



Research Lesson Plan: Grade 7

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

Objective

In this lesson, seventh graders use BrainPOP resources to understand and apply the research process.

Students will:

1. Build Background Knowledge:

- Watch the BrainPOP Research movie.

2. Think and Do:

- Vocabulary development: Define vocabulary and use in a sentence.
- Make-A-Map: Choose a topic in Brainpop. Watch the movie. Make a map of topics, subtopics and relevant facts.
- Take the Research quiz.

Preparation


- Preview the BrainPOP movie [Research](#) to plan for any adaptations.
- Read [Research Lesson Ideas](#)
- Create and schedule Day 1 assignment: [Research Movie](#) and [Vocabulary Development](#)
- Create and schedule Day 2 assignment: [Research Movie](#), [Make-A-Map](#), and [Quiz](#).

Before the Lesson





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

- *Have you ever wanted to know more about a topic? How did you find information about that topic?*
- *Where are some places you could go to find information on a topic?*


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 Research movie.</p> <p>Click pause at noted time codes to discuss key ideas:</p> <p>Timecode 2:12: Why is it important to limit the scope of your project?</p> <p>Timecode 2:49: How does pre-search help narrow your topic?</p> <p>Timecode 3:53: What are the goals of a research question?</p> <p>Timecode 4:39: What is the purpose of sub-questions?</p> <p>Timecode 5:20: Where can sources be found?</p> <p>Timecode 6:05: What are some strategies for taking notes?</p>	<ul style="list-style-type: none"> • Print the movie transcript and highlight evidence that answers each of the discussion questions. • Two students act out the transcript, one as Tim and the other as Moby. 	<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 part of the research process and share with the class. • 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 the discussion questions 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 Vocabulary assignment. Or, if not using Assignment Builder, model how to open Vocabulary.</p> <p>Students click “Flip AI” for each term individually.</p> <p>To hear a term read aloud, click the speaker icon.</p> <div style="text-align: center;">  </div> <p>Students type a definition and sentence for each term.</p> <p>When they finish, students click Save, then Submit To Teacher and/or print out.</p>	<ul style="list-style-type: none"> Print Vocabulary. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> Students write a definition and sentence for each term. 	<ul style="list-style-type: none"> Assign appropriately challenging words to individual students. Assign a few of the six terms to individual students to define and use in a sentence. As a challenge, students can add two additional terms, writing a definition and sentence for each. 	<ul style="list-style-type: none"> Say the term(s) in students’ home language. Then say the words in English. Have the student repeat in English. Use the term in a sentence. Prompt students to say the word and repeat the sentence. Have students use images to describe each term. Click the speaker icon to hear the term read aloud. <div style="text-align: center;">  </div>

DAY 2: Build Background (5 minutes)


Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div style="text-align: center;">  </div> <p>3. Watch the Research movie again.</p> <p>Prompt students to find a fact or something new that they didn't notice the first time.</p>		<ul style="list-style-type: none"> Students return to their drawings of key concepts from the first viewing and add new details. 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	ELL/Language Development
<div style="text-align: center;">  </div> <p>4. Students open their Make-A-Map assignment. Or, if not using Assignment Builder, model how to open Make-A-Map.</p> <p>Students choose a topic in Brainpop. Watch the movie. Make a map of topics, subtopics and relevant facts.</p> <p>When they finish, students click the Save, then Submit To Teacher and/or print out.</p>	<ul style="list-style-type: none"> Make the map using index cards. Write the topic and facts on cards. 	<ul style="list-style-type: none"> Students speak their response and brainstorm what they will write for each topic/subtopic. Model how to organize facts for a research project by making a sample map. Demonstrate how to return to the movie to find evidence. Assign one research topic to a small group. Have individual students research a different subtopic. Support recall by prompting students to revisit the drawings they made after watching the movie. 	<ul style="list-style-type: none"> Say the name of each process in students' home language or English. Have them repeat it in English. Before students write, have them use their home language or English to discuss what they plan to write.

View [rubric](#).

DAY 2: Assess (5 minutes)

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