



Lessons and Activities

First Grade

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BUILDING CONNECTIONS

A Book Collection

curated by **free spirit**
PUBLISHING®

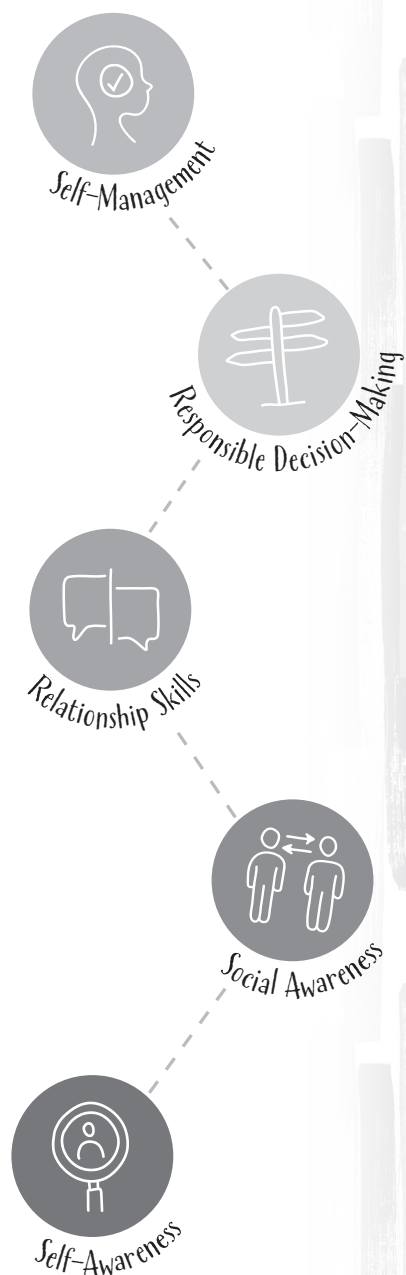


1st Grade

Teacher's Guide

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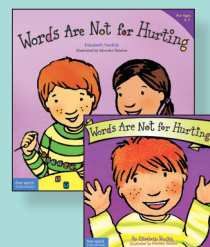
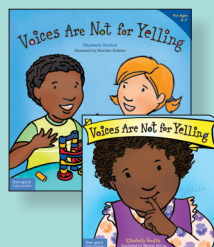
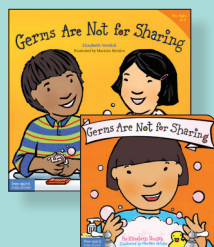


Screen Time Is Not Forever

As important as screens are in our lives, we all need to unplug, especially children. This active, encouraging picture book offers young children and families an easy way to set boundaries and limits for screen time, and helps readers find enjoyable ways to spend time without screens, such as playing, moving, singing, and having fun with friends. Children also learn basic internet safety, like only chatting online with people you know in real life and never sharing personal details online. A special section for adults offers additional research on the effects of screen time, information on online safety, and more ideas for screen-free activities.

Free Spirit's award-winning Best Behavior® series

See the full series at freespirit.com



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Helping kids
help themselves®
since 1983

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AGES 4-7

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For Ages
4-7

Screen Time Is Not Forever

Elizabeth Verdick

Illustrated by Marieka Heinlen

Verdick

Screen Time Is Not Forever

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How many screens
do you see?



