

Purpose & SOL

- The student will be able to identify if a number is odd or even while incorporating movement.
- Math 2.4c, 5.3b

Materials

- Odd or Even Number cards. Create your own or download “Odd or Even?” by Texas Teachin’ on Teachers Pay Teachers <http://www.teacherspayteachers.com/Product/Even-or-Odd-205506>

Length
25 min.

Introduction

Instruct the students to squat up and down repeating ‘odd, even’. When students squat down say ‘odd’, when students stand up say ‘even’. Give the students a number to count to, when they get to that number if they are in the down squat the number will be odd. If they are standing, the number is even.

Implementation

Retrieval (Modified)

- 1) Divide the room in half, one side ‘odd’ and one side ‘even’.
- 2) Explain that every student will be handed a card. If the card is even, the student will go to the even side of the room. If the card is odd, the student moves to the odd side of the room.
- 3) Give each student a card and tell them on the teacher’s signal to move to the correct side of the room.
- 4) Once all students are in place, instruct them to hold up the cards and have the students repeat “even numbers end in 0, 2, 4, 6, 8.” Instruct the ‘odd side’ of the room to hold up their numbers. They should repeat “odd numbers end in 1, 3, 5, 7, 9.”
- 5) On the teacher’s signal the students will walk, skip, hop, jump to the middle to return their card and grab a new card.
- 6) Once the students have a new card, they will choose a side.
- 7) Repeat until students who understanding of the difference between odd and even numbers.

Cool Down

Students stretch numbers high above their head, down to the ground, and side to side.

Modifications

Before students move to retrieve a new card, they perform a classroom exercise (odd side performs odd number of exercise, even side performs even number of exercise). Have two circles so there are more opportunities to quickly grab a number.



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