

January: Ordinal numbers

January Numeracy: Ordinal Numbers

Read, write and understand ordinal numbers. Use ordinal numbers to better understand and follow directions. Solve word problems containing ordinal numbers.

Materials include:

1. General explanation of unit
2. Terms for curriculum for all levels
3. Goals for each level
4. Suggested schedule for numeracy*
5. Content for teacher's "mini-lesson" per level
6. Worksheets per level
7. Instructions for class activity per level

General Explanation:

This month's numeracy lessons provide practice using ordinal numbers in a number of different situations. The students will have practice listening to and following directions using ordinal numbers. They will also have practice giving directions using ordinal numbers. This month will use a numeracy concept to provide an opportunity for expanded language practice.

Again, there may be a wide spectrum of ability in your classroom. Offer the appropriate levels (mini-lesson and worksheets) to your students. Choose and target your mini-lessons to the level of the majority of the class OR feel free to divide the class into two sections (or more) and offer two mini-lessons if there is a need to do so.

January: Ordinal numbers

Terms for Curriculum for All Levels

Basic Numeracy Schedule: The schedule is designed as a four week unit. The teacher is responsible for configuring the schedule to the current month and year. Reviews, computer slots, and worksheet days are merely a suggestion. Adjust accordingly to meet the needs of your class.

mini-lesson: (ml) : Provided lesson plans for a short introduction to the material.

worksheet: (ws): Provided material for students; 3 per month.

Operation box: (ob): VSS worksheets in addition, subtraction, multiplication, and division**

10 minute review: Teacher picks a regular time every class for ten minutes of numeracy review. It is meant to be a quick practice of numeracy, primarily focused on receptive and expressive language. Teacher/student reads numbers or problems. Students transcribe. Class checks together.

The beginning of class or the end of class can be effective times. The teacher can have students turn to a clean notebook page, use their “math” notebook, or can have pre-cut papers ready to hand out.

Teacher reads: T reads and the class transcribes numbers

Student reads: S reads and the class transcribes (gives students practice speaking)

Checking Review Work: Students check their work. This can be a simple or creative process depending on time availability. Written answers are necessary in checking since the focus of the review is receptive/expressive language. This is also a time for practice with pronunciation or memorization of numbers/concept.

** Operation Boxes: (Continuation of October’s numeracy focus) I recommend that as a program you create four file boxes that contain practice worksheets for each of the functions (addition, subtraction, multiplication, division). It is best to offer a wide range of choices starting at very beginning levels and ending with more advanced worksheets. Students can then self-pace and work their way through the boxes during the year. Worksheets can come from websites offering free printables or workbooks.

January: Ordinal numbers

Level 1

L1 Goals: Read, write and understand ordinal numbers (1-20). Use ordinal numbers to better understand and follow directions. Solve word problems containing ordinal numbers.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	-	Computer	10 min review: operations box worksheet	ml 1; ws 1	10 min review: T reads 1 st , 2 nd , 3 rd and students write Ordinal numbers
Week 2	10 min review: T reads 1 st -5 th ordinal numbers, students write	Computer	10 min review: operations box worksheet	ml 2; ws 2	10 min review: T reads 1st-10 th ordinal numbers and students write
Week 3	10 min review: T reads 1 st -12 th ordinal numbers and students write	Computer	10 min review: operations box worksheet	ml 3; ws 3	10 min review: T reads 1st-15 th ordinal numbers and students write
Week 4	10 min review: S 1 st - 15 th ordinal numbers and students write	Computer	10 min review: operations box worksheet	ml 4: class race	10 min review: S reads 1 st -20 th ordinal numbers and students write

January: Ordinal numbers

Level 1: Mini lesson 1

Plan:

15 minutes for mini lesson (teacher led instruction)

15 minutes for individual work (student only)

5 minutes for review (class, groups, pairs)

Materials Needed:

20 pieces of paper (standard size) with ordinal numbers and ordinal words—1 per paper
(ex: 1st, 2nd, 3rd, first, second, third)

Mini-lesson Content:

