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Agricultural science textbook for primary 6 pdf

Book Set, Primary, Teaching Resources, Textbooks Primary School has been identified as the crucial foundation on which future learning will be built on. The book has been extensively written in such a way that the subjects in the book correspond to the subjects of the new elementary school curriculum of the Nigeria Educational Research and Development Council (NERDC) (850 No Text Content! Agricultural Sciences For Elementary Schools 2BOOK By Falola Ibrahim Babatunde George Olumeseii© TANUS BOOKSAll rights reserved. No part of this publication may be reproduced, stored in a download system or transmitted in any form or by any means; electronic, mechanical, photocopying, recording or otherwise, without prior handermission, in writing, by Tanus Books Limited.First published 2013TANUS BOOKS LIMITED Calabar Office:Head Office: Prospect House, 80, MCC (Anansa) Road,4, Ola-Ayeni Street, Calabar, Cross River State, Nigeria.off Simbiat Abiola Road, Tel: 08142237796Ikeja, Lagos, E-mail: Ibadan Office:Tel: 01-3429755, 08054894123 57, Polytechnic Road,E-mail: Adjacent to First Bank Plc,Website: www.tanusbooks.com SAngo,Abuja Office: Ibadan.Suite A10/A11, Employeesari Plaza, Tel: 081801608215, Ziguinchor Street, Email: Ibrahim Babangida Way, Asaba Office:Zone:Zone 4, Wuse, De' Park Plaza, Abuja, Opp. Ministry of Lands & Survey,Nigeria. Ibusa Road,Tel: 09096220886 Asaba,E-mail: Delta State.Port Harcourt Office: Tel: 08104809866Ada Odum Shopping Centre, E-mail: C7, 1st floor, 10th, Choba / NTA Road,Rumuokwuta Junction,Port Harcourt,Nigeria.Tel: 09092881324Email: – 978-978-8453-37-6iii Editorial Advisory Board Professor Oye Ibidapo-Obe Professor Stephen Uche Hans Excellence, Dr. Yakubu Kwari Editor O.J. OkonivForwordEducation is considered essentially as an effective instrument for the social, economic and political transformation of a society. It achieves this through the appropriate skills and competences as well as mental dispositions that are crucial to moving a society from a state of underdevelopment to a status of development. An invaluable tool for this transformation are the textbooks and other reading materials that a student is exposed to. The importance of textbooks can hardly be emphasised, especially at the basic level where the foundations of a child's education and progress are laid. The shortcomings of our basic education system in Nigeria, the social discontent and negative public image of teachers, especially at primary school level, the social background of the average Nigerian child and the social climate in which class learning takes place, all do not offer Nigerian children adequate head start that will accelerate their educational development. Therefore, great care and care must be taken in the nation's educationalgoals to meaningful instructional materials that would facilitate teacher andlearner efforts toward goal achievement. In addition to the training objectives of the area reins, the ability of educational programmes to bring about the necessary social transformation will remain elusive. Given the many problems that education in Nigeria is enfront with, Tanus Books Limited took the bold decision as a patriotic in the nation's development, to contribute its own quota in the best of book production. Impelled by the glaring insufficiency in the variety and availability of reading materials for the Universal Basic Education system and the well-known decline in reading culture among Nigerian youth, undertook to publish a series of textbooks for Nigeria's undergraduate education. Thetextbooks come at a time the federal government in Nigeria has promised to revamp the entire education system through greater involvement ofresources. The authors of the Tanus book primary school series were carefully selected from the rank of experienced elementary school teachers. The team was appropriately guided through workshops that served to ensure proper vorientation and adoption of best practices by all. The manuscripts were dulyedited to ensure that they meet the necessary standards. The end products are well-packaged textbooks that are inundated with examples, reflections of the student environment, rich in illustrations, and generally compatible with the principles of learning at the elementary school level. They also contain adequate treatment for users. I highly recommend the Tanus Books Primary Education series to students,parents, teachers, schools and educational administrators. Certainly, TanusPublishers has made a great effort to enrich its primary school textbook market in Nigeria.PROFESSOR STEPHEN C. UCHEProfessor of Science EducationConsulting Editor