

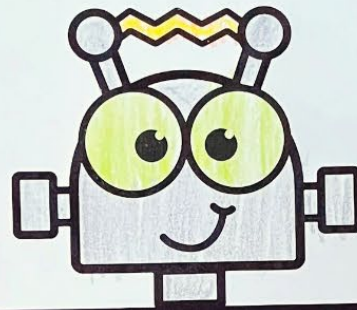
# READ & WRITE

## Numbers to 100

1ST GRADE

### Polly the Place Value Robot

Polly can write and read numbers in different ways.



Standard Form

42

Base Ten



Expanded Form

$40 + 2$

Word Form

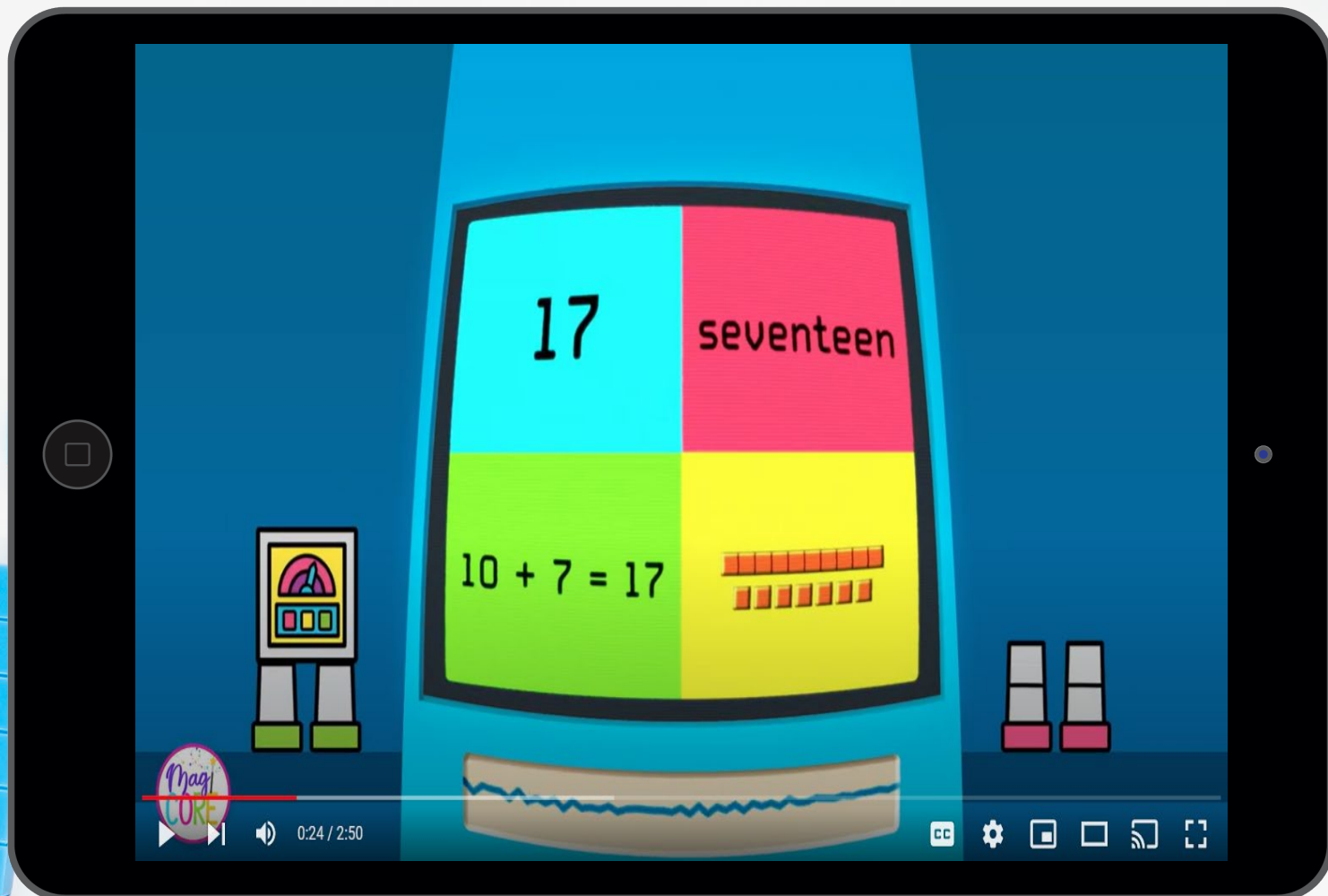
forty-two



COMPLETE UNIT INCLUDES VIDEO SONG, ANCHOR CHARTS, WORKSHEETS, CENTERS, & ASSESSMENT



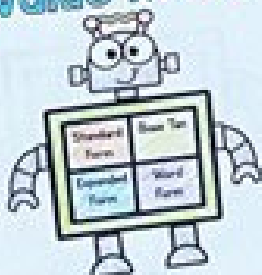
Make Learning Fun!  
Original song and  
video to introduce and  
reinforce the skill.



