

Numeracy Gr 3

Activity 2: Skip Counting and the number line

Materials Needed:

- hand-out below

Task Instructions:

Students will work to skip count to target numbers along the number line.

Students will explore multiples by skip counting from a starting number to a target number. The first series of questions goes from 0-150; the second set from 0-500; the third from 0-1000. Students will be labeling numbers on a blank number line using a “skip counting” technique.

Students will start by using clues on the number line to help them determine equal intervals (i.e., multiples) for a given problem context.

Activity Background and Introduction

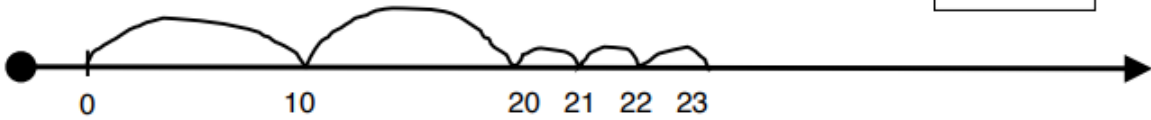
Multiples are a key building block for multiplication and division (e.g., “repeated addition”). They are also helpful in various problems related to number patterns (e.g., counting by two’s or three’s, anchoring on 5’s and 10’s, etc.) In this lesson, students will think about multiples by using the notion of “skip counting” – progressing up or down a number line by using a consistent interval.

In order to be successful with intervals, students must be comfortable with the idea of scale – that the distance between zero and one is the same as the distance between one and two. The power of the number line becomes apparent in this context inasmuch as it provides visual confirmation (i.e., space between numbers) that students will eventually transfer to cognitive understanding of scale, intervals, and multiples.

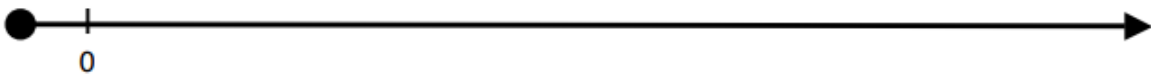
Hit The Target! Use skip jumps of 1, 10 or 100 to hit the target

Example: Go from 0 to 23 with as few jumps as possible.

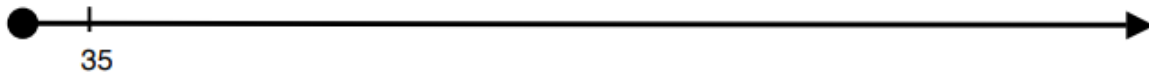
5 Jumps!



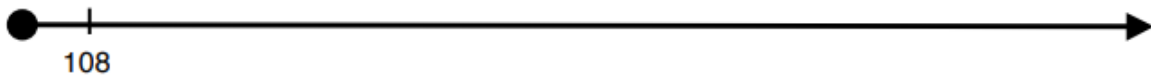
1. Go from zero to 53 in as few jumps as possible.



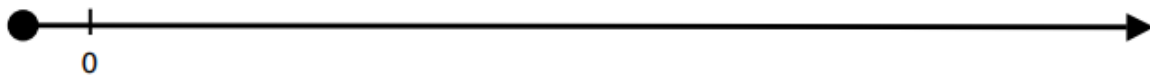
2. Go from 35 to 77 in as few jumps as possible.



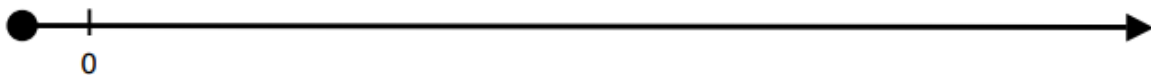
3. Go from 108 to 240 in as few jumps as possible.



4. Go from 46 to 153 in as few jumps as possible.



5. Go from 5 to 93 in as few jumps as possible.



Hit The Target! Use skip jumps of 1, 10 or 100 to hit the target

1. Go from 150 to 400 in as few jumps as possible:



2. Go from 425 to 670 in as few jumps as possible:



3. Go from 531 to 898 in as few jumps as possible:



4. Go from 743 to 1000 in as few jumps as possible:



5. Use these blank number lines to invent your OWN targets to hit:

From: _____ to _____



From: _____ to _____



