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| Standard: G.MM.1: Apply mathematics to real-life situations; model real-life phenomena using mathematics.G.MM1.1: Explain mathematically applicable problems using a mathematical model.G.GSR.4: Establish facts between angle relations and generate valid arguments to defend established facts.Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None |
|  | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* Learning Target Success Criteria 1  Success Criteria 2 | Activation of Learning*(5 min)* | Focused Instruction*(10 min)**\*I DO* | Guided Instruction*(10 min)**\*WE DO* | CollaborativeLearning*(10 min)**\*Y’ALL DO* | Independent Learning*(10 min)**\*YOU DO* | Closing*(5 min)* |
| * Do Now
* Quick Write\*
* Think/Pair/Share
* Polls
* Notice/Wonder
* Number Talks
* Engaging Video
* Open-Ended Question
 | * Think Aloud
* Visuals
* Demonstration
* Analogies\*
* Worked Examples
* Nearpod Activity
* Mnemonic Devices\*
 | * Socratic Seminar \*
* Call/Response
* Probing Questions
* Graphic Organizer
* Nearpod Activity
* Digital Whiteboard
 | * Jigsaw\*
* Discussions\*
* Expert Groups
* Labs
* Stations
* Think/Pair/Share
* Create Visuals
* Gallery Walk
 | * Written Response\*
* Digital Portfolio
* Presentation
* Canvas Assignment
* Choice Board
* Independent Project
* Portfolio
 | * Group Discussion
* Exit Ticket
* 3-2-1
* Parking Lot
* Journaling\*
* Nearpod
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| Monday | I can use the Midpoint Formula to solve problems involving line segments.I can calculate the midpoint of a segment and explain how it represents the average of the endpoints.   | Bell Ringer – Solve multistep equations Unit Review Questions 1-2 | Teacher models Segment Addition Postulate with Think-Aloud; Anchor Chart comparing Postulate vs. Formula | Class solves missing length problems together with prompting and cueing. | In pairs, solve midpoint problems on coordinate plane using Team Problem Solving. | Answer textbook/worksheet Questions #8–11 | “Explain how the Midpoint of a Segment is similar to solving an algebra equation.”  |
| Tuesday | I can describe and apply the Angle Addition Postulate to solve basic angle problems.  I can solve simple equations using the Angle Addition Postulate.   | Bell Ringer – Solve multistep equations Unit Review Questions 3-6 | Teacher Think-Aloud with diagram examples; create Anchor Chart on Angle Addition Postulate. | Worked Examples – Solve 2 practice problems together. | Think-Pair-Share – partners solve a short problem set and explain reasoning. | Students complete problems from practice sheet individually. | Exit Ticket – “State the Angle Addition Postulate and give one example.” |
| Wednesday | I can apply the Angle Addition Postulate to write and solve equations.I can solve algebraic equations that use the Angle Addition Postulate.   | Do Now – Solve a two-step algebraic equation.  | Direct Instruction – Teacher models how to set up algebraic equations using diagrams. |  |  | Students complete problems from practice sheet individually. | Peer Debrief – Partners share one strategy they used to solve an equation. |
| Thursday | I am going to learn to find the measure of a missing angle by using the Angle Addition Postulate.I can find the measure of a missing angle by using the Angle Addition Postulate.     | Bell Ringer – Solve multistep equations Unit Review Questions 7-8 |  | Teacher models how to set up algebraic equations using diagrams. | Create Visuals: Teacher and Students walk thru steps solving for missing angle using flip chart and dry eraser boards.  |  | Peer Debrief – Partners share one strategy they used to solve an equation. |
| Friday | I am going to review angle addition postulate and segment addition postulate. I can solve equations using the angle addition postulate and the segment addition postulate.      | Engaging Video – Architecture/engineering application of angles (High-Impact: Engaging Video with Prompt). | Demonstration – Teacher models a real-world application problem. |  | Group work: Complete angle addition postulate worksheet and segment addition postulate.  |  | Clear up any misconceptions with group discussion on the two postulates.  |

*\*key literacy strategies*