 **WEEKLY “WHY” LESSON PLAN**

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| Lesson Title:Reading A Pattern Envelope Nov. 10, 2014 thru Nov. 14, 2014 | Lesson 14of 25 ; Unit #14 |
| Duration:50 Minutes  | Teacher/Student Ratio:1/24 |
| Lesson File Name:FDM-Sew-Lesson Modified by Mrs. Robles Teacher:Mrs. RoblesSubject:Pattern Envelop--Fashion Design & Merchandising Grade Level:10, 11, & 12 |
| **STANDARD**  |
| 12.0 CONSTRUCT A GARMENT BY APPLYING THE PRINCIPLES OF QUALITY APPAREL CONSTRUCTION**12.2 Determine yardage, cost of fabric, and other needs for selected pattern style and use** |
| **OBJECTIVES** | **TERMINOLOGY** |
| Student will be able to: 1. Define vocabulary terms.
2. Identify basic information on a pattern envelope facing.
3. Interpret data on the back of a pattern envelope.
4. Calculate the costs of materials for a project.
 | **Students will complete:****Two Definitions for each term, one drawing with color for each term, and one summary for all.**  **Monday-Nov. 10, or Wednesday- Nov. 12, 2014.** * **Pattern** – a plan, diagram, or model to be followed in making things.
* **Multi-sized pattern** – these include cutting lines for several sizes on the same pattern sheet.
* **Front of Pattern Envelop or (Pattern Face).** –has the pattern companies name, shows fashion photographs or fashion sketches, identification number and pattern size.

**Thursday-Nov 13,2014*** **Back View of Pattern Envelope Illustrations-**shows a line drawing of the back of each garment.
* **Back View Suggested Fabrics**-recommends the appropriate fabrics to use for the best results.
* **Notions** – all of the associated supplies that will be needed to complete a sewing project.

**More below!****Friday-Nov 14, 2014*** **Body Measurements**-lists some basic body measurements for the different pattern sizes.
* **Yardage Requirements**-a chart that suggests how much fabric you need to complete different garments.
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| **INTRODUCTION** |
| **Bellwork/Beginning of Class Procedures:** **Monday-Nov. 10 or Wednesday-Nov. 12, 2014--What is the first thing you do when you come into Fashion class?****Thursday- Nov. 13, 2014--What is the correct procedure to get Mrs. Robles to help you?****Friday-Nov. 14, 2014 –What do you need to complete after the paper with thread?****Purpose of today’s learning:** Today, we will identify and interpret basic information on a pattern envelope in order to calculate the costs of materials for a project. Let’s get started. |
| **CONTENT**  |
| **TEACHER ACTIONS** | **STUDENT ACTIONS** |
| 1. Use Tell students to annotate each new vocabulary term on individual paper and add these to their folder to turn in on Friday.  | 1. Students get out paper and write down their own, and the site definitions of each term, draw a picture with color for each and one summary for all the terms. |
| **Identify basic information on a pattern envelope facing** |  |
| 2. Distribute Handout 1a, Pattern Envelope facing and explain its components (company name, pattern number, size, and pictorial sketches). Tell students to write down these items in the corresponding areas on their pattern examples | 2. Students write down the names of each item in the appropriate area on their pattern example |
| **Interpret data on the back of a pattern envelope** |  |
| 3. Use PowerPoint slides to describe the information on a pattern envelope back. Tell students to and write down the title of each section (*Garment Views, Garment Description, Suggested Fabrics, Body Measurements, Yardage, Notions, Knit Gauge, and Finished Measurements).* ***(FDM-Sew-PowerPoint1.ppt, FDM-Sew-Handout1b).*** | 3. Students annotate their pattern envelope examples **(Identification)** ***(FDM-Sew-Handout1b).*** |
| 4. Select students to read the Handout 1b data as listed for the *Garment Description* and *Suggested Fabrics* areas on the pattern back via Popcorn strategy*.*  ***(FDM-Sew-Handout1b).*** | 4. Selected students read, while classmates read silently. **(Popcorn)** ***(FDM-Sew-Handout1b).*** |
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| **CLOSURE** |
| **Before leaving the classroom today, please write your name on a Post-It note and indicate five different items listed on the back of a pattern envelope.**  |
| **AVID WICOR STRATEGIES UTILIZED** |
| Pair Share, Student read out loud, Draw a picture with color, write your own definition.  |
| **SAMPLE END OF UNIT ASSESSMENT QUESTIONS** |
| 1. What is a pattern?
	1. A collection of body measurements and fabric lengths
	2. A repetition of instructions for multiple garments
	3. A model to follow to be able to make things
	4. A listing of suggested fabrics for a garment
2. Which of the following items indicates a multi-sized pattern?
	1. Views A-B-C
	2. Pieces 1-2-3
	3. Sizes 8-10-12
	4. 45- or 60-inch fabric
3. Which of the following items is not a notion?
	1. Yard of interfacing
	2. Spool of thread
	3. Card of buttons
	4. Roll of ribbon
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| **RESOURCES** | **ACCOMMODATIONS** |
| ***FDM-Glossary Ring Procedure.doc******FDM-TIP Board.doc******FDM-Sew-PowerPoint1.ppt*** – Reading a Pattern Envelope***FDM-Sew-Handout1a.doc*** - Pattern Envelope, front side***FDM-Sew-Handout1b.doc*** - Pattern Envelope, back***FDM-Sew-Handout1c.doc*** – Let’s Do the Math***FDM-Sew-Handout1d.doc*** – Let’s Do the Math***FDM-Sew-Quiz1a.doc*** – Lesson Quiz***FDM-Sew-Quiz1b.doc*** – Lesson Quiz (Answer Key) | 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** |
| **N/A** |
| **MATERIALS****SUPPLIES** | Visual projection systemWhite board (or chalk board)Computer, with PowerPoint |