# Lesson 9: Write Numbers to 120

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | 1.MD.A.2, 1.NBT.A.1 |

### Teacher-facing Learning Goals

* Measure length and determine an efficient way to count the number of length units up to 120.
* Read and write numbers to 120.

### Student-facing Learning Goals

* Let’s count, write, and read numbers up to 120.

### Lesson Purpose

The purpose of this lesson is to count, read, and write numbers up to 120 in a measurement context.

In previous lessons, students learned how to count up to 110 objects and connected written numbers to quantities.

In this lesson, students measure a length between 95 and 120 length units long and represent their count using numbers. Then, students create a poster to show a drawing of their count, without including the written number. When students participate in a gallery walk to view each poster, they record the numbers represented.

### Access for:

### Students with Disabilities

* Representation (Activity 1)

### English Learners

* MLR2 (Activity 1)

### Instructional Routines

Choral Count (Warm-up), MLR7 Compare and Connect (Activity 2)

### Materials to Gather

* Base-ten blocks: Activity 1
* Tape (painter's or masking): Activity 1
* Tools for creating a visual display: Activity 2

### Lesson Timeline

|  |  |
| --- | --- |
| Warm-up | 10 min |
| Activity 1 | 15 min |
| Activity 2 | 20 min |
| Lesson Synthesis | 10 min |
| Cool-down | 5 min |

### Teacher Reflection Question

What connections did students make between towers of ten and singles or base-ten diagrams and the written numbers up to 120? What questions did you ask to help make the connections more visible?

## Cool-down

(to be completed at the end of the lesson) 5min

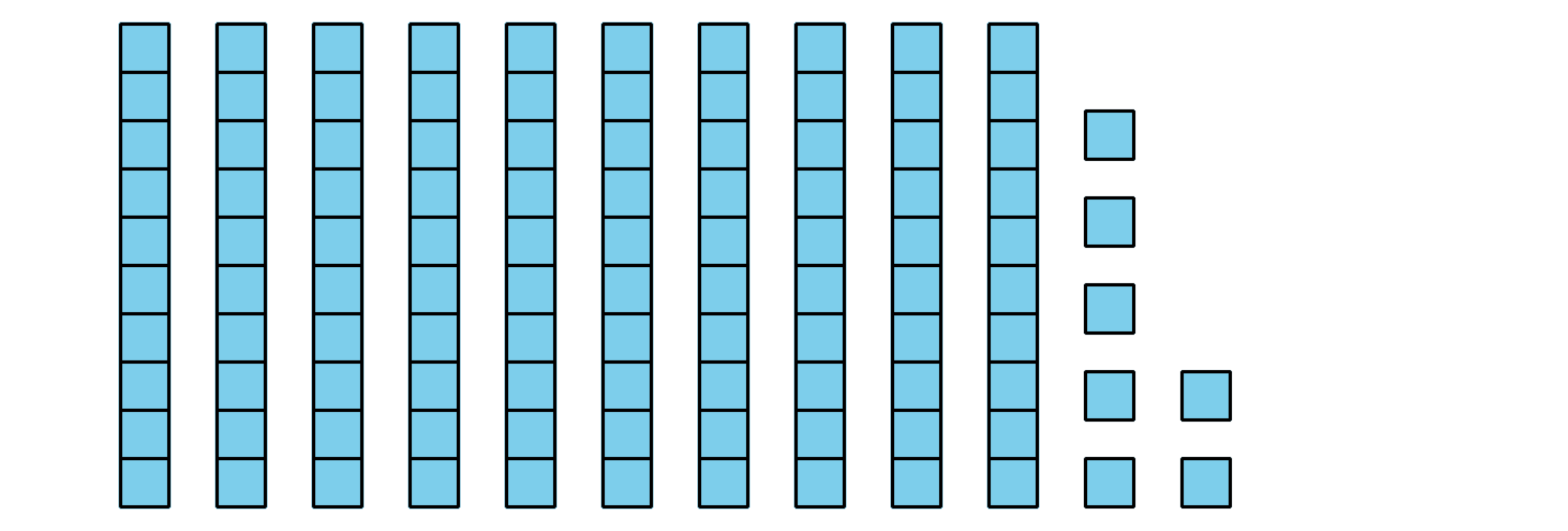
How Many Cubes?

