

REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 10 KISWAHILI  
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](https://cbcedukenya.com) — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	10
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Mtaala wa Kiswahili Daraja la 10 (KICD)
2. Kitabu cha Mwanafunzi cha Kiswahili Daraja la 10 (Kilichoidhinishwa)
3. Mwongozo wa Mwalimu
4. MTP Kiswahili Daraja la 10

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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 10 KISWAHILI.

### LESSON PLAN — WEEK 1, LESSON 1

Strand: **KUSIKILIZA NA KUZUNGUMZA** | Sub-Strand: **Hotuba Rasmi**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Kiswahili
<b>GRADE</b>	10
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 1
<b>STRAND</b>	KUSIKILIZA NA KUZUNGUMZA
<b>SUB-STRAND</b>	Hotuba Rasmi
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Toa hotuba b) Tumia ufasaha c) Jenga ujasiri
<b>KEY INQUIRY QUESTION(S)</b>	Jinsi ya kushawishi?
<b>CORE COMPETENCY</b>	Mawasiliano na Ushirikiano; Ufanisi; Ufikiri wa Kina
<b>VALUES</b>	Heshima, Subira, Ushirikiano
<b>PERTINENT &amp; CONTEMPORARY ISSUES (PCI)</b>	Stadi za Maisha; Uraia; Mawasiliano
<b>LEARNING RESOURCES</b>	Hotuba

#### ORGANISATION OF LEARNING

<b>INTRODUCTION</b>	(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 Hotuba Rasmi by writing the key inquiry question on the board: "Jinsi ya kushawishi?". 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 toa hotuba. Display the resources for the lesson (Hotuba) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Mfano. 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: "Toa hotuba". 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.
<b>STEP 2</b>	(8 min) Direct teach with a worked example. Toa hotuba. 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 "Jinsi ya kushawishi?" and answer it now using the example you just completed.

	Connect explicitly to the SLO: "Tumia ufasaha". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
<b>STEP 3</b>	(8 min) Guided practice in pairs or small groups. practise Hotuba Rasmi 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.
<b>STEP 4</b>	(7 min) Independent application and formative assessment. apply Hotuba Rasmi 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: "Jenga ujasiri".
<b>CONCLUSION</b>	(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 Hotuba Rasmi? (2) How would you answer "Jinsi ya kushawishi?" 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.
<b>EXTENDED ACTIVITIES</b>	Set a short, concrete task for home: ask learners to find one example of Hotuba Rasmi 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.
<b>REFLECTION ON THE LESSON</b>	_____

## LESSON PLAN — WEEK 1, LESSON 2

Strand: KUSIKILIZA NA KUZUNGUMZA | Sub-Strand: Mahojiano

SCHOOL	_____
LEARNING AREA	Kiswahili
GRADE	10
TERM	2
WEEK / LESSON	Week 1   Lesson 2
STRAND	KUSIKILIZA NA KUZUNGUMZA
SUB-STRAND	Mahojiano
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Hoji b) Jibu c) Jenga ujuzi
KEY INQUIRY QUESTION(S)	Jinsi ya kuhoji?
CORE COMPETENCY	Mawasiliano na Ushirikiano; Ufanisi; Ufikiri wa Kina
VALUES	Heshima, Subira, Ushirikiano
PERTINENT & CONTEMPORARY ISSUES (PCI)	Stadi za Maisha; Uraia; Mawasiliano
LEARNING RESOURCES	Maswali

### 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 Mahojiano by writing the key inquiry question on the board: "Jinsi ya kuhoji?". 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 hoji. Display the resources for the lesson (Maswali) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Igizo. 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: "Hoji". 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. explain the key idea of Mahojiano with one clear example. 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 "Jinsi ya kuhoji?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Jibu". 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 Mahojiano 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.
<b>STEP 4</b>	(7 min) Independent application and formative assessment. apply Mahojiano 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: "Jenga ujuzi".
<b>CONCLUSION</b>	(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 Mahojiano? (2) How would you answer "Jinsi ya kuhoji?" 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.
<b>EXTENDED ACTIVITIES</b>	Set a short, concrete task for home: ask learners to find one example of Mahojiano 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.
<b>REFLECTION ON THE LESSON</b>	_____

