CARROLL HIGH SCHOOL

Lesson Plan for Course entitled: Core Program:MASONRY

Teacher:COBB

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| Week: Week 4Estimated Duration: 5 class period…300 min **Overview: This module introduces the trainee to the historic and current methods and procedures used in the masonry trade.** *Alabama Course of Study:* **CONTENT STANDARDS**Learn about the origin and history of masonry, how brick and block are made as well as safety practices and requirements. | **CCRS:** **ANCHOR STANDARD #1:** Students should be able to summarize text & back up what they say with specific details from the text.**ANCHOR STANDARD #2:** Identify main ideas and paraphrase/summarize into language that students understand**ANCHOR STANDARD #3:** Read a text and discuss ideas about the content of the text and why the events unfolded or why the individuals interacted**ANCHOR STANDARD # 7:** Use information shown in videos, articles, charts, graphs, words and power points to evaluate information and relate it to current lesson**ANCHOR STANDARD # 10:** Read and paraphrase complex texts with minimal assistance from the teacher. | **OBJECTIVE(S):**1. *Demonstrate how to properly hold a trowel.*
2. *Demonatrate how to properly spread mortar.*
3. *Demonstrate how to properly butter brick.*

Background Preparation: None |
| **MATERIALS/TECHNOLOGY/RESOURCES**

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| \_x\_\_Textbook | \_\_\_Lab | \_\_\_ Video/TV |
| \_\_\_Workbook | \_\_\_Posters | \_x\_\_Multi-Media |
| \_\_\_Speaker | \_x\_\_ Material |  |
| \_x\_\_Internet | \_x\_\_ Computer |

 | **Activities and Learning Experiences**

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| --- | --- | --- | --- | --- | --- |
|  | ***Monday*** | ***Tuesday*** | ***Wednesday*** | ***Thursday*** | ***Friday*** |
| **Beginning** | Show students how to properly hold a trowel | Review holding a trowel. Show students how to spread mortar. | Students will work in shop on spreading | Students will work in shop on spreading | Students will work in shop on spreading |
| **Middle** | Let students get the feel for a trowel | Let students practice spreading mortar | Students will work in shop on spreading | Students will work in shop on spreading | Students will demonstrate their spreading ability |
| **End** | Check each student and make sure the trowel is held properly | Students will work in shop on spreading | Students will work in shop on spreading | Students will work in shop on spreading | Students will demonstrate their spreading ability |

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| **ESSENTIAL QUESTION(S):**How has masonry changed over time? |  |
| **VARIED ASSESSMENT(S)**

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| --- | --- | --- |
| \_\_\_Homework | \_x\_\_Feedbackdiscussion | \_x\_\_ ClassWork |
| \_x\_\_TeacherObservation | \_\_\_\_ Test | \_\_\_Performance |

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**Provisions for Individual Differences (Remediation/Accommodation):** The teacher will assist each student individually according to the student’s IEP. A complete CTIP is on file for each student with special needs. One-on-One Instruction is provided as needed for clarification and/or remediation.

**Codes**: **R**=Reading **W**=Writing **C**=Communication **SS**=Social Studies **M**=Math Skills **S**=Science **IR**=Interpersonal Relations Skills **CL**=Computer Literacy Skills **DM**=Decision Making **PS**=Problem Solving **CT**=Critical Thinking **IL**=Integration of Leadership **LD**=Learning Disorder **ES**=Employability Skills **MS**=Management Skills **WA**=Work Attitudes **TW**=Teamwork **L**=Listening