



GRADE 3 SUPPLEMENT

Set D3 Measurement: Telling Time

Includes

Activity 1: Roll, Tell & Record the Time D3.1

Independent Worksheet 1: Telling Time on Two Kinds of Clocks D3.5

Independent Worksheet 2: Annie's School Day D3.7

Skills & Concepts

★ tell time to the minute using digital and analog clocks

Teach this CCSS Supplement during April Number Corner. This supplement will take the place of the Clocks, Coins & Bills workout once a week. We have also attached six practice pages focused on telling time to assist you in solidifying this concept with students.

Bridges in Mathematics Grade 3 Supplement

Set D3 Measurement: Telling Time

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Bridges in Mathematics is a standards-based K–5 curriculum that provides a unique blend of concept development and skills practice in the context of problem solving. It incorporates the Number Corner, a collection of daily skill-building activities for students.

The Math Learning Center is a nonprofit organization serving the education community. Our mission is to inspire and enable individuals to discover and develop their mathematical confidence and ability. We offer innovative and standards-based professional development, curriculum, materials, and resources to support learning and teaching. To find out more, visit us at www.mathlearningcenter.org.

Set D3 ★ Activity 1



ACTIVITY

Roll, Tell & Record the Time

Overview

Students practice reading and writing time to the minute on analog and digital clocks.

Skills & Concepts

★ tell time to the minute using digital and analog clocks

You'll need

- ★ Roll, Tell & Record the Time (page D3.3, run a class set)
- ★ two red 6-sided dice and two blue 6-sided dice
- ★ student clock for each pair of students
- ★ *Clocks and More Clocks* by Pat Hutchins (optional)

Instructions for Roll, Tell & Record the Time

1. Tell students you're going to do a time-telling activity today. Ask them to get out their pencils as you give each student a copy of Roll, Tell & Record the Time. Give each pair of children a student clock to share as well.
2. Have a volunteer roll the 2 red dice and read the numbers out loud. Ask the class to *add* the 2 numbers and set the *hour hand* on their student clocks to that number.
3. Then ask another volunteer to roll the 2 blue dice and read the numbers out loud. Have students *multiply* the 2 numbers and set the *minute hand* on their clocks to that many minutes. Then have them read the time.

Students *Okay, we got $2 + 4$ on the red dice, so we have to set the hour hand to 6.*

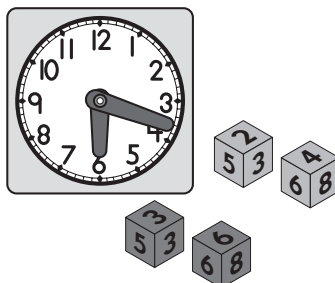
We got 3 and 6 on the blue dice. 3×6 is, let's see ... 6, 12, 18. It's 18.

So the minute hand goes on 18, but there's no 18 on the clock.

No, 18 is supposed to be the number of minutes.

Okay, so that's 5, 10, 15 minutes, plus 3 more.

So the whole thing is 6:18. It's 18 minutes past 6:00.



4. When there's general agreement among the students, write the time on the board (6:18 in this case). Then have students record the time on the digital clock in box 1 on their record sheet.
5. Repeat steps 2–4 seven more times.

Activity 1 Roll, Tell & Record the Time (cont.)





6. When the students have filled all the clocks on their worksheet, read each of the times they've recorded at random. Have them draw a different shape or mark (i.e., star, check mark, circle, triangle, and so on) beside each of the times you read.

Teacher *Make a star beside the clock that says 6:18. Okay, now draw a little happy face beside the clock that says 1:36.*

Set D3 Measurement: Telling Time Blackline Run a class set.

NAME Angelica DATE _____

Roll Tell and Record the Time

| | | | |
|---|---|---|--|
| 1 |  | 2 |  |
| 3 |  | 4 |  |

Extension

- Read *Clocks and More Clocks* by Pat Hutchins to your class before or after this session. This humorous book presents the dilemma of a man who can't tell which of his many clocks tells the right time and provides more opportunities for your students to tell time to the minute.

