Skip Counting Practice

Directions: Use a green crayon to show how to skip count by the following numbers:

Count by 2s:

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Count by 5s:

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Count by 10s:

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Count by 3s:

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Count by 4s:

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Count by 6s:

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Really Good Stuff® **Activity Guide**

Magnetic Modeling Number Line Kit

Congratulations on your purchase of this Really Good Stuff® **Magnetic Modeling Number Line Kit**—a fun and motivating way to get kids "hoppin" into adding, subtracting, skip counting, and many other number-sense concepts.

This Really Good Stuff® product includes:
- 1 *Magnetic Number Line (3 strips)*
- 1 *Magnetic Frog*
- 15 *Magnetic Yellow Arrows*
- 15 *Magnetic Red Arrows*
- 36 *Magnetic Jumping Pieces*
- This Really Good Stuff® Activity Guide

Displaying the *Magnetic Modeling Number Line Kit*
Before displaying the **Magnetic Modeling Number Line Kit**, make copies of this Really Good Stuff® Activity Guide and file the pages for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com. Display the *Number Line* where students will be able to see and interact with it easily.

Introducing the *Magnetic Modeling Number Line Kit*
Review the concept of a number line with your students by pulling out a number line your class is already familiar with or pointing out one they may have on their desks. Then show the *Magnetic Modeling Number Line*. Ask students what they notice about the color patterns on the numbers. Students may notice that the numbers 0, 10, 20, and 30 are yellow, while the numbers 5, 15, and 25 are red. Compare these to numbers on a hundreds chart in your classroom or ask students to make connections to counting by fives and tens or by counting nickels and dimes. Explain that when they skip count, they are simply skipping numbers at regular intervals as they do when they count by twos, fives, or tens. Your students may also be able to make other skip-counting connections, like counting by fives on the face of a clock or counting by sevens on a calendar.

Next, introduce the *Magnetic Frog*. Your class may even want to name him. Demonstrate how the *Frog* can "jump" from one number to the next, leaving a *Jumping Piece* behind him to show his path. Explain that the *Frog* will help them all to skip count. Have a volunteer come up and move the *Frog* in a pattern of counting by twos. As the student moves the *Frog* along the *Number Line*, place a *Jumping Piece* in its path for each number. For example, if a student counts from 2 to 4, place a *Jumping Piece* between the 2 and 3 and between the 3 and 4. This visual track will help students to see the numbers that the *Frog* jumped. Repeat this activity, showing how the *Frog* can jump by fives and tens. Remind students that when the *Frog* begins his skip-counting pattern with a particular number, like 5, he will jump over that many numbers again and again. Move the same five *Jumping Pieces* as he jumps from 5 to 10, then from 10 to 15, and so on, in order for students to see that the pattern is the same. Later, try jumping by threes, fours and sixes, too.

Once students are familiar with the skip-counting patterns, show them how the *Frog* can also help with addition and subtraction fact acquisition. For instance, write a fact family on the board, such as 2 + 3 = 5, 3 + 2 = 5, 5 - 2 = 3, and 5 - 3 = 2. Have the *Frog* begin at the number 2. Show how he jumps three times forward because adding means making more and the number will be larger. Place three *Jumping Pieces* to show the *Frog*'s path so that students can see that he ends at 5. Use the *Yellow Arrows* to show where the *Frog* begins and ends. Demonstrate the commutative fact the same way, starting on 3 and jumping twice to end at 5. Again, use the *Yellow Arrows* to show where the *Frog* starts and ends. Similarly, use the *Frog* to show how to subtract by starting at the 5 and jumping backward because subtraction means taking away, and the numbers will be getting smaller. Use the *Red Arrows* to show where the *Frog* starts and ends. Begin at 5 and have the *Frog* jump back two, leaving two *Jumping Pieces* behind him, and end at 3.

