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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Agriculture, Food, and Natural Resources |
| **Course Name** | Principles of Agriculture, Food, and Natural Resources |
| **Lesson/Unit Title** | Sheep Management/Products Lab |
| **TEKS Student Expectations** | **130.2 (c) Knowledge and skills**(12) The student develops technical knowledge and skills related to animal systems.(A) The student is expected to describe animal growth and development(B) The student is expected to identify animal anatomy and physiology(C) The student is expected to identify breeds and classes of livestock |
| **Basic Direct Teach Lesson****With Special Education Modifications/Accommodations and** **one English Language Proficiency Standards (ELPS) Strategy** |
| **Instructional Objectives** | **The student will be able to:** * Discuss wool grading factors and products
* Identify five common products made from wool.
* Identify three cities that market wool and sheep
 |
| **Rationale** | Allows students to develop knowledge and skills pertaining to wool; products made from wool and marketing techniques. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | GradingYolkTagCrimpColorwinter flock coatweekly disbursement salewool warehouse |
| **Materials/Specialized Equipment Needed** | **Equipment:*** Computer
* Projector

**Material:*** Power Point “Sheep Management and Products” PPT
* Worksheet “Sheep Management and Products” WS
* 10 Fine wool and Medium wool samples
* USDA Wool Sample grade cards
* No. 2 pencils
 |
| **Anticipatory Set**(May include pre-assessment for prior knowledge) | Students will be introduced to the importance of sheep products/marketing in addition to mutton. A Power point will introduce wool samples and grading. Handouts will be used for interest inventory and instructions given on lab goals and handout. |
| **Direct Instruction \*** | * Explain the process of grading wool.
* Demonstrate various color samples of wool- black, red and use in fabric development
* Distribute 10 wool samples that are numbered one through ten and additional tag examples
* Discuss sheep and wool house locations within the state

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **Guided Practice \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \***  | **Assessment Rubric (Attachments–coming soon):** Individual handouts completed -turned in - 50 pointsDemonstrated teamwork - 25 pointsGroup credit – Secretary’s minute on part C - 25 points**Total – 100 points***Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **References/Resources/Teacher Preparation** | Oklahoma State University, USDA Wool Grading cards |
| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **Cross Disciplinary Standards** I, C, 1, b**Science** X, C, 1, c  |
| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | The students will divide up into three groups and complete lab handout. One “recording secretary” per group will get consensus and turn in results from Section “C” on handout. Students will complete all component lab assignments within the handout. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** |  |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)