

DPHS Lesson Plan Template

Teacher Name: __Chris Mollkoy_____

Course /Period(s): _____Fine Woodworking P.2_____

Date of Lesson: _____

Section #1 – Common Core Standard(s) Addressed in this lesson

<https://www.cde.ca.gov/re/cc/>

Since we've already started our Box project, the following standards are encompassed within the unit as a whole and might not necessarily be covered on the specific day of evaluation.

Building and Construction Trades Knowledge and Performance Anchor Standards

Technology

4.1 Use electronic reference materials to gather information and produce products and services.

Problem Solving and Critical Thinking

5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

Health and Safety

6.2 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.

6.10 Maintain proper use of safety apparel at all times, including but not limited to, eye protection, hearing protection, skin protection, head protection, footwear and protection from airborne particulate matter.

6.11 Comply with the safe handling, storage and disposal of chemicals, materials and adhesives in accordance with local, state, and federal safety and environmental regulations (OSHA, Environmental Protection Agency [EPA], Hazard Communication [HazCom], Material Safety Data Sheets [MSDS], etc.).

6.12 Demonstrate the proper care and safe use of hand, portable and stationary power tools.

Responsibility and Flexibility

7.5 Apply high-quality techniques to product or presentation design and development.

7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.

Technical Knowledge and Skills

10.1 Interpret and explain terminology and practices specific to the Building and Construction Trades sector.

10.5 Demonstrate the basic care, proper maintenance, and use of hand, portable, and stationary tools related to the Building and Construction trades.

A. Cabinetry, Millwork, and Woodworking Pathway

A1.0 Demonstrate competence in planning, design, layout, and technical drawing interpretation for practical use in woodworking and mill-working.

A1.3 Calculate board, square, and linear feet.

A1.4 Estimate material costs.

A1.8 Sketch a project using manual drawing techniques.

A3.1 List the sequence of cutting procedures, assembly, and finishing steps.

A6.1 Demonstrate a working knowledge of joinery, fasteners, and adhesives.

A6.5 Compare and contrast joints commonly used in the cabinet-making and mill-working industries (i.e., strength, appearance, and ease of construction).

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A6.13 Demonstrate the ability to construct a variety of wood joints (i.e. butt, miter, compound miter, half lap, mortise and tenon).

A7.8 Demonstrate the use of a jig, template, or fixture in a production project.

A7.9 Use appropriate methods and tools to check the accuracy of a project.

Section #2 - Learning Target for today's lesson

Using language that students understand, a learning target describes what students should know and be able to do. Learning targets are explicitly shared with students in 'student friendly language' Examples:

- *Students will be able to support a claim by identifying textual evidence that supports an argument*
- *Students will use two different models for solving a linear equation and explain the more effective method.*
- *Students can construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.*

SWBAT...

1. Measure and cut all lengths of material correctly
2. Mill and assemble all box pieces together squarely using glue
3. Mill lid and bottom pieces for the box
4. Sand box to 240 grit and apply appropriate finish to it
5. Maintain safe and proper use of all tools in the shop
6. Use appropriate safety protective gear at all times while working in the machine areas

Section #3 -- Pre Instruction

Strategies to engage students in critical thinking and connect or provide prior knowledge. (Anticipation guide, circle map, KWL, etc.)

1. **NEO Survey:** They will grade the previous class on their cleaning from yesterday
2. **Background/Summary:** We will review the project status and review the deadlines for the project.
3. **Brainstorm:** whole class discussion on the problems, issues, and fixes to the "learning opportunities" experienced with the first box

Section #4 – During Instruction

Learning activities and strategies used to engage students throughout the lesson.

1. **Instructional Input:** At this point in the project, there is no longer any whole class instructional input I am giving. But rather, all instructional practice is on a one-to-one basis with me as the teacher or fellow classmates whom I have instructed to act as guides for the other students who are in need.
2. **Guided Practice:** I will be modeling for both individuals and small groups on the proper techniques for building this project as the class is working.

Section #5 - Differentiation for advanced learners;

This section identifies specific differentiation strategies/tools/texts, or enrichment activities integrated into the lesson to meet the needs of advanced learners.

1. I have posted several “upgrade” project ideas on Google Classroom--based on what students have told me they are interested in building, as well as project’s that I think they might like. I will refer them to the list and ask them to choose one or more of them to complete.

Section #6 - Supports in place for students needing additional help throughout the lesson

This section also lists any specific support mechanisms, tools, or strategies that are used to meet the needs of students who need additional support or help during or after the lesson.

1. Primarily, I will utilize one-to-one instruction time with struggling students to help them out OR I will have more advanced students assisting the other students who are EL, SPED, or general population who may need extra clarification or help in their building process.
2. I will refer them back to our safety videos or the project videos (on Google Classroom) and then debrief about where they went wrong or next steps to move forward, etc...

Section #7 – Assessment on Learning Targets

This section consists of defining a measurable output or assessment *during* and *at the conclusion* of the lesson plan. How will students demonstrate what they have learned?

Professional's Review	Rubric	Performance-Based Tests
Test	Editing Opportunities	Conferences
Dialogue (Discussion)	Debate	Answer Questions
Quiz	Exit Ticket	Build a Product
Presentation	Self-Assessment	

Description of Assessment and Feedback:

1. **Informal Assessment:** They will be building their box--and I will talk with them about their progress or lack thereof.
2. **Exit Ticket:** They will complete a Google Classroom form once their cleaning is done. The survey requires them to answer several questions in areas like self-motivation, phone use, did they help someone else out, etc...

The link for the form is:

https://docs.google.com/forms/d/1_1dqYZxsGU865d0CxOWBjWUn9gjm9Eshge-lZ2Z8LaM/edit