

Title: A Day in Time**Brief Overview:**

This unit will teach and reinforce elapsed time and time conversions of hours to minutes, minutes to hours and hours to seconds. The unit is based on the picture book Tuesday by David Wiesner.

NCTM Content Standard/National Science Education Standard:

In grades 3–5 all students should - Apply appropriate techniques, tools, and formulas to determine measurements

- select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles;

Grade/Level:

Grades 3 - 5

Duration/Length:

3 – 60 minute lessons including a pre and post assessment

Student Outcomes:

Students will:

- Create varied times using analog / digital clocks
- Determine elapsed time to the minute
- Convert hours to minutes / minutes to hours
- Convert minutes to seconds / seconds to minutes

Materials and Resources:

Day 1

- Tuesday by David Wiesner
- Overhead projector or visualizer
- Chart paper
- Analog clocks/digital clocks

Day 2

- Tuesday by David Wiesner
- Overhead projector or visualizer
- Analog clocks/ digital clocks

- Time number line

Day 3

- Tuesday by David Wiesner
- Overhead projector or visualizer
- Analog clocks/ digital clocks
- Time number line
- Paper
- Crayons/ markers
- scissors

Development/Procedures:

Day 1

- Pre-assessment – The pre-assessment will determine student’s knowledge on the concepts that will be taught during this unit. Student Resource 1 and Teacher Resource 1
- Engagement
 - Teacher will gather students on the rug
 - On chart paper write the question “What do you know about time?”
 - Provide “think time” for students prior to accepting answers.
 - As children call out answers write them on the chart paper. Answers will vary, but acceptable ones would be, “made up of hours, seconds, minutes, a clock is used, days, months, weeks...”
 - Encourage each student to share at least one thing that they know about time.
 - Explain that over the course of the next few days the children will be engaged in activities dealing with elapsed time and the conversions between hours, minutes and seconds.
 - If any students mentioned the conversions during the brainstorming session point them out at this time (60 sec. = 1 min., 60 minutes = 1 hour, 3600 min. = 1 hr.
- Exploration
 - Distribute “Judy” clocks to students
 - Allow 2 minutes of exploration time with the clocks
 - Distribute the Warm-up to each child. Student Resource 2
 - Allow 3-5 minutes for children to work on the problem
 - Review answers with children and allow for children to explain their strategies for solving the problem. Teacher Resource 2
- Explanation

- Teacher will introduce literature connection: Tuesday by David Wiesner. Note to teacher, this book has very little text. It is up to the teacher and the students to create the story. As you look through the book you will find clocks. Each clock illustrates a time. These elapsed times will be used throughout the lesson.
- Distribute “Judy” clocks, one clock per student or pair of students.
- Begin reading the book. The first time found in the book is “around 8” on page 1.
- Discuss what “around 8” means. Establish a start time of 7:58 pm
- Students should put 7:58 on their clocks
- On page 6 the flying frogs enter the town, draw the students attention to the clock tower.
- Ask a student to tell the time on the clock tower, 9:05 pm
- Students move their clocks to 9:05
- Review how to find elapsed time, using Judy clock
- Ask students to tell how much time has passed since the frogs left the marsh. (1 hour and 11 minutes)
- Complete chart of start time, end time and elapsed time either on overhead or on chart paper. Student Resource 3/Teacher Resource 3
- Continue through the book creating a story line. On page 9 the author has given a time of 11:21
- Students will place this time on their clocks.
- Ask students to tell how much time has passed (2 hours and 16 minutes)
- Have children explain how they know their answer is correct.
- Complete the chart
- Continue creating the story with the students.
- On page 16 draw the student’s attention to the clock. It reads 1:23 am
- Students will place this time on their clocks.
- Ask students to tell how much time has passed from 11:21 (2 hours and 2 minutes)
- Have children explain how they know their answer is correct.
- Complete the chart
- On page 17 the author informs the reader that the time is now 4:38am
- Students will place this time on their clocks.
- Ask students to tell how much time has passed since 1:23 (3 hours and 15 minutes)
- Have children explain how they know their answer is correct.
- Complete the chart
- Continue through the story until page 21
- Draw student’s attention to the clock tower – the time reads 5:37
- Students will place this time on their clocks.