1. Introduction of ordinal numbers
 - Write 1-10 on the board going down. Count together.
 - Ask 3 students to come up in front of the class. Count the students (1,2,3)
 - Now say you are going to put them in order: Ask them to line up in front of you as you call them by name. Then show how the first person you called is “first.” The second person “second” and so on.
 - Tell students you write numbers a little differently if you are talking about ORDER instead of just the NUMBER.
2. Writing ordinal numbers
 - Modify your 1-10 list in writing and verbally: show 1, say one, then change it by adding “st”—say first. Students repeat (have students hold up fingers if they need extra support). Go through all 10.
 - Go back and count again using the ordinal numbers. This time, write the word next to the number: 1st first
3. Practice matching words to numbers
 - Pass out as many ordinal number/word pairs on the paper (see materials) as there are students. Have them get up to find their match.
 - Lay out the papers on the floor and have the class work together to put the matching pairs together (in order). Read together.
 - *Leave list on board if students need more support; otherwise erase.

Name _____

Matching Ordinal Numbers

1st

fourth

2nd

third

3rd

ninth

4th

first

5th

second

6th

sixth

7th

eighth

8th

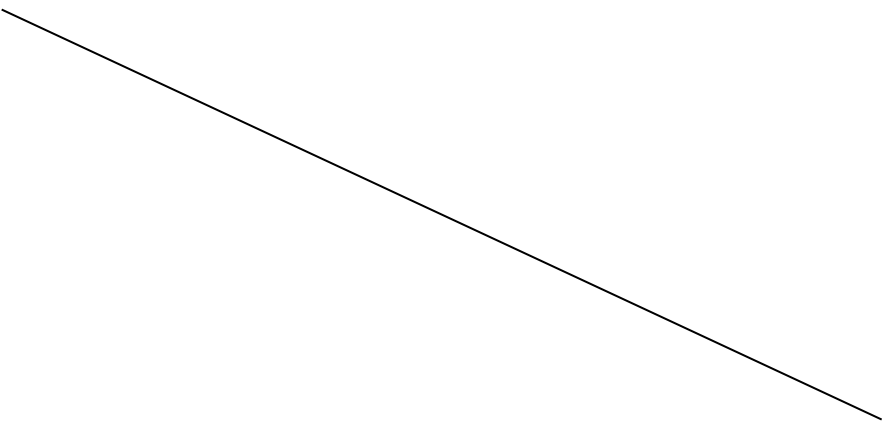
fifth

9th

tenth

10th

seventh



January: Ordinal numbers

Level 1: Mini lesson 2

Plan:

15 minutes for mini lesson (teacher led instruction)

15 minutes for individual work (student only)

5 minutes for review (class, groups, pairs)

Materials Needed:

20 pieces of paper (standard size) with ordinal numbers and ordinal words—1 per paper
(ex: 1st, 2nd, 3rd, first, second, third)

Mini-lesson Content:

1. Review 1-10 list
 - Write 1-10 on board going down. Modify the list in writing and verbally: show 1, say one, then change it by adding “st”—say first. Students repeat (have students hold up fingers if they need extra support). Go through all 10.
 - Point out patterns: 1st, 2nd, 3rd sound different from number, and all have different letters that follow. 4-10 sounds like the number and only adds “th.”
 - Go back and count again using the ordinal numbers. This time, write the word next to the number: 1st first
2. Practice matching words to numbers (again)
 - Pass out as many ordinal number/word pairs on the paper (see materials) as there are students. Have them get up to find their match.
 - Lay out the papers on the floor and have the class work together to put the matching pairs together (in order). Read together.
 - *Leave list on board if students need more support; otherwise erase.
3. Lesson Prep: Explain to students they will be reading the words and writing the ordinal numbers. No spelling is necessary in this activity.

January: Ordinal numbers

Level 1, WS 2

Name _____

Reading and Writing Ordinal Numbers

Partner A

Read.

1. third
2. fifth
3. seventh
4. tenth
5. second

Listen. Write the ordinal number.