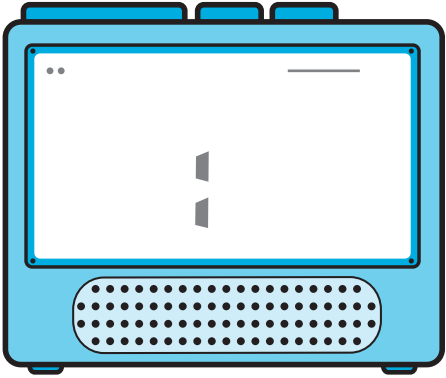
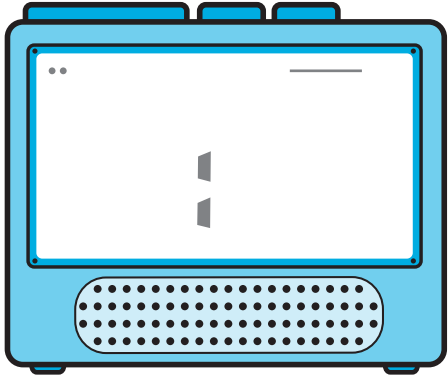
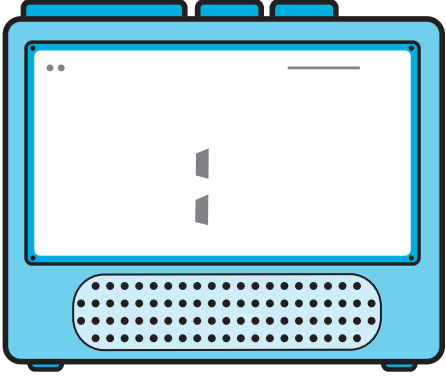
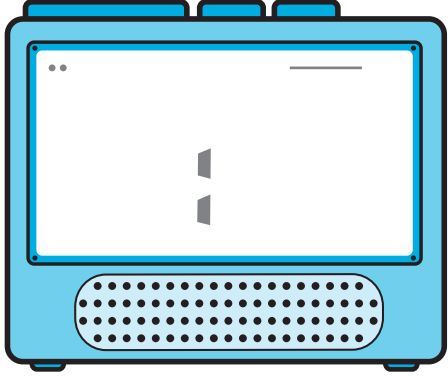
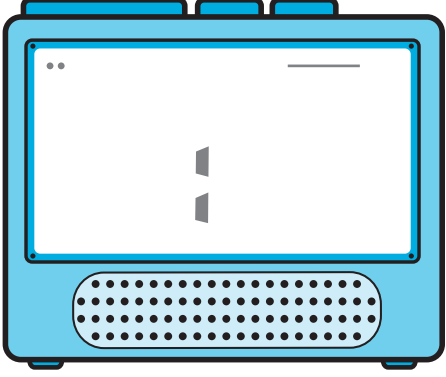
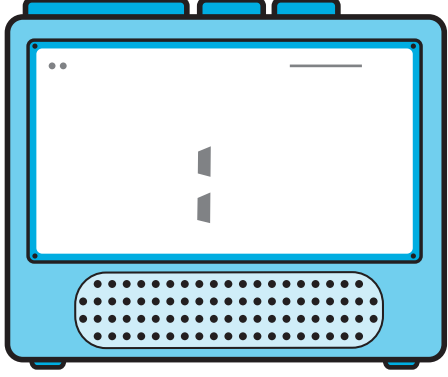
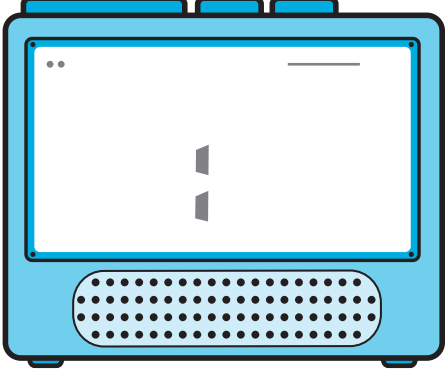
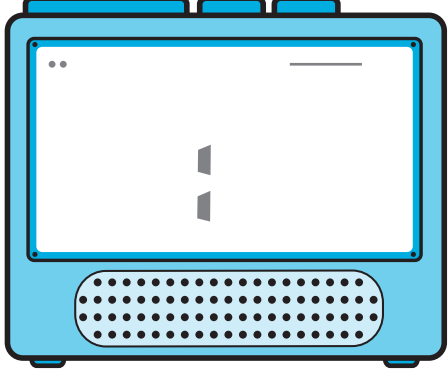
**INDEPENDENT WORKSHEET**

