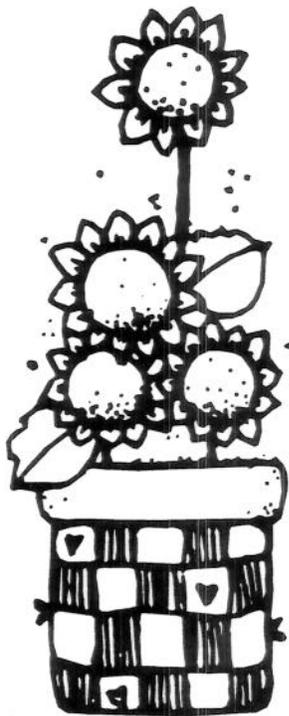


A New Way to Organize Your Sewing/Clothing Classes.

ATE Summer
Conference

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www.help4teachers.com

Dr. Kathie Nunley

Topic: Equipment		
Objective: The students will identify 15 pieces of sewing equipment and explain how to use them.		
Motivator: Get to know you game. "Welcome to Family and Consumer Sciences" worksheet.		
<p>Activity #1 Scavenger Hunt There will be 19 pieces of equipment around the room with numbers attached. The students will go around the room and try to identify the equipment. There worksheet has a list of the equipment on the back.</p> <p>Individualistic Competitive Cooperate</p>	<p>Activity #2 Compare answers with partners. The students will pair up with a partner and compare answers.</p> <p>Individualistic Competitive Cooperate</p>	<p>Activity #3 The teacher will demonstrate and explain how to use the equipment.</p> <p>Individualistic Competitive Cooperate</p>
Summary: Have each student stand by piece of equipment tell the class what the name of that equipment is. When everyone has had a turn have the students put the equipment away. EVALUATION		
<p>Process Questions:</p> <ol style="list-style-type: none"> 1. Where can you find all the small equipment? 2. How should you get the sewing machines out? 3. Where will you find the ironing boards and rotary mats? 		
Supplies Needed: Equipment arranged around the room, Get to know you worksheet, scavenger hunt worksheet.		

Which Multiple Intelligence Were used:

Musical, Visual Spatial, Intra personal, Linguistic,
Interpersonal, Body Kinesthetic, Naturalist Logical Mathematical

Welcome To Family and Consumer Sciences

1. Someone who likes to read _____
2. Someone who has 3 sisters _____
3. Someone who has been to a different country _____
4. Someone who has been to Disneyland _____
5. Someone who wears a shoe size of 9 _____
6. Someone who has been to the bottom of the Grand Canyon

7. Someone who hates chocolate _____
8. Someone who has been to Disney World _____
9. Someone who has Green eyes _____
10. Someone who has 3 brothers _____
11. Someone who went on summer vacation _____
12. Someone who wants to play professional sport _____
13. Someone who likes to rollerblade _____
14. Someone who likes country music _____
15. Someone who likes alternative music _____
16. Someone who has no brothers _____
17. Someone who has never flown in an airplane _____
18. Someone who visited a National Park this summer _____
19. Someone who has no sisters _____
20. Someone who would like to be a actor/actress _____
21. Someone who has visited Washington D.C. _____
22. Someone wh has rode the New York New York Roller Coaster

23. Someone who has never had any cavities _____
24. Someone who has met a professional NBA player _____
25. Someone who has watched the Bulls play at the United Center in
Chicago _____
26. Someone who hates pizza _____
27. Someone who likes to cook _____
28. Someone who likes to sew _____
29. Someone who has been to Hawaii _____
30. Someone who has no brothers or sisters _____

Can You Name The Sewing Equipment

Directions: Roam around the room and write the name of all of the equipment. Do not leave anything blank. You do not have to start with number 1:).

I.

II.

2.

12.

3.

13.

4.

14.

5.

15.

6.

16.

7.

17.

8.

18.

9.

19.

10.

Thread
Seam Gauge
Scissors
Sewing Machine
Seam Ripper
Chalk
Scraps
Sergers
Shears
Bobbins
Tracing wheel and paper
Pins
Pinky Shears
Rotary Cutter
Rotary Mat
Tools and Feet
Rotary Ruler
Buttons
Tape Measure

Topic: Overview		
Objective: The students will choose their 3 sewing projects and discuss how they will be graded throughout the quarter.		
Motivator: Read Comic Strip For Better Or For Worse		
<p>Activity #1 Have the students answer the 10 question pretest about sewing.</p> <p>Individualistic Competitive Cooperate</p>	<p>Activity #2 Explain the Course Syllabus. Grading Show examples of projects Assignments</p> <p>Individualistic Competitive Cooperate</p>	<p>Activity #3 Have the students choose their 3 sewing projects for the quarter and fill out the order form. Evaluation</p> <p>Individualistic Competitive Cooperate</p>
Summary Split the class into 6 groups and quiz them on the questions from the pretest.		
<p>Process Questions</p> <ol style="list-style-type: none"> 1. What project do you need to buy your own fabric? 2. How many weeks do you have to complete all of the assignments? 3. When do you need your fabric for your first project? 		
Supplies Needed: Course Syllabus, Pretest, and Order Form.		

Which Multiple Intelligence Were used:

Musical, Interpersonal, Visual Spatial, Body Kinesthetic, Intra personal, Naturalist, Linguistic, Logical Mathematical

AAAGHHH! EVERY TIME I TRY TO SEW THIS THE STITCHES GET ALL MESS'D UP! EVERYTHING'S TANGLED!!



HMM... LOOKS LIKE THE BOBBIN'S IN BACKWARDS, HONEY... AND YOU FORGOT TO PUT THE THREAD THROUGH THIS LITTLE LEVER.



THERE!... YOU JUST HAVE TO THREAD HER PROPERLY, AND SHE RUNS FINE!



...DUMB MACHINE.



MOM! - I CAN'T DO THIS!!



THE TENSION WAS A BIT OFF, ELIZABETH THERE... THAT'S BETTER!... NOW YOU TRY!



IT'S HAPPENING AGAIN! THIS IS STUPID! THIS IS NO FAIR!!



....THIS IS HORMONES.



SNARL, GRUMBLE, SNORT, FUME...



HEY, LIZARD BREATH! - HOW'S IT GOIN'?

MOM SAYS YOU'RE LIKE HAVING ONE OF THOSE MOOD SWINGS! - SO, SIS - ARE YOU HAVING ONE OF THOSE MOOD SWINGS?



ELIZABETH, WHY DON'T YOU LEAVE YOUR SEWING AND DO SOMETHING ELSE FOR AWHILE.



I CAN'T!

THIS PROJECT HAS TO BE HANDED IN TOMORROW!! - IF I DON'T GET IT DONE TONIGHT, I'LL LOSE 50% OF MY MARKS!!!



HERE, LET ME HELP YOU WITH IT.



SNIFF? - OK.

... LET ME KNOW WHEN YOU GET TO THE ZIPPER!



WHAT ARE YOU SEWING?

A PAIR OF SHORTS - IT'S ELIZABETH'S HOME EC. PROJECT.



HONEY, ELIZABETH GETS MARKED ON THE WORK SHE DOES! SHE SHOULD DO HER OWN PROJECT!



BUT SHE'S HAVING SUCH A HARD TIME WITH IT, JOHN.

WELL THAT'S ALL PART OF LEARNING - ISN'T IT? - PEOPLE WHO HAVE THINGS DONE FOR THEM NEVER LEARN HOW TO SOLVE PROBLEMS FOR THEMSELVES!!



BY THE WAY... - I NEED A COUPLE OF BUTTONS ON THIS SHIRT.



Dynamics of Clothing Pretest

1. Which part of the machine moves the fabric through automatically?
 - A. Feed Dogs
 - B. Spool Pin
 - C. Tension Control
 - D. Bobbin Case
2. Where should both upper thread and bobbin thread be when you begin to sew to avoid tangles?
 - A. In front of the presser foot
 - B. Around the bobbin winder
 - C. Back behind the presser foot
 - D. Under the feed dogs
3. What forms a stitch on the sewing machine?
 - A. Bobbin winder tangles the thread
 - B. Upper and bobbin threads lock
 - C. Bobbin thread goes through the needle
 - D. Single chain stitch from the top thread
4. You should backstitch about how many stitches:
 - A. 3-5 stitches
 - B. 15-20 stitches
 - C. 1-2 stitches
 - D. It doesn't really matter
5. When turning the hand wheel on your sewing machine, you should always turn it:
 - A. Toward you
 - B. Away from you
 - C. It doesn't matter

6. When bringing the bobbin thread up, you should hold the top thread and:

- A. Thread the bobbin thread through the hole in the needle plate
- B. Use the power peddle
- C. Turn the hand wheel one full rotation (needle goes all the way down and then back up.) Then gently tug on the top thread
- D. Any of the above will work

7. Backstitching at the beginning and ending of your seams will secure them.

- A. True
- B. False

8. You should use the pivoting method when:

- A. Sewing seams
- B. Sewing hems
- C. Sewing corners

9. If your machine needle keeps coming unthreaded, it probably means that:

- A. Your take-up lever is not at the beginning position
- B. The machine isn't threaded right
- C. The needle is dull
- D. Both A and B

10. When you have finished serging a seam, you should:

- A. Cut the thread off right by the needle
- B. Leave a thread tail about 3 to 4 inches long
- C. Leave a thread tail about 10 to 12 inches long

WELCOME TO DYNAMICS OF CLOTHING

In order to receive an "A" in my class you must complete every assignment on this sheet. If you only complete the "B" level you will receive a "B". Everyone will start at the B level and work to the "A" level. Don't panic you have 10 weeks to complete these assignments. :)

"B" Level

		Completed
1. Sewing Equipment Scavenger Hunt	20 points	_____
2. Thread Machine	20 points	_____
3. Wind the Bobbin	20 points	_____
4. Oral and Written Exam	25 points	_____
5. Complete "Your Measurements"	10 points	_____
6. Layout Assignment	30 points	_____
9. Sample Book	80 points	_____
10. **Mini Backpack, Ski Hat, or Tie	50 points	_____
11. P.J. Pants	120 points	_____
12. Sweatshirt	100 points	_____

**Extra Credit using your extra fabric from your past projects complete a purse or a body warmer.

"A" Level

1. Thread Serger	100 points	_____
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***DEADLINES YOU MUST MEET!!

1. You must have your fabric for your mini-back pack or ski hat by January 22, 2001.
2. You need to decide on your P.J. pants and sweatshirt by January 26, 2001. I will place the order on that day!! I will need the money before I order.

SAMPLE BOOK CRITERIA

Assignments	Completed
1. Different Stitch Square #1	_____
2. Different Stitch Square #2	_____
3. 1/4 inch Seam Sample	_____
4. 5/8 inch Seam Sample	_____
5. Plaid Sample Plaids must match in order to get credit	_____
6. Gather Sample	_____
7. Patch Pocket Sample	_____
8. Buttonhole Sample	_____

Attach each sample to the correct page.

Supplies Needed For The Ski Hat.

*****5/8 yard of polar fleece

Supplies Needed For The Mini-Back-pack

*****1 yard of any cotton fabric
(small prints look the best)

Supplies Needed For the Tie

****7/8 yard of any cotton fabric
***3/4 yard of iron on interfacing

You need your fabric by January 22, 2001

Topic: Parts of the Machine

Objective: The students will memorize the parts of the machine by identify the parts and demonstrate what they do.

Motivator: 6 paper puzzles of a sewing machine.

Activity #1
Hand out a picture of the machine. The students will fill in the blanks of the machine while sitting in front the machine.
Teacher explains the parts of the machine. The students will be able to move and touch the parts.

Individualistic
Competitive
Cooperate

Activity #2
How to select the different stitches.
Explain the chart:
Foot
Stitch Width
Stitch Length
Needle Position

Individualistic
Competitive
Cooperate

Activity #3
With partners have quiz each other on the parts of the machine.

