

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 4 KISWAHILI
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. Kiswahili Daraja la 4 Curriculum Design (KICD)
2. Kitabu cha Mwanafunzi Kiswahili Daraja la 4
3. Kitabu cha Mwalimu
4. MTP Kiswahili Daraja la 4

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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 KISWAHILI.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **KUSIKILIZA & KUZUNGUMZA** | Sub-Strand: **Salamu**

SCHOOL	_____
LEARNING AREA	Kiswahili
GRADE	4
TERM	2
WEEK / LESSON	Week 1 Lesson 1
STRAND	KUSIKILIZA & KUZUNGUMZA
SUB-STRAND	Salamu
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Salamu kulingana na wakati b) Tumia heshima c) Jenga ujasiri
KEY INQUIRY QUESTION(S)	Tunasalimianaje?
CORE COMPETENCY	Mawasiliano na Ushirikiano; Ufanisi; Ufikiri wa Kina
VALUES	Heshima, Subira, Ushirikiano
PERTINENT & CONTEMPORARY ISSUES (PCI)	Stadi za Maisha; Uraia; Mawasiliano
LEARNING RESOURCES	Picha, wimbo

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 Salamu by writing the key inquiry question on the board: "Tunasalimianaje?". 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 salamu kulingana na wakati. Display the resources for the lesson (Picha, wimbo) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Sikiliza. 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: "Salamu kulingana na wakati". 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. Igiza kwa wawili. 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 "Tunasalimianaje?" and answer it now using the example you just completed.

	Connect explicitly to the SLO: "Tumia heshima". 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. Wimbo. 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 Salamu 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: "Jenga ujasiri".
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 Salamu? (2) How would you answer "Tunasalimianaje?" 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 Salamu 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: KUSIKILIZA & KUZUNGUMZA | Sub-Strand: Mahojiano

SCHOOL	_____
LEARNING AREA	Kiswahili
GRADE	4
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	KUSIKILIZA & KUZUNGUMZA
SUB-STRAND	Mahojiano
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Uliza maswali ya wazi b) Jibu kwa makini c) Jenga ufanisi
KEY INQUIRY QUESTION(S)	Tunaulizaje maswali?
CORE COMPETENCY	Mawasiliano na Ushirikiano; Ufanisi; Ufikiri wa Kina
VALUES	Heshima, Subira, Ushirikiano
PERTINENT & CONTEMPORARY ISSUES (PCI)	Stadi za Maisha; Uraia; Mawasiliano
LEARNING RESOURCES	Picha

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 Mahojiano by writing the key inquiry question on the board: "Tunaulizaje maswali?". 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 uliza maswali ya wazi. Display the resources for the lesson (Picha) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Wenza wahojiane. 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: "Uliza maswali ya wazi". 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. Darasa lishiriki. 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 "Tunaulizaje maswali?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Jibu kwa makini". 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. practise Mahojiano 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.
STEP 4	(7 min) Independent application and formative assessment. apply Mahojiano 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: "Jenga ufanisi".
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 Mahojiano? (2) How would you answer "Tunaulizaje maswali?" 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 Mahojiano 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.

