LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

ORGANISATION OF LEARNING.

Learning will take place in actual classroom.

Learners will work individually, in pairs and in

small groups.

INTRODUCTION

Ask oral questions to introduce the sub-strand.

LESSON DEVELOPMENT :

Step 1:Learners to define soil pollution.

Step 2: In groups, learners are guided to discuss the causes of soil pollution.

Step 3: In groups, learners are guided to recognize some of the soil pollutants.

KEY INQUIRY QUESTIONS : What is soil pollution?

-2

Learner’s Book Grade 7 pg. 1

Video clips

Realia

Pictures

Digital devices

CONCLUSION

Ask the learner to share what they have learnt.

Page 1 of 32

a)

GRADE 7 AGRICULTURE LESSON PLAN TERM 1

NAME…………………………………TSC NO………………………..SCHOOL……………………….

WEEK : 1

LESSON : 1

STRAND : Conserving Agricultural Environmental

SUB STRAND : Soil pollution control; Causes of soil pollution

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

Define soil pollution.

b)

Discuss the causes of soil pollution.

c)

Recognize some of the soil pollutants.

d)

Have a desire to conserve the environment.

-3

Learning will take place in actual classroom.

Learners will work individually, in pairs and in

small groups.

INTRODUCTION

Ask oral questions to introduce the sub-strand.

LESSON DEVELOPMENT :

Step 1:Learners are guided to visit a local farming community to observe the causes of soil pollution.

Step2:During the visit, learners to identify the causes of soil pollution in the area.

KEY INQUIRY QUESTIONS : Which soil pollutants are common in their farming environment?

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

ORGANISATION OF LEARNING.

Learner’s Book Grade 7 pg. 2

Video clips

Realia

Pictures

Digital devices

CONCLUSION

Ask the learner to share what they have learnt.

Ask oral questions to conclude the lesson.

Page 2 of 32

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

EXTENDED ACTIVITIES.

Learners to revise the work done and also given assignment to take at home.

REFLECTION ON THE LESSON.

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WEEK :

LESSON : 2

STRAND : Conserving Agricultural Environmental

SUB STRAND : Soil pollution control; Excursion

Ask oral questions to conclude the lesson.

a)

Visit a local farming community.

b)

Identify the causes of soil pollution in the area.

c)

Have fun and enjoy the visit to the local farming community.

Learner’s Book Grade 7 pg. 3

Learners will work individually, in pairs and in

small groups.

INTRODUCTION

Ask oral questions to introduce the sub-strand.

LESSON DEVELOPMENT :.

Step 1 :Learners are guided to use digital devices, search for videos on the causes of soil pollution and watch appropriate videos.

Step 2 : In groups, learners are guided to discuss the causes of soil pollution they have observed in the video and take summary notes.

KEY INQUIRY QUESTIONS : What are the causes of soil pollution?

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

Learning will take place in actual classroom.

Video clips

Realia

Pictures

Digital devices

Computing devices

CONCLUSION

Ask the learner to share what they have learnt.

Ask oral questions to conclude the lesson.

Page 3 of 32

a)

Learners to revise the work done and also given assignment to take at home.

REFLECTION ON THE LESSON.

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WEEK :

LESSON : 3

STRAND : Conserving Agricultural Environmental

SUB STRAND : Soil pollution control

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

EXTENDED ACTIVITIES.

Use digital devices and watch videos on the causes of soil pollution.

b)

Discuss the causes of soil pollution.

c)

Enjoy using digital devices such as, laptops, computers.

ORGANISATION OF LEARNING.

Video clips

small groups.

INTRODUCTION

Ask oral questions to introduce the sub-strand.

LESSON DEVELOPMENT :.

Step 1 : As a class, learners are guided to identify garden where soil has been polluted.

Step 2 : As a class, learners are guided to practice safe soil pollution control measures

KEY INQUIRY QUESTIONS : How can you control soil pollution?

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

-5

Learner’s Book Grade 7 pg. 4

Learners will work individually, in pairs and in

Realia

Pictures

Digital devices

Computing devices.

CONCLUSION

Ask the learner to share what they have learnt.

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES.

Page 4 of 32

a)

Learners to revise the work done and also given assignment to take at home.

REFLECTION ON THE LESSON.

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WEEK : 2

LESSON : 1

STRAND : Conserving Agricultural Environmental

SUB STRAND : Controlling soil pollution

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

EXTENDED ACTIVITIES.

