REPUBLIC OF KENYA

MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 4 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	4
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

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

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 4 MATHEMATICS.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **NUMBERS** | Sub-Strand: **Place Value to Thousands**

SCHOOL	_____
LEARNING AREA	Mathematics
GRADE	4
TERM	2
WEEK / LESSON	Week 1 | Lesson 1
STRAND	NUMBERS
SUB-STRAND	Place Value to Thousands
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify thousands b) Read 4-digit numerals c) Build place value
KEY INQUIRY QUESTION(S)	What does 1234 mean?
CORE COMPETENCY	Mathematical Reasoning; Critical Thinking; Self-Efficacy
VALUES	Accuracy, Patience, Perseverance
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Financial Literacy
LEARNING RESOURCES	HTU chart, cards

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 Place Value to Thousands by writing the key inquiry question on the board: "What does 1234 mean?". 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 thousands. Display the resources for the lesson (HTU chart, cards) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. HTU+Th chart. 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 thousands". 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. Pair drill. 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 does 1234 mean?" and answer it now using the example you just completed.

	Connect explicitly to the SLO: "Read 4-digit numerals". 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 Place Value to Thousands 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 Place Value to Thousands 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 place value".
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 Place Value to Thousands? (2) How would you answer "What does 1234 mean?" 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 Place Value to Thousands 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: **Comparing Large Numbers**

SCHOOL	_____
LEARNING AREA	Mathematics
GRADE	4
TERM	2
WEEK / LESSON	Week 1 | Lesson 2
STRAND	NUMBERS
SUB-STRAND	Comparing Large Numbers
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Use >, <, = b) Compare 4-digit numbers c) Build reasoning
KEY INQUIRY QUESTION(S)	Which is bigger?
CORE COMPETENCY	Mathematical Reasoning; Critical Thinking; Self-Efficacy
VALUES	Accuracy, Patience, Perseverance
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Financial Literacy
LEARNING RESOURCES	Number cards

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 Comparing Large Numbers by writing the key inquiry question on the board: "Which is bigger?". 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 use >, <, =. Display the resources for the lesson (Number cards) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Compare HTU+Th. 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: "Use >, <, =". 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. Pair sorting. 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 "Which is bigger?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Compare 4-digit numbers". 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 Comparing Large Numbers 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 Comparing Large Numbers 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 reasoning".
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 Comparing Large Numbers? (2) How would you answer "Which is bigger?" 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 Comparing Large Numbers 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 4 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	Place Value to Thousands	a) Identify thousands b) Read 4-digit numerals c) Build place value	What does 1234 mean?	HTU+Th chart; pair drill	HTU chart, cards	Written, oral
1	2	Numbers	Comparing Large Numbers	a) Use >, <, = b) Compare 4-digit numbers c) Build reasoning	Which is bigger?	Compare HTU+Th; pair sorting	Number cards	Written, peer
1	3	Numbers	Rounding Numbers	a) Round to nearest 10/100 b) Apply to estimation c) Build judgment	When do we round?	Worked examples; pair drill	Exercise book	Written, oral
2	1	Numbers	Addition (4-digit)	a) Add 4-digit numbers b) Use column method c) Build technique	How do we add thousands?	Demonstrate; pair drill; verify	Exercise book	Written, oral
2	2	Numbers	Subtraction (4-digit)	a) Subtract 4-digit numbers b) Borrow correctly c) Build technique	How do we subtract with borrowing?	Demonstrate; pair drill	Exercise book	Written, peer
2	3	Numbers	Word Problems — Add/Subtract	a) Translate words to operations b) Solve c) Apply	Should we add or subtract?	Read stories; pair solve	Story cards	Written, oral
3	1	Numbers	Multiplication — Tables	a) Recite tables 1-12 b) Apply to problems c) Build fluency	Do you know your tables?	Times tables drill; pair race	Tables chart, cards	Oral, written
3	2	Numbers	Multiplication — Two-Digit	a) Multiply by single-digit b) Use long multiplication c) Build technique	How do we multiply 23 × 4?	Demonstrate; pair drill	Exercise book	Written, peer
3	3	Numbers	Division — Basic	a) Divide using tables b) Identify remainder c) Build technique	How do we divide 24 by 6?	Demonstrate; pair drill	Exercise book	Written, peer
4	1	Numbers	Division — Long	a) Divide 2-digit by 1-digit b) Use long division c) Build technique	How do we divide 45 by 3?	Demonstrate; pair drill	Exercise book	Written, peer
4	2	Numbers	Word Problems — Multiply/Divide	a) Identify operation b) Solve c) Apply	When do we multiply vs divide?	Read stories; pair solve	Story cards	Written, oral
4	3	Numbers	Mixed Operations	a) Apply BODMAS basics b) Solve mixed c) Build judgment	What order do we use?	Worked examples; pair drill	Exercise book	Written, peer
5	1	Fractions	Introduction to Fractions	a) Identify fractions b) Read 1/2, 1/4, 3/4 c) Build	What is a fraction?	Cut paper into halves and quarters; pair sort	Paper, pictures	Observation, oral

