Manchester College
LESSON PLAN by Danielle Moeller
2-18-08

Lesson: Odds and Evens

Length: _30 minutes_

Age or Grade Intended: 1st

Academic Standard(s):

- 2.1.7 Identify odd and even numbers up to 100.
  - Example: Find the odd numbers in this set: 44, 31, 100, 57, 28

Performance Objectives:

- After completion of this lesson, students will correctly label a given number odd or even 3 out of 4 times.

Assessment:

- The teacher will observe the students and ask questions as she teaches the beginning of the lesson to make sure that they understand the material.
- The teacher will collect and look over the worksheet to see if the students were able to apply their knowledge gained during the introduction to correctly answer the last few questions on their own.

Advanced Preparation by Teacher:

- Materials needed:
  - Workbook pages for each of the students
  - Sharpened pencil(s) for each student

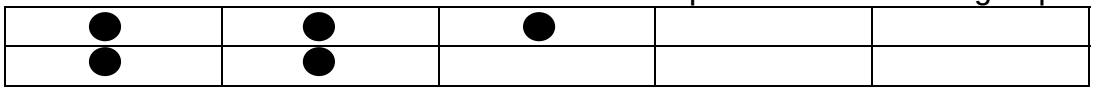
Procedure:

Introduction/Motivation:

- Have the students stand up behind their chairs and put one finger over their lips.
- Have them lock arms with someone close to them.
  - "Does everyone have a partner?" (*Blooms-Knowledge*)
- "This time I am not going to participate. Lock arms with someone close to you again."
  - "Does everyone have a partner this time?" (*Blooms-Knowledge*)
- Have the students sit back down.
- Tell the students that today they will be using what we just did to learn about even and odd numbers.

Step-by-Step Plan:

- Explain that when everyone has a partner, we call that number even and when someone is left out we call it odd.
    - Write that on the board for them to reference:
        - Even – everyone has a partner
        - Odd – someone does not have a partner
- Tell them that what we just did with bodies can also be done with numbers.
- Show an example.
    - Put the number 6 on the board.
    - Draw six dots.
    - Put the dots into groups of two. Explain that this is just like finding a partner like we did earlier.
    - Everyone has a partner; therefore, the number 6 is even.
- Do the same thing with the number 3 and point out that they don't all have partners.
- Put a few more numbers on the board and ask the students if they are even or odd and why. (*Blooms-Comprehension*)
- Show them how to do this same thing the way that the worksheet will have them do it.
    - Use the number 5 to show them how to put them in vertical groups.



    - Point out that the partners are up and down.
    - Ask them what it means since one of them is without a partner. (*Blooms-Application*)
- Tell the students to tear the next page out of their workbooks.
- Do the first 3 together referencing what we did on the board.
- Have the students attempt to do the last four on their own.
- Do number 8 together. Give them a hint that they can easily figure out whether a large number is even or odd just by looking at the last number.
- When they have finished, they are to put their workbook page in the tray and silently read at their desk until everyone is finished.

Closure:

- Ask the students how we tell whether a number is even or odd. (Blooms-Comprehension)
- Tell them that they did a great job today! They need to get ready to go to gym, so have them line up at the door.

Adaptations/Enrichment:

- For my student who is a selective mute, I will allow her to tell a friend sitting close to her what she would respond and let the other student vocalize it to me.
- In order to challenge my advanced student, I would have him help struggling students understand this process. Letting him teach someone else what comes so naturally to him will help him to understand what is going on inside his head.

Rubric:

	2	1	0
Completion	Student completed the worksheet.	Student attempted but did not finish the worksheet.	Student did not turn in a worksheet.
Errors	Student correctly answered 3 or 4 problems.	Student correctly answered 1 or 2 problems.	Student did not correctly answer any problems.

Gardner: Bodily-kinesthetic/logical-mathematical intelligence