

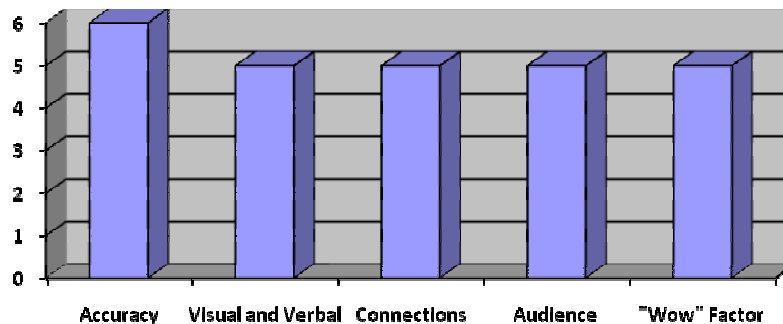
**Children's Literature and Mathematics**  
Among the Odds & Evens, A Tale of Adventure  
by Priscilla Turner, Pictures by Whitney Turner  
PZ7.T8575 A56 1999

Among the Odds & Evens tells the story of X and Y, two explorers from the Land of Letters. X and Y set off to explore undiscovered lands and crash their Aerocycle in the Kingdom of Wontoo. Wontoo is home to the Odds and the Evens, two distinct groups of individuals living together. X and Y observe the Evens to be orderly and predictable while the Odds are an eccentric bunch. While fixing their Aerocycle so they can return home X and Y make more observations about the characteristics of the Wontoois.

Among the Odds & Evens is appropriate for a Grade 2 Number Sense and Numeration strand. The specific expectation is (2m10) • solve problems involving the addition and subtraction of one- and two-digit whole numbers, using a variety of strategies, and investigate multiplication and division.

Critique

Using the criteria of Hellwig, Monroe, & Jacobs' (2000) we decided to score the book as follows.



Among the Odds & Evens **accurately** introduces students to concepts involving patterns in numbers. In having X and Y make observations about the “habits” of the Wontoois, Turner accurately communicates to students that two even or two odd numbers will always make an even and that only combining an odd and even will result in an odd. She also correctly calls the “offspring” of two numbers the *product* which is helpful to introduce terminology. She is also opening the door for students to make their own observations about patterns in numbers. Students are able to develop their own questions for example; *What would happen if you put two odds and an even together? What would happen if you divided the numbers?* This story does not eliminate the need for effective classroom discourse and instruction rather it acts as a lead for students to investigate patterns in numbers on their own using manipulatives and/or numbers. Although we use this book to look at number patterns and addition, students can take the strategy of patterns with odds and evens and apply them to addition, subtraction, multiplication, and division. They can expand their application to combining more than two numbers.

There is much **visual appeal** for children in illustrations of the story and Turner brings character to the different numbers and letters. It seems like each set of numbers has their own personality and interests. The Woontoois are certainly a colourful and lively bunch. The pictures add to the story line that engages the students – what discoveries will X and Y make about these people and are they ever going to make it home? Turner also weaves a lot of good math language into her story in a way that makes it humorous for older readers who can catch the jokes. This extends the **verbal appeal** to a broader **audience**. Additionally the book can be used to make real world connections. This story highlights the diversity of people and could be used to have students discuss their views on the importance of similarities and differences in people.

Reference:

Hellwig, S. J., Monroe, E. E., & Jacobs, J. S. (2000). Making informed choices: Selecting children's trade books for mathematics instruction. *Teaching Children Mathematics*, 7(3), 138-143.



**Direct Instruction Planning Format  
2008-2009**

<b>1. Lesson Plan Information</b>	
<b>Subject/Course:</b> Mathematics	<b>Name:</b> Alexa Harper & Julia Quattrociocchi
<b>Grade Level:</b> 2	<b>Date:</b> October 7, 2008
<b>Topic:</b> Number Sense and Numeration	<b>Time and Length of Period:</b> 50min 10:05am-10:55am

<b>2. Expectation(s) and Learning Skills</b>
<b>The students will:</b> (2m10)• solve problems involving the addition and subtraction of one- and two-digit whole numbers, using a variety of strategies, and investigate multiplication and division.  <b>Today, students will</b> investigate patterns in adding odd and even numbers.

