

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 1 ENGLISH LANGUAGE ACTIVITIES

TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

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

Buy the full pack at cbcedukenya.com — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	1
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

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

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 1 ENGLISH LANGUAGE ACTIVITIES.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **LISTENING & SPEAKING** | Sub-Strand: **Greetings**

SCHOOL	_____
LEARNING AREA	English Language Activities
GRADE	1
TERM	2
WEEK / LESSON	Week 1 Lesson 1
STRAND	LISTENING & SPEAKING
SUB-STRAND	Greetings
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Greet appropriately at different times b) Respond to greetings politely c) Show respect to elders
KEY INQUIRY QUESTION(S)	How do we greet people at home and school?
CORE COMPETENCY	Communication and Collaboration; Self-Efficacy; Critical Thinking
VALUES	Respect, Patience, Cooperation
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Citizenship; Communication
LEARNING RESOURCES	Curriculum design, picture cards, song

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 Greetings by writing the key inquiry question on the board: "How do we greet people at home and school?". 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 greet appropriately at different times. Display the resources for the lesson (Curriculum design, picture cards, song) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Listen to teacher. 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: "Greet appropriately at different times". 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 role play "Good morning". 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 we greet people at home and school?" and answer it now

	using the example you just completed. Connect explicitly to the SLO: "Respond to greetings politely". 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. Sing greeting song. 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. Take turns greeting. 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: "Show respect to elders".
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 Greetings? (2) How would you answer "How do we greet people at home and school?" 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 Greetings 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: **LISTENING & SPEAKING** | Sub-Strand: **Greetings**

SCHOOL	_____
LEARNING AREA	English Language Activities
GRADE	1
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	LISTENING & SPEAKING
SUB-STRAND	Greetings
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Greet visitors b) Use polite words like "please" "thank you" c) Develop social skills
KEY INQUIRY QUESTION(S)	How do we welcome visitors?
CORE COMPETENCY	Communication and Collaboration; Self-Efficacy; Critical Thinking
VALUES	Respect, Patience, Cooperation
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Citizenship; Communication
LEARNING RESOURCES	Picture cards, song, classroom space

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 Greetings by writing the key inquiry question on the board: "How do we welcome visitors?". 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 greet visitors. Display the resources for the lesson (Picture cards, song, classroom space) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Role play visitor at the door. 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: "Greet visitors". 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. Sing welcome song. 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 we welcome visitors?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Use polite words like "please" "thank you"". 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. Class discussion on politeness. 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 Greetings 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: "Develop social skills".
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 Greetings? (2) How would you answer "How do we welcome visitors?" 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 Greetings 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	<hr/>

— 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 1 ENGLISH LANGUAGE ACTIVITIES 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	Listening & Speaking	Greetings	a) Greet appropriately at different times b) Respond to greetings politely c) Show respect to elders	How do we greet people at home and school?	Listen to teacher; pair role play "Good morning"; sing greeting song; take turns greeting	Curriculum design, picture cards, song	Observation, role play, oral
1	2	Listening & Speaking	Greetings	a) Greet visitors b) Use polite words like "please" "thank you" c) Develop social skills	How do we welcome visitors?	Role play visitor at the door; sing welcome song; class discussion on politeness	Picture cards, song, classroom space	Role play, peer assessment, oral
1	3	Listening & Speaking	Self-Introduction	a) Say own name and age clearly b) Say where they live c) Develop self-confidence	Who are you?	Pair introductions; teacher models; learners introduce themselves to class	Mirror, picture cards	Oral, observation, peer
2	1	Listening & Speaking	Vowel Sounds	a) Pronounce vowel sounds a, e, i, o, u b) Match sound to letter c) Build phonological awareness	What sound does each vowel make?	Listen and repeat; sing vowel song; match cards	Letter cards, audio, song	Oral, observation
2	2	Listening & Speaking	Consonant Sounds	a) Pronounce consonant sounds clearly b) Distinguish similar sounds c) Develop clear speech	How do we say each consonant?	Listen and repeat; tongue twisters; minimal-pair drill	Letter cards, audio, mirror	Oral, peer assessment
2	3	Listening & Speaking	Rhymes	a) Recite a short rhyme b) Use rhythm and gestures c) Enjoy spoken language	How does a rhyme sound nice?	Learn "Twinkle Twinkle"; recite with claps; perform for class	Rhyme card, audio	Performance, peer assessment
3	1	Reading	Letter Recognition	a) Identify letters of the alphabet b) Match upper and lowercase c) Build alphabet mastery	What letters do we know?	Sing alphabet song; match upper to lowercase cards; play "letter hunt"	Alphabet chart, cards	Observation, oral, written
3	2	Reading	Sight Words	a) Recognise common sight words (I, the, is, on, in) b) Read words quickly c) Build reading speed	What words can you read at a glance?	Flash card drill; pair reading game; word wall	Flash cards, word wall	Oral reading, observation
3	3	Reading	CVC Words	a) Blend three-letter words (cat, dog, sun) b) Read CVC word lists c) Build decoding skills	How do we sound out simple words?	Sound-blend drills; build words on board; pair drills	Word cards, learner's book	Oral reading, peer
4	1	Reading	Picture Stories	a) Use pictures to tell a story b) Describe what is happening c) Develop pre-reading skills	What is happening in this picture?	Look at picture book; discuss what we see; predict what happens next	Picture story books	Oral, observation
4	2	Reading	Reading Aloud	a) Read a one-sentence caption aloud b) Use a clear voice c) Build	How can we read so others can hear?	Teacher models; learners echo-read; pair drill	Learner's book	Oral reading, peer

