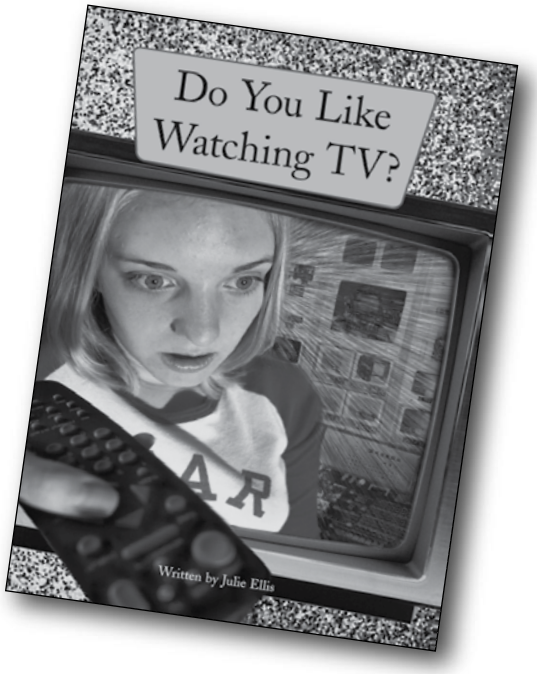
Springboard 6



Do You Like Watching TV?

Fact

Text Type	2400–3000 words	3100–3500 words	3500+ words
Discussion	Do You Like Fast Food?	Do You Like Watching TV?	Would You Travel in Space?
Exposition (Proposition/ Support)	Cars! Cars! Cars!	Litter at the Top of the World	The Polar Bear Problem
Information Report (Cause/Effect)	Bushfires!	The Piece of Paper Path	A Sneeze Is Coming On
Survival Story	Trapped in the Tube	Against All Odds	I Survived a Shark Attack

MACMILLAN

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.

DO YOU LIKE WATCHING TV?

Middle level fact
Text type: Discussion
Reading age 11.1–11.9
Word count 3100–3500

Guide questions for teachers are in *italics*.

Before Reading

Activate prior knowledge by asking students to brainstorm the different ways information can be presented in books, magazines, or web pages.

Explain to students that one way of presenting information is through a discussion. A discussion presents more than one point of view about a topic. When a book is written as a discussion, different points of view are presented to the reader, and the reader can make up his or her own mind about the topic.

COVER

Before Reading

Read the title and examine the cover photograph. Discuss what the book is about. *What does the expression on this girl's face suggest to you about watching TV?*

Encourage students to share their thoughts on watching TV. Discuss how long students watch TV each day/week and what their favourite shows are.

Tell students that this book is designed to prompt us to think about the amount of time we spend watching TV and also our choice of program.

Read the blurb and discuss what kind of book this is. Explain that this book is a discussion. Different points of view will be presented so that the reader sees the discussion from both sides.

CONTENTS PAGE

Open the book. Tell me what you know about this page. Discuss features of the contents page. *What can you expect to read about in this book?*

What special features does this book have? Discuss the terms *glossary* and *index*. Ask students to explain what each term means and to predict some of the words they would expect to see in the glossary in this book. Have students visit the index and glossary. Clarify that the glossary provides meanings for new or unusual words about the topic, and the index provides the page numbers to help the reader locate particular things in the book.

Discuss the term *introduction*. *What does this mean?* Guide students to understand that an introduction provides general information about the topic, which will help us read the book. *Do you think this might be a useful place to start?*

INTRODUCTION

Before Reading

Invite students to flip through this chapter to look at the photos, read the captions, and discuss the graph. Encourage students to make inferences by asking questions, such as, *What sort of glasses is the boy wearing on page 4?*

Invite students to respond to the caption on page 6. Prompt students to explain.

Discuss the graph on page 5. *Why do you think more students watch TV than…*?

Have students share their understandings of the word *influence*, and then check the word in the glossary.

Read the introduction and be ready to share some interesting facts. Think about the questions at the end.

After Reading

Ask students to share some interesting facts.

What is a researcher?

What do you think people who research our TV watching habits might be trying to find out?

Why would we need to find out the reasons for increased childhood obesity, poor school performance, and poor behaviour?

Who would this research be aimed at helping?