viPrefaceThese newly produced TANUS Agricultural Sciences for Elementary Schools are based on the new curriculum designed by the Nigerian Educational Research and Development Council (NERDC). The broad goal of the new redesigned curriculum is to try to deepen the oaths of young students in the study and practice of Agriculture to ensure that they would acquire and apply the skills learned for productive future career opportunities. Not surprisingly, the curriculum recommends a holistic presentation of the subject,while adopting a thematic approach to the content organization. Consequently,the following four broad themes permeate the series: Basic concept of agriculture, Processes of agricultural production, issues protection and agricultural issues Business.In chapter after chapter, using a liberal use of colorful illustrations and images, students are introduced to a whole range of basic agricultural concepts and topics to strengthen their interests on the subject. To drive home the underlying desire to inculcate the practical commitment of young students, simple, relevant and functional classrooms are presented,and also outdoor activities at the end of each chapter. These activities are preceded by a summary of what has been taught and learned in chapters. Each chapterends with a couple of revision issues. In the preparation of the series, our collective experience that serves teachers cometo play. The special training seminar where modalities for manuscript preparation was described, the style of writing defined and the essence of focusing primarily on the Nigerian experience and background presented, came in quite handy. The book's format and presentation should enable students to benefit greatly from the subject matter. Falola Ibrahim BabatundeGeorge Olumese viiTable by ContentForeword

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.....
Use:..... Use:..... Use:..... Use:..... Use:..... 4Use: ..... Use:..... Use:..... 2. Draw and label five simple farm tools. Unit 6: Exercises1. What are simple farm tools?2. Mention ten agricultural tools.3. State five uses of agricultural tools.4. Name five ways to take care of our farm tools. 52KAPTER Agricultural activitiesFarm activities are activities carried out by the farmer when growing his crops. These activities can be divided into three. Theyare:i. Activities before planting.ii. Activities during planting.iii. Activities after planting. GoalsUnderstanding the end of this chapter should be able students to:i. Describe activities before planting.ii. Describe activities during planting.iii. Describe activities after planting. Unit 1: Activities prior to PlantingThese are all activities that the farmer engages in before planting hiscrops. They include:1. Choosing his farm site: A farmer must first of all choose the land he wants to use for on his farm. The land must be in a good 6place and must have good soil for agriculture. A man who is looking around for a suitable land for agriculture2. Bush clearing: After choosing a land for agriculture, a farmer must clear the land using his cutlasses, axe, pickaxes, etc. for the purpose of farming. A man clearing his land 73. Stump: A farmer must also remove bottles and plant roots in the ground after clearing. This is called stumping. The farmer uses his pick-axe, shovel, shovel, to do this. A man removes stones and plant roots from the ground4. Burning: The farmer must burn all the shrubs and dirt that were removed from his farm, so that they do not bother him when he grows his crops. 8A farmer who burns dirt from his farm5. Mounding: The farmer makes piles or piles of picks. He plants his seeds in the piles for them to germinate quickly. A farmer who makes piles 9Unit 2: Activities under PlantingThese are the activities that the farmer carries out when planting. They include:1. Inspect the seeds: The farmer must inspect the seeds very well to ensure they are in good conditions. Seeds that are broken or eaten by insects should not be planted. A farmer inspecting his seeds2. Planting: The farmer then plants his seeds by digging holes at about 2-3mm depth. Two or three seeds can be put per hole and gently covered with soil. Dates of planting are also very important and must be noted. 10A farmer planting their seedsUnit 3: Activities after plantingThese are activities that the farmer performs after planting this. They include:1. Weeding: The farmer must always remove weeds from the farm after planting. He can use picks, cutlasses, rakes or his bare hands. This will make the plants grow very well. 11A farmer weeding her yard2. Delivers: The farmer must re-plant seeds that fail to germinate. This is called delivery. A farmer who delivers his farm 123. Manure/fertiliser application: The farmer also applies manure or fertiliser to his farm after planting. This will make the plants grow very well. A farmer using fertilisers on his farm4. Mulching: The farmer can also cover the soil around his plants with dry leaves, straws or plastic films, so that, water will not evaporate quickly from the soil. This will also cool the plants. This is usually used for yam and tomato plants. 