

TITLE OF LESSON

Algebra 1 Unit 1 Lesson 35 – The Play
You Do Speak Math: Creation of the Individual

TIME ESTIMATE FOR THIS LESSON

One class period (Seventh 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

Pens

Paper

CD/tape player (Computer with CD drive)

LESSON OBJECTIVES

- To work on teamwork
 - This will have to be close to the end of the project. We will want to rehearse in the next class.
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EXPLANATION OF LESSON

You're getting down to the end of the line for the play. Make sure you've finalized writing and editing by the end of class today. Next week they'll spend working out the placement, getting the set complete, finalizing costumes, and so on. Depending on how this is going, you may want to plan a party/celebration for your class (either with them or as a surprise for them) for after the play.

FOCUS AND MOTIVATE STUDENTS

- 1) Homework Check – Pass back graded assignments and have students place in folders.
 - 2) **Agenda** – Have students copy the agenda you posted.
 - 3) **RSVP's and Other Business** – Go over any responses you've had for attendance. If you can, tell them which room they'll be using for the play. They should plan accordingly. Try to set it up so you can meet in the room for Lesson 40 so you can do your final dress rehearsal there.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Review – Start with a review of what went on in class 30.
2. 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.
3. Checklist – On the board, write the following:

- Music script with description
- Dance script with description
- Director
- Set
- Costumes

- "Instruments"
- Musicians
- Dancers
- Usher(s) (this may be the teacher's job)
- Add anything else specific to your class

4. Copy – Have at least one student (the director?) copy this down to use as their checklist. This is different than the **Checklist for Concepts in Algebra 1 Unit 1**. The director or whoever the class agrees should be in charge of this checklist of all items that need to be included in their play. He/she should make sure that all of these things are addressed in the script with the student's names that are responsible for each. If the class wishes to add more items to the list, now would be a good time.
 5. Group Work – Break into the various groups.
 6. Finishing – Stress that there will be 1 more play related classes after this one. We should have the ideas finalized and now create the actual project. Let the students know that we can use what we did this quarter as the beginning of next quarter's project if we wish. Do not be distressed if it hasn't gone as far as we had originally planned. That is part of the learning process.
 7. Work – Give students the rest of the period to work in groups.
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HOMEWORK

None

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