Name_____

Dear Family,

In this chapter, your student is learning to count coins, to tell time to the hour and half hour, relate a.m. and p.m., and measure elapsed time. We will start with identifying and counting coins. Then we will tell time on an analog clock using just the hour hand at first, then also using the minute hand. Later, we will use digital clocks. Finally, we will describe time using a.m. and p.m. and measure how many hours have passed from start time to end time.

The vocabulary words for this chapter are: a.m., analog clock, cent sign, cents, digital clock, dime, half hour, half past, hour, hour hand, midnight, minute, minute hand, nickel, noon, o'clock, penny, p.m., and quarter.

Here are a few situations that you can use to practice finding values of coins.

- Choose some items around the house and put a money tag on each one using the cent sign. Ask your student to use only one type of coin to purchase an item. Use either real coins or make some with paper.

- Referring to a tagged item, give your student a limited number of one type of coin (for example, 6 nickels). Ask your student, "Do you have enough money to purchase this item?"

Here are a few situations that you can use to practice telling time.

- Guide your student to number a paper plate to look like the face of a clock. Start with 12 and 6, then label 9 and 3, and finally fill in the numbers between. Cut out hour and minute hands from paper and attach them to the clock using a metal brad or paper clip. Ask your student to show a given time on the clock. For example, say "You have soccer practice at 4 o'clock. Show the time on your clock." Ask your student to explain how to set the hands. If your student confuses the hands, point out that "minute" is a longer word than "hour", and relate this to the fact that the minute hand is longer than the hour hand.

- At times on the hour or half hour throughout the day, ask your student to look at the clock and tell the time using a.m. or p.m. Have them explain how they know the time. If reading an analog clock, have your student tell what the time would look like on a digital clock, and vice versa.

By the end of this chapter, your student should feel confident with the learning targets and success criteria on the next page.

Have a great time telling time and working with money together!

Money and Time (continued)

	Learning Target	Success Criteria
Chapter 12 Money and Time	Understand money and time.	• I can identify coins and their values. • I can identify numbers on a clock. • I can explain how to tell time. • I can solve money and time problems.
12.1 Identify and Write Values of Coins	Identify coins and their values.	• I can identify a coin. • I can tell the value of a coin. • I can explain what the cent sign means.
12.2 Compare Values of Coins	Compare the total values of two groups of coins.	• I can tell the value of a coin. • I can count on to find the total value of a group of coins. • I can explain how to compare the total values of two groups of coins.
12.3 Tell Time to the Hour	Use the hour hand to tell time to the hour.	• I can tell what number the hour hand is pointing to. • I can explain how to tell time to the hour. • I can draw to show the time to an hour. • I can tell what one hour earlier or later is.
12.4 Tell Time to the Half Hour	Use the hour hand to tell time to the half hour.	• I can tell what numbers the hour hand is pointing between. • I can explain how to tell time to the half hour. • I can draw to show the time to the half hour.
12.5 Tell Time to the Hour and Half Hour	Use the hour and minute hands to tell time to the hour and half hour.	• I can tell where the hour and minute hands are pointing. • I can write and tell the time in two ways. • I can draw to show the time to the hour or half hour.
12.6 Tell Time Using Analog and Digital Clocks	Use analog and digital clocks to tell time.	• I can read and write hours and half hours on analog and digital clocks. • I can tell when analog and digital clocks are the same time. • I can tell and draw what one hour earlier or later is.
12.7 Relate A.M. and P.M.	Describe the time using a.m. and p.m.	• I can show the time on a digital clock. • I can show the time on an analog clock. • I can tell whether an event takes place in the a.m. or p.m.
12.8 Measure Elapsed Time	Measure elapsed time to the hour on the hour.	• I can identify start and end times. • I can find the amount of time that passes between two times. • I can explain how to find elapsed time to the hour on the hour.

Nombre_____

Capítulo 12 Dinero y tiempo

Estimada familia,

En este capítulo, su estudiante aprenderá a contar monedas, a decir la hora a la hora y a la media hora, a relacionar am con pm, y a medir tiempo transcurrido. Comenzaremos con la identificación y conteo de monedas. Luego, diremos la hora en un reloj análogo usando al comienzo solo la manecilla horario, luego también utilizaremos el minutero. Posteriormente, utilizaremos relojes digitales. Por último, describiremos el tiempo con los términos am y pm y mediremos cuántas horas han pasado desde la hora de inicio y la hora de término.

El vocabulario para este capítulo es: am, reloj análogo, símbolo de centavo, centavos, reloj digital, diezmo, media hora, media hora para, hora, horario, medianoche, minuto, minutero, céntimo, mediodía, en punto, penique, pm, y un cuarto.

Estas son algunas situaciones que pueden utilizar para practicar y hallar el valor de monedas.

- Elige algunos artículos de la casa y colócales una etiqueta con precio a cada uno usando el símbolo de centavo. Pide a tu estudiante que use solo un tipo de moneda para comprar un artículo. Pueden usar monedas reales o fabricar algunas con papel.

- En relación con el artículo etiquetado, entrega a tu estudiante una cantidad limitada de un tipo de moneda (por ejemplo: 6 céntimos). Pregunta a tu estudiante: ¿Tienes dinero suficiente para comprar este artículo?

Estas son algunas situaciones que puedes utilizar para practicar para decir la hora.

