

# Identifying Ordinal Positions – A Co-Teaching Lesson Plan

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## Co-Teaching Approaches

A “(Y)” in front of the following list items indicates the approach is outlined in the lesson. An “(N)” in front of the following list items indicates the approach is not outlined in the lesson.

- (Y) Parallel Teaching
- (Y) Station Teaching
- (N) Alternative Teaching
- (Y) Team Teaching
- (N) One Teach/One Observe
- (N) One Teach/One Assist

## Subject

Grade 1 Mathematics

## Strand

Number and Number Sense

## Topic

Identifying ordinal positions first through 10th, using ordered sets of 10 concrete objects.

## Standards

1.3 The student, given an ordered set of ten objects and/or pictures, will indicate the ordinal position of each object, first through tenth

## Outcomes

Students will be able to create a cube train and identify the ordinal position of each cube.

## Materials

- Book about riding buses (can be school bus or city bus)
- Diagram of the seats in a school bus
- Linking cubes
- Neighborhood map on grid paper, showing houses, apartment buildings, a school, and a library
- Sticky notes
- Pictures of apartment buildings or a book that describes city life
- Drawing of an apartment building with 10 floors

- Index cards labeled 1st, 2nd, 3rd through 10th
- Collection of small boxes that can be painted to become train cars
- Paints
- Markers

## Vocabulary

*First, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, left, right*

## Co-Teacher Actions

Lesson Component	Co-Teaching Approach(es)	General Educator (GE)	Special Educator (SE)
Anticipatory Set	Team Teaching	Read a story to the class about a school bus. If possible, find a story that mentions the rows of seats in the bus. Take turns with SE reading the pages of the book.	Take turns reading the pages of the book with the GE.
Lesson Activities/ Procedures	Team Teaching	<p><b>PART I</b></p> <ol style="list-style-type: none"> <li>1. Set up 10 rows of chairs arranged like the seats in a bus and label each row with 1st, 2nd, through 10th.</li> <li>3. First, line up 10 students to “enter” the bus. Talk about who is first to enter, who is second, etc. Have the 10 students enter the bus by the first person going all the way to the back of the bus (10th row). Now, instruct the “riders” to come off the bus, staying in line from the front to the back. (This should have the same students come off the bus in a different order because of the starting position.) Discuss the change in ordinal positions (i.e., why</li> </ol>	<ol style="list-style-type: none"> <li>2. Choose 10 students to line up for a pretend fire drill. Talk about who is first, second, etc., in this line. March the group across the room. Stop and then ask them to turn around but stay in their order and march back to the front of the room. Who is now first, second, etc.?</li> </ol> <p><b>PART II</b></p> <ol style="list-style-type: none"> <li>4. Display the neighborhood map. Talk about the different kinds of buildings found in a city, especially apartment buildings and other buildings that have more than one floor. Ask students to share a few experiences with buildings with elevators or multiple flights of</li> </ol>

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		<p>was Mary first to go on the bus but tenth to come off?).</p> <p>4. Give each student a diagram of the school bus and colored linking cubes. Instruct students to place cubes of specific colors in particular rows on the bus diagram: for example, a blue cube in the first row, a yellow cube in the fourth row, and a red cube in the seventh row.</p> <p><b>PART II</b></p> <p>5. Distribute sticky notes, and have students draw pictures of themselves and write their names on the notes. Then, have them bring their notes and gather in a group to be ready to enter the apartment building. Tell students they will follow directions to visit certain floors on the model apartment from step 4. Give oral directions to visit the first floor, then the second floor, and then the third floor, etc., and direct students to place their notes on the correct floors. Ask questions, such as, <i>“Which is higher in the apartment building, the 4th floor or the 7th floor?”</i></p>	<p>stairs.</p> <p>Draw a simple apartment building (a large rectangle with room to designate the numbered floors). Guide students to realize that the first floor has to be on the bottom level because it was the first floor to be built. The point to be made here is that in order to count the floors you have to know where to start.</p> <p>Assist students as needed to find the correct floor of the apartment building for their sticky note.</p>
<b>Guided/Independent Practice</b>	Station Teaching	<b>GE-Led:</b> Give each student a sheet of paper with a horizontal row of 11 squares.	<b>SE-Led:</b> Give each student 10 index cards labeled 1st, 2nd, 3rd...10th and a set of

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		<p>Label the first box on the left as “Start.” Mixing your directions, direct students to draw a simple shape in each designated square (i.e. Draw a triangle in the third box. Draw a yellow star in the ninth box.)</p> <p>Repeat with another page on which the “start” box is on the right end of the row. Take note whether students can start counting from the new start box.</p> <p><b>Independent Station:</b> Make a train from shoe boxes by painting one as the engine and one as the caboose. Create other cars to go between the engine and caboose (e.g., a boxcar, coal car, passenger car). Emphasize that the engine is always first and the caboose is always last. Have students arrange and describe the train in different formations. Also, have students identify familiar objects as being in the first, middle, or last car.</p>	<p>different colored cubes. Ask students to put a red cube on the third card, a green cube on the sixth card, and so forth.</p> <p><b>Independent Station:</b> Continue the lesson by using the “People on the Bus” song. Have partners create illustrations for each verse of the song, using a separate page for each illustration, and then put their pages in sequential order. Ask students what came first, second, third, etc. in the song.</p>
<b>Closure</b>	Team Teaching	<p>Today we talked about putting things in a certain order, like seats on a bus or floors of an apartment building. What are other examples of counting this way? Why does it matter which order they come? (i.e. First grade, second grade, etc. You can’t go to second until you finish first grade.)</p>	Same as GE.
<b>Formative</b>	Parallel Teaching	Randomly divide the class in two groups.	Same as GE.

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<b>Assessment Strategies</b>		<p>Ask:</p> <ol style="list-style-type: none"> <li>1. Have students make a train with 10 cubes. “What color is the sixth cube? What is the position of the green cube?”</li> <li>2. “What is the difference between five and fifth?”</li> <li>3. Change the orientation of the index-card and cube assessments so that students can practice counting ordinal numbers from left to right, right to left, top to bottom, and bottom to top.</li> </ol> <p>Or</p> <p><b>Journal/Writing Prompts</b></p> <p>Draw a picture of yourself standing in line and explain why you would rather be first (or last) in line.</p>	
<b>Homework</b>	Team Teaching	Draw pictures and describe the first, second and third things you do in the morning to get ready for school.	Same as GE.

### **Specially Designed Instruction**

- Teacher will allow time for extra repetition and practice.
- Teacher will provide direct instruction, think aloud, and modeling of grouping objects and ordering them based on their position.

### **Accommodations**

- Preferential seating near the teacher.

- Flexible seating for students (some use rocking chairs, some sit in bean bags, or on a wiggle seat to promote attention).
- For students who struggle with understanding the concept of position, provide them with a visual cue that demonstrates these concepts.
- Fidgets, chewy tubes, snuggie vests.

## **Modifications**

- For those students who need modifications, content can be modified to include up to 5 objects instead of 10.

## **Notes**

- “Special educator” as noted in this lesson plan might be an EL teacher, speech pathologist, or other specialist co-teaching with a general educator.
- In the guided/independent practice section of the lesson plan, there are multiple stations listed. Pick and choose the ones that are best suited for your classroom. Do not feel the need to use all of them at once. If looking to use a STEAM approach, choose one of each type of station activity – music, art, engineering (building) – to use.

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