

REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 9 AGRICULTURE  
TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 47 lesson plans.

Buy the full pack at [cbcedukenya.com](https://cbcedukenya.com) — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	9
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Agriculture Grade 9 Curriculum Design (KICD)
2. Approved Agriculture Grade 9 Learner's Book
3. Approved Teacher's Guide
4. KNEC KJSEA Agriculture Framework 2026

CBC Edu Kenya · [cbcedukenya.com](https://cbcedukenya.com)

Aligned with KICD Curriculum Designs · Editable Word Document

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## 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 9 AGRICULTURE.

### LESSON PLAN — WEEK 1, LESSON 1

Strand: **CROP PRODUCTION** | Sub-Strand: **Land Preparation**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Agriculture
<b>GRADE</b>	9
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 1
<b>STRAND</b>	CROP PRODUCTION
<b>SUB-STRAND</b>	Land Preparation
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) State purposes b) Identify methods c) Apply
<b>KEY INQUIRY QUESTION(S)</b>	Why prepare land before planting?
<b>CORE COMPETENCY</b>	Self-Efficacy; Creativity; Critical Thinking
<b>VALUES</b>	Accuracy, Safety-mindedness, Pride
<b>PERTINENT &amp; CONTEMPORARY ISSUES (PCI)</b>	Life Skills; Career Awareness; Safety
<b>LEARNING RESOURCES</b>	Demo plot, tools

#### ORGANISATION OF LEARNING

<b>INTRODUCTION</b>	(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 Land Preparation by writing the key inquiry question on the board: "Why prepare land before planting?". 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 purposes. Display the resources for the lesson (Demo plot, tools) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Visit demo plot. 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 purposes". 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.
<b>STEP 2</b>	(8 min) Direct teach with a worked example. Pair discuss. 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 prepare land before planting?" and answer it now using the example you just

	completed. Connect explicitly to the SLO: "Identify methods". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
<b>STEP 3</b>	(8 min) Guided practice in pairs or small groups. practise Land Preparation 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.
<b>STEP 4</b>	(7 min) Independent application and formative assessment. apply Land Preparation 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".
<b>CONCLUSION</b>	(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 Land Preparation? (2) How would you answer "Why prepare land before planting?" 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.
<b>EXTENDED ACTIVITIES</b>	Set a short, concrete task for home: ask learners to find one example of Land Preparation 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.
<b>REFLECTION ON THE LESSON</b>	_____

## LESSON PLAN — WEEK 1, LESSON 2

Strand: **CROP PRODUCTION** | Sub-Strand: **Planting Methods**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Agriculture
<b>GRADE</b>	9
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 2
<b>STRAND</b>	CROP PRODUCTION
<b>SUB-STRAND</b>	Planting Methods
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Identify direct planting b) Identify nursery c) Apply
<b>KEY INQUIRY QUESTION(S)</b>	Direct vs nursery — when?
<b>CORE COMPETENCY</b>	Self-Efficacy; Creativity; Critical Thinking
<b>VALUES</b>	Accuracy, Safety-mindedness, Pride
<b>PERTINENT &amp; CONTEMPORARY ISSUES (PCI)</b>	Life Skills; Career Awareness; Safety
<b>LEARNING RESOURCES</b>	Seeds, demo plot

### ORGANISATION OF LEARNING

<b>INTRODUCTION</b>	(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 Planting Methods by writing the key inquiry question on the board: "Direct vs nursery — when?". 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 direct planting. Display the resources for the lesson (Seeds, demo plot) so learners know what to expect.
<b>STEP 1</b>	(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: "Identify direct planting". 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.
<b>STEP 2</b>	(8 min) Direct teach with a worked example. Pair plant. 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 "Direct vs nursery — when?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Identify nursery". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
<b>STEP 3</b>	(8 min) Guided practice in pairs or small groups. practise Planting Methods 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.
<b>STEP 4</b>	(7 min) Independent application and formative assessment. apply Planting Methods 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".
<b>CONCLUSION</b>	(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 Planting Methods? (2) How would you answer "Direct vs nursery — when?" 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.
<b>EXTENDED ACTIVITIES</b>	Set a short, concrete task for home: ask learners to find one example of Planting Methods 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.
<b>REFLECTION ON THE LESSON</b>	_____

— END OF PREVIEW —

You have viewed 2 of 47 fully-detailed lesson plans. The complete pack covers every week of Term 2 (47 lessons) plus the full Scheme of Work.

