 **WEEKLY “WHY” LESSON PLAN**

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| Lesson Title:Continued Project Completion with construction April 13, 2015 until April 17, 2015 | | | Lesson 1of 5 ; Unit #7 | |
| Duration:50 AzMerit Testing This Week | | | Teacher/Student Ratio:1/24 | |
| Lesson File Name:Clothing Construction Teacher:Mrs. Robles  Subject:Making PJ Bottoms 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** | | | | |
| **OBJECTIVES** | | | **TERMINOLOGY** | |
| Student will be able to:   1. Define vocabulary terms 2. Practice safety 3. Demonstrate effective time management skills 4. Demonstrate accurate cutting procedures for pajamas | | | Students will get out cubbies (the container where their projects are stored.  Students will work on their next step to complete the project. | |
| **INTRODUCTION** | | | | |
| **Bellwork/Beginning of Class Procedures: Thread the machines, and work with the fabrics. Some students will be completing zippers, some students will be completing buttonholes and some students will be completing PJ Bottoms.**  **Purpose of today’s learning: To have students analyze other student produces, as the construction process continues, and see how they can make theirs better, in less time to complete it.** | | | | |
| **CONTENT** | | | | |
| **TEACHER ACTIONS** | | | **STUDENT ACTIONS** | |
| **Describe safety practices associated with sewing lab and equipment** | | |  | |
| 1. Remind students that safety is always First Priority. Tell students that they will be assessed every day on how well they adhere to safety practices. Ask all students to share two items they wrote on their “A-B-C of…” Bellwork activity with their elbow neighbor. As students share, tell them to fill in any blank areas with info shared by their classmates. | | | 1. Students share Bellwork results. | |
| **Thread a bobbin** | | |  | |
| 2. Teacher will instruct students to thread their machines before she helps them. (Thread the top of the machine and the bobbin, and to have a close color of thread as the fabric color.) If they need to sew as a next step. | | | 2. Students will pair and share on how to thread the sewing machine correctly. | |
| 3. Distribute the user’s manuals for local sewing machines and also the Concept Organizer. Tell students to complete the Concept Organizer and sketch a diagram illustrating “Threading a Bobbin” according to the user’s manual. | | | 3. Students complete the Concept Organizer.  Students will write their name down on a list for the teacher to check their work. After the teacher helps them read their directions the students will put their thumbs up or thumbs down for understanding. | |
| 4.Teacher will continue to pull students into groups to work together to complete steps toward completing the construction of the Pajama bottoms. | | | 4. Students will continue with step by step directions to complete construction on the Pajama Bottoms. | |
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| **CLOSURE** | | | | |
| Before leaving the classroom today, please write your name on the back side of a Post-It note (sticky side) for anonymity. | | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | | |
| Pair Share, Partners working together, thumbs up & thumbs down, and completing a project. | | | | |
| **SAMPLE END OF UNIT ASSESSMENT QUESTIONS** | | | | |
| 1. Why is it recommended that you thread an empty bobbin at the start of each new sewing project?    1. Because bobbins are cheap plastic and should be disposed after each use    2. Because the thread that has been left on a bobbin tends to blend in with the   new thread that is added   * 1. Because bobbins that already have thread on them may become lumpy and   uneven when new thread is added   * 1. Because previously used bobbins tend to break under the pressure of continuous   machine use   1. Which of the following is the most commonly used seam allowance when constructing garments?    1. 3/8-inch    2. 1/2-inch    3. 5/8-inch    4. 3/4-inch | | | | |
| **RESOURCES** | | | **ACCOMMODATIONS** | |
| Sewing Machine Manuel | | | 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** | | Thread, sewing Machine, Patterns, directions, rulers, tape, and pencils. | |

