

Skip counting

To introduce skip counting, a number line (e.g., 101–200) is drawn on the floor, and the students are asked to jump based on 2s or 3s, etc.

Objective:

- To introduce the basics of multiplication through skip counting
- To know the number pattern and find its following numbers

Activity:

- Make the students draw boxes on the floor and number them (e.g., 101–200, 250–350, and so on).
- The students should be divided into groups, and each group should be given three sets of number patterns, e.g., 2s, 4s, and 6s to one group and 3s, 5s, and 10s to another group (The starting point of every group should be the same).
- The students in each group must move on the boxes as per the patterns given to them. They must first do it individually to make sure that they have understood what skip counting is before carrying along with the group.

Discussion:

- What all numbers did you find in your pattern?
- If three students were to do the activity simultaneously, where on the number line would two students meet? Where would all the three students meet?
- Which person in your group has a lesser step count? Why?
- If a student's pattern is 5s and if the student is currently standing in 15, what will be his previous step on the pattern?
- What is the greatest number on your step?

Expected outcomes:

After the completion of this activity, the students are expected to achieve the following:

- be able to analyse the pattern of the number with the help of arithmetic operations.
- be able to do forward and backward counting.
- be able to analyse and compare greater and smaller numbers.