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SECTION B: SCHEME OF WORK — GRADE 4 KISWAHILI 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	Kusikiliza & Kuzungumza	Salamu	a) Salamu kulingana na wakati b) Tumia heshima c) Jenga ujasiri	Tunasalimianaje?	Sikiliza; igiza kwa wawili; wimbo	Picha, wimbo	Mdomo, igizo
1	2	Kusikiliza & Kuzungumza	Mahojiano	a) Uliza maswali ya wazi b) Jibu kwa makini c) Jenga ufanisi	Tunaulizaje maswali?	Wenza wahojiane; darasa lishiriki	Picha	Mdomo, igizo
1	3	Kusikiliza & Kuzungumza	Hadithi za Kuvutia	a) Sikiliza kwa makini b) Eleza hadithi c) Jenga usemi	Hadithi inahusu nini?	Sikiliza; eleza kwa wawili	Hadithi	Mdomo, tathmini
2	1	Kusoma	Ufahamu	a) Soma kifungu b) Jibu maswali c) Jenga ufahamu	Kifungu kinasema nini?	Soma; jibu; jadili	Vifungu	Maandishi, mdomo
2	2	Kusoma	Msamiaji	a) Tambua msamiaji mpya b) Tumia katika sentensi c) Jenga lugha	Maneno mapya yana maana gani?	Pigia mstari; tumia katika sentensi	Vifungu, kamusi	Maandishi, tathmini
2	3	Kusoma	Mashairi	a) Soma shairi b) Tambua mhuri c) Furahia ushairi	Shairi linahusu nani?	Soma; karibia; jadili	Mashairi	Mdomo, tathmini
3	1	Kusoma	Hadithi za Watoto	a) Soma kwa makini b) Tambua wahusika c) Jenga ufahamu	Wahusika ni nani?	Soma; chora ramani ya wahusika	Vitabu vya hadithi	Mdomo, tathmini
3	2	Kusoma	Hadithi za Watoto	a) Tambua maudhui b) Toa ushahidi c) Jenga uchambuzi	Hadithi inafundisha nini?	Jadili; nukuu	Vitabu	Maandishi, tathmini
3	3	Kusoma	Kusoma kwa Sauti	a) Soma kwa kasi inayofaa b) Tumia toni c) Jenga ufasaha	Tunasomaje vizuri?	Igiza; mafunzo ya wenza	Vitabu, sauti	Mdomo, tathmini
4	1	Kuandika	Sentensi	a) Andika sentensi kamili b) Tumia herufi kubwa na nukta c) Eleza mawazo	Tunajengaje sentensi?	Tumia kadi za maneno; andika	Kadi, vitabu	Maandishi, tathmini
4	2	Kuandika	Aya	a) Andika aya yenye mpangilio b) Tumia kiunganishi c) Jenga uandishi	Tunajengaje aya?	Eleza muundo; andika	Vitabu, mifano	Maandishi, tathmini
4	3	Kuandika	Insha — Mpango	a) Panga insha b) Tumia ramani ya akili c) Jenga upangaji	Tunaipangaje insha?	Ramani; panga kwa wawili	Vyolezo	Maandishi, tathmini
5	1	Kuandika	Insha — Hati	a) Andika maneno 100-150 b) Tumia mpango c) Jenga uandishi	Tunaiandikaje insha?	Tumia mpango; andika	Mipango, vitabu	Maandishi, tathmini
5	2	Kuandika	Insha — Kurekebisha	a) Soma tena b) Sahihisha c) Jenga uhariri	Tunafanyaje insha iwe nzuri?	Soma tena; weka alama makosa	Hati, penseli	Tathmini binafsi

