

Interest Level: Grades 3–5

Reading Level: Grade 3

LEARNER SOURCE™

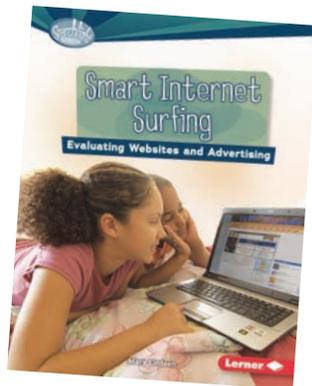
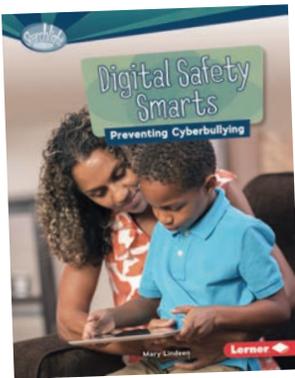
Titles in this series:

Digital Safety Smarts

Smart Internet Surfing

Smart Online Communication

Smart Online Searching



Multiple Intelligences Utilized

Visual-spatial, interpersonal, intrapersonal, linguistic, logical-mathematical

Standards:

International Society for Technology in Education (ISTE)

- 1a.** Creativity and innovation—Apply existing knowledge to generate new ideas, products, or processes
- 3a.** Research and information fluency—Plan strategies to guide inquiry
- 3c.** Research and information fluency—Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- 5a.** Digital citizenship—Advocate and practice safe, legal, and responsible use of information and technology

Common Core State Standards

- RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.1** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 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.
- RI.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

National Curriculum Standards for Social Studies

Science, Technology, and Society

Lesson 1

Asking Questions

Purpose

Students will practice asking questions before, during, and after reading.

Materials

- What Is Digital Citizenship? series
- Paper
- Pencils

Prepare

- Choose a book from the What Is Digital Citizenship? series to use as an example.

Pretest

- How can asking questions help us to understand what we read?

Model/Read

- Remind students that strong readers ask lots of questions, before, during, and after reading. Show the cover of the chosen book from the What Is Digital Citizenship? series, and ask students to generate questions reflecting their first impressions of the book. Record these questions on the board.
- As a class, begin reading the book. After each section in the book, ask students to form new questions about the text. (If students struggle with continuing to ask questions,

provide them with some question starters: "I wonder why _____?" "What does _____ mean?" "Why is _____ important?" "I'm curious to learn more about _____", etc.). Write the answers to students' questions on the board.

- After finishing the book, ask students to add any other questions they still have on the book's topic to the list on the board. Circle any questions that remain unanswered. Leave this list on the board for students to reference during group work time.

Practice

- In small groups of two to four, have students choose another book from the series to read together. They will also need paper and pencils.
- Ask students to repeat the questioning process: recording their questions about the book before they start reading it, during their reading (after each section, for example), and after they have finished. They should leave space after their questions to allow them to write answers as they find them.

Unanswered questions should be circled.

- Teacher should circulate throughout the room, checking for understanding and providing support if groups get stuck.
- After they have finished the book, ask student groups to select one of the unanswered questions from their list. Using what they read, ask them to make an informed guess about what the answer to their question might be. They should write this prediction down and turn in their question lists.

Discuss

- In what ways did asking lots of questions help you to understand the book you were reading?
- What about the questions you couldn't find answers to in the book? What are some strategies you can use to find answers to these questions?

Evaluate

- Review each group's list of questions for completeness and thoughtfulness.

Lesson 2

Smart Searching

Purpose

Students will practice conducting effective Internet searches.

Materials

- What Is Digital Citizenship? series, *Smart Online Searching* specifically
- Smart Searching (p. 7) activity page
- Internet-connected computers or tablets

Prepare

- Make copies of Smart Searching activity page for each student.

Pretest

- How do you use the Internet?
- What do you do when you want to find information on the Internet?

Read

- Read *Smart Online Searching*.