Identify a garden where soil has been polluted.

b)

Practice safe soil pollution control measures.

c)

Have a desire to control soil pollution in their area.

ORGANISATION OF LEARNING.

Learning will take place in actual classroom.

Ask oral questions to conclude the lesson.

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

-7

Learner’s Book Grade 7 pg. 5

Video clips

Realia

Pictures

Digital devices

Computing devices.

CONCLUSION

Ask the learner to share what they have learnt.

KEY INQUIRY QUESTIONS : How do you promote safe farming practices?

EXTENDED ACTIVITIES.

Learners to revise the work done and also given assignment to take at home.

REFLECTION ON THE LESSON.

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WEEK :

LESSON : 3

Page 5 of 32

REFLECTION ON THE LESSON.

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WEEK :

LESSON : 2

STRAND : Conserving Agricultural Environmental

SUB STRAND : Promoting safe farming practices

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

Discuss and create awareness messages on safe farming practices.

Learners to revise the work done and also given assignment to take at home.

a)

Write their messages neatly on a manilla paper.

b)

Promote safe farming practices.

c)

LESSON DEVELOPMENT :.

Step 1 : In groups, learners are guided to discuss and create awareness messages on safe farming practices that they will share with the members of the community.

Step 2 : In groups, learners to write their messages neatly on a manilla paper. Ensure the poster is attractive and the message can be read from a distance.

Learners to revise the work done and also given assignment to take at home.

REFLECTION ON THE LESSON.

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WEEK : 3

LESSON : 1

STRAND : Conserving Agricultural Environmental

SUB STRAND :Water conservation measures; Water conservation in farming

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

Identify types of water conservation methods.

EXTENDED ACTIVITIES.

a)

Discuss the importance of water conservation in farming.

b)

Appreciate the importance of water conservation in farming

c)

ORGANISATION OF LEARNING.

Page 6 of 32

Ask oral questions to introduce the sub-strand.

SUB STRAND :

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

a)

Answer topical questions correctly.

ORGANISATION OF LEARNING.

Learning will take place in actual classroom.

Learners will work individually, in pairs and in

small groups.

INTRODUCTION

STRAND : Conserving Agricultural Environmental

LESSON DEVELOPMENT :.

Step 1:Learners are guided to answer topical questions correctly

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

Learner’s Book Grade 7 pg. 7

Assessment books

Digital devices

CONCLUSION

Ask the learner to share what they have learnt.

Ask oral questions to conclude the lesson.

Discuss the advantages of constructing water retention ditch, earth basin and water retention pits.

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WEEK :

LESSON : 2

STRAND : Conserving Agricultural Environmental

SUB STRAND :Conserving surface runoff

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

Identify ways of conserving surface runoff.

a)

REFLECTION ON THE LESSON.

b)

Draw a water retention ditch, earth basin and water retention pits.

c)

Appreciate the ways of conserving surface runoff.

d)

Page 7 of 32

Learner’s Book Grade 7 pg. 9

Learners will work individually, in pairs and in

small groups.

INTRODUCTION

Ask oral questions to introduce the sub-strand.

LESSON DEVELOPMENT :.

Step 1:In pairs, learners to identify types of water conservation methods that can be applied to control a swampy area.

Step 2 :In pairs, learners to discuss the importance of water conservation in farming.

KEY INQUIRY QUESTIONS : Why is it important to conserve water in farming?

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

Learning will take place in actual classroom.

Video clips

Realia

Pictures

Digital devices

Computing devices.

CONCLUSION

Ask the learner to share what they have learnt.

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES.

Learners to revise the work done and also given assignment to take at home.

SUB STRAND :Constructing water retention structures; Water retention ditch

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES.

Learners to revise the work done and also given assignment to take at home.

REFLECTION ON THE LESSON.

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WEEK :

LESSON : 3

STRAND : Conserving Agricultural Environmental

Ask the learner to share what they have learnt.

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

Identify a site in their environment that they can construct a water retention ditch.

a)

Outline the procedure of constructing a water retention ditch.

b)

Page 8 of 32

KEY INQUIRY QUESTIONS : What are the ways of conserving a surface runoff?

Learning will take place in actual classroom.

Learners will work individually, in pairs and in

small groups.

INTRODUCTION

Ask oral questions to introduce the sub-strand.

LESSON DEVELOPMENT :.

Step 1 : In groups, learners to identify ways of conserving surface runoff.

