Your Name:_____ Partner Name:_____

End of the Year Math Project: "I can teach 8th Grade Math!"

Congratulations! You have just been hired to teach Math at Placer Elementary School.

You're first lesson will be on _____.

Please teach the lesson fully.Your lesson must be less than 15 minutes long. Listed below are the requirements for each lesson. **These steps determine your grade.**

1. **Content** – Obviously, your lesson must cover the topic you have been assigned. Be sure that you have **learned the information** well and that you have practiced many examples **BEFORE** you are to present. You will be allowed to have notes with you but make sure that you know the material and do not have to constantly check them.

2. **Teach -** When you both are teaching, please demonstrate how to solve at least two problems—one for each student to do

3. **Poster** – Include the objective, pictures, instructions and 3 step-by-step examples.

4. **Technology** – Your lesson must include technology in an ***engaging*** way. You may (and are encouraged) to use the PowerPoints, outside websites, videos (School Appropriate), etc.

5. **Outside Resources** – Your lesson must include at least one additional outside resource. This may be a website, another textbook, video, etc. Remember, you are trying to make the lesson engaging. There are many websites that include Applets to help students visualize a topic. To find these it may be helpful to add the word "Applet" to your search. You may use the outside resource as part of your research, presentation, or assessment, etc.

6. **Question**s – Since you are the teacher in this class it is your responsibility to be able to answer questions that the students may have. Be prepared to answer them.

7. **Assessmen**t – (In addition to Technology & Outside Resources.) As the teacher, you will need to have a way to assess the knowledge of your students after your lesson. Did they understand what you were trying to teach them? This assessment could be in the form of homework, a quiz, a game, (kahoots, blooket, quizizz), etc. Only three questions on your assessment.

8. **Audience behavior** – Points will be deducted from students who demonstrate disrespect during their peers' presentations. This includes, but is not limited to, talking during instruction, making disrespectful comments, tapping, making noise, whistling, throwing things in class, and wandering around the room.

9. **Reflection** – Every good teacher will sit at the end of the day and reflect on their lesson. You will do this as well and answer the following questions:
    1. What was the topic of your lesson?
    2. What method did you use to teach your lesson?
    3. What sort of questions did your students have? How did you answer them?
    4. What outside resources/technology did you use? Did it work well?
    5. What went well with your lesson? What did not go well? How could you improve the lesson?
    6. What did you use to assess your students' knowledge? What were the results of their assessments? Did the students understand the topic fully? Is there something that still needs to be addressed?
    7. What have you learned from this project and teaching this lesson?
    8. What grade do you think you earned, why?

    Reflection – your reflection is part of your grade and should be a typed paper. Times New Roman, 12pt font. It should be in paragraph form with complete sentences and proper grammar. Please tell me what

grade you think you earned and why. NOTE: It does not need to strictly follow the questions listed above. Those are suggestions to get you started but this is your reflection! So reflect!

10. **Oral Presentation**

11. **Daily Check off**

Presentations start Thursday, May 8, 2025 and can only be 15 min long.

Daily check off
Day 1: Commit to the topic of your lesson.
Day 2: Poster
Day 3: Technology
Day 4: Outside Resources
Day 5: Assessment

You will be working in pairs. You will be evaluated as a group and receive the same score for the presentation and peer evaluation. However, make sure that you split the work and presentation evenly. If it appears that one person is doing all the work and/or presenting then the other partner's grade will be adjusted accordingly. **Each person does their own reflection.**

Each student will submit an INDIVIDUAL reflection. Due two days after your presentation.

CATEGORY	4 Points	3 Points	2 Points	1 Point	Score	Teacher
Day 1: Your Lesson	Friday 5/2	Monday 5/5	Tuesday 5/6	Wed 5/7		
Day 2: Poster	Monday 5/5	Tuesday 5/6	Wed 5/7	Thursday 5/8		
Day 3: Technology	Tuesday 5/6	Wed 5/7	Thursday 5/8	Friday 5/9		
Day 4: Outside Resources	Wed 5/7	Thursday 5/8	Friday 5/9	Monday 5/12		
Day 5: Assessment	Thur 5/8	Friday 5/9	Monday 5/12	Tuesday 5/13		
				Total:		

Oral Presentation Rubric : I can teach 8th Grade Math!

Student Name: _____

CATEGORY	4	3	2	1	
Content	Shows a full understanding of the topic. (Starts off with lesson objective)	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.	**Score:**
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.	**Score:**
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.	**Score:**
Classmate Understanding	Student is able to present information in a way that engages classmates and promotes their full understanding.	Student presents information in a way that is somewhat engaging and classmates understand at least most information.	Student is not very engaging and leaves classmates with only a partial understanding.	Student does not engage classmates or promote their understanding.	**Score:**
Completion	Students' lesson includes all the requirements listed for the project.			Students' lesson is missing items from the project list.	**Score:**

Total:

Lesson Topics

1. Represent a linear function with a graph, table, rule, and context ect. 3.24 3-99 (Jon's Giant Redwood). Closure ch3 119

2. Solve systems of equations by using tables, graphs and algebraically. 523 & 524

3. Fraction Busters Ch 5

4. Fill in the missing values from a x/y table and find the rule. Closure Ch 3 118

5. Solve contextual word problems using multiple strategies, including making tables, looking for patterns, drawing diagrams, and creating a table of guesses to assist with writing and solving a variable equation. 4.1.7

6. Geometric transformations on a coordinate grid. 624 6-78, 614

7. Represent the data with multiple representations. 721. (Pattern, graphs, tables & rule.)

8. Represent data using scatterplots and describe associations. Collect and analyze data and make predictions based on the trend of the data. CH9

9. Compound interest and exponential growth. Graph Table word Problem 812

10. Use the Pythagorean Theorem and its converse to solve problems in two and three dimensions. Ch 9

11. Use square roots and cube roots. Ch8

12. Represent and simplify expressions using positive and negative exponents. Ch 8

13. Represent and compare large and small numbers using standard and scientific notation. Ch 8.

14. Perform operations with numbers represented in scientific notation. Ch 8.

15. Use the relationships between angles created by parallel lines with transversals and the Triangle Angle Sum Theorem to solve problems. Ch 9

16. Compute the volume of a variety of solids. Ch 10

17. Functions Ch 8