

What's My Place?

Purpose

Students will match the number names *first, second, third, etc.* with an ordered set of up to 10 items.

Materials

For the teacher: large flash cards labeled “first,” “second,” “third,” etc., set of blank flash cards

For the students: copies of Black Line Master (BLM) *What's My Place?*

Activity

A. Introduction

1. Ask 10 students to come to the front of the room and make a line standing next to one another.
2. Give the students the labeled flash cards in order so that the rest of the class can observe which student is first, second, third, etc.
3. Write the numeral one on a blank card and hand it to the first student in line.
4. Write *st* after it (*1st*) and explain that this is another way to write *first*.
5. Continue in this manner through the tenth card, and help students observe that the letters written after the numeral are the last two in the ordinal word (e.g., 2nd = second, 3rd = third, etc.).

B. Student Activity

1. Have the first group of students sit down.
2. Randomly hand out the flash cards with the ordinal number words to 10 different students.
3. Have the students line up in the correct order.
4. Continue this activity until students have mastered the concept.
5. Have students complete the BLM *What's My Place?*

connecting
across the
curriculum



Physical Education

Label 10 beanbags with ordinal number words *first* through *tenth*. Place the beanbags in different places on the playground or gym floor. Give each student a different direction until all beanbags are taken. For example, “Hop to ninth base, walk backward to second base,” etc. When all bases are filled, have students bring their bases and line up in ordinal order.

MEETING
INDIVIDUAL
NEEDS




Post the ordinal words in proper order somewhere in the classroom so that students can use them until they have mastered this concept. For extra help, place the corresponding numeral on each ordinal word card.


Standards Link
1.1.1

Questions for Review

Basic Concepts and Processes

During the activity, discuss the following questions with your students to gauge their understanding of the Standard Indicator:

 Can you point to the student who is [*insert ordinal number*] in line?

 How did you know that student was in the [*insert ordinal number*] place?

Name: _____

What's My Place?



- Color the third shape green.
- Color the sixth shape blue.
- Color the first shape red.



- Color the fourth shape yellow.
- Color the second shape blue.
- Color the fifth shape red.



- Color the seventh shape green.
- Color the ninth shape red.
- Color the eighth shape yellow.



- Color the first shape red.
- Color the second shape yellow.
- Color the fourth shape green.

5. red blue yellow green orange pink black purple

Name the color word that is fourth in line. _____

Name the color word that is seventh in line. _____

Which color word is first in line? _____

The eighth color word is _____.

Name the color word that is second in line. _____

Write the word "elephant." _____

What is the fourth letter in the word "elephant?" _____

What's My Place?

Teacher Directions

Provide each student with a copy of the BLM *What's My Place?* Review the directions with the students and have students complete the BLM.

Answer Key

For the first four items, create your own answer key using the colors indicated in the directions on the BLM.

5. green, black, red, purple, blue, [students write the word "elephant"], p