

# AGRICULTURE AND NUTRITION SCHEMES OF WORK GRADE 4

**NAME OF THE TEACHER:** \_\_\_\_\_

**SCHOOL:** \_\_\_\_\_ **TERM: II** **YEAR:** \_\_\_\_\_

Wk	LS N	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
1	1	<b>Growing fruits</b>	Introducing Woody Fruit Trees	By the end of the lesson, the learner should be able to: a. Describe common woody fruit trees in the locality (e.g., guava, tree tomato). b. Establish and take care of woody fruit tree. c. Show interest in nurturing woody fruit trees.	Learners are guided to: ▪ establish and take care of a fruit crop that can suitably grow in the locality such as woody fruit tree (for example, tree tomato and guava)	How do we grow fruits?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 22-25 MTP Agric Grd 4 P.B. Pg. 37-47	Observation Written test Question & Answer	
	2		Introducing Climbing Fruit Crops	By the end of the lesson, the learner should be able to: a. List examples of climbing fruit crops (e.g., passion fruit, kiwi). b. Establish and take care of a climbing fruit crop. c. Develop curiosity about planting climbing fruit crops.	Learners are guided to: ▪ establish and take care of a fruit crop that can suitably grow in the locality such as climbing fruit crops (such as passion fruit, kiwi, grapes, blackberries, raspberries),	How do we grow fruits?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 22-25 MTP Agric Grd 4 P.B. Pg. 37-47	Observation Written test Question & Answer	
	3		Site Selection for Fruit Farming	By the end of the lesson, the learner should be able to: a. State factors to consider when selecting a site for fruit farming. b. Evaluate a site's suitability for growing fruits. c. Develop awareness of the environment's role in fruit farming.	Learners are guided to: Conduct a survey: Evaluate potential sites for fruit farming.  Group presentation: Share findings about site suitability.  Role play: Simulate selecting a site for fruit farming.	How do we grow fruits?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 22-25 MTP Agric Grd 4 P.B. Pg. 37-47	Observation Written test Question & Answer	

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	4		Preparing the Soil	By the end of the lesson, the learner should be able to: a. Explain soil preparation techniques for growing fruits. b. Demonstrate proper soil preparation methods. c. Show willingness to maintain soil health.	Learners are guided to: Demonstrate soil preparation methods practically.  Students analyze soil samples for fertility.  Quiz on soil preparation techniques and their importance.	How do we grow fruits?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 22-25 MTP Agric Grd 4 P.B. Pg. 37-47	Observation Written test Question & Answer	
2	1		Planting Woody Fruit Trees	By the end of the lesson, the learner should be able to: a. Identify planting methods for woody fruit trees. b. Execute the correct technique for planting woody fruit trees. c. Cultivate enthusiasm for planting trees.	Learners are guided to: ▪ establish and take care of a fruit crop that can suitably grow in the locality such as woody fruit tree (for example, tree tomato and guava)	How do we grow fruits?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 22-25 MTP Agric Grd 4 P.B. Pg. 37-47	Observation Written test Question & Answer	
	2		Planting Climbing Fruit Crops	By the end of the lesson, the learner should be able to: a. Explain the planting techniques for climbing fruit crops. b. Practice staking and planting climbing fruit crops. c. Foster responsibility for tending to climbing crops.	Learners are guided to: ▪ establish and take care of a fruit crop that can suitably grow in the locality such as climbing fruit crops (such as passion fruit, kiwi, grapes, blackberries, raspberries),	How do we grow fruits?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 22-25 MTP Agric Grd 4 P.B. Pg. 37-47	Observation Written test Question & Answer	
	3		Watering and Mulching Techniques	By the end of the lesson, the learner should be able to: a. Discuss the importance of watering and mulching. b. Apply watering and mulching techniques to fruit crops. c. Show dedication to nurturing fruit crops.	Learners are guided to: Demonstrate proper watering methods using tools.  Practical activity: Apply mulching techniques to fruit plants.  Students monitor water usage and share observations.	How do we grow fruits?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 22-25 MTP Agric Grd 4 P.B. Pg. 37-47	Observation Written test Question & Answer	

