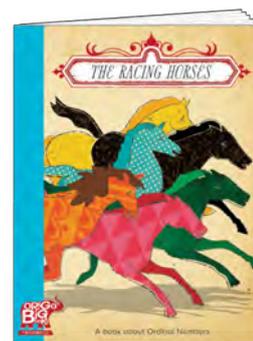


The Racing Horses

A book about Ordinal Numbers



Aim

The Racing Horses introduces the position of an object in order from first, second, third, fourth, fifth, and last.

Knowledge of the sequence of ordinal language and words is also presented. Students explore, recall, match, and order objects, pictures, or words using ordinal language. Students talk about the position of an object using terms such as first, next, last, second, third, fourth, and fifth.

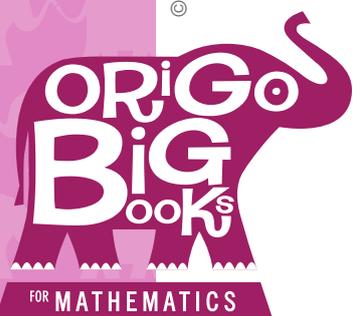
These whole-class/large group and small group activities provide students with the opportunity to:

- listen to a story about the idea of order of objects
- listen to the accompanying story tune
- use materials to explore, recall, match, and sequence ordinal positions
- use the teaching tool to represent the order of objects
- sequence the order of objects in a variety of contexts

Activities

1. Listening to the story
2. Listening to the tune
3. Using characters to act out the story
4. Using the teaching tool to order objects, pictures, or words using ordinal language 
5. First, next, last: create a picture
6. Food at the fair
7. Make a merry-go-round
8. Puzzle play
9. Team race

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I. Listening to the story

Resources

- *The Racing Horses*

Activity

Display the cover of the book and ask, **What do you think this book will be about?** Listen to predictions. If no one discusses the setting, ask, **Where do you think this story will happen?** **Look at the horses, what color are real horses? Where do you think we might see these types of horses?** Take a picture walk through the story, asking the students to describe what is happening in each picture without reading the text. Read the story. Then ask, **What was the book asking us to do?** Encourage the students to explain that the horses were having a race and that they were finishing in a different order or position each time. Read the book again, pausing to talk about each picture and identify the ordinal position of each horse in each scene.

2. Listening to the tune

Resources

- *The Racing Horses*
- Big Book Tune *The Racing Horses*

Activity

Play the Big Book Tune while following the words of the song in the Big Book. Encourage a student to volunteer to turn the pages of the book along with the song and point to each word as it is sung, helping as needed. Play the song again, encouraging the students to engage in one or more of the following ways:

- singing along with the music
- act out the horses' actions by:
 - hands crossed in front of chest (closed for the day);
 - dance on the spot (run and play); jog on the spot (you can run fast);
 - arm outstretched with hand waving side to side (but you can't catch me);
 - jog on the spot (race to the sea);
 - arms make circular rotations (race to the train);
 - jog on the spot with arms outstretched (fast as a plane);
 - arms above head, fingertips touch (race to the town);
 - jog on the spot and shake head (never slow down);
 - jog on the spot (racing around in the blazing sun);
 - wipe brow with hand (getting too hot);
 - walking raising knees on the spot (nice slow trot);
 - and walk on spot (let's just walk).



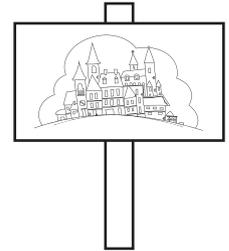
3. Using the characters to act out the story

Resources

- *The Racing Horses*
- Support 1 — see attached
- Support 2 — see attached, or use toy objects such as a bucket and spade, train, plane, merry-go-round, painting or drawing of town, tree and sun
- craft sticks

Preparation

Print Support 1 onto thick card. Cut out and color the horses to match the book. Print Support 2 onto thick card. Cut out the cards. Attach all of the cards to craft sticks.



Activity

Invite volunteers to hold a horse or object and stand up in front of the whole group. Read each scene from *The Racing Horses* and have the students holding the horses and relevant objects replicate that scene.

Encourage the student holding the first horse in each scene to repeat the text in the story.

