



AACPS Digital Citizenship

Lesson Title: Logging On/Off /Saving/Printing

Grade 1

Time: 30 minutes

Overview: Students will learn to logon/off. Student will learn to save and print a document.

Objectives:

- Students will logon to the computer using their Student Id number.
- Students will practice mouse skills using a Kidspiration template. Students will save to their H Drive (which is MY Documents).
- Student will learn the school's printing procedures.
- Students will logoff.

Materials:

Computer and LCD projector

Computer Lab or Computer Station(s) in classroom

Web Resources > Tech Connections> Digital Citizenship> Grade 1> Logging On/Saving/Printing/ Select *All About Me* (Please note that this activity is also available in the Language Arts Tech Connections as well)

Activity Sheet: none for this lesson

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 1.0 – Technology Systems: Foundation in the use and understanding of technology

Standard 2.0–Digital Citizenship: Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Standard 3.0 – Technology for learning and Collaboration: Students will use a variety of technologies for learning and collaboration.

Activities:

Introduce:

- Ask students what they do to show that something belongs to them. (Put their name on it.) Say, we can also do this with our computer work. The school has a computer called a Server. On this computer we can save our work. Before we can do this, we need to logon to use the computers in our school. When we logon we use our student ID number. This number is just for you. No one else may use this number. You also have a password. (Teachers: use the current recommended password.)

- Ask students to practice Logging On and Logging Off. Say, Good Digital Citizens always leave the computer station ready for the next person to use. That is why it is important to logoff.
- Teacher Demonstration: Open Kidspiration. Show students the Symbol library. Demonstrate clicking and dragging pictures into the blank page. Have volunteers practice clicking and dragging pictures. .
- Ask students to go to Logon again. Direct them to the *Web Resources > Digital Citizenship > Logging On/Off/Save and Print*. Ask them to select *All About Me*.
- Ask students to click on the faces. This will allow them to place their name on the printed document. (Note, they won't see the name until they print the document. Students may not get to finish this activity. Explain to students, *that sometimes we may not get to finish our computer work. We can save it so that we can work on it on another day*. Ask students to save. Show them how to click on File at the top of the page > Save. It should come up with the students My Documents, (which is the H drive). Click Save.
- Discuss with your students your school's printing procedures. If students are able to print, go ahead and allow them to do so but only after they have saved the document.

Close

Ask students to describe what they would do to use a computer in school. (Login) Ask them, what happens if we do not finish our work? (Save) Ask, when we finish using the computer, what do good digital citizens do? (Logoff)

Extend

Ask students to use the drawing tools to design their own mouse practice template for other students to use.



AACPS Digital Citizenship

Lesson Title: Input and Output Devices

Grade 1

Time: 30 minutes

Overview: Students will learn about input and output computer devices and their functions.

Objectives: Students will match pictures of computer devices with their name. Students will identify the function of the computer device.

Materials:

Computer and LCD projector

SmartBoard Notebook
Software or PowerPoint

Web Resources > Tech
Connections> Digital
Citizenship> Grade 1 > Input
Devices and Output Devices
(If the SmartBoard Notebook
software is available select
the SmartBoard Lesson. If it
is not available select the
PowerPoint version)

Activity Sheet: *Input Devices
and Output Devices*

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 1.0 – Technology Systems: Foundation in the use and understanding of technology

Activities:

Introduce:

Teacher -Go to Web Resources/Tech Connections> Digital Citizenship and find this lesson. Click on the SmartBoard Notebook Lesson or the PowerPoint Version: *Input Devices*.

Tell students that today they will be learning about the input devices of a computer. They will also learn about their functions or what they do.

Click on the third notebook page/slide. Discuss the **Input Devices: microphone, camera, keyboard, and mouse**. Ask students to describe what each of these devices do. For example, the microphone helps to record a sound; the camera takes pictures; the keyboard helps us type letters, numbers and special keys; and the mouse is used to open and close files by pointing and clicking.

The next few notebook pages/PowerPoint slides will review Input Devices and their functions. If a SmartBoard is available, students may come to the board to complete the activities. If a SmartBoard is not available, students may come to the computer and use the mouse to complete the activities. **(Please note that the SmartBoard Notebook will work with just the notebook software, you do not have to have a SmartBoard)**

The next part of the SmartBoard notebook/Powerpointslides will discuss the **Output Devices: headphones, monitor, printer, cd-compact disc, and speakers**. Ask students to describe what each of these devices do. For example, the headphones help to hear a sound on the computer; the monitor is a screen on which words, numbers, and graphics can be seen takes pictures; the cd may have a program that we can use or it may help us save our work; speakers allow the sound to be heard from the computer.