6. _____ 1st _____

7. _____

8. _____

9. _____

10. _____

January: Ordinal numbers

Level 1, WS 2

Name _____

Reading and Writing Ordinal Numbers

Partner B

Listen. Write the ordinal number.

1. _____ 3rd _____

2. _____

3. _____

4. _____

5. _____

Read.

6. first

7. fourth

8. sixth

9. eighth

10. ninth

January: Ordinal numbers

Level 1: Mini lesson 3

Plan:

5 minutes for mini lesson (teacher led instruction)

20 minutes for individual work (student only)

5 minutes for review (class, groups, pairs)

Materials Needed:

40 NOTEBOOK CARDS: with ordinal numbers and ordinal words 1-20 —1 per card
(ex: 1st, 2nd, 3rd, first, second, third)

Mini-lesson Content: **WORKSHEET IS MINI-LESSON

1. Adding 11-20

- Pass out worksheet to fill in together
- 1-10: Read the word together and then have students fill in the correct ordinal number. Check immediately.
- 11-20: read the words and then write in together. Write the number on the board to model. Emphasize that all numbers (11-20) have “th.”
- Read through all 20 ordinal numbers together.

2. Main Lesson: Putting ordinal numbers in order

- Pass out notecards (*see materials) with ordinal numbers 1-20 (not words). Each student may have 2 or 3 cards depending on class size.
- Have students come up and tape cards to the white board in order.
- Check and read.
- Pass out ordinal word cards (1-20) and have class match the word cards next to the number cards.
- Check together.
- Ask for volunteers to count.
- If time, do again only do the words first.

**Students can cut up worksheet to practice at home. Or, you can have them cut up and put together for an in-class activity.

Name _____

Ordinal Numbers 1-20

first	
second	
third	
fourth	
fifth	
sixth	
seventh	
eighth	
ninth	
tenth	
eleventh	
twelfth	
thirteenth	
fourteenth	
fifteenth	
sixteenth	
seventeenth	
eighteenth	
nineteenth	
twentieth	

January: Ordinal numbers

Level 1: Culminating Group Activity

Plan:

10 minutes for warm up and directions (teacher led instruction)

10-15 minutes for race (student only)

5-10 minutes for review (class, groups, pairs)*

*This is the culminating activity, so review can focus on problem areas demonstrated in the activity or just a whole review of the concept (1-20 ordinal numbers/words). Practice reading the sentences in order is also a good form of review for this activity.

Materials Needed:

Objects noted in worksheet

Activity Goal: Students will be required to show their ordinal numeracy skills from the month: They will order activities using ordinal numbers. Students will have an opportunity to demonstrate numeracy knowledge and literacy in a meaningful way.

Activity Description: The teacher will perform activities (from worksheet) in a certain order. Students must watch and write down the ordinal number next to each action. A volunteer will read back what the teacher did in order using ordinal words. The activity is repeated two more times by students doing the actions.

**You can have the list pre-numbered for students or they can choose the order for themselves. Pre-read with the volunteers (and students if needed) to make sure they understand.

January: Ordinal numbers

Level 1, CA

Name _____

Ordering Actions

_____ Read a book.

_____ Open a door.

_____ Write on a paper.

_____ Sing a song.

_____ Say hello.

_____ Write on the whiteboard.

_____ Dance.

_____ Shake hands with someone.

_____ Introduce yourself.

_____ Say your phone number.

_____ Clap your hands.

_____ Tie your shoe.

January: Ordinal numbers

Level 2

L2 Goals: Read, write and understand ordinal numbers (1-50). Use ordinal numbers to better understand and follow directions. Solve word problems containing ordinal numbers.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	10 min review: T reads 1 st -5 th ordinal numbers and students write	10 min review: operations box worksheet	computer	ml 1, ws1	10 min review: T reads 1 st -10 th ordinal numbers and students write
Week 2	10 min review: T reads 1 st -20 th and students write	10 min review: operations box worksheet	computer	ml 2; ws 2	10 min review: S reads ordinal numbers 1 st -20 th
Week 3	10 min review: T reads 10 ordinal numbers (1-50) mixed up, students write	10 min review: operations box worksheet	computer	ml 3; ws 3	10 min review: T reads 10 ordinal numbers (1-50) mixed up, students write
Week 4	10 min review: S reads 15 ordinal numbers (1-50) mixed up, students write	10 min review: operations box worksheet	computer	ml 4: class race	10 min review: S reads 20 ordinal numbers (1-50) mixed up, students write

