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Lizards of all stripes, spots, and colors come from far and wide to put on the Great Leaping Lizard Show! Count along by five and ten to get all fifty lizards ready for the show.

Ages: 4 to 8 years**Interest Level:**

Preschool to 3rd Grade

ATOS Reading Level:

Not available

Lexile: Not available**ISBN:** 9780060001322**Copyright:** 2005

Leaping Lizards

Will there be enough lizards for the show?

Topics: skip counting by 5s and 10s

Math Connections: Use *Leaping Lizards* to introduce and practice skip counting by 5s and 10s. Practicing counting by fives and tens sets your child up for success with counting money, telling time, place value, and multiplication.

Five and ten are both important landmark numbers in our base ten number system. We have five fingers on each hand for a total of ten fingers; and five toes on each foot for a total of ten toes. Counting by fives is useful for telling time on an analog clock. To count the elapsed time between 1:45 and 2:10, count by fives: 5 (1:50), 10 (1:55), 15 (2:00), 20 (2:05), 25 (2:10) = 25 minutes.



Ten is the basis of place value. In a multi-digit number, each time you move over one place to the right or left, the value of the digit changes by a factor of ten. Tens are also the basis of our system of money. Practice counting a group of nickels to count by fives or a group of dimes to count by tens.

Skip counting is an important introduction to multiplication. When we skip count, we are saying the multiples of a number: 5, 10, 15, 20,... These are all multiples of five. Talk about skip counting and practice with different numbers. For example to practice skip counting by two, count pairs of shoes: 2, 4, 6, 8...

The way the lizards are shown in the book is an *array*. Arrays show objects in an organized way that makes counting easier. The use of arrays leads to conceptual knowledge of multiplication and not simply the memorization of multiplication facts. Ask your child to arrange a collection in an array to make counting easier.

Extension Questions:

1. In what situations do you often see fives and tens?
2. How could you use skip counting?
3. When could you use the multiples of five and ten?
4. Using a 100 chart ([print one here](#) or make your own), color in all the multiples of 5. Then color in all the multiples of 10 in a different color. What do you notice? What do you wonder?

Vocabulary for Building Math Concepts	add, altogether, count, fifteen, fifty, first, five, forty, four, half, more, one, soon, ten, thirty, three, twenty, twenty-five, two
Vocabulary for Extending Math Concepts	array, skip counting
Vocabulary for Reading Comprehension	lazy, lizard, skeeters, weather

Spanish Title: Not available

Related Books: *How Many Seeds in a Pumpkin?* by Margaret McNamara; *One Hundred Hungry Ants* by Elinor J. Pinczes

Find this book at your local library: https://www.worldcat.org/title/leaping-lizards/oclc/671295618&referer=brief_results

Early Math Project Resources:

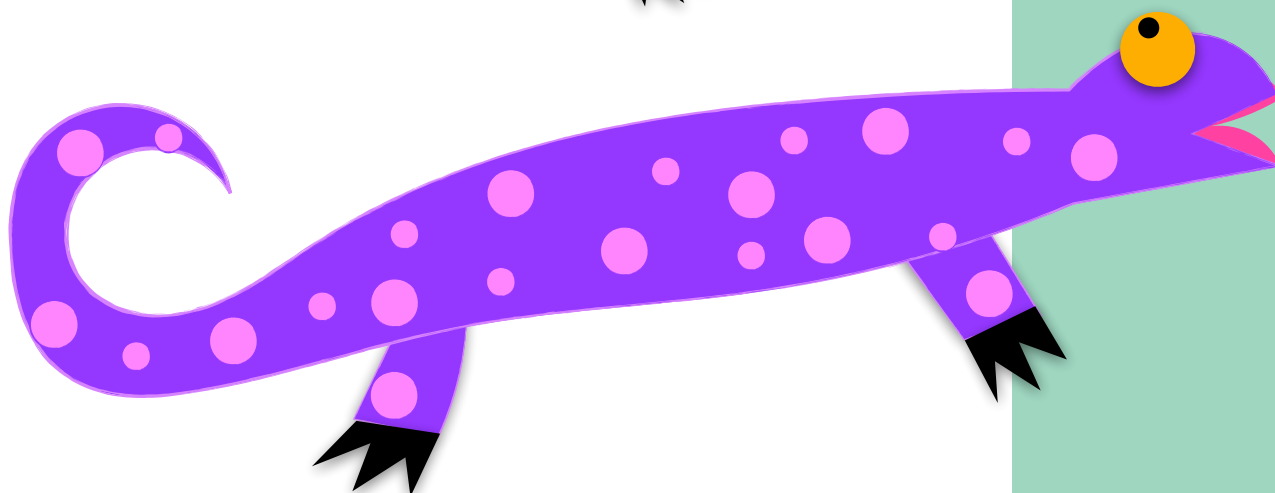
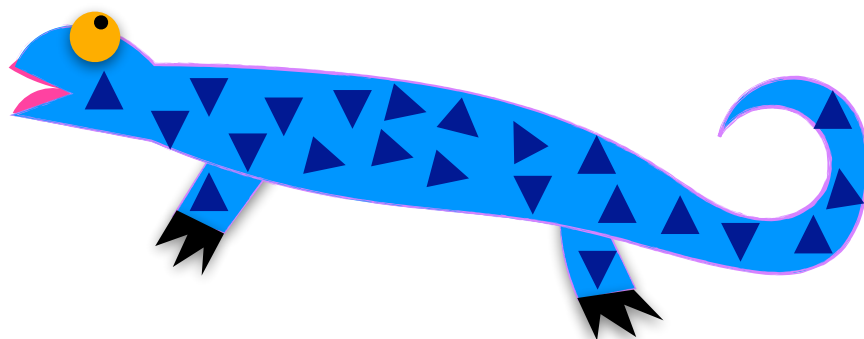
The Game of Pass: <https://bit.ly/2SkCNhr> (English)

Spanish Version Coming Soon!

Online Resources:

Activities for Leaping Lizard on the author’s website Math Start: <https://bit.ly/35fwYV4>

21 Skip Counting Activities from We Are Teachers: <https://bit.ly/359CRDr>



EARLY MATH PROJECT LITERATURE REVIEW

Age Level	Related Preschool Foundations and CA State Standards
Preschool/TK	Preschool Learning Foundations https://bit.ly/34vEeN3
Preschool/TK	Number Sense 1.1 Recite numbers in order with increasing accuracy. 1.4 Count objects, using one-to-one correspondence (one object for each number word) with increasing accuracy. 1.5 Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).
Grades K-3	California Common Core State Math Standards https://bit.ly/31No7bP
Kindergarten	Counting and Cardinality K.CC.1, K.CC.2 Know number names and the count sequence. K.CC.4, K.CC.5 Count to tell the number of objects.
Grade 1	Operations and Algebraic Thinking 1.OA.5 Relate counting to addition and subtraction Number and Operations in Base Ten 1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
Grade 2	Operations and Algebraic Thinking 2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns... Number and Operations in Base Ten 2.NBT.2 Count within 1000; skip-count by 2s, 5s, 10s, and 100s. CA
Grade 3	Operations and Algebraic Thinking 3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. 3.OA.7 Fluently multiply and divide within 100 Number and Operations in Base Ten 3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90

