The documents in this section have been organized by instructional unit of study and the Virginia Beach Objectives (VBOs). Each section will begin with information teachers need to have to understand the unit, followed by the identified pacing, and then the VBO Overview pages. Any assessments that align to the objective as well as supplemental lessons that support the objective will follow the objective overview page. Additional resources may be found in the resource folder located on SharePoint. This may include .PDF files and/or flipchart/notebook files that could not be included here.

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\*For additional information regarding the Virginia Mathematics Standards of Learning 2009 Curriculum Framework for Grade 1, please follow this link: <http://www.doe.virginia.gov/testing/sol/frameworks/mathematics_framewks/2009/framewk_math1.doc>

**Understanding the State Framework**

**Unit 1 Numeration – Part 1 (3.5 weeks)**

* There are three developmental levels of counting:
* rote sequence;
* one-to-one correspondence; and
* the cardinality of numbers.
* Counting involves two separate skills: verbalizing the list of standard number words in order (“one, two, three, …”) and connecting this sequence with the items in the set being counted, using one-to-one correspondence. Association of number words with collections of objects is achieved by moving, touching, or pointing to objects as the number words are spoken.
* The last number stated represents the number of objects in the set. This is known as the cardinality of the set.
* Rote counting is a prerequisite skill for the understanding of addition, subtraction, and the ten-to-one concept of place value.
* Articulating the characteristics of each numeral when writing numbers has been found to reduce the amount of time it takes to learn to write numerals.
* Counting backward by rote lays the foundation for subtraction. Students should count backward beginning with 30, 29, 28, … through …3, 2, 1, 0.
* An ordinal number is a number that names the place or position of an object in a sequence or set (e.g., first, third). Ordered position, ordinal position, and ordinality are terms that refer to the place or position of an object in a sequence or set.
* The ordinal position is determined by where one starts in an ordered set of objects or sequence of objects (e.g., left, right, top, bottom).
* The ordinal meaning of numbers is developed by identifying and verbalizing the place or position of objects in a set or sequence (e.g., a student’s position in line when students are lined up alphabetically by first name).

**During planning, please be mindful of possible manipulatives for this unit. Possible MANIPULATIVES for this unit could include: unifix cubes, beaded number line, five and ten frames, rekenreks, counters, number line, and number chart.**

**Grade 1 Unit 1 Pacing**

|  |  |  |
| --- | --- | --- |
| **Unit 1: Numeration – Part 1 (3.5 weeks)** | | |
| **VBO** | **SOL** | **Notes** |
| **MA.1.1.1** The student will count from 0 to 120, starting from any number less than 120, and write the corresponding numerals. | **SOL 1.1a; Number and Number Sense** | Summatively assess for mastery  (loaded in Synergy for Quarter 1) |
| **MA.1.1.4** The student will count backward by ones from 30. | **SOL 1.2; Number and Number Sense** | Summatively assess for mastery  (loaded in Synergy for Quarter 1) |
| **MA.1.1.7** The student will identify the ordinal position first through fifteenth, using an ordered set of objects and write the ordinal number 1st-15th. | **Number and Number Sense** | Summatively assess for mastery  (loaded in Synergy for Quarter 1) |

\*Please note that VBO 1.2.2 is **not** loaded into Synergy for Quarter 1. Students will be exposed to addition and subtraction strategies through Number Talks. Teachers should use this opportunity to informally assess students’ progress. **Proficiency in Quarter 1** is defined as a student being able to use **efficient strategies** to solve 25% of basic facts. For more information on this objective click [here.](https://www.vbcps.com/depts/CI/ElemCurriculum/Grade1Mathematics/(1)%20Front%20Matter/Computational%20Fluency%20FINAL.docx)

**Enduring Understandings**

**(VDOE Essential Understandings)**

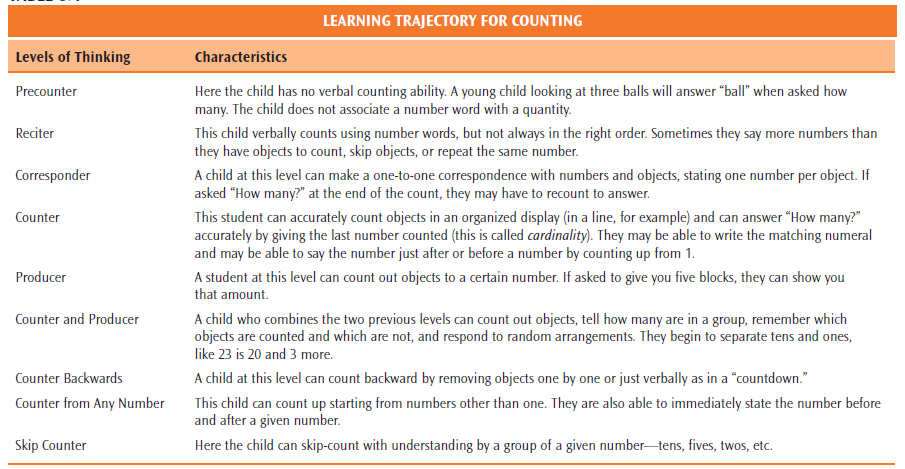
* Understand that number names correspond with a numeral and a set of objects.
* Understand that collections of objects can be grouped and skip-counting can be used to count the collection.
* Understand that describing number patterns helps to predict the next number or numbers in the skip-counting sequence.
* Understand that ordinal numbers are used to describe the position of objects in a sequence.

**Essential Questions**

* What patterns do you see in numbers?
* How do numbers relate to each other?
* What is the difference between an ordinal number and a cardinal number?
* What are some patterns that exist with numbers in a skip-counting sequence? In our number system?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **VBOs**  **(related SOL)** | **Content Specs** | **Assessments** | **VDOE/Math Connects** | **Vocabulary** | **Resources** |
| [MA.1.1.1](#TableofContents) The student will count from 0 to 120, starting from any number less than 120, and write the corresponding numerals. (**SOL 1.1a; Number and Number Sense**) | **The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to**  Count by rote from 0 to 120, using the correct name for each numeral.  Write numerals correctly.    Write each numeral from 0 to 120. | Assessment:  **MA.1.1.1** | **VDOE Lesson:**  [*Counting to 100*](#counting_to_100)  **VDOE Number Sense Modules:**  [Hundred Chart Puzzle](https://www.vbcps.com/depts/CI/ElemCurriculum/Grade1Mathematics/Additional%20Resources/VDOE%20Number%20and%20Number%20Sense%20Modules/Hundred%20Chart%20Puzzle.docx)  [Count On](https://www.vbcps.com/depts/CI/ElemCurriculum/Grade1Mathematics/Additional%20Resources/VDOE%20Number%20and%20Number%20Sense%20Modules/Count%20On.docx)  [More, More](https://www.vbcps.com/depts/CI/ElemCurriculum/Grade1Mathematics/Additional%20Resources/VDOE%20Number%20and%20Number%20Sense%20Modules/More,%20More.docx)  VDOE Videos:  [[Play button](http://www.doe.virginia.gov/instruction/mathematics/resources/videos/index.shtml)Developing Early Number Sense (grades K-2)](http://www.vdoe.whro.org/instruction/math_2011/developing_early_number_sense/DOE_NUMBER_SENSE_2_1.swf)  [[Play button](http://www.doe.virginia.gov/instruction/mathematics/resources/videos/index.shtml)Using a Beaded Number Line (grades K-2)](http://www.vdoe.whro.org/instruction/math_2011/fractions_3/fractions_3.swf)  **Math Connects:**  Chapter 1: Lessons 1-5 | number  count  number line  larger  smaller  hundreds chart  numeral  next  sequence  pattern  digit | *Elementary and Middle School Mathematics, Teaching Developmentally Eighth Edition*,  John Van De Walle -  Chapter 8 activities  *Number Talks,* by Sherry Parrish |

