

Just In Time Quick Check
Standard of Learning (SOL) 1.3

Strand: Number and Number Sense

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

Grade Level Skills:

- Identify the ordinal positions first through tenth using ordered sets of 10 objects and/or pictures of such sets presented from:
 - left to right;
 - right to left;
 - top to bottom; and/or
 - bottom to top.

Just in Time Quick Check

Just in Time Quick Check Teacher Notes

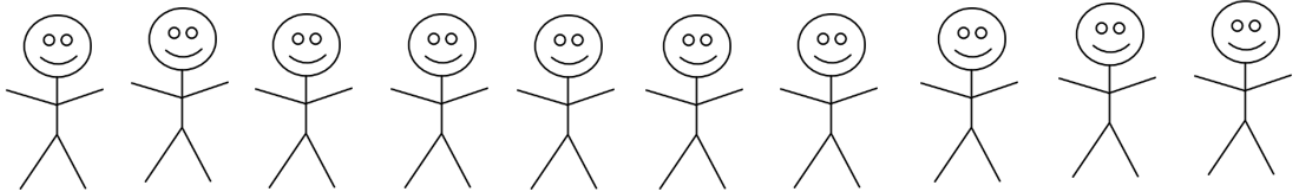
Supporting Resources:

- VDOE Mathematics Instructional Plans (MIPS)
 - [1.3 - Buses and Apartment Buildings – Ordinal Numbers](#) (Word) / [PDF Version](#)
 - [1.3 - Paper Chains](#) (Word) / [PDF Version](#)
- VDOE Co-Teaching Mathematics Instruction Plans (MIPS)
 - [1.3 – Ordinal Positions](#) (Word) / [\(PDF\)](#)
- VDOE Word Wall Cards: Grade 1 ([Word](#)) | ([PDF](#))
 - Number Path
 - Ordinal Numbers
- VDOE Instructional Videos for Teachers
 - [Developing Early Number Sense \(grades K-2\)](#)
 - [Using A Beaded Number Line \(grades K-2\)](#)

Supporting and Prerequisite SOL: [1.1a](#), [K.1a](#), [K.3a](#)

SOL 1.3 - Just in Time Quick Check

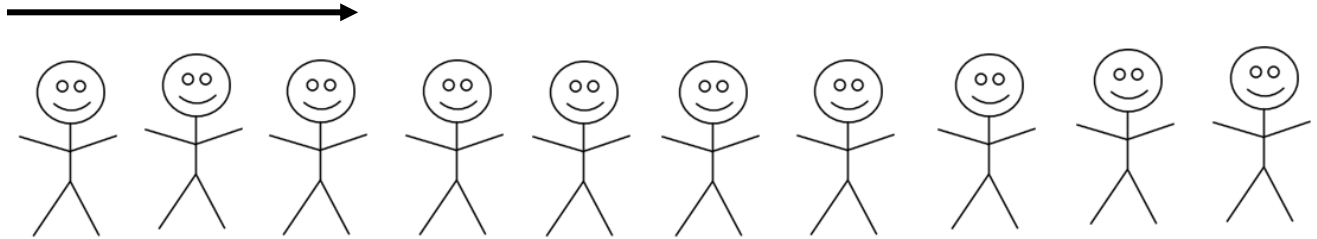
- 1) Ten people are standing in line from left to right. Place a hat on the third person and put hair on the seventh person.



- 2) There are 9 boxes from top to bottom. Draw a heart in the second box. Draw a circle in the fifth box.

SOL 1.3 - Just in Time Quick Check Teacher Notes
Common Errors/Misconceptions and their Possible Indications

- 1) Ten people are standing in line from left to right. Place a hat in the third person and put hair on the seventh person.



Students may miscount and place an item on the wrong person, or they may start at the wrong end of the line. The student may not understand the ordinal number words to complete this task. If this is the case, provide students many experiences with ordinal numbers. Lining students up in the classroom to transition to art, recess, or lunch is a great time to discuss ordinal numbers by asking questions such as, who is third in line, sixth in line, etc.

- 2) There are 9 boxes from top to bottom. Draw a heart in the second box. Draw a circle in the fifth box.

Students may confuse ordinal numbers with the place it matches. Students often confuse second and third because second does not sound like two and third does not sound like three. Students may confuse various suffixes for ordinal numbers (ex: “st”, “nd”, “rd”, and “th”). If students have difficulty with the vocabulary, focus on using the vocabulary frequently during classroom instruction or when putting students or materials in a particular order. Students at this level are not yet reading or writing the written words for ordinal numbers.

Student may have difficulty with directionality, and may start from the bottom box and work up. Vocabulary and understanding of direction and position can be practiced and reinforced through classroom activities, including calendar, lining up, patterning, etc.