**LESSON DEVELOPMENT THREE**

**CONTROL OF WEEDS**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1**  **Introduction**  **(5 minutes)** | Weeds are unwanted plants. They grow in places they are not wanted. Some of these unwanted plants are useful, what are the importance for weeds. | As stated in the previous lesson. | Previous knowledge confirmed. |
| **Step 2**  **Development**  **(5 minutes)**  **Grouping** | 1. Groups the pupils into four groups – A, B, C, and D.  2. Guide the pupils to choose a leader and secretary for your group.  3. Gives each group learning materials. | 1. Belong to a group.  2. Choose their leader and secretary.  3. Received learning materials for their group. | Pupil’s group, leader and secretary confirmed. |
| **Step 3**  **Development**  **(20 minutes)** | If some of these plants (Weeds) are useful, that’s some are not. Guides pupils state -  1. Why some of these weeds are not useful?  2. How can we control these unwanted plants? | Why some of these weeds are not useful – because they are poison, choke and kill plants.  **Control of Weeds**  1. Weeding with hands.  2. Weeding with hoe and cutlass.  3. Burning the bushes.  4. Feeding animals with the grass.  5. Using chemicals. | Effects of weeds and its controls. |
| **Step 4**  **Conclusion**  **(10 minutes)** | Remarks - The presence of weeds does not necessarily mean that they are damaging a crop, especially during the early growth stages when both weeds and crops can grow without interference.  Weeds compete with crops for space, nutrients, water and light. | Listen, ask and answer questions. | Contribution |