- Ask students to tell how much time has passed from 4:38 to 5:37 am (59 minutes)
 - Have children explain how they know their answer is correct.
 - Complete the chart
 - Ask students how much time has passed since they first saw the clock at the beginning of the story (9:05pm to 5:37 am) 8 hours and 32 minutes
 - Complete the chart
 - Continue through the story until page 26
 - Draw student's attention to the watch on the detectives wrist – the time reads 8:31am
 - Students will place this time on their clocks.
 - Ask students to tell how much time has passed from 5:37 am (2 hours and 53 minutes)
 - Have children explain how they know their answer is correct.
 - Complete the chart
- Application
 - Students will play *Elapsed Time Concentration*
 - Copy *Elapsed Time Concentration* cards on two different colors of paper. Set A cards should be copied on one color and Set B on the other. Student Resource 4 / Teacher Resource 4
 - The game can be played with 2 -4 players
 - Mix the cards and place them face down
 - The player with a birthday that is closest today's date will choose first.
 - Expose a card from Set A, determine the elapsed time and then expose a card from Set B
 - If the two cards match the player keeps the cards.
 - If the cards do not match, return the cards to center face down
 - It is now the next person's turn
 - The game is ended when all matches have been made
 - The winner is the player with the most matches.
- Differentiation
 - **Re-teach** - Students who struggle with this skill will have an opportunity to practice elapsed time while completing worksheet found on website:
<http://www.teachersfirst.com/getsource.cfm?id=6339>
 - **Enrich** –Students who have mastered the elapsed time concentration game will practice skills on
<http://drill.edu4kids.com/index.php?TB=30&page=13>
- Assessment

- Distribute exit cards to each child, Student Resource 5 / Teacher Resource 5
- Each child will complete the exit card of elapsed time prior to leaving the class.

Day 2

- Engagement
 - Teacher will begin lesson by reviewing lesson and literature connection: Tuesday by David Wiesner, from day 1.
 - Teacher will then ask students: What do you know about elapsed time?
 - Teacher will take several answers from students
- Exploration
 - Teacher will briefly discuss time conversion (seconds to minutes, minutes to hours)
 - Teacher will give students three basic conversion problems.
 - Students will use analog clocks or digital clocks to assist them with basic conversion problems. Student Resource 6/Teacher Resource 6
 - Students will share their ideas for how to solve the problems.
- Explanation
 - Teacher will begin lesson by telling students that today they will be learning about time conversion, using the book Tuesday.
 - Teacher will model converting time using partially completed chart from day 1.
 - Students were asked to keep chart from day 1 (student resource?)
 - Display a transparency copy of Student Resource 3 on the overhead for the students.
 - Discuss how to use a number line to count by 5 minute intervals.
 - Model the problems for the students as they work along with you.
 - Be sure to ask for student input as you solve each problem.
Answers on Teacher Resource 3
 - Model the strategy of counting backwards using a number line to find the start time.
 - Count ahead by fives using a number line using the first number line to find the end time.
 - Model for students the second elapsed time conversion using the same number line strategy for start and finish time.
- Application

- Students should already have copies of Student Resource 3
Distribute copies for those who don't have a copy.
 - Allow students to complete converting time chart, give students scratch paper and analog/digital clocks.
 - Circulate around the room to answer any questions or misconception students may have.
 - When students have completed the worksheet, review answers by allowing students to explain how they solved the problems.
- Differentiation
 - **Reteach** – students who are struggling with this concept will continue to practice elapsed time and time conversions while playing time conversion game. Student Resource 7
 - Student will work in pairs to write in different times on each clock on the worksheet.
 - Students will then switch papers and write the elapsed time and convert those times to minutes or seconds.
 - **Enrich**
 - Students can also practice time conversion while playing interactive elapsed time game at <http://www.teachersfirst.com/getsource.cfm?id=6339>
 - Assessment
 - Distribute Student Resource 8_time converter.
 - Allow students time to cut out and complete converter. Teacher Resource 7
 -

Day 3

- Engagement
 - Teacher will begin lesson by reviewing lesson and literature connection: Tuesday by David Wiesner, from day 1 and day 2
 - Teacher will then ask students: What do you know about converting time?
 - Teacher will take several answers from students
- Exploration
 - Teacher will distribute warm-up conversion problems. Student Resource 9. / Teacher Resource 8
 - Students will solve the elapsed time in hours and minutes

- Students will convert answers into both minutes and seconds.
 - Review answers with students.
 - Have several students demonstrate for the class the strategies they used to solve the problem.

