Grade 10 Agriculture

Term 1 - 65 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

65 complete, ready-to-teach Grade 10 Agriculture lesson plans for Term 1, covering agricultural land, properties of soil, land preparation, field management practices, growing selected crops and crop protection.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Agricultural Land	10
1.2	Properties of Soil	11
1.3	Land Preparation	12
1.4	Field Management Practices	10
1.5	Growing Selected Crops	10
1.6	Crop Protection	12

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

Agricultural land: what it is and why it matters

By the end of the lesson, the learner should be able to: a) explain what is meant by agricultural land; b) state the features of land as a factor of production

> **Land in agriculture**
> Land means the surface of the earth that is not covered by the sea, together with what is on it and under it: soil, water, minerals, vegetation and the climate above it.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

CONTENTS

No.	Lesson	Topic	Page
1	Agricultural land: what it is and why it matters	1.1 Agricultural Land	5
2	Ways of accessing land I: inheritance and buying	1.1 Agricultural Land	9
3	Ways of accessing land II: leasing, donation and other ways	1.1 Agricultural Land	13
4	Forms of land use and the utility of land	1.1 Agricultural Land	17
5	Field visit: forms of land and their utilities in the community	1.1 Agricultural Land	21
6	Natural factors that determine land productivity I: climate	1.1 Agricultural Land	25
7	Natural factors that determine land productivity II: altitude, topography, soil and living things	1.1 Agricultural Land	29
8	Agro-ecological zones of Kenya: matching land use to land	1.1 Agricultural Land	33
9	Presenting the importance of land in agricultural production	1.1 Agricultural Land	37
10	Sensitising the school community: legal procedures of land acquisition (poster) and review	1.1 Agricultural Land	41
11	What soil is made of and why its properties matter	1.2 Properties of Soil	45
12	Physical properties I: soil texture and textural classes	1.2 Properties of Soil	48
13	Practical: determining soil texture by feel and by sedimentation	1.2 Properties of Soil	52
14	Physical properties II: soil structure, porosity, drainage and capillarity	1.2 Properties of Soil	56
15	Practical: investigating drainage, water holding capacity and capillarity of soils	1.2 Properties of Soil	60
16	Chemical properties of soil: pH, nutrients and cation exchange	1.2 Properties of Soil	64
17	Practical: testing the pH of soil samples	1.2 Properties of Soil	68
18	Biological properties: humus and living organisms in the soil	1.2 Properties of Soil	72
19	The soil profile: horizons and their importance to crop production	1.2 Properties of Soil	76
20	Field visit: observing a soil profile and relating it to farming	1.2 Properties of Soil	80
21	Soil properties in crop production: consolidation	1.2 Properties of Soil	84
22	Land preparation: meaning, objectives and stages	1.3 Land Preparation	88
23	Land clearing: methods, tools, safety and the environment	1.3 Land Preparation	92
24	Practical: clearing a plot	1.3 Land Preparation	96
25	Primary cultivation: purpose, tools and timing	1.3 Land Preparation	100
26	Practical: primary cultivation	1.3 Land Preparation	104
27	Secondary cultivation and tilth	1.3 Land Preparation	107
28	Practical: making a seedbed with a fine tilth	1.3 Land Preparation	111
29	Tertiary operations: ridging, marking, holes and mulching	1.3 Land Preparation	114

30	Practical: marking a plot, making ridges and planting holes	1.3 Land Preparation	118
31	Conservation tillage I: zero and minimum tillage	1.3 Land Preparation	122
32	Practical: applying conservation tillage	1.3 Land Preparation	126
33	The importance of land preparation: presentations and review	1.3 Land Preparation	130
34	Field management practices: an overview	1.4 Field Management Practices	133
35	Pruning vegetables: tomatoes and capsicum	1.4 Field Management Practices	137
36	Practical: pruning and staking tomatoes	1.4 Field Management Practices	141
37	Practical: pruning capsicum and caring for pruning tools	1.4 Field Management Practices	145
38	Pruning perennial crops: cutting back, single stem and multiple stem	1.4 Field Management Practices	149
39	Field visit: observing the pruning of a perennial crop	1.4 Field Management Practices	153
40	Top dressing I: what it is, why it is done and the fertilizers used	1.4 Field Management Practices	157
41	Top dressing II: methods, rates and calculations	1.4 Field Management Practices	160
42	Practical: top dressing a growing crop	1.4 Field Management Practices	164
43	Importance of field management practices: field trip, resource person and review	1.4 Field Management Practices	168
44	Crops established through the nursery	1.5 Growing Selected Crops	172
45	Deciding which crop to grow: a project decision	1.5 Growing Selected Crops	175
46	Nursery site and the nursery bed: design and construction	1.5 Growing Selected Crops	179
47	Practical: establishing a nursery bed and sowing	1.5 Growing Selected Crops	183
48	Nursery management: watering, shading, thinning, pest control and hardening off	1.5 Growing Selected Crops	187
49	Transplanting: when, how and at what spacing	1.5 Growing Selected Crops	191
50	Practical: transplanting seedlings	1.5 Growing Selected Crops	195
51	Field management of the crop: weeding, top dressing, water, pests and records	1.5 Growing Selected Crops	199
52	Harvesting, yield and returns of the selected crop	1.5 Growing Selected Crops	203
53	Presenting and justifying the management practices adopted	1.5 Growing Selected Crops	207
54	Weeds: meaning, characteristics and effects on crops	1.6 Crop Protection	210
55	Field visit: identifying weeds and collecting specimens	1.6 Crop Protection	214
56	Practical: making a weed herbarium	1.6 Crop Protection	218
57	Classification of weeds I: by form (broad-leaved, grasses and sedges)	1.6 Crop Protection	222
58	Classification of weeds II: by life cycle, habitat and harm	1.6 Crop Protection	226
59	Weed control I: prevention and physical methods	1.6 Crop Protection	230
60	Weed control II: cultural methods	1.6 Crop Protection	234

