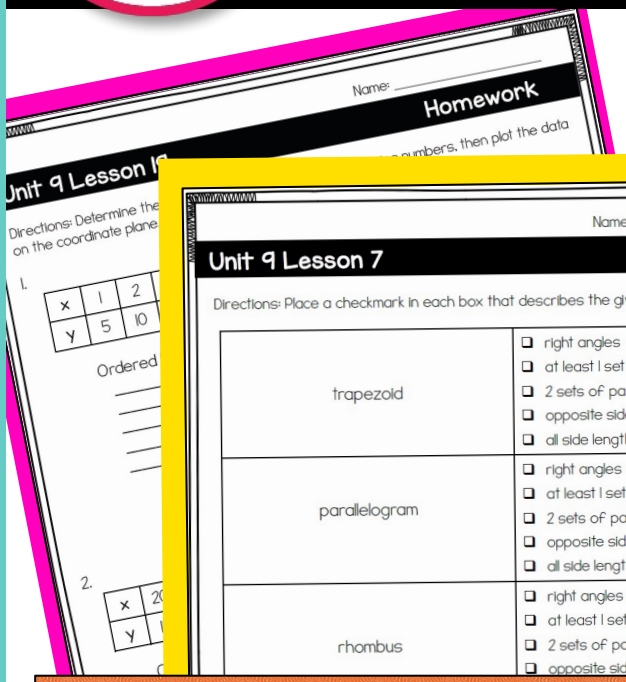
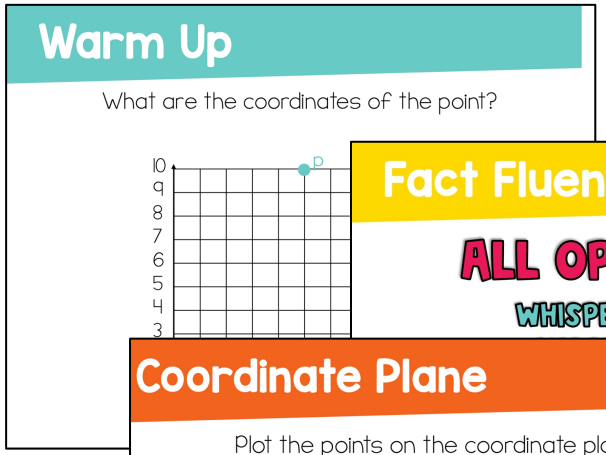
# Geometry

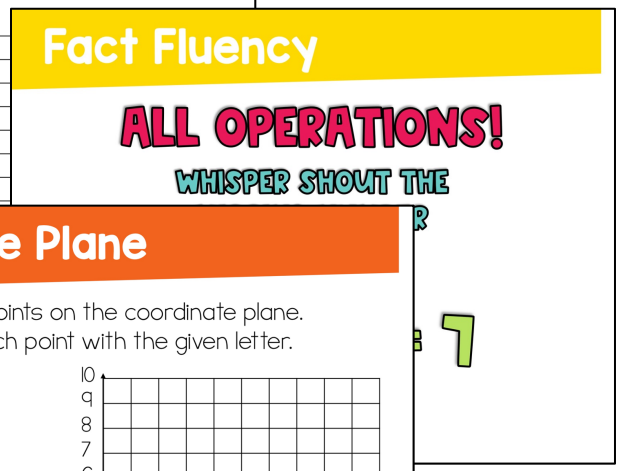
## 25 full days of math lesson plans, PowerPoints, & activities

