Skip

Counting

2

78

88

90

100

200

300

40

60

30

46

25

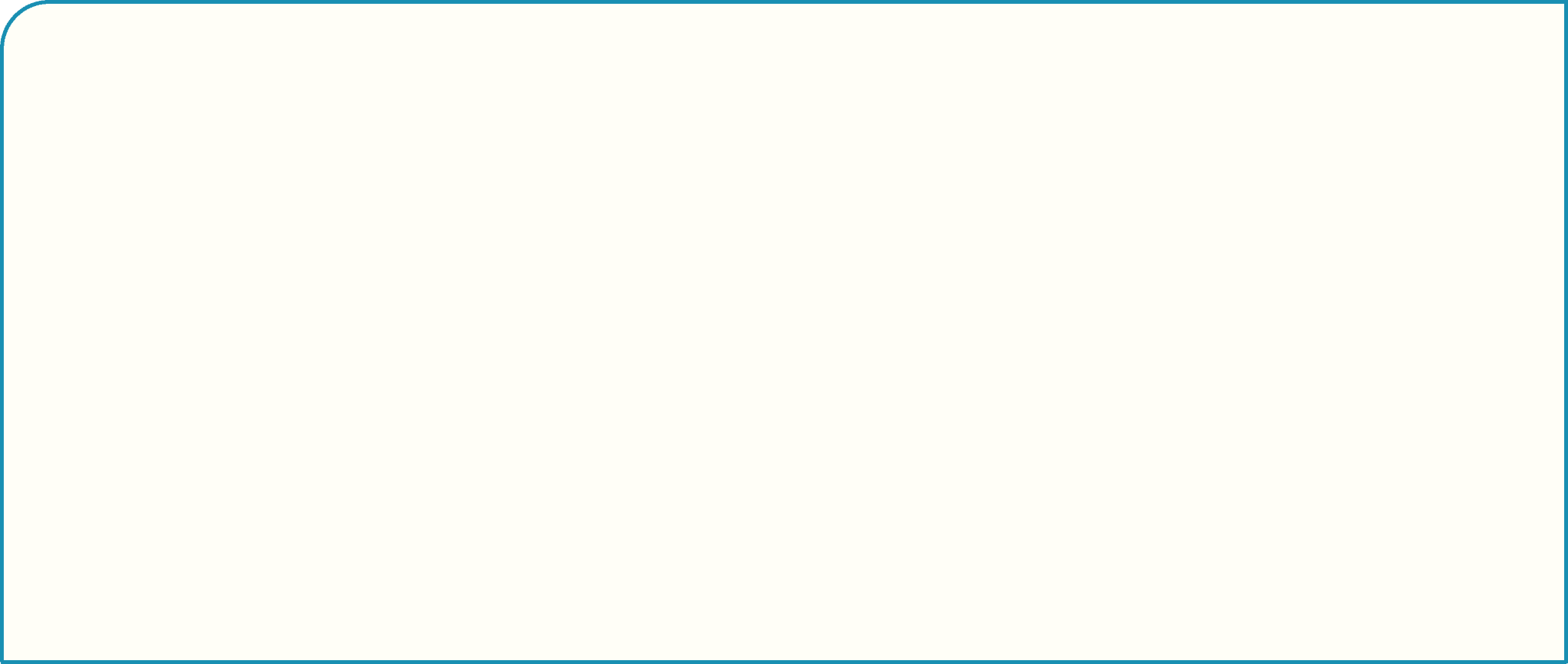
12

16

35

Skip Counting

Introduce counting by 2's, 5's, and 10's by emphasizing the specific number pattern for the students. Rhythmic chanting solidifies or stamping as you count. Differentiate for each students when it comes to specific numbers that the student will recognize.



