

How BrainPOP ELL Meets WIDA PRIME





Introduction to PRIME

WIDA developed PRIME as a tool to assist publishers and educators in analyzing their materials for the presence of key components of the WIDA Standards Framework. PRIME stands for Protocol for Review of Instructional Materials for ELLs.

The PRIME correlation process identifies how the components of the 2012 Amplification of the English Language Development Standards, Kindergarten through Grade 12, and the Spanish Language Development (SLD) Standards, Kindergarten through Grade 12 are represented in instructional materials. These materials may include core and supplemental texts, websites and software (e.g., apps, computer programs), and other ancillary materials. PRIME is not an evaluative tool that judges the effectiveness of published materials.

Those who complete WIDA PRIME Correlator Trainings receive PRIME Correlator Certification. This may be renewed annually. Contact WCEPS for pricing details at store@wceps.org or 877-272-5593.

New in This Edition

PRIME has been expanded to include:

- Correlation to the WIDA Standards Framework
- Connections to English and Spanish Language Development Standards
- Relevance for both U.S. domestic and international audiences

Primary Purposes

- To assist educators in making informed decisions about selecting instructional materials for language education programs
- To inform publishers and correlators on the various components of the WIDA Standards Framework and of their applicability to the development of instructional materials

Primary Audience

- Publishers and correlators responsible for ensuring their instructional materials address language development as defined by the WIDA English and Spanish Language Development Standards
- District administrators, instructional coaches, and teacher educators responsible for selecting instructional materials inclusive of or targeted to language learners

At WIDA, we have a unique perspective on how to conceptualize and use language development standards. We welcome the opportunity to work with both publishers and educators. We hope that in using this inventory, publishers and educators will gain a keener insight into the facets involved in the language development of language learners, both in the U.S. and internationally, as they pertain to products.

Overview of the PRIME Process

PRIME has two parts. In Part 1, you complete an inventory of the materials being reviewed, including information about the publisher, the materials’ intended purpose, and the intended audience.

In Part 2, you answer a series of yes/no questions about the presence of the criteria in the materials. You also provide justification to support your “yes” responses. If additional explanations for “No” answers are relevant to readers’ understanding of the materials, you may also include that in your justification. Part 2 is divided into four steps which correspond to each of the four elements being inventoried; see the following table.

Prime at a Glance

Standards Framework Elements Included in the PRIME Inventory			
Asset-based Philosophy	Academic Language	Performance Definitions	Strands of Model Performance Indicators and the Standards Matrices
Representation of Student Assets and Contributions	Discourse Dimension	Representations of Levels of Language Proficiency	Connection to State Content Standards and WIDA Language Development Standards
	Sentence Dimension		Cognitive Challenge for All Learners at All Levels of Language Proficiency
	Word/Phrase Dimension		Supports for Various Levels of Language Proficiency
			Accessibility to Grade Level Content
			Strands of Model Performance Indicators

PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): BrainPOP ELL

Publisher: BrainPOP

Materials/Program to be Reviewed: BrainPOP ELL

Tools of Instruction included in this review:

BrainPOP ELL: <https://ELL.brainpop.com/>, accompanying lesson plans and resources on

BrainPOP Educators: <https://educators.brainpop.com/>

Intended Teacher Audiences: K-12 EL teachers, classroom teachers, resource teachers, homeschool teachers, after school teachers

Intended Student Audiences: ELs in grades K-12, newcomer ELs, ELs learning on their own, ELs around the world

Language domains addressed in material: Listening, speaking, reading, writing

Check which set of standards will be used in this correlation:

☐ WIDA Spanish Language Development Standards

☒ WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: Language of Language Arts, Language of Mathematics, Language of Science, and Language of Social Studies, Social and Instructional Language, including Language of Art, Language of Music

WIDA Language Proficiency Levels included: Levels 1-5

Most Recently Published Edition or Website: 2016

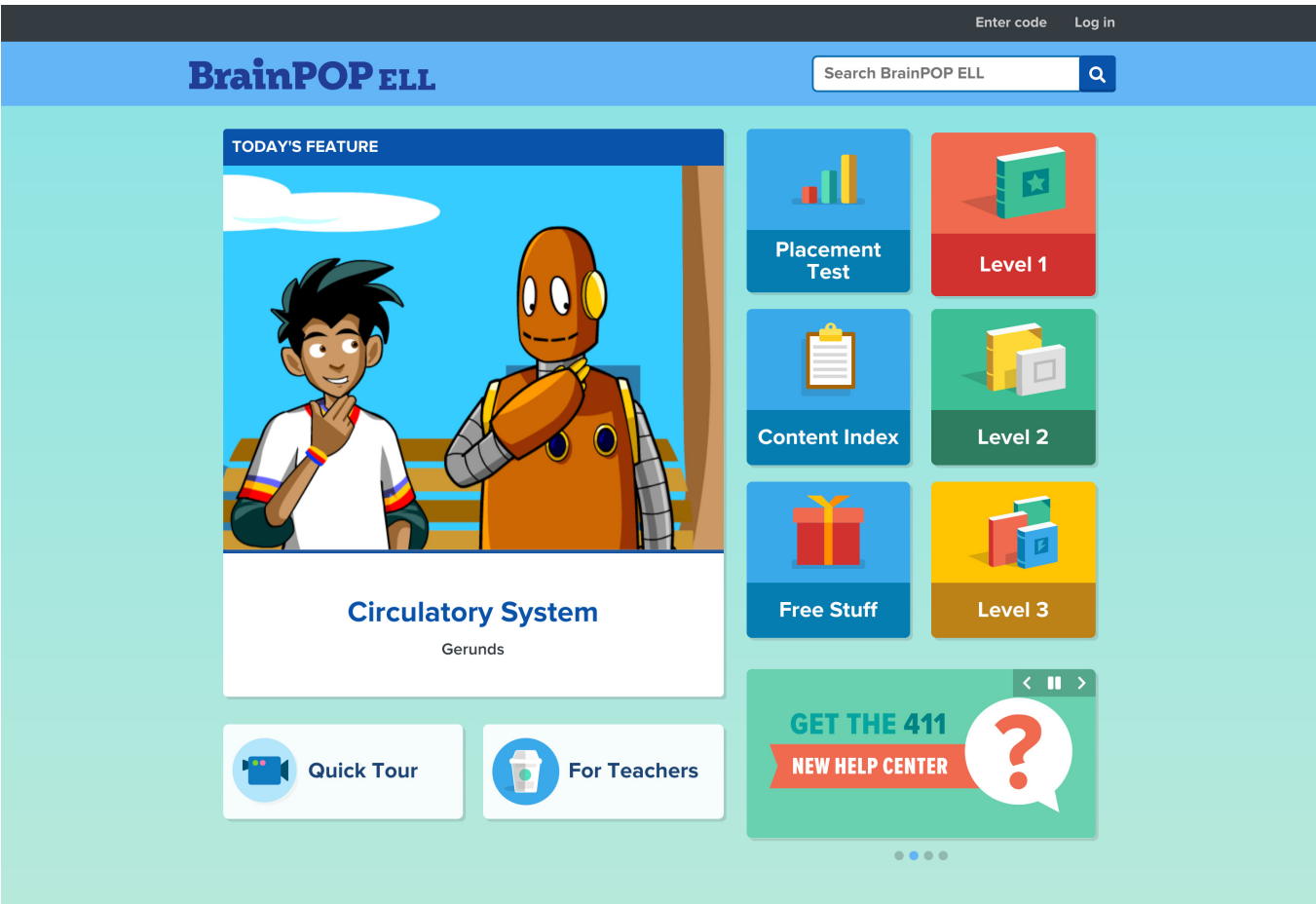
In the space below explain the focus or intended use of the materials:

BrainPOP ELL is a comprehensive, online, English-language learning program that models English and motivates students through highly engaging animated movies and associated features and activities. Students progress from beginning to advanced levels practicing conversational and academic English in all four language domains. Bringing together the best of language-learning pedagogy and innovative, interactive media, BrainPOP ELL continuously engages and challenges English language learners while remaining sensitive to their varying needs and learning styles.

The flexible and intuitive format lends itself well to blended and integrative learning models. Following presentation of new content and concepts through the animated movies, students can continue as a group or on their own, in or out of school, using the additional online features and resources to engage with content and practice language skills. The movies range from simple, every day scenarios to more complex, core content-related topics. Idiomatic and cultural nuances, as expressed through the actions of the endearing and funny characters, model social cues and demonstrate how to use the English language in every day contexts.

To support teachers, BrainPOP ELL provides numerous resources for each lesson. Detailed lesson plans incorporate communicative activities and learning strategies involving higher order thinking skills.

Printable resources accompany the lesson plans, including graphic organizers, images, and reproducible classroom activities. What sets BrainPOP ELL apart is the highly engaging and motivating animated content. Combining that with the comprehensive academic program, the robust teacher support materials, and the inherent flexibility of the program, BrainPOP ELL is uniquely suited to meet the needs of any learning environment.



PRIME Part 2: Correlate Your Materials

1. Asset-Based Philosophy

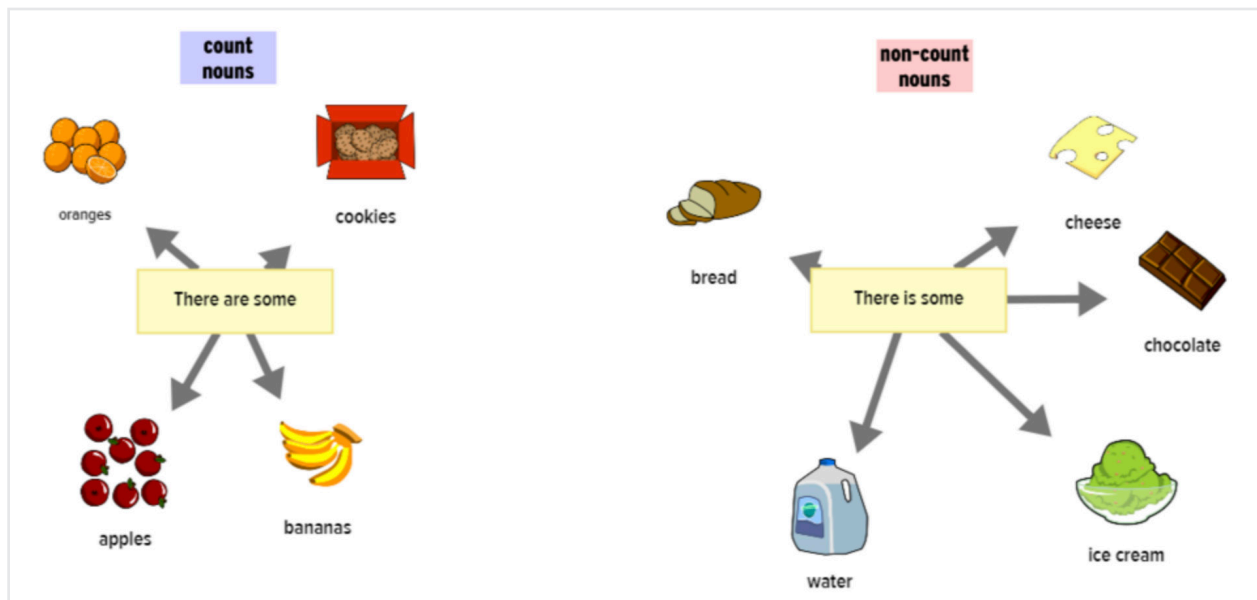
A. Representation of Student Assets and Contributions

The WIDA Standards Framework is grounded in an asset-based view of students and the resources and experiences they bring to the classroom, which is the basis for WIDA's Can Do Philosophy.

