

ONLINE

Mathematics Classroom Activity

Talent Show

The Classroom Activity introduces students to the context of a performance task, so they are not disadvantaged in demonstrating the skills the task intends to assess. Contextual elements include: an understanding of the setting or situation in which the task is placed, potentially unfamiliar concepts that are associated with the scenario, and key terms or vocabulary students will need to understand in order to meaningfully engage with and complete the performance task. The Classroom Activity is also intended to generate student interest in further exploration of the key idea(s). The Classroom Activity should be easy to implement with clear instructions.

Please read through the entire Classroom Activity before beginning the activity with students to ensure any classroom preparation can be completed in advance.

Resources Needed: none

Learning Goals:

- The student will understand the context of the key ideas related to the topic:
 - Competing in a talent show
 - Planning a talent show

The student will understand the following vocabulary:

- **Talent:** a special ability that allows someone to do something well
- **Spotlight:** a device that directs a narrow, bright beam of light onto a small area
- **Fog Machine:** a device that emits a fog-like vapor, also called a smoke machine
- **Disco Ball:** a spherical object that reflects light shown on it in many directions, also called a mirror ball
- **Costume:** clothes that are worn by someone (such as an actor) who is trying to look like a different person or thing

Definitions are provided here for the convenience of facilitators. Students are expected to understand these key terms as they arise in the context of the task, not to be able to recite the definitions.

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[Purpose: The facilitator's goal is to introduce the students to the idea of talents and considerations needed when planning a talent show.]

Facilitator says: "Today, in preparation for your performance task, we are going to talk about a talent show. Can anyone tell me what talent is?" [Allow students to discuss. Make sure that all students understand that talent is an ability to do something well.]

Facilitator says: "What are some examples of talents that you have or that other people you know have?" [Allow students to provide examples of talents. There are several possibilities. A few that the students may discuss include:

- Music
- Comedy
- Gymnastics
- Dance
- Sports
- Magic.]

Facilitator says: "Does anyone know what a talent show is?" [Allow students to discuss. If necessary, expand on the topic as follows.]

Facilitator says: "In a talent show, different acts compete to win prizes. A talent show could occur at a school assembly or at a special nighttime event. Sometimes there are judges who vote on the best act, and sometimes the audience also votes for the winner. There is usually an act at the beginning, to introduce the show, and a finale at the end, to award the prizes." [Allow students to ask questions.]

Facilitator says: "What kind of technical equipment might you need for a talent show?" [Allow students to discuss. A few possible responses include:

- Microphones
- Spotlights
- Stereo systems.]

[Expand on the topic as follows if needed.]

Facilitator says: "A spotlight is a type of light that directs a narrow beam of light at a small area. It can be used to draw attention to the performer. A fog machine is a device that lets out a vapor that is similar to smoke. It can be used to add more drama to the performance."

Facilitator says: "What else might performers use on stage to enhance or make the show better?" [Allow students to discuss. Make sure that disco balls and costumes are mentioned.]

Facilitator says: "Today, we completed an activity about planning a talent show. These ideas may help you when you complete your performance task."

Facilitator says: "Are there any questions?" [Allow for student questions.]

Facilitator says: "You are now ready to complete the Talent Show Performance Task."