13A man mulching his tomato farm 5. Watering: The farmer can sometimes water his crops especially when the rain is not enough. That is, during the dry season. Watering takes place in the early morning or late at night with the help of a watering can. A farmer who wateres his plants 146. Harvesting: The farmer must harvest his crops after they have yeilded ripened fruits. Harvesting should be done on time using harvest knives, hoes, cutlasses and baskets. A farmer harvesting his crops7. Storage: The farmer must store his crops properly after harvesting, so that pests and diseases will not attack them. Crops can be stored in bags, baskets, barns or stored in the shop house. 15A farmers store their tomatoes in baskets8. Processing: The farmer can process or change the shape of his crops after harvesting. For example, cassava can be processed into garri and yam can be processed into yam flour, corn can be processed into pap, etc. woman doing garri 16Unit 4: SummaryAgricultural activities carried out by farmers are:1. Activities before planting involves getting a one soil, clear it and burn the dirt.2. Activities during planting include the selection of good seeds and planting.3. Post-planting activities include growing the farm, fertiliser use, watering, harvesting, storage and processing of the crops. Unit 5: Students' activitiesIdentify the agricultural activity below and state why each one is important. Farmer clearing bush Farmer apply fertilizerImport: .....
Importance:..... Farmer Makes Piles Farmer WeedingImport: ..... Importance:..... 17Farmer mulching Farmer wateringWeight: ..... Importance:..... Farmer who storesWeight:
.....
Unit 6: Exercises1. What is agricultural activity?2. Name three activities that farmers perform before they are planted.3. Name two activities performed during planting.4. Mention five activities that farmers carry out after planting.18Protection IssTuHEeMsE in agriculture 3CHAPTER Useful Farm insectsWhen we grow crops or rear animals, we need to take note of someother organisms that can affect crops and animals. These organisms are insects. GoalsUnderstanding the end of this chapter should enable students to achieve the following performance goals:i. Enter the meaning of insects.ii. Name two useful farm insects.iii. Identify useful local insects and their usefulness to farmers.iv. Name some useful insects that can be harmful. Unit 1: What are Insects? Insects are small animals with six legs. Their body is divided into three parts called head, chest and abdomen. Some of them have wings and they can fly. Some don't have wings and they can't fly. 19A well-marked insectExample of insects around us are cockroaches, mosquitoes, flies, butterflies, ants, grasshoppers, lice, tse-tse flies, etc. Mosquito Cockroach20Unit 2: Useful Farm InsectsSome insects are very useful in the farm especially when growinghooks. They help and help the farmer to make good harvesting. Examples of these useful insects are butterflies, bees,termites, praying mantis, etc. Bee Butterfly Termite Praying mantisUnit 3: Why are they useful?1. Some of them help to pollinate flowers for the purpose of reproduction, such as bees, butterfly. A bee on the flower of a plant 21A butterfly pollinating a flower2. Some of them help to produce honey, such as bee. Bees in a honeycomb 223. Others among them help the farmer to kill other harmful insects, for example, ask mantis and termites. A praying mantis that feeds on another insect4. Some also contribute to feeding on wood and thereby increase nutrients in the soil, such as termites. Termites that feed on wood to increase soil nutrition 23Unit 4: Useful but harmful insectsSometimes useful insects can also be harmful, so we must besick when handling them. Some of the harmful effects of theseused insects are:1. They have toxic chemicals and sharp teeth, such as termites and bees.2. They can sting us and this can be very painful, such as bees and termites.3. They can sometimes destroy crops by feeding on them, such as termites. Unit 5: Summary1. Insects are small animals with six legs.2. Insects have heads, chest and abdomen.3. Some insects are very useful for humans and crops.4. Useful insects help to pollinate flowers, help to produce honey, etc.5. Examples of useful insects are bees, butterflies and termites.6. Useful insects can be dangerous and harmful, especially when they sting us. Unit 6: Students' activities1. Catch as many insects in your environment as possible using insect nets. Classify or identify the useful insects among them and explain why they are useful.2. Draw and mark a butterfly. 