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| **Standard**:  **G.GSR.3** Experiment with transformations in the plane to develop precise definitions for translations, rotations, and reflections and use these to describe symmetries and congruence to model and explain real-life phenomena. **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 Objective:Students will review congruence through transformations (translations, rotations, reflections) and connect them to symmetry and real-life contexts.Success Criteria:I can describe congruence using transformations.I can determine if two figures are congruent through rigid motions.I can connect symmetry and congruence to real-world examples. | Warm up review transformation rules | Review translations, rotations, reflections, and their connection to congruence. | Teacher demonstrates how to use transformations to show congruence step-by-step. | Pairs work on 2–3 congruence problems; volunteers explain their reasoning. | Students solve a short practice set showing transformations to prove congruence. | Exit ticket: Identify whether two triangles are congruent using rigid motions and explain. |
| **Tuesday** | Learning Objective:Students will demonstrate mastery of transformations and congruence concepts.Success Criteria:I can accurately solve problems involving translations, rotations, reflections, and symmetry.I can apply transformations to prove congruence between figures. | Quick review question on congruence. | Review assessment directions, clarify expectations. | Teacher models how to carefully read and break down one sample problem (without giving away assessment answers). | UNIT 3 ASSESSMENT | Reflection prompt: Write down one concept you felt most confident about and one you need to review further |
| **Wednesday** | **Learning Objective:****Students will complete missing assessments or assignments and revisit misunderstood concepts.****Success Criteria:****I have completed or made progress on missing assignments/assessments.****I can demonstrate growth on previously missed or misunderstood skills.** | Brief discussion on importance of recovery and mastery. | Review common assessment errors (using anonymous examples). | Teacher models correcting one common mistake from the Unit 3 Assessment. | Small group reteach on transformations and congruence. | Students work on make-ups, corrections, or recovery assignments. | Write a reflection on one concept improved today. |
| **Thursday** | **NO SCHOOL – FALL BREAK** |
| **Friday** | **NO SCHOOL – FALL BREAK** |

*\*key literacy strategies*