# Grade 11 Literature in English

## Term 3 - 49 complete lesson plans

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

### ABOUT THIS PACK

49 complete, ready-to-teach Grade 11 Literature in English lesson plans for Term 3, covering the units modern oral literature, subject matter in poetry, the short story and magazine articles; love songs, tone and mood, performing a play and magazine articles; and oral literature fieldwork, African poetry, short stories and magazine articles, each with its own oral literature, poetry, fiction and non-fiction lessons.

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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.

## A TASTE OF LESSON 1

**Elements of modern forms of oral literature**

By the end of the lesson, the learner should be able to: a) identify the elements of spoken word, stand-up comedy and jokes; b) compare the elements across the forms

**Elements: PERFORMER (persona, voice, body language); AUDIENCE (reactions, participation); TEXT (the composed words: set-up, punchline, verses); SETTING (club, stage, radio, online platform); DELIVERY (timing, pace, pauses, gestures); THEME or message; LANGUAGE (often mixing English, Kiswahili and Sheng); MEDIA (live, recorded, streamed).**

Model spoken word extract (original): "They say my generation is lost, / but look - we found the map on our phones. / They say we never read, / but we read the room, the weather, the silence in our homes. / Don't call us lost. / Call us still loading."

Elements in the extract: a youthful PERSONA; an implied AUDIENCE of older critics ("They say..."); REPETITION and PARALLELISM ("They say... but..."); modern IMAGERY ("still loading"); a THEME of youth identity and hope.

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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# Elements of modern forms of oral literature



| 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) identify the elements of spoken word, stand-up comedy and jokes; b) compare the elements across the forms

## KEY INQUIRY QUESTION(S)

- How are modern forms of oral literature significant to society today?

## CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

| | | |
|---|---|---|
| COMPETENCY | **Citizenship** | Learners take turns, listen to others and link the work to life in their community. |
| COMPETENCY | **Learning to learn** | Learners say what they found easy or hard and decide their next step. |
| VALUE | **Love** | Learners help a classmate who is stuck. |
| VALUE | **Peace** | Learners settle differences calmly during group work. |
| PCI | **Cyber security** | Developed through the activities in this lesson. |

## LEARNING RESOURCES

Age-appropriate recordings of spoken word and stand-up comedy | Model pieces given in the lessons | A phone to record presentations | Notebooks

## ORGANISATION OF LEARNING

Pairs to search online or offline; groups to discuss language and devices; a class debate; groups to organise a comedy and spoken word session.

## KEY WORDS

spoken word | stand-up comedy | persona | code-switching | Sheng | wordplay | satire | callback | value | audience

## 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 |

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## LESSON FLOW

| Stage | Minutes | The teacher | The learners |
|---|---|---|---|
| **Introduction** | 6 | Greet the class and ask: "What do a spoken word poet and a comedian have in common?" 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 the teaching points and model texts on the next page, explaining as you go. Use age-appropriate recordings of spoken word and stand-up comedy, model pieces given in the lessons, a phone to record presentations. 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: "Who is the implied audience of the spoken word piece?" | Say the key idea in their own words and answer the exit question in the exercise book. |

## TEACHING POINTS AND MODEL TEXTS

**Elements: PERFORMER (persona, voice, body language); AUDIENCE (reactions, participation); TEXT (the composed words: set-up, punchline, verses); SETTING (club, stage, radio, online platform); DELIVERY (timing, pace, pauses, gestures); THEME or message; LANGUAGE (often mixing English, Kiswahili and Sheng); MEDIA (live, recorded, streamed).**

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Elements in the extract: a youthful PERSONA; an implied AUDIENCE of older critics ("They say..."); REPETITION and PARALLELISM ("They say... but..."); modern IMAGERY ("still loading"); a THEME of youth identity and hope.

Activity: search online or offline for modern forms of oral literature and share; identify their elements in a chart.

## PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

| No. | Question | Answer |
|---|---|---|
| 1 | Name four elements of modern oral literature. | **For example: performer, audience, text, setting, delivery, theme, language, media.** |
| 2 | What does "Call us still loading" mean? | **The youth are not lost; they are still developing, like a page that has not fully loaded.** |
| 3 | Quote an example of parallelism in the extract. | **"They say my generation is lost, / but..." and "They say we never read, / but..."** |
| 4 | Who is the implied audience of the spoken word piece? | **Older people who criticise the youth.** |

## WATCH OUT FOR

Learners focus only on the performer. Include the audience and setting.

## ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

| Level | What the learner can do |
|---|---|
| **Exceeds expectations (EE)** | Can identify the elements of spoken word, stand-up comedy and jokes confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems. |
| **Meets expectations (ME)** | Can identify the elements of spoken word, stand-up comedy and jokes accurately in familiar situations; notices and corrects slips without help. |
| **Approaches expectations (AE)** | Can partly identify the elements of spoken word, stand-up comedy and jokes, or does so with prompts from the teacher or a partner; makes some errors. |
| **Below expectations (BE)** | Cannot yet identify the elements of spoken word, stand-up comedy and jokes without direct help; needs the idea taught again with concrete objects. |

## SUPPORT AND EXTENSION

| | |
|---|---|
| **Learners who need support** | Give an elements chart. |
| **Learners ready for more** | Why do modern performers often mix languages? (Answer: Mixing English, Kiswahili and Sheng reflects how young Kenyans speak and connects with 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

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "elements of modern forms of oral literature" and bring one question of your own to ask next lesson.

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## 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.

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