 **WEEKLY “WHY” LESSON PLAN**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lesson Title:Sewing Terms & Continue from last week Nov. 24 until Nov. 26, 2014 | | | Lesson 1of 25 ; Unit #13 | |
| Duration:50 min. | | | Teacher/Student Ratio:1/24 | |
| Lesson File Name:Revised \_FDM-Sew Lesson 1 Teacher:Mrs. Robles  Subject:Sewing Terms Grade Level:10, 11, & 12 | | | | |
| **STANDARD** | | | | |
| 12.0 CONSTRUCT A GARMENT BY APPLYING THE PRINCIPLES OF QUALITY APPAREL  CONSTRUCTION  **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. Demonstrate accurate pattern layout and cutting procedures. 5. Pin, Cut and Sew a Letter Pillow. | | | **Students will:**  **Write on a paper, your own definition, the site definition, and one picture with color for each term.**  **Write one summary for all the terms**.  **Monday-November 24, 2014**  **Straight Stitch—To use the straight stitch with the sewing machine or by hand sewing.**  **Zig-Zag Stitch—To use a Zig-Zag stitch by moving the Zig-Zag Knob to a higher number.**  **Tuesday-Nov. 25 or-Wednesday-Nov. 26,2014**  **Reinforced Stitches—To stitch over a previous stitching.**  **Back Stitch—To lock the stitches at the beginning and end of stitches.** | |
| **INTRODUCTION** | | | | |
| **Bellwork/Beginning of Class Procedures:**  **Monday-November 24, 2014--What is one main thing you have learned in this class.**  **Tuesday-November 25, or Wednesday- November 26, 2014--What do you like about using the sewing machine?**  **Purpose of today’s learning:**  Teacher says:   * Do you remember in elementary school how you cut out one of those gingerbread man figures that were joined together, like an accordion? How accurate were your cutting skills back then? Hold up your cutout shape that you made today and let us see if your cutting skills have improved.   The teacher will state the objective: The purpose of this lesson is to ensure students demonstrate proper procedures for laying out pattern pieces onto fabric in preparation for constructing garments. | | | | |
| **CONTENT** | | | | |
| **TEACHER ACTIONS** | | | **STUDENT ACTIONS** | |
| **Define vocabulary terms** | | |  | |
| 1.Tell students to annotate each new vocabulary term. | | | **1. Students will:**  Write on a paper their own definitions, the site definition, and one picture with color for each term.  Write one summary for all the terms. | |
| **Demonstrate effective time management skills** | | |  | |
| 2.Tell students that good time management skills are important within the design careers and missing established deadlines could mean the difference in the amount of pay they can/will earn. Ask a few students to identify specific careers where time management is vital Pass ***or Play.*** | | | 2. Students respond accordingly ***Pass or Play.*** | |
| 3.Distribute the 1-minute egg paper ***(FDM-Sew-Handout4b.doc)*** and tell students that this will be a timed writing activity. Use a timer (or watch’s second hand) to monitor the time of this activity ***Minute paper or Quick Write.*** | | | 3. Students respond accordingly ***Minute paper or Quick Write (FDM-Sew-Handout4b.doc).*** | |
| 4. Tell students that knowing how much time they had for each part of the activity governed how they responded to the prompt. Tell them that good time management skills will be important throughout the remainder of this unit of study and program. Have them turn in their 1-minute Egg papers and check for understanding by asking for ***Thumbs Up / Thumbs Down.*** | | | 4. Students respond accordingly via ***Thumbs Up / Thumbs Down.*** | |
|  | | |  | |
|  | | |  | |
| **CLOSURE** | | | | |
| Before leaving the classroom today, please write your name on a Post-It note. Describe what you learned today about time management and about laying out pattern pieces. | | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | | |
| Pair Share, Thumbs up and Thumbs Down. | | | | |
| **SAMPLE END OF UNIT ASSESSMENT QUESTIONS** | | | | |
| 1. Which of the following is correct for laying and cutting pattern pieces onto fabric?    1. Always using the layout for 45” fabric will yield the best results regardless of your fabric width    2. Use a tracing wheel to transfer all darts from the pattern pieces before you unpin the fabric    3. Use a ruler to make sure the pattern piece’s adjustment line is parallel to the fold of the fabric before pinning it down    4. Use fabric shears to cut out the edges of the pattern pieces before laying them onto the fabric 2. Time management skills are important to which of the following fashion careers?    1. Fashion sketcher    2. Buyer for a retail store    3. Fashion show coordinator    4. All of the career choices are correct | | | | |
| **RESOURCES** | | | **ACCOMMODATIONS** | |
| Dale Rae Designs. (2000). *Dale Rae Designs*. Retrieved June 29, 2010, from <http://www.dalerae.com/fitting/markhipline.jpg>.  Under, D. (2009, December 18). *A New Year-A*  *New Design Blog*. Retrieved June 29, 2010, from <http://wkdesigner.files.wordpress.com/2009/07/lay-1.jpg>  Peppler, J. (n.d.). *Mappamundi Map of the*  *World*. Retrieved June 29, 2010, from <http://mappamundi.com/squid/sewing/layout.jpg>  McClure, C. (2010). *Miniature Pattern Pieces.* Tucson. | | | 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** | | | | |
| **Handouts, and Paper** | | | | |
| **MATERIALS**  **SUPPLIES** | | Visual projection system  White board (chalkboard) | |

