



GRADE 3 SUPPLEMENT

Set D3 Measurement: Telling Time

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Skills & Concepts

- ★ tell time to the minute using digital and analog clocks

Bridges in Mathematics Grade 3 Supplement

Set D3 Measurement: Telling Time

The Math Learning Center, PO Box 12929, Salem, Oregon 97309. Tel. 1 800 575–8130.

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Prepared for publication on Macintosh Desktop Publishing system.

Printed in the United States of America.

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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.

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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.*

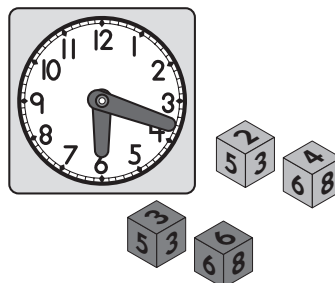
We got 3 and 6 on the blue dice. 3×6 is, let's see ... 6, 12, 18. It's 18.

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.

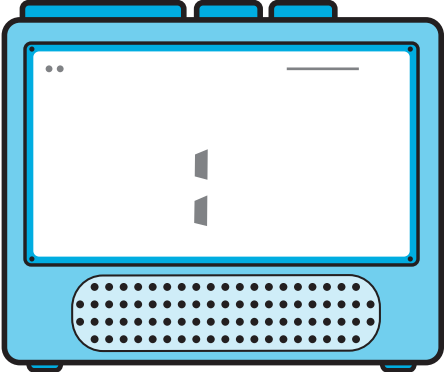
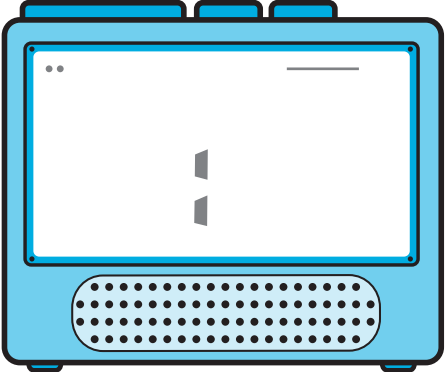
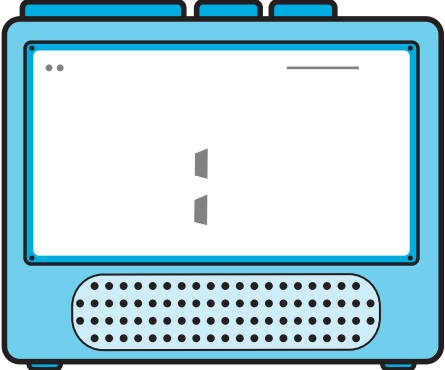
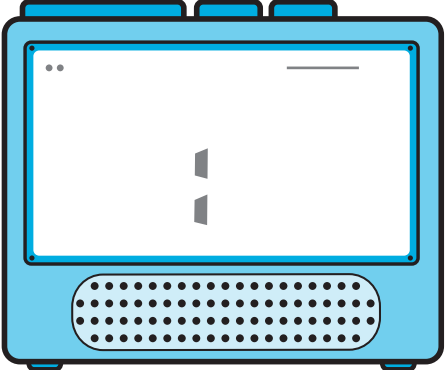
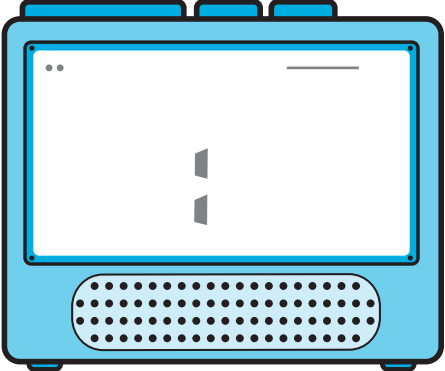
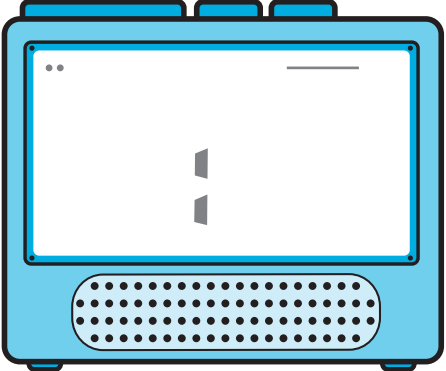
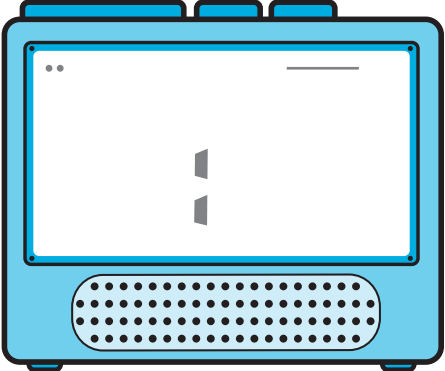
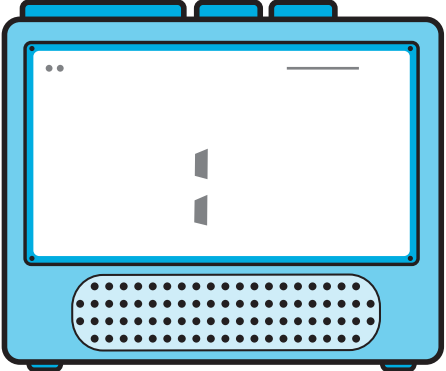
**INDEPENDENT WORKSHEET**

