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

Lily and the Power of Smart Thinking

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.

In a busy city, there was a curious girl named Lily who loved to read books, watch movies, and explore TV shows. She enjoyed learning new things, but after a while, she noticed that some information didn't always make sense. Some things seemed exaggerated or not completely true.

One day, her teacher introduced the class to something called media literacy, the ability to understand and question messages in the media. Lily became curious and started paying closer attention to what she read and watched. She realized that not everything in the media is true and that sometimes, people try to make things seem better than they really are.

One evening, Lily saw an advertisement for a toy that claimed to make kids super smart. Instead of believing it right away, she did some research. She looked up reviews and checked different sources. To her surprise, she found out that the toy didn't really make kids smarter, the company had just exaggerated to sell more toys!

Excited by what she had learned, Lily started teaching her friends how to question and think critically about the media. Some of them found it interesting, while others thought she was overthinking it. But Lily didn't mind, she knew that asking questions helps people make better choices.

Her parents were proud of her curiosity and even started fact-checking information before believing or sharing it.

Through her journey, Lily learned that not everything we see or hear is true, and being able to analyze media is an important skill. She realized that thinking carefully and checking facts helps people make smarter decisions in life.

Process Phase 1: Planning (Teacher's Perspective)

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During this stage, the teacher prepares the **Story Inference Wall** strategy, ensuring students focus on identifying **characters, setting, theme, problem, and solution**.

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

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

- What do you see in the picture?
- Where do we see advertisements?
- Why do people create advertisements?
- How can we check if something is true or not?

Teacher introduces key vocabulary:

- **Media Literacy:** The ability to understand and think critically about media messages.
- **Fact-Checking:** Finding out if information is true or false.
- **Advertisement:** A message that tries to persuade people to buy something.

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)

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- 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 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.
- The teacher asks discussion questions.
  - *Why is media literacy important?*
  - *How can we check if information is true?*
  - *Why should we think carefully about what we see in advertisements?*

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

- Students answers the discussion question addressed by the teacher.

Answers:

- **Characters:** Lily, her teacher, her parents, her friends.
- **Setting:** School, home, media sources.
- **Theme:** Thinking critically about the media, questioning information.
- **Problem:** Lily realizes the media can be misleading.
- **Solution:** Lily learns to fact-check and teaches others to do the same.

Modes of Communication (Skills):

- **Interpretive (Receptive):** Students listen to the teacher's explanation of key words (**media literacy, fact-checking, advertisement**) 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.

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- **Presentational (Productive):** Students present their completed Story Inference Wall to the class, explaining how Lily's journey helps her understand media literacy. They summarize key details, discuss the importance of fact-checking, and reflect on how they can apply critical thinking skills in real life.

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