2019-2020 HISD @ H.O.M.E. Distance Learning
Mathematics – Grade 3
April 13-24, 2020 – Week 1

Monday – 30 minutes

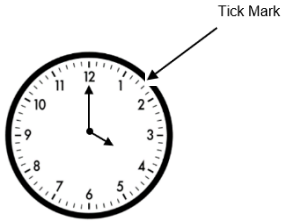
Activity/Task

I can tell time to the minute.

Exploring Time to the Minute (Time Review)

Look at the clock below. What time does the clock show? If you said 4:00, you are right!

The shorter hand represents the hours and the long hand represents the number of minutes that pass within each hour. The tick marks on the clock represent 1 minute.



Modern Clock Vector by Vecteezy.com

An **interval** is a set amount of time that often repeats when counting.

The tick marks on the clock show one-minute intervals.

You can tell time to the minute by using the clock hands and the tick marks.

Start at 4:00. Skip count by fives and then count on by ones. Stop at the mark that the minute hand points to. The hour is 4 o'clock. It is 17 minutes after 4:00. So, the time is 4:17.


Modern Clock Vector by Vecteezy.com

Modern Clock Vector by Vecteezy.com

Think:

Start at the 3:00. Skip count by fives and then count on by ones. Stop at the mark that the minute hand points to. The hour is 3 o'clock. It is 23 minutes after 3:00. So, the time is 3:23.


Modern Clock Vector by Vecteezy.com


Modern Clock Vector by Vecteezy.com

Draw 3:00 on the clock. Draw 3:23 on the clock.

Look at your daily schedule. Choose 3 activities on your schedule. **Add one minute to the time on your schedule.**

Example: *Wake up at 8:30. If I add one minute to 8:30, the new time is 8:31.*

Practice:

Draw the time on the clock faces to show the times. Complete each sentence with the time.


Modern Clock Vector by Vecteezy.com

I woke up at _____.


Modern Clock Vector by Vecteezy.com

I ate breakfast at_____.

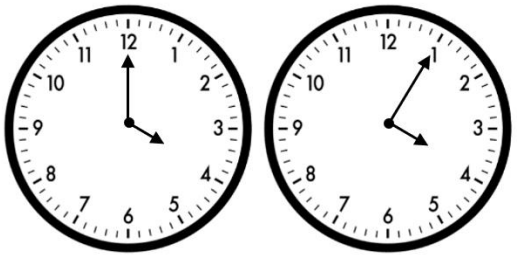
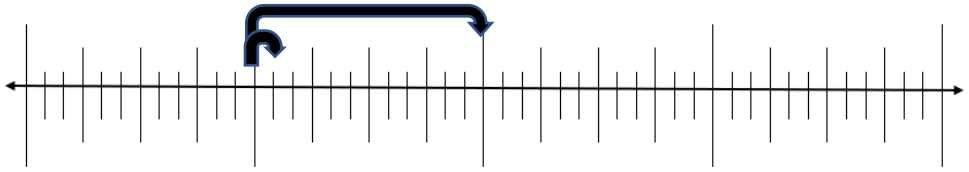
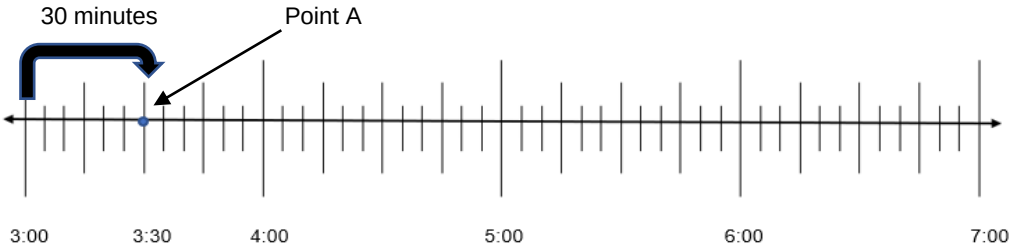

Modern Clock Vector by Vecteezy.com

I played with a toy at _____.