**Teacher Notes:**



**Teacher Notes:**

**Assessment: MA.1.1.1** – The student will count from 0 to 120, starting from any number less than 120, and write the corresponding numerals. **(SOL 1.1a; Number and Number Sense)**

A student who counts accurately, without hesitation, for all four problems and completes all four written problems on page 7, accurately earns an AP on this VBO.

**Part 1: Teacher Directed**

Counting Orally

**Part 2: Student Page**

0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14

34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48

96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110

123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Assessment: MA.1.1.1** – The student will count from 0 to 120, starting from any number less than 120, and write the corresponding numerals. **(SOL 1.1a; Number and Number Sense)**

**Part 1: Teacher Directed:**

This is the recording sheet for teachers to document student progress.

\*Have students count ORALLY starting with the indicated number to 120 and record observations below.

**Count by 1s**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **52** | **53** | **54** | **55** | **56** | **57** | **58** |
| **59** | **60** | **61** | **62** | **63** | **64** | **65** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **89** | **90** | **91** | **92** | **93** | **94** | **95** |
| **96** | **97** | **98** | **99** | **100** | **101** | **102** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **118** | **119** | **120** | **121** | **122** | **123** | **124** |
| **125** | **126** | **127** | **128** | **129** | **130** | **131** |

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Assessment: MA.1.1.1** – The student will count from 0 to 120, starting from any number less than 120, and write the corresponding numerals. **(SOL 1.1a; Number and Number Sense)**

**Part 2: Student Page**

**Write the missing numbers counting by 1s.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **0** | **1** |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **34** | **35** |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **96** | **97** |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **123** | **124** |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Counting to 100 – Virginia Department of Education©2011

**Reporting Category** Number and Number Sense

**Topic** Counting and writing numerals from 0 to 100

**Primary SOL** 1.1 The student will

a)count from 0 to 100 and write the corresponding numerals.

**Related SOL** 1.1b, 1.2, 1.4

**Materials**

* Story that features counting
* Collections of various manipulatives (e.g., bottle caps, shells, beans, keys, jewels, chicken rings, buttons, plastic animals, beads, marbles, erasers)
* Paper bags
* Index cards
* Personal hundred chart (attached)
* Large hundred chart for classroom display
* Removable stickers

**Vocabulary**

*count, counting on, group, skip-counting*, *hundred chart, total, represent*

**Student/Teacher Actions (what students and teachers should be doing to facilitate learning)**

Note: Before beginning this activity, prepare bags of assorted manipulatives to be counted by the students – one bag per pair of students. Distribute 100 items in these bags randomly, but be careful to place a different number of items in each bag so that no two bags have the same number.

1. Review writing the numerals 0 through 10. Explain that these same numerals can be used to write *all* the numerals from 11 through 100. Have students practice writing numerals each day in practical situations (e.g., numerals on the calendar, attendance slips, and lunch count).
2. To introduce students to counting from 0 to 100 and writing the corresponding numerals, share a relevant story that features counting. While sharing the story, have students count orally the number of objects in each of the story’s illustrations.
3. After the story, put students into pairs, and give each pair an index card, two copies of the hundred chart (attached), and a bag of objects. Demonstrate using the large hundred chart to count a large number of objects. Then, have each pair count the objects in their bag, using their personal hundred charts, and record on the index card the numeral for the number counted.
4. When all students have finished counting and recording, explain that they will now find out how many objects the class has all together. Ask students how we can determine the total objects the class has as a whole. Lead students to discover that by adding each group’s objects together, we can determine the class total. Have the first pair of students tell how many objects were in their bag, and have them count to that number, using a large class hundred chart on display. Have them mark that numeral on the chart with a removable sticker before returning to their seat. Continue having each pair of students tell the number of items in their bag, “count on” from the previous marked numeral on the chart, and mark the numeral they reach. Continue until all students have participated and the numeral 100 has been reached.
5. Have students tell the *total* number of items that were in all the bags. Then, ask how we can be sure we have counted correctly (by recounting all the objects). Ask students to bring their bags of objects and make a circle on the floor. Have them dump all the objects from their bags into a pile in the center of the circle, and tell them they will now count all the items to prove they got the correct number on the hundreds chart. After students have finished counting, point out that it took a long time to count all the objects one at a time.
6. Ask whether there is a faster way to count the objects. Accept student responses, and, if necessary, suggest grouping the objects in various ways – i.e., into groups of two, five, or ten – and then skip-counting to determine the total number. Have students try each of these groupings and count the groups by twos, fives, and tens to 100. Ask whether this way of counting was faster than counting one at a time.

**Assessment**

* **Questions**
* “What numeral would represent *no* objects in a group?”
* “What are some different ways we can count to 100?”
* **Journal/Writing Prompts**
* “Write the numerals 0 through 100.”
* “Represent the number of objects you had in your bag.”
* **Other**
* Coach students while they are counting and grouping objects.
* Use recording sheets to show the progress when students are writing numerals, counting orally, and skip-counting.
* Provide pictures of sets of items, and have students count and record the number of items in each set.

**Extensions and Connections (for all students)**

* Create a math center where students can open labeled bags of manipulatives, count the items in each bag, and record in their journals the number of items counted.

**Strategies for Differentiation**

* Put students into pairs or groups of three so they may provide support to one another. Allow each group to place items directly on the hundred chart in order to count the number of objects in their bag. Provide each group with a sentence frame:

“We have \_\_\_\_ \_\_\_\_ in our bag.” Have them fill in the two blanks with the number and kind of items.

