

REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

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

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

### REFERENCE MATERIALS

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

### LESSON PLAN — WEEK 1, LESSON 1

Strand: **LISTENING & SPEAKING** | Sub-Strand: **Family Members**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Indigenous Languages 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>	Family Members
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Name family members in the indigenous language b) Use family vocabulary in short conversations c) Develop pride in mother tongue
<b>KEY INQUIRY QUESTION(S)</b>	Who are the members of your family in our local language?
<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, family pictures, learner's book, photos from home

### 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 Family Members by writing the key inquiry question on the board: "Who are the members of your family in our local 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 name family members in the indigenous language. Display the resources for the lesson (Curriculum design, family pictures, learner's book, photos from home) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Listen to teacher say family names. 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: "Name family members in the indigenous language". 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. Repeat in chorus and pairs. 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 "Who are the members of your family in our local language?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Use family vocabulary in short conversations". 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. Bring family photo and introduce members in mother tongue. 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. apply Family Members 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 pride in mother tongue".</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 Family Members? (2) How would you answer "Who are the members of your family in our local 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.</p>
<b>EXTENDED ACTIVITIES</b>	<p>Set a short, concrete task for home: ask learners to find one example of Family Members 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>	<hr/>

## LESSON PLAN — WEEK 1, LESSON 2

Strand: LISTENING & SPEAKING | Sub-Strand: Family Members

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Indigenous Languages 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>	Family Members
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Use polite greetings to family members in the indigenous language b) Respond appropriately to elders c) Show respect through language
<b>KEY INQUIRY QUESTION(S)</b>	How do we greet our parents and grandparents?
<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>	Resource person, picture cards, audio device

### 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 Family Members by writing the key inquiry question on the board: "How do we greet our parents and grandparents?". 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 polite greetings to family members in the indigenous language. Display the resources for the lesson (Resource person, picture cards, audio device) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Role play greeting different family members (mother, father, grandmother, grandfather). 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 polite greetings to family members in the indigenous language". 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. Listen to a resource person. 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 our parents and grandparents?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Respond appropriately to elders". 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 Family Members 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 Family Members 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 Family Members? (2) How would you answer "How do we greet our parents and grandparents?" 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 Family Members 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 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	Family Members	a) Name family members in the indigenous language b) Use family vocabulary in short conversations c) Develop pride in mother tongue	Who are the members of your family in our local language?	Listen to teacher say family names; repeat in chorus and pairs; bring family photo and introduce members in mother tongue	Curriculum design, family pictures, learner's book, photos from home	Oral questions, observation, peer assessment
1	2	Listening & Speaking	Family Members	a) Use polite greetings to family members in the indigenous language b) Respond appropriately to elders c) Show respect through language	How do we greet our parents and grandparents?	Role play greeting different family members (mother, father, grandmother, grandfather); listen to a resource person	Resource person, picture cards, audio device	Role play, observation, oral assessment
1	3	Listening & Speaking	Family Members	a) Sing a family song in the indigenous language b) Use rhythm and gestures c) Enjoy mother-tongue music	Why do we sing about our family?	Learn a community song about the family; perform with movements; perform for the class	Song lyrics, audio recording, resource person	Performance, peer assessment, observation
2	1	Listening & Speaking	Body Parts	a) Name parts of the body in the indigenous language b) Point to each body part c) Develop body awareness	What do we call each part of our body in our language?	Touch and name body parts; "Simon says" game; sing the body parts song	Mirror, body chart, song	Oral questions, observation, peer assessment
2	2	Listening & Speaking	Body Parts	a) Match body part words to a chart b) Sort vocabulary into head, body, limbs c) Develop classification skills	How can we group body parts?	Use body chart; match word cards to parts; group into head/body/limbs; pair speaking	Body chart, word cards	Written test, observation
2	3	Listening & Speaking	Body Parts	a) Describe what each body part does b) Use simple action sentences c) Build vocabulary	What does each part of our body do?	Discuss: I see with my eyes, I hear with my ears; speak in mother tongue; demonstrate actions	Picture cards, body chart	Oral assessment, peer assessment
3	1	Reading	Letter Sounds	a) Identify and sound out letters of the indigenous-language alphabet b) Match sounds to letters c) Build phonological awareness	What sound does each letter make?	Listen and repeat letter sounds; match sounds to letter cards; sing alphabet song	Alphabet chart, letter cards, audio device	Oral assessment, observation
3	2	Reading	Letter Sounds	a) Blend letter sounds to form simple words b) Read short familiar words aloud c) Develop reading confidence	How do letters work together to form words?	Blend sounds c-a-t → cat (in mother tongue); pair drills; read short word lists	Letter cards, word cards, learner's book	Oral reading, peer assessment

