**Ordinal Numbers (first-fifth) Sport Events**

Kindergarten, Mrs. Hartzel

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Total Time: 33 minutes

1. **TOPIC:** Students will learn to label objects in order from first to fifth place from a set of objects.
2. **OBJECTIVES/STANDARDS:**
* **Objective:** Given sports demonstrations and an I-Spy game, TSWBAT correctly label different objects (or cards) based on their position (from first to fifth) to the teacher’s satisfaction.
* **Goal:** Show that objects can be numbered in order to organize groups of objects.
* **Vocabulary:**
	+ *Ordinal Number:*a number defining a thing's position in a series, such as “first,” “second,” or “third.”
* **NCC Standards: Counting & Cardinality K.CC.B.4.A:** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object**.**
1. **TEACHING PROCEDURES**:
* **Introduction (8 minutes)**
	+ Begin by telling students: **Good morning boys and girls! My name is Miss Slick, and I am going to be helping Mrs. Hartzel by teaching your math lesson today! I am here with Miss Wadding and Miss Cassetta to teach math with you for the next few days. We are all learning how to be teachers just down the road at Grove City College. Now, I want you to raise your hand if you play any sports outside of school. Wow! A lot of you play sports. Now, how many of you have watched or heard of the Olympics? If you have not heard of the Olympics, they are when all the athletes from all around the world come together to compete against each other to win medals. If you have ever watched the Olympics or sporting events in person or on TV, you know they can get pretty loud. It might get a little loud here in the classroom today, but I need you all to listen while I am speaking. Can you do that for me? Here is a little phrase we will use to get your attention: Ready set…you bet! When I say ready set, you say you bet. Let’s practice as a class. Ready set…you bet! Now, Mrs. Hartzel, Miss Wadding, Miss Cassetta, and I can all use this phrase, understood? Great! I am so excited to teach you about labeling objects in order.**
	+ Activate prior knowledge by stating, **Now, Mrs. Hartzel told me that you have been learning about adding one more to a group of objects. Does this sound familiar?** On the easel draw four baseballs. **How many baseballs did I draw on the board? Four! That’s correct! If I drew one more baseball on the board, how many would I have?** Draw one more baseball next to the four already on the board.

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**Five! That’s right! By adding one more to the four baseballs, I would have five baseballs in all.**

