ELA STUDY GUIDE

Grade Level: 5th Grade
Video Title: *Who's Getting the Candy?*
Media Literacy Focus: Evaluating motivation behind digital content

Essential Question

How can asking "Who's getting the candy?" help us understand why a post was made and whether we should trust or share it?

Learning Targets

Students will be able to:

- Define "getting the candy" as a metaphor for online rewards (money, fame, popularity, influence)

- Explain how to identify the motivation behind a post

- Evaluate if a post's purpose is to help, persuade, entertain, or mislead

- Use critical thinking to question the intent behind digital messages

- Consider whether a post improves or worsens the online community

Vocabulary

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

- **Candy** – a reward from posting online (money, fame, popularity, helpfulness, attention, likes, influence)

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

- **Popularity** – being liked, followed, or admired

- **Motivation** – the reason behind an action or post

- **Persuade** – to try to convince someone

- **Manipulate** – to trick or control someone unfairly

- **Credibility** – how believable or trustworthy something is

Whole Group Discussion

Ask students:

1. What kinds of "candy" do people get from online posts?

2. Can a post be helpful *and* give someone popularity?

3. What clues can you use to figure out someone's motivation for posting?

4. Is it wrong to want attention or followers? When could that be a problem?

5. How does asking "Who's getting the candy?" help us become better digital citizens?

Activity Idea:

"Truth or Trick?" Motivation Challenge
Create 5–8 sample social media-style posts on cards or slides (fictional but realistic).
Examples:

- A shocking headline with no source

- A silly video

- A post sharing a tip for studying

- A post asking for donations

- A meme that makes fun of someone

In pairs or groups, students will:

1. Read each post

2. Answer:

   o Who might be getting the candy?

   o What type of candy is it? (💵 Money, 🌟 Fame, 💬 Popularity, ❤️ Helpfulness)

   o Is the motivation helpful, persuasive, or harmful?

3.   Share their reasoning with the class.

Use a graphic organizer or chart for accountability.

Writing Extension

Prompt:
Think of a post you've seen (or could imagine) online.
Write a short paragraph explaining:

- What the post said or showed

- Who was getting the candy

- What type of candy it was

- If the post was helpful or hurtful — and why

Encourage students to reflect: *Would I share this? Why or why not?*

Reflection Question

How does knowing "Who's getting the candy?" help you become a smarter user of media?

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Correlation:

Study Guide Title: *Who's Getting the Candy? – 5th Grade ELA*
Media Literacy Focus: Evaluating motivation behind digital content
Aligned to: Alabama Digital Literacy and Computer Science Course of Study (2020), Grade 5

Correlated DLCS Standards – Grade 5

Strand: Digital Literacy

Standard 5.1: Analyze motivations and intended effects of digital content creators.

- **DLCS.5.1** – Identify reasons behind digital content creation, including to inform, persuade, entertain, mislead, or sell.
  Students learn to define "getting the candy" as online rewards (money, fame, popularity, influence) and recognize motivation types.

Standard 5.2: Evaluate credibility and impact of digital messages.

- **DLCS.5.2** – Assess the trustworthiness and potential positive or negative impact of digital posts on audiences.
  Activities like "Truth or Trick?" help students evaluate if motivations are helpful, persuasive, or harmful.

Standard 5.3: Apply critical thinking to online interactions and decisions.

- **DLCS.5.3** – Use critical thinking to question intent before sharing or engaging with digital content, promoting safe and respectful behavior.
  Discussion and writing prompts encourage mindful sharing and digital citizenship.

Crosswalk to Alabama 5th Grade ELA Standards (optional)

- **5.SL.1** – Engage effectively in collaborative discussions on grade-appropriate topics.

- **5.W.2** – Write informative/explanatory texts conveying ideas clearly and using evidence.
  Writing extension supports clear communication about digital motivations and responsible sharing.

Summary

This study guide supports fifth graders in:

- Understanding and identifying online content motivations ("candy")

- Evaluating digital credibility and impact

- Using critical thinking to become responsible digital citizens

- Reflecting and expressing ideas through writing and discussion

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