Encourage that student to describe or state the order of the horses using ordinal language.

Ask questions using ordinal language about each scene, for example, **Which horse is in third place? Which place is the orange horse in? If the green horse moves to the end of the line, which place would the pink horse be in?** On another day, cut pictures from magazines to

create different objects or places, e.g. city, country, river, lake, racecars, bicycles, buses, boats, kites, flower garden, park, play equipment, sports field. Ask volunteers to hold the horses and objects and create a scene. Take a photo of the scene and record the students' descriptions.

Use the photos and students' descriptions to make a class book.



4. Using the teaching tool to order objects, pictures, or words using ordinal language

Resources

- *Teaching Tool*
- *The Racing Horses*



Activity

- Place an object and three horses in a row on the work area. Ask for a student to volunteer. Say, for example, **Which color horse is getting to the tree first?** The volunteer names the horse and moves the matching ordinal word to the work area. Ask another student to volunteer. Say, **Which color horse is next in line?** That volunteer names the horse and moves the matching ordinal word to the work area. Ask for a third volunteer. Say, **Which color horse is last?** The student names the horse (i.e. second; if the student says “next” ask them to be more specific) and moves the matching ordinal word to the work area. Repeat until every student has had a turn matching an ordinal word to a horse.
- Ask a student to volunteer. Say, **First place a tree on the work area, next place a train, then place a spotty horse last.** Ask that student to describe the position of the objects using ordinal language. That student moves the ordinal words to match the position of the object to the work area. Repeat with five more volunteers, changing the objects each time.

On a different day, after Activity 5 is completed, continue with the following teaching tool activities.

- Place an object and six horses on the work area. Introduce and name the ordinal words of second, third, fourth, and fifth. Extend part a. of this activity by asking questions using first, second, third, fourth, fifth, and last.
- Repeat part c. asking volunteers to name the horse and move the matching ordinal word to the work area to match the position of each horse.
- Ask a student to replicate a scene from the story. That volunteer moves the horses and objects to the work area. The student then moves the ordinal words to the work area to match the position of each horse.
- Ask a student to place an object and six horses in a row on the work area. Ask questions involving ordinal language to match the ability of that student. Say, **Which horse is coming in (first, next, last)? Which place is the (color) horse coming? Which horse is in (second, third, fourth, fifth) place? If the green horse goes to the end of the line, which place is the orange horse coming?** Encourage the student to move the horses on the work area to match the question. Ask the student to describe the new position of each of the horses using ordinal language.

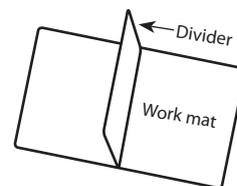
If the horse with spots became the new leader, and the plain horse left the line, which place would the spotty horse be coming? Encourage that student to move the horses on the work area to match the question. Ask the student to describe the new position of each of the horses using ordinal language.



5. First, next, last: create a picture

Resources

- Support 2 and 3 — see attached
- Large books, thick card or manila/pocket folders to act as barriers



Preparation

Print 1 copy of Support 2 for each student. Cut out the cards.

Print 1 copy of Support 3 for each student.

Activity

Separate the students into pairs. Give each student a set of object cards and a scene card.

Place a barrier in between two students so they cannot see each other's scene or cards. The teacher also places a barrier so the other students in the group cannot see the scene or cards.

Say, **I am going to give you three instructions. Listen carefully and place your cards on your picture in the position I describe. First, place the horse near the tree.** Repeat the statement and allow time for students to follow the instruction. **Next, place the train on the tracks.**

Repeat the statement and allow time for students to follow the instruction. **Last, place the plane flying over the town.** Repeat the statement and allow time for students to follow the instruction.

Ask the students to remove the barriers and check each other's picture. Replace the barriers and repeat the process using three different objects. Emphasize the **first, next, last** words. Students may then work in pairs. Students place a barrier in between themselves.

One student gives three instructions using **first, next, and last**. The partner follows the instructions. Students remove the barrier and compare their pictures before alternating roles.



6. Food at the fair

Resources

- Support 4 — see attached
- 1 hot dog, cooked in hot water, for each student
- 1 hot dog bun for each student
- 1 onion, diced and cooked
- Cheese slices, cut up
- Ketchup, mustard, or relish
- Tongs
- Plate for each student
- Pencil or marker for each student

Note: Consider any food allergies.