- Explanation
 - Teacher will introduce Brief Constructed Response on elapsed time.
 - Teacher will distribute BCR to students .Student Resource 10 / Teacher Resource 9
 - Teacher will read selective response to students allowing time for students to solve the problem.
 - Teacher will ask students how they got their answers writing down the answer step by step
 - Teacher will read Part A of the BCR, give students time to solve the problem independently.
 - Teacher will briefly review the time conversion.
 - Students will discuss Part B of the BCR explaining how they got their answer.

- Application
 - Teacher will explain to students that they will be making a picture book similar to the literature connection: Tuesday by David Wiesner
 - Teacher will hand out directions for make a foldable book.. Teacher Resource 10
 - Teacher will go over directions step by step for making the foldable
 - Teacher will demonstrate how to make the foldable and display model of completed foldable.
 - Teacher will allow students to view book Tuesday to make connections.
 - Teacher will explain to students that in their book they should have mostly pictures and very little text.
 - Teacher will explain that on every other page there should be a time via clock or watch. The times should be at least 45 minutes apart.
 - Teacher will allow time for students to work independently on their books circulating around the room to ensure that students are on task and helping students will any misconceptions.

- Differentiation

- **Reteach** - Students who continue to struggle with elapsed time will be able to strengthen their knowledge by playing this interactive game which allows students to manipulate a clock's minute hand in 1 minute, 15 minute, and 30 minute and 1 hour intervals. It includes a start time so they can find the elapsed time. A digital clock is also provided. <http://www.time-for-time.com/swf/myclox.swf>
- **Enrich** - Students will use their knowledge of time conversion to play an interactive game which converts standard time to military time. <http://www.oswego.org/ocsd-web/games/StopTheClock/sthec5.html>

Summative Assessment:

Student Resource 11 / Teacher 11

Authors:

Leslie Nash-Ruffin
J Frank Dent E.S.
Prince Georges County Public Schools

Lisa-helen Rotter
Sherwood E.S.
Montgomery County Public Schools

Name: _____

1.



What time does this clock show?

2.



How much time has passed?

3. 20 minutes = _____ seconds

4. 2 hours 45 minutes = _____ minutes _____ seconds

5. Look at the clock below. What time does the clock show?



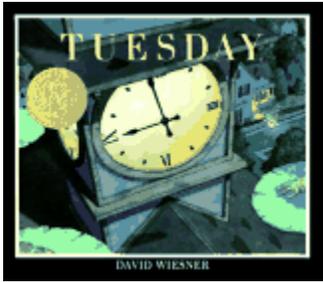
A. 10: 01

B. 10: 26

C. 5: 50

D. 6: 50

What time will it be in $4 \frac{1}{2}$ hours? Explain your answer in numbers, words or symbols.



Elapsed Time Chart

SET A

| Start time | End Time | Elapsed Time | Minutes | Seconds |
|------------|----------|--------------|---------|---------|
| | | | | |

9:05 am
to
12:17 am

1:35 pm
to
7:40 pm

7:38 pm
to
11:53 pm

12:06 am
to
8:32 pm

8:20 am
to
6:11 pm

4:18 pm
to
5:24 pm

| | |
|---|--|
| <p>5:29 pm to 7:28 pm</p> | <p>6 hours and 8 minutes before 3:30 pm</p> |
| <p>7:33 am 8 hour and 15 minutes ahead</p> | <p>4:47pm to 9:20 pm</p> |
| <p>6:15 am to 8:05 am</p> | <p>11:11 pm to 6:20 am</p> |

| | |
|--|--|
| <p>12:05 pm to 2:02 pm</p> | <p>8:20 am to 7:18 pm</p> |
| <p>3:17 am 8 hours and 28 minutes ahead</p> | <p>2:00 pm to 5:30 pm</p> |
| <p>5:57pm 4 hours and 23 minutes ahead</p> | <p>7:20 am 6 hours and 9 minutes back</p> |

SET B

| | |
|------------------------------------|----------------------------------|
| 1 hour and 57 minutes | 11:45 am |
| 11 hours and 58 minutes | 4 hour and 33 minutes |
| 3 hours and 3 minutes | 7 hours and 9 minutes |