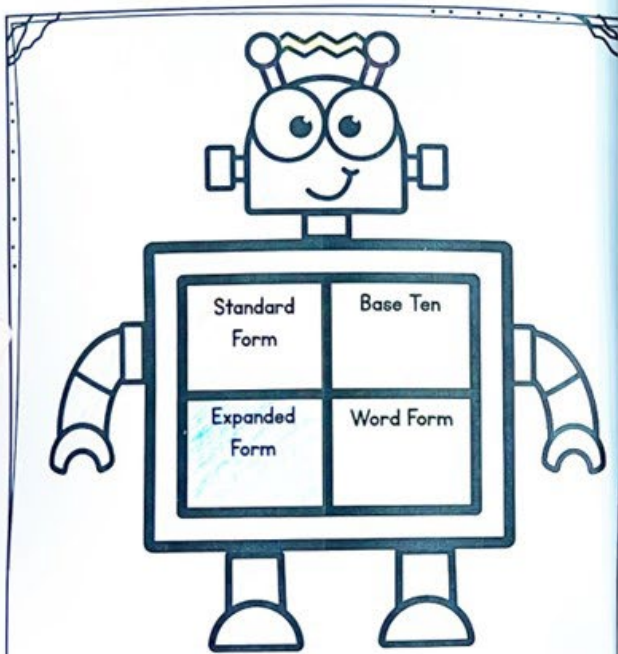


ATLANTIC OCEAN

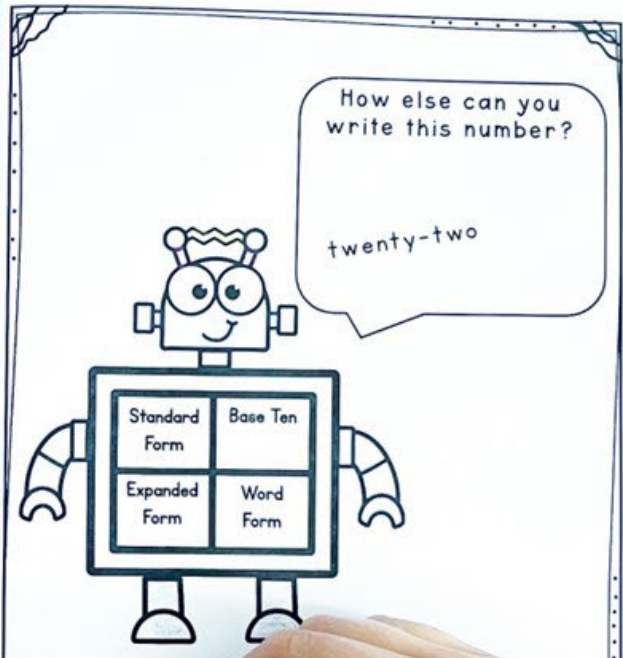
# Polly The Place Value Robot



By: Natalia  
Date: \_\_\_\_\_



Polly is a robot who loves numbers.



She can write this number



SOUTHERN OCEAN



fifty-six

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56

Expanded Form:  
 $50 + 6$





I have 21  
Who has ninety-nine?

I have 18  
Who has twenty-five?

I have 30  
Who has fifty-five?

I have 25  
Who has thirty?

Who has twenty-one?  
Start:

# READ & WRITE

## Numbers to 100

1. Explanation of Skill
2. Lesson Plans (7 days)
3. Vocabulary Cards
4. Polly The Place Value Robot Song and Video
5. Anchor Chart
6. Mini Book
7. Reading Word Form Matching Cards
8. Base Ten Numerals
9. Matching: Base Ten Numerals
10. Expanded Form
11. Number of the Day
12. Problem Solver
13. Quiz
14. Oral Quize
15. Number Puzzle Math Center
16. I Have... Who Has...? Game
17. Reading and Writing Numbers Quiz

# Read and Write Numbers to 100

Reading and writing numbers to 100 is a foundational skill for primary students that is the base of the place value progression. When first graders learn to read and write numbers up to 100, they are building their understanding of place value. Students should learn how to read numbers in standard form, expanded form, and word form while also being asked to write numbers in expanded form and standard form. Students should know that when writing numbers 21-99 in word form, those numbers are hyphenated.

Students should first be able to count to 100 orally, by both ones and tens. Once this skill is mastered, students should be able to write numbers in tens and ones up to 20. After writing numbers in tens and ones up to 20, students should move into writing higher numbers into tens and ones. From there, students begin to read and write numbers where they are converting words to digits and writing numbers in expanded form. Students should have a lot of exposure and practice with numbers in word form to master reading numbers 1-99. Furthermore, reading and writing numbers directly leads into adding and subtracting using place value strategies.

# First Grade Read and Write Numbers

**Day 1:** Introduce vocabulary cards: standard form, digit, expanded form, word form

Standard form: a number written in digits

Digit: Any numerals 0-9. Can be part of a number.

