



MATH NEWS



Grade 3, Module 2, Topic A

3rd Grade Math

Module 2: Place Value and Problem Solving with Units of Measure

Math Parent Letter

This document gives parents and students a better understanding of the Eureka math concepts that are taught in the classroom. Module 2 of Eureka Math covers Place Value and Problem-Solving with Units of Measure. This newsletter will discuss Module 2, Topic A.

Topic A. Time Measurement and Problem Solving

Vocabulary Words

- Seconds
- Minutes
- Continuous
- Analog Clock
- Intervals
- Halfway
- Number line
- Plot (plotting)
- Point

Things to Remember!!!

When drawing the hands on a clock, the minute hand must be longer than the hour hand. When reading a clock and looking at the hour hand the hour will always be the number that the hour hand has passed or is directly on.

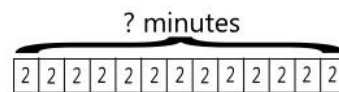
OBJECTIVE OF TOPIC A

- 1 Explore time as a continuous measurement using a stopwatch.
- 2 Relate skip-counting by 5 on the clock and telling time to a continuous measurement model, the number line.
- 3 Count by five and one on the number line as a strategy to tell time to the nearest minute on the clock.
Solve word problems involving time intervals within 1 hour by counting backwards and forwards using a number line and clock.
- 4 Solve word problems involving time intervals within an hour by adding and subtracting on the number line.

Focus Area- Topic A

Time Measurement and Problem Solving

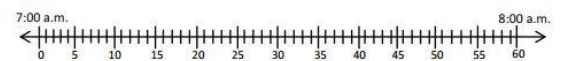
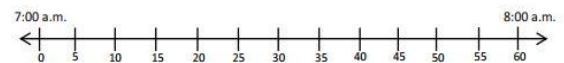
Stacy has 13 math problems on her test. It takes her 2 minutes to complete each problem. How many minutes does it take Stacy to finish all 13 problems?



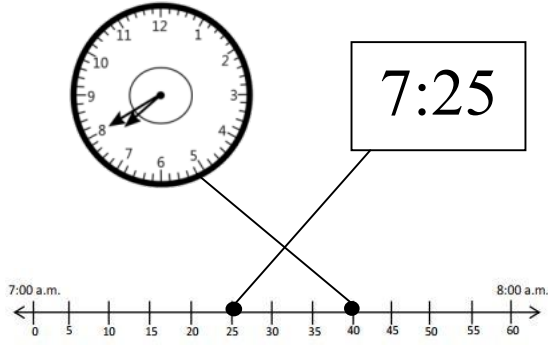
$$13 \times 2 = 26 \text{ minutes}$$

It takes Stacy 26 minutes to finish her test.

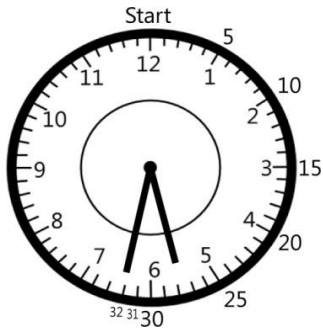
In Lesson 2, students use a number line to understand that time is a continuous unit of measurement. Students apply what they learn about skip-counting by fives to telling time on a number line. They learn how to read/draw a number line with hours as endpoints and minutes in multiples of five. In Lesson 3, students begin to use a number line that is divided into one-minute intervals.



Plot a point on the number line for the time shown on the clock below. Draw a line to match the clock to the points.

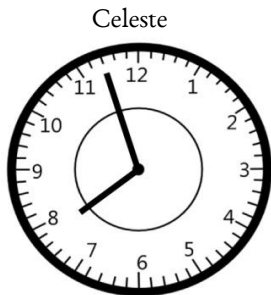
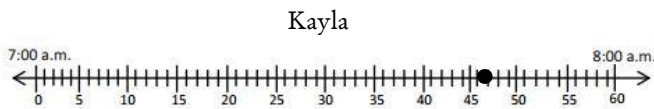


Skip count, then count on...



5, 10, 15, 20, 25, 30, 31, 32 so the time is 5:32

Kayla and Celeste started walking at 7:00 a.m. The clock and the number line show the times that Kayla and Celeste stopped walking. Who finished first? How do you know?

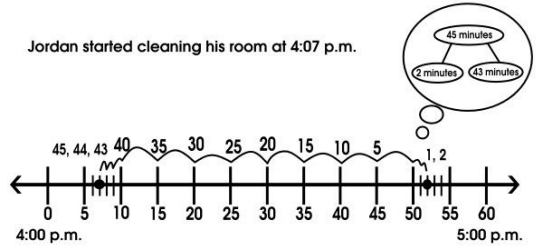


Kayla: 7:47
Celeste: 7:57
Kayla finished walking first because 7:47 comes before 7:57. I know this because I pictured Kayla's time on the clock that shows Celeste's time.

Students will begin to draw number lines used to represent time while learning about this topic.

Start Unknown Problem – End time and minutes elapsed known, start time unknown.

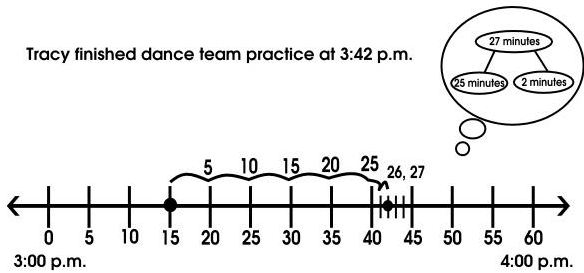
Jordan cleans his room for 45 minutes. He finished cleaning his room at 4:52 p.m. What time did Jordan start cleaning his room?



We need to count back 45 minutes, so we count 2, then 40, then 3 more.

Result Unknown Problem – Start time and minutes elapsed known, end time unknown.

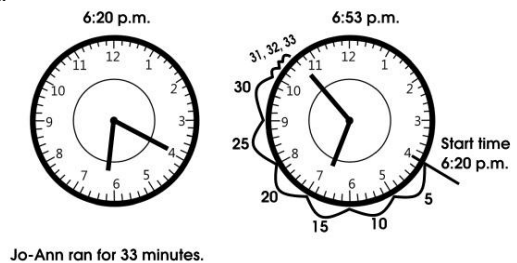
Tracy starts dance team practice at 3:15 p.m. She practices for 27 minutes. What time does dance practice end?



We need to count 27 minutes, so we skip-count to 25 and then add on 26, 27.

Change Unknown Problem - Start time and end time known, elapsed time unknown.

Jo-Ann started running at 6:20 p.m. and stopped running at 6:53 p.m. How many minutes did Jo-Ann run?



We need to begin counting at 6:20 p.m. and stop counting at 6:53 p.m., so we count 5, 10, 15, 20, 25, 30, 31, 32, 33.