 **WEEKLY “WHY” LESSON PLAN**

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| Lesson Title:2 Pattern Terms and Symbols-Continued from Oct. 27, 2014 thru Oct. 31, 2014 continued Nov. 3, 2014 until Nov. 7, 2014 | Lesson 2of 25 ; Unit #10 |
| Duration:50 minutes  | Teacher/Student Ratio:1/24 |
| Lesson File Name:FDM-Sew-Lesson2 Revised Teacher:Mrs. RoblesSubject:Patten Symbols and Markings Grade Level:10, 11.12 |
| **STANDARD**  |
| 12.0 CONSTRUCT A GARMENT BY APPLYING THE PRINCIPLES OF QUALITY APPAREL CONSTRUCTION**12.3 Interpret pattern directions for constructing textile items.** **12.4 Perform pattern layout and cutting for garment construction**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****G.1 Select and evaluate resources and establish priorities needed to solve a problem****G.3 Develop a plan of action with a timeline, chart or sequence of steps** |
| OBJECTIVES | **TERMINOLOGY** |
| **Student will be able to:**1. **Define vocabulary terms.**
2. **Demonstrate effective time management skills.**
3. **Practice safety.**
4. **Manipulate the sewing machines without thread and with thread.**

**Some students will:**1. **Identify data on a pattern instruction sheet.**
2. **Interpret pattern symbols and graphics.**
 | **Students will:** **Wk. of** **Nov. 3 thru Nov. 7, 2014 Continued. Students need more time to complete all these and the sewing machine work.** **Write 2 definitions, draw one picture with color for each term, and write one summary for all. Two terms each day of each week.****Terms for Monday Oct. 27, 2014—****Straight of Grainline** – indicates where to measure the tissue pattern piece in conjunction to the selvage of the fabric.**Place-on-Fold** – indicates how to place the tissue pattern piece so that the arrows are directly on the folded portion of the fabric.**Terms for Tuesday/Wednesday Oct. 28, 2014 /Oct. 29, 2014** **Stitch line (dashes)** – indicates the allocated seam allowance for joining the garment pieces together. Allowance is usually is 5/8-inch.**Center front line** – a solid line drawn down one side of a pattern piece to indicate the center front of the finished garment.**Terms for Thursday-Oct. 30, 2014-****Cutting Line** – indicates where to actually cut the tissue pattern pieces and/or fabric.**Notch (Single, Double, & Triple Notches)** – used to match garment pieces together to indicate where to stitch seams. May be single or multiple notches. Single notches are used to indicate the front of a sleeve, crotch, or armhole; while multiple notches indicate back areas or side areas.**Terms for Friday-Oct. 31. 2014-** **Dart placement** – indicates a symbol to be transferred onto the fabric to indicate a shaper. Consists of a solid line and dashed (broken) lines. Fold along the solid line and stitch along the broken lines.**Adjustment line** – indicates where to cut pattern piece apart to lengthen or shorten. |
| **INTRODUCTION** |
| **Bellwork/Beginning of Class Procedures:** **Monday-Nov 3, 2014-What tool would you use to make sure the straight of grain line is straight on the fabric?** **Tuesday-Nov. 4/Wednesday-Nov. 5, 2014-What is the shape of dart markings on a pattern?** **Thursday-Nov. 6, 2014-Where on any pattern is the cutting line?** **Friday-Nov 7, 2014-What tools do we use to keep a pattern on a fabric before it is cut?** **Purpose of today’s learning:** Just put yourself in a friends position and you have found the perfect pattern to make that dress for your friend and bought all of the materials needed. Now ask yourself how you would exactly put that dress together? The teacher will state the objective (paraphrase): Our objectives for this lesson are to have students comprehend the information listed on the pattern instruction sheet and identify the common symbols and graphics. |
| **CONTENT**  |
| **TEACHER ACTIONS** | **STUDENT ACTIONS** |
| **Identify data on a pattern instruction sheet.** |  |
| 1 .Tell students that the introductory instruction sheet includes three patterns. Distribute a sheet of plain bond paper to students and tell them to fold the paper in half. This will symbolize folded fabric.  | 1. Students will fold the paper hamburger style.  |
| 2. Let students know that they will be practicing following directions, and to read the direction at the top of the pattern handout. Student will cut correctly.  | 2. Students will correctly use paper scissors and cut out three small pattern pieces.  |
| 3. Then demonstrate to students how to pin the pattern pieces correctly on the fabric.  | 3. Students will correctly measure and pin small pattern pieces on fabric. Thumbs up and/or thumbs down for understanding. |
| 4 Explain that pinning and measuring correctly is vital for accurate garment fitting.  | 4. Students will practice manipulating small paper patterns to understand how the terms from above are used. Students will pair and share. |
| 5. Some students will continue to pass the machine part test from last week. | 5. Pass machine part test. |
| 6. Some students will thread the sewing machines.  | 6. Students will thread sewing machine and complete sewing samples. |
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| **CLOSURE** |
| Before leaving the classroom today, please write your name on a Post-It note. Describe one symbol that you learned today and explain how you will use it.  |
| **AVID WICOR STRATEGIES UTILIZED** |
| Pair Share, Thumbs up and/or thumbs down, peer teaching, teacher demonstration. |
| **SAMPLE END OF UNIT ASSESSMENT QUESTIONS** |
| 1. What is the purpose of the grainline symbol?
	1. To indicate the correlation between the pattern piece and the fabric selvage
	2. To differentiate layout procedures between 45-inch and 60-inch fabric
	3. To ensure that all pattern pieces are laid out in the same direction
	4. To indicate where to place buttonholes on garment fabric pieces
2. Which pattern symbol is used as a body-shaping item?
	1. Bodice
	2. Dart
	3. Notch
	4. Pleat
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| **RESOURCES** | **ACCOMMODATIONS** |
| Westfall, M. G. (2008). *Successful Sewing.* Goodheart-Willcox Company, Inc.<http://farm3.static.flickr.com/2057/1997474961_b5b5da8259.jpg><http://wkdesigner.files.wordpress.com/2009/07/lay-1.jpg> | 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** | Visual projection systemWhite board (chalkboard)ComputerStraight pins, Shears, measuring tape, Spool of thread, Sewing machine, bobbin and bobbin case  |

