	MONDAY (A) 3:05 - 4:35	TUESDAY (B) 1:30 - 3:00	WEDNESDAY (A) 3:05 - 4:35	THURSDAY (B) 1:30 - 3:00	FRIDAY (B) 1:30 - 3:00
	Objective(s): SWBAT * investigate patterns to make conjectures about geometric relationships, including angles formed by parallel lines cut by a transversal	**Objective(s): SWBAT** * investigate patterns to make conjectures about geometric relationships, including angles formed by parallel lines cut by a transversal	**Objective(s): SWBAT** * verify theorems about angles formed by the intersection of lines and line segments, including vertical angles, and angles formed by parallel lines cut by a transversal	**Objective(s): SWBAT** * verify theorems about angles formed by the intersection of lines and line segments, including vertical angles, and angles formed by parallel lines cut by a transversal	**Objective(s): SWBAT** * verify theorems about angles formed by the intersection of lines and line segments, including vertical angles, and angles formed by parallel lines cut by a transversal
P	**Warm Welcome** Interview your new neighbor! **Engage** Students will name similarities for pictures of train tracks, parking spots, bridges, etc.	**Warm Welcome** Interview your new neighbor! **Engage** Students will name similarities for pictures of train tracks, parking spots, bridges, etc.	**Warm Welcome** Post favorite food on padlet **Entrance Ticket** Students will work on entrance tickets about vertical angles and linear pairs.	**Warm Welcome** Post favorite food on padlet **Entrance Ticket** Students will work on entrance tickets about vertical angles and linear pairs.	**Warm Welcome** Rose, Bud, and Thorn **Review Exit Ticket** Students will get back exit ticket from last time and review.
L **A**	**Explain** As a class, students will activate prior knowledge on vocab like parallel lines and notation. They will then take notes on transversals and the angle pairs created as a class. **Explore** Students will group up into teams of 8 to do a competition outside. 4 people will hold strings of parallel lines. 2 will hold strings of a transversal, and 2 will run into the location of corresponding/alternate-interior/same-side/exterior/etc… before switching off. First team to complete each will get a point, and winning team gets candy.	**Explain** As a class, students will activate prior knowledge on vocab like parallel lines and notation. They will then take notes on transversals and the angle pairs created as a class. **Explore** Students will group up into teams of 8 to do a competition outside. 4 people will hold strings of parallel lines. 2 will hold strings of a transversal, and 2 will run into the location of corresponding/alternate-interior/same-side/exterior/etc… before switching off. First team to complete each will get a point, and winning team gets candy	**Explain** As a class, students will activate prior knowledge on vertical angles, linear pairs, and supplementary angles. They will then take notes on the theorems about the **Explain** Students will share findings and then take notes about theorems around transversal angle pairs. **Practice** Students practice the theorems on a worksheet that includes when problem statements have algebra.	**Explain** As a class, students will activate prior knowledge on vertical angles, linear pairs, and supplementary angles. They will then take notes on the theorems about the **Explain** Students will share findings and then take notes about theorems around transversal angle pairs. **Practice** Students practice the theorems on a worksheet that includes when problem statements have algebra.	**Explore** As a class, students will activate prior knowledge related to the slope of parallel lines. Then they will do three problems in an interactive geogebra site where they adjust an angle to make lines parallel. **Explain** Students will share findings and then take notes as a class about the converse of theorems. **Elaborate** This helps you know when lines are parallel. When would it be important for lines to be parallel?
N	**Evaluate** Exit Ticket paper quiz. **Summary** Today we talked about new vocab! Corresponding Angles, Alternate Interior Angles, Same-Side Interior Angles, Alternate Exterior Angles!	**Evaluate** Exit Ticket paper quiz. **Summary** Today we talked about new vocab! Corresponding Angles, Alternate Interior Angles, Same-Side Interior Angles, Alternate Exterior Angles!	**Evaluate** Exit Ticket paper quiz **Summary** Today we talked about theorems for angle pairs being congruent/supplementary when you have parallel lines!	**Evaluate** Exit Ticket paper quiz **Summary** Today we talked about theorems for angle pairs being congruent/supplementary when you have parallel lines!	**Evaluate** Quizizz Exit Ticket for test review. **Summary** Today we talked about the converse for the theorems from last time! They are also true, so it turns out those are true biconditionals!

	We'll talk more about that this week, and then test next week. **Assessment(s):** Quizziz, Exit Ticket.	We'll talk more about that this week, and then test next week. **Assessment(s):** Quizziz, Exit Ticket.	**Assessment(s):** Entrance Ticket, Exit Ticket = Entrance Ticket +new stuff	**Assessment(s):** Entrance Ticket, Exit Ticket = Entrance Ticket +new stuff	**Assessment(s):** Formative assessment during geogebra worksheet, and test readiness.
Resources:	**Resource Requirements:** Daily PowerPoint	**Resource Requirements:** Daily PowerPoint	**Resource Requirements:** Daily PowerPoint	**Resource Requirements:** Daily PowerPoint	**Resource Requirements:** Daily PowerPoint