

Functional Approach to Character Education

Lesson Plans for Grade 4

Grade: 4	Week: 27
Character Trait: Freedom from Prejudice	Estimated Lesson Length: 25 min
SOL Addressed: English: Reading 4.5 – The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. a) Explain the author’s purpose. b) Describe how the choice of language, setting, characters, and information contributes to the author’s purpose. c) Identify the main idea. d) Summarize supporting details. e) Identify the problem and solution. f) Describe the relationship between text and previously read materials. g) Identify sensory words. h) Draw conclusions/make inferences about text. i) Make, confirm, or revise predictions. j) Identify cause and effect relationships. k) Use reading strategies throughout the reading process to monitor comprehension. l) Read with fluency and accuracy.	
Learning Goal: Students will become more inclusive of others, and recognize gender stereotypes.	

Summary:

The teacher will introduce today’s theme of freedom from prejudice, she will make connections to the previous lesson on non-discrimination. The teacher will share a definition of prejudice and guide students to see the need for freedom from prejudice. The teacher will introduce the idea that fairy tales can have stereotypes, and give a message of how they think people should act. Students will list off common fairy tales and look for themes, similarities and differences. Next the class will read *The Paper Bag Princess* by Robert Munsch. At the conclusion of the story the students will discuss and consider what roles were different in this story compared to other fair tales. Together the class will construct a double bubble chart to record and analyze similarities and differences. The teacher will challenge the class to consider other stereotypes they might know which are untrue. Lastly students will reflect in their character journals, “Why is it unfair to stereotype people?”

Lesson Materials - Promethean Flipchart for Grade 4 or a white board and dry erase markers, character journals, copies of double bubble diagram

*In the lesson description below, items with asterisks have accompanied flipchart pages in the Grade 4 file.

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Lesson

- *Anticipatory Set (introduction & accessing prior knowledge):*
 - Introduce today's theme of Freedom from prejudice.*
 - Define prejudice
 - Unfriendly or unfair feelings, opinions or attitudes, based on a racial, religious or cultural difference.*
 - Ask students to make a connection between this and last week's lesson on non-discrimination.
 - What do you remember from last week's lesson on non-discrimination?
 - What did you imagine for a future without discrimination?

- *Direct Instruction (I Do):*
 - Emphasize with students that we have many similarities and differences, but what is most important is how we treat one another: with kindness and respect.
 - Share with students today we are going to learn how we can be more inclusive or include more people by fighting stereotypes.
 - Stereotypes are ideas about a group of people that may often be untrue or only partly true
 - Today we are going to think about stereotypes in fairy tales.

- *Guided Practice (We Do)*
 - Ask students if they remember learning about author's purpose or author's message. When we read a book or story there is a message that the author wants us to learn or hear*
 - Guide students to think about some fair tales they know and record their ideas on the flipchart, overhead or white board (sample below)*
 - Guide students to focus on the story, the problem/conflict, the hero, the message or theme (sample below)

Story	Characters	Conflict (problem)	Hero	Message or Theme
Snow White	Princess, prince, dwarves, evil queen	Eats poison apple from evil queen	Prince	Someday your prince will come
Sleeping Beauty	Princess, prince, fairy godmothers, evil witch	Witch hates royal family, princess cursed into deep sleep	Prince	Someday your prince will come
Rumpelstiltskin	Rumpelstiltskin, Prince, Princess	Poor girl wishes to be princess	Princess	Be honest, be thankful for what you have
Little Red Riding Hood	Red Riding Hood, Grandma, Wolf, Woodsman	Wolf wants to eat everyone	Woodsman	Don't trust strangers

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Goldilocks and the three bears	Goldilocks, bears	Lots, tired, hungry & scared of bears	None	Don't take things that aren't yours
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- Have students consider if they notice any stereotypes
 - Girls are pretty, delicate, and weak, they need to be rescued
 - There are lots of evil queens/witches
 - Sometimes girls are smart
 - Why can't girls be strong?
 - Boys are strong, brave and fearless
 - Why can't the stories be about boys that are smart?
- Next the class will read *The Paper Bag Princess* by Robert Munsch.
 - At the conclusion of the story the students will discuss and consider what roles were different in this story compared to other fair tales.
- Together the class will construct a double bubble chart to record and analyze similarities and differences (blank and sample attached). *
 - The teacher will challenge the class to consider other stereotypes they might know which are untrue.
- *Independent Practice*
 - Students will open their character journals and respond to the following questions
 - “Why is it unfair to stereotype people?”*
- *Assessment*
 - Reflect on student character journals to understand their applied knowledge of stereotypes.
- *Extension Activity*
 - There are many books that address issues of gender stereotyping, or present alternatives to the stereotypes.
 - *Nessa's Fish Hardcover* by Nancy Luenn
 - *Sam Johnson and the Blue Ribbon Quilt* by Lisa Campbell Ernst
 - *White Dynamite & Curly Kidd* by Bill Martin Jr
 - *Riparia's River* by Michael Caduto
 - *Real Kids, Real Stories, Real Change: Courageous Actions Around the World* by Garth Sundem (nonfiction)
 - *Dance! With Bill T. Jones* by Bill T. Jones