Resources	Clock Story Handout

2019-2020 HISD @ H.O.M.E. Distance Learning
Mathematics – Grade 3
April 13-24, 2020 – Week 1

Tuesday – 30 minutes

Activity/Task Using Number Lines to Represent Intervals of Time	I can show the time indicated on a clock on a number line. *The number line shows **intervals** of 5 minutes.*
Think:	 Modern Clock Vector by Vecteezy.com Modern Clock Vector by Vecteezy.com  3:00 4:00 5:00 6:00 7:00 Each tick mark represents a time interval of 5 minutes. It takes 60 minutes to make one hour. The small arrow shows an interval of 5 minutes. It represents 4:00 to 4:05. The long arrow shows 12 intervals of 5 minutes is 60 minutes, or 1 hour. It represents 4:00 to 5:00. Let's use the intervals of time on this number line to locate and label times. What time is represented by point A on the number line? Point A represents 3:30. 
Practice:	Use the Number Lines Handout to Practice.
Resources	Number Lines Handout

2019-2020 HISD @ H.O.M.E. Distance Learning
Mathematics – Grade 3
April 13-24, 2020 – Week 1

Wednesday – 30 minutes	
Activity/Task	I can determine the length of two or more intervals of time using a number line. You can add the number of minutes it takes to do something just as we add other numbers. Adding minutes is different than adding other numbers. When we get to 60 minutes, we can change those minutes into one hour.
Think:	An **hour** is a unit of time equal to 60 minutes. 1 hour = 60 minutes. Definition:  ***Tip***: We can us an open number line to help us add intervals of time. Problem: Maria spent 20 minutes doing homework. She spent 11 minutes reading a book. How much time did Maria spend doing schoolwork? Jump by tens then jump by ones. 20 minutes + 11 minutes = 31 minutes 10 + 10 = 20 10 + 1 = 11 +10 +10 +10 +1 
Practice:	Did Maria spend an hour doing schoolwork? How do you know? Problem: Alyssa spent 30 minutes playing in the park and 11 minutes planting flowers. How many minutes did Alyssa spend outside? Use the open number line to find the answer. 30 minutes + 11 minutes = _____ minutes How many tens are in 30? How many tens are in 11? Jump by tens then jump by ones. Alyssa spent _____ minutes outside. Did Alyssa spend an hour outside? How do you know? Use the Adding Minutes Handout to practice.
Resources	Adding Minutes Handout

2019-2020 HISD @ H.O.M.E. Distance Learning
Mathematics – Grade 3
April 13-24, 2020 – Week 1

Thursday– 30 minutes

Activity/Task

I can find the end time of an event given the start time and the duration of one or more events.

Today, we will use what we have practiced about time to solve problems about Duration of Time.

Tip: I can use a table to organize information about Duration of Time. I can use the start time and the amount of minutes that pass to help me find the ending time.

Problem:
Michael and his brother started playing a game at 3:30. They played for 20 minutes. What time did they finish playing the game?

Think:

In this problem, we are asked to find the end time, or the time the game was finished. Let's begin by putting the information in our table.

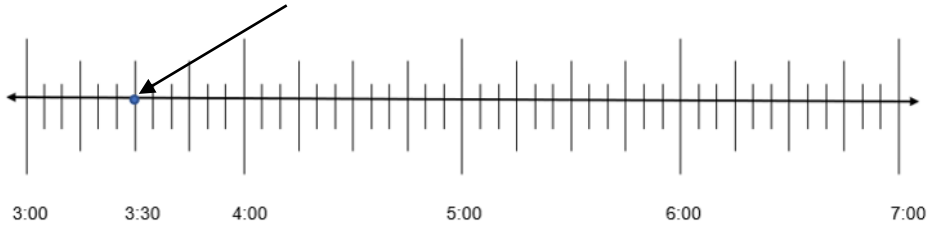
Step 1: Organize the information in the table.

