

Modifications for BrainPOP Tools and Features

BrainPOP can meet various instructional and student needs. The table features strategies for modifying each BrainPOP tool and feature and is organized by utility in the learning arc: build background, engage higher-order thinking, and assess/reflect.

Use the Assignment Builder to personalize and differentiate instruction for individual student's interests and needs.

Build Background			
 Movie Short animated movies featuring key learning concepts within a playful narrative.			
Synchronous and Asynchronous	Offline	Diverse Learners	ELL/Language Development
<p>Synchronous: Watch movies together, pausing to discuss. Click Lesson Ideas to see time-coded Discussion Prompts for some movies.</p> <p>Asynchronous: Assign movie for students to watch on their own at home or at an independent work station.</p>	<p>Print movie transcript for students to highlight evidence that answers questions about the topic.</p> <p>Use transcript as a script to act out the movie. Students translate Moby's beeps into words.</p>	<p>Set a purpose for viewing based on lesson objectives and student readiness.</p> <p>Pause at two key points and prompt students to summarize.</p> <p>Focus on just a part of the movie; not the whole movie.</p> <p>Change narration speed.</p> <p>Pause to discuss key concepts.</p> <p>Have students draw important moments from the movie.</p>	<p>Pause at a vocabulary word in a sentence to discuss. Have students draw a picture of the word.</p> <p>Create a word wall with vocabulary and students' drawings.</p> <p>Pause and ask discussion questions in home language or English.</p>



Related Reading

Informational articles on topics ranging from stats and graphs to geography, biographies, nature, and beyond.

Synchronous and Asynchronous	Offline	Diverse Learners	ELL/Language Development
<p>Asynchronous: Students read articles independently.</p> <p>Synchronous: Discuss articles synchronously and/or do a class or small group activity, such as discussing texts' connection to the movie.</p> <p>Working in small groups, assign each student a different article to read asynchronously. Groups then meet synchronously to share what they learned.</p>	<p>Print the articles for students to read offline.</p> <p>Students highlight main ideas on print out.</p>	<p>Ask questions and have students speak aloud responses to reinforce understanding.</p> <p>Support recall by prompting students to revisit drawings made while watching the movie. Ask how the idea represented in the drawing connects to the Related Reading.</p>	<p>Translate individual articles using an online translation tool.</p> <p>Use a screen reader to speak text from each article.</p>



Primary Source

First-hand artifacts and prompts to examine, analyze, and interpret.

Synchronous and Asynchronous	Offline	Diverse Learners	ELL/Language Development
<p>Synchronous: Review and analyze the primary source as a class.</p> <p>Asynchronous: Students respond to primary source questions and prompts independently.</p> <p>Students discuss primary source with family members at home.</p>	<p>Print artifact and its accompanying prompts for students to complete offline.</p>	<p>Have students focus on one question, rather than all of them.</p> <p>Students use Make-a-Map or Make-a-Movie to answer questions about the primary source.</p>	<p>For text-based primary sources, view transcript and use screen reader to speak text.</p> <p>Introduce key vocabulary in advance.</p> <p>Translate questions into home language using Quiz Mixer.</p> <p>Share secondary sources that provide context for the primary source.</p>

Think and Do

Make-a-Movie

Movie-making tool to produce BrainPOP-style movies that demonstrate understanding of key concepts.

Synchronous and Asynchronous	Offline	Diverse Learners	ELL/Language Development
<p>Synchronous: Model how to build a movie.</p> <p>Students narrate scenes through video conference.</p> <p>Review vocabulary as a class and have students select words to build their movies around.</p> <p>Students share their movies with small group or whole class.</p> <p>Asynchronous: Students make their movies independently.</p>	<p>Print the storyboard template and have students complete the scenes for their movie offline.</p>	<p>Differentiate by creating a teacher-made movie:</p> <ul style="list-style-type: none"> • Modify the amount of text, speech, and/or images in the movie. • Highlight skills like sequencing or cause-and-effect. <p>Vary opening question complexity and/or align to student interest.</p> <p>Vary the number of scenes required based on readiness.</p> <p>Chunking: Students add new scene with a “main idea” each time they pause the movie or gather new information.</p> <p>Compacting: Students generate their own starting question and add ideas from related movies.</p>	<p>Use voice recording and playback.</p> <p>Use voice narration in home language.</p> <p>Create a movie around a single vocabulary term.</p> <p>Storyboard the movie first in home language.</p>



Make-a-Map

Concept-mapping tool for making visual connections between ideas.