* + Provide the anticipatory set by stating: **Over the summer, I watched the Olympic Games on TV with my family. One of my favorite events was the track and field events. This is where the runners race. I thought it would be really fun if we did an Olympic competition here today, but it will be a little bit different than the races they do in the Olympics. I need five student volunteers to be in my Olympic competition.** Five students will come up to the front of the carpet to stand with me. **Thank you so much for agreeing to be my Olympic athletes! We are going to see who can jump the farthest in one jump. My Olympic athletes are going to start right here along the carpet.** Students wills stand on the starting line. **Athletes, you will jump one time and see how far you can go.** The teacher will do a practice jump to demonstrate. **Then I will stick a post-it note with your name on it right where you land. Athletes you will jump when I say “Go”. Remember to only jump once, then freeze right where you landed. Now, on your marks, get set, go! Wow what great jumpers we have in this class!** Place post-it notes where the students’ feet land as markers. **Athletes you may now go back to your spots on the carpet. Thank you so much for helping me! Now class, how can we tell which athlete jumped the farthest? That’s right! We would have to see which post-it note is the farthest from the starting line. Now let’s see what else we can figure out from this race!**
* **Development (10 minutes)**
	+ **Class, I need everyone to move so that we are all sitting in a circle around the post-it notes. Please do not touch the post-it notes because we will be using them for some important Olympic research. Now class, if we worked for the Olympics and we had to figure out who gets the gold medal we would have to look at these post-it notes to find the winner. But, we would also have to figure out what place the other athletes came in as well. Can anyone tell me what we would call the person who got the silver medal? If the gold medal winner came in first, the next farthest jumper would come in what place? That’s correct! The silver medal winner would come in second place! Now what about this person?** Point to the third farthest jumper’s post-it note. **What place did this athlete come in? We already have a first and second place athlete.** Point to first and second place post-it notes.**That’s right! This athlete came in third place!** The teacher will ask this for both the fourth and fifth place athletes as well.
	+ Pull out five different sized sport balls (i.e. a golf ball, a tennis ball, a baseball, a mini basketball, and a soccer ball) and place them in the center of the circle so that all the students can see. **Now class, I have five different sport balls here. They are all different sizes. I want to put them in order from smallest to largest. Which one is the smallest? Yes, the golf ball is the smallest. Now which one is the next biggest? The tennis ball, good job! Can I have a volunteer to put the baseball, basketball, and soccer ball in order of size next to the tennis ball and golf ball? Great job! Which is the biggest out of all the sport balls? That’s right! The soccer ball is the biggest. Now, let’s say we are athletes and we are looking for the smallest sports ball to use for our training today. Which ball would be the smallest? Yes, the golf ball! Can I have a student place the label saying “1st” on it in front of the golf ball? Thank you for your help! Now what would we label the tennis ball if the golf ball is the first smallest sports ball? That’s right, we would label the tennis ball the second smallest sports ball.** The teacher will have student volunteers help her to label the other three sports balls as well. **Thank you so much for helping me today, athletes! Now I need everyone to quietly pretend to ice skate back to your seats at your tables.**
* **Guided Practice (5 minutes)**
	+ **Ready set…you bet! Next class, we are going to do a sorting game with Olympic athletes.** (See game below). **Now each of you are going to get a strip of paper that says first, second, third, fourth , and fifth on it.** Hold the strip up for students to see. **You will place this strip in front of you on your table. Next you will get some cards with different athletes on it.** Show some example cards up for students to see. **You will use these cards to place the athletes in order from first place to fifth place based on the pattern I show on the board.** Show ActivInspire slide with example pattern. **Can I have a volunteer come up to the board and label what place the hockey player is in? Great job, the snow boarder is in third place! Now, can I have someone label the athlete that is in fifth place? Yes, the skier is in fifth place. What place is the figure skater in? First, because it is the first athlete in line. Can I have someone write a number 2 underneath the second place athlete? Great, the hockey player is in second place because it comes after the figure skater. Finally, what place are the bobsledders in? Right, fourth place! Now class, you are going to do the same thing with your number strip and cards. You are going to put the athletes in order on your number strips based on the pattern you are given. For example if my pattern strip has the figure skater listed first, I would place the figure skater card on top of my number strip over the “1st” symbol.** The teacher will then pass out the materials to play the game to each table.
* **Independent Practice (8 minutes)**
	+ After passing out the materials, students will begin to sort their athlete cards and place them in ordinal order. The teacher will circulate around the classroom to make sure students are staying on task and will answer questions if students are struggling with this activity.
	+ The teacher might ask students the following questions while circulating: **How did you know to put that card in that spot? Why did you chose that spot? What place would that card be in if you moved it one square over? Etc.**
	+ **Ready set…you bet! Class, I need every one to listen very carefully. I need every table to make a pile of all the strips on their tables. Then I need you to make one big pile of all the athlete cards. Once you have two piles on your table, I need you to show me you are ready to listen by sitting quietly and making the silliest face you can at me. I will know you are ready when I see everyone is making a silly face at me.**
* **Closure (2 minutes)**
1. **Ready set…you bet! Excellent job playing that game boys and girls. You seem to really be understanding this concept. Now, up here on the board I have Sammy the soccer player. Sammy needs help getting dressed for soccer practice. Each day we are going to add more things for Sammy to put on. Today we have five items, a t-shirt, shorts, shin guards, soccer socks, and cleats. What is the first item Sammy should put on?** Students can either say the shirt or shorts. **Great! What would he put on second?** Students can say either the shirt or shorts. **What would be the third thing Sammy put on? The Shin guards correct because they go underneath the socks. What would come after the shin guards? Socks! Right, they go on fourth. Finally what would Sammy put on last? The cleats! The cleats would be the fifth and final object he put on. Great job today boys and girls! I’m so proud of all the hard work you did today!**
2. **MATERIALS**
* Easel
* Dry erase marker
* Post-it notes
* Golf ball
* Tennis ball
* Baseball
* Mini basketball
* Soccer ball
* Ordinal number labels (first-fifth)
* Athlete Ordering number strip
* Athlete picture cards
* Athlete picture strips
* Sammy the Soccer player (construction paper)
* Tape
1. **ADAPTATIONS/PLAN MODIFICATIONS:**
* Students who are struggling with the concept of ordinal numbers will be reminded to think about each problem like a race. For example with the sports balls, if there was a race to see which ball is the smallest, the golf ball would come in first place. During the independent practice, if the students are having trouble ordering the athletes, I will model another example for the whole class to see or clarify the directions through modeling. If students are struggling with the transition from concrete to semi-concrete, the students can even use some manipulatives such as the sports balls I brought in or other classroom objects like crayons to try and figure out which place to put them in.
* For students who are really starting to grasp the concept of ordinal number, I may ask them to find something around the classroom to put in order, such as crayons on their desk or different sized books. Once they have come up with a system of their own, I will have them share their discovery with the class at the end of the independent practice.
1. **EVALUATION**
* **Formative:** post-it note labeling activity, sports balls labeling, Athlete ordering worksheet observations.
* **Summative:** N/A
1. **STUDENT REFLECTION:**
* How did the students do attempting to label which places their classmates came in during our long jump competition?

