

# Counting on the Bus

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**Reporting Category** Number and Number Sense

**Topic** Identifying ordinal positions first through tenth, using ordered sets of 10 concrete objects

**Primary SOL** K.3 The student, given an ordered set of 10 objects and/or pictures, will indicate the ordinal position of each object, first through tenth, and the ordered position of each object.

## Materials

- Diagram of the seats in a school bus
- Linking cubes
- Neighborhood map on grid paper, showing houses, apartment buildings, a school, and a library
- Sticky notes
- Pictures of apartment buildings
- Drawing of an apartment building with 10 floors

## Vocabulary

*first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, left, right, last, top, middle, bottom*

## Student/Teacher Actions (what students and teachers should be doing to facilitate learning)

### Part I

1. *Initiating Activity:* Read a story to the class about a school bus. If possible, find a story that mentions the rows of seats in the bus.
2. Set up 10 rows of chairs arranged like the seats in a bus. Label the rows 1<sup>st</sup> row, 2<sup>nd</sup> row, 3<sup>rd</sup> row, ...10<sup>th</sup> row. Have students “enter the bus,” and direct each of them to sit in a particular row.
3. Give each student a diagram of the school bus and a variety of colored linking cubes. Instruct students to place cubes of specific colors in particular rows on the bus diagram: for example, a blue cube in the first row, a yellow cube in the fourth row, and a red cube in the seventh row.
4. End this part of the lesson with the “People on the Bus” song.

### Part II

5. Display the neighborhood map, and guide students in finding the distances between pairs of buildings by counting the squares on the grid. Have students practice giving and following directions from one place to another, such as, “Start at the library. Move left 4 squares and up 9 squares. Where are you?”

### Part III

6. Distribute sticky notes, and have students draw pictures of themselves and write their names on the notes. Then, have them bring their notes and gather in a group to discuss the types of buildings we see in the city when we “get off the bus.” Show students pictures of apartment buildings. Distribute copies of a drawing of an apartment building with 10 floors. Tell students they will follow directions to visit certain floors. Give oral directions to visit the first floor, then the second floor, and then the third floor, etc., and direct students to place their notes on the correct floors. Also, use the terms *top*, *middle*, and *bottom*.

### Assessment

- **Questions**
  - Have students make a train with 10 cubes. “What color is the sixth cube? What is the position of the green cube?”
  - “What is the difference between five and fifth?”
- **Journal/Writing Prompts**
  - “Draw a picture and describe the first thing you do in the morning.”
  - “Draw a picture of yourself standing in line and explain why you would rather be first (or last) in line.”
  - Give each student a sheet of paper divided into 10 sections labeled 1<sup>st</sup> through 10<sup>th</sup>. Have students sequence objects or pictures to show their favorites, 1<sup>st</sup> through 10<sup>th</sup>. “Explain why you placed each object or picture in a certain position.”
- **Other**
  - As you circulate among the students, clarifying, assisting, and conversing, make notes about how well students follow directions and demonstrate problem solving, as well as how accurately they place their cubes. Check for evidence of understanding.
  - Give each student a sheet of paper divided into thirds representing shelves. Have them draw a red smiley face on the top shelf, a yellow smiley face on the middle shelf, and a green smiley face on the bottom shelf.
  - Give each student 10 index cards labeled 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>...10<sup>th</sup> and a set of different colored cubes. Ask students to put a red cube on the third card, a green cube on the sixth card, and so forth.
  - Give each student a sheet of paper with three squares drawn in a horizontal row. Ask the students to color the one on the left red, the one on the right yellow, and the one in the middle green.

### Extensions and Connections (for all students)

- Continue the lesson by using the “People on the Bus” song. Have partners create illustrations for each verse of the song, using a separate page for each illustration, and then put their pages in sequential order. Ask students what came first, second, third, etc. in the song.
- Make a train from shoeboxes by painting one as the engine and one as the caboose. Create other cars to go between the engine and caboose (e.g., a boxcar, coal car, passenger car). Emphasize that the engine is always first and the caboose is always last. Have students

arrange and describe the train in different formations. Also, have students identify familiar objects as being in the first, middle, or last car.

- Change the orientation of the bus activity so that students can practice counting ordinal numbers from left to right and from right to left.
- Change the orientation of the index-card and cube assessments so that students can practice counting ordinal numbers from left to right, right to left, top to bottom, and bottom to top.
- Use a picture of a three-story building to reference bottom as the first floor, middle as the second floor, and third as the top floor. Also, use pictures of other multistory buildings up to 10 stories to reference the floors, first through tenth, as well as bottom, middle, and top floors.

### **Strategies for Differentiation**

- Lead students in using the computer to type and print positional words to use for labeling items in the classroom.
- As a large group, have students place positional words to label areas within the classroom. For example, have students place the word *top* to label the top of the door, the word *middle* to label the middle of the door, and the word *bottom* to label the bottom of the door.