

Westside High School - Weekly Plan to Align Lessons (Week at a Glance) – SY 25-26

Subject: Math

Course: Geometry

Date(s): October 20th – October 24th

Standard:

G.GSR.6.3: Use trigonometric ratios and the Pythagorean Theorem to solve for sides and angles of right triangles in applied problems.

Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None ☐ Exit Ticket

Unit Test - Tuesday

	Pre-Teaching	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)
	 Learning Target  Success Criteria 1  Success Criteria 2	• 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 can identify and label special right triangles I will know how to identify and label special right triangles	Warm-up: Quick Pythagorean Theorem review (students solve for a missing side).	Introduce 45°–45°–90° and 30°–60°–90° triangles using visuals. Demonstrate the relationship between side lengths using simplified ratios.	Complete first two examples together using a foldable note guide. Students fill in missing parts as teacher models.	Students work in pairs to label sides on triangle diagrams and verify ratios.	Students complete remaining examples independently on foldable.	Quick check: Students explain in their own words how to find missing sides in a 45°–45°–90° triangle.
Tuesday	I can identify and label special right triangles I will know how to identify and label special right triangles	Warm-up: Identify which type of special right triangle is shown and what side you'd find first.	Model solving one real-world problem using a 30°–60°–90° triangle (e.g., finding a ramp height).	Work through a few practice problems together from the handout, checking ratio accuracy.	Students work with table partners on the practice handout, checking answers together.	Students complete the remaining problems independently and submit for feedback.	Exit ticket: One problem identifying which ratio pattern ($\sqrt{2}$ or $\sqrt{3}$) applies.
Wednesday	I can use the Pythagorean theorem and converse, and identify and label special right triangle I will know how successful when I can use the Pythagorean theorem, and converse, and identify special right triangles	reviewing Pythagorean Theorem, trig ratios, and special triangles.	Address common errors noticed from practice assignments	Work together through mixed examples that combine trig ratios and special triangles.	Small groups complete a review worksheet where each member solves one type of problem.	Students attempt 2–3 mixed problems independently for mastery.	Class reflection: "Which strategy helps me decide whether to use sine, cosine, or tangent?"

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Friday	I can identify and label special right triangles I will know how to identify and label special right triangles	Review triangle ratio patterns with a quick chant or memory aid..	Model the first coloring section to show how each problem links to triangle ratios.	Do a few problems together as a class for consistency.	Students work in pairs or small groups to complete the coloring activity.	Students finish coloring and check their answers using a key.	Share results; students explain one key takeaway about special right triangles.

**key literacy strategies*