

# ELA STUDY GUIDE

**Grade Level:** 4th Grade

**Video Title:** *How Full Is It?*

**Media Literacy Focus:** Evaluating whether online posts are helpful, hurtful, or truthful before responding or sharing.

## Essential Question

**Why is it important to think before you like, share, or comment on something online?**

## Learning Targets

Students will be able to:

Identify posts as helpful, hurtful, or untruthful

Use evidence to support their reasoning

Explain the consequences of digital behavior

Demonstrate responsible and respectful online choices

## Vocabulary

- **Helpful** – Adds value or kindness to someone's day
- **Hurtful** – Causes emotional pain or embarrassment
- **Truthful** – Based on facts and reality
- **Post** – A message, image, or video shared online
- **Evidence** – Information that proves something is true
- **Digital Responsibility** – Making smart and respectful choices online
- **Media Master** – A person who pauses to think before acting online

## Whole Group Discussion

Discuss these questions with the class:

- What does it mean to be a Media Master?

- Why is it important to check if something is truthful before sharing?
- How can a hurtful post affect someone in real life?

Encourage students to use examples they've seen (names redacted) in safe classroom discussion.

## Activity Ideas

### 1. Post Analyzer Station

Create cards with short “mock” social media posts. Students rotate through stations and answer:

- Is this post **helpful**, **hurtful**, or **untruthful**?
- What should a Media Master do?

Example Post:

“Wow... you looked awful at the school concert last night.”

Student Response: “This is hurtful. A Media Master wouldn't share it.”

### 2. How FULL Is It? Class Anchor Chart

Create a visual chart with three sections:

-  Helpful
-  Hurtful
-  Not Truthful

Have students brainstorm examples and add them to the chart throughout the week. Post it in a visible spot for digital literacy reminders.

### 3. Digital Decision-Making Journals

Prompt:

“Describe a time you saw or heard something mean or untrue. What did you do? What could a Media Master do instead?”

Encourage reflection and self-awareness. Share select entries in small groups.

## **Writing Prompt**

### **Prompt:**

Write a short story about someone who is about to share a post, but stops and asks, “How Full Is It?”

What do they learn? What choice do they make?

Require a clear beginning, middle, and end. Encourage dialogue and emotional detail.

## **Creative Extension**

### **Design a Poster:**

Create a “Media Master Rule” poster for the classroom.

Examples:

- “Pause Before You Post!”
- “Truth Over Hype!”
- “Is It Helpful or Hurtful?”

Display student posters as part of a digital citizenship wall.

## **Final Reflection**

**What is one rule you will follow the next time you go online?**

Share aloud or write on sticky notes for a “Media Master Promise Wall.”

# **Alabama Digital Literacy and Computer Science (DLCS) Course of Study Correlation – 4th Grade**

## **Strand: Digital Literacy**

- **DLCS.4.1** – Demonstrate respectful and responsible behavior when using digital tools.  
*Students choose respectful, kind responses and avoid sharing harmful content.*

- **DLCS.4.2** – Identify types of digital content (true, misleading, false).  
*“How Full Is It?” teaches students to examine posts for truth and intent.*
- **DLCS.4.3** – Ask questions to determine credibility of digital content.  
*Students evaluate whether a post has evidence to support it.*
- **DLCS.4.4** – Explain the consequences of sharing hurtful or untruthful content.  
*Focus on digital responsibility and impact on others.*
- **DLCS.4.6** – Identify ways to positively contribute to the digital world.  
*Students learn how sharing helpful, true content improves the online community.*

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