10:20 pm

11:11 am

**15 hours and
12 minutes**

9:22 am

**4 hours and
15 minutes**

**9 hours and
51 minutes**

**1 hour and
59 minutes**

3:48 pm

**1 hour and
50 minutes**

**6 hours and
5 minutes**

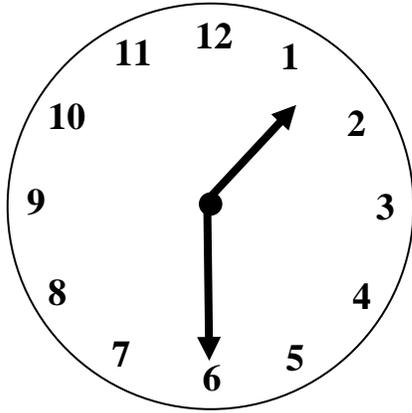
**20 hours and
26 minutes**

**1 hour and
6 minutes**

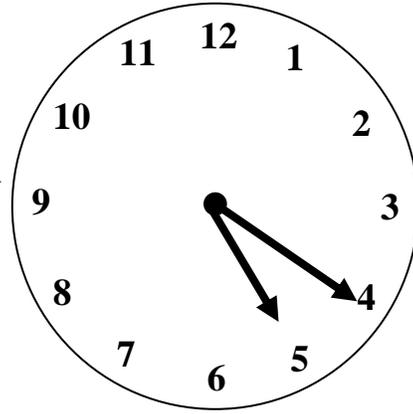
Student Resource 5

EXIT CARD

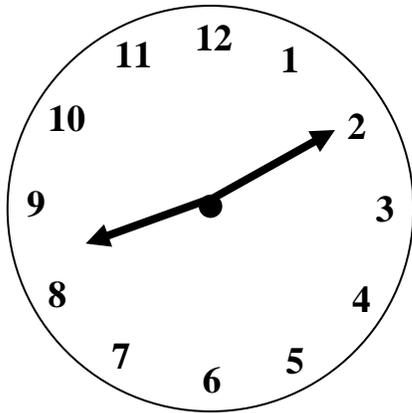
Start Time



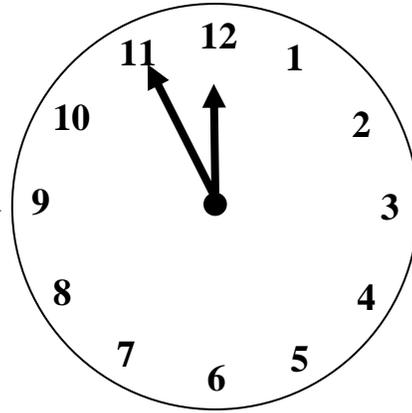
End Time



Start Time



End Time





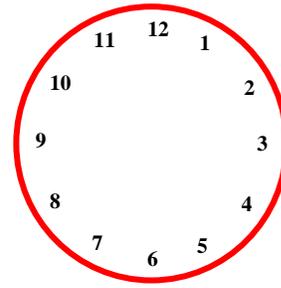
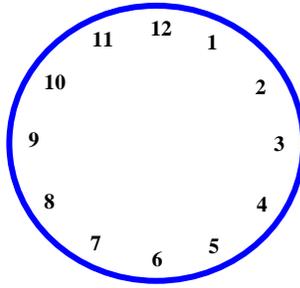
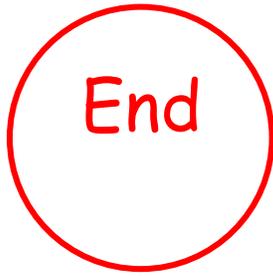
Converting Time

1. 32 minutes = _____ seconds

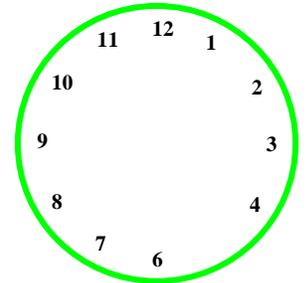
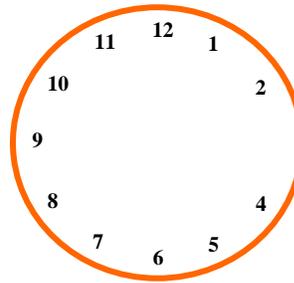
2. 1 hour 20 minutes = _____
seconds

