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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** | Beef Cattle Terminology |
| **TEKS Student Expectations** | **130.2. (c) Knowledge and Skills**(9)The student uses information technology tools to access, manage, integrate, and create information related to agriculture, food, and natural resources. The student is expected to:(A) describe animal growth and development(B) identify animal anatomy and physiology(C) identify and evaluate breeds and classes of livestock(D) explain animal selection, reproduction, breeding, and genetics |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | The student will be able to:1. Identify what terms students recognize dealing with the beef industry
2. Define vocabulary terms used in the beef industry
3. Create a beef industry for beginners
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| **Rationale** | Students should have knowledge of the terms utilized by producers in the beef cattle industry |
| **Duration of Lesson** | 2 hours |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | Beef - meat that comes from bovineBovine - cattle; member of the genus BosBull - mature male bovine that is still intactCalf - newborn bovineCastration - removing the testicles from the animalCow - mature female bovine that has had a calfCutability - amount of cuts from carcassDehorning - process of removing hornsDual-purpose breed - breeds that are used for both beef and milk productionHeifer - a young female bovine that has not had a calfHerd - a group of cattleMarbling - desirable presences of fat in the muscle Polled - born without horns in their genetic makeupSteer - a male bovine that has been castratedInfertility - inability to breed Brand - a mark made on cattle for identification purposesWeaning - taking a cow away from its mother and off milkEar tagging - placing a tag in the calves’ ear for identification purposesTattooing - marking a set number in calves’ ear for identification purposes |
| **Materials/Specialized Equipment Needed** | * Beef cattle terms and definition slips or index cards
* Set of reasons for motivation
* Blank white copy paper for each student to make mini dictionaries
* Markers
* Post it notes for exit tickets
* Stapler
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | Teacher will read through a set of reasons given by a beef cattle judge. Students will identify some terms in the set of reasons they might know. Teacher will mention to how it is hard to understand what is being said without knowing the terms.“I placed this class of market steers 2-1-4-3. I initiated the class with 2, as he was the most complete steer in terms of growth, leanness, and muscularity. If I could change my class winner, I would like to see him thicker and fuller through his lower quarter. Nonetheless, in my top pair of more packer acceptable black steers, it’s 2 over 1 as he is leaner. He is trimmer through his brisket and flank region and handles leaner over his 12th and 13th rib. Also, he exhibits a thicker and more expressive top. He’s a larger outlined, longer cleaner fronted calf who is longer from hooks to pins. He certainly would take to the rail a carcass that was trimmer designed and higher cutability.”Activity:1. Students will be given a slip of paper or index card with either a vocabulary term or a definition. Their job is to walk around the room and find their match. Once they think they have found their match, they will sit with their partner.  2. Students will have a clean sheet of paper and stand with their partner and share their term and definition orally. As a class, students will determine if they are the correct match or not. 3. If the students have the correct match, each student will write down term and definition on their own piece of paper.  |
| **Direct Instruction \*** |  |
| **Guided Practice \*** |  |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Using the beginning activity and sheet of paper, students will create his/her own beef cattle dictionaries using the terms defined in class. His/her created dictionaries should look like a dictionary. The dictionary should have a cover page, words in alphabetical order, part of speech for each term, and page numbers. Students should also use the vocabulary term in a sentence. This is an activity for creativity. Students may use his/her own words for their definitions to improve understanding. Students may also use pictures to help supplement his/her definitions of terms.  |
| **Lesson Closure** | Students will need an exit ticket. Each student will be required to write a new vocabulary term they learned and its definition on their exit ticket before leaving class.  |
| **Summative / End of Lesson Assessment \*** |  |
| **References/Resources/****Teacher Preparation** | <http://www.cals.ncsu.edu/an_sci/extension/animal/4hyouth/Livestock%20Judging/ASWeb038-samplereasons.pdf> |
| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | English/Language Arts II B 1&2 |
| **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) |  |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | FFA |
| **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)