

Presentation Methods

Summary

The introduction and practice of lettering rules and picture-mounting guidelines that will be followed by the students for the rest of the term.

Main Core Tie

Interior Design I

[Strand 1 Standard 1](#)

Time Frame

1 class periods of 70 minutes each

Group Size

Individual

Life Skills

Employability

Materials

- Presentation Methods Overhead
- Overhead Projector
- Presentation Methods Handout
- Lettering Strokes Handout
- Lettering Practice Worksheet
- Lettering Practice Example

Background for Teachers

Teachers should be knowledgeable of the different strokes used for professional block lettering.

Student Prior Knowledge

Students need only to have been taught the English alphabet. This is a very basic, introductory lesson.

Intended Learning Outcomes

Students will be able to use professional, block lettering on all future projects and assignments.

Instructional Procedures

Create an example of what you expect students to accomplish on the Lettering Practice worksheets before class begins.

In class, give students a copy of the Presentation Methods handout--it should include Lettering Rules (front) as well as Lettering Strokes (back). Go over all Lettering Rules as a class, using the overhead transparency as a guide. Have students follow along on their handouts as you go through each rule. Go over Picture Mounting Rules as shown on the handouts. Show examples to students as necessary. Turn the handouts over and have students trace over each of the seven lettering strokes. Once that is complete, have students trace over each of the block letters following the numbering guide. Explain that this is how letters should be made on each and every assignment given in this

class from this point on.

Have students complete a row of each of the seven strokes using the practice guidelines provided.

Students should fill in the Drawn By space with their name.

Once the handout is complete, give each student a copy of the Lettering Practice worksheet. Explain that each section should be filled in with the quote using the block lettering that they just traced on the handout. They should write the quote as many times as will fit in the spaces provided.

Explain that the guidelines are there for a purpose and that the lettering should touch both the top guideline as well as the bottom guideline.

Explain that the larger the writing, the more difficult it is to write--that is why they are practicing different sizes of lettering.

Have the worksheet due at the end of class. Tell them to do their very best work and that NEATNESS COUNTS!!

Strategies for Diverse Learners

An adaptation for the struggling student would be to limit the lines of each task that they were expected to complete--for instance telling them that they only needed to write each quote twice.

Assessment Plan

Student performance assessment is based upon the number of times they wrote the quote and the neatness/conformity in which they wrote. Letters should be as close to the example as possible.

Bibliography

Interior Design Curriculum Guide, USOE

Authors

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