

# **LESSON PLAN**



# For learning target 2 - Doing skip counting with coins

# There are 4 exercises with counting activities®

Students are arranged into groups of 3. In each group, one member is counting in 2s, another in 5s, and the third one in 10s.

### Exercise 1 (Level 1) – Skip counting dollars coins in 2s, 5s or 10s

Warm-up practices - In order to warm up the whole class, first let the group members counting in 2s practice their counting together according to Task 1A below. Then those counting in 5 and 10s do the same according to Tasks 1B and 1C respectively.

# Task 1A: An Example of Counting in 2s

	100 notify	Ano nontrap	Ano nontrain	Ano nontro	Ano nontro	Two notified
Students say as they count:	2元	4元	6元	8元	10元	12元

#### Task 1B: An Example of Counting in 5s

	1993 AND 1993	1993 AT 2001	\$1993 AND 2001LAS	1993 AND 2011	1993 AND 2011	1993 AND 2011	St. 1993 and 1997
Students say as they count:	5元	10元	15元	20元	25元	30元	35元

#### Task 1C: An Example of Counting in 10s

	10 10 10 10 10 10 10 10	10 10 20 DOILUS	10 10 10 10 10 10 10	TO DOTTING	10 10 10 10 10 10 10 10 10	TO DOTTING
Students say as they count:	10元	20元	30元	40元	50元	60元

After the warm-up practices, students will do varies tasks in their own groups, as suggested below: [When working in groups, students are required to fill in the second row while they count aloud .]

① Idea of the activity and exercise is adapted from the article, 'Sound as a pound', by Mike Askew. http://mikeaskew.net/page3/page2/page2.html





#### Exercise 2 (Level 2) – Skip counting in a combination of two or more of the above

At the beginning, simpler tasks could be set, e.g. only counting in 2s and 10s (see Task 2A), or counting in 5s and 2s (see Task 2B). Levels gradually becomes more challenging (see Task 2C). Eventually, tasks involving more complicated combinations (see Task 2D) could be assigned.



# Task 2A: An Example of Counting in 2s and 10s

. . .



<sup>\*</sup> In the sample above, given examples are in black and expected answers in red. Teachers may design the tasks from tables 2B to 2D in similar ways.

# Task 2B: An Example of Counting in 5s and 2s

1993 1993 MAN DOUBLE STATE	The boules	Tipos and see	7m 1993	7mo DOIL	7m 1993	**************************************	7m 1993 49
5元	10元	15元	17元	19元	21元	23元	25元

#### Task 2C: An Example of Counting in 2s, 5s and 10s

700 1993 M	7 1993 day	7 <sub>110</sub> 2011	7 <sub>110</sub> 2001	7 <sub>110</sub> 2011	1993 AT 1993 A	1993 and 199	1993 4772 DOILES	10	100 Nothing
2元	4元	6元	8元	10元	15元	20元	25元	35元	45元

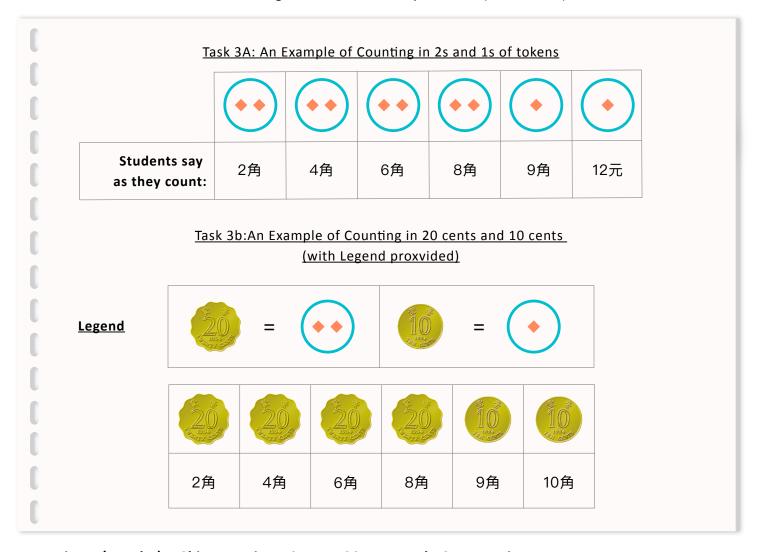
#### Task 2D: An Example of a More Complicated Combination

7mo 1993	7mo 2001	7 <sub>10</sub> 1933 49	7m 1933	7m0 DOLLAR	1993 AND 199	1993 AND 199	201772 POUT P. 2017 P.	10	10	7m 1933	The least of the l
2元	4元	6元	8元	10元	15元	20元	25元	35元	45元	47元	49元

# Exercise 3 (Level 3) - Skip counting 10-cent, 20-cent and 50-cent coins

With tasks dealing with coins in terms of '角', group members could be assigned to count in 1s, 2s and 5s. At the beginning, it may be easier for them to identify the values and names of coins if it is done with tokens (i.e. SeeSee tokens) instead of the images of coins (see Task 3A).

Students could also be hinted with a legend of token-coin equivalence (see Task 3B).



# Exercise 4 (Level 4) – Skip counting 10-cent, 20-cent and 50-cent coins

A greater challenge - Eventually, tasks involving the change of units may be assigned. For example, when count in 2s, it may proceed as, 2角, 4角, 6角, 8角, 1元, 1元2角, 1元4角, ...... (see Task 4).



Remarks – Skip counting is a tool. Students should be led to use it in practical situations, for this purpose, open-ended Exercises with story problems are suggested in the next document, Lesson Plan III.