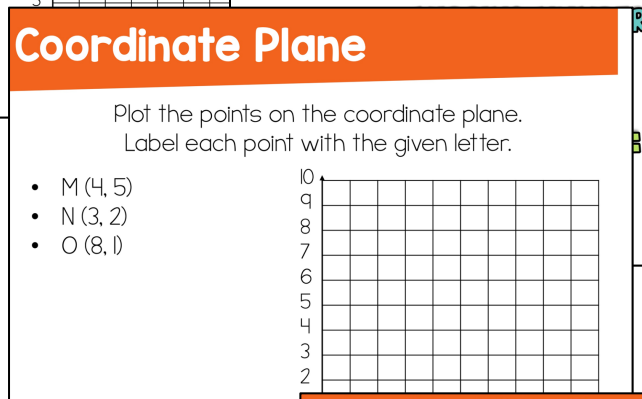


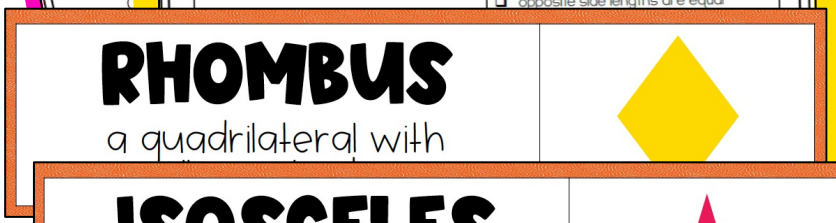






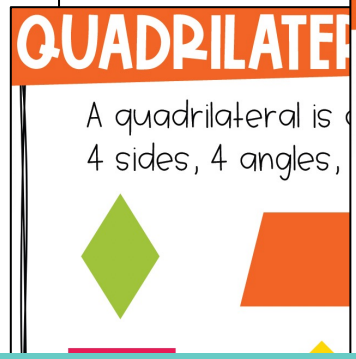



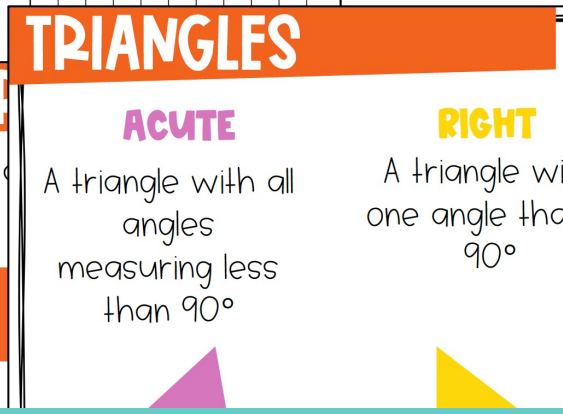











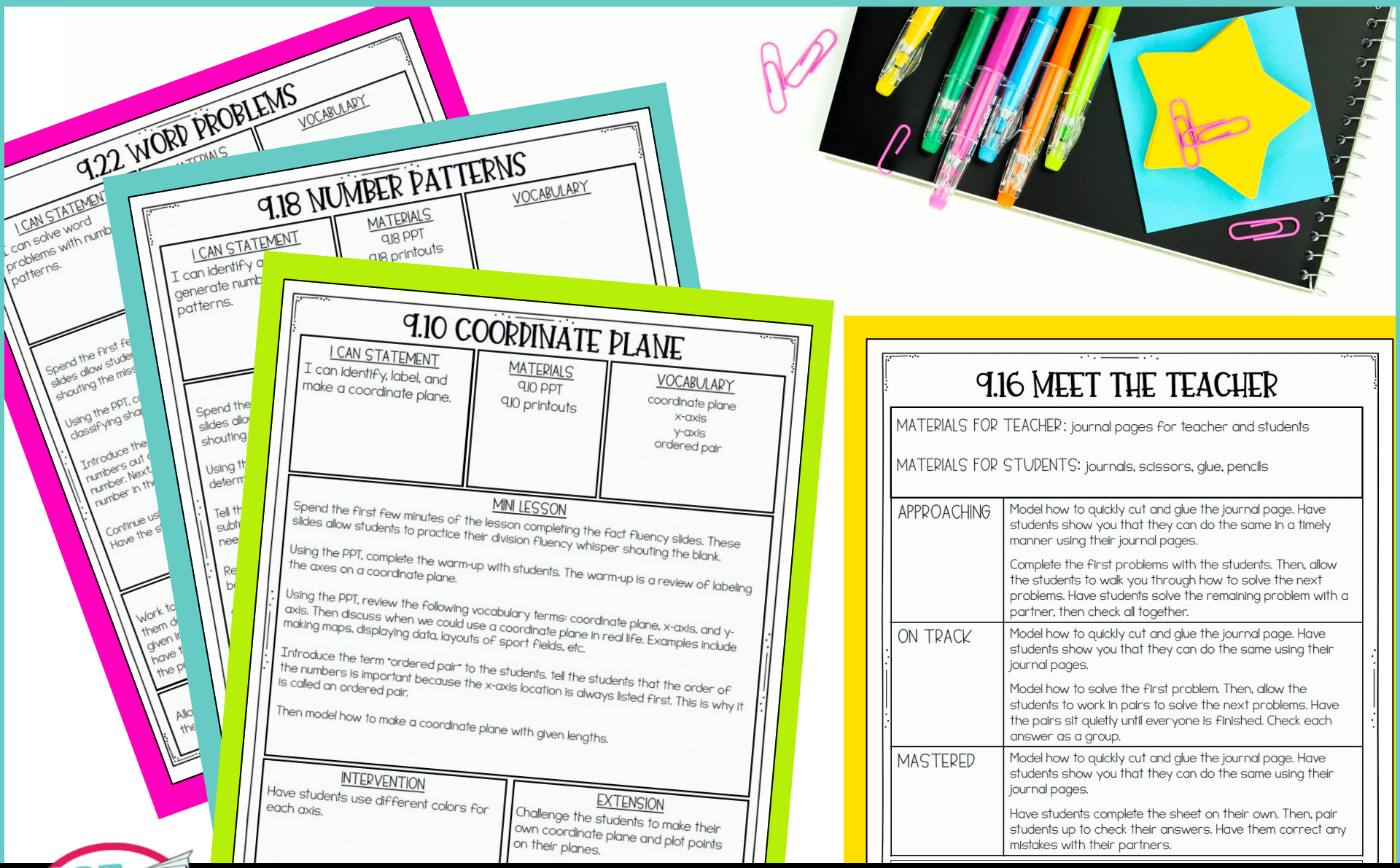
# UNIT 9: GEOMETRY at a glance

| | | | | |
|---|---|---|---|---|
| Day 1<br>Classifying Triangles | Day 2<br>Classifying Triangles | Day 3<br>Classifying Triangles | Day 4<br>Investigating Quadrilaterals | Day 5<br>Classifying Quadrilaterals |
| Day 6<br>Classifying Quadrilaterals | Day 7<br>Classifying Quadrilaterals | Day 8<br>Review | Day 9<br>Introducing the Coordinate Plane | Day 10<br>Understanding the Coordinate Plane |
| Day 11<br>Understanding the Coordinate Plane | Day 12<br>Determining Points on the Coordinate Plane | Day 13<br>Plotting Points on the Coordinate Plane | Day 14<br>Plotting Points on the Coordinate Plane | Day 15<br>Problems on the Coordinate Plane |
| Day 16<br>Problems on the Coordinate Plane | Day 17<br>Generate Number Patterns | Day 18<br>Generate Number Patterns | Day 19<br>Generating and Plotting Number Patterns | Day 20<br>Generating and Plotting Number Patterns |
| Day 21<br>Word Problems | Day 22<br>Word Problems | Day 23<br>Word Problems | Day 24<br>PBL | Day 25<br>Assessment |

THIS UNIT COVERS THE FOLLOWING COMMON CORE MATH STANDARDS: 5.OA.3, 5.G.1, 5.G.2, 5.G.3 & 5.G.4

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Includes a pacing guide so you can see the whole unit at a glance.




Not So Wimpy Teacher

Engaging whole & small group lessons are done for you, making prep & planning a breeze.

## Word Problems

Yosef bakes 3 loaves of banana bread on the first day, 6 loaves on the second day, and 9 loaves on the third day, and so on. If this pattern continues, how many loaves of bread will he bake on the 7th day?