See Set D3 Independent Worksheets 1 and 2 for more practice telling and writing time to the minute on digital and analog clocks.

NAME _____

DATE _____

Roll, Tell & Record the Time

| | |
|--|---|
| 1  | 2  |
| 3  | 4  |
| 5  | 6  |
| 7  | 8  |

NAME _____

DATE _____

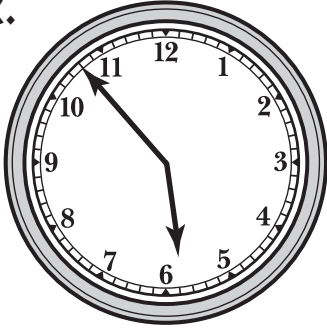
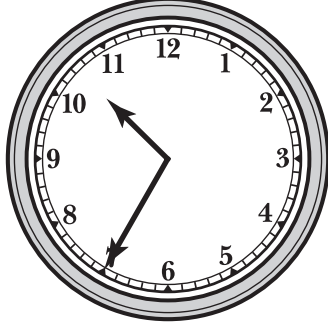
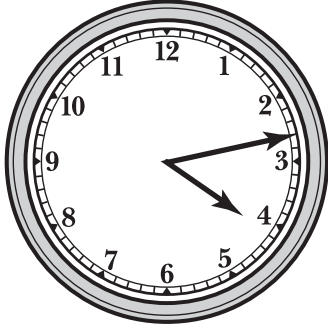

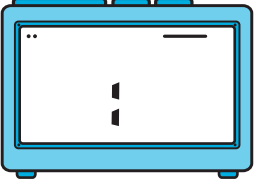
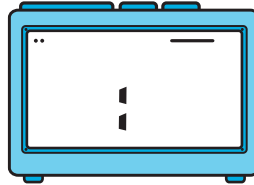
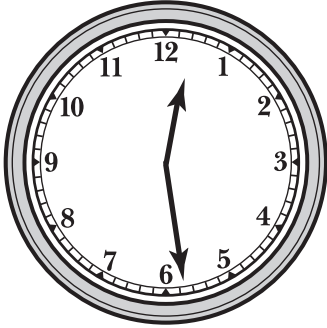
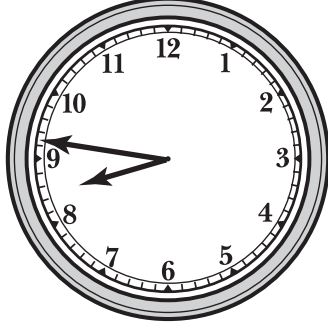
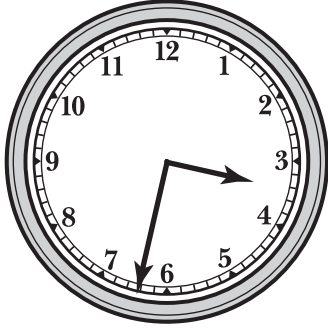
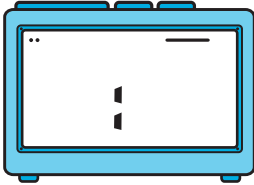
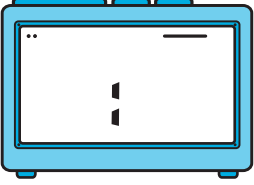
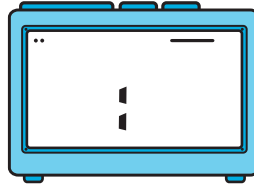
Set D3 ★ Independent Worksheet 1



