

Even Steven

Purpose

Students will develop an understanding of even and odd numbers.

Materials

For the teacher: chalkboard, chalk, *Even Steven and Odd Todd* by Kathryn Cristaldi, hundreds board overhead transparency, 10 or more red transparent bingo chips, 10 or more blue transparent bingo chips, 50 yellow transparent bingo chips

For each student: hundreds board, 10 or more red markers, 10 or more blue markers, 50 yellow markers

Activity

A. Introduction

1. Read *Even Steven and Odd Todd* by Kathryn Cristaldi to the class.
2. Make a list on the board of the numbers Even Steven liked and a list of the numbers Odd Todd liked.
3. Label Steven's numbers "Even" and Todd's numbers "Odd."
4. Discuss the differences between the even and odd numbers.

B. Student Activity

1. Give students hundreds boards and markers.
2. Place the hundreds board transparency on the overhead projector.
3. Have students cover Steven's numbers with the red markers as you cover the transparency with the red chips.
4. Have students cover Todd's numbers with the blue markers as you cover the transparency with blue chips.
5. Without moving Steven's or Todd's markers, have the students cover every second number with a yellow marker beginning with the number "2."
6. Explain to the students that this is what is meant by "counting by twos."

(continued)

connecting
across the
curriculum



English/ Language Arts

Introduce the class to "Fabulous Five Fred" and "Ten-Totin' Tim." Fred favors multiples of five and Tim tends to enjoy multiples of ten. As a class, create a story similar to *Even Steven and Odd Todd* about these characters. What are some things Fred and Tim might like? Students should compare numbers that both Fred and Tim like and compare them to Even Steven's and Odd Todd's list of favorite numbers.

MEETING
INDIVIDUAL
NEEDS



Some students may have difficulty dealing with all of the chips and the entire hundreds chart. Have these students complete the activity using a limited portion of the hundreds chart.

Standards Link
2.6.5

Activity (continued)

C. Classroom Discussion

1. Shut off the overhead projector and discuss the questions below. Turn the projector on as needed to discuss any conflicting answers.
 - Do any of Steven's numbers have a yellow marker on them?
 - Do any of Todd's numbers have a yellow marker on them?
 - Did you notice that all the yellow markers are in the same columns?
2. Explain to the students that the numbers with yellow markers are called "even" numbers. All other numbers are considered "odd."
3. Explain to the students that they can quickly identify even numbers by seeing if the number in the ones digit is even.

Questions for Review

Basic Concepts and Processes

During the activity, discuss the following questions with your students to gauge their understanding of the Standard Indicator:



Is the number [*insert number*] even or odd?



How can you quickly tell whether [*insert number*] is even or odd?
