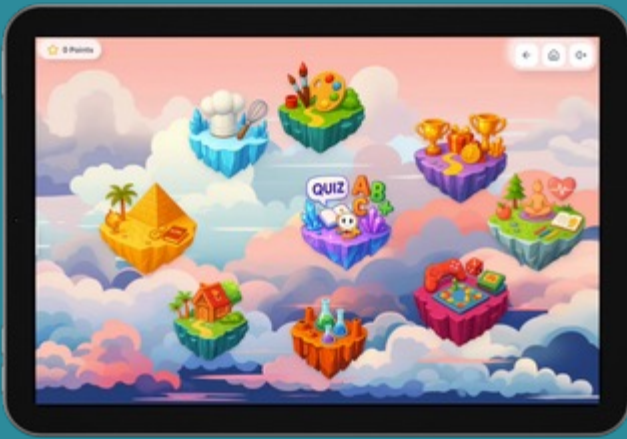


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Time Units that Fit - Year 3

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Time Units that Fit



60 seconds = **1** minute



60 minutes = **1** hour



24 hours = **1** day

A blink: about 1 second



Reading one page: about 2 minutes



12:30 pm is a time of day,
not a duration.

It tells
us when,
not how long.

Teacher Guide: Preparation and Lessons 1-2

Purpose

Help learners choose a sensible unit for a duration, connect 60 seconds to 1 minute, 60 minutes to 1 hour and 24 hours to 1 day, then revise an estimate from measured evidence.

Prepare

Teaching clock or calendar; a safe timer; R1 display; R2 example cards; R3 practice; R4 game cards; counters and pencils. Invite safe seated observations. Do not use speed competitions.

Entry check

Ask: How long might one blink take? Does 12:30 tell how long lunch lasts? Record who confuses a clock time with elapsed duration. Teach only the insecure prerequisite.

Lesson 1: short estimates

Model a blink as about one second and a page as about two minutes. Learners estimate reading a sentence or page, time safely and revise. Use R1 and R2 cards 1–3. Ask each learner to justify a chosen unit.

Lesson 2: seconds or minutes

Revisit only the insecure entry item. Model sharpening a pencil versus reading a page. Use R3 guided sheet 1, then ask for a changed example. Accept realistic measured variation with a reason.

Teacher Guide: Lessons 3-4

Lesson 3: basic equivalents

Model a complete Which Unit Fits turn: 60 seconds of sketching is one minute. Show an incorrect choice, explain the correction, then use R3 core sheet 2 and R4 cards. Observe reasons, not just turn-taking.

Lesson 4: one day

Show Monday 9:00 am to Tuesday 9:00 am on a calendar. The matching time the next day is 24 hours or one day. Use R3 transfer sheet 3 and both R5 rehearsal pages. Correct the claim that 10:30 am means 10 minutes 30 seconds.

Access and challenge

Support with a labelled clock/calendar and short steps. Core learners use fresh events without a nearby worked answer. Extension learners repair a contradiction and justify it; no decimal conversions or untaught clock precision.

Formative checks

After each lesson, ask for one example or explanation in the unit corpus. Record the actual misconception and next teaching action. Distinguish a time of day from a duration throughout.

Teacher Guide: Lesson 5 and Game Key

Lesson 5: independent evidence

Use R6 assessment independently. Learners choose realistic units, complete basic equivalences and explain one estimate revised after reliable timing. Use R7 rubric to note concept, task, reason and transfer evidence.

Which Unit Fits key

Cards 1–4: seconds; seconds; minutes; minutes. Card 5: 1 minute. Card 6: 1 hour. Card 7: 1 day. Card 8: 120 seconds. Card 9: 180 minutes. Card 10: 48 hours. Card 11: no duration from a start time alone. Card 12: minutes. Ask for a reason; accept supported observations where a unit choice can vary.

Marking notes

R3 and R5 answer pages give sample responses. Timed observations can vary. On R6, a sensible estimate with a specific explanation is stronger evidence than a guessed number. A learner may respond orally or with a supported recording method without changing the mathematics target.

Next step

For learners still confusing clock time and duration, practise start/finish examples. For learners with insecure equivalents, revisit a physical clock/calendar before another fresh task. For secure learners, vary the context while keeping the same relation.

Year 3 Mathematics

Time Units that Fit

Time helps us make sense of our day!

Smaller or bigger?
Choose a unit that fits!

1

A blink: about 1 second.
Why not 1 hour?



A blink is very short!

2

Read one sentence: estimate 10 seconds.
Time it safely. What changed?