January: Ordinal numbers

Level 2: Mini lesson 1

Plan:

15 minutes for mini lesson (teacher led instruction)

15 minutes for individual work (student only)

5 minutes for review (class, groups, pairs)

Materials Needed:

20 index cards with ordinal words—1 per card (ex: first, second, third—to twentieth)

Mini-lesson Content:

1. Introduction of ordinal numbers
 - Write 1-20 on the board going down. Count together.
 - Ask 3 students to come up in front of the class. Count the students (1,2,3)
 - Now say you are going to put them in order: Ask them to line up in front of you as you call them by name. Then show how the first person you called is “first.” The second person “second” and so on.
 - Tell students you write numbers a little differently if you are talking about ORDER instead of just the NUMBER.
2. Writing ordinal numbers
 - Modify your 1-20 list in writing and verbally: show 1, say one, then change it by adding “st”—say first. Students repeat. Go through all 20.
 - Talk about the patterns of “th” for all but 1st, 2nd, 3rd
 - Go back and count again using the ordinal numbers. This time, write the word next to the number: 1st first
3. Practice matching words to numbers
 - Erase the ordinal words on the board.
 - Pass out the ordinal word cards (*see materials) to the students. Have them get up and tape the ordinal word next to the ordinal number on the board.

January: Ordinal numbers

Level 2, WS 1

Name _____

Matching Ordinal Numbers

1 st	fourth
2 nd	third
3 rd	ninth
4 th	first
5 th	second
6 th	sixth
7 th	eighth
8 th	fifth
9 th	tenth
10 th	seventh

11 th	twentieth
12 th	sixteenth
13 th	fourteenth
14 th	eleventh
15 th	eighteenth
16 th	fifteenth
17 th	twelfth
18 th	thirteenth
19 th	seventeenth
20 th	nineteenth

January: Ordinal numbers

Level 2: Mini lesson 2

Plan:

15 minutes for mini lesson (teacher led instruction)

15 minutes for individual work (student only)

5 minutes for review (class, groups, pairs)

Materials Needed:

20 index cards with ordinal words—1 per card (ex: first, second, third—to twentieth)

20 index cards with ordinal numbers – 1 per card (1st, 2nd, 3rd)

Mini-lesson Content:

1. Review 1-20 list
 - Write 1-20 on board going down. Modify the list in writing and verbally: show 1, say one, then change it by adding “st”—say first. Students repeat Go through all 20.
 - Point out patterns: 1st, 2nd, 3rd sound different from the numbers, and all have different letters that follow. 4-20 sounds like the number and only adds “th.”
 - Go back and count again using the ordinal numbers. This time, hand out ordinal word cards (*see materials) to students to tape next to ordinal numbers.
2. Practice matching words to numbers (again)
 - Pass out as many ordinal number/word pairs on the paper (see materials) as there are students. Have them get up to find their match.
 - Lay out the cards on the floor/board and have the class work together to put the matching pairs together (in order). Read together.
3. Lesson Prep: Explain to students they will be reading the words and writing the ordinal numbers. No spelling is necessary in this activity.

January: Ordinal numbers

Level 2, WS 2

Name _____

Reading and Writing Ordinal Numbers

Partner A

Read.

1. third
2. fifth
3. seventeenth
4. tenth
5. second
6. twentieth
7. fourteenth

Listen. Write the ordinal number.

8. _____ 1st _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

Name _____

Reading and Writing Ordinal Numbers

Partner B

Listen. Write the ordinal number.

1. _____ 3rd _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Read.

