

Lesson 5.12: Comparing the Same Item Across Stores, Secondhand, and Online

Unit: Unit 5, Make It, Mend It, Wear It (Apparel and Textile Production and Design) **Topic:** 5.3 Smart Apparel Consumers **Grade:** 6 to 8 (written at grade 7; see Differentiation for the grade 6 support and grade 8 stretch) **Days:** 1 class period of 40 minutes (day 132) **Room:** classroom or FACS lab; no sewing today, so the station kits stay closed

Standards

- NYS module line: NYS ATPD 4. Consumer Resources and Finance b) Compare cost of similar apparel items when obtained from a variety of different types of vendors
- NYS module line: NYS ATPD 4. Consumer Resources and Finance a) Compare and contrast the cost of constructing an apparel item versus purchasing one or repurposing one
- NYS module line: NYS ATPD 1. Selection f) Select appropriate clothing for a variety of situations without exceeding financial and other resources
- NYS module line: NYS ATPD 1. Selection e) Select wardrobe items based on personal clothing values and available resources
- CTE theme line: CTE FCL 4. Buying Goods and Services g) Compare local, national, and global resources for obtaining goods and services
- CTE theme line: CTE FCL 4. Buying Goods and Services f) Apply a decision-making model to maximize consumer satisfaction when purchasing goods and services
- NYS FACS Learning Standard 3 (Intermediate), Key Idea: Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self.; Performance Indicator: Students understand the resources available to them, make informed decisions about the use of those resources, and know some ways to expand resources.
- CDOS Standard 3a Universal Foundation Skills: Managing Resources
- National FCS 3.0: 16.5.2 Examine what it costs to construct, manufacture, distribute, alter, repair, or recycle textiles, fashion, and apparel.
- National FCS 3.0: 2.1.4 Use consumer skills when buying and caring for clothing.

One note on the NYS FACS standard. The state's own Standards Addressed block for the Apparel and Textile Production and Design module lists Learning Standard 2 only, so Standard 2 (Intermediate), PI "Students use age-appropriate techniques to select and maintain clothing." is cited here as a second standard; Standard 3 is the better fit for ATPD 4. Consumer Resources and Finance and is cited first (see the crosswalk, Part E.3).

Enduring understanding and essential question

Big idea: The same sweatshirt has four different prices and four different levels of quality depending on where you buy it. The price on the tag is only part of what you pay. **Essential**

question: Two sweatshirts look the same on a hanger. How do you tell which one is worth the money?

Objectives

By the end of this lesson, students will be able to:

1. (Low) Given four vendor types (discount store, mall brand, secondhand shop, online marketplace), list one cost advantage and one risk of each.
2. (Mid) Given a garment in hand, apply four quality checks (seam strength, fabric weight, stitch density, and what the label reads) and record the result on a checklist.
3. (High) Given the four inspected garments and a stated buyer, recommend one and defend the choice in writing using price, quality, and at least one hidden cost, within the buyer's money, time, and size limits.

Vocabulary

Tier 2 (general academic): vendor, compare, risk, recommend, defend Tier 3 (FACS): fabric weight, stitch density, single-needle seam, double-needle seam, fiber content label, secondhand, hidden cost, restocking fee. See Vocabulary 05.md for Turkish, Portuguese, and Spanish.

Materials and setup

- Four sample hooded sweatshirts, one per vendor type, labeled A through D with a hang tag showing only the price and the vendor type. One thin discount-store fleece, one mall brand, one heavy secondhand, one that came from an online order in its shipping bag with the packing slip. *[Sal: your own closet, the school lost and found with permission, a thrift shop run, or four sweatshirts borrowed from staff. The online one matters most because of the packing slip.]*
- Three inspection kits, one per station of about seven students: a ruler with quarter-inch marks, a magnifier or a phone camera set to zoom (school policy permitting), a kitchen or postal scale if available, a small flashlight, and a pair of white index cards to lay behind the fabric so students can see light through it
- Handout 05.12 - Price and Spec Sheets and Buyer Cards.md, one per student (the four-garment inspection page and one buyer card; the eight-item sheet in the same file is the grade 8 stretch and the extension for a longer period)
- One shipping bag with a real packing slip showing item price, shipping, and the return policy. Black out the name and address before class.
- Slides: Slides 05.12 - Comparing the Same Item Across Stores Secondhand and Online
- Calculators, one per two students
- Setup notes: hang the four sweatshirts on the board or on three station tables before the bell with the price tags facing out. Do not say which is which; the tags say only a price and a vendor type. Black out the name, address, and order number on the packing slip. No food, no allergens, no sharp tools today.

Pre-assessment

The do now is the pre-assessment: students write what they think the four sweatshirts cost. Collect the guesses out loud and write the spread on the board. A class that guesses within a few dollars on all four already knows the market and can move faster through Step 1. A class that puts the secondhand heavy cotton one at the top of the price list is about to learn something, and that is the lesson.

