

LESSON 1: Awareness of TV Watched Yesterday

ESTIMATED TIME: 35-45 MINUTES

OBJECTIVE

- Students will become aware of how much television they watch.
- Students will create a graph to see how much time the class spends watching television. (At the end of the year students will reflect upon this graph and look for reductions in TV viewing.)

LESSON OVERVIEW

- Students decipher word scramble.
- Students calculate the amount of TV they watched yesterday.
- Students create graph of the time the class spent watching television.
- Students discuss graph and viewing habits.

MATERIALS NEEDED

- *How Much TV Did I Watch Yesterday?* worksheet: 1 per student
- Sticker dots (cut into halves): 10 halves per student
- 2" x 3" colored rectangular labels: 1 per student
- *How Much TV Are We Watching?* graph: 1 per class



This lesson involves several mathematical concepts, including fractions and graphs. If desired, you can expand this lesson to include more detailed explanations of these concepts, and use television examples in your regular math instruction.

Parent Newsletter

Distribute Issue One of the *SMART Kids*, *SMART Families* Newsletter this week. Newsletter master is at the back of this lesson and on the accompanying CD-Rom. Copy "front to back" on colored paper and fold in half.

PROCEDURE

Step 1: Students Decipher Word Scramble

- Write the following word scramble on the board:

NEEVOSITIL

- **Ask Students:** Who can tell us what this scrambled word is?

Examples/Prompts:

- It runs on electricity.
- Almost every house has one.
- It is shaped like a box.

Allow students to respond. [Note: The answer is TELEVISION]

- **Tell Students:** Throughout the year we will be learning how television, VCR, DVD and video and computer game use affect our lives. First, we're going to figure out how much time we spend watching television.

Step 2: Students Learn to Count Hours of TV Watched

- **Ask Students:** Who knows how much time you spend in front of the TV everyday? Do you think you spend a lot of time watching television? Do any of your parents limit the amount of time you spend in front of the TV?

Allow several students to share their responses.

- **Ask Students:** Do you know how long most television shows last? Do you know the difference between a show that lasts an hour and a show that lasts half an hour?

If some students understand the difference between a show that lasts an hour and a show that lasts half an hour, ask them to explain and give examples to their classmates. For example, most cartoons and animated shows are half an hour. Be careful not to let the class get off track discussing their favorite TV shows.

[Note to Teacher: This exercise involves students recalling the amount of television they watched the day before the lesson. Therefore, try to hold the lesson following a day you feel is representative of their average viewing habits. For example, don't hold the lesson the day after Halloween, when many children will have been busy outside of the house.]

Tell Students: In a minute you are going to record the TV shows you watched yesterday on a worksheet and place sticker dots next to the name of the show depending on how long it lasts. It's a lot like telling time on a clock. If a show lasts half an hour, you will put half a sticker on your worksheet. If a show lasts an hour, you will put together two half stickers to form a whole sticker.

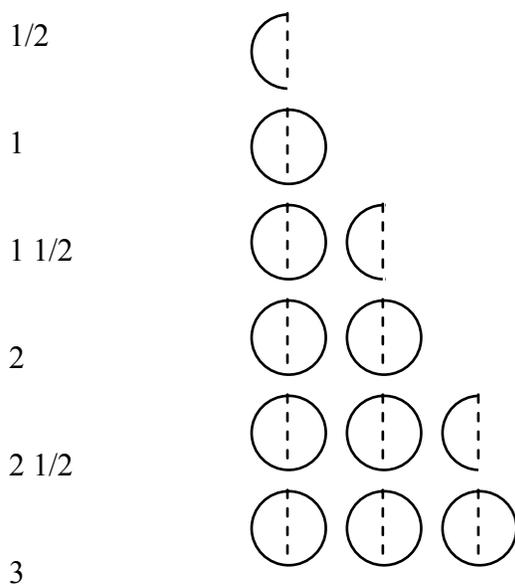
- **Ask Students:** First, who would like to share with the class a TV program they watched yesterday so we can do an example together on the board?

