

REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 5 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](https://cbcedukenya.com) — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	5
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. English Grade 5 Curriculum Design (KICD)
2. Approved English Grade 5 Learner's Book
3. Approved Teacher's Guide
4. MTP English Grade 5

CBC Edu Kenya · [cbcedukenya.com](https://cbcedukenya.com)

Aligned with KICD Curriculum Designs · Editable Word Document

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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 5 ENGLISH.

### LESSON PLAN — WEEK 1, LESSON 1

Strand: **LISTENING & SPEAKING** | Sub-Strand: **Public Speaking**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	English
<b>GRADE</b>	5
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 1
<b>STRAND</b>	LISTENING & SPEAKING
<b>SUB-STRAND</b>	Public Speaking
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Deliver short speech b) Project voice c) Build confidence
<b>KEY INQUIRY QUESTION(S)</b>	How hold an audience?
<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>	Sample speeches

#### 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 Public Speaking by writing the key inquiry question on the board: "How hold an audience?". 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 deliver short speech. Display the resources for the lesson (Sample speeches) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Models. 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: "Deliver short speech". 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. Pair prepare. 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 hold an audience?" and answer it now using the example you just completed.

	Connect explicitly to the SLO: "Project voice". 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. Deliver. 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 Public Speaking 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".
<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 Public Speaking? (2) How would you answer "How hold an audience?" 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 Public Speaking 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>	_____

## LESSON PLAN — WEEK 1, LESSON 2

Strand: **LISTENING & SPEAKING** | Sub-Strand: **Stress and Intonation**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	English
<b>GRADE</b>	5
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 2
<b>STRAND</b>	LISTENING & SPEAKING
<b>SUB-STRAND</b>	Stress and Intonation
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Use stress correctly b) Use intonation c) Build expression
<b>KEY INQUIRY QUESTION(S)</b>	How does voice carry meaning?
<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>	Audio

### 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 Stress and Intonation by writing the key inquiry question on the board: "How does 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 correctly. Display the resources for the lesson (Audio) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Practise. 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 correctly". 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. 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 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.
<b>STEP 3</b>	(8 min) Guided practice in pairs or small groups. practise Stress and Intonation 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 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".
<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 Stress and Intonation? (2) How would you answer "How does 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.
<b>EXTENDED ACTIVITIES</b>	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.
<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 5 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	Public Speaking	a) Deliver short speech b) Project voice c) Build confidence	How hold an audience?	Models; pair prepare; deliver	Sample speeches	Performance, peer
1	2	Listening & Speaking	Stress and Intonation	a) Use stress correctly b) Use intonation c) Build expression	How does voice carry meaning?	Practise; pair coach	Audio	Oral, peer
1	3	Listening & Speaking	Group Discussion	a) Contribute meaningfully b) Listen actively c) Build collaboration	How do good speakers listen?	Group on topic; rotate speakers	Topics	Observation, peer
2	1	Reading	Fluency	a) Read at appropriate pace b) Use punctuation cues c) Build fluency	How read fluently?	Echo-read; pair drill	Books, audio	Oral, peer
2	2	Reading	Comprehension — Literal	a) Answer literal questions b) Find evidence c) Build comprehension	What did the passage say?	Read; pair answer	Passages	Written, oral
2	3	Reading	Comprehension — Inference	a) Make inferences b) Justify c) Build deeper reading	What does writer mean?	Read; pair infer	Passages	Oral, peer
3	1	Reading	Vocabulary	a) Use context clues b) Build vocabulary c) Verify with dictionary	How work out new words?	Underline; pair use context	Dictionary	Written, peer
3	2	Reading	Reading for Information	a) Read posters/notices b) Find details c) Apply	What does the notice say?	Show notices; pair scan	Sample notices	Oral, written
3	3	Reading	Story Reading	a) Read short story b) Identify elements c) Build comprehension	What happens in the story?	Silent reading; pair retell	Storybook	Oral, peer
4	1	Writing	Sentence Structure	a) Write complex sentences b) Use connecting words c) Build variety	How connect ideas?	Connecting word chart; pair build	Charts, books	Written, peer
4	2	Writing	Paragraph Writing	a) Topic sentence b) Develop with details c) Build paragraphing	How develop a paragraph?	Show structure; teacher models	Books, prompts	Written, peer
4	3	Writing	Composition Planning	a) Plan with mind map b) Order ideas c) Build planning	How plan before writing?	Mind map; pair plan	Templates	Written, peer
5	1	Writing	Composition — Drafting	a) Write 150-200 words b) Use plan c) Build composition	How turn plan to draft?	Use plan; draft	Plans, books	Written, peer

