

## 2nd Grade - Act. 03: Just a Minute

### Summary

After completing the various activities in this lesson, students will be able to understand the importance for a healthy body to be able to do an activity for 1 - 5 minutes.

### Materials

- *Just a Minute*  
by Teddy Slater
- timer or stop watch
- ditto paper
- crayons
- scissors

### Background for Teachers

After reading the story, ask students if they know how long one minute is. Have them put their head down and raise their hand when they think it has been a minute. The teacher uses a timer. The students then make a mini-fold book. On the first page they write jump. They make a prediction of how many times they can jump in a minute. They record this prediction. Using a timer, the teacher times a student jumping for a minute. A partner uses a calculator to record the number of jumps. The student records the number. The role is reversed.

After the activity, discuss how that minute felt to the students. The same procedure is followed on the other pages doing different activities. These activities could be clapping their hands, repeating the ABC's, and counting from 1-20.

After the completion of the book the students may color the pages showing themselves doing the activity. This should be tied to the idea that children should be able to sustain an activity for 1-5 minutes. Now the students have a better understanding of a minute so they can know how long they need to do the activity.

### Intended Learning Outcomes

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1. Demonstrate a positive learning attitude.
4. Develop physical skills and proper hygiene.
5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written, and nonverbal form.

#### Process Skills

Prediction, and investigation, form conclusions.

### Instructional Procedures

#### Invitation to Learn

Read *Just a Minute*.

#### Instructional Procedures

- Discuss "What is a minute?"
- Heads down and time for a minute.
- Make a mini-fold book.
- Write activity.
- Write prediction of number of times can do the activity.
- Do the activity and record results.

Discuss how that minute felt compared to the minute they had their heads down.  
Repeat steps 5-8 for three more activities. Clapping, counting from 1-20, and saying the ABC's.  
Discuss that it is important for a healthy body to be able to do an activity for 1-5 minutes.

### Extensions

#### Possible Extensions/Adaptations

Activities can be modified to include things that students would be able to perform.

#### Family Connections

Have the children do exercises or activities with their family and record how long they do the activity, (e.g., bike riding, baseball, swimming, etc.).

### Assessment Plan

Collect mini-fold books and check the reasonableness of their estimations. Also check the number of times they can perform an activity.

### Authors

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