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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. **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
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| **Monday** | **NO SCHOOL – FALL BREAK** |
| **Tuesday** | **NO SCHOOL – FALL BREAK** |
| **Wednesday** | **Learning Target:I can apply the Pythagorean Theorem to find missing side lengths in right triangles.****Success Criteria:****I can identify which side is the hypotenuse.****I can correctly substitute side lengths into the formula a2+b2=c2a^2 + b^2 = c^2a2+b2=c2.****I can solve and simplify for the missing side.** | Quick discussion: “Where do we see right triangles in real life?” (stairs, ladders, ramps, sports fields). | Model solving problems using the Pythagorean Theorem. Label sides and demonstrate substitution. | Work through 2–3 example problems together on the foldable. | Students pair up and complete examples on the foldable; check each other’s work. | Delta Math Assignment | Exit ticket: Identify the hypotenuse and solve for the missing side in a right triangle. |
| **Thursday** | **Learning Target:I can use the converse of the Pythagorean Theorem to determine whether a triangle is right, acute, or obtuse.****Success Criteria:****I can apply a2+b2=c2a^2 + b^2 = c^2a2+b2=c2 to test if a triangle is right.****I can recognize a2+b2>c2a^2 + b^2 > c^2a2+b2>c2 means acute and a2+b2<c2a^2 + b^2 < c^2a2+b2<c2 means obtuse.****I can justify my conclusion with mathematical reasoning.** | Review Wednesday’s exit ticket; ask, “What if we already know all 3 sides?” |

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| Model using the Converse to classify triangles. |

 | Solve 2–3 sample problems together using side lengths. | Students pair up and complete examples on the foldable; check each other’s work. | Delta Math Assignment | Exit question: “How can the Pythagorean Theorem help us identify the type of triangle?” |
| **Friday** | **Learning Target:**I can solve problems and classify triangles using the Pythagorean Theorem and its converse.**Success Criteria:**I can solve real-world problems involving right triangles.I can use both the Theorem and its Converse correctly.I can explain how to determine triangle types based on side lengths. | Quick review game: True/False statements about the Theorem and its Converse. | Review key misconceptions from prior lessons. | Work through 2 challenging examples as a class. | Partner worksheet: solve and discuss 5 mixed problems. | Activity Pythagorean Theorem and Converse | Reflection: “What patterns did you notice when using the Converse?” and review quiz announcement. |

*\*key literacy strategies*