- Pide al estudiante que escriba los números en un plato de cartón para que parezca la parte frontal de un reloj. Comienza con 12 y 6, luego, etiqueta 9 y 3, y por último completa los números que faltan entre medio. Corta la manecilla horario y minutero de un trozo de papel y adjúntalos al reloj con una tachuela o un clip para papel. Pide al estudiante que muestre una hora determinada en el reloj. Por ejemplo, di: "tienen una práctica de fútbol a las 4 en punto. Muéstrame la hora en tu reloj". Pide al estudiante que explique cómo fijar las manecillas. Si tu estudiante confunde las manecillas, resalta que "minuto" es una palabra más larga que "hora", y relaciona esto con el hecho de que el minutero es más largo que la manecilla horario.

- En algunas ocasiones durante el día a la hora o media hora, pide a tu estudiante que mire el reloj y diga la hora usando am o pm. Pídeles que expliquen cómo conocen la hora. Al leer un reloj análogo, pide al estudiante que diga cómo se vería la hora en un reloj digital y viceversa.

Hacia el final de este capítulo, sus estudiantes se sentirán confiados con los objetivos de aprendizaje y los criterios de éxito de la siguiente página.

¡Qué se diviertan mucho diciendo la hora y trabajando con dinero!

Dinero y tiempo (continuación)

	Objetivo de aprendizaje	Criterio de éxito
Capítulo 12 Dinero y tiempo	Entender dinero y tiempo.	• Puedo identificar monedas y sus valores. • Puedo identificar números en un reloj. • Puedo explicar cómo decir la hora. • Puedo resolver problemas de dinero y tiempo.
12.1 Identificar y escribir valores de las monedas	Identificar monedas y sus valores.	• Puedo identificar una moneda. • Puedo decir el valor de una moneda. • Puedo explicar lo que significa el símbolo de centavo.
12.2 Comparar valores de monedas	Comparar los valores totales de dos grupos de monedas.	• Puedo decir el valor de una moneda. • Puedo contar para hallar el valor total de un grupo de monedas. • Puedo explicar cómo comparar los valores totales de dos grupos de monedas.
12.3 Decir la hora a la hora en punto	Usar el horario para decir la hora a la hora en punto.	• Puedo decir a cuál número está apuntando el horario. • Puedo explicar cómo decir la hora a la hora en punto. • Puedo dibujar para mostrar la hora a una hora en punto. • Puedo decir qué más temprano o más tarde está una hora.
12.4 Decir la hora a la media hora	Usar el horario para decir la hora a la media hora.	• Puedo decir a entre cuáles números está apuntando el horario. • Puedo explicar cómo decir la hora a la media hora. • Puedo dibujar para mostrar la hora a la media hora.
12.5 Decir la hora a la hora en punto y media hora	Usar el horario y minutero para decir la hora a la hora en punto y a la media hora.	• Puedo decir hacia dónde están apuntando el horario y el minutero. • Puedo escribir y decir la hora de dos formas. • Puedo dibujar para mostrar la hora a la hora en punto o media hora.
12.6 Decir la hora con relojes análogos y digitales	Usar relojes análogos y digitales para decir la hora.	• Puedo leer y escribir horas en punto y medias horas en relojes análogos y digitales. • Puedo decir cuándo relojes análogos y digitales están a la misma hora. • Puedo decir y dibujar qué es una hora más temprano o más tarde.
12.7 Relacionar am y pm	Describir la hora usando am y pm	• Puedo mostrar la hora en un reloj digital. • Puedo mostrar la hora en un reloj análogo. • Puedo decir si un evento se realiza en horario am o pm.
12.8 Medir tiempo transcurrido	Medir el tiempo transcurrido entre horas exactas.	• Puedo identificar horas de inicio y término. • Puedo hallar el periodo de tiempo que transcurre entre dos horarios. • Puedo explicar cómo hallar el tiempo transcurrido entre horas exactas.

Daily Skills Practice
For use before Lesson 12.1

Complete the fact family.

1. 7 + 2 = ____   ____ − 7 = ____

____ + ____ = ____   ____ − 2 = ____

Vocabulary Practice
For use before Lesson 12.1

1. Think: What does this word mean?

tens

Lesson 12.1 Prerequisite Skills Practice

For use before Lesson 12.1

Is the equation true or false?

1. $7 - 1 \overset{?}{=} 3 + 3$

_____ = _____

True   False

Name_____

Extra Practice

Write the name of the coin.

1.

_____

2.

_____

3.

_____

4.

_____

5.

_____

6.

_____

Write the value of the coin. Use the cent sign.

7.

Value: _____

8.

Value: _____

9.
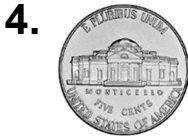
Value: _____

10. Circle the coin that has the greatest value. Draw a line through the coin that has the least value.

---

11. You have a quarter. Do you have enough money to buy a package of stickers that cost 25¢?

Yes   No

---

12. A notebook costs 20 cents. You have the coins shown. Do you have enough money to buy the notebook?

Yes   No

Name_____

penny	nickel	dime	quarter
1 cent	5 cents	10 cents	25 cents
1¢	5¢	10¢	25¢

¢ is the **cent sign**.

Write the name of the coin.

1.

_____

2.

_____

3.

_____

Write the value of the coin. Use the cent sign.

4.

Value: _____

5.

Value: _____

6.

Value: _____

Name_____

Enrichment and Extension

1. You have a nickel and want to buy a pencil that costs 10¢.
Can you buy the pencil?

10¢

Yes

No

2. You have a quarter and want to buy a notebook that costs 25¢.
Can you buy the notebook?

25¢

Yes

No

3. You have a dime and want to buy a sticker that costs 5¢.
Can you buy the sticker?

5¢

Yes

No

Daily Skills Practice
For use before Lesson 12.2

1. 6 + 0 = _____

Vocabulary Practice
For use before Lesson 12.2

1. Think: What does this word mean?

cent

Prerequisite Skills Practice

For use before Lesson 12.2

Circle the number that has the greatest value.

