

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 9 KISWAHILI
TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 47 lesson plans.

Buy the full pack at cbcedukenya.com — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	9
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Kiswahili Daraja la 9 Curriculum Design (KICD)
2. Kitabu cha Mwanafunzi Kiswahili Daraja la 9 (kilichoidhinishwa)
3. Kitabu cha Mwalimu Kiswahili Daraja la 9
4. KNEC KJSEA Kiswahili Assessment Framework 2026

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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 9 KISWAHILI.

LESSON PLAN — WEEK 1, LESSON 1

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

SCHOOL	_____
LEARNING AREA	Kiswahili
GRADE	9
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 ya dakika 2 b) Tumia sauti vizuri c) Jenga ujasiri
KEY INQUIRY QUESTION(S)	Tunavutaje wasikilizaji wetu?
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 ya hotuba, kioo

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 wetu?". 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 ya dakika 2. Display the resources for the lesson (Mifano ya hotuba, kioo) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Mwalimu aonyeshe. 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 ya dakika 2". 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. Mwanafunzi aandae mada. 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 wetu?" and answer it now using the example

	you just completed. Connect explicitly to the SLO: "Tumia sauti vizuri". 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. Tangaza kwa wenzake. 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 wetu?" 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: **Hotuba**

SCHOOL	_____
LEARNING AREA	Kiswahili
GRADE	9
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	KUSIKILIZA & KUZUNGUMZA
SUB-STRAND	Hotuba
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Tumia mkazo na mtindo b) Dumisha mawasiliano ya macho c) Shawishi wasikilizaji
KEY INQUIRY QUESTION(S)	Sauti yetu inawezaje kubeba maana?
CORE COMPETENCY	Mawasiliano na Ushirikiano; Ufanisi; Ufikiri wa Kina
VALUES	Heshima, Subira, Ushirikiano
PERTINENT & CONTEMPORARY ISSUES (PCI)	Stadi za Maisha; Uraia; Mawasiliano
LEARNING RESOURCES	Kifaa cha kurekodi, kitabu

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: "Sauti yetu inawezaje kubeba maana?". 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 tumia mkazo na mtindo. Display the resources for the lesson (Kifaa cha kurekodi, kitabu) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Mazoezi ya mkazo. 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: "Tumia mkazo na mtindo". 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. Maelekezo ya wenzao. 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 "Sauti yetu inawezaje kubeba maana?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Dumisha mawasiliano ya macho". 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. Rekodi. 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: "Shawishi wasikilizaji".
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 "Sauti yetu inawezaje kubeba maana?" 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	_____

— END OF PREVIEW —

You have viewed 2 of 47 fully-detailed lesson plans. The complete pack covers every week of Term 2 (47 lessons) plus the full Scheme of Work.