Individualistic
Competitive
Cooperate

Summary: A ticket out the door they must identify or explain a part of the machine when I point to it. **EVALUATION**

Process Questions:

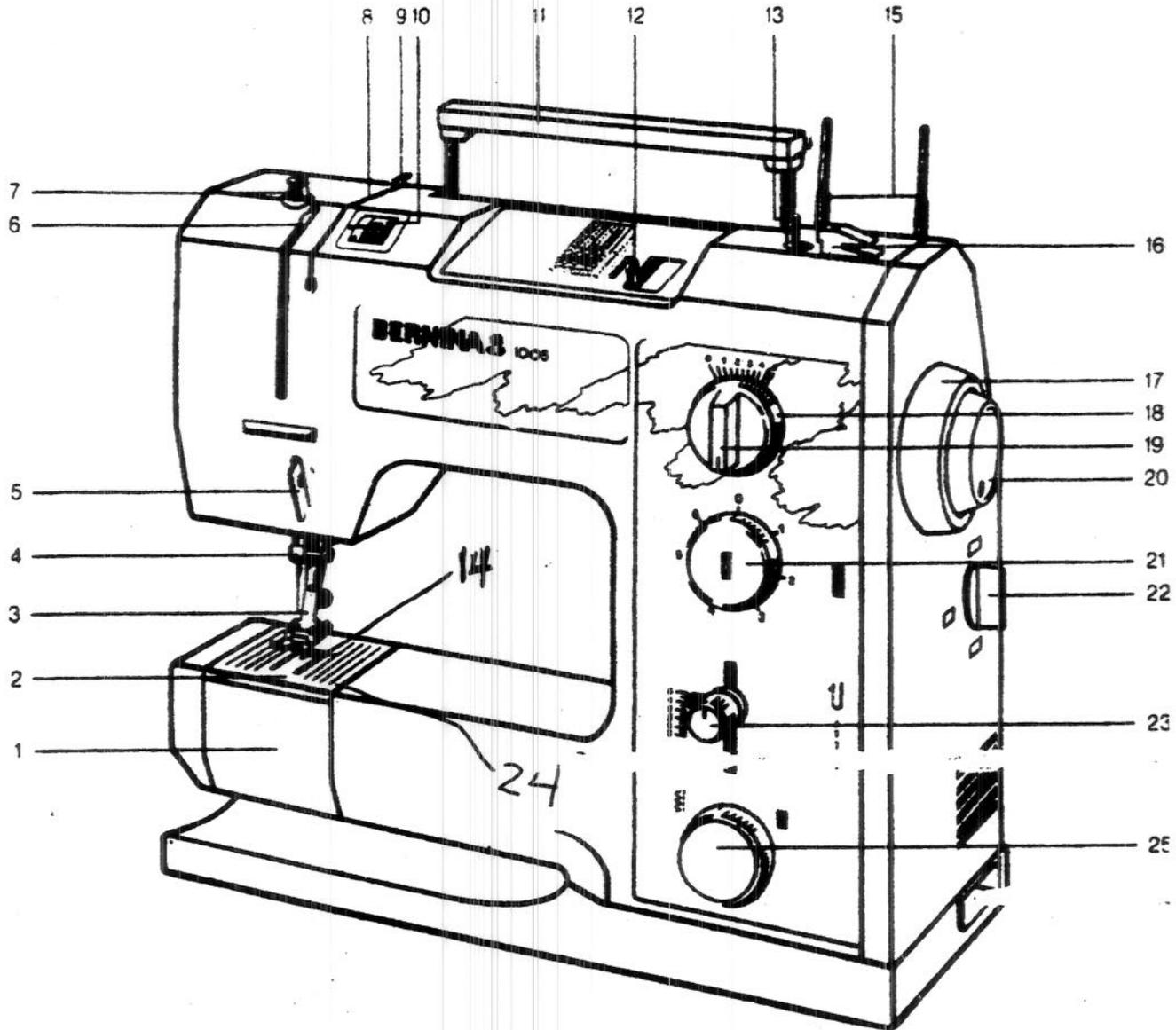
1. If switch the stitch width to 5 what will happen to my stitch?
2. If I want the machine to make a normal stitch what does my stitch length and stitch width have to be on?
3. Always turn your hand wheel _____ you.
4. What happens if my stitch length is on 5?

Supplies Needed: Machine Fill in the Blank worksheet.

Which Multiple Intelligence Were used:

Musical, Visual Spatial, Intra personal, Linguistic,
Interpersonal, Body Kinesthetic, Naturalist Logical Mathematical

Details of the machine



Topic: Threading the Machine

Objective: The students will be able to thread the machine, wind the bobbin, and correctly place bobbin in case.

Motivator: Simon Say's with the parts of the machine.

Activity #1
Have the students pick up a spool of thread and a bobbin. Go to their machine and wait for instructions.

WINDING THE BOBBIN

1. Loosen the handwheel
2. Follow the arrows.
3. Lock the bobbin on the bobbin spindle.

Individualistic
Competitive
Cooperate

Activity #2
Threading the Machine

Demonstrate how to thread the machine

The students need to thread the machine 5 times.

The teacher will go around the room and pass off winding the bobbin and threading the machine.

EVALUATION
Individualistic
Competitive
Cooperate

Activity #3
The bobbin and bobbin case.

1. Put bobbin in bobbin case clock wise.
2. Thread it through the case.
3. Put bobbin case in machine until it clicks

Explain how to pull the threads up.

Individualistic
Competitive
Cooperate

Summary: Threading the machine is one of the most crucial parts of sewing. If the machine is not threaded correctly the machine will not sew. Any questions on threading the machine?

Process Questions:

1. How many threads do you need in order to sew?
2. What way do you put the bobbin in the bobbin case?
3. List the three steps that have to be done before winding the bobbin?
4. Where does the bobbin case go at the end of the day?

Supplies Needed: Thread and bobbin's

Which Multiple Intelligence Were used:

Musical, Visual Spatial, Intra personal, Linguistic,
Interpersonal, Body Kinesthetic, Naturalist Logical Mathematical

Topic: Machine Quiz

Objective: The students will be measured by an oral quiz on the parts of the machine and a written quiz on the equipment. The students will be able to list 5 safety tips while using the serger.

Motivator: Who can thread the machine the fastest. Time two students on how fast they can thread the machine. Repeat two or three times.

Activity #1	Activity #2	Activity #3
I will perform the oral quiz while other students are taken the written quiz. EVALUATION	When the students finish one or both quiz they will complete the equipment word search EVALUATION	Demonstrate and explain the five tips of sergering.
The oral Quiz is 7 questions.		
Individualistic Competitive Cooperate	Individualistic Competitive Cooperate	Individualistic Competitive Cooperate

Summary: In groups of 3 list 3 differences of a serger and a sewing machine.

Process Questions:

1. Why should you not use pins at the serger?
2. What feature does a serger have that a sewing machine does not?
3. How long should your tail be before you stop sergering?

Supplies Needed: Written Quiz, Score Sheet and questions for the oral quiz

Which Multiple Intelligence Were used:

Musical, Visual Spatial, Intra personal, Linguistic,
Interpersonal, Body Kinesthetic, Naturalist Logical Mathematical

Written Quiz Equipment

- A. ___ Measuring Tool
- B. ___ Item that helps you "unpick" a mistake.
- C. ___ Items used for marking symbols on fabric.
- D. ___ Used to protect the counter when cutting.
- E. ___ I cut paper not fabric.
- F. ___ I cut fabric not paper.
- G. ___ I hold two pieces of fabric together while sewing. (Don't forget to remove me)
- H. ___ A sharp cutting tool that cuts straight lines.
- I. ___ Provides a way of raising or lowering the needle manually.
- J. ___ The spool pin holds me.
- K. ___ I go in the bobbin case.
- L. ___ Needs to be in highest position every time you begin and end a seam.
- M. ___ Stops needle movement during bobbin winding.
- N. ___ Allows the machine to stitch backward
- O. ___ I am used to sew something by hand.
- P. ___ I am needed when a needle breaks on the sewing machine.

- 1. Handwheel
- 2. Thread take-up lever
- 3. Thread
- 4. Tape Measure
- 5. Tracing wheel, tracing paper, and Taylor's chalk
- 6. Pins
- 7. Needle
- 8. Bobbin
- 9. Rotary Mat
- 10. Shears
- 11. Stitch Length Knob
- 12. Rotary Cutter
- 13. Screwdriver
- 14. Seam Ripper
- 15. Handwheel Release
- 16. Scissors

Oral Quiz Questions

1. Always turn your hand wheel _____.
2. If the stitch length and backstitch knob is on 5 what happens?
3. If I want to sew a normal straight line what number does my stitch length have to be on?
4. To sew a zigzag line the stitch width has to be on? To sew a straight line the stitch width has to be on?
5. What are the arrows for on the bobbin spindle?
6. What line would you follow in you want a $5/8$ inch seam?
7. Where should the take-up lever be when you finish sewing?



NAME _____ PERIOD _____ DATE _____

SEWING TOOLS: BIG AND SMALL WORDSEARCH

Directions: Circle the following sewing tools and aids in the letter grid. The words may appear down, across, or diagonally. Then decide which of the groups each sewing tool belongs to and label it with the appropriate letter.

- | | | | |
|-----------|-------------------|-----------|----------------|
| 1. _____ | tape measure | 11. _____ | needle |
| 2. _____ | straight pins | 12. _____ | tailor's chalk |
| 3. _____ | water soluble pen | 13. _____ | seam roll |
| 4. _____ | scissors | 14. _____ | rotary cutter |
| 5. _____ | seam ripper | 15. _____ | serger |
| 6. _____ | seam gauge | 16. _____ | pressing ham |
| 7. _____ | iron | 17. _____ | sewing machine |
| 8. _____ | shears | 18. _____ | point turner |
| 9. _____ | pin cushion | 19. _____ | tape measure |
| 10. _____ | presscloth | 20. _____ | thread |

A W K D Q Q V N N P X W Q K P R E S S C
 K T S R T T H F C N Q H K S S R Q I H L
 N O I H S U C N I P F N T W I D W A N O
 R O W N V K N A C T V R X I Q F I F M T
 F L A K N G A C E G A U G M A E S J K H
 F S C I S S O R S I U K X P X I V X M C
 U B W Y W Y S N G P L I S G J Y G H A R
 C F T U W E V H O L L O R M A E S Y H W
 X Q E I L D T N J S M D E O Q M J K G S
 N V B W D P E O L W A X T Q N L T P N R
 A W Q V I S R A E H S E B N N E Y Y I G
 T Y M N I H A G V J D T I K D H D Y S G
 A I S C M R E N R U T T N I O P K K S S
 I X D B S B O I T E P Y V D W O L H E I
 L J S H B T I N A H R U V F Y H I N R N
 O M A H M O O B R B R L C H A L K D P W
 R K C Q P R V E C F H E V C T Q C G O A
 S K J W I S E W I N G M A C H I N E Q T
 C X S C E X O R B E J E Q D R L D I C N
 H H N Q M I A X C T S P K M Q R S X Y E
 A L W A T E R S O L U B L E P E N R V M
 L T A H Q G B J P J Y N L S W Q I H S P
 K I R R E T T U C Y R A T O R V D J F I
 B P V D M U A Y K U I J I H X D D S V U
 I X E L R L R Y O V N E E D L E X C T Q
 D K A V O E K I Y O X J N T G H A J V E
 S I U L P E G M R I P P E R P R T L S P
 E F J P Y P V R E T A P E M E A S U R E
 A W I U J L X X E E T G I T R S W J X W
 M R I H W H H A U S C F H M F W B O I D

- A. MEASURING TOOLS
- B. CUTTING TOOLS
- C. MARKING TOOLS
- D. PRESSING TOOLS
- E. STITCHING TOOLS
- F. PINNING TOOLS

(There are two extra words hidden in the grid—can you find them?)

Serger Tips

1. There's a knife. Keep fingers away from it.
2. Lay fabric straight and neat
3. Sergers go faster than regular machines
4. Never use pins at the serger.
5. Always leave a 4 inch tail of stitching behind the presser foot. Cut the thread with your scissors.

Topic: Stitch Sample #1		
Objective: The students will apply their knowledge of the machine by demonstrating 6 different stitches on a sample square.		
Motivator: I want to make a stitch #6 on my machine. Change your stitch selector and settings on your machine.		
<p>Activity #1</p> <p>Go over the instructions of sample square #1.</p> <p>*Cutting out square</p> <p>* Must have 6 different stitches</p> <p>*Serge around the edge</p> <p>*Attach to sample sheet</p> <p>Individualistic</p> <p>Competitive</p> <p>Cooperate</p>	<p>Activity #2</p> <p>Complete different stitch sample square</p> <p>EVALUATION</p> <p>**The days that we sew we listen to different types of music.</p> <p>Individualistic</p> <p>Competitive</p> <p>Cooperate</p>	<p>Activity #3</p> <p>Serge around the edge. This will be there first experience using the serger.</p> <p>Individualistic</p> <p>Competitive</p> <p>Cooperate</p>
Summary: How many finished the sample square. If you finished you get a piece of candy.		
<p>Process Questions:</p> <ol style="list-style-type: none"> 1. How many different stitches did you need to have? 2. Does the serger go faster? 3. What stitch was your favorite? 		
Supplies Needed: Fabric, Rotary mat and cutters, and thread.		

Which Multiple Intelligence Were used:

Musical,
Interpersonal,

Visual Spatial,
Body Kinesthetic,

Intra personal,
Naturalist

Linguistic,
Logical Mathematical

Square Sample #1

1. Cut 2 7x7 square

You will use one square for sample square #1 and the second square for sample square #2

Square #1

- a. Stitch one line of straight stitch regular length.
- b. Stitch one line of straight stitch basting length.
- c. Stitch one line of ziz zag.
- d. Stitch 4 lines of your chose
- e. Serge around the edges

Be creative when designing your square

STITCH SAMPLE #1

Topic: Stitch Sample #2

Objective: The students will apply their knowledge of the machine by demonstrating how to pivot and complete 8 squares on a sample square.

