REPUBLIC OF KENYA

MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 10 CHEMISTRY

TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 36 lesson plans.

Buy the full pack at cbcedukenya.com — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	10
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Chemistry Grade 10 Curriculum Design (KICD)
2. Approved Chemistry Grade 10 Learner's Book
3. Approved Teacher's Guide
4. MTP Chemistry Grade 10

SECTION A: DETAILED LESSON PLANS

The following lesson plans provide a detailed guide for selected lessons across Term 2. All plans follow the rationalised CBC format aligned with the KICD curriculum design for GRADE 10 CHEMISTRY.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **ATOMIC STRUCTURE** | Sub-Strand: **Atom**

SCHOOL	_____
LEARNING AREA	Chemistry
GRADE	10
TERM	2
WEEK / LESSON	Week 1 | Lesson 1
STRAND	ATOMIC STRUCTURE
SUB-STRAND	Atom
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify particles b) Describe c) Apply
KEY INQUIRY QUESTION(S)	What is atom?
CORE COMPETENCY	Communication; Critical Thinking; Self-Efficacy
VALUES	Respect, Responsibility, Patience
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Values Education
LEARNING RESOURCES	Diagrams

ORGANISATION OF LEARNING	
INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Atom by writing the key inquiry question on the board: "What is atom?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to identify particles. Display the resources for the lesson (Diagrams) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Diagrams. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Identify particles". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. explain the key idea of Atom with one clear example. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "What is atom?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Describe". Invite one or two volunteers

	to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. practise Atom together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Atom independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Apply".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Atom? (2) How would you answer "What is atom?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Atom in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

LESSON PLAN — WEEK 1, LESSON 2

Strand: **ATOMIC STRUCTURE** | Sub-Strand: **Electron Configuration**

SCHOOL	_____
LEARNING AREA	Chemistry
GRADE	10
TERM	2
WEEK / LESSON	Week 1 | Lesson 2
STRAND	ATOMIC STRUCTURE
SUB-STRAND	Electron Configuration
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Apply rules b) Write c) Apply
KEY INQUIRY QUESTION(S)	How electrons arranged?
CORE COMPETENCY	Communication; Critical Thinking; Self-Efficacy
VALUES	Respect, Responsibility, Patience
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Values Education
LEARNING RESOURCES	Periodic table

ORGANISATION OF LEARNING	
INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Electron Configuration by writing the key inquiry question on the board: "How electrons arranged?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to apply rules. Display the resources for the lesson (Periodic table) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Worked examples. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Apply rules". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. explain the key idea of Electron Configuration with one clear example. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "How electrons arranged?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Write". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. practise Electron Configuration together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes

	for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Electron Configuration independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Apply".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Electron Configuration? (2) How would you answer "How electrons arranged?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Electron Configuration in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

— END OF PREVIEW —

You have viewed 2 of 36 fully-detailed lesson plans. The complete pack covers every week of Term 2 (36 lessons) plus the full Scheme of Work.

