

Grade 3

Measurement of Time Unit



CCSS Aligned
Lesson Plans
and
Math Exploration



Math Workshop

Created By:



Teacher's Page

Years ago I was introduced to the reading workshop model created by Fountas and Pinnell and immediately fell in love with its structure. As I became skilled in teaching through that model, I found myself wondering if it would lend itself well to math too. Over the years, I have researched guided math and math workshop so that I could implement it successfully in my classroom. This product is a result of that.

In this product you will find vocabulary cards that can be used for a word wall, anchor charts, and detailed mini-lessons along with the resources necessary to carry them out. For each lesson I have provided activities for remediation and enrichment so that you can differentiate your lessons and meet the needs of all your students.

It is at your discretion as to how you work through this unit. You can pick and choose lessons as needed or parts of lessons. You can also decide to teach the remediation or enrichment piece whole class as a regular lesson. These are merely a suggestion of how I would pace in my classroom. Further, it is not necessary to follow the "scripted" portion of my lesson plans; rather that is there as a guide to give you an idea of the workshop language used. You are welcome to modify it to your classroom needs. You will need to partner students up in advance as partner 1 and partner 2. Lastly, you may wish to modify the timing of the workshop or implement centers during independence time. You know your students best and should focus on their needs.

I would strongly recommend reading the lesson plans a few days before actually implementing them to be sure that they meet your children's needs and that you are prepared. It is also recommended to print some materials in color, on cardstock, and then laminated for repeated future use. Some activities in this unit plan will offer teacher choices as how to handle the particular lesson. I would also frequently have students practice their multiplication facts and provide additional supplementary worksheets for additional practice.

If you are not following my store, or my blog, you may want to, as I will continue to produce more units in the math workshop model. All of my products are 50% off for the first 48 hours after posting. The best way to know about this deal is by following, as you'll then receive a notification! Please also consider leaving feedback so I know how I can improve on these units and so that others will have the opportunity to learn about them. Thank you for your feedback and purchase!

I hope that you enjoy it!

Tammy (The Owl Teacher)

Unit Overview

Click on the page number to go there immediately

Lesson 1 How do I find time to the nearest 5 minutes? (Review) pg. 21	Lesson 2 How do I find time to the nearest minute? pg. 25	Lesson 3 How can I read an analog and digital clock? pg. 28	Lesson 4 What are the units of time? pg. 39	Lesson 5 Telling Time Review pg. 49
Lesson 6 What is elapsed time? pg. 54	Lesson 7 How do I find it using a T-Chart? pg. 55	Lesson 8 How do I find elapsed time using the Zoom Strategy? pg. 59	Lesson 9 How do I find elapsed time using a number line? pg. 61	Lesson 10 How do I find elapsed time using a number line? pg. 64
Lesson 11 How do I find elapsed time in story problems? pg. 71	Lesson 12 How do I find elapsed time in schedules? pg. 81	Lesson 13 How do I find elapsed time when the start or end is unknown? pg. 86	Lesson 14 How does elapsed time relate to my real life? pg. 91	Lesson 15 Elapsed Time Review pg. 94

Pretest pg. 19 - 20

Posttest pg. 96 - 97

Answer Keys pg. 98 - 101

Standards Addressed

3.MD.A.1

Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

Vocabulary Covered

a.m.
elapsed time
minute
p.m.
time interval
analog clock
duration
second

half hour
hour
number line
quarter hour
time
digital clock
schedule

Lesson 2: How do I find time to the nearest minute?

I Can Statement

I can find time to the nearest minute.

CCSS

3.MD.1

Vocabulary

time, minute

Warm Up

Have students place a sticky note under the math warm up data analysis question. (See A Little About Warm Ups Sheet for more information.) Then discuss the results of the data collected.

Mini-lesson

Materials: Judy Clock

Boys and girls, you did really great yesterday reviewing time. Today, I'm going to teach you something new that you most likely haven't seen before third grade. We are going to find time to the nearest minute! Let's look at a clock again. We know that each of these numbers are the hours and, if we count by fives, they are also the minutes, but between these numbers are the one minute intervals. An interval is the segment of time. Let's look at the 12 here. If I make my clock say 12:00, I know this tiny hash mark is 12:01, this next one is 12:02, and so on. When I want to know the exact time, I am going to first look at the minute hand and count by fives, and then add each minute after. Let me show you. (Model using your Judy Clock how to tell time to the exact minute. Do this a few times to help students understand how to read the clock to the nearest minute. Then do the reverse. If someone told you that the clock said 4:07, demonstrate how you would draw or set the clock to that time. You may want to write the steps you took down for students to copy in their notebooks.)

