Grade 5 Agriculture and Nutrition

Term 2 - 36 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 35-minute lessons | PDF and editable Word

ABOUT THIS PACK

36 complete, ready-to-teach Grade 5 Agriculture and Nutrition lesson plans for Term 2, covering preservation of cereals and pulses, food nutrients, cooking food and good grooming practices.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.3	Preservation of Cereals and Pulses	10
2.4	Food Nutrients	10
2.5	Cooking Food	9
3.1	Good Grooming Practices	7

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

What cereals and pulses are, and why preserve them

By the end of the lesson, the learner should be able to: a) identify examples of cereals and pulses; b) explain why cereals and pulses need to be preserved

> **Cereals, pulses, and why to preserve them**
> Cereals are grains such as maize, millet, and sorghum; pulses are seeds such as beans, green grams, and cowpeas. If not properly preserved, they can be spoiled by moisture (causing rot or mould), pests like weevils, or rodents, leading to a family losing food they worked hard to grow.
> Preserving cereals and pulses well means a family can eat their harvest gradually over many months, not just right after harvest.

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.

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What cereals and pulses are, and why preserve them

Strand 2.0 Food Production Processes > Sub-strand 2.3 Preservation of Cereals and Pulses | Lesson 1 of 10 | 35 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) identify examples of cereals and pulses; b) explain why cereals and pulses need to be preserved

KEY INQUIRY QUESTION(S)

- How does preservation and storage of cereals and pulses enhance food security?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Food security**	Developed through the activities in this lesson.

LEARNING RESOURCES

Samples of cereals (maize, millet) and pulses (beans, green grams) | Pictures showing sun drying, ash treatment, and airtight storage

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

cereal | pulse | preserve | sun drying | airtight container | food security

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 min

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "What happens to grain, like maize, if it is left damp and unprotected for a long time?" 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	8	Work through the worked example on the next page, thinking aloud. Use samples of cereals (maize, millet) and pulses (beans, green grams), pictures showing sun drying, ash treatment, and airtight storage. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	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	8	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	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Why does good preservation matter for a family?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Cereals, pulses, and why to preserve them

Cereals are grains such as maize, millet, and sorghum; pulses are seeds such as beans, green grams, and cowpeas. If not properly preserved, they can be spoiled by moisture (causing rot or mould), pests like weevils, or rodents, leading to a family losing food they worked hard to grow.

Preserving cereals and pulses well means a family can eat their harvest gradually over many months, not just right after harvest.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Give one example of a cereal.	**Maize, millet, or sorghum**
2	Give one example of a pulse.	**Beans, green grams, or cowpeas**
3	Name one thing that can spoil unpreserved grain.	**Any of: moisture/rot/mould, pests like weevils, rodents**
4	Why does good preservation matter for a family?	**It lets them eat their harvest gradually over many months, not lose it to spoilage**

WATCH OUT FOR

Learners confuse cereals and pulses. Clarify cereals are grains (like maize) and pulses are seeds from legume plants (like beans).

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Show real or pictured samples of maize and beans and name which group each belongs to.
Learners ready for more	Why might a family that harvests once a year need to preserve their grain carefully to last until the next harvest? (Answer: Without preservation, the grain could spoil long before the next harvest, leaving the family without enough food)
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 "what cereals and pulses are, and why preserve them" 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.

Sun drying as a preservation method

Strand 2.0 Food Production Processes > Sub-strand 2.3 Preservation of Cereals and Pulses | Lesson 2 of 10 | 35 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) describe sun drying as a preservation method; b) explain why sun drying prevents spoilage

KEY INQUIRY QUESTION(S)

- How does preservation and storage of cereals and pulses enhance food security?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Food security**	Developed through the activities in this lesson.

LEARNING RESOURCES

Samples of cereals (maize, millet) and pulses (beans, green grams) | Pictures showing sun drying, ash treatment, and airtight storage

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Have you seen maize or beans spread out in the sun to dry? Why do you think this is done?" 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	8	Work through the worked example on the next page, thinking aloud. Use samples of cereals (maize, millet) and pulses (beans, green grams), pictures showing sun drying, ash treatment, and airtight storage. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
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Step 3: Independent practice	8	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	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "How can you check if grain is dry enough?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Sun drying

Sun drying means spreading cereals or pulses out in direct sunlight until they lose most of their moisture. Dry grain is much less likely to rot or grow mould, since moisture is what allows these problems to start. Grain should be turned occasionally and protected from rain or dew while drying.

A simple way to check if grain is dry enough is to bite a kernel - it should be hard, not soft or squishy.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What does sun drying involve?	**Spreading cereals or pulses out in direct sunlight until they lose most moisture**
2	Why does drying prevent rot and mould?	**Moisture is what allows rot and mould to start**
3	What should be done to grain while it dries?	**Turned occasionally and protected from rain or dew**
4	How can you check if grain is dry enough?	**Bite a kernel - it should be hard, not soft or squishy**