REPUBLIC OF KENYA

MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 5 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	5
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Mathematics Grade 5 Curriculum Design (KICD)
2. Approved Mathematics Grade 5 Learner's Book
3. Approved Teacher's Guide
4. MTP Mathematics Grade 5

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 5 MATHEMATICS.

LESSON PLAN — WEEK 1, LESSON 1

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

SCHOOL	_____
LEARNING AREA	Mathematics
GRADE	5
TERM	2
WEEK / LESSON	Week 1 | Lesson 1
STRAND	NUMBERS
SUB-STRAND	Place Value to Millions
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Read large numbers b) Identify millions c) Build place value
KEY INQUIRY QUESTION(S)	What does 1,234,567 mean?
CORE COMPETENCY	Mathematical Reasoning; Critical Thinking; Self-Efficacy
VALUES	Accuracy, Patience, Perseverance
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Financial Literacy
LEARNING RESOURCES	Charts

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 Millions by writing the key inquiry question on the board: "What does 1,234,567 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 read large numbers. Display the resources for the lesson (Charts) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Place value 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: "Read large numbers". 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 1,234,567 mean?" and answer it now using the example you just completed.

	Connect explicitly to the SLO: "Identify millions". 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 Millions 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 Millions 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 Millions? (2) How would you answer "What does 1,234,567 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 Millions 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: **Rounding & Estimation**

SCHOOL	_____
LEARNING AREA	Mathematics
GRADE	5
TERM	2
WEEK / LESSON	Week 1 | Lesson 2
STRAND	NUMBERS
SUB-STRAND	Rounding & Estimation
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Round to nearest 100/1000 b) Estimate sums c) Apply
KEY INQUIRY QUESTION(S)	When estimate?
CORE COMPETENCY	Mathematical Reasoning; Critical Thinking; Self-Efficacy
VALUES	Accuracy, Patience, Perseverance
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Financial Literacy
LEARNING RESOURCES	Exercise book

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 Rounding & Estimation by writing the key inquiry question on the board: "When estimate?". 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 round to nearest 100/1000. Display the resources for the lesson (Exercise book) 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: "Round to nearest 100/1000". 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 "When estimate?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Estimate sums". 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 Rounding & Estimation 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 Rounding & Estimation 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 Rounding & Estimation? (2) How would you answer "When estimate?" 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 Rounding & Estimation 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.

Buy the full pack — only KES 300

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SECTION B: SCHEME OF WORK — GRADE 5 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 Millions	a) Read large numbers b) Identify millions c) Build place value	What does 1,234,567 mean?	Place value chart; pair drill	Charts	Written, oral
1	2	Numbers	Rounding & Estimation	a) Round to nearest 100/1000 b) Estimate sums c) Apply	When estimate?	Worked examples; pair drill	Exercise book	Written, peer
1	3	Numbers	Operations Review	a) Add/subtract large numbers b) Verify c) Build technique	How verify answers?	Demonstrate; pair drill	Exercise book	Written, peer
2	1	Numbers	Multiplication	a) Multiply 3-digit × 2-digit b) Apply long mult c) Build technique	How multiply 234×45?	Demonstrate; pair drill	Exercise book	Written, peer
2	2	Numbers	Division	a) Divide 4-digit by 2-digit b) Identify remainder c) Build technique	How divide 4567 by 23?	Demonstrate; pair drill	Exercise book	Written, peer
2	3	Numbers	Mixed Operations	a) Apply BODMAS b) Solve mixed c) Build judgment	What order?	Worked examples; pair drill	Exercise book	Written, peer
3	1	Fractions	Adding Fractions	a) Same denom b) Different denom c) Build technique	How add 1/3+1/4?	Worked examples; pair drill	Exercise book	Written, peer
3	2	Fractions	Subtracting Fractions	a) Same denom b) Different denom c) Apply	How subtract fractions?	Worked examples; pair drill	Exercise book	Written, peer
3	3	Fractions	Multiplying Fractions	a) Multiply fractions b) Cross-multiply c) Apply	How multiply 2/3 × 3/4?	Demonstrate; pair drill	Exercise book	Written, peer
4	1	Fractions	Dividing Fractions	a) Divide fractions b) Use reciprocal c) Apply	How divide fractions?	Demonstrate; pair drill	Exercise book	Written, peer
4	2	Fractions	Mixed Numbers	a) Convert improper to mixed b) Operate c) Apply	What is 7/3 as mixed?	Demonstrate; pair drill	Exercise book	Written, peer
4	3	Fractions	Word Problems	a) Translate words to fractions b) Solve c) Apply	When use fractions in life?	Story problems; pair solve	Story cards	Written, oral
5	1	Decimals	Decimal Operations	a) Add decimals b) Subtract c) Apply	How add decimals?	Line up points; pair drill	Exercise book	Written, peer
5	2	Decimals	Multiplying Decimals	a) Multiply decimals b) Place point c) Apply	How multiply 1.5×2.3?	Demonstrate; pair drill	Exercise book	Written, peer
5	3	Decimals	Dividing Decimals	a) Divide decimals b) Place point c) Apply	How divide 4.5÷1.5?	Demonstrate; pair drill	Exercise book	Written, peer
6	1	Percentages	Introduction	a) Identify percentage b) Connect to fractions c)	What is 50%?	Demonstrate; pair convert	Charts	Written, oral