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 _____

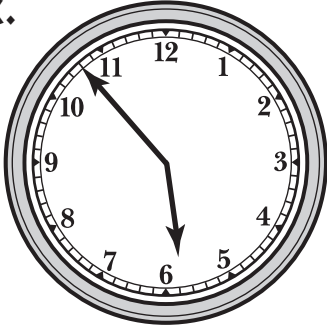
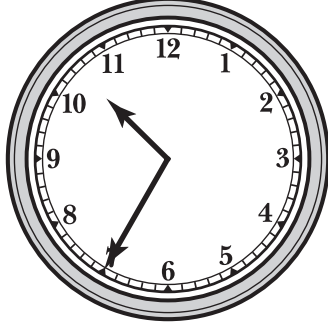
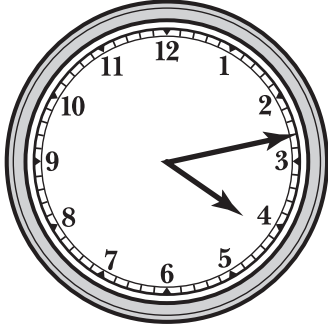

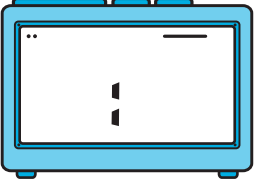
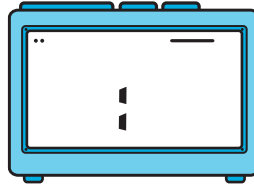
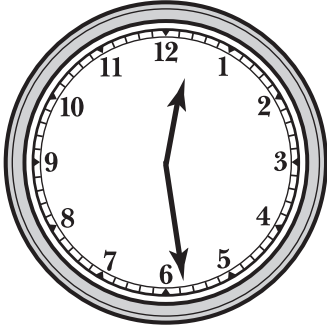
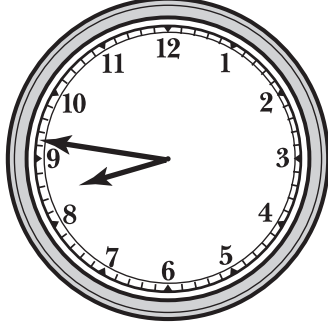
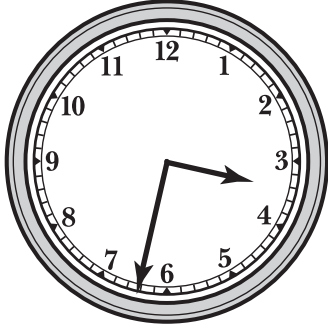
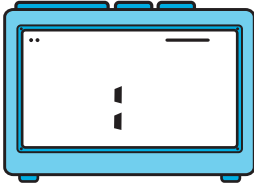
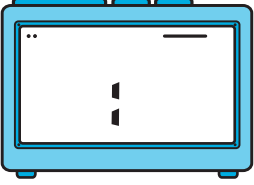
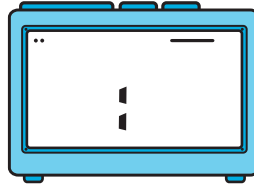
Set D3 ★ Independent Worksheet 1



