

Unit Title: Measuring Time

Grade Level: 3

Subject Area: Math

Duration/Length/Number of class periods: 5 Days (75 minutes)

Description: Students will review; practice; and apply time measurement vocabulary; telling time to the hour, half hour, quarter hour, and minute; solve story problems involving time and elapsed time. Students will consider ways in which time affects and shapes their social and physical daily lives.

Established Goals:

MN STATE STANDARDS

3 Geometry & Measurement

Use time, money and temperature to solve real-world and mathematical problems.

- 3.3.3.1 Tell time to the minute, using digital and analog clocks. Determine elapsed time to the minute. For example: Your trip began at 9:50 a.m. and ended at 3:10 p.m. How long were you traveling?
- 3.3.3.2 Know relationships among units of time. For example: Know the number of minutes in an hour, days in a week and months in a year.

ISTE STANDARDS

Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Students:

- 1.1.a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
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- 1.1.c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

What Enduring Understandings are desired?

Understanding and finding ELAPSED TIME can help us organize our lives and be more productive.
schedules + structure + stability = down time!

What Essential Questions will be considered?

- 1.) How can creating a schedule help you in your day?
- 2.) How would you spend the open time in your schedule to benefit you/reach goals?
- 3.) How does knowing your friend and family's schedules help you in your life?

Students will know / be able to:

- Create a personal weekend schedule on Google Slides, using elapsed time.

MATERIALS, TOOLS AND RESOURCES:

[Visnos Clock](#) (online)

Hula Hoop Clocks

- [Resource 1: Amy Lemons](#)
- [Resource 2: Auburn University](#)
- [Resource 3: I Know It Blog](#)
- [Resource 4: Fit4Kids - Rock Around the Clock](#)

- ☐ Hula Hoops = Clock Faces
- ☐ Large Foam Numbers = Hours
- ☐ Short and Long Rulers or Dowels = Hour + Minute Hands
- ☐ Washi Tape = Minutes



Telling Time Flashcards

Manipulative Classroom Clocks, Large & Small

[SplashMath](#) (Telling Time to Hour, Half Hour, Quarter Hour and Minute - Grade 2)

[SplashMath](#) (Elapsed Time/Story Problems - Grade 3)



Unit Plan Author : Michelle Storm St. Paul City School (SPCS) mstorm@spcsmn

Additional credit given to: See Links for Author Credits

DAILY LESSON PLAN: (Google Slides)

DAY 1 [Formative Assessment \(pre-test\)](#)

Telling Time Review

Station Practice

Station 1 - Do Now (Worksheet)

Station 2 - Splash Math

Station 3 - Flashcard + Manipulative Clock Match

Station 4 - Hula Hoop Clocks with Recording Sheet

Reflection/Exit Ticket

DAY 2 Do Now (Telling Time Review)

Elapsed Time within the Hour

Station Practice

Station 1 - Do Now (Worksheet)

Station 2 - Splash Math

Station 3 - Flashcard + Manipulative Clock Match

Station 4 - Hula Hoop Clocks with Recording Sheet

Station 5 - Visnos Clocks with Recording Sheet

Reflection/Exit Ticket

DAY 3 Do Now (Elapsed Time within the Hour)

Elapsed Time outside the Hour/Hour to Hour

Station Practice

Station 1 - Do Now (Worksheet)

Station 2 - Splash Math

Station 3 - Flashcard + Manipulative Clock Match

Station 4 - Hula Hoop Clocks with Recording Sheet

Station 5 - Visnos Clocks with Recording Sheet

Reflection/Exit Ticket

DAY 4 Do Now (Elapsed Time outside the Hour/Hour to Hour)

Elapsed Time Story Problems

Station Practice

Station 1 - Do Now (Worksheet)

Station 2 - Splash Math

Station 3 - Flashcard + Manipulative Clock Match

Station 4 - Hula Hoop Clocks with Recording Sheet

Station 5 - Visnos Clocks with Recording Sheet
Reflection/Exit Ticket

DAY 5 Concepts/Vocabulary Review
[Summative Assessment](#)