3. 85 minutes = _____ hours _____
minutes

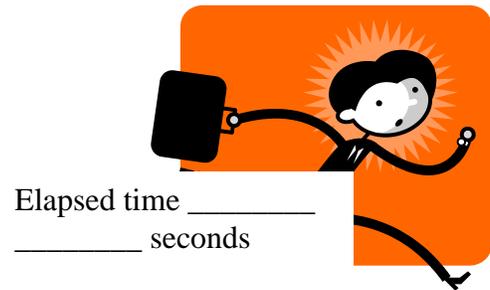
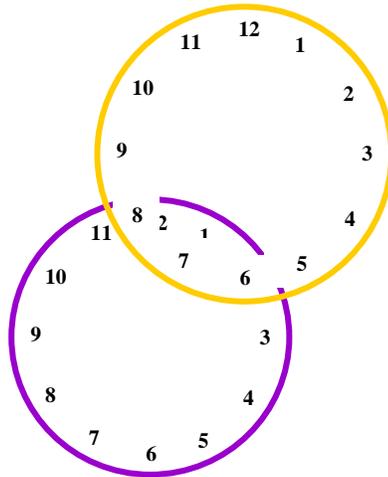
TIME CONVERSIONS



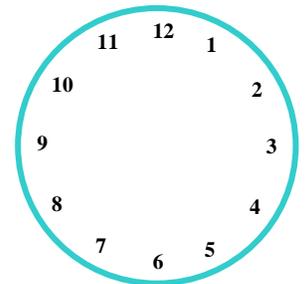
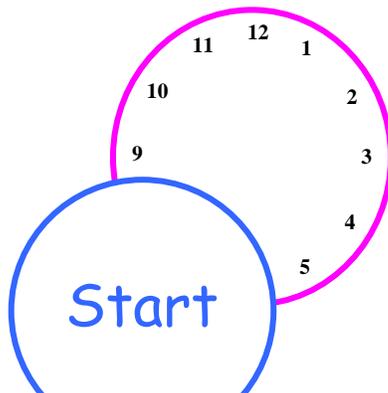
Elapsed time _____
_____ seconds



Elapsed time _____
_____ minutes



Elapsed time _____
_____ seconds



Elapsed time _____
_____ minutes

 Cut on dotted line

| | | | | |
|-------------------------|----------------------------------|-------------------------------------|-------------------------------------|---|
| | | | | |
| <h1>Time Converter</h1> | 2 hours = _____ minutes | 78 minutes = _____ hour(s) | 36 minutes = _____ seconds | _____ hours = _____ minutes |

Name _____

Conversions Warm-Up

Work Space**Directions:** Convert the following to minutes

1. 2 hours and 30 minutes = _____ minutes
2. 4 hours = _____ minutes
3. 18,000 seconds = _____ minutes

Directions: Convert the following to hours

4. 300 minutes = _____ hours
5. 165 minutes = _____ hours
6. 10,800 seconds = _____ hours

Brief Constructed Response

Antwaun and Jeffrey left to go to the mall right after school which was around 1:55pm. They both spent 30 minutes at the game store. Antwaun went to buy some pizza and told Jeffrey to meet him in 45 minutes. They both left the mall at 4:15pm. How much time did both boys spend at the mall?

- A. 2 hours 15 minutes**
- B. 45 minutes**
- C. 2 hours 20 minutes**
- D. 3 hours 10 minutes**

Part A

Tony left for football practice at 4pm and returned home at 6:30pm. He spent 2 hours and 30 minutes at football practice. How many seconds did Tony spend at football practice?

Part B

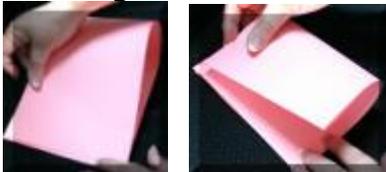
Use what you know about time conversion to explain why your answer is correct. Use numbers and or words to explain your answer.