The students did a great job of labeling which places their classmate’s came in during the long jump competition. There were a couple of students who made incorrect guesses, but upon further explanation seemed to understand why their answer was incorrect. The students really seemed to enjoy this part of the lesson. They got really excited to be “Olympic Athletes” for a couple of minutes that day. The students picked up the concept that the post-it notes told them which place each athlete came in right away and were able to use some prior knowledge to figure out that the different metals represented different places in a race. They also were able to label the post-it notes (First, second, third, fourth, fifth) out of order when asked.

* Did students have to ask for help during the independent practice from their peers, the teacher, or did they attempt to play the game on their own?

The students did not ask for help during the independent practice, but quite a few sat at their desk not doing anything, until one of us came over and helped them. I think this had to do with my ability to explain the direction. Next time, I would have them all sit on the carpet and I would model how to play the game with them instead of just giving them the directions verbally and showing them the pieces as I did this. Most students who needed help received help from a teacher and once they were able to clarify the student’s confusion, the student was able to complete the game in a timely manner. Mrs. Hartzel also noted that it might help “to make the strip with 1st, 2nd, 3rd, etc. have the same size squares as the athlete picture cards.” I agreed with her there. I did not realized that they were different sizes until the students started the activity. In the future, I will adjust this and make the sizes of the materials uniform so that students could complete the task with more easy and less confusion.

* What was their body language during the independent practice? (i.e. were they slouched in their seat in frustration, just sitting at their seat doing nothing because they were stuck, or actively finding and placing the picture cards in the right boxes on the number mat and smiling with accomplishment?

For the most part students were sitting in their chairs and smiling with accomplishment, but a handful were also sitting in their chair doing nothing because they did not understand the game. Next time I will try to give better directions to eliminate some of this confusion. I would do this by modeling the game for them and making the game pieces more uniform in size. Mrs. Hartzel noted that she liked how I had “good hands-on materials” throughout the lesson, but especially so in the independent practice. She noted before we taught that her students learn best when the materials are hands-on so it was nice to hear that I did an excellent job of meeting this request.

1. **TEACHER REFLECTION:**
* Did I include enough students in sorting and labeling the different sized sports balls?

I believe that I included as many students in this part of the lesson as I could. In the future, if I knew the students better, I might pick some of the weaker students to answer some of these questions that way they received more concrete practice with the skill being taught before they moved on to the semi-concrete representation of ordinal numbers. Mrs. Hartzel noted that I had “good energy with the students.” This enthusiasm helped make students want to participate in my activities and got them really excited about sorting the different sport balls. I might also in the future give students some other smaller type of hands on manipulative like counters or coins for this part of the lesson. That way all students could have a set of objects to label on their own as we went over it as a class.

* Did I do an effective job of getting to all the students who needed help during the independent practice to help assist them?

I believe that I did a good job of trying to get to all the students who needed help during the independent practice. It helped that I also had a couple of teacher’s assistants to help me out during this portion. If I had been alone, I would have stopped the class to clarify things that many students were struggling to understand, instead of helping every student one-on-one. I think that I probably could have done a better job of going around to the different tables during this lesson. I found myself spending a lot of time at one table, but I think this was also due to the fact that there were three other teachers in the room helping the other tables. In the future, I will try to circulate more to other tables or bring the class all together to clarify common misconceptions or unclear instructions.

* How could I have improved this lesson to better teach my students?

If I could do this lesson again, I would model how to play the independent practice game for the students instead of just explaining it to them verbally such as when I taught. I believe that this would eliminate some of the confusion a lot of students had during the lesson. I also would have all students except the students doing the Olympic race during the anticipatory set be sitting in their seats instead of the carpet. Students had a hard time understanding where I needed them to sit for the race and by having them stay in their seats, it would save me a lot of time I wasted while teaching this lesson. In addition to this, I would test my technology ahead of time before teaching. I tried to use the pen tool on the Promethean Board and it was not working, so that was a little frustrating. Mrs. Hartzel did say that I “did a nice job of going with the flow and adjusting when the technology was not working.” It was nice to hear that I handled this well and I did learn to adjust and adapt to when something in my lesson did not go as planned. To prevent this in the future, I would test out the technology ahead of time to make sure this didn’t happen.

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| 1st (First) |
| 2nd (Second) |
| 3rd (Third) |
| 4th (Fourth) |
| 5th (Fifth) |

|  |  |  |
| --- | --- | --- |
| 1st  |  | 1st  |
| 2nd  | 2nd  | 2nd  |
| 3rd  | 3rd  | 3rd  |
| 4th  | 4th  | 4th  |
| 5th  | 5th  | 5th  |

1st