CITYTUTOR

Third Grade Math Lesson Materials

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A physical or electronic signature of a person authorized to act on behalf of the copyright owner of the work that allegedly has been infringed;

Identification of the copyrighted work claimed to have been infringed, or, if multiple copyrighted works allegedly have been infringed, then a representative list of such copyrighted works;

Identification of the material that is claimed to be infringing and that is to be removed or access to which is to be disabled, and information reasonably sufficient to permit us to locate the allegedly infringing material, e.g., the specific web page address on the Platform;

Information reasonably sufficient to permit us to contact the party alleging infringement, including an email address;

A statement that the party alleging infringement has a good-faith belief that use of the copyrighted work in the manner complained of is not authorized by the copyright owner or its agent, or is not otherwise permitted under the law; and

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CITYTUTOR

G3 Unit 6:

Telling Time

G3 U6 Lesson 1

Tell time to the nearest hour and half hour

G3 U6 Lesson 1 - Students will tell time to the nearest hour and half hour

Warm Welcome (Slide 1): Tutor choice

Frame the Learning/Connect to Prior Learning (Slide 2): Today we're going to jump into something you already know a lot about, time.

Let's Talk (Slide 3): You began learning to tell time in first and second grade. Let's start by touching back on everything we already know about time. **So, what do you know about telling time?** Possible Student Answers, Key Points:

- Time moves forward
- There are 2 kinds of clocks.
- There are hours and minutes and seconds.
- Hours are longer than minutes, minutes are longer than seconds.
- There are 60 minutes.
- It's how you know when to do things/when things start and end.
- There are clocks everywhere: microwave, hanging on the wall, phones, watches, TVs, computers/laptops.

Wow, you all really do know a lot about time! You're exactly right that there are clocks all over, in fact I bet we can spot one somewhere in this room now. So today, we're going to use everything we know about clocks to tell time to the nearest hour and nearest half hour…you might already know how to do this but it's going to help us do some more challenging time work in the next few lessons.

Let's Think (Slide 4): We use clocks to tell time and just like you told me, there are clocks ALL over the place. There are two kinds of clocks. There are analog clocks like the one on the right (*point*). You've probably seen one of those hanging in your classroom. And here are digital clocks like the one on the left (*point*). You've probably seen those on microwaves, stoves, phones, digital watches, TVs and laptops/computers.

Clocks measure time using hours and minutes. There are 60 minutes in an hour. We can see how many minutes have passed on the right side of the digital clock *(point)*, or with the long hand on the analog clock *(point)*. On an analog clock, each of these *(point)* tick marks is 1 minute. The long hand points to the amount of minutes that have passed in an hour.

There are 12 hours on a clock. We can see how many hours have passed on the left side of the digital clock *(point)*, or with the short hand on the analog clock *(point).* The short hand points to the number of hours that have passed in a day.

Both of the clocks on this slide show the exact same time. Whenever the minutes say 00 on a digital clock, or the minute hand points to 12 on an analog clock–remember the 12 is 0 minutes–it's a special kind of time. Do you know what it means? O' Clock!

That's right, whenever zero minutes have passed, or the minute hand is on the 12 (*point*), we can say o'clock. That means that it's a brand new hour and NO minutes have passed in that hour. When you look at the digital clock, we know that it's a new hour where NO minutes have passed because it shows :00 on the minutes side.

So when I read this digital clock, the hour is 1 and I see :00 as the minutes, that means that it's 1 o'clock. It's a brand new hour and no minutes have passed in that hour. Now, let's look at the analog clock. We see that the hour hand, the shorter one, is pointing to the 1 and the minute hand is perfectly at the 12, that means that it's 1 o'clock. Both of these clocks are showing 1 o'clock.

So, when zero minutes have passed the hour, we call the time o'clock. We say the hour and the minutes are always o'clock.

Let's Talk (Slide 5): Okay so we just talked about how to tell time to the nearest hour…1 o'clock, 2 o'clock, and so on. But now we're going to think about minutes passing in each hour because we know that there are times between each hour. For example, there are times between 1:00 and 2:00.

So, let's look carefully at this slide. Clock A shows 2 o'clock because the hour hand is pointing directly to the 2 and the minute hand is pointing directly to the 12. But the clock next to it, Clock B, looks different. The hour hand has passed the 2, but it hasn't gotten to the 3 yet–it's perfectly halfways between the 2 and the 3. And that makes sense because the minute hand isn't on the 12 anymore, look it's all the way down at the 6 (*point)*. I'm going to see how many minutes have actually passed.

I know that each of these tiny tick marks is 1 minute, so I could count by 1s. But I can also count by 5s. There are 5 minutes between each hour mark see: 1, 2, 3, 4, 5. So, I can skip the hour marks by 5s and count the minutes much faster.

Help me skip count by 5s starting at the 12 which is 0 minutes. We'll count all the way to the 6 so see how many minutes have passed. Ready…0, 5, 10, 15, 20, 25, 30 *(draw and label hops as you count)*. S0, 30 minutes have passed the hour!

The hour is still 2, but the hour hand isn't on the 2 anymore because 30 minutes have gone by. As minutes go by, the hour hand slowly moves closer and closer to the next hour. But, the hour doesn't change until the minute hand gets back up to the 12.

So, Clock A shows two o'clock and Clock B shows 2:30, 30 minutes have passed since 2:00. And look, when the minute hand gets to the 6, HALF of the clock is covered, or half of an hour has passed. Sometimes people call the time 1:30 or 2:30 or 8:30 when the minute hand gets to the 30. But sometimes instead they say, "half past 2" for 2:30 or "half past 8" for 8:30. It's half past two, because half the minutes have passed after the 2 o'clock hour.

Let's Think (Slide 7): Let's look at two clocks and write the time as digital.

Look at the green clock. We always read the hour hand first, so find the hour hand, is it red or blue? Red! That's right, the hour hand is red because it's the SHORTER hand. And it's pointing directly at the…8!

Next, let's check the minute hand. The minute hand is the longer hand. Where is the minute hand pointing? To the 12! That's right, so that means it's what time? 8 o'clock! And, how do we write 8 o'clock? 8:00! That's right, we use 00 to show that no minutes have passed in the hour!

8 o'clock

I know the special name for when 0 minutes have passed is o'clock. So the time is 8 o'clock, I'm going to write the special name.

Let's try the yellow clock. Where do we start? With the hour hand! We see the short hand/hour hand isn't on a number. It has passed the 9, but it hasn't gotten to the 10 yet. So, the hour is still 9. Let's write the hour.

Now we have to look at the minute hand. It's not at 12 so we have to skip count to figure out how many minutes have past. Count with me starting at 0… 0, 5, 10, 15, 20, 25, 30. So, 30 minutes have passed. The time is 9:30. I can always skip count, but it's good to remember the 6 is always 30 minutes..

Half Past 9

Finally, I'm going to write the special name for 9:30. Half the minutes have passed the hour 9. It is half past 9.

Let's Try It (Slide 8-9): Let's try some problems together. Remember we always start with the hour, then we move to the minutes.

WARM WELCOME

Today we will tell time to the nearest hour and half hour.

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Let's Talk:

What do you know about telling time?

Let's Think:

We can tell time on two types of clocks.

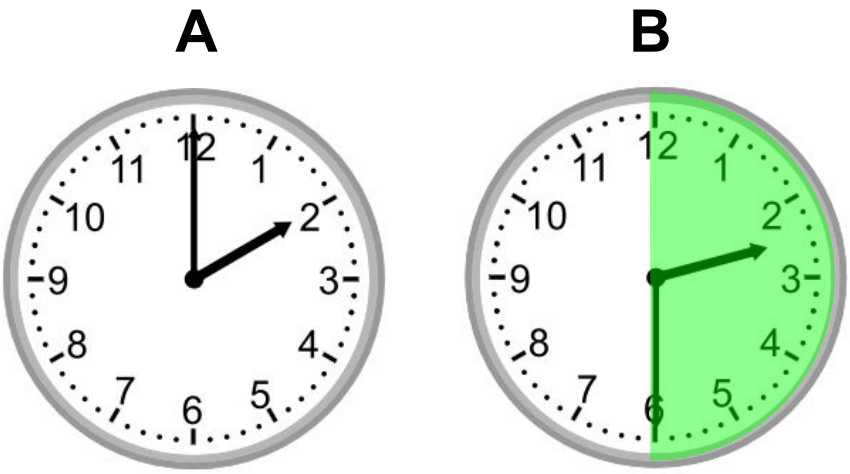
Where do we find the **hour** on each clock?

Where do we find the **minutes** on each clock?

Let's Think:

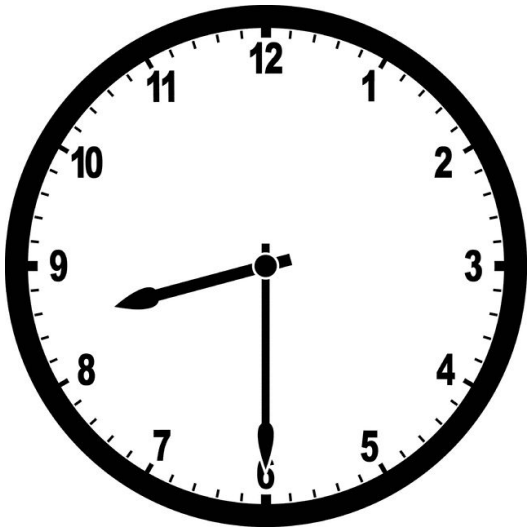
What happens to the hour hand as more minutes pass? Why?

How many minutes have passed when the minute hand gets to the 6?



Let's Talk:

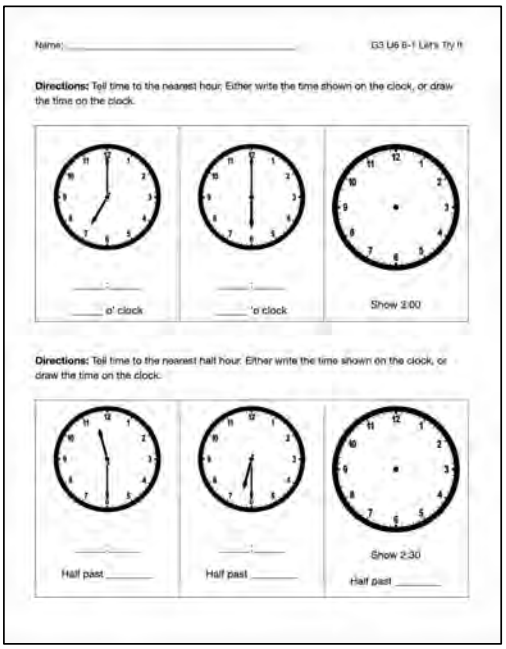
How much of the clock has the minute hand covered once it gets to the 6?



Let's Think: What time is it on each clock?

_____ _____

Let's Try It: Let's apply our understanding together.


Name:_____ G3 U6 8-1 Let's Try It

Directions: Tell time to the nearest hour. Either write the time shown on the clock, or draw the time on the clock.

_____ o' clock

_____ o' clock

Show 3:00

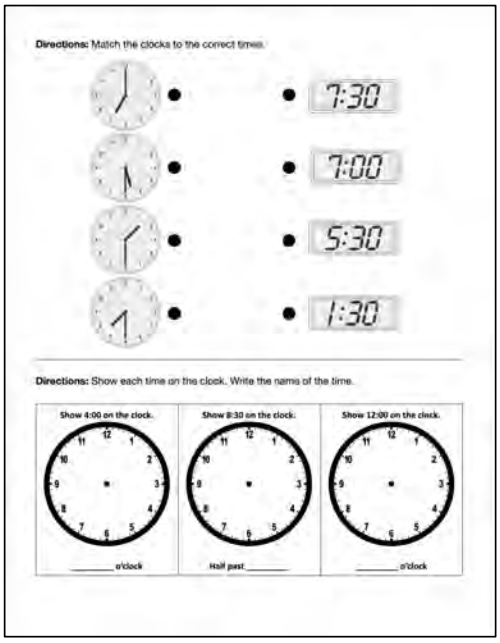
Directions: Tell time to the nearest half hour. Either write the time shown on the clock, or draw the time on the clock.

Half past _____

Half past _____

Show 2:30

Half past _____


Directions: Match the clocks to the correct times.

7:30

7:00

5:30

1:30

Directions: Show each time on the clock. Write the name of the time.

Show 4:00 on the clock.

_____ o'clock

Show 8:30 on the clock.

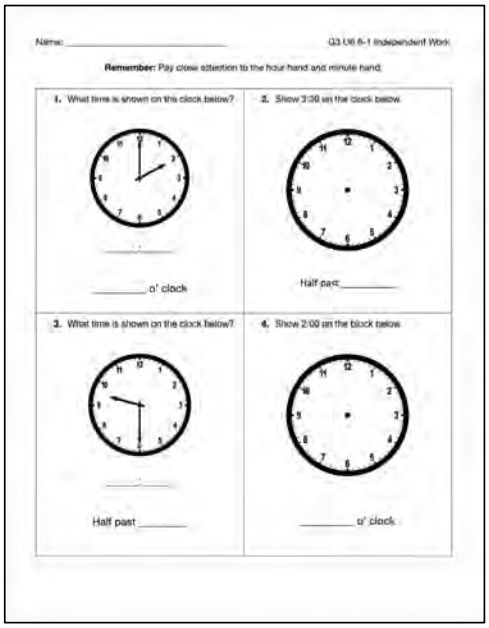
Half past _____

Show 12:00 on the clock.

_____ o'clock

On your Own:

Now it’s time to try on your own.


Name: _____ Q3 U6 6-1 Independent Work

Remember: Pay close attention to the hour hand and minute hand.

1. What time is shown on the clock below?

_____ o’ clock

2. Show 3:30 on the clock below.

Half past _____

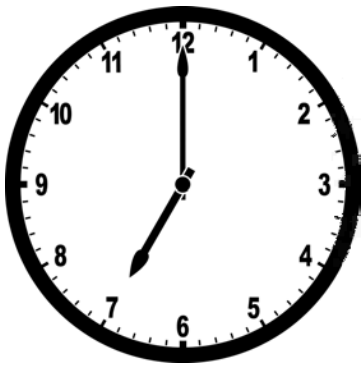
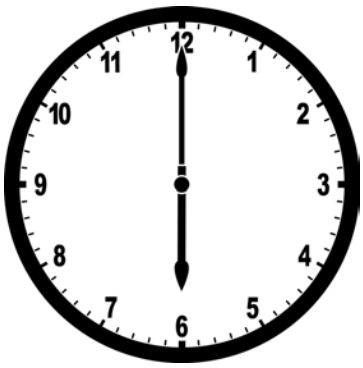
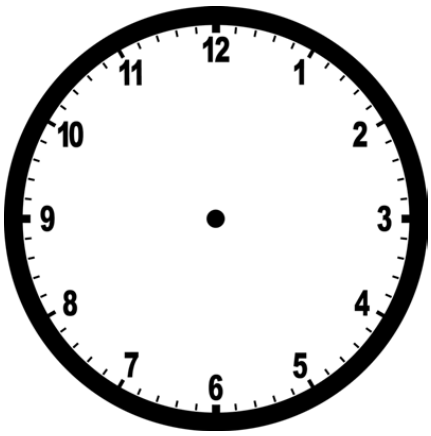
3. What time is shown on the clock below?

Half past _____

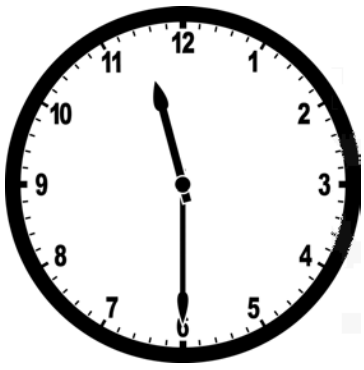
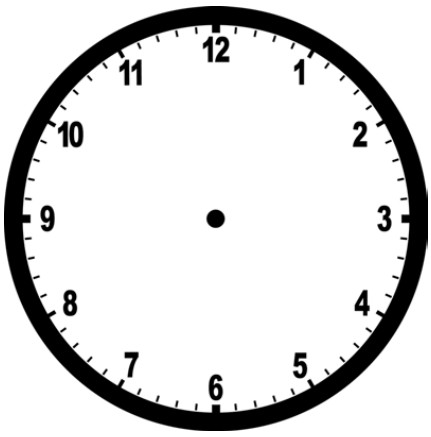
4. Show 2:00 on the clock below.

