

LEARNING STRAND 1 COMMUNICATION SKILLS IN ENGLISH

SESSION GUIDES FOR MODULE 6:
GIVE ME A HINT (USING CONTEXT CLUES)

ALS Accreditation and Equivalency Program: Junior High School



SESSION GUIDES

Alternative Learning System - Accreditation and Equivalency (ALS-A&E)

JUNIOR HIGH SCHOOL: COMMUNICATION SKILLS IN ENGLISH
SESSION GUIDES FOR MODULE 6 (GIVE ME A HINT. (USING CONTEXT CLUES))

ALS Accreditation and Equivalency Program: Junior High School
Learning Strand 1: Communication Skills in English
Session Guides for Module 6 (Give Me A Hint (Using Context Clues))

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User's Guide

For the ALS Teacher/Instructional Managers/Learning Facilitator:

Welcome to the session guides of this module entitled Give Me A Hint (Using Context Clues) under Learning Strand 1 Communication Skills in English of the ALS K to 12 Basic Education Curriculum (BEC).

The module and the session guides were collaboratively designed, developed, and reviewed by select DepEd field officials and teachers from formal school and ALS, and private institutions to assist in helping the ALS learners meet the standards set by the ALS K to 12 Basic Education Curriculum (BEC) while overcoming their personal, social, and economic constraints in attending ALS learning interventions.

This learning resource hopes to engage the learners in guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st Century skills while taking into consideration their needs and circumstances.

As an ALS Teacher/Instructional Manager/Learning Facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their learning. Moreover, you are expected to encourage and assist the learners as they do the tasks included in the module.

IN MY VIEW Session Guide No. 1

I. Duration: 2 hours

II. Key Understandings to be Developed

Main Idea, Facts, Opinion, Inferences, Conclusions

III. Learning Objectives

1. Recognize main/key ideas
LS1CS/EN-L-PSA-JHS-22
2. Distinguish/Differentiate facts from opinions/beliefs
fantasy from reality in the text
LS1CS/EN-R-PSD-LE/JHS-26
3. Make inferences and draw conclusions from a set of details
based on texts/passages (pictures, title, and content words)
LS1CS/EN-R-PSD-LE/JHS-25

IV. Resources

- Communication Skills in English Module 6
- Bond paper, ballpen, and pencil

V. Procedures

1. Activity

Assess learners' prior knowledge of module competencies by allowing them to respond to the pre-assessment activity.

Evaluate learners' familiarity with the topic by reviewing the activity in Lesson 1 – *Trying This Out* with them on page 8. Let the students read the text **Recognizing the Main Idea** on page 9 .

Let the learners read the example, “The Life Cycle of a Frog.” Then, use the three steps to get the main idea of the paragraph on page 10. Have the learners analyze the text on page 11.

Distinguish between facts and opinions by answering the activity on page 12.

Have them read the text on page 14 and complete the graphic organizer: “It says, I say, and so.” It helps you find information in a text and combines it with what you already know to find a complete answer.

2. Analysis

Discuss how to recognize the main idea of a text. Use the discussion on pages 9–11 of the module.

Ask the learners to distinguish fact from opinion by carefully observing the keywords present in each statement that indicate a fact or an opinion on page 12.

The discussion continues on how to draw conclusions from the reading found on pages 10–11. Then ask them to do the activity to draw inferences from the observations. Have them use the Inference Worksheet on page 16 for their answers.

3. Abstraction/Generalization

Emphasize to the learners the following points in recognizing the main idea of a paragraph, distinguishing facts from opinions, and making inferences based on texts and passages:

- Main ideas are often found at the beginning of paragraphs. The first sentence often explains the subject being discussed in the passage.
- Main ideas are also found in the concluding sentences of a paragraph. The main idea can be expressed as a summation of the information in the paragraph.
- A fact generally refers to something that is true and can be verified as such. A fact is something that can be proven to be true.

- An opinion refers to a personal belief. It relates to how someone feels about something.
- An inference is an idea or conclusion that is drawn from evidence and reasoning.

Let the learners read the text on *Understanding What You Did* found on page 16.

4. Application

Complete the *Sharpening Your Skills* and *Treading the Road to Mastery* assessments on pages 17–19. Activity 1 to sharpen your skills focuses on obtaining the main idea. While Activity 2 is for making inferences. Activity 3 focuses on determining a fact or opinion.

After completing the learning tasks, ask learners to refer to the *Answer Key* on pages 44–47 for assessment.

VI. Concluding Activity

End the session by reviewing the main concepts and encourage students to share their learnings on the topics presented.

Also, encourage them to share what part of the lesson they find difficult to understand.

