

MEDIA LITERACY ACTIVITIES

K-3

CORE IDEAS AND PRACTICES

INCLUDES

- Identifying the purpose of various media forms
- Creating media texts
- Reflecting on media literacy skills and strategies
- Thinking critically about media messages

chalkboard
publishing

Author: Demetra Turnbull
© 2012 Chalkboard Publishing Inc.
Media Literacy Activities Grades K–3
ISBN 978-1-77105-125-5

All rights reserved. Reproduction of activities for use in the classroom and not for commercial sale is permissible. Reproduction of these materials in any manner, in whole or in part, for an entire school or for a school system is strictly prohibited. No part of this publication may be transmitted, stored or recorded in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the publisher.

 This project is funded in part by the Government of Canada.

Contents

Introduction to Media	2	Rubric 2: Brilliant Brochure	111
What Is Media Literacy?	3	Rubric 3: Poster	111
Introducing Media	4	Rubric 4: Media Concepts	112
Examining Print Text Features	33	Media Concepts Class Evaluation	113
Examining Media Texts	35	Media Literacy Vocabulary	114
Creating Media Texts	61	How Am I Doing?	115
Graphic Organizers	106	Media Literacy Glossary	116
Achievement Awards	109	Answers to BLM Questions	119
Rubric 1: Oral Presentation	110		

Encouraging Topic Interest

Help students to develop an understanding and appreciation of different media concepts by encouraging them to bring in examples of media to create a class display. You may also wish to conduct and display class surveys on media topics, or to compare students' media preferences.

Vocabulary List

Students can use the **Media Literacy Vocabulary** blackline master to record new vocabulary or theme-related words. In addition, new and theme-related vocabulary can be listed on chart paper for students to refer to during writing activities. During each new activity, encourage students to suggest words to add to the list. Classify the word list into the categories of nouns, verbs, and adjectives.

Blackline Masters and Graphic Organizers

Use the blackline masters and graphic organizers in this book as appropriate for the level of your students. These reproducibles

can be used to present information, reinforce important media concepts, and to extend opportunities for learning. The graphic organizers will also help students focus on important ideas, and make direct comparisons.

Learning Logs

Keeping a learning log is an effective way for students to organize their thoughts and ideas about the social studies concepts presented. Students' learning logs also provide insight on what follow-up activities are needed to review and clarify concepts learned.

Learning logs can include the following types of entries:

- Teacher prompts
- Students' personal reflections
- Questions that arise
- Connections discovered
- Labeled diagrams and pictures

Rubrics and Checklists

Use the rubrics and checklists in this book to assess students' learning.

Introduction to Media

From an early age, children are exposed to all types of media including billboards, logos, brand names, Internet ads, and television- and movie-character merchandise. These images and the messages they carry can influence, and have an impact on, the minds of young children.



Understanding how to read and write media is a critical asset for children of this generation to learn. Young children need to build skills that will help them identify, assess, and critique information presented to them in various forms of media. In the early years, learning how to create media is a fun and engaging way to talk about the characteristics of media and its various forms.

Investigating big ideas through the use of media is a great way for students to get excited about learning and to stay engaged. In any subject area, aspects of media can be incorporated into classroom topics and discussions in interesting and engaging ways.



Making Sense of the World

As students learn to make sense of the world around them, they also learn to make meaningful connections to the media to which they are exposed. By using examples from their world—what is viewed, read, and listened to—students can learn to make sense of media in a way that is meaningful to them.

Parents can help their children learn about media. Talking about media at home helps children recognize various media forms, such as an advertisement, a cartoon, or a website. This is a first step toward making children aware of the types of media around them and the many ways that media is presented. Parents and teachers need to work together to help children become aware of, and critical of, the things they learn, read, and play with.

This resource explores how to teach media in the classroom, and how to recognize it in the real world. Through activities such as creating media, deconstructing media, and reading and writing media texts, *Media Literacy Activities K–3* helps students build essential skills and knowledge to succeed in the 21st century.



What Is Media Literacy?

