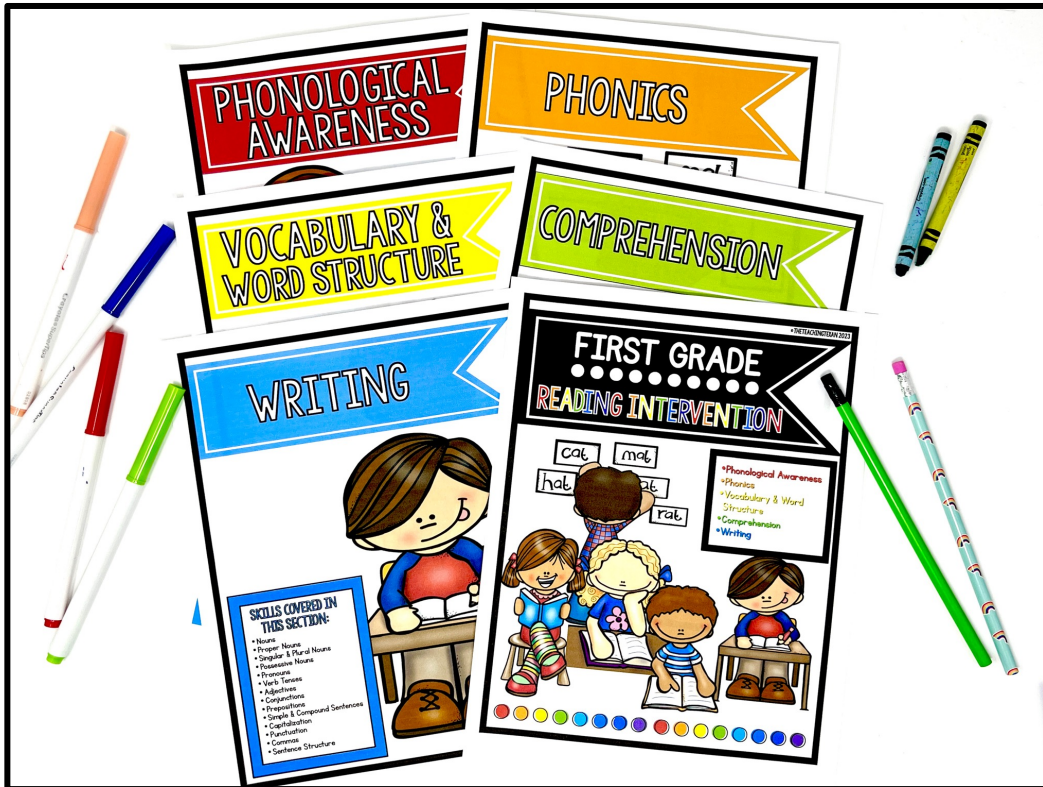
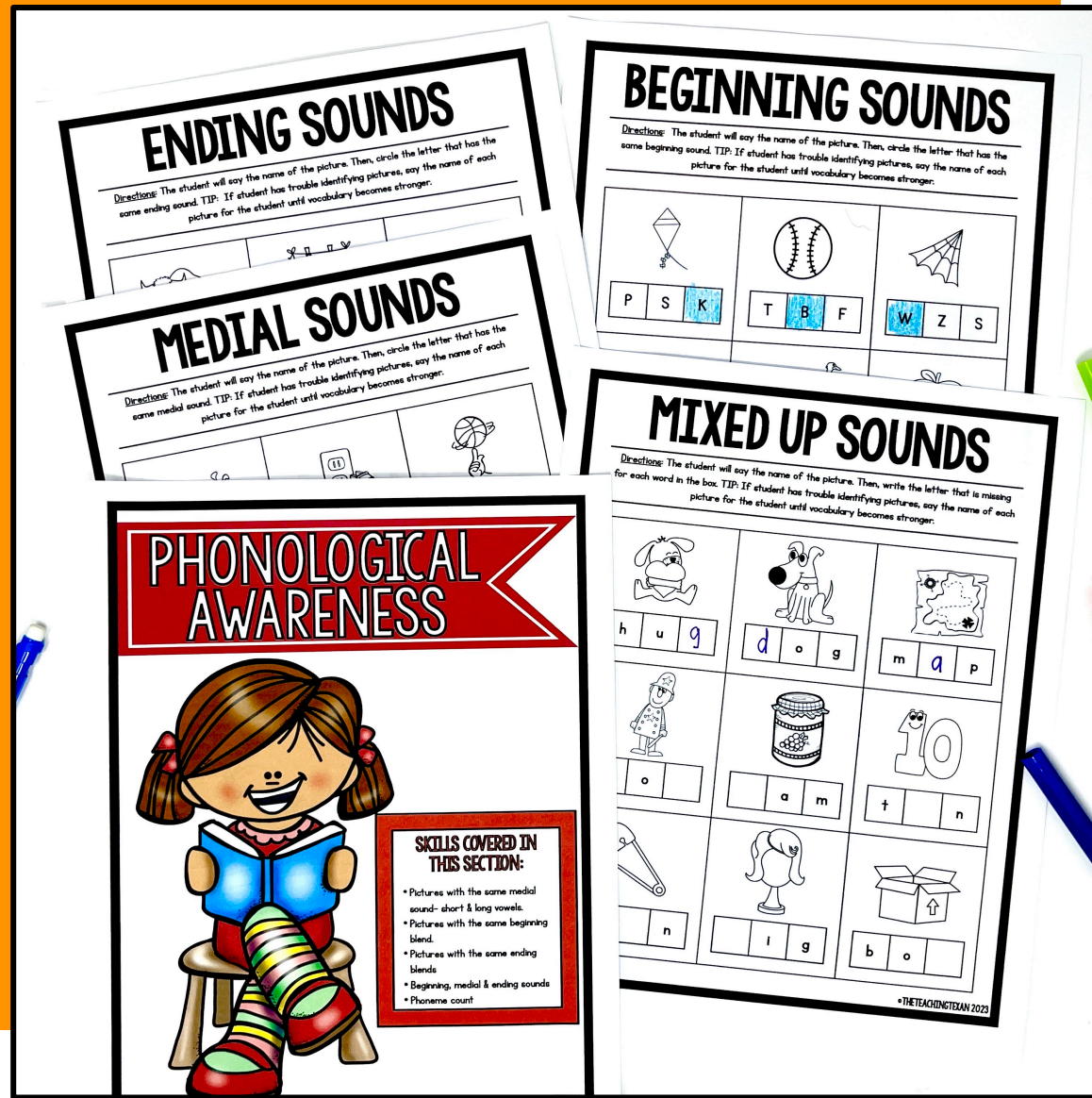


# FIRST GRADE READING & MATH INTERVENTION

Give your students the extra practice they need with over 400 pages of targeted intervention at your fingertips.