Frog Jumping Center
At a math center, have the *Magnetic Modeling Number Line* and *Magnetic Pieces* available. Leave a set of flash cards and counters at the center. Instruct students to use the counters to visualize each fact, and then demonstrate the same math fact by using the *Magnetic Frog* to jump to add or subtract. For example, if the fact is 5 + 3, students make a set of five counters and a set of three counters, then add them together to show that the sum is eight counters. Then students take the *Frog* and, starting at 5, make the *Frog* jump ahead three numbers, placing a *Jumping Piece* on the *Number Line* for each jump. Explain that students are to place *Magnetic Arrows* at the beginning number in the problem, another at the sum, and then compare the sum of counters with the answer on the *Number Line*.

Show how subtraction facts should be practiced the same way: Students use the counters to make a set for the first number in the problem and then take away the second number. The *Frog* on the *Number Line* will start at the first number, and jump backward along the *Number Line*, leaving a *Jumping Piece* to mark each jump. Again, remind students to mark the beginning number and the difference with *Magnetic Arrows* and then compare the number of counters to the answer marked on the *Number Line* to see if they have found the correct answer for each subtraction fact.

Big Frog, Little Frog
Create a Big Frog headpiece for students using a simple strip of green construction paper stapled into a headband with two large eyes glued to the top. Provide a set of facts for students to act out independently using the *Magnetic Number Line* and *Magnetic Frog* (little frog). After a student completes the problem on the *Magnetic Number Line*, have the student "jump it out" along a large floor number line or numbers taped to the floor from 0 to 18. When a student uses the *Magnetic Frog* to learn that 8 + 6 = 14, he or she will become the Big Frog and act out the *Magnetic Frogs* movement, beginning at 8 and jumping ahead 6 times to land on 14.

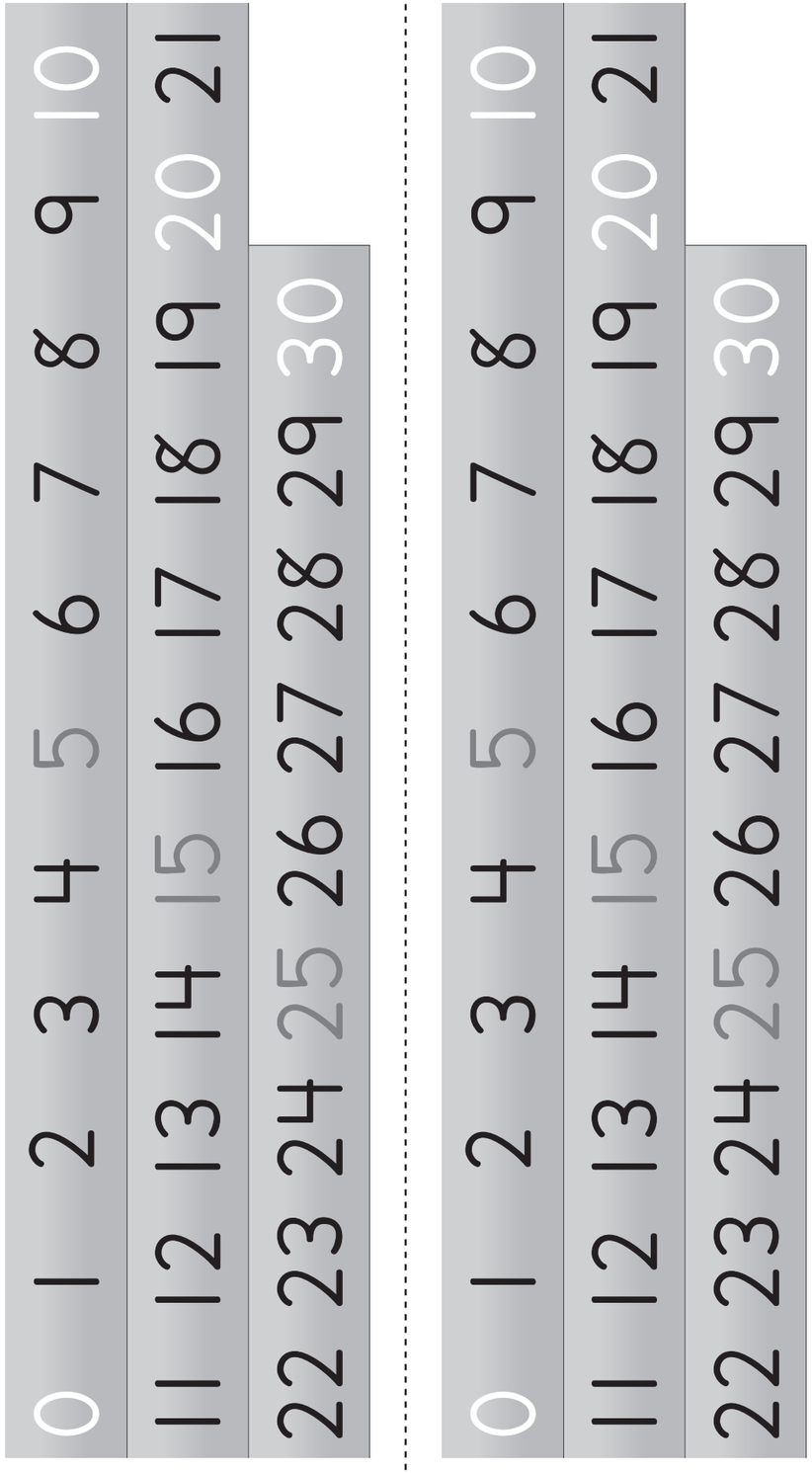
Odd or Even
Ask students to share things they know about odd and even numbers. Mark the odd numbers along the *Magnetic Number Line* with *Red Arrows*. Ask students what they notice about the *Arrows*. Students may remark that they are skip counting by twos or they are identifying the odd numbers. Next, add the *Yellow Arrows* to the even numbers and ask students what they notice about these *Arrows*. Refer to the *Number Line* when reviewing odds and evens to give students a visual reminder.