Motivator: Have a word scramble _ _ _ _ _ The word is pivot explain and demonstrate what pivot means.

Activity #1
Go over the instructions of sample square #2.
*Cutting out square
* Must have 8 complete squares
* Practice backstitching at the beginning and at the end.
*Serge around the edge
*Attach to sample sheet

Individualistic
Competitive
Cooperate

Activity #2
Complete sample square #2.

EVALUATION

*Listening to music

Individualistic
Competitive
Cooperate

Activity #3
Serge around the edge.

Individualistic
Competitive
Cooperate

Summary: Have another word scramble using the word back stitch.

Process Questions:

1. Why is it important to backstitch?
2. When pivoting always leave your needle where?
3. After pivoting always put your presser foot where?

Supplies Needed : Fabric, rotary cutter, mat, and thread.

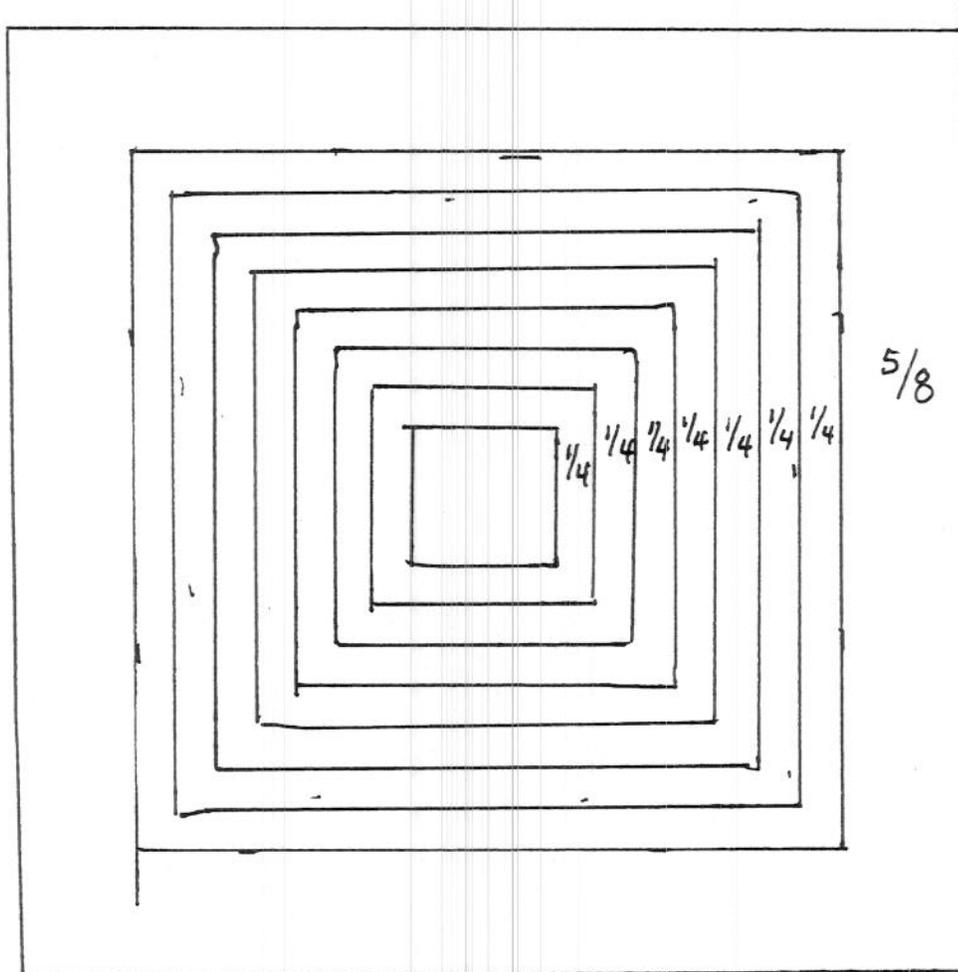
Which Multiple Intelligence Were used:

Musical, Visual Spatial, Intra personal, Linguistic,
Interpersonal, Body Kinesthetic, Naturalist Logical Mathematical

Stitch Sample

Square 2

- Sew a $\frac{5}{8}$ inch seam around the square, pivoting at the corners.
- Sew $\frac{1}{4}$ inch seam (edge of presser foot) next to the last stitching line—pivot at corners. Do this 7 more times.
- Practice keeping lines straight, backstitching at the beginning and end, and pivoting at the correct points.
- Make sure your stitch length is $2 \frac{1}{2}$.
- Your square should look like this



STITCH SAMPLE #2

Topic: Seam Samples

Objective: The students will construct a 1/4 inch seam and a 5/8 inch seam.

Motivator: Have the ironing board and iron at the front of the room. Ask the students if someone will demonstrate the difference of pressing and ironing.

Activity #1	Activity #2	Activity #3
Go over the instructions of the seam samples. *Cut out 4 4x4 squares. * With right sides together sew a straight 1/4 inch seam and 5/8 inch seam. * Press open the seams. * Attach to the sample page.	The students will complete both of their seam samples. EVALUATION *Listening to music	Complete a skill check off sheet. The students will gather all of their samples and present them to the teacher to be passed off.
Individualistic Competitive Cooperate	Individualistic Competitive Cooperate	Individualistic Competitive Cooperate

Summary: In groups of 4 list 3 reasons why you need straight seams.

Process Questions:

1. When sewing articles of clothing the seam allowance is usually?
2. What is guide for 1/4 inch?
3. Why do you always put right sides together?

Supplies Needed: Fabric, Rotary mat and cutters, and thread, iron and ironing board.

Which Multiple Intelligence Were used:

Musical, Visual Spatial, Intra personal, Linguistic,
Interpersonal, Body Kinesthetic, Naturalist Logical Mathematical

SEAM INSTRUCTIONS

Objective: After the student completes each seam they will be able to distinguish between a $1/4$ inch seam and $5/8$ inch seam.

When sewing you will usually sew a $1/4$ inch seam or a $5/8$ inch seam. It is very important that you know what line you use to line up the fabric to the machine.

$1/4$ inch along the presser foot

$5/8$ inch the line with the circle

****The more accurate you are with your seams the more likely your projects will turn out!

1. Cut 4 4x4 squares

2. With two of your squares you will sew a $1/4$ inch seam. With the other two squares you will sew a $5/8$ inch seam.

Remember right sides together.

3. After you have completed each square press open each seam and place them in your book. You want to display the seams.

5/8 INCH SEAM SAMPLE

1 / 4 INCH SEAM SAMPLE

Topic: Pattern Symbols		
Objectives: The students will identify the 8 symbols on pattern pieces and locate them on their first projects pattern pieces.		
Motivator: The students will make a flea catcher and put the 8 symbols of a pattern piece and the correct name.		
<p>Activity #1</p> <p>Go over the 8 symbols:</p> <ul style="list-style-type: none"> * Give the name * The purpose of the symbol <p>The students will be filling out a worksheet that goes along the lecture.</p>	<p>Activity #2</p> <p>Cut out their pattern piece for their first project.</p>	<p>Activity #3</p> <p>The students will write the name of the symbol on their pattern piece.</p> <p>EVALUATION</p> <p>Pass off any assignments that are finished.</p>
<p>Individualistic</p> <p>Competitive</p> <p>Cooperate</p>	<p>Individualistic</p> <p>Competitive</p> <p>Cooperate</p>	<p>Individualistic</p> <p>Competitive</p> <p>Cooperate</p>
Summary: The students will use their flea catcher to quiz one another.		
<p>Process Questions:</p> <ol style="list-style-type: none"> 1. What is the purpose of notches? Do you have to cut the notches in my class? 2. What symbol do you use to make pants longer? 3. How do you know how many you have to cut out? 		
Supplies Needed: Worksheet.		

Which Multiple Intelligence Were used:

Musical, Visual Spatial, Intra personal, Linguistic,
 Interpersonal, Body Kinesthetic, Naturalist Logical Mathematical

NOTCHES

CUTTING LINE

PLACE ON FOLD

LENGTHEN OR

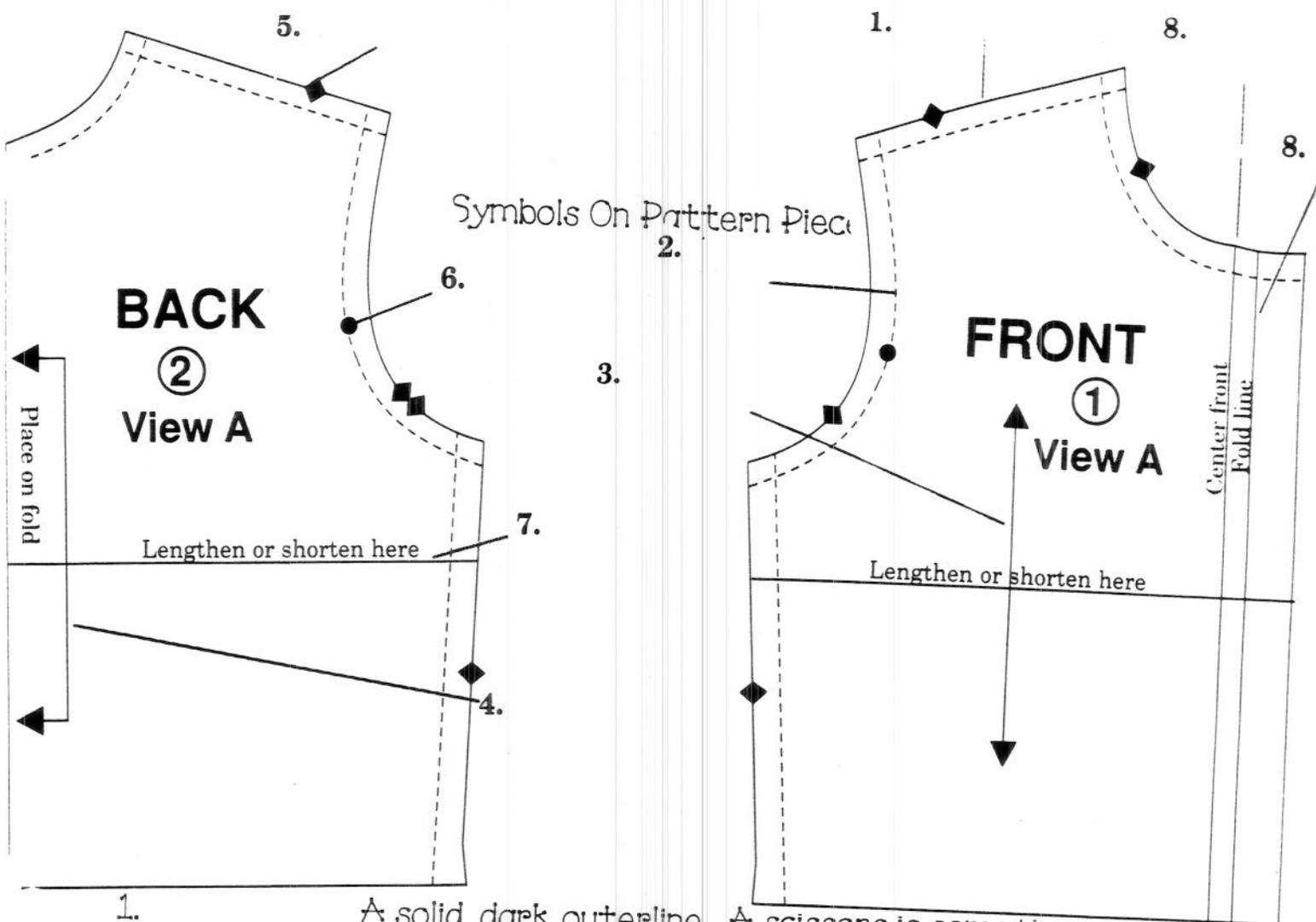
SHORTEN LINE

MARKINGS

GRAIN LINE ARROW

CUT HOW MANY

STITCHING LINE



1. A solid, dark outerline. A scissors is sometimes printed on this line to let you know this is where you should cut.

2. A dotted line inside the cutting line. This is the line on which seams will be stitched.

3. A straight line with an arrow at each end. It is used to position the pattern on the fabric. The arrow must be parallel to the fabric. This arrow must be parallel to the fabric selvage or lengthwise grainline

4. A narrower line than the cutting line which tells you to put that line on a fold of the fabric.

5. Single, double, or triple diamond which help you match garment pieces accurately.

6. Marks which help you match garment pieces. Sometimes they show where you should start or stop stitching.

7. One or more lines which show where you can add or subtract length to make the pattern longer or shorter.

8. Hemline, center front and back, and foldline—show position and/or suggested sizes of special construction details.

Fabric

1. The tightly woven finished edges of a piece of fabric. Selvages do not ravel

2. Yarns that run the same direction as the selvaqe. Most garments are cut with the lengthwise yarns going up and down the body.

