

Lesson Plans

These lesson plans were designed to use for 15 days. They cover even and odd numbers, comparing and ordering numbers up to 120, and number lines. They are to be used as a guide when planning instruction. Depending on your curriculum pacing guide, you may have more or less days to teach this concept.

Each day includes a warm-up activity (5 minutes), whole group lesson (10-20 minutes), independent practice activity (10 minutes) and a small group activity (15 minutes). Times can be adjusted based on your schedule. You can read more about how to set up your math block on my blog. (See Getting Started with Guided Math Page).

Even and Odd LESSON PLAN : DAY 1

OBJECTIVES	VOCABULARY	MATERIALS
<ul style="list-style-type: none">Students will determine whether a number up to 20 is even or odd.Students will determine whether a number up to 20 is even or odd using pairings of objects.	<ul style="list-style-type: none">evenoddpairdivide	<ul style="list-style-type: none">Daily Word ProblemSentence Strips or Premade Number LineBlack, Red & Blue Crayons or MarkersSorting Numbers Journal PageDouble Ten FrameManipulatives

WARM UP (5 MINUTES OR LESS)

BUZZ! Have students stand in a circle or line. Choose one student to start counting by 2's. Whenever they reach a multiple of 10 that person must say the number and the word BUZZ! The person after them sits down. A student will also sit down if they do not know which number comes next or says the incorrect number. The last student standing is the winner!

WHOLE GROUP LESSON (10-20 MINUTES)

Today you will introduce even and odd numbers. Give each student a sentence strip to create a number line or use the premade version provided. Have them write the numbers 1-20 on their strip with a pencil. Call up 6 kids to stand up at the front of the room. Ask them to pair up. Explain that even numbers can always be divided into two groups. On their number strip, have them underline the ones place and to color the number 6 blue. Now call 11 kids to stand up at the front of the room. Ask them to pair up. Ask: What is different with the number 11? One person doesn't have a partner. Explain that when a number cannot be divided into groups, there is always an odd one out which makes it an odd number. Have them underline the ones place and color the number 11 red. Repeat with multiple numbers up to 20. They'll color the even numbers blue and the odd numbers red until their entire number strip is colored. Have them fold their number line and keep in their math journal for future reference.

Complete daily word problem.

INDEPENDENT PRACTICE (10 MINUTES)

Each student will need a sorting numbers journal page. Have them underline the ones place of each number. If the number is even students will color the box blue. If the number is odd have them color the box red. Then, sort their numbers into their math journal based on if they are even or odd.

SMALL GROUP LESSON (15 MINUTES PER GROUP)

Give each student a blank double ten frame and a set of 20 counters or manipulatives. I would laminate the ten frame mats so students can circle pairs with a dry erase marker. Call out the number 18 and have students build that number on their mat. Using a dry erase marker, circle the pairs on the ten frame. Have them respond with a thumbs up or down if the number can be paired evenly. Repeat with the numbers 7, 12, 19, 13 and 20.

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These lesson plans are filled with hands on engagement and interactive notebook activities. Games and task cards are also included and can be used all year long. You will not find many worksheets in this unit.

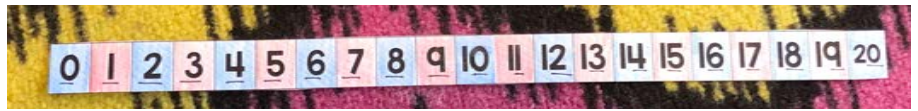
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Day 1

Whole Group

Introduce even and odd numbers by lining up students and pairing them into groups.

Then they will create a number line and color code the even and odd numbers.



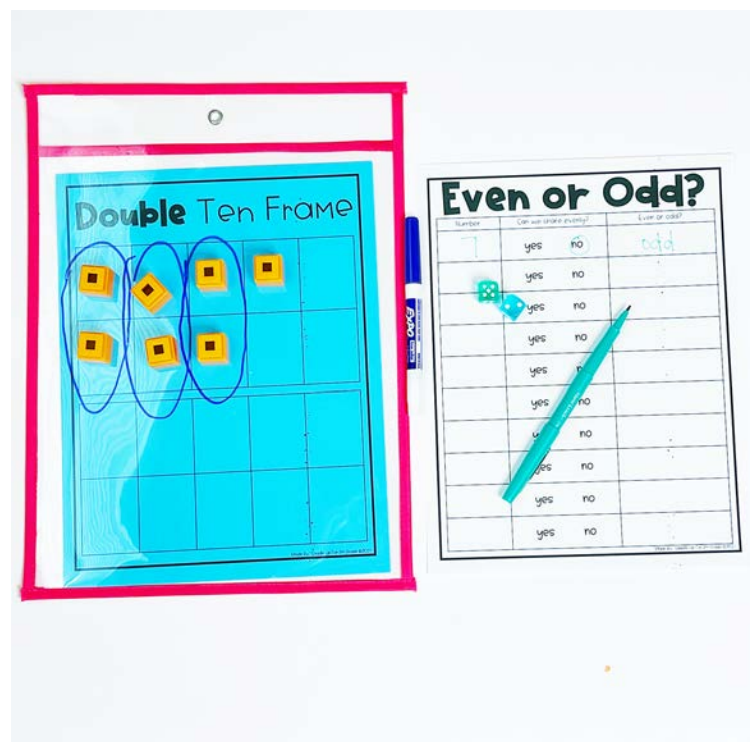
Independent Practice

Students will sort even and odd numbers in their math journal.