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3, 6, 9

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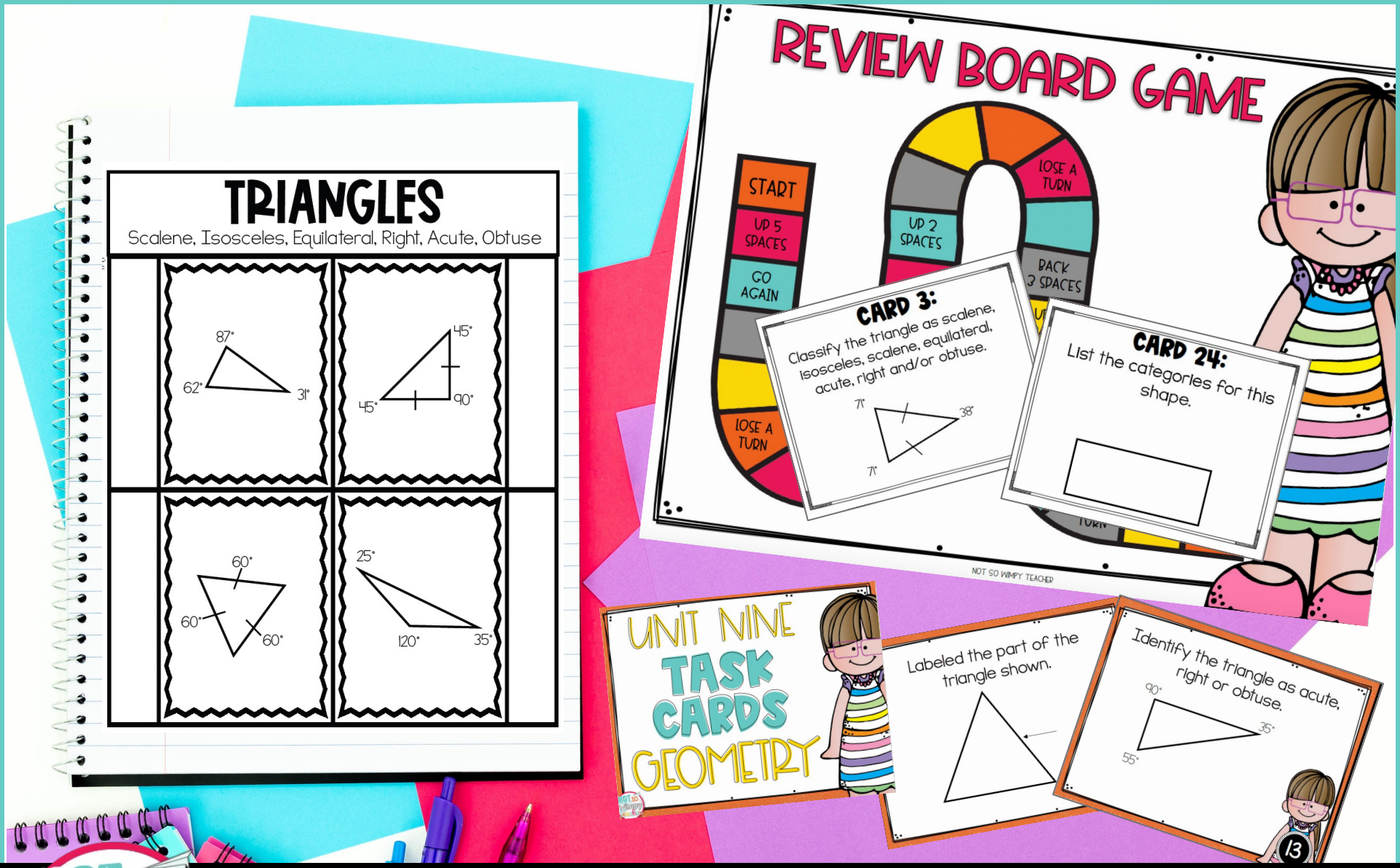
