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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. 20, 2011 | 8 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.  *d. Discuss current environmental issues relevant to the textile industry.* | | | | |
| **Essential Question**: | | Why are textile laws and regulations important for the consumer? | | | | |
|  | | * Why should consumers be aware of the laws and regulations governing the textile industry? | | | | |
|  | | * Students will read about COOLMAX eco made socks and be able to interpret how the socks are relevant to the current environmental issues in the textile industry. (E) * Students will research an environmentally friendly textile and justify how the textile is good for the earth. (E) * In a SMARTBoard review, students will be able to match the description of the testing method with its name. (K) * In a SMARTBoard review, students will be able to match the description of the law and regulation with its description. (K) * In a CPS review, students will be able to select the correct answer. (K) | | | | |

**Assessment Strategies**

**Objective One:** Students will be given a copy of the COOLMAX eco made socks. After reading the article the students will be able to answer questions about the fiber and the process to make the socks.

**Objective Two:** Students will use a laptop to research an environmentally friendly textile. They will write a short summary about the fiber and the process to make the textile. The students will turn the completed worksheet in to the mailbox.

**Objective Three:** Testing methods and descriptions of the testing methods will be displayed on the SMARTBoard. Students will be divided into two teams. A student from team one will match the description of a testing method with the correct testing method. 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.

**Objective Four:** 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.

**Objective Five:** Each student will be given a CPS remote. I will read the questions and answers aloud. The students will have twenty seconds to answer each question. The CPS review is to help prepare the students for the unit 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 be given a copy of the COOLMAX eco made socks article and worksheet.

**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-50 minutes**

30 minutes

* Students will boot up laptops
* Students will read the COOLMAX eco made socks article
* Students will answer the questions about the socks on the worksheet (will be graded for grammar)
* Students will use a laptop to research an environmentally friendly textile and summarize it in 5-7 sentences
* Students will turn the completed worksheet in to the mailbox

20 minutes

* Students will play the SMARTBoard review activity

**Transition:** Before the afternoon announcements, students will be given a CPS remote to answer the questions in the CPS review.

**Accommodation:** Review activities are to help students who need to review in class the day before the test.

**Part Three: Concluding Activities-30 minutes**

* Pass out CPS remotes
* CPS Review
* Collect CPS remotes
* Review the standard

**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**

(2010). Coolmax ecomade socks made from fiber containing recycled plastic bottles expand further into legwear market. Retrieved from http://www.coolmaxecomade.com/pressRelease/11292010\_COOLMAX%28R%29\_EcoMade\_Press\_Release.pdf

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)
* SMARTBoard
* CPS
* CPS remotes (24)