Buy the full pack — only KES 300

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SECTION B: SCHEME OF WORK — GRADE 9 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 ya dakika 2 b) Tumia sauti vizuri c) Jenga ujasiri	Tunavutaje wasikilizaji wetu?	Mwalimu aonyeshe; mwanafunzi andae mada; tangaza kwa wenzake	Mifano ya hotuba, kioo	Utendaji, tathmini ya wenzao
1	2	Kusikiliza & Kuzungumza	Hotuba	a) Tumia mkazo na mtindo b) Dumisha mawasiliano ya macho c) Shawishi wasikilizaji	Sauti yetu inawezaje kubeba maana?	Mazoezi ya mkazo; maelekezo ya wenzao; rekodi	Kifaa cha kurekodi, kitabu	Utendaji, tathmini
1	3	Kusikiliza & Kuzungumza	Mijadala	a) Changia kwa makini katika mijadala b) Sikiliza wengine c) Jenga ushirikiano	Wasemaji wazuri husikilizaje?	Vikundi vya mijadala; zungusha wasemaji; tafakari	Mada za kujadili, kitabu cha mwanafunzi	Uchunguzi, tathmini
1	4	Kusikiliza & Kuzungumza	Mdahalo	a) Toa hoja zenye ushahidi b) Pinga maoni mengine c) Jenga ufikiri muhimu	Tunajadiliana vipi vyema na kwa heshima?	Mdahalo mfupi; mwalimu aelekeze; darasa lihukumu	Mada za mdahalo, saa	Utendaji, tathmini
2	1	Kusoma	Ufahamu — Mbinu	a) Soma kwa haraka b) Tambua wazo kuu c) Jenga ufahamu	Wasomaji wazuri hutafuta vipi habari haraka?	Mazoezi ya kusoma haraka; tafuta ukweli; shiriki kwa wenzao	Vifungu vya kusoma, kitabu	Maandishi, mdomo
2	2	Kusoma	Ufahamu — Maana ya Ndani	a) Tambua maana isiyokuwa wazi b) Tofautisha iliyosemwa na isiyosemwa c) Jenga usomaji wa kina	Mwandishi anamaanisha nini lakini hasemi?	Soma kifungu; tambua maana ya ndani; jadili kwa wawili	Vifungu, kitabu cha mwanafunzi	Maandishi, mdomo
2	3	Kusoma	Ufahamu — Tathmini	a) Tambua kusudi la mwandishi b) Bainisha upendeleo c) Jenga ujuzi wa tathmini	Mwandishi aliandika kwa nini?	Linganisha maoni mawili; tambua upendeleo; jadili	Makala ya magazeti, maoni	Maandishi, tathmini
2	4	Kusoma	Msamiati Mpya	a) Tumia hali ya kifungu kuelewa msamiati b) Jenga msamiati wa hali ya juu c) Boresha ufahamu	Tunafanyaje na maneno mageni?	Pigia mstari maneno mageni; tumia muktadha; thibitisha kamusi	Vifungu, kamusi	Maandishi, tathmini
3	1	Kusoma	Fasihi — Utangulizi wa Kitabu	a) Tambua maudhui ya kitabu b) Tambua wahusika c) Jihusishe na maandishi	Kitabu chetu kinahusu nini?	Soma sura ya kwanza; jadili maudhui; chora ramani ya wahusika	Kitabu cha fasihi, ramani	Mdomo, uchunguzi
3	2	Kusoma	Fasihi — Uchambuzi wa Wahusika	a) Eleza mhusika mkuu b) Fuatilia mabadiliko c) Jenga ujuzi wa fasihi	Mhusika mkuu hubadilikaje?	Soma sura zilizopangwa; chambua sifa; jadili kwa wenzao	Kitabu cha fasihi, kiolezo	Maandishi, tathmini
3	3	Kusoma	Fasihi — Uchambuzi wa Maudhui	a) Tambua maudhui makuu b) Toa ushahidi wa kitabu c) Jenga msingi wa insha	Mwandishi anasema nini hasa?	Tambua maudhui; nukuu ushahidi; shiriki kwa wenzao	Kitabu cha fasihi, karatasi ya maudhui	Maandishi, mdomo

3	4	Kusoma	Fasihi — Uchambuzi wa Mtindo	a) Tambua mbinu za kifasihi (sitiari, kejeli, tashbihi) b) Eleza athari c) Jenga ufurahi	Mwandishi anatushishaje kihisia?	Tafuta mbinu katika kifungu; eleza; jaribio kwa wenzao	Kitabu cha fasihi, chati ya mbinu	Maandishi, tathmini
4	1	Kuandika	Insha — Kupanga	a) Panga insha ya maneno 250 b) Tumia ramani ya akili c) Jenga uandishi wa muundo	Tunapangaje kabla ya kuandika?	Mada itolewe; jadili kwa wawili; chora ramani; toa muhtasari	Kiolezo cha ramani, kitabu	Maandishi, tathmini
4	2	Kuandika	Insha — Kuandika Hati	a) Andika utangulizi b) Endeleza aya za mwili c) Jenga uandishi wa aya	Tunaundaje insha nzuri?	Tumia mpango; andika hati; jadili kwa wenzao	Vitabu, mipango ya awali	Maandishi, tathmini
4	3	Kuandika	Insha — Kurekebisha	a) Soma tena hati kwa makini b) Sahihisha sarufi na mtiririko c) Jenga ujuzi wa kuhariri	Tunafanyaje uandishi wetu uwe bora?	Soma tena; weka alama makosa; andika upya kwa unadhifu	Hati za awali, penseli	Tathmini binafsi
4	4	Kuandika	Insha — Hitimisho	a) Andika hitimisho lenye nguvu b) Sema tena hoja kuu c) Acha msomaji akifikiri	Tunamalizaje insha kwa nguvu?	Mifano ya kazi; andika; shiriki kwa wenzao	Mifano, vitabu	Maandishi, tathmini
5	1	Kuandika	Insha za Aina Mbalimbali — Hadithi	a) Panga hadithi yenye njama b) Tumia maelezo yenye uhai c) Jenga uandishi wa kibunifu	Tunasimuliaje hadithi yenye kuvutia?	Ramani ya njama; jadili; muhtasari	Kiolezo cha hadithi, kitabu	Maandishi, tathmini
5	2	Kuandika	Insha za Aina Mbalimbali — Hadithi	a) Andika hadithi yenye mazungumzo b) Tumia alama za kunukuu c) Lete wahusika hai	Tunatumiaje mazungumzo katika hadithi?	Sheria za alama; mfano; andika kwa wawili	Hadithi za mfano, vitabu	Maandishi, tathmini
5	3	Kuandika	Insha — Barua Rasmi	a) Andika barua rasmi b) Tumia muundo sahihi c) Jenga uandishi wa kivitendo	Tunaandikaje barua ya rasmi?	Onyesha muundo; mfano; andika kwa wawili	Mifano ya barua, vitabu	Maandishi, tathmini
5	4	Kuandika	Insha — Barua Pepe	a) Andika barua pepe ya kazi b) Tumia toni inayofaa c) Jenga ujuzi wa kidijitali	Barua pepe inatofautiana vipi na barua?	Linganisha; mfano; andika	Mifano ya barua pepe	Maandishi, tathmini
6	1	Sarufi	Vitenzi	a) Tambua nyakati za vitenzi b) Tumia kwa usahihi c) Jenga usahihi	Nyakati zinaonyeshaje wakati?	Chati ya nyakati; mifano; mazoezi kwa wawili	Chati, kitabu cha mazoezi	Maandishi, mdomo
6	2	Sarufi	Sauti Tendi na Tendwa	a) Tambua sauti tendi vs tendwa b) Badilisha kati ya hizo c) Tumia katika maandishi	Tunatumia lini sauti tendwa?	Linganisha mifano; badilisha sentensi; mazoezi	Mifano, kitabu cha mazoezi	Maandishi, tathmini
6	3	Sarufi	Usemi wa Moja kwa Moja na wa Taarifa	a) Badilisha moja kwa moja kwa taarifa b) Tumia sheria sahihi c) Jenga mbinu	Tunaripotije aliyosema mtu?	Sheria na mifano; mazoezi kwa wawili	Mifano, kitabu	Maandishi, tathmini
6	4	Sarufi	Sentensi za Masharti	a) Tambua aina za masharti b) Tumia kwa usahihi c) Jenga uchaguzi	Sentensi ya masharti ni nini?	Aina tatu; mifano; mazoezi	Mifano, kitabu	Maandishi, mdomo