Small Group

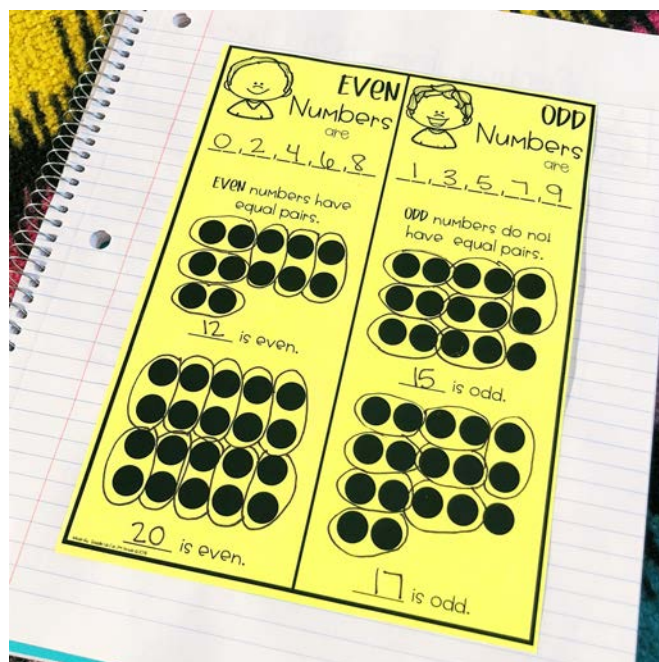
Students will practice pairing numbers using manipulatives on a double ten frame mat.



Day 2

Whole Group

Introduce pairing numbers with even and odd numbers up to 20 using a mini anchor chart in their math journal.



Independent Practice

Students will practice even and odd numbers by playing Even and Odd Races with a partner.



Small Group

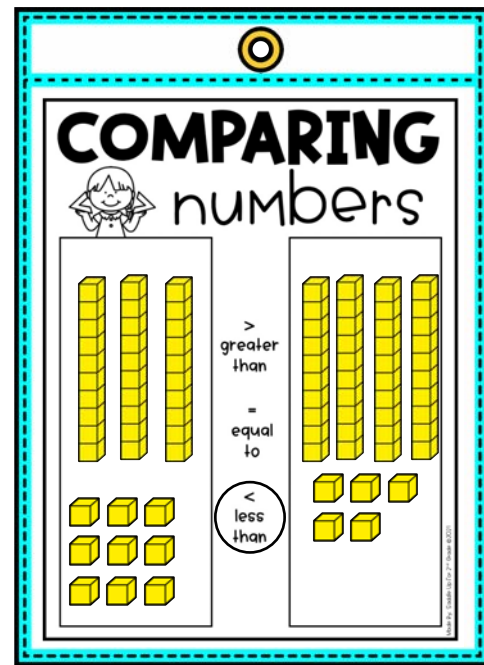
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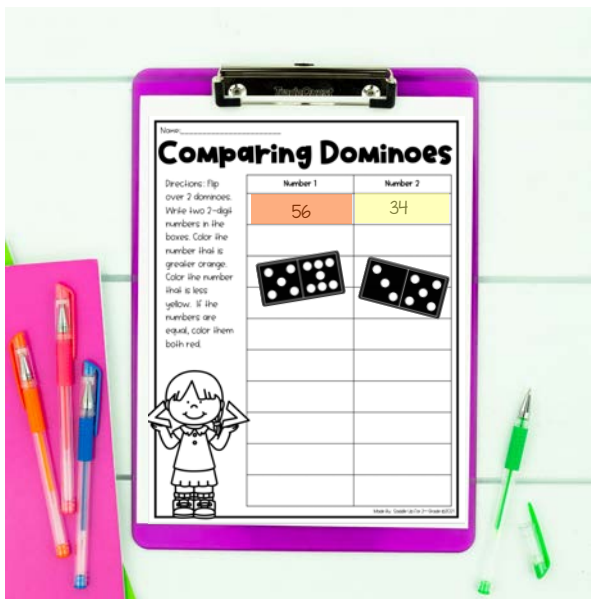
DAY 3

Whole Group

Introduce comparing numbers using number cards and base ten blocks. Students will circle the comparison on their work mat.



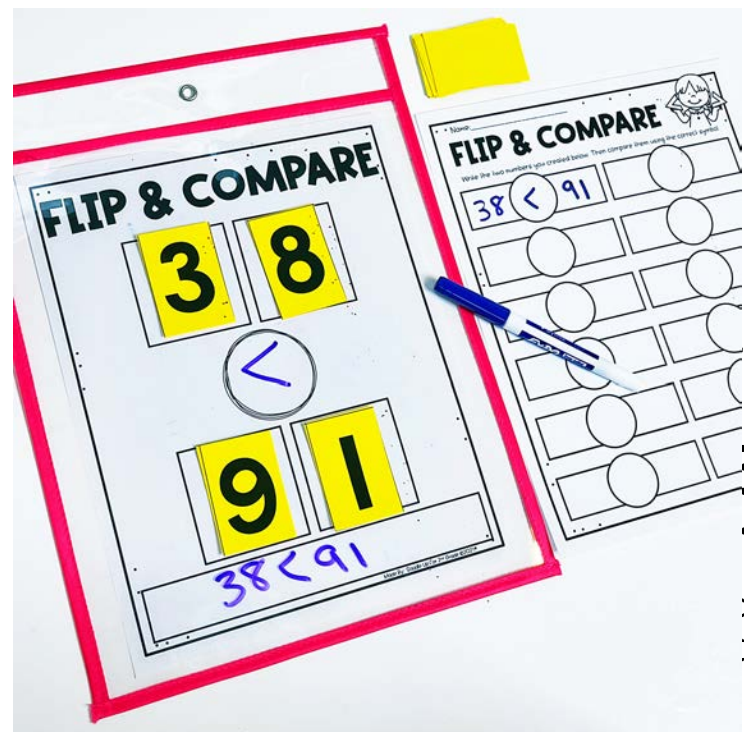
Independent Practice



Using dominoes, students will practice comparing numbers.

Small Group

Students will play Flip and Compare in order to practice comparing numbers using symbols.

