

CADD 1 DTEXT & MTEXT Instructional Plan

Standards lesson is aligned:

CC.9-10.W.HST.6-Production and Distribution of Writing: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.11-12.W.6-Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Select and implement a solution to a problem 5.A.3b, 5.A.4b, 5.A.5b
Prepare written communication 6.D.2, 7.B.2a, 7.B.5, 8.C.1, 9.A.3c, 9.C.1

Class student makeup:

The student make up of the class ranges from students who are college bound to students that are having difficulty with graduation requirements.

After completion of the lesson the student will be able to:

1. Use the TEXT command to create single-line text.
2. Use special text characters.
3. Use Paragraph Text Features

Lesson Resources:

1. AutoCAD textbook
2. Lakeland Community College CAD 1 class
3. Parkland Community College CAD 1 & 2 class
2. Joliet Junior College CADD 101 course I am teaching currently
3. Scotty Boudreau, JR Schulz, and Allen Clodfleter-CADD mentor

Setting the stage:

- 1.Introduction – Annotation: adding text to a drawing. eScaling your text to match drawing at the board.
- 2.Refer to AutoCAD Special Text Characters in box.com.
- 3.Go over how to enter special text characters in AutoCAD at the board and SchoolVue
- 4.Handout Special Text Characters and Paragraph Text Features handout.

Method of activating prior knowledge:

- 1.Revisit eScaling for text and talk about special features like diameter, and underlining.
- 2.Use the board to calculate text height.
3. I Will: and I Can: statements using SchoolVue

Lesson Methods of Instruction:

1. The **I Will and I Can** statements will be listed on SchoolVue for 300 seconds at the beginning of class
2. Students will log in to the computer and then log in to box.com to access the necessary documents.
3. Student will open AutoCAD 2015
4. Teacher will write on white board and use SchoolVue while demonstrating and leading class in new activity.
5. Teacher will roam the classroom assisting with individual help.
6. Students helping other students.

Issues to overcome:

1. There might be a student that is tardy.
2. Some students will volunteer all the time while some students will require prompting to participate.
3. Most will be on task and attentive.
4. Have to watch students working on CAD related objectives when they should be listening to teacher. SchoolVue can be used if necessary to lock computers while teacher is talking.
5. Since the classroom is a computer lab, I will need to roam the classroom. This will ensure that all students are observed while working.
6. This particular group of students are generally interested in learning AutoCAD. Some students will need to be redirected.

Teacher Personal Style:

I have a demonstrator or personal model teaching style which tends to run towards teacher-centered classes with an emphasis on demonstration and modeling. This type of teaching relies on a role modeling/demonstrating skills and processes and then as a coach/guide in helping students develop and apply these skills and knowledge.

A teacher with this type of teaching style might comment: "I show my students how to properly do a task or work through a problem and then I'll help them master the task or problem solution. It's important that my students can independently solve similar problems by using and adapting demonstrated methods."

This teaching style is interested in encouraging student participation and adapting the presentation to include various learning styles. Students are expected to take some responsibility for learning what they need to know and for asking for help when they don't understand something.

How to engage students during lesson:

1. will engage my students by making connections to their passions. That may be through sports, music, art, hobbies, and school activities.
2. I will engage my students by making connections to popular digital games. Students enjoy their online and gaming pastimes, especially if they find out I like something they do or similar.
3. I will engage my students by making connections to the physics concepts through investigations and experimentation. My students will design and test some of their own investigations as opposed to just following directions in a cookbook, though there is some of that as well.
4. I will engage my students by facilitating their connection to the world through their own digital world. Through the use of FaceBook, Twitter, Gmail, Yahoo mail, DropBox, and other electronic means, I will try to deepen their communication, collaboration, critical thinking, and creation skills.

6. I will engage my students by making professional connections. Working together with colleges, administration, and parents to discover the best way to reach each student.

Methods of Monitoring Student Performance:

1.Students usually reason out their solutions as part of their answers:

Students can answer these questions in just a few seconds/minutes, and in that way they differ from some of the performance activities described below.

2.Performance-based items or events: questions, tasks, or activities that require students to perform an action:

Although performances can involve demonstrations or presentations, most typically they involve students explaining or demonstrating how they would answer the question or solve a problem by writing a few sentences or paragraphs, drawing and explaining a diagram, or performing an experiment. Such tasks may take from 1 minute to a half hour and may involve some work with a group of students who think through the answers and later provide their own individually written answers.

3.Projects or experiments: extended performance tasks that may take several minutes or even days to complete:

Students generate problems, consider options, propose solutions, and demonstrate their solutions. Students sometimes work in groups, at least for some of the project, to analyze options and to consider ways to implement their thinking, problem solving, and conclusions.

4.Portfolios: collections of student work that show teachers and others who may "score" portfolios the range and quality of student work over a period of time and in various content areas.

There are almost as many approaches to compiling and evaluating portfolios as there are proponents of this form of assessment. Portfolios can be used both formally and informally; ideally, portfolios capture the evolution of students' ideas and can be used instructionally and as progress markers for students, teachers, and program evaluators.