



Grade 3 Unit 6

Measurement

Volume 6 Issue 1

References

Helpful Links:

Bang On Time!
<http://www.oswego.org/ocsd-web/games/bangontime/clockwordres.html>

Telling Time Basketball Game
www.math-play.com/telling-time-basketball-game/telling-time-basketballgame.html

Which Metric Unit is Appropriate?
<http://www.ixl.com/math/grade-3/which-metric-unit-is-appropriate>

Dear Parents,

Welcome to the end of the school year! We are eager to work with you and your students as we learn new mathematical concepts. Your student's math class is calling for students to be actively engaged in doing math in order to learn math. In the classroom, students will frequently work on tasks and activities to discover and apply mathematical thinking. Students will be expected to explain or justify their answers and to write clearly and properly. Your students will receive a consumable textbook and online access from their teacher.

Concepts Students Will Use and Understand

- Tell and write time to the nearest minute and measure time intervals in minutes.
- Solve elapsed time, including word problems, by using a number line diagram.
- Reason about the units of mass and liquid volume.
 - Understand that larger units can be subdivided into equivalent units (partition).
 - Understand that the same unit can be repeated to determine the measure (iteration).
 - Understand the relationship between the size of a unit and the number of units needed (compensatory principle).

Vocabulary

Elapsed Time – the amount of time that passing between one time and another time

Hour- unit of time, 60 minutes equals an hour

Minute- unit of time, 60 seconds equals a minute

Liquid volume – quantity of 3-Dimensional space occupied by a liquid

Mass- quantity of matter in an object

Try <http://intermath.coe.uga.edu/dictionary/homepg.asp> or <http://www.amathsdictionaryforkids.com/> for further examples.

Examples: Time

1. Create a T-Chart with the start time and end time. Then work in increments, listing the amount of time on the side. Add up the times when finished.

Ashley starts eating at 11:30 p.m. She finished eating lunch 35 minutes later. Which clock shows the time Ashley finishes eating lunch?

Georgia Math Grade 3 Textbook Connection:
Ch. 11, Lessons 1-7

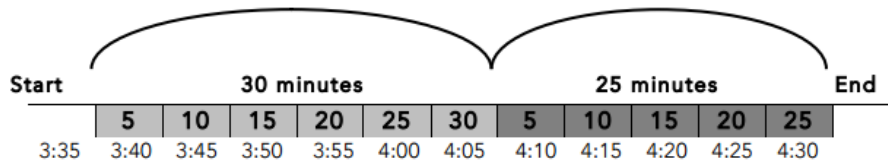
Time	Minutes
11:30	
12:00	+ 30 min.
12:05	+ 5 min. > 35 minutes



Textbook Online:
connected.mcgraw-hill.com
Ask your teacher for the online passcode

- Hold students accountable for their time. If you say that they have five minutes to finish a task, set a timer and stick to it. Students have to own a sense of time for elapsed time to make any sense. Start engraining time in your day, every day, and students will start to internalize it themselves. Ask a [time question](#) every day
- Use a number line to illustrate elapsed time.

Jen started her homework at 3:35. She read her chapter book for 30 minutes and studied her multiplication facts for 25 minutes. What time did Jen finish her homework?



Example: Measurement

They will need to measure and estimate liquid volumes and masses as well as solve one-step word problems using addition, subtraction, multiplication, and/or division.



Activities at Home

- Share and discuss tables and graphs found in newspapers and magazines.
- Conduct a survey among family members or friends and construct a bar graph or pictograph.
- Make a physical pictograph using real objects (e.g., fruits, vegetables, cereal, kitchen tools). Record the graph on paper. Change the scale to create a new pictograph.
- Make records of important times of the day (wake-up, dinner, going to school, getting

home from school, etc.) and practice telling how long between activities.

- Calculate elapsed time by finding out how long it takes to complete daily activities (soccer practice, homework, take a shower, etc.).
 - Measure the perimeter and area of the rooms in your home to determine which rooms are the smallest and largest.
 - Use grid paper to make rectangles with the same perimeters. Determine the area of each rectangle.
 - Fill a small box with blocks (e.g., sugar cubes) to determine its volume. Brainstorm multiple strategies to determine the volume.
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