

# Lesson Planning Template

<b>1. Teacher Name:</b>	Nicole Manwaring	<b>2. Course/Content/Grade:</b>	FACS Integrated / CTE / 8 <sup>th</sup> Grade
<b>3. Unit/Module/Topic:</b>	Textiles and Clothing Construction	<b>4. Plan Duration:</b>	1 day
<b>5. Core Standard(s):</b>	<b>STANDARD 2</b> Students will discuss and participate in hands-on skill development related to clothing construction, fashion, textile technology and careers.	<b>6. Objective(s):</b>	<b>Objective 3:</b> Apply concepts related to reading and following a sewing pattern during the construction process. a. Identify information found on a sewing pattern.
<b>7. Essential Vocabulary:</b>	yardage, body measurements, notions, pattern number, suggested fabrics, nap, finished measurements	<b>8. Inter-Disciplinary Connections:</b>	Technical reading skills (ELA), interpreting charts and graphs (Math, school STEM goal)

<b>9. Assessing for Student Learning:</b>	Starter, Information scavenger hunt, decoding message assignment
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<b>10. Technology Integration: (When applicable)</b>	<b>Teacher Use:</b> Computer	<b>Student Use:</b> NA
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<b>11. Area for Content Specific Additions</b>	Materials: sewing patterns
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<b>12. Pacing (mins.)</b>	<b>13. Lesson Sequence (What You Do When: Including Explicit Instruction/Guided Inquiry)</b>	<b>14. DOK Level</b>	<b>15. Grouping and Scaffolding Structures (including interventions for diverse learners)</b>	<b>16. Engagement &amp; Checking for Understanding (OTRs: What will students be saying, writing, reading &amp; doing)</b>
5	Starter: Pass out sewing patterns. Have students try to identify what kind of information is found on a sewing pattern.	1	Partners. Precision partnering	Students will be discussing what kinds of information they find on sewing patterns.

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10	Explicit instruction of key terms (see essential vocabulary above)	1	Whole class. Guided notes.	Students will be writing and repeating definitions in their notebook.
15	Information scavenger hunt. Pass out and review instructions (printed on paper).	2	Individual. Guided worksheet.	Students will be recording information on worksheet.
25	Decode the message: Instruct students to read the first couple of instructions and write the instructions in a way that makes sense to them. Have them peer review their instructions to make sure it makes sense.	4	Partner. Precision partnering	Writing clear concise instructions in their notebook.

<b>17. Closure:</b> <b>(Students reflecting on their learning and providing feedback on their understanding to the teacher)</b>	Lead discussion about why writing clear instructions are hard and the important things to have in good instructions .
<b>18. Feedback to students:</b> <b>(Teacher providing feedback to students on their learning and growth)</b>	<b>Starter, scavenger hunt worksheet, decoding message (as part of notebook check)</b>

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## 19. Lesson Plan Reflection Questions

<p><b>1. Were my students ready for this lesson? Which data support this?</b></p>
<p><b>2. Was the instructional objective met? How do I know students learned what was intended?</b></p>
<p><b>3. Were the students productively engaged? How do I know?</b></p>
<p><b>4. Did I alter my instructional plan as I taught the lesson? How and why?</b></p>
<p><b>5. If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why?</b></p>
<p><b>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?</b></p>

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