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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.   * **G.GSR.3.1** Use geometric reasoning and symmetries of regular polygons to develop definitions of rotations, reflections, and translations.   **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 (LO)**  Students will be able to perform, describe, and justify geometric transformations (translations, reflections, rotations, and dilations) and explain how these relate to congruence, similarity, and symmetry.  **Success Criteria (SC)**  I can identify and describe translations, reflections, rotations, and dilations on the coordinate plane.  I can apply transformations to figures and verify congruence or similarity.  I can use symmetries of regular polygons to explain transformations.  I can connect transformations to real-world examples. | “Move the point (2,3) three units right and two units up.” | | Teacher models rule for translations (x,y)→(x+a,y+b)(x, y) → (x+a, y+b)(x,y)→(x+a,y+b) with examples. | | | | | | Class works through translation of a triangle step by step. | | Students in pairs complete 2 practice translation problems. | | | Students finish practice set individually on graph paper. | What properties remain unchanged after a translation? |
| **Tuesday** | Learning Objective (LO)  Students will be able to perform, describe, and justify geometric transformations (translations, reflections, rotations, and dilations) and explain how these relate to congruence, similarity, and symmetry.  Success Criteria (SC)  I can identify and describe translations, reflections, rotations, and dilations on the coordinate plane.  I can apply transformations to figures and verify congruence or similarity.  I can use symmetries of regular polygons to explain transformations.  I can connect transformations to real-world examples. | Warm-up: Reflect the point (4, -2) across the x-axis. | | | | | Teacher explains reflection rules across x-axis, y-axis, and line y=xy=xy=x. | | Class practices reflecting a triangle across the y-axis | | Students work in small groups reflecting figures on coordinate plane. | | Students complete practice worksheet on reflections. | | | How does orientation change when a figure is reflected |
| **Wednesday** | Learning Objective (LO)  Students will be able to perform, describe, and justify geometric transformations (translations, reflections, rotations, and dilations) and explain how these relate to congruence, similarity, and symmetry.  Success Criteria (SC)  I can identify and describe translations, reflections, rotations, and dilations on the coordinate plane.  I can apply transformations to figures and verify congruence or similarity.  I can use symmetries of regular polygons to explain transformations.  I can connect transformations to real-world examples. | Warm-up: Rotate the point (1, 4) 90° clockwise about the origin. | | | | Teacher models rules for 90°, 180°, and 270° rotations. | | Work together on a rotation problem involving a quadrilateral. | | | | Pairs rotate different figures and compare results. | | | Students practice 5 rotation problems independently. | What is the effect of a 180° rotation on coordinates? |
| **Thursday** | Learning Objective (LO)  Students will be able to perform, describe, and justify geometric transformations (translations, reflections, rotations, and dilations) and explain how these relate to congruence, similarity, and symmetry.  Success Criteria (SC)  I can identify and describe translations, reflections, rotations, and dilations on the coordinate plane.  I can apply transformations to figures and verify congruence or similarity.  I can use symmetries of regular polygons to explain transformations.  I can connect transformations to real-world examples. | Warm-up: Dilate the point (2, 3) by a scale factor of 2 about the origin | | | | | Teacher explains rule (x,y)→(kx,ky)(x, y) → (kx, ky)(x,y)→(kx,ky) and difference between enlargement vs. reduction. | Teacher and students dilate a polygon by k=2k=2k=2 and k=12k=\tfrac{1}{2}k=21​. | | | | Groups perform dilations on given figures and discuss similarity. | | Students complete practice worksheet on dilations. | | Exit ticket – “How do dilations affect side lengths and angle measures? |
| **Friday** | Learning Objective (LO)  Students will be able to perform, describe, and justify geometric transformations (translations, reflections, rotations, and dilations) and explain how these relate to congruence, similarity, and symmetry.  Success Criteria (SC)  I can identify and describe translations, reflections, rotations, and dilations on the coordinate plane.  I can apply transformations to figures and verify congruence or similarity.  I can use symmetries of regular polygons to explain transformations.  I can connect transformations to real-world examples. | Warm up – review transformations | **DELTA MATH ASSIGNMENT** | | | | | | | | | | | | | Which transformation is easiest for you? Which one do you still need practice on?” |

*\*key literacy strategies*