Directions for making foldable book

- 1. Fold paper in half "hotdog style" (lengthwise) and crease.**



- 2. Now fold in half and crease, and fold in half one more time and crease again.**



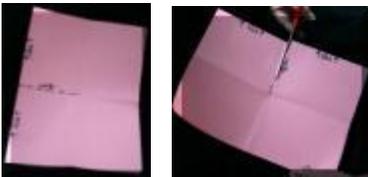
- 3. Open up and you should have eight sections.**



- 4. Now fold in half "hamburger style".**



- 5. Cut a slit starting at the folded edge, in half way up to the first crease line.**



- 6. When you open the paper again, you will see a slit in the center.**



7. Now fold the paper like a "hot dog" again with the fold at the top, and



you will begin to see a "poof" in the center.

8. Hold the two ends of the paper and push your hands together to make the "poof" section spread out even more.



9. Push the sections all the way together and fold the front over and crease. The "Poof Book" now stays together without staples.



Name _____

Directions: Tell the elapsed time

1. 9:59 in the morning to 2:59 in the afternoon
2. 1:57 a.m. to 10:43 a.m.
3. Thirty-four minutes after four in the afternoon to twenty-one minutes after ten in the evening.

Directions: Convert the hours to minutes

4. 2 hours = _____ minutes
5. 3 hours and 30 minutes = _____ minutes
6. 14,400 seconds = _____ minutes

Directions: Draw a line to match Column A to Column B

| Column A | Column B |
|-----------------|------------------------|
| 9: 15 to 12:05 | 1 hour |
| 3600 seconds | 2 hours and 50 minutes |
| 420 minutes | 8 hours and 18 minutes |
| 11:55 to 8:13 | 5 hours and 45 minutes |
| 7:30 – 1:15 | 7 hours |

Directions: Read the story problem and answer the following questions.

LaShawn left for school at 7:20 am. She got to school at 8:05. Her last class ended at 2:12 pm. She left school and went home. She got home at 2:56 pm. How long was LaShawn gone?

How many minutes was LaShawn gone?

Use what you know about conversions and elapsed time to explain why your answer is correct. Use numbers pictures or words to explain your answer.

Pre-Assessment

Name: _____

1.



o'clock

What time does this clock show? 4

2.



hours

How much time has passed? 8

3. 20 minutes = 1200 seconds

4. 2 hours 45 minutes = 120 minutes 2700 seconds

5. Look at the clock below. What time does the clock show?



E. 10: 01

F. 10: 26

G. 5: 50

H. 6: 50

What time will it be in $4 \frac{1}{2}$ hours? Explain your answer in numbers, words or symbols.

In $4 \frac{1}{2}$ hours it will be 2:56. I wrote the start time which is 10:26 then I added 4 hours and 30 minutes to 10:26 and I got 2:56.

Name _____



Elapsed Time Warm-up

Jaylin started his homework at 3:35 pm. He finished his homework at 5:17 pm. Sam started his homework at 4:20. He finished his homework at 6:12 pm. How long did it take each boy to complete their homework? Draw a circle around the boy who finished faster.

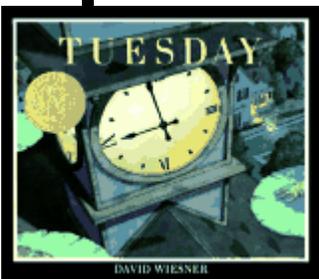
Use numbers, pictures or words to solve the problems.

It took Jaylin **1 HOUR 42 MINUTES**

It took Sam **1 HOUR 52 MINUTES**

ANSWERS WILL VARY, BUT CAN INCLUDE

- NUMBER LINE
- DRAWING CLOCKS
- TRADITIONAL ALGORITHM FOR HOURS AND MINUTES
- DETAILED EXPLANATION INCLUDING ELAPSED TIME AND HOURS AND MINUTES