1. 35   20   40

Name_____

Count on to find the total value.

1.

_____, _____, _____, _____, _____, _____, _____

Total value: _____

2.

_____, _____, _____, _____, _____, _____

Total value: _____

3.

_____, _____, _____

Total value: _____

4. You have 8 nickels. Your friend has 5 dimes. Who has more money?

You   Friend

_____

Find the total value of each group of coins. Then circle the group of coins that has the greater total value.

5.

Total value: _____   Total value: _____

6.

Total value: _____   Total value: _____

Name_____

Which group of coins has a greater total value?

___10___, ___20___, ___30___, ___40___   ___25___, ___50___

Total value: ___40¢___   Total value: ___50¢___

___40¢___ (<) ___50¢___

Count on by 10s.

Count on by 25s.

1. Count on to find the total value.

_____, _____, _____, _____   Total value: _____

Name_____

1. You have a group of different types of coins. The total value of the group of coins is 28¢. What coins could you have?

_____   _____   _____   _____

_____

2. You have 3 pennies, 1 dime, and 1 quarter. How many nickels do you need to have a total value of more than 50¢?

_____

Daily Skills Practice
For use before Lesson 12.3

1. Your painting is 6 paper clips longer than your friend's.
   Your friend's painting is 13 paper clips long. How long
   is yours?

You:

Friend:

_____ paper clips long

Lesson
12.3

Vocabulary Practice
For use before Lesson 12.3

1. Think: What does this phrase mean?

cent sign

Prerequisite Skills Practice
For use before Lesson 12.3

1. $12 - 1 = $ _____

2. $8 + 1 = $ _____

Name_____

Extra Practice

Write the time shown by the hour hand.

1.

_____ o'clock

2.

_____ o'clock

3.

_____ o'clock

4.

_____ o'clock

5.

_____ o'clock

6.

_____ o'clock

Draw the hour hand to show the time.

7. 2 o'clock
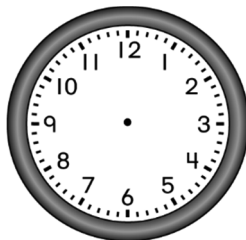
8. 11 o'clock

9. 4 o'clock
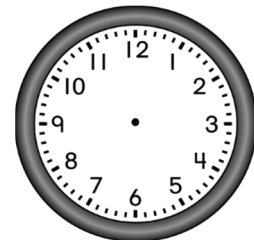
10. You ride your bike at 7 o'clock. Which clock shows the time you ride your bike?

11. Your friend eats dinner 1 hour later than you. Show and write the time your friend eats dinner.

You

Friend
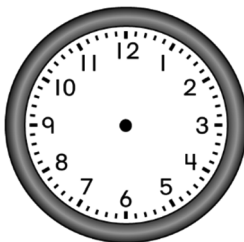
_____ o'clock

12. Newton goes to the store 1 hour earlier than Descartes. Show and write the time Newton goes to the store.

Descartes

Newton
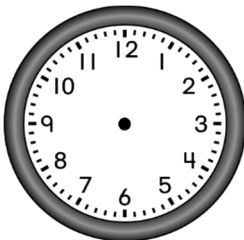
_____ o'clock

Name _____

Reteach

The **hour hand** moved from 4 to 5. One **hour** has passed.

analog clock

The hour hand is now pointing at 5.

It is 5 **o'clock**.

Write the time shown by the hour hand.

1.

_____ o'clock

2.

_____ o'clock

3.

_____ o'clock

4.

_____ o'clock

5.

_____ o'clock

6.
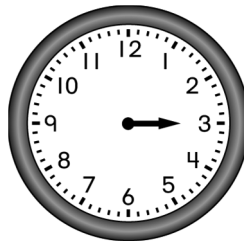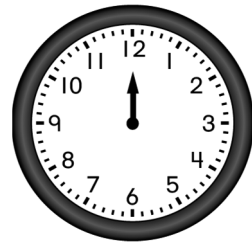
_____ o'clock

Lesson 12.3 **Enrichment and Extension**

1. Your favorite TV show starts at 6 o'clock. Newton's favorite show starts 1 hour later than yours. Descartes's favorite show starts 1 hour earlier than yours. Show and write the times the shows start.

You	Newton	Descartes
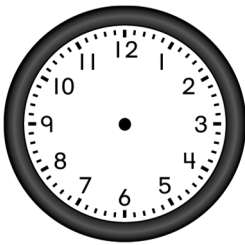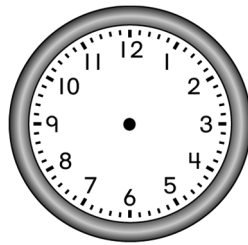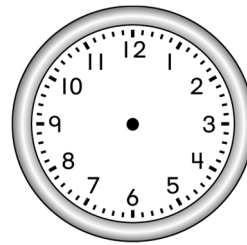
_____ o'clock   _____ o'clock   _____ o'clock

---

2. You ride your bike 1 hour earlier than Newton. Descartes rides his bike 1 hour later than Newton. Newton rides his bike at 12 o'clock. Show and write the times.

