

## Using Winnie the Pooh for Grade Four Learning Activities

### Activity 4-A

#### Standard:

4.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Students will create a story web, writing a theme or message they can identify from the play in the center of the page. Next, they will describe how various characters, places, or events in the story assisted in communicating that message.

(Worksheet included)

### Activity 4-B

#### Standard:

4.1.2.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Students will summarize the beginning, middle, and end of the play and communicate its central message or lesson. (Worksheet included)

### Activity 4-C

#### Standard:

4.1.3.3 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).

Students will describe a character from the play and support the description with specific details. (Worksheet included)

### **PRINCIPAL CHARACTERS FROM Winnie the Pooh:**

**Winnie the Pooh**

**Tigger**

**Piglet**

**Owl**

**Rabbit**

**Eeyore**

**Christopher Robin**

**Kanga**

**Roo**

### Activity 4-D

#### Standard:

4.1.5.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Students will compare and contrast the genres of poetry and drama by completing a Venn Diagram. (Worksheet included)

### Activity 4-E

#### Standard:

4.6.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Students will write and support their opinion of viewing Winnie the Pooh.

They could respond to any of the following questions: (Paper included)

Did you like or dislike the play? Why?

What was the best scene in the play? Why?

Which character was the most likable? Why?

Which character was the most evil? Why?

Would you tell someone else to go to this play? Why or why not?

What would you want to change in this play? Why?

## Activity 4-F

### Standard:

4.6.3.3 Write narratives **and other creative texts** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Students can use the experience of seeing a play as a vehicle for their writing.

(Paper included)

Here are some possible topics:

Write about your own sensory experience in watching the play.

Retell the play from the perspective of one specific character.

Write what happens after the conclusion of this story to one or more of the characters.

Write the story again, but change some important event to create a new ending.

## Activity 4-G

### Standard:

4.1.7.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

4.1.3.3.2 Describe how theater communicates meaning.

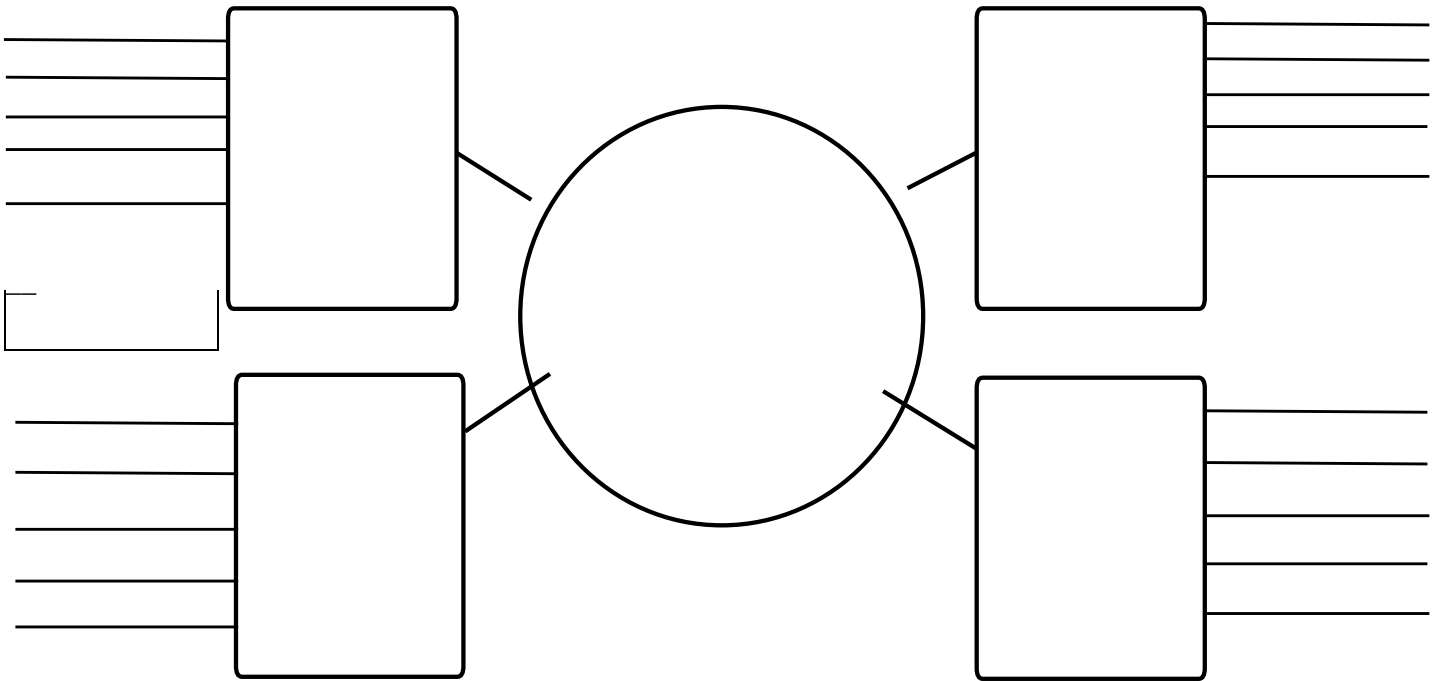
Students will analyze how the presentation of the play assisted in communicating a message to the audience. (Worksheet included)

# Story Web

4-A

Activity

Name \_\_\_\_\_  
Play \_\_\_\_\_





My Name: \_\_\_\_\_



<b>The Beginning...</b>	<b>The Middle...</b>	<b>The End...</b>

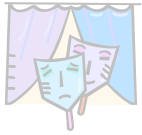
The play I saw was: \_\_\_\_\_

The lesson I learned from the play was \_\_\_\_\_

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My Name: \_\_\_\_\_

Activity 4-D



A Play

A Poem

