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

How We Talk: People, Animals, and Computers

Sarah is a friendly girl who loves to chat, share stories, and laugh with her friends and family. She uses words, gestures, and expressions to connect with others on a personal level. From her lively conversations, it is clear that Sarah values spending time with people and making them happy.

In the animal kingdom, there's Buddy the dog, who barks happily to show his excitement or whines quietly when he's lonely. He uses sounds and actions to communicate his feelings and needs to his human friends. Buddy's behavior shows us that animals, like humans, use communication to express themselves and get what they want.

Meanwhile, in the digital world, there's Byte, the computer that talks to other computers over electronic networks. Byte sends and receives data, making sure that information moves smoothly across the Internet. Through Byte's actions, we can see that technology helps us to communicate quickly and easily, no matter where we are.

Through Sarah, Buddy, and Byte, we learn that communication is about sharing, connecting, and understanding each other better. It's something we all do every day, in different ways, to stay close and informed.

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: Pictures (about communication) and four labelled chart on the wall (**Characters, Setting, Theme, Problem & Solution**), and sticky notes for students.

Teacher shows the picture and introduces key vocabulary:

- **Communication:** The way people, animals, and computers share information.
- **Gesture:** A movement of the body to express an idea or feeling.
- **Network:** A system that connects computers to share information.

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

- What do you see in the picture?
- How do you talk to your friends?
- How do computers send messages?

The teacher explains the **Characters, Setting, Theme, Problem & Solution** chart.

Characters	
Setting	
Theme	
Problem & Solution	

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

Process Phase 3: Feedback (Teacher's Perspective)

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- The teacher **reviews students' notes** and helps correct misunderstandings.
- The teacher prompts **discussion questions**:
  - How does Sarah talk to her friends?
  - How does Buddy the dog show his feelings?
  - How does Byte send messages?
  - Why is it important to talk to others?

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

- Students answer **discussion questions.**

Answers:

- **Characters:** Sarah, Buddy the dog, Byte the computer
- **Setting:** The human world, the animal world, the digital world
- **Theme:** Communication, connection, understanding
- **Problem:** People, animals, and computers need ways to communicate
- **Solution:** They use words, gestures, sounds, and digital messages

Modes of Communication (Skills)

- **Interpretive (Receptive):** Students listen to the teacher's explanation of key words (*communication, gesture, network*) 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 different forms of communication work in human, animal, and digital interactions.
- **Presentational (Productive):** Students present their completed Story Inference Wall to the class, explaining how Sarah, Buddy, and Byte communicate. They summarize key details, discuss the importance of communication in everyday life, and reflect on how technology helps us stay connected. Some students may even demonstrate gestures, animal sounds, or how digital messages work.

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