



CTAE Module: **Basic Agricultural Science**

Language: **Spanish**

Lesson # **4** 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 and talk about the main aspects of agriculture in my chosen Spanish-speaking country
- I can compare agriculture in Georgia to agriculture in a Spanish-speaking country

What vocabulary do students need to learn for this lesson?

Vocabulary for compare and contrast:

- Más que
- Menos que
- Mejor
- Peor
- Tan..como
- Tanto...como

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 identify and depict the major aspects of agriculture in their chosen Spanish-speaking country. Students will begin to compare and contrast agriculture in that country with agriculture in Georgia.



**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
<b>Lesson Set-Up:</b> 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 the students will engage throughout the lesson.	2 minutes	
<b>Introduction:</b> Review infographic on Georgia. Teacher asks questions for clarification and review.	3 minutes	GA Agriculture Infographic
<b>Activity 1:</b> Research and Design your own Infographic. Working in pairs, students research and design an infographic based on the information gathered on the investigation worksheet.	43 minutes	 <p>Students can use an infographic generator website such as: <a href="http://www.visual.ly">www.visual.ly</a> or <a href="http://www.piktochart.com">www.piktochart.com</a> Or they can create one by hand.</p> <p>Investigation Activity Sheet</p>
<b>Activity 2:</b> Homework. Students must finish the infographic for class the next day.		
<b>Lesson Wrap-Up:</b> The teacher makes certain that students 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.	2 minutes	