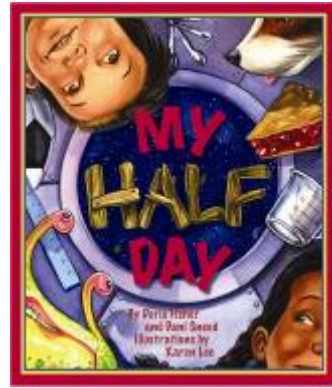
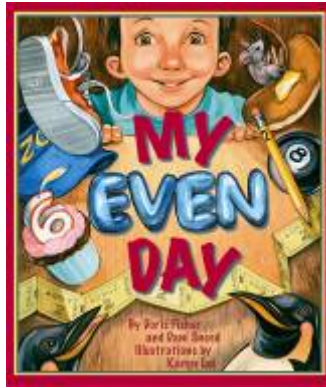
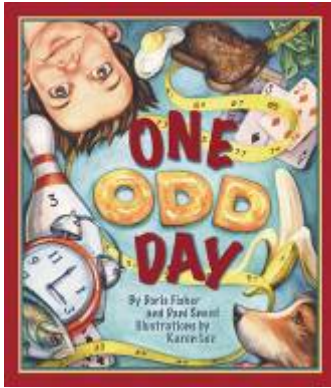


# Teaching Activities

for



## Questions to Ask Before & after reading the book

2

- Questions to ask before reading the book
- What do children already know? With charts
- After reading the book – writing prompts & thinking it through
- Re-read the book looking for more information
- Comprehension questions
- Fun things to look for
- What do children already know activity conclusion

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- Odd & Even pattern
- Fraction and Decimal Memory Game

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- Art suggestions
- *Odd & Even* Bingo

Teaching Activities are intended for use at home, in the classroom, and during story-times.

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Thanks to authors Doris Fisher & Dani Sneed for providing many of the teaching activity leading questions and activities.

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## Questions to ask children before reading the books

### ***One Odd Day***

- What do you think the book is about by looking at the cover? (or one or two of the inside illustrations) *Sometimes it is easy to tell from the cover, other times it is not.*
- Why do you think the boy is upside down?
- What animals are on the cover?
- What foods are on the cover?
- What does “odd” mean? Can it mean strange? Does it have another meaning in math class?

### ***My Even Day***

- What do you think this book is about?
- What animals are on the cover?
- What foods are on the cover?
- Where do you need tickets? Where do you think the boy could be going?
- Why do you think the boy is smiling?
- What does “even” mean? Does it have a meaning in math class?

## **What do children already know?**

- Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.
- The children should write down their “concepts” (or adults for them if the children are not yet writing) on the provided chart found on the next page.
- Use the questions to get children thinking about what they already know. Feel free to add more questions or thoughts according to the child(ren) involved.

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## What do children already know—activity chart

Ask children to write down what they think they know before reading the book. If the information is verified while reading the book, check “yes.” If the information is wrong, mark “no” and cross it off. Write the correct information in another section, below. Make a note of how you verify the information.

<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
What are some odd numbers?			Text Illustration Info in FCM Other
What are some even numbers?			Text Illustration Info in FCM Other
What are fractions?			Text Illustration Info in FCM Other
What are some other uses of the word “odd?”			Text Illustration Info in FCM Other
What does “what are the odds” mean?			Text Illustration Info in FCM Other
Are “pairs” always even or odd?			Text Illustration Info in FCM Other

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**Use this chart for any other thoughts the children might have.**

<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other

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## Comprehension, writing prompts, & thinking it through

### *One Odd Day*

- Was the boy confused by the alarm clock? Why?
- How did his shirt surprise him?
- What type of eating utensils did he have on the breakfast table?
- How did the dog act normal even though it had five legs?
- What kind of bus driver drove to school?
- What month of the year is it?
- How did the boy feel about his day?
- Why was he in a hurry to go to bed?
- Was the next day normal? Why or why not?

### *My Even Day*

- What is unusual about Mom?
- What is another name for a flapjack?
- What are the flowers on the kitchen table?
- Why do you need a buddy on a school trip?
- How would it feel inside a kangaroo's pouch?
- What does the word "scramble" mean?
- What does Mom look like the next morning?
- Will it be a normal day for him? Why?

