

# TOUCHMATH<sup>®</sup>

THE ALPHABET OF MATHEMATICS

Since 1975



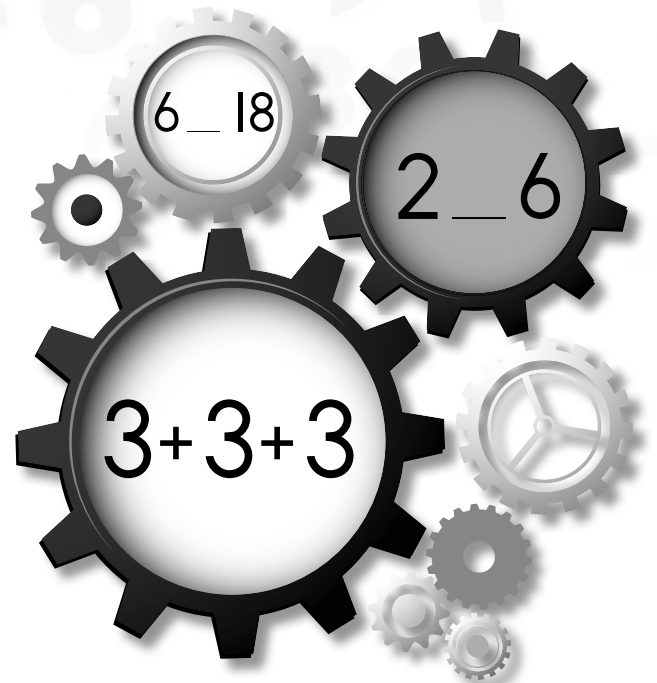
UNIT  
**3**

## CLASSIC UPPER GRADES

### SKIP COUNTING

#### MODULE TITLES

- 1:** Skip Counting by 2
- 2:** Skip Counting by 3
- 3:** Skip Counting by 4
- 4:** Skip Counting by 5
- 5:** Skip Counting by 6
- 6:** Skip Counting by 7
- 7:** Skip Counting by 8
- 8:** Skip Counting by 9



	<b>Module Guide</b>	<b>Activity Sheets</b>
<b>Upper Grades Program Introduction . . . . .</b>	<b>2</b>	
<b>Unit Overview</b>		
• Overview of Content • Objectives • Vocabulary . . . . .	5	
• Common Core State Standards . . . . .	6	
• Parent/Guardian Communication Letter. . . . .	7	
<b>Progress Monitoring Records</b>		
• Unit Pretest . . . . .	8	
• Unit Review and Posttest. . . . .	9	
<b>Unit Pretest Directions . . . . .</b>	<b>10</b>	
• Skip Counting Pretest . . . . .		1–4
<b>Module 1: Skip Counting by 2 . . . . .</b>	<b>12</b>	
<b>Module 2: Skip Counting by 3 . . . . .</b>	<b>32</b>	
<b>Module 3: Skip Counting by 4 . . . . .</b>	<b>54</b>	
<b>Module 4: Skip Counting by 5 . . . . .</b>	<b>74</b>	
<b>Module 5: Skip Counting by 6 . . . . .</b>	<b>92</b>	
<b>Module 6: Skip Counting by 7 . . . . .</b>	<b>110</b>	
<b>Module 7: Skip Counting by 8 . . . . .</b>	<b>128</b>	
<b>Module 8: Skip Counting by 9 . . . . .</b>	<b>148</b>	
<b>Unit Review Directions . . . . .</b>	<b>171</b>	
• Skip Counting Review . . . . .		193–196
<b>Unit Posttest Directions . . . . .</b>	<b>174</b>	
• Skip Counting Posttest . . . . .		197–200
<b>Answer Key . . . . .</b>	<b>A1</b>	

### Organization

The following paragraphs describe the structure of the curriculum. If you would like more information about TouchMath, our teacher training DVD is available at no charge. Request online at [www.touchmath.com/freetraining](http://www.touchmath.com/freetraining), or call 1-800-888-9191.

### Unit Components

The goals for each unit are defined in the overview of skills. These broad proficiencies often establish the framework for concepts of increasing complexity. The goals are broken down into clear, manageable objectives that list the academic expectations of the students and summarize the module-level objectives. Unit vocabulary and detailed Common Core State Standards complete the unit overview. The unit pre- and post-tests immediately follow with directions for administering, recording results, and using the results to determine each student's educational plan.

