NATIONAL MATHEMATICS PROGRAMME



**Resource Document**

**FOR GRADE ONE TEACHERS**

**Objective: Use Ordinal numbers up to the 10th**

**Topic: Story Sequencing 1**

Students can build their ability to sequence a story as they engage in this ordinal activity. They will work in pairs or threes to decipher the order of the images to complete the story. As they work they will be asked to identify the 1st picture, then the 2nd picture in the story and so on.

The teacher could opt to providing students with cards which the students arrange in order as opposed to a worksheet. They should explain their thinking as they work.

**Objective: Use Ordinal numbers up to the 10th**

**Topic: Story Sequencing 2**



**Objective: Use Ordinal numbers up to the 10th**

**Topic: Sequencing Sample Worksheet**

James is selling lemon aid. It is a hot day so everyone is in a line! Who is first?

       

 James’ Tim Amy Karen John Alex Lucy

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| NAME | James | Tim | Amy | Karen | John | Alex | Lucy |
| AGE | 8 years old | 6 years old | 7 years old | 6 years old | 6 years old | 5 years old | 6 years old |

James is 8 years old

*Write the other children’s position in line and their ages!*

|  |  |  |
| --- | --- | --- |
| Tim is \_\_\_\_First\_\_\_\_ in line. He is \_\_\_\_\_\_\_\_\_\_\_ years old.  | Amy is \_\_\_\_\_\_\_\_\_\_\_ in line. She is \_\_\_\_\_\_\_\_\_\_\_\_ years old. | Karen is \_\_\_\_\_\_\_\_\_\_\_in line. She is \_\_\_\_\_\_\_\_\_\_\_\_ years old. |
| John is \_\_\_\_\_\_\_\_\_\_\_ in line. He is \_\_\_\_\_\_\_\_\_\_\_ years old.  | Alex is \_\_\_\_\_\_\_\_\_\_\_\_ in line. He is \_\_\_\_\_\_\_\_\_\_\_ years old.  | Lucy is \_\_\_\_\_\_\_\_\_\_\_ in line. She is \_\_\_\_\_\_\_\_\_\_\_\_ years old. |

**Objective: Use Ordinal numbers up to the 10th**

**Topic: Ordering Cards Samples**



**Objective: Write number words and numerals 0-19.**

**Topic: Exploring Numbers**

*ADDITIONAL NUMBERS ARE AVAILABLE AT*

*https://www.teacherspayteachers.com/FreeDownload/Numbers-Galore-0-100*



**Objective: Write number words and numerals 0-19.**

**Topic: I Have, Who Has?**

|  |  |  |  |
| --- | --- | --- | --- |
| **I HAVE**8**WHO HAS****One?** | **I HAVE****10****WHO HAS****Two?** | **I HAVE****17****WHO HAS****Thirteen?** | **I HAVE****3****WHO HAS****Nine?** |
| **I HAVE****1****WHO HAS****Ten?** | **I HAVE****2****WHO HAS****Seventeen?** | **I HAVE****13****WHO HAS****Three?** | **I HAVE****9****WHO HAS****Eight?** |

**Objective: Identify set with 20 through 100 members**

**Topic: Ten Frame - Blank**



**Objective: Identify set with 20 through 100 members**

**Topic: Ten Frame**

POPULATED TEN FRAMES



**Objective: Identify set with 20 through 100 members**

**Topic: Ten Frame – Bingo**

TEN FRAME BINGO

Below is sample bingo sheet. The complete set can be found on

<https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnx3YXRlcnNraW5kZXJnYXJ0ZW5maWxlc3xneDoyOTRjZmFiNmQxMTE4ZWNk>



**Objective: Identify set with 20 through 100 members**

**Topic: Hundred Chart – Extension Activity**



**Objective: Identify set with 20 through 100 members**

**Topic: Number Recognition Game**

NUMBER RECOGNITION GAME



**Objective: Use +, -, and = correctly to complete mathematical sentences**

**Topic: One More One Less**

ONE MORE AND ONE LESS

Have students use their Ten Frames to determine the One More and One Less of a given number. For example, given the number 50:



5110

49

50