

## Numbers in words lesson plan

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
	<p><b>Mental:</b></p> <p><b>Main:</b> Read and write numbers in words</p>	<p><b>Mental:</b></p> <p><b>Main:</b> Teacher (with remainder of class): Open hundred square on IWB e.g. <a href="https://www.topmarks.co.uk/learning-to-count/paint-the-squares">https://www.topmarks.co.uk/learning-to-count/paint-the-squares</a>. Children to count with teacher from 11 to 20 Children to count with children down the tens column on the hundred square (ten, twenty etc) Emphasise the different sounds at the end of the teen numbers and tens numbers e.g. <b>thirteen</b> and <b>thirty</b>. Show children names of the teen and tens with endings highlighted. Emphasise how eleven and twelve are awkward. Revise how 2-digit numbers have tens and units, writing a capital U above the units and a capital T above the tens. Revise how to read 2-digit numbers e.g. 32 by looking at the tens number first and saying it e.g. thirty, then saying the units number e.g. two Make deliberate mistakes swapping digits e.g. fourteen as 41. Ask children if this is right? (You may choose to let lower ability children get started on their independent work at this point) Revise how 3-digit numbers have tens and units, writing a capital U above the units and a capital T above the tens and a capital H above the hundreds.</p>	<p>Lower ability - write the names of <b>two-digit</b> numbers in figures in words e.g. 72 as seventy-two, and numbers in words in figures e.g. sixty-eight as 68.</p> <p>Middle ability – as lower ability, but with <b>three-digit</b> numbers</p>	<p>Have some work from a fictitious other class with common errors for children to discuss and explain in partners, e.g. 14 written in words as forty-one, 803 written as 83 etc</p>

To access the complete lesson plan, and all of the resources needed to teach it, visit  
<http://www.saveteacherssundays.com/maths/year-3/91/numbers-in-words/>