# The low-prep reading **INTERVENTION** resource includes 5 content strands!

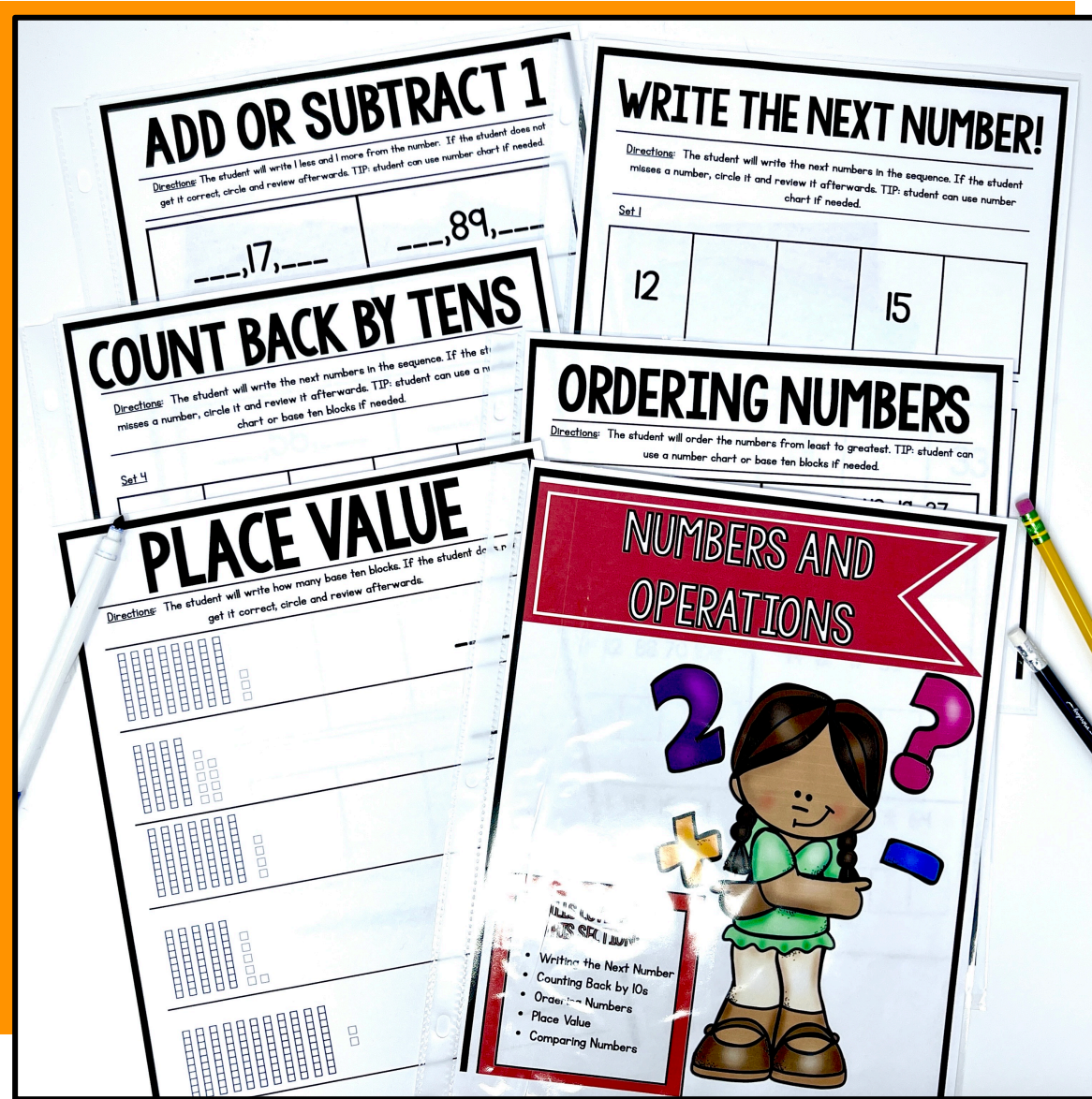


- **Phonological awareness**
- **Comprehension**
- **Phonics**
- **Vocabulary & word structure**
- **Writing**

Each section features tons of printables for intervention.



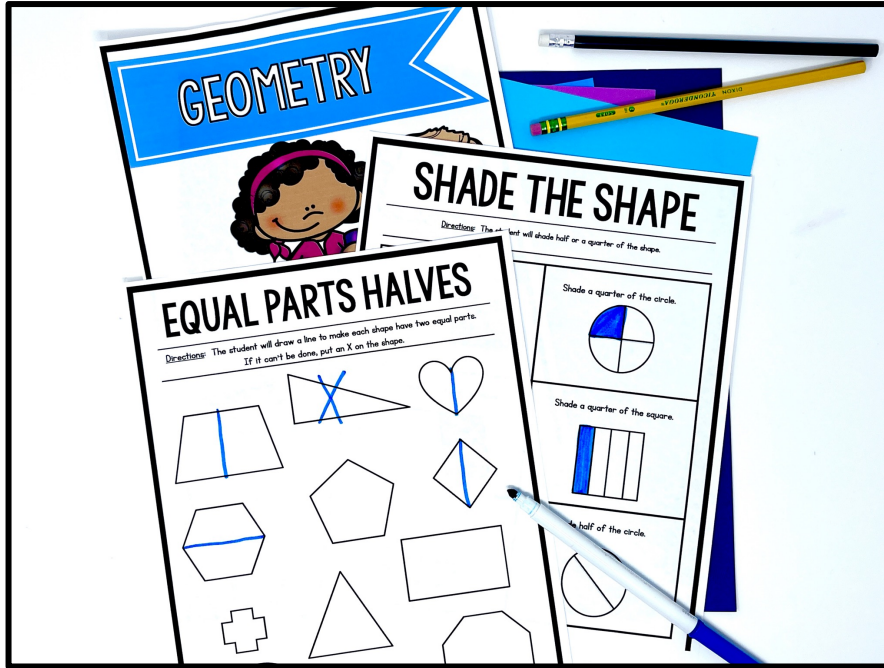
# The low-prep math **INTERVENTION** resource includes **5 content strands!**



