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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 |
| **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*