

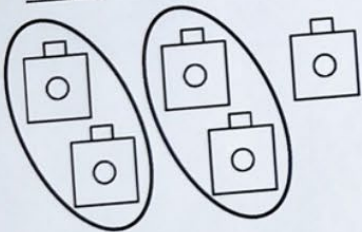
# ODD & EVEN

## Odd & Even Numbers

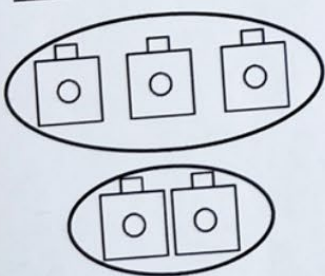
Numbers can be odd or even ... There are different ways to determine if a number is odd or even!

### ODD

Cannot be evenly paired



Cannot be evenly grouped

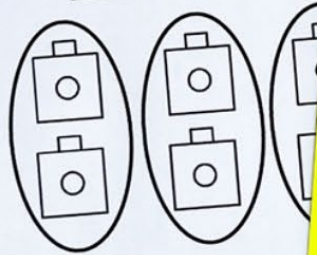


Near Doubles

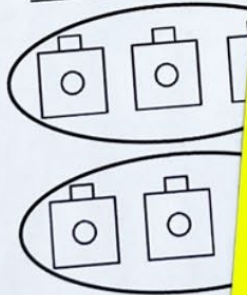
$$3 + 2 = 5$$

### EVEN

Can be evenly paired



Can be evenly grouped

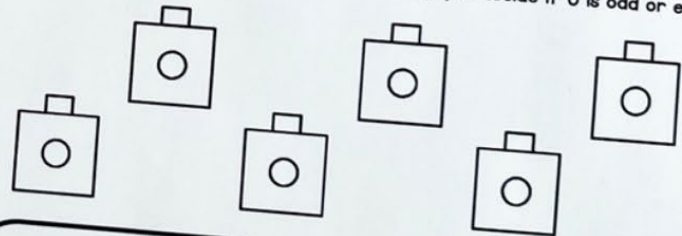


Doubles

$$3 + 3$$

## Counting Cubes

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Count out 6 connecting cubes. Sort them into two groups. If you have a cube left over, put it in the "Left Over" box. Write an equation to help you decide if 6 is odd or even.



Group 1



Group 2



Magic CORE

# ODD & EVEN NUMBERS

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# Odd & Even Numbers

Building a deep understanding of numbers is essential for second graders. Developing and building on the conceptual understanding of even and odd numbers allows students to progress their number sense, knowledge, and ability to understand more complex mathematical concepts later on. As students build their understanding of what determines an even number from an odd number, they will be able to apply these methods and this understanding to further standards throughout the year.

This unit will begin by reminding students of what even and odd numbers are and their defining characteristics. The unit will then have students apply this knowledge by identifying if there is an even or odd number of objects in a group using a variety of methods. The unit will highlight grouping, pairing, and counting by twos. Students will have the opportunity to engage in hands-on, tactile practice to cement their understanding.

Students will understand what makes a number even and what makes a number odd. They will use and apply a variety of methods to determine if a number is even or odd, as well as determine if a grouping set is even or odd.

# Odd & Even Numbers

## Day 1: Introduce Odd & Even Numbers

**Mini Lesson:** Introduce the purpose of the lesson today: to determine if there is an even or odd number of objects and create equations.

- Introduce the unit vocabulary.
- Introduce the “Odd & Even” song and video.
- Introduce the “Odd & Even Numbers” Anchor Chart.
- Remind students about even and odd numbers.
- Explain to students that in order to determine if there is an even or odd number of objects in a group, you can break them up and create an equation.
- Using the Even or Odd Mat, model splitting up 12 cubes. Once you have split the cubes up on the mat, create an equation to help you determine if the number 12 is even or odd. Repeat this process with the number 5. Be sure to narrate as you sort the cubes, create the equation, and make your determination.

**Guided Practice:** Using the Even or Odd Mat, as a class, split 11 cubes up, create an equation, and determine if the number is odd or even. Repeat this with the number 14.

**Independent Practice:** Students complete the “Counting Cubes” worksheet.

## Day 2: Grouping objects to determine odd or even

**Mini Lesson:** Introduce the purpose of the lesson today: to determine if a group of objects is odd or even.

- Review the unit vocabulary, the song, and the “Odd & Even Numbers” Anchor Chart.
- Remind students of the work they did the day before on splitting up a number of objects to determine if the group is even or odd.
- Use the Even or Odd Mat and a set of manipulatives (plastic bears, erasers, pencils, etc.). Grab a bunch of 10 manipulatives. Model sorting the manipulatives into the boxes on the mat, then create an equation and use this to help you determine if the group of objects is odd or even. Repeat this with a set of 15 manipulatives. Be sure not to mention the number of objects you have; wait until the sorting/equation process is finished.



## Day 2 continued . . .

**Guided Practice:** As a class, use the Even and Odd Mat and a set of 13 manipulatives and sort them into the boxes and create an equation to help determine if the group of objects is even or odd. Repeat the process with 6 manipulatives.

**Independent Practice:** Students complete the cut-and-paste worksheets - "Sneaky Sneaks," "Lots of Lemons," and "Counting Cupcakes."

