ELA STUDY GUIDE

Grade Level: 4th Grade
Video Title: *Who's Getting the Candy?*
Media Literacy Focus: Identifying motivation behind online posts

Essential Question

How does asking "Who's getting the candy?" help us understand why something was posted online?

Learning Targets

Students will be able to:

- Describe what "getting the candy" means in a digital context

- Identify the purpose (or motivation) behind different types of online posts

- Evaluate whether a post is meant to be helpful, persuasive, funny, mean, or profitable

- Think critically before reposting or reacting to digital content

Vocabulary

- **Post** – something shared online (a message, image, or video)

- **Candy** – a reward someone gets from a post (money, fame, likes, attention, etc.)

- **Fame** – being known by many people

- **Popularity** – being liked or followed

- **Motivation** – the reason someone does something

- **Persuade** – to convince someone to think or do something

- **Helpful** – meant to assist or benefit others

- **Hurtful** – unkind or harmful to others

Whole Group Discussion

Ask students:

1. What does the video mean by "candy"?

2. Why would someone post something just to get attention or money?

3. Can a post be both helpful and popular?

4. How can asking "Who's getting the candy?" help you make better online choices?

5. What's the difference between a post that helps people and one that tricks people?

Encourage students to use sentence frames like:

- "I think they posted this because they wanted…"

- "The candy they got was…"

- "This post helps people because…"

Activity Idea:

Post Purpose Sort & Match
Give students sample social media-style posts (realistic examples created for classroom use).
Each post should include a sentence or two and an image.

1. Students will work in small groups to decide:

   ○ Who is getting the candy?

   ○ What kind of candy it is (money, popularity, fame, helpfulness)?

   ○ Is the post trustworthy, misleading, or mean?

2. Use color-coded "candy cards" (money = yellow, fame = red, popularity = blue, helpful/helpful = green) to match each post.

Optional: Have students create a post of their own and label its motivation.

Writing Extension

Prompt:
Think about something you might want to post online.

- What would it be?

- Why would you post it?

- What kind of "candy" would you be hoping to get?

- Would it be helpful, silly, or attention-getting?

Write a paragraph that explains your motivation and whether your post makes the internet better or worse.

Reflection Question

Why is it important to know someone's motivation before believing or sharing something online?

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Correlation:

Study Guide Title: *Who's Getting the Candy? – 4th Grade ELA*
Media Literacy Focus: Identifying motivation behind online posts
Aligned to: Alabama Digital Literacy and Computer Science Course of Study (2020), Grade 4

Correlated DLCS Standards – Grade 4

Strand: Digital Literacy

Standard 4.1: Analyze motivations and purposes of digital content creators.

- **DLCS.4.1** – Identify reasons behind digital content creation including to inform, entertain, persuade, sell, or gain attention.
  Students learn to describe "candy" as rewards (money, fame, popularity, helpfulness) and connect these to motivations.

Standard 4.2: Evaluate the trustworthiness and impact of digital content.

- **DLCS.4.2** – Assess if digital messages are trustworthy, misleading, or hurtful, and analyze their potential effects on audiences.
  Students evaluate posts' intent and consider if posts help or harm the online community.

Standard 4.3: Use critical thinking to guide online behavior and sharing.

- **DLCS.4.3** – Think critically about motivations before reposting or reacting to content, and make responsible digital decisions.
  Classroom discussions and activities encourage mindful engagement with digital media.

Crosswalk to Alabama 4th Grade ELA Standards (optional)

- **4.SL.1** – Engage in collaborative discussions with peers on grade-appropriate topics.

- **4.W.2** – Write informative/explanatory texts that examine a topic and convey ideas clearly.
  Writing prompts help students articulate motivations and consequences of online sharing.

Summary

This study guide helps fourth graders to:

- Identify and articulate the motivations ("candy") behind digital posts

- Evaluate the reliability and impact of online content

- Apply critical thinking to their own and others' digital sharing behaviors

- Express ideas about digital citizenship through writing and discussion

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