

REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 2 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](http://cbcedukenya.com) — KES 300

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

REFERENCE MATERIALS

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

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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 2 ENGLISH LANGUAGE ACTIVITIES.

### LESSON PLAN — WEEK 1, LESSON 1

Strand: **LISTENING & SPEAKING** | Sub-Strand: **Polite Language**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	English Language Activities
<b>GRADE</b>	2
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 1
<b>STRAND</b>	LISTENING & SPEAKING
<b>SUB-STRAND</b>	Polite Language
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Identify polite words used at home and in school b) Use polite words in greetings and requests c) Appreciate the value of using polite language
<b>KEY INQUIRY QUESTION(S)</b>	How do polite words make others feel?
<b>CORE COMPETENCY</b>	Communication and Collaboration; Self-Efficacy; Critical Thinking
<b>VALUES</b>	Respect, Patience, Cooperation
<b>PERTINENT &amp; CONTEMPORARY ISSUES (PCI)</b>	Life Skills; Citizenship; Communication
<b>LEARNING RESOURCES</b>	Curriculum design, learner's book, picture cards, audio clips

### 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 Polite Language by writing the key inquiry question on the board: "How do polite words make others feel?". 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 polite words used at home and in school. Display the resources for the lesson (Curriculum design, learner's book, picture cards, audio clips) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Listen to a story on polite language. 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 polite words used at home and in school". 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. Role play asking for things politely. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause

	<p>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 polite words make others feel?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Use polite words in greetings and requests". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.</p>
<b>STEP 3</b>	<p>(8 min) Guided practice in pairs or small groups. Sing the "Magic Words" 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.</p>
<b>STEP 4</b>	<p>(7 min) Independent application and formative assessment. Share examples. 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: "Appreciate the value of using polite language".</p>
<b>CONCLUSION</b>	<p>(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 Polite Language? (2) How would you answer "How do polite words make others feel?" 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.</p>
<b>EXTENDED ACTIVITIES</b>	<p>Set a short, concrete task for home: ask learners to find one example of Polite Language 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.</p>
<b>REFLECTION ON THE LESSON</b>	<p>_____</p>

## LESSON PLAN — WEEK 1, LESSON 2

Strand: **LISTENING & SPEAKING** | Sub-Strand: **Polite Language**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	English Language Activities
<b>GRADE</b>	2
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 2
<b>STRAND</b>	LISTENING & SPEAKING
<b>SUB-STRAND</b>	Polite Language
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Use "please", "thank you", "sorry" appropriately b) Respond politely to instructions c) Show respect through language
<b>KEY INQUIRY QUESTION(S)</b>	When do we say sorry, please and thank you?
<b>CORE COMPETENCY</b>	Communication and Collaboration; Self-Efficacy; Critical Thinking
<b>VALUES</b>	Respect, Patience, Cooperation
<b>PERTINENT &amp; CONTEMPORARY ISSUES (PCI)</b>	Life Skills; Citizenship; Communication
<b>LEARNING RESOURCES</b>	Pictures, learner's book, classroom items

### 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 Polite Language by writing the key inquiry question on the board: "When do we say sorry, please and thank you?". 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 use "please", "thank you", "sorry" appropriately. Display the resources for the lesson (Pictures, learner's book, classroom items) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Pair role play: borrowing a pencil, asking for help, apologising. 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: "Use "please", "thank you", "sorry" appropriately". 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. Teacher models. 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 "When do we say sorry, please and thank you?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Respond politely to instructions". 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. Learners practise. 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 Polite Language 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 through language".
<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 Polite Language? (2) How would you answer "When do we say sorry, please and thank you?" 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 Polite Language 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.

