



**THIRD SPACE
LEARNING**

Math Intervention Pack

Writing and telling time to
nearest minute

Grade 3

How To Use This Resource

1. Title Slide

Use this slide to activate prior knowledge needed for lesson. Students should be encouraged to initially attempt the question presented independently.

2. Let's Learn

Use this slide to introduce the concept. Tutors should work with the student to explore the concept together, usually using diagrams to support understanding.

3. Follow Me + Your Turn

The tutor should work through the follow me slide, modeling the process and explaining their thinking out loud.

Students should use the your turn slide as an opportunity to work through a question similar to the follow me questions. They should apply the method modeled by the tutor in the follow me slide. Students should be encouraged to explain their thinking out loud.

4. You Do

Students should work through a range of questions that build in complexity.

Tutors can offer support but students should initially be encouraged to attempt these questions independently.

5. Go Further

Use this slide to allow students to apply their understanding to a more challenging question in an unfamiliar context.

6. Support for Slides

The support slide is used to support students during the lesson. In the tutor notes, there will be guidance as to when to use the support slide.

7. Check Your Understanding

Tutors should use this slide to assess the student's knowledge and whether or not they have mastered the concept within the lesson.

Standard

3.MD.1 - Tell and write time to the nearest minute and measure time intervals in minutes. Solve one-step word problems involving addition and subtraction of time intervals in minutes.

Key Mathematical Ideas

1. Tell time to the nearest minute on an analog clock.
2. Write time shown on an analog clock on a digital clock.
3. Telling and writing minutes to the hour.

Overview

Terminology

- **Analog clock:** a clock that shows the time using an hour hand and a minute hand
- **Digital clock:** a clock that shows the time using numbers. The number of hours and minutes are separated by a colon.
- **Minutes past the hour:** The number of minutes shown on the minute hand or the number shown to the right of the colon on a digital clock.
- **Minutes to the hour:** The number of minutes until the next hour begins.

Sentence Stems

- It is ___ minutes past ___ o'clock.
- It is ___ minutes to ___ o'clock.

Overview

Common Misconceptions

Common Misconceptions	Tutoring Strategies	Checks for Understanding
Students thinking that the numbers on the clock represent minutes; i.e., 3 = 3 minutes instead of 15 minutes.	Show students how to skip count by 5s around the clock.	If the minute hand is on the ____ how many minutes past the hour is it?

Title Slide

If students...

- get both answers correct:
 - start at You do
- miss the learning goal question only:
 - start at Let's Learn
- miss the prior learning question:
 - start at Prior Learning

Prior Learning

If stuck

- Help students determine the hour by asking which two numbers the hour hand is between
- Help students determine the minutes by counting by 5s around the numbers on the clock until you get to the minute hand

Let's Learn

If stuck

- Remind students that the hour hand will be a little after the hour number unless it is exactly that hour. It will get closer to the next number as it gets closer to the next hour.

Questions

- When will the hour hand be pointing exactly at a number?
- How are an analog clock and digital clock similar?
- What strategy can you use for determining the time to the exact minute?

Watch out for

- Students miscounting the minutes on the clock.
- Students thinking that the numbers on the clock represent minutes; i.e., 3 = 3 minutes instead of 15 minutes.

Follow Me

Modeling prompts

- First we need to write the time on the digital clock - I see the hour hand is between the 3 and 4 and the minute hand is 2 tick marks past the 8. This means the time is 3:42. We can also say this as “42 minutes past 3.”
- Once the time gets past half past an hour (for example, 2:30), people tend to use a different terminology - they say it is ____ minutes to the hour, to say how many minutes it is until the next hour begins.
- Let’s see how to count how many minutes to the next hour.
- If the time is 3:42, that means it is 42 minutes past 3:00. To count how many minutes to the next hour, which is 4:00, we need to count up to 60.
- From 42 minutes until 50 minutes (when the minute hand would be on the 10) another 8 minutes will have passed. Then, from 50 minutes to 60 minutes (or when the minute hand moves from the 10 to the 12) another 10 minutes will have passed. This is 18 minutes total.
- So another way we can say the time 3:42 is 18 minutes to 4:00, which is typically said aloud as “18 minutes to 4.”

