

KINDERGARTEN MATH INTERVENTION

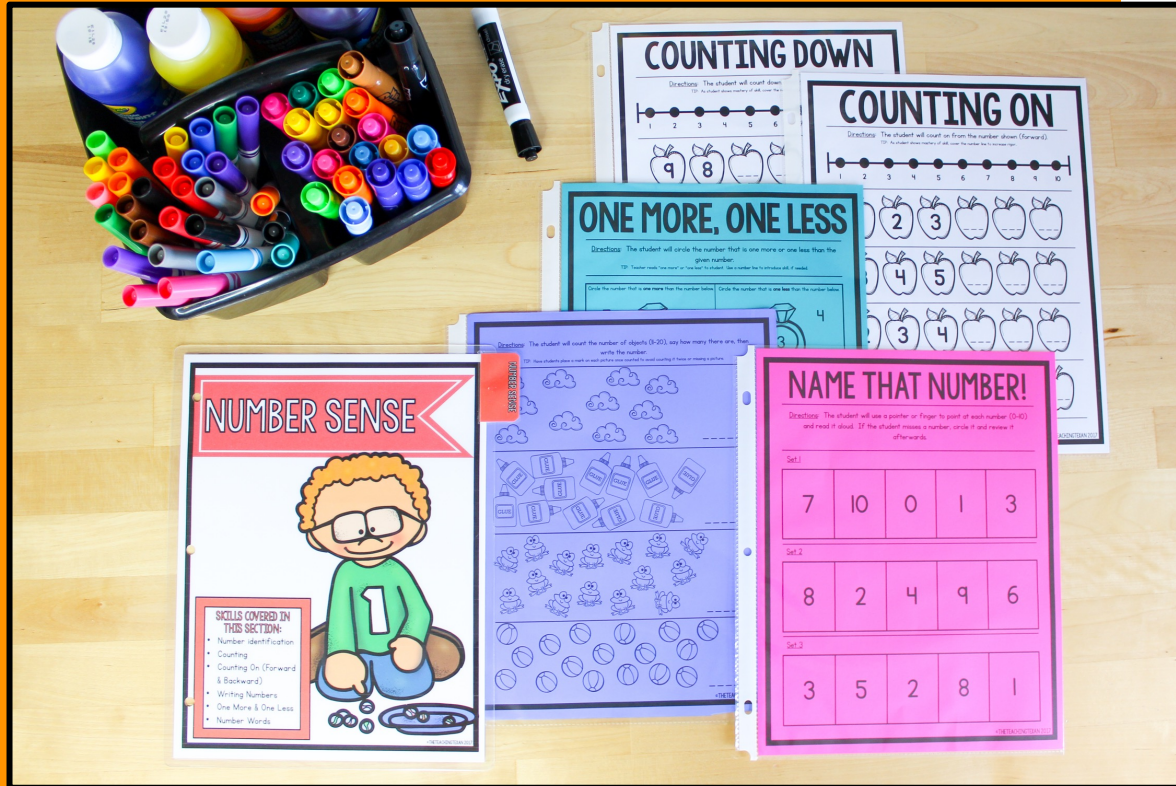
Give your students the extra practice they need with over 130 pages of targeted intervention at your fingertips.



“This resource was perfect for my math small groups. I was able to use this to differentiate and it made planning so much easier. The kids enjoyed all the activities.” –Wendy S.



This low-prep math **INTERVENTION** resource includes 6 content strands!



- **Number sense**
- **Computation**
- **Problem Solving**
- **Statistics & Probability**
- **Measurement & Geometry**
- **Algebra**

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 kindergarten 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 **THREE** 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.

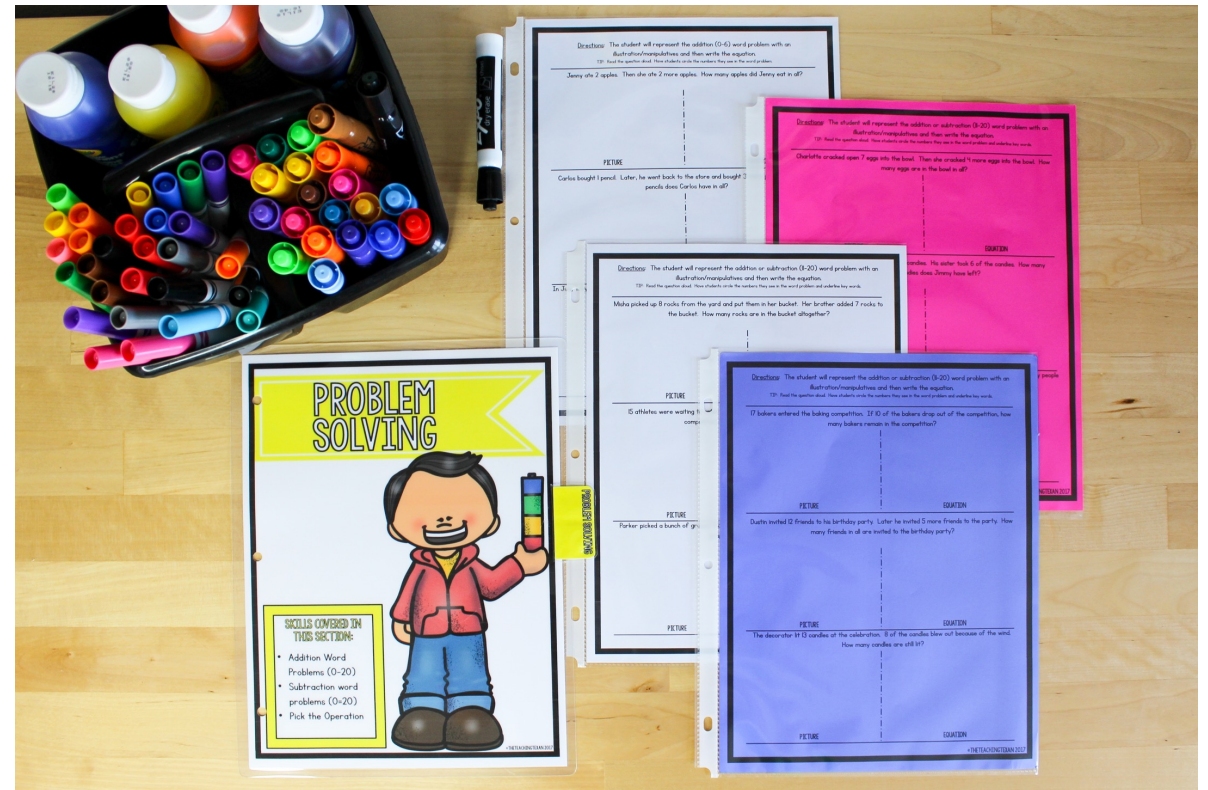
2. Print on white or colorful paper and let students write directly on the paper. These are great for sending home to show parents what students have worked on!



3. These activities are available for Google slides as well. Assign, and let your students complete digitally!

Save time planning intervention

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