LET US FIX IT Session Guide No. 2

I. Duration: 2 hours

II. Key Understandings to be Developed

- Prefixes
- Suffixes

III. Learning Objectives

1. Identify/explain the meaning of words through prefixes un-, in-, im-, dis-, mis-, and re-
LS1CS/EN-R-PSD-AE/JHS-34
2. Identify the meaning of words with suffixes -ful and -less, -er and -or; -ly and y; -able and -ible
LS1CS/EN-R-PSD-AE/JHS-35

IV. Resources

- Communication Skills in English Module 6
- Bond paper, ballpen, and pencil

V. Procedures

1. Activity

Assess learners' familiarity with the topic by reviewing the activity in Lesson 2 – *Trying This Out* on page 22. Introduce the discussion of words with prefixes and suffixes on pages 23–25 in *Understanding What You Did*.

Let the students answer the *Let's Practice* on pages 26. Provide the meaning of words with prefix and suffix.

2. Analysis

Discuss how to identify the meanings of words with prefixes and suffixes on pages 23–26 of the module. Analyze the meaning of the prefixes and suffixes in the examples on pages 24–25.

Guide

More prefix and suffix issues

- A. Different prefixes in English can have similar meanings, such as un-, in- and non- all of which mean ‘not’ or ‘opposite of.’
 - B. Also, the prefixes mis- and ir- mean ‘wrong,’ ‘wrongly,’ or ‘incorrectly.’
 - C. Notice that double letters are possible.
 - For example, when you add the prefix im- to words that begin with the letter m you get two m’s as in ‘immeasurable.’
 - D. That’s also true when you add un- to words that begin with the letter n, as in ‘unnoticeable.’ The same is true for many other prefixes.
 - E. When adding a prefix to a word, the spelling of the base word never changes.
 - For example, the prefix un- did not change the spelling of the word ‘happy.’
 - F. And, the prefix re- would not change the spelling of the word ‘live’ in ‘relive.’
 - G. Watch out for lookalikes—words that look like they contain prefixes but, in fact, do not.
 - For example, the un- in the word ‘uncle’ or ‘unite’ is not a prefix; the same is true for re- in the words ‘reach,’ ‘real,’ or ‘realize.’
- 3. Abstraction**
- Emphasize how to identify the meaning of words with prefixes and suffixes.

Let learners read the key concepts about *Understanding What You Did* on page 26.

4. Application

Present the skills found in *Sharpening Your Skills* on page 27 and *Treading The Road to Mastery* on page 28. Ask students to follow the instructions for learning activities.

VI. Concluding Activity

End the session by reviewing the main concepts and encourage students to share their learnings on the topics presented.

Also, encourage them to share what part of the lesson they find difficult to understand.

GIVE ME A CLUE **Session Guide No. 3**

I. Duration: 2 hours

II. Key Understandings to be Developed

Context Clues

III. Learning Objective

Use context clues (synonym and antonym) to find/ arrive at meanings of unfamiliar words (LS1CS/EN-R-PSD-AE/JHS-36)

IV. Resources

- Communication Skills in English Module 5
- Bond paper, ballpen, and pencil

V. Procedures

1. Activity

Assess learners' familiarity with the topic by reviewing the activity in Lesson 2 – *Trying This Out* on page 30.

2. Analysis

Present the following topics for discussions on context clues on pages 31–34 in *Understanding What You Did*.

- What are context clues?
- Where can you find contextual clues?
- How to find and identify the clues?
- The 5 most common devices with context clues.
- Limitations of context clues

Have learners answer *Let's Practice* on page 35. Define the meaning of underlined words using context clues. Write the letters of the correct answer on a separate sheet of paper.

Guide

Decoding context clues.

- A. Even the most intelligent person has to look up the meaning of words from time to time.
- B. However, during moments when we don't have access to a dictionary—whether physical or virtual—looking at a couple of strong context clues might help understand a line's given meaning.
- C. Make it a lifetime goal to increase your vocabulary.
- D. Learning new words from context alone have limitations, as this method is not always definitive.
- E. Often, context may give a reader a general idea of a word but not a full meaning.
- F. If the sentences in which an unfamiliar word appears don't clearly spell out its meaning, that meaning may be lost.
- G. For long-term retention, readers need to see a word multiple times.
- H. The more often an inferred definition is included, the more likely the reader will retain and understand a new word.

3. **Abstraction**

- **What are context clues?**

Context clues are hints that an author gives to help define a difficult or unusual word within a written text.

- **Where can we usually find context clues?**

The clue can appear in the same or in succeeding sentences. (Some authors do not always provide context clues throughout the text on purpose.)