**Buy the full pack — only KES 300**

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## SECTION B: SCHEME OF WORK — GRADE 2 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	Polite Language	a) Identify polite words used at home and in school b) Use polite words in greetings and requests c) Appreciate the value of using polite language	How do polite words make others feel?	Listen to a story on polite language; role play asking for things politely; sing the "Magic Words" song; share examples	Curriculum design, learner's book, picture cards, audio clips	Observation, oral questions, role play
1	2	Listening & Speaking	Polite Language	a) Use "please", "thank you", "sorry" appropriately b) Respond politely to instructions c) Show respect through language	When do we say sorry, please and thank you?	Pair role play: borrowing a pencil, asking for help, apologising; teacher models; learners practise	Pictures, learner's book, classroom items	Peer assessment, observation, oral questions
1	3	Listening & Speaking	Polite Language	a) Listen to a short story on politeness b) Identify polite expressions in the story c) Apply polite language at home and school	Why is being polite important?	Listen to teacher-read story; pick out polite words; discuss how the characters felt; draw a polite scene	Storybook, picture cards, art materials	Observation, oral questions, written test
2	1	Reading	Word Recognition	a) Recognise familiar words in a sentence b) Read short words with three to four letters c) Develop confidence in reading	What words can you read on your own?	Match word cards to pictures; read aloud in pairs; whole-class reading game; identify sight words	Flash cards, picture cards, learner's book	Oral reading, observation, written test
2	2	Reading	Word Recognition	a) Identify CVC and CCVC words in print b) Pronounce new words correctly c) Build vocabulary through reading	How do letters work together to make words?	Sound out new words; build words on the board; read short word lists; pair up to drill words	Word cards, white-board, learner's book	Oral reading, peer assessment, observation
2	3	Reading	Word Recognition	a) Read three-word sentences with familiar vocabulary b) Use illustrations to support meaning c) Enjoy reading short texts	How do pictures help us understand words?	Read sentences aloud; match sentences to pictures; group story circle; learners take turns reading	Picture story books, flash cards	Observation, oral reading
3	1	Reading	Reading Aloud	a) Read a short paragraph aloud at a steady pace b) Use correct pronunciation c) Show enthusiasm when reading	How can we read so others enjoy listening?	Teacher models reading; learners echo-read; pair reading practice; recording short readings	Learner's book, audio device, pictures	Oral reading rubric, peer assessment
3	2	Reading	Reading Aloud	a) Read with appropriate volume and clarity b) Pause at full stops and commas c) Develop	How does pausing help us read better?	Practise reading short texts; mark pauses with hand claps; pair drills; read to a parent at	Learner's book, picture story	Observation, oral reading, self-assessment

				fluency		home		
3	3	Reading	Reading Aloud	a) Read a short story with confidence b) Answer simple questions about the story c) Appreciate stories	What did you like about the story?	Read 'The Helpful Friend' aloud in groups; answer who/what/where questions; draw favourite character	Storybook, art materials	Oral questions, observation, peer assessment
4	1	Writing	Penmanship	a) Form letters of the alphabet correctly b) Write between the lines c) Take pride in neat writing	How can we write neatly?	Trace and copy letters; use lined paper; teacher demonstrates correct letter formation	Lined exercise books, chart of letters, pencils	Written test, observation, peer assessment
4	2	Writing	Penmanship	a) Copy short words correctly b) Maintain even letter size and spacing c) Keep work neat and clean	Why is spacing important when we write?	Copy words from the board; use finger spacing; check each other's work; display best samples	Lined books, pencils, eraser, pictures	Written test, peer assessment
4	3	Writing	Penmanship	a) Write a complete short sentence b) Use capital letters and full stops c) Develop care for personal work	When do we use capital letters?	Copy short sentences; identify capital letters and full stops; write own name and a simple sentence	Lined books, sentence strips, picture prompts	Written test, observation
5	1	Language Use	Naming Words (Nouns)	a) Identify naming words for people, animals and things b) Use naming words in short sentences c) Develop interest in language patterns	What words tell us names of people and things?	Walk around classroom and name objects; play "I spy" with names; sort word cards into people / animals / things	Picture cards, classroom objects, word cards	Oral questions, observation, written test
5	2	Language Use	Naming Words (Nouns)	a) Use a, an, the with naming words correctly b) Build short sentences c) Speak in complete sentences	When do we use a, an or the?	Match articles to nouns; complete sentences with a/an/the; pair speaking practice	Sentence cards, pictures, learner's book	Oral questions, written test, peer assessment
5	3	Language Use	Naming Words (Nouns)	a) Identify singular and plural nouns b) Use plurals correctly in speech and writing c) Develop accuracy in language	How do we say more than one of something?	Sort cards: 1 vs many; add -s to make plurals; sing the "More than one" song	Word cards, pictures, song	Oral questions, written test, observation
6	1	Listening & Speaking	Pronunciation	a) Pronounce vowel sounds clearly b) Distinguish between similar sounds c) Develop clear speech	How do we say the words clearly?	Listen and repeat vowel sounds; tongue twisters; minimal-pair drills (ship/sheep, bit/bet)	Audio device, picture cards, mirror	Oral pronunciation, peer assessment
6	2	Listening & Speaking	Pronunciation	a) Pronounce consonant blends correctly b) Read words with blends fluently c) Build phonological awareness	What sounds do letters make together?	Practise blends bl, cl, fl, gl; clap-and-say activities; read blend lists	Flash cards, audio device, learner's book	Oral reading, observation
6	3	Listening & Speaking	Pronunciation	a) Recite a short rhyme with correct stress b) Use rhythm and expression c)	How does a rhyme sound nice when we say	Learn "Twinkle Twinkle"; recite in groups; perform for	Audio recording, rhyme cards	Performance, peer assessment,