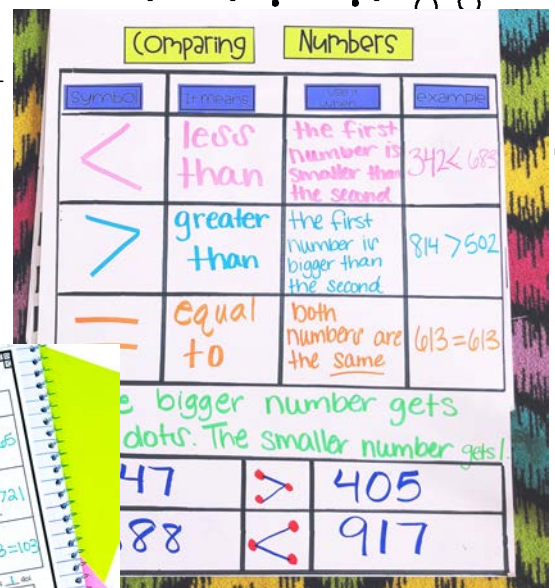
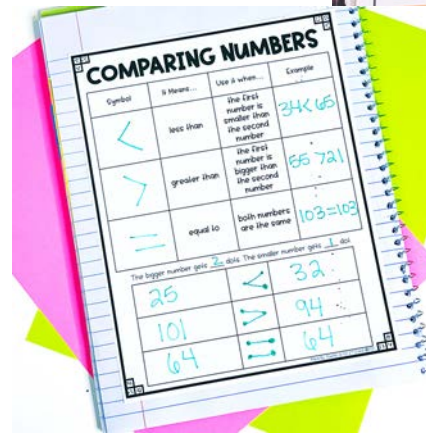


DAY 4

Whole Group

Teacher will create a whole group anchor chart to show how to compare numbers. Students will create a mini one and glue it into their math journals.

Photo example of 2nd grade chart. It is the same but with 2 digit numbers.



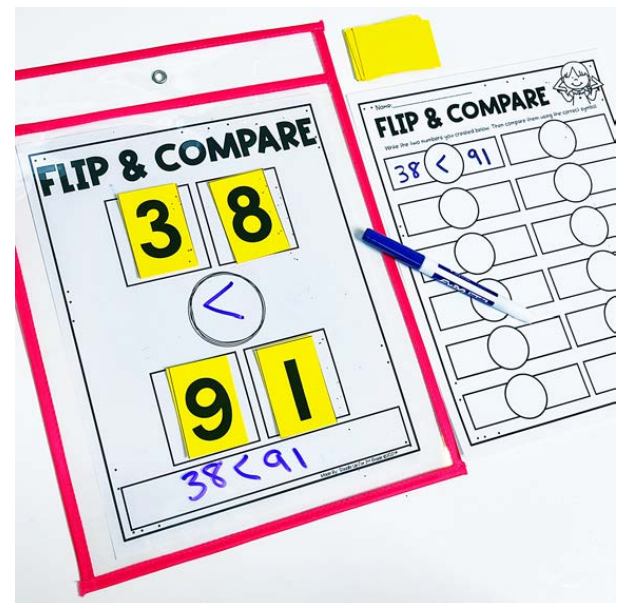
Independent Practice



Using dice, students will practice comparing numbers using the "dot" method. (Center directions and a recording sheet are also included to use during math stations).

Small Group

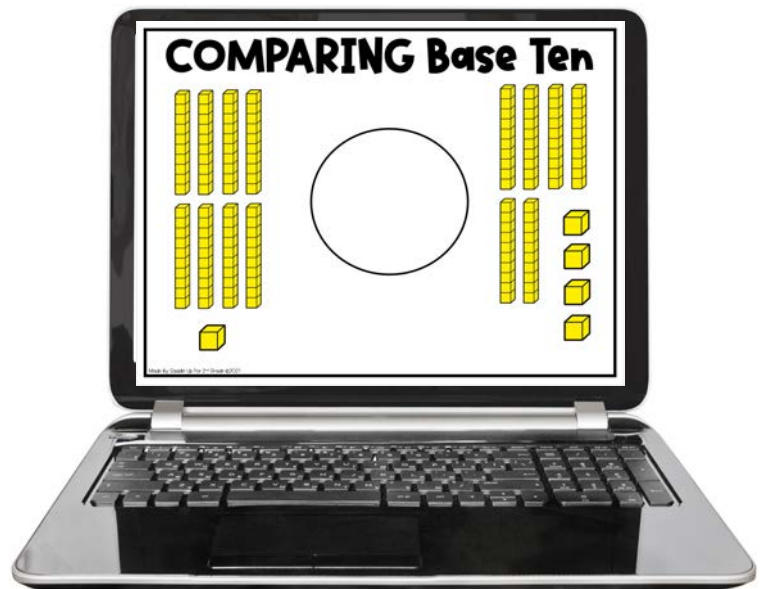
Students will play Flip and Compare in order to practice comparing numbers using symbols.



DAY 5

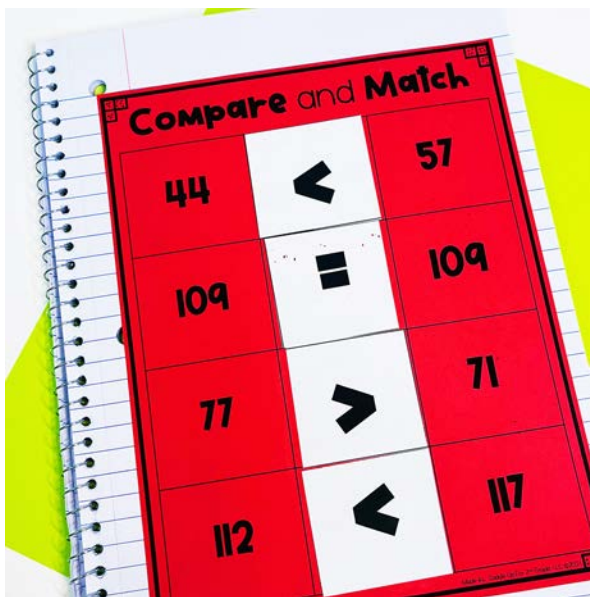
Whole Group

Teacher will display comparing base ten PowerPoint. Students will build or draw the numbers shown and then compare on their work mat.



Independent Practice

Students will complete the Compare and Match journal activity.



Small Group

Students will sort comparing equations based on if they are true or false.

TRUE	FALSE
$90 > 75$	$144 > 187$
$102 = 102$	$92 = 29$
$120 > 118$	$77 < 96$
$74 < 87$	$41 > 63$

*DAY 6

Whole Group

Using the large number cards students will play Ring Around and Compare. This hands-on activity allows students to move around the room and partner up to compare two numbers.



