Group Presentations Assignment: Systems of Equations

Phase 1: Learning the Material

 Each member of your group has been handed a lesson on solving for solutions to system of equations. Each group has a different method assigned to them. Before you are ready to teach this content to your peers, you need to spend some time reviewing it yourselves. So, you will take Cornell notes on the lesson you have been assigned. These notes should be at least ONE FULL PAGE.

Phase 2: Assigning Roles

 In a group project, it is very easy to allow one to two people to do ALL of the work. However, in a team, you must learn to work together. To help this process, each person in your team will be assigned a very specific role. No more than 2 people per team may have a given role, and all roles must be fulfilled.

* The Narrator (1-2 people): This person will discuss the main vocabulary and give an overview of the lesson. This person will present first.
* The Instructor (1-2 people): This person will present the new material in the lesson (the method discussed in the lesson).
* The Guide (1-2 people): This person will be in charge of creating an activity to practice the new method, and leading the activity in class.
* The Proctor (1-2 people): This person will be in charge of creating the homework assignment for the students to take home and turn in the next morning. This person will make use of the homework packets, provided by Mrs. Curia, and must assign at least 10 problems.

Your group will have to assign these roles on the first day of the activity. Make sure that you are comfortable with the role you have chosen, and that you will be able to complete the tasks assigned to that role.

Phase 3: Preparation

 You and your teammates will be given 2 days in class to work on building your presentation. The presentation must include the following components:

* Key vocabulary (worth 10 points)
* The steps to the method, as outlined in your text (20 points)
	+ 10 points for correct steps
	+ 10 points for accurate “visual aids,” such as:
		- Graphs
		- Examples
		- Pictures
		- Charts
* Guided practice time in class (10 points)
* Homework assigned to your peers (10 points)

TOTAL: 50 POINTS

The presentation itself must be at least 40 minutes, including the activity and making sure that homework is assigned.

Part 4: Presentation

 This is the part where you and your team members actually teach the class! You will have access to the white boards (large and small), and I am happy to run any Powerpoint slides that you create, if you choose to do so. You do not have to use Powerpoint, but you can if you wish. You must use either the board or the Powerpoint screen to display information so that your classmates can take notes.

The outline of your lesson should be as follows:

1. Title of the Lesson
2. What students should know by the end of the lesson
3. Key Vocabulary Words
4. The method as taught in your text
5. Practice Time
6. Assigning Homework
7. Answering Questions

Your presentation will be graded using the given rubric (see next page). You will be assigned a group grade AND an individual grade. Remember this in all phases of the project.

Your group’s presentation date will be: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Points Received | \_\_\_\_/10 | \_\_\_\_/10 | \_\_\_\_/10 | \_\_\_\_/10 | \_\_\_\_/10 | \_\_\_\_/50 |
| 10 points | All vocabulary words for the lesson were clearly defined | All of the steps of the method were discussed in the lesson, explained, and examples were given. | All visual aids used were relevant to the lesson, and helped to better explain the content.  | Practice activity addressed all of the aspects of the method taught and all of the vocabulary.  | 10 or more problems were assigned that were relevant to the lesson |  |
| 8 points | Most vocabulary words were correctly defined in the lesson | Most of the steps of the method were discussed in the lesson. Some examples were given. | Some visual aids were used that were relevant to the lesson. | Practice activity addressed all of the aspects of the method taught but only some of the vocabulary. | Only 7-8 problems assigned were relevant to the lesson. |  |
| 6 points | Some vocabulary words were correctly defined in the lesson | All of the steps of the method were discussed in the lesson. No examples were given.  | Many visual aids were used, but many of them were not relevant to the lesson | Practice activity addressed some of the aspects of the method taught and/or some of the vocabulary. | Only 5-6 problems assigned were relevant to the lesson. |  |
| 4 points | Few vocabulary words were correctly defined in the lesson  | Most of the steps of the method were discussed in the lesson. No examples were given. | Some visual aids were used and/or not relevant to the lesson. | Practice activity addressed a few aspects of the method taught and/or some of the vocabulary. | Only 3-4 problems assigned were relevant to the lesson. |  |
| 2 points | Very few vocabulary words were correctly defined in the lesson | Some of the steps of the method were discussed in the lesson. No examples were given. | Few visual aids were used and/or not relevant to the lesson. | Practice activity was brief, did not address method taught in the lesson and/or some of the vocabulary. | Only 1-2 problems assigned were relevant to the lesson.  |  |
| 0 points | No vocabulary discussed or defined in the lesson | The method covered in the text was not explained in the lesson | No visual aids applicable to the content were used in the lesson | No practice activity was used in the lesson | No individual practice/homework was assigned in the lesson |  |
|   |  Key Vocabulary |  Your Method:  |  Visual Aids | Practice Activity | Individual Practice | Total Score |