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Lesson Plan- Book #10 *"Gigabytes of Disaster"* Internet Safety

Plan to spend approx. 30 minutes each day on the lesson until completed – can take place over 1-2weeks.

Focus – Grades 1-3

Objective: Students will be able to retell major points from the text, identify the main idea and supporting details, identify the theme, and explain the importance of Internet safety for children. They should be able to write a persuasive argument in support of the message using evidence to support the argument.

STANDARDS

Reading – Foundation Standard a: Students should apply foundation reading skills to build reading fluency and comprehension.

Reading – Foundation Standard b: Students should know and apply grade-level phonics and word analysis skills in decoding words.

Reading – Foundation Standard c: Students should be able to orally read grade-level appropriate texts smoothly and accurately with expression and comprehension.

Reading – Literary Standard a: Students should recount stories, determine the central message, lesson, or moral, and explain how it is conveyed through key details explicit to the text.

Reading – Literary Standard b: Students should be able to describe the characters in Internet Safety: **Gigabytes of Disaster** (ex., their traits, feelings, motivations, or impact) and explain how the actions of the characters contribute to the plot and sequence of events in the story.

Reading – Literary Standard c: Students should be able to analyze and evaluate portions of the story specifically relating to the parts by chapter, scene, or stanza and how each successive part builds on earlier sections.

Reading – Literary Standard d: Students should distinguish their own point of view from that of the narrator or those of the characters in the text.

Reading – Literary Standard e: Students should be able to critique and analyze how specific aspects of the text's illustrations contribute to what is conveyed by the words. (What kind of mood do the illustrations reflect or emphasize?)

Reading – Literary Standard f: Students should be able to compare and contrast elements of the story with other texts. In the context of this lesson, the comparison will relate to another Neon Tiki Tribe text with a lesson on safety, and can be used in comparison with the book on child safety/stranger danger.

Reading – Vocabulary Standard a: Students should acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships.

Reading – Vocabulary Standard b: Students should demonstrate understanding of word relationships and nuances in word meanings.

Reading – Vocabulary Standard c: Students should determine the meaning of words and phrases as they are used in the text. They should be able to distinguish between literal and non-literal language.

Reading – Vocabulary Standard d: Students should demonstrate understanding of word relationships and nuances in word meanings.

Reading – Vocabulary Standard e: Students should be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on content, choosing from a variety of strategies and resources.

Reading – Vocabulary Standard f: Students should be able to determine or clarify how the author uses words and phrases to provide meaning to the work. Does the author encourage the reader to distinguish from literal and nonliteral language? What kind of figurative language is used?

Language Arts - Writing Standard a: Students should be able to write an opinion piece on **Gigabytes of Disaster** and support their point of view with reasons in an organized way that connects the opinion and reasons. Appropriate structure should include a valid introduction, supporting details and a conclusion.

Language Arts – Language / Grammar Standard a: Students should demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Language Arts - Speaking/Listening Standard a: Students should be able to report on the text with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Media Literacy – Learning Outcome Standard a: Students should be able to recognize the role or media (in this instance specifically the Internet) in informing, persuading, or affecting culture or individuals.

Media Literacy – Learning Outcome Standard b: Students should be able to distinguish the purpose of the messages via the Internet for providing information, interpretation of events, persuasion, or affecting cultural or individual changes.

Note: The enduring understandings and essential questions are often very beneficial in conferencing with parents / guardians. They provide a framework for connecting student needs and goals for achievement. Additionally, they support the depth of knowledge goals that all districts are seeking in 21st Century learners.

Enduring Understandings
• Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.
• Students should be developing breadth of vocabulary and apply that knowledge to making sense of the text.
• Students should develop a working knowledge of syntax/language structure, semantics/meaning, and context clues to help in identifying the intended meaning of words and phrases used in a text.
• Students should understand that drawing conclusions about the lesson, moral, or message is an important element in gaining the author's perspective.
• Students should understand that being able to use references from texts provides the evidence necessary in application of ideas, making connections between text(s), and recognizing the connections between the text and self or text and word.
• Students should understand that authors make intentional choices in an effort to stimulate a particular effect on the reader.
• Students should understand that making connections with a text involves thinking beyond the text and applying the information to comparisons, inferences, or synthesis of ideas.
• Students should understand that writing demonstrates learning, expression, opinion, and connections between self and the text.
• Students should use concise and precise language to present written responses to literature.
• Students should understand that speaking and listening are key elements to learning and expression of opinions.
Essential Questions
• How can you recognize the message the author is trying to convey within the text?
• Does the author make a valid argument or case for the underlying theme, message, lesson, or moral?
• Can you easily reflect on your own experiences regarding the author's message? Are you able to compare/contrast the two points of view?