Procedure

One day: four vendors, four quality checks, one buyer

Step	Teacher will	Students will	Time
Do now and hook	Slide 1. On the board: “Four sweatshirts are on the table. Write what you think each one cost, A to D. Then circle the one you would buy.” Ninety seconds of writing, then take three guesses out loud and write the spread on the board. Hook: “One of these cost four dollars more than another and will last three times as long. Nobody can tell me which one by looking at it from here.”	Write four guesses. Circle one. Say a guess out loud when called.	4 min
1. Direct instruction: the four vendor types	Slides 2 to 5, fast. Name the four types, one cost advantage and one risk each: discount store (lowest tag price; thinner fabric, fewer stitches), mall brand (better construction and easy returns; you pay for the logo	Fill the four-box chart on the handout: type, one advantage, one risk.	6 min

	and the store), secondhand shop (best price for the quality; one size, as-is, no returns, inspect it yourself), online marketplace (widest choice and often the lowest listed price; you cannot touch it, shipping and returns cost money, sizing is a guess, days to arrive). Post the four on the wall.		
2. Learning activity: the four quality checks, at stations	Slides 6 to 9, one check per slide. Demonstrate each on garment A for ten seconds: seam strength (pull gently sideways across a seam), fabric weight (flashlight against a white card, heavier blocks more light), stitch density (ruler on the seam, count the stitches in one inch; 8 is low, 10 to 12 is good), and the label (fiber content, care, country, brand). Rotate the three stations about every four minutes with a bell. Circulate with the clipboard checklist.	At each station, run all four checks on one sweatshirt and record the result on the inspection table. Write the guessed price before the real price is revealed.	12 min
3. The hidden costs online	Slide 10. Pass the shipping bag and the packing slip around. Build the landed cost on the	Compute the landed cost on the handout. Write the one hidden cost that matters most and	7 min

	board from the slip: item price, shipping, tax, the return cost if it does not fit, the days waited. Name the five hidden costs: shipping, return shipping, restocking fees, sizing risk, time. Ask: "The listing says \$9.99 [update]. What did it actually cost to get one that fits?"	why.	
4. Reveal, then the buyer choice	Slide 11. Reveal the four real prices and vendor types; students correct their guesses in a different color. Then read the class buyer card out loud (one buyer, three limits: money, time, size) and set the individual task: pick one of the four garments for this buyer and write the defense on the handout: the item, the total the buyer pays including any hidden cost, one quality check that supports it, one line on how the choice fits the buyer's values and resources, and the runner-up and why it lost. This is each student's own call, made with the	Correct the guesses; underline the buyer's three limits; choose, compute, and write the five-line defense.	8 min

	garment data in front of them.		
Closure	Slide 12. Two students read their defense line. Exit card below.	Read or listen; write the exit card.	3 min

Day total: 4 plus 6 plus 12 plus 7 plus 8 plus 3 = 40 minutes.

Questions to ask

Monitor understanding:

- What is the stitch count on that seam? Show me where you counted.
- Which of these two labels tells you more, and what does it tell you?
- Your buyer has \$50 [update]. What does the item actually cost her by the time it is in her hands?
- Which of the eight items cannot work for your buyer at all? Say the reason out loud.

Deepen learning (why and how, tied to their lives):

- The secondhand sweatshirt has the heaviest fabric and the most stitches per inch and the lowest price. Why is it not the obvious answer for every buyer?
- A mall brand charges three times the discount store for a sweatshirt that is only a little heavier. What are you paying for besides the fabric?
- When is the online price the real price, and when is it a number on a screen?
- Your family buys for three kids. Does the best choice change when you are buying three at once instead of one? Which way?

Check for understanding

Clipboard checklist during Step 2: for each student, a yes or no on “counted stitches in one inch with the ruler on the seam,” “named the fabric weight as heavier or lighter with a reason,” and “read the fiber content off the label out loud.” Two yeses out of three means the quality checks transfer to Lesson 5.13’s inspection. A no on stitch counting gets a ten-second reteach at the next station. During Step 4, ask three students for the buyer’s three limits from memory before they write.

Closure (Time: 3 min)

3-2-1 exit card: 3 quality checks you can now run on a garment, 2 hidden costs of buying clothes online, 1 question you still have about where to buy clothes. Two students read one line. Sort into “got it” and “needs more”; a large “needs more” pile means Lesson 5.13 opens with a 90-second reteach of stitch density. The buyer defenses go back out in Lesson 5.14 Day 2, where each student builds a comparison alone.