Synchronous and Asynchronous	Offline	Diverse Learners	ELL/Language Development
<p>Synchronous: Model how to build a map.</p> <p>Review concepts from the movie as a class that students will then build their movies around.</p> <p>Students share their maps with small groups or whole class.</p> <p>Asynchronous: Students make their maps independently.</p>	<p>Make a map offline. Use the same templates as offered in Make-a-Map.</p>	<p>Provide scaffolding by assigning partially completed map with examples.</p> <p>Vary the number of ideas or connections required based on readiness.</p> <p>Give students a choice for representing ideas: image, video clip, text.</p> <p>Use the templates provided in the tool.</p> <p>Provide paper option that uses same features (color, picture, text, etc.).</p> <p>Create prompt for map based on student need.</p>	<p>Click “play” to hear word said aloud.</p> <p>Label nodes in home language and in English.</p> <p>Sort and categorize vocabulary.</p> <p>Make a word wall.</p> <p>Collect challenging words.</p> <p>Create an illustrated dictionary with words, images, word families, sentences, or definitions.</p>

Creative Coding

Block- and text-based coding projects scaffolded and delivered at the topic level.

Synchronous and Asynchronous	Offline	Diverse Learners	ELL/Language Development
<p>Synchronous: Model how to code a KWL using the Museum project: K for what I KNOW about the topic, W for what I WANT to know, and L for what I LEARNED). Prompt students to join in, deciding which sprites to use and how to code them.</p> <p>Asynchronous: Assign students to create their own ongoing artifact of the topic they're learning about.</p> <p>Synchronous/Asynchronous: Model how to “debug.” Then students code on their own and note a time they debugged and what they did.</p>	<p>Print planning sheets for each type of Creative Coding project (e.g., Museum, Story, etc.).</p>	<p>Preview the assigned coding project with students, and watch the project tutorial.</p> <p>Preview Sample Projects.</p> <p>Discuss the outcome of the project together.</p> <p>Use the “least to most prompting” strategy: Begin with the least amount of support the student requires and move towards more as needed.</p> <p>NOTE: It's ok for students to struggle as they work their way through the Creative Coding projects. Intervening too quickly may limit their ability to think through the problem.</p>	<p>Pre-teach the vocabulary featured in Creative Coding Key Vocabulary.</p> <p>For text-based projects, students code in their home language.</p>

Vocabulary

Interactive flashcard activity highlighting first and second tier academic vocabulary associated with the topic.

Synchronous and Asynchronous	Offline	Diverse Learners	ELL/Language Development
<p>Synchronous: Preview vocabulary with the whole class.</p> <p>Asynchronous: Students complete the vocabulary activity independently.</p>	<p>Print vocabulary for students to complete offline.</p>	<p>Assign appropriately challenging words to individual students.</p> <p>Assign a few of the six terms to individual students to define and use in a sentence.</p> <p>As a challenge, students add two additional terms, writing a definition and sentence for each.</p>	<p>Say the word(s) in students' home language. Then say the words in English. Have the student repeat in English.</p> <p>Use the word in a sentence. Prompt students to say the word and repeat the sentence.</p> <p>Click the speaker icon to hear the term read aloud.</p>