				foundation				
5	2	Fractions	Equivalent Fractions	a) Identify equivalent fractions b) Use diagrams c) Build understanding	Why does 1/2 = 2/4?	Demonstrate with diagrams; pair drill	Diagrams, cards	Written, peer
5	3	Fractions	Adding Simple Fractions	a) Add same-denominator fractions b) Apply c) Build technique	How do we add 1/4 + 2/4?	Worked examples; pair drill	Exercise book	Written, peer
6	1	Decimals	Introduction to Decimals	a) Read decimals to tenths b) Connect to fractions c) Build foundation	What is 0.5?	Show decimal place; connect to fractions	Cards, exercise book	Written, oral
6	2	Decimals	Decimal Place Value	a) Identify tenths and hundredths b) Read decimals c) Build place value	What does 1.45 mean?	Place value chart; pair drill	Charts	Written, peer
6	3	Decimals	Adding Decimals	a) Add decimals (line up points) b) Apply c) Build technique	How do we add 1.5 + 2.3?	Demonstrate; pair drill	Exercise book	Written, peer
7	1	Money	Money Operations	a) Add and subtract money b) Calculate change c) Apply	How much change?	Pretend shop; pair calculate	Pretend money	Written, role play
7	2	Money	Profit and Loss	a) Calculate simple profit b) Identify loss c) Apply	Did the trader make profit?	Worked examples; pair calculate	Exercise book	Written, peer
7	3	Money	Saving and Budgeting	a) Plan simple budget b) Track spending c) Apply	How do we budget?	Pair plan; share	Templates	Written, peer
8	1	Measurement	Length (m, cm, mm)	a) Convert between units b) Measure accurately c) Apply	How many cm in a metre?	Demonstrate; pair measure; convert	Rulers, tape measures	Practical, written
8	2	Measurement	Mass (kg, g)	a) Convert between units b) Use balance c) Apply	How many grams in a kilogram?	Demonstrate; pair work	Balance, samples	Practical, peer
8	3	Measurement	Capacity (L, ml)	a) Convert between units b) Measure accurately c) Apply	How many ml in a litre?	Demonstrate; pair measure	Cups, jugs	Practical, peer
9	1	Geometry	Lines and Angles	a) Identify line types b) Identify angles c) Build vocabulary	What is a right angle?	Show examples; pair identify	Geometry set, charts	Oral, written
9	2	Geometry	2D Shapes — Properties	a) Count sides and angles b) Compare shapes c) Build vocabulary	How many sides has a hexagon?	Examine shapes; pair quiz	Shape cards	Oral, written
9	3	Geometry	3D Shapes	a) Identify 3D shapes b) Identify faces, edges, vertices c) Build vocabulary	How many faces has a cube?	Examine cubes, spheres; pair quiz	3D shapes	Oral, observation
10	1	Time	Reading Clocks	a) Read time accurately b) Tell to nearest minute c) Build precision	What time is it?	Demonstrate; pair drill	Clock face	Written, peer

10	2	Time	24-Hour Time	a) Convert 12 to 24 hour b) Read timetables c) Apply	How is 3pm in 24-hour?	Demonstrate; pair drill	Charts	Written, peer
10	3	Time	Calculating Duration	a) Calculate time intervals b) Apply to schedules c) Apply	How long is the journey?	Worked examples; pair calculate	Sample schedules	Written, peer
11	1	Data	Tables and Charts	a) Read simple tables b) Read bar charts c) Build literacy	What does the chart say?	Read examples; pair quiz	Sample charts	Written, peer
11	2	Data	Mean	a) Calculate simple average b) Apply to data c) Build technique	What is the average score?	Worked examples; pair calculate	Sample data	Written, peer
11	3	Data	Drawing Charts	a) Draw bar charts from data b) Label axes c) Apply	How do we make a chart?	Demonstrate; pair construct	Graph paper	Practical, peer
12	1	All Strands	Term 2 Revision	a) Recap Term 2 b) Use multiple strategies c) Show progress	What did we learn?	Pair quiz; class game; share	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply learning b) Show practical skills c) Self-assess	How do we use this?	Practical tasks; share	Materials	Observation, oral
12	3	All Strands	Term 2 Assessment	a) Demonstrate skills b) Reflect c) Build readiness	Am I ready for Term 3?	End-of-term assessment; reflection	Assessment paper	Written, self-assessment