

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 1 INDIGENOUS LANGUAGES
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. Indigenous Languages Activities Grade 1 Curriculum Design (KICD)
2. Approved Indigenous Languages Grade 1 Learner's Book (school's chosen language)
3. Approved Teacher's Guide for the chosen indigenous language
4. MTP Indigenous Languages Activities Grade 1

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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 INDIGENOUS LANGUAGES ACTIVITIES.

LESSON PLAN — WEEK 1, LESSON 1

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

SCHOOL	_____
LEARNING AREA	Indigenous Languages 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 in mother tongue b) Respond politely c) Show respect
KEY INQUIRY QUESTION(S)	How do we greet in our language?
CORE COMPETENCY	Communication and Collaboration; Self-Efficacy; Critical Thinking
VALUES	Respect, Patience, Cooperation
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Citizenship; Communication
LEARNING RESOURCES	Audio, picture 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 Greetings by writing the key inquiry question on the board: "How do we greet in our language?". 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 in mother tongue. Display the resources for the lesson (Audio, picture cards) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Listen. 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 in mother tongue". 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 greetings. 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 in our language?" and answer it now using the example you just

	completed. Connect explicitly to the SLO: "Respond 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. 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. 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: "Show respect".
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 in our language?" 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	Indigenous Languages 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 at different times b) Use polite words c) Build social skills
KEY INQUIRY QUESTION(S)	How do we greet morning, afternoon, evening?
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

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 morning, afternoon, evening?". 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 at different times. Display the resources for the lesson (Picture cards, song) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Pair role play. 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 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. Class chart. 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 morning, afternoon, evening?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Use polite words". 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. 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. 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: "Build 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 greet morning, afternoon, evening?" 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	_____

— 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 INDIGENOUS LANGUAGES 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 in mother tongue b) Respond politely c) Show respect	How do we greet in our language?	Listen; pair greetings; song	Audio, picture cards	Oral, role play
1	2	Listening & Speaking	Greetings	a) Greet at different times b) Use polite words c) Build social skills	How do we greet morning, afternoon, evening?	Pair role play; class chart; song	Picture cards, song	Role play, observation
1	3	Listening & Speaking	Self-Introduction	a) Say own name b) Say age c) Build confidence	Who are you in our language?	Teacher models; pair introductions; class share	Mirror, prompts	Oral, peer
2	1	Listening & Speaking	Family Members	a) Name family in mother tongue b) Use vocabulary c) Build pride	Who is in your family?	Photos; learn family words; pair share	Family photos, word cards	Oral, peer
2	2	Listening & Speaking	Family Members	a) Use family words in sentences b) Talk about family c) Build language	What does your family do?	Pair share; teacher models sentences; class share	Picture cards	Oral, observation
2	3	Listening & Speaking	Family Members	a) Sing family song b) Use rhythm c) Enjoy heritage	What songs do we sing about family?	Learn community song; perform; discuss	Audio, lyrics	Performance, peer
3	1	Listening & Speaking	Body Parts	a) Name body parts b) Point to each c) Build awareness	What do we call body parts?	"Simon says" game; song; pair quiz	Body chart, song	Oral, peer
3	2	Listening & Speaking	Body Parts	a) Match words to chart b) Sort head/body/limbs c) Build classification	How do we group body parts?	Word-chart matching; sort cards; pair speak	Body chart, cards	Written, oral
3	3	Listening & Speaking	Body Parts	a) Describe what each part does b) Use action sentences c) Build vocabulary	What does each part do?	Pair speak "I see with..."; demonstrate; share	Picture cards, body chart	Oral, peer
4	1	Reading	Letter Sounds	a) Identify letter sounds b) Match sound to letter c) Build phonological awareness	What sound does each letter make?	Listen and repeat; match cards; song	Alphabet chart, audio	Oral, observation
4	2	Reading	Letter Sounds	a) Blend simple sounds b) Read short words c) Build confidence	How do letters make words?	Sound-blend drills; pair drill; word lists	Letter cards, word cards	Oral, peer
4	3	Reading	Letter Sounds	a) Read 3-5 short familiar words b) Match to pictures c) Enjoy reading	What words can you read?	Match words to pictures; reading game; word wall	Picture cards, word cards	Oral, written
5	1	Reading	Common	a) Recognise home items in mother tongue b) Read	What words do we know for	Match home-item word	Home-item	Oral, peer

