

MATHS

Lesson 37

Prep

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 [Glossary](#).

Lesson

Note

It is important to highlight and develop the following vocabulary throughout this lesson.

long time, short time, longer, shorter, fast, quick, slow,
recently, a long time ago, same, how many, more, less,
measure, period of time, order, how long, when,
represent, compare, tools, remember, sort

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:
 - discussing an activity such as cooking pikelets and the steps involved
 - 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** — [Pikelets](#)) or similar procedure.

- During each stage, discuss the:
 - 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?*

- 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?*

- 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:
 - 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
 - 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?*