

# Odd One Out!

This lesson focuses on fairness and inclusiveness through the math concept of odd and even numbers.

## Inclusiveness Sub-Concept(s)

Fairness, Kindness

## Lesson Timeframe

45 minutes

## Required Materials

- Number Flashcards (see below)
- Blank Paper and Crayons/Pencils for evaluation activity

## Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.



**DESIGNATED BY CASEL  
AS A RECOMMENDED PROGRAM  
FOR SOCIAL AND EMOTIONAL LEARNING.**  
See last page for details.

## Lesson Objective

Students will:

- Practice cooperative activities and inclusiveness during a math lesson.
- Demonstrate an understanding of inclusiveness through the use of even and odd math groupings.
- Explain how addition works using physical bonds with other students.

## Teacher Connection/Self-Care

Even as an adult, it can be difficult being the “new kid on the block”. Every new job, every move, every time your children transitions to a new school: all of these result in a new set of people to meet! One of the most challenging aspects of these new beginnings is inviting yourself into already formed social circles. As you introduce this valuable lesson to your students, take time to reflect on how you feel when this is required of you. If you are more of an introvert, putting yourself out there on day one may feel impossible. Start slowly and identify one person a week to approach. It is definitely easier to look for small groups of 2-3 people rather than approaching a larger group. On the opposite end, extroverts can come across too overbearing, chatty, or even loud. Try to get involved in productive ways through committees, meetings, or other activities that focus your nervous energy. Whether you are an introvert, extrovert, or somewhere in between, asking permission in new social situations can be unnerving, but practice makes perfect, so get out there!

### Tips for Diverse Learners

- Include dots below each number for students that do not recognize all ten digits.
- Include some more difficult math problems for advanced learners. Add a second or third operation after the initial addition problem.
- Write each additional problem on the board as the numbers are selected by each team to help visually connect the math lesson with the game.



## Share

5 minutes

Work together to complete a game of snowman (word guessing game). The word of the day is FAIRNESS. Make sure to emphasize fairness during the game. Rotate through all of the students to choose letters until the mystery word is identified.

- *What does fairness mean?* (Treating others in a way that does not favor some over others.)



## Inspire

### Even and Odd Numbers

10 minutes

Explain that numbers can be divided into two categories: even and odd. Even numbers always have a friend, while odd numbers are left out. Illustrate this concept with blocks. Using the number 6, ask the class if you can divide the blocks into two EVEN piles. (If you have practiced doubles facts in math they will be familiar with this term as well). All even numbers can make two even piles. Repeat this activity with the number 9. Can you make two even piles? No, one block will be left out.

Play this interactive video for additional practice on even and odd numbers. <https://www.youtube.com/watch?v=Ei19HMn1BxM&t=87s>

### Being The “Odd One Out”

7 minutes

*Just like odd numbers, sometimes we find ourselves the “Odd One Out”. Have you ever been alone at the park or playground and saw some other children playing a game that seemed fun? Sometimes we can ask to join the group, but other times the game they are playing might need an even number of people. Can you think of a game that has a certain number of players? (Foursquare is a good example.) If you want to join this type of game, you might have to wait your turn. Don’t worry! You are still being included; you just need to be patient for your turn.*

*What about when someone asks to join YOUR game? How do you react? Do you practice inclusiveness and fairness and let them play? What about when the game already has enough players? What can you do then? Fairness is treating others in a way that does not favor some over others. Kind friends figure out ways to include anyone who might be left out. When we only choose our favorite friends and leave out others, that is unfair. How can you be a kind friend?*



## Empower

15 minutes

Explain that the class will play a game to illustrate even and odd numbers. The rules of the game are simple:

- Divide the class into two equal teams. If you have an odd number of children, have one student be your scribe (to write the addition problems on the board) or add yourself to one team.
- Place a pile of number cards next to both teams (provided below, but you can also use a deck of cards with the face cards removed).
- Have both teams turn over their top card. The scribe will write an addition problem using the numbers chosen.
- Each team will send a corresponding number of students into the middle of the classroom. They must use fairness to choose who goes up each time (no favorites or repeats!). Each person is instructed to find a partner. This will help them determine if the number is even or if there is an “Odd One Out”.
- When the matchup leaves one person out, have a conversation about how it feels to be standing there all alone. Emphasize the importance of practicing inclusiveness when you see someone alone without anyone to play with or talk to. This could be during lunch, recess, or even learning time.
- Repeat with 4-5 more cards so every student has a chance to act out the addition problems.



## Reflect

5 minutes

Gather your class together in your community/circle time area.

- Raise your hand if you were one of the “Odd Ones Out”.
- How did it feel to be left out?
- How can we show fairness when others ask to join in our games?
- What can we do if someone wants to play our game, but we already have enough players? (Start a line, rotate players in, modify rules, etc.)
- If time allows, have students draw the following numbers using groups of two to illustrate comprehension of the math skill: 4, 7, 8, 10, 13. If there is an “Odd One Out,” have them circle the extra one with a red crayon and write ODD at the top. If you are able to make even pairs, draw a square around all the pairs and write EVEN at the top.



## Extension Ideas

- Continue the conversation of even and odd using beans or other malleable counters.
- Add puppets to your library area and encourage students to role play “Odd One Out” scenarios: How can they practice inclusiveness so no one feels left out?



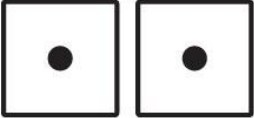
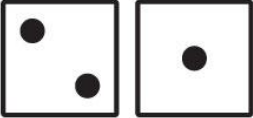
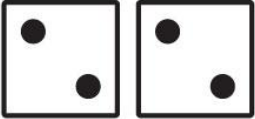
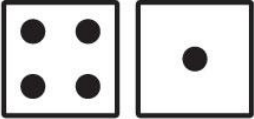
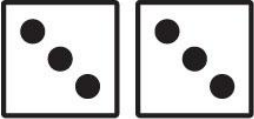
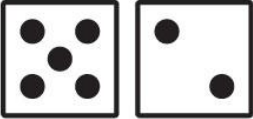
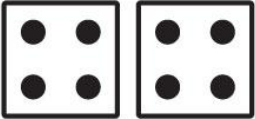
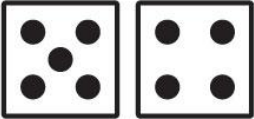
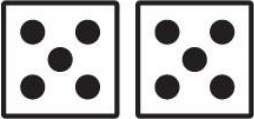


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LEARNING.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>

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