REPUBLIC OF KENYA

MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 8 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	8
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Agriculture Grade 8 Curriculum Design (KICD)
2. Approved Agriculture Grade 8 Learner's Book
3. Approved Teacher's Guide
4. MTP Agriculture Grade 8

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 8 AGRICULTURE.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **SOIL** | Sub-Strand: **Soil Testing**

SCHOOL	_____
LEARNING AREA	Agriculture
GRADE	8
TERM	2
WEEK / LESSON	Week 1 | Lesson 1
STRAND	SOIL
SUB-STRAND	Soil Testing
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Test pH b) Test fertility 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 Testing 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 ph. Display the resources for the lesson (Test kit) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Demonstrate. 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 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. Pair test. 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: "Test fertility". 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 Testing 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 Testing 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 Testing? (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 Testing 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** | Sub-Strand: **Soil Improvement**

SCHOOL	_____
LEARNING AREA	Agriculture
GRADE	8
TERM	2
WEEK / LESSON	Week 1 | Lesson 2
STRAND	SOIL
SUB-STRAND	Soil Improvement
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Add manure b) Add lime c) Apply
KEY INQUIRY QUESTION(S)	How improve?
CORE COMPETENCY	Communication; Critical Thinking; Self-Efficacy
VALUES	Respect, Responsibility, Patience
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Values Education
LEARNING RESOURCES	Materials

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 Improvement by writing the key inquiry question on the board: "How improve?". 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 add manure. Display the resources for the lesson (Materials) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Demonstrate. 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: "Add manure". 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. Field. 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 improve?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Add lime". 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 Improvement 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 Improvement 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 Improvement? (2) How would you answer "How improve?" 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 Improvement 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 8 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	Soil Testing	a) Test pH b) Test fertility c) Apply	How test soil?	Demonstrate; pair test	Test kit	Practical, peer
1	2	Soil	Soil Improvement	a) Add manure b) Add lime c) Apply	How improve?	Demonstrate; field	Materials	Practical, peer
1	3	Soil	Drainage	a) Identify need b) Methods c) Apply	How drain?	Demonstrate; field	Tools	Practical, peer
2	1	Crop Production	Cereals	a) Identify b) Production c) Apply	How grow maize?	Discuss; field	Maize seeds	Practical, peer
2	2	Crop Production	Legumes	a) Identify b) Production c) Apply	How grow beans?	Discuss; field	Beans	Practical, peer
2	3	Crop Production	Vegetables	a) Identify b) Production c) Apply	How grow vegetables?	Field practical	Garden	Practical, peer
3	1	Crop Care	Fertilisers	a) Types b) Apply correctly c) Apply	How apply fertiliser?	Demonstrate; field	Fertiliser	Practical, peer
3	2	Crop Care	Disease Control	a) Identify diseases b) Control c) Apply	How control disease?	Discuss; identify	Charts	Oral, peer
3	3	Crop Care	Integrated Pest Management	a) State approach b) Apply c) Build values	How manage pests?	Discuss; pair plan	Charts	Oral, peer
4	1	Animal Husbandry	Cattle	a) Breeds b) Feeding c) Apply	How rear cattle?	Discuss; visit	Pictures	Oral, peer
4	2	Animal Husbandry	Goats and Sheep	a) Breeds b) Management c) Apply	How rear goats?	Discuss; visit	Pictures	Oral, peer
4	3	Animal Husbandry	Pigs	a) Breeds b) Housing c) Apply	How rear pigs?	Discuss; visit	Pictures	Oral, peer
5	1	Poultry	Layers	a) Manage b) Egg collection c) Apply	How get eggs?	Discuss; visit	Pictures	Oral, peer
5	2	Poultry	Broilers	a) Manage b) Marketing c) Apply	How produce meat?	Discuss; visit	Pictures	Oral, peer
5	3	Poultry	Disease Control	a) Identify b) Vaccinate c) Apply	How keep healthy?	Discuss; vet	Vet	Oral, peer
6	1	Aquaculture	Fish Farming	a) Pond construction b) Stocking c) Apply	How farm fish?	Discuss; visit	Pictures	Oral, peer
6	2	Aquaculture	Fish Care	a) Feeding b) Water quality c) Apply	How care fish?	Demonstrate	Pictures	Oral, peer

6	3	Aquaculture	Harvesting	a) Methods b) Marketing c) Apply	How harvest?	Discuss; visit	Pictures	Oral, peer
7	1	Horticulture	Greenhouse Production	a) Set up b) Operate c) Apply	How greenhouse?	Discuss; visit	Pictures	Oral, peer
7	2	Horticulture	Drip Irrigation	a) Set up b) Operate c) Apply	How drip irrigation?	Demonstrate	Materials	Practical, peer
7	3	Horticulture	Floriculture	a) Identify flowers b) Care c) Apply	How grow flowers?	Discuss; field	Flowers	Practical, peer
8	1	Farm Machinery	Tractor	a) Operations b) Maintenance c) Apply	How tractor used?	Demonstrate; visit	Tractor	Practical, peer
8	2	Farm Machinery	Implements	a) Identify b) Use c) Apply	What implements?	Examples; pair classify	Pictures	Oral, peer
8	3	Farm Machinery	Safety	a) State rules b) Apply c) Build culture	Why safety?	Discuss; pair quiz	Charts	Oral, peer
9	1	Conservation	Soil Conservation	a) Methods b) Apply c) Build values	How conserve?	Discuss; pair plan	Charts	Oral, peer
9	2	Conservation	Water Conservation	a) Harvesting b) Storage c) Apply	How conserve?	Demonstrate; field	Materials	Practical, peer
9	3	Conservation	Agroforestry	a) Define b) Practise c) Apply	What is agroforestry?	Discuss; field	Pictures	Oral, peer
10	1	Agribusiness	Marketing	a) Identify markets b) Negotiate c) Apply	How sell?	Discuss; role play	Cases	Role play, peer
10	2	Agribusiness	Records	a) Keep b) Use c) Build practice	How record?	Templates	Templates	Written, peer
10	3	Agribusiness	Cooperatives	a) Define b) Benefits c) Apply	Why cooperative?	Discuss; visit	Articles	Oral, peer
11	1	Climate-Smart Agriculture	Practices	a) Identify b) Apply c) Build values	How climate-smart?	Discuss; pair plan	Articles	Oral, peer
11	2	Climate-Smart Agriculture	Drought-Resistant Crops	a) Identify b) Use c) Apply	What crops?	Discuss; field	Pictures	Oral, peer
11	3	Climate-Smart Agriculture	Adaptation	a) State strategies b) Apply c) Apply	How adapt?	Discuss; pair plan	Articles	Oral, peer
12	1	All Strands	Term 2 Revision	a) Recap b) Show progress c) Build readiness	What learn?	Pair quiz	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply b) Practical tasks 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