				Enjoy spoken language	it?	class; clap to the rhythm		observation
7	1	Reading	Reading for Information	a) Read a simple notice or sign b) State what the notice says c) Apply reading skills in everyday life	What can we learn from notices around us?	Look at school notices; identify words; discuss meaning; create a class notice	Sample notices, signs, art materials	Oral questions, observation
7	2	Reading	Reading for Information	a) Read a short list (shopping list, school list) b) Find specific items in the list c) Develop scanning skills	How can a list help us?	Read teacher's shopping list; tick items; create own list of school items	Sample lists, pencils, picture cards	Written test, observation
7	3	Reading	Reading for Information	a) Read a short instruction b) Follow the instruction c) Develop responsibility	How do instructions help us do things right?	Read and follow simple instructions (clap once, stand up, open page 5); make a chain of instructions in pairs	Instruction cards, learner's book	Observation, peer assessment
8	1	Writing	Sentence Writing	a) Build a sentence from given words b) Write a complete simple sentence c) Express ideas in writing	How do we build a complete sentence?	Arrange word cards into sentences; copy then write own sentence; share with a partner	Word cards, lined books, pictures	Written test, peer assessment
8	2	Writing	Sentence Writing	a) Write three sentences about a familiar topic b) Use capital letters and full stops c) Take pride in own work	What can you write about your family?	Brainstorm ideas; teacher models writing; learners write three sentences about their family	Lined books, picture prompts	Written test, peer assessment, observation
8	3	Writing	Sentence Writing	a) Write a short description of a picture b) Use simple adjectives c) Develop creativity	How do words paint a picture?	Look at a picture; discuss what is happening; write three sentences; share with class	Pictures, lined books	Written test, observation, peer assessment
9	1	Language Use	Action Words (Verbs)	a) Identify action words in sentences b) Use action words to describe actions c) Speak with accuracy	What words tell us what people are doing?	Mime actions and name them; sing action song; underline verbs in sentences	Action cards, song, learner's book	Oral questions, observation, written test
9	2	Language Use	Action Words (Verbs)	a) Use action words in present tense b) Build sentences with subject + verb c) Develop sentence variety	How do we say what we are doing now?	Pictures + verb matching; complete sentences with action words; partner role play	Action pictures, sentence strips	Written test, peer assessment
9	3	Language Use	Action Words (Verbs)	a) Use action words to describe what happened (past) b) Distinguish present from past c) Develop time awareness in language	How do we tell what we did yesterday?	Talk about yesterday; teacher models past tense; learners change present-tense sentences to past	Sentence cards, learner's book	Oral questions, written test
10	1	Reading	Story Reading	a) Read a short story silently b) Retell the main events c) Develop comprehension skills	What happens in the story?	Silent reading; pair retelling; draw the main event; share with class	Storybooks, art materials	Oral retelling, observation, peer assessment
10	2	Reading	Story	a) Identify characters in a story b) Describe each	Who is in the story and what	Match characters to descriptions; act out a	Storybook, drawing	Oral questions,

			Reading	character briefly c) Develop empathy	are they like?	character; discuss how characters feel	materials	observation
10	3	Reading	Story Reading	a) Identify the moral or lesson in a story b) Apply the lesson to own life c) Develop values	What does this story teach us?	Discuss the lesson; share own experiences; create posters with the moral	Storybook, art materials, posters	Oral questions, peer assessment
11	1	Writing	Creative Writing	a) Write five sentences about a personal experience b) Order ideas logically c) Express thoughts and feelings	How do we tell our own stories on paper?	Brainstorm a happy day; draft sentences; share with a friend; revise	Lined books, picture prompts	Written test, peer assessment
11	2	Writing	Creative Writing	a) Write a short story (beginning, middle, end) b) Use illustrations c) Take pride in creative work	How do we make a story complete?	Discuss story shape; draft a 6-sentence story; illustrate; share	Lined books, art materials, story prompts	Written test, peer assessment, observation
11	3	Writing	Creative Writing	a) Edit a draft for capital letters and full stops b) Make corrections neatly c) Develop self-review skills	How can we make our writing better?	Re-read own draft; underline mistakes; correct and re-write neatly; pair check	Drafts, pencils, eraser	Self- assessment, peer assessment, written test
12	1	Listening & Speaking	Term 2 Revision	a) Recap polite expressions, pronunciation, and listening skills b) Speak fluently in short conversations c) Show progress over the term	What have we learned this term in speaking?	Pair conversations; recite favourite rhyme; sing a class song	Picture prompts, rhymes, songs	Oral assessment, observation, peer assessment
12	2	Reading & Writing	Term 2 Revision	a) Read a familiar short story aloud b) Write a paragraph about Term 2 c) Show improvement	How have my reading and writing grown this term?	Read favourite story aloud; write a "What I learned" paragraph; share	Storybook, lined books	Oral reading, written test, self- assessment
12	3	Language Use	Term 2 Assessment	a) Demonstrate Term 2 language skills b) Apply rules in a short test c) Show readiness for Term 3	Am I ready for Term 3?	End-of-term assessment; teacher reviews; learners complete reflection sheet	Assessment paper, lined books	Written test, observation, self- assessment

