Skip Counting Chart: By 2s and 5s

Say each count out loud, along each row and on to the next.

By 2s to 50

2	4	6	8	10	12	14	16	18	20
22	24	26	28	30	32	34	36	38	40
42	44	46	48	50					

From 0, every number is even. The last digits go 2, 4, 6, 8, 0, then again.

By 5s to 100

5	10	15	20	25	30	35	40	45	50
55	60	65	70	75	80	85	90	95	100

The last digit takes turns: 5, then 0, all the way.

Skip Counting Chart: By 10s and 100s

Say each count out loud, along each row and on to the next.

By 10s to 200

10	20	30	40	50	60	70	80	90	100
110	120	130	140	150	160	170	180	190	200

Only the tens digit changes, until it rolls over to a new hundred: 90, 100, 110.

By 100s to 1,000

100	200	300	400	500	600	700	800	900	1,000

Only the hundreds digit changes: 100, 200, 300.

Skip Counting Chart: By 3s to 9s

Each count goes to the tenth number. Check it against the pattern under it.

By 3s to 30

3	6	9	12	15	18	21	24	27	30

The digits of each number add up to 3, 6, or 9 (12: 1 + 2 = 3).

By 4s to 40

4	8	12	16	20	24	28	32	36	40

Every other number of the 2s. The last digits go 4, 8, 2, 6, 0, then again.

By 6s to 60

6	12	18	24	30	36	42	48	54	60

Every other number of the 3s. The last digits go 6, 2, 8, 4, 0, then again.

By 8s to 80

8	16	24	32	40	48	56	64	72	80

Every other number of the 4s. The last digits go 8, 6, 4, 2, 0, then again.

By 9s to 90

9	18	27	36	45	54	63	72	81	90

The tens digit goes up by one and the ones digit goes down by one.

By 7s to 70

7	14	21	28	35	42	49	56	63	70

Every last digit from 0 to 9 comes once. Cross each ten by making 10 first.

For Grown-Ups: How to Use These Charts

A few minutes at a time, read aloud together. For first to third grade. Print it before the worksheets.

Why use it

Skip counting means counting by the same number each time and saying only the numbers you land on. Each count has a pattern in its last digits, and a child who knows the pattern can check a count without starting again from the beginning.

What it is good for

- Page 1: by 2s to 50 and by 5s to 100, first grade in Texas (1.5(B)).
- Page 2: by 10s to 200 and by 100s to 1,000, second grade (Common Core 2.NBT.A.2).
- Page 3: the 3s, 4s, 6s, 8s, 9s, and 7s to the tenth number, for third grade.

How to use it

1. Count real groups first, such as pairs of socks or hands of five fingers, by ones.
2. Count them again, whispering the numbers in between and saying each landing number loud. Then read that count on the chart, row by row.
3. Read the pattern under the count, and check two or three numbers against it.
4. Cover a number with a coin and ask what is under it, or start in the middle: by 5s from 35.

> **Try saying:** “We say only the last number of each group. Two, four, six. What comes next?”

Tip: The 7s are the hardest to say, because 7 is far from 10. Make 10 first: 14 and 6 is 20, and 1 more is 21.