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3rd Grade Language Arts Packet (Week 1)

Day One, April 2, “What Comes From Corn?” (Pages 1 – 4)

Questions and Answers

(Math problems are ONLY for fun! They are not required for ELA!)

***Writing Prompt:** What is your favorite vegetable to eat in the summer? Why do you like it? Where do you get it? How do you eat it?

Day Two, April 3, “Library Books, Library Card” (Pages 5 – 8)

Questions and Answers

***Writing Prompt** included on pages

(Sudoku Sums and math problems are ONLY for fun, not required.)

Day Three, April 6, “Braille: Reading with Fingertips” (Pages 9 – 12)

Questions and Answers

***Writing Prompt** included on pages

Day Four, April 7, “Grab, Run, Slide, the Skeleton Is Quite a Ride!” (Pages 13 – 16)

Questions and Answers

(Math is ONLY for fun, not required.)

***Writing Prompt:** What is your favorite Olympic sport? Why do you like it? Explain how the sport is played. (If you don’t know about Olympic sports, you may write about any sport you like!)

Day Five, April 8, “In a Big Way” (Pages 17 – 20)

Questions and Answers

***Writing Prompt:** What is your favorite animal? Why do you like this animal the best? Write about your animal. Describe as many details that you can.

Day Six, April 9, “The National Baseball Hall of Fame and Museum” (Pages 21 – 24)

Questions and Answers

***Writing Prompt** included on pages

Day Seven, April 10, Spelling and Vocabulary (Pages 25 – 30)

Page 25 - Write the words.

Pages 26-27 - Picture Dictionary, Choose 11 of the words to draw the pictures

Page 28-29 - Vocabulary, Read the words aloud. Follow directions on the pages

***Writing:** Choose five words. You may write each of those words in a sentence. As an alternative, you may write a story using the words!

Name: _____

Day 1

Oops. This story contains lots of errors.

Find them and fix the errors in this story before answering the questions.

What Comes From Corn?

The stalk starts green and grows real tall.

You can eat it for dinner, but **that's** Thats' not all.

You can munch on its cob, but **there's** theres' more it can do.



Lets learn about corn and what it makes for me and you!

Corn is a vegetable. It contains starch and sugar. When you eat corn, these starches and sugar give you energy.

Many people like to eat corn on the cob. It can be fresh from the garden or frozen. Some prefer corn from a can.

This vegetable is also a part of many different products. Popcorn is made from dried corn kernel. Corn chips are made from corn, too. Corn oil is used for cooking.

Dried ground corn is called Cornmeal. It is also used for cooking. Cornbread, carn tortillas, and taco shells are made from cornmeal. Cornflakes, a favorite breakfast cereal, are made from corn. cornstarch, a thickener, is, too.

Animal food and glue are made from coorn. But dont eat these corn products! There are plenty of other one made just for people to enjoy! Corn in all its forms is a very helpful plant.

Name: _____

What Comes From Corn?

Questions

1. List three products made from corn.

_____ 2. What is this passage mainly about?

- A. corn on the cob
- B. popcorn
- C. products made from corn

_____ 3. Which of the following is true about corn?

- A. It is only used for food.
- B. Only people eat it.
- C. It can be used to make glue.

_____ 4. The author probably wrote this passage to _____.

- A. inform you about some of the many different products made from corn
- B. persuade you to eat more corn
- C. demonstrate how cornmeal is made

2 more than 852

Write this number:
5 thousands, 6 hundreds, 7
ones

$$\begin{array}{r} 57 \\ + 7 \\ \hline \end{array}$$

double 50

$$\begin{array}{r} 58 \\ - 7 \\ \hline \end{array}$$

double 300

$15 - 7 = \square$

$2 + 1 = \square$

$7 + 7 = \square$

$11 - 8 = \square$

Name: _____

$81 + 2 = \underline{\hspace{2cm}}$	$18 - 3 = \underline{\hspace{2cm}}$	$\begin{array}{r} 25 \\ + 39 \\ \hline \end{array}$
$5 + \square = 9$	$11 + \square = 17$	

<p>Fill in the blanks with these numbers: 1, 7, 8</p> $\begin{array}{r} 5 \quad \square \\ - 5 \quad \square \\ \hline \square \end{array}$	<p>Fill in the blanks with these numbers: 2, 7, 7</p> $\begin{array}{r} 7 \quad 9 \\ - \square \quad \square \\ \hline \square \end{array}$
--	--

<input type="radio"/> drihs <input type="radio"/> driss <input type="radio"/> dres <input type="radio"/> dress	$\begin{array}{r} 2 \\ 8 \\ + 6 \\ \hline \end{array}$ $\begin{array}{r} 89 \\ - 70 \\ \hline \end{array}$
---	---

Miss White made 51 ice cream cones. Of that number, 33 were chocolate. How many cones were not chocolate?

Write + or - in the circles.

$5 \bigcirc 4 = 8 \bigcirc 7$

$14 \bigcirc 6 \bigcirc 8 = 7 \bigcirc 7 \bigcirc 12$

$\begin{array}{r} 84 \\ - 41 \\ \hline \end{array}$	$98 - 7 = \underline{\hspace{2cm}}$
---	-------------------------------------



Round to the nearest thousand.

5,254 is rounded to _____

61,185 is rounded to _____

6,974 is rounded to _____

$31 + 5 = \underline{\hspace{2cm}}$
$16 + \square = 19$

768 754 746 721

Write the numbers in order from least to greatest.

Name: _____

Day 2

Library Books, Library Card

"Do you have your library books?" Mom asked Sara.

"Yes, Mommy," Sara replied. She picked up her bright pink tote bag. Inside were the three books she had gotten from the library last week.



Sara and her mom went to the library every Wednesday afternoon. Sara would listen to a lady read stories for about 45 minutes. Her mom would look at many different books in the grown-up section. Then Mom would come back down to help Sara pick out three books. Sara would read them over and over for the next week.

Sara loved the library. It was quiet and peaceful. She loved books. There were so many! The ladies who read the stories were always fun to listen to. They made the stories exciting. They would make sounds and sometimes even dress up. Today, since the story was about a princess and a prince, all the kids made crowns to wear. The lady who was reading wore a tiara.

When Mom came to get Sara, she asked, "Do you want to get some books about kings and queens?"

"Sure. The stories they read today were all about princes and princesses. They were fun."

"Then let's go over to this section." Mom led Sara to a theme shelf. Each week, the librarian would select books to go along with the stories being read during story hour. That made it easy to borrow books on that topic. Sara picked out three books. They all had brightly colored covers. One even matched her tote bag!

They went to the check-out desk, and Mom handed the attendant her card.

"When can I get my own card, Mom?"

Mom pursed her lips. "How about today?"

Sara's eyes lit up. "Really!?"

Mom looked at the attendant. "What do you think?"

The attendant smiled. "We have a special library card just for kids," she said. "Let me get the form."

Sara giggled. New library books AND her very own library card in the same day. What fun!

Name: _____

Library Books, Library Card

Questions

_____ 1. Sarah and her mom went to the library every _____.

- A. Wednesday
- B. Monday
- C. Saturday

2. What time of day did Sara and her mom go to the library?

_____ 3. While Sara went to listen to stories, her mother _____.

- A. looked at many different books in the grown-up section
- B. returned her own library books
- C. went shopping

_____ 4. What was the theme of this week's story hour?

- A. dogs and cats
- B. arts and crafts
- C. princesses and princes

_____ 5. What color is Sara's tote bag?

- A. purple
- B. blue
- C. pink

_____ 6. The story readers always made the stories fun and exciting.

- A. False
- B. True

_____ 7. What color was the cover on one of the books Sara picked out?

- A. pink
- B. blue
- C. green

8. Before leaving the library, what else would Sara have?

Name: _____

make • hysterical • cockroaches • hysterical • theh • the cocuroheces

Few things _____ my mom as nervous as _____ cockroaches _____.

Once I pulled the best prank on her. I left five fake roaches on _____ floor. She screamed like a little girl when she saw them. It was _____.

Sudoku Sums of 6

Each row, column, and box must have the numbers 1 through 6. All six numbers must be used, and none can be repeated. Hint: Look for sudoku sums. The sum of the two boxes inside of the dashed lines is 6.

Here is an example of a sudoku sum of 6:



		3	4		6
6				3	1
5		2		1	
					5
		1			4

$$\begin{array}{r} 56 \\ - 15 \\ \hline \end{array}$$



$8 + 2 = \square$

$8 - 4 = \square$

$6 + 8 = \square$

$1 + 4 = \square$

Braille: Reading With Fingertips

Answer the following questions **BEFORE** you read this book. Write what you know. If you want to guess, you can. You will **NOT** be marked wrong!

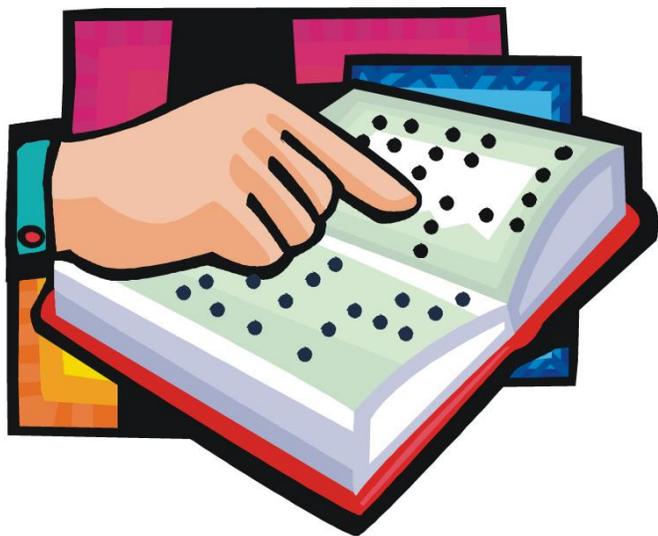
1. How do people who cannot see read and write?

2. What inspires someone to invent something new?

3. Would you call someone an inventor if he or she takes something that already exists and makes it work better? Why or why not?



Have you ever noticed raised dots on some signs like this one and wondered what their purpose is? The dots represent letters of the alphabet. They spell out what words on the sign say. These dots can be read by people who cannot see. They read them with their fingertips.



The dot system is called braille. Braille uses patterns of up to six raised dots that stand for the letters of the alphabet. Braille is not another language. It is just a different way to read and write the letters of the alphabet. Braille was named for its inventor. His name was Louis Braille, and he invented the braille system when he was only a teenager.



Louis Braille was born on January 4, 1809, in France. Louis was a smart boy, and his parents dreamed Louis would grow up to be a doctor. Louis's father made shoes, saddles, and other things from leather. Louis liked to go to his father's workshop. One day when he was three years old, he poked himself in the eye with a sharp tool. His eye became infected. The infection spread to his other eye, too. Doctors tried to help him, but Louis became blind. When he was ten years old, he went to a special school for blind kids in Paris, France. There he learned to use a very simple raised print system of letters. The system worked for reading books, but blind children could not use this system to write. Later, Louis learned another system for writing with dots. It was started by an army captain for soldiers to use at night. But this system was too hard for children to use. Louis took this idea and

made it better. He wanted to learn to read and write. He wanted to help other blind people read and write, too. Louis invented his own system of raised dots to represent letters. He presented his work for the first time in 1824. He was only fifteen years old. Four years later, he published a book explaining his system. Louis became a teacher at the school for the blind. Years later, Louis added symbols for math and music to his braille system. Today many blind people read braille. You can see braille used in books, on laptop computers, fast food cup lids, and signs. Louis's system is used in almost every language in the world. Most blind people can read almost as quickly using braille as those with sight can read words on a page. Louis Braille's work changed the world of the blind.

Name _____

Braille: Reading With Fingertips

Answer the following questions **AFTER** you have completed this book.

1. The braille system uses

_____ in patterns that
represent _____

2. The braille system is not another language to learn; it is _____

Oops. This story contains lots of errors.

Find them and fix the errors in this story before answering the questions.

Grab, Run, Slide, the Skeleton Is Quite a Ride!

Have you ever seen a skeleton? Have you ever *ridden* one? Believe it or

not, many people ride skeletons - but not the kind made of bones! A

skeleton

skeleton is a small sled that athletes ride. **T** the skeleton is one Winter

Olympic sport. Like the sled, this sport is called the skeleton. How did this

sport get this name **?** Don't worry; it's not because ear riders were only left

with their bones after trying it out. The sport was first named the skeleton

because the sled used looks a lot like one!

The skeleton is one of three sled races in the Olympics. This sled race has four steps. First, a slider grabs the handles of the sled. Next he or she runs as fast as possible While pushing the sled. then the slider dives onto the sled head first. Final, it's time to slide. Sliders ride the sled on their stomachs. while sledding, tey must try to steer their sled down the frozen track. They do this by gent shifting their bodies from side to side.

This speedy sled ride can be very dangerous. Male and female athletes hurtle down the track at breakneck speeds. To keep them safe while sliding, athletes wear special gear. Sliders wear racing helmets. They also wear special chin straps. These are real important! During a race, most slider's chins are only a cuople of inches off the icy Ground! Athletes also wear goggle or a face shield and spiked shoes. Some sliders even wear special padding.



Name: _____

If you are daring, brave, and ready to race, then the skeleton might be the sport for you. If you'd rather watch others try their hand at this slippery sled ride, then check out a video, or, if your timing is right, tune in to the Winter Olympics. You are sure to see a few skeletons... but hopeful just the sled kind!

Did you make at least 10 corrections? If not, take another look.

I took a few looks and was able to make _____ corrections.

Grab, Run, Slide, the Skeleton Is Quite a Ride!

Questions

1. Why are chin straps important to sliders?

_____ 2. Choose the best title.

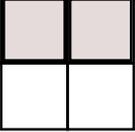
- A. Wow, It's Time for the Winter Olympics!
- B. Skeleton: the Sport and the Sled
- C. Are You Ready to Go Sledding?

_____ 3. The author probably wrote this article to _____.

- A. inform you about chin straps
- B. persuade you to watch the skeleton
- C. describe the skeleton sport

_____ 4. Which of the following is true about the skeleton?

- A. Sliders wear ice skates.
- B. Ten players sled at a time.
- C. Sliders ride the sled on their stomachs.

<p>What fraction of the box is shaded?</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/> $\frac{\quad}{2}$ </div> </div>	<p>Can you think of a five-letter word that has the vowel I in it?</p> <p style="text-align: center;">_____</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> $6 + \square = 10$ </div>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> $\begin{array}{r} 10 \\ + 83 \\ \hline \end{array}$ </div> <div style="text-align: center;"> $\begin{array}{r} 11 \\ + 75 \\ \hline \end{array}$ </div> </div>
		

Name: _____

$\begin{array}{r} 92 \\ - 78 \\ \hline \end{array}$	$\begin{array}{r} 87 \\ - 63 \\ \hline \end{array}$	$\begin{array}{r} 99 \\ - 89 \\ \hline \end{array}$	$\begin{array}{r} 55 \\ - 14 \\ \hline \end{array}$	$\begin{array}{r} 70 \\ + 40 \\ \hline \end{array}$
---	---	---	---	---

Color in $\frac{1}{3}$ of the rectangle.

740 721 742 753

Write the numbers in order from largest to smallest.

largest smallest

Write a word problem for $4 \times 4 = 16$.

$$\begin{array}{r} 34 \\ - 31 \\ \hline \end{array}$$

Our mailman brought our mail at 1:03 p.m. yesterday. Today he brought it at 3:48 p.m. How many minutes later was the mailman today?

Jack had 20 puzzles. He gave $\frac{1}{2}$ of them to David. Adam gave Jack 3 puzzles. How many puzzles does Jack have now?

$$65 - 4 = \underline{\hspace{2cm}}$$

$\begin{array}{r} 5 \\ 9 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ 4 \\ + 4 \\ \hline \end{array}$
--	--

$$5 + \boxed{} = 7$$



<p>current time</p>	<p>10 minutes later</p>
---------------------	-------------------------

$$10 + 1 = \underline{\hspace{2cm}}$$

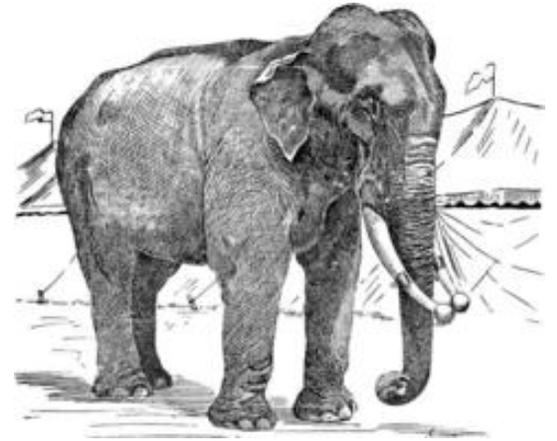
$$\begin{array}{r} 98 \\ - 21 \\ \hline \end{array}$$

$14 + \boxed{} = 16$	$3 + \boxed{} = 7$
----------------------------------	--------------------------------

word root **re** can mean **again or back** **remittance, retraction, revival**

Name: _____
In A Big Way

What is your favorite zoo animal? Some people think monkeys are funny. Some people like bears. Some like watching dolphins do tricks. Others like giraffes because they have long necks. Most people like to watch the biggest animal. They like the elephants.



On April 13, 1796, the first elephant came to the United States. Jacob Crowninshield went to India. India is a country in Asia. Jacob brought back an elephant. It was two years old. It was almost seven feet tall. Jacob's whole trip, plus the elephant, cost him \$450.00.

