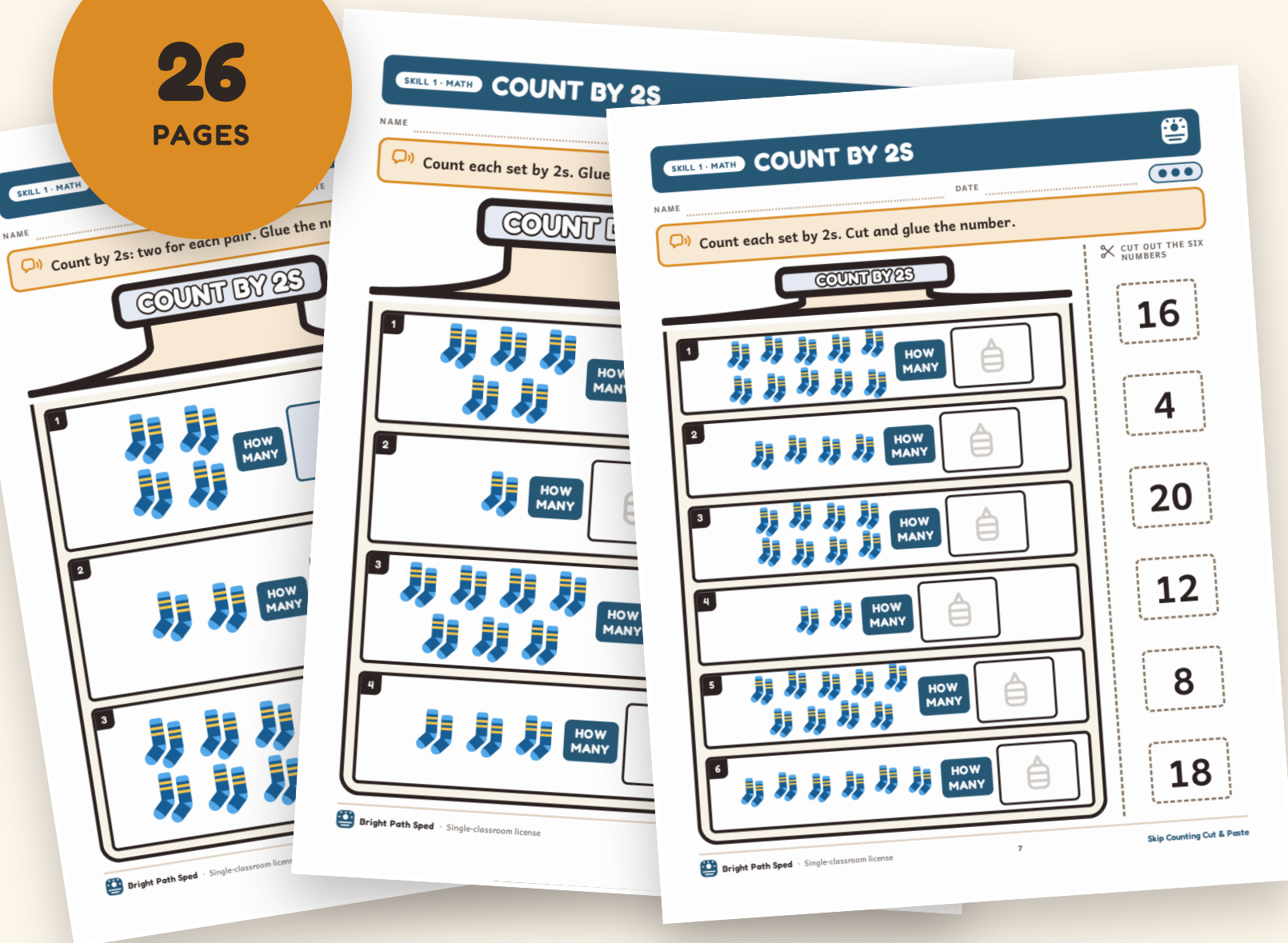


SKIP COUNTING

By 2s, 5s and 10s – Cut and Paste, 3 Levels

26
PAGES



BRIGHT PATH SPED

K-2 · Special Education



Five skills, one skip-counting job each. Every skill is a scripted plan page and three student levels — print the plan once for yourself and only the level each student needs.

