REPUBLIC OF KENYA

MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 4 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	4
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

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

CBC Edu Kenya · cbcedukenya.com

Aligned with KICD Curriculum Designs · Editable Word Document

Not an official MoE/KICD publication

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 4 AGRICULTURE.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **CROP PRODUCTION** | Sub-Strand: **Importance of Agriculture**

SCHOOL	_____
LEARNING AREA	Agriculture
GRADE	4
TERM	2
WEEK / LESSON	Week 1 | Lesson 1
STRAND	CROP PRODUCTION
SUB-STRAND	Importance of Agriculture
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) State why agriculture matters b) Identify Kenyan farming c) Build appreciation
KEY INQUIRY QUESTION(S)	Why is farming important?
CORE COMPETENCY	Self-Efficacy; Critical Thinking; Citizenship
VALUES	Diligence, Stewardship, Patience
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Food Security; Environmental Education
LEARNING RESOURCES	Pictures

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 Importance of Agriculture by writing the key inquiry question on the board: "Why is farming important?". 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 state why agriculture matters. Display the resources for the lesson (Pictures) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Discuss. 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: "State why agriculture matters". 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. Pair share. 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 "Why is farming important?" and answer it now using the example you just completed.

	Connect explicitly to the SLO: "Identify Kenyan farming". 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. Chart. 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 Importance of Agriculture 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: "Build appreciation".
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 Importance of Agriculture? (2) How would you answer "Why is farming important?" 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 Importance of Agriculture 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: **CROP PRODUCTION** | Sub-Strand: **Tools**

SCHOOL	_____
LEARNING AREA	Agriculture
GRADE	4
TERM	2
WEEK / LESSON	Week 1 | Lesson 2
STRAND	CROP PRODUCTION
SUB-STRAND	Tools
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify farm tools b) Use safely c) Build practical skills
KEY INQUIRY QUESTION(S)	What tools do farmers use?
CORE COMPETENCY	Self-Efficacy; Creativity; Critical Thinking
VALUES	Accuracy, Safety-mindedness, Pride
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Career Awareness; Safety
LEARNING RESOURCES	Tools, charts

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 Tools by writing the key inquiry question on the board: "What tools do farmers use?". 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 identify farm tools. Display the resources for the lesson (Tools, charts) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Show tools. 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: "Identify farm tools". 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. Demonstrate. 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 tools do farmers use?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Use safely". 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 Tools 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 Tools 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: "Build practical skills".
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 Tools? (2) How would you answer "What tools do farmers use?" 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 Tools 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 4 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	Crop Production	Importance of Agriculture	a) State why agriculture matters b) Identify Kenyan farming c) Build appreciation	Why is farming important?	Discuss; pair share; chart	Pictures	Oral, peer
1	2	Crop Production	Tools	a) Identify farm tools b) Use safely c) Build practical skills	What tools do farmers use?	Show tools; demonstrate	Tools, charts	Observation, peer
1	3	Crop Production	Land Preparation	a) State purposes b) Identify methods c) Apply	Why prepare land?	Visit demo plot	Demo plot, tools	Practical, oral
2	1	Crop Production	Planting Seeds	a) Plant seeds correctly b) Water and care c) Develop responsibility	How do we plant seeds?	Demonstrate; pair plant	Seeds, plot	Practical, peer
2	2	Crop Production	Caring for Plants	a) Water plants b) Weed plot c) Build habit	How do plants grow?	Daily care; record	Plot, water	Observation, peer
2	3	Crop Production	Common Pests	a) Identify pests b) Use control c) Build awareness	What pests harm crops?	Show pictures; pair quiz	Pictures	Oral, written
3	1	Crop Production	Harvesting	a) Identify timing b) Harvest correctly c) Apply	When and how to harvest?	Demonstrate; pair practise	Plot, tools	Practical, peer
3	2	Crop Production	Storing Produce	a) Store safely b) Avoid pests c) Apply	How do we store grain?	Show storage; pair plan	Storage samples	Oral, peer
3	3	Crop Production	Selling Produce	a) Identify markets b) Plan simple sale c) Apply	How do farmers sell?	Discuss; pair plan	Articles	Oral, peer
4	1	Animal Husbandry	Domestic Animals	a) Identify common animals b) State uses c) Apply	What animals do farmers keep?	List; pair share	Pictures	Oral, written
4	2	Animal Husbandry	Caring for Animals	a) Provide food/water b) Provide shelter c) Build empathy	How do we care for animals?	Discuss; pair role play	Pictures	Oral, peer
4	3	Animal Husbandry	Animal Products	a) Identify products b) State uses c) Apply	What do animals give us?	List; pair share	Pictures	Oral, peer
5	1	Animal Husbandry	Poultry	a) Identify chicken keeping b) Manage daily c) Apply	How do we keep chickens?	Visit poultry; pair plan	Real poultry	Practical, peer
5	2	Animal Husbandry	Goats and Sheep	a) Identify breeds b) Manage daily c) Apply	How do we keep goats?	Discuss; pair plan	Pictures	Oral, written
5	3	Animal Husbandry	Dairy Cattle	a) Identify dairy b) Manage milk c) Apply	How do dairy farmers work?	Discuss; pair share	Pictures	Oral, peer
6	1	Soil	Soil Types	a) Identify soil types b) Match crops c) Apply	What soil grows what?	Examine samples	Soil samples	Observation, written