- **Numbers and Operations**
- **Operations and Algebraic Thinking**
- **Problem Solving**
- **Geometry**
- **Measurement & Data**

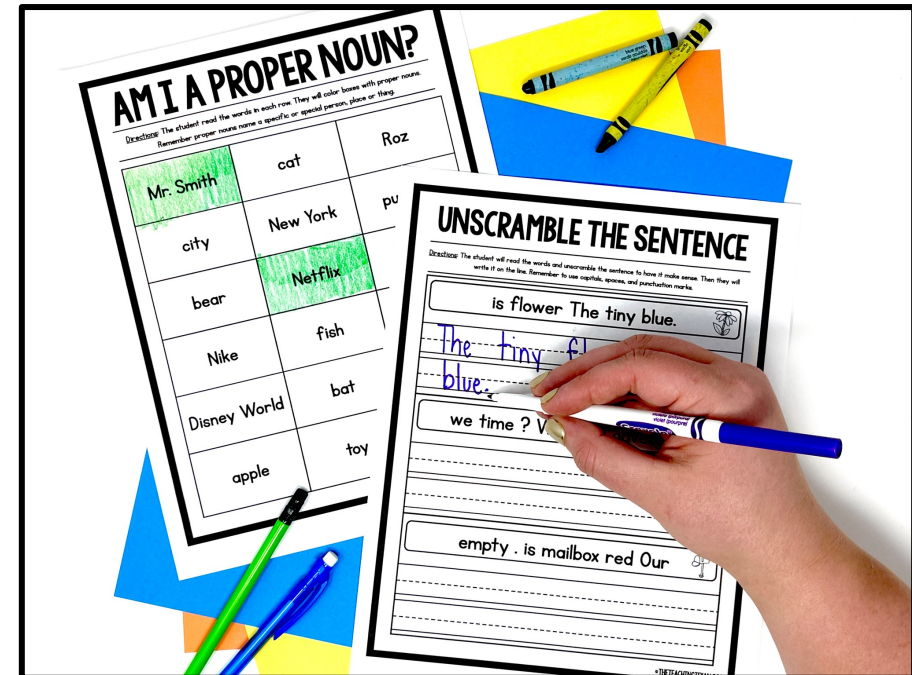
Each section features tons of printables for intervention.

# Why do you need this?



Intervention is without a doubt one of the **most important times** in the instructional day, but looking for activities can be a **time drainer**.

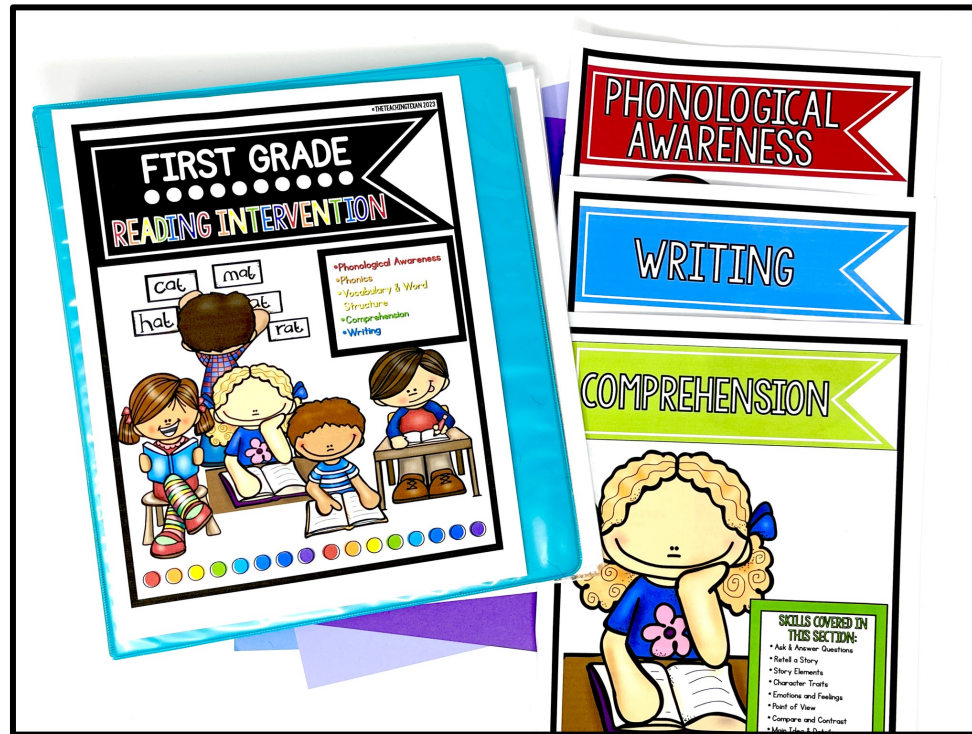
This **one-stop-shop** for first grade reading and math intervention provides **ready-to-use** materials that are **targeted** to the specific skills your students are working on.