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SECTION B: SCHEME OF WORK — GRADE 10 CHEMISTRY TERM 2

School: _____ Teacher: _____ Year: 2026

WK	LSN	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS
1	1	Atomic Structure	Atom	a) Identify particles b) Describe c) Apply	What is atom?	Diagrams	Diagrams	Written, oral
1	2	Atomic Structure	Electron Configuration	a) Apply rules b) Write c) Apply	How electrons arranged?	Worked examples	Periodic table	Written, peer
1	3	Atomic Structure	Periodic Table	a) Identify groups b) Trends c) Apply	How table organised?	Discuss; pair quiz	Periodic table	Oral, written
2	1	Bonding	Ionic	a) Define b) Examples c) Apply	How ionic bond?	Demonstrate	Models	Practical, written
2	2	Bonding	Covalent	a) Define b) Examples c) Apply	How covalent bond?	Demonstrate	Models	Practical, peer
2	3	Bonding	Metallic	a) Define b) Properties c) Apply	How metals bond?	Discuss	Diagrams	Oral, written
3	1	Stoichiometry	Mole Concept	a) Define b) Calculate c) Apply	What is mole?	Worked examples	Calculator	Written, peer
3	2	Stoichiometry	Molar Mass	a) Calculate b) Apply c) Build technique	How calculate?	Worked examples	Periodic table	Written, peer
3	3	Stoichiometry	Equations	a) Balance b) Calculate c) Apply	How balance?	Worked examples	Periodic table	Written, peer
4	1	Acids and Bases	Properties	a) Identify b) Test c) Apply	How identify?	Litmus; pair test	Litmus	Practical, peer
4	2	Acids and Bases	pH Scale	a) Define b) Measure c) Apply	How measure pH?	Demonstrate	pH paper	Practical, peer
4	3	Acids and Bases	Neutralisation	a) Define b) Equation c) Apply	How neutralise?	Demonstrate	Lab	Practical, peer
5	1	Reactions	Types of Reactions	a) Identify b) Examples c) Apply	What types?	Demonstrate	Lab	Practical, peer
5	2	Reactions	Redox	a) Define b) Identify c) Apply	What is redox?	Worked examples	Lab	Practical, peer
5	3	Reactions	Rate of Reaction	a) Define b) Factors c) Apply	What affects rate?	Experiment	Lab	Practical, peer
6	1	Inorganic Chemistry	Group I Metals	a) Properties b) Reactions c) Apply	How react?	Demonstrate (safe)	Lab	Practical, peer
6	2	Inorganic Chemistry	Group VII Halogens	a) Properties b) Reactions c) Apply	How halogens react?	Demonstrate	Lab	Practical, peer
6	3	Inorganic Chemistry	Transition Metals	a) Properties b) Examples c) Apply	What special?	Discuss; demonstrate	Periodic table	Oral, peer

7	1	Organic Chemistry	Hydrocarbons	a) Define b) Naming c) Apply	What is hydrocarbon?	Worked examples	Models	Written, peer
7	2	Organic Chemistry	Alkanes	a) Properties b) Reactions c) Apply	How alkanes?	Worked examples	Models	Written, peer
7	3	Organic Chemistry	Alkenes	a) Properties b) Addition c) Apply	How alkenes?	Worked examples	Models	Written, peer
8	1	Organic Chemistry	Alcohols	a) Properties b) Reactions c) Apply	How alcohols?	Discuss; demonstrate	Models	Practical, peer
8	2	Organic Chemistry	Carboxylic Acids	a) Properties b) Reactions c) Apply	How acids?	Discuss; demonstrate	Models	Practical, peer
8	3	Organic Chemistry	Polymers	a) Define b) Examples c) Apply	What are polymers?	Discuss; examples	Pictures	Oral, peer
9	1	Energetics	Exo/Endothermic	a) Define b) Identify c) Apply	How energy involved?	Experiment	Lab	Practical, peer
9	2	Energetics	Heat of Reaction	a) Define b) Calculate c) Apply	How calculate?	Worked examples	Calculator	Written, peer
9	3	Energetics	Hess Law	a) State b) Apply c) Build technique	What is Hess law?	Worked examples	Calculator	Written, peer
10	1	Equilibrium	Reversible Reactions	a) Define b) Examples c) Apply	What is equilibrium?	Demonstrate	Lab	Practical, peer
10	2	Equilibrium	Le Chatelier	a) State principle b) Apply c) Build technique	How shift equilibrium?	Demonstrate	Lab	Practical, peer
10	3	Equilibrium	Industrial Applications	a) Examples b) Apply c) Apply	How used in industry?	Discuss; case study	Articles	Oral, peer
11	1	Practical Skills	Lab Skills	a) Design b) Carry out c) Report	How investigate?	Lab work	Lab	Practical, written
11	2	Practical Skills	Mock Paper	a) Sit mock b) Manage time c) Build stamina	Can I complete?	Sit mock	Mock paper	Written, self-assess
11	3	Practical Skills	Mock Paper 2	a) Improve b) Apply strategies c) Build confidence	Did I improve?	Second mock	Mock paper	Written, self-assess
12	1	All Strands	Term 2 Revision	a) Recap b) Use strategies c) Show progress	What learn?	Pair quiz	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply b) Show skills c) Self-assess	How use this?	Practical tasks	Materials	Observation, oral
12	3	All Strands	Term 2 Assessment	a) Demonstrate b) Reflect c) Build readiness	Am I ready?	Assessment	Assessment paper	Written, self-assessment