**Hundred 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 | 100 |
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **VBOs**  **(related SOL)** | **Content Spec** | **Assessments** | **VDOE/Math Connects** | **Vocabulary** | **Resources** |
| [MA.1.1.4](#TableofContents) The student will count backward by ones from 30. **(SOL 1.2; Number and Number Sense)** | **The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to**  Orally count backward with or without manipulatives which could include a number line, cubes, counters, etc.  Describe patterns in counting by ones (forward and backward) and  skip-counting and use those patterns to predict the next number in the counting sequence. | Assessment**: MA.1.1.4** | **VDOE Lesson:**  [*Counting Collections*](#counting_collections)  \*For alignment to MA.1.1.4, see Student/Teacher Actions #9 and Strategies for Differentiation Section, bullet #2.  **\*Edit this lesson to only cover the objective MA.1.1.4. This VDOE Lesson will return in Unit 3 as it relates to MA.1.1.3.**  **Math Connects:**  Chapter 1: Lesson 10 | number  count  counting backward  counting  backward  ones  pattern  digit  next  sequence | *Every Day Counts Calendar Kit*  *Elementary and Middle School Mathematics, Teaching Developmentally Eighth Edition*,  John Van De Walle -  Chapter 8 activities  *Number Talks,* by Sherry Parrish |

**Teacher Notes:**

**Assessment MA.1.1.4** – The student will count backward by ones from 30. **(SOL 1.2; Number and Number Sense)**

A student who counts backward by ones accurately and without hesitation earns an AP on this VBO**.**

**Assessment: MA.1.1.4** - The student will count backward by ones from 30. **(SOL 1.2; Number and Number Sense)**

**Teacher Directed:**

This is the recording sheet for **teachers** to document student progress.

\*Have students count ORALLY starting with 30 and record observations below.

Count backward by 1s.

|  |  |  |  |
| --- | --- | --- | --- |
| **30** | **29** | **28** | **27** |
| **26** | **25** | **24** | **23** |
| **22** | **21** | **20** | **19** |
| **18** | **17** | **16** | **15** |
| **14** | **13** | **12** | **11** |
| **10** | **9** | **8** | **7** |
| **6** | **5** | **4** | **3** |
| **2** | **1** | **0** |  |

Counting Collections – Virginia Department of Education @2011

**Reporting Category** Number and Number Sense

**Topic** Counting and skip-counting

**Primary SOL** 1.2The student will count forward by ones, twos, fives, and tens to 100 and backward by ones from 30.

**Related SOL** 1.1a, b

**Materials**

* Clear jars
* 100 small objects for counting
* Chart paper (optional)
* Counting cups

**Vocabulary**

*count, backward, forward, skip-count*

**Student/Teacher Actions (what students and teachers should be doing to facilitate learning)**

1. Gather students on the floor in a circle, and place a clear jar containing up to 100 objects in the middle of the circle. Ask students to estimate how many objects are in the jar. Record their estimates on the chart paper or on the board.
2. After all students have had a chance to estimate, ask how we can find out exactly how many objects are in the jar (by counting). Dump the contents of the jar onto the floor, and have students start counting orally with you by ones. When you finish counting, check the estimates, and discuss their accuracy.
3. Point out how long it took to count by ones, and ask if anyone has an idea of how you could count the objects faster. If nobody suggests skip-counting, ask questions to lead students to this suggestion. Ask students what skip-counting is, and discuss all the ways you can skip count (by twos, threes, fours, fives, etc.).
4. Ask students which would be the fastest method of counting: counting by twos, fives, or tens. After they have given their answers and justified their reasoning, tell them they are going to test skip-counting all three ways to see which is the fastest.
5. Ask approximately one-third of the students to come to the middle of the circle and group the objects into groups of two. Once all the objects have been grouped, begin to lead the class in counting them again by ones. Some students should stop you and question your counting by ones, but if there are no objections, prompt them by saying, “Am I counting correctly?” Ask them how the objects can be counted faster. When they suggest counting by twos, ask why. After they justify their answer, begin counting the objects by twos.
6. Repeat step 5, using another one-third of the students to group the objects into groups of five. Ask how they should be counted this time and to explain why. When students have justified their answers, lead them in counting the groups by fives.
7. Once again, repeat step 5, using the last one-third of the class to form groups of ten. When students have explained why they will be counting by tens, lead them in counting by tens.
8. Ask students which way of counting was the fastest and to explain why.
9. Have each group of students assemble a jar of 30 objects, using skip-counting. When each group is satisfied there are 30 objects in their jar, ask each group to share their strategy for counting the objects. Then, select one jar to demonstrate counting backward. Begin by removing one object from the jar and asking students, “We had 30 objects in the jar, and we have taken one out. How many objects are left in the jar?” Continue by passing the jar around the circle and having students remove one object at a time while counting backward from 30 until the jar is empty.

**Assessment**

* **Questions**
* “Why is it helpful to use skip-counting when counting large numbers of objects? Can you give an example of when skip-counting may help you?”
* “Which is faster, counting by ones, twos, fives, or tens? Why?”
* **Journal/Writing Prompts**
* “You need to count out 100 marbles and put them in a bag. In order to count them as fast as possible, would you count them by ones, twos, fives, or tens? Explain why, and draw a picture to show what the marbles would look like if you decide to put them into groups.”
* “Write your numbers from 10 to 100 by tens. Then, write them from 5 to 100 by fives. Finally, write them from 2 to 100 by twos. Which way took you the longest time? Explain why.”
* **Other**
* Give each student 50 objects to group by twos and then again by tens. Ask what happens to the size of the groups when you change from counting by twos to counting by tens.
* Use a hundred chart to help students practice skip-counting. Have students color in a hundred chart as you count together so they can see the patterns that form. This can be modeled using a large hundred chart, and charts may be displayed in the classroom as a reference for students.

**Extensions and Connections (for all students)**

* Provide many different manipulatives in your math center for students to use when practicing counting by ones, twos, fives, and tens. You might also provide counting cups to help students group their manipulatives.
* Read stories or nursery rhymes that focus on skip-counting or counting backward. After reading and discussing the stories, place them in your math center for students to enjoy.
* Have students use a manipulative (e.g., plastic bears) to make six groups of three. Ask how many bears there are all together. Have students practice counting by threes to 18, using the manipulatives.

