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

The Riddle of the Sphinx

Aims of the Lesson:

- Help students understand story structure using the **Story Mapping** technique.
- Encourage critical thinking by analyzing key events and their sequence.
- Develop comprehension skills by identifying characters, setting, and the main problem in the story.

Text for lesson:

The class 4B was excited about their trip to the museum, where they would visit an exhibition on Ancient Egypt. Among the displays was a large statue of the Sphinx, which held a secret. Only those who could solve its riddle would unlock the treasure chamber.

Navid, Ayla, and Lisa, three friends who loved detective stories, stepped forward to try. They pressed a button, and a deep voice spoke:
"I am the Sphinx, with the body of a lion and the head of a human. I will ask you a riddle. If you answer correctly, the treasure chamber will open. But be warned—if you are wrong, you will fail! Are you ready?"

The students hesitated but nodded. Their classmates watched nervously from behind. Then, the deep voice spoke again:
"Here is my question: Who walks on four legs in the morning, two legs at noon, and three legs in the evening?"

The friends were confused. What could it mean? As time was running out, Lisa suddenly remembered a story her grandfather had told her. She confidently shouted, **"A HUMAN!"**

"Correct! You have solved the riddle! The door will open!" the Sphinx announced.
The students cheered as they watched the treasure chamber reveal its secrets.

Process Phase 1: Planning (Teacher's Perspective)

- **Introduces discourse markers**: First, Then, Next, Finally.
- Selects key words from the text and explains them to the students
  - **Sphinx** – A mythical creature with a lion's body and a human head.

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- **Riddle** – A tricky question that needs careful thinking to solve.
- **Museum** – A place where historical and special objects are displayed.

- Prepare the image on the story.
- **Explains the concept of a story map**: Shows how to organize events into beginning, middle, and end.
- **Guiding Questions**:
  - What is the setting of the story?
  - Who are the main characters?
  - What problem do they face?
  - How do they solve the problem?

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

- **Looks at images** and describes what they see.
- **Predicts the story** based on the title and pictures.
- **Learns key phrases** to identify time and sequence in a story.

Process Phase 2: Teaching (Teacher's Perspective)

- **Divides students into groups** and gives them a **story map template**.
- **Models** how to identify key words for the beginning, middle, and end.
- **Guides students** to read the story and write key events in their maps.
- **Encourages pairs to compare their answers** and fill in missing details.

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

- **Reads the text carefully** and identifies key events.
- **Marks the beginning, middle, and end** on the story map.
- **Uses sequence words** to describe what happens next.

Process Phase 3: Feedback (Teacher's Perspective)

- **Pairs share their completed story maps** and check if they match.
- **Encourages students to discuss** what they found most exciting in the story.
- **Asks guiding questions**:
  - Why was the Sphinx's riddle difficult?
  - How did Lisa remember the answer?
  - What is the lesson of the story?

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

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- **Switches partners** to compare story maps.
- **Writes full sentences** using sequence words to complete the story map.
- **Discusses the moral** of the story and writes a short reflection.

Modes of Communication (Skills):

- **Interpretive (Receptive):** Students listen to the teacher's explanation of key words (**Sphinx, riddle, museum**) and read the text. After reading, they listen to their peers and review their story maps to make modifications or additions.
- **Interpersonal (Mixed):** Students collaborate in groups to categorize information into the setting, characters, problem, and resolution. They discuss and negotiate the structure of their story maps, ensuring logical sequencing.
- **Presentational (Productive):** Students present their completed story maps to the class, explaining the key events using sequence words. They summarize the moral of the story and reflect on the lesson learned from the Sphinx's riddle.

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