

# Time on a Number Line

Module 1  
Session 3

# Today's Activities

- Reflect on the Unit 4 Pre-Assessment
- Use a number line to help solve problems that involve time

# Unit 4 Pre-Assessment Reflection

- For each row, read the skill
- Then talk with your partner on how you did with the skill
- After discussing, mark your reflection sheet accordingly
- Continue with all the skills
- Star two skills you feel you need to work on the most during this unit
- Describe in writing any other goals, needs, requests, or questions at the bottom of your sheet.



## Unit 4 Pre-Assessment Student Reflection Sheet

Skill	Look at these problems.	I can do this well already.	I can do this sometimes.	I need to learn to do this.
Can you solve story problems about mass, length, and liquid volume?	1a, 1b, 1c, 2a			
Do you remember to label your answers with the correct units when you solve story problems?	1a, 1b, 1c, 2a			
Can you choose the equation that best represents a story problem?	2b			
Can you choose the type of measurement (mass, length, or volume) needed to measure something, and also choose the best unit?	3a, 3b, 3c			
Can you read and write time to the minute?	4, 5			
Can you solve a story problem about time?	6			
Do you understand that half of a small object is not equal to half of a large object?	7a, 7b			
Can you compare fractions and tell when they're equivalent (equal)?	8, 12, 13a, 13b, 13c, 13d			
Can you split a shape into the number of parts you need to make a certain fraction, and then shade that fraction in correctly?	9a, 9b			
Can you place fractions correctly on a number line?	10			
Do you understand that fractions have to be equal parts of the same whole?	11			
Do you understand that the more parts you cut something into, the smaller the parts are?	12			

# Time on a Number Line

- What do you notice about the timeline?
- What times belong at the two unlabeled marks along the line?
- Let's label a few lines on our number line with activities we do throughout the day.



## Timelines

- 1 Label each of the marks with the correct time. Then mark and label other times along the line to show when you do different things throughout the school day.



# Time on a Number Line

- How might you use the line to help solve the problem?

**2** Pablo gets home from school at 3:00 p.m. and then plays baseball for an hour and a half. What time is he done playing?



# Time on a Number Line

- How might you use the line to help solve the problem?

**3** Serana woke up at 7:30 a.m. and spent 45 minutes getting ready for school. What time was she ready?



# Time on a Number Line

- How might you use the line to help solve the problem?
- Note that only the starting time has been marked on the line

- 4** Brandon and Beth went to a Robotics Competition last Saturday at 8:30 a.m. It lasted 5 hours and 45 minutes. What time were Brandon and Beth done?



# What Is the Time? Student Book pages 107 & 108

Work in pairs to complete these two student book pages.

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NAME \_\_\_\_\_

DATE \_\_\_\_\_



## What Is the Time? page 1 of 2

1 Use the timelines to model and solve problems a and b below.

- a Tifani's school ended at 3:30. She went to soccer practice after school for 1 hour and 15 minutes. Then it took her 10 minutes to walk home. When did she arrive home?



Tifani arrived home at \_\_\_\_\_.

- b Craig starts walking to school at 7:45 am. It takes him 20 minutes to walk to school. School starts at 8:30 am. How much time does Craig have before school starts?



Craig has \_\_\_\_\_ before school starts.

2 Sara is only allowed to spend 5 hours a week watching television. Look at the chart to see how much she has used so far this week. How much time does she have left to watch television this weekend? Show all your work.

Day	Time
Monday	45 minutes
Tuesday	60 minutes
Wednesday	90 minutes
Thursday	45 minutes
Friday	30 minutes

Sara has \_\_\_\_\_ left to watch television this weekend.

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DATE \_\_\_\_\_

## What Is the Time? page 2 of 2

3 Show your work for the problems below. You can draw and use timelines to help if you like.

- a Noah started playing his guitar at 3:22 p.m. He played for 46 minutes. When did he stop playing?

Noah stopped playing his guitar at \_\_\_\_\_.

- b Jennifer usually starts her homework at 6:30 p.m., but she was 8 minutes late. She worked on her homework for 27 minutes. What time did she finish her homework?

Jennifer finished her homework at \_\_\_\_\_.

- c **CHALLENGE** Jeremy started exercising at 4:45 p.m. and he stopped at 5:38 p.m. How long did he exercise?

Jeremy exercised for \_\_\_\_\_.



# Closing

- For those who had time to create their own time problems, share some of the problems you created with the class

# Optional

Complete Telling Time on Analog & Digital Clocks on page 109 in your student book.