### Module Guides

The table of contents provides the skeleton of the activities within each module guide. The modules include clusters—subsets of the featured skill. A paragraph overview of the module

- identifies the clusters,
- explains the activities,
- lists the Common Core State Standards by their code,
- specifies objectives in the order of presentation,
- labels basic prerequisites,
- lists vocabulary necessary for skill attainment, and
- suggests readily available materials that would be helpful during the lesson

The lessons in the modules begin with a pretest, which gives basic directions for completion. It is recommended that you give little instruction related to the skill before testing. A record sheet is included for tracking student achievement. This record is found on the third page of each module guide. Instructional strategies follow the pretest, providing ideas for the most effective use of the student activity sheets. Four different formatting conventions reveal which type of strategy is being offered:

**Box**: Information in this shape is background information for the teacher, explaining the skill and illuminating the purpose and/or value of mastery.

☞: A speech bubble offers what the teacher is to say to the class. Anyone presenting the lesson could use this script.

◆: A diamond bullet suggests action for the teacher. It typically includes directions such as "Write ... on the whiteboard." "Monitor students as they complete the row of problems."

**Bold**: Directions in bold type suggest actions relating to transitions. These include statements such as "Distribute activity sheets ... to the students." "Activity Sheet ... Directions." "Repeat the activity sheet xx process ..."

The answer keys are imbedded in the instructional strategies for a quick reference while planning or presenting the lesson. Modified directions for the activity sheets are included for use after the detailed, step-by-step process to ensure understanding of the concepts.

A posttest follows the instruction within the module. Refer to the module guide for directions for administering the posttest. You can record results and compare them to the pretest. The module concludes with suggestions for differentiated instruction and real world applications.

Distribute activity sheet 88 to the students.

### Instruction: activity sheet 88

- ◉ We are going to review skip counting by 2, 3, 4, and 5. Let's do this activity sheet together.

Do you see the 2 in the upper left corner? Trace or write and say the 2s sequence. Write one **multiple** in each box in order as you go across the top row.

Do you see the 3? Turn your paper so you can write the numbers. Trace or write and say the 3s sequence.

Repeat the process for the 4s and 5s.

For the first two rows of white boxes in the center of the activity sheet, start with 10 and write the rest of the 2s sequence in order.

For rows 3 and 4, start with 15 and write the rest of the 3s sequence in order.

For rows 5 and 6, start with 20 and write the rest of the 4s sequence.

For the last two rows, start with 25 and write the rest of the 5s sequence in order.

Name \_\_\_\_\_ Date \_\_\_\_\_

2	4	6	8	10	12	14	16	18	20
50									3
45		10		12		14			6
40			16		18		20		9
35		15		18		21			12
30			24		27		30		15
25		20		24		28			18
20			32		36		40		21
15		25		30		35			24
10			40		45		50		27
5									30
4	8	12	16	20	24	28	32	36	40

© 2015 TOUCHMATH UGU3M4 Review Skip Counting by 2-5

88

### Independent Practice

- ◉ Trace or write the **multiples** for the 2s, 3s, 4s, and 5s in each row around the activity sheet.

For the first two rows of white boxes in the center, start with 10 and write the rest of the 2s sequence in order.

For rows 3 and 4, start with 15 and write the rest of the 3s sequence in order.

For rows 5 and 6, start with 20 and write the rest of the 4s sequence.

For the last two rows, start with 25 and write the rest of the 5s sequence in order.

Distribute activity sheet 89 to the students.

### Independent Practice

- ◉ Read the question. Fill in the bubble.

Name \_\_\_\_\_ Date \_\_\_\_\_

In the 3s sequence, what number follows 24?  26  27

In the 4s sequence, what number is right before 28?  24  26

In the 2s sequence, what number follows 16?  18  20

In the 5s sequence, what number is right before 45?  35  40

In the 4s sequence, what number follows 36?  38  40

In the 3s sequence, what number is right before 12?  9  10

In the 2s sequence, what number is right before 18?  14  16

In the 4s sequence, what two numbers follow 28?  30, 32  32, 36

In the 5s sequence, what two numbers follow 30?  35, 40  35, 45

In the 3s sequence, what two numbers follow 9?  12, 15  12, 18

In the 4s sequence, what two numbers follow 20?  22, 24  24, 28

© 2015 TOUCHMATH UGU3M4 Review Skip Counting by 2-5

89

Two soccer balls with a starting dot and a dashed line for the number 2. \_\_\_\_\_

Four soccer balls in a 2x2 grid with a starting dot and a dashed line for the number 4. \_\_\_\_\_

Six soccer balls in a 3x2 grid with a starting dot and a dashed line. \_\_\_\_\_

Eight soccer balls in a 4x2 grid with a starting dot and a dashed line. \_\_\_\_\_

