Grade: 4th
Strategy: Summarising
Technique: Structure Mode
Text Type: Fiction

Famous candy precipitation in Piombino

Aims of the lesson:

- to develop different competences for the students. The teacher, through his tasks, helps the students to be taught to determine the main points and arrange them correctly
- allows students to focus on key words and phrases from assigned text that are worth remembering
- reading memory improves.

Text for the lesson:

Once in Piombino, candy fell from the sky. They were falling like big hailstones, but they were of different colors: green, pink, purple, blue. One child picked up a green candy, just to try it, and discovered that it smelled like mint. Another child tried a red candy - it smelled like strawberries.

"Candies! Candies!" they all exclaimed, rushing through the streets to fill their pockets. But they couldn't collect everything because it was raining heavily.

The candy precipitation didn't last long, but it left the streets covered in a carpet of sweet-smelling candies that crackled underfoot. Students returning from school found enough to fill their bags. The elderly had made beautiful little bundles out of the handkerchiefs they wore on their heads.

It was a famous day.

Since then, many people have been waiting for candies to fall from the sky, but that cloud has not passed over Piombino, Turin, or even Cremona.

Teacher's Perspective: Process Phases

Stage 1: Planning

The teacher has prepared in advance a competitive task that includes a start and end table, together with a worksheet with a table in which the students have to fill in which of the characters is what and what are his actions. To brighten up the situation, the teacher has also prepared a mobile game, which requires an envelope with colorful candies. For the post-reading task, the teacher has extracted key episodes from the text, and the students have to put them in order.

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Stage 2: Teaching
Before reading- Competitive task. Who will be the fastest to complete the table on the board by finding the beginning and ending words in the text. (The first one ready raises his hand, and if he doesn't get it right, the second one with a raised hand comes out).

START	
FINISH	

During the reading - The teacher divides the class into groups of 4 children. The groups are given a worksheet with a table in which they must fill in which of the characters is what and what their actions are.

Stage 3: Feedback
The teacher monitors the correct performance of the task and supports the work of the teams.

What are they?	**What does each one do?**	**What are they like?**
The candies	....., crunch, ...	....
The children	....	....
The students	....	....
The elderly	....	inventive

Student's Perspective: Cognitive Stages
Cognitive Stage 1: Pre-Reading
Students work on the worksheets and after completing their work, students present their answers.

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Cognitive Stage 2: During Reading
Moving game - In front of each group, the teacher places an envelope with colorful candies. Students compete to see which group can sort them by color into separate boxes the fastest. The top group gets the candies as a reward.

Cognitive Stage 3: Post-Reading
Work in pairs. The teacher assigns the students to read the pages and number them according to the sequence of actions. This will check whether the students have followed the text and whether they have understood the main idea correctly.

After all the groups are ready, the group speaker should present to the class and the others compare.

Modes of communication
- **Interpretive –** Students read the text and highlight important points in it that will help them complete the table with the task set by the teacher.
- **Interpersonal (mixed) -** students mutually understand which answer will be recorded as final;
- **Presentation** - the speakers of each of the groups present the work of their group to the others, and the others must compare and correct if necessary.

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