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

Tiziano and the Laser Voice

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.

Tiziano was feeling proud as he made his way back to his ship. He had not only found his most valuable tool, the laser voice, but he had also gathered important information about the plants on the planet. As he walked, he held the laser carefully in his hand, determined not to lose it again. Without even realizing it, he accidentally turned it on, and suddenly, a voice echoed through the air.

- Alert... alert... alert!

Tiziano froze in his tracks. He glanced at his voice transmitter and saw the green light flashing—another being had been detected. This was an opportunity he couldn't miss. He quickly looked around, trying to locate where the voice was coming from. To hear it more clearly, he turned up the sound on his laser, but no matter how much he strained his ears, he couldn't pinpoint the source. So, he activated the GPS, and the laser pinpointed the exact location.

To his surprise, a small, curious creature—a caterpillar—scurried toward him, its tiny legs moving quickly. It stopped just in front of him, making sure not to frighten him.

- Don't run! I'm not going to hurt you, Tiziano said gently.
- You're not going to eat me?
- No!
- You're not going to step on my foot?
- No!
- So... you're not going to hurt me?
- Of course not! I just want information.

The caterpillar seemed confused.

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- Information?
- Yes! You see... I'm on a very important mission, and I need to know everything I can about this planet.
- What are you?
- I am a Keplerian. My name is Tiziano.
- I'm Gumersindo III.
- Nice to meet you, Gumersindo. What kind of information do you have for me?

The caterpillar was intrigued but unsure.

- I'm a herbivore, he said proudly.
- Ah! I didn't know that. What does it mean to be a herbivore?
- Herbivores are animals that mainly eat plants, explained Gumersindo. And you? What kind of creature are you?
- I'm an explorer from outer space, Tiziano replied with a grin. I'm here to learn everything I can!

After gathering all the information he could from the caterpillar, Tiziano headed back to his ship. He was hungry after all his work, so he took a break to eat. Once he had finished, he didn't waste any more time. His curiosity was stronger than ever, and he knew there were more mysteries to uncover. He returned to the jungle, his laser voice ready, eager to discover more.

At the riverbank, he found the perfect spot to sit and turned on the laser once again.
- Who wants to talk to me?

Just as he asked, a pair of nostrils poked out of the water, followed by two large, bulging eyes. A crocodile had heard him.

Tiziano didn't realize how dangerous the situation was, so he stayed calm and didn't run. The crocodile, seeing his visitor, grinned widely, showing off its sharp teeth and rubbing its hands together.

- You like to take risks, the crocodile said, its voice full of amusement.
- Hello! I like what you call sport... indeed!
- I didn't know that standing on the shore waiting to be eaten by a crocodile was a sport, the crocodile replied, laughing.
- Me neither!
- You're such a weirdo!
- Well, I'm a Keplerian, that's all...

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- Keplerians aren't very good at understanding risk, the crocodile remarked, looking amused.

Tiziano was puzzled.

- Risk? What do you mean?
- You see, I'm a predator, the crocodile explained. If I were hungry, I'd gobble you up in two bites.
- Are you hungry now?
- Lucky for you, I just ate two hours ago, so I'm not.
- Oh, I also had lunch not long ago!
- The crocodile was clearly intrigued.
- What surprises me is that you can talk to me at all.
- That's thanks to my laser voice, Tiziano said. I use it to gather information about this planet. So, can you share some with me?
- About what?
- Anything! I'm interested in everything you can tell me.
- The crocodile sighed.
- Well... let me tell you about myself. I'm a carnivore. The word comes from the Latin carnivorum, meaning "meat-eater". A carnivore gets its energy from eating meat, either by hunting or eating animals that are already dead.

Tiziano listened intently, eager to learn all the secrets of the creatures on this strange planet

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 include visual aids (pictures of Tiziano, a spaceship, jungle creatures, and a laser), vocabulary cards with key terms like "laser voice," "herbivore," "crocodile," "information," and "explorer."

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The teacher prepares 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 kind of tools do you think an explorer might need to talk to animals?
- If you could travel to another planet, what would you want to learn about the creatures there?
- What kind of animals do you think live on a different planet?
- How do you think animals from other planets might be different from the ones we know?
- What would you ask an animal if you could talk to it?
- If you had a tool that could help you communicate with any creature, what would you want to know?
- What challenges do you think Tiziano might face when trying to talk to animals in the jungle?
- What do you think Tiziano's mission might be on this new planet?

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

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 Tiziano in the story?
Who does Tiziano meet in the jungle?
When does Tiziano use his laser voice?
Where does Tiziano go to gather information about animals?

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Where does Tiziano find the caterpillar and crocodile?
Why do you think Tiziano wants to talk to the animals?
Why is it important for Tiziano to gather information from different creatures?
How does Tiziano communicate with the animals?
How does Tiziano feel when he learns more about the animals?
What is the mission that Tiziano is on?
What tools does Tiziano use to communicate with the animals?

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.

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 mission for Tiziano to complete.
- Drawing the jungle and the creatures Tiziano meets, including the caterpillar and the crocodile.

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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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