Grade 4 Time and Metric

Elapsed Time and Metric Measurement

Read intervals, use metric equivalence, and solve measurement problems

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- **Minutes Between** — elapsed within an hour — p. 3
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- **Mass and Liquid Volume** — read, then solve — p. 12
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Break the measure into pieces you know, then put them together.

A Strategy Spotlight with a worked example opens every page.

Traced to Georgia's K-12 Mathematics Standards. The teacher page lists every code.
12 practice pages and 12 matching answer keys. Print at 100%.

TOUCHSTONE STANDARDS

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TOUCHSTONE STANDARDS | Teacher Page: Standards and How to Use

Georgia's K-12 Mathematics Standards (2021, effective SY2023-24)

4.MDR.6: Measure time and objects that exist in the world to solve real-life, mathematical problems and analyze graphical displays of data to answer relevant questions.

4.MDR.6.1: Use the four operations to solve problems involving elapsed time to the nearest minute, intervals of time, metric measurements of liquid volumes, lengths, distances, and masses of objects, including problems involving fractions with like denominators, and also problems that require expressing measurements given in a larger unit in terms of a smaller unit, and expressing a smaller unit in terms of a larger unit based on the idea of equivalence.

GaDOE expectations followed

"Time measurement should be to the nearest minute."

"Conversions are not expected in this grade level. The focus here should be on helping learners see the equivalence between quantities represented in different measurement units."

"Students should be able to accurately record measurement equivalents in a two-column table."

"Fractions should be limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100."

"Multiplication and division of fractions is not a requirement of this grade level."

Page map: every practice page uses 4.MDR.6.1

Page	Section	Items	Focus
3	Minutes Between	2	elapsed within an hour
4	Across the Hour	3	jump to the next hour
5	Find the End Time	3	start and duration
6	Find the Start Time	3	end and duration
7	Time Stories	2	multiply; divide intervals
8	Time Stories, Two Steps	2	combine two intervals
9	Equivalence Tables	4	four metric relationships
10	Larger and Smaller Units	4	whole and mixed units
11	Length and Distance	2	whole and fractional measures
12	Mass and Liquid Volume	4	read, then solve
13	Measurement Code	4	minutes and metric amounts
14	Mixed Review	3	time and metric together

Our approach and coverage

Break measures into known pieces, then put them together. Pages 3 to 8 use nearest-minute intervals; pages 9 to 12 use metric equivalence and measurement problems. Pages 13 and 14 combine both. Clocks support elapsed-time problems, not a separate clock-reading lesson. Four-operation work uses whole quantities; fraction work adds or subtracts like denominators only.

The start or end time may be unknown. Only pages 7, 8, and 14 may cross noon, once per page; no item crosses midnight. Metric facts are printed where needed. Smaller amounts are expressed in whole mixed units, not decimals or fractional-unit renaming. No bare conversion drills or fraction multiplication/division. Equivalent fraction answers are accepted.

Model the Strategy Spotlight, then choose pages for the current lesson. Page 12 pairs each figure read with a story; Mixed Review has two two-part items and one story. Keys are pages 15 to 26, with worked steps in story boxes. Print at 100% (actual size, not Fit to Page).

Print check:  2 inches at 100%

 10 centimeters at 100%

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Across the Hour

Name _____ Print at 100%

Find each elapsed time in minutes using the open number line.

Strategy Spotlight: Use the next hour as a known piece
Think: 9:48 a.m. to 10:21 a.m.: 12 + 21 = 33 minutes.

1. Start: 9:18 a.m.
End: 10:22 a.m.

Show your jumps.



Elapsed time

☐ **minutes**

2. Start: 1:05 p.m.
End: 2:32 p.m.

Show your jumps.

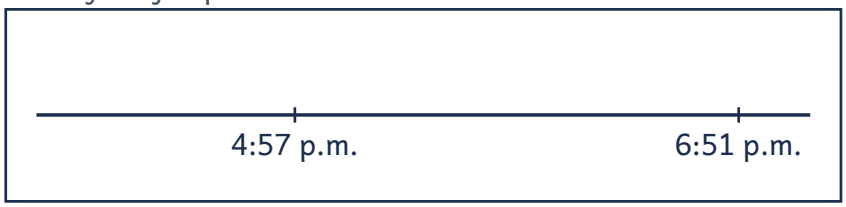


Elapsed time

☐ **minutes**

3. Start: 4:57 p.m.
End: 6:51 p.m.

Show your jumps.