- Do you identify with any of the character relationships in the text?
- Do you recognize the importance of the message? Can you cite evidence within the story and within real world experiences that can back up the author's opinions?
- Are you able to express your own support of the message in a way that benefits others? Can you do it speaking aloud in a small group?

Overview: It is important for readers at all levels to be able to read a text for understanding and text to text, text to self, and text to world connections. A large part of that understanding is interpreting the author's reason for expressing the message.

The activities, fluency practice, and the correlation to academic standards will also support teachers' efforts to actively engage students in skill preparation for state assessments.

Additionally, readers need to be able to express their learning in writing and speech. Expressiveness in both writing and speech are a critical element in 21st Century learning that students must be able to convey to others. This is extremely important when students are writing to persuade. Arguments must be supported with evidence and written in a manner that conveys a clear path.

Prep: The following materials will be helpful:
- pencils
- crayons or colored pencils
- scissors
- 8 ½ "x 11" copy paper for trifold pamphlets
- notecards or sentence strips for generating questions
- copies of the **Gigabytes of Disaster** for each student or group of students
- 9" x 12" construction sheets for the story maps and posters
- crafting foam for creating mouse pads
- die cuts or shape cutouts to reflect the individual parts of the story map (we've chosen computer based cutouts – use what works for your class)
- writing paper or notebook paper
- laminate 'medallion' reward cards that praise children and encourage them to share with one another when they see someone practicing safe Internet safety habits

Session 1
Session Specific Enduring Understandings
- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.

Session Specific Essential Questions
- Do you recognize illustrations within the story that aid in understanding the author's message and predicting events in the story?

Session Activity
Students should complete the pretest assessment to prepare for the initial introduction of the book and activities. Younger students or students with special language needs or other

educational needs may require the pretest be read aloud to them. (Included at the end of the lesson plan.)

Once the pre-test is completed, students should first do a picture walk through the text and generate a list of predictions and theories about the story. Be sure to give examples of how the students can use the illustrations to think critically about what the characters are trying to express.

Once the picture walk has taken place, discuss with the children the structure of the text. Due to the fact that this is literary rather than just informational, the children should recognize that there isn't a table of contents, glossary, or index. Instead they should recognize that it tells a story and is organized in paragraphs. There aren't chapters. The book is mostly dialogue. Be sure to discuss how there must be a paragraph change any time the speaker changes.

Session 2
<u>Session Specific Enduring Understandings</u>
- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.
- Students should be developing breadth of vocabulary and apply that knowledge to making sense of the text.
- Students should develop a working knowledge of syntax/language structure, semantics/meaning, and context clues to help in identifying the intended meaning of words and phrases used in a text.

<u>Session Specific Essential Questions</u>
- How can you recognize the message the author is trying to convey within the text?
- Does the author make a valid argument or case for the underlying theme, message, lesson, or moral?
- Do you recognize illustrations within the story that aid in understanding the plot and predicting events in the story?
- Can you use context clues to understand the meaning of the vocabulary in the story that is unfamiliar?

<u>Session Activity</u>
The illustrations are the focal point for each page and the text supports the illustration. Discuss the colors of the text and how the colors affect the mood of the text. Students should make predictions about the story based on the illustrations. Place the predictions on chart paper and save for a later discussion.

