

# Lesson Planning Template

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| <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><br>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 2:</b> Identify industry based sewing equipment and follow safety standards as they apply.<br>b. Rotary cutter and mat board<br>e. Seam gauge<br>f. Measuring tape/tape measure |
| <b>7. Essential Vocabulary:</b> | Measuring tape, seam gauge, ruler, rotary mat, rotary ruler   | <b>8. Inter-Disciplinary Connections:</b> | Accurate measuring and reading/interpreting a ruler (math) use tools appropriately (STEM goal)   |

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| <b>9. Assessing for Student Learning:</b> | Ruler review, cut fabric pieces |
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| <b>10. Technology Integration: (When applicable)</b> | <b>Teacher Use:</b> Computer and projector, iPad for demonstration camera | <b>Student Use:</b> Not applicable |
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| <b>11. Area for Content Specific Additions</b> | Materials: rulers, seam gauges, tape measures, mat boards, rotary rulers, rotary cutters, fabric |
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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> |
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| 10                        | Ruler review: Call out measurements and have students mark the correct measurement on their ruler (preassess what they already know about reading a ruler). Reteach ruler divisions if necessary. | 2                    | Whole class   | Students will be marking the measurements on their seam gauge ruler.  |

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| 10 | Explicitly teach safety while using a rotary cutter (demonstration airplayed from iPad)   | 1 | Whole class, guided notes. | Students will take notes on safe rotary cutting.  |
| 40 | Pass out materials, have students evaluate cut fabric samples according to rubric and then cut the pieces they will need for their project. | 4 | Small group, individual    | Students will discuss in small groups how they would grade the cut fabric samples and then they will individually cut their own fabric pieces for their first project. They will self-assess before turning in cut pieces to be graded. |

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| <b>17. Closure:</b><br>(Students reflecting on their learning and providing feedback on their understanding to the teacher) | Self-assessment of cut pieces.      |
| <b>18. Feedback to students:</b><br>(Teacher providing feedback to students on their learning and growth)                   | Ruler review, rubric of cut pieces. |

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## 19. Lesson Plan Reflection Questions

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| <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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