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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Agriculture, Food, & Natural Resources |
| **Course Name** | Principles of Agriculture, Food, & Natural Resources |
| **Lesson/Unit Title** | Classes of Livestock |
| **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.(C) The student is expected to identify and evaluate breeds and classes of livestock |
| **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. become familiar with common terms used in livestock production
2. define the terms used in livestock production.
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| **Rationale** | Livestock producers commonly use livestock-specific terms to describe their animals. It is critical that students are able to define these terms. |
| **Duration of Lesson** | 1 hour |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | Key terms and vocabulary will be presented in tabular format in lesson for ease of use. |
| **Materials/Specialized Equipment Needed** | * Paper and Notebook
* Computer/Laptop and Internet access for activity
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | How do your parents refer to you? Do they say, “Come here, boy or girl?” Do they say, “Don’t do that, young lady” or “Nice job, little man”? The terms we use to describe people are not much different than the terms we use to describe animals in livestock production. When you drive past a pasture do you say, “Look at those cows”? How do you know they are all cows? It is important to use the correct terminology when describing all types of livestock whether you are talking to friend or discussing them with someone in the agricultural industry.  |
| **Direct Instruction \*** | *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 \*** | Students will complete the “Classes of Livestock Chart” of types of livestock and common descriptive terms. *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 \*** | Students can create their own review game to master these terms. Have students work in pairs to find a Jeopardy game format to review and master terms with their definitions. *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** | Evaluate student progress by asking the following guided questions.1. What is the type of meat we get from hogs?
2. What is a mature female in cattle?
3. What is the term we use to describe a young horse?
4. What is the species name for horses?
5. What is a young male sheep?
6. What is a castrated male in cattle?
7. What is the type of meat we get from cattle?
8. What is a mature female goat?
9. What is a mature male horse?
10. What term do we use to describe young sheep?
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| **Summative / End of Lesson Assessment \***  | *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** | Gillespie, James R. *Modern Livestock and Poultry Production, 8th edition*. Albany, NY: Delmar Publishers, Inc. 2004. (or most current edition) |
| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **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)