5	2	Writing	Composition — Editing	a) Edit own draft b) Fix grammar c) Build editing	How improve writing?	Re-read; mark errors	Drafts	Self-assess, peer
5	3	Writing	Functional — Letters	a) Write friendly letter b) Use format c) Apply	How write letter?	Show format; pair write	Sample letters	Written, peer
6	1	Language Use	Tenses	a) Use simple tenses accurately b) Apply c) Build accuracy	How tenses show time?	Tense chart; pair drill	Charts	Written, oral
6	2	Language Use	Subject-Verb Agreement	a) Apply rules b) Identify errors c) Build accuracy	When use is/are?	Examples; pair drill	Examples	Written, peer
6	3	Language Use	Direct/Indirect Speech	a) Convert direct to indirect c) Apply rules c) Build technique	How report speech?	Rules with examples	Examples	Written, peer
7	1	Language Use	Active/Passive Voice	a) Identify active vs passive b) Convert c) Apply	When use passive?	Compare; convert	Examples	Written, peer
7	2	Language Use	Conditional Sentences	a) Identify types b) Use accurately c) Build sentence variety	What is conditional sentence?	Three types; examples	Examples	Written, oral
7	3	Language Use	Pronouns	a) Use accurately b) Avoid ambiguity c) Apply	How replace nouns?	Sort cards; pair drill	Word cards	Written, oral
8	1	Reading	Literature — Short Story	a) Identify theme b) Cite evidence c) Build appreciation	What is the story's theme?	Read; discuss; pair share	Storybook	Oral, peer
8	2	Reading	Literature — Poetry	a) Identify rhyme/rhythm b) Discuss meaning c) Build appreciation	How does poetry sound?	Read; recite; 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	Setbook	Oral, peer
9	1	Writing	Creative Writing	a) Write short story b) Use vivid description c) Build creativity	How tell memorable story?	Plot map; draft; share	Books, prompts	Written, peer
9	2	Writing	Functional — Diary	a) Write diary entry b) Express feelings c) Build self-expression	How write about day?	Brainstorm; teacher models	Books	Written, self-assess
9	3	Writing	Editing for Publication	a) Final-edit b) Format neatly c) Build polish	How polish writing?	Edit; format; display	Drafts	Self-assess, peer
10	1	Listening & Speaking	Group Discussion	a) Participate b) Listen c) Build collaboration	How discuss as group?	Group on topic; rotate speakers	Topics	Observation, peer
10	2	Listening & Speaking	Storytelling	a) Tell story aloud b) Use voice c) Build expression	How tell stories?	Pair stories; class share	Story prompts	Performance, peer
10	3	Listening & Speaking	Recitation	a) Recite poem b) Use rhythm c) Enjoy poetry	How recite well?	Learn; recite with movement	Poems	Performance, peer
11	1	Reading	Mixed Comprehens	a) Practise mixed b) Manage time c) Build	Am I ready?	Past papers; pair mark	Past papers	Written, peer

			ion	readiness				
11	2	Writing	Composition Practice	a) Plan and write b) Use varied sentences c) Build readiness	Am I ready?	Timed composition; pair mark	Past papers, books	Written, peer
11	3	Language Use	Grammar Practice	a) Practise drills b) Apply rules c) Build accuracy	Am I solid?	Mixed drills; pair mark	Past papers	Written, oral
12	1	All Strands	Term 2 Revision	a) Recap b) Show progress c) Build readiness	What did we learn?	Pair quiz; share	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply learning b) Show skills c) Self-assess	How use this?	Practical tasks	Materials	Observation, oral
12	3	All Strands	Term 2 Assessment	a) Demonstrate skills b) Reflect c) Build readiness	Am I ready?	Assessment; reflection	Assessment paper	Written, self-assessment

