

Grade Level	3		
Skill Number	NL 19	CA 12	TX 22
Skill Title	Skip-Count		
Content Standard(s)	[bear] G2 SDAP 2.1 Students recognize, describe, and extend patterns and determine a next term in linear patterns. <i>also</i> MR 1.2		
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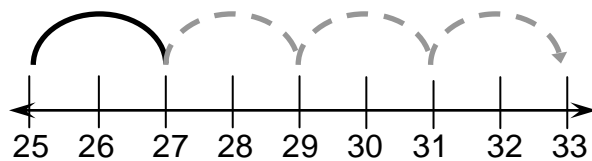
Learn the Math**Vocabulary**

You can skip-count in different ways.

skip-count

You can use a number line.

Count by twos. Start at 25. Move two spaces to count by twos.

25, 27, 29, 31, 33

[ART01]

You can use a hundred chart.

Count by threes. Start at 55. Move three spaces to count by threes.

55, 58, 61, 64, 67

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
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

[ART02]

You can use a calculator.

Count by fours. Start at 800. Type 800 into your calculator and keep adding 4.

$$800 + 4 + 4 + 4 + 4 =$$

800, 804, 808, 812, 816**You can use mental math.**

Count by tens. Start at 476. Think.

476, 486, 496, 506, 516

REASONING Start with 14. Skip count by tens. Do the ones digits change? Explain. [wols] **No; the ones digits stay the same. When you skip-count by tens, the numbers in the pattern increase by 10, so just the tens digits change.**

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Do the Math

Remember

- Choose a number to start from and shade that number on the hundred chart.
- Skip-count by your number and shade each box you land on.

Skip-Count.

[ART03]

1. Count by twos. Color those boxes red.
2. Count by threes. Color those boxes blue.
3. Count by fours. Circle those numbers.
4. Count by fives. Color those boxes yellow.
5. Count by tens. Draw a triangle around those numbers.

201	202	203	204	205	206	207	208	209	210
211	212	213	214	215	216	217	218	219	220
221	222	223	224	225	226	227	228	229	230
231	232	233	234	235	236	237	238	239	240
241	242	243	244	245	246	247	248	249	250
251	252	253	254	255	256	257	258	259	260
261	262	263	264	265	266	267	268	269	270
271	272	273	274	275	276	277	278	279	280
281	282	283	284	285	286	287	288	289	290
291	292	293	294	295	296	297	298	299	300

Use different ways to skip-count. Write the missing numbers.

6. Count by twos.
382, 384, [wol 386], 388, [wol 390], [wol 392]
7. Count by threes.
524, [wol 527], 530, [wol 533], [wol 536], 539
8. Count by fours.
772, 776, [wol 780], [wol 784], 792, [wol 796]
9. Count by fives.
410, [wol 415], [wol 420], [wol 425], [wol 450], 455

Problem Solving • Show Your Work

10. Carlos wants to count backwards by threes until he gets to 0. He starts at 12. What are the missing numbers? [wol] 9, 6, 3
11. **REASONING** In Exercises 1–5, which numbers appeared in all five exercises? [wol] 240, 300

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Independent Practice**Skip-count. Write the missing numbers.**

1. 157, 167, 177, 187, 197, 207, 217, 227
2. 51, 55, 59, 63, 67, 71, 75, 79
3. 224, 226, 228, 230, 232, 234, 236, 238
4. 32, 35, 38, 41, 44, 47, 50, 53
5. 3, 8, 13, 18, 23, 28, 33, 38
6. 472, 476, 480, 484, 488, 492, 496, 500

Problem Solving • Show Your Work

7. Liz marks the numbers 44, 46, 48, and 50 on a number line. By what number is she skip-counting? [wol] **2**
8. Marcus is skip-counting by tens using mental math. He starts at 220. What are the next four numbers? [wol] **230, 240, 250, 260**
9. Alexandra uses a calculator to help her skip-count. She starts at 342. The next number is 345. By what number is she skip-counting? [wol] **3**
10. Josh shades the numbers 324, 328, and 332 on a hundred chart. He continues skip-counting. What are the next two numbers Josh shades? [wol] **336, 340**
11. Sandy is skip-counting by fives. She starts with 124. Write the first five numbers Sandy will say. [wol] **124, 129, 134, 139, 144** Will she say 156? [wol] **no**
12. **Write Math** • How did you know if Sandy would say 156 while skip-counting? Explain. [wols] **I started writing the numbers Sandy would say and noticed that the ones digits went 4, then 9, then 4, then 9, so I knew that 156 would not be one of the numbers.**

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