Jacob stood his elephant on a street corner. People were amazed. Two weeks later, a man wanted to buy the elephant. He gave Jacob ten thousand dollars. The man charged people to see the elephant. People paid 25 to 50 cents. The elephant never had a name. It was always called "the elephant" or "he." It was found out later that the elephant was a "she."

Other elephants were brought to the United States. In 1823, elephants were trained. They did tricks. Then, in 1882, a huge elephant arrived. His name was "Jumbo." He weighed 8 tons. He was almost 11 feet tall. "Jumbo" was a circus elephant. He was famous. "Jumbo" died in 1885. His skeleton was given to the Museum of Natural History.

Today, people work to keep elephants safe. An elephant's tusk is made of ivory. A tusk is like a tooth. Tusks stick out. They are on each side of the trunk. Hunters want the ivory. They sell the ivory.

Some people have formed groups. The groups work to protect the elephant. They help people learn about the elephant. They make others aware. They say elephants help the Earth. Elephants provide water for other animals. The elephant digs. They dig in dry riverbeds. They dig water holes. The animals can then drink the water.

Experts say some elephants cannot see well. Some cannot hear well. They do have feelings. They take care of each other. They have friends. Are they that different from people?

In A Big Way

Questions

- _____ 1. On April 13, 1796, the first elephant was brought to the United States.
 A. false
 B. true

Name: _____

- _____ 2. What country in Asia did the elephant come from?
A. Japan
B. China
C. India

3. What did Jacob Crowninshield do with the elephant when he brought it to the U.S.?

4. What was the elephant's name?

- _____ 5. In 1823, elephants were trained to _____.
A. read
B. care for people
C. do tricks

6. Why do you think that an elephant that weighed 8 tons and was 11 feet tall would be named "Jumbo?"

7. Why are hunters interested in elephants?

- _____ 8. What are elephant tusks made of?
A. ivory
B. glass
C. plastic

- _____ 9. Elephants dig water holes in dry riverbeds.
A. false
B. true

10. What do experts say about elephants?

Name: _____

everyone • evryone • ~~to~~ • heading • landing • headding • too
 lindung • woz • was

Dad made _____ cover the food on the picnic table before
 _____ off _____ to _____ the playground. He teased the
 kids and told them it _____ to keep the bears away. In reality, he was
 just trying to keep the flies and bees from _____ on the leftover
 sandwiches and fruit.

Count by 9s.

9 , 18 , 27 , _____ , _____ , _____ , _____ , _____ , _____

Draw ONE continuous line that touches every box ONCE.
 Count by 9s. Find the box with the number 9. Move up, down, right, or left.
 Keep counting until you reach 153. Do not move into a spot with a ghost.

	18	9		135		
			153			
						

Fill in the blanks with these numbers:

4, 9, 5

$$\begin{array}{r}
 \square \quad 3 \\
 + \square \quad 6 \\
 \hline
 9 \quad \square
 \end{array}$$

Fill in the blanks with these numbers:

2, 2, 1

$$\begin{array}{r}
 \square \quad \square \\
 + \square \quad 4 \\
 \hline
 3 \quad 6
 \end{array}$$

Erin's grandmother is 71 years old. Peter's grandmother is 83 years old. How much older is Erin's grandmother than Peter's grandmother?

The National Baseball Hall of Fame and Museum

Answer the following questions **BEFORE** you read this book. Write what you know. If you want to guess, you can. You will **NOT** be marked wrong!

1. Who do you believe are the best baseball players in history?

2. Were there ever any women pro baseball teams?

3. Why are museums important?



Ty Cobb

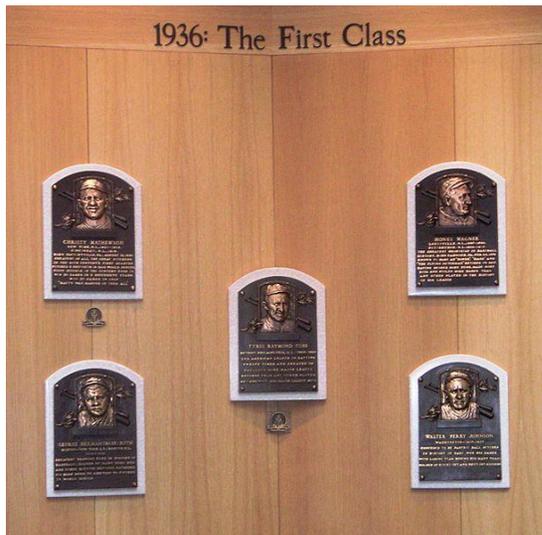
Babe Ruth

Honus Wagner

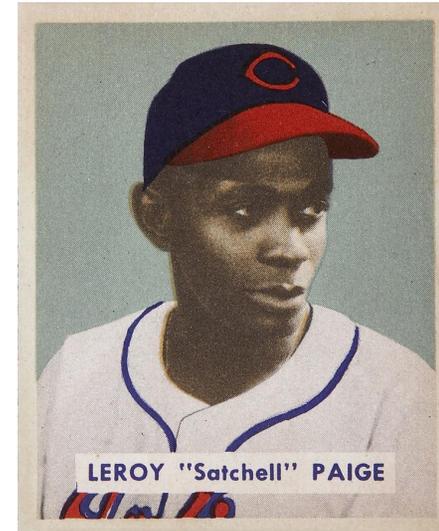
Christy Mathewson

Walter Johnson

If you like baseball, you will love the National Baseball Hall of Fame and Museum. It is located in Cooperstown, New York. In 1936, the first baseball players were inducted into the Baseball Hall of Fame. These five men were great baseball players. They worked hard for their teams. They gave their very best on the baseball field. Today, there are more than 300 people honored in the Hall of Fame.



The National Baseball Hall of Fame and Museum opened on June 12, 1939. The Hall's motto is "Preserving history, honoring excellence, connecting generations." The Hall of Fame honors some of the all-time great baseball players. Each player has a plaque in the Hall of Fame. His picture is on the plaque. It tells which league he played for. It also lists records and other facts about what he did best.



The museum includes three floors. Each floor showcases a different part of baseball history. One exhibit called Pride and Passion pays tribute to players of the Negro Leagues. One of the greatest of these was Satchel Paige. Paige was a pitcher. He was the first black pitcher to pitch in the World Series in 1948. He was the first black player inducted into the Hall of Fame in 1971.



Claire Schillace, Ann Harnett, and Edythe Perlick
Shirley Jameson

The Diamond Dreams exhibit honors women in baseball. After the U.S. entered World War II, most men went off to war. Some baseball owners started a new pro league with women players. It existed from 1943 to 1954. These women played baseball in dresses. You can learn more about them by watching a movie called *A League of Their Own*.



The National Baseball Hall of Fame and Museum honors some of the all-time greatest baseball players. There are millions of items to look at. There are newspaper clippings. There are photos. There are programs from every World Series. The museum owns 140,000 baseball cards. If you can't go to Cooperstown in person, visit it online.



Name: _____

Picture Dictionary

Draw a picture of 11 of your words. Write the word.



EXAMPLE. laughed

1. _____

2. _____

3. _____

4. _____

5. _____



Name: _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

Name: _____

**Word Roots
to Know:**

contra

means against
contradict
contrary

infra

means beneath
infrastructure

Vocabulary is confusing. Get to the root of the problem with word roots! Here are the answers:

infrastructure • contra • beneath • contradict • infra • contrary • against

Word with	e e s i n f r a s t r u c t u r e i
the root: infra	i n f r a s t r u c t u r e n r u q
The root: contra	f a g a i n s t t n a g a i n s t w
means	s a g a i n s t i a o a g a i s t s
The root: infra	t d a e b e n e a t h e b e n e a h
means	e h i n b b e n e a t h b e n e a t
This root	a n c o n t r a r n z a j n u o r t
means against	m l q n t a s a c o n t r a e w y k
Word with	y r i o r c c o n t r a r y t o y k
the root: contra	c o n t a r a r y c o n t r a r y o
This root	n r e g i i a i n f r a y m q t v a
means beneath	v i z r i a n i f a f f i n f r a f
Word with	c n r f l t o c o n t r a d i c t d
the root: contra	c o n t r a d i c t d o t d r t n c



Name: _____

GENUINE	EXPORT	NOTCH	REALISTIC
FACILITY	LIMESTONE	SLIPPERY	
ELEPHANT	CONFRONT	CHASE	
PATCH	EXTERNAL	MASTER	
ACCUMULATE	WRING	COMPEL	TUNNEL
ESTIMATE	DIFFERENCE		

Circle the words that you know. I circled _____ words.

Use two of the words you know in a sentence.

Write five words that you don't know or want to know better.

Circle words to the RIGHT or DOWN. Every letter is used exactly ONCE.

F U N S E C C I W R I N G
 T R Y L L P O O T T U N N E L
 H E M I E A M W G E N U I N E
 C N A P P T P F A C I L I T Y
 H O S P H C E M E E X P O R T
 A T T E A H L E X T E R N A L
 S C E R N D I F F E R E N C E
 E H R Y T H E E S T I M A T E

Earth Day

Informational Articles on:

- *What is Earth Day?
- *Ways to Save Our Earth
- *The Cycles of the Earth

Engaging Student Activities:

- *Earth Day Flip-Up Book
- *Writing Prompts
- *Vocabulary Posters
- *Vocabulary Flip Flaps
- *Earth Day Poster
- *Earth Day Poem
- *Earth-Themed Poem Paper



Activity Pack

Designed for Grades 2-4



HELLO THERE!



Some might say I did it backwards because I had my children first and then went to college to get my teaching degree. I was very fortunate to be able to stay home with my children after they were born. Then my son went to Kindergarten and I volunteered in his classroom. From that point on, I knew that I wanted to become a teacher. So off to college I went. Five years later, I received my Bachelor's in Elementary Education. From there I went on to get my Master's in Educational Technology.

For ten years I taught sixth grade in a public school in New York. At the time, most of us teachers were departmentalized or specialized in two subjects, mine were social studies and English language arts. It was then that I fell in love with history. Over the years as our curriculum changed, I created and re-created many units including the stone ages, ancient civilizations like Egypt, Greece, Rome, Medieval Times, the Renaissance, World War One and Two, and much more.

Several years ago I moved to Georgia where I started teaching second grade. I was excited about working with the younger kiddos. It was a good learning experience as I had to step up my game to develop interactive lessons, hands on activities, and fun class projects that would keep those busy hands and minds actively engaged. I'm so thankful that over the years I have seen where students start in Kindergarten, to becoming active learners in second grade and progressing on to become critical thinkers in sixth grade.

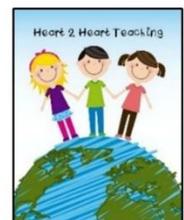
It was then that my aunt passed away unexpectedly in a terrible accident. My aunt was like a sister to me and it was a very difficult time for our family. I took a year off from teaching so I could go through her house, clean it out (she was a collector of everything!) and decide what needs to be given to family members, donated, sold, etc. While I was doing this huge undertaking, I was also reflecting back on all she had taught me over the years. She had been my guardian angel and an extremely positive force through the best and worst times in my life.

Here's the short version of our talks:

1. Life is about relationships!
2. Find your passion and do what you love!
3. Enjoy your days: try new things, dance in the rain, eat dessert first, stay young at heart!

As you can tell I had lots of time to think about my life and here's what I decided. . . (drum roll please!) My favorite part of teaching over the last 15 years, has been working with students and their families, and watching them grow. But I have also really enjoyed writing and creating curricula for other teachers and my classroom. I enjoy researching, writing, developing, and creating curricula that makes learning fun. I thrive when I know that students want to come to school and they want to learn. This has always been my passion, seeing that spark, that smile, and that sense of pride a student feels when he/she accomplishes a difficult task or learns a new skill or concept. So I have decided to dedicate myself fulltime to making creative and meaningful products and curriculum for other teachers to use in their classrooms. I am whole heartedly all in! I know it's going to be an amazing journey with new adventures and I can't wait to see where it takes me.

**WISHING YOU ALL THE BEST,
JULIETTE ROMAN
HEART 2 HEART TEACHING**



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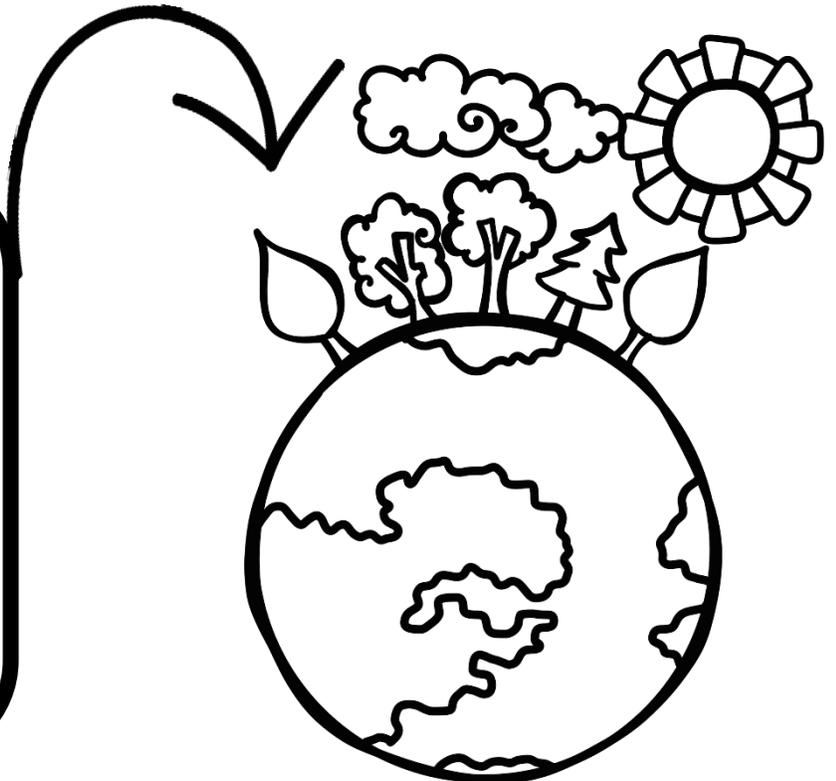
What is Earth Day?

Earth Day is a day to celebrate planet Earth. The very first Earth Day was celebrated on April 22, 1970. More than 20 million people participated in events to support environmental protection. Cities and schools planned educational presentations, recycling events, and cleanups at their local parks, beaches, and other outdoor areas.

Earth Day was not celebrated again until 1990, twenty years later. This time people all over the world in 141 nations took part in the environmental efforts and events.

Now Earth Day is celebrated every year all over the world. It's a day to appreciate our Earth and come up with solutions to current environmental problems. It's also a service day that people of all ages work together to clean up and protect our Earth.

**Earth Day is a day
to celebrate
planet Earth,
including all the
plants and animals
that live here
with us!**



Ways to Save our Earth

The Earth has many natural resources but the main three are water, air, and land. All living things need water to survive. People need to conserve and reduce the amount of water they use. We also need to keep it clean to preserve it for future generations.

How can you help?

- Take shorter showers to save water.
- Never throw trash or litter in any body of water.
- Dispose of cleaning chemicals, paints, and poisons properly.
- Turn the water off while you brush your teeth.
- Use Earth friendly or organic cleaners to protect our water.

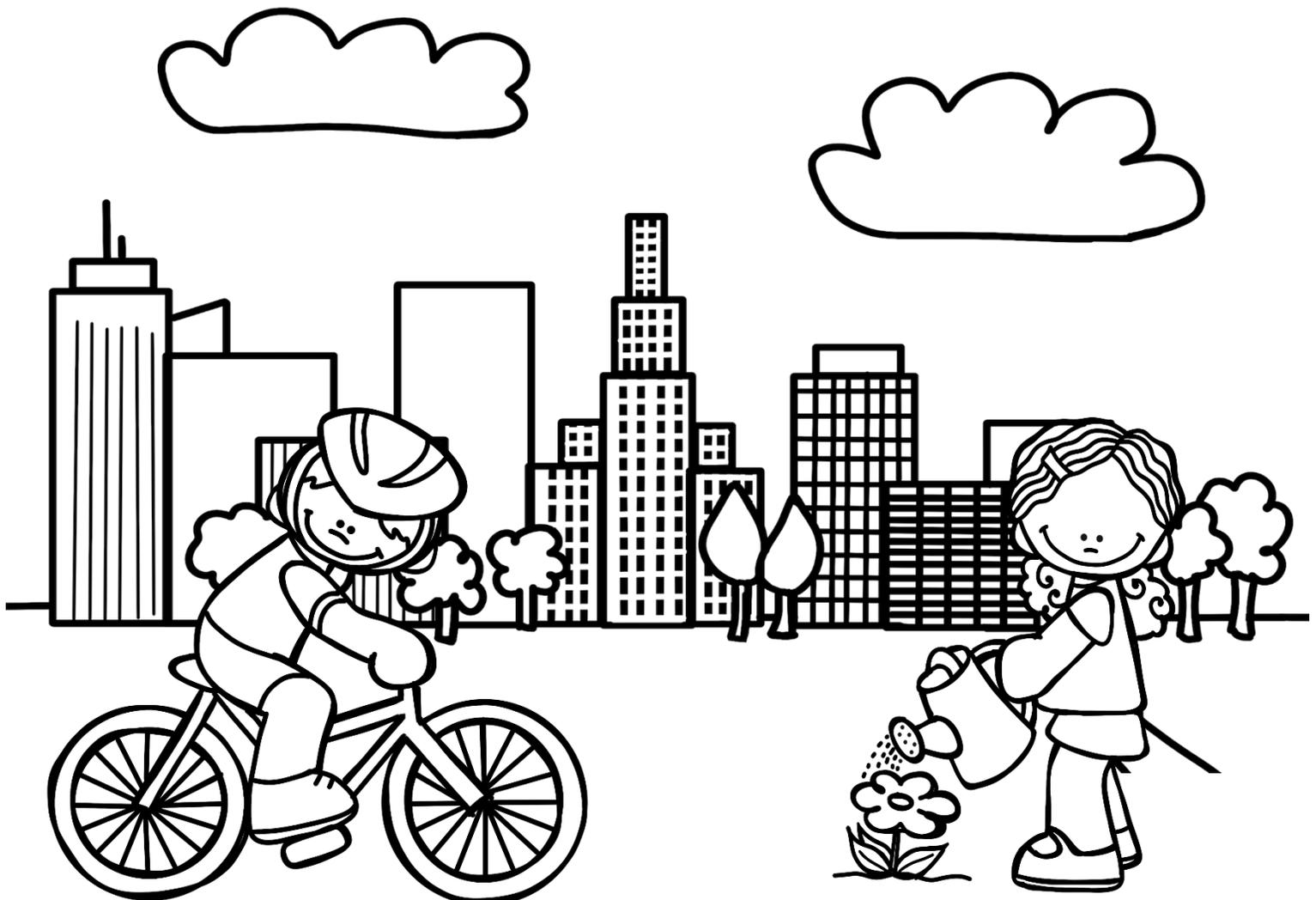


Ways to Save our Earth

Clean air is so important to the health of all living things. Air that's polluted can make people sick, poison our drinking water, and even hurt plants and animals.

