

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 9 INTEGRATED SCIENCE
TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 47 lesson plans.

Buy the full pack at cbcedukenya.com — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	9
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Integrated Science Grade 9 Curriculum Design (KICD)
2. Approved Integrated Science Grade 9 Learner's Book
3. Approved Teacher's Guide
4. KNEC KJSEA Integrated Science Framework 2026

CBC Edu Kenya · cbcedukenya.com

Aligned with KICD Curriculum Designs · Editable Word Document

Not an official MoE/KICD publication

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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 9 INTEGRATED SCIENCE.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **LIVING THINGS** | Sub-Strand: **Reproduction in Plants**

SCHOOL	_____
LEARNING AREA	Integrated Science
GRADE	9
TERM	2
WEEK / LESSON	Week 1 Lesson 1
STRAND	LIVING THINGS
SUB-STRAND	Reproduction in Plants
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify parts of a flower b) State function of each c) Build understanding
KEY INQUIRY QUESTION(S)	How do flowers reproduce?
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	Real flower, microscope, learner 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 Reproduction in Plants by writing the key inquiry question on the board: "How do flowers reproduce?". 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 parts of a flower. Display the resources for the lesson (Real flower, microscope, learner book) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Observe real flower. 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 parts of a flower". 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. Label parts. 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 do flowers reproduce?" and answer it now using the example you just completed.

	Connect explicitly to the SLO: "State function of each". 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. Pair quiz. 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 Reproduction in Plants 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 Reproduction in Plants? (2) How would you answer "How do flowers reproduce?" 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 Reproduction in Plants 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: **Pollination**

SCHOOL	_____
LEARNING AREA	Integrated Science
GRADE	9
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	LIVING THINGS
SUB-STRAND	Pollination
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Define pollination b) Distinguish self vs cross c) Identify agents
KEY INQUIRY QUESTION(S)	How do pollen reach the stigma?
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	Pictures, real flower

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 Pollination by writing the key inquiry question on the board: "How do pollen reach the stigma?". 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 pollination. Display the resources for the lesson (Pictures, real flower) 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: "Define pollination". 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. Discuss agents (wind, insects). 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 do pollen reach the stigma?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Distinguish self vs cross". 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. Pair work. 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 Pollination 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: "Identify agents".
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 Pollination? (2) How would you answer "How do pollen reach the stigma?" 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 Pollination 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 47 fully-detailed lesson plans. The complete pack covers every week of Term 2 (47 lessons) plus the full Scheme of Work.

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SECTION B: SCHEME OF WORK — GRADE 9 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	Reproduction in Plants	a) Identify parts of a flower b) State function of each c) Build understanding	How do flowers reproduce?	Observe real flower; label parts; pair quiz	Real flower, microscope, learner book	Written, oral
1	2	Living Things	Pollination	a) Define pollination b) Distinguish self vs cross c) Identify agents	How do pollen reach the stigma?	Demonstrate; discuss agents (wind, insects); pair work	Pictures, real flower	Written, oral
1	3	Living Things	Fertilisation in Plants	a) Describe fertilisation b) Identify fruit and seed formation c) Build understanding	What happens after pollination?	Diagrams; pair label; class discussion	Diagrams, learner book	Written, peer
1	4	Living Things	Seed Dispersal	a) Identify methods of dispersal b) Match seeds to method c) Build awareness	How do seeds reach new places?	Examine seeds; sort by method; pair quiz	Various seeds, pictures	Observation, oral
2	1	Living Things	Reproduction in Animals	a) Distinguish sexual vs asexual b) Identify examples c) Build classification	How do animals reproduce?	Compare types; sort animals; pair share	Animal pictures	Written, peer
2	2	Living Things	Reproduction in Humans	a) Identify reproductive organs b) State functions c) Build awareness	How are babies made?	Diagrams; respectful discussion; learner book	Diagrams, learner book	Written, oral
2	3	Living Things	Adolescence	a) Identify changes at adolescence b) Cope with changes c) Build self-awareness	What changes happen at our age?	Discuss respectfully; pair share; learner book	Learner book, charts	Oral, peer
2	4	Living Things	Reproductive Health	a) State personal hygiene b) Avoid early pregnancy c) Build values	How do we stay healthy?	Discuss; resource person (nurse); pair pledge	Resource person, charts	Oral, peer
3	1	Matter	Mixtures and Separation	a) Define mixture b) Identify mixtures around us c) Build classification	What is a mixture?	Show examples; pair sort; class discussion	Real mixtures, learner book	Written, oral
3	2	Matter	Separation Methods	a) Identify methods (filtration, evaporation, distillation) b) Match method to mixture c) Apply	How do we separate mixtures?	Demonstrate filtration; pair experiments	Lab apparatus, mixtures	Observation, written
3	3	Matter	Separation in Industry	a) Identify industrial uses b) Connect to everyday life c) Build relevance	Where is separation used industrially?	Discuss salt mining, water purification; pair share	Pictures, learner book	Oral, peer
3	4	Matter	Mixtures Practical	a) Plan separation experiment b) Carry out c) Build practical skills	How do we separate sand and salt?	Pair experiment; record observations	Sand, salt, water, apparatus	Practical, written

