Grade 6 Agriculture and Nutrition

Term 3 - 43 complete lesson plans

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

ABOUT THIS PACK

43 complete, ready-to-teach Grade 6 Agriculture and Nutrition lesson plans for Term 3, covering laundry: stain removal, crocheting stitches and constructing moist bed garden.

TOPICS IN THIS PACK

Topic	Name	Lessons
3.2	Laundry: Stain Removal	12
4.1	Crocheting Stitches	16
4.2	Constructing Moist Bed Garden	15

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

Stains on clothing and household articles

By the end of the lesson, the learner should be able to: a) explain what a stain is; b) identify common stains on clothing and household articles

> **Stains**
> A stain is a mark on fabric that does not come out with ordinary washing. Laundry is the washing, drying and ironing of clothes and household articles.
> Common stains: blood (from a cut, a nosebleed or menstruation), grass (from playing on the field), mud, ink, tea and coffee, fruit juice, food grease and oil, sweat (yellow marks on collars), and rust.

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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Stains on clothing and household articles

Strand 3.0 Hygiene Practices > Sub-strand 3.2 Laundry: Stain Removal | Lesson 1 of 12 | 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) explain what a stain is; b) identify common stains on clothing and household articles

KEY INQUIRY QUESTION(S)

- How does stain removal enhance personal hygiene?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Personal hygiene**	Developed through the activities in this lesson.
PCI	**Safety and security**	Learners follow safety rules when using materials and moving about.

LEARNING RESOURCES

Stained articles to look at (a shirt with a grass stain, a handkerchief with a blood stain) | Chart of stain types and removers | Chart of the rules of stain removal

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

laundry | stain | fresh stain | dried stain | stain remover | solvent | methylated spirit | soaking | rinsing | household article

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

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Look at your uniform and shoes. Can you see any marks that ordinary washing might not remove?" 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	Take learners through "Stains" (key ideas on the next page), explaining as you go. Use stained articles to look at (a shirt with a grass stain, a handkerchief with a blood stain), chart of stain types and removers, chart of the rules of stain removal. 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	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: "Where on a school uniform do grass stains usually appear?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Stains

A stain is a mark on fabric that does not come out with ordinary washing. Laundry is the washing, drying and ironing of clothes and household articles.

Common stains: blood (from a cut, a nosebleed or menstruation), grass (from playing on the field), mud, ink, tea and coffee, fruit juice, food grease and oil, sweat (yellow marks on collars), and rust.

Household articles that get stained include bedsheets, pillowcases, tablecloths, towels, kitchen cloths, curtains and handkerchiefs.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is a stain?	**A mark on fabric that does not come out with ordinary washing**
2	Name three common stains.	**Any three, for example blood, grass, mud, ink, tea, grease, rust**
3	Name two household articles that get stained.	**Any two, for example bedsheets, tablecloths, towels, curtains, handkerchiefs**
4	Where on a school uniform do grass stains usually appear?	**On the knees, elbows or seat**

WATCH OUT FOR

Learners call dirt a stain. Dirt washes out with soap; a stain does not.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Pass round stained articles and let learners name each stain.
Learners ready for more	Why do stains make clothes look untidy even when they are clean? (Answer: The mark remains, so they look dirty to others)
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 "stains on clothing and household articles" 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.

Types of stains

Strand 3.0 Hygiene Practices > Sub-strand 3.2 Laundry: Stain Removal | Lesson 2 of 12 | 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 group stains into types

KEY INQUIRY QUESTION(S)

- How does stain removal enhance personal hygiene?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
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LEARNING RESOURCES

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ORGANISATION OF LEARNING

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KEY WORDS

laundry | stain | fresh stain | dried stain | stain remover | solvent | methylated spirit | soaking | rinsing | household article

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "What do blood, milk and egg have in common?" 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	Take learners through "Types of stains" (key ideas on the next page), explaining as you go. Use stained articles to look at (a shirt with a grass stain, a handkerchief with a blood stain), chart of stain types and removers, chart of the rules of stain removal. 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	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: "Name one grease stain."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Types of stains

Animal (protein) stains: blood, milk, egg, sweat. Heat makes them set, so they are treated with cold water.

Plant (vegetable) stains: grass, tea, coffee, fruit juice. Grass stains contain green colouring (chlorophyll) and are removed with soap or a solvent such as methylated spirit.

Grease stains: oil, butter, food fat. Mineral stains: rust, ink, mud. Different types need different removers.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	To which type does a blood stain belong?	**Animal (protein) stain**
2	To which type does a grass stain belong?	**Plant (vegetable) stain**
3	Why is hot water not used on blood stains?	**Heat makes protein stains set**
4	Name one grease stain.	**Any one, for example oil, butter, food fat**

WATCH OUT FOR

Learners put mud with plant stains because it comes from the ground. Mud is a mineral stain.