

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 3 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	3
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

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

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 3 ENGLISH LANGUAGE ACTIVITIES.

LESSON PLAN — WEEK 1, LESSON 1

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

SCHOOL	_____
LEARNING AREA	English Language Activities
GRADE	3
TERM	2
WEEK / LESSON	Week 1 Lesson 1
STRAND	LISTENING & SPEAKING
SUB-STRAND	Polite Language
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Use polite expressions b) Apply in greetings c) Show respect
KEY INQUIRY QUESTION(S)	How do polite words show respect?
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 Polite Language by writing the key inquiry question on the board: "How do polite words show respect?". 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 expressions. Display the resources for the lesson (Picture cards, song) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Listen to story. 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 expressions". 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. 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 polite words show respect?" and answer it now using the example you just

	completed. Connect explicitly to the SLO: "Apply in greetings". 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 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.
STEP 4	(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".
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 Polite Language? (2) How would you answer "How do polite words show respect?" 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 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.
REFLECTION ON THE LESSON	_____

LESSON PLAN — WEEK 1, LESSON 2

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

SCHOOL	_____
LEARNING AREA	English Language Activities
GRADE	3
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	LISTENING & SPEAKING
SUB-STRAND	Polite Language
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Apologise sincerely b) Ask politely c) Build social skills
KEY INQUIRY QUESTION(S)	When and how do we apologise?
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, chart

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 Polite Language by writing the key inquiry question on the board: "When and how do we apologise?". 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 apologise sincerely. Display the resources for the lesson (Picture cards, chart) 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: "Apologise sincerely". 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 discussion. 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 and how do we apologise?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Ask 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. Create chart. 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 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: "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 Polite Language? (2) How would you answer "When and how do we apologise?" 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 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.
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 3 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) Use polite expressions b) Apply in greetings c) Show respect	How do polite words show respect?	Listen to story; pair role play; sing magic words song	Picture cards, song	Oral, role play
1	2	Listening & Speaking	Polite Language	a) Apologise sincerely b) Ask politely c) Build social skills	When and how do we apologise?	Pair role play; class discussion; create chart	Picture cards, chart	Role play, peer
1	3	Listening & Speaking	Polite Language	a) Thank others appropriately b) Use respectful tone c) Build habits	How do we say thank you sincerely?	Practise scenarios; pair role play; share	Picture cards	Oral, peer
2	1	Reading	Word Recognition	a) Recognise sight words rapidly b) Read aloud confidently c) Build fluency	What words can you read at sight?	Flash card drill; pair race; word wall	Flash cards, word wall	Oral, observation
2	2	Reading	Word Recognition	a) Read CCVC and CVCC words b) Sound out new words c) Build decoding	How do we sound out longer words?	Sound-blend drills; build words; pair drill	Word cards, learner's book	Oral reading, peer
2	3	Reading	Reading Aloud	a) Read with appropriate pace b) Use punctuation cues c) Build fluency	How can we read so others enjoy?	Teacher models; echo-read; pair drill	Learner's book, audio	Oral reading, peer
3	1	Reading	Reading Comprehension	a) Read a short passage b) Answer literal questions c) Build comprehension	What did the passage say?	Read; answer who/what/where; pair discuss	Passage cards	Written, oral
3	2	Reading	Reading Comprehension	a) Make simple inferences b) Predict what happens next c) Build deeper reading	What might happen next?	Read; pause and predict; share	Storybook	Oral, peer
3	3	Reading	Reading Comprehension	a) Identify main idea b) Recall details c) Build summarising skills	What is the main idea?	Read; identify; pair share	Passage cards, learner book	Written, peer
4	1	Writing	Sentence Writing	a) Write complete sentences b) Use capitals and full stops c) Express ideas	How do we build complete sentences?	Build from word cards; copy; write own; share	Word cards, lined books	Written, peer
4	2	Writing	Sentence Writing	a) Use connecting words (and, but, so) b) Build longer sentences c) Develop variety	How do words join ideas?	Show examples; pair build sentences; share	Connecting word chart, books	Written, oral
4	3	Writing	Paragraph Writing	a) Write 3 sentences on one topic b) Use topic sentence c) Build paragraphing	How do sentences make a paragraph?	Brainstorm; teacher models; learners write	Lined books, prompts	Written, peer

