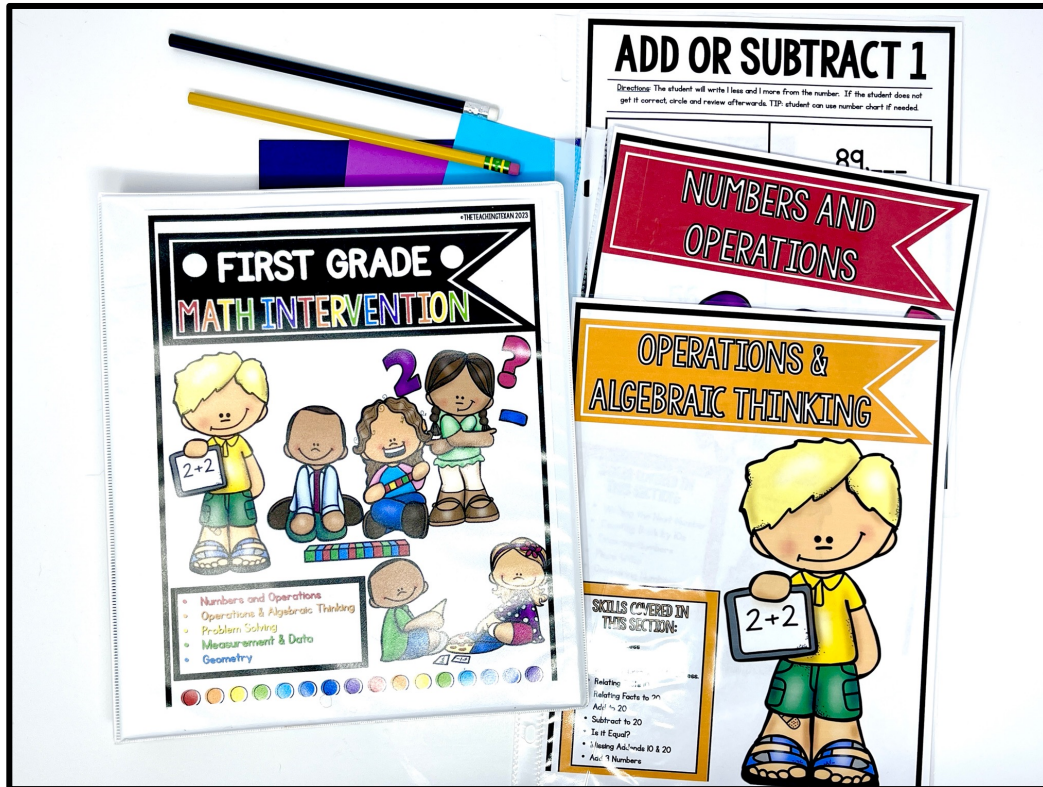
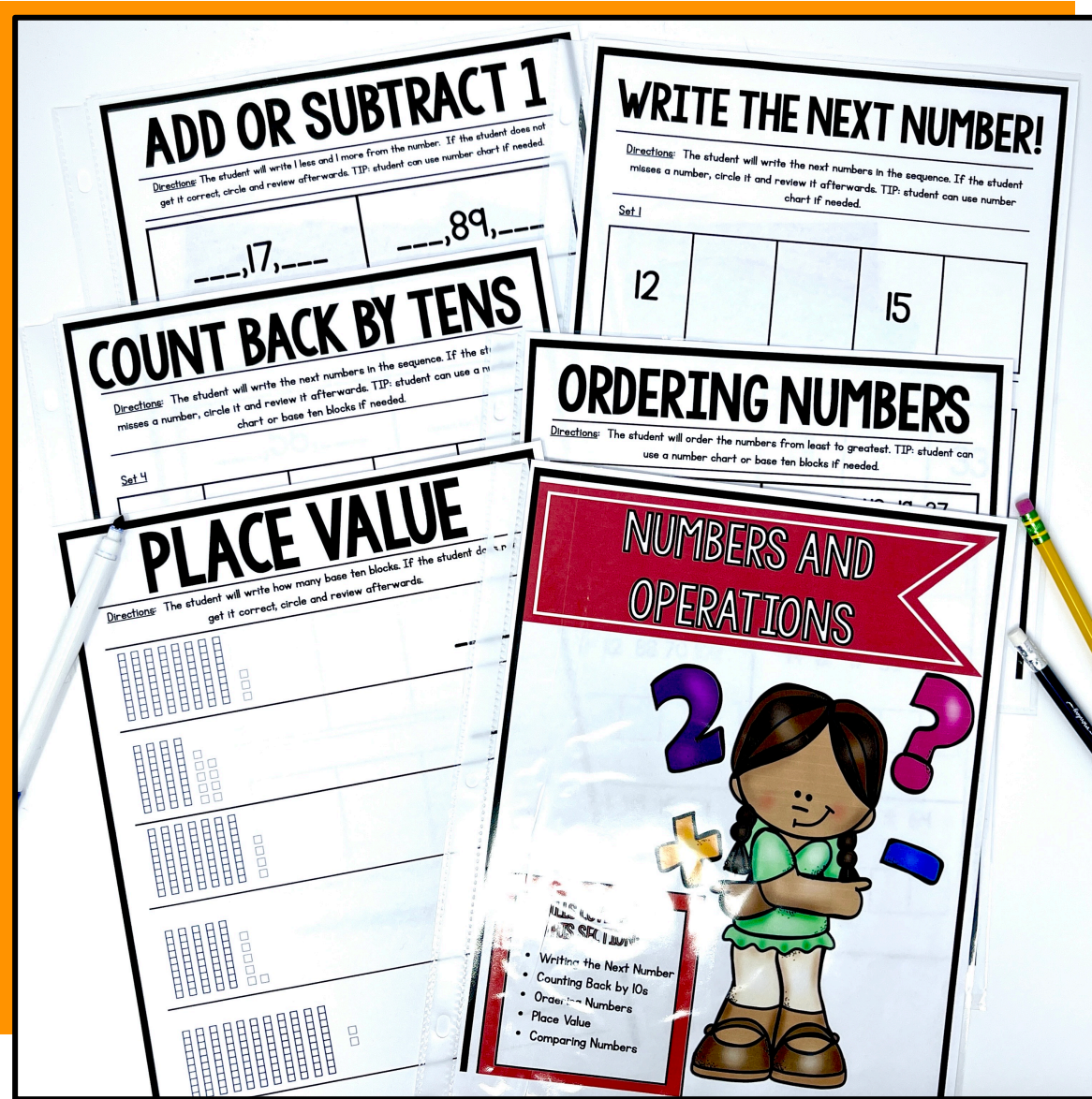