<b>3. Pre-assessment</b>
<b>A. (i) Students</b>  -can read, represent, compare, and order whole numbers to 50 - 100 -demonstrate an understanding of magnitude by counting forward to 100 and backwards from 20 -count forward by 1's, 2's, 5's, and 10's to100, using a variety of tools and strategies - have been introduced to the concept odd and even numbers -are familiar with addition and subtraction - can work independently and in small groups <b>(ii) Differentiation of content, process, and/or product (may be accommodations and/or modifications)</b> - N/A
<b>B. Learning Environment</b>  During instruction time, students will gather at carpet. During application time, students will work in small groups and/or individually at desks
<b>C. Resources/Materials</b>  - <u>Among the Odds &amp; Evens, A Tale of Adventure</u> by Priscilla Turner, Pictures by Whitney Turner -Addition Sheet -paper cut outs of “odd” and “even” shapes



**6. Application (Moving from guided, scaffolded practice to increasingly independent practice and understanding / gradual release of responsibility)**

**(20 mins)**

Students will complete their addition sheets independently. The bottom part of the sheet will include some problems that involve adding more than two numbers (e.g.  $2 + 4 + 7 = \underline{\quad}$ ). Upon completion students will gather back at the carpet to check/discuss their answers for both simple and complex problems.

- What did you discover?
- What happens when we add more than two numbers together?
- What is the outcome of adding three odd numbers together?
- What do you think would happen if you added more than three odd/even/odd and even numbers together?

**7. Lesson Conclusion**

**(1-2 min)**

Summarize today's learning – What are three things we learned today?  
Collect completed work from students and tidy up.

**8. Assessment (collection of data) / Evaluation (interpretation of data)**

Score the addition sheet for accuracy – Did students get the correct answers? How many?  
Observational notes – What sort of discoveries/connections did each student make?

**9. Teacher Candidate's Reflections on the Lesson**

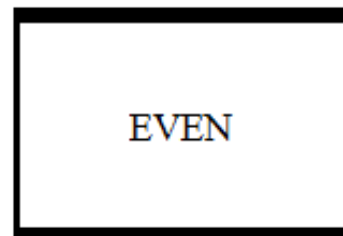
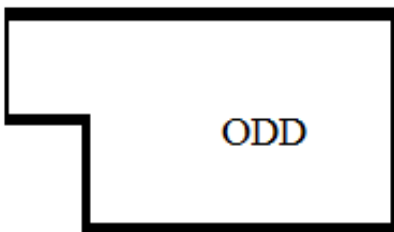
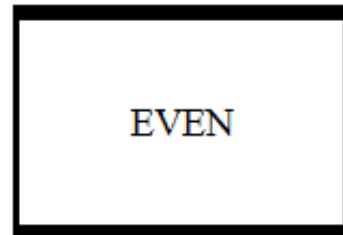
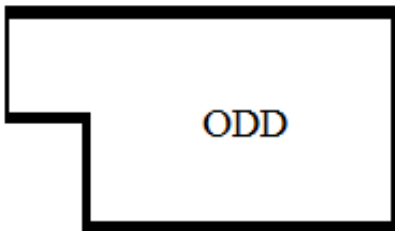
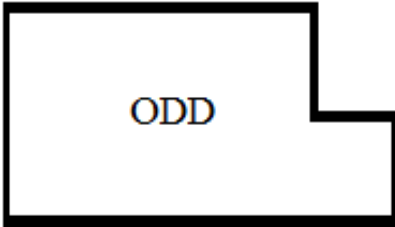
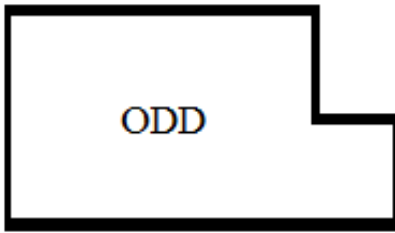
**A. (i) Evidence of Student Learning Related to the Lesson Expectation(s)**

-N/A

**(ii) Next Steps for Student Learning Related to Lesson Expectation(s)**

**B. (i) Evidence of the Effectiveness of the Teacher Candidate**

**(ii) Next Steps Related to the Effectiveness of the Teacher Candidate**



Cut out these shapes for students to use to investigate adding odds and evens together.