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| **GSU Student & Classroom Teacher** | **Room Number** | **Subject** | **Period** | **Start/End Time** | **Date** | **Lesson \_\_ of \_\_\_** |
| Ms. J. Guthrie  Mrs. Amis | 523 | Textile Science | 4th Block | 1:55 -3:25 pm | Oct. 14, 2011 | 4 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.  *a. Research various testing methods for textiles.*  *b. Identify laws and regulations governing the textile industry including labeling laws.* | | | | |
| **Essential Question**: | | What are some of the common tests for textiles? | | | | |
|  | | * Why are textiles tested? | | | | |
|  | | * Students will research a textile testing method and be able to discuss the importance of the test. (E) * By creating a mini poster, students will be able to compile the information of the textile testing method in a visual display to share with the class. (S) * Reading about the Cocoanut Grove Fire and how textiles were involved in the spread of the fire, the students will be able to comprehend why it is important to have laws and regulations on textiles. (C) * On dry erase contact paper, students will be able to write one fact they learned about a testing method a classmate discussed. (K) | | | | |

**Assessment Strategies**

**Objective One:** Students will continue to work with a partner to research the textile testing method and create a mini poster on newspaper paper with the information to present to the class. During the presentation, students will be able to discuss the importance of the textile testing method.

**Objective Two:** After all the students have presented, students will be given the Cocoanut Grove Fire article to read and the handout with questions to answer. The handout will be turned in for a grade. The handout will be graded for correct answers using the answer sheet.

**Objective Three:** Students will be given an index card and instructed to write one fact they learned about the textile testing method a classmate presented. The students will hand the index card to me before they leave the classroom at the end of the block.

**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, students will get back with their partner to finish working on their mini poster.

**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

* Students will have time to finish the work on their mini poster and form a plan on how to present
* Students will clean up their area, put supplies away and be prepared to present

20 minutes

* Students will present their posters and discuss the importance of the textile testing method
* While students present, the other students in the audience will be taking notes

30 minutes

* Students will be given the Cocoanut Grove Fire article and the handout with questions about the article
* Students will read the article and answer the questions on the handout
* Students will turn the completed handouts into the mailbox

**Transition:** Before the afternoon announcements, students will be given an index card and instructed to write one fact they learned about a textile testing method they learned today from classmates’ presentations.

**Accommodation:** Students who learn best with a peer will be working with a partner to research the textile testing method and creating the poster.

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

* Review standard
* Ticket-to-leave

**Transition:** After the students have given me their ticket-to-leave, 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:** Reviewing the standard reinforces what the students are learning and need to know for the test. The ticket-to-leave allows students who don’t like to talk aloud in front others the opportunity to share what they learned without speaking.

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

**Citations**

Georgia CTAE. *Unit 7: selection and maintenance of interiors textiles*. Retrieved from http://gactaern.org/#intdesign

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)
* Laptops with internet (12)
* Newspaper Paper
* Colored Pencils, markers, crayons
* Cocoanut Grove Fire Article (24)
* Cocoanut Grove Fire Questions Handout (24)
* Dry Erase Markers (24)