

Time:

Score:

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

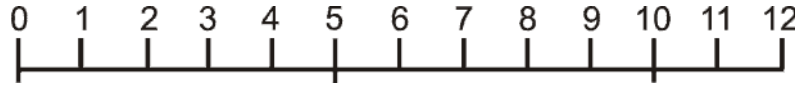


+ 1 2 **3** Rnbw 0&10 Dble Dble+1 9 8 All

**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 count on.  
Do not use your fingers.



**Count on 3**

- 1)  $2 + 3 =$  \_\_\_\_\_
- 2)  $8 + 3 =$  \_\_\_\_\_
- 3)  $0 + 3 =$  \_\_\_\_\_
- 4)  $1 + 3 =$  \_\_\_\_\_
- 5)  $10 + 3 =$  \_\_\_\_\_
- 6)  $7 + 3 =$  \_\_\_\_\_
- 7)  $3 + 3 =$  \_\_\_\_\_
- 8)  $0 + 3 =$  \_\_\_\_\_
- 9)  $3 + 3 =$  \_\_\_\_\_
- 10)  $10 + 3 =$  \_\_\_\_\_
- 11)  $6 + 3 =$  \_\_\_\_\_
- 12)  $3 + 3 =$  \_\_\_\_\_
- 13)  $8 + 3 =$  \_\_\_\_\_
- 14)  $9 + 3 =$  \_\_\_\_\_
- 15)  $6 + 3 =$  \_\_\_\_\_
- 16)  $5 + 3 =$  \_\_\_\_\_
- 17)  $3 + 3 =$  \_\_\_\_\_
- 18)  $9 + 3 =$  \_\_\_\_\_
- 19)  $6 + 3 =$  \_\_\_\_\_
- 29)  $2 + 3 =$  \_\_\_\_\_
- 30)  $9 + 3 =$  \_\_\_\_\_

**Turn arounds**

- 31)  $3 + 6 =$  \_\_\_\_\_
- 32)  $3 + 1 =$  \_\_\_\_\_
- 33)  $3 + 2 =$  \_\_\_\_\_
- 34)  $3 + 7 =$  \_\_\_\_\_
- 46)  $3 + 10 =$  \_\_\_\_\_
- 47)  $3 + 5 =$  \_\_\_\_\_
- 48)  $3 + 0 =$  \_\_\_\_\_
- 49)  $3 + 9 =$  \_\_\_\_\_
- 59)  $3 + 9 =$  \_\_\_\_\_
- 60)  $3 + 2 =$  \_\_\_\_\_

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**Missing numbers**

- 61)  $3 + \underline{\quad} = 13$
- 62)  $3 + \underline{\quad} = 5$
- 63)  $3 + \underline{\quad} = 9$
- 64)  $3 + \underline{\quad} = 6$
- 65)  $3 + \underline{\quad} = 12$
- 66)  $3 + \underline{\quad} = 11$
- 67)  $3 + \underline{\quad} = 7$
- 68)  $3 + \underline{\quad} = 8$
- 69)  $3 + \underline{\quad} = 10$
- 70)  $3 + \underline{\quad} = 4$

**Revision**

- 71)  $2 + 7 =$  \_\_\_\_\_
- 72)  $1 + 10 =$  \_\_\_\_\_
- 73)  $2 + 6 =$  \_\_\_\_\_
- 74)  $2 + 9 =$  \_\_\_\_\_
- 75)  $1 + 8 =$  \_\_\_\_\_
- 76)  $1 + 2 =$  \_\_\_\_\_
- 77)  $1 + 7 =$  \_\_\_\_\_
- 78)  $1 + 3 =$  \_\_\_\_\_
- 79)  $1 + 1 =$  \_\_\_\_\_
- 80)  $1 + 5 =$  \_\_\_\_\_



This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Addition Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Time:

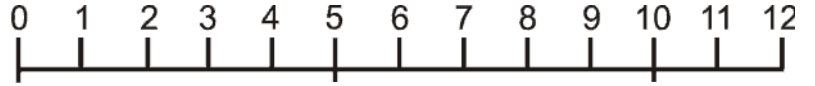
Score:

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



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

Use the number line to help count on.  
Do not use your fingers.



**Count on 2**

- 1)  $5 + 3 =$  \_\_\_\_\_ 16)  $5 + 3 =$  \_\_\_\_\_
- 2)  $9 + 3 =$  \_\_\_\_\_ 17)  $8 + 3 =$  \_\_\_\_\_
- 3)  $10 + 3 =$  \_\_\_\_\_ 18)  $1 + 3 =$  \_\_\_\_\_
- 4)  $0 + 3 =$  \_\_\_\_\_ 19)  $0 + 3 =$  \_\_\_\_\_
- 5)  $1 + 3 =$  \_\_\_\_\_ 20)  $6 + 3 =$  \_\_\_\_\_
- 6)  $4 + 3 =$  \_\_\_\_\_ 21)  $3 + 3 =$  \_\_\_\_\_
- 7)  $6 + 3 =$  \_\_\_\_\_
- 8)  $3 + 3 =$  \_\_\_\_\_
- 9)  $4 + 3 =$  \_\_\_\_\_
- 10)  $7 + 3 =$  \_\_\_\_\_
- 11)  $2 + 3 =$  \_\_\_\_\_
- 12)  $9 + 3 =$  \_\_\_\_\_
- 13)  $7 + 3 =$  \_\_\_\_\_
- 14)  $3 + 3 =$  \_\_\_\_\_
- 15)  $6 + 3 =$  \_\_\_\_\_

