

21st Century Classroom Lesson Plan

IDAHO STATE DEPARTMENT OF EDUCATION
DEVELOPED ACCORDING TO THE CHARLOTTE DANIELSON FRAMEWORK AND
UNIVERSAL DESIGN FOR LEARNING (UDL)

Charlotte Danielson Framework - This lesson plan incorporates all of the components found in **Domain 1: Planning and Preparation** of the Danielson Framework for Teaching; **1a: Demonstrating Knowledge of Content and Pedagogy**; **1b: Demonstrating Knowledge of Students**; **1c: Setting Instructional Goals**; **1d: Demonstrating Knowledge of Resources**; **1e: Designing Coherent Instruction**, and; **1f: Assessing Student Learning**.

UDL – This lesson plan incorporates the primary components of Universal Design for Learning (UDL) which is an educational approach with three primary principles including;

1. **Multiple means of representation**, to give diverse learners options for acquiring information and knowledge,
2. **Multiple means of action and expression**, to provide learners options for demonstrating what they know,
3. **Multiple means of engagement**, to tap into learners’ interests, offer appropriate challenges, and increase motivation

Lesson plans created by educators for submission into Idaho’s Learning Management System (LMS) Schoolnet must include these components. For information on Universal Design for Learning including a tutorial and model lessons access the Center for Applied Special Technology (CAST) website at <http://www.cast.org/>

Bloom’s Revised Taxonomy – This lesson plan includes Bloom’s Revised Taxonomy as a component.

*NOTE: Not all areas are required for every lesson. * INDICATES OPTIONAL areas to be included only if applicable to the specific content/grade level lesson. This lesson plan template is based upon the CAST UDL Lesson Plan Builder but includes extra fields specific for submission into Idaho’s Schoolnet Learning Management System and must be completely filled in (unless labeled * for optional) to facilitate entry into a searchable state-wide and national online database. Educators are not limited to the space provided as the table will expand to fit the entries.

Name: SDE-Child Nutrition Programs	Email: childnutrition@sde.idaho.gov
District Name:	School Name:
District Number:	School Address:
School Phone:	Administrator Name:

Lesson Overview

Unit: Incredible Edible Idaho Farm to School Lesson Series	
Lesson Title: Idaho Beef	
Subject: Idaho Beef *Subheading: A Healthy Choice	
Duration: 40-60 minutes	Grade Level(s): 3rd-5th
Course: Social Studies, Language Arts, Science	
Big Idea or Focused Investigation: Beef production is an important industry in Idaho.	
Enduring Understandings: Idaho beef is part of a healthy meal. Idaho beef provides many nutrients that help us learn, play, and grow. Cattle ranching is an important industry in Idaho. There are many steps in the production of Idaho beef from pasture to plate.	
Essential Question/s: Why is beef production important to Idaho and its citizens?	

Description

Lesson Description: Describe the primary nature (e.g. hands-on, inquiry, project based etc.), whether interdisciplinary or single-subject and how it relates to a broader unit. Being clear, descriptive, and specific will help to develop the online keyword searches within Schoolnet. Make sure you provide enough information on this lesson plan that it can be replicated.

Description: This lesson plan is designed to provide students with information about Idaho's beef production and provide nutrition education related to beef. Students will learn that Idaho beef is part of a balanced diet. Additionally, students will learn historical facts about cattle and where cattle are raised commercially in Idaho. Students will practice collaboration skills and synthesizing and summarizing information by creating a group essay using a traditional jigsaw format. Each member of the group will write a paragraph about an assigned topic. Together these paragraphs will combine to create a larger informative text.

Goals and Objectives

(Framework Domain 1c: Setting Instructional Goals)

Goals and Objectives: The overall goal, as well as objective, outlining the concept, knowledge, skill, or application students can demonstrate upon lesson completion. This may be the same as or very similar to the content standard; however, it could be narrower or perhaps broader. Objectives may be stated in the form of critical questions students should be able to answer.

Unit/Lesson Goal/s: Students will gain a greater appreciation for beef production in Idaho. Students will make connections between locally grown products and healthy eating.

Lesson Objectives: Students will record, recall, and review relevant information and engage in a range of collaborative discussions while taking focused notes during the PowerPoint. Students will write a paragraph that introduces a topic clearly and will group related information into paragraphs. Students will develop their topic with facts, definitions, and details related to that topic.

