

# Table of Contents

## Introduction

Teacher Instructions.....	V
Research and Standards .....	XIV
Index of Skills .....	XVI
Progress Chart .....	XIX

## One-to-One Correspondence

Teacher Instructions.....	1
Parent/Guardian Letter.....	3
Warm-Ups .....	4
Unit Worksheets .....	10
Reflect & Review.....	20
Unit Assessments .....	21

## Counting

Teacher Instructions.....	23
Parent/Guardian Letter.....	25
Warm-Ups .....	26
Unit Worksheets .....	32
Reflect & Review.....	42
Unit Assessments .....	43

## Ordinal Numbers

Teacher Instructions.....	45
Parent/Guardian Letter.....	47
Warm-Ups .....	48
Unit Worksheets .....	54
Reflect & Review.....	64
Unit Assessments .....	65

## Shapes

Teacher Instructions.....	67
Parent/Guardian Letter.....	69
Warm-Ups .....	71
Unit Worksheets .....	77
Reflect & Review.....	87
Unit Assessments .....	88

# Table of Contents

continued

## Patterns

Teacher Instructions.....	90
Parent/Guardian Letter.....	92
Warm-Ups .....	94
Unit Worksheets .....	100
Reflect & Review.....	113
Unit Assessments.....	114

## Greater Than or Less Than

Teacher Instructions.....	116
Parent/Guardian Letter.....	118
Warm-Ups .....	120
Unit Worksheets .....	126
Reflect & Review.....	137
Unit Assessments.....	138

## Place Value

Teacher Instructions.....	140
Parent/Guardian Letter.....	142
Warm-Ups .....	144
Unit Worksheets .....	150
Reflect & Review.....	160
Unit Assessments.....	161

## Final Assessments

One-to-One Correspondence .....	163
Counting.....	164
Ordinal Numbers .....	165
Shapes .....	166
Patterns .....	167
Greater Than or Less Than .....	168
Place Value .....	169

<b>Answer Keys .....</b>	<b>170</b>
--------------------------	------------

In this unit, students will learn ordinal numbers 1st–10th and ordinal number words “first” through “tenth.”

## Objectives

- Students will identify ordinal numbers.
- Students will correspond ordinal numbers with visual representations.

## Definition

ordinal numbers – numbers that represent the position of something in a series

## Getting Students Motivated

- Introduce ordinal numbers to students by having five students line up at the front of the room. Ask the seated students to point to the student at the front, back, and middle of the line. Explain that there are words that describe the position that each student is in. Write the following ordinal number words in a row on the board: “first,” “second,” “third,” “fourth,” and “fifth.” Students may write these ordinal number words on a sentence strip for easier identification. Explain that these ordinal number words can also be written with combinations of numbers and letters. Write the following ordinal numbers under the corresponding ordinal number words on the board: “1st,” “2nd,” “3rd,” “4th,” and “5th.” Have the seated students say what position each standing student is in using the ordinal numbers. Then, have the students switch places in the line, and repeat the activity.
- Have students form pairs. Have each pair find five objects and place them in a row on a desk. Instruct each pair to write the ordinal number words “first” through “fifth” on index cards, writing only one word on each card. Have the pair place the cards in order under the five objects. Check each pair’s work to ensure correct ordering. Then, tell the pairs to leave their objects in order, pick up their cards, and move to another pair’s desk. Each pair will place its cards in order under the new five objects. Have your class repeat this activity as needed for additional practice with ordinal numbers.
- Have ten students each take off one shoe. Place the shoes side by side at the front of the room. Explain that the shoes are in an order. Have the students identify the first, second, third, fourth, and fifth shoe. Then, ask students what positions the rest of the shoes are in. Explain that these shoes are in the sixth, seventh, eighth, ninth, and tenth positions. Write these ordinal number words on the board. Then, write the following ordinal numbers under the corresponding ordinal number words on the board: “6th,” “7th,” “8th,” “9th,” and “10th.”

continued

- Set up stations in the room with groups of five to ten objects at each station. Make each object within a station slightly different. For example, you might use five crayons that are each a different color. Place the objects at each station in a row. Write ordinal number words on index cards, writing only one word on each card. Place one index card at each station. Have the students identify the object in that position at each station. You might want to write a clue at each station as well to help the students identify the correct object. For example, you might write on an index card, "fourth (blue)." Have students go to each station, identify the object, and then move to the next station. You can have students record their answers on paper, check their answers visually, or self-assess their answers by marking the correct object in some way.

Any of the activities included in this unit can be used as take-home components, but pages 55 and 57 are the best activities to use.

A parent letter follows this page. Send this letter home to students' parents to inform them of the purpose of the ordinal numbers unit and how they can help reinforce the skill with their children.