Invite students to respond to the questions at the end of page 6.

SCHOOL WORK

Before Reading

What do the heading and photo suggest to you?

What do you think the terms passive entertainment *and* social skills *mean?* Invite responses and then have students check the glossary meanings.

Invite students to look through the chapter to read captions, view photos, and discuss the graph.

Read this chapter and jot down some pros and cons of watching TV.

After Reading

Invite students to share their pros and cons of watching TV. Prompt them to validate their responses. They may need to revisit the text.

Does TV cause you to do better or worse at school? Revisit page 10 if needed to clarify responses.

What sorts of programs are said to be beneficial?

How much TV do you think it is healthy to watch? What other things do you need to fit into your leisure time?

CHILDREN BEHAVING BADLY

Before Reading

What do the heading, photo, and caption suggest to you? Invite students to share their inferences. *What sorts of shows or programs do you think this chapter will focus on?*

Invite students to look through this chapter to view photos and read captions. Along the way, discuss the glossary words. Have students predict their meanings and then check the glossary.

Read this chapter and be ready to share what you think about this topic. Do you agree or disagree that TV shows teach children good behaviour? What about bad behaviour? Be prepared to justify your responses.

After Reading

Ask students what they think about TV influencing children's behaviour. Prompt them to provide reasons for their answers.

Guide the conversation so that students understand that the younger children are, the more guidance they need to develop appropriate social behaviours.

HEALTH EFFECTS OF TV

Before Reading

Have students predict the sorts of health effects that this chapter may discuss. Invite students to flick through this chapter to view photos and read captions and diagrams. Discuss each briefly. Discuss the term *obesity* and have students share their understanding of this word. Direct students to the glossary to check its meaning.

Invite students to infer why TV may be a contributing factor to such things as obesity and poor food choices.

Read this chapter and be ready to share the ways TV can contribute positively and negatively to children's health. Jot down some notes to help you remember.

After Reading

Invite students to share their ideas. *Why do you think there are so many unhealthy foods advertised on TV during children's viewing times? Do you think these ads are shown as frequently during adult viewing times? Why/why not?* Discuss.

Why do you think the government runs the "Go for 2&5" campaign? Why do governments want to see children eating more healthful foods?

What positive things do young children learn from programs like "Active Kids," "Hi-5," and "Animal Jam"?

Do you agree with the tips on the "Healthy Habits" page? What else could you add? Does this mean you should never eat junk food?

BODY IMAGE

Before Reading

What does the term *body image* mean? Have students check the glossary meaning. Invite responses. Direct students to look at the photos and captions in this chapter. Read the captions and discuss. *What is an eating disorder?* Invite responses and have students check the glossary. *What do you think the main idea could be in this chapter?*

As you read this chapter, be thinking about how seeing people on TV could make some people feel unhappy with their body image.

After Reading

Invite students to share their thoughts on body image and TV. *Why do you think advertisers choose slim, attractive, healthy people to advertise unhealthy products like fast food and soft drinks? What could happen if they chose unhealthy-looking people for their ads?*

Why do you think some people feel unhappy with their body image? What problems can poor body image cause? How does a movie series like Shrek *send a positive message to viewers?*

GOOD INFLUENCE

Before Reading

Invite students to look through this chapter to read the captions and view photographs to gather information about the topic. Discuss the way TV can help us learn about and understand new things. Have students share some of the things they have learned from TV.

How can TV help us to understand others? Discuss the term *cultural awareness*. Invite students to infer the meaning of this term and then check the glossary.

Read this chapter and be ready to share some of the things we can learn from TV.

After Reading

Invite students to share their responses. *Why do you think TV is a good medium to use to learn some of these things? In what ways would learning about shark attacks via the TV be more effective than learning about them from a magazine?*

In what ways does TV help people from different cultures understand each other better? How does this help us?

HOW TO BECOME A TV CRITIC

Before Reading

What is a critic? Invite responses and then direct students to check the glossary. *What does a TV critic do? What sort of people might be interested in being a TV critic? What do you think the advantages and disadvantages of this job would be?*

Invite students to browse this chapter to build knowledge of the topic.

Read this chapter and be ready to share what you think about keeping a TV diary and making a TV plan. How could these help you? Jot down some other suggestions the author gives to make your TV viewing time more healthy.

