

Minnesota

2020 Minnesota K–12 Academic Standards in English Language Arts

LESSON

Oliver's Changing Priorities

Box of Shocks

TEACHES

4.1.4.3

Describe a literary element in detail, drawing on specific details from literary text.

WHY THIS EARNS THE STANDARD

Students trace a character's changing priorities through early and later actions supported by text evidence.

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

Oliver's Changing Priorities

Box of Shocks

20 minutes

OBJECTIVE

Trace how Oliver's priorities change and explain what two later actions reveal about him.

STUDENT PRODUCT

A beginning/later comparison ending with one character-development claim.

ESSENTIAL QUESTION

How does Oliver change from collecting shocks to caring about another person?

TEXT FOCUS

Oliver's early collecting interest contrasted with later choices involving Diggory.

LESSON SEQUENCE

1. Beginning | 3 min State what matters most to Oliver early in the story.
2. Later evidence | 4 min Choose two later actions that point in a different direction.
3. Compare priorities | 5 min Name what has changed.
4. Character claim | 6 min Explain what the change reveals about Oliver.
5. Check | 2 min Use actions, not labels alone.

TEACHER KEY / EXPECTED THINKING

Oliver begins focused on collecting shocks but later gives more weight to Diggory's needs, showing a shift from possession toward care and responsibility.

LOOK FOR

- States the early priority.
- Uses two later actions.
- Explains the change in priorities.

TumbleTA | Grade 4 ELA | Canonical standalone skill lesson