

SECOND TERM

WEEKLY LESSON NOTES

WEEK 3

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| Week Ending: 26-01-2024 | | DAY: | | Subject: Science | |
| Duration: 100mins | | | | Strand: Cycles | |
| Class: B9 | | Class Size: | | Sub Strand: Crop production | |
| Content Standard: B9.2.3.2 Demonstrate knowledge and understanding of uses of different crops at different maturity stages | | | Indicator: B9.2.3.2.2 Evaluate the importance of knowledge of maturity stages of different crops to human beings | | Lesson: 1 of 2 |
| Performance Indicator: Learners can evaluate the importance of knowledge about the maturity stages of different crops. | | | Core Competencies: Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC) Digital Literacy (DL), Creativity and Innovation | | |
| References: Science Curriculum Pg. 98 | | | | | |
| Key words: Agricultural Sustainability, Interdependence, Ecosystem Services, Holistic Perspective | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources |
| PHASE 1: STARTER | <p>Begin the lesson with a thought-provoking question: "Why do you think it's important for farmers and gardeners to understand the different stages of a plant's growth?"</p> <p>Allow learners to share their initial thoughts and experiences. This will set the stage for discussing the importance of knowledge about crop maturity stages.</p> <p>Share learning indicators and introduce the lesson.</p> | | | | |
| PHASE 2: NEW LEARNING | <p>Define the term "crop maturity stages" and discuss the different stages (seedling, vegetative, flowering, fruiting, ripening).</p> <p>Explain that each stage has specific uses and benefits for humans, other crops, animals, and the environment.</p> <p>Present examples of different crops and discuss the specific uses and benefits at each maturity stage. Use the whiteboard or chart paper to create a visual representation.</p> <p>Break the class into small groups and provide each group with information on a specific crop.</p> <p>Instruct them to research and create a presentation on the uses of each maturity stage for humans, other crops, animals, and the environment.</p> <p>Each group presents their findings to the class, fostering a collective understanding of the diverse uses of crop maturity stages.</p> <p>Conduct a brief discussion on how climate and geographical factors can influence the timing of maturity stages in crops.</p> | | | | <p>Pictures and charts, Information on various crops, maturity stages, and uses</p> |

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| | <p>Relate this information to the importance of selecting suitable crops for a specific region.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. How did considering the uses of each maturity stage from a holistic perspective contribute to your understanding of agricultural sustainability?" 2. In what ways do the uses of crop maturity stages illustrate the interdependence of humans, other crops, animals, and the environment?" 3. How might a farmer or gardener benefit from having a comprehensive understanding of the uses of different maturity stages in crop management?" 4. How do the uses of crop maturity stages contribute to the provision of ecosystem services?" | |
| <p>PHASE 3: REFLECTION</p> | <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> | |

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| Content Standard: B9.2.3.2 Demonstrate knowledge and understanding of uses of different crops at different maturity stages | | Indicator: B9.2.3.2.2 Evaluate the importance of knowledge of maturity stages of different crops to human beings | Lesson: 1 of 2 |
| Performance Indicator: Learners can compare different stages of maturity of crops in the community with those used in other places | | Core Competencies: Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC) Digital Literacy (DL), Creativity and Innovation | |
| References: Science Curriculum Pg. 98 | | | |
| Key words: Agroecology, Optimization, Cultivar, Comparative Analysis | | | |
| Phase/Duration | Learners Activities | | Resources |
| PHASE 1: STARTER | <p>Begin the lesson with a scenario-based question: "Imagine you are a farmer and have a choice of growing two different crops.</p> <p>What factors would you consider in selecting the crops to plant?" Allow learners to brainstorm and share their thoughts.</p> <p>Share learning indicators and introduce the lesson.</p> | | |
| PHASE 2: NEW LEARNING | <p>Provide information on various crops, including details about their maturity stages, growth conditions, and optimal uses.</p> <p>Divide the class into small groups. Assign each group a specific crop to explore in terms of maturity stages and crop management.</p> <p>Groups collaboratively explore and discuss how knowledge of the maturity stages of their assigned crop helps a farmer in crop selection, timing of harvest, and other aspects of crop management. Encourage a practical and agro ecological perspective.</p> <p>Each group presents their findings to the class, focusing on the practical applications of knowledge about crop maturity stages for crop management.</p> <p>Ask each student to write a brief reflection on what they learned about the role of maturity stages in crop management. How might this knowledge impact their decisions as a farmer?</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. How does knowledge of maturity stages contribute to effective crop selection and management?" 2. In what ways does understanding crop maturity stages align with the principles of agroecology?" 3. "How might a farmer benefit from optimizing crop management based on knowledge of maturity stages, especially in terms of harvest timing?" | | <p>Pictures and charts, Samples of crops from the community</p> |

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| | 4. Compare the crop management strategies discussed in your group with those of another group. What similarities or differences did you find?" | |
| PHASE 3: REFLECTION | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. | |