



CTAE Module: **Basic Agricultural Science**

Language: **Spanish**

Lesson # **3** of Week # **1**

This lesson is designed for a 50-minute class period. Teachers whose schedules are different should make adaptations for their particular scheduling configuration.

Stage 1: *What will students know and be able to do at the end of this lesson?*

At the end of this lesson, the student will be able to say “I can . . .”

- I can identify the main aspects of agriculture in Georgia
- I can predict the main aspects of agriculture in my chosen Spanish speaking country

What vocabulary do students need to learn for this lesson?

Aspects of agriculture

What language structures need to be refreshed for students in this lesson?

Present tense

Stage 2: *What will be the evidence that students attained the lesson’s learning targets?*

At the end of the lesson, how will you know that students can do the learning targets for the lesson?

Students will be able to identify the major aspects of agriculture in Georgia. Students will be able to predict the major aspects of agriculture in a Spanish speaking country.



Stage 3: What will be the roadmap to reach the lesson’s learning targets?

What activities will you use during the lesson?

Icon Legend:



= this activity incorporates technology



= this activity is a non-technological option

Activity	How many minutes?	Resources
Lesson Set-Up: The teacher previews the lesson by talking with students about the “can do” statements for the day as well as mentioning the activities in which students will engage throughout the lesson.	2 minutes	
Introduction: Review jobs in agriculture and job descriptions.	3 minutes	 Who am I? PowerPoint for warm up
Activity 1: Infographic: Agriculture in Georgia. Each student receives a copy of the infographic and a worksheet with comprehension questions. Working in pairs, answer the activity sheet questions. After 15 minutes to complete, go over the answers with whole group and discuss.	20 minutes	GA Agriculture Infographic
Activity 2: Assign partner infographic. Each partner group will choose a Spanish speaking country to investigate. Pairs will create the infographic (modeled on the GA sample) with information about agriculture in that country. Each pair group should brainstorm about the country they are going to investigate, trying to predict the answers to the questions on the investigation activity sheet.	23 minutes	 Students can use an infographic generator website such as: www.visual.ly or www.piktochart.com Or they can create one by hand. Investigation Activity Sheet
Lesson Wrap-Up: The teacher makes certain that students	2 minutes	



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<p>understand what they are able to do at the end of the lesson that they could not do at its start. The teacher also reviews the opportunities which students had during the lesson to demonstrate their new knowledge.</p>		
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