How you can help?

- Walk or ride bikes to nearby places instead of driving.
- Use cars that run by electricity or solar power (not gas).
- Turn off lights and electronics when not in use.



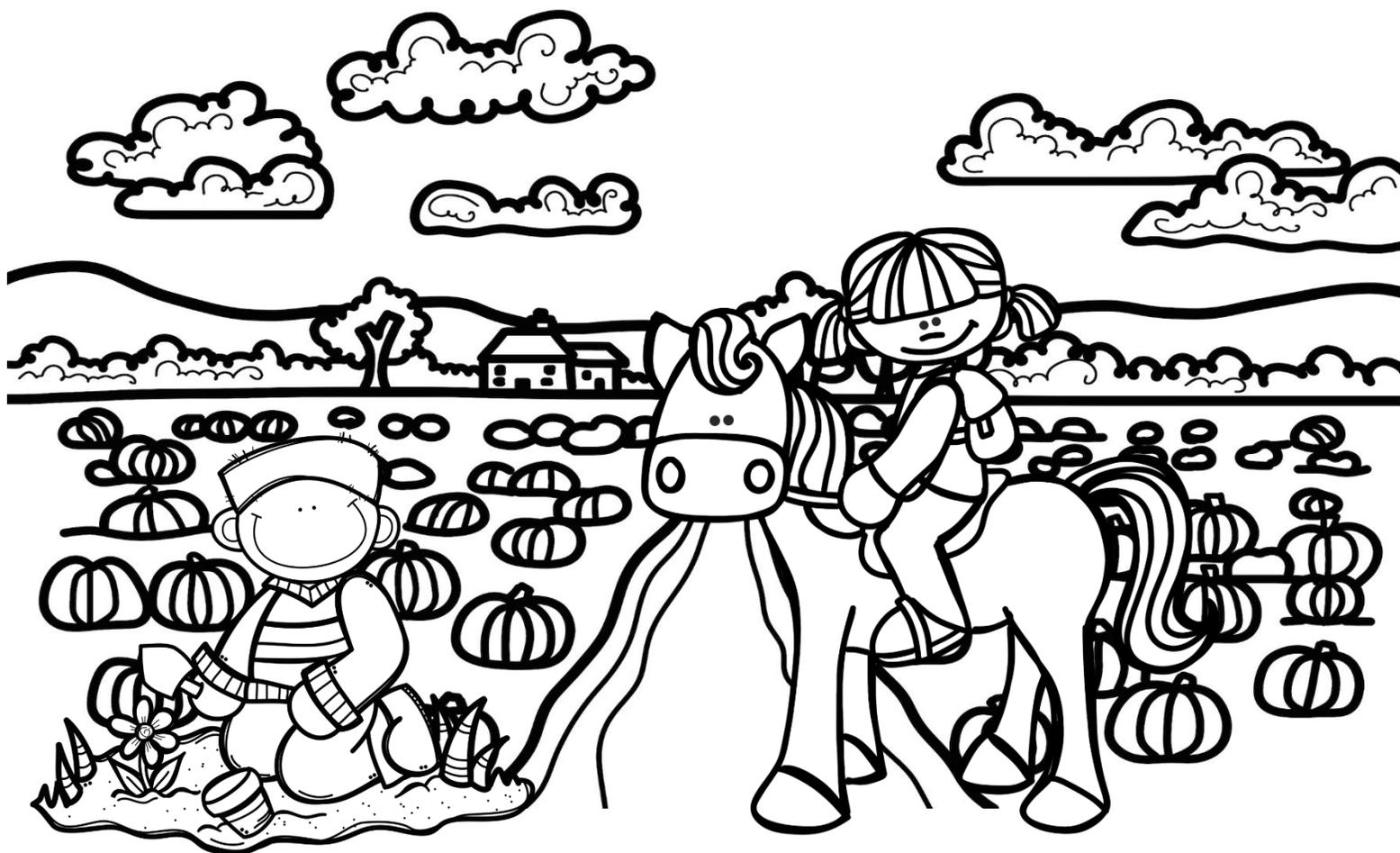
Ways to Save our Earth

The land we live on is very important for shelter, growing our crops, and enjoying nature. People throw away many items that could be recycled or used again. Some of these items will pollute our land forever.

How you can help?

- Recycle, Reuse, and Reduce as much as possible.
- Never bury trash in the ground.
- Start a recycling program at your school.

Taking care of the Earth will ensure that it lasts for many generations to come.



Planet Earth

On planet Earth all living and non-living things are constantly changing. These changes are part of the Earth's natural cycle that helps keep our planet healthy.

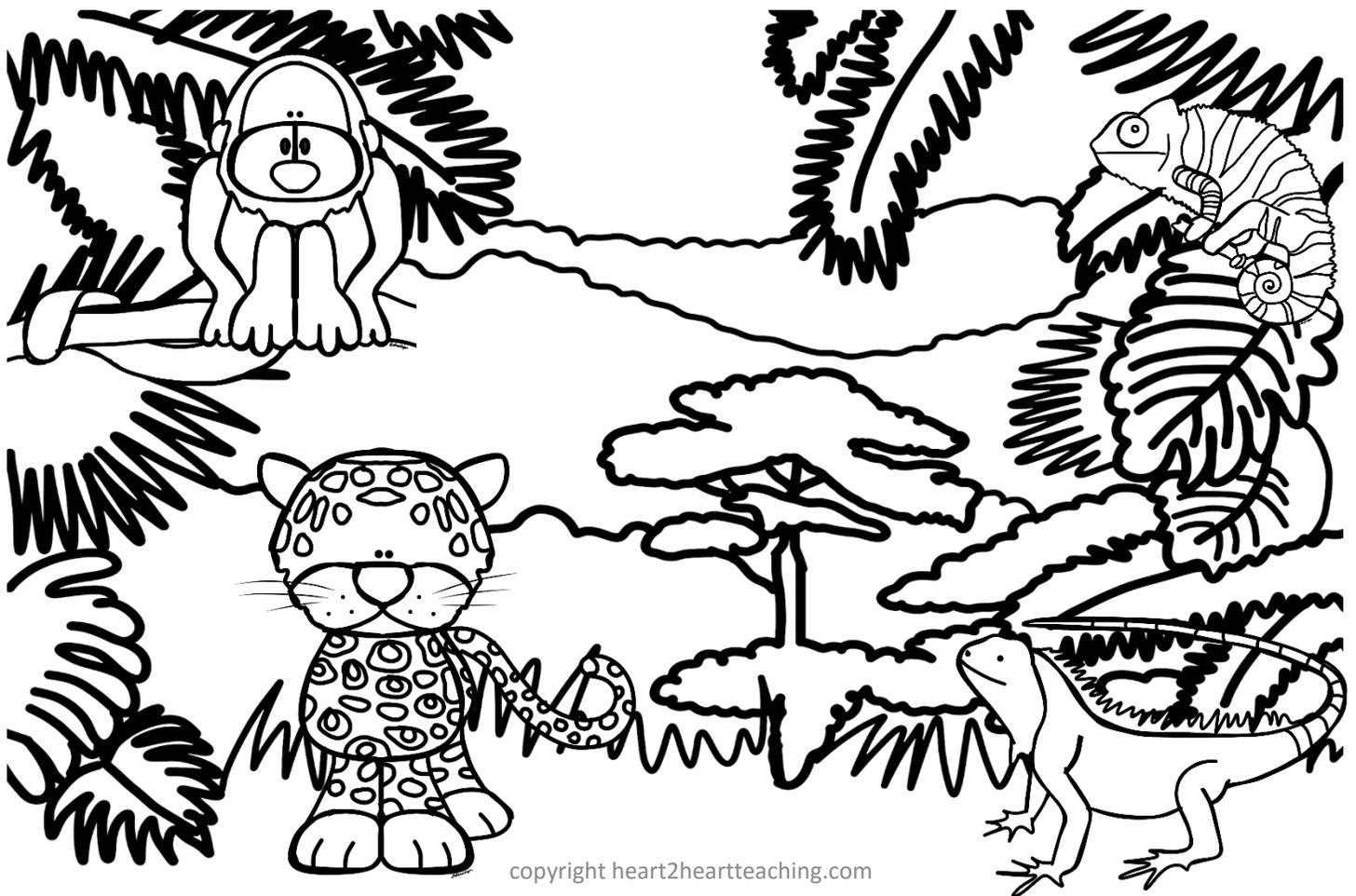
There are many types of cycles found in nature that you've probably heard of before:

- The Water Cycle
- The Changing of the Seasons
- The Rock Cycle
- Animal and Plant life cycles
- The Food Cycle



All living things depend on the Earth's natural cycles to survive. Because they are all connected and dependent on each other if one cycle drastically changes, it can affect all the other cycles.

Humans are animals too. All animals, including us, depend on the Earth's clean air, water, and land for our survival.



EARTH DAY



Things I can do to help
the Earth are:

I promise to recycle
these items:



EARTH

I want to save the Earth
because . . .

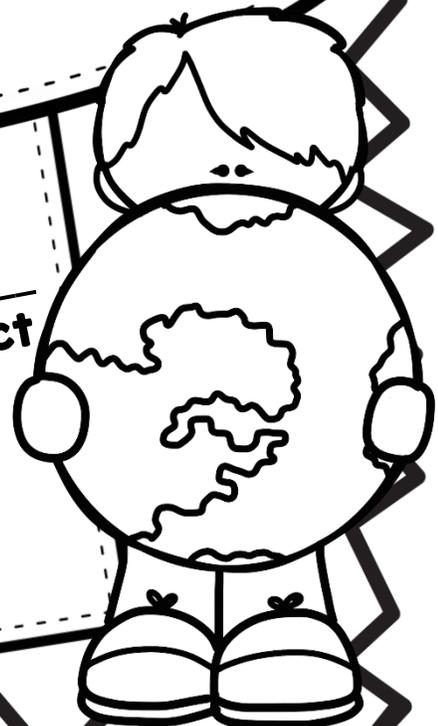
The Earth gives us:



I can reuse these items :

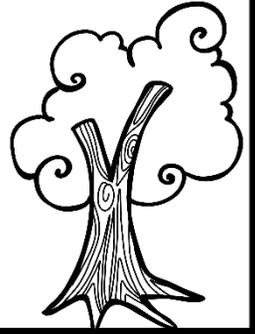


I
promise to protect
the Earth by:
*Reducing
*Reusing
*Recycling

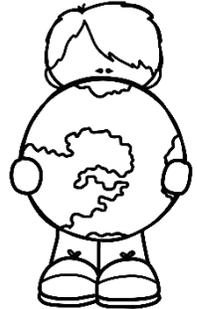


Earth Day Vocabulary

Environment



Conserve



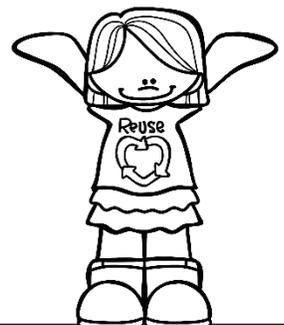
Reduce



Recycle



Reuse



Directions for Flip Flap Books



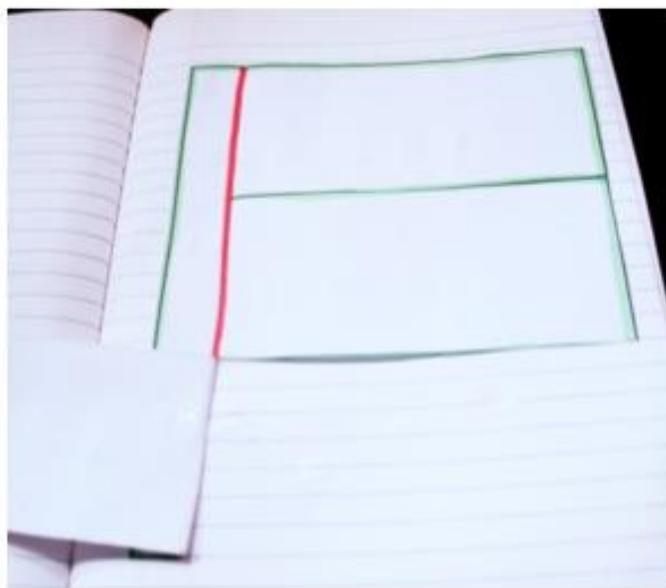
1. Fold the flap forward on the dotted line.



2. Cut on the lines (or line).



3. Dot glue on the folded flap.

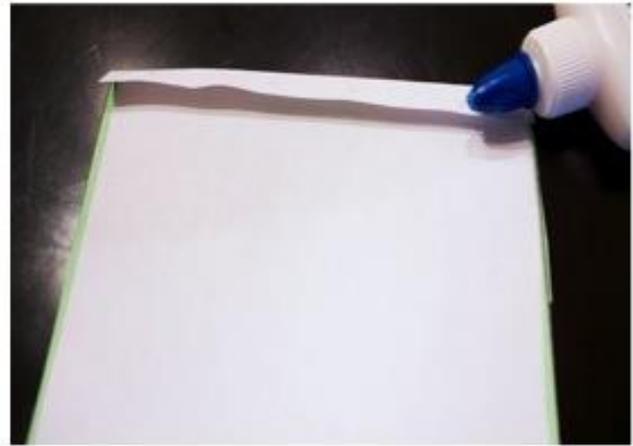


4. Attach to a notebook.

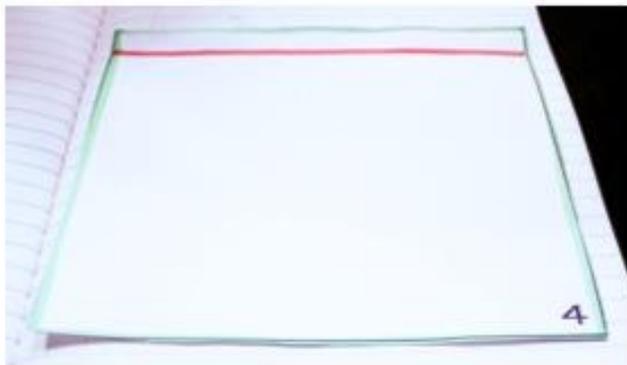
Earth Day Flip-Up Book



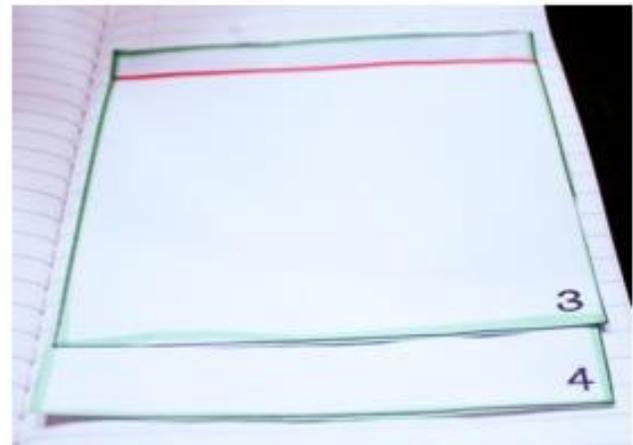
1. Fold the flaps on each "book page" forward on the dotted lines.



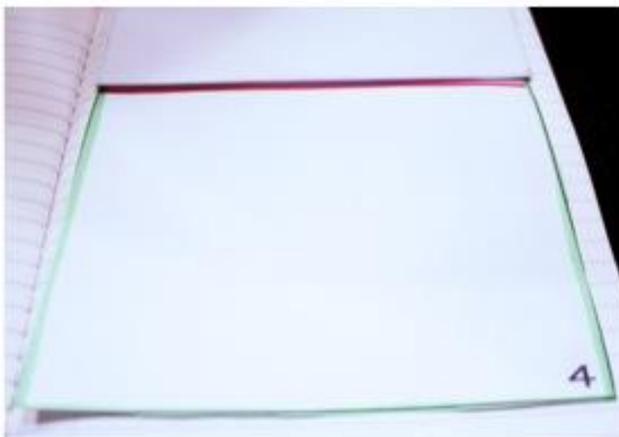
2. Dot glue on back of the flap of the largest book page.