5	3	Kuandika	Barua	a) Andika barua ya rafiki b) Tumia muundo c) Jenga ujuzi	Tunaandikaje barua?	Onyesha muundo; andika kwa wawili	Mifano	Maandishi, tathmini
6	1	Sarufi	Vitenzi	a) Tambua vitenzi b) Tumia kwa usahihi c) Jenga lugha	Vitenzi vinaonyesha nini?	Mifano; mazoezi kwa wawili	Mifano, vitabu	Maandishi, mdomo
6	2	Sarufi	Nyakati	a) Tambua nyakati b) Tumia kwa usahihi c) Jenga ufanisi	Nyakati zinaonyeshaje wakati?	Chati; mazoezi	Chati	Maandishi, tathmini
6	3	Sarufi	Nomino	a) Tambua nomino c) Tumia katika sentensi c) Jenga ufanisi	Nomino ni nini?	Mifano; ainisha	Kadi	Maandishi, tathmini
7	1	Sarufi	Vivumishi	a) Tambua vivumishi b) Eleza nomino c) Jenga lugha	Tunavyozungumza kuhusu vitu?	Mifano; mazoezi	Kadi	Maandishi, tathmini
7	2	Sarufi	Vihusishi	a) Tambua vihusishi b) Tumia kwa usahihi c) Jenga ufanisi	Tunatumia "katika", "ndani ya" lini?	Mifano; mazoezi	Mifano	Maandishi, tathmini
7	3	Sarufi	Sentensi za Maswali	a) Andika sentensi za maswali b) Tumia alama ya kuuliza c) Jenga uchunguzi	Tunaulizaje vyema?	Mazoezi; mdomo	Mifano	Maandishi, mdomo
8	1	Kusoma	Fasihi — Hadithi Fupi	a) Soma hadithi fupi b) Tambua maudhui c) Jenga ufurahi	Hadithi inahusu nini?	Soma; jadili maudhui	Vitabu	Mdomo, tathmini
8	2	Kusoma	Fasihi — Mashairi	a) Soma shairi b) Tambua kanuni za ushairi c) Jenga ufurahi	Shairi linafanya nini?	Soma; karibia; igiza	Diwani	Utendaji, mdomo
8	3	Kusoma	Fasihi — Methali	a) Tambua methali b) Eleza maana c) Jenga utamaduni	Methali zinatufundisha nini?	Mkusanyiko; jadili	Methali, mifano	Mdomo, tathmini
9	1	Kuandika	Kibunifu	a) Andika hadithi fupi b) Tumia maelezo c) Jenga ubunifu	Tunaiandikaje hadithi?	Mpango; andika; shiriki	Vitabu, mada	Maandishi, tathmini
9	2	Kuandika	Diary	a) Andika kuingia kwa diary b) Eleza siku c) Jenga utajiri	Tunaiandikaje siku yetu?	Onyesha; andika	Vitabu	Maandishi, tathmini binafsi
9	3	Kuandika	Uhariri	a) Soma tena uandishi b) Sahihisha makosa c) Jenga ujuzi	Tunafanyaje iwe nzuri zaidi?	Soma tena; weka alama; andika upya	Hati, penseli	Tathmini binafsi
10	1	Kusikiliza & Kuzungumza	Mijadala	a) Shiriki mjadala b) Sikiliza kwa makini c) Jenga ushirikiano	Tunajadiliana vipi?	Vikundi; zungusha wasemaji	Mada	Uchunguzi, tathmini
10	2	Kusikiliza & Kuzungumza	Hadithi za Mdomo	a) Eleza hadithi mdomo b) Tumia sauti c) Jenga ufurahi	Tunaeleza hadithi vipi?	Hadithi za wawili; shiriki darasa	Mada	Utendaji, tathmini

10	3	Kusikiliza & Kuzungumza	Mashairi ya Kukariri	a) Kariri shairi b) Tumia mhuri c) Furahia ushairi	Tunakaririje vyema?	Jifunze shairi; igiza	Mashairi, sauti	Utendaji, tathmini
11	1	Kusoma	Mazoezi ya Ufahamu	a) Mazoezi ya vifungu mchanganyiko b) Simamia muda c) Jenga utayarifu	Niko tayari?	Karatasi za zamani; sahihisha	Karatasi	Maandishi, tathmini
11	2	Kuandika	Mazoezi ya Insha	a) Panga na andika insha b) Tumia sentensi tofauti c) Jenga utayarifu	Niko tayari kwa insha?	Insha ya muda; sahihisha	Karatasi, vitabu	Maandishi, tathmini
11	3	Sarufi	Mazoezi ya Sarufi	a) Mazoezi ya sarufi b) Tumia kanuni c) Jenga usahihi	Niko imara katika sarufi?	Mitihani; sahihisha	Karatasi	Maandishi, mdomo
12	1	Mafunzo Yote	Marejeo ya Muhula 2	a) Pitia muhula 2 b) Onyesha maendeleo c) Jenga utayarifu	Tulijifunza nini?	Mazungumzo; mchezo wa darasa	Mafunzo	Mdomo, tathmini
12	2	Mafunzo Yote	Marejeo ya Muhula 2	a) Tumia mafunzo b) Onyesha ujuzi c) Jitathmini	Tunatumiaje mafunzo?	Kazi za vitendo; shiriki	Mafunzo	Uchunguzi, mdomo
12	3	Mafunzo Yote	Tathmini ya Muhula 2	a) Onyesha ujuzi b) Tafakari c) Jenga utayarifu	Niko tayari muhula 3?	Tathmini ya mwisho; tafakari	Karatasi	Maandishi, tathmini binafsi