RIBBIT Skip Counting
Copy and distribute the *Modeling Line Reproducible*. Have students cut apart the number line and paste it on a piece of construction paper. Use the *Magnetic Number Line* to help students practice skip counting in small groups. Have students clap or chant as you move the *Frog* along the *Number Line* in a pattern, counting by twos, fives, and tens. To add to the excitement, tell students to say *ribbit* between each number and to follow along on their reproducible with their finger or a manipulative.

Froggy Facts Reproducible
Copy and distribute the *Froggy Facts Reproducible*. Instruct students to draw a red arrow at the beginning of each problem and then make green frog jumps to the answer. Tell students to draw a yellow arrow at the answer to each problem. You may want to demonstrate this process on the *Magnetic Number Line* before students begin their independent work.

Skip Counting Practice Reproducible
Copy and distribute the *Skip Counting Practice Reproducible*. Instruct students to use a green crayon to show skip counting by each number on the reproducible. Either review with students using the *Magnetic Number Line* or collect as an assessment.

All activity guides can be found online:



Froggy Facts

Directions: Show how you used the number line to solve each problem. Draw a red arrow at the beginning of the problem. Mark your frog's jumps with a green crayon. Draw a yellow arrow at your answer.

2 + 5 =

0 1 2 3 4 5 6 7 8 9 10 11 12

3 + 2 =

0 1 2 3 4 5 6 7 8 9 10 11 12

1 + 4 =

0 1 2 3 4 5 6 7 8 9 10 11 12

6 + 6 =

0 1 2 3 4 5 6 7 8 9 10 11 12

5 + 5 =

0 1 2 3 4 5 6 7 8 9 10 11 12

7 + 3 =

0 1 2 3 4 5 6 7 8 9 10 11 12

8 + 4 =

0 1 2 3 4 5 6 7 8 9 10 11 12

5 + 7 =

0 1 2 3 4 5 6 7 8 9 10 11 12