**Strategies for Differentiation**

* Have students use counting cups to help them keep track of the groups of objects they are counting.
* Have students place 30 objects on a hundred chart and count backward by removing one object at a time. Different numbers of objects could be used to make the activity more accessible or challenging.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **VBOs (related SOL)** | **Content Spec** | **Assessments** | **VDOE/Math Connects** | **Vocabulary** | **Resources** | |
| **[MA.1.1.7](#TableofContents)** The student will identify the ordinal position first through fifteenth, using an ordered set of objects, and write the ordinal number 1st-15th. | **The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to**  Identify and write ordinal numbers:  Sets should be positioned:   * left-to-right; * right-to-left; * top-to-bottom; and/or * bottom-to-top.   Count an ordered set of objects, using ordinal number words first through fifteenth.  Write 1st, 2nd, 3rd….15th in numerals. | Assessment 1: **MA.1.1.7**  Assessment 2: **MA.1.1.7**  Assessment 3: **MA.1.1.7**  Assessment 4: **MA.1.1.7**  Assessment 5: **MA.1.1.7**  Assessment 6: **MA.1.1.7**  Assessment 7: **MA.1.1.7**  Assessment 8: **MA.1.1.7**  Assessment 9: **MA.1.1.7** | [***Paper Chains***](#paper_chains)***:***  Adapted from Kindergarten Number and Number Sense Module  [***Ordinal Numbers: Crab Houses***](#ordinal_numbers_crab_house)***:***  Adapted from Second Grade Number and Number Sense Module  [***Ordinal Numbers***](#ordinal_numbers)***:*** Adapted from Second Grade Number and Number Sense Module  **Math Connects:**  Chapter 1: Lessons 11 and 12 | ordinal numbers  first (1st)  second (2nd)  third (3rd)  fourth (4th)  fifth (5th)  sixth (6th)  seventh (7th)  eighth (8th)  ninth (9th)  tenth (10th)  eleventh (11th)  twelfth (12th)  thirteenth (13th)  fourteenth (14th)  fifteenth (15th) | | [Ordinal Position - Lesson](#ordinal_position_lesson)  Exemplar:  [*Lining Up*](https://www.vbcps.com/depts/CI/ElemCurriculum/Grade1Mathematics/Additional%20Resources/Exemplars/Lining%20up.pdf)  [Where's the Counter recording sheet](https://www.vbcps.com/depts/CI/ElemCurriculum/Grade1Mathematics/Additional%20Resources/Quarter%201%20Resources/MA.1.1.7_WheresTheCounter_RecordingSheet.docx) |

**Teacher Notes**:

This objective has been added to ensure continuity for students in their understanding of ordinal numbers. While this is not an SOL for first grade, it is an SOL for kindergarten and second grades. This opportunity in first grade allows students to continue to develop their skills with ordinal numbers.

**Teacher Notes:**

**Assessment 1: MA.1.1.7** – The student will identify the ordinal position first through fifteenth, using an ordered set of objects, and write the ordinal numbers 1st-15th. **(Number and Number Sense)**

A student who can identify ordinal positions of concrete and pictorial representations when asked to start from the top, bottom, left or right of the set earns an AP on this VBO.

**Teacher Directions:**

**Task 1:** **Right/Left**

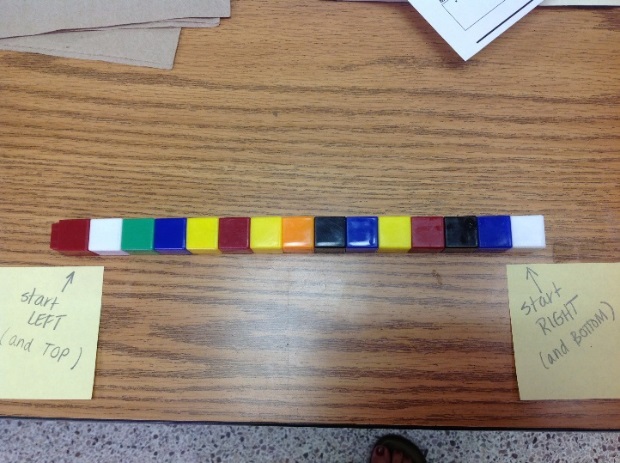
Create the unifix cube train as pictured below (left to right: maroon, white, green, dark blue, yellow, maroon, yellow, orange, black, dark blue, yellow, maroon, black, dark blue, white). Ask students the following questions.

* What color is the cube that is 12th from the right? (dark blue)
* What color is the cube that is 7th from the left? (yellow)
* Start from the right. In what ordinal position is the orange cube? (8th)
* Start from the left. In what ordinal position is the white cube? (15th)

**Task 2: Top/Bottom**

Rotate the unifix cube train so that the burgundy cube is at the top of the column and the white cube is at the bottom of the column. Ask the following questions:

* What color is the cube that is 9th from the top? (black)
* What color is the cube that is 11th from the bottom? (Yellow; NOTE: *Student may get this answer correct even if they start from the top. Please note misconception as vocabulary based if this occurs.)*
* Start from the bottom. In what ordinal position is the green cube? (13th)
* Start from the top. Name the ordinal positions of all the dark blue cubes. (4th, 10th, 14th)



**Teacher Notes:**

**Assessment 2: MA.1.1.7** – The student will identify the ordinal position first through fifteenth, using an ordered set of objects, and write the ordinal numbers 1st-15th. **(Number and Number Sense)**

The ability of the student to answer both questions correctly, in task 1 and task 2, using the correct starting points (right/left and top/bottom) provides the opportunity to earn an AP.

**Answer Key:**

**Answers will depend on the trains (unifix cubes) created by the teacher.**

**Task 1:** Right/Left

In advance, prepare 1 (or 5 if administering in a small group) set(s) of 15 unifix cube train. The cubes should be organized in different colors or at least in a matching random color arrangement when creating each train. Ask students to arrange their cube train horizontally in front of them. Say, “*Turn your train so that it is laid this way.*” (Model turning the train horizontally.) Ask each student to place their counter by the cube in the train that answers each of the questions to follow. Say, “*I am going to ask a question, and I’d like you to place your counter by the cube that matches the answer to the question.*” Read the questions one at a time and watch students as they place their counters to match the ordinal numbers.

* *“Start from the left, what color is your sixth cube?”*
* *“Start from the right, what color is your twelfth cube?”*
* *“Start from the right, what color is your eighth cube?”*
* *“Start from the left, what color is your tenth cube?”*
* *“Start from the right, what color is your fifteenth cube?”*

**Task 2:** Top/Bottom

Use the same unifix cube train as used in Task 1 for Task 2. Ask students to turn their train vertically. Say, *“Now turn your train so it is laid this way.”* (Model turning the train vertically.) Again, ask each student to place their counter by the cube in the train that answers each of the questions to follow. Say, “*I am going to ask some more questions, and I’d like you to place your counter by the cube that matches the answer to the question.*” Read the questions one at a time and watch students as they place their counters to match the ordinal numbers.

* *“Start from the top, what color is your third cube?”*
* *“Start from the top, what color is your thirteenth cube?”*
* *“Start from the bottom, what color is your seventh cube?”*
* *“Start from the top, what color is your fourth cube?”*
* *“Start from the bottom, what color is your ninth cube?”*

**Teacher Notes:**

**Assessment 3: MA.1.1.7** – The student will identify the ordinal position first throughfifteenth, using an ordered set of objects, and write the ordinal numbers 1st-15th. **(Number and Number Sense)**

A student who consistently demonstrates proficiency identifying the ordinal positions of concrete and pictorial objects when asked to start from the top, bottom, left or right of the set would earn an AP.

**Answers:**

A**.** 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, 13th, 14th, 15th

B. 13th, 3rd, 9th, 12th

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Assessment 3: M.A.1.1.7** – The student will identify the ordinal position first through fifteenth, using an ordered set of objects, and write the ordinal number 1st-15th. **(Number and Number Sense)**

**Part A:** Write the ordinal number that each object represents in the box below the picture. Write a word form and a number form for each ordinal.

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**Part B:** Write the ordinal position of each frog in the grids below. Use the word name and number form. Be sure to pay attention to the start location.

