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

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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

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.

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.
Run a class set.

Roll, Tell & Record the Time

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Set D3 ★ Independent Worksheet 1

Telling Time on Two Kinds of Clocks

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

(Continued on back.)
2. Draw the hour and minute hands on the clock faces to show the times below.

- **Example (ex.):**
  - Clock: 8:23
  - Digital: 8:23

- **a:**
  - Clock: 
  - Digital: 4:16

- **b:**
  - Clock: 
  - Digital: 9:28

- **c:**
  - Clock: 
  - Digital: 11:50

- **d:**
  - Clock: 
  - Digital: 1:07

- **e:**
  - Clock: 
  - Digital: 3:48
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.

a  School starts at ____________.

b  Recess is over at 10:20, but by the time the kids got back to class today, it was ____________.

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 ____________.

c  Reading starts at ____________.

d  On Tuesdays and Thursdays, Annie’s class has gym at 11:20, but today they got there a little early, at ____________.

On Tuesdays and Thursdays, Annie’s class has gym at 11:20, but today they got there a little early, at ____________.

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 ____________.

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.

(Continued on back.)
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 _________.

![Clock](image)

**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 _________.

![Digital Clock](image)

**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 _____________.

![Clock](image)