You	Descartes	Newton
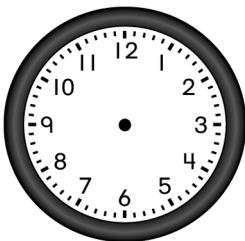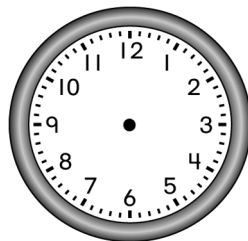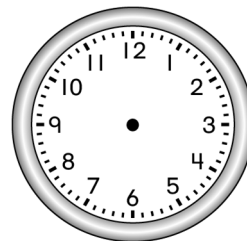
_____ o'clock   _____ o'clock   _____ o'clock

1. How many tiles long is the pencil?

about _____ color tiles

1. Think: What does this phrase mean?

analog clock

Prerequisite Skills Practice

For use before Lesson 12.4

Write the time shown by the hour hand.

1.

_____ o'clock

2.

_____ o'clock

Name_____

Write the time shown by the hour hand.

1.

half past _____

2.

half past _____

3.

half past _____

4.

half past _____

5.

half past _____

6.

half past _____

Draw the hour hand to show the time.

7. half past 4
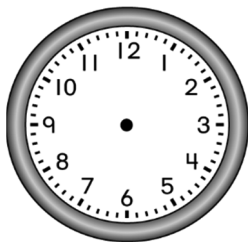
8. half past 10
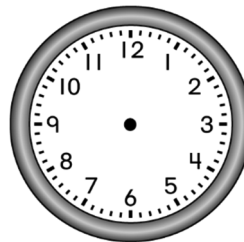
9. 7 o'clock
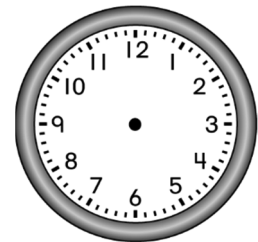
10. Is it time for reading class or the end of school?

Reading class at half past 2
School ends at half past 3
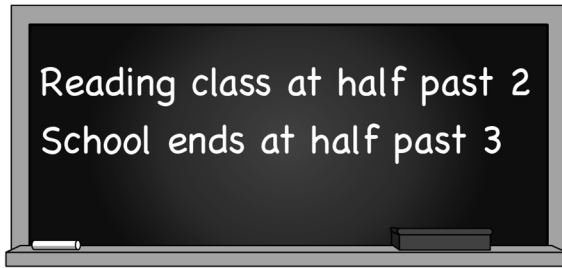
Reading class   School ends

___

11. Your lunch lasts a half hour. Show and circle the time your lunch ends.

Start   End
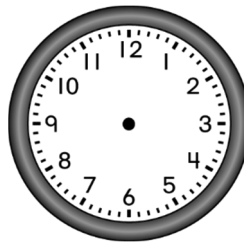
half past 11   half past 12   12 o'clock

___

12. Your favorite show lasts a half hour. Show and circle the time your favorite show ends.

Start   End

half past 5   6 o'clock   5 o'clock

Name _____

Reteach

The hour hand has moved halfway
between the 2 and the 3.
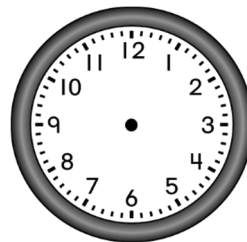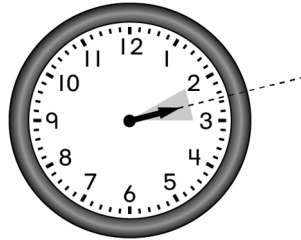
So, it is **half past** 2.

A **half hour** passes
when the hour hand
moves halfway to
the next number.

Write the time shown by the hour hand.

1.

half past _____

2.

half past _____

3.

half past _____

4.

half past _____

5.

half past _____

6.
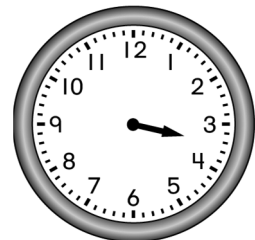
half past _____

Name_____

1. Basketball practice starts at 2 o'clock. It lasts for a half hour. Newton says practice ends at half past 2. Descartes says practice ends at 3 o'clock. Who is correct? Explain.

_____

_____

_____

2. Newton and Descartes play checkers for a half hour. They stop playing at 5 o'clock. What time did they start playing? Explain.

_____

_____

_____

3. Newton and Descartes ride the bus for a half hour. They get off the bus at 8 o'clock. Newton says they got on the bus at 7 o'clock. Descartes says they got on the bus at half past 7. Who is correct? Explain.

_____

_____

_____

1. $60 - 10 = $ _____

1. Think: What does this word mean?

hour

Write the time shown by the hour hand.

1.

half past _____

2.

half past _____

Name_____

Write the time.

1.

_____

2.

_____

3.

_____

4.

_____

5.

_____

6.

_____

Draw to show the time.

7. 6 o'clock
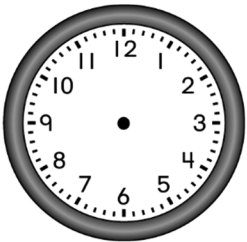
8. half past 3
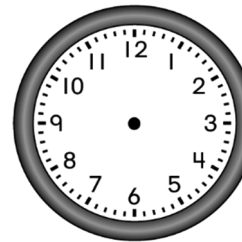
9. half past 5
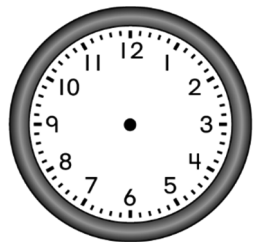
10. Newton shows half past 7. Is he correct? Explain.