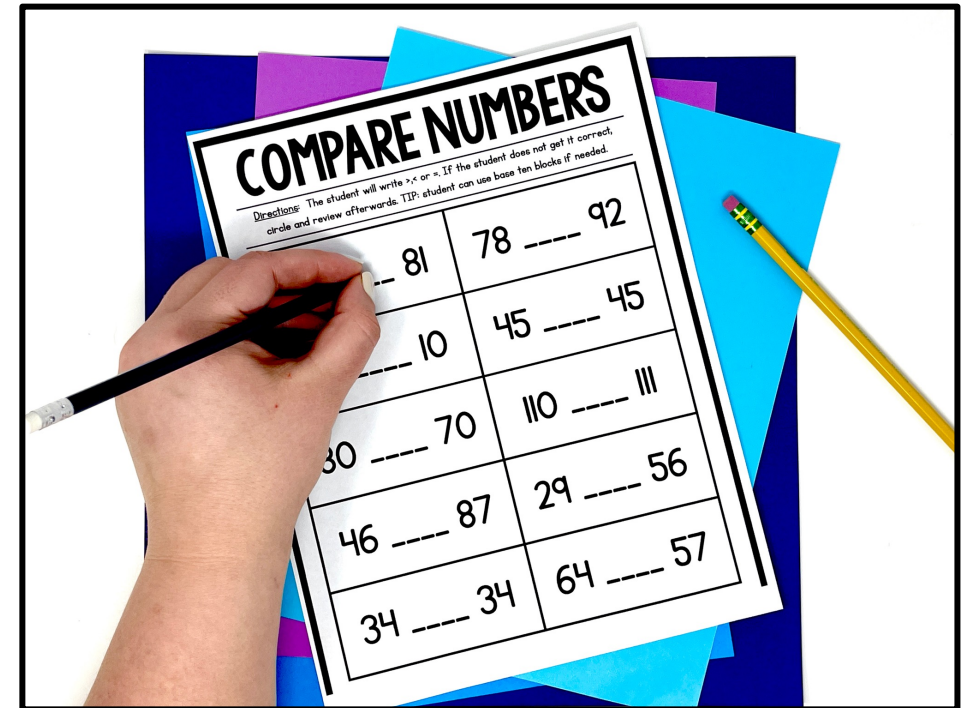


# Use them year after year!

All activities can be used in **TWO** different ways.



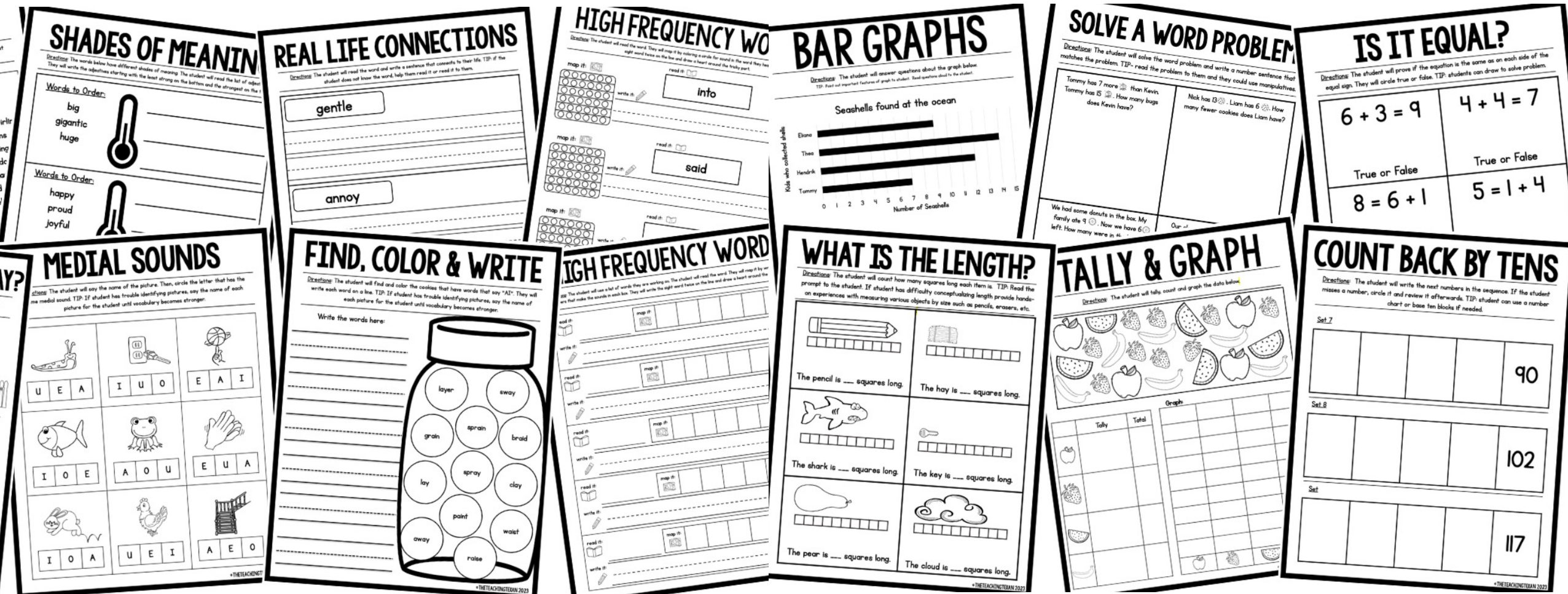
1. Print on white or colorful paper and place in a page protector for students to write on and erase when finished. Store in a binder for easy use.



2. Print on white or colorful paper and let students write directly on the paper. These are great for sending home to show parents what students have worked on!

# Save time planning intervention

The activities included are perfect for intervention, independent skill practice, NWEA MAP testing practice, and more!





- Writing the next number
- Counting back by 10s
- Ordering Numbers
- Place Value
- Comparing Numbers

©THE TEACHING TEXAN 20

# Operations and Algebraic Thinking

- 1 More 1 Less
- 10 More 10 Less
- Relating Facts to 10
- Relating Facts to 20
- Add to 20
- Subtract to 20
- Is it Equal?
- Missing Addends 10 & 20
- Add three numbers.

### ADD OR SUBTRACT

Directions: The student will write 1 less and 1 more from the number. If the student does not get it correct, circle and review afterwards. TIP: student can use number chart if needed.

____, 28, ____	____, 64, ____
____, 89, ____	____, 27, ____

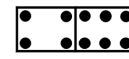
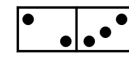
### ADD OR SUBTRACT 10

Directions: The student will write 10 less and 10 more from the number. If the student does not get it correct, circle and review afterwards. TIP: Student can use number chart if needed.

-10		+10
	18	



### RELATING FACTS TO 10

Directions: The student will use the numbers provided to write the fact family. The student will write two addition and two subtraction number sentences for each fact family.

 ____ + ____ = ____ ____ - ____ = ____	 ____ + ____ = ____ ____ - ____ = ____
---	---

### RELATING FACTS TO 10

Directions: The student will use the numbers provided to write the fact family. The student will write two addition and two subtraction number sentences for each fact family.

 ____ + ____ = ____ ____ + ____ = ____	 ____ + ____ = ____ ____ + ____ = ____
---	---

### IS IT EQUAL?

Directions: The student will prove if the equation is the same as on each side of the equal sign. They will circle true or false. TIP: students can draw to solve problem.

