Grade 7 Agriculture and Nutrition

Term 2 - 43 complete lesson plans

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

ABOUT THIS PACK

43 complete, ready-to-teach Grade 7 Agriculture and Nutrition lesson plans for Term 2, covering selected crop management practises, preparing animal products, cooking food, hygiene in rearing animals and laundry: loose-coloured items.

TOPICS IN THIS PACK

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2.3	Preparing Animal Products	9
2.4	Cooking Food	9
3.1	Hygiene in Rearing Animals	9
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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

Crop management practices and spacing

By the end of the lesson, the learner should be able to explain what crop management practices are and why spacing matters

> **Crop management practices are tasks done on a growing crop to help it grow well and give a good yield.**
> In this sub-strand: gapping, thinning, weeding and earthing-up.

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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Crop management practices and spacing

Strand 2.0 Food Production Processes > Sub-strand 2.2 Selected Crop Management Practises | Lesson 1 of 8 | 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 explain what crop management practices are and why spacing matters

KEY INQUIRY QUESTION(S)

- How can we carry out management practises in crop production?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
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	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Safety of self and others**	Learners follow safety rules when using materials and moving about.

LEARNING RESOURCES

Pictures or video of crop management practices | Charts | Learners' exercise books

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

gapping | thinning | weeding | earthing-up | plant population | spacing | competition | weed

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

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	6	Greet the class and ask: "Key question: how can we carry out management practises in crop production? Look at the class beds. What work do they need now?" 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 the key ideas on the next page, explaining as you go. Use pictures or video of crop management practices, charts, learners' exercise books. 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: "What do crowded plants compete for?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Crop management practices are tasks done on a growing crop to help it grow well and give a good yield.
In this sub-strand: gapping, thinning, weeding and earthing-up.
Spacing is the distance between plants and between rows; it decides the plant population (number of plants in an area).
Too few plants waste land; too many plants compete for water, light and nutrients and give small yields.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is a crop management practice?	**A task done on a growing crop to help it grow well**
2	Name four management practices.	**Gapping, thinning, weeding and earthing-up**
3	What is plant population?	**The number of plants in an area**
4	What do crowded plants compete for?	**Water, light and nutrients**

WATCH OUT FOR

Thinking more plants always means more harvest.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Show a well-spaced and a crowded picture side by side.
Learners ready for more	Beans spaced 15 cm apart in a 3 m row: about how many plants? (Answer: About 20 plants)
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 "crop management practices and spacing" 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.

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Gapping

Strand 2.0 Food Production Processes > Sub-strand 2.2 Selected Crop Management Practises | Lesson 2 of 8 | 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 explain and carry out gapping

KEY INQUIRY QUESTION(S)

- How can we carry out management practises in crop production?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
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	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Safety of self and others**	Learners follow safety rules when using materials and moving about.

LEARNING RESOURCES

Jembes and hoes (used with the teacher) | Trowels | Spare seedlings or seeds for gapping | Watering cans | Gloves | Basins for thinned seedlings

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

gapping | thinning | weeding | earthing-up | plant population | spacing | competition | weed

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
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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	6	Greet the class and ask: "Some holes in our bean bed have no seedlings. What can we do?" 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 "Practical: gapping" (key ideas on the next page), explaining as you go. Use jembes and hoes (used with the teacher), trowels, spare seedlings or seeds for gapping. 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: "Why gap in the evening?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Practical: gapping

Materials: trowels, spare seedlings or seeds, watering cans.

Gapping is filling the gaps where seeds did not come up or seedlings died, to keep the right plant population.

Do it early, within one to two weeks of emergence, so the new plants catch up.

Use healthy seedlings of the same crop and variety (from thinning or a nursery), or re-sow seeds.

Lift the seedling with a ball of soil, plant at the same depth, firm and water.

Best done in the evening or on a cloudy day.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is gapping?	**Filling gaps where plants did not come up**
2	When should gapping be done?	**Early, within one to two weeks of emergence**
3	Why use the same variety?	**So the crop grows and matures evenly**
4	Why gap in the evening?	**Less heat, so the seedlings do not wilt**