_____

_____

_____

_____

11. You do homework for an hour. Show and write the time you finish doing homework.

Start   Stop

_____
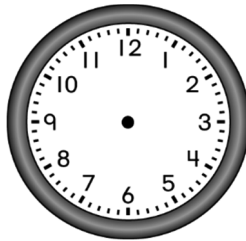
12. Your hike lasts an hour. Show and write the time your hike ends.

Start   End

_____
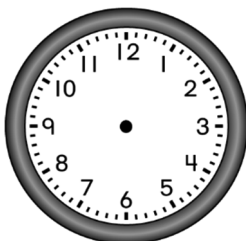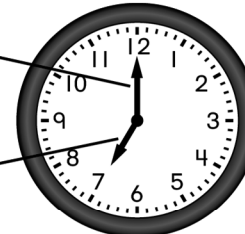
**Lesson
12.5** **Reteach**

The **minute hand** is longer than the hour hand. It shows the **minute**.

The hour hand points halfway between the 7 and the 8.

minute hand

hour hand

7 o'clock

half past 7

Write the time.

1.

_____

2.

_____

3.

_____

4.

_____

5.

_____

6.

_____
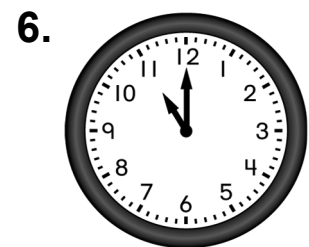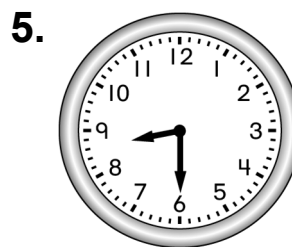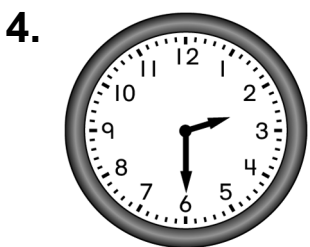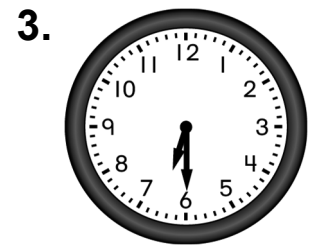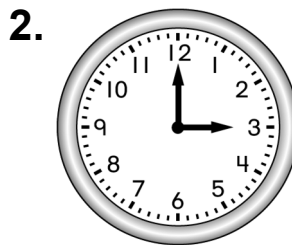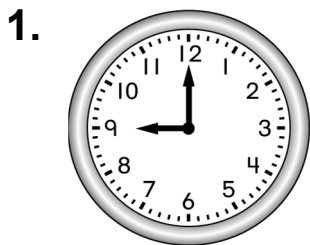
Name_____

Enrichment and Extension

1. You spend a half hour drawing a picture. Then you spend a half hour coloring it. Show and write the time you finish.

Start   Finish

_____

_____
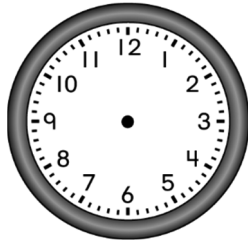
2. Newton spends an hour cutting vegetables. Then he spends a half hour cooking them. Show and write the time he finishes.

Start   Finish

_____

_____
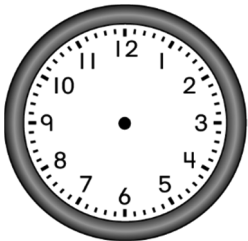
3. Descartes spends a half hour raking leaves. Then he spends an hour mowing the lawn. Show and write the time he finishes.

Start   Finish

_____
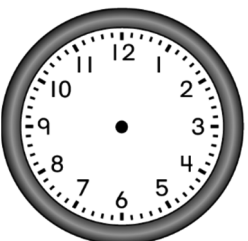
Daily Skills Practice
For use before Lesson 12.6

1. Find the total value of each group of coins. Then circle the group of coins that has the greater total value.

Total value: _____   Total value: _____

Lesson 12.6

Vocabulary Practice
For use before Lesson 12.6

1. Think: What does this phrase mean?

half past

Prerequisite Skills Practice

For use before Lesson 12.6

Write the time.

1.

_____

2.

_____

Name_____

Extra Practice

Show the time.

1.

2.

3.

4.

5.

6.

Draw to show the time.

7.   `5:30`

8.   `8:00`

9.   `2:30`
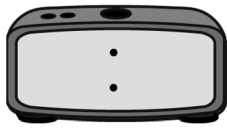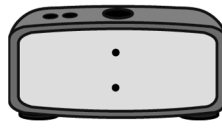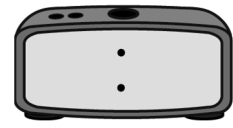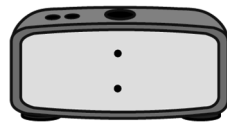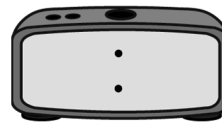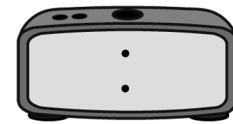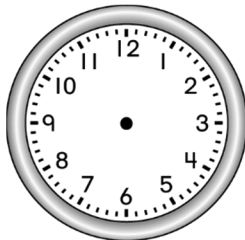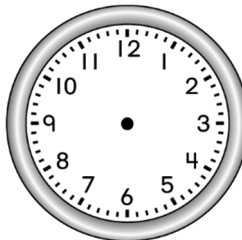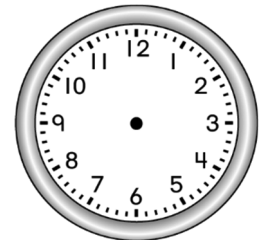
10. Which time does not belong with the other three?
Think: How do you know?