- 8. first
- 9. fourth
- 10. sixteenth
- 11. eighth
- 12. nineteenth
- 13. thirteenth
- 14. twelfth

January: Ordinal numbers

Level 2: Mini lesson 3

Plan:

10 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

Materials Needed:

none

Mini-lesson Content: *Includes mini-lesson, main lesson, and review

1. Introduce calendars
 - Pass out the calendar for January.
 - Ask what the date is today (using ordinal numbers)
 - Ask why you say “tenth” instead of 10 for the date?
 - Read through every day of the month.
2. Start the activity together.
 - Draw a calendar on the board.
 - Make up an appointment (work, school, social event—with time) and say it to the class (ex: I have a dentist appoint at 2pm on the 12th of January).
 - Students write on their calendars and you write on the board (Dentist 2pm) on the correct day.
 - Do a few more together.
3. Continue to making up appointments and have students fill in their calendars.
4. Check by asking volunteers to write the activities for a certain day of the month.

January: Ordinal numbers

Level 2, WS 3

Name _____

Ordinal Numbers in the Month of January

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January: Ordinal numbers

Level 2: Culminating Group Activity

Plan:

10 minutes for warm up and directions (teacher led instruction)

10-15 minutes for race (student only)

5-10 minutes for review (class, groups, pairs)*

*This is the culminating activity, so review can focus on problem areas demonstrated in the activity or just a whole review of the concept (1-20 ordinal numbers/words). Practice reading the sentences in order is also a good form of review for this activity.

Materials Needed:

Objects noted in worksheet

Activity Goal: Students will be required to show their ordinal numeracy skills from the month: They will order activities using ordinal numbers. Students will have an opportunity to demonstrate numeracy knowledge and literacy in a meaningful way.

Activity Description: The teacher will perform activities (from worksheet) in a certain order. Students must watch and write down the ordinal number next to each action. A volunteer will read back what the teacher did in order using ordinal words. The activity is repeated two more times by students doing the actions.

**You can have the list pre-numbered for students or they can choose the order for themselves. Pre-read with the volunteers (and students if needed) to make sure they understand.

January: Ordinal numbers

Level 2, CA

Name _____

Ordering Actions

_____ Read a book.

_____ Open a door.

_____ Write on a paper with a pen.

_____ Sing a song.

_____ Close a door.

_____ Say hello to your teacher.

_____ Write your name on the whiteboard.

_____ Dance.

_____ Shake hands with someone.

_____ Erase your name on the whiteboard.

_____ Introduce yourself to the class.

_____ Say your phone number.

_____ Clap your hands.

_____ Tie your shoe.

_____ Ask someone if they need help.

January: Ordinal numbers

Level 3

L3 Goals: Read, write and understand ordinal numbers (1-50). Use ordinal numbers to better understand and follow directions. Solve word problems containing ordinal numbers.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	computer	10 min review: T reads 10 ordinal numbers (1 st -10 th), students write	10 min review: operations box worksheet	ml 1, ws1	10 min review: T reads 1 st -20 th ordinal numbers, students write
Week 2	computer	10 min review: T reads 10 ordinal numbers (1-50) mixed up, students write	10 min review: operations box worksheet	ml 2; ws 2	10 min review: S reads 15 ordinal numbers (1-50) mixed up, students write
Week 3	computer	10 min review: T reads 15 ordinal numbers (1-100) mixed up, students write	10 min review: operations box worksheet	ml 3; ws 3	10 min review: S reads 20 ordinal numbers (1-100) mixed up, students write
Week 4	computer	10 min review: S reads 20 ordinal numbers (1-100) mixed up, students write	10 min review: operations box worksheet	ml 4: class activity	10 min review: S reads 20 ordinal numbers (1-100) mixed up, students write

January: Ordinal numbers

Level 3: Mini lesson 1

Plan:

10 minutes for mini lesson (teacher led instruction)

15 minutes for individual work (student only)

5 minutes for review (class, groups, pairs)

Materials Needed:

20 index cards with ordinal words—1 per card (ex: first, second, third—to twentieth)

20 index cards with ordinal numbers – 1 per card (1st, 2nd, 3rd)

Mini-lesson Content:

1. Introduce Ordinal numbers

- Write 1-20 on board going down. Explain that these are called “Cardinal numbers” which means how many.
- Explain that you are going to learn “Ordinal Numbers” which means position. Have students brainstorm when they use (or could use) ordinal numbers (a race, birth order, calendar, directions, etc.)
- Ask students how you can modify the list of numbers to change it from cardinal numbers to ordinal numbers: change it by adding “st” to the number—say first. See how many they can do. Have them complete their own chart as you go. *Print out more charts if you want to continue to 50.
- Point out patterns: 1st, 2nd, 3rd sound different from the numbers, and all have different letters that follow. 4-20 sounds like the number and only adds “th.”
- Go back and count again using the ordinal numbers. This time, hand out ordinal word cards (*see materials) to students to tape next to ordinal numbers. What is the connection between st, nd, rd, and th in the ordinal word to the ordinal number?

2. Look at spelling patterns together. Practice reading/ spelling together.

Name _____

Reading and Writing Ordinal Numbers

Partner A

Read.

1. Spell: 3rd
2. Spell: 15th
3. Spell: 17th
4. Spell: 10th
5. Write the number: second
6. Write the number: twentieth
7. Write the number: fourteenth
8. Write the number: eleventh

Listen. Write the ordinal number.

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

Name _____

Reading and Writing Ordinal Numbers

Partner B

Listen. Write the ordinal number.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Read.

9. Spell: 1st

10. Spell: 4th

11. Spell: 16th

12. Spell: 8th

13. Write the number: nineteenth

14. Write the number: thirteenth

15. Write the number: twelfth

16. Write the number: fifth

January: Ordinal numbers

Level 3: Mini lesson 2

Plan:

10 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

Materials Needed:

none

Mini-lesson Content:

1. Reading an ordered description
 - Write the following on the board:
Computer instructions: Take out the lap top computers from the bin. Take one pair of headphones as well. Return to your seat with the computers and open it up. You will have to turn in on and wait for it to load before you can type your login and password.
 - Read the following paragraph together.
2. Go through each sentence and create an ordinal list of procedures as a class.
 - Write the list on the board: (ex: 1st: take out lap top, 2nd: Take a pair of headphones, 3rd: Sit down, etc.)

Name _____

Write the Order

Applying for a job at Zandy’s Supply Store can be a long process. The applicant has to go to the zandy.com. Under the “employment section” there is an online application. Fill out the application. You must attach a resume. You also must list three references. When you complete the application, you submit it. Wait for at least 2 business days for someone to contact you if they are interested in hiring you.

List the order of the job application process for the applicant:

1st _____

January: Ordinal numbers

Level 3: Mini lesson 3

Plan:

10 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

Materials Needed:

none

Mini-lesson Content:

1. Word problem: Write on board
 - John is waiting in line at the Department of Motor Vehicles. There are twenty people in front of him eight people behind him.
John is the _____ person in line.

2. Read the problem. Ask for a volunteer to solve it—ask them to explain how they know the answer. Write the answer (can be number or word).

Name _____

Word Problems

1. The work shift started at 7:15. Thai arrived to work at 7:02 a.m. Jerry arrived to work at 7:06 a.m. Don arrived to work at 7:07 and Lucy followed him one minute later. Who was the third person to arrive at work?
 - A. Thai
 - B. Jerry
 - C. Don
 - D. Lucy

2. Today is January 17th. Van has an interview in six days. What is the date of his interview?
 - A. January 11th
 - B. January 17th
 - C. January 20th
 - D. January 23rd

3. Jorge comes from a very big family. He has four older brothers and two younger brothers. He has five older sisters and one younger sister. What is his place in the birth order of his family?
 - A. 5th
 - B. 9th
 - C. 10th
 - D. 12th

January: Ordinal numbers

Level 3: Culminating Group Activity

Plan:

10 minutes for warm up and directions (teacher led instruction)

10-15 minutes for race (student only)

5-10 minutes for review (class, groups, pairs)*

*This is the culminating activity, so review can focus on problem areas demonstrated in the activity or just a whole review of the concept (1-50 ordinal numbers/words). Practice reading the sentences in order is also a good form of review for this activity.

