RICH MATHEMATICAL TASK BOOKLET

MEASUREMENT TIME

YEAR 4

Teacher Booklet

Task 1

How many minutes are there between each hour on an analogue clock? To find out make a number line of an analogue clock which shows from 8 A.M. to 9 A.M. Make sure you put all the markings in between. Discuss with your group what the markings mean and then record the number they represent. What do you notice?

Use your timeline to show the activities you do between 8 and 9 o'clock on a school morning. Be ready to justify the length of time each activity took.

Teacher Notes

During the launch, explore the clock face of an analogue clock and then move to the big circle. Give each child a large numeral card (see copy masters). Ask the child with the 12 card to stand just inside the circle. Now ask the other children with the numeral cards to estimate and stand where they would be on the clock face. Discuss with them whether they are evenly spaced and why this is important. Repeat the activity giving different numeral cards to different children.

Facilitate the students to notice that the hours of the day are in sequence, and they end at midnight which is 12 PM and start at 1 which is 1 AM and that each hour uses the same amount of time.

When students shift to recognising the 12 hours in a day have a student stand between the one o'clock and two o'clock. Discuss the names of parts of an hour.

Expect students to represent using a number line representing the minutes between one hour and the next.

Shareback

Select students to share who have spaced their timeline markings evenly and have provided reasonable estimates of the time each activity would take on the number line.

Big Ideas

There are a range of attributes that we can measure including time.

Time duration for events can be compared using such ideas as longer, shorter, and equal as well as different measurements of time.

A clock is a circular number line - the hands move gradually around this number line.

On an analogue clock the hour hand shows the approximate time in the day and the minute hand shows a more exact time.

There are multiple ways to measure time and some units of time measurement are more appropriate than others within different contexts.

Time is displayed in different ways depending on the context.

Numbers that are used to measure time repeat themselves in a cycle.

Connect

Using the large numeral cards, re-create a large clock with the students.

Where would the minute hand be if it was showing a quarter of an hour? How many minutes past the hour is that?
Where would the minute hand be if it was showing a half of an hour? How many minutes past the hour is that?
Where would the minute hand be if it was showing three quarters of an hour? How many minutes past the hour is that?

Where would the minute hand be if it was showing half past? How many minutes past the hour is that?

Can you describe a way of reading the minute hand on the analogue clock face?

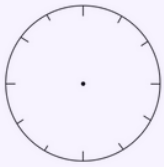
Suggested Learning Outcomes

Explore time by comparing durations of events.

Use the language of measurement to compare attributes.

Use the same standard unit repeatedly to measure attributes (iteration).

Independent Tasks



Where would the minute hand be if it was showing a quarter of an hour?
How many minutes past the hour is that?

Where would the minute hand be if it was showing half of an hour? How many minutes past the hour is that?

Where would the minute hand be if it was showing three quarters of an hour? How many minutes past the hour is that?

Where would the minute hand be if it was showing half past? How many minutes past the hour is that?

Can you describe a way of reading the minute hand on the analogue clock face?

Curriculum Links

During Year 4
Tell the time to the nearest 5 minutes, using the language of 'minutes past the hour' and 'to the hour'

Mathematical Language

Morning, afternoon, day, after, before, hours, week, month, year, decade, time, measurement, timeline, midday, midnight, noon, analogue clock, digital clock, clockwise, anticlockwise

Anticipations

Solutions, Misconceptions

Task 2

What might you be doing at each hour from midnight to midday?

On a strip of paper, create a timeline that shows each hour between midnight and midday. Add activities to your timeline that show what you are doing between midnight and midday.When do you start and stop each activity?

When you have finished join the ends together so that you make a circular timeline.
What do you notice about your timeline and the analogue clock?

Now think about what you might be doing at each hour from midday to midnight. On a strip of paper, create a timeline that shows each hour between midday and midnight. Add activities to your timeline that show what you are doing between midnight and midday.When do you start and stop each activity?
When you have finished join the ends together so that you make a circular timeline.

What do you notice about your timeline and the analogue clock?

Teacher Notes

During the launch, have the students explore what they can do in one second and then one minute. (For example, picking up a book and putting it back on the floor an estimated number of times). Explain that this task will focus on hours. Explore what things students might do for an hour.

Have an analogue clock face available for the students to use.

