

Texas

English Language Arts and Reading

LESSON

Oliver's Changing Priorities

Box of Shocks

TEACHES

4.6(F)

make inferences and use evidence to support understanding;

WHY THIS EARNS THE STANDARD

Students infer a changed priority from early and later actions and support the claim with evidence.

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

TumbleTA | Tumbleweed Press Inc. | Corrected build 2026-09-09

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