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**SUB-TOPIC:** Identifying ordinal numbers

**GRADE LEVEL:** Grade 1

**DURATION:** 1 hour

**Topic: Ordinal numbers**

**Specific Objective**

*By the end of the lesson, students should be able to:*

- Use the ordinal numbers first, second, third, through to tenth in relation to positioning and numerical order.

**Pre- requisite Knowledge**

*Students should already:*

- a) have knowledge of number names and their symbols up to 10
- b) be able to count in order up to 10

**Material/ manipulatives**

Picture, number cards, word cards, objects from the environment

**Engage**

- The teacher along with her entire class will go outside in a controlled area. Teacher will place 10 items (such as a leaf, a stone, a stick, a bottle cover, or a bottle, a tennis ball, a

white board eraser, folded paper, a ruler, a pen etc.) strategically for ten students to find. All ten students will return to the starting point with the objects.

- The teacher will instruct students to line up in the order in which they returned to the starting point. Ask the other students to count as you touch each child (in the line) on the shoulder. Teacher will engage students in a discussion on the ordering of the students.

*Suggested questions:*

1. *How could we describe their position?*
2. *What position is ... in? What about ...?*

### **Explore and Explain**

- In pairs, students will discuss the following *Ordering Number* Problem and then share their answer.

*Fish is second, Pig is fourth, Rabbit comes after Pig, Cow is in front of fish, and Goat comes after Fish.*

The teacher will give each pair of students a cut-out of each of the five animals (goat, cow, fish, rabbit, and pig). Students should arrange each animal base on its position in the problem. They will then share their solutions with justifications.

The teacher will observe each group of students and will select two or three groups to share with the whole group – based on the misconceptions that she observed. The teacher will then place a table on the board such as the following

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
	Fish		Pig	

### **Guided questions:**

*Which position do we know that we can place on our chart? Place names under the corresponding columns.*

*Which animal is next? What do we know about the position of the Rabbit? Insert the name in the correct position.*

*In your groups, discuss the position of the next two animals. Share your findings.*

## **Elaborate**

Create a problem task similar to the one explored in class. Share it with a classmate.

## **Evaluate**

The teacher will divide the students in groups of 5. They will arrange themselves in order based on the number card given. The teacher will give each group 5 cards. Vary the cards by group. For example one set of cards with the ordinal number names first to fifth could be given to one group. Another group could be given sixth to tenth. Other groups could be given the ordinal number symbols 1<sup>st</sup> – 5<sup>th</sup> and the other group 6<sup>th</sup> – 10<sup>th</sup>.

**Evaluation:** \_\_\_\_\_

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