Grade: 3rd
Strategy: Inferring
Technique: Double Entry Notebook
Text Type: Fiction

Sparkle Shoes

Aims of the Lesson:

- Help students infer key elements of the story using the Double Entry Notebook technique.
- Identify and discuss characters, setting, theme, problem, and solution.
- Encourage critical thinking, discussion, and text analysis.

In the busy city of Istanbul, many businesses used advertising to grow. One of the most successful was Sparkle Shoes, owned by Elif. She knew that good advertisements would help people learn about her shoes.
Elif made colourful posters, catchy songs, and a funny video of happy customers wearing Sparkle Shoes. She also had a fun competition! People shared pictures of themselves wearing her shoes on social media. The best pictures were used in ads, and the winners got free shoes!
Elif showed her ads to families, athletes, and fashion lovers. When her campaign started, many people became interested in Sparkle Shoes! Elif was very happy with her success and continues to use advertising to make her business shine.

Process Phase 1: Planning (Teacher's Perspective)
During this stage, the teacher prepares the **Double Entry Notebook** strategy, ensuring students focus on making inferences and gathering evidence.
Materials: The pictures about advertisement, and a **Double Entry Notebook** table (**Inference – Evidence**)

Teacher introduces key vocabulary:

- **Advertisement:** A message that helps people learn about a product or service.
- **Campaign:** A series of activities to promote something.
- **Competition:** A contest where people try to win a prize.

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

Guiding Questions:

- What do you see in the picture?
- What do advertisements do?
- Have you ever seen an advertisement that made you really want to get something? What was it?

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The teacher explains the **Inference – Evidence** table

What I think (Inference)	What I see (Evidence from text)

Cognitive Stage 1: Pre-Reading (Student's Perspective)
The students answer the guiding question 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.
- Students work in pairs to discuss and **write their answers in the Double Entry Notebook**, placing their thoughts under the correct category.

Process Phase 3: Feedback (Teacher's Perspective)

- The teacher **reviews students' notes** and helps correct misunderstandings.
- The teacher prompts **discussion questions**:
  - Why did Elif use different types of advertisements?
  - How did the competition help her business?
  - Why do businesses need advertising?

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

- **Students** answer the discussion questions.

Modes of Communication (Skills)

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- **Interpretive (Receptive):** Students listen to the teacher's explanation of key words (*advertisement, campaign, competition*) and read the text. After reading, they listen to their peers and review their Double Entry Notebook to refine their inferences and evidence.
- **Interpersonal (Mixed):** Students collaborate in pairs or small groups to compare their inferences and discuss how Elif used different advertising strategies. They analyze how businesses use advertisements to attract customers and negotiate their ideas about the effectiveness of these methods.
- **Presentational (Productive):** Students present their completed Double Entry Notebook to the class, explaining their inferences and evidence. They discuss why advertising is important for businesses and share their thoughts on how ads influence people's choices. Some students may even design their own advertisement for a fictional product.

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