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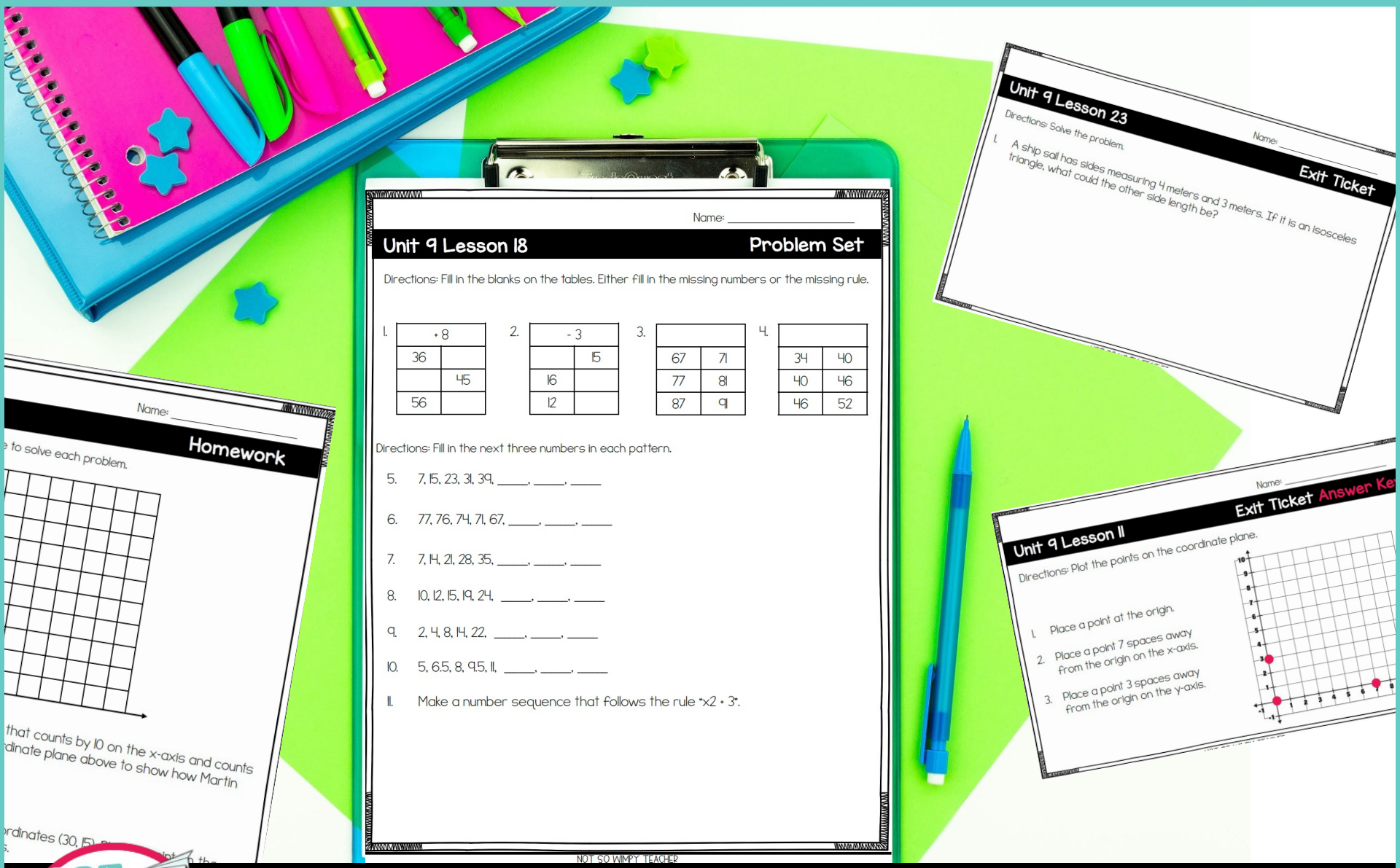
3, 6, 9, 12, 15, 18, 21

