Grade: 4th
Strategy: Inferring
Technique: Double Entry Notebook
Text Type: Fiction

Max's Grandmother – A Journey Through Change

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.

Thirteen-year-old Max does not like change. He misses his old school, best friend, and even his pet hamster. Living in the small town of Greenfield, he wishes life could stay the same forever.

One day, a strange girl appears at his house. She is bossy, moody, and oddly familiar. To Max's surprise, she looks just like his grandmother, Grandma Rose, who has always been fascinated by immortality.

At first, Max does not believe it, but the girl knows things only Grandma Rose would know. She talks about scientific experiments and inventions that Grandma Rose worked on in her old laboratory. Could it be possible? Has Grandma Rose finally discovered the secret to staying young forever?

As the days pass, Max and the girl become closer. He helps her adjust to middle school, while she teaches him amazing scientific knowledge. Together, they try to figure out how she became young again and if there is a way to reverse it.

Through their adventures in Greenfield, Max learns that change is not always bad. He realizes that even when things are different, they can still be good. And with his not-so-old Grandma Rose by his side, life is never boring!

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:

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- **Immortality:** Living forever, never getting old.
- **Experiment:** A scientific test to learn something new.
- **Laboratory:** A place where scientists do experiments.

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

- What do you see in the picture?
- What would it be like if people never got old?
- Why do scientists do experiments?
- How do people deal with change in life?

Teacher presents **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 questions 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 **Inference – Evidence table.**

Process Phase 3: Feedback (Teacher's Perspective)

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- The teacher **reviews students' notes** and helps correct misunderstandings.
- Teacher asks discussion questions:
  - *What does Max learn about change?*
  - *How does science play a role in the story?*
  - *What would you do if you found out your grandmother had turned young?*

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

- Students answers discussion questions.

Modes of Communication (Skills):

- **Interpretive (Receptive):** Students listen to the teacher's explanation of key words (**immortality, experiment, laboratory**) and read the text. After reading, they listen to their peers and review their Double Entry Notebook to make modifications or additions.
- **Interpersonal (Mixed):** Students collaborate in groups to categorize information into inference and evidence. They discuss and negotiate their predictions and observations about Max's experience with change and scientific discovery, ensuring logical reasoning.
- **Presentational (Productive):** Students present their completed Inference-Evidence table to the class, explaining how Max's journey helps him understand change. They summarize key details, discuss the role of science in the story, and reflect on how they would feel in Max's situation.

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