1 Read the plan page cold if you have to

The SAY THIS box is a script. Words in quotation marks are meant to be read out loud exactly as written — a substitute or a paraprofessional who has never seen the lesson can pick it up and run it. The stage directions in the lighter type are for you, not for the class.

2 Pick a level per student, not per class

Level 1 is the fewest boxes, a tinted paste box showing exactly where a piece goes, and no spare piece. Level 2 adds a box and one extra piece. Level 3 takes the tint away, scatters the sets or moves the gap, and keeps the piece count exact. Nobody's page says which level it is: the three dots on the name line are the only code, and they are for you.

3 The picture IS the chant

A pair of socks is two, a hand is five, a rod is ten. Every set on a page is one kind of thing, so the thing tells the student which chant to say. On the mixed check the kinds change from box to box, and the first job is to look before counting.

4 The word on the box is the question

Every box prints its question: HOW MANY beside a counted set, NEXT or MISSING beside a count-by strip. On Missing Number the gap moves, so a student who reads the first tile and guesses will get the page wrong — which is exactly what that page is built to show you.

5 Write the data on the plan page

The data box sits at the bottom of every plan page rather than on a separate sheet, because a separate sheet does not get filled in.

If you only do one thing

Have the student say the chant out loud, one number per touch, before a card is cut: two, four, six, eight. The saying is the part you can hear, correct and take data on. The gluing is only the record of it.





Teach · 6 min

Work · 11 min

Print & go

OBJECTIVE

Given a set of pairs, the student will count by 2s, saying one number for each pair, and glue the number card that names how many, for totals from 2 to 20, with 80% accuracy across 3 sessions.

You need: the pages behind this one, scissors, a glue stick. Nothing else.

SAY THIS

“Socks come in pairs. Nobody counts socks one at a time; you count the pairs and say two for each one.”

Point to the first pair of socks on the page and touch it once. Then the next, and the next.

“Fourteen. Sixteen. Eighteen. One touch, one number, and every number goes up by two.”

“The number you say on the last pair is how many socks there are. Say that number again on its own before you look at the strip.”

“If you lose the count, start over at two. Never start at one on this page.”

Read the direction line once, then let them work.

THE THREE LEVELS



Three boxes, three cards, and the paste box is tinted so there is no question where a piece goes. The pairs are lined up in a neat grid, and nothing is spare — but every card still has to be read.



Four boxes, no tint, five cards, one spare. The spare is an even number that no set on the page makes, so a student who uses the pieces up rather than counting gets the page wrong.



Six boxes, no tint, no spare, and the pairs are staggered instead of lined up — a student who has been counting the shape of a row has to touch each pair.

IF A STUDENT IS STUCK

- If a student counts the socks one at a time and lands on the right number — the answer is right and the skill is not there yet — cover all but one pair, say two, uncover the next, say four, and hand the count back.
- If a student says the even numbers but touches every sock — the mouth and the hand have come apart — have them touch the SPACE between the two socks of a pair, once, and say the number on that touch.
- If a student loses the sequence past ten — twelve, fourteen, sixteen is where it thins — count by 2s to twenty together out loud before the page, and again with the page, before they cut anything.

TRY IT IN THE ROOM TODAY

Count shoes at the door by 2s. Every child has a pair, so the last number is twice the class.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY





NAME

DATE

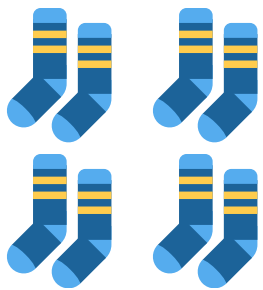


Count by 2s: two for each pair. Glue the number.

COUNT BY 2S

 CUT OUT THE
THREE NUMBERS

1

HOW
MANY

12

2

HOW
MANY

8

3

HOW
MANY

4





NAME

DATE

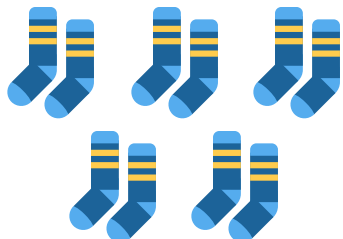


Count each set by 2s. Glue the number in the box.

