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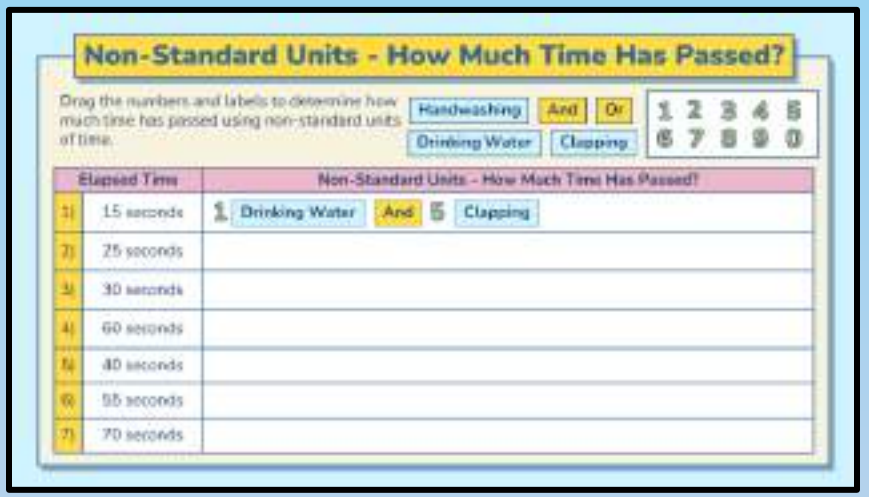
Google Slides Lessons Preview

Alberta Math Curriculum
Shape and Space – Grade 3

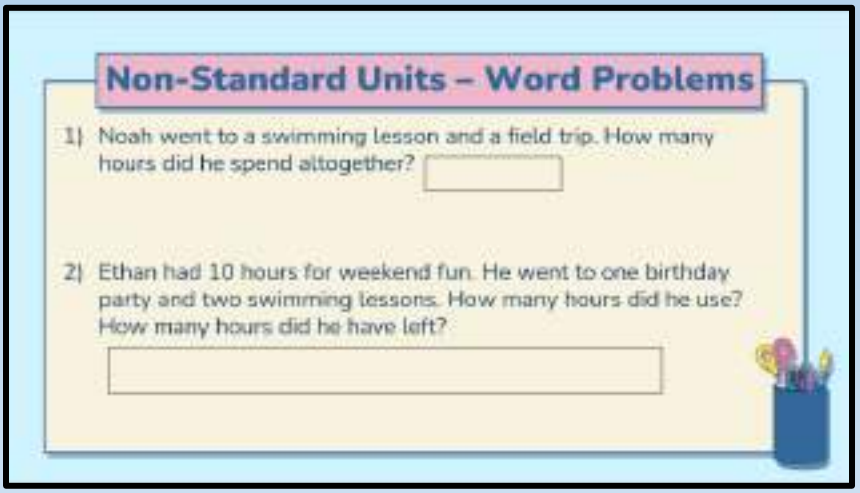
3-Part Lesson Format

Part 1 – Minds On!
- Learning Goals
- Discussion Questions
- Quotes
- And More!

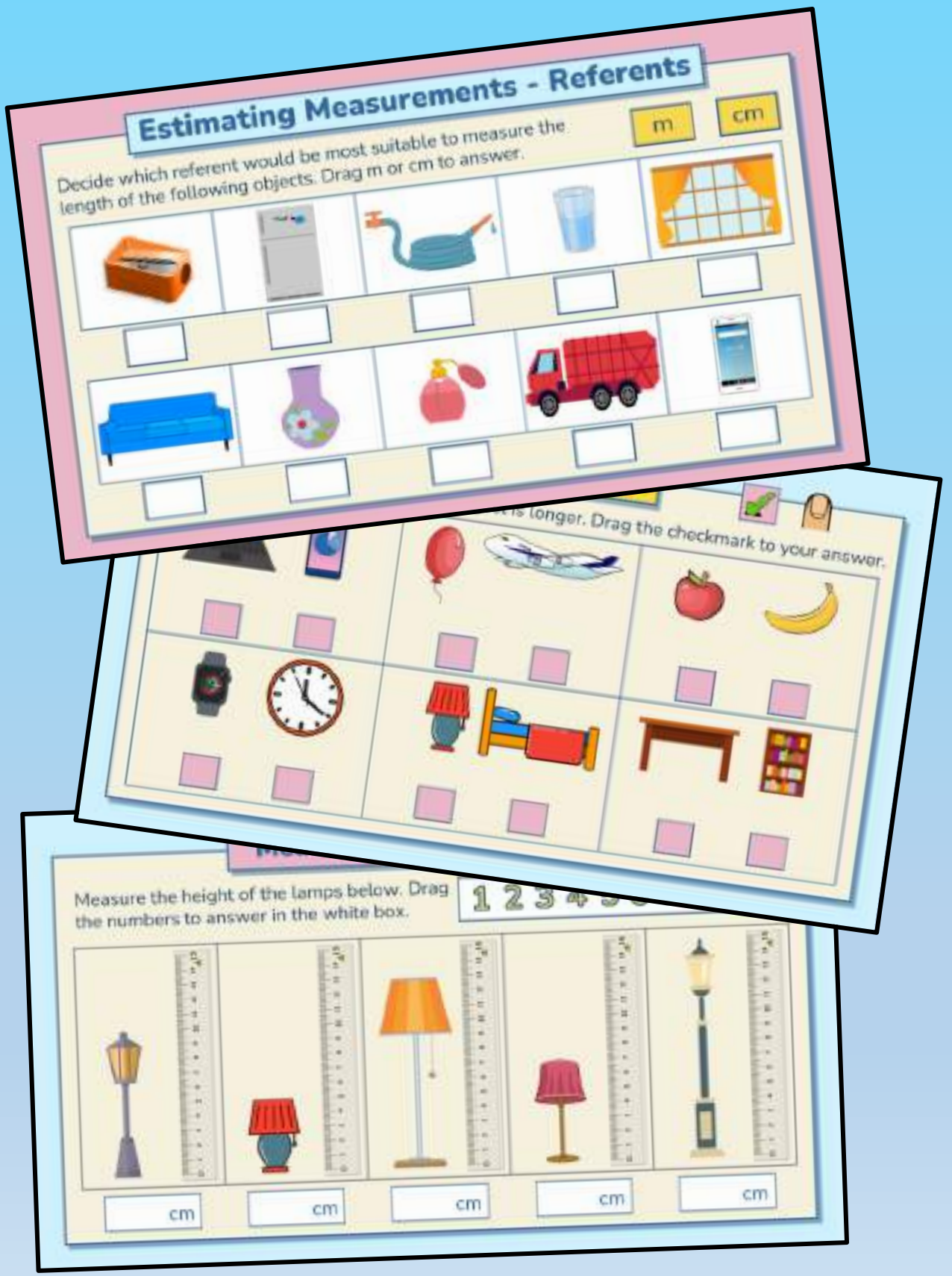


Part 2 – Action!
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

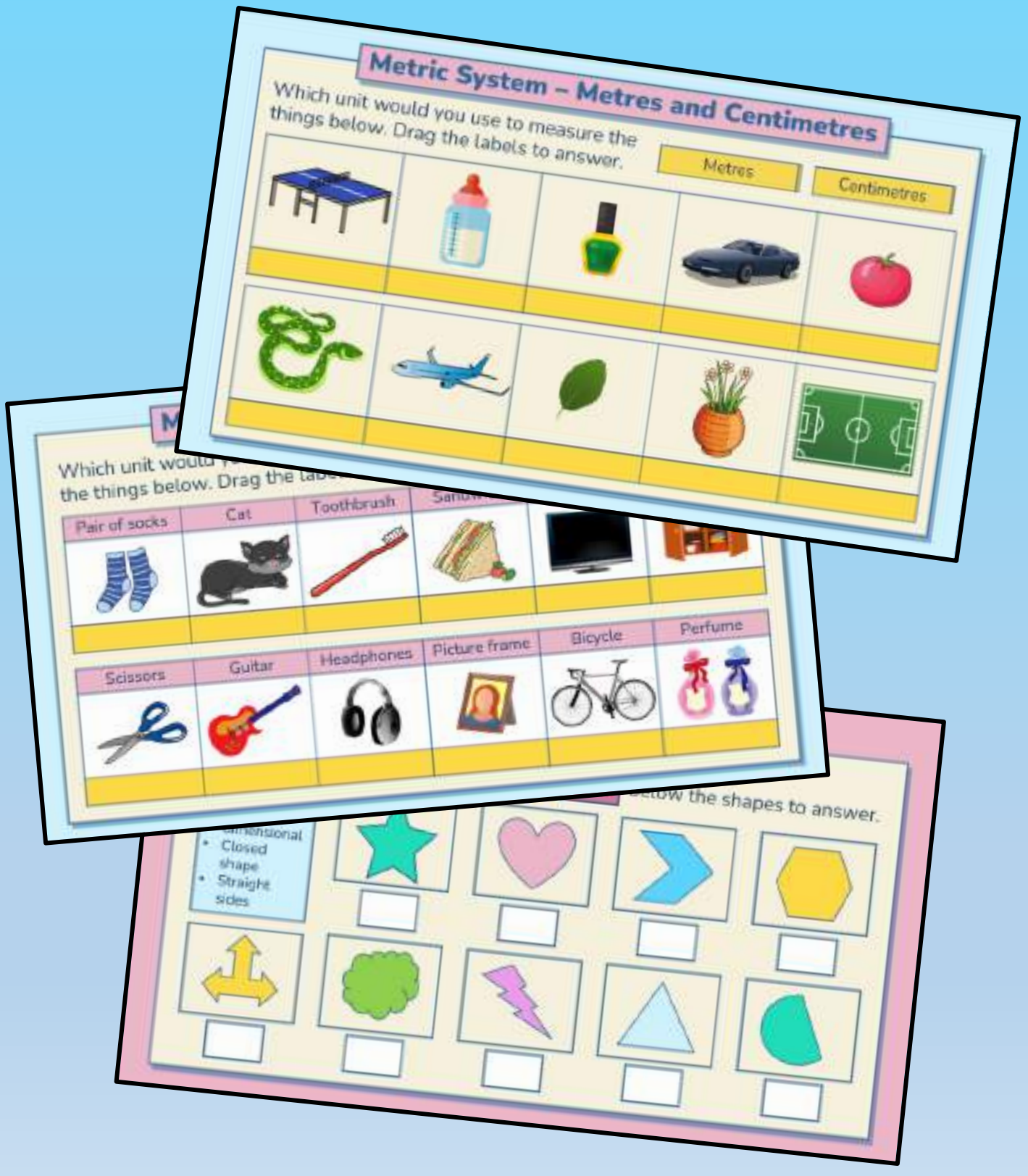
Part 3 – Consolidation!
- Exit Cards
- Quizzes
- Reflection
- And More!



Alberta Math Curriculum
Shape and Space – Grade 3



Alberta Math Curriculum
Shape and Space – Grade 3



Workbook Preview

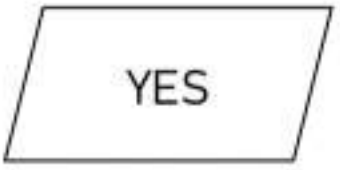
Grade 3
Geometry

	Curriculum Expectations	Pages
G.1	Students relate geometric properties to shape. ▪ Investigate the relationships between the sides of a polygon, including perpendicular, parallel, and equal, using referents for 90° or by measuring. ▪ Sort polygons according to geometric properties and describe the sorting rule. ▪ Classify polygons as regular or irregular using geometric properties. ▪ Examine geometric properties of polygons by translating, rotating, or reflecting using hands-on materials or digital applications.	- 63
TQ	Tests and Quizzes	64 - 66

Name: _____ 5

Curriculum Connection
G 1

Introduction to Polygons



Polygons
- Two-dimensional
- Closed shape
- Straight sides

Part 1 Is the shape a polygon? Write yes or no below the shapes

1.		3.	4.	5.

6.	7.	8.	9.	10.

Part 2 Draw polygons and non-polygons

1)	2)	3)	4)	
Polygon	Polygon	Polygon	Polygon	Polygon

6)	7)	8)	9)	10)
Non-Polygon	Non-Polygon	Non-Polygon	Non-Polygon	Non-Polygon

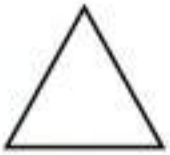
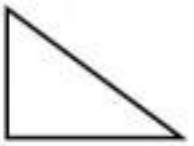
Name: _____ 7

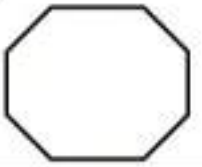
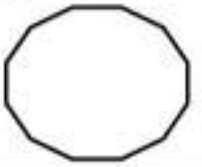
Curriculum Connection
G 1

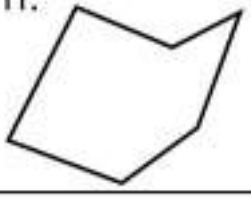
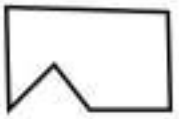
Sides of a Shape

Part 1

How many sides does the shape have?

1.	2.	3.	4.	5.
				

6.	8.	9.	10.
			

11.	12.	13.	14.	15.
				

Part 2

Draw a shape with the correct number of sides

1)	2)	3)	4)	5)
4	3	6	8	10

Name: _____ 8

Curriculum Connection
G 1

Sides of a Shape Word Problems

Questions Answer the questions below

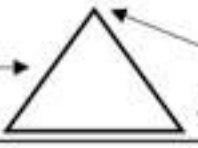
	Word Problems	Answers
1	Ethan built 3 fences using shapes. He used a triangle, a quadrilateral, and a pentagon. How many sides do the fen[illegible]have in total?	
2	M[illegible]s shape with 6 sides. She then draws another [illegible] What are the names of the two shapes [illegible]rew?	
3	Create[illegible]z[illegible]ng sh[illegible]Use a circle for the base, triangles [illegible]slice[illegible]ngles for the toppings. a) Count and write[illegible] number of shapes you[illegible] in your pizza. b) How many sides in total do the shapes in your pizza have?	a) b)
4	Draw a garden with different polygons. Use a t[illegible]or flower bed, a rectangle for the bench, and a pentag[illegible]fo[illegible] the fence. Write the number of sides you used in your garden.	

Name: _____ 10

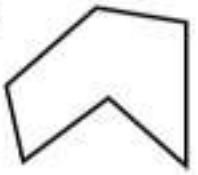
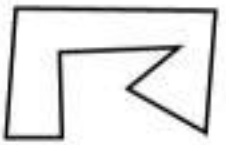
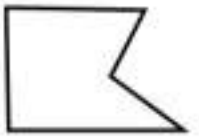
Curriculum Connection
G1

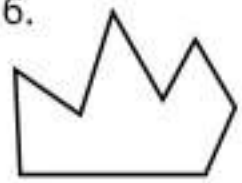
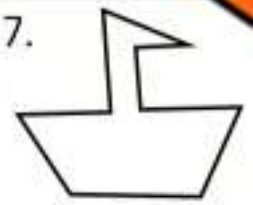
Sides and Vertices

Reminder: Side → Vertices



Part 1 How many sides and vertices does the shape have?

1.	2.	3.	4.	5.
				
_____ sides	_____ sides	_____ sides	_____ sides	_____ sides
_____ vertices	_____ vertices	_____ vertices	_____ vertices	_____ vertices

6.	7.	8.	9.	10.
				
_____ sides	_____ sides	_____ sides	_____ sides	_____ sides
_____ vertices	_____ vertices	_____ vertices	_____ vertices	_____ vertices

Part 2 Draw a shape with the correct number of vertices and sides

1.	2.	3.	4.	5.
3 sides	4 sides	5 sides	6 sides	7 sides
3 vertices	4 vertices	5 vertices	6 vertices	7 vertices

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

1) Fill in the blanks about the shape.

Sides: _____

Vertices: _____

2) Draw a shape with 6 sides and 6 vertices.

Name: _____

1) Fill in the blanks about the shape.

Sides: _____

Vertices: _____

2) Draw a shape with 6 sides and 6 vertices.

Name: _____

1) Fill in the blanks about the shape.

Sides: _____

Vertices: _____

2) Draw a shape with 6 sides and 6 vertices.

Name: _____ 12

Curriculum Connection
G 1

Sides and Vertices Word Problems

Questions | Answer the questions below

	Word Problems	Answers
1	A shape has 3 sides and 3 vertices. What is it?	
2	Sa[illegible] a figure with 4 sides of equal length. How many [illegible]ve?	
3	A shape [illegible]rtices [illegible]des. What shape is it?	
4	A classroom door is shaped li[illegible] many sides and vertices does it have?	
5	A piece of fabric is 10 metres long and 6 [illegible]. A tai[illegible] wants to cut it into a different shape that is 15 [illegible] long[illegible] wide will the new piece of fabric be if it has the sa[illegible] are[illegible]	
6	An octagon is featured on a sign. Count the sides and vertices.	
7	A hexagon-shaped frame holds a picture. How many sides and vertices does this shape have?	
8	If a shape has 6 sides, and all sides are equal, what is the number of vertices?	

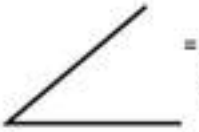
Name: _____ 13

Curriculum Connection
G.1

Naming Angles


= larger than a right angle


= right angle

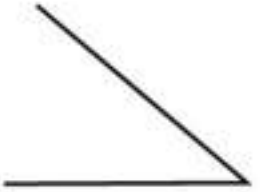

= smaller than a right angle

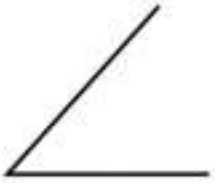
Questions Label the angles in comparison to a right angle – larger, smaller, right angle

1) 

2)

3) 

4) 

5) 

6) 

7) 

8)

9) 

10) 

11) 

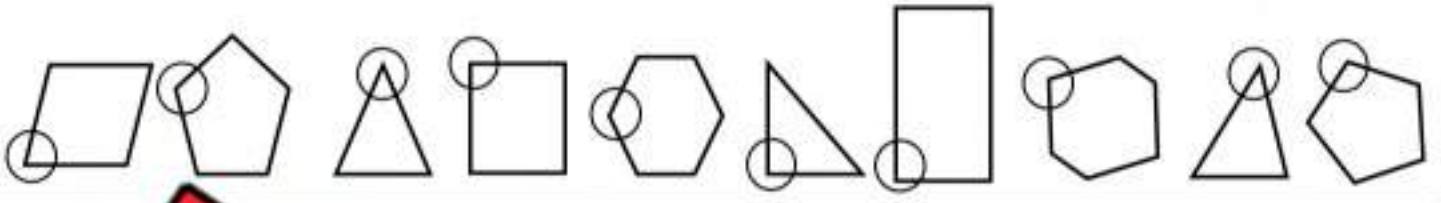
12) 

Name: _____ 15

Curriculum Connection
G.1

Sorting Angles

Part 1 Sort the angles into the categories below



A C D E F G H I J

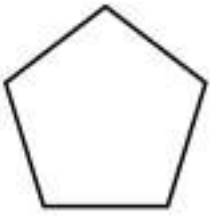
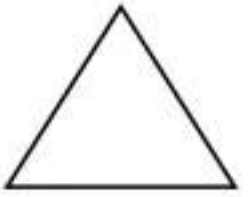
Angl	Larger than a right angle	Smaller than a right angle
Letters		

Part 2 Sort the a... ...es below

A B C D G H

Angles	Right Angle	Larger than a right ang...	...t angle
Letters			

Part 3 Circle the angles below

Drawings			
Angles	Right Angle	Larger than a right angle	Smaller than a right angle

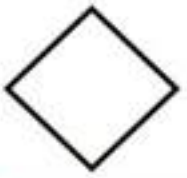
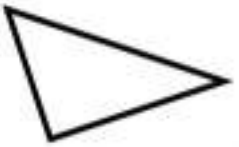
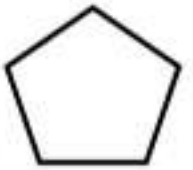
Curriculum Connection
G 1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

1) Label the right angles & write how many right angles there are

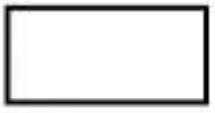
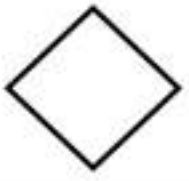
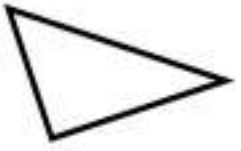
1)	2)	3)	4)
			

2) Draw a pi[illegible] shape [illegible] number of right angles it shows below

1)	2)	3)	4)
3	1		4

Name: _____

1) Label the right angles & write how many right angles [illegible] are

1)	2)	3)	
			

2) Draw a picture of a shape with the number of right angles it shows below

1)	2)	3)	4)
3	1	5	4

Name: _____ 21

Curriculum Connection
G 1

Drawing Shapes

Part 1 Draw two different versions of the shapes below

Regular Triangle	Regular Quadrilateral	Regular Pentagon	Regular Hexagon	Regular Octagon
Irregular Triangle	**Irregular Quadrilateral**	**Irregular Pentagon**	**Irregular Hexagon**	**Irregular Octagon**

Part 2 Draw a bridge using triangles, quadrilaterals, pentagons, hexagons or octagons

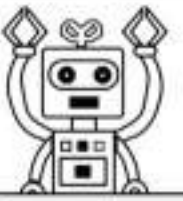
Bridge #1

Bridge #2

Name: _____ 22

Curriculum Connection
G1

Build a Shape Robot



Draw | Follow the instructions below

Design a robot using regular and irregular polygons. How many regular polygons did you draw? How many irregular polygons?

# Of Regular Polygons	
# Of Irregular Polygons	

Name: _____ 28

Curriculum Connection
G 1

Drawing Using Shapes

Directions How many of each shape can you find? Then colour the diamond.