_____ o’ clock

Directions: Tell time to the nearest hour. Either write the time shown on the clock, or draw the time on the clock.

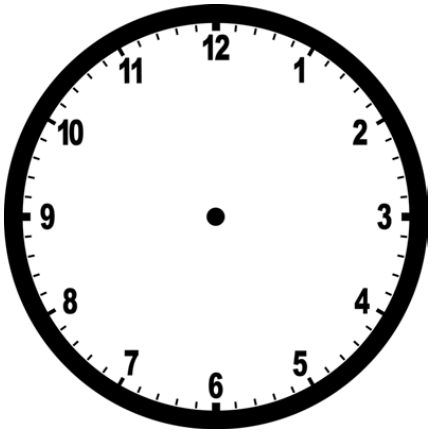
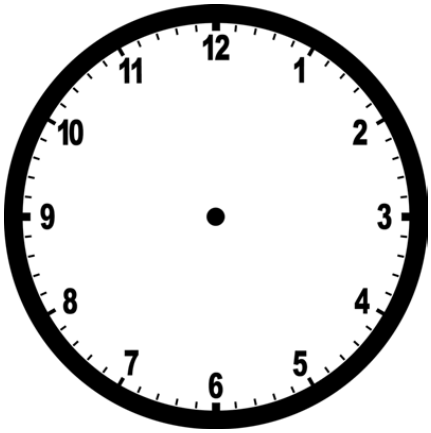
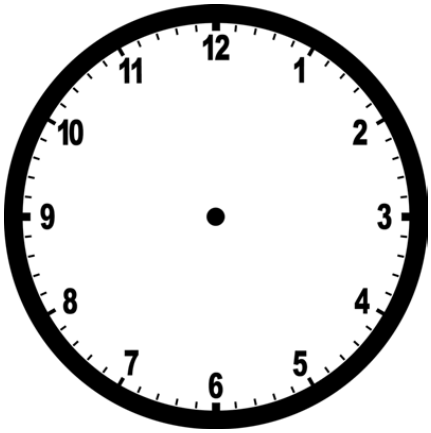
 _____:_____ _____ o' clock	 _____:_____ _____ 'o clock	 Show 3:00

Directions: Tell time to the nearest half hour. Either write the time shown on the clock, or draw the time on the clock.

 _____:_____ Half past _____	 _____:_____ Half past _____	 Show 2:30 Half past _____

Directions: Match the clocks to the correct times.

Directions: Show each time on the clock. Write the name of the time.

Show 4:00 on the clock.	Show 8:30 on the clock.	Show 12:00 on the clock.
		
_____ o'clock	half past _____	_____ o'clock

Name: _____ G3 U6 Lesson 1 - Independent Work

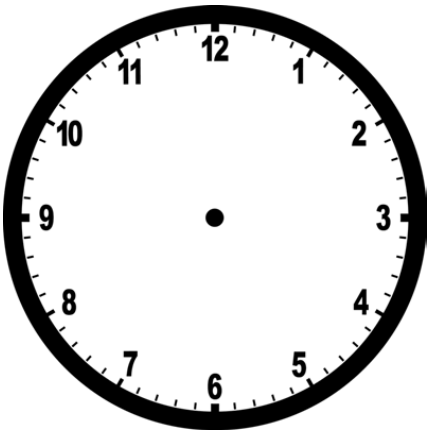
Remember: Pay close attention to the hour hand and minute hand.

1. What time is shown on the clock below?

_____:_____

_____ o' clock

2. Show 3:30 on the clock below.



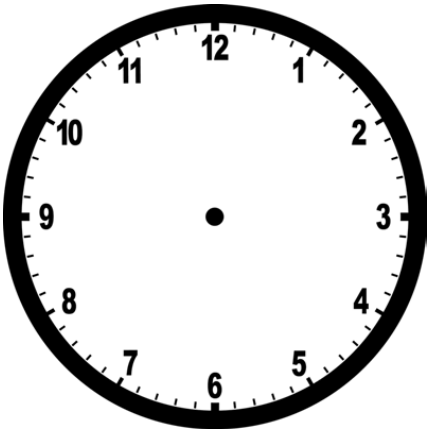
Half past _____

3. What time is shown on the clock below?

_____:_____

Half past _____

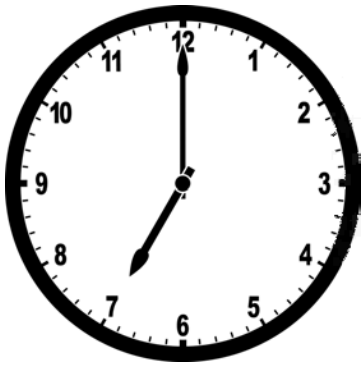
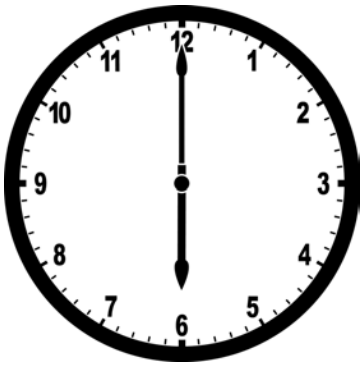
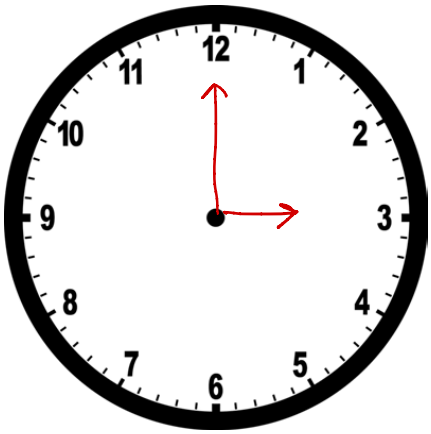
4. Show 2:00 on the block below.



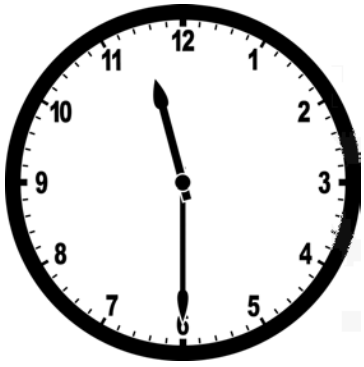
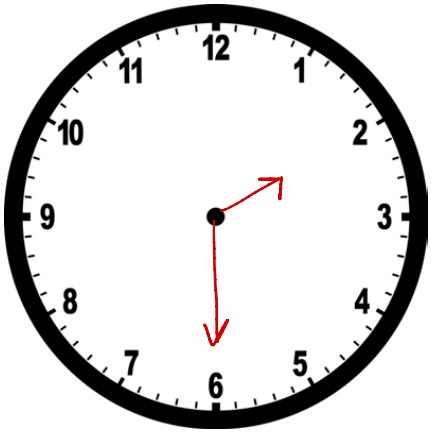
_____ o' clock

Name: _____ G3 U6 Lesson 1 - Let's Try It

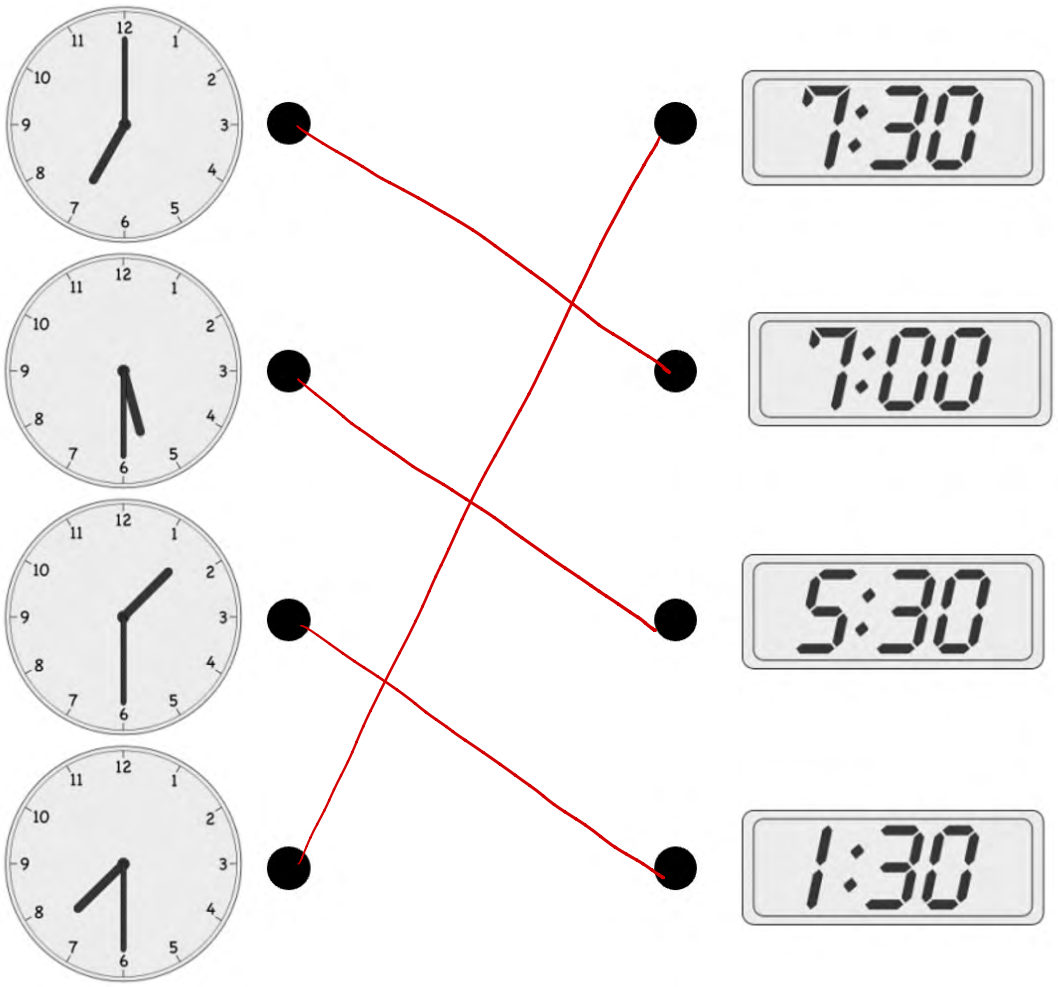
Directions: Tell time to the nearest hour. Either write the time shown on the clock, or draw the time on the clock.

		
7 : 00	6 : 00	
7 o' clock	6 'o clock	Show 3:00

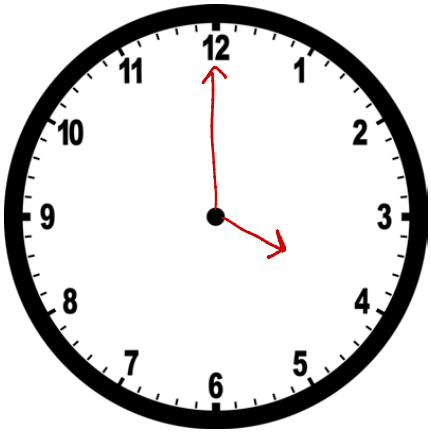
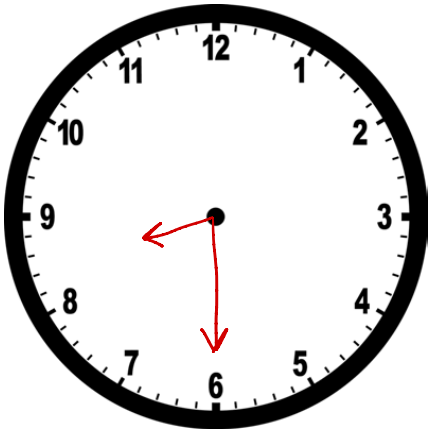
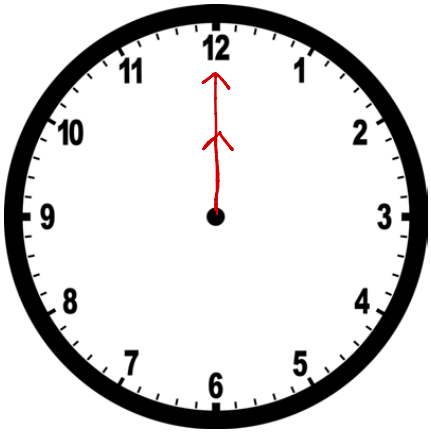
Directions: Tell time to the nearest half hour. Either write the time shown on the clock, or draw the time on the clock.

		
11 : 30	6 : 30	
Half past 11	Half past 6	Show 2:30
		Half past 2

Directions: Match the clocks to the correct times.



Directions: Show each time on the clock. Write the name of the time.

Show 4:00 on the clock.	Show 8:30 on the clock.	Show 12:00 on the clock.
		
__4__ o'clock	Half past __8__	__12__ o'clock

Name: _____ G3 U6 Lesson 1 - Independent Work

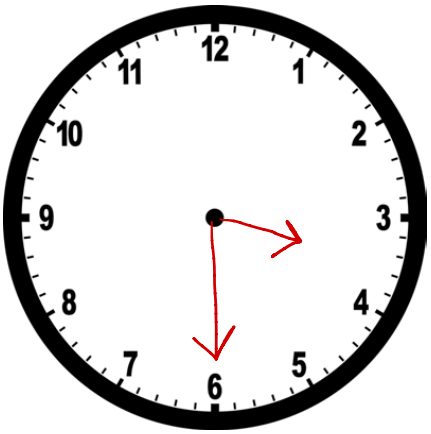
Remember: Pay close attention to the hour hand and minute hand.

1. What time is shown on the clock below?

2 : 00

2 o' clock

2. Show 3:30 on the clock below.



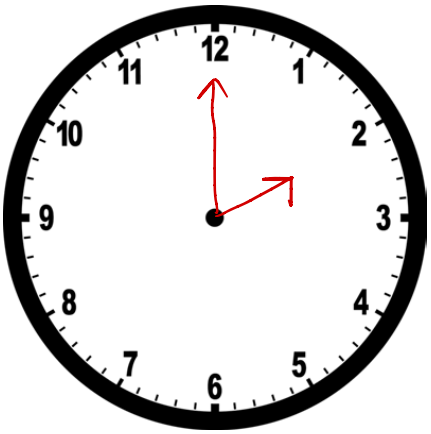
Half past 3

3. What time is shown on the clock below?

9 : 30

Half past 9

4. Show 2:00 on the block below.



2 o' clock

G3 U6 Lesson 2

Tell time to the nearest minute

G3 U6 Lesson 2 - Students will tell time to the nearest minute

Warm Welcome (Slide 1): Tutor choice

Frame the Learning/Connect to Prior Learning (Slide 2): Today we will continue telling time. Yesterday we told time to the nearest hour and half hour. Today we will be even more precise and tell time to the nearest minute.

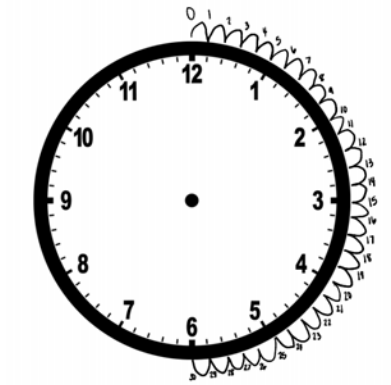
Let's Review (Slide 3): Let's quickly review some of what we learned yesterday. There are two clocks on this slide. One says 1 o'clock. The other says 1:30 or half past 1. **How do we know the hour in each time?** Possible Student Answers/Key Points:

- We look at the short hand.
- The short hand tells us the hour.
- The short hand points to the 1.
- Once the short hand points to the 1, the hour is still one even once it passes the one. It's only the next hour when it points to the two.

Correct, we measure time that has passed. The hour hand lets us know the hour by pointing to the hour. As it passes the hour, we know it's getting closer to the next hour. And to know how many minutes have passed, we look at the long hand. We can either count by ones or skip count to find how many minutes have passed in an hour. Today we'll be paying close attention to the minute hand as we tell time to the nearest minute.