Jot down any tricky or new words that you need to clarify.

After Reading

Ask students if there are any words or phrases they need to clarify. For example, what is the *American Academy of Paediatrics*?

Invite students to share their thoughts on a TV diary. *What could you learn about yourself by keeping a diary? How could you use this information afterwards?*

What other suggestions does the author make? What do you think of these suggestions?

CODE BREAKER

This book tells us that some television viewing can be positive and some viewing negative or harmful. Revisit the book and make a list of all the words that are used to associate television with negative things, such as unintelligent, naughty, overweight. *Make another list of words that are used to associate television with positive things, such as* learning, amazing, entertaining.

MEANING MAKER

Work with a friend to make two lists:

- *Things we see on television that have a positive (good) influence.*
- *Things that may have a negative (bad) influence.*

Discuss the way/s each of your choices influence viewers positively and negatively.

TEXT USER

What are the features of this book that help us get the information we need and help us to understand what is on each page? Read through this book and list the features that help us read it. Discuss how each feature helps us. Note whether the feature helps us navigate around the book or understand the information on the page/s.

Features that help us navigate around the book:

- contents page
- glossary
- index

Features that help us understand the topic:

- introduction
- photos and captions
- graphs
- questions
- glossary

TEXT CRITIC

This book gives us some information about TV viewing. The author also gives us lots of questions to think about as we move through the book. Finally, the author suggests some ways we can monitor or check our TV viewing habits. Why does she do this?

Besides giving us the facts, do you think the author of this book had another reason for writing this book? What is it? The author presented this discussion to give the reader two sides of this issue, but did you feel that the author was representing one side more than the other?

Discuss these questions with a friend.

USING MULTIPLE INTELLIGENCES

Pair or group task

Plan: Plan a story to make into a 6 to 10 panel comic strip. (V)

Write: Write your story plan. (V)

Create: Create the characters for your story and decide on a cartooning style for them. (S)

Draw: Draw the storyboard. (S)

Draw: Draw your panels, add your lettering, and ink your comic strip. Add the finishing touches. (S, V)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

verbal-linguistic intelligence – word smart

logical-mathematical intelligence – number/ reasoning smart

spatial intelligence – picture smart

bodily-kinaesthetic intelligence – body smart

musical intelligence – music smart

interpersonal intelligence – people smart

intrapersonal intelligence – self smart

naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

Do You Like Watching TV?

Name_____

Graphic Organizer (before and during reading)

As you read the book, record the possible advantages and disadvantages of watching TV.

Possible advantages	Possible disadvantages

Permission is given to teachers to reproduce this page for classroom use.

