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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 explore and classify rectangles based on their properties.**  **Success Criteria:**  **- I can identify the properties of rectangles.**  **- I can classify quadrilaterals as rectangles using their properties.** | Do Now – Identify a shape and decide if it is a rectangle. | | Teacher models properties of rectangles with visuals. | | | | | | Classify quadrilaterals together using a property chart. | Think/Pair/Share: Discuss why a square is always a rectangle. | | | Students complete practice on identifying rectangles. | Exit Ticket – Name one property of rectangles. |
| **Tuesday** | Learning Target: I will apply properties to classify rectangles.  Success Criteria:  - I can calculate missing measures in rectangles.  - I can justify why a quadrilateral is a rectangle. | Quick Write – 'What makes a rectangle different from a parallelogram?' | | | | | Review rectangle properties with worked examples. | | | Work through sample problems as a class | Small groups: Classify rectangles in different diagrams. | | | Students solve rectangle property practice problems. | Exit Ticket – Write one way to prove a quadrilateral is a rectangle. |
| **Wednesday** | Learning Target: I will identify and classify rhombi and squares based on their properties.  Success Criteria:  - I can list the properties of rhombi and squares.  - I can explain how rhombi and squares relate to other quadrilaterals. | Do Now – Classify a shape as a rhombus, square, or neither. | | | | Teacher demonstrates properties of rhombi and squares. | | | Class and teacher work examples together. | | Jigsaw: Groups explore rhombi and squares, then share findings. | | | Students practice classifying rhombi and squares individually. | **Exit Ticket – Write one property of rhombi and one of squares.** |
| **Thursday** | Learning Target: I will apply properties to classify rhombi and squares.  Success Criteria:  - I can solve problems involving rhombi and squares.  - I can justify classifications with geometric properties. | Notice/Wonder – Show a square and ask what makes it special.. | | | | | Teacher reviews relationships among parallelograms, rhombi, and squares. | Classify examples together on board.  . | | | Group Work – Classify given quadrilaterals as rhombi, squares, or other. | | Students complete practice set. | | Exit Ticket – Explain why every square is a rhombus. |
| **Friday** | Learning Target: I will review and apply properties of quadrilaterals for classification.  Success Criteria:  - I can determine if a quadrilateral is a parallelogram, rectangle, rhombus, or square.  - I can compare and contrast properties of quadrilaterals. | Review Game – Identify properties of quadrilaterals. | Teacher reviews key quadrilateral properties. | | | | | Solve review questions together as a class. | | | Quiz-Quiz-Trade activity reviewing quadrilaterals. | Independent review problems on classification.  . | | | **Exit Ticket – Write one strategy for classifying quadrilaterals.** |

*\*key literacy strategies*