Directions Draw your own diamond that uses each of the shapes

Diamond	Shapes	
	Triangles	
	Quadrilateral	
	Pentagon	
	Hexagon	
	Octagon	

Name: _____ 29

Curriculum Connection
G1

Drawing Using Shapes

Directions Colour the shapes below

Colour the shapes the colours below			
Circles	Yellow	**Pentagons**	Green
Triangles	Orange	**Hexagons**	Blue
Quadrilaterals	Purple	**Octagons**	Red

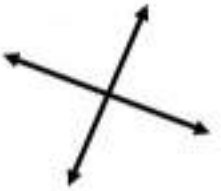
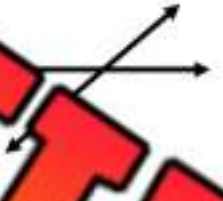
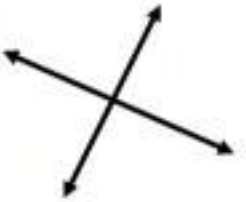
Name: _____ 30

Curriculum Connection
G.1

Parallel, Perpendicular and Intersecting Lines

= Parallel Lines = Perpendicular Lines = Intersecting Lines

Part 1 Label the lines parallel, perpendicular, or intersecting

1) 	2) 	3) 	4) 
5) 	7) 	8) 	

Part 2 Draw a second line that is intersecting, perpen[illegible] para[illegible] the other line

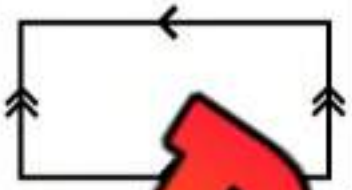
1) 	2)	3)	
Perpendicular	Parallel	Intersecting	Parallel
5) 	6) 	7) 	8)
Intersecting	Perpendicular	Intersecting	Parallel

Name: _____ 31

Curriculum Connection
G.1

Parallel and Perpendicular Lines in Rectangles

Part 1 Label the parallel lines with arrows. The first one is done for you.

1) 

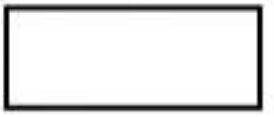
2) 

3) 

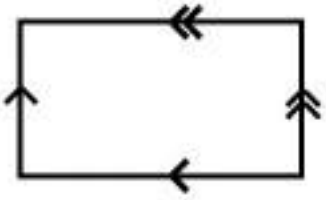
4) 

5) 

7) 

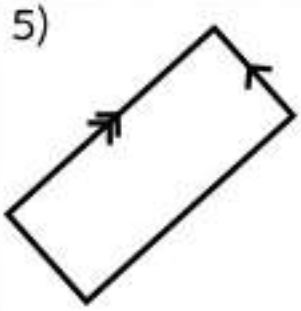
8) 

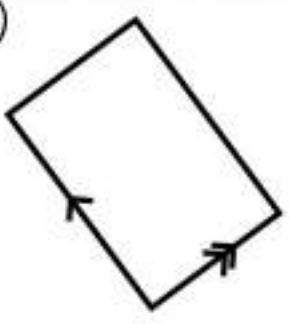
Part 2 Draw one or two arrows to m[illegible]s per[illegible]line.

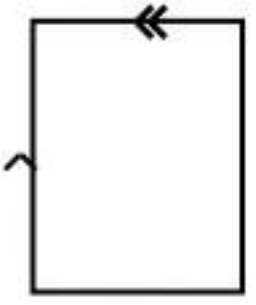
1) 

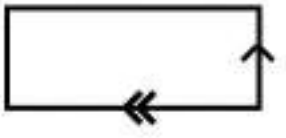
2) 

3) 

5) 

6) 

7) 

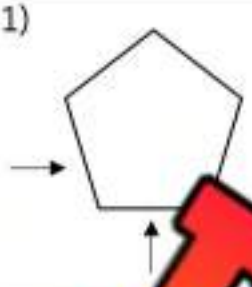
8) 

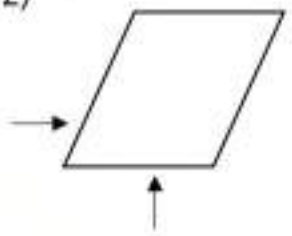
Name: _____ 32

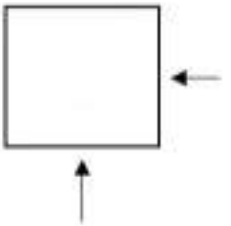
Curriculum Connection
G.1

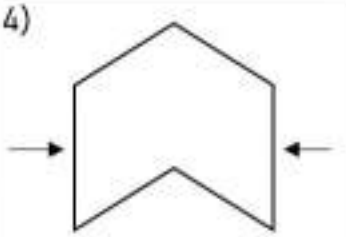
Parallel, Perpendicular and Intersecting Lines in Shapes

Practice What is the relationship between the two lines with the arrows

1) 

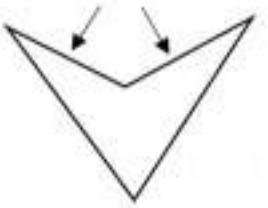
2) 

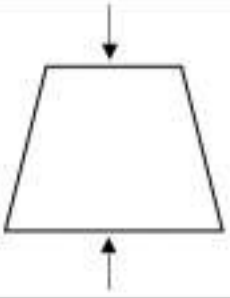
3) 

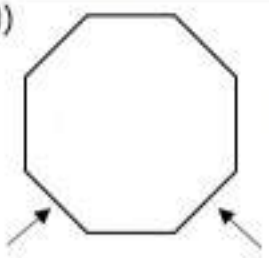
4) 

5) 

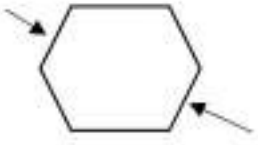
7) 

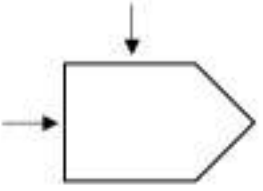
8) 

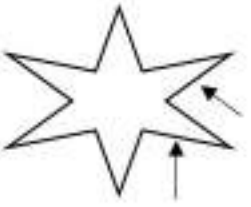
9) 

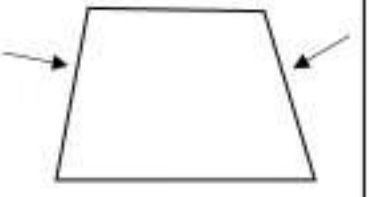
10) 

11) 

13) 

14) 

15) 

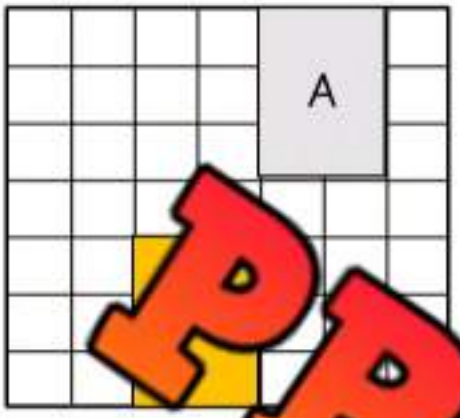
16) 

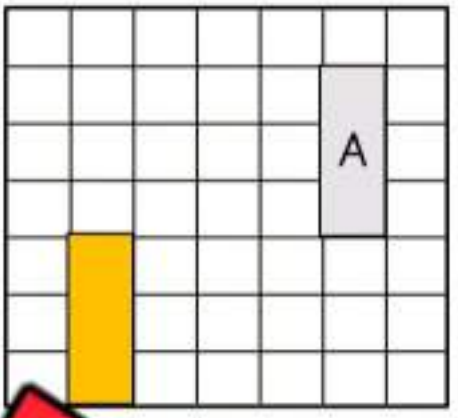
Name: _____ 33

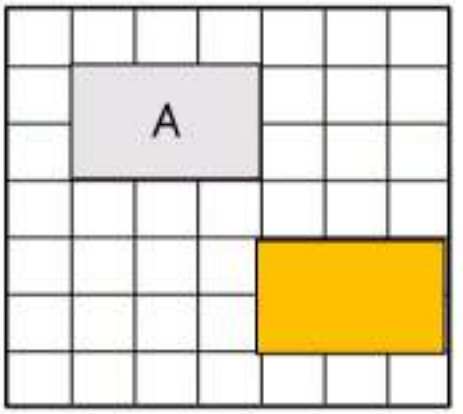
Curriculum Connection
G.1

Describing Translation

Instructions Describe the translations below using arrows. Shape A is the original object

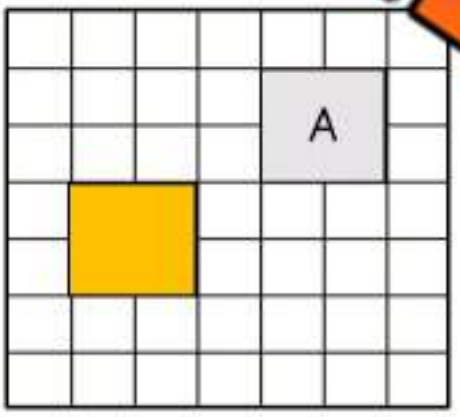


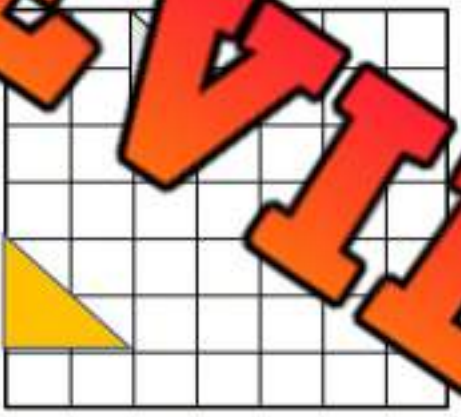


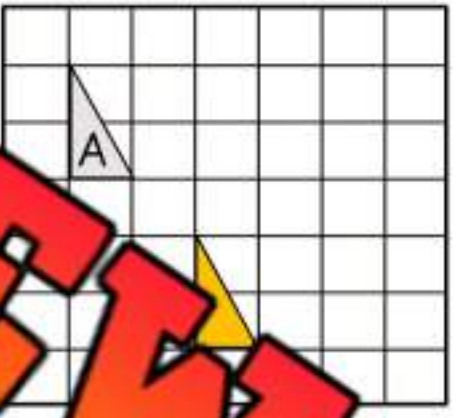


4 ↓, 2

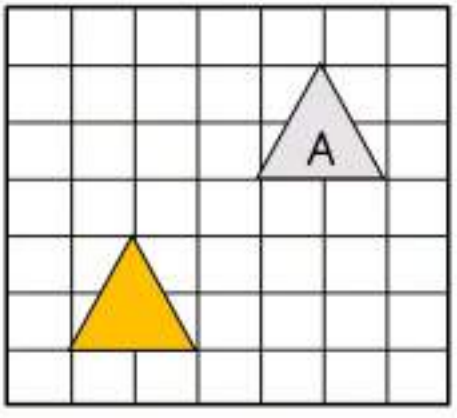
_____ _____

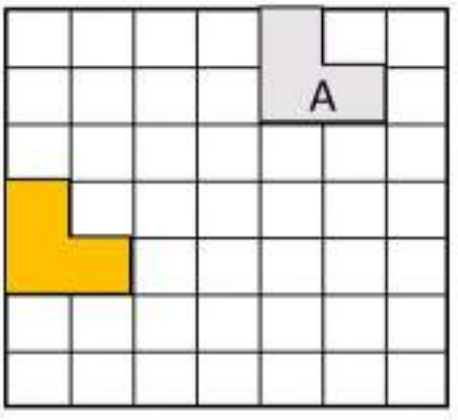


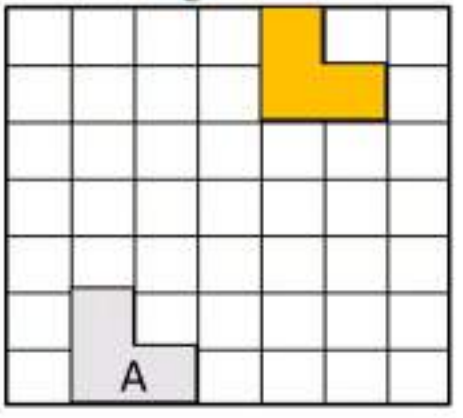




_____ _____ _____







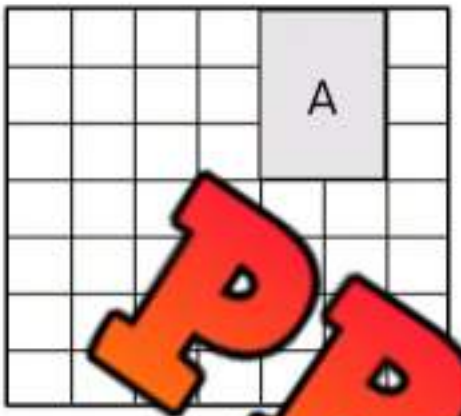
_____ _____ _____

Name: _____ 35

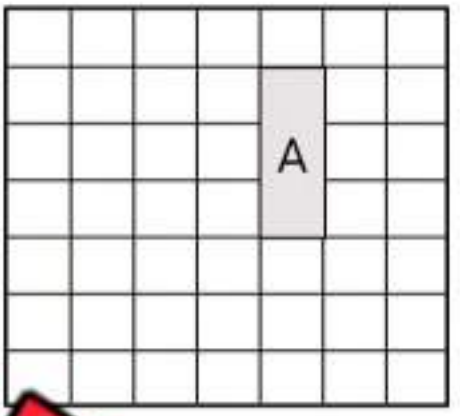
Curriculum Connection
G.1

Performing Translations

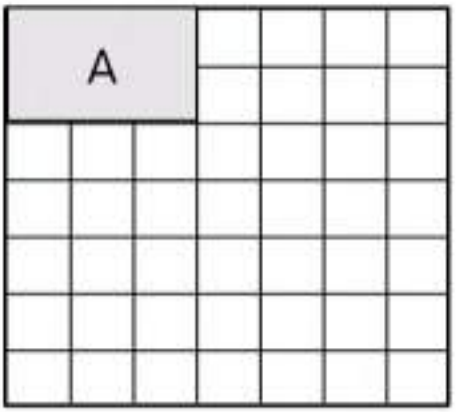
Instructions Draw the translations below. Shape A is the original object



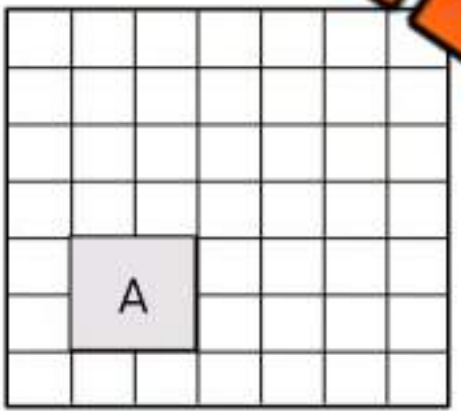
4↓



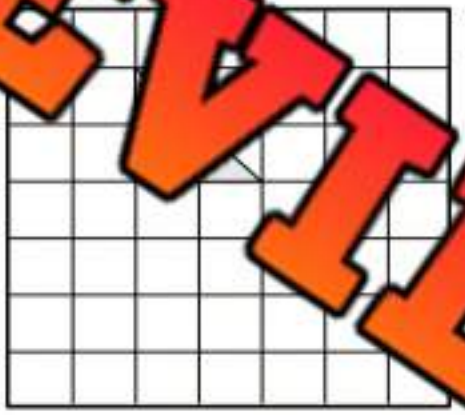
2↓, 3←



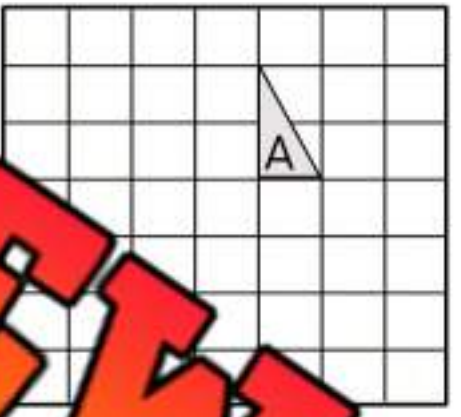
3↓, 2→



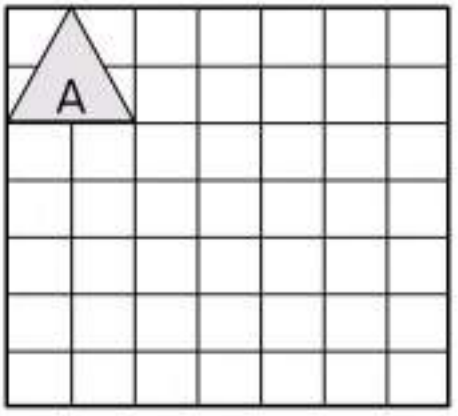
2↑, 4→



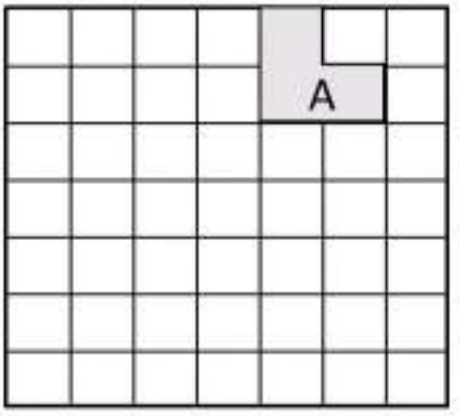
3↓, 2→



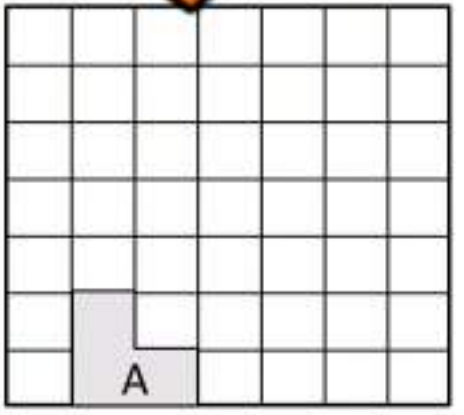
←



3↓, 4→



3↓, 4←



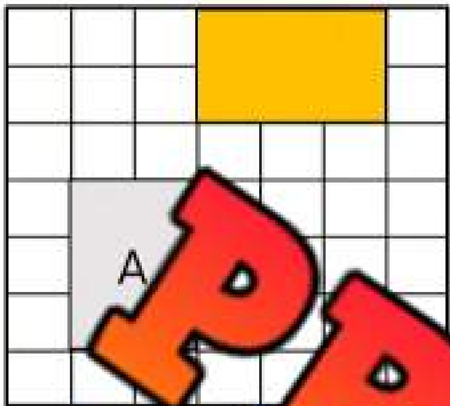
5↑, 4→

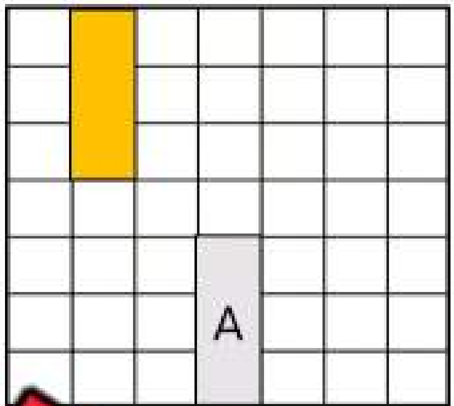
Name: ______________________

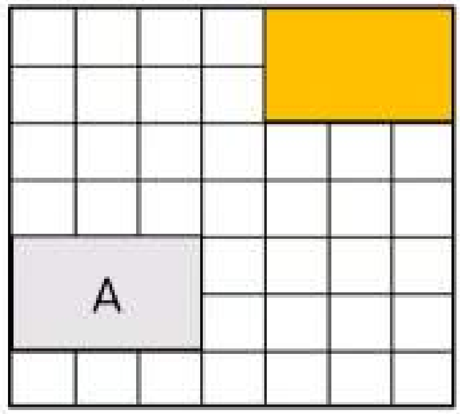
Curriculum Connection
G.1

Translation or Not?

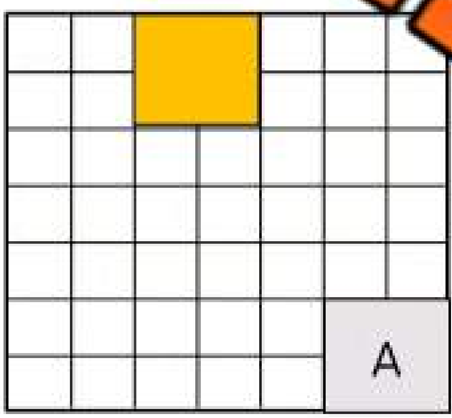
Instructions Is the transformation a translation or not? Write yes or no.