Step 2 : In groups, learners are guided to discuss the advantages of constructing water retention ditch, earth basin and water retention pits.

Step 3 :Individually, learners to draw a water retention ditch, earth basin and water retention pits.

ORGANISATION OF LEARNING.

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

pg. 10-11

Learner’s Book Grade 7

Video clips

Realia

Pictures

Digital devices

Computing devices.

CONCLUSION

REFLECTION ON THE LESSON.

Video clips

Realia

Pictures

Digital devices

Computing devices.

CONCLUSION

Ask the learner to share what they have learnt.

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES.

Learners to revise the work done and also given assignment to take at home.

earner’s Book Grade 7 pg. 11

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WEEK : 4

LESSON : 1

STRAND : Conserving Agricultural Environmental

SUB STRAND :Constructing water retention structures; Retention pits

Page 9 of 32

Ask oral questions to introduce the sub-strand.

c)

Have fun and enjoy constructing water retention ditch.

d)

ORGANISATION OF LEARNING.

Learning will take place in actual classroom.

Learners will work individually, in pairs and in

small groups.

INTRODUCTION

Construct a water retention ditch.

LESSON DEVELOPMENT :.

Step 1 : In groups, learners are guided to identify a site in their environment that they can construct a water retention ditch.

Step 2 : In groups, learners are guided to outline the procedure of constructing a water retention ditch.

Step 3 : In groups, learners are guided to construct a water retention ditch.

KEY INQUIRY QUESTIONS : What is a water retention ditch?

How do you construct a water retention ditch?

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

L

-12

Ask the learner to share what they have learnt.

What is a retention pit?

KEY INQUIRY QUESTIONS : How do you construct a retention pit?

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

ok Grade 7 pg. 12

Learner’s Bo

Video clips

Realia

Pictures

Digital devices

Computing devices.

CONCLUSION

Step 3: In groups, learners are guided to construct a retention pit.

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES.

Learners to revise the work done and also given assignment to take at home.

REFLECTION ON THE LESSON.

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WEEK :

Page 10 of 32

Identify a site in their environment that they can construct a retention pits

a)

Outline the procedure of constructing a retention pits

b)

Construct a retention pits.

c)

Have fun and enjoy constructing retention pits

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

d)

ORGANISATION OF LEARNING.

Learning will take place in actual classroom.

Learners will work individually, in pairs and in

small groups.

INTRODUCTION

Ask oral questions to introduce the sub-strand.

LESSON DEVELOPMENT :.

Step 1 : In groups, learners are guided to identify a site in their environment that they can construct a retention pit

Step 2: In groups, learners are guided to outline the procedure of constructing a retention pit.

Realia

LESSON DEVELOPMENT :.

Step 1: In groups, learners are guided to identify a site in their environment that they can construct an earth basin.

Step 2 : In groups, learners are guided to outline the procedure of constructing an earth basin.

Step 3: In groups, learners are guided to construct an earth basin.

KEY INQUIRY QUESTIONS : What is an earth basin?

How do you construct an earth basin?

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

L

-13

earner’s Book Grade 7 pg. 12

Video clips

Ask oral questions to introduce the sub-strand.

Pictures

Digital devices

Computing devices.

CONCLUSION

Ask the learner to share what they have learnt.

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES.

Learners to revise the work done and also given assignment to take at home.

Page 11 of 32

Construct an earth basin.

LESSON : 2

STRAND : Conserving Agricultural Environmental

SUB STRAND :Constructing water retention structures; Earth basin

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

Identify a site in their environment that they can construct an earth basin.

a)

Outline the procedure of constructing an earth basin

b)

FOR LESSON PLAN ,SCHEMES,NOTES,EXAMS,SONGS AND POEMS,WHATSAPP 0706193547

c)

Have fun and enjoy constructing an earth basin.

d)

ORGANISATION OF LEARNING.

Learning will take place in actual classroom.

Learners will work individually, in pairs and in

small groups.

INTRODUCTION

Video clips

INTRODUCTION

Ask oral questions to introduce the sub-strand.

LESSON DEVELOPMENT :.

Step 1: In groups, learners to use the internet or reference materials such as textbooks to search for minimum tillage practices.

Step 2 : In groups, learners to discuss the information researched.

Step 3: In groups, learners to give each other positive feedback.

KEY INQUIRY QUESTIONS : What is minimum tillage?

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

Learner’s Book Grade 7 pg. 13

small groups.

