 **WEEKLY “WHY” LESSON PLAN**

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| Lesson Title:Pattern Envelope and Fabrics Nov. 17, 2014 until Nov. 21, 2014 | Lesson 1of 25 ; Unit #12 |
| Duration:50 minutes  | Teacher/Student Ratio:1/24 |
| Lesson File Name:Revised-FDM-Sew Lesson 1 Teacher:Mrs. RoblesSubject:Patterns & Fabrics Grade Level:10, 11, & 12 |
| **STANDARD**  |
| 12.0 CONSTRUCT A GARMENT BY APPLYING THE PRINCIPLES OF QUALITY APPAREL CONSTRUCTION**12.2 Determine yardage, cost of fabric, and other needs for selected pattern style and use.** |
| **OBJECTIVES** | **TERMINOLOGY** |
| Student will be able to:1. Define vocabulary terms.
2. Identify basic information on a pattern envelope facing.
3. Interpret data on the back of a pattern envelope.
4. Scrutinize the different types of fabrics that are suggested on the envelope.
5. Calculate the costs of materials for a project.
 | **Students will:****Write on a paper their own definitions, the site definition, and one picture with color for each term.** **Write one summary for all the terms**. **Monday-November 17, 2014-review, and catch up time on assignments and sewing samples.****Tuesday-November 18, 2014 or Wednesday- 19, 2014.*** **Napped fabric** – fabrics that have short fibers brushed up on the surface, such as velvet or corduroy.
* **Stable knit** – knitted fabrics that have a limited degree of stretch.

**Thursday-November 20,2014*** **Stretch knit** – knitted fabrics that have greater stretch capabilities and require special sewing techniques.

**Friday-November 21, 2014** * **Interfacing** – fabric pieces used between the outer cloth and lining (or facing) of a garment, usually to give support and stability.
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| **INTRODUCTION** |
| **Bellwork/Beginning of Class Procedures:****Monday November 17, 2014--to take out cubbies and to review the assignments students will be graded on. Teacher return graded student work.****Tuesday-November 18, 2014 or Wednesday-November 19,2014—What number should the thread be like for the bobbin to go into the bobbin case?****Thursday-November 20,2014—What letter should the top thread look like if the sewing machine is threaded right?** **Friday-November 21, 2014—Before you pin and sew fabrics what always goes together first?****Purpose of today’s learning:** Today, we will identify and interpret basic information on a pattern envelope in order to calculate the costs of materials for a project. Let’s get started. |
| **CONTENT**  |
| **TEACHER ACTIONS** | **STUDENT ACTIONS** |
| 1.students to annotate each new vocabulary term on to paper. | 1. Students will get out cubbies. Student will complete Bell work. Students will annotate each new term.  |
| **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. 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).*  | Students annotate their pattern envelope examples. Students will pair share. Selected student replies and all others indicate agreement/disagreement via **Thumbs up or Thumbs down** ***(FDM-Sew-Handout1b).*** |
| 4. Students can work at the sewing machinesTo complete sewing samples, pinning samples and letter pillows.  | Students work to complete sewing projects.  |
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| **CLOSURE** |
| Before leaving the classroom today, please write your name on a Post-It note and indicate five different items listed on the back of a pattern envelope |
| **AVID WICOR STRATEGIES UTILIZED** |
| Pair share, thumbs up and thumbs down. |
| **SAMPLE END OF UNIT ASSESSMENT QUESTIONS** |
| 1. What is a pattern?
	1. A collection of body measurements and fabric lengths
	2. A repetition of instructions for multiple garments
	3. A model to follow to be able to make things
	4. A listing of suggested fabrics for a garment
2. Which of the following items indicates a multi-sized pattern?
	1. Views A-B-C
	2. Pieces 1-2-3
	3. Sizes 8-10-12
	4. 45- or 60-inch fabric
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| **RESOURCES** | **ACCOMMODATIONS** |
| Cte/jted pima wiki | 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.
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| **ATTACHMENTS** |
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| **MATERIALS****SUPPLIES** | Visual projection systemWhite board (or chalk board)Paper, pen and color pencils |

