GRADE 10 LITERATURE IN ENGLISH SCHEMES OF WORK FOR TERM 1

NAME OF THE TEACHER:……

SCHOOL:…….. YEAR:…….

Week	Lesson	Strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Questions	Learning Experiences	Learning Resources	Assessment	Reflection
1	1	**1.0 Oral Literature**	**1.1 Introduction to Oral Literature**	By the end of the lesson, the learner should be able to explain the meaning of oral literature.	Why is oral literature important in the society?	Learner guided to search online/offline for the meaning of oral literature.	Curriculum Design (2024) pg 1; Dictionary	Oral questions	
	2			By the end of the lesson, the learner should be able to identify genres of oral literature.		Learner guided to listen to a recording on genres of oral literature and take notes.	Curriculum Design (2024) pg 1; Audio recording	Written notes	
	3			By the end of the lesson, the learner should be able to analyse the features of oral literature.		Learner guided to summarise the features of oral literature from a variety of genres.	Curriculum Design (2024) pg 1; Textbooks	Group discussion	
	4			By the end of the lesson, the learner should be able to discuss the		Learner guided to brainstorm on the functions of oral literature and present via a mind map.	Curriculum Design (2024) pg 1; Manila paper	Mind map	

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				functions of oral literature.					
2	1	**1.2 Poetry**	**1.2.1 Introduction to Poetry**	By the end of the lesson, the learner should be able to explain the meaning of poetry.	Why do we study poetry?	Learner guided to brainstorm on the meaning of poetry.	Curriculum Design (2024) pg 3; Poem anthology	Oral questions	
	2			By the end of the lesson, the learner should be able to identify elements of a poem from Kenya.		Learner guided to search for elements of poems from online/offline sources.	Curriculum Design (2024) pg 3; Digital devices	Observation	
	3			By the end of the lesson, the learner should be able to analyse the elements of a poem from Kenya.		Learner guided to collaborate to discuss the elements of a poem from Kenya.	Curriculum Design (2024) pg 3; Poems from Kenya	Written analysis	
	4			By the end of the lesson, the learner should be able to make notes on a poem about environmental conservation.		Learner guided to make notes on elements of a poem from Kenya on environmental conservation.	Curriculum Design (2024) pg 3; Environmental poem	Notes review	
3	1	**1.3 Fiction**	**1.3.1 Fiction (Novel from Kenya)**	By the end of the lesson, the learner should	How has history influenced	Learner guided to search for features of	Curriculum Design (2024) pg 5; Novel	Oral presentation	

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		and Non-Fiction		be able to explain the features of prose fiction.	prose fiction in Kenya?	prose fiction from Kenya.			
	2			By the end of the lesson, the learner should be able to examine elements of history in prose fiction.		Learner guided to identify elements of history from prose fiction in Kenya.	Curriculum Design (2024) pg 5; History books	Discussion	
	3			By the end of the lesson, the learner should be able to analyse the plot of a novel from Kenya.		Learner guided to collaborate to write a synopsis of the novel.	Curriculum Design (2024) pg 5; Novel	Synopsis writing	
	4			By the end of the lesson, the learner should be able to arrange events chronologically in a novel.		Learner guided to arrange events in the prose fiction in a flow chart.	Curriculum Design (2024) pg 5; Flow chart	Chart marking	
4	1			By the end of the lesson, the learner should be able to appreciate how history shapes prose fiction.		Learner guided to summarise findings in a tree diagram and share for feedback.	Curriculum Design (2024) pg 5; Diagrams	Peer review	
	2		**1.3.2 Non-Fiction**	By the end of the lesson, the learner should	How does non-fiction help nurture	Learner guided to discuss the meaning of	Curriculum Design (2024)	Discussion	

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				be able to explain features of non-fiction prose.	literary skills?	non-fiction and collect samples.	pg 7; Biographies		
	3			By the end of the lesson, the learner should be able to categorise non-fiction prose.		Learner guided to collaborate to categorise non-fiction prose (Autobiography, Biography, etc.).	Curriculum Design (2024) pg 7; Samples	Classification	
	4			By the end of the lesson, the learner should be able to search for features of non-fiction.		Learner guided to search for features of non-fiction from online/offline sources.	Curriculum Design (2024) pg 7; Internet	Presentation	
5	1			By the end of the lesson, the learner should be able to appreciate the significance of non-fiction.		Learner guided to share findings with peers for feedback on the value of non-fiction.	Curriculum Design (2024) pg 7; Portfolio	Reflection	
	2	**2.1 Oral Literature**	**2.1.1 Oral Narratives**	By the end of the lesson, the learner should be able to identify features of oral narratives.	Why is it important to study oral narratives?	Learner guided to watch a narration and discuss meaning/features.	Curriculum Design (2024) pg 9; Video clip	Observation	
	3			By the end of the lesson, the learner should be able to analyse		Learner guided to narrate an oral narrative to the class for peer review.	Curriculum Design (2024) pg 9; Oral narrative	Performance	

