Year R/1 - Ordinal Numbers using Natural Maths Strategies

**Mental Routine –** Ordinal Numbers using Unifix cubes

 Students will need access to a range of unifix cubes.

**Closed Questions**  *(ask 2 easy, 2 middle range, then 2 harder questions)*

-I made a tower using 3 unifix. The first cube was blue, the second cube was red and the third cube was green, what did it look like?

-I changed my tower so that my first colour was red, my second colour was green and my third colour was blue. What did it look like?

-I made a tower of using 4 unifix. The first cube was green, the second cube was white and the third cube was blue and the last cube was red, what did it look like?

-I changed my tower by adding another unifix. I added a cube so that my first colour was brown and my second colour was green. What did it look like?

-I made a tower of using 6 unifix. The first cube was blue, the second cube was white and the third cube was red. I repeated my colours to make a pattern. What did it look like?

-I made a tower using 10 unifix. My first colour was red, my second colour was blue and my third colour was yellow. I kept my pattern going. What did it look like?

**Open Questions** *(ask 2 easy, 2 middle range, then 2 harder questions)*

-I made a tower using 2 green and 2 yellow unifix. My first colour was yellow. What might it have looked like?

-I made a tower using 3 green and 3 yellow unifix. My first and second colours were green. What might it have looked like?

-I made a tower using 5 unifix. My first and last colours were the same. What might it have looked like?

-I made a tower 6 unifix. My third colour was blue. What might it have looked like?

-I changed my tower of 6 unifix so that my third colour was blue and my fifth colour was red. What might it have looked like?

-I made a tower using 8 unifix. The second, fourth, sixth and eighth unifix cube was the same colour. What might it have looked like?

**Flip Question**

-Guess my order

-“I made a tower using 6 unifix (increase the number throughout the week). What does my tower look like?”

**Problematised situation 1**

I went to a fete at my local park on the weekend and they were having an ice-cream making competition for all of the kids. The kids had to make the tallest ice-cream that they could, without the scoops falling off! The tallest ice-cream I saw had 10 big scoops on it. I couldn’t remember all of the flavours of ice-cream but I remember that the first scoop was chocolate, the second scoop was strawberry and the third scoop was vanilla. What do think the ice-cream might have looked like?

*(record key information on the board- 1st- chocolate, 2nd strawberry, 3rd vanilla)*

**Sting in the Tail**

What if there was only three flavours of ice-cream what might the ice-cream have looked like?

**Problematised situation 2**

What if at the fete the children could only have three scoops of ice-cream, but their challenge was to find all the possible combinations? What might their ice-creams have looked like?

*(e.g. 1st- vanilla, 2nd- chocolate, 3rd – strawberry; 1st- strawberry, 2nd- chocolate, 3rd- vanilla, etc).*

**Sting in the Tail**

What if there were 4 types of ice-cream? *(students decide on their own flavours)*

**What to look for/ Teaching points**

-students recording the first ice-cream flavour closest to the ice-cream cone *(if not stop the class and ask the student if you can use their work sample as a learning experience. Model what this would look like, i.e. draw an ice-cream cone and a scoop of ice-cream in the air “is this where the first scoop goes, why, why/not?”)*

-look for efficient methods of recording, such as students use a short-hand version such as C- for chocolate, V- for vanilla and students just writing the names and not colouring in. Stop and use as a learning experience “why did you record in this way?”

-look for patterns in recording *(e.g. C, V, S; V, S, C; S, C, V).*