

Grade 2	Lesson: 10-6 Skip Counting by 5, 10, 100, to 1,000	Reference to English
Math Standard(s): 2.NBT.2 Domain: Numbers and Operations in Base Ten		
Content Objective(s):		Language Objective(s):
<p>Students will skip count by different amounts on the number line and use the patterns to identify the numbers that come next.</p> <p><i>I can skip count using the number line to find the number that comes next.</i></p>		<p>Students will skip count in three different ways.</p> <p><i>I can skip count in three different ways.</i></p>
<p>Essential Understanding:</p> <p>Number lines can help with skip counting.</p>		<p>Required Academic Vocabulary for Word Wall:</p> <p>Listen:</p> <p>Read:</p> <p>Write:</p> <p>Speak:</p> <p>Sentence Frame:</p>
<p>Materials:</p> <ul style="list-style-type: none"> Large number line Whiteboards, Markers, Erasers Patterns with Numbers on Hundreds Charts (page 317) Guided and Independent Practice (page 318) 		Additional Lesson Vocabulary:
Lesson:		Instructional Time: 25 minutes
<p>Opening: (4 minutes)</p> <ul style="list-style-type: none"> Students will start on the carpet. Put a number line on the board. Pass out whiteboards, erasers and markers. <p>T: "You have learned how to find numbers on a number line. Let's look at the number line on the board."</p> <ul style="list-style-type: none"> Point at the number line on the board. <p>T: "I need a helper."</p> <ul style="list-style-type: none"> Teacher will choose a student. <p>T: "Point at the number 4."</p> <p>S: <i>will point at the number 4.</i></p> <p>T: "Point at the number 18."</p> <p>S: <i>will point at the number 18.</i></p> <p>T: "Thank you for your help. Please sit down."</p> <p>T: "So, we can find any number on the number line. Today you will learn how to use patterns on a number line to find numbers that come next."</p> <p>Introduction to New Material (Direct Instruction): (8 minutes)</p> <p>T: "Look at this number line. We are going to use it help us skip count."</p> <ul style="list-style-type: none"> Point at the numbers as you ask the students the number. <p>T: "What number is this? (point at 5)</p> <p>S: <i>will respond, "5."</i></p> <ul style="list-style-type: none"> Circle 5 on the number line. <p>T: "What number is this? (point at 10)</p> <p>S: <i>will respond, "5."</i></p> <ul style="list-style-type: none"> Circle 10 on the number line. <p>T: "What number is this? (point at 15)</p> <p>S: <i>will respond, "15."</i></p> <ul style="list-style-type: none"> Circle 15 on the number line. <p>T: "Now let's skip count by 5s on the number line. I will draw a draw a line on the number line as we skip count. 5, 10, 15, 20, 25."</p> <p>S: <i>will count with the teacher.</i></p> <p>T: "Turn to your neighbor and clap hands as you skip to by 5s to 25."</p> <p>S: <i>will turn to their neighbors and skip count by 5s to 25.</i></p> <p>T: "Now, what comes next?"</p> <p>S: <i>will respond, "30 comes next."</i></p> <p>T: "Yes, 30 comes next. I will write it on the board. Let's count it one more time together. 5, 10, 15, 20, 25, 30, and then what?"</p>		

35, 40, 45, 50, that is good."

T: "Let me erase the circles and lines on the number line. I want to do this again, but we are going to skip count by tens."

- Clean up the number line so the class can skip count by 10s.

T: "I need one of you to come up and help me."

- Teacher will choose a student.

T: "Will you circle 10 and 20."

S: will circle 10 and 20.

T: "Thanks, please sit down. Let's skip count by 10s. As we count I will draw a line from one ten to the next. Count with me, 10, 20."

S: will count with the teacher.

T: "What number comes next?"

S: will shout out, "30."

T: "Good, I will write 30 on the board. Turn to your neighbor and skip count by 10s to 100. Don't forget to clap your hands together while you are counting."

S: will turn to their neighbor and skip count by 10s to 100 while clapping hands to show ten each time.

T: "Last one, I will write a new number line on the board. This one will have 50s and 100s on it."

- Teacher will draw a new number line on the board with 50s and 100s. (0, 50, 100, 150, 200, 250...)

T: "Let's skip count by 100s. Count with me, 100, 200, 300..." (count to 600)

S: will skip count by 100s with the teacher.

T: "What number comes next? Tell your neighbor."

S: will turn to their neighbor and say, "700."

T: "What number comes next?"

S: will raise their hands and say, "700 comes next."

T: "Yes, 700 comes next. I will write it down."

Independent Practice: (8 minutes)

T: "Now, I need you to work on your own. We will do the first one together, and then you will do the rest of guided practice and independent practice by yourself."

T: "The guided practice problems will have number lines and you will have to fill in the blank boxes."

- Draw the first number line on the board with the empty boxes above the number line.

T: "How are we skip counting on this number line?"

S: will respond, "by 5s."

T: "Good, let's fill in the empty boxes. Count with me 5,10,15 what comes next? Tell your neighbor."

S: will turn and tell their neighbor "20."

T: "20 comes next, then what?"

S: will respond, "25 comes next."

T: "Correct, count with me again, 5, 10, 15, 20, 25, 30, then, what are the next two numbers. Tell you neighbor."

S: will tell their neighbor, "35 and 40 comes next."

T: "35 and 40 come next. I will write it in the last 2 empty boxes. Let's skip count by 5s one more time. 5, 10, 15, 20, 25, 30, 35, 40, 45."

T: "I am going to pass out the papers. When you get it, go to your desk and you may now get started. You have 5 minutes to do the last 3 problems."

S: will get started on their work.

- Teacher will walk around helping students as necessary.

T: "10,9,8,7,6,5,4,3,2,1. Time is up. Turn in your papers, and come sit on the carpet."

S: will turn in their papers and sit on the carpet.

Closing: (3 minutes)

- Draw a number line on the board. (the number line will start with 870, 880, 890, then 3 empty boxes)

T: "One more problem for the day. Let's fill in the empty boxes above the number line I drew on the board."

T: "Let's skip count by tens and yell to me what goes in the empty boxes. 870, 880, 890, 900, 910, 920."

S: will count by tens from 870 to 920 with the teacher.

T: "Good job today."

Assessment:

Guided and Independent Practice