Preparation

Print 1 copy of Support 4 for each student. Heat hot dogs and cut hot dog buns prior to the activity.

Activity

Separate students into small groups. Give each student a copy of Support 4, a plate, and a hot dog bun. Say, **We are going to make hot dogs like they have at the fair. We are going to record what we do to make a hot dog. First, we are going to put the hot dog in the bun.** Give students time to place the hot dog in their bun and then record what they did as a picture in the first section of the support page. **Next, you can choose onion or cheese to put on your hot dog.** Give students time to place onion or cheese on their bun, and record what they did as a picture in the next section of the support page. **Last, you can put ketchup, mustard, or relish on your hot dog.** Give students time to add ketchup, mustard, or relish to their bun and record what they did as a picture in the last section of the support page. Allow students to eat their hot dog. On another day, think of other foods that can be eaten at the fair, such as ice cream and popcorn. Use Support 4 again to record the sequence while using the same ordinal language of **first, next** and **last**.



7. Make a merry-go-round

Resources

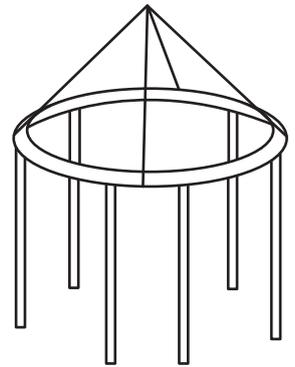
- Support 1 — see attached
- 1 hula-hoop
- 6 pieces of string or fishing line 12–18 inches long
- Adhesive tape
- 6 wide drinking straws, labeled at the top: first, second, third, fourth, fifth, last
- *The Racing Horses*
- Sticky tack

Preparation

Attach lengths of string to the hula-hoop at even spaces, so it hangs down. Thread each piece of string through a drinking straw. Tape the end of each piece of string to the straw. Enlarge Support 1 onto thick card. Color the horses to match the book and cut them out. Put a piece of sticky tack on the back of each horse.

Activity

Display the merry-go-round to the class. Give six students a horse character each. Read the first scene from *The Racing Horses* and ask one of the students to describe or state the order of the horses using ordinal language. Ask those six students to attach each horse, in the same order, to a straw on the merry-go-round. Remove the horses before reading the next scene. Repeat for each scene, asking for six different volunteers each time to place the horses in order of the scene on the merry-go-round.



8. Puzzle play

Resources

- Support 5 — see attached
- 1 cube labeled first, second, third, fourth, fifth, last for each group of students
- Scissors
- Color pencils

Preparation

Print 1 copy of Support 5 for each student.

Activity

Separate students into groups of four. Give each student a copy of Support 5. Say, **This picture has been mixed up. Cut out the picture sections with their word.** Give students time to cut out the sections. Say, **Place the sections in a stack in front of you.** Show the ordinal word cube to the group. Read the ordinal word on each cube face to the group. The first student rolls the word cube. That student says the word shown on the cube. That student finds the matching puzzle piece in their stack and places it on the table in front of them. The next student rolls the cube, says the ordinal word, and finds the matching puzzle piece from their stack. Students continue to take turns. If a student rolls the cube and already has that puzzle piece, they don't place a piece of the picture. Play continues until one student has correctly sequenced all the puzzle pieces. Ask the students to describe their sequence to another student. Allow time for students to color their puzzle picture.



