

REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 8 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](https://cbcedukenya.com) — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	8
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Mtaala wa Kiswahili Daraja la 8 (KICD)
2. Kitabu cha Mwanafunzi cha Kiswahili Daraja la 8 (Kilichoidhinishwa)
3. Mwongozo wa Mwalimu
4. MTP Kiswahili Daraja la 8

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

Aligned with KICD Curriculum Designs · Editable Word Document

Not an official MoE/KICD publication

CBC Edu Kenya · [cbcedukenya.com](https://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 8 KISWAHILI.

### LESSON PLAN — WEEK 1, LESSON 1

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

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Kiswahili
<b>GRADE</b>	8
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 1
<b>STRAND</b>	KUSIKILIZA NA KUZUNGUMZA
<b>SUB-STRAND</b>	Hotuba
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Toa hotuba b) Tumia mkazo c) Jenga ujasiri
<b>KEY INQUIRY QUESTION(S)</b>	Jinsi ya kuvuta hadhira?
<b>CORE COMPETENCY</b>	Mawasiliano na Ushirikiano; Ufanisi; Ufikiri wa Kina
<b>VALUES</b>	Heshima, Subira, Ushirikiano
<b>PERTINENT &amp; CONTEMPORARY ISSUES (PCI)</b>	Stadi za Maisha; Uraia; Mawasiliano
<b>LEARNING RESOURCES</b>	Hotuba

#### 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 Hotuba by writing the key inquiry question on the board: "Jinsi ya kuvuta hadhira?". 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 (Hotuba) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Mfano. 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.
<b>STEP 2</b>	(8 min) Direct teach with a worked example. Toa. 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 "Jinsi ya kuvuta hadhira?" and answer it now using the example you just completed.

	Connect explicitly to the SLO: "Tumia mkazo". 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 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.
<b>STEP 4</b>	(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".
<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 Hotuba? (2) How would you answer "Jinsi ya kuvuta hadhira?" 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 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.
<b>REFLECTION ON THE LESSON</b>	_____

## LESSON PLAN — WEEK 1, LESSON 2

Strand: KUSIKILIZA NA KUZUNGUMZA | Sub-Strand: Mahojiano

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Kiswahili
<b>GRADE</b>	8
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 2
<b>STRAND</b>	KUSIKILIZA NA KUZUNGUMZA
<b>SUB-STRAND</b>	Mahojiano
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Hoji b) Jibu c) Jenga uongozi
<b>KEY INQUIRY QUESTION(S)</b>	Jinsi ya kuhoji?
<b>CORE COMPETENCY</b>	Mawasiliano na Ushirikiano; Ufanisi; Ufikiri wa Kina
<b>VALUES</b>	Heshima, Subira, Ushirikiano
<b>PERTINENT &amp; CONTEMPORARY ISSUES (PCI)</b>	Stadi za Maisha; Uraia; Mawasiliano
<b>LEARNING RESOURCES</b>	Maswali

### 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 Mahojiano by writing the key inquiry question on the board: "Jinsi ya kuhoji?". 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 hoji. Display the resources for the lesson (Maswali) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Igizo. 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: "Hoji". 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. Mahojiano. 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 "Jinsi ya kuhoji?" 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.
<b>STEP 3</b>	(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.
<b>STEP 4</b>	(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 uongozi".
<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 Mahojiano? (2) How would you answer "Jinsi ya kuhoji?" 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 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.
<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**

cbcedukenya.com · M-Pesa accepted · Instant download

## SECTION B: SCHEME OF WORK — GRADE 8 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 na Kuzungumza	Hotuba	a) Toa hotuba b) Tumia mkazo c) Jenga ujasiri	Jinsi ya kuvuta hadhira?	Mfano; toa	Hotuba	Utendaji, rika
1	2	Kusikiliza na Kuzungumza	Mahojiano	a) Hoji b) Jibu c) Jenga uongozi	Jinsi ya kuhoji?	Igizo; mahojiano	Maswali	Utendaji, rika
1	3	Kusikiliza na Kuzungumza	Mjadala	a) Toa hoja b) Pinga c) Jenga uchanganuzi	Jinsi ya kujadili?	Mjadala	Mada	Utendaji, rika
2	1	Kusoma	Ufahamu	a) Soma kwa kasi b) Eleza c) Jenga uelewa	Habari ni gani?	Soma; jibu	Vifungu	Andiko, mdomo
2	2	Kusoma	Kasi ya Kusoma	a) Soma haraka b) Elewa c) Tumia	Jinsi ya kuongeza kasi?	Mafunzo; pima muda	Vifungu	Utendaji, rika
2	3	Kusoma	Msamiati	a) Tafsiri maneno b) Tumia c) Jenga msamiati	Maana ya neno?	Kamusi; sentensi	Vifungu	Andiko, rika
3	1	Kusoma	Riwaya	a) Soma sura b) Eleza c) Jadili	Riwaya inahusu nini?	Soma; jadili	Riwaya	Mdomo, andiko
3	2	Kusoma	Wahusika	a) Eleza wahusika b) Tofautisha c) Jenga uchanganuzi	Wahusika ni nani?	Soma; chambua	Riwaya	Andiko, rika
3	3	Kusoma	Maudhui	a) Tambua maudhui b) Toa ushahidi c) Tumia	Maudhui yapi?	Tambua; thibitisha	Riwaya	Andiko, rika
4	1	Kuandika	Insha ya Maelezo	a) Eleza b) Tumia mtindo c) Jenga ujuzi	Jinsi ya kueleza?	Mfano; andika	Mada	Andiko, rika
4	2	Kuandika	Insha ya Hoja	a) Toa hoja b) Saidia kwa ushahidi c) Tumia	Jinsi ya kushawishi?	Mfano; andika	Mada	Andiko, rika
4	3	Kuandika	Insha ya Kubuni	a) Buni hadithi b) Tumia mtindo c) Jenga ubunifu	Jinsi ya kusimulia?	Mfano; andika	Mada	Andiko, rika
5	1	Kuandika	Barua Rasmi	a) Tumia muundo b) Andika c) Tumia	Jinsi ya kuandika?	Mfano; templeti	Templeti	Andiko, rika
5	2	Kuandika	Barua za Kirafiki	a) Andika b) Tumia mtindo c) Jenga utamaduni	Jinsi ya kuandika kirafiki?	Mfano	Templeti	Andiko, rika
5	3	Kuandika	Tarbihi	a) Andika kwa muhtasari b) Saidia c) Tumia	Jinsi ya kuandika ripoti?	Templeti	Templeti	Andiko, rika
6	1	Sarufi	Aina za	a) Tambua nomino b)	Nomino ni nini?	Mifano; zoezi	Mifano	Andiko,