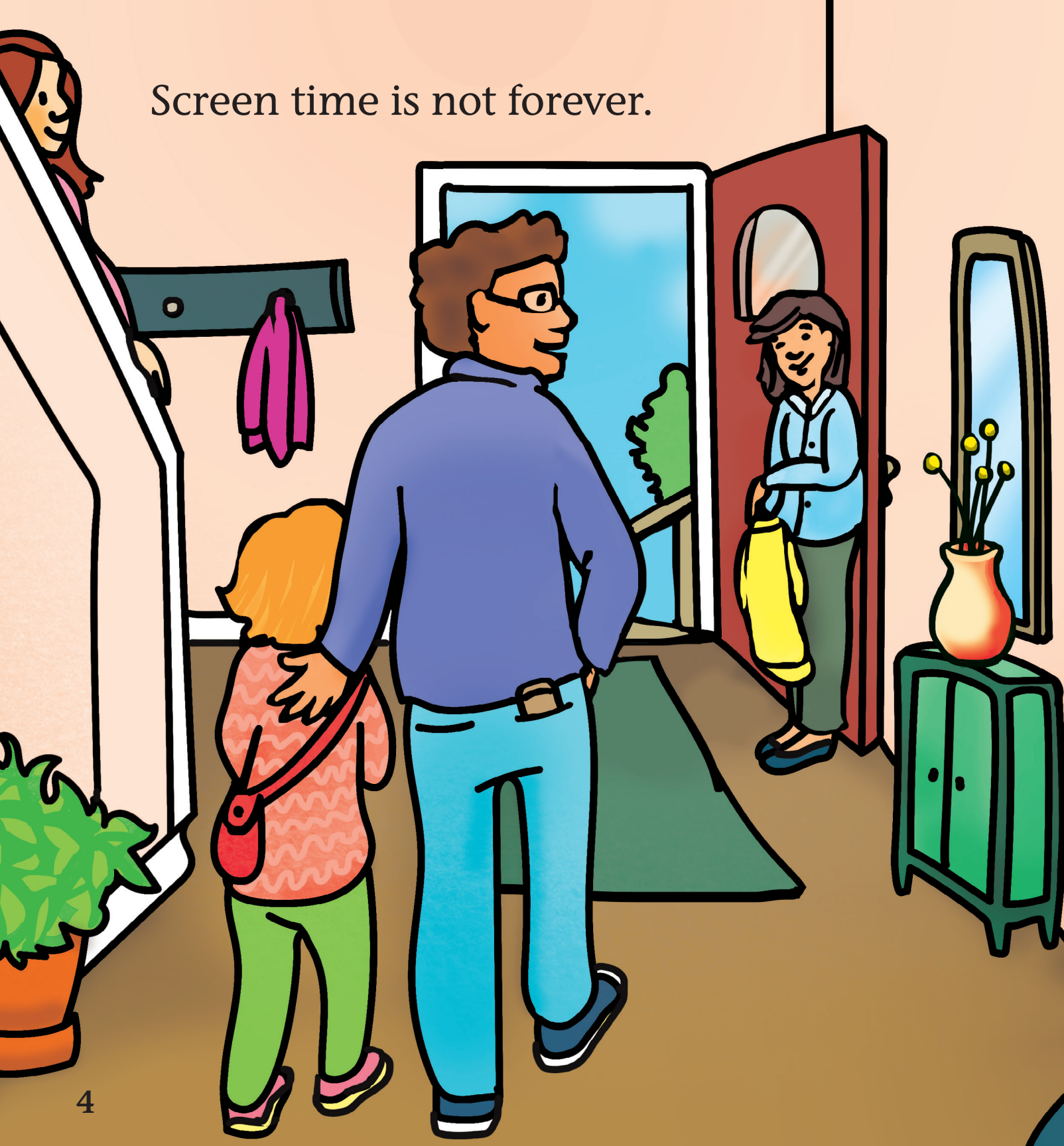
That many?

Screens help you learn
and have fun. So much
fun, it's easy to forget
the button for "Off."



(Grown-ups forget too!)

Screen time is not forever.



Screens are for learning
and downtime. And then
it's **turn-it-off** time.



Push the button or shut the top . . .
make the screen STOP.



Take a break

Off



All done

Screen time is one
little part of your life.

Here are some BIGGER parts:

Family time



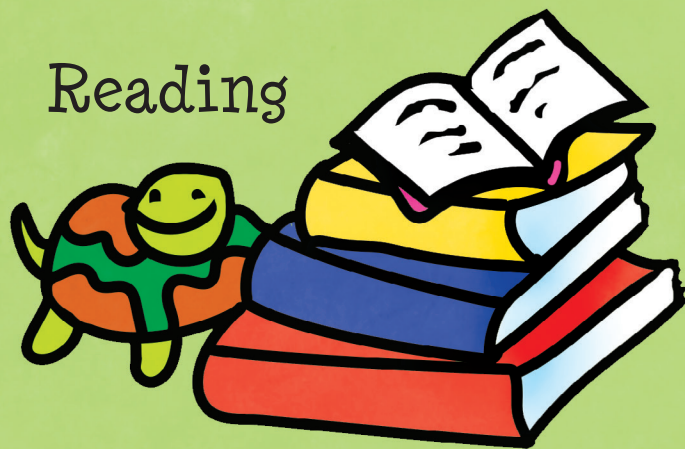
Friendships



Sleeping



Reading



Playing!





Families need
face-to-face time—
turn-off-the-tech time.

But families
also want some fun
screens-on time—
so make it
watch-together time!



About an hour before bedtime, say,
“See you later, screens.”

Screen lights keep
you alert and awake.



Give your eyes and brain a break.



