

Stella's Store

A book about skip counting by five






Aim

Stella's Store demonstrates skip counting by five. Through skip counting, students can explore repeated addition, multiples of five and the set model of multiplication.

These whole-class activities provide students with the opportunity to:

- listen to a story about skip counting
- use number tracks to explore skip counting
- identify the pattern formed when counting by five
- relate skip counting to analogue clocks
- write addition and multiplication number sentences

Activities

1. Listening to the story
2. Using materials to act out the story
3. Counting in steps of five
4. Using the teaching tool to act out the story 
5. Making jumps on a number track
6. Making more jumps on a number track
7. Counting on a clock
8. Exploring place value
9. Writing number sentences – addition 
10. Writing number sentences – multiplication 

I. Listening to the story

Resources

- *Stella's Store*

Activity

Show the cover of *Stella's Store* and read the title aloud. Encourage volunteers to predict what they think the story might be about. Read the story without discussion. Read the story again and ask, **What is happening in the story? What do you see in each picture?** Encourage students to explain that there are different types of shells but all the shells come in groups of five. Read pages 8–9 of the story and have the students count in steps of five as you point to each group of shells. Say, **There are two buckets of five and one group of five shells on the beach. There are 15 shells in total.** Repeat for each double-page spread of *Stella's Store*.

2. Using materials to act out the story

Resources

- *Stella's Store*
- A collection of seashells – 5 shells for each student
- A small, resealable plastic bag for each student

Preparation

If seashells are not available, make multiple copies of Support 1 (see attached) so that each student has five shells.

Activity

Direct each student to place five shells in their bag and seal it. Have them swap bags with a partner who should make sure there are five shells in the bag. Stand in front of the students and say, **I am Stella and you are waves. When I say your name make a whooshing wave sound and give me your shells.** Read through *Stella's Store* and call a student's name at the appropriate times. When they give you their shells ask them to say how many you have in total. Repeat with other students, stopping regularly to count the total by fives. At the conclusion of pages 14–15, continue the story without the book up to 50 shells. Then repeat using different students' shells.



3. Counting in steps of five

Preparation

Arrange the students into small groups.

Activity

Have each group sit to form a circle. Say, **We are going to count in steps of five.** Demonstrate the activity with one group first. Guide one student from the group to hold up one open hand and say, “Five”. They then hold up their other hand and say, “Ten”. Next, the student to their right holds up one open hand and says, “Fifteen” then their other hand and says, “Twenty”. The students continue taking turns around the circle to continue the count to 30. Have each group perform the activity, starting with different students each time. Extend the activity by having the students count beyond 30, or count back from 30 in steps of five.

4. Using the teaching tool to act out the story



Resources

- *Teaching Tool*
- *Stella's Store*

Activity

Make sure all the students can see the *Teaching Tool*. Read pages 2–3 of *Stella's Store*. Ask, **How many shells washed up on the shore? How many shells are now in the store?** Invite a student to use the *Teaching Tool* and click and drag a group of five shells onto the bottom of the beach in the work area to show five shells washing up on the shore. Then have them swap the shells for a bucket and move it to the top of the beach and say the total. Continue acting out the story to the end. Afterward, point to each group of five shells, using the drawing tool to write the numerals 5, 10, 15 and so on as you count with the students.



5. Making jumps on a number track

Resources

- Support 2 (see attached)
- Scissors
- Sticky tape
- Counters – 11 for each pair of students

Preparation

Make one copy of Support 2 for each pair of students.

Activity

Move the students into pairs and distribute the materials. Direct the students to cut out the number track pieces and stick them together to make one long track from 1–50. Say, **Place a counter on 5. If we count by fives, what will be the next number we put a counter on? How do you know?** Point out that there are five jumps of 1 from 5 to 10, so 10 must be the next number. Have the students place counters on all the remaining numbers they will say when they count by fives. Have one student in each pair place another counter above the 5 and put their finger tip on the counter. Direct them to move their finger in a jump from 5 to 10, then 10 to 15, and so on, as you count by fives. Repeat with the other student in each pair. Retain the students' number tracks for use in Activity 6.



6. Making more jumps on a number track

Resources

- Students' number tracks from Activity 5
- Counters

Preparation

If the students' number tracks are not available from Activity 5, make one copy of Support 2 (see attached) for each pair of students. Have them cut out the number track pieces and stick them together to make one long track from 1–50.