Materials Needed:

Objects noted in worksheet

Activity Goal: Students will be required to show their ordinal numeracy skills from the month: They will order activities using ordinal numbers. Students will have an opportunity to demonstrate numeracy knowledge and literacy in a meaningful way.

Activity Description: The teacher will perform activities (from worksheet) in a certain order. Students must watch and write down the ordinal number and activity. A volunteer will read back what the teacher did in order using ordinal words. The activity is repeated two more times by students doing the actions.

**You can have the list pre-numbered for students or they can choose the order for themselves. Pre-read with the volunteers (and students if needed) to make sure they understand.

January: Ordinal numbers

Level 3, CA

Teacher/Volunteer Copy

Tell students if you want them to write the ordinal number or word.

_____ Read a book.

_____ Open a door.

_____ Write on a paper with a pen.

_____ Sing a song.

_____ Close a door.

_____ Say hello to your teacher.

_____ Write your name on the whiteboard.

_____ Dance.

_____ Shake hands with someone.

_____ Erase your name on the whiteboard.

_____ Introduce yourself to the class.

_____ Say your phone number.

_____ Clap your hands.

_____ Tie your shoe.

_____ Ask someone if they need help.

January: Ordinal numbers

Level 3, CA

Name _____

Watch, Order and Write

Teacher

Volunteer 1

Volunteer 2

January: Ordinal numbers

Level 4

L4 Goals: Read, write and understand ordinal numbers (1-1000). Use ordinal numbers to better understand and follow directions. Solve word problems containing ordinal numbers.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	10 min review: T reads ordinal numbers (1st-20th) mixed up, students write	ml 1, ws1	10 min review: operations box worksheet	computer	10 min review: T reads ordinal numbers (1st-50th) mixed up, students write
Week 2	10 min review: T reads 15 ordinal numbers (1st-100th) mixed up, students write	ml 2; ws 2	10 min review: operations box worksheet	Computer	10 min review: S reads 15 ordinal numbers (1st-100th) mixed up, students write
Week 3	10 min review: T reads 20 ordinal numbers (1st-1000th) mixed up, students write	ml 3; ws 3	10 min review: operations box worksheet	Computer	10 min review: T reads 20 ordinal numbers (1st-1000th) mixed up, students write
Week 4	10 min review: S reads 20 ordinal numbers (1st-1000th) mixed up, students write	ml 4: class activity	10 min review: operations box worksheet	Computer	10 min review: S reads 20 ordinal numbers (1st-1000th) mixed up, students write

January: Ordinal numbers

Level 4: Mini lesson 1

Plan:

10 minutes for mini lesson (teacher led instruction)

15 minutes for individual work (student only)

5 minutes for review (class, groups, pairs)

Materials Needed:

none

Mini-lesson Content:

1. Introduce Ordinal numbers
 - Write 1-20 on board going down. Explain that these are called “Cardinal numbers” which means how many.
 - Explain that you are going to learn “Ordinal Numbers” which means position. Have students brainstorm when they use (or could use) ordinal numbers (a race, birth order, calendar, directions, etc.)
 - Ask students how you can modify the list of numbers to change it from cardinal numbers to ordinal numbers: change it by adding “st” to the number—say first. See how many they can do. Have them complete their own chart as you go. *Print out more charts if you want to continue higher or show examples of higher patterns (with hyphens).
 - Point out patterns: 1st, 2nd, 3rd sound different from the numbers, and all have different letters that follow. 4-20 sounds like the number and only adds “th.”
 - Go back and count again using the ordinal numbers. What is the connection between st, nd, rd, and th in the ordinal word to the ordinal number?
2. Look at spelling patterns together. Practice reading/ spelling together.

January: Ordinal numbers

Level 4, WS 1

Name _____

Reading and Writing Ordinal Numbers

Partner A

Read.