COUNT BY 2S

 CUT OUT THE
FIVE NUMBERS —
ONE IS LEFT OVER

1

HOW
MANY

6

8

14

10

2

2

HOW
MANY

3

HOW
MANY

4

HOW
MANY



NAME _____

DATE _____

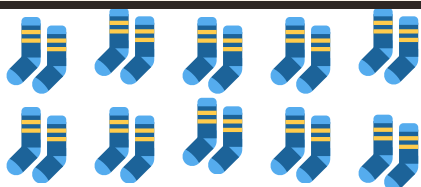


Count each set by 2s. Cut and glue the number.

COUNT BY 2S

✂ CUT OUT THE SIX NUMBERS

1

HOW
MANY

16

2

HOW
MANY

4

3

HOW
MANY

20

4

HOW
MANY

12

5

HOW
MANY

8

6

HOW
MANY

18





NAME

DATE



Count each set by 5s. Glue the number in the box.

COUNT BY 5S

 CUT OUT THE
FIVE NUMBERS —
ONE IS LEFT OVER

1

HOW
MANY

25

2

HOW
MANY

20

3

HOW
MANY

5

4

HOW
MANY

35

15





Teach • 6 min

Work • 11 min

Print & go

OBJECTIVE

Given a set of ten-rods, the student will count by 10s, saying one number for each rod, and glue the number card that names how many, for totals from 10 to 100, with 80% accuracy across 3 sessions.

You need: the pages behind this one, scissors, a glue stick. Nothing else.

SAY THIS

“Each of these rods is ten. You can see the ten little squares inside it, and you do not have to count them, because a rod is always ten.”

Point to the first rod on the page. Say ten. Point to the next. Say twenty.

“Seventy. Eighty. Ninety. One touch per rod, and every number ends in zero.”

“The number you say on the last rod is how many there are altogether. Say it again on its own before you look at the strip.”

“If you get lost, start over at ten. The rods do not move; you can always start again.”

Read the direction line once, then let them work.

THE THREE LEVELS



Three boxes, three cards, a tinted paste box, and the rods in a neat grid. The biggest set is ten rods, so the count reaches a hundred. Nothing spare.



Four boxes, no tint, five cards and one spare that no set on the page makes.



Six boxes, no tint, no spare, and the rods are staggered instead of lined up, so each rod has to be touched.

IF A STUDENT IS STUCK

- If a student counts the squares inside a rod — it gets the right answer slowly, and it is the habit this page is replacing — cover the rod with a finger, say ten, and move the finger to the next rod.
- If a student says the tens chant with a slip in the middle — forty, fifty and then seventy is common — count by 10s to a hundred together, out loud, touching the table once per number, then go back to the set.
- If a student cannot say a hundred after ninety — the word is new — say it for them once, then have them say the whole chant from ten to a hundred with the rods on Level 1 in front of them.

TRY IT IN THE ROOM TODAY

Count fingers around the room by 10s: each child holds up both hands and the class counts ten, twenty, thirty down the row.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY





NAME

DATE



Count by 10s: ten for each rod. Glue the number.

COUNT BY 10S

 CUT OUT THE
THREE NUMBERS

1

HOW
MANY

100

2

HOW
MANY

50

3

HOW
MANY

30





NAME

DATE

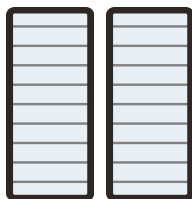


Count each set by 10s. Glue the number in the box.

COUNT BY 10S

 CUT OUT THE
FIVE NUMBERS —
ONE IS LEFT OVER

1

HOW
MANY

2

HOW
MANY

40

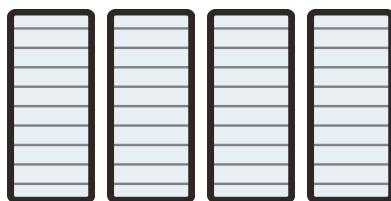
70

80

20

60

3

HOW
MANY

4

HOW
MANY



NAME

DATE



Find the count. Cut and glue the number that belongs.