Lesson objectives Teachers' notes

Subject: Math

Topic: Skip counting

Grade(s): Kindergarten, 1st, 2nd

By: Natalie Montone

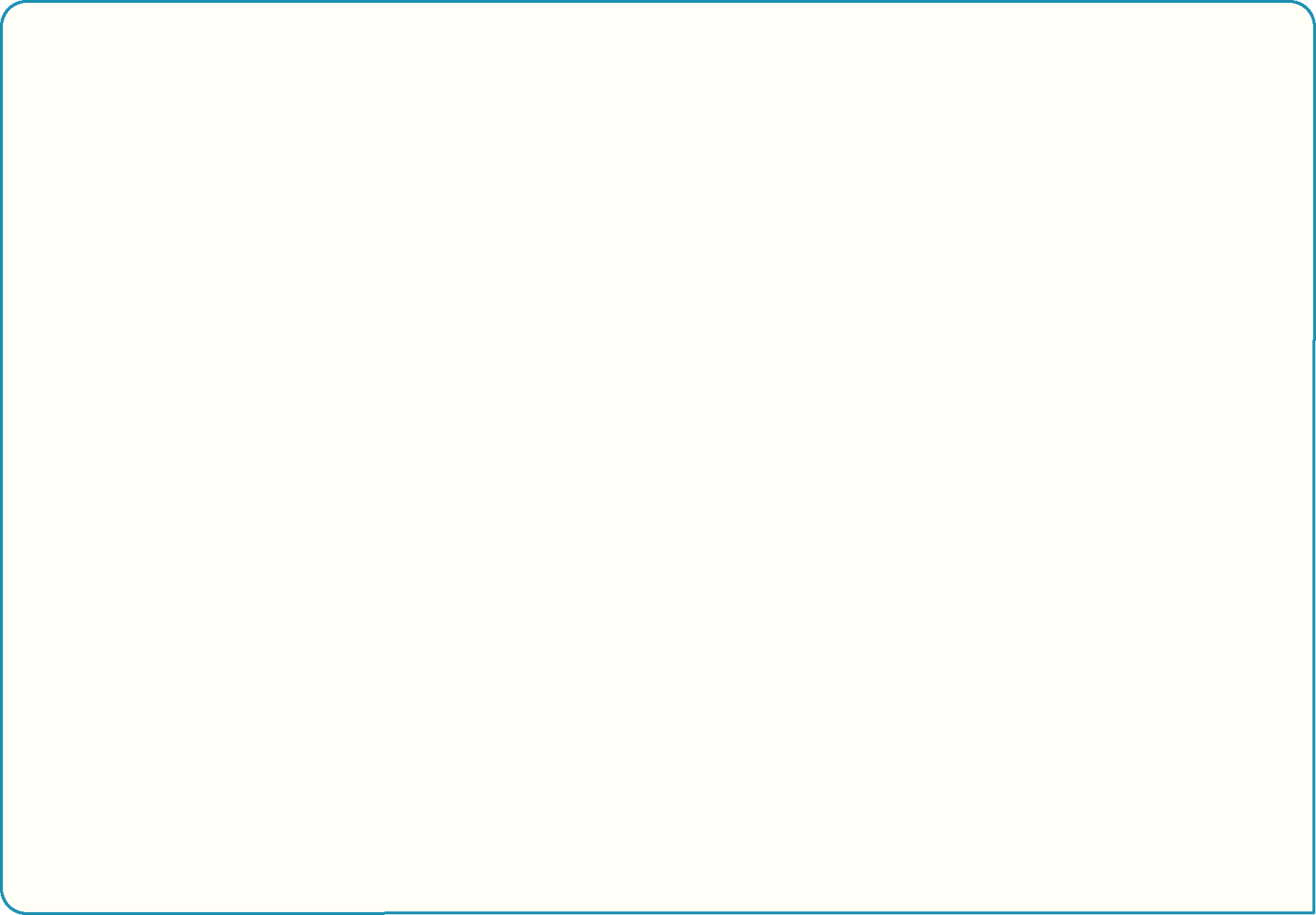
Hebrew Academy of Morris County Teacher of Special Services

Lesson notes:

~ Kindergarten math lesson having the students counting by 2's, 5's, and 10's.

~ Skip counting can be presented as a more efficient way to count things.

~ Skip counting is also good preparation for addition and multiplication. ~ Counting by numbers in patterns is the foundation for later activities with operation.

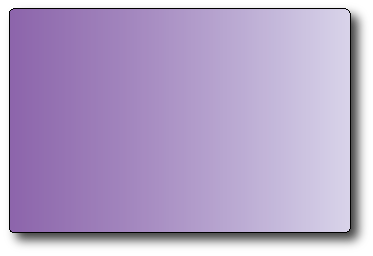
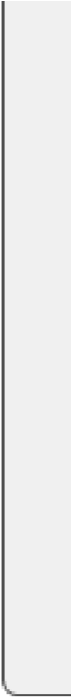
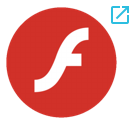
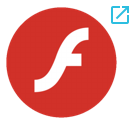


~ Student will be demonstrating the understanding of skip counting.

