

# LESSON TWELVE

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**OBJECTIVE 3: STAYING IN CONTROL**

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## LESSON 12: Rose and Too Much TV

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### OBJECTIVE

- Students will recognize some of the negative effects of excessive TV viewing.

### COMMON CORE STATE STANDARDS

- ENGLISH LANGUAGE ARTS
  - \* **CCSS.2.RL.3** Describe how characters in a story respond to major events and challenges.
  - \* **CCSS.2.RL.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

### LESSON OVERVIEW

- Students listen to the story and engage in a class discussion.
- Students complete a Cause and Effect chart.

### MATERIALS NEEDED

- Book: *Rose and Too Much TV* Early Elementary Version (Found in Lesson 11)
- Cause and Effect chart Worksheet 12.2: 1 per student



### Family Newsletter

Distribute Issue Four of the *Take the Challenge* \* *Take Charge* Family Newsletter.

## PROCEDURE

### Step 12.1: Book Reading and Discussion

#### \*CCSS.2.RL.3

Teacher's Note: It may be helpful to bookmark or sticky note pages that you want to discuss in advance.

#### Before Reading:

- **Tell Students:** Today we will read more about Rose and her problem with the TV.
- **Ask Students:** Tell me what we've read about so far in our story *Rose and Too Much TV*? Call on volunteers to predict what they think will happen next in the story.
- **Tell Students:** You have some good ideas. Let's read the book to check your predictions.

#### During Reading: Start on page 8 and read only through page 29

- **Ask Students:** What are some of the ways we see Rose changing?  
What is causing the changes?

#### After Reading:

- **Ask Students:** In what ways are you like Rose?

### Step 12.2: Picture Walk with Cause and Effect Chart

Distribute the Cause and Effect chart Worksheet 12.2 to students. Discuss the two things written in the cause sections of the chart. Today we will just be looking for the effects of the first cause (too much TV). As you review the pictures and story, instruct the students to fill in the effect sections of the chart. They should be able to come up with at least three effects of too much TV.

### Step 12.3: Finish the Story

#### \*CCSS.2.RL.5

#### Before Reading:

- **Tell Students:** Now we will finish *Rose and Too Much TV*.

Briefly review the events of the story up to this point.

- **Ask Students:** What do you think will happen in the story next?

Allow students to respond.

- **Tell Students:** You have some good ideas. Let's finish the book to check your prediction.

**During Reading: Start on page 28 and finish the book**

- **Ask Students:** In what ways is Rose’s TV Turn-off like the one that you did earlier in the year?

