2(7) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.	**2(7)(A)** The student is expected to determine whether a number up to 40 is even or odd using pairings of objects to represent the number.

Materials
- 40 counters (one-inch tiles, two-colored counters, etc.)

Procedure:
Place a set of counters near the student. Ask the student to grab different numbers of counters then pair the counters to determine whether the set of counters is even or odd.

Grab a handful of counters. How many counters did you grab?
Pair the counters.
Is the number _____ even or odd?

Repeat as necessary.

Check Student's Responses:

1. Number: _____
   □ Odd
   □ Even

2. Number: _____
   □ Odd
   □ Even

3. Number: _____
   □ Odd
   □ Even

4. Number: _____
   □ Odd
   □ Even

Notes:

2(7)(A) The student is expected to determine whether a number up to 40 is even or odd using pairings of objects to represent the number.	**Possible interpretations, issues to follow up on, and implications for teaching**

What did you observe?

- The student **correctly identified numbers as odd or even.** The student may be ready to determine whether a number is even or odd using more abstract tools such as the hundreds chart.

- The student **incorrectly identified numbers as odd or even.** This student may benefit from explicit instruction about the meaning of even and odd.

  A teaching strategy might include asking the student to pair a set of counters. Ask the student the following questions:
  - *Does every counter have a partner?*
    - *If yes, state "This number is even because when we place the counters in groups of two all of the counters have a partner."*
    - *If no, state, "This number is odd because when we place the counters in groups of two there is a counter left over or without a partner."*