**Turn arounds**

- 31)  $3 + 7 =$  \_\_\_\_\_ 46)  $3 + 7 =$  \_\_\_\_\_
- 32)  $3 + 7 =$  \_\_\_\_\_ 47)  $3 + 10 =$  \_\_\_\_\_
- 33)  $3 + 2 =$  \_\_\_\_\_ 48)  $3 + 5 =$  \_\_\_\_\_
- 34)  $3 + 5 =$  \_\_\_\_\_ 49)  $3 + 6 =$  \_\_\_\_\_
- 35)  $3 + 1 =$  \_\_\_\_\_ 50)  $3 + 6 =$  \_\_\_\_\_
- 36)  $3 + 4 =$  \_\_\_\_\_ 51)  $3 + 7 =$  \_\_\_\_\_

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**Missing numbers**

- 61) \_\_\_ + 3 = 5      66) \_\_\_ + 3 = 4
- 62) \_\_\_ + 3 = 12      67) \_\_\_ + 3 = 6
- 63) \_\_\_ + 3 = 8      68) \_\_\_ + 3 = 10
- 64) \_\_\_ + 3 = 9      69) \_\_\_ + 3 = 11
- 65) \_\_\_ + 3 = 13      70) \_\_\_ + 3 = 7

**Revision**

- 71)  $1 + 7 =$  \_\_\_\_\_ 76)  $1 + 4 =$  \_\_\_\_\_
- 72)  $1 + 8 =$  \_\_\_\_\_ 77)  $1 + 5 =$  \_\_\_\_\_
- 73)  $1 + 9 =$  \_\_\_\_\_ 78)  $2 + 3 =$  \_\_\_\_\_
- 74)  $2 + 7 =$  \_\_\_\_\_ 79)  $2 + 1 =$  \_\_\_\_\_
- 75)  $2 + 10 =$  \_\_\_\_\_ 80)  $2 + 8 =$  \_\_\_\_\_



This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Addition Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Plus 3 facts are taught using a COUNT ON strategy: Students who are familiar with the sequence of counting numbers can mentally "count on" three more numbers. A number line will help children to visualize this operation which "skips" two numbers and lands on the next one.

Time:

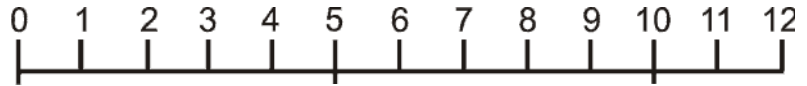
Score:

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.  
Do not use your fingers.



**Count on 2**

- 1)  $6 + 3 =$  \_\_\_\_\_
- 2)  $2 + 3 =$  \_\_\_\_\_
- 3)  $8 + 3 =$  \_\_\_\_\_
- 4)  $1 + 3 =$  \_\_\_\_\_
- 5)  $9 + 3 =$  \_\_\_\_\_
- 6)  $3 + 3 =$  \_\_\_\_\_
- 7)  $7 + 3 =$  \_\_\_\_\_
- 8)  $1 + 3 =$  \_\_\_\_\_
- 9)  $3 + 3 =$  \_\_\_\_\_
- 10)  $4 + 3 =$  \_\_\_\_\_
- 11)  $3 + 3 =$  \_\_\_\_\_
- 12)  $6 + 3 =$  \_\_\_\_\_
- 13)  $10 + 3 =$  \_\_\_\_\_
- 14)  $6 + 3 =$  \_\_\_\_\_
- 15)  $8 + 3 =$  \_\_\_\_\_

**Turn arounds**

- 16)  $5 + 3 =$  \_\_\_\_\_
- 17)  $5 + 3 =$  \_\_\_\_\_
- 18)  $7 + 3 =$  \_\_\_\_\_
- 19)  $0 + 3 =$  \_\_\_\_\_
- 20)  $3 + 3 =$  \_\_\_\_\_
- 21)  $3 + 3 =$  \_\_\_\_\_
- 31)  $3 + 9 =$  \_\_\_\_\_
- 32)  $3 + 6 =$  \_\_\_\_\_
- 33)  $3 + 10 =$  \_\_\_\_\_
- 34)  $3 + 7 =$  \_\_\_\_\_
- 35)  $3 + 4 =$  \_\_\_\_\_
- 36)  $3 + 3 =$  \_\_\_\_\_
- 46)  $3 + 3 =$  \_\_\_\_\_
- 47)  $3 + 0 =$  \_\_\_\_\_
- 48)  $3 + 4 =$  \_\_\_\_\_
- 49)  $3 + 2 =$  \_\_\_\_\_
- 50)  $3 + 5 =$  \_\_\_\_\_
- 51)  $3 + 2 =$  \_\_\_\_\_

This is a

# PREVIEW

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**Missing numbers**

- 61)  $3 + 3 =$  \_\_\_\_\_
- 62)  $\_\_\_ + 3 = 10$
- 63)  $6 + \_\_\_ = 9$
- 64)  $\_\_\_ + 3 = 5$
- 65)  $9 + 3 =$  \_\_\_\_\_
- 66)  $\_\_\_ + 3 = 8$
- 67)  $1 + \_\_\_ = 4$
- 68)  $\_\_\_ + 3 = 11$
- 69)  $4 + \_\_\_ = 7$
- 70)  $\_\_\_ + 3 = 13$

**Revision**

- 71)  $2 + 8 =$  \_\_\_\_\_
- 72)  $1 + 5 =$  \_\_\_\_\_
- 73)  $2 + 9 =$  \_\_\_\_\_
- 74)  $2 + 2 =$  \_\_\_\_\_
- 75)  $1 + 3 =$  \_\_\_\_\_
- 76)  $2 + 3 =$  \_\_\_\_\_
- 77)  $2 + 10 =$  \_\_\_\_\_
- 78)  $1 + 2 =$  \_\_\_\_\_
- 79)  $2 + 6 =$  \_\_\_\_\_
- 80)  $2 + 7 =$  \_\_\_\_\_



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