Your estimate might be different to the real time!

3

Lunch starts at 12:30 pm.
Can you find its duration from this alone?
Explain.



A clock time tells us a moment, not a length of time.

4

60 seconds of careful sketching = 1 minute



5

Tidy your pencils: estimate 2 minutes, then time it. Revise if needed.



6

Read a page: estimate in minutes. Compare with a measured result.



7 60 minutes of art = **1 hour**



1 hour

8 A class lesson: about **1 hour**.
Explain why seconds are awkward.



9 **9:00 am** is a start time.

What more do you need to know
to find the **duration**?



9:00 am

10

24 hours = 1 day



24 hours



11

Monday 9:00 am to Tuesday 9:00 am = 1 day



12

**A 30-minute break is part of an hour.
Which unit fits your estimate?**



Time
for a
break!



Name: _____

Estimate, Measure, Revise 1

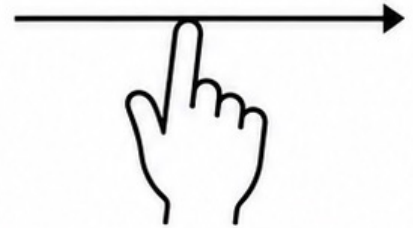
1. Move a finger across one line.

Estimate: ____ seconds.

Measured: ____ seconds.

Revised estimate: ____ seconds.

Why?



2. Read one page.

Estimate: ____ minutes.

Measured: ____ minutes.

Revised estimate: ____ minutes.

Why?



3. 60 seconds = ____ minute.

4. Lunch starts at 12:30 pm. Can you know its duration? Why?



Name: ANSWERS

Estimate, Measure, Revise 1

1. Move a finger across one line.

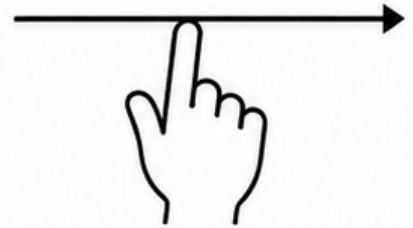
Estimate: 2 seconds.

Measured: 2 seconds.

Revised estimate: 2 seconds.

Why?

Timing matched the estimate.



2. Read one page.

Estimate: 2 minutes.

Measured: 3 minutes.

Revised estimate: 3 minutes.

Why?

Timing was 1 minute longer.



3. 60 seconds = 1 minute.

4. Lunch starts at 12:30 pm. Can you know its duration? Why?

No. A start time alone does not give the finish time or elapsed duration.



Accept other reliable observations.

Name: _____

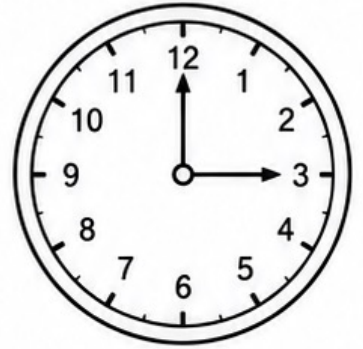
Estimate, Measure, Revise 2

1. 2 minutes = _____ seconds.

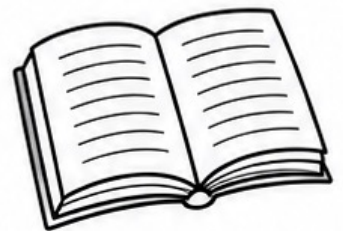
2. 3 hours = _____ minutes.

3. 2 days = _____ hours.

4. Choose a sensible unit for sharpening a pencil. Why?



5. Choose a sensible unit for reading a chapter. Why?



6. Is 9:00 am a clock time or a duration? Explain.

PREVIEW

Name: ANSWERS

Estimate, Measure, Revise 2

1. 2 minutes = 120 seconds.

2. 3 hours = 180 minutes.

3. 2 days = 48 hours.

4. Choose a sensible unit for sharpening a pencil. Why?

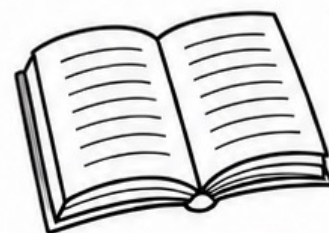
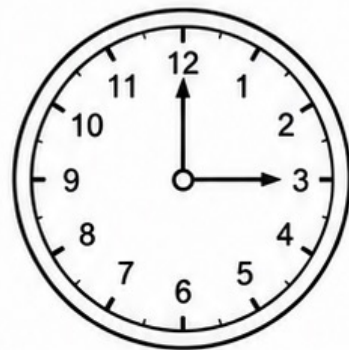
Seconds. Sharpening is brief.