3	3	Reading	Letter Sounds	a) Read three to five short familiar words b) Match words to pictures c) Enjoy mother-tongue reading	What words can you read in your language?	Match words to pictures; whole-class reading game; identify common words	Picture cards, word cards, learner's book	Oral reading, observation, written test
4	1	Reading	Word Recognition	a) Recognise familiar words for common items at home b) Read words aloud confidently c) Build vocabulary	What words do we know for things at home?	Match home-item words to pictures; read in pairs; build word wall	Word cards, picture cards, word wall	Oral reading, observation, peer assessment
4	2	Reading	Word Recognition	a) Recognise words for common foods b) Use food vocabulary in short sentences c) Connect language to daily life	What foods do we eat in our community?	Match food pictures to words; build sentences "I eat..."; share favourite foods	Food picture cards, word cards, real food samples (optional)	Oral assessment, written test, observation
4	3	Reading	Word Recognition	a) Recognise words for common animals b) Make animal sounds c) Build vocabulary through play	What animals do you know in our community?	Match animal pictures to words; play animal sound game; build sentences	Animal picture cards, word cards, audio of animal sounds	Oral assessment, observation, peer assessment
5	1	Writing	Letter Formation	a) Write the letters of the indigenous-language alphabet b) Form letters between the lines c) Develop neat writing	How do we write each letter correctly?	Trace and copy letters; teacher demonstrates correct stroke; pair check work	Lined exercise books, alphabet chart, pencils	Written test, observation, peer assessment
5	2	Writing	Letter Formation	a) Copy short words correctly b) Maintain spacing c) Take pride in personal work	How do we write words neatly?	Copy short words from the board; use finger spacing; check own work	Lined books, word cards, pencils	Written test, peer assessment
5	3	Writing	Letter Formation	a) Write own name and family members' names b) Use capital letters for names c) Take pride in identity	How do we write our names in our language?	Write own name; write family member names; share writing with partner	Lined books, family photo, pencils	Written test, observation
6	1	Listening & Speaking	Folk Stories	a) Listen attentively to a community folk story b) Recall main events c) Develop listening skills	What stories do our elders tell?	Invite a resource person (grandparent or elder); listen to a story; discuss main events	Resource person, story props (mat, calabash, etc.)	Oral questions, observation
6	2	Listening & Speaking	Folk Stories	a) Identify characters in a folk story b) Describe each character c) Develop empathy	Who are the characters in the story?	Discuss characters; act out scenes; draw favourite character	Story (recorded or read), drawing materials	Oral questions, peer assessment
6	3	Listening & Speaking	Folk Stories	a) Identify the lesson in a folk story b) Connect lesson to own life c) Develop community values	What does the story teach us?	Discuss lesson; share own examples; create posters; display	Story, art materials, posters	Oral questions, observation, peer assessment