4	1	Matter	Acids and Bases	a) Identify acids and bases in environment b) Use indicators c) Build chemistry foundation	What are acids and bases?	Show examples (lemon, soap); test with indicator	Indicators, samples	Observation, oral
4	2	Matter	pH Scale	a) Read pH scale b) Classify substances c) Build classification	What does pH tell us?	Demonstrate pH paper; pair test; record	pH paper, samples	Observation, written
4	3	Matter	Neutralisation	a) Define neutralisation b) Apply to real life c) Build understanding	What happens when acid meets base?	Demonstrate; discuss antacids; pair share	Lab apparatus	Practical, written
4	4	Matter	Acids in Daily Life	a) Identify common acids and uses b) Identify common bases c) Apply	Where do we see acids/bases daily?	Discuss; sort cards; pair share	Picture cards, learner book	Oral, written
5	1	Energy	Heat and Temperature	a) Distinguish heat from temperature b) Use thermometer c) Build measurement	How do we measure heat?	Demonstrate thermometer; pair measure; record	Thermometers, water samples	Practical, written
5	2	Energy	Heat Transfer	a) Identify conduction, convection, radiation b) Match examples c) Build classification	How does heat travel?	Demonstrate each; pair sort examples	Lab apparatus, pictures	Observation, written
5	3	Energy	Heat in Daily Life	a) Identify uses of heat b) Identify safety c) Apply daily	Where do we use heat safely?	Discuss cooking, heating water; pair safety chart	Pictures, charts	Oral, peer
5	4	Energy	Heat Practical	a) Investigate heat conduction b) Record findings c) Build practical	Which materials conduct heat best?	Pair experiment with metals/wood; record	Lab apparatus	Practical, written
6	1	Energy	Electricity	a) Identify electric circuit components b) Build simple circuit c) Build understanding	How does a torch work?	Show components; pair build circuit	Bulbs, batteries, wires	Practical, written
6	2	Energy	Conductors and Insulators	a) Identify conductors b) Identify insulators c) Apply to safety	Why are wires covered with plastic?	Test materials; pair classify	Wires, materials	Observation, written
6	3	Energy	Electricity in the Home	a) Identify safety practices b) Conserve energy c) Build responsibility	How do we use electricity safely?	Discuss safety rules; pair audit home use	Pictures, checklist	Oral, peer
6	4	Energy	Renewable Energy	a) Identify solar, wind, hydro b) Compare to fossil fuels c) Build awareness	What clean energy can Kenya use?	Discuss; pair share; class chart	Pictures, charts	Oral, peer
7	1	Earth & Space	Solar System	a) Name planets in order b) State sun is centre c) Build cosmology	How is our solar system arranged?	Show diagram; sing planet song; pair quiz	Solar system chart	Oral, written
7	2	Earth & Space	Earth's Movements	a) Distinguish rotation vs revolution b) Connect to day/night and seasons c) Build understanding	Why do we have day and night?	Demonstrate with globe and torch; pair work	Globe, torch	Observation, oral