Two soccer balls in a 5x2 grid with a starting dot and a dashed line. \_\_\_\_\_

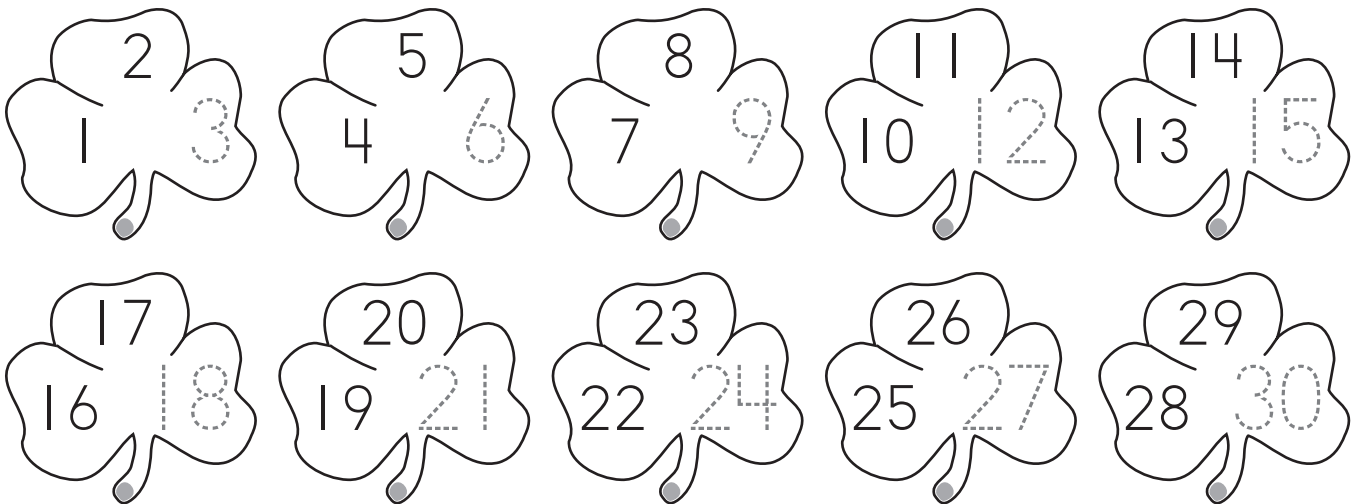
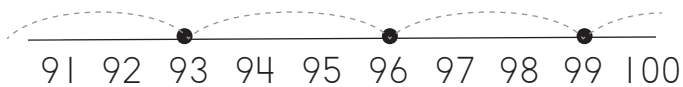
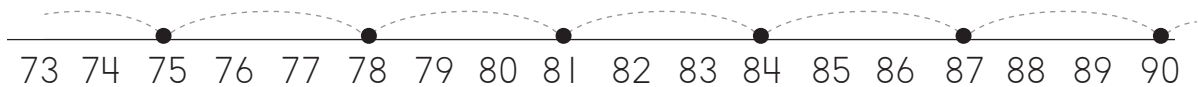
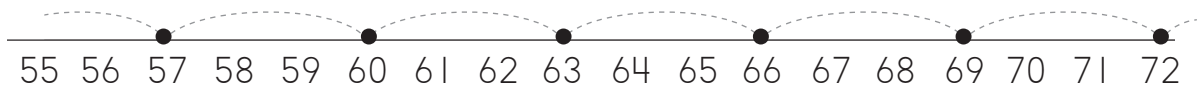
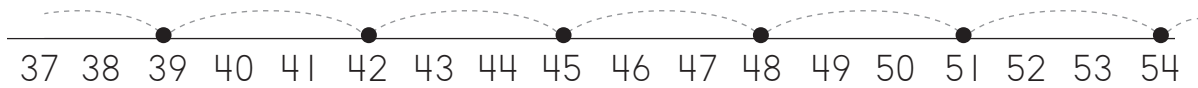
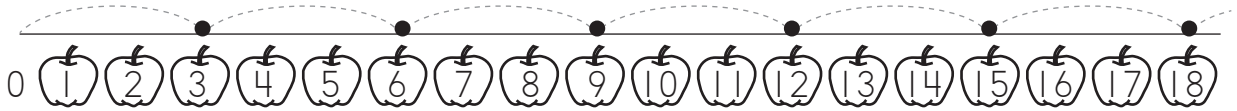
Six soccer balls in a 6x2 grid with a starting dot and a dashed line. \_\_\_\_\_

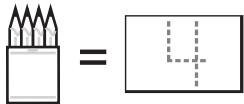
Eight soccer balls in an 8x2 grid with a starting dot and a dashed line. \_\_\_\_\_

