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| Name: Kirk Corley | Grade/Subject: 9th/ Tech Theater I | Date: 10/02/2023 |
| <ul style="list-style-type: none"> • Texas Essential Knowledge and Skills (TEKS): (C2) <p>6. Students will demonstrate basic hand drafting and CAD techniques.</p> | | |
| <p>2. Deconstructing/Unpacking the TEKS: (C2) <i>What students will know and be able to do</i></p> <ul style="list-style-type: none"> • Draw using basic drafting methods • Use variuos scales in drawings • Recognize and produce scale drawings such as ground plans. front elevations and scaled working drawings • Also they will be able to reproduce their hand drawings using a CAD program such as Sketchup | | |
| <p>3. SMART Objective(s): (C3)</p> <p>Essential Question:</p> | <p>Before the students are released for Thanksgiving break they will be able to acurately draw by hand drafting techniques a scene from A Man for All Seasons. Each drawing wi be to scale and production acurate. Then they will trasfer those plans to Sketchup.</p> <p>What is the effcent and acurate way for a designer to reley his designs for a production of A Man for All Seasons?</p> | |
| <p>4. Central Focus (C4)</p> <p><i>How will this lesson link with other lessons in the unit?</i></p> <p>Learning Targets</p> <p><i>I CAN statements that Clearly show alignment with TEKS</i></p> | <ol style="list-style-type: none"> 1. How to use and understand the use of scale in a drawing. 2. Being able to name and create the various drawings needed for construction. 3. What symbols do we use to represent doors and windows and furniture. 4. Be able to transfer all of the hand drawn information to Sketchup. <p>I will be able to draw to the proper scale. I will be able to reproduce an acurate drawing of a scene from A Man for All Seasons. I will produce drawing that I can use to acurately build from. I will have a basic knowledge and skill to draft. I will be able to use very basic CAD proگرامing skills and knowledge to reproduce these drawings in Sketchup.</p> | |

5. Academic Language (C5)

Academic language represents the language of the discipline that students need to learn and use to engage in the content area in meaningful ways.

There are 4 language demands to consider as you require students to read, write, speak, listen, demonstrate and perform.

Language Function Scale a drawing, draw, translate

Vocabulary scale, Ground Plan, sectional, working drawing, dimension, front elevation

Discourse small group discussions, drawing

Syntax *(The set of conventions for organizing symbols, words, and phrases together into structures, e.g., graphic organizers, formulas, charts, language rules, outlines, graphs, tables)*
Graphic organizers, Word wall, Examples of professional drawings of each type

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| <p>6. Targeted Language Supports (C5) The resources, representations, and strategies you will provide to help students understand, use, and practice the concepts and language they need to learn within the discipline</p> <p>Site the researcher's name as you refer to the strategy.</p> | <p>Language Function <i>(How will you help them demonstrate the DO verb?)</i> Show students various ways to identify the drawings used in the construction and lay out of a theater production set. Then allow them to draw, from their own life experiences and recreate drawing of their own living room or bed room.</p> <p>Vocabulary Strategies - (GO TO Page) 1. Frayer Model- using words that come from the vocabulary of the drafting and CAD 2. Word wall- posting common words used in the drawing or drafting process as well as CAD oriented words.</p> <p>Discourse strategies - (GO TO Page) -Write: Write the measurements needed to assure the the set will fit in the space and the steps taken to make that calculation. -Talk: Compare and contrast various design ideas for the scene, such as furniture styles window treatments,.. Etc.</p> <p>Syntax - (GO TO Page) 1. Use a Venn Diagram to display the compare and contrast discussion. 2. Use the Frayer Model to describe the center line.</p> <p>Making Content Comprehensible (R9) 1) Putting the background material in a algorithm format. 2) Roundtable in a small group to determine things like scale, size and time period. 3) Bringing out pictures of architecture to style by.</p> |
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| <p>7. Assessment/ Evaluation (C6) Assessment(s) must be aligned to the TEKS, and objectives.</p> | <p>Assessment of your TEK Formative: Scale using a maze who solution is given varying scales. Pictures of furniture and architecture in production correct style.</p> <p>Summative: The students will draw their own scene from A Man for All Seasons</p> <p>Assessment of your language demands: Formative: Written quiz over Vocabulary words and phrases in conjunction with graphic organizers.</p> <p>Summative: All vocabulary terms will be incorporated into the drawings expected at the unit's end.</p> |
| <p>8. Hook (C7)</p> <p>Closure (C7)</p> <p>Student Assets (C7)</p> | <p>Hook activity <i>(make connections to prior learning)</i> In groups of make a pitch to the Excutives of HGTV about a new show remodeling a room in AMan for All Seasons</p> <p>Closure Activity: <i>(make connections to prior learning)</i> With all that you learned return to your same groups of 5 and revise your pitch for the sho</p> <p>Personal assets: Use personal styles of each person in your pitch group and compromise on the fianl design. Cultural assets: Students can usetheir cultural backgrounds in their designs. Community assets: Students can use local landmarks as long as they justify the change.</p> |