Independent Practice



Students will create a Comparing Numbers Caterpillar hat!

Small Group

Students will sort comparing equations based on if they are true or false.

TRUE	FALSE
$90 > 75$	$144 > 187$
$102 = 102$	$92 = 29$
$120 > 118$	$77 < 96$
$74 < 87$	$41 > 63$

* DAY 7

Whole Group

Students will learn to order numbers while reinforcing even and odd numbers.



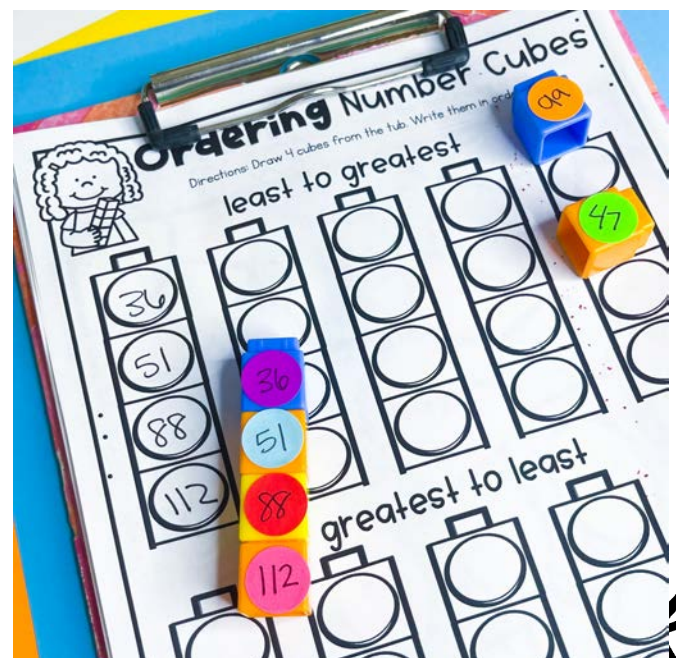
Independent Practice

Students will Sort and Order number cards to practice.



Small Group

Students will practice ordering numbers using unifix cubes.



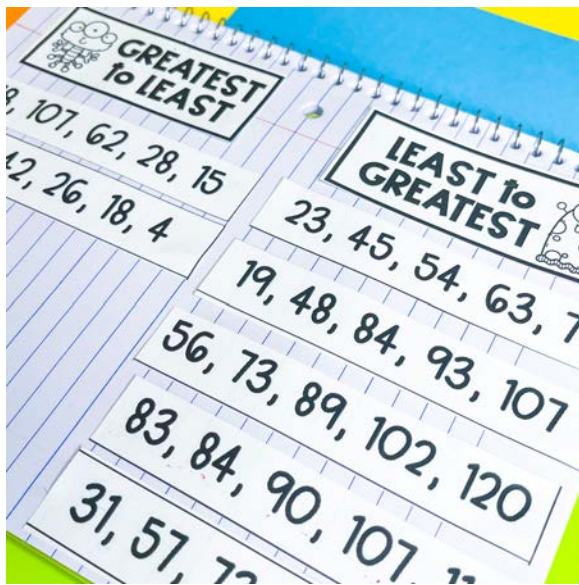
*DAY 8

Whole Group

Using large number cards, students will order numbers from least to greatest and greatest to least.



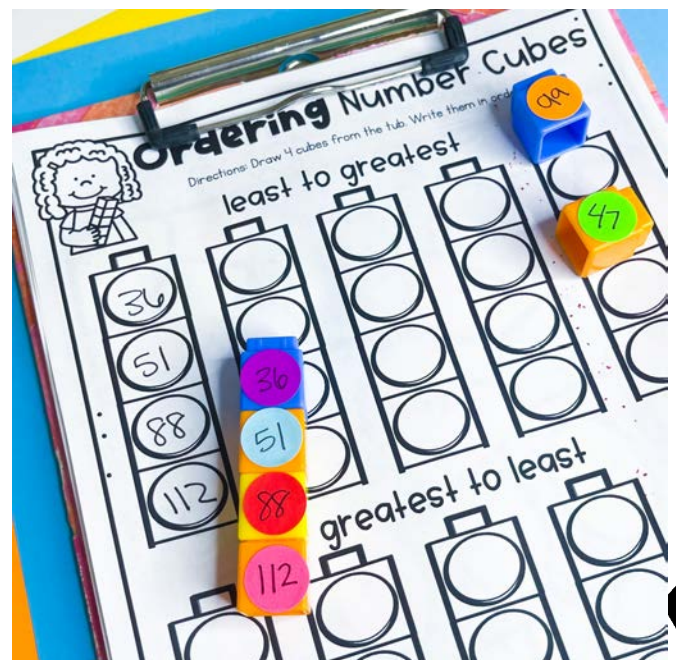
Independent Practice



Students will determine if numbers are in order from least to greatest or greatest to least with a journal activity.

Small Group

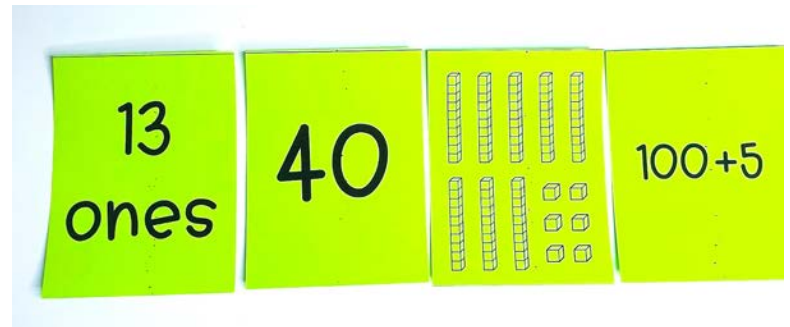
Students will practice ordering numbers using unifix cubes.