5. Choose a sensible unit for reading a chapter. Why?

Minutes. Reading a chapter takes longer than a moment.

6. Is 9:00 am a clock time or a duration? Explain.

Clock time. It says when, not how long.



PREVIEW

Name: _____

Estimate, Measure, Revise 3

1. Silent reading was estimated at 10 minutes and measured at 8 minutes. Revise the estimate. Explain.



2. An art lesson lasts 60 minutes. How many hours is that? Explain.



3. From Monday 9:00 am to Tuesday 9:00 am: how many hours and days? Explain using a calendar.

Mon	Tue	Wed	Thu	Fri	Sat	Sun

Name: ANSWERS

Estimate, Measure, Revise 3

1. Silent reading was estimated at 10 minutes and measured at 8 minutes. Revise the estimate. Explain.



Revise to 8 minutes. The measured time is 2 minutes shorter.

2. An art lesson lasts 60 minutes. How many hours is that? Explain.



1 hour, because 60 minutes make 1 hour.

3. From Monday 9:00 am to Tuesday 9:00 am: how many hours and days? Explain using a calendar.

24 hours or 1 day. The same time on the next calendar day is a full day.

Mon	Tue	Wed	Thu	Fri	Sat	Sun
Mon	Tue					

Which Unit Fits?

Partner game rules

1. Work with a partner.
2. Draw one challenge card.
3. Both players choose a time unit or equivalence.
4. Each player explains a reason.
5. Check the teacher key. Use a safe timer, clock or calendar when asked.
6. Score 1 point for a correct choice and reason.
7. First to 6 points wins.



Worked turn

60 seconds of careful sketching = 1 minute

Because 60 seconds make 1 minute.



Player 1: _____

Player 2: _____



Which Unit Fits? Challenge Cards 1-6



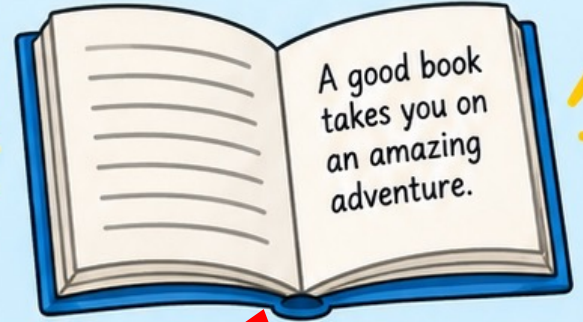
1

A blink.
Choose a sensible
unit. Why?



2

Read one sentence.
Choose a sensible
unit. Why?



3

Read one page.
Choose a sensible
unit. Why?



4

Tidy pencils.
Choose a sensible
unit. Why?



5

60 seconds of
sketching.
Give equivalent
minutes.



6

A 60-minute
art lesson.
Give equivalent
hours.



Different activities fit different time units!

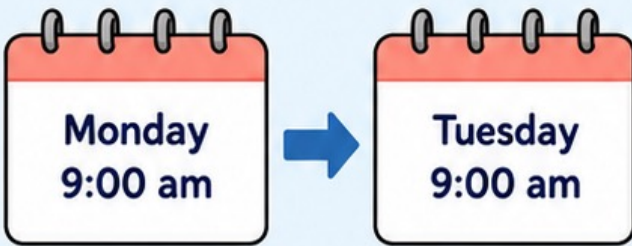
Which Unit Fits? Challenge Cards 7–12

Read each card. Think about the best unit of time. Solve it on your own paper.

Time helps us make sense of the day!



7 Monday 9:00 am to Tuesday 9:00 am.
How many days?



8 2 minutes of stretching.
How many seconds?



A healthy body helps a happy mind!

9 3 hours in a workshop.
How many minutes?



10 2 full days.
How many hours?



11 Lunch begins at 12:30 pm.
Can you know its duration?



Some questions don't have a single answer. Think about what you know!

12 A 30-minute break.
Choose a sensible unit.
Why?

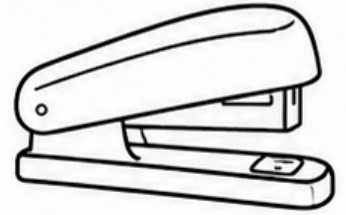


Time for something you enjoy!

