Grade 10 English

Term 3 - 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 3, covering the themes sports and games: popular sports, health and safety: personal and income: types and sources, each with its own speaking, reading, grammar and writing lessons.

TOPICS IN THIS PACK

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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

Recognising opinions in a sports commentary

By the end of the lesson, the learner should be able to: a) recognise opinions in an oral text; b) identify the words that signal an opinion

Opinions

An opinion is what a person thinks or feels about something; it cannot be proved true or false, and different people may disagree. Signals: phrases such as I think, I believe, in my opinion, it seems, to me, I feel; judging words (best, worst, beautiful, boring, terrible, excellent, unfair, exciting, should, must, ought to); comparisons of quality (better than, the greatest); and strong feelings. Example: "In my opinion, the second half was the most exciting part of the game."

Model commentary (read aloud twice): "Welcome to the match between Mwamba Stars and Kilele United. I think it will be a great game. Mwamba have the best players in the league, and their goalkeeper is simply fantastic. Kilele's coach should have picked a stronger defence. The crowd is huge tonight, and the noise is wonderful. In my view, whoever scores first will win." Opinions: "it will be a great game"; "the best players in the league"; "simply fantastic"; "should have picked a stronger defence"; "wonderful"; "in my view, whoever scores first will win".

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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Recognising opinions in a sports commentary

Strand 7.0 Sports and games: popular sports > Sub-strand 7.1.1 Critical Listening | 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) recognise opinions in an oral text; b) identify the words that signal an opinion

KEY INQUIRY QUESTION(S)

- How can we tell facts from opinions?
- Why should we distinguish facts from opinions?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Love**	Learners help a classmate who is stuck.
PCI	**Health promotion issues**	Examples link to healthy habits at home and at school.

LEARNING RESOURCES

Short texts read aloud or recorded (given in the lesson) | A phone or recorder | Notebooks and pencils | Manila paper and marker pens

ORGANISATION OF LEARNING

Whole class for listening; pairs for sorting statements; groups of four for discussion. Each text is read twice, and learners give reasons for every judgement.

KEY WORDS

fact | opinion | evidence | commentary | biased | verify | statistic | claim | report | objective

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

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "After a football match, two fans argue about who played best. Are they stating facts or opinions?" 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 "Opinions" (teaching points and model text on the next page), explaining as you go. Use short texts read aloud or recorded (given in the lesson), a phone or recorder, 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: "Can two people have different opinions about the same match?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND MODEL TEXT

Opinions

An opinion is what a person thinks or feels about something; it cannot be proved true or false, and different people may disagree. Signals: phrases such as I think, I believe, in my opinion, it seems, to me, I feel; judging words (best, worst, beautiful, boring, terrible, excellent, unfair, exciting, should, must, ought to); comparisons of quality (better than, the greatest); and strong feelings. Example: "In my opinion, the second half was the most exciting part of the game."

Model commentary (read aloud twice): "Welcome to the match between Mwamba Stars and Kilele United. I think it will be a great game. Mwamba have the best players in the league, and their goalkeeper is simply fantastic. Kilele's coach should have picked a stronger defence. The crowd is huge tonight, and the noise is wonderful. In my view, whoever scores first will win." Opinions: "it will be a great game"; "the best players in the league"; "simply fantastic"; "should have picked a stronger defence"; "wonderful"; "in my view, whoever scores first will win".

Activity: listen to the commentary again and list every opinion with the signal word; then listen to a second short commentary (about a race or a volleyball match) and note the opinions. Discuss how you knew that each one was an opinion.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is an opinion?	**What a person thinks or feels, which cannot be proved true or false.**
2	Give three words or phrases that signal an opinion.	**For example: "I think", "best" and "should".**
3	Pick out an opinion from the model.	**For example: "their goalkeeper is simply fantastic".**
4	Can two people have different opinions about the same match?	**Yes, because opinions depend on personal views.**

WATCH OUT FOR

Learners think that a strongly stated view is a fact. Ask whether it can be checked.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Give a list of opinion signals to listen for.
Learners ready for more	Explain why commentators often give opinions. (Answer: They want to make the game exciting and share their reactions, but listeners should remember that these are personal views)
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 "recognising opinions in a sports commentary" 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?