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

True Information – Finding the Truth in the News

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.

Sophie Lewis was a hardworking journalist at VNN, a big news station that many people trusted. She had been a journalist for over ten years and believed it was important to share true and accurate news.

One morning, a big scandal about Senator James Carter spread everywhere. People on social media were talking about it, and many stories appeared online. Some news reports said he was guilty of corruption, while others said he was innocent. It was hard to know what was true.

Sophie and her team wanted to get the real facts before publishing a report. They interviewed people, checked facts, and made sure their story was accurate. Some reporters wanted to be the first to tell the story, even if they weren't sure it was true. But Sophie knew that the truth was more important than being first.

At the same time, Liam, a student, was trying to understand the news. His social media feed was full of confusing and dramatic headlines. He didn't know which ones true and which ones were were just trying to get attention. But when VNN finally released their careful report, people—including Liam—were able to understand the real story.

Sophie learned that news could help people, but it can also spread wrong information if it's not carefully checked. In today's fast-moving digital world, it is important for journalists to make sure their reports are true before sharing them.

People started asking for better news. They wanted clear and honest stories, and they also wanted to learn how to think carefully about the news they see.

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 (**Inference - Evidence**), and sticky notes for students.

Teacher introduces key vocabulary:

- **Journalist:** A person who writes news stories and reports on events.
- **Fact-checking:** Making sure information is true before sharing it.
- **Social media:** Online platforms where people share news and information.

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

- What do you see in the picture?
- Where do we get news from?
- How do we know if news is true?
- Why is it important to check facts before believing something?

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)

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- Students read assigned parts of the text.
- **They highlight key details** related to **Inference – Evidenceç**

Process Phase 3: Feedback (Teacher's Perspective)

- The teacher **reviews students' notes** and helps correct misunderstandings.
- Teacher asks discussion questions:
  - *Why is it important to fact-check news?*
  - *What are the dangers of spreading false information?*
  - *What can we do to become responsible news readers?*

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

- Students answer discussion questions.

Modes of Communication (Skills):

- **Interpretive (Receptive):** Students listen to the teacher's explanation of key words (**journalist, fact-checking, social media**) 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 Inference-Evidence table to the class, explaining how true information is identified in news stories. They summarize key details, discuss media responsibility, and reflect on how they can evaluate news critically

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