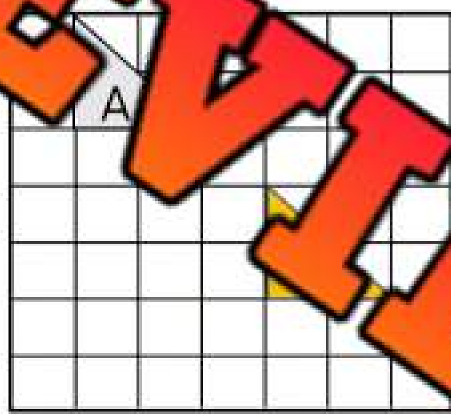


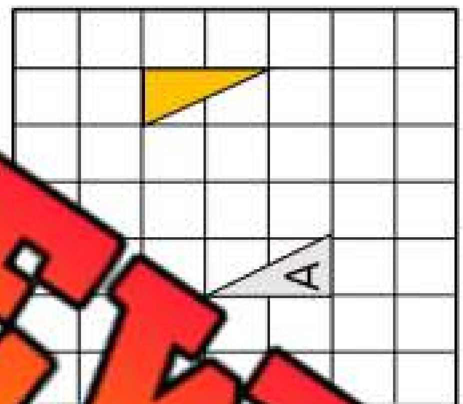




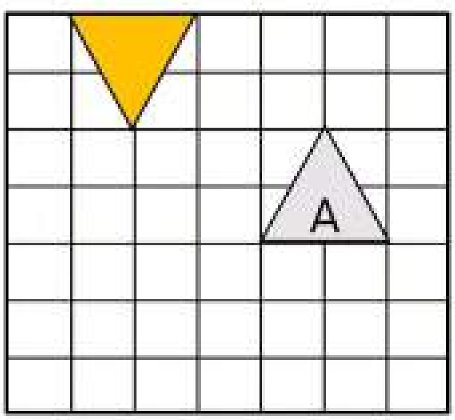
______________________ ______________________ ______________________

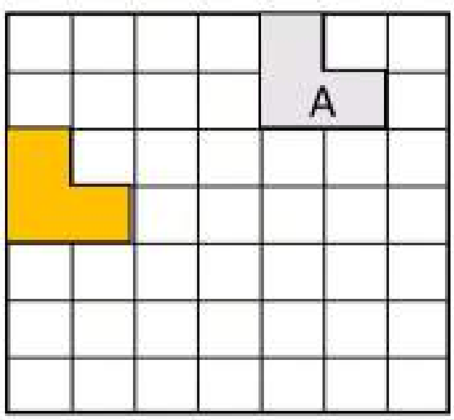


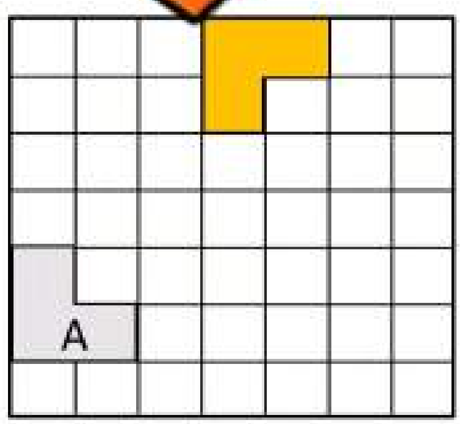




______________________ ______________________ ______________________







______________________ ______________________ ______________________

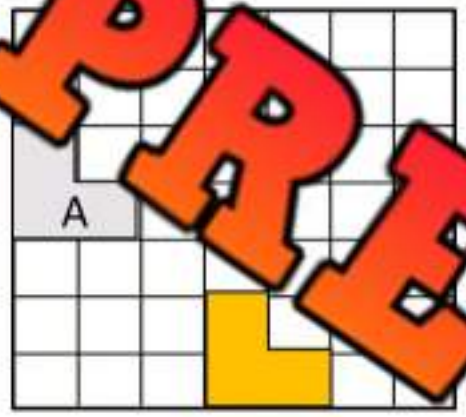
Curriculum Connection
G.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

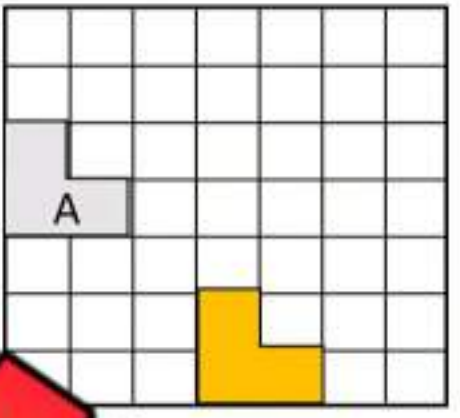
Describe the translation below. Shape A is the original object.



_____

Name: _____

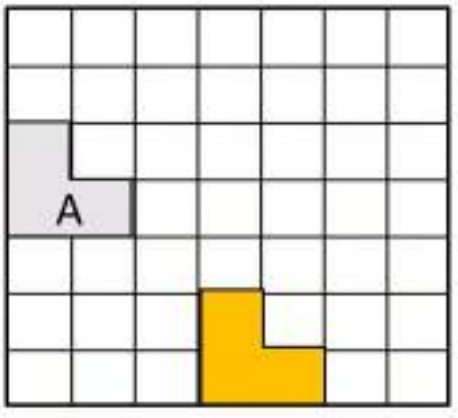
Describe the translation below. Shape A is the original object.



_____

Name: _____

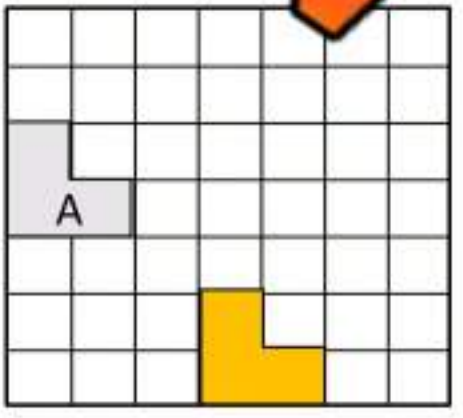
Describe the translation below. Shape A is the original object.



_____

Name: _____

Describe the translation below. Shape A is the original object.



_____

Name: _____ 39

Curriculum Connection
G.1

Math Activity: Translation Relay Race

Objective

What are we learning about?

To help students understand and describe translations on a Cartesian plane through a fun and engaging relay race activity.

Materials

What you will need for the activity.

- Grap[illegible]
- R[illegible]
- C[illegible]d penc[illegible]ers
- Pencils and e[illegible]
- Translatio[illegible]

Instructions

How yo[illegible]plete[illegible]tivity

1. Explain Translations: Start b[illegible]expla[illegible]tra[illegible]ions on the Cartesian plane involve moving shapes without rot[illegible]r resiz[illegible]n.
2. Distribute Materials: Provide each team wit[illegible]drawn[illegible]aper and a set of translation task cards.
3. Form Teams: Divide the class into small teams, ea[illegible]p beh[illegible]esk with their graph paper and task cards.
4. Translation Task: The first student in each team picks a transla[illegible]then strategically draws a shape on the grid, ensuring it can fit after[illegible]n.
5. Perform Translation: The student then moves the shape according to [illegible] instructions on the task card and draws the new position on the grid.
6. Pass to Next Student: The student then goes to the end of the line, and the next student steps up.
7. Repeat Process: The next student repeats the process: drawing the shape at its new position, selecting a new translation task card, and performing the translation.
8. Continue Relay: Continue the relay until all team members have had a turn or all task cards are used.
9. Verification and Discussion: The teacher verifies the translations, and the class discusses the different translations and observations.

Name: _____ 40

Curriculum Connection
G.1

Task Cards | Cut out the cards below

Card 1:

Move 2 units → and 1 unit ↑

Card 6:

Move 2 units ← and 3 units ↑

Card 2:

Move 3 [illegible] and 2 [illegible]

Card 7:

Move 1 unit → and 4 units ↓

Card 3:

Move 1 unit → and 3 units ↑

Card 8:

[illegible] and 2 units ↑

Card 4:

Move 4 units → and 2 units ↑

Card 9:

Move 2 units → and 2 units ↓

Card 5:

Move 1 unit ← and 2 units ↓

Card 10:

Move 1 unit ← and 3 units ↑

Name: _____ 41

Curriculum Connection
G.1

Task Cards | Cut out the task cards below

Card 11:

Move 4 units → and 1 unit ↓

Card 16:

Move 2 units ← and 2 units ↑

Card 17:

Move 2 units → and 3 units ↓

Card 13:

Move 3 units → and 2 units ↓

Card 18:

Move 5 units → and 2 units ↓

Card 14:

Move 3 units ← and 5 units ↑

Card 19:

Move 5 units → and 4 units ↓

Card 15:

Move 4 units → and 3 units ↑

Card 20:

Move 5 units ← and 1 unit ↑

Name: _____ 42

Curriculum Connection
G.1

Grid Paper | 1 x 1 cm grid paper

Name: _____ 43

Curriculum Connection
G.1

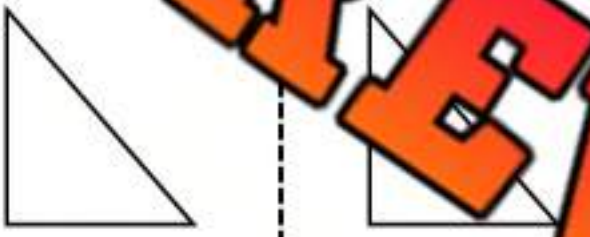
Reflection or Not?

Questions	Is the transformation a reflection?

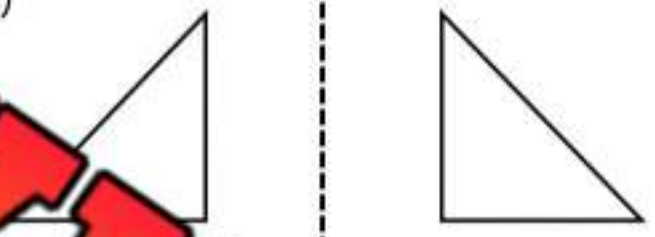
1)

2)

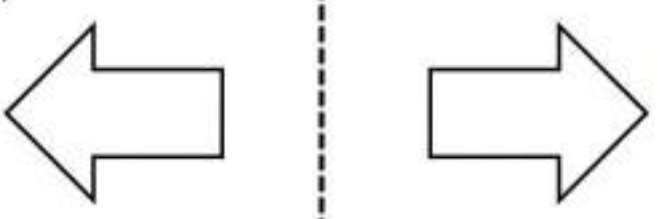
3)



4)

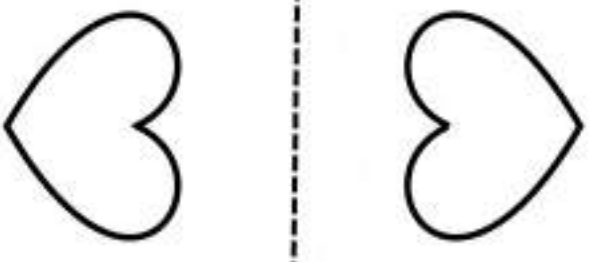


5)

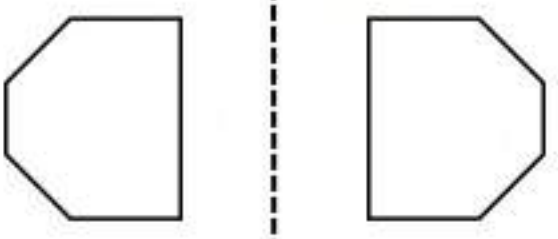


6)

7)



8)



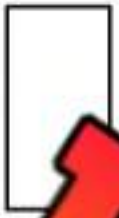
Name: _____ 44

Curriculum Connection
G.1

Drawing Reflections

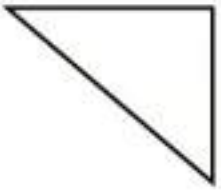
Questions	Draw the shape across the reflection line

1)



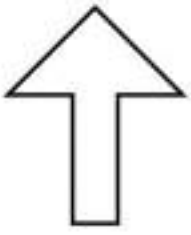
2)

3)



4)

5)



6)

7)

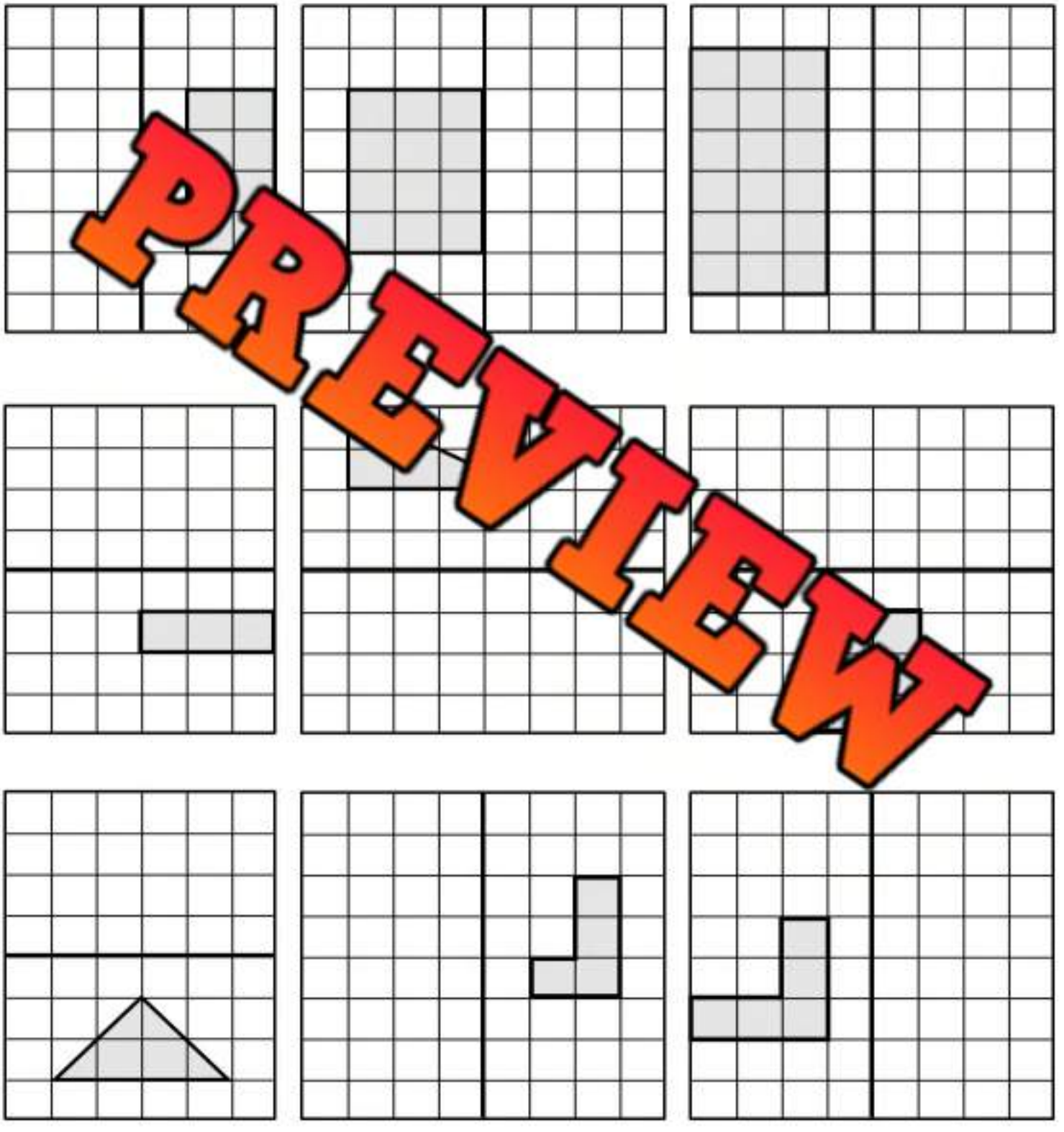
8)

Name: _____ 45

Curriculum Connection
G.1

Drawing Reflections

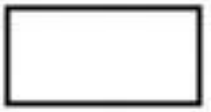
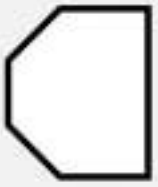
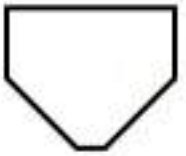
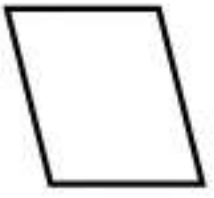
Instructions Reflect the shapes across the mirror line



Name: _____ 50

Curriculum Connection
G.1

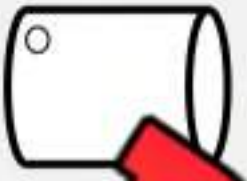
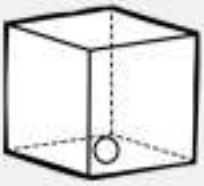
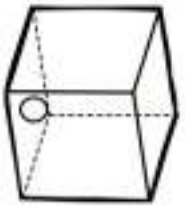
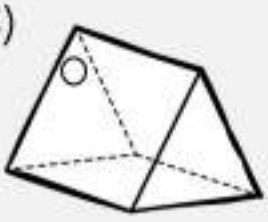
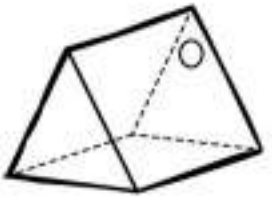
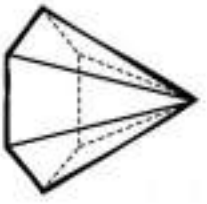
Rotations

Questions	Has the shape been rotated? Yes or No?		
1) 		Yes	No
2) 		Yes	No
3) 		Yes	No
4) 		Yes	No
5) 		Yes	No
6) 		Yes	No

Name: _____ 51

Curriculum Connection
G.1

Rotations – 3D Objects

Questions	Has the object been rotated? Yes or No?		
1) 		Yes	No
2) 		Yes	No
3) 		Yes	No
4) 		Yes	No
5) 		Yes	No
6) 		Yes	No

Name: _____ 52

Curriculum Connection
G.1

Rotations

Questions Colour the objects that are rotations of the first object

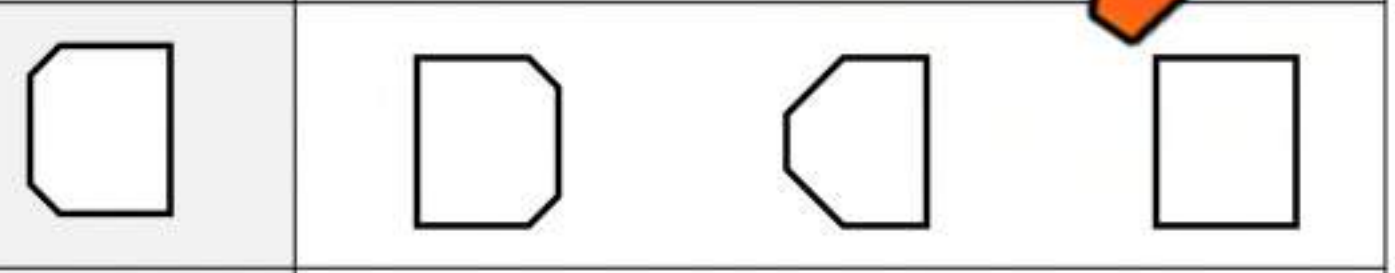
1)

2)

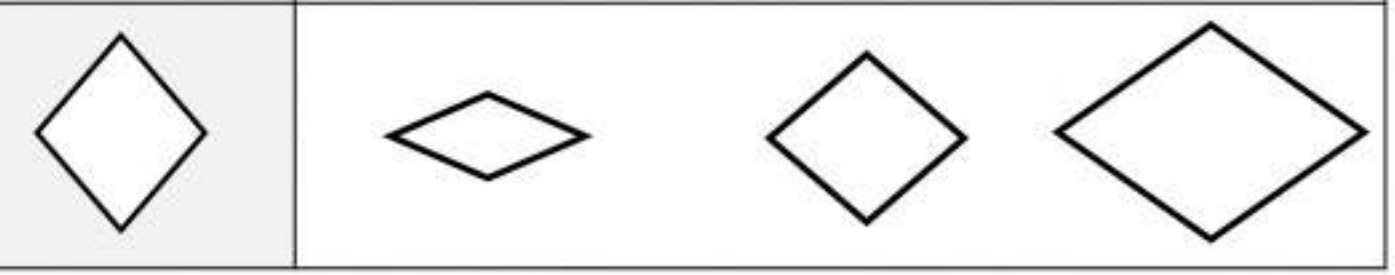
3)

4)

5)



6)



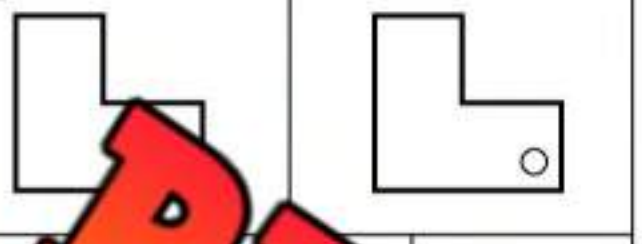
Name: _____ 54

Curriculum Connection
G.1

Transformation

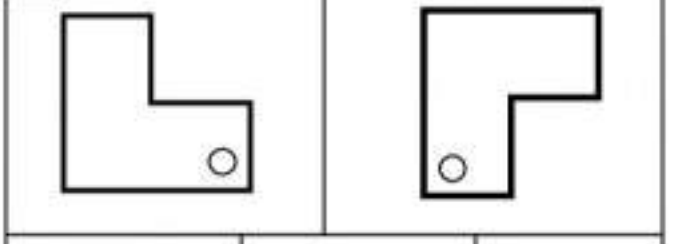
Instructions Is the transformation a translation, reflection or rotation?

1)



Tr... | Re... | Rotation

2)

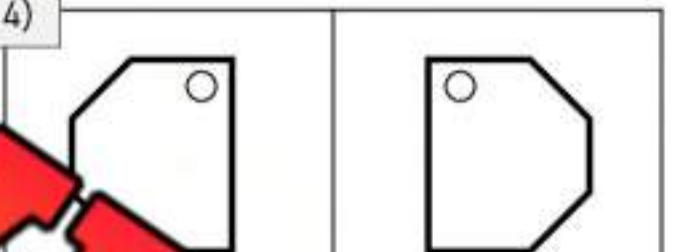


Translation | Reflection | Rotation

3)

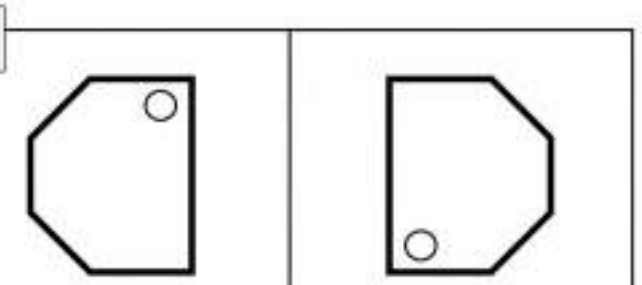
Translation | Reflection | Rotation

4)



...slati... | ...flection | Rotation

5)

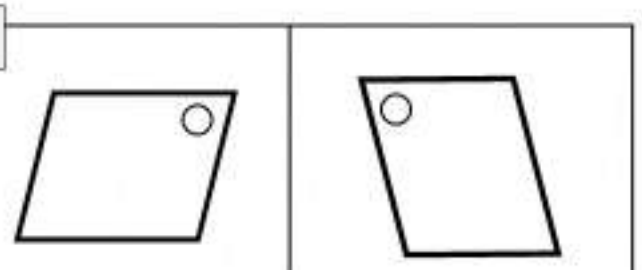


Translation | Reflection | Rotation

6)

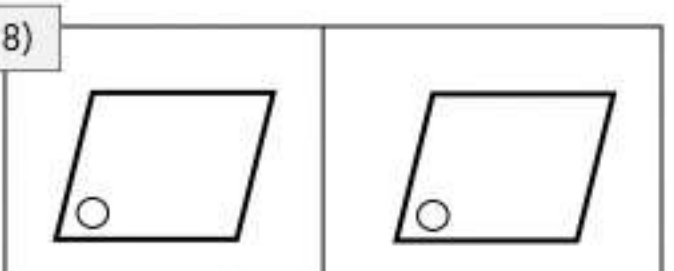
Translation | Reflection | Rotation

7)



Translation | Reflection | Rotation

8)



Translation | Reflection | Rotation

Name: _____ 56

Curriculum Connection
G.1

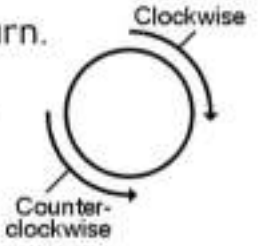
Clockwise and Counterclockwise Rotations

Rotations can either be clockwise or counterclockwise.