Yosef will bake 21 loaves of banana bread on the 7th day.

Deliver great lessons with step-by-step PowerPoints for teaching math skills.




Get students excited with targeted, hands-on math activities & interactive notebooks.




Includes problem sets, homework, and exit tickets for each day.

Name: _____

Unit 9 Pre-assessment

Directions: Write the name of each shape on the line below.

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

Directions: Determine the pattern to complete each table.

| Skill | Classifying Triangles | Classifying Quadrilaterals | Classifying Shapes | Understanding the Coordinate Plane | Labeling Coordinates | Coordinate Plane Maps | Number Patterns | Word Problems | |
|---|---|---|---|---|---|---|---|---|---|
| Student | 1-4 | 5-8 | 9-14 | 15-20 | 21-25 | 26-28 | 29-35 | 36-41 | TOTAL: |
| | ___ / 4 | ___ / 4 | ___ / 6 | ___ / 6 | ___ / 5 | ___ / 3 | ___ / 7 | ___ / 6 | ___ / 41 |
| | ___ / 4 | ___ / 4 | ___ / 6 | ___ / 6 | ___ / 5 | ___ / 3 | ___ / 7 | ___ / 6 | ___ / 41 |
| | ___ / 4 | ___ / 4 | ___ / 6 | ___ / 6 | ___ / 5 | ___ / 3 | ___ / 7 | ___ / 6 | ___ / 41 |
| | ___ / 4 | ___ / 4 | ___ / 6 | ___ / 6 | ___ / 5 | ___ / 3 | ___ / 7 | ___ / 6 | ___ / 41 |
| | ___ / 4 | ___ / 4 | ___ / 6 | ___ / 6 | ___ / 5 | ___ / 3 | ___ / 7 | ___ / 6 | ___ / 41 |
| | ___ / 4 | ___ / 4 | ___ / 6 | ___ / 6 | ___ / 5 | ___ / 3 | ___ / 7 | ___ / 6 | ___ / 41 |
| | ___ / 4 | ___ / 4 | ___ / 6 | ___ / 6 | ___ / 5 | ___ / 3 | ___ / 7 | ___ / 6 | ___ / 41 |
| | ___ / 4 | ___ / 4 | ___ / 6 | ___ / 6 | ___ / 5 | ___ / 3 | ___ / 7 | ___ / 6 | ___ / 41 |
| | ___ / 4 | ___ / 4 | ___ / 6 | ___ / 6 | ___ / 5 | ___ / 3 | ___ / 7 | ___ / 6 | ___ / 41 |

Name: _____

Unit 9 Assessment Ar

Directions: List the coordinates for each point on the coordinate plane.

21. Point A:
22. Point B:
23. Point C
24. Point
25. Point

Directions: Below is a grid of Malia's school. Use the

playground
office
nurse
classroom

Name: _____

Assessmen

lassify each triangle as scalene, isosceles, equilateral, acute, right, and/or

46°
60°
2. 45° 90° 45°
4. 81° 67° 32°
below.
6.
8.

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Track student progress with pre- & post-assessments and recording sheet.

Name: _____

Unit 9 Lesson 16 — Problem Set

Directions: Below is a g... answer the questions...

1. Tyson sta...
2. Next, Tys...
3. After v...
4. Tyson ... the g...
5. Afte... for...
6. Ty...

# 9.13 COORDINATE PLANE

**I CAN STATEMENT**
I can plot points on the coordinate plane.

**MATERIALS**
9.13 PPT
9.13 printouts

**VOCABULARY**
coordinate plane
x-axis
y-axis
ordered pair
origin

**MINI LESSON**

Spend the first few minutes of the lesson completing the fact fluency slides. These slides allow students to practice their fluency with all four operations by whisper shouting the missing number.

Using the PPT, complete the warm-up with students. The warm-up is a review of determining the location of points on a coordinate plane.

Using the PPT, review the following vocabulary terms: coordinate plane, x-axis, y-axis, ordered pair, and origin. Tell the students that today we will be using the terms to help us plot points on the coordinate plane.

Show the students how to plot points on the coordinate plane. Begin by finding the location on the x-axis and then finding the location on the y-axis. Mark off each point as you plot it on the coordinate plane.

Continue using the PPT to model the skill.

**INTERVENTION**
Allow students to use different colors to highlight the x-coordinate and y-coordinate in each ordered pair. Have them use the same color to label the axis.

**EXTENSION**
Have students work with a partner. Each partner will list 10 ordered pairs. Their partner will plot those pairs on the coordinate plane.

**ORIGIN**
where the x and y axes

**PARALLELOGRAM**
a quadrilateral with opposite sides that are parallel

**OBTUSE TRIANGLE**
one angle measures greater than 90°

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| Day 16 | Day 17 | Day 18 | Day 19 | Day 20 |

NOT SO wimpy Teacher

Teach with confidence; each day is fully planned for you with all the tools you need!