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	4		Pest and Disease Management	By the end of the lesson, the learner should be able to: a. Identify common pests and diseases affecting fruits. b. Demonstrate pest and disease control techniques. c. Be proactive in protecting fruit crops.	Learners are guided to: Identify pests and diseases using visual aids.  Practical activity: Apply pest control techniques to plants.  Group discussion: Share experiences in managing pests.	How do we grow fruits?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 22-25 MTP Agric Grd 4 P.B. Pg. 37-47	Observation Written test Question & Answer	
3	1		Pruning Techniques	By the end of the lesson, the learner should be able to: a. Explain the benefits of pruning fruit plants. b. Perform pruning on both woody and climbing crops. c. Appreciate the value of pruning for crop health.	Learners are guided to: Demonstrate pruning methods practically.  Group activity: Practice pruning in school gardens.  Students reflect on the importance of pruning for plant health.	How do we grow fruits?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 22-25 MTP Agric Grd 4 P.B. Pg. 37-47	Observation Written test Question & Answer	
	2		Monitoring and Maintenance	By the end of the lesson, the learner should be able to: a. Outline a monitoring schedule for fruit crops. b. Develop a maintenance plan for fruit crops c. Show commitment to consistent crop care.	Learners are guided to: Conduct a monitoring exercise for the planted crops.  Create a maintenance calendar for fruit crops.  Role play: Simulate challenges in maintaining fruit plants.	How do we grow fruits?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 22-25 MTP Agric Grd 4 P.B. Pg. 37-47	Observation Written test Question & Answer	
	3		Harvesting Fruits	By the end of the lesson, the learner should be able to: a. Describe the indicators of fruit ripeness. b. Harvest fruits at the correct stage of maturity. c. Take pride in the harvesting process.	Learners are guided to: ▪ harvest ripe fruits for consumption to appreciate their importance in the body.	How do we grow fruits?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 22-25 MTP Agric Grd 4 P.B. Pg. 37-47	Observation Written test Question & Answer	

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	4		Consumption and Nutrition Awareness	By the end of the lesson, the learner should be able to: a. Identify the specific health benefits of different fruits. b. Incorporate fruits into daily meals. c. Cultivate a habit of appreciating fruits as a nutritional powerhouse.	Learners are guided to: ▪ harvest ripe fruits for consumption to appreciate their importance in the body.	How do we grow fruits?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 22-25 MTP Agric Grd 4 P.B. Pg. 37-47	Observation Written test Question & Answer	
4	1		Importance of growing fruits	By the end of the lesson, the learner should be able to: a. Recap the entire fruit farming process. b. Design a plan for long-term fruit cultivation. c. Inspire others to adopt fruit farming practices for sustainability.	Learners are guided to: Group discussion: Reflect on the entire fruit farming process.  Create a poster showing future plans for fruit cultivation.  Present ideas to promote fruit farming in the community.	How do we grow fruits?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 22-25 MTP Agric Grd 4 P.B. Pg. 37-47	Observation Written test Question & Answer	
	2	domestic animals	Types of domestic animals	By the end of the lesson the learner should be able to a. Identify types of domestic animals in the community b. Observe pictures of domestic animals c. Appreciate the importance of domestic animals to human beings.	Learners are guided to: □ Share experiences on the types of domestic animals (cattle, sheep, goats, poultry) found in their community and their uses.	What domestic animals are kept by farmers?  What are the uses of domestic animals?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 26-28 MTP Agric Grd 4 P.B. Pg. 48-49	Observation Written test Question & Answer	
	3		Types of domestic animals	By the end of the lesson the learner should be able to a. Name the types of domestic animals kept in the community. b. Draw the various domestic animals kept in the community. c. Appreciate the importance of domestic animals to human beings.	Learners are guided to: □ Share experiences on the types of domestic animals (cattle, sheep, goats, poultry) found in their community and their uses.	What domestic animals are kept by farmers?  What are the uses of domestic animals?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 26-28 MTP Agric Grd 4 P.B. Pg. 48-49	Observation Written test Question & Answer	