When the students have finished their timeline join the ends so that they become as circular timeline.

Facilitate the students to notice that days and nights are split into 2 groups of 12 and altogether there are 24 hours in a day. Extend to the concept that the circumference of the clockface represents a circular numberline but the starting point is labelled 12 and not 0. Draw links to the way in which the circular numberline could represent months of the year although not every month is exactly the same length.

For the independent task, have pictures of or have analogue clocks the students can use.

Big Ideas

There are a range of attributes that we can measure including time.

Time duration for events can be compared using such ideas as longer, shorter, and equal as well as different measurements of time.

A clock is a circular number line - the hands move gradually around this number line.

On an analogue clock the hour hand shows the approximate time in the day and the minute hand shows a more exact time.

There are multiple ways to measure time and some units of time measurement are more appropriate than others within different contexts.

Time is displayed in different ways depending on the context.

Numbers that are used to measure time repeat themselves in a cycle.

Shareback

Select students to share who have spaced their timeline evenly and are able to explain using their timeline how they have represented each hour.

Connect

I wonder what you can do in one second? What about 60 seconds? Is 60 seconds the same as 1 minute? What do you notice about how many seconds equal one minute and how many minutes equal one hour? How is this the same or different from how many hours equal one day and how many months equal one year?

Suggested Learning Outcomes

Explore time by recording events that happen at different times during the day.

Explore time by comparing durations of events.

Use the language of measurement to compare attributes.

Use the same standard unit repeatedly to measure attributes (iteration).

Independent Tasks

It is Saturday! What are some common things you do from the beginning of your day until midday? What about from midday until you go to bed?

Make a timeline of your day. Make sure that you mark the time and record what time the activity begins and then what time it ends.

How is this timeline different to a school day?

Curriculum Links

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Tell the time to the nearest 5 minutes, using the language of 'minutes past the hour' and 'to the hour'

Mathematical Language

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Anticipations

Solutions, Misconceptions

Task 3

To celebrate my papa's birthday our family are coming over for an umukai that the men will lift at 5.30 P.M.

The women prepared the food for the umukai last night, and the men got up very early to put it down. My Dad says that it will take 13 hours to cook.

What time did they put it down?

Be prepared to explain and justify your explanation with a representation.

Teacher Notes

Have available an analogue clock and a 24-hour clock.

Facilitate the students to notice that analogue clocks record the day and night in two lots of 12 hours and that there is no zero, the clock moves from 12 to 1.

Notice students who use a numberline to represent their reasoning and count backwards in groups like 12 hours.

Expect students to represent using a clock face or numberline with correctly spaced marking and sequence

Shareback

Select students to share who are able to explain and justify their solution using an appropriate representation.

Big Ideas

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On an analogue clock the hour hand shows the approximate time in the day and the minute hand shows a more exact time.

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Connect

What would have been the time they put the umukai down on a 24-hour clock? What time did they open it on the 24-hour clock? What do you notice?

Suggested Learning Outcomes

Explore time by comparing durations of events.

Use the language of measurement to compare attributes.

Use the same standard unit repeatedly to measure attributes (iteration).

Independent Tasks

Think about what you can do in one second? What about 60 seconds? Is 60 seconds the same as 1 minute? What do you notice about how many seconds equal one minute and how many minutes equal one hour? How is this the same or different from how many hours equal one day and how many months equal one year?
Record your ideas.

Curriculum Links

During Year 4
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Mathematical Language

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Anticipations

Solutions, Misconceptions

Task 4

This afternoon we are having a party. My friends will arrive at 3 o'clock. It is 9 o'clock in the morning now so how long do I have to wait for them to come?
This afternoon we are having a party. My friends will arrive at 4.30 P.M. It is 7.15 A.M now so how long do I have to wait for them to come?

Five hours ago, we went to a party. It is 3 P.M now. What time did we go to the party?

Seven and a half hours ago, we went to a party. It is 5.15 P.M now. What time did we go to the party?

Teacher Notes

Facilitate the students to notice the need to count backwards or forwards through 12 but that with minutes in an hour we use a base of sixty but can work in groups of five.

Notice students who are able to identify and use quarter and half an hour as a component of time

Expect students to represent using clock faces and timelines.
For the independent task, you will need the task below.

Shareback

Select students to share who are able to explain and justify their solutions using representations as needed.