- | | | |
|---|------------|----|
| 1. Are the student assets and contributions considered in the materials? | <u>Yes</u> | No |
| 2. Are the student assets and contributions systematically considered throughout the materials? | <u>Yes</u> | No |

Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

1. Student assets and contributions are considered in BrainPOP ELL. Make-a-Map, BrainPOP's concept mapping tool, is one of the features in every BrainPOP ELL lesson. Students transform information into knowledge by making knowledge by making meaningful connections between their thoughts and ideas using BrainPOP images, keywords, and movie clips. It gives students a space to creatively represent their thinking, and to visualize relationships among concepts. Make-a-Map empowers students to draw connections among multiple concepts based on their own prior knowledge. The result is a visual representation of the concept that they, themselves, have created. This makes the learning personal. They own it, and that's powerful.



Various activities are suggested to activate prior knowledge and make connections to content, such as Say Something, Anticipation Guides, Language Experience Approach, and KWL charts. For example, in a Level 3 lesson about [Mount Everest](#), students complete an Anticipation Guide, and then verify their answers as they watch the movie.

The Level 1 lesson [There Are Monsters](#) features the language structures there is/there are. In an example of meaningful interaction with content, partners are encouraged to describe their own rooms to each other. This is followed by suggested differentiated and scaffolded activities. Students practice the target structure, in listening, speaking, reading, and writing activities about themselves. Below is an excerpt from the [accompanying lesson plan](#) on BrainPOP Educators.

3. My Room. Do an imagery exercise with the class as a [Think-Aloud](#). Model describing your room at home for the class. For example: "I am imagining my room. There is a table in my room. There are seven books on the table. There is a window. There are no pictures on the walls. There is a white cat on my bed." Now ask partners to describe their rooms to each other. Differentiate the activity as appropriate. Options include: 1) Partners relate simple sentences to each other; 2) One student describes his room while his partner draws it on a blank page; 3) Each student draws a simple picture of his or her room, describes it for his or her partner to draw, then they exchange and compare the two drawings; or 4) Give the students time to write a simple paragraph about their rooms and then exchange papers for a partner to draw according to the written description. Students may use the [BrainPOP ELL Word List](#) for a list of all the vocabulary they have learned so far, or for any additional vocabulary they require.

2. Student assets and contributions are systematically considered throughout BrainPOP ELL. Always engaging and motivating, BrainPOP ELL movies generally begin with a hook—a problem or predicament that the students can relate to. For examples, in [Scientific Method](#), featuring Modals of Possibility, Ben and Moby try to figure out what's wrong with their dog. They solve their problem using the scientific method that Ben had just learned in school, and the target grammar and vocabulary of the lesson. This is an example of how BrainPOP ELL engages students with situational language—using the target language and content in real world, relatable situations that students then apply to themselves.

Dashboard
Quiz Mixer
ENTER CODE
Mr.

Level 2 > Unit 4 > Lesson 3: Modals of Possibility

Hear It, Say It

Choose a clip from the movie. Then listen and repeat after Ben! Record your voice to hear how you sound.


Moby, do you think Fighter might not like his food?

Record Your Voice
Hear Your Voice


Assign

Home > Level 2 > Unit 4 > Modals of Possibility > Hear It, Say It

One of the resources in the [Teacher Resources](#) area is the page of suggested [Activities for Flash Words](#). Flash Words is a feature that accompanies every BrainPOP ELL lesson (see images below). Among the suggestions are strategies that prompt students to make connections and engage with new vocabulary through such activities as Connect Two, Story Impression, or finding cognates. Word Maps, or Frayer Models, are also suggested as a way for students to use background knowledge to illustrate the concept of a new word.







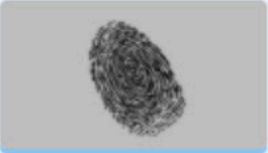

What are you teaching today?












Level 3 > Unit 3 > Lesson 3: Present Perf Progressive

Flash Words



		curious (adj)
detective (n)	fake (adj)	
	mystery (n)	notice (v)
observe (v)	real (adj)	recently (adv)
smudge (n, v)	surprised (adj)	suspect (v)



Home > Level 3 > Unit 3 > Present Perf Progressive > Flash Words

The format of BrainPOP ELL is consistent throughout the program. Each lesson begins with the three animated movies: the main movie, or story, plus two separate movies explaining the new vocabulary and grammar. The movies are followed by eight interactive features involving practice in all four language domains. Students learn to navigate and “own” the site very quickly as they engage with and relate to the characters.

Further evidence of consideration of students' assets in My BrainPOP's suite of features that lets teachers and students keep track of learning. It allows for more individualized learning since teachers can focus on each student's individual needs and progress. With My BrainPOP, students receive individual log-ins. They are able to submit to teachers the work they've done on various features. Teachers, in turn, are able to see how students have done on those features, and most importantly send personal feedback on their work. Teachers are also able to see who's watched a lesson's main, vocabulary, and grammar movies. Below is an example of a student's timeline on My BrainPOP.

The screenshot shows the BrainPOP^{ELL} interface with a student's timeline. The top navigation bar includes 'Dashboard', 'Notification 22', 'Enter code', and a user profile 'pdemo1'. Below the navigation bar, there are three main sections: 'Assignments', 'Projects', and 'Timeline'. The 'Timeline' section is active and displays a list of activities for September and August 2020.

Timeline

Search Timeline

September

- Converting Fractions to Decimals Movie Quiz**
Sep 17, 2020 • 11:36 am
Score 3/10 [View work](#)
- Converting Fractions to Decimals Movie Quiz**
Submitted: Sep 17, 2020 • 11:33 am
Score 3/10 [View work](#)

August

- 1.1.1 Personal Pronouns Read It**
Aug 27, 2020 • 1:48 pm
Score 1/5 [View work](#)
- Pronouns and Be 1.1.1 Make-a-Map**
Aug 27, 2020 • 1:46 pm
[View work](#)
- Setting Goals Make-a-Map**
Aug 27, 2020 • 10:09 am
[View work](#)
- Democracy Make-a-Map**
Aug 27, 2020 • 10:08 am
[View work](#)

2. Academic Language

WIDA believes that developing language entails much more than learning words. WIDA organizes academic language into three dimensions: discourse, sentence, and word/phrase dimensions situated in sociocultural contexts. Instructional material developers are encouraged to think of how the design of the materials can reflect academic language as multi-dimensional.

A. Discourse Dimension (e.g., amount, structure, density, organization, cohesion, variety of speech/written text)

1. Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels?	<u>Yes</u>	No
2. Are the language features at the discourse dimension addressed systematically throughout the materials?	<u>Yes</u>	No

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1. BrainPOP ELL addresses language features at the discourse dimension for all proficiency levels throughout the program. New language and content are introduced in the animated movies through spoken discourse that is appropriate for developmental and language levels. Reading and writing are present throughout the program in the Read It and Write It features. At the beginning level, students read and write words and phrases, and progress to multi-paragraph essays at the advanced proficiency level. Differentiated instruction and scaffolding provide learning opportunities for all proficiency levels and across all language domains. Besides the suggestions for differentiated activities, the accompanying lesson plans often provide extension activities for further challenges.

Below is an excerpt from the [lesson plan](#) that accompanies the level 3 movie [Thanks for Nothing!](#) (L3U4L5). The lesson is an example of how language features at the discourse dimension are addressed. It suggests a variety of activities to practice the language and content in all four language domains and across all language proficiency levels. The theme of the movie [Thanks for Nothing](#) is similar to that of *The Little Red Hen*. The grammar practiced in the lesson is gerunds and infinitives. As seen in the lesson procedure below, students listen to the story read aloud to them, watch the BrainPOP ELL movie, discuss and interact with a partner or small group, and represent their ideas on a story map graphic organizer. They may also illustrate the two stories on storyboards and compare them on a Venn Diagram with drawings, words, phrases, or sentences.

Lesson Procedure:

1. **Compare the Stories.** Read *The Little Red Hen* to the class or show a video of the story. Have students complete a [Story Map Graphic Organizer](#). Tell the class that in the movie [Thanks for Nothing!](#) (L3U4L5), Ben asks his friends to help him bake a cake. Do they decide to help or not? After watching the movie, have students complete the [Story Map Graphic Organizer](#) again. With a partner, have students discuss the similarities and differences between the story of *The Little Red Hen* and the movie [Thanks for Nothing!](#) (L3U4L5), and complete a [Venn Diagram](#). Have partners share their ideas with the class.

Using their two Story Maps, have partners collaborate to write their own version of *The Little Red Hen* story. To differentiate, do it as a [Shared Writing](#) activity. Students can choose to write the above activity as a skit, and then perform the skits for the class.

2. **Gerund or Infinitive?** Distribute the cloze exercise or display the sentences on the board (see Preparation). Have students complete the sentences with the gerund or infinitive form of the verbs in parentheses. When they finish, students can use [Hear It, Say It](#) to check their answers.

3. **Verb Card Game.** Put the verb cards in two piles (A and B). There is no particular order the cards must be in. Students select a card from each pile and construct a sentence using both words. Their sentence must contain either a gerund or infinitive. For example, if they pick **plan** and **talk**, then they can say, “I plan to talk to my friend tomorrow.”