6 + 3 = 1 + 7	5 + 2 = 7 + 4
True or False	True or False

### MAKE A TEN TO SOLVE

Directions: The student will make a 10 and add to solve. If the student does not get it correct, circle and review afterwards. TIP: student can use number line or 100 chart if needed.

7 + 4 + 3 = ____
5 + 9 + 5 = ____
2 + 6 + 8 = ____
4 + 7 + 6 = ____
1 + 2 + 9 = ____











### 10 MORE OR LESS, 1 MORE OR LESS

Directions: The student will write 10 less, 10 more, 1 less, 1 more from the number. If the student does not get it correct, circle and review afterwards. TIP: student can use number chart if needed.

10 less than 89 is ____.
1 more than 99 is ____.
10 more than 56 is ____.
1 less than 40 is ____.
10 more than 34 is ____.

### SUBTRACT NUMBERS TO 20

Directions: The student will subtract the two numbers shown. They will write the number sentence. If the student does not get it correct, circle and review afterwards.

	-		____ - ____ = ____
	-		____ - ____ = ____
	-		____ - ____ = ____
	-		____ - ____ = ____
	-		____ - ____ = ____



# Problem Solving

- Addition Word Problems (0-20)
- Subtraction Word Problems (0-20)
- Mixed Word Problems
- 3 Addend Word Problems

SOLVE A WORD PROBLEM	
<p><b>Directions:</b> The student will represent the word problem with an illustration and then write the equation. (Total Unknown Problem Type) TIP: Read the question aloud. Have students circle the numbers they see in the word problem.</p> <p>Hendrik went to the farm and saw 4 goats. Then 6 more showed up. How many goats did Hendrik see at the farm?</p>	
PICTURE	EQUATION
<p>The class had a pet lizard. It was 13 inches long. It grew 5 more inches. How long is the lizard now?</p>	
PICTURE	EQUATION
<p>Beth went apple picking. She picked 9 red apples. Two green apples fell out of the tree and into her basket. How many apples does Beth have in her basket?</p>	
PICTURE	EQUATION

SOLVE A WORD PROBLEM	
<p><b>Directions:</b> The student will solve the word problem and write a number sentence that matches the problem. TIP- read the problem to them and they could use manipulatives.</p>	
<p>My mom picked 9 🍷. My sister picked 8 🍷. How many total flowers were picked?</p>	<p>Pip wrote 7 📄. Shai wrote some 📄 too. Together they wrote 18 letters. How many letters did Shai write?</p>
<p>Cat found some green 🐟 in the pond. She also found 4 blue 🐟. Cat found 18 in all. How many were green?</p>	<p>Victor scored 7 🏆 goals in the game. Ben scored some 🏆 too. They scored 16 total. How many did Ben score?</p>

SOLVE A WORD PROBLEM
<p><b>Directions:</b> The student will solve the word problem and write a number sentence that matches the problem. TIP- read the problem to them and they could use manipulatives.</p>
<p>My aunt planted carrots. She planted 9 orange carrot seeds, 4 purple carrot seeds and 2 yellow carrot seeds. How many carrots seeds did she plant?</p>
<p>Show your work:</p>
<p>Write your number sentence:</p>
<p>Devin was skipping rocks. On his first try the rock skipped 7 times. On his second try the rock skipped 10 times. On his third try the rock skipped 3 times. How many skips all together did Devin's rocks have?</p>
<p>Show your work:</p>
<p>Write your number sentence:</p>




SOLVE A WORD PROBLEM	
<p><b>Directions:</b> The student will represent the word problem with an illustration and then write the equation. (Results Unknown Problem Type) TIP: Read the question aloud. Have students circle the numbers they see in the word problem.</p> <p>There were 8 robins are flying in the air. 5 robins land on the ground. How many robins are still flying?</p>	
PICTURE	EQUATION
<p>19 children were going to the park. 3 children got sick and could not go. How many children went to the park?</p>	
PICTURE	EQUATION
<p>Paul received 9 stickers at school. He received 7 stickers in the morning. How many stickers did he receive in the afternoon?</p>	
PICTURE	EQUATION

# Geometry

- Sides and Corners 2D
- Open and Closed Shapes
- 3D Shapes
- Halves & Fourths









## SIDES AND CORNERS

Directions: The student will write how many sides and corners each shape has.

		
Sides _____	Sides _____	Sides _____
Corners _____	Corners _____	Corners _____






## AM I OPEN OR CLOSED?

Directions: The student will circle the shapes that are closed in each row.

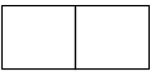

## WHAT DOES NOT BELONG?

Directions: The student will circle 3D shape that does not belong in each row.

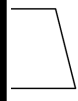
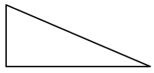



## SHADE THE SHAPE

Directions: The student will shade half or a quarter of the shape.

Shade half of the rectangle. 	Shade a quarter of the circle. 
---	---

## HALVES AND FOURTHS



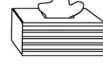



The student will draw a line to make each shape have four equal parts. If it can't be done, put an X on the shape.

## FIND THE 3D SHAPES













Directions: The student will color each 3D shape the same color. Use the key for colors.

KEY:  
CYLINDERS- GREEN  
CUBES- BLUE  
RECTANGULAR PRISM- ORANGE  
SPHERE- RED

					
---	---	---	---	---	---

















## WHAT DOES NOT BELONG?

Directions: The student will circle 3D shape that does not belong in each row.













## WHAT AM I SIMILAR TO

Directions: The student will circle the shape that the object is similar too.

## WHAT DOES THE SHAPE SHOW?

Directions: The student will color in the shape that answers the question.

Which shape shows fourths? 		Which shape shows a half? 	
Which shape shows a half? 		Which shape shows fourths? 	
Which shape shows fourths? 		Which shape shows a half? 	



# Measurement and Data

- Bar Graphs
- Tally Graph
- Make your own Graph
- Order Lengths
- Measure Lengths
- Indirect Measurement
- Time to Hour
- Time to ½ Hour

## BAR GRAPHS

Directions: The student will answer questions about the graph below.  
TIP: Post out important features of graph to student. Read questions about to the student.