Your Turn

If stuck

- Help students determine the time shown on the clock as needed.

Questions

- What is the time shown on the clock? (12:33)
- What are two other ways to say this time? (33 minutes past 12 and 27 minutes to 1)

Watch out for

- Students misreading the time on the clock or counting the “minutes to” incorrectly.

Go Further

If stuck

- Help students work out the elapsed time in parts.

Questions

- What strategy did you use to calculate the amount of time that had passed?

Watch out for

- Students miscalculating the elapsed time.

Support for Slide(s)

If stuck

- Use this slide anytime students are struggling to read the time on the clock.

Questions

- How does this diagram help you see the minutes past vs. minutes to?

Assessment Question

Correct answer:

- a. 5:51
- b. 51 minutes past 5:00
- c. 9 minutes to 6:00

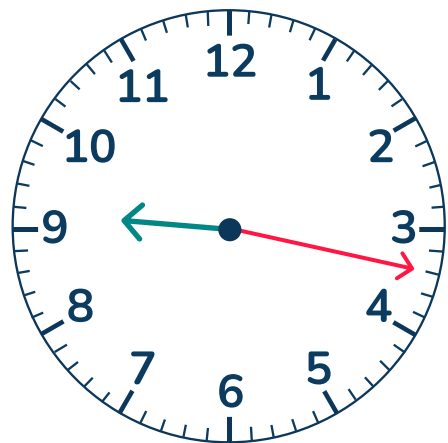
Today you will learn about

Writing and telling time to nearest minute



Learning Goal

What time is shown on the analog clock?



a

:

b

..... minutes past

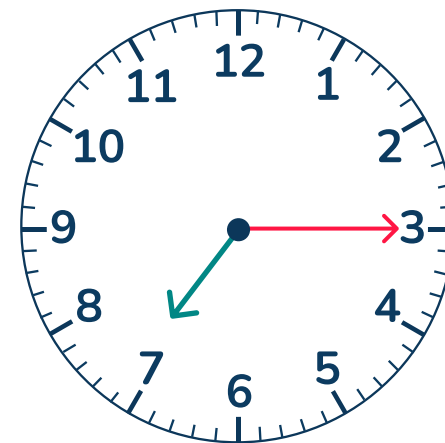
c

..... minutes to

Prior Learning

What time is shown on the analog clock?

Write the time on the digital clock.

