# SECOND TERM
# WEEKLY LESSON NOTES
# WEEK 1

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| **Week Ending:** 12-01-2024 | **DAY:** | **Subject:** Science | |
| **Duration: 100mins** | | **Strand:** Cycles | |
| **Class:** B9 | **Class Size:** | **Sub Strand:** Crop production | |
| **Content Standard:** B9.2.3.1 Show an understanding of differences in maturities of different crops grown in different soils and different seed beds | **Indicator:** B9.2.3.1.1 Observe and describe differences in maturation of crops grown in different soils and on different seed beds. | | **Lesson:** 1 of 2 |
| **Performance Indicator:** Learners can observe and record the maturation stages of different crops in various soils and seed beds. | **Core Competencies:** Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC) Digital Literacy (DL), Creativity and Innovation | | |
| **References:** Science Curriculum Pg. 96 | | | |
| **Key words:** Maturation Stages, Soil Influence, Seed Bed Impact**, Soil Composition:** | | | |

| Phase/Duration | Learners Activities | Resources |
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| PHASE 1: **STARTER** | Begin the lesson with a brief discussion about the factors that influence plant growth.<br><br>Ask learners to share their thoughts on what plants need to grow successfully.<br><br>Emphasize the importance of these factors in the growth and maturity of crops.<br><br>Share learning indicators and introduce the lesson. | |
| PHASE 2: **NEW LEARNING** | Set up different stations with various soils and seed beds. Plant different crops in each station. Assign groups to each station.<br><br>In their groups, learners observe and record the maturity stages of the crops in each station. They can use notebooks or observation sheets to document their findings.<br><br>After a set time, rotate the groups to different stations, allowing learners to observe and record the maturity stages of different crops in various soils and seed beds.<br><br>Have each group share their observations and recordings with the class. Discuss the differences in maturity stages among the different crops in different environments.<br><br>Engage the class in a discussion about the impact of soil and seed bed variations on plant growth.<br><br>Encourage learners to share their insights and draw connections between their observations and the key words introduced earlier. | Various crops (e.g., beans, corn, or radishes)<br>Different types of soil (e.g., clay, sand, loam)<br>Various seed beds (e.g., raised beds, traditional beds) |

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| | <u>Assessment</u><br>1. "How did the different soils and seed beds influence the maturity stages of the crops you observed?"<br>2. "What patterns or similarities did you notice in the growth of crops in specific soil types or seed beds?"<br>3. "Reflect on the role of soil composition in supporting plant growth. How does it affect maturity stages?"<br>4. "In what ways does observing and recording crop maturity stages enhance our understanding of plant development and agricultural practices?" | |
| PHASE 3:<br>**REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson. | |

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| **Performance Indicator:**<br>Learners can compare and contrast the maturity stages of crops and seedlings in the community/school garden with those grown in external locations. | **Core Competencies:**<br>Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC) Digital Literacy (DL), Creativity and Innovation |

**References:** Science Curriculum Pg. 96

**Key words:** Comparative Analysis, Environmental Factors, Community/School Garden

| Phase/Duration | Learners Activities | Resources |
|---|---|---|
| PHASE 1:<br>**STARTER** | Begin the lesson with a reflective question: "What factors do you think influence the growth and maturity of plants in our community/school garden?"<br><br>Allow learners to share their thoughts and experiences.<br><br>Share learning indicators and introduce the lesson. | |
| PHASE 2: **NEW LEARNING** | In small groups, provide learners with notebooks or observation sheets. Ask them to observe and record the maturity stages of crops and seedlings in the community/school garden.<br><br>Visual Aids: Use visual aids, such as pictures or charts, to show images of crops and seedlings grown in external locations.<br><br>Discuss the environmental factors that may influence their growth.<br><br>Encourage groups to discuss and compare their observations with the images of crops from external locations.<br><br>Learners should focus on similarities and differences in maturity stages and consider environmental factors.<br><br>Each group shares their comparative analysis findings with the class. Encourage learners to articulate their observations and insights.<br><br>Facilitate an open discussion where learners can ask questions, express opinions, and engage with their peers.<br><br>Encourage critical thinking and deeper analysis of the factors influencing crop maturity.<br><br><u>Assessment</u> | Seeds or small plants from the community/school garden |

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| | 1. "What similarities and differences did you observe in the maturity stages of crops in our community/school garden compared to external locations?"<br>2. "Reflect on the impact of environmental factors on crop maturity. How do they contribute to the differences observed?"<br>3. "In what ways does a comparative analysis enhance our understanding of plant growth and environmental influences?"<br>4. "How might community or school initiatives improve the conditions for crop growth, considering what you've learned about external environments?" | |
| PHASE 3:<br>**REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson. | |