Grade: 3rd
Strategy: Questioning
Technique: Teacher Generated Questions
Text Type: Fiction

The Happy Prince (Based in Oscar Wilde tale)

Aims of the lesson:

- Encourage deeper critical thinking about the text.
- Foster connections between specific details and overarching themes or ideas.
- Provide a structured, teacher-guided framework to direct understanding and manage the complexity of analysis.
- Develop students' ability to differentiate between:
  - Thin questions: Focused on the text's content, prompting straightforward, close-ended answers.
  - Thick questions: Designed to stimulate deeper thinking, discussions, and complex open-ended responses.

At the highest part of the city, on a small column, stood the statue of the Happy Prince. The statue was covered in fine gold, and his eyes were two sparkling sapphires. A large red ruby shone on the hilt of his sword.

One night, a little swallow was flying through the city. When he saw the statue, he thought, "I will rest here. It's peaceful, and there's plenty of fresh air." So, he landed between the Happy Prince's feet.

But as he was about to sleep, a drop of water fell on him, and then another. "What's the point of a statue if it doesn't protect me from the rain?" thought the swallow. "I'll find a warm chimney instead."

But before he could spread his wings and fly, a third drop of water fell. The swallow looked up and saw something surprising—tears were running down the Happy Prince's golden face.
"Who are you?" asked the swallow.

"I am the Happy Prince," said the statue.

"Then why are you crying like that?" asked the swallow. "You almost drenched me!"

"When I was alive," said the Happy Prince, "I lived in a beautiful palace where I didn't know what pain was. I was always happy because everything around me was beautiful. But now, as a statue, I can see all the suffering in the city, and I can't stop crying."

The swallow felt sorry for the Prince and decided to stay with him that night. The next morning, the Happy Prince spoke again. "Little swallow,

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will you help me? Take the ruby from my sword and give it to the poor woman who lives in the small house. Her child is sick, and she has no money to buy medicine."

The swallow didn't want to stay because he was planning to fly south for the winter. But when he looked into the Prince's sad eyes, he couldn't say no. So, he took the ruby and gave it to the woman. That night, he returned to the statue, feeling a warmth inside he had never felt before.

Night after night, the swallow helped the Happy Prince. He took the sapphires from the statue's eyes and the gold from his body and gave them to the poor people in the city. Winter came, and the swallow grew weaker, but he stayed with the Prince, singing for him to comfort him.

Finally, the swallow could fly no more. He kissed the Prince on the lips and fell at his feet. At that moment, the statue's heart broke.

The next morning, the people saw the statue without gold or jewels. "The Happy Prince is so ugly now!" they said. They decided to take the statue down and melt it in a furnace. But the broken heart refused to melt.

An angel came and took the swallow's body and the Happy Prince's heart to a special place, where they would be loved forever. And there, they found a happiness greater than they had ever known before.

And so, the Happy Prince and the little swallow lived on—not in gold or jewels, but in the hearts of those who understood the beauty of kindness and love.

Process phase 1: Planning (Teachers' perspective)
During this stage, the teacher has planned and prepared **questions** aligned with the "Teacher Generated Questions" technique:
Thin questions (e.g.):

- Where is the Happy Prince's statue?
- What does the Happy Prince look like?
- Who helps the Happy Prince?
- What happens to the ruby in the Happy Prince's sword?
- Why does the swallow stay with the Happy Prince?
- ...

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Thick questions (e.g.):

- Why do you think the Happy Prince wanted to help the poor people?
- How did the swallow change after helping the Happy Prince?
- What do you think the story is trying to teach us about kindness?
- Why do you think the Happy Prince gave away all his gold and jewels?
- How would you feel if you were the swallow? Would you help the Happy Prince?
- ...

Materials such as **visual aids** (images of the Happy Prince statue, the swallow, and the city) to help students connect more deeply with the text.

Cognitive stage 1: Pre-reading (Students' perspective)
Students are introduced to the topic by discussing questions like:

- What do you think a "Happy Prince" could be?
- Have you ever seen a statue? What do you think it might feel like to be one?
- What do you think the statue of the Happy Prince might want or need?
- What does it mean to be "happy"? Can a statue be happy?

Students make predictions about the story based on the title. Visual aids are used to spark interest and activate prior knowledge.

Process phase 2: Teaching (Teachers' perspective)
The teacher reads the story aloud or guides students in reading it independently. Strategic pauses are made to ask thin questions to ensure

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understanding (e.g., “Where is the Happy Prince’s statue placed” or “What does the swallow do when it sees the statue for the first time?”). The teacher also encourages students to make connections between the story and their own lives by asking simple, open-ended questions: (e.g., “Have you ever helped someone in need?” and “How did it make you feel?”).

Cognitive Stage 2: During the Reading (Students’ Perspective)
Students engage with the text by answering thin questions and noting key details. As they read, they focus on understanding the **basic elements of the story**, such as who the characters are, where the story takes place, and what happens to the Happy Prince and the swallow. They think about the **deeper meaning** of the story, such as the importance of helping others and kindness

Process phase 3: Feedback (Teachers’ perspective)
The teacher supports students’ work by acknowledging their answers and clarifying misconceptions. A guided discussion is facilitated around thick questions to inspire critical thinking.

Cognitive stage 3: Post reading (Students’ perspective)
Students reflect on the story’s message by answering questions like:

- What do you think the story teaches us about helping others?
- How did the Happy Prince show kindness to the poor people? Why do you think he did that?
- Why did the swallow decide to stay with the Happy Prince and help him, even though he was tired and wanted to go south?
- What do you think is the most important lesson we can learn from the Happy Prince and the swallow?
- How can we show kindness to others in our daily lives?
- Students may also discuss the ending of the story and its deeper meaning:
- How do you feel about the ending? What do you think happens to the Happy Prince and the swallow after the story ends?

As a **creative activity**, students write or draw their own acts of kindness on heart-shaped paper and place them on a large **"Heart of Kindness" poster**, creating a visual reminder of how small sacrifices and generosity can help others.

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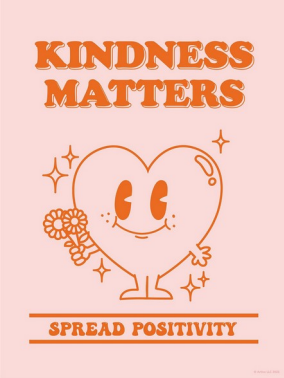

Ways of Communication:

- **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.

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