

BrainPOP Jr. Email Lesson Plan: Grade 1

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

Objective

In this lesson, first graders use BrainPOP Jr. resources to learn about email and how to use it.

Students will:

- 1. Build Background Knowledge:**
 - Watch the BrainPOP Jr. Email movie.
- 2. Think and Do:**
 - Word Play: Draw a picture about a domain-specific vocabulary word.
 - Activity: Describe ways to show netiquette.
- 3. Assess:**
 - Take the Email quiz.

Preparation

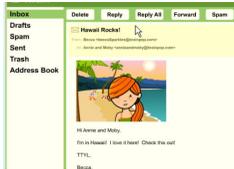
- Preview the BrainPOP Jr. movie [Email](#) to plan for any adaptations.
- Read [Email Background Information](#).
- Create and schedule Day 1 assignment: [Email movie](#) and [Word Play](#).
- Create and schedule Day 2 assignment: [Email movie](#), [Activity](#), and [Easy Quiz](#).

Before the Lesson

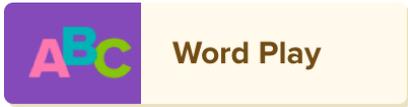
Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, ask these questions:

- *Who do you use email for? What are some email rules you follow?*
- *How can you show good manners when you're online?*

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 Email movie. Click pause whenever a question appears in Annie’s Notebook. Discuss the question, then click play for Annie’s response.</p> <p>TIP: Pause turns red to remind you to pause.</p> <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> ● Print the movie transcript and Annie’s Notebook for a grown-up to read aloud. ● Have a student play Moby and “beep” in response to Annie. ● Read aloud a grade-level sentence two times while tracking with your finger. Then track again, word-by-word as students repeat the words. Do this for three sentences. 	<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 one way to show netiquette. ● 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 discussion questions from Annie’s Notebook 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;">  </div> <p>2. Students open their Word Play assignment. Or, if not using Assignment Builder, model how to open Word Play.</p>	<ul style="list-style-type: none"> ● Print the “Draw!” page for the word a student chooses. ● Students draw the picture with markers or crayons and label it. 	<ul style="list-style-type: none"> ● Model how to use drawing tools for the first word. ● Assign appropriately challenging words to individual students. ● As a challenge, have students create a drawing for more than one word. 	<ul style="list-style-type: none"> ● Say student’s selected Word Play word in their home language. Then say it in English. Have students repeat it in English. ● Use the word in a sentence. Prompt students to say the word and repeat the sentence.



Students click one of the words and choose the “Draw!” tab.

They create a drawing of the word.

When they finish, students click **Save**, then **Submit To Teacher** and/or print out.

- Hover over the prompt to hear it read aloud. **Repeat the prompt in students’ home language.**

DAY 2: Build Background (5 minutes)

Lesson Steps

Offline Modifications

Modifications for Diverse Learners

ELL/Language Development



3. Watch the [Email](#) movie again.

Prompt students to find a fact or something new that they didn’t notice the first time.

- Students return to their drawings of **key concepts from the first viewing** and add new details or create new drawings.
- As a **challenge**, invite students to identify more than one new fact.

DAY 2: Think & Do (20 minutes)

Lesson Steps

Offline Modifications

Modifications for Diverse Learners

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Activity

- Students open their Activity assignment. Or, if not using Assignment Builder, model how to open [Activity](#).

Students click the Start arrow to begin, and click **PRINT** at the bottom of the page. Then they write examples of good netiquette.

- **Print out** and share the Activity with students. **Review the directions**, and have students complete the page.

- Before starting, have students **discuss** ways to show netiquette.
- **Challenge** students to think of another way to show netiquette.
- **Reduce the amount of examples** a student has to write about.

- Read aloud the activity in students' **home language or English to review the directions**.

DAY 2: Assess (5 minutes)

Lesson Steps



Easy Quiz

- Students open their Quiz assignment. Or, if not using Assignment Builder, model how to open the [Easy Quiz](#).

If you assigned the quiz, you will see students' results in your Dashboard. If not assigned, students click the **Submit to Teacher** button.

Offline Modifications

- **Print** the [Easy Quiz](#). **Read aloud** the questions and answers.

Modifications for Diverse Learners

- Hover over the **questions** and answers to hear them **read aloud**.
- **Reduce the number** of questions and/or possible answers (using the Quiz Mixer).
- **Support recall** by revisiting movie drawings.

ELL/Language Development

- **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.