When you're on the move, you can keep the screens off. Think of travel as talking time, sing-along time . . .



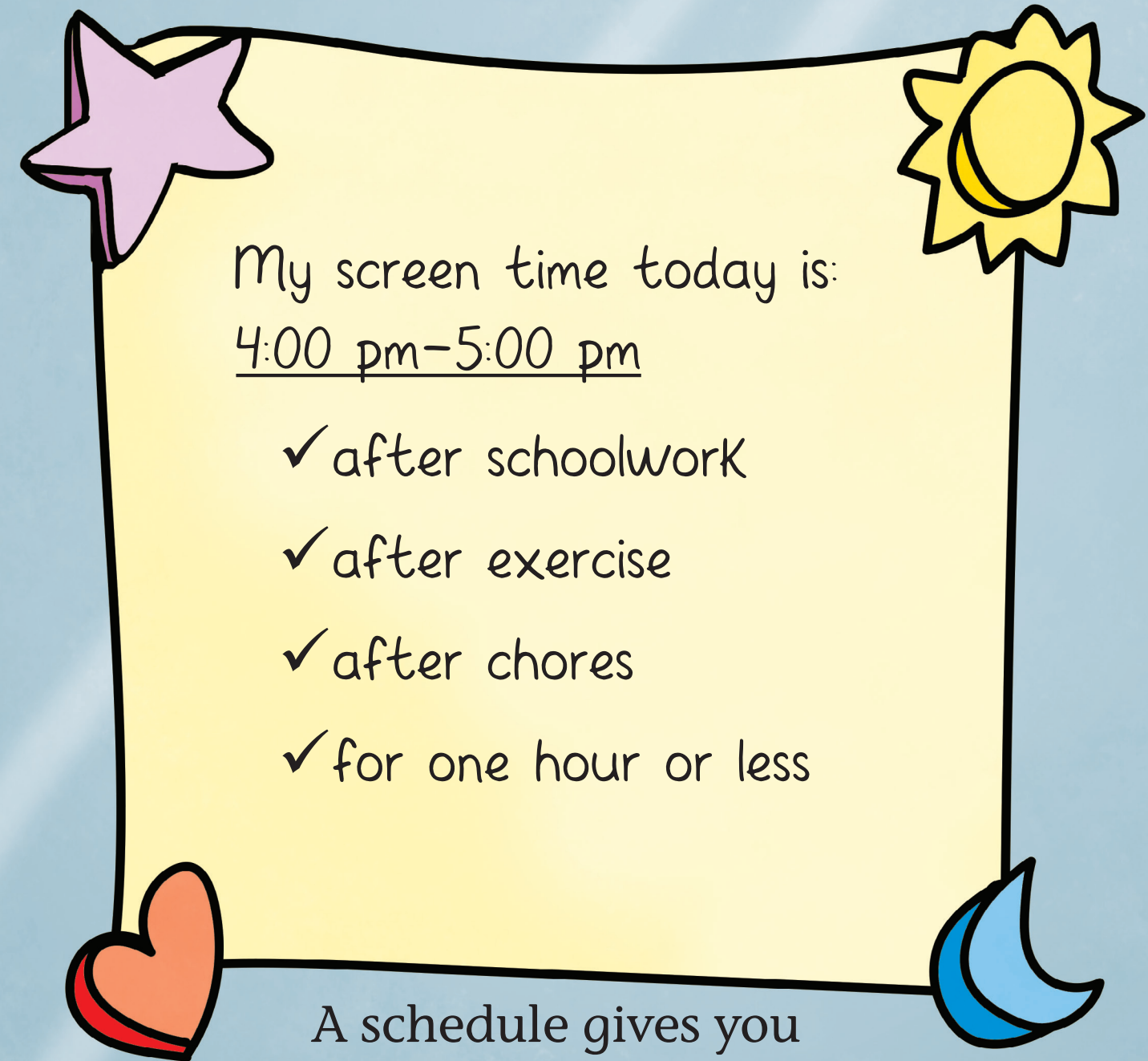
watch-the-wider-world and
goodbye-gadget time.



So, when *do* you get some screen time?



You and your family can make a schedule, like this:



A schedule gives you a *start* and *stop*.

Screen time can be
fun-and-learning time.



