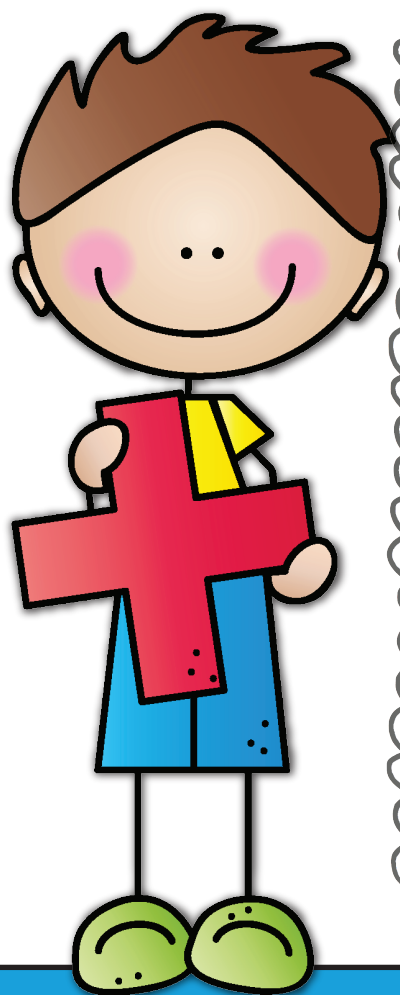


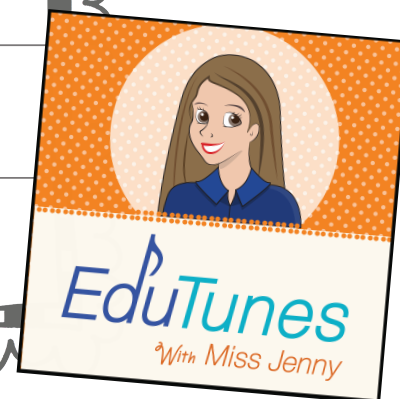
# ADDITION <sup>2</sup> Within 20

## The Counting On Strategy

**FREE!**



★ Give Me Five! 14+ ★				
18	19	16	15	20
15	20	19	17	16
16	17	★ FREE SPACE! ★	18	15
18	19	16	20	17
19	15	17	20	18



Dear Colleagues,

Thanks so much for using my materials! These five super-simple, no-prep, "save-my-ink" games are designed to help your students learn to "count on" to numbers through 20. The only difference between them is that each game starts with a different number. Instead of focusing energy on learning to play a complicated game, 99% of your students' energy will be spent actually learning the skill.

I recommend placing games in sheet protectors. Use them in small groups, and teach children to use them as center activities. Your students will roll a die, count on from the number on the game board, and cover the sum. The goal is to get five in a row. When playing with partners, children can either work together to get five in a row or compete by covering spaces with two different colors. Whoever gets five in a row first wins. Note that often, two players will tie. This is great for the teacher because nobody gets upset. I tell the children that EVERYONE wins no matter who "wins the game" because we're all learning to be better mathematicians.

These games are one small part of my larger "Counting On" set. In my 22 years of teaching, I've learned to promote success through scaffolding instruction, differentiating to meet students' needs, and giving children multiple opportunities to learn a skill. With all this in mind, I have included manipulatives, number lines, nine games (similar to these), a chant, and the following four scaffolded levels of practice pages in this set:

1. Problems accompanied by shaded illustrations that demonstrate the strategy.
2. Problems with spaces for illustrations: Children draw dots to demonstrate the strategy.
3. Sheets that help children to explain their thinking.
4. Combination practice/fluency pages.

I've included samples from the larger set after the game boards, starting on page 10 of this packet. Please click [HERE](#) for the entire "Counting On" set. You can also get a huge BUNDLE of addition through 20 materials [HERE](#). I also have a parallel "Counting Back From 20" 15-game set, available [HERE](#).

