COUNTING IN 5S, 7S AND 60S.

Subject

Mathematics

Prepared By

[Instructor Name]

Grade Level

3

Overview

This lesson plan covers teaching content for;

1. Counting in 5s e.g. 5, 10, 15, 20, etc.
2. Counting in 7s e.g. 7, 14, 21, 28, etc. and converting days of the week.
3. Counting in 60s e.g. 60, 120,180, etc. and converting seconds to minutes and hours.

Objectives

Students should be able to;

1. Multiply single digit numbers by five. Students will be able to skip count.
2. Apply knowledge of counting in groups of fives, sevens and sixties
3. Count and convert days of the week

Activity Starter/Instruction

1. Draw the pupils' attention to your drawing of the hands and ask them to count the fingers on each hand: 5, 10, 15, 20, 25.
2. Ask them to think of other objects or items that come in fives. They may indicate that there are 5 toes on each foot or that there are 5 school days in a week. You can ask them to count the number of toes on 7 feet and so on.
3. Ask pupils where we would usually use counting in sevens.
4. Ask pupils if they can tell the time.

Guided Practice

Day 2/ Lesson 2: 25 Mins

1. Use the hundred square (or number chart as used above) and ask the pupils to start at zero and colour all the numbers that they would count if they were counting in sevens.

Teacher Guide

Day 1/ Lesson 1: 15 Mins

1. Display the number chart/grid (showing numbers from 1 to 100), and remind your students that multiplication is repeated addition.
2. Highlight the fives and zeros column in the grid, and show them the visual pattern that the numbers that end in fives and zeros shows.
3. Explain to students that the second digit from 5 repeats the numbers 0 and 5.
4. Point to the first number on the highlighted hundreds grid.
5. Model how to skip count by 5s to the number fifty while pointing to the hundreds (number) chart.
6. Explain to students that the first number, five, represents how many times the number has been multiplied, which is 1.
7. Explain to students that the equation for this problem would be 5 x 1 = 5.
8. Also explain the fact that each new number is gotten by adding 5 to the previous number.

Materials Required

- Interactive whiteboard
- Hundreds Grid Sheet/ Number Chart (1 -100)
- Skip Counting Assessment Sheet
- Count by Fives worksheet
- Pencils

Additional Resources

- https://www.education.com/lesson-plan/skip-counting-by-5s/
- https://za.pearson.com/content/dam/region-growth/south-africa/pearson-south-africa/TeacherResourceMaterial/9781447978411_ngm_mat_pr4_tg_eng_ng_screen.pdf
- http://lessonplanspage.com/mathpassthepapergame-skipcountingk4.htm/

Additional Notes

2. Ask pupils to use the hundred square (numbers grid) to help them practice counting in sevens starting at zero.
3. Make the activity a little more challenging by asking them to start counting at any other number.
4. Ask pupils where we would usually use counting in sevens.
5. Explain to them that because there are seven days in a week, if we wanted to calculate the number of days in a certain number of weeks we could count in sevens.
6. Use the information at the beginning of this section to explain to the pupils how they can count in sevens and calculate the number of days in a certain amount of weeks.

9. Ask students to create another equation based on the next highlighted square.

Guided Practice

Day 3/ Lesson 3: 25 Mins

1. Revise concepts of how many minutes in an hour and how many seconds in a minute.
2. Ask the pupils to count in sixties. As they count, place the correct number onto the board.
3. Encourage them to continue counting as far as they can.
4. Repeat the information that there are 60 seconds in a minute and 60 minutes in one hour.
5. Work through some examples and encourage the pupils to repeat the counting exercise as in step 2 and 3 above. This repetition will ensure that the concept is consolidated for the pupils.
6. Pupils may need assistance where they are working with bigger numbers.

Assessment Activity

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1. Show the students the blank hundreds grid without any markings.
2. Give your students each one dice, and instruct them to roll the dice once. Instruct them to multiply the number that the dice lands on by five.
3. Have them say the equations quietly, draw the equation by showing the numbers in groups, and write the equation.

Assessment Activity

1. Pupils should be able to count in sevens and therefore, calculate the number of days in a given number of weeks.
2. Ensure pupils can problem solve using division and multiplication by seven or counting in sevens.
3. It is important that pupils can calculate the number of seconds in a minute and the number of minutes in hours.

	4. Once they've finished four examples, have them switch with a peer.	4. Pupils to solve problems using division and multiplication by sixty or counting in sixties.
	5. Have your students continue rolling the dice and practicing in this way by themselves.	
	6. Encourage them to do this without the hundreds grid in front of them so that they can practice multiplying without referring to the chart.	
	7. Ask them to write the equations on their worksheets and solve.	
Summary	`REVIEW 1. Gather the students together, and call out single digit numbers, 2. Have a volunteer come up to the board to write the equation out. 3. Instruct another student to solve and write the answer next to the equation.	1. Ensure pupils can count in fives, sevens and sixties. 2. They should be competent in problem solving using counting in fives, sevens and sixties. 3. Pupils can solve problems in quantitative reasoning involving counting in fives, sevens and sixties (whole numbers).