Grade: 4th
Strategy: Inferring
Technique: Story Inference Wall
Text Type: Fiction

# Hidden Treasure – The Magic of Neverland

**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, discussion, and text analysis.

Once upon a time, in a magical place called Neverland, there lived a boy named Peter Pan. Peter had sparkling blue eyes, golden messy hair, and wore a green tunic made of leaves, brown pants, and pointy shoes. He carried a belt with pockets for treasures. Peter never wanted to grow up, so he lived with his fairy friend Tinker Bell and a group of Lost Boys who also wished to stay young forever.

Tinker Bell was a tiny fairy with shiny wings, short golden hair, and a bright green dress made of leaves. She had little shoes with bells on them.

One night, Peter visited the Darling family and taught Wendy, John, and Michael how to fly using fairy dust. Together, they flew to Neverland.

In Neverland, they had many adventures! They fought the villainous Captain Hook, who was afraid of a crocodile that had once swallowed a ticking clock. They also met friendly mermaids, Indian warriors, and even a ticking crocodile.

Even though they had fun, Wendy and her brothers missed home. They decided it was time to go back. Peter promised to visit every year, and they flew back to London.

Years passed, but Peter never forgot his promise. Each spring, he returned to take Wendy's daughter on new adventures in Neverland.

And so, Peter Pan and the Darling family remained friends forever, never forgetting the magic of childhood and the joy of never growing up.

**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**.

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

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

**Guiding questions**

- What do you see in the picture?
- What do you think Neverland is like?
- If you could fly, where would you go?

**Teacher introduces key vocabulary:**

- **Neverland:** A magical place where children never grow up.
- **Fairy Dust:** Magical dust that helps people fly.
- **Pirate:** A sailor who steals treasure and fights with swords.

Teacher explains **Characters, Setting, Theme, Problem & Solution** chart.

| | |
|---|---|
| Characters | |
| Setting | |
| Theme | |

**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.

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- **They highlight key details** related to characters, setting, theme, problem, and solution.
- Students work in pairs to discuss and **write their answers on sticky notes**, placing them under the correct category

**Process Phase 3: Feedback (Teacher's Perspective)**

- The teacher **reviews students' notes** and helps correct misunderstandings.
- The teacher asks discussion questions.
  - *What do you think is the lesson of the story?*
  - *Why is friendship important in Neverland?*
  - *Would you want to visit Neverland? Why or why not?*

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

- Students answer the discussion question addressed by the teacher.

Answers:

- **Characters:** Peter Pan, Tinker Bell, Wendy, John, Michael, Captain Hook.
- **Setting:** Neverland, London, the pirate ship.
- **Theme:** Adventure, friendship, and the magic of childhood.
- **Problem:** Wendy and her brothers miss home.
- **Solution:** Peter helps them fly back to London, promising to visit them every year

**Modes of Communication (Skills):**

- **Interpretive (Receptive):** Students listen to the teacher's explanation of key words (**Neverland, fairy dust, pirate**) 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.
- **Presentational (Productive):** Students present their completed Story Inference Wall to the class, explaining how Peter Pan and the Darling family experience adventure and friendship. They summarize key details, discuss the importance of imagination and childhood, and reflect on whether they would want to visit Neverland.

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