**Pets in Our Class**

Pet Type	Number of Pets
Dogs	6
Cats	1
Hamsters	4
Guinea Pigs	2

## TALLY & GRAPH

Directions: The student will tally, count and graph the data below.

## TALLY & GRAPH

Directions: The student will tally, count and graph the data below.

## SHORTEST TO TALLEST

Directions: The student will order the objects' heights from shortest (1) to tallest (3).  
TIP: Read the prompt to the student. If student has difficulty conceptualizing length provide hands-on experiences with ordering various objects by size such as pencils, markers, rods, etc.

## TE THE TIME (MIXED)

Directions: The student will write the time shown on the clock to the half hour. If the student does not get it correct, circle and review afterwards.

## MAKE THE TIME (HOUR)

Directions: The student will write the hands on the clock to show the time to the hour. If the student does not get it correct, circle and review afterwards.

## BAR GRAPHS

Directions: The student will answer questions about the graph below.  
TIP: Post out important features of graph to student. Read questions about to the student.

**Seashells found at the ocean**

Kid	Number of Seashells
Elana	9
Thea	14
Hendrik	12
Tommy	7

Which kid found the most shells? \_\_\_\_\_

Which kid found the least shells? \_\_\_\_\_

How many more shells did Thea collect than Hendrik? \_\_\_\_\_

How many more shells did Elana collect than Tommy? \_\_\_\_\_

How many shells did they collect in total? \_\_\_\_\_

## HOW TALL AM I?

Directions: The student will count how many squares tall each item is. TIP: Prompt to the student. If student has difficulty conceptualizing length provide hands-on experiences with measuring various objects by size such as pencils, eraser, etc.

The woman is \_\_\_ squares tall. The rock is \_\_\_ squares tall.

The star is \_\_\_ squares tall. The rose is \_\_\_ squares tall.

The thermos is \_\_\_ squares tall. The flower is \_\_\_ squares tall.

## COLLECT & GRAPH

Directions: The student will survey peers on a topic the student chooses. Step 1: the student will list four options and use tally marks to survey. Step 2: the student will make a graph with the data.  
TIP: Post out important features of graph to student. Read questions about to the student.

**STEP 1**

TITLE: \_\_\_\_\_

ITEMS	TALLY	TOTAL

# Phonological Awareness

- Pictures with the same medial sound- short and long vowels
- Pictures with the same beginning blends
- Pictures with the same ending blends
- Beginning, medial & ending sounds
- Phoneme count

### WHAT DOES THE VOWEL SAY?

**Directions:** The student will say the name of the picture in the top box. Then, circle the picture(s) that have the same vowel sound as the picture in the box. **SHORT I**

### MEDIAL SOUNDS

**Directions:** The student will say the name of the picture. Then, circle the letter that has the same medial sound. **TIP:** If student has trouble identifying pictures, say the name of each picture for the student until vocabulary becomes stronger.

### HOW MANY DO YOU HEAR?

**Directions:** The student will say the name of the picture. Then, circle the number of phonemes they hear for each picture. **TIP:** If student has trouble identifying pictures, say the name of each picture for the student until vocabulary becomes stronger.

### CAN YOU FIND THE BLEND?

**Directions:** The student will say the name of the picture in the top box. Then, circle the picture(s) that have the same vowel sound as the picture to the left. **R Blends**

**TIP:** If student has trouble identifying pictures, say the name of each picture for the student until vocabulary becomes stronger.

### YOU FIND THE BLEND?

**Directions:** The student will say the name of the picture in the top box. Then, circle the picture(s) that have the same vowel sound as the picture to the left. **S Blends**

**TIP:** If student has trouble identifying pictures, say the name of each picture for the student until vocabulary becomes stronger.

### WHAT DOES THE VOWEL SAY?

**Directions:** The student will say the name of the picture in the top box. Then, circle the picture(s) that have the same vowel sound as the picture in the box. **Short I**

### HOW MANY DO YOU HEAR?

**Directions:** The student will say the name of the picture. Then, circle the number of phonemes they hear for each picture. **TIP:** If student has trouble identifying pictures, say the name of each picture for the student until vocabulary becomes stronger.

### WHAT DOES THE VOWEL SAY?

**Directions:** The student will say the name of the picture in the top box. Then, circle the picture(s) that have the same vowel sound as the picture in the box. **Long E**

### CAN YOU FIND THE BLEND?

**Directions:** The student will say the name of the picture in the top box. Then, circle the picture(s) that have the same vowel sound as the picture to the left. **L Blends**

**TIP:** If student has trouble identifying pictures, say the name of each picture for the student until vocabulary becomes stronger.



# Phonics

- Consonant Digraphs
- R-Blends
- L-Blends
- S-Blends
- Ending Blends
- Final E
- Long A- ay & ai
- Long E- ee, ea, ie
- Long I- ight, ie
- Long O- oa, ow, oe
- Long U- ew, ui, ue
- Diphthongs- ou, ow, oy, oi
- Y as a vowel
- Syllables
- Inflected Endings- ed & ing

# WHAT DIGRAPH DO YOU HEAR?

**Directions:** The student will say the name of the picture. Then, circle the digraph they hear (CH/SH). TIP: If student has trouble identifying pictures, say the name of each picture until vocabulary becomes stronger.

CH SH TH	SH TH CH	TH SH

# LET'S SEGMENT WORDS

**Directions:** The student will say the name of the picture. Then, write the letters for each missing sound they hear in the box. TIP: If student has trouble identifying pictures, say the name of each picture for the student until vocabulary becomes stronger.

	gr	a
		i p

# LET'S BUILD IT, WRITE IT

**Directions:** The student will say the name of the picture then color in the letters that spell the word. Write the word on the line. TIP: If student has trouble identifying pictures, say the name of each picture for the student until vocabulary becomes stronger.

D	E	M	E
B	I	N	O

# WHICH VOWEL?

**Directions:** The student will say the name of the picture. Then, circle the word that matches the picture. TIP: If student has trouble identifying pictures, say the name of each picture for the student until vocabulary becomes stronger.

play pal	hall hay	clay crayon

# FIND, COLOR & WRITE

**Directions:** The student will find and color the cookies that have words that say "AY". They will write each word on a line. TIP: If student has trouble identifying pictures, say the name of each picture for the student until vocabulary becomes stronger.