INDEPENDENT WORKSHEET

Telling Time on Two Kinds of Clocks

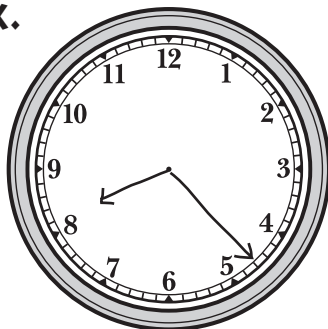
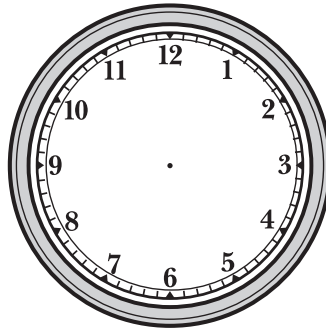
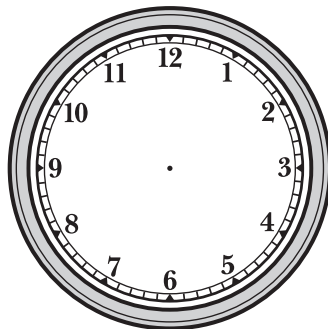

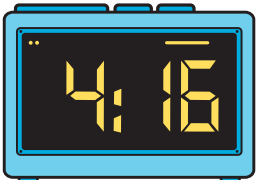

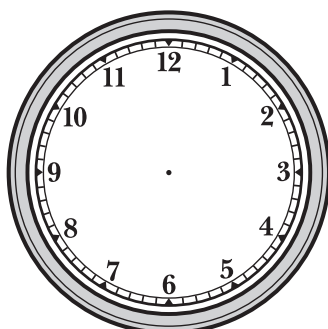
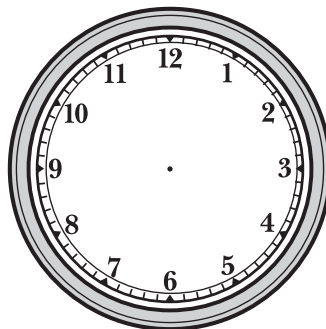
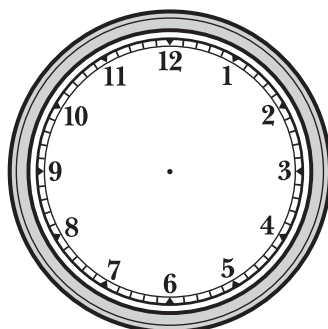

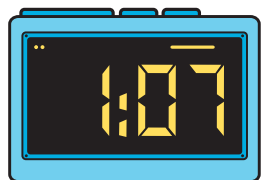

1 Read each of these clock faces and write the time on the digital clock.

| | | |
|---|--|---|
| <p>ex.</p>  | <p>a</p>  | <p>b</p>  |
|  |  |  |
| <p>c</p>  | <p>d</p>  | <p>e</p>  |
|  |  |  |

(Continued on back.)

Independent Worksheet 1 Telling Time on Two Kinds of Clocks (cont.)

2 Draw the hour and minute hands on the clock faces to show the times below.

| | | |
|---|--|--|
| <p>ex.</p>  | <p>a</p>  | <p>b</p>  |
|  |  |  |
| <p>c</p>  | <p>d</p>  | <p>e</p>  |
|  |  |  |

NAME _____

DATE _____

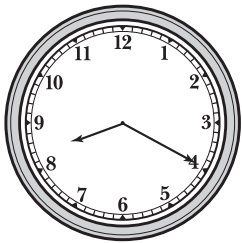


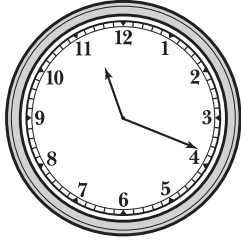
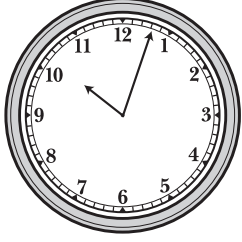