## Day 3: Grouping objects to determine odd or even

**Mini Lesson:** Introduce the purpose of the lesson today: to determine if a group of objects is odd or even.

- Review the unit vocabulary, the song, and the "Odd & Even Numbers" Anchor Chart.
- Use the Even or Odd Mat and a set of manipulatives (plastic bears, erasers, pencils, etc.). Grab a bunch of 16 manipulatives. Model sorting the manipulatives into the boxes on the mat, then create an equation and use this to help you determine if the group of objects is odd or even. Repeat this with a set of 19 manipulatives. Be sure not to mention the number of objects you have; wait until the sorting/equation process is finished.

**Guided Practice:** Place students in pairs. Provide each pair with an Even and Odd Mat. Then provide each pair of students with a set of manipulatives of any number between 2-20. Have students work in their pairs to determine if their group of objects is odd or even. Have a few pairs share out their process and equations.

**Independent Practice:** Students complete the cut-and-paste worksheets - "Beautiful Butterflies," "Trotting Turtles," and "Radiant Rainbows."

## Day 4: Determine if a group of objects is even or odd by making pairs

**Mini Lesson:** Introduce the purpose of the lesson today: to determine if a group of objects is odd or even by making pairs.

- Review the unit vocabulary, the song, and the "Odd & Even Numbers" Anchor Chart.
- Describe the pair-making process to students.
- Model taking a group of 18 objects. Model making pairs of 2 and using this to help you determine if the number of objects is odd or even. Repeat with 9 objects.

## Day 4 continued . . .

**Guided Practice:** Pass out 11 manipulatives to each student. As a class, work in unison as everyone makes pairs from their manipulatives. Have the students guide you through the process as they do it themselves. Discuss as a class whether your set of objects is odd or even and how the pairs helped determine this.

**Independent Practice:** Students complete mini-book.

## Day 5: Determine if a group of objects is odd or even by counting by 2s

**Mini Lesson:** Introduce the purpose of the lesson today: to determine if a group of objects is odd or even by counting by 2s.

- Review the unit vocabulary, the song, and the “Odd & Even Numbers” Anchor Chart.
- Warm up students’ counting by 2s skills by listening and singing any count by 2s song your class enjoys.
- Display 17 objects. Model counting by 2s to help you determine the number and if it is odd or even. Repeat this process with 13 manipulatives.

**Guided Practice:** Show the class 20 manipulatives. As a class, work together to count by 2s, writing down as you count. Then discuss if the number is odd or even. Repeat with the number 7.

**Independent Practice:** Students complete the “Count by Twos” worksheet.

## Day 6: Review

**Mini Lesson:** Introduce the purpose of the lesson today: to determine if a group of objects is odd or even.

- Review the unit vocabulary, the song, and the “Odd & Even Numbers” Anchor Chart.
- Remind students of the various methods they can use to help determine if a number is even or odd. Model going through each method you have taught to help jog students’ memories.

Day 6 continued . . .

**Guided Practice:** Teach students the “Even or Odd Game” for them to play in pairs or small groups.

**Independent Practice:** Students complete the “Even or Odd?” worksheet. To complete this activity, pass out a bag of 20 chocolate chips, raisins, or Skittles. Students can use these manipulatives to help them use one of the strategies they have learned to determine if the number on their worksheet is even or odd. Once students have completed their worksheets, they can eat their manipulatives!

**Day 7:** Determine if a group of objects is odd or even

**Mini Lesson:** Introduce the purpose of the lesson today: to determine if a group of objects is odd or even.

- Review the unit vocabulary, the song, and the “Odd & Even Numbers” Anchor Chart.

**Guided Practice:** Optional to have students play the “Even or Odd” game for review.

**Independent Practice:** Odd or Even Quiz

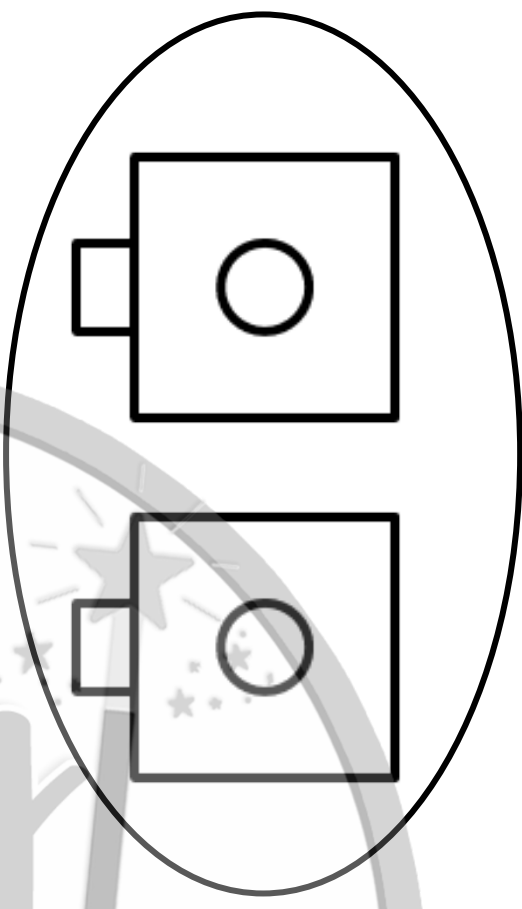
# Odd Number

1, 3, 5, 7, 9...

