

Mathematical Development		Week: 20	Topic: Even & Odd Numbers	Day: 1	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify the concept of odd and even numbers	Recap: Students will be asked to reinforced numbers from 0 to 40 while reading them through flashcards. We Are Learning to: Identify the concept of odd and even numbers. What I am looking for: How well you identify the concept of odd and even numbers. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: The teacher would start off the lesson for asking ten volunteers to come to the front of the class. The teacher would then count off how many volunteers there are with the whole class. Then, the teacher would have each of the volunteers find a partner to stand with. Since there are ten students, everyone would have a partner. The teacher would then write ten on the board under "even." The teacher would explain to the students that since all the volunteers had a partner, ten was an even number. Two students would then be asked to sit down by the teacher. The process would then be repeated for eight, six, four and two. The teacher would then ask the whole class what they think will happen if nine students were standing. The teacher would ask "Would they have a partner?" Then, just like the even numbers, the process would be repeated for seven, five, three and one. By the end of the lesson, students should be able to identify that even numbers have a partner and odd numbers would not have a partner. The teacher would explain to the whole class that even numbers end with 0, 2, 4, 6 and 8. Then, odds end in the other numbers left over, 1, 3, 5, 7 and 9. Focused task: Get each student an index card. Write a number on each one, and below it, create the number using dots. In other words, if you write "8," you'll write 8 dots below the number. These are the "mystery" numbers. Have each student take a card. Tell them to pair up the dots, then decide if the number is odd or even. Tell them to write "odd" or "even" by the number. Once they decide, have them bring the card up to the front and place it in the odd bag or the even bag. Then, ask them to tell the class the number and why they think it's odd or even. https://youtu.be/RvK6sP5-G00 Ask students to open book pg. no 6. Ask them tell the name of pictures. Ask their names. Tell students Once there was a valley named 'Numbers Valley' where all numbers were lived together. 1 2 3 4 5 6 7 8 9 10 One day, a volcano divided number into two valleys even valley 2 , 4 , 6 , 8 , 10 and odd valley 1 , 3 , 5 , 7 , 9 Wrap up: Write the even and odd numbers on board. Reflection :			5 mins	Students will be assessed on Identifying the concept of odd and even numbers	Flashcards Mystery number cards. Dot cards Book pg. no 6
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 20	Topic: Even & Odd Numbers	Day: 2	Class: Kindergarten		
Learning Outcomes	Activity Plan/Methodology				Time: 40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify the concept of odd and even numbers	Recap: Teacher will write different numbers on board and will ask the students tell the even, odd numbers. We Are Learning to: Identify the concept of odd and even numbers. What I am looking for: How well you identify the concept of odd and even numbers. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Ask students what it means to be an even number. Take a few answers before explaining that even numbers can be divided into two equal groups with no leftovers. Repeat this process when talking about what it means to be an odd number. Explain that odd numbers cannot be divided into two equal groups. When you try to divide odd numbers into two equal groups, there is one left over. Show students how to tell whether a number from 1 to 10 is even or odd using counters. Explain that if the number of counters can be arranged so each counter is paired with another, the number is even. Further explain that if there is an unpaired counter, or a counter is left over, then the number is odd. Model this process for students, and then have them use counters to find which numbers are odd or even. Have students use the green crayon to colour the squares with the numbers they identify as even on their charts. Ask students to continue to use this method to find all the even numbers up to 20, recording them on the charts using a green crayon.				5 mins	Students will be assessed on identifying the concept of odd and even numbers	Flashcards Number cards 1 to 9 Book pg. no 7 Copy work
	Focused task: Gather the cards numbered 1 to 9 from a deck of cards and shuffle. Arrange students into two groups with the same number of students in each group. Give each student one of the playing cards numbered 1 to 9. Arrange the two groups of students in two circles, one inside the other. Have students in the inner circle turn to face a "partner" in the outer circle. Then have each partner pair add the numbers on their two cards. If the sum of the two numbers is odd, the students are out and go back to their seats. If the sum is even, the partners stay in the game. https://youtu.be/eF_FxSW8QwY				5 mins		
	Ask students to open book pg. no 7. Ask them tell the name of the pictures. Tell them in an even valley everything comes in pairs and in an odd valley everything does not come in pair. If there are two candies, two friend can divide candies equally, so 2 is an even number. But, If they have 3 candies they cannot divide them equally. Each friend can divide 2 candies equally and 1 candy will remain left. So 3 is an odd number.				25 mins		
	Wrap up: Write the even and odd numbers on board. Reflection: Homework: Do copy work write even and odd numbers from 1 to 20.				5 mins		