9. Team race

Resources

- Support 6 — see attached
- Labeled cube from Activity 8

Preparation

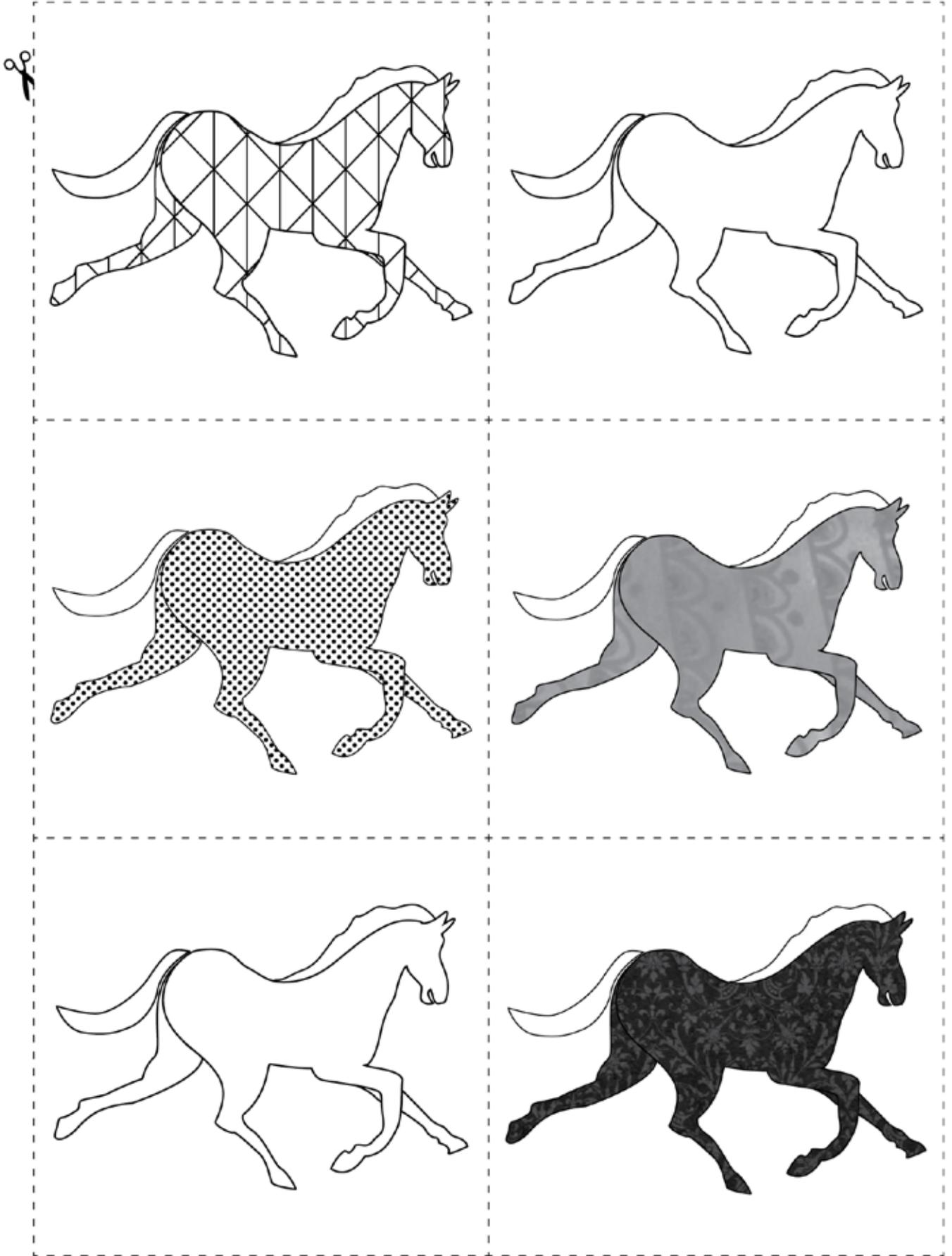
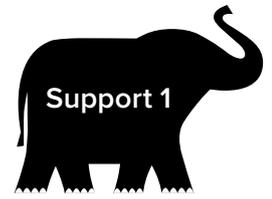
Print 1 copy of Support 6 for each group. Cut out the cards, keeping them as a set.