I sincerely hope that my work makes a difference for your students this year, and for many years to come. Please follow me on TpT [HERE](#) to learn about sales and to access many more of my materials. Please remember to leave feedback--and you'll earn TpT credits toward future purchases. Feel free to contact me anytime through TpT, or directly at [missjenny@edutunes.com](mailto:missjenny@edutunes.com).

Sincerely,  
Jennifer Kramer  
"Miss Jenny"



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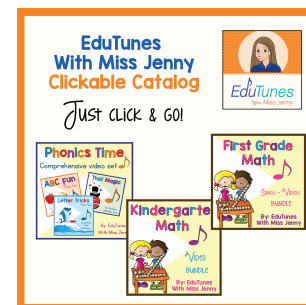
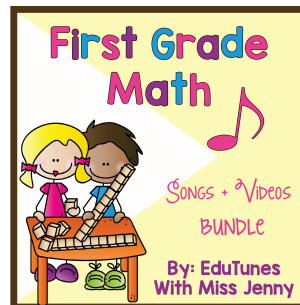
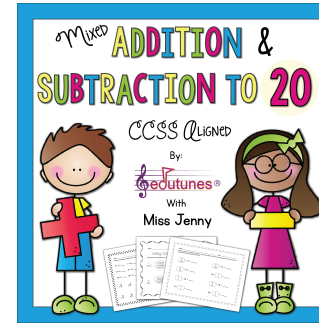
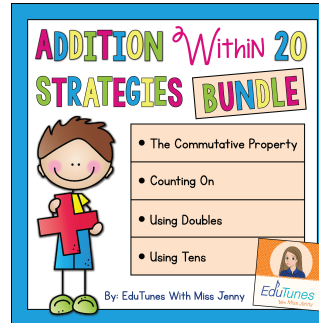
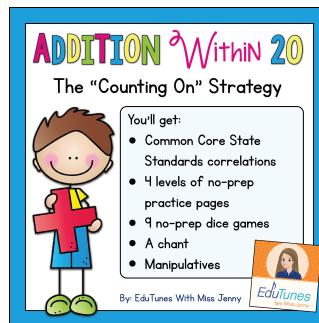
1. Five No-Prep, Save-My-Ink Dice Games

Page 5

2. Samples From the Larger Set

Page 10

Please click  
ON these icons  
FOR MORE!



Directions: Start with the number 7. Then, roll one die, by yourself or with a partner. Next, cover the sum. When you get five in a row, you win! \*\*\*If the answer is already covered, roll again until you find a sum that is on the board.

# ★ Give Me Five! ★

7+

12	13	12	12	10
9	8	13	11	13
11	11	★ FREE SPACE!	13	8
12	8	9	9	10
9	10	11	10	8

Directions: Start with the number 9. Then, roll one die, by yourself or with a partner. Next, cover the sum. When you get five in a row, you win! \*\*\*If the answer is already covered, roll again until you find a sum that is on the board.

# ★ Give Me Five! 9+ ★

12	13	10	15	14
15	14	13	11	13
10	11	FREE SPACE!	12	15
12	13	10	14	11
14	15	11	10	12

Directions: Start with the number 10. Then, roll one die, by yourself or with a partner. Next, cover the sum. When you get five in a row, you win! \*\*\*If the answer is already covered, roll again until you find a sum that is on the board.



Directions: Start with the number 11. Then, roll one die, by yourself or with a partner. Next, cover the sum. When you get five in a row, you win! \*\*\*If the answer is already covered, roll again until you find a sum that is on the board.

★ Give Me Five!

11 +

★

12	13	16	15	14
15	14	13	17	13
16	17		12	15
12	13	16	14	17
14	15	17	16	12



Directions: Start with the number 14. Then, roll one die, by yourself or with a partner. Next, cover the sum. When you get five in a row, you win! \*\*\*If the answer is already covered, roll again until you find a sum that is on the board.