The next few notebook pages/PowerPoint slides will review Input and Output Devices and their functions. If a SmartBoard is available, students may come to the board to complete the activities. If a SmartBoard is not available, students may come to the computer and use the mouse to complete the activities. **(Please note that the SmartBoard Notebook will work with just the notebook software, you do not have to have a SmartBoard)**

Close

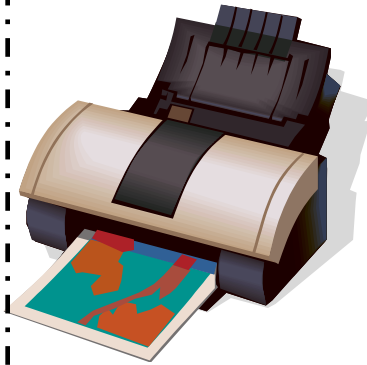
Distribute the Activity Sheets, *Input* and *Output Devices*. Ask students classify the computer devices as input or output devices. Ask students to describe the differences between input and output devices.

Extend

Students may write a sentence about an input or output device.

Input and Output Devices

Label the pictures as **Input** or **Output**. What output device is missing? Draw a picture of it on the back of this paper.





AACPS Digital Citizenship

Lesson Title: My Cyberspace Neighborhood

Grade: 1

Time: 30 minutes

Overview: Students explore the concept of cyberspace as a means of connecting people and explain how the ability for people to communicate can unite a neighborhood.

Objectives:

- Consider what it means to go into cyberspace
- Recognize that to go "online," "into cyberspace," and "on the Internet" mean the same thing
- Draw a map showing the connections between people using computers to communicate in cyberspace

Materials:

Site Preview

No Internet site is used in this lesson.

Materials

- Activity sheet (1)
My Cyberspace Neighborhood
- Drawing pencils; crayons; markers

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 1.0 – Technology Systems:

Foundation in the use and understanding of technology

Standard 2.0–Digital Citizenship:

Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Activities:

Introduce

- Challenge students to solve the following riddle: *How can you travel to a store without moving, talk to someone across town without speaking, play a game with other kids all by yourself, or show a picture you made to zillions of people?* (All can be done in cyberspace.)
- Explain that cyberspace is not a *real* place that you can physically visit, like a playground. However, it is many, many real people sharing ideas and information through computers that can connect to one another.
- Make sure students understand that to go "online," "into cyberspace," and "on the Internet"

mean the same thing.

- Distribute the activity sheet.
- Have students list all the different people in their neighborhood they can connect to from school or home by using computers, such as a friend down the street, the pharmacist at the pharmacy, the doctor at her office, their teacher at school, local stores, and the librarian at the library.
- For each person on the list, have students create a symbol to use on their maps. Suggest a square to represent a computer with a label or drawing to show which person it represents.
- Also have them plan how to show the connections between computers and people (for example, using dashed lines). Tell students to work lightly in pencil until they are satisfied with their maps. At that point, they can add color to make the maps easier to understand.
- Display students' maps and invite volunteers to use them to explain how computers connect people in their neighborhood. Point out that such connections help show what is meant by "cyberspace."

Close

- **Ask:** *When you go into cyberspace, do you really go somewhere?* Students might explain that their bodies don't move, but that they might feel like they can visit places in their neighborhood.
- **Ask:** *What is the same about saying you go "online," "into cyberspace," and "on the Internet?"* (They all mean the same thing.)
- **Ask:** *What does your map tell about your neighborhood?*

Extend

The following activity can be added for students:

- Have students collaborate to create a more detailed map of their community on mural-sized paper. In addition to the features suggested on the activity sheet, include a city hall, police station, fire station and students at nearby schools.

Name _____ Date _____



Draw a map of cyberspace in your neighborhood.
Show how *real* people are connected in cyberspace
through computers.

My Cyberspace Neighborhood



AACPS Internet Safety

Lesson Title: Check First

Grade 1

Time: 30 minutes

Overview:

Students watch the "Know the Rules" rap video. They discuss checking first with a parent, guardian, or another trusted adult before going anywhere, helping anyone, accepting anything, getting into a car, or leaving with anyone. Students practice what was discussed through teacher-guided group skits.

Objectives: Student will check first with parents, guardians, or other trusted adults before going anywhere, helping anyone, accepting anything, getting into a car, or leaving with anyone.

Materials:

Computer lab or computer connected to an LCD projector

"Know the Rules" rap video

Safety skit picture cards (attachment 1), copied onto heavy paper and cut apart

Maryland Technology Literacy Standards for Students (MTLSS):

Standard 2.0–Digital Citizenship:

Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Activities:

Tell students: *Today we are going to watch Clicky rap about being safer no matter where you are and what you are doing. There are some important rules he's going to teach us.*

Show them the "Know the Rules" rap. *What rules did Clicky tell us about to help us to be safer? The safety message we are going to focus on today is: I will check first with my parents, guardians, or other trusted adults before going anywhere, helping anyone, accepting anything, getting into a car, or leaving with anyone.*

Who should you check with before you do anything? A parent, guardian, or another trusted adult.

Why? Can you trust all adults? NO!

Who is a trusted adult? Someone who can help you stay safer and in no way tries to hurt or scare you.

What should you do if a person tries to get you to go somewhere, help with something, leave, or get into a car? Check first with your parent, guardian, or another trusted adult.

