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

Journalism

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.

Did you know there are people who work to tell us what's happening in the world so that you and all of us can know? They're called journalists, and they work in the media.

Journalists are professionals who search, select, write, and share interesting and important stories so that we're all well informed. This is called "news". Sometimes, journalists have to go to different places to find the news. They can interview people involved in a story or investigate a particular topic. Then, they write what they discovered and share it with the world.

Journalists have a very important job. That's why, when they write or speak, they use direct, clear, and short words so that everyone can understand. Moreover, they can tell the news in many different ways, like on TV, the radio, newspapers, or even on the internet.

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It's also important to know that journalists have to be very honest and objective. This means they must tell the truth in an impartial way, without influences or lies.
When you listen to or read the news, remember that behind every story, there's a journalist working to keep you informed.

Process phase 1: Planning (Teachers' perspective)

During this stage, the teacher has planned and prepared **questions** aligned with the "Teacher Generated Questions" technique:

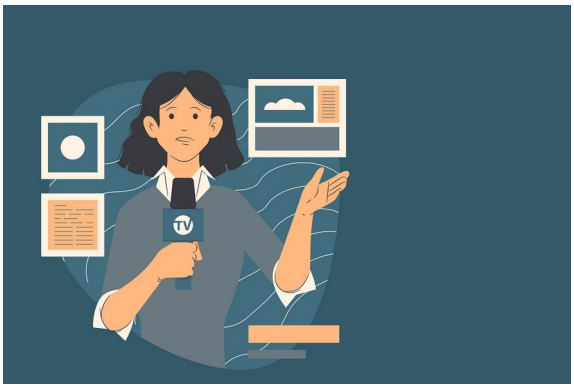
Thin questions (e.g.):

- What is a journalist?
- What is news?
- Where do journalists find their stories?
- How do journalists share the news?
- What does the term "media" refer to? ...
- ...

Thick questions (e.g.):

- Why do you think journalists are important in society?
- How do journalists ensure they are telling the truth?
- Why is it important for journalists to be objective and impartial?
- How would the world be different if journalists weren't able to share news?
- How can we trust the news we hear or read? ...

Materials such as **visual aids** (e.g., images of journalists at work, different types of media like newspapers, TV, and radio) are used to help students connect more deeply with the topic.



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

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- What do you think a journalist does?
- What kind of information do you think journalists gather?
- Have you ever seen or read news in the newspaper or on TV? What kind of stories did you see?
- What does it mean for someone to be objective?

Students make predictions about the role of journalists and how they deliver news. Visual aids are used to spark interest and activate prior knowledge.

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

Process phase 2: Teaching (Teachers' perspective)

The teacher presents the concept of journalism, either by reading an article or summarizing the key points in the text. The teacher will make strategic pauses to ask thin questions to ensure understanding (e.g., "What does a journalist do?" or "How do journalists find their stories?"). The teacher also encourages students to connect the concept of journalism with their own lives by asking simple, open-ended questions: (e.g., "Why do you think we need the news?" and "Have you ever shared something important with others? How did it 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:

- How do journalists know what is true and what isn't?
- Why is it important for journalists to remain impartial when sharing the news?

Cognitive stage 3: Post reading (Students' perspective)

Students reflect on the story's message by answering questions like:

- Why do you think journalists play an important role in society?

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- How do journalists help us understand what's happening in the world?
- Why is it important for journalists to share news in a clear and honest way?
- What do you think would happen if journalists weren't able to tell the truth?
- How can we trust the news we read or hear?

Journalist for a day

Let's become journalists for a day! How? We'll share what's happening in our school with the world. First, we'll split into groups and the teacher will guide us through these steps:

1. Choose a topic that interests you and is related to our school. It could be about a special event, a sports competition, or an interview with a teacher. You can pick anything!
2. Now, decide how you want to share your news: in writing (like a newspaper), speaking (on the radio), or showing (on TV). You might even want to share it on social media. But whatever you choose, you'll need a plan, like a script, to help you organize your ideas. We'll talk more about this soon.
3. What's a script? It's a special kind of text that has all the important information about the news. It helps people who read, listen, or watch to understand what's happening. And don't forget, you'll need a catchy title to grab everyone's attention.
4. Now it's time to write your news story. Make sure to use simple and clear language so that everyone can understand it. If you need help, the teacher is here to guide you and organize your ideas.
5. Once you've written your news story, take some time to practice presenting it. Whether you're speaking on the radio, in front of a camera for TV, or sharing it with friends on social media, practicing

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will help you feel more confident and make sure your message is clear.

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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