|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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. 19, 2011 | 7 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**: | | What laws and regulations govern the textile industry? | | | | |
|  | | * Why are there laws and regulations governing the textile industry? | | | | |
|  | | * Students will create laundry baskets and decide which textiles belong in each laundry basket. (S, E) * Using the appropriate cleaning solution, students will be able to remove stains from clothes. (A) * In a graffiti activity, students will be able to write the steps they took to remove the stains from the clothes. (K) | | | | |

**Assessment Strategies**

**Objective One:** 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 Two:** I will bring in clothes will different stains, such as peanut butter, red wine, lotion and etc. Students will have to apply the knowledge they have about removing stains to try and remove the stains. The activity is a participation grade.

**Objective Three:** Students will write on the contact paper with a dry erase marker the steps they took to remove the stains. If they were not successful they will write why they think they weren’t and what they could have done differently. I will walk around the room and talk with each student individually.

**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 creating their laundry baskets.

**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**

10 minutes

* Students will finish creating their laundry baskets

20 minutes

* Students will play the laundry basket game matching the textiles to the correct basket

40 minutes

* Students will remove stains from clothes

**Transition:** Before the afternoon announcements, students will be given a dry erase marker and instructed to write the steps they took to remove the stains from the clothes.

**Accommodation:** Students who are kinesthetic learners will have two-hands on activities with the laundry basket game and the stain removal activity.

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

* Review standard
* Graffiti 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 graffiti activity is an opportunity for the students to reflect on what they did to do and recall the steps they took to remove stains from clothes.

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

**Citations**

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)
* Laundry Basket Templates (24)
* Newspaper Paper (24)
* Colored Pencils, Markers, Crayons (student supply)
* Scissors (24)
* Dry erase markers (24)