# ★ Give Me Five! 14 + ★

18	19	16	15	20
15	20	19	17	16
16	17	FREE SPACE!	18	15
18	19	16	20	17
19	15	17	20	18

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

## Counting On to Add Through 10

### Level 1: Understanding Through Illustrations

Directions: Use the "Counting On" strategy to solve these problems. Pretend to take the greater number in your hand. Now, add the smaller number to it.

$\begin{array}{c} 2 \\ ** \end{array} + 4 = \underline{\quad}$	$\begin{array}{c} 3 \\ *** \end{array} + 4 = \underline{\quad}$	$\begin{array}{c} 3 \\ *** \end{array} + 5 = \underline{\quad}$
$\begin{array}{c} 2 \\ ** \end{array} + 3 = \underline{\quad}$	$6 + \begin{array}{c} 1 \\ * \end{array} = \underline{\quad}$	$\begin{array}{c} 2 \\ ** \end{array} + 7 = \underline{\quad}$
$\begin{array}{c} 1 \\ * \end{array} + 4 = \underline{\quad}$	$\begin{array}{c} 2 \\ ** \end{array} + 8 = \underline{\quad}$	$\begin{array}{c} 1 \\ * \end{array} + 9 = \underline{\quad}$
$3 + \begin{array}{c} 1 \\ * \end{array} = \underline{\quad}$	$7 + \begin{array}{c} 1 \\ * \end{array} = \underline{\quad}$	$5 + \begin{array}{c} 1 \\ * \end{array} = \underline{\quad}$
$3 + \begin{array}{c} 2 \\ ** \end{array} = \underline{\quad}$	$9 + \begin{array}{c} 1 \\ * \end{array} = \underline{\quad}$	$7 + \begin{array}{c} 2 \\ ** \end{array} = \underline{\quad}$

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

## Counting On to Add Through 20

### Level 1: Understanding Through Illustrations/Vertical

Directions: Use the "Counting On" strategy to solve these problems. Pretend to take the greater number in your hand. Now, add the smaller number to it.

$\begin{array}{r} 10 \\ + 2 \end{array}$	$\begin{array}{r} 10 \\ + 3 \end{array}$	$\begin{array}{r} 2 \text{ ☆☆} \\ + 5 \end{array}$	$\begin{array}{r} 2 \text{ ☆☆} \\ + 12 \end{array}$
$\begin{array}{r} 5 \text{ ☆☆☆☆☆} \\ + 11 \end{array}$	$\begin{array}{r} 9 \\ + 2 \end{array}$	$\begin{array}{r} 1 \text{ ☆} \\ + 13 \end{array}$	$\begin{array}{r} 1 \text{ ☆} \\ + 4 \end{array}$
$\begin{array}{r} 9 \\ + 4 \end{array}$	$\begin{array}{r} 1 \text{ ☆} \\ + 8 \end{array}$	$\begin{array}{r} 6 \\ + 3 \end{array}$	$\begin{array}{r} 16 \\ + 3 \end{array}$

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

## Counting On to Add Through 20

### Level 2: Draw to Show Understanding/Horizontal

Directions: Use the "Counting On" strategy to solve these problems. First, draw dots under the smaller number. Next, pretend to hold the greater number in your hand. Count on to add the smaller number.

$9 + \begin{array}{c} 4 \end{array} = \underline{\quad}$	$7 + \begin{array}{c} 10 \end{array} = \underline{\quad}$	$2 + \begin{array}{c} 17 \end{array} = \underline{\quad}$
$8 + \begin{array}{c} 5 \end{array} = \underline{\quad}$	$15 + \begin{array}{c} 2 \end{array} = \underline{\quad}$	$12 + \begin{array}{c} 7 \end{array} = \underline{\quad}$
$\begin{array}{c} 6 \end{array} + 7 = \underline{\quad}$	$\begin{array}{c} 8 \end{array} + 9 = \underline{\quad}$	$\begin{array}{c} 2 \end{array} + 18 = \underline{\quad}$
$\begin{array}{c} 5 \end{array} + 8 = \underline{\quad}$	$9 + \begin{array}{c} 8 \end{array} = \underline{\quad}$	$12 + \begin{array}{c} 6 \end{array} = \underline{\quad}$

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

## Counting On to Add Through 15

### Level 3: Explain Your Thinking

Directions: Fill in the blanks to show your understanding of the "Counting On" strategy. Remember to start with the greater number.