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word form number form word form number form

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The frog is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ position. \_\_\_\_\_\_\_\_\_\_

word form number form

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The frog is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ position. \_\_\_\_\_\_\_\_\_\_

word form number form

**Teacher Notes:**

**Assessment 4: MA.1.1.7** – The student will identify the ordinal position first through fifteenth, using an ordered set of objects,and write the ordinal numbers 1st-15th. **(Number and Number Sense)**

A student who consistently demonstrates proficiency identifying the ordinal positions of concrete and pictorial objects when asked to start from the top, bottom, left or right of the set would earn an AP.

**Answers:**

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yellow brown blue white gray black red dot green pink pink purple X orange green red

head tail

**Assessment 4: MA.1.1.7** – The student will identify the ordinal position first through fifteenth, using an ordered set of objects,and write the ordinal numbers 1st-15th. **(Number and Number Sense)**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Formative Assessment A**: MA.1.1.7: Identify Ordinal Numbers

**Directions:** Use crayons to color each dinosaur. Follow the 15 clues below.

1 Start from the right. Color the 1st dinosaur red.

2 Start from the left. Color the 3rd dinosaur blue.

3 Start from the left. Color the 8th dinosaur green.

4 Start from the right. Color the 15th dinosaur yellow.

5 Start from the left. Color the 2nd dinosaur brown.

6 Start from the right. Color the 5th dinosaur purple.

7 Start from the left. Color the 9th dinosaur pink.

8 Start from the left. Color the 13th dinosaur orange.

9 Start from the right. Color the 10th dinosaur black.

10 Start from the right. Color the 6th dinosaur’s head pink.

11 Start from the right. Color the 11th dinosaur gray.

12 Start from the left. Draw one red dot on the 7th dinosaur.

13 Start from the left. Color the 4th dinosaur white.

14 Start from the left. Draw an X on the 12th dinosaur.

15 Start from the left. Color the 14th dinosaur’s tail green.

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(Graphics from www.classroomclipart.com.)

**Teacher Notes:**

**Assessment 5: MA.1.1.7** – The student will identify the ordinal position first through fifteenth, using an ordered set of objects, andwrite the ordinal numbers 1st-15th. **(Number and Number Sense)**

A student who consistently demonstrates proficiency identifying the ordinal positions of concrete and pictorial objects when asked to start from the top, bottom, left or right of the set would earn an AP.

**Answers:**

1. Put a line under the 13th happy face starting from the right.



2. Where is each airplane in the race? In the circles, write each airplane’s ordinal position using numbers.



15th

14th

13th

12th

11th

10th

9th

8th

7th

6th

4th

3rd

2nd

1st

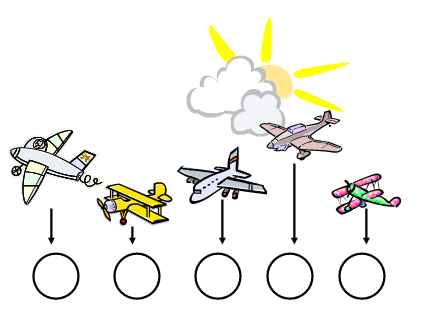
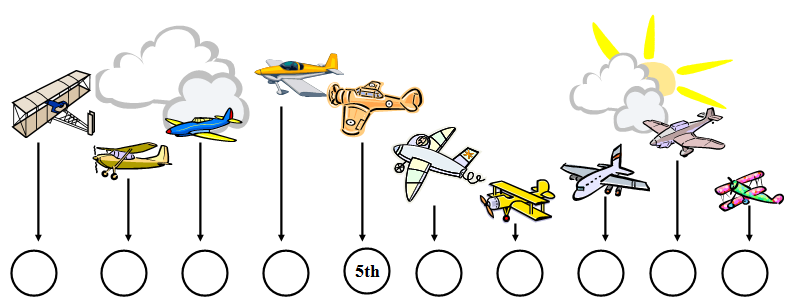
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**Assessment 5: M.A.1.1.7** – The student will identify the ordinal position first through fifteenth, using an ordered set of objects, and write the ordinal number 1st-15th. **(Number and Number Sense)**

1. Put a line under the 13th happy face starting from the **right.**

☺☺☺☺☺☺☺☺☺☺☺☺☺☺☺☺☺☺☺

1. Where is each airplane in the race? In the circles, write each airplane’s ordinal position using numbers.



Start

**Teacher Notes:**

**Assessment 6: MA.1.1.7** – The student will identify the ordinal position first through fifteenth, using an ordered set of objects, and write the ordinal numbers 1st-15th. **(Number and Number Sense)**

A student who consistently demonstrates proficiency identifying the ordinal positions of concrete and pictorial objects when asked to start from the top, bottom, left, or right of the set would earn an AP.

VBO 1.1.7 Ordinal Positions (RIGHT start)

**Follow the directions to identify the ordinal positions of the smiley faces.**

Start from the right. Color the 8th smiley face yellow.

Start from the right. Color the 12th smiley face green.

Start from the right. Color the 10th smiley face purple.

Start from the right. Color the 3rd smiley face red.

Start from the right. Color the 1st smiley face blue.

Start from the right. Color the 5th smiley face brown.

Start from the right. Color the 2nd smiley face green.

Start from the right. Color the 15th smiley face gray.

☺☺☺☺☺☺☺☺☺☺☺☺☺☺☺☺☺☺☺

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Assessment 6: MA.1.1.7** – The student will identify the ordinal position first through fifteenth, using an ordered set of objects, and write the ordinal numbers 1st-15th. **(Number and Number Sense)**

Follow the directions to identify the ordinal positions of the smiley faces.

Start from the right. Color the 8th smiley face yellow.

Start from the right. Color the 12th smiley face green.

Start from the right. Color the 10th smiley face purple.

Start from the right. Color the 3rd smiley face red.

Start from the right. Color the 1st smiley face blue.

Start from the right. Color the 5th smiley face brown.

Start from the right. Color the 2nd smiley face green.

Start from the right. Color the 15th smiley face gray.

☺☺☺☺☺☺☺☺☺☺☺☺☺☺☺☺☺☺☺

**Teacher Notes:**

**Assessment 7: MA.1.1.7** – The student will identify the ordinal position first through  
fifteenth, using an ordered set of objects, and write the ordinal numbers 1st-15th.

**(Number and Number Sense)**

A student who consistently demonstrates proficiency identifying the ordinal positions   
of concrete and pictorial objects when asked to start from the top, bottom, left or right   
of the set would earn an AP**.**

Start at the bottom. What letter is 8th? M

Start at the top. What letter is 12th? F

Start at the top. What letter is 1st? X

Start from the bottom. What letter is 14th? H

Start from the top. What letter is 15th? G

Start from the bottom. What letter is 2nd? L

Start from the top. What letter is 4th? Z

Start from the bottom. What letter is 5th? N

Start from the top. What letter is 9th? Y

Start from the top. What letter is 10th? Q

Start from the top. What letter is 13th? K

Start from the bottom. What letter is 3rd? K

Start from the top. What letter is 6th? J

Start from the bottom. What letter is 11th? C

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Assessment 7: MA.1.1.7** – The student will identify the ordinal position first   
through fifteenth, using an ordered set of objects, and write the ordinal numbers  
1st-15th. **(Number and Number Sense)**

**Directions:**

Use the picture to answer each question.

