

# Sample Filled-Out Lesson Plan Entry

*Editable Word Document | Illustrative Sample Only*

## Important Note

This sample is for illustration only. It is not an official DepEd sample lesson plan. Teachers should replace the competency, learner context, activities, assessment, references, and AI declaration based on the final official issuance, school context, curriculum guide, and actual learner needs.

## A. Basic Lesson Information

<b>Name of Lesson</b>	Using Context Clues to Understand Unfamiliar Words
<b>Learning Area/s</b>	English
<b>Designed by Teacher/s</b>	Grade 7 English Teacher / English Learning Area Team
<b>Grade Level and Section</b>	Grade 7 - Sampaguita
<b>Number of Sessions</b>	2 sessions, 45 minutes per session
<b>References</b>	English 7 learning materials, teacher-made reading passage, vocabulary activity sheet, dictionary or online dictionary, board or projector, printed exit ticket
<b>Declaration of AI Use</b>	AI was used to generate initial sample sentences for context clue practice. The teacher reviewed, revised, localized, and aligned the materials with the learners' level and lesson objectives.

## B. Intentions

<b>Learning Competency</b>	Infer the meaning of unfamiliar words using context clues such as definition, synonym, antonym, example, and general sense of the sentence or paragraph.
<b>Learning Objectives</b>	At the end of the lesson, learners are expected to: <ul style="list-style-type: none"><li>● identify different types of context clues in sentences and short paragraphs;</li><li>● infer the meaning of unfamiliar words using surrounding clues;</li><li>● explain which clue helped them determine the meaning of a word; and</li><li>● use at least three newly learned words in original sentences.</li></ul>

### Learner Context

The class has mixed reading levels. Most learners can understand short narrative texts, but several learners struggle with unfamiliar vocabulary. Some learners tend to guess word meanings without using textual evidence. Learners are interested in school stories, friendship situations, social media examples, and real-life classroom scenarios. Five learners may need guided vocabulary support, while three advanced learners may be given enrichment tasks.

## C. Learning Experience

### Pre-Lesson

- The teacher displays three unfamiliar but age-appropriate words in simple sentences.
- Learners guess the meaning of each word and underline the nearby words that helped them.
- The teacher asks: 'What helped you understand the word even without using a dictionary?'
- The teacher introduces the lesson goal: learning how to use context clues to understand unfamiliar words.

### Flow - Session 1

#### 1. Clear Goals and Teaching

- The teacher explains that context clues are words or details around an unfamiliar word that help reveal its meaning.
- The teacher presents five common types of context clues: definition, synonym, antonym, example, and general sense.

#### 2. Guided Practice and Scaffolding

- The teacher models how to analyze one sentence step by step.
- Learners answer two guided examples with teacher support.
- The teacher uses a simple organizer: unfamiliar word, clue words, guessed meaning, and reason.

#### 3. Checks for Understanding

- Learners raise colored cards or fingers to identify the type of clue used in each sample sentence.
- The teacher asks selected learners to explain their answer using the sentence evidence.

#### 4. Pair Activity

- Learners work in pairs to answer a short worksheet with five sentences.
- Each pair must underline the clue and write the inferred meaning.

## Flow - Session 2

### 1. Retrieval Review

- The teacher starts with a quick review: learners recall the five types of context clues without looking at notes.
- Three sample sentences are given as warm-up practice.

### 2. Group Reading Task

- Learners read a short paragraph about a school event.
- Each group identifies unfamiliar words and uses context clues to infer meaning.
- Groups complete a chart showing the word, clue, inferred meaning, and explanation.

### 3. Independent Practice

- Each learner answers a short individual task with five unfamiliar words from a paragraph.
- Learners must explain at least two answers using textual evidence.

### 4. Sharing and Reflection

- Selected learners share one word they understood using context clues.
- The teacher asks: 'How can this strategy help you when reading other texts?'

## Learning Resources

Printed sentences, short reading passage, context clues chart, vocabulary worksheet, board or projector, dictionary or online dictionary, exit ticket, learner notebook

## Opportunities for Integration

### Values Integration

- Learners practice patience and respect when listening to a partner's explanation.

### Reading Literacy

- Learners strengthen independent reading strategies.

### Technology Integration

- If available, the teacher may use a projector or digital quiz for sample sentences.

### Inclusion

- Learners who need support receive sentence frames and guided examples.
- Advanced learners create their own context clue sentences for classmates to answer.

## D. Assessment and Ways Forward

### Formative Assessment

#### During the lesson

- Oral questioning, colored-card responses, pair worksheet, and teacher observation of group discussions

#### End of Session 1

- Short practice task with five sentences

#### End of Session 2

- Exit ticket with three unfamiliar words from a paragraph

#### Exit Ticket Sample

1. Choose one unfamiliar word from the paragraph.
2. Write its possible meaning.
3. Underline the clue that helped you.
4. Explain your answer in one sentence.

### Success Indicators

- At least 80% of learners can infer the meaning of unfamiliar words using context clues.
- Learners can identify the clue words or sentence details that support their answer.
- Learners can explain their reasoning instead of simply guessing.

### Extended Learning Opportunities

#### For learners needing support

- Provide five simpler sentences with underlined clue words and sentence frames such as 'I think the word means \_\_\_\_ because \_\_\_\_'.

#### For learners ready for enrichment

- Ask them to write a short paragraph using three unfamiliar words and clear context clues.

#### Home reinforcement

- Learners find two unfamiliar words from a book, article, or online text and explain how they guessed the meaning using context clues.

### Reflections

#### Sample reflection after lesson delivery

Most learners were able to identify clue words when the sentences were short and direct. However, several learners had difficulty explaining their reasoning when the clue was implied rather than clearly stated. In the next session, I will provide more guided examples using paragraph-level clues and allow struggling learners to use a sentence frame before independent practice.

#### Ways forward

- Conduct a 10-minute reteaching activity for learners who scored below 3 out of 5 in the exit ticket.
- Use small-group support for learners who can guess meanings but cannot explain their evidence.
- Provide enrichment writing tasks for learners who already mastered the skill.

- Use context clues again in the next reading lesson to support spacing and retrieval.