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

The Legend of Kuartam

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.

A long time ago, deep in the jungle of Ecuador, there lived a strange creature called Kuartam. During the day, Kuartam looked like a small toad, hiding between plants and rocks. But when he became angry, he would transform into a huge tiger! In his tiger form, Kuartam would attack anyone who disturbed him. People said that at night, you could hear him singing from a distance:

- "Kuartam-tan! Kuartam-tan!"

As if he were calling his own name.

One evening, a young man named Nantu went hunting in the jungle. His wife had warned him not to disturb Kuartam, but Nantu didn't listen. He was curious and wanted to know if the stories about the dangerous creature were true. So, he began teasing Kuartam, calling him out from his hiding place.

Soon, the jungle grew quiet, and Nantu heard a growl. He looked up, and to his surprise, a giant tiger appeared before him! Kuartam, angry at being disturbed, had turned into the fierce tiger and with one swift movement, he attacked Nantu, swallowing him in one bite!

The next day, Nantu's wife became worried when he didn't come home. She set out into the jungle, following his tracks. Suddenly, she noticed that the footprints disappeared. Feeling lost, she stopped and listened. From above, she heard a strange sound.

Looking up, she saw a gigantic toad resting on a tree branch. It was Kuartam! She realized that the tiger had eaten Nantu, and now he must be inside the toad.

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With courage, the young woman grabbed her axe and chopped down the branch where the toad was sitting. The toad fell to the ground with a loud thud, and out of its mouth flew Nantu, who was unharmed!
From that day on, Kuartam returned to his small, harmless toad form. Nantu was saved, and the jungle was once again peaceful.

Since that day, it is said that Kuartam continues singing his song in the jungle, but no one dares to provoke him. The lesson became clear to everyone: some legends are there to protect us.

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 did Nantu do when he went into the jungle?
- Who warned Nantu about the Kuartam toad?
- What happened when Nantu teased the Kuartam toad?
- How did Nantu's wife find him?
- ...

Thick questions (e.g.):

- Why do you think Nantu didn't listen to his wife's warning?
- How does the transformation of the toad into a tiger help tell the story?
- What lesson can we learn from Nantu's experience with Kuartam?
- Why do you think the jungle was peaceful again after Nantu was saved?
- ...

Visual aids are shown to activate prior knowledge about the jungle and magical Kuartam.

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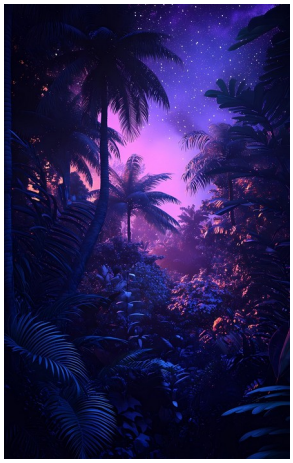

Cognitive stage 1: Pre-reading (Students' perspective)
Students are introduced to the topic by discussing questions like:

- What do you think happens in a jungle?
- Have you ever heard of animals that can change shape? What do you think that would be like?
- What kinds of animals live in jungles around the world?
- What do you think might happen if someone angered an animal that could transform?
- Why do you think people tell stories about animals with magical powers?
- How can legends help us understand nature and our environment?

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 understanding (e.g., "What happens to Nantu after he calls for the Kuartam toad?" or "What did Nantu's wife do when she realized Nantu was missing?").

Cognitive Stage 2: During the Reading (Students' Perspective)
Students engage with the text by answering thin questions and **noting key details**. They **discuss in pairs or small groups** when posed thick questions, reflecting on the story's themes and making connections to real-life issues. Students are encouraged to **visualize the scenes or imagine** what they would do if they were in Nantu's or his wife's position.

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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:

- Why do you think it's important to listen to warnings, especially in dangerous situations?
- How does the transformation of the toad show us that actions have consequences?
- What could Nantu have done differently to avoid trouble?
- What did Nantu's wife do to save him, and how does that show bravery?

As a creative activity, students are invited to create a **drawing or a short retelling of the legend**, imagining what the jungle, the toad, and Nantu looked like. Students may also write **their own version of a story** where a character faces a similar challenge, showing how they could avoid the same mistake Nantu made.

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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