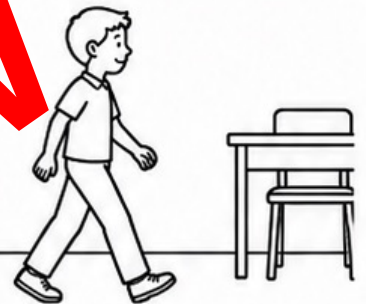
Name: _____

Time Evidence Rehearsal 1

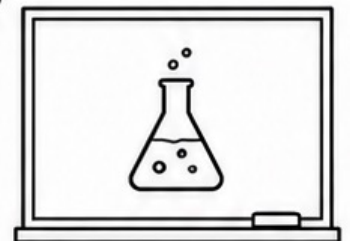
1. Choose a sensible time unit for stapling two pages. Why?



2. Choose a sensible time unit for walking across a classroom. Why?



3. Choose a sensible time unit for a whole science lesson. Why?



4. A lesson begins at 10:30 am, so it lasts 10 minutes 30 seconds.
Repair this claim. What information is missing?



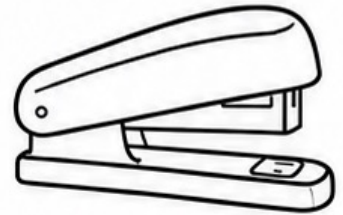
Name: **ANSWERS**

Time Evidence Rehearsal 1

1. Choose a sensible time unit for stapling two pages. Why?

Seconds.

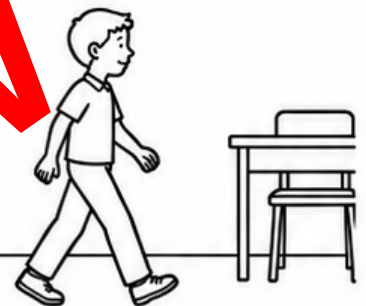
Stapling two pages is brief.



2. Choose a sensible time unit for walking across a classroom. Why?

Seconds for a short room walk.

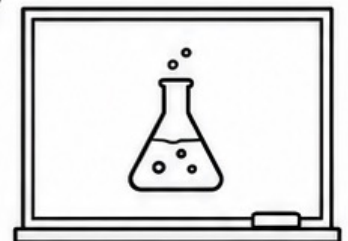
Accept a measured alternative with a reason.



3. Choose a sensible time unit for a whole science lesson. Why?

Minutes.

A whole lesson lasts much longer than a moment.



4. A lesson begins at 10:30 am, so it lasts 10 minutes 30 seconds.
Repair this claim. What information is missing?

10:30 am is a start time.

We need the finish time or measured duration.



Name: _____

Date: _____

Time Evidence Rehearsal 2

Estimate, measure, compare and explain.

Task	Draw one small shape.
My estimate:	_____ seconds
Measured time:	_____ seconds
My revised estimate:	_____ seconds
Why did it change?	

PREVIEW

Complete the time equivalences.

60 seconds = _____ minute 60 minutes = _____ hour 24 hours = _____ day

Which relation helped you most? Why?

Name: ANSWERS

Date: _____

Time Evidence Rehearsal 2

Estimate, measure, compare and explain.

Task	Draw one small shape.
My estimate:	<u>30</u> seconds
Measured time:	<u>45</u> seconds
My revised estimate:	<u>45</u> seconds
Why did it change?	The safe timing was 15 seconds longer than my estimate.

Complete the time equivalences.

60 seconds = 1 minute 60 minutes = 1 hour 24 hours = 1 day

Which relation helped you most? Why?

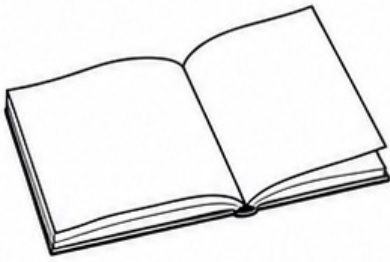
The seconds-to-minute relation helped me check whether 45 seconds is less than a minute.

Actual observations may vary.

Name: _____

Time Units that Fit Assessment

1. Choose a sensible unit and estimate for opening a book. Explain.

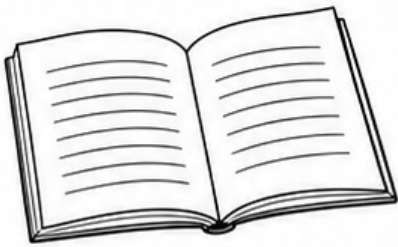


Unit: _____

Estimate: _____

Explanation: _____

2. Choose a sensible unit and estimate for reading one page. Explain.



Unit: _____

Estimate: _____

Explanation: _____

3. 2 minutes = _____ seconds. 1 day = _____ hours.

2 minutes = _____ seconds. 1 day = _____ hours.