Start Time	Duration of Time	End Time
3:30	20 minutes	?

Step 2: Use a number line to solve for the end time.

Step 3: Locate and label the start time on the number line. Use a point to show where the time will be located.

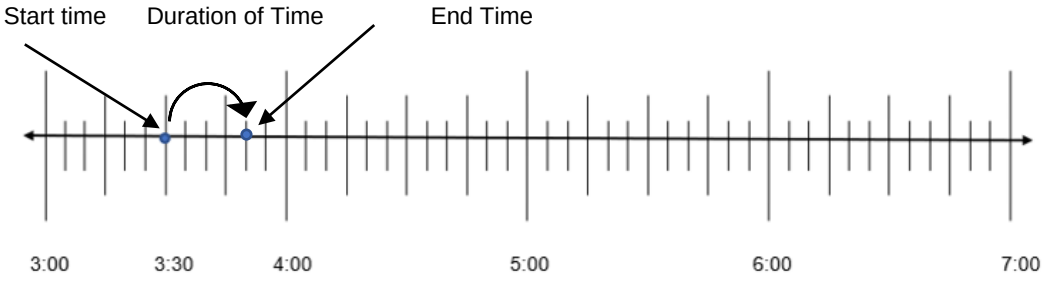
This point represents the start time of 3:30.



Step 4: Use the time intervals on the number line to skip count to the amount of Duration of Time.

We know the Duration of Time was 20 minutes. My number line is in intervals of 5 minutes. Do you know how many jumps of 5 minutes are needed to reach 20 minutes?

Did you say 4 jumps? Yes! That's it! Now, let's make 4 jumps of 5 minutes on the number line.



We can say "3:35, 3:40, 3:45, 3:50"

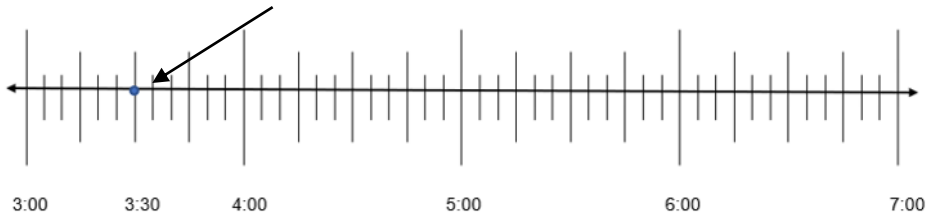
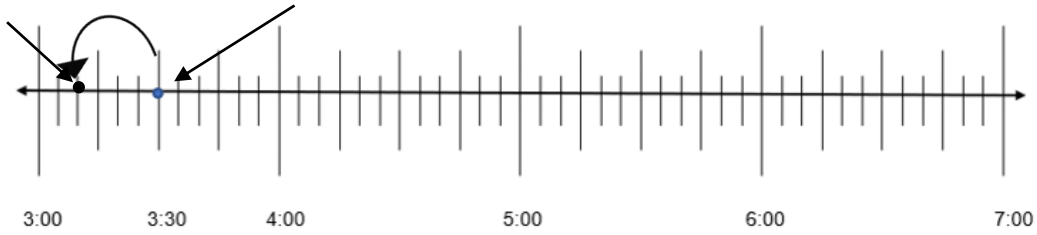
Michael and his brother finished playing the game at 3:50.

Use the End Time Handout to practice.