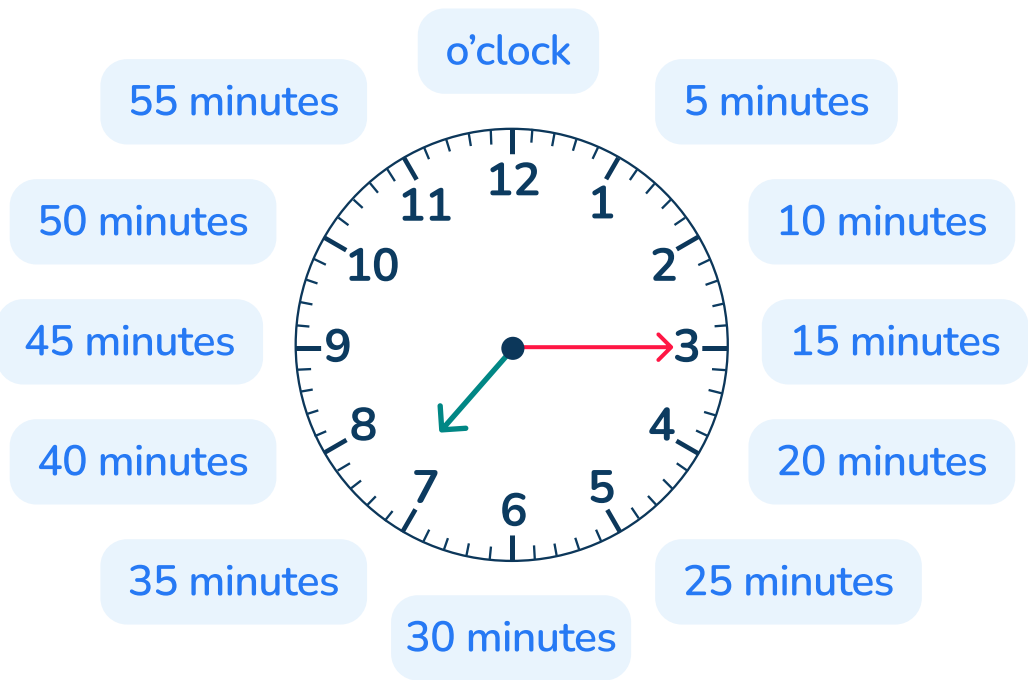


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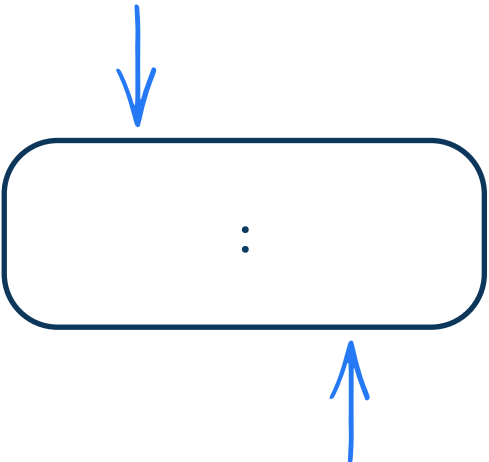
Prior learning

Before telling time to the **nearest minute**, we need to be able to tell time to the **nearest 5 minutes**.

An analog clock shows the time using an **hour hand** and a **minute hand**.



The **hour hand** is between the 7 and 8.



The **minute hand** is on the 3.

If the **hour hand** is between two numbers, it represents the hour of the **first number**.

The **minutes** increase by 5 minutes with each number shown around the clock.

Write the time shown on each clock.

a

11:10

b

9:25

Let's learn

We can tell time with increasing accuracy by telling the time to the **nearest minute**.

An analog clock shows the time using an **hour hand** and a **minute hand**.

Each tick mark on the clock represents **1 minute**.



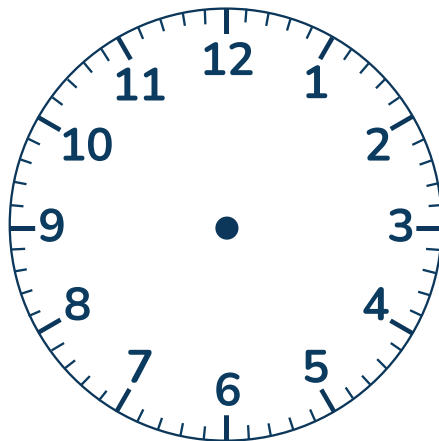
12 minutes past 4:00

4 : 12 pm

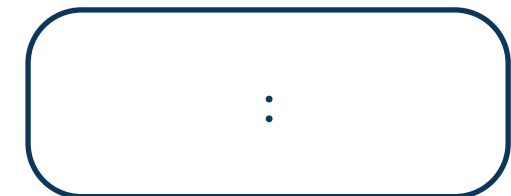
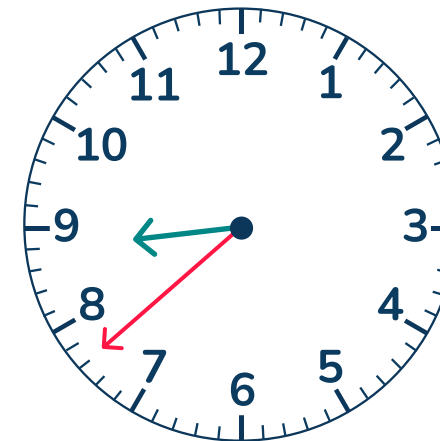
There are 60 minutes in 1 hour.

A digital clock shows the time using numbers.

- a Ben's clock says 7:54 when he wakes up. Draw the hands on the clock to show this time.