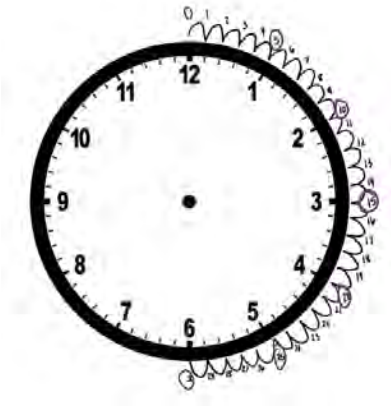
Let's Talk (Slide 4): What are the ways to count the minutes on a clock? Possible Student Answers/Key Points:

- Count every tick mark by 1s
- Count the hour markers by 5s
- Count halves by 30 and 30
- Count by 5s and then 1s



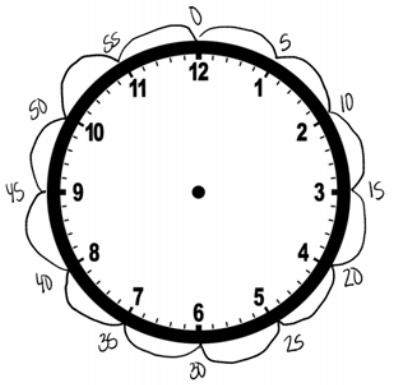
Interesting ideas! You are right that there are many ways to count minutes on a clock. The longest way is to count by 1s. Let's count the minutes by 1s. You count out loud and I'll draw hops. Make sure we start at 12 which is 0. Count: 0, 1, 2, 3….60. How many minutes are there on a clock? 60 total minutes. Yes there are 60 minutes.

You may notice that 60 and 0 are the same. That's why there's never a 4:60 or 2:60. The minutes go up to 59 and then start over at 00 or o'clock.



What do you notice about the minutes that land on the large numbers like 1, 2, 3 (*point to the hours*). I'll circle them so it's more clear. What do you notice about these numbers? They're all 5s, they skip count by 5s.

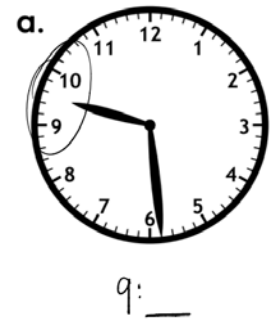
Correct, all the minutes that land on the hour tick marks are 5s. This is very helpful because we know how to skip count by 5s. So instead of counting 1, 2, 3, 4, **5,** 6, 7, 8, 9, **10…**I can just skip count by 5!



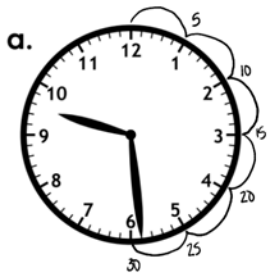
Now let's try skip counting by 5's. Let's count out loud and I'll draw hops again, bigger this time. Ready…0, 5, 10, 15, 20, 25….60. That was so much faster than counting by 1s.

Soon we're going to be counting the minutes around the clock. It can take a very long time to count by 1s every single time. However, counting by 5s can go much faster.

Let's Think (Slide 5): Using what we know about finding the hour, counting the minute hand by 5s and the fact that there are 60 minutes on the clock, I'm going to show you how to tell time to the nearest minute.



Let's start with Clock A. Just like yesterday, I'm going to begin with the hour. I see that the hour hand has passed the 9, but has not gotten to the 10 yet. That means the hour is still 9. I'm going to record that.



Now that I have my hour, I'm going to figure out how many minutes have passed. I'm going to start at 0 the same way I would on a number line. I'm going to start by skip counting by 5s since that's so much faster. I'll label the minutes as I count: 0, 5, 10, 15, 20, 25, 30. Wait, something went wrong there. Do you know what happened? You went past the minute hand/you went too far!

That's right, I jumped too far and went past the minute hand. Let me back-up. I got to 25. I know I can't jump to the next 5. So from here I'm going to keep counting by 1s: 25…26, 27, 28, 29. 29 minutes. This clock shows 9:29.

When telling time to the nearest minute, sometimes we have to use a combination of counting by 5s and 1s.

Everyone, look at Clock B and write the hour on your whiteboard or paper. I see that some of you have 4 as the hour and some of you have 5 as the hour. The hour hand can get really tricky and we have to pay special attention to it because we know it's getting closer and closer and closer to the next hour as the minute hand moves around. The hour of this clock is still 4, but you're right to know that we're getting close to 5. But here, the hour is still 4. Now, write how many minutes have passed in the hour.

So, what time does Clock B show? 4:47! Very nice! It's 4:47, which means it's getting closer and closer to 5:00 but it's not 5 until this minute hand gets to the 12?

Let's Try It (Slide 7): Let's try more telling time to the nearest minute. Remember we'll start with the hour and then the minutes every time. When we're counting how many minutes have passed, sometimes we'll use a combination of counting by 5s and then skip over to 1s.

WARM WELCOME

Today we will tell time to the nearest minute.

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Let's Review:

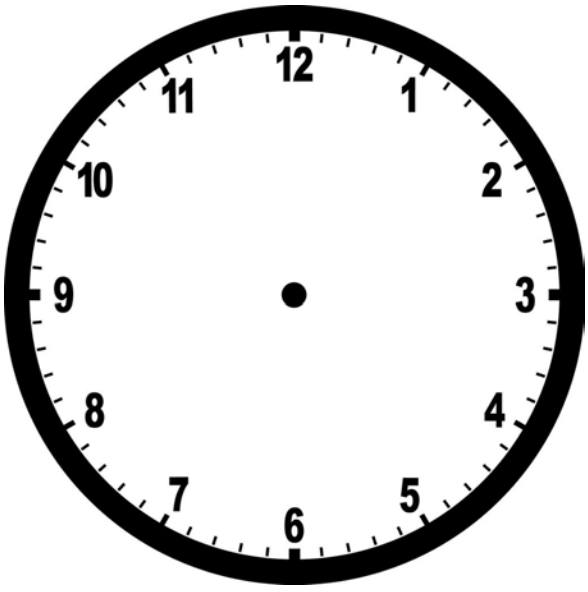
What time is shown on each clock? How do you know?

A

B

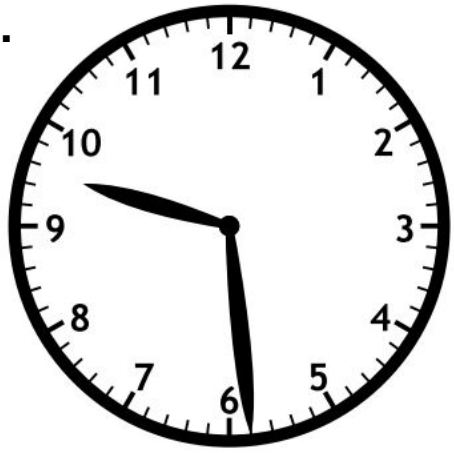
Let's Talk:

What are the ways we can count minutes on a clock?



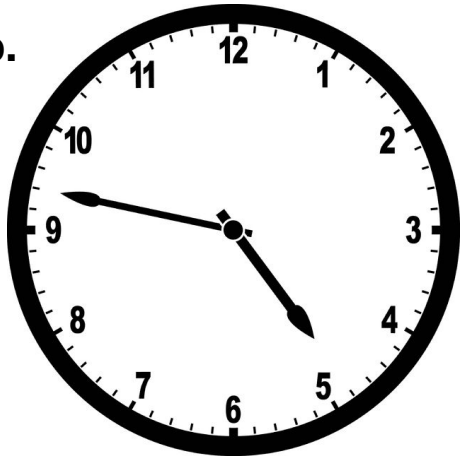
Let's Think: What time is shown?

a.



_____ : _____

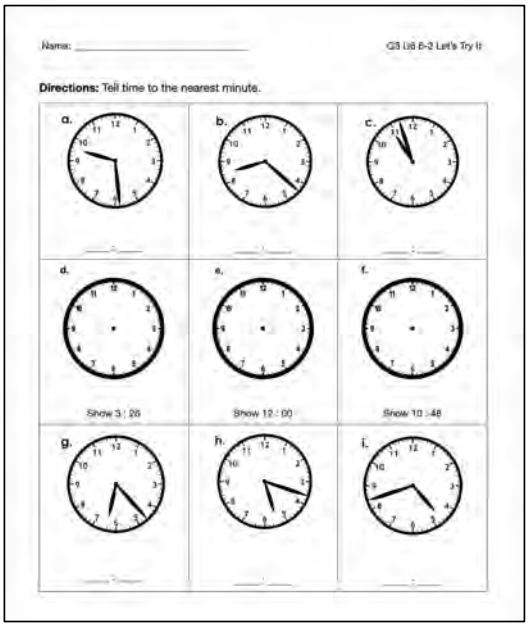
b.



_____ : _____

Let's Try It:

Let's apply our understanding together.



Name: _____ G3 Lld 6-3 Let's Try It

Directions: Tell time to the nearest minute.

a. _____ : _____

b. _____ : _____

c. _____ : _____

d. Show 3 : 25

e. Show 12 : 00

f. Show 10 : 48

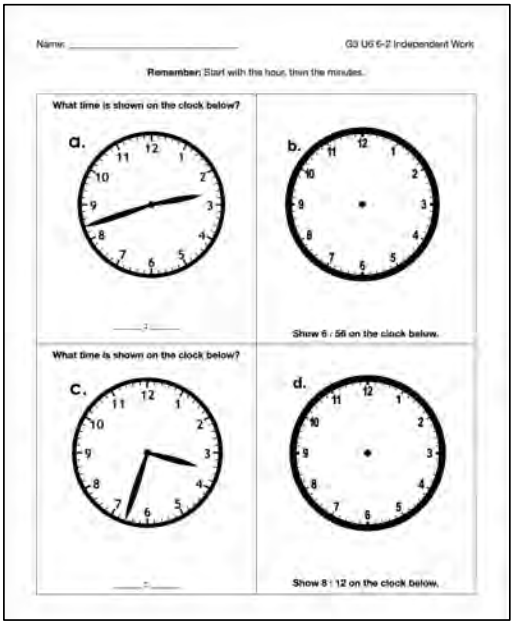
g. _____ : _____

h. _____ : _____

i. _____ : _____

On your Own:

Now it’s time to try on your own.


Name: _____ G3 U6 6-2 Independent Work

Remember: Start with the hour, then the minutes.

What time is shown on the clock below?

a.

b.

Show 6 : 56 on the clock below.

What time is shown on the clock below?

c.

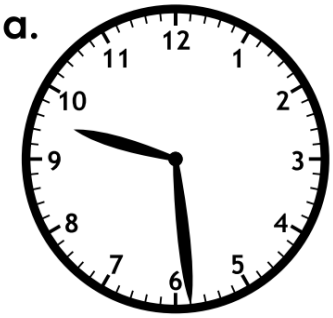
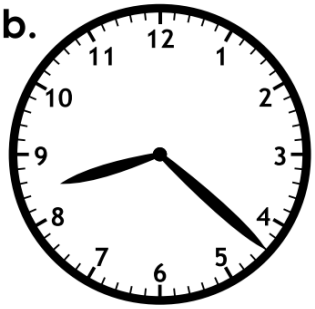
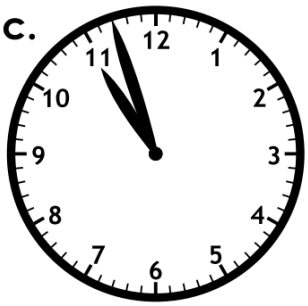
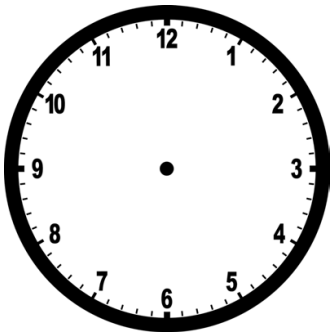
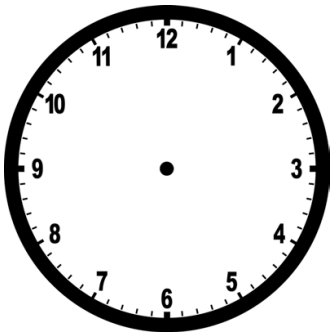
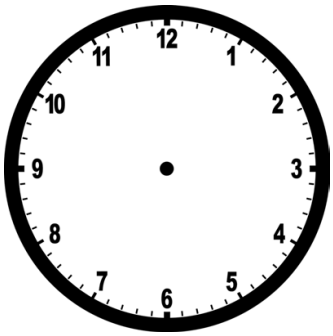
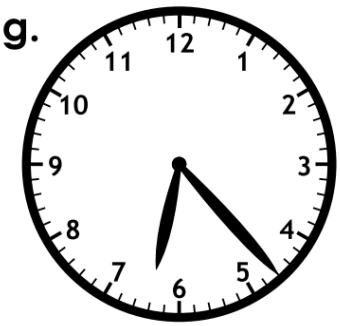
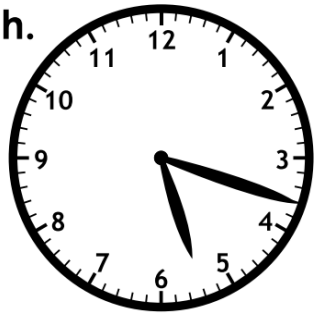
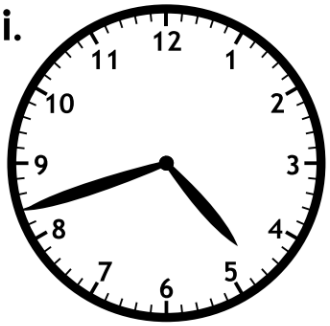
d.

Show 8 : 12 on the clock below.

Let’s apply our understanding together.

Name: _____ G3 U6 Lesson 2 - Let's Try It

Directions: Tell time to the nearest minute.

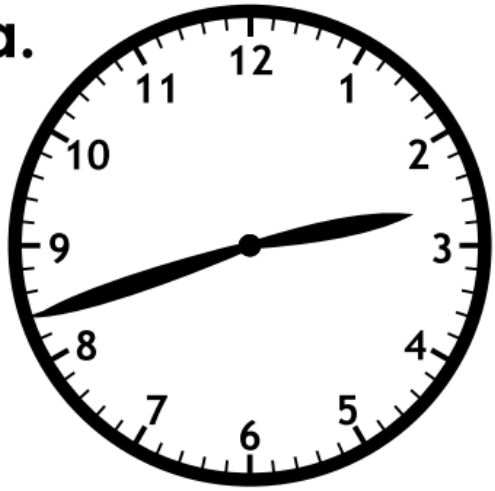
a.  _____ : _____	b.  _____ : _____	c.  _____ : _____
d.  Show 3 : 26	e.  Show 12 : 00	f.  Show 10 : 48
g.  _____ : _____	h.  _____ : _____	i.  _____ : _____

Name: _____ G3 U6 Lesson 2 - Independent Work

Remember: Start with the hour, then the minutes.

What time is shown on the clock below?

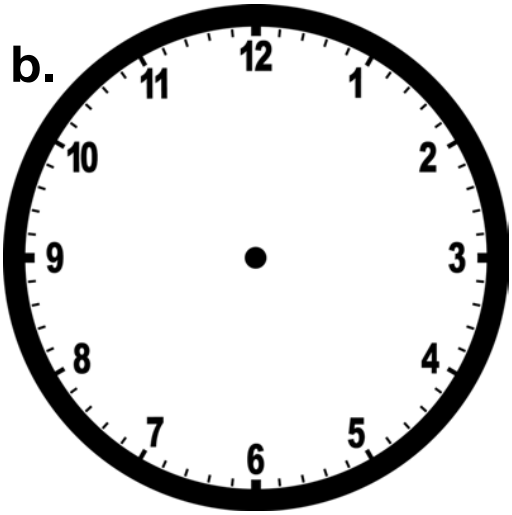
a.



_____ : _____

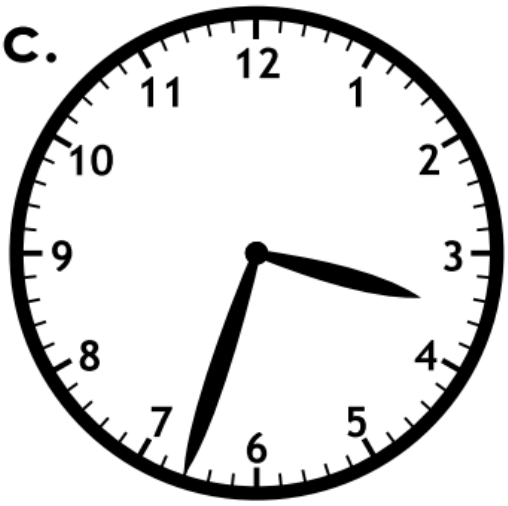
Show 6 : 56 on the clock below.

b.



What time is shown on the clock below?

