

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 4 ENGLISH
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	4
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

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

CBC Edu Kenya · cbcedukenya.com

Aligned with KICD Curriculum Designs · Editable Word Document

Not an official MoE/KICD publication

CBC Edu Kenya · cbcedukenya.com · Aligned with KICD Curriculum Designs

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 4 ENGLISH.

LESSON PLAN — WEEK 1, LESSON 1

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

SCHOOL	_____
LEARNING AREA	English
GRADE	4
TERM	2
WEEK / LESSON	Week 1 Lesson 1
STRAND	LISTENING & SPEAKING
SUB-STRAND	Pronunciation
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Pronounce vowel sounds clearly b) Distinguish similar sounds c) Build clear speech
KEY INQUIRY QUESTION(S)	How do we say words clearly?
CORE COMPETENCY	Communication and Collaboration; Self-Efficacy; Critical Thinking
VALUES	Respect, Patience, Cooperation
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Citizenship; Communication
LEARNING RESOURCES	Audio, mirror

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 Pronunciation by writing the key inquiry question on the board: "How do we say words clearly?". 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 pronounce vowel sounds clearly. Display the resources for the lesson (Audio, mirror) 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: "Pronounce vowel sounds clearly". 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. Tongue twisters. 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 say words clearly?" and answer it now using the example you just

	completed. Connect explicitly to the SLO: "Distinguish similar sounds". 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. Pair drill. 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 Pronunciation 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 clear speech".
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 Pronunciation? (2) How would you answer "How do we say words clearly?" 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 Pronunciation 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: **Stress and Intonation**

SCHOOL	_____
LEARNING AREA	English
GRADE	4
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	LISTENING & SPEAKING
SUB-STRAND	Stress and Intonation
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Use stress in sentences b) Use intonation c) Build expression
KEY INQUIRY QUESTION(S)	How does our voice carry meaning?
CORE COMPETENCY	Communication and Collaboration; Self-Efficacy; Critical Thinking
VALUES	Respect, Patience, Cooperation
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Citizenship; Communication
LEARNING RESOURCES	Audio, learner book

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 Stress and Intonation by writing the key inquiry question on the board: "How does our voice carry meaning?". 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 stress in sentences. Display the resources for the lesson (Audio, learner book) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Demonstrate. 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 stress in sentences". 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 coach. 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 does our voice carry meaning?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Use intonation". 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. Record. 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 Stress and Intonation 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 expression".
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 Stress and Intonation? (2) How would you answer "How does our voice carry meaning?" 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 Stress and Intonation 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

cbcedukenya.com · M-Pesa accepted · Instant download

SECTION B: SCHEME OF WORK — GRADE 4 ENGLISH 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	Pronunciation	a) Pronounce vowel sounds clearly b) Distinguish similar sounds c) Build clear speech	How do we say words clearly?	Listen; tongue twisters; pair drill	Audio, mirror	Oral, peer
1	2	Listening & Speaking	Stress and Intonation	a) Use stress in sentences b) Use intonation c) Build expression	How does our voice carry meaning?	Demonstrate; pair coach; record	Audio, learner book	Oral, peer
1	3	Listening & Speaking	Polite Conversations	a) Hold polite conversations b) Use appropriate tone c) Build social skills	How do we converse politely?	Pair role play; class share	Picture cards	Role play, peer
2	1	Reading	Reading Aloud	a) Read with appropriate pace b) Use punctuation cues c) Build fluency	How do we read so others enjoy?	Echo-read; pair drill; record	Learner book, audio	Oral, peer
2	2	Reading	Comprehension	a) Read a passage b) Answer literal questions c) Build comprehension	What did the passage say?	Read; pair answer; class discuss	Passages, learner book	Written, oral
2	3	Reading	Inference	a) Make simple inferences b) Justify answers c) Build deeper reading	What does the writer mean but not say?	Read; pair infer; share	Passages	Oral, peer
3	1	Reading	Vocabulary in Context	a) Use context clues b) Build vocabulary c) Verify with dictionary	How do we work out new words?	Underline new words; pair use context	Passages, dictionary	Written, peer
3	2	Reading	Reading for Information	a) Read notices and lists b) Find specific details c) Apply	What does the notice tell us?	Show notices; pair scan; create own	Sample notices	Oral, written
3	3	Reading	Story Reading	a) Read short story silently b) Identify characters and events c) Build comprehension	What happens in the story?	Silent reading; pair retell; map characters	Storybook	Oral, peer
4	1	Writing	Sentence Writing	a) Write complete sentences b) Use connecting words c) Express ideas	How do we connect ideas in sentences?	Connecting word chart; pair build sentences	Charts, lined books	Written, peer
4	2	Writing	Paragraph Writing	a) Write topic sentence b) Develop with details c) Build paragraphing	How do we develop a paragraph?	Show structure; teacher models; learners write	Lined books, prompts	Written, peer
4	3	Writing	Composition Planning	a) Plan composition with mind map b) Order ideas c) Build planning habit	How do we plan before writing?	Mind map; pair plan; share	Mind map templates	Written, peer
5	1	Writing	Composition — Drafting	a) Write 100-150 word composition b) Use plan	How do we turn a plan into a	Use plan; draft; pair share	Plans, lined books	Written, peer

