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| **Ordinal Numbers Behaviours/Strategies** |
| 1. Student knows the floor number, but is unable to

represent it with an ordinal number name. | 1. Student uses some ordinal number names, but has difficulty with those that sound different from the counting numbers (first, second, third).

“1th, 2th, 3th” | 1. Student uses ordinal number names to describe

relative position, but does not realize that theposition of an object can change, depending onthe starting point. |
| **Observations/Documentation** |
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| 1. Student uses ordinal number names in context to describe relative position, but is unable to count forward or backward from a given ordinal number (always counts from 1 or from the first floor).
 | 1. Student uses ordinal number names to 20th to describe relative position, but does not know what comes next.

“18th, 19th, 20th. I don’t knowwhat comes next.” | 1. Student uses ordinal numbers in context

to describe relative position and has anunderstanding of their repeating sequence. |
| **Observations/Documentation** |
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