

Ordinals: 1st–20th

FLUENT MATH



MATH

Use ordinal numbers 1st through 20th to identify position and order.

Ordinal Match

WHAT YOU NEED—PER STUDENT

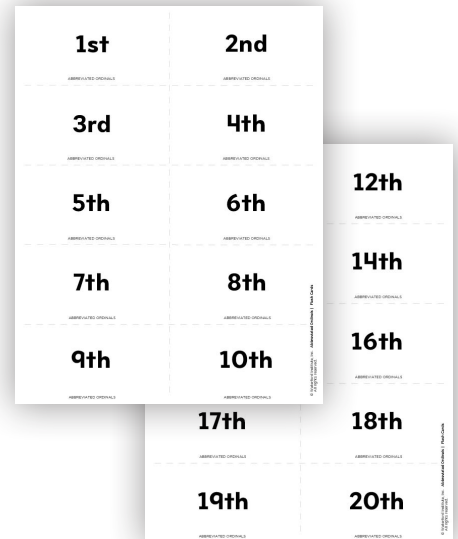
- 1st–20th Abbreviated Ordinal Cards—<https://resources.waterford.org/teacher-resources/4988/4988.pdf>
- 1st–20th Written-Out Ordinal Cards—<https://resources.waterford.org/teacher-resources/4986/4986.pdf>

WHAT TO DO

1. Provide each student a set of both ordinal flash cards.
2. Have students match the written-out ordinal numbers with the matching abbreviated ordinal numbers. Example: *Third* with *3rd*.

VARIATIONS TO TRY

- Pair students together, and play a game of memory. Flip all the cards over so the blank side is showing. Each student will take turns turning over two cards in an attempt to match the spelled-out ordinal with the abbreviated ordinal. Example: *First* with *1st*.
- Hide the cards around the classroom, using one or multiple sets of flash cards. Have students search the room to find the matching pairs.



1st–20th Abbreviated Ordinal Cards



1st–20th Written-Out Ordinal Cards

Ordinals: 1st–20th

FLUENT MATH

Ordinal Number Relay

WHAT YOU NEED

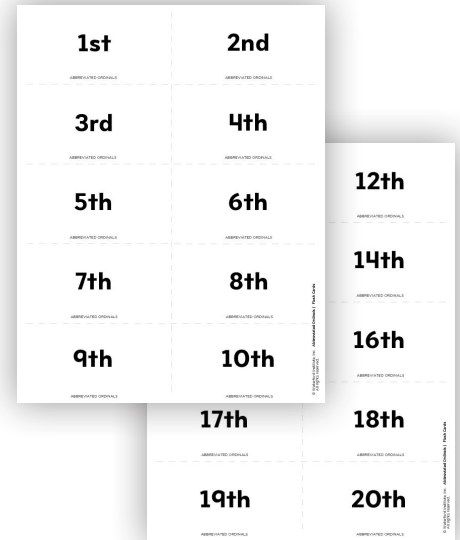
- 1st–20th Abbreviated—<https://resources.waterford.org/teacher-resources/4988/4988.pdf> or Written-Out Ordinal Cards—<https://resources.waterford.org/teacher-resources/4986/4986.pdf> (per team)
- Colored tape or large sheets of paper or cardstock
- Markers

WHAT TO DO

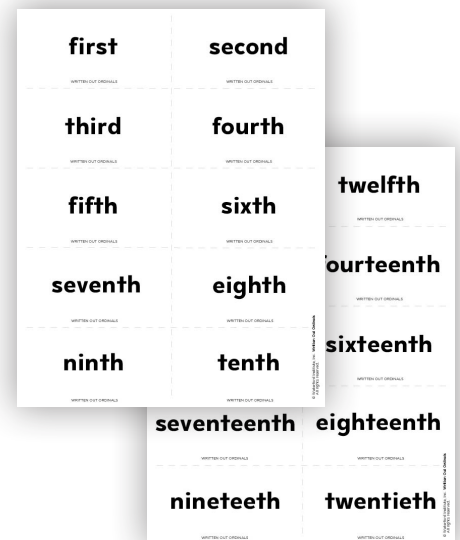
1. Create a large number line on the floor or wall, from 1st to 20th. You can draw this on large sheets of paper or use colored tape on the floor. Label each position with a dot to represent placeholders for ordinal numbers 1st through 20th.
2. Divide students into teams of five and provide each team a set of **1st–20th Abbreviated** or **Written-Out Cards**.
3. The first player from each team runs to the pile, picks a card, and places it on the correct spot on the number line. For example, if they pick “3rd,” they place it on the 3rd spot on the number line.
4. After placing the card, the player runs back and tags the next teammate in line. The relay continues until all the ordinal number cards are placed in the correct order on the number line.
5. After the relay, gather the students around the number line and review the order of the numbers. Ask questions like, “What comes after 5th?” or “What is the number in the 12th position?”

VARIATIONS TO TRY

- Have students choose an ordinal flash card and draw an image on the number line where that ordinal number belongs. Once all spots are filled, have the students create their own story using the drawings.



1st–20th Abbreviated Ordinal Cards



1st–20th Written-Out Ordinal Cards

Ordinals: 1st–20th



FLUENT MATH

Ordinal Bead Order

WHAT YOU NEED—PER STUDENT

- String
- 20 Beads
- Bead Order Cards—<https://resources.waterford.org/teacher-resources/4993/4993.pdf>

WHAT TO DO

1. Provide each student a **Bead Order Card**, string, and 20 beads.
2. Have students read each line on the card and begin placing their beads in the **CORRECT** order using the ordinal numbers.
3. Once students have laid out their beads, have them string their beads in that order.

VARIATIONS TO TRY

- Have students choose their own order and write out the order of the beads they chose using ordinal numbers. Example: *First* or *1st* bead is red, *second* or *2nd* bead is green, etc.



Bead Order Cards