Grade 5 Agriculture and Nutrition

Term 3 - 44 complete lesson plans

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

ABOUT THIS PACK

44 complete, ready-to-teach Grade 5 Agriculture and Nutrition lesson plans for Term 3, covering home hygiene, laundering cotton item, repairing garments and constructing innovative gardens.

TOPICS IN THIS PACK

Topic	Name	Lessons
3.2	Home Hygiene	9
3.3	Laundering Cotton Item	10
4.1	Repairing Garments	11
4.2	Constructing Innovative Gardens	14

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

Surfaces found in the home environment

By the end of the lesson, the learner should be able to: a) identify surfaces made from different materials in the home; b) describe the general properties of each surface type

> **Home surfaces**
> Homes have surfaces made from different materials, such as glass (windows), wooden floors or furniture, earthen (bare soil) floors, cemented floors, and tiled floors or walls. Each material has different properties - glass is smooth and can break, wood can absorb moisture, and cemented or tiled floors are hard and durable.
> Knowing what a surface is made of helps decide the best, safest way to clean 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.

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Surfaces found in the home environment

Strand 3.0 Hygiene Practices > Sub-strand 3.2 Home Hygiene | Lesson 1 of 9 | 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 surfaces made from different materials in the home; b) describe the general properties of each surface type

KEY INQUIRY QUESTION(S)

- How do you clean surfaces made from different materials?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Hygiene and sanitation**	Developed through the activities in this lesson.

LEARNING RESOURCES

Pictures or real samples of glass, wood, cemented, tiled, and earthen surfaces

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

surface | glass | wooden | earthen floor | cemented | tiled

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: "Look around your classroom or think of your home - what different materials are the floors, windows, or walls made of?" 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 pictures or real samples of glass, wood, cemented, tiled, and earthen surfaces. 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 is it useful to know what a surface is made of?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Home surfaces

Homes have surfaces made from different materials, such as glass (windows), wooden floors or furniture, earthen (bare soil) floors, cemented floors, and tiled floors or walls. Each material has different properties - glass is smooth and can break, wood can absorb moisture, and cemented or tiled floors are hard and durable.

Knowing what a surface is made of helps decide the best, safest way to clean it.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name one surface material found in a home.	**Any of: glass, wood, earthen floor, cemented floor, tiled floor**
2	Which surface material is smooth and can break?	**Glass**
3	Which surface material can absorb moisture?	**Wood**
4	Why is it useful to know what a surface is made of?	**It helps decide the best, safest way to clean it**

WATCH OUT FOR

Learners think all surfaces should be cleaned the same way. Set up this lesson to show why material matters for the next lessons on cleaning methods.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Walk around the classroom and point out real examples of different surface materials together.
Learners ready for more	List all the different surface materials you can identify in your own home. (Answer: Any genuine, reasonable list)
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 "surfaces found in the home environment" 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.

ELIMU254

Cleaning glass surfaces

Strand 3.0 Hygiene Practices > Sub-strand 3.2 Home Hygiene | Lesson 2 of 9 | 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 how to clean glass surfaces; b) explain precautions needed when cleaning glass

KEY INQUIRY QUESTION(S)

- How do you clean surfaces made from different materials?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Hygiene and sanitation**	Developed through the activities in this lesson.

LEARNING RESOURCES

Pictures or real samples of glass, wood, cemented, tiled, and earthen surfaces

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

surface | glass | wooden | earthen floor | cemented | tiled

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: "Why do you think glass windows need a different cleaning approach from a cemented floor?" 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 pictures or real samples of glass, wood, cemented, tiled, and earthen surfaces. 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 should you never press too hard when cleaning glass?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Cleaning glass

Glass surfaces, like windows, are cleaned with a soft cloth and water, sometimes with a small amount of mild soap or a glass cleaner, wiped gently to avoid streaks, then dried with a clean, dry cloth for a clear finish. Care must be taken not to press too hard, as glass can crack or break.

Cleaning glass regularly keeps it clear, letting in light and looking neat.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is used to clean glass?	**A soft cloth and water, sometimes with mild soap or a glass cleaner**
2	Why should glass be wiped gently?	**To avoid streaks and to avoid cracking or breaking the glass**
3	What is done after wiping glass with water?	**It is dried with a clean, dry cloth for a clear finish**
4	Why should you never press too hard when cleaning glass?	**Glass can crack or break under too much pressure**