A picture containing text, clipart

Description automatically generated**BOBCAT LESSON PLATE TEMPLATE**

***(Aligned with the Danielson Framework for Teaching and the New InTASC Standards)***

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| **Name:** | | | | |
| **Class:**  Animal Science | | | **Date:**  10/17/2022 | |
| **Unit or Sequence Topic:**  Sheep and Goat Industry | | | **Lesson Title:**  Sheep and Goat Management | |
| **RELATIONSHIP TO SEQUENCE**  *(InTASC #5: Application of Content; Danielson 1e: Designing Coherent Instruction: Lesson and unit structure)* | | | | |
| **Sequence relationship:**  This is the 2nd lesson focusing on sheep and goats. Last week on Thursday and Monday of this week we went over sheep and goat breeds. We talked about how sheep and goats are categorized (meat, wool or hair and dairy). Discussed 4-5 breeds in each category. Went over each breed of sheep and goat selected in detail. Talked about their characteristics, color, origin and what makes the breed special. We also discussed some important terms/vocab to know. Students were given guided notes to follow along with. Again, they turn in those notes and that’s how I am measuring readiness to move on, and the general context of the lesson was received. The lessons on Thursday and Monday has prepared them for today’s lesson as we are moving on to management of sheep and goats. | | | | |
| **CONTENT**  *(InTASC #4: Content Knowledge; Danielson 1a: Demonstrating Knowledge of Content and Pedagogy)* | | | | |
| **Standards addressed:**  AS.02.  Utilize best-practice protocols based upon animal behaviors for animal husbandry and welfare  AS.03.01.  Analyze the nutritional needs of animals | | | | |
| **INSTRUCTIONAL OUTCOMES**  *(InTASC #7: Planning for Instruction; Framework Domain 1c: Setting Instructional Outcomes)* | | | | |
| Students will learn….  * Different sheep and goat production systems – intensive management systems and Extensive Management Systems * Range vs shed lambing and kidding * Docking and castration * Predator control * How to feed sheep * How to age sheep and goats * Wool production * Traditional Navajo – Churro sheep shepherds | | | | |
| **…so…** | | | | |
| **…they will be able to…[Bloom’s verb]**   * Students will be able to identify the different sheep and goat production systems * Students will be able to summarize why and how docking and castration is done * Students will be able to break down how to feed sheep and goats * Students will be able to demonstrate how to age sheep and goats | | | | |
| **Differentiation Strategies**  *(InTASC #2: Learning Differences; Framework Domain 1b: Demonstrating Knowledge of Students)* | | | | |
| **What?** | | **Where?** | | **Why?** |
| **Level II** | **Level III** |
|  | Accommodation: students that need accommodations will be given the power point printed out so they can follow along and take notes on their own pace or simply highlight what they think is important | All students should be participating in today’s lesson. If accommodations are need, they will be given out. For the activity, students have the freedom to do it however they would like within reason. | | Students with IEPs are given the power point printed out based on the accommodations listed in their IEP |
| If needed, I will walk the students who need it through the activity |  | Differentiation shouldn’t be needed for the activity; students can choose any art supply they would like and can even print things if they would like. | | All students have the ability to participate in the lesson and the activity |

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| |  | | --- | | **ASSESSMENT**  *(InTASC #6: Assessment; Framework Domain 1f: Designing Student Assessments)* | | **Assessment (Formative):**  **Thursday & Monday:** As we are just starting this unit, not many assessments have been assigned yet. First two days of the sheep and goat industry unit. The first day was a basic introduction to the industry and Monday we talked about sheep and goat breeds. Both days students used their guided note template (Cornell note taking) and turned these in for me to check understanding.  **Tuesday:** Today we will be going over management of sheep and goats. Their first assessment will be assigned today. Once we have gone through the lecture part, they will be individually selecting a sheep or goat breed to draw anyway they would like (all different kinds of art supplies will be provided). They need to color or draw them so identifying characteristics are noticeable. Once they have done that they are going to glue or tape their sheep or goat onto poster board and add in word bubbles that tell all about the breed they have picked and how they would best manage that breed. | | Individual proficiency measure: I will measure individual proficiency based on their guided notes and on if I can identify which breed of sheep or goat they have drawn. | | Readiness of class to move forward: I will know the class is ready to move on when everyone has completed designing their sheep or goat and I can easily identify which breed they chose, and their word bubbles match the breed they chose | | Remediation plan for those not proficient: For those that are not ready, struggling or missed class, they can come in on Friday and I will go over what they might be struggling with or what they missed. Give them time to work on their notes and designing their sheep or goat. |  |  | | --- | | **MANAGEMENT**  *(InTASC #3: Learning Environments; Framework Domain 2D: Managing Student Behavior)* | | **Lesson-specific Targeted Management Strategies**  Management for today’s lesson should be simple through the lecture portion. To help keep them on task and engaged in class, they will again have the cornel note taking template. There will be a few students that I will need to monitor and remind them to be quite while I am talking and to get back on task. Once we move on to the activity. I will tell them the rules and guidelines for the activity before they begin designing. They need to choose a breed before they come get ANY kind of art supplies. Only a few students out of their seats getting art supplies at a time. To be respectful and ask politely if they need to share art supplies. Students may talk with each other but need to keep it appropriate and keep their noise level low. | |
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| **METHODS AND INSTRUCTIONAL STRATEGIES**   |  | | --- | | *(InTASC #8: Instructional Strategies; Danielson Framework Domain 1e: Designing Coherent Instruction)* | |
| **Introduction, AKA: Anticipatory Set or Focusing event (Time Stamp): 5-10 minutes**  To start today’s lesson, I will have them share out some of the breeds that we went over and ask what the 3 categories of sheep and goat breeds are. Once I get students to share a few breeds and tell me what the 3 categories are, I will then tell them what it is we will be going over today and about our art project. Then I will ask them to get out a copy of the Cornell note template or to grab one if they don’t already have one. While they are doing that, I will pull up the power point. |
| **Instructional Strategies/Activities (Time stamp each segment): 40 minutes**  I will talk through the power point and hopefully get at least halfway through or all the way through with a good amount of time left over to get their art project started. I will also show a video on the traditional Navajo churro sheep herding, shearing and blanket making. Once I’ve gotten at least halfway through, I will pause the power point and give instructions for their art projects. Students will have the rest of the class to work on their art project. |
| **Wrap Up/Synthesis/Closure (Time stamp): last few minutes**  About 5 minutes before the bell, I will ask students to clean up, put away the art supplies they are using and put their project somewhere safe in the classroom. |

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| **MATERIALS/RESOURCES**  *(InTASC # 7: Planning for Instruction; Danielson Framework Domain 1d: Demonstrating Knowledge of Resources)* |
| **Instructional Materials/Resources:**  - Power point on sheep and goat management practices  - Cornell note template printed out  - example of art project  - art supplies for all students |