Mathematical Development		Week: 20	Topic: Even & Odd Numbers	Day: 3	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify the concept of odd and even numbers	Recap: Teacher will write different numbers on board and will ask the students tell the even, odd numbers. We Are Learning to: Identify the concept of odd and even numbers. What I am looking for: How well you identify the concept of odd and even numbers. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: The numbers which can be divided completely into pairs are called even numbers. The numbers which cant be divided completely into pairs are called odd numbers. 0, 2,4,6,8 are first even numbers. 1, 3,5,7,9 are first five odd numbers. Any number whose last digit is 0, 2,4,6,8 is an even number. Any number whose last digit is not 0, 2,4,6,8 is an Odd number. Explain the concept of pairs to the students by giving examples on the board. Display a chart in front of the students in which different objects are given in pairs and without pairs. If chart is not available draw some objects (ball, star, square, flower, etc.) on the board in pairs and some not in pairs. Ask the students to make pairs and find which arent in pairs. Give the class some "challenge numbers" that have three or four digits, and ask them if they're even or odd. Write the following numbers on the board and ask the students to encircle the even numbers. Write the following numbers on the board and ask the students to encircle the odd numbers. https://youtu.be/-kHtGbnYKGc Focused task: Let each student grab a handful of the cubes. At their desk, each student should pair up their cubes and then count up how many they have. Ask the students who has 1 cube leftover. When a student raises their hand, ask how many cubes they have altogether. Write those numbers on the board, such as "15," "19," "23," and "11." Write "odd" above them. Explain it's because they have 1 leftover. Ask for totals from the students who don't have any leftover. Write the numbers on the board, such as "16," "22," "8," and "12." Write even above them because they divide out evenly. Ask students to open book page no 8. Ask students to look at picture. Ask their names. Ask students write answer and tick (✓) the correct option. As the students are doing work walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this. Roam around in the class and help students to complete the task. Wrap up: Write the even and odd numbers on board. Reflection:			5 mins	Students will be assessed on Identifying the concept of odd and even numbers	Flashcards Cubes or blocks Book pg. no 8
				5 mins		
				25 mins		
				5 mins		

Mathematical Development		Week: 20	Topic: Even & Odd Numbers	Day: 4	Class: Kindergarten		
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources	
Upon the completion of this lesson, Students will be able to: Identify the concept of odd and even numbers	Recap: Teacher will write different numbers on board and will ask the students tell the even, odd numbers. We Are Learning to: Identify the concept of odd and even numbers. What I am looking for: How well you identify the concept of odd and even numbers. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Tell students that now that they know all about odd and even numbers, they're going to see how odd and even the class is? Pass out the "Who's Even? Who's Odd?" Tell students to ask an adult some of the questions you talked about in class (what month they were born, how many pets do they have) and decide whether their answers are even or odd. Prompt students with a few more questions about odd and even numbers in their everyday lives. For example, "How many students are in our class? Is that odd or even? What if one student were absent? Then, would we have an odd or even number? Is the number of days in the week an odd or even number?" Write large even numbers on the board in a column so all the ones places line up. Do the same for odd numbers in a separate column. Underline the ones place in all the numbers. Tell students to look for the ones column to decide if the number is odd or even. Go down the columns and ask students to tell you whether the numbers are odd or even and why.			5 mins	Students will be assessed on Identifying the concept of odd and even numbers	Flashcards	
	Focused task: Give each student a random number of blocks (between 0 – 20). They are to build two towers that are the same size. If they have one tower that is one cube taller, then it's an odd number. Students write their number on a sticky note and stick it in the correct category on a chart. Afterward, encourage a discussion about what patterns they notice with the numbers in the even and odd columns and record their discoveries on a chart.			25 mins		Blocks, sticky note	
	Ask students to open book pg. no 9. Ask about the pictures. Ask students colour the deer with even numbers black and colour the deer with odd numbers brown. Write numbers on board. Ask students to underline the odd numbers and encircle the even numbers. As the students are doing work walk around, monitor and offers lot of encouragement. Ask everyone question like what number is this. Roam around in the class and help students to complete the task.			5 mins		Book pg. no 9	
	Wrap up: Write the even and odd numbers on board. Reflection: Homework: Do the worksheet.					Worksheet	



Student Name: _____ Date: _____

Read the numbers below and write them in given boxes:

Even

Odd

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

Mathematical Development		Week: 20	Topic: Even & Odd Numbers	Day: 5	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify the concept of odd and even numbers	Recap: Teacher will write different numbers on board and will ask the students tell the even, odd numbers. We Are Learning to: Identify the concept of odd and even numbers. What I am looking for: How well you identify the concept of odd and even numbers. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Start the lesson with a pair of people rather than just one as I've found it's then easier for students to see the 'odd one out' when there are three objects or more. Then I add one more person bringing our total to three. 'Who is alone?' I ask. 'Who doesn't have a friend?' 'Who is the odd one out?' 'How many people can you see?' 'Three!' 'So do you think three is an odd number or an even number?' 'ODD!! Ask students about odd numbers, and then prove the concept together. That is, ask students if they can guess what makes a number odd. As students get closer, count items together again, this time in groups of odd numbers. Ask students to pair the items up. Students will see that there's 1 left over each time with odd numbers. Reinforce this information by saying it aloud for them.			5 mins	Students will be assessed on Identifying the concept of odd and even numbers	Flashcards Dice Book pg. no 10 Copy work
	Focused task: Choose one student to be the odd one out. Give all other students a dice and have them stand at their desks. Students roll their dice and determine if their number is even or odd. The odd one out makes the call, EVEN or ODD. If the odd one out calls their number type, then the student must sit down. The last student standing is the winner. I like using the dice because students can easily see that they can pair or group the dots to make an even or odd number.			5 mins		
	Ask students to open book pg. no 10. Ask them tell the name of picture. Ask them Farwah is learning even numbers. Identify and circle all the boxes with even numbers. As the students are doing work walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this. Roam around in the class and help students to complete the task.			25 mins		
	Wrap up: Write the even and odd numbers on board. Reflection : Homework: write the even and odd numbers from (1 to 40) on copy.			5 mins		