



Online Safety Lesson Plan: Grade 3

Grade Level: **Third Grade** | Duration: **Two days, 30 minutes per lesson**

Objective

In this lesson, third graders use BrainPOP resources to learn rules for being safe online.

Students will:

- 1. Build Background Knowledge:**
 - Watch the BrainPOP Online Safety movie.
- 2. Think and Do:**
 - Vocabulary: Define vocabulary and use in a sentence.
 - Make-a-Map: Identify and describe online safety rules.
- 3. Assess:**
 - Take the Online Safety challenge.

Preparation

- Preview the BrainPOP movie [Online Safety](#) to plan for any adaptations.
- Create and schedule Day 1 assignment: [Online Safety Movie](#) and [Vocabulary](#).
- Create and schedule Day 2 assignment: [Online Safety Movie](#), [Make-a-Map](#), and [Challenge](#).

Before the Lesson




Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, ask these questions:

- *What kinds of activities do you do online?*
- *How do you stay safe online? What are some rules you follow?*

DAY 1: Build Background (10 minutes)

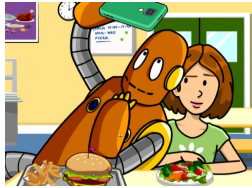
Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div data-bbox="379 402 634 587" data-label="Image"> </div> <p>1. Watch the Online Safety movie.</p> <p>Click pause at noted time codes to discuss key ideas:</p> <p>Timecode 2:16: Why is it important to create a unique username?</p> <p>Timecode 2:53: How are strangers in real life similar to or different from strangers online?</p> <p>Timecode 4:14: Why is it important to keep your passwords secret?</p>	<ul style="list-style-type: none"> ● Print the movie transcript and highlight evidence that answers each of the discussion questions. ● Two students act out the transcript, one as Tim and the other as Moby. 	<ul style="list-style-type: none"> ● Set a specific viewing purpose for individual students or small groups based on lesson objectives and student readiness. For example, have students focus on one or two online safety rules. ● Pause at two key points and prompt students to summarize. ● Support recall by having students draw one or two key ideas from the movie. 	<ul style="list-style-type: none"> ● Pause for new vocabulary. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word. ● Create a word wall with vocabulary and the drawing. ● Pause at key points and ask the discussion questions in the student's home language or English.

DAY 1: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div style="text-align: center; margin-bottom: 10px;">  </div> <p>2. Students open their Vocabulary assignment. Or, if not using Assignment Builder, model how to open Vocabulary.</p> <p>Students click Flip All or each term individually.</p> <p>To hear a term read aloud, click the speaker icon.</p> <div style="text-align: center; margin-bottom: 10px;">  </div> <p>Students type a definition and sentence for each term.</p> <p>When they finish, students click the Submit To Teacher button and/or print out.</p>	<ul style="list-style-type: none"> Print Vocabulary. <div style="text-align: center; margin-bottom: 10px;">  </div> <ul style="list-style-type: none"> Students write a definition and sentence for each term. 	<ul style="list-style-type: none"> Assign appropriately challenging words to individual students. Assign a few of the six terms to individual students to define and use in a sentence. As a challenge, students can add two additional terms, writing a definition and sentence for each. 	<ul style="list-style-type: none"> Say the term(s) in students' home language. Then say the words in English. Have the student repeat in English. Use the term in a sentence. Prompt students to say the word and repeat the sentence. Click the speaker icon to hear the term read aloud.

DAY 2: Build Background (5 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
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3. Watch the [Online Safety](#) movie again.

Prompt students to find a fact or something new that they didn't notice the first time.

- Students return to their drawings of **key concepts from the first viewing** and add new details.
- As a **challenge**, invite students to identify more than one new fact.

DAY 2: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div data-bbox="422 781 588 946" data-label="Image"> </div> <p>4. Students open their Make-a-Map assignment. Or, if not using Assignment Builder, model how to open Make-a-Map.</p> <p>Students choose the Spider Map template, and list one online safety rule in each node.</p> <p>Have students add nodes to describe each online safety rule. They can type in descriptions and examples in their own words and link images and/or movie clips with each rule.</p>	<ul style="list-style-type: none"> • Create a paper version of the concept map using index cards. • Students write a description for each online safety rule on index cards. 	<ul style="list-style-type: none"> • Model how to complete the concept map by adding nodes around the words “Online Safety Rules.” Demonstrate how to add text, images, and movie clips, and how to link to different nodes. • Assign a partially completed map to individual students. • Assign one of the online safety rules to individual students to create a concept map around. • Challenge students to add multiple examples to their concept maps, linking terms together and describing relationships. 	<ul style="list-style-type: none"> • Say the online safety rules in students’ home language. Then say the words in English. Have the student repeat in English. • Use the rules in a sentence. Prompt students to say the rules and repeat the sentence. • Have students use images to describe each online safety rule.

When they finish, students click the **Save**, then **Submit To Teacher** button and/or print out.

View [rubric](#).

DAY 2: Assess (5 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div data-bbox="424 683 588 846" data-label="Image"> </div> <p>5. Students open their Challenge assignment. Or, if not using Assignment Builder, model how to open the Challenge.</p> <p>If you assigned the Challenge, you will see students' results in your Dashboard. If not assigned, students click the Submit to Teacher button.</p>	<ul style="list-style-type: none"> • Print the Challenge for students to complete. 	<ul style="list-style-type: none"> • Preview Challenge tasks before re-watching the movie. • Read aloud the questions and answers. • Model how to do a Challenge task. Think aloud your steps and strategies. • Support recall by revisiting movie drawings. 	<ul style="list-style-type: none"> • Read aloud the Challenge tasks in students' home language. • Highlight the key vocabulary in a printable version of the Challenge.