

**Just In Time Quick Check**  
**[Standard of Learning \(SOL\) 2.3a](#)**

**Strand:** Number and Number Sense

**Standard of Learning (SOL) 2.3a**

*The student will count and identify ordinal positions first through twentieth, using an ordered set of objects.*

**Grade Level Skills:**

- Count an ordered set of objects, using the ordinal number words *first* through *twentieth*.
- Identify the ordinal positions first through twentieth, using an ordered set of objects presented in lines or rows from
  - left to right;
  - right to left;
  - top to bottom; and
  - bottom to top.

**[Just in Time Quick Check](#)**

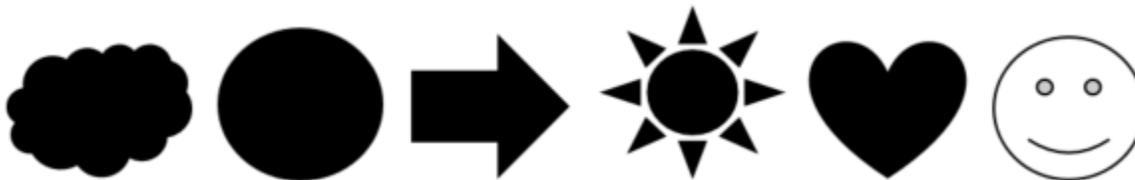
**[Just in Time Quick Check Teacher Notes](#)**

**Supporting Resources:**

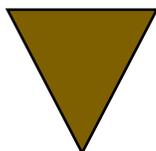
- VDOE Mathematics Instructional Plans (MIPS)
  - [2.3ab - Ordinals \(Word\)](#) / [\(PDF\)](#)
  - [2.3ab - Hermit Crab Ordinal Numbers](#) / [\(PDF\)](#)
- VDOE Word Wall Cards: Grade 2 [\(Word\)](#) | [\(PDF\)](#)
  - Ordinal numbers

**Supporting and Prerequisite SOL:** [1.3](#), [K.1a](#), [K.1b](#), [K.3a](#), [K.3b](#), [K.3c](#)

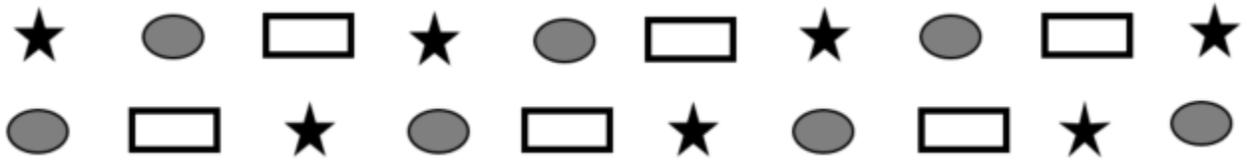
### SOL 2.3a - Just in Time Quick Check



1. Use the pictures above.
  - Draw a box around the fifth shape from the right.
  - Draw an **X** on the third shape from the left.
  - Draw a line under the sixth shape from the left.
  - Can the circle be the second shape from the left and right? Why or why not?
2. The triangle below is an ice cream cone. Draw 5 scoops of ice cream on the ice cream cone. Follow these directions for coloring each scoop of ice cream.
  - Going from bottom to top, color the first scoop pink.
  - Going from bottom to top, color the second scoop brown.
  - Going from top to bottom, color the third scoop green.
  - Going from top to bottom, color the first scoop yellow.



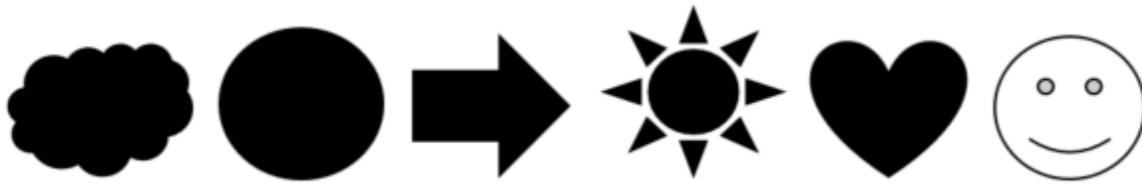
3. This set of shapes is in order from left to right.



- Draw a circle around the tenth shape.
- Draw a picture of the twelfth shape. \_\_\_\_\_
- Draw a box around the sixteenth shape.
- Draw a picture of the twentieth shape. \_\_\_\_\_
- Draw an **X** on the eighth shape.
- Draw a picture of the fourteenth shape. \_\_\_\_\_

## SOL 2.3a - Just in Time Quick Check Teacher Notes

### Common Errors/Misconceptions and their Possible Indications



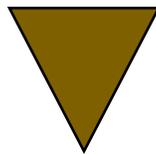
1. Use the pictures above.

- Draw a box around the fifth shape from the right.
- Draw an **X** on the third shape from the left.
- Draw a line under the sixth shape from the left.
- Can the circle be the second shape from the left and right? Why or why not?

*Students will need to be able to read the ordinal number words as well as the words “right” and “left.” Students who have difficulty with this activity they may need more practice counting sets of concrete objects from different directions using ordinal numbers. Students may be able to read the words left and right but not be sure on which side to start. Making the “L” with the first finger and thumb may be a tool to help students who are unsure of their right and their left.*

2. The triangle below is an ice cream cone. Draw 5 scoops of ice cream on the ice cream cone. Follow these directions for coloring each scoop of ice cream.

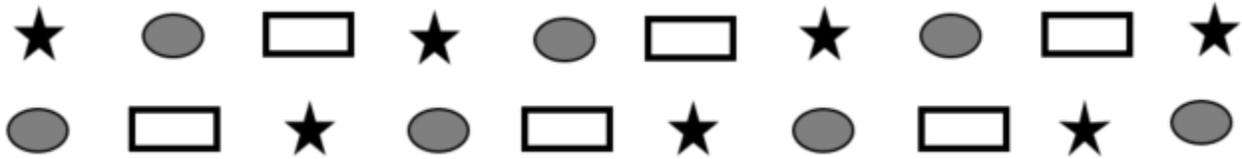
- Going from bottom to top, color the first scoop pink.
- Going from bottom to top, color the second scoop brown.
- Going from top to bottom, color the third scoop green.
- Going from top to bottom, color the first scoop yellow.



*Students will need to be able to read the ordinal number words as well as the words “top” and “bottom.” Students who have difficulty with this activity they may need more practice counting sets of concrete objects from the top to the bottom and from the bottom to the top using ordinal numbers.*

*This activity leaves the second scoop from the top uncolored. Students may try to color the scoop that is left a color (such as brown since it is second from the bottom) because they feel all the scoops must be colored. Ask students who color all of the scoops to explain their thinking to determine why they made this error.*

3. This set of shapes is in order from left to right.



- Draw a circle around the tenth shape.
- Draw a picture of the twelfth shape. \_\_\_\_\_
- Draw a box around the sixteenth shape.
- Draw a picture of the twentieth shape. \_\_\_\_\_
- Draw an **X** on the eighth shape.
- Draw a picture of the fourteenth shape. \_\_\_\_\_

*When students reach the end of the first row of objects, they may change the direction in which they are counting and begin moving from right to left. These students would benefit from more experiences counting items arranged in rows (or columns) to practice “starting over” and moving in the same direction after reaching the last element in a row (or column).*