

**Grade 1 Advanced/ Gifted and Talented (GT) Mathematics**  
**“Oh, The Places You’ll Go:” A Unit in Operations and Algebraic Thinking**  
**Lesson Seed 5. Rock Around the Clock We Will Go**

**Domain:** Numbers and Operations in Base Ten

**Standards:** 1.NBT.C.4 Add within 100.

2.NBT.C.5 Fluently add and subtract within 100

1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.

**Purpose/Big Idea:**

To use the properties of addition to add 6 numbers in order to find equivalent sums.

**Materials:**

- Analog Clock
- Straw or yarn
- Resource Sheet: *Analog Clock* (one per student)
- Overhead projector or document camera
- Math Journal for each student

**Activity:**

- Draw an analog clock on the board or display Resource Sheet: *Analog Clock* on an overhead projector or document camera.
- Ask students, “Can you draw a straight line across the center of a clock face so that the numbers on both sides of the line have the same total?”
- Students must find a way to cut the clock in half so that the sum of the numbers on one half equals the sum of the numbers on the other half.
- Distribute copies of the Resource Sheet, Math Journals, and straw or yarn to each student.
- Students should understand that to divide the clock in half will mean that there should be an equal amount of numbers on each half, which would be 6 numbers.
  - Students’ quantitative reasoning should allow them to discover they will need some high and low numbers on each side of the line.
  - Students can use the straw or yarn and place it in different locations around the clock as they are trying to find the solution.
  - Also bring out the differences between the opposite numbers on the clock. (12,6 and 9,3 have a difference of 6), (1,5 and 11,7 have a difference of 4), (10,8 and 4,2 have a difference of 2).
- Have the students explain how they solved the problem in their math journals.

**Guiding Questions:**

- What do you notice about the numbers on the clock?
- If we want to divide the clock in half how many numbers need to be on each half?
- What strategies did you use to solve this problem? Why?
- How did you add your numbers?
- What did you notice about the numbers?



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## Analog Clock