Standards

Standards: A lesson may address a single content standard, two or more content standards from the same subject area, or content standards from two or more subject areas and or grades. (Use the drop down menu provided for each if submitting online within Schoolnet or use the internet links provided to access, then copy and paste into the document)

Idaho State Content Standards:

3-5.H.1.1.1 Describe the relationship between healthy behaviors and personal health.

3-5.H.7.1.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

Idaho Core Standards (CCSS):

- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
- SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

***National Education Technology Standards:**

***Professional Technical Standards**

***English Language Development (ELD) Standards:**

Idaho Extended Content Objectives: (Standards for Students With Significant Cognitive Disabilities)

Learning Outcomes – Begin with the end in mind

(Framework Domain 1e: Designing Coherent Instruction)

Learning Outcomes: How does this lesson support the unit goals / enduring understandings? How does this lesson build on the previous lesson in this instructional sequence? How does this lesson support the next lesson in this instructional sequence?

Create, Present, Perform, Exhibit, Report, Respond/Reflect. Students will be able to:

Learning Outcome: Students will summarize and synthesize information by writing a paragraph focused on an assigned topic.

***Learning Outcome:** —

Checking for Understanding Questions: Why is beef production important to Idaho and its citizens? How is Idaho beef part of a healthy, balanced diet?

Bloom's Revised Taxonomy

Which levels of Bloom's Revised Taxonomy are targeted? Check one or more.

(Use drop down online within Schoolnet or checkbox)

X	Remembering	X	Analyzing
X	Understanding	X	Evaluating
X	Applying	X	Creating

Methods and Instructional Strategies

(Framework Domain 1a: Demonstrating Knowledge of Content and Pedagogy)

Vocabulary: List all key vocabulary words necessary for students to understand the concepts as well as meet the standards, goals and objectives of the lesson.

Vocabulary Provided on Slides 3-5

Bovine – scientific word for any type of cattle

Cows – adult female cattle

Calves – young cattle (male or female)

Bulls – adult male cattle

Cattle – a collective term for cows, calves, and bulls

Dairy Cattle – cattle raised to produce milk

Beef Cattle – cattle raised to produce meat and other by-products

Pasture – is usually planted

Rangeland – refers to places where native plants grow

Hemoglobin – a special protein that contains iron and is in blood which transports oxygen to all parts of the body so all organs can function

Myoglobin – a special protein that contains iron and is found in muscle which transports oxygen deep into muscles so they can move

Before you begin the lesson, make sure you prepare materials. You will need to:

- Read the PowerPoint presentation and print out all slides, including notes. The notes will not be visible when you are viewing the PowerPoint, so it is important to print them out beforehand. To print the slides WITH notes, select "Print," then under the print menu, select the dropdown menu labeled "Print What." Select "Notes Pages." When you print, it will print each slide, along with the notes at the bottom.
- Discussion information for each PowerPoint slide is contained below the slide within the presentation.
- Italicized instructor cues include questions for the class.
- Hang up "Incredible Edible Idaho: Beef" poster in the front of the class to use as a visual aid.
- Make enough copies of Idaho Beef Take Home Handout, Idaho Beef Guided Notes worksheet (standard and/or remediation versions), and the Idaho Beef Paragraph Assignment worksheet for each student.
- Please be sensitive to students who may not eat beef due to religious or other reasons. It can be emphasized that there are also other sources of dietary protein, such as poultry, fish, lentils, and dry beans (see slide #19). Reassure students that beef can be a part of a healthy diet, but it is also possible to have a healthy balanced diet without beef.

Introduction/Anticipatory Set:

1. Direct students' attention to the "Incredible Edible Idaho: Beef" poster. Ask students to talk about the poster in partners. Guiding Questions: What do you see? What do you notice? What do you wonder?
2. Display the first slide in the power point and introduce the lesson: Idaho Beef.

Instructional Strategies: whole class, small group, jigsaw

Build, Apply Knowledge:

3. Ask the essential question: “How many of you have enjoyed a hamburger or a steak? Besides tasting yummy, why is beef good for us? What makes beef a healthy food to eat?” Hand out the “Idaho Beef Guided Notes Activity” page and give students the instructions. “During this presentation, your task is to take notes. The sheet I am giving you lists the topics on which you should be taking notes. Please be sure to write notes about the facts of Idaho beef. After the presentation, you will need the notes to complete your assignment.”
4. Next, go through slides 2-8 and discuss historical information about beef cattle.
5. After presenting the information, have students turn to a neighbor and review their notes about beef cattle. The teacher should observe students correctly identifying historical facts about beef cattle. Next students move into groups of four to share and collect historical facts about beef cattle. They should write down any new information they collect from their group.
6. Continue going through and discussing slides with students, stopping after each topic (slides 17, 27, 30) to allow students to synthesize and summarize information while collecting notes from partners and then groups of four (if time allows).
7. When you have finished the PowerPoint, divide students into 5 groups. Assign each group to write a paragraph about one of the topics listed below. Each member in the group will be working on writing the same paragraph together, based on their Guided Notes. Allow students time to discuss and compose the paragraph in small groups.

