 0. Points are added at the end of the game.
- 3) Once any player finds a set of cards that prove the shape, all players get 5 minutes to write their own proof based on *those* cards. All students who write a correct proof get 5 points when determining final score. The player who identified the proof gets 2 extra points, whether or not their written proof is correct.

*This allows those who may not be as good at finding the proof still a chance to win by being good proof writer.*