# Even Number

2, 4, 6, 8...

## Pairs





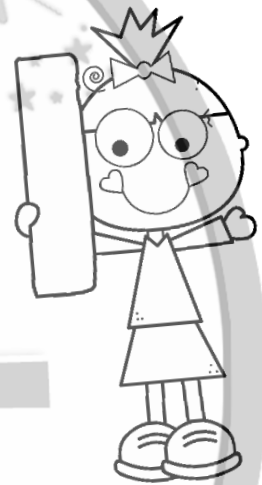
# Odd or Even Song

Is it odd or even, even or odd  
We will show you how to tell  
It's not too hard



If you want to know if a number is odd or even  
Here's a few ways for you to check and see then

Even numbers can be divided by two  
You'll get an equal pair that is true  
But odd numbers can't be cut in half  
No groups or pairs and that is a fact  
Even numbers are 2 4 6 and 8  
They easily are paired and that is great  
But the odd numbers of 1 3 5 and 7  
They can't be paired like 9 or 11



Is it odd or even, even or odd  
We will show you how to tell  
It's not too hard

If you want to know if a number is odd or even  
Here's a few more ways for you to check and see then

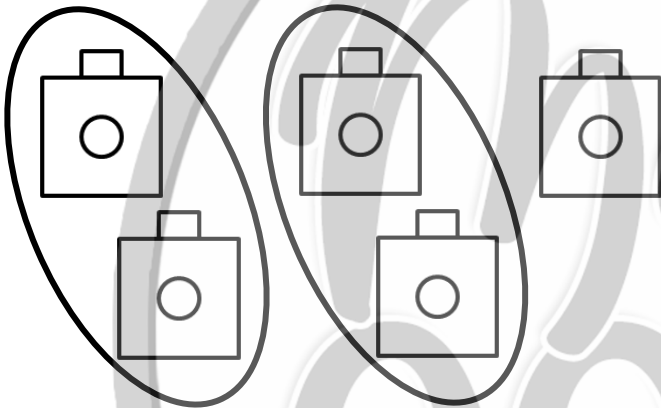


# Odd & Even Numbers

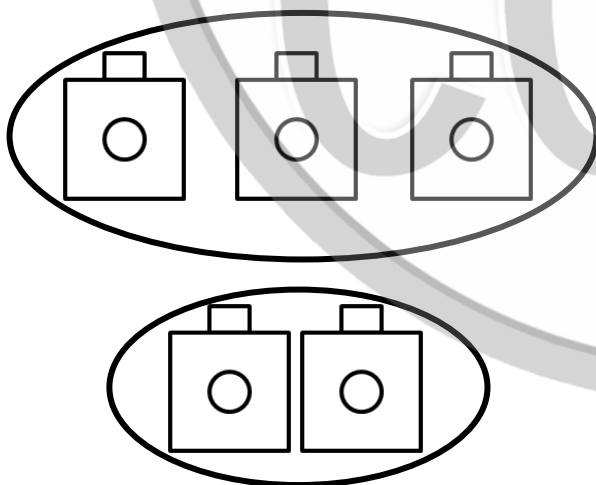
Numbers can be odd or even . . . There are different ways to determine if a number is odd or even!

