



## How Many in a Minute

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Organization: Indiana Afterschool Network

### Lesson Summary

#### Lesson Description:

In this prediction activity you can choose almost any task and have children predict how many they can complete in a set amount of time. These tasks should be age appropriate. They can be tailored to an individual student during homework time, for a large group during outdoor play, or with a small group near the end of program time.

**Group Size:** 5-10

**Location:** Cafeteria

**Estimate Time for Lesson:** 15 minutes

**Estimated Time for Planning:** 30 minutes

• Subject(s) Check all that apply:

- Math

#### Other:

• Grade(s) Check all that apply:

- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6

#### Materials/Resources Needed:

- clock or watch that shows minutes and seconds
- paper and pencil (optional)

#### Lesson Objective #1:

Children will predict and track of how much of a selected activity they can do in a minute.

#### Lesson Objective #2:

#### Lesson Objective #3:

### Lesson Procedure

#### Introduction/Attention Grabber:

How many stars do you think you can draw in a minute? Why do you think so?

#### Instructions:

- Pick something everyone will do for a minute, such as jumping jacks or drawing stars.
- Predict: How many stars do you think you can draw in a minute? Why do you think so? Record predictions
- Keep track: Time for one minute while everyone does the activity and keeps count.
- Count: Compare predictions with results.
- Repeat: Children compare their times on different trials. Choose a different child to be the timekeeper each time.

## Variations

Draw, then count (easier). Children draw as many circles or stars as they can in a minute. Then, they count them. They don't have to draw and count at the same time.

Estimate a minute (same as main activity). Explain the procedure, and then try it:

Everyone shut your eyes. I'll say "Start!" when I'm going to start timing. Raise your hand when you think one minute is up.

Note whose hands go up before one minute, whose at one minute, and whose after one minute. Once all hands are up, tell them the results.

Time yourself (harder). Children pair up. One times a minute while the other does the activity and keeps count. Then, they switch roles.

### **Checking for Understanding:**

What is the difference between your prediction and your results?

## Lesson Adaptations

### **Time Adaptations:**

This activity can be done quickly with one child during or be adapted into a competition with a large group.

### **Location Adaptations:**

This activity can take place in any location.

### **Age Adaptations:**

For younger children provide a longer amount of time or age appropriate task. For older children shorten the time increase the difficulty of the task.

## Learning Style Adaptations

**Describe any adaptations for Visual Learners, Auditory Learners, Kinesthetic Learners, Advanced Learners, Special Needs Learners, ESL Students, At-Risk Students:**