

Activity C.2: More Practice with Repetitive Addition/Skip Counting

Special Note: This is a good kinesthetic "mental math" exercise.

Learning Objectives:

- 1) Develop fluency with skip counting.
- 2) Begin to develop special orientation skills.

Examples of Skills Accomplished:

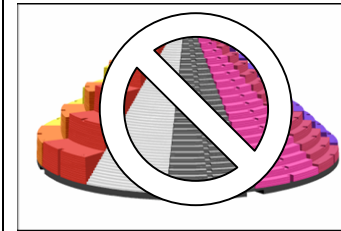
1) $6 + 6 + 6 + 6 = 24$

Setup:

- 1) Give a foam card to each student. It will be used blank side up to predict a sequence of numbers.

Maximum Number of Players for Large Group Activities: The number of foam cards is the only limit to the number of students that can work on this exercise at a time.

Players Positions: Seated at their desks



Review:

- 1) The meaning of skip counting.

Activities:

- 1) Give each student a foam card and instruct them turn it over so that the card is blank side up with the number zero in the upper right corner. See the table to the right.
- 2) Have all students work on repetitive addition/skip counting the same number. In our example we will use 7's.

Hint:

Location of numbers when blank side up					
5	4	3	2	1	0
11	10	9	8	7	6
				13	12

- 3) Begin by having them place a finger and thumb above and below (pinch) the zero token which is blank side up in the upper right corner.
- 4) Students will need to count from right to left. When they arrive at the end of a row, they should drop down to the rightmost token in the next row and continue counting.
- 5) Ask them to count the next nth number of tokens, and then tell you what number it will be.
- 6) Then let them pop it out to see if they are correct.
- 7) Have students line up the popped out tokens in sequence and recite the multiples (in our example 7, 14, 21, etc.).
- 8) Ask them to describe the pattern the missing tokens make in the foam cards.
- 9) Ask students to solve a multiplication problem such as 7×6 , using either the removed tokens or the foam cards as visual clues.
- 10) Replace the tokens and begin again with a new multiple if desired.

- Examine patterns



Observe and Assess:

- 1) Whether students are predicting the next numbering sequence or looking at it first.

Group Discussion & Review of Findings:

- 1) N/A

Transition to Paper:

- 1) Assign the reproducible as either class work or homework.



Name: _____ Date: _____

a) 4, 8, __, 16, 20, __

b) 5, 10, 15, __, 25, __

c) 6, 12, __, 24, __, 36

d) 12, __, 36, __, 60

e) 7, 14, 21, 28, __, 42

f) __, 20, 30, 40, __

g) 9, 18, __, 36, __, 54

h) 8, 16, __, 32, __



Name: _____ Date: _____

a) $2 \times 1 = 2$

b) $3 \times 1 = 3$

c) $4 \times 2 = 8$

d) $12 \times 2 = 24$

e) $7 \times 5 = 35$

f) $10 \times 6 = 60$

g) $9 \times 3 = 27$

h) $8 \times 3 = 24$