24Unit 7: Exercises1. What are insects? Name five examples.2. Name five useful insects in your place.3. Name four reasons why they are useful.4. Name two insects that are useful but can also be harmful.5. In what ways are they harmful? 254KPAPTER Harmful Farm insectsEnta insects are harmful to arable crops. They eat and destroy farmcrops. They also spread diseases among plants and animals. Theseharmful farm insects are called INSECT-PESTS. GoalsUnderstanding the end of this chapter should enable students to achieve the following performance goals:i. Name and identify harmful insects in our environment.ii. Describe the damage harmful insects cause.iii. State ways to control harmful insects. Unit 1: Common harmful insects in our environmentThere are many harmful insects in our environment. Common examples are tse-tse fly, mosquito, beetle, weevil,grasshopper, grasshopper, caterpillar, termite, housefly, cricket, etc. Some of these insects are called field pests because they affect anddestroy arable crops as they grow on the farm, to grasshopper, caterpillar, grasshopper, termite, cricket and beetle. 26Some of them them called storage pests because they affect and destroycultural crops only when stored, for example, cockroach,weevil, housefly, etc. Some of them are also storage and pest fields because they affect and destroy arable crops when the crops grow on the farm and when we store them. Examples include weevils, cotton dyes, yam beetles and floury bugs. Mosquito Tse-tse fly Cockroach Housefly Beetle Weevil Termite Grasshopper Cricket Caterpillar Cotton Colorist 27Some of these insects also affect pets by transferring diseas to them, such as tse-tse fly, housefly, mosquito,cockroach, etc. Unit 2: Damage caused by harmful insectsUnished insects cause enormous damage to our crops and farm animals and even to the farmer. Some of these injuries include:1. They bite and transmit diseases to humans and animals, such as mosquito and tse-tse escape.2. They suck juice from crops, thereby killing the crops, such as cotton dyers and floury bugs.3. They eat plant leaves and roots that cause poor growth in plants, such as beetles and grasshoppers.4. They feed on and destroy the grains of crops, such as weaves.5. They make holes in seeds, thereby killing the seeds.6. They make us and pets uncomfortable when they suck our blood.7. They reduce the profit that a farmer expects to make when he sells his farm produce. 28Read of a plant eaten by a grasshopper A grasshopper feeding on wheat seeds 29Bean seeds eaten by weevils Tse-tse fly sucks the blood of a cow 30A cotton-stainer attack a cotton plant A mosquito sucks the blood of a sleeping boy 31A damaged yam tuber eaten by a beetleUnit 3: Methods to control harmful insectsIt is very important to control or prevent harmful insects from our environment. We must ensure that we prevent them from attacking, our crops, farms and animals. Some of the ways we can do this are:1. We can spray chemicals on our farm, shop or our environment to kill these harmful insects. However, we must be very careful when spraying the chemicals because they can be toxic and dangerous to our health. We must therefore squirt them off our nose. We also need to use hand gloves or wash hands very well after spraying.32Chemicals used to kill insects2. We should also store agricultural products properly. We should not put them where insects can easily get into them.3. We should harvest crops from the farm in time.4. We should use mosquito nets around homes and animal pens to keep away mosquitoes and tse-tse escape.5. We should clean surrounding bushes regularly.6. We should prevent stagnant water from forming around our homes. Unit 4: Exercising care when controlling harmful insectsWe should be very careful when we check harmful insectsespecially when we use chemicals to control them. 33The chemicals we use to harmful insects are called INSECTICIDES. insecticides. chemicals are very toxic and dangerous to health. That's why we can't play with them when we deal with them. We should do the following things when using inecticider.1. We should carefully read the instructions on the container very well before using them.2. We should use the correct amount of the insecticide as indicated in the instructions.3. We should not let the chemicals touch our hands or body. Thus, we may need to wear hand gloves and long clothes when using them.4. We should not taste the chemicals.5. We should not bring the chemicals near the nose. Unit 5: Summary1. Harmful insects in our environment include tse-tse fly, mosquito, beetle, weevil, grasshopper, grasshopper, termite, etc.2. The harmful insects cause many damage to crops and to pets. They suck juice from plant leaves and roots. They bite and transmit diseases to humans and animals. They are therefore harmful.3. Insects can be controlled by spraying chemicals to kill them, storing crops properly, harvesting crops early, and clearing our surroundings regularly.4. We should be careful when using chemicals to kill insects. We should handle the chemicals very carefully and not play with them because they are toxic and dangerous. 