A **clockwise** rotation moves the same way the minute, second, and hour hands move on a clock.

A **counterclockwise** rotation moves the opposite way of a clockwise turn.

We can rotate things a lot or a little. Check out the three turns below.



360° rotation

180° rotation

90° rotation

Clockwise
90° rotation

Co... 90

.../Counterclockwise
...otation

Clockwise/Counterclockwise
360° rotation

Part 1

Draw how the arrow ...d on th...

1)

Clockwise
90° rotation

2)

Counterclockwise
360° rotation

Counterclockwise
90° rotation

4)

...Clockwise
180° rotation

Part 2

Describe how the arrow turned on the clock

Name: _____ 59

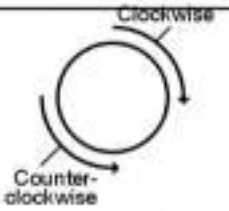
Curriculum Connection
G.1

Clockwise and Counterclockwise Rotations

360° rotation 

180° rotation 

90° rotation 



Instruction Draw the smiley face after it has been rotated

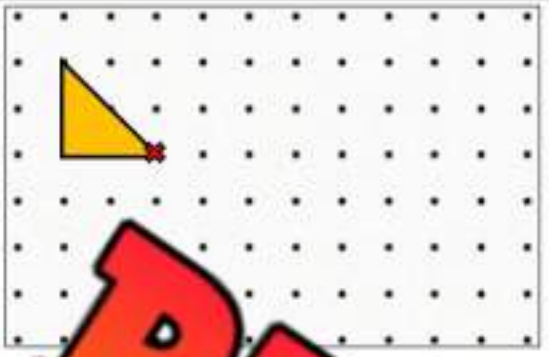
1) 	Clockwise 90° rotation	
2) 	rotation	
3) 	Clockwise 180 ion	
4) 	Counterclockwise 180° rotation	
5) 	Clockwise 360° rotation	
6) 	Counterclockwise 360° rotation	

Name: _____ 60

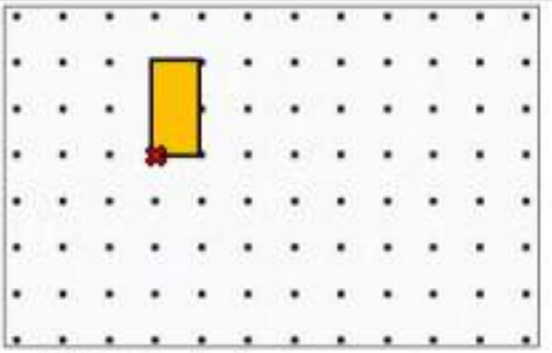
Curriculum Connection
G.1

Drawing Rotations

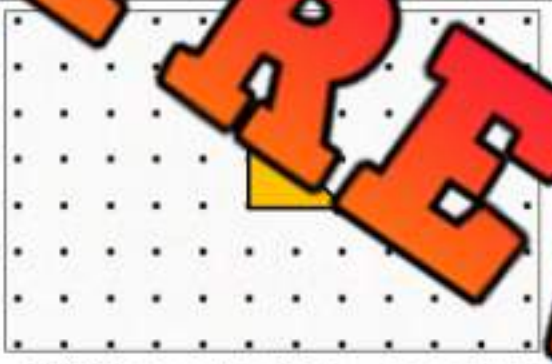
Questions | Rotate the shapes around the point marked ✖



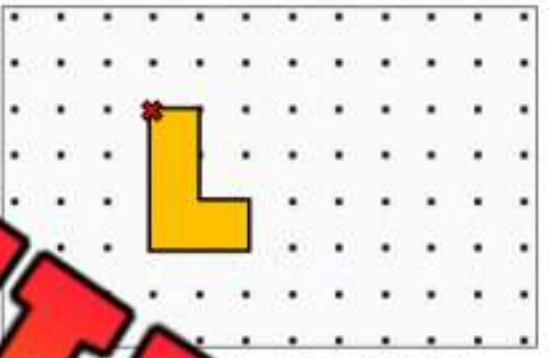
otation



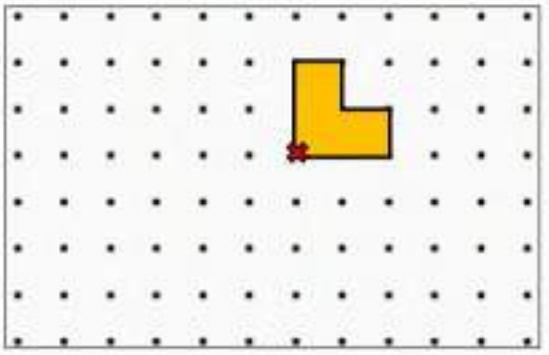
2) 180° clockwise rotation



3) 90° counter-clockwise rotation

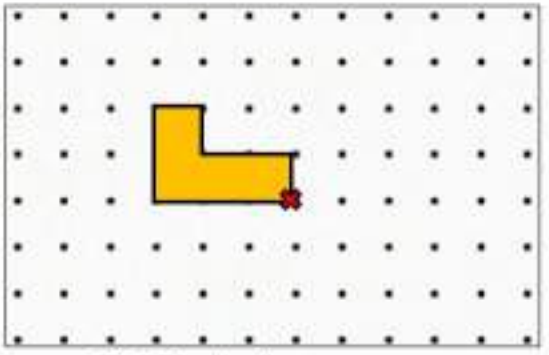


4) 36 kwise rotation

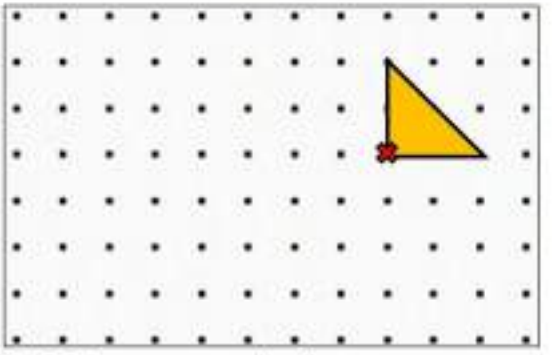


5) 90° counter-clockwise rotation

6) 180° counter-clockwise rotation



7) 90° clockwise rotation



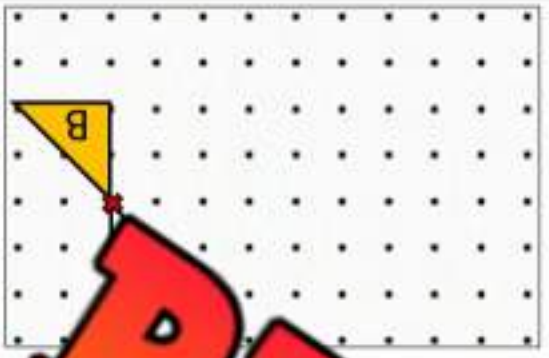
8) 180° counter-clockwise rotation

Name: _____ 62

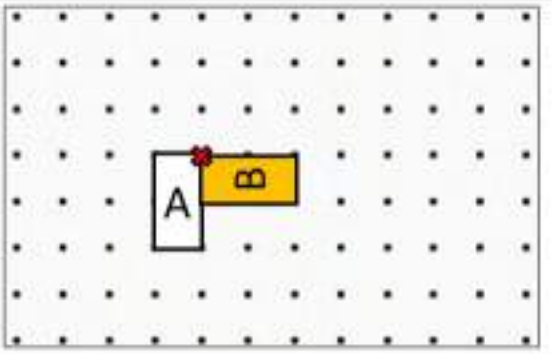
Curriculum Connection
G.1

Describing Rotations

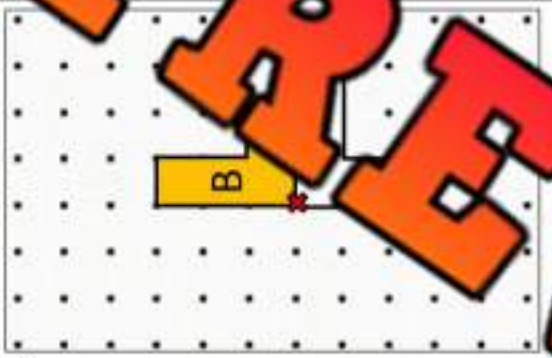
Questions Describe the rotations. Shape A is the original shape.



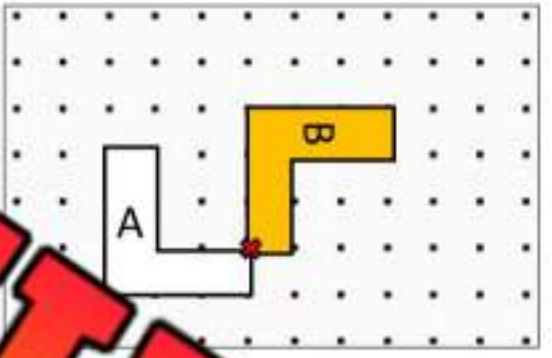
1) _____



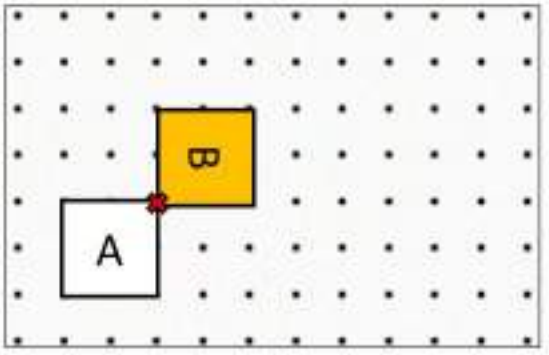
2) _____



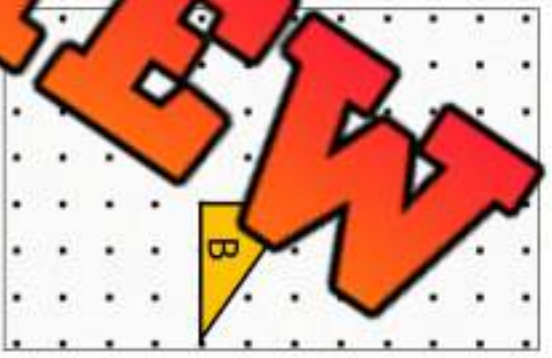
3) _____



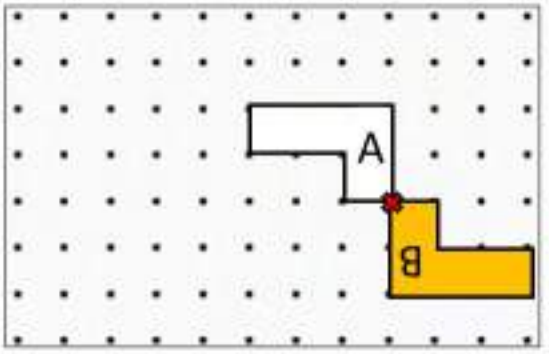
4) _____



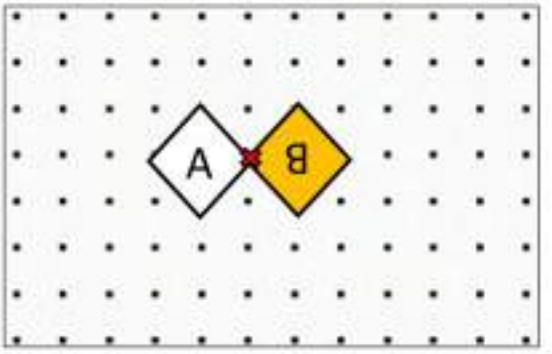
5) _____



6) _____



7) _____



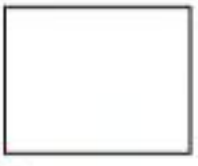
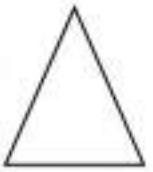
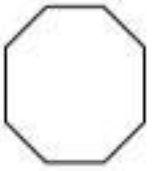
8) _____

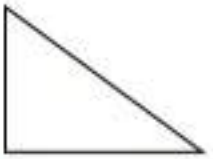
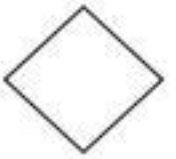
Name: _____ 64

Curriculum Connection
TQ

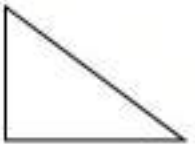
Geometry Test

Part 1 How many sides does the shape have? What is the name of the shape?

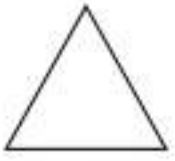
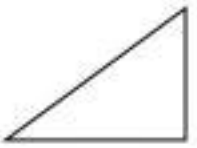
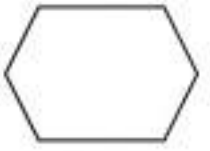
	1. 	2. 	3. 	4. 
Sides				
Name				

	5. 		7. 	8. 
Sides				
Name				

Part 2 Is the shape a polygon? Write yes or no.

1. 	2. 	3. 	4. 	

Part 3 Circle the vertices and write how many vertices the shape has

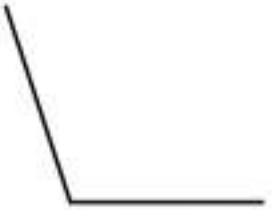
1. 	2. 	3. 	4. 	5. 

Curriculum Connection
TQ

Part 4 Label the angles in comparison to a right angle – larger, smaller, right angle

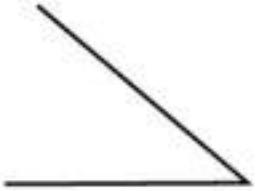
1)

2)

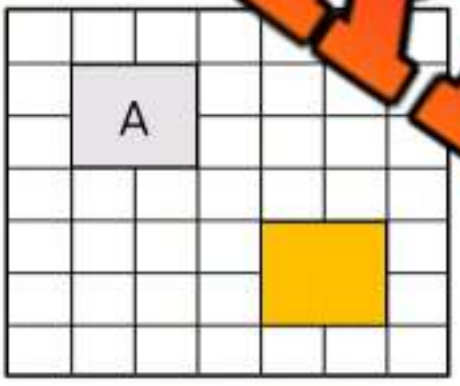


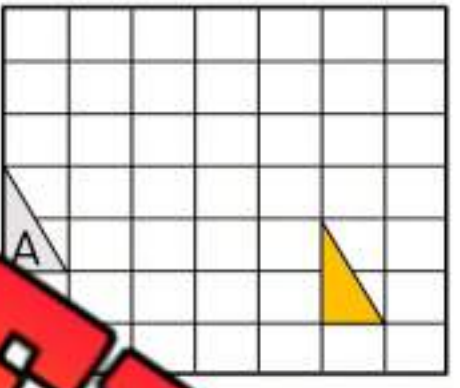
3)

4)



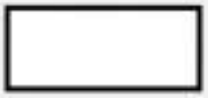
Part 5 Describe the translations below using arrows. Shape A is the original object



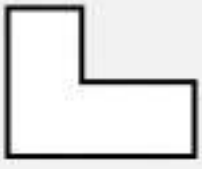


Part 6 Draw a rotation of the first image

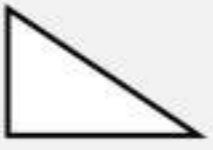
1)



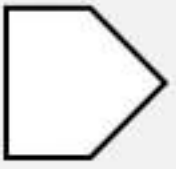
2)



3)



4)

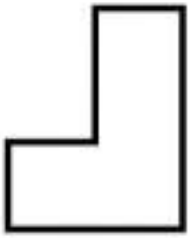


Curriculum Connection
TQ

Part 7 Draw the shape across the reflection line

1)

2)

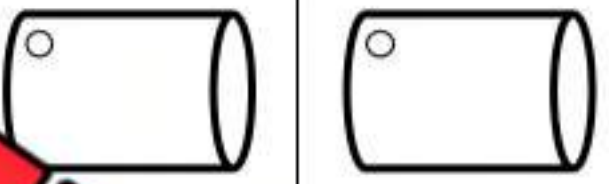


Part 8 ...transformation a translation, reflection or rotation?

1)

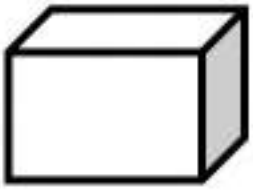
Translation	Reflection	Rotat...

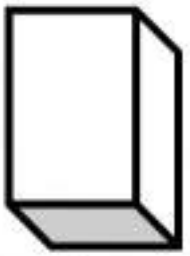
2)



Tr...on	Reflection	Rotation

3)

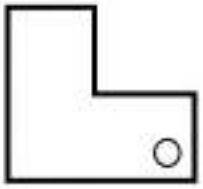


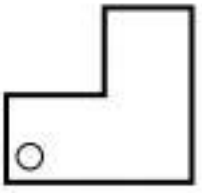


Translation	Reflection	Rotation

Translation	Reflection	Rotation

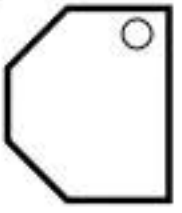
5)

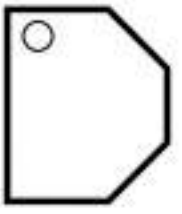




Translation	Reflection	Rotation

6)





Translation	Reflection	Rotation

Grade 3
Measurement

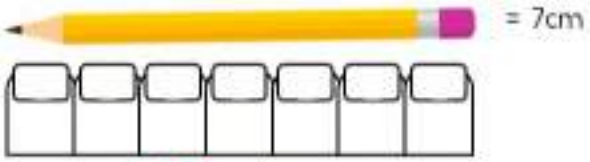
	Curriculum Expectations	Pages
M.1	Students determine length using standard units. ▪ Relate millimetres, centimetres, and metres. ▪ Relate inches to feet and yards. Justify the choice of millimetres, centimetres, or metres to measure various lengths. ▪ Measure lengths of straight lines and curves, with millimetres, centimetres, or metres. ▪ Recognize length expressed in metric or imperial units. ▪ Approximate a measurement in inches, feet, or yards using centimetres or metres. ▪ Determine the perimeter of polygons. ▪ Determine the length of an unknown side given the perimeter of a polygon ▪ Identify referents for a centimetre and a metre. ▪ Estimate length by comparing to a benchmark. ▪ Estimate length by visualizing the iteration of a referent for a centimetre or metre.	68 - 120
M.2	Students interpret angles. ▪ Recognize various angles in surroundings. ▪ Recognize situations in which an angle can be perceived as motion. ▪ Compare two angles directly by superimposing. ▪ Compare two angles indirectly by superimposing a third angle. ▪ Estimate which of two angles is greater. Identify referents for 90°. ▪ Identify 90° angles in the environment using a referent.	121 - 131
TQ	Tests and Quizzes	132-134

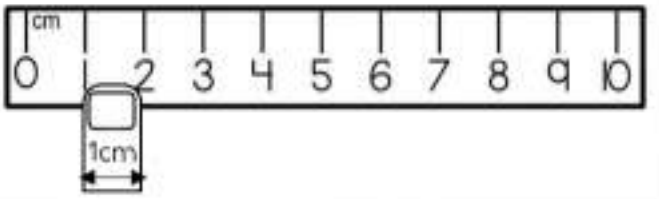
Name: _____ 68

Curriculum Connection
M.1

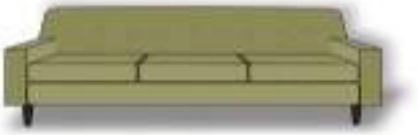
Estimating Lengths – Finger Benchmark

We can estimate the length of something by using our fingertip. Your fingertip is approximately 1 cm wide.





Part 1 Measure the objects below using your fingertip

1)  Approximately _____ cm	2)  Approximately _____ cm
3)  Approximately _____ cm	 Approximately _____ cm
5)  Approximately _____ cm	6)  Approximately _____ cm

Part 2 Find objects in your class that you can measure

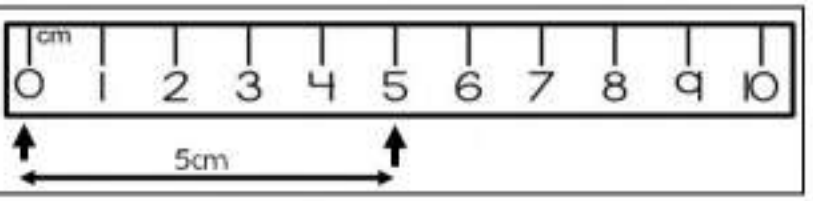
1) The pencil is approximately _____ cm	2) The _____ is approximately _____ cm
3) The _____ is approximately _____ cm	4) The _____ is approximately _____ cm
5) The _____ is approximately _____ cm	6) The _____ is approximately _____ cm

Name: _____ 70

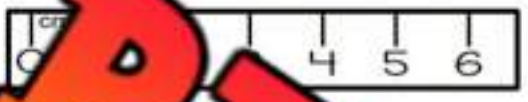
Curriculum Connection
M.1

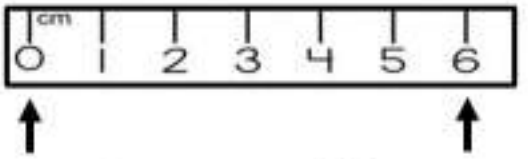
Measuring in Centimeters

We can accurately measure the length of something by using a ruler.