**9. Body of Lesson/
Teaching Strategies and
Learning Task(s)
(C9)**

Be sure to include:

How will students learn
and use *academic
language*?

Three higher order
thinking questions.

Marzano Strategy

I DO – Using Google slides give examples of various drawings in progress. Explain for understanding about research in the design process. After all drawings are hand drawn, I will use google slides and Sketchup to show how to convert these drawings in to CAD files.

WE DO – Using Cornel notes we will summarize the scenes from the play A Man for All Seasons paying particular note to things needed in the scene such as doors and windows and set pieces. we will have a discussion about the time period of the production.

YOU DO – In small groups of 5, each group will be assigned a scene from A Man for All Seasons. Using the research each group will be responsible to produce a set of drawings with production accurate architecture and furnishings.

Differentiation-(GO TO page) *(Tailoring instruction to meet individual needs; differentiating the content, process, product, and/or learning environment):*

- Second Language learners / Cultural Diversity: Utilizing a word bank. Being placed in groups with stronger skills than second language kids may have.
- Gifted / advanced learners: Allowing them to head the groups. Helping those who need **use the extra attention.**

Technology: -(GO TO page)

Google slides Sketchup

Marzano Strategy - (GO TO page)

Venn Diagram, Compare and Contrast

Higher Order Thinking Questions (GO TO page)

1. Justify choices made in selecting the time period of the production.
2. Use researched material to define the production time period.
3. Present the techniques used in hand drafting and CAD to produce the drawings de

Grouping / Partnering Technique: (Hattie)

Small groups to discuss and research production time period.

Potential misconceptions and your plan to address it:

There is a potential the students could get the scales mixed. A small review before final drawings begin.

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| <p>Resources and materials needed (C9)</p> <p>(E7)</p> | <ul style="list-style-type: none"> • Sample ses of drawings. • Rulers • Pencils • Erasers • Graph Paper <p><i>(How might you differentiate materials and resources for learners with various needs?)</i></p> |
| <p>SUBMIT LPG and SELF EVALUATION RUBRIC – C9</p> | |
| <p>11. Classroom Management Strategies (CBM5)</p> <p><i>What procedures will you employ to manage transitions, behavior, passing out materials, engagement, etc.?</i></p> <p><i>Add 3 procedures</i></p> | <p>Common entry procedure and sign in.</p> <p>Social Contract is kept by all students and guest.</p> <p>Expectations for the day are clearly statd at the begining of class and evaluation of the class is given at the end.</p> <p>Cell phone policies arefollowed.</p> <p>Restroom permission is not granted in the first 10 minutes of class, nor the final 10 minutes of class.</p> |

12. Academic Supports for Students (E6)
What instructional strategies and planned supports, will you employ to meet the needs of each student that has identified special learning needs?

(E11)

Accommodation(s)- *(A change that helps a student overcome or work around obstacles)*

1. An example of each drawing is hanging in the classroom
2. Copies of the play A Man for All Seasons is readily available.
3. A Sketchup cheat sheet will be available.

Modification(s)- *(A change in what is being taught or what is expected from the student)*

1. A student may, be a group of one I the teachers feels they are capable of that.
iate
2. Common rulers will be available if the students don't have their own.
3. Graph paper can also be provided if needed.

Strategies for ELLs *(strategies that support language acquisition)*

1. Academic language will be employed where appropriate.
2. Post objectives for content and language.
3. Frame the lesson
4. Allow students time justify their choices.
5. Private instruction should it be needed.