Activity

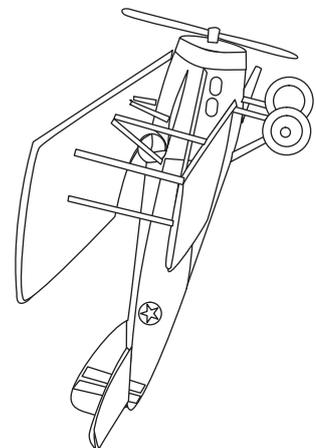
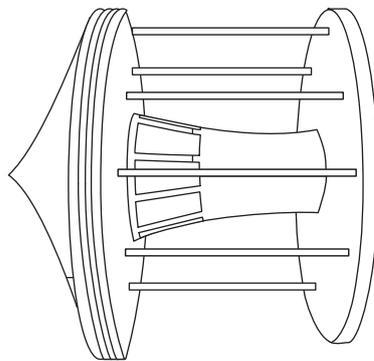
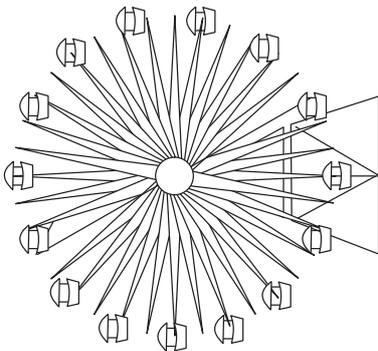
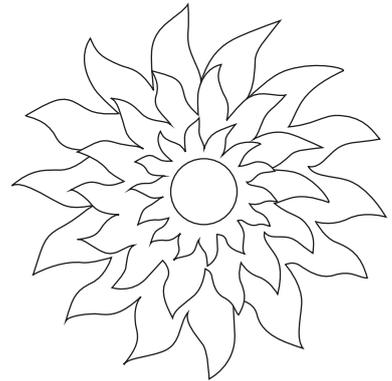
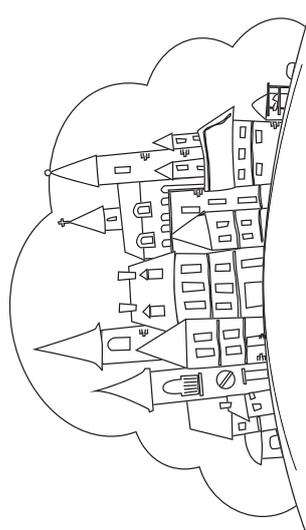
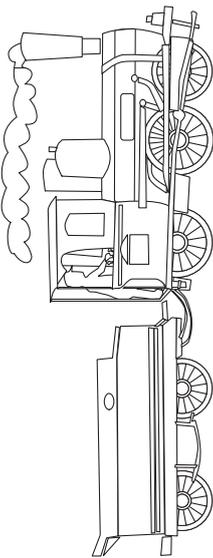
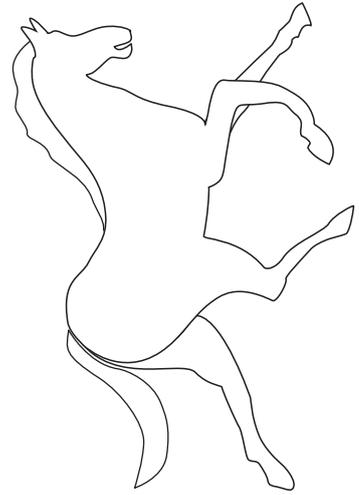
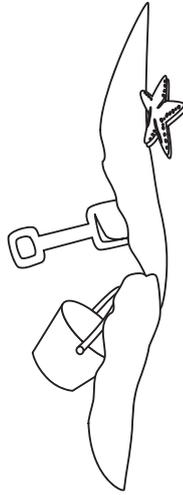
Place students into groups of six. In that group, give each student one of the ordinal word cards. In sequence, ask each student to say the word on their card. Have all the groups follow this process. Say, **Each student will have a turn to roll the cube. State the word on the cube. The student in your group who has that number will sit down. We will continue with the game until one group has all the students in their group sitting on the floor.** Ask all the students to stand in order in their group. Give the first student in the first group the cube. That student rolls the cube and states the ordinal word. The student in that position in that group sits down. Give the first student in the next group the cube. That student rolls the cube and states the ordinal word. The student in that position in that group sits down. Continue until all the students in the first position have had a turn to roll the cube. Give the student in the second position, in each group a turn to roll the cube. It does not matter if that student is sitting down, they may still roll the cube. If the cube is rolled and the position that is stated has the student already seated, then no one in that group sits down. Play continues until all the students in a group are seated.



