

Numbers in Word Form

Teacher Guide

Duration: 45 minutes

Standards for Mathematics

MA.1.2.C

Use objects, pictures, and expanded and standard forms to represent numbers up to 120.

Focus Strategies

Lean and Whisper: Students lean one shoulder in toward one neighbor to answer a question that has a one- or two-word (or short) answer. This strategy engages all students in answering a question without disrupting the flow of the classroom. This is used for KG1 students as a specific type of the “Shoulder Partner” strategy.

Shoulder Partners: Students lean and talk quietly with the person sitting next to them. Shoulder Partner can be used literally to just talk to the people sitting on either side, or for slightly larger groups of 3-4 with everyone’s shoulders “touching” (this promotes the ability to speak softly—in sort of a huddle).

Learning Outcomes

- Read and write 3-digit numbers in standard and expanded form.
- Read and write numbers 1 to 9 and multiples of 10 through 90 in word form.

Key Vocabulary

- Expanded form
- Place value
- Standard form
- Value
- Word form

Materials

- Find Your Partner Game Cards (from Activity 3)
- Standard Form/Word Form chart
- Student Math Booklet

Activity Preparation

- Gather Find Your Partner Game Cards.
- Create and display a Standard Form/Word Form chart. See example below.

Standard Form	Word Form

Procedure

Note to the Teacher: In today's activity, students practice reading numbers in expanded form by playing Find Your Partner. They then learn how to write numbers 1 to 9 and multiples of 10 (to 90) in word form.

TEACHER SAY: *I want you to Lean and Whisper to your Shoulder Partner and tell them two ways we can write numbers.*

STUDENTS DO: Lean and Whisper to their Shoulder Partner and discuss two ways we can write numbers.

TEACHER SAY: *I heard great conversations! In our last math activity, we learned how to write numbers in expanded form. We also played a game called Find Your Partner to help us match numbers written in standard form to their match written in expanded form. We are going to play again today.*

TEACHER DO: Review the rules and directions, if necessary. Give each student one card. If you have an odd number of students, you will have to play the game so that each student has a partner.

TEACHER SAY: *You will have about 3 minutes to find your matches. Once you get your number, think about what you are looking for, and then go look for your partner. Once you find your partner, sit down next to each other. That will show me that you are done. Ready? Go.*

STUDENTS DO: Find someone who has the card that matches theirs.

TEACHER DO: After students play the game once, collect the cards and have students return to their seats.

TEACHER SAY: *There is another way we can write numbers. We can use word form. Each number has a name, and we can write the name to show the number. Today we are going to learn to write the number words for numbers 1 to 9. We will also learn to write the number words for multiples of ten—the numbers we say when we skip count by 10s. Let's get our math booklets out and turn to the activity Numbers in Word Form.*

STUDENTS DO: Take out math booklet and turn to the activity Numbers in Word Form.

TEACHER SAY: *On this page you will see a chart. On the chart you see some words at the top of the columns. One column says Standard Form and the other column says Word Form.*

TEACHER DO: Display the Standard Form/Word Form chart.

TEACHER SAY: *Today we are going to fill in this chart together. That way you will have it in your math booklet, so you can look back at it whenever you need help. Let's start with the number 1. In the first column, write the number 1.*

TEACHER DO: Model for the students. Write the number 1 on your chart.

STUDENTS DO: Write the number 1 on the chart.

TEACHER SAY: *The word form of the number one is written like this: o-n-e.*

TEACHER DO: Model writing the number 1 in written form on the chart.

TEACHER SAY: *Let's spell it aloud as we write it on our chart: O-N-E.*

STUDENTS DO: Spell the number one aloud as they write it on the chart.

TEACHER DO: Continue with numbers 2 to 9, 10, 20, 30, 40, 50, 60, 70, 80, and 90.

STUDENTS DO: Complete the chart with their teacher.

TEACHER SAY: *That was a lot of hard work but you all did a great job. Now I am going to call out a number, and I want you to point to the written form of that number. My first number is 50.*

STUDENTS DO: Point to the written form of 50.

TEACHER DO: Point to the written form of 50 on the board so students can self-check their answer. Continue with the other numbers until all of the numbers on the chart have been called out.

STUDENTS DO: Point to the written form of the numbers called out. Check answers with the teacher.

TEACHER SAY: *It is time to reflect on our learning. Today I want you to challenge yourself a bit. Turn to the Math Journal section for this activity in your math booklet.*

STUDENTS DO: Turn to this activity's Math Journal section in the math booklet.

TEACHER SAY: *In your Math Journal entry, try to write the word form of some numbers we practiced today without looking at the chart we just created. After you write a number, you can check your answer by looking at the chart.*

STUDENTS DO: In the time left, write several numbers in word form. Check their answers using the chart in their math booklet.

TEACHER DO: As students work, walk around to check, support, and assess who understands and who does not.

TEACHER SAY: *Great work today! You are learning so much about numbers, and I am proud of your efforts.*