Questions Read the rulers below to find the distance between the arrows

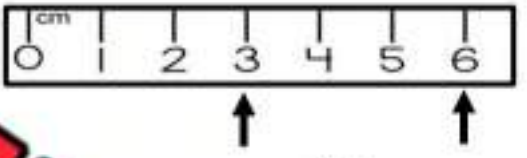
1) 

2) 

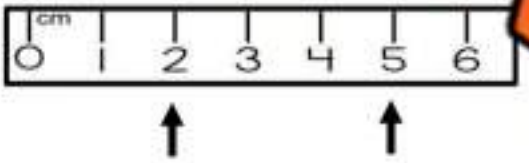
_____ cm

3) 

_____ cm

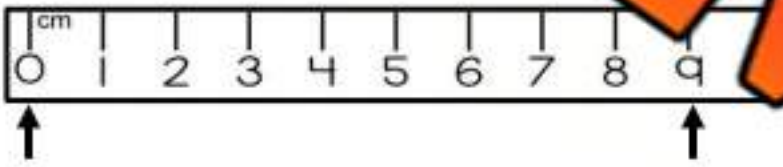
4) 

_____ cm

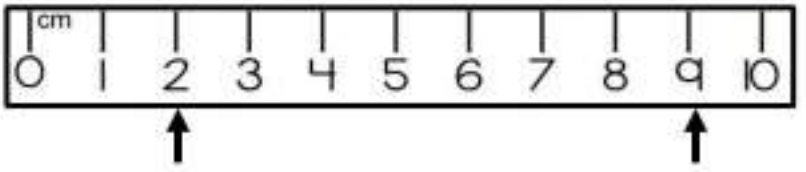
5) 

_____ cm

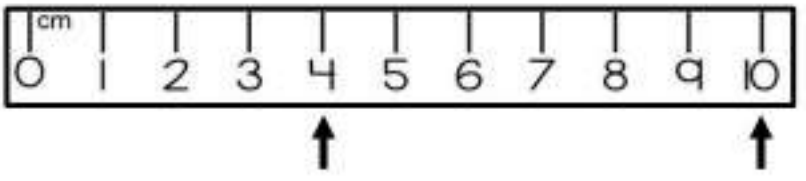
6) 

7) 

_____ cm

8) 

_____ cm

9) 

_____ cm

Name: _____ 71

Curriculum Connection
M.1

Measuring in Centimeters

Questions Use a ruler to measure the lines below

1) _____ cm _____ mm

2) _____ cm _____ mm

3) _____ cm _____ mm

4) _____ cm _____ mm

5) _____ cm _____ mm

6) _____ cm _____ mm

7) _____ cm _____ mm

8) _____ cm _____ mm

9) _____ cm _____ mm

10) _____ cm _____ mm

11) _____ cm _____ mm

12) _____ cm _____ mm

Name: _____ 72

Curriculum Connection
M.1

Drawing Lengths Using a Ruler

Questions	Draw lines that are the lengths below

1) 5 cm	2) 6 cm
3)	4) 9 cm
5) 4 cm	7 cm
7) 1 cm	8) 8 cm
9) 2 cm	10) 10 cm
11) 14 cm	
12) 17 cm	

Name: _____ 74

Curriculum Connection
M.1

Measuring Height – Lollipops

Questions Measure the height of the lollipop sticks

1. Colour the biggest stick Red
2. Colour the shortest stick Blue
3. Colour the two sticks that are the same length green

Name: _____ 75

Curriculum Connection
M.1

Estimating Length in CM

Questions | Circle which length fits the description

1) A pencil
a) 5cm
b) 15cm
c) 50cm
d) 100cm

2) A computer
a) 5cm
b) 10cm
c) 40cm
d) 100cm

3) A [illegible]
a) 50cm
b) 100cm
c) 500cm
d) 900cm

4) A cup
a) 3cm
b) 10cm
c) 50cm
d) [illegible]cm

5) A bottle
a) 3cm
b) 30cm
c) 100cm
d) 300cm

6) A re[illegible]control
a) [illegible]
b) [illegible]cm
c) [illegible]
d) 500cm

7) An apple
a) 1cm
b) 30cm
c) 10cm
d) 100cm

8) A paper clip
a) 5cm
b) 50cm
c) 100cm
d) 200cm

9) Piece of paper
a) 5cm
b) 15cm
c) 50cm
d) 100cm

10) A shoe
a) 5cm
b) 15cm
c) 50cm
d) 200cm

Name: _____ 78

Curriculum Connection
M.1

Estimating Length in Metres

Questions | Circle which length fits the description

1) A pool

a) 1m
b) 2m
c) 10m
d) 100

2) A basketball player

a) 1m
b) 2m
c) 10m
d) 100m

3) A

a) 1m
b) 2m
c) 5m
d) 100m

4) A school

a) 1m
b) 10m
) 100m
0m

5) A school bus

a) 1m
b) 2m
c) 10m
d) 100m

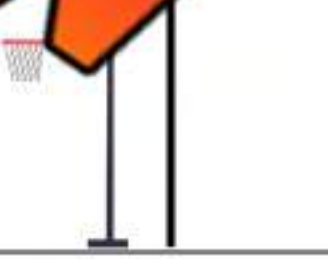
) A h

a)
b) m
c) 10
d) 500m

7) A soccer field

a) 5m
b) 10m
c) 20m
d) 100m

8) A basketball net



a) 1m
b) 4m
c) 50m
d) 100m

9) A hot tub

a) 2m
b) 10m
c) 50m
d) 100m

10) A stop sign

a) 1m
b) 2m
c) 10m
d) 100m

Name: _____ 81

Curriculum Connection
M.1

Measuring Rectangles – Side Lengths

Questions | Label the side lengths in centimetres (cm)

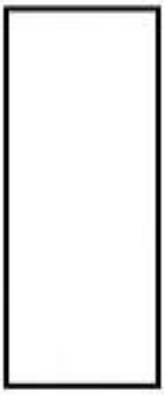
1)

2)

3)

4)

5)



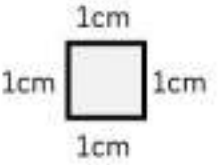
6)

Name: _____ 82

Curriculum Connection
M.1

Measuring Square Side Lengths

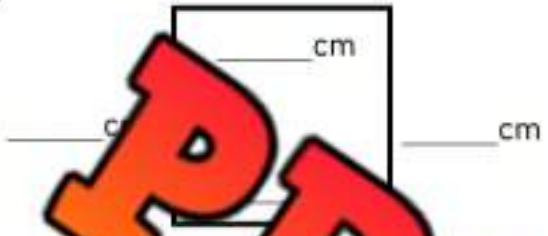
A square has 4 sides that are all the same length. We can find out if a shape is a square by measuring the side lengths.



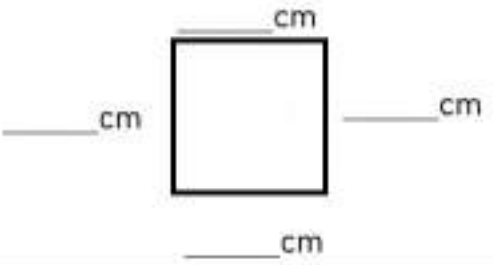
Part 1

Use a ruler to measure the squares below

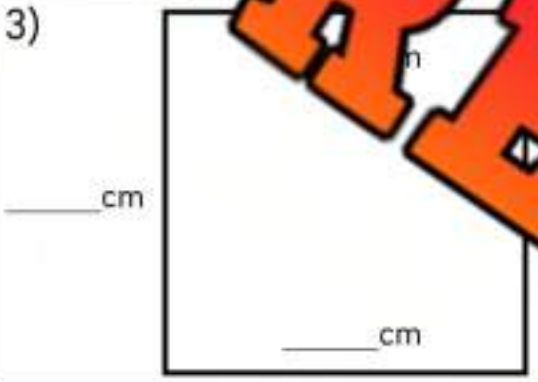
1)



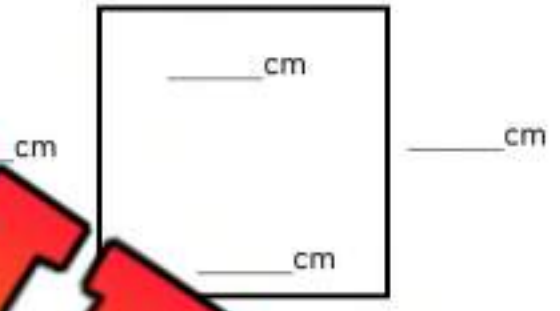
2)



3)



4)



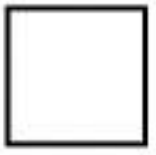
Part 2

Are the shapes squares or rectan

1)

Square Rectangle

2)



Square Rectangle

3)

Square Rectangle

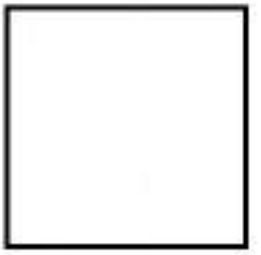
4)

Square Rectangle

5)

Square Rectangle

6)



Square Rectangle

Name: _____ 83

Curriculum Connection
M.1

Metric System Units – mm, cm, m

Millimetre (mm)	Centimetre (cm)	Metre (m)
Used to measure short distances 	Used to measure short to medium distances 	Used to measure medium to long distances

Questions unit of measure would you use to measure the following distances?

1) The length of 	
2) The length of your 	
3) The length of your eraser	
4) The length of your classroom 	
5) The width of a worm 	
6) The distance of a 10 second race 	
7) The length of your shoe 	
8) The width your fingernail 	
9) The height of the classroom door 	
10) The length of your school 	

Name: _____ 84

Curriculum Connection
M.1

Metric System Units - mm, cm, m

Millimetre (mm)	Centimetre (cm)	Metre (m)
10mm = 1cm 1000mm = 1m	1cm = 10mm 100cm = 1m	1m = 100cm 1m = 1000mm

Part 1 Fill in the tables below

mm	cm
10	
20	
40	
50	
	6
	7
	8
90	
100	

cm	m
100	1
	2
300	3
400	
	5
600	
	7
1000	

Part 2 Convert the units of measurement below

1) 1m = _____cm	5) 5m = _____cm	9) 500cm = _____m
2) 20mm = _____cm	6) 50mm = _____cm	10) 500mm = _____cm
3) 2cm = _____mm	7) 100mm = _____cm	11) 8m = _____cm
4) 50cm = _____mm	8) 30cm = _____mm	12) 300cm = _____m

Name: _____ 85

Curriculum Connection
M.1

Which is Longer?

Part 1 Which distance is farther? Circle the longest distance.

1)	10m	200cm	10mm	2m
2)	32cm	380mm	1m	1000m
3)	50	535cm	5m	1m
4)	m	1m	5000mm	156cm
5)	712cm		2000mm	4m

Part 2 Read the pr nd below

1. Nick and Ryan both competed in mp at ck meet. Nick jumped 3m and Ryan jumped 329cm. Who jumped furth

2. Max and Rudy are arguing over whose pencil is longer. Max m long and Rudy's is 95mm long. Whose pencil is longer?

3. Fred and Norm both walk to school. Fred walks 5400cm and Norm walks 53m. Who walks further to school?

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

a) Convert the unit of measurement below

- 7 m = _____ cm
- 900cm = _____ m

b) Paul is comparing two desks; one is 120cm long and the other is 1.1 meters long. Which desk is longer?

_____

Name: _____

a) Convert the unit of measurement below

- 7 m = _____ cm
- 900cm = _____ m

b) Paul is comparing two desks; one is 120cm long and the other is 1.1 meters long. Which desk is longer?

_____

Name: _____

a) Convert the unit of measurement below

- 7 m = _____ cm
- 900cm = _____ m

b) Paul is comparing two desks; one is 120cm long and the other is 1.1 meters long. Which desk is longer?

_____

Name: _____ 87

Curriculum Connection
M.1

Ordering Measurements

Part 1 Order the measurements from shortest to longest

Measurements	Order (Shortest to Longest)			
1) 7000 mm, 6 m, 500 cm, 4 m	4 m	500 cm	6 m	7000 mm
2) 2 m, [illegible] 700 mm, 5 m				
3) 800 [illegible] m, 50 [illegible], 2				
4) 3000 mm, 2000 [illegible] 50 [illegible]				
5) 150 cm, 90 m, 1200 mm, 11[illegible] cm				

Part 2 Order the measurements from [illegible]st to [illegible]

Measurements	Order [illegible]			
1) 5000 mm, 9000 m, 700 cm, 8 m				
2) 2 m, 550 cm, 1500 mm, 5 m				
3) 8000 mm, 5 m, 450 cm, 525 cm				
4) 3 mm, 4100 m, 1 cm, 1 m				
5) 120 cm, 1 m, 12000 mm, 2000 mm				

Name: _____ 88

Curriculum Connection
M.1

Measurement Word Problems

Questions | Answer the questions below

	Word Problems
1	Two desks were measured in a classroom. One desk is 75 cm tall, and the oth[illegible] is 900 mm tall. Which desk is taller, and by how much?
2	A store se[illegible]ffere[illegible]rope: one rope is 3 metres, another is 2 500 millimet[illegible] last [illegible] centimetres. Order the ropes from longest to shortes[illegible]
3	A sunflower grew to 2 metres, while a rose [illegible]ched [illegible], and a tulip was 900 mm tall. Order the plants from t[illegible] sh[illegible]
4	A library has bookshelves of different heights. One bookshelf is 2 metres, another is 210 centimetres, and the third is 2 500 millimetres. Order the bookshelves from tallest to shortest.

Name: _____ 89

Curriculum Connection
M.1

Estimating Distance

Questions | Circle which distance is the largest

1) Length of a pencil

a) 30cm

b) 10mm

c) 10cm

2) Length of a soccer field

a) 100m

b) 500m

c) 500cm

3) Dist[illegible] of a 2[illegible]race

a) 100 metr[illegible]

b) 50mm

c) 2000m

4) Length of a gym

a) 15m

b) 3m

300cm

[illegible]0mm

5) Width of a computer monitor

a) 2m

b) 40cm

c) 20mm

[illegible]) Len[illegible]your shoe

a)

b) [illegible]m

c) 2m

7) Height of a desk

a) 2m

b) 90cm

c) 200mm

8) Height of an NBA [illegible]erson)

a) 2m

b) 100cm

c) 200mm

9) Length of a bus

a) 13m

b) 200cm

c) 2000mm

10) Width of an eraser on the end of a pencil

a) 2m

b) 10cm

c) 10mm

Name: _____ 91

Curriculum Connection
M.1

Measure Curved Lengths

Questions Use a string to measure the curved lengths below. Use cm or mm

1) Length = _____

2) Length = _____

3) Length = _____

ngth = _____

5) Length = _____

6) Length = _____

Name: _____ 92

Curriculum Connection
M.1

Imperial System Units – in, ft, yd

Inch (in.)	Foot (ft.)	Yard (yd.)
12 in = 1 ft 24 in = 2 ft 48 in = 4 ft	3 ft = 1 yd 6 ft = 2 yd 9 ft = 3 yd	1 yd = 36 in 2 yd = 72 in 3 yd = 108 in

Part 1

Fill in the tables below

	ft
12	1
48	
72	
84	
	8
120	10

ft	yd
3	1
6	
	3
	4
	7
30	

Part 2

Convert the units of measurement below

1) 1 ft	_____in	5) 48 in	_____ft	9) 60ft	_____yd
2) 2 ft	_____in	6) 4 yd	_____ft	10) 216 in	_____yd
3) 3 yd	_____in	7) 72 in	_____ft	11) 144 in	_____yd
4) 6 yd	_____in	8) 36 in	_____ft	12) 120 ft	_____yd

Name: _____ 94

Curriculum Connection
M.1

Which is Longer?

Part 1 Which distance is farther? Circle the longest distance.

1)	15ft	180in	14yd	16ft
2)	240in	22ft	8yd	10ft
3)	9	3ft	48in	5ft
4)	d	350ft	420in	105ft
5)	7ft		5yd	11ft

Part 2 Read the pr nd below

1. A cat jumped over a fence that m ed 7 f jumped over a fence that measured 81 inches. Which animal jumped ighe ?

2. Rachel built a bookshelf measuring 3 yards tall, while Liam ll. Whose bookshelf is taller?

3. James and Ella both ran different lengths in their school relay race. James ran 100 yards, while Ella ran 250 feet. Who covered more distance in the relay?

Curriculum Connection
M.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

1) Convert the units of measurement below.

a) _____ft

b) 9ft = _____ yd

c) 3yd = _____in

2) Answer the questions below

A garden hose is 25 yards long. How long is it in feet?

_____

Name: _____

1) Convert the units of measurement below.

a) 48in = _____ft

b) 9ft = _____ yd

c) 3yd = _____in

2) Answer the questions below

A garden hose is 25 yards long. How long is it in feet?

_____

Name: _____

1) Convert the units of measurement below.

a) 48in = _____ft

b) 9ft = _____ yd

c) 3yd = _____in

2) Answer the questions below

A garden hose is 25 yards long. How long is it in feet?

_____

Name: _____ 96

Curriculum Connection
M.1

Imperial System and Metric System

The imperial system and metric system do not have perfect conversions because they are two different systems. When we convert a metric unit to an imperial unit, the conversion will be approximate, meaning not exact.

Inches	Feet	Yards
○ Approximately 2 ½ cm in one inch	○ Approximately 30 cm in one foot	○ Approximately 1 metre in 1 yard

Part 1 Convert the values in the tables below

Inches	Centimetres
1	
2	
	7.5
4	
	12.5
	15
	17.5
8	
	22.5
	25

Feet	Centimetres
	12[illegible]
5	
6	
7	
	240
	270
10	

Yards	Metres
1	
2	
	3
4	
	6
	9
10	

Part 2 Which distance is the furthest? Circle the longest distance.

1)	5 inches	10 cm	1 m
2)	7 y	5 m	90 cm
3)	150 cm	1 y	10 in
4)	10 in	1 ft	1 m

Name: _____ 97

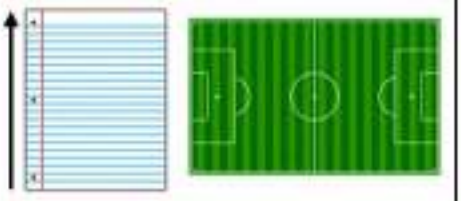
Curriculum Connection
M.1

Estimating the Distance

Use your knowledge of the imperial system to estimate the distances below. Use the referents below to help.

Example

- ✓ My paper is 11 inches long
- ✓ The average height of a person is between 5 and 6 feet
- ✓ The length of a soccer field is 100 yards



Questio ver the questions below by estimating the distances

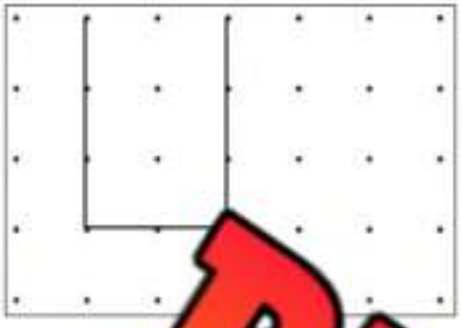
1) How man ye	
2) How many yards w scho	
3) How many inches long is your ha	
4) How long is a bus?	
5) How tall is your teacher?	
6) How long is your foot?	
7) How far is the walk to the washroom?	
8) How wide is your classroom?	
9) How tall is your desk?	
10) How long is your pencil?	