FIRST GRADE MATH INTERVENTION

Give your students the extra practice they need with over 140 pages of targeted intervention at your fingertips.



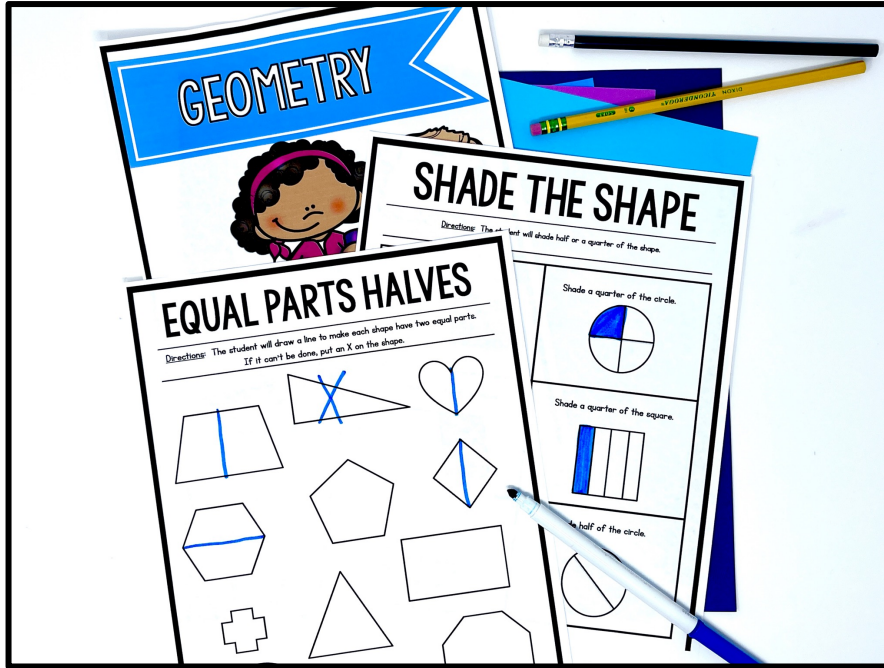
This low-prep reading **INTERVENTION** resource includes **5 content strands!**