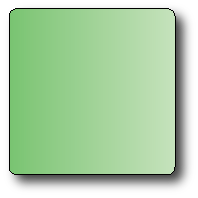
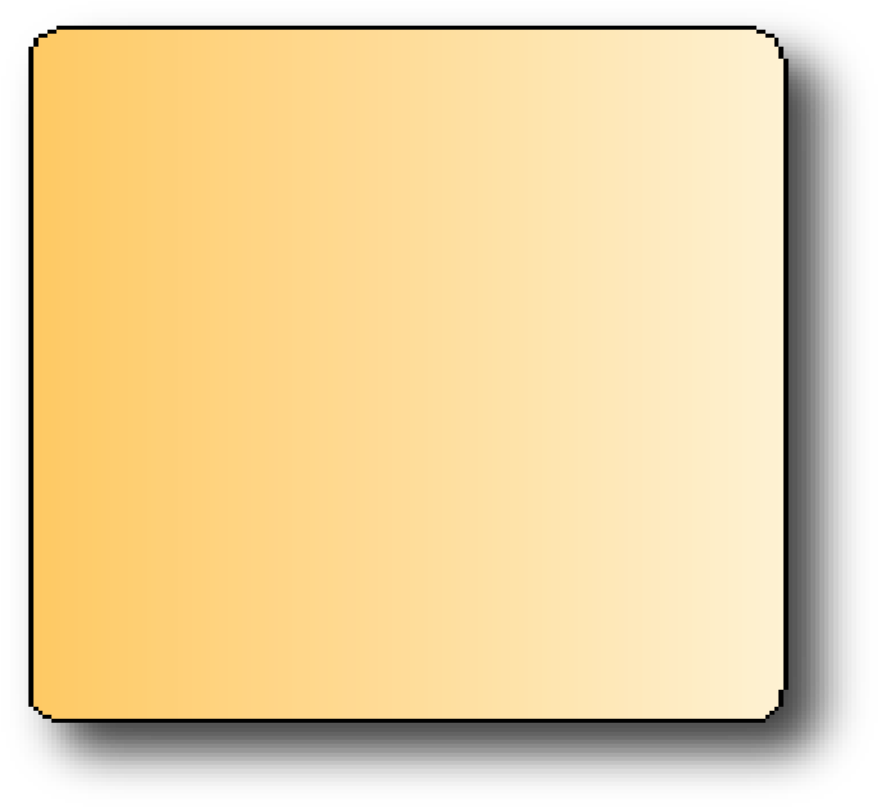
Lesson objectives Teachers' notes



Count by 2, 5, or 10



Move the number to correct space



14

, 16, \_\_, 20, \_\_

24

, \_\_, 28, \_\_

\_\_, 4, 6, \_\_, 10

12

,14,\_\_, 18, \_\_,

22

, \_\_, 26,28, \_\_

Counting by 2's

#2­30

2

, \_\_, 6, 8, 10, \_\_

4

18

12

22

30

26

2

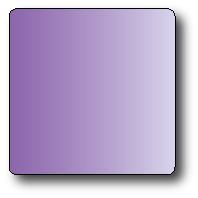
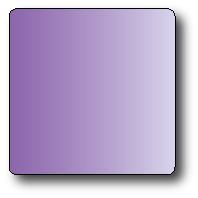
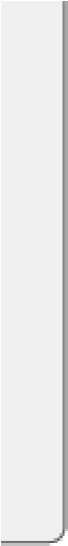
16

24

8

20

30



Fill in the missing number.