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	4		<b>Relating domestic animals to their uses</b>	By the end of the lesson the learner should be able to a. Relate various domestic animals to their uses. b. Practice matching domestic animals to their uses. c. Appreciate the importance of domestic animals to human beings.	Learners are guided to: <input type="checkbox"/> Match the domestic animals to their uses (cattle, sheep, goat and poultry).	What domestic animals are kept by farmers?  What are the uses of domestic animals?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 26-28 MTP Agric Grd 4 P.B. Pg. 49-52	Observation Written test Question & Answer	
5	1		<b>Relating domestic animals to their uses</b>	By the end of the lesson the learner should be able to a. Match various domestic animals to their uses. b. Play games on domestic animals and their uses. c. Appreciate the importance of domestic animals to human beings.	Learners are guided to: <input type="checkbox"/> Match the domestic animals to their uses (cattle, sheep, goat and poultry).	What domestic animals are kept by farmers?  What are the uses of domestic animals?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 26-28 MTP Agric Grd 4 P.B. Pg. 49-52	Observation Written test Question & Answer	
	2		<b>Relating domestic animals to their uses</b>	By the end of the lesson the learner should be able to a. Give reasons why domestic animals are kept by farmers. b. Model various domestic animals in the community. c. Appreciate the importance of domestic animals to human beings.	Learners are guided to: <input type="checkbox"/> Match the domestic animals to their uses (cattle, sheep, goat and poultry).	What domestic animals are kept by farmers?  What are the uses of domestic animals?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 26-28 MTP Agric Grd 4 P.B. Pg. 49-52	Observation Written test Question & Answer	
	3		<b>Uses of domestic animals</b>	By the end of the lesson the learner should be able to a. List safety measures to observe when using domestic animals b. Prepare a class presentations on the uses of domestic animals. c. Appreciate the importance of domestic animals to human beings.	Learners are guided to: <input type="checkbox"/> Learners develop self –efficacy as they confidently make class presentations, respect others while listening to the presentations and appreciate the uses of domestic animals	What domestic animals are kept by farmers?  What are the uses of domestic animals?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 26-28 MTP Agric Grd 4 P.B. Pg. 49-52	Observation Written test Question & Answer	
	4		<b>Uses of domestic animals</b>	By the end of the lesson the learner should be able to a. Source for information on Uses of domestic animals. b. Explore on the uses of the various domestic animals. c. Appreciate the importance of domestic animals to human beings.	Learners are guided to: <input type="checkbox"/> Learners develop self –efficacy as they confidently make class presentations, respect others while listening to the presentations and appreciate the uses of domestic animals	What domestic animals are kept by farmers?  What are the uses of domestic animals?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 26-28 MTP Agric Grd 4 P.B. Pg. 49-52	Observation Written test Question & Answer	