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

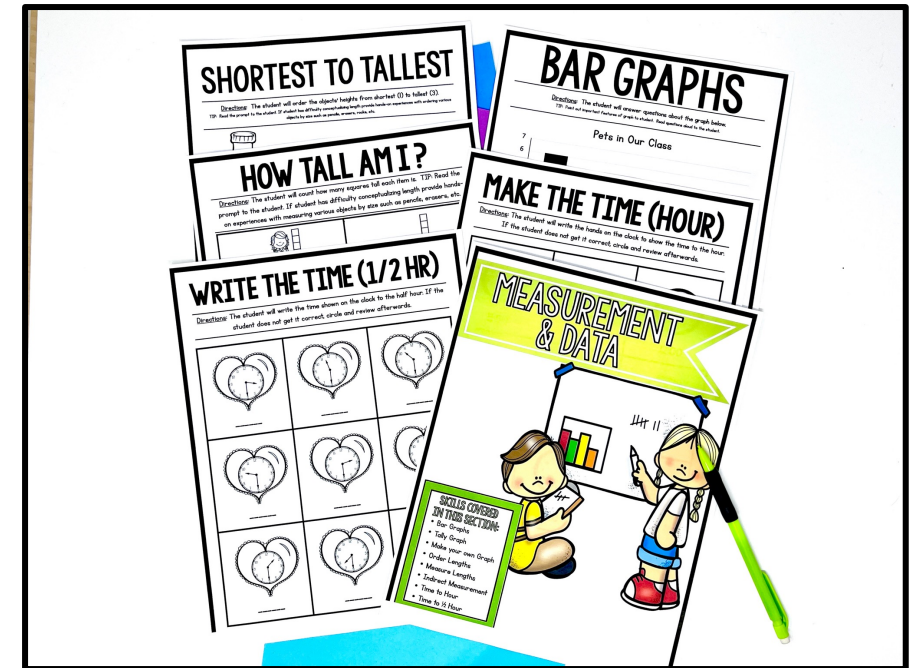
Each section features tons of printables for intervention.

Why do you need this?



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

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

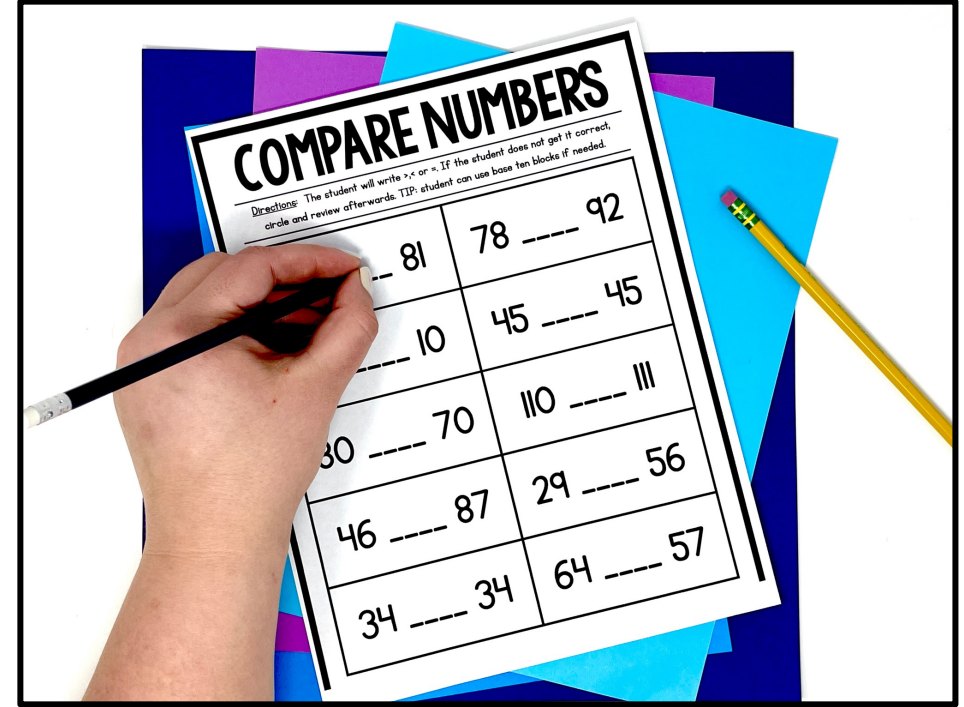


Use them year after year!

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

This binder includes activities for 5 different math strands, that make the activities perfect for intervention, independent skill practice, NWEA MAP testing practice, and more!

PLACE VALUE
Directions: The student will write the hundreds, tens and ones, draw a number sentence for each number. If the student does not get it correct, afterwards, TIP: student can use manipulatives or base ten blocks if needed.

100	Hundreds	Tens	Ones
108	Hundreds	Tens	Ones

Draw with base ten blocks: _____

EQUAL PARTS FOURTHS
Directions: 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.

HOW TALL AM I?
Directions: The student will count how many squares tall each item is. TIP: Read prompt to the student. If student has difficulty conceptualizing length provide hand-on experiences with measuring various objects by size such as pencils, erasers, etc.

The globe is _____ squares tall. The wheel is _____ squares tall.

BAR GRAPHS
Directions: The student will answer questions about the graph below. TIP: Read all important features of graph to student. Read questions aloud to the student.

