Skip-Count Detectives to 1,000

Teacher		**Class**	Grade 2
Subject	Math	**Topic**	Skip counting
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Students learn to skip-count by 5s, 10s, and 100s within 1,000. They find missing numbers and say the counting rule out loud.

Curriculum links

- Count within 1000; skip-count by 5s, 10s, and 100s.

Learning objectives

- Students will accurately skip-count by 5s, 10s, and 100s forward to 1,000.
- Students will count forward within 1,000 and spot growing number patterns in order.
- Students will find missing numbers in 5s, 10s, and 100s chains to finish them.

Success criteria

- I can say what comes next in 5s, 10s, and 100s counts.
- I can add 5, 10, or 100 to get the next number.
- I can count forward within 1,000 without mistakes.

What students already know

Ask class to count by 1s from 18 to 25, then ask: if we only say 20, 25, what did we skip and add?

Key words

skip-count	to say numbers by adding the same number each time [6]
pattern	numbers that follow the same rule each time [6]
jump	a move forward on a number line to the next counted number [5]
hundred	a group of 100, counted as 100, 200, 300 [6]

Materials

- Slides 1-12
- Video clip 1 projected with sound
- pattern cards for 5s, 10s, and 100s
- pencils and paper
- hundreds charts
- Worksheet Task E copies

Before the lesson

- Load Slides 1-12 and test Video clip 1 (0:00-2:51) on Slide 6
- Print pattern cards and Worksheet Task E, one per pair, plus hundreds charts
- Check pencils, paper, and space for pairs to talk and write

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Lesson outline

0–8 min **Starter** 8 min · Whole class

Hook detectives and recall counting forward to set up skip-counting.

YOU DO

1. Show Slide 1 and Slide 2 and read the goals for skip-counting by 5s, 10s, and 100s.
2. Say the hook: Some numbers ran away! Can you detectives find the missing ones?
3. Lead a quick count by 1s from 1 to 20, then whisper 1, 2, 3, 4 and say 5 loudly together.
4. Tell students they will be number detectives who listen for what is added each time.

STUDENTS DO

1. Listen to goals and repeat the detective hook back to a neighbor.
2. Count by 1s together, then try the whisper-loud 5 pattern.
3. Show thumbs up if they can hear the loud numbers getting bigger.

Say: Some numbers ran away! Can you detectives find the missing ones? Today we will count fast by 5s, 10s, and 100s. We will listen for what number we add each time.

Ask: When we said 5, 10, 15, what did we add each time? (5 each time) · Why is it faster than counting by 1s? (We skip numbers in between and jump ahead)

Check understanding: Ask all to whisper-shout 5, 10, 15, 20 together; if ragged, repeat slowly and point to the numbers while saying them.

Support: Have students copy a loud partner first, then join in saying the number. **Stretch:** Ask ready students to start at 35 and keep adding 5s aloud to 60.

Use: Slides 1–2

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8–20 min **Teaching** 12 min · Whole class

Model that skip-counting adds the same number each time for 5s, 10s, and 100s.

YOU DO

1. Show Slide 3 and model each chain: 5, 10, 15, 20 and 10, 20, 30, 40 and 100, 200, 300 [6].
2. Write 10, 20, 30 on the board, circle the +10 jumps, and think aloud about the rule.
3. Show Slide 4 and explain that counting one by one takes long, so we jump by 10 or 20 [3].
4. Use Slide 5 to vote when skip-counting helps, then link packing boxes of 10 crayons to counting by 10s.

STUDENTS DO

1. Chant each chain aloud and hold up fingers for each jump.
2. Vote on Slide 5 and tell a neighbor why boxes of 10 are faster by 10s.
3. Copy the +10 jumps with finger in the air while teacher writes.

Say: Skip-counting means we add the same number every step. For 10s we say 10, 20, 30, because we add 10 each time. Look at how much it grows, then add that amount to find what is next.

Worked example: 10, 20, 30, __. From 10 to 20 is +10, and 20 to 30 is +10, so the rule is add 10 [6]. Add 10 to 30: 30 + 10 = 40. Answer is 40.

Ask: In 100, 200, 300, what do we add each time? (100 each time [6]) · In 5, 10, 15, 20, what comes next and why? (25, because 20 + 5 = 25) · How do we find the next number in any pattern? (Look at how much it grows each step, then add that amount [6])

Check understanding: Show 35, 40, 45 on mini whiteboards for next number; if many write 46, re-model +5 jumps before moving on.

Support: Slide a finger along a number line to see the jumps between numbers [5]. **Stretch:** Ask ready students to name the rule for 35, 40, 45 without counting by 1s.

Use: Slides 3–5

20–30 min **Guided practice** 10 min · Whole class

Hear and see 10s jumps and map 5s, 10s, and 100s patterns.

YOU DO

1. Show Slide 6 and play Video clip 1 (0:00–2:51); students clap on each new number.
2. Replay the start of 120, 130, 140 and pause for students to say the +10 rule [6].
3. Show Slide 7 mindmap and trace by 5s: 5, 10, 15 and by 10s: 10, 20, 30 and by 100s: 100, 200.
4. Lead class to say chains to 100, 200, and 1,000 with steady beat and finger jumps.

STUDENTS DO

1. Watch, clap, and chant the 10s with the video.
2. Show jumps with fingers and say the rule: add 5, add 10, or add 100.
3. Visualize a number line to see the jumps between numbers [5].

Say: Watch how each jump adds 10. Clap on each new number. Show each jump with your fingers so you can see how big the jump is.

Worked example: 120, 130, 140, __. From 120 to 130 is +10, and 130 to 140 is +10, so keep adding 10 [6]. 140 + 10 = 150. Answer is 150.

