

8

# Lesson Exemplar for TLE

Quarter 3

Lesson

6

GOVERNMENT PROPERTY  
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**Lesson Exemplar for TLE Grade 8**  
**Quarter 3: Lesson 6 (Week 6)**  
**SY/TP 2025-2026**

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## TLE/QUARTER 3/ GRADE 8

### I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES


<b>A. Content Standards</b>	The learners demonstrate an understanding of the principles of drafting patterns in making garments.
<b>B. Performance Standards</b>	The learners draft a pattern in making garments following safety precautions
<b>C. Learning Competencies and Objectives</b>	<p><b>Learning Competency</b></p> <ul style="list-style-type: none"><li>• Apply the principles of pattern drafting in making garments following safety precautions.</li></ul> <p><b>Learning Objectives:</b></p> <p>At the end of the lesson, the learners are expected to:</p> <ol style="list-style-type: none"><li>1. Enumerate safety precautions when drafting a pattern.</li><li>2. Apply safety precautions effectively while drafting a pattern.</li><li>3. Draft a pattern for a shorts wear based on actual body measurements.</li></ol>
<b>D. Content</b>	Principles in Making Garments <ul style="list-style-type: none"><li>• pattern drafting</li></ul>
<b>E. Integration</b>	<p><b>SDG 3: Good Health and Well-being:</b> Ensure healthy lives and promote well-being for all at all ages.</p> <p><b>SDG 4: Quality Education:</b> Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.</p> <p><b>SDG 5: Gender Equality:</b> Achieve gender equality and empower all women and girls.</p> <p><b>SDG 8: Decent Work and Economic Growth:</b> Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.</p> <p><b>SDG 12: Responsible Consumption and Production:</b> Ensure sustainable consumption and production patterns.</p>

### II. LEARNING RESOURCES

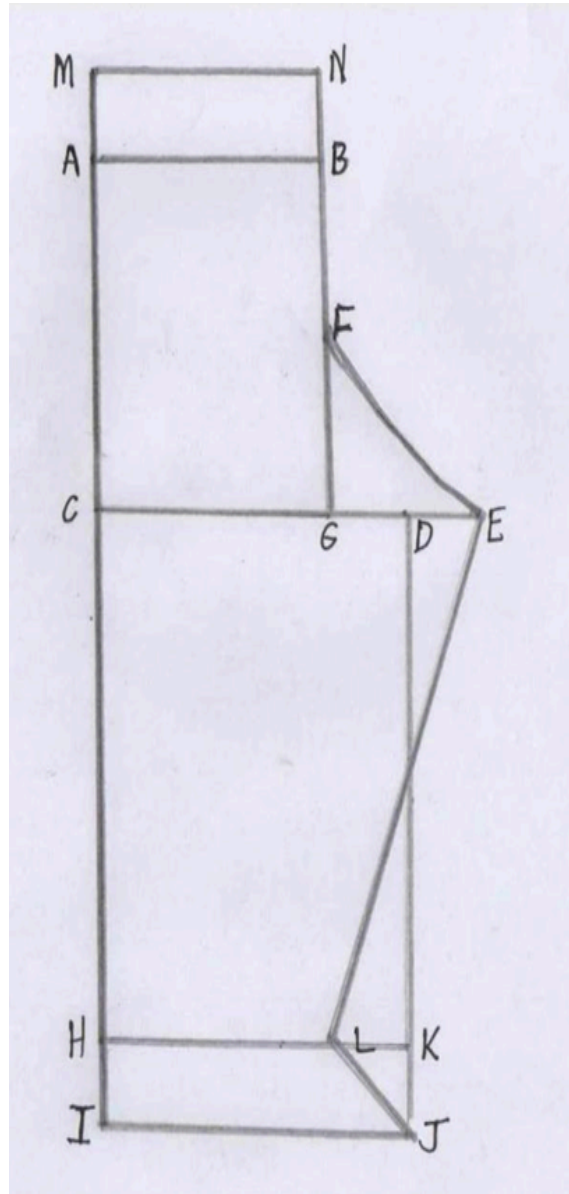
Nice to Sew. (2021). Drafting the pajama trousers (Easy Steps) full tutorial [Video]. YouTube.  
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<https://sanvt.com/blogs/journal/how-to-identify-high-quality-cotton-clothing?country=PH>

III. TEACHING AND LEARNING PROCEDURE	NOTES TO TEACHERS
<p><b>A. Activating Prior Knowledge</b></p> <p><b>DAY 1</b></p> <p><b>1. Short Review</b></p> <ul style="list-style-type: none"> <li>Teachers will use the learners' uniforms or clothes to identify the elements and principles of design in garment construction.</li> <li>Evaluation of the appropriateness of the uniform, especially of its comfort for the learners, shall be done, considering the temperature change experienced in the country.</li> <li>Picture analysis on the proper use of scissors to remind the students to use scissors properly when cutting the patterns to be constructed.</li> </ul>  <p>Image by onecolorfulday.com, from <a href="#">Westlake Porter Public Library</a></p> <p><b>2. Feedback (Optional)</b></p>	<p>(Day 1: 10 minutes)</p>





AB  $\frac{1}{4}$  waist measurement

AC full crotch measurement

CD  $\frac{1}{4}$  hip measurement

DE +3" for girls / +2" for boys

BG make a straight vertical line

F midpoint of BG

FE connect with a curved line

AH full length of pants measurement

HI  $1\frac{1}{2}$ " downward

IJ measurement of CD

DJ make a straight vertical line

JK  $1\frac{1}{2}$ " upward

KL 1" inward

LJ connect with diagonal line

EL connect with diagonal line

constructing patterns  
for short wear.

