**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**
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|  | **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*