### *My Half Day*

- What was unusual about his hair?
- What did he have for breakfast?
- What was the name of the camp?
- Why did Donna win at archery practice?
- What was strange about the soccer team?
- What did they do after playing soccer?
- What happens when the boy wakes up the next morning?

## Fun things to look for

The illustrator, Karen Lee, has hidden all kinds of odd and interesting things in the art. What can you find? Count the items.

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## What do children already know—activity conclusion

- Do the children have any more questions about even or odd numbers or fractions? If so, write them down on the chart.
- Identify whether the information was verified and how.
- If the concept is correct, make a note of how the information was confirmed (illustration, in text, in fun fact notes)
- If the concept was not correct, what IS the correct information – with above confirmation notes as above.
- If the concept was neither confirmed nor denied, look the information up in a reliable source and note where it was confirmed.
- Wrap it all up by adding notes with new information that they learned either through the reading or the research while looking up something else.

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**Language Arts**  
***One Odd Day***

Sequence sentence strips

Preparation: Cut into sentence strips, laminate if desired, and place in a “center.” Have children put the events in order. Children may work alone or in small groups. Cards are in order but should be mixed up when cut apart.

----- ✂ -----

**The boy woke up to an alarm clock with  
1, 3, 5, 7 & 11.**

----- ✂ -----

**His shirt had three sleeves and his dog had five  
legs.**

----- ✂ -----

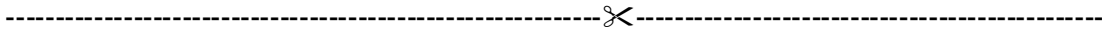
**Mom made a very odd breakfast.**

----- ✂ -----

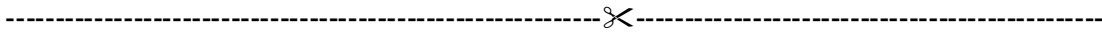
**He rode a pink polka dot bus to school.**

----- ✂ -----

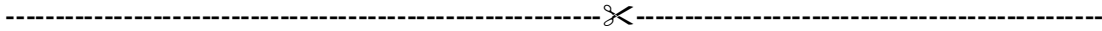
**Odd things happened at school and on the  
playground.**



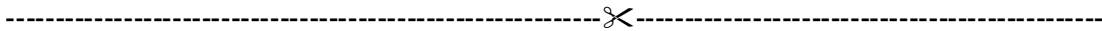
**He was eager to go to bed hoping that tomorrow  
would be right.**



**He woke up thinking everything was okay.**



**Mom walked in with two heads**



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## ***My Even Day***

### Sequence sentence strips

Preparation: Cut into sentence strips, laminate if desired, and place in a "center." Have children put the events in order. Children may work alone or in small groups. Cards are in order but should be mixed up when cut apart.

----- ✂ -----

**Mom walked in with two heads.**

----- ✂ -----

**He had a strange breakfast.**

----- ✂ -----

**They got on the bus two by two.**

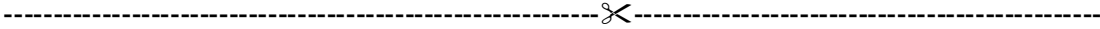
----- ✂ -----

**They arrived at the zoo.**

----- ✂ -----

**Twin kangaroos were the zoo guides.**

**Lions had wings and snakes balanced cakes.**



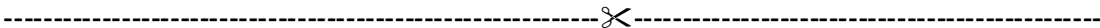
**They rode the bus back to school.**



**He was eager to go to bed hoping that tomorrow  
would be right.**



**He woke up thinking everything was okay.**



**He had a hair on only half of his head!**

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## ***My Half Day***

### Sequence sentence strips

Preparation: Cut into sentence strips, laminate if desired, and place in a "center." Have children put the events in order. Children may work alone or in small groups. Cards are in order but should be mixed up when cut apart.