Expanded Form: a number stretched out by adding the values of its digits

Word Form: a number written in words

**Mini Lesson:** Introduce the purpose of the lesson today: to recognize that numbers can be written in multiple ways.

- Show students the vocabulary cards. Tell students the meaning of each word.
- Watch the Place Value Song
- Introduce Polly the Place Value Anchor Chart and discuss/model the various way she wrote the number 42

**Guided Practice:** Introduce the Polly the Place Value mini-book. Guide the students through the book, modeling the ways to write the numbers on the pages.

**Independent Practice:** Help Polly write the number in different ways on practice pages.

---

**Day 2-4 Reading Numbers 1-99** (this can be condensed depending on your pace, lessons and activities are the same for each day just with different number sets)

Day 2- read numbers 1-9

Day 3- read teen numbers (11-19)

Day 4- read decade numbers (10-90)

**Mini Lesson:** Introduce the purpose of the lesson today: to read number words 1-9

- Review the vocabulary cards.
- Watch and sing the Place Value Song
- tell students that to read numbers, you have to have a tens word with a ones word, but today we are only reading ones words. For example, sixty-seven; sixty is the tens word and seven is the ones word. (Numbers 1-9 are considered "ones" words)
- Show word cards 1-9 and have students chorally repeat the name of each word.  
Associate the digits (standard form) with the word form

**Guided Practice:** Match standard form cards and word form cards with a partner

**Independent Practice:** Matching Base-Ten Numerals Page

# Standard

## Form

36

# Digit

36

# Expanded

## Form

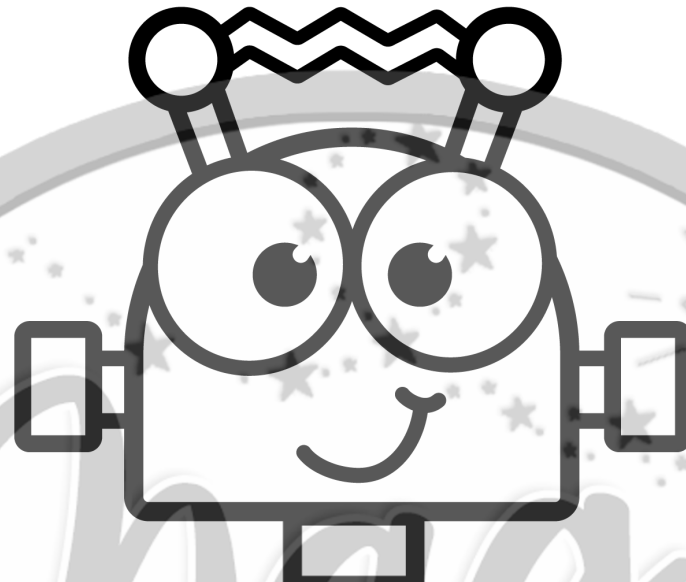
$30 + 6 = 36$

# Word Form

thirty-six

# Polly the Place Value Robot

Polly can write and read numbers in different ways.