Active Engagement

Materials: Clock Flaps, scissors, glue

Great job everyone! Now I want you to try it on your own. I'm going to have you take these clock flaps and cut them out (or have them cut out ahead of time for them). Notice that two of them with a clock say 'bottom' on them. Those two flaps are glued down on the bottom of your notebook and the two with no clocks on them are then glued on top of these that say bottom to form a flip. You are going to then read the clock on top and write the time under the flap. These two with out the clock on top, you are doing to read the clock time on top and draw it on the clock on the bottom. (You may choose to give these directions more step by step depending on your class. Provide students a few minutes to complete that task, then have them share with a partner the answers they found. Then go over it together. Take note who needs additional assistance.)

Link and Independent Practice

Materials: Matching Time Sheet; Die

Great job! Now, I want you to get into pairs (or groups) and play this game with time. I have the directions right here for you. (You can go over the directions to verify that students all understand, then go ahead and get them started. You may wish to circulate the first few minutes of the game to verify that students are understanding.)

Intervention

Pull students who are struggling in a group with you and help them by verifying they understand the five minute increments first. Then have them write specific minutes on the clock.

Extension

Have students write a letter to Congress persuading them that we don't need individual minutes and that we should only use time in increments of five minutes.

Closing

Pick a student or two to come up to the front of the room and show students how to find time to the nearest minute.



Draw the
time of 3:17
on the clock



bottom



bottom



Draw the
time of 9:52
on the clock



Draw the
time of 3:17
on the clock



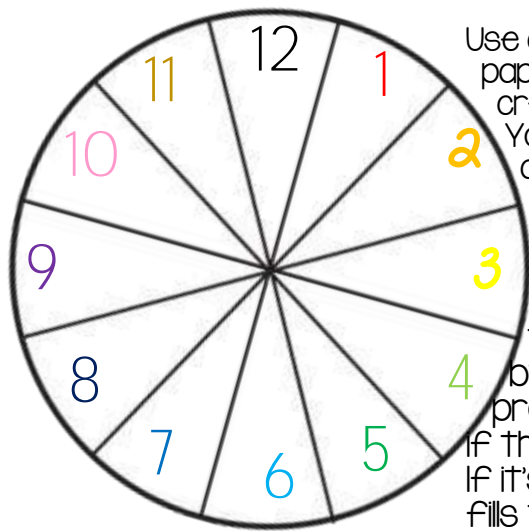
bottom



bottom



Draw the
time of 9:52
on the clock



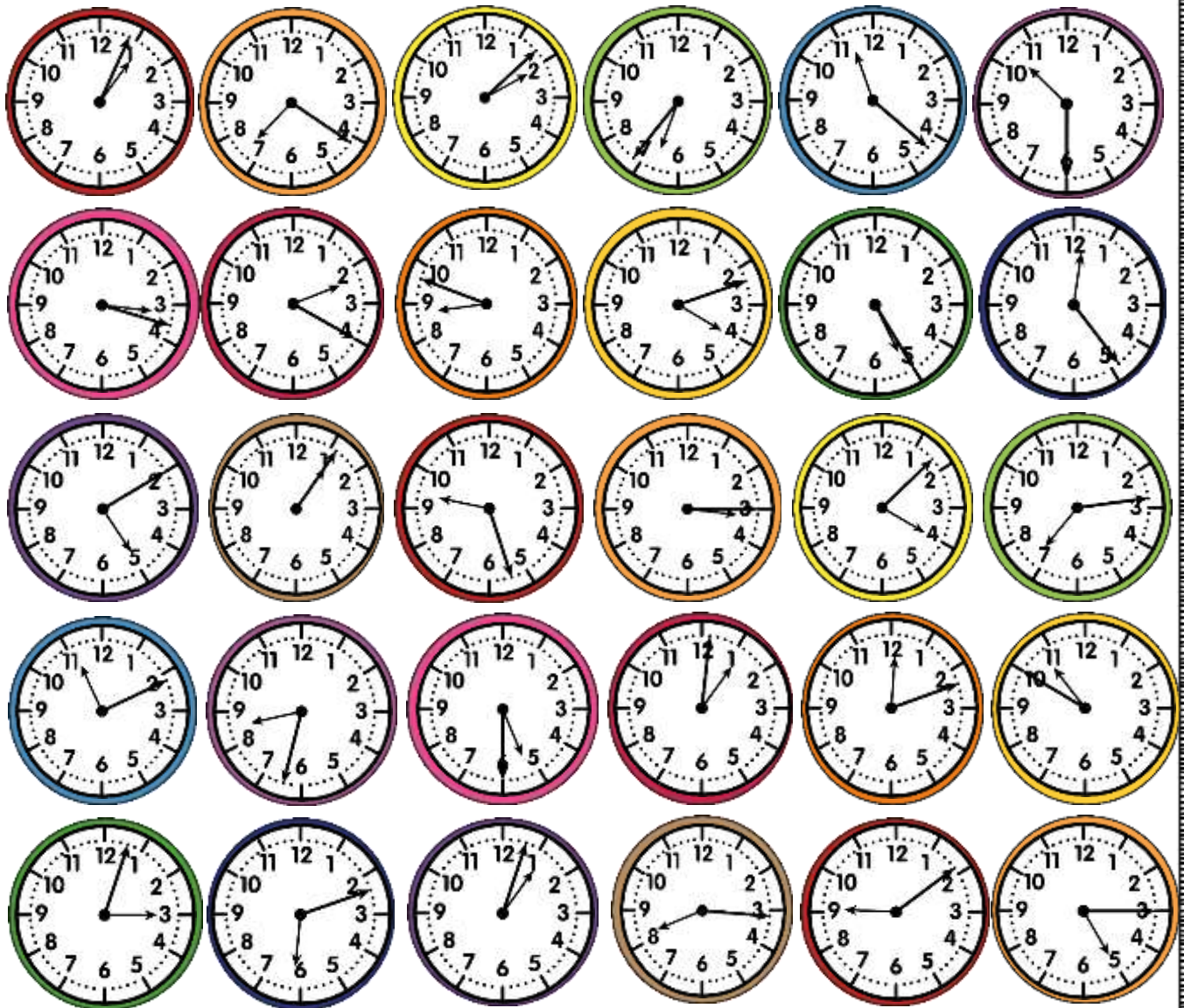
Use a pencil and a paper clip to create a spinner.