4. Estimate a safe short task, measure it, then revise your estimate. Record the measured result and explain.

Task: _____

My estimate: _____

Measured result: _____

My revised estimate: _____

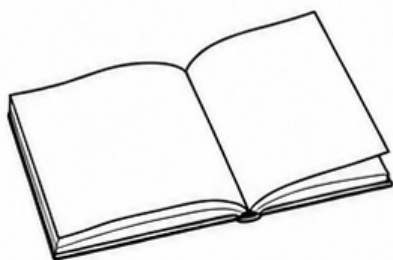
Explanation: _____

5. A learner says, 9:00 am lasts 9 hours. Correct the claim.

Name: **ANSWERS**

Time Units that Fit Assessment

1. Choose a sensible unit and estimate for opening a book. Explain.

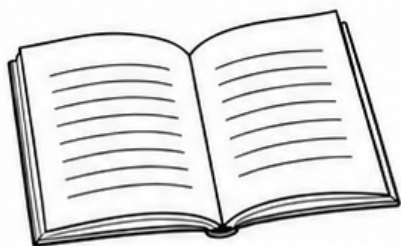


Unit: **Seconds**

Estimate: **about 2 seconds**

Explanation: **Opening a book is brief.**

2. Choose a sensible unit and estimate for reading one page. Explain.



Unit: **Minutes**

Estimate: **about 2 minutes**

Explanation: **Reading a page takes longer than a moment.**

3. 2 minutes = ____ seconds. 1 day = ____ hours.

2 minutes = **120** seconds. 1 day = **24** hours.

4. Estimate a safe short task, time it, then revise your estimate. Record the measured result and explain.

Task: **Draw a small shape**

My estimate: **30 seconds**

Measured result: **45 seconds**

My revised estimate: **45 seconds**

Explanation: **Reliable timing was 15 seconds longer.**

5. A learner says, 9:00 am lasts 9 hours. Correct the claim.

9:00 am is a clock time, not a duration. A finish time is needed.

Name: _____

Learning Evidence Rubric

Year 3 – Mathematics – Time Units that Fit

	Needs teaching	Developing with support	Target met independently
Concept / accuracy	Uses an inaccurate representation	Correct on familiar models with a prompt	Applies the unit relation to a fresh case
Application / procedure	Cannot complete the meaningful task yet	Completes with a model or steps	Completes the assessment task independently
Reason / evidence	Guess or unsupported opinion	Relevant detail needs prompting	Explains with specific appropriate evidence
Transfer / communication	Response is unclear or fresh context insecure	Clear with support; fresh context insecure	Communicates clearly in a fresh matched context

Evidence observed:

Next teaching step:

Time Units that Fit

PREVIEW



Our learning goal

Choose a sensible time unit for a real activity.

Estimate, check with evidence, and explain a revision.

What unit suits one blink? Is 12:30 pm a duration?



Time words

A second is brief. A minute has 60 seconds.

An hour has 60 minutes. A day has 24 hours.

A clock time says when; duration says how long.



Time unit relationships

60 seconds = 1 minute

60 minutes = 1 hour

24 hours = 1 day

Check with a clock, safe timer or calendar.



A short benchmark

A blink takes about one second.

An hour would be an unrealistic estimate.

Use a safe classroom observation to check.



A time of day

Lunch begins at 12:30 pm.

That tells us when lunch starts.

We need a finish time or measured length to know duration.



Estimate before timing

How long might it take to read one page?
Choose seconds, minutes, hours or days.
Explain your choice before you time it.



Estimate after timing

Minutes is a sensible unit for reading a page.
Compare your estimate with reliable timing.
Revise when the evidence differs.



Different scales

Sharpening a pencil is brief: seconds may fit.

A whole lesson lasts much longer: minutes may fit.

Explain why the units differ.



One complete game run

Card: 60 seconds of careful sketching.

Answer: 1 minute.

Reason: 60 seconds make 1 minute. Check the key.



Partner challenge

A class art lesson lasts 60 minutes.

Name the equivalent duration in hours.

Explain the relationship before checking.



Correct a common error

“9:00 am is nine hours long” is unsupported.

9:00 am names a time of day.

A start time alone cannot give elapsed duration.



One day later

Monday 9:00 am to Tuesday 9:00 am
is 24 hours, or one day.

Use a calendar to show the next day.



Three routes to practise

Support: labelled clock or calendar and steps

Core: fresh events with a reason.

Extension: repair a contradictory claim.



Independent evidence

Estimate a safe, short activity.

