



GRADE 10 INDIGENOUS LANGUAGE SCHEMES OF WORK FOR TERM 1

NAME OF THE TEACHER:.....

SCHOOL:..... YEAR:.....

Wee k	Lesso n	Strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Questions	Learning Experiences	Learning Resources	Assessment	Reflection
1	1	1.1 Listenin g and Speakin g	1.1.1 Fluency in Narration	By the end of the lesson, the learner should be able to describe characteristics of fables for language development.	1. How do you make a story interesting during narration?	The learner is guided to listen to audio recordings of fables and brainstorm their characteristics.	Curriculum Design (2024) pg 1; Audio recordings	Oral Questions	
	2			By the end of the lesson, the learner should be able to describe characteristics of trickster narratives.		The learner is guided to brainstorm the characteristics of trickster narratives.	Curriculum Design (2024) pg 1; Storybooks	Observation	
	3			By the end of the lesson, the learner should be able to describe characteristics of ogre narratives.		The learner is guided to brainstorm the characteristics of ogre narratives.	Curriculum Design (2024) pg 1; Charts	Written Quiz	

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	4			By the end of the lesson, the learner should be able to narrate fables to enhance fluency.		The learner is guided to team up to narrate fables found online and offline.	Curriculum Design (2024) pg 1; Digital devices	Oral Narration	
2	1			By the end of the lesson, the learner should be able to narrate trickster stories using storytelling techniques.	2. Why are narratives important?	The learner is guided to tell trickster stories observing techniques like tonal variation and gestures.	Curriculum Design (2024) pg 1; Props/Costumes	Observation	
	2			By the end of the lesson, the learner should be able to narrate ogre stories using storytelling techniques.		The learner is guided to tell ogre stories observing voice projection and audience involvement.	Curriculum Design (2024) pg 1; Resource person	Oral Narration	
	3			By the end of the lesson, the learner should be able to critique peers' narrations.		The learner is guided to work jointly to critique peers' narrations and respectfully offer feedback.	Curriculum Design (2024) pg 1; Peer review forms	Peer Review	
	4	1.2 Reading	1.2.1 Extensive Reading	By the end of the lesson, the learner should be able to select poems on traditional	1. Why is it important to read extensively?	The learner is guided to source for and select poems on traditional food from different sources.	Curriculum Design (2024) pg 3; Newspapers/Books	Observation	

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				food and nutrition.					
3	1			By the end of the lesson, the learner should be able to identify nouns from poems read.		The learner is guided to pick out nouns from the texts read and categorise them (proper, common, abstract).	Curriculum Design (2024) pg 3; Poems	Written Exercise	
	2			By the end of the lesson, the learner should be able to use identified nouns in sentences.		The learner is guided to use the nouns identified in oral and written texts.	Curriculum Design (2024) pg 3; Chalkboard	Written Sentences	
	3			By the end of the lesson, the learner should be able to extract vocabulary related to traditional food.	2. How can we infer the meaning of vocabulary?	The learner is guided to extract vocabulary related to traditional food and nutrition from materials read.	Curriculum Design (2024) pg 3; Reading materials	Vocabulary List	
	4			By the end of the lesson, the learner should be able to infer meaning of words related to nutrition.		The learner is guided to infer meaning of words related to traditional food and nutrition.	Curriculum Design (2024) pg 3; Dictionary	Oral Questions	
4	1			By the end of the lesson, the learner should		The learner is guided to write sentences and	Curriculum Design (2024) pg	Written Composition	

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				be able to construct sentences using learnt vocabulary.		longer texts using learnt vocabulary.	3; Writing materials		
	2	1.3 Writing	1.3.1 Orthography	By the end of the lesson, the learner should be able to write letters of the alphabet in indigenous language.	Why is it important to spell words correctly?	The learner is guided to look at alphabet flashcards and sound them/write them.	Curriculum Design (2024) pg 5; Flashcards	Dictation	
	3			By the end of the lesson, the learner should be able to apply spelling rules (silent letters/double consonants).		The learner is guided to team up to talk about common spelling rules.	Curriculum Design (2024) pg 5; Charts	Written Quiz	
	4			By the end of the lesson, the learner should be able to identify common spelling mistakes.		The learner is guided to talk about common spelling mistakes in the language.	Curriculum Design (2024) pg 5; Student work samples	Discussion	
5	1			By the end of the lesson, the learner should be able to use appropriate capitalisation conventions.		The learner is guided to write lower- and upper-case letters correctly in words.	Curriculum Design (2024) pg 5; Worksheets	Written Exercise	