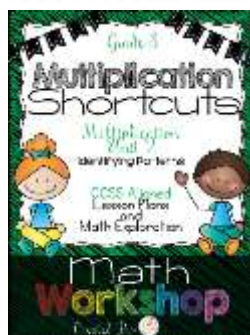
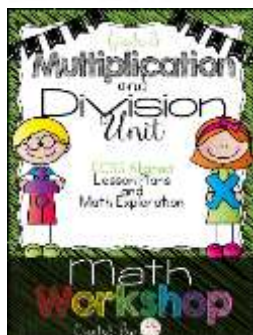
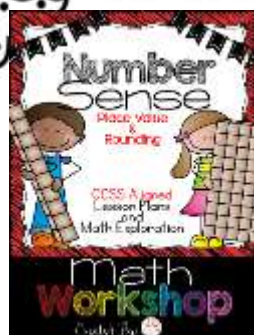
You will need a different color pencil from your partner.

To Play: Player 1 spins the spinner. Where the spinner lands is your hour. Then roll the die to find your minutes. To find the minutes, take the number you rolled on the die and multiply it by the number you spun for your hour. The product is your minutes. Then look below to see if the clock with that time is there. If it is, color it in. If it's not, it's your partner's turn. The person who fills the board first (or has the most clocks colored in) is the winner.

Matching Time

Game Board





Coming on or before 12/20

Coming on or before 1/10

More coming in 2016 for 3rd grade:

Area/Perimeter
Fractions
Measurement
Data/Graphing

Along with task cards, supplementary printables, and much more!

Make sure you are following my TpT Store so you don't miss out!

(And tell your friends)



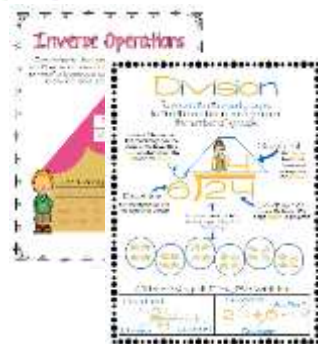
Each Unit contains at least this and more!



15 days of math workshop lessons



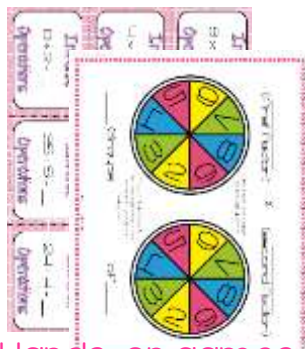
Vocabulary Cards



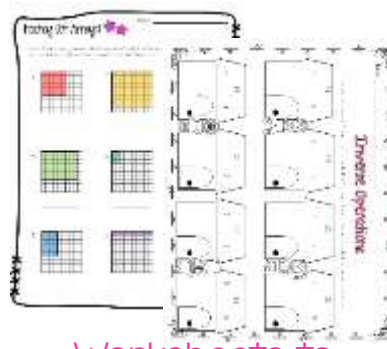
Anchor Charts



Scripted lesson plans in the workshop model, with warm ups, interventions, and extensions



Hands-on games, task cards, and activities



Worksheets to practice (printables)

A Special Thank You!

Thank you for purchasing my product! I hope you found this resource useful.

I know your time and money are important, so therefore I try to create products that are worth both. Anytime you see something that could be improved upon or any errors, please inform me, as I desire to do well. Feel free to contact me if you have any questions, ideas, or concerns at deshawtammy@gmail.com.

Keep an eye out for more resources that are free or reasonably priced, as I am always creating new products!

You can also follow my blog at <http://theowlteacher.blogspot.com> for lots of creative instructional ideas and free downloads. By following me, you'll get updated notices about new ideas, products, and sales. My products are always 50% off the first 48 hours so follow me for those notifications!

Happy Teaching!



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Credits



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