



2.OA.A.2 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

2 EXPLORE

Listen



Materials: connecting cubes

MP4 Model with mathematics. Discuss with children that the term *pair* means “a set of two.”

Beca has 8 toy cars. Can she arrange her cars in pairs on a shelf?

Ask children to count out 8 connecting cubes to represent the number of cars Beca has. Show children how to arrange pairs of cubes on the top ten frame by placing vertical pairs of cubes on the ten frame from left to right.

• What is a pair of cubes? *a set of two cubes*
Show me a pair of cubes. *Children hold up two cubes.*

• Can you arrange all 8 cubes in pairs? *yes*
How many pairs are there in 8? *4 pairs*

Have each child remove his or her 8 cubes from the top ten frame. Then repeat the activity for 7 cubes.

• Can you arrange all 7 cubes in pairs? *no*
Explain. *no; you can make 3 pairs and there is one cube left over.*

After children remove the 7 cubes, have them take 10 cubes and place vertical pairs of cubes in the top ten frame.

• How many pairs did you put on the ten frame? *5 pairs*
Are all the cubes in pairs? *yes*

Math Talk

MP6 Attend to precision. Use Math Talk to focus on children’s understanding of how some numbers are shown with pairs of cubes with no singles left, but other numbers are shown with pairs and have one single left.

ELL

Strategy:

Elicit Prior Knowledge

Have children play a game before the lesson to bring out their prior knowledge about odd and even numbers.

- Divide children up into two groups: the **ODDS** and the **EVENs**.
- Take turns asking the teams to come up with examples of things that are *odd* and *even*. The **ODDS** have to come up with *odd* examples. The **EVENs** have to come up with *even* examples.
- Have the teams draw their examples on the board.

Name _____

Algebra • Even and Odd Numbers

Essential Question: How are even numbers and odd numbers different?

HANDS ON
Lesson 1.1



Operations and Algebraic Thinking—2.OA.A.2

Mathematical Practices
MP1, MP4, MP7

Listen



Use **2** to show each number. *Check children’s models.*

Math Talk: Possible answer: When you make pairs for 7, there is one extra cube left. When you make pairs for 10, there are no extra cubes left.



Chapter 1

FOR THE TEACHER • Read the following problems. Show how 8 toy cars can also put their pairs on pairs on a ten frame. Have children use pairs of cubes to show how you can show 8 cubes in pairs on a ten frame. (Consider this activity for the numbers 7 and 10.)



Mathematical Practices

When you make pairs for 7 and for 10, how are these models different? Explain.

Lesson 1.1

Reteach 1.1



Name _____

Algebra • Even and Odd Numbers

Draw even numbers.
Place the cubes in vertical pairs.

2 cubes 1 pair	4 cubes 2 pairs	6 cubes 3 pairs	8 cubes 4 pairs
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Draw odd numbers.
Place the cubes in vertical pairs.

1 cube 0 pairs	3 cubes 1 pair and 1 single	5 cubes 2 pairs and 1 single	7 cubes 3 pairs and 1 single
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Sort out the number of cubes.
Write pairs. Then write even or odd.

1. 10 even	2. 12 even
3. 14 even	4. 16 even
5. 18 even	6. 20 even

Enrich 1.1

Differentiated Instruction

Name _____

Connect the Dots

Start at 1 and connect all the odd numbers to make the first triangle. Then start at 2 and connect all the even numbers to make the rest.



Coloring and Counting: Color the even line and number the dots 1–10. Write the even numbers in pairs.

2s, 10s, 20s, 30s, 40s, 50s, 60s, 70s, 80s, 90s, 100s.
I counted all 10 and counted by 2 five times.

Lesson 1.1

Go Math Ny 5th Grade

IM Harris



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