

Diving into Mastery – Diving

Adult Guidance with Question Prompts

Children can use a stopwatch or the second hand on a clock to measure seconds with growing accuracy.

Which of these activities could you do the most times?

Which of these activities could you do the least times?

Can you think of some other activities that you could have done in five seconds?

Is five seconds long enough to take your coat on and off?

Is five seconds long enough to sing 'Happy Birthday'?

Count five seconds in your head with your eyes closed and put your hand up when you think it has finished. Ask a partner to use a stopwatch or a clock to time you. How close were you?

Seconds



How many times can you do each activity in 5 seconds?
Work with a partner and take turns using a stopwatch or the second hand on a clock to time each other.

Activity	How Many in 5 Seconds?
Jump on the spot. 	
Nod your head. 	
Clap. 	
Shrug your shoulders. 	
Circle your hips. 	

Which activity was the quickest to do? _____

Which activity was the slowest to do? _____

Diving into Mastery – Deeper

Adult Guidance with Question Prompts

Children can measure seconds using a stopwatch with growing accuracy. They record what they see on the digital display and begin to compare their results.

Which of these activities took the longest amount of time?

Which of these activities took the shortest amount of time?

Who was the fastest/slowest to write their name?

Who was the fastest/slowest to take their shoes off?

Did any of these activities take longer than 60 seconds?

Could you have easily measured these activities using a sand timer? Why/why not?

What else is there in the classroom that you could use to measure time?

Can you order the times from shortest to longest?

Who was quicker to _____ - you or your partner?

Seconds



Work with a partner and take turns to use a stopwatch to time each other doing these activities.

Activity	How Many Seconds Did It Take?	
	You	Your Partner
Take your shoes off. 		
Stand up and tuck your chair under table. 		
Write your name. 		
Build a tower of 10 cubes. 		
Walk across the classroom. 		

Which activity took the most time? _____

Which activity took the least time? _____

Diving into Mastery – Deepest Adult Guidance with Question Prompts

Children can use a range of measuring equipment to measure seconds. They compare the suitability of each piece of equipment for timing different activities. A stopwatch, a sand timer and two clocks (ideally – one with a second hand and one without) should be provided for this activity.

Does it take someone seconds, minutes or hours to walk across the room?

Does each of these pieces of equipment measure time in seconds, minutes or hours?

Which equipment would be the worst to measure how long it takes for someone to walk across the room? Why do you think that?

Which hands on Jen's clock move the slowest/fastest? Why do they move the slowest/fastest?

Watch the second hand on a clock move all the way around the clock once, starting at 12. How many seconds can you count? What happened to the minute hand in this time?

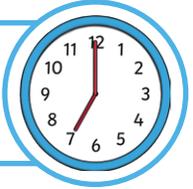
Would it be possible to measure the time it takes someone to walk from one side of the room to the other without using the second hand? Can you explain why?

Which piece of equipment would be the best to measure someone walking across the room? Why?

Seconds

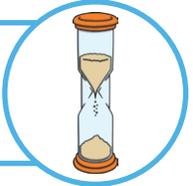


Arjun has a clock with an hour hand and a minute hand.



Jen has a clock with an hour hand, a minute hand and a second hand.

Cris has a sand timer.



Liam has a stopwatch.

Jen says,

“My clock is the best way to measure the time it takes someone to walk from one side of the room to the other.”

Do you agree with Jen or not? Investigate this yourselves with the equipment you have to explain your answer