A. State Competency- Standard 1.1

B. Objective- The students will be able to identify even and odd numbers.

C. Materials- Calendar, Houghton Mifflin Math Book, cubes, worksheet 6.1, hundred charts, markers, centers

D. Instruction

a. **Introduction-** I will tell the class that we are going to begin math with a pretest about odd and even numbers. We will then read the instructions together and I will inform them that I cannot help them. I just want to see how much they already know. When everyone is finished we will begin discussing things that come in groups of two, such as socks, eyes, bike tires, etc and that if a number can be put into groups of two it is even.

b. **Instructional Process-** I will then give each group 15 to 25 cubes and have them put them in groups of two; then we will discuss how many groups they made and if there were any left over and whether or not their number is odd or even. After each group goes we will get out our hundred charts and markers. I will tell everyone to color in the ten squares in the first row. We will then circle groups of two to find out if our number is even or odd. Asking questions such as: How many groups of two do we have? Are there any left over? Is ten even or odd? We will do this several times with different numbers. We will then go over pages 143-144 in our books. During center time the class is split up into three groups. At this time each group will be place in a center for 10-15 minutes each. Center one is the game Twister with a twist, numbers are on the mat and the words odd and even are on the spinner. So the children must put their right foot on a red even number and so on. Center two is Odd Olly and Even Elly a board game with ladybugs. Center three is games on my laptop that I made on Smart Tech. I will be helping them with that.

c. **Closure-** At the end of math we will discuss what it means if a number can be placed in groups of twos with nothing left over and what it means if we have some left over. I will ask if anyone has any questions and if not I will pass out their posttest. We will once again go over the instructions together.
E. Assessment- Homework 6.1 and posttest

F. Modifications/Accommodations- I have two children who I have repeat instructions to and go over the instructions with them individually on the pre and posttest. One I just made sure he recognized all the numbers. Both sit close to the board so I can redirect them if I need to. I had to do the lesson a lot earlier than I had planned and I don’t know how ready they were for it. I did review when I came back and we played the centers again. They did a lot better on the centers and when I reviewed.

G. Reflections- I think it would have helped if I could have taught the lesson a little later when I knew my kids a little better. I had to teach it so early I think most of my students understood it better when we did the review. I had big plans for journals this year, but did not get to it before my babies came. I would still like to, but have just not done it yet. We do discuss our vocab. words before each lesson.