Big Ideas

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Connect

When you work with numbers what base do we use?
When we talk about time passing what main groupings do we use?

What about when we work an analogue clock? A digital clock? Seconds in a minute? Minutes in an hour? The days of the week? The months in a year?

What do you notice? Which are easier to work with and which are more difficult.

Suggested Learning Outcomes

Explore time by comparing durations of events.

Use the language of measurement to compare attributes.

Use the same standard unit repeatedly to measure attributes (iteration).

Independent Tasks

To celebrate my papa's birthday our family are coming over for an umukai that the men will lift at 6.00 P.M.

The women prepared the food for the umukai last night, and the men got up very early to put it down. My Dad says that it will take 13 hours to cook.

What time did they put it down?

Explain and justify your explanation with a representation.

Curriculum Links

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Anticipations

Solutions, Misconceptions

Task 5

Our Pāsifika festival was 25 days ago. Today is Thursday. What day was the Pāsifika festival?

Our Pāsifika festival every year is in November. Our last Pāsifika festival was 11 months ago. What is this month?

The first Pāsifika festival was held in our school in 1987. We missed holding it for three years because of Covid. How many years has our school celebrated our Pāsifika festival?

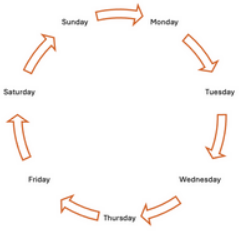
Teacher Notes

Facilitate the students to notice that all forms of time are measured on a timeline with different groupings.

Notice students who use timelines and groupings appropriate to time measurement to represent their reasoning

Also have calendar pages available.

Facilitate the students to notice that there is a circular sequence to the days of the week and whatever day the week starts you finish the day before but most often the calendar week starts with Monday.
This also applies to months of the year and seasons.



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Shareback

Select students to share who are able to explain and justify their reasoning using suitable representations.

Connect

When measuring time in years we often talk about decades.
What decade are we in now?
What decade did our school first have our Pāsifika festival?
How many decades ago was that?

Suggested Learning Outcomes

Explore time by comparing durations of events.

Use the language of measurement to compare attributes.

Use the same standard unit repeatedly to measure attributes (iteration).

Independent Tasks

Grandma is having a party. Her friends will arrive at 2 o'clock. It is 10 o'clock in the morning now so how long does she have to wait for them to come?

This afternoon we are having a party. My friends will arrive at 3.30 P.M. It is 6.15 A.M now so how long do I have to wait for them to come?

Six hours ago, we went to a party. It is 4 P.M now. What time did we go to the party?

Nine and a half hours ago, we went to a party. It is 08.15 P.M now. What time did we go to the party?

Curriculum Links

During Year 4
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Mathematical Language

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Anticipations

Solutions, Misconceptions

Task 6

Tevita and Mepa are going to the Airport to meet their family arriving from Tonga on Friday. The plane lands at 10.30 A.M. They want to be at the airport anytime after 10 A.M but before the plane lands.

They need to catch the Airport Link bus from Manukau Station and it takes 40 minutes to get to the International Airport.

What possible times might they catch the bus to be there in plenty of time?

If their family had landed at 10.30 P.M. and they wanted to be there anytime after 10.00 P.M. before the plane lands. What possible times might they be there in plenty of time?

Teacher Notes

Use the Airport Timetable (see copy masters) and have some copies available for the students to use.

Facilitate the students to notice that when they use a timetable that the times may or may not all be listed. On this timetable the bus leaves every ten minutes through the 24-hour clock. There are different times for different days.

Notice students who are able to shift between analogue and 24-hour clocks

Shareback

Select students to share who are able to explain and justify a number of different possible leaving times.

Big Ideas

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Connect

If they got on at Puhinui Interchange which is only about half as far as Manukau Station what times could they have got on the bus?

Suggested Learning Outcomes

Explore time by comparing durations of events.

Use the language of measurement to compare attributes.

Use the same standard unit repeatedly to measure attributes (iteration).

Independent Tasks

My birthday was 25 days ago. Today is Thursday. What day was my birthday party?

Our Pāsifika festival every year is in November. Our last Pāsifika festival was 14 months ago. What is this month?

The first Pāsifika festival was held in our school in 1990. We missed holding it for three years because of Covid. How many years has our school celebrated our Pāsifika festival?

