Grade: 2nd
Strategy: Inferring
Technique: Story Inference Wall
Text Type: Media Literacy

Television and Family

Aims of the Lesson:

- Develop students' ability to infer information from the text.
- Identify key elements of a story: **character, setting, theme, problem, and solution**.
- Encourage **critical thinking** by analyzing the role of television in learning, entertainment, and communication.
- Foster **collaborative learning** through the **Story Inference Wall** technique

Once upon a time, there was a curious boy called Tommy. One day, his grandfather told him about a magic box called a television. "Television sends sound and moving pictures from one place to another," Grandpa explained. "It's a way for people to share news, learn new things, and have fun."

Tommy was curious. "Can we see why it's so special?" he asked.

Grandpa turned on the television. "Television brings stories, pictures, and sounds into our homes," he said. "It uses signals that are sent over the air, over cable, or over the Internet. When you turn it on, those signals become pictures and sounds you can see and hear."

Tommy watched the news and learned about events around the world. "This helps us keep up with the news!" he exclaimed.

Next, they watched an educational programme about space. Tommy saw rockets, planets, and stars. "Television can teach us new things!" he said.

Finally, they watched a funny cartoon that made Tommy laugh. "And TV is so much fun!" he giggled.

Grandpa smiled. "Television is really magical. It brings the world into our home and lets us explore many different things."

From that day on, Tommy loved watching television with his family. He knew it was a gateway to adventure, knowledge, and joy.

Process Phase 1: Planning (Teacher's Perspective)
During this stage, the teacher prepares questions and materials for the **Story Inference Wall** technique.

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Materials: Pictures (images of cartoons, signal and gateway), printed charts labelled **Character, Setting, Theme, Problem & Solution**, sticky notes for students.

Teachers **shows the pictures** and **introduces key vocabulary:**

- **Cartoon:** A type of visual art that is typically drawn or animated.
- **Signal:** An electrical impulse or radio wave transmitted or received.
- **Gateway:** An entrance or passage.

Teacher uses discussion questions to activate prior knowledge

- Do you watch television? What are your favorite programs?
- What do you learn from television?
- How do you think television works?
- Can television be both fun and educational

Introduction of key vocabulary:

- **Cartoon:** A type of visual art that is typically drawn or animated.
- **Signal:** An electrical impulse or radio wave transmitted or received.
- **Gateway:** An entrance or passage.

Teacher presents the chart labelled **Character, Setting, Theme, Problem**

Characters	
Setting	
Theme	
Problem & Solution	

Cognitive Stage 1: Pre-Reading (Student's Perspective)
Students answers discussion questions to activate prior knowledge

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Process Phase 2: Teaching (Teacher's Perspective)
Teacher **reads the story aloud** while pausing at key moments.
Students work in pairs to identify elements of the story and take notes.

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

- Students follow along as the teacher reads the story.
- **They highlight important details** related to the categories assigned.
- They note their ideas on sticky notes and **place them under the correct category on the Story Inference Wall**.

Process Phase 3: Feedback (Teacher's Perspective)

- The teacher reviews the **Story Inference Wall** and **guides discussion** based on students' inferences.
- Teacher provides **corrective feedback** where needed.

Teacher prompts discussion questions:

- What does Tommy think about television at first?
- How does television help Tommy learn?
- What are the different things people can watch on TV?

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

Students reflect on the story's message:

- What lessons did Tommy learn about television?
- How do you use television in your home?
- Can television be bad for people? Why or why not?

Modes of Communication (Skills)

- **Interpretive (Receptive):** Students listen to the teacher's explanation of key vocabulary (cartoon, signal, gateway) and follow along as the story is read aloud. After reading, they review their notes on the Story Inference Wall and discuss their findings with peers.
- **Interpersonal (Mixed):** Students collaborate in small groups to identify and discuss key story elements (character, setting, theme, problem, and solution). They negotiate their inferences before placing their sticky notes on the Story Inference Wall.
- **Presentational (Productive):** Students present their completed Story Inference Wall to the class, explaining what Tommy learned about television. They summarize key details, discuss the benefits and drawbacks of television, and share their thoughts on how it can be used for both education and entertainment.

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