

TEAM MEETING SUMMARY

Presenting Teacher: Bob Boots

Facilitator <u>Kristin</u>	Hours/Minutes <u>2 hrs</u>	Who attended? <u>Josh + team</u>	
Date <u>10/26/11</u>	<input type="checkbox"/> Instruction	<input checked="" type="checkbox"/> Assessment	<input type="checkbox"/> Student Work

Describe what you did in your first team meeting:

We scored a chemistry (8th) task.

What did you learn as a group?

- ask only clarifying questions during the actual scoring of the task.
- Give each person time to speak before the next person.

Do you need to adjust your norms?

Not at this time. We are still working to see if our norms meet our needs.

Notes for next meeting's agenda, including action steps:

- When do we need to switch from teacher task to student work and instruction?

Questions we have? Resources we need?

How many tasks should be presented each 2 hour PB time?

(Before)

4

Name
Period
Date

ELEMENT NAME

Name: _____
Symbol: _____
Atomic #: _____
Atomic Mass: _____
Standard State: _____

Melting point: _____
Boiling point: _____

Color (if known): _____
Group in Periodic Table: _____
Period in Periodic Table: _____

How many grams are in
Your body (to be found
In the biology section): _____

→ Use biology on the
left side of page.

PUT ELECTRON
CONFIGURATION
PICTURE
HERE!!!!

History of Element: This should include a few sentences which tell who discovered the element, when it was discovered, what the element is named after, and any other interesting tidbits.

Uses: This should be a paragraph describing the main uses of the element.

Other: This section should include any other interesting information you want to write about.

WEBSITE:

<http://www.webelements.com/webelements/scholar/elements/periodic-table/key.html>



Name: _____

Teacher: Mr. Boots

Date: _____

Title of Work: _____

	Criteria				Points
	1	2	3	4	
Introduce your element. Include element name, picture of the element, symbol of the element, your name, your class period.	Introduction not a part of the presentation.	1-2 Items are included in the introduction.	3-4 Items are included in the introduction.	4+ items are in the introduction. This introduction makes someone what to learn about this element.	—
Construct a periodic table box for your element. Include items that appear on the modern periodic table.	No internet No organization appears in the box.	Box includes 1-2 items.	Box includes 3-4 items. Label parts	Box includes 4+ items. Includes a clear understanding of what is identified on the periodic table.	—
Discuss the history of your element. Include items such as date, location, person, method of discovery, etc.	Information not clearly stated.	1-2 Items discussed.	3-4 Items discussed.	4+ Items discussed with a clear understanding of the history of the element.	—
Discuss the properties of your element. Include chemical and physical characteristics.	Information not clearly stated.	A few items present but not labeled as chemical or physical properties.	A few items list and organized into their chemical and physical properties.	7+ items listed and discussed as to their chemical and physical properties.	—
What are the uses of your element? What are uses in and out of the lab?	No uses clearly stated.	Uses stated but not if they are in or out of the lab setting.	Some uses of the element are present and identified as to in or out of the lab.	Many uses are discussed and how the uses are in the lab or outside of the lab.	—
				Total---->	—

Teacher Comments:

Strengths
Impact
History
Accuracy