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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. 18, 2011 | 6 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.  *b. Identify laws and regulations governing the textile industry including labeling laws.*  *c. Read and interpret textile labels.* | | | | |
| **Essential Question**: | | What information is required to be on a textile care label? | | | | |
|  | | * Why should you follow the care symbol on the textile care label? | | | | |
|  | | * Students will research a law and regulation and be able to discuss the importance of the law and regulation. (E) * By creating a PowerPoint Presentation, students will be able to compile the information of the law and regulation in a visual display to share with the class. (S) * Students will create laundry baskets and decide which textiles belong in each laundry basket. (S, E) * In a SMARTBoard review, students will be able to match the description of the law and regulation with its description. (K) | | | | |

**Assessment Strategies**

**Objective One:** Students will be given the assignment to research a law and regulation governing the textile industry. Students will work with a partner to research the law and regulation and create a PowerPoint presentation with the information to present to the class the next day. During the presentation, students will be able to discuss the importance of the law and regulation.

**Objective Two:** Students will use a laundry basket template to trace seven laundry baskets on newspaper paper, color and cut out. Students will have squares of paper with a list of textiles. Students will decide which basket the textile belongs in based on their care needs. I will have the answer sheet to check the students’ answers.

**Objective Three:** Laws and regulations and descriptions of the laws and regulations will be displayed on the SMARTBoard. Students will be divided into two teams. A student from team one will match the description of a law and regulation with the law and regulation. Then a student from team two will perform the same task. If a student gets it wrong, then the team does not earn a point. If the student gets it right then the team earns a point. The team with the most points earns two points on their test.

**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 continue to work on their PowerPoint presentation for 20 minutes.

**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 finish their PowerPoint presentation

20 minutes

* Students will present their PowerPoint presentation

30 minutes

* Students will be given laundry basket templates to trace on newspaper paper
* Students will use colored pencils, markers or crayons to color their laundry baskets

**Transition:** Before the afternoon announcements, students will be divided into two teams. Using the SMARTBoard, students will drag the correct law and regulation to its description.

**Accommodation:** Students who learn best with a peer will be working with a partner to research a law and regulation and create a PowerPoint presenation.

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

* Review standard
* SMARTBoard review activity

**Transition:** After the students have completed 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:** Reviewing the standard reinforces what the students are learning and need to know for the test. The SMARTBoard review activity is a visual learning aid for those who need to see the information.

**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.

*Laundry*. (2002, August 06). Retrieved from http://www.uen.org/Lessonplan/preview.cgi?LPid=577

**Materials**

* Projector
* Screen
* Laptop with Miscrosoft PowerPoint
* Notebook paper (student supply)
* Laptop Cart (12 laptops)
* SMARTBoard
* Laundry Basket Templates (24)
* Newspaper Paper (24)
* Colored Pencils, Markers, Crayons (student supply)
* Scissors (24)