

TITLE OF LESSON

Algebra 1 Unit 1 Lesson 20 – The Play
You Do Speak Math: Creation of the Individual

TIME ESTIMATE FOR THIS LESSON

One class period (Fourth of 9)

ALIGNMENT WITH STANDARDS

California – Algebra 1:

5.0 Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification of each step.

16.0 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.

MATERIALS

Checklist for Concepts in Algebra 1 Unit 1 – Student Page

Musical Rubric – Student Page

Lesson 19 Homework Key – Teacher Page

Pens

Paper

CD/tape player (Computer with CD drive)

LESSON OBJECTIVES

- To work on teamwork
 - To have the various groups share ideas and collaborate
 - To modify class 10's ideas based on suggestions from class 15
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EXPLANATION OF LESSON

We will divide the class up into the various groups and have them work on their aspect of the play. Basically, what you are doing in these Friday classes, if you were able to schedule the play classes for Fridays, from this point on, is letting the students create. There will be some who want more guidance, but this is *their* creation, even if you were a drama major! Help them out by asking them more probing questions if necessary, but try to get them to struggle, ask each other questions, and share things between groups.

You will probably have to step in from time to time to ask where the newest math is showing up, but you could also just post the themes from the week on the board (see **Checklist for Concepts in Algebra 1 Unit 1** – Student Page) and point to them every once in a while. This can be very effective, especially if accompanied by whistling a happy tune. Also, unless you have some particularly creative students, the lyrics will most likely be about math, maybe even algebra, but will probably not incorporate all of the things you're doing in class each week. As long as the music and dance do, don't worry too much about that.

One more note: For the choreography and music, make sure that they are writing everything down with explicit explanation. When you actually perform the musical, you may have students dancing who were not part of the actual choreography, and musicians who didn't write the music.

FOCUS AND MOTIVATE STUDENTS

- 1) Homework Check – Collect complete homework assignments. Pass back graded assignments and have students place in folders.
- 2) [Agenda](#) – Have students copy the agenda you posted.

- 3) Review Lesson 15 – Lead a quick group discussion on last week’s musical class. How can we accommodate all the different parts of the play?
 - 4) Checklist and Rubric – Be sure the **Checklist for Concepts in Algebra 1 Unit 1** is posted or that you have handed it out to students. Have them be sure they are incorporating all of the concepts they have learned so far. You may also want to have the **Musical Rubric** posted so that students can refer to requirements as they design their portion of the musical.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Groups – Break into the smaller working groups. Have students assign roles (see *Group Roles* below) or have them continue in the role they had last week.
 2. Class Musical – Once you have talked as a class, have the groups get back together and plan how this week’s material will be incorporated into their section of the play. Your role now is to circulate and answer questions. Give them as much freedom as possible, but make sure they’re focused on the play. If you find one group that seems to be stuck and not getting anywhere, ask the class if that section of the play can be eliminated. If yes, go ahead and separate the former members into other groups. Let them choose, if possible, but they can’t all go into the same group. If they say no, ask if any students from other groups are interested in working on that section instead. Shift the groups around as necessary. There probably is not one particular component of the play that is absolutely necessary. If you have to let something go, do that rather than let any students sit around wondering what they should do.
 3. Homework Review – Go over the homework assignment.
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HOMEWORK

Keep thinking about the play and how you can be sure that math is involved.

GROUP ROLES

Recorder – The Recorder will record the group’s ideas.

Facilitator – The Facilitator will keep group members focused on the activity.

Presenter – The Presenter will present to the class any ideas the group comes up with.

Manager – The Manager is responsible for getting materials the group needs.

DOCUMENTATION FOR PORTFOLIO

None