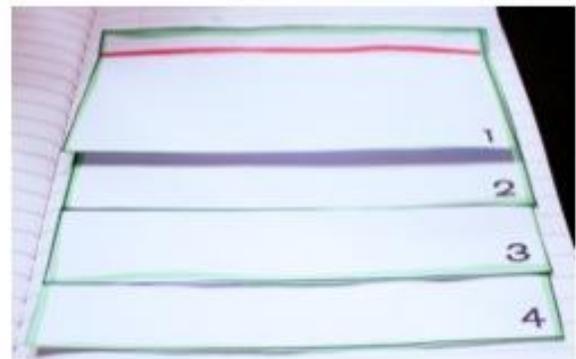
3. Place the largest book page in a notebook, a file folder, or make a cover and staple it as a regular book.



4. Put glue on the back of the flap of the next biggest book page. Place on top of the largest book page.



5. Make sure flaps are lined up like this.

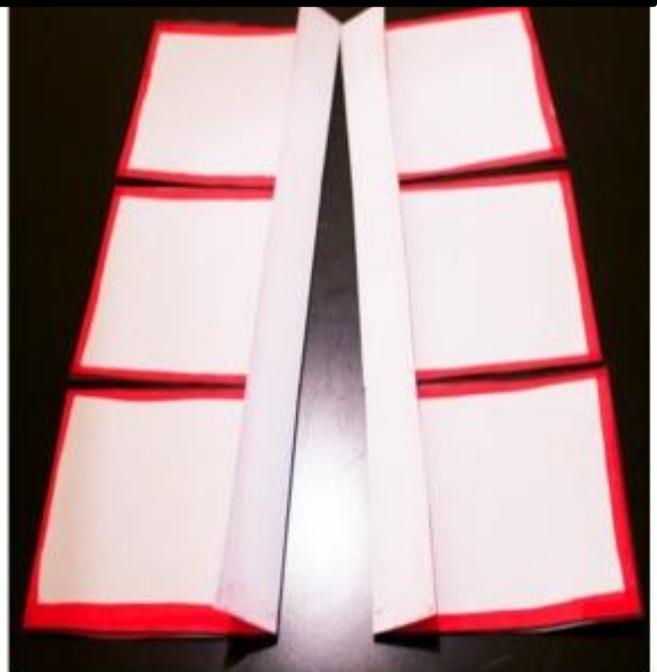


6. Repeat step four with all the pages. The smallest page will be on top.

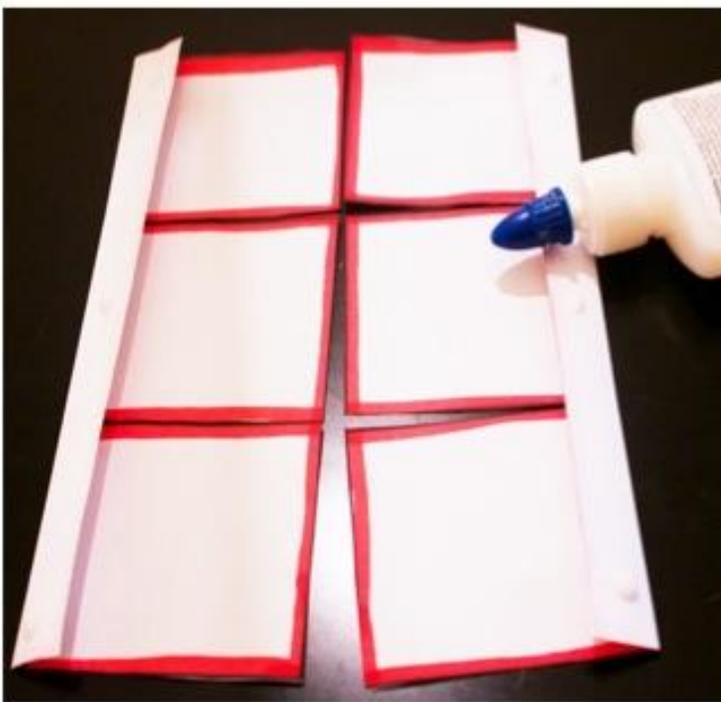
Earth Day Mystery Flaps for Page 6 of the Flip-up Book



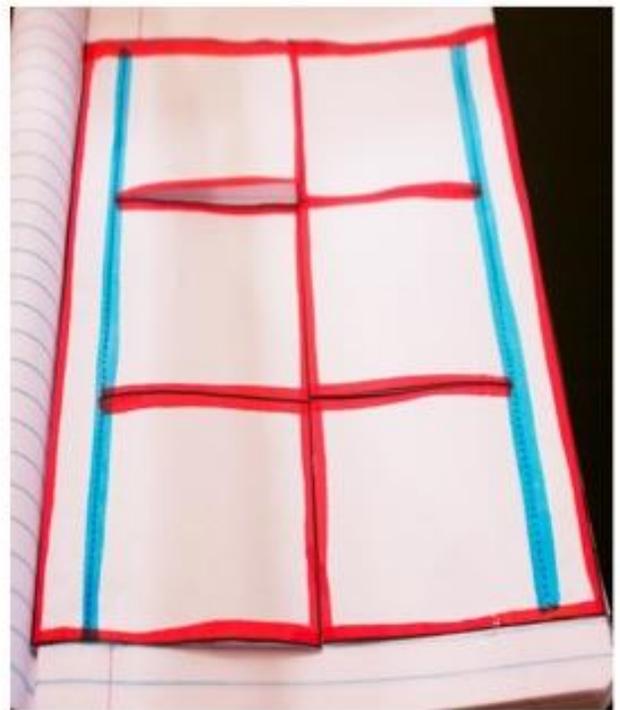
1. Cut on the solid lines.



2. Fold forward on the dotted lines.

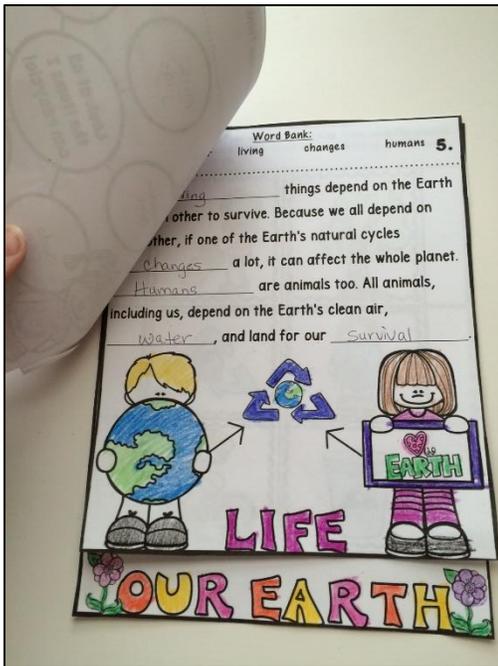
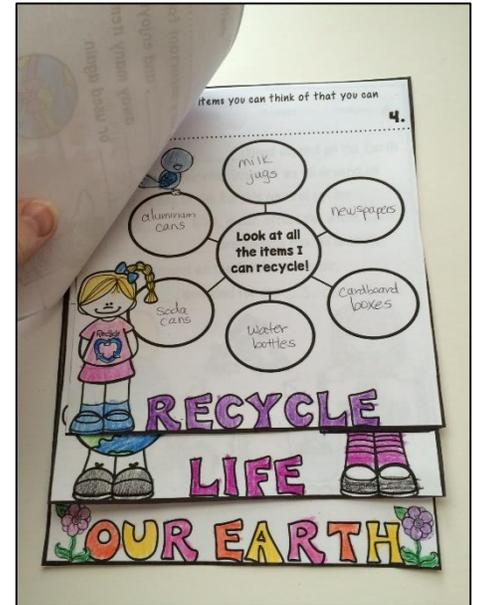
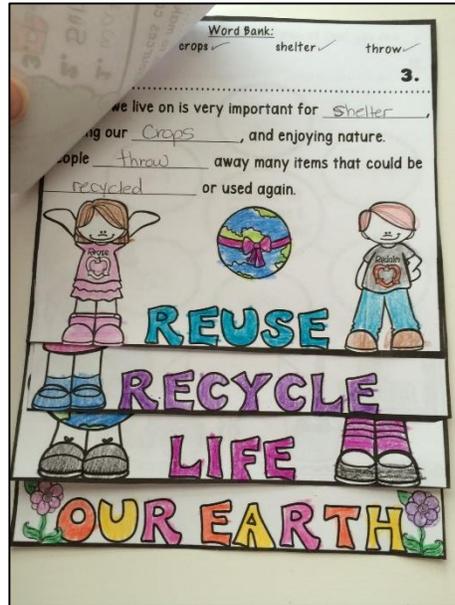
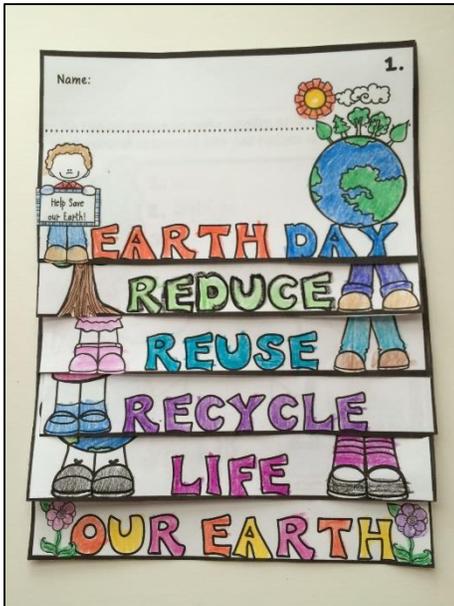


3. Dot glue on the back of the folded flaps.

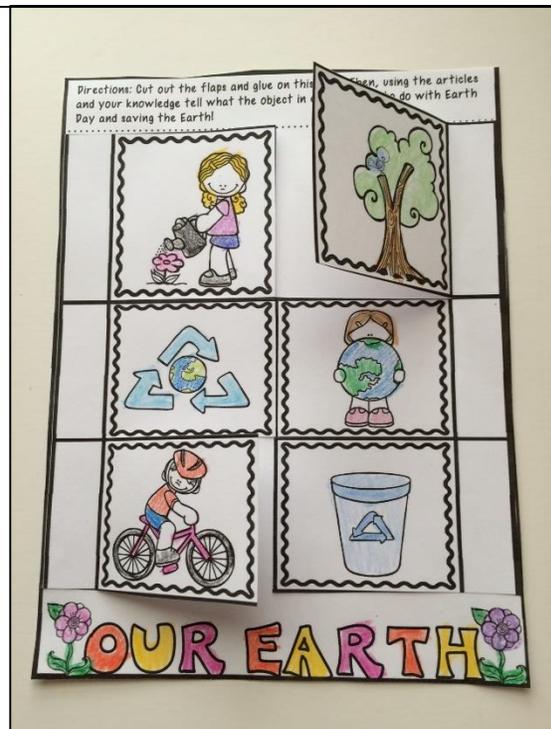


4. Attach to a notebook.

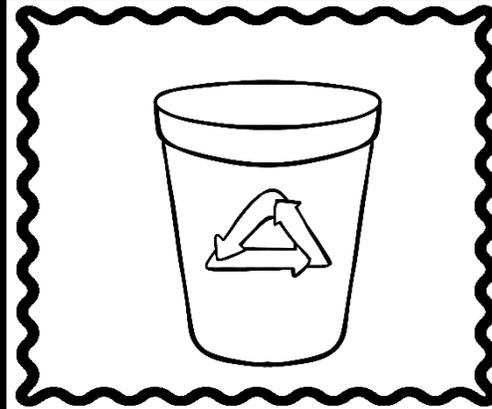
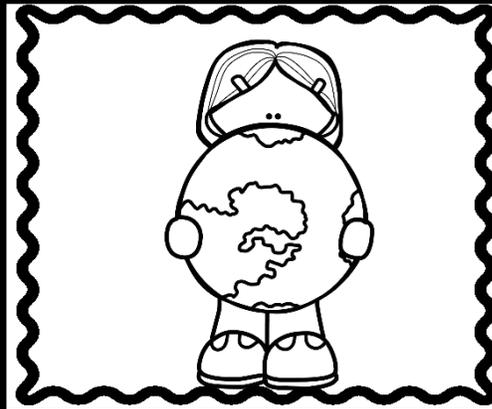
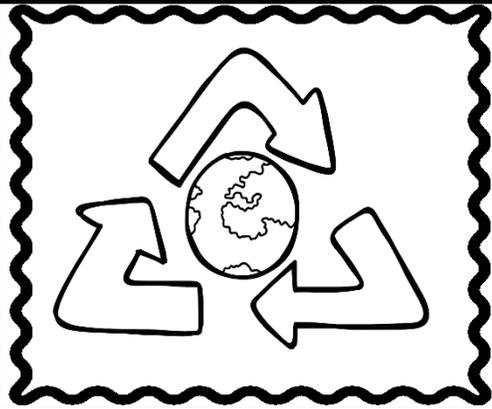
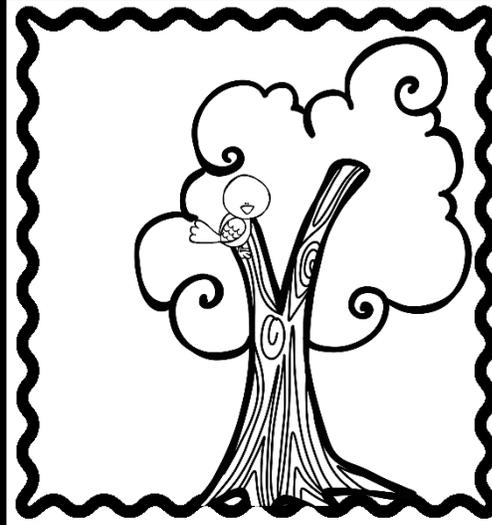
Earth Day Flip-Up Book



Glue Mystery Flaps onto last page of the Earth Day Flip-Up Book so when you lift the flap you can write underneath it.



Directions: Cut out the flaps and glue on page 6 of the Earth Day Flip-Up Book per directions. Then, using the articles and your knowledge tell what the object in each box has to do with Earth Day and saving the Earth!



Directions: Cut out the flaps and glue on this page. Then, using the articles and your knowledge tell what the object in each box has to do with Earth Day and saving the Earth!

6.

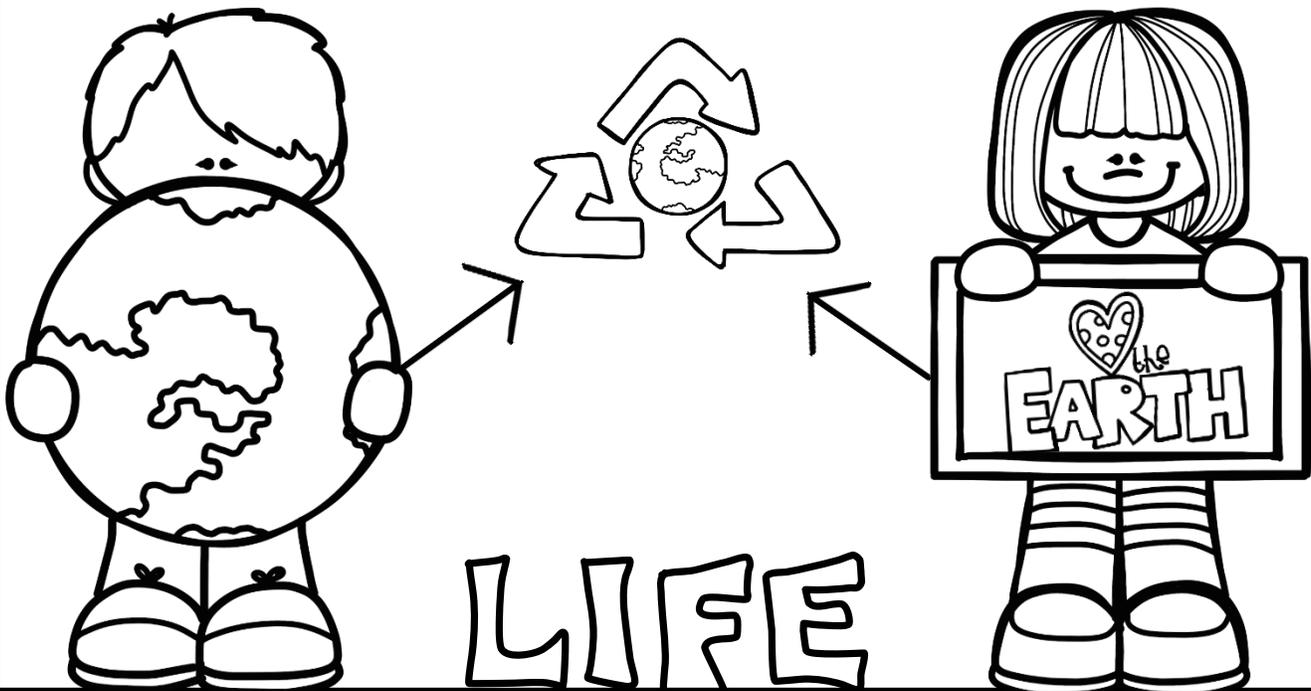


Word Bank:

survival water living changes humans **5.**

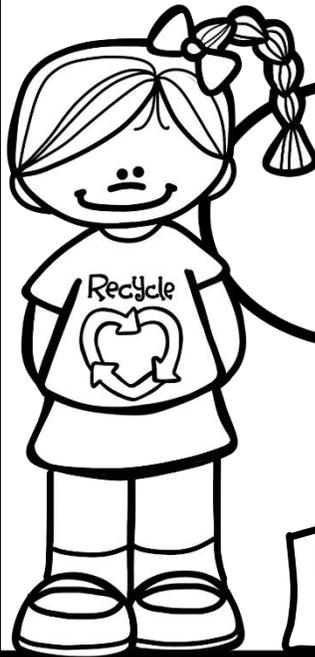
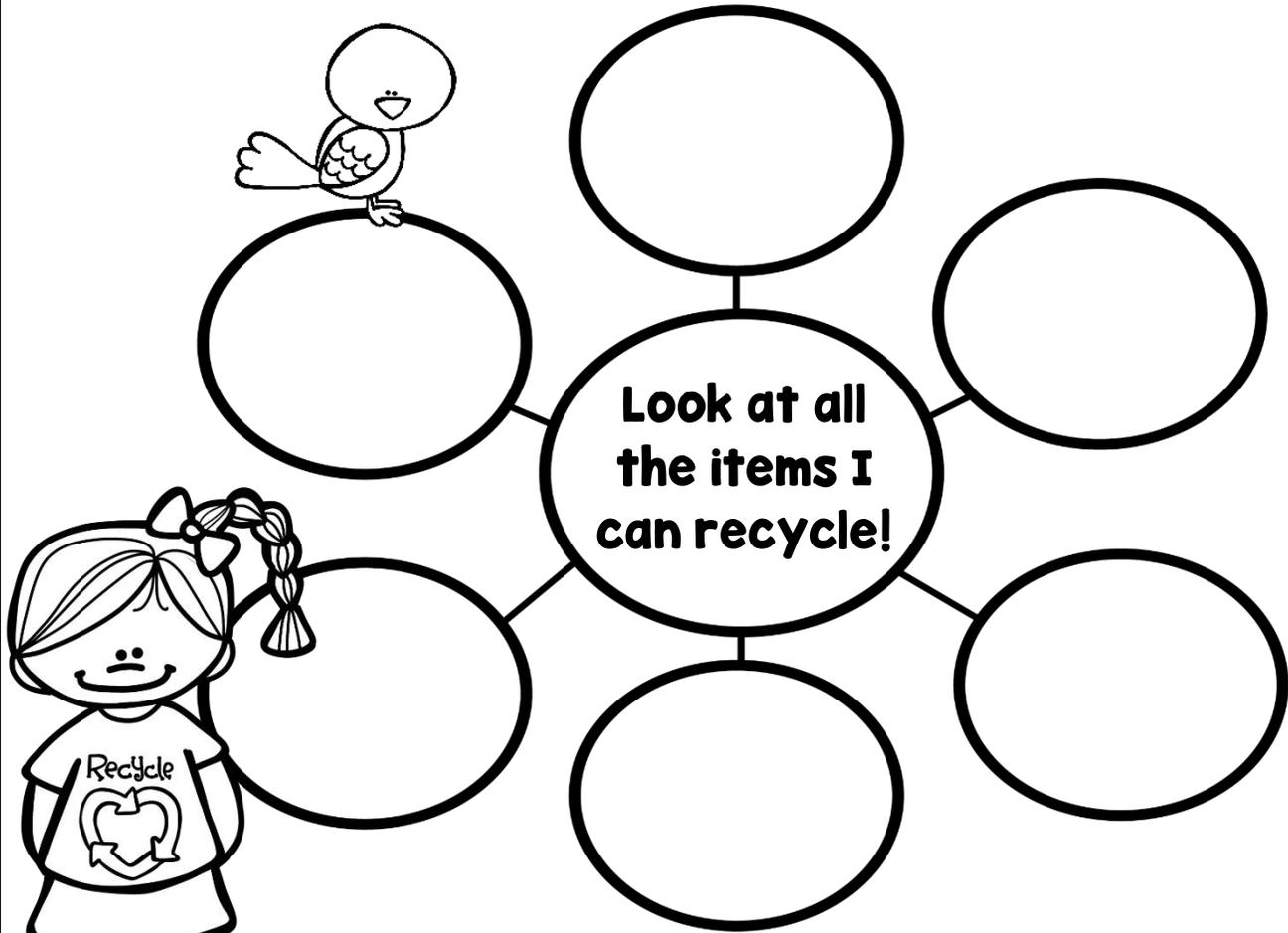
.....

All _____ things depend on the Earth and each other to survive. Because we all depend on each other, if one of the Earth's natural cycles _____ a lot, it can affect the whole planet. _____ are animals too. All animals, including us, depend on the Earth's clean air, _____, and land for our _____.



Directions: List all the items you can think of that you can recycle.

4.



RECYCLE

Word Bank:

recycled

crops

shelter

throw

3.

.....

The land we live on is very important for _____,
 growing our _____, and enjoying nature.
 People _____ away many items that could be
 _____ or used again.



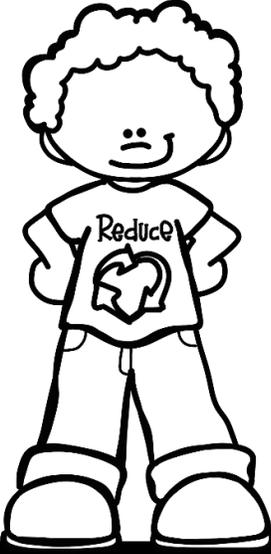
REUSE

2.

.....
To reduce means to make _____ or less in amount.
What natural resources can you reduce or use less of?



1.
2.
3.



REDUCE

Name: _____

1.



EARTH DAY

Conserve



To protect or save
something from harm
or destruction.

Recycle



To convert waste materials into reusable items.

Reduce



To make smaller or
less in amount.

Reuse



To use again or more than once.

Ecology



The study of
relationships between
living things and their
environment.



Environment

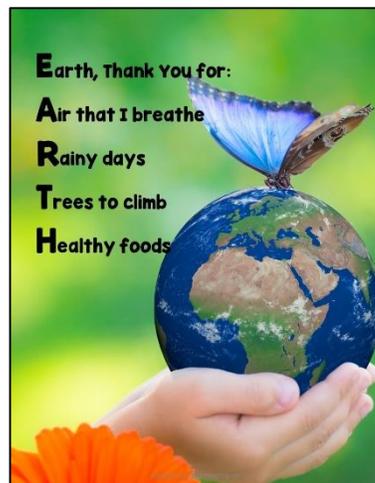
**The natural
surroundings of an
area.**

Creative Ways to Celebrate Earth Day!

Plant a Flower Sponge! Have students bring in one small new clean sponge from home. Purchase some flower seeds. Have students wet down the sponge. Next, they plant their seeds in the sponge. Have them push the seeds down into the sponge just enough so the seeds won't fall off when the sponge is picked up. Place the sponges on a Styrofoam plate that has each student's name written in permanent marker. Place the plates in a sunny window. Have students water their sponges each day. *🌱on't let the sponge dry out completely.



Write an Earth Day Poem! Have students write down what they love about the Earth using the template in this product. Then have students type them up and print them out on the Earth or daisy themed paper. It looks great in black and white and color! There are two samples included to show to students, if desired.



Earth Day Acrostic Poem



E

A

R

T

H

Name: _____



copyright heart2heartteaching.com

Happy to be Here!

Everywhere I look, I see:

A amazing animals that hop, slither, and jump,

Rainy days that recycle our water,

Trees, plants, and flowers in rainbow colors,

Happy people smiling back at me!

Earth, Thank You for:

Air that I breathe

Rainy days

Trees to climb

Healthy foods





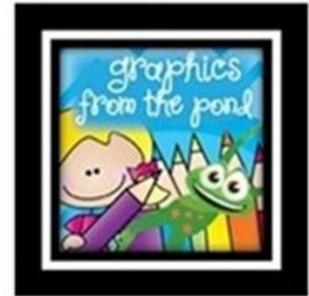
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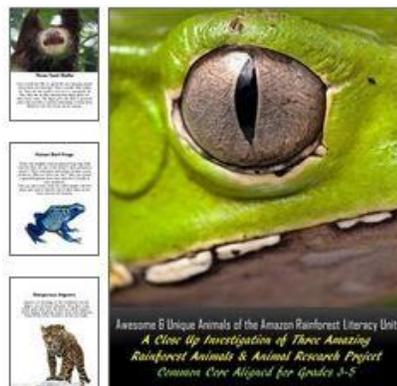
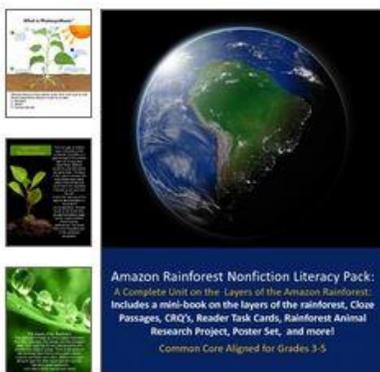
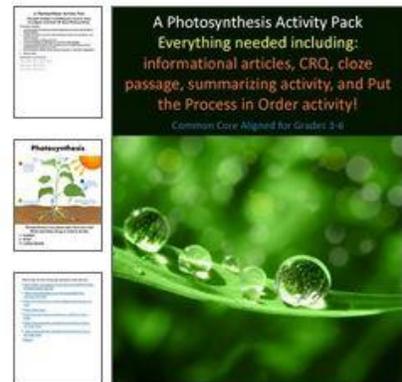
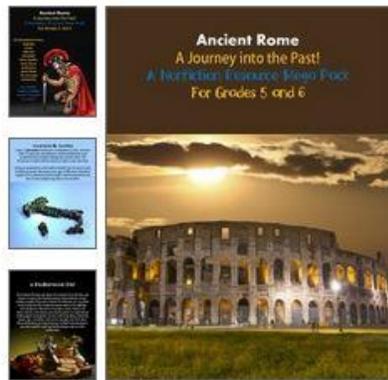
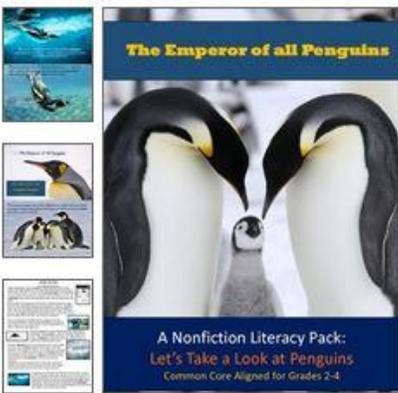
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*Photos may be used in your classroom as presented in this product as mini-books, informational articles, posters, bulletin board displays, and as visual aids for student learning.

Check out my other products at my store:

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Other Products You Might Like:



The Great Story of the Great Seal

By Erin Horner

What do a bald eagle, an olive branch, a pyramid, a giant eye, some arrows, stripes, stars, and some Latin words all have in common? Normally, not a whole lot! These symbols are all a part of the Great Seal of the United States of America. A seal is a special mark. It is put on special government papers. Kings and other world leaders have used seals for more than six thousand years.



When the United States became its own country, it decided to create its very own seal. It was hard to decide what the seal should look like. Three different committees tried to create the perfect image. They worked for six years. Finally, Charles Thomson and William Barton came up with the winning design. In one week they were able to combine all of the ideas. These combined efforts led them to create the Great Seal. The seal was approved and finalized on June 20, 1782. The Great Seal has remained unchanged since that day.

The Great Seal can be found on many important papers. It is placed on treaties. These are agreements made with other countries. It is also on the one dollar bill. The Great Seal is imprinted on two- to three-thousand papers each year. No one but the U.S. government is allowed to use the Great Seal, but anyone can see it. The tool that presses the Great Seal into special paperwork is kept in Washington, D.C. It can be found in the Exhibit Hall of the State Department.

The Great Story of the Great Seal

Questions

1. What is imprinted with the Great Seal?

_____ 2. The author probably wrote this article to _____.

- A. describe how to find the Great Seal
- B. inform you about the Great Seal
- C. persuade you to visit Washington, D.C.
- D. demonstrate how to create a seal

Name _____

Tuesday, March 31



Date _____

American Symbols

By Phyllis Naegeli

America is

the land of the free

with many symbols

of our liberty.

The flag with her stripes

and colors red, white, and blue

mean courage, honor,

and justice for you.

Stars from the heavens,

stripes like rays from the sun,

our flag waves all over

this great land of one

The eagle so grand

flies high in the sky,

a symbol of strength

and courage its cry.

In seventy-six

the Liberty Bell

rang on through the air

our freedom to tell.

Our old Uncle Sam

cries out "I want you"



Name _____

Tuesday, March 31



Date _____

to stand for freedom

in red, white, and blue.

Miss Liberty stands

in New York so tall,

a symbol of welcome

to all who will call.

The pledge to our flag

and "America" our song

proclaim through the land

a country so strong.

Star-Spangled Banner,

the song that we love,

our national anthem

to the flag above.

And then there's the rose,

so graceful and pure,

a lovely bloom to

a land that endures.

They stand for the freedom

fought hard for by all

who believed that they

had served the great call...

to form a new nation,

a united land,

Name _____

Tuesday, March 31



Date _____

to go on through time.

A country so grand!

American Symbols

Questions

- _____ 1. What do the stripes on the flag represent?
- A. unity
 - B. the roads in our country
 - C. the sun's rays
 - D. nothing, they just looked nice
- _____ 2. What do the colors red, white, and blue mean?
- A. courage
 - B. honor
 - C. justice
 - D. all of the above
 - E. none of the above
- _____ 3. Which of the following qualities does the eagle represent?
- A. strength
 - B. honor
 - C. justice
 - D. all of the above
 - E. none of the above
- _____ 4. What phrase is Uncle Sam famous for?
- A. I love America
 - B. I need you
 - C. I want you
 - D. I like you
5. Where is the Statue of Liberty found?

Being a Good Citizen

By Phyllis Naegeli

What is a citizen? If you were born in the United States, you are a citizen. That means you are a member of our country. Sometimes people who are not born here want to become citizens. They do this by asking the government to make them a citizen. This is called naturalization.



As a citizen you have special privileges called rights. The government protects those rights. In our country, you have the right to free speech. You also have the right to choose a religion. In America, the press is free to tell you what is happening in the world. The Bill of Rights lists the freedoms of its citizens. These rights are very important. Many people in the world do not have the freedoms that we do.

Because the government protects our rights, we have the duty to be good citizens. But, what does it mean to be a good citizen? How can you be a part of giving back for the freedom you have?

Being a good citizen means you show your love to your country. You can do this by being courteous to the symbols of America. Singing our national anthem and respecting our flag are ways to show how much the United States means to you.

Being a good citizen also means obeying the laws in your community and school. Laws are made to help you and keep you safe. Obeying the law also shows your respect for others. You can also treat people with kindness. Being friendly to those who are different from you is also a part of being a good citizen. Perhaps there is someone new at school. One way to be a good citizen is to be welcoming to that person.

Good citizens take part in their community. They give to the poor. They help clean up parks. They keep up to date on current events. They help whenever they can. It is also important to conserve our natural resources. Using energy wisely and picking up trash can help to give back to our country.

Someday you will have the right to vote. By using this right, you can take part in the government. Even now, you can find out about politics. Your parents and teachers are good sources of information. You can ask them how they feel about the government. You can also ask them questions about candidates in an election. Gathering information will help you make decisions when you can vote.

When you begin to work, you will have to pay taxes. Taxes help to run our country. Roads, schools, police forces, firefighters, and government workers are all paid from taxes.

Being a member of our country is a wonderful privilege. When you work to be a good citizen, everyone benefits.

Name _____

Wednesday, April 1



Date _____

Being a Good Citizen

Questions

- _____ 1. The Bill of Rights lists the freedoms we have in America.
- A. false
 - B. true
- _____ 2. Which of the following is a way to become a citizen in the United States?
- A. by buying citizenship
 - B. by voting for it
 - C. by moving here from another country
 - D. by birth
- _____ 3. Part of being a good citizen means that you should:
- A. ignore people who are different from you
 - B. become a politician
 - C. obey the laws of your community and school
 - D. skip doing your homework
- _____ 4. What is naturalization?
- A. the process of becoming a politician
 - B. the process of learning about the government
 - C. the process of becoming a citizen of the United States
 - D. none of the above
- _____ 5. What do taxes help pay for?
- A. roads
 - B. firefighters
 - C. schools
 - D. all of the above
 - E. none of the above
- _____ 6. You cannot take part in the government until you can vote.
- A. true
 - B. false
- _____ 7. Conserving natural resources is a way to be a good citizen.
- A. false
 - B. true

3rd Grade Mathematics 7 day Schedule

Day 1 - Lesson 20 Family Letter

Lesson 20 - Tell and Write Time - pages 214-215

Practice pages – 227-228

Day 2- Lesson 20 – Telling Time to the Minute - pages 216-217

Practice pages - 229-230

Lesson 20 – Telling and Writing Time –pages 218-219

Day 3 - Lesson 20 – Telling and Writing Time – pages 220-221

Practice pages – 231-232

Lesson 20 Quiz

Day 4 - Lesson 21 - Family Letter

Lesson 21 – Solve Problems About Time -pages 222-223

Practice pages – 235-236

Lesson 21 - Finding the End Time in a Word Problem – pages 224-225

Day 5 - practice pages – 237-238

Lesson 21 – Find the Start Time in a Word Problem – pages 226-227

Day 6 – Practice pages – 239-240

Lesson 21 – Solving Problems About Time – pages - 228-229

Practice pages – 241-242

Day 7 – Lesson 21 – Solving Problems About Time – pages 230-231

Lesson 21 Quiz



Welcome!

The *i-Ready* Family Center is the place to learn how you can support and encourage your child's success with *i-Ready*.

Download the *i-Ready* Family Guide at

<http://i-readycentral.com/familycenter/>

Supporting your child during an extended school closure?

Visit our [Support page](#) for printable activity packs and guidance to support learning at home.



What is *i-Ready*?

Learn how *i-Ready* works to help your child build essential mathematics and reading skills.



FAQs

Find answers to frequently asked questions.

