

# Character Development

Box of Shocks (EBook) - Grade 5 - Short lesson

| TIME       | OBJECTIVE                                                                                       |
|------------|-------------------------------------------------------------------------------------------------|
| 10 minutes | Describe how Oliver's priorities develop across the story using evidence from different stages. |

## PRODUCT

A beginning-middle-end explanation of Oliver's changing priorities.

Essential question: How do Oliver's priorities change from planning the Box of Shocks to receiving Diggory's note? : receiving Diggory's note?

| Materials | Text to mark |
|-----------|--------------|
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- The book
- Prepared passages: Passage 2, Passage 10, Passage 11, Passage 15
- Student response materials
- Passage 2 - opening - Oliver plans a secret collection meant to shock his parents
- Passage 10 - Diggory's hardship makes the Box of Shocks feel less important
- Passage 11 - Oliver helps Diggory with food and Bubbles

## Lesson sequence

1 Start with the character - 2 min

- Passage 15 - ending - Diggory-related objects and the friendship note

How do Oliver's priorities change from planning the Box of Shocks to receiving Diggory's note?

|                       |                                                                                                                                                                                                                                                                                                             |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Prepared text:</b> | Passage 2, Passage 10, Passage 11, Passage 15 2 Work the evidence - 5 min At first, Oliver wants spectacular secrets that would shock his parents. Later, Diggory's hardship makes the collection feel less urgent, and Oliver gives him food and Bubbles. Diggory's note marks their resulting friendship. |
| <b>Prepared text:</b> | Passage 2, Passage 10, Passage 11, Passage 15 3 Make the student product - 3 min A beginning-middle-end explanation of Oliver's changing priorities.                                                                                                                                                        |

## Teacher key

Oliver initially values the box as a secret collection meant to shock his parents. After witnessing Diggory's situation, the box seems less important, while helping Diggory becomes important; the final note confirms a friendship.

### Support & extension

Above: Analyze whether Oliver abandons his love of adventure or redirects what he values, distinguishing evidence from interpretation.

Below: Complete sentence frames for "At first," "After learning about Diggory," and "By the end."

### Assessment

- States Oliver's original purpose for the box
- Explains the later shift toward helping Diggory
- Uses at least three cited details without presenting an inference as a stated fact