 **WEEKLY “WHY” LESSON PLAN**

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| Lesson Title:Measure Up | | | Lesson 1of 3 ; Unit #3 | |
| Duration:9/15/2014 thru 9/19/2014 | | | Teacher/Student Ratio: | |
| Lesson File Name:Measure up 1 Teacher:Mrs. Robles  Subject:Measurement and Tools to use Grade Level:10, 11, 12 Beginning Fashion | | | | |
| **STANDARD** | | | | |
| STANDARD Standard & Measurement Criteria  4.0 APPLY MEASUREMENT TECHNIQUES  **4.1 Identify common measurement tools used in design and merchandising and**  **their functions**  **4.2 Select an appropriate measurement technique for a specific measurement**  **need**  **4.3 Select and use the appropriate measurement tool for the task**  **4.4 Determine the degree of accuracy required for a specific task** | | | | |
| **OBJECTIVES** | | | **TERMINOLOGY** | |
| Student will be able to:     1. Define terminology 2. Identify tools and their functions 3. Demonstrate their proper use 4. Explain the necessity of knowing the fractions within one inch. | | | **Ruler** - A straight edge strip for drawing straight lines and measuring lengths  **Yardstick** - A straight edge strip 36” long (1 yard) used to measure fabric lengths  **Tape measure** - a flexible 60” measuring tool used to take body measurements  **Sewing Gauge (or seam or hem gauge)** - A 6” ruler with a sliding marker. It is used to measure hems, seam widths and other short distances  **Accuracy** – Precision and exactness, no room for error | |
| **INTRODUCTION** | | | | |
| **Bellwork/Beginning of Class Procedures:**  Students answer the question what does it mean to measure something?  Students will complete a glossary ring on paper. Students will write their  They will take out one sheet of paper and draw for circles on it.  **Purpose of today’s learning:** **Today students will compare four twenty five cent coins with fractions, and measurements within one inch.**  Students will complete a glossary ring on paper. Students will write their own definition of each term. Then write the site definition and next drawer a picture with color.  Teacher reads the objectives***:*** Today we will identify common measurement tools used in Fashion Design. We will also learn how to select the appropriate measurement techniques and how to choose the correct tool for the job. | | | | |
| **CONTENT** | | | | |
| **TEACHER ACTIONS** | | | **STUDENT ACTIONS** | |
| |  | | --- | | **Define terminology** | | 1. Teacher shows PowerPoint identifying common measurement tools and their definitions: Tape measure, ruler, seam gauge, and yardstick. | | | | Students write the definitions on one side of their papers and draw a quick sketch on them. ***When students have completed writing all the terms, definitions and drawings they will write a summary.*** | |
| |  | | --- | | **Identify tools and their functions** | | 1. Teacher will hold up each tool and demonstrate its best use. (critical attributes of each tool)   **Ruler** - A straight edge strip for drawing straight lines and measurement lengths  **Yardstick** - A straight edge strip 36” long (1 yard) used to measure fabric lengths  **Tape measure** - a flexible 60” measuring tool used to take body measurements  **Sewing Gauge** (or seam or hem gauge) - A 6” ruler with a sliding marker. It is used to measure hems, seam widths and other short distances  Accuracy – Precision and exactness, no room for error | | | | 1. Students observe teacher and take notes on their glossary cards to add to their glossary of terms. | |
| Teacher will write a very larger of example of the four circles on a paper on the board. Then the teacher will write 25 cents in each circle and ask the students to do the same with their paper. | | | Students will get the paper they drew the circles on earlier in front to them and follow the directions of the teacher. | |
| Teacher will ask the student how much four quarters equals. Then write the students answer on the board. | | | Students will write twenty five cents in each circle and one dollar total. | |
| Teacher will ask with this( / under each 25 cents) which is the numerator and which is the denominator. | | | Students will reply numerator on top and denominator on the bottom. | |
| Teacher asks student what would be the first fraction? How did you get that answer? | | | Students answer 1/4. | |
| The teacher explains that there is one out of four twenty five cents on the left side of the of the first line. | | | Students write the ¼ fraction on their paper. | |
| This continues with 1/2 , 3/4 , 4/4 , = 1 | | | Students write these on their paper. | |
| **CLOSURE** | | | | |
| Does all the look familiar?  The measurement right after the ½ inch is 5/8 inch and we will use this a lot will using the sewing machines. The average seam allowance is 5/8 of an inch. This is how far you sew away from the edge of the fabric so your garment does not fall apart. | | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | | |
| Definition  --picture—and summaries. | | | | |
| **SAMPLE END OF UNIT ASSESSMENT QUESTIONS** | | | | |
| Place on a post-it  How many inches in one foot/ruler?  Is a numerator at the top of a fraction or the bottom?  What would a measuring tape be used for in Fashion? | | | | |
| **RESOURCES** | | | **ACCOMMODATIONS** | |
| CTE Jted/pima wiki | | | Teachers:   1. Based on review of each student’s IEP or 504 plan make appropriate accommodations. 2. Encourage participation from all students to the best of their ability. 3. Calling on “non-volunteers” may not be appropriate for all students. | |
| **ATTACHMENTS** | | | | |
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| **MATERIALS**  **SUPPLIES** | | Paper, pencil | |

