

LESSON THIRTEEN

OBJECTIVE 4: HELPING OTHERS REDUCE SCREEN USE

LESSON 13: Friendly Letter to Parents

OBJECTIVE

- Students will think of alternatives to watching television by writing friendly letters to their parents.

COMMON CORE STATE STANDARDS

- ENGLISH LANGUAGE ARTS
 - * **CCSS.4.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - * **CCSS.4.W.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

LESSON OVERVIEW

- Students read the Song of the Oompa-Loompas.
- Students will write down what they have learned while participating in the Take the Challenge lessons.
- Students will write friendly letters to their parents telling them what they learned from the Take the Challenge lessons.

MATERIALS NEEDED

- Song of the Oompa-Loompas (Excerpt from *Charlie and the Chocolate Factory*): 1 per student

Teacher's Note: In Lesson 14 you will be using a project to help inform others about what is being learned in the Take the Challenge curriculum. The project in this lesson may be used to help get the message out!

PROCEDURE

Step 13.1: Students Read the Song of the Oompa-Loompas

* CCSS.4.SL.1

Distribute excerpt from *Charlie and the Chocolate Factory*, Step 13.1.

- **Tell Students:** You are going to read the Song of the Oompa-Loompas together with a partner. This song is an excerpt from the book Charlie and the Chocolate Factory. After you finish reading the song, you need to write about ten things that you learned or positive experiences that happened during the Take the Challenge lessons.

Give the students time to read and discuss the song.

Step 13.2: Students Write About What They Learned

- **Tell Students:** Now you need to write ten things that you learned or positive experiences that you had during the Take the Challenge lessons.

Give the students about ten minutes to complete this activity.

Step 13.3: Write a Friendly Letter

*CCSS.4.W.4

- **Tell Students:** Think about what we have been talking about in class. Write a friendly letter to your parents. In the letter be sure to tell them what you learned and why it is important.

Optional Activity:

- Have the student read the Song of the Oompa-Loompas to their parents as homework.

Excerpt from Charlie and the Chocolate Factory

Song of the Oompa-Loompas

“The most important thing we’ve learned,
 So far as the children are concerned,
 Is never, NEVER, NEVER let
 Them near your television set—
 Or better still, just don’t install
 The idiotic thing at all.
 In almost every house we’ve been,
 We’ve watched them gaping at the screen.
 They loll and slop and lounge about,
 And stare until their eyes pop out.
 (Last week in someone’s place we saw
 a dozen eyeballs on the floor.)
 They sit and stare and sit
 Until they’re absolutely drunk
 With all that shocking ghastly junk.
 Oh yes, we know it keeps them still,
 They don’t climb out the window sill,
 They never fight or kick or punch,
 They leave you free to cook the lunch
 And wash the dishes in the sink –
 But did you ever stop and think,
 To wonder just exactly what
 This does to your beloved tot?
IT ROTTS THE SENSES IN THE HEAD!
IT KILLS IMAGINATION DEAD!
IT CLOGS AND CLUTTERS UP THE MIND!
IT MAKES A CHILD SO DULL AND BLIND
HE CAN NO LONGER UNDERSTAND
A FANTASY, A FAIRYLAND!
HIS BRAIN BECOMES AS SOFT AS CHEESE!
HIS POWERS OF THINKING RUST AND FREEZE!
HE CANNOT THINK – HE ONLY SEES!
 ‘All right!’ you’ll cry. ‘All right!’ you’ll say,
 ‘But if we take the set away,
 What shall we do to entertain
 Our darling children? Please explain!’
 We’ll answer this by asking you,
 ‘What used the darling ones to do?
 ‘How used they keep themselves contented
 Before this monster was invented?’
 Have you forgotten? Don’t you know?
 We’ll say it very loud and slow:
THEY...USED...TO...READ! They’d READ and READ,
 (Continued)

AND READ and READ, and then proceed
To READ some more. Great Scott! Gadzooks!
One half their lives was reading books!
The nursery shelves held books galore!
Books cluttered up the nursery floor!
And in the bedroom, by the bed,
More books were waiting to be read!
Such wonderous, fine, fantastic tales
Of dragons, gypsies, queens, and whales
And treasure isles, and distant shores
Where smugglers rowed with muffled oars,
And pirates wearing purple pants,
And sailing ships and elephants,
And cannibals crouching 'round the pot,
Stirring away at something hot.
(It smells so good, what can it be?
Good gracious, it's Penelope.)
The younger ones had Beatrix Potter
With Mr. Toad, the dirty rotter,
And Squirrel Nutkin, Pigling Bland,
And Mrs. Tiggy – Winkle and --
Just How The Camel Got His Hump,
And How The Monkey Lost His Rump,
And Mr. Toad, and bless my soul,
There's Mr. Rat and Mr. Mole –
Oh, books, what books they used to know,
Those children living long ago!
So please, oh please, we beg, we pray,
Go throw your TV set away,
And in its place you can install
A lovely bookshelf on the wall.
Then fill the shelves with lots of books,
Ignoring all the dirty looks,
The screams and yells, the bites and kicks,
And children hitting you with sticks –
Fear not, because we promise you
That, in about a week or two
Of having nothing else to do,
They'll now begin to feel the need
Of having something good to read.
And once they start – oh boy, oh boy!
You watch the slowly growing joy
That fills their hearts. They'll grow so keen
They'll wonder what they'd ever seen
In that ridiculous machine,
That nauseating, foul, unclean,
Repulsive television screen!
(Continued)

And later, each and every kid
Will love you more for what you did.
P.S. Regarding Mike Teavee,
We very much regret that we
Shall simply have to wait and see
If we can get him back his height.
But if we can't – it serves him right.