Record a reliable timed result and revise.

Explain one basic time-unit relationship.



Reflect on evidence

What did the timing show?

How did your estimate change?

Which unit would you choose next time and why?



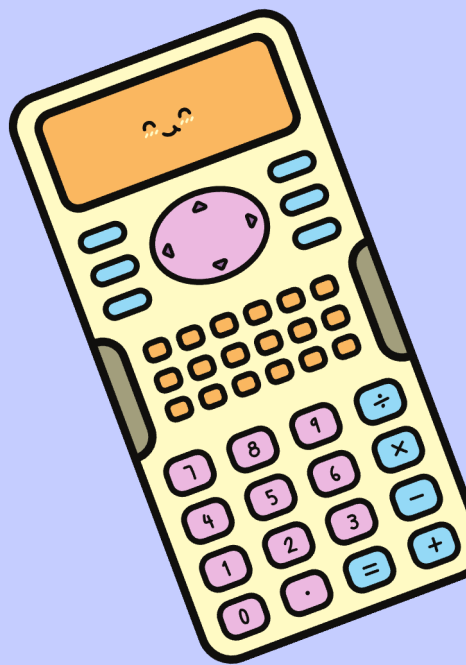
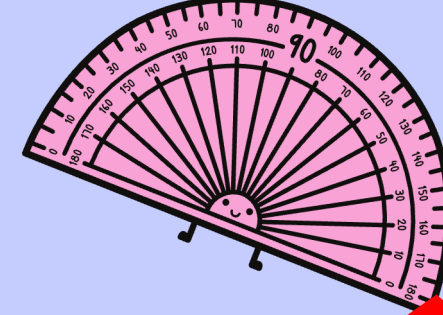
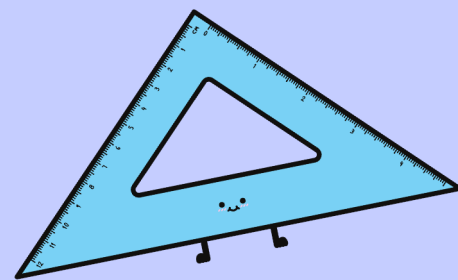
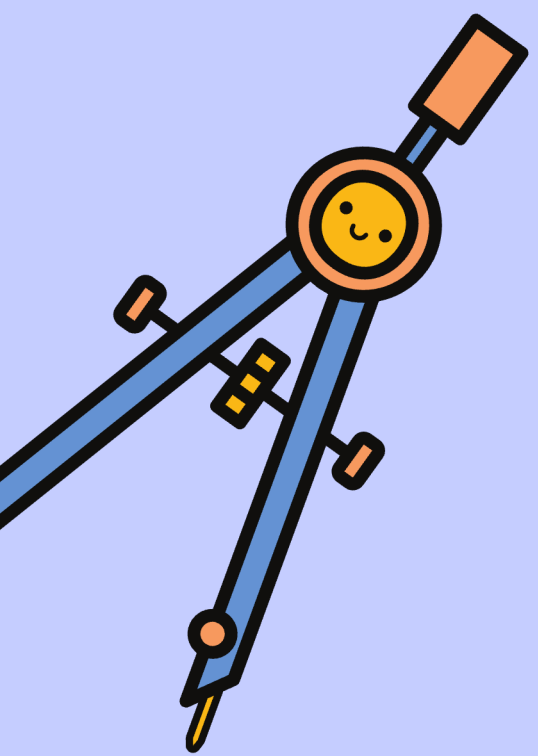
What now fits

Seconds suit very short events.

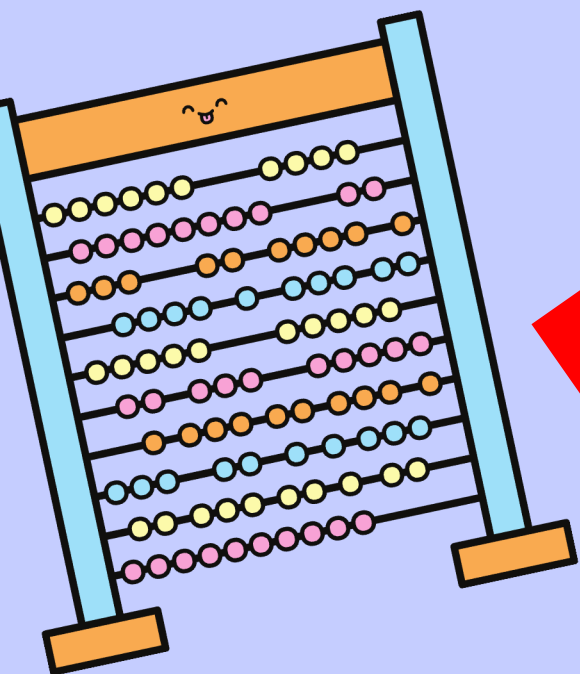
Minutes suit many classroom tasks.

