

Too Much TV!

Purpose

Students will add time intervals involving minutes and hours.

Materials

For the teacher: chalk, chalkboard

For each student: copy of Black Line Master (BLM) *Too Much TV!*

Activity

A. Introduction

1. Ask students to raise their hands if they watch television.
2. Call on a few students and ask them how much television they watch each weekday.
3. Tell students that they will be finding out exactly how much television they actually watch and comparing it to the time they spend doing other activities.
4. Explain to students that to do this, they must first learn how to add different amounts of time together.

B. Class Activity

1. Tell students that there are approximately 18 minutes of commercials for every hour of television you watch. Ask students how they might find the amount of commercials they watch during a four-hour period.
2. Write the number of minutes of commercials that are watched in a four-hour period on the chalkboard. Tell students that the information would be more meaningful if we could know how many hours and minutes that 72 minutes represent. Ask students for ideas on how this could be found.
3. On the chalkboard, write different methods for finding the number of hours and minutes in 72 minutes. Show students how to subtract 60 minutes from 72 for one hour and to use the difference [12] as the number of minutes so that the result is one hour and 12 minutes.
4. Tell students to imagine that they watched television all day one Saturday. Find the number of minutes of commercials in 11 hours of television. Have students try their own strategies for converting 198 minutes into hours and minutes. Ask students to share their strategies.

(continued)

EXTENDING
THE



ACTIVITY

Divide the class into groups and have students keep track of the amount of time they watch television for a week. Have the groups make presentations on the total amount of time they watched television as well as the time for each member of the group.

INCORPORATING



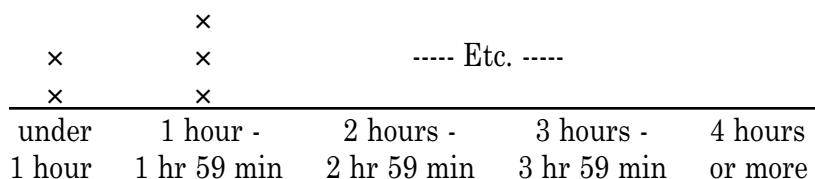
TECHNOLOGY

Have students use a graphing software program to display a comparison of the number of minutes they do different activities in a week. Have them use different kinds of graphs to display their results.

Standards Links
4.6.1, 4.6.2


Activity (continued)


5. Show students how to use repeated subtraction to find the number of hours and minutes in 198 minutes. Tell them to keep a tally or count the number of times they subtract 60 from 198 until their answer is less than 60 to show the result as three hours and 18 minutes.
6. Show students how to use trial and error by using mental math to multiply 60 by the number of hours they estimate is in 198 minutes until they find the correct number of minutes that leaves a difference less than 60.
7. Practice the conversions with two or three more examples.
8. Hand out the BLM *Too Much TV!*
9. Have students complete it in class.
10. Discuss the correct answers and the methods the students used.
11. Using data from the students in your class, create a line plot (like the one shown below) on the chalkboard that shows the amount of time per day each student watched television.


**Questions for Review**

Basic Concepts and Processes

During the activity, discuss the following questions with students to gauge their understanding of the indicator:

 How many hours and minutes are in 517 minutes?

 How did you get your answer?

 If you begin reading a book at 4:24 p.m. and finish at 6:03 p.m., how many minutes did you read the book?

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Name: _____

Ms. Washington's fourth-grade class was asked to keep track of the number of minutes they watched television for one week and present it to the class. The results for three of the students is listed below. Note that the students used different methods of recording their results. Using the information below, find the number of hours and minutes each student watched television for the week.

<i>Antario</i>	
<u>Monday:</u> Started watching at 4:22 p.m. Stopped watching at 6:57 p.m.	<u>Thursday:</u> Started watching at 6:12 p.m. Stopped watching at 9:49 p.m.
<u>Tuesday:</u> Started watching at 5:33 p.m. Stopped watching at 8:05 p.m.	<u>Friday:</u> Started watching at 7:09 p.m. Stopped watching at 10:55 p.m.
<u>Wednesday:</u> No television	

Antario watched _____ hours and _____ minutes of television.

David		
Monday - 203 min.	Wed. - 93 min.	Friday - 271 min.
Tuesday - 186 min.	Thurs. - 143 min.	

David watched _____ hours and _____ minutes of television.

<i>Kelly</i>				
Number of Minutes I Watched TV				
Monday	Tuesday	Wednesday	Thursday	Friday
148 Minutes	67 Minutes	25 Minutes	310 Minutes	413 Minutes

Kelly watched _____ hours and _____ minutes of television.

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Teacher Directions

Have students find the total number of hours and minutes each student watched television for the week.

Answer Key

Kelly watched 16 hours and 3 minutes of television.

Antario watched 12 hours and 30 minutes of television.

David watched 14 hours and 56 minutes of television.