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6	1		<b>Importance of domestic animals</b>	By the end of the lesson the learner should be able to a. List the importance of domestic animals. b. Explain the importance of domestic animals. c. Appreciate the importance of domestic animals to human beings.	Learners are guided to: <input type="checkbox"/> Learners develop self –efficacy as they confidently make class presentations, respect others while listening to the presentations and appreciate the uses of domestic animals <input type="checkbox"/> Make class presentations using photos or other visuals importance of domestic animal.	What domestic animals are kept by farmers?  What are the uses of domestic animals?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 26-28 MTP Agric Grd 4 P.B. Pg. 53-54	Observation Written test Question & Answer	
	2	<b>Balanced meal</b>	Balanced diet – Importance of eating balance diet (variety)	By the end of the lesson, the learner should be able to: a. Define the term balanced diet in eating. b. Observe pictures of balanced diet. c. Appreciate the importance of eating a balanced diet.	Learners are guided to: <input type="checkbox"/> Discuss or search for importance of eating a balanced diet (variety).	How does variety in diet impact on health?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 29-33 MTP Agric Grd 4 P.B. Pg. 55-56	Observation Written test Question & Answer	
	3		Importance of eating balance diet (variety)	By the end of the lesson, the learner should be able to: a. Explain importance of variety in meals. b. Observe pictures of balanced diet. c. Appreciate the importance of eating a balanced diet.	Learners are guided to: <input type="checkbox"/> Discuss or search for importance of eating a balanced diet (variety).	How does variety in diet impact on health?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 29-33 MTP Agric Grd 4 P.B. Pg. 55-56	Observation Written test Question & Answer	
	4		Importance of eating balance diet (Proportion)	By the end of the lesson, the learner should be able to: a. Explain importance of eating a balanced diet (proportion) b. Explore the importance of proportion in eating c. Appreciate the importance of eating a balanced diet.	Learners are guided to: <input type="checkbox"/> Discuss or search for importance of eating a balanced diet (proportion).	How does variety in diet impact on health?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 29-33 MTP Agric Grd 4 P.B. Pg. 55-56	Observation Written test Question & Answer	
7	1		Importance of eating balance diet (Proportion)	By the end of the lesson, the learner should be able to: a. Explain importance of eating a balanced diet (proportion) b. Observe pictures of balanced diet. c. Appreciate the importance of eating a balanced diet.	Learners are guided to: <input type="checkbox"/> Discuss or search for importance of eating a balanced diet (proportion).	How does variety in diet impact on health?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 29-33 MTP Agric Grd 4 P.B. Pg. 55-56	Observation Written test Question & Answer	

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	2		Selecting food from different food groups	By the end of the lesson, the learner should be able to: a. Identify different types of foods. b. Select food from different food-groups to make a balanced diet c. Appreciate the importance of eating a balanced diet.	Learners are guided to: <input type="checkbox"/> Select foods from locally available foods that comprise a balanced diet.	How does variety in diet impact on health?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 29-33 MTP Agric Grd 4 P.B. Pg. 56-60	Observation Written test Question & Answer	
	3		Selecting food from different food groups	By the end of the lesson, the learner should be able to: a. Identify different foods groups available b. Demonstrate selecting different foods to make a balanced diet. c. Appreciate the importance of eating a balanced diet.	Learners are guided to: <input type="checkbox"/> Select foods from locally available foods that comprise a balanced diet.	How does variety in diet impact on health?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 29-33 MTP Agric Grd 4 P.B. Pg. 56-60	Observation Written test Question & Answer	
	4		Presenting meals with balanced diet	By the end of the lesson, the learner should be able to: a. Explain importance of eating a balanced diet b. Prepare and present meals with balanced diet c. Appreciate the importance of eating a balanced diet.	Learners are guided to: <input type="checkbox"/> Learners to unite in making collaborative presentations of a meals with a balanced diet, and promote health awareness through the class presentations.	How does variety in diet impact on health?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 29-33 MTP Agric Grd 4 P.B. Pg. 56-60	Observation Written test Question & Answer	
8	1		Presenting meals with balanced diet	By the end of the lesson, the learner should be able to: a. Explain importance of eating a balanced diet towards health awareness. b. List safety measures to observe while preparing balanced diet. c. Appreciate the importance of eating a balanced diet.	Learners are guided to: <input type="checkbox"/> Learners to unite in making collaborative presentations of a meals with a balanced diet, and promote health awareness through the class presentations.	How does variety in diet impact on health?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 29-33 MTP Agric Grd 4 P.B. Pg. 56-60	Observation Written test Question & Answer	
	2	Boiling and Shallow Frying Food	Boiling as a method of cooking	By the end of the lesson, the learner should be able to: a. Describe boiling as a method of cooking b. Observe pictures on boiling food. c. Embrace boiling in food production.	Learners are guided to: <input type="checkbox"/> Observe a demonstration on Boiling a method of cooking.	How can we cook foods using boiling and frying methods?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 34-38 MTP Agric Grd 4 P.B. Pg. 60-62	Observation Written test Question & Answer	