Write the words here:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# MATCH THE WORD

**Directions:** The student will say the name of the picture. Then, write the word for picture in the space below it. Use the words in the word bank. TIP: If student has trouble identifying pictures, say the name of each picture for the student until vocabulary becomes stronger.

queen	sweep	green
sweet	feet	cleeve
sleet	heel	wheel

# RULES WHEN ADDING ING

**Directions:** The student will look at the word bank. They will pick a word and think about how to add ING. They will write the word with ING in the correct rule column.

Double the consonant and add ING	Just add ING	Drop the e and add ING

**Word Bank:**

camp	tube	step	wink
chase	kick	joke	trot
jump	chop	walk	slide

# Comprehension

- Ask & Answer Questions
- Retell a Story
- Story Elements
- Character Traits
- Emotions and Feelings
- Point of View
- Compare and Contrast
- Main Idea & Details
- Text Features

### ASK AND ANSWER QUESTIONS

**Directions:** The student will use their own text. The student will ask questions before, during and reading a text of their choice.


I can ask questions while I read:

WHO	WHEN	WHERE
WHY	HOW	

Questions I have BEFORE reading?

### ASK AND ANSWER QUESTIONS

**Directions:** The student will look at the picture and answer the questions below. The student will come up with their own question and answer it.



### RETELL A STORY WITH PICTURES

**Directions:** The student will use their own text. The student will retell the story by drawing pictures for each question.

Who are the characters?	What is the setting?	What is the problem?
-------------------------	----------------------	----------------------

### ALL ABOUT THE SETTING


**Directions:** The student will use their own text. The student will draw the setting. They will write two details about the setting to understand more about where the story takes place.

Draw the setting:


### COMPARE AND CONTRAST

**Directions:** The student will look at the two pictures and will compare and contrast them. The student will write at least three differences and at least two similarities in the venn diagram.

Picture #1



Picture #2



### MAIN IDEA & DETAILS

**Directions:** The student will read the passage and write the main idea. They will write three details that support the main idea. TIP: If students have difficulty recalling information, re-read the story and focus on the specific details in the story.


Kittens are so loveable. They can make your day better quickly. Petting is the best with their fur so soft. Kittens can make you laugh when they roll, pounce, and jump. They can fall asleep anywhere and love to cuddle. When they "meow", they bring a smile to your face!

### TEXT FEATURES

**Directions:** The student will find text features in the passage below. They will circle the text features and write what the feature is in the box.

#### CINCO DE MAYO

TABLE OF CONTENTS	
What is Cinco De Mayo?	4
The Battle of Puebla.	6
Celebrations in Mexico	8
Celebrations in U.S.A.	10




**Cinco De Mayo in Mexico**

In Mexico, the people celebrate by singing and dancing. There are many parades and speeches. People even act out the Battle of Puebla that won their freedom.

What text features did you find?


### ASK AND ANSWER QUESTIONS

**Directions:** The student will look at the picture below. The student will come up with three questions about the picture and they will answer them.

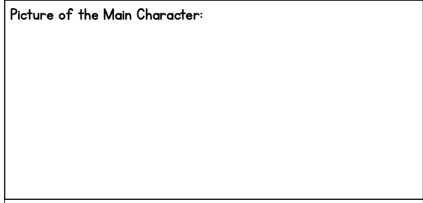


Questions	Answers
From you have	
From you have	
From you have	

### CHARACTER FEELINGS

**Directions:** The student will use their own text. The student will draw the main character. They will write two feelings the character had and what the character said or did in the story to show that feeling.

Picture of the Main Character:



A feeling the character had:  
I know they had this feeling because:

A feeling the character had:  
I know they had this feeling because:

# Vocabulary & Word Structure

- High Frequency Words
- Categories- Sorting Attributes
- Real Life Connections
- Shades of Meaning

## HIGH FREQUENCY WORDS

**Directions:** The student will use a list of words they are working on. The student will read the word. They will map it by the letters that make the sounds in each box. They will write the sight word twice on the line and draw a heart around the tricky part.

read it: \_\_\_\_\_

map it: 

--	--	--	--	--

write it: \_\_\_\_\_

write it: \_\_\_\_\_

## HIGH FREQUENCY WORDS

**Directions:** The student will read the word. They will map it by writing down the letters that make the sounds in each box. They will write the sight word twice on the line and draw a heart around the tricky part.

read it: **does**

map it: 

--	--	--	--	--

write it: \_\_\_\_\_

write it: \_\_\_\_\_

## HIGH FREQUENCY WORDS

**Directions:** The student will read the word. They will map it by writing down the letters that make the sounds in each box. They will write the sight word twice on the line and draw a heart around the tricky part.

read it: **about**

map it: 

--	--	--	--	--

write it: \_\_\_\_\_

write it: \_\_\_\_\_

## HIGH FREQUENCY WORDS

**Directions:** The student will use a list of words they are working on. The student will write their high frequency word in pencil, marker, and pen. They will draw a heart around the tricky part. They will pick two words and write a sentence for each.

Pencil	Marker	Pen

1. \_\_\_\_\_

2. \_\_\_\_\_

## HIGH FREQUENCY WORDS

**Directions:** The student will use a list of words they are working on. The student will read the word. They will map it by coloring a circle for sound in the word they hear. They will write the sight word twice on the line and draw a heart around the tricky part.

map it: 

--	--	--	--	--

write it: 

--

map it: 

--	--	--	--	--

write it: \_\_\_\_\_

## HIGH FREQUENCY WORDS

**Directions:** The student will read the word. They will map it by coloring a circle for sound in the word they hear. They will write the sight word twice on the line and draw a heart around the tricky part.

write it: 

--

write it: 

they
------

write it: \_\_\_\_\_

write it: 

was
-----

## SHADES OF MEANING

**Directions:** The words below have different shades of meaning. The student will read the list of words. They will write the words starting with the least strong on the bottom and the strongest on the top.

**Words to Order:**

weary

exhausted

tired

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Words to Order:**

gulp

sip

drink

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Words to Order:**

sprint

bolt

jog

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## HIGH FREQUENCY WORDS

like

her

want

the

were

there

see

have

their

look

come

know

into

some

knew

said

give

again

## DOES IT BELONG?

**Directions:** The student will look at pictures and color the one that does not belong in the group. TIP: If student has trouble identifying pictures, say the name of each picture for the student until vocabulary becomes stronger.