Name: _____ 98

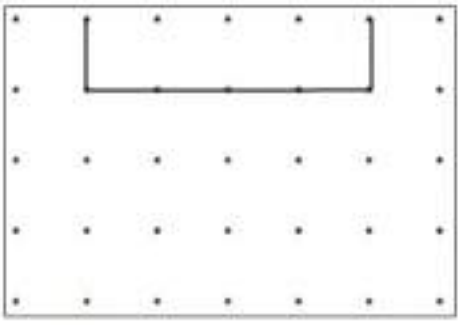
Curriculum Connection
M.1

Finding the Perimeter of Irregular Shapes

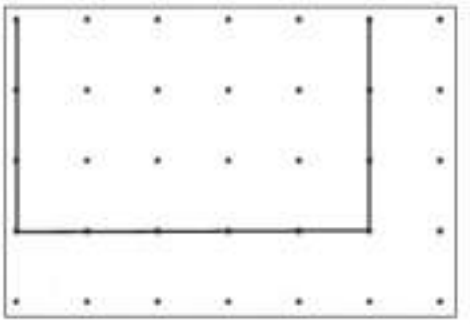
Part 1 Find the perimeter of the rectangles below



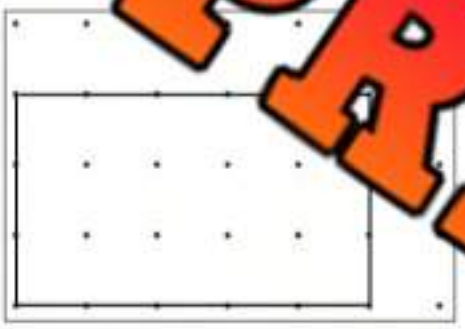
1) Peri



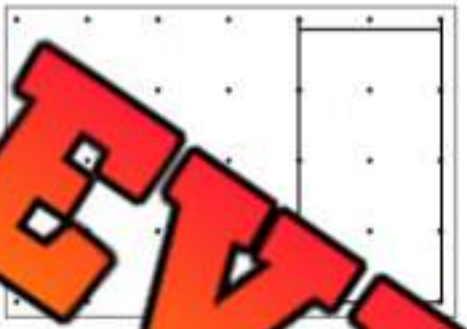
2) Perimeter = _____



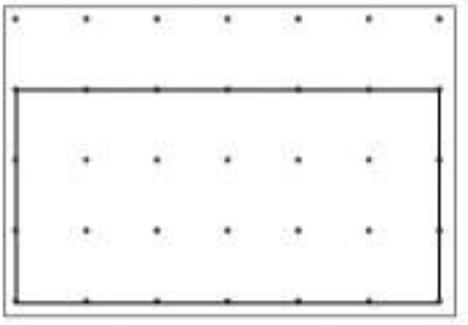
3) Perimeter = _____



4) Perimeter = _____

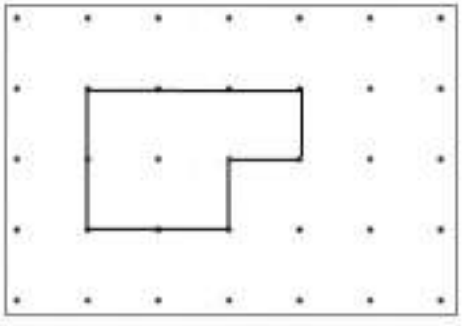


5) Peri = _____

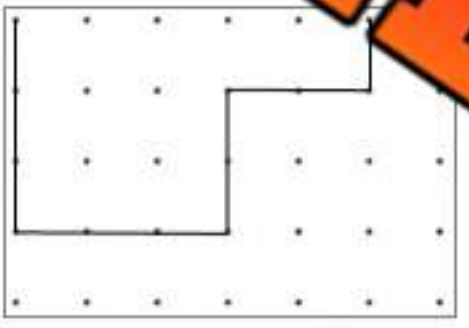


6) Perimeter = _____

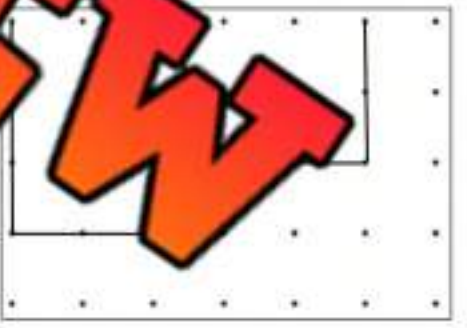
Part 2 Find the perimeter of the polyg ow



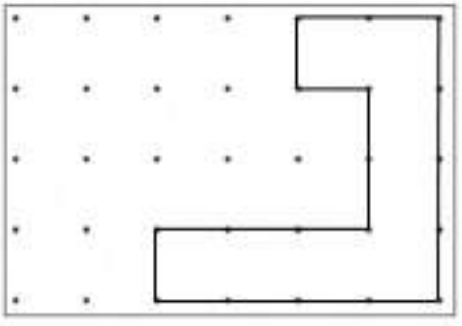
1) Perimeter = _____



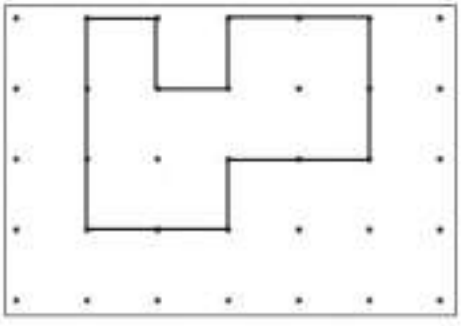
2) Perimeter = _____



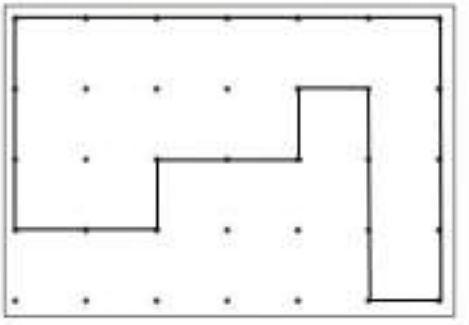
3) Perimeter = _____



4) Perimeter = _____



5) Perimeter = _____



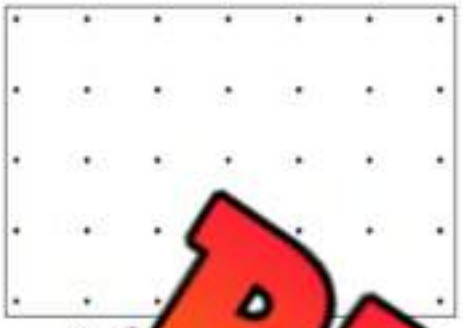
6) Perimeter = _____

Name: _____ 99

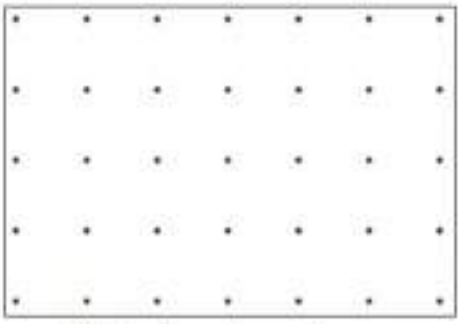
Curriculum Connection
M.1

Drawing Shapes Using Perimeter

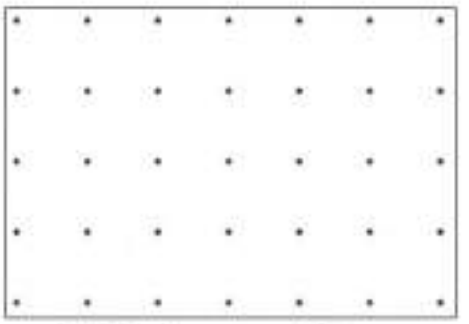
Part 1 Draw a square with the perimeter that is given to you



1) P[illegible]

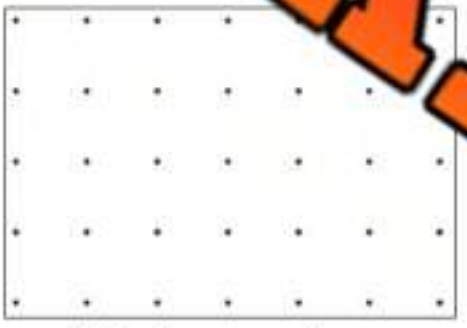


2) Perimeter= 4



3) Perimeter= 12

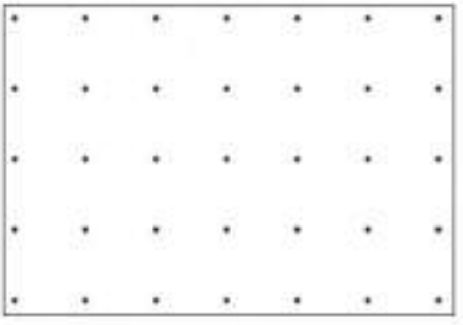
Part 2 P[illegible]ith the perimeter that is given to you



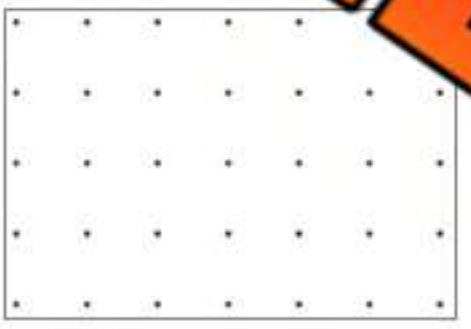
4) Perimeter= 6

5) Perimeter[illegible]

[illegible]imeter= 16

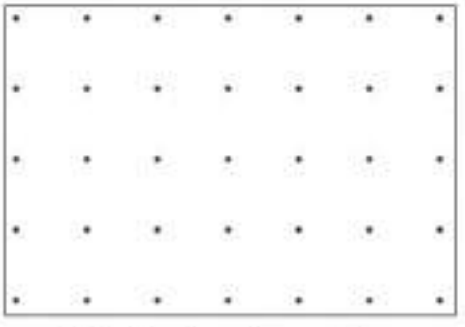


7) Perimeter= 8

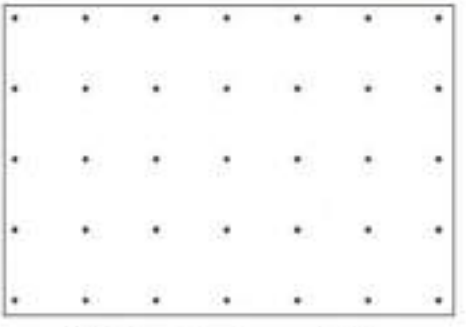


8) Perimeter= 14

9) Perimeter= 18



10) Perimeter= 20



11) Perimeter= 12

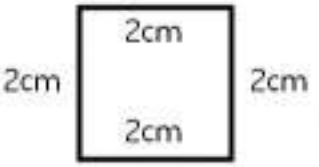
Name: _____ 101

Curriculum Connection
M.1

Finding the Perimeter of Shapes

The **perimeter** is the distance around a shape. We can find the perimeter by adding up all the side lengths.

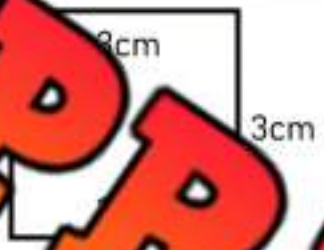
Example: 2 + 2 + 2 + 2 = 8cm



Part 1

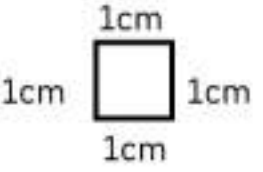
Find the perimeter of the squares below

1)



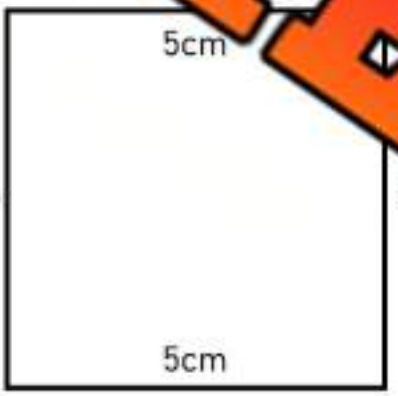
Perimeter = _____

2)



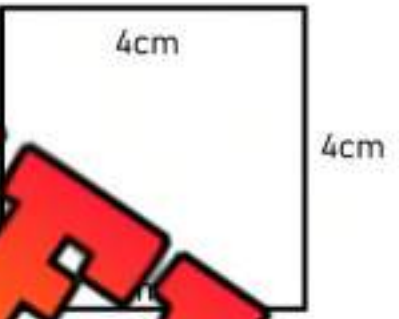
Perimeter = _____

3)



Perimeter = _____

4)

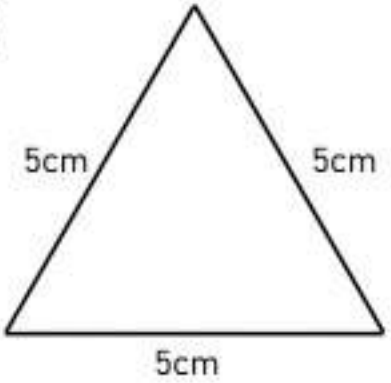


Perimeter = _____

Part 2

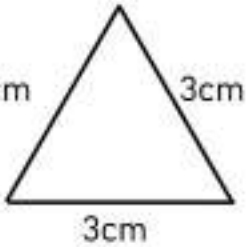
Find the perimeter of the triangles below

1)



Perimeter = _____

2)



Perimeter = _____

3)

Perimeter = _____

Name: _____ 105

Curriculum Connection
M.1

Calculating Perimeter

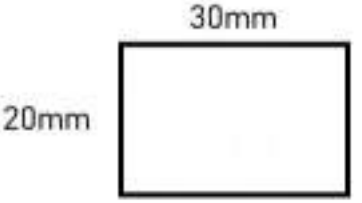
Questions | Find the perimeter of the shapes below

*** not to scale

1)

Perimeter = _____cm

2)

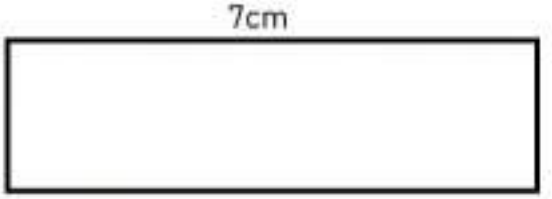


Perimeter = _____mm

3)

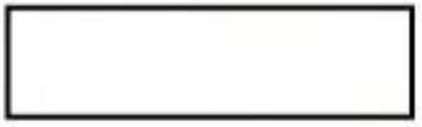
Perimeter = _____

4)



Perimeter = _____cm

5)



Perimeter = _____mm

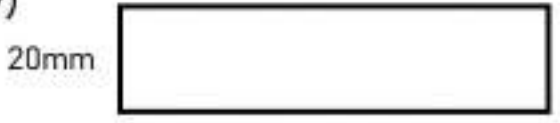
7)

Perimeter = _____mm

8)

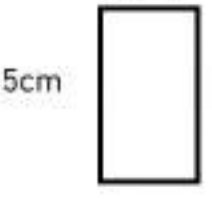
Perimeter = _____cm

9)



Perimeter = _____mm

10)



Perimeter = _____cm

Name: _____ 106

Curriculum Connection
M.1

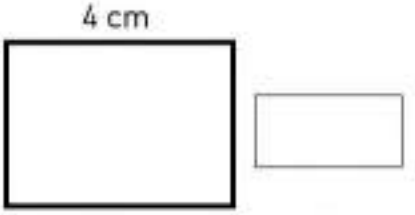
Calculating Perimeter of Unknown Slide

Questions Use the perimeter and given lengths to find the unknown side

1)

= 16 cm

2)

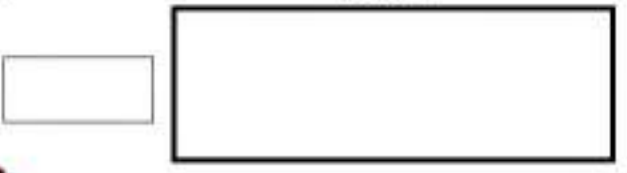


Perimeter = 12 cm

3)

Perimeter = 22

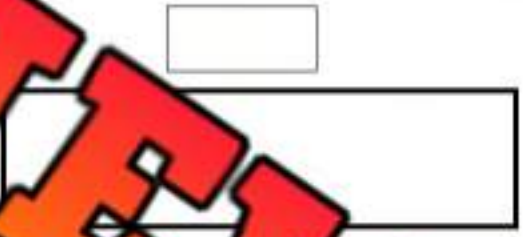
4)



Perimeter = 32 cm

5)

Perimeter = 26 m



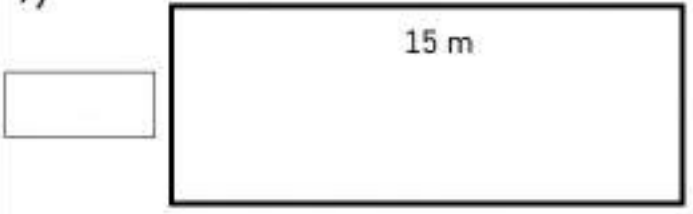
7)

Perimeter = 22 m

8)

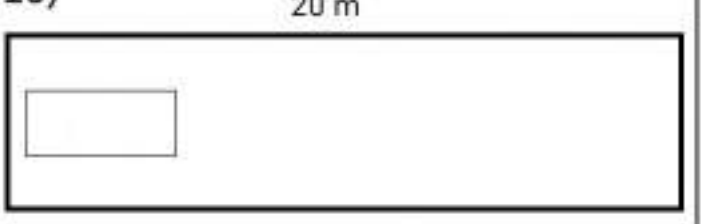
Perimeter = 12 cm

9)



Perimeter = 40 m

10)



Perimeter = 50 m

Name: _____ 107

Curriculum Connection
M.1

Measurement Word Problems

Questions Answer the questions below

	Word Problems
1	A swimming pool has a perimeter of 18 metres. One side of the pool is 5 metres long. What is the missing length?
2	A note[illegible] has a perimeter of 86 cm. One side of the cover is 21 cm. What is the missing side length?
3	A classroom whiteboard has a perimeter [illegible]. The width of the whiteboard is 120 cm. What is the length of the whiteboard?
4	A rectangular picture frame has a perimeter of 1 000 mm. One side of the frame is 200 mm. Find the missing length of the frame.
5	A window panel has a perimeter of 180 cm. One side measures 45 cm. Find the missing length of the window panel.

Name: _____ 108

Curriculum Connection
M.1

Drawing Shapes Using Perimeter

Questions Draw a shape (square, rectangle, or triangle) using the perimeter given

1)	2) Perimeter= 12 cm
3) Perimeter= 16 cm	4) Perimeter= 20 cm
5) Perimeter= 10 cm	6) Perimeter= 6 cm
7) Perimeter= 22 cm	8) Perimeter= 18 cm

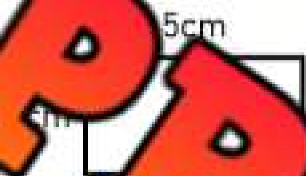
Curriculum Connection
M 1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: ______________________

Find the imeter of the shapes below.

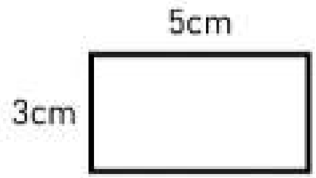


Perim ____ cm

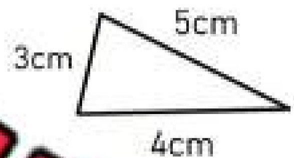
Perimeter = ______cm

Name: ______________________

Find the perimeter of the shapes below.



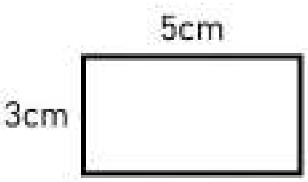
Perimeter = _______cm



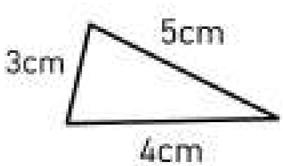
Pe = ______cm

Name: ______________________

Find the perimeter of the shapes below.



Perimeter = _______cm

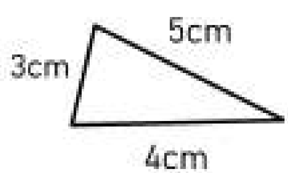


Perimeter = ______cm

Name: ______________________

Find the perimete below.

Perimeter = _______cm



Perimeter = ______cm

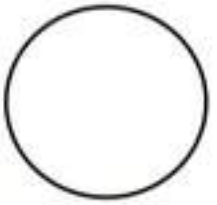
Name: _____ 114

Curriculum Connection
M.1

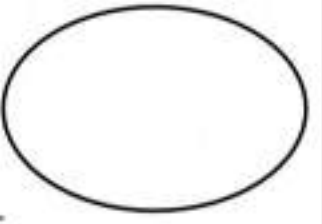
Perimeter of Curved Shapes

Questions

Step 1 - use a string to find the length of these shapes.
Step 2 - measure the length of the string with a ruler to find the perimeter

1) 

Perime

2) 

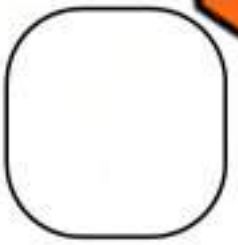
Perimeter= _____

3) 

Perimeter= _____

4) 

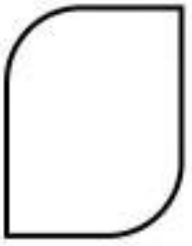
eter= _____

5) 

Perimeter= _____

6) 

Perimete

7) 

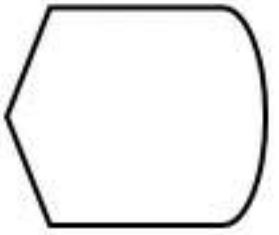
Perimeter= _____

8) 

Perimeter= _____

9) 

Perimeter= _____

10) 

Perimeter= _____

Name: _____ 115

Curriculum Connection
M.1

Perimeter of Curved Shapes

Questions Draw a shape with a curved line using the perimeter given. Use a piece of string to know how long the curved shape is.

1)

Perim cm

2)

Perimeter= 12cm

3)

Perimeter= 14cm

4)

= 8cm

5)

Perimeter= 16cm

6)

Perimeter= 20cm

7)

Perimeter= 22cm

8)

Perimeter= 18cm

Name: _____ 116

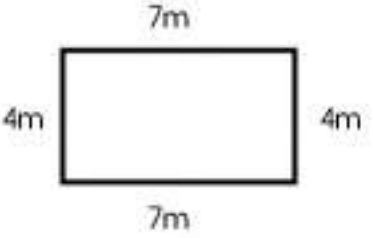
Curriculum Connection
M.1

Finding Perimeter Using Meters

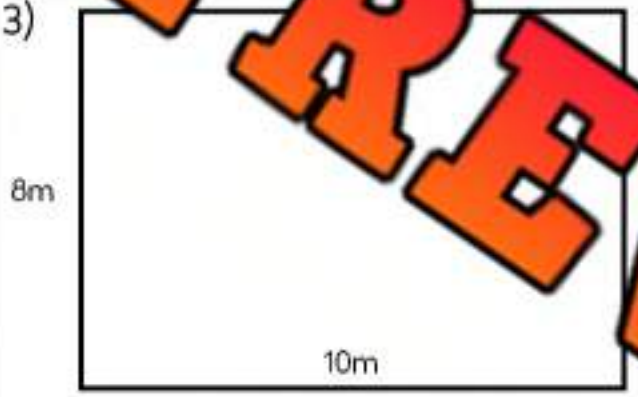
Part 1 Find the perimeter of the shapes using metres

1)

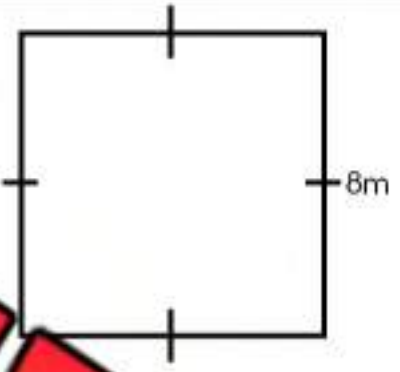
2)



3)

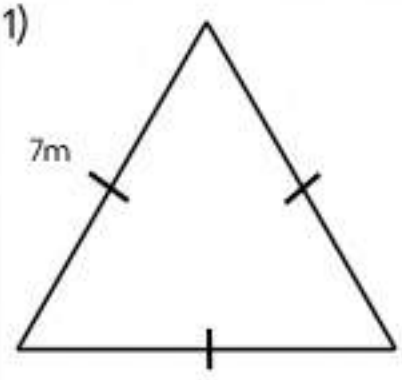


4)

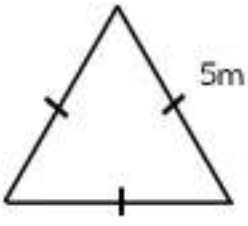


Part 2 Find the perimeter of the equilateral triangles below

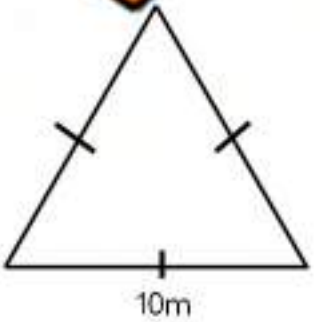
1)



2)



3)



Name: _____ 118

Curriculum Connection
M.1

Perimeter Word Problems

Instructions Draw a picture of the problem and then find the perimeter

1) A computer screen is 15cm by 10cm. What is the perimeter of the screen?

