Standards-Based Lesson Plan

Use this from for creating your daily lesson plans. Move from field to field with either the mouse or the tab key.

X **Exploratory Course Introduction Course Concentration Course Capstone Course**

**Home Economics Careers and Technology Subject Matter: \_\_Fashion Design\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Lesson Title and Duration** | The Overcast Stitch – 3 Class Periods | |
| **Learner Outcomes /**  **Objectives** (Write on the board so students and visitors are aware of student learning outcome) | We will summarize the steps in the overcast stitch.  I will demonstrate the overcast stitch using a letter of the alphabet. | |
| **Standards** (the California State Standards addressed in this lesson)  **California State Standards for Career Technical Education http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf** | **FID-A10.9 Standard 19** “Demonstrate how to construct, alter, and repair fashion and interior items and accessories through the use of basic construction techniques and equipment.” **Standard Detail 7.2** “Demonstrate proper use and care of sewing tools and equipment.” | |
| **Materials**  **Needed** | * Pre-cut felt * Crewel Needles * Pre-cut embroidery floss * Letter Stencils * Ball Point Pens * Embroidery Flat Stitches PPT * Laptop, Projector, Elmo * Sample of finished project | |
| Differentiated Learning Needs | * Large floss threader * Large needles * Blunt needles and modified fabric * Step by Step instructions with pictures. |
| **Anticipatory Set –** activities that help focus students on the lesson of the day (the “hook”) | * Share embroidery pictures (previous project) * Award winners for “Best Picture” * Show sample of finished project | |
| **Teaching the Lesson**   * **Modeling –** how will you demonstrate the skill or competency? * **Instructional Strategies –** how will you deliver the lesson? * **Check for Understanding –** how will you ensure the skill or competency is understood by the students? | * Use PPT to go over steps. * Demonstrate stitch step-by-step on Elmo * Answer questions as needed * Make and fix a “mistake” * Students take notes, draw pictures and summarize instructions in their Home Ec. Notebook, then share this with their table team. | |
| Differentiated Learning Needs | * Note-taking graphic organizer * Print out of PPT slides |
| **Guided Practice /**  **Monitoring –** an activity directly supervised by the instructor that allows students to demonstrate grasp of new learning. Instructor moves around the room determining the level of mastery and providing individual remediation as needed. | * Distribute felt and stencils * Students trace letter in ball point pen onto their felt. * Distribute floss and needles | |
| Differentiated  Learning Needs | Hand over hand technique and steadying |
| **Closure –** Statements or actions made by the instructor that help students make sense out of what has just been taught, to help form a coherent picture, to eliminate confusion and frustration, and to reinforce major points to be learned. | Review the steps  Take student feedback: “What worked? What didn’t work? Advice for the next class? | |
| **Independent**  **Practice –** a question or problem for students to ponder on their own or in small groups or pairs. The aim is to reinforce and extend the learning beyond the lesson and ideally into real world settings. This may be a homework assignment. | Students will continue working to complete their overcast stitched letters. | |
| Differentiated Learning Needs | Hand over hand technique and steadying |
| **Summarize,**  **Evaluate & Reflect –** after teaching the lesson, ask students to reflect on their learning. Instructors can also reflect on the lesson, its success, and how it can be improved. | We have created letters using the overcast stitch. Share with your table team two other applications for this stitch. | |
| Differentiated Learning Needs | **Sentence Frames:**  I made the letter \_\_\_ with the overcast stitch. I can also use this stitch to\_\_\_\_\_\_\_\_\_\_\_\_\_. |