Start at the bottom. What letter is 8th? \_\_\_\_\_\_\_\_

Start at the top. What letter is 12th? \_\_\_\_\_\_\_\_

Start at the top. What letter is 1st? \_\_\_\_\_\_\_\_

Start from the bottom. What letter is 14th? \_\_\_\_\_\_\_\_

Start from the top. What letter is 15th? \_\_\_\_\_\_\_\_

Start from the bottom. What letter is 2nd? \_\_\_\_\_\_\_\_

Start from the top. What letter is 4th? \_\_\_\_\_\_\_\_

Start from the bottom. What letter is 5th? \_\_\_\_\_\_\_\_

Start from the top. What letter is 9th? \_\_\_\_\_\_\_\_

Start from the top. What letter is 10th? \_\_\_\_\_\_\_\_

Start from the top. What letter is 13th? \_\_\_\_\_\_\_\_

Start from the bottom. What letter is 3rd? \_\_\_\_\_\_\_\_

Start from the top. What letter is 6th? \_\_\_\_\_\_\_\_

Start from the bottom. What letter is 11th? \_\_\_\_\_\_\_\_

**Teacher Notes:**

Pink

**Assessment 8: MA.1.1.7** – The student will identify the ordinal position first through fifteenth, using an ordered set of objects, and write the ordinal numbers 1st -15th. **(Number and Number Sense)**

Blue

A student who consistently demonstrates proficiency identifying the ordinal positions   
of concrete and pictorial objects when asked to start from the top, bottom, left or right   
of the set would earn an AP.

Red

Orange

**Part 1:**

**Directions:** Use the picture of the train of unifix cubes.

Color the cubes to show these ordinal positions.

Start from the top. Color the 8th unifix cube black.

Brownn

Start from the bottom. Color the 12th unifix cube orange.

Start from the bottom. Color the 1st unifix cube green.

White

Start from the top. Color the 14th unifix cube purple.

Black

Start from the bottom. Color the 15th unifix cube pink.

Start from the bottom. Color the 4th unifix cube yellow.

Start from the top. Color the 2nd unifix cube blue.

Start from the bottom. Color the 5th unifix cube red.

Yellow

Start from the bottom. Color the 9th unifix cube white.

Start from the bottom. Color the 10th unifix cube brown.

Red

Start from the top. Color the 3rd unifix cube red.

Yellow

Start from the bottom. Color the 6th unifix cube yellow.

**Part 2**:   
**Directions:** Use ordinal numbers to name the location of the star in two ways.

The yellow star is 9th from the top and 7th from the bottom.

Purple

Green

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Assessment 8: MA.1.1.7** - The student will identify the ordinal position first through fifteenth, using an ordered set of objects, and write the ordinal numbers 1st-15th. **(Number and Number Sense)**

**Part 1**

**Directions:** Color the cubes to show these ordinal positions.

Start from the top. Color the 8th unifix cube black.

Start from the bottom. Color the 12th unifix cube orange.

Start from the bottom. Color the 1st unifx cube green.

Start from the top. Color the 14th unifix cube purple.

Start from the bottom. Color the 15th unifix cube pink.

Start from the bottom. Color the 4th unifix cube yellow.

Start from the top. Color the 2nd unifix cube blue.

Start from the bottom. Color the 5th unifix cube red.

Start from the bottom. Color the 9th unifix cube white.

Start from the bottom. Color the 10th unifix cube brown.

Start from the top. Color the 3rd unifix cube red.

Start from the bottom. Color the 6th unifix cube yellow.

**Part 2**: **Directions:** Use ordinal numbers to name the location of the star in two ways.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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**Teacher Notes:**

**Assessment 9: MA.1.1.7** – The student will identify the ordinal position first throughfifteenth, using an ordered set of objects, and write the ordinal numbers 1st-15th. **(Number and Number Sense)**

A student that consistently demonstrates proficiency identifying the ordinal positions of concrete and pictorial objects when asked to start from the top, bottom, left or right of the set would earn an AP.

Some dogs are in a line. Start from the RIGHT. Label the ordinal position at each arrow.

3rd, third; 9th, ninth; 13th, thirteenth

Some letters are in a row. Start from the LEFT. Label the ordinal position at each arrow.

2nd, second; 9th, ninth; 13th, thirteenth

Some toys are in a column. Start from the TOP. Label the ordinal position at each arrow.

3rd, third; 7th, seventh; 11th, eleventh

Some shapes are in a column. Start from the BOTTOM. Label the ordinal position at each arrow.

2nd, second; 9th, ninth; 15th, fifteenth

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Assessment 9: MA.1.1.7** – The student will identify the ordinal position first through fifteenth, using an ordered set of objects,and write the ordinal numbers 1st -15th. **(Number and Number Sense)**

**Directions:** Write the ordinal numbers in number form and word form.

Some dogs are in a line. Start from the RIGHT. Label the ordinal position at each arrow.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Puppy | Puppy | Doggie | African Wild Dog | Puppy | Puppy | North Carolina State Dog - Plott Hound | Doggie | Puppy | North Carolina State Dog - Plott Hound | African Wild Dog | Doggie | Puppy | Puppy | North Carolina State Dog - Plott Hound |

(Graphics from www.philipmartinclipart.com)

Some letters are in a row. Start from the LEFT. Label the ordinal position at each arrow.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| D | K | L | O | P | H | M | E | W | C | B | X | Z | Q | S |

**Directions:** Write the ordinal numbers in number form and word form.

Some toys are in a column. Start from the TOP. Label the ordinal position at each arrow.

|  |
| --- |
|  |
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|  |
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|  |

Some numbers are in a column. Start from the BOTTOM. Label the ordinal position at each arrow.

|  |
| --- |
| 55 |
| 73 |
| 18 |
| 90 |
| 41 |
| 35 |
| 12 |
| 37 |
| 99 |
| 22 |
| 84 |
| 0 |
| 43 |
| 26 |
| 92 |

**Ordinal Position** – **Virginia Beach City Public Schools ©2012**

Enduring Understandings:

* Numbers are symbols that represent quantities in the real world.
* A pattern is a structure of repeating events or objects that helps us understand numbers.

Essential Questions:

* What can numbers tell us?
* To what extent do numbers help us understand quantity?
* What do patterns show us?
* [Ordinal Position Preassessment](https://www.vbcps.com/depts/CI/ElemCurriculum/FTGrade1Math/Unit%203%20Numeration%20Part%202/Ordinal%20Numbers%20Pre-assessment.docx) – Students will demonstrate their ability to identify ordinal position and write ordinal numbers. Information from this diagnostic assessment should be used to inform instruction. This information should be used to decide what type of instruction and how much time is appropriate to teach this objective.