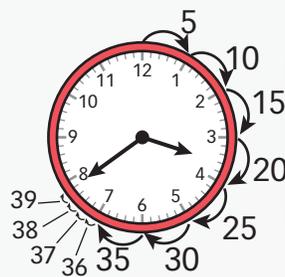
Dear Family,

This week your child is learning to read a clock to tell time to the nearest minute.



Children have learned that the short hand on a clock face shows the hour, and that it takes 1 hour for the short hand to move from one number to the next. They have learned that the long hand shows the minutes. This year they are learning to pay attention to and interpret the small marks that each show 1 minute.

They find the hour first: Because the short hand has gone past the 3 and isn't to the 4 yet, the *hour* on this clock is 3. (For children who don't often see analog clocks, reading the hour can be a little tricky.)

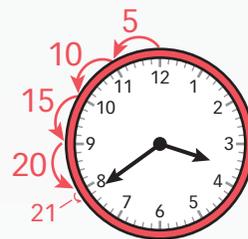


Then, to find the minutes past the hour, they learn to start at the 12 and count by 5s for each number (1, 2, 3, etc.) up to the number just before the minute hand (7). The number 7 marks 35 minutes past the hour. Then they count the 4 small marks past the 7 to the exact location of the minute hand, to get to 39. The time is 3:39.

Instead of counting by 5s to find the minutes, children can also practice using multiplication facts. They multiply 7 by 5 (because the space between each number is 5 minutes) and then add 4.

Sometimes it's more helpful to know how many minutes it is until the next hour. Your child is learning to count backward from the 12, first by fives and then by ones to read the time on this clock at 21 minutes *before* 4 o'clock.

Invite your child to share what he or she knows about telling time to the minute by doing the following activity together.

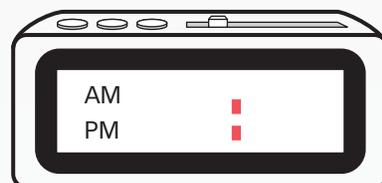
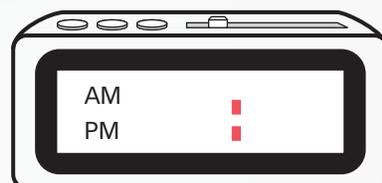
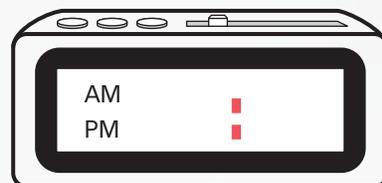
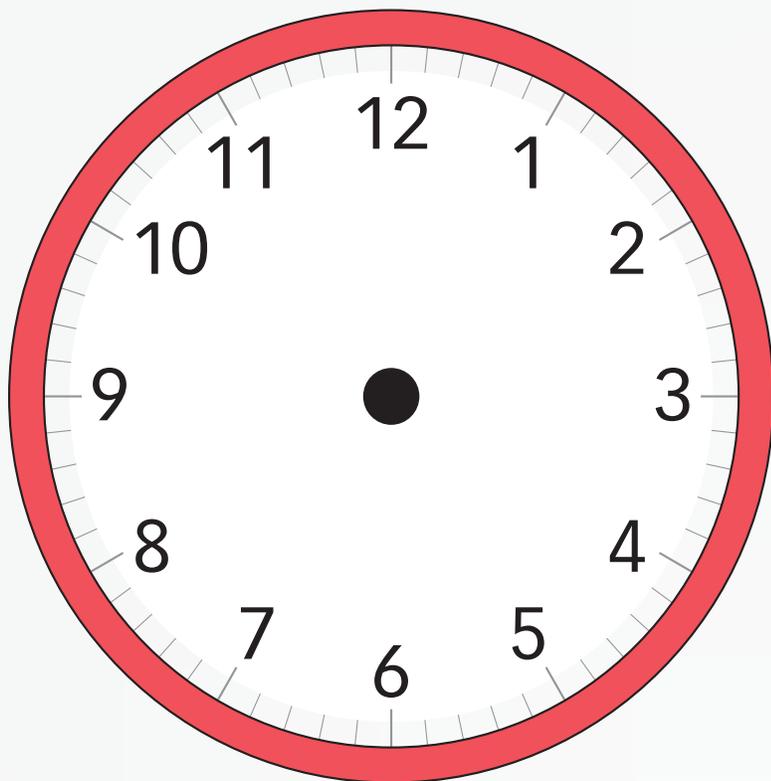


Telling and Writing Time Activity

Materials: two crayons of different lengths, pencil

Do this activity to help your child connect telling time to the minute with everyday events in your family life.

- Have family members take turns naming their favorite time of day, such as breakfast, bed time, or arriving home.
- Ask your child to place the crayons as hands on the clock to show the time of day that each activity happens. Help them record the time on the digital clocks. For example:
 - “I got home from work today at 5:43. Another way to say that time is 17 minutes before six o’clock.”
 - “We got a phone message at 6:54 this morning. Another way to say that is 6 minutes before 7 o’clock.”
- For more practice, place the hands on the clock, and ask your child to tell you the time.





 **Use What You Know**

In this lesson, you will tell time to the minute. Take a look at this problem.

Lily started reading a book after breakfast at the time shown on the clock.



What time does the clock show?

- a. The short hand on the clock shows the hour.
What is the last number the short hand moved past? _____
- b. The long hand on the clock shows the minutes.
What is the last number the long hand moved past? _____
- c. You can count by fives to help figure out the number of minutes.
Each mark is 1 minute. Every 5 marks there is a number.
If the long hand is exactly on the 6, how many minutes past 8 is it? _____
- d. The long hand is 2 small marks past the six. Explain how you can find the time shown on the clock.



Find Out More

It takes **1 hour** for the short **hour hand** to move from one **number** to the next.

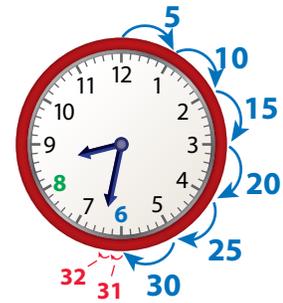
It takes **1 minute** for the long **minute hand** to move from one **mark** to the next.

So, it takes **5 minutes** for the **minute hand** to move from one **number** to the next.

Look at the clock at the right. The hour hand has moved **past the 8**, but not to the 9. So, the hour is 8.

The minute hand is between 6 and 7. Here's how to find the number of minutes past 8:00.

- Start at 12.
- Count **five** for each number until you get to the 6: **5, 10, 15, 20, 25, 30**.
- The minute hand is **2 marks** past the 6, so count 2 more than 30: **31, 32**.



When the time is between midnight and noon, the clock shows AM. When the time is between noon and midnight, the clock shows PM. Since Lily is reading the book after breakfast, the time shown is 8:32 AM.



Reflect

- 1 Sometimes a clock does not have numbers at all. Look at the clock below. It only has small marks and large marks. Explain how you can tell what time this clock shows.



Learn About Telling Time to the Minute

Read the problem below. Then explore different ways to tell and write time.

Sara sat down to eat lunch at 43 minutes past noon. At what time did Sara sit down to eat lunch?

Picture It You can use a digital clock to show what time it is.

Noon is 12:00 PM. Sara sat down at 43 minutes past noon.



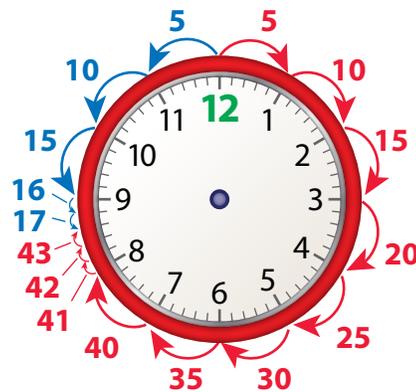
The clock shows PM because the time is between noon and midnight.

Model It You can also use the next hour to tell what time it is.

Sara sat down to eat between 12:00 and 1:00. You can tell the time by saying how many minutes after 12:00. You can also say how many minutes before 1:00.

To count the minutes, you always start at the **12**.

- **Count forward** to find out how many minutes after 12:00.
- **Count backward** from the 12 to find out how many minutes before 1:00.



By counting backward, you can see that **43 minutes after 12:00** describes the same time as **17 minutes before 1:00**.

Connect It Now you will show the time from the problem on the previous page by drawing the hands on a clock.

2 Which hand on a clock shows the hour? _____

What two numbers should this hand be between to show the time Sara sat down to eat? _____

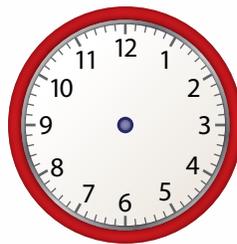
Explain how you know. _____

3 Which hand on a clock shows the minutes? _____

How many minutes should this hand show? _____

4 At what time did Sara sit down to eat? _____

5 Draw the hands on the clock to show the time Sara sat down to eat.



6 Explain how to tell time to the minute on a clock with hands.

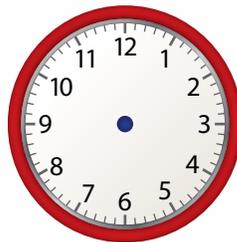
Try It Use what you just learned to solve these problems.

7 Write the time in two ways.



_____ minutes before _____

8 It is 7 minutes before 2 PM. Draw the hands on the clock to show the time.



Write the time. _____

Practice  **Telling and Writing Time**

Study the example below. Then solve problems 9–11.

Example

Jen woke up at the time shown on the digital clock below. What time did she wake up? Give your answer in minutes before the next hour.



Look at how you could show your work using a clock.



Solution 18 minutes before 7:00



The student first drew the hands on a clock. Then she counted backward from the 12 to find the number of minutes before the next hour.

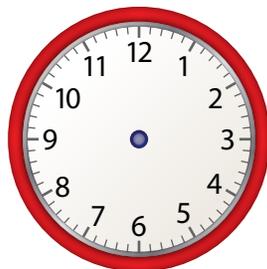
 **Pair/Share**

How else could you solve the problem?

9 Ezra started working in the garden at the time shown on the digital clock below.



Draw the hands to show what the time looks like on this clock.



What two numbers is the hour between? What two numbers on the clock is 24 minutes between?

 **Pair/Share**

How did you and your partner know where to draw each hand?

- 10 Abby's piano lesson started at the time shown on the clock.



Fill in the correct time on the digital clock. Be sure to show whether it is AM or PM.



Think about what Abby is doing. Would she most likely have a piano lesson when it is AM or PM?

Pair/Share

What is something else you might be doing at the time shown?

- 11 Luca started cleaning his room at the time shown on the clock.



Which tells the time shown on the clock? Circle the letter of the correct answer.

- A 9 minutes before 9:00
- B 9 minutes before 10:00
- C 11 minutes before 10:00
- D 51 minutes before 9:00

Bo chose **D** as the correct answer. How did he get that answer?



All of the choices tell the time before the hour. What do you need to do to figure that out?

Pair/Share

Does Bo's answer make sense?

Solve the problems.

1 Which pair of clocks shows the same time?



A



C



B



D

2 Which phrases describe the time shown on the clock below? Circle the letter for all that apply.

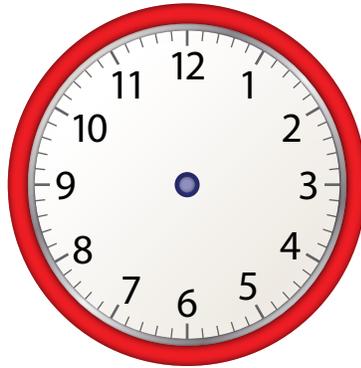


- A** 48 minutes after 5:00
- B** 48 minutes before 5:00
- C** 48 minutes before 6:00
- D** 12 minutes before 5:00
- E** 12 minutes before 6:00
- F** 12 minutes after 6:00

- 3 Adam started baseball practice at the time shown on the digital clock below.



Draw the hour and minute hands on the clock below to show the time that Adam started baseball practice.



- 4 Ruby left to go swimming this morning at the time shown on the clock below.



Write the time on the digital clock below. Be sure to mark AM or PM. Then tell the time before the hour. Show your work.



Answer Ruby left _____ minutes before _____.

Self Check Go back and see what you can check off on the Self Check on page 213.

Tell and Write Time

Name: _____

Prerequisite: Tell Time to 5-Minute Intervals

Study the example problem showing how to skip count to tell time. Then solve problems 1–6.

Example

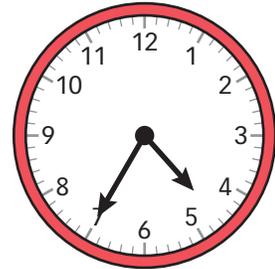
The clock shows the time that Julian finished his guitar practice. What time did his practice end?

The hour hand is past the 4, but it isn't at the 5 yet. The minute hand points to the 7. Skip count by fives 7 times to find the minutes.

5, 10, 15, 20, 25, 30, 35

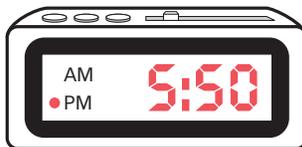
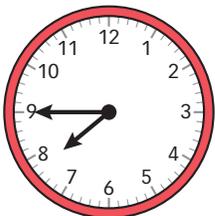
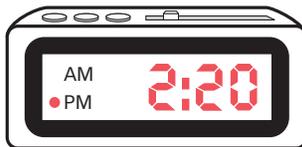
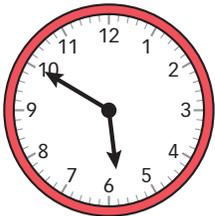
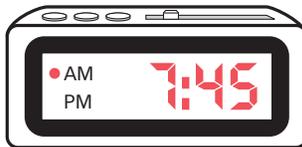
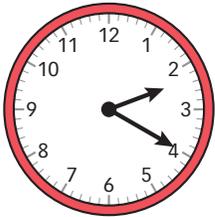
The clock shows 35 minutes after 4 o'clock.

Julian's guitar practice ended at 4:35.



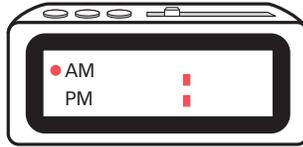
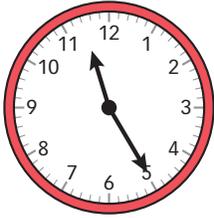
Draw lines to match clocks that show the same time.

1

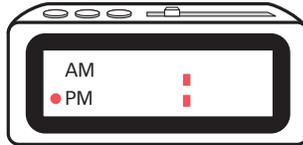
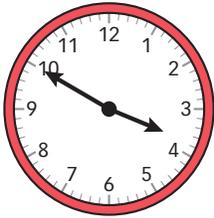


Write the time on the clocks so that each pair of clocks shows the same time.

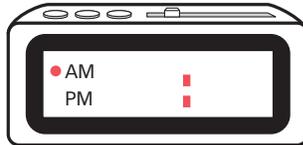
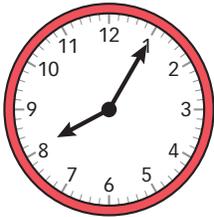
2



3

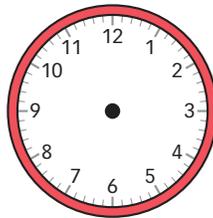
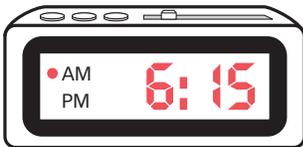


4

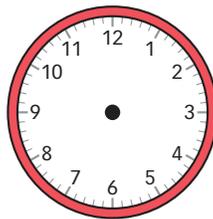


Draw hour and minute hands so that each pair of clocks shows the same time.

5



6



Tell Time to the Minute

Study the example problem showing how to tell time to the minute. Then solve problems 1–9.

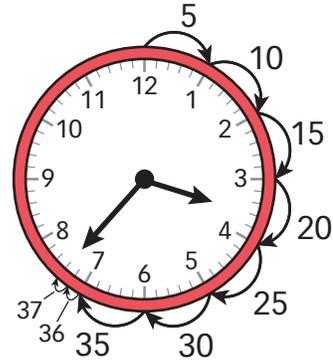
Example

What time does the clock show?

The hour hand shows that it is between 3 o'clock and 4 o'clock. It takes 5 minutes for the minute hand to move from one number to the next. It takes 1 minute for the minute hand to move from one mark to the next.

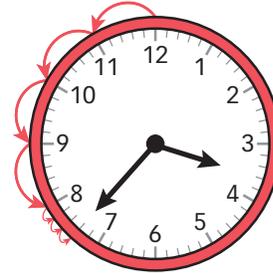
Count by fives from the 12 to the 7. Then count 2 more minutes.

The clock shows 37 minutes after 3, or 3:37.



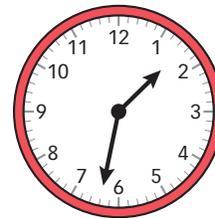
1 Look at the red arrows on the clock. Count by fives and by ones to find the minutes before 4:00. Fill in the blanks.

5, 10, _____, _____, 21, _____, _____
 _____ minutes before _____

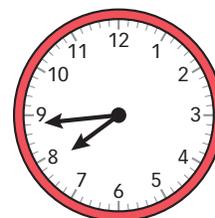


Write the time in two ways.

2 _____
 _____ minutes before _____

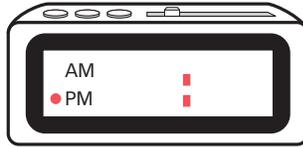
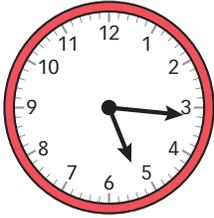


3 _____
 _____ minutes before _____

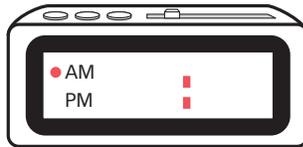
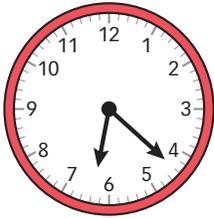


Write the time on the clock so that each pair of clocks shows the same time.