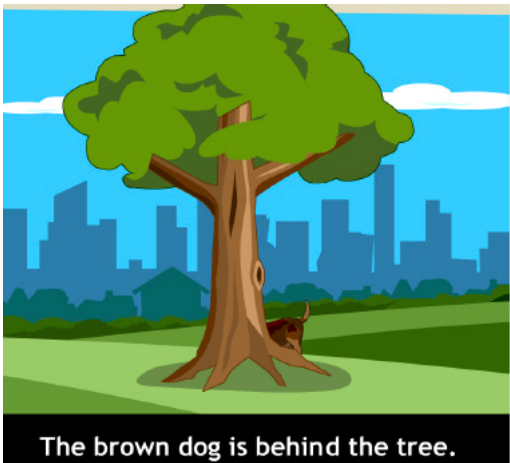
2. Language features at the discourse dimension are addressed systematically in BrainPOP ELL. Linguistic complexity is evident in the robust reading and writing components of each lesson (the Read It and Write It features). Level 1 begins with sound-letter correspondence as students learn to read and write words and short phrases. They progress to constructing simple sentences, and finish the level reading a simple paragraph and guided paragraph-writing.
- Level 2 deals with reading and writing single paragraphs. Each unit features a different text structure in reading and writing: narrative, informational, or persuasive, progressing from one- to three- paragraph essays.
- Level 3 presents more complex essays, adding text structures such as problem-solution and compare-contrast, according to the academic language and content of the units. Reading and writing learning is supported throughout with graphic organizers and literacy-learning strategies presented in the Lesson Ideas that accompany every lesson on BrainPOP Educators. Examples of literacy strategies range from Language Experience Approach, Story Impression, Quick Write, Roundtable, Think Aloud, Say Something/Write Something, and Shared Writing. Learning strategies in the accompanying lesson plans are presented with ideas for differentiation, and provide opportunities to practice language in all four domains.

B. Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)

- | | | |
|---|------------|----|
| 1. Do the materials address language features at the sentence dimension for all of the identified proficiency levels? | <u>Yes</u> | No |
| 2. Are the language features at the sentence dimension appropriate for the identified proficiency levels? | <u>Yes</u> | No |
| 2. Are the language features at the sentence dimension addressed systematically throughout the materials? | <u>Yes</u> | No |

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1. BrainPOP ELL addresses language features at the sentence of dimension for all the identified proficiency levels. The type of grammatical structures and language forms are presented in the context of movies and match in purpose. For example, in the Level 1 movie [Five Dogs](#) (L1U1L4), adjectives are taught in short descriptive phrases:



The Level 2 movie [The Hungrier Shopper](#) (L2U5L1) presents comparative adjectives and adverbs at a higher language proficiency level and more complex content:

Dashboard Quiz Mixer ENTER CODE Mr.

BrainPOP^{ELL}

Level 2 > Unit 5 > Lesson 1: Comparative Adjectives

Hear It, Say It

Choose a clip from the movie. Then listen and repeat after Ben! Record your voice to hear how you sound.

It's actually tastier and healthier!

Record Your Voice Hear Your Voice

Assign

2. Language features at the sentence dimension are appropriate for the identified proficiency levels. BrainPOP ELL consists of three proficiency levels, progressing from beginner to advanced in all language domains. Each level contains six units that build upon each other, with five lessons in each unit. There are 30 lessons per level, for a total of 90 lessons. When beginning BrainPOP ELL, students may take a [Placement Test](#) that identifies the level and unit they should begin the program. It places them in one of six designations, as follows:

Beginning: Level 1, Units 1-3

High Beginning: Level 1, Units 4-6 Intermediate: Level 2, Units 1-3

High Intermediate: Level 2, Units 4-6 Advanced: Level 3, Units 1-3

High Advanced: Level 3, Units 4-6.

The level of complexity increases with each unit and level, with more scaffolds to support learning at the beginning level. A variety of scaffolds are used, such as word banks, sentence frames, and graphic organizers. Closed-captioning is always available onscreen, and may be turned on and off according to need.

3. Language features at the sentence dimension are addressed systematically throughout BrainPOP ELL. The format of every BrainPOP ELL lesson is the same. Each lesson has a separate grammar movie which explains and illustrates, in animated form, the target grammar or language convention of the lesson. Students then encounter the language in the movie, and have numerous opportunities to engage with and practice the language in the interactive features and lesson plan activities. Linguistic complexity and content increase in complexity in each of the three proficiency levels. Below is an example from the grammar movie [Endangered Animals](#) (L3U1L1), a level 3 movie teaching the language of the passive voice:

The screenshot displays the BrainPOP ELL interface for a lesson on the passive voice. The main content area is split into two columns: **Active** and **Passive**. The **Active** column shows an illustration of a girl named Abby drawing a picture, with the sentence "Abby **draws** the picture." below it. The **Passive** column shows a hand drawing a picture, with the sentence "The picture **is drawn** by Abby." below it. To the right of these columns is a vertical menu with icons for **Movie**, **Vocabulary**, and **Grammar**. Below the main content area is a video player with a progress bar at 0:43 / 4:10 and controls for **Play**, **Closed Captions**, **Settings**, and **Fullscreen**. At the bottom of the interface is a grid of interactive activity buttons: **Flash Words**, **Word Play**, **Hear It, Say It**, **Quiz**, **Read It**, **Write it**, **Make-a-Map**, and **Grammar Summary**. A yellow navigation bar at the very bottom shows the path: **Home > Level 3 > Unit 1 > Passive: Present Simple**.

C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language¹)

1. Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels?
2. Are words, expressions, and phrases represented in context?
3. Is the general, specific, and technical language appropriate for the targeted proficiency levels?
4. Is the general, specific, and technical² language systematically presented throughout the materials?

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

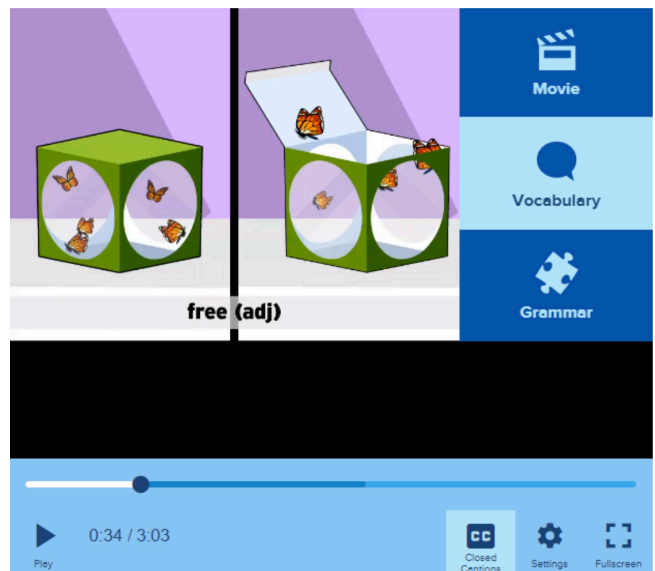
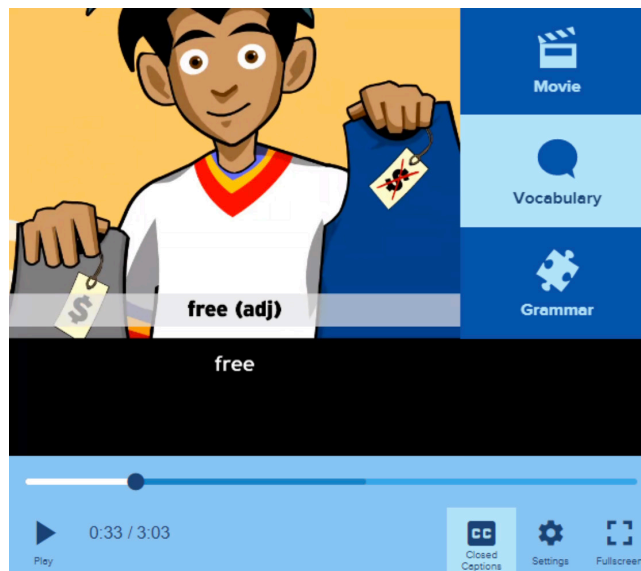
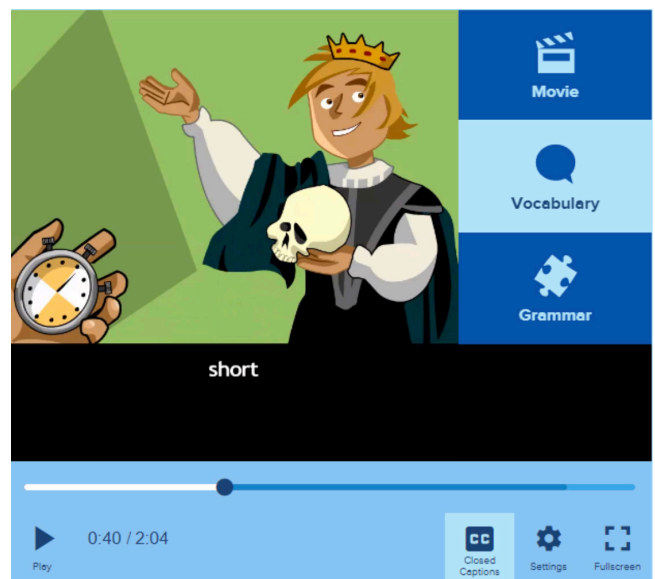
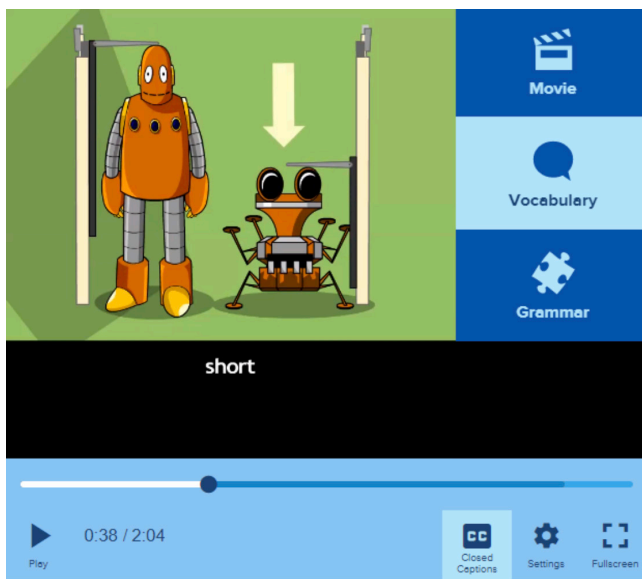
1. BrainPOP ELL addresses language features, such as formulaic expressions, idioms, multiple meaning words, shades of meaning, and collocations, at the word/phrase dimension in a consistent manner for all identified proficiency levels. Formulaic expressions are learned in the context of the movies. For example, imperatives, such as “Look out!” and “Be careful” are taught in the beginning lesson [Run! Don't Stop!](#) (L1U1L5). “Good job!” is learned in the lesson [You're Not Listening](#) (L1U2L2). Phrases such as “Have a good time” are taught in [We Have a Good Time](#) (L1U4L4), a lesson that teaches have/has. The example below is from the vocabulary movie of [Thanks for Nothing](#) (L3U4L5), illustrating the formulaic expressions “waste time” and “waste money.”