				wa sentensi				
7	1	Kusoma	Fasihi — Uchambuzi wa Sura	a) Chambua njama katika sura b) Fuatilia mabadiliko c) Jenga usomaji wa kina	Sura hii inahusu nini?	Soma; eleza kwa wenzao; tambua matukio	Kitabu cha fasihi, maelezo	Mdomo, maandishi
7	2	Kusoma	Fasihi — Dondoo	a) Tambua dondoo muhimu b) Eleza muktadha c) Jenga benki ya dondoo	Ni dondoo gani zinazonasa maudhui?	Tafuta dondoo; eleza muktadha; jenga benki	Kitabu cha fasihi, kiolezo	Maandishi, tathmini
7	3	Kusoma	Fasihi — Migogoro	a) Tambua aina za migogoro b) Fuatilia utatuzi c) Jenga uchambuzi wa fasihi	Migogoro gani inaongoza hadithi?	Tambua mtu vs mtu, vs jamii, vs nafsi; jadili	Kitabu cha fasihi, chati	Maandishi, mdomo
7	4	Kusoma	Fasihi — Ishara	a) Tambua ishara katika hadithi b) Eleza maana c) Jenga ufurahi wa kina	Vitu katika hadithi vinamaanisha nini?	Tafuta ishara; eleza; jadili kwa wawili	Kitabu cha fasihi, chati	Maandishi, tathmini
8	1	Kuandika	Insha ya Fasihi — Kupanga	a) Panga insha ya fasihi b) Endeleva hoja c) Tumia ushahidi wa kitabu	Tunajibuje swali la fasihi?	Panga muundo; nukuu ushahidi; toa muhtasari	Karatasi za zamani, kitabu	Maandishi, tathmini
8	2	Kuandika	Insha ya Fasihi — Kuandika Hati	a) Andika insha ya maneno 500 b) Tumia dondoo c) Jenga mbinu ya mtihani	Tunaandikaje insha iliyo na ushahidi?	Tumia mpango; jumuisha dondoo; jadili kwa wenzao	Vitabu, kitabu cha fasihi	Maandishi, tathmini
8	3	Kuandika	Insha ya Fasihi — Kurekebisha	a) Hariri na maliza insha b) Angalia sarufi na mtiririko c) Jenga uangalifu	Tunafanyaje insha iwe nzuri zaidi?	Soma tena; weka alama makosa; andika upya	Hati, penseli	Tathmini binafsi
8	4	Kuandika	Mazoezi ya Insha kwa Wakati	a) Andika kwa muda b) Simamia muda c) Jenga uvumilivu wa mtihani	Naweza kuandika insha bora kwa dakika 45?	Insha ya muda; jadili; jitathmini	Karatasi za zamani, vitabu	Maandishi, tathmini
9	1	Kusikiliza & Kuzungumza	Matamshi	a) Tamka sauti ngumu b) Tumia mkazo na mtindo c) Jenga ufasaha	Tunatamkaje maneno magumu?	Maneno yenye sauti zinazofanana; mazoezi kwa wawili	Kifaa cha kurekodi, chati	Utendaji, tathmini
9	2	Kusikiliza & Kuzungumza	Ujuzi wa Kusikiliza	a) Sikiliza kwa habari maalum b) Andika maelezo c) Jenga ufahamu	Tunasikilizaje kwa makini?	Kifungu cha sauti; andika maelezo; jadili kwa wawili	Kifaa cha sauti, daftari	Maandishi, mdomo
9	3	Kusikiliza & Kuzungumza	Mahojiano	a) Fanya mahojiano rahisi b) Uliza maswali ya kufuatilia c) Jenga ujuzi wa kuuliza	Tunaulizaje maswali mazuri?	Mahojiano kwa wawili kuhusu mada; shiriki matokeo	Vitabu vya mahojiano	Utendaji, tathmini
9	4	Kusikiliza & Kuzungumza	Maonyesho ya Mdomo	a) Onyesha matokeo ya utafiti b) Tumia visaidizi c) Jenga ujuzi wa maonyesho	Tunaonyeshaje wazi?	Utafiti kwa wawili; tengeneza bango; onyesha	Vifaa vya bango, mada	Utendaji, tathmini
10	1	Marejeo ya KJSEA	Mazoezi ya Ufahamu	a) Mazoezi ya ufahamu b) Simamia muda c) Jenga mbinu ya mtihani	Niko tayari kwa ufahamu?	Karatasi za zamani; sahihisha kwa wawili; jadili	Karatasi, kitabu	Maandishi, tathmini

