

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 5 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	5
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Kiswahili Daraja la 5 Curriculum Design (KICD)
2. Kitabu cha Mwanafunzi
3. Kitabu cha Mwalimu
4. MTP Kiswahili Daraja la 5

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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 KISWAHILI.

LESSON PLAN — WEEK 1, LESSON 1

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

SCHOOL	_____
LEARNING AREA	Kiswahili
GRADE	5
TERM	2
WEEK / LESSON	Week 1 Lesson 1
STRAND	KUSIKILIZA & KUZUNGUMZA
SUB-STRAND	Hotuba
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Toa hotuba fupi b) Tumia sauti vyema c) Jenga ujasiri
KEY INQUIRY QUESTION(S)	Tunavutaje wasikilizaji?
CORE COMPETENCY	Mawasiliano na Ushirikiano; Ufanisi; Ufikiri wa Kina
VALUES	Heshima, Subira, Ushirikiano
PERTINENT & CONTEMPORARY ISSUES (PCI)	Stadi za Maisha; Uraia; Mawasiliano
LEARNING RESOURCES	Mifano

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 Hotuba by writing the key inquiry question on the board: "Tunavutaje wasikilizaji?". 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 toa hotuba fupi. Display the resources for the lesson (Mifano) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Mifano. 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: "Toa hotuba fupi". 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. 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 "Tunavutaje wasikilizaji?" and answer it now using the example you just completed.

	Connect explicitly to the SLO: "Tumia sauti vyema". 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 Hotuba 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 Hotuba 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 Hotuba? (2) How would you answer "Tunavutaje wasikilizaji?" 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 Hotuba 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	5
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 c) Jenga mawasiliano
KEY INQUIRY QUESTION(S)	Tunaulizaje vyema?
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 vyema?". 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. explain the key idea of Mahojiano with one clear example. 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 vyema?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Jibu". 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 mawasiliano".
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 vyema?" 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	<hr/>

— 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 5 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	Hotuba	a) Toa hotuba fupi b) Tumia sauti vyema c) Jenga ujasiri	Tunavutaje wasikilizaji?	Mifano; igiza	Mifano	Utendaji, tathmini
1	2	Kusikiliza & Kuzungumza	Mahojiano	a) Uliza maswali ya wazi b) Jibu c) Jenga mawasiliano	Tunaulizaje vyema?	Wenza wahojiane	Picha	Mdomo, igizo
1	3	Kusikiliza & Kuzungumza	Mijadala	a) Toa hoja b) Sikiliza c) Jenga ushirikiano	Tunajadiliana vipi?	Mada za mijadala	Mada	Uchunguzi, tathmini
2	1	Kusoma	Ufahamu — Wazi	a) Soma kifungu b) Jibu maswali c) Jenga ufahamu	Kifungu kinasema nini?	Soma; jibu; jadili	Vifungu	Maandishi, mdomo
2	2	Kusoma	Ufahamu — Maana ya Ndani	a) Tambua maana ya ndani b) Toa ushahidi c) Jenga usomaji	Mwandishi anamaanisha nini?	Soma; jadili kwa wawili	Vifungu	Mdomo, tathmini
2	3	Kusoma	Msamiati	a) Tumia mazingira ya maneno b) Jenga msamiati c) Tumia kamusi	Tunaelewaje maneno mageni?	Pigia mstari; tumia muktadha	Vifungu, kamusi	Maandishi, tathmini
3	1	Kusoma	Mashairi	a) Soma shairi b) Tambua kanuni c) Furahia ushairi	Shairi linafanya nini?	Soma; karibia; jadili	Diwani	Utendaji, mdomo
3	2	Kusoma	Hadithi za Watoto	a) Soma kwa makini b) Tambua wahusika c) Jenga ufahamu	Wahusika ni nani?	Soma; chora ramani	Vitabu	Mdomo, tathmini
3	3	Kusoma	Methali	a) Tambua methali b) Eleza maana c) Jenga utamaduni	Methali zinatufundisha nini?	Mkusanyiko; jadili	Methali	Mdomo, tathmini
4	1	Kuandika	Sentensi Sahihi	a) Tumia kiunganishi b) Jenga sentensi tofauti c) Jenga uandishi	Tunaunganishaje mawazo?	Mifano; mazoezi	Mifano	Maandishi, tathmini
4	2	Kuandika	Aya	a) Andika aya nzima b) Tumia muundo c) Jenga upangaji	Tunajengaje aya?	Eleza muundo; andika	Mifano	Maandishi, tathmini
4	3	Kuandika	Insha — Mpango	a) Panga insha b) Ramani ya akili c) Jenga upangaji	Tunaipangaje insha?	Ramani; panga	Vyolezo	Maandishi, tathmini
5	1	Kuandika	Insha — Hati	a) Andika 150-200 b) Tumia mpango c) Jenga uandishi	Tunaiandikaje?	Tumia mpango; andika	Mipango	Maandishi, tathmini
5	2	Kuandika	Insha — Kurekebisha	a) Soma tena b) Sahihisha c) Jenga uhariri	Tunaboresha vipi?	Soma tena; weka alama	Hati	Tathmini binafsi
5	3	Kuandika	Barua	a) Andika barua b) Tumia muundo c) Apply	Tunaandikaje barua?	Onyesha muundo; andika	Mifano	Maandishi, tathmini