Model

- On the board, use student suggestions to make a list of three to five topics they're interested in (celebrities, current events, sports, musical groups, etc.) and would

like to research on the Internet.

- Using any search engine (a standard commercial engine like Google or Bing, or a kid-friendly engine like KidRex or KidzSearch), search for information on the topics students suggested. Display your search using a projector or an interactive whiteboard. Start by doing a simple, broad search for these topics, but ask students to help to make the search more narrow and focused (adding more specific keywords, phrasing their search as a question, using descriptive adjectives or proper nouns, etc.).

Practice

- In groups of three or four, students will fill out the Smart Searching activity page, using search engines on classroom computers or tablets.
- For each search scenario on the activity page, students should conduct their initial search using the original keyword search" given

to them, recording whether they were able to find the information they needed. Students should then aim to come up with two to three "improved" search terms that will give them better, more specific results.

- The teacher should circulate to check for understanding and offer assistance as needed.

Discuss

- In the activity, what made the suggested keywords on your group's sheet ineffective?
- What methods did your group use to make your searching more effective?
- How can smart Internet searching help you in school? How can it help you outside of school?

Evaluate

- Assess students' Smart Searching activity pages for completion.

Lesson 3

Web Surfing Journal

Purpose

Students will keep track of and evaluate the advertising they see online.

Materials

- What Is Digital Citizenship? series, *Smart Internet Surfing* specifically
- Web Surfing Log (p. 8)
- Pencils

Prepare

- Make five copies of the Web Surfing Log for each student.

Pretest

- Ask students these questions, tracking their answers on the board or chart paper:
 - What is advertising?
 - Why do you think companies want to advertise to kids?

Read

- Read *Smart Internet Surfing*.

Model

- While reading, refer back to students' responses to pretest questions, reinforcing the ideas they had that were correct, and adding information that students may not have included.
- After reading, ask students these follow-up questions:
 - What are some places you might find advertising online?
 - What does online advertising look like?
- To illustrate online advertising, show students examples of ads on videos or websites that are kid-appropriate. As a group, identify and discuss what the ads are for.

Practice

- Students will fill out their copies of the Web Surfing Log over the

course of a week. They should aim to complete at least five pages, but if they wish to complete more, they can. Students will turn these in at the week's end.

Discuss

- Was there anything surprising or new you learned by paying attention to the ads you found online?
- Why is it important for us to be aware of online advertising?

Evaluate

- Evaluate students' Web Surfing Logs for completion and thoughtfulness.

Lesson 4

Good Idea? Bad Idea?

Purpose

Students will discuss and then write about whether scenarios demonstrate good digital citizenship.

Materials

- What Is Digital Citizenship? series
- Good Idea? Bad Idea? (p. 9)

Prepare

- Make sure that the Good Idea? Bad Idea? scenarios are ready to be projected on the board so that each scenario can be revealed, one at a time.

Pretest

- Have you ever been unsure about whether you were making the right decision in an online situation?

Read

- Read the What Is Digital Citizenship? series.

Model

- Inform students that they will be using what they've just read to help them evaluate some online scenarios.

- Ask students to respond to the Good Idea? Bad Idea? scenarios as you reveal them on the board. Have students decide whether they think the scenarios demonstrate good digital citizenship. Ask students to share responses.
- After each scenario is presented, discuss the group's responses. Students should be prepared to explain their opinions with facts from the text as evidence.
- If there is significant disagreement in students' responses to any given scenario, return to the text to discuss and clarify students' understanding of the situation.

Practice

- After the class has discussed several of the Good Idea? Bad Idea? scenarios as a group, select one of the Good Idea? Bad Idea? scenarios (or use one of your own) to use as a prompt for a short writing assignment.
- Display the scenario on the board,

and ask them to craft a written response stating whether they think the scenario demonstrates good digital citizenship. Student responses should include a clear statement of their opinion, with some reference to the text as evidence to back up their opinion.

