

# ELA STUDY GUIDE

**Grade Level:** 2nd Grade

**Video Title:** *Who's Getting the Candy?*

**Media Literacy Focus:** Understanding the purpose behind online posts

## Essential Question

**Why do people share things online, and what are they hoping to get in return?**

## Learning Targets

Students will be able to:

- Explain that people post online for different reasons (money, fame, popularity, or to help others)
- Ask “Who’s getting the candy?” to better understand a post
- Begin to evaluate whether a post is helpful or hurtful
- Identify their own motivations for sharing information

## Vocabulary

- **Post** – something someone puts on the internet like a photo, message, or video
- **Candy** – the reward someone gets from posting (like money, popularity, or feeling good)
- **Fame** – being well-known by many people
- **Popularity** – being liked by many people
- **Motivation** – the reason someone does something
- **Helpful** – kind or useful to others

## Whole Group Discussion

**Ask students:**

1. What does it mean when we say “Who’s getting the candy?”
2. What kinds of candy can someone get from posting online?
3. Can someone post something helpful *and* still get candy?
4. Is it okay to want candy like popularity or good feelings? When might it be a problem?

**Teacher Tip:** Use a candy jar or sticker chart with labeled “candies” (💰 = money, ✨ = fame, 💬 = popularity, ❤️ = helpfulness) and let students “sort” post ideas into the right jar.

## Activity Idea:

### Post and Candy Match-Up

Prepare cards or slides with simple online “posts,” like:

- “Check out my silly dance!”
- “Here’s a coupon for a free ice cream.”
- “Don’t talk to Sarah. She’s weird.”
- “I found a great new game! You’ll love it.”
- “Buy this now before it’s gone!”

### Students decide:

- Who’s getting the candy?
  - What kind of candy is it?
- Then discuss as a class.

Optional: Color-code the candies or use emojis for sorting.

## Writing Extension

### Prompt:

Think of something you could post that would help others.

Write:

“I would post \_\_\_\_\_ because \_\_\_\_\_. The candy I get is \_\_\_\_\_.”

(e.g., “a map to the library because I want others to find it too. The candy I get is helpfulness and feeling good.”)

## Reflection Question

**If everyone online thought about “Who’s getting the candy?” before posting, would the internet be better? Why or why not?**

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## Correlation:

**Study Guide Title:** *Who’s Getting the Candy? – 2nd Grade ELA*

**Media Literacy Focus:** Understanding the purpose and motivation behind online posts

**Aligned to:** Alabama Digital Literacy and Computer Science Course of Study (2020), Grade 2

## Correlated DLCS Standards – Grade 2

### Strand: Digital Literacy

**Standard 2.1: Understand that digital content creators have different purposes and motivations.**

- **DLCS.2.1** – Recognize that people create digital content for reasons such as to entertain, inform, persuade, sell, or help others.  
*Students learn to identify motivations (money, fame, popularity, helpfulness) and connect them to online posts.*

**Standard 2.2: Evaluate digital content for helpfulness and possible harm.**

- **DLCS.2.2** – Begin to evaluate if digital messages positively or negatively impact others.  
*Students discuss helpful vs. hurtful posts and the effects of online sharing.*

**Standard 2.3: Practice responsible and thoughtful sharing.**

- **DLCS.2.3** – Develop awareness of personal motivations and the importance of thinking before posting or sharing online.  
*Reflection activities and discussion encourage students to consider their own motivations and digital responsibility.*

## **Crosswalk to Alabama 2nd Grade ELA Standards (optional)**

- **2.SL.1** – Participate in collaborative conversations with diverse partners.
- **2.W.3** – Write narratives and informative texts using appropriate vocabulary and structure.  
*Writing prompts align with early writing and speaking standards to express ideas clearly.*

## **Summary**

This study guide supports second graders in:

- Understanding that posts have various purposes and rewards (“candy”)
- Beginning to evaluate the impact of posts on others
- Reflecting on their own reasons for sharing online
- Practicing responsible digital citizenship through discussion and writing

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