10	2	Marejeo ya KJSEA	Mazoezi ya Insha	a) Panga na andika insha b) Tumia muundo c) Jenga uandishi wa mtihani	Niko tayari kwa insha?	Insha ya muda; sahihisha; tafakari	Karatasi, vitabu	Maandishi, tathmini
10	3	Marejeo ya KJSEA	Mazoezi ya Insha ya Fasihi	a) Mazoezi ya insha za fasihi b) Tumia dondoo c) Jenga ujasiri	Niko tayari kwa fasihi?	Insha ya muda; sahihisha; tafakari	Karatasi, kitabu cha fasihi	Maandishi, tathmini
10	4	Marejeo ya KJSEA	Mazoezi ya Sarufi	a) Mazoezi ya sarufi b) Tumia sheria c) Jenga usahihi	Niko imara katika sarufi?	Mitihani; sahihisha kwa wawili; pitia	Karatasi, vitabu	Maandishi, mdomo
11	1	Marejeo ya KJSEA	Insha ya Kivitendo	a) Mazoezi ya barua na barua pepe b) Tumia muundo c) Jenga utayarifu	Niko tayari kwa insha ya kivitendo?	Mazoezi; sahihisha; tafakari	Karatasi, vitabu	Maandishi, tathmini
11	2	Marejeo ya KJSEA	Ufahamu wa Kusikiliza	a) Mazoezi ya kusikiliza b) Andika maelezo c) Jenga utayarifu	Niko tayari kwa kusikiliza?	Mazoezi ya sauti; jadili; tafakari	Kifaa cha sauti, vitabu	Maandishi, mdomo
11	3	Marejeo ya KJSEA	Karatasi ya Mfano 1	a) Andika karatasi kamili ya mfano b) Tumia ujuzi wote c) Jenga uvumilivu	Naweza kufanya karatasi yote kwa muda?	Karatasi ya muda; sahihisha kwa pamoja	Karatasi, saa	Maandishi, tathmini
11	4	Marejeo ya KJSEA	Karatasi ya Mfano 2	a) Karatasi ya pili b) Boresha kutoka maoni c) Jenga ujasiri	Niliboresha kutoka karatasi ya kwanza?	Karatasi ya pili; sahihisha; linganisha	Karatasi, saa	Maandishi, tathmini
12	1	Marejeo ya KJSEA	Tafakari ya Kibinafsi	a) Tambua nguvu b) Tambua udhaifu c) Panga marejeo ya muhula 3	Ninafanya nini?	Karatasi ya tafakari; shiriki kwa wawili; mwalimu atoe maoni	Karatasi, matokeo	Tathmini binafsi
12	2	Marejeo ya KJSEA	Mchezo wa Marejeo	a) Tumia mchezo wa marejeo b) Kumbuka dhana muhimu c) Jenga roho	Tunawezaje kufanya marejeo kuwa furaha?	Mchezo; mbio kwa wawili; ligi ya darasa	Kadi za maswali, ubao	Mdomo, tathmini
12	3	Marejeo ya KJSEA	Hotuba ya Mwisho	a) Tafakari maendeleo b) Weka lengo la KJSEA muhula 3 c) Jenga ujasiri	Nitajiandaa vipi muhula 3?	Tafakari maendeleo; weka lengo; thibitisho la darasa	Karatasi ya tafakari	Tathmini binafsi