4

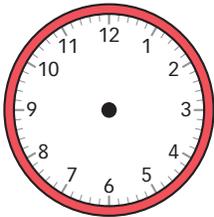


5

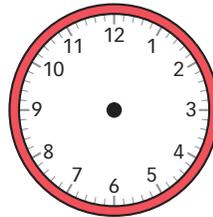


Draw the hands on the clock to show the time.

6 It is 13 minutes after 4.

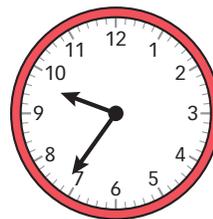


7 It is 13 minutes before 7.



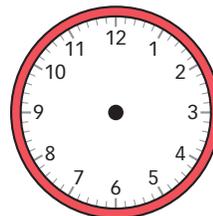
8 Write the time in three ways.

_____ minutes after _____
 _____ minutes before _____



9 Look at the clock in problem 8.

What time will it be in 24 minutes?
 Draw hands on the clock to show that time.

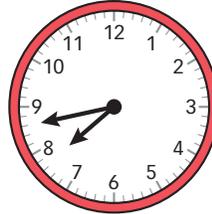


Tell and Write Time

Solve the problems.

- 1 Which phrases describe the time shown on the clock? Circle the letter for all that apply.

- A 43 minutes after 7:00
- B 43 minutes before 7:00
- C 43 minutes before 8:00
- D 17 minutes before 7:00
- E 17 minutes before 8:00
- F 17 minutes after 7:00



Count back from the 12 to find how many minutes before the hour.

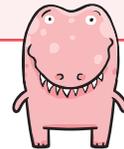


- 2 Carlotta got to the Toy Museum at 10:19. Circle the letter of the correct answer.

- A 19 minutes before 10:00
- B 19 minutes before 11:00
- C 41 minutes before 10:00
- D 41 minutes before 11:00

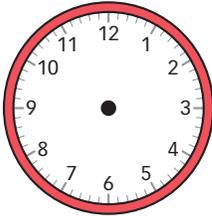
Josh chose **B** as the correct answer. How did he get that answer?

Are the minutes before the hour less than or more than 30?



Solve.

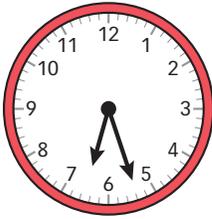
- 3** Enrique left the science center at 12 minutes before 3:00. Draw hands on the clock to show this time.



Between which two numbers will the hour hand be?



- 4** Kamala got home from her jazz dance lesson at the time shown on the clock. Write the time in two ways.

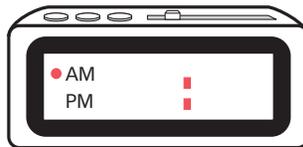
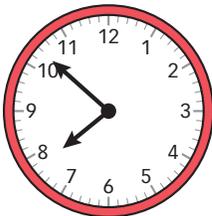


_____ minutes before _____

Between which two numbers is the hour hand?



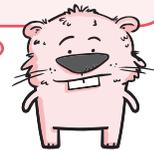
- 5** Chen ate breakfast this morning at the time shown on the clock.



Write the time on the digital clock. Mark A.M. or P.M.
Then tell the time before the hour.

_____ minutes before _____

Think about what Chen is doing. Is this something he would do when it's A.M. or P.M.?



Ready® Mathematics

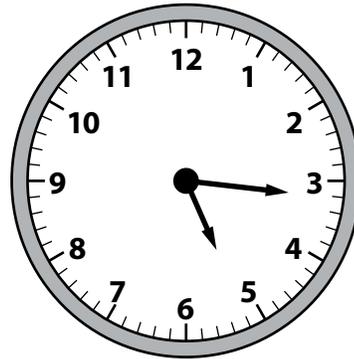
Lesson 20 Quiz

Solve the problems.

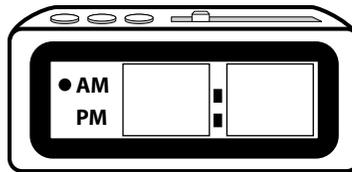
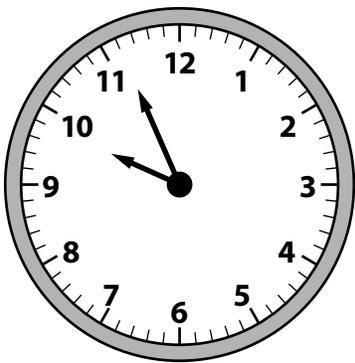
1 Danny started cleaning his room at the time shown on the clock.

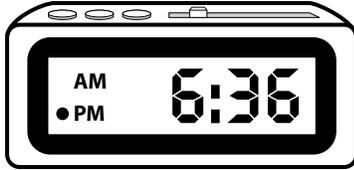
What time did he start cleaning his room?

- A** 5 minutes after 3:00
- B** 15 minutes after 5
- C** 25 minutes after 3
- D** 16 minutes after 5



2 The clock on the left shows the time the next train will arrive. Write this time on the digital clock.

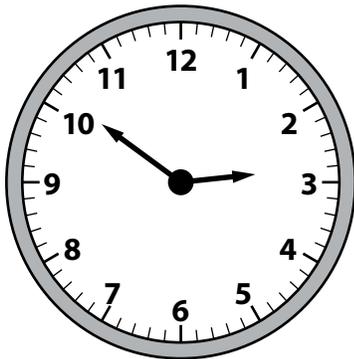


Lesson 20 Quiz continued**3** Read the time shown on the clock.

Is the statement about the time true?

Choose *Yes* or *No* for each statement.

- a. The time shown is 6:36 in the evening. Yes No
- b. The time shown is before noon. Yes No
- c. The time shown is 24 minutes before 7:00. Yes No
- d. The time shown is 36 minutes after 6:00. Yes No

4 The clock shows the time that Petra gets home from school.

Petra looks at the clock and says it is 3:51. Is she correct?

Explain your answer.

Dear Family,

This week your child is learning to solve word problems involving elapsed time.

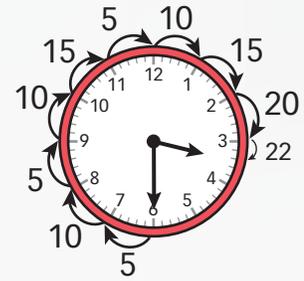


Elapsed time is the amount of time that has passed between a starting time and an ending time.

Your child might see a problem like this one, where you know the elapsed time and the starting time, and are asked to find the ending time.

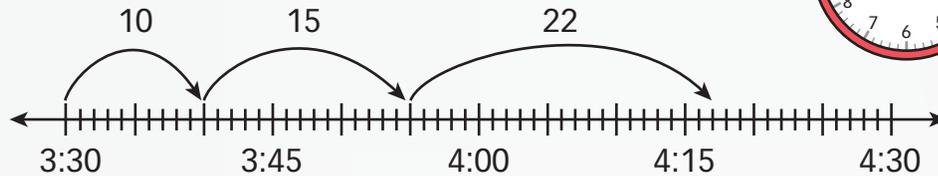
Paul started his homework at 3:30. He spent 10 minutes on math, 15 minutes on reading, and 22 minutes on science. What time was it after he did those three parts of his homework?

The first clock shows the time Paul started his homework, 3:30. The arrows show the movement of the minute hand as it moves through the 10 minutes he spent on math, then 15 minutes for reading, and then 22 minutes for science.



The minute hand ends up at 17 minutes past the hour. Since it moved past the 12, the hour changed from 3 to 4. Paul finished his homework at 4:17.

A number line is another way to show this.



Starting at 3:30, the three jumps along the number line show how many minutes it took Paul to do the three parts of his homework. Where the last jump ends is the ending time, or the time that Paul finished his homework.

Invite your child to share what he or she knows about solving problems involving elapsed time by doing the following activity together.



Solving Problems About Time Activity

Work with your child to solve real-life problems about elapsed time. Talk with your child about activities you enjoy doing together and how much time they take.

Then create stories in which you know the start time and how long activities take (the elapsed time). Talk about how to find the end time. Discuss how to use a clock or a number line (like the one shown) to help find the ending time.

For example: Donna started her swim lesson at 12:30. She warmed up for 5 minutes. For 10 minutes she practiced side breathing, and for 15 minutes she worked on her freestyle stroke. When did her lesson end?



Then, create stories where you know how long activities take (the elapsed time) and you know the end time, but need to find out the start time.

For example: Dinner needs to cook for 25 minutes, and then cool for 5 minutes. What time should dinner go in the oven if you want to eat at 6:30?

Finally, create stories where you know the start time and end time. Find how long the activity took (the elapsed time).

For example: You left work at 6:25 and got home at 7:05. How long did it take you to get home?

Best of all, recognize opportunities throughout the week when you yourself are actually solving problems about time. Share these problems with your child to provide *actual* real-world practice!



Use What You Know

In Lesson 20, you learned how to tell time to the minute. In this lesson, you use what you learned to solve problems. Take a look at this problem.

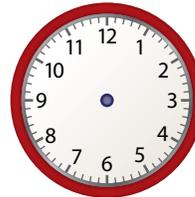
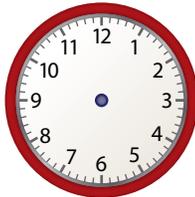
Beth left her house at 4:30. She arrived at dance class at 5:05. How long did it take Beth to get from her house to dance class?



a. Draw the hands on the two clocks below to show the two times.

Time Beth Left Her House

Time Beth Arrived at Dance Class



b. Look at the first clock. How many minutes before 5:00 is 4:30? _____

c. Look at the second clock. How many minutes after 5:00 is 5:05? _____

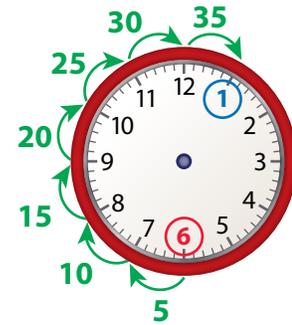
d. Explain how you can find the total amount of time it took Beth to get from her house to dance class. _____



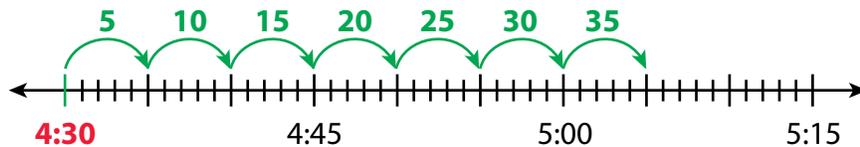
Find Out More

Elapsed time is the time that has passed between a start time and an end time. Here are three ways you could find elapsed time in this problem.

- You can count by fives on a clock.
At 4:30, the minute hand is on the **6**.
At 5:05, the minute hand is on the **1**.
It took Beth **35 minutes** to get from her house to dance class.
- You can add. Think about the elapsed time as the minutes before 5:00 plus the minutes after 5:00.
4:30 is 30 minutes before 5:00.
5:05 is 5 minutes after 5:00.
30 minutes + 5 minutes = **35 minutes**.



- You can also use a number line.
Each long mark on the number line below shows 5 minutes. Count minutes on the number line just like you would count minutes on a clock.



Reflect

- Elsa started eating lunch at 11:25 and finished at 11:45. Explain how to find how long it took Elsa to eat lunch. _____

Learn About Finding the End Time in Word Problems

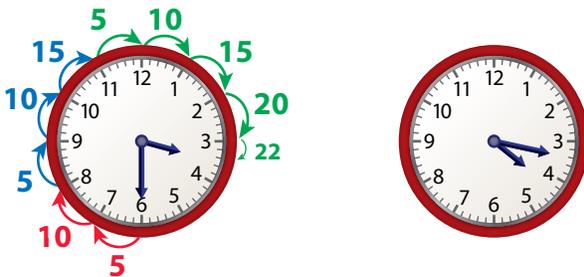
Read the problem below. Then explore different ways to find the end time when you know the start time and the amount of elapsed time.

Jenna got home from school at 3:30. She did math homework for 10 minutes. Next she did science homework for 15 minutes. Then she practiced the piano for 22 minutes. What time did Jenna finish?

Picture It You can use a clock to help you find the end time.

The first clock shows 3:30, because that is when Jenna started her homework. Count **10 minutes** for her math homework, **15 minutes** for her science homework, and **22 minutes** for her piano practice.

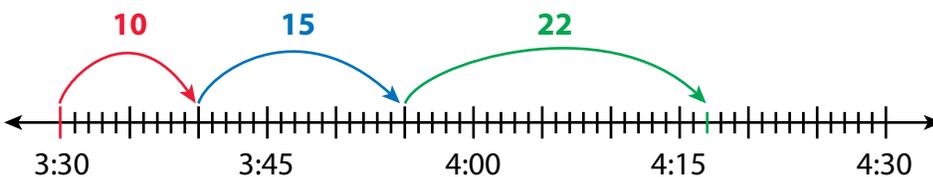
The second clock shows the time Jenna finished.



Model It You can also use a number line to help you find the end time.

The number line below shows times in hours and minutes. Each long mark shows 5 minutes. Each short mark shows 1 minute.

Start at 3:30. Show a jump on the number line for each task. Each jump is equal to the number of minutes it took Jenna to do the task.



The last jump on the number line shows what time Jenna was finished with all three tasks.

Connect It Now you will find the end time for the problem from the previous page.

2 Explain how to figure out the total elapsed time from the number of minutes Jenna spent doing her homework and practicing the piano. _____

3 Explain how you can use the total elapsed time to find Jenna's end time for doing her homework and practicing the piano. _____

4 What time did Jenna finish? _____ Why is the hour now 4, instead of 3? _____

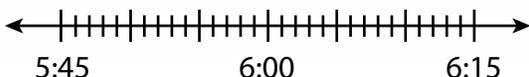
5 Explain how to find the end time when you know the start time and the total elapsed time. _____

Try It Use what you have learned about finding the end time to help you solve these problems. Show your work on a separate sheet of paper.

6 Nate finished dinner at 7:10. He did dishes for 15 minutes and then took a shower for 10 minutes. Then he read for 15 minutes before he went to bed. What time did Nate go to bed? _____



7 Kari started a phone call to her family at 5:45. She talked to her grandma for 10 minutes, then her grandpa for 5 minutes, and then her cousin for 8 minutes. What time did Kari end the call? _____



Learn About Finding the Start Time in Word Problems

Read the problem below. Then explore different ways to find the start time when you know the end time and the amount of elapsed time.

Marc's guitar lesson starts at 5:20. It takes Marc 15 minutes to get to his lesson from his house. Before Marc leaves, he has to do chores for 25 minutes. What time should Marc start doing his chores to get to his lesson on time?

Picture It You can use a clock to help you find the start time.

The clock shows 5:20, because that is when Marc's guitar lesson starts. Count **15 minutes** backward for the time it takes to get to his lesson. Then count **25 minutes** backward for the time it takes him to do his chores.

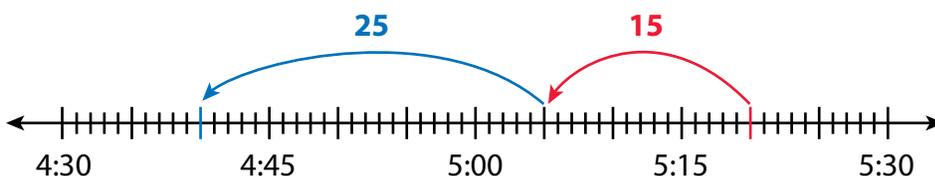
The second clock shows the time Marc should start doing his chores.



Model It You can also use a number line to help you find the start time.

The number line below is like the one used for the last problem. It shows times in hours and minutes. Each long mark shows 5 minutes. Each short mark shows 1 minute.

Start at 5:20. Count back the number of minutes it takes Marc to get to his lesson and do his chores.



Connect It Now you will find the start time for the problem from the previous page.

8 Explain why the times are counted backward from 5:20 on the clock and on the number line. _____

9 What time should Marc start doing his chores? _____

Why is the number of hours now 4, instead of 5? _____

10 Explain how to find the start time when you know the end time and the elapsed time. _____

Try It Use what you've learned about finding the start time to help you solve these problems. Show your work on a separate sheet of paper.

11 Enrique walked 5 minutes from his grandma's house to the store, stopped at the store for 20 minutes, and then walked 10 minutes from the store to his house. He got to his house at 6:00. What time did he leave his grandma's house? _____



12 Mira finished making fruit slices and sandwiches for lunch at 12:30. She cut up fruit for 10 minutes and made sandwiches for 7 minutes. What time did she start making lunch? _____



Practice  **Solving Problems About Time**

Study the example below. Then solve problems 13–15.

Example

Malea's soccer game started at 9:40 and ended at 10:32. How long was Malea's soccer game?

Look at how you could show your work.

9:40 is 20 minutes before 10:00.

10:32 is 32 minutes after 10:00.

$$20 + 32 = 52$$

Solution 52 minutes



The student used what she knew about telling time before and after the hour to find the answer.

**Pair/Share**

How else could you have solved this problem?

- 13** Lamar watched his little sister while his mom was busy. He played blocks with her for 15 minutes, peek-a-boo for 5 minutes, and trains for 13 minutes. His mom came back to put his sister down for a nap at 2:15. What time did Lamar start watching his sister?

Show your work.



Do you need to count minutes forward or backward from 2:15 to find the time he started watching his sister?

