

Skip Count Hopscotch

Materials

- Sidewalk chalk

Set Up: Find a suitable place outside.

Directions:

1. Have your student create a hopscotch board using skip count sequence for the squares.
2. Say the sequence together as your student hops.

Counting with Dimes or Nickels

Materials

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| <ul style="list-style-type: none"> • Selection of dimes and nickels • Integer Blocks (optional) • Small opaque bag (e.g. lunch bag) | <ul style="list-style-type: none"> • Slips of paper with either 5s or 10s sequence numbers written on them; i.e. 10 slips of paper with 0–100 for the 10s or 20 slips of paper with 0–100 for the 5s |
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Set Up: Decide whether to practice the 5s or 10s. Place that set of slips into the bag. This game can be also be played using the Math-U-See Integer Blocks in lieu of the coins.

Directions:

1. Draw a number from the bag.
2. Use the dimes, nickels, or blocks to count aloud by 5s or 10s to that number.

Skip Count Lacing

Materials

- Thin cardboard (like the back of notepads) or a paper plate
- Hole punch
- Laces or yarn
- 8x10 silhouette of animal or something fun printed on paper and cut out
- Marker

Set Up: Lay the silhouette on the cardboard. Trace outline onto cardboard and cut out. About an inch from the edge, punch enough holes for a skip count sequence (e.g. counting by 2s to 20 would require 10 holes). Use a marker to label the holes.

Directions:

1. Have your student use the lace or yarn to thread the sequence correctly.
2. Encourage your student to say each number aloud.

Create a Picture

Materials

- Large photo, illustration, or picture from a magazine
- Construction paper and glue (if needed)

Set Up: You will be cutting the picture in vertical or horizontal strips. If there is blank space under or beside the picture to write the selected skip count sequence, do so. Otherwise, mount the picture on construction paper first, and then write the sequence. Cut the picture into strips so that each numeral is on a strip. Mix up the pieces.

Directions:

1. Have your student put the strips in order based on the skip count sequence. The picture serves as a control.
2. Ask your student to say the sequence aloud several times.

Simon Says **Materials**

- 3x5 index cards (optional)

Set Up: If desired, write an action verb feasible for students to do in time with a skip count sequence. Some examples include jumping, snapping fingers, clapping hands, nodding head, tapping right (or left) foot, and standing on tiptoe. Select a person to be “Simon.”

Directions:

1. Instruct your student to say a particular skip count sequence while performing a specified action. For example, “Simon says snap your fingers by 2s.” You can provide action cards if desired from which your student can choose an action.
 2. Have your student say the sequence together with the action.
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What’s Missing? **Materials**

- 10 slips of paper or wooden craft sticks per skip count sequence
- Marker
- Lunch bag

Set Up: Choose the skip counting sequence you wish for your student to practice. Write each number in the sequence on a slip of paper or wooden craft stick. Place them in the bag and mix them up.

Directions:

1. Have your student take one slip or stick without looking at it. This is the mystery number.
2. After dumping out the rest of the slips/sticks, the mystery number goes back in the bag.
3. Direct your student to put the slips/sticks in order according to the sequence and determine which number is missing.
4. Check the answer by consulting the slip/stick in the bag.

Clip 'n' Count

Materials

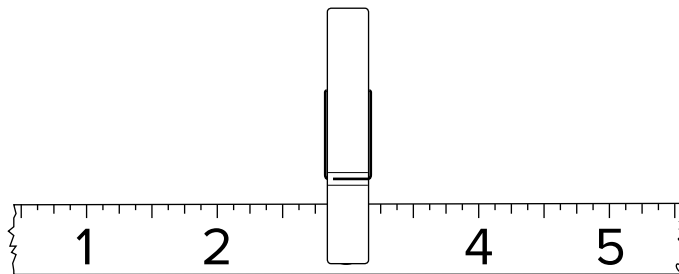
- 1 tape measure
(cloth or flexible plastic works best)
- 10 clothespins
(spring-loaded works best)

Note: This activity can be used to skip count by 2s through 6s with a tape measure that is 60 inches long. If your tape measure is 120 inches long, the activity can be used to skip count by numbers through 10.

Set Up: Smooth out the tape measure on a flat surface and have the clothespins accessible to your student. Select the number your student will practice skip counting by for this activity.

