



AGRICULTURE, FOOD AND NATURAL RESOURCES CLUSTER

LESSON 2

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| Lesson Plan Title: "Everything but the moo!" | | Instructor: |
| Suggested Total Time for Lesson (minutes): 90 minutes (2 Days) | | |
| Content Focus - What will Students Learn? (Content Skill Sets) | | |
| 0972.AG.0101.31 Identify and describe significant innovations and inventions in the history of agriculture and their impacts on the industry. 0972.AG. 0101.39 Identify food products that are derived from meat, egg, poultry, fish, and dairy products. | | |
| Materials and Resources- What do you need to assemble and prepare before the lesson? | | |
| Materials: Part 1: <ul style="list-style-type: none"> Everything but the..." worksheets for each of the farm species, 1 copy per student Computer & Projector to show videos from the "Everything but the..." website Part 2: <ul style="list-style-type: none"> "Everything but the..." Infographic "Everything but the..." How many animal byproducts do you use?" By-products list, 1 copy per student. 2 different colored highlighters per student | | Resources: Everything But the...Animal By-Product Resources Farm Credit of the Virginias (farmcreditofvirginias.com) How many animal by-products do you use.pdf (farmcreditofvirginias.com) Optional Resources for Classroom Use & Further discussions: 10 Reasons Ag is Good for Youth (farmcreditofvirginias.com) Ag Works (farmcreditofvirginias.com) |
| Lesson Outline: What learning activities will your students do? | | |
| Time | Sequence/Description of Learning Activity | |
| 5 minutes | Get Started/Explain: Discussion: Think about the products we use daily. What are they made of? Where do those ingredients come from? Think about yesterday's lesson and reflect on how easy it is to run out to the grocery store and buy these items instead of hand making them. Today we will explore animal by-products and how we use them. Definition: By-product – a secondary product that is derived from the harvesting of an animal; examples include carcass, hooves, blood, fat. | |
| 15 minutes each | Discover/Engage/Practice: (Each of the videos are approximately 1.5 minutes per species) "Everything but the... Moo!" Access the sight, show the corresponding video, allow students to complete the worksheet and discuss. "Everything but the...Baa!" Access the sight, show the corresponding video, allow students to complete the worksheet and discuss. "Everything but the...Oink!" Access the sight, show the corresponding video, allow students to complete the worksheet and discuss. "Everything but the...Beat!" Access the sight, show the corresponding video, allow students to complete the worksheet and discuss. "Everything but the...Cluck!" Access the sight, show the corresponding video, allow students to complete the worksheet and discuss. | |
| 10 minutes | Check for Understanding/Summarize/Close: Give each student a copy of the by-product list and two different color highlighters. Each student should use one highlighter to highlight every by-product they use within the first 24 hours of having the paper. After the first 24 hours students should switch to the other highlighter and highlight everything they use on the list in the upcoming week. If you do not have highlighter for students, have them use a writing utensil and mark the products with symbols or D for daily and W for weekly. Once the week is over, instruct the students use the "everything but the..." infographic to find out how many products they used from each animal. Some products overlap! | |
| Modifications, Support, and Extensions (for those students with IEP) | | |
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Reflection- Did the students learn the content outlined in the lesson focus? Why or why not?