Seashells found at the ocean

Kids who collected shells	Number of Seashells
Diane	10
Theresa	12
Hendrik	8
Tummy	5

SOLVE A WORD PROBLEM
Directions: 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.

Tommy has 7 more than Kevin. Tommy has 15. How many bugs does Kevin have?

Nick has 13. Liam has 6. How many fewer cookies does Liam have?

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.

$6 + 3 = 9$	$4 + 4 = 7$
True or False	True or False
$8 = 6 + 1$	$5 = 1 + 4$

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, ____
____, 43, ____	____, 30, ____
____, 21, ____	____, 4, ____
____, 70, ____	____, ____

WRITE THE TIME (1/2 HR)
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.

HAT AM I SIMILAR TO?
Directions: The student will circle the shape that the object is similar to.

WHAT IS THE LENGTH?
Directions: The student will count how many squares long each item is. TIP: Read the prompt to the student. If student has difficulty conceptualizing length provide hand-on experiences with measuring various objects by size such as pencils, erasers, etc.

The pencil is _____ squares long. The hay is _____ squares long.

The shark is _____ squares long. The key is _____ squares long.

The pear is _____ squares long. The cloud is _____ squares long.

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

COUNT BACK BY TENS
Directions: The student will write the next numbers in the sequence. If the student misses a number, circle it and review it afterwards. TIP: student can use a number chart or base ten blocks if needed.

Set 7	90
Set 8	102
Set	117

Numbers and Operations

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

[illegible]

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, ____

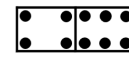
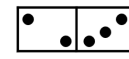
ADD OR SUBTRACT 10

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 20

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>Directions: 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>Directions: 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>Directions: 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>

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SOLVE A WORD PROBLEM	
<p>Directions: 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




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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.

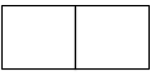

WHAT DOES NOT BELONG?

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

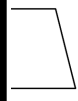
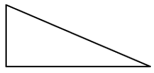



SHADE THE SHAPE

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

Shade half of the rectangle. 	Shade a quarter of the circle. 
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HALVES AND FOURTHS



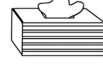




The student will draw a line to make each shape have four equal parts. If it can't be done, put an X on the shape.

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.





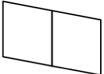







WHAT AM I SIMILAR TO?

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 $\frac{1}{2}$ 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

Pets	Number of Pets
6	6
1	1
4	4
2	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

Kids who collected shells	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.

The woman is ___ squares tall. The rock is ___ squares.

The star is ___ squares tall. The rose is ___ squares.

The thermos is ___ squares tall. The flower is ___ squares.

COLLECT & GRAPH

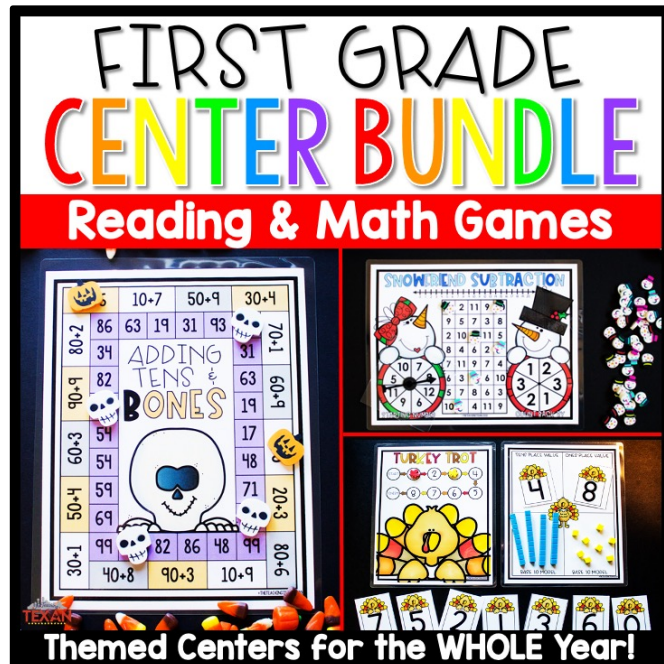
Directions: The student will survey peers on a topic the student chooses. Step 1: the student will list four options and use tally marks to survey. Step 2: the student will make a graph with the data.
TIP: Post out important features of graph to student. Read questions about to the student.

STEP 1

TITLE: _____

ITEMS	TALLY	TOTAL

Check out MORE Resources



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EXCITING WITH THESE HANDS-ON
LITERACY AND MATH CENTERS

GRAB YOUR DECODABLE READER
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THE SKILL PRACTICE THEY NEED TO
BECOME FLUENT READERS