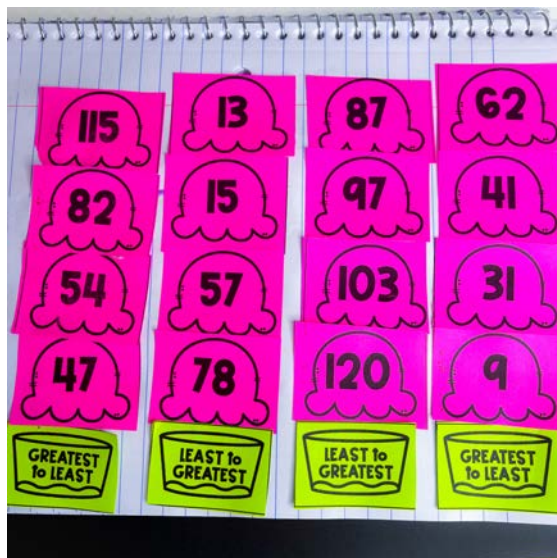
* DAY 9

Whole Group

Student will use place value number cards to order numbers from least to greatest.



Independent Practice



Students will practice ordering number with an ice cream scoop game.

Small Group

Students will play a game called "FLIP" using the small number cards to practice ordering numbers.



* DAY 10

Whole Group

Student will use task cards to play around the room and review ordering numbers.



Independent Practice

Students will complete the Let's Taco Bout Ordering Numbers craft.



Small Group

Students will play a game called "FLIP" using the small number cards to practice ordering numbers.



*DAY 11

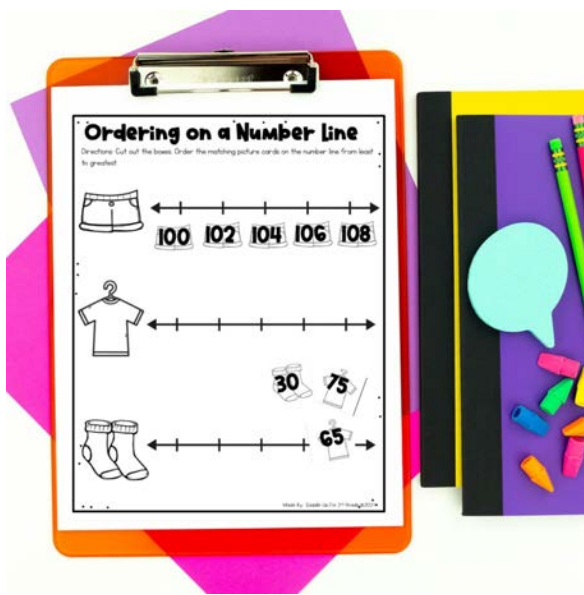
Whole Group

Students will practice ordering numbers on an interactive number line.



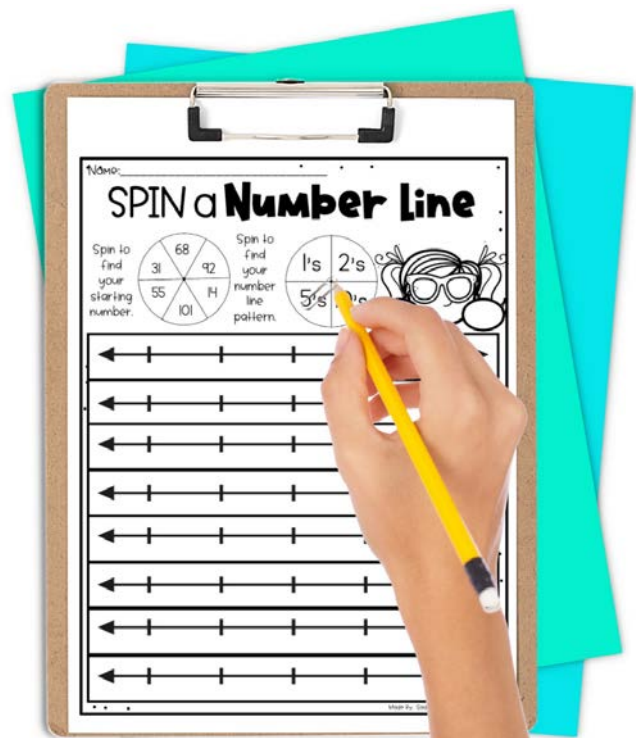
Independent Practice

Students will practice ordering numbers on a number line.



Small Group

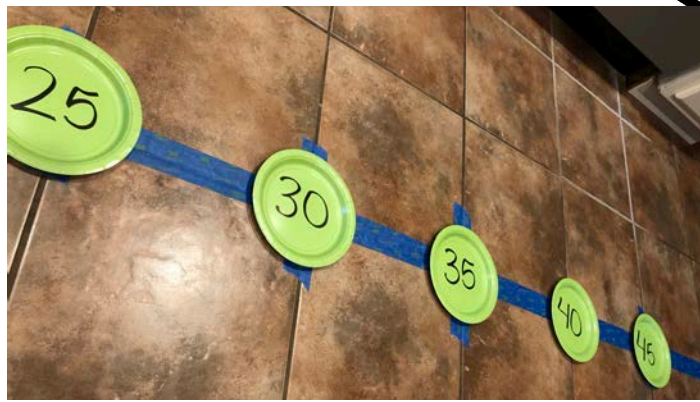
Students will practice making number lines with the Spin a Number Line activity.



*DAY 12

Whole Group

Create a giant number line on the floor using paper plates and painters tape. Students will practice determining the skip counting pattern and finding the missing numbers.