Discuss the vocabulary that was used in the text and the multiple meaning words that are especially important due to the context in which they are written.

tablet	laptop	ridiculous
viruses	oversized	oozed
worms	suspiciously	doused

frantically	acquainted	provider
lair	extending	scam
banned	personal	rescheduled
devices	cables	fiddling

Due to the complexity of some of these terms at the primary level, a word wall can be established with each of these words during the curriculum activities. Under each word place a QR code that students can scan with IPADs or Tablets to study the words. These can also be used as a center or exit activity. Three useful resources for creating free QR codes for this activity can be found at:

http://www.scholastic.com/teachers/top-teaching/2012/09/qr-codes-classroom
http://qrcode.kaywa.com
http://www.visualead.com

Session 3
Session Specific Enduring Understandings
- Students should understand that authors make intentional choices in an effort to stimulate a particular effect on the reader.
- Students should understand that making connections with a text involves thinking beyond the text and applying the information to comparisons, inferences, or synthesis of ideas.
- Students should use concise and precise language to present written responses to literature.
- Students should understand that speaking and listening are key elements to learning and expression of opinions.

Session Specific Essential Questions
- How can you recognize the message the author is trying to convey within the text?
- Do you recognize the importance of the message? Can you cite evidence within the story and within real world experiences that can back up the author's opinions?
- Are you able to express your own support of the message in a way that benefits others? Can you do it speaking aloud in a small group?
- Can you use technology to help you get the message out to others?

Session Activity
Brainstorm some additional Internet safety suggestions that your school or district promotes. This is especially important if the children are actively researching topics for study, using Internet based software applications, watching educational videos, or participating in online programs. Place this list on chart paper to go with the Internet safety suggestions from the Neon Tiki Tribe in the back of the text. Be sure to identify those safety rules that are important at home as well as at school. Students can work in small groups to create a video or podcast reviewing the story and emphasizing the Internet safety message that it conveys. A free download for this Audacity software can be found at audacity.en.softonic.com for creating the podcast.

Session 4
Session Specific Enduring Understandings

- Students should understand that use of technology includes rights and responsibilities that are necessary for the individual using it or sharing it.
- Students should understand that technology allows them to communicate, collaborate, and expand their knowledge of topics.

Session Specific Essential Questions
- How can you recognize the message the author is trying to convey within the text?
- Does the author make a valid argument or case for the underlying theme, message, lesson, or moral?
- Can you easily reflect on your own experiences regarding the author's message?
- Do you identify with any of the character relationships in the text?
- Do you recognize the importance of the message? Can you cite evidence within the story and within real world experiences that can back up the author's opinions?
- Are you able to express your own support of the message in a way that benefits others? Can you do it speaking aloud in a small group?

Session Activity
As an additional resource, www.brainpop.com has two 'free' lessons on Digital Etiquette' and 'Blogs'. They also have several really beneficial lessons on Internet Safety that are available if the school has a site license. There are quizzes online/paper versions, activities, and other materials available in support of these lessons on the site. Students can view these videos and complete the activities in small group, center, or individual work-stations.

Session 5
Session Specific Enduring Understandings
- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.
- Students should understand that illustrations can help establish meaning to text independently or in conjunction with context clues.
- Students should develop a working knowledge of syntax/language structure, semantics/meaning, and context clues to help in identifying the intended meaning of words and phrases used in a text.
- Students should understand that making predictions about text is a key element to synthesizing the information regarding the overall message of the text.
- Students should understand that making connections with a text involves thinking beyond the text and applying the information to comparisons, inferences, or synthesis of ideas.

Session Specific Essential Questions
- Do you recognize illustrations within the story that aid in understanding the message and predicting events in the story?
- Do you recognize the importance of the message?
- Did your predictions aid you in this process? Were they accurate?
- Are you able to retell the events in sequence?
- Can you create an advertisement on safe Internet practices?

Students should follow along as the story is read aloud today (you can do this or choose a student with an expressive oral fluency). Encourage them to think about the predictions they generated in session 2. Did they correctly predict the events in the story or the message? Did the illustrations give away the message?