Realia

Pictures

Digital devices

Computing devices.

CONCLUSION

Ask the learner to share what they have learnt.

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES.

Page 12 of 32

a)

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WEEK :

LESSON : 3

STRAND : Conserving Agricultural Environmental

SUB STRAND :Minimum tillage practices

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

Use the internet or reference materials to search for minimum tillage practices.

REFLECTION ON THE LESSON.

Discuss the information researched.

b)

Give each other positive feedback.

c)

ORGANISATION OF LEARNING.

Learning will take place in actual classroom.

Learners will work individually, in pairs and in

Video clips

small groups.

INTRODUCTION

Ask oral questions to introduce the sub-strand.

LESSON DEVELOPMENT :.

Step 1:In pairs, learners to identify types of minimum tillage practices.

Step 2: In groups, learners to practice minimum tillage practices.

KEY INQUIRY QUESTIONS : What are the types of minimum tillage practise?

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

Learner’s Book Grade 7 pg. 14

Learners will work individually, in pairs and in

Realia

Pictures

Digital devices

Computing devices.

CONCLUSION

Ask the learner to share what they have learnt.

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES.

Page 13 of 32

REFLECTION ON THE LESSON.

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WEEK : 5

LESSON : 1

STRAND : Conserving Agricultural Environmental

SUB STRAND :Practising minimum tillage practices

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

Identify types of minimum tillage practices.

Learners to revise the work done and also given assignment to take at home.

a)

Practise minimum tillage practices.

b)

Appreciate types of minimum tillage practices.

c)

ORGANISATION OF LEARNING.

Learning will take place in actual classroom.

-15

Learners will work individually, in pairs and in

small groups.

INTRODUCTION

Ask oral questions to introduce the sub-strand.

LESSON DEVELOPMENT :.

Step 1 : As a class, leaners are guided to visit farms in the local environment.

Step 2 :Learners to name water conservation practices that farmers apply to conserve water.

Step 3: In groups, learners to discuss the challenges of conserving water

KEY INQUIRY QUESTIONS : Which minimum tillage is common in their area?

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

L

Learning will take place in actual classroom.

earner’s Book Grade 7 pg. 14

Video clips

Realia

Pictures

Digital devices

Computing devices.

CONCLUSION

Ask the learner to share what they have learnt.

Page 14 of 32

a)

REFLECTION ON THE LESSON.

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WEEK :

LESSON : 2

STRAND : Conserving Agricultural Environmental

SUB STRAND :Excursion

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

Visit farms in the local environment.

Learners to revise the work done and also given assignment to take at home.

Name water conservation practices that farmers apply to conserve water.

b)

Discuss the challenges of conserving water.

c)

Have fun and enjoy the excursion.

d)

ORGANISATION OF LEARNING.

Ask oral questions to conclude the lesson.

LESSON DEVELOPMENT :

Step 1 :Learners are guided to answer topical questions correctly

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

Learner’s Book Grade 7 pg. 15

Assessment books

Digital devices

CONCLUSION

Ask the learner to share what they have learnt.

Ask oral questions to introduce the sub-strand.

EXTENDED ACTIVITIES.

Learners to revise the work done and also given assignment to take at home.

REFLECTION ON THE LESSON.

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WEEK : 7

Page 15 of 32

SUB STRAND :Assessment

EXTENDED ACTIVITIES.

Learners to revise the work done and also given assignment to take at home.

REFLECTION ON THE LESSON.

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WEEK :

LESSON : 3

STRAND : Conserving Agricultural Environmental

Ask oral questions to conclude the lesson.

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

Answer topical questions correctly.

a)

ORGANISATION OF LEARNING.

Learning will take place in actual classroom.

Learners will work individually, in pairs and in

small groups.

INTRODUCTION

Digital devices

Step 1 :Learners to explain the meaning of agroforestry.

Step 2 :Learners are guided to give examples of places in Kenya that practise agroforestry.

Step 3 : In groups, learners to discuss the features of agroforestry

KEY INQUIRY QUESTIONS : What is agroforestry?

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

Learner’s Book Grade 7 pg. 16

Video clips

Realia

Pictures

LESSON DEVELOPMENT :

Computing devices.

CONCLUSION

Ask the learner to share what they have learnt.

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES.

Learners to revise the work done and also given assignment to take at home.

REFLECTION ON THE LESSON.

