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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:**  10/20/2022 | |
| **Unit or Sequence Topic:**  Sheep and Goat Industry | | | **Lesson Title:**  Sheep and Goat Selection for market and breeding | |
| **RELATIONSHIP TO SEQUENCE**  *(InTASC #5: Application of Content; Danielson 1e: Designing Coherent Instruction: Lesson and unit structure)* | | | | |
| **Sequence relationship:**  We have now learned 4-5 sheep and goat breeds in each category (meat,wool/fiber,dairy). We have also learned about intensive and extensive management styles of the sheep and goat industry. We also discussed lambing/kidding, docking and castrating, predator control, feeding, ageing sheep and goats and wool production. We have also learned the main diseases that affect sheep and goats. Students are able to identify a disease by a sheep or goat’s symptoms. Now they are ready to move on to learning about selection for market/breeding sheep and goats. | | | | |
| **CONTENT**  *(InTASC #4: Content Knowledge; Danielson 1a: Demonstrating Knowledge of Content and Pedagogy)* | | | | |
| **Standards addressed:**  AS.06.03. Select and train animals for specific purposes and maximum performance based on anatomy and physiology.  AS.06.03.03.c. Evaluate and select animals to produce industry superior animal products based on standards. | | | | |
| **INSTRUCTIONAL OUTCOMES**  *(InTASC #7: Planning for Instruction; Framework Domain 1c: Setting Instructional Outcomes)* | | | | |
| Students will learn….  * Different types of sheep/goat projects * What to look for in a market and breeding sheep/goat * Industry terms | | | | |
| **…so…** | | | | |
| **…they will be able to…[Bloom’s verb]**   * Students will be able to identify types of sheep/goat projects * Students will be able to summarize what to look for in a market and breeding sheep/goat * Students will be able to explain industry terms * Students will be able to select a market and breeding sheep/goat | | | | |
| **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. | | Students with IEPs are given the power point printed out based on the accommodations listed in their IEP |
| If needed, I will discuss one on one with students who are struggling | Accommodations will be provided for students with IEPs | Differentiation shouldn’t be needed for the lesson; if it is needed, students can ask for extra help during Friday school | | All students have the ability to participate in the lesson. Those with IEPs will be given accommodations according to their needs |

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| |  | | --- | | **ASSESSMENT**  *(InTASC #6: Assessment; Framework Domain 1f: Designing Student Assessments)* | | **Assessment (Formative):**  Formative assessment for this lesson will be their Cornell note taking and being able to use industry terms to describe sheep and goats. This lesson is being taught on a Thursday so I will be collecting notes at the end of the lesson for bonus points and to see if they are understanding content. Once we have gotten through the power point, I will put up some pictures of sheep and goats (a few for market and a few for breeding) and ask students to write down and tell me what they like or dislike about each one using the industry terms they just learned. | | Individual proficiency measure: I will measure individual proficiency based on their guided notes and based on each student’s explanation of what they like and dislike about each sheep and goat I show on the board. | | Readiness of class to move forward: I will know the class is ready to move on when all students can use 3-5 of the industry terms and tell me why they like and dislike about sheep and goats for market and breeding. | | Remediation plan for those not proficient: For those that are not ready, struggling or missed class, they can come in during Friday school and I will go over what they might be struggling with or what they missed. |  |  | | --- | | **MANAGEMENT**  *(InTASC #3: Learning Environments; Framework Domain 2D: Managing Student Behavior)* | | **Lesson-specific Targeted Management Strategies**  Management for today’s lesson will be quite simple, as I will be lecturing and going through selection power point. If anything, correcting a few students talking when they are not supposed to be talking. Once I have gotten through the power point and I am showing them pictures of some different sheep and goats it will just be keeping students on task and keeping side conversations to a minimum. | |
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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 minutes**  I will take attendance first once everyone is in their seats. I will then ask them to share what they learned/remember from yesterday’s lesson and remind them that their disease paper is due on Friday. I will then tell them what we are going over today. |
| **Instructional Strategies/Activities (Time stamp each segment): 45 minutes**  I will talk through the power point and periodically stop and ask for questions and ask in-depth questions for the students to answer out loud and to answer on their Cornell Note Template. Once we have gotten through the power point, I will put up some pictures of sheep and goats (a few for market and a few for breeding) and ask students to write down and tell me what they like or dislike about each one using the industry terms they just learned. |
| **Wrap Up/Synthesis/Closure (Time stamp): last 5 minutes**  About 5 minutes before the bell, I will wrap up and tell them where we are going tomorrow and ask them to turn in what they have written. Ask them to clean up around them if it is needed. |

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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 Selection  - Cornell note template printed out |