

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 3 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	3
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

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

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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 3 INDIGENOUS LANGUAGES ACTIVITIES.

LESSON PLAN — WEEK 1, LESSON 1

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

SCHOOL	_____
LEARNING AREA	Indigenous Languages Activities
GRADE	3
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 at different times b) Use polite words 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 at different times. 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 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. 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: "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: "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: **Self-Introduction**

SCHOOL	_____
LEARNING AREA	Indigenous Languages Activities
GRADE	3
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	LISTENING & SPEAKING
SUB-STRAND	Self-Introduction
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Say name and age b) Share personal info c) Build confidence
KEY INQUIRY QUESTION(S)	Who are you?
CORE COMPETENCY	Communication and Collaboration; Self-Efficacy; Critical Thinking
VALUES	Respect, Patience, Cooperation
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Citizenship; Communication
LEARNING RESOURCES	Mirror, prompts

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 Self-Introduction by writing the key inquiry question on the board: "Who are 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 say name and age. Display the resources for the lesson (Mirror, prompts) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Pair introductions. 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: "Say name and age". 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. 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 "Who are you?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Share personal info". 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. Class share. 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 Self-Introduction 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 confidence".
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 Self-Introduction? (2) How would you answer "Who are 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.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Self-Introduction 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 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 at different times b) Use polite words c) Show respect	How do we greet in our language?	Listen; pair greetings; song	Audio, picture cards	Oral, role play
1	2	Listening & Speaking	Self-Introduction	a) Say name and age b) Share personal info c) Build confidence	Who are you?	Pair introductions; teacher models; class share	Mirror, prompts	Oral, peer
1	3	Listening & Speaking	Asking Questions	a) Use question words b) Ask polite questions c) Build inquiry	How do we ask politely?	Question word drill; pair role play	Word cards	Oral, peer
2	1	Listening & Speaking	Family	a) Use family vocabulary b) Build sentences c) Show pride	What does your family do?	Pair share family activities; word wall	Photos, word cards	Oral, observation
2	2	Listening & Speaking	Daily Activities	a) Describe daily activities b) Use action words c) Build vocabulary	What do you do daily?	Mime activities; pair name; sing routine song	Action cards, song	Oral, peer
2	3	Listening & Speaking	Weather Words	a) Name weather conditions b) Describe today c) Build vocabulary	What is the weather today?	Show weather pictures; pair describe	Weather pictures	Oral, observation
3	1	Reading	Word Recognition	a) Read short familiar words b) Build sight word bank c) Build fluency	What words can you read?	Match words to pictures; flash card drill	Word and picture cards	Oral, written
3	2	Reading	Word Recognition	a) Read words for foods b) Build sentences "I eat..." c) Connect to life	What foods do we eat?	Match food cards; build sentences	Food pictures	Oral, written
3	3	Reading	Word Recognition	a) Read animal words b) Match animal to sound c) Build vocabulary	What animals do you know?	Match cards; play sound game	Animal cards, audio	Oral, peer
4	1	Reading	Reading Sentences	a) Read short sentences aloud b) Use illustrations c) Build fluency	How do pictures help reading?	Read aloud; match to pictures; pair read	Sentence cards, picture books	Oral, peer
4	2	Reading	Reading Sentences	a) Read with pace b) Pause at full stops c) Build fluency	How does pausing help?	Mark pauses; pair drill	Sentence cards	Oral, peer
4	3	Reading	Reading a Short Paragraph	a) Read paragraph aloud b) Answer simple questions c) Build comprehension	What is it about?	Read; answer; draw scene	Books, art materials	Oral, peer
5	1	Writing	Letter Formation	a) Write letters of mother tongue b) Form between lines c) Develop neat	How do we write neatly?	Trace and copy; pair check	Lined books, pencils	Written, peer

				writing				
5	2	Writing	Copying Words	a) Copy short words b) Maintain spacing c) Take pride	How do we copy neatly?	Copy from board; finger spacing	Lined books, words	Written, peer
5	3	Writing	Writing Names	a) Write own name b) Write family names c) Build identity	How do we write our names?	Watch demo; trace; write; share	Lined books, name cards	Written, observation
6	1	Listening & Speaking	Folk Stories	a) Listen to community story b) Recall events c) Develop listening	What stories do elders tell?	Resource person; listen; discuss	Resource person, props	Oral, observation
6	2	Listening & Speaking	Folk Stories	a) Identify characters b) Describe each c) Develop empathy	Who is in the story?	Discuss characters; act out; draw	Story, art	Oral, peer
6	3	Listening & Speaking	Folk Stories	a) Identify lesson b) Connect to own life c) Build values	What does the story teach?	Discuss; share; create poster	Story, art	Oral, peer
7	1	Writing	Sentence Writing	a) Build sentence from words b) Write complete sentence c) Express ideas	How do we build a sentence?	Arrange word cards; write own; share	Word cards, books	Written, peer
7	2	Writing	Sentence Writing	a) Write 3 sentences about family b) Use capitals c) Take pride	What can you say about family?	Brainstorm; write 3 sentences	Lined books, photo	Written, peer
7	3	Writing	Sentence Writing	a) Describe a picture b) Use descriptive words c) Build creativity	How do we describe what we see?	Look; discuss; write 3 sentences	Pictures, books	Written, observation
8	1	Reading	Songs and Rhymes	a) Recite community rhyme b) Use rhythm c) Enjoy heritage	What rhymes do you know?	Learn rhyme; recite with movement	Rhyme audio	Performance, peer
8	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	Audio, lyrics, drum	Performance, oral
8	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	Riddle cards	Oral, peer
9	1	Listening & Speaking	Polite Expressions	a) Speak respectfully b) Use respectful tone c) Show respect	How do we speak to elders?	Resource person; role play; discuss	Resource person, cards	Role play, observation
9	2	Listening & Speaking	Polite Expressions	a) Apologise politely b) Thank others c) Build social skills	How do we say sorry, thank you?	Pair role play; share scenarios	Picture cards	Role play, peer
9	3	Listening & Speaking	Polite Expressions	a) Greet at different times b) Use appropriate forms c) Apply daily	How do we greet at different times?	Practise; pair role play	Time-of-day chart	Role play, oral
10	1	Reading	Picture Story	a) Tell a story from pictures b) Use sentences c) Build expression	Can you tell this story?	Look at picture sequence; pair tell	Picture story books	Oral, peer

10	2	Reading	Picture Story	a) Predict ending b) Discuss alternative endings c) Build creativity	What might happen next?	Discuss; share predictions	Picture story books	Oral, peer
10	3	Reading	Picture Story	a) Connect story to own life b) Share experience c) Build relevance	Have you experienced this?	Pair share; class discussion	Picture story books	Oral, peer
11	1	Writing	Creative Writing	a) Write own short story b) Use new vocabulary c) Build creativity	Can you write a story?	Brainstorm; teacher models; write	Lined books, prompts	Written, peer
11	2	Writing	Creative Writing	a) Edit own writing b) Improve sentences c) Build editing	How can we make it better?	Re-read; mark errors; rewrite	Drafts, pencils	Self-assess, peer
11	3	Writing	Sharing Stories	a) Read own story to class b) Listen respectfully c) Build community	Whose story did you like?	Take turns; class claps; pair share	Stories	Performance, peer
12	1	All Strands	Term 2 Revision	a) Recap vocabulary b) Show skills c) Show progress	What did we learn?	Recall vocab; pair activities; show-and-tell	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Read familiar text b) Write 3 sentences c) Show readiness	How have skills grown?	Read; write; 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?	Assessment; reflection	Assessment paper	Written, self-assessment

