

Reading and writing numbers in words

Subject: Maths	Lesson Title: Reading and writing numbers in words
Date:	Time Span:
Year Group: 2	Group Size: 30

Desired Learning Outcomes

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, hundreds, tens and units

Use of ICT:

Interactive hundred square on IWB

Assessment (Make reference to each section of the lesson)

Intro – TA to check children who may / may not know numbers up to 20. 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 match the number name and the number in the game?

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 (not cut up)

Flash cards with numbers up to 20 in figures and words (cut up, enough for pairs)

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>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)</p> <p>TA to show children number flash cards with number and number word. Children to say numbers and number names with TA.</p> <p>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</p> <p>Teacher (with remainder of class):</p> <p>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</p> <p>Children to count with children down the tens column on the hundred square (ten, twenty etc)</p> <p>Emphasise the different sounds at the end of the teen numbers and tens numbers numbers e.g. thirteen and thirty.</p> <p>Show children names of the teen and tens with endings highlighted. Emphasise how eleven and twelve are awkward.</p> <p>Revise how 2-digit numbers have tens and units, writing a capital U above the units and a capital T above the tens.</p> <p>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</p> <p>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)</p> <p>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.</p> <p>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)</p> <p>Repeat above process with numbers with thousands</p> <p>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</p> <p>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</p> <p>Repeat with numbers with hundreds e.g. two hundred and sixty-two as 20062.</p> <p>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</p> <p>Explain that we need a zero in the tens column, so we should write 504.</p> <p>Repeat with other numbers with zeros in the tens or hundred columns e.g. 703 or 8,024</p>	15 mins
<p>Main (including differentiated tasks)</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>	20 mins
<p>Plenary</p> <p>Repeat some of the deliberate mistakes from earlier e.g. writing seventy-two as 702.</p> <p>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>	10 mins