Resources

End Time Handout

2019-2020 HISD @ H.O.M.E. Distance Learning
Mathematics – Grade 3
April 13-24, 2020 – Week 1

Friday – 30 minutes	
Activity/Task	I can find the start time of an event given the end time and the duration of one or more events. Today, we will use what we have practiced about time to solve problems about **Duration of Time**. ***Tip***: I can use a table to organize information about Duration of Time. I can count backwards from the end time to help me find the start time of an activity. Problem: Michael and his brother finished playing a game at 3:30. They played for 20 minutes. What time did they start playing the game? In this problem, we are asked to find the start time, or the time the game was began. Let's begin by putting the information in our table. Step 1: Organize the information in the table. Start Time | Duration of Time | End Time ? | 20 minutes | 3:30 Step 2: Use a number line to solve for the end time. Step 3: Locate and label the end time on the number line. Use a point to show where the end time will be located. This point represents the end time of 3:30.  Step 3: Use the time intervals on the number line to skip count backward. We know the Duration of Time was 20 minutes. My number line is in intervals of 5 minutes. Do you know how many jumps of 5 minutes are needed to reach 20 minutes? Did you say 4 jumps? Yes! That's it! Now, let's make 4 **backward** jumps of 5 minutes on the number line. Start time Duration of Time End time  We can say "3:25, 3:20, 3:15, 3:10" Michael and his brother started playing the game at 3:10. Use the Start Time Handout to practice.
Resources	Start Time Handout

2019-2020 HISD @ H.O.M.E. Distance Learning
Mathematics – Grade 3
April 13-24, 2020 – Week 2

<table>
<tr><th colspan="2">Monday – 30 minutes</th></tr>
<tr><td>Activity / Task</td><td>I can summarize my learning about time.

Use a sheet of paper. Fold the paper into 4 equal parts.

Label each part of the paper as you see below.
<table>
<tr><td>Three important words I learned about time are:</td><td>The most interesting thing you learned last week about time was:</td></tr>
<tr><td>The most confusing thing about time was:</td><td>One strategy I can draw to help me with time is:</td></tr>
</table></td></tr>
<tr><td>Resources</td><td>Pencil and Paper</td></tr>
</table>

2019-2020 HISD @ H.O.M.E. Distance Learning
Mathematics – Grade 3
April 13-24, 2020 – Week 2

Tuesday – 30 minutes

Activity / Task

I can use the appropriate tools to measure weights of an object using the customary system of measurement.

Definition: Weight – A measure of the pull or force of gravity on an object.

WEIGHT AND MASS	
Customary	Metric
1 ton (T) = 2,000 pounds (lb)	1 kilogram (kg) = 1,000 grams (g)
1 pound (lb) = 16 ounces (oz)	1 gram (g) = 1,000 milligrams (mg)

Since an 1 ounce weighs less than 1 pound, one orange would be weighed in ounces. A bag of oranges would be weighed in pounds.

One orange would be weighed in ounces

Image by PublicDomainPictures from Pixabay

A bag of oranges would be weight in pounds

Image by Pablo Valerio from Pixabay

If we had a truck full or oranges then we would measure it in a ton.

Image by wal_172619 from Pixabay

Use the benchmark for weights below as a reference to fill in the chart below.

Benchmarks for Weight	
Customary	
Ounce	weight of a slice of bread
Pound	weight of a loaf of bread
Ton	weight of a compact car

Using the benchmark for weights above as a reference, write the following words in the correct measurement category below:

Image by HISD Curriculum using MS Word

Airplane, Dog, pencil

Tons	Pounds	Ounces

Create a chart like the one below and add 4 more examples of items that would fit under each category. Think about the things in your house, around your neighborhood or anywhere around the world.

Tons	Pounds	Ounces
A Elephant	A person	A Marker

Resources

Handout: STAAR Reference Sheet

2019-2020 HISD @ H.O.M.E. Distance Learning
Mathematics – Grade 3
April 13-24, 2020 – Week 2

Wednesday – 30 minutes

Activity / Task

I can use concrete and pictorial real-world objects to identify the relative weight within the customary system.

Weight is a measure of the pull or force of gravity on an object. We can measure our weight when we get on the scales.

Relative weight is when we think of how much something weighs when we compare it to something else.

I am heavy if you compare me to an ant. But I am not heavy if you compare me to an elephant. The relative weight of an object depends on what you are comparing the object to.
Think about a pan balance scale. Does a pan balance tell you exactly how much an object weighs?

