Time to the Minute and Minutes Passed

Teacher		**Class**	Grade 3
Subject	Math	**Topic**	Telling time to the minute
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

> Students learn to tell time to the minute and find minutes passed. They build clocks, read hands, and time real jobs.

Curriculum links

- 3.GM.B.4 Tell and write time to the nearest minute [1]
- 3.GM.B.5 Estimate time intervals in minutes [1]
- 3.GM.B.6 Solve problems involving addition and subtraction of minutes [1]

Learning objectives

- Students will tell and write time to the nearest minute on analog and digital clocks.
- Students will measure time intervals in minutes using number lines and counting.

Success criteria

- I can read hands and write the time to the minute.
- I can find how many minutes passed from start to end.

What students already know

Show 3:00 and 3:30 on demo clock. Ask: Where is the long pointer? Where is the short pointer? What does half past mean?

Key words

minute	a short bit of time; 60 of them make one full turn of the long pointer [4]
hour hand	short pointer that shows the current 60-minute block that has started [3]
minute hand	long pointer that shows how far past the block start we are [3]
time interval	amount that passes from the start to the end of an activity [1]

Materials

- large demonstration analog clock
- slides 1-5, 7, 9-12 and Video clip 5
- paper number lines 0-60
- pencils, sticky notes, classroom tasks like stacking books
- copies of Worksheet Task E and Task D

Before the lesson

- Print number lines 0-60, one per student, and copies of Task E and Task D
- Test Slides 1-5, 7, 9-12 and Video clip 5 (0:00-1:49) with sound
- Set demo clock to 4:37 and set out books or other safe timing jobs

Lesson outline

0–5 min **Starter** 5 min · Whole class

Hook interest in timing and recall hour, half hour, and clock choices.

YOU DO

1. Show Slide 1 Time to the Minute and read its goal.
2. Ask the hook: If we start reading at 9:05 and stop at 9:23, how many minutes did we actually read?
3. Show Slide 5 vote and take a quick show of hands for analog or digital.
4. Play Video clip 5 (0:00-1:49) to focus on the long pointer movement.

STUDENTS DO

1. Vote for analog or digital and say why.
2. Watch and listen for how the long pointer moves.
3. Guess the reading minutes answer without counting yet.

Say: Today we will tell time to the minute and figure out minutes that pass. You will read clocks and time real jobs. First vote: which is easier for you to read right now?

Ask: Which clock is easier for you to read? (Answers vary; analog has hands, digital shows numbers.) · What do you already know about 9:05 and 9:23? (Both are in the 9 hour; 23 is later than 05.)

Check understanding: Thumbs up if you can point to the long pointer on the wall clock; reteach short vs long if mixed.

Support: Point to wall clock and name short pointer and long pointer together. **Stretch:** Ask how many minutes from 9:05 to 9:10 without counting by ones.

Use: Slides 1, 5; Video clip 5 (0:00–1:49)

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5–17 min **Teaching** 12 min · Whole class

Model how to find the hour first, then count minutes by 5s and 1s.

YOU DO

1. Show Slides 2-4: one full turn of the minute hand moves the hour hand forward and is 60 minutes [4], and a clock is a number line bent into a circle [3].
2. Show Slide 7: first find the hour, then count the minutes past it. Model 4:37 on demo clock.
3. Think aloud skip-count by 5s to find the 5-minute interval, then count by 1s to read the exact minute [1].
4. Show 7:45 and stress when the hour hand is on the 8 it is 8 o'clock, and anytime before that is minutes past 7 [3].

STUDENTS DO

1. Chorally skip-count 5,10,15,20,25,30,35 while teacher points.
2. Call out hour first for 4:37 and 7:45 before minutes.
3. Write both times on whiteboards with a colon.

Say: Read the shorter pointer first, then the longer pointer. Choose the hour by the number at or below the short pointer. Then skip-count by 5s around the circle and count on extra ones.

Worked example: 4:37: short pointer is between 4 and 5, so hour is 4 by choosing the number at or below the short pointer [3]. Long pointer is 2 marks past 7. Count 5,10,15,20,25,30,35, then 36,37. Write 4:37 using colon notation [3].

Ask: Hour pointer is between 7 and 8. What hour is it? (7, because we pick the number at or below the short pointer [3].) · Long pointer is on 2. How many minutes is that? (10 minutes, not 2, because each number is 5 minutes [3].)

Check understanding: All show hour only for 7:45, 4:37, 10:58 on boards; reteach hour-first if many write 8 for 7:45.

Support: Use a clock labeled 5 next to 1, 10 next to 2, and 30 next to 6 to skip-count by 5s [3]. **Stretch:** Explain why 7:58 is still in the 7 hour and what will change at 8:00.

Use: Slides 2–4, 7

17–30 min **Guided practice** 13 min · Pairs

Practice reading analog clocks and writing matching digital times.

YOU DO

1. Show Slide 10 Analog vs Digital and review short shows hour, long shows minutes, count by 5s then 1s.
2. Review benchmarks: at full hours the minute hand is on 12, in half an hour it is on 6 [4]; on 3 it is quarter past, on 9 it is quarter to [4].
3. Hand out Worksheet Task E and do the first clock together with Student A reading hour and Student B reading minutes.
4. Circulate as pairs write each time shown to the minute with a colon.

STUDENTS DO

1. In pairs, take turns reading short pointer first, then long pointer.
2. Write each Task E time to the nearest minute with colon notation [3].
3. Check each other by recounting by 5s, then 1s.

Say: You will read each clock and write the digital match. Say the hour first. Use 15, 30, and 45 to check if you are close. Then write it straight with a colon.

