

Lesson Planning Template

1. Teacher Name:	Nicole Manwaring	2. Course/Content/Grade:	FACS Integrated / CTE / 8 th Grade
3. Unit/Module/Topic:	Textiles and Clothing Construction	4. Plan Duration:	2 Day
5. Core Standard(s):	STANDARD 2 Students will discuss and participate in hands-on skill development related to clothing construction, fashion, textile technology and careers.	6. Objective(s):	c. Discuss proper textile laundering techniques and interpret care symbols.
7. Essential Vocabulary:	Laundry Launder Stain Care Symbols	8. Inter-Disciplinary Connections:	Science: Chemistry of stain removal.

9. Assessing for Student Learning:	Reflection of stain removal lab Laundry Home Project
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10. Technology Integration: (When applicable)	Teacher Use: Computer (PPT)	Student Use: Canvas (reflection of stain removal lab)
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11. Area for Content Specific Additions	Materials: ball point pen, hair spray, laundry soap, fabric (cut into small squares), zippered laundry bag, buttons, needles, thread, irons, ironing boards, fabric for pressing, fabric for button sewing
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12. Pacing (mins.)	13. Lesson Sequence (What You Do When: Including Explicit Instruction/Guided Inquiry)	14. DOK Level	15. Grouping and Scaffolding Structures (including interventions for diverse learners)	16. Engagement & Checking for Understanding (OTRs: What will students be saying, writing, reading & doing)
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5	Attention Activity: Hold up stained clothing items. Ask students to try to identify stains and how they would take care of the items.	2	Small groups to discuss.	Students will discuss their ideas about clothing care.
10	Direct Instruction: Explain the 7 steps of the laundry process (sort, pretreat, mend, wash, care, dry, iron).	1	Whole class (printed notes for students with accommodations).	Students will be writing notes on the 7 laundry steps in their interactive notebook.
100	Rotations: Have students rotate through the following 5 stations that will elaborate on the 7 steps of the laundry process (20 min. at each station)	3	Small groups (precision pairing)	Students will be actively participating in activities which includes writing observations in their notebook.
--	Laundry sorting activity: have students sort clothing items into different loads and explain why they put each item into that load.	3	Small groups	Students will be recording laundry loads in their notebook.
--	Stain lab: Have students stain two pieces of fabric with different stains, pretreat the stains using the correct method, write about why they think different stains need to be pretreated differently.	4	Individual	Students will discuss on Canvas which stain was easiest, which was hardest, and what they think affects the ability to pretreat different stains (before and after stains will go in their notebook).
--	Basic mending: Have students learn how to sew on a button (video demonstration and materials to practice).	4	Individual	Students will be sewing on a button (sample to be put in notebook).
--	Wash, care, and dry analysis: Have students analyze how to wash, care, and dry different types of laundry and chart the temperatures and cycles that they would use. Have them describe why they chose those temperatures and cycles.	3	Small groups	They will discuss and record their discussed decisions on clothing care and wash/dry cycles (put in notebook).

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--	Ironing practice: Have them learn proper iron use and safety (video demonstration, including difference between pressing and ironing) and then practice pressing a piece of fabric (to prepare it for their first sewing project).	4	Individual	They will write about pressing versus ironing in their notebook.
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17. Closure: (Students reflecting on their learning and providing feedback on their understanding to the teacher)	Students will reflect and discuss on Canvas.
18. Feedback to students: (Teacher providing feedback to students on their learning and growth)	I will grade their discussion on Canvas and the activities in their notebook.

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19. Lesson Plan Reflection Questions

<p>1. Were my students ready for this lesson? Which data support this?</p>
<p>2. Was the instructional objective met? How do I know students learned what was intended?</p>
<p>3. Were the students productively engaged? How do I know?</p>
<p>4. Did I alter my instructional plan as I taught the lesson? How and why?</p>
<p>5. If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why?</p>
<p>6. Are my students ready to “move on”? If yes, how do I know? If not, what adjustments/re-teaching do I need to make to ensure student understanding?</p>

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