REPUBLIC OF KENYA

MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 10 AGRICULTURE

TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 36 lesson plans.

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	10
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Agriculture Grade 10 Curriculum Design (KICD)
2. Approved Agriculture Grade 10 Learner's Book
3. Approved Teacher's Guide
4. MTP Agriculture Grade 10

SECTION A: DETAILED LESSON PLANS

The following lesson plans provide a detailed guide for selected lessons across Term 2. All plans follow the rationalised CBC format aligned with the KICD curriculum design for GRADE 10 AGRICULTURE.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **SOIL SCIENCE** | Sub-Strand: **Soil Properties**

SCHOOL	_____
LEARNING AREA	Agriculture
GRADE	10
TERM	2
WEEK / LESSON	Week 1 | Lesson 1
STRAND	SOIL SCIENCE
SUB-STRAND	Soil Properties
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Test b) Interpret c) Apply
KEY INQUIRY QUESTION(S)	How test soil?
CORE COMPETENCY	Communication; Critical Thinking; Self-Efficacy
VALUES	Respect, Responsibility, Patience
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Values Education
LEARNING RESOURCES	Test kit

ORGANISATION OF LEARNING	
INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Soil Properties by writing the key inquiry question on the board: "How test soil?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to test. Display the resources for the lesson (Test kit) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Lab tests. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Test". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. explain the key idea of Soil Properties with one clear example. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "How test soil?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Interpret". Invite one or two

	volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. practise Soil Properties together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Soil Properties independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Apply".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Soil Properties? (2) How would you answer "How test soil?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Soil Properties in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

LESSON PLAN — WEEK 1, LESSON 2

Strand: **SOIL SCIENCE** | Sub-Strand: **Soil Chemistry**

SCHOOL	_____
LEARNING AREA	Agriculture
GRADE	10
TERM	2
WEEK / LESSON	Week 1 | Lesson 2
STRAND	SOIL SCIENCE
SUB-STRAND	Soil Chemistry
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) pH b) Nutrients c) Apply
KEY INQUIRY QUESTION(S)	What in soil?
CORE COMPETENCY	Communication; Critical Thinking; Self-Efficacy
VALUES	Respect, Responsibility, Patience
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Values Education
LEARNING RESOURCES	Test kit

ORGANISATION OF LEARNING	
INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Soil Chemistry by writing the key inquiry question on the board: "What in soil?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to ph. Display the resources for the lesson (Test kit) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Lab tests. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "pH". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. explain the key idea of Soil Chemistry with one clear example. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "What in soil?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Nutrients". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. practise Soil Chemistry together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is

	going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Soil Chemistry independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Apply".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Soil Chemistry? (2) How would you answer "What in soil?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Soil Chemistry in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

— END OF PREVIEW —

You have viewed 2 of 36 fully-detailed lesson plans. The complete pack covers every week of Term 2 (36 lessons) plus the full Scheme of Work.