6	2	Soil	Soil Fertility	a) Identify fertile soil b) Test simply c) Apply	Is our soil fertile?	pH test; pair record	pH kit	Practical, peer
6	3	Soil	Soil Conservation	a) Identify erosion b) Apply controls c) Apply	How stop erosion?	Walk; identify; pair plan	Outdoor space	Observation, peer
7	1	Water	Water Sources	a) Identify sources b) Conserve c) Apply	How farmers access water?	Discuss; pair share	Pictures	Oral, peer
7	2	Water	Irrigation Basics	a) Identify methods b) Apply c) Build awareness	How do farmers irrigate?	Show methods; pair quiz	Pictures	Oral, written
7	3	Water	Saving Water	a) Identify methods b) Apply daily c) Build conservation	How save water?	Discuss; pair pledge	Charts	Oral, peer
8	1	Compost	Compost Pit	a) Make compost pit b) Maintain c) Apply	How make compost?	Demonstrate; pair start	Materials	Practical, peer
8	2	Compost	Compost Use	a) Apply compost b) Compare with chemical c) Apply	How use compost?	Apply to plot; observe	Compost, plot	Practical, observation
8	3	Compost	Organic vs Chemical	a) Compare fertilisers b) State health c) Apply	Why prefer organic?	Discuss; pair share	Charts	Oral, peer
9	1	Records	Production Records	a) Maintain records b) Use template c) Apply	Why keep records?	Show template; pair record	Templates	Written, peer
9	2	Records	Financial Records	a) Maintain income/expense c) Calculate profit c) Apply	Did we profit?	Worked example; pair calculate	Templates	Written, peer
9	3	Records	Inventory	a) Track items b) Identify shortages c) Apply	What do we have?	Pair audit	Inventory book	Written, peer
10	1	Mechanisation	Hand Tools	a) Identify hand tools b) Use safely c) Apply	How use hoe correctly?	Demonstrate	Tools	Practical, peer
10	2	Mechanisation	Maintenance	a) Clean and store tools b) Sharpen c) Apply	How maintain tools?	Demonstrate; pair practise	Tools	Practical, peer
10	3	Mechanisation	Modern Machinery	a) Identify tractors etc b) State role c) Apply	Where do tractors help?	Discuss; pair share	Pictures	Oral, peer
11	1	Safety	Farm Safety	a) Identify hazards b) Use PPE c) Build habit	How work safely?	Discuss; commit	Safety charts	Oral, peer
11	2	Safety	First Aid	a) Identify first aid b) Apply c) Build practical	First aid for cuts/bites?	Demonstrate	First aid kit	Practical, peer
11	3	Career	Agric Careers	a) Identify careers b) Discuss paths c) Build vision	What agric careers exist?	Discuss; pair share	Career charts	Oral, peer
12	1	All Strands	Term 2 Revision	a) Recap b) Show progress c) Build readiness	What did we learn?	Pair quiz; share	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply learning b) Show skills c) Self-assess	How do we use this?	Practical tasks	Materials	Observation, oral

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