Once the discussion is concluded, students should decide on the type of advertisement they wish to create as a safe Internet practices model for others.
- small flipbook for young children ages 4-6
- trifold pamphlet for any age child
- poster to hang near computers
- mouse pad with safety advice printed or illustrated on top

Session 6 and 7
Session Specific Enduring Understandings
- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.
- Students should understand that drawing conclusions about the lesson, moral, or message is an important element in gaining the author's perspective.
- Students should understand that being able to use references from texts provides the evidence necessary in application of ideas, making connections between text(s), and recognizing the connections between the text and self or text and word.
- Students should understand that authors make intentional choices in an effort to stimulate a particular effect on the reader.
- Students should understand that making connections with a text involves thinking beyond the text and applying the information to comparisons, inferences, or synthesis of ideas.
- Students should understand that writing demonstrates learning, expression, opinion, and connections between self and the text.
- Students should use concise and precise language to present written responses to literature.
- Students should understand that speaking and listening are key elements to learning and expression of opinions.
- Students should understand that persuasive writing requires evidence to support the argument.

Session Specific Essential Questions
- How can you recognize the message the author is trying to convey within the text?
- Does the author make a valid argument or case for the underlying theme, message, lesson, or moral?
- Can you easily reflect on your own experiences regarding the author's message?
- Do you recognize the importance of the message?
- Can you cite evidence within the story and within real world experiences that can back up or disagree with the author's opinions?
- Are you able to express your own opinion of the message in a way that benefits others?
- Can you write an argument with details that support your opinion in three to five paragraphs?

<u>Session Activity</u>
Using the message from **Gigabytes of Disaster** students should draft ideas for a 3-5 paragraph argument that supports the Internet safety message as it relates to their own experiences. Model good examples of a persuasive paragraph citing evidence would benefit the children at this point. The length of each paragraph is flexible as long as it adequately proves or disproves the message and provides sufficient evidence to support the argument. This may be an appropriate time to revisit the difference between fact and opinion and the kinds of words that are associated with opinions. Additional topics that would help improve student writing would include a short mini lesson on 'generalizations' and 'detailed sentences'. This will help the writing become more explicit.

Session 8 and 9
<u>Session Specific Enduring Understandings</u>
- Students should be developing breadth of vocabulary and apply that knowledge to making sense of the text.
- Students should develop a working knowledge of syntax/language structure, semantics/meaning, and context clues to help in identifying the intended meaning of words and phrases used in a text.
- Students should be able to read familiar text with expression.
- Students should be able to use self-correction when subsequent reading indicates an earlier misreading within the text.

<u>Session Specific Essential Questions</u>
- Are you able to read the text independently and with fewer than five mistakes?
- Can you read the text with expressiveness and diction?
- Are the other children around you able to understand the meaning of the story while you are reading aloud?
- Are you using the words and punctuation correctly in your oral reading?
- Are you keeping track of troublesome words?
- Can you role play and read dialogue in a reader's theater format?

<u>Session Activity</u>
Students will read aloud the story in pairs. In addition to already hearing the story once, they should be able to use their phonics skills to make connections if they come across difficult words. Be sure to have each student make a list of the troublesome words in a spelling notebook. Circulate between pairs to observe expressiveness, fluency, and cooperation. Small group instruction may be needed for those students requiring differentiation, so be prepared to join a group that may be experiencing difficulties. Students can also role play and present the book as a 'reader's theatre' in the classroom. This really allows them to take ownership of the story.

Session 10
<u>Session Specific Enduring Understandings</u>
- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.

- Students should understand that writing demonstrates learning, expression, opinion, and connections between self and the text.
- Students should use concise and precise language to present written responses to literature.
- Students should understand the importance of including relevant examples and details in the writing appropriate to the audience and task.
- Students should understand the correct uses of capitalization and punctuation in producing writing pieces.
- Students should be able to write a summary of events in sequential order in response to literature.

Session Specific Essential Questions
- Do you recognize the importance of the message?
- Can you create a summary of the events in the story?
- How can you use your knowledge of correct grammar, punctuation, capitalization, and writing conventions to self-edit your summary? Can you use those same skills with confidence to help a peer with their writing?

Session Activity
Explain to students that they will need to write a summary of the events (be sure to include a review on sequence of events or timelines) and be able to write that summary based on completion of a plot chart. An example of the plot chart is located in the figure section of the lesson plans. Modify or change the format to meet your classroom needs. Students with difficulties writing can be given the opportunity to write a comic strip version of the events in the story.

Sessions 11-14 – Students will participate in formative assessment activities as provided.

Session 15 – Students will complete summative assessment activities as provided.