			Maneno	Tumia c) Jenga usahihi				mdomo
6	2	Sarufi	Vivumishi	a) Tambua b) Tumia c) Tumia	Kivumishi ni nini?	Mifano; zoezi	Mifano	Andiko, mdomo
6	3	Sarufi	Vitenzi	a) Tambua b) Tumia c) Jenga usahihi	Kitenzi ni nini?	Mifano; zoezi	Mifano	Andiko, mdomo
7	1	Sarufi	Vielezi	a) Tambua b) Tumia c) Tumia	Kielezi ni nini?	Mifano; zoezi	Mifano	Andiko, mdomo
7	2	Sarufi	Sentensi Sahili	a) Tambua b) Andika c) Tumia	Muundo wa sentensi?	Mifano; zoezi	Mifano	Andiko, rika
7	3	Sarufi	Sentensi Changamano	a) Tambua b) Andika c) Jenga ufundi	Muundo wa sentensi changamano?	Mifano; zoezi	Mifano	Andiko, rika
8	1	Fasihi	Tamthilia	a) Eleza b) Sakini c) Jadili	Tamthilia ni nini?	Soma; tendea	Tamthilia	Mdomo, andiko
8	2	Fasihi	Mashairi	a) Soma b) Tafsiri c) Jadili	Shairi linahusu nini?	Soma; jadili	Diwani	Andiko, rika
8	3	Fasihi	Methali na Misemo	a) Eleza maana b) Tumia c) Tumia	Maana ya methali?	Mifano; zoezi	Vitabu	Andiko, mdomo
9	1	Mazungumzo	Matamshi Sahihi	a) Tamka kwa usahihi b) Sahihisha c) Jenga ufasaha	Jinsi ya kutamka?	Marudio; rika	Sauti	Utendaji, rika
9	2	Mazungumzo	Mazungumzo ya Kawaida	a) Anzisha b) Endeleza c) Tumia	Jinsi ya kuzungumza?	Igizo	Mada	Utendaji, rika
9	3	Mazungumzo	Maelezo ya Lugha	a) Tofautisha rasmi/kawaida b) Tumia c) Tumia	Lini rasmi?	Mifano	Maandishi	Mdomo, rika
10	1	Kusoma	Mazoezi ya Ufahamu	a) Soma vifungu vingi b) Pima muda c) Tumia	Niko tayari?	Mitihani ya zamani	Vifungu	Andiko, rika
10	2	Kuandika	Insha ya Mazoezi	a) Panga b) Andika c) Tumia	Niko tayari?	Insha ya mtihani	Mada	Andiko, rika
10	3	Kuandika	Hakiki ya Insha	a) Soma tena b) Sahihisha c) Tumia	Jinsi ya kuboresha?	Hakiki; rika	Insha	Andiko, rika
11	1	Sarufi	Mazoezi ya Sarufi	a) Mazoezi b) Tumia kanuni c) Jenga usahihi	Niko thabiti?	Mazoezi	Mitihani	Andiko, mdomo
11	2	Sarufi	Mtihani wa Mfano	a) Fanya mtihani b) Pima muda c) Jenga ujasiri	Naweza kumaliza?	Fanya mtihani	Karatasi	Andiko, jiri-pima
11	3	Sarufi	Mtihani wa Pili	a) Boresha b) Pima maendeleo c) Jenga ujasiri	Nimepata ufaulu?	Mtihani wa pili	Karatasi	Andiko, jiri-pima
12	1	Maeneo Yote	Marudio	a) Mapitio b) Onyesha maendeleo c) Jenga utayari	Tumejifunza nini?	Maswali ya rika	Vifaa	Mdomo, rika

12	2	Maeneo Yote	Marudio	a) Tumia b) Onyesha ujuzi c) Jiri-pima	Tunatumiaje?	Kazi vitendo	Vifaa	Mwoneo, mdomo
12	3	Maeneo Yote	Tathmini ya Muhula	a) Onyesha b) Tafakari c) Jenga utayari	Niko tayari?	Tathmini	Karatasi	Andiko, jiri-pima

