



Research Lesson Plan: Grade 5

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

Objective

In this lesson, fifth graders use BrainPOP resources to learn strategies for conducting research.

Students will:

- 1. Build Background Knowledge:**
 - Watch the BrainPOP Research movie.
- 2. Think and Do:**
 - Vocabulary: Define vocabulary and use in a sentence.
 - Graphic Organizer: Complete a diagram listing facts about each stage of the research process.
- 3. Assess:**
 - Take the Research quiz.

Preparation

- Preview the BrainPOP movie [Research](#) to plan for any adaptations.
- Create and schedule Day 1 assignment: [Research Movie](#) and [Vocabulary](#).
- Create and schedule Day 2 assignment: [Research Movie](#), [Graphic Organizer](#), and [Quiz](#).

Before the Lesson

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

- *Describe a recent research report you did. How did you do your research?*
- *What do you hope to learn about writing a research report?*


DAY 1: Build Background (10 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div data-bbox="387 402 628 581" data-label="Image"> </div> <p>1. Watch the Research movie.</p> <p>Click pause at noted time codes to discuss key ideas:</p> <p>Timecode 2:21: What is pre-search and why is it key to narrowing the scope of your research report?</p> <p>Timecode 3:38: How can phrasing your research as a question help you define your topic?</p> <p>Timecode 4:37: How is choosing sub-questions and putting them in order like writing an outline?</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 strategy for effective research. ● 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 data-bbox="424 591 588 729" data-label="Image"> </div> <p>2. Students open their Vocabulary assignment. Or, if not using Assignment Builder, model how to open Vocabulary.</p> <p>Students click Flip All or each term individually.</p> <p>To hear a term read aloud, click the speaker icon.</p> <div data-bbox="301 1045 360 1084" data-label="Image"> </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 data-bbox="938 630 1115 690" data-label="Image"> </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. • Click the speaker icon to hear the term read aloud. <div data-bbox="2091 943 2182 1027" data-label="Image"> </div>

DAY 2: Build Background (5 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
 <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
 <p>4. Students open their Graphic Organizer assignment. Or, if not using Assignment Builder, model how to open the Graphic Organizer.</p> <p>Students list facts about each stage of the research process.</p> <p>When they finish, students click Save, then Submit To Teacher and/or print out.</p>	<ul style="list-style-type: none"> Print the Graphic Organizer.  Students write in answers for each step in the research process. 	<ul style="list-style-type: none"> Students speak their responses and brainstorm what they will write for each step in the research process. Model how to complete the Graphic Organizer by filling in one of the steps. Demonstrate how to return to the movie to find evidence. Assign one or two steps to individual students. 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 step in the research 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.

DAY 2: Assess (5 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div data-bbox="497 402 612 535" data-label="Image"> </div> <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.