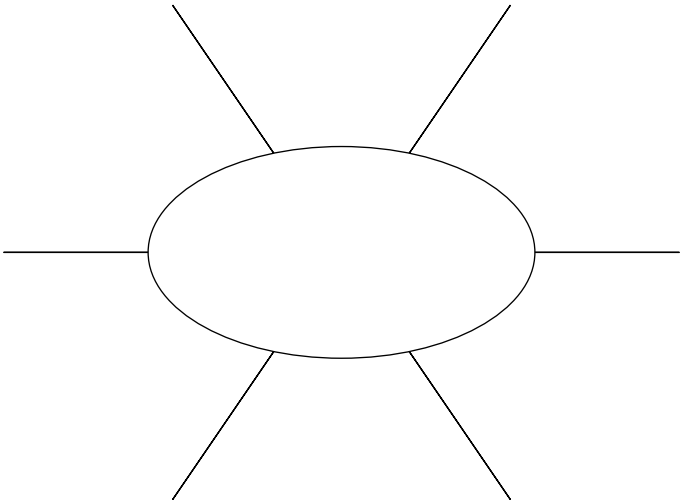
MACMILLAN

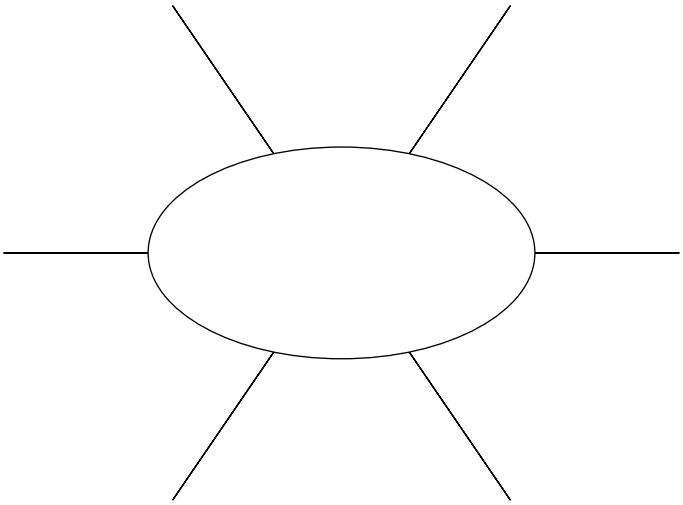
Do You Like Watching TV?

Name _____

Multiple Intelligences
Spatial, Verbal-linguistic

Think of a TV show. Write the name of this program in the centre of each idea web. In one idea web, list all the positive elements of this show. In the other idea web, list all the negative elements of this show.





Permission is given to teachers to reproduce this page for classroom use.

MACMILLAN

Do You Like Watching TV?

Name _____

Code Breaker

Write questions for the answers below. Use the page numbers to help you to find the information. The first one has been completed as an example.

1. They watched 22 hours a fortnight.
   How much time did Australian children spend watching TV in 2003?

2. They do poorly in tests. (page 7)

   _____

3. School work is not always action-packed. (page 7)

   _____

4. Hi-5. (page 8)

   _____

5. By 1997 the number was 12,000. (page 11)

   _____

6. Food commercials encourage children to eat high-fat foods. (page 17)

   _____

7. The "Go for 2&5" campaign was introduced. (page 18)

   _____

A synonym is a word that has an identical, or similar, meaning to another word, for example big/large. Think of a synonym for these words.

view	_____	learn	_____
poorly	_____	exciting	_____
act	_____	isolated	_____

Permission is given to teachers to reproduce this page for classroom use.

MACMILLAN

Do You Like Watching TV?

Name _____

Meaning Maker

Think of three TV shows that you think show children positive ways to act and live, and another three shows that you think show children negative ways to act and live.

Positive Shows

_____

_____

_____

Negative Shows

_____

_____

_____

Choose one show from each of your lists. Sketch an example of the way the show teaches positive behaviours and example of the way the show teaches negative behaviours.

Positive	Negative

Permission is given to teachers to reproduce this page for classroom use.

MACMILLAN

Do You Like Watching TV?

Name _____

Text User

How many children take part in these activities at least once a fortnight? Use the graph on page 5 to help you to find the answers. Think of some positive things children gain from each activity. Record your answers in the boxes.

Art and craft	Bike riding
Computer games	Reading
Skateboarding or rollerblading	Watching TV or DVDs

How much time do you spend doing these (or other) leisure activities each week? Write the activities and estimate the time you spend on each activity over a week.

_____

_____

_____

_____

Permission is given to teachers to reproduce this page for classroom use.

MACMILLAN

Do You Like Watching TV?

Name _____

◉ Text Critic

Why do you think there is so much debate about children's TV viewing?

_____

_____

Are there TV shows that you are not allowed to watch? Why do you think you are not allowed to watch these shows?

_____

_____

What are some TV shows that are good for young children to watch?

_____

_____

What makes these TV shows good for young viewers?

_____

_____

What are some educational TV shows aimed at children your age?

_____

_____

What do you like about these TV shows? Why?

_____

_____

What do you dislike about these TV shows? Why?

_____

_____

Permission is given to teachers to reproduce this page for classroom use.

MACMILLAN

Do You Like Watching TV?

Name _____

Discussion

Write how these features help you understand the information in this book.

Graph (page 5)

_____

_____

Photos and captions

_____

_____

Graph (page 10)

_____

_____

Main ideas (page 20)

_____

_____

Chart (page 30)

_____

_____

Planner (page 35)

_____

_____

Glossary

_____

_____

Permission is given to teachers to reproduce this page for classroom use.

MACMILLAN

Do You Like Watching TV?

Name _____

Permission is given to teachers to reproduce this page for classroom use.

MACMILLAN