

Just In Time Quick Check
Standard of Learning (SOL) 2.2c

Strand: Number and Number Sense

Standard of Learning (SOL) 2.2c

The student will use objects to determine whether a number is even or odd.

Grade Level Skills:

- Use objects to determine whether a number is even or odd (e.g., dividing collections of objects into two equal groups or pairing objects).

Just in Time Quick Check

Just in Time Quick Check Teacher Notes

Supporting Resources:

- VDOE Mathematics Instructional Plans (MIPS)
 - [2.2c - Even and Odd](#) (Word) / [PDF Version](#)
- VDOE Co-Teaching Mathematics Instruction Plans (MIPS)
 - [2.2c - Even or Odd?](#) (Word) / [PDF Version](#)
- VDOE Word Wall Cards: Grade 2 ([Word](#)) | ([PDF](#))
 - Even and Odd Numbers
- VDOE Rich Mathematical Tasks: Bracelet Task
 - [2.2c Bracelet Task Template](#) (Word) / [PDF Version](#)
 - [2.2c Bracelet Student Version of Task](#) (Word) / [PDF Version](#)
 - [2.2c Bracelet Anchor Papers](#) (Word) / [PDF Version](#)
 - [2.2c Bracelet Anchor Papers Scoring Rationales](#) (Word) / [PDF Version](#)

Supporting and Prerequisite SOL: none

SOL 2.2c - Just in Time Quick Check

1. Tina has 25 marbles. Draw or use counters to show whether Tina has an even number or an odd number of marbles.

Does Tina have an odd or even number of marbles? _____

How do you know?

SOL 2.2c - Just in Time Quick Check Teacher Notes
Common Errors/Misconceptions and their Possible Indications

1. Tina has 25 marbles. Draw or use counters to show whether Tina has an even number or an odd number of marbles.

Does Tina have an odd or even number of marbles? _____

How do you know?

Students who do not have an understanding of even and odd may draw or organize their representation in a way that does not create easily paired items. For example, if the student organizes the items into a 5-by-5 array, they may consider that the set of marbles looks lined up without any left over and therefore must be even. Without organization, the “How do you know?” response to an incorrect answer may indicate a guess. Students who understand the nature of even and odd will express that a quantity of items is even when each item has a partner (or conversely, an odd quantity of items will always have one item without a partner when the items are paired). To build an understanding of even and odd, students need opportunities to practice with concrete manipulatives that they can move around to pair up.