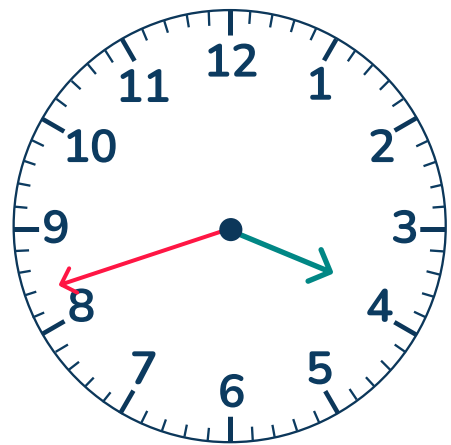
- b Ben arrives at school at the time shown. Write the time as a digital time.



Follow me

Let's look at how we write how many minutes to the hour it is.

a Write the time on the digital clock.

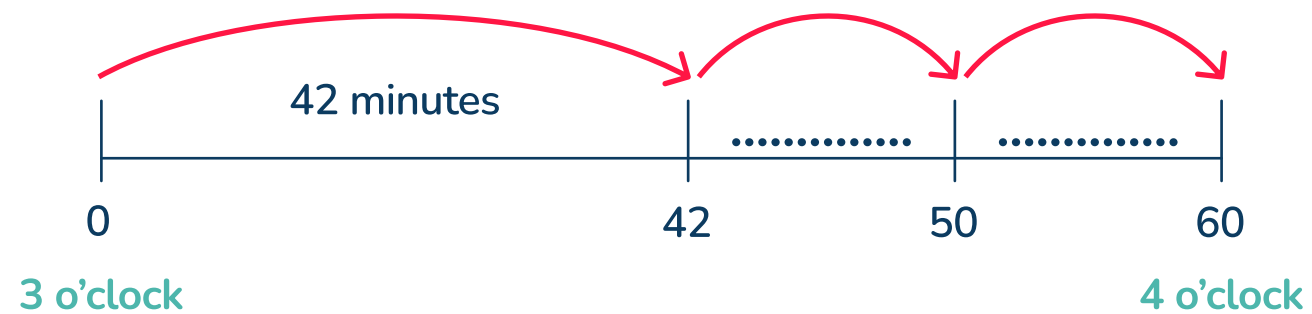


42 minutes **past** 3:00

:

There are 60 mins
in one hour.

b



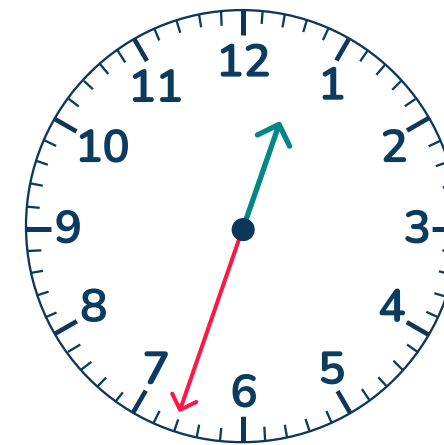
c

..... minutes **to** 4:00

Your turn

Write the correct time shown below using minutes to the hour.

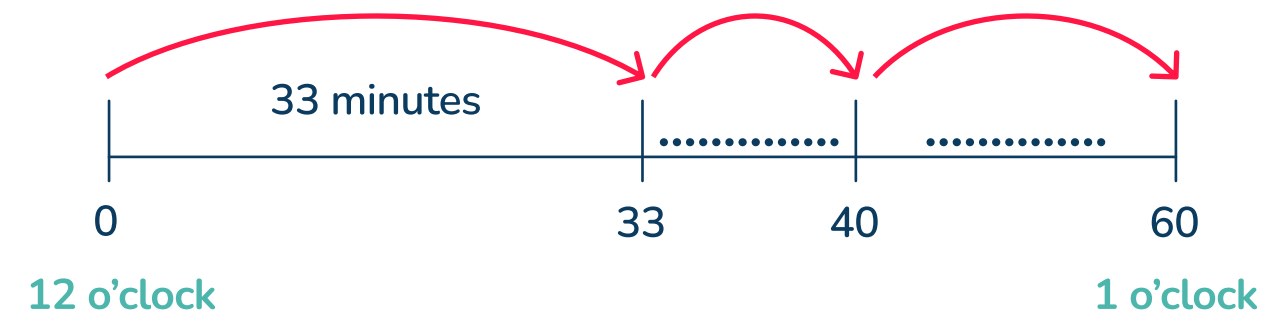
a Write the time on the digital clock.