34Unit 6: Students' activities1. Walk around your school compound and collect as many harmful insects as possible, name these insects.2. Draw and mark a grasshopper. Unit 7: Exercises1. Name five harmful insects.2. Name three lesions caused by harmful insects.3. List three control measures of harmful insects.4. Name four precautions we need to take when using chemicals to control harmful insects. 355CHAPTER Farmers' Friend- Earthworm Farmers need the action of certain organisms for their crops to grow very well. One of such organisms is the earthworm. ObjectiveSAt the end of this chapter, students should be able to:i. Identify earthworm.ii. Enter the usefulness of earthworms to the soil. Unit 1: What is an Earthworm? An earthworm is a long, moist, worm-like organism that lives in soil. The body is divided into segments that allow it to crawl on the ground. They don't have back bones. 36EarthwormEarthworm has pointed ends that it uses to open the ground. Theearthworm is harmless and useful to farmers in many ways. Unit 2: The benefit of EarthwormArthworms is very useful for farmers in so many ways. Some of theways include:1. They allow air to enter the earth through the holes they make when they enter the ground.2. They help to add nutrients to the soil by pushing dead leaves and their feces into the soil.3. Rainwater enters the ground easily through the holes they create.4. They make it easier for plant roots to grow through the holes they create.5. Earthworms help maintain soil fertileness. 37Unit 3: Summary1. Earthworm is a long, moist worm-like organism.2. It is harmless and useful for farmers.3. are useful useful they help get rainwater to get easily into the ground. They also help to add nutrients to the soil. Unit 4: Activities of students1. Walk around your school compound and pick two earthworms in a transparent container.2. Observe the earthworms gently and draw them clearly. Try to mark the parts.3. What part of the earth did you get the earthworms from? Unit 5: Exercises1. Draw and label the earthworm clearly.2. State the benefits of earthworms to farmers. 386KAPTER Farmers' Enemies- Rodents, Birds and CrabsThere are some other animals that cause serious damage to farmcrops, apart from insects. These animals are named, farmers'enemies. Examples of such animals are rodents, birds and crabs. GoalsUnderstanding the end of this chapter should be able students to:i. Identify rodents, birds and crabs as pawns' enemies.ii. State the damage caused by the animals.iii. List methods to control the enemies of the peasants. Unit 1: What are Rodents, Birds and Crabs?1. Rodents are small mammals that live in the forest or bush. They have hair on their bodies and long tails. They have four legs. They eat leaves, stems and roots of crops thereby destroying crops. Examples are rats, squirrels, grass cutters, rabbits, hares, etc. 39Bit Rat squirrel Grass cutter Hare Mouse 2. Birds are animals with wings and feathers on their bodies. They fly with their wings and can even walk with their two legs. They eat both planted and matured seeds/ grains of crops on the farm. Examples of this are weaver birds, sparrows. Weaverbird Sparrow Parrot 403. Crabs are animals that have hard legs that cover their bodies. They have four pairs of legs and a set of claws. Crabs live in holes as they do alongside a river or sea. Crabs destroy shrimp and fish. CrabUnit 2: Damage caused by rodents, birds and crabsBreeders' enemies who are rodents, birds and crabs cause lots of damage to arable crops and animals as follows:1. Rodents cut and eat the roots of plants such as yams, cassava, carrot and potatoes. They therefore destroy the crops.2. Rodents feed on the leaves and seeds of crops such as corn, sorghum, rice, etc. They kill the crops in this way.3. Birds feed on the seeds planted by farmers on the farm.4. Birds eat ripening seeds from crops such as corn, rice and millet on the farm.5. Crabs can destroy shrimp and fish when we keep them alive. 41 41

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