

 Subject/Lesson: "Too Much TV"	 Grade: 5 th Grade	 Unit/Content: Music/Math
---	--	--

* Standard: Math: Standard 1, Benchmark 2, Indicator 1 Standard 2, Benchmark 1, Indicator 7e Standard 4, Benchmark 2, Indicator 1, 2	* Benchmark:	* Indicator:
--	---------------------	---------------------

😊 Objectives/Students will . . . <ul style="list-style-type: none"> ▪ The students will listen and sing along to the song "Dad Threw the TV out the Window" ▪ The students will use their writing skills to make a list of all the things they would do if they did not have a TV. ▪ The students will compile data on the amount of hours they watch TV per week. ▪ The students will make a graph using the data from the amount of hours they watch TV per week.
--

🚫 Safety Precautions: N/A	➔ Materials: <ul style="list-style-type: none"> ▪ Copy of <u>You're In Trouble</u> or <u>Play it Again</u> by Bill Harley ▪ Lyrics to "Dad Threw the TV out the Window" ▪ Paper/Pencil ▪ Graph Paper ▪ Markers
---	--

📖 Early Preparation: Before class get a copy of either <u>You're In Trouble</u> or <u>Play it Again</u> by Bill Harley. Make copies of the lyrics "Dad Threw the TV out the Window" for all the students. Ask/Tell: Before any materials are handed out to the students, say the title "Dad Threw the TV out the Window" and ask the children what they think this song will be about. Ask/Tell: Ask the students if their parents have ever said this or actually got rid of a TV? Take 5 minutes to discuss these 2 questions.
--

📄 Procedure: Hand out a copy of the lyrics "Dad Threw the TV out the Window" to all the students. Give the students 3-5 minutes to read through the lyrics. When they are finished play the song "Dad Threw the TV out of the Window" using one the CD's listed above. When the song is over ask the students to sing along. Ask: What are some of your TV shows? Why? Ask: In what ways is TV good? Ask: In what ways is TV bad? Let the conversation of the 3 questions last 10 minutes then move on. Have the students take out a sheet of paper. Ask: Make a list off all the things you would do if you did not have a TV? Have them answer this on their sheet of paper. While the students are making their list, write these heading on the board in list style 1-2, 3-4, 5-6, 7-8, 9-10 with a heading "Number of Hours Per Week". Give the students 5 minutes to make their lists. When the students finish making their list, take 3-5 minutes to discuss their ideas. Ask: How many hours per week do you watch TV? Walk them through a discussion 3-5 minutes, reminding them of time at home after school and weekends. Ask: Ask each time increment having the children raise their hand on the amount of TV they think they watch per week, recording their answers on the board. Give the students a piece of graph paper and markers. Tell: Have the students make a graph of the number of hours of TV watched per week. The requirements include they must use the data from the board, label their graph, and have a title. Give the students 15-20 minutes	Blooms Taxonomy __X_ Knowledge __X_ Comprehension __X_ Application __ Analysis __ Synthesis __ Evaluation	Multiple Intelligences __X_ Verbal/Linguistic __X_ Mathematical/Logical __X_ Visual/Spatial __X_ Musical/Rhythmical __X_ Bodily/Kinesthetic __X_ Interpersonal __X_ Intrapersonal __ Naturalist
Extension Activities <ul style="list-style-type: none"> ▪ Have the students write a letter to the TV companies voicing their opinions on the way TV is good and the way TV is bad. ▪ Have the students make posters on the things to do other than watch TV. 		

📁 Differentiating Instruction: Low Students: These students will be able to ask questions at any time to the teacher or the helper in the room. Most of the activities are group participation so they should do fine. High Students: These students will have the option of doing one of the extension activities or thinking of another extension activity that would go along with the theme.	✅ Assessment: The students will be graded on their class participation during most of the activity. The students will also be graded on their graph that they make. The students must complete all of the requirements having a title, labeling their graph, and using all the data from the board.
---	---

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----