Standard Form

42

Base Ten



Expanded Form

$40 + 2$

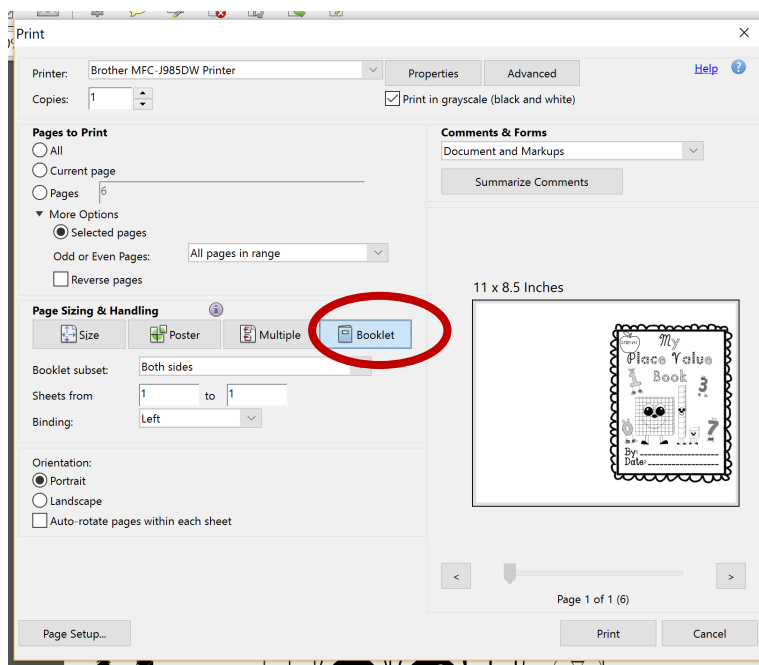
Word Form

forty-  
two

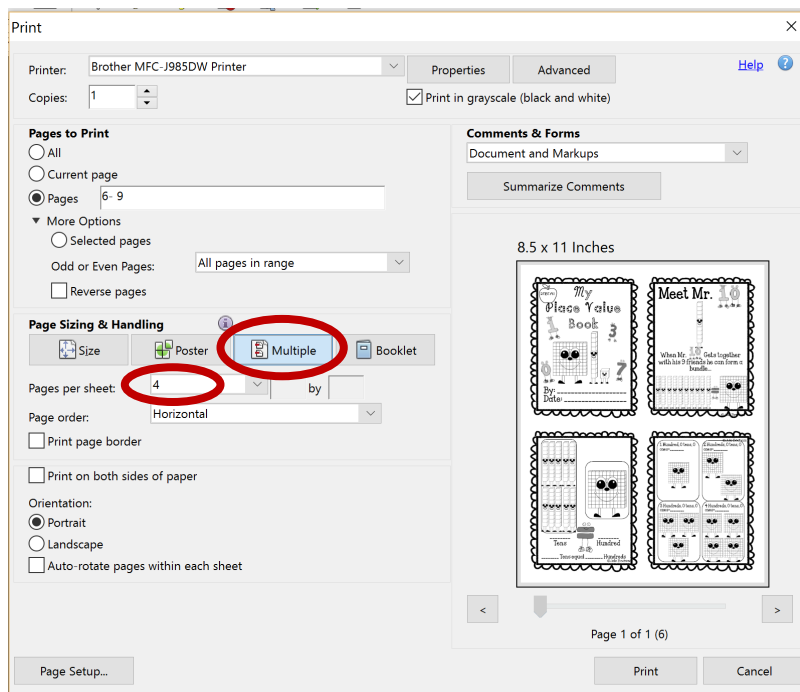
# Mini Book Printing Tips

To save paper, you can print using the following options:

**Half Page:** Select “booklet” under sizing.

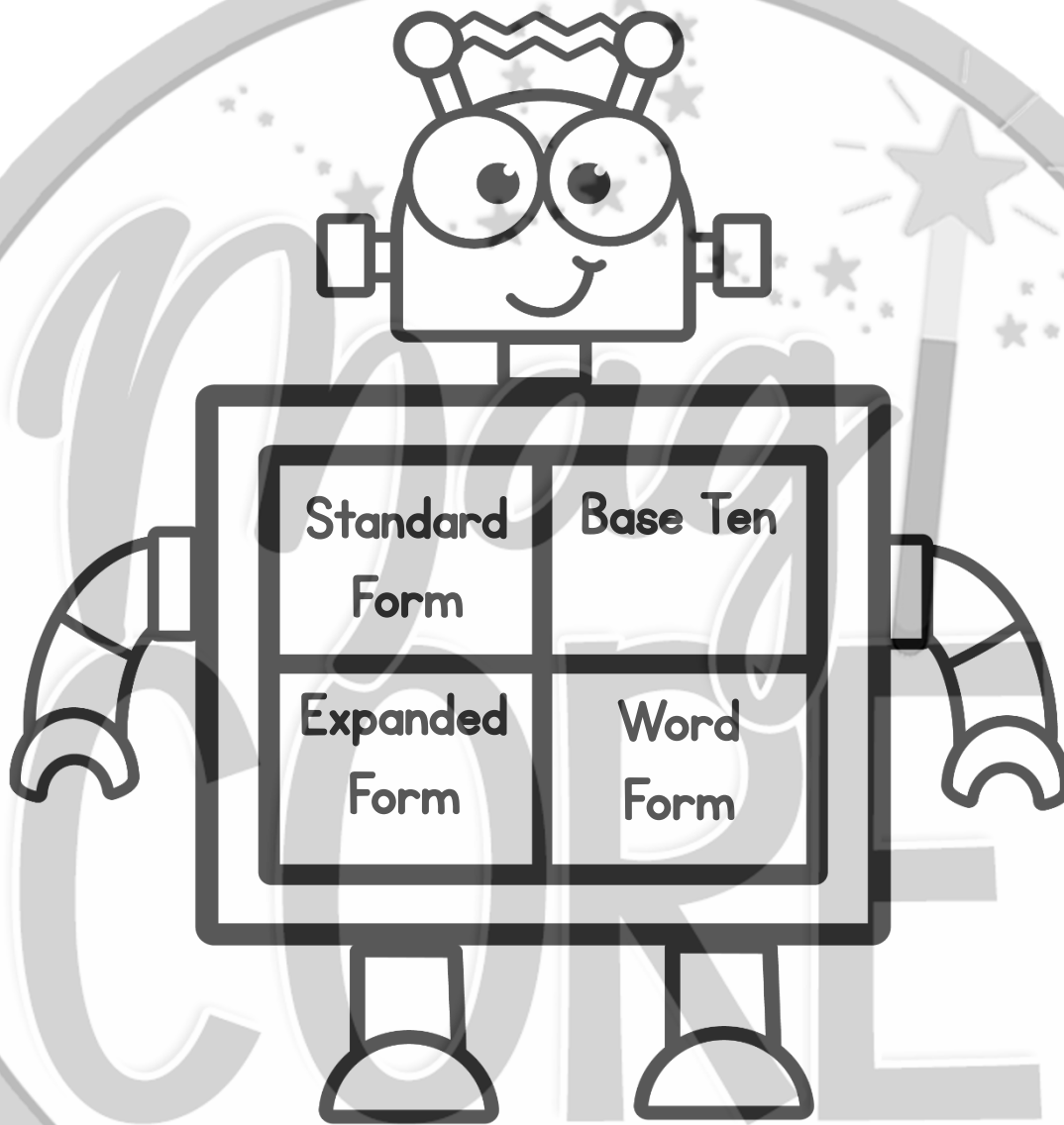


**Mini Books (4 per page):** Select “Multiple” under sizing. Select 4 per sheet.



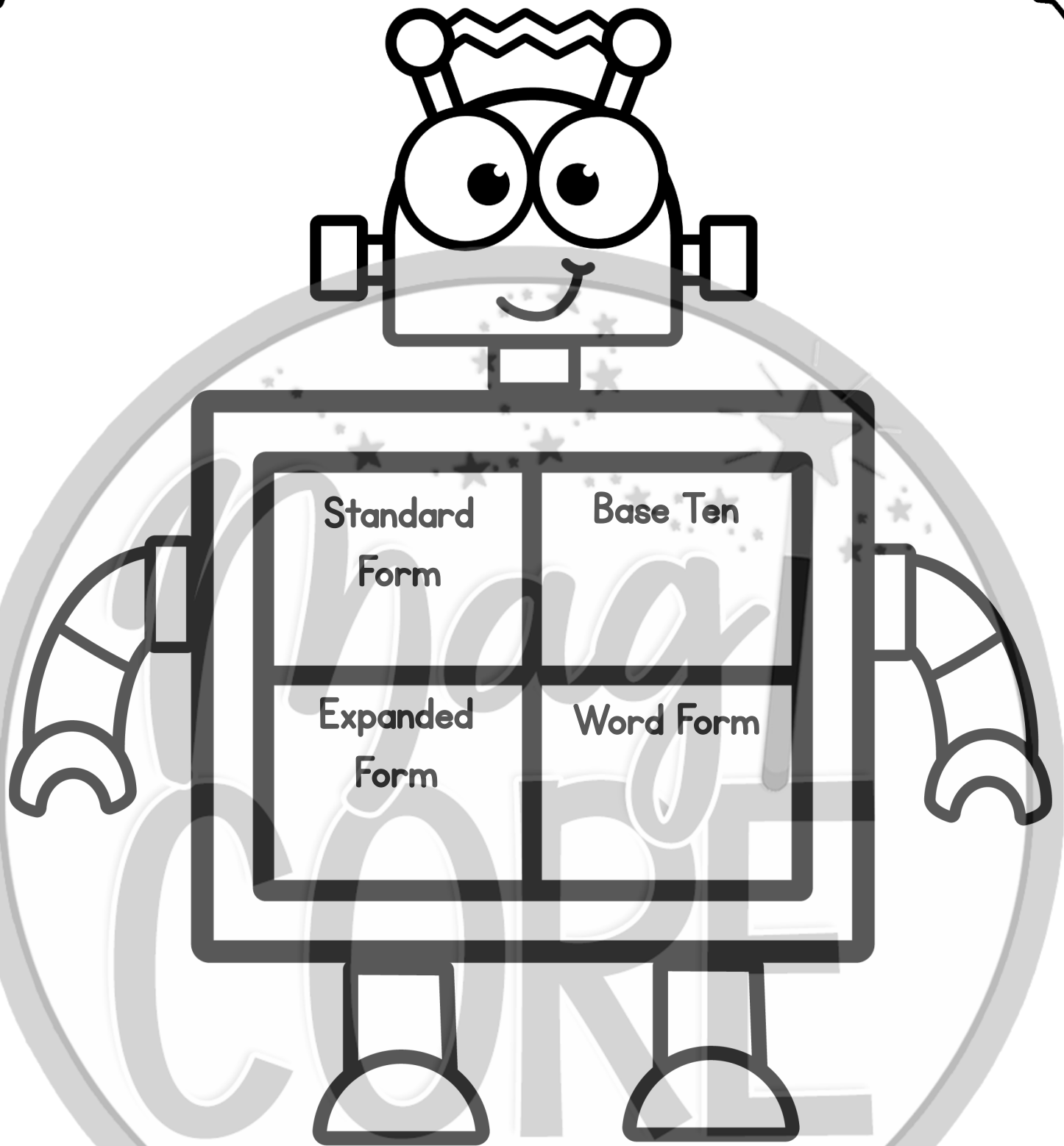
Print as many pages as you would like to use Number of the Day.

