**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  |