----- ✂ -----

**He awoke with a half head of hair.**

----- ✂ -----

**He had a strange breakfast.**

----- ✂ -----

**He and Donna rode a moving truck to camp.**

----- ✂ -----

**They shot arrows and Donna won because her target was  $\frac{1}{2}$ .**

----- ✂ -----



**They went for a canoe ride.**



**They played an out-of-this world soccer game.**



**He was eager to go to bed hoping that tomorrow  
would be right.**



**He woke up thinking everything was okay.**



**His dad's face was a clock!**

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## Riddle me this

### One Odd Day

- I am odd and rhyme with “tree” – what am I? \_\_\_\_\_
- I am odd and rhyme with “hive” – what am I? \_\_\_\_\_
- I am odd and rhyme with “heaven” – what am I? \_\_\_\_\_
- I am odd and am found between twelve and fourteen – what I am? \_\_\_\_\_
- I am odd and am the sum of 2 and 9 – what am I? \_\_\_\_\_

### My Even Day

- I am even and rhyme with “shoe” – what am I? \_\_\_\_\_
- I am even and rhyme with “door” – what am I? \_\_\_\_\_
- I am even and rhyme with “hen” – what am I? \_\_\_\_\_
- I am even and am found between seventeen and nineteen – what am I? \_\_\_\_\_
- I am even and am the sum of 3 and 5 – what am I? \_\_\_\_\_

### Odd or even?

- When you add two odd numbers together, you always get an \_\_\_\_\_ number.
- When you add odd and even numbers together, you always get an \_\_\_\_\_ number.
- When you add two even numbers together, you always get an \_\_\_\_\_ number.

### My Half Day?

- Why do we use fractions? \_\_\_\_\_  
\_\_\_\_\_
- Which is bigger:  $\frac{1}{2}$  or  $\frac{1}{3}$ ? \_\_\_\_\_
- If 4 people want to equally share a candy bar, what fraction would each get? \_\_\_\_\_
- What is the value of  $\frac{1}{4}$  of a dollar? (coin) \_\_\_\_\_
- What is the value of  $\frac{1}{10}$ <sup>th</sup> of a dollar? (coin) \_\_\_\_\_
- What are some tools for measuring fractions? \_\_\_\_\_  
\_\_\_\_\_
- Why was it unfair that Donna’s archery target was  $\frac{1}{2}$ , but the boy’s was only  $\frac{1}{6}$ <sup>th</sup>? \_\_\_\_\_  
\_\_\_\_\_

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## Odd & Even Word search

Find the hidden words. Even non-reading children can try to match letters to letters to find the words! Easy – words go up to down or left to right.

For older children, identify the coordinates of the first letter in each word (number, letter).

	A	B	C	D	E	F	G	H	I	J
1	R	O	U	N	Y	F	T	W	O	S
2	S	E	V	E	N	T	N	I	N	E
3	Q	V	Z	A	S	K	F	S	R	O
4	U	E	T	R	I	T	F	I	V	E
5	A	N	E	I	G	H	T	X	S	O
6	R	T	N	M	I	G	W	O	E	T
7	E	Z	H	P	G	F	O	D	D	T
8	A	E	Y	A	T	H	R	E	E	L
9	T	R	O	I	D	O	U	B	L	E
10	F	O	U	R	H	S	T	T	G	O

\_\_\_, \_\_\_ ZERO

\_\_\_, \_\_\_ THREE

\_\_\_, \_\_\_ SIX

\_\_\_, \_\_\_ NINE

\_\_\_, \_\_\_ ODD

\_\_\_, \_\_\_ ONE

\_\_\_, \_\_\_ FOUR

\_\_\_, \_\_\_ SEVEN

\_\_\_, \_\_\_ TEN

\_\_\_, \_\_\_ PAIR

\_\_\_, \_\_\_ TWO

\_\_\_, \_\_\_ FIVE

\_\_\_, \_\_\_ EIGHT

\_\_\_, \_\_\_ EVEN

\_\_\_, \_\_\_ DOUBLE

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## My Half Day Word search

Find the hidden words. Even non-reading children can try to match letters to letters to find the words! Easy – words go up to down or left to right.

For older children, identify the coordinates of the first letter in each word (number, letter).

	A	B	C	D	E	F	G	H	I	J
1	A	D	D	A	E	P	A	R	T	D
2	Y	H	A	L	F	I	F	T	H	S
3	E	A	T	O	R	T	L	Y	I	E
4	O	K	Q	U	A	R	T	E	R	V
5	T	S	I	D	C	I	W	I	D	E
6	E	I	G	H	T	H	S	I	T	N
7	N	X	E	D	I	V	I	D	E	T
8	T	T	A	R	O	T	H	O	A	H
9	H	H	I	B	N	X	N	G	A	S
10	S	S	E	C	T	I	O	N	O	T