Differentiation and supports

- ELL: the four vendor types are on the wall with a picture each (a big-box aisle, a mall storefront, a thrift rack, a phone screen with a listing); the handout's inspection table is a checkbox grid so a student can record a result without writing a sentence; the Turkish, Portuguese, and Spanish words for price, quality, shipping, return, and size are on the handout word bank and in Vocabulary 05.md; sentence frames on the poster template: "We recommend item ___ for ___ because ." **and** **"Item** lost because ___."
- IEP and 504 (general): work in a station of about seven so no one records alone; the eight-item sheet is also printed as four items for any student who needs a shorter field, with a note that the reduced set is still scored the same way; extended time to finish the inspection table in the first five minutes of Day 2; a calculator for every student on Day 2, not just one per pair; a student who does not speak in the defense may point to the line on the poster while a station partner reads it.
- Grade 6 support: the buyer choice runs on garments A and C only, and the defense needs the item, the total, and one quality reason.
- Grade 8 stretch: run the buyer choice on the eight-item price and spec sheet in the handout instead of the four garments, compute cost per wear for two finalists (this previews Lesson 5.13), and answer one extra line: "If your buyer could wait three weeks, does the answer change? Show the math."
- UDL checkpoint used: multiple means of representation (the garment in hand, the slide photo, and the spec sheet all say the same thing three ways) and multiple means of action and expression (a poster, a spoken defense, or pointing while a partner reads all count as the defense).
- No-machine alternative: no sewing machine and no needle is used in this lesson. If the four sample sweatshirts cannot be gathered, run the whole lesson on the spec sheet alone with the slide photos, and use one garment the teacher is wearing for the seam and stitch demonstration.

Assessment

Objective	Standards met	Learning task	Assessment (formative or summative; tool)
1. List an advantage and a risk for each vendor type	ATPD 4. b); FCL 4. g); Std 3 PI B	The four-box chart, Day 1 Step 1	Formative; handout checked for four boxes with an advantage and a risk in each
2. Apply the four quality checks to a garment in hand	ATPD 4. b); National FCS 16.5.2; CDOS 3a Managing Resources	Station inspection, Day 1 Step 2	Formative; clipboard checklist (stitch count measured, weight judged with a reason, fiber content

			read aloud)
3. Recommend a garment for a stated buyer and defend it in writing	ATPD 4. a), 4. b), 1. e), 1. f); FCL 4. f); National FCS 2.1.4; Std 3 PI B	The buyer choice, Step 4	Formative; the five-line defense scored complete, partial, or missing for daily work

The topic's formal check is the Consumer Comparison Task in the last 20 minutes of Lesson 5.14 Day 2, scored on the printed checklist in Handout 05.14. This lesson is the practice run for it.

Homework

None required. Optional, and it makes Lesson 5.13 better: find one piece of clothing at home, read the label, and write the fiber content and one care instruction on an index card. Bring the card.

Connections

Math: the landed cost and the price comparison are unit rate and percent work, the same skills the grade 7 math teacher tests. Send the math teacher the eight-item sheet; the sheet gives math a real context, and math gives FACS students who can already compute a total with tax. Community: a local thrift shop or consignment store manager for a five-minute visit or a recorded answer to one question, "What makes you price a donated sweatshirt at six dollars instead of two?" *[Sal: name the shop you would ask.]*

Sources

- NYS Middle Level CTE FACS Content Module 03, Apparel and Textile Production and Design (nycotecenter.org, June 2018), lines 1. e), 1. f), 4. a), 4. b). Copy in 02 Standards/NYS Module PDFs/.
- NYS Middle Level CTE Theme Module, Financial and Consumer Literacy, lines 4. f) and 4. g). Same folder.
- NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences (1996), Standard 3, Intermediate, FACS strand, and Standard 2 PI on clothing selection. Wording per 02 Standards/STANDARDS SOURCES - web research.md, section 2. *[Sal: confirm against the NYSED PDF.]*
- National Standards for Family and Consumer Sciences Education 3.0 (LEAD FCS Education, 2018), competencies 16.5.2 and 2.1.4, per 02 Standards/STANDARDS SOURCES - web research.md, sections 4.2 and 4.16.
- 02 Standards/STANDARDS CROSSWALK.md, Part B.3 (ATPD rows) and Part E.3 (the Standard 2 and Standard 3 note).
- Prices and specifications on Handout 05.12 are realistic 2026 Long Island figures written for this lesson, every one marked [update].

Teacher notes

- This lesson ran two days before the 2026-09-14 revision; the second day was the eight-item poster task and a spoken defense. The machine block in Topic 5.2 took that day (D19), which the unit had already named as the first day to cut. The written five-line defense keeps every standards line; the eight-item sheet stays in the handout as the grade 8 stretch, and a 45-minute period or a double gets the spoken defense back. The archived two-day version is in 00 _admin/_archive/2026-09-14 Unit 5 pre-machine revision/ beside the other pre-revision files. Never cut Step 3; the hidden costs are the part students have never been taught.
- Common mistake: students count the stitches on the outside topstitching instead of the seam that holds the garment together. Show both on garment A and name the difference before the rotation starts.
- Second common mistake: students treat the lowest tag price as the answer for every buyer. The buyer cards exist to break that. If a station recommends the cheapest item for the two-winter buyer, ask them to say out loud how many winters a seven-ounce fleece survives being washed weekly.
- The secondhand garment does the most teaching in this lesson. Pick one that is genuinely good: heavy cotton, tight stitching, one small flaw. The lesson lands when students realize the best-made sweatshirt on the table was also the cheapest and that the flaw is the reason.
- *[Sal: your students compared grocery unit prices in Unit 1 and ran a budget in Unit 2. Say that out loud on Day 1. This is the same skill applied to a hoodie, and naming that makes the transfer.]*
- Keep the four sample sweatshirts. They come back out in Lesson 5.13 as two of the four inspection garments and again in the Unit 5 review game.