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SECTION B: SCHEME OF WORK — GRADE 10 AGRICULTURE TERM 2

School: _____ Teacher: _____ Year: 2026

WK	LSN	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS
1	1	Soil Science	Soil Properties	a) Test b) Interpret c) Apply	How test soil?	Lab tests	Test kit	Practical, peer
1	2	Soil Science	Soil Chemistry	a) pH b) Nutrients c) Apply	What in soil?	Lab tests	Test kit	Practical, peer
1	3	Soil Science	Soil Improvement	a) Manure b) Lime c) Apply	How improve?	Demonstrate	Materials	Practical, peer
2	1	Crop Production	Planning	a) Crop rotation b) Calendar c) Apply	How plan?	Templates	Templates	Written, peer
2	2	Crop Production	Soil Preparation	a) Methods b) Choose c) Apply	How prepare?	Demonstrate; field	Tools	Practical, peer
2	3	Crop Production	Planting	a) Spacing b) Depth c) Apply	How plant?	Demonstrate; field	Seeds	Practical, peer
3	1	Crop Production	Pest Management	a) Identify b) IPM c) Apply	How manage?	Demonstrate; field	Charts	Practical, peer
3	2	Crop Production	Disease Management	a) Identify b) Control c) Apply	How control?	Demonstrate; field	Charts	Practical, peer
3	3	Crop Production	Harvesting	a) Maturity b) Methods c) Apply	When harvest?	Field practical	Tools	Practical, peer
4	1	Animal Production	Cattle Breeds	a) Identify b) Choose c) Apply	Which breed?	Discuss; visit	Pictures	Oral, peer
4	2	Animal Production	Cattle Feeding	a) Rations b) Calculate c) Apply	How feed?	Worked examples	Worksheets	Written, peer
4	3	Animal Production	Cattle Health	a) Common diseases b) Prevention c) Apply	How healthy?	Discuss; vet	Vet	Oral, peer
5	1	Animal Production	Sheep and Goats	a) Breeds b) Management c) Apply	How rear?	Discuss; visit	Pictures	Oral, peer
5	2	Animal Production	Pigs	a) Breeds b) Management c) Apply	How rear?	Discuss; visit	Pictures	Oral, peer
5	3	Animal Production	Poultry	a) Layers b) Broilers c) Apply	How rear?	Visit; demonstrate	Visit	Practical, peer
6	1	Aquaculture	Pond Construction	a) Design b) Build c) Apply	How construct?	Demonstrate; field	Materials	Practical, peer
6	2	Aquaculture	Fish Stocking	a) Choose species b) Stock c) Apply	How stock?	Discuss; demonstrate	Pictures	Oral, peer

6	3	Aquaculture	Fish Health	a) Diseases b) Prevention c) Apply	How healthy?	Discuss	Articles	Oral, peer
7	1	Horticulture	Greenhouse Production	a) Setup b) Operate c) Apply	How greenhouse?	Visit; demonstrate	Pictures	Practical, peer
7	2	Horticulture	Hydroponics	a) Define b) Apply c) Apply	How hydroponics?	Demonstrate	Materials	Practical, peer
7	3	Horticulture	Floriculture	a) Identify flowers b) Care c) Apply	How grow?	Discuss; field	Plants	Practical, peer
8	1	Farm Management	Records	a) Types b) Keep c) Apply	How record?	Templates	Templates	Practical, peer
8	2	Farm Management	Costing	a) Calculate b) Profit c) Apply	How profit?	Worked examples	Worksheets	Written, peer
8	3	Farm Management	Marketing	a) Identify markets b) Negotiate c) Apply	How sell?	Discuss; role play	Cases	Role play, peer
9	1	Mechanisation	Tractors	a) Operations b) Maintenance c) Apply	How tractor?	Demonstrate; visit	Tractor	Practical, peer
9	2	Mechanisation	Implements	a) Identify b) Use c) Apply	What implements?	Demonstrate	Pictures	Practical, peer
9	3	Mechanisation	Safety	a) State rules b) Apply c) Build culture	Why safety?	Discuss; pair quiz	Charts	Oral, peer
10	1	Sustainable Agriculture	Climate-Smart	a) Define b) Practices c) Apply	How climate-smart?	Discuss; pair plan	Articles	Oral, peer
10	2	Sustainable Agriculture	Organic Farming	a) Define b) Apply c) Apply	How organic?	Discuss; field	Articles	Oral, peer
10	3	Sustainable Agriculture	Conservation	a) Soil b) Water c) Apply	How conserve?	Discuss; pair plan	Articles	Oral, peer
11	1	Agribusiness	Value Addition	a) Define b) Examples c) Apply	How add value?	Discuss; case study	Articles	Oral, peer
11	2	Agribusiness	Mock Paper	a) Sit mock b) Manage time c) Build stamina	Can I complete?	Sit mock	Mock paper	Written, self-assess
11	3	Agribusiness	Mock Paper 2	a) Improve b) Apply strategies c) Build confidence	Did I improve?	Second mock	Mock paper	Written, self-assess
12	1	All Strands	Term 2 Revision	a) Recap b) Use strategies c) Show progress	What learn?	Pair quiz	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply b) Show skills c) Self-assess	How use this?	Practical tasks	Materials	Observation, oral

12	3	All Strands	Term 2 Assessment	a) Demonstrate b) Reflect c) Build readiness	Am I ready?	Assessment	Assessment paper	Written, self-assessment