Did you say no? You are right! A pan balance only shows if the weight of one object is lighter or heavier than another object.

Today, we are going to learn about relative weight by using objects in our house. You will pretend to be a human balance scale. We will create a table to help us keep track of relative weight.

Relative Weight - Ounces

Step 1: Find something in your house that weighs about 1 ounce. Get permission from an adult first. Here is a list of things you could use: 5 quarters, a slice of bread, an ink pen, a double AA battery, a small box of raisins. Choose one of these items to be your "one ounce" benchmark.

Step 2: Find 3-4 other items around the house. These are your "Guessing Group". Don't forget to ask permission from an adult before collecting your items.

Step 3: Hold the "one-ounce benchmark item in one hand and a "Guessing Group" item in the other hand. Ask yourself, "Does the item in the "Guessing Group" hand feel lighter than an ounce, almost equal to an ounce, or heavier than an ounce?"

Step 4: Record the name of the item on your recording sheet.

Name of Object	Less than 1 Ounce	About 1 Ounce	More than 1 Ounce

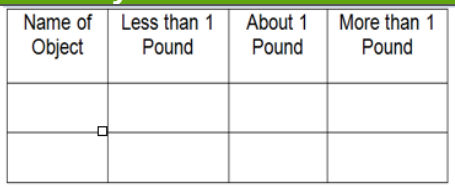
Image by HISD Curriculum using MS Word

Step 5: Answer the following question: Which items do you think weigh less than an ounce, about an ounce, or more than an ounce? Why?

Relative Weight of Pounds

Step 6: Find something in your house that weighs about 1 pound. Get permission from an adult first. Here is a list of things you could use: A stick of butter, a cell phone in a hard case, a full package of spaghetti. Choose one of these items to be your "one pound" benchmark.

Repeat Steps 2-4. Remember, you only need one item as your pound benchmark but you need several items from around the house in your "Guessing Group". Ask permission from an adult before gathering your items.

Wednesday – 30 minutes	
	 Image by HISD Curriculum using MS Word **Step 7**: Answer the following question: Which items do you think weigh less than a pound, about a pound, and more than a pound? Why? Continue to practice using the Pound Ounce Story Handout.
Resources	Handout: STAAR Reference Sheet Handout: Ounce and Pound Story

2019-2020 HISD @ H.O.M.E. Distance Learning
Mathematics – Grade 3
April 13-24, 2020 – Week 2

Thursday – 30 minutes

Activity / Task

I can find the appropriate units and tools to measure liquid volume using the customary measurement.

Definition:

Liquid Volume – is the amount of space a liquid occupies.

Fluid ounces would hold the least amount of liquid and the gallon would the most. In order from holding the least amount of liquid to the greatest it would be 1 fluid ounce, 1 cup, 1 pint, 1 quart, and 1 gallon.

When you take a liquid medicine, you would use a small medicine cup because you only need a small amount of liquid. This would be measured in fluid ounce.

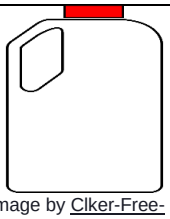
When you have to buy juice for a party you would measure the juice in gallons because you would need a large amount of juice.

Answer the following questions:

When you drink water which customary measurement would you use?

If you want to share orange juice with your family, which unit of customary measurement would be best to use?

Use the chart below as a guide to complete the activity below.

1 fluid ounce (fl oz)	1 cup (c)	1 pint (pt)	1 quart (qt)	1 gallon (gal)
 Photo by HISD Curriculum using iPhone	 Image by OpenClipart-Vectors from Pixabay	 Image by Katherine Ab from Pixabay	 Image by Annalise Batista from Pixabay	 Image by Clker-Free-Vector-Images from Pixabay

Fill in the bank with the customary measurement that would best be used to measure the item.

1. I would use _____ to fill a bathtub with water because _____.
2. I would use _____ to fill a glass of water because _____.
3. I would use _____ to fill bottle of coke because _____.
4. I would use _____ when I need to take medicine because _____.

