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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 |
| **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*