Grade Levels for Recommended Use: 2nd grade

TEKS: (7) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:

(A) determine whether a number up to 40 is even or odd using pairings of objects to represent the number;

Brief Summary: Even Steven likes everything to be even. Even Steven gets a visit from his cousin, Odd Todd. Odd Todd likes everything to be odd and is a free spirit. Even Steven is annoyed with all of Todd’s Odd belongings and preferences.

Materials needed: counters, one ice tray per student, construction paper, scissors, markers/pencil

Suggested Activity:
1. Open up lesson by reading, “Even Steven and Odd Todd”. Explain the differences between an even number and an odd number.
2. Pass out manipulatives and one ice tray per each student. Model manipulatives inside the ice tray and explain the number 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 can be either even or odd. Use pairings of manipulatives to demonstrate a manipulative having an even pair or when one manipulative is left out, it is considered odd.
3. Develop questioning as to what a 2-digit number would be. Reteach place value; explain the student must consider the number in the ONES place when determining if a number is even or odd.
4. Pass out construction paper to each student to begin activity. Fold paper once horizontally (hot dog). On one side of the line write ‘even street’ on the other, write ‘odd street’.
5. Begin drawing houses horizontally along the construction paper. On the even street side one house will be labeled number 2. The next house will be labeled 4 and so on. Have the students decorate their streets etc.
6. The students will complete an Even and Odd street graphic organizer.

References:

Adapted by: Blanca Lopez (2018)