## 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  
Reading Standards for Informational Text Key Ideas and Details | Common Core Learning Standards for English Language Arts and Literacy (Kindergarten)  
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. |
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<th>Objective(s):</th>
<th>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.</th>
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| 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? | 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 |
| Student:  
What materials does the student need for this lesson? | |
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<th>Remotely with Internet Access, or Remotely without Internet Access</th>
<th>explain they are going to learn about sheep, wool, and the products you can make from wool.</th>
<th>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.</th>
<th>Teacher will upload PowerPoint and associated documents to student learning module. Students with Internet access will view the PowerPoint and complete assigned lessons.</th>
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<td><strong>Introduction:</strong> Opening Activity ______ Minutes How will you start the lesson to engage and motivate students? <strong>Instruction:</strong> ______ Minutes What will you do to engage students? -to develop an understanding of the objective(s) -to engage to understand the concepts</td>
<td><strong>Lesson 20 minutes</strong> 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 <em>Sheep to Wool</em> 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.</td>
<td><strong>Students without Internet Access:</strong> 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.</td>
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### 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](https://www.youtube.com/watch?v=dQw4w9WgXcQ)