5	1	Language Use	Naming Words	a) Identify common and proper nouns b) Capitalise proper nouns c) Build accuracy	When do we use capital letters for nouns?	Sort cards; pair drill; written practice	Word cards, lined books	Written, oral
5	2	Language Use	Naming Words	a) Use singular and plural correctly b) Apply -s and -es rules c) Build accuracy	How do we make plurals?	Sort 1 vs many; rule drill; song	Word cards, song	Written, peer
5	3	Language Use	Action Words	a) Identify verbs in sentences b) Use in present tense c) Build accuracy	What words show action?	Mime and name; sing action song; underline verbs	Action cards, song	Oral, written
6	1	Listening & Speaking	Pronunciation	a) Pronounce difficult sounds b) Use clear voice c) Build fluency	How do we say words clearly?	Tongue twisters; minimal pairs; pair drill	Audio, mirror	Oral, peer
6	2	Listening & Speaking	Pronunciation	a) Use stress and intonation b) Read with feeling c) Build expression	How does our voice carry meaning?	Read with different emotions; pair coach	Learner's book, audio	Performance, peer
6	3	Listening & Speaking	Reciting Rhymes	a) Recite a longer rhyme b) Use rhythm and movement c) Enjoy poetry	How does a rhyme feel when said well?	Learn rhyme; recite with claps; perform	Rhyme cards, audio	Performance, peer
7	1	Reading	Reading for Information	a) Read a poster or notice b) Find specific details c) Apply daily	What does the notice tell us?	Look at notices; pair scan; create own	Sample notices, art materials	Oral, observation
7	2	Reading	Reading for Information	a) Read a simple recipe or list b) Follow steps c) Build practical reading	How do we follow a recipe?	Read together; mime; create own list	Recipe samples, paper	Oral, peer
7	3	Reading	Reading for Information	a) Read a timetable b) Answer questions about it c) Build scanning	When does class start?	Show class timetable; ask questions; pair quiz	Timetables	Oral, written
8	1	Writing	Writing Stories	a) Plan a short story (start-middle-end) b) Use ideas from own life c) Build creative writing	How do we plan a story?	Story map; pair brainstorm; outline	Story templates, books	Written, peer
8	2	Writing	Writing Stories	a) Draft a 5-sentence story b) Add a title c) Develop narrative	How do we make a complete story?	Use plan; draft; pair share	Lined books	Written, peer
8	3	Writing	Writing Stories	a) Edit own draft b) Add descriptive words c) Build editing skills	How can we make a story better?	Re-read; add adjectives; rewrite neatly	Drafts, pencils	Self-assess, peer
9	1	Language Use	Adjectives	a) Identify describing words b) Use adjectives in sentences c) Build vocabulary	How do we describe things?	List adjectives; pair build sentences; share	Picture cards, chart	Written, peer
9	2	Language Use	Adjectives	a) Compare using -er and -est b) Apply rules c) Build accuracy	How do we compare things?	Sort big/bigger/biggest; pair drill; song	Comparison cards	Written, oral

9	3	Language Use	Question Words	a) Identify who/what/where/when/why/how b) Form questions c) Build inquiry	How do we ask questions?	Question word chart; pair drill; class quiz	Chart, picture prompts	Oral, written
10	1	Reading	Story Reading	a) Read a short story silently b) Identify characters c) Build comprehension	Who is in the story?	Silent reading; pair share; map characters	Storybook	Oral, peer
10	2	Reading	Story Reading	a) Identify events in order b) Retell story c) Build sequencing	What happens first, next, last?	Read; sort events; pair retell	Storybook, event cards	Oral, peer
10	3	Reading	Story Reading	a) Identify lesson in story b) Connect to own life c) Build values	What does the story teach?	Discuss; share examples; create poster	Storybook, art	Oral, peer
11	1	Writing	Letter Writing	a) Write simple friendly letter b) Use correct format c) Build practical writing	How do we write a letter to a friend?	Show format; sample letter; pair write	Sample letters, books	Written, peer
11	2	Writing	Diary Writing	a) Write a diary entry b) Express feelings c) Build self-expression	How do we write about our day?	Brainstorm day; teacher models; write	Lined books	Written, self-assess
11	3	Writing	Editing	a) Re-read own writing b) Mark errors c) Build editing habit	How do we improve our writing?	Re-read; underline errors; rewrite	Drafts, pencils	Self-assess, 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	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Read familiar text b) Write a paragraph c) Show improvement	How have my reading and writing grown?	Read; write paragraph; share	Texts, lined books	Oral reading, written
12	3	All Strands	Term 2 Assessment	a) Demonstrate skills b) Apply rules c) Show readiness	Am I ready for Term 3?	End-of-term assessment; reflection	Assessment paper	Written, self-assessment