9:30   half past 9   10:30

11. Which time does not belong with the other three?
Think: How do you know?

11:00   1 o'clock   11 o'clock

12. Swimming starts 1 hour later than hiking. Show and circle the time swimming starts.

Hiking   Swimming

2:00
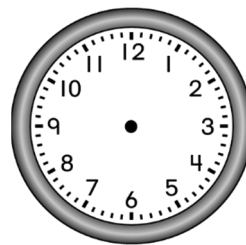
half past 2   2 o'clock   half past 3   3 o'clock

Name_____

A half hour is 30 minutes.
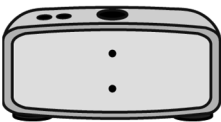
An hour is 60 minutes.
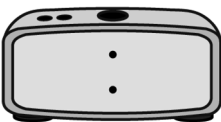
7:30 is another way to show half past 7.

7:00

7:30

8:00
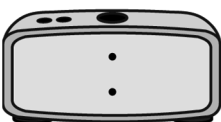
digital clock

hour   minutes
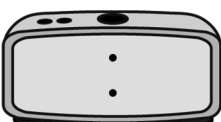
Show the time.

1.

2.

3.

4.

Name_____

Enrichment and Extension

1. Newton says the times below are the same. Descartes says they are not. Who is correct? Explain.

1 o'clock

_____

2. Newton says the times below are the same. Descartes says they are not. Who is correct? Explain.

half past 5

_____

3. Newton says the times below are the same. Descartes says they are not. Who is correct? Explain.

half past 12

_____

1. Write the name of the coin.

_____

1. Think: What does this word mean?

addend

Prerequisite Skills Practice
For use before Lesson 12.7

Show the time.

1.

2.
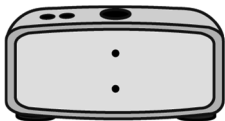
Name_____

Extra Practice

Write the time. Circle *a.m.* or *p.m.*

1. Eat breakfast
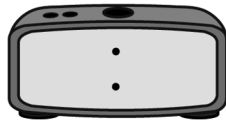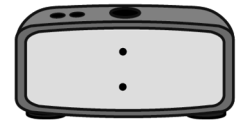
a.m.   p.m.

2. Go to bed
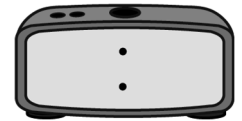
a.m.   p.m.

3. Walk to school
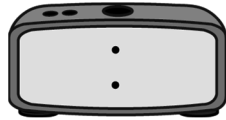
a.m.   p.m.

4. Do homework

a.m.   p.m.

Draw to show the time. Circle *a.m.* or *p.m.*
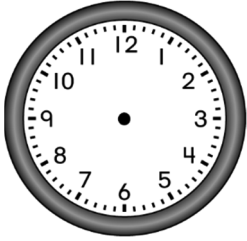
5. Get out of school

3:30
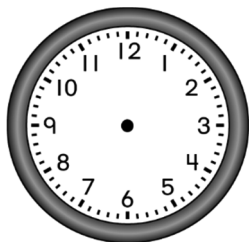
a.m.   p.m.

6. Look at the moon

9:00
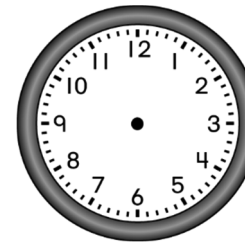
a.m.   p.m.

7. Right now, it is a.m. In 30 minutes it will be p.m.
What time is it now? Explain.

_____

_____

---

8. Use the times to complete the timeline. Write something you might do at those times.

| 12:30 p.m. | 7:30 a.m. | 7:30 p.m. |

| _____ | 8:00 a.m. 10:30 a.m. | _____ | 3:30 p.m. | _____ |

_____   _____   _____

---

9. Use the times to complete the timeline. Then rewrite each time digitally below, including *a.m.* or *p.m.*

| half past 7 | 30 minutes before 4 | midnight |

30 minutes
after 6 [ ]   11
o'clock [ ]   half
past 6 [ ]

_____ _____ _____ _____ _____ _____

Name_____

12:00 **a.m.** is **midnight** and 12:00 **p.m.** is **noon**.

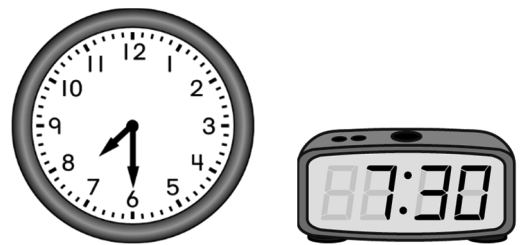| Times after midnight and before noon are written with *a.m.*	Times after noon and before midnight are written with *p.m.*
Get ready for school	Get ready for bed
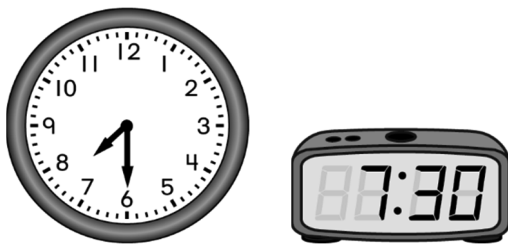
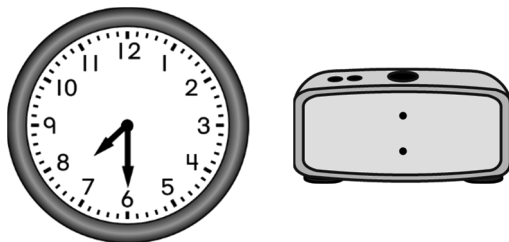7:30 a.m.   7:30 p.m.

