Group Presentation and Practice for ACT/SAT and writing

GOAL: for your group to create an awesome Google Slides presentation that can help to teach your classmates about a common grammar error found on the SAT and/or ACT test. Our overall goal as a class is to gain the grammar knowledge necessary for doing well on the English portion of the test and set you up as the best writer that you can be at the beginning of next year.

COMPONENTS to your group project will include:

1. A Google Slides presentation that includes:
2. A clear, fully-explained answer to the following: what is the error, and why it is an error? Your visual will provide an explanation of the grammatical error or errors assigned to your group and make clear why it is an error (this explanation should be IN WRITING on your power point so that students can use the visual, which will be posted on Canvas, for their future reference)
3. At least 3 examples of the grammatical error as well as clear methods for fixing that error.
4. Some sort of group practice on the visual so that we as a class can practice the concept together as you present and explain—include at least five group practice questions of some sort.
5. Include me on the presentation from the beginning so that I can track your progress
6. At least 7 links at the end of your presentation. These links should include
7. At least 2 helpful informational pages
8. At least 5 game or quiz pages that a student may use to gain immediate feedback on his or her attempts
9. Any other links that you find to be helpful to your concept (certainly include more than five links if you find some awesome quiz/game links)
10. Some sort of game or activity that will help to reinforce the concept with your classmates (be creative! We can use Kahoot or other online tools—people in the past have created jeopardy games, Around the World, etc.)

KAHOOT

If you create a Kahoot game, do so under my account-

username: ginabessetti@hotmail.com

Password: sept191980

Go to the purple icon on the top right labeled New K! to create it

1. At least TWO worksheets for your concept with at least 15 exercises each (use some of the best questions that you find online to help create a new worksheet and make up original questions, but no more than three questions on a worksheet should be taken from any single online source and at least half of your questions must be original). The exercises for these worksheets should be difficult—avoid overly simple sentences and worksheets geared toward younger students.

What will the presentation look like?

We will follow the process of explaining, modeling, and group and solo practicing.

Explanation and Modeling: approximately 15 min—

This means that your group will stand in front of the room and use your power point to explain the concept and provide examples and some initial practice that will help the entire group. (I will be right there to help answer any questions from your classmates—you’re not doing this alone.)

Practice— 20-30 min

Next, you will decide how you would like to have the class practice the concept together—perhaps you have them pair up and go to one of your chosen links and take an assessment quiz together so that they can use each other’s knowledge to help them through the task. Perhaps you hand out one of your worksheets and ask the class to complete the exercises in groups, or perhaps you plan a short game of some sort in which classmates can help classmates succeed—or a combination. There are a lot of possibilities for this section of the process, but be sure that this takes no more than 30 minutes.

Finally, you will assign one of your worksheets for alone practice so that students can reinforce this concept on their own (and what you assign WILL be a homework assignment or in-class assignment) Your group will provide me with a “key” to the answers on the chosen exercise, and that will become your group’s homework grade (your key will be graded for accuracy ☺).

Dates of presentations: your group will sign up for one of these dates for your presentation. You will have next week to work on your presentations in your groups. Divvy up the work but be sure that every person in the group is looking over everybody else’s work because your grade is the same for everyone and typos and mistakes on your worksheets/games/Power Points, etc. count against your grade.

If you have questions during the week, email me the detailed question. I will be checking my email.

Expectations:

Groups MUST provide me with all of your completed materials and plans on Tuesday, May 1st via email. Attach all documents to one email and put all group member names in the body of the email. Put your block and topic in the subject line (Ex. Block 1 Commas)

You have A LOT of independent work time the week of April 23rd—please stay on task and make me proud!

Possible Presentation Dates:

Thurs May 3

Tues May 8

Thurs May 10

Mon May 14

Wed May 16

Friday May 18

Grammatical Errors:

1. Pronoun/Antecedent issues and redundancy
2. Misplaced modifiers and parallel structure
3. Commas—there are many ways to use commas. Be sure to cover at least six main ways
4. Run-on Sentences (both fused sentences and comma splices) and sentence fragments
5. Apostrophes and Commonly Confused Words—be sure to cover its vs it’s; then vs. than; farther vs. further; fewer vs less; affect vs. effect; apart vs. a part; any others that you think are important

How will you be graded?

1. Power Point Presentation— 30 points

I will ask myself and answer the following questions (5 points each)

1. Does it tell us what the error is, why it is an error, and provide a clear, solid explanation as well?
2. Does it provide at least three examples of the grammatical error as well as clear ways to fix that error?
3. Does it provide some sort of group practice with at least five group practice questions?
4. Does your presentation have at least 7 links at the end, 2 of which are helpful informational pages and 5 of which are games/practice quizzes with answers?
5. Is all of the information in your power point accurate, with no typos or other grammatical errors? And do you keep your presentation to no more than 15 total minutes? (please practice because I will have to cut you off for time’s sake if you run over)
6. Group reinforcement – 20 points

Does your group provide some sort of activity for group reinforcement after your power point? Is all of the information accurate on/during that group reinforcement?

3. Worksheets— 20 points

Does your group provide at least two worksheets for the concept? Are the worksheets appropriate for the tenth grade honors classroom? Do the worksheets each have at least 15 questions? Is the information on these worksheets correct?

10 points

Is the group key turned in with the worksheets and correct?