 **WEEKLY “WHY” LESSON PLAN**

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| Lesson Title:Machine Parts Continued | Lesson 11of 25 ; Unit #10 |
| Duration:50 minutes  | Teacher/Student Ratio:1/24 |
| Lesson File Name:Machine Parts Continued Teacher:Mrs. RoblesSubject:Machine Parts & Their Purpose Grade Level:10,11, & 12 October 13, 2014 Through October 17, 2014 |
| **STANDARD**  |
| 12.0 CONSTRUCT A GARMENT BY APPLYING THE PRINCIPLES OF QUALITY APPAREL CONSTRUCTION**12.5 Use a pattern to construct a garment.**LOCAL STANDARD – SAFETY**LS.16 Use trade equipment and tools appropriately.****LS.17 Identify proper safety procedures to maintain and store equipment.**EMPLOYABILITY SKILLS**C.2 Practice effective time management through daily attendance, punctuality and** **by staying productive on the job.****C.4 Perform job duties with minimal supervision while being accountable for** **Results.** |
| **OBJECTIVES** | **TERMINOLOGY** |
| Student will be able to: 1. Define vocabulary terms.
2. Describe safety practices associated with sewing lab and equipment.
3. Thread a bobbin.
4. Demonstrate ability to use a conventional sewing machine by knowing the names of the parts & their purpose.
5. Thread the top of a sewing machine.
 | **Sewing Machine Terms Continued-10-13-2014****11. Stitch Selection Lever—Allows user to select a different stitch to sew.****12. Stitch Regular—Keeps the thread from the right to the left of the knob.****13. Thread Tension—Tightens and loosens the thread as you sew.** **14. Take Up Lever—Moves the thread up and down.****15. Guide Plate—Silver Plate that has groves on it to sew straight with the fabric.****16. Zig-Zag Knob—Makes stitches wider or narrower.**  |
| **INTRODUCTION** |
| **Bellwork/Beginning of Class Procedures: Monday—Oct. 13, 2014—What are three of the above terms used for? Tuesday/Wednesday—Oct. 14/15, 2014—How can you not have the sewing machine work right? Thursday—Oct. 16, 2014—What is the name of the part & what does it do that keeps the top thread from the right to the left? Where is the on switch on the sewing machine?****Purpose of today’s learning:** Teacher:* Say this: Just like our previous lesson, we can’t really put together a garment until we understand how the sewing machine works. Now we are ready to thread the sewing machine. During this lesson, you must indicate 100-percent compliance. That means you must thread the top of the machine without error. We will have two class periods to accomplish this; however, remember to practice effective time management.

The teacher will state the objective: (The purpose of this lesson is to ensure that students can accurately thread a conventional sewing machine, in order to construct garments, especially their first project - a pair of pajamas) |
| **CONTENT**  |
| **TEACHER ACTIONS** | **STUDENT ACTIONS** |
| 1. Teacher will let students take out their cubbies. This is a container located in the classroom where the students keep all their work.) | 1. Students will take out cubbies. Students will start following directions.  |
| 2. Teacher will remind students to complete Bell Work. Tell students to annotate the new vocabulary terms on paper and add it to their folders. Teacher will also remind students to get out their machine part charts.(Teacher will use thumbs up/thumbs down to see if students understand.) | 2. Students will complete bell work for that day. Students will follow further directions.Students will take out paper and write the terms, two definitions, draw a picture with color and a summary of all. Students may use Cornell note form.(Teacher will use thumbs up/thumbs down to see if students understand.) |
| 3. Teacher will give students study time. They can pair share. Quiz each other. They will study machine parts and their purpose.  | 3. Students will study the sewing machine part chart.  |
| 4. Teacher will demonstrate how to thread the top of the sewing machine.  | 4. Students will practice using the terminology for the top part of the top of the sewing machine while they thread the sewing machine.  |
|  5.Have students follow the threading path by simulating threading through air with their fingers Sky Writing | 5.Students perform Sky Writing |
| 6.Teacher will test students on the sewing machine parts. Teacher will handout sticker to excellent work. Students can work with the teacher an let her know five parts at a time or write 5 parts at a time. | 6. Students will test by telling the teacher the name and the purpose of the machine parts. Or students will write the name and the parts on paper. Students must indicate 100-percent compliance.  |
| 7.Teacher will hand out this week handout it is a sewing machine part scramble. | 7.Students will complete and write the correct words that a scrambled on the word scramble handout. |
| 8.Teacher will grade threading of the sewing machine by the sewing machine rubric. | 8. Students perform rubric criteria without error ***(FDM-Sew-Rubric9.doc)*** |
| **CLOSURE** |
| Before leaving the classroom today, please write your name on the back side of a Post-It note (sticky side) for anonymity. On the front side of the Post-It note, write down 2 important safety tips involved in threading a sewing machine. Please post on the ***“T.I.P. Board.” (FDM-TIP Board.doc; FDM-Sew-PowerPoint9.ppt, Slide 6)*** |
| **AVID WICOR STRATEGIES UTILIZED** |
| Thumbs up-Thumbs down, pair share, tracing the thread in the air, post it ticket to leave. |
| **SAMPLE END OF UNIT ASSESSMENT QUESTIONS** |
| 1. Which of the following statements signifies a correct procedure of threading a machine?
	1. Turn the hand wheel (balance wheel) until the take-up lever can been seen
	2. Place the thread through the eye of the needle starting from back to front
	3. Place the spool of thread on the bobbin winder before leading it through the thread guides
	4. Hold the bobbin thread in your right hand and turn the balance wheel to create a looping
2. Which of the following is a safety procedure when working with a sewing machine?
	1. Always wear earplugs when operating the machine to prevent hearing loss from the machine’s motor
	2. Remove the power cord from the outlet by clasping the cord portion and pulling it quickly
	3. Keep your hands to the side (and outside) of the needle’s traveling area when the machine is operating
	4. All of the above choices are correct answers
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| **RESOURCES** | **ACCOMMODATIONS** |
| Westfall, M. G. (2008). *Successful Sewing.* Goodheart-Willcox Company, Inc.[http://www.asimplethread.org/sitebuildercontent/sitebuilderpictures/Asimplethread2.gif,](http://www.sewingmachinepartsstore.com/images/sewingmachinepartssmall-main_Full.jpg) retrieved Jun 27, 2010<http://www.sewingmachinepartsstore.com/images/sewingmachinepartssmall-main_Full.jpg>, retrieved Jun 27, 2010 | 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.
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| **ATTACHMENTS** |
| **None** |
| **MATERIALS****SUPPLIES** | Paper, pencil/penWhite board/projectorHandouts, Sewing machines & thread. |