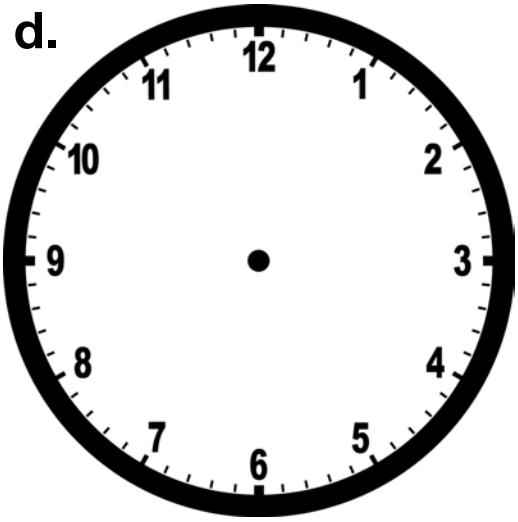
c.



_____ : _____

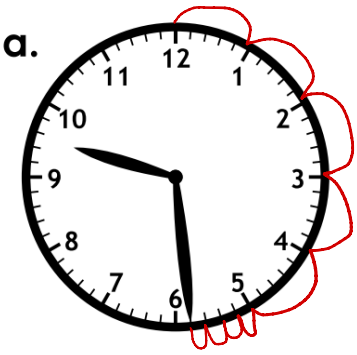
Show 8 : 12 on the clock below.

d.

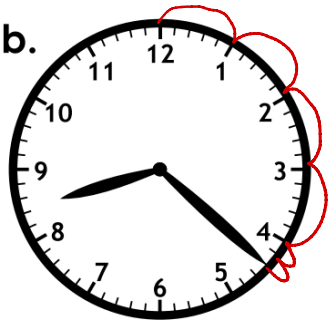


Name: _____ G3 U6 Lesson 2 - Let's Try It

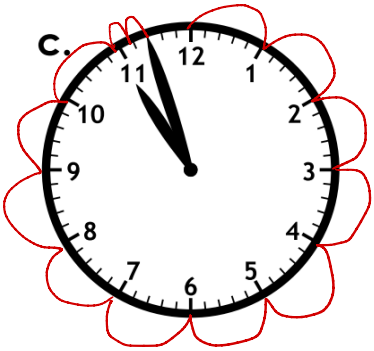
Directions: Tell time to the nearest minute.

a. 

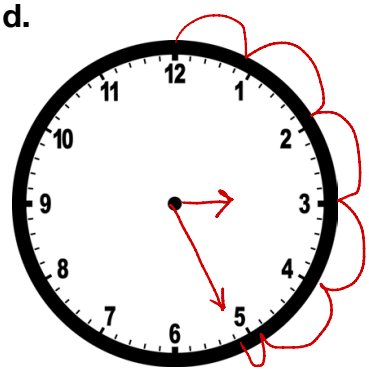
9 : 29

b. 

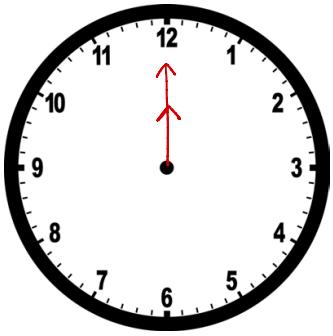
8 : 22

c. 

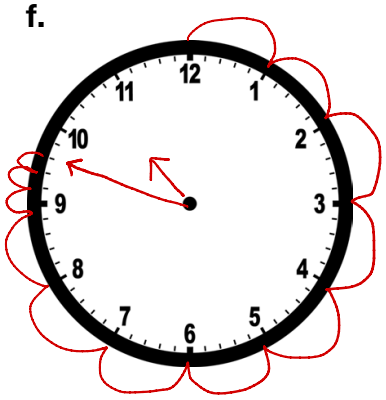
10 : 56

d. 

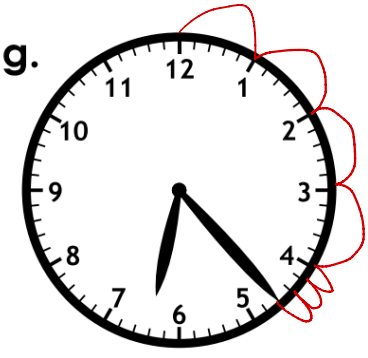
Show 3 : 26

e. 

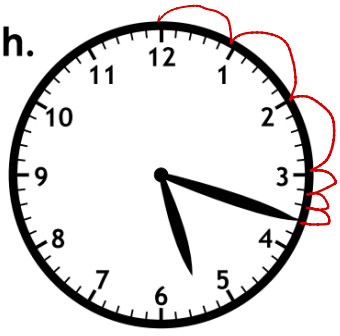
Show 12 : 00

f. 

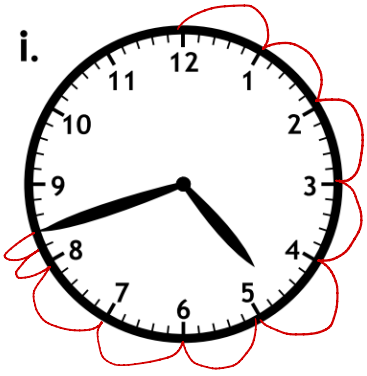
Show 10 : 48

g. 

6 : 24

h. 

5 : 18

i. 

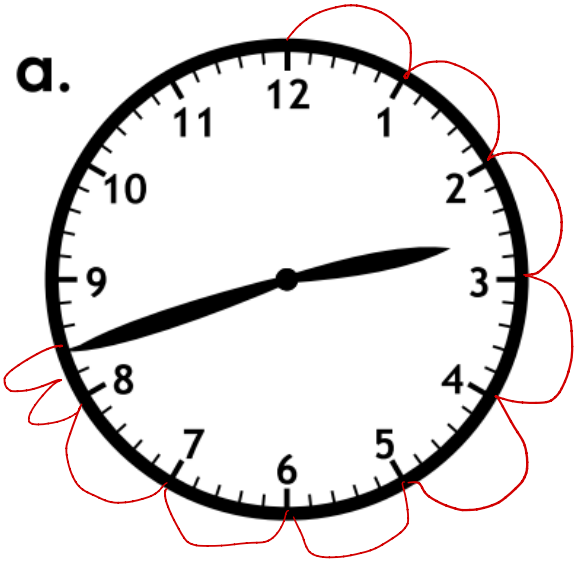
4 : 42

Name: _____ G3 U6 Lesson 2 - Independent Work

Remember: Start with the hour, then the minutes.

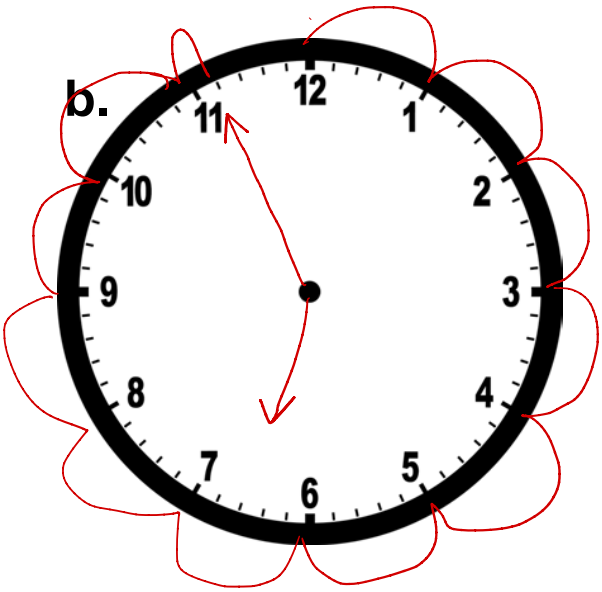
What time is shown on the clock below?

a.



2 : 42

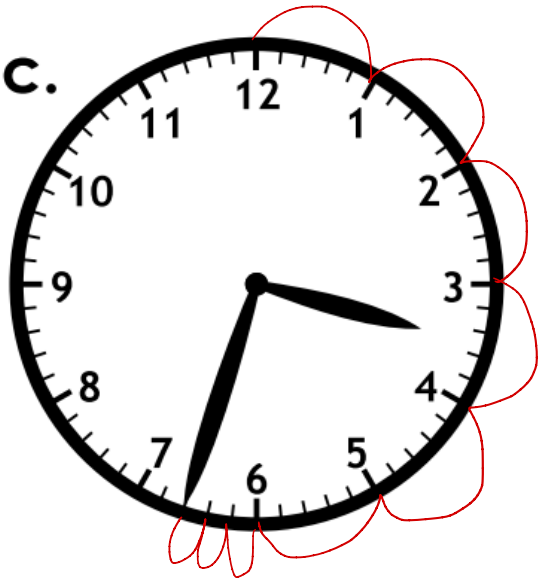
b.



Show 6 : 56 on the clock below.

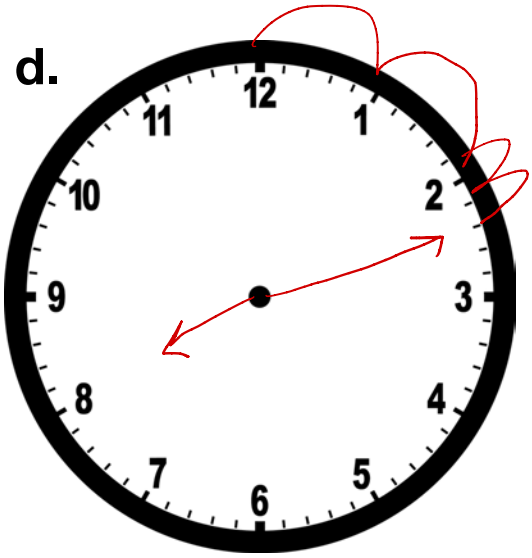
What time is shown on the clock below?

c.



3 : 33

d.



Show 8 : 12 on the clock below.

G3 U6 Lesson 3

Tell time to the quarter hour (half past, quarter past, quarter til)

G3 U6 Lesson 3 - Students will tell time to the quarter hour.

Warm Welcome (Slide 1): Tutor choice

Frame the Learning/Connect to Prior Learning (Slide 2): We're going to continue telling time today. We've told time to the hour, half hour, and nearest minute. Today we'll tell time to the quarter hour, another special way to name times.

Let's Review (Slide 3): Let's go back to one of the special ways we learned how to label time. We learned about times that end in :30. An example is 2:30. What else would we call 2:30? Half past 2. Yes! Why do we call it half past 2? Half the minutes have passed/half the hour has passed.

Correct, 2:30 is also called half past 2 because half the hour has already passed. Half the minutes have already passed between 2:00 and 3:00.

Let's Talk (Slide 4): We've seen that clocks can be divided in half. But clocks can also broken into fourths or quarters. As you can see on this clock, it's divided into 4 equal parts, which are called fourths or quarters. We knew that there were 30 minutes in half. **How many minutes are there in each quarter?**

- Let's skip count to figure it out: 5, 10, 15. So, 15 minutes in the first quarter.
- Let's keep going, 5, 10, 15. Another 15 minutes in the second quarter.
- Let's keep going, 5, 10, 15. Another 15 minutes in the third quarter.
- Last one, 5, 10, 15. And, 15 minutes in the last quarter. How many minutes are there in a quarter? 15 minutes!

So, there are 15 minutes in each quarter. So the first quarter is :15 minutes in, the second quarter is after ANOTHER 15 minutes which brings us to 30 minutes into the hour and the third quarter is after ANOTHER 15 minutes which is at :45 minutes into the hour.

Let's Talk (Slide 5): Now that we know that there are 4 quarters, let's talk about the name of each quarter. Let's think the two o'clock hour. When the minute hand is at 12 it's 2:00. Then, at 2:15, you can see that one quarter of the hour has passed *(air trace the first quarter of the clock)*. Because one quarter has passed, we call it "quarter past 2." A quarter of the minutes have passed in the 2:00 hour.

You know the name of the next one. What do we call it when this many minutes have passed? Half past. Correct, we call it half past. Two quarters is the same as half. Half the hour has passed, so we call that one "half past 2." Half the minutes have passed in the 2:00 hour.

The final one is tricky. After 3 quarters have passed, there is one more quarter left UNTIL the next hour. We're very close to the next hour. Instead of saying how many quarters have passed, we say that there is one quarter left UNTIL the next hour, since so much time has passed. We say quarter TIL 3, because there is one more quarter UNTIL the hour changes to 3. That name is VERY tricky, because it sounds like the hour is 3, but it's actually still 2.

So, at 15 minutes, we are a QUARTER PAST. At 30 minutes, we are HALF PAST. At 45 minutes, we are a quarter UNTIL the next hour.

Let's Think (Slide 6): I need to figure out what time is on each clock. Then I need to write the special name in quarters. The first part we've gotten pretty good at.

- Blue Clock: Let's all write the time that we see on the blue clock as a digital time like this, ___:___. So, what time is on the blue clock? 5:15! That's right, and what's another way to say the time 5:15? Quarter past 5!
- Green Clock: Let's all write the time that we see on the green clock as a digital time like this, ___:___. So, what time is on the blue clock? 10:45! That's right, it's 10:45 not 11:45 but we're getting close, close, close to 11, which will help us say this time in a special way. What's another way to say the time 5:15? Quarter til 11!
- Purple Clock: And finally the purple clock. This is going backwards, we have the special time but we need to show it on the digital and analog clock. The special time says half past 3. What time is that? 3:30! That's right, it's halfway between 3 and 4, which means it's 3:30. Someone come draw the hands on the clock to show 3:30.

Let's Try It (Slide 7-8): Telling time to the quarter hour is definitely tough. It's easier if you remember each phrase and the minutes. Quarter past is 15 minutes where the big 3 is. Half past is 30 minutes where the big 6 is and quarter till is 45 minutes where the big 9 is. Let's practice some more together.

WARM WELCOME

Today we will tell time to the quarter hour.

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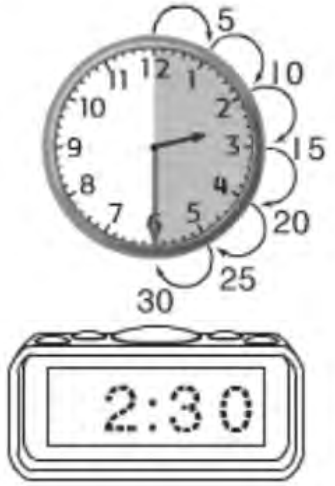
Let's Review:

Times that end in :30 have a special name.

2:30 is also known as

_____ _____ _____

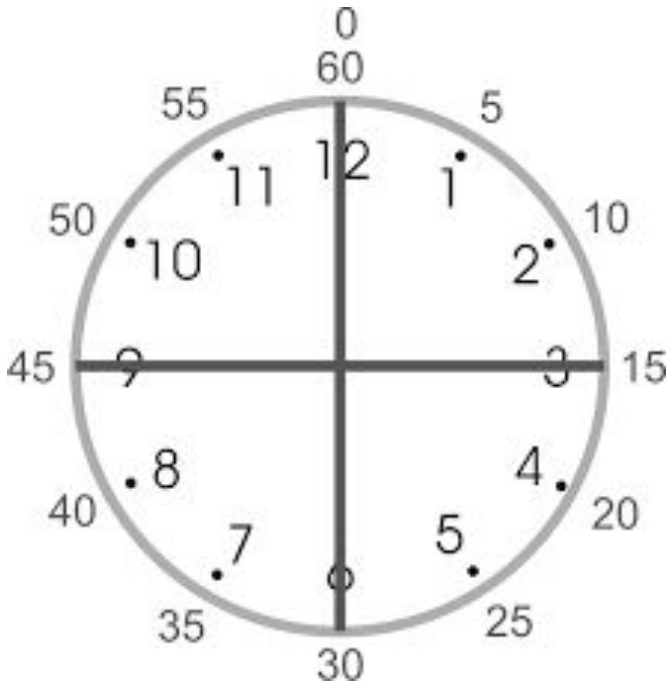


30 minutes after two

Let's Talk:

Clocks are broken into quarters.

How many minutes are in each quarter (fourth)?

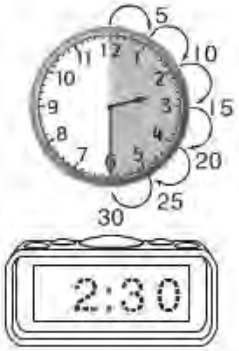


Let's Think:

Each quarter has a special name.

