Grade: 4th
Strategy: Questioning
Technique: Student Generated Questions
Text Type: Media Literacy

ChatGPT

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.

Imagine you have a very smart toy that can answer your questions and help you with some of your school tasks. Its name is ChatGPT and it lives on your computer. It can do a lot of amazing things with language, like translating words or even helping you to write stories. Playing with it can be a lot of fun. But, like with any toy, there are things you need to keep in mind.

One important thing is that ChatGPT doesn't always know everything. Sometimes, it can give you incorrect answers or not understand very well what you're asking. It's like when you're learning to add and you can make mistakes. That's why it's always good to check the information with other sources, like your school books or asking your parents or teachers directly.

Another thing you need to know is that ChatGPT also learns from the things you tell it. So if you say something wrong or inappropriate, it can

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learn it and repeat it later to another person. That's why it's very important to be kind and careful with what you say.
Plus, you have to remember that ChatGPT is just a tool. Although it can help us with many things, it can't replace human learning or the emotional connections we have with other people.

So, you can enjoy and learn with ChatGPT, but remember to use it responsibly and always learn together!

Process phase 1: Planning (Teachers' perspective)
During this stage, the teacher has planned and prepared a suitable text for reading.
Materials to support engagement include visual aids (pictures of a computer, a chatbot icon, a student using ChatGPT, and examples of tasks ChatGPT can help with), as well as vocabulary cards with key terms like "artificial intelligence," "tool," "information," "translate," and "responsibility."
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**:

- Have you ever asked a computer a question?
- What do you think a smart computer can do?
- If a computer could talk, what would you ask it?
- How do you think a computer learns new things?
- Do computers always give the right answers?
- Why do you think we need to check if the answers are correct?
- How can we use a computer to help us learn?

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?		

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When?		
Why?		
What?		
How?		

E.g.
Who can use ChatGPT?
Where can we ask ChatGPT questions?
When can we use ChatGPT?
Why do we need to check ChatGPT's answers?
What can ChatGPT do?
How does ChatGPT help us?

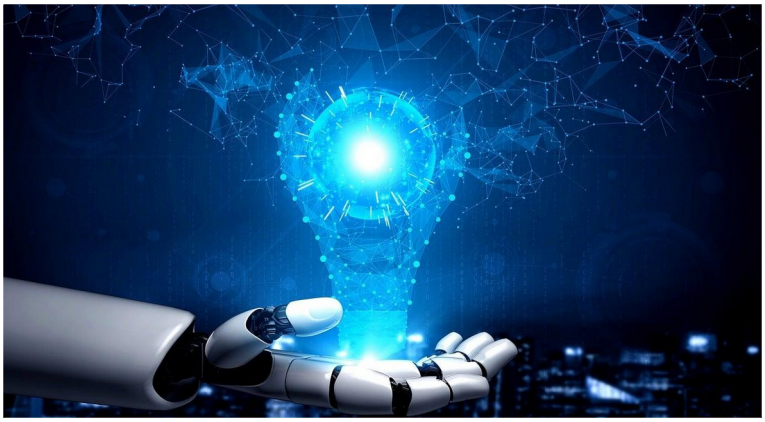
Cognitive stage 2: During the reading (Students' perspective)
Students engage with the text by:

- Listening carefully to find answers to their questions.
- Talking with a partner about what they learned.
- Thinking of new questions as they hear more about ChatGPT.

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)

Testing Chat GPT
In this activity, the teacher will use ChatGPT in a guided manner to show students how it works. It's important to remember that it can only be used under adult supervision. Next, the teacher selects one of the topics being covered in class to ask questions about. This exercise serves both to review the lesson and to highlight the positive and negative uses of this tool.



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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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