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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 the  position of an object can change, depending on  the 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 know  what comes next.” | 1. Student uses ordinal numbers in context   to describe relative position and has an  understanding of their repeating sequence. |
| **Observations/Documentation** | | |
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