

Reading and writing numbers in words

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
	<p>Mental:</p> <p>Main: Read and write numbers in words</p>	<p>Mental:</p> <p>Main: TA to take children who do not know how to name numbers up to 20. (For any children who not sure if know them, quickly test them on a couple to assess their current knowledge) TA to show children number flash cards with number and number word. Children to say numbers and number names with TA. TA to give children in pairs a set of cut up cards with numbers and number names up to 20. Have a race to see who can match the numbers and number names the quickest Teacher (with remainder of class): Open hundred square on IWB e.g. https://www.topmarks.co.uk/learning-to-count/paint-the-squares. 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 numbers e.g. thirteen and thirty. 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. Explain 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 middle ability children get started on their independent work at this point) Explain 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. Explain how to read 3-digit numbers e.g. 654 by looking at the hundreds number first and saying it e.g. six hundred, then saying the tens number e.g. fifty and finally the units number e.g. four (six hundred and fifty-four) Repeat above process with numbers with thousands Tell the children 'I am going to write the number 72' and write it as 702. Ask them to discuss with their talk partner if this is correct. Why / why not? Ask some children what they think Explain that we don't need the zero to make seventy because the 7 is in the tens column. This number would be seven hundred and two. Repeat with other numbers e.g. sixty-nine as 609 Repeat with numbers with hundreds e.g. two hundred and sixty-two as 20062. Tell the children 'I am going to write the number five hundred and four' and write it as 54. Ask them to discuss with their talk partner if this is correct. Why / why not? Ask some children what they think Explain that we need a zero in the tens column, so we should write 504. Repeat with other numbers with zeros in the tens or hundred columns e.g. 703 or 8,024</p>	<p>Lower ability (Group with TA) – to draw a line between numbers up to 20 and their names or to write the correct name next to numbers up to 20. (Numbers will be out of sequence)</p> <p>Middle ability - write the names of two-digit 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>Higher ability – as middle ability, but with three-digit numbers</p> <p>Gifted and talented - as middle ability, but with four-digit numbers</p> <p>Early finishers can play the game in the plenary on the smartboard as reinforcement / a reward</p>	<p>Repeat some of the deliberate mistakes from earlier e.g. writing seventy-two as 702. Let children have a go at the naming numbers game (hyperlink below), choosing the right level https://www.sheppardsoftware.com/math/early-math/number-words-fruit-splat-game/</p>