



Handout 05.16: Plan Sheet and Peer Review

Name: _____ Date: _____ Station: _____ Idea path: _____

Lesson 5.16, one day. Nothing gets cut until the teacher initials this sheet.

The rule: measure twice, cut once.

Word bank: cut, fold, sew, measure, inch Turkish: kesmek, katlamak, dikmek, ölçmek, inç
Portuguese: cortar, dobrar, costurar, medir, polegada Spanish: cortar, doblar, coser, medir,
pulgada

Part 1. The plan sketch

Draw your piece flat, the way it will look on the table before you fold it. Use these three line types:

- **Cut line:** a solid line
- **Fold line:** a dashed line
- **Stitch line:** a dotted line

[Draw here. Use the whole box. Label at least four measurements in inches.]

The measurements

	Inches
Finished size, length	_____ in
Finished size, width	_____ in
Seam allowance (how far from the edge you stitch)	_____ in
Cut size, length (finished plus seam allowance on each edge you sew)	_____ in
Cut size, width	_____ in
One more measurement that matters on my item (say what it is: _____)	_____ in

Check: is your cut size bigger than your finished size? [☐] yes [☐] no

If you answered no, fix it now. That is the number one reason an item comes out too small.

Part 2. The order of work

Number every step. You cannot pin after you stitch, and you cannot cut after you sew.











Which step can you not undo? Step _____

Part 3. The mock-up

Build the **one hard part** at full size, out of paper. Not the whole item. Just the part you wrote on your brief as most likely to go wrong.

The part I built: _____

What the mock-up showed me: _____

The one change I am making because of it: _____

New measurement, if the change is a measurement: _____ in (was _____ in)

Common tricky parts by path

Path	The tricky part to mock up
T-shirt tote	Where the handle meets the body, because that is what tears
Headband	The length, measured around an actual head, plus the overlap for the join
Sweater sleeve phone sleeve	The closed end, and whether the phone still fits after the seam takes an inch
Pillowcase drawstring bag	The drawstring channel: how wide it has to be for the cord to pull
Patchwork square	The corner where three pieces meet
Jeans-leg pencil case	The flap: how long it has to be and where the button lands
Shirt pillow cover	The corner where two seams meet, and whether the placket opening is big enough
Towel produce bag	The top channel, and whether the towel is too thick to fold twice
Sock hand warmer	The opening: how much you can fill and still close it
Sweatshirt cuff wristlet	The inside pocket, and whether your hand still fits through

Part 4. Teacher approval

Bring this sheet, the mock-up, and your material to the approval table. The teacher will ask five questions.

#	Question	Yes
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1	Is the material a used textile?	[]
2	Are the two named stitches two of the four taught (running, back, whip, button)?	[]
3	Does the cut size include the seam allowance?	[]
4	Is the order of work in an order that is actually possible?	[]
5	Is the reduced-scope version written on the brief?	[]

Teacher initials and date: _____

Nothing is cut before those initials are on this line.

Path change, if any (the teacher notes a simpler path here):

Part 5. Peer review

Trade sheets with your station partner. Fill this in on **their** sheet. Say it out loud to them too.

Reviewer's name: _____

#	Check	Yes	No
1	The material is used, and the size is written in inches	[]	[]
2	The cut size is bigger than the finished size	[]	[]
3	Two of the four taught hand stitches and the machine seam are named, and each one suits the job it is doing	[]	[]

4	The order of work could actually be done in that order	[]	[]
5	I can tell who will use this and what for	[]	[]

Two things that will work (be specific; say the part, not “it’s good”):

1. This will work because _____
2. This will work because _____

One change to try:

One change: _____ because _____

What I am doing with my partner’s review (on your own sheet)

The change I am taking: _____

The change I am not taking, and why: _____

Part 6. Closure

Tomorrow I start by _____.

The part I am worried about is _____.

Grade 8 stretch (optional, on the back)

1. Draw your plan to scale on quarter-inch graph paper at 1 square = 1 inch, the same way you drew a floor plan in Unit 4.
2. Compute the total area of fabric you are using, in square inches, and the area you are wasting.
3. Write one sentence on how you could cut differently to waste less.
4. Rewrite your order of work as a flowchart with one decision point: “if _____, then _____.”

Teacher key

Part 1, the measurements

There is no single right answer; the numbers belong to the student's item. What has to be true:

- The **cut size is larger than the finished size** on every edge that gets sewn, by the seam allowance. A half inch per sewn edge is the standard for this project, so a pouch finished at 8 by 4 inches, sewn on three edges, is cut at about 9 by 4.5 inches, plus whatever the fold or the top hem takes.
- The seam allowance is written as a number, not as "some."
- At least four measurements appear, in inches.

Part 2, the order of work

A possible order, for reference, reading roughly: measure, mark, cut, fold, pin or clip, stitch the structural seams, attach the closure, finish the raw edges, knot and trim, test with the contents. Accept any order that can physically be done. The common impossible orders are: stitching a seam before cutting the piece out; attaching a flap or button before the body is sewn, so the student cannot reach inside; and finishing the top edge before threading a drawstring through it.

The step that cannot be undone is almost always the cut. A student who says "the cut" has the point.

Part 3, the mock-up

Score on whether a change came out of it. The best mock-ups produce a measurement change (a channel that was too narrow, a sleeve that was an inch short after the seam, a flap that did not reach the button). A student who writes "it worked perfectly" either built something trivial or did not test it; send them back with one instruction, "test it with the real thing in it."

Part 4, the approval table

This is the gate. Fabric shears stay at the teacher's table. Five questions, about sixty seconds, every student. The class list with the five tick boxes is the record and it feeds Rubric 05 criterion 1.

A student who cannot be fixed in a minute is moved to a simpler Easy path with the same material. That is written on the path change line, not on the rubric, and it does not lower the score.

Part 5, the peer review

Scored complete, partial, or missing for daily work. A complete review has all five boxes checked yes or no, two specific “this will work because” lines, and one change with a reason. “It’s good” and “I like it” are sent back once.

The student’s own response, taking one change and declining another with a reason, is the part that matters. A student who takes every suggestion has not evaluated anything, and a student who takes none has not listened. Either one gets one question from the teacher.