1. Spell: 3rd
2. Spell: 15th
3. Spell: 17th
4. Spell: 10th
5. Write the number: fifty-second
6. Write the number: twenty-eighth
7. Write the number: fourteenth
8. Write the number: eleventh

Listen. Write the ordinal number.

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

Name _____

Reading and Writing Ordinal Numbers

Partner B

Listen. Write the ordinal number.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Read.

9. Spell: 1st
10. Spell: 24th
11. Spell: 16th
12. Spell: 38th
13. Write the number: nineteenth
14. Write the number: thirteenth
15. Write the number: twelfth
16. Write the number: fifth

January: Ordinal numbers

Level 3: Mini lesson 2

Plan:

10 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

Materials Needed:

none

Mini-lesson Content:

1. Reading an ordered description
 - Write the following on the board:
Computer instructions: Take out the lap top computers from the bin. Take one pair of headphones as well. Return to your seat with the computers and open it up. You will have to turn in on and wait for it to load before you can type your login and password.
 - Read the following paragraph together.
2. Go through each sentence and create an ordinal list of procedures as a class.
 - Write the list on the board: (ex: 1st: take out lap top, 2nd: Take a pair of headphones, 3rd: Sit down, etc.)
3. If students need more support, read through the worksheet paragraph together.

Name _____

Write the Order

Applying for a job at Book Street Vendors can be a fast process. The applicant has to apply online at bookstreetvendors.org. The applicant has to create an account before he or she can fill out or submit the application. This allows the applicant to save his or her work and come back later to finish the application. To create an account, the applicant will need a username and password. The applicant must complete the entire application to submit. This includes attaching a current resume and a list of three non-family references including name, phone number and email address and description of how the applicant knows them. After the applicant submits the completed application, he or she can expect to be contacted for an interview within one week.

List the order of the job application process for the applicant:

1st _____

January: Ordinal numbers

Level 3: Mini lesson 3

Plan:

10 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

Materials Needed:

none

Mini-lesson Content:

1. Word problem: Write on board
 - John is waiting in line at the Department of Motor Vehicles. There are twenty people in front of him eight people behind him.
John is the _____ person in line.
2. Read the problem. Ask for a volunteer to solve it—ask them to explain how they know the answer. Write the answer (can be number or word).
3. **If time, for review, see if you can write a word problem as a class.

Name _____

Word Problems

1. Every month, the employee with the highest rating of customer satisfaction is awarded a fifty dollar check and his or her name written on the bulletin board. Last year Thai won the months of January, April, and November. Jerry won February, May, July, and October. Don won March, June, and December. Lucy won August, September and November. Who won the 10th month of the year?
 - A. Thai
 - B. Jerry
 - C. Don
 - D. Lucy
2. Today is Thursday, January 14th. Van has an interview in ten business days (Monday-Friday). What is the date of his interview?
 - A. January 24th
 - B. January 4th
 - C. January 26th
 - D. January 28rd
3. Silvia comes from a very big family. She has six older brothers and two younger brothers. She has three older sisters and two younger sisters. What is her place in the birth order of her family?
 - A. 5th
 - B. 9th
 - C. 10th
 - D. 12th

January: Ordinal numbers

Level 4: Culminating Group Activity

Plan:

10 minutes for warm up and directions (teacher led instruction)

10-15 minutes for race (student only)

5-10 minutes for review (class, groups, pairs)*

*This is the culminating activity, so review can focus on problem areas demonstrated in the activity or just a whole review of the concept (1-1000 ordinal numbers/words). Or, just the review of all completed word problems.

Materials Needed:

none

Activity Goal: Students will be required to show their ordinal numeracy skills from the month: They will work together in teams to write ordinal word problems for other teams in the class to solve.

Activity Description: The students will divide in groups of two or three. Each team is responsible for writing one word problem and possible choices. At the end of the time (5-10 minutes depending on speed of teams), the teams will trade papers and solve each other's word problems. If time, repeat.

January: Ordinal numbers

Level 4, CA

Names _____

Ordinal Word Problems

Write a word problem for another team using ordinal numbers.

A. _____

B. _____

C. _____

D. _____