Worked example: 2:15: short pointer just past 2, so hour is 2. Long pointer on 3 is a quarter past [4] and 15 minutes. Count 5,10,15. Digital match is 2:15, left number shows hour and right numbers show minutes.

Ask: How does knowing 2:30 help you read 2:41? (30 is on 6, so 41 is 11 past the half hour; count on from 30.) · How do you write the analog time on digital? (Use colon notation, hour left, minutes right [3].)

Check understanding: Check two Task E clocks together; if errors, model covering minute pointer to name hour only.

Support: Start with times on the 5s only and relate each of the 12 numbers to intervals of 5 minutes [3].
Stretch: Add times 1-2 minutes off the 5s, like 4:12 and 4:13, to read and order.

Use: Slide 10; Worksheet Task E

30–45 min **Main activity** 15 min · Groups

Measure elapsed time in minutes for real jobs using a number line.

YOU DO

1. Show Slide 9 task: show times, time a job like stacking books, and find the time interval in minutes.
2. Model 9:05 to 9:23: plot start and end on a 0-60 line and find the distance between the two points [3].
3. Explain another term for time interval is elapsed time, the amount from start to end [1], solved by adding or subtracting minutes [1].
4. Hand out Task D and number lines; groups time a short job and solve its interval.

STUDENTS DO

1. Time a 5-7 minute job, record start and end times with a colon.
2. Mark jumps on number line by 5s, then count on single minutes [3].
3. Complete Worksheet Task D, writing the number sentence for each interval.

Say: Pick a job and note the start time and end time. Mark both on your number line. Jump by 5s, then by 1s, to find how far apart they are. That distance is the minutes you worked.

Worked example: 9:05 to 9:23: mark 5 and 23. Jump 5 to 10, 10 to 15, 15 to 20, then 21,22,23. That is 15 plus 3 equals 18 minutes. Check with 23 minus 5 equals 18, adding and subtracting minutes [1].

Ask: Recess starts at 10:05 and ends at 10:27. How many minutes is that? (22 minutes, from 5 to 27 is 20 plus 2.) · How does the number line show the interval? (Plot both times and find the distance between points [3].)

Check understanding: Check number lines for correct jumps; if stuck, limit to same-hour intervals under 20 minutes and recount.

Support: Use only intervals that stay in the same hour and count by 5s, then count on by 1s [3]. **Stretch:** Give intervals that cross the hour, like 9:55 to 10:07, and add the two parts.

Use: Slide 9; Worksheet Task D

45–60 min **Plenary** 15 min · Whole class

Fix common errors and confirm telling time and intervals to the minute.

YOU DO

1. Show Slide 11 recess question and have pairs solve 10:05 to 10:27 on number lines.
2. Show Slide 12 true-or-false and vote on each: hour stays 7 until 8 o'clock, and minute hand on 2 means 10 minutes [3].
3. Model one error: reading 4:10 as 4:02 because each number has two values, hour and minutes [3].
4. Collect exit slips and link back to success lines.

STUDENTS DO

1. Solve Slide 11 in pairs and show jumps.
2. Vote true or false for Slide 12 and correct the false one to 10 minutes.
3. Complete exit ticket on sticky note.

Say: Show me you can do both jobs. First find the hour, then count minutes past it. Then show minutes passed as jumps. Tell your partner how you know.

Worked example: 10:05 to 10:27: start 5, end 27. Jumps: 5 to 10, 15, 20, 25, then 26,27. Total 22 minutes. Hour stays 10 because hour pointer is between 10 and 11.

Ask: If the hour pointer is between 7 and 8, what is the hour? (7; it stays 7 until 8 o'clock [3].) · Minute pointer on 2 always means 2 minutes — true or false? (False; it means 10 minutes, 2 groups of 5 [3].)

Check understanding: Exit tickets and Slide 12 votes; reteach hour-first and 5s labels tomorrow if more than a few miss.

Support: Keep 5,10,15 labels visible next to 1,2,3 and allow pointing while counting. **Stretch:** Ask how many minutes after quarter-past 10:15 is 10:27.

Use: Slides 11–12

Common mistakes

Mistake	How to spot it	How to fix it
Reads 7:45 as 8:45 because short pointer is near 8.	Student writes hour one higher when pointer is between numbers.	Cover long pointer, name hour only by number at or below short pointer; when pointer is on 8 it is 8 o'clock, before that is minutes past 7 [3].
Reads 4:10 as 4:02, using face value of 2.	Student says 2 minutes when long pointer points to 2.	Remind each number has two values [3]; label 5 by 1, 10 by 2, 30 by 6 and skip-count by 5s, then 1s [3].
Swaps pointers, reading long as hour, like 2:45 as 9:15.	Student states hour first from long pointer.	Always read shorter pointer first, then longer pointer [3]; have student trace short then long aloud.

Support

- Give a clock already labeled with 5, 10, 15 minutes around the edge to support skip-counting [3].
- Keep intervals under 20 minutes in the same hour and estimate first, then count exactly [1].

Stretch

- Set two times 1-2 minutes apart to read, write, and order.
- Solve two-step totals and cross-hour intervals like 9:55 to 10:07.

For the LSE or teaching assistant

Sit with target group during Task E and Task D; cover long pointer to practice hour-only, then reveal and guide 5s counts and number-line jumps.

Check for understanding

Question	Answer
Clock shows short pointer between 7 and 8 and long pointer on 9. Write the time.	7:45
Recess is 10:05 to 10:27. How many minutes passed?	22 minutes
True or false: minute pointer on 2 means 10 minutes. Explain.	True - each number is 5 minutes, 2 x 5 = 10 [3]

Homework

Write one start and end time from home and find the minutes passed.

Sources

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