				c) Build composition skills	draft?			
5	2	Writing	Composition — Editing	a) Edit own draft b) Fix grammar and spelling c) Build editing	How do we improve our writing?	Re-read; mark errors; rewrite	Drafts, pencils	Self-assess, peer
5	3	Writing	Functional Writing — Letters	a) Write friendly letter b) Use correct format c) Build practical writing	How do we write a friendly letter?	Show format; sample; pair write	Sample letters, books	Written, peer
6	1	Language Use	Tenses	a) Identify simple tenses b) Use accurately c) Build accuracy	How do tenses show time?	Tense chart; worked examples; pair drill	Charts, exercise book	Written, oral
6	2	Language Use	Subject-Verb Agreement	a) Apply agreement rules b) Identify errors c) Build accuracy	When do we use is vs are?	Worked examples; pair drill	Examples, exercise book	Written, peer
6	3	Language Use	Adjectives and Adverbs	a) Identify adjectives b) Identify adverbs c) Use accurately	How do we describe nouns and verbs?	Examples; pair classify	Word cards, examples	Written, peer
7	1	Language Use	Prepositions	a) Use prepositions accurately b) Apply in writing c) Build accuracy	When do we use in, on, at?	Examples; pair drill	Examples, exercise book	Written, peer
7	2	Language Use	Pronouns	a) Identify pronouns b) Use accurately c) Build accuracy	How do pronouns replace nouns?	Sort cards; pair drill	Word cards	Written, oral
7	3	Language Use	Question Formation	a) Form questions correctly b) Use question words c) Build inquiry	How do we form correct questions?	Practise; pair drill	Question word chart	Written, oral
8	1	Reading	Literature — Short Story	a) Read a short story b) Identify theme c) Build appreciation	What is the story about?	Read; discuss theme; pair share	Storybook	Oral, peer
8	2	Reading	Literature — Poetry	a) Read a poem b) Identify rhyme/rhythm c) Build appreciation	How does poetry sound different?	Read; recite; pair discuss	Poetry book	Performance, oral
8	3	Reading	Literature — Setbook	a) Read assigned chapters b) Discuss characters c) Build understanding	Who is in our setbook?	Read; pair discuss; class chart	Setbook	Oral, peer
9	1	Writing	Creative Writing	a) Write a short story b) Use vivid description c) Build creativity	How do we tell a memorable story?	Plot map; draft; share	Lined books, prompts	Written, peer
9	2	Writing	Functional Writing — Diary	a) Write diary entry b) Express feelings c) Build self-expression	How do we write about our day?	Brainstorm; teacher models; write	Lined books	Written, self-assess
9	3	Writing	Editing for Publication	a) Final-edit a piece b) Format neatly c) Build polish	How do we make writing publication-ready?	Edit; format; display	Drafts, finished work	Self-assess, peer
10	1	Listening & Speaking	Group Discussion	a) Participate in groups b) Listen to others c) Build	How do we discuss as a	Group on a topic; rotate speakers	Topics	Observation, peer

				collaboration	group?			
10	2	Listening & Speaking	Storytelling	a) Tell a story aloud b) Use voice and gesture c) Build expression	How do we tell stories?	Pair stories; class share	Story prompts	Performance, peer
10	3	Listening & Speaking	Recitation	a) Recite a poem b) Use rhythm c) Enjoy poetry	How do we recite well?	Learn poem; recite with movement	Poems, audio	Performance, peer
11	1	Reading	Mixed Comprehension	a) Practise mixed passages b) Manage time c) Build exam readiness	Am I ready for comprehension?	Past papers; pair mark	Past papers	Written, peer
11	2	Writing	Composition Practice	a) Plan and write composition b) Use varied sentences c) Build exam readiness	Am I ready for composition?	Timed composition; pair mark	Past papers, books	Written, peer
11	3	Language Use	Grammar Practice	a) Practise grammar drills b) Apply rules c) Build accuracy	Am I solid on grammar?	Mixed drills; pair mark	Past papers	Written, oral
12	1	All Strands	Term 2 Revision	a) Recap Term 2 b) Show progress c) Build readiness	What did we learn?	Pair quiz; class game; share	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply learning b) Show practical skills c) Self-assess	How do we use this?	Practical tasks; share	Materials	Observation, oral
12	3	All Strands	Term 2 Assessment	a) Demonstrate skills b) Reflect c) Build readiness	Am I ready for Term 3?	Assessment; reflection	Assessment paper	Written, self-assessment