What sort of things might this person ask you to do? Come inside where he or she lives, find a pet, or accept money or gifts. *Just remember, always check first.*

What if a trusted adult is not near you? Encourage students to say in a strong voice, "I have to check first. I cannot do it without checking first." *If the person tries to get you to do anything without a trusted adult's permission, say "NO!" If the person approaches you, you should yell or run away as fast as you can. If the person tries to grab you, you should yell, kick, hit, wiggle, bite, or do anything to get away. If you are with an adult you do not trust, you should yell, "No! Stop that! I won't do that! You are not allowed to do that!" After being approached in any situation that makes you feel uncomfortable, scared, or confused, you should immediately tell your parents, guardian, or another trusted adult what happened in detail.*

Make sure students have discussed the safety rule thoroughly. Ask a few students at a time to volunteer to be in skits for the class. **Do NOT assign anyone (especially yourself) to be an adult they cannot trust in the skits.** Simply show the students one of the safety skit picture cards (attachment 1) and read the scenario to the students. Have your volunteers demonstrate what they would do in each situation. Be sure to guide them in the correct response, encouraging them to check first with a trusted adult. Try to give each volunteer a chance to act out a skit. Continue until all the safety skit picture cards have been used.

Closure: Ask the students to either draw a picture of their trusted adult or write a few sentences explaining who their trusted adult is and why. Students may share them with the class or you can display them. KidPix may be used for this activity.

Extension: (Optional) You may wish to ask a local law-enforcement officer to visit your class sometime during the week to discuss safety with your students and reinforce what to do if a person approaches them and makes them feel uncomfortable or scared.

Know the Rules: Check First

Attachment 1

1. A lady in the park asks you to go with her to the store.
What do you do?



Know the Rules: Check First

Attachment 1

2. Your friend's sister asks you to go with her to the park that isn't very far from your house.

What do you do?



Know the Rules: Check First

Attachment 1

3. A man asks you to help him find his lost puppy.

What do you do?



Know the Rules: Check First

Attachment 1

4. A teenager walking on the sidewalk tries to give you some candy.

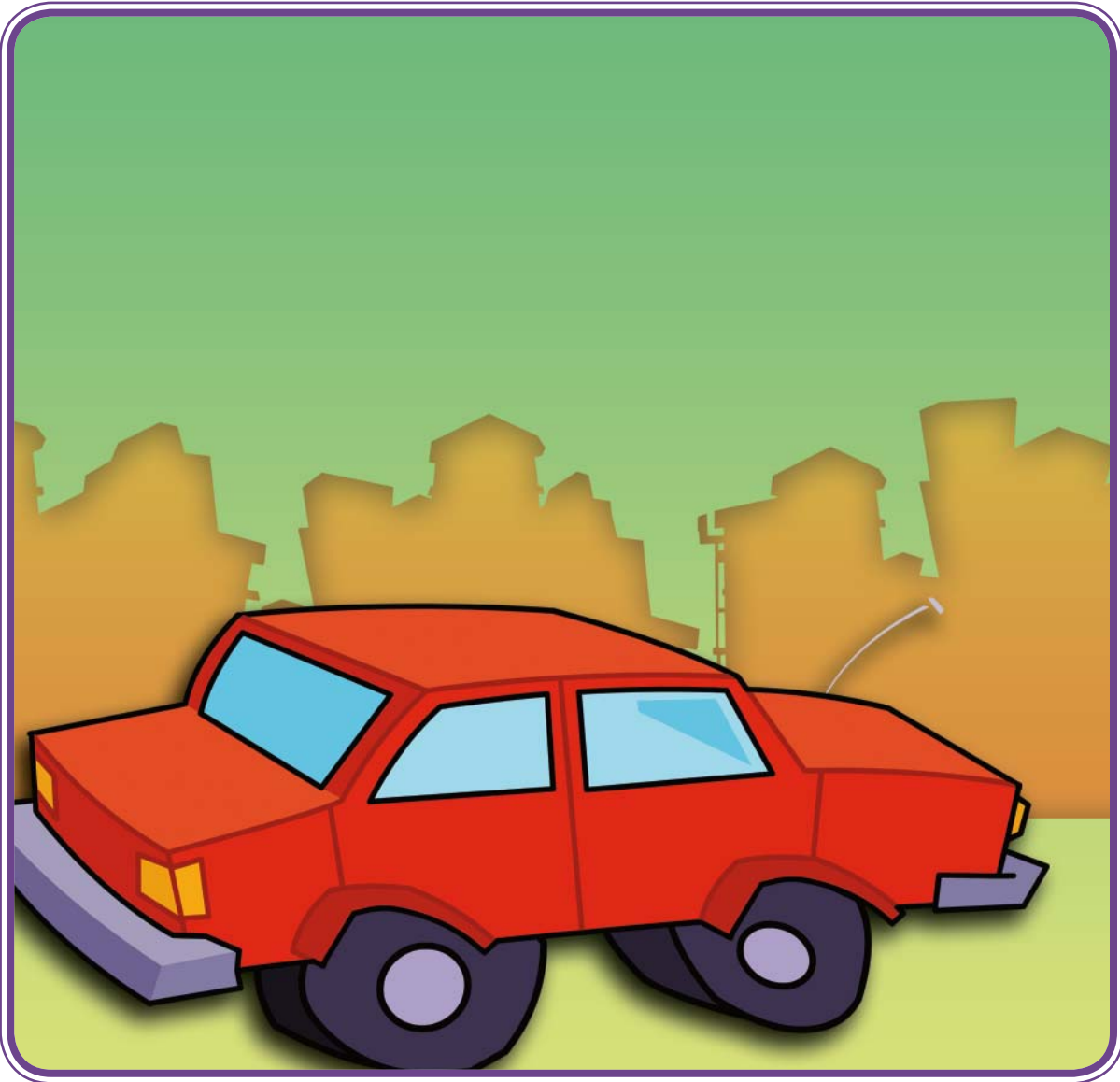
What do you do?



