

BrainPop LESSON LINK:

<https://www.brainpop.com/health/diseasesinjuriesandconditions/coronavirus/>

Grade Levels: 3-5, 6-8

This lesson plan accompanies the BrainPOP topic, [Coronavirus](#), and can be completed over several class periods. See suggested times for each section.

VIDEOS RESOURCES

- [Video: Brain Pop - Coronavirus Explained for Kids \(edited\)](#)
- [Video: Brain Pop - Personal Hygiene](#)
- [Video: Brain Pop - Washing Hands](#)

OBJECTIVES

Students will:

Activate prior knowledge about viruses, and specifically about the coronavirus.

Use critical thinking skills to identify and connect facts about the coronavirus.

Demonstrate understanding through creative projects, such as producing a public service announcement and coding an interview with a doctor.

Present projects and reflect on new understandings.

TEACHER PRE-PLANNING

For background on the [Coronavirus Topic](#), click the Full Description link below the movie player.

The INVESTIGATE and CREATE sections of the lesson invite students to use Make-a-Map, Make-a-Movie, and Creative Coding projects. If you have a BrainPOP subscription, assign the [Coronavirus Make-a-Map](#) to the class in advance of the lesson. No subscription? No worries! You can still use Make-a-Map and see our ideas for “unplugged” activities in the Create section.

DISCOVER

Approximate time: 20-25 minutes

Begin the lesson plan by activating students’ prior knowledge and making real-life connections. Then show the movie to introduce the topic.

1. **DISPLAY** this Anchor Question on whiteboard and read it aloud: *How can understanding the coronavirus make it less scary?*
Tell students they will investigate this question over the course of the lesson and will return to it at the end.
2. **ACTIVATE PRIOR KNOWLEDGE** by having pairs or small groups share with each other what they know about viruses generally and what they’ve heard about the coronavirus that’s been in the news.
3. **ASK** students what they think causes viruses, their effects, and how we can avoid their spread. Jot their ideas on the board. Read aloud the description below the movie player.
4. **MAKE CONNECTIONS** by asking students to describe a time they had a virus, how they felt, what made them feel better, and what they think caused it.
5. **WATCH** the movie [Coronavirus](#) as a whole class on the whiteboard. Turn on the closed caption option to aid in comprehension.

INVESTIGATE

Approximate time: 20-25 minutes

Prompt students' inquiry and critical thinking skills by having them find key details to build knowledge and understanding.

FIND EVIDENCE

1. Students open their Make-a-Map Assignment and select or create a spider map. They type the question they will investigate at the top:
What is the coronavirus and how can we contain it?
2. As students watch the movie again, they identify and connect facts about the new coronavirus, including what it is, how it spread, and tips for stopping its spread. Evidence can include text, images, and movie clips.
EXTRA CHALLENGE: Prompt students to include evidence for why this coronavirus has gotten so much attention and what we can do to feel less worried or scared.

SUPPORT TIP: Help students by identifying a fact or two about the virus and modeling how to add it to the concept map. Show them how they can connect related ideas, like ideas for containing the virus.

3. Students **SUBMIT** their maps when they are done.

CREATE

Approximate time: 45-60 minutes

Students demonstrate their understanding by synthesizing their ideas and expressing them through one or more of the following hands-on, creative projects. They can work individually or collaborate. Remind them to use evidence from their concept maps in their creations.

NOTE: The following activities require access to BrainPOP's creativity tools (Creative Coding and Make-a-Movie) which are available only with a BrainPOP subscription. However, they are easily adaptable to "unplugged" activities, such as interviewing a real-life doctor, creating a PSA with poster board, and recording a newscast with your students taking on the roles of camera person and news reporter.

APPLY KNOWLEDGE

- **An Interview with a Doctor:** [Code an interview](#) with a doctor that includes a patient's questions and the doctor's answers.
- **Public Service Announcement:** Raise awareness and change attitudes about the coronavirus by [producing a PSA](#) that is NOT sensational or alarming, but gives the real story. Include tips for stopping its spread.
- **Coronavirus Newscast:** [Code a newscast](#) that shares a fact about the coronavirus and or suggests a tip for stopping its spread.

CONCLUDE

Wrap up the lesson with student presentations and a final reflection on learning.

PRESENT: Students present their completed projects to their classmates.

WRAP UP: Draw attention to the Anchor Question again: *How can understanding the coronavirus make it less scary?* Students answer the question using their new knowledge.

STANDARDS

Grade: 03

CCSS.ELA-Literacy.RI.3.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Grade: 03

CCSS.ELA-Literacy.RI.3.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Grade: 03

CCSS.ELA-Literacy.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Grade: 04

CCSS.ELA-Literacy.RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Grade: 04

CCSS.ELA-Literacy.RI.4.4

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Grade: 04

CCSS.ELA-Literacy.RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Grade: 05

CCSS.ELA-Literacy.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Grade: 05

CCSS.ELA-Literacy.RI.5.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Grade: 06

CCSS.ELA-Literacy.RI.6.3

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Grade: 06

CCSS.ELA-Literacy.RI.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Grade: 06

CCSS.ELA-Literacy.RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Grade: 07

CCSS.ELA-Literacy.RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Grade: 07

CCSS.ELA-Literacy.RI.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Grade: 08

CCSS.ELA-Literacy.RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Grade: 08

CCSS.ELA-Literacy.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Grade: 06, 07, 08

CCSS.ELA-Literacy.RST.6-8.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.

Grade: 03

CCSS.ELA-Literacy.SL.3.2

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Grade: 04

CCSS.ELA-Literacy.SL.4.5

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Grade: 05

CCSS.ELA-Literacy.SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Grade: 06

CCSS.ELA-Literacy.SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Grade: 06

CCSS.ELA-Literacy.SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Grade: 07

CCSS.ELA-Literacy.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Grade: 07

CCSS.ELA-Literacy.SL.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Grade: 08

CCSS.ELA-Literacy.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Grade: 03

CCSS.ELA-Literacy.W.3.6

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Grade: 04

CCSS.ELA-Literacy.W.4.9b

Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Grade: 05

CCSS.ELA-Literacy.W.5.9b

Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Grade: 06

CCSS.ELA-Literacy.W.6.9b

Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Grade: 06, 07, 08

CCSS.ELA-Literacy.WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.