Curriculum Links

During Year 4
Tell the time to the nearest 5 minutes, using the language of 'minutes past the hour' and 'to the hour'

Mathematical Language

Morning, afternoon, evening, night, day, tomorrow, yesterday, after, before, longer, shorter, equal, seconds, minutes, hours, week, month, year, decade, time, measurement, timeline, midday, midnight, noon, analogue clock, digital clock, clockwise, anticlockwise, circular numberline, circumference, intervals, quarter hour, half an hour, three quarters of an hour, timetables

Anticipations

Solutions, Misconceptions

Task 7

Here is a bus timetable which goes from Auckland City to Panmure.

Use the timetable to plan some day trips for the school holidays.
Here are some things you might choose to do.
Swim at the beach in Mission Bay. Have fish and chips on the beach at Mission Bay. Play in the fountain at Mission Bay.
Go to the movies in Glen Innes. Visit your grand parents and cousins in Glen Innes. Go to the mall in Glen Innes. Have lunch at a café in Glen Innes.

Use the timetable to plan when you need to catch the bus and what time you will arrive. How long you think you will be doing an activity or activities and the time you will catch the next bus. Your last bus ride needs to end in Panmure.
When you have planned your day trip including the bus sections record how long the whole trip will take.

Teacher Notes

Have copies of the timetable available for students to read and discuss (see copy masters). Teachers are encouraged to use local bus timetables and local landmarks and activities for this task.

Facilitate the students to notice the regularity of the times the buses leave one stop and get to the next.

Monitor for students who make realistic estimates of time for different types of activities.

Notice students who are able to move across minutes in one hour to the next hour moving through 60 as the marker.

For the independent task, use the Airport Link bus timetable resource from Task 6.

Shareback

Select students to share who are able to read across the timetable and make close estimates of the times each chosen activity will take.

Big Ideas

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Time measurements can be compared when they are converted into the same unit.

Connect

What do you notice about the time the bus takes between each stop?
How long does each journey take between the beginning of the route and the end of the route?
Would this be accurate or estimated time

Suggested Learning Outcomes

Explore time by comparing durations of events.

Use the language of measurement to compare attributes.

Use the same standard unit repeatedly to measure attributes (iteration).

Independent Tasks

Martha and Magda are going to the Airport to meet their family arriving from Rarotonga. The plane lands at 09.30 A.M. They want to be at the airport any time after 10 A.M but before the plane lands.

If they catch the Airport Link bus from Manukau Station and it takes 40 minutes to get to the Airport.

What possible times might they catch the bus to be there in plenty of time?

Curriculum Links

During Year 4
Tell the time to the nearest 5 minutes, using the language of 'minutes past the hour' and 'to the hour'

Mathematical Language

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Anticipations

Solutions, Misconceptions

Task 8

Ayla wants to make a special surprise for her Mum, so she decides to cook her breakfast. Her Mum likes poached eggs and baked beans on toast, so she asks her Dad to help her. Her Dad thinks it is a great idea but he has to go to work, so he gives her some cards with the instructions which she is to follow.

All Ayla has to do is make sure that they are in the right order then follow the instructions.

Put your cards in order and then work out what time Ayla needs to start cooking and what time the breakfast will be ready.

What time does she need to put the water on for the eggs?
What time does she put the toast on?
What time does she put the beans on?

Teacher Notes

Have the instruction cards cut up and mixed up for the students to sort and sequence (see copy masters).

Facilitate the students to notice the importance of timing in many different activities humans do in their day.

Shareback

Select students to share who have sequenced the cards and recorded sense-making timings for the cooking.

Connect

Why do you need to sequence cooking instructions? What other things do you also do in a sequence? Why?

Big Ideas

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Suggested Learning Outcomes

Explore time by comparing durations of events.

Use the language of measurement to compare attributes.

Use the same standard unit repeatedly to measure attributes (iteration).

Independent Tasks

Mele's family have a fruit stall at the Saturday markets.
The markets open at 7.00am.
The family need to be setting up their stall at least 2 hours before the markets open.
What time should they arrive at the markets?

If they sell out of fruit by 12:45; how long would they have been at the market since arriving?

If they keep selling until the markets close at 2:30pm; how long would they be at the markets?

