

Massachusetts

2017 Massachusetts Curriculum Framework for English Language Arts and Literacy

LESSON

How Anne Becomes Family

Anne of Green Gables

TEACHES

RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

WHY THIS EARNS THE STANDARD

Students describe character development across early and later parts of the story using specific textual details.

The canonical lesson that follows is unchanged. This cover is an additive curriculum-placement layer.

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TUMBLETA | GRADE 4 ELA | STANDALONE SKILL LESSON

How Anne Becomes Family

Anne of Green Gables

20 minutes

OBJECTIVE

Trace Anne's change from unexpected arrival to family member using early and later evidence.

STUDENT PRODUCT

A before/after character-and-relationship explanation supported by two moments.

ESSENTIAL QUESTION

How does Anne's place at Green Gables change from the beginning to later in the story?

TEXT FOCUS

The movement from mistaken arrival to reciprocal family commitment.

LESSON SEQUENCE

1. Beginning | 3 min Record one detail showing Anne's uncertain place when she arrives.

2. Later | 5 min Record one detail showing that she is treated or acts as family.
3. Compare | 4 min Name what changed in the relationship.
4. Explain | 6 min Write how the later evidence develops the earlier situation.
5. Check | 2 min Use one early and one later detail.

TEACHER KEY / EXPECTED THINKING

Anne begins as an unexpected child whose future at Green Gables is uncertain and becomes family through repeated care, responsibility, and mutual commitment.

LOOK FOR

- Uses evidence from two different points in the story.
- Names a clear change.
- Explains how later evidence develops the relationship.

TumbleTA | Grade 4 ELA | Canonical standalone skill lesson