Know the Rules: Check First

Attachment 1

5. Your school friend's dad asks you to get into his car.
What do you do?



Know the Rules: Check First

Attachment 1

6. Your neighbor asks you to go for a walk with him.

What do you do?



Know the Rules: Check First

Attachment 1

7. Someone you don't know tells you that you are very pretty or handsome and wants to take your picture.

What do you do?





AACPS Digital Citizenship

Lesson Title: Tell a Trusted Adult

Grade 1

Time: 30 minutes

Overview: Students watch the “Know the Rules” rap video. They discuss telling a parent, guardian, or other trusted adult if anything happens to them. Students post word cards of possible trusted adults and then draw pictures of their own trusted adults on a “Trust Tree.”

Objectives: Students learn to tell their parents, guardians, or other trusted adults if anything happens to them.

Materials:

- Computer lab or computer connected to an LCD projector
- “Know the Rules” rap video
- “Trusted Adult Word Card” (attachment 1)
- “Trust Tree” activity sheet (attachment 2)
- Tape
- Crayons or markers

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 2.0–Digital Citizenship:

Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Activities: Tell students: *Today we’re going to learn who trusted adults are in our lives and what to do if anything ever happens to us. Let’s see what Clicky says we should do.* Show students the “Know the Rules” rap video. *The safety message we are going to focus on today is: I will tell my parents, guardians, or other trusted adults if anything happens to me. What should you do if anything ever happened to you or if you had a problem?* Tell a trusted adult right away.

- *Who is a trusted adult?* Someone you can talk to about anything; someone you feel happy being around; someone who is a good listener; or someone who has helped you before.
- *What kinds of things should you tell a trusted adult about?* Anything you want to; things that make you feel scared, uncomfortable, or confused; a problem you are having; or anything that makes you happy. Remind students that trusted adults will help them no matter what the problem is.
- *If someone approaches you or tries to hurt you, touches you in a way that makes you feel scared, uncomfortable, or confused, or if you are in any kind of danger, you should tell a trusted adult right away.*
- *Who can be a trusted adult in your life?* As students give ideas, have them post the trusted adult word cards (attachment 1) on the board. Write any other answers on the board, or on the blank cards provided, and then read the list of trusted adults as a group. Emphasize that not all adults are trustworthy, and students should only go to adults they feel secure and

comfortable around.

- *You should always go to an adult who makes you feel safe and comfortable. It's important to know that not all adults are trustworthy; if a person you trust ever does something that is not OK, always know that there are other trusted adults you can go to for help.*
- Give each student a "Trust Tree" activity sheet (attachment 2) and crayons or markers. Have them choose three trusted adults in their lives to draw and label on their "Trust Tree." If needed, students can look at the word cards posted on the board for help in spelling the names of their trusted adults. *You can see from your trees that you are surrounded by adults who care about you and your safety. Remember that these people are trusted adults who you can talk to. They are ready to listen and help you if you need them. It's never too late to tell a trusted adult if something is bothering you.*

Closure: If time permits, have students share one adult from their "Trust Tree" with the class and explain why they know this person is a trusted adult in their lives. Have students take their "Trust Tree" papers home to show their parents or guardians.

Extension: Have students write a letter to their trusted adult telling this person why they have chosen him or her and what trusting him or her means. Encourage students to share the letters with their trusted adult.

