

Lesson 37

Topic: Using units of measurement

Comparing the duration of events

Lesson concepts

% Time — Duration

Today students will:

directly and indirectly compare the duration of events.

Resources

Find and prepare Sheet — Pikelets (or a simple cooking recipe) Ingredients for pikelets (optional) Playdough Scissors Cookie cutters

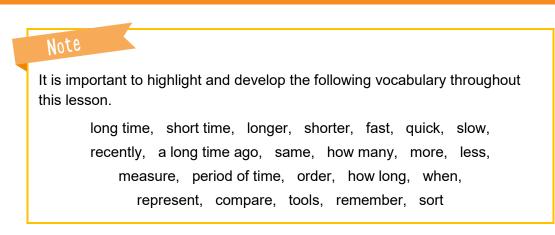
Key terms

measure

For definitions and explanations of terms, please see the <u>Glossary</u>.



Lesson



Introduce the lesson: Explore the language of duration

- Work with students to identify and list words that can be used to describe how long it takes to complete different tasks by:
 - o discussing an activity such as cooking pikelets and the steps involved
 - o predicting and recalling parts that take a long or short time
 - discussing the relative duration of each stage
 - identifying the order of events.

Focus questions

- Q: How long does it take to cook pikelets?
- Q: Is it a long or short time? What makes you think that?
- Q: Which part would take longer: the mixing or the baking; the cooking or the eating?
- Q: Why would that take longer?
- Q: Is washing up a fast or slow job? When would it be fast/slow?
- Q: How could you compare the time that these tasks take?

Compare the duration of events

• With adult supervision, have students follow a simple recipe (for example: **Sheet** — <u>Pikelets</u>) or similar procedure.



- During each stage, discuss the:
 - o duration of the tasks in comparison to the other tasks within the recipe

Focus questions

- Q: What do you think will take longer? Why do you think that?
- Q: When will you have to wait the longest?
- o time how long students take with each task

Focus questions

- Q: How could you mix that faster?
- Q: What might happen if you go too fast?
- Q: Why might you want to do that slower?
- Q: What slowed you down? How could you fix that?
- o importance of the sequence and significance of following it correctly.

Focus questions

- Q: What will you need to do before you cook? Why?
- Q: What could happen if you heated the fry pan before you mixed the ingredients?
- Q: Could you have done this in a different order? What? Would that be better? Explain.

Compare durations indirectly

- Have students perform some activities in order to compare the duration they take. For example:
 - o use playdough and roll six balls or cut out six shapes with cookie cutters or scissors
 - cut six pieces of paper
 - roll six paper balls
 - o curl six pieces of paper.



• Assist students to complete the activities and sequence the tasks according to how long students take to complete them.

Focus questions Q: Which task took the longest/shortest time to complete? How do you know?

• Reflect on the activities completed in the lesson.

Focus questions

- Q: What have you learned about time today?
- Q: Why is time important when cooking?
- Q: What might happen if you cooked a cake for too long / not long enough?
- Q: Why do you only need a short time to eat the cake?
- Q: What foods would take longer to eat? Why?
- Q: How could you find out?