Directions:

1. Have your student clip the first number in the sequence with a clothespin and say the number aloud. For example, if skip counting by 3s, the clothespin would cover the number 3 and they will say, "three."



2. Have your student continue to skip count by clipping and saying each number aloud until all 10 clothespins are used.
3. Remove the clothespins and repeat the activity with the same or a different sequence.

Build, Write, Say Skip Counting

Materials

- Integer Blocks
- Dry erase board and marker or paper and pencil

Set Up: Clear a space for your student to work where they can easily access the Integer Blocks. Draw 10 answer spaces, in a column, on the dry erase board or paper. Select the number your student will practice skip counting by for this activity.

Note: As your student progresses, building the numbers will require them to use multiple blocks to represent greater numbers in a sequence. Encourage your student to use the 10-block as much as possible when forming greater numbers in skip counting sequences. When skip counting by 10, encourage your student to use the 100-block to represent ten 10-blocks.

Directions:

1. Ask your student to find the block that represents the first number in the sequence. For example, if counting by 2s they would pick the two-block and place it horizontally in front of them.



2. Have your student write the number 2 on the first answer space on the dry erase board or paper and say, “two.”

3. Remind your student that each number in the sequence will increase by two.

4. Ask your student to find another two-block and place it horizontally next to the previous block so that the ends meet. Tell your student this represents the next number when counting by twos. Then ask, “What is the number?” When your student arrives at the answer four, have them place a 4-block beneath the 2-blocks. Then have them write the number four in the second answer space. Keep the 2-blocks in the same position and remove the four block.



5. Direct your student to put a third 2-block horizontally next to the previous block so that the ends meet. Tell your student this represents the next number when you count by two. Then ask, “What is the number?” When your student arrives at the answer six, have them place a 6-block beneath the 2-blocks. Then have them write the number six in the third answer space and say, “six.”



6. Continue to build, write, and say each number for the next three numbers in the skip counting sequence (8, 10, and 12).
7. Check to be sure when your student reaches the numbers 14–18 that a 10-block remains to the left and only the unit place is represented by an equivalent block. For example, if your student is begins to build the number 14 with a 10-block and two 2-blocks; the 10-block can remain and they can place a 4-block beneath the 2-blocks.



8. Continue to build, write, and say each number until your student has filled in all the answer spaces on the dry erase board.
9. Have your student read all the numbers aloud in the sequence that they wrote.

Skip Block Counting

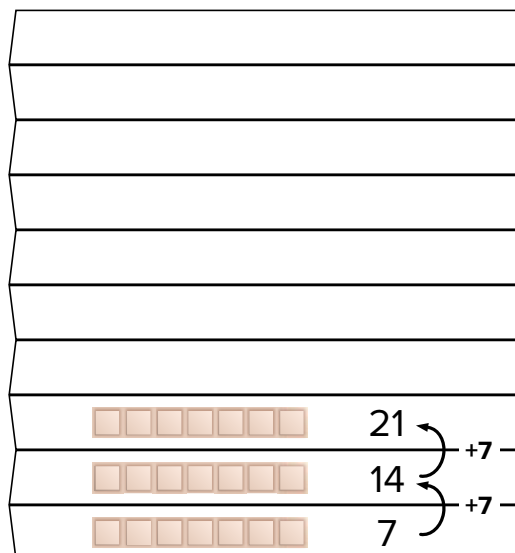
Materials

- Integer Blocks
- Paper and pencil

Set Up: Clear a space for your student to work where they can easily access the Integer Blocks. Accordion fold a sheet of paper so that there are 10 columns. Arrange the paper in portrait position. Select the number your student will practice skip counting by for this activity.

Directions:

1. Ask your student to find the block that represents the first number in the sequence. For example, if counting by 7s they would pick the seven-block and place it horizontally in the bottom row of the accordion-folded paper and write the numeral 7 to the right of the block.
2. Remind your student that each number in this skip counting sequence will increase by seven.
3. Instruct your student to select another seven-block and place it horizontally in the second row.
4. Have your student, “connect” the 7 they wrote with a curved arrow and write +7 next to it.
5. Have your student write the number to the right of the second seven-block that is seven more, which is fourteen.
6. Instruct your student to select another seven-block and place it horizontally in the third row.
7. Have your student, “connect” the 14 they wrote with a curved arrow and write +7 next to it.
8. Ask your student to write the number to the right of the third seven-block that is seven more than fourteen, which is twenty-one.
9. Continue to build and write this pattern until the 10th row is completed.
10. Have your student read aloud all the numbers in the sequence written on the paper.



