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| **GSU Student & Classroom Teacher** | **Room Number** | **Subject** | **Period** | **Start/End Time** | **Date** | **Lesson \_\_ of \_\_\_** |
| Ms. J. GuthrieMrs. Amis | 523 | Textile Science | 4th Block | 1:55 -3:25 pm | Oct. 12, 2011 | 2 of 9 |
| **State Standards: GPS/QCC:** |  |
| FCS-TS-7 | Students will understand the characteristics and maintenance concepts of textile products in interior and living environments.*c. Read and interpret textile labels.* |
| **Essential Question**: | Why is it important to learn how to care for textiles? |
|  | * What are the different washing methods?
 |
|  | * During the PowerPoint presentation, students will be able to write the notes to refer back to as a study aid for the test. (K)
* By creating a vocab book, students will be able to evaluate the care of textiles. (S, E)
* During the review activity, students will be able recall the term that matches the definition they randomly selected. (K)
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**Assessment Strategies**

**Objective One:** The PowerPoint presentation is only seven slides long and covers terms and definitions from chapter twenty in the Textiles textbook. The students are to write the notes on notebook paper and keep in the selection and maintenance of interior textiles section in their notebook. The notes are part of the students’ notebook check grade.

**Objective Two:** After the short lecture, students will create a vocab book with the terms listed on page 483 in Table 20.2. The students will use computer paper to write the definition of each term and illustrate the term.

**Objective Three:** The review activity involves the use of the SMARTBoard and the last slide in the PowerPoint presentation. The slide will be projected on the SMARTBoard. The class will be divided into two teams. One member from team one will go to the SMARTBoard and move a white square revealing a definition they learned earlier in class during lecture. If the student answers correctly, the team earns a point. If the student does not answer correctly, team two has a chance to steal it. If team two does not answer correctly, it is team two’s turn to send a member to the SMARTBoard and select a white square. The game will continue until all definitions have been revealed. The team, who earns the most points, wins the game and earns one point to their test grade.

**Part One: Lesson Introduction-10 minutes**

* Students will answer the bell ringer and write the quote of the day in block letters in the bell ringer section of their notebook
* Roll caller will take attendance
* Attendance will be recorded in PowerSchool
* Review standard

**Transition:** After the review of the standard, I will project the PowerPoint presentation on the screen and tell the students they will need to copy the notes and keep the notes in the selection and maintenance of interior textiles section of their notebook.

**Accommodation:** The bell ringer and the quote of the day will be typed on a PowerPoint slide and projected on the screen, allowing all students sitting at different viewpoints the ability to see and read the question.

**Part Two: Developmental Activities-70 minutes**

20 minutes

* PowerPoint presentation on standard seven
* Students will copy the notes

50 minutes

* Students will create a vocab book with pictures of the terms listed on page 483 in Table 20.2 in the book

**Transition:** Before the afternoon announcements come on, I will project the review activity on the SMARTBoard. I will instruct the class to put supplies away and clear their desks. We will review the standard before performing the review activity.

**Accommodation:** The student who needs printed notes will receive a copy of the PowerPoint slides.

**Part Three: Concluding Activities-10 minutes**

* Review standard
* Review activity

**Transition:** After the review activity, they will have time to put their binders in the cubbies, clean up the space around their seat and wait for the afternoon announcements to come on over the speaker.

**Accommodation:** The review activity allows kinesthetic learners to get up out of their seats and use their hands to move the white square on the SMARTBoard. The projection of the review activity on the SMARTBoard allows visual learners to see the definitions. Reading each definition aloud helps the auditory learners process the information.

**Part Four: Reflection and Evaluation of Lesson and Teacher Effectiveness**

**Citations**

Kadolph, S. (2010). Textiles. (11 ed.). Upper Saddle River, NJ: Prentice Hall

Klavora, P., & Chambers, D. (2005). *The great book of inspiring quotations: motivational sayings for all occasions*. United States: Sport Book Publisher.

**Materials**

* Projector
* Screen
* Laptop with Miscrosoft PowerPoint
* Notebook paper (student supply)
* Pencil/Pen (student supply)
* Printed Notes (1)
* SMARTBoard