## HIGH FREQUENCY WORDS

**Directions:** The student will read the word. They will map it by writing down the letters that make the sounds in each box. They will write the sight word twice on the line and draw a heart around the tricky part.

read it: **like**

map it: 

--	--	--	--	--

write it: \_\_\_\_\_

write it: \_\_\_\_\_

## HIGH FREQUENCY WORDS

**Directions:** The student will read the word. They will map it by writing down the letters that make the sounds in each box. They will write the sight word twice on the line and draw a heart around the tricky part.

read it: **the**

map it: 

--	--	--	--	--

write it: \_\_\_\_\_

write it: \_\_\_\_\_

## HIGH FREQUENCY WORDS

**Directions:** The student will read the word. They will map it by writing down the letters that make the sounds in each box. They will write the sight word twice on the line and draw a heart around the tricky part.

read it: **see**

map it: 

--	--	--	--	--

write it: \_\_\_\_\_

write it: \_\_\_\_\_

## HIGH FREQUENCY WORDS

**Directions:** The student will read the word. They will map it by writing down the letters that make the sounds in each box. They will write the sight word twice on the line and draw a heart around the tricky part.

read it: **look**

map it: 

--	--	--	--	--

write it: \_\_\_\_\_

write it: \_\_\_\_\_

## HIGH FREQUENCY WORDS

**Directions:** The student will read the word. They will map it by writing down the letters that make the sounds in each box. They will write the sight word twice on the line and draw a heart around the tricky part.

read it: **into**

map it: 

--	--	--	--	--

write it: \_\_\_\_\_

write it: \_\_\_\_\_



# Writing

- Nouns
- Proper Nouns
- Singular & Plural Nouns
- Possessive Nouns
- Pronouns
- Verb Tenses
- Adjectives
- Conjunctions
- Prepositions
- Simple & Compound Sentences
- Capitalization
- Punctuation
- Commas
- Sentence Structure

### AM I A NOUN?

Directions: The student will look at the picture and read the word. They will decide if it is a noun. If it is they will color the picture. Remember: a noun is a person, place, thing.

paint brush   wheel   swinging   shop

### SIMPLE OR COMPOUND SENTENCE

Directions: The student read the sentence in each box. They will decide if it is a simple or compound sentence. They will color boxes with simple sentences orange and compound sentences purple.

COLOR A SENTENCE	
simple- orange	compound- purple
The children baked cookies but they were sad they didn't have	We went to the park to fly kites and swing on
Do you have an apple that I can eat?	

### WHAT'S THE PUNCTUATION?

Directions: The student will read the sentence. They will decide what type of sentence it is. They put the punctuation mark that is needed for the sentence in the box. They choose a type of sentence and write a sentence of their own on the line.

Can we go back home	
The birthday cake was yummy	
Go brush your teeth	

### AM I A PROPER NOUN?

Directions: The student read the words in each row. They will color boxes with proper nouns. Remember proper nouns name a specific or special person, place or thing.

Mr. Smith	cat	Roz
city	New York	pudding

### PREPOSITIONS

Directions: The student will read the sentences. They will look at the picture and choose the preposition that describes the picture.

### COMMAS

Directions: The student will read the sentence. They will add commas where they are needed in each sentence. They will then rewrite the sentence below with capitals and commas where they are needed.

I planted peas beans and corn in the garden.

Today is May 4 2023 it is my birthday.

We saw lions monkeys and zebras at the zoo.

### UNSCRAMBLE THE SENTENCE

Directions: The student will read the words and unscramble the sentence to have it make sense. Then they will write it on the line. Remember to use capitals, spaces, and punctuation marks.

is flower The tiny blue.

we time ? What do have go to

empty . is mailbox red Our

### VERBS- WHICH TENS

Directions: The student will read word. They will decide what tense the word is and color according to the verb key. Remember: past tense verbs already happened, present verbs happen now and future tense verbs will happen.

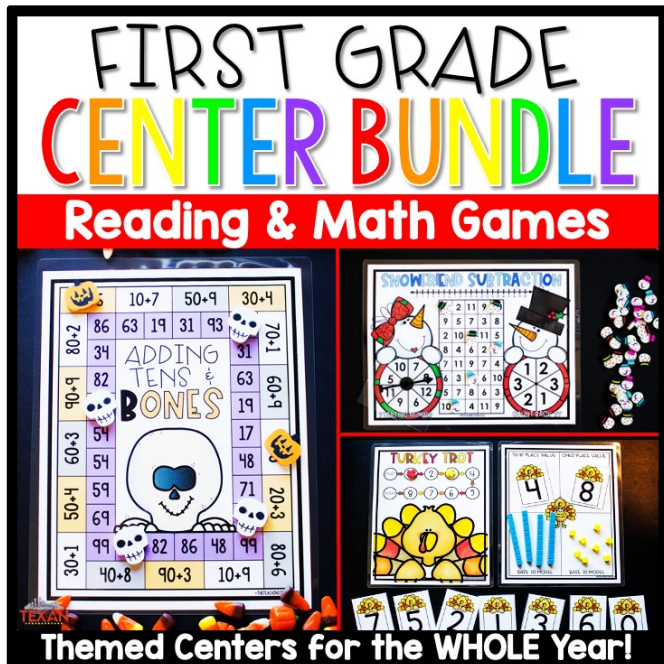
Verb Key		
Past Tense (already happened) BLUE	Present Tense (happening now) RED	Future Tense (will happen) GREEN
will dance	cried	jumped
will wait	called	will ride
will work	moves	will ride
	screamed	will ride
	played	will ride
	smells	will ride
	cuts	will ride

### AM I A PROPER NOUN?

Directions: The student read the words in each row. They will color boxes with proper nouns. Remember proper nouns name a specific or special person, place or thing.

Mr. Smith	cat	Roz
city	New York	pudding
bear	Netflix	next
Nike	fish	Paris
Disney World	bat	Dory
apple	toy	Paw Patrol

# Check out MORE Resources



KEEP YOUR CENTERS FUN AND  
EXCITING WITH THESE HANDS-ON  
LITERACY AND MATH CENTERS

GRAB YOUR DECODABLE READER  
BUNDLE AND GIVE YOUR STUDENTS  
THE SKILL PRACTICE THEY NEED TO  
BECOME FLUENT READERS