Curriculum Links

During Year 4
Tell the time to the nearest 5 minutes, using the language of 'minutes past the hour' and 'to the hour'

Mathematical Language

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Anticipations

Solutions, Misconceptions

Task 9

So, if there were five little monkeys on the bed.
If the first little monkey fell off the bed at five to six and the others fell off the bed at ten-minute intervals, what time did the last little monkey fall?

So, if there were ten little monkeys on the bed. If the first little monkey fell off the bed at 8.45 and the others fell off the bed at ten-minute intervals, what time did the last little monkey fall?

Teacher Notes

During the launch, show the video Five Little Monkeys and discuss the sequence of them falling https://www.youtube.com/watch?v=-1cyFOW--Tw

Facilitate the students to notice the need to cross 60 as a base.

Shareback

Select students to share who are able to explain and justify their reasoning.

Big Ideas

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Connect

Is it easier to work across minutes using an analogue clock or a 24-hour clock? Why or why not?

Suggested Learning Outcomes

Explore time by comparing durations of events.

Use the language of measurement to compare attributes.

Use the same standard unit repeatedly to measure attributes (iteration).

Independent Tasks

Mum's birthday is in May. Dad's birthday is 7 months later. What month is Dad's birthday?

Aunty is going to visit her sister in the Islands for 7 months. She leaves home in March. What month does she return?

Sila says he can walk home in ten minutes. Tevita says he can walk home in 25 minutes because he leaves further away. If they both leave school at 3:15pm, what time would they get home?

Curriculum Links

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Tell the time to the nearest 5 minutes, using the language of 'minutes past the hour' and 'to the hour'

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Anticipations

Solutions, Misconceptions

Task 10

Is Geny, right?

She says that if the time has a 6 in it, it must be 6 o'clock in the afternoon.

Jamie agrees with her, and she says she has a way of proving it. What might she say?

Georgia disagrees with her, and she says she can give lots of times it might also be. What times might she use to justify her disagreement?

Teacher Notes

Facilitate the students to notice the pattern of numbers used to describe seconds, minutes, and hours.

Provide students with outlines of an analogue clock with hour times and markings for five-minute intervals.

Monitor for students using vocabulary which supports their explanations and justification including the use of because.

Shareback

Select students to share who have developed explanations and are able to justify their mathematical reasoning.

Select students to share who have recorded the times on the analogue clock or model for them how to record the time.

Connect

What are all the possible numbers we might see on an analogue clock?

Draw an analogue clock.

What about a digital clock?

How are the clocks different?

Big Ideas

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On an analogue clock the hour hand shows the approximate time in the day and the minute hand shows a more exact time.

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Suggested Learning Outcomes

Explore time by comparing durations of events.

Use the language of measurement to compare attributes.

Use the same standard unit repeatedly to measure attributes (iteration).

Curriculum Links

During Year 4
Tell the time to the nearest 5 minutes, using the language of 'minutes past the hour' and 'to the hour'

Independent Tasks

Complete the following assessment task (attached at the end of the document) as the independent activity:

Assessment Task 1: My Timetable

Mathematical Language

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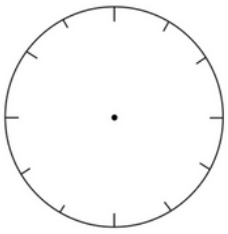
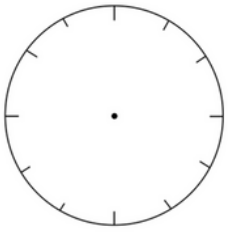
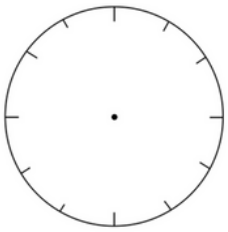
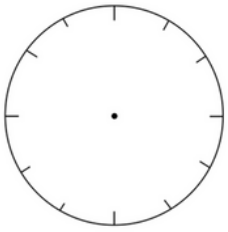
Anticipations

Solutions, Misconceptions

Assessment Task 1 - Measurement - Time - Year 4

Choose a day of the week and create a timetable for your day. Include five activities you do and show what time each activity starts. Record the time on an analogue clock and a digital clock.

My timetable for:

Time	Activity	Digital Clock	Analogue Clock
		:	
		:	
		:	
		:	
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