* Ordinal Position Tiered Task – Students will work in readiness groups to continue to develop an understanding of ordinal position and develop the ability to use ordinal numbers to identify position. At the end of this event, all students should respond to the following question in their process logs, “What patterns do you see when you use ordinal numbers?”
  + Not Quite Ready students will use teddy bear counters and [ordinal position cards](https://www.vbcps.com/depts/CI/ElemCurriculum/FTGrade1Math/Unit%203%20Numeration%20Part%202/Ordinal%20Position%20Cards%200%20-%2015.docx) to line up bears and identify their ordinal position. They will identify the position of each bear when they are lined up top to bottom, bottom to top, left to right, and right to left. Students should discuss how a change in one bear’s position impacts other bears’ positions.
  + Just Ready students will work with a partner to create a tower of 15 unifix cubes and identify the ordinal position of each. Students should draw their tower on chart paper and write ordinal numbers to show each cubes position. Next, they should be challenged to think about what happens to the top object in their tower if they flip their tower? Students will redraw their tower after the flip and use ordinal numbers to identify the new positions. Next, they will lay their tower flat and identify the ordinal positions of each cube using ordinal numbers and again flip their design and consider how the positions change.
  + Ready to Go students will explore ordinal positions by arranging 15 objects in any way they choose and then devise a way to use ordinal numbers to identify their positions. Students should be challenged to organize their objects in a variety of ways and use ordinal numbers to label their positions. Students should represent their objects and their positions on chart paper.
* Animal Parade Line-up – Students need to understand that ordinal numbers are used to describe position rather than count and that when position in line changes, so does the ordinal number. Use the [animal parade line-up flip chart](file://www.vbcps.com@SSL/DavWWWRoot/depts/CI/ElemCurriculum/FTGrade1Math/Unit%203%20Numeration%20Part%202/Animal%20Parade%20Line-up%20flipchart.flipchart)/[notebook](file://www.vbcps.com@SSL/DavWWWRoot/depts/CI/ElemCurriculum/FTGrade1Math/Unit%203%20Numeration%20Part%202/Animal%20Parade%20Line-up%20Notebook.notebook) to demonstrate that the count of objects doesn’t change even when their position changes. Students will manipulate the animals to change their positions and then challenge one another to identify the animals’ new positions using ordinal numbers. To make it manageable, students can start by just changing the position of one to two animals and identify the ordinal number that describes their new location. They can expand their thinking by moving more animals as they demonstrate readiness to do so. Possible discussion questions include
  + How many animals are in this parade?
  + What happens to their positions when we change two animals? Will all animals’ positions change?
  + Does the total number of animals change when their positions change?
  + What happens to the animals’ positions if we change the front of the line from the left to the right?
  + What happens to the animals’ positions if we line them up top to bottom instead of left to right?
  + What happens to the animals’ positions if the bottom animal becomes the first in line?
  + What ordinal number do we use to describe the animal that is last in line?

*Note to teacher – Depending on your students, this task can be used for those who still need practice during flexible grouping time or it can be used whole group.*

* Ordinal Position Assessment–Students will demonstrate their ability to identify ordinal position and write ordinal numbers.

|  |  |
| --- | --- |
| **1st**  **First** | **2nd**  **Second** |
| **3rd**  **Third** | **4th**  **Fourth** |
| **5th**  **Fifth** | **6th**  **Sixth** |
| **7th**  **Seventh** | **8th**  **Eighth** |
| **9th**  **Ninth** | **10th**  **Tenth** |
| **11th**  **Eleventh** | **12th**  **Twelfth** |
| **13th**  **Thirteenth** | **14th**  **Fourteenth** |
| **15th**  **Fifteenth** |  |

# Paper Chains

**Adapted from the Kindergarten Number & Number Sense Module Lessons**Virginia Department of Education©2011

**Reporting Category** Number and Number Sense

**Topic** Indicate ordinal position of an object

**VBO MA.1.1.7** The student will identify the ordinal position first through

fifteenth, using an ordered set of objects, and write the ordinal number 1st-15th.

**Materials**

* Book about *Henry the Fourth*
* 1-inch strips of construction paper (pre-cut and in different colors)
* Glue

**Vocabulary**

*ordinal number words* (first, second, etc.), *top*, *bottom*, *left*, *right*, *place*, *position*, *line*, *loop*

**Student/Teacher Actions (what students and teachers should be doing to facilitate learning)**

1. Read a book about *Henry the Fourth*.
2. Discuss the story and the ordinal number words in the story. Ask: "How many dogs come before Henry? How do you know? If there were five dogs, what would be the last dog’s position? If there were three more dogs, what would be the position of the last dog in the show?"
3. Give each student 15 one-inch strips of different colored construction paper.
4. Have each student make a paper chain with 15 paper strips in the same color order. (Before the lesson, you should predetermine the order of the different colors for the paper chain.)
5. Demonstrate how to glue the two ends of the first paper strip together in a loop. Have students get the second color they are supposed to use and put it through the first loop and then glue the two ends together. The loops should be intertwined to form a chain. Continue this process with students until their chain has 15 paper loops.
6. Working with a partner or in a small group, have students take turns asking questions about the chains. For example, "What color is third if the chain is facing the door? What color is seventh? In which place is the blue loop? The green loop?”
7. Have students turn their chains in another direction, and continue asking each other questions about the ordinal positions of the colored loops.

**Assessment**

* **Questions:**
* In which place is the (color) loop?
* How about the (color) loop? How do you know?
* Which color is first, fifth, tenth?
* How many loops come before yellow (or another color)?

**Variation**

* Have students make a five-loop paper chain using two colors of construction paper strips. They should arrange their strips in an AB, AAB, etc., pattern. Challenge students to determine which color would come seventh if the pattern continued? Tenth? Ask them to explain their thinking.

# 

# Ordinal Numbers: Crab House

**Adapted from the Second Grade Number & Number Sense Module Lessons**Virginia Department of Education©2011

**Reporting Category** Number and Number Sense

**Topic** Identify and write ordinal numbers

**VBO MA.1.1.7** The student will identify the ordinal position first through fifteenth, using an ordered set of objects, and write the ordinal number 1st-15th.

