

# Remote Learning Board Fourth and Fifth Grade Group

## Week Six: Unit Seven: Applying the Language of Arguing and Justifying



Reading, Writing, Speaking, and Listening to Communicate in English.

### Monday, May 4th: Activity One



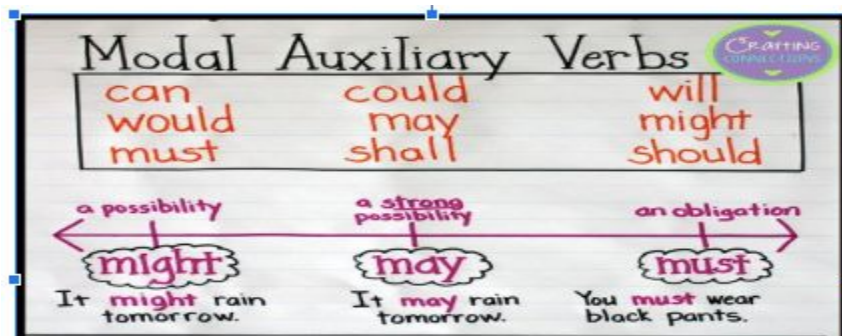
**Learning Intention:** I can use **modal** words and phrases to express my **position** or **point of view**.

**Success Criteria:** I know I am successful when...

-I can apply **modal** words when answering questions about the movie.

-I can use **opinion** sentence stems to **argue** my point of view or position about the movie.

**Activity One:** What if You Were Kid President?



Video Link: [A Pep Talk by Kid President](#)

Talk to a family member about the video. Use the opinion sentence stems below to support your opinions.

Sentence Stems:

If I was Kid President, I **would** \_\_\_\_\_.

Because of \_\_\_\_\_, we **should** \_\_\_\_\_.

## Tuesday, May 5th: Activity Two



**Learning Intention:** I can identify the difference between a **fact** and an **opinion**.

**Success Criteria:** I know I am successful when...

-I can read sentences with **factual** or **argumentative** language.

-I can apply what I know about **factual** and **argumentative** language.

**Activity Two:** **Fact** vs. **Opinion!**

Video Link: [Fact Vs. Opinion](#)

Earth Day Sort: [practice page](#)

After you have watched the video, print (if possible) and sort the Earth Day **fact** and **opinion** cards. If you are unable to print, talk with a family member about which cards are **fact** and which are **opinion**.

## fact

tells what actually happened, can be proven true or false.

## opinion

tells an attitude or judgement, cannot be proven true or false.

### Wednesday, May 6th: Activity Three



**Learning Intention:** I can argue my **opinion** using the **language** of **justification**.

**Success Criteria:** I know I am successful when....

-I can read an **opinion** article.

-I can identify my **opinion**.

-I can argue my **opinion** using the **language** of **justification**.



**Activity Three:** Kids Stand Up for their Rights!

Video Link: [How to Change the World Kid President](#)

Article Link: [Children Fight Climate Change.](#)

Seesaw Link: <https://web.seesaw.me>

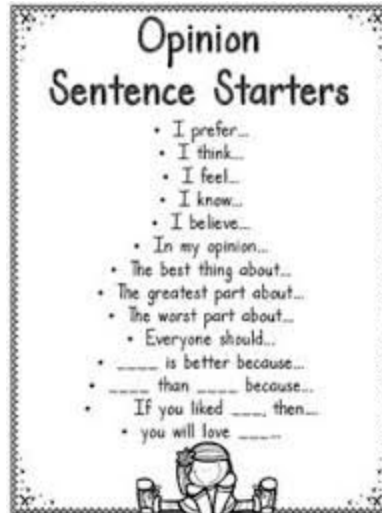
Complete the graphic organizer on Seesaw. Think about the focus question below.

#### **Focus Question:**

-Do kids have the right to demand for a healthier planet?

**Sentence Stems:**

- In my opinion, \_\_\_\_\_.
- I believe this because \_\_\_\_\_.
- For example, \_\_\_\_\_.
- To defend my argument, \_\_\_\_\_.



**Example:**

**-In my opinion,** I believe that kids should definitely have the right to fight for a healthier planet. **I believe this because** they are the ones that will be living on it in the future!

**Thursday, May 7th: Activity Four**



**Learning Intention:** I can write an **opinion** paragraph and present my point of view.

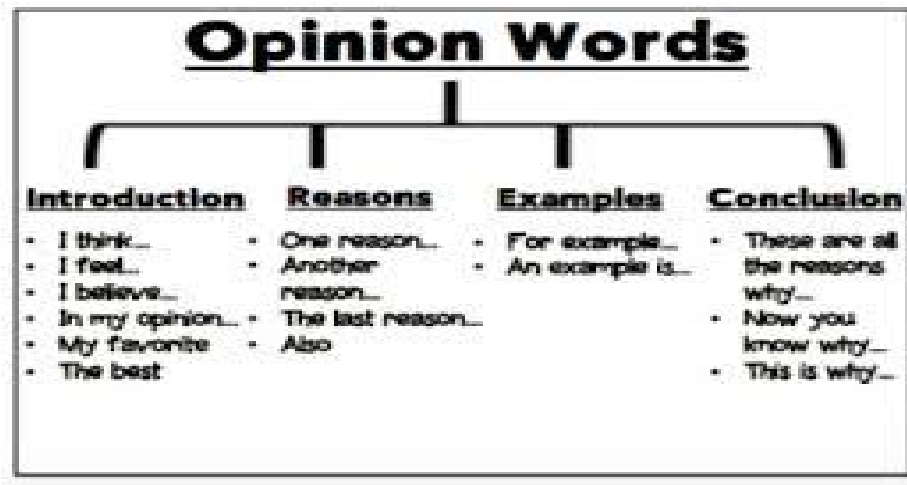
**Success Criteria:** I know I am successful when...

- I can type my **opinion** using my OREO graphic organizer.
- I can write an introduction and a conclusion using the **opinion** sentence stems below.

**Activity 4-** Do Kids Have Rights?

Seesaw Link: <https://web.seesaw.me>

Use your reasons from the graphic organizer from yesterday's work. Add an introduction and a conclusion. Use the sentence stems below to help you.



**Friday, May 8th: Activity Five**



**Learning Intention:** I can identify **adverbs** to express meaning in writing.

**Success Criteria:** I know I am successful when...

-I can listen to the Adverb Song.

-I can identify the **adverb** which goes in the correct sentence.

**Activity 5:** Adverb Match!

**Adverbs-modify words!**

Video Link: [Adverb Song](#)

Seesaw Link: <https://web.seesaw.me>