Set D3 ★ Independent Worksheet 2



INDEPENDENT WORKSHEET

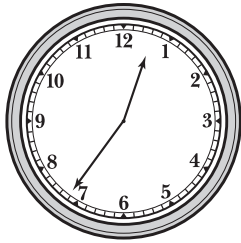
Annie's School Day

1 Annie is a third grader at Bridger School. There are 2 clocks in her classroom. One is a digital clock, and the other is an analog clock with a regular clock face. Read the clocks below and write the time to show when Annie's class does different activities through the day.

| | |
|--|--|
| <p>a School starts at _____.</p>  | <p>b Recess is over at 10:20, but by the time the kids got back to class today, it was _____.</p>  |
| <p>c Reading starts at _____.</p>  | <p>d On Tuesdays and Thursdays, Annie's class has gym at 11:20, but today they got there a little early, at _____.</p>  |
| <p>e Recess starts at 10:00, but Annie's class is sometimes a few minutes late getting out to the playground. Today, they got out at _____.</p>  | <p>f Lunch starts at 11:50, and then the kids have recess again. Annie and her friends didn't get out to the playground until _____ today.</p>  <p style="text-align: right;">(Continued on back.)</p> |

Independent Worksheet 2 Annie's School Day (cont.)

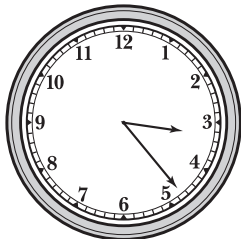
g Annie's teacher always reads a chapter book to the class after lunch recess. It took the kids a few minutes to get in from the playground and get settled, so Mr. Willis didn't start reading until _____.



h Math always starts at 1:00, but Mr. Willis got finished with the book a couple of minutes early, so the class started math at _____.



i School is over at 3:20, and it usually takes Annie a few minutes to gather her things and walk down to the After-School Club in the gym. Today, she got there at _____.

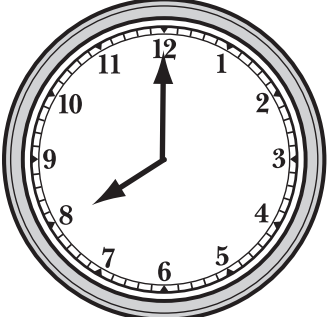
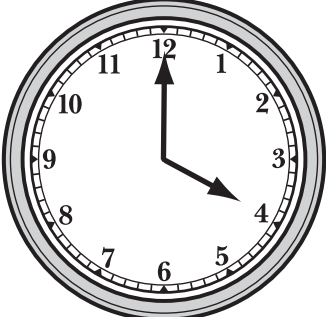
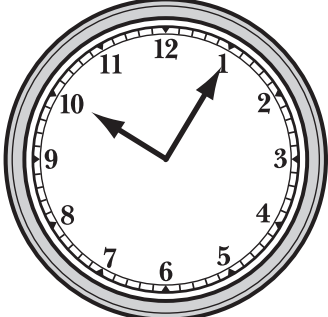
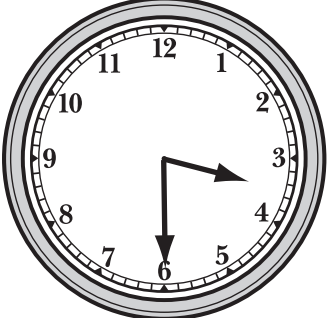
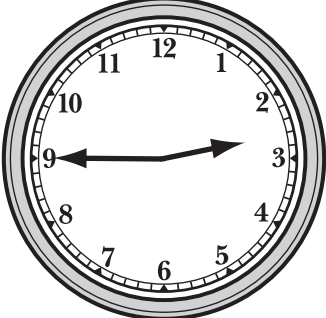
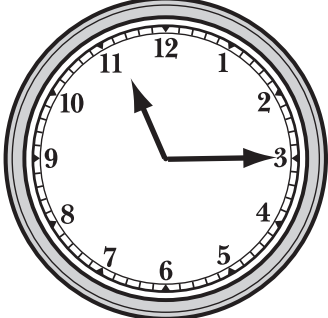


