REPUBLIC OF KENYA

MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 10 MATHEMATICS

TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

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

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

REFERENCE MATERIALS

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

CBC Edu Kenya · cbcedukenya.com

Aligned with KICD Curriculum Designs · Editable Word Document

Not an official MoE/KICD publication

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 MATHEMATICS.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **NUMBERS** | Sub-Strand: **Indices and Logarithms**

SCHOOL	_____
LEARNING AREA	Mathematics
GRADE	10
TERM	2
WEEK / LESSON	Week 1 | Lesson 1
STRAND	NUMBERS
SUB-STRAND	Indices and Logarithms
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Apply laws b) Solve equations c) Build technique
KEY INQUIRY QUESTION(S)	How exponents work?
CORE COMPETENCY	Mathematical Reasoning; Critical Thinking; Self-Efficacy
VALUES	Accuracy, Patience, Perseverance
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Financial Literacy
LEARNING RESOURCES	Calculator

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 Indices and Logarithms by writing the key inquiry question on the board: "How exponents work?". 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 laws. Display the resources for the lesson (Calculator) 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 laws". 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 Indices and Logarithms 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 exponents work?" and

	answer it now using the example you just completed. Connect explicitly to the SLO: "Solve equations". 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 Indices and Logarithms 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 Indices and Logarithms 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: "Build technique".
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 Indices and Logarithms? (2) How would you answer "How exponents work?" 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 Indices and Logarithms 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: **NUMBERS** | Sub-Strand: **Logarithm Tables**

SCHOOL	_____
LEARNING AREA	Mathematics
GRADE	10
TERM	2
WEEK / LESSON	Week 1 | Lesson 2
STRAND	NUMBERS
SUB-STRAND	Logarithm Tables
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Read tables b) Multiply/divide c) Apply
KEY INQUIRY QUESTION(S)	How use log tables?
CORE COMPETENCY	Mathematical Reasoning; Critical Thinking; Self-Efficacy
VALUES	Accuracy, Patience, Perseverance
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Financial Literacy
LEARNING RESOURCES	Tables

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 Logarithm Tables by writing the key inquiry question on the board: "How use log tables?". 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 read tables. Display the resources for the lesson (Tables) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Demonstrate. 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: "Read tables". 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 Logarithm Tables 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 use log tables?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Multiply/divide". 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 Logarithm Tables 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 Logarithm Tables 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 Logarithm Tables? (2) How would you answer "How use log tables?" 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 Logarithm Tables 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 MATHEMATICS 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	Numbers	Indices and Logarithms	a) Apply laws b) Solve equations c) Build technique	How exponents work?	Worked examples	Calculator	Written, peer
1	2	Numbers	Logarithm Tables	a) Read tables b) Multiply/divide c) Apply	How use log tables?	Demonstrate	Tables	Written, peer
1	3	Numbers	Surds	a) Simplify b) Operate c) Apply	What is a surd?	Worked examples	Calculator	Written, peer
2	1	Algebra	Quadratic Equations	a) Factorisation b) Formula c) Apply	How solve?	Worked examples	Exercise book	Written, peer
2	2	Algebra	Quadratic Functions	a) Sketch b) Find roots c) Apply	How sketch?	Plot points	Graph paper	Practical, peer
2	3	Algebra	Simultaneous Equations	a) Solve linear b) Solve quadratic+linear c) Apply	How solve simultaneously?	Worked examples	Exercise book	Written, peer
3	1	Algebra	Sequences and Series	a) AP b) GP c) Apply	How predict next?	Worked examples	Exercise book	Written, peer
3	2	Algebra	Sum of Series	a) AP sum b) GP sum c) Apply	How total?	Worked examples	Exercise book	Written, peer
3	3	Algebra	Binomial Expansion	a) Pascal triangle b) Expand c) Apply	How expand?	Worked examples	Exercise book	Written, peer
4	1	Geometry	Coordinate Geometry	a) Distance b) Midpoint c) Slope	How calculate?	Worked examples	Graph paper	Written, peer
4	2	Geometry	Equation of a Line	a) Forms b) Find equation c) Apply	How find equation?	Worked examples	Graph paper	Written, peer
4	3	Geometry	Parallel and Perpendicular Lines	a) Slopes b) Equations c) Apply	How are they related?	Worked examples	Graph paper	Written, peer
5	1	Geometry	Circles	a) Equation b) Tangents c) Apply	How equation?	Worked examples	Graph paper	Written, peer
5	2	Geometry	Loci	a) Define b) Sketch c) Apply	What is locus?	Worked examples	Graph paper	Practical, peer
5	3	Geometry	Vectors	a) Define b) Operate c) Apply	What is vector?	Worked examples	Graph paper	Written, peer
6	1	Trigonometry	Trigonometric Ratios	a) Sin/cos/tan b) Apply c) Build technique	How calculate?	Worked examples	Calculator	Written, peer
6	2	Trigonometry	Sine Rule	a) State b) Apply c) Build technique	When use sine rule?	Worked examples	Calculator	Written, peer
6	3	Trigonome	Cosine Rule	a) State b) Apply c) Build	When use cosine	Worked examples	Calculator	Written, peer

		try		technique	rule?			
7	1	Trigonometry	Trig Identities	a) State b) Prove c) Apply	How prove identities?	Worked examples	Exercise book	Written, peer
7	2	Trigonometry	Trig Equations	a) Solve b) Verify c) Apply	How solve?	Worked examples	Calculator	Written, peer
7	3	Trigonometry	Bearings	a) Calculate b) Apply c) Build skill	How navigate?	Worked examples	Compass	Practical, peer
8	1	Calculus	Differentiation	a) Power rule b) Apply c) Build foundation	What is derivative?	Worked examples	Exercise book	Written, peer
8	2	Calculus	Rates of Change	a) Apply b) Solve c) Apply	How fast change?	Worked examples	Worksheets	Written, peer
8	3	Calculus	Maxima and Minima	a) Find b) Verify c) Apply	How optimise?	Worked examples	Exercise book	Written, peer
9	1	Statistics	Measures of Spread	a) Range b) Variance c) Standard deviation	How spread?	Worked examples	Calculator	Written, peer
9	2	Statistics	Cumulative Frequency	a) Calculate b) Plot ogive c) Apply	How show distribution?	Worked examples	Graph paper	Practical, peer
9	3	Statistics	Quartiles	a) Calculate b) Interpret c) Apply	What is quartile?	Worked examples	Worksheets	Written, peer
10	1	Probability	Tree Diagrams	a) Draw b) Calculate c) Apply	How tree diagram?	Worked examples	Worksheets	Written, peer
10	2	Probability	Combined Events	a) AND b) OR c) Apply	How combine?	Worked examples	Worksheets	Written, peer
10	3	Probability	Conditional Probability	a) Define b) Calculate c) Apply	How conditional?	Worked examples	Worksheets	Written, peer
11	1	Mathematical Modelling	Real Problems	a) Translate b) Solve c) Interpret	How model?	Story problems	Story cards	Written, oral
11	2	Mathematical Modelling	Mock Paper	a) Sit mock b) Manage time c) Build stamina	Can I complete?	Sit mock	Mock paper	Written, self-assess
11	3	Mathematical Modelling	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 did we 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