The screenshot shows a video player interface for a BrainPOP ELL video. The main content area is titled "WORD CONNECTIONS" and displays a diagram illustrating the word "waste" in different contexts. On the left, a box contains the text "waste (v) We shouldn't waste water." Two arrows point from this box to two other boxes on the right. The top box contains "waste time (v) Ed and Nikki are wasting time watching TV on this beautiful, sunny day." The bottom box contains "waste money (v) Don't waste your money on candy!". To the right of the diagram, there are two icons: a clapperboard labeled "Movie" and a speech bubble labeled "Vocabulary". At the bottom of the player, there is a progress bar showing 0:57 / 2:41, a play button, and icons for Closed Captions, Settings, and Fullscreen.

¹General language refers to words or expressions not typically associated with a specific content areas (e.g., describe a book).
²Specific language refers to words or expressions used across multiple academic content areas in school (chart, total, individual).
 Technical language refers to the most precise words or expressions associated with topics within academic content areas in school and is reflective of age and developmental milestones.

The **literal and figurative meanings of idioms** are taught throughout the program. In the Level 2 lesson, Take Up a Hobby (L2U1L1), students learn and practice the meaning of the expression “Reach for the stars.” The Level 3 lesson Egg on Your Face (L3U6L4) deals entirely with idioms, and explicitly teaches the words “expression,” “idiom,” “literal,” and “figurative” in the vocabulary movie.

Multiple meanings of words are addressed throughout BrainPOP ELL. Below are examples from the vocabulary movies of lessons from different proficiency levels. The first, from the lesson [I Have to Practice](#) (L2U2L4), illustrates two meanings of the word “short,” referring to size and time. The second, from the lesson [Return to School](#) (L3U2L3), illustrates the two meanings of the word “free.”



Nuances and shades of meaning are addressed at all proficiency levels. The level 2 lesson [It's Almost Perfect](#) (L2U3L4) finds Ben and Moby using intensifier adverbs while building a tree house. In the accompanying [lesson plan](#), students engage in activities using the following adverbs: almost, completely, exactly, hardly, perfectly, well, really, very, so, too, enough. The suggested activity "Weakest to Strongest" (shown below) allows students to apply the varying degrees of intensifiers to different situations and descriptions. Differentiated options are suggested in the activity, allowing students to apply words to one image or an array of images, or write in the labels and place them in the order of intensity. Further challenges are suggested, asking students to think of more examples to illustrate a spectrum or continuum using intensifier adverbs.

2. Weakest to Strongest. Reminding students that intensifier adverbs make words stronger or weaker. Show pictures of any food item that is cooked and uncooked, such as a raw and a hard-boiled egg. Other examples might include cake batter and a finished cake, or a raw steak and a cooked steak. You might also choose to include multiple images showing the spectrum of stages between raw and well-cooked, or even burnt. Write the sentence: "It's cooked." on the board. Using blank index cards or sentence strips, have students write "It's cooked" with intensifiers, and place them in order of intensity, from weakest to strongest. Remind them that **enough** is the only adverb that comes after the verb **cooked**. You can start together, asking which one they would use if something were not cooked at all. Putting words or expressions on a continuum is a higher order thinking skill that allows students to figure out the meanings, nuances, and relationships among new words, while using them cognitively and creatively. Answers will vary and discussion about the order should be encouraged. Brainstorm with the class other ideas they could use to illustrate a continuum or spectrum using intensifier adverbs. Challenge them to think outside the box, including actions, such as how fast different modes of transportation go, or the stages in a life cycle. Assign a project for students to create a poster or chart illustrating anything they choose that has varying degrees or stages. They must depict the spectrum, including illustrations and labels with intensifier adverbs.

Another example of **shades of meaning** is seen in the Level 3 lesson [Little Red Fairytale](#) (L3U6L2), which teaches reported speech in an adaptation of Little Red Riding Hood. The excerpt from the [lesson plan](#) below shows how students practice using synonyms for "say" or "tell," according to the situation and nuance of the language. Reporting verbs they choose from are: *add, admit, agree, complain, conclude, consider, convince, cry, explain, guess, inform, observe, persuade, promise, remind, repeat, roar, suggest, think, scream, shout, whisper, yell*.

Preparation:
For Activity 2, Reporting Verbs, make copies of the exercise below, or write the sentences on the board.

"The food is terrible."	He _____ that the food was terrible.
"I broke the window."	She _____ that she had broken the window.
"I will never do it again."	He _____ that he would never do it again.
"You did the right thing."	She _____ that I had done the right thing.
"I'm very angry!"	He _____ that he was very angry.
"You should buy the pink sweater."	She _____ me that I should buy the pink sweater.
"The movie will start at eight o'clock."	He _____ me that the movie would start at eight o'clock.
"There are around 50 gumballs in the machine."	She _____ that there were around 50 gumballs in the machine.

For the extension activity, bring in puppets or invite students to bring puppets to school, or bring in materials for students to make their own puppets.

Lesson Procedure:

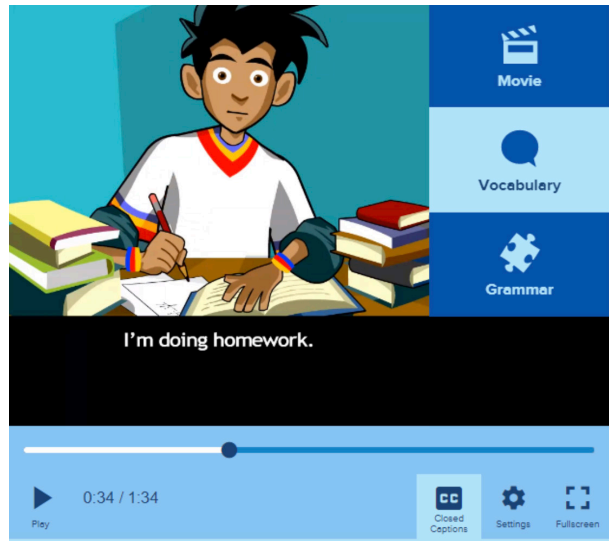
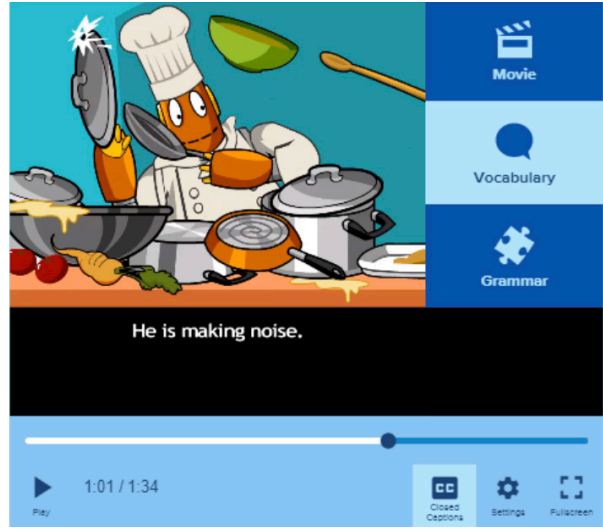
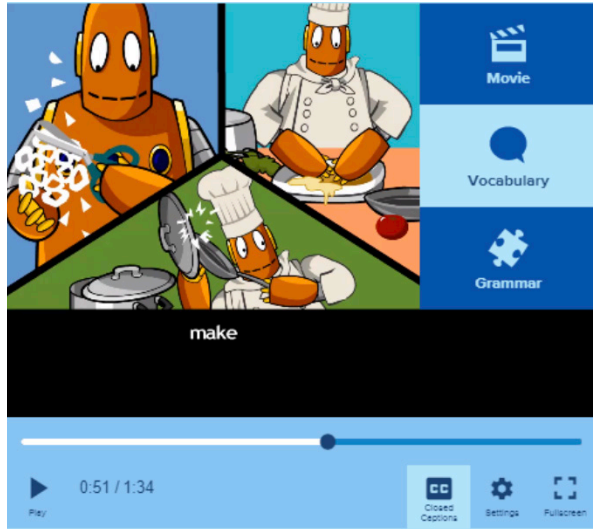
- Now You Do It.** In a repeat viewing of the movie [Little Red Fairytale](#) (L3U6L2), pause after a character says a line, and ask, "What did he say?" Students answer using reported speech. Note: We will learn about Reported Questions and Commands in the next lesson, so you may not want to use those examples.

Alternatively, show the Grammar movie, pausing before Ben repeats what he has said. Challenge students to make the reported speech statement. Then continue playing, for students to confirm their statements.

- Reporting Verbs.** There are many reporting verbs besides say and tell. Remind students that they can make speech and writing more interesting by using a variety of reporting verbs, depending on the context of the sentences. Distribute the sentences to students (see Preparation), or write them on the board for students to copy. Instruct students to change each sentence to a reported statement using reporting verbs listed in **Know More**: *add, admit, agree, complain, conclude, consider, convince, cry, explain, guess, inform, observe, persuade, promise, remind, repeat, roar, suggest, tell, think, say, scream, shout, whisper, yell*.

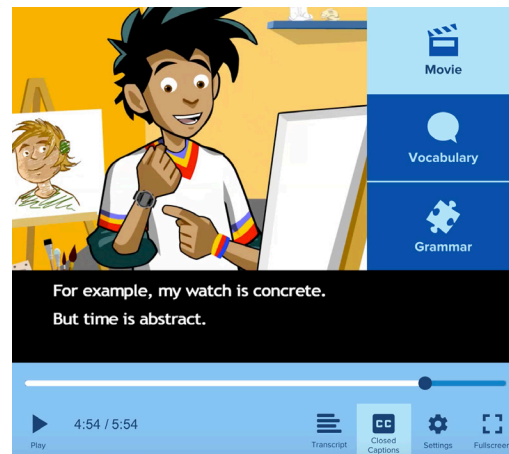
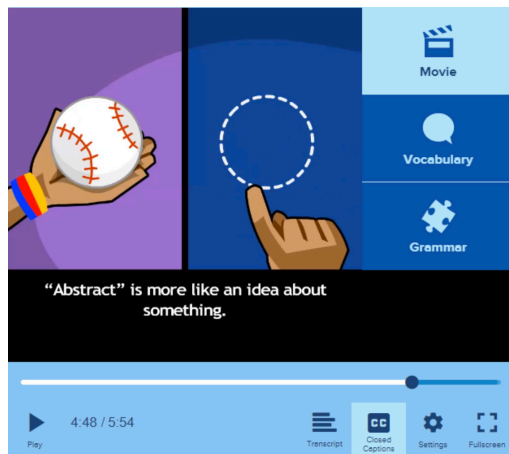
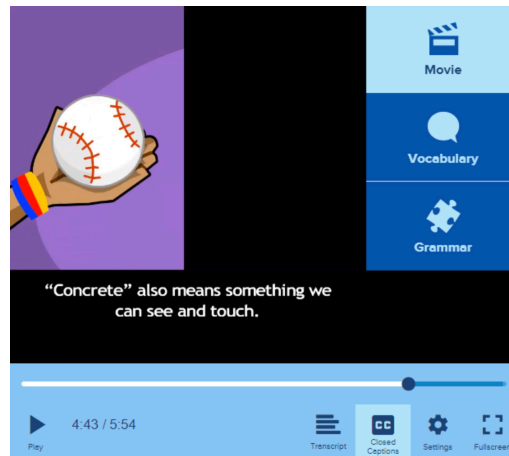
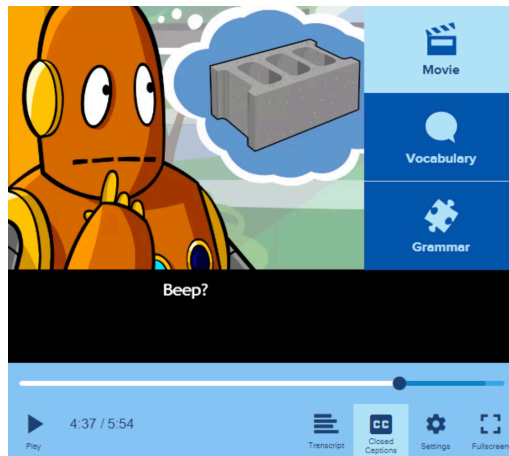
To differentiate for an added challenge, have students fold their papers and look only at the left side of the page.