WHAT COMES NEXT

✂ CUT OUT THE
SIX NUMBERS

8

90

40

30

5

18

1



40

50

60

MISSING

2

14

16



20

MISSING

3



10

15

20

MISSING

4

60

70

80



NEXT

5

6



10

12

MISSING

6

35



45

50

MISSING





Each item is listed as what the box holds and the number that belongs in it, in the order the boxes are read, top to bottom. Every answer was recomputed from the same data that draws the page, not typed in by hand.

Count by 2s

- Level 1** 4 pairs of socks → **8** 2 pairs of socks → **4** 6 pairs of socks → **12**
-
- Level 2** 5 pairs of socks → **10** 1 pair of socks → **2** 7 pairs of socks → **14** 3 pairs of socks → **6** (left over: 8)
-
- Level 3** 10 pairs of socks → **20** 4 pairs of socks → **8** 8 pairs of socks → **16** 2 pairs of socks → **4** 9 pairs of socks → **18** 6 pairs of socks → **12**
-

Count by 5s

- Level 1** 2 hands → **10** 4 hands → **20** 6 hands → **30**
-
- Level 2** 3 hands → **15** 1 hand → **5** 5 hands → **25** 7 hands → **35** (left over: 20)
-
- Level 3** 8 hands → **40** 2 hands → **10** 10 hands → **50** 4 hands → **20** 9 hands → **45** 6 hands → **30**
-

Count by 10s

- Level 1** 3 rods → **30** 10 rods → **100** 5 rods → **50**
-
- Level 2** 2 rods → **20** 6 rods → **60** 4 rods → **40** 8 rods → **80** (left over: 70)
-
- Level 3** 7 rods → **70** 1 rod → **10** 4 rods → **40** 6 rods → **60** 3 rods → **30** 8 rods → **80**
-

Why Level 1 still makes a choice

A Level 1 page here has the fewest boxes, a tinted paste box and no spare piece — but every card still has to be read, because choosing the right number IS the skill. A strip whose pieces could go anywhere would be a page with the lesson taken out of it.

ANSWER KEY – MISSING NUMBER, AND THE CHECK



A strip is listed as its printed tiles with an underscore where the gap is, then the number that fills it. A counted set is listed as what it holds, then the total.

Missing Number

Level 1 2 4 6 _ → **8** 5 10 15 _ → **20** 10 20 30 _ → **40**

Level 2 4 _ 8 10 → **6** 25 30 _ 40 → **35** 60 _ 80 90 → **70** 12 14 _ 18 → **16** (left over: 50)

Level 3 _ 40 50 60 → **30** 14 16 _ 20 → **18** _ 10 15 20 → **5** 60 70 80 _ → **90** 6 _ 10 12 → **8** 35 _ 45 50 → **40**

Skip Counting Check

Level 1 4 pairs of socks → **8** 3 hands → **15** 6 rods → **60**

Level 2 5 rods → **50** 7 pairs of socks → **14** 20 25 _ 35 → **30** 8 hands → **40** (left over: 45)

Level 3 _ 4 6 8 → **2** 9 hands → **45** 2 rods → **20** 5 pairs of socks → **10** 40 50 _ 70 → **60** 7 hands → **35**

The spare pieces

Every Level 2 page carries exactly one extra piece, and on every one of the five skills it is a number that answers nothing on that page. Counting the pieces and counting the boxes will not solve a Level 2 page, which is the whole reason the spare is there.



THANK YOU FOR USING THIS RESOURCE

Everything here was built for the teacher who has thirty minutes of planning time and twelve students who each need something different. If it saved you an hour, it worked.

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Skip Counting by 2s, 5s and 10s Progress Monitoring Probes

Three probe packs that MEASURE what these pages teach: ten timed runs each

Money Coins Cut & Paste

Counting nickels and dimes is counting by 5s and 10s with a coin on top

Telling Time Cut & Paste

Minutes go by 5s around the clock; the chant on Skill 2 is the one they use

September Print and Go Month 1

A scripted month: counting and comparing to 20, the ground under this pack

The probe packs are data sheets, not these pages — every page in this pack is its own, and none of it is reprinted from anything else in the store.

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