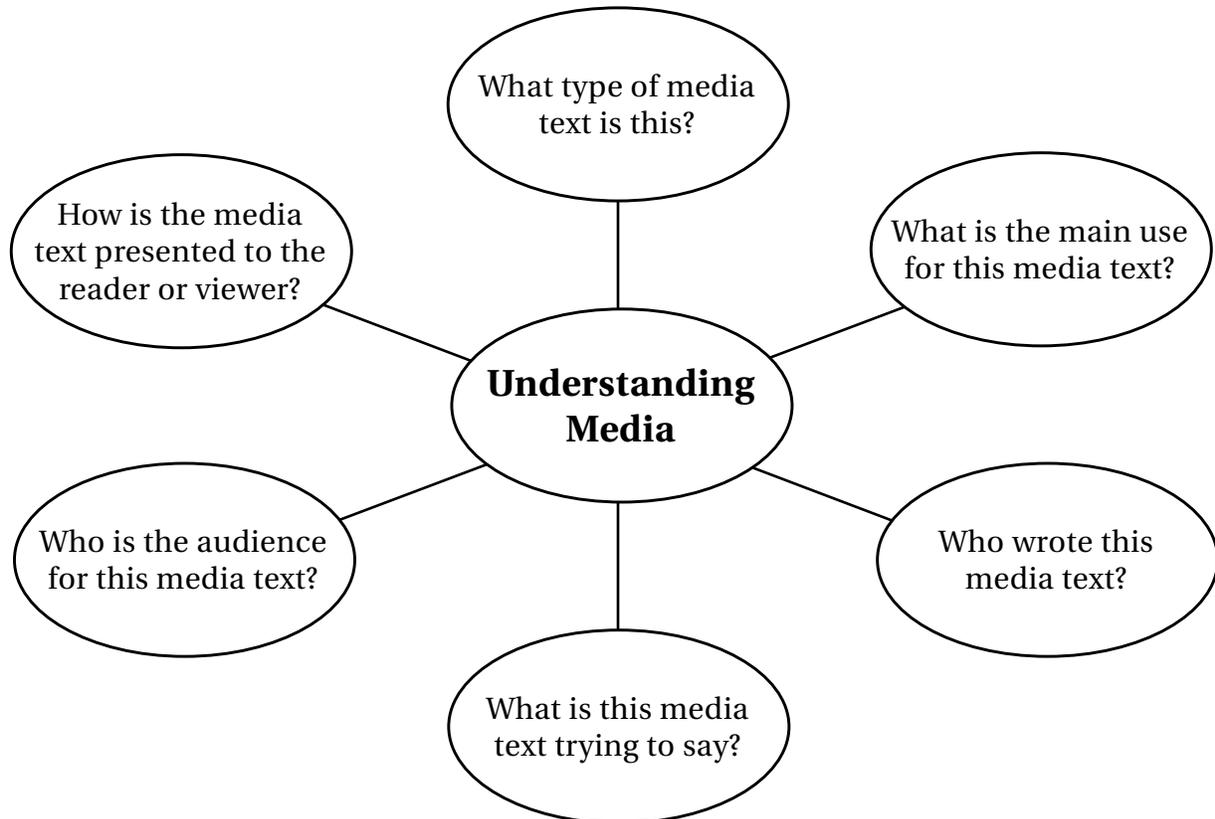
Background Information

Definitions of *media literacy* vary widely and often include the following abilities:

- To understand and interpret media texts
- To identify a variety of media forms
- To recognize techniques used in media texts and understand the impacts of these techniques
- To communicate effectively using a variety of media forms

Critical thinking skills are a key part of media literacy. Students learn to become critical media “consumers” and effective media creators by actively questioning media texts. Students will also understand the influence media texts have on various individuals and groups, as well as society.

Media literacy is a learned skill that requires consistent opportunities to practice. The questions below can be used for any type of media text examined.



Introducing Media

Background Information

Media: Usually used to collectively refer to the most common forms of mass communication, including television, radio, newspapers, and the Internet.

Media form: The form used to communicate a message. Media forms include print forms such as a novel or brochure, and a wide variety of non-print forms as a blog, movie, podcast, television news broadcast, and product packaging.

Print media: This term is sometimes defined as any media text that is produced on paper, often through the use of a printing press. However, there are many other examples of print media, including a transparency, a blimp with a company logo, and texts that are handwritten or printed from a computer. A print media text does not always contain words. For example, a photograph printed on paper is a print media text.

Digital media: Electronic devices and media platforms on which people can create and store media texts, and interact with other people, the device, or the actual application. Digital media includes computers, cell phones, digital cameras, the Internet, social networking websites, and video games. Digital media texts may include sound, still images, animations, photographs, and video.