Two soccer balls in a 9x2 grid with a starting dot and a dashed line. \_\_\_\_\_

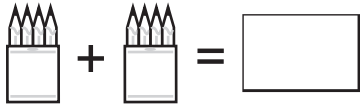
Six soccer balls in a 10x2 grid with a starting dot and a dashed line. \_\_\_\_\_

Eight soccer balls in a 12x2 grid with a starting dot and a dashed line. \_\_\_\_\_



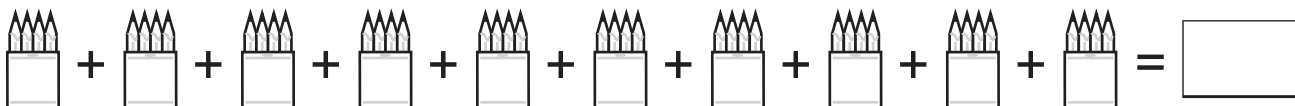
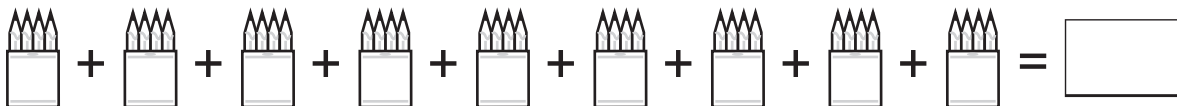
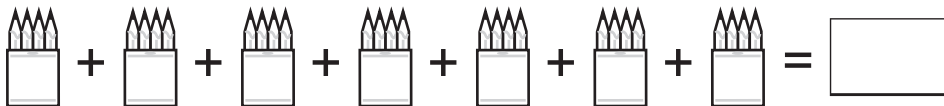
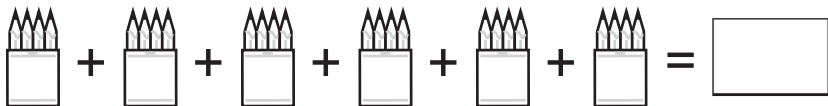
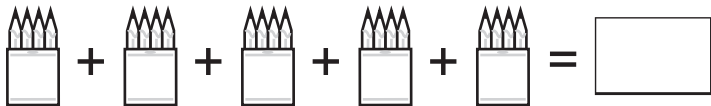
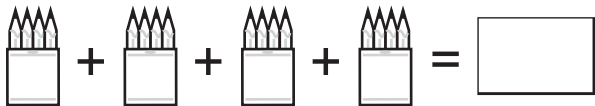
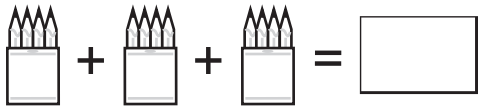