61	Weed control III: biological, legislative and integrated methods	1.6 Crop Protection	238
62	Weed control IV: chemical control and herbicide safety	1.6 Crop Protection	242
63	Practical: weed control by physical and cultural methods	1.6 Crop Protection	246
64	Practical: demonstrating chemical weed control safely and calibrating a sprayer	1.6 Crop Protection	250
65	Economic importance of weeds, class presentations and school awareness	1.6 Crop Protection	254

Agricultural land: what it is and why it matters

Strand 1.0 Crop Production > Sub-strand 1.1 Agricultural Land | Lesson 1 of 10 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) explain what is meant by agricultural land; b) state the features of land as a factor of production

KEY INQUIRY QUESTION(S)

- How is land productivity determined for agriculture?
- Why is land put into different agricultural uses?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Citizenship**	Learners take turns, listen to others and link the work to life in their community.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Social justice**	Every learner gets a turn and a fair chance to answer.
PCI	**Social economic and environmental issues**	Examples link to caring for the school and home environment.
PCI	**Biodiversity**	Learners see why every living thing in an environment matters.

LEARNING RESOURCES

Charts, maps and pictures of land uses and of the agro-ecological zones of Kenya | Video clips on factors that determine land productivity | Manila paper and marker pens for presentations and posters | Notebooks, pencils and rulers | Digital devices with safe internet access (where available)

ORGANISATION OF LEARNING

Whole class for the resource person's talk and the summaries; groups of four to five for discussions, the excursion and the presentations; individual sketches and notes.

KEY WORDS

land | tenure | title deed | lease | inheritance | utility | productivity | altitude | topography | agro-ecological zone

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Name three things you ate today. Trace each one back to land. What would happen to farming if there were no land?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "Land in agriculture" (key ideas on the next page), explaining as you go. Use charts, maps and pictures of land uses and of the agro-ecological zones of Kenya, video clips on factors that determine land productivity, manila paper and marker pens for presentations and posters. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Explain why the supply of land is described as fixed."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Land in agriculture

Land means the surface of the earth that is not covered by the sea, together with what is on it and under it: soil, water, minerals, vegetation and the climate above it. Agricultural land is land that is suitable for, and used for, growing crops, keeping animals, growing trees and other farming activities. Land is one of the four factors of production, together with labour, capital and entrepreneurship.

Features of land as a factor of production: its supply is fixed (it cannot be increased, although it can be improved); it cannot be moved from place to place; it differs in fertility, slope and climate from one place to another; it has alternative uses (a plot can grow maize, hold cattle or carry a house); it is a free gift of nature, so it has no cost of production, but it costs money to own or use; and it can last for ever if it is looked after well.

Importance: land supports crops and livestock, holds water, provides space for structures and roads, and is the main asset of many farming families in Kenya.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Define agricultural land.	**Land that is suitable for and used for crop growing, keeping animals, growing trees and other farming activities.**
2	State three features of land as a factor of production.	**Any three of: fixed supply; immobile; differs in fertility; has alternative uses; a gift of nature; lasts if well cared for.**
3	Name the other three factors of production.	**Labour, capital and entrepreneurship.**
4	Explain why the supply of land is described as fixed.	**The total area of land cannot be increased, although it can be improved.**

WATCH OUT FOR

Learners say land is only the soil. Land also includes water, vegetation, minerals and climate.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can explain what is meant by agricultural land confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can explain what is meant by agricultural land accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly explain what is meant by agricultural land, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet explain what is meant by agricultural land without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Give a picture of a farm and ask learners to circle the land, labour and capital they can see.
Learners ready for more	Why do farmers value land that is close to a market or a road? (Answer: It lowers transport costs and makes selling easier, which raises the value and use of the land)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "agricultural land: what it is and why it matters" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.