NAME _____

DATE _____

Telling Time to the Hour, Half Hour & Quarter Hour

1 What time does each clock show?

| | | |
|---|--|--|
| <p>example</p>  <p>8:00</p> | <p>a</p>  | <p>b</p>  |
| <p>c</p>  | <p>d</p>  | <p>e</p>  |



CHALLENGE

2 Which clock above shows “quarter past eleven”?

3 Which clock above shows “quarter till three”?

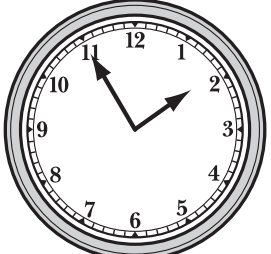
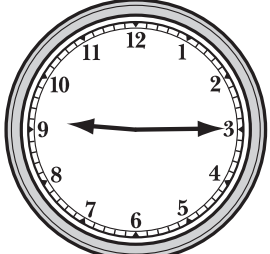
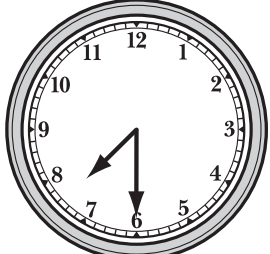
4 Which clock above shows “half past three”?

NAME _____

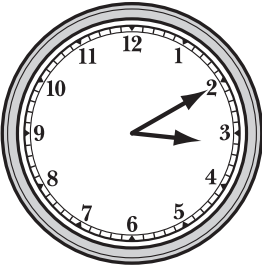
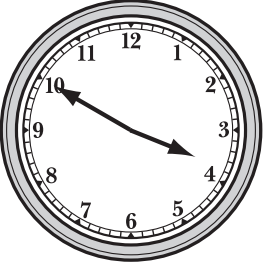
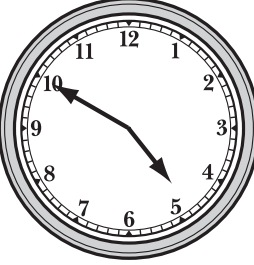



DATE _____

Telling Time on Analog & Digital Clocks

1 Fill in the bubble that shows the time on the clock.

| | | |
|--|---|---|
| <p>a</p> <p><input type="radio"/> 1:55</p> <p><input type="radio"/> 2:11</p> <p><input type="radio"/> 2:55</p> <p><input type="radio"/> 11:10</p>  | <p>b</p> <p><input type="radio"/> 3:45</p> <p><input type="radio"/> 9:03</p> <p><input type="radio"/> 9:15</p> <p><input type="radio"/> 10:15</p>  | <p>c</p> <p><input type="radio"/> 6:35</p> <p><input type="radio"/> 6:40</p> <p><input type="radio"/> 7:30</p> <p><input type="radio"/> 8:30</p>  |
|--|---|---|

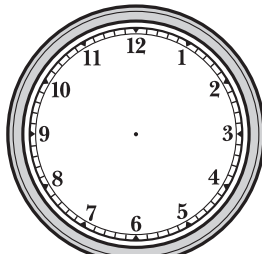
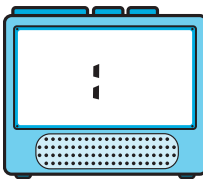
2 Draw lines to show match the clocks that show the same time.

| | | |
|---|---|---|
| a | b | c |
|  |  |  |
|  |  |  |



CHALLENGE

3 Sam leaves school at 3:15. It takes Sam 2 minutes to walk 1 block and he lives 13 blocks away from school. Draw hands on the clock face and write the time on the digital clock to show when he gets home from school if he doesn't stop along the way. Show all of your work.