3. Yarns that run across the fabric from one selvaqe to the other. Crosswise yarns stretch more than lengthwise yarns.

4. A diagonal line between the lengthwise and crosswise yarns. Bias stretches.

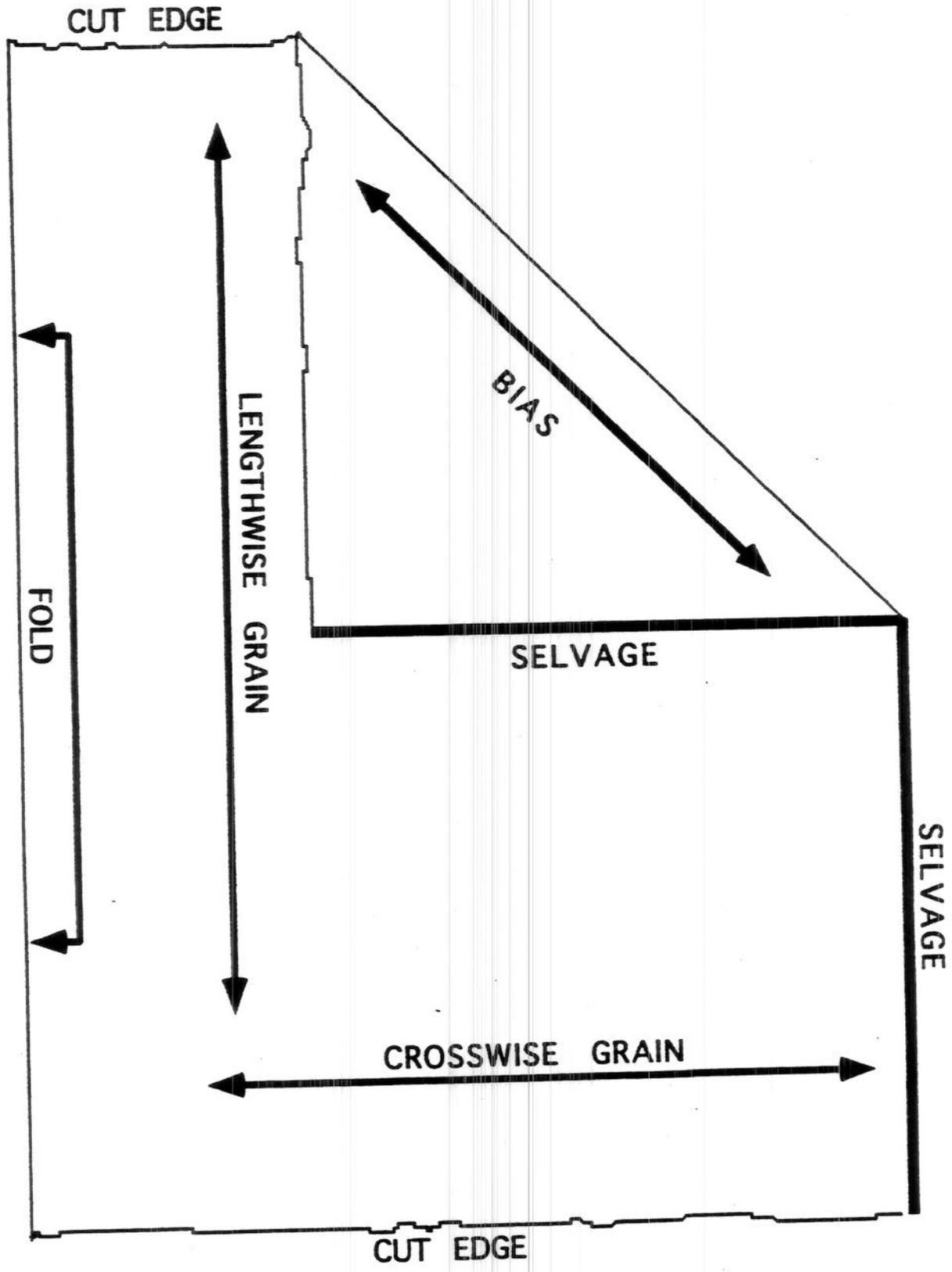
Topic: Fabric		
Objective: The student will identify the 5 parts of fabric and practice their skill on a mock layout activity.		
Motivator: Display raw cotton, a yard of cotton fabric, and shirt. What do these 3 things have in common.		
<p>Activity #1</p> <p>Have a yard of fabric at each table.</p> <p>*Have word strips of the 5 parts of fabric. While I am discussing the five parts of the fabric the students will identify the parts of the fabric by taping the word strip on the correct spot.</p> <p>Individualistic Competitive Cooperate</p>	<p>Activity #2</p> <p>*Demonstrate the proper way to lay out pattern pieces on fabric. Explain how to tell whether it is straight or not.</p> <p>Individualistic Competitive Cooperate</p>	<p>Activity #3</p> <p>The students will receive:</p> <ol style="list-style-type: none"> 1. One piece of construction paper. 2. Small pattern pieces. 3. Glue <p>The students will use the construction paper as fabric and place and glue the small pattern pieces on the fabric correctly.</p> <p>EVALUATION Individualistic Competitive Cooperate</p>
Summary: Find a partner and see if your sample layout looks the same as there's. If you find problem explain what they did wrong and help them fix it.		
<p>Process Questions:</p> <ol style="list-style-type: none"> 1. The lengthwise arrow is always parallel to? 2. What happens if you put something on the bias? 3. The arrow on the pattern piece should always go the same direction as the? 		
Supplies Needed: Fabric, word strips, pattern pieces, construction paper, small pattern pieces, glue, and scissors.		

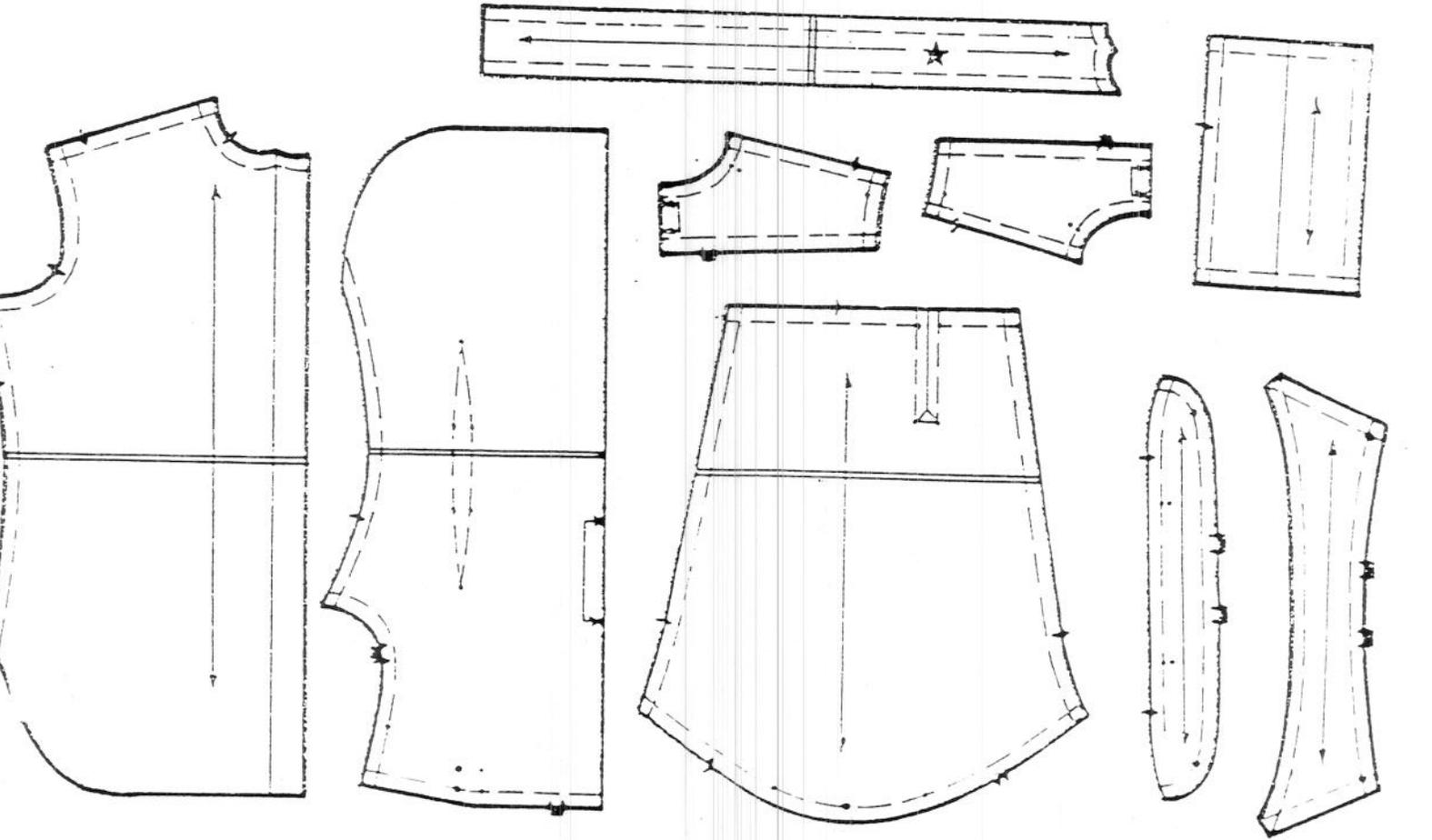
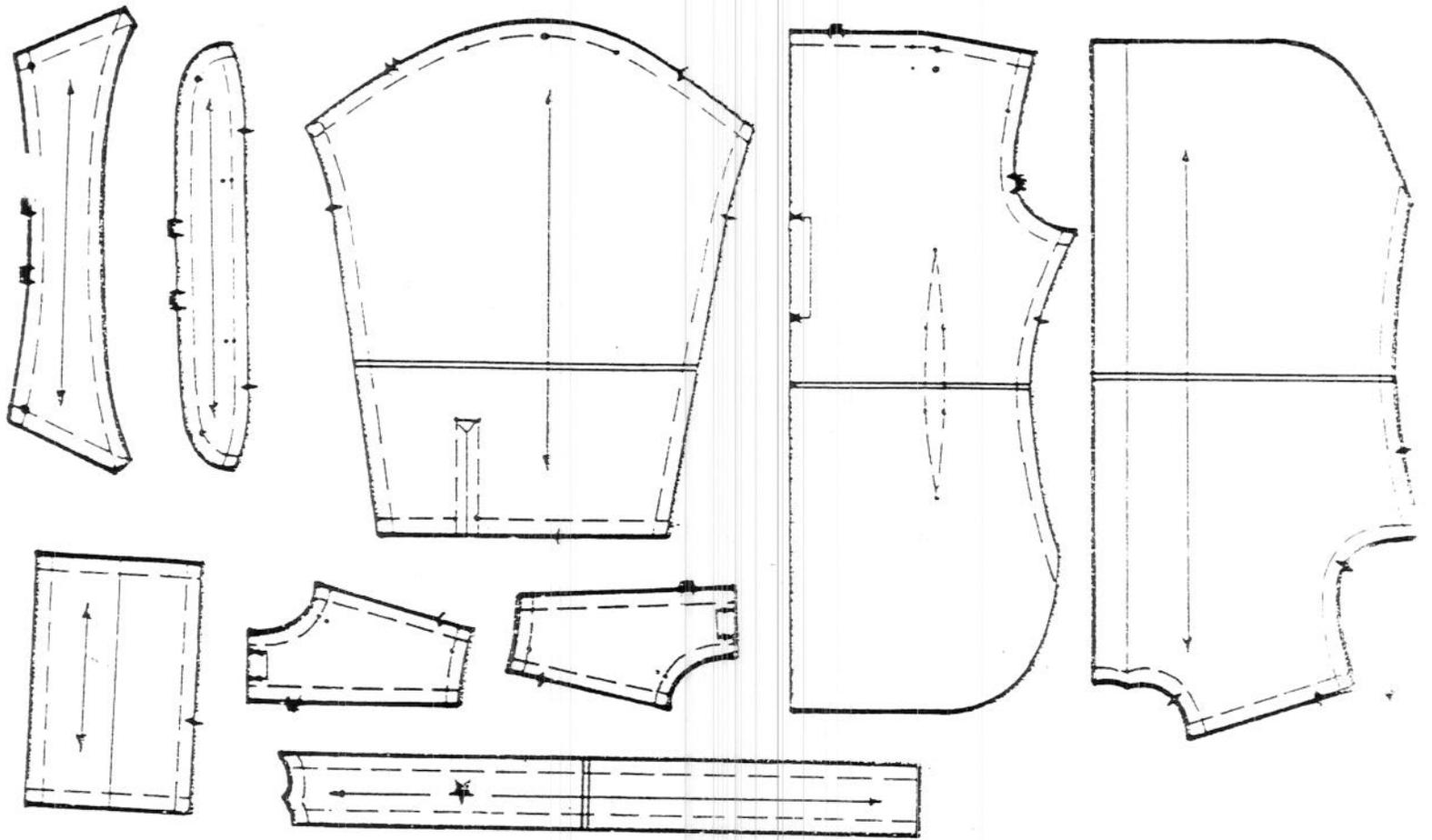
Which Multiple Intelligence Were used:

Musical, Visual Spatial, Intra personal, Linguistic,
 Interpersonal, Body Kinesthetic, Naturalist Logical Mathematical

SELVAGE
BIAS
CROSSWISE
FOLD

LENGTHWISE
GRAIN





INSTRUCTIONS

1. WRITE YOUR NAME ON EACH PATTERN PIECE
2. CUT OUT EACH PATTERN PIECE
3. PLACE PATTERN PIECES ON CONSTRUCTION PAPER
 - a. MAKE SURE LOOK FOR PATTERN SYMBOLS LIKE PLACE ON FOLD AND GRAINLINE
4. HAVE MISS MANGUM CHECK YOUR LAYOUT
5. MEASURE FROM GRAINLINE ARROW TO SELVAGE TO MAKE SURE YOUR PATTERN PIECES ARE STRAIGHT
6. GLUE TO PAPER

INSTRUCTIONS

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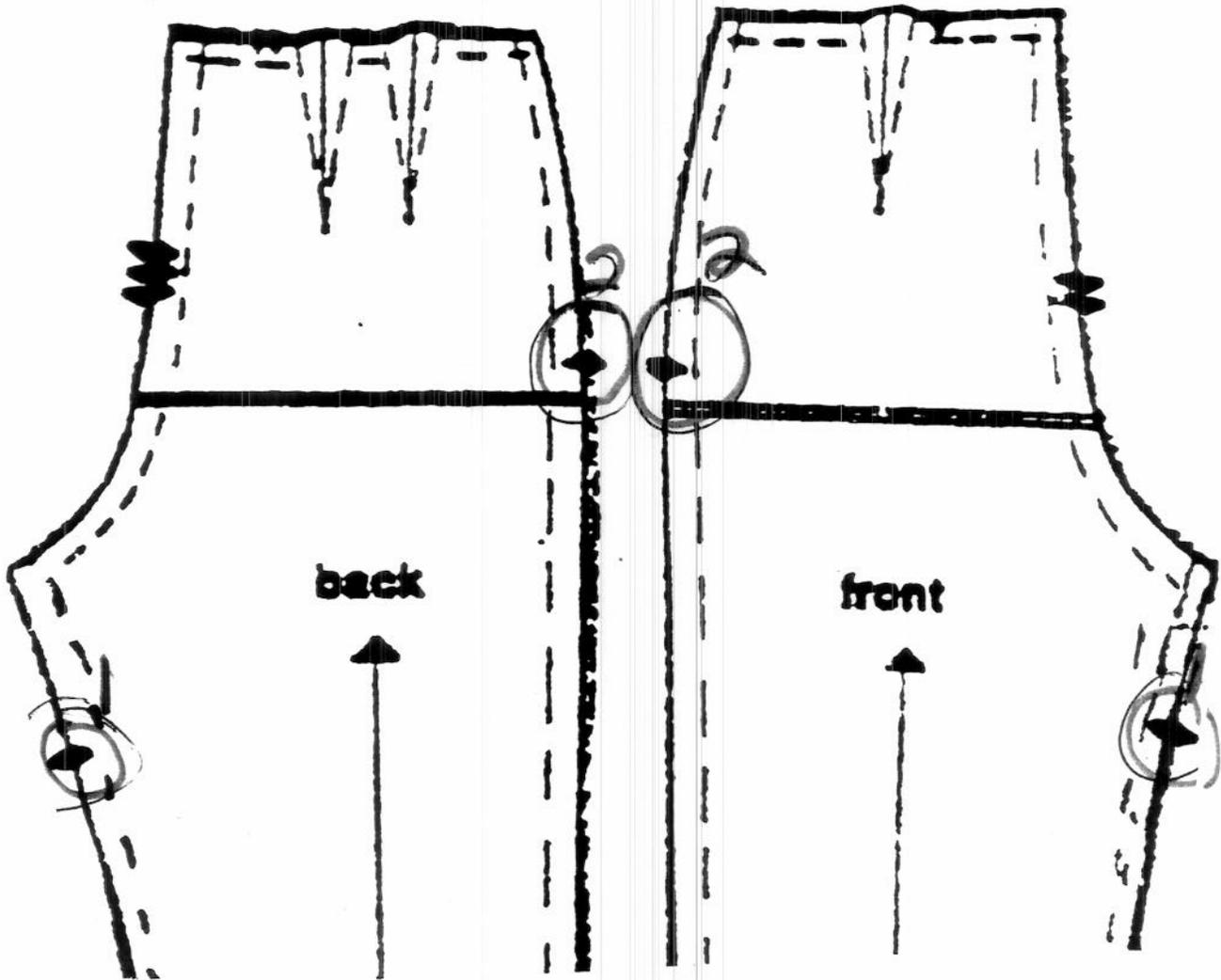
INSTRUCTIONS

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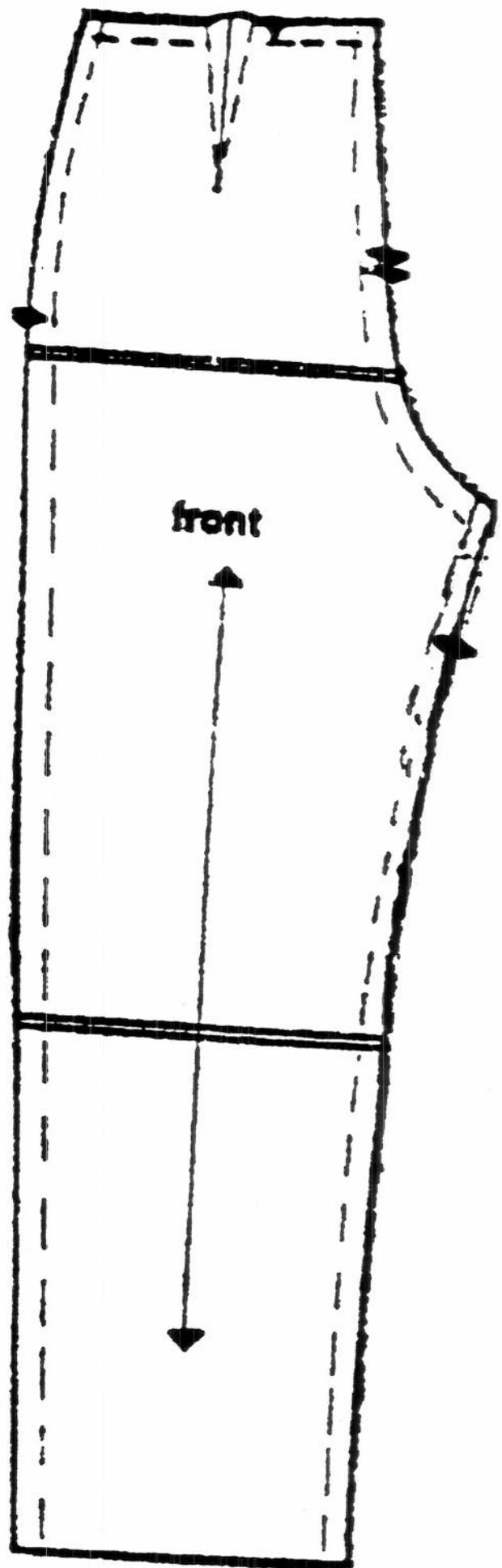
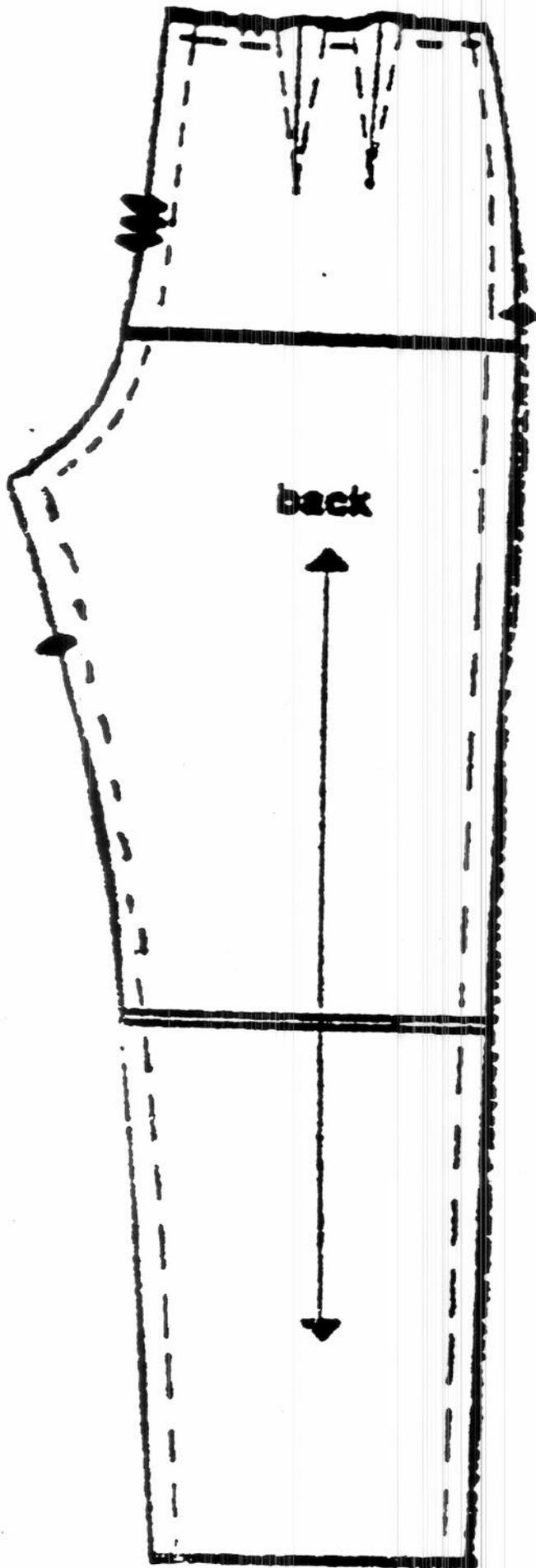
Plaid Sample

Goal: You want your lines to match!

1. Cut out your 2 pattern pieces
2. Lay your pattern pieces on plaid fabric. Make sure the following notches are on the same line or color. Also, don't forget the lengthwise arrow needs to be parallel with the selvage.

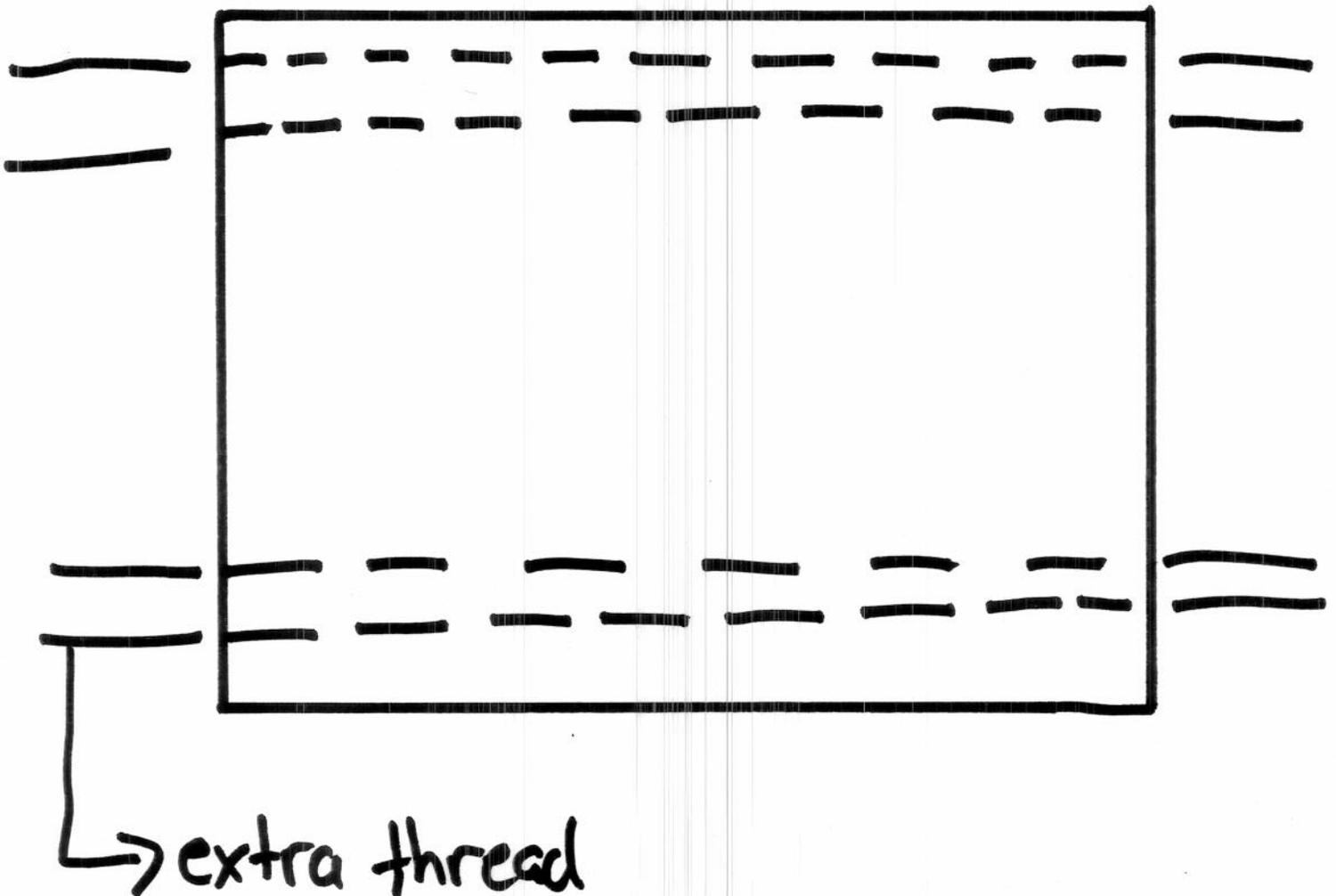


3. Cut One of each pattern piece
4. With right sides together match up the lines and sew the inner seam and outer seam. Make sure you pin them together to make sure your lines match up
5. Turn Right side out and hopefully your lines match!!
6. Press and put on your sample sheet