2) Pa[illegible] around his yard. His yard is 20m by 10m. What is the perimet[illegible] of his [illegible]

3) The school yard is a rectangle that [illegible] by [illegible] What is the perimeter of the yard?

4) A poster is 15cm by 10cm. What is the perimeter of the poste[illegible]

5) Mrs. Wilson is putting a border around her bulletin board. The board is 200cm by 1m. What is the perimeter of the bulletin board?

Curriculum Connection
M.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: ______________________

1) Convert the units so they are all the same and calculate the perimeter.

Perimeter = ______cm ______mm

2) A soccer field has a length of 20m and a perimeter of 90m. What is the width of the soccer field?

____

Name: ______________________

1) Convert the units so they are all the same and calculate the perimeter.

Perimeter = ______cm ______mm

2) A soccer field has a length of 20m and a perimeter of 90m. What is the width of the soccer field?

____

Name: ______________________

1) Convert the units so they are all the same and calculate the perimeter.

Perimeter = ______cm ______mm

2) A soccer field has a length of 20m and a perimeter of 90m. What is the width of the soccer field?

____

Name: ______________________

1) Convert the units so they are all the same and calculate the perimeter.

Perimeter = ______cm ______mm

2) A soccer field has a length of 20m and a perimeter of 90m. What is the width of the soccer field?

____

Name: _____ 120

Curriculum Connection
M.1

Perimeter Word Problems - Unknown Slide

Questions | Draw a picture of the problem and then find the perimeter

1) The perimeter of a square house is 24 metres. What are the lengths of each side?

2) A rectang[illegible] a perimeter of 100 cm. The top and bottom have sid[illegible]ch. What are the side lengths of the other two sides?

3) A rectangular garden has a perimeter of [illegible] lengths are 6 m. What are the lengths of the other sides?

4) A triangle baseball field has a perimeter of 68 metres. Two of the side lengths are 22 m. What is the length of the third side?

Name: _____ 121

Curriculum Connection
M.2

Line, Rays, and Line Segments

Point

A

A **point** is a dot. We often name points with a capital letter

Line

A B

A **line** is straight and goes on forever in both directions (arrows). Lines can have points on them ($\overleftrightarrow{AB}$ or $\overleftrightarrow{BA}$)

Ray

D E

A **ray** is a straight path that goes on forever in one direction (1 arrow). The ray above is $\overrightarrow{DE}$.

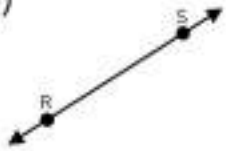
Line Segment

D E

A **line segment** is a straight line between two points. The line segment above is $\overline{DE}$ or $\overline{ED}$.

Part 1

l whether the example is a point, line, ray or line segment

1) 	2) 	3) 	4) 
Line JK or KJ JK or KJ			
5) 	6) 		8) 
9) 	10) 	11) 	

Part 2

Construct a ray, line, point, and line segment. Label each.

1)	2)	3)	4)
Line Segment – AB	Point C	Line – QR	Ray – MN

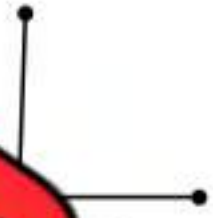
Name: _____ 124

Curriculum Connection
M.2

Superimposing Angles

Compare Cut out the angle and place them over the angles above to compare them

1)



Bigger than 90° | Smaller than 90°

2)

Bigger than 90° | Smaller than 90°

3)

Bigger than 90° | Smaller than 90°

4)

Bigger than 90° | Smaller than 90°

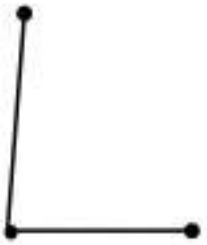
5)

Bigger than 90° | Smaller than 90°

6)

Bigger than 90° | Smaller than 90°

7)



Bigger than 90° | Smaller than 90°

90° Angle

Name: _____ 127

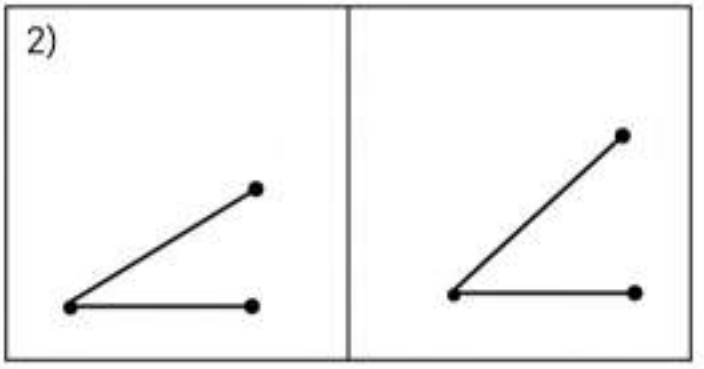
Curriculum Connection
M.2

Superimposing Angles

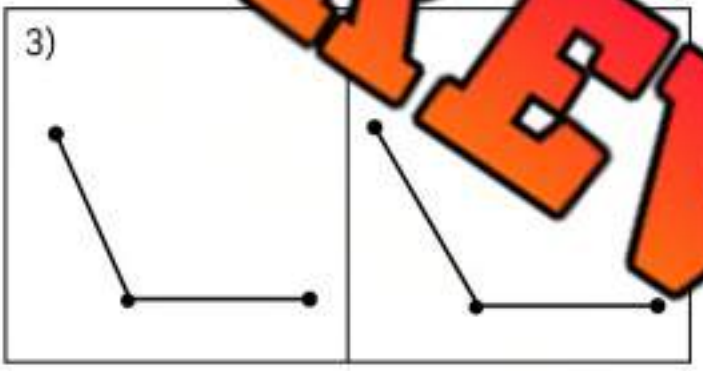
Compare Cut out the angles and use them to compare the two angles above. Circle the larger angle.

1)

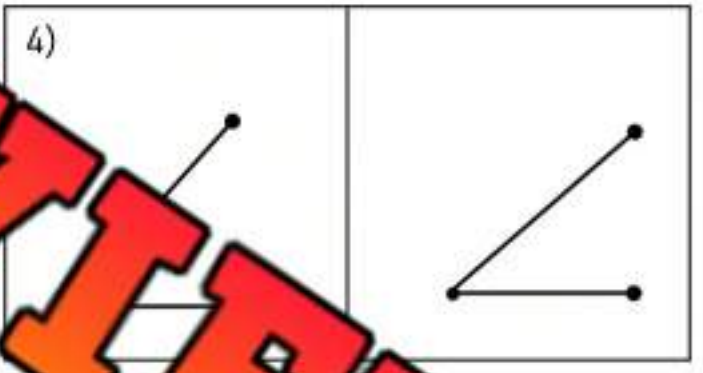
2)



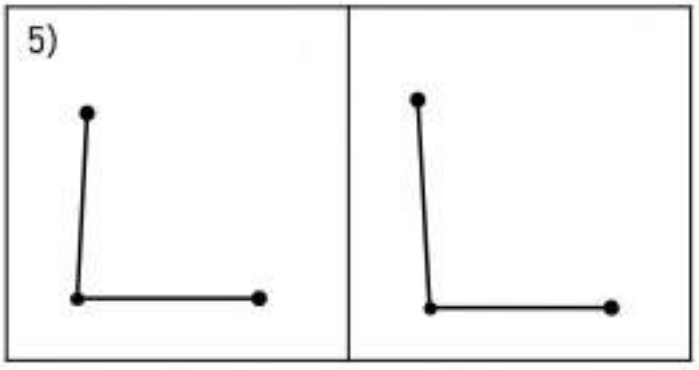
3)



4)



5)



6)

90° Angle

120° Angle

45° Angle

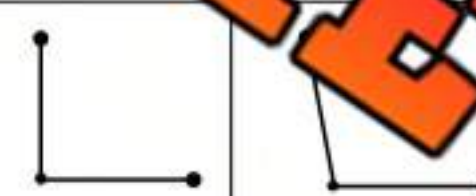
Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

Compare the two angles above.
Circle the larger angle.

1) 

2) 

Name: _____

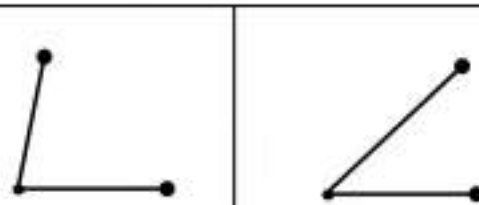
Compare the two angles above.
Circle the larger angle.

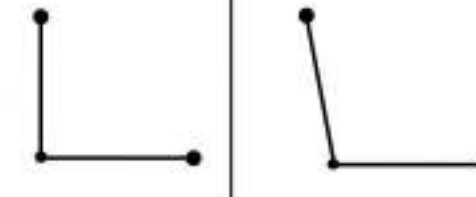
1) 

2) 

Name: _____

Compare the two angles above.
Circle the larger angle.

1) 

2) 

Name: _____

Compare the two angles above.
Circle the larger angle.

1) 

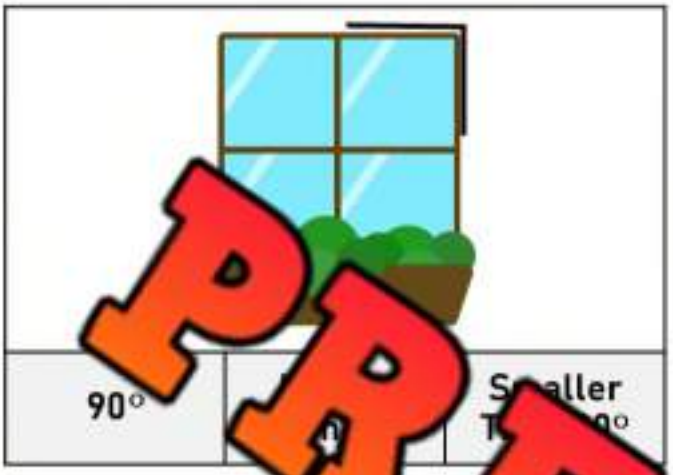
2) 

Name: _____ 129

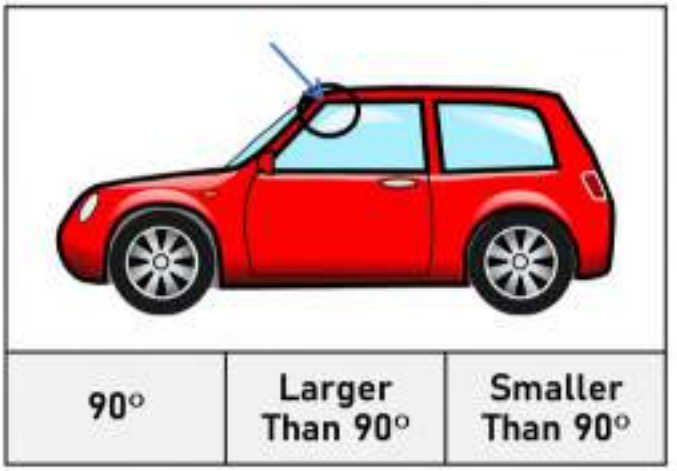
Curriculum Connection
M.2

Finding Angles In My Environment

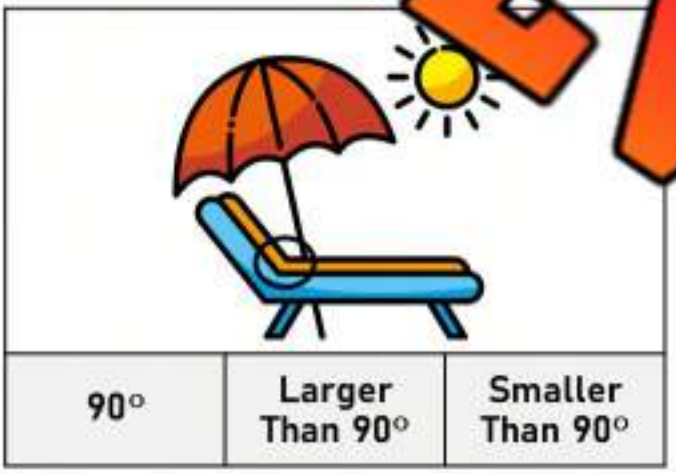
Investigate | Find examples of angles in your environment



90°	Larger Than 90°	Smaller Than 90°

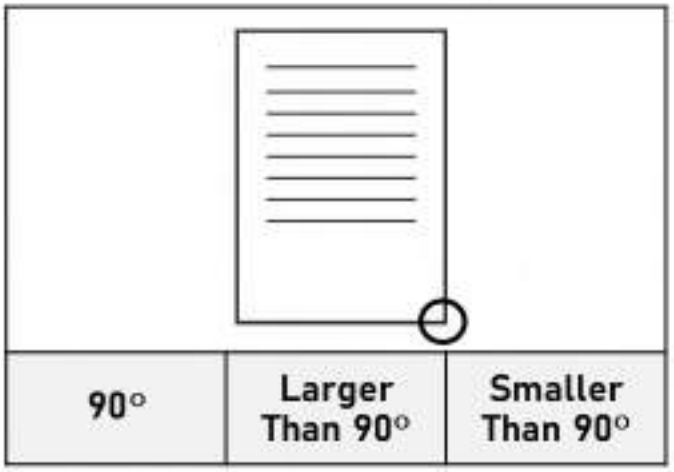


90°	Larger Than 90°	Smaller Than 90°

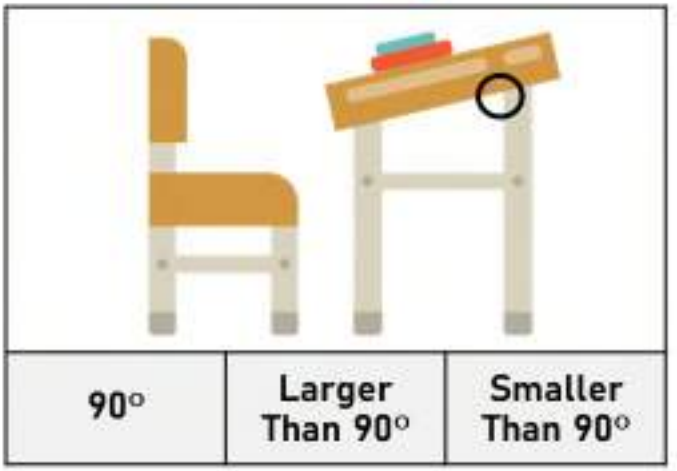


90°	Larger Than 90°	Smaller Than 90°

90°	Larger Than 90°	Smaller Than 90°



90°	Larger Than 90°	Smaller Than 90°



90°	Larger Than 90°	Smaller Than 90°

Name: _____ 130

Curriculum Connection
M.2

Finding Angles

Find Find 90° angles, larger than 90°, and smaller than 90° angles on the picture. Circle the angle on the picture and label it 1, 2, or 3

1 = 90° angle 2 = Larger than 90° angle 3 = Smaller than 90° angle

Name: _____

Finding Angles

Find Find 90° angles, larger than 90°, and smaller than 90° angles in the picture. Circle the angle on the picture and label it 1, 2, or 3

1 = 90° angle 2 = Larger than 90° angle 3 = Smaller than 90° angle

Name: _____ 132

Curriculum Connection
TQ

Measurement Unit Test

Part 1 Use a ruler to measure the lines below

1)	2)	3)
_____ cm	_____ cm	_____ cm

Part 2 w a line that is the correct length

1)	2)	3)
5 c	3 cm	4 cm

Part 3 Fill in

mm			m
10	1	100	1
20	2		
	3		
40		400	
50			
	6	600	
	7		7
	8	800	
90			9
100		1000	

Part 4 Convert the units of measurement below

1) 1m _____cm	3) 5m _____cm	5) 500cm _____m
2) 20mm _____cm	4) 50mm _____cm	6) 500mm _____cm

Curriculum Connection
TQ

Part 5 Find the perimeter

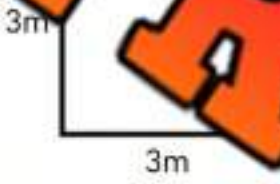
1)

Perimeter: _____

2)

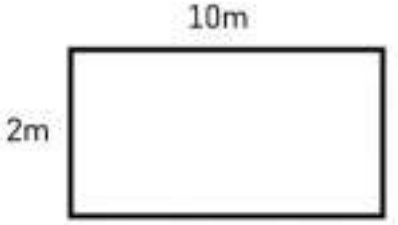
Perimeter: _____

3)



Perimeter: _____

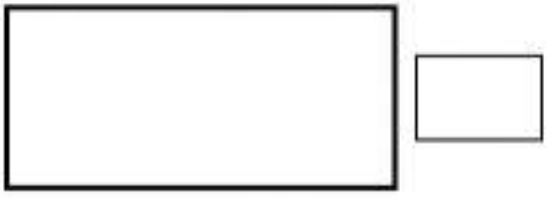
4)



Perimeter: _____

Part 6 Use the perimeter to find the unknown side length

1)

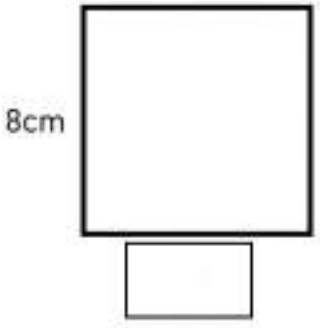


Perimeter: 16 m

2)

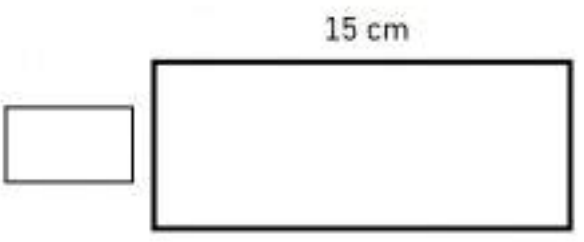
Perimeter: 30 m

3)



Perimeter: 32 cm

4)



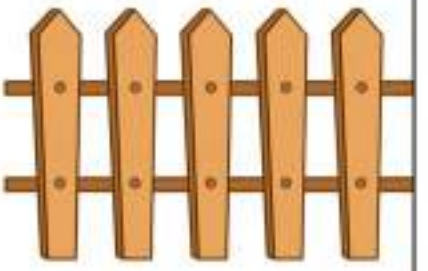
Perimeter: 40 cm

Curriculum Connection
TQ

Part 7 Solve the word problems below

1) A phone is 10cm by 5cm. What is the perimeter of the phone?

2) P[illegible]nce around his yard. His yard is 10m by 50m. What is the p[illegible]imet[illegible]ard?



3) A triangular pizza has a crust with a [illegible]meter [illegible]cm. Two sides of the triangle are 14 cm. What is the side [illegible]th [illegible]ide?

4) A rectangular computer screen has a perimeter of 66 cm. Two sides are 22 cm. What are the lengths of the other sides?

Grade 3
Time

	Curriculum Expectations	Pages
T.1	Students tell time using clocks. ▪ Investigate relationships between seconds, minutes, and hours using an analog clock. ▪ Relate minutes past the hour to minutes until the next hour. ▪ Describe time of day as a.m. or p.m. relative to 12-hour cycles of day and night. ▪ Tell time using analog and digital clocks. ▪ Express time of day in relation to one 24-hour cycle.	136 - 181
TQ	Tests and Quizzes	182 - 183

Name: _____ 136

Curriculum Connection
T.1

Measuring Time – Seconds, Days, Hours, Minutes

Seconds (sec)	Minutes (min)	Hours (hr)	Days (d)
60 seconds = 1 minute	60 minutes = 1 hour	24 hours = 1 day	1 day = 24 hours

Part 1 Fill in the tables below

Second	Minutes
60	1
300	
360	
420	
	8
	9
600	

Minutes	Hours
60	1
	2
180	
	5
480	
540	
	10

Hours	Days
24	1
48	2
72	
	4
	5
144	
168	
	8
	9

Part 2 Convert the units of measurement below

1) 1 hr	_____min	5) 240 mins	_____ hr	9) 5 d	_____hrs
2) 240 sec	_____min	6) 72 hrs	_____ d	10) 360 min	_____ hrs
3) 180 sec	_____ min	7) 540 mins	_____hr	11) 240 hrs	_____ d
4) 2 d	_____hr	8) 168 hrs	_____d	12) 480mins	_____hrs

Name: _____ 137

Curriculum Connection
T.1

Time – Word Problems

Questions | Read the problems and solve them below

1. Kennedy played in a baseball game that lasted 1 hour and 48 minutes. How many minutes total was the baseball game?

2. [illegible] in 5 minutes 37 seconds. How many seconds did it take [illegible] run?

3. Jeremy and Jackson play [illegible] day for 96 days in a row. How many months did they play vide[illegible] for?

4. Sam and Bruce played a round of golf for 240 minutes. Ho[illegible] they play golf for?

5. Zachary played in a hockey game yesterday for 10 minutes. How many seconds did he play hockey?

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

a) Convert the unit of measurement below

420 mins = _____ hrs

b) Lily watched a movie that lasted 2 hours and 35 minutes. How many minutes long was the movie?

_____

Name: _____

a) Convert the unit of measurement below

420 mins = _____ hrs

b) Lily watched a movie that lasted 2 hours and 35 minutes. How many minutes long was the movie?

_____

Name: _____

a) Convert the unit of measurement below

420 mins = _____ hrs

b) Lily watched a movie that lasted 2 hours and 35 minutes. How many minutes long was the movie?

