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LESSON 4-6

Numerical Patterns: Even and Odd Numbers

 [MA.3.AR.3.1](#), [MA.3.AR.3.3](#), [MTR.4.1](#), [MTR.5.1](#)

For more help with this lesson, view the [Visual Learning Animation](#) or the [Another Look Video](#).

MATH HELP AT HOME

Sample Additional Practice Exercise 1

Circle the digit in the ones place. Then write *even* or *odd*.

36 is even.

The digit in the ones place is 6. Even numbers have 0, 2, 4, 6, or 8 in the ones place. So, 36 is even.

HOME ACTIVITY

Even or Odd?

MATERIALS

Number Cubes, Paper, Pencil

ACTIVITY

Processing math: 100%

Let your child be “even” and you be “odd” for this game. Your child rolls two number cubes, forms the 2-digit number(s) shown, and says whether each number is even or odd. You tally the points.

Here are some examples:

Roll of 5 and 6: child says “56 is even, 65 is odd.”

You tally 1 point for even and 1 point for odd.

Roll of 2 and 4: child says “24 is even, 42 is even.”

You tally 2 points for even.

Roll of 1 and 5: child says “15 is odd, 51 is odd.”

You tally 2 points for odd.

Roll of 3 and 3: child says “33 is odd.”

You tally 1 point for odd.

The first person to reach 10 points is the winner! Repeat. After playing awhile, ask your child if the game is fair (or whether being “even” or “odd” has an advantage). You can show that it is fair by creating a 6-by-6 table of all possible rolls: 18 are even and 18 are odd.