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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 | |
| **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?” | |  | | --- | |  |  |  | | --- | | 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*