Elapsed time

☐ **minutes**

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Answer Key: Across the Hour

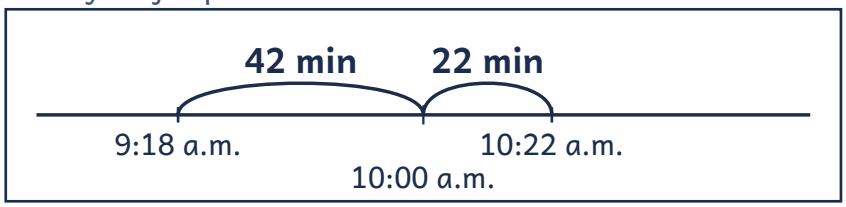
Name _____ Print at 100%

Find each elapsed time in minutes using the open number line.

Strategy Spotlight: Use the next hour as a known piece
Think: 9:48 a.m. to 10:21 a.m.: 12 + 21 = 33 minutes.

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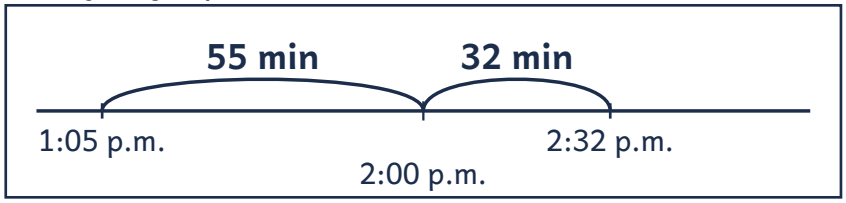


Elapsed time

64 **minutes**

2 Start: 1:05 p.m.
End: 2:32 p.m.

Show your jumps.

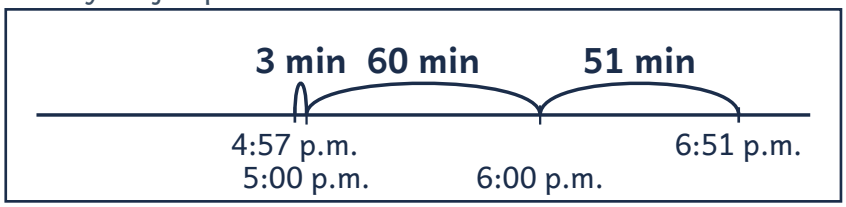


Elapsed time

87 **minutes**

3 Start: 4:57 p.m.
End: 6:51 p.m.

Show your jumps.



Elapsed time

114 **minutes**

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Length and Distance

Name _____ Print at 100%

Solve each problem using the measurement facts when needed.

Strategy Spotlight: Name the same length in matching units
Think: 1 meter = 100 centimeters; 4 meters = 400 centimeters.

1 m = 100 cm

1. An art club has 2 meters of cord and cuts off 65 centimeters. How many centimeters of cord remain?

Show your thinking.

Answer: ☐ **cm**

2. Tess walks $\frac{3}{8}$ kilometer to a pond and $\frac{2}{8}$ kilometer to a garden. How far does she walk in all?

Show your thinking.

Answer: ☐ **km**

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Answer Key: Length and Distance

Name _____ Print at 100%

Solve each problem using the measurement facts when needed.

Strategy Spotlight: Name the same length in matching units
Think: 1 meter = 100 centimeters; 4 meters = 400 centimeters.

1 m = 100 cm

1. An art club has 2 meters of cord and cuts off 65 centimeters. How many centimeters of cord remain?

Show your thinking.

2 × 100 = 200

200 − 65 = 135

Answer: **135** **cm**

2. Tess walks $\frac{3}{8}$ kilometer to a pond and $\frac{2}{8}$ kilometer to a garden. How far does she walk in all?

Show your thinking.

$\frac{3}{8} + \frac{2}{8} = \frac{5}{8}$

Answer: $\frac{5}{8}$ **km**

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