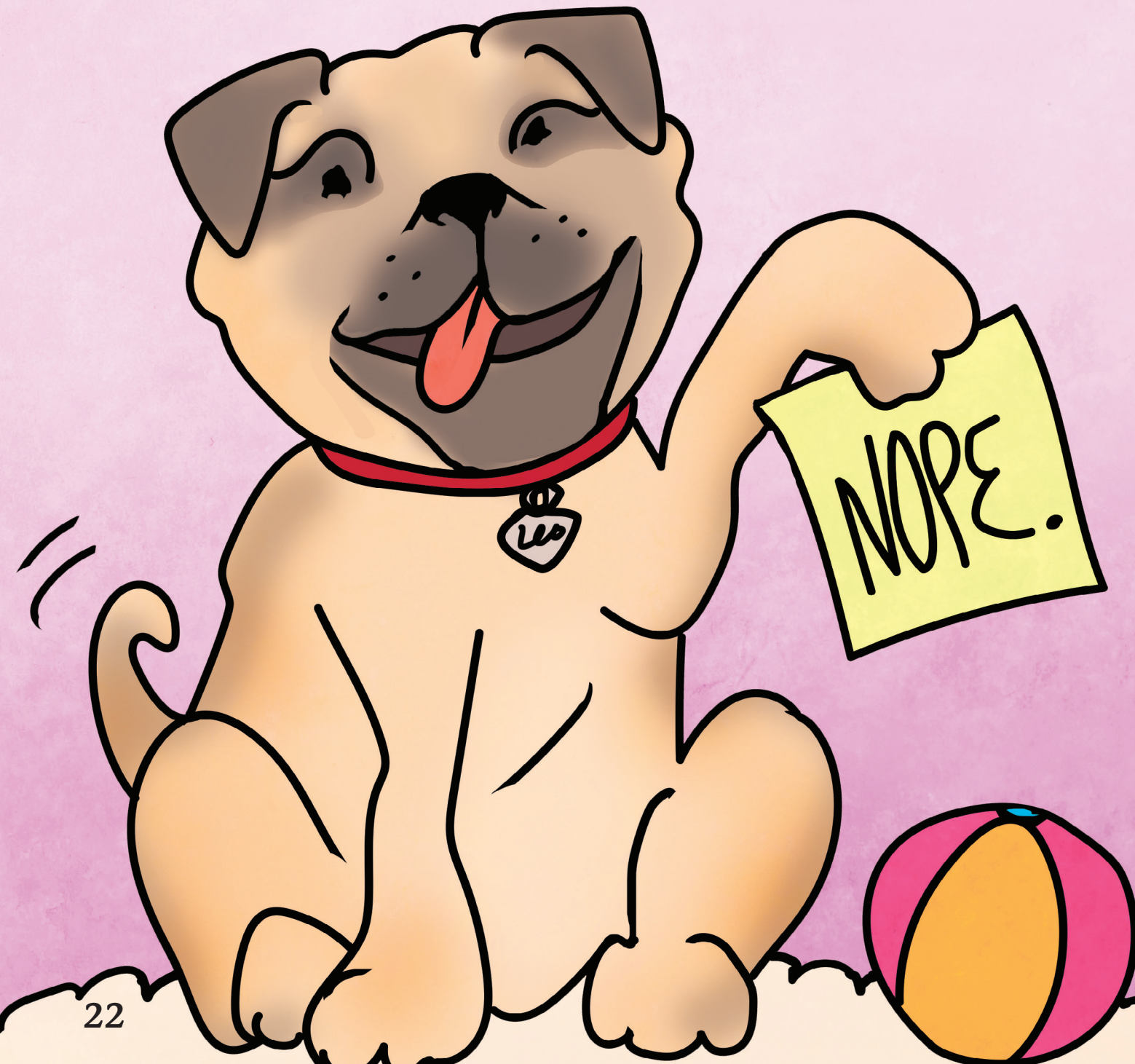
DO . . .

- ▶ Video chat with friends and family
- ▶ Use media with others
- ▶ Find educational apps, games, and shows
- ▶ Ask if you're allowed to visit a website or download games or apps