_____

Name: _____

a) Convert the unit of measurement below

420 mins = _____ hrs

b) Lily watched a movie that lasted 2 hours and 35 minutes. How many minutes long was the movie?

_____

Name: _____ 139

Curriculum Connection
T.1

Activity Title: Time Treasure Hunt

Objective

What are we learning about?

To help students understand and practice converting time between seconds, minutes, and hours through a fun and engaging treasure hunt.

Materials

What you will need for the activity.

- Sto ould use a smartphone)
- I
- Mar s
- Small priz or t e)
- Tape

Instructions

How y mple tivity

1) Prepare before class by writing di me c n challenges on index cards. For example, "Convert 300 seconds minutes How y seconds are in 2 hours?"

2) Hide these cards around the classroom or in a s afe ou rea, taping them under chairs, desks, or tucked into non-obvio

3) Divide the class into small teams and give each team a stopwat

4) Explain the game: each team will hunt for a card, solve the problem s quickly as they can, and return to you for verification.

5) Start the timer when you say "Go!" Each team rushes to find their first card.

6) When a team thinks they have the correct answer, they come back to you. If correct, they receive a small prize and move on to find the next card.

7) The game continues until all cards are found or you call time. The team with the most correct answers wins.

8) Discuss the game, focusing on the time conversion problems and solutions each team encountered.

Name: _____ 140

Curriculum Connection
T.1

Instructions	Cut out the cards below

Convert 120 seconds to minutes.	How many seconds are there in 3 minutes?
How many [illegible] 180 seco[illegible]	Convert 2 hours to minutes.
If a cartoon lasts 300 seconds, how many minutes is that?	How [illegible] in half a[illegible]
Change 600 seconds into minutes.	Convert 480 seconds to minutes.

Name: _____ 141

Curriculum Connection
T.1

Instructions	Cut out the cards below

If you play for 900 seconds, how long is that in minutes?	How many seconds are in 5 minutes of a game?
Change 18[illegible] minut[illegible]	Convert 3 hours into minutes.
If a movie is 7200 seconds long, how many hours is that?	How lo[illegible] 2[illegible]s in ho[illegible]
Convert 15 minutes to seconds.	How many seconds are there in 1 hour?

Name: _____ 142

Curriculum Connection
T.1

Instructions	Cut out the cards below

How many hours are there in 360 minutes?	If a train travels for 3 hours, how many minutes is that?
Convert [illegible] seconds	If you read for 15 minutes, how many seconds is that?
How many seconds are in 10 minutes?	Convert 2 [illegible] seconds
Sally bakes cookies for 1800 seconds. How long is that in minutes?	If a soccer match lasts 2 hours, how many minutes is that?

Name: _____ 143

Curriculum Connection
T.1

Instructions	Cut out the cards below

Convert 20 minutes to seconds.	How many minutes are there in 5 hours?
How many [illegible] minute[illegible]	If you sleep for 8 hours, how many minutes is that?
Convert 5 days into hours.	Change [illegible] into ho[illegible]
If a TV show lasts 2700 seconds, how many minutes is that?	Convert 4 hours into seconds.

Name: _____ 144

Curriculum Connection
T.1

Telling Time – Digital Clocks

A **digital clock** tells us what time it is using numbers. The first number before the colon tells us what hour it is. The second set of numbers tells us how many minutes have passed the hour.

Examples

7:20

Hour = 7 Minutes = 20

2:47

Hour = 2 Minutes = 47

Part 1 Fill in the answers below – Hours and Minutes

1) Hour = _____ Minutes = _____

2) **1:58**

Hour = _____ Minutes = _____

3) **9:28**

Hour = _____ Minutes = _____

4) **4:37**

Hour = _____ Minutes = _____

5) **11:42**

Hour = _____ Minutes = _____

6) Hour = _____ Minutes = _____

Part 2 Fill in the answers below – Hours, Minutes and

Example **10:24:18** Hour = 10 Minutes = 24 Seconds = 18

1) **3:17:12**

Hour = _____ Minutes = _____ Seconds = _____

2) **12:43:35**

Hour = _____ Minutes = _____ Seconds = _____

3) **9:12:38**

Hour = _____ Minutes = _____ Seconds = _____

4) **5:23:02**

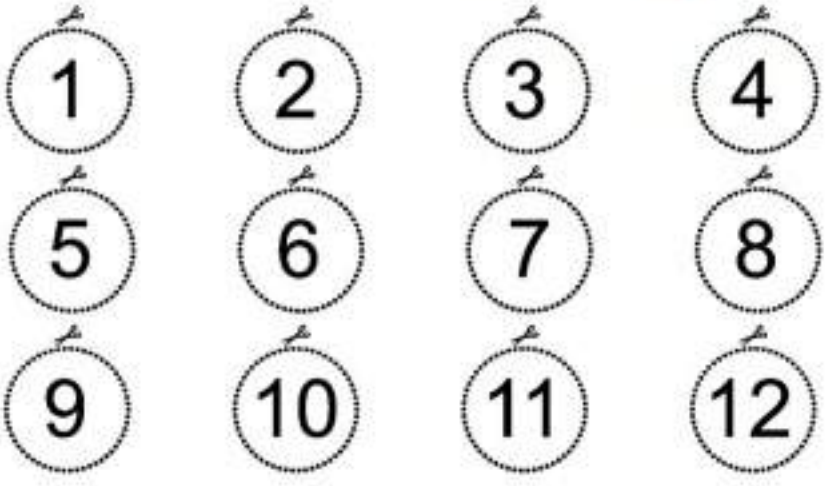
Hour = _____ Minutes = _____ Seconds = _____

Name: _____ 145

Curriculum Connection
T.1

Making a Clock

Directions Cut out the parts of the clock and paste them in the right spots



Name: _____ 146

Curriculum Connection
T.1

Analog Clock

An **analog clock** tells us what time it is. The short hand tells us what hour it is. When the hour hand moves around, it goes up by 1 each time. The long hand tells us how many minutes have gone by in the hour. The long hand goes up by 5 minutes at each interval.

Part 1

Fill in the minutes around the clock. Then label the hour and minute hand

Part 2

How many minutes have gone by in the hour?





_____ _____ _____ _____ _____

Name: _____ 147

Curriculum Connection
T.1

Telling Time – Nearest Hour

Questions What time is it? Write the times on the digital clocks below

1) 

2) 
:00

3) 
:00

4) 
:00

5) 
:00

6) 
:00

7) 
:00

8) 
:00

Name: _____ 149

Curriculum Connection
T.1

Telling Time – Half Past

Questions What time is it? Write the times on the digital clocks below

1) 

2) 

3) 

4) 

5) 

6) 

7) 

8) 

Name: _____ 150

Curriculum Connection
T.1

Drawing Clocks – Half Past

Part 1 Draw the hour hand on the clocks below to show the correct time

1)

2)

9:30

3)

1:30

4)

7:30

Part 2 Draw the minute hand on the cl elow correct time

1)

2:30

2)

12:30

3)

11:30

4)

6:30

Name: _____ 151

Curriculum Connection
T.1

Drawing Clocks – Half Past

Questions Draw the hour and minute hand to show what time it is

1) 

2) 
2:30

3) 
5:30

4) 
10:30

5) 
1:30

6) 
4:30

7) 
8:30

8) 
7:30

Curriculum Connection
T.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

1) What time is it?

:

2) Draw the time on the clock: 5:15

Name: _____

1) What time is it?

:

2) Draw the time on the clock: 5:15

Name: _____

1) What time is it?

:

2) Draw the time on the clock: 5:15

Name: _____

1) What time is it?

:

2) Draw the time on the clock: 5:15

Name: _____ 153

Curriculum Connection
T.1

Math Activity: Time Travelers

Objective What are we learning about?

To help students learn to read analog clocks and calculate elapsed time between two events.

Materials What you will need for the activity.

- P[illegible]
- Ma[illegible]s
- Scissors
- Brass paper[illegible]rs
- Worksheets wi[illegible]ck [illegible]ios

Instructions How you will [illegible]mpl[illegible]

1. Distribute one paper plate to each stude[illegible]se as [illegible]ck face.
2. Instruct students to write the numbers 1 th[illegible]he[illegible]riate places around the edge of the plate.
3. Have students cut out two arrows from paper — a lon[illegible] hand and a shorter one for the hour hand.
4. Show the students how to attach the clock hands to the center o[illegible]e plate using a brass paper fastener, making sure the hands can move freely.
5. Demonstrate how to set the clock to a specific time, then show changing the time to demonstrate elapsed time.
6. Provide each student with a worksheet that contains various times and ask them to set their paper clock to start at the first time and then move the hands to the second time.
7. Discuss as a class how to figure out how many hours and minutes have passed between the two times.

Name: _____ 154

Curriculum Connection
T.1

Math Activity: Time Travelers

Questions | Answer the questions below

	Word Problems	Answers
1	Set your paper clock to 3:00 PM. Move the hands to show 5:45 PM. How many hours and minutes have passed?	
2	If you s ur ework at 4:30 PM and finish at 6:15 PM, how you s homework?	
3	Your soccer practice starts at AM an s a 30 AM. What is the duration of your soccer pr	
4	If a movie begins at 7:00 PM and ends at 9:30 PM, how lo s movie?	
5	Suppose you go to bed at 8:00 PM and wake up at 6:00 AM the next day. How many hours did you sleep?	

Name: _____ 155

Curriculum Connection
T.1

Telling Time – Quarter To, Quarter After

 Quarter To	 Quarter After

Questions Is the time – Quarter To or Quarter After? Circle the answer

1)  Quarter To Quarter After	2)  Quarter To Quarter After	3)  Quarter To Quarter After
4)  Quarter To Quarter After	5)  Quarter To Quarter After	6)  Quarter To Quarter After
7)  Quarter To Quarter After	8)  Quarter To Quarter After	9)  Quarter To Quarter After
10)  Quarter To Quarter After	11)  Quarter To Quarter After	12)  Quarter To Quarter After

Name: _____ 156

Curriculum Connection
T.1

Telling Time Word Problems

Questions | Answer the questions below

	Word Problems
1	Emily's soccer practice starts at quarter to 4. What time is that?
2	[illegible] quarter after 7. What time is that?
3	John's piano [illegible] after 5. What time is that?
4	Bella went to bed at quarter after 8. [illegible]
5	The school bus leaves at quarter after 7 in the morning. [illegible]
6	Sarah's favourite TV show begins at quarter to 8 in the evening. What time is that?
7	Dinner is scheduled for quarter to 6. What time is that?

Name: _____ 157

Curriculum Connection
T.1

Telling Time Word Problems

Questions | Answer the questions below

	Word Problems
1	Sarah's gymnastics class begins at quarter after 4 and lasts for 1 hour and 15 minutes. After class, she spends 30 minutes talking with friends. What time does she leave the gym?
2	Emily started baking cookies at 3. The cookies took 20 minutes to bake, and she let them cool for 15 minutes. What time were the cookies ready to eat?
3	A movie starts at quarter after 7 in the evening and lasts for 1 hour and 45 minutes. After the movie, the family takes 20 minutes to drive home. What time do they arrive home?

Name: _____ 158

Curriculum Connection
T.1

Telling Time – Quarter To, Quarter After

Questions What time is it? Write the times on the digital clocks below

1) 

2) 

:15

3) 

:45

4) 

:45

5) 

:

6) 

:

7) 

:

8) 

:

Name: _____ 159

Curriculum Connection
T.1

Drawing Clocks – Quarter To, Quarter After

Part 1 Draw the hour hand on the clocks below to show the correct time

1) 

2) 

4:15

3) 

3:15

4) 

7:45

Part 2 Draw the minute hand on the cl elow e correct time

1) 

9:15

2) 

10:15

3) 

8:45

4) 

2:45

Name: _____ 160

Curriculum Connection
T.1

Drawing Clocks – Quarter To, Quarter After

Questions Draw the hour and minute hand to show what time it is

1) 

2) 
2:15

3) 
4:15

4) 
6:15

5) 
5:45

6) 
3:15

7) 
8:45

8) 
7:45

Name: _____ 163

Curriculum Connection
T.1

Telling Time – Multiple Choice

Questions | Circle the time showing on the clock

1)

- 09:50
- 11:50
- 09:55

2)

- 02:30
- 06:10
- 01:30

3)

- 01:40

4)

- 11:25
- 11:50
- 05:55

5)

- 07:45
- 09:35
- 06:45

6)

- 05:35

7)

- 03:45
- 02:40
- 08:15

8)

- 10:30
- 03:45
- 10:15

Name: _____ 164

Curriculum Connection
T.1

Telling Time – Multiple Choice

Questions | Write the letter from below under each clock

1) 

2) 

3) 

4) 

6) 

7) 

8) 

Ⓐ 10 : 55 Ⓑ 4 : 40 Ⓒ 9 : 45 Ⓓ 12 : 25 Ⓔ 10 : 15

Ⓕ 8 : 55 Ⓖ 9 : 10 Ⓗ 4 : 00 Ⓘ 11 : 20

Curriculum Connection
T.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

1) What time is it?

A 12:20 | B 4:55 | C 3:35

Name: _____

1) What time is it?

A 12:20 | B 4:55 | C 3:35

Name: _____

1) What time is it?

A 12:20 | B 4:55 | C 3:35

Name: _____

1) What time is it?

A 12:20 | B 4:55 | C 3:35

Name: ______________________ 166

Curriculum Connection
T.1

Telling Time – Every Minute

Questions Read the clock and write the time below

1)

:

2)

:

3)

:

4)

:

5)

:

6)

:

7)

:

8)

:

9)

:

10)

:

11)

:

12)

:

Name: _____ 168

Curriculum Connection
T.1

Matching Game: Telling Time To The Nearest Minute

Objective

What are we learning about?

To help students practice telling time to the nearest minute by matching digital times to their analog counterparts.

Materials

What you will need for the activity.

- Pre-prepared cut matching game cards with digital and analog clocks.
- Small bags or envelopes to hold the sets for each group

Instructions

How you will complete the activity.

1. Before the class, the teacher will cut out the printed matching game cards.
2. Divide the students into small groups and give each group a bag or envelope containing a set of the matching cards.
3. In their groups, students will spread out the cards face down on their table.
4. Each person takes a turn to try to match two cards – one digital time with its matching analog clock.
5. If they find a correct match, they keep the cards out and continue with their next turn. If the cards don't match, they turn them back over in the same place, and the next player takes a turn.
6. The activity continues until all pairs are correctly matched within each group.

Name: _____ 169

Curriculum Connection
T.1

Cards | Matching Game Cards

Analog Clock	Digital Clock
	12:19
	1:50
	6
	8:16
	9:38

Name: _____ 170

Curriculum Connection
T.1

Cards | Matching Game Cards

Analog Clock	Digital Clock
	12:21
	3:44
	7
	5:52
	12:53

Name: _____ 171

Curriculum Connection
T.1

Cards | Matching Game Cards

Analog Clock	Digital Clock
	9:01
	4:50
	7
	2:27
	10:58

Name: _____ 172

Curriculum Connection
T.1

Time – AM and PM

AM	PM
• An abbreviation of the Latin phrase ante merīdiem (a.m.) • Means before midday (before noon)	• An abbreviation of the Latin phrase post merīdiem (p.m.) • Means after midday (after noon)

Part 1 Circle the correct option

	Description	AM	PM
1)	We ... the...	AM	PM
2)	... breal...	AM	PM
3)	Steven g... at ...	AM	PM
4)	Dennis work... borrow... 8:30...	AM	PM
5)	Erica saw the star...	AM	PM
6)	Charlie goes to school ...	AM	PM
7)	Ryan has basketball practice af... er at ...	AM	PM

Part 2 Fill in the time using a.m. or p.m.

1) : am / pm

2) : am / pm

: am / pm

4) : am / pm

5) : am / pm

6) : am / pm

Name: _____ 174

Curriculum Connection
T.1

Telling Time Word Problems

Questions | Answer the questions below

	Word Problems
1	Emma started her school day at 8:00 AM. She had lunch at 12:00 PM and went home at 3:00 PM. How many hours did she spend at school?
2	Jack b[illegible]g co[illegible]2:30 PM. The cookies took 45 minutes to bake, and he wa[illegible]noth[illegible]s to cool them. He then spent 1 hour decorating. a) What time did [illegible]? b) How long did it take?
3	Liam started watching a movie marathon at 4:00 PM. Th[illegible]ed 2 hours. After a 30-minute break, the second movie sta[illegible]M and ended at 9:00 PM. a) How much time did he spend watching movies? b) How much time did he spend taking breaks?

Name: _____ 175

Curriculum Connection
T.1

24 – Hour Clock

The 24-hour clock can also be used to tell time. The clock is divided into 24 hours, which means we don't need to repeat the 12-hour A.M. and P.M. cycle. When it is 3:00pm, it is 15:00 on a 24-hour clock. Many people refer to the 24-hour clock as military time. The 24-hour clock is often used in airports and when tracking time between countries.

15:00

Questions Assuming it is the afternoon, what time does the clock read in 24hr time?

_____:_____

_____:_____

_____:_____

_____:_____

_____:_____

_____:_____

_____:_____

_____:_____

_____:_____

Name: _____ 176

Curriculum Connection
T.1

24 – Hour Clock

Part 1 Convert the time by filling in the table

	24-Hour Time	12-Hour Time
1)	15:00	
2)	17:30	
3)	3:10	
		2:00pm
		8:15am
6)		10:00pm
7)		
8)		
9)		6:07pm
10)	7:57	

Part 2 Answer the questions below

	Questions	
1)	Hunter's plane leaves at 19:25. What time in AM/PM does Hunter's plane leave?	
2)	Stacey is taking a train at 4:45pm. What time in 24-hour time is the train leaving?	
3)	The baseball game is on at 10:15pm tonight. What time in 24-hour time is the game on at?	
4)	The surgery is planned for 15:27. What time is the surgery in 12-hour time?	
5)	The movie starts at 7:15pm. What time in 24-hour time is the movie starting?	

Name: _____ 177

Curriculum Connection
T.1

24-Hour Clock Word Problems

Questions | Answer the questions below

	Word Problems	Answer
1	Sarah's soccer game starts at 15:30. What time is this in the 12-hour clock?	
2	T[illegible] show airs at 20:45. What time is this in [illegible]-hour	
3	The train ar[illegible]at 07[illegible]s time in the 12-hour clock format.	
4	Lunch is served at 12:00. What [illegible]me i[illegible]2-hour clock?	
5	The movie ends at 23:10. What time is this i[illegible]-hour clock?	
6	Emma's piano lesson is at 4:30 PM. What time is this in the 24-hour clock?	
7	The bakery opens at 8:00 AM. Write this time in the 24-hour clock format.	
8	The library closes at 9:15 PM. What time is this in the 24-hour clock?	

Name: _____ 178

Curriculum Connection
T.1

Math Activity: 24-Hour Time Challenge

Objective

What are we learning about?

To help students understand and practice converting times between 12-hour and 24-hour clock formats.

Materials

What you will need for the activity.

- L our conversion chart
- F rds wit itten in 12-hour format
- Flash ards w itte in 24-hour format
- A buzzer ghali ers
- A clock face (l, for ers)

Instructions

How you ple ity

1. Start by explaining the 24-hour cl rmat, u er as a visual guide to show how times after noon are calculated (e 0 PM 00).
2. Introduce the flashcards, each showing a tim 2 ormat.
3. Divide the class into two teams and explain that they pe nve the times correctly.
4. Place the flashcards face down on a table. A student from one m card and has to convert the time to the opposite format.
5. Use the buzzer or bell to signal when they believe they have the correct answer.
6. Award points for correct answers and provide the correct answer for incorrect or missed attempts.
7. Alternate turns between the teams, ensuring each student has at least one chance to participate.
8. Keep score and discuss any tricky conversions after each round.
9. Summarize key points at the end of the game, reinforcing the method to convert times, especially those crossing noon and midnight.

Name: _____ 179

Curriculum Connection
T.1

Flashcards Cut out the times below to use for the activity.

12:00 AM	9:00 AM
1:00	10:00
3:00 AM	12:00 PM
04:00	3:00
6:00 AM	3:00 PM
07:00	16:00

Name: _____ 180

Curriculum Connection
T.1

Flashcards | Cut out the times below to use for the activity.

6:00 PM	2:45 AM
[illegible]:00	05:25
9:00 [illegible]	7:05 AM
22:00	[illegible]
11:15 PM	10:35 AM
23:30	12:50

Name: _____ 181

Curriculum Connection
T.1

Flashcards | Cut out the times below to use for the activity.

1:20 PM	9:30 PM
[illegible]5	21:55
4:55 P[illegible]	11:00 PM
18:10	[illegible]
7:40 PM	2:15 AM
20:05	03:30

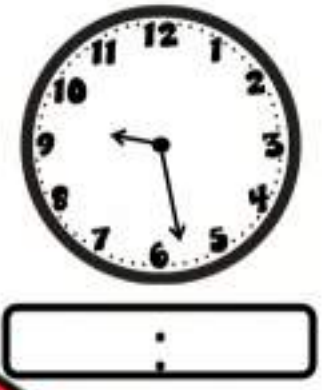
Name: _____ 182

Curriculum Connection
TQ

Unit Test – Telling Time

Part 1 Read the clock and write the time below

1) 

2) 

3) 

4) 

5) 

6) 

Part 2 Convert the units of measurement below

	Minutes	Hours
1)	60	
2)		2
3)	180	
4)	240	
5)		5

	Minutes	Hours
6)	150	_____hours _____mins
7)	195	_____hours _____mins
8)	262	_____hours _____mins
9)	345	_____hours _____mins
10)	400	_____hours _____mins

Curriculum Connection
TQ

Part 3 Convert the units of measurement below

1) 2 hrs	_____min	3) 300 mins	_____ hrs	5) 4 d	_____hrs
2) 360 sec	_____min	4) 48hrs	_____ d	6) 240 min	_____ hrs

Part 4 Draw the hour and minute hands on the clocks below

1)

1:17

2)

5:39

3)

3:28

Part 5 Convert the time by filling in the table

	24-Hour Time	12-Hour Time
1)	13:00	
2)	15:30	
3)	5:10	
4)		3:00pm
5)		9:25pm