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	3		Boiling as a method of cooking	By the end of the lesson, the learner should be able to: a. List the different types of foods that can be prepared through boiling. b. Explore reasons for boiling food. c. Embrace boiling in food production.	Learners are guided to: <input type="checkbox"/> Observe a demonstration on Boiling a method of cooking.	How can we cook foods using boiling and frying methods?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 34-38 MTP Agric Grd 4 P.B. Pg. 60-62	Observation Written test Question & Answer	
	4		Shallow frying as a method of cooking	By the end of the lesson, the learner should be able to: a. Describe shallow frying as a method of cooking b. Observe a demonstration on shallow frying food. c. Embrace shallow frying in food production.	Learners are guided to: <input type="checkbox"/> Observe a demonstration on Shallow frying as a method of cooking.	How can we cook foods using boiling and frying methods?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 34-38 MTP Agric Grd 4 P.B. Pg. 60-62	Observation Written test Question & Answer	
9	<b>HALF TERM</b>								
10	1		Shallow frying as a method of cooking	By the end of the lesson, the learner should be able to: a. Identify the types of foods that can be prepared through shallow frying. b. Explore reasons for shallow frying certain types of foods c. Embrace shallow frying in food production.	Learners are guided to: <input type="checkbox"/> Observe a demonstration on Shallow frying as a method of cooking.	How can we cook foods using boiling and frying methods?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 34-38 MTP Agric Grd 4 P.B. Pg. 60-62	Observation Written test Question & Answer	
	2		Cooking food through boiling	By the end of the lesson, the learner should be able to: a. Describe boiling as a method of cooking b. Demonstrate Cooking food using boiling method c. Embrace boiling in food production.	Learners are guided to: <input type="checkbox"/> Cook and serve boiled foods. <input type="checkbox"/> Learners to develop learning to learn by working cautiously while boiling and carrying out shallow frying processes, working resiliently while following cooking steps, promoting safety measures while working with fire and fats.	How can we cook foods using boiling and frying methods?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 34-38 MTP Agric Grd 4 P.B. Pg. 62-67	Observation Written test Question & Answer	
	3		Cooking food through boiling	By the end of the lesson, the learner should be able to: a. Identify and select foods that can be cooked through boiling. b. Cook and serve boiled foods c. Embrace boiling in food production.	Learners are guided to: <input type="checkbox"/> Cook and serve boiled foods. <input type="checkbox"/> Learners to develop learning to learn by working cautiously while boiling and carrying out shallow frying processes, working resiliently while following cooking steps, promoting safety measures while working with fire and fats.	How can we cook foods using boiling and frying methods?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 34-38 MTP Agric Grd 4 P.B. Pg. 62-67	Observation Written test Question & Answer	