6	1	Sarufi	Vitenzi & Nyakati	a) Tumia nyakati b) Apply c) Jenga ufanisi	Nyakati zinaonyeshaje wakati?	Chati; mazoezi	Chati	Maandishi, mdomo
6	2	Sarufi	Sauti Tendi/Tendwa	a) Tofautisha b) Badilisha c) Apply	Sauti tendwa lini?	Mifano; mazoezi	Mifano	Maandishi, tathmini
6	3	Sarufi	Vivumishi & Vielezi	a) Tambua b) Tumia c) Jenga lugha	Tunavyozungumzaje?	Mifano; mazoezi	Mifano	Maandishi, tathmini
7	1	Sarufi	Usemi	a) Moja kwa moja vs taarifa b) Badilisha c) Apply	Tunariipotije usemi?	Sheria; mifano	Mifano	Maandishi, tathmini
7	2	Sarufi	Sentensi za Masharti	a) Tambua aina b) Tumia c) Apply	Masharti ni nini?	Aina; mifano	Mifano	Maandishi, mdomo
7	3	Sarufi	Vihusishi	a) Tumia kwa usahihi b) Apply c) Jenga lugha	Tumia "katika" lini?	Mifano; mazoezi	Mifano	Maandishi, tathmini
8	1	Kusoma	Fasihi — Hadithi Fupi	a) Tambua maudhui b) Toa ushahidi c) Furahia	Hadithi inahusu nini?	Soma; jadili	Vitabu	Mdomo, tathmini
8	2	Kusoma	Fasihi — Mashairi	a) Soma diwani b) Karibia c) Furahia	Shairi linafanya nini?	Soma; igiza	Diwani	Utendaji, mdomo
8	3	Kusoma	Fasihi — Riwaya Fupi	a) Soma sehemu b) Tambua wahusika c) Apply	Wahusika ni nani?	Soma; jadili	Riwaya	Mdomo, tathmini
9	1	Kuandika	Hadithi	a) Andika hadithi fupi b) Maelezo c) Jenga ubunifu	Tunaiandikaje hadithi?	Mpango; andika	Vitabu	Maandishi, tathmini
9	2	Kuandika	Diary	a) Andika kuingia b) Eleza siku c) Jenga utajiri	Tunaiandikaje siku yetu?	Onyesha; andika	Vitabu	Maandishi, tathmini binafsi
9	3	Kuandika	Uhariri	a) Soma tena b) Sahihisha c) Jenga ujuzi	Tunaboresha vipi?	Soma tena; weka alama	Hati	Tathmini binafsi
10	1	Kusikiliza & Kuzungumza	Hadithi za Mdomo	a) Eleza hadithi b) Tumia sauti c) Jenga ufurahi	Tunaeleza hadithi vipi?	Hadithi za wawili	Mada	Utendaji, tathmini
10	2	Kusikiliza & Kuzungumza	Mashairi ya Kukariri	a) Kariri shairi b) Tumia mhuri c) Furahia	Tunakaririje?	Jifunze; igiza	Mashairi	Utendaji, tathmini
10	3	Kusikiliza & Kuzungumza	Mawasiliano	a) Sikiliza kwa makini b) Eleza c) Jenga ufanisi	Tunasikilizaje vyema?	Sauti; jadili	Sauti	Mdomo, tathmini
11	1	Kusoma	Mazoezi ya Ufahamu	a) Mazoezi ya vifungu b) Simamia muda c) Jenga utayarifu	Niko tayari?	Karatasi za zamani	Karatasi	Maandishi, tathmini
11	2	Kuandika	Mazoezi ya Insha	a) Andika kwa muda b) Tumia mpango c) Jenga utayarifu	Niko tayari?	Insha ya muda	Karatasi	Maandishi, tathmini

11	3	Sarufi	Mazoezi ya Sarufi	a) Mazoezi ya sarufi b) Tumia kanuni c) Jenga usahihi	Niko imara?	Mitihani	Karatasi	Maandishi, mdomo
12	1	Mafunzo Yote	Marejeo	a) Pitia muhula 2 b) Onyesha maendeleo c) Jenga utayarifu	Tulijifunza nini?	Mazungumzo	Mafunzo	Mdomo, tathmini
12	2	Mafunzo Yote	Marejeo	a) Tumia mafunzo b) Onyesha ujuzi c) Jitathmini	Tunatumiaje?	Kazi za vitendo	Mafunzo	Uchunguzi, mdomo
12	3	Mafunzo Yote	Tathmini ya Muhula	a) Onyesha ujuzi b) Tafakari c) Jenga utayarifu	Niko tayari?	Tathmini	Karatasi	Maandishi, tathmini binafsi

