

Grade 2	Lesson: 5-6	Reference to English
Math Standard(s): 2.NBT.5 and .8		Domain: Number and Operation in Base Ten
Content Objective(s):		Language Objective(s):
Students will identify even and odd numbers. <i>I can identify even and odd numbers.</i>		Students will use the words even and odd to describe numbers. <i>I can use the words even and odd to describe numbers.</i>
Essential Understanding: Some numbers can be divided into two equal parts (even numbers) and some cannot (odd numbers).		Academic Vocabulary: Listen: odd, even Read: odd, even Write: Speak: odd, even Sentence Frame: _____ is an odd number. _____ is an even number
Materials: Connecting cubes (teaching tool 1) Crayons		Language and Word Wall: Odd, even
Lesson: Even and Odd numbers		Instructional Time: 40 mins
<p>Opening: (3 minutes) – T: “ We’re going to play a speed game. I’m going to say a double, and then count the three. When I get to three, tell me the doubles fact. Ready? Double2! “ Whisper 1,2,3! S: will wait till 3, then say 4 T: “Double 5! “ Whisper 1,2,3! Repeat through all the doubles facts they know. T: “Great! Now think for a minute. What makes something a double?” S: will think T: “Tell your partner what you think makes something a double” S: will tell partner T: “If you said something about it being adding the same number to itself, good job! It also means that a doubles fact is made up of two equal parts, or you could break the doubles fact into two equal parts.”</p> <p>Introduction to New Material (Direct Instruction): (5 minutes) Use connecting cubes to demonstrate T: “Let’s take double 5. I’m going to make two trains of five cubes, and put them side by side. 10 cubes all together. When I break ten into two equal groups, there’s 5 in each group, like this.” Hold the two trains up. Are these trains even with each other? Thumbs up or down.” S: thumbs up T: “Numbers that can be broken into two equal groups like this, are called EVEN numbers. I’m going to say some numbers. Thumbs up if you think they are EVEN. Pause after each one. “4. 7. 6. 10. 12. 1” S: will use thumbs to show what they think T: “So . We can see that not all numbers can be broken into two equal parts. Not all number are even. Look at these cubes for 7. I have one train of 3 and one train of 4. I can’t make two even trains. Numbers that can’t be broken into two equal parts have another name. ODD. When I say go, turn to your neighbor and tell them which numbers 1-20 are EVEN. Go! S: will talk with partner T: “How did you know they were even?” S: a few students will share with the class their reasoning T: “Now tell your neighbor which numbers 1-20 are ODD” S: will tell neighbor</p> <p>Guided Practice: (20 minutes) Each student should have page 143 and counting cubes. T: “Now you get to do an activity in partners. Look at page 143. You’ll each take turns picking one of the numbers. Work together to build that number with blocks, and see if you can split it into two equal groups. If you can, the number is EVEN and you can color it yellow. If you can’t break it into equal groups, the number is ODD, and you can color that number blue. What color will you color EVEN numbers?” S: yellow! T: What color will you color ODD numbers? S: blue!</p>		

T: "Great. You can begin!"

S: Will work in partners.

Watch students and help those who are having trouble understanding the concept. When everyone is close to done, clap your hands for attention.

T: "I know not all of you are completely done. But put your cubes and crayons down for a minute and show me you are ready to listen with your arms folded."

S: will get ready to listen

T: "Using your eyes only, look at your page and see if you can see a pattern forming with these even and odd numbers. Do you think you could use this pattern to find out if numbers over 20 are even or odd?"

S: a few students will share with the class

Use the modeling cycle

Teacher Does:

T: "Look at page 144. Find number one and point to it"

S: Students will point to number 1

T: "Just above number one are some instructions. Read them out loud with me."

S: will read out loud as a class

T: "So we will first circle if the number is even or odd. The, if it is even, we write the addition sentence. If it's odd, we don't have to. Number one is 14. I see two equal trains. Hmm It must be even. Circle even with me."

S: will circle even

T: "Now since it is even, we need to find the addition sentence. I can either think of which doubles fact equals 14, or I can count the trains. Point to the yellow trains and count with me 1,2,3,4,5,6,7. "

S: count out loud with the teacher, pointing to their trains

T: "So my sentence must be $7+7=14$. Write it in, and that's it!"

2 Students Do with Teacher:

T: "Let's have 2 helpers come show us how to do number 2."

S: two students will come up and lead the class in doing number 2.

T: "It's odd, so do we need to write the addition sentence? Thumbs up or down."

S: will put thumbs down

Independent Practice: (8 minutes)

T: "Now you have time to practice on your own. Do through number 11. You have 7 minutes. Go!"

S: will work independently

Walk around the room, watching students work.

Closing: (3 minutes)

Gather students at the rug.

T: "Great job today! Today we learned how to tell if a number is even or odd. When I count to 6, turn to your partner and tell them how you know if a number is even or odd. If you can't remember, listen to the partners next to you explain. 1,2,3,4,5,6!"

S: will tell their partner.

Assessment:

Watching during partner activity and independent work, Page 146 , passed out in English