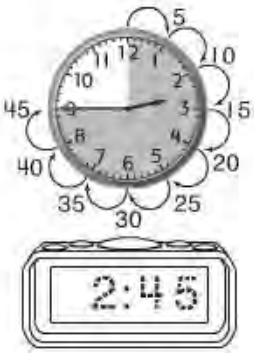
15 minutes after two

_____



30 minutes after two

_____



45 minutes after two

_____

Let's Think:

What time is on each clock?

What's the special name?

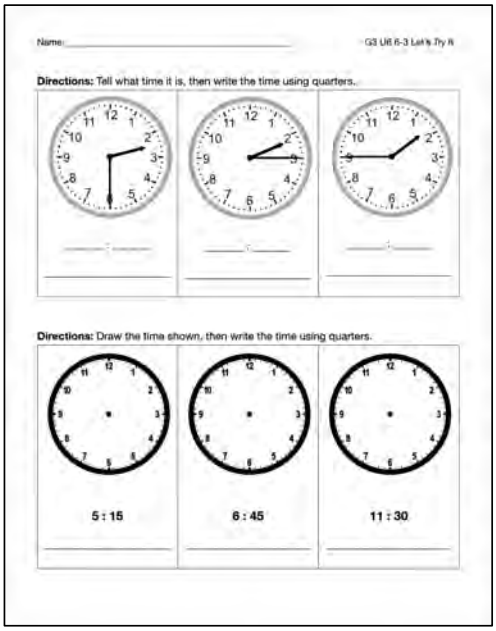
_____

_____

half past 3

Let's Try It:

Let's apply our understanding together.

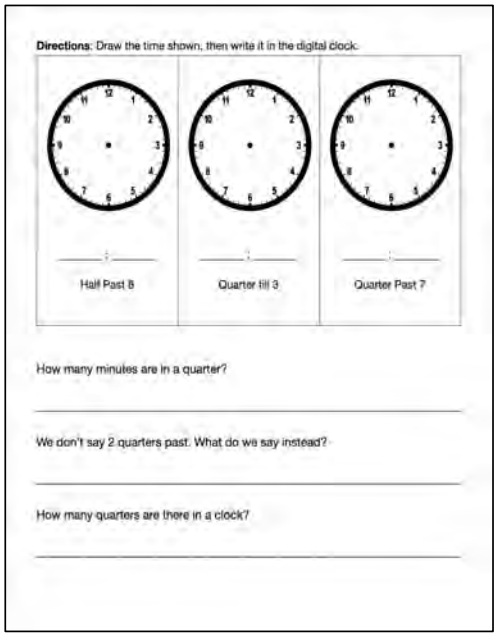


Name: _____ G3 U6 6-3 Let's Try It

Directions: Tell what time it is, then write the time using quarters.

Directions: Draw the time shown, then write the time using quarters.

5 : 15 | 6 : 45 | 11 : 30



Directions: Draw the time shown, then write it in the digital clock.

Half Past 8 | Quarter till 3 | Quarter Past 7

How many minutes are in a quarter?

_____

We don't say 2 quarters past. What do we say instead?

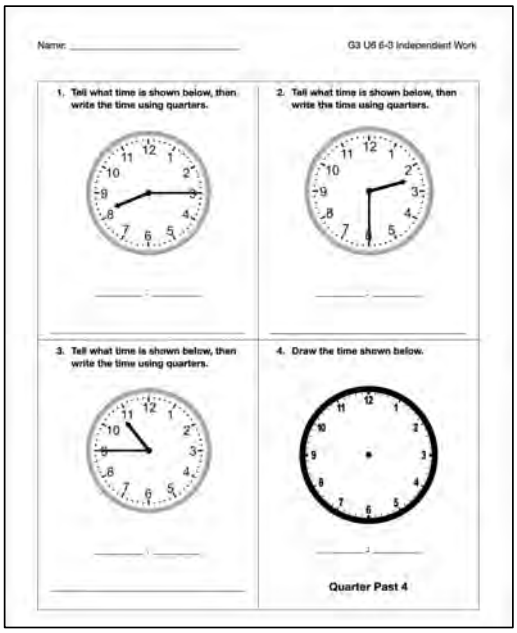
_____

How many quarters are there in a clock?

_____

On your Own:

Now it's time to try on your own.



Name: _____ G3 U6 6-3 Independent Work

1. Tell what time is shown below, then write the time using quarters.

2. Tell what time is shown below, then write the time using quarters.

3. Tell what time is shown below, then write the time using quarters.

4. Draw the time shown below.

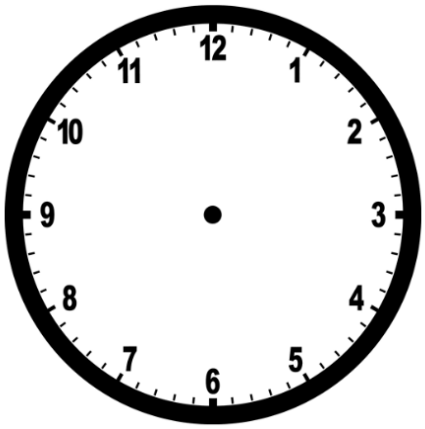
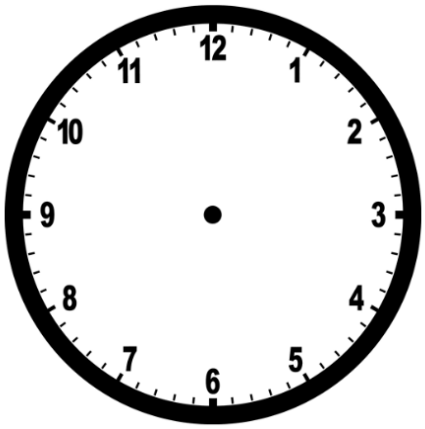
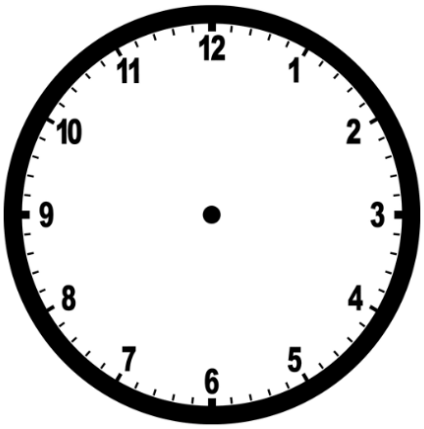
Quarter Past 4

Name: _____ G3 U6 Lesson 3 - Let's Try It

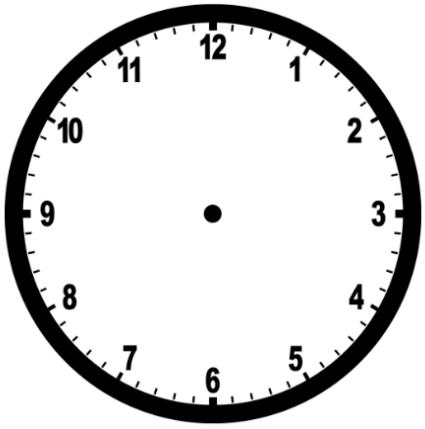
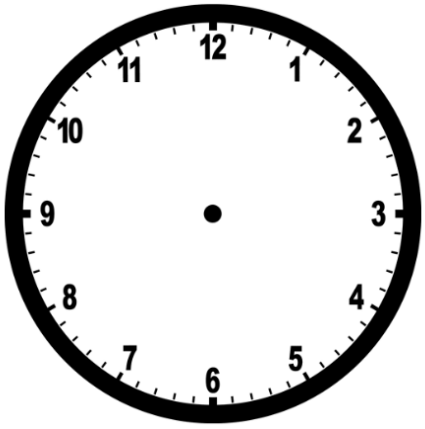
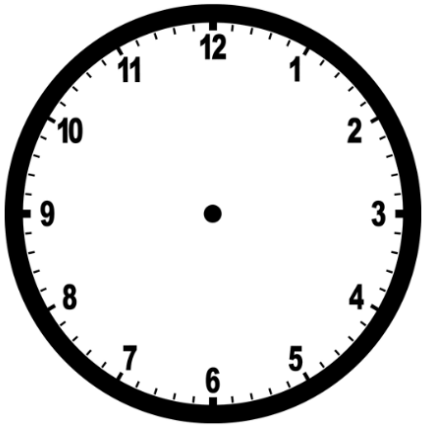
Directions: Tell what time it is, then write the time using quarters.

		
_____ : _____	_____ : _____	_____ : _____
_____	_____	_____

Directions: Draw the time shown, then write the time using quarters.

		
5 : 15	**6 : 45**	**11 : 30**
_____	_____	_____

Directions: Draw the time shown, then write it in the digital clock.

		
_____ : _____	_____ : _____	_____ : _____
Half Past 8	Quarter till 3	Quarter Past 7

How many minutes are in a quarter of an hour?

_____

We don't say 2 quarters past. What do we say instead?

_____

How many quarters are there in a clock?

_____

Name: _____ G3 U6 Lesson 3 - Independent Work

1. Tell what time is shown below, then write the time using quarters.

_____ : _____

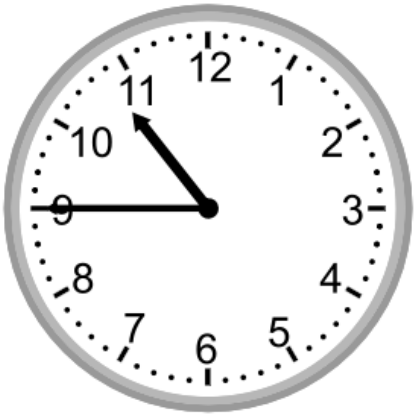
_____

2. Tell what time is shown below, then write the time using quarters.

_____ : _____

_____

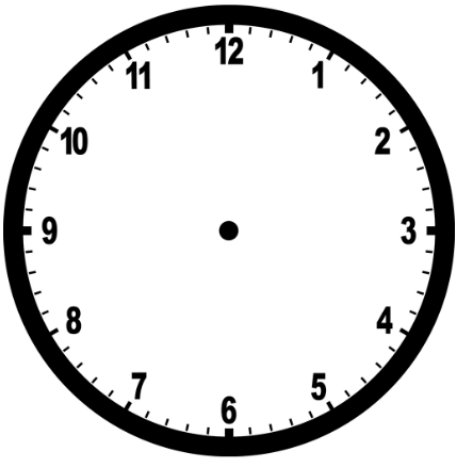
3. Tell what time is shown below, then write the time using quarters.



_____ : _____

_____

4. Draw the time shown below.



_____ : _____

Quarter Past 4

Name: _____ G3 U6 Lesson 3 - Let's Try It

Directions: Tell what time it is, then write the time using quarters.

2 : 30

half past 2

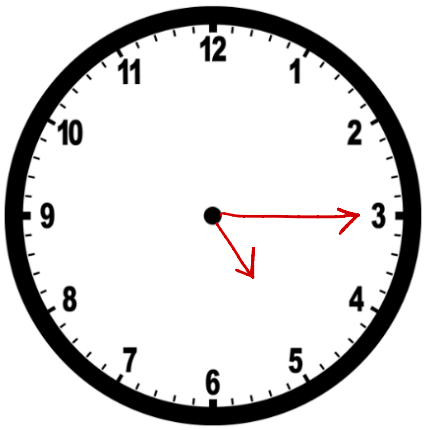
2 : 15

quarter past 2

1 : 45

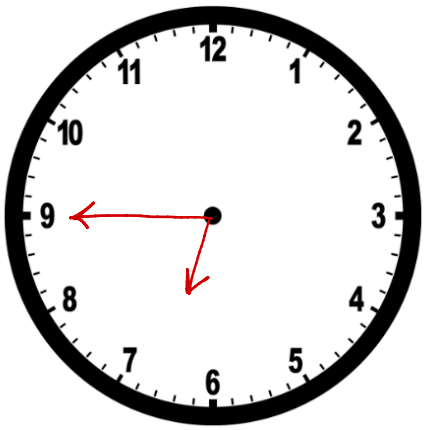
quarter till 2

Directions: Draw the time shown, then write the time using quarters.



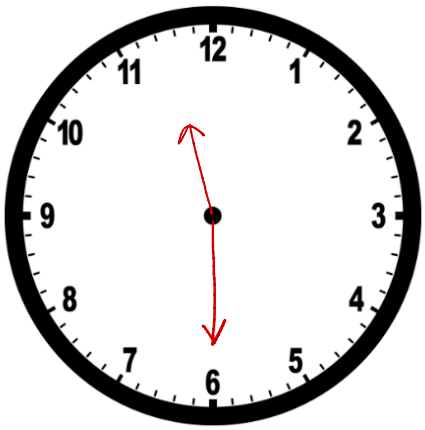
5 : 15

quarter past 5



6 : 45

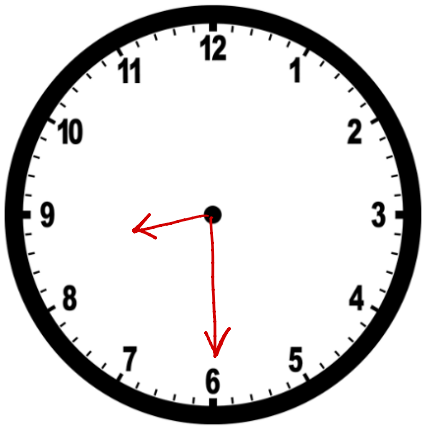
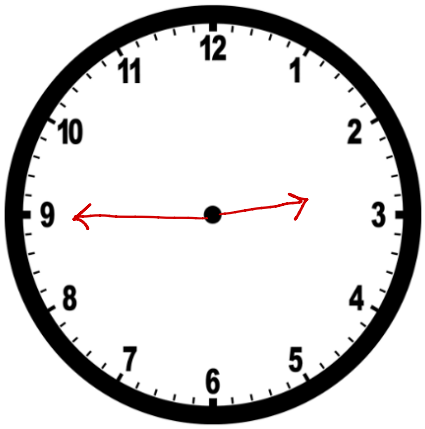
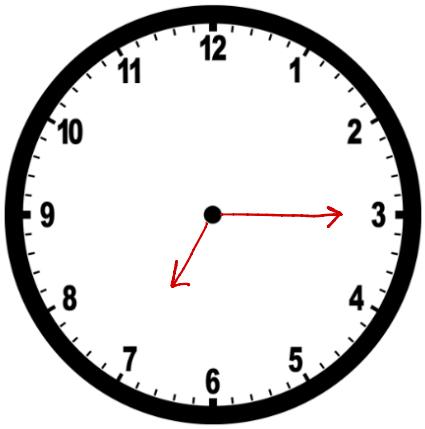
quarter till 7



11 : 30

half past 11

Directions: Draw the time shown, then write it in the digital clock.

		
8 : 30	2 : 45	7 : 15
Half Past 8	Quarter till 3	Quarter Past 7

How many minutes are in a quarter?

15 minutes

We don't say 2 quarters past. What do we say instead?

Half past

How many quarters are there in a clock?

4 quarters

Name: _____ G3 U6 Lesson 3 - Independent Work

1. **Tell what time is shown below, then write the time using quarters.**

8 : 15

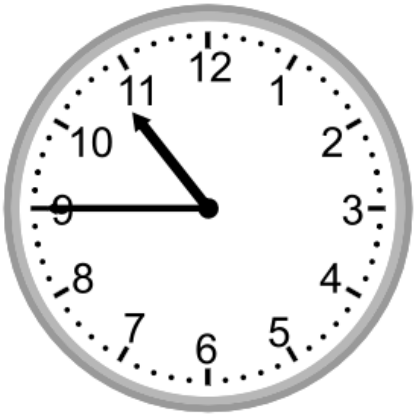
quarter past 8

2. **Tell what time is shown below, then write the time using quarters.**

2 : 30

half past 2

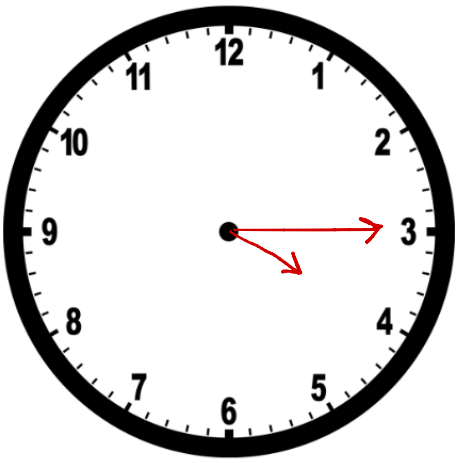
3. **Tell what time is shown below, then write the time using quarters.**



11 : 45

quarter till 12

4. **Draw the time shown below.**



4 : 15

Quarter Past 4

G3 U6 Lesson 4

Solve word problems with time intervals within 1 hour (find start and end time)

G3 U6 Lesson 4 - Students will solve word problems with time intervals (finding start and end time)

Warm Welcome (Slide 1): Tutor choice

Frame the Learning/Connect to Prior Learning (Slide 2): Today we will continue learning about time. Instead of reading clocks, we will solve word problems using something called time intervals.