Elapsed Time Chart Day 1 & 2

Teacher Resource 3

| Start time | End Time | Elapsed Time | Minutes | Seconds |
|-------------------|-----------------|---------------------|-----------------|--------------------|
| 7:58 pm | 9:05 pm | 1 hr 11 min | 71 mins | 4,260 secs |
| 9:05 pm | 11:21 pm | 2 hr 16 min | 136 mins | 8,160 secs |
| 11:21 pm | 1:23 am | 2 hr 2 min | 122 mins | 7,320 secs |
| 1:23 am | 4:38 am | 3 hr 15 min | 195 mins | 11,700 secs |
| 4:38 am | 5:37 am | 59 min | 59 mins | 3,540 secs |
| 9:05 pm | 5:37 am | 8 hr 32 min | 512 mins | 30,720 secs |
| 5:37 am | 8:31 am | 2 hr 53 min | 173 mins | 10,380 secs |

| | |
|---|------------------------------------|
| 9:05 am to 12:17 am | 15 hours and 12 minutes |
| 7:38 pm to 11:53 pm | 4 hours and 15 minutes |
| 8:20 am to 6:11 pm | 10 hours 21 minutes |

| | |
|------------------------------------|------------------------------------|
| 1:35 pm to 7:40 pm | 6 hours and 5 minutes |
| 12:06 am to 8:32 pm | 20 hours and 26 minutes |
| 4:18 pm to 5:24 pm | 1 hour and 6 minutes |

| | |
|---|---|
| <p>5:29 pm to 7:28 pm</p> | <p>1 hour and 59 minutes</p> |
| <p>7:33 am 8 hour and 15 minutes ahead</p> | <p>3:48 pm</p> |
| <p>6:15 am to 8:05 am</p> | <p>1 hour and 50 minutes</p> |

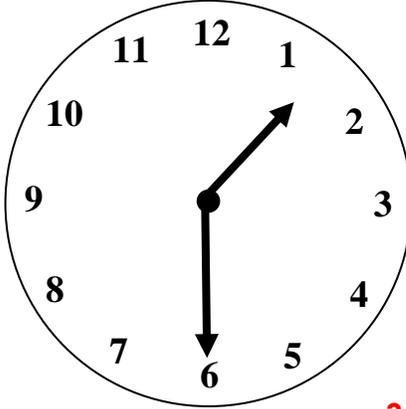
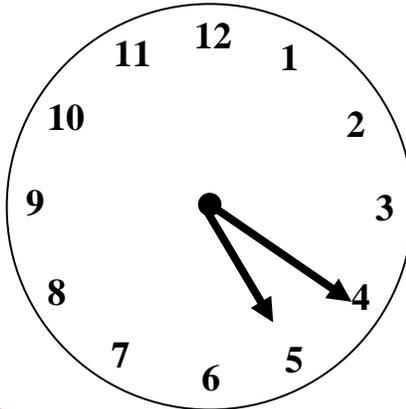
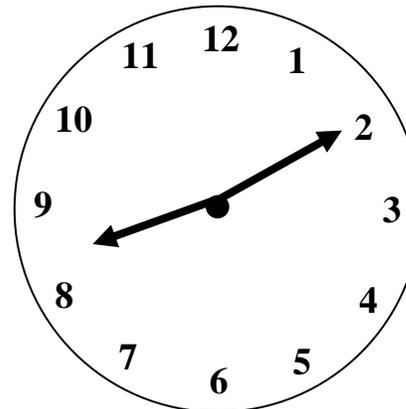
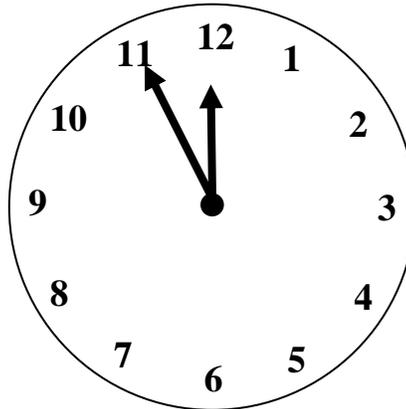
| | |
|--|---|
| <p>6 hours and 8 minutes before 3:30 pm</p> | <p>9:22 am</p> |
| <p>4:47pm to 9:20 pm</p> | <p>4 hour and 33 minutes</p> |
| <p>11:11 pm to 6:20 am</p> | <p>7 hours and 9 minutes</p> |

| | |
|--|--|
| <p>12:05 pm to 2:02 pm</p> | <p>1 hour and 57 minutes</p> |
| <p>8:20 am to 7:18 pm</p> | <p>11 hours and 58 minutes</p> |
| <p>3:17 am 8 hours and 28 minutes ahead</p> | <p>11:45 am</p> |

v

| | |
|---|--|
| <p>2:00 pm to 5:30 pm</p> | <p>3 hours and 3 minutes</p> |
| <p>5:57pm 4 hours and 23 minutes ahead</p> | <p>10:20 pm</p> |
| <p>7:20 am 6 hours and 9 minutes back</p> | <p>11:11 am</p> |

