

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

Count on 2 (+2): 3 [ A ]



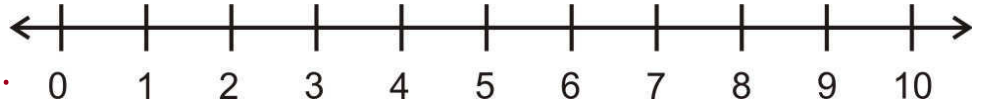
+1 -1 **+2** -2 +3 -3 Rnbw Dble/Hlv Last All

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

Add 2 facts are taught using a COUNT ON strategy. A number line will help children to visualize this operation which "skips" one number and lands on the next one.

Use the number line to help you count on two.

Do not count on your fingers.



**Count on 2**

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

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Add Two - "C  
Have the studen  
rather, they sho

ning counters,

Use a ten frame to help with these count on facts.



**Count on 2**

- |                     |                     |
|---------------------|---------------------|
| 11) $2 + 2 =$ _____ | 16) $1 + 2 =$ _____ |
| 12) $8 + 2 =$ _____ | 17) $7 + 2 =$ _____ |
| 13) $3 + 2 =$ _____ | 18) $5 + 2 =$ _____ |
| 14) $6 + 2 =$ _____ | 19) $0 + 2 =$ _____ |
| 15) $4 + 2 =$ _____ | 20) $4 + 2 =$ _____ |

This worksheet is part of the Professor Pete's Classroom eBook "Let's Go! Addition & Subtraction to 10 Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

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

Count on 2 (+2): 3 [ B ]



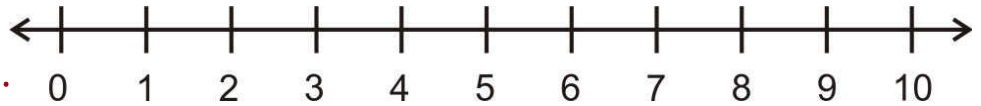
+1 -1 **+2** -2 +3 -3 Rnbw Dble/Hlv Last All

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

Add 2 facts are taught using a COUNT ON strategy. A number line will help children to visualize this operation which "skips" one number and lands on the next one.

Use the number line to help you count on two.

Do not count on your fingers.



**Count on 2**

1)  $7 + 2 =$  \_\_\_\_\_ 6)  $2 + 2 =$  \_\_\_\_\_

2)  $1 + 2 =$  \_\_\_\_\_ 7)  $4 + 2 =$  \_\_\_\_\_

3)  $6 + 2 =$  \_\_\_\_\_ 8)  $0 + 2 =$  \_\_\_\_\_

4)  $3 + 2 =$  \_\_\_\_\_

5)  $8 + 2 =$  \_\_\_\_\_

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Add Two - "C  
Have the studen  
rather, they sho

ning counters,

Use a ten frame to help with these count on facts.



**Count on 2**

11)  $0 + 2 =$  \_\_\_\_\_ 16)  $1 + 2 =$  \_\_\_\_\_

12)  $8 + 2 =$  \_\_\_\_\_ 17)  $6 + 2 =$  \_\_\_\_\_

13)  $4 + 2 =$  \_\_\_\_\_ 18)  $7 + 2 =$  \_\_\_\_\_

14)  $3 + 2 =$  \_\_\_\_\_ 19)  $2 + 2 =$  \_\_\_\_\_

15)  $4 + 2 =$  \_\_\_\_\_ 20)  $5 + 2 =$  \_\_\_\_\_

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

Count on 2 (+2): 3 [ C ]

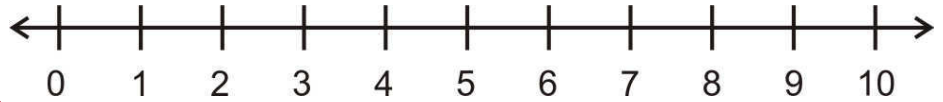


+1	-1	+2	-2	+3	-3	Rnbw	Dble/Hlv	Last	All
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**Add Two - Missing addend with a Number Line**

Have students write the number that they need to start on, to finish on the number on the right side of the equal sign.

Use the number line to help you find the missing number if 2 are added.



**Missing numbers**

1)      + 2 = 8

6) 2 +      = 8

2)      + 2 = 9

7) 2 +      = 7

3)      + 2 = 4

8) 2 +      = 5

4)      +     

5)      +     

This is a

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**Add Two - Mi**  
Have students p  
added.

two were

Use a ten frame to help you find the missing number.



**Missing numbers**

11)      + 2 = 4

16) 2 +      = 4

12)      + 2 = 8

17) 2 +      = 6

13)      + 2 = 9

18) 2 +      = 7

14)      + 2 = 2

19) 2 +      = 8

15)      + 2 = 5

20) 2 +      = 3

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