

TITLE OF LESSON

Algebra 1 Unit 1 Lesson 40 – The Play
You Do Speak Math: Creation of the Individual

TIME ESTIMATE FOR THIS LESSON

One class period (Eighth 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

Musical Rubric – Student Page

Checklist for Concepts in Algebra 1 Unit 1 – Student Page

Pens and paper

CD/tape player (Computer with CD drive)

LESSON OBJECTIVES

- To work on teamwork
 - To complete a rehearsal
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EXPLANATION OF LESSON

This is the class in which students walk through the layout of the play. Ideally, you're in the room in which they'll be doing the play. This will take quite a bit of guidance. If you have a strong student director, excellent. Otherwise, make it very clear to the facilitator of each of the groups that they have to make sure things are progressing. Again, the structure is theirs to impose. But they may need help! This is probably their first musical. It is certainly their first as a class. If things start to get too distracted, ask everyone to stop for a minute to regroup.

If you are inviting other classes, teachers, administrators, or parents to view the musical during Lesson 42, make sure you have sent out invitations and received a confirmation of attendance. Let students know who will be attending.

FOCUS AND MOTIVATE STUDENTS

- 1) Homework Check – Have students take out all of the work for the play. Walk around and check group's progress while they are copying the agenda.
 - 2) **Agenda** – Have students copy the posted agenda.
 - 3) Practice – If you're in the actual room in which they'll be performing, have them walk through the musical and place tape on the floor to guide themselves if they'd like. They should go through their checklist a few times to make sure they're ready. They'll have one more day for the actual dress rehearsal, so keep telling them to relax.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Grading – Post the **Musical Rubric** from Lesson 10. Go through each of the categories and make sure that students are satisfied with how they will be graded. If there need to be any changes, make them now. Remind students that they will be evaluated by you (and by a team of evaluators, if you have chosen to invite guests). If you are the only one grading, they should receive a grade for their performance, for the accuracy of their script (musical and dance), for the accuracy of their equations included in their script, and for the even distribution of work and effort. These criteria should certainly be in their rubric. If they forgot any of them, you may want to remind the students to insert them and help them to figure out where to place them in the rubric. If you have evaluators coming into the room (this could be another class or a team of teachers or administrators), you may want to have half the grade be the average score of the evaluators and the other half your score. Decide before class and tell students now.
 2. Individual, Group, and/or Class Grades – Finally, you will need to work out with students how they want to be graded, either individually using the rubric, in their groups, or as a whole class performance. This will depend on how they set up the performance aspect of the musical. Discuss this as a class and agree. You may even want to conduct individual student conferences to have them assess themselves based on the rubric. Or you could simply have them fill out a rubric for themselves and average in their score with your score. Then you can either agree or disagree with them based on your observations. Ultimately, you may elect to compromise with a student, if you both cannot agree on what grade they have earned. Usually, after a few jokes, students pretty honestly assess themselves. You will be surprised at the number of students you agree with.
 3. Checklist – Students should have a copy of the **Checklist for Concepts in Algebra 1 Unit 1** or you may have posted it in the room so that students can keep track of what they are learning and choose which of the concepts they will include in their musical. Point out the rubric criteria for the concepts so that students will be reminded of exactly what they need to include to get the grade they want to earn. Hopefully, all of your students are shooting for an A.
 4. Review – Review what went on in class 35. The ideas that were discussed and the decisions that were made regarding the play.
 5. Written Information – All groups should have scripted their portion of the play to include the names of the people responsible for each portion and all of the items from the checklist. They should make a copy of it to be turned in tomorrow and each individual should have their own copy that will go in their portfolio.
 6. Group Work – Break into the various groups. Finalize any missing pieces. Then practice, practice, practice.
 7. Finishing – Stress that there will be 1 more play related class 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.
 8. 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