Resources

Handout: STAAR Reference Sheet

2019-2020 HISD @ H.O.M.E. Distance Learning
Mathematics – Grade 3
April 13-24, 2020 – Week 2

Friday – 30 minutes

Activity / Task

I can find the appropriate units and tools to measure liquid volume using the metric system of measurement

The metric system uses milliliters and liters to measure the capacity of a liquid in a container.

VOLUME AND CAPACITY	
Customary	Metric
1 gallon (gal) = 4 quarts (qt)	1 liter (L) = 1,000 milliliters (mL)
1 quart (qt) = 2 pints (pt)	
1 pint (pt) = 2 cups (c)	
1 cup (c) = 8 fluid ounces (fl oz)	

Reference Chart from ©TEA release tests with permission

Milliliters are used to fill containers with a small amount of liquid such as medicine cup, regular size water bottle, or a cup.

Liters are used to fill containers with a large amount of liquid such as large coke bottle, teapot, or a large storage container.

Answer the following Questions:

1. Can you tell by the size of a container what its capacity might be? Why or why not?

2. Can you tell by the shape of a container what its capacity might be? Why or why not?

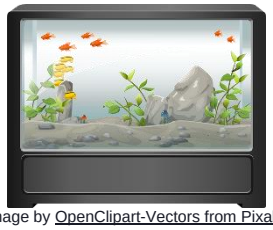
Use the reference below to complete the activity.

Milliliters (mL)	Liters (L)
	
Can of soda has 350 mL	Large bottle of soda has 2 L
Small bottle of eye solution is 30 mL	Liter bottle of cooking oil

Create a table like the one below and organize the words and picture into the correct category.

Milliliters	Liters

2019-2020 HISD @ H.O.M.E. Distance Learning
Mathematics – Grade 3
April 13-24, 2020 – Week 2

Friday – 30 minutes	
	 Image by OpenClipart-Vectors from Pixabay Graduated Cylinder  Image by OpenClipart-Vectors from Pixabay Fish Tank  Image by OpenClipart-Vectors from Pixabay Medicine dropper  Image by OpenClipart-Vectors from Pixabay Water Bottle  Image byOpenClipart-Vectors from Pixabay Cooking Pot  Image by GregoryButler from Pixabay Swimming Pool
Resources	Handout: STAAR Reference Sheet

Adding Minutes Handout

Use the open number lines to add the minutes as you solve each problem. Determine if the number of minutes is an hour.

An hour is a unit of time equal to 60 minutes. 1 hour = 60 minutes.

Mrs. Miller cleaned her bathroom for 20 minutes and her kitchen for 21 minutes. How many minutes did Mrs. Miller clean?

Use the open number line to find the answer.

____minutes + _____ minutes = _____ minutes

Did Mrs. Miller clean for ah hour? How do you know?

Mrs. Miller's baby slept 30 minutes this morning and 30 minutes this afternoon. How many minutes did Mrs. Miller's baby sleep?

Use the open number line to find the answer.

____minutes + _____ minutes = _____ minutes

Did Mrs. Miller's baby sleep for ah hour? How do you know?

Circle how you feel about adding minutes using a number line.

Happy! I did it!

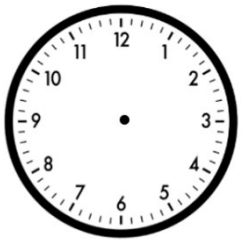
Okay. I have questions.

I need help!

Clock Story Handout

Read the story about Kareem's day. Draw the clock hands to represent the time in each sentence. Write the time in the digital clock.

Kareem loves going to the park. Each day he goes to the park at 12:13.



:

Yesterday, Kareem at lunch at the park. He at lunch at 12:37.

:

After lunch, Kareem played soccer. He played soccer at 1:12.

