Lesson Plan

My teaching philosophy is based on the constructivist method. I strongly believe that the child should be active, the information should be constructed upon the prior knowledge or should be discovered by the child. In addition, the knowledge should be linked to the child's real life as much as possible. My lectures are generally constructed on Maria Montessori, Rudolf Steiner, or Jean Piaget educational philosophies.

In the lesson plan on even and odd numbers below, it starts with a discovery activity in which the target knowledge is constructed; and continues with a Montessori based sensorial activity, in which they are expected to create their own examples; and to include motion, a street walk is included; afterwards, according to the needs of the 21st century, educational technology tools are inserted into the lecture.

Lesson: Mathematics

Grade: 2

Topic: Odd and Even Numbers

Duration: 45 minutes

Introduction:

Activity 1: **Discovery Activity**

The beginning activity will be introduced here:
"I will give your number cards from 1 to 9 and give you some beans to represent these numbers. You should place the beans as in the example."

One example will be demonstrated on the board with magnetic cards, and drawings. And then make them to work in pairs. After controlling their work, the first question will be directed:
"Which numbers are alone? Which of them do not have a pair?"

Here, I will circle the numbers 1,3,5,7,9 on the board, identify them as "odd numbers". Second question comes:
"Which numbers are in pairs?"

I will circle the numbers 2,4,6,8 on the board, and identify them as "even numbers."
Here, one important point is underlined:
"Do you notice that all even numbers are divided into groups of two? However, in odd numbers, if you divide them into groups of two, as you did now, there is always one "odd", I mean one left over." (The note is written on the board)

Next:
"What about zero? Is it odd or even?"

After hearing from them, zero speaks:

"Immm, there are two groups of numbers, but this group has less members, let's join them!"

And it goes to even numbers group. Here, a more general information is given:
"Are these all odd or even numbers? No! Any numbers ending with 1,3,5,7,9 is odd and any number ending with 0,2,4,6,8 are even numbers."

Body:

Students are given some time to take notes on the topic.

Activity 2: Sensorial Activity

Provide a salt tray and ask each child to "write" one even one odd number using their fingers on the salt (Here, the bottom of the tray should be colorful to make the number visible). They are expected to choose the numbers from their own lives, e.g their age, house number, bus number, school number, etc.

Activity 3: Take a Walk in the Neighborhood

In this part, the class takes a walk in the Street, and focuses on the house numbers. They are expected to discover how the numbers are arranged.

Activity 4: Odd and Even Digital Game

A computer-based game is played on the new information.

Ending Activity: Drill and Practice

Lastly, worksheets on the topic are distributed. They cover all details, i.e., differentiating odd and even numbers, and grouping them into twos. If there is time remaining, some of them can be solved in the class; otherwise, they are assigned as homework.

Summary:

Here, from the beginning till the end of the lecture is summarized:
"*What have we learnt today? Odd numbers end with 1,3,5,7,9; and even numbers end with 0,2,4,6,8. And, keep in mind that only even numbers can be divided into two exactly."*