

Name: \_\_\_\_\_

Count on 3 (+3): 3 [ A ]



+ 1 2 **3** Rnbw 0&10 Dble Dble+1 9 8 All

**Add Three - "Count On" Strategy with a Number Line**

Add 3 facts are taught using a COUNT ON strategy. A number line will help children to visualize this operation which "skips" two numbers and lands on the next one.

Use the number line to help you count on 3.

Do not count on your fingers.



**Count on 3**

- |                     |                    |
|---------------------|--------------------|
| 1) $10 + 3 =$ _____ | 6) $2 + 3 =$ _____ |
| 2) $7 + 3 =$ _____  | 7) $8 + 3 =$ _____ |
| 3) $3 + 3 =$ _____  | 8) $6 + 3 =$ _____ |
| 4) $1 + 3 =$ _____  | _____              |
| 5) $5 + 3 =$ _____  | _____              |

Add Three - "Have the student use counters, rather than fingers."

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aining

Use ten frames to help with these count on 3 facts.

**Count on 3**

- |                      |                     |
|----------------------|---------------------|
| 11) $0 + 3 =$ _____  | 16) $1 + 3 =$ _____ |
| 12) $9 + 3 =$ _____  | 17) $7 + 3 =$ _____ |
| 13) $10 + 3 =$ _____ | 18) $6 + 3 =$ _____ |
| 14) $4 + 3 =$ _____  | 19) $5 + 3 =$ _____ |
| 15) $2 + 3 =$ _____  | 20) $3 + 3 =$ _____ |

This worksheet is part of the Professor Pete's Classroom eBook "Let's Go! Addition Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: \_\_\_\_\_

Count on 3 (+3): 3 [ B ]



+ 1 2 **3** Rnbw 0&10 Dble Dble+1 9 8 All

**Add Three Turn Arouds - "Count On" Strategy with a Number Line**

Do not let students start on 3 then count on the added number. Rather, have the students find the larger number on the number line and count on three from there.

Use the number line to help you count on 3.

Do not count on your fingers.



**Count on 3 turn arounds**

- |                    |                     |
|--------------------|---------------------|
| 1) $3 + 9 =$ _____ | 6) $3 + 10 =$ _____ |
| 2) $3 + 4 =$ _____ | 7) $3 + 7 =$ _____  |
| 3) $3 + 6 =$ _____ | 8) $3 + 0 =$ _____  |
| 4) $3 + 5 =$ _____ |                     |
| 5) $3 + 1 =$ _____ |                     |

Add Three - "Have the student substitute the number"

ee, rather,

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Use ten frames to help with these count on 3 facts.

**Count on 3 turn arounds**

- |                      |                     |
|----------------------|---------------------|
| 11) $3 + 8 =$ _____  | 16) $3 + 2 =$ _____ |
| 12) $3 + 9 =$ _____  | 17) $3 + 0 =$ _____ |
| 13) $3 + 10 =$ _____ | 18) $3 + 1 =$ _____ |
| 14) $3 + 3 =$ _____  | 19) $3 + 6 =$ _____ |
| 15) $3 + 5 =$ _____  | 20) $3 + 4 =$ _____ |

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Name: \_\_\_\_\_

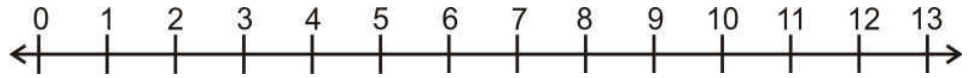
Count on 3 (+3): 3 [ C ]



+	1	2	3	Rnbw	0&10	Dble	Dble+1	9	8	All
---	---	---	---	------	------	------	--------	---	---	-----

Use the number line to help count on 3.

Do not use your fingers.



## Count on 3

- |                    |                     |
|--------------------|---------------------|
| 1) $1 + 3 =$ _____ | 6) $10 + 3 =$ _____ |
| 2) $5 + 3 =$ _____ | 7) $0 + 3 =$ _____  |
| 3) $8 + 3 =$ _____ | 8) $6 + 3 =$ _____  |
| 4) $3 + 3 =$ _____ | 9) $2 + 3 =$ _____  |
| 5) $7 + 3 =$ _____ | 10) $4 + 3 =$ _____ |

## Addition missing numbers

- |                                  |
|----------------------------------|
| 21) $1 + \underline{\quad} = 4$  |
| 22) $5 + \underline{\quad} = 8$  |
| 23) $4 + \underline{\quad} = 7$  |
| 24) $6 + \underline{\quad} = 9$  |
| 25) $9 + \underline{\quad} = 12$ |

## Turn around

- |                     |
|---------------------|
| 11) $3 + 1 =$ _____ |
| 12) $3 + 7 =$ _____ |
| 13) $3 + 6 =$ _____ |
| 14) $3 + 8 =$ _____ |
| 15) $3 + 1 =$ _____ |



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## Revision

- |                                 |                     |
|---------------------------------|---------------------|
| 31) $\underline{\quad} + 1 = 2$ | 36) $2 + 4 =$ _____ |
| 32) $\underline{\quad} + 1 = 8$ | 37) $2 + 5 =$ _____ |
| 33) $\underline{\quad} + 3 = 7$ | 38) $1 + 5 =$ _____ |
| 34) $\underline{\quad} + 3 = 5$ | 39) $2 + 9 =$ _____ |
| 35) $\underline{\quad} + 2 = 6$ | 40) $2 + 1 =$ _____ |



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