33 minutes **past** 12:00

:

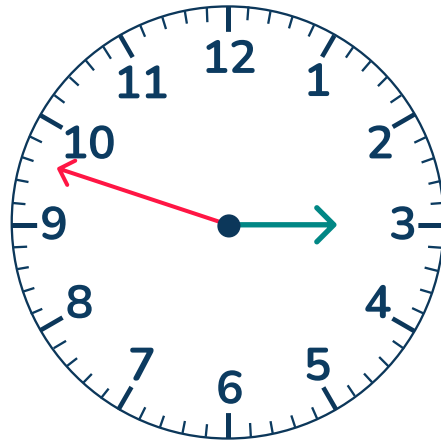
b



c

..... minutes **to** 1:00

1 Complete the time shown on the clock.



a

b

..... minutes past

c

..... minutes to

2 Complete the times to make the statements correct.

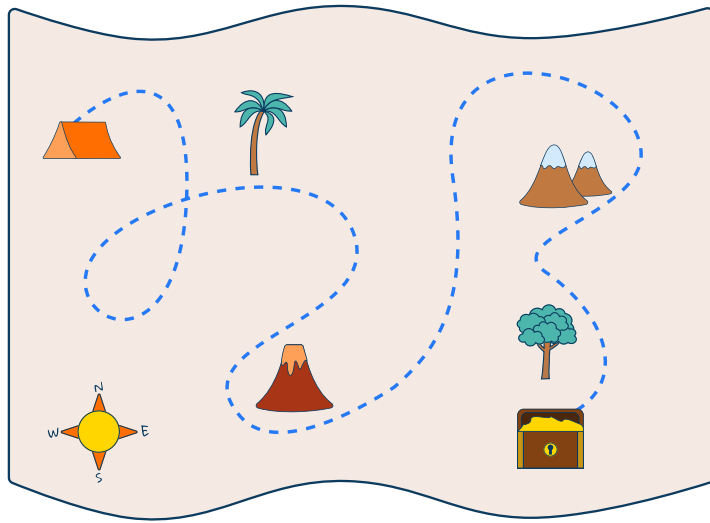
a

35 minutes past 6:00 = minutes to

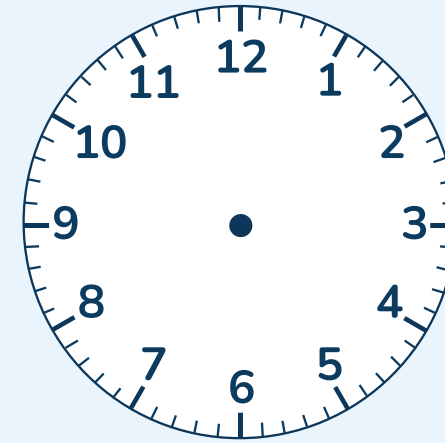
b

51 minutes past 10:00 = minutes to

They get back at 11:26.



.....



Let's explore this more

Let's look at how the **minutes** are shown on a clock.



To determine the time shown, we can start on 10 past and count on in 1 minute intervals.

a The minute hand is showing minutes past 4:00

Check your understanding

What time is shown on the clock?



a

b

..... minutes past

c

..... minutes to

Why do I need to try this question on my own first?

- To show your tutor what you understand
- To give you more practice
- To show your teacher how you are doing



Do you have a group of students who need a boost in math?

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- ✓ Aligned to your state's standards
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“We just had our first session and it went great! The kids really liked it and felt like they were learning! One even said he finally felt like math was making sense.”



Michelle Craig, Instructional Coach,
Sherwood Forest Elementary, Washington

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