

LESSON PLAN TEMPLATE

Lesson Title	Strategies for Mastering Academic and Specialized Vocabulary
Learning Area/s	Effective Communication
Name of Teacher/s	DEPED TAMBAYAN PH
Grade Level and Section	Grade 11
No. of Sessions	2 Sessions
References	Lesson Exemplar (LE), Learning Activity Sheets (LAS)
Declaration of AI use	This lesson plan was co-created using Gemini AI to assist with unpacking competencies into a 2-session learning design, structuring activities, and assessment formulation.

Intentions.

Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson – keep it clear and simple.

Learning Competency and Curriculum Standards:

Learning Competency:

- Employ appropriate strategies in understanding unfamiliar vocabulary, including specialized terminology.

Content Standards:

The learners demonstrate effective communication in academic and training contexts through spoken, written, and multimodal forms; they understand that interaction patterns in academic and training contexts are formal, structured, and discipline-specific, and that intellectual integrity, honest and respectful critique, and inclusive language foster meaningful academic and training engagement.

Performance Standards:

The learners produce spoken, written, and multimodal academic and technical texts for specific purposes and audiences, such as, but not limited to, articles, research reports, public speaking presentations, reviews, and podcasts; prepare note cards and reference lists in support of these texts; convert these texts into presentation formats aided by non-verbal signals and multimedia tools or resources; and give and use feedback on the content, structure and language of communication to improve performance.

	Session 1	Session 2
Learning Objectives:	By the end of the session, learners will be able to: - Identify and use context clues (definition, synonym, antonym, and example) to determine the meaning of unfamiliar words. - Analyze word morphology (roots, prefixes, and suffixes) as a strategy for vocabulary expansion.	By the end of the session, learners will be able to: - Differentiate between general academic vocabulary and specialized terminology within specific disciplines. - Apply digital and print-based resources to decode technical jargon in specialized academic texts.
Learner Context:	The class consists of learners with diverse linguistic backgrounds. Many show high engagement during group discussions but struggle with independent reading of dense academic texts. Strengths include a strong sense of community and willingness to help peers. Barriers include varying reading speeds and specific learning needs such as dyslexia, which may hinder rapid word recognition in time-pressured tasks.	Learners have shown a growing interest in their respective career tracks (e.g., STEM, ABM, HUMSS) and respond well to hands-on, practical applications of language. However, some students feel overwhelmed by technical jargon in textbooks, leading to decreased confidence. A few learners require visual aids and simplified instructions to stay focused during complex multi-step tasks.
Learning Experience. A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.		
Pre-Lesson:	Vocabulary Spotlight: A quick 'Guess the Word' game using visual icons and partial definitions to activate prior knowledge of academic language structures.	Jargon Hunt: A 3-minute rapid-fire challenge where students list as many 'expert words' as they can from their favorite hobby or vocational interest.
Flow:	The session begins with a direct instruction on the four main types of context clues using a PowerPoint presentation, providing clear examples for each (Scaffolding). This is followed by 'Word Surgery,' where students work in pairs to break down complex academic words into morphemes on the whiteboard, identifying how prefixes and suffixes change meanings (Social Learning and Active Retrieval). To conclude, students complete a 'Context Mapping' activity in small groups using printed worksheets to find meanings of underlined words in a sample academic article (Inclusion and Checks for Understanding).	The lesson starts with a comparison of 'General Academic' versus 'Domain-Specific' words using a Venn diagram displayed on the Smart TV (Scaffolding). Students then engage in 'Expert Stations,' where groups rotate to analyze short technical text samples related to different fields, using laptops to look up specialized terms in digital glossaries (Active Retrieval and Social Learning). The teacher circulates to provide one-on-one support and modified texts for learners requiring specific accommodations (Inclusion).
Learning Resources:	- PowerPoint Presentation - Smart TV/Projector - Printed Worksheets - Whiteboard and Markers	- Laptop/Computer for research - Smart TV/Projector - Discipline-specific reading samples (Science, Business, Arts) - Activity Sheets

Opportunities for integration:	Integration with Literacy and Linguistics by focusing on word origins and structural analysis of the English language.	Integration with Content Area Literacy by using authentic discipline-specific texts from Science, Math, or Social Sciences.
Assessment. Assessments reveal what learners have gained and what they still need help with. These are helpful in providing you with information to guide your future instruction throughout the entire session.		
Formative Assessment:	Strategy Reflection: A short quiz where students must define three unfamiliar words from a passage and explicitly label which context clue strategy they employed to find the meaning. (Check for Understanding)	The Glossary Project: Students create a 'Mini-Technical Dictionary' for a specific topic, defining three technical terms using their own words and providing an illustration or icon for each (Check for Understanding and Multimodal Learning).
Ways Forward. Meaningful learning can also happen beyond the classroom – for both the learners and the teacher. Pause and reflect on what happened today.		
Extended learning opportunities:	Students are encouraged to find three unfamiliar words in a news article of their choice and bring them to the next session for a quick class sharing.	Learners are tasked to interview a teacher from a different subject area about the 'top five most important words' used in that specific discipline.
Reflections:	Reflect on: Which context clue strategy did the students find most intuitive? How did the morphological breakdown assist the learners with reading difficulties?	Reflect on: How effective were the 'Expert Stations' in reducing jargon-related anxiety? Did the digital resources help or distract the learners with diverse needs?