

**SECOND TERM**  
**WEEKLY LESSON NOTES**  
**WEEK 3**

<b>Week Ending:</b> 21-04-2023	<b>DAY:</b>	<b>Subject:</b> Science
<b>Duration:</b> 100mins		<b>Strand:</b> Cycles
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Seed Beds
<b>Content Standard:</b> B8.2.3.1 Demonstrate knowledge and skills in planting crops on different seed beds	<b>Indicator:</b> B8.2.3.1.1 Explore the different seed beds for planting crops in your community.	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can explore the different seed beds for planting crops in your community		<b>Core Competencies:</b> DL 5.3: CI 6.8: DL 5.1: CI 6.6:
<b>References:</b> Science Curriculum Pg. 60		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share learning indicators and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	<p>Begin the lesson by asking learners to share their personal experience in farming.</p> <p>Brainstorm learners to explain the meaning of seed beds. A seed bed is a local soil environment within which seeds are nursed/planted.</p> <p>Take learners out to the school garden. Display tools and guide learners in the process of preparing seed beds.</p> <ul style="list-style-type: none"> <li>• <i>The removal of stumps, stones and debris that can physically prevent the seedling germination and growth.</i></li> <li>• <i>The leveling up of the area which has been demarcated.</i></li> <li>• <i>Making the soil loose by digging and breaking lumps.</i></li> <li>• <i>Improving soil structure by adding organic matter.</i></li> <li>• <i>Adjusting the nitrate and the phosphate levels of the soil using the right fertilizer.</i></li> </ul> <p>Engage learners to discuss the importance or reasons for preparing seed beds.</p> <ol style="list-style-type: none"> <li>1. <i>A seedling bed is used to increase the chances of the number of planted seeds that can germinate per unit area of land</i></li> <li>2. <i>It reduces or eliminates competition for the seedlings because weeds and other unwanted plants can easily be controlled or removed from the seed bed.</i></li> </ol> <p>Engage learners to observe and discuss different seed beds for planting different crops. <i>Flat beds - are used where water availability is adequate with no drainage problems. Crops like; maize, sorghum, beans and potatoes can be started/cultivated on flat beds.</i></p>	Pictures and charts

	<p><i>Hilling-up - is good and works well for plants that have enough stem height and broader leaves that can survive partial soil burning. Root tubers like; potatoes, yam are hilled up to keep their roots in the soil.</i></p> <p>Learners list and compare the differences and similarities among seed beds in the community.</p> <p>Have learners to match the types of seed beds with the types and stages of crops planted in your community.</p> <p><u>Assessment</u>  State and explain the types of seed beds  Explain how you could prepare a seed bed to cultivate maize.</p>	
<p><b>PHASE 3: REFLECTION</b></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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<b>Content Standard:</b> B8.2.3.1 Demonstrate knowledge and skills in planting crops on different seed beds		<b>Indicator:</b> B8.2.3.1.2 Plant different types of crops on different seed beds.		<b>Lesson:</b> 2 of 2	
<b>Performance Indicator:</b> Learners can plant different types of crops on different seed beds				<b>Core Competencies:</b> DL 5.3: CI 6.8: DL 5.1: CI 6.6:	
<b>References:</b> Science Curriculum Pg. 60					
<b>Phase/Duration</b>		<b>Learners Activities</b>		<b>Resources</b>	
<b>PHASE 1: STARTER</b>		Revise with learners on the previous lesson.  Share learning indicators and introduce the lesson.			
<b>PHASE 2: NEW LEARNING</b>		Put learners into convenient groups. Task each group to nurse a given seed.  Let them water the seeds and observe what happens after 6 - 9 days.  Have them observe and discuss the practice of planting different crops in different seed beds.  Select different plant parts, (seeds, seedlings, cuttings, leaves, roots) and plant them in different seed beds.  <u>Assessment</u> What is a seed bed? Describe briefly the major types of seed beds in crop cultivation. Give two benefits of seed beds in the nursery		Pictures and charts	
<b>PHASE 3: REFLECTION</b>		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.			