Count by 2's

between 30-80

30

40

, \_\_\_ , 34, \_\_\_, 38,

52

, 44, \_\_\_, 48, \_\_\_,

42

, \_\_\_, 58, 60, \_\_\_,

54

\_\_\_, 64, \_\_\_, 68, 70, \_\_

74, 76, \_\_\_, \_\_\_

30

, 32, \_\_\_, 36, \_\_\_,

40

\_\_, 44, \_\_\_, 48, \_\_\_, 52

\_\_\_, 56, 58, \_\_\_, 62,

64

, \_\_\_, 68, \_\_\_,72, \_\_\_

\_\_\_, 78, \_\_\_\_

32

34

36

38

42

46

46

50

50

54

56

60

62

66

66

80

70

72

74

76

78

80



Fill in the blanks. When counting by 2's.

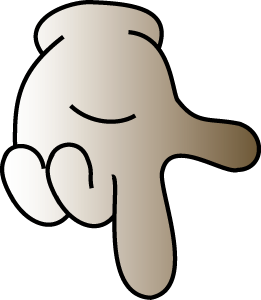
2, 4, 6, \_\_, 10, 12, \_\_, 16, 18, \_\_, 22, 24,

26, \_\_, \_\_, 32, 34, 36, \_\_\_, 40, 42, \_\_\_,46,

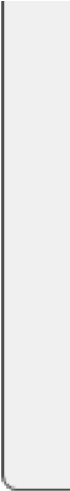
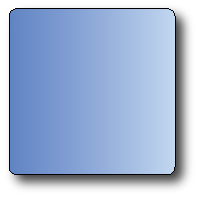
48,\_\_\_, 52, \_\_\_, 56,58, \_\_\_, 62, \_\_\_,

66, \_\_\_,70, \_\_\_, 74, \_\_\_, 78, \_\_\_

28605054 6430 68314 724420 76808



Move the number to the missing spot.



