 **WEEKLY “WHY” LESSON PLAN**

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| Lesson Title:Lesson Plan Correct Pattern and Fabric Manipulation March 9, 2015 until March 12, 2015 | | | Lesson 9of 25 ; Unit #10 | |
| Duration:50 | | | 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** | | | | |
| **OBJECTIVES** | | | **TERMINOLOGY** | |
| Student will be able to:   1. Define vocabulary terms 2. Describe the sequence of laying out patterns 3. Explain how to prepare fabric 4. Apply the pattern to the fabric correctly 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 9,2015—**  **Adjustment Line--** indicates where to cut the tissue pattern piece to allow lengthening or shortening.  **Tuesday-March 10, 2015—or--**  **Wednesday-March 11, 2015—**  **Center front line** – a solid line drawn down one side of a pattern piece to indicate the center front of the finished garment.  **Thursday-March 12, 2015--**  **Cutting Line** – indicates where to actually cut the tissue pattern pieces and/or fabric.  Friday-March 13, 2015-Start of Spring Break | |
| **INTRODUCTION** | | | | |
| **Bellwork/Beginning of Class Procedures:**  **Monday-March 9, 2015-**  **Where is an adjustment line on a pattern bottom?**  **Tuesday-March 10, 2015 or Wednesday-March 11, 2015-**  **Where is the Center front line on a pattern bottom?**  **Thursday-March 12, 2015-Where is a cutting line on a pattern bottom.**  **Purpose of today’s learning:** The teacher will state the objective (paraphrase): Our objectives for this lesson are to have students comprehend the information listed on the pattern instruction sheet and identify the common symbols and graphics**.** | | | | |
| **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 patterns. | | | 2. Student will use the proper terms will working with their patterns. | |
| 3. Teacher will help students fit patterns correctly. | | | 3. Students will fit patterns correctly, and use the adjustment lines to adjust the patterns. | |
| 4. Teacher will teach the students how to measure, adjust, and tape the pattern to fit correctly. | | | 4. Students will fit, measure, adjust, and tape the pattern pieces to fit correctly. Students will pair, and share the correct way to do this. | |
| 5. Teacher will help some students to complete buttonholes. | | | 5. Some student’s may need help to complete buttonholes, by using the steps on the sewing machine manual. | |
| 6. Teacher will check on student progress throughout the period. | | | 6. Students will give the teacher a thumbs up or a thumbs down if they understand the process or not. | |
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| **CLOSURE** | | | | |
| Before leaving the classroom today, please write your name on a Post-It note. Describe one symbol that you learned today and explain how you will use it | | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | | |
| Formative: Regularly monitor students to ensure they comprehend and accomplish the correct step with the sewing machine or the pattern manipulation identified for each learning step.  Thumbs up and thumbs down, and pair share.  Continue to reteach students if they do not understand. | | | | |
| **SAMPLE END OF UNIT ASSESSMENT QUESTIONS** | | | | |
| 1. What is the purpose of the adjustment line symbol?    1. To indicate where to cut the tissue pattern piece to allow lengthening or shortening.    2. To differentiate layout procedures between 45-inch and 60-inch fabric    3. To ensure that all pattern pieces are laid out in the same direction    4. To indicate where to place buttonholes on garment fabric pieces 2. Which pattern symbol is used to indicate the center front of the finished garment.    1. The words center front with a vertical line next to it.    2. The words center front with a horizontal line next to it.    3. The words center front with a angled line next to it.    4. All the above. | | | | |
| **RESOURCES** | | | **ACCOMMODATIONS** | |
| Westfall, M. G. (2008). *Successful Sewing.* Goodheart-Willcox Company, Inc.  <http://farm3.static.flickr.com/2057/1997474961_b5b5da8259.jpg>  <http://wkdesigner.files.wordpress.com/2009/07/lay-1.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** | | | | |
| **None** | | | | |
| **MATERIALS**  **SUPPLIES** | | Paper, Pencils, and color pencils.  Patterns different sizes, rules, yard sticks, scissors, and scotch tape.  Sewing machine and thread. Shears, pins, and sewing gauges. | |