7	3	Earth & Space	The Moon	a) Identify moon phases b) Connect to tides c) Build awareness	Why does the moon change shape?	Show phases; pair sort; discuss tides	Moon phase chart	Written, oral
7	4	Earth & Space	Space Exploration	a) Identify Kenyan/African contribution b) Discuss benefits c) Build inspiration	What has Kenya/Africa done in space?	Discuss; share; class chart	Pictures, articles	Oral, peer
8	1	Scientific Investigation	Forming Hypotheses	a) Define hypothesis b) Form simple hypotheses c) Build scientific thinking	How do we predict before experimenting?	Demonstrate; pair form hypotheses on real questions	Learner book	Written, oral
8	2	Scientific Investigation	Variables	a) Identify dependent/independent variables b) Apply in experiments c) Build technique	What changes and what stays same?	Worked examples; pair classify	Sample experiments, learner book	Written, peer
8	3	Scientific Investigation	Data Collection	a) Collect data systematically b) Use tables c) Build technique	How do we record findings?	Demonstrate table; pair record sample data	Tables, exercise book	Written, peer
8	4	Scientific Investigation	Drawing Conclusions	a) Analyse data b) State conclusions c) Build reasoning	What does our data tell us?	Worked examples; pair analyse	Sample data	Written, oral
9	1	Living Things	Diseases — Communicable	a) Identify communicable diseases b) State prevention c) Build health awareness	How do diseases spread?	Discuss malaria, cholera, COVID; pair share	Pictures, charts	Oral, written
9	2	Living Things	Diseases — Non-Communicable	a) Identify lifestyle diseases b) State prevention c) Build awareness	What is diabetes? Hypertension?	Discuss; pair share; class chart	Pictures, charts	Oral, peer
9	3	Living Things	Immunisation	a) Identify common vaccines b) State why they matter c) Build awareness	Why do babies get jabs?	Discuss; resource person (nurse); pair share	Resource person	Oral, peer
9	4	Living Things	Drug Abuse	a) Identify common drugs of abuse b) State health effects c) Build resistance	Why avoid drugs?	Discuss; pair role play; pledge	Pictures, charts	Oral, peer
10	1	KJSEA Revision	Living Things Practice	a) Recap reproduction, health b) Solve mixed problems c) Build readiness	Am I ready for living things?	Past papers; pair mark; discuss	Past papers	Written, peer
10	2	KJSEA Revision	Matter Practice	a) Recap mixtures, acids c) Solve mixed problems c) Build readiness	Am I ready for matter?	Past papers; pair mark	Past papers	Written, peer
10	3	KJSEA Revision	Energy Practice	a) Recap heat, electricity b) Solve mixed problems c) Build readiness	Am I ready for energy?	Past papers; pair mark	Past papers	Written, peer
10	4	KJSEA Revision	Earth & Space	a) Recap solar system b) Solve mixed problems c)	Am I ready for earth and space?	Past papers; pair mark	Past papers	Written, peer

			Practice	Build readiness				
11	1	KJSEA Revision	Scientific Investigation Practice	a) Recap hypotheses, variables b) Plan experiments c) Build readiness	Am I ready for investigation?	Practice problems; pair design	Sample experiments	Written, peer
11	2	KJSEA Revision	Mock Paper 1	a) Sit timed mock b) Manage time c) Build stamina	Can I complete a paper in time?	Sit mock; mark together	Mock paper, watch	Written, self-assess
11	3	KJSEA Revision	Mock Paper 2	a) Sit second mock b) Improve from feedback c) Build confidence	Did I improve?	Second mock; mark; compare	Mock paper, watch	Written, self-assess
11	4	KJSEA Revision	Practical Skills	a) Demonstrate skills b) Connect to questions c) Build applied science	Can I apply science practically?	Lab demonstrations; pair recall	Apparatus	Practical, peer
12	1	KJSEA Revision	Reflection	a) Identify strengths b) Identify weak topics c) Plan revision	What needs more work?	Reflection sheet; pair share	Reflection sheet	Self-assess, peer
12	2	KJSEA Revision	Group Revision	a) Recall key concepts b) Use revision games c) Build morale	Can revision be fun?	Quiz games; pair race	Quiz cards	Oral, peer
12	3	KJSEA Revision	Final Pep Talk	a) Reflect on growth b) Set Term 3 goal c) Build confidence	How will I prepare in Term 3?	Reflection; goal setting; class affirmation	Reflection sheet	Self-assess, oral