4



4

4



4

4

4

4

4

4

4

4

4

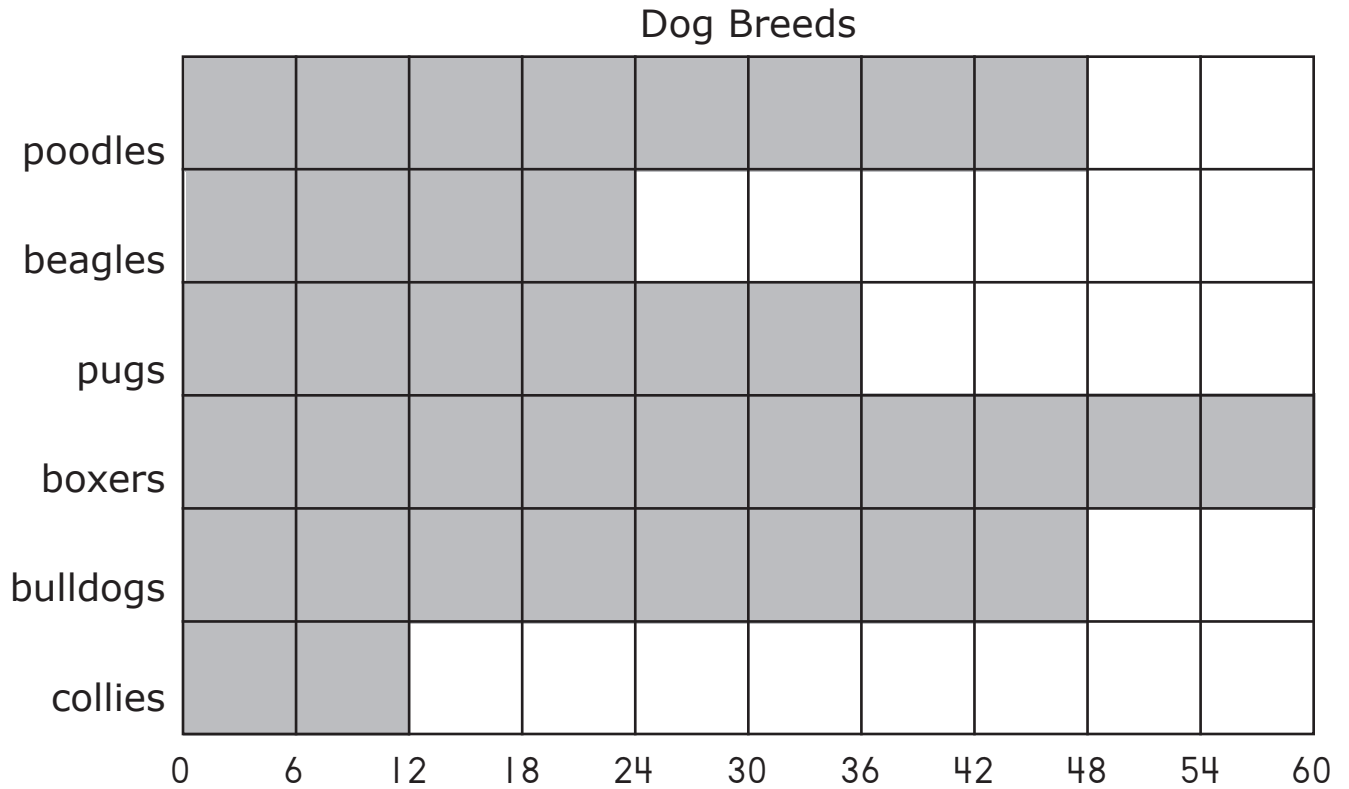
4

4

4	8	12
16	18	20
24	28	32
36	40	

2									20
10									100
50									500
4									40





1. collies \_\_\_\_\_      3. boxers \_\_\_\_\_      5. beagles \_\_\_\_\_  
 2. bulldogs \_\_\_\_\_      4. pugs \_\_\_\_\_      6. poodles \_\_\_\_\_

The number of pugs is  the number of beagles.

The number of poodles is  the number of bulldogs.

The total number of poodles and collies: \_\_\_\_\_

The total number of boxers and beagles: \_\_\_\_\_

There are \_\_\_\_\_  (A) more  (B) fewer bulldogs than pugs.

There are \_\_\_\_\_  (A) more  (B) fewer collies than beagles.

Column A

Tens Ones

Column B

07

0 | 7 =

7

\_\_\_\_\_

1 | 4 =

\_\_\_\_\_

\_\_\_\_\_

2 | 1 =

\_\_\_\_\_

\_\_\_\_\_

2 | 8 =

\_\_\_\_\_

\_\_\_\_\_

3 | 5 =

\_\_\_\_\_

\_\_\_\_\_

4 | 2 =

\_\_\_\_\_

\_\_\_\_\_

4 | 9 =

\_\_\_\_\_

\_\_\_\_\_

5 | 6 =

\_\_\_\_\_

\_\_\_\_\_

6 | 3 =

\_\_\_\_\_

\_\_\_\_\_

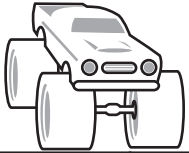
7 | 0 =

\_\_\_\_\_

In the number 28, which digit is in the tens place? \_\_\_\_\_

In the number 49, which digit is in the ones place? \_\_\_\_\_

In the number 70, which digit is in the ones place? \_\_\_\_\_



6	7	8	16	29	24	32	42	41	43
46	44	45	40	47	52	49	50	51	48
60	56	70	64	72	80	25	8	16	24
40	32	42	41	43	45	44	51	55	40
62	48	56	64	72	80	8	16	24	32
63	65	40	63	66	65	70	71	73	48
56	81	64	9	72	80	8	16	49	24
32	65	67	66	40	48	56	64	25	72
80	8	16	24	65	67	66	32	71	70
40	42	48	34	55	56	64	72	41	80



8

\_\_\_\_\_

80

9
18
27
36
45
54
63
72
81
90

9
_____
27
_____
_____
_____
63
_____
81
_____
90

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Column A      Column B

0	+	9	=	_____
1	+	8	=	_____
2	+	7	=	_____
3	+	6	=	_____
4	+	5	=	_____
5	+	4	=	_____
6	+	3	=	_____
7	+	2	=	_____
8	+	1	=	_____
9	+	0	=	_____

When skip counting by 9, what number comes after 45? \_\_\_\_\_  
 When skip counting by 9, what number comes after 72? \_\_\_\_\_