 **WEEKLY “WHY” LESSON PLAN**

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| Lesson Title:Hem Samples April 23, 2015 and April 24, 2015 | | | Lesson 18of 25 ; Unit #20 | |
| Duration:50 minutes | | | Teacher/Student Ratio:1/24 | |
| Lesson File Name:All Hemming Up Teacher: Mrs. Robles  Subject:Hem Samples 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**  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. Demonstrate time management skills. 2. Practice safety. 3. Identify appropriate hemming method to use for various fabrics. 4. Construct different types of hems. | | | 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 summary.  **Thursday-April 23, 2015—**  **Hem** – the smooth, even edge of the bottom of a garment, made by folding the bottom of the fabric under and sewing it down. | |
| **INTRODUCTION** | | | | |
| **Bellwork/Beginning of Class Procedures:**  **Get out cubbies, shears, and thread and bring these to your table.**  **Purpose of today’s learning:** The teacher will state the objective: The purpose of this lesson is to ensure students can identify and create hems appropriate for the type of fabric, and that it is secure. | | | | |
| **CONTENT** | | | | |
| **TEACHER ACTIONS** | | | **STUDENT ACTIONS** | |
| **Define vocabulary terms** | | |  | |
| 1. Students will take out cubbies, one pair of shears, one needle, and thread. Students will open their computers to Mrs. Robles’ Learn site. | | | 1. Students will get out cubbies, one pair of shears, one needle, and thread. Students will open their computers to Mrs. Robles’ Learn site. Students will follow directions on the Learn site for Bellwork and Terms. | |
| **Demonstrate time management skills** | | |  | |
| 3. Teacher will hand each student a Time management hand out paper.  Remind students that practicing time management skills now effectively leads to positive work habits throughout their adult careers. Distribute the Time Management Logs and have students estimate times to complete today’s tasks | | | 3. Students will get a copy of the time management handout and start checking it off. Also filling in the blocks on the paper. | |
| **Practice safety** | | |  | |
| 4. Tell students that, just like time management, continuously practicing safety procedures leads to successful careers later in life. | | | 4. Students will use safety with equipment. | |
| 5. Tell students that we will concentrate on constructing 3 hems: Catch Hem, Hidden Stitch Hem and Blind Hem. Teacher will have pictures of the hems on the white board. Model each method and ask students to indicate their understanding by ***Thumbs Up / Thumbs Down.*** | | | 5. Students indicate their understanding of creating hems by ***Thumbs Up / Thumbs Down.*** | |
| 6. Have students prepare their sewing area. Students Remind students to annotate their time logs as they work. | | | 6. Students can start making hems. Students will work and share with other students. | |
| **CLOSURE** | | | | |
| Students will complete the time management handout and the comments at the end. Student will turn in these forms to the teacher before leaving the class today. | | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | | |
| Thumbs up and thumbs down, pair and share. | | | | |
| **SAMPLE END OF UNIT ASSESSMENT QUESTIONS** | | | | |
| 1. Which of the following hem types is best to use for a garment made of stretch fabric?    1. Blind Hem    2. Double-fold Hem    3. Hidden stitch Hem    4. Rolled Hem 2. What is a safety practice to observe when constructing the above hem?    1. Always put the safety shield over the Rotary Cutter when not in use    2. Use a rubber-based ruler or yardstick when cutting off the edges of the fabric    3. Place pins parallel with the edge of the fabric when measuring the hem allowance    4. Place your fingers to the sides of the machine needle while sewing the hem | | | | |
| **RESOURCES** | | | **ACCOMMODATIONS** | |
| *Westfall, M. G. (2008). Successful Sewing. Goodheart-Willcox Company, Inc.*  [*http://www.tipking.co.uk/content-management/uploads/1/needle\_thread.jpg*](http://www.tipking.co.uk/content-management/uploads/1/needle_thread.jpg)*, retrieved Jul 1, 2010*  [*http://vintagesewing.info/1930s/36-hsc/images/02\_slip-stitch.jpg*](http://vintagesewing.info/1930s/36-hsc/images/02_slip-stitch.jpg)*, retrieved Jul 6,* | | | 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)  Fabric, shears, needles, and thread. | |

