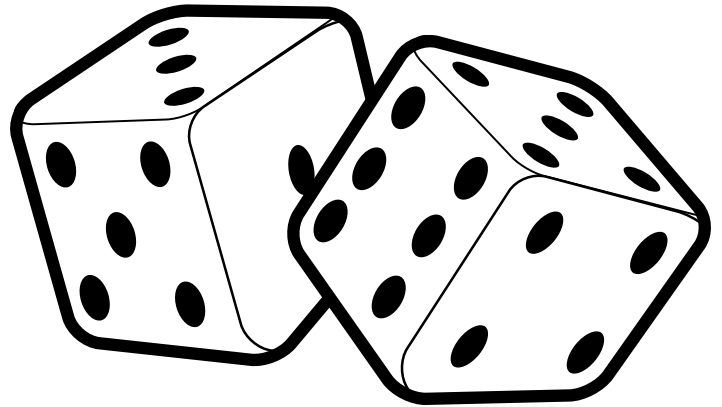


# Rolling for Number Sense: Even and Odd Numbers

## 1st–2nd Grade

### Objectives

- Students will classify numbers as even or odd.
- Students will recognize that even numbers end in 0, 2, 4, 6 or 8 and odd numbers end in 1, 3, 5, 7 or 9.
- Students will add numbers with sums up to 12.



### Materials Needed

- Dice
- Manipulatives
- Paper and pencils
- “An Odd Valentine” reproducible
- Red and blue crayons (one of each for each student)

### Introduction

Introduce the concept of odd and even numbers. Tell students that even numbers end in 0, 2, 4, 6 or 8. Odd numbers end in 1, 3, 5, 7 or 9.

To help students understand the concept, explain that an even number of objects can be divided equally between two people. Say to students, “If there are four cookies on a plate, two friends can divide them equally—each child can have two cookies. Four is an even number! But if there are three cookies on the plate, the two friends cannot divide them equally. Each child can have one cookie, and they would have to break the third cookie in half. Three is not an even number.”

### Procedure

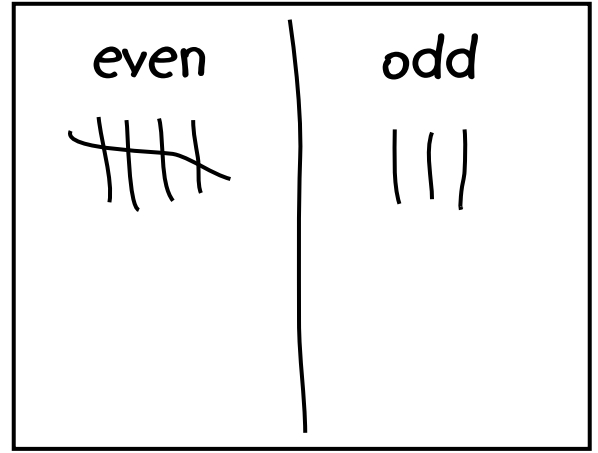
1. Draw a chart with two columns and label it “Odd or Even?”  
Write numbers 2 through 12 in the left-hand column.
2. Invite volunteers to take turns rolling a pair of dice. Have the student count the number of dots and say if the number is odd or even. Then prompt the class to raise their hands if they agree. If students do not agree, check the answer using manipulatives—if students can divide the manipulatives into two equal piles, the number is even.
3. Once students have discovered the right answer, write odd or even next to the number on the chart. Remind students that even numbers end in 0, 2, 4, 6 or 8 and odd numbers end in 1, 3, 5, 7 or 9.
4. Continue until you have completed the chart.

Odd or Even?	
2	even
3	
4	even
5	odd
6	
7	
8	even
9	
10	
11	odd
12	



### Guided Practice

1. Divide students into pairs and explain that they are going to play a game. Each pair will need a piece of paper, a pencil and two dice.
2. Prompt students to draw two columns on their papers and label one "even" and the other "odd."
3. Have students take turns rolling the dice and saying if the number is even or odd. Prompt them to use tally marks to record the results. Which column will reach five tally marks first? Will "even" or "odd" win the game?



### Independent Practice

1. Give each student a copy of "An Odd Valentine" reproducible.
2. Instruct students to use a red crayon to shade in the spaces that contain odd numbers and a blue crayon to shade in the even numbers. (If they shade correctly, the red spaces will form a heart!)

# An Odd Valentine

Color odd numbers red. Color even numbers blue.

