 **WEEKLY “WHY” LESSON PLAN**

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| Lesson Title:Pattern Layout and Follow Patten Directions- Feb. 23, 2015 until Feb. 25, 2015 | | | Lesson 15-of 20 ; Unit #9 | |
| Duration:50 minutes | | | Teacher/Student Ratio:1/24 | |
| Lesson File Name: FDM-Sew-Lesson4.doc Teacher:Mrs. Robles  Subject:Pattern Layout and Pattern Directions. 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 measuring procedures. 5. Some students will work and complete Buttonhole Sample. | | | Students will:  Write their own definition in a complete sentence.  Write the site definition in a complete sentence.  Draw a picture with color.  Write one summary for all the terms.  **Monday-February 23, 2015—**  **View**-the picture on the front and back of the pattern envelope that you are going to make.  **Tuesday-February 24, 2015/or Wednesday-February 25, 2015—**  **Size of Pattern**-on the back of the envelope are measurements student needs to be measured to see what size that they need to use. | |
| **INTRODUCTION** | | | | |
| **Bellwork/Beginning of Class Procedures:**  **Monday-February 23, 2015—**Why do students need to be measured correctly to make clothes?  **Tuesday-February 24, 2015/or Wednesday-February 25, 2015—**What is the correct way to measure your waist?  **Purpose of today’s learning:** The purpose of this lesson is to ensure students demonstrate proper procedures for starting to make a garment. Also, students will demonstrate proper procedures to measure to make the correct size garment. | | | | |
| **CONTENT** | | | | |
| **TEACHER ACTIONS** | | | **STUDENT ACTIONS** | |
| **Define vocabulary terms** | | |  | |
| 1 .Review the process and tell students to annotate each new vocabulary term. | | | 1.Students will:  Write their own definition in a complete sentence.  Write the site definition in a complete sentence.  Draw a picture with color.  Write 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).* | | | 3. Students annotate their pattern envelope examples | |
| 4. Teacher will instruct students to share the information that they annotated. | | | 4. Students will annotate and share the information that they analyzed. Student will put their thumbs up or thumps down when teacher asks if they think the student gave good information.  . | |
| 5.Teacher will assist students that are ready to work on Pajama bottoms be measured correctly to see what pattern will fit them. | | | 5. For pajama bottoms the student will be measured at the waist and at the hip. | |
| **CLOSURE** | | | | |
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| **AVID WICOR STRATEGIES UTILIZED** | | | | |
| Write and rewrite, discuss and analyze the information on the pattern envelope.  Thumbs up and thumbs down. Pair Share. | | | | |
| **SAMPLE END OF UNIT ASSESSMENT QUESTIONS** | | | | |
| Why do we need to know what notions are on the back of a pattern envelope?   1. These are the items we use to for closer of those clothes. 2. These are the items we use to hem the clothes?. 3. These are the items we use to cut out the patterns. 4. All the above.   Why is measuring correctly important?   1. So the pattern will be a little big. 2. So the pattern will fit very tight. 3. So you will now what size you need to make. 4. So you will now what view you need to make. | | | | |
| **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** | | | | |
| **None** | | | | |
| **MATERIALS**  **SUPPLIES** | | Pattern envelopes, fabric, pencil or pen, measuring tape, paper, and handouts. | |