Grade 4 Agriculture and Nutrition

Term 2 - 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 4 Agriculture and Nutrition lesson plans for Term 2, covering growing fruits, uses of domestic animals, balanced meal and cooking food.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.2	Growing Fruits	16
2.3	Uses of Domestic Animals	8
2.4	Balanced Meal	9
2.5	Cooking Food	11

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

Fruits that grow in our locality

By the end of the lesson, the learner should be able to identify different types of fruits that can grow in the locality

> **Fruits in our locality**
> Kenya grows many types of fruit, including woody fruit trees such as tree tomato, guava, mango, and avocado, and climbing fruit crops such as passion fruit, kiwi, grapes, and blackberries.
> Not every fruit grows well everywhere - climate, altitude and rainfall all affect which fruits do best in a particular locality.

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	Fruits that grow in our locality	2.2 Growing Fruits	4
2	Woody fruit trees vs climbing fruit crops	2.2 Growing Fruits	7
3	Choosing a fruit crop suited to our locality	2.2 Growing Fruits	10
4	Preparing to plant our fruit crop	2.2 Growing Fruits	13
5	Planting our fruit crop	2.2 Growing Fruits	16
6	Caring for a young fruit crop	2.2 Growing Fruits	19
7	Protecting our fruit crop from pests and animals	2.2 Growing Fruits	22
8	How long fruit trees take to bear fruit	2.2 Growing Fruits	25
9	Observing our fruit crop's growth	2.2 Growing Fruits	28
10	Fruits and vitamins	2.2 Growing Fruits	31
11	Harvesting fruit at the right time	2.2 Growing Fruits	34
12	Harvesting our fruit	2.2 Growing Fruits	37
13	What to do with harvested fruit	2.2 Growing Fruits	40
14	Fruits in a balanced diet	2.2 Growing Fruits	43
15	Comparing our growing experience with buying fruit	2.2 Growing Fruits	46
16	Appreciating the importance of fruit for nutrition	2.2 Growing Fruits	49
17	Types of domestic animals in our community	2.3 Uses of Domestic Animals	52
18	Uses of cattle	2.3 Uses of Domestic Animals	55
19	Uses of sheep and goats	2.3 Uses of Domestic Animals	58
20	Uses of poultry	2.3 Uses of Domestic Animals	61
21	Matching domestic animals to their uses	2.3 Uses of Domestic Animals	64
22	Caring for domestic animals responsibly	2.3 Uses of Domestic Animals	67
23	Domestic animals and food security	2.3 Uses of Domestic Animals	70
24	Appreciating domestic animals in food production	2.3 Uses of Domestic Animals	73
25	What is a balanced meal	2.4 Balanced Meal	76
26	The three main food groups	2.4 Balanced Meal	79
27	Energy-giving foods	2.4 Balanced Meal	82
28	Body-building foods	2.4 Balanced Meal	85
29	Protective foods	2.4 Balanced Meal	88
30	Building a balanced meal	2.4 Balanced Meal	91
31	What happens without a balanced diet	2.4 Balanced Meal	94
32	Keeping a meal journal	2.4 Balanced Meal	97

33	Why balanced meals matter for our health	2.4 Balanced Meal	100
34	Different methods of cooking food	2.5 Cooking Food	103
35	What is boiling	2.5 Cooking Food	106
36	What is shallow frying	2.5 Cooking Food	109
37	Hygiene and safety before cooking	2.5 Cooking Food	112
38	Boiling food, step by step	2.5 Cooking Food	115
39	Shallow frying food, step by step	2.5 Cooking Food	118
40	Comparing boiling and shallow frying	2.5 Cooking Food	121
41	Serving cooked food hygienically	2.5 Cooking Food	124
42	Cooking food using local, familiar ingredients	2.5 Cooking Food	127
43	Embracing safe, hygienic cooking practices	2.5 Cooking Food	130
44	Our cooking journey: summarising boiling and shallow frying	2.5 Cooking Food	133

Fruits that grow in our locality

Strand 2.0 Food Production Processes > Sub-strand 2.2 Growing Fruits | Lesson 1 of 16 | 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 identify different types of fruits that can grow in the locality

KEY INQUIRY QUESTION(S)

- How do we grow fruits?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Nutrition education**	Developed through the activities in this lesson.

LEARNING RESOURCES

Pictures of fruits that grow locally | Manila paper and marker pens

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

fruit tree | climbing fruit | seedling | transplant | harvest | ripe

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 fruits have you seen growing near your home or school?" 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 of fruits that grow locally, manila paper and marker pens. 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: "Name one fruit that grows well in your own local area."	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Fruits in our locality

Kenya grows many types of fruit, including woody fruit trees such as tree tomato, guava, mango, and avocado, and climbing fruit crops such as passion fruit, kiwi, grapes, and blackberries.

Not every fruit grows well everywhere - climate, altitude and rainfall all affect which fruits do best in a particular locality.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name two examples of woody fruit trees.	**Any two of: tree tomato, guava, mango, avocado**
2	Name two examples of climbing fruit crops.	**Any two of: passion fruit, kiwi, grapes, blackberries**
3	Why does not every fruit grow well everywhere?	**Climate, altitude and rainfall differ between localities and affect which fruits thrive.**
4	Name one fruit that grows well in your own local area.	**Answers vary; check it is genuine and locally accurate.**

WATCH OUT FOR

Learners list fruits with no thought to whether they actually grow locally. Ground the discussion in the real local area.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Show pictures of common local fruits to name and sort into "tree" and "climbing" categories.
Learners ready for more	Why might a fruit that grows well in a hot coastal area not grow well in a cold highland area? (Answer: Different fruits are adapted to different climates, and one that needs heat may struggle in a cold environment, and vice versa)
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 "fruits that grow in our locality" 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.

Woody fruit trees vs climbing fruit crops

Strand 2.0 Food Production Processes > Sub-strand 2.2 Growing Fruits | Lesson 2 of 16 | 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) compare woody fruit trees with climbing fruit crops; b) explain how each type grows differently

KEY INQUIRY QUESTION(S)

- How do we grow fruits?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Nutrition education**	Developed through the activities in this lesson.

LEARNING RESOURCES

Pictures of fruits that grow locally | Manila paper and marker pens

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

fruit tree | climbing fruit | seedling | transplant | harvest | ripe

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: "How do you think a passion fruit plant grows differently from a mango tree?" 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 of fruits that grow locally, manila paper and marker pens. 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: "Give one example of a climbing fruit crop."	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Trees vs climbers

A woody fruit tree (like tree tomato or guava) grows as a standalone tree with a strong trunk, and can stand upright on its own, often for many years.

A climbing fruit crop (like passion fruit or grapes) grows as a vine that needs support - it climbs up a fence, trellis, or stakes rather than standing alone.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	How does a woody fruit tree grow?	**As a standalone tree with a strong trunk, standing upright on its own**
2	How does a climbing fruit crop grow?	**As a vine that needs support, such as a fence, trellis or stakes**
3	Give one example of a woody fruit tree.	**Any of: tree tomato, guava, mango, avocado**
4	Give one example of a climbing fruit crop.	**Any of: passion fruit, kiwi, grapes, blackberries**