

Odd Pods

In a Pickle - Lesson 1



For the Classroom:

- Group structure - whole group or small group
- Location - at tables
- Approximate time - 10 minutes

Standards:

CCSS.MATH.CONTENT.2.OA.C.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

Materials:

- Okra pods (1 per student)
- 2 wide-mouth jars
- Optional: [“Quick Pickle Ingredient” Cards](#) (if ingredients are not available)



Procedures:

1. Engage:

- a. “Today we are going to make okra pickles! But we have so much okra we will need to divide our pickles into two jars.”

2. Explore:

- a. First, allow each child to harvest one okra pod or distribute one okra pod to each child. Then, provide time for each child to wash and dry their okra pod. Alternatively, you can use the [“Quick Pickle Ingredient” Cards](#).
- b. “How many students do we have here today? Show me a thumbs-up/thumbs-down, will we be able to divide our okra pods into the jars equally? Put your hand in the air if you’d like to share, why or why not?” Select students to share their ideas.
- c. “Now, let’s try it! How can we evenly divide our pods between each jar?” Demonstrate how one student can put their okra in one jar, then the next student can put their okra in the next jar. Continue until every student has had a chance. (More okra will fit in each jar if students alternate some pods facing up and some pods facing down.)

3. Explain:

- a. “If we are able to evenly divide a set number of objects into two groups, that number is said to be even. If we are left with one leftover after dividing a set of number of objects into two groups, that number is said to be odd.”
- b. “Is the number of children here today, the number of okra we harvested, even or odd?”

Lesson Created by Jenna Mobley for Georgia Organics