

Grade 2	Lesson: 10-3 Reading and Writing Numbers to 1,000	Reference to English
Math Standard(s): 2.NBT.3 (also 2.NBT.1.a, 2.NBT.1.b) Domain: Numbers and Operations in Base Ten		
Content Objective(s):		Language Objective(s):
Students will identify and record three-digit numbers in expanded form, standard form and number word form. <i>I can read and write 3-digit numbers in expanded, standard and number word form.</i>		Students will say numbers in expanded and word form. <i>I can say numbers in expanded and word form.</i>
Essential Understanding: Our number system is based on groups of ten. Whenever we get 10 in one place value, we move to the next greater place value.		Required Academic Vocabulary for Word Wall: Listen: Read: Write: Speak: Sentence Frame:
Materials: <ul style="list-style-type: none"> Number Cubes (or Teaching Tools 30) Place-Value blocks (or teaching tool 17) Whiteboards, Markers, Erasers Reading and Writing Numbers to 1,000 (page 305) Guided Practice (page 306) Independent Practice (307) 		Additional Lesson Vocabulary:
Lesson:		Instructional Time: 30 minutes
<p>Opening: (4 minutes) – English Teacher needs to reinforce this lesson in English</p> <ul style="list-style-type: none"> Write 538 on the board. Use document cam to show the page numbers of the pages used in math. Students will start on the carpet. Pass out whiteboards, erasers and markers. <p>T: “You already know that a three-digit number is made up of hundreds, tens and ones. Let’s look at the number one the board.”</p> <p>T: “Show me with your fingers the number in the tens place.”</p> <p>S: <i>will show 3 with their fingers.</i></p> <p>T: “Show me with your fingers the number in the ones place.”</p> <p>S: <i>will show 8 with their fingers.</i></p> <p>T: “Show me with your fingers the number in the hundreds place.”</p> <p>S: <i>will show 5 with their fingers.</i></p> <p>T: “Today, you will learn to read and write numbers up to 1,000 in different ways.”</p> <ul style="list-style-type: none"> Show the page number on page 305. <p>T: “Look at this page number. It is written in two different ways. I want you two write three hundred five on your board two different ways.”</p> <p>S: <i>will write 305 on their board in 2 different ways.</i></p> <p>T: “Show me your boards.” (Teacher will check the students’ numbers)</p> <p>T: “Good, now I want to show you one more way to write 305. You can write it as the sum of hundreds, tens and ones.”</p> <ul style="list-style-type: none"> Teacher will write $300 + 0 + 5$ on the board. <p>T: “Will you please write this 3rd method for write numbers on your board.”</p> <p>S: <i>will write $300 + 0 + 5$ on their board.</i></p> <p>T: “Show me your board. Good job! ”</p> <p>Introduction to New Material (Direct Instruction): (8 minutes)</p> <ul style="list-style-type: none"> Write 519 on the board. <p>T: “This is how you normally write numbers. It is called standard form.”</p> <ul style="list-style-type: none"> Put ‘Standard Form’ vocabulary card next to 519. Write 519 using words. Five hundred nineteen. <p>T: “This is how you write the number using words. It is called number word.”</p> <ul style="list-style-type: none"> Put ‘Number Word’ vocabulary card next to five hundred nineteen. Write $500 + 10 + 9 = 519$ on the board. <p>T: “This is the expanded form for 519.”</p>		

- Put 'Expanded Form' next to $500 + 10 + 9 = 519$.

T: "Let's do one more number. I will write it on the board, but I will write expanded form and you have to write standard form and the number word."

- Write $600 + 90 + 5 = \underline{\hspace{1cm}}$ on the board.

S: will write the number word and standard form for 695 on their whiteboards.

T: "Show me your boards."

- Teacher will check the student work.

T: "Good job! Now read the numbers to your neighbor."

S: will say, "six hundred ninety five" to their neighbor.

T: "Good job!"

Guided Practice: (10 minutes)

Using the Modeling Cycle:

Teacher Does:

T: "Now I need you guys to practice with a partner. Each partnership will be given page 305 and one number cube. You will roll the number cube 3 times to get your number. You will write the 1st number in the hundreds place. You will write the 2nd number in the tens place and you will write the 3rd number in the ones place. Let me show you what I mean."

1 Student Does with Teacher:

T: "I need one helper."