# Polly The Place Value Robot

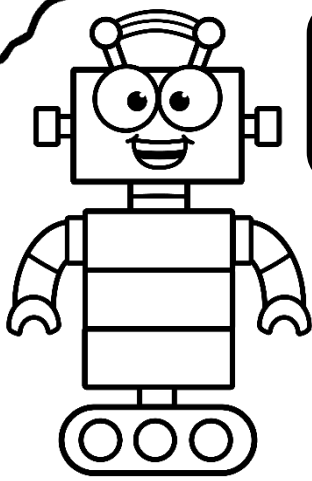


**By:** \_\_\_\_\_

**Date:** \_\_\_\_\_



Polly is a robot who loves numbers.



Write some numbers in  
standard form.

# Magi CORE

Standard form is writing  
the number with \_\_\_\_\_.

# Word Form Number Cards

Directions:

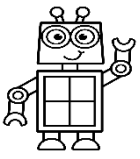
1. Print Cards
2. Laminate and cut out.
3. Mix pieces up in gallon-sized bags.
4. Students assemble pieces that match in partner groups

Label

## Word Form Number Cards

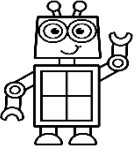
|       |   |
|-------|---|
| One   | 1 |
| Two   | 2 |
| Three | 3 |
| Four  | 4 |
| Five  | 5 |
| Six   | 6 |
| Seven | 7 |
| Eight | 8 |
| Nine  | 9 |

Directions: Match the word form with the  
standard form



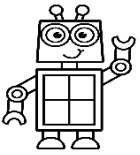
Eleven

11



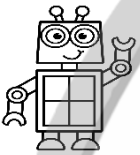
Twelve

12



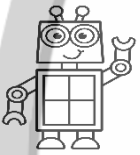
Thirteen

13



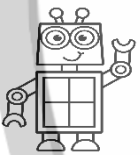
Fourteen

14



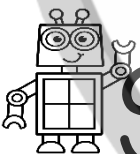
Fifteen

15



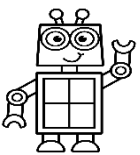
Sixteen

16



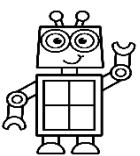
Seventeen

17



Eighteen

18



Nineteen

19

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Matching: Base-Ten Numerals

Directions: Draw a line that matches the standard number to the word name:

4

7

5

9

8

1

6

3

2

eight

seven

four

nine

two

three

one

six

five

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Base-Ten Numerals

Directions: Write the standard number:

1. forty-nine=\_\_\_\_\_

2. twenty-one=\_\_\_\_\_

3. ninety-six=\_\_\_\_\_

4. seventy-five=\_\_\_\_\_

5. thirty-two=\_\_\_\_\_

6. eighty-eight=\_\_\_\_\_

7. fifty=\_\_\_\_\_

8. eleven=\_\_\_\_\_

9. twenty-three=\_\_\_\_\_

10.  $90 + 5 =$  \_\_\_\_\_

11.  $20 + 4 =$  \_\_\_\_\_

12.  $20 + 7 =$  \_\_\_\_\_

13.  $70 + 6 =$  \_\_\_\_\_

14.  $50 + 9 =$  \_\_\_\_\_

15.  $60 + 2 =$  \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Expanded Form

Directions: Draw the place value blocks that represent the following numbers.

1.

|                    | Tens | Ones |
|--------------------|------|------|
| Place Value Blocks |      |      |
| Digit              | 7    | 6    |

Expanded Form: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

4.

|                    | Tens | Ones |
|--------------------|------|------|
| Place Value Blocks |      |      |
| Digit              | 4    | 3    |

Expanded Form: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2.

|                    | Tens | Ones |
|--------------------|------|------|
| Place Value Blocks |      |      |
| Digit              | 2    | 8    |

Expanded Form: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

5.

|                    | Tens | Ones |
|--------------------|------|------|
| Place Value Blocks |      |      |
| Digit              | 1    | 7    |

Expanded Form: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3.

|                    | Tens | Ones |
|--------------------|------|------|
| Place Value Blocks |      |      |
| Digit              | 3    | 5    |

Expanded Form: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

6.

|                    | Tens | Ones |
|--------------------|------|------|
| Place Value Blocks |      |      |
| Digit              | 5    | 5    |

Expanded Form: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



\*Challenge

Name: \_\_\_\_\_ Date: \_\_\_\_\_

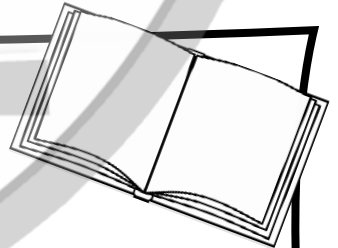
# Problem Solver

Solve the word problems. Write your answer in either standard form or word form.

Standard form: 73    Word Form: Twenty-six

1. Giselle's favorite number is fifty-five. Haley's favorite number is the number before fifty-five. In standard form, what number comes before fifty-five?