\_\_\_, \_\_\_ FRACTION  
 \_\_\_, \_\_\_ QUARTER  
 \_\_\_, \_\_\_ FIFTHS  
 \_\_\_, \_\_\_ DIVIDE

\_\_\_, \_\_\_ HALF  
 \_\_\_, \_\_\_ PART  
 \_\_\_, \_\_\_ SIXTHS  
 \_\_\_, \_\_\_ SECTION

\_\_\_, \_\_\_ THIRD  
 \_\_\_, \_\_\_ EIGHTHS  
 \_\_\_, \_\_\_ SEVENTHS  
 \_\_\_, \_\_\_ TENTH

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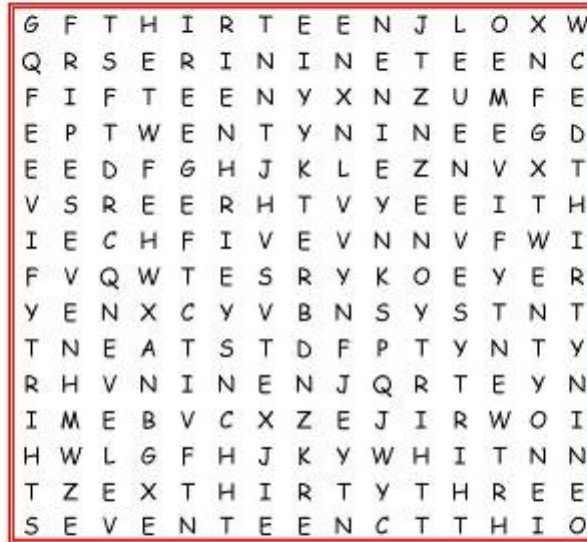
# ODD NUMBER FUN!



How many numbers are listed below?  
Is that an odd number?



Circle all the numbers inside the square.  
Look up, down, across, backwards and diagonally.



- |       |           |              |              |
|-------|-----------|--------------|--------------|
| ONE   | ELEVEN    | TWENTY ONE   | THIRTY ONE   |
| THREE | THIRTEEN  | TWENTY THREE | THIRTY THREE |
| FIVE  | FIFTEEN   | TWENTY FIVE  | THIRTY FIVE  |
| SEVEN | SEVENTEEN | TWENTY SEVEN | THIRTY SEVEN |
| NINE  | NINETEEN  | TWENTY NINE  | THIRTY NINE  |

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# EVEN NUMBER FUN!



How many numbers are listed below?  
Is that an even number?



Circle all the numbers inside the square.



Look up, down, across, backwards and diagonally.



T	E	N	T	O	O	W	T	Y	T	N	E	W	T
H	W	E	S	T	W	E	L	V	E	F	O	R	R
I	N	E	E	I	G	H	T	E	E	N	T	W	U
R	S	T	H	G	X	F	U	O	R	H	H	E	O
T	X	R	W	H	Z	E	R	O	G	T	I	Y	F
Y	I	U	N	E	E	T	X	I	S	O	R	T	Y
F	S	O	Q	X	Z	Y	E	L	F	W	T	R	T
O	Y	F	O	R	T	Y	C	R	O	H	Y	I	N
U	T	W	E	N	T	Y	Y	A	U	S	E	H	E
R	N	E	E	N	H	W	T	W	R	Y	I	T	W
S	E	V	E	T	R	I	O	X	E	I	G	H	T
E	W	W	I	X	I	S	Y	T	R	I	H	T	H
V	T	G	O	W	T	Y	T	R	I	H	T	H	I

ZERO

TWO

FOUR

SIX

EIGHT

TEN

TWELVE

FOURTEEN

SIXTEEN

EIGHTEEN

TWENTY

TWENTY TWO

TWENTY FOUR

TWENTY SIX

TWENTY EIGHT

THIRTY

THIRTY TWO

THIRTY FOUR

THIRTY SIX

THIRTY EIGHT

FORTY

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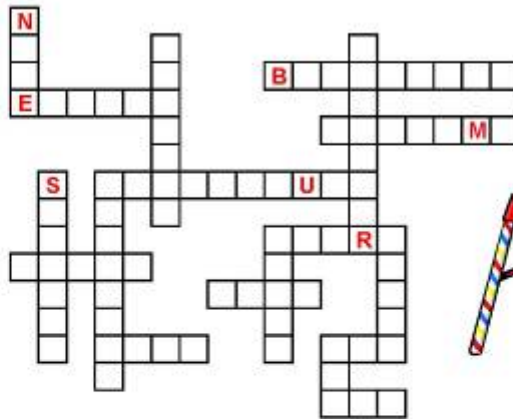
# ONE ODD DAY!

