

# MEASUREMENT (MEASURING TIME)

11.28.2018

## Subject

Basic Science

## Prepared By

[Instructor Name]

## Grade Level

3

## Overview

This lesson plan covers teaching content for;

1. Measuring time units.
2. Instruments for measuring time.

## Teacher Guide

### Day 1/Lesson 1- 15 Mins

1. Display pictures of an analog clock, digital clock, kitchen timer, calendar, sun, moon. Ask: **What are these items used for?**
2. State the name of each item aloud, place a label under each picture.
3. Point to the object that helps us tell whether it is night or day.
4. Ask: **Which object can be used to tell date?**
5. Explicitly tell students that calendars are used to measure time in terms of days, weeks, months, and years.
6. Ask: **What does the clock measure?** Allow time for students to respond.
7. Explicitly tell students that clocks can be used to measure time in seconds, minutes, and hours.

## Guided Practice

### Day 2/Lesson 2- 15 mins

1. Do this on an interactive white board. This is a good practice "finding elapsed time".
2. Ask your students **"If the starting time of an event is 5 p.m. and the ending time is 9 p.m. how much time has passed?"** (Answer: 4 hours)
3. Say **"I took my dog for a walk at 3:25 p.m. We were finished at 4:20 p.m. How long did we walk the dog for?"** (Answer: 55 minutes).
4. Say **"My mom left for work at 3 A.M, She came home at 11: 30P.M, how long was she at work?"** Answer: (8 hours and 30 minutes.)
5. Have a class discussion with them and give them the right answers.
6. Do as many practice problems that you feel are necessary to insure understanding of elapsed time.

## Materials Required

- Pictures of an analog clock, digital clock, calendar, sun, moon.
- Index cards
- Biro
- White board

## Additional Resources

- <https://www.education.com/activity/m>
- <https://www.brighthubeducation.com/3-5/62389-teaching-unit-of-length-measurement-time-and-money-activities.html>
- <https://study.com/academy/lesson/measurement-time-and-money-activities.html>
- <https://www.pinterest.com/weareteach/measurement-time-and-money-activities.html>
- [https://www.educationworld.com/a\\_lesson/11282018.html](https://www.educationworld.com/a_lesson/11282018.html)

## Additional Notes

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## Teacher Guide

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### Day 3/Lesson 3- 15 mins

#### Information/Instruction

1. Introduce various types of clocks as instruments that are used to measure time.
2. Tell them while a specific moment is called time, we call the time that passes from one moment to another elapsed time.
3. Say for example, if I ask you "What time is it?" what would your answer be? (That is a specific moment in time),  
Would this be time or elapsed time? answer: Time.
4. Say If I ask you, "How long have we been at school?" we are beginning at one specific time and measuring to the next time.
5. **Would this be time or elapsed time?** answer: Elapsed time.
6. Time or elapsed time . . . **When do we go to lunch?** answer: Time
- 7.

1. Talk about elapsed time. Go over the start time, the ending time, and the time between.
2. Have the students know that sketching a time line is a good way of finding elapsed time.
3. When the end times are both known, the time line should stretch from one end to the other.
4. Ask them this example: School begins late today at 9:45 a.m. If you get out at 4:00 p.m. how much time will you be in school today?
5. Listen to their answers and say: 6 hours from 10:00 a.m.-to 4:00 p.m. Add the 15 minutes from 9:45 a.m. to 10:00 a.m.
6. When the elapsed time and one end time are known, sketch only the one given time and a line in the direction of the other end time.
7. Example 2: The game begins at 11:30 a.m. If it lasts 2 hours and 15 minutes, when will it be over?
8. Explain the answer: One hour after 11:30 a.m. is 12:30 p.m. and a second hour gets you to 1:30 p.m. and then 15 minutes is 1:45 p.m. The game will be over at 1:45 p.m.

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## Guided Practice

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### Day 4/Lesson 4- 15 mins

1. Explicitly tell students the following:
  - A.m. means the time between midnight and noon.
  - P.m. means the time between noon and midnight.
2. Give students 2 index cards each.
3. Have cards with A.m. written on one, and P.m. written on the other.
4. Tell students to hold up the card that shows the most appropriate part of the day.
5. Call out the following questions:
  - The morning paper is delivered \_\_\_\_
  - The grocery store opens \_\_\_\_
  - The baby eats lunch at 11:00 \_\_\_\_
  - You wake up in craving a snack at 2:00, but the only light you see is the moon \_\_\_\_\_
  - You eat breakfast. -----
  - Watch the sunset. -----
  - Go to school-----
  - Go to bed. -----

	Teacher Guide	Guided Practice
<hr/> 8. Time or elapsed time . . . <b>How long until we go to lunch?</b> answer: Elapsed time . <hr/>	<hr/> <hr/>	<hr/> <hr/>
<hr/> <b>Assessment Activity</b> 1. Ask students if they know the length of their class time knowing starting time and the ending time. <hr/>	<hr/> <b>Assessment Activity</b> 1. List 3 things that you do in the a.m. hours. 2. List 3 things you do in the p.m. hours. <hr/>	<hr/> <hr/>
<hr/> <b>Summary</b> <hr/>	<hr/> <hr/>	<hr/> <hr/>