Collocations are taught throughout BrainPOP ELL. They are introduced in the animated movies, in natural conversation between the characters. They are repeated not only in the movies, but also throughout the lesson, in the interactive features, and in all language domains, giving students multiple opportunities to use and practice the new language. Below are examples from the vocabulary movie of the level 1 lesson [Who's Making Noise?](#) (L1U2L3). Students are presented with multiple examples of phrases that go with the verbs “make” and “do.” The examples are visual, animated, engaging, and therefore, an effective way for students to learn, practice, and internalize language that is otherwise difficult to grasp.



- Words, expressions, and phrases are never taught in isolation. They are always presented in the context of the movies, and with natural and developmentally appropriate language. For example, in the level 1 lesson [You're Not Listening](#) (L1U2L2), the characters are on a class field trip to a museum. In the context of the story, students learn new words and phrases, such as “touch,” “don't touch,” “look,” “listen,” “pay attention,” “be careful,” and “come on,” while learning the negative form of the present progressive (“I'm not touching. I'm just looking!”).

The level 3 content lesson, [Styles of Art](#) (L3U5L1), teaches such vocabulary as “style,” “portrait,” “abstract,” “concrete,” “influence,” and “impression,” as students learn about different styles in art history. At the same time, they are learning and practicing the new words and phrases through the target grammar of first conditionals and time clauses (“If you don’t stay still, I will never finish painting your portrait!”). Below is an example from the same movie, showing how multiple meanings are presented in the context of the movie, and explicitly teaching the meaning of the words at the same time.



Academic language is always presented in the context of the movies, and practiced in the context of the particular tasks. The level 3 lesson [What Nikki Wants](#) (L3U6L3) is about how Ben responds to demands of his sick friend, Nikki. In this lesson, students learn the academic language of reported speech questions, and specific academic vocabulary words such as: demand, order, request, infer, examine, respond, complicate. The example below is from the vocabulary movie.





Movie



Vocabulary



Grammar



1:24 / 3:57

Play



Closed Captions



Settings




Fullscreen

WORD CONNECTIONS


demand (v)
Nikki **demand**ed many things.

demand (n)
She made many **demands**.


demanding (adj)
Nikki was so **demanding**!



Movie



Vocabulary



Grammar

The following excerpt from the Reported Questions [lesson plan](#) suggests that students create their own game to practice some of the specific academic vocabulary words of the lesson: demand, order, request, infer, examine, respond, complicate. Students think of their own situations to illustrate the meaning or concept of each word, and then play their game with a partner or small group.

6. Match the Words! Have students make a game to practice the academic vocabulary words from this movie (demand, order, request, infer, examine, respond, complicate). Distribute 12 index cards to each student. On six of the cards, students illustrate the six academic words. They can be creative about how they depict the words, drawing or cutting and pasting photos from magazines or the Internet. Examples might include situations that convey the meaning of a word, such as a scientist looking in a microscope for “examine,” or a challenging math problem for “complicated.” Have students write the six words on the remaining index cards. Students may watch the **Vocabulary** movie from the lesson for more help with the words. Then have students exchange their card sets with a partner, and challenge each other to match the word cards to the illustrations.

3. General, specific, and technical language is appropriate for the targeted proficiency levels. Vocabulary is always presented in the main movie, and more explicitly taught in the accompanying vocabulary movie. New words and phrases are used in two different animated examples, often with clarifying sentences or examples. As the vocabulary becomes more abstract at higher levels of proficiency, target words are presented with word connections and word families. The interactive features of each lesson, as well as the lesson plan activities, provide opportunities to engage with and practice the new language. The features and activities are always aligned with the proficiency level of the lesson and developmentally appropriate.

In the level 2 lesson [Butterfly Life Cycle](#) (L2U6L2), examples of general vocabulary are “life” and “butterfly;” specific vocabulary: “cycle;” and technical vocabulary: “life cycle” and “chrysalis.” In the vocabulary movie, the concept of “life cycle” is scaffolded, as students are first introduced to the concepts of life and cycle, followed by examples of life cycles. The concepts are further explored and practiced in the lesson plan activities.

In the level 3 lesson [Circulatory System](#) (L3U4L1), examples of general vocabulary are “air” and “beat;” specific vocabulary: “exercise” and “heart;” and technical vocabulary: “artery,” “vein,” “oxygen,” “pulse,” and “lung.”

4. General, specific, and technical language is systematically present throughout BrainPOP ELL. Every lesson, from beginning to advanced, follows the same format. There are three animated movies: the main story or content movie, the vocabulary movie, and the grammar movie. New vocabulary words and phrases are presented in the context of the main movie. The new words/phrases are specifically treated in the vocabulary movie, with animation and examples of how they are used, and often expanded upon with word connections and word families. Students have many opportunities to engage with and practice the new language, in all domains, in the lesson plan activities, and in the interactive features that follow the movies. Included in the features are:
- Flash Words**, where students practice the target vocabulary and phrases in a number of activities and games;
 - Hear It, Say It**, a listening and recording feature;
 - Read It and Write It**, where students progress in receptive and productive literacy;
 - Make-a-Map**, a concept mapping tool; and
 - the **Quiz**, ten vocabulary, grammar, and content questions, in a choice of classic or review mode.

3. Performance Definitions

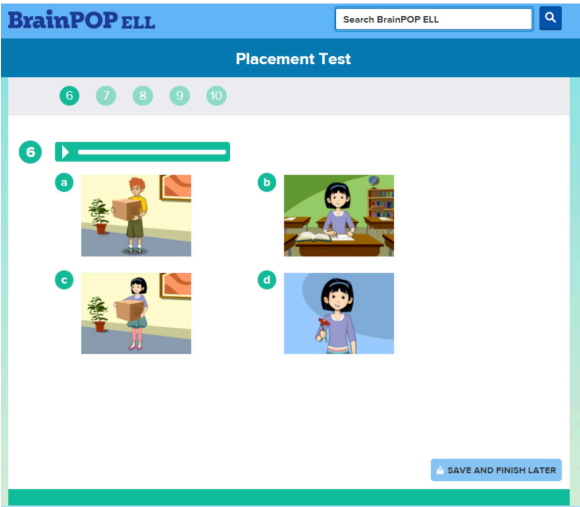
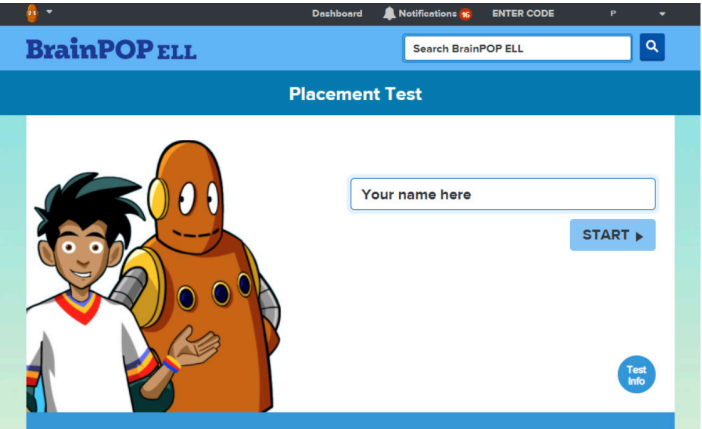
The WIDA Performance Definitions define the WIDA levels of language proficiency in terms of the three dimensions of academic language described above (discourse, sentence, word/phrase) and across six levels of language development.

A. Representation of Levels of Language Proficiency

1. Do the materials differentiate between the language proficiency levels?	<u>Yes</u>	No
2. Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?	<u>Yes</u>	No
3. Is differentiation of language systematically addressed throughout the materials?	<u>Yes</u>	No

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1. BrainPOP ELL differentiates between language proficiency levels. To determine students’ proficiency levels, they may take the [Placement Test](#) which assesses knowledge of vocabulary, language conventions, and receptive language in listening and reading comprehension passages. Students are placed in one of six levels ranging from beginning to advanced. The curriculum progresses in listening, speaking, reading, and writing, building upon knowledge learned in previous lessons.



Multiple activities, strategies, methods, and resources are included to help differentiate the material and make content comprehensible at different proficiency levels. Ideas for supports, scaffolding, and differentiation are suggested in the accompanying lesson plans. For example, below is an excerpt from the lesson plan of the Level 2 lesson, [Butterfly Life Cycle](#) (L2U6L2). There is also a separate lesson plan focusing more on the language objectives of the Butterfly Life Cycle lesson: [Past Tense Review Lesson Plan](#).

In the [Butterfly Life Cycle Lesson Plan](#) shown below, we see a clear flow of scaffolded activities, beginning with understanding the word “cycle” and then distinguishing between a cycle and a life cycle. Students may label, illustrate, or represent their ideas on a graphic organizer. The next activity asks students to provide captions for the [Butterfly Life Cycle Comic Strip](#). While students enjoy using the actual storyboards of our BrainPOP animators, they practice the language focus of the lesson. To differentiate for language proficiency levels, they may label the frames with words, phrases, or sentences. Further differentiation suggestions are to add a word bank, or to have students complete the storyboard as they rewatch the movie. The lesson plan ends with differentiated question prompts about the movie.