Example:  $8 + 3 = ?$  I started with (8) and added 3: 9, 10, 11.  $8 + 3 = \underline{11}$ .

- $13 + 2 = ?$  I started with (13) and added 2:       ,       .  $13 + 2 = \underline{\quad}$ .
- $7 + 4 = ?$  I started with (7) and added 4:       ,       ,       ,       .  $7 + 4 = \underline{\quad}$ .
- $7 + 5 = ?$  I started with (7) and added 5:       ,       ,       ,       ,       .  $7 + 5 = \underline{\quad}$ .
- $11 + 2 = ?$  I started with        and added 2:       ,       .  $11 + 2 = \underline{\quad}$ .
- $9 + 3 = ?$  I started with        and added       :       ,       ,       .  $9 + 3 = \underline{\quad}$ .

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

## Counting On to Add Through 20

### Level 4: Mixed Practice/Connection to the Commutative Property of Addition

Directions: Solve the following equations. Draw dots to show the smaller number in the horizontal set. Then, look for number patterns. Write something you notice about the equations below.

$$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array} \begin{array}{r} 9 \\ + 1 \\ \hline \end{array} 0$$

$$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array} \begin{array}{r} 7 \\ + 3 \\ \hline \end{array} 000$$

$$\begin{array}{r} 15 \\ + 5 \\ \hline \end{array} \begin{array}{r} 5 \\ + 15 \\ \hline \end{array} 00000$$

$$\begin{array}{r} 1 \\ + 19 \\ \hline \end{array} \begin{array}{r} 19 \\ + 1 \\ \hline \end{array} 0$$

$$\begin{array}{r} 3 \\ + 17 \\ \hline \end{array} \begin{array}{r} 17 \\ + 3 \\ \hline \end{array} 000$$

$$\begin{array}{r} 14 \\ + 6 \\ \hline \end{array} \begin{array}{r} 6 \\ + 14 \\ \hline \end{array} 000000$$

$$\boxed{2} + 8 = \underline{\quad}$$

$$8 + \boxed{2} = \underline{\quad}$$

$$\boxed{2} + 18 = \underline{\quad}$$

$$8 + \boxed{2} = \underline{\quad}$$

$$12 + \boxed{8} = \underline{\quad}$$

$$18 + \boxed{2} = \underline{\quad}$$

I notice that \_\_\_\_\_  
 \_\_\_\_\_

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

## Counting On to Add Through 20

### Level 4: Mixed Practice

Directions: Solve the following equations using the "Counting On" strategy. Write something you notice about them below.

$$\begin{array}{r} 10 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 16 \\ \hline \end{array}$$

$$12 + 1 = \underline{\quad}$$

$$3 + 8 = \underline{\quad}$$

$$2 + 9 = \underline{\quad}$$

$$1 + 12 = \underline{\quad}$$

$$8 + 3 = \underline{\quad}$$

$$9 + 2 = \underline{\quad}$$

$$6 + 14 = \underline{\quad}$$

$$15 + 4 = \underline{\quad}$$

$$11 + 1 = \underline{\quad}$$

$$14 + 6 = \underline{\quad}$$

$$4 + 15 = \underline{\quad}$$

$$1 + 11 = \underline{\quad}$$

I notice that \_\_\_\_\_  
 \_\_\_\_\_

## Add It On

Add it on. Add it on. Here is how you do it:  
 Take and shake the bigger number. Add the smaller number to it.

$$8 + 3$$

ake 8. Shake it... 9, 10, 11

$$8 + 3 = 11$$

Add it on. Add it on. Here is how you do it:  
 Take and shake the bigger number. Add the smaller number to it.

★ Give Me Five!  $\boxed{\quad} + \boxed{\quad}$  ★

