

TITLE OF LESSON

Algebra 1 Unit 1 Lesson 41 – Preparing for Presentation of the Play
You Do Speak Math: Creation of the Individual

TIME ESTIMATE FOR THIS LESSON

One class period

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, paper, and any other props your class has decided to use

CD/tape player (Computer with CD drive)

LESSON OBJECTIVES

- To hone group work skills
 - To demonstrate individual responsibility
 - To demonstrate understanding of standards for overall, specifically visual, presentation
 - To implement organization skills
 - To demonstrate an understanding of and willingness to use learning and social/group strategies studied this quarter
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EXPLANATION OF LESSON

This is the final dress rehearsal for the play. Tomorrow, students will be performing the play whether for themselves, or for other classes, if you chose to invite others.

FOCUS AND MOTIVATE STUDENTS

- 1) **Agenda** – Have students copy the posted agenda.
 - 2) **Details** – By this point, they should know what they have to do. As they walk in, have them go to their groups – large or small – and sit down. When the bell rings, quickly review that this is your final preparation for the presentation of your musical. Ask them to take 5 minutes talking in their groups to go over any last minute details. Explain that after 5 minutes, you will come back together as a class and do a walk through of the play.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. **Review** – Start with a review of what went on in class 40. Post the **Checklist for Concepts in Algebra 1 Unit 1** and the **Musical Rubric** as a point of reference for today.
2. **Scripts** – Collect scripts that are finished, as you can use them for the dress rehearsal today.
3. **Dress Rehearsal** – Have the class walk through their musical. Explain to them that they should be performing it as if this is the real thing. All performances should run together seamlessly at this point. Groups and/or individuals should know when it is their turn to perform. You will be using the **Musical Rubric** to grade them and critique them, jotting down notes for improvement. If you have students that are not performing, you can ask them to jot down notes for improvement, too. Nobody should be sitting around with nothing to do, either they are performing or they are helping the performers to improve so that they can improve their grades. It is the job of the students to help each other out today.
4. **Applaud/critique** – When students have run through the performance, read off your critiques and the critiques of students. Be very specific and name names so students will know what to do to improve. Then praise performers on



their strengths so they will know what to continue to do. If students are critiquing, you may tell them that for every suggestion they give, they must also give a praise for something exceptional.

5. Second Run Through – If there is time, have the students run through the musical again, trying to improve using the suggestions given to them.
6. Unit Assessment – Ten minutes before the end of the period, explain to students that in Lesson 44 and 45 they will be tested on all that they have learned. Their test will be in two parts. Part 1 is a practical exam where they will work in groups to solve real world problems. It will take one full class period. Not only will they be demonstrating math skills, they will be showing off how well they have learned to work in groups. Part 2 is a traditional math exam where they will work individually to solve problems. This portion of the exam will be multiple choice. However, students should show their work next to the problem.
7. Test Taking Strategies – Write the testing strategies (below) for multiple choice exams on the board. Have students write them too.
 - a. Get good sleep the night before an exam
 - b. Eat a good breakfast and bring a snack for right before the test.
 - c. Study with a partner or a group before the test.
 - d. Bring pens, pencils, and erasers for the test.
 - e. During the test, pace your self and watch the time!
 - f. Never leave any answers blank. It increases the possibility you may get an answer right. Whereas no answer ensures you will get it wrong.
 - g. Eliminate any answers you know are wrong. The more you can narrow an answer down, the higher your chances of getting it right.
 - h. After you have eliminated all wrong answers, if you cannot figure out the right answer from the answers left, GUESS!!!
 - i. If the test is timed and you cannot think of an answer within a minute, skip the problem and MAKE SURE you come back to it at the end.
 - j. You're first answer is usually the correct answer. Do not change an answer unless you are absolutely positive you must.

Ask students if they can think of any new test taking strategies or strategies that work well for them. If so, they should add them to their lists now. As students get comfortable taking tests and studying for them, they may come up with some creative ways to study together. Good for them!

8. Assign Study Groups – Either assign students to study groups or have them work with their groups from the musical. Tell them that they will be reviewing for the exam with these people. That means that they can get started tonight. Have students exchange phone numbers and set up a time to get together to study outside of class. If they don't want to exchange phone numbers, they can choose to meet after school or at lunch in your room, at the library, or somewhere else. They can begin by going through their notes and identifying key concepts, formulas, and problems that they will need to understand for the exam. Tonight, they should identify at least ten important ideas, the formulas that go with them, and at least one problem/solution for each.
9. Folders – If there is extra time left in class, have students begin to organize their folders. Due Lesson 45.

HOMEWORK

- 1) Study for Exam – Meet with your study group. Identify at least 10 important ideas from the unit, the formulas that go with each, and at least one problem and the solution for each idea. Bring to class tomorrow for credit.
- 2) Practice your part of the play.
- 3) Organize your folders. Due Lesson 45.

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