Ask: After 140, if we add 10, what is next? (150) · What is the same every time in 100, 200, 300? (We add 100 each time)

Check understanding: Cold-call three students to say next two numbers after 130; if unsure, point to Slide 7 map and chant together again.

Support: Post the hundred cards in a line so students can point and read while chanting. **Stretch:** Count by 10s from 120 to 200 without the map.

Use: Slide 6, Video clip 1 (0:00–2:51), Slide 7

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30–50 min **Main activity** 20 min · Pairs

Find missing numbers in 5s, 10s, and 100s chains and say the rule.

YOU DO

1. Show Slide 9, explain choice of start 60, 120, or 600 and making 4 jumps, then model Student A and Student B.
2. Think aloud with 25, 30, 35, __: check growth is 5, then 35 + 5 = 40 [6].
3. Give out pattern cards, Worksheet Task E, paper, pencils, and hundreds charts; set pairs to read, write, and say rule.
4. Circulate, listen for rule language, and push ready pairs to two-missing cards like 200, __, 400, 500.

STUDENTS DO

1. In pairs, read cards aloud, write missing numbers, and say if it counts by 5s, 10s, or 100s.
2. Use hundreds chart to count the jumps and check the pattern stays the same [5].
3. Finish Worksheet Task E sequences and check jumps with partner.

Say: Student A reads the card. Student B finds what comes next. First look at how much it grows each step, then add that amount. Write the missing number and say the skip rule each time.

Worked example: Card shows 25, 30, 35, __. From 25 to 30 is +5, from 30 to 35 is +5, so rule is add 5 [6]. 35 + 5 = 40. Missing number is 40. Say: counts by 5s.

Ask: Card shows 500, 600, 700, __. What is the rule and missing number? (Add 100, missing 800) · Card shows 60, 70, 80, __. What do you add? (Add 10, missing 90) · How do you know it is 5s and not 10s? (Each jump adds 5, not 10, like 5, 10, 15, 20 [6])

Check understanding: Each pair holds up one answer and says the rule; scan Task E, pull small group if jumps are mixed up and re-model with number line.

Support: Let students use a hundreds chart to count the jumps and see the pattern stay the same [5]. **Stretch:** Solve cards with two missing numbers, like 200, __, 400, 500.

Use: Slide 9, Worksheet Task E

50–60 min **Plenary** 10 min · Whole class

Confirm 5s, 10s, and 100s rules and counting forward within 1,000.

YOU DO

1. Show Slide 10 and restate: add the same number each time; pattern means numbers follow a rule [6].
2. Pose Slide 11: Boxes hold 10 crayons. We have 120, 130, 140. What is next?
3. Run Slide 12 true or false: 5, 10, 15, 20 counts by 5s and 10, 20, 30 counts by 10s, not 5s, and 100, 200, 300 counts by 100s.
4. Give exit ticket on paper: three short chains to finish and name the rule.

STUDENTS DO

1. Turn to partner and explain why 120, 130, 140 is 10s and what is next.
2. Vote true or false with thumbs and fix the false one: 10, 20, 30 counts by 10s.
3. Complete three exit chains on paper on their own.

Say: Patterns follow a rule. If each jump adds 10, the next box is 150. Six boxes of 10 crayons is 60 crayons because we count 10, 20, 30, 40, 50, 60. Say the rule every time.

Worked example: Boxes: 120, 130, 140, __. Each jump adds 10 [6]. 140 + 10 = 150, so next is 150. This counts by 10s starting at 120.

Ask: Why is 10, 20, 30 not counting by 5s? (Each jump adds 10 [6]) · 600, 700, 800, what is next and what is the rule? (900, add 100 each time)

Check understanding: Collect exit tickets; if more than a few miss jumps, repeat 5, 10, 15 and 10, 20, 30 chorally tomorrow before new work.

Support: Keep written chart with numbers in front so students can read while answering. **Stretch:** Explain what changes if 10s start at 135: 135, 145, 155.

Use: Slides 10–12

Common mistakes

Mistake	How to spot it	How to fix it
Forgetting to add the correct amount each time [5]	Student says 30, 40, 50, then 65 in a 10s chain	Cover all but two numbers, find the jump, then add that same amount to check: 50 + 10 = 60 [6]
Mixing up the pattern, like calling 10, 20, 30 counting by 5s [5]	Student says rule is 5s but jumps are 10	Compare side-by-side lists for 5s and 10s and ask: does each jump add 5 or 10 [6]?
Counting too fast and losing track of the numbers [5]	Chant speeds up and misses 70 or 800	Slow the beat, point to each number, and sing or step the pattern to keep jumps even [5]

Support

- Let students use a hundreds chart to count the jumps and see the pattern stay the same [5]
- Slide a finger along a number line to see the jumps between numbers [5]
- Keep ten-frames or written charts in view so each group of 5, 10, or 100 can be seen while counting

Stretch

- Solve cards with two missing numbers, like 200, __, 400, 500
- Start at 120 and skip-count by 10s to 200, then explain the +10 pattern
- Make a chain that counts by 5s backward from 100 to 50 and say each -5 jump

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For the LSE or teaching assistant

Sit with pairs who mix 5s and 10s; prompt them to say the jump first, point on hundreds chart, then write the number.

Check for understanding

Question	Answer
35, 40, 45, __. What comes next and what is the rule?	50, count by 5s, add 5
120, 130, 140, __. What comes next and what is the rule?	150, count by 10s, add 10
600, 700, 800, __. What comes next and what is the rule?	900, count by 100s, add 100

Homework

Finish two chains: 60, 65, 70, __ and 400, 500, 600, __ and write the rule.

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