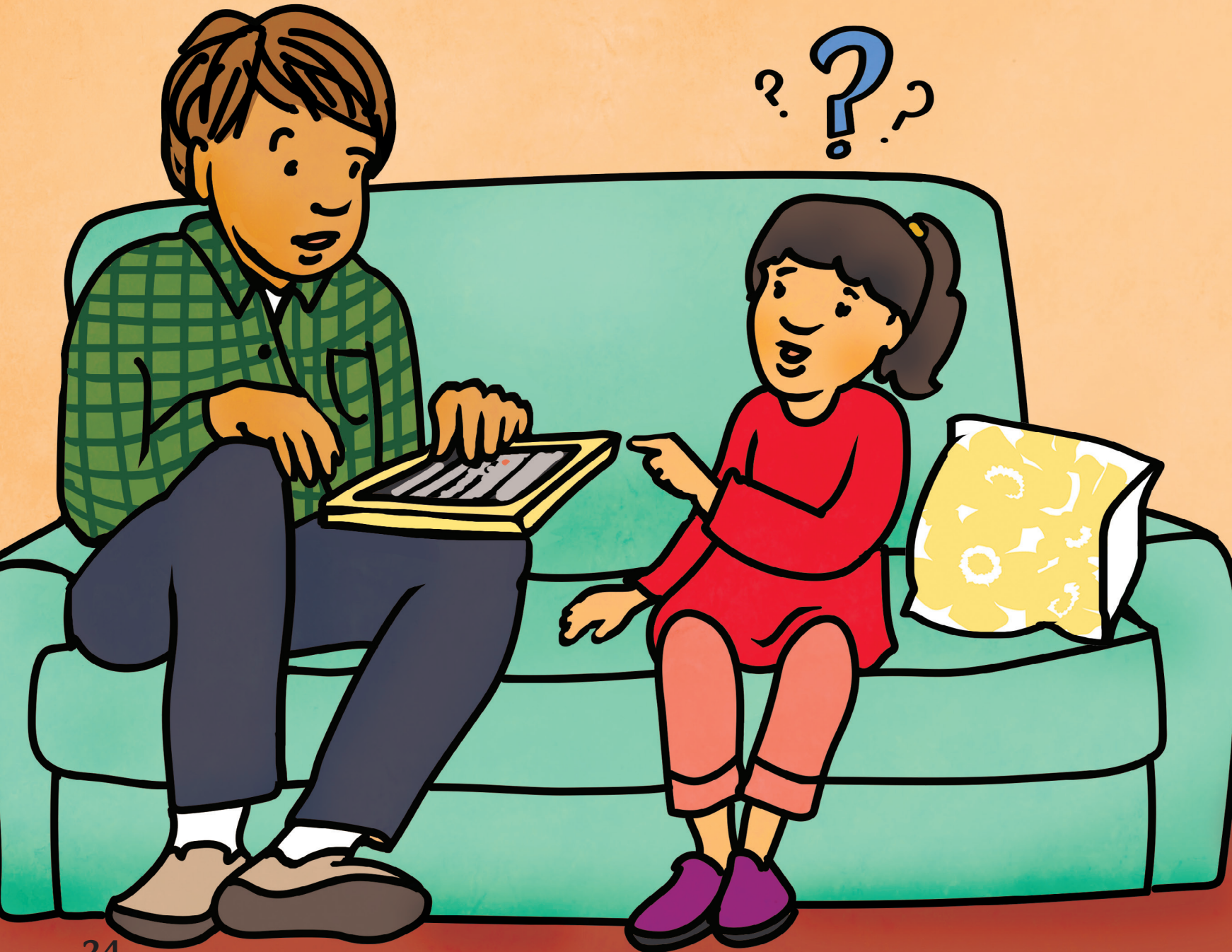


But please DON'T . . .

- Download apps or games without an adult's help
- Play or watch violent video games
- Sneak extra screen time
- Break the screen rules when you're away from home



Screen time should be a *safe* time.



Does your family know about staying safe online?

You can learn the rules together . . .



Six screen-time safety rules:

1. We only chat or play games online with people we know in real life.



3. We don't share personal details online.



2. We only share texts and photos online with people we know in real life.

4. We don't bully online.



5. We are kind to others online.



6. We let a grown-up know if anything we see or hear online makes us feel unsafe.

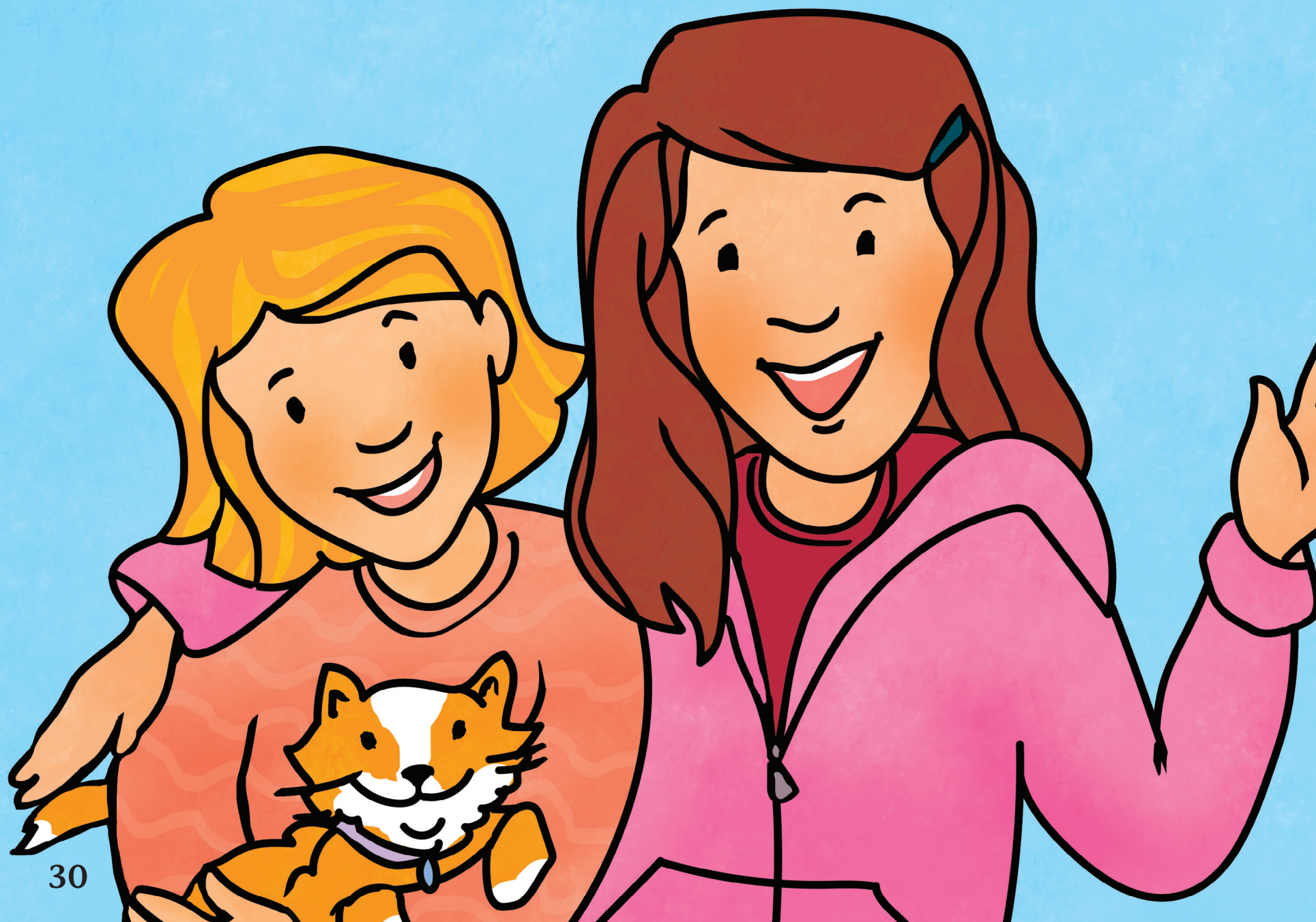




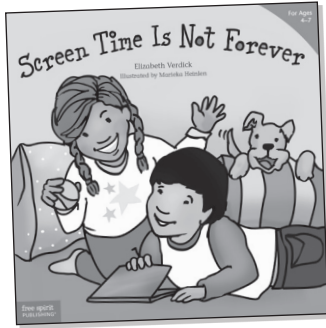
You're off to a great start,
becoming **screen-time smart!**



Remember, screen time is not forever.
Let's spend more time TOGETHER!



Screen Time Is Not Forever









Book Summary

This book provides a series of vignettes sharing ways to use the screens in our lives in appropriate ways. Screen time safety tips and guidelines for healthy habits offer multiple ways to use screens in positive ways.