				Build foundation				
6	2	Percentages	Calculating Percentages	a) Calculate % of number b) Apply c) Build technique	What is 20% of 50?	Worked examples; pair drill	Exercise book	Written, peer
6	3	Percentages	Percentage Word Problems	a) Profit/loss percentage b) Discount c) Apply	How calculate discount?	Story problems; pair solve	Problem cards	Written, oral
7	1	Ratio	Introduction	a) Identify ratio b) Simplify c) Build foundation	What is ratio?	Examples; pair simplify	Exercise book	Written, oral
7	2	Ratio	Proportion	a) Solve proportion b) Apply scale c) Apply	How use proportion?	Worked examples; pair drill	Exercise book	Written, peer
7	3	Ratio	Word Problems	a) Solve ratio problems b) Apply c) Build judgment	When use ratio?	Story problems; pair solve	Problem cards	Written, oral
8	1	Measurement	Length Conversion	a) Convert km/m/cm/mm b) Apply c) Build technique	How many m in km?	Demonstrate; pair drill	Exercise book	Written, peer
8	2	Measurement	Mass Conversion	a) Convert kg/g/mg b) Apply c) Build technique	How many g in kg?	Demonstrate; pair drill	Exercise book	Written, peer
8	3	Measurement	Capacity Conversion	a) Convert L/ml b) Apply c) Build technique	How many ml in L?	Demonstrate; pair drill	Exercise book	Written, peer
9	1	Geometry	Lines and Angles	a) Identify lines b) Identify angles c) Build vocabulary	What is right angle?	Show; pair identify	Geometry set	Oral, written
9	2	Geometry	Triangles	a) Identify triangle types b) Properties c) Apply	What is equilateral?	Examine; pair classify	Triangle cards	Oral, written
9	3	Geometry	Quadrilaterals	a) Identify quadrilateral types b) Properties c) Apply	What is rhombus?	Examine; pair classify	Shape cards	Oral, written
10	1	Geometry	Area	a) Calculate rectangle area b) Apply formula c) Build technique	How find area?	Demonstrate; pair calculate	Exercise book	Written, peer
10	2	Geometry	Perimeter	a) Calculate perimeter b) Apply c) Build technique	How find perimeter?	Demonstrate; pair calculate	Exercise book	Written, peer
10	3	Geometry	Volume	a) Calculate cuboid volume b) Apply formula c) Build technique	How find volume?	Demonstrate; pair calculate	Exercise book	Written, peer
11	1	Time	24-Hour Time	a) Convert 12 to 24 b) Read timetables c) Apply	How is 3pm in 24-hour?	Demonstrate; pair drill	Charts	Written, peer
11	2	Time	Calculating Duration	a) Calculate intervals b) Apply schedules c) Apply	How long the journey?	Worked examples; pair calculate	Sample schedules	Written, peer
11	3	Data	Mean, Median, Mode	a) Calculate each b) Compare c) Build judgment	What is average score?	Worked examples; pair calculate	Sample data	Written, peer

12	1	All Strands	Term 2 Revision	a) Recap b) Use strategies c) Show progress	What did we learn?	Pair quiz; share	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply learning b) Show skills c) Self-assess	How do we use this?	Practical tasks	Materials	Observation, oral
12	3	All Strands	Term 2 Assessment	a) Demonstrate skills b) Reflect c) Build readiness	Am I ready?	Assessment; reflection	Assessment paper	Written, self-assessment