

## Gradual Release Model

### Part #2: Focused Instruction

Students are guided through two or more practice problems. Each problem includes a series of questions to help them work through the right answer. This practice helps build the skills needed to understand the main idea of the lesson. Focused Instruction is ideal for collaborative learning.

Lesson 24

**2 Focused Instruction**

Use subtraction to find the time something started when you know the time it ended and how much time passed. Use addition to find the end time when you know the time something started and how much time passed.

▶ Astrid finished her homework at 6:55 P.M. She had worked on her homework for 40 minutes.

What time did Astrid finish? \_\_\_\_\_

How much time had elapsed since she started? \_\_\_\_\_

Is the time she started before 6:55 or after 6:55? \_\_\_\_\_

Do you need to use subtraction or addition to find the time Astrid started her homework? \_\_\_\_\_

Use the correct operation to find the time she started her homework.

What time did Astrid start her homework? \_\_\_\_\_

As soon as she finished her homework, Astrid practiced piano for 25 minutes.

What time did Astrid start practicing her piano? \_\_\_\_\_

How long did she spend practicing? \_\_\_\_\_

What operation should you use to find the time Astrid finished practicing piano? \_\_\_\_\_

Use the correct operation to find the time she finished practicing piano.

When you add or subtract across an hour, you may need to regroup 60 minutes as 1 hour or 1 hour as

Lesson 30

**2 Focused Instruction**

When figures are drawn on grids, you can see the square units inside. Always look at the key to see what each square unit shows.

▶ Two students are each asked to draw a figure with an area of 8 square inches. Which student, if either, is correct?

What is the area of each square unit? \_\_\_\_\_

How can you find the area of each figure? \_\_\_\_\_

How many squares cover the figure student A made? \_\_\_\_\_

What is the area of student A's figure? \_\_\_\_\_

How many squares cover the figure student B made? \_\_\_\_\_

What is the area of student B's figure? \_\_\_\_\_

Did either student make a figure with an area of 8 square inches? \_\_\_\_\_

How can student A correct the figure to make it have the correct area? \_\_\_\_\_

How can student B correct the figure to make it have the correct area? \_\_\_\_\_

Count the squares inside the figures.

Is the area greater than 8 square inches

Hints and reminders

## Gradual Release Model

### Part #1: Introduction

Each lesson begins with a brief explanation of the focus skill or concept with examples to illustrate. An open-ended *Think About It* question requires students to use critical thinking to work through an answer.

Vocabulary

**LESSON 24 Solving Problems with Time** CCSS: 3.MD.1

**1 Introduction**

Solve problems using time to find how much time has gone past, or the **elapsed time**. You can also find the time something started or ended.

Yuri left for school at 8:15 A.M. It took him 25 minutes to get to school.

Add to find what time Yuri got to school.

$$\begin{array}{r} 8:15 \leftarrow \text{Start Time} \\ +0:25 \leftarrow \text{Time Interval} \\ \hline 8:40 \leftarrow \text{End Time} \end{array}$$

Yuri arrived at school at 8:40 A.M.

Yuri left his friend's house at 4:12 P.M. and arrived home at 4:58 P.M.

$$\begin{array}{r} 4:58 \leftarrow \text{End Time} \\ -4:12 \leftarrow \text{Start Time} \\ \hline 0:46 \leftarrow \text{Time Interval} \end{array}$$

It took Yuri 46 minutes to get home from his friend's house.

A number line can help you solve problems with time.

**Think About It** 🚗

When does your school start in the morning? What time do you leave your house in the morning? How long does it take you to get to school from the time you

**Elapsed time is also called a time interval.**

**Remember that the times between midnight and noon are A.M. times. The times between noon and midnight are P.M.**

**You will also use subtraction to find the start time when you know the end time and the elapsed time.**

**LESSON 30 Understanding Area** CCSS: 3.MD.5.a, b, 6

**1 Introduction**

A **plane figure** is a flat surface. The size of the space inside the plane figure is its **area**. One way to measure area is to count the number of square units that cover a figure. A **square unit** is a square with a side of 1 unit. As long as the square units do not have gaps between them or overlap, the number of square units is the area of the figure.