## ODD

Cannot be evenly paired



Cannot be evenly grouped

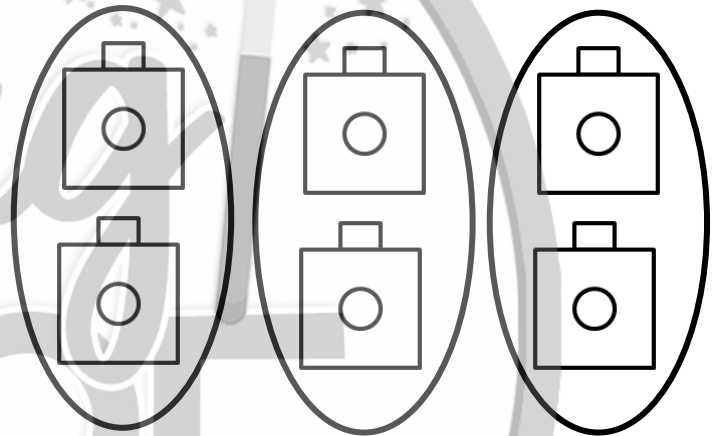


Near Doubles

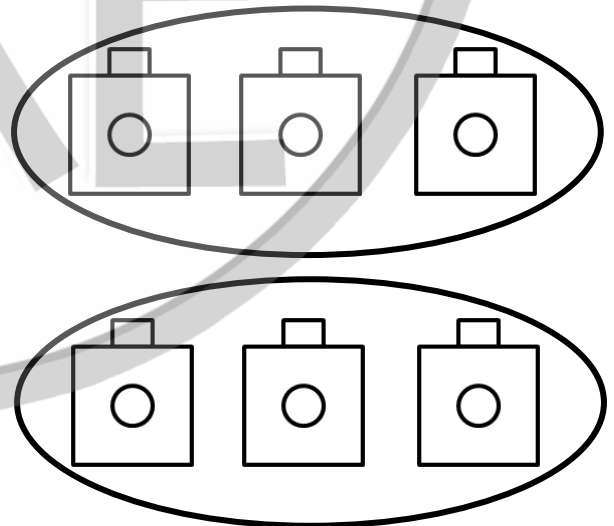
$$3 + 2 = 5$$

## EVEN

Can be evenly paired



Can be evenly grouped



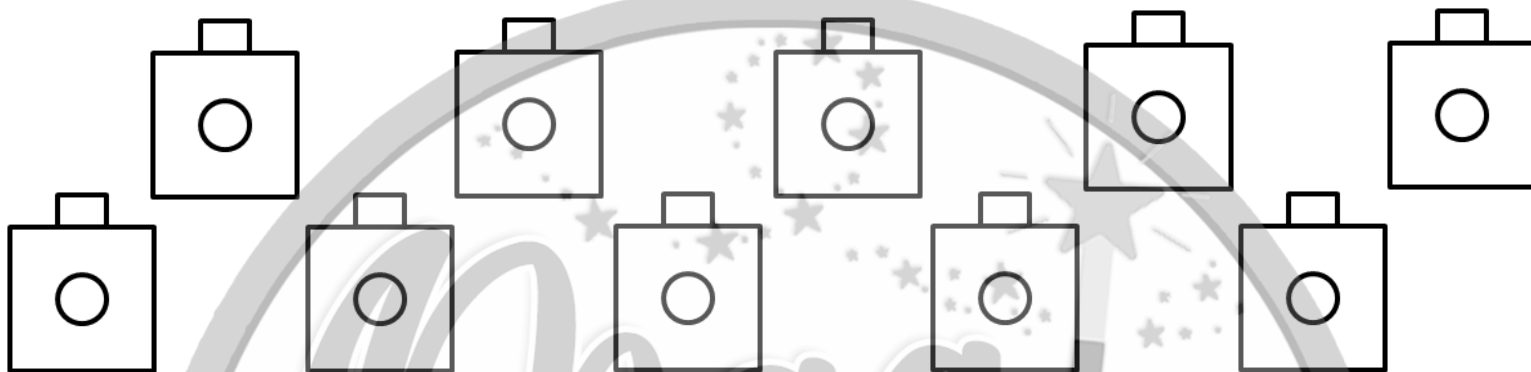
Doubles

$$3 + 3 = 6$$

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Counting Cubes

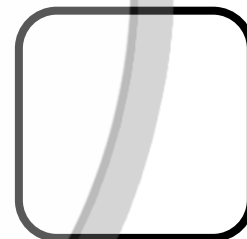
Count Out 10 connecting cubes. Sort them into two groups. If you have a cube left over, put it in the "Left Over" box. Write an equation to help you decide if 10 is odd or even.



Group 1

Group 2

Left Over



Equation:

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

**Odd  
or  
Even?**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Stinky Sneaks

Cut out the sneakers. Separate them into two equal groups. If you have any left over, put them in the "Left Over" box.

Group 1

Group 2

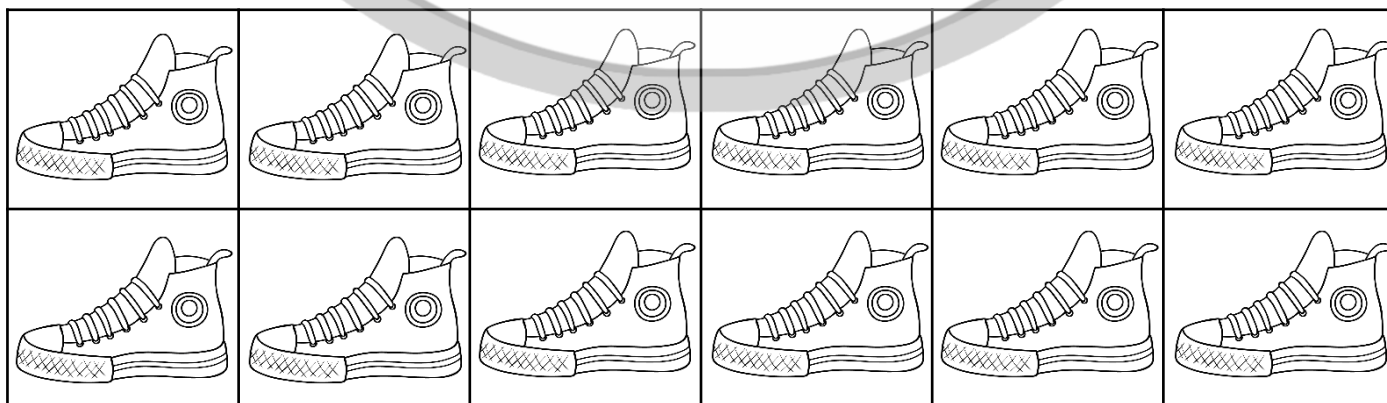
Left Over

Equation:

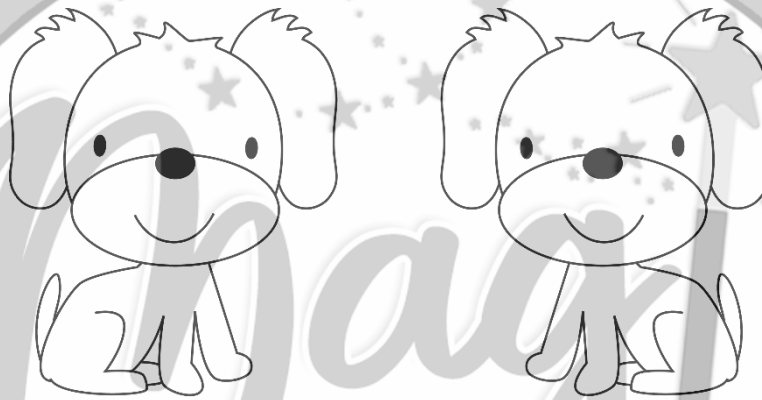
+

=

Odd  
or  
Even?