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Page 16 of 32

STRAND : Conserving Agricultural Environmental

SUB STRAND :Meaning of agroforestry

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

Explain the meaning of agroforestry.

a)

Give examples of places in Kenya that practise agroforestry.

b)

Discuss the features of agroforestry.

LESSON : 1

c)

Appreciate the places that practise agroforestry.

d)

ORGANISATION OF LEARNING.

Learning will take place in actual classroom.

Learners will work individually, in pairs and in

small groups.

INTRODUCTION

Ask oral questions to introduce the sub-strand.

Pictures

Step 1 : In groups, learners are guided to use digital devices (such as computer, laptop, tablet or smartphone) connected to the internet, watch videos on the importance of

agroforestry.

Step 2 : In groups, learners are guided to discuss the importance of agroforestry.

KEY INQUIRY QUESTIONS : What are the importance’s of agroforestry?

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

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-17

earner’s Book Grade 7 pg. 16

Video clips

Realia

LESSON DEVELOPMENT :

Digital devices

Computing devices.

CONCLUSION

Ask the learner to share what they have learnt.

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES.

Learners to revise the work done and also given assignment to take at home.

REFLECTION ON THE LESSON.

Page 17 of 32

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WEEK :

LESSON : 2

STRAND : Conserving Agricultural Environmental

SUB STRAND :Importance of agroforestry

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

Use digital devices connected to the internet, watch videos on the importance of agroforestry.

a)

Discuss the importance of agroforestry.

b)

Appreciate the importance of agroforestry.

c)

ORGANISATION OF LEARNING.

Learning will take place in actual classroom.

Learners will work individually, in pairs and in

small groups.

INTRODUCTION

Ask oral questions to introduce the sub-strand.

Ask the learner to share what they have learnt.

KEY INQUIRY QUESTIONS : How do agroforestry trees benefit crops or livestock within the field?

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

L

-18

earner’s Book Grade 7 pg. 17

Video clips

Realia

Pictures

Digital devices

Computing devices.

CONCLUSION

Step 3 : As a class, learners to take photographs of the agroforestry trees.

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES.

Learners to revise the work done and also given assignment to take at home.

REFLECTION ON THE LESSON.

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WEEK : 8

LESSON : 1

Page 18 of 32

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WEEK :

LESSON : 3

STRAND : Conserving Agricultural Environmental

SUB STRAND :Uses of agroforestry trees; Excursion

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

Visit crop and pasture fields in the local environment.

a)

Examine the trees grown in the fields.

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b)

Take photographs of the agroforestry trees.

c)

Have fun and enjoy the excursion.

d)

LESSON DEVELOPMENT :

Step 1 : As a class, learners are guided to visit crop and pasture fields in the local environment where they can observe agroforestry trees.

Step 2 : As a class, learners are guided to examine the trees grown in the fields.

Ask the learner to share what they have learnt.

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

L

-19

earner’s Book Grade 7 pg. 18

Video clips

Realia

Pictures

Digital devices

Computing devices.

CONCLUSION

KEY INQUIRY QUESTIONS : What are the characteristics of good agroforestry trees?

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES.

Learners to revise the work done and also given assignment to take at home.

REFLECTION ON THE LESSON.

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WEEK :

Page 19 of 32

c)

SUB STRAND :Characteristics of good agroforestry trees

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

Use digital devices and watch a video clip on the characteristics of good agroforestry trees.

a)

Discuss the characteristics of good agroforestry trees.

b)

Appreciate the characteristics of good agroforestry trees.

STRAND : Conserving Agricultural Environmental

ORGANISATION OF LEARNING.

Learning will take place in actual classroom.

Learners will work individually, in pairs and in

small groups.

INTRODUCTION

Ask oral questions to introduce the sub-strand.

LESSON DEVELOPMENT :

Step 1 :Learners are guided to use digital devices and watch a video clip on the characteristics of good agroforestry trees or visit an agroforestry farm in their

locality and examine the characteristics of agroforestry trees.

Step 2 : In groups, learners are guided to discuss the characteristics of good agroforestry trees.

CONCLUSION

Step 2 : In groups, learners to collect the planting materials and establish them.

KEY INQUIRY QUESTIONS : What are examples of agroforestry trees?

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

Learner’s Book Grade 7 pg. 20

Video clips

Realia

Pictures

Digital devices

Computing devices.

trees.

Ask the learner to share what they have learnt.

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES.

Learners to revise the work done and also given assignment to take at home.

