Grade 10 English

Term 1 - 60 complete lesson plans

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

ABOUT THIS PACK

60 complete, ready-to-teach Grade 10 English lesson plans for Term 1, covering the themes etiquette: social, environment: climate change and technology: communication apps, each with its own speaking, reading, grammar and writing 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

Listening for key information in a story

By the end of the lesson, the learner should be able to: a) listen to a story and note the key details; b) describe the characters, the place and the main events

Model text: "The Wedding Guest" (read aloud twice)

Read this story aloud, slowly, and ask learners to listen for who, where, when and what happened. "On Saturday morning, Mwende and her brother Kioko travelled from Machakos to a cousin's wedding in Kisumu. They arrived late because their matatu had a puncture near Naivasha. At the church gate, an usher in a grey suit greeted them politely and led them to a seat near the front. Kioko forgot to switch off his phone, and it rang loudly during the vows. He quickly pressed the button and whispered, 'Sorry, please forgive me,' to the family sitting next to him. After the service, the bride's mother smiled and said, 'Everyone makes mistakes; thank you for coming so far.' Mwende learned that being on time and switching off phones is a way of showing respect.

Key information means the details that carry the message: the characters (Mwende, Kioko, the usher, the bride's mother), the places (Machakos, Naivasha, Kisumu, the church), the time (Saturday morning) and the main events (a puncture, arrival, the phone ringing, an apology and forgiveness). Teach learners to listen with a purpose: decide before listening what they want to find out; listen for the question words who, where, when, what and why; write down single words, not sentences; and check the notes against the story on a second listening.

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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Listening for key information in a story

Strand 1.0 Etiquette: social > Sub-strand 1.1.1 Listening: Extensive Listening | Lesson 1 of 3 | 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) listen to a story and note the key details; b) describe the characters, the place and the main events

KEY INQUIRY QUESTION(S)

- How can one gain the most through listening?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Developmental perspective**	Developed through the activities in this lesson.

LEARNING RESOURCES

A phone or a recorder, or the teacher's voice | Short scripts or stories (given in the lesson) | Notebooks and pencils | Manila paper and marker pens

ORGANISATION OF LEARNING

Whole class for listening; pairs for retelling; groups of four for role plays and the hot seat. Listeners take notes while they listen, and speakers take turns so that every learner is heard.

KEY WORDS

key information | recount | dialogue | character | setting | event | hot seat | etiquette | recording | note

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: "When someone tells you a story or gives you a message, how do you make sure that you remember the most important parts?" 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 "Model text: "The Wedding Guest" (read aloud twice)" (teaching points and model text on the next page), explaining as you go. Use a phone or a recorder, or the teacher's voice, short scripts or stories (given in the lesson), notebooks and pencils. 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 did Mwende learn?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND MODEL TEXT

Model text: "The Wedding Guest" (read aloud twice)

Read this story aloud, slowly, and ask learners to listen for who, where, when and what happened. "On Saturday morning, Mwende and her brother Kioko travelled from Machakos to a cousin's wedding in Kisumu. They arrived late because their matatu had a puncture near Naivasha. At the church gate, an usher in a grey suit greeted them politely and led them to a seat near the front. Kioko forgot to switch off his phone, and it rang loudly during the vows. He quickly pressed the button and whispered, 'Sorry, please forgive me,' to the family sitting next to him. After the service, the bride's mother smiled and said, 'Everyone makes mistakes; thank you for coming so far.' Mwende learned that being on time and switching off phones is a way of showing respect.

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Activity: in pairs, learners write the notes in a table with the headings Characters, Places, Events and Lesson. Compare with another pair and correct.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Where did the story begin, and where were the guests going?	**It began in Machakos, and they were going to Kisumu.**
2	Why did Mwende and Kioko arrive late?	**Their matatu had a puncture near Naivasha.**
3	What mistake did Kioko make at the wedding?	**He forgot to switch off his phone, and it rang during the vows.**
4	What did Mwende learn?	**That being on time and switching off phones shows respect.**

WATCH OUT FOR

Learners try to write every word and miss the next sentence. Teach them to note single key words.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Give a partly completed table for the notes and read the story a third time.
Learners ready for more	Explain why listening a second time improves your notes. (Answer: The first listening gives the general idea, and the second lets you fill in the missing details and check what you wrote)
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 "listening for key information in a story" and bring one question of your own to ask next lesson.

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.