

# LESSON THREE

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**OBJECTIVE 1: RAISING AWARENESS OF SCREEN USE**

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## LESSON 3: Screens Displace Fun Activities

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### OBJECTIVE

- Students will realize there are other activities they enjoy besides screen viewing.
- Students will become aware of some of the negative effects of screen viewing.
- Students will use a four-square to write a paragraph.

### COMMON CORE STATE STANDARDS

- ENGLISH LANGUAGE ARTS
  - \* **CCSS.3.W.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.
  - \* **CCSS.3.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - \* **CCSS.3.W.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

### LESSON OVERVIEW

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| <ul style="list-style-type: none"><li>• Students discuss activities they enjoy.</li><li>• Students discuss negative effects of excessive screen viewing.</li><li>• Students write a paragraph using a 4-square map.</li></ul> |
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### MATERIALS NEEDED

- Tag board or poster board (titled *“Things We Enjoy”*): 1 per class (Save this chart for lesson 6)
- Tag board or poster board (titled *“Negative Effects of Too Much Screen Use”*): 1 per class
- Four-square worksheet 3.3 (overhead)
- Four-square worksheet 3.3: 1 per student

## PROCEDURE

### Step 3.1: Students Discuss Activities They Enjoy

- **Tell Students:** Today we are going to talk about what we like to do for fun. As we share our examples we're going to write them on a chart.



*Pair-share: If desired, instead of brainstorming as a class, have students divide up into pairs to share ideas with each other. Then review student ideas as a class.*

- **Ask Students:** Who wants to share a fun time they have had in the past?

*Examples/Prompts:*

- Where is your favorite place to go? Maybe someone's house or a vacation spot?
- What do you like to do with your best friend?
- What things do you like to do with your family during the weekend?

Write some of the students' ideas on the tagboard you labeled *Things We Enjoy*.

- **Ask Students:** As you can see on this chart, there are a lot of fun things we like to do with our time. Notice that watching TV came up very little or not at all.

Teacher's Note: Comment only if true of your class. If television was mentioned, be sure to highlight all of the other activities that came up. From this list we can see that what we enjoy most are activities that do not involve watching TV.

### Step 3.2: Students Discuss Negative Effects of Too Much Screen Use

- **Ask Students:** How do you think using screens may affect someone's mind and body?

Allow students to respond.

*Examples/Prompts:*

- Watching TV may make a person boring, since people aren't thinking much when they are watching television.
- A person who watches a lot of TV may not be as healthy as someone who doesn't because they spend less time playing outside.
- Using a lot of screens might make someone get bad grades.

Write some of the students' ideas on the tagboard you labeled *Negative Effects of Too Much Screen Use*.

- **Tell Students:** Some programs on TV are fun or educational to watch. Even though there are some fun and educational programs, people can still watch too much TV.
- **Tell Students:** We're learning a lot about screens! We've identified how much time we spend in front of screens and also some reasons why it's not good.

### Step 3.3: Students Will Write A Paragraph Using The Four-Square Strategy

\*CCSS.3.W.1, CCSS.3.W.2 & CCSS.3.W.4

- **Tell Students:** Today we're going to use a four-square graphic organizer to help us write a paragraph using the **Negative Effects of Too Much Screen Use** chart.

Distribute Worksheet 3.3.

Teacher's Note: In the four-square writing method students are taught to organize their thoughts using a graphic organizer. Use the overhead and model as you complete each step of the 4-square.

- **Tell Students:** In the middle box you will write a topic sentence/main idea. Your paragraph will list negative effects of too much screen use. As a group, brainstorm possible topic sentences if necessary

*Examples/Prompts:*

- There are several negative effects of too much screen use.
- Here are a few negative effects of watching too much TV.

- **Tell Students:** Choose a topic sentence and write it using a complete sentence in the center box of the 4-square graphic organizer.

Allow students time to write their topic sentence.

- **Tell Students:** Choose three facts from our Negative Effects of Too Much Screen Use chart.
- **Tell Students:** Write your negative effects on the graphic organizer.

Allow students time to write their negative effects.

- **Tell Students:** Now write each negative effect as complete sentences that give reasons, examples, of explanations that prove the center box (topic sentence) is true.

Allow students time to write their sentences.

- **Tell Students:** The remaining square is for your feeling sentence that includes the topic and an emotion word in it. It should state how you feel about the negative effect you have chosen.

Allow students time to write their wrap-up sentence/s.

- **Tell Students:** Now it's time to add more details to your sentences. You will need to add an example for each detail sentence.

Allow students time to write their examples.

- **Tell Students:** It is now time to transfer the information from the 4-square graphic organizer onto lined paper for paragraph building..

Example Completed 4-Square:

<p><b>Negative Effect:</b> Violence</p> <p><b>Detail Sentence:</b> Watching too much TV can make people more violent.</p> <p><b>Example:</b> My little sister pushed me off the couch after watching Power Rangers.</p>	<p><b>Negative Effect:</b> Health</p> <p><b>Detail Sentence:</b> Watching too much TV can affect a person's health.</p> <p><b>Example:</b> The commercials make me want to eat more.</p>
<p><b>Negative Effect:</b> Grades</p> <p><b>Detail Sentence:</b> Bad grades can be a result of watching too much TV.</p> <p><b>Example:</b> I didn't practice for my spelling test because I stayed up too late watching TV.</p>	<p style="text-align: center;"><b>Topic Sentence</b> Here are a few negative effects of watching too much TV.</p> <p style="text-align: right;"><b>Closing Feeling Sentence</b></p> <p>Watching too much TV is bad for you. It can cause violence, poor health, and bad grades. I am glad I do not watch too much TV.</p>

Example Paragraph:

Here are a few negative effects of watching too much TV. Watching too much TV can make people violent. My little sister pushed me off the couch after watching Power Rangers. Watching too much TV can affect a person's health. The commercials make me want to eat more. Bad grades can be a result of watching too much TV. I didn't practice for my spelling test because I stayed up too late watching TV. Watching too much TV is bad for you. It can cause violence, poor health, and bad grades. I am glad I do not watch too much TV.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**Negative Effect:** \_\_\_\_\_

**Detail Sentence:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Example:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Negative Effect:** \_\_\_\_\_

**Detail Sentence:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Example:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Topic Sentence:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Negative Effect:** \_\_\_\_\_

**Detail Sentence:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Example:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Closing Feeling Sentence**

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_