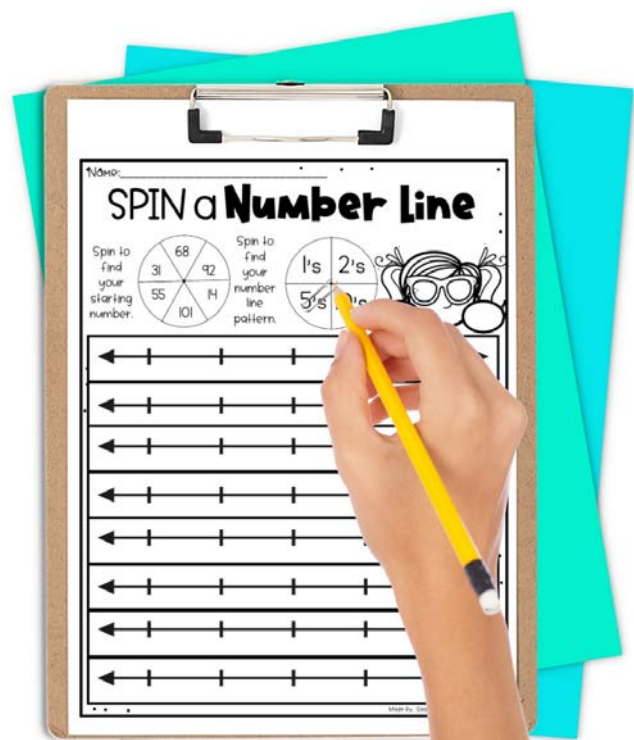
Independent Practice

In their math journals, students determine the missing numbers on a number line.



Small Group

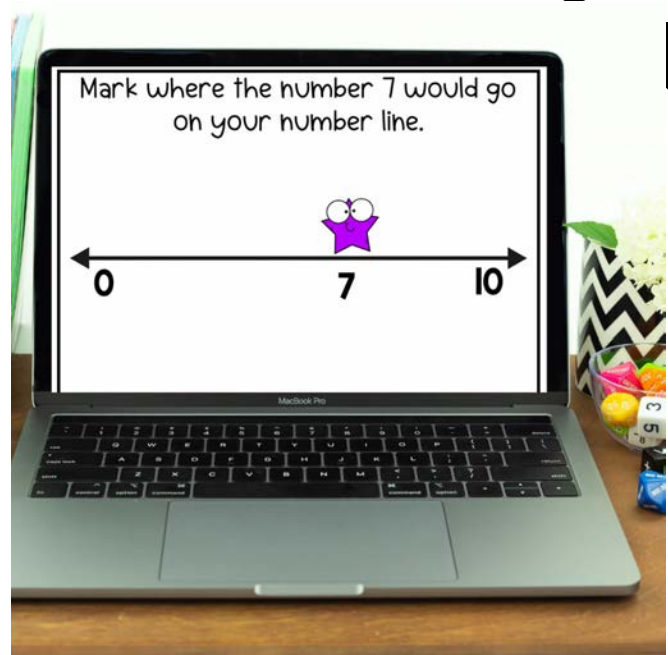
Students will practice making number lines with the Spin a Number Line activity.



*DAY 13

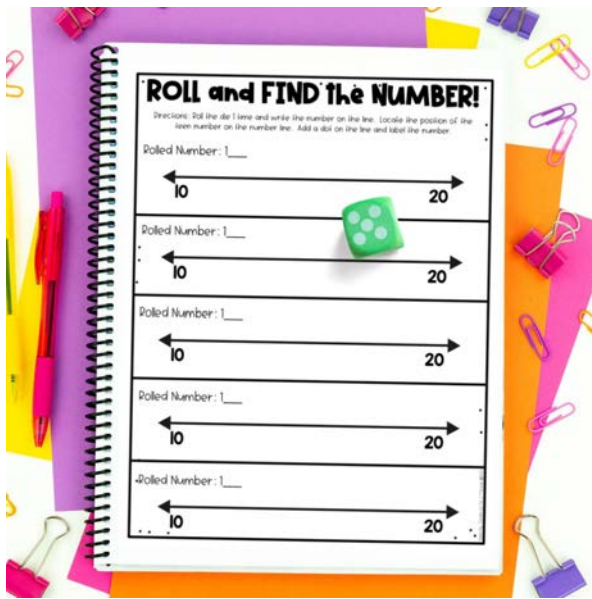
Whole Group

Using a PowerPoint, the teacher will guide students in drawing an open number line. Then they will draw a dot to represent where certain numbers go.



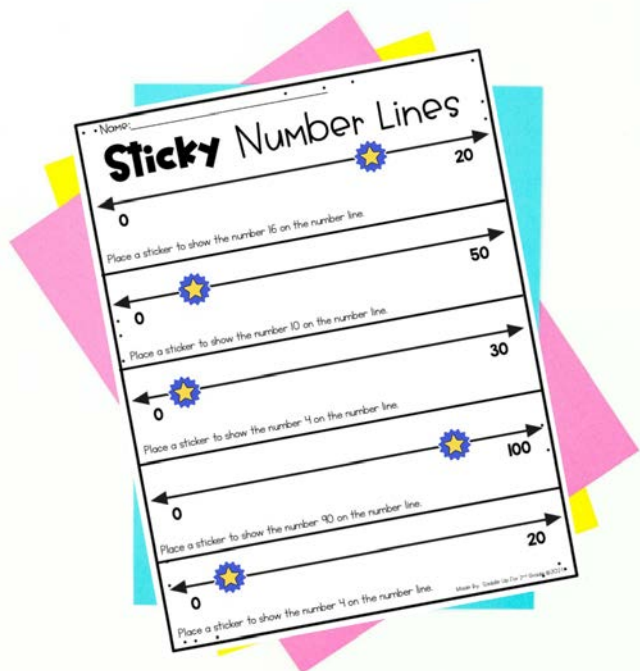
Independent Practice

In their math journals, students will roll 2 dice and practice plotting the number rolled on their open number line.