2.6.2 Butterfly Life Cycle Lesson Plan

Grade Levels: 3-5, 6-8, K-3
In the BrainPOP ESL movie, [Butterfly Life Cycle \(L2U6L2\)](#), Ben and Moby present their research project on the life cycle of the butterfly to their class, describing what happened at each stage using the past simple and past progressive. In this lesson plan, adaptable for grades K-8, students demonstrate their understanding of the butterfly life cycle, and apply the concept to the big ideas about cycles and life cycles.

[Lesson Plan Common Core State Standards Alignments](#)

Students will:

- Define and give examples of the word cycle.
- Differentiate between cycles and life cycles.
- Illustrate and explain an example of a life cycle.
- Write captions for the events in the movie.
- Ask and answer questions about specific information in the movie.

Materials:

[BrainPOP ESL](#)

[Butterfly Life Cycle Images](#)

[Flow Chart Graphic Organizer](#)

[Butterfly Life Cycle Comic Strip](#)

Vocabulary:

butterfly, caterpillar, chrysalis, life, cycle, life cycle

Preparation:

For Activity 2, What is a Life Cycle?, make copies of the [Butterfly Life Cycle Images](#) and the blank [Flow Chart Graphic Organizer](#).

For Activity 3, Caption It!, make copies of the [Butterfly Life Cycle Comic Strip](#).

Lesson Procedure:

What is a Cycle? In the Vocabulary section of the movie, pause at the word cycle and elicit a definition. For example: *when the same events or actions repeat, or happen again and again in the same order*. Challenge the class to think of different types of cycles. They will probably suggest examples of both cycles and life cycles. Then, in a modified [Concept Attainment](#) activity, write their suggestions in two lists on the board (cycles and life cycles), but do not label the lists. Some examples of cycles include: *washing machine, dishwasher, seasons, sleep, the moon, farming, the school day*. Examples of life cycles include: *butterflies, frogs, spiders, chickens, plants, trees, flowers, human beings*. After you have listed a few examples, ask the students which column the examples go in. Elicit the difference between the two lists.

What is a Life Cycle? The next entry in the Vocabulary section is life cycle, a kind of cycle. Using the [Butterfly Life Cycle Images](#), ask volunteers to explain the two life cycle illustrations (butterfly life cycle and human being life cycle). For homework, have students choose another life cycle to illustrate and label. They may use any cycle graphic organizer, such as the [Flow Chart Graphic Organizer](#). They must also think of a good big idea for life cycle and write it on the top of the paper. Have students share their life cycles the next day, and compare their big ideas. You may want to make a Life Cycle display in the room.

Caption It! After watching the movie [Butterfly Life Cycle \(L2U6L2\)](#), distribute the [Butterfly Life Cycle Comic Strip](#). Instruct students to write captions for each frame using the past simple and past progressive. Depending on students' levels, some may just label with a verb or phrase, while others write complete sentences. If needed, provide a word bank with suggested prompts, such as base verbs and phrases.

Movie Questions. To practice using the past simple and past progressive, have students ask and answer questions about the movie [Butterfly Life Cycle \(L2U6L2\)](#). To differentiate instruction, give students specific information to look for and questions to answer. For example: *What were Ben and Moby doing while the students were coming into class? What was Moby drawing? Where did Ben and Moby buy the caterpillars?*

Ask other students to write their own questions about details in the movie.

- 2. Differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels. Supports are provided at every level, with more suggestions offered for lower language proficiency levels. Examples of differentiation suggestions include partner work, small group work, images, word banks, sentence stems and frames, and accessing prior knowledge before introducing new content.
- 3. Differentiation of language is systematically presented throughout BrainPOP ELL. Teaching tips and suggestions accommodate for proficiency levels in lesson plans. Extension activities provide extra challenges for advanced students. Two resources in the Teacher Resource section offer differentiated suggestions to do with the [Flash Word Activities](#), varying to account for language proficiency levels. And the activities suggested in [Beginning Vocabulary Activities](#) provide suggestions for beginning students in a higher grade level lesson.

B. Representation of Language Domains

WIDA defines language through expressive (speaking and writing) and receptive (reading and listening) domains situated in various sociocultural contexts.

1. Are the language domains (listening, speaking, reading, and writing) targeted in the materials?	<u>Yes</u>	No
2. Are the targeted language domains presented within the context of language proficiency levels?	<u>Yes</u>	No
3. Are the targeted language domains systematically integrated throughout the materials?	<u>Yes</u>	No

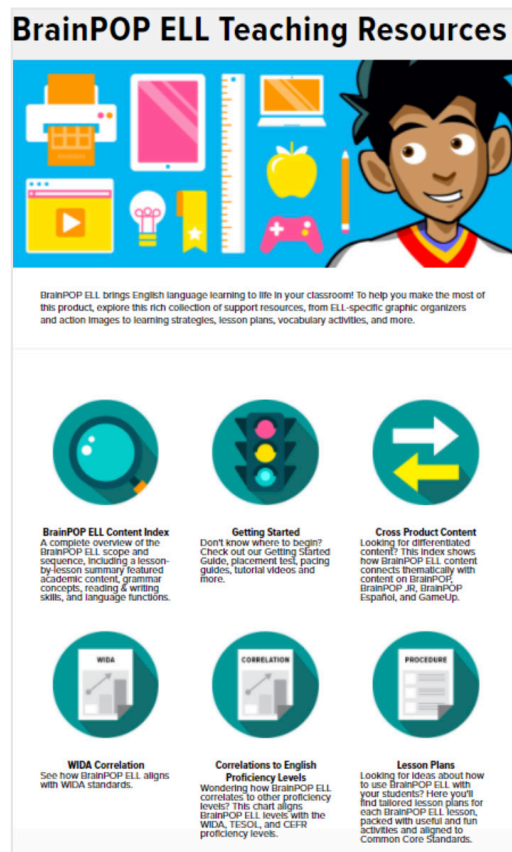
Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1. All language domains (listening, speaking, reading, and writing) are addressed in BrainPOP ELL. Students listen and watch the animated movies for a presentation of the target language and content. They then practice and engage with the language and content in the accompanying interactive features. Features specifically address the language domains: Hear It, Say It (listening and recording), Read It (reading), and Write It (writing). Speaking is addressed throughout as students engage in partner and small group activities suggested in lesson plans. Language domains are often addressed together, as happens in natural language acquisition. For example, students are asked to pause and “Say Something” or “Write Something” about a movie they are watching and listening to.

Make-a-Map, the concept mapping feature, encourages students to interact with the content using all four language domains. Using Make-a-Map, they can write their ideas and read them. They can talk about their maps and listen to their peers.

2. The targeted language domains are presented within the context of language proficiency levels. Receptive language is more prominent at the beginning level, with more tools and supports to make content comprehensible. Closed-captioning in the movies may be turned on or off. Tasks and skills required in the interactive features progress linguistically and developmentally.

Beginning tasks require students to produce words, small chunks of language, or simple grammatical constructions. As levels advance, language progresses in length and complexity to specific and technical vocabulary, abstract language and concepts, and complex grammar and text structures. For example, beginning language patterns focus on the verb “to be,” subject pronouns, and basic adjectives and prepositions. Material advances to complex language patterns, such as progressive tenses, conditionals, passives, and reported speech. The scope and sequence can be seen in the BrainPOP ELL Curriculum, which is available in the Teacher Resources section on BrainPOP Educators.



A comprehensive breakdown of the language conventions presented in all 90 lessons can also be seen in the [Content Index](#) on the home page.

ENTER CODE

LOG IN

BrainPOP ELL

Search BrainPOP ELL

Content Index

Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

Unit 6

Level 1

Level 2

Level 3

Lesson	Grammar	Reading & Writing	Function
1	Personal Pronouns Be: Present Tense	Simple Sentences	Introducing Characters Describing People
<div>The Friends</div>			
2	Be: Negative	Simple Sentences	Identifying Things
<div>Magic Show</div>			
3	Be: Questions	Simple Sentences	Asking Questions
<div>What Is It?</div>			
4	Basic Adjectives Basic Prepositions	Simple Sentences	Describing Things Identifying Places
<div>Five Dogs</div>			
5	Commands Let's + verb	Simple Sentences	Giving Commands
<div>Practice!</div>			

3. All four language domains are systemically integrated throughout the program. Each lesson presents the target content and language in the three animated movies: the main vocabulary movie, and grammar movie. The movies are followed by the same eight interactive features in every lesson. The features target specific language domains. Hear It, Say It is a listening/recording activity. Read It and Write It develop reading and writing skills. And all of the features may be done with partners or in small groups to allow for interaction among students.

DashboardQuiz MixerENTER CODEEnrique

BrainPOP^{ELL}

What are you teaching today?


Level 1 > Unit 4 > Lesson 1: Present Simple

Teach This Lesson

Lesson Ideas

Content Index

Assign



Movie

Vocabulary

Grammar

0:00 / 1:49

TranscriptClosed CaptionsSettingsFullscreen

Flash Words

Word Play

Hear It, Say It

Quiz

Read It

Write it

Make-a-Map

Grammar Summary

Home > Level 1 > Unit 4 > Present Simple

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4. The Strands of Model Performance Indicators and the Standards Matrices

The Strands of Model Performance Indicators (MPIs) provide sample representations of how language is processed or produced within particular disciplines and learning contexts. WIDA has five language development standards representing language in the following areas: Social and Instructional Language, The Language of Language Arts, The Language of Mathematics, The Language of Science, The Language of Social Studies as well as complementary strands including The Language of Music and Performing Arts, The Language of Humanities, The Language of Visual Arts.

The Standards Matrices are organized by standard, grade level, and domain (Listening, Speaking, Reading, and Writing). The standards matrices make an explicit connection to state academic content standards and include an example for language use. Each MPI includes a uniform cognitive function (adopted from Bloom's taxonomy) which represents how educators can maintain the cognitive demand of an activity while differentiating for language. Each MPI provides examples of what students can reasonably be expected to do with language using various supports.

Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

1. BrainPOP ELL does not connect language development standards to state academic content standards. However, it does connect to the Common Core State Standards. Common Core State Standard connections can be seen in every BrainPOP ELL lesson plan. To access the lesson plans, click on any "Lesson Ideas" button on the left side of every lesson page. Below is a screenshot from the [lesson plan](#) that accompanies the lesson [Scientific Method \(L2U4L3\)](#), with the extensive standards alignment section.