**Materials**

* *A House for Hermit Crab* by Eric Carle
* Drawing paper
* Crayons
* Shell or pattern of a shell to be decorated
* Items to decorate the shell
* Cards with ordinal positions first through fifth
* Hula-Hoop
* Paper cups (15)
* Paper crab to hide under the cup

**Vocabulary**

*ordinal positions first through fifteenth*

Student/Teacher Actions (what students and teachers should be doing to facilitate learning)

1. Divide the class into 12 groups, giving each group a card with a month of the year listed on it.
2. Before reading the story, *A House for Hermit Crab*, explain to the students that they will need to listen carefully because they will be drawing and recounting the events that happened to the hermit crab during their group’s assigned month.
3. Read the book, taking time to discuss with students the events that occurred during each month.
4. After hearing the book read, each group will draw a picture representing the events that happened during their assigned month.
5. Line up the students in the order of their months by asking questions such as, “Which group has the *first* month of the year?” A member of the group should answer in a complete sentence, “I have January, the first month of the year.” Continue in this manner until all 12 months have been represented. Emphasize ordinal numbers in the directions.
6. Beginning with January, have a member of each group tell what happened to the hermit crab during the assigned month.
7. After retelling their stories, have all students sit down, except for the students holding the drawings. Have those students sit in a row on the floor.
8. Ask students questions related to the story that involve ordinal numbers. The student answering the question should place a Hula-Hoop over the student holding the correct drawing, then orally tell the answer. Examples of questions may include:

* What happened to the hermit crab during the *third* month of the year?
* Which month is the *tenth* month of the year?
* During which month did the hermit crab decorate his shell with coral?
* During which month did the hermit crab and his friends enter the forest of seaweed?

1. When a student answers the question using ordinal numbers, then he/she will take the place of the student holding the drawing. This will ensure that each student will be questioned about ordinal numbers.
2. Either purchase a bag of shells or use the pattern provided as a model for students to decorate their shells. Give each student a card with the ordinal numbers *first* through *fifth* printed on it. Have the students record the order in which each item was attached to the shell. Display the shells and cards.
3. Play the game, “Where’s the Crab?” The object of the game is to guess the location of the crab in three or fewer guesses. The person guessing must use an ordinal number in the guess.

* Have a set of 15 small paper cups or shells turned upside down in a row.
* A student will hide a paper crab under one of the cups.
* Choose a student to guess the position of the crab using an ordinal number. If the guess is incorrect, turn the cup upright to help the students narrow the choices.
* Then the student who hid the crab must give a hint by responding that the crab is either further from the guess or closer to the guess.
* Play continues until the crab is discovered.
* Game variations: The set of cups could be presented in lines or rows from left to right, right to left, top to bottom, or bottom to top.

#### Hermit Crab’s House

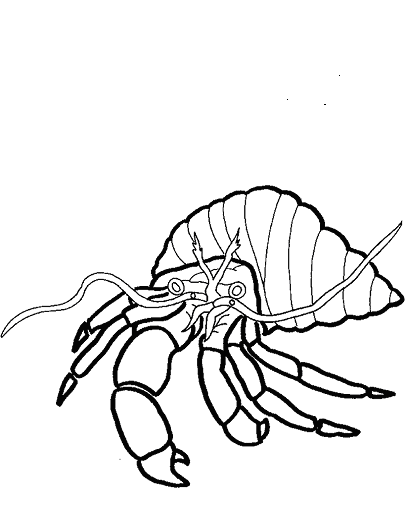
|  |
| --- |
| **1st** |
| **2nd** |
| **3rd** |
| **4th** |
| **5th** |

|  |
| --- |
| **First** |
| **Second** |
| **Third** |
| **Fourth** |
| **Fifth** |

**Hermit Crab’s House**



**Crab Pattern**



# Ordinal Numbers

**Adapted from the Second Grade Number & Number Sense Module Lessons**Virginia Department of Education©2011

**Reporting Category** Number and Number Sense

**Topic** Identify and write ordinal numbers

**VBO MA.1.1.7** The student will identify the ordinal position first through

fifteenth, using an ordered set of objects, and write the ordinal number 1st-15th.

**Materials**

* Document Camera
* Dry-erase marker
* Colored counters (at least six)
* Sets of 15 objects
* Ordinal numbers written on self-adhesive notes

**Vocabulary**

*ordinal positions first - fifteenth*

Student/Teacher Actions (what students and teachers should be doing to facilitate learning)

1. Have students do some activities in which there will be a first, second, and third place. For example, have the entire class line up and count off using ordinal terminology. It may be necessary for you to begin by saying, “I am first,” so that students understand the process. Have a group of six students run a short race, and have the others say who finished first, second, and third. Using small toy cars and a predetermined raceway, allow six students to race the cars and determine which one finished first, second, and third. Take an ordinal field trip: Take your class into the hall and send an individual or pair of students to the third door on the right. Send two others to the second door to the left. Be sure that each student participates in at least one of the activities.
2. Ask students what all of these activities have in common. Explain that today they will be talking about numbers that indicate a position in a series or order. Ask the students to explain how ordinals were used in each activity earlier.
3. Select 15 items from around the room and place them in a row. Pass out self-adhesive notes with ordinal numbers written on them. Select students to come up and label the items by placing the notes on the actual items so that the entire class can see. Once one direction has been started (e.g., left to right), make sure students follow that same order. Then remove the ordinal notes, pass them out again, and have students label the positions of the items but in the opposite direction (right to left).
4. Place six colored counters on a dry-erase board under the document camera. Arrange the counters horizontally. Have students come up and label the ordinal positions from left to right using a dry-erase marker. Ask them to predict what would happen if you turned the dry-erase board from horizontal to vertical. Then turn the dry-erase board clockwise and have students discuss what has changed and what has not changed. Students should realize that the ordinal position has not changed as long as you are going from bottom to top. Erase the ordinal positions. Ask other students to come up to the document camera and label the six counters with ordinals from top to bottom. Ask them to predict what will happen when you change it back to a horizontal orientation (counter-clockwise). Change it back to a horizontal orientation and have them discuss what has changed or what has not changed.
5. Place students in groups of four to six. Have one student from each group select 15 items from around the room to bring back to the group. Each student in the group will draw a pictorial representation of those 15 items and label the pictured objects with ordinal numbers. They will then add a written explanation of what will happen if the orientation changes from horizontal to vertical. Allow the students to physically change their vantage point (get up and move so that the row becomes a column) and then write their explanations. If students need further guidance, refer to the rotation of the counters on the overhead transparency.
6. When the class period is almost over, regroup as a whole class and review what students did that day. Have students share their pictorial representations and written explanations.

Variations:

* Have students draw all students in class in a line going from the classroom door to the teacher desk. Have them choose and denote their place in line using an ordinal number. Have them explain their rationale for picking that location. Ask if their preferred place would change depending on the activity (e.g., getting ready to go outside or having the teacher check your work before going to learning centers). Ask, “Would you choose to be in a different spot if the order was always going to be the same?”
* Have students write in their journals about real-life applications of ordinals.
* Have students explain how sports would be different in a world without ordinals.
* Have students try to write directions for how to make an art project or how to solve a problem that requires sequencing – without using ordinals. Then have the students write the directions using ordinals. Discuss the impact, and have students explain why ordinals were invented.
* Have students ask an adult family member for directions to his or her house and tally the number of ordinals that are used in the explanation.
* Have students create a collage of pictures (using their own drawings or images cut from magazines and newspapers) of instances where ordinals are used (e.g., calendar, sports, floors of buildings, rooms in long hallways).