2. Jamal read 37 pages in his book last night. In word form, how many pages did Jamal read last night?



# Read and Write Numbers 0-100 Quiz

**Circle** the tens digit:      Write the numbers in expanded form:

1. **98**

2. \_\_\_\_\_ + \_\_\_\_\_ = 68

3. \_\_\_\_\_ + \_\_\_\_\_ = 19

Help Polly write out the numbers in different ways:

4.

|                     |           |
|---------------------|-----------|
| Standard Form<br>24 | Base Ten  |
| Expanded Form       | Word Form |

5.

|               |                     |
|---------------|---------------------|
| Standard Form | Base Ten            |
| Expanded Form | Word Form<br>Twelve |

Draw a line matching the standard number to its word form:

- 6. 15
- 7. 44
- 8. 57
- 9. 39

- Fifty-seven
- Fifteen
- Thirty-nine
- Forty-four

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Read and Write Numbers 0-100 Oral Quiz

To further assess your students reading and naming abilities on numbers 0 to 100, use this oral quiz to provide additional data.

This can be done by simply circling around to the student's desks or tables, or in a small group.

## Directions:

Show students numbers in both standard form and word form. Ask the student to orally identify the number. Mark student's response correct or incorrect.

## Assessment:

Eleven

29

83

16

46

Twenty-one

One-hundred

Sixty

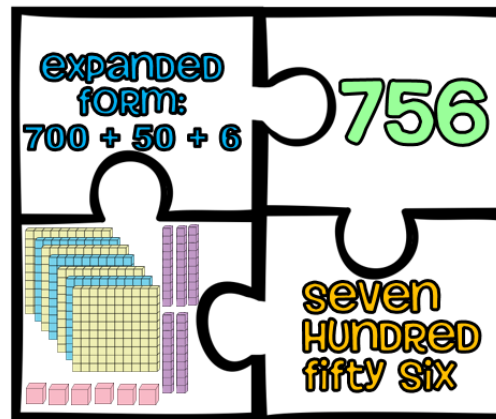
# Puzzle Piece Number Center

Directions:

1. Print puzzle pieces
2. Cut out puzzles and laminate. Cut again.
3. Mix pieces up in Gallon Size bag.
4. Students assemble pieces that match.

Center Label

## Puzzle Piece Number Center



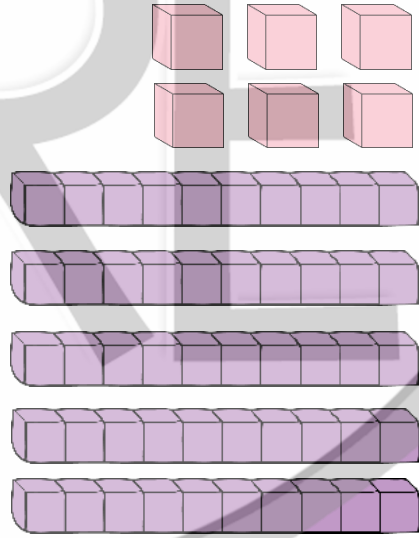
Directions: Match the puzzle pieces that are  
equal.

Expanded Form:

$$50 + 6$$

56

fifty-six



# I Have... Who Has...?

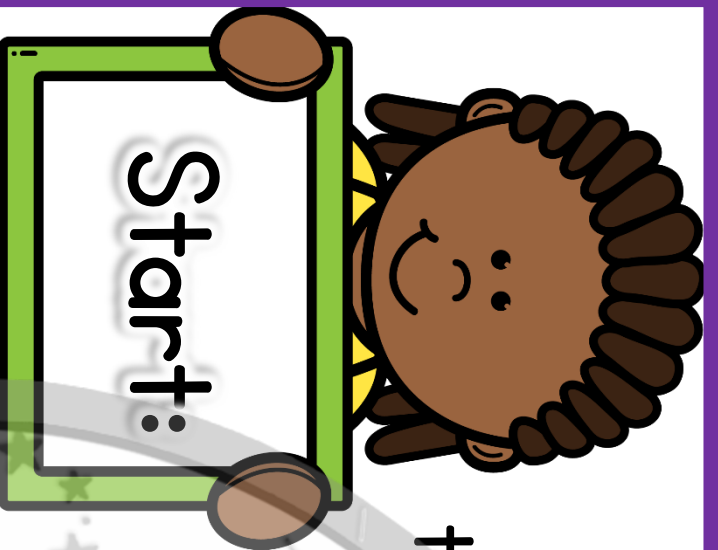
## Directions:

1. Print I Have... Who has...? cards & laminate
2. Mix cards up and pass one per student (must use all cards, if there are extra give some students extra)
3. Person with the "Start" card begins by standing up and reading their card. "Who has three hundred twenty-one?" The person who has 321 stands up and reads their card. Continue until you get to the "End" card.