**After Reading:**

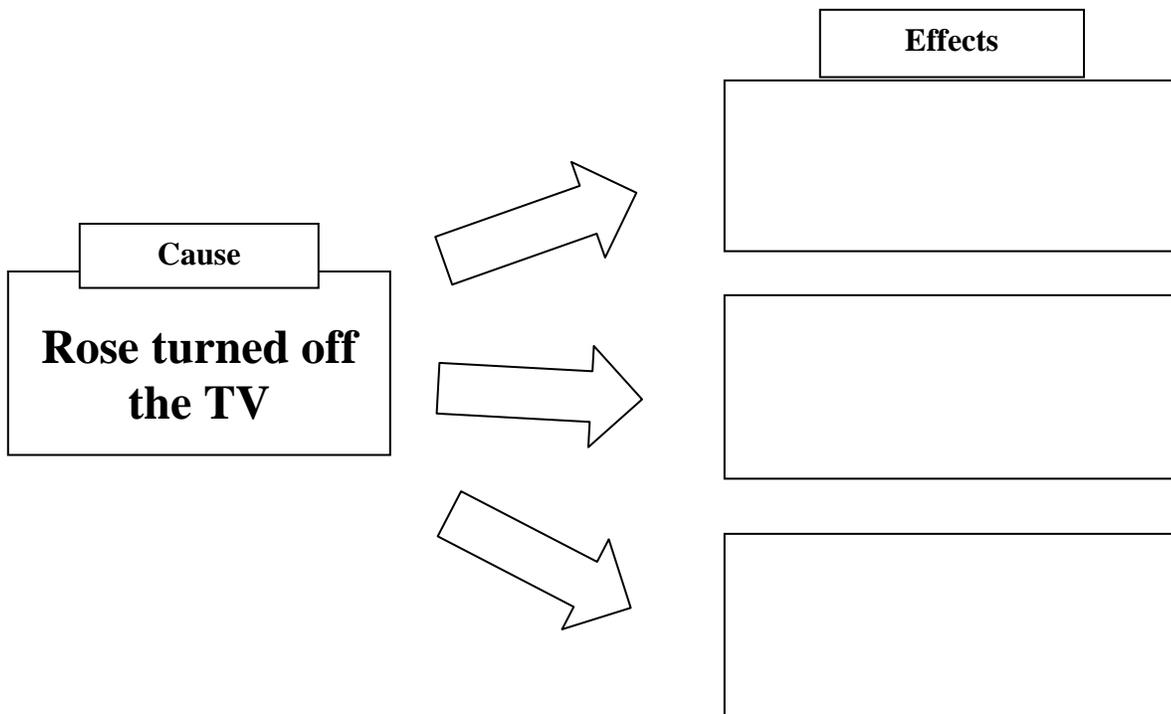
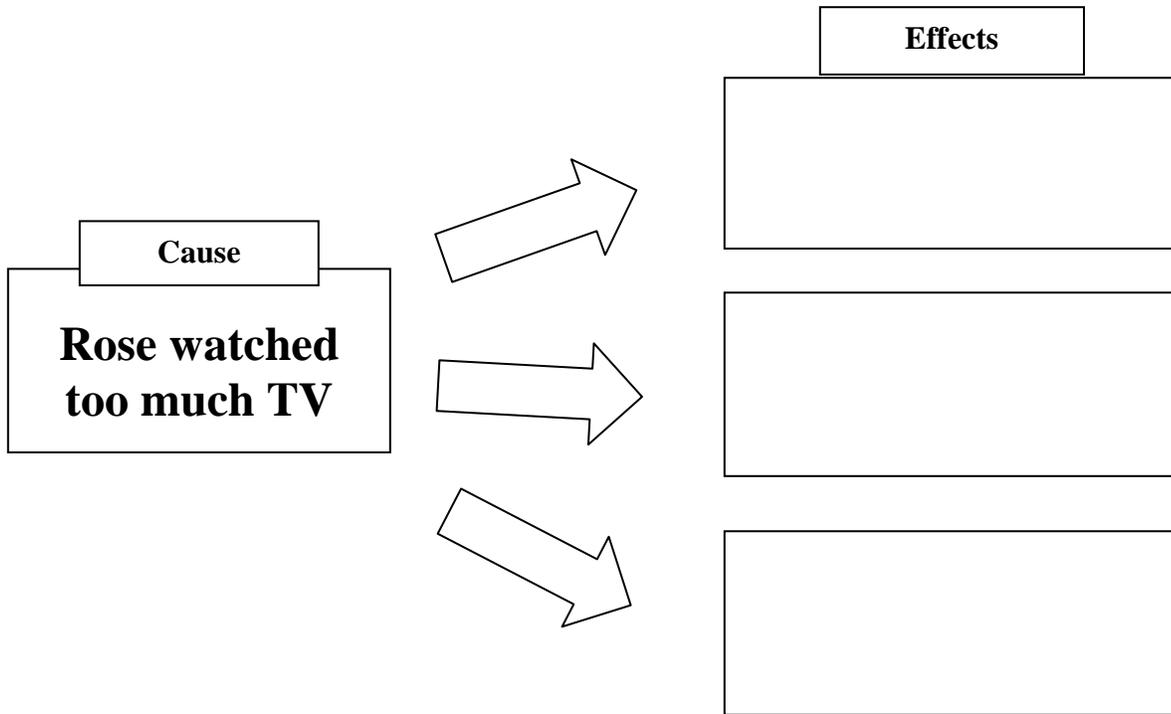
- **Ask Students:** What happened to Rose after she turned off her TV?

**Step 12.4 Complete the Cause and Effect Chart**

Students are now ready to fill in the effects for the second cause “*Rose turned off the TV*”.

Teacher’s Note: Save the completed Cause and Effect worksheets. They will be used in Lesson 13.

## Cause and Effect Chart





## Family Newsletter - Issue Four

### CONGRATULATIONS!

The *Take the Challenge \*Take Charge* program has been a great success both in and out of the classroom. Thanks to all the families and students who have worked hard this year to spend less time using screens; we hope you found that budgeting screen time left room in your day for the many rewarding and beneficial activities life can offer. We encourage you to continue budgeting your screen time.

It would be pretty unrealistic to throw the television and video games out the window. What would be realistic is to figure out where screens fit into your family's life and turn them on then -- and only then.

Because it is easy to fall back into old habits, sticking to a screen budget requires careful time management skills and self-control. Planned screen-use and screen budgeting go hand-in-hand. The idea is to actively plan when and how your family will use screens.

You can help your child stick to the weekly budget by working together to plan his/her screen use.

Some suggestions include:

- designating certain times throughout the day when screens should be turned off such as meal time or in the evening before homework has been finished.
- helping your child choose video games and television shows that are appropriate and worthwhile.
- making a visual schedule to show selected screen activities.

Planning a budget can have short and long term benefits. Since screen time is planned each week, there isn't time for your child to "zone out" in front of screens. Instead, your child will learn to use screens with a purpose. You can share your values and interests with your child by guiding him/her toward programs and video games you like and support. Asking your child to create a visual schedule will give him/her experience with time management. This sort of planning skill will be useful throughout your child's life.

Remember to turn screens off and turn life on!!

### Noteworthy News



- ✓ A steady diet of violent content over time creates a culture that tells kids that violence is the accepted way we solve our problems.
- ✓ Not every child who watches a lot of violence or plays a lot of violent games will grow up to be violent. Other forces must converge. But just as every cigarette increases the chance that someday you will get lung cancer, every exposure to violence increases the chances that someday a child will behave more violently than they otherwise would.