REFLECTION ON THE LESSON.

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Page 20 of 32

STRAND : Conserving Agricultural Environmental

SUB STRAND :Choosing appropriate agroforestry trees for conserving the environment

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

Explore the school environment and identify the environmental issues present.

a)

Collect the planting materials and establish them.

b)

Enjoy exploring the school environment.

LESSON : 2

c)

ORGANISATION OF LEARNING.

Learning will take place in actual classroom.

Learners will work individually, in pairs and in

small groups.

INTRODUCTION

Ask oral questions to introduce the sub-strand.

LESSON DEVELOPMENT :

Step 1 : As a class, learners are guided to explore the school environment and identify the environmental issues present. Based on the characteristics of good agroforestry

Digital devices

LESSON DEVELOPMENT :

Step 1 : In groups, learners are guided to establish the planting materials they have collected and water the soil well.

Step 2 : In groups, learners are guided to prepare a schedule to carry out water, mulch, uproot, remove and prune

KEY INQUIRY QUESTIONS : What is pruning?

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

20-21

Learner’s Book Grade 7 pg.

Video clips

Realia

Pictures

Ask oral questions to introduce the sub-strand.

Computing devices.

CONCLUSION

Ask the learner to share what they have learnt.

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES.

Learners to revise the work done and also given assignment to take at home.

REFLECTION ON THE LESSON.

Page 21 of 32

WEEK :

LESSON : 3

STRAND : Conserving Agricultural Environmental

SUB STRAND :Establishing agroforestry trees

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

Establish the planting materials they have collected.

a)

Prepare a schedule to carry out water, mulch, uproot, remove and prune.

FOR LESSON PLAN ,SCHEMES,NOTES,EXAMS,SONGS AND POEMS,WHATSAPP 0706193547

b)

Have a desire to plant agroforestry trees.

c)

ORGANISATION OF LEARNING.

Learning will take place in actual classroom.

Learners will work individually, in pairs and in

small groups.

INTRODUCTION

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Learner’s Book Grade 7 pg. 21

Assessment books

Digital devices

CONCLUSION

Ask the learner to share what they have learnt.

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES.

Learners to revise the work done and also given assignment to take at home.

REFLECTION ON THE LESSON.

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WEEK :

LESSON : 2

STRAND : Crop Production

SUB STRAND :Preparing of planting sites; Planting sites

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

Page 22 of 32

a)

……………………………………………………………………………………………………………………………………………………………………………………………………………………….

WEEK : 9

LESSON : 1

STRAND : Conserving Agricultural Environmental

SUB STRAND :Assessment

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

Answer topical questions correctly.

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ORGANISATION OF LEARNING.

Learning will take place in actual classroom.

Learners will work individually, in pairs and in

small groups.

INTRODUCTION

Ask oral questions to introduce the sub-strand.

LESSON DEVELOPMENT :

Step 1 :Learners are guided to answer topical questions correctly

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

REFLECTION ON THE LESSON.

Video clips

Realia

Pictures

Digital devices

Computing devices

CONCLUSION

Ask the learner to share what they have learnt.

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES.

Learners to revise the work done and also given assignment to take at home.

earner’s Book Grade 7 pg. 23

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WEEK :

LESSON : 3

STRAND : Crop Production

SUB STRAND :Examine plants sites in relation to planting materials

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

Page 23 of 32

Learners will work individually, in pairs and in

a)

Describe types of planting site such as garden on a wall, container garden, garden along a fence and garden along a driveway.

b)

Appreciate the planting sites.

c)

ORGANISATION OF LEARNING.

Learning will take place in actual classroom.

Define planting sites.

small groups.

INTRODUCTION

Ask oral questions to introduce the sub-strand.

LESSON DEVELOPMENT :

Step 1:Learners to define planting sites.

Step 2: In groups, learners are guided to describe types of planting site such as garden on a wall, container garden, garden along a fence and garden along a driveway.

KEY INQUIRY QUESTIONS : Which plating site is common in their community?

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

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-24

REFLECTION ON THE LESSON.

Video clips

Realia

Pictures

Digital devices

Computing devices

CONCLUSION

Ask the learner to share what they have learnt.

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES.

Learners to revise the work done and also given assignment to take at home.

earner’s Book Grade 7 pg. 2

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WEEK : 10

LESSON : 1

STRAND : Crop Production

SUB STRAND :Examine plants sites in relation to planting materials

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

Page 24 of 32

Learners will work individually, in pairs and in

a)

Discuss examples of small seeds and medium sized seeds that require fine and medium tilth.

b)

Appreciate planting sites in relation to planting materials.

c)

ORGANISATION OF LEARNING.