Life Skills Focus

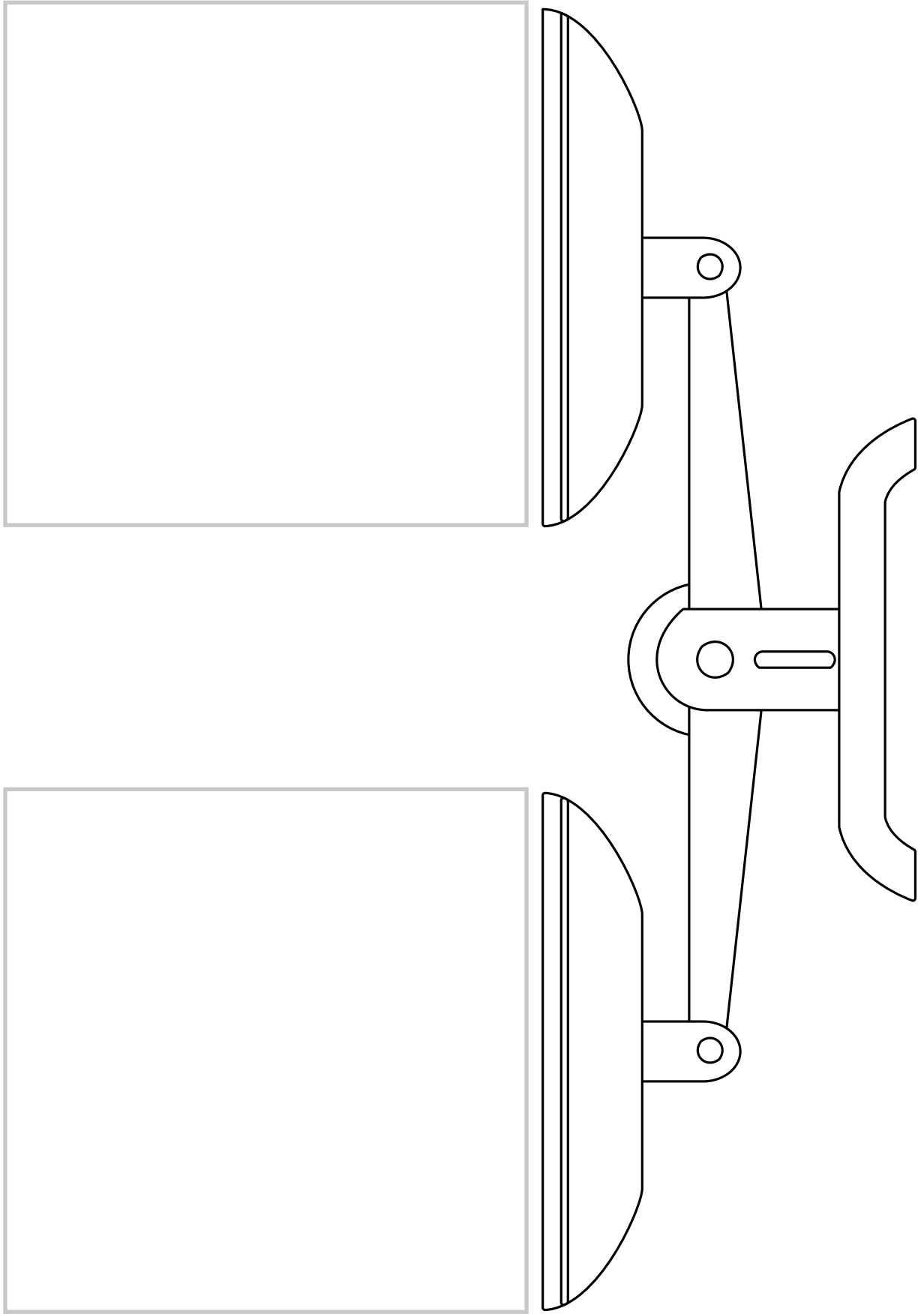
Finding a balance with screen time has become more and more challenging. This book helps the class identify and discuss what that balance looks like.

 Self-Awareness	 Self-Management	 Social Awareness
<p>Have students respond to the following writing prompt: <i>When I stare at a screen too long, I feel....</i> Then, lead a group discussion about some of the common side effects of too much screen time. Some examples are: trouble sleeping; headaches; dry, achy eyes; and a lack of focus. Ask students to check off which side effects they have felt before.</p>	<p>Ask students if they have ever been tempted to sneak some extra screen time when an adult is not paying close attention. Have students brainstorm ideas that they could use to help them follow the rules. Then, have them write their favorite ideas on sticky notes and post them in their rooms at home to help them remember to follow the rules.</p>	<p>Ask students how they feel when they're trying to get the attention of someone who is using a phone or a tablet. Create a T-chart for students to add some do's and don'ts for getting an adult's attention. A few do's might be to wait until they are finished with what they are doing, to say their name one time, or to make eye contact. A few don'ts might be to say their name over and over, to pull on their clothes, or to shout at them.</p>
 Relationship Skills	 Responsible Decision-Making	 Reading Comprehension
<p>Discuss with students how screens can be a way to connect with people who don't live near them. Have students draw pictures of a time they used a phone, tablet, or computer to connect with someone far away.</p>	<p>Finding a balance between spending time on and off screens is important for young learners. Encourage each student to talk with an adult at home to set up a smart screen-time limit. This could be a certain amount of time per day, or it could be setting a window of time when screens can be used. Have students draw pictures of activities on a scale to show how they plan to balance their screen time. (A scale template is provided in the digital resources.)</p>	<p>Have students compare and contrast the benefits and challenges that come from screen time. Write their ideas in a Venn diagram on the board or on chart paper. Then, have students complete Venn diagrams comparing and contrasting screen activities with outdoor activities. (A Venn diagram template is available in the digital resources.)</p>

Name: _____ Date: _____

Balancing Screen Time

Directions: Draw things you can do to balance your screen time.