			Words	aloud c) Build vocabulary	things at home?	cards; pair read	cards	
5	2	Reading	Common Words	a) Recognise food words b) Build sentences "I eat..." c) Connect to daily life	What foods do we eat?	Match food cards; build sentences; share favourites	Food cards	Oral, written
5	3	Reading	Common Words	a) Recognise animal words b) Make sounds c) Build vocabulary	What animals do you know?	Match cards; play sound game; build sentences	Animal cards, audio	Oral, peer
6	1	Writing	Letter Formation	a) Write letters of mother tongue b) Form between lines c) Develop neat writing	How do we write each letter?	Trace and copy; teacher demonstrates; pair check	Lined books, pencils	Written, peer
6	2	Writing	Letter Formation	a) Copy short words b) Maintain spacing c) Take pride	How do we write words neatly?	Copy from board; finger spacing; pair check	Lined books, word cards	Written, peer
6	3	Writing	Writing Names	a) Write own name in mother tongue b) Use capital letter c) Build identity	How do we write our names?	Watch demonstration; trace; write; share	Lined books, name cards	Written, observation
7	1	Listening & Speaking	Folk Stories	a) Listen attentively b) Recall events c) Develop listening	What stories do elders tell?	Resource person; listen; discuss main events	Resource person, props	Oral, observation
7	2	Listening & Speaking	Folk Stories	a) Identify characters b) Describe each c) Develop empathy	Who is in the story?	Discuss characters; act scenes; draw favourite	Story, art materials	Oral, peer
7	3	Listening & Speaking	Folk Stories	a) Identify lesson in story b) Connect to own life c) Build values	What does the story teach?	Discuss lesson; share examples; create poster	Story, art	Oral, peer
8	1	Reading	Reading Sentences	a) Read 3-4 word sentences b) Use illustrations c) Build fluency	How do pictures help us read?	Read aloud; match to pictures; pair read	Sentence cards, picture books	Oral, peer
8	2	Reading	Reading Sentences	a) Read with pace b) Pause at full stops c) Build fluency	How does pausing help?	Mark pauses with claps; pair drill; share	Sentence cards, books	Oral, peer
8	3	Reading	Reading Sentences	a) Read short paragraph b) Answer simple questions c) Build comprehension	What is the paragraph about?	Read in groups; answer questions; draw scene	Books, art materials	Oral, peer
9	1	Writing	Sentence Writing	a) Build sentence in mother tongue b) Write complete simple sentence c) Express ideas	How do we build a sentence?	Arrange word cards; copy; write own; share	Word cards, books	Written, peer
9	2	Writing	Sentence Writing	a) Write 3 sentences about family b) Use capitals c) Take pride	What can you write about your family?	Brainstorm; teacher models; write 3 sentences	Lined books, photo	Written, peer
9	3	Writing	Sentence	a) Describe a picture b) Use descriptive words c)	How do we describe what	Look; discuss; write 3	Pictures,	Written,

			Writing	Build creativity	we see?	sentences; share	lined books	observation
10	1	Reading	Songs and Rhymes	a) Recite a community rhyme b) Use rhythm c) Enjoy heritage	What rhymes do you know?	Learn rhyme; recite with movement; pair practice	Rhyme audio, lyrics	Performance, peer
10	2	Reading	Songs and Rhymes	a) Sing community song b) Identify message c) Connect to culture	What does the song teach?	Learn song; perform; discuss meaning	Audio, lyrics, drum	Performance, oral
10	3	Reading	Songs and Rhymes	a) Listen to riddle b) Solve simple riddles c) Build thinking	Can you solve this riddle?	Listen; pair-solve; create own riddles	Riddle cards	Oral, peer
11	1	Listening & Speaking	Polite Expressions	a) Speak respectfully to elders b) Use respectful tone c) Show respect	How do we speak to elders?	Resource person; role play; discuss respect	Resource person, cards	Role play, observation
11	2	Listening & Speaking	Polite Expressions	a) Apologise and excuse politely b) Thank others c) Build social skills	How do we say sorry, thank you?	Pair role play; share scenarios; class discussion	Picture cards	Role play, peer
11	3	Listening & Speaking	Polite Expressions	a) Greet at different times b) Use age-appropriate greetings c) Apply daily	How do we greet at different times?	Practise greetings; pair role play; share	Time-of-day chart	Role play, oral
12	1	All Strands	Term 2 Revision	a) Recap vocabulary b) Demonstrate skills c) Show progress	What did we learn?	Recall vocab; pair activities; class show-and-tell	Term 2 materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Read familiar text b) Write 3 sentences c) Show readiness	How have my skills grown?	Read favourite text; write 3 sentences; share	Texts, lined books	Oral, written
12	3	All Strands	Term 2 Assessment	a) Demonstrate skills b) Apply vocabulary c) Show confidence	Am I ready for Term 3?	End-of-term assessment; reflection sheet	Assessment paper	Written, self-assessment

