 **WEEKLY “WHY” LESSON PLAN**

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| Lesson Title:Interpret Construction Directions April 20, 2015 until April 24, 2015 | | | Lesson 1of 25 ; Unit #19 | |
| Duration:50 Minutes | | | Teacher/Student Ratio:1/24 | |
| Lesson File Name:Interpreting Pattern Directions Teacher:Mrs. Robles  Subject:Sewing directions Grade Level:10, 11, & 12 | | | | |
| **STANDARD** | | | | |
| 12.0 CONSTRUCT A GARMENT BY APPLYING THE PRINCIPLES OF QUALITY APPAREL CONSTRUCTION  **12.5 Use a pattern to construct a garment**  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** | | | | |
| **OBJECTIVES** | | | **TERMINOLOGY** | |
| **Student will be able to**:   1. Define vocabulary terms. 2. Interpret sewing directions. 3. Rewrite sewing directions. 4. Constuct a project. | | | **Students will:**  Write their own definition in a complete sentence.  Write the site definition in a complete sentence.  Draw a picture with color.  Write a complete summary of all the information. Az. Testing during this week.  **Monday-April 20, 2015-until Friday-April 24, 2015--**  **Consensus** – an opinion or decision reached by a group as a whole, a general agreement  **Construction** – the act or process of building something  **Interpret** – to clarify or explain the meaning of, to present according to one’s own understanding | |
| **INTRODUCTION** | | | | |
| **Bellwork/Beginning of Class Procedures:**  Monday-April 20, 2015—Until Friday-April 24, 2015   * **On a sheet of paper write down-3 steps** * Monday-April 20, 2015-- * **the steps you need to take to chew a piece of gum-3 steps** * AzMerit Testing? * Tuesday and Wednesday—April 21, 2015 and April 22, 2015 * **Be ready to share your work.—3 steps** * **Continued Thursday-April 23, 2015—** * **Friday-April 24, 2015--How are the steps similar to pattern construction steps?**   **Purpose of today’s learning:** Teacher says:   * Have you ever thought about all of the preparation you do to getting a piece of chewing gum between your teeth? Ask 2-3 students how many steps they wrote down during the Bellwork assignment. (Say this): Sometimes we forget that there are predetermined procedures that we must accomplish before we get to an end goal. This holds true for garment construction as well. Today, finally, we will learn the steps needed to make your pajamas!   The teacher will state the objective: The purpose of this lesson is to ensure students can interpret the procedural steps needed to construct their first garment, a pair of pajamas. | | | | |
| **CONTENT** | | | | |
| **TEACHER ACTIONS** | | | **STUDENT ACTIONS** | |
| **Define vocabulary terms** | | |  | |
| 1. Tell students to annotate each new vocabulary term. By following the directions used in class. | | | 1. Students will annotate, and follow the directions above; that they have been completing all year. | |
| **Interpret sewing directions** | | |  | |
| 2. Using the whiteboard or other classroom writing surface, continue the chewing gum activity by telling students to reach consensus on the chronological procedures needed to consume the chewing gum, based on what they wrote during Bellwork. ***Predict*** | | | 2. Students accomplish procedural activity.  ***Predict***  Consensus reached with Thumbs up or Thumbs down and more discussion.  Students will write steps on the white board. | |
| 3. After the class reaches consensus on “Chewing Gum” steps, tell them to write down the steps onto their own paper and provide illustrations for each step | | | 3. Students complete the illustrated procedures. Students will ***Draw and share.***  Students will write a number next to the correct steps, and add the step they need to add. | |
| 4. Tell students that sewing instructions are similar to the chewing gum steps. Each step must provide sequential support to get to the end goal. | | | 4. Students and teacher discuss how the sewing instructions are similar to the chewing gum steps. Students will show their drawings to the teacher and other students. | |
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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. On the front side of the Post-It note, describe how well you understand sewing instructions. | | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | | |
| Complete bellwork, and annotate the terms. Thumbs up and Thumbs down, and pair and share. Discussion and participation on the topic. Cost’s level of learning --Analyze how sewing directions are similar to chewing gum steps. | | | | |
| **SAMPLE END OF UNIT ASSESSMENT QUESTIONS** | | | | |
| 1. When interpreting sewing directions, what is the purpose of using basting stitches?    1. To permanently stitch a seam together for durability    2. To temporarily assemble the pieces until they can be sewn    3. To construct a garment in case your sewing machine breaks 2. What is the best definition of consensus?    1. A group decision where the majority rules    2. A group decision where everyone’s input is considered    3. A group that creates a chronological set of procedures | | | | |
| **RESOURCES** | | | **ACCOMMODATIONS** | |
| ***FDM-Glossary Paper Procedure.doc***  ***FDM-TIP Board.doc*** | | | 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** | | Visual projection system  White board (chalkboard)  Paper and pencil or pen. | |