

Reading and writing numbers in words lesson plan

Subject: Maths	Lesson Title: Reading and writing numbers in words
Date:	Time Span:
Year Group: 3	Group Size: 30

Desired Learning Outcomes	NC PoS ref:
To be able to recognise and read number names	
To be able to write the names of numbers in words and figures	

Key Language: Digit, number, thousands, hundreds, tens and units	Use of ICT: Interactive hundred square on IWB
--	---

Assessment (Make reference to each section of the lesson) Intro – Can children explain why teacher’s deliberate mistakes are incorrect? Main – Mark children’s work as they complete it. Sit with any children who are struggling, bringing them back to the carpet if necessary. If still unsure by end of lesson sit with TA during plenary. Plenary – Can children spot the errors and explain them?

Use of Other Adults TA to work with lower ability children during main part of lesson TA to sit and continue working with children (of any ability) who struggled in plenary

Anticipated Misconceptions/Difficulties Children reversing digits e.g. writing 14 as 41 Children writing numbers in the following style e.g. 609 for sixty-nine, 6009 for six hundred and nine or 70012 for seven hundred and twelve Children not understanding zero as a place value holder e.g. writing five hundred and four as 54

Resources Flash cards with numbers up to 20 in figures and words (laminated and cut up) Open hundred square on IWB e.g. https://www.topmarks.co.uk/learning-to-count/paint-the-squares . Teen and tens numbers with endings highlighted Differentiated worksheets

Introduction	Time
<p>Teacher (with remainder of class): Open hundred square on IWB e.g. https://www.topmarks.co.uk/learning-to-count/paint-the-squares.</p> <p>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>	15 mins
<p>Main (including differentiated tasks)</p> <p>Lower 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>Middle ability – as lower ability, but with three-digit numbers</p> <p>Higher ability – as lower ability, but with four-digit numbers</p> <p>Gifted and talented - as lower ability, but with five-digit numbers</p> <p>Early finishers can play the ICT game at https://www.sheppardsoftware.com/math/early-math/number-words-fruit-splat-game/ on the smartboard as reinforcement / a reward</p>	20 mins
<p>Plenary</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>	10 mins