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## **Skip Counting Activity Aids Sequencing, Working Memory, Processing Speed, Cognitive Flexibility/Shifting**

We understand that the goal in learning math facts is automaticity, but also understanding the concept is vital. Some children make marks, and some count on their fingers when they do not know the facts. Both take time causing the child to be slow in finishing the problem leading to frustration on the child's part. *In addition, there is a high error rate when students count the marks they have made on paper.*

### **How do we teach children to skip count?**

Any child who can count over 10 may benefit from learning to skip count. Start with the 2's 2, 4, 6, 8, 10, 12...When the child can go forward with ease, have them count backward...12, 10, 8, 6, 4, 2, 0. This is an activity that should be done consistently over time. The time it takes for the child to learn all of the facts is dependent upon his or her math competency.

### **How does this help the student solve mathematics problems?**

For students learning to add and subtract, solve the problems using a number line at first (Number Line) **1 2 3 4 5 6 7 8 9 10 11 12** to emphasize the concept of addition facts.

$$2+2=$$

$$4+2=$$

$$6+2=$$

$$8+2=$$

$$10+2=$$

Mix them up and have the child solve them.

$$8+2=$$

$$6+2=$$

$$4+2=$$

$$1+2=$$

$$3+2=$$

$2+2=$

Now have them add 2 to any number by counting up 2.

$1+2=$

$3+2=$

$5+2=$

$7+2=$

$9+2=$

Take the number line away, and have the student solve the problems on paper.

Have them solve the problems orally. You say the problem and the child gives you the answer without paper and pencil.

**Then have them do the subtraction using the number line.**

**1 2 3 4 5 6 7 8 9 10 11 12**

$12-2=$

$10-2=$

$8-2=$

$6-2=$

$4-2=$

$2-2=$

Mix them up and have the child solve them.

Take the number line away and have the student solve the problems on paper.

Have them solve the problems orally. You say the problem and the child gives you the answer without paper and pencil. If the child has difficulty, have them count backwards by 2 from the number given.

10-2 would be 10      8 or  $10-2=8$

**Now have them subtract 2 from any number by counting back 2.**

$11-2=$

$9-2=$

$7-2=$

$5-2=$

$3-2=$

### **Multiplication and Division**

For students learning to multiply and divide, have the child then translate the counting forward and backward into multiplication and division problems using a number line at first to emphasize the concept of multiplication facts

Let's look at the 3's.

**3 6 9 12 15 18 21 24 27 30**

3x2=  
3x3=  
3x4=  
3x5=  
3x6=  
3x7=  
3x8=  
3x9=  
3x10=

Mix them up and have the child solve them.

Take the number line away, and have the student solve the problems on paper.

Have them solve the problems orally. You say the problem and the child gives you the answer without paper and pencil. If the child has difficulty, have them count by 3 forward the second number.

3 x 6 would be 3, 6, 9, 12, 15, 18,=18.

Mix them up and have the child solve them.

Take the number line away and have the student solve the problems on paper.

Have them solve the problems orally. You say the problem and the child gives you the answer without paper and pencil. If the child has difficulty, have them count forward by 3 the number of times after the times sign.

3 x 4 would be 3, 6, 9, 12 would be 12, or  $3 \times 4 = 12$

**For division the process would be:**

**Number line 3 6 9 12 15 18 21 24 27 30**

30 divided by 3=

27 divided by 3=

24 divided by 3=

21 divided by 3=

18 divided by 3=

15 divided by 3=

12 divided by 3=

9 divided by 3=

6 divided by 3=

3 divided by 3=

30 divided by 3, using the number line, would be 1 back from 30 or 27.

**Taken in part from Strosnider, R. & Sharpe, V. (2019). *The executive function guidebook: Strategies to help all students achieve success*. Thousand Oaks, CA: Corwin Press, 67-70.**