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				features of different oral narratives.					
	4			By the end of the lesson, the learner should be able to discuss functions of oral narratives.		Learner guided to collaborate to discuss lessons drawn from narratives.	Curriculum Design (2024) pg 9; Narrative text	Discussion	
6	1			By the end of the lesson, the learner should be able to appreciate the importance of oral narratives.		Learner guided to identify features from print/electronic sources and present.	Curriculum Design (2024) pg 9; Digital sources	Presentation	
	2	**2.2 Poetry**	**2.2.1 Appreciation of Poetry**	By the end of the lesson, the learner should be able to identify characteristics of free verse and blank verse.	How are poems classified?	Learner guided to search for meaning of free/blank verse.	Curriculum Design (2024) pg 11; Poetry anthology	Written quiz	
	3			By the end of the lesson, the learner should be able to identify characteristics of sonnets and narrative poems.		Learner guided to search for meaning of sonnet/narrative poems.	Curriculum Design (2024) pg 11; Poetry anthology	Written quiz	

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	4			By the end of the lesson, the learner should be able to read and recite different types of poems.		Learner guided to read and recite free/blank verse, sonnets.	Curriculum Design (2024) pg 11; Poems	Recitation	
7	1			By the end of the lesson, the learner should be able to analyse the structure of different poems.		Learner guided to summarise characteristics/structure in charts.	Curriculum Design (2024) pg 11; Charts	Project	
	2			By the end of the lesson, the learner should be able to analyse the subject matter of different poems.		Learner guided to discuss subject matter of selected poems.	Curriculum Design (2024) pg 11; Poems	Discussion	
	3			By the end of the lesson, the learner should be able to perform poems for enjoyment.	How can we make performance enjoyable?	Learner guided to perform different types of poems in class.	Curriculum Design (2024) pg 11; Performance space	Observation	
	4			By the end of the lesson, the learner should be able to appreciate the place of poems in society.		Learner guided to present performances out of class (if possible) or reflect.	Curriculum Design (2024) pg 11; Journal	Self-assessment	

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8	**MID-TERM**	**MID-TERM BREAK**	**MID-TERM BREAK**	**MID-TERM BREAK**	**MID-TERM BREAK**	**MID-TERM BREAK**	**MID-TERM BREAK**	**MID-TERM BREAK**	**MID-TERM**
9	1	**2.3 Fiction and Non-Fiction**	**2.3.1 Fiction (Novel Analysis)**	By the end of the lesson, the learner should be able to identify setting and plot in the set novel.	Why should one read a novel?	Learner guided to read the set novel and write down the sequence of events.	Curriculum Design (2024) pg 13; Set Novel	Written summary	
	2			By the end of the lesson, the learner should be able to identify characters in the set novel.		Learner guided to identify characters and collaborate to discuss traits.	Curriculum Design (2024) pg 13; Character chart	Chart filling	
	3			By the end of the lesson, the learner should be able to analyse themes in the novel.		Learner guided to collaborate to discuss themes and present findings.	Curriculum Design (2024) pg 13; Novel	Presentation	
	4			By the end of the lesson, the learner should be able to relate the novel to Kenyan culture.		Learner guided to relate cultural elements in the novel to culture in Kenya.	Curriculum Design (2024) pg 13; Reference material	Discussion	
10	1			By the end of the lesson, the learner should be able to link characters to real life.		Learner guided to link characters to real life and draw lessons.	Curriculum Design (2024) pg 13; Novel	Reflection	

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	2			By the end of the lesson, the learner should be able to summarize characters and themes.		Learner guided to summarize characters and themes in a graphic organiser.	Curriculum Design (2024) pg 13; Graphic organiser	Portfolio	
	3		**2.3.2 Non-Fiction (Journal)**	By the end of the lesson, the learner should be able to identify the structure of a personal journal.	Why is it important to keep journals?	Learner guided to brainstorm on life-writing and search for journal characteristics.	Curriculum Design (2024) pg 15; Sample journals	Mind map	
	4			By the end of the lesson, the learner should be able to analyse content and style of a journal.		Learner guided to read a sample personal journal and discuss content/style.	Curriculum Design (2024) pg 15; Journal text	Oral analysis	
11	1			By the end of the lesson, the learner should be able to write an entry of a personal journal.		Learner guided to make an entry of a personal journal from personal experiences.	Curriculum Design (2024) pg 15; Notebook	Writing task	
	2			By the end of the lesson, the learner should be able to appreciate the value of life writing.		Learner guided to share work with peers and organize reviewed copies in portfolio.	Curriculum Design (2024) pg 15; Portfolio	Peer review	

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	3	**3.1 Oral Literature**	**3.1.1 Appreciation of Songs**	By the end of the lesson, the learner should be able to identify features of songs.	Why do people sing songs?	Learner guided to listen to an oral song and discuss features.	Curriculum Design (2024) pg 17; Audio song	Discussion	
	4			By the end of the lesson, the learner should be able to analyse the performance of a lullaby.		Learner guided to listen/watch a lullaby and discuss verbal/non-verbal characteristics.	Curriculum Design (2024) pg 17; Video clip	Observation	
12	**ALL**	**END TERM**	**ASSESSMENT**	**END TERM ONE ASSESSMENT**		**END TERM ONE ASSESSMENT**		**EXAMS**	**ASSESSMENT**