

Reading and writing numbers in words lesson plan

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: Teacher (with remainder of class): Open hundred square on IWB http://www.taw.org.uk/lic/itp/itps/number_grid_4_0.swf. 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. 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. Revise 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 and ten 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, hundred or thousands columns e.g. 703, 8,024, 1,029, 30,062, 61,207</p>	<p>Lower ability (write the names of numbers up to 20 in figures in words e.g. 7 as seven, and numbers in words in figures e.g. eighteen as 18.</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 ICT game at http://www.sheppardsoftware.com/mathgames/earlymath/fruitShootNumbersWords.htm on the smartboard as reinforcement / a reward</p>	<p>Give each child a card with a number either in figures or in words. Each child needs to find their corresponding partner e.g. the child with 5, needs to find the child with 'five'. Cards will focus on numbers that are difficult to read / remember how to spell e.g. one, two, eight. Give children numbers to match the level of work that they completed</p>