Hours suit longer sessions: days suit whole day spans.

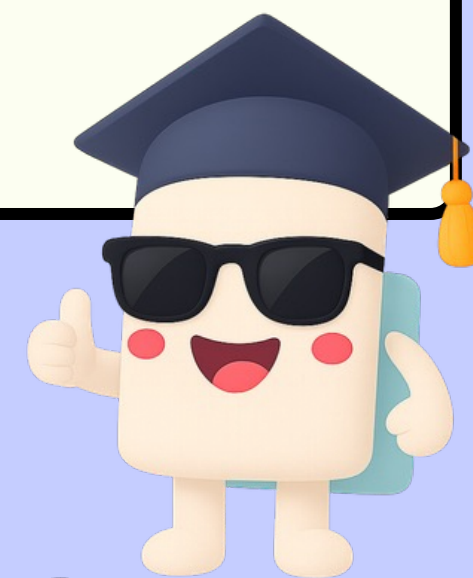
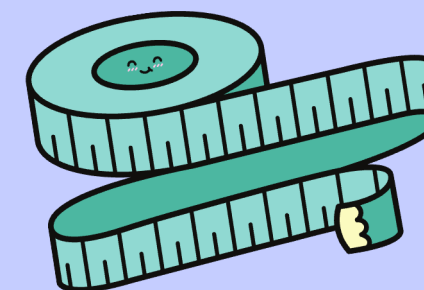
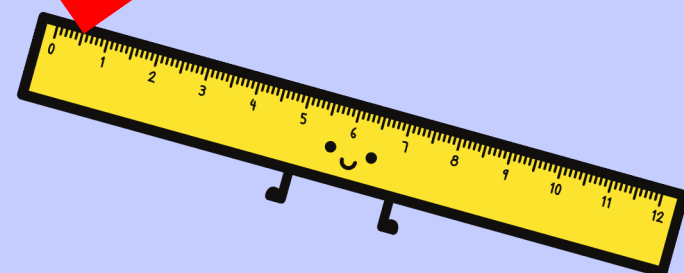




Well Done!



PREVIEW



Time Units that Fit Quiz

PREVIEW



Question 1

Two minutes contain how many seconds

PREVIEW



Answer 1

120 seconds. Each minute contains 60 seconds.

PREVIEW



Question 2

How many hours are in one day?



Answer 2

24 hours make one day.



Question 3

You estimated 2 minutes for a page. Timing shows 3 minutes. Revise?

PREVIEW



Answer 3

Yes. Record 3 minutes; observation was 3 minutes longer



Question 4

Three minutes contain how many seconds?

PREVIEW



Answer 4

180 seconds. Three groups of 60 make 180.



Question 5

Pencil sharpen: about 20 seconds. Art lesson: about 20 minutes. Which unit fits each?



Answer 5

Seconds for the brief sharpen; minutes for the lesson.

PREVIEW



Question 6

A learner writes “10:30 am = 10 minutes 30 seconds”. What is wrong?



Answer 6

10:30 am is a clock time. It does not state duration.

PREVIEW



Question 7

A card says “60 seconds of sketching”. Give an equivalent minutes.



Answer 7

1 minute. 60 seconds make 1 minute.

PREVIEW



Question 8

Choose a unit for one blink and one page of reading. Explain.

PREVIEW



Answer 8

Blink: seconds. Page: minutes. Accept justified, measured alternatives.

PREVIEW



Question 9

Monday 9:00 am to Tuesday 9:00 am last holiday Monday.

PREVIEW



Answer q

One day, or 24 hours.

PREVIEW



Question 10

What evidence supports your answer to the previous question?



Answer 10

The same clock time on the next calendar day shows a full day.



Question 11

“Every activity starting at 9:00 am lasts the same number of hours. Example of the error.



Answer II

A start time alone does not determine duration and frequency.