Can you write all the words below inside the boxes?

**N U M B E R S** has been placed inside the puzzle as a clue.



ONE	THREE	BANANAS
ODD	SEVEN	BEDTIME
DAY	JEANS	PRINCESS
FIVE	SHIRT	CALENDAR
NINE	ELEVEN	BREAKFAST
SOCK	SLEEVES	PLAYGROUND



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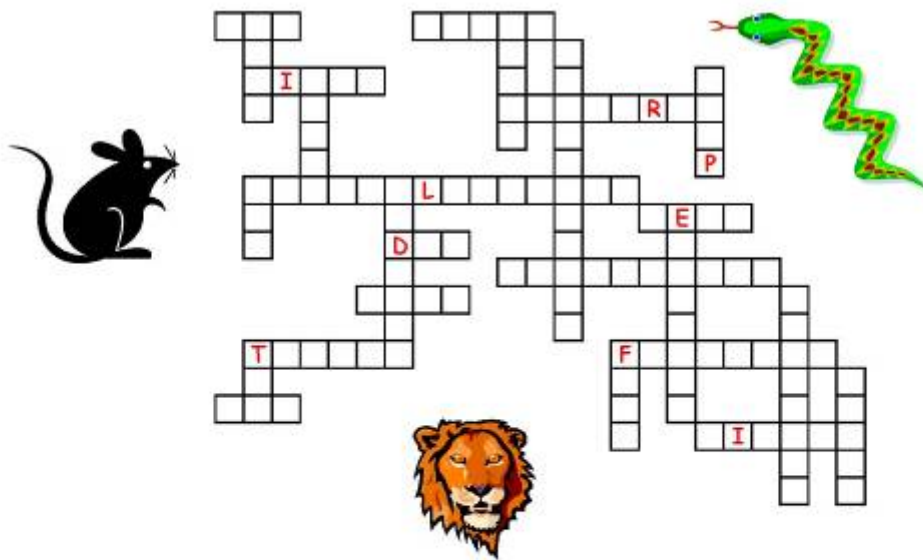
# MY EVEN DAY!



Can you write all the words below inside the boxes?

F I E L D T R I P has been placed inside the puzzle as a clue.

EVEN	FOUR	SOUP	MOUSE	KANGAROO
DAY	SIX	FLAPJACK	SNAKE	WATERMELON
ZOO	TEN	BACKPACK	GATOR	BEDTIME
ZERO	EIGHT	BUDDY	LIZARD	CONSTRUCTOR
TWO	TWELVE	LION	ELEPHANT	SCRAMBLES SAURUS



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## Science

### ***One Odd Day***

- What animals are in this book?
- Why does the kitchen have a fire extinguisher?
- What kind of creature would you call Miss Dodd?

### ***My Even Day***

- Can you carry soup in a paper sack? Why or why not?
- How would it feel to carry a backpack with ten watermelons in it?
- Gator is a shortened name for what animal?
- What is a reptile?
- Can you juggle? Is it hard? Why?
- What force causes objects to fall downward after they are tossed in the air?
- Have you ever seen a Scramblesaurus?

### ***My Half Day***

- Do you think aliens would really come from outer space to play soccer?
- Do you think there is life on other planets, like Mars?
- If so, what do you think that life looks like?
- What are some things that space aliens would need to be able to do to survive on earth?

## Patterning & Predicting

Part of being a good scientist is the ability to observe things and to make predictions about what will or could happen.

At the end of ***One Odd Day***, the boy wakes up to see his mother with two heads. That starts the second book, ***My Even Day***. At the end of that book, the boy wakes up with half a head of hair. What do you think the next book will be about?

Predicting something is much easier if there is a pattern. By coloring odd numbers one color and even numbers another color, it is very easy to see a pattern. Some patterns are more difficult to see. For example: what is the pattern of: 1, 2, 3, 5, 8, 13, 21, 34, & 55? What would the next number be?

Use the chart on the next page to have children make up their own number pattern. Have another child (or you) guess what the pattern is and determine what the next number will be.

