



Stress 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 identify how stress affects our bodies.

Students will:

1. Build Background Knowledge:

- Watch the BrainPOP Stress movie.
- Read and annotate the “Stress: In Depth” Related Reading

2. Think and Do:

- Worksheet: Identify stress symptoms associated with different parts of the body parts and the benefits of stress. .
- Make-a-Map: Complete a concept map that answers the question “How can stress affect our bodies and mind?”

3. Assess:

- Take the “Stress” Quiz

Preparation


- Preview the BrainPOP movie [Stress](#) to plan for any adaptations.
- Create and schedule Day 1 assignment: [Stress Movie](#) and [Worksheet](#).
- Create and schedule Day 2 assignment: [Stress Related Reading](#), [Make-a-Map](#), and [Quiz](#).

Before the Lesson



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

- *What gives you stress?*
- *What does your body feel like when you are stressed?*


DAY 1: Build Background (10 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div style="text-align: center;">  </div> <p>1. Watch the Stress movie.</p> <p>Click pause at noted time codes to discuss key ideas:</p> <p>Timecode 0:56: How do the physical effects of stress differ from emotional ones?</p> <p>Timecode 2:05: How does the body's fight-or-flight response make dealing with stressful situations more difficult?</p> <p>Timecode 2:56: How can stress be good sometimes? Give an example.</p> <p>Timecode 3:25: How does deep breathing help relieve stress?</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 examples of different kinds of stress. • 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
<div style="text-align: center;">  <p>Worksheet</p> </div> <p>2. Students open their Worksheet assignment. Or, if not using Assignment Builder, model how to open the Worksheet.</p> <p>Students identify stress symptoms associated with body parts and the advantages of stress responses.</p> <p>When they finish, students click the Submit To Teacher button and/or print out.</p>	<ul style="list-style-type: none"> Print the Worksheet. <div style="text-align: center;">  <p>Print</p> </div> <ul style="list-style-type: none"> Students identify stress symptoms associated with body parts and the advantages of stress responses. 	<ul style="list-style-type: none"> Students speak their response and brainstorm what they will write. Provide an example answer for stress symptoms or a sentence starter for advantages of stress responses. Demonstrate how to return to the movie to find evidence. Assign one or two body parts to individual students. Support recall by prompting students to revisit the drawings they made after watching the movie. 	<ul style="list-style-type: none"> Say the name of each body part in students' home language or English. Have them repeat it in English. Before students write, have them use their home language or English to discuss what they plan to write.

DAY 2: Build Background (10 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div style="text-align: center;">  <p>Related Reading</p> </div> <p>3. Students open their Related Reading assignment. Or, if not using Assignment</p>	<ul style="list-style-type: none"> Print the Related Reading. Highlight three facts about stress that build on what you learned from watching the movie. 	<ul style="list-style-type: none"> Set a specific reading purpose for individual students or small groups based on lesson objectives and student readiness. Limit the amount of content students have to comprehend. Select two-three stress reduction techniques for 	<ul style="list-style-type: none"> Define challenging vocabulary words, content-specific or otherwise. Included guided questions for annotation. Select two-three stress reduction techniques that

<p>Builder, model how to open the Related Reading.</p> <p>Students read the article, and identify three facts about stress that build on what they learned in the movie.</p>		<p>individual students to focus on when reading.</p>	<p>include familiar words. Assign to individuals or groups of students.</p>
--	--	--	---

DAY 2: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div data-bbox="459 646 658 813" style="text-align: center;">  </div> <p>4. Students open their Make-a-Map assignment. Or, if not using Assignment Builder, model how to open the Make-a-Map.</p> <p>Students complete a concept map to answer the question “How can stress affect our bodies and mind?”</p> <p>When they finish, students click the Submit To Teacher button and/or print out.</p> <p>Use the rubric to help you assess.</p>	<ul style="list-style-type: none"> Students create a concept map offline answering the question “How can stress affect our bodies and minds?” 	<ul style="list-style-type: none"> Students speak their response and brainstorm how stress can affect our bodies and/or minds. Assign a partially completed Make-a-Map with anchor questions and examples. Demonstrate how to return to the movie to find evidence. Vary response requirements. For examples, using images, key words, etc. Reduce the number and types of connections a student has to make. Support recall by prompting students to revisit the drawings they made after watching the movie. 	<ul style="list-style-type: none"> Before students write, have them use their home language or English to discuss ideas they plan to put in their map. Encourage use of key words or visuals to show connections.

DAY 2: Assess (5 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div data-bbox="422 565 594 734" data-label="Image"> </div> <p data-bbox="252 773 809 873">5. Students open their Quiz assignment. Or, if not using Assignment Builder, model how to open the quiz.</p> <p data-bbox="298 917 790 1052">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 data-bbox="889 565 1387 592" style="list-style-type: none"> • Print the quiz for students to complete. 	<ul data-bbox="1470 565 1924 846" 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 data-bbox="2034 565 2475 846" 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.