GATHERING INSTRUCTIONS

1. Cut a 7x7 square
2. Adjust stitch length to 5
 - a. You will be basting 2 rows to create a gather
 - b. Make sure you do not backstitch
3. Stitch the first row 1/4 inch leaving some thread at the ends.
4. Stitch the next row 1/4 inch leaving some thread at the ends.
5. Repeat the same process but on the opposite side.
6. Pull both threads from one end. GENTLY slide fabric along thread to gather half the section. Repeat at other end until gathered section is the proper length.
7. Do the same on the opposite side
8. Place in your book



PATCH POCKET SAMPLE

GATHER SAMPLE

PLAID SAMPLE

BUTTONHOLE SAMPLE

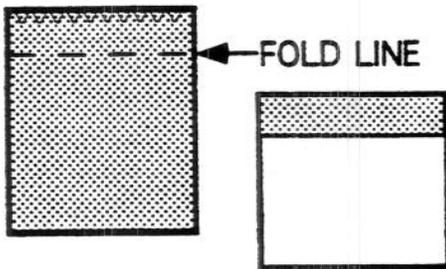


Name _____ Period _____ Date _____

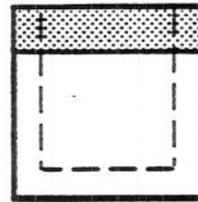
PATCH POCKETS WITH MITRED CORNERS

Directions: Cut two (2) pieces of fabric 5 inches by 6 inches in size. Finish the edge of one (1) piece only—this will be your back piece. The other piece is for the pocket. Follow the steps outlined below to make your patch pocket with mitred corners.

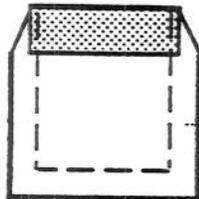
1. Finish the top edge of the pocket. Fold the top edge to the right side of the fabric 1 inch from the top and press.



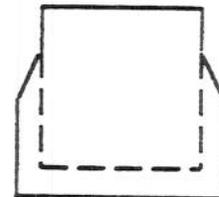
2. Stitch around three (3) sides of the pocket as shown; stitch 1/2 inch from the edge of the fabric. Use a standard stitch length and backstitch at the beginning and end.



3. Clip the top corners as shown in the diagram.



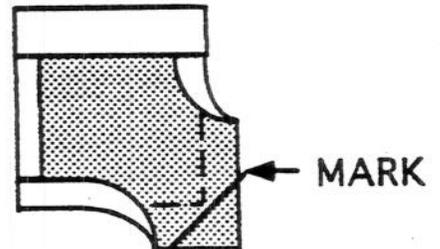
4. Turn the fold to the wrong side of fabric, making sure the corners are square.



5. Press the seam allowances to the wrong side of the fabric at the 5/8-inch line. Press the top fold and corners, too. Be sure the corners are square.



6. Working from the wrong side of the pocket, pull out one lower corner and mark across the corner as shown.



Wrong side of fabric

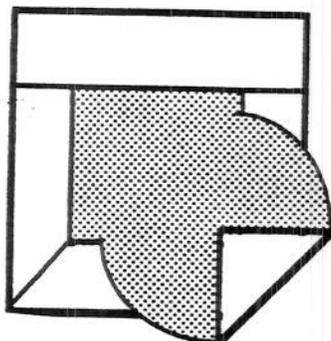


Right side of fabric

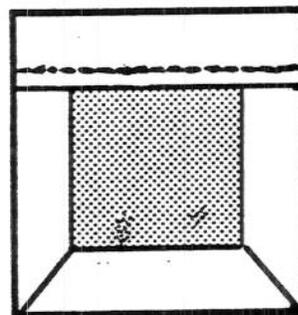


PATCH POCKETS WITH MITRED CORNERS - PAGE 2

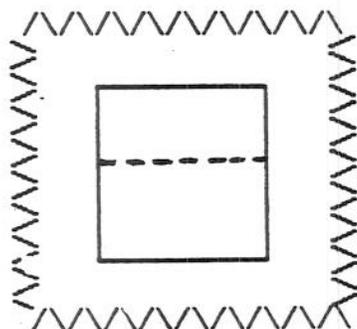
7. Fold the triangle to the wrong side, keeping the seam allowances open and out.



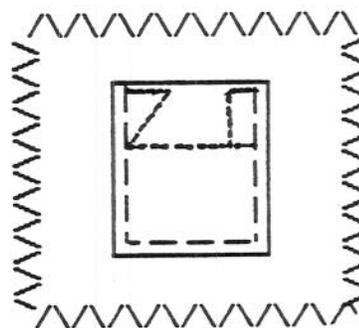
8. Fold the seam allowances (corners) to the center to form a diagonal line as shown. Press in place. Stitch along clean finished edge to form pocket facing.



9. Place the pocket onto the back piece, centering it carefully. Pin in place.



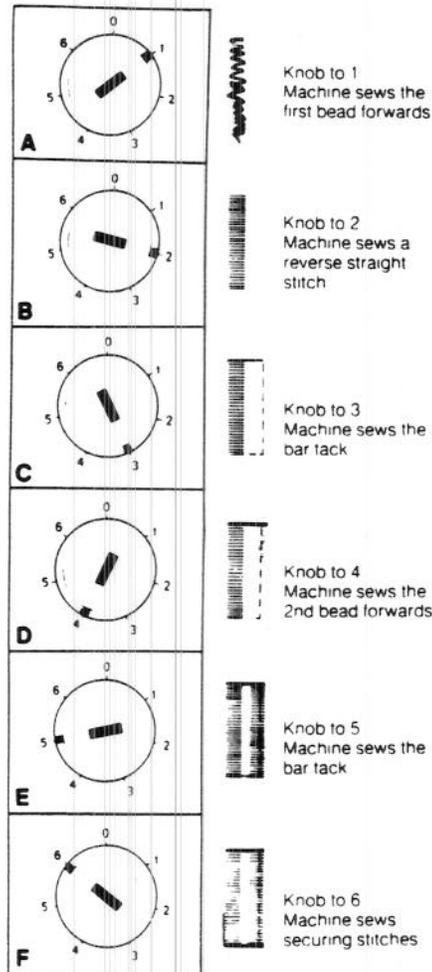
10. Topstitch the pocket to the back, stitching 1/8 inch from the edge. Reinforce top of pocket with a triangle or rectangle. Backstitch at the beginning and the end.

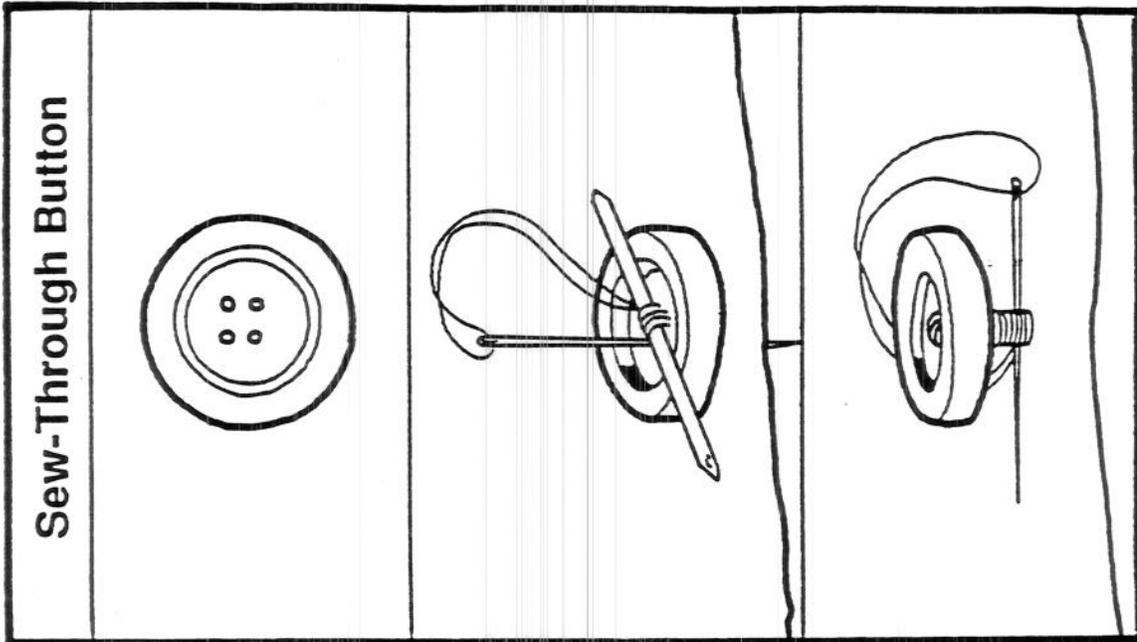


You are finished. You have learned two things: 1) how to make a patch pocket, and 2) how to mitre a corner. Attach your sample pocket to this sheet and turn it in for grading.

Buttonhole Instructions

1. Must make a vertical and horizontal buttonhole.
2. Must sew a button on the same sample.



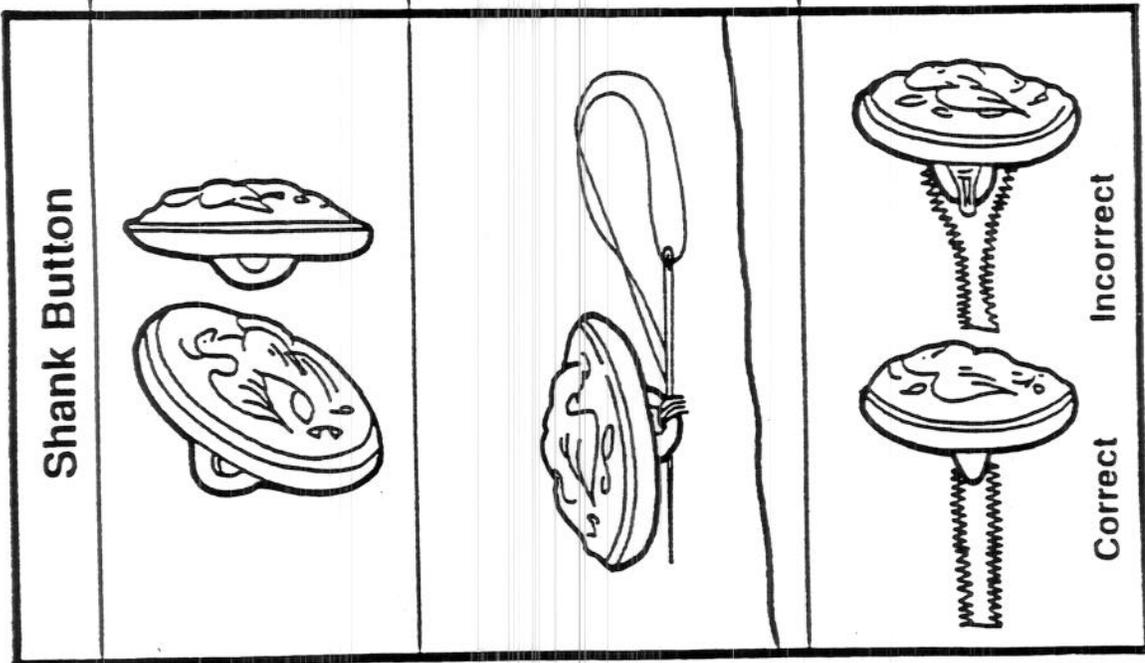


Sew-Through Button

The Button

The Method

The Shank



Shank Button

Correct

Incorrect

Female Measurements

Sleeve _____
Back _____
Bust _____
Waist _____
Hips _____
In-seam _____
Out-seam _____

***Someone needs to take your measurements. You cannot take your own measurements

Male Measurements

Neck _____
Sleeve _____
Chest _____
Waist _____
Hips _____
In-seam _____
Out-seam _____

***Someone needs to take your measurements. You cannot take your own measurements

Back-Pack Instructions

1. Remember to transfer the markings to the **WRONG** sides of the fabric.

2. With **RIGHT** sides together stitch side seams (1/4 inch), leaving openings between small dots. Do the same thing for both squares.

