



# Hours and Minutes

Grade 3

Time to the Minute

3 levels

## Probing Questions

- What are the differences between the hour, minute, and second hands?
- How do you know which hand to choose?

## Something to Think About

Notice that there are variations in the style of clock hands. Rather than saying big hand and little hand, focus on the length of the hand. Using short hand and long hand helps students who may focus on the thickness of hand.

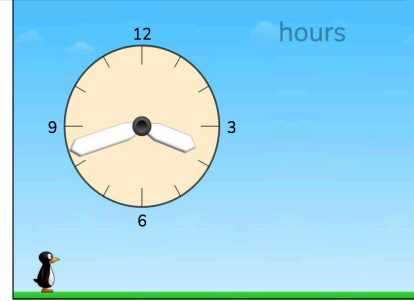
## What's Important Here?

Students must be able to differentiate the hands before learning to tell time. This game gives the students practice with different styles of clock hands.

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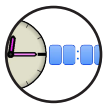
The first puzzles in levels 1 and 2 give a clue that fades.



Level 3 offers no hints.



Time to the Minute - 1



# Telling Time

Grade 3

Time to the Minute

5 levels

## Probing Questions

- How does where the hand is help you find which number to choose?
- How do you know what time to choose?

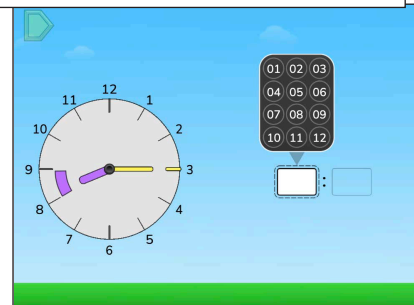
## Something to Think About

When teaching students to tell time, use this game instead of traditional classroom instruction and workbook pages. It gives each student the immediate and informative feedback and unlimited practice needed to build mastery.

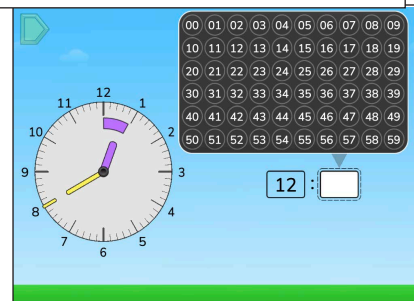
## What's Important Here?

Many students don't understand that the hour hand moves along with (but at a slower rate than) the minute hand. Pause the animation using the scrub bar to focus on the feedback for the hour on the analog clock. Notice that the entire space between the two numbers is shown as a purple strip.

Levels 1-3 build telling to five minute intervals.



Levels 4-5 teach telling time to the minute.



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Time to the Minute - 2



# Time on a Line

Grade 3

Time to the Minute

6 levels

## Probing Questions

- What is different about this number line?
- How do you know where to put it on the number line?
- Which two tick marks will it go between?

## Stop the Animation Using the Scrub Bar

This game introduces students to time on a number line. Students may struggle translating telling time on a clock to seeing time as linear. The animation clearly illustrates how to translate time on the clock to a number line. Pause frequently and ask questions to focus on key concepts.

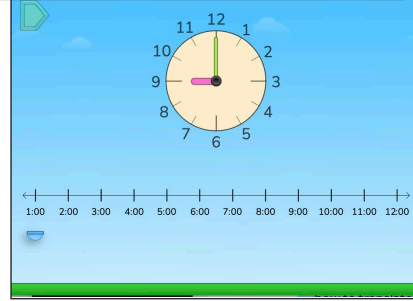
## What do the Standards Say?

*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.*

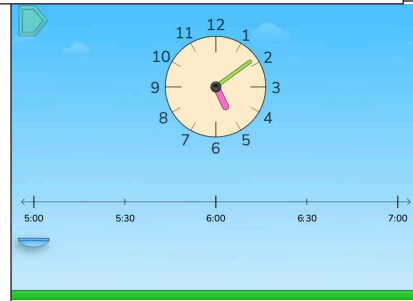
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The increments on the number line vary from level to level.



The game begins with time to the half hour and progresses to time to the minute.



Time to the Minute - 3



# Hours and Minutes Digital

Grade 3

Time to the Minute

3 levels

## Probing Questions

- Which number on the clock shows you the hour/minute/seconds?

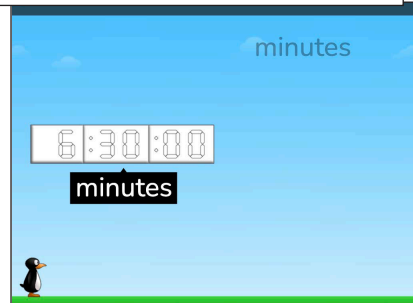
## Something to Think About

Not all digital clocks show seconds. Ask students to compare this digital clock with others. Discuss when it would be important to be able to see the number of seconds.

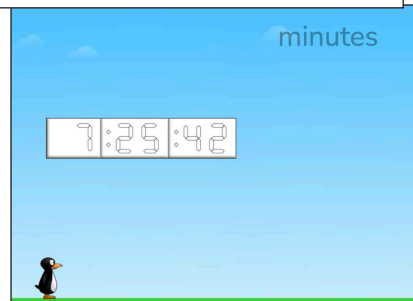
## Emphasize the Connection

Show multiple images of digital and analog clocks. Show other clocks and timekeeping devices, historical and creative. Compare their designs and uses. How does form fit function?

The first puzzles in levels 1 and 2 give a clue that fades.



Level 3 offers no hints.



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Time to the Minute - 4



# Telling Time Digital

Grade 3

Time to the Minute

5 levels

## Probing Questions

- What does the purple/yellow hand represent?
- How do you know where to put the hand?
- What happens to the hour hand as you move the minute hand?

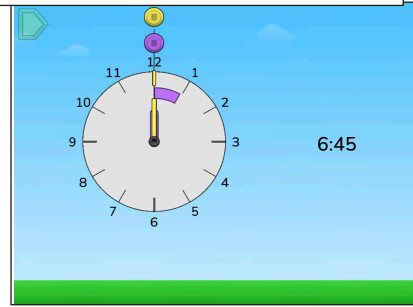
## Classroom Connection

Many students don't understand that the hour hand moves along with (but at a slower rate than) the minute hand. After selecting the hour, slowly move the minute hand asking student to describe the location of the hour hand as the minute hand moves.

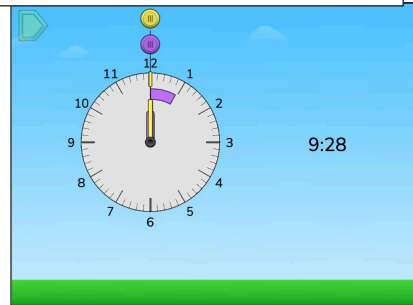
## What's Important Here?

In the game Telling Time, students must read the time on an analog clock and represent it digitally. In this game students are given the digital time and must show it on an analog clock. It's important that students be able to do both tasks to show mastery.

Levels 1-3 build telling to five minute intervals.



Levels 4-5 teach telling time to the minute.



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Time to the Minute - 5