— 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 10 KISWAHILI 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	Kusikiliza na Kuzungumza	Hotuba Rasmi	a) Toa hotuba b) Tumia ufasaha c) Jenga ujasiri	Jinsi ya kushawishi?	Mfano; toa hotuba	Hotuba	Utendaji, rika
1	2	Kusikiliza na Kuzungumza	Mahojiano	a) Hoji b) Jibu c) Jenga ujuzi	Jinsi ya kuhoji?	Igizo	Maswali	Utendaji, rika
1	3	Kusikiliza na Kuzungumza	Mjadala	a) Toa hoja b) Pinga c) Jenga uchanganuzi	Jinsi ya kujadili?	Mjadala	Mada	Utendaji, rika
2	1	Kusoma	Ufahamu wa Kina	a) Soma b) Chambua c) Jadili	Habari ni gani?	Soma; jibu	Vifungu	Andiko, mdomo
2	2	Kusoma	Ufahamu wa Tasinifu	a) Tafsiri b) Chambua c) Tumia	Maana ya ndani?	Soma; jadili	Vifungu	Andiko, rika
2	3	Kusoma	Ulinganishi	a) Linganisha vifungu b) Tumia ushahidi c) Apply	Jinsi ya kulinganisha?	Vifungu vingi	Vifungu	Andiko, rika
3	1	Fasihi	Riwaya	a) Soma b) Chambua wahusika c) Jadili maudhui	Riwaya inahusu nini?	Soma; jadili	Riwaya	Andiko, mdomo
3	2	Fasihi	Tamthilia	a) Soma b) Chambua c) Jadili	Tamthilia inahusu nini?	Soma; tendea	Tamthilia	Mdomo, andiko
3	3	Fasihi	Mashairi	a) Soma b) Tafsiri c) Jadili	Shairi linahusu nini?	Soma; jadili	Diwani	Andiko, rika
4	1	Kuandika	Insha ya Hoja	a) Toa hoja b) Saidia kwa ushahidi c) Jenga ushawishi	Jinsi ya kushawishi?	Mfano; andika	Mada	Andiko, rika
4	2	Kuandika	Insha ya Maelezo	a) Eleza b) Tumia mtindo c) Apply	Jinsi ya kueleza?	Mfano; andika	Mada	Andiko, rika
4	3	Kuandika	Insha ya Kubuni	a) Buni hadithi b) Tumia mtindo c) Jenga ubunifu	Jinsi ya kusumulia?	Mfano	Mada	Andiko, rika
5	1	Kuandika	Barua Rasmi	a) Tumia muundo b) Andika c) Apply	Jinsi ya kuandika rasmi?	Templeti	Templeti	Andiko, rika
5	2	Kuandika	Wasifu	a) Andika wasifu binafsi b) Tumia mtindo c) Apply	Jinsi ya kuandika wasifu?	Templeti	Templeti	Andiko, rika
5	3	Kuandika	Tarbihi za Kiutendaji	a) Memo b) Tarbihi c) Apply	Jinsi ya kuandika ripoti?	Templeti	Templeti	Andiko, rika
6	1	Sarufi	Aina za	a) Tambua b) Tumia c)	Nomino na	Mifano; zoezi	Mifano	Andiko,

			Maneno	Jenga usahihi	vivumishi?			mdomo
6	2	Sarufi	Vitenzi	a) Tambua nyakati b) Tumia c) Apply	Jinsi vitenzi vinavyobadilika?	Mifano; zoezi	Mifano	Andiko, mdomo
6	3	Sarufi	Sentensi Changamano	a) Tambua b) Andika c) Jenga ufundi	Muundo wa changamano?	Mifano; zoezi	Mifano	Andiko, rika
7	1	Sarufi	Tashbihi	a) Tambua b) Tumia c) Apply	Tashbihi ni nini?	Mifano	Mifano	Mdomo, andiko
7	2	Sarufi	Sitari	a) Tambua b) Tumia c) Apply	Sitari ni nini?	Mifano	Mifano	Mdomo, andiko
7	3	Sarufi	Methali	a) Eleza maana b) Tumia c) Apply	Maana ya methali?	Mifano	Vitabu	Andiko, mdomo
8	1	Fasihi Simulizi	Aina	a) Tambua b) Eleza c) Apply	Fasihi simulizi ni nini?	Mifano	Vitabu	Mdomo, andiko
8	2	Fasihi Simulizi	Hadithi za Kale	a) Soma b) Chambua c) Apply	Hadithi inahusu nini?	Soma; jadili	Vitabu	Mdomo, andiko
8	3	Fasihi Simulizi	Maigizo	a) Eleza b) Tendea c) Apply	Jinsi ya kuigiza?	Igizo	Mada	Utendaji, rika
9	1	Mazungumzo	Lugha Rasmi	a) Tumia b) Tofautisha kawaida c) Apply	Lini rasmi?	Mifano	Maandishi	Mdomo, rika
9	2	Mazungumzo	Hoja na Hadhira	a) Hoja b) Hadhira c) Apply	Jinsi ya kuwasilisha?	Mifano; toa	Mada	Utendaji, rika
9	3	Mazungumzo	Maoni na Kukubaliana	a) Toa b) Pinga c) Apply	Jinsi ya kuelezea maoni?	Mjadala	Mada	Utendaji, rika
10	1	Marejeo	Kusoma	a) Pita vifungu b) Pima muda c) Apply	Niko tayari?	Mitihani ya zamani	Vifungu	Andiko, rika
10	2	Marejeo	Kuandika	a) Insha c) Pima muda c) Apply	Niko tayari?	Insha ya muda	Mada	Andiko, rika
10	3	Marejeo	Fasihi	a) Mwongozo wa fasihi b) Eleza maudhui c) Apply	Niko tayari?	Marudio	Vitabu	Andiko, rika
11	1	Marejeo	Sarufi	a) Mazoezi b) Tumia kanuni c) Apply	Niko thabiti?	Mazoezi	Mitihani	Andiko, mdomo
11	2	Marejeo	Mtihani wa Mfano	a) Fanya mtihani b) Pima muda c) Build ujasiri	Naweza kumaliza?	Fanya mtihani	Karatasi	Andiko, jiri-pima
11	3	Marejeo	Mtihani wa Pili	a) Boresha b) Pima maendeleo c) Build ujasiri	Nimepata?	Mtihani wa pili	Karatasi	Andiko, jiri-pima
12	1	Maeneo Yote	Marudio	a) Mapitio b) Onyesha maendeleo c) Build utayari	Tumejifunza nini?	Maswali ya rika	Vifaa	Mdomo, rika
12	2	Maeneo Yote	Marudio	a) Tumia b) Onyesha ujuzi c) Jiri-pima	Tunatumiaje?	Kazi vitendo	Vifaa	Mwoneo, mdomo
12	3	Maeneo	Tathmini ya	a) Onyesha b) Tafakari c)	Niko tayari?	Tathmini	Karatasi	Andiko, jiri-

		Yote	Muhula	Build utayari				pima
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