**Count by 5**

10 40 50 75 80

5, \_\_, 15, 20, \_\_ , 25

100

30, 35, \_\_ , 45, \_\_, 95

65

55, 60, \_\_ ,70,

\_\_ , \_\_ , 85,

90, \_\_ , \_\_\_\_

15 45 90 60 65 85

20 \_\_ , 10, \_\_, \_\_ , 25,

50

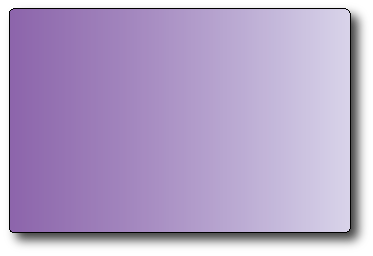
\_\_ , 35, 40, \_\_ , \_\_ ,

5

30 55, \_\_ , \_\_, 70, \_\_ ,

75

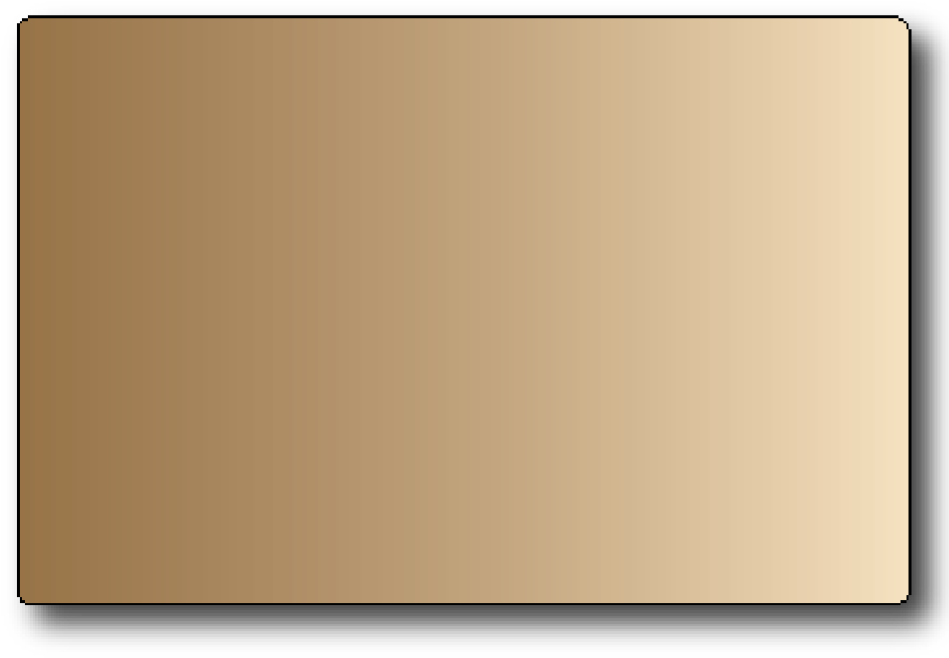
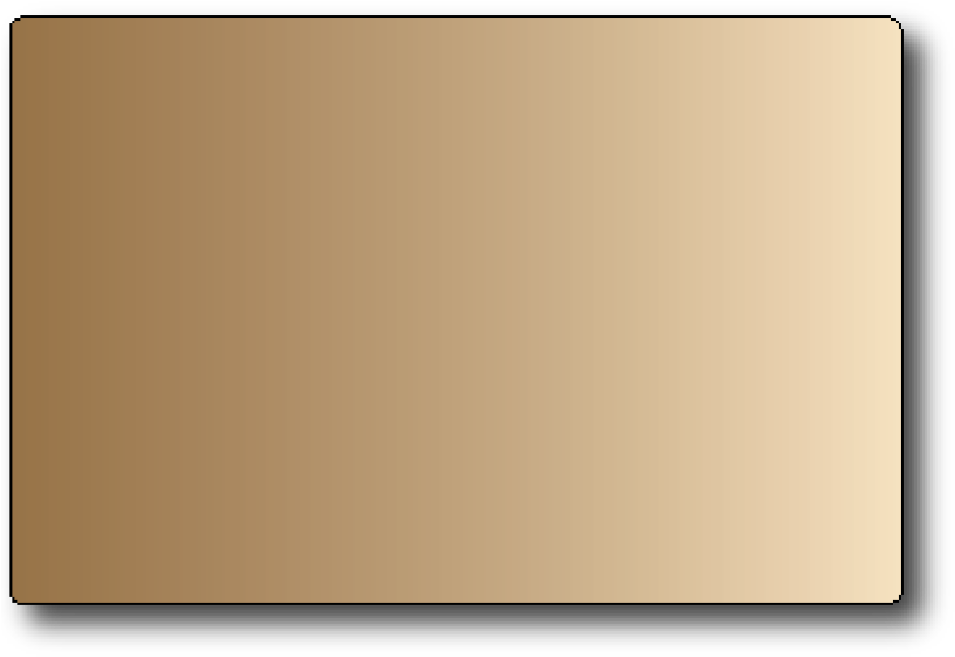
100 80, \_\_ , \_\_ , 95, \_\_\_



Counting by 5's Assessment



MultipleCh oice



Move the number to the missing spaces

Count by 10's

10

, \_\_\_ , 30, \_\_\_ ,

50

, \_\_\_ , 70, \_\_\_,

90

, \_\_\_\_

\_\_\_, 20, \_\_\_, \_\_\_,

50

, \_\_\_, \_\_\_, 80,

\_\_\_, 100

10

20

30

40

40

60

70

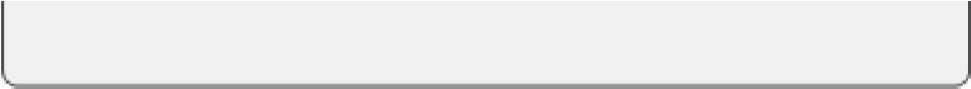
80

90

100

60

100



Fill in the missing number. Count by 10's

Numbers 100­300



, \_\_\_, 120, \_\_\_, 140, \_\_\_

100

, \_\_\_, 180, \_\_\_\_, 200,

160

\_\_\_, 220, 230, 240,

\_\_\_\_, 260, 270, \_\_\_\_,

290

, \_\_\_\_

, 110, \_\_\_\_, \_\_\_\_, 140,

100

, \_\_\_\_, 170, \_\_\_, 190,

150

\_\_\_\_, 210, 220, \_\_\_, \_\_\_,

250

, 260, \_\_\_\_,

280

, \_\_\_\_,

300

120

130

150

160

170

180

190

200

210

230

240

250

270

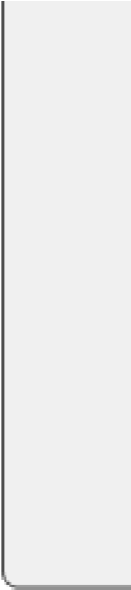
280

290

300

110

130



Counting by 10's assessment



wordB

iz