Skip Count: Modeling Multiplication

Materials

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| <ul style="list-style-type: none"> • Integer Blocks • Dry erase board and marker or paper and pencil | <ul style="list-style-type: none"> • Sticky notes (small squares or larger ones cut into fourths) |
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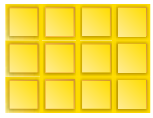

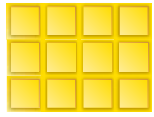





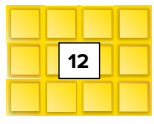
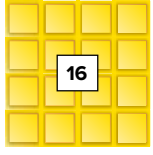

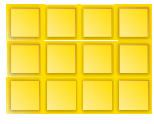
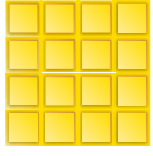
Set Up: Clear a space for your student to work where they can easily access the Integer Blocks. Have a sheet of paper or a dry erase board arranged vertically for your student to work with during this activity. Select the number your student will practice skip counting by for this activity.

Directions:

1. Ask your student to find the block that represents the first number in the sequence. For example, if your student is counting by four they would pick the 4-block and place it horizontally toward the bottom of the paper or dry erase board. Have your student write the number 4 directly beneath the block and say, “four.” Point out that the one 4-block has an “over” dimension of four and an “up” dimension of one. Have your student write 4 on a sticky note and say, “four.” Keep this paper off to the side.
2. Ask your student to place a second 4-block directly above the previous block so that the long sides touch and they form a rectangle. The number 4 they wrote beneath the initial block should still be visible.
3. Ask your student what shape is formed (a rectangle). Point out to your student that the “over” dimension is still four. Show your student that the second row of four makes the “up” dimension two. Have your student write the number 2 along the short side of the rectangle.
4. Ask your student, “How many are two 4s altogether?” Have your student point to the first block and say, “four.” Next, have your student point to the second block and say, “eight.” If your student says four again, remind them that each number in the counting sequence will increase by four or always be four more than the previous number.
5. Have your student write the number 8 on the sticky note and place it in the center of the rectangle.
6. Have your student point to each 4-block and count, “four, eight.” Once they have counted, have them remove the sticky note from the center and place it to the right of the sticky note on which they wrote the number 4. Then have them erase the 2.
7. Ask your student to place a third 4-block directly above the second 4-block so that the long sides touch and a larger rectangle is formed. The number four they wrote beneath the initial block should still be visible.
8. Point out to your student that the “over” dimension is still four. Show your student that the third row of four makes the “up” dimension three. Have your student write the number 3 along the short side of the rectangle.
9. Ask your student, “How many are three 4s altogether?” Have your student point to the first block and say, “four.” Next, have your student point to the second block and say, “eight.” Then have your student point to the third block and say, “twelve.” If your student says another number, remind them that each number in the sequence will be four more than the previous number.
10. Have your student write the number 12 on the sticky note and place it in the center of the rectangle. When your student is ready to add another block to the rectangle, remove the sticky note with the 12, place it to the right of the sticky note with the 8. Then, erase the number representing the “up” dimension.
11. Repeat steps 7 through 10 until your student has formed a rectangle with ten 4-blocks.
12. Have your student read the numbers in the skip counting sequence aloud that are shown on the sticky notes.

Visuals available on the next page.

Skip Count: Modeling Multiplication  

<p>Step 1</p>  <p>4 4</p>	 <p>4 4 8</p>	 <p>4 4 8 12</p>
<p>Step 2</p>  <p>4 4</p>	<p>Step 7</p>  <p>4 4 8</p>	<p>Repeat 7</p>  <p>4 4 8 12</p>
<p>Step 3</p>  <p>4 4 2</p>	<p>Step 8</p>  <p>4 4 8 3</p>	<p>Repeat 8</p>  <p>4 4 8 12 4</p>
<p>Step 5</p>  <p>4 4 8 2</p>	<p>Step 10</p>  <p>4 4 8 12 3</p>	<p>Repeat 10</p>  <p>4 4 8 12 16 4</p>
<p>Step 6</p>  <p>4 4 8 2</p>	<p>Step 10</p>  <p>4 4 8 12</p>	<p>Repeat 11</p>  <p>4 4 8 12 16</p>