

Grade 4 Term 2, Week 3 LESSON PLAN

Name of Lesson	Inference, Predictions, Conclusions & Verb Tenses (Simple & Progressive)			
Learning Area/s	English			
Designed by Teacher/s	Deped libre			
Designed for which Grade Level and Section	Grade 4			
No. of Sessions	Session 1: Inferring Traits & Simple Present/Past	Session 2: Predicting Outcomes & Simple Future	Session 3: Drawing Conclusions & Present/Past Progressive	Session 4: Synthesizing Literacy Skills & Future Progressive
References (books, websites, toolkits, etc.)	MATATAG Curriculum Guide Grade 4; DepEd LR Portal English 4 Modules; K-12 English Teacher's Guide	MATATAG English 4 Week 3 Resource; "The Brave Little Girl" (Sample Story); DepEd ILAW Guide	English 4 Workbook Term 2; "The Thirsty Crow" Fable; Grammarly Education Blog	Integrated English Skills for Grade 4; MATATAG Assessment Toolkits; Localized Short Stories
Declaration of AI use	Artificial Intelligence (AI) tools were used to assist in the preparation of this lesson plan, particularly in generating ideas, improving clarity of instructions, and organizing learning activities aligned with MATATAG competencies. All AI-assisted outputs were carefully reviewed, validated, and contextualized by the teacher to ensure accuracy, appropriateness, and alignment with DepEd standards.			
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. Remember: Understanding your learners' evolving context and designing around it help ensure that your lessons connect with and are relevant to them.			

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Learning Competency:	EN4LR-II-3: Comprehend literary texts through inferring character's feelings and traits, making predictions (outcomes/decisions), and drawing conclusions. EN4G-II-3: Compose appropriate sentences for clarity and coherence using simple tenses (Present, Past, Future) and progressive tenses (Present, Past, Future).			
Learning Objectives:	Infer character traits and feelings from a text and use Simple Present and Simple Past tenses correctly in sentences.	Predict outcomes and character decisions based on textual clues and use Simple Future tense to express future actions.	Draw conclusions from various texts and use Present Progressive and Past Progressive tenses for ongoing actions.	Synthesize all literacy skills (inference, prediction, conclusion) and use Future Progressive tense in a cohesive narrative.
Learner Context:	Learners in Grade 4 are generally curious but may struggle with abstract reasoning like "reading between the lines." They respond well to localized stories and visual cues. Most are familiar with basic verbs but need guidance in differentiating progressive tenses. Potential barriers include limited vocabulary in English for complex emotions.			
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:	"Emoji Match": Show pictures of facial expressions. Learners guess the feeling and describe an action the person did (Past Tense).	"What's Next?": Show a picture of a student holding an umbrella near a dark cloud. Ask what will happen next.	"Detective's Hat": Present a "crime scene" (e.g., empty cookie jar + crumbs on a child's face). Ask: "What happened here?"	"Time Traveler": Review simple and progressive tenses using a timeline chart on the board.
Flow:	Introduction: Define Inference as "Schema + Text Clues." Instructional Procedure: Discuss character traits (internal) vs. feelings (temporary). Explain Simple Present (habits) vs. Simple Past (finished). Activity: Read a short paragraph about "Lito" who shared his lunch.	Introduction: Define Prediction as an "educated guess." Instructional Procedure: Teach the use of "will" + base form for Simple Future. Show how text clues lead to character decisions. Activity: Stop-and-Predict Reading. Read half a story; students write what the	Introduction: Define Drawing Conclusions as the "final judgment" after reading. Instructional Procedure: Differentiate Present Progressive (is/are + -ing) and Past Progressive (was/were + -ing). Activity: "Conclusion Chart."	Introduction: Review all skills. Introduce Future Progressive (will be + -ing). Instructional Procedure: Explain actions that will be ongoing in the future. Model a cohesive story using varied tenses. Activity: Group Work: Create a 5-sentence story about a "Future

