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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 |
| **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 postulate  I can master segment addition postulate  I 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-solving  Success 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*