Grade 11 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 English lesson plans for Term 2, covering the themes travel and nature: the beauty of nature, career paths: local and global opportunities, cultural expression: art, music, dance, literature and fashion and roles of sports and games, 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

Silent letters in bt, mn and gh

By the end of the lesson, the learner should be able to: a) pronounce words with silent b in bt, silent n in mn and silent h in gh; b) recite a poem with words containing silent digraphs

Silent letters

bt: the b is silent - debt, doubt, subtle, doubtful, debtor. mn (at the end of a word): the n is silent - solemn, autumn, column, condemn, hymn. gh at the start of a word: the h is silent - ghost, ghastly, gherkin, Ghana. (gh in other places may be silent too: night, light, high, though, or sound like f: rough, tough, laugh.)

Note: the silent letter often returns in related words - autumn (silent n) but autumnal (n heard); condemn but condemnation; solemn but solemnity.

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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Silent letters in bt, mn and gh

Strand 4.0 Travel and Nature: The Beauty of Nature > Sub-strand 4.1.2 Conversational Skills: Speaking Fluency | Lesson 1 of 3 | 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) pronounce words with silent b in bt, silent n in mn and silent h in gh; b) recite a poem with words containing silent digraphs

KEY INQUIRY QUESTION(S)

- Why do people sometimes take part in conversations they had not even prepared for?
- How do you feel when you engage in a spontaneous conversation?

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.
VALUE	**Love**	Learners help a classmate who is stuck.
PCI	**Life Skills Education: courteous language**	Learners practise decision making and working with others.

LEARNING RESOURCES

Word cards with bt, mn and gh words | A short poem with silent digraphs | Sentence strips for the jumbled paragraph | Chart paper for the paragraph relay

ORGANISATION OF LEARNING

Whole class drills; groups of 3-6 for the paragraph relay; a mock talk show with rotating roles.

KEY WORDS

silent letter | digraph | linking word | sequence | change of topic | spontaneous | buy time | filler | interview | talk show

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: "Say the word "debt". Did you pronounce the b?" 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 "Silent letters" (teaching points and model text on the next page), explaining as you go. Use word cards with bt, mn and gh words, a short poem with silent digraphs, sentence strips for the jumbled paragraph. 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: "In which word is the n heard: autumn or autumnal?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND MODEL TEXT

Silent letters

bt: the b is silent - debt, doubt, subtle, doubtful, debtor. mn (at the end of a word): the n is silent - solemn, autumn, column, condemn, hymn. gh at the start of a word: the h is silent - ghost, ghastly, gherkin, Ghana. (gh in other places may be silent too: night, light, high, though, or sound like f: rough, tough, laugh.)

Note: the silent letter often returns in related words - autumn (silent n) but autumnal (n heard); condemn but condemnation; solemn but solemnity.

Poem to recite (groups): "The ghost in the column of solemn stone / Lived through each autumn all alone; / No doubt he owed a ghastly debt, / And sang sad hymns he can't forget." Learners underline the silent letters and recite in groups.

Activity: listen to the teacher (or an audio clip) and write the words with silent letters that you hear; search books, magazines or the internet for more examples.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Which letter is silent in "doubt"?	**b.**
2	Which letter is silent in "column"?	**n.**
3	Underline the silent letter: ghost, hymn, subtle.	**ghost (h), hymn (n), subtle (b).**
4	In which word is the n heard: autumn or autumnal?	**Autumnal.**

WATCH OUT FOR

Learners pronounce every letter ("deb-t", "solem-n"). Drill with the silent letter crossed out on the card.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Write each word with the silent letter in a lighter colour.
Learners ready for more	Why do you think English keeps letters that are not pronounced? (Answer: Spellings often come from older forms of the word or from Latin or French, and pronunciation changed over time while spelling did not)
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 "silent letters in bt, mn and gh" 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?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

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