

Lesson Plan

Introduction

- Lesson topic – Ordinal Numbers 1st through 10th
- Length of Lesson – 90:00
- VA Standards of Learning
 - 2.2 The student will:
 - a) identify the ordinal positions first through twentieth, using an ordered set of objects; and
 - b) write the ordinal numbers.
- Context – Although students have worked with ordinal numbers (1st through 10th) in kindergarten, we will move on to numbers 11th through 20th in the next lesson.
- Global Themes – Ordinal number knowledge is necessary for students as they move on to more complex mathematical concepts such as multistep computations.

Content Objectives

Students will:

- Define ordinal number.
- Match the ordinal number with its' written representation.
- Arrange objects in ordinal sequence.

Assessment Aligned to Objectives

Formative

The students will:

- Match ordinal numbers with their written representations in “Get Yourself in Order” warm up.
- Practice ordinal number recognition during Ordinal Numbers Bingo Game.

The teacher will look and listen for:

- Students successfully matching ordinal number cards with written ordinals cards and accurately lining up according to their ordinal number cards.
- Students accurately using ordinal numbers and written representation of the numbers to play bingo.

Summative

The students will:

- Apply knowledge of ordinal numbers to successfully solve riddles for teacher assessment.
- Place animal cards on an ordinal number line in correct sequence as directed by the teacher.

The teacher will look and listen for:

- Correct answers on students' riddle worksheet.
- Correct placement of animals using ordinal numbers during Teacher Station.

Materials/Technology and Advanced Preparation

- Where's Harley? By Carol and Amanda Felton, illustrated by Page Eastburn O'Rourke
- Ordinal Number Cards (For "Get Yourself in Order" game)
 - Letter and number representations
 - 'Ordinal' Word Wall word
- Stations
 - Station #4: Ordinal Number Riddles worksheets (one per pair of students)
 - Station #5: Ordinal Bingo cards and boards
 - Station #3: Set up computers or tablets for Ordinal Game:
 - <http://www.turtlediary.com/kindergarten-games/math-games/ordinal-numbers.html>
 - Station #2: Student journals for station work
 - Station #1: Teacher Station
 - Ordinal number lines (one blank and one with number representations) and animal cards

Teaching and Learning Sequence

TIME	TEACHER ACTIONS	STUDENT ACTIONS
<i>Introduction/Anticipatory Set</i>		
15:00	• Ask students to come to the floor for a story (<i>Where's Harley?</i>) and bring their math journals and a pencil • Say: "One, two," students reply, "eyes on you." • Tell them we are going to read a story about ordinal numbers (don't tell them what they are yet). • Read story. • Ask students if they can tell you what an ordinal number is; take answers from many students • Tell them to write the teacher's definition in their math journals (write the definition on the board, modeling what the page should look like	• Students sit on the floor for a story • Reply to teacher's prompt • Listen to story • Answer teacher's questions • Write definition of ordinal numbers in their journals • Play "Get Yourself in Order" game