Examples/Prompts:

- Did you watch TV before school yesterday?
- Is there a show you watch every day?
- Did you turn on the television when you got home from school?
- What about shows you may have watched with your family during or after dinner?

As a class, determine the length of each show mentioned. For a half-hour show, draw a half circle on the board and label it 1/2. For a one hour show, draw a full circle on the board and label it 1. Continue to add half circles as the class counts together out loud.

Example:



Step 3: Students Complete *How Much TV Did I Watch Yesterday?*

- **Tell Students:** Now that you know how to count by halves, you can figure out how much television you watched yesterday.

Distribute the *How Much TV Did I Watch Yesterday?* worksheet and the sticker dots (cut into halves).

- **Tell Students:** As you list the shows you watched on the TV yesterday, add the sticker dots to your worksheet. For each show that was half an hour, add one half sticker to the paper. If you watched a one hour show yesterday, put two half stickers together to form a circle, which represents one hour.
- **Tell Students:** Once you have finished adding the stickers to your worksheet, count how many complete circles you have formed. If there is one half sticker left over, your number will be however many complete circles plus one half. Write your total number in the space on the bottom of your worksheet.

Step 4: Students Create *How Much TV Are We Watching?* Graph

- **Ask Students:** Now we're going to make a graph to see how much TV the whole class watches. Can someone explain to the rest of the class what a graph is?

Allow students to respond.

- **Tell Students:** A graph is a picture for numbers. We use graphs to help us understand groups of numbers. What we are going to do is this: each of you will write your total amount of TV viewing time on a rectangular sticker. This is the number that you just figured out and wrote on the bottom of your worksheet. Then, when we put all the stickers on the graph, we'll be able to see how much TV the whole class watched yesterday.

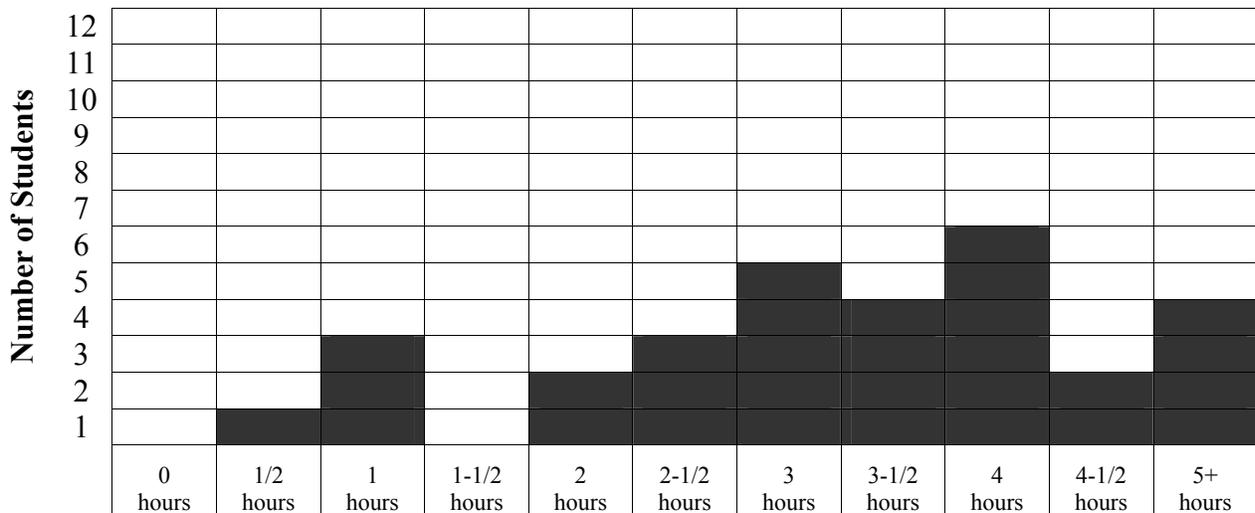
Distribute the rectangular labels. Instruct students to write on the label the total number of hours watched from their worksheet.

