

Unit 02: Measuring; Measuring Tools & Layout (3 weeks)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.6-8.8.2.8.ED.1	Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
CS.6-8.8.2.8.ED.2	Identify the steps in the design process that could be used to solve a problem.
CS.6-8.8.2.8.ITH.4	Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

NEW JERSEY STUDENT LEARNING STANDARDS: 21st CENTURY AND CAREERS

TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale
Unit Rationale The purpose of this unit...

Meaning

Essential Questions

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Measuring accurately is critical to the end result of a wood project.

Using the proper measuring and layout tool(s) is/are necessary to have accurate parts for a wood project.

Understanding the measurement you are actually laying out on a board can impact the strength of the part you are cutting. (TxWxL)

A bill of materials is helpful to make sure all parts are cut/formed to create a set project.

Students will understand that each part of the project process plays a critical part in the outcome of the final project.

Enduring Understanding/Indicators of Understanding

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Why must parts of a project be measured accurately?

Does it matter what I use to measure out measurements for parts of a project?

As long as the measurements fit on a board, does it matter which way they fit?

Why is a bill of materials helpful in making a project?

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

Students will know how to use a ruler and a try square to layout measurements on a board.

Students will know that "square ends" are critical for proper joinery.

Students will know how boards are measured...thickness is measured from the top surface to the bottom surface, width is measured across the grain of the top/bottom surface, and length is measured from one end of the board to the other.

Students will know how to use a pattern to create designed parts for a project.

Skills

Skills

Student will be skilled at ...

Students will be able to use a ruler to measure within a 1/8".

Students will be able to use a try square to have 90 degree ends for proper joinery.

Students will be able to layout the dimensions needed in the correct directions on the boards being cut.

Students will be able to trace a pattern onto lumber for a project part with minimal waste of materials.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

rulers

tape measures

try squares

lumber

quiz/activity sheets

Formative Assessment Strategies

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Parts of the project must be measured and laid out as per the project part.

Learning Activities/Unit of Study

Learning Activities/Unit of Study

Teacher demonstrations/lectures on using a ruler, tape measure, and try square.

Students will complete a measuring worksheet/quiz.

Students will measure and layout using a tape measure and try square, parts of their project.

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.