Learning will take place in actual classroom.

Examine planting sites in relation to planting materials.

small groups.

INTRODUCTION

Ask oral questions to introduce the sub-strand.

LESSON DEVELOPMENT :

Step 1: In groups, learners are guided to examine planting sites in relation to planting materials.

Step 2 : In groups, learners are guided to discuss examples of small seeds and medium sized seeds that require fine and medium tilth.

KEY INQUIRY QUESTIONS : What is fine, medium and coarse tilth?

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

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4-25

Ask oral questions to conclude the lesson.

KEY INQUIRY QUESTIONS : How many types of tilth are there?

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

Learn

-27

er’s Book Grade 7 pg. 26

Video clips

Realia

Pictures

Computing devices

Digital devices

CONCLUSION

Ask the learner to share what they have learnt.

: In groups, learners are guided to draw the materials in learner’s book.

EXTENDED ACTIVITIES.

Learners to revise the work done and also given assignment to take at home.

REFLECTION ON THE LESSON.

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WEEK :

LESSON : 2

STRAND : Crop Production

Page 25 of 32

d)

a)

Examine the planting materials and recommend the appropriate type of tilth for each.

b)

c)

Draw the materials in learner’s book.

Appreciate planting sites in relation to planting materials.

Identify the materials in page 26.

ORGANISATION OF LEARNING.

Learning will take place in actual classroom.

Learners will work individually, in pairs and in

small groups.

INTRODUCTION

Ask oral questions to introduce the sub-strand.

LESSON DEVELOPMENT :

Step 1 : In groups, learners are guided to identify the materials in page 26.

Step 2: In groups, learners are guided to examine the planting materials and recommend the appropriate type of tilth for each

Step 3

EXTENDED ACTIVITIES.

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Learner’s Book Grade 7 pg. 27

Video clips

Realia

Pictures

Computing devices

Digital devices

CONCLUSION

Ask the learner to share what they have learnt.

Ask oral questions to conclude the lesson.

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

Learners to revise the work done and also given assignment to take at home.

REFLECTION ON THE LESSON.

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WEEK :

LESSON : 3

STRAND : Crop Production

Page 26 of 32

ORGANISATION OF LEARNING.

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

Take a walk around the school compound and identify various sites suitable for planting crops.

a)

Take photographs of the sites.

b)

Have fun and enjoy the excursion.

c)

SUB STRAND :Excursion

Learning will take place in actual classroom.

Learners will work individually, in pairs and in

small groups.

INTRODUCTION

Ask oral questions to introduce the sub-strand.

LESSON DEVELOPMENT :

Step 1 : As a class, learners are guided to take a walk around the school compound and identify various sites suitable for planting crops.

Step 2 : As a class, learners are guided to take photographs of the sites.

KEY INQUIRY QUESTIONS : What do you consider when identifying a suitable site for planting crops?

EXTENDED ACTIVITIES.

Learner’s Book Grade 7 pg. 28

Video clips

Realia

Pictures

Computing devices

Digital devices

CONCLUSION

Ask the learner to share what they have learnt.

Ask oral questions to conclude the lesson.

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

Learners to revise the work done and also given assignment to take at home.

REFLECTION ON THE LESSON.

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WEEK : 11

LESSON : 1

STRAND : Crop Production

Page 27 of 32

ORGANISATION OF LEARNING.

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

Outline the process of preparing a fine tilth planting site

a)

Prepare a fine tilth planting site.

b)

Have fun and enjoy preparing a fine tilth planting site.

c)

SUB STRAND :Preparing planting sites; Fine tilth

Learning will take place in actual classroom.

Learners will work individually, in pairs and in

small groups.

INTRODUCTION

Ask oral questions to introduce the sub-strand.

LESSON DEVELOPMENT :

Step 1 : In groups, learners are guided to outline the process of preparing a fine tilth planting site.

Step 2 : In groups, learners are guided to prepare a fine tilth planting site.

KEY INQUIRY QUESTIONS : How do you prepare a fine tilth land?

Learners to revise the work done and also given assignment to take at home.

Learner’s Book Grade 7 pg. 29

Video clips

Realia

Pictures

Digital devices

CONCLUSION

Ask the learner to share what they have learnt.