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	4		Cooking food through boiling	By the end of the lesson, the learner should be able to: a. Identify safety measures to observe while boiling food. b. Observe safety measures while boiling food. c. Embrace boiling in food production.	Learners are guided to: <input type="checkbox"/> Cook and serve boiled foods. <input type="checkbox"/> Learners to develop learning to learn by working cautiously while boiling and carrying out shallow frying processes, working resiliently while following cooking steps, promoting safety measures while working with fire and fats.	How can we cook foods using boiling and frying methods?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 34-38 MTP Agric Grd 4 P.B. Pg. 62-67	Observation Written test Question & Answer	
11	1		Cooking food through boiling	By the end of the lesson, the learner should be able to: a. State the safety measures to observe while working with fire. b. Explore the reasons for different cooking methods. c. Embrace boiling in food production.	Learners are guided to: <input type="checkbox"/> Cook and serve boiled foods. <input type="checkbox"/> Learners to develop learning to learn by working cautiously while boiling and carrying out shallow frying processes, working resiliently while following cooking steps, promoting safety measures while working with fire and fats.	How can we cook foods using boiling and frying methods?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 34-38 MTP Agric Grd 4 P.B. Pg. 62-67	Observation Written test Question & Answer	
	2		Cooking food through shallow frying	By the end of the lesson, the learner should be able to: a. Describe shallow frying as a method of cooking b. Cook food using shallow frying method c. Embrace shallow frying in food production.	Learners are guided to: <input type="checkbox"/> Cook and serve b shallow fried foods.	How can we cook foods using boiling and frying methods?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 34-38 MTP Agric Grd 4 P.B. Pg. 62-67	Observation Written test Question & Answer	
	3		Cooking food through shallow frying	By the end of the lesson, the learner should be able to: a. Identify foods that can be prepared through shallow frying. b. Explore methods of serving shallow fried foods. c. Embrace shallow frying in food production.	Learners are guided to: <input type="checkbox"/> Cook and serve shallow fried foods.	How can we cook foods using boiling and frying methods?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 34-38 MTP Agric Grd 4 P.B. Pg. 62-67	Observation Written test Question & Answer	
	4		Cooking food through shallow frying	By the end of the lesson, the learner should be able to: a. Identify safety measures to observe while working with fire and fats b. Cook and serve shallow fried foods. c. Embrace shallow frying in food production.	Learners are guided to: <input type="checkbox"/> Cook and serve shallow fried foods. <input type="checkbox"/> Learners to develop learning to learn by working cautiously while boiling and carrying out shallow frying processes, working resiliently while following cooking steps, promoting safety measures while working with fire and fats.	How can we cook foods using boiling and frying methods?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 34-38 MTP Agric Grd 4 P.B. Pg. 62-67	Observation Written test Question & Answer	

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12	1	<b>HYGIENE PRACTICES</b>	Personal Hygiene – health practices that promote personal hygiene	By the end of the lesson, the learner should be able to: a. Identify health practices that promote personal hygiene b. Promote hand washing as personal hygiene practices c. Embrace health practices to promote personal hygiene in daily life.	Learners are guided to: <input type="checkbox"/> Brainstorm and enumerate practices that promote personal hygiene such as hand washing.	How does personal hygiene promote good health?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 39-41 MTP Agric Grd 4 P.B. Pg. 68-71	Observation Written test Question & Answer	
	2		health practices that promote personal hygiene	By the end of the lesson, the learner should be able to: a. Identify health practices that promote personal hygiene b. Promote use PPEs as personal hygiene practices c. Embrace health practices to promote personal hygiene in daily life.	Learners are guided to: <input type="checkbox"/> Brainstorm and enumerate practices that promote personal hygiene such as use of personal protective equipment	How does personal hygiene promote good health?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 39-41 MTP Agric Grd 4 P.B. Pg. 68-71	Observation Written test Question & Answer	
	3		health practices that promote personal hygiene	By the end of the lesson, the learner should be able to: a. Identify health reasons for using clean water. b. Promote use of water as personal hygiene practices c. Embrace health practices to promote personal hygiene in daily life.	Learners are guided to: <input type="checkbox"/> Brainstorm and enumerate practices that promote personal hygiene such as use of clean water	How does personal hygiene promote good health?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 39-41 MTP Agric Grd 4 P.B. Pg. 68-71	Observation Written test Question & Answer	
	4		health practices that promote personal hygiene	By the end of the lesson, the learner should be able to: a. Identify health reasons for cleaning foods. b. Promote cleaning of foods as personal hygiene practices c. Embrace health practices to promote personal hygiene in daily life.	Learners are guided to: <input type="checkbox"/> Brainstorm and enumerate practices that promote personal hygiene such as Cleaning foods.	How does personal hygiene promote good health?	Locally available materials or resources MTP Agric Grd 4 T.G. Pg. 39-41 MTP Agric Grd 4 P.B. Pg. 68-71	Observation Written test Question & Answer	
13-14	<b>END TERM II ASSESSMENT/CLOSING</b>								