Exit Card

| | |
|--|--|
| <p>Start Time</p>  | <p>End Time</p>  <p>3 hours and 50 minutes</p> |
| <p>Start Time</p>  | <p>End Time</p>  <p>4 hours and 45 minutes</p> |



Converting Time

1. 32 minutes = 1920 seconds

3. 1 hour 20 minutes = 4800 seconds

3. 85 minutes = 1 hours 25 minutes

Time Converter



| | | | | |
|----------------|------------------------------------|---|---|---|
| Time Converter | 2 hours = 120 minutes | 78 minutes = 1 hour and 18 minutes | 36 minutes = 2,160 seconds | _____ hours = _____ minutes Answers will vary |
|----------------|------------------------------------|---|---|---|

Directions

1. Cut on the dotted line
2. Fold on the solid line

Name _____

Conversions Warm-Up

Work Space

Directions: Convert the following to minutes

7. 2 hours and 30 minutes = **150 minutes**

8. 4 hours = **240 minutes**

9. 18,000 seconds = **300 minutes**

Directions: Convert the following to hours

10. 300 minutes = **5 hours**

11. 165 minutes = **2 hours and 45 minutes**

12. 10,800 seconds = **3 hours**

Brief Constructed Response

Selected Response

Antwaun and Jeffrey left to go to the mall right after school which was around 1:55pm. They both spent 30 minutes at the game store. Antwaun went to buy some pizza and told Jeffrey to meet him in 45 minutes. They both left the mall at 4:15pm. How much time did both boys spend at the mall?

- A. 2 hours 15 minutes
- B. 45 minutes
- C. **2 hours 20 minutes**
- D. 3 hours 10 minutes

Part A

Tony left for football practice at 4pm and returned home at 6:30pm. He spent 2 hours and 30 minutes at football practice. How many seconds did Tony spend at football practice?

7,380 seconds

Part B

Use what you know about time conversion to explain why your answer is correct. Use numbers and or words to explain your answer.

I know that there is 120 minutes in 2 hours because there is 60 minutes in 1 hour so 60 times 2 is 120. I know that 120 times 60 is 7200 seconds. I also have to add in the 30 minutes which is 30 times 60 which is 180. If I add 180 seconds to 7200 seconds I get 7380 seconds.

Name _____

Directions: Tell the elapsed time

- 7. 9:59 in the morning to 2:59 in the afternoon. **5 hours**
- 8. 1:57 a.m. to 10:43 a.m. **8 hours and 46 minutes**
- 9. Thirty-four minutes after four in the afternoon to twenty-one minutes after ten in the evening. **12 hours and 47 minutes**

Directions: Convert the hours to minutes

- 10. 2 hours = **120 minutes**
- 11. 3 hours and 30 minutes = **210 minutes**
- 12. 14,400 seconds = **240 minutes**

Directions: Draw a line to match Column A to Column B

| Column A | Column B |
|---------------|------------------------|
| 9:15 to 12:05 | 1 hour |
| 3600 seconds | 2 hours and 50 minutes |
| 420 minutes | 8 hours and 18 minutes |
| 11:55 to 8:13 | 5 hours and 45 minutes |
| 7:30 – 1:15 | 7 hours |

Directions: Read the story problem and answer the following questions.

LaShawn left for school at 7:20 am. She got to school at 8:05. Her last class ended at 2:12 pm. She left school and went home. She got home at 2:56 pm. How long was LaShawn gone?

7 hours and 36 minutes

How many minutes was LaShawn gone?

456 minutes

Use what you know about conversions and elapsed time to explain why your answer is correct. Use numbers pictures or words to explain your answer.

LaShawn left the house at 7:20 am and got home at 2:56 pm. If you count the hours from 7 am to 2 pm that equals 7 hours. Then, you count the minutes from 20 to 56 and that is 36. So, LaShawn was gone for 7 hours and 36 minutes. I know that there are 60 minutes in 1 hour. So, I multiply 60 times 7 and get 420 minutes. I had to add the extra 36 minutes to the 420 and I got 456 minutes.