Grade: 4th
Strategy: Visualizing
Technique: Mind Mapping
Text Type: Fiction

A Dangerous Journey

Aims of the Lesson:

- Help students visually organize key story elements using a mind map to enhance comprehension.
- Encourage students to analyze Asra's determination and decision-making, fostering critical thinking about courage and perseverance.
- Promote creative thinking by having students predict what might happen next and explore different possible outcomes for the journey.

Text for lesson:

Asra and her friend walked forward. The plants around them became thicker. There were many trees along the path, but it was not a real forest. It looked like a big, wild garden leading to the land of the trolls. Flowers, bushes, and tall hedges surrounded them like walls, and different kinds of fruit hung from the branches.

Asra's new friend got excited and ran to pick the strange berries. He stuffed them into his mouth.
"Come on!" Asra called. "We have to keep going! There's no time to waste!"
"But we still have 4 hours, 5 minutes, and 12, 11, 10, 9... seconds left," he counted.

Asra already knew the time and didn't want to hear it again. She frowned and kept walking, not looking back to check if her friend was following.

She held onto Feru, her small and loyal pet. After a few minutes, they reached a huge gate that led to the troll village. Asra didn't want to attract attention, so she hid her sword under her cloak and held Feru's leash tightly.

Inside the village, Asra walked quickly through the crowded streets full of trolls. They were moving toward the market. Maybe she could find out what had happened to her friends there.

She knew the journey was dangerous, and that the trolls might not be friendly, but she had to try.

Process Phase 1: Planning (Teacher's Perspective)

Identifies 3 key words and explains them to the students.

- **Gate** – A big door that lets people in and out of a place.

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- **Cloak** – A long piece of clothing, like a big cape, that covers your body.
- **Marketplace** – A busy place where people buy and sell things.

Select 3 pictures and ask the students what they see.

- Prepares **mind map template**.

My Summer Vacation			
Places	People	Activities	Memories

Explains the purpose of **mind mapping** and how it helps in understanding the text.
Provides guiding questions:

- *Where do you think Asra is going?*
- *What kind of place is the troll village?*
- *What challenges might Asra face?*

Cognitive Stage 1: Pre-Reading (Student's Perspective)

- **Observes keywords and visuals provided by the teacher and uses them to create a mental image of the text.**

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- **Uses these visualizations to predict what the text will be about.**
- Brainstorms possible ideas related to the topic and **creates a rough mind map**.
- Discusses prior experiences and connects them to the topic.

Process Phase 2: Teaching (Teacher's Perspective)
Divides students into **four groups**, assigning each group a **specific section** of the mind map:

- **Group 1:** Characters (*Who is in the story?*)
- **Group 2:** Place (*Where does the story take place?*)
- **Group 3:** Problem (*What challenge does Asra face?*)
- **Group 4:** Solution (*How does Asra try to solve her problem?*)

Guides students to read the text and **fill in their assigned section** of the mind map.

Monitors student progress, ensuring they make logical connections.
Asks guiding questions to help students think critically:

- *Why do you think Asra wants to enter the troll village?*
- *How do her actions show that she is being careful?*
- *What do you think will happen next?*

Cognitive Stage 2: During Reading (Student's Perspective)

- Reads the assigned section of the text carefully.
- Works in groups to **fill out the mind map with relevant details**.

Process Phase 3: Feedback (Teacher's Perspective)
Organizes a **gallery walk activity**:

- Each group selects a **presenter** to explain their mind map.
- Other students **observe, ask questions, and make additions** to other maps.

Leads a **whole-class discussion**:

- *What dangers do you think Asra will face next?*
- *Have you ever had to be cautious or careful in a new place?*

Cognitive Stage 3: Post-Reading (Student's Perspective)

- Participates in the **gallery walk**, either as a **presenter** explaining their group's mind map or as a **visitor** observing and asking questions.
- Reflects on how the **mind mapping technique** helped in understanding the text.

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Modes of Communication (Skills):

- **Interpretive (Receptive):** Students listen to the teacher's explanation of key words (gate, cloak, marketplace) and read the text. After reading, they listen to their peers and review their mind maps to make modifications or additions.
- **Interpersonal (Mixed):** Students collaborate in groups to categorize information into characters, place, problem, and solution. They discuss and negotiate the structure of their mind maps, ensuring logical sequencing.
- **Presentational (Productive):** Students present their completed mind maps to the class, explaining Asra's journey and her challenges. They summarize key details, predict what might happen next, and reflect on how Asra's determination helps her face obstacles.

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