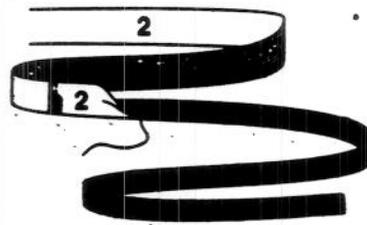
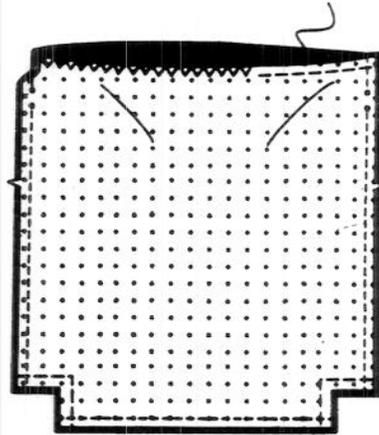
*****PRESS** seams open

STRAPS

3. Fold Bag Straps in half, lengthwise, with **RIGHT** sides together stitch long edge and one end in a 1/4 inch.

PUTTING IT TOGETHER

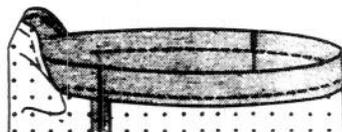
4. Turn one bag right side out and leave the other bag wrong side out. Put the wrong side bag in the Right side matching up the



openings. (Side and Bottom Openings)

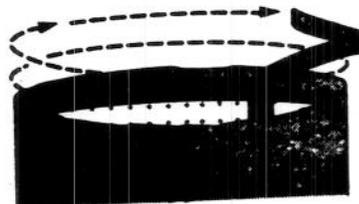
CASING

5. Fold upper edge to inside 1/4 inch. (Use a Seam Gauge and iron). Stitch 1/4 inch.



6. Fold upper edge 1 inch. Stitch along the same stitch line.

7. Stitching at the strap in the opening. Thread Straps through openings.



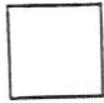
8. Turn bag wrong side out and place strap through the opening. Stitch so it is secure.



MICROWAVE BODY WARMERS

DIRECTIONS BY CAROL SPOR

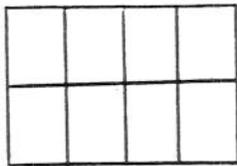
VIEWS



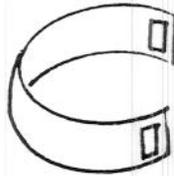
POCKET
HAND
WARMER



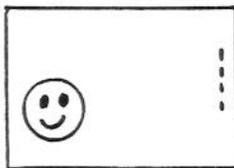
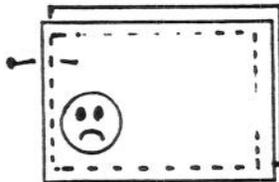
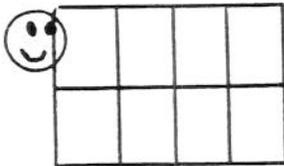
POCKET
HAND
WARMER



PAD



NECK WARMER



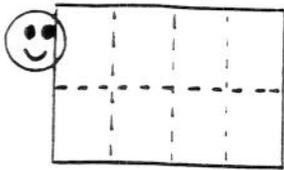
Suggested size
10" X 14"

SUPPLIES NEEDED

Soft fabric (any size)
Thread
Rice Beans
5" velcro (neck warmer)

PAD CONSTRUCTION

1. On pretty side of 1 piece of fabric divide into 8 sections by drawing lines.
2. Place pretty sides of fabric together. Pin in place. Using 1/4" seam allowance, stitch around outside edge. Leave opening.
3. Pull pretty side to outside. Press.
4. With funnel, pour 1 c. rice into opening.
5. Stitch opening closed.



6. Spread rice apart. Stitch on drawn lines.

7. Heat in microwave 1-2 minutes.

POCKET HAND WARMER CONSTRUCTION



Suggested sizes
5" X 5"
or
3" X 6"

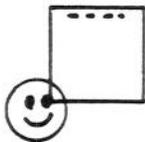


1. Place pretty sides of 2 pieces of fabric together. Pin in place. Using 1/4" seam allowance, stitch around outside edge. Leave opening.

2. Pull pretty side to outside. Press.

3. With funnel, pour 1/2 cup rice into opening.

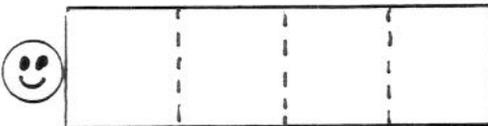
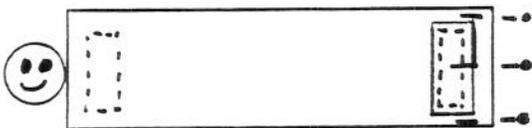
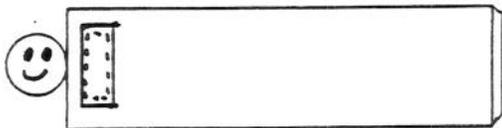
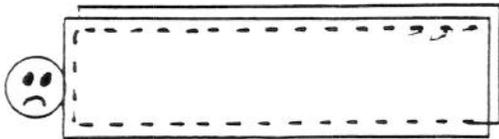
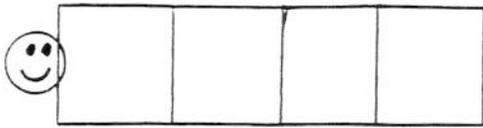
4. Stitch opening closed.



5. Heat in microwave 45 seconds.

NECK WARMER CONSTRUCTION

Suggested
size
3" X 20"



1. On pretty side of 1 piece of fabric divide into 4 sections by drawing lines.

2. Place pretty sides of 2 pieces of fabric together. Pin in place. Using 1/4" seam allowance, stitch around outside edge. Leave opening.

3. Pull pretty side to outside. Press.

4. On enclosed end stitch velcro into place.

5. With funnel, pour 1 cup rice into opening.

6. Fold opening closed. Pin in place. Place velcro in place on opposite side to the already attached velcro piece. Stitch in place.

7. Spread rice apart. Stitch on drawn lines.

8. Heat in microwave 45 seconds.

CONGRATULATIONS on finishing your warmers!

PURSE DIRECTIONS

Supplies:

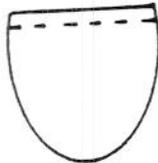
heavy fabric 12" X 15"
lining fabric 12" X 15"
1 1/2 yd. heavy cording
3/4" button
thread

Competencies:

1. Pin, cut, mark pattern and fabrics
2. Make 1/4" seam allowances
3. Press
4. Clip curves to eliminate bulk
5. Serge
6. Make buttonhole
7. Sew on button

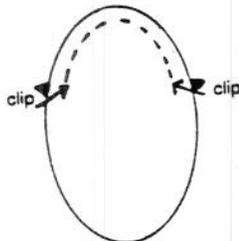
Sewing directions:

1. Pin paper patterns on fabrics.
2. Cut out pattern on cutting lines.
3. Mark fold line, stitching line, and buttonhole on purse flap.
4. Front:
 - A. Place pretty side of lining on pretty side of fabric.
 - B. Using 1/4" seam allowance, stitch lining and fabric together across straight edge.



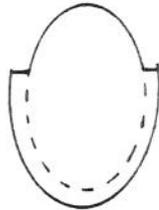
- C. Press seam open. Turn ugly sides of lining and fabric together. Press flat.

5. Back:
 - A. Place pretty side of lining on pretty side of fabric.
 - B. Using 1/4" seam allowance, stitch lining and fabric together from notch to notch around flap.



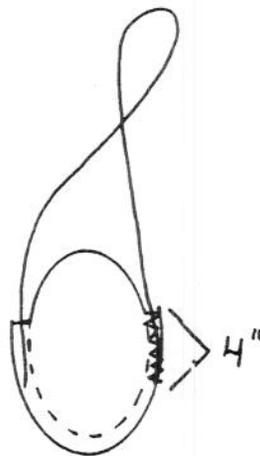
- C. Clip seam allowance at both notches (Do NOT cut through stitching!).
- D. Clip pie shaped cuts around curved edges to eliminate bulk.
- E. Turn ugly sides of fabric and lining together. Press flat.

- 6.
 - A. Place front on back with pretty sides of fabric together (lining will face outward).
 - B. Using 1/4" seam allowance, stitch around front and back pieces to form sides and bottom.

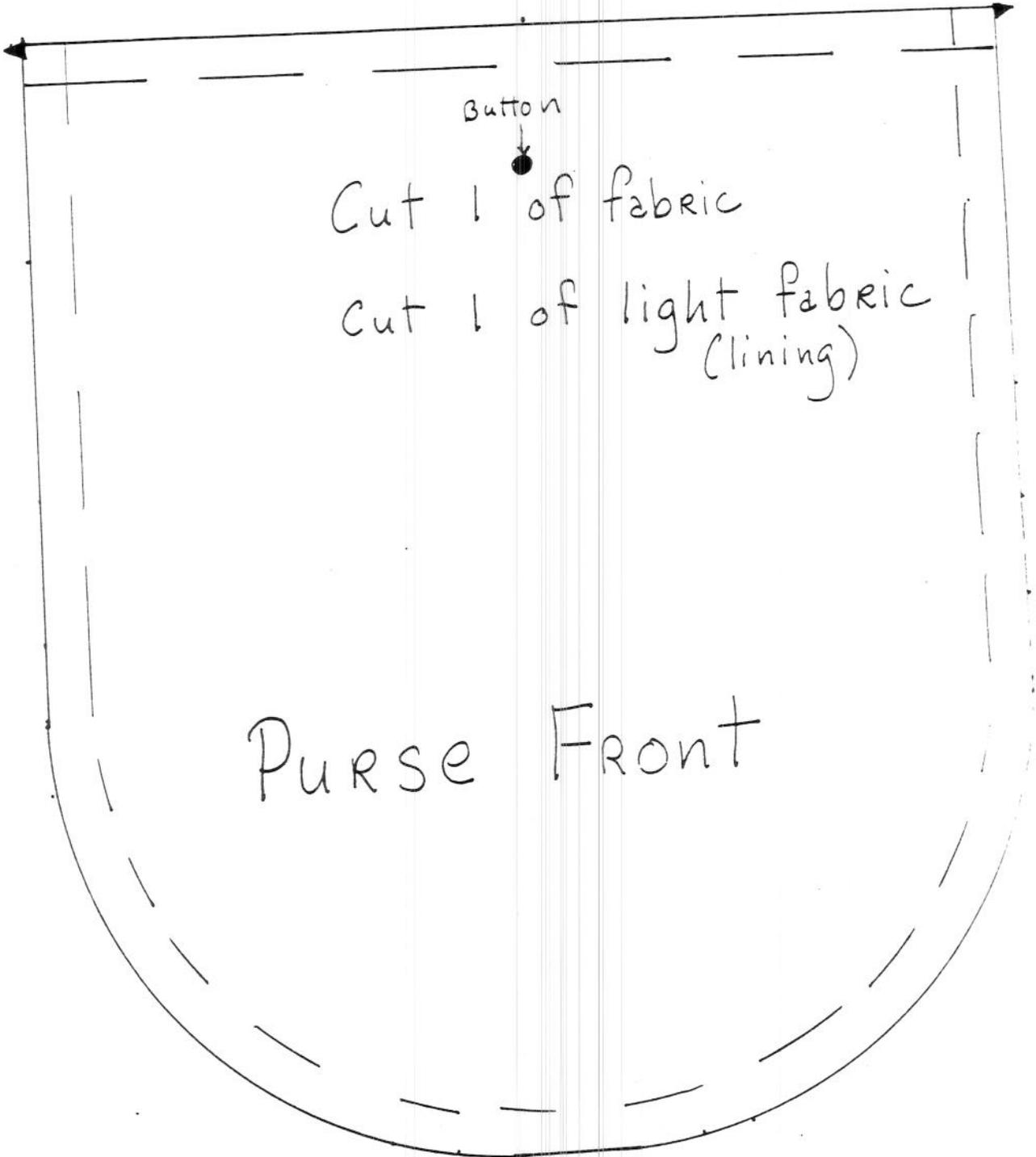


- C. Clip pie shaped cuts around curved edge to eliminate bulk.
- D. Serge raw seam. Reinforce ends of serging.
- E. Turn pretty sides of fabric to outside. Press flat.

- 7. Make buttonhole on flap according to size of button chosen.
- 8. Fold flap over front to mark button placement. Attach button.
- 9. Turn purse so that the lining is on the outside again..
- 10. Place ends of strap along serged edge (4" down the side). Zig Zag strap onto the serged seam.



