Grade 11 Literature in English

Term 2 - 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 2, covering the units modern oral literature, poetic devices, the play and biography; myths and legends, humour and irony, the play and the personal essay; and war and sacred songs, rhyme and meter, the short story and the personal essay, 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

Types of modern oral literature

By the end of the lesson, the learner should be able to: a) identify modern forms of oral literature; b) compare them with traditional forms

Modern forms of oral literature are spoken or performed art forms of today, often shared live, on radio, TV or social media: SPOKEN WORD (performance poetry, often on social issues); STAND-UP COMEDY (a comedian performs a humorous monologue to a live audience); JOKES (short funny stories ending in a punchline); also rap, slam poetry, motivational talks, radio drama and viral skits.

Comparison with traditional forms: like traditional oral literature they are performed, depend on an audience, use repetition, rhythm and humour, and comment on society. Differences: modern forms usually have a known author or performer; they use modern settings and topics (traffic, phones, school, politics); they spread through technology; and they may mix languages (English, Kiswahili, Sheng).

Model joke (original): "A teacher asked, 'Why are you late?' The student replied, 'Because of the sign on the road.' 'What sign?' 'It said: SCHOOL AHEAD - GO SLOW!'"

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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Types of modern oral literature

Strand 4.0 Modern oral literature, poetic devices, the play and biography > Sub-strand 4.1.1 Modern Forms of 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) identify modern forms of oral literature; b) compare them with traditional forms

KEY INQUIRY QUESTION(S)

- What are the benefits of modern forms of oral literature?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
PCI	**Life skills**	Learners practise decision making and working with others.

LEARNING RESOURCES

Recordings of spoken word, stand-up comedy and jokes (age-appropriate) | Model pieces given in the lessons | Chart paper for mind maps | A class portfolio

ORGANISATION OF LEARNING

Whole class to watch or listen; groups to discuss features and functions; groups to compose and perform during clubs and societies.

KEY WORDS

modern oral literature | spoken word | stand-up comedy | joke | punchline | timing | persona | audience | satire | performance

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: "Where do young people hear "oral literature" today - at a fireside, or somewhere else?" 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 recordings of spoken word, stand-up comedy and jokes (age-appropriate), model pieces given in the lessons, chart paper for mind maps. 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 punchline of the model joke?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND MODEL TEXTS

Modern forms of oral literature are spoken or performed art forms of today, often shared live, on radio, TV or social media: SPOKEN WORD (performance poetry, often on social issues); STAND-UP COMEDY (a comedian performs a humorous monologue to a live audience); JOKES (short funny stories ending in a punchline); also rap, slam poetry, motivational talks, radio drama and viral skits.

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Model joke (original): "A teacher asked, 'Why are you late?' The student replied, 'Because of the sign on the road.' 'What sign?' 'It said: SCHOOL AHEAD - GO SLOW!'"

Activity: watch or listen to age-appropriate recordings of modern forms with peers and list their types and examples.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name three modern forms of oral literature.	**For example: spoken word, stand-up comedy, jokes, rap, slam poetry.**
2	Give one similarity between modern and traditional oral literature.	**For example: both are performed for an audience and use humour or repetition.**
3	Give one difference.	**For example: modern forms usually have a known performer and spread through technology.**
4	What is the punchline of the model joke?	**"It said: SCHOOL AHEAD - GO SLOW!"**

WATCH OUT FOR

Learners think modern forms are not literature. They use the same literary techniques as traditional forms.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Give a Venn diagram: traditional / modern.
Learners ready for more	Why is the joke funny? (Answer: The student twists the meaning of the road sign (meant for drivers) into an excuse for being slow, which is unexpected)
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 "types of modern 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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