### Standards Alignments

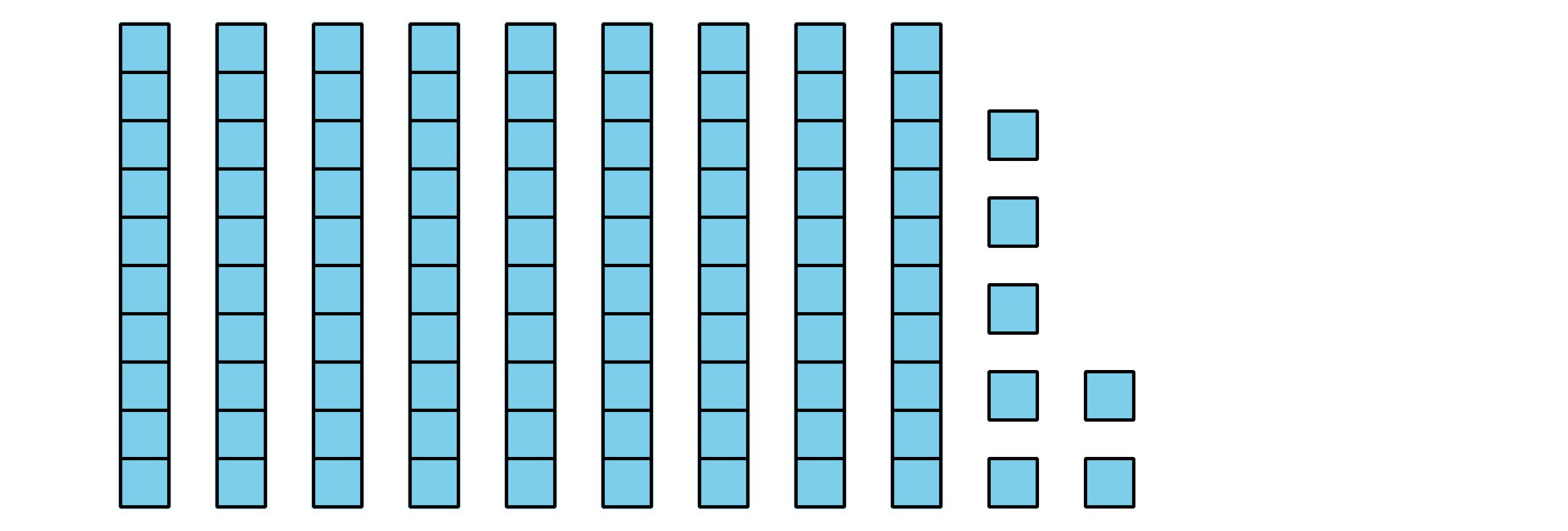
|  |  |
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| Addressing | 1.NBT.A.1 |

### Student-facing Task Statement

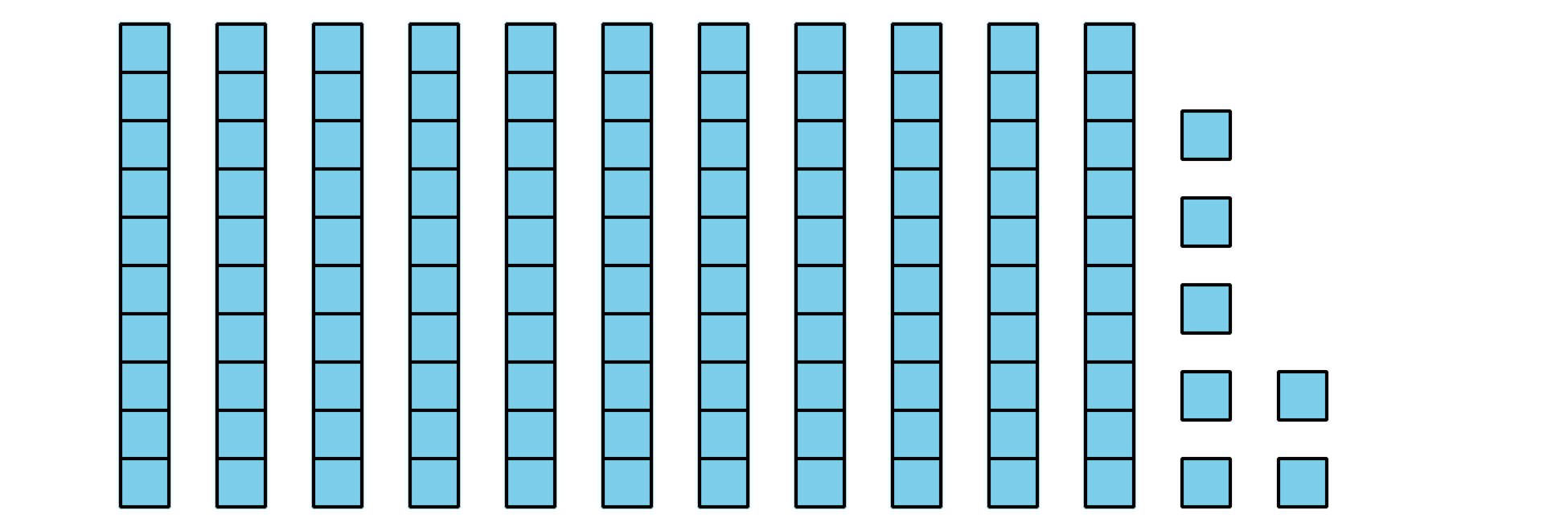
How many cubes are there?

1. 

* \_\_\_\_\_\_\_\_\_\_\_\_\_

1. 

* \_\_\_\_\_\_\_\_\_\_\_\_\_

1. 

* \_\_\_\_\_\_\_\_\_\_\_\_\_

### Student Responses

1. 107
2. 97
3. 117