- **What are the most common context clue devices?**

The most common context clues are word parts, definition, synonym, example, and contrast.

Let learners read the key concepts about *Understanding What You Did* on page 36.

4. **Application**

Present *Sharpening Your Skills* found on pages 37–38 and *Treading the Road to Mastery* assessments on page 39–40. Require learners to follow instructions for learning tasks.

Read the main point of *Don't Forget*. Perform the context clues and self-paced activity in *Explore More* on page 42.

Complete the activity in *Reach the Top*. Write a story with at least five new words that you have recently learned. Make sure to provide context clues in your story.

VI. **Concluding Activity**

End the session by reviewing the main concepts and encourage students to share their learnings on the topics presented.

Also, encourage them to share what part of the lesson they find difficult to understand.

ANSWER KEY

PRE-ASSESSMENT

PAGE 3

- | | | | |
|------|------|-------|-------|
| 1. B | 5. A | 9. B | 13. B |
| 2. C | 6. B | 10. C | 14. B |
| 3. D | 7. C | 11. A | 15. A |
| 4. A | 8. A | 12. C | 16. B |

LESSON 1: IN MY VIEW

TRYING THIS OUT

PAGE 8

- | | |
|------|-------|
| 1. O | 6. F |
| 2. F | 7. F |
| 3. O | 8. O |
| 4. O | 9. F |
| 5. F | 10. O |

UNDERSTANDING WHAT YOU DID

PAGE 12

ACTIVITY

1. F
2. F
3. F
4. O
5. O

SHARPENING YOUR SKILLS

PAGE 17

ACTIVITY I

1. Goldfish are my favorite pets.
2. Your ideas are awesome! I shall consider them.
3. Turning the switch on will put the coffee-maker to work.
4. The zoo features monkeys, zebras, and lions.
5. Gift-giving during Christmas is something I always look forward to.

ANSWER KEY

1. **Inference:** She left the room angry or upset.
2. **Inference:** It was a gift I have always wanted or wished for.
3. **Inference:** He told me shocking news.
4. **Inference:** The principal was not in.
5. **Inference:** Something inside the dark house scared me.

ACTIVITY II

1. F
2. O
3. O
4. O
5. F

TREADING THE ROAD TO MASTERY

PAGE 19

1. Manila is home to various tourist spots such as museums, monuments, and restaurants.
2. “The oldest Chinatown in the world”
3. The National Museum of Fine Arts is home to various paintings, such as *The Parisian Life* by Juan Luna.
4. “Very popular especially among foreigners”; “People like taking pictures here with the monument serving as the background”
5. The food must taste good; the dining experience is great; the restaurant offers a different experience

LESSON 2: LET US FIX IT

TRYING THIS OUT

PAGE 22

WORD	MEANING	WORD	MEANING	WORD	MEANING
accurate	correct in all details; exact	inaccurate	not accurate; inexact	accuracy	the manner of being exact or accurate
agree	to have the same opinion about something	disagree	refusing to agree; not having the same opinion	agreement	the action of agreeing
place	a particular position or point	replace	to put something back in a previous position	placement	the action of putting something in place
approve	to accept	disapprove	to refuse	approval	the action or manner of approving
correct	in agreement with the true facts	incorrect	not true	correctly	with what is generally accepted

SHARPENING YOUR SKILLS

PAGE 27

MEANING	ANSWER
To match again*	Rematch*
Out of the ordinary	Extraordinary
To pronounce incorrectly	Mispronounce
An action to refuse	Refusal
The state of being an adult	Adulthood
The state or quality of being intimate	Intimacy

ANSWER KEY

The state or quality of being satisfied	Contentment
To phrase again	Rephrase
To organize incorrectly	Disorganize
Below the standards	Substandard
Not stable	Unstable

TREADING THE ROAD TO MASTERY

PAGE 28

1. Resubmit
2. Happily
3. Approval
4. Shipment, shipping
5. Mismatched
6. Appropriately
7. Adulthood
8. Internship
9. Freedom
10. Subway

LESSON 3: GIVE ME A CLUE

UNDERSTANDING WHAT YOU DID

PAGE 35

LET'S PRACTICE

1. C
2. A
3. B
4. D
5. D

SHARPENING YOUR SKILLS

PAGE 37

- | | |
|------|-------|
| 1. B | 6. C |
| 2. D | 7. B |
| 3. B | 8. A |
| 4. A | 9. B |
| 5. B | 10. D |

TREADING THE ROAD TO MASTERY

PAGE 39

- | | |
|------|-------|
| 1. A | 6. A |
| 2. A | 7. A |
| 3. B | 8. A |
| 4. A | 9. C |
| 5. D | 10. D |

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