



CTAE Module: **Basic Agricultural Science**

Language: **Spanish**

Lesson # **5** 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 discuss the main aspects of agriculture in several Spanish speaking countries
- I can compare agriculture in Georgia to agriculture in Spanish-speaking countries

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
- Comparative and superlatives

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 observe and record information about agriculture in different Spanish-speaking countries. Students will write reflections about what they have learned.



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 the students will engage throughout the lesson.	2 minutes	
Introduction: Pairs will hang their infographics around the classroom.	3 minutes	
Activity 1: Gallery Walk. Students walk around the classroom and take notes from the infographics created by their fellow classmates.	15 minutes	Student created infographics Teacher generated note-taking sheet
Activity 2: Teacher-led discussion. Using a T-chart, teacher leads class discussion of agriculture in Georgia vs. agriculture in the Spanish speaking world.	18 minutes	
Activity 3: Written reflection. Referring to their original predictions about the Spanish- speaking country investigated, students write a paragraph about the thing(s) that surprised them about their own investigations, and from the investigations by their classmates. If necessary, assign this to be finished at home over the weekend.	10 minutes	
Lesson Wrap-Up: 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	2 minutes	



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opportunities which students had during the lesson to demonstrate their new knowledge.		
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