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES.

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

REFLECTION ON THE LESSON.

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WEEK :

LESSON : 2

STRAND : Crop Production

SUB STRAND :Preparing planting sites; Course tilth

Page 28 of 32

ORGANISATION OF LEARNING.

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

Outline the process of preparing a medium tilth planting site

a)

Prepare a medium tilth planting site.

b)

Have fun and enjoy preparing a medium tilth planting site

c)

SUB STRAND :Preparing planting sites; Medium tilth

Learning will take place in actual classroom.

Learners will work individually, in pairs and in

small groups.

INTRODUCTION

Ask oral questions to introduce the sub-strand.

LESSON DEVELOPMENT :

Step 1 : In groups, learners are guided to outline the process of preparing a medium tilth planting site.

Step 2 : In groups, learners are guided to prepare a medium tilth planting site.

KEY INQUIRY QUESTIONS : How do you prepare a medium tilth land?

REFLECTION ON THE LESSON.

Learner’s Book Grade 7 pg. 29

Video clips

Realia

Pictures

Digital devices

CONCLUSION

Ask the learner to share what they have learnt.

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES.

Learners to revise the work done and also given assignment to take at home.

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WEEK :

LESSON : 3

STRAND : Crop Production

SUB STRAND :Preparing planting sites; On walls

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

Page 29 of 32

Learning will take place in actual classroom.

Outline the process of preparing a course tilth planting site

a)

Prepare a course tilth planting site.

b)

Have fun and enjoy preparing a course tilth planting site.

c)

ORGANISATION OF LEARNING.

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

Learners will work individually, in pairs and in

small groups.

INTRODUCTION

Ask oral questions to introduce the sub-strand.

LESSON DEVELOPMENT :

Step 1 : In groups, learners are guided to outline the process of preparing a course tilth planting site.

Step 2 : In groups, learners are guided to prepare a fine tilth planting site.

KEY INQUIRY QUESTIONS : How do you prepare a course tilth land?

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

EXTENDED ACTIVITIES.

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

Learner’s Book Grade 7 pg. 30

Video clips

Realia

Pictures

Digital devices

Computing devices.

CONCLUSION

Ask the learner to share what they have learnt.

Ask oral questions to conclude the lesson.

KEY INQUIRY QUESTIONS : How do you prepare planting sites on walls?

Learners to revise the work done and also given assignment to take at home.

REFLECTION ON THE LESSON.

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WEEK : 12

LESSON : 1

STRAND : Crop Production

Page 30 of 32

d)

a)

Draw a design that he/she will use to place or hang the containers for planting.

b)

Prepare planting sites on walls.

c)

Have fun and enjoy preparing planting sites on walls.

Identify a wall within the school that is not in use.

ORGANISATION OF LEARNING.

Learning will take place in actual classroom.

Learners will work individually, in pairs and in

small groups.

INTRODUCTION

Ask oral questions to introduce the sub-strand.

LESSON DEVELOPMENT :

Step 1 : In groups, learners to identify a wall within the school that is not in use. (Ensure the wall is in a place where it will not distract people upon establishing crops)

Step 2 : In groups, learners to draw a design that they will use to place or hang the containers for planting, for example, they can hang them vertically, horizontally or in any

other form they prefer.

Learners to revise the work done and also given assignment to take at home.

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earner’s Book Grade 7 pg. 30

Video clips

Realia

Pictures

Digital devices

CONCLUSION

Ask the learner to share what they have learnt.

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES.

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REFLECTION ON THE LESSON.

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ORGANISATION OF LEARNING.

SPECIFIC LEARNING OUTCOMES : By the end of the lesson, the learner should be able to:

Identify a space that is not too close to the paths.

a)

Prepare planting sites along pathways or driveways.

b)

Have fun and enjoy preparing planting sites along pathways or driveways.

c)

SUB STRAND :Preparing planting sites; Along pathways or driveways

Learning will take place in actual classroom.

Learners will work individually, in pairs and in

small groups.

INTRODUCTION

Ask oral questions to introduce the sub-strand.

LESSON DEVELOPMENT :

Step 1 : As a class, learners are guided to identify a space that is not too close to the paths.

Step 2 : In groups, learners are guided to prepare planting sites along pathways or driveways

KEY INQUIRY QUESTIONS : How do you prepare planting sites along pathways of driveways?

LEARNING RESOURCES : Spark ; StoryMoja, Agriculture

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