A. Connection to State Content Standards and WIDA Language Development Standards

1. Do the materials connect the language development standards to the state academic content standards?	<u>Yes</u>	No
2. Are the academic content standards systematically represented throughout the materials?	<u>Yes</u>	No
3. Are social and instructional language and one or more of the remaining WIDA Standards present in the materials?	<u>Yes</u>	No



LESSON PLANNING

PROFESSIONAL
DEVELOPMENT

ACADEMIC STANDARDS

TOOLS AND FEATURES
SUPPORTSCHOOL TO HOME
CONNECTION

NEWS AND UPDATES

2.4.3 Scientific Method/Modals Lesson Plan

Grade Levels: 3-5, 6-8, K-3

In the BrainPOP ELL movie, [Scientific Method \(L2U4L3\)](#), something is wrong with Moby's dog, Fighter. He doesn't want to go for a walk, play, or eat. Ben and Moby use the scientific method to find out what's bothering him, and test their hypotheses with different experiments. In this lesson plan, adaptable for grades K-8, students use the modals **may**, **might**, and **(be) supposed to** as they engage with the scientific method.

Lesson Plan Common Core State Standards Alignments

Recall information from experiences or gather information from provided sources to answer a question.

Grade: 04

CCSS.ELA-Literacy.W.4.2d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Grade: 05

CCSS.ELA-Literacy.W.5.8

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Grade: 06

CCSS.ELA-Literacy.W.6.1b

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

Grade: 07

CCSS.ELA-Literacy.W.7.1e

Provide a concluding statement or section that follows from and supports the argument presented.

Grade: 08

CCSS.ELA-Literacy.W.8.2d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Grade: 06, 07, 08

CCSS.ELA-Literacy.WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Students will:

1. Use modals **may** or **might** to make predictions or hypotheses based on a visual prompt. (Language Objective)
2. Participate in a role-play to solve a problem. (Language Objective)
3. Summarize and retell the steps of the scientific method using the modal auxiliary **be supposed to**. (Language and Content Objective)
4. Take notes on a graphic organizer about the scientific method. (Content Objective)
5. Apply the scientific method to a new situation. (Content Objective)

Materials:

- [BrainPOP ELL](#)
- [Scientific Method Graphic Organizer](#)

Vocabulary:

scientific method, hypothesis, experiment, conclusion, problem, solution
May, might, be supposed to

Preparation:

Make copies of the [Scientific Method Graphic Organizer](#).

Lesson Procedure:

1. What's Wrong with Fighter? Begin playing the movie [Scientific Method \(L2U4L3\)](#), and pause the movie after Ben asks the first question, "What's wrong with Fighter?" Use the [Say Something](#) strategy for students to share their thoughts with a partner. Prompt them to use the modals **may** or **might**. For example, *He might be sick*. List their ideas on the board under the heading: **Hypotheses**.
2. Solve a Pet Problem Role-Play. After watching the movie, [Scientific Method \(L2U4L3\)](#), pause at the final image, of people standing in line with their pets, waiting for Ben and Moby to solve their problems. Divide students into groups of four. Two of the students will play the part of pet owners; the other two will play Ben and Moby. The pet owners must think of a pet and its problem, and discuss how they will describe the problem to Ben and Moby. The students playing Ben and Moby must think of a hypothesis and a possible experiment to test it. Together, they will come to a conclusion. Encourage use of the modals **may** and **might** in the students' role-play. They may take notes on the [Scientific Method Graphic Organizer](#).
3. Summarize It! Ask students to summarize the steps of the scientific method. Tell them to use the modal **supposed to** in the explanations. For example, *First, you are supposed to think of a question*.

2. Academic content standards are systematically represented throughout BrainPOP ELL. The Common Core State Standards can be found in the lesson plans that accompany every BrainPOP ELL lesson.
3. Social and instructional language and one or more of the remaining WIDA Standards are present in BrainPOP ELL lessons. While most BrainPOP ELL lessons center around social interactions between the friends, there are also many core content topics. Following are some examples of BrainPOP ELL lessons addressing all WIDA Standards.
 - Social and Instructional language is addressed in every BrainPOP ELL lesson.
 - The language of Language Arts is addressed in every BrainPOP ELL lesson.
 - The language of Mathematics is addressed in [Probability](#) and [Area of Rectangles](#).
 - The language of Science is addressed in [Scientific Method](#), [Circulatory System](#), and [Camouflage](#).
 - The language of Social Studies is addressed in [Ancient Egypt](#) and [Mount Everest](#).
 - The language of Music is addressed in [Music Genres](#).
 - The language of Visual Arts is addressed in [Styles of Art](#).

B. Cognitive Challenge for All Learners at All Levels of Language Proficiency

- | | | |
|--|------------|----|
| 1. Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom's taxonomy) regardless of their language level? | <u>Yes</u> | No |
| 2. Are opportunities for engaging in higher order thinking systematically addressed in the materials? | <u>Yes</u> | No |

Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

1. Opportunities for engaging in higher order thinking are systematically addressed in BrainPOP ELL. Every lesson includes features that incorporate questions about the lesson vocabulary, grammar, and content in activities that require higher order thinking. Every lesson also includes the Make-a-Map feature, prompting students to think about relationships among words, images, and concepts. More higher order thinking strategies and activities are included in every lesson plan. Below are excerpts from lesson plans. Cognitive and higher order thinking skills are always cited in the Objectives section of the lesson plans, as seen below.

2.4.3 Scientific Method/Modals Lesson Plan

Grade Levels: 3-5, 6-8, K-3

In the BrainPOP ELL movie, **Scientific Method (L2U4L3)** (<http://www.brainpopesl.com/level2/unit4/lesson3>), something is wrong with Moby's dog, Fighter. He doesn't want to go for a walk, play, or eat. Ben and Moby use the scientific method to find out what's bothering him, and test their hypotheses with different experiments. In this lesson plan, adaptable for grades K-8, students use the modals **may**, **might**, and **(be) supposed to** as they engage with the scientific method.

Lesson Plan Common Core State Standards Alignments

Students will:

1. Use modals **may** or **might** to make predictions or hypotheses based on a visual prompt. (Language Objective)
2. Participate in a role-play to solve a problem. (Language Objective)
3. Summarize and retell the steps of the scientific method using the modal auxiliary **be supposed to**. (Language and Content Objective)
4. Take notes on a graphic organizer about the scientific method. (Content Objective)
5. Apply the scientific method to a new situation. (Content Objective)

Materials:

- [BrainPOP ELL](#)
- [Scientific Method Graphic Organizer](#)

Vocabulary:

scientific method, hypothesis, experiment, conclusion, problem, solution
May, might, be supposed to

Preparation:

Make copies of the [Scientific Method Graphic Organizer](#).

Lesson Procedure:

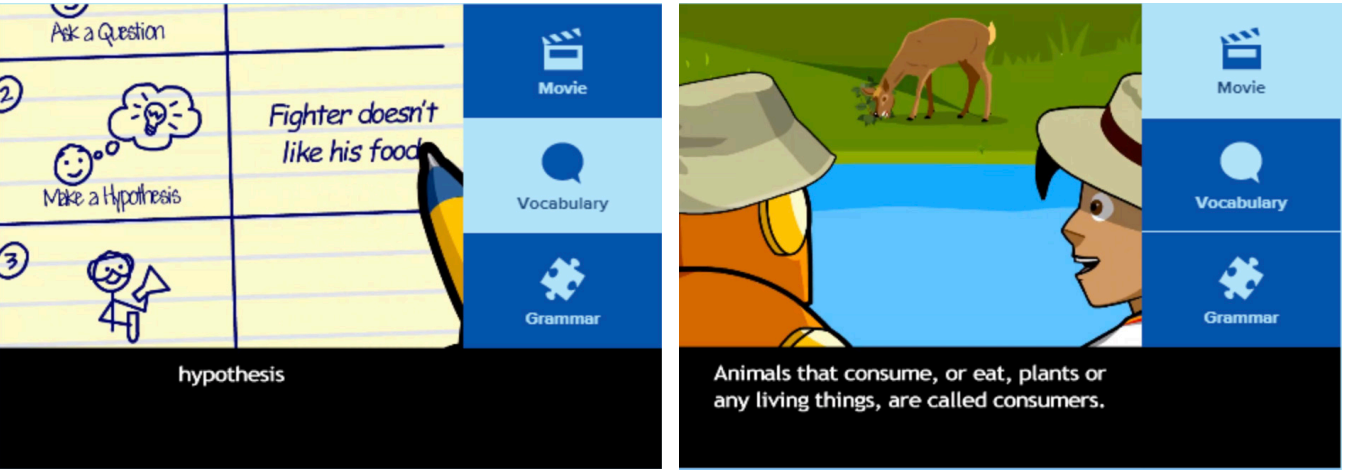
1. **What's Wrong with Fighter?** Begin playing the movie **Scientific Method (L2U4L3)**, and pause the movie after Ben asks the first question, "What's wrong with Fighter?" Use the **Say Something** strategy for students to share their thoughts with a partner. Prompt them to use the modals **may** or **might**. For example, *He might be sick*. List their ideas on the board under the heading: **Hypotheses**.
2. **Solve a Pet Problem Role-Play.** After watching the movie, **Scientific Method (L2U4L3)**, pause at the final image, of people standing in line with their pets, waiting for Ben and Moby to solve their problems. Divide students into groups of four. Two of the students will play the part of pet owners; the other two will play Ben and Moby. The pet owners must think of a pet and its problem, and discuss how they will describe the problem to Ben and Moby. The students playing Ben and Moby must think of a hypothesis and a possible experiment to test it. Together, they will come to a conclusion. Encourage use of the modals **may** and **might** in the students' role-play. They may take notes on the [Scientific Method Graphic Organizer](#).

C. Supports for Various Levels of Language Proficiency

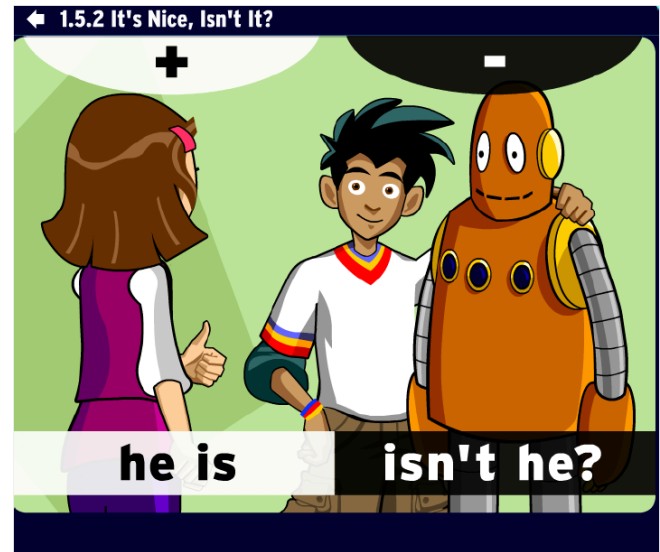
1. Do the materials provide scaffolding supports for students to advance within a proficiency level?	<u>Yes</u>	No
2. Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?	<u>Yes</u>	No
2. Are scaffolding supports presented systematically throughout the materials?	<u>Yes</u>	No

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1. BrainPOP ELL provides scaffolding supports and tools for students to advance within proficiency levels. Audio support is provided by mousing over all text in beginning levels. Closed-captioning is provided throughout all levels, but may be turned off when not needed.
- Visual support is probably the most important aid for language learners. With BrainPOP ELL, information is not only supported by the colorful and dynamic images, but also the highly engaging animation. Words are expanded upon, to present word families and connections, enabling students to create more associations. Below are examples of how paraphrasing new words and movies provides immediate language support.