## Game Label

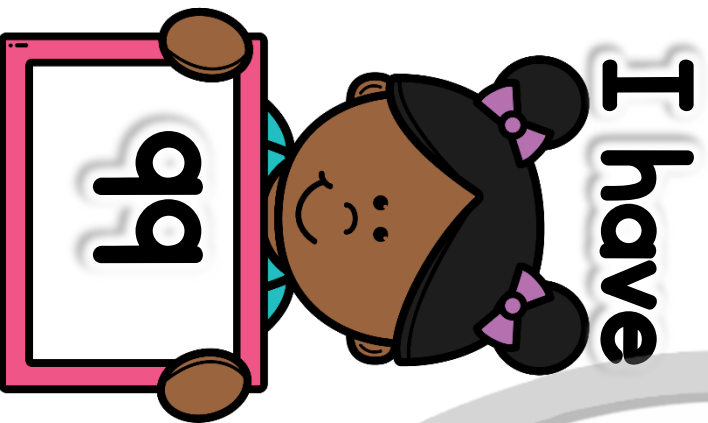
# I have... Who has...?





Who has

twenty-one?

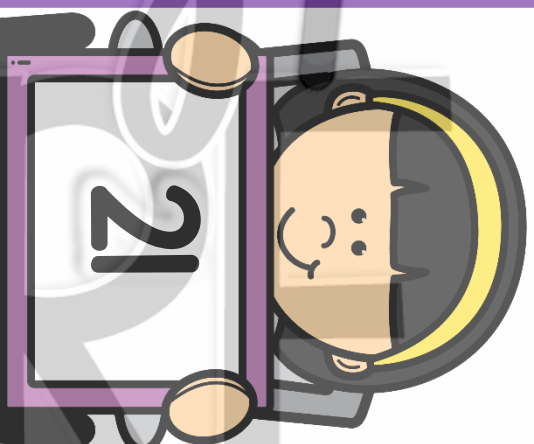


I have

qq

Who has

fifty-one?

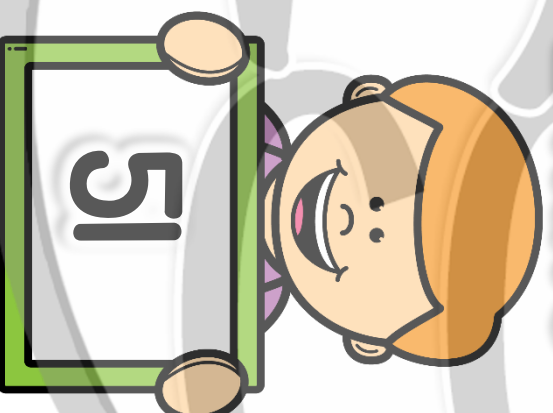


I have

21

Who has

ninety-nine?



I have

51

Who has

eighteen?

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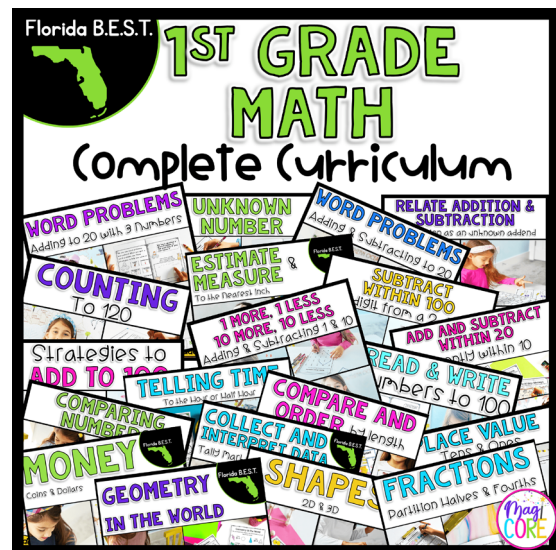
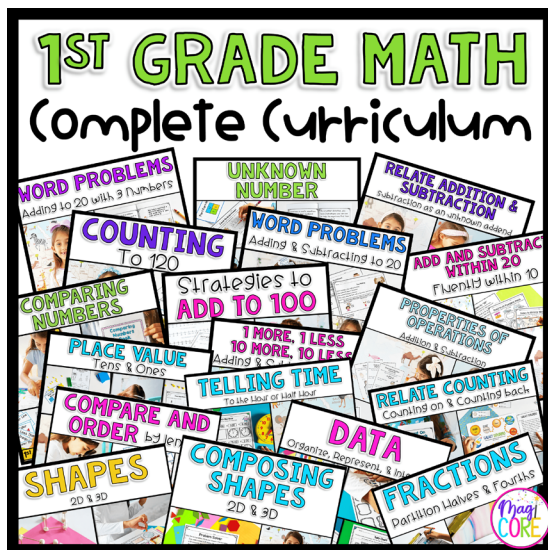
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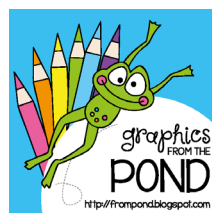
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