Small Group

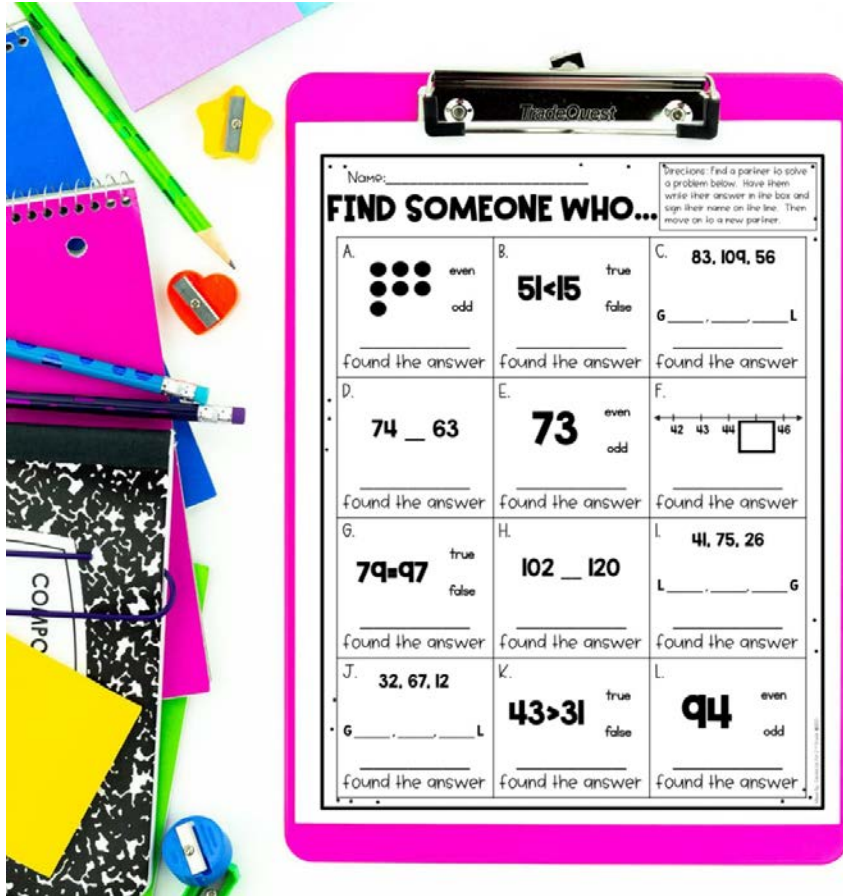
Using stickers, students will plot the number shown on an open number line.



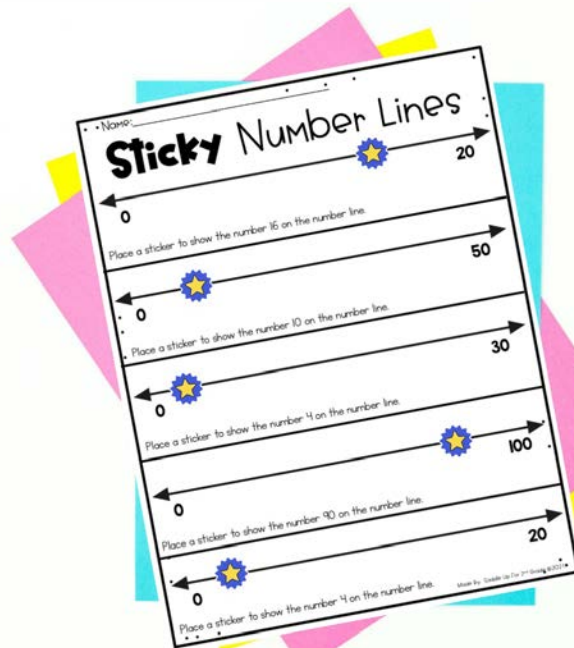
Day 14

Whole Group & Independent Practice

Students will review various skills they have learned in this unit by working together to complete the Find Someone Who activity.



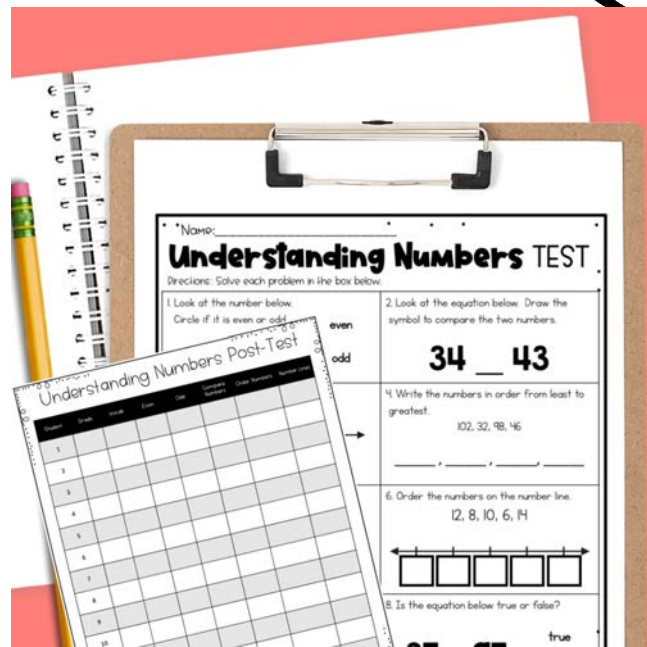
Small Group
Using stickers, students
will plot the number
shown on an open
number line.



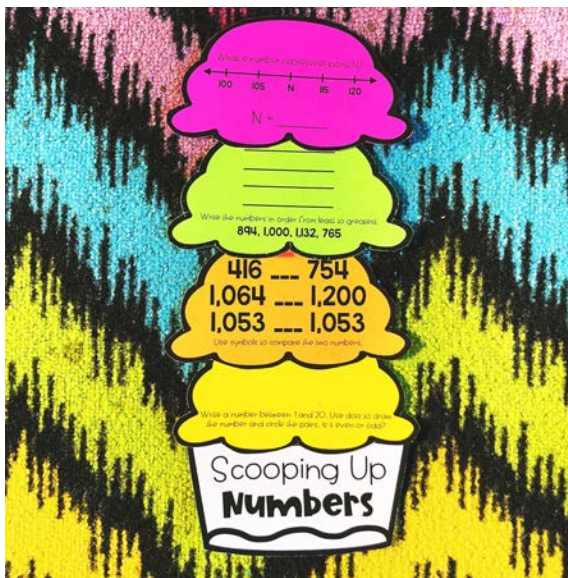
#DAY 15

Whole Group

Students will be assessed
over what they have
learned from the unit.



Independent Practice



After completing their
assessment, they will create
a Scooping Up Numbers
craft.

Small Group

Review with any games or
activities from the unit based
on student needs.

Vocabulary Posters

✓ great visual
for ELL
learners

✓ display on a
vocabulary
wall or
focus wall

✓ place on a
ring for
students to
always
reference

Even Stever
0, 2, 4, 6
even
numbers
really gr



Even numbers all

Odd Todd
1, 3, 5, 7, 9
Odd
numbers are
mighty fine.



