NURTURE
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Elementary Program
Unit 3.6

Supplemental Activity: Screen Time Challenge

Supplies Needed:
- 3.5_SW_Screen-time-Challenge
- Colored pencils
- 3.5_SV_SCREEN-BREAK-VISUALS, last two slides

Length of Time to Complete:
- 5 minutes to introduce activity
- 15 – 20 minutes to complete activity

Audience (grades): 3rd

Common Core Standards Taught:
- Mathematics: Number & Operations in Base Ten:
  - 3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and /or the relationship between addition and subtraction.
- Mathematics: Measurement and Data:
  - 3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g. by representing the problem on a number line diagram.
- Mathematics: Represent and Interpret Data:
  - 3.MD.B.3 Draw a scaled picture graph and scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.

Lesson:
This month we've been talking about limiting screen time. Who can tell me why it's important to limit our screen time?
- *(Less screen time means more time for playing actively which helps keep us healthy.)*
- *(Less screen time usually means less snacking on unhealthy foods.)*

- *(Watching too much TV makes it harder to fall asleep and get the rest you need.)*
- *(Keeping a TV out of the bedroom leads doing better in school.)*

This month you've been filling in your Screen Time Worksheets. Today we are going to chart your screen time over time and see how it changed over the past three weeks. **(Have the students go to the graph in your Screen Time Workbook.)**

Here you will record the time you spent on screen time and active play activities. First let's read this chart together.

1. How do we know what this graph represents?
   (*Look at the title.*)
2. What will this graph show?
   (Time per day spent on different activities - time should be rounded to the closest 15 minutes.)
3. How is time shown?
   (In hours as shown vertically on the y-axis)
4. How much time does each horizontal line represent?
   (30 minutes)
5. Is there anything special you notice about the Days of the Week, the part along the bottom on the x-axis?
   (The last three measures are totals for weeks 1, 2, and 3)
6. What activities will be represented on this graph? Where do you find that information?
   (In the Key)
7. How do we tell which activity is which on the graph?
   (Each activity should be recorded in different colors as shown in the Key.)

Great!

Let's go through an example together of how we would plot one day worth of activities. **(Ask a student to share their times for one day. Using the appropriate colors, plot those times and round to the nearest 15 minutes.)**

(Have students complete their graphs and then answer the questions on the last page.)