

Student Guide

Time to the Nearest Five Minutes

(SG pp. 96–98)


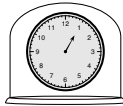

Questions 1–10

- 1.* Possible response: The hour hand is pointing at the 1 on the clock. That means the minute hand would be close to the 12 so it is about one o'clock.
- 2.* Possible response: Yes, I agree with Liz. When the hour hand is halfway between two numbers on the clock, it means it is about 30 minutes after the hour. Since the hour hand is between the 8 and the 9, it is about 30 minutes after 8 or 8:30.
3. A. 2:00
B. 12:00
C.* a little after 9 o'clock, 9:10, 9:15 or 9:20 are reasonable estimates
D. about 3:30
4. A.* The minute hand is pointing at the blue 30.
B.* halfway around the clock
C.* 30 minutes
D.* The hour hand is halfway between the red 1 and 2.

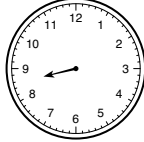
Time to the Nearest Five Minutes

Using the Hour Hand

Liz and Diana found an old clock. Diana noticed that the minute hand was broken off the clock and thought they should just throw it away. Liz said they should keep the clock because they could use it to practice telling time. She moved the hour hand to show a time. Liz said "First I look to see where the hour hand is and then I think about where the minute hand would be to decide about what time it is on the clock."





1. Look closely at the time Liz set. Explain how you can use Liz's thinking to tell the time that is on the clock.
2. Liz moved the hour hand to show the time school starts. She told Diana that the clock showed about 8:30. Do you agree with Liz? Explain why or why not.



96 SG • Grade 3 • Unit 5 • Lesson 1 Time to the Nearest Five Minutes

Student Guide - Page 96

3. Diana and Liz took turns setting the clock to show times different activities started in their school day. Use Liz's strategy to write the start time of each activity. Use your individual clock to help you.

A. Gym Time	B. Lunchtime
	
C. Art Time	D. Dismissal
	

Use the *Broken Clocks* pages in the *Student Activity Book* for more practice using the hour hand to tell time.

Using The Minute Hand

Liz and Diana decided to look at a clock with both a minute hand and an hour hand to see how they work together. They noticed that as the minute hand moved around the clock the hour hand moved from the 12 to the 1, or from 12:00 to 1:00.

 4. Liz moved the minute hand so the clock showed 1:30. Set your own clock to show 1:30.
 - A. Where is the minute hand?
 - B. How far around the clock has it moved since 1:00?
 - C. How many minutes have passed?
 - D. Where is the hour hand?

Time to the Nearest Five Minutes SG • Grade 3 • Unit 5 • Lesson 1 97

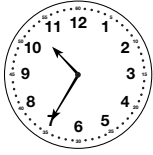
Student Guide - Page 97

*Answers and/or discussion are included in the lesson.

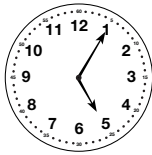
Answer Key • Lesson 1: Time to the Nearest Five Minutes

Look at each clock. Show the time on your individual clock. Write the time that is shown. Be ready to show or tell how you know.

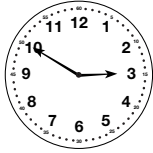
5.



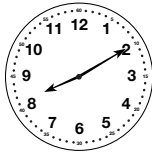
6.



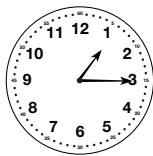
7.



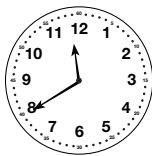
8.



9.



10.



Copyright © Kendall Hunt Publishing Company

Complete the *Time Around the Clock* pages in the *Student Activity Book* for more practice telling time to the nearest five minutes.

5. 10:35
6. 5:05
7. 2:50
8. 8:10
9. 1:15
10. 11:40

Student Guide - Page 98

Name _____ Date _____

Hours in a Day

What do you do during each hour of a day? Complete the table. Use your individual clock to help you.

Time	Activity
12:00 AM (Midnight)	
1:00 AM	
2:00 AM	
12:00 PM (Noon)	
1:00 PM	
2:00 PM	

Copyright © Kendall Hunt Publishing Company

Student Activity Book

Hours in a Day (SAB p. 135)

*Responses will vary.

Copyright © Kendall Hunt Publishing Company

Student Activity Book- Page 135

*Answers and/or discussion are included in the lesson.