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	2			By the end of the lesson, the learner should be able to apply principles of orthography to spell words.		The learner is guided to display flashcards with correctly spelt words on the classroom wall.	Curriculum Design (2024) pg 5; Flashcards/Wall	Project	
	3			By the end of the lesson, the learner should be able to recognise the value of correct spelling.		The learner is guided to discuss the importance of orthography in communication.	Curriculum Design (2024) pg 5; Textbooks	Oral Questions	
	4	2.1 Listening and Speaking	2.1.1 Conversational Skills	By the end of the lesson, the learner should be able to describe the elements of an effective conversation.	1. How do we communicate effectively?	The learner is guided to work jointly to identify elements of a conversation.	Curriculum Design (2024) pg 7; Audio clips	Discussion	
6	1			By the end of the lesson, the learner should be able to conduct conversations politely (turn-taking).		The learner is guided to discuss the significance of turn-taking during debate sessions.	Curriculum Design (2024) pg 7; Video clips	Role Play	
	2			By the end of the lesson, the learner should be able to evaluate	2. What makes a good conversation?	The learner is guided to team up to evaluate credibility, evidence, and	Curriculum Design (2024) pg 7; Debate recording	Critique	

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				credibility of information in a debate.		biases in a debate.			
	3			By the end of the lesson, the learner should be able to engage in debates on traditional vs modern communication .		The learner is guided to engage in debates on a topic on traditional and modern forms of communication.	Curriculum Design (2024) pg 7; Debate set up	Observation	
	4			By the end of the lesson, the learner should be able to agree and disagree politely.		The learner is guided to practice agreeing and disagreeing politely during a debating session.	Curriculum Design (2024) pg 7; Phrase cards	Observation	
7	1			By the end of the lesson, the learner should be able to analyse points raised during a debate.		The learner is guided to analyse the points raised during the debate and make a conclusion.	Curriculum Design (2024) pg 7; Note-taking pads	Written Summary	
	2	2.2 Reading	2.2.1 Reading for Information	By the end of the lesson, the learner should be able to explain the reading process (Pre-reading).	1. How do you access information in a text?	The learner is guided to team up to undertake pre-reading activities (e.g., predicting).	Curriculum Design (2024) pg 9; Texts on communication	Oral Questions	
	3			By the end of the lesson, the learner should		The learner is guided to read texts and ask	Curriculum Design (2024) pg 9; Digital devices	Reading comprehension	

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				be able to apply the reading process (During/After reading).		questions/scan for answers.			
	4			By the end of the lesson, the learner should be able to make notes from texts read.		The learner is guided to make notes (main points) from texts on traditional/modern communication.	Curriculum Design (2024) pg 9; Notebooks	Note-making	
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			By the end of the lesson, the learner should be able to write summaries of texts read.		The learner is guided to use notes made to write summaries and read each other's for peer review.	Curriculum Design (2024) pg 9; Texts	Summary writing	
	2			By the end of the lesson, the learner should be able to identify pronouns in texts.		The learner is guided to work jointly to pick out pronouns from the texts read.	Curriculum Design (2024) pg 9; Reading materials	Identification	
	3			By the end of the lesson, the learner should be able to construct		The learner is guided to construct sentences using the pronouns identified.	Curriculum Design (2024) pg 9; Chalkboard	Written Sentences	

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				sentences using pronouns.					
	4	2.3 Writing	2.3.1 Mechanics of Writing	By the end of the lesson, the learner should be able to identify punctuation marks in a text.	Why do you punctuate texts?	The learner is guided to identify punctuation marks (comma, full stop, etc.) in a given text.	Curriculum Design (2024) pg 11; Punctuated texts	Identification	
10	1			By the end of the lesson, the learner should be able to explain the uses of punctuation marks.		The learner is guided to discuss the uses of selected punctuation marks.	Curriculum Design (2024) pg 11; Grammar charts	Oral Questions	
	2			By the end of the lesson, the learner should be able to use punctuation marks in sentences.		The learner is guided to practice using selected punctuation marks in writing sentences.	Curriculum Design (2024) pg 11; Worksheets	Written Exercise	
	3			By the end of the lesson, the learner should be able to punctuate essays using digital tools.		The learner is guided to collaborate in punctuating essays using online editing tools.	Curriculum Design (2024) pg 11; Digital devices	Online editing	
	4			By the end of the lesson, the learner should be able to write essays on		The learner is guided to write grade-appropriate essays on communication.	Curriculum Design (2024) pg 11; Writing pads	Essay writing	

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				communication using correct punctuation.					
11	1			By the end of the lesson, the learner should be able to critique peers' work on punctuation.		The learner is guided to critique peers' work and respectfully offer positive feedback.	Curriculum Design (2024) pg 11; Peer essays	Peer Review	
	2	3.1 Listening and Speaking	3.1.1 Listening for Comprehension	By the end of the lesson, the learner should be able to identify main ideas in stories/songs on cultural celebrations.	1. Why is it important to listen?	The learner is guided to listen to stories/songs on cultural celebrations and identify main ideas.	Curriculum Design (2024) pg 13; Audio recordings	Oral Questions	
	3			By the end of the lesson, the learner should be able to sequence events in stories.		The learner is guided to collaborate to organize events in stories sequentially.	Curriculum Design (2024) pg 13; Story cards	Sequencing task	
	4			By the end of the lesson, the learner should be able to retell stories on cultural celebrations.		The learner is guided to team up to retell the stories listened to.	Curriculum Design (2024) pg 13; Resource person	Oral Retelling	
12	ALL	END TERM	ASSESSMENT	END TERM ONE		END TERM ONE ASSESSMENT		EXAMS	ASSESSMENT



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				ASSESSMENT					