Know the Rules: Tell a Trusted Adult

Grade 1 • Attachment 1

Trusted Adult Word Cards

Mom

Grandma

Dad

Grandpa

**Foster
Mom**

Aunt

Know the Rules: Tell a Trusted Adult

Grade 1 • Attachment 1

Trusted Adult Word Cards

Uncle

Neighbor

**Big
Brother**

**Principal
or
Teacher**

**Big
Sister**

**Law
Enforcement
(Police Officer)**

Know the Rules: Tell a Trusted Adult

Grade 1 • Attachment 1

Trusted Adult Word Cards

Coach

**Church
Helper**

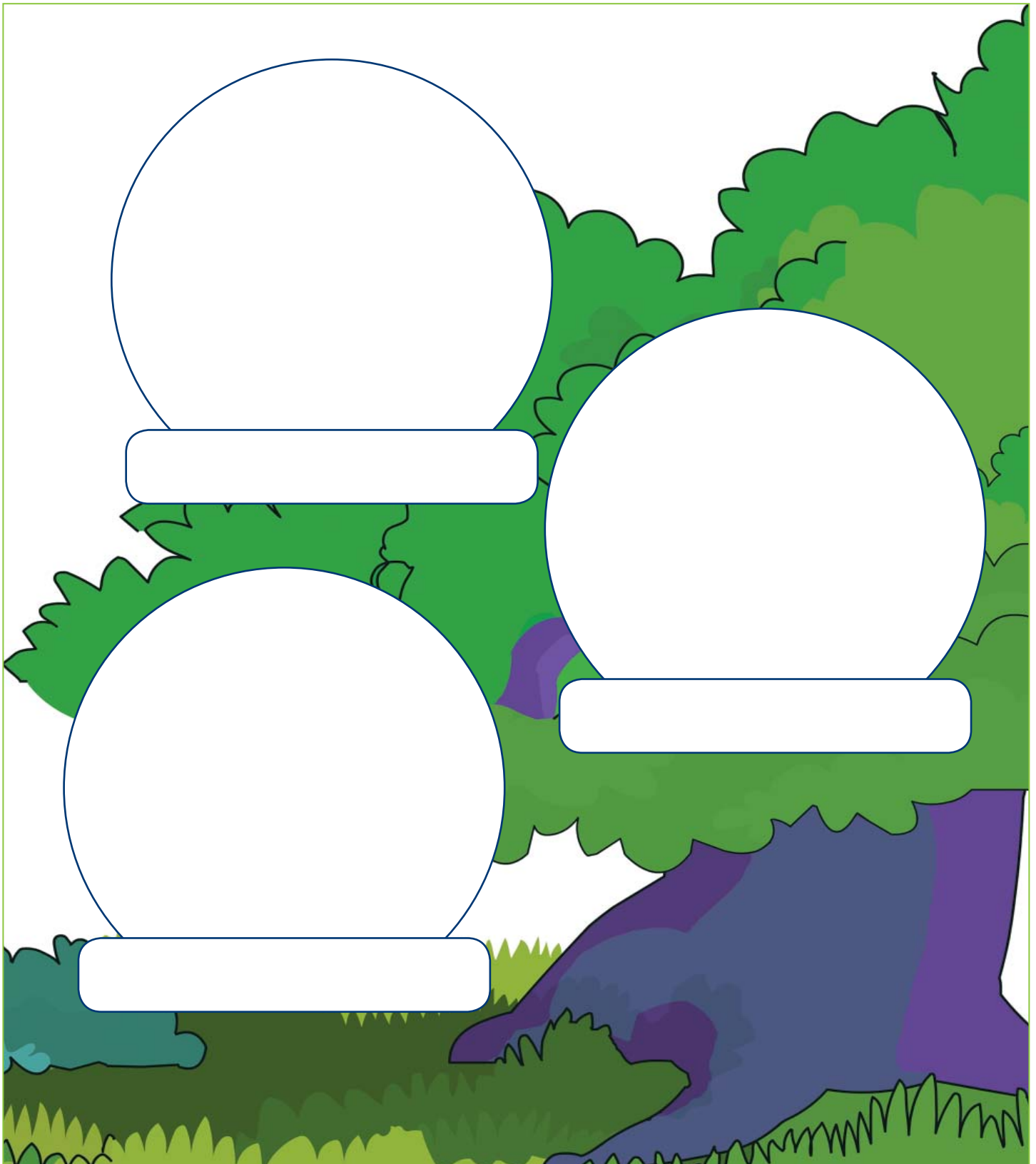
Babysitter

**Friend's
Parent**

Know the Rules: Tell a Trusted Adult

Grade 1 • Attachment 2

Trust Tree





AACPS Digital Citizenship

Lesson Title: Going Places

Grade 1

Time: 30 minutes

Overview: A virtual field trip helps children experience the power and excitement of the Internet by taking them places in cyberspace that might be impractical for a class to visit. They also learn that, just as when traveling in the face-to-face world, they should always take an adult with them when traveling in cyberspace.

Materials:

- Activity Sheet: "Going Places"
- Magazines to cut up; scissors; paste; pencils and crayons
- Online computer access

Objectives:

- Communicate that computers can be used to visit far-off places and learn new things
- Recall that cyberspace travel should include adult supervision

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 1.0 – Technology Systems: Foundation in the use and understanding of technology

Standard 2.0–Digital Citizenship: Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Standard 5.0 – Technology for Information Use and Management: Students will use technology to locate, evaluate, gather, and organize information.

Activities: Introduce (offline)

- Invite children to go on an imaginary field trip. Have them pantomime the adventure as you narrate. (For example: *Put on your jacket; climb on/off the bus; get your ticket punched and enter!*)

Teach 1 (online)

- Tell children another way to visit interesting places around the world is through the computer.
- Take students to Student Tech Connection Links, and then click on the *Grade 1- Going Places*. Find the title of this lesson, and open its links. Choose a site to explore with the class.
- Allow the children to decide where to go in the site and in what order. Guide them in making choices and read aloud any relevant text.

