Grade 10 Literature in English

Term 2 - 54 complete lesson plans

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

ABOUT THIS PACK

54 complete, ready-to-teach Grade 10 Literature in English lesson plans for Term 2, covering Fiction: language and style in the novel, Non-Fiction: autobiography (Structure), short forms of oral literature, sound patterns in poetry, oral Narratives: trickster narratives, sound Patterns: Alliteration, assonance and consonance, Fiction: play from Kenya, Non-Fiction: autobiography (Language and Style), lullabies and play songs, Repetition, refrain and chorus and Fiction: short stories from Kenya and East Africa.

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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

What style is: diction, tone and the writer's voice

By the end of the lesson, the learner should be able to: a) explain what style means in a novel; b) describe a writer's diction and tone

Style

A writer's style is the particular way in which they use language to tell a story. It includes: (1) diction, the choice of words (simple or difficult, formal or informal, local words, concrete or abstract); (2) sentence structure (short and sharp, or long and flowing); (3) figurative language (simile, metaphor, personification); (4) imagery; (5) tone, the writer's attitude to the subject (serious, humorous, tender, bitter, ironical); (6) mood, the feeling created in the reader; (7) point of view and narrative technique; and (8) the use of dialogue, proverbs and local expressions. Style makes a novel individual: we can enjoy the same story told by two writers in very different ways.

Model passage (original), "Under the Fig Tree": "Before the cock crowed, Nasimiyu was already at the grinding stone. Wanjala watched her from the doorway, pretending to be asleep. You will not go to that school, she had said the night before, but her hands, moving slowly over the stone, told a different story." Diction: simple, everyday words (grinding stone, doorway, cock); concrete images. Sentences: a mix of short and long; the last is a long, flowing sentence that ends with a striking phrase. Tone: quiet and tender, with a hint of sadness. Device: the metaphor "her hands told a different story" shows that her actions reveal love that her words deny.

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 style is: diction, tone and the writer's voice

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 style means in a novel; b) describe a writer's diction and tone

KEY INQUIRY QUESTION(S)

- Why is style important in reading a novel?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
COMPETENCY	**Citizenship**	Learners take turns, listen to others and link the work to life in their community.
VALUE	**Social justice**	Every learner gets a turn and a fair chance to answer.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
PCI	**Citizenship skills**	Learners connect the work to their rights and duties in the community.

LEARNING RESOURCES

The set novel and the model passages (given in the lessons) | Notebooks and pencils | Manila paper and marker pens | A dictionary or a device for searching

ORGANISATION OF LEARNING

Whole class for explanation and reading aloud; pairs to find devices; groups of four to make an organiser. Learners always give the device, the quotation and its effect.

KEY WORDS

style | diction | imagery | simile | metaphor | personification | irony | symbol | tone | point of view

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: "Two people describe the same rainy morning. One says "It was wet." The other says "The rain drummed on the tin roof like a hundred impatient fingers." How do the two differ?" 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 "Style" (teaching points and model passage on the next page), explaining as you go. Use the set novel and the model passages (given in the lessons), notebooks and pencils, manila paper and marker pens. 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 does "her hands told a different story" suggest?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND MODEL PASSAGE

Style

A writer's style is the particular way in which they use language to tell a story. It includes: (1) diction, the choice of words (simple or difficult, formal or informal, local words, concrete or abstract); (2) sentence structure (short and sharp, or long and flowing); (3) figurative language (simile, metaphor, personification); (4) imagery; (5) tone, the writer's attitude to the subject (serious, humorous, tender, bitter, ironical); (6) mood, the feeling created in the reader; (7) point of view and narrative technique; and (8) the use of dialogue, proverbs and local expressions. Style makes a novel individual: we can enjoy the same story told by two writers in very different ways.

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Activity: in pairs, rewrite the passage in a flat style ("Nasimiyu was grinding. Wanjala watched. She said he would not go to school, but she seemed to want him to.") and then discuss what is lost. Then choose a paragraph from the set novel and describe its diction, sentence length and tone in three sentences, quoting words. Discuss the key inquiry question: Why is style important in reading a novel? (It shapes how we see, feel and understand the story.)

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is style?	**The particular way in which a writer uses language to tell a story.**
2	What is diction?	**The writer's choice of words.**
3	What tone does the model passage have?	**Quiet and tender, with a hint of sadness.**
4	What does "her hands told a different story" suggest?	**That her actions show love that her words deny.**

WATCH OUT FOR

Learners retell what happens. Say how the passage is written.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Give a table with the features of style and space for examples.
Learners ready for more	Explain how the flat version loses meaning. (Answer: It removes the image and the contrast between words and hands, so the tenderness disappears)
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 "what style is: diction, tone and the writer's voice" 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?