

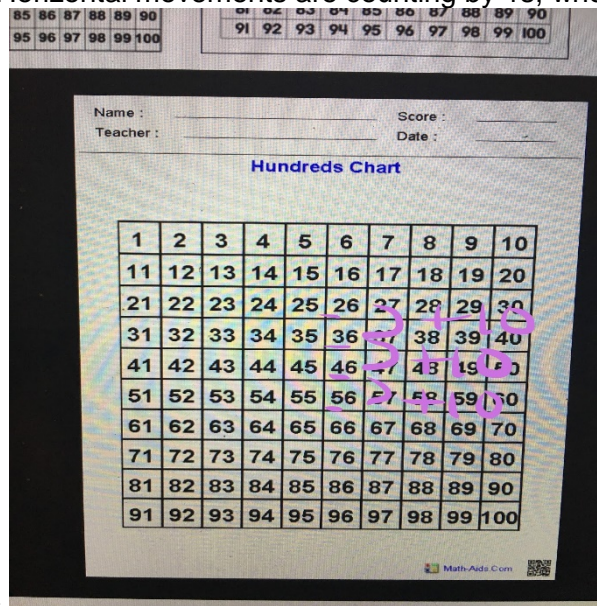
**Standard 2.NBT.2** Count within 1,000; skip-count by fives, tens, and hundreds.

**Please Note:** Understand place value (Standards 2.NBT.1–4). In kindergarten, students learn to count to 100 by ones and tens (see K. CC. 1).

**Key Elements:** Counting 4 different ways: by ones, fives, tens, and hundreds.

Start with a foundation of skip counting by 5s and 10s from the starting point 0. This will help students recognize the patterns that are occurring. They should also understand that when counting by 10s (within 100) that the tens place is the only value that is changing. As well as that when counting by 100s (within 1000s) the hundreds place is the only value that is changing.

It is important to use hundreds charts so that students can recognize patterns when moving between rows and columns on a chart. Horizontal movements are counting by 1s, whereas



vertical movements are counting by 10s.

Students should compare and contrast patterns within different number ranges. For example, what happens when skip counting from 0-100 versus 255-355. Or what happens to the tens place when counting from 0-100 versus 0-300.

Once students have a foundation starting from zero, they should then be able to count on or skip count from any starting point. Students should first recognize what they are counting by. Then, they should identify the place value that will be increasing/decreasing. Students should be able to start at the same number and change with counting pattern they are using. For example start at 365 and count by 5s, 10s, and 100s.