



CTAE Module: **Basic Agricultural Science**

Language: **Spanish**

Lesson # **2** 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 name various professions in agriculture
- I can give basic job descriptions for those professions

What vocabulary do students need for learn for this lesson?

la publicidad
la promoción
la venta
el científico
el ingeniero
el director
el especialista
la producción
el profesional

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 name some professions in the world of agriculture and give basic job descriptions.

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

What activities will you use during the lesson?



= 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 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: Brainstorm: Name as many professions as you can in Spanish	3 minutes	
Activity 1: PowerPoint – Professions in Agriculture Teacher presents the PowerPoint to students and explains the different professions and the job descriptions for each.	10 minutes	PowerPoint
Activity 2: Activity sheet ¿Quién soy yo? Matching descriptions to jobs In pairs, students try to match the job description to the agriculture profession. After 6-8 minutes, teacher goes over the answers with students. Discuss the job	10 minutes	Activity Sheet: Professions in Agriculture



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descriptions. Students give opinions (me gusta, no me gusta and why) about the different jobs. Informal survey of student interest in the different agricultural professions.		
Activity 3: Vocabulary building. In pairs, students make list of verbs and nouns associated with the different professions. Pairs then make flash cards for the terms, using Spanish/pictures. Then, exchange cards with another pair and play memory game with cards.	25 minutes	Note cards Colored pencils/crayons/markers
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 opportunities which students had during the lesson to demonstrate their new knowledge.	2 minutes	