Let's Talk (Slide 3): Think of an example of time passing. Possible Student Answers, Key Points:

- When we go to recess at 12:00, we come back and it's later in the day.
- Every year we get a year older on our birthdays.
- When we go to sleep we wake up many hours later.
- When we get in the car to drive somewhere, we have to wait a long time.

Those are all wonderful examples. Tne of the most important things to remember about time is that time passes. That's why clocks are so important because we constantly have to know what time it is, because the time changes as time passes.

Let's Think (Slide 4): Today we will be trying to calculate start and end times in word problems. Everything we do starts and ends. We start brushing our teeth and eventually stop brushing our teeth. Recess starts at school and unfortunately it ends each day.

Let's think more about recess. Let's say recess starts every day at 2:00 *(write 2:00 under starts)* and lasts 30 minutes *(write 30 minutes on top of the arrow)*. I want to figure out what time recess ends. I have to move forward on the timeline like I would move forward on a number line. Would I add or subtract minutes to 2:00 to figure out what time recess ends *(points to end)*? You would add time.

Correct, we have to move forward in time to get to the end, just like we'd move forward on a number line. We always add time when we're moving forward.

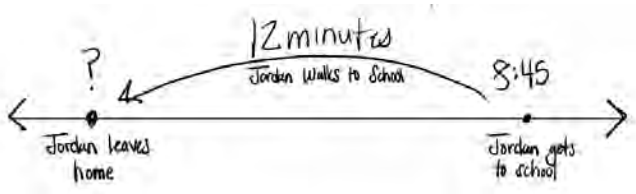
Let's Think (Slide 5): Let's think about recess again. Let's say recess ends every day at 1:30 *(write 1:00 under ends).* Recess is still 30 minutes long *(write 30 minutes on top of the arrow)*. But this time I want to figure out what time recess started. I have to move backwards in time and backwards on the timeline. Would I add or subtract minutes to figure out what time recess starts *(point to starts)*? You would subtract time.

Correct, we have to move backwards in time to get to the start, just like we'd move backwards on a number line. We always subtract when we move backwards.

Let's Think (Slide 6): Let's try this first word problem. Just like every word problem, the first thing I do is read it aloud, "Jordan gets to school every day at 8:45. It only takes him 12 minutes to walk from his house to school. What time does he leave his house every morning?"

The next thing I do is retell it to myself to make sure I understand it. So, Jordan gets to school at a certain time. It takes him 12 minutes to get to school. I need to find out what time he leaves his house.

Because this is a time interval word problem, I'm going to make a timeline to help me keep track of the times in the start time, end time and elapsed time, how much time goes by. I'm going to mark the two times, when Jordan leaves and when he gets to school because that is what this problem is about.

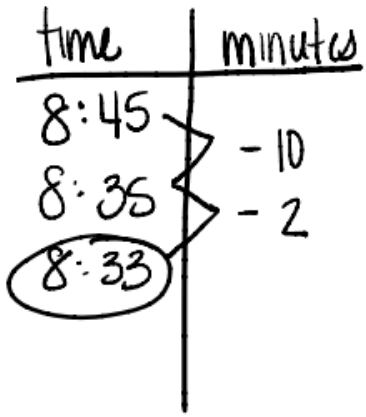


I know Jordan would leave his house first so I'm going to mark that on the number line first, that must be my start time. I also don't know what time he left so I'm going to write a question mark to show I don't know.

I know he will get to school AFTER he leaves his house, so I'm going to plot it on the timeline AFTER. I'm going to write the time 8:45 since I know that's the time he got to school.

Finally, it says it took him 12 minutes to walk to school. I'm going to write that in the middle since he would walk in the middle of leaving his house and getting to school.

Finally I'm going to draw an arrow from the time we know to the time we don't know. I see the arrow is going backwards which means we're moving backwards in time. I know if we're moving backwards then we must be subtracting. I need to take away 12 minutes.



Now that I see I'm trying to figure out a start time, I know I need to subtract minutes, the same way I would subtract to move backwards on a number line. Subtracting time isn't like subtracting normal numbers in the ones, tens, hundreds and thousands. It's tricky because the minutes only go to 60, so I'm going to use a t-chart to help me. On the left side, I'm going to write the times. On the right side, I'm going to write the minutes I'm subtracting.

I know I need to start at 8:45 so I'm going to write that as my first time. I need to subtract 12 minutes. I'm going to subtract it in easy parts. I'll start by subtracting 10 minutes. I'm going to write -10 on the minutes side to help me keep track of what I subtract…8:45 minus 10 minutes is 8:35. I'm going to update my time to 8:35.

I only subtracted 10 minutes but I need to subtract 12 minutes. I need to subtract 2 more minutes. I'm going to draw a line from 8:35 to the minutes side and subtract 2 more minutes. When I subtract 2 minutes from 8:35, the new time is 8:33. I subtracted 12 minutes, I'm done. 8:33 is my answer, 8:33 is when Jordan left his house.

8:45 - 12 minutes = 8:33

The time was 8:33 when Jordan left his house. I end every word problem with an equation to represent my work. I'm going to do the same here. Jordan got to school at 8:45, it took him 12 minutes to walk which means he left at 8:33.

Let's Think (Slide 7): Let's try another one. I always start by reading the word problem aloud to myself.

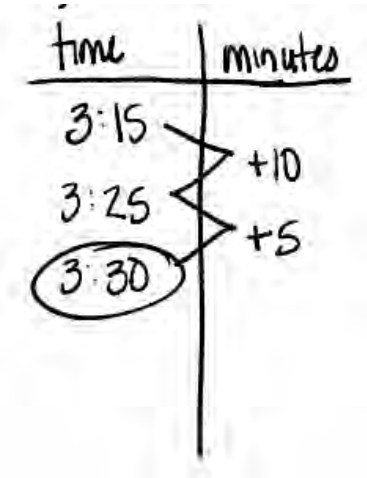
Then I retell the story to make sure I understand the problem. Laila's school ends at a certain time. She stays after school talking to friends for 15 minutes. I need to figure out what time Laila is done talking to her friends after school.

Because this is a time interval word problem, I'm going to make a number line to help me keep track of the start time, end time and elapsed time, how much time went by.

I know school would end first, then Laila would talk to her friends, then she would be ready to go home. I'm going to plot school ends first and I'm going to write the time 3:15 since I know when it ended.

I'm going to plot Laila's ready to go home AFTER. I'm going to put a question mark on top since I don't know what time she was ready to go home. I'm going to put 15 minutes in the middle since that's the time she spent talking to her friends.

Finally I'm going to draw an arrow from the time we know to the time we don't know. I see the arrow is going forwards which means we're moving forwards in time. I know if we're moving forward then we must be adding. I need to add 15 minutes.



I'm going to set up the t-chart again to help me add. On the left side, I'm going to write the times. On the right side, I'm going to write the minutes I'm adding.

What time will we start with? 3:15.

Are we adding or subtracting time? Adding!

How much time are we going to add to 3:15? 15 minutes. Yes we're going to add 15 minutes, that's how long Laila talks to her friends.

Let's start again with 10 since it's easy to add 10. If I add 10 minutes to 3:15, what time will it be? 3:25. How much more time do we need to add? 5 minutes. And, 3:25 plus 5 minutes is 3:30. So, 3:30 is when Laila was ready to go.

3:15 + 15 minutes = 3:30

The time was 3:30 when Laila was ready to go home. I end every word problem with an equation to represent my work. I'm going to do the same here. School ended at 3:15, Laila kept talking to her friends for 15 more minutes and was ready to go home at 3:30.

Let's Try It (Slide 8-9): Now let's try some time interval problems together. Remember to use a timeline to help figure out whether we're going forward or backwards in time. That will let us know whether we need to add or subtract minutes.

WARM WELCOME

Today we will solve word problems with time intervals.

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Let's Talk:

Think of an example of time passing.

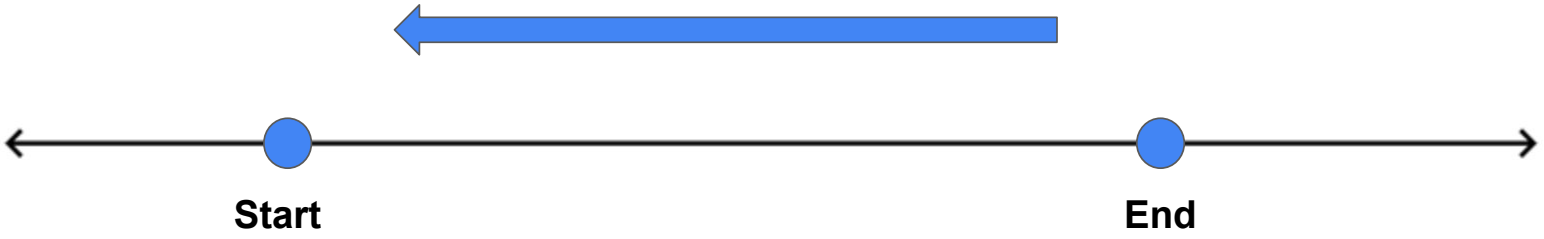
Let's Think:

Recess starts at 2:00, it lasts for 30 minutes.

We ADD time as it passes FORWARD.

Let's Think:

Recess ends at 1:30, it lasts for 30 minutes.



We SUBTRACT time as we move BACKWARDS.

Let's Think:

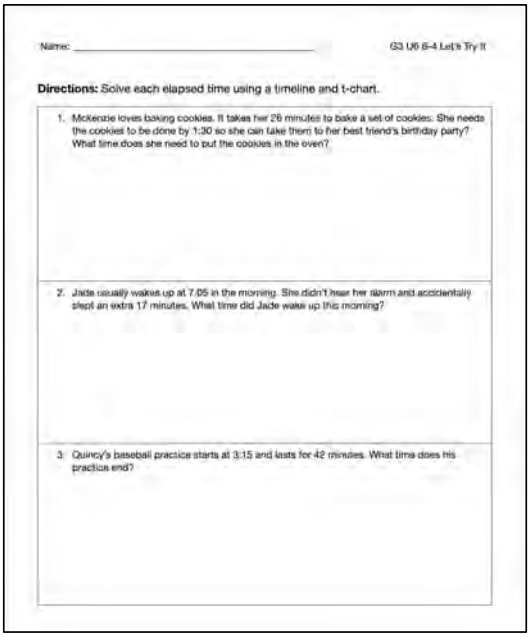
Jordan gets to school every day at 8:45. It only takes him 12 minutes to walk from his house to school. What time does he leave his house every morning?

Let's Think:

School is over at 3:15. Laila likes to stay after and talk to her friends for an extra 15 minutes. What time will Laila be ready to go home?

Let's Try It:

Let's apply our understanding together.



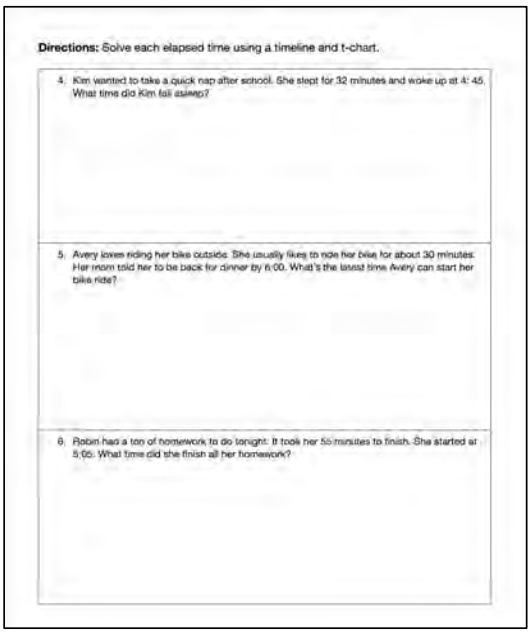
Name: _____ G3 U6 6-4 Let's Try It

Directions: Solve each elapsed time using a timeline and t-chart.

1. McKenzie loves baking cookies. It takes her 26 minutes to bake a set of cookies. She needs the cookies to be done by 1:30 so she can take them to her best friend's birthday party? What time does she need to put the cookies in the oven?

2. Jade usually wakes up at 7:05 in the morning. She didn't hear her alarm and accidentally slept an extra 17 minutes. What time did Jade wake up this morning?

3. Quincy's baseball practice starts at 3:15 and lasts for 42 minutes. What time does his practice end?



Directions: Solve each elapsed time using a timeline and t-chart.

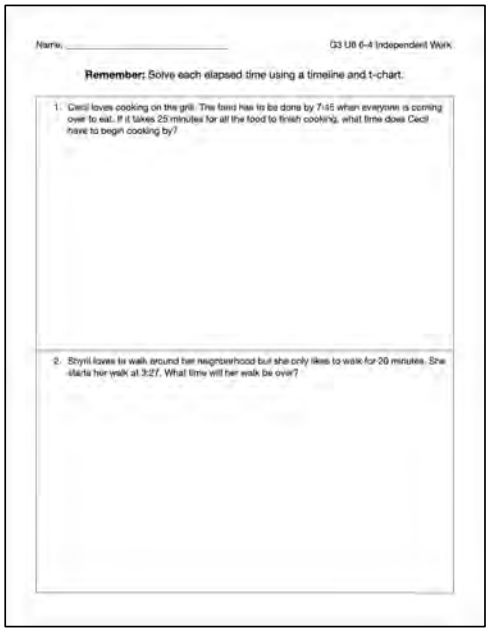
4. Kim wanted to take a quick nap after school. She slept for 32 minutes and woke up at 4:45. What time did Kim fall asleep?

5. Avery loves riding her bike outside. She usually likes to ride her bike for about 30 minutes. Her mom told her to be back for dinner by 6:00. What's the latest time Avery can start her bike ride?

6. Robin had a ton of homework to do tonight. It took her 55 minutes to finish. She started at 5:05. What time did she finish all her homework?

On your Own:

Now it’s time to try on your own.



Name: _____ G3 U8 6-4 Independent Work

Remember: Solve each elapsed time using a timeline and t-chart.

1. Cecil loves cooking on the grill. The food has to be done by 7:45 when everyone is coming over to eat. If it takes 25 minutes for all the food to finish cooking, what time does Cecil have to begin cooking by?

2. Shyril loves to walk around her neighborhood but she only likes to walk for 20 minutes. She starts her walk at 3:27. What time will her walk be over?

Directions: Solve each elapsed time using a timeline and t-chart.

1. Mckenzie loves baking cookies. It takes her 26 minutes to bake a set of cookies. She needs the cookies to be done by 1:30 so she can take them to her best friend's birthday party? What time does she need to put the cookies in the oven?

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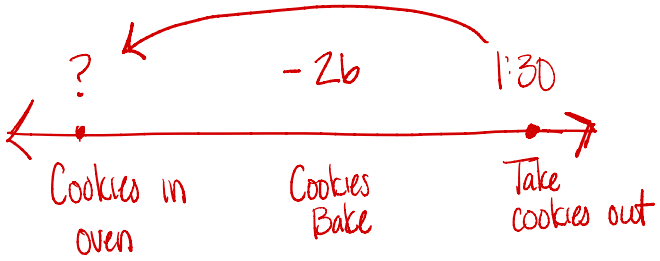
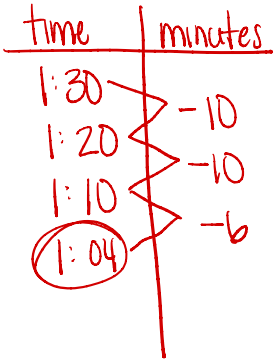
Name: _____ G3 U6 Lesson 4 - Let's Try It

Directions: Solve each elapsed time using a timeline and t-chart.

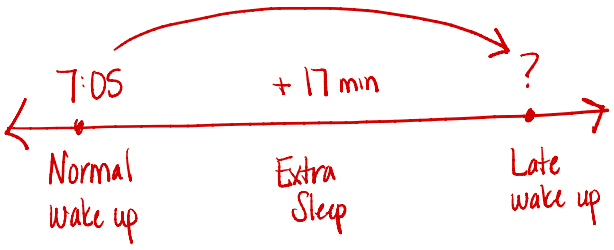
1. Mckenzie loves baking cookies. It takes her 26 minutes to bake a set of cookies. She needs the cookies to be done by 1:30 so she can take them to her best friend's birthday party? What time does she need to put the cookies in the oven?

