

# Lesson Plan

## Number Sense - Convert Words Into Digits To 1000

Fourth (4) - Math

### LEARNING TARGET

Learners can show ways to convert numbers in text form to numbers in digit form.

### LEARNING PROGRESSION

#### PREREQUISITE SKILL

Number Sense - Modeling place value

#### EXTENSION SKILL

Number Sense - Convert Digits Into Words To 1000

#### DURATION

- 8 min Guided Practice
- 20 min Independent Practice
- 5 min Review
- 7 min Exit Ticket

#### MATERIALS

- base-ten blocks
- place-value chart
- graphic organizer
- grid paper

#### VOCABULARY

- digit
- expanded form
- place value
- standard form
- word form

### INTRODUCTION

Learners can demonstrate how to turn written numbers into digits, providing a valuable skill in both academic and daily life!

### INSTRUCTION

Place value is a fundamental skill set that students must master in order to accurately convert digits into words up to 1000. Modeling place value helps students understand the composition of numbers and builds strong foundations for further numeracy development.

## **GUIDED PRACTICE**

Presenting sample problems from the guided practice worksheet as models for your students can be a great way to get them comfortable with the content. You can have students work on these on either whiteboards or in groups.

Start the lesson by reminding students that numbers can be expressed in words, digits, and sums or products. Use concrete materials to demonstrate how they are represented in a place value chart. This could include pointing out the zero in either the tens or one's place.

Allow plenty of practice, so students become comfortable with this concept.

Provide examples to show them how it is done, such as  $924 = 900 + 20 + 4 = 9 \times 100 + 2 \times 10 + 4 \times 1$ .

## **INDEPENDENT PRACTICE**

Students should typically complete the independent practice worksheet on their own. However, to help scaffold the learning process and provide extra support, graphic organizers such as a place value chart can be used. Pair or group work may also be appropriate in certain activities but should be used sparingly and with a clear purpose.

## **HOMEWORK**

Homework is not practiced in all schools. In this curriculum, homework is used for additional practice from daily lessons. Assignment of homework should be done on a case-by-case basis and in conjunction with the student's home support team.

## **EXIT TICKET**

At this point, students should understand how to write numbers in standard form. Following practice and misconception review, students can complete an Exit Ticket as a formative assessment. This will help inform teaching for future lessons.

## **SUMMATIVE**

Summative Assessment evaluates student learning at the end of a large lesson or unit. Summative assessments are the end progress monitoring point in data collection.

## **CLOSING**

Closing the lesson is an important part of the instructional process. It allows students to summarize what they have learned and gives them a chance to ask any final questions. The closure should also provide a smooth transition to the next lesson.

## **TEACHING TIPS**

When teaching place value, grid paper can be a useful tool to empower students by helping them demarcate the positioning of each digit. The columns clarify their understanding - simplifying and reinforcing an essential mathematical concept!

## **MISCONCEPTIONS**

A common mistake in word and digit conversions is a lack of familiarity with place value - but grid paper can help! By providing students with a visual representation, they get both the physical reference and an easy way to map out complex number patterns.

## **EXTENSION**

Teaching students to convert numbers from digits to words up to 1000 is an extension of the skill of converting words into digits. This helps them understand how numerical values such as "562" can be represented in written form, and can be used when working with mathematical problems.

## **INTERVENTION**

Lesson extension for additional independent practice or pair work opportunities to solidify learning in longer-term memory.

## **COMMON CORE STANDARD**

4.NBT.A.2 - Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

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