**Comparing
Numbers**

>
greater
than

<
less
than


=
equal
to


Even or Odd?

89
is **odd**.

Look at the **ones place**
determine if the number is even or odd.

**Number
Lines**

less than/smaller


greater than/larger


Number lines go on and on with no end.

What's the missing number?
55 60 65 70 75 80 85 95 100
What's the number pattern? Skip count to find the missing number.

What does Point T represent?
21 22 23 25 26 27 28 29 30
What's the number pattern? Count on to find the missing number.

Open Number Lines
100 110 120
Where's the halfway point? Then mark where your number would go.

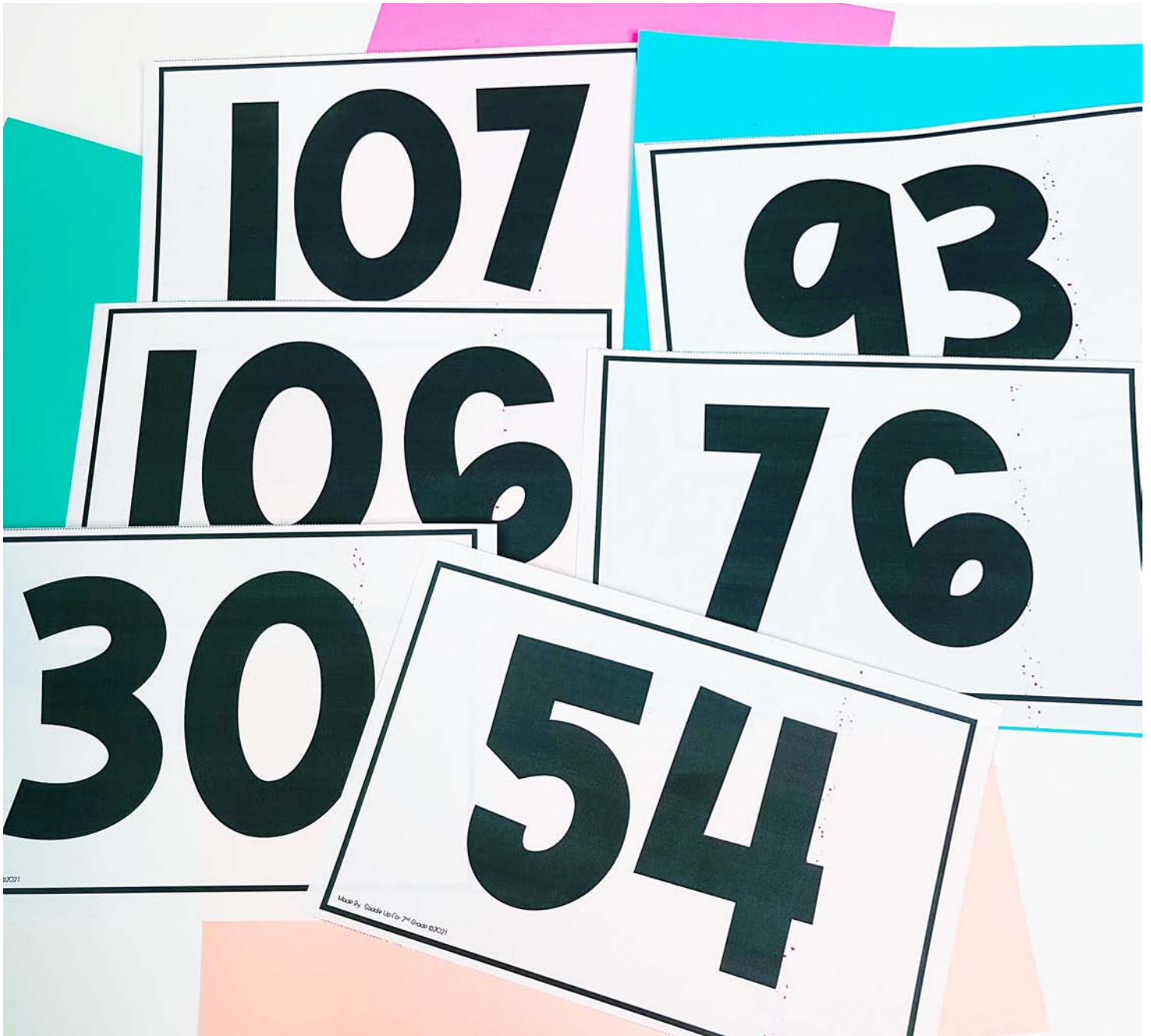
**Ordering
Numbers**

Least to greatest
5, 68, 82, 103
Place value to put numbers in from the smallest to largest.

Greatest to least
88, 54, 41, 19
Place value to put numbers in from largest to the smallest.

LARGE

Number Cards



These will be referenced and used several times throughout the unit.

pre-tests

These pre-tests are absolutely optional. You will not see them included in the lesson plans. They are to be given prior to starting your next unit. Explain to your students that it is OK for them to not know the answers or how to do something. Here are some benefits for using pre-tests in your class.

- What do your students already know?
- What do you need to spend most of your time focusing on when teaching and what can you briefly review and move on?

Mark your students results on the data graphing sheet. If they already understand a concept, place an x or checkmark in the boxes.

- Use this data to form your small groups.
- Use this data to plan your differentiated small group lessons.

There is also a post-assessment data sheet included after the assessment at the end of the unit.

* Table of Contents *

- About this Unit
- Vocabulary Posters
- Large Number Cards
- Pre-Assessment
- Day 1 (Even and Odd Numbers)
- Day 2 (Even and Odd Numbers)
- Day 3 (Introducing Comparing Numbers)
- Day 4 (Comparing Numbers)
- Day 5 (Comparing Numbers)
- Day 6 (Comparing Numbers)
- Day 7 (Ordering Numbers: Least to Greatest)
- Day 8 (Ordering Numbers: Greatest to Least)
- Day 9: (Ordering Numbers)
- Day 10 (Ordering Numbers)