NAME _____

DATE _____

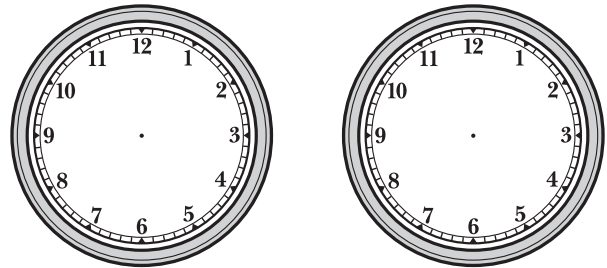
Alexis Walks Home from School

Alexis started walking home from school at 3:15. She got home 20 minutes later. What time did she get home?

1 What is this problem asking you to figure out?

2 Underline any information in the problem that will help you find the answer.

3a Use this space to solve the problem. Show all your work using numbers, words, and/or labeled sketches. You can use the clocks to help. Write the answer on the line below when you're finished.

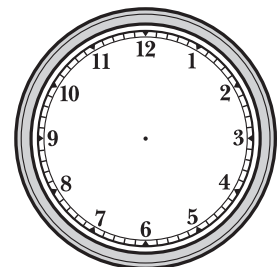


b Answer _____



CHALLENGE

4 Social studies started 55 minutes before Alexis started walking home from school at 3:15. What time did social studies start?



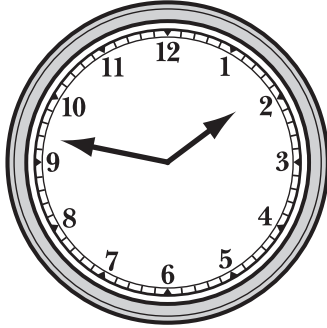
NAME _____

DATE _____

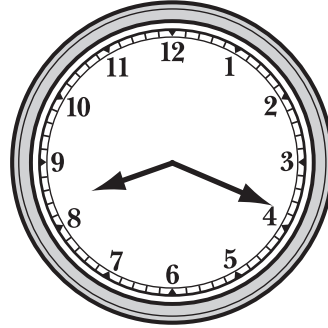
Telling Time to the Minute

1 Fill in the circle next to the time shown on each clock.

a 1:45 1:47 2:47 9:09

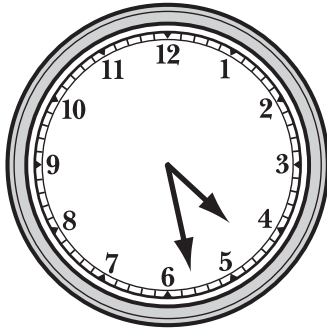


b 3:40 8:04 8:19 8:20

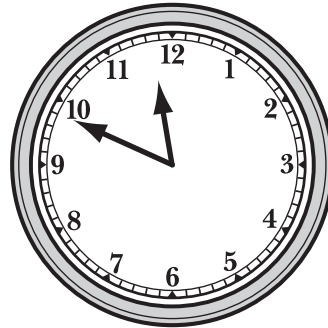


2 Write the time shown on each clock.

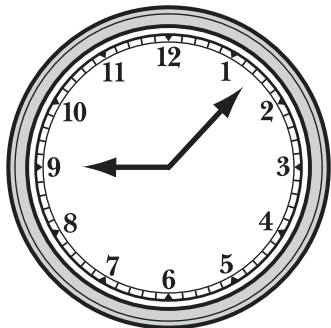
a _____ : _____



b _____ : _____



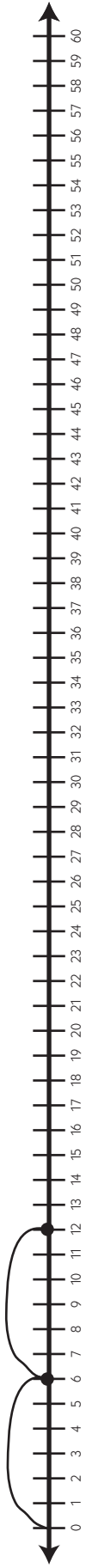
3 Circle the digital clock that shows the same time as this analog clock.