# Puppy Pet Shop Pairs Counting Book



## Puppy Pairs Counting Book

1. Count the puppies.
2. Circle pairs of puppies.
3. Determine if the group is even or odd.

# Puppy Pairs Counting Book

An even number has \_\_\_\_\_

\_\_\_\_\_

An odd number does not have

\_\_\_\_\_

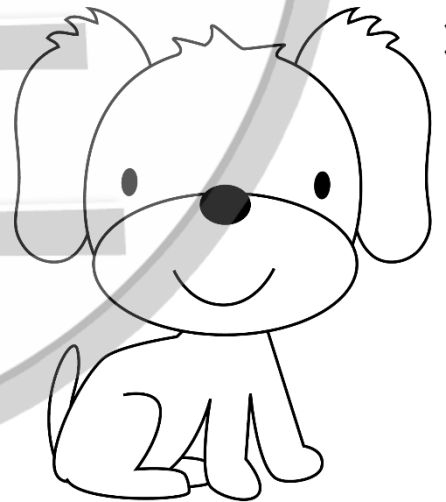


\_\_\_\_\_ puppy. \_\_\_\_\_ is \_\_\_\_\_ (Odd or Even)





\_\_\_\_\_ **puppies.** \_\_\_\_\_ **is** \_\_\_\_\_ (Odd or Even)



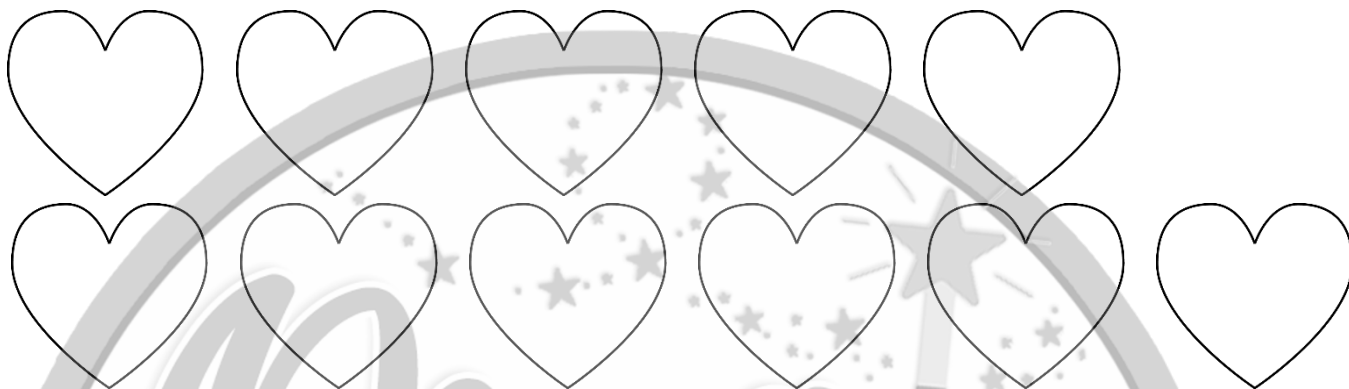
\_\_\_\_\_ **puppies.** \_\_\_\_\_ **is** \_\_\_\_\_ (Odd or Even)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Counting by Twos

Skip count the groups of objects by 2s to help you decide if the group is odd or even.

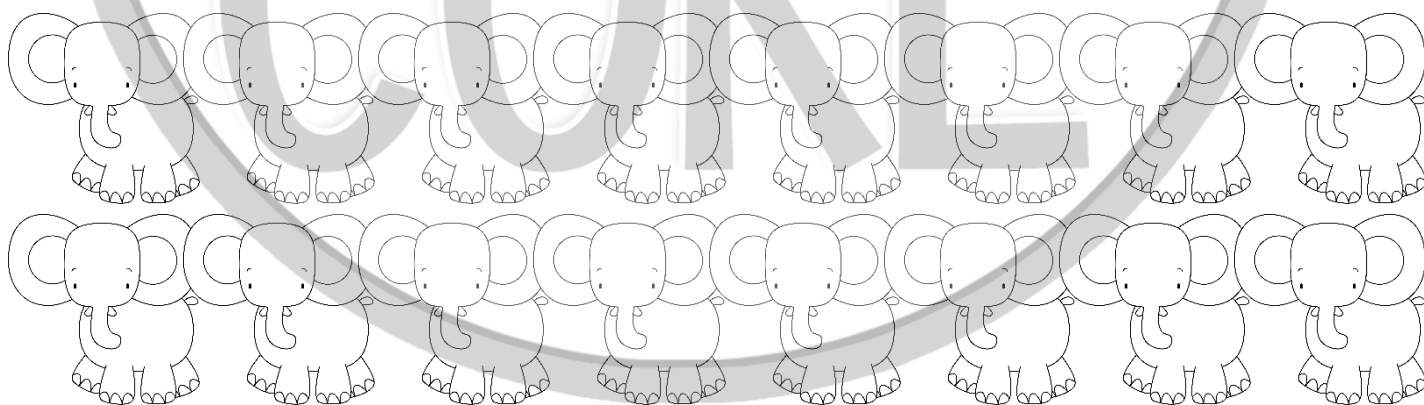
1.