Name: _____ Date: _____

Comparing Activities

Directions: Write activities that can be done with a screen on the left. Write activities that can be done outside on the right. Then write activities you can do with both a screen and outside in the middle.

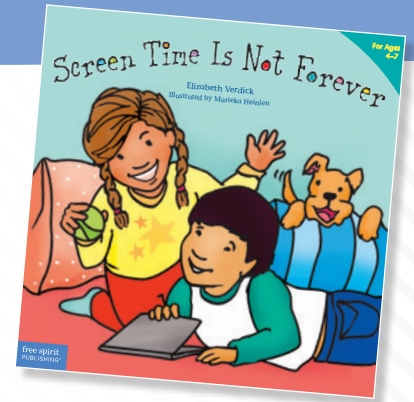
Screen Activities

Both

Outside Activities

A large rounded rectangle divided into three horizontal sections for writing activities. The top section is for Screen Activities, the middle section is for Both, and the bottom section is for Outside Activities.

Building Connections: Take-Home Activities



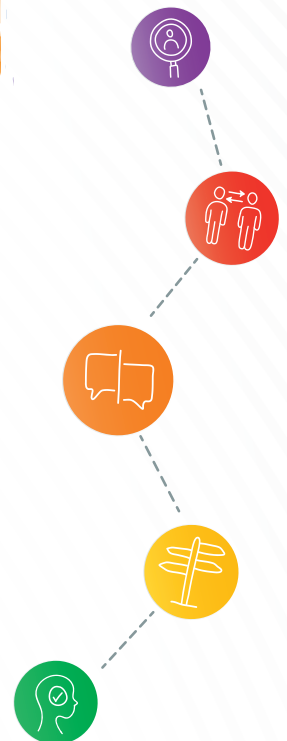
Hello,

Recently, we read *Screen Time Is Not Forever* in class.

Have your child lead you in these fun activities based on the book. You will see how much your child has learned, and you can help your child reinforce their learning about screen time.

- **Counting:** Go through your house and count the number of screens. Include TVs, computers, phones, tablets, and any other electronics with screens. Do you think this is too many, not enough, or the right amount? Talk it over with your family.
- **Discussion:** Talk with a family member about screen time limits. Let them share their thoughts. Discuss the ways screen time can help and hurt people.

Sincerely,



Extension Opportunities

Student Pages Overview

As students listen to and explore different books, the following activity pages provide opportunities for them to dig deeper into both reading and writing skills. These pages are designed to be used with any of the books. Allow 10–15 minutes for students to complete each of the activities. They will only need basic classroom supplies, such as pencils and crayons. If time permits, encourage students to share their work with partners or the whole group.

Activity Title	Description
Comic Strip (page 23)	Students draw important events from the book as comic strips.
Describing a Character (page 24)	Students choose words to describe characters and themselves.
Change It Up (page 25)	Each student draws a picture of one change they would make in the book and writes a sentence about it.
Setting (page 26)	Each student draws a setting from the book and writes about it.
Book Share (page 27)	Each student chooses one person to share the book with and draws a picture of them reading together.
The Best Part (page 28)	Students draw and write about their favorite parts of the book.
A New Cover (page 29)	Students create new covers for the book.
Rate This Book (page 30)	Students rate the book, explain the reasons for their ratings, and draw pictures of their favorite characters.
Write About It (page 31)	Students write about how the book made them feel and what they learned.

Take-Home Letters

Take-home letters pertinent to each book are available in the digital resources. These letters extend learning beyond the classroom with suggestions for additional activities based on the books. See page 32 for details on how to access these resources.

Name: _____ Date: _____

Describing a Character

Directions: Choose a character. Circle words from the list that describe them. Draw squares next to words that describe you. Some words might describe you both!

Character: _____

artistic

funny

patient

athletic

helpful

risk-taker

brave

kind

smart

friendly

loyal

strong

What is one more word to describe the character?

What is one more word to describe you?