Formative Assessment Activities – These are suggested activities, however, other activities can be adopted for the purpose of formative assessment based on the availability of materials and the needs of the student population.

The general formative assessment rubric can be modified to accommodate any changes to the activities (pick at least 4, although you can include all of them for extension activities):

- Students can create a trifold pamphlet or an Internet safety poster that gives specific recommendations and examples of Internet situations that children need to avoid. This would be a good opportunity for students to share ideas and work with a partner. In addition to specific situations on the poster, students should also provide examples of appropriate actions to take in the event that something happens while they are using the Internet.
- Students can orally present their pamphlets or posters to the class allowing them to express themselves verbally and artistically. Posters that exhibit the right message and tone might even be displayed in the school computer lab to encourage the children to always seek out the 'right' way to use technology.

- Students can create a flip book for use in sharing the message with children ages 4-6. Children are accessing technology and the Internet at a much younger age every year. Students can create a really basic and shorter version of the message about Internet safety for little ones to understand. This will give the older children the chance to express their ideas in writing and graphic illustrations. Encourage them to take the book and read it to younger brothers/sisters, pre-k or kindergarten classes, or to donate it to the school library for others to check out. This is a wonderful way to exhibit the children's hard work.
- Students can be part of the Tiki Support Team. They can use the coloring pages on the website www.neontikitribe.com and create posters for their favorite Tiki character. Once they've done this they can write a letter to the author suggesting another problem that the Tiki's could help them solve or a particular safety issue that concerns them.
- Students in primary grades have a unique perspective on leadership. Encourage students to practice good Internet safety habits and reward students with laminated medallions similar to Greg's medallion that the Ku Tiki were trying to steal. Allow students to keep or pass on the medallion to other students that they witness using good Internet safety habits as "Medallion Masters".
- Students can create an advertisement for Internet safety in the form of a cartoon or short video presentation. This can be done free-hand with illustrations or be created using software like https://www.moovly.com.
- Students will create a story map (see figures) of **Gigabytes of Disaster** and illustrate the key elements and message for the story. The Plot Chart shown in figures can help students with organizing ideas for this as well.
- Students will create Internet safety mouse pads for the classroom that reflect the most important safety rules students should use when researching, using software applications, or accessing the Internet. Crafting foam blanks are perfect for this activity.
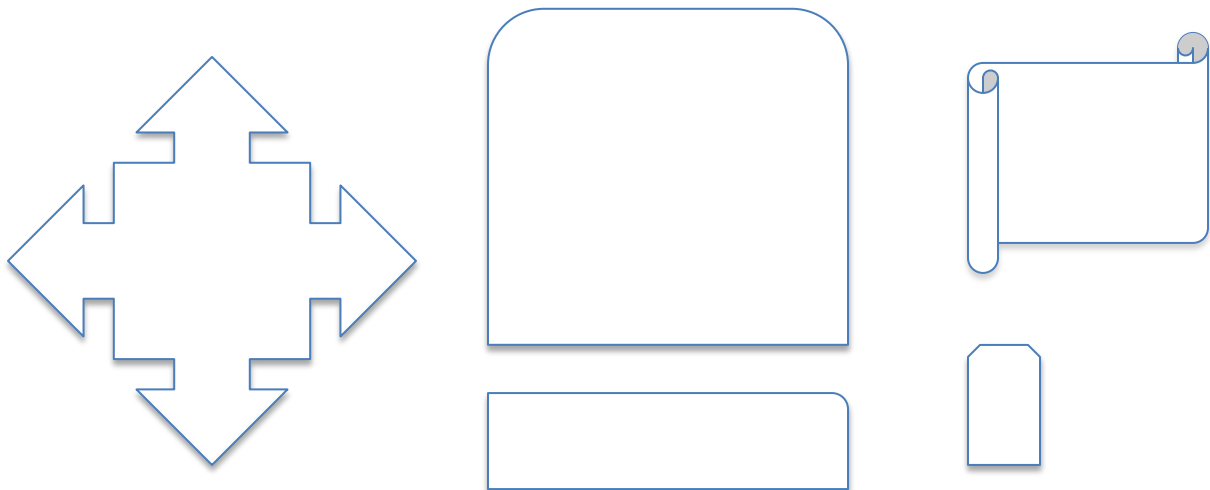
Formative Assessment Rubric