Activity

Move the students into pairs. Distribute the number tracks and say, **Choose one colour of counter. Place a counter on 6. If we count by fives from six, what other numbers will we say? How do you know?** Discuss the students' ideas, counting by ones if necessary to find the numbers 11, 16, 21 and so on. Say, **Place counters on all the numbers we will say if we make jumps of five when we start at 6. Use counters that are all the same.** Then say, **Now place a different colour counter on 5. If we count by fives, what numbers will we say? How do you know? Place the same colour counters on all those numbers. What do you notice?** Point out how since six is one more than five all the other numbers counted starting at 6 will be one more than all the numbers starting at 5. Ask, **If we start at 4 and count by fives, what numbers will we say? How do you know?**



7. Counting on a clock

Resources

- An analogue clock showing minutes or *Flare Clocks*

Activity

Discuss what the students know about reading clocks to tell the time. Display the clock face and explain that the lines around the clock show minutes. Say, **When the long hand moves from one line to the next, one minute has passed so the space between each pair of lines is one minute. How many minutes are between the 12 and the 1? How many minutes are between the 1 and the 2?** Point out that each pair of consecutive numbers has five spaces between them so there are five minutes between each number. Say, **The numbers tell us about hours but they also tell us how many groups of five minutes there are around the clock. The 1 tells us there is one group of five minutes between 12 and 1. The 2 tells us there are two groups of five minutes between 12 and 2. How many minutes in total is there between the 12 and the 2?** Point to each number as you slowly skip count in fives around the clock.

8. Exploring place value

Resources

- A sheet of paper for each student

Activity

Have each student draw a vertical line on their sheet of paper.

Model how to write 5, 10, and 15 as shown right. Have the students continue to write all the numbers up to 45 that they would say when skip counting by fives. Afterward, say, **Look at the digits in the Ones column. What pattern do you notice?** (The digits alternate between 5 and 0.) **What do you notice about the digits in the Tens column?**

Tens	Ones
	5
I	0
I	5

(After 5, there are pairs of digits.) Write 7 in the Tens column of your diagram and say, **Imagine we keep counting by fives. If we write a 7 in the Tens column, what digits will you write in the Ones column? How do you know?** Repeat for 8 and then 9 written in the Tens column. To extend the activity, some students may like to explore the pattern beyond 100.



9. Writing number sentences – addition



Resources

- *Teaching Tool*

Activity

Make sure all the students can see the *Teaching Tool*. Click and drag five shells onto the beach then drag another five shells onto the beach. Write **5 and 5 is** _____ in the white panel at the bottom of the screen. Ask, **What should we write to finish the sentence?** Click and drag another five shells onto the beach and ask, **What sentence should we write to describe the picture now?** Adjust the last part of the previous sentence to read **5 and 5 and 5 is 15**. Repeat with other numbers of shells. If the students are ready, use the addition and equality symbols in the sentences.