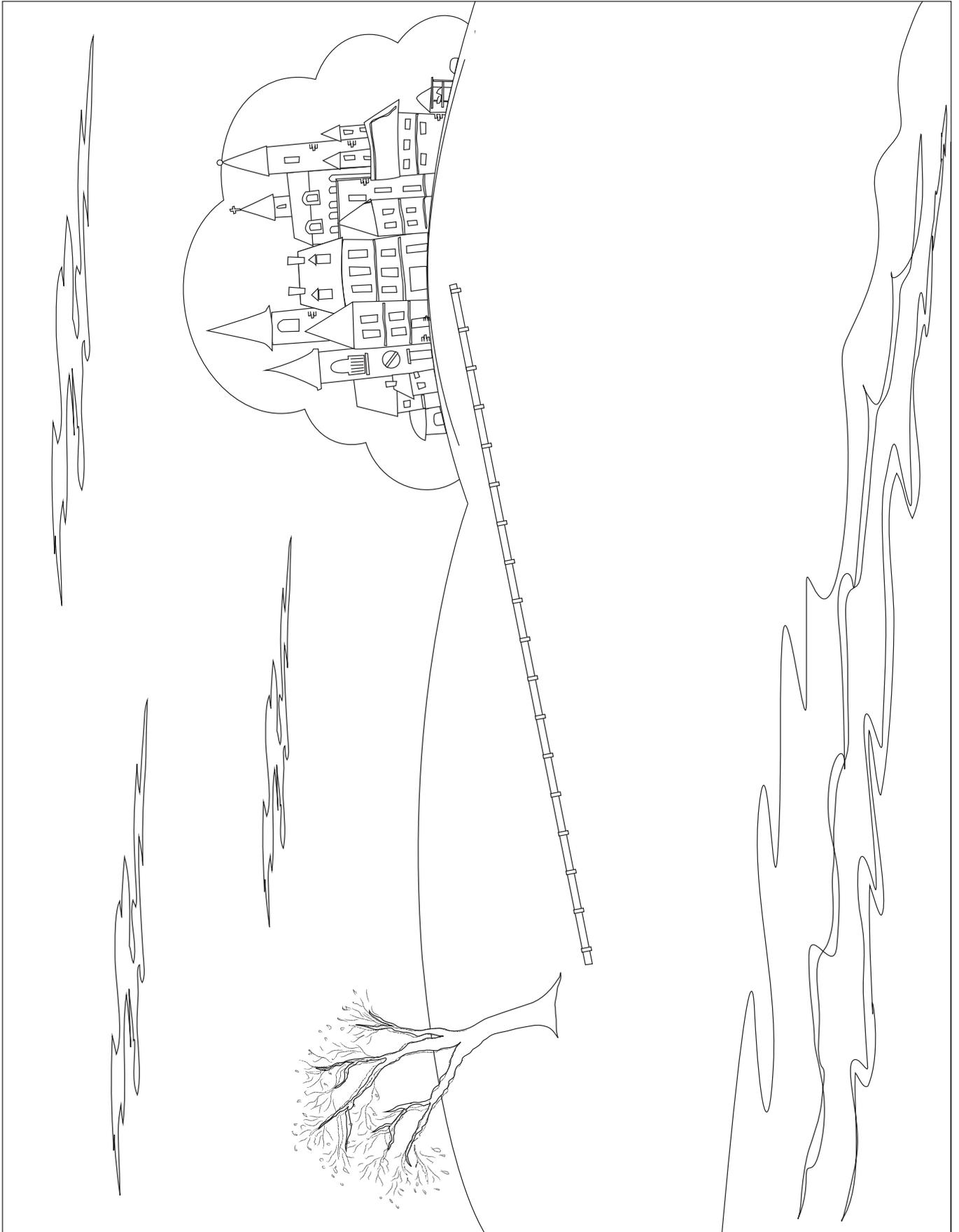
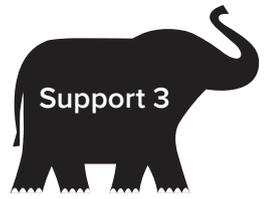
Horses



Object Pictures



Background



Ordinal Word Chart



Sequence for making	Record what you did
first	
next	
last	

Picture Puzzle



Scissors icon

					first
					fourth
					last
					second
					fifth
					third



first

second

third

fourth

fifth