- Teacher will choose a student.

T: "You get to roll the dice three times. And I will write the numbers."

S: will roll the dice.

T: "You rolled _____. I will write that in the hundreds place."

S: will roll the dice again.

T: "You rolled a _____. I will write that in the tens place."

S: will roll the dice again.

T: "You rolled _____. I will write that in the ones place. What is our number?"

S: will say the number.

T: "You need to write it in expanded form."

S: will write it in expanded form.

T: "Good job. I will write the number word for the number."

- Teacher will write the number word.

T: "That is all you need to do. Remember to say, "you rolled _____" and "what is the expanded form?"

2 Students Do:

T: "I need two more of you to demonstrate."

- Teacher will choose 2 students.

T: "I need you two to demonstrate the activity. Make sure you are asking and answering questions as you demonstrate. The sentence frames and new words are on the board."

S: will demonstrate the activity.

- The teacher will help and guide the students as needed.

T: "Good job. I love how much language I heard. Please go back to your seat."

All Students Do:

T: "I will call out your groups. You will need to collect your paper and get started. I will walk around the room to make sure you are talking!"

- Teacher will call out the groups and pass out the papers.

S: will work in their groups rolling the number cubes and writing the numbers in standard form, expanded form and the number word."

- Teacher will walk around the room helping the students as needed and reminding them to talk throughout the activity.

T: "10,9,8,7,6,5,4,3,2,1. Time is up. Turn in your papers, and come sit on the carpet."

S: will turn in their papers and sit on the carpet.

Independent Practice: (5 minutes)

T: "Now, I need you to work on your own. We will do the first two together, and then you will do 3 by yourself."

T: "The guided practice problems will give you a model using hundred flats, tens rods, and unit cubes. You will need to look at the model and figure out what the number is. I will draw the first model on the board."

- Teacher will draw 4 hundreds flats 2 tens rods and 5 unit cubes on the board.
- Draw an expanded form frame on the board.

T: "We will start with expanded form. Show me with your fingers how many hundreds there are in this number."

S: will show 4.

T: "Yes, there are 4 hundreds flats. I will write 4 on the first blank."

- Teacher will write 4 on the first blank.

T: "How many tens are there? Show me with your fingers."

S: will show 2.

T: "Yes, we have 2 tens rods, how much is that? Is that 2 or is that 20? Will someone please come up and write it on the second blank?"

- Teacher will chose a student.

S: will write 20 on the second blank.

- If the student does not write twenty guide them into writing 20.

T: "Thank you. How many ones are in the number?"

T: "How many ones are there?"

S: will respond, "5."

T: "Correct, there are 5 ones. I will write 5 on the last blank."

T: "So, what is our number? Tell your neighbor."

S: will tell their neighbor, "425."

T: "Let's do one more, but this time we are going to write the number word after. I will draw the number one the board and write its standard form. I will need a few of you to come up and write the word form on the board."

- The teacher will draw 514 using place-value blocks on the board and write 514 in standard form.

T: "I need to choose 1 student to come up and write the number word for 514."

- Teacher will choose a student.

T: "As they write the number on the board, we will write it on the carpet and in the air. Say the number with me. Five hundred fourteen."

S: will say, "514" with the teacher.

T: "Let's write the word five in the air. Now let's write hundred on the carpet. Good, write fourteen in the air."

S: will write the numbers using their hands on the carpet and in the air with the teacher.

T: "Awesome, let's check what they wrote on the board. They did such a good job. Read it with me. Five hundred fourteen."

T: "Very good, now I will pass out your Independent Practice papers. You need to complete questions 3, 4 and 5 at your desks. You will have 5 minutes."

- Teacher will pass out the papers.

S: will go to their desks and get to work.

- Teacher will walk around helping students as necessary.

T: "10,9,8,7,6,5,4,3,2,1. Time is up. Turn in your papers, and come sit on the carpet."

S: will turn in their papers and sit on the carpet.

Closing: (2 minutes)

- Pass out whiteboards, erasers and markers.

T: "One more problem for the day. I will read you a story problem and you will need to write the expanded form on your white board."

T: "There are 493 pages in a book. Write the expanded form."

S: will write 493 in expanded form. – $400 + 90 + 3 = 493$.

T: "Good job today. Erase your boards and put everything away."

Assessment:

Independent Practice