- **Tell Students:** Each column of the graph represents how much time you spent watching TV yesterday. Place your sticker in the appropriate column. For example, if you watched 2 hours of TV yesterday, you would place your label in the column that says 2 hours.

Have students come to the front of the classroom in groups to place their labels on the graph.

Example:

As a Class We Watched ___ Hours of TV



TIME SPENT WATCHING TV

Step 5: Students Discuss Graph Results

- **Ask Students:** What does this graph show about how much television we watch as a class?

Examples/Prompts:

- What was the least amount of TV one of you watched yesterday?
 - What was the greatest amount of TV one of you watched yesterday?
 - How much time did most students in this class spend watching TV?
 - Did anyone watch more than 5 hours of television yesterday?
 - Do you know how many hours the class spent watching television yesterday?
 - How many of you didn't watch any television yesterday?
- **Tell Students:** As a class we watched a total of ___ hours of television [add the number of students per column, multiply by the hour value of the column and then sum the total of all columns]. That's a lot of time to spend in front of the TV! We are going to record this total amount on the graph and compare it with the amount of TV we watch at the end of the school year.

Be sure to save the graph for future use in Lesson 14.

How to Create It

ITEM DESCRIPTION: *How Much TV Are We Watching* Grid

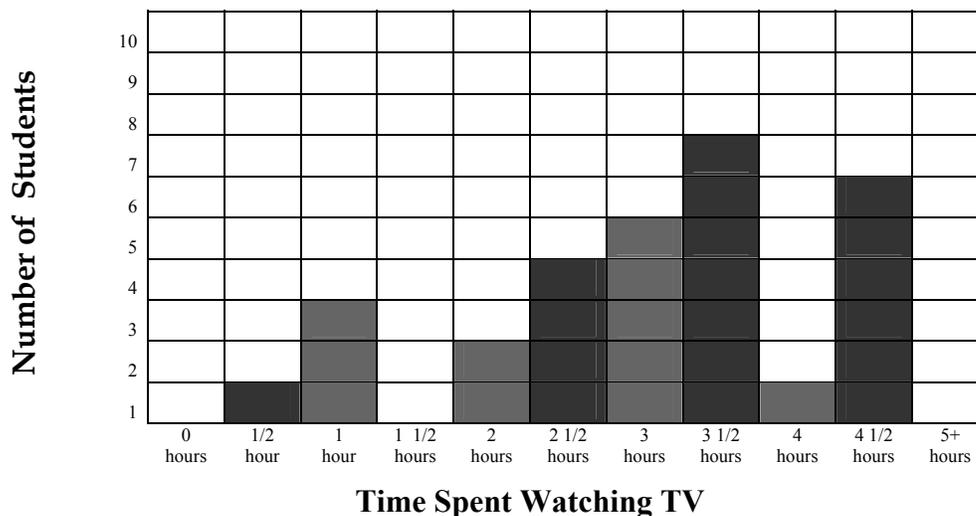
MATERIALS:

- 20" x 30" (approx.) poster board, chart paper or butcher paper
- Dark colored felt tip marker
- Yard stick or straight edge

PROCEDURE:

1. Draw a grid like the one in the diagram below. It should have 11 columns, each measuring 2 1/2 inches wide, and it should have at least 10 rows, each 1 1/4 inches high, but this number can vary depending on your class size. [Essentially, there should be enough space in a column to accommodate the number of students watching that particular amount of time.]

