Ordering

Supplies

Groups of similar objects but different sizes [small, medium, large], for instance, toys, blocks, or teddy bear counters.

The Activity

The student will make a three item pattern going from small to large or large to small. Ask the student to name the objects and indicate them as small, smaller, or smallest; first, second, or third; or first, next, or last. Discuss the position of the item with the student; for instance, next to, between, or in the middle.

Variations

- Use interlocking cubes and ask the student to build a tower that is small, medium, and large with the cubes. Discuss the relative sizes with the student.

Focus:

Encourage the child to focus they attention on the task at hand. Allow the student to get acquainted with the supplies by touching, holding, and talking about them. Then explain what you will do. Formulate a plan with the child to accomplish the goal.

Questions: What is the plan? What do you need to do first? Next? What do you think we can do with these containers.

Act:

The student will make sets with the differently sized objects and talk about the relative sizes.

Questions: Which one comes first in this pattern? If I call this large block in your pattern small, what can we call the one before it? What do we call block number 1in this row? And block number 2? And 3?

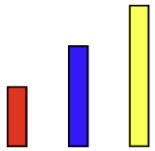
Reflect:

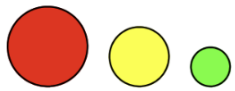
During and after the activity reflect on what the student is doing/has done.

Questions: What did you do? What did you like best about this? What happened when we called the largest teddy bear “small”? How come?

Math Observation Checklist:

This activity will give insight into the student’s understanding of size, shape, quantity, ordering, sequencing, position, orientation in space, attending to more than one piece of information, and attending to relevant information.





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Learning Experience

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Supplies
Groups of similar objects but different sizes (small, medium, large), textures (smooth to rough), color hues (light to dark), such as toys, teddy bear counters, paint chips, or shells.

The Activity
The student will make a three item pattern going from, for instance, smallest to largest, smoothest to roughest, lightest to darkest. Ask the student to name the objects and the characteristics, such as small, smaller, smallest, and their position such as first, next, last. Discuss the position of the item with the student, for instance, next to, between, or in the middle.

Variations
- Use two dimensions, for instance size and texture and sort from smallest smooth to largest rough.

Focus:
Encourage the child to focus they attention on the task at hand. Allow the student to get acquainted with the supplies by touching, holding, and talking about them. Then explain what you will do. Formulate a plan with the child to accomplish the goal.

Questions: What do you need to do to focus on when we play this game? What is the plan? What will we do first? Next? And then? Can you tell me what this is? What does this feel like?

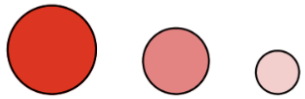
Act:
The student will make sets with the objects and talk about the different characteristics, such as size, texture, color and their order.

Questions: Which one comes first in this pattern? How are you ordering these shells? How do you decide where these objects go? What do we call block number 1 in this row? And block number 2? And 3?

Reflect:
During and after the activity reflect on what the student is doing/has done.

Questions: What did you do? What did you like best about this? Which was easiest to put in a set? How come? Which was most difficult? How come?

Math Observation Checklist:
This activity will give insight into the student's understanding of size, shape, quantity, categorizing, ordering, sequencing, position, orientation in space, attending to more than one piece of information, and attending to relevant information.



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Supplies
Index cards, string, clips, clothes pins, markers, and push pins.

The Activity
The student will describe a day in school while the instructor marks each event on an index card. The student makes a picture of each event on the card and will hang them up on the string in the sequence in which the events occur, using the words such as, first, second, next, or after that.

Variations
- The student makes a time-line for the weekend events.
- The student thinks of a route the family drives regularly and marks/draws the main landmarks.

Focus:
Encourage the child to focus their attention on the task at hand. Allow the student to get acquainted with the supplies by touching, holding, and talking about them. Then explain what you will do. Formulate a plan with the child to accomplish the goal.

Questions: What do you need to do to figure out what to put on the card? How do you do that? What do we need to do first? Next? What is our plan?

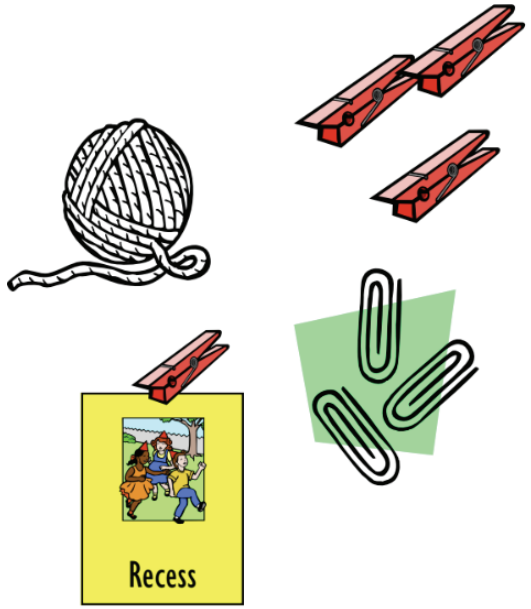
Act:
Student counts how many hops it takes to get to the carrot and figures out the math sentence.

Questions: What happens first? Does anything happen before that? Where shall we start with the card? Does the actual day start there? Do these things happen every day? Which ones are the same every day?Which ones are different? How?

Reflect:
During and after the activity reflect on what the student is doing/has done.

Questions: What did you do? What did you like best about this? How did you know where to put the cards?

Math Observation Checklist:
This activity will give insight into the student's understanding of ordering, sequencing, orientation in time, attending to more than one piece of information, and attending to relevant information.



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Supplies

Construction paper, large pictures from magazines or calendar, glue sticks, markers, ruler, and a file folder.

The Activity

The student will make a puzzle from the picture by gluing it on a sheet of construction paper. Then they will draw a grid on the construction paper, marking the rows and columns. For instance row 1/column 1 in the first box of the grid. Afterwards, the student will construct the puzzle upside down by mixing up the puzzle pieces and then putting them in the right place by reading the column and row numbers on the back. The student puts the pieces in an opened file folder. When finished, the folder will be closed and turned over. If the pieces are put in the proper rows and columns, the picture will appear.

Variations

- Different size grids can be used, for instance 3 x 3, 4 x 4 or 5 x 5. The more pieces, the more complex the task becomes.

Focus:

Encourage the child to focus their attention on the task at hand. Allow the student to get acquainted with the supplies by touching, holding, and talking about them. Then explain what you will do. Formulate a plan with the child to accomplish the goal.

Questions: What is the plan? What do you need to do first? How can you use the ruler to make the grid? If you draw two vertical lines, how many columns do you get?

Act:

The student makes the puzzle and puts it together.

Questions: How are you going to put the puzzle together? Will you start with the rows or the columns? Does it make a difference? What do you need to look at to find the right piece?

Reflect:

During and after the activity reflect on what the student is doing/has done.

Questions: What did you do? What did you like best about this? How did you know where to put the puzzle pieces? What was your strategy to put it together?

Math Observation Checklist:

This activity will give insight into the student's understanding of ordering, sequencing, position, orientation in space, attending to more than one piece of information, and attending to relevant information.