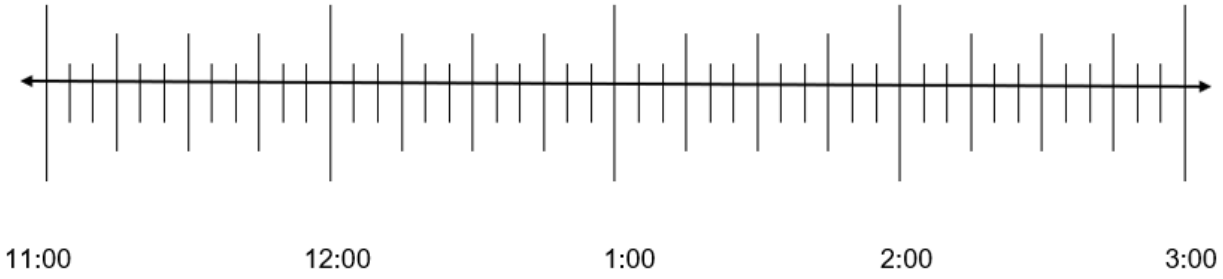
:

End Time

Use the following number line to figure out the end time for each problem. Use a table to organize your information.

Problem 1: Diane started a soccer game at 11:30. She played for 15 minutes. What time did Diane finish the soccer game?

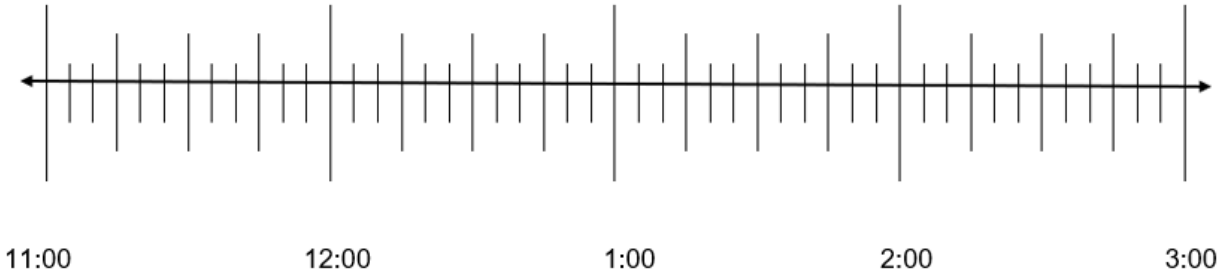
Start Time	Duration of Time	End Time
		?



Diane finished the game at _____.

Problem 2: Olivia ran a 3-mile race. The race started at 12:30. The race took 20 minutes. What time did Olivia finish the race?

Start Time	Duration of Time	End Time
		?

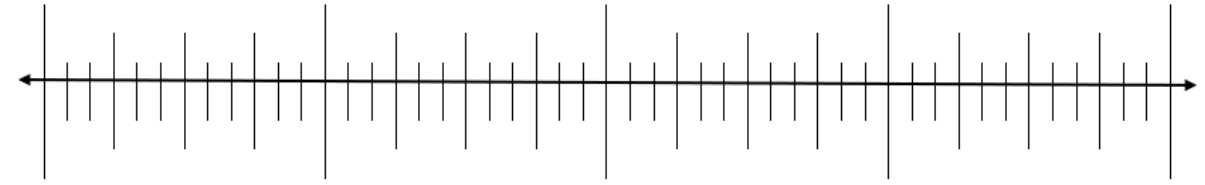


Olivia finished the race at _____.