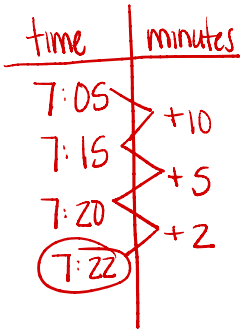




1:30 - 26 minutes = 1:04

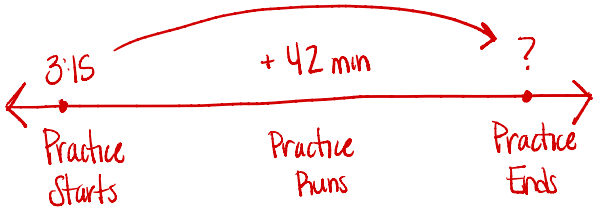
2. Jade usually wakes up at 7:05 in the morning. She didn't hear her alarm and accidentally slept an extra 17 minutes. What time did Jade wake up this morning?

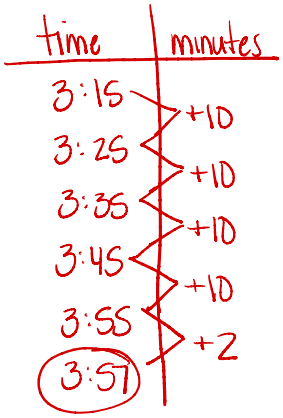




7:05 + 17 minutes = 7:22

3. Quincy's baseball practice starts at 3:15 and lasts for 42 minutes. What time does his practice end?

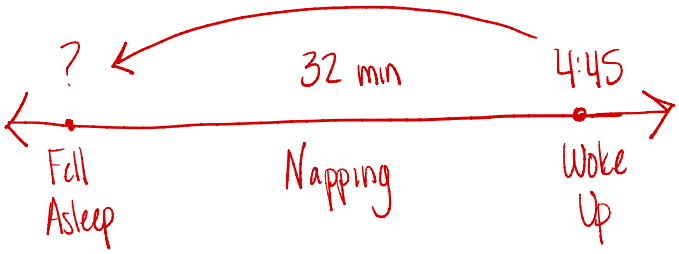


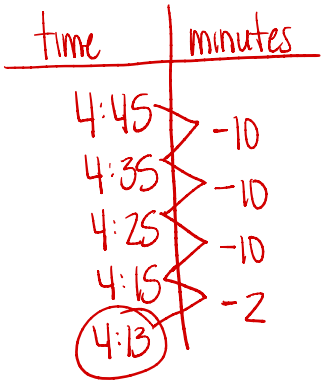


3:15 + 42 minutes = 3:57

Directions: Solve each elapsed time using a timeline and t-chart.

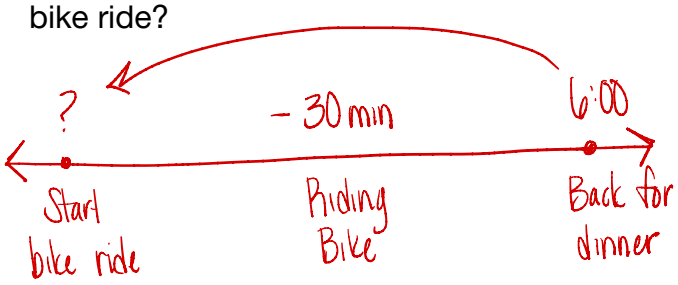
4. Kim wanted to take a quick nap after school. She slept for 32 minutes and woke up at 4: 45. What time did Kim fall asleep?

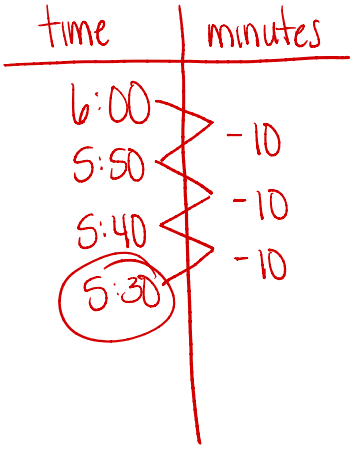




4:45 - 32 minutes = 4:13

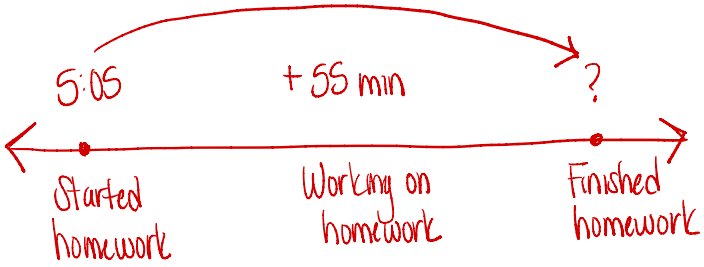
5. Avery loves riding her bike outside. She usually likes to ride her bike for about 30 minutes. Her mom told her to be back for dinner by 6:00. What's the latest time Avery can start her bike ride?

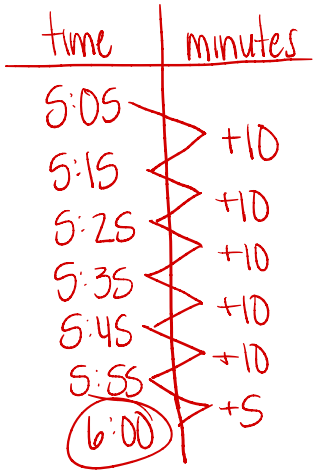




6:00 - 30 minutes = 5:30

6. Robin had a ton of homework to do tonight. It took her 55 minutes to finish. She started at 5:05. What time did she finish all her homework?



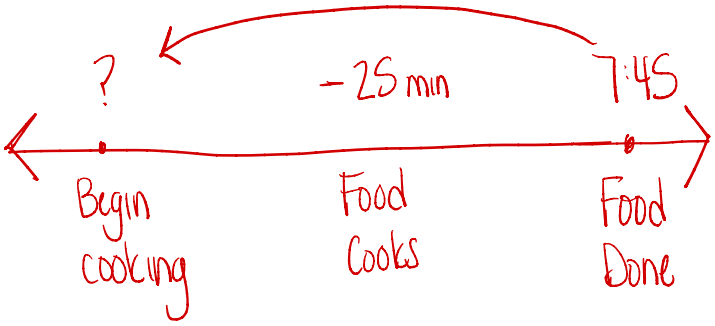


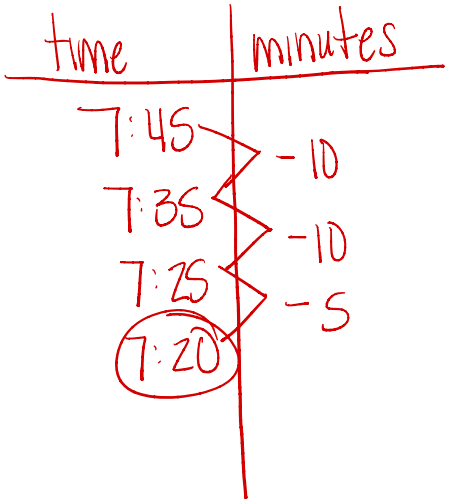
5:05 + 55 minutes = 6:00

Name: _____ G3 U6 Lesson 4 - Independent Work

Remember: Solve each elapsed time using a timeline and t-chart.

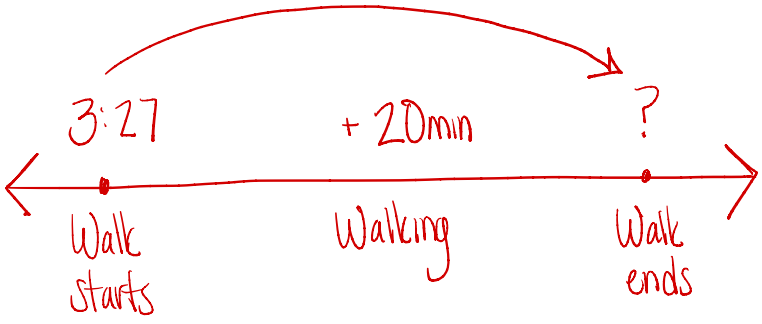
1. Cecil loves cooking on the grill. The food has to be done by 7:45 when everyone is coming over to eat. If it takes 25 minutes for all the food to finish cooking, what time does Cecil have to begin cooking by?

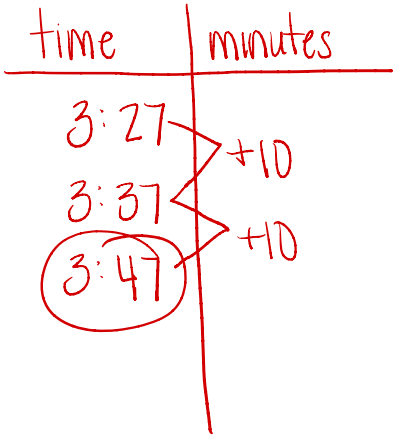




7:45 - 25 minutes = 7:20

2. Shyril loves to walk around her neighborhood but she only likes to walk for 20 minutes. She starts her walk at 3:27. What time will her walk be over?





3:27 + 20 minutes = 3:47

G3 U6 Lesson 5

Solve word problems with time intervals within 1 hour (find elapsed time)

G3 U6 Lesson 5 - Students will solve word problems with time intervals (finding elapsed time)

Warm Welcome (Slide 1): Tutor choice

Frame the Learning/Connect to Prior Learning (Slide 2): Yesterday we solved time interval problems using a timeline and t chart. We found the start time or end time in each problem. Today we're going to continue solving time interval problems, but instead we're going to find a different piece of information.

Let's Talk (Slide 3): Everyday we participate in activities that last a certain amount of time. You're getting older now, so you're probably starting to notice how long things last. Some activities take a long time and others take a short amount of time. **Can you give me some examples of activities you do and how long you think they take?** I'll give you an example, everyday I brush my teeth. I don't know exactly how long it takes, but I think it's about 5 minutes. Everyday I eat my lunch, it takes about 20 minutes. **What about you, what do you do each day and how long does it take?**

You just named so many activities and how long they last. When we talk about how long something lasts, we're talking about the elapsed time, the amount of time that passed. Today we're going to be talking more about elapsed time.

Let's Review (Slide 4): Yesterday we were given the start time and the amount of time passed and had to figure out the end time. Other times, we were given the end time and amount of time passed and had to figure out the start time.

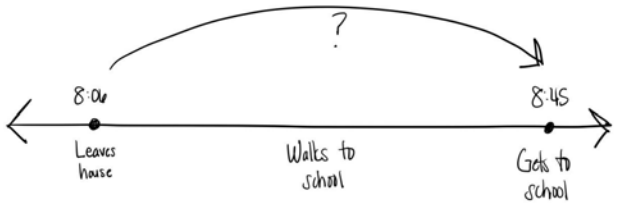
Let's Talk (Slide 5): Sometimes we were given the start time, sometimes we were given the end time. What's the other piece of information we were given every single time? We were told how much time passed/how much time it took!

Correct, in every single word problem, they told us a number of minutes that passed. Today, we're going to figure out how much time passed, instead of the start time or end time. So, we'll know the start time AND the end time and we'll have to figure out elapsed time, or how much time has passed.

Let's Think (Slide 6): Let's try this first word problem. Just like every word problem, the first thing I do is read it aloud, "Jordan gets to school every day at 8:45. He leaves the house at 8:06 in the morning. How long does it take him to walk from his house to school?"

The next thing I do is retell it to myself to make sure I understand it. Jordan leaves home at a certain time every morning. He gets to school at a certain time every morning. I need to figure out how long it takes him to walk from home to school every day.

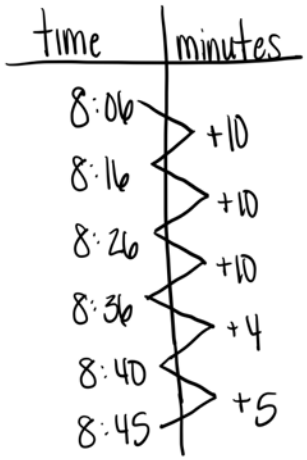
Because this is a time interval word problem, I'm going to make a timeline to help me put the events in the right order. I know Jordan would leave his house first, then walk to school, then get to school. I'm going to write the events on my timeline in that order.



First, I'll mark that he leaves home at 8:06. AFTER I'll mark that he walks, in the middle. I'll also write a question mark since I don't know how long he walks for. LAST I'll mark that he gets to school at 8:45.

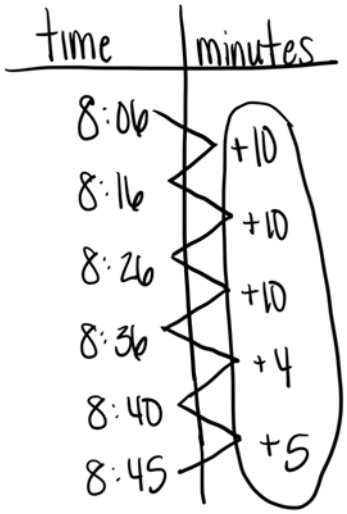
Now I can clearly see the order of events? Now I also see that I have the start time and end time, I'm trying to figure out the elapsed time, or how much time has passed in the middle.

I have the option to add or subtract, but I'm going to add since we all tend to make fewer mistakes when we add. I'll begin by setting up my t-chart just like before. One side will help me keep track of the time and the other side will help me keep track of minutes.



Now I'm ready to begin adding. I'll begin with my start time 8:06 and I'll keep adding minutes until I reach my end time at 8:45. Then I'll see how much time I added to find my elapsed time. Just like before, I'm going to add in chunks. I'll by adding 10s since they're easy to add. 8:06 + 10 minutes is 8:16. I can keep adding until I get to 8:45.

Okay, I got to 8:36 but I know I can't add another 10 because it'll be too much. I'm going to add a friendly number next. I know 8:36 + 4 minutes will be 8:40. Finally 8:40 + 5 minutes will be 8:45.



Remember we're trying to figure out the elapsed time today, so we want to know how much time has passed.

To figure that out, I'll look at my minutes column to see how much time has passed.

I can skip count this… 10, 20, 30 and 4 more minutes makes 34 minutes, and 5 more minutes brings me to 39 minutes.

I added 39 minutes total which means it took Jordan 39 minutes to walk to school. Our answer is 39 minutes passed.

8:06 + 39 minutes = 8:45

Finally I'm going to write an equation to show my work. I started at 8:06, added 39 minutes and ended with the time 8:45.

We solved a time interval problem where we were trying to find how much time passed. We slowly added more and more time to our start time until we reached our end time. Then we added up all the time to figure out how much time passed in all.

Let's Try It (Slide 7-8): Now let's try some time interval problems together. Remember to use a timeline to help figure out whether we're going forward or backwards in time. That will let us know whether we need to add or subtract minutes.

WARM WELCOME

Today we will solve word problems with time intervals.

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Let's Talk:

How long does it last?

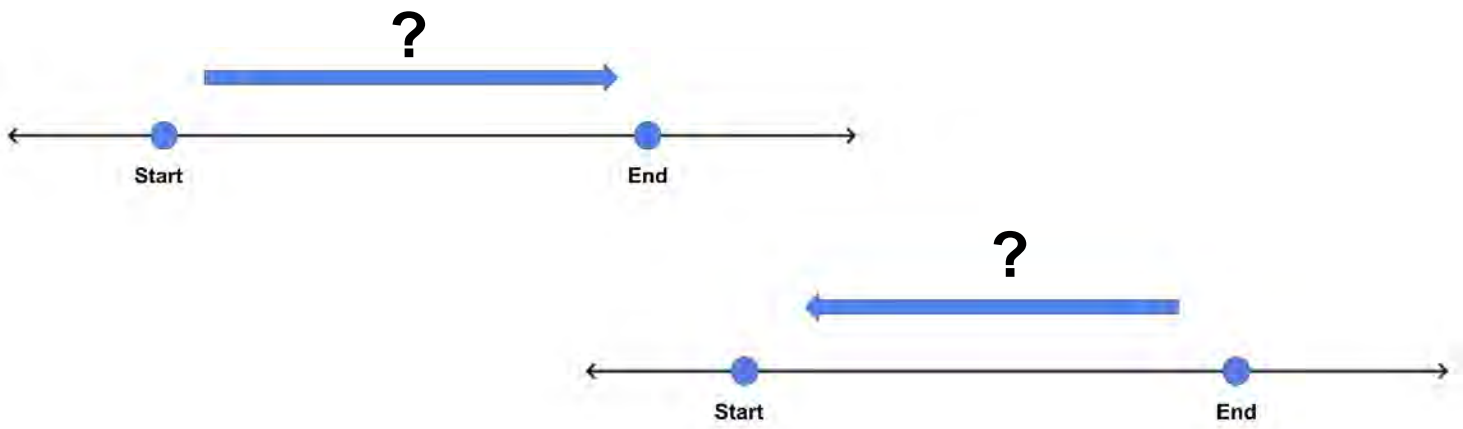
Can you give me some examples of activities you do and how long you think they last?