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	Identify his trait and list verbs in the past tense. Synthesis: "How do we know how a person feels even if they don't say it?"	character <i>will</i> do using future tense. Synthesis: "Why are clues important in predicting?"	Read a fable. List clues and the conclusion. Rewrite sentences into progressive forms. Synthesis: "What makes a conclusion different from a guess?"	School Trip" incorporating inference, prediction, and progressive tenses. Synthesis: "How do correct tenses help us understand a story better?"
Learning Resources:	Flashcards of traits, Simple Tense Chart.	Prediction Worksheets, "Will" vs. "Going to" posters.	Fable texts, Progressive Tense Matrix.	Story rubrics, Visual Timeline markers.
Opportunities for integration:	Values: Kindness and Empathy (Inferring others' feelings).	Science: Predicting weather based on cloud types.	Social Studies: Drawing conclusions about historical events.	ICT: Using digital slides to present group stories.
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.			
Formative Assessment:	1. Anna shared her umbrella with a stranger. What trait does she show? A. Greedy B. Kind C. Lazy D. Angry 2. Which sentence is in the Simple Past? A. He eats bread. B. He will eat bread. C. He ate bread. D. He is eating bread. 3. "I won the race!" shouted Ben. How does he feel? A. Sad B. Excited	1. The sky turned black and thunder roared. What will likely happen? A. It will rain. B. The sun will shine. C. It is snowing. D. Flowers will dry. 2. Choose the correct Simple Future form: "I ____ my homework later." A. finish B. finished C. will finish D. finishing 3. A character sees a "No Swimming" sign but looks at the water. What is a possible	1. The ground is wet and there are puddles everywhere. What can you conclude? A. It rained recently. B. It is very hot. C. Someone broke a glass. D. The sun is out. 2. "The boys ____ basketball right now." A. is playing B. are playing C. was playing D. were playing 3. Which sentence is in the Past Progressive? A. She is dancing. B. She danced.	1. "By this time tomorrow, we ____ on the beach." A. will play B. will be playing C. played D. are playing 2. If a character is "diligent," he probably ____. A. gives up easily B. works very hard C. sleeps all day D. forgets his work 3. Identify the Future Progressive: A. I will cook dinner. B. I am cooking dinner. C. I will be cooking dinner. D. I was cooking dinner.

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	C. Tired D. Afraid 4. Change "She sings" to Simple Past. A. She singed B. She sung C. She sang D. She will sing 5. "Mina studied hard for the test." What is the verb? A. Mina B. Hard C. Studied D. Test	decision? A. He will swim. B. He will walk away. C. He will jump in. D. He will drown. 4. "We ____ to the park tomorrow." A. go B. went C. will go D. going 5. Making a prediction means using: A. Only your feelings B. Clues + what you know C. Only the title D. Random guesses	C. She was dancing. D. She will dance. 4. To draw a conclusion, you need: A. A dictionary B. Evidence from the text C. A new story D. To ask the teacher 5. "They ____ (be) studying when the bell rang." A. is B. are C. was D. were	4. A conclusion is reached ____ reading. A. before B. during C. after D. without 5. Using tenses correctly helps in ____. A. making text confusing B. clarity and coherence C. spelling words D. counting pages
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:	Interview a family member about their day. Write 3 sentences in the Simple Past.	Draw a comic strip of a story ending that you predicted.	Look for a news headline and draw one conclusion from it.	Write a short "Letter to my Future Self" using Future Progressive (e.g., "I will be studying...").
Reflections:	(To be filled out after the lesson) Reflection Prompt: Were the learners able to differentiate between a trait and a feeling?	(To be filled out after the lesson) Reflection Prompt: Did the learners use "will" correctly in their predictions?	(To be filled out after the lesson) Reflection Prompt: Did the students confuse Present Progressive with Past Progressive?	(To be filled out after the lesson) Reflection Prompt: How well did the students integrate grammar with reading comprehension?
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