2					
---	--	--	--	--	--

Odd or Even? \_\_\_\_\_

2.



--	--	--	--	--	--	--	--

Odd or Even? \_\_\_\_\_

# Even or Odd Game

## Directions:

1. Print cards and score sheets for players.
2. Laminate and cut out image cards.
3. Cut out score sheets.
4. In a folder or large Ziploc bag, place the image cards and the score sheets inside.
5. Students can play in pairs or small groups. Each student has a score sheet. Students lay all image cards out face down. Students take turns drawing one image card. They should use one of the strategies they learned to determine whether there is an EVEN or ODD number of objects in the grouping on the card. Based on their determination, they will write the number of objects in either their "EVEN" or "ODD" column on their score sheet. They will color in that box on their score sheet as well. The first student to fill up both columns on their score sheet wins. If one of the columns is already full and the student draws a card for that column, they have to put that card back.

## Label

# Even or Odd Game



Directions: Use a strategy to determine if there is an even or odd number of objects on the card. Fill in your columns. The player to fill in both columns all the way wins.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Even or Odd Game Score Sheet

Directions: When you draw your card, use one of the strategies you learned to determine whether there is an EVEN or ODD number of objects in the group. If there is an EVEN number, write the number in one of the boxes under "EVEN," and color in that box. If there is an ODD number, write the number in one of the boxes under "ODD," and color in that box. The first player to fill all the boxes in the "EVEN" and "ODD" columns wins.