Let's Review:

We added & subtracted minutes to find start and end times.

Let's Talk:

How much time has passed?

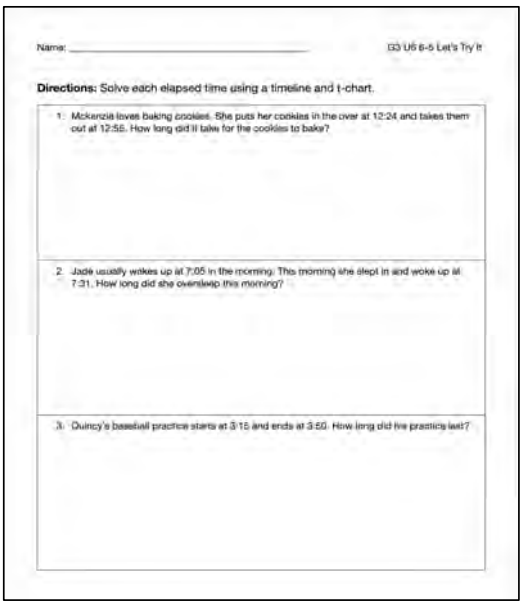


Let's Think:

Jordan gets to school every day at 8:45. He leaves the house at 8:06 in the morning. How long does it take him to walk from his house to school?

Let's Try It:

Let's apply our understanding together.



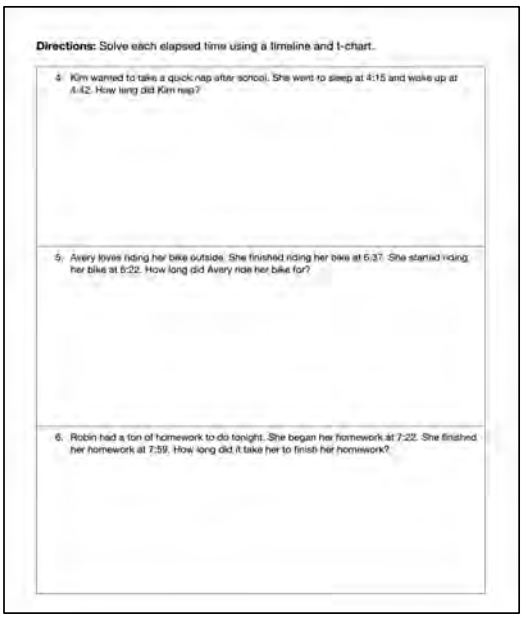
Name: _____ G3 U6 6-5 Let's Try It

Directions: Solve each elapsed time using a timeline and t-chart.

1. Mckenzie loves baking cookies. She puts her cookies in the over at 12:24 and takes them out at 12:56. How long did it take for the cookies to bake?

2. Jade usually wakes up at 7:05 in the morning. This morning she slept in and woke up at 7:31. How long did she oversleep this morning?

3. Quincy's baseball practice starts at 3:15 and ends at 3:50. How long did the practice last?



Directions: Solve each elapsed time using a timeline and t-chart.

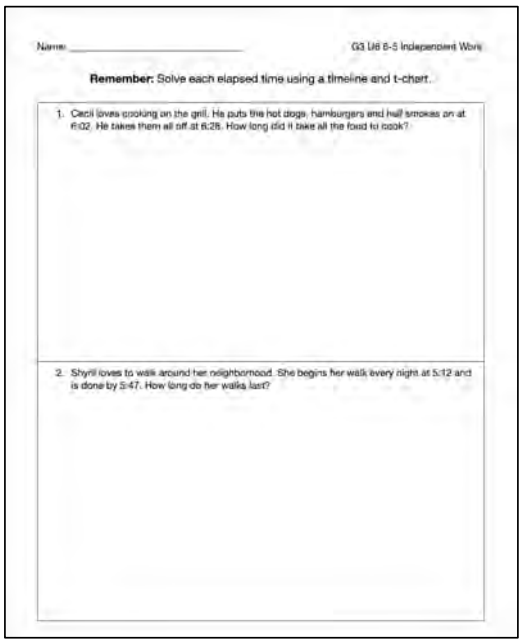
4. Kim wanted to take a quick nap after school. She went to sleep at 4:15 and woke up at 4:42. How long did Kim nap?

5. Avery loves riding her bike outside. She finished riding her bike at 6:37. She started riding her bike at 6:22. How long did Avery ride her bike for?

6. Robin had a ton of homework to do tonight. She began her homework at 7:22. She finished her homework at 7:59. How long did it take her to finish her homework?

On your Own:

Now it's time to try on your own.



Name: _____ G3 U6 6-5 Independent Work

Remember: Solve each elapsed time using a timeline and t-chart.

1. Cecil loves cooking on the grill. He puts the hot dogs, hamburgers and half smokes on at 6:02. He takes them all off at 6:28. How long did it take all the food to cook?

2. Shyrll loves to walk around her neighborhood. She begins her walk every night at 5:12 and is done by 5:47. How long do her walks last?

Directions: Solve each elapsed time using a timeline and t-chart.

1. Mckenzie loves baking cookies. She puts her cookies in the over at 12:24 and takes them out at 12:55. How long did it take for the cookies to bake?

2. Jade usually wakes up at 7:05 in the morning. This morning she slept in and woke up at 7:31. How long did she oversleep this morning?

3. Quincy's baseball practice starts at 3:15 and ends at 3:50. How long did his practice last?

Directions: Solve each elapsed time using a timeline and t-chart.

4. Kim wanted to take a quick nap after school. She went to sleep at 4:15 and woke up at 4:42. How long did Kim nap?

5. Avery loves riding her bike outside. She finished riding her bike at 6:37. She started riding her bike at 6:22. How long did Avery ride her bike for?

6. Robin had a ton of homework to do tonight. She began her homework at 7:22. She finished her homework at 7:59. How long did it take her to finish her homework?

Remember: Solve each elapsed time using a timeline and t-chart.

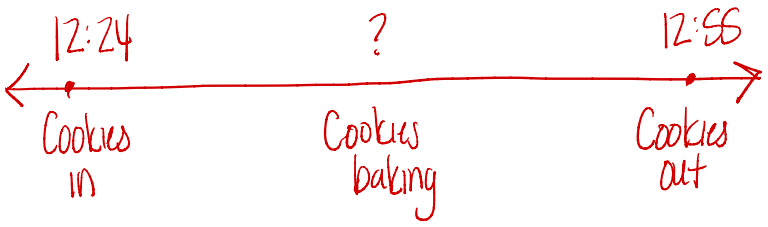
1. Cecil loves cooking on the grill. He puts the hot dogs, hamburgers and half smokes on at 6:02. He takes them all off at 6:28. How long did it take all the food to cook?

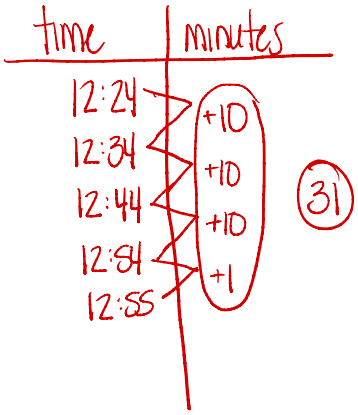
2. Shyril loves to walk around her neighborhood. She begins her walk every night at 5:12 and is done by 5:47. How long do her walks last?

Name: _____ G3 U6 Lesson 5 - Let's Try It

Directions: Solve each elapsed time using a timeline and t-chart.

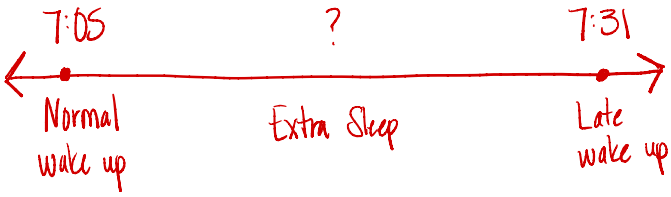
1. Mckenzie loves baking cookies. She puts her cookies in the over at 12:24 and takes them out at 12:55. How long did it take for the cookies to bake?

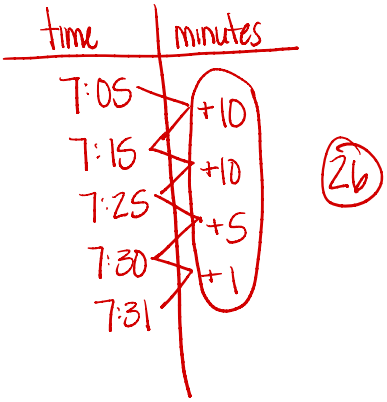




12:24 + 31 minutes = 12:55

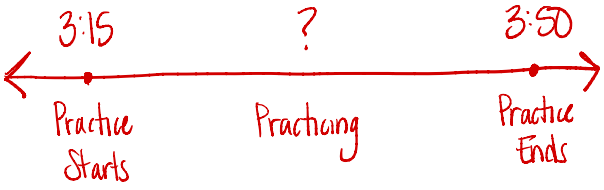
2. Jade usually wakes up at 7:05 in the morning. This morning she slept in and woke up at 7:31. How long did she oversleep this morning?

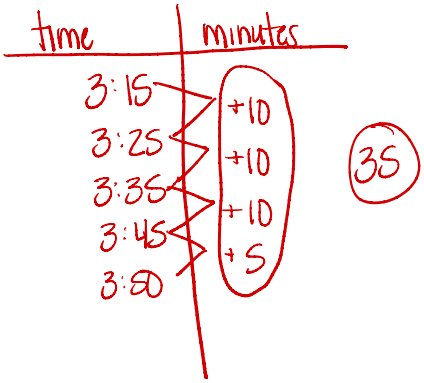




7:05 + 26 minutes = 7:31

3. Quincy's baseball practice starts at 3:15 and ends at 3:50. How long did his practice last?

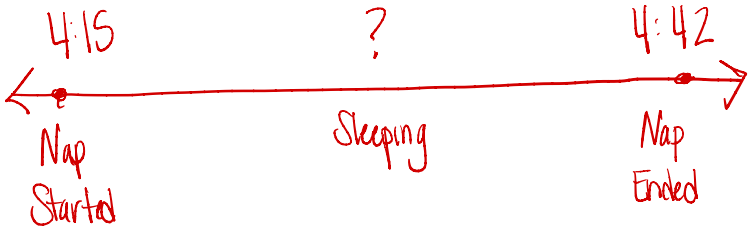


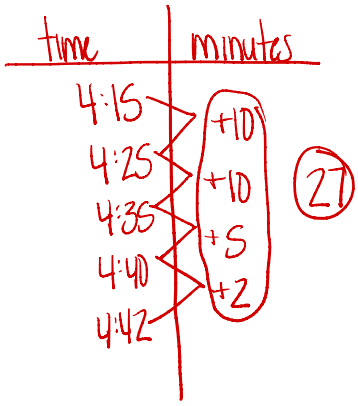


3:15 + 35 minutes = 3:50

Directions: Solve each elapsed time using a timeline and t-chart.

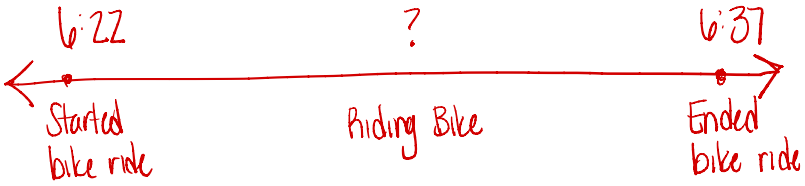
4. Kim wanted to take a quick nap after school. She went to sleep at 4:15 and woke up at 4:42. How long did Kim nap?

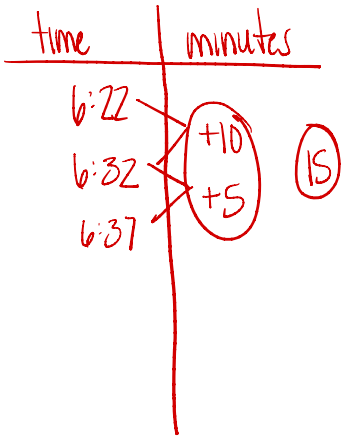




4:15 + 27 minutes = 4:42

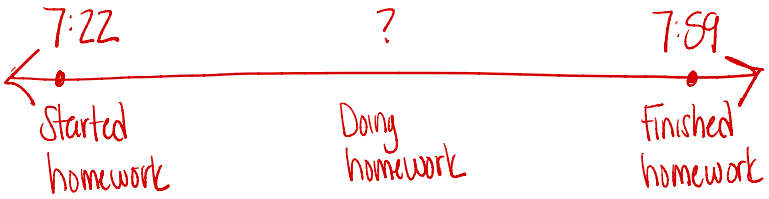
5. Avery loves riding her bike outside. She finished riding her bike at 6:37. She started riding her bike at 6:22. How long did Avery ride her bike for?

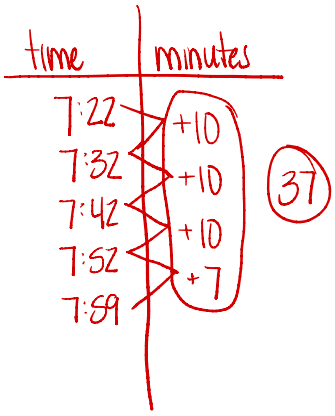




6:22 + 15 minutes = 6:37

6. Robin had a ton of homework to do tonight. She began her homework at 7:22. She finished her homework at 7:59. How long did it take her to finish her homework?



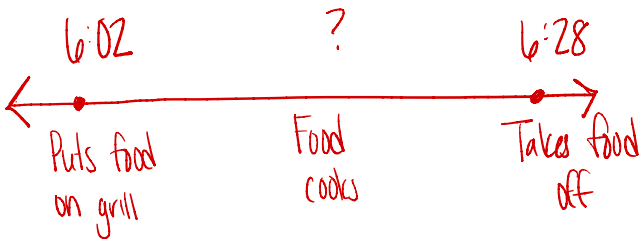


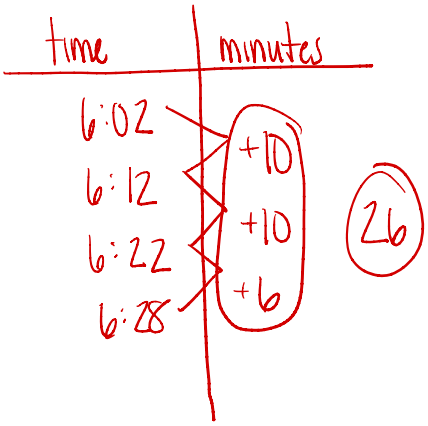
7:22 + 37 minutes = 7:59

Name: _____ G3 U6 Lesson 5 - Independent Work

Remember: Solve each elapsed time using a timeline and t-chart.

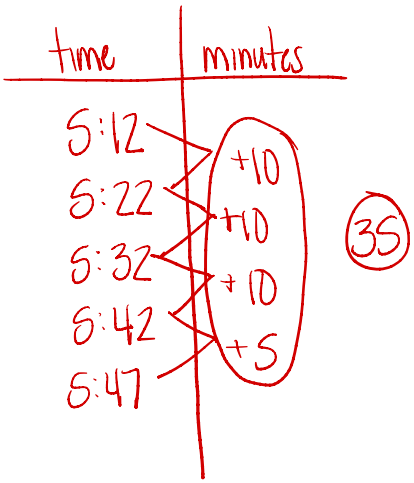
1. Cecil loves cooking on the grill. He puts the hot dogs, hamburgers and half smokes on at 6:02. He takes them all off at 6:28. How long did it take all the food to cook?





6:02 + 26 minutes = 6:28

2. Shyril loves to walk around her neighborhood. She begins her walk every night at 5:12 and is done by 5:47. How long do her walks last?



5:12 + 35 minutes = 5:47