

MA.K.NSO.1.3

Overarching Standard: MA.K.NSO.1 *Develop an understanding for counting using objects in a set.*

Benchmark of Focus

MA.K.NSO.1.3: Identify positions of objects within a sequence using the words “first,” “second,” “third,” “fourth” or “fifth.”

Benchmark Clarifications

Clarification 1: Instruction includes the understanding that rearranging a group of objects does not change the total number of objects but may change the order of an object in that group.

Related Benchmark/Horizontal Alignment

- MA.K.NSO.2.1/2.3
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Vertical Alignment

Previous Benchmarks

- [VPK](#)

Next Benchmarks

- MA.3.AR.3.3
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Purpose and Instructional Strategies

The purpose of this benchmark is to develop students’ vocabulary for describing the position of objects in a set (i.e., ordinality). This benchmark reinforces further development of cardinality – even though objects in a set may switch positions, the total numbers of objects in the set remain the same.

- For mastery of this benchmark, instruction does not need to include students writing the positional word names.
 - Instruction includes specificity of sequence relative to the starting position and direction (first from the left, etc.)
 - Instruction may include sets larger than five as students identify the positions first through fifth. (Many students may be comfortable with using the words sixth through twentieth.)
 - Instruction includes the use of manipulatives and pictorial representations.
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Common Misconceptions or Errors

- Students may not be able to connect the positional terms (first, second, etc.) to the object’s position after rearrangement.

- For example, a set from left to right shows an elephant, pig and dolphin. When rearranged the students still identify the dolphin as “third” regardless of sequence.
- Students may give similar objects the same order number especially if they are next to each other in the sequence.

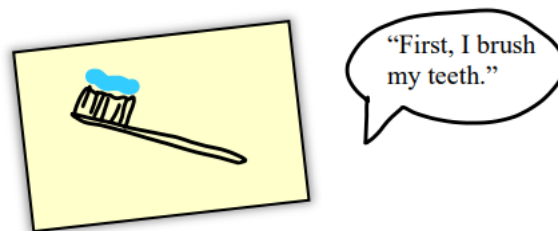
Strategies to Support Tiered Instruction

- Instruction includes opportunities to build “stairs” using connecting cubes or square tiles in which attention is directed to noting that the third step is number 3, the fourth step is number 4, and so on.

- Example:



- Instruction includes relating ordinal language to everyday events.
 - For example, using index cards in which an event from the students' day can be drawn and labeled on each card. Student then arranges the cards in order and tell when the event takes place while incorporating use of the words “first,” “second,” “third,” “fourth,” and “fifth.”



Questions to ask students:

Place 5 different objects in front of students and ask, “Which object is third?” “Which object is first?” etc.

- Make connections between the numbers “one, two, three, four, five” and the positional words “first, second, third, fourth, fifth” by asking, “What does one represent? What does first represent? How are they alike/different?”

As students line up for lunch ask, “Which student is first in line? Which student is fourth in line?”

Instructional Tasks

Instructional Task 1

In a group provide students with various objects to count, and ask them to count out and organize a given amount (no more than 20) into a line. Students' sets should contain a mixture of objects, but all students should have the same total. Once students have counted their sets

ask the students to identify various positions. It can be appropriate in the classroom to discuss positions beyond the fifth position. The group should discuss how their sets contain the same total, but the sets have different arrangements, and different objects at different positions. Rearrange the set and ask the students how many objects are in the set and which objects are now in various positions. Repeat the task as needed.

Instructional Items

Instructional Item 1

Which animal is in the fourth position starting from the left?



Which animal is in the fourth position from the left now?



Instructional Item 2

Point at the carrot that is in the second position starting from the right.



Additional Resources:

[CPALMS](#)

Jack Hartmann Video: [Ordinal Numbers](#)

Resources/Tasks to Support Your Child at Home:

Have your child gather 5 of their favorite stuffed animals. Ask them to put them in a line. Have them count each object one-by-one to make sure there are 5. Ask questions such as, "Which stuffed animal is first?" Have them point and count to determine the answer. Counting with second, third, fourth and fifth.

Use ordinal position words in everyday life. Example: "Your brother will use the bathroom first and you will use it second."

[Ordinal Numbers Matching](#) – Match the object to its position.