Grade: 3rd
Strategy: Inferring
Technique: Story Inference Wall
Text Type: Fiction

Alex and the Shiny New Bike

Aims of the Lesson:

- Help students infer key elements of the story using the **Story Inference Wall**.
- Identify and discuss **characters, setting, theme, problem, and solution**.
- Encourage **critical thinking** and **collaborative learning**.

When Alex and his mum went to the shop, he saw a shiny new bike. Even though he already had a good bike at home, he couldn't stop thinking about the new one. His mum noticed and reminded him that he already had a nice bike. Alex agreed, but still wanted the new shiny bike.

A few weeks later, they went back to the shop and Alex looked for the bike. When he found it on sale, he ran over, very excited. His mum saw his excitement and said she knew he hadn't asked for much lately and had been helping out around the house. She suggested a plan: she would pay for part of the bike and lend him the rest, which he could pay back over time.
Alex happily agreed, knowing that borrowing money meant he had to pay it back, even if it took a few months. His mum explained that he could use his weekly allowance to pay her back instead of buying sweets. Alex agreed, realizing the importance of managing money responsibly.

Process Phase 1: Planning (Teacher's Perspective)
During this stage, the teacher prepares the **Story Inference Wall** strategy, ensuring students focus on identifying **characters, setting, theme, problem, and solution**.

Materials: Picture on giving present and four labelled charts on the wall (**Characters, Setting, Theme, Problem & Solution**), and sticky notes for students.

Teachers introduces key vocabulary:

- **Allowance:** Money children get from their parents to spend or save.
- **Borrow:** To take something and return it later.
- **Excited:** Feeling very happy about something.

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The teacher then **shows the picture** and asks:

Guiding questions

- What do you see in the picture?
- Have you ever wanted something very much? How did you feel?
- How do people buy things when they don't have enough money?
- Teacher present **Story Inference Wall** chart.

Characters	
Setting	
Theme	
Problem & Solution	

Cognitive Stage 1: Pre-Reading (Student's Perspective)
The students answer guiding questions to **make inferences** by using phrases such as:

- *I think...*
- *Maybe...*
- *My guess is...*
- *It looks like...*

Process Phase 2: Teaching (Teacher's Perspective)

- The teacher guides students to **read the story aloud** in small groups.

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

- Students read assigned parts of the text.
- **They highlight key details** related to characters, setting, theme, problem, and solution.
- They **write key details on sticky notes**, placing them under the correct category on the **Story Inference Wall**.

Process Phase 3: Feedback (Teacher's Perspective)

- The teacher **reviews students' notes** and helps correct misunderstandings.

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- The teacher prompts **discussion questions**:
  - Why did Alex want a new bike?
  - How did Alex's mum help him?
  - Why is it important to return borrowed money?
  - What lesson did Alex learn from this experience?

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

- Students answers the discussion question addressed by the teachers

Answers:

- **Characters:** Alex, his mum
- **Setting:** The shop, their home
- **Theme:** Responsibility, patience, money management
- **Problem:** Alex wants a new bike but doesn't have enough money
- **Solution:** His mum offers to lend him money, and he agrees to pay it back.

Modes of Communication (Skills)

- **Interpretive (Receptive):** Students listen to the teacher's explanation of key words (*allowance, borrow, excited*) and read the text. After reading, they listen to their peers and review their Story Inference Wall to make modifications or additions.
- **Interpersonal (Mixed):** Students collaborate in groups to categorize information into characters, setting, theme, problem, and solution. They discuss and negotiate their inferences, ensuring logical reasoning while explaining how Alex learns about responsibility and money management.
- **Presentational (Productive):** Students present their completed Story Inference Wall to the class, explaining Alex's experience. They summarize key details, discuss the importance of financial responsibility, and reflect on personal experiences when they had to save or borrow money. Some students may role-play a conversation between Alex and his mum about making responsible financial choices.

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