

## How Long Is a Minute?

### Purpose

Students will participate in a variety of physical activities to predict the duration of intervals of time.

### Materials

*For the teacher:* clock with a second hand, timer, or stopwatch

*For each pair of students:* bouncing balls, jump rope, paper, pencil, copy of Black Line Master (BLM) *How Long Does It Take?*

### Activity

#### A. Introduction

1. Tell students you are going to ask them some questions about time.
2. Have the students close their eyes.
3. Tell them that after you say “go,” you want them to raise their hands when they think one minute has passed.
4. Do not say “stop” until the last hand has been raised.
5. Tell students how much time elapsed.
6. Ask: “Is a minute longer than you thought? Shorter?”
7. Tell the students they are going to try to learn how long a minute really is.

#### B. Student Activity

1. Distribute the BLM *How Long Does It Take?* to each pair of students.
2. Review the BLM together making sure that everyone understands all the activities that will be performed.
3. Have one partner perform the activity while the other counts how many times the activity is performed in one minute. Have students switch roles with each new round.
4. Have the students who are performing the activity estimate how many times they think they will be able to perform the activity listed in one minute. Have them record the estimate.
5. Time the students for one minute as they perform the activity listed.

(continued)

EXTENDING  
THE



**ACTIVITY**

Over a weekend, have students make a list of things they do at home that take about an hour to do. Have students share their lists with the class.

connecting  
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#### English/ Language Arts

Read the book *Clocks and More Clocks* by Pat Hutchins. Have students try to figure out Mr. Higgins' problem with time and write about what he could do.

**Standards Links**  
**2.5.9, 2.5.10**

## Activity (continued)

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6. Have partners write the actual number of times in the correct column.
7. Have partners switch roles and continue to the next activity.
8. After all activities are completed once, go back and have students repeat so that each student performs each activity.

### C. Discussion




1. Ask students if they got better at estimating the number of activities they could perform in a minute as they went through the list.
2. Ask students what other activities it would take about one minute to complete (e.g., tie shoes, sharpen pencil, etc.).

## Questions for Review

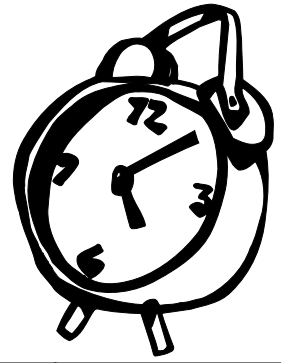
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### Basic Concepts and Processes

During the activity, discuss the following questions with your students to gauge their understanding of the Standard Indicator:

-  What are some other things you think you could do in a minute?
  -  How many seconds are in a minute?
  -  How would you decide which activities might take about the same amount of time?
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# How Long Does it Take?



Partner #1: \_\_\_\_\_

Partner #2: \_\_\_\_\_

Activity	Name	Estimate	Actual
Say the alphabet.			
Touch your toes.			
Write your name.			
Snap your fingers.			
Hop on one foot.			
Count to 20.			
Jump rope.			
Bounce a ball.			

# How Long Does it Take?

## Teacher Directions

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Use the BLM *How Long Does it Take?* as directed in the activity.

## Answer Key

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Answers will vary.