Sheep to Wool Distance Learning

Lesson	**Subject:** Sheep to Wool **Grade Level**: Pre-K-2 **Scope of Lesson**: 30
Overview/Rational: Central Focus and Purpose for Lesson/Content	Sheep were important to farm families in the mid-1800s. Sheep provided both meat and wool to the families. Wool allowed the families to make clothing and other needed goods. In this lesson, students will learn about sheep, wool, and how it is processed.
Standards: New York State New Generation Learning Standards	**Common Core Learning Standards for English Language Arts and Literacy (Kindergarten)** **Reading Standards for Informational Text Key Ideas and Details** 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. Integration of Knowledge and Ideas 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). **Writing Standards Text Types and Purposes** 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **Social Studies Practices** Gathering, Interpreting and Using Evidence 1. Ask questions.

	2. Recognize forms of evidence used to make meaning in social studies **Economic and Economic Systems** 2. Identify examples of goods and services
Objective(s):	Explore the importance of sheep in the mid-1800s and learn about the animals, the wool, processing of the wool, and products made from the wool.
Learning Targets: **Skills/Procedures**	• Learn about sheep and farming in the mid-1800s • Learn about shearing • Learn about processing wool • Learn about the products made from wool • Understand why sheep and wool were so important
Content Vocabulary: *What specific words in the subject do students need to understand?*	• **Rams:** male sheep • **Ewes**: female sheep • **Lambs:** baby sheep • **Fleece:** wool, the coat of a sheep • **Staple:** wool of a sheep that grows in locks • **Lanolin**: oil that is in sheep's wool that makes it feel greasy and repels water • **Shearing**: cutting the wool from the sheep • **Loom**: machine that is used to weave cloth
Materials Needed: Teacher: *What materials does the teacher need for this lesson?* Student: *What materials does the student need for this lesson?*	**Teachers:** Internet and computer Power Point Presentation Lessons: **Student:** computer and internet access for remote learning; computer for jump drive, or packet for pen and pencil learning, printouts of PowerPoint and lessons if necessary

Procedure: The lesson may need to be taught for a variety of situations. Please consider how the lesson will be taught In Person,	**In Person Instruction and/or Live Instruction through Zoom** **Introduction 5 minutes** 1. Ask students if any of them live on a farm. Ask them if they have ever seen sheep. Do they know what comes from sheep? Wool! Teachers will introduce the topic Sheep to Wool and	**Live Online Instruction with Internet Access** **(Google Classroom, etc.)** **For Live Instruction:** Teacher will send a zoom link to students prior to the lesson.	**Remote Instruction (not live) or Paper/Pencil Instruction**

Remotely with Internet Access, or Remotely without Internet Access **Introduction:** Opening Activity _____ Minutes *How will you start the lesson to engage and motivate students?* **Instruction: _____** Minutes *What will you do to engage students?* *-to develop an understanding of the objective(s)* *-to engage to understand the concepts* *What questions will you ask?* *What will students do? (Activity)* *How will you know if the students are meeting the targets?* *What opportunities for practice are given to students?* **Closure:** _____ Minutes *How will you end the lesson?* **Assessment:**	explain they are going to learn about sheep, wool, and the products you can make from wool. **Lesson 20 minutes** 2. Teachers will present the PowerPoint by sharing their Zoom screen with the students and/or projecting the PowerPoint in the classroom. Teacher will discuss the topics associated with this lesson, moving through each slide, asking appropriate questions to help students decipher what they see on the slide and how it relates to the topic. As well, take note of the embedded videos. 3. After viewing the PowerPoint, students will be given the *Sheep to Wool* lesson to complete. Please note that this lesson is adaptable to grades pre-K-2. Although this can be done independently or as a group, teachers of younger students may find it useful to work on this as a class. If the class is zooming, lessons can be uploaded to google classroom or other platform for students to access. Student answers will allow the teacher to check for understanding. **Closing 5 minutes** 4. Teacher will review the information learned in the PowerPoint to reinforce the ideas presented about sheep and wool. **Supplemental Lessons** 1. DIY Weaving video shows a loom demonstration plus a mini-loom coaster weaving project for kids. **Additional Readings:** *Charlie Needs a Cloak* by Tamie DePaola *Warm as Wool* by Scott Russell Sanders *Red Berry Wool* by Robyn Eversole *From Sheep to Sweater* by Robin Nelson *Rumpelstiltskin*	Teacher will present PowerPoint through the shared screen to the students. Teacher will upload associated documents including any lessons being used in Google Classroom or other module. Teacher will follow the in person instruction lesson plan.	Teacher will upload Power Point and associated documents to student learning module. Students with Internet access will view the PowerPoint and complete assigned lessons. **Students without Internet Access:** If the student has computer but no internet, PowerPoint and documents may be put on a jump drive for the student. No computer: PowerPoint with notes and any handouts will be printed for the student.

(Additional Readings, instructions, answer keys)	
Differentiation *How will you provide for students with varying abilities?* *Students who will finish the activity quickly or need to be challenged more:* *Students with IEP's or 504 Plans:*	• A printout of the images and the notes will be provided. • Extra time will be provided. • Students may be provided an opportunity to review the PowerPoint again. • If students finish early, they will write a paragraph about what they learned, and/or work on a supplemental research project. • Use subtitles on the power point. • Students with IEP or 504 plans will be treated accordingly. Students will be allowed to sit in the front of the classroom and have a tutor or receive extra help. All bullet points above also apply.
Resources References for Resources Used:	• Harvestofhistory.org • Video: Sheep Shearing Made Simple - YouTube •