Grade 7 Agriculture and Nutrition

Term 3 - 36 complete lesson plans

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

ABOUT THIS PACK

36 complete, ready-to-teach Grade 7 Agriculture and Nutrition lesson plans for Term 3, covering knitting skills, constructing framed suspended garden, adding value to crop produce and making homemade soap.

TOPICS IN THIS PACK

Topic	Name	Lessons
4.1	Knitting Skills	10
4.2	Constructing Framed Suspended Garden	10
4.3	Adding Value to Crop Produce	8
4.4	Making Homemade Soap	8

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

Knitting, knitted articles and tools

By the end of the lesson, the learner should be able to describe knitting and identify its tools and materials

> **Knitting is making fabric by forming interlocking loops of yarn with two needles.**
> Household articles: scarves, table wipers, mats, tool bags, gloves, cushion covers, baby blankets.
> Tools and materials: knitting needles (sized by thickness, for example 4 mm), wool or yarn (sold by ply or weight), scissors, tape measure, a blunt darning needle for sewing in ends.

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	Knitting, knitted articles and tools	4.1 Knitting Skills	4
2	Basic stitches: knit and purl	4.1 Knitting Skills	7
3	Practical: casting on	4.1 Knitting Skills	10
4	Practical: the knit stitch (garter stitch)	4.1 Knitting Skills	13
5	Practical: the purl stitch (stocking stitch)	4.1 Knitting Skills	16
6	Correcting mistakes and joining yarn	4.1 Knitting Skills	19
7	Planning a household article	4.1 Knitting Skills	22
8	Practical: knitting the article	4.1 Knitting Skills	25
9	Practical: casting off and finishing	4.1 Knitting Skills	28
10	Displaying knitted work: review	4.1 Knitting Skills	31
11	What a framed suspended garden is	4.2 Constructing Framed Suspended Garden	34
12	Parts, designs and materials	4.2 Constructing Framed Suspended Garden	37
13	Sketching a design	4.2 Constructing Framed Suspended Garden	40
14	Tools and safety for construction	4.2 Constructing Framed Suspended Garden	43
15	Practical: erecting the frame	4.2 Constructing Framed Suspended Garden	46
16	Practical: preparing the containers	4.2 Constructing Framed Suspended Garden	49
17	Practical: filling the containers	4.2 Constructing Framed Suspended Garden	52
18	Practical: establishing a crop	4.2 Constructing Framed Suspended Garden	55
19	Caring for the suspended garden	4.2 Constructing Framed Suspended Garden	58
20	Embracing suspended gardens: presentation and review	4.2 Constructing Framed Suspended Garden	61
21	Meaning and importance of value addition	4.3 Adding Value to Crop Produce	64
22	Ways of adding value: drying and frying	4.3 Adding Value to Crop Produce	67
23	Hygiene and safety in processing	4.3 Adding Value to Crop Produce	70
24	Practical: drying cassava or sweet potato	4.3 Adding Value to Crop Produce	73
25	Practical: making potato crisps	4.3 Adding Value to Crop Produce	76
26	Practical: roasting groundnuts or simsim	4.3 Adding Value to Crop Produce	79

27	Packaging, labelling and comparing value	4.3 Adding Value to Crop Produce	82
28	Appreciating value addition: review	4.3 Adding Value to Crop Produce	85
29	Forms of soap used at home	4.4 Making Homemade Soap	88
30	Natural ingredients for soap	4.4 Making Homemade Soap	91
31	Safety rules for soap making	4.4 Making Homemade Soap	94
32	Demonstration: making lye from ash	4.4 Making Homemade Soap	97
33	Preparing the fat	4.4 Making Homemade Soap	100
34	Demonstration: boiling and moulding the soap	4.4 Making Homemade Soap	103
35	Using homemade soap and its costs	4.4 Making Homemade Soap	106
36	Embracing homemade soap: review	4.4 Making Homemade Soap	109

Knitting, knitted articles and tools

Strand 4.0 Production Techniques > Sub-strand 4.1 Knitting Skills | 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 describe knitting and identify its tools and materials

KEY INQUIRY QUESTION(S)

- How do you knit an article for household use?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
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

Samples of knitted articles | Charts of knitting stitches | 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

knitting | knit stitch | purl stitch | casting on | casting off | garter stitch | stocking stitch | tension | ply

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 do you knit an article for household use? Look at a sweater: how is it different from woven cloth?" 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 samples of knitted articles, charts of knitting stitches, 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: "Give one property of knitted fabric."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Knitting is making fabric by forming interlocking loops of yarn with two needles.
Household articles: scarves, table wipers, mats, tool bags, gloves, cushion covers, baby blankets.
Tools and materials: knitting needles (sized by thickness, for example 4 mm), wool or yarn (sold by ply or weight), scissors, tape measure, a blunt darning needle for sewing in ends.
Knitted fabric stretches, is warm and soft.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is knitting?	**Making fabric from interlocking loops of yarn using needles**
2	Name two household articles that can be knitted.	**Table wipers and scarves**
3	How are knitting needles sized?	**By thickness, for example 4 mm**
4	Give one property of knitted fabric.	**It stretches**

WATCH OUT FOR

Waving needles about; carry them points down.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Pass round knitted samples.
Learners ready for more	Why do thicker needles make looser fabric? (Answer: They make bigger loops)
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 "knitting, knitted articles and tools" 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.

Basic stitches: knit and purl

Strand 4.0 Production Techniques > Sub-strand 4.1 Knitting Skills | Lesson 2 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 describe the knit and purl stitches

KEY INQUIRY QUESTION(S)

- How do you knit an article for household use?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
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LEARNING RESOURCES

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ORGANISATION OF LEARNING

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THE LESSON AT A GLANCE

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Look closely at the front and back of a knitted sample. What shapes do you see?" 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 samples of knitted articles, charts of knitting stitches, 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 is stocking stitch?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Knit stitch: the needle goes into the front of the loop from left to right; makes a smooth "V" on the front.
Purl stitch: the yarn is held in front and the needle goes in from right to left; makes a bumpy ridge.
Garter stitch: knit every row; both sides look ridged; good for wipers and mats because it lies flat.
Stocking stitch: one row knit, one row purl; smooth V side and bumpy side; good for scarves and bags (edges may curl).

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name the two basic knitting stitches.	**Knit and purl**
2	What does the knit stitch look like?	**A smooth V**
3	What is garter stitch?	**Knitting every row**
4	What is stocking stitch?	**Alternating knit and purl rows**

WATCH OUT FOR

Mixing up purl and knit when holding the yarn.