Teach 2 (offline)

- Distribute Activity Sheet 1.
- Invite students to imagine some exciting places to visit in cyberspace. Children can either cut and paste magazine photos of interesting sites or draw their own pictures. *Hint:* If pictures of products are chosen, explain that stores can also be visited through the computer.
- Help children complete the sentence on the activity sheet.

Teach 3 (offline)

- Tell children to always take a grown-up when they go places on the computer, just as they do when going to the zoo or any other place.
- Distribute Activity Sheet 2 for children to color as they discuss the rule they just learned.
-

Closure: (offline)

- **Ask:** *How is using the computer to visit a place different from really going to the place?* Discuss the ease and speed of traveling via the computer.
- **Ask:** *What same rule do we have for visiting a new place using a computer or in real life?* Direct the discussion to the need to travel with an adult whether online or on a real trip.

Extension: (offline)

The following activity can be added for students.

- Ask children to make a collage depicting the kinds of information that should be kept private. They can print their names and draw pictures or cut magazine photos to represent their homes. Explain that, just as they do not tell their name or address to strangers, they should not type such private information into the computer without the permission of their teacher or parent.

Name _____ Date _____

Go Places Safely

You can visit many places with a computer.
Show what you would like to see.

I'd like to use a computer to visit...



Note To Families: Today your children learned that the Internet could take them to many exciting places. They also learned that just as they are never without supervision while traveling in the real world, young children should never be without supervision in cyberspace.

Name _____ Date _____

Always take an adult when you
go into cyberspace.



Note To Families: Today your children learned an important safety rule: A young child should never be without supervision in cyberspace.



AACPS Digital Citizenship

Lesson Title: Whose Property is This?

Grade 1

Time: 30 minutes

Overview: Students extend their understanding of "property" to include not only computer equipment but also the work of others, and then discuss rules for respecting such property.

Objectives:

- Identify the work of others as "property"
- Describe rules for respecting computer-related property

Materials:

Classroom Computer

Activity Sheet: *Whose property is this*

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 2.0–Digital Citizenship:

Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Activities:

- Approach one student, point to a pencil or pen and **ask:** *Is this your property?* When a student says yes, **ask:** *May I use it for a few minutes?*
- **Ask:** *What does the word property mean?*
- Have students brainstorm property around the school (for example, pencil boxes, clothing, wallets, desks, playground equipment, and cars) and classify each by ownership (property of a student, of a teacher, of the school).
- Have students consider less tangible forms of property whose value lies in the work invested in them (a photograph, a homework sheet, a journal). Guide them to understand that these, too, are "property."
- Discuss what it means to *respect* the property of others. Guide students to understand that they should ask permission before using things or works that belong to others.
- Have students role play asking permission to read, handle, or look at the work of another student (for example, "May I read the story you wrote?").
- Distribute the activity sheet, *Whose property is this?*
- Discuss each situation and **ask:** *Whose property is this?* Then have students complete the sheet. Guide students to consider the following when considering whether they need permission or not:
- **Turn on a computer:** The computer is the property of the school. Permission to turn it on may be given each time or there may be a general rule that students have permission to turn it on when they enter the room.
- **Fix a computer:** Most schools would not give permission to fix hardware, but students may have permission to restart the computer or quit a program.

- **Edit student's own file:** The contents of the file are the property of the students. Students should be allowed to change their own files.
- **Send E-mail to another class:** The school network is the property of the school. Students may need permission to use the network for E-Mail or to use E-Mail
- **Open a classmate's file:** The contents of the file are the property of that student; therefore, other students should ask permission.
- **Use a printer:** Printers are the property of the school. Permission may be given to use the printers at the beginning of the school year, at the beginning of a lesson, or each time a student wishes to print. Discuss class rules for printing in the classroom and in the computer lab.
- **Install new software:** Although the software may be the property of the student, the computer is the property of the school. Many schools do not permit students to install software under any circumstances. ***Anne Arundel County does not permit students or teachers to install software.***
- **Read my teacher's file:** The file and its contents are the property of the teacher and a student should ask permission before reading it, even if the file was inadvertently left open.

Closure:

- **Ask:** *When you draw a picture, whose property is it?*
- **Ask:** *How do you show respect for someone else's work on the computer?*

Extension:

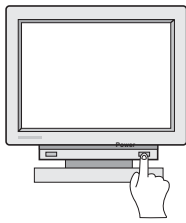
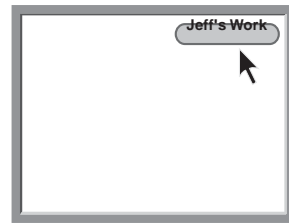
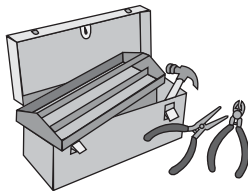
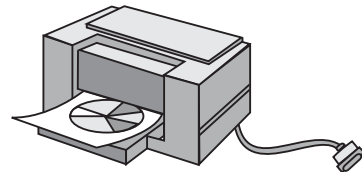
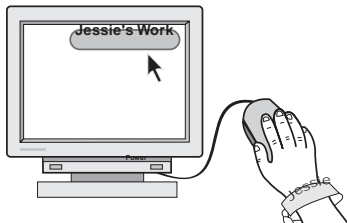
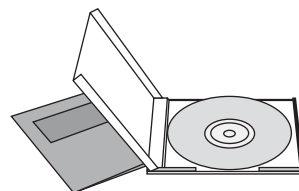
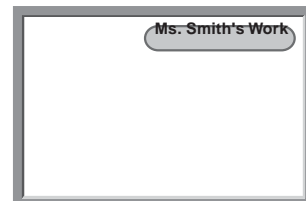
- Have students, as a class, write and illustrate a story demonstrating respect for computer-related property in school, in the media center, or at home. Arrange for volunteers to read the story to other classes.