What is the time? Circle *a.m.* or *p.m.*

1. Walk to school

a.m.   p.m.
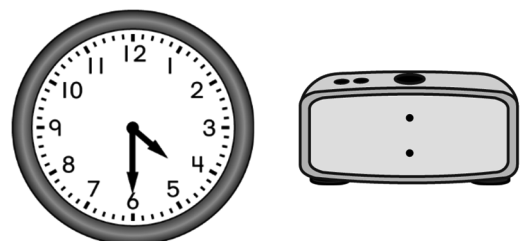
2. Look at the stars
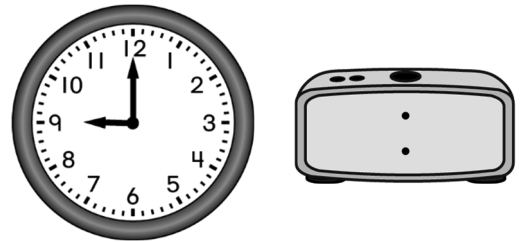
a.m.   p.m.

3. Eat lunch
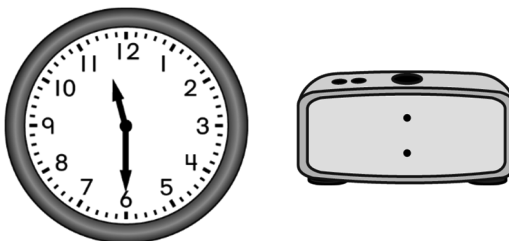
a.m.   p.m.

4. Go to soccer practice

a.m.   p.m.

Name_____

Complete the flow chart to show 10 events in your daily schedule. Write the time and title of each event. Be sure to include *a.m.* or *p.m.*
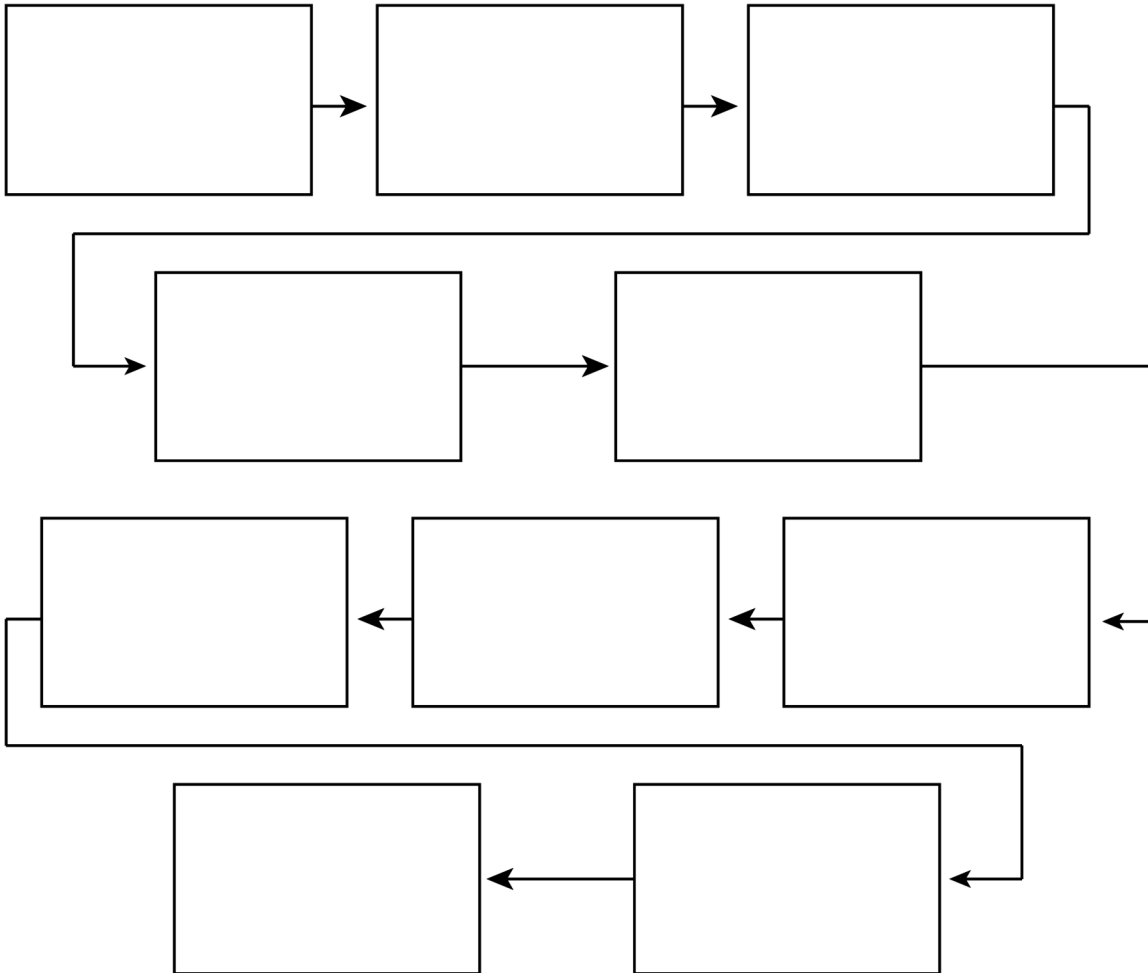
1. $8 - 0 =$ _____

1. Think: What does this word mean?

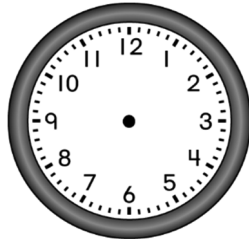**noon**

1. You play board games for an hour. Show and write the time you stop playing board games.

Start

Stop
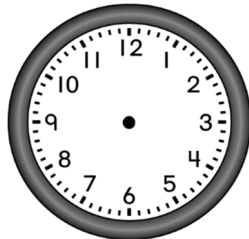
_____

---

2. You skateboard for an hour. Show and write the time you stop skateboarding.
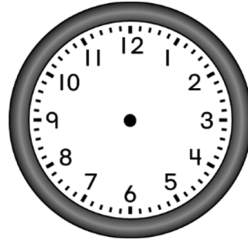
Start