2. The grammar movies present the new language in an animated version of a chart. In the example below, from the lesson [It's Nice, Isn't It?](#) (L1U5L2), it is clear how students understand the concept of the grammar (tag questions) by watching the animated presentation. Students see that tag questions are constructed using the opposite of the phrase. They can see that from the opposite sides of the screen, the plus and minus signs, and the black and white colors. All of these visual clues help students to grasp the concept of the grammar.



BrainPOP ELL provides scaffolding supports for students to progress from one proficiency level to the next. The curriculum is structured so that lessons, and language, build on each other. The multiple opportunities to practice target language in engaging and communicative activities facilitate the learning process and help students advance. Each of the interactive features allows students to practice the target language in all four language domains, all in the context of the lesson content.

Flash Words for various vocabulary activities, Hear It, Say It for listening and recording, Read It and Write It for literacy practice. Multiple opportunities to practice the language in different modalities enable students to advance within each lesson, within proficiency levels, and to progress from one proficiency level to the next.

Reading and writing in the beginning levels, for example, require students to recognize sounds and letters. As their reading skills advance, they read words, phrases and simple sentences. Writing begins with tracing letters and words, and advances to copying, completing sentences, guided paragraph-writing, and finally, to writing multi-paragraph essays in different text structures. Resources are provided to guide students through the process of learning. Such resources include printable images, activities, and graphic organizers. Following are several examples from lessons plans from all proficiency levels.

Images such as the Action Image below, are provided in the lesson plans, with suggestions to scaffold for more support, such as a word bank or sentence frames.




BrainPOP ELL animators’ storyboards are often provided for students to caption or sequence, with or without a word bank.

Word Bank

Don't run! Be careful! Drink! Run! Jump! Try again!

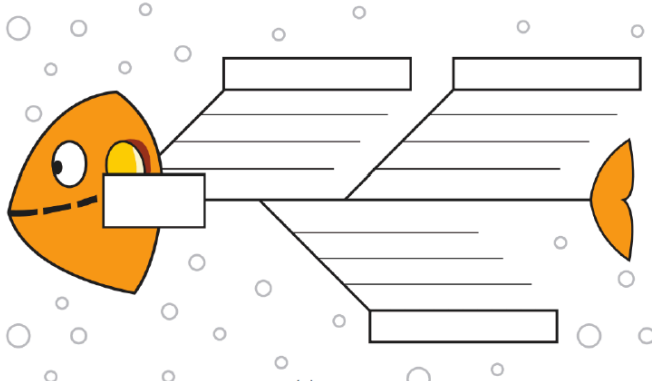
Graphic organizers are provided to support reading and writing, or to facilitate understanding of language or concepts.

Looking For Lucky Sentence Strips	
Nikki was doing her homework.	Lucky was sleeping.
Nikki was working.	Lucky was running away.
Nikki was looking all around her room.	Moby was visiting the animal shelter.
Moby was talking to the owner of the shelter.	Nikki was checking the living room.
Moby was asking the owner questions about Lucky.	Nikki was looking in the kitchen.
I was trying to find Lucky in the supermarket.	Ed was talking to the police officer at the police station.
I was searching in the supermarket.	Ed was asking questions at the fire station.
Ed was checking the hospital.	Fighter and I were walking to the library.
Fighter and I were looking around the bus station.	Moby was checking the park.
Lucky was sleeping.	The friends were looking everywhere.

Make a Prediction		
		
Word	What do you think it means?	Definition from the movie

Fishbone

NAME: _____ DATE: _____



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Printable activities are provided, such as the examples below, from the lesson [Looking for Lucky](#) (L2U4L2). This lesson teaches the use of past progressive for parallel actions. The [lesson plan](#) provides printable sentence strips and/or images for students to match, sequence, and retell the events of the movie.



Looking For Lucky Sentence Strips

Nikki was doing her homework.	Lucky was sleeping.
Nikki was working.	Lucky was running away.
Nikki was looking all around her room.	Moby was visiting the animal shelter.
Moby was talking to the owner of the shelter.	Nikki was checking the living room.
Moby was asking the owner questions about Lucky.	Nikki was looking in the kitchen.
I was trying to find Lucky in the supermarket.	Ed was talking to the police officer at the police station.
I was searching in the supermarket.	Ed was asking questions at the fire station.
Ed was checking the hospital.	Fighter and I were walking to the library.
Fighter and I were looking around the bus station.	Moby was checking the park.
Lucky was sleeping.	The friends were looking everywhere.

3. Scaffolding supports are presented systematically throughout BrainPOP ELL. Target language and content are always presented in the three animated movies: the story or content movie, the vocabulary movie, and the grammar movie. The Make-a-Map feature is an effective learning tool for students of varying skills and language levels. Students of all levels can work with Make-a-Map, participating in the same activity about the same content. With Make-a-Map, students create their own meaning and connections with a concept so there are no wrong answers. All students are successful.

The accompanying lesson plans always provide multiple supports, including the printable resources mentioned above, plus scaffolded learning strategies, including the use of realia, word banks, sentence stems and frames, graphic organizers, charts, and suggestions for partner and small group work.

D. Accessibility to Grade Level Content

- | | | |
|--|------------|-----------|
| 1. Is linguistically and developmentally appropriate grade-level content present in the materials? | <u>Yes</u> | No |
| 2. Is grade-level content accessible for the targeted levels of language proficiency? | <u>Yes</u> | No |
| 3. Is the grade-level content systematically presented throughout the materials? | Yes | <u>No</u> |

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1. Linguistically and developmentally appropriate grade level content is present in BrainPOP ELL. Most BrainPOP ELL movies are about social situations that the characters engage in. Students relate to the circumstances the characters find themselves in, which promotes situational language learning.

Common Core State Standards are aligned to every BrainPOP ELL lesson plan. We see the appropriate grade level designations in those alignments. It is important to note, however, that BrainPOP ELL progresses according to language proficiency, and does not designate a particular grade level to language levels.

2. Grade level content is accessible for targeted levels of language proficiency. As students progress, both language and content become more complex. Beginning level lessons are about social situations. The intermediate level introduces academic core content themes, such as Mammals, Scientific Method, Butterfly Life Cycle, and Recycling. The advanced level has many academic content lessons, such as Endangered Animals, Music Genres, Camouflage, Mount Everest, History of Trains, Circulatory System, Probability, Styles of Art, Ancient Egypt, and Area of Rectangles. Language increases in complexity in each level, with such complex language in the advanced level as the passive voice, progressive tenses, infinitives and gerunds, conditionals, and reported speech.
3. Grade level content is not systematically presented in BrainPOP ELL. While there is grade level content at each language proficiency level, the design of the program follows language proficiency levels, not grade levels.

E. Strands of Model Performance Indicators

1. Do materials include a range of language functions?	<u>Yes</u>	No
2. Are the language functions incorporated into a communicative goal or activity?	<u>Yes</u>	No
3. Do the language functions support the progression of language development?	<u>Yes</u>	No

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1. BrainPOP ELL provides a wide variety of language functions throughout the program, including, but not limited to: identify, match, draw, label, record, listen for, list, sequence, provide dialogue, role-play, find examples, take notes, respond to prompts, ask questions, retell, paraphrase, illustrate, describe, explain, distinguish, classify, sort, compare, summarize, explain, present, predict, transform, create.

Language functions are listed in the objectives section of every lesson plan, as seen in the excerpt below from the [Recycling](#) (L2U6L4) lesson.

2.6.4 Recycling Lesson Plan

Grade Levels: 3-5, 6-8, K-3

In the BrainPOP ESL movie, [Recycling \(L2U6L4\)](#), the two friends pack their lunches for a picnic at the park, and Moby reminds Ben to use eco-friendly products, such as reusable bottles and bags. When they arrive at the park, they are shocked by its polluted state and work together to clean it up, recycling paper, plastic, and glass. In this lesson plan, designed to be implemented over three consecutive days, students practice using modal auxiliaries while engaging in activities that define the three main ideas: reduce, reuse, recycle.

► Lesson Plan Common Core State Standards Alignments

Students will:

1. Discuss the 3 R symbol (Reduce/Reuse/Recycle).
2. List ways to reduce the amount of garbage they create.
3. Distinguish between reusable and non-reusable items, and categorize different types of recyclable materials.
4. Summarize the big ideas of the lesson.
5. Conduct a "Don't Litter" action research project (optional).

Materials:

- [BrainPOP ESL](#)
- [Reduce, Reuse, Recycle Image](#)
- Real objects or pictures of reusable and non-reusable items
- Three recycle bins, or any container that can be used as recycle bins
- [Concept Word Picture Prompt: Environment](#)
- [Word Map Graphic Organizer](#)

Vocabulary:

Reduce, reuse, recycle, symbol, litter, garbage, environment, Earth, planet, plastic, paper, glass, "green."

2. Language functions occur within the context of learning tasks, activities, and communicative goals. All students participate in the shared activity of watching the BrainPOP ELL movies. They then respond in varied learning tasks involving cooperative and communicative vocabulary, grammar, literacy, or concept-attaining tasks. Done as partner or small group activities, students use the target language as they communicate and share ideas about the content. Examples of such learning tasks are sorting or categorizing words, making connections about words or concepts, thinking aloud, relating ideas, sequencing events from the movie, matching sentence halves, creating dialogues, doing jigsaws, participating in shared writing experiences, and playing games.
3. The language functions support the progression of language development. This can be seen in the BrainPOP ELL Curriculum. Below is an excerpt from the document, which outlines language functions, form, and content for the entire program.

Content Index: Level 1, Unit 1

Lesson	Grammar	Reading & Writing	Function
1	Personal Pronouns Be: Present Tense	Simple Sentences	Introducing Characters Describing People
2	Be: Negative	Simple Sentences	Identifying Things
3	Be: Questions	Simple Sentences	Asking Questions
4	Basic Adjectives Basic Prepositions	Simple Sentences	Describing Things Identifying Places
5	Commands Let's + verb	Simple Sentences	Giving Commands