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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* | Collaborative  Learning  *(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 |
| 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*