Grade 11 English

Term 3 - 50 complete lesson plans

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

ABOUT THIS PACK

50 complete, ready-to-teach Grade 11 English lesson plans for Term 3, covering the themes roles of sports and games, health and safety: safe environments, healthy eating and wellness and budgets and spending money wisely, each with its own speaking, reading, grammar and writing 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

Silent letters in wh, kn and wr

By the end of the lesson, the learner should be able to: a) pronounce words with wh, kn and wr correctly; b) sort words by their silent letter pattern and correct spelling errors

> **Silent letter digraphs**
> wh - in most words the h is silent (said like w): what, when, where, which, while, white, whistle, wheel, whip. But in who, whose, whom and whole, the w is silent (said like h).
> kn - the k is silent: know, knee, knock, knife, knot, knowledge, kneel, knuckle.

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 wh, kn and wr

Strand 7.0 Roles of Sports and Games > Sub-strand 7.1.2 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 wh, kn and wr correctly; b) sort words by their silent letter pattern and correct spelling errors

KEY INQUIRY QUESTION(S)

- Why is it important to stress words correctly?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
VALUE	**Peace**	Learners settle differences calmly during group work.
PCI	**Socio-economic issues: sport as an economic activity**	Developed through the activities in this lesson.

LEARNING RESOURCES

Word cards with wh, kn and wr words | A short text with spelling errors | Dialogue scripts on sports | A phone for recording

ORGANISATION OF LEARNING

Pairs for sorting and dialogues; whole class for the clapping game; groups for composing poems and songs.

KEY WORDS

silent letter | digraph | rising intonation | falling intonation | syllable | stress | affix | prefix | suffix | T-diagram

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.

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Say "knee", "write" and "what". Which letters are silent?" 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 letter digraphs" (pronunciation notes and examples on the next page), explaining as you go. Use word cards with wh, kn and wr words, a short text with spelling errors, dialogue scripts on sports. 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: "Give two words with silent k."	Say the key idea in their own words and answer the exit question in the exercise book.

PRONUNCIATION NOTES AND EXAMPLES

Silent letter digraphs

wh - in most words the h is silent (said like w): what, when, where, which, while, white, whistle, wheel, whip. But in who, whose, whom and whole, the w is silent (said like h).

kn - the k is silent: know, knee, knock, knife, knot, knowledge, kneel, knuckle.

wr - the w is silent: write, wrong, wrist, wrestle, wreck, wrap, writer.

T-diagram sorting (pairs): wh / kn / wr columns - whistle, knee, wrestle, wheel, knock, wrist, white, knowledge, wrong, knuckle.

Spelling detective challenge: find and correct the misspelt words in this text, explaining the silent letter: "The referee blew his wistle when the player hurt his nee. Another player had a broken rist after a rong tackle. Nobody new wen the match would continue." Corrections: whistle, knee, wrist, wrong, knew, when.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Which letter is silent in "wrestle"?	**w (the t is also silent).**
2	Which letter is silent in "whole"?	**w (said like "hole").**
3	Correct the spelling: "nock", "rong", "wite".	**knock, wrong, white.**
4	Give two words with silent k.	**For example: know, knee, knife, knock.**

WATCH OUT FOR

Learners pronounce the k in "knee" or the w in "write". Drill with the silent letter crossed out.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Give pairs of homophones: write/right, know/no, knew/new, whole/hole.
Learners ready for more	Why are "write" and "right" pronounced the same but spelt differently? (Answer: They are homophones; the w in write is silent, so only the spelling and meaning differ)
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 wh, kn and wr" 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.