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## Patterning & Prediction Chart

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

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## Science journal

Have children draw a picture to define the vocabulary word or concept

**Odd numbers**

**Even numbers**

**One-half**

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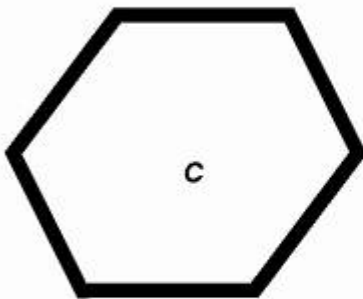
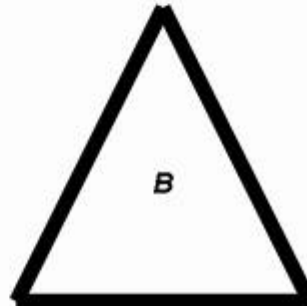
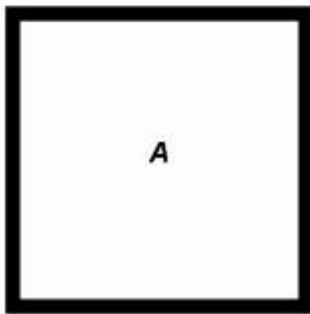
# Math

Children should do the odd & even pattern activities in the books' "For Creative Minds" sections if they have not already done so.

## *One Odd Day My Even Day*

National Math Standard 1: Number and Operation Objectives:  
Understand numbers, ways of representing, relationship & number system  
National Math Standard 3: Geometry and Spatial Sense  
Analyze characteristics and properties of two-dimensional shapes

Have children count how many sides each shape has.  
Match the letter of the shape to the shape's name and number of sides.  
Is the number of sides odd or even?



- \_\_\_\_\_ *Triangle (3) Odd or Even?*
- \_\_\_\_\_ *Square (4) Odd or Even?*
- \_\_\_\_\_ *Pentagon (5) Odd or Even?*
- \_\_\_\_\_ *Hexagon (6) Odd or Even?*

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## One Odd Day & My Even Day Patterning

You will need: two crayons or coloring pencils of different colors

If the number is even, it will end with 0, 2, 4, 6, or 8 in the “ones” column.  
Color it one color.

If the number is odd, it will end with 1, 3, 5, 7, or 9 in the “ones” column.  
Color it the other color.

Do you see any patterns?

222	234	123	246	258	260	272	101	284	296
300	312	235	324	336	348	350	113	362	384
999	997	347	995	993	991	899	125	897	895
12	22	459	34	46	58	60	137	72	83
2	4	561	6	8	10	12	149	14	16
1110	1112	673	1114	1116	1118	1120	151	1122	1124
5110	5112	785	5114	5116	5118	5120	163	5122	5124
1111	1113	897	1115	1117	1119	1121	175	1123	1125
8998	9000	909	9002	9004	9006	9008	187	9010	9012
1008	1010	1011	1012	1014	1016	1018	199	1020	1022

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## Fraction and Decimal Memory Card Game

Make a copy of each of the sorting card pages and cut out the cards. Mix them up and place them face down on a table. Taking turns, each player should turn over two cards so that everyone can see. If the fraction value and the decimal value of the cards match, he or she keeps the pair and takes another turn. If they do not match, the player should turn the cards back over and it is another player's turn. The player with the most pairs at the end of the game wins.

$\frac{1}{2}$	$\frac{1}{3}$	$\frac{1}{4}$	$\frac{1}{5}$
$\frac{1}{6}$	$\frac{1}{8}$	$\frac{1}{10}$	$\frac{2}{3}$
$\frac{3}{4}$	$\frac{7}{8}$	.5	.33
.25	.2	.16	.125
.125	.66	.75	.825

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## Art Suggestions

### *One Odd Day*

- Draw a playground if it was an ODD day at recess.
- Draw a classroom if it was an ODD day at school.
- Create an ODD creature out of clay.
- Draw your own room with ODD items in it.

### *My Even Day*

- Draw your breakfast before school.
- Create and draw your own Scramblesaurus.
- Make a Scramblesaurus out of clay

### *My Half Day*

- Draw yourself with one-half of your hair.
- Draw a picture of what you think life on Mars would look like.
- Make an outer-space alien out of clay
- Draw yourself with a clock face.

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