

# BrainPOP Jr. Internet Safety Lesson Plan: Grade K

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

## Objective

In this lesson, kindergarteners use BrainPOP Jr. resources to learn how to be safe on the internet.

Students will:

- 1. Build Background Knowledge:**
  - Watch the BrainPOP Jr. Internet Safety movie.
- 2. Think and Do:**
  - Word Play: Draw a picture about a domain-specific vocabulary word.
  - Draw About It: Draw a picture of a favorite website.
- 3. Assess:**
  - Take the Internet Safety quiz.

## Preparation

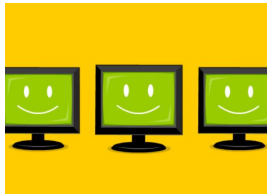

- Preview the BrainPOP Jr. movie [Internet Safety](#) to plan for any adaptations.
- Read [Internet Safety Background Information](#).
- Create and schedule Day 1 assignment: [Internet Safety Movie](#) and [Word Play](#).
- Create and schedule Day 2 assignment: [Internet Safety Movie](#), [Draw About It](#), and [Easy Quiz](#).

## Before the Lesson

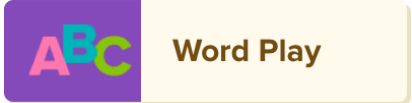
Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, ask these questions:

- *What rules do you follow when using a computer?*
- *Why do you think we have rules for talking to people online?*

## DAY 1: Build Background (10 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div style="text-align: center;">  </div> <p>1. Watch the <a href="#">Internet Safety</a> movie. Click pause whenever a question appears in Annie’s Notebook. Discuss the question, then click play for Annie’s response.</p> <p><b>TIP:</b> Pause turns red to remind you to pause.</p> <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> <li>• <b>Print the <a href="#">movie transcript</a></b> and Annie’s Notebook for a grown-up to read aloud.</li> <li>• Have a student play Moby and “beep” in response to Annie.</li> <li>• Read aloud a <b>grade-level sentence</b> two times while tracking with your finger. Then track again, word-by-word as students <b>repeat the words</b>. Do this for three sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Set a <b>specific viewing purpose</b> for individual students or small groups based on <b>lesson objectives and student readiness</b>. For example, have students focus on one way to stay safe online.</li> <li>• Pause at two key points and prompt students to <b>summarize</b>.</li> <li>• <b>Support recall</b> by having students draw one or two key ideas from the movie.</li> </ul>	<ul style="list-style-type: none"> <li>• Pause for new <b>vocabulary</b>. 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.</li> <li>• Create a <b>word wall</b> with vocabulary and the drawing.</li> <li>• Pause at key points and ask <b>discussion questions</b> from Annie’s Notebook in the student’s home language or English.</li> </ul>

## DAY 1: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div style="text-align: center;">  </div> <p>2. Students open their Word Play assignment. Or, if not using Assignment Builder, model how to open <a href="#">Word Play</a>.</p>	<ul style="list-style-type: none"> <li>• <b>Print</b> the “Draw!” page for the word a student chooses.</li> <li>• Students <b>draw</b> their pictures in the boxes next to each word</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Model</b> how to use drawing tools for the first word.</li> <li>• Assign <b>appropriately challenging words</b> to individual students.</li> <li>• As a <b>challenge</b>, have students create a drawing for more than one word.</li> </ul>	<ul style="list-style-type: none"> <li>• Say student’s selected Word Play word in their <b>home language</b>. Then say it in English. Have students repeat it in English.</li> <li>• Use the <b>word in a sentence</b>. Prompt students to say the word and repeat the sentence.</li> </ul>



Students click one of the words and choose the “Draw!” tab.

They create a drawing that illustrates the word.

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

- Hover over the prompt to hear it read aloud. **Repeat the prompt in students’ home language.**

### DAY 2: Build Background (5 minutes)

#### Lesson Steps

#### Offline Modifications

#### Modifications for Diverse Learners

#### ELL/Language Development




3. Watch the [Internet 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 or create new drawings.
- 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 style="text-align: center;">  </div> <p>4. Students open their Draw About It assignment. Or, if not using Assignment Builder, model how to open <a href="#">Draw About It</a>.</p> <p>Have students hover their mouse over the prompt to hear it read aloud. Then click the Start arrow to begin.</p> <p>When they finish, students click <b>Save</b>, then <b>Submit To Teacher</b> and/or print out.</p>	<ul style="list-style-type: none"> <li>Students <b>draw a picture</b> of their favorite website on paper with markers or crayons. Help them label their pictures with the name of the site..</li> </ul>	<ul style="list-style-type: none"> <li>Before drawing, have students <b>brainstorm their favorite websites</b>.</li> <li><b>Challenge</b> students to think of websites for different purposes (research, fun, travel, etc.).</li> <li><b>Provide choices</b> of websites for students to choose from.</li> </ul>	<ul style="list-style-type: none"> <li>Before students draw, have them use their <b>home language or English to discuss what they plan to draw</b>.</li> </ul>

## DAY 2: Assess (5 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development



5. Students open their Quiz assignment. Or, if not using Assignment Builder, model how to open the [Easy Quiz](#).

If you assigned the quiz, you will see students' results in your Dashboard. If not assigned, students click the **Submit to Teacher** button.

- **Print** the [Easy Quiz](#). **Read aloud** the questions and answers.

- Hover over the **questions** and answers to hear them **read aloud**.
- **Reduce the number** of questions and/or possible answers (using the Quiz Mixer).
- **Support recall** by revisiting movie drawings.

- **Read aloud** the quiz in students' home language.
- **Highlight the key vocabulary** in a printable version of the quiz.
- **Support recall** by having students review drawings they made during the movie.