***Higher Order Thinking Questions:**

- Group 1: Origins of Cattle: How did cattle arrive in North America?
- Group 2: How is the production of beef important to Idaho?
- Group 3: Describe, step-by-step, the journey Idaho beef takes from pasture to plate.
- Group 4: Why is beef good for your body? What nutrients does it provide? Provide examples of how beef is included in a healthy meal.
- Group 5: What by-products does beef production create? How do we use the products in our daily lives?

***Provide Guided Practice:**

8. Students will work together in ‘expert’ groups to create a paragraph on their assigned topic.
9. Groups will then split up after their paragraph is written. Students will gather into groups of 5. There should be one member of each expert group, so that each member of this group has written a paragraph about a different topic. They will read their individual portion aloud to the other group members. Students will choose an order for their paragraphs as well as introduction, transitions between paragraphs, and conclusion. (This portion of the activity might be modeled by the teacher as a whole group activity. The teacher may also choose to give this connecting paragraphs task to a group of advanced writers to complete.)

***Provide Independent Practice: —**

Wrap Up/Synthesis/Closure:

10. Provide each mixed-up group with a copy of the Beef Take Home Sheet. Does this poster correctly summarize every topic that we discussed today? If you had to revise it, what information would you choose to add or change? Write a list of things you learned on the back of the Beef Take Home Sheet. Share the handout and your list with your family.

Classroom/Home Connection: Idaho Beef Worksheets

Materials

(Framework Domain 1d: Demonstrating Knowledge of Resources)

*Digital eLearning Materials: URL (Web Site Link/s) to online digital text or materials, games, activities, programs, tools or video – List as many as necessary.

Title: Idaho Beef PowerPoint Presentation

URL: <http://www.sde.idaho.gov/site/cnp/farmToSchool/lessonPlans>

Annotation: This PowerPoint provides students with the background information that they need in order to create their informational paragraph. The topics covered in this PowerPoint include vocabulary pertaining to cattle, the origin of cattle in North America, the role of a rancher, the production process from pasture to plate, the role beef plays in a healthy meal, nutrients provided by beef, how these nutrients aid in the body's function, and information about useful by-products made during beef production.

Title: "Incredible Edible Idaho: Beef" Poster

URL: <http://www.sde.idaho.gov/site/cnp/farmToSchool/lessonPlans>

Annotation: A poster used to give students quick facts about Idaho Beef. Also, this lesson uses this poster to build interest before the PowerPoint portion of the lesson begins.

Title: Idaho Beef Guided Notes Activity Worksheet

URL: <http://www.sde.idaho.gov/site/cnp/farmToSchool/lessonPlans>

Annotation: This sheet is a note catcher meant to be copied for each student. The student collects notes during the PowerPoint presentation.

Title: Idaho Beef Activity Sheets

URL: <http://www.sde.idaho.gov/site/cnp/farmToSchool/lessonPlans>

Annotation: These are activities that students can complete independently to reinforce and extend concepts presented in this lesson.

Title: Idaho Beef Take Home Handout

URL: <http://www.sde.idaho.gov/site/cnp/farmToSchool/lessonPlans>

Annotation: This handout provides students with a resource, including a recipe, to share with family members, reinforcing the connection between home and school.

Title: Idaho Beef Guided Notes Activity Worksheet

URL: <http://www.sde.idaho.gov/site/cnp/farmToSchool/lessonPlans>

Annotation: Students will use this sheet to help them take notes on special topics during the PowerPoint presentation. The Guided Notes will then be used to help students work in jigsaw groups to write a paragraph on one specific topic at the end of the lesson.

Title: Idaho Beef Guided Notes Activity Worksheet - Remediation

URL: <http://www.sde.idaho.gov/site/cnp/farmToSchool/lessonPlans>

Annotation: This is a fill-in-the-blank model of the traditional "Idaho Beef Guided Notes Activity Worksheet" for students that need additional support with writing, including ELL students or those needing extra assistance. Students will use this sheet to help them take notes on special topics during the PowerPoint presentation by filling in the blanks. The Guided Notes will then be used to help students work in jigsaw groups to write a paragraph on one specific topic at the end of the lesson, if possible. Please see the "Remediation" section below for other possible modifications for students.

