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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**  |
|  | **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 Target: I will review the properties of parallel lines cut by a transversal. Success Criteria:I can identify corresponding, alternate interior, and alternate exterior angles.****I can apply angle relationships to solve problems.** | Do Now – Solve a warm-up angle problem involving a transversal. | Model identifying angle pairs with a diagram. | Work through practice problems as a class. | Think/Pair/Share: Discuss which angles are congruent. | Students complete angle relationship worksheet. | Exit Ticket – Identify one angle relationship rule. |
| **Tuesday** |  **Learning Target:** I will strengthen my understanding of angle relationships formed by parallel lines and a transversal. **Success Criteria:**I can calculate missing angle measures using transversal rules.I can explain why certain angles are congruent or supplementary. | Quick Write – “What do you remember about alternate interior angles?” | Review problem-solving strategies for angle measures. | Solve equations involving transversal angle relationships together. | Small groups: Match diagrams with correct angle relationships. | Practice problems from review packet. | Exit Ticket – Solve one equation involving parallel lines and a transversal. |
| **Wednesday** |  **Learning Target:** I will classify quadrilaterals based on their properties. **Success Criteria:**I can identify properties of parallelograms, rectangles, rhombi, and squares.I can use properties to justify classifications. | Notice/Wonder – Show a quadrilateral and ask, “What do you see? What do you wonder?” | Teacher models classification of quadrilaterals. | Guided Practice Problems | Think/Pair/Share assigned problems. Discuss Steps  | Students classify parallelograms in practice problems. | [ ]  **Exit Ticket – What was challenging to you in this Lesson?** |
| **Thursday** |  **Learning Target:** I will use coordinate geometry to classify parallelograms. **Success Criteria:**I can apply slope, distance, and midpoint formulas.I can use coordinates to prove a quadrilateral is a parallelogram, rectangle, rhombus, or square. | Do Now – Find slope between two points. | Teacher demonstrates using formulas to classify quadrilaterals | Solve examples on class notes together. | Groups classify given quadrilaterals on coordinate plane. | Students work independently on coordinate geometry problems. | Exit Ticket – Determine if a quadrilateral is a parallelogram using slope. |
| **Friday** |   **Learning Target:** I will review properties and coordinate proofs of parallelograms. **Success Criteria:**I can determine if a quadrilateral is a special parallelogram.I can apply both geometric properties and algebraic methods. | Quick Review Game – Identify parallelogram properties. | Review most common errors from Thursday’s practice. | Teacher and students solve problems together. | Quiz-Quiz-Trade activity with parallelogram problems. | Students complete review practice set. | **Exit Ticket – Write which strategy you’ll use first when classifying parallelograms.** |

*\*key literacy strategies*