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| **Standard**:  **G.GSR.4.5** Use geometric reasoning to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. **Assessment:**  [ ]   **Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None**  [ ]   **Exit Ticket** **Unit Test - Tuesday**  |
|  | **Pre-Teaching***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
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| **Monday** | **Learning Target**: I am reviewing concepts learned in Unit 2**Success Criteria:**- I can master points lines and plans- I can master addition angle postulateI can master segment addition postulateI can master solving problems with parallel lines and transversal.I can master classifying quadrilaterals | Quick warm-up with 3 practice questions from Unit 2. | Teacher models one multi-step problem from Unit 2 (highlighting common errors). | Class works through review problems together. | Students in groups solve and present review problems. | Individual practice quiz (short version) to prepare for assessment. | Exit ticket – Students write down the topic they feel most confident in and one they need to review again |
| **Tuesday** | Learning Target: I will apply properties to classify rectangles.Success Criteria:- I can calculate missing measures in rectangles.- I can justify why a quadrilateral is a rectangle. | Brief test prep reminders and relaxation technique. | **Students complete Unit 2 Assessment individually.** | Reflection – Students complete a “How did I do?” self-check slip. |
| **Wednesday** | **Learning Objective :** I will learn how to classify triangles by sides and angles.**Success criteria:**I can classify triangles by sides and angles. | Quick review: What makes a polygon a triangle? | Teacher models classification of triangles (scalene, isosceles, equilateral; acute, right, obtuse). | Students help classify given examples on the board. | In pairs, students sort a set of triangles into categories. | Students classify triangles from a worksheet or digital resource. | **Exit ticket – Classify a triangle and justify the reasoning.** |
| **Thursday** | **Learning Objective (I Can):** I am learning how to use geometric reasoning to prove the triangle sum theorem and find missing angles.Success criteria: I can use geometric reasoning to prove the triangle sum theorem and find missing angles. | Warm-up: Find missing angle in a triangle when given two. | Teacher proves the Triangle Sum Theorem and demonstrates examples. | Class works through 2 problems finding missing angles.. | Groups solve word problems using angle sum and exterior angles. | Students practice solving for unknown angles in different triangle types. | Exit ticket – State the Triangle Sum Theorem in their own words and solve 1 quick example. |
| **Friday** | Learning Target: I am learning how to apply the triangle sum theorem, exterior angle theorem, and angle relationships in problem-solvingSuccess criteria: I can apply the triangle sum theorem, exterior angle theorem, and angle relationships in problem-solving | Quick warm-up from GADOE practice questions. | Teacher works through 1 GADOE-style problem. | lass solves 1 problem together using exterior angles. | Students in small groups work through GADOE review questions on triangle angles. | Students complete a short practice quiz individually.. | **Exit ticket – “One fact I can now prove about triangles is…”** |

*\*key literacy strategies*