Grade 10 Literature in English

Term 1 - 59 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

59 complete, ready-to-teach Grade 10 Literature in English lesson plans for Term 1, covering introduction to oral literature, appreciating poetry, Fiction: novel from Kenya, Non-Fiction from Kenya, oral narratives, types of poems, Fiction: novel from Kenya (Characters and Themes), Non-Fiction: personal journal, appreciation of songs (Oral Poetry) and writing a poem.

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INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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What oral literature is

Strand 1.0 Introduction to oral literature, poetry and prose > Sub-strand 1.1 Introduction to Oral Literature | Lesson 1 of 4 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) explain what oral literature is; b) tell oral literature apart from written literature

KEY INQUIRY QUESTION(S)

- Why is oral literature important in the society?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Socio-economic issues**	Developed through the activities in this lesson.

LEARNING RESOURCES

Notebooks and pencils | Manila paper and marker pens | A phone or recorder for a short recording | Dictionaries or a device for searching for meanings

ORGANISATION OF LEARNING

Whole class for the explanations; pairs to search for meanings and swap examples; groups of four to make a mind map and present it. Learners give examples from their own communities and languages.

KEY WORDS

oral literature | orature | genre | performance | audience participation | narrative | proverb | riddle | anonymous | function

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Think of a story, a song or a riddle you learnt from a grandparent. Who wrote it, and where is it written down?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "Oral literature" (teaching points and model text on the next page), explaining as you go. Use notebooks and pencils, manila paper and marker pens, a phone or recorder for a short recording. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "What is the answer to "My house has no door"?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND MODEL TEXT

Oral literature

Literature is the art of using words to express ideas, feelings and experiences. Oral literature, sometimes called orature, is literature that is spoken, sung or performed and passed from person to person and from one generation to the next by word of mouth. Written literature depends on writing and printing. Oral literature depends on the memory, the voice and the body of the performer, and on an audience that is present. Every community in Kenya has its own oral literature in its own language: stories, songs, riddles, proverbs, sayings, tongue twisters, praise poems and many more.

Oral and written literature compared: (1) Medium: the first is spoken, sung or acted; the second is written or printed. (2) Author: oral pieces are usually anonymous and belong to the whole community; written works have a named author. (3) Audience: oral pieces are heard by a group and the audience takes part; written works are usually read alone. (4) Change: an oral piece changes a little each time it is performed, because the performer adds and drops details; a printed page stays fixed. (5) Performance: gesture, voice, dance and costume are part of oral literature; a book has only the words.

Model riddle, as it is told: Riddler: "Kitendawili?" Audience: "Tega!" Riddler: "Nyumba yangu haina mlango." (My house has no door.) The audience guesses. Answer: an egg (yai). Notice that the riddle cannot begin without the audience: the riddler says "Kitendawili" and the audience answers "Tega" to invite the riddle. Activity: in pairs, search for the meaning of oral literature on a device or in a dictionary, then each learner gives one example of oral literature from their own community, says who taught it to them and how it was performed. Note one thing that changed when you told it again.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is oral literature?	**Literature that is spoken, sung or performed and passed on by word of mouth.**
2	Give two differences between oral and written literature.	**For example: oral literature needs a performer and an audience and changes with each telling, while written literature is fixed on a page and is read alone.**
3	In the riddle game, what does the audience say to invite the riddle?	**"Tega!"**
4	What is the answer to "My house has no door"?	**An egg.**

WATCH OUT FOR

Learners say that oral literature is "not real literature". It is real literature; it is simply performed instead of written.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can explain what oral literature is confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can explain what oral literature is accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly explain what oral literature is, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet explain what oral literature is without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Give a two-column table (oral, written) with the five headings to fill in.
Learners ready for more	Explain why an oral story can have many versions. (Answer: It is passed on from memory, and each performer adds, drops or changes details to suit the audience)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Ask an elder to tell you one riddle, proverb or story and note it down.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.