**Pair/Share**

How did you decide how you would solve the problem?

Solution _____

- 14 Mr. Chen started doing yard work at 10:00. He watered flowers for 6 minutes, weeded his garden for 12 minutes, and trimmed bushes for 27 minutes. What time was Mr. Chen done with his yard work?

Show your work.



I think adding all of the times together first would make this problem easier to solve.

Solution _____

 **Pair/Share**

Did you need to draw a clock or number line to help you? Why or why not?

- 15 Carter finished cleaning his room at 11:35. It took him 10 minutes to put all his toys away and 4 minutes to make his bed. What time did Carter start cleaning his room? Circle the letter of the correct answer.

- A 11:49
- B 11:25
- C 11:21
- D 10:21



Did Carter start cleaning his room before or after 11:35?

Ann chose **A** as the correct answer. How did she get that answer?

 **Pair/Share**

Does Ann's answer make sense?

Practice  **Solving Problems About Time**

Solve the problems.

1 What is the elapsed time between 1:08 and 1:37?

- A 25 minutes
- B 29 minutes
- C 30 minutes
- D 31 minutes

2 It took Juan 5 minutes to ride his bike to the park, where he played basketball for 25 minutes. Then it took him 5 minutes to ride home again. He got home at 10:10. Which clock shows the time Juan left for the park?



A



C



B



D

3 Patty, Joyce, and Stef leave for school at 7:45. Choose *Yes* or *No* to tell whether each girl can leave for school on time.

- a. Patty gets up at 7:10. It takes her 10 minutes to get ready, 7 minutes to pack her lunch, and 15 minutes to eat breakfast. Yes No
- b. Joyce gets up at 6:50 and exercises for 30 minutes. Then it takes her 20 minutes to get ready and 12 minutes to eat breakfast. Yes No
- c. Stef gets up at 7:15. It takes her 15 minutes to get ready, 5 minutes to pack her lunch, and 9 minutes to eat breakfast. Yes No

- 4 Joe spent 40 minutes reading a magazine. Which pairs of clocks show possible times that he started and finished reading the magazine? Circle the letter for all that apply.

	Start:	Finish:		Start:	Finish:
A			C		
	Start:	Finish:		Start:	Finish:
B			D		

- 5 Mariah played two games of checkers with her brother. The first game took 12 minutes and the second game took 18 minutes. They put the game away at 7:55. What time did they start playing checkers?

Show your work.

Answer They started playing checkers at _____.

- 6 Jamal started writing thank-you notes at 5:25. It took him 20 minutes to write them. He also spent some time writing addresses on the envelopes. He finished at 6:00. How long did it take Jamal to write the addresses?

Show your work.

Answer It took Jamal _____ minutes to write the addresses.

Self Check Go back and see what you can check off on the Self Check on page 213.

Solve Problems About Time

Name: _____

Prerequisite: Tell Time to the Minute

Study the example problem showing how to tell time to the minute. Then solve problems 1–7.

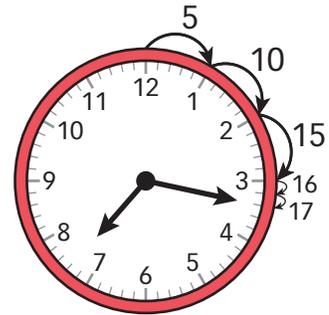
Example

Oscar took his pet hamster out of its cage to play. The clock shows what time it was. What time did Oscar take the hamster out of the cage?

The hour hand shows that it is between 7 and 8 o'clock. It takes 5 minutes for the minute hand to move from one number to the next. It takes 1 minute for the minute hand to move from one mark to the next.

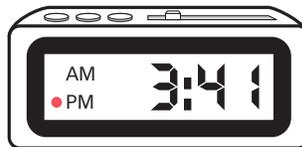
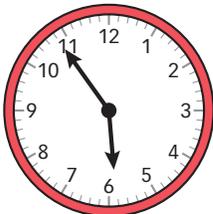
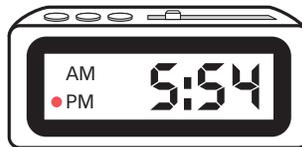
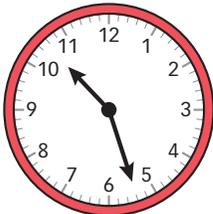
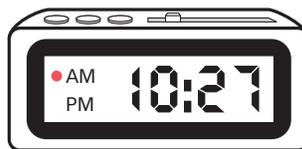
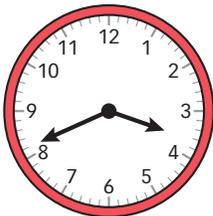
Count by fives from the 12 to the 3. Then count 2 more minutes.

The clock shows 17 minutes after 7, or 7:17.
Oscar took the hamster out of the cage at 7:17.



Draw lines to match clocks that show the same time.

1

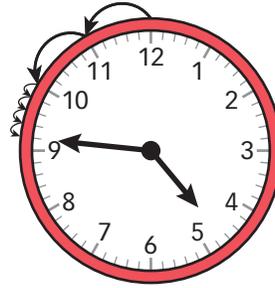


Solve.

2 Look at the arrows on the clock. Count by fives and by ones to find the minutes before the hour. Fill in the blanks.

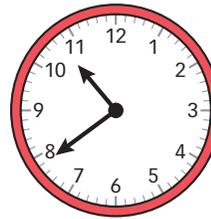
5, _____, 11, _____, _____, _____

It is _____ minutes before _____.

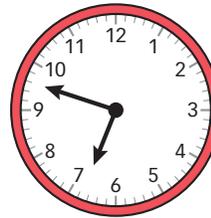


Write the time in two ways.

3 _____
_____ minutes before _____

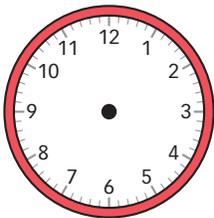


4 _____
_____ minutes before _____

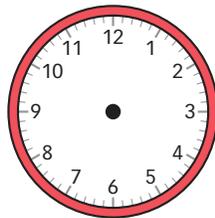


Draw the hands on the clock to show the time.

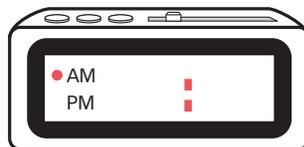
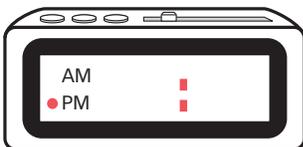
5 It is 22 minutes before 4:00.



6 It is 9 minutes after 9:00.



7 Write the times from problems 5 and 6 on the clocks below.



Find the End Time in Word Problems

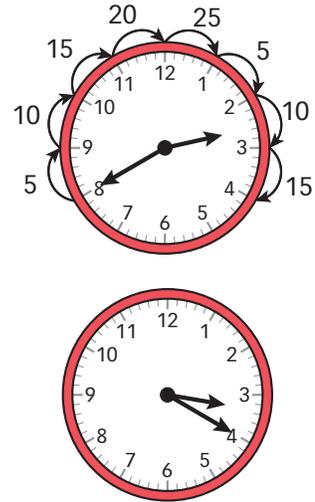
Study the example problem showing how to find the end time when you know the start time and the elapsed time. Then solve problems 1–6.

Example

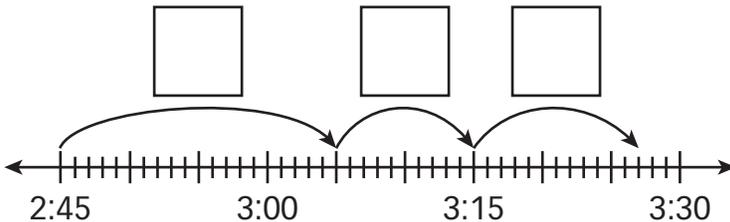
Anna started walking her dog, Pickles, at 2:40. She walked for 25 minutes. Then she played ball with Pickles for 15 minutes. What time did Anna finish?

Start at 2:40. Count 25 minutes for the walk. Then count 15 minutes for playing ball. The minute hand went past 12, so the hour moved ahead to the 3. The minute hand ended on the 4.

The second clock shows the end time, which is 3:20.



- 1** Alma got to the playground at 2:45. She spent 20 minutes on the swings and 10 minutes on the jungle gym. She played on the slide for 12 minutes. Then she went home. What time did Alma go home? Fill in the blanks.



Alma went home at _____.

- 2** Juanita got in line for the Safari Ride at 11:55. She waited in line for 8 minutes. The ride lasted for 7 minutes. What time did she get off the ride?



Solution: _____

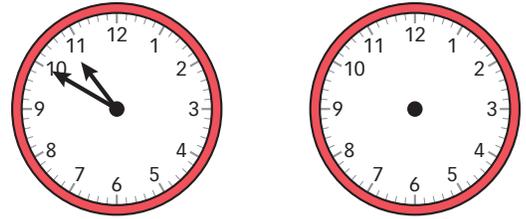
Vocabulary

elapsed time the time between a start time and an end time.



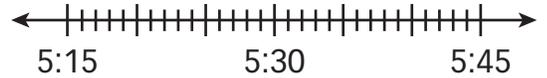
Solve.

- 3** Jay went outside at 10:50 and spent 35 minutes looking for worms. Then he took 10 minutes to collect his gear. After that Jay went fishing. What time did Jay leave to go fishing? Draw hands on the clock to show the time. Write the time.



Jay left to go fishing at _____.

- 4** Kareem started climbing on the rock wall at 5:20. He climbed for 16 minutes. What time did Kareem finish climbing on the rock wall?



Solution: _____

- 5** The Mendoza family left home at 10:30. They drove 25 minutes and stopped at the store. The family spent 20 minutes in the store. Then they drove another 13 minutes to get to the beach. What time did they get to the beach?

Show your work.

Solution: _____

- 6** Sharna leaves school at 3:10. It takes 12 minutes for her to walk home from school. It takes 7 minutes for her to gather her soccer equipment and 10 more minutes to get to the soccer field. Soccer practice starts at 3:45. Sharna thinks she will be late. Do you agree? Explain.

Find the Start Time in Word Problems

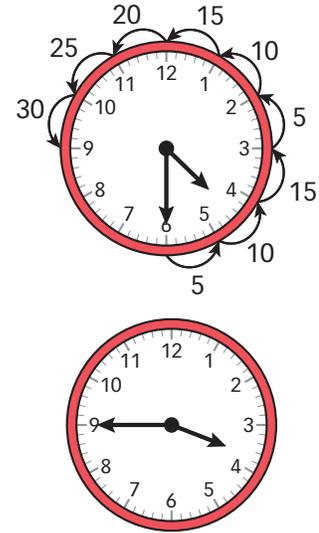
Study the example problem showing how to find the start time when you know the end time and the elapsed time. Then solve problems 1–5.

Example

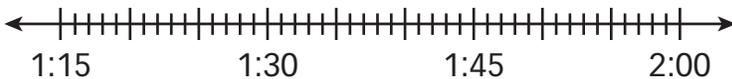
Ming is riding her bike to Carmen’s house. She wants to be there by 4:30. First she has to do homework for 30 minutes. The bike ride takes 15 minutes. What time should Ming start her homework?

Start at 4:30. Count back 15 minutes for the bike ride. Then count back 30 minutes for homework. The minute hand went past 12, so the hour moved back to the 3. The minute hand ended on the 9.

The second clock shows the start time, which is 3:45. Ming should start her homework by 3:45.



- 1** Johanna and her mom want to get to the birthday party at 2:00. It is a 25-minute walk. On the way, they plan to stop for 15 minutes to get a card. What time should they leave? Show how to count backward on the number line.



Solution: _____

- 2** If they drive, it takes 8 minutes to get to the party. Johanna and her mother still want to stop and get a card. What time should they leave if they drive to the party? Explain.



Solve.

- 3 A movie starts at 5:15. Rudy wants to get to the theater 25 minutes before the movie starts. It takes 10 minutes to drive to the theater. What time should Rudy leave home?

Show your work.

Solution: _____

- 4 Carlos played on the playground for 12 minutes. Then he swam at the pool for 25 minutes. He finished at 12:00. What time did he start playing?

Show your work.

Solution: _____

- 5 Allie was done with gymnastics practice at 7:30. At practice, she tumbled for 20 minutes. Then she worked on the balance beam for 10 minutes. Allie also practiced on the trampoline for 15 minutes. What time did she start practice?

Show your work.

Solution: _____

Solve Problems About Time

Solve the problems.

- 1** The Soto family sat down at a table at a restaurant. Then they waited 10 minutes to order their food. They waited 20 minutes until the food arrived. They took 25 minutes to eat dinner and were done at 6:30. What time did they sit down at the table? Circle the letter of the correct answer.

- A** 5:25 **C** 5:45
B 5:35 **D** 7:25

Dana chose **D** as the correct answer. How did she get that answer?

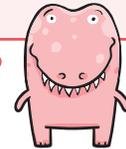
Is the time they sat down before or after 6:30?



- 2** Rashid made a stuffed bear at the toy store. He started at 4:40. He spent 25 minutes at the stuffing table and 21 minutes at the decorating table. Then he was done. What time did he finish?

Show your work.

How many minutes does it take the hour hand to move to the next hour?



Solution: _____



Solve.

3 Gino and his brothers, Brad and Tony, want to leave at 11:15 to go to the park. Choose *Yes* or *No* to tell whether each brother will be ready in time.

a. Gino starts at 10:50. Yes No
He takes 15 minutes to shower and 8 minutes to get dressed.

b. Brad starts at 10:45. Yes No
He takes 15 minutes to eat a sandwich and 10 minutes to wash up.

c. Tony starts at 11:05. Yes No
He takes 9 minutes to get dressed and 3 minutes to brush his teeth.

Do you count forward or backward from each start time?



4 How long is it from 7:06 to 7:32? Circle the letter of the correct answer.

- A** 16 minutes **C** 26 minutes
B 24 minutes **D** 38 minutes

How might you use subtraction to find the answer?



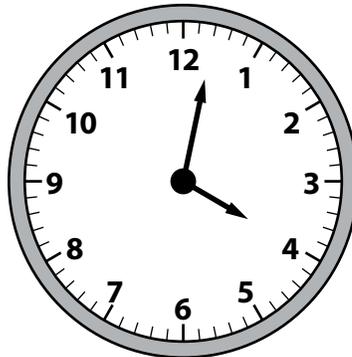
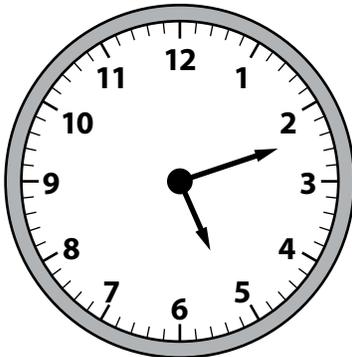
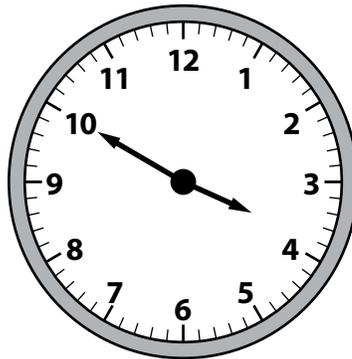
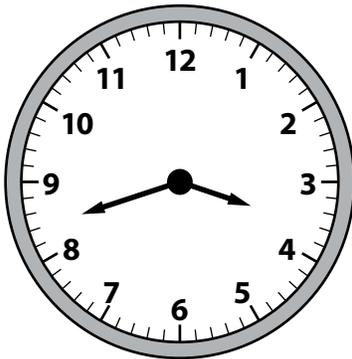
5 Nathan's family wants to be at Grandma's house by 10:45. They need to take a 50-minute bus ride. Then they have to walk for 12 minutes. They can take a bus that leaves at 9:45 or one that leaves at 9:30. Which bus should the family take? Explain.

It's okay to get there a little early.



Ready® Mathematics**Lesson 21 Quiz****Solve the problems.**

- 1** It took Mr. Walsh 10 minutes to drive from his house to the store. He shopped for 28 minutes. Then it took him 10 minutes to drive home. He arrived home at 4:30. Which clock shows the time Mr. Walsh left his house to go to the store?



- 2** Lunch starts at 11:43 AM and ends at 12:19 PM.

How long is lunch?

Show your work.

Answer: Lunch is _____ minutes long.



Lesson 21 Quiz continued

3 The table shows Naomi’s chores and how long it takes her to do each chore.

Chore	Time
Wash the dishes	13 minutes
Sweep the floor	5 minutes
Take out the trash	9 minutes

It is 6:04 now and Naomi needs to leave for her soccer game at 6:30. She needs 6 minutes to put on her uniform before she leaves. Which chores can Naomi do before she leaves?

Circle all the correct answers.

- A** Naomi has enough time to sweep the floor and wash the dishes.
- B** Naomi has enough time to take out the trash and wash the dishes.
- C** Naomi has enough time to sweep the floor and take out the trash.
- D** Naomi has enough time to do all of her chores.

4 Alex starts his math and science homework at 6:18 PM. He does his math homework first, and it takes 12 minutes. His science homework takes 13 minutes.

Choose *True* or *False* for each sentence.

- a.** Alex finishes his homework at 6:43 PM. True False
- b.** Alex finishes his homework in 20 minutes. True False
- c.** Alex finishes his math homework at 6:30 PM. True False
- d.** Alex finishes his homework at 27 minutes before 7:00. True False

5 Music class starts at 11:32 AM and lasts for 42 minutes. What time does music class end?

Use the times in the box to fill in the blank.

12:14 AM	12:14 PM	12:02 PM	11:50 AM
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Answer: Music class ends at _____.

