

WRITING OF NUMBERS

1-200/1-500/1-1000

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Subject

Mathematics

Prepared By

[Instructor Name]

Grade Level

1

Overview

This lesson plan covers teaching content for;

1. Writing of numbers 1-200 /1-500/1-1000

Objectives

- By the end of this unit, pupils should be able to:
1. Correctly write the numbers 1 to 1000.
 2. To be able to write the names of numbers in words and figures.
 - 3.

Teacher Guide

Day 1/Lesson 1- 15 Mins

1. Play the game Squeeze. The objective of this game is for the pupils to identify the mystery number selected by the teacher by asking questions.
2. The teacher has two markers which initially are placed at either end of numbers 1 to 1000 (in a 1000 square chart.)
3. The pupils might ask "Is the number more than 300? If it is, the teacher moves the marker from 1 to 300 so the mystery number is now between 300 and 1000.
4. The game continues until the mystery number is identified by being squeezed between the pegs.
5. Challenge the pupils to find the mystery number in less than ten questions (quite easy) or less than 5 questions (not too easy).

Teacher Guided Practice

• Day 2 Lesson 2- 15 mins

1. Ask pupils to write numbers 500 to 999 and circle all the even numbers in the range.
2. Ask pupils "Do you know that other numbers not circled are odd numbers?"
3. Ask them to look at the right-hand digits of numbers not circled. What are they?

Materials Required

- Pupil's Book
- Flashcards with numerals 0 to 99 written
- Number strips
- Cards with number words one to nine and
- Wall chart showing 1000-square number

Additional Resources

- <https://www.matific.com/api/v1/episode/lesson-plan-pdf/?id=da52b630-a186-4c0fec241c19a3&locale=us-en-us>
- <https://matific.com/api/v1/episodes/g/lesson-plan-pdf/?id=da52b630-a186-4c0fec241c19a3&locale=us-en-us>

Additional Notes

Objectives

Teacher Guide

Teacher Guided Practice

Day 3 /Lesson 3 – 10Mins

- 1.Show the students numbers in words or units by writing the numbers on your board and ask them to write the word or unit equivalent in their notebooks.
- 2.For example; (Write “four hundred sixty-five.” And ask them to write the unit equivalent.
- 3.Write “965” and ask them to write the word equivalent.
Alternate between word form and unit form

Day 4, Lesson 4 -10 Mins

- 1.Bring to class individual labels with numbers (numerals) 1 to 1000.
- 2.Fold the labels to hide the numbers. Put them in a bowl and keep it on the table.
- 3.Divide the class in two groups.
- 4.A student from group A will pick a label and spell out (or write on the board)
- 5.the number name for the number written on the selected label.
- 6.The spellings would be judged by team B. Each correct spelling gets 2 points.
- 7.In the event of an incorrect spelling, a second chance would be given. If the spelling is right, the team would be allocated 1 point.
- 8.Next, would be the Team B’s turn.
Continue as time permits.

Introduction/Instruction

1.

Assessment Activity

- 1.Allow students to give each other numbers to read and write. It would be a good way to practice and check their responses.

Assessment Activity

- 1.Students should be given a three-digit number and determine how many ways they can represent the number with base ten blocks, from the most efficient (least number of pieces used), to the least efficient (using only unit cubes)

Objectives	Teacher Guide	Teacher Guided Practice
Summary		