

Where Do I Stand?

Purpose

Students will demonstrate an understanding of the numerical order of numbers less than 100 and the meaning of *first*, *second*, *third*, etc.

Materials

For each student: name tag with a number from 1 to 99, copies of Black Line Masters (BLMs) *Where Do I Stand? Part 1* and *Where Do I Stand? Part 2*

Activity

A. Pre-Activity Preparation

Prepare students' name tags by writing different numbers between 1 and 99. Include some single-digit numbers.

B. Student Activity

1. Give each student one of the prepared name tags, and tell students that the numbers on their name tags will be their numbers for the day.
2. Have students arrange themselves in a line of numerical order from the smallest to largest number based on the numbers on their name tags.
3. Have students find the student who is standing at a particular ordinal position (such as the thirteenth person in line).
4. Throughout the day, as students get in line for various reasons, repeat the activity.
5. Change the activity slightly by doing one of the following:
 - Add a digit to the single-digit name tags from time to time to change the order of the line. Have students rearrange themselves so that the order is correct.
 - Have students group themselves according to numbers greater than a certain number and less than that number.
 - Have students whose numbers would be included when counting by fives (or twos or tens) raise their hands.
 - Have students raise their hands if they would be in the same column as a certain number on the hundreds board.

(continued)



connecting
across the
curriculum

English/ Language Arts

Assign numerical values to letters in spelling words. Scramble the letters of each spelling word. Have students place the letters in the correct numerical order to spell the words correctly.



EXTENDING
THE
ACTIVITY

Have the students that have odd numbers on their name tags raise their hands. Write the fraction on the board that represents the number of students with odd numbers on their name tags. Ask students to calculate the number of students that have even numbers on their name tags.


Standards Links
2.6.2, 2.6.5


Activity (continued) _____**C. Homework**

Have students complete the BLMs *Where Do I Stand? Part 1* and *Where Do I Stand? Part 2* as homework.


Questions for Review _____**Basic Concepts and Processes**


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


 Were you able to find your place in line?

 How did you find your correct place?

 Show me on the number line where your number is.

 Is there anyone who is not in the correct order?

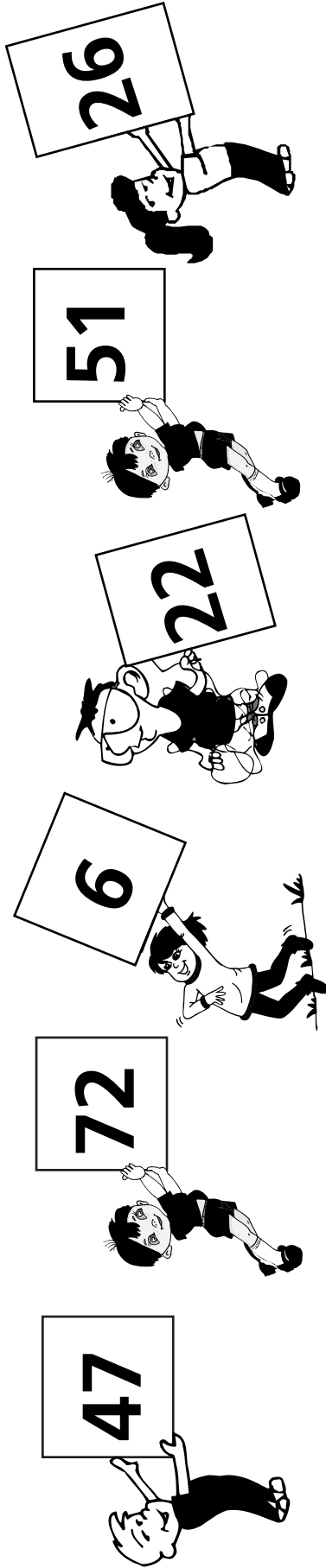
 Where should that student be standing?

 How would you find a person standing in the ninth place from the front of the line?

Name: _____

Where Do I Stand? Part 1

The students below have been asked to get in line according to the numbers on the cards they are holding. The teacher has asked them to get in line from smallest to largest number. The first person in line should be holding the smallest number. The last person in line should be holding the largest number.



Place the numbers 1 through 6 on the spaces under each student to show which student would be first in line, second in line, third in line, fourth in line, fifth in line, and sixth in line. Answer the questions on the next page.

Where Do I Stand? Part 1

Teacher Directions

Distribute the BLM *Where Do I Stand? Part 1* to students. Have students place the numbers 1 through 6 on the spaces under each student showing which student would be first in line, second in line, third in line, fourth in line, fifth in line, and sixth in line.

Answer Key

For the students holding the signs with the numbers below, the correct answers are listed below the corresponding number.

47	72	6	22	51	26
<u>4</u>	<u>6</u>	<u>1</u>	<u>2</u>	<u>5</u>	<u>3</u>

Name: _____

Where Do I Stand? Part 2

Answer the questions about the pictures of students from the first page.

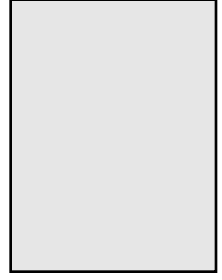
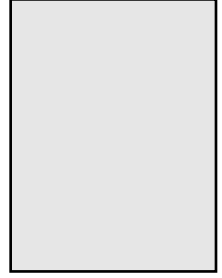
1. What number will the fourth person from the beginning of the line be holding?



2. What number will the second person from the end of the line be holding?



3. The teacher adds a "3" to the sign with the "6" on it and makes the new number "63." After the students move to the correct order, what numbers would be on either side of the student holding "63?"



Where Do I Stand? Part 2

Teacher Directions

Distribute the BLM *Where Do I Stand Part 2*. Referring to the picture, have the students answer the questions.

Answer Key

1. 47
2. 51
3. 51 and 72