

# Lesson Plan

## Number Sense - Convert Digits Into Words To 1000

Fourth (4) - Math

### LEARNING TARGET

Learners can show ways to convert digits into words to 1000.

### LEARNING PROGRESSION

#### PREREQUISITE SKILL

Number Sense - Convert Words Into Digits To 1000

#### EXTENSION SKILL

Number Sense - Convert Words Into Digits To 100,000

#### DURATION

- 8 min Guided Practice
- 20 min Independent Practice
- 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
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### INTRODUCTION

### INSTRUCTION

Teaching students to convert numbers from words to digits up to 1000 is a prerequisite for learning how to convert digits into words. This fundamental understanding helps them understand different number formats and can be used as the basis for solving mathematical problems.

### GUIDED PRACTICE

Start the lesson by introducing the new concept to be learned and explaining how to complete the problem, demonstrating how to do it step-by-step. The students will work on a problem together, with the teacher circulating to provide learning support as needed. Once students have finished, the teacher will review the solutions and explain any misconceptions.

### INDEPENDENT PRACTICE

Students are expected to work independently on most tasks. However, there are some activities where pair or group work may be more appropriate. These 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 working in conjunction with the student's home support team.

## **EXIT TICKET**

After the practice and misconception review, instruct the students to complete the Exit Ticket. This is a formative assessment to 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 students how to convert digits into words, it can be helpful to provide examples of two-digit whole numbers, such as 42. This will allow them to see how the conversion process works in its basic form. After making sure that they understand this example, you can move on to more challenging numbers involving multiple-digit conversion.

## **MISCONCEPTIONS**

Many students mistakenly believe that converting words into digits requires memorizing each numeral individually. To help address this misconception, teachers can provide examples that demonstrate how the process of conversion follows a set of predetermined rules. For example, when converting fourteen thousand to digits, you can follow the rule of breaking down each individual word (fourteen, thousand) and then combining them together with their respective numerical values (14000).

## **EXTENSION**

Teaching students to convert numbers from words to digits up to 100,000 is an extension of the skill of converting words into digits up to 1000. This further develops their understanding of numerical values and how they can be represented in written form, which can be used when solving more complex 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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