Students learn to skip count by 2s, 5s, 10s, and 100s.

COMMON CORE STANDARD(S)

2.NBT.A.2 Count within 1,000; skip-count by 5s, 10s, and 100s.

DURATION

Two 45-minute classroom periods
Engage and Explore, Explain, Elaborate page 1—one 45-minute classroom period
Elaborate page 2, Evaluate—second 45-minute classroom period

MATERIALS

Counters

ENGAGE AND EXPLORE

Give groups of students at least 20 counters each. Ensure that students receive a multiple of 10 counters. Ask groups to count their counters one at a time, counting out loud as they move each counter. When they are done counting, ask students to write the number that shows how many counters they have.

Tell students that they should now count by moving two counters at a time. Each time they move two counters, they count on two numbers. To start, they count “1, 2, …3, 4, …5, 6, …” Tell students to write the second number they say each time until they have counted all of their counters. Prompt students for these numbers and write them on the board. Label this “Counting by 2s.”
Tell students that they should now count their counters by moving five counters at a time. Each time they move five counters, they count on five numbers. To start, they count “1, 2, 3, 4, 5, … 6, 7, 8, 9, 10, …” Tell students to write the fifth number they say each time until they have counted all of their counters. Prompt students for these numbers and write them on the board. Label this “Counting by 5s”.

Ask students to talk about what they notice about the counting by 2s numbers. Students may notice that they recorded every second number, or that each number is 2 more than the number before it. Repeat with the counting by 5s numbers.

Tell students that today they will learn more efficient ways to count. They learn how to skip-count. When they skip-count, they can count by numbers like 2s and 5s without having to say every number.

**EXPLAIN**

**WATCH THE GENERATION GENIUS SKIP COUNTING (2S, 5S, 10S & 100S) VIDEO AS A GROUP**

Facilitate a conversation using the Discussion Questions.

**ELABORATE**

Direct students to use their new understanding to complete the practice problem worksheets. Page 1 contains bare mathematical problems to solidify understanding of the process. Page 2 contains application problems for students to apply the process to solve real-world problems.

**EVALUATE**

Have students gather in groups of 2 or 4 to compare and discuss their answers to the problems. Allow students enough time to communicate with their peers about their process and their thinking. Encourage students to use correct mathematical language when discussing their process. Have each group choose two questions they want more information about, or they want to discuss as a class.

When groups are ready, take questions from students. Encourage groups to answer questions brought up by other groups.

Students can play the online Kahoot! quiz game located below the video. It provides downloadable scores at the end of the quiz game. Alternatively, you can use the paper quiz, or the exit ticket questions. All these resources are located below the video in the assessment section.