**Westside High School - Weekly Plan to Align Lessons (Week At a Glance) – SY 24-25 Subject: Math Course: Geometry Grade: 9th – 12th Date(s): 11/18/2024 – 11/22/2024**

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| **Standard:** G.GSR.6 • G.GSR.6.1 • G.GSR.6.2 • G.GSR.6.3  **Assessment:** ☐ **Quiz** ☐ **Unit Test** ☐ **Project** ☐ **Lab** ☐ **None**   * **IF STUDENT IS ABSENT, PLEASE CONTACT TEACHER AND CHECK CANVAS FOR MISSING WORK** | | | | | | | | | | | | | | |
|  | **Pre-Teaching  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 am learning how to identify if a triangle is acute, right, or obtuse by the Pythagorean converse**  **I can identify if a triangle is acute, right, obtuse by Pythagorean Theorem converse** | Warm up – Pythagorean Theorem | | | Pythagorean Converse Notes – Worked Examples | | Assigned Problems from Handout to probe questions | | | Think Pair Share on problems assigned from Teacher, compare steps and answer. | | | Complete Handout | ☒ **Exit Ticket – What was**  **challenging to**  **you in this**  **lesson ?** |
| **Tuesday** | **I am learning how to identify if a triangle is acute, right, or obtuse by the Pythagorean converse**  **I can identify if a triangle is acute, right, obtuse by Pythagorean Theorem converse** | Warm up – Pythagorean Theorem |  | | | Answer Questions from Handout on yesterday (assigned Problems) | | | Think Pair Share on problems assigned from Teacher, compare steps and answer. | | | Complete Practice | | ☒ **Exit Ticket – What was**  **challenging to**  **you in this**  **lesson ?** |
| **Wednesday** | I am learning how to find a missing side of a 45-45-90 and 30-60-90 triangle(s)  I can find the missing side of a 45-45-90 and 30-60-90 triangle(s) | Warm up – 1 Pythagorean theorem, and 1 questions Pythagorean converse | 45-45-90 and 30-60-90 Triangle Notes | | | Assigned Problems from Handout to probe questions | | Think Pair Share on problems assigned from Teacher, compare steps and answer. | | | Complete Handout | | | ☒ **Exit Ticket – What was**  **challenging to**  **you in this**  **lesson ?** |
| **Thursday** | I am learning how to find a missing side of a 45-45-90 and 30-60-90 triangle(s)  I can find the missing side of a 45-45-90 and 30-60-90 triangle(s) | Warm up – 1 Pythagorean theorem, and 1 questions Pythagorean converse | |  | | | Answer Questions from Handout on yesterday (assigned Problems) | | Think Pair Share on problems assigned from Teacher, compare steps and answer. | | | Complete Practice | | ☒ **Exit Ticket – What was**  **challenging to**  **you in this**  **lesson ?** |
| **Friday** | I am going to show mastery through an assessment  I can show mastery through an assessment | Answer last minute questions |  | | |  | | |  | | Quiz | | | ☐ **Exit Ticket – What was**  **challenging to**  **you in this**  **assessment?** |

*\*key literacy strategies*