Grade: 2nd
Strategy: Questioning
Technique: Student Generated Questions
Text Type: Fiction

Detective Dionisio

Aims of the lesson:

- Encourage the development of critical thinking skills.
- Promote meaningful questioning and exploration of the topic.
- Teach students how to effectively organize their writing.
- Actively engage students with the text to enhance comprehension.
- Facilitate discussions that result in complex, open-ended answers driven by student interests and choices.
- Support students in developing independence and confidence as learners.

In the magical land of Duendiland, where fairies sparkle and goblins play tricks, everyone knows Detective Dionisio. He's the best detective in town! With his sharp eyes and clever mind, he always solves the trickiest mysteries. Last week, he found a lost key, a sparkling necklace, two rings with shiny colored stones, and even a missing fairy wand!

But this week, something very strange has happened. All the colors in Duendiland have disappeared! The houses, the trees, the fairies' wings—everything is now black and white. Even the goblins look dull and gray. The whole town is sad.

Detective Dionisio puts on his hat, grabs his magnifying glass, and gets to work. He looks for clues high and low, in every corner of Duendiland. After hours of searching, he finally discovers the problem: Duendiland gets its colors from the magical Colour Falls, hidden on top of Mount Diamond. But something is wrong—the colors have stopped flowing!

When Dionisio climbs Mount Diamond, he finds a huge boulder blocking the Colour Falls. "This must be the problem!" he says. He rolls up his sleeves and works as hard as he can, pushing, pulling, and using his tools to break the stone apart. Finally, with one last heave, the boulder moves, and the colors come rushing out like a rainbow waterfall!

The colors flow back into Duendiland, painting everything bright and beautiful again. The fairies' wings shimmer, the goblins' hats are colorful, and the streets sparkle with life.

Everyone gathers to celebrate. "Hooray for Detective Dionisio!" they shout. "He saved Duendiland again with his hard work and determination!"

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

Grade: 2nd
Strategy: Questioning
Technique: Student Generated Questions
Text Type: Fiction

Dionisio smiles, tips his hat, and says, “Another case solved. Now, on to the next adventure!”

Process phase 1: Planning (Teachers’ perspective)
During this stage, the teacher has planned and prepared a suitable text for the reading.

Materials to support engagement, such as visual aids (pictures of a detective, a colorful waterfall, and Duendiland) and vocabulary cards with key terms like "detective," "boulder," "clues", “mystery” or “magical”.

A framework to guide students in generating questions, including prompts and question stems (e.g., "Why do you think...?" or "What would happen if...?").

Cognitive stage 1: Pre-reading (Students’ perspective)

Students are introduced to the story through a fun **brainstorming activity**:

- What do you think happens in a land where fairies and goblins live?
- What kind of problems do you think a detective might have to solve?
- If you could solve a mystery, what kind of mystery would it be?
- "How would you feel if everything around you suddenly lost its color?"
- "What do you think could cause colors to disappear from a magical land?"
- "Why do you think colors are important in a magical world?"

Teacher ask students to create a **KWL chart.**

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

Grade: 2nd
Strategy: Questioning
Technique: Student Generated Questions
Text Type: Fiction

Process phase 2: Teaching (Teachers' perspective)

The teacher reads the story aloud, pausing at key points to model and guide question generation.The teacher encourages students to ask their peers' questions aloud and discuss possible answers.

KWL chart:

Question Words	Student Questions	Student Answers
Who?		
Where?		
When?		
Why?		
What?		
How?		

E.g.
Who is the main character in the story?
Who does Dionisio help in Duendiland?
When does the mystery in Duendiland happen?
Where does Dionisio find the problem with the colors?
Where does the magical Colour Falls come from?
Why do you think the colors in Duendiland disappeared?
Why is it important for Duendiland to have colors?
How does Dionisio solve the mystery and restore the colors?
How does Dionisio feel when he solves the problem?
What is the problem that Dionisio has to solve in the story?
What tools does Dionisio use to solve the mystery?

Cognitive stage 2: During the reading (Students' perspective)

Students engage with the text by:

- Listening carefully to identify details that answer their thin questions.
- Reflecting on and discussing their thick questions in pairs or groups.
- Adding new questions as they hear more of the story.

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

Grade: 2nd
Strategy: Questioning
Technique: Student Generated Questions
Text Type: Fiction

Process phase 3: Feedback (Teachers' perspective)
The teacher walks around the students or pairs and supports their work with advice and feedback.

Cognitive stage 3: Post reading (Students' perspective)
Students work on a creative activity, such as:

- Writing a new mystery for Detective Dionisio to solve.
- Drawing Duendiland before and after the colors return.
- Creating a "detective guidebook" with tips on how to solve mysteries.

Ways of Communication:

- **Interpretive (receptive)** - students read the text and determine the relevant qualities of the characters.
- **Interpersonal (mixed)** - students work in groups and advise each other on the correct connection of the table.
- **Presentational (productive)** – the groups present to the class the answers they have indicated.

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.