

CRISSM Strategic Learning Plan

Subject: Auto 10

Date 10/21/09

Period(s): 2 and 3

Topic: Understanding Tire Sidewall Information

Pages:

Materials Needed: Shop Tire, Tire Worksheets, and Calculators

Content Standards**Purpose Setting – What are the desired student results?****Understandings: I can statements....**

-I can apply my understanding of sidewall information to select proper tires for a given application.

-I can compare/contrast different tires

Essential questions that guide and focus teaching and learning: (big ticket items covered in I cans...)

-Are all tires the same?

-What does sidewall information tell us about a tire?

-Why are there so many different tires on the market?

-What are some of the competing constraints (reasons for the many different types of tires and tread designs) that effect tire performance/longevity?

Assessments

Performance tasks:

-Students will go out into the shop and record the tire sidewall markings from several different tires. They will compare and record their findings from different tires on a handout/worksheet.

-Students will discuss as a class the different sizes and sidewall information.

Four Instructional Steps:

-Introduce-*Start the lesson out with a KWL (what do you know about information included on a tire sidewall)*

- Modeling-*As a class we will discuss collectively about sidewall information*

-Guided Practice-*Have students write an answer to a given question in their notebook. I then simultaneously write the correct answer on the board so when they are finished answering the question, they can compare their answer and get immediate feed back. This would be a good opportunity to talk about using/interpreting the p-metric tire size.*

-Independent Application-*Student will go out in the shop and record sidewall information on their worksheet, or potentially even go home and complete the lab at home with parent's initials/signature*

-Possibly a Venn diagram comparing and contrasting a passenger tire & a temporary spare or Light Truck tire...

Preparing for Understanding (bringing out and building background knowledge, setting purposes for learning):

Consider Discovery Education, NetTrekker, AP photos to meet the gap in background.

Engaging Students with Content and Transforming Information:

Reflecting on Content and the Learning Processes. Ask your students for feedback by asking the following questions:

1. **Metacognition:** How did you evaluate your comprehension?
2. **Background Knowledge:** Did I assist you in thinking about what you already knew?
3. **Purpose Setting:** Did you have clear purposes?

4. **Active Involvement:** How were you actively engaged?

5. **Discussion:** How did discussion clarify your thinking?

6. **Writing:** How did you use writing to help you learn?

7. **Transformation:** What were the different ways you transformed, organizing information?
How

did this help you?

8. **Teaching Modeling:** Did I do enough modeling?