**Buy the full pack — only KES 300**

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## SECTION B: SCHEME OF WORK — GRADE 9 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	Land Preparation	a) State purposes b) Identify methods c) Apply	Why prepare land before planting?	Visit demo plot; pair discuss	Demo plot, tools	Oral, observation
1	2	Crop Production	Planting Methods	a) Identify direct planting b) Identify nursery c) Apply	Direct vs nursery — when?	Demonstrate; pair plant	Seeds, demo plot	Practical, peer
1	3	Crop Production	Spacing	a) Calculate spacing b) Apply correctly c) Build practical	Why does spacing matter?	Demonstrate; pair measure	Tape, demo plot	Practical, peer
1	4	Crop Production	Sowing	a) Sow seeds correctly b) Cover and water c) Apply	How deep should we plant?	Demonstrate; pair sow	Seeds, demo plot	Practical, peer
2	1	Crop Production	Weeding	a) Identify weeds b) Remove safely c) Apply	Why weed regularly?	Demonstrate; pair weed	Demo plot, tools	Practical, peer
2	2	Crop Production	Pest Management	a) Identify pests b) Use IPM c) Apply	How do we control pests safely?	Discuss IPM; pair plan	Charts	Oral, peer
2	3	Crop Production	Disease Management	a) Identify common diseases b) Apply control c) Build skills	How do we recognise crop diseases?	Show pictures; pair quiz	Pictures, learner book	Oral, written
2	4	Crop Production	Harvesting	a) Identify timing b) Use correct methods c) Apply	When and how to harvest?	Demonstrate; pair practice	Demo plot, tools	Practical, peer
3	1	Crop Production	Post-Harvest	a) Sort produce b) Store safely c) Apply	How do we store produce?	Show storage; pair plan	Charts, real samples	Oral, peer
3	2	Crop Production	Marketing Produce	a) Identify markets b) Plan sale c) Apply	How do farmers sell well?	Discuss; pair plan; share	Charts, articles	Oral, peer
3	3	Crop Production	Value Addition	a) Identify value-added products b) Plan local addition c) Apply	How do we add value?	Discuss; pair plan	Articles, charts	Oral, peer
3	4	Crop Production	Crop Project	a) Plan small crop project b) Document c) Apply learning	Can we run a class crop?	Plan; pair start	Demo plot, tools	Practical, peer
4	1	Animal Husbandry	Domestic Animals	a) Identify common domestic animals b) State uses c) Apply	What animals do farmers keep?	List animals; pair share	Pictures, learner book	Oral, written
4	2	Animal Husbandry	Housing	a) Identify housing needs b) Build simple structure c) Apply	How do we house chickens safely?	Show pictures; pair plan	Charts, pictures	Oral, peer
4	3	Animal Husbandry	Feeding	a) Identify feed types b) Plan ration c) Apply	What do farm animals eat?	Discuss; pair plan ration	Feed samples	Written, peer

