

Cluster 3: Skip Counting in Multiple Contexts

Duration: 1-2 weeks

Content Standards:

This list includes standards addressed in this cluster, but not necessarily mastered, since all standards are benchmarks for the end of the year. Note strikethroughs and recommendations in the Important Considerations section for more information.

NC.2.MD.7

Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

NC.2.NBT.2

Count within 1,000; skip-count by 5s, 10s, ~~and 100s.~~

NC.2.OA.4

Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Mathematical Practices:

1. Make Sense of Problems and Persevere in Solving Them
- 2. Reason Abstractly and Quantitatively**
3. Construct Viable Arguments and Critique the Reasoning of Others
4. Model With Mathematics
5. Use Appropriate Tools Strategically
6. Attend to Precision
- 7. Look for and make use of structure**
- 8. Look for and express regularity in repeated reasoning**

What is the Mathematics?

- Skip counting is a way to see patterns and connections in math. It will be developed as students work within many areas of math such as adding, subtracting, telling time, working with arrays, and counting money (later in the school year). It is a foundational skill that expands over time.
- Arrays are a model for future multiplication instruction. For multiplication to make sense to children, they must have to ample concrete and representational experiences with the idea of multiplication prior to trying to achieve flexibility with multiplication. In second grade, we should use the rows and columns of arrays as a more efficient way to count and a model of repeated addition. Students should also understand that a 3 x 4 array can be expressed as 3 + 3 + 3 + 3 or 4 + 4 + 4. Counting the items in an array is a form of skip counting.

Important Considerations

- MD.7 and NBT.2 are presented early because research indicates students need distributed practice of these concepts over time.
- Tools such as number lines and hundred charts should be used to support skip counting.