10. Writing number sentences – multiplication

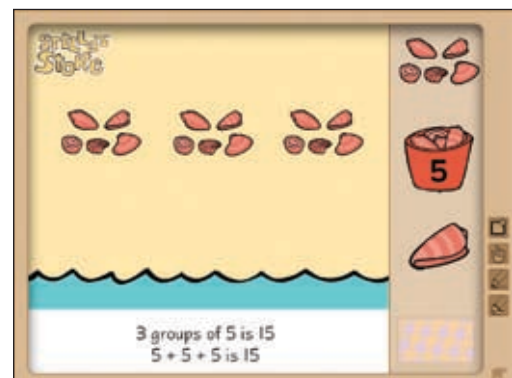


Resources

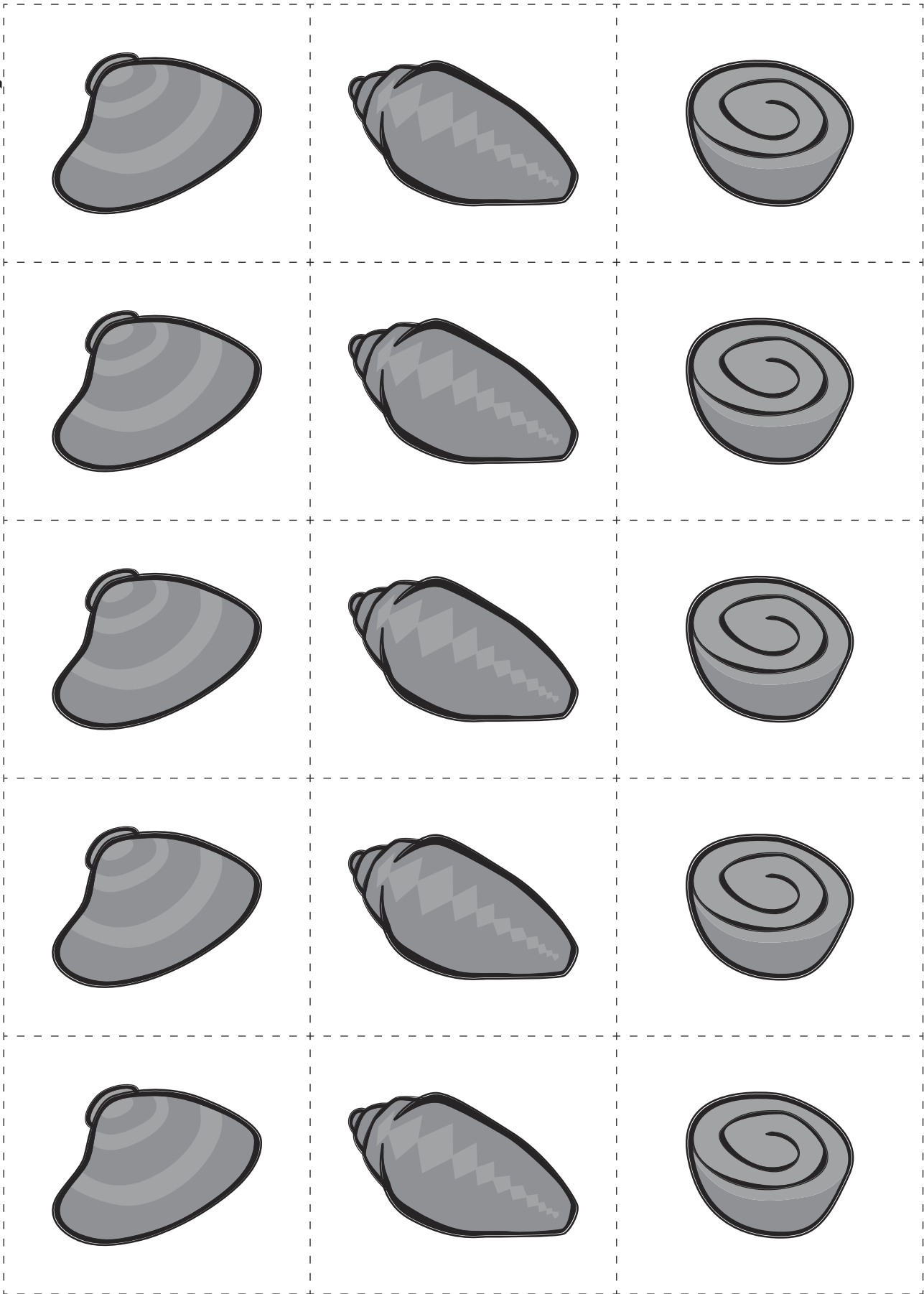
- *Teaching Tool*

Activity

Make sure all the students can see the *Teaching Tool*. Click and drag five shells onto the beach then drag another five shells onto the beach. Write **2 groups of 5 is** _____ in the white panel at the bottom of the screen. Ask, **What should we write to finish the sentence?** Click and drag another five shells onto the beach and ask, **What sentence should we write to describe the picture now?** Adjust the last part of the previous sentence to read **3 groups of 5 is 15**. Repeat with other numbers of shells. To extend the activity, relate this activity to Activity 9 and write two sentences for each new picture as shown in the example right.



Shells



Number Track



1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

11	12	13	14	15	16	17	18	19	20
----	----	----	----	----	----	----	----	----	----

21	22	23	24	25	26	27	28	29	30
----	----	----	----	----	----	----	----	----	----

31	32	33	34	35	36	37	38	39	40
----	----	----	----	----	----	----	----	----	----

41	42	43	44	45	46	47	48	49	50
----	----	----	----	----	----	----	----	----	----