



BRIGHTPENCIL KIDS

Grade 1 | Ages 5-7 | 12-page learning pack

Skip Counting by 2, 5 & 10

LEARNING GOAL

Generate, recognise and explain equal-step counting patterns by 2, 5 and 10.

Study -> Practise -> Talk -> Make -> Reflect

Designed for short adult-supported sessions and independent return practice.

Purpose

Generate, recognise and explain equal-step counting patterns by 2, 5 and 10.

Suggested rhythm

Use 10-15 minutes. Model one example, let the child try, ask how they know, then stop while attention is still positive.

Feedback

Praise the strategy, careful observation or explanation. If an answer is wrong, ask the child to show their thinking before correcting it.

Transfer

Use the hands-on task before or after the printable page so the skill connects to real objects, talk and movement.

Safety & independence

Adult supervision is expected for cutting, small objects, outdoor exploration, water, torches or elastic bands. Adapt materials to the child.

Say the words, use them in conversation, then return to them during the activities.

Skip Count

Use it in your own sentence or explanation.

Pattern

Use it in your own sentence or explanation.

Step

Use it in your own sentence or explanation.

Equal Groups

Use it in your own sentence or explanation.

Sequence

Use it in your own sentence or explanation.

Talk prompt

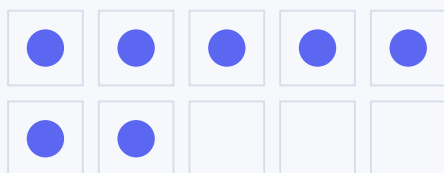
Which of these words feels newest? Explain what you think it means and give an example connected to patterns and early multiplicative thinking.

1

Skip counting adds the same amount each time.

2

Counting by 5s connects naturally to groups of five and clock/coin contexts.

SHOW IT ANOTHER WAY

Use counters, drawings, words and symbols. Strong maths moves between representations.

Try it together

MATHEMATICS

Adult: model the first item. Child: explain what you notice or how you know.

1 Continue: 2,4,6,__,__.

2 Continue: 15,20,25,__,__.

3 What comes before 70 when counting by 10?

4 Which list is counting by 2?

Work carefully. Draw, mark, build or write when that helps your thinking.

1 Continue: 2,4,6,__,__.

2 Continue: 15,20,25,__,__.

3 What comes before 70 when counting by 10?

4 Which list is counting by 2?

5 Is 35 in the count-by-5 pattern? How do you know?

SHOW YOUR THINKING

Work carefully. Draw, mark, build or write when that helps your thinking.

1 What comes before 70 when counting by 10?

2 Which list is counting by 2?

3 Is 35 in the count-by-5 pattern? How do you know?

4 Can 27 appear when counting by 2 from 0? Explain.

5 Continue: 2,4,6,__,__.

SHOW YOUR THINKING

Talk 1 Is 35 in the count-by-5 pattern? How do you know?

Talk 2 Can 27 appear when counting by 2 from 0? Explain.

Talk 3 What strategy, clue or observation helped you most with patterns and early multiplicative thinking?

Talk 4 What mistake might someone make here? How could you help them notice it?

A complete explanation is more valuable than a fast one-word answer.

DO SOMETHING REAL

Make equal groups of 2, 5 or 10 small objects. Touch one group at a time while saying the running total.

RECORD WHAT HAPPENED

What I did

What I noticed

What I would try next

CREATE CHALLENGE

Create a hopscotch number path that counts by one chosen step size.

Use this space to draw, label, plan or draft.

Independent challenge

MATHEMATICS

Try without help first. Then explain or check your work with a grown-up.

1 Is 35 in the count-by-5 pattern? How do you know?

2 Can 27 appear when counting by 2 from 0? Explain.

3 Create one new example that would help another Grade 1 learner practise patterns and early multiplicative thinking.

MY CHECK

☐ I tried a strategy ☐ I checked it ☐ I can explain one idea

ANSWER / REVIEW NOTES

- Yes; 35 is 7 groups of 5.
- No; counting by 2 from 0 produces even numbers.

LEARNER REFLECTION

One thing I understand better now:

One thing I want to practise again:

One real-life example I can think of:

Review status: original BrightPencil draft. Educational and rights review required before public publication.