4	4	Animal Husbandry	Health Care	a) Identify common diseases b) State prevention c) Apply	How do we keep animals healthy?	Discuss; resource person (vet)	Resource person, charts	Oral, peer
5	1	Animal Husbandry	Poultry Keeping	a) Identify breeds b) Manage daily c) Apply	How do we run a small poultry farm?	Visit poultry; pair plan	Real poultry, charts	Practical, peer
5	2	Animal Husbandry	Dairy Cattle	a) Identify dairy breeds b) Manage milk production c) Apply	How do dairy farmers succeed?	Discuss; pair share	Pictures, articles	Oral, peer
5	3	Animal Husbandry	Goat and Sheep	a) Identify breeds b) Manage daily c) Apply	How do we keep goats?	Discuss; pair plan	Pictures, learner book	Oral, written
5	4	Animal Husbandry	Bee Keeping	a) Identify bee value b) Plan beehive c) Apply	Why is beekeeping profitable?	Show beehive; resource person	Beehive, resource person	Oral, observation
6	1	Soil	Soil Types	a) Identify soil types b) Match crops c) Apply	What soil grows what?	Examine samples; pair quiz	Soil samples, charts	Observation, written
6	2	Soil	Soil Fertility	a) Identify fertility indicators b) Test simply c) Apply	Is our soil fertile?	pH test; pair record	pH kit, soil	Practical, peer
6	3	Soil	Soil Conservation	a) Identify erosion b) Apply control methods c) Apply	How do we stop soil erosion?	Walk; identify erosion; pair plan	Outdoor space	Observation, peer
6	4	Soil	Composting	a) Make compost pit b) Maintain c) Apply	How do we make compost?	Demonstrate; pair start pit	Compost materials	Practical, peer
7	1	Water	Water Sources	a) Identify sources b) Conserve c) Apply	How do farmers access water?	Discuss; pair share	Pictures, charts	Oral, peer
7	2	Water	Irrigation	a) Identify irrigation methods b) Choose for context c) Apply	Drip vs flood — when?	Discuss; pair quiz	Charts, pictures	Oral, written
7	3	Water	Rain Water Harvesting	a) Plan harvesting b) Build simple system c) Apply	How can a farm harvest rain?	Show; pair plan	Tank, gutters	Practical, peer
7	4	Water	Water Saving	a) Identify saving methods b) Apply daily c) Build conservation	How do we save water on farm?	Discuss; pair pledge	Charts	Oral, peer
8	1	Farm Tools	Hand Tools	a) Identify hand tools b) Use safely c) Apply	How do we use the hoe correctly?	Demonstrate; pair practise	Hand tools	Practical, peer
8	2	Farm Tools	Maintenance	a) Clean and store tools b) Sharpen c) Apply	How do we keep tools well?	Demonstrate; pair maintain	Tools, oil	Practical, peer
8	3	Farm Tools	Mechanisation	a) Identify farm machinery b) State role c) Apply	Where do tractors help?	Discuss; pair share	Pictures, articles	Oral, peer
8	4	Farm Tools	Safety	a) Apply farm safety b) Use PPE c) Build responsibility	How do we work safely on farm?	Discuss; pair audit; commit	Safety charts	Oral, peer

9	1	Farm Records	Why Records	a) State why keep records b) Build practice c) Apply	Why do farmers keep records?	Discuss; pair share	Sample records	Oral, written
9	2	Farm Records	Production Records	a) Maintain production records b) Use template c) Apply	How do we record yield?	Show template; pair record	Templates	Written, peer
9	3	Farm Records	Financial Records	a) Maintain income/expense records b) Calculate profit c) Apply	Did the farm make money?	Worked example; pair calculate	Templates	Written, peer
9	4	Farm Records	Inventory	a) Track stock b) Identify shortages c) Apply	What do we have on farm?	Show inventory; pair audit	Inventory book	Written, peer
10	1	KJSEA Revision	Crop Production Practice	a) Recap b) Past papers c) Build readiness	Am I ready?	Past papers; pair mark	Past papers	Written, peer
10	2	KJSEA Revision	Animal Husbandry Practice	a) Recap b) Past papers c) Build readiness	Am I ready?	Past papers; pair mark	Past papers	Written, peer
10	3	KJSEA Revision	Soil & Water Practice	a) Recap b) Past papers c) Build readiness	Am I ready?	Past papers; pair mark	Past papers	Written, peer
10	4	KJSEA Revision	Mock Paper 1	a) Sit timed mock b) Manage time c) Build stamina	Can I complete in time?	Sit mock	Mock paper	Written, self-assess
11	1	KJSEA Revision	Mock Paper 2	a) Sit second mock b) Improve c) Build confidence	Did I improve?	Second mock	Mock paper	Written, self-assess
11	2	KJSEA Revision	Practical Skills	a) Demonstrate planting/feeding b) Connect to questions c) Build applied	Can I apply practically?	Demonstrate	Demo plot, animals	Practical, peer
11	3	KJSEA Revision	Group Revision	a) Recall b) Games c) Build morale	Can revision be fun?	Quiz games	Quiz cards	Oral, peer
11	4	KJSEA Revision	Reflection	a) Identify strengths/weaknesses b) Plan c) Build self-awareness	What needs more work?	Reflection; share	Reflection sheet	Self-assess, peer
12	1	KJSEA Revision	Portfolio Review	a) Compile portfolio b) Reflect c) Build readiness	How have I grown?	Portfolio review	Portfolio	Self-assess, oral
12	2	KJSEA Revision	Career Awareness	a) Identify agric careers b) Discuss paths c) Build vision	What agric careers exist?	Discuss; pair share	Career charts	Oral, peer
12	3	KJSEA Revision	Final Pep Talk	a) Reflect b) Set goal c) Build confidence	How will I prepare?	Reflection; affirmation	Reflection sheet	Self-assess, oral