Assessment Name	Score – 0	Score – 1	Score -2	Score - 3
Activity 1	Student did not complete assignment or did not follow directions	Student attempted to follow directions / very little understanding	Student followed directions and showed good understanding of skill	Student showed complete understanding of skill / was able to explain their work in detail
Activity 2	Student did not complete assignment or did not follow directions	Student attempted to follow directions / very little understanding	Student followed directions and showed good understanding of skill	Student showed complete understanding of skill / was able to explain their work in detail
Activity 3	Student did not complete assignment or did not follow directions	Student attempted to follow directions / very little understanding	Student followed directions and showed good understanding of skill	Student showed complete understanding of skill / was able to explain their work in detail
Activity 4	Student did not complete assignment or did not follow directions	Student attempted to follow directions / very little understanding	Student followed directions and showed good understanding of skill	Student showed complete understanding of skill / was able to explain their work in detail
Extra Activity	Student did not complete assignment or did not follow directions	Student attempted to follow directions / very little understanding	Student followed directions and showed good understanding of skill	Student showed complete understanding of skill / was able to explain their work in detail

Figures

Plot Chart

Somebody – S	Who is the somebody in the story?	
Wanted – W	This character/group of characters wanted something. What was it?	
But - B	But something prevented the character(s) from getting what he or she wanted. What was it?	
Solved - S	So the character solved the problem to get what he or she wanted. How did the character solve the problem?	

Story Map Example – Allow the children to create their own versions of this. Make sure that the students include (Title, Author, Illustrator, Characters, Setting, and Message). Within the open spaces they can include speech clouds with key comments from the story by their favorite characters.

Summative Assessments
- Students should write a summary of the events of the story in either written form or comic strip form. (See rubric below)
- Students will write a persuasive argument that supports the message based on personal experiences or evidence from the text. The argument should be 3-5 paragraphs in length. (See rubric below)
- Students should complete the post-test to determine academic growth and overall progress related to the skills for the book.

Summary Rubric

Element	1 point	2 points	3 points	4 points
Topic / Focus	There is no clear focus.	There is a focus.	The writing has an introduction and includes a topic sentence.	The writing has a clear introduction and captures the reader's attention.
Content/ Development	Events are not stated in sequence.	The writing lists at least two events in sequence.	The writing provides most of the events in sequence and with details.	The writing provides all of the important events in sequence and with details.
Conclusion	There is no conclusion	There is a conclusion, but it does not summarize the events.	There is a conclusion and summary, but they are not complete.	The writing clearly states a valid summary within the conclusion and connects to the introduction.

Persuasive Argument Rubric

Element	1 point	2 points	3 points	4 points
Topic/Focus	No opinion is expressed.	There is an opinion stated.	The writing has an introduction and includes an opinion.	The writing has a clear introduction which includes an opinion and captures the reader's attention with a hook.
Content/ Development	Reasons are stated without details.	The writing clearly states reasons with at least one detail for each.	The writing provides reasons with at least two supporting details for each.	The writing provides at least three reasons with two supporting details for each.
Organization	Reasons are expressed but not in sequence or organized.	Reasons and details are expressed with the usage of at least two transition words.	The reasons and details are in a logical sequence and there are at least three correctly used transition words.	The reasons and details are in a logical sequence and there are more than three correctly used transition words.
Conclusion	Opinion is not restated in the conclusion.	The writer tries to restate an opinion.	The writing restates the opinion throughout the argument.	The writing clearly restates the opinion in different ways throughout.
Mechanics	There are many errors in grammar, punctuation, capitalization, and spelling. There is very little sentence variety.	The writing has no more than five errors in grammar, punctuation, capitalization, and spelling. It also has at least two types of sentences.	There are a variety of sentence types. There are no more than 3 errors in grammar, punctuation, and spelling.	There are a variety of sentence types. There are no errors in grammar, punctuation, capitalization, and spelling.

Pre/Post Assessment for Internet Safety: Gigabytes of Disaster
(First grade or students with special needs
may benefit from having this read to them orally.)