INDEPENDENT WORKSHEET

Telling Time on Two Kinds of Clocks

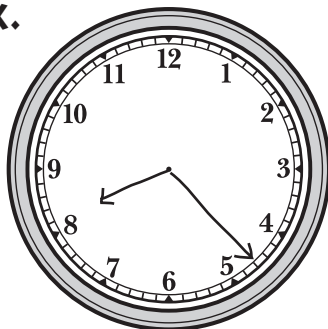
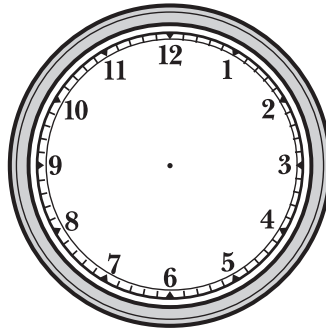
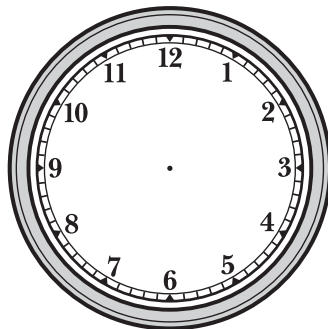

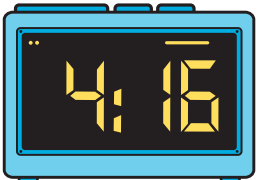

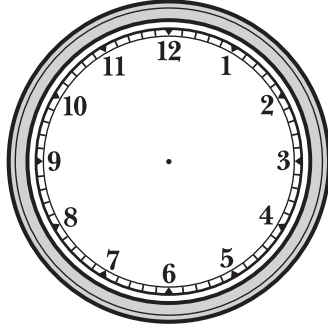
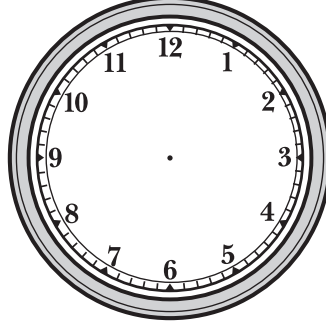
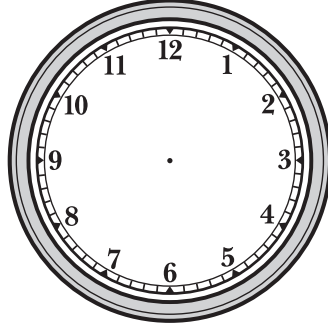



1 Read each of these clock faces and write the time on the digital clock.

<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 _____

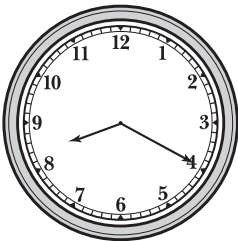


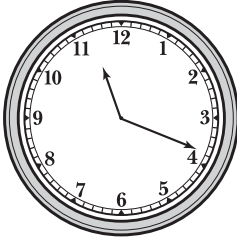
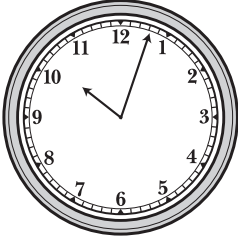

Set D3 ★ Independent Worksheet 2



INDEPENDENT WORKSHEET

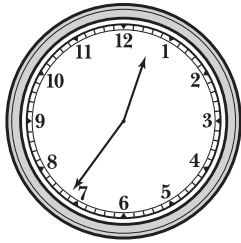
Annie's School Day

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 _____.

