

| LEVEL: Year 1-2                         |   | CONTENT: Number and Algebra | FOCUS: Odd and Even |
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| <b>In the Classroom</b>                 |   |                             |                     |
| <b>PURPOSE</b>                          | To investigate odd and even numbers   |                             |                     |
| <b>WARM UP</b>                          | Odds and evens game: One partner is odds, the other is evens. Like in the game “paper, scissors, rock” count one, two, three. On three each player needs to show some fingers. Count (or subitise or add) the total number of fingers. If the total of fingers is odd, the odds player scores a point, if the total is even, the evens player scores a point.   |                             |                     |
| <b>INTRODUCTION</b>                     | Teacher script “I’m going to give you some counters. I want you to work out a way to show me if you have an odd number or an even number of counters.   |                             |                     |
| <b>EXPLICIT TEACHING &amp; LEARNING</b> | Give a random number of counters to each pair of students. They need to show if they have an even number or an odd number.<br>(Encourage students to line up the counters in pairs.)<br>Ask students to share their strategies and ideas with the class.  |                             |                     |
| <b>DISCUSSION/ KEY QUESTIONS</b>        | What does it mean if a number is odd or even?<br>How can you work out if a number is odd or even?   |                             |                     |
| <b>DELIBERATIVE PRACTICE</b>            | Choose one of these two games to play:<br><br>Play “Odd and even Nim”. (Played with a partner.) Start with 15 counters in the middle. Players take turns to remove 1, 2 or 3 counters, until there are none left. Whoever ends with an odd number of counters in their hand wins.<br><br>“The Odd game”. (Played with a partner) Each player starts with 19 (written on a whiteboard or as counters). Take turns to roll a dice, when you roll an odd number you subtract that number from your total, when you roll an even number you add that number to your total. The first player to lose all their 19 points wins. |                             |                     |
| <b>REFLECTION</b>                       | What did you learn today about odd and even numbers?<br>Can you think of a “rule” to decide if a number is odd or even?   |                             |                     |
| <b>RESOURCES</b>                        | Counters, six sided dice  |                             |                     |

| <b>Curriculum Connections</b> |   |
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| <b>CONTENT</b>                | Year 1: Represent and solve simple addition and subtraction problems using a range of strategies including <a href="#">counting on</a> , <a href="#">partitioning</a> and rearranging parts ( <a href="#">ACMNA015</a> )<br><br>Year 2: Solve simple addition and subtraction problems using a range of efficient mental and written strategies ( <a href="#">ACMNA030</a> )<br><br>Year 3: Investigate the conditions required for a <a href="#">number</a> to be odd or even and identify odd and even numbers ( <a href="#">ACMNA051</a> ) |
| <b>WHAT COMES NEXT</b>        | Year 4: Investigate and use the properties of odd and even numbers ( <a href="#">ACMNA071</a> )   |
| <b>VOCABULARY</b>             | Odd, even, half, equal, pairs, divided by 2,  |