REPUBLIC OF KENYA

MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 8 INTEGRATED SCIENCE

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	8
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Integrated Science Grade 8 Curriculum Design (KICD)
2. Approved Integrated Science Grade 8 Learner's Book
3. Approved Teacher's Guide
4. MTP Integrated Science Grade 8

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 8 INTEGRATED SCIENCE.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **LIVING THINGS** | Sub-Strand: **Cell Specialisation**

SCHOOL	_____
LEARNING AREA	Integrated Science
GRADE	8
TERM	2
WEEK / LESSON	Week 1 | Lesson 1
STRAND	LIVING THINGS
SUB-STRAND	Cell Specialisation
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify cells b) Function c) Build understanding
KEY INQUIRY QUESTION(S)	Why cells differ?
CORE COMPETENCY	Critical Thinking; Learning to Learn; Self-Efficacy; Citizenship
VALUES	Curiosity, Care, Responsibility
PERTINENT & CONTEMPORARY ISSUES (PCI)	Environmental Education; Health Education; Life Skills
LEARNING RESOURCES	Microscope

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 Cell Specialisation by writing the key inquiry question on the board: "Why cells differ?". 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 cells. Display the resources for the lesson (Microscope) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Microscope. 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 cells". 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 observe. 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 "Why cells differ?" and answer it now using the example you just completed.

	Connect explicitly to the SLO: "Function". 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 Cell Specialisation 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 Cell Specialisation 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 understanding".
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 Cell Specialisation? (2) How would you answer "Why cells differ?" 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 Cell Specialisation 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: **LIVING THINGS** | Sub-Strand: **Tissues**

SCHOOL	_____
LEARNING AREA	Integrated Science
GRADE	8
TERM	2
WEEK / LESSON	Week 1 | Lesson 2
STRAND	LIVING THINGS
SUB-STRAND	Tissues
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Define b) Identify types c) Apply
KEY INQUIRY QUESTION(S)	What is tissue?
CORE COMPETENCY	Critical Thinking; Learning to Learn; Self-Efficacy; Citizenship
VALUES	Curiosity, Care, Responsibility
PERTINENT & CONTEMPORARY ISSUES (PCI)	Environmental Education; Health Education; Life Skills
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 Tissues by writing the key inquiry question on the board: "What is tissue?". 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 define. Display the resources for the lesson (Charts) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. 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: "Define". 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 classify. 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 tissue?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Identify types". 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 Tissues 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 Tissues 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 Tissues? (2) How would you answer "What is tissue?" 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 Tissues 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 8 INTEGRATED SCIENCE 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	Living Things	Cell Specialisation	a) Identify cells b) Function c) Build understanding	Why cells differ?	Microscope; pair observe	Microscope	Practical, oral
1	2	Living Things	Tissues	a) Define b) Identify types c) Apply	What is tissue?	Examples; pair classify	Charts	Oral, written
1	3	Living Things	Organs and Systems	a) Identify b) Function c) Apply	How body organised?	Demonstrate; charts	Models	Oral, written
2	1	Living Things	Digestion	a) Trace food b) Identify enzymes c) Build understanding	How body uses food?	Diagram; pair label	Diagrams	Written, oral
2	2	Living Things	Circulation	a) Identify parts b) Trace blood c) Apply	How blood flows?	Diagram; demonstrate	Diagrams	Written, peer
2	3	Living Things	Respiration	a) Identify organs b) Define respiration c) Apply	How we breathe?	Demonstrate; pair model	Models	Practical, peer
3	1	Living Things	Excretion	a) Identify organs b) Function c) Apply	How body cleans?	Diagram	Diagrams	Written, oral
3	2	Living Things	Nervous System	a) Identify parts b) Function c) Build understanding	How brain controls?	Diagrams; pair quiz	Diagrams	Written, peer
3	3	Living Things	Endocrine System	a) Identify glands b) State hormones c) Apply	What hormones do?	Discuss	Charts	Oral, peer
4	1	Matter	States of Matter	a) Identify b) Describe c) Apply	How states differ?	Demonstrate	Materials	Practical, oral
4	2	Matter	Mixtures	a) Define b) Separate c) Apply	How separate?	Practical	Filter, mixtures	Practical, peer
4	3	Matter	Compounds	a) Define b) Identify c) Apply	How compounds form?	Demonstrate	Charts	Oral, peer
5	1	Matter	Acids and Bases	a) Identify b) Test c) Build technique	How test?	Litmus; pair test	Litmus	Practical, peer
5	2	Matter	Salts	a) Define b) Identify c) Apply	What is salt?	Examples; demonstrate	Salts	Practical, peer
5	3	Matter	Chemical Reactions	a) Identify signs b) Examples c) Apply	How know reaction?	Demonstrate	Materials	Practical, peer
6	1	Energy	Forms of Energy	a) Identify b) Convert c) Apply	How energy changes?	Examples; pair classify	Charts	Oral, peer
6	2	Energy	Heat Transfer	a) Conduction b) Convection c) Radiation	How heat moves?	Demonstrate	Apparatus	Practical, peer

6	3	Energy	Electricity	a) Build circuit b) Switch c) Apply	How circuit works?	Build circuit	Bulb, wire	Practical, peer
7	1	Energy	Light	a) Reflection b) Refraction c) Apply	Why bend light?	Demonstrate	Mirror, glass	Practical, peer
7	2	Energy	Sound	a) How sound travels b) Pitch c) Apply	How hear?	Demonstrate	Tuning fork	Practical, peer
7	3	Energy	Magnetism	a) Identify magnets b) Magnetic field c) Apply	How magnet works?	Demonstrate	Magnets	Practical, peer
8	1	Earth and Space	Weather	a) Measure elements b) Record c) Apply	How measure?	Demonstrate; pair measure	Instruments	Practical, peer
8	2	Earth and Space	Climate	a) Define b) Compare c) Apply	How weather/climate differ?	Discuss; data	Data	Oral, written
8	3	Earth and Space	Solar System	a) Identify planets b) Describe c) Apply	What is in space?	Discuss; pictures	Pictures	Oral, written
9	1	Earth and Space	Earthquakes	a) State causes b) Effects c) Build awareness	Why quakes happen?	Discuss; pictures	Pictures	Oral, written
9	2	Earth and Space	Volcanoes	a) State causes b) Effects c) Apply	Why eruptions?	Discuss; demonstrate	Models	Oral, peer
9	3	Earth and Space	Conservation	a) State practices b) Apply c) Build values	How conserve?	Discuss; pair plan	Charts	Oral, peer
10	1	Technology	Simple Machines	a) Identify b) Use c) Apply	What is lever?	Demonstrate; pair use	Levers	Practical, peer
10	2	Technology	Computers	a) Identify parts b) Use safely c) Build digital literacy	What is computer?	Demonstrate	Computer	Practical, peer
10	3	Technology	Robotics Basics	a) Define b) Examples c) Apply	What is robot?	Discuss; pictures	Pictures	Oral, peer
11	1	Scientific Investigation	Hypotheses	a) Form b) Test c) Build technique	How investigate?	Worked examples	Worksheets	Written, peer
11	2	Scientific Investigation	Variables	a) Identify b) Control c) Apply	What is variable?	Worked examples	Worksheets	Written, peer
11	3	Scientific Investigation	Reporting	a) Write report b) Use format c) Apply	How report?	Templates	Templates	Written, peer
12	1	All Strands	Term 2 Revision	a) Recap b) Show progress c) Build readiness	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	a) Demonstrate b) Reflect	Am I ready?	Assessment	Assessment	Written, self-

			Assessment	c) Build readiness			paper	assessment