Number Lines Handout

Use the following number line to locate and label the following times:

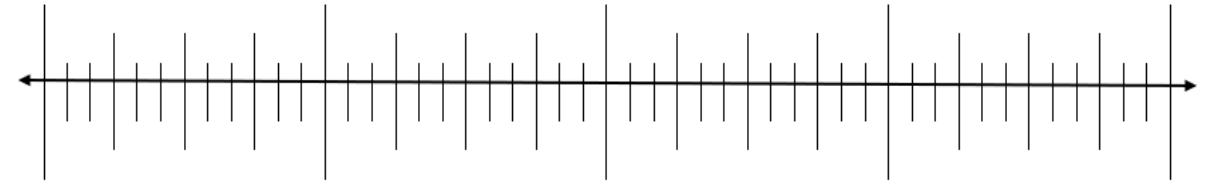
11:30 12:05 1:15 1:50 2:10 2:55



11:00 12:00 1:00 2:00 3:00

Use the following number line to locate and label the following times:

11:50 12:15 12:55 1:30 2:00 2:45



11:00 3:00

Circle how you feel about practicing on the number line.

Happy! I did it!

Okay. I have questions.

I need help!

Ounce and Pound story

Michael is going to the grocery store and needs your help to determine the best unit of measurement for different items he wants to buy.

Determine which is the best customary unit of measurement for each item and then circle the best unit of measurement.

1. Michael wants to buy 1 apple. What unit of measurement should Michael use?

   More than 1 ounce **About 1 ounce** **Less than 1 ounce**

2. Michael wants to buy 1 bag of sugar. What unit of measurement should Michael?

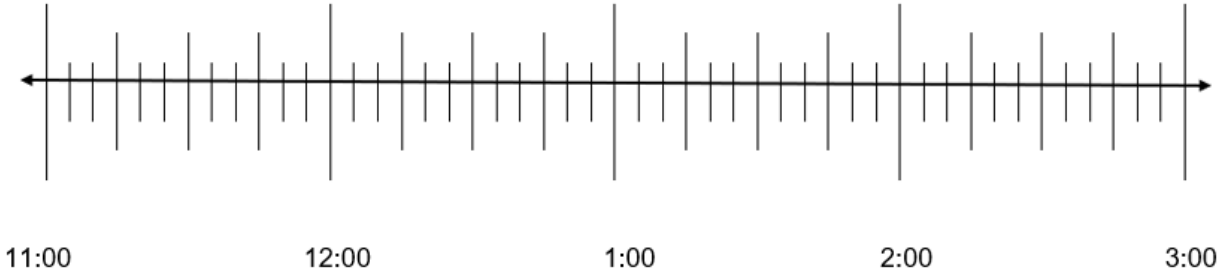
   More than 1 pound **About 1 pound** **Less than 1 pound**

Start Time Handout

Use the following number line to figure out the start time for each problem. Use a table to organize your information.

Problem 1: Diane ended a soccer game at 11:30. She played for 15 minutes. What time did Diane start the soccer game?

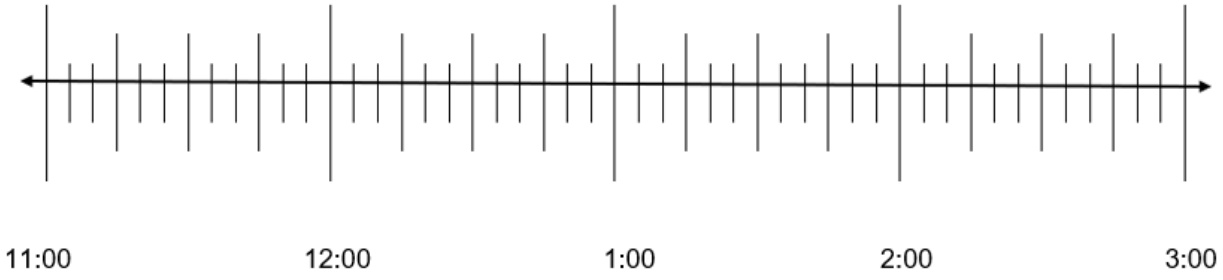
Start Time	Duration of Time	End Time
?		



Diane started the game at _____.

Problem 2: Olivia finished a 3-mile race at 12:30. The race took 20 minutes. What time did Olivia start the race?

Start Time	Duration of Time	End Time
?		



Olivia started the race at _____.