7	1	Reading	Reading Short Sentences	a) Read three to four word sentences in mother tongue b) Use illustrations for support c) Build reading fluency	How do pictures help us understand sentences?	Read sentences aloud; match sentences to pictures; pair reading	Sentence cards, picture story books	Oral reading, observation, peer assessment
7	2	Reading	Reading Short Sentences	a) Read sentences with appropriate pace b) Pause at full stops c) Develop reading fluency	How does pausing help us read clearly?	Mark pauses with claps; pair drill; read for class	Sentence cards, learner's book	Oral reading, peer assessment
7	3	Reading	Reading Short Sentences	a) Read a short paragraph aloud b) Answer simple questions c) Develop comprehension	What is the paragraph about?	Read paragraph aloud in groups; answer who/what/where questions; draw scene	Learner's book, art materials	Oral questions, observation, peer assessment
8	1	Writing	Sentence Writing	a) Build a sentence from given words in mother tongue b) Write a complete simple sentence c) Express ideas in writing	How do we build a complete sentence in our language?	Arrange word cards into sentences; copy then write own; share with partner	Word cards, lined books, pictures	Written test, peer assessment
8	2	Writing	Sentence Writing	a) Write three sentences about own family b) Use capital letters and full stops c) Take pride in heritage	What can you write about your family in your mother tongue?	Brainstorm ideas; teacher models; learners write three sentences	Lined books, family photo, picture prompts	Written test, peer assessment
8	3	Writing	Sentence Writing	a) Describe a picture in three sentences b) Use simple descriptive words c) Build creativity	How do we describe what we see in our language?	Look at picture; discuss; write three sentences; share	Pictures, lined books	Written test, observation
9	1	Language Use	Naming and Action Words	a) Identify naming words in mother tongue b) Identify action words c) Sort vocabulary	What words name things and what words show actions?	Sort word cards: naming vs action; play "name and action" game; speak in pairs	Word cards, picture cards	Oral questions, written test
9	2	Language Use	Naming and Action Words	a) Build sentences with naming + action words b) Use correct word order c) Develop language accuracy	How do we put words together to make sense?	Build sentences from word cards; pair speaking; write three sentences	Word cards, lined books	Written test, observation, peer assessment
9	3	Language Use	Naming and Action Words	a) Use vocabulary in conversations b) Listen and respond appropriately c) Build fluency	How do we hold a short conversation in our language?	Pair role play conversations on familiar topics; teacher models; share	Conversation prompts, picture cards	Oral assessment, observation
10	1	Reading	Songs and Rhymes	a) Recite a community rhyme correctly b) Use rhythm and gestures c) Enjoy heritage	What rhymes do you know in your language?	Learn a community rhyme; recite with movement; pair practice	Rhyme audio, lyrics card	Performance, observation, peer assessment
10	2	Reading	Songs and Rhymes	a) Sing a community song with confidence b) Identify lesson in the song c) Connect to culture	What does the song teach us?	Learn song; perform; discuss meaning; create new verse	Song audio, lyrics, drum or hand-clap	Performance, oral questions

10	3	Reading	Songs and Rhymes	a) Listen to and recite a riddle b) Solve simple riddles c) Develop critical thinking	Can you solve this riddle?	Listen to riddles; pair-solve; create own simple riddles; share	Riddle cards, learner's book	Oral assessment, peer assessment, observation
11	1	Listening & Speaking	Polite Expressions	a) Use polite expressions when speaking elders b) Use respectful tone c) Show respect	How do we speak respectfully to elders in our language?	Listen to a resource person; role play polite conversations; discuss respect	Resource person, audio device, picture cards	Role play, observation, oral assessment
11	2	Listening & Speaking	Polite Expressions	a) Apologise and excuse oneself politely b) Thank others appropriately c) Build social skills	How do we say sorry and thank you in our language?	Pair role play apologising and thanking; share scenarios; class discussion	Picture cards, scenarios	Role play, peer assessment, observation
11	3	Listening & Speaking	Polite Expressions	a) Greet and respond appropriately at different times b) Use age-appropriate greetings c) Apply daily	How do we greet at different times of day?	Practise morning, afternoon, evening greetings; pair role play; share with class	Picture cards, time-of-day chart	Role play, oral questions
12	1	All Strands	Term 2 Revision	a) Recap Term 2 vocabulary b) Demonstrate listening, speaking, reading and writing skills c) Show progress	What have we learned this term?	Recall family, body, food, animal vocabulary; pair activities; class show-and-tell	All Term 2 materials, picture cards	Oral assessment, observation, peer assessment
12	2	All Strands	Term 2 Revision	a) Read a familiar short text b) Write three sentences in mother tongue c) Show readiness for Term 3	How have my mother-tongue skills grown?	Read favourite text; write three sentences; share	Texts, lined books	Oral reading, written test, self-assessment
12	3	All Strands	Term 2 Assessment	a) Demonstrate Term 2 skills b) Apply vocabulary in a short test c) Show confidence	Am I ready for Term 3?	End-of-term assessment; teacher reviews; reflection sheet	Assessment paper, lined books	Written test, observation, self-assessment

