 **WEEKLY “WHY” LESSON PLAN**

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| Lesson Title:Continued Pattern Layout & Pattern Directions March 2, 2015 until March 6, 2015 | | | Lesson 6of 25 ; Unit #10 | | |
| Duration:50 minutes | | | Teacher/Student Ratio:1/24 | | |
| Lesson File Name:Continued Pattern Layout & Pattern Directions Teacher:Mrs. Robles  Subject:Continued to Complete Buttonholes 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. Describe the sequence of laying out patterns 4. Explain how to prepare fabric 5. Demonstrate excellent buttonhole application. | | | **Student will:**  **Write their own definition of the terminology in a complete sentence.**  **Write the site definition in a complete sentence.**  **Draw a picture & add color.**  **Write one complete summary for all the terms.**  **Monday-March 2, 2015—**  **Lengthwise Fold**-Preparing fabric for laying out pattern pieces by folding the right and left selvages together & right sides of the fabric together.  **Tuesday-March 3, 2015 or Wednesday-March 4, 2015--**  **True Bias-**The diagonal angle between warp and weft yarns that form a 45-degree angle.  **Thursday-March 5, 2015—**  **Warp Yarns**-Stable yarns that run lengthwise in woven fabrics  **Friday-March 6, 2015-**  **Weft (filling)yarns**--Crosswise yarns running from selvage to selvage at right angles to the warp yarns in a woven fabric. Also called *filling yarns*. | | |
| **INTRODUCTION** | | | | | |
| **Bellwork/Beginning of Class Procedures:**  **Monday-March 2, 2015—**  **What is the first step in making a buttonhole?**  **Tuesday-March 3, 2015—or Wednesday-March 4, 2015—**  **What is the second step in making a buttonhole?**  **Wednesday-March 4, 2015—**  **What is the third step in making a buttonhole?**  **Thursday-March 5, 2015—**  **What is the fourth step in making a buttonhole?**  **Friday-March 6, 2015—**  **What is the fifth step in making a buttonhole**  **Purpose of today’s learning: As the teacher have taught different steps to making a buttonhole with different groups and following the sewing machine manual many of you will know the answers from above.** | | | | | |
| **CONTENT** | | | | | |
| **TEACHER ACTIONS** | | | **STUDENT ACTIONS** | | |
| 1. Students will annotate the terminology for today. And for each day the remainder of this week. | | | 1. Student will follow the above directions to annotate terminology. | | |
| 2. Teacher and student will use the proper terms will working with their fabric. | | | 2. Student will use the proper terms will working with their fabric. | | |
| 3. Teacher will explain and demonstrate the correct way to get fabric and interfacing ready to make a buttonhole. | | | 3. Students will follow step by step direction and accomplish them. Students will show thumbs up or thumbs down. | | |
| 4. Teacher will try to help a group of students at a time. | | | 4. Students will pair share and help each other to complete each step. | | |
| 5. Some students are at the first step and some students are at the middle step and some students are at the last step. | | | 5. Students will complete as much as they can by Friday with the teachers help and other students help. | | |
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| **CLOSURE** | | | | | |
| Teacher says:  Before leaving the classroom today, please write your name on the back side of a Post-It note (sticky side) for anonymity things you have learned. | | | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | | | |
| Thumbs up and thumbs down, pair share, and completing correctly tasks using higher level thinking skills. | | | | | |
| **SAMPLE END OF UNIT ASSESSMENT QUESTIONS** | | | | | |
| What is the right way to fuse interfacing to fabric?   1. Apply it to the right side of the fabric. 2. Apply it to the wrong side of the fabric. 3. Apply it to the outside of the fabric. 4. Apply it to the inside of the fabric.   Why do we use interfacing?   1. To hold fabric together. 2. To hold the warp together. 3. To make the fabric area sturdier. 4. To make the weft area sturdier. | | | | | |
| **RESOURCES** | | | **ACCOMMODATIONS** | | |
| http://wkdesigner.files.wordpress.com/2009/07/lay-1.jpg  http://mappamundi.com/squid/sewing/layout.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. | | |
| **ATTACHMENTS** | | | | | |
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| **MATERIALS**  **SUPPLIES** | | Visual projection system  White board (chalkboard)  T.I.P. Board | | |