- 11. Turn outside of purse to the outside again. Press the finished article.
- 12. Congratulations on completing your purse.



Button

Cut 1 of fabric

Cut 1 of light fabric
(lining)

Purse Front

(Purse Flap)

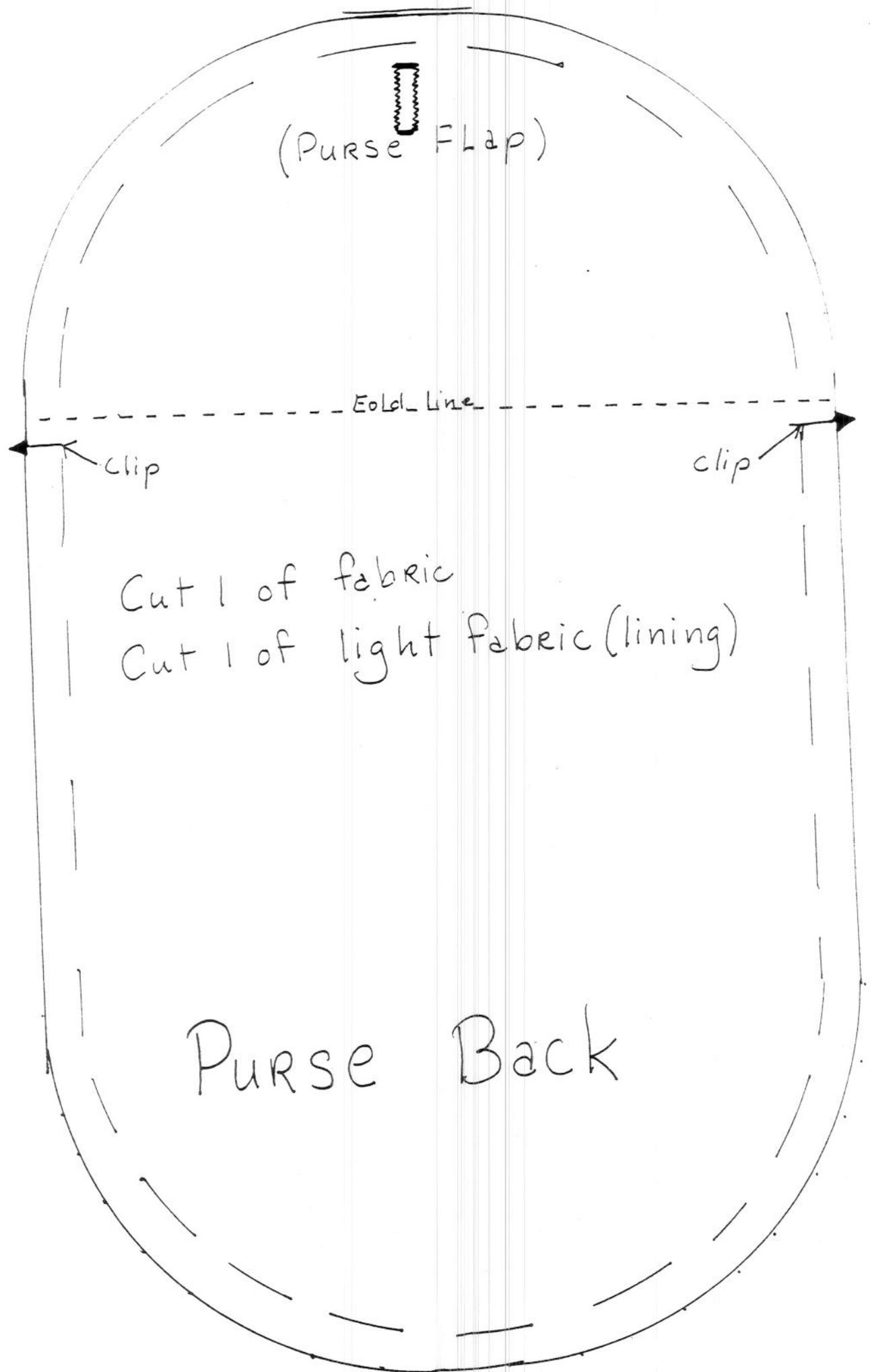
fold line

clip

clip

Cut 1 of fabric
Cut 1 of light fabric (lining)

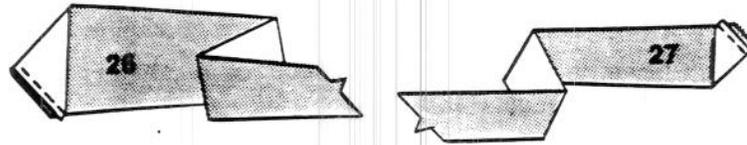
Purse Back



NECKTIE

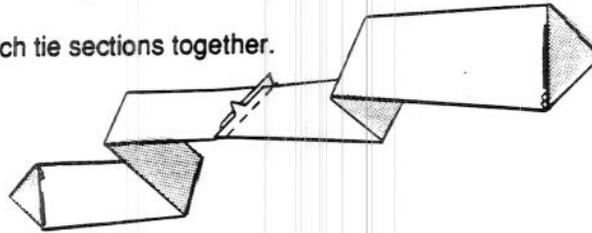
IMPORTANT: Keep tie flat and smooth on an ironing board or long flat surface while working.

Fold FRONT (26) and BACK (27) on facing line, RIGHT SIDES TOGETHER. Stitch lower raw edges together.



Turn facing to INSIDE. press.

Stitch tie sections together.

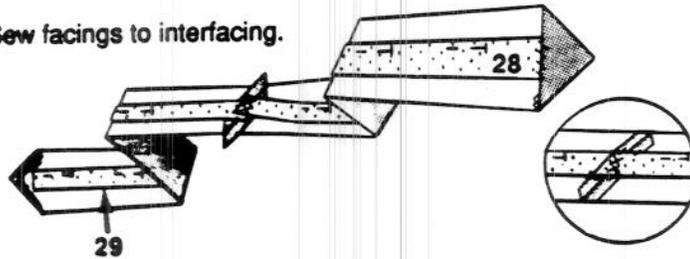


Place FRONT INTERFACING (28) and BACK INTERFACING (29) sections on WRONG SIDE of tie between fold lines and overlapping slanted ends at seam of tie. Slip straight ends of interfacing under tie facings.

Pin one long edge of interfacing to tie, as illustrated.

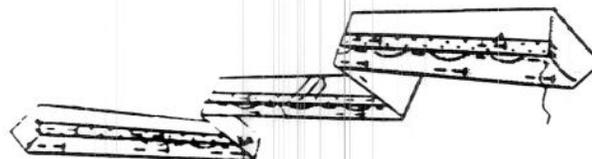
Lift interfacing and catch-stitch slanted ends together; then tack to seam allowances of tie.

Sew facings to interfacing.



Turn one long edge to INSIDE along fold line (over edge of interfacing) pin 1/4" (6mm) from folded edge.

Sew raw edge to interfacing ONLY as follows: Leave a free end of thread 2" (5cm) long and take a short backstitch; continue with loose stitches 2" (5cm) long, making a short backstitch between each long stitch. End with a backstitch and cut off end of thread, leaving a 2" (5cm) length hanging free. Remove pins.



Turn other long edge of tie to INSIDE (over edge of interfacing). Turn under seam allowance and pin over raw edge, as illustrated. slipping ends of thread to INSIDE.



Invisibly slipstitch edge with turned under seam allowance over raw edges, being careful not to take stitches thru front of tie.

Press tie lightly.

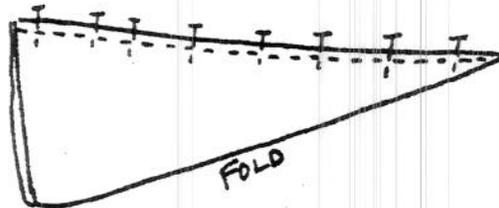
Tack edges of tie together just below facing at each end, as illustrated.

Ski Hat

**Supplies needed: 5/8 yd. polar fleece
thread to match**

**Cut out one of each pattern piece: hat body
band
tassel**

**Fold hat body in half, pin together along long edge.
Sew 1/4" seam along long edge.**



Turn hat right side out.

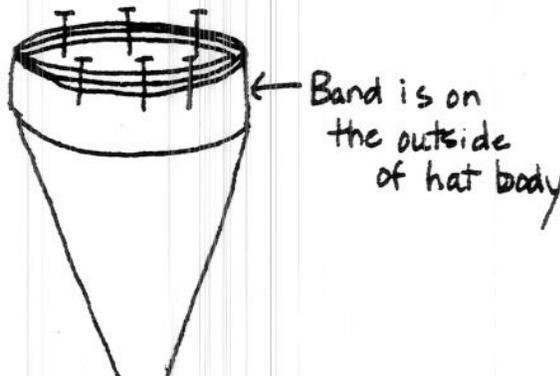
**Fold band in half and pin the short side.
Sew 1/4" seam.**



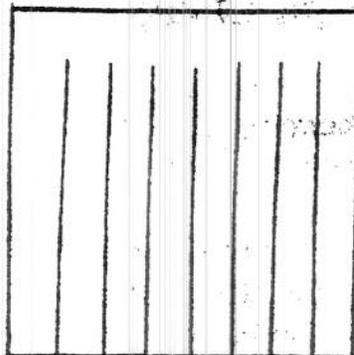
Fold band so that seam is in the inside and pin to hold together.



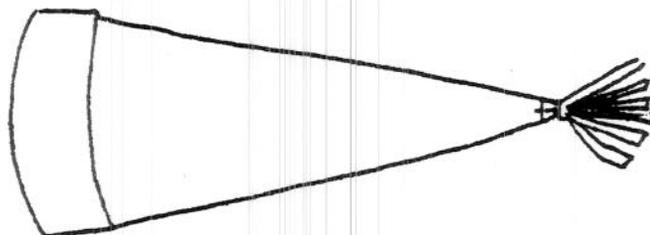
**Pin band to hat body (you may have to stretch band slightly).
Sew around band.**



To make tassel, cut thin strips being careful not to cut all the way through.



Wrap tassel around the point end of the hat. Sew across by machine or hand.



You are done. Try it on. See you skiing!!!

RUBRIC - Machine Buttonhole

OBJECTIVE: The student will be able to sew a machine buttonhole for a specific button. The button must be able to slip through the buttonhole moderately easy

<u>Pts.</u>	<u>Stdnt</u>	<u>Tchr</u>
<u>Poss</u>	<u>Eval</u>	<u>Eval</u>

- | | | |
|-----------|-------|-------------------------------------------------------------|
| <u>25</u> | _____ | Buttonhole is the correct length to fit the button |
| <u>25</u> | _____ | Two sides are parallel |
| <u>25</u> | _____ | End bars are centered over the two parallel sides |
| <u>25</u> | _____ | Last stitches are a tack to secure stitching |
| <u>15</u> | _____ | Buttonhole is close to the correct length to fit the button |
| <u>15</u> | _____ | Buttonhole has two sides of equal length but not parallel |
| <u>15</u> | _____ | One end of bar is centered on one end of buttonhole |
| <u>15</u> | _____ | Last stitches slightly tack stitching |
| <u>5</u> | _____ | Buttonhole is incorrect length |
| <u>5</u> | _____ | Sides are not parallel and not the same length |
| <u>5</u> | _____ | Neither end bar is centered |
| <u>5</u> | _____ | No tacking is present |

RUBRIC - Purse

OBJECTIVE: The student will be able to sew a small purse with a strap

Pts. Poss	Stdnt Eval	Tchr Eval
-----------	------------	-----------

- | | | |
|----|-------|------------------------------------------------------------|
| 20 | _____ | Purse is symmetrical |
| 20 | _____ | Buttonhole has parallel sides, bars centered, tacked |
| 20 | _____ | Buttonhole is correct size and is correctly placed |
| 20 | _____ | Button correctly sewn, appropriately placed |
| 20 | _____ | Strap securely and neatly attached |
| 20 | _____ | Lining does not show on right side |
| 20 | _____ | Inside seam is clipped and serged |
| 15 | _____ | Purse is semi-symmetrical |
| 15 | _____ | Buttonhole has two sides of equal length but not parallel |
| 15 | _____ | Buttonhole is correct size, badly placed |
| 15 | _____ | Button correctly sewn but poorly placed |
| 15 | _____ | Strap securely attached but not neat |
| 15 | _____ | Lining shows only slightly on right side |
| 15 | _____ | Inside seam is serged |
| 5 | _____ | Purse is not symmetrical at all |
| 5 | _____ | Sides are not parallel and not the same length, not tacked |
| 5 | _____ | Buttonhole is incorrect size, badly placed |
| 5 | _____ | Button poorly sewn, poorly placed |
| 5 | _____ | Strap not securely attached, not neat |
| 5 | _____ | Lining shows |
| 5 | _____ | Inside seam is neither clipped not serged |