Discuss

- Was it easy or difficult to decide whether these scenarios were good or bad ideas?
- If you find yourself in an online situation where you're not sure whether you're being a good digital citizen, what should you do?

Evaluate

- Evaluate students' written responses for completion, accuracy, and thoughtfulness.

Assessment Digital Citizenship Poster

Purpose

Students will make a poster providing tips for safe and smart online behavior.

Materials

- What Is Digital Citizenship? series
- Poster paper or poster board
- Various craft supplies (markers, colored pencils, glitter, glue, etc.)

Prepare

- Divide students into four groups

Pre-Read

- Why is it important for us to think about digital safety?

Read

- Read the What Is Digital Citizenship? series.
- Each student group will be responsible for creating a Quick Tips for Digital Citizenship poster

based on one of the books in the series.

Model

- Explain that students will be creating posters (based on their assigned book) to hang around the school that will provide quick tips for how their peers can be smart and safe online.
- Give groups time to review their assigned book.

Practice

- Ask students to work together to generate a list of five to seven pieces of evidence from their assigned books that answer the question, "What can students do to be smart and safe online?" Teacher should circulate throughout the room to help with this.

- Students will use this list to create their group's Quick Tips poster. Each poster should have five to seven clear, well-written tips and an appropriate, informative title or heading. Groups may decorate their poster as they wish, as long as the text and message remains clear and readable.

Discuss

- Review your group's list of quick tips. Which do you think is the most important to remember? Why do you think so?

Evaluate

- Evaluate each group's poster for completion, accuracy, and students' participation and effort.

Group Members' Names _____

Date _____

Smart Searching

Purpose of your search	Suggested keyword search	Were your results helpful?	Improved keyword searches
You need to find information about the climate in the Amazon rain forest.	Amazon		<ul style="list-style-type: none"> • • •
You want to find videos that will show you how to make a paper airplane fly farther.	paper airplane		<ul style="list-style-type: none"> • • •
You want to learn about popular foods in South Korea.	Korean food		<ul style="list-style-type: none"> • • •
You're trying to find out when the nearest public library is open during the weekend.	library		<ul style="list-style-type: none"> • • •
You'd like to get some ideas for throwing a themed birthday party for your friend.	birthday party		<ul style="list-style-type: none"> • • •
You're trying to find information about who signed the Declaration of Independence.	Declaration of Independence		<ul style="list-style-type: none"> • • •

Name _____

Date _____

Web Surfing Log

What site did you visit?	
What was your purpose for going to this site?	
How many ads did you see on this site?	
What were the ads for?	

Good Idea? Bad Idea?

1. You are doing online research for a school project. You find several websites that are helpful to you. You write your report using the information you found, but you decide not to include information about your sources.
2. You receive an e-mail from an address you don't recognize. The e-mail's subject line says, "Congratulations, you're a winner!" You don't remember registering for any contests, but you choose to open this e-mail to see what you've won.
3. One day, while surfing on your favorite social media website, a chat window opens up from someone you're not friends with. The person chatting with you sends you a link and says, "Check this out! You won't believe your eyes!" The profile picture shows a kid about your age, but you're not sure who this person is. You choose to ignore the person and close the chat window.
4. You get an e-mail from a friend with a photo attachment. In the e-mail, your friend says that she wanted to send you a photo of the two of you from her birthday party. You open the attachment so that you can print and save it.
5. You get a friend request from someone you haven't met. You're not sure about who this person is, but you accept the friend request. When your new online friend suggests that you meet him in person, you feel uncomfortable and tell your parents.
6. A student in your class did something you thought was really hilarious, but she was very embarrassed by it when the class started to make fun of her. When you get home, you decide to keep the fun going by posting something about this student's embarrassment online for your friends to continue to laugh about.
7. You receive a lot of threatening text messages from a kid at school that make you feel uncomfortable. The text messages are mean, and they make you feel like you don't want to go to school the next day, but you decide to just ignore them, thinking that if you don't respond, the kid will stop sending them.