Question 12

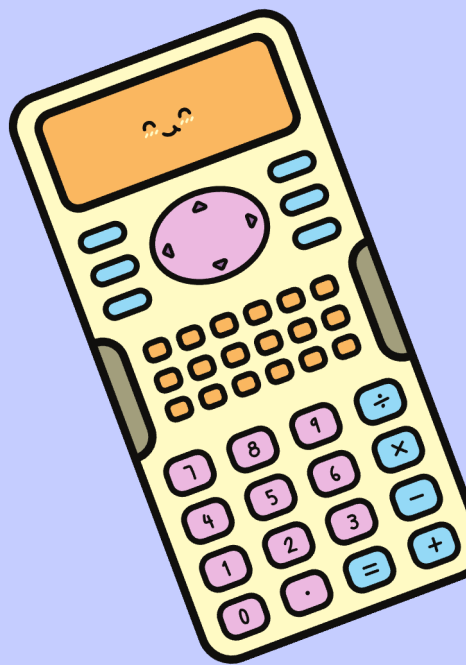
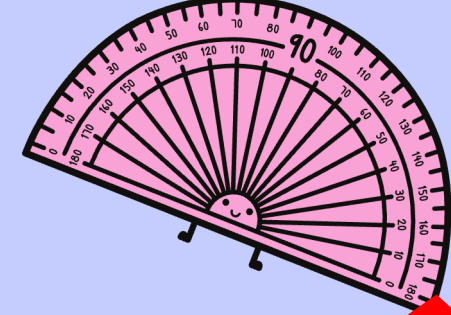
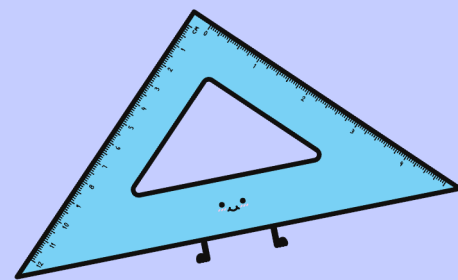
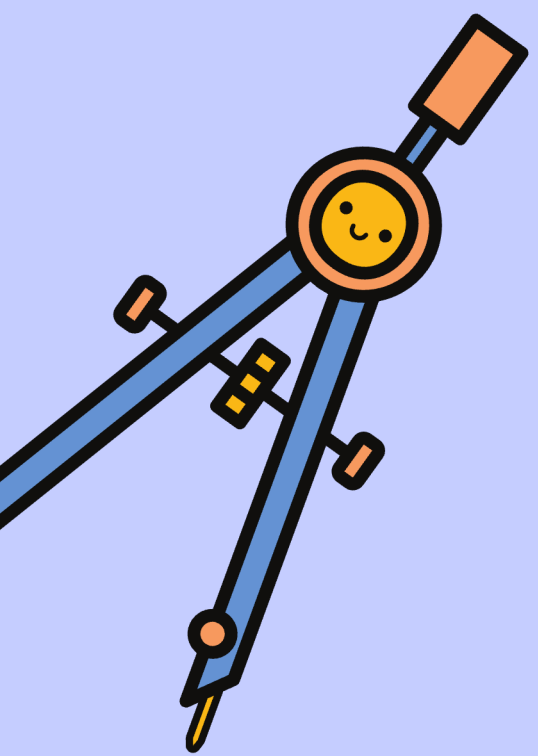
You predicted 1 minute. Timing shows 90 seconds. Improve the estimate and explain.



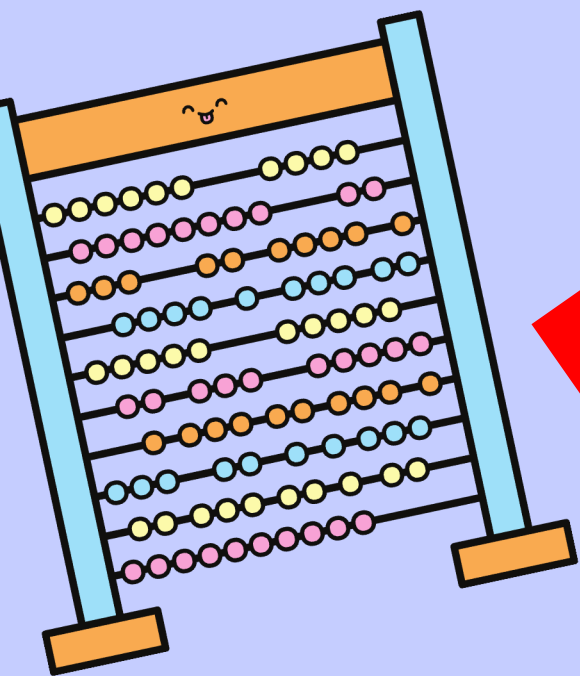
Answer 12

90 seconds, or 1 minute 30 seconds; time was 30 seconds longer.





Well Done!



PREVIEW

