

Teaching:How to Print a Lesson Grade 3-9

Learn how to easily print any lesson from the Mathology lessons grade 3-9. This guide provides a quick walkthrough to help you access and print educational materials for offline use.

1 Navigate to a lesson

The screenshot shows a lesson page with a dark blue header containing a back arrow, the title 'Counting Skip-Counting Forward and Backward (Ontario)', and a heart icon. Below the header is a navigation bar with tabs for 'ABOUT', 'LESSON', 'ASSESSMENT', and 'DIFFERENTIATED SUP...'. The 'ABOUT' tab is selected. The main content area is divided into sections: 'About this lesson', 'Focus', and 'Planning Tool (5-8)'. The 'About this lesson' section contains a description of the activity, a table with 'ACTIVITY TIME' (90-100 min) and 'GROUP SIZE' (Pairs), and 'TAGS' (Grade 3, Activity, Number-3). The 'Focus' section includes a 'Lesson Focus' and a 'Focus' statement. The 'Planning Tool (5-8)' is a blue button with a checkmark icon. On the right side, there is a 'Professional Learning' sidebar with an illustration of a child and a dog, and the text 'Learning Connections: Number - Counting'.

Counting
Skip-Counting Forward and Backward (Ontario)

ABOUT LESSON ASSESSMENT DIFFERENTIATED SUP...

About this lesson

Students skip-count forward by different numbers and use a hundred chart to identify the patterns in each sequence. Students use the patterns to help skip-count backward.
In pairs, students skip-count forward and backward from 2- and 3-digit numbers.
To consolidate, students identify and correct errors in given skip-counting sequences.

ACTIVITY TIME	90-100 min
GROUP SIZE	Pairs

TAGS: Grade 3 Activity Number-3

Content Background ▾

Focus

Lesson Focus: Skip-counting forward and backward by various numbers

Focus: Identifying number patterns in skip-counting sequences

✓ Planning Tool (5-8)

Professional Learning

Learning Connections: Number - Counting

2 Click "Lesson" tab

The screenshot shows the Mathology website interface. At the top, there is a search bar and navigation links: Home, Favourites, Plan, Analytics, Buy Now, and Help. The user's name, Kim Mastromartino, is displayed in the top right. The main header area is dark blue with a back arrow, the title 'Counting Skip-Counting Forward and Backward (Ontario)', and a heart icon. Below the header, there are four tabs: ABOUT, LESSON (highlighted with an orange circle), ASSESSMENT, and DIFFERENTIATED SUP... The 'About this lesson' section contains the following text: 'Students skip-count forward by different numbers and use a hundred chart to identify the patterns in each sequence. Students use the patterns to help skip-count backward. In pairs, students skip-count forward and backward from 2- and 3-digit numbers. To consolidate, students identify and correct errors in given skip-counting sequences.' To the right of this text is a table with two rows: 'ACTIVITY TIME' with the value '90-100 min' and 'GROUP SIZE' with the value 'Pairs'. Below the text, there are 'TAGS: Grade 3 Activity Number-3' and a 'Content Background' dropdown menu. The 'Focus' section is partially visible at the bottom, with the text 'Lesson Focus: Skip-counting forward and backward by various numbers'. On the right side, there is a 'Professional Learning' section with a close button and an image of a child with a dog, with the text 'Learning Connections: Number - Counting' below it.

3 Click "print" at top

The screenshot shows the Mathology website interface, similar to the previous one, but with the 'LESSON' tab selected. The 'print' icon (a printer symbol) is highlighted with an orange circle in the top right of the header area. The 'Materials' section is expanded, showing a list of items: 'Class hundred chart or Interactive Hundred Chart', 'Crumpled ball of paper', 'Student Card 2A: Jumping on Clover', and 'Dry-erase markers (1 per pair)'. To the right of this list, there are two boxes: 'ACTIVITY 3' and 'GRADE 3'. Below the materials, there are two sections: 'INSTRUCTIONS' and 'CONSOLIDATION'. The 'INSTRUCTIONS' section includes a sub-section 'Before (10-15 min)' with the text: 'In a circle, students toss a paper ball, saying the next number in a given skip-counting forward sequence as the ball is caught. Students skip-count by 1s, 2s, 5s, 10s, 20s, 25s, 50s, 100s, and 200s, beginning at a multiple of that number. For skip-counting by 2s, students need to...'. The 'CONSOLIDATION' section includes the text: 'Together, skip-count forward and backward by different numbers, using different starting points. Discuss patterns in the 20s, 25s, 50s, 100s, and 200s sequences. Write forward and backward skip-counting sequences, each with a couple of intentional errors or omissions. Have students identify and...'. The right side of the page remains the same as in the previous screenshot.

4

Now save the PDF to your computer

3/18/25, 11:44 AM Counting: Skip-Counting Forward and Backward (Ontario) - Mathology

mathology

Counting
Skip-Counting Forward and Backward (Ontario)

Number **Materials** ACTIVITY GRADE
3 3

- Class hundred chart or Interactive Hundred Chart
- Crumpled ball of paper
- Student Card 28: Jumping on Clover
- Dry-erase markers (1 per pair)
- Math Math 4: Hundred Chart (optional) (PDF) (WORD)
- Practice (PDF) (WORD)
- Exit Ticket (PDF) (WORD)
- Assessment Master (PDF) (WORD)

INSTRUCTIONS

Before (10–15 min)
In a circle, students toss a paper ball, saying the next number in a given skip-counting forward sequence as the ball is caught. Students skip-count by 1s, 2s, 5s, 10s, 20s, 25s, 50s, 100s, and 200s, beginning at a multiple of that number.

For skip-counting by 2s, students need to understand that they skip 1 counting number and say the 2nd number in the sequence. For skip-counting by 5s, they skip 4 counting numbers and say the 5th number.

When students are ready, skip-count backward.

Working on It (20–25 min)
Give each pair a 2- or 3-digit start number, a skip-counting number (e.g., 2, 5, 10, 20, 25, 50, 100, 200), and a dry-erase marker. With time, you might want to consider having students choose their own start numbers.

Rover the grasshopper likes to skip count when he jumps. At lunch time, he jumps forward to the corn. At dinner time, he jumps backward to the wheat.

What To Do
Write your number on the big clover.
Jump to the corn!
• Skip-count on six numbers to get to the corn.
• Write the numbers.
• What number did you write on the corn?
Jump to the wheat!
• Go back to the big clover.
• Skip-count backward six numbers to get to the wheat.
• Write the numbers.
• What number did you write on the wheat?
What patterns do you notice?
Repeat with different numbers.

Differentiated Support
Accommodation: Use Student Card 28 where students skip-count forward by 2s, 5s, and/or 10s to find the missing numbers on a hundred chart from 101–200.
Extension: Have one student choose a start number and skip-counting number (e.g., 2, 5, 10, 20, 25, 50, 100, 200), then do the activity. Partner uses patterns to identify the skip-counting number.