				confidence				
4	3	Reading	Story Comprehension	a) Listen to a short story b) Answer who/what/where questions c) Develop listening comprehension	What did you hear in the story?	Listen to teacher-read story; answer simple questions; draw favourite part	Storybook, art materials	Oral, observation
5	1	Writing	Letter Formation	a) Trace and write letters a-m b) Form letters between the lines c) Develop neat writing	How do we write each letter correctly?	Trace and copy; teacher demonstrates stroke; pair check	Lined books, pencils, alphabet chart	Written, observation
5	2	Writing	Letter Formation	a) Trace and write letters n-z b) Maintain consistent letter size c) Take pride in writing	How do we make our letters the right size?	Trace and copy; finger spacing; teacher feedback	Lined books, pencils	Written, peer
5	3	Writing	Writing Own Name	a) Write own name correctly b) Use capital letter for the first letter c) Build identity	How do we write our name?	Watch demonstration; trace name; write independently; share	Lined books, name cards	Written, observation
6	1	Listening & Speaking	Listening to Stories	a) Listen attentively to a story b) Recall events in order c) Develop listening	What happens in the story?	Listen to teacher; pair retelling; act out a scene	Storybook, props	Oral retelling, observation
6	2	Listening & Speaking	Telling Stories	a) Tell a simple story from a picture b) Use complete sentences c) Build expressive language	Can you tell a story from this picture?	Look at picture; pair share; share with class	Picture cards	Oral, peer assessment
6	3	Listening & Speaking	Polite Language	a) Use "please", "thank you", "sorry" b) Apply politeness in pair role play c) Show respect	When do we say sorry, please, thank you?	Pair role play; sing "Magic Words" song; class discussion	Picture cards, song	Role play, peer assessment
7	1	Reading	Building Words	a) Build new CVC words by changing letters b) Read word families (cat, hat, bat) c) Apply patterns	How do words rhyme?	Word family wheel; sound-swap drills; pair reading	Word cards, board	Oral, written
7	2	Reading	Reading Short Sentences	a) Read three-word sentences b) Use illustrations for support c) Build reading	How do pictures help us read?	Read sentences aloud; match to pictures; pair reading	Sentence cards, picture books	Oral reading, observation
7	3	Reading	Reading for Meaning	a) Read and follow simple instructions b) Show understanding by doing c) Apply reading	How do instructions tell us what to do?	Read "stand up", "clap once", "open page 5"; learners follow	Instruction cards, learner's book	Observation, peer
8	1	Writing	Copying Words	a) Copy words from the board b) Write between the lines c) Show care in work	How do we copy words neatly?	Copy short words; pair check; display best	Lined books, pencils, board	Written, peer
8	2	Writing	Writing Words from Pictures	a) Look at a picture and write the word b) Spell common words correctly c) Build vocabulary	What is the word for this picture?	Picture-word matching; write word in book; share	Picture cards, lined books	Written, observation

8	3	Writing	Writing a Short Sentence	a) Write a complete simple sentence b) Use capital letter and full stop c) Express ideas	How do we write a sentence?	Build sentence from word cards; copy then write own; share	Word cards, lined books	Written, peer
9	1	Language Use	Naming Words	a) Identify naming words for people, animals, things b) Use in short sentences c) Develop language	What words name people and things?	Walk and name objects; "I spy" game; sort word cards	Picture cards, word cards	Oral, written, observation
9	2	Language Use	Action Words	a) Identify action words b) Use action words to describe c) Speak with accuracy	What words tell us what people are doing?	Mime actions and name; sing action song; underline verbs	Action cards, song	Oral, observation
9	3	Language Use	Singular and Plural	a) Identify "one" vs "many" b) Add -s for plurals c) Develop accuracy	How do we say more than one?	Sort cards 1 vs many; add -s drill; sing plurals song	Word cards, song	Oral, written
10	1	Reading	Story Reading	a) Read a short story silently b) Share what they liked c) Build comprehension	What did you like about the story?	Silent reading; pair share; draw favourite part	Storybook, art materials	Oral, peer
10	2	Reading	Identifying Characters	a) Identify characters in a story b) Describe each briefly c) Develop empathy	Who is in the story?	List characters; act out a scene; draw favourite	Storybook	Oral, observation
10	3	Reading	Story Lessons	a) Identify the lesson in a story b) Connect to own life c) Build values	What does the story teach us?	Discuss lesson; share own examples; create poster	Storybook, art	Oral, peer
11	1	Writing	Writing About Yourself	a) Write three sentences about self b) Use I, my, am c) Express identity	What can you say about yourself?	Brainstorm; teacher models "I am..."; learners write three sentences	Lined books, picture prompts	Written, peer
11	2	Writing	Writing About Family	a) Write three sentences about family b) Use family vocabulary c) Take pride in family	What can you say about your family?	Brainstorm; share orally; write three sentences	Lined books, family photo	Written, peer
11	3	Writing	Editing Own Work	a) Re-read own writing b) Correct simple mistakes c) Develop self-review	How can we make our writing better?	Re-read draft; underline missing capitals; correct neatly	Drafts, pencils, eraser	Self-assessment, peer
12	1	All Strands	Term 2 Revision	a) Recap Term 2 vocabulary and skills b) Speak in pairs c) Show progress	What did we learn this term?	Pair conversations; favourite rhyme; class song	Picture prompts, rhymes, songs	Oral, observation
12	2	All Strands	Term 2 Revision	a) Read familiar text aloud b) Write a paragraph about Term 2 c) Show improvement	How have my reading and writing grown?	Read favourite text; write three sentences; share	Texts, lined books	Oral reading, written
12	3	All Strands	Term 2 Assessment	a) Demonstrate Term 2 skills b) Apply rules in short test c) Show	Am I ready for Term 3?	End-of-term assessment; teacher reviews; reflection	Assessment paper, books	Written, self-assessment

				readiness for Term 3		sheet		
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