**EVEN**

**ODD**

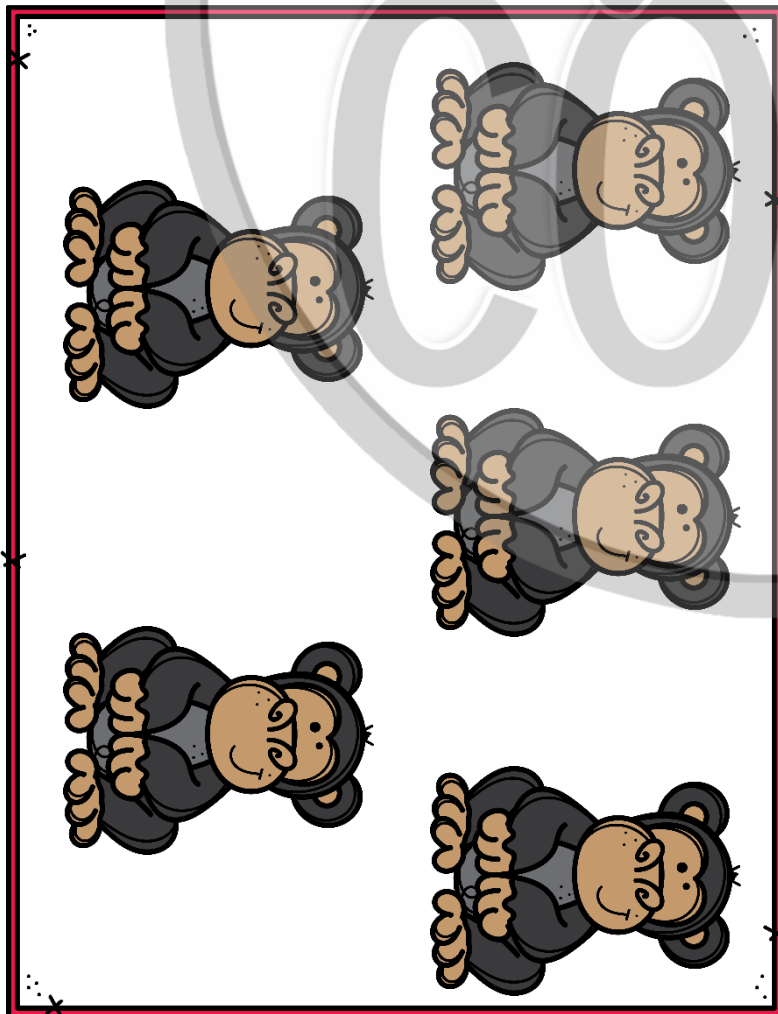
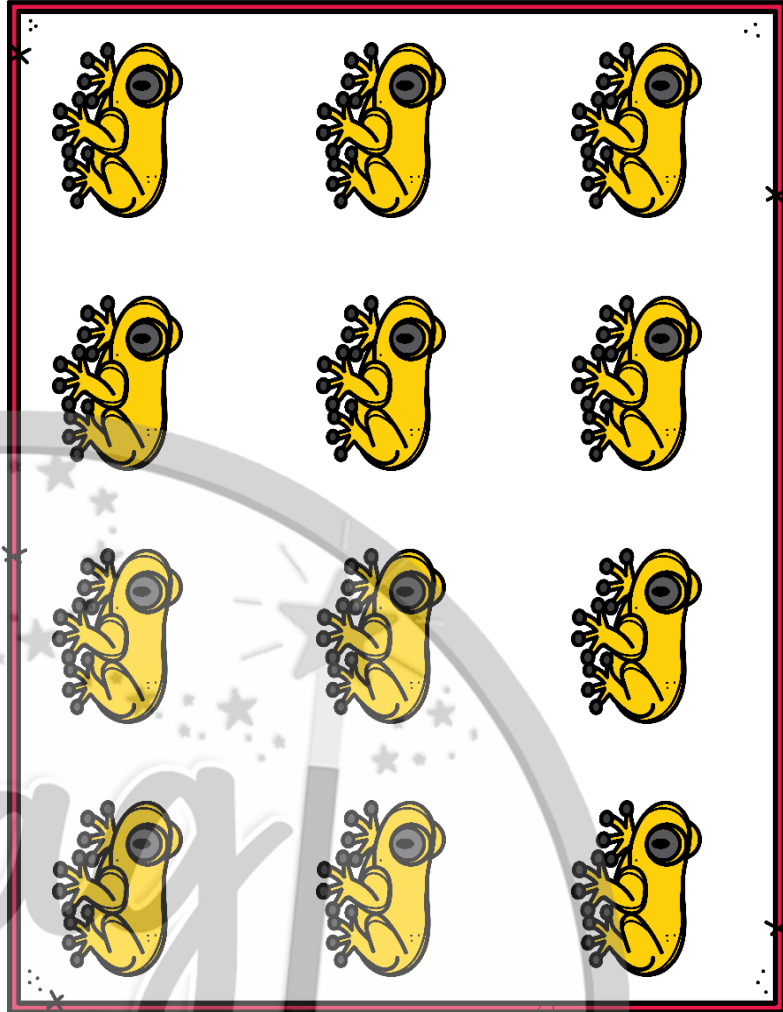
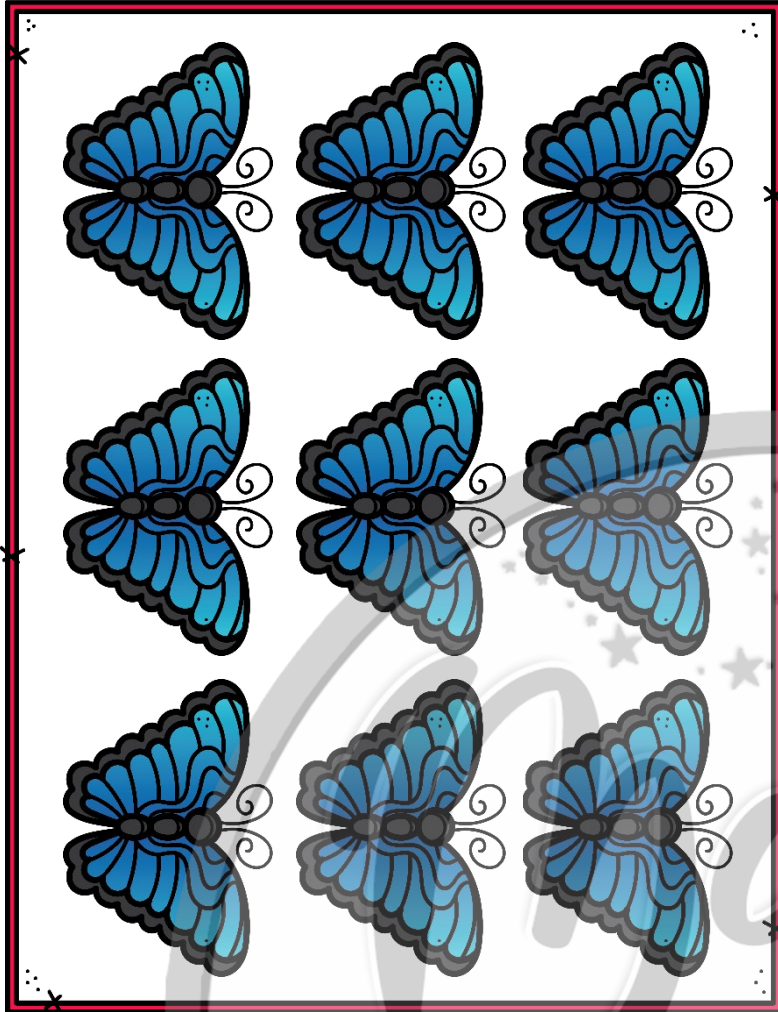
Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Even or Odd Game Score Sheet

Directions: When you draw your card, use one of the strategies you learned to determine whether there is an EVEN or ODD number of objects in the group. If there is an EVEN number, write the number in one of the boxes under "EVEN," and color in that box. If there is an ODD number, write the number in one of the boxes under "ODD," and color in that box. The first player to fill all the boxes in the "EVEN" and "ODD" columns wins.

**EVEN**

**ODD**



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Odd or Even?