**DAY 2****2. Worked Example**

**Directions:** Learners will practice doing a pajama pattern using the following measurements. The guide letters are given to help the learners who will do the pattern for the first time.

Waist = 1 ½ “(AB)  
Hips = 2 ½ “(CD)  
Crotch = 3” (AC)  
Length of Pants = 6” (AH)  
For AM/DE/HI and KL = ½ “

**Materials:**

Short bond paper  
Ruler  
Pencil

**Rubric:**

Criteria	Outstanding (5 points)	Satisfactory (4 points)	Developing (3 points)	Beginning (2 points)	RATING
<b>WORK ETHICS</b>	Completes tasks and works without supervision.	Completes tasks with little or no support.	Completes tasks with occasional support.	Completes tasks with ongoing support.	
<b>ACCURACY OF MEASUREMENTS</b>	Measurements are highly accurate, with no discrepancies.	Measurements are accurate with minimal discrepancies.	Measurements show an attempt at accuracy but with notable discrepancies.	Measurements are inaccurate with significant discrepancies.	
<b>RECORDING OF MEASUREMENTS</b>	Record measurements systematically and legibly, incorporating units	Records measurements in an organized and legible manner, with minor formatting	Records measurements with some organization, but there are errors in legibility,	Poorly records measurements with significant issues in legibility or accuracy.	

(Day 2: 15 minutes)

	clearly, and format data excellently.	or unit use errors.	formatting, or units.		
<b>FOLLOWING DIRECTIONS</b>	Follows measureme nt procedures flawlessly, demonstrati ng a comprehens ive understandi ng of the task requirement s.	Generally, follows directions well with minor deviations but achieves the goal of accurate measureme nt.	Some steps are not followed correctly, affecting measurement s' overall accuracy and quality.	Fails to follow directions, resulting in inaccurate and unreliable outcomes.	
<b>TOTAL</b>					<b>/20</b>

**SCORE EQUIVALENTS:**

17 - 20 - Outstanding  
13 - 16 - Satisfactory  
9 - 12 - Developing  
8 and below – Beginning

**3. Lesson Activity**

**Directions:** The learners will be asked to create a pajama pattern on a manila paper using their own measurements.

**Materials:** Manila paper  
Ruler  
French Curve  
Scissors

**Note:** You may use the same rubric above.

(Day 2: 30 minutes)



## D. Making Generalizations



Image from [StockCake](#)



Image from [Pinterest](#)

**1. Learners' Takeaway** The teacher will relate pattern making to task scheduling and emphasize that good planning is essential for learners in order to succeed.

(Day 2: 5 minutes)  
Learners may complete their takeaway task as an assignment if time is insufficient. Other templates may be used to adapt to the needs of the learners.

## 2. Reflection on Learning

Discussion on the following quote to further explain that planning like constructing patterns correctly before sewing is a must.

(Day 2: 5 minutes)  
Teacher may use other quotes for discussion.

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	<b>1. Formative Assessment</b> Let us check whether you were able to understand the concepts of pattern making. A. Enumerate 4 tools that are used in pattern construction. 1. _____	(Day 2: 5 minutes)

2. \_\_\_\_\_

3. \_\_\_\_\_

B. State 3 safety measures when creating patterns.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

C. Why is a pattern important?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**DAY 3 and 4: Project making on pattern construction for shorts wear. Please refer to learning activity sheet #1 of TLE 8 Quarter 3.**

**Specific Instructions with time frame:**

TASKS	DAY	TIME ALLOTMENT
1. Take the body measurement of a classmate.	Day 3	20 minutes
2. Lay out measurement on the pattern paper.	Day 3	40 minutes
3. Cut the pattern.	Day 4	10 minutes
4. Design the pattern	Day 4	50 minutes

**2. Homework (Optional)**

<b>B. Teacher's Remarks</b>	<i>Note observations on any of the following areas:</i>	<b>Effective Practices</b>	<b>Problems Encountered</b>	<p>The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff.</p> <p>Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.</p>
	<b>strategies explored</b>			
	<b>materials used</b>			
	<b>learner engagement/ interaction</b>			
	<b>others</b>			
<b>C. Teacher's Reflection</b>	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> <li>▪ <u>principles behind the teaching</u> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?</li> <li>▪ <u>students</u> What roles did my students play in my lesson? What did my students learn? How did they learn?</li> <li>▪ <u>ways forward</u> What could I have done differently? What can I explore in the next lesson?</li> </ul>			<p>Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.</p>