



# 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 <a href="#">Stress</a> 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"> <li>• Print the <a href="#">movie transcript</a> and highlight evidence that answers each of the discussion questions.</li> <li>• Two students act out the transcript, one as Tim and the other as Moby.</li> </ul>	<ul style="list-style-type: none"> <li>• Set a <b>specific viewing purpose</b> for individual students or small groups based on <b>lesson objectives and student readiness</b>. For example, have students focus on examples of different kinds of stress.</li> <li>• Pause at two key points and prompt students to <b>summarize</b>.</li> <li>• <b>Support recall</b> by having students draw one or two key ideas from the movie.</li> </ul>	<ul style="list-style-type: none"> <li>• Pause for new <b>vocabulary</b>. 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.</li> <li>• Create a <b>word wall</b> with vocabulary and the drawing.</li> <li>• Pause at key points and ask the <b>discussion questions</b> in the student's home language or English.</li> </ul>

## 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 <a href="#">Worksheet</a>.</p> <p>Students identify stress symptoms associated with body parts and the advantages of stress responses.</p> <p>When they finish, students click the <b>Submit To Teacher</b> button and/or print out.</p>	<ul style="list-style-type: none"> <li>Print the <a href="#">Worksheet</a>.</li> </ul> <div style="text-align: center;">  <p>Print</p> </div> <ul style="list-style-type: none"> <li>Students identify stress symptoms associated with body parts and the advantages of stress responses.</li> </ul>	<ul style="list-style-type: none"> <li>Students speak their response and <b>brainstorm</b> what they will write.</li> <li><b>Provide an example</b> answer for stress symptoms or a sentence starter for advantages of stress responses. Demonstrate how to return to the movie to find evidence.</li> <li>Assign <b>one or two</b> body parts to individual students.</li> <li>Support recall by prompting students to <b>revisit the drawings</b> they made after watching the movie.</li> </ul>	<ul style="list-style-type: none"> <li>Say the name of each body part in students' <b>home language</b> or English. Have them repeat it in English.</li> <li>Before students write, have them use their home language or English to <b>discuss what they plan to write</b>.</li> </ul>

## 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"> <li>Print the <a href="#">Related Reading</a>.</li> <li>Highlight three facts about stress that build on what you learned from watching the movie.</li> </ul>	<ul style="list-style-type: none"> <li>Set a <b>specific reading purpose</b> for individual students or small groups based on <b>lesson objectives and student readiness</b>.</li> <li><b>Limit the amount of content</b> students have to comprehend. Select two-three stress reduction techniques for</li> </ul>	<ul style="list-style-type: none"> <li><b>Define</b> challenging <b>vocabulary</b> words, content-specific or otherwise.</li> <li>Included <b>guided questions</b> for annotation. Select two-three stress reduction techniques that</li> </ul>

<p>Builder, model how to open the <a href="#">Related Reading</a>.</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>
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**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 <a href="#">Make-a-Map</a>.</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 <b>Submit To Teacher</b> button and/or print out.</p> <p>Use the <a href="#">rubric</a> to help you assess.</p>	<ul style="list-style-type: none"> <li>Students create a concept map offline answering the question “How can stress affect our bodies and minds?”</li> </ul>	<ul style="list-style-type: none"> <li>Students speak their response and <b>brainstorm</b> how stress can affect our bodies and/or minds.</li> <li>Assign a <b>partially completed Make-a-Map</b> with anchor questions and examples. Demonstrate how to return to the movie to find evidence.</li> <li><b>Vary response requirements.</b> For examples, using images, key words, etc.</li> <li>Reduce the number and types of connections a student has to make.</li> <li>Support recall by prompting students to <b>revisit the drawings</b> they made after watching the movie.</li> </ul>	<ul style="list-style-type: none"> <li>Before students write, have them use their home language or English to <b>discuss ideas they plan</b> to put in their map.</li> <li>Encourage <b>use of key words or visuals</b> to show connections.</li> </ul>

**DAY 2: Assess (5 minutes)**

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