Write if the number is odd or even:

18

\_\_\_\_\_

19

\_\_\_\_\_

12

\_\_\_\_\_

8

\_\_\_\_\_

16

\_\_\_\_\_

15

\_\_\_\_\_

5

\_\_\_\_\_

11

\_\_\_\_\_

3

\_\_\_\_\_

9

\_\_\_\_\_

1

\_\_\_\_\_

17

\_\_\_\_\_

10

\_\_\_\_\_

4

\_\_\_\_\_

14

\_\_\_\_\_

6

\_\_\_\_\_

7

\_\_\_\_\_

13

\_\_\_\_\_

20

\_\_\_\_\_

2

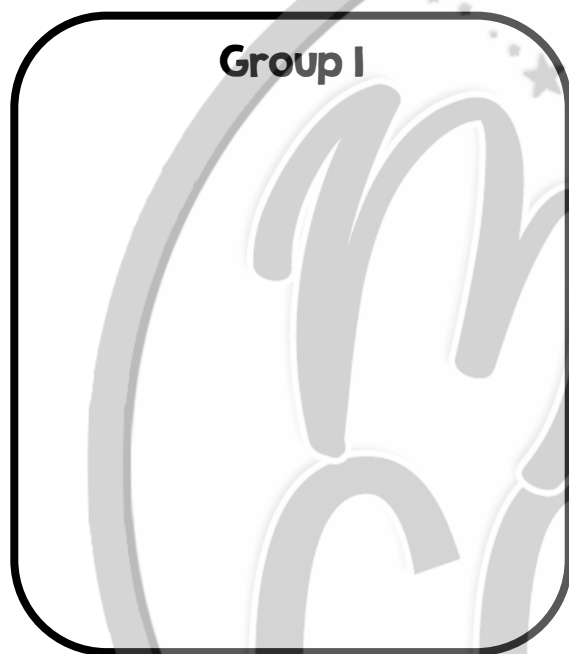
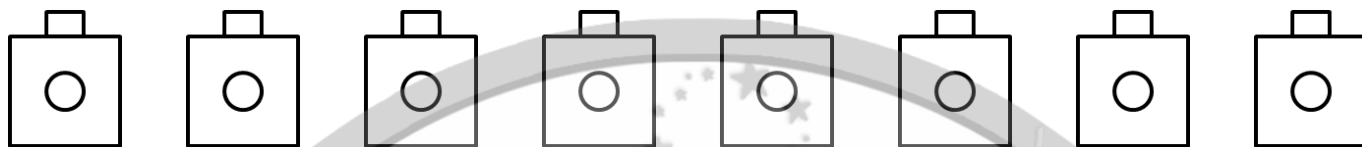
\_\_\_\_\_



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Quiz: Odd or Even?

1. Split the cubes into two equal groups to help you determine if there is an odd or even number of cubes.



**Left Over**



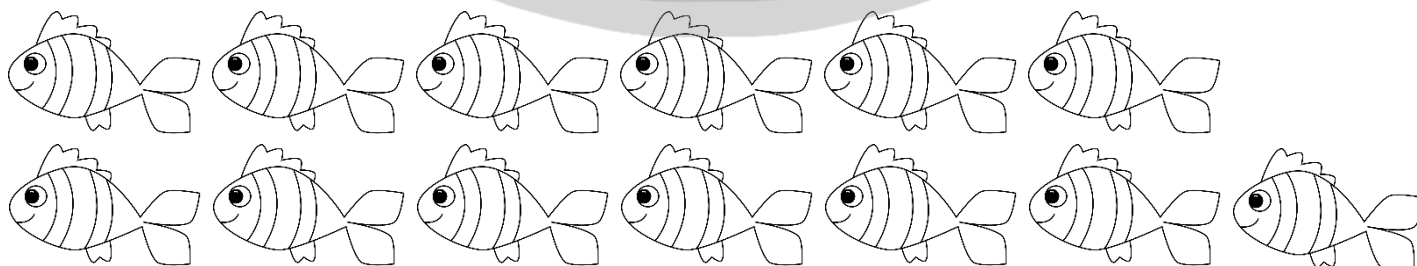
**Equation:**

+

=

**Odd  
or  
Even?**

2. Count the objects by 2s. Determine if the group has an odd or even number of objects.



**Odd or Even?** \_\_\_\_\_

3. Complete the chart:

Number	Odd or Even?
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

4. Is 29 odd or even? How do you know?

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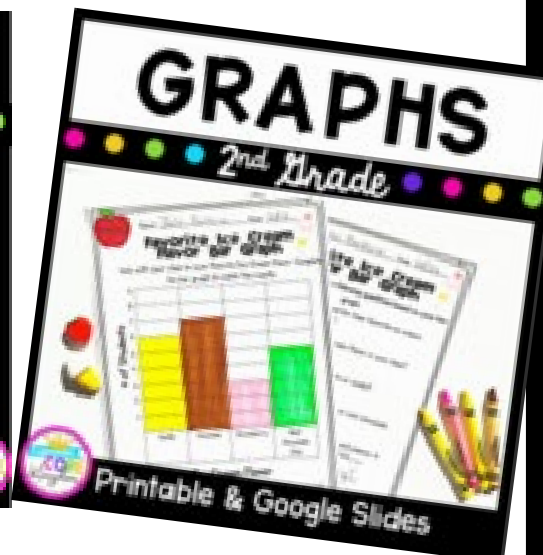


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