

# Lesson 10: Resolvamos problemas sobre el tiempo (parte 1)

## Standards Alignments

Addressing 3.MD.A.1

### Teacher-facing Learning Goals

- Solve problems involving addition and subtraction of time intervals in minutes in a way that makes sense to them.

### Student-facing Learning Goals

- Resolvamos problemas sobre el tiempo.

## Lesson Purpose

The purpose of this lesson is for students to solve problems involving addition and subtraction of time intervals in minutes in a way that makes sense to them.

In a previous lesson, students learned to tell and write time to the nearest minute. In this lesson, students reason about elapsed time using any representation that makes sense to them, such as the number line, tables, equations, and words. Students consider a variety of representations so that they can make connections and possibly use them in the next lesson (MP2).

## Access for:

### Students with Disabilities

- Action and Expression (Activity 1)

### English Learners

- MLR7 (Activity 1)

## Instructional Routines

5 Practices (Activity 1), Choral Count (Warm-up)

### Lesson Timeline

Warm-up	10 min
Activity 1	25 min
Activity 2	10 min
Lesson Synthesis	10 min

### Teacher Reflection Question

How did you see students applying familiar representations to new situations in this lesson? How will you make use of their ideas as they solve problems involving time intervals in a future lesson?

Cool-down

5 min

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**Cool-down** (to be completed at the end of the lesson) 5 min

Tiempo de fútbol

**Standards Alignments**

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**Student-facing Task Statement**

Clare sale de la escuela a las 3:25 p.m. Su entrenamiento de fútbol empieza a las 4:15 p.m. ¿Cuánto tiempo tiene para llegar al campo de fútbol? Explica o muestra cómo razonaste.

**Student Responses**

50 minutes. Sample response: 3:25 to 3:30 is 5 minutes. Then it's 45 minutes to 4:15.