Name: _____   Circle one (Pretest   Post-test)

Concept/ Skills Questions
Place an x on the line before the correct answer.

1.   What is a persuasive story?

____   a. a story that usually ends with 'do this or else'
____   b. a story that provides some type of message and encourages action
____   c. a story that gives the reader permission to do something
____   d. a short story, that rhymes and gives examples of phonics rules

2.   Why does the author start a new paragraph when someone else is talking?

____   a. because the author doesn't want the conversation to continue
____   b. so that the reader can add in their own ideas for conversation
____   c. so that the reader understands that a different character is now talking
____   d. because the characters would get angry if the author didn't do it

3.   What type of figurative language is used in the passage below?

        Garmo lunged at Mowah, but couldn't see because of all the birds and fell
        Down. "Oomph!"

____   a. hyperbole
____   b. onomatopoeia
____   c. personification
____   d. metaphors

4.   What context clues could help you determine the meaning of 'doused' in the
        sentence below?
        Pyra frantically fanned herself, trying to dry out, but Tia doused her with a wave of
         water.

____   a. fanned herself
____   b. her with
____   c. frantically
____   d. wave of water

5. Why is it important to avoid giving out personal information on the Internet?

____ a. it could place you or your family in danger
____ b. the Internet is checking your spelling
____ c. you could win a prize in a contest
____ d. you might catch a cold or virus

6. Which word is NOT a verb?

____ a. sweepstakes
____ b. plotted
____ c. pretend
____ d. clicked

7. Which sentence is an exclamation?

____ a. "Grab the medallion," Braakus commanded.
____ b. A tangle of vines wrapped around Braakus.
____ c. "Take that!"
____ d. Hooka blew smoke into the house.

8. What is occurring when you read the statement below?
   Ding. Dong.

____ a. bullying or name calling
____ b. someone is eating a hostess snack cake
____ c. the clock is chiming
____ d. a door bell is ringing

9. What did Zeke mean when he asked Braakus if he wanted a hand?

____ a. he was sorry for what he had done
____ b. he was being sarcastic
____ c. he was trying to help him get up
____ d. he was pleased with the choices Braakus had made

10. What is a device?

____ a. a tool or a piece of technology
____ b. a ten sided pair of dice
____ c. a special book on computers
____ d. the lead singer in a music group

11.   What are you doing if you declare something?

____   a. making a change
____   b. glaring at someone
____   c. getting out the materials to bake
____   d. making a statement aloud

12.   What does the phrase 'cyber chaos' mean?

____   a. a type of taco
____   b. robot confusion
____   c. Internet confusion
____   d. space alien invasion

13.   What does the term 'measly' mean in the sentence below?

    "These measly vines can't hold me," grunted Braakus.

____   a. huge
____   b. long
____   c. thick
____   d. small

Short Response/Critical Thinking Questions
Write a sentence or two that correctly answers the question. (First grade or students with other needs may benefit from having this read to them orally.)

14.   What kinds of information are personal and should not be shared with others?

15.   Give some suggestions of things that you could do if you made a mistake and gave out personal information on the Internet.   Explain a situation (it can be a made up story) in detail.

16.   Why do you think it is important to get permission from a trustworthy adult before you give out any personal information? Give at least one example with details to support your answer.

Answers and Rubric (questions are worth 6 points each)

1.   b
2.   c
3.   b
4.   d
5.   a
6.   a
7.   c
8.   d
9.   b
10.   a
11.   d
12.   c
13.   d

Short Response / Critical Thinking
14.   name, age, address, phone number, school location
15.   get a responsible adult involved, turn off the computer, report it to a family member, contact a school official or teacher to help, contact the police
16.   personal information could put you in danger, adults know what personal information could put you at risk, adults understand the dangers of the Internet and they can teach you the appropriate time and place for giving out personal information

Rubric for written response of 14-16 (each question is worth 6 points)
- Response is written in 2-3 complete sentences with appropriate capitalization, punctuation, and spelling.   3 points
- Response gives key details or reasons that are listed.   3 points

Rubric for oral response of 14-16 (each question is worth 6 points)
- Response is given in clear words and structure.   3 points
- Response gives key details or reasons.   3 points