Stop

_____

Name_____

Lesson 12.8 **Extra Practice**

How many hours have passed from the start time to the end time?
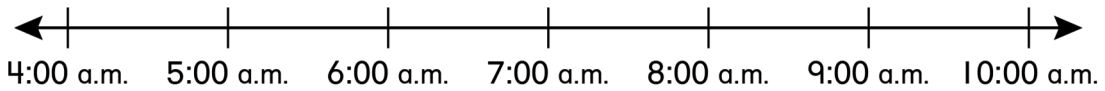
1.   Start   Stop
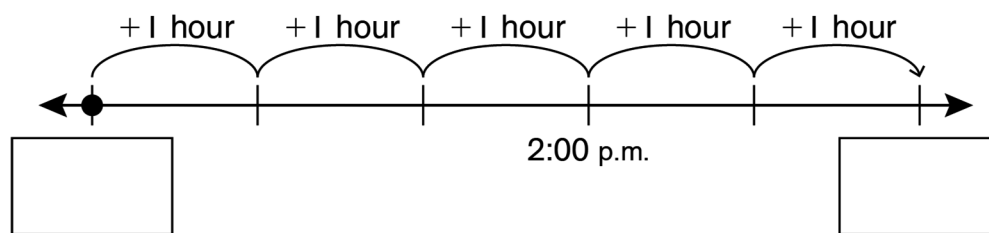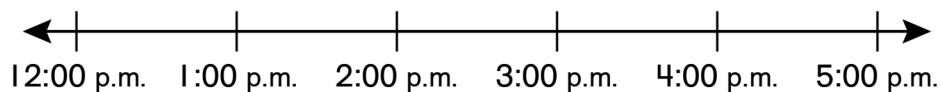

_____ hours

2.

4:00 a.m. 5:00 a.m. 6:00 a.m. 7:00 a.m. 8:00 a.m. 9:00 a.m. 10:00 a.m.

_____ hours

3. What is the start time and end time?

+1 hour +1 hour +1 hour +1 hour +1 hour

2:00 p.m.

---

4. You go to the movies at 1:00 p.m. You stay at the movies for 2 hours. What time do you leave the movies?

12:00 p.m. 1:00 p.m. 2:00 p.m. 3:00 p.m. 4:00 p.m. 5:00 p.m.

---

5. You stay at a bowling alley for 3 hours. You leave the bowling alley at 11:00 a.m. What time did you arrive at the bowling alley?

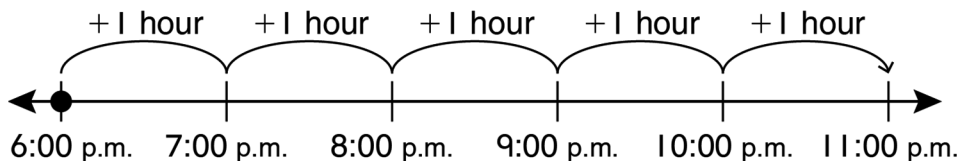7:00 a.m. 8:00 a.m. 9:00 a.m. 10:00 a.m. 11:00 a.m. 12:00 p.m.
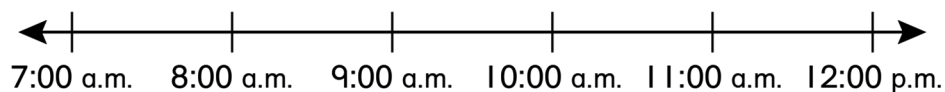
Name_____

Lesson 12.8 **Reteach**

To find how many hours have passed from the start time to the end time, start at 6:00 p.m. and count on by 1 hour until you get to 11:00 p.m.
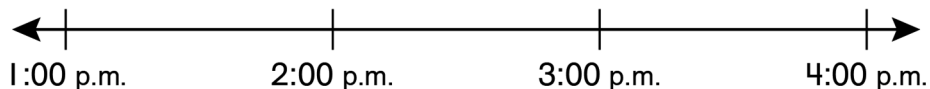
Start   End

+1 hour   +1 hour   +1 hour   +1 hour   +1 hour

6:00 p.m.   7:00 p.m.   8:00 p.m.   9:00 p.m.   10:00 p.m.   11:00 p.m.

You counted on __5__ hours, so __5__ hours have passed.

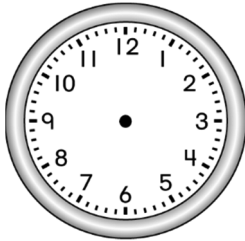**1.** How many hours have passed from the start time to the end time?

_____ hours

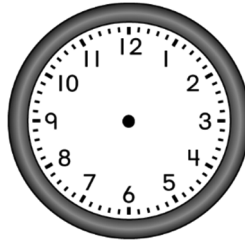1:00 p.m.   2:00 p.m.   3:00 p.m.   4:00 p.m.

Name_____

Enrichment and Extension

1. You and two friends start a hike at 6:00 a.m. You hike for 2 hours. Draw to show your start time and end time.

Start   End

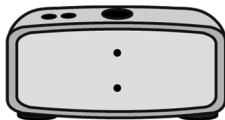**2.** You ride a train until 10:00 a.m. The train ride lasts 6 hours. Show your start time and end time.

Start   End