**Area is always measured in square units.**

Look at the figure in red on the grid below.

$\square = 1$  square unit

The red figure is made up of 6 square units. Its area is 6 square units.

A unit can be any measurement used for length. A square unit may stand for a square inch, square foot, or another square unit.

What is the area of the figure in red?

$\square = 1$  square centimeter

Look at the key on the right. It shows that 1 square unit is equal to 1 square centimeter. The red figure is made up of 12 square units. So, its area is 12 square centimeters.

**Think About It** 🍷

Why might it be important to measure the area of something? What might area help you understand?

## Gradual Release Model

### Part #3: Guided Practice

It's time to apply the strategies learned in part #2. In this section, open-ended problems require students to show their work, make a graph, draw a diagram, or do other mathematical tasks to answer questions.

Hints and reminders

**3 Guided Practice** Lesson 24

Solve the following problems.

- Bryan worked on a science project from 10:07 A.M. to 10:49 A.M. How many minutes did he work on his project?
 

Should you add or subtract to find the elapsed time?

**Answer** \_\_\_\_\_ minutes

- Baz got to the library at 7:45 A.M. He read the sign on the library. How long will he have to wait before the library opens?
 

**PUBLIC LIBRARY**  
**Daily Hours**  
 9 A.M.—6 P.M.

**Answer** \_\_\_\_\_

- The elementary music program began at 7:00 P.M.
 

**Part A** The first half of the program ended at 7:46. There was a 12-minute break before the second half started. What time did the second half start? Show your work.

**Answer** \_\_\_\_\_

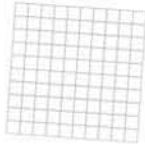
**Part B** The second half of the program lasted 38 minutes. How long was the first half? Show your work.

**3 Guided Practice** Lesson 30


Solve the following problems.

- On the grid below, draw a figure that has an area of 40 square units.
 

Remember that unit squares cannot have gaps or overlap.




- What is the area of the figure?
 


= 1 square unit

**Answer** \_\_\_\_\_ square units

Count the number of unit squares that make up the figure.
- What is the area of the figure?
 


= 1 square centimeter

**Answer** \_\_\_\_\_ square centimeters.

How many rows of squares are there? How many squares are in each row?

## Gradual Release Model

### Part #4: Independent Practice

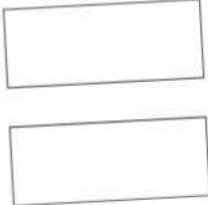
Students are ready to answer questions on their own without any help or hints. They will encounter traditional multiple-choice and open-ended questions, as well as item types typical on Common Core-based assessments, including:

- Perform computations
- Plot points on a coordinate plane
- Answer questions with more than one right answer
- Complete a table
- Measure or draw a figure

**4 Independent Practice** Lesson

5 June organized her desk drawers. She used dividers to make sections in a drawer.

**Part A** June wanted to create 8 sections in one drawer. She wanted each section to have the same area. Partition the rectangles below in 2 different ways to show how June could have divided her desk drawer into 8 equal sections.

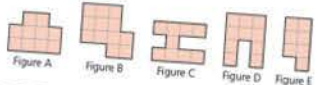


**Part B** If June decided to keep paper clips in 1 section of the desk drawer, what fraction of the area of the desk drawer will hold paper clips?

Answer \_\_\_\_\_

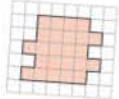
**4 Independent Practice** Lesson

4 Each square in each shape measures 1 square centimeter. Put each shape in the correct part of the table by matching its area.



Area Is Smaller Than 10 Square Centimeters	Area Is 10 Square Centimeters	Area Is Larger Than 10 Square Centimeters

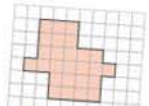
5 Each square unit on the grid has a side of 1 meter.



What is the area of the shaded figure?

A 20 square meters  
 B 22 square meters  
 C 24 square meters  
 D 26 square meters

6 Look at the figure on the grid at the right. What is the area of this figure?



Answer \_\_\_\_\_ square centimeters

1 square centimeter