	... there should be room under the definition for the students to write the ordinal numbers 1st – 10th at the journaling station • Put “ordinal numbers” on math word wall for students to reference later. In addition, place the ordinal numbers (including written representation) on the wall under the “ordinal numbers” word card. • Tell students, “now that we have a better idea of what an ordinal number is, we’re going to play a warm-up game (“Get Yourself in Order”) • Divide class evenly into two teams; one red team, one blue team • Pass out ordinal number cards; two to each student on each team (20 or so cards) • Tell students the rules of the game and ask them to stand with their teams • Play the game. • After playing the game twice (or more if they’re having trouble), explain that it is time to go to our stations to work with partners. • Tell them where they will go and directions for completing the stations correctly. • The Stars will go to Station #1 to work with the teacher. • The Moons will go to Station #2 to the Journal Station where they will write the ordinal numbers (1st through 10th), the corresponding numeral representation and draw an illustration. Refer them to the word wall if they need help • The Asteroids will go to Station #3 where they will play the computer game that is already on the screen. • The Comets will go to Station #4 where they will work with their partner to solve and record the answer to various riddles. • The Planets will go to Station #5 to play ordinal number Bingo. There are directions with the	
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	game, and we have played Bingo before. Students work in pairs at the stations for 15:00 at each station.	
Lesson Development		
75:00	- Students will have 15:00 at each of five stations including the Teacher Station - Let students know when they have two minutes remaining at the station; ask them to move to the next station when 15:00 is over. At the Teacher Station (Station #1), students will work on ordinal numbers (and written representations) using an ordinal number line and animal cards. - The teacher will tell each student to place an animal card in the 4th space, the 10th space, the 2nd space, etc. - For students needing assistance, use the ordinal number line with the numbers written in the spaces - Evaluate students' accuracy in completing the activity - At the four other stations, students will be playing games or completing activities related to the lesson - Ordinal numbers riddles - Ordinal number bingo - Computer station - Journal station: students will write ordinal numbers first through tenth and the corresponding numeral representation (if they need assistance, refer them to the word wall)	- Complete activities in stations Station #1 (Teacher Station – see Teacher Actions at left) Station #2: Journal Station – students will write the ordinal numbers 1st through 10th, their written representations and an illustration. Station #3: Computer Station – Students will play a computer game to practice putting objects in ordinal sequence and will hear and see the ordinal numbers as well.  Station #4: Ordinal Numbers Riddles (Recordables) – Students will work together to solve ordinal number riddles (worksheet). Station #5: Ordinal Numbers Bingo – Student-partners will play a Bingo game using Ordinal Numbers and matching cards.

Closure		
5:00	• When time is up and students have put their station work away, call them back to the floor for discussion • Ask ten students to come to the front of the room and line them up shoulder to shoulder • Ask students on the floor to tell you in which position is 'Jack?', 'Jill?', 'John?', etc. • Ask those students to sit and bring the others to the front in a line shoulder to shoulder. • Ask which student is fourth, tenth, third, etc. to assess students' comprehension of the lesson. • Continue to work on ordinal numbers in subsequent lessons if necessary (we will then move on to ordinal numbers 11th – 20th)	• Sit on floor together • Answer teacher questions • Participate in activity.

Homework

(See homework directions, attached)

References

Felton, C., Felton, A., & O'Rourke, P. E. (2003). *Where's Harley?* New York: Kane Press.

www.turtlediary.com (find the ordinal numbers game)

- (<http://www.turtlediary.com/kindergarten-games/math-games/ordinal-numbers.html>)

www.teachervision.com

- http://www.teachervision.fen.com/tv/printables/scottforesman/Math_2_PS_5-10.pdf

Lesson Organizer

Prior Knowledge and NEW Instructional Content

Prior Knowledge

- Cardinal number (cardinal principle): the last number counted is the total number of objects
- In kindergarten, students will have been introduced to ordinal numbers first through tenth

New Content

- Understanding the cardinal and ordinal meanings of numbers are necessary to quantify, measure, and identify the order of objects.
- 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).
- Ordinal position can also be emphasized through sequencing events (e.g., months in a year or sequencing in a story).
- Cardinality can be compared with ordinality when comparing the results of counting. There is obvious similarity between the ordinal number words *third* through *twentieth* and the cardinal number words *three* through *twenty*.

Vocabulary

- Ordinal number: tells the position or the order of people or things in a sequence

Instructional Modifications to ASSIST Students	Main Events of Instruction	Instructional Modifications to CHALLENGE Students
- Students needing help will carry with them an ordinal numbers guide so that they can refer to it when needed. - Pair students with less comprehension with those who have it. - Remind students to look at the Word Wall or in their journals. - Special instruction will be given at the teacher station in group work.	- Mini-lesson (whole class) and modeling of station work. - Read a book of fiction that uses ordinal numbers. - Warm-up game. - Math stations. - Conclusion and review as a whole class.	- Provide additional work such as riddles and brainteasers. - Provide work to include ordinal numbers up to 20 or more. - More challenging work will be given at teacher station.

Ordinal Numbers Homework

Have a race with your friends or family. Find out who comes in first, second, third, fourth (etc.) place and tell us tomorrow how you and your friends (or family) placed.