Media text: Any text, image, sound, or visual representation (or any combination of two or more of these) used to communicate a message. Note that while many media texts do contain spoken or written words, some do not; for example, a photograph and a painting are each considered to be a media text.

Media text features: Characteristics of a text that clarify the text, including fonts, headings, and illustrations.

Media conventions and techniques: Creating specific effects using images and sounds to convey the message in a text. Examples of effects include using animation, color, logos, special effects, and more.

Introducing Media—Activity Ideas

I Read, Look At, Watch, and Listen To...

1. Ask students to look around the room and identify anything in the room that they read, look at, watch, or listen to. They might identify such things as books, charts, photographs, drawings, magazine pictures, computer games, television, or CD player. For devices such as a television, ask students to identify how they use the device. For example, students might say they use the television to watch movies and children’s shows. Keep track of responses on the board. Expand the list to include anything that they read, looked at, watched, or listened to since they got up in the morning. For example, students might mention cereal boxes, street signs, or comic books. Record all examples.
2. On the board, print the headings “Words,” “Pictures,” and “Sounds.” Ask students to categorize under these headings the items from their list in the activity above. They will soon realize that many are a combination of two or more. Add headings as needed. For example, you might add the headings “Words and pictures,” or “Pictures and sounds.” Explain that media is anything we read, look at, watch, or listen to. Encourage students to give examples of other types of media they know. Add their examples as students discover more.

Identifying Media Forms

1. In a whole-group setting, display examples of media such as a newspaper, magazine, DVD, brochure, menu, print advertisement, sign, and an open Internet site for students to view.
2. Display items one at a time to students and ask, “What is this?” When necessary, rephrase students’ responses to focus on the fact that it is an example of media. For example, if a student says, “That is an ad for cereal,” respond with, “Yes, this is an example of media.” After students have responded to all the items, confirm with them that they have been identifying examples of media.
3. Reinforce that media is all things they read, look at, watch, and listen to. Also reinforce that all media give some type of message with a purpose. Revisit each item and record students’ responses on chart paper as the following questions are asked:
 - What is this called?
 - How do we know this is media? Is it something we read, look at, watch, or listen to?
 - What is the message?

My Media Book

For younger students, use **BLM 12: My Media Book**. Have students cut out the pages and put them in numerical order. Check the order before stapling the books for students. Read each page of the book with students, or invite individual students to read a page each. After you read the related media page, you might wish to ask students to share with the class the name of their favorite book, song, etc. Students may also use the back of each page of the booklet to list their favorite examples.

Media Walk

1. As a class, walk around your school and neighborhood. Make a list of all the media forms spotted. These might include community signs, billboards, displays, posters, books, etc. Talk about how each of these media examples gives a message.
2. Next, provide students with magazines, sale ads, and advertisements. Have students cut out pictures to create a media forms collage using **BLM 13: Media Collage**.

Messages Without Words

Help students recognize that messages can be communicated without using words, such as through symbols and photographs. Give opportunities for students to look at a variety of symbols and associate a message. In addition, show students several photographs and ask them to explain what they perceive the message to be. Brainstorm a list of reasons of why people take photographs and why we have symbols around the community.

What Is Digital Media?

1. As a class, brainstorm a list of commonly used digital media devices, such as laptops, mobile phones, tablets, touchscreen music players, etc. You may also wish to include digital media storage devices, such as external hard drives, flash drives, portable music players, CDs, and DVDs.
2. Review with students the list of digital devices created in the last step. If students have created an extensive list, choose a few items to focus on. For each item, ask the following questions:
 - In what way can you share your ideas with other people using this device?
 - Do you have any experience using this device?
 - What do you think would happen if a person did not have this device?
 - How often do you read a story on the computer? What is an ebook?
 - Do you prefer reading a story as an ebook or a regular book? Why?

Exploring Online Media

In this ever-changing world, it is essential for children to become media savvy and familiar with online media. As children are introduced to the Internet, usually by a family member or caregiver, they begin to master navigating skills and become more independent. Children can visit websites related to their favorite toys, television shows, books, music, and movies. They can play games online that may include a virtual world where they can communicate with other children. The Internet allows access to great child-friendly learning games and educational websites. However, students must learn the basics of Internet safety and how to protect themselves.

