UH Lesson Plan Template Adapted for Intro to Theatre Ed (Direct Instruction)

Name of Teacher Candidate	Samuel Gonzalez

Lesson Overview	
Grade Level	10th Grade
Estimated Time Needed	50 minutes
Lesson Description	This lesson is designed to develop the practice of creating scale models, an important skill that is used in the process of scenic design in the theatre.
Content Area Standards	§117.324.c.1.A demonstrate proper use of standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound §117.324.c.2.B apply the design process, including analysis, research, incubation/selection, implementation, and evaluation, to a theatrical product such as a rendering, model, and sketch §117.324.c.2.F demonstrate understanding of communication methods between directors and designers such as prompt book, costume plot, light plot, makeup, theatre management, property list, design renderings, and models §117.324.c.2.G practice proper measurement and scale as applied to design or construction §117.324.c.5.C recognize the design and technical elements of theatre as an art form and evaluate self as a creative being
Objectives	The student will measure objects and construct models of the object using Play-Doh.

Resources/Materials/Tools	
Technology Resources	
Other Resources	Play-Doh, scale rulers, measuring tapes, paper, pencils, unit cubes, white board, dry erase markers, index cards, access to various props/objects

Lesson Procedures	
Warm-Up (motivational hook)	As the students enter the class, distribute 16 unit cubes to each student. To refresh the student's memory of creating scale models, have the students create a scale model of a box that is 2 ft by 4 ft by 2 ft. Leave the dimensions on the white board so the students are able to reference it as they complete the task. Include the scale that the students must create the model in (1 ft = 1 cube) Once the students have created their models, ask the students to then convert the scale model into 1 ft = 4 cubes. Instead of using the cubes to recreate the model of the box, the students will turn an index card, on which is written the amount of cubes that would be necessary to create the model of the box in that scale. (8 min)
Direct Instruction (How are you teaching the content)	Explain to the students that since they have practiced creating scale models using unit cubes, they will not learn how to make a scale model using a medium that is more moldable to practice creating a scale model that is of an object of an irregular shape. Begin by placing an irregular shaped object, such as a pot used for a plant. Ask for two volunteers to come up; one who will measure the

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	dimensions of the object and the other who will record the dimensions onto the whiteboard. In the event that your object is not at least 2 feet tall and 2 feet wide, such as the potted plant, use the initial measurement and make the inches become feet. (For example, if an object was 14 inches tall, for the purpose of this activity, it is considered 14 feet tall.) Once the dimensions have been recorded, use some Play-Doh to demonstrate to the students how to create a scale model of the pot. It is important to use a scale ruler to make sure the model is accurate and proportional to the actual object. Once the model has been created, explain to the students the scale that was used to create the model (either ½ in or ¼ in). It is important to explain to the students that accurately measuring the object is crucial to creating a model that is accurate. (10 min)
Guided Practice (What are the students doing with your help)	For this activity, you will need another object of relatively the same size, such as a lamp or a small statue. The students will be constructing their own individual scale models, so you will want to choose something that is not very complex in shape. Once the teacher has placed the new object on the table in the front of the class, explain that for this activity, inches will equal feet. Have two more students volunteer to measure the object and record the dimensions of the object onto the board. Once the measurements have been recorded, guide the students through the creation of creating their own model of the object using Play-Doh. Be sure to establish what scale the model is going to be created in (either ½ in or ¼ in) Much like the direct instruction, you will want to use scale rulers to make sure the model is accurate and proportional to the actual object. (12 min)
Independent Practice (reteaching and enrichment)	Place an assortment of objects onto the table or you may allow your students to choose an object from the prop storage at your school. The students must first measure their object using the scale rulers. For this activity, the measurement in inches will be considered as feet. (For example, 13 in= 13 feet). Once the students have measured and recorded their dimensions on a sheet of paper, the students will construct a model of that object in ½ in scale, using the Play-Doh. Be sure to walk around and monitor the students as they create the scale models, and provide assistance as needed. (15 min)
Closure	Allow some of the students to present to the class the object they chose and their scale model of the object. (5 min)

Plans for Differentiated Instruction/Accommodations	
Special Education Students	- It will be helpful to keep some 3-Dimensional objects on hand that have the dimensions already labeled on them. This will allow students to focus only on creating the physical model of them. - You may also have pieces of Play-Doh already made to the right size, and the students can identify what scale the piece of Play-Doh was constructed in. Then, the students can use the pre-made pieces of Play-Doh to construct their scale model.
English Language Learners	- Be sure that you write all the dimensions of the objects that are being measured on the board in front of the class.
Gifted and Talented	- If students are finished early, they may choose a different object to create a model of. Or, the student may choose a different scale to create a model of the same object they had picked.
Potential Challenges/Plan B	
- Constructing models out of clay may be difficult for some students and may be easy for other students.	

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Be sure to stress to the students that the focus of this lesson is not necessarily the quality of the detail work that is put into the creation of these models, but the focus is the size and proportionality of their models to the actual objects.

- If you do not have access to enough Play-Doh for the students, they may be allowed to work in groups. It is important, however, that you make sure that the students alternate between who is constructing the models during each activity.

Assessment

The students will be instructed to create a small sculpture of any object of their choosing. Once they have finished creating their initial object, they must create two different scale models of the object; one must be in a larger scale, and the other must be in a smaller scale. Along with the three different models, the students must also submit a sheet that has the dimensions of each object on it, along with the model's corresponding scale.