As a Class We Watched ____ Hours of TV



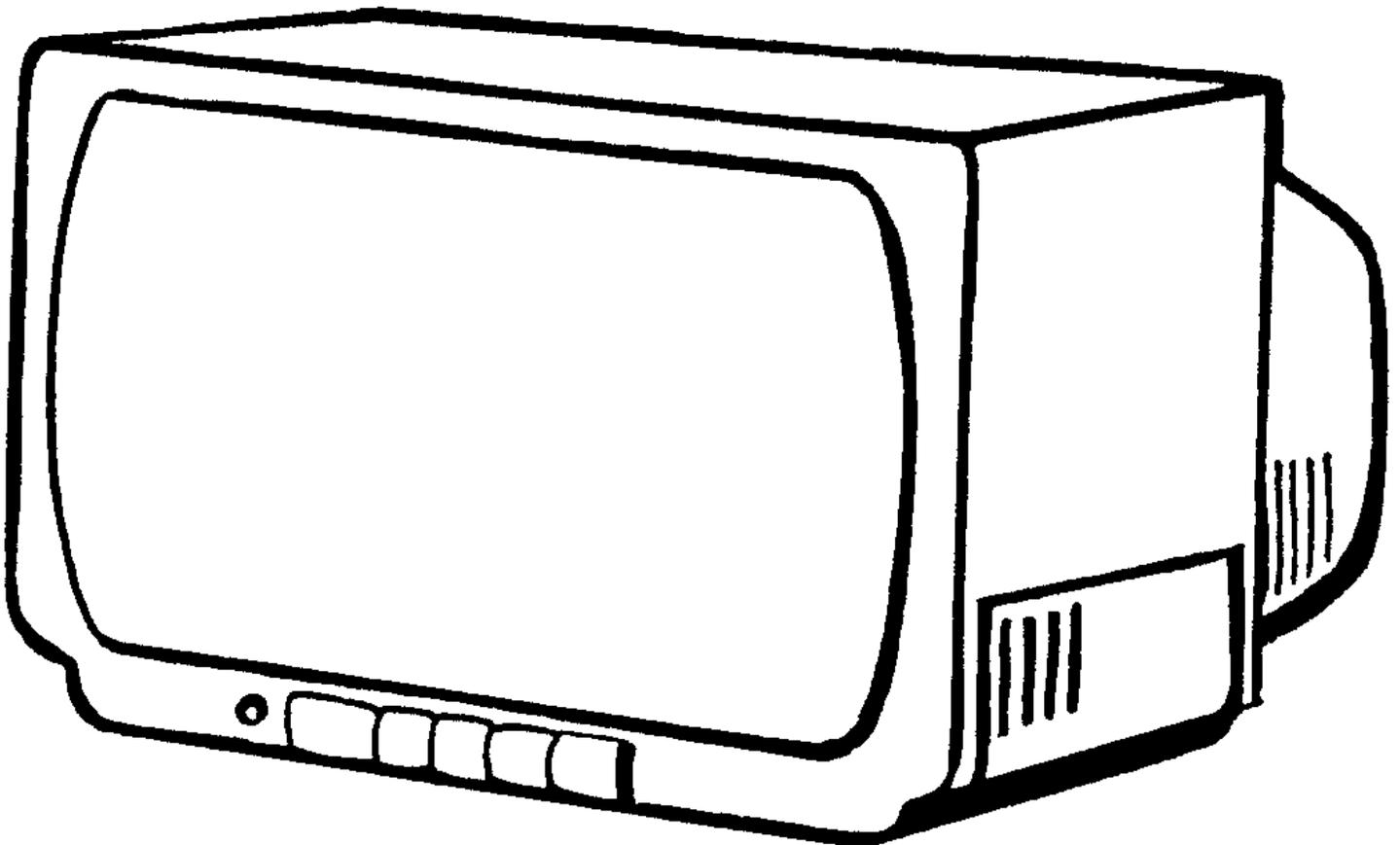
2. Label the vertical axis "Number of Students."
3. Below each column write 1/2 hour blocks of time beginning with 0 hours and continuing up through 5+ hours.
4. Label the horizontal axis "Time Spent Watching TV."

Name: _____

HOW MUCH TV DID I WATCH YESTERDAY?

Step 1:◎ Write down the television shows you watched yesterday on the TV screen below.
◎ ◎

Step 2:◎ Stick half circle dots for every half hour of TV you watched yesterday.
◎ ◎ For example, if you watched a cartoon show that lasted half an hour,
◎ ◎ stick a half circle dot next to the name of the cartoon show.



Count how many circles are in the TV screen. Write that number here:

This is how many hours of TV you watched yesterday.