Title: Idaho Beef Paragraph Assignment

URL: <http://www.sde.idaho.gov/site/cnp/farmToSchool/lessonPlans>

Annotation: This paper will be used when students write their paragraph in jigsaw groups on one topic from the PowerPoint presentation. Information for their paragraph will be gathered from their Guided Notes taken throughout the presentation.

***Technology Tools and Equipment (Including UDL-Assistive Technology Software and Hardware):** Examples of technology tools might include hardware as well as software; e.g. document camera, digital camera, tablet, iPad, iPod, Interactive Board, calculator, geotracking, etc. Examples of UDL -assistive technology; e.g. text to speech, speech to text, switch or adapted keyboard, screen reader or word prediction etc. (List as many as necessary)

1. Computer
2. LCD Projector

***Other Materials:** Those required by teacher and/or students, include preparation or other special instructions; e.g. paper based materials such as text books, science equipment or supplies, art materials or equipment. (List technology items in the previous field.) (List as many as necessary)

1. Print enough copies of “Idaho Beef Paragraph Assignment,” “Idaho Beef Guided Notes Activity Worksheet,” “Idaho Beef Take Home Handout,” and “Idaho Beef Activity Sheets” (if used) for the entire class prior to teaching this lesson.
2. Pencils/pens for taking notes and completing paragraph assignment.

***Safety Considerations** (e.g. for Science and Professional Technical Education Plans)

UDL - Differentiation According to Student Needs

(Framework Domain 1b: Demonstrating Knowledge of Students)

Differentiation of curriculum, instruction and assessment using (UDL) Universal Design for Learning Principles to address diverse student needs including students with an IEP or 504, cultural linguistic needs e.g., (ELL, SIOP) as well as providing opportunities for extension and remediation if indicated.

UDL: Multiple means of;

- **Action and Expression** – Students will have an opportunity to share information with others in a variety of ways: pairs, small group, and whole group discussion.
- **Engagement** – Students will be engaged in different activities with other students, such as discussing each section of their Guided Notes worksheet throughout the PowerPoint presentation and collaborating to create a paragraph based on information gathered through their Guided Notes.
- **Representation** – Students can help create a paragraph with their group about their designated topic. Another option is to have students help create images, graphs, flow-charts, and/or vocabulary definitions to support their group’s essay.

ELL, SIOP: (Modifications to Instruction) Instead of writing a paragraph, students can create images, graphs, flow-charts, and/or vocabulary definitions to support each group’s finished essay. Provide the fill-in-the-blank note taking guide to guide students through the PowerPoint.

***Other Means of Differentiation: –**

Extension: Modifications for students who already know or can do the primary learning objective, e.g. activities that apply the concept to new content or extend opportunities for further research and exploration.

- *1. Extension:** Allow students to revise the Idaho Beef Take Home Handouts. **Fast finishers:** create images, graphs, flow-charts, or vocabulary definitions to support each group’s finished essay.
Advanced Writers/Readers: Write the introduction and conclusion to the essay based on the focus questions for each group.

Remediation: Explain what may be done for students who need extra preparation or assistance before, during, or after the lesson.

***1. Remediation:** Instead of writing a paragraph, students can create images, graphs, flow-charts, and/or vocabulary definitions to support each group's finished essay. Provide the fill-in-the-blank note taking guide to guide students through the PowerPoint.

Assessment

(Framework Domain 1f: Assessing Student Learning)

Assessment: (Optional) May indicate the type of assessment most appropriate, or it may provide sample questions, entire tests, portfolio guidelines or rubrics if available submitted along with the lesson plan as attachments.

***Formative/Ongoing Assessment:** The "Idaho Beef Guided Notes" and the "Idaho Beef Paragraph Assignment" the student produces will allow the teacher to determine what interventions or extensions each student needs throughout the lesson progression.

***Summative/End Of Lesson Assessment:** The final compiled informational text allows the teacher to assess what writing and group work skills need additional instruction.

Educator Self-Reflection

Please use this area to self-reflect on the successes and areas of improvement for your own planning purposes. (You may use this area then delete for submission online as the contents of the self-reflection section is not intended to be shared.)

***Self-Reflection – Successes and Areas of Improvement**

The State Department of Education- Child Nutrition Programs thanks Jill Diamond of the Lewiston School District #1, Leah Clark from the Idaho Department of Agriculture, and Tracy Son for their efforts to create this lesson.

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