Graphic Organizer Worksheet

Printable activities that engage different tiers of thinking

Synchronous and Asynchronous	Offline	Diverse Learners	ELL/Language Development
<p>Synchronous: Preview the activity online and model how to complete.</p> <p>Asynchronous: Students complete the activities independently.</p>	<p>Print for students to complete offline.</p>	<p>Read aloud the instructions and have students explain to you what is being asked to reinforce their understanding.</p> <p>Support students by modeling how to do the activity, then let them continue on their own.</p>	<p>Read aloud the instructions to students and ensure they understand the task.</p> <p>Allow students to complete in their home language or English.</p> <p>Before students write, have them use their home language or English to discuss what they plan to write.</p>

Assess

(NOTE: all “THINK and DO” activities produce artifacts that can be used for assessment)

Quiz

A collection of 10 selective response questions that address comprehension and some higher-order thinking skills.

Synchronous and Asynchronous	Offline	Diverse Learners	ELL/Language Development
<p>Synchronous: Preview a topic and assess what students already know by taking the Quiz together as a class.</p> <p>Preview the first Quiz question together. If necessary answer together as well to model how the Quiz works.</p> <p>Asynchronous: Students complete the remaining Quiz questions independently.</p>	<p>Print the Quiz for students to complete offline.</p>	<p>Read aloud the questions and answers.</p> <p>Vary the level of question complexity and response format by using Quiz Mixer to write your own questions or create text or image multiple choice, open answer, or poll response.</p> <p>Use Quiz Mixer to modify the number of questions and/or possible answers.</p> <p>Assign Quiz in “Review” mode to reinforce important information.</p>	<p>Use Quiz Mixer to write Quiz questions in students’ home language.</p> <p>Read aloud the Quiz in students’ home language.</p> <p>Highlight the key vocabulary in a printable version of the Quiz.</p>

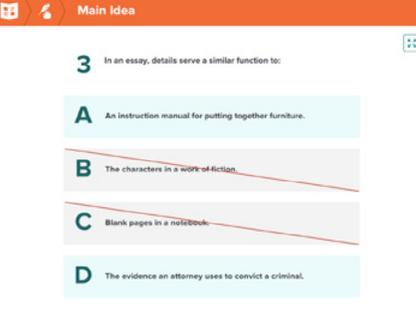
Challenge

Auto-graded tasks that prompt critical thinking skills in playful, interactive ways.

Synchronous and Asynchronous	Offline	Diverse Learners	ELL/Language Development
<p>Synchronous: Preview the first Challenge task and complete it together. If necessary do all the tasks together.</p> <p>Asynchronous: Students complete the remaining Challenge tasks independently.</p>	<p>Print the Challenge tasks for students to complete offline.</p>	<p>Read aloud the questions and answers.</p> <p>Assign Challenge in “Review” mode to reinforce important information.</p>	<p>Read aloud the Challenge tasks in students’ home language.</p> <p>Highlight the key vocabulary in a printable version of the Challenge activity.</p>

Acceleration Strategies

The following table provides strategies for using BrainPOP tools and features to advance the learning progress of students who are struggling academically. The example in this table is for reading skills, but these strategies can address IEP or intervention goals related to developing skills in all subject areas.

Purpose	BrainPOP Tools and Features	
<p>Model skill with clear explanation and verbalized think aloud.</p>	<p>Assign the BrainPOP movie “Main Idea.” This movie explains what a main idea is, why it is important for reading comprehension, and how to identify it when reading.</p>	
<p>Reinforce skill with guidance.</p>		<p>Assign “Main Idea” Review Quiz. Students proceed to the next question only when they have selected the correct answer, allowing for immediate feedback and self-assessment opportunities.</p>
<p>Provide opportunities to practice a skill with scaffolded guidance.</p>	<p>Assign “Main Idea” Worksheet. Students apply skill by identifying main idea in a pre-selected paragraph with scaffolded questions.</p>	
<p>Opportunities to practice a skill independently for feedback.</p>		<p>Assign “Main Idea” Graphic Organizer. Students independently apply understanding of skill by identifying main idea in a text of their choice.</p>