NAME _____ DATE _____

Seconds & Minutes

1 Fill in the missing numbers in the count-by-6 pattern. Use the number line to help.



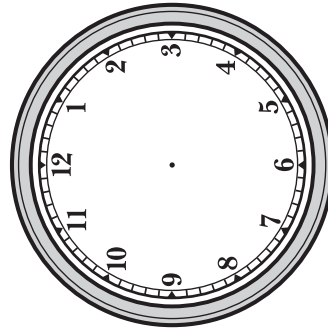
6, 12, _____, 30, _____, 42, _____, 54, _____

2a How many seconds are in 1 minute? _____

b How many seconds are in 2 minutes? _____ Show your work.

c How many seconds are in 5 minutes? _____ Show your work.

d How many seconds are in 9 minutes? _____ Show your work.

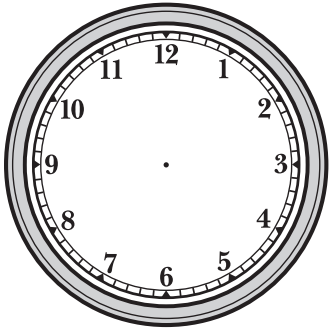


NAME _____

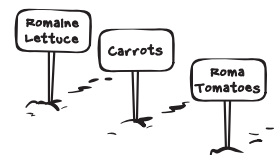
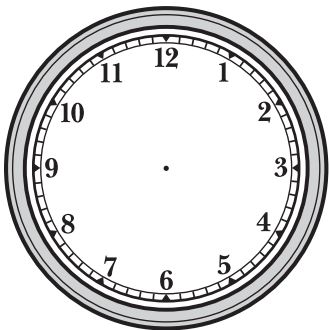
DATE _____

Time in the Garden

1 Sara is helping her neighbor plant lettuce in her garden. It takes Sara two minutes to plant one lettuce plant. How many minutes would it take her to plant fifteen lettuce plants? Show all your work. You can use the clock to help if you want to.



2 Sara's neighbor says she will pay her \$10 per hour to help in the garden. If she asks Sara to plant 36 tomato plants and it takes Sara 5 minutes to plant each one, how much money will Sara earn? Show all your work. You can use the clock to help if you want to.

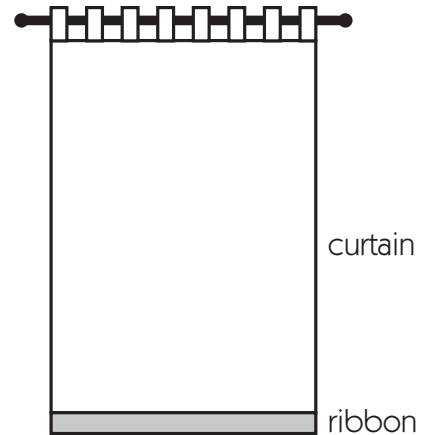


NAME _____

DATE _____

Curtains & Movies

1 Maddie is making 6 curtains for her room. She wants to put a strip of ribbon at the bottom of each curtain. She needs 36 inches of ribbon for each one. The ribbon she wants to use costs 60¢ per foot. How much will it cost her to buy enough ribbon for all 6 curtains? Show all your work. Remember that there are 12 inches in 1 foot.



2 Ralph's mom said he and his brother could go to a movie while she went shopping. She dropped them off at the theater at 1:45 and said she would be back at 4:00 to get them. They had three choices of movies. Which movie could they see and be done by the time their mom came to get them? Show all your work.

| Movie | Start Time | Length (Including Previews) |
|---------------------|------------|--------------------------------|
| Beetle Goes to Town | 1:55 | 130 minutes |
| Arctic Adventure | 2:00 | 125 minutes |
| Rainy Day Dog | 2:15 | 100 minutes |