As an introduction, ask students if the Internet is a real place. Explore students' reasoning for their answers. Then make sure students understand that the Internet is not a real place—not like a farm or a library that people can visit. Yet, the Internet is made up of billions of people who can connect with each other through computers even though they are not in the same place.

As a whole group, further explore the Internet with students. Ask students to suggest ways other people or they at home use the Internet. Students may suggest downloading and listening to music, watching videos, visiting favorite sites, or emailing people. Review how to navigate the computer and reinforce proper vocabulary such as *search engine*. You may also wish to ask students the following questions:

- Who do you go online with? Are you allowed to go online by yourself?
- What types of things do you like to do online?
- Can you go online whenever you want to, or are there rules?
- What video games do you like to play? Why?
- Would you rather play with toys, or would you rather play a video game online? Why?

Staying Safe Online

It is essential for students to learn how to go online safely. As a class, brainstorm a list of rules that students follow when they go somewhere. Start with examples such as a school field trip or going to the store with their family. Emphasize that these rules help to keep students safe. Then talk about how they are also visiting places when they go on the Internet, so they need to follow rules to stay safe. Stress the following rules:

1. Only visit websites that an adult says are safe.
2. Only visit a website with permission from an adult.
3. Do not talk to strangers online!

Sending Messages

1. Brainstorm with students the different ways people send and receive messages. Students may suggest writing notes and sticky notes, mailing letters and cards, making phone calls, creating and posting signs, instant messaging, and sending emails and text messages.
2. Inform students that email is a way for people to send each other messages through the Internet. Email travels from the computer of the person who sent it, through the Internet, to the computer of the person who they sent it to. Email and text messages are similar, but text messages are always very short whereas emails can be a lot longer. Text messaging generally consists of short messages with abbreviated words such as “LOL” for “Laughing Out Loud,” “u” for “you,” and “G2G” for “Got to Go.” Because text messages must be short, the language is abbreviated to save space.
3. Ask students the following questions to find out what they know about email:
 - Have you ever sent anyone an email? What did you like or not like about sending an email?
 - Have you ever received an email? What did you like or not like about receiving and reading an email?
 - What are some of the reasons people might want to send emails?
 - Do you think email is faster or slower than mailing a letter through the post office? Why?
 - Have you ever seen anyone send a text message?
 - Are the same devices used to send text messages and emails? What devices are used for each?

Media Form Riddle Cards

1. Have students work with a partner to play a game that tests their knowledge of media forms. Have students cut out the cards on **BLM 14: Media Form Riddle Cards**.
2. Partner A chooses one card and reads the clues aloud to Partner B. Partner B then tries to guess the media form from the clues provided. Partner A checks the answer at the bottom of the card, and says whether the guess is correct or incorrect. If Partner B guessed incorrectly, they are allowed one more guess. If their second guess is incorrect, students then switch roles and Partner B chooses the next clue card to read to Partner A.
3. Students keep choosing new cards and guessing until all the cards are finished.

Media Forms Word Search

T	P	O	S	T	E	R	W	E	C
B	I	L	L	B	O	A	R	D	O
E	A	S	T	B	O	O	K	W	M
M	D	O	S	I	G	N	A	E	M
A	W	N	S	M	E	N	U	B	E
P	S	G	C	O	M	I	C	S	R
P	I	C	T	U	R	E	T	I	C
M	A	G	A	Z	I	N	E	T	I
E	C	A	R	D	A	S	T	E	A
N	E	W	S	P	A	P	E	R	L

sign
comic
poster
menu

book
map
website
picture

ad
song
card
newspaper

magazine
commercial
billboard

GET EVEN MORE!

Access thousands of activities and student pages just like these with a Chalkboard digital subscription!

Chalkboard engages students and inspires a love of learning with

- 100% **American** curriculum-based content (featuring **American** spelling and grammar!)
 - A variety of materials that cover core, foundational and supplementary k-6 subjects and concepts
 - Instant access to thousands of resources on all devices. All you have to do is print and teach
 - High-quality learning materials, how-to's, tips and tricks, graphic organizers, and student success criteria
 - Illustrations, word games and hands-on activities, students are able to learn concepts and practice skills while having fun
-

Visit www.chalkboardpublishing.com to learn more or to get started!