

## **SJC LESSON PLAN FORMAT**

**NAME OF STUDENT:** Ariana Bakalo

**SCHOOL:** SJC

**CHILD STUDY COURSE:** CS 414

**DATE OF LESSON:** 09/29/2022

**COOPERATING TEACHER:** Mr. Kuschel

**GRADE:** 2nd Grade

**CURRICULUM AREA:** MATH

### **CENTRAL FOCUS:**

Students will be able to tell whether the number of cubes in a tower is even or odd.

### **NYS STANDARD(S):**

*Common Core Standard-* 2.OA.C.3: Determine whether a group of objects (up to 20) has an odd or even number of members

*Next Generation Standard-* NY-2.0A 3a. Determine whether a group of objects (up to 20) has an odd or even number of members.

### **BEHAVIORAL OBJECTIVE:**

Given a number 1-20, students will be able to identify whether the number is even or odd, and depict a visual representation of the number.

### **CURRICULUM RATIONALE:**

In the past, students have learned numbers and built up their number sense and counting skills. In the current curriculum, students will be able to identify even and odd numbers. In the future, students will be able to extend their knowledge of odd and even numbers in order to apply it to future mathematical operations (division

## **MATERIALS**

- SMART Board
- Projector
- PowerPoint
- Notebooks
- Pencils
- envisionMATH workbook
- 2 brown paper bags
- Index cards
- 19 Exit Tickets
- Laminator
- Laminating Sheets

## **INTRODUCTION/MOTIVATION:**

- *We've learned about numbers recently, now who can remind me why are numbers so important? That's right! Numbers are all around us, but did you know there are different types of numbers?*
- The teacher pull the names of students from out of the hat to come to the front of the class
- As a class, the students will count how many students are standing.

- Next, each student up at the front of the room will find a partner (since there will be 10 students called up to the front of the room, they will all have a partner).

### **INSTRUCTIONAL STRATEGIES:**

- 10 will then be written on the board under the word "even".
- The teacher will go over with the students that everyone has a partner because 10 is an "even" number, being able to make equal groups of partners.
- The teacher will have two students sit back down, leaving 8 students still up at the board. Everyone will still have a partner, as it is still an even number. 8 will be written on the board and again, "even".
- This will be repeated as groups of two more students sit down, (6 remain, then 4, and then 2 students) until there are no students left up front.
- The teacher will ask students what they think would happen if there were 9 students standing. Would everyone have a partner?
- To reflect this, a visual will be drawn in the board of nine blocks, one row of five the other of four. This process will be repeated as only odd numbers are left (7, 5, 3, 1).
- The teacher will explain to students that "even" numbers end with a 0, 2, 4, 6, or 8 and all other numbers are "odd".
- *How can we use the ones digit to tell if a number is even or odd? If the ones digit is even, then the number is even. Afterwards ask, How do we know that 18 is an even number?*
- *CONVINCE ME: If we break apart a tower of cubes to make two equal parts, but there is one cube left over. Is the number of cubes even or odd?*

The Why (bridge to guided practice):

- Knowing the different types of numbers are so important! Knowing even and odd numbers help us to know what games we can play when we are at recess or even at home with our friends.
- *Knowing even and odd numbers will help you better understand and help you prepare to learn new ways to add and subtract. In the future, this will help you multiply and divide.*

Guided Practice:

- Give each table five index cards with a "mystery number" written on it. In addition to the numerical number, dots should be used to represent that number. For example, the 6 card should have six dots on it.
- Students will work with their table groups to pair up the dots in order to determine if their number is odd or even.
- Students will take their "mystery number" and place it in the appropriate "odd" or "even" bag at the front of the room
- The teacher will pull out four at random and have the student who completed the card explain their mystery number and if it was even or odd

Independent Practice:

- envisionMATH workbook, Topic 2-1, questions 4,6, and 8, showing block representations and activating prior knowledge based on introductory activities.
- Before students begin working on the independent practice, the teacher will ask the following questions: *What do we notice about the sum of each doubles fact?* Students

should be able to recognize that the sum of each near doubles fact is even. *What do we notice about the sum of each near-doubles fact?* Students should be able to recognize that the sum of each near doubles fact is odd

- Once the directions are read, students will be instructed to complete questions 4,6, and 8 independently. Students will be told they have five minutes (depending on the remaining time) to complete their work

**ACADEMIC LANGUAGE:** even, odd, partners, equal, unequal, groups

**DIFFERENTIATION:**

- Dylan and Yuvraj will be given extra worksheet problems as they tend to finish early.
- Richard will be seated towards the front of the room to alleviate any distractions, and reduce negative behavior.

**TECHNOLOGY:**

The SMARTboard will be utilized throughout the entirety of the lesson. Questions will be brought up on the board using the online textbook.

**ASSESSMENT:**

**Informal:**

Throughout the lesson, the teacher will walk around the classroom and observe whether or not students are understanding the task at hand. The teacher will also utilize the three-finger system throughout the duration of the period (hold up one finger if you do not understand,

two fingers if you do not completely understand but you are having some trouble, and three fingers if you completely understand and you can easily explain it to a friend).

*CLOSURE ACTIVITY and Formal Assessment:*

An exit ticket will be given out at the end of the lesson

**RE-ENGAGEMENT:**

For a child that has under 80% accuracy, a small review lesson will be done with the class. For those who had already achieved 80% mastery it will be to reinforce the content.

If the child continues to struggle with the concept, they will be taken to the side for one on one instruction, working with counters with the teacher.