



Make an Argument Lesson Plan: Grade 4

Grade Level: **Fourth Grade** | Duration: **Two days, 30 minutes per lesson**

Objective

In this lesson, fourth graders use BrainPOP resources to learn conventions of persuasive writing.

Students will:

- 1. Build Background Knowledge:**
 - Watch the BrainPOP Types of Writing and Fact and Opinion movies.

- 2. Think and Do:**
 - Make-A-Map: Brainstorm persuasive argument topics using a concept map.
 - Vocabulary: Define vocabulary and use in a sentence.

- 3. Assess:**
 - Take the Types of Writing quiz.

Preparation


- Preview the BrainPOP movie [Types of Writing](#) to plan for any adaptations.
- Create and schedule Day 1 assignment: [Types of Writing Movie](#), [Make-A-Map](#), and [Quiz](#).
- Create and schedule Day 2 assignment: [Fact and Opinion Movie](#) and [Vocabulary](#).

Before the Lesson


Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, ask these questions:

- *Think of a commercial or other ad you've seen. What was it persuading you to buy? How did it convince you?*
- *Have you ever voted in a class or school election? How did the candidates try to get your vote?*

DAY 1: Build Background (10 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
 <p>1. Watch the Types of Writing movie.</p> <p>Click pause at noted time codes to discuss key ideas:</p> <p>Time code 0:47: What is the goal of persuasive writing?</p> <p>Time code 1:20: When might descriptive writing be useful?</p> <p>Time code 1:43: What kind of writing tells a story?</p> <p>Time code 2:13: When would you use informative writing?</p>	<ul style="list-style-type: none"> • Print the movie transcript and highlight evidence that answers each of the discussion questions. • Two students act out the transcript, one as Tim and the other as Moby. 	<ul style="list-style-type: none"> • Set a specific viewing purpose for individual students or small groups based on lesson objectives and student readiness. For example, have students focus on the elements and goals of persuasive writing. • Pause at two key points and prompt students to summarize. • Support recall by having students draw one or two key ideas from the movie 	<ul style="list-style-type: none"> • Pause for new vocabulary. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word. • Create a word wall with vocabulary and the drawing. • Pause at key points and ask the discussion questions in the student's home language or English.

DAY 1: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
 <p>2. Students open their Make-a-map assignment. Or, if not using Assignment Builder, model how to open Make-a-map.</p> <p>Students choose the Spider Map template. Then they brainstorm different persuasive argument ideas.</p> <p>When they finish, students click the Submit To Teacher button and/or print out.</p>	<ul style="list-style-type: none">• Create a paper version of the concept map using index cards or make the concept map on paper.	<ul style="list-style-type: none">• Assign a partially completed map to individual students.• Suggest a topic to get them started, such as whether schools should mandate uniforms.	<ul style="list-style-type: none">• Have students say their argument topics in their home language. Then say them in English. Have the student repeat in English.• Before students work on the concept map, have them use their home language or English to discuss their ideas.

DAY 2: Build Background (5 minutes)

Lesson Steps



3. Watch the [Fact and Opinion](#) movie.

Click pause at noted time codes to discuss key ideas:

Time code 0:58: What is a fact? Give an example of a fact.

Time code 1:15: What's an opinion? Give an example of an opinion.

Time code 2:50: What are some words that signal an opinion? Use one in a sentence.

Time code 4:17: Why is it important to watch out for bias in the media?

Offline Modifications

- **Print** the [movie transcript](#) and **highlight evidence** that answers each of the discussion questions.
- Two students **act out** the transcript, one as Tim and the other as Moby.





Modifications for Diverse Learners

- Set a **specific viewing purpose** for individual students or small groups based on **lesson objectives and student readiness**. For example, have students focus on what makes a statement a fact or an opinion.
- Pause at two key points and prompt students to **summarize**.
- **Support recall** by having students draw one or two key ideas from the movie

ELL/Language Development

- Pause for new **vocabulary**. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word.
- Create a **word wall** with vocabulary and the drawing.
- Pause at key points and ask the **discussion questions** in the student's home language or English.

DAY 2: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div style="text-align: center;">  </div> <p>4. Students open their Vocabulary assignment. Or, if not using Assignment Builder, model how to open Vocabulary.</p> <p>Students click Flip All or each term individually. To hear a term read aloud, click the speaker icon.</p> <div style="text-align: center;">  </div> <p>Students type a definition and sentence for each term.</p> <p>When they finish, students click the Submit To Teacher button and/or print out.</p>	<ul style="list-style-type: none"> Print Vocabulary. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> Students write a definition and sentence for each term. 	<ul style="list-style-type: none"> Assign appropriately challenging words to individual students. Assign a few of the six terms to individual students to define and use in a sentence. As a challenge, students can add two additional terms, writing a definition and sentence for each. 	<ul style="list-style-type: none"> Say the term(s) in students' home language. Then say the words in English. Have the student repeat in English. Use the term in a sentence. Prompt students to say the word and repeat the sentence. Click the speaker icon to hear the term read aloud. <div style="text-align: center;">  </div>

DAY 2: Assess (5 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div data-bbox="497 402 615 537" data-label="Image"> </div> <p>5. Students open their Quiz assignment. Or, if not using Assignment Builder, model how to open the quiz.</p> <p>If you assigned the quiz, you will see students' results in your Dashboard. If not assigned, students click the Submit to Teacher button.</p>	<ul style="list-style-type: none"> • Print the quiz for students to complete. 	<ul style="list-style-type: none"> • Read aloud the questions and answers. • Reduce the number of questions and/or possible answers (using the Quiz Mixer). • Support recall by revisiting movie drawings. 	<ul style="list-style-type: none"> • Read aloud the quiz in students' home language. • Highlight the key vocabulary in a printable version of the quiz. • Support recall by having students review drawings they made during the movie.