Note: Photo Story 3 may be used to create a public service announcement. Use a scanner or a document camera to capture student illustrations. Add these images to Photo Story. Students may add narration to images. Share PSA's with other First Grade classes or Kindergarten classes. KidPix 4 and its slideshow may also be used for this activity.

Name _____ Date _____

Whose property is this?

Think about whose property you want to use.
Check the box if you need permission.

☐ Turn on a computer☐ Open a classmate's file☐ Fix a computer☐ Use a printer☐ Edit my own file☐ Install new software☐ Send E-mail to another class☐ Read my teacher's file



AACPS Digital Citizenship

Lesson Title: Good Websites

Grade: 1

Time: 30 minutes

Overview:

Students explore and evaluate a children's Web site, concluding that people's opinions about the quality and usefulness of a site will vary.

Objectives:

- Rate features of an informational site
- Explain that not everyone will rate a site the same way

Materials:

- Activity sheet (1)
- Markers or crayons
- Online computer access

Site Preview:

Links>TechConnections

- [Arthur](#)
- [Eric Carle](#)
- [Nancy's Neighborhood](#)
- [Little Critter](#)
- [Beverly Cleary](#)
- [Janet Stevens](#)
- [Will Hobbs](#)

Maryland Technology Literacy Standards for Students (MTLSS):

Standard 5.0 – Technology for Information Use and Management:

Students will use technology to locate, evaluate, gather, and organize information.

Activities:

Introduce: (offline)

- Have children identify something about their school with which they are all familiar - for example, the color of walls in the school cafeteria.
- **Ask:** *Do you like the color of the walls?* Have children who wish to answer "yes" raise their hands. Then have children answering "no", raise their hands.

- Point out that people can have different ideas about what colors, stories, movies - or even Web sites - they like.

(online)

- Click on Tech Connection Links.
- Explore one of the sites with the class, inviting children to tell what they like and do not like about it.

(online)

- **Distribute** the activity sheet, telling children they will use it to record what they like and do not like about the Web site.
- Explain that for each question, children should trace and color the happy face if their answer is "yes" and the sad face if their answer is "no."
- For "Do you like the words?" tell children to think about how well they can understand the text when it is read aloud.
- Follow the same procedure with the remaining four criteria. Help children consider whether the pictures are helpful and provide new information, if the colors and patterns are pleasing or jarring and distracting, how many links work or lead to dead ends, and whether they would recommend the site to friends.

(online)

- When children have finished rating the site, **ask:** *How many happy faces did you give this site in all?*
- Explain that children may have different ideas about the Web site and this is why children's totals will vary.
- **Print the home page of the site and make a copy for each child to staple to his or her activity sheet.**

Closure: (offline)

- **Ask:** *What does it mean if you give a Web site all happy faces?* (It means the Web site is very good.)
- **Ask:** *Will all children answer the questions in the same way? Why or why not?* (Probably not, because not everyone likes the same things.)

Extension: (online)

- **Ask:** *Do you think you will like some Web sites better than others?* Have children explore and evaluate two other sites selected for this lesson, using a copy of the activity sheet to record their responses. Then have them compare the total number of happy faces they awarded each site and conclude which site they liked best.
- Have students review the Activity Sheet and **ask:** *What other words might describe a good site?* Allow students to dictate additional questions to answer when evaluating Web sites.

Website URL Adresses:

<http://pbskids.org/arthur/>

<http://www.eric-carle.com/>

<http://www.nancycarlson.com/>

<http://www.littlecritter.com/>

<http://www.beverlycleary.com/index.html>

<http://www.janetstevens.com/>

<http://www.willhobbsauthor.com/>

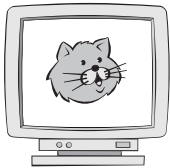
Name _____ Date _____

Good Sites

Do you like the words?



Do you like the pictures?



Do you like the colors?



Do the links work?



Will you visit again?



Note to Families: Today your children evaluated a children's Web site. In doing so, they have begun to look critically at information on the Web.



AACPS Digital Citizenship

Lesson Title: Research: Ask a Media Specialist Grade:1

Time: 30 minutes

Overview:

Students learn that the library is the best place to begin research because the librarian can help them find information in all kinds of media.

Objectives:

- Identify resources available for research at the library
- Recognize that the media specialist can help find information
- Construct appropriate questions to ask a media specialist

Materials:

- Activity sheets:
Ask a Media Specialist,
two pages

Maryland Technology Literacy Standards for Students (MTLSS):

Standard 2.0–Digital Citizenship:

Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Standard 5.0 – Technology for Information Use and Management: Students will use technology to locate, evaluate, gather, and organize information.

Activities:

Introduce

- **Ask:** *What kinds of things do media specialist do at the library?* (buy new books, keep books in order, read stories to children, check books in or out, and so on)
- Tell students that one job of the media specialist is to help them find the information they need.

- **Distribute** the activity sheets. **NOTE: Pre-teach the following vocabulary terms as needed—*endangered animal, media specialist, encyclopedia, fact book, Web site, magazine.***
- Have students complete the activity sheets. Explain that learning how to ask the right questions will help them find the information they need at a library.
- Remind students that whether they go into cyberspace at school, at home, or at the library, they should always ask an adult before giving out private information (full name, address, name of school, school address, Email address, phone numbers, and password).
- Discuss "Be CyberSmart!" section from the activity sheet explaining that the library has books about many subjects that they can take home, read on their own, and bring to school to show their class.

Closure:

- **Ask:** *What in the library may have the facts you want?* (encyclopedias, fact books, magazines, the Internet)
- **Ask:** *Whose job is it to help you find what you need?* (the media specialist's job)
- **Ask:** *What can you do if you need a picture of a baby elephant?* (Ask the media specialist to help you find one online and print it.)

Extension:

The following activity can be added for students who completed this lesson in a previous grade.

- Have students write their own questions to ask a media specialist based on a project of their own choosing.

Name _____ Date _____

Ask a Media Specialist

You want to help an endangered animal. There are many animals to choose. Which animal will you choose?

First, you need to know which animals are endangered. Write a question to ask the media specialist.



The media specialist knows all the places to search. She may look in an **encyclopedia** or a **fact book**. She may go to a **Web site** on the computer.

Name _____ Date _____

You learn which animals are endangered. You choose bats as your project. You want to take home a book about bats. Write a question to ask the media specialist.



The library also has magazines. You want a magazine with facts about bats. Write a question to ask the media specialist.

You also want a photo of a bat. The media specialist c
take you into cyberspace. You can pick
the photo you like best. Then it can be
printed for you. Write your question to ask
the media specialist.



Be CyberSmart!

Cyberspace is not always the best place to find what you need. Sometimes a book is easier to read.



AACPS Digital Citizenship

Lesson Title: Find the Ad

Grade 1

Time: 30 minutes

Overview: Children learn that the purpose of advertisements is to encourage people to buy something; children also practice differentiating ads from content on Web sites.

Objectives:

- Identify ads as links to sites trying to sell something
- Distinguish ads from content at children's sites.

Materials:

Activity Sheet: *Find the Ad*

Web Resources > Tech Connections >

Website- [National Geographic](http://kids.nationalgeographic.com/)

Computer with Projector

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 2.0–Digital Citizenship:

Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Activities:

- **Ask:** *What is the purpose of a television commercial?* Help children understand that television commercials are intended to make people want to buy something.
- Explain that another word for commercial is "ad" and that in this lesson they will look for ads in cyberspace. Take students to Web Resources > Tech Connections to find the title of this lesson, and open the National Geographic link. (<http://kids.nationalgeographic.com/>)
- You may also want to choose a site from the **AACPS Tech Connections** related to what you are doing in class and explore with it the class.
- **Ask:** *What can children do at this site?* Help them describe the activities offered and discuss the content of the site.
- Once you have guided the students through the content children, point out an ad. Discuss how to distinguish the ads at a children's site. NOTE: In most cases, the ads are labeled "AD." Banner ads (horizontal rectangles) are usually at the top of a page; button ads (small squares) and ads of other shapes and sizes may be placed along the sides and bottom.
- **Ask:** *What do you think this ad is trying to do?* (Encourage people to buy something.)
- **Ask:** *What happens if you click on the ad?* Demonstrate how clicking on an ad takes them away from what they were doing. Explain that the ad is there to sell something to children or their parents.
- Show children how to use the Back button to return to the site they were enjoying.

- Distribute the activity sheet, *Find the Ad*.
- Tell children to pretend they are looking at a Web page. **Ask:** *What is this page about?* (It is a story of the Three Little Pigs.)
- Have children locate the ad. **Ask:** *What is pretty or fun about the ad?* (The ad has a clown that wants to have fun.)
- Allow children to color the picture, suggesting that they use different colors for the ad and the story.

Closure:

- **Ask:** *What is the purpose of an ad?* (to get you to buy something)
- **Ask:** *How can you find an ad at a children's site?* (look at the top, bottom, or sides of the page for a rectangle, or box, with the word "AD")

Extension:

- Have children explore advertising across several media. Allow them to create displays representing advertisements in magazines, newspapers, on television, and on Web sites.

Name _____ Date _____

Find the Ad



Some Web sites have ads.
Ads try to make people buy things.



Note to Families: Today your children learned to recognize advertisements on children's Web sites. In doing so, they have begun to distinguish between ads and content and understand that clicking on an ad takes them away from what they were doing.