

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 7 KISWAHILI
TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 36 lesson plans.

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TEACHER'S NAME	_____
SCHOOL	_____
GRADE	7
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Kiswahili Daraja la 7 Curriculum Design (KICD)
2. Kitabu cha Mwanafunzi
3. Kitabu cha Mwalimu
4. MTP Kiswahili Daraja la 7

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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 7 KISWAHILI.

LESSON PLAN — WEEK 1, LESSON 1

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

SCHOOL	_____
LEARNING AREA	Kiswahili
GRADE	7
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 b) Sauti vyema c) Ujasiri
KEY INQUIRY QUESTION(S)	Tunavutaje?
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?". 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. 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". 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?" and answer it now using the example you just completed. Connect explicitly to the SLO: "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: "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?" 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: Mijadala

SCHOOL	_____
LEARNING AREA	Kiswahili
GRADE	7
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	KUSIKILIZA & KUZUNGUMZA
SUB-STRAND	Mijadala
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Toa hoja b) Sikiliza c) Ushirikiano
KEY INQUIRY QUESTION(S)	Tunajadiliana?
CORE COMPETENCY	Mawasiliano na Ushirikiano; Ufanisi; Ufikiri wa Kina
VALUES	Heshima, Subira, Ushirikiano
PERTINENT & CONTEMPORARY ISSUES (PCI)	Stadi za Maisha; Uraia; Mawasiliano
LEARNING RESOURCES	Mada

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 Mijadala by writing the key inquiry question on the board: "Tunajadiliana?". 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 hoja. Display the resources for the lesson (Mada) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Vikundi. 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 hoja". 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 Mijadala 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 "Tunajadiliana?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Sikiliza". 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 Mijadala 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 Mijadala 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: "Ushirikiano".
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 Mijadala? (2) How would you answer "Tunajadiliana?" 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 Mijadala 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 7 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 b) Sauti vyema c) Ujasiri	Tunavutaje?	Mifano; igiza	Mifano	Utendaji, tathmini
1	2	Kusikiliza & Kuzungumza	Mijadala	a) Toa hoja b) Sikiliza c) Ushirikiano	Tunajadiliana?	Vikundi	Mada	Uchunguzi, tathmini
1	3	Kusikiliza & Kuzungumza	Mdahalo	a) Hoja zenye ushahidi b) Pinga c) Ufikiri muhimu	Tunajadiliana vyema?	Mdahalo	Mada	Utendaji, tathmini
2	1	Kusoma	Ufahamu	a) Soma kifungu b) Jibu c) Ufahamu	Kifungu kinasema?	Soma; jibu	Vifungu	Maandishi, mdomo
2	2	Kusoma	Maana ya Ndani	a) Maana isiyokuwa wazi b) Tofautisha c) Usumaji wa kina	Mwandishi anamaanisha?	Soma; jadili	Vifungu	Mdomo, tathmini
2	3	Kusoma	Tathmini	a) Kusudi b) Upendeleo c) Ujuzi	Aliandika kwa nini?	Linganisha	Makala	Maandishi, tathmini
3	1	Kusoma	Fasihi	a) Maudhui b) Wahusika c) Apply	Kitabu kinahusu?	Soma; jadili	Kitabu	Mdomo, uchunguzi
3	2	Kusoma	Wahusika	a) Eleza b) Mabadiliko c) Ujuzi	Mhusika hubadilikaje?	Soma; chambua	Kitabu	Maandishi, tathmini
3	3	Kusoma	Maudhui	a) Tambua b) Ushahidi c) Msingi wa insha	Mwandishi anasema?	Tambua; nukuu	Kitabu	Maandishi, mdomo
4	1	Kuandika	Insha — Mpango	a) Panga b) Ramani c) Upangaji	Tunaipangaje?	Ramani	Vyolezo	Maandishi, tathmini
4	2	Kuandika	Insha — Hati	a) Andika b) Aya c) Uandishi	Tunajengaje?	Tumia mpango	Vitabu	Maandishi, tathmini
4	3	Kuandika	Insha — Kurekebisha	a) Soma tena b) Sahihisha c) Uhariri	Tunaboresha?	Soma; weka alama	Hati	Tathmini binafsi
5	1	Kuandika	Hadithi	a) Panga b) Maelezo c) Ubunifu	Tunaandikaje?	Mpango	Vitabu	Maandishi, tathmini
5	2	Kuandika	Mazungumzo	a) Tumia mazungumzo b) Alama c) Apply	Tunatumiaje?	Sheria	Vitabu	Maandishi, tathmini
5	3	Kuandika	Barua	a) Andika rasmi b) Muundo c) Apply	Tunaandikaje?	Onyesha muundo	Mifano	Maandishi, tathmini
6	1	Sarufi	Vitenzi & Nyakati	a) Tumia b) Apply c) Ufanisi	Nyakati zinaonyeshaje?	Chati; mazoezi	Chati	Maandishi, mdomo
6	2	Sarufi	Sauti Tendi/Tend	a) Tofautisha b) Badilisha c) Apply	Sauti tendwa lini?	Mifano	Mifano	Maandishi, tathmini

			wa					
6	3	Sarufi	Usemi	a) Moja kwa moja vs taarifa b) Badilisha c) Apply	Tunaripotije?	Sheria	Mifano	Maandishi, tathmini
7	1	Sarufi	Masharti	a) Aina b) Tumia c) Apply	Masharti ni nini?	Aina	Mifano	Maandishi, mdomo
7	2	Sarufi	Vivumishi	a) Tambua b) Tumia c) Lugha	Tunazungumzaje ?	Mifano	Mifano	Maandishi, tathmini
7	3	Sarufi	Vihusishi	a) Tumia b) Apply c) Lugha	Tumia "katika" lini?	Mifano	Mifano	Maandishi, tathmini
8	1	Kusoma	Fasihi — Sura	a) Chambua b) Mabadiliko c) Usomaji	Sura inahusu?	Soma; jadili	Kitabu	Mdomo, maandishi
8	2	Kusoma	Dondoo	a) Tambua b) Eleza muktadha c) Benki	Dondoo gani?	Tafuta	Kitabu	Maandishi, tathmini
8	3	Kusoma	Mtindo	a) Tambua mbinu b) Eleza athari c) Ufurahi	Mwandishi anatumiaje?	Tafuta	Kitabu	Maandishi, tathmini
9	1	Kuandika	Insha ya Fasihi — Mpango	a) Panga b) Endeleza hoja c) Ushahidi	Tunajibuje?	Panga	Karatasi	Maandishi, tathmini
9	2	Kuandika	Insha ya Fasihi — Hati	a) Andika b) Tumia dondoo c) Mbinu	Tunaandikaje?	Tumia mpango	Vitabu	Maandishi, tathmini
9	3	Kuandika	Mazoezi kwa Wakati	a) Andika kwa muda b) Simamia c) Uvumilivu	Naweza?	Insha ya muda	Vitabu	Maandishi, tathmini
10	1	Kusikiliza & Kuzungumza	Matamshi	a) Tamka b) Mkazo c) Ufasaha	Tunatamkaje?	Sauti	Sauti	Utendaji, tathmini
10	2	Kusikiliza & Kuzungumza	Kusikiliza	a) Sikiliza b) Andika maelezo c) Ufahamu	Tunasikilizaje?	Kifungu cha sauti	Sauti	Maandishi, mdomo
10	3	Kusikiliza & Kuzungumza	Maonyesho	a) Onyesha matokeo b) Visaidizi c) Ujuzi	Tunaonyeshaje?	Pair research	Bango	Utendaji, tathmini
11	1	Marejeo	Ufahamu	a) Karatasi za zamani b) Simamia c) Utayarifu	Niko tayari?	Karatasi	Karatasi	Maandishi, tathmini
11	2	Marejeo	Insha	a) Insha ya muda b) Sentensi tofauti c) Utayarifu	Niko tayari?	Insha ya muda	Karatasi	Maandishi, tathmini
11	3	Marejeo	Sarufi	a) Mazoezi b) Kanuni c) Usahihi	Niko imara?	Mitihani	Karatasi	Maandishi, mdomo
12	1	Marejeo	Mazungumzo ya Darasa	a) Pitia muhula b) Onyesha maendeleo c) Utayarifu	Tulijifunza?	Mazungumzo	Mafunzo	Mdomo, tathmini
12	2	Marejeo	Tumia	a) Tumia b) Onyesha ujuzi	Tunatumiaje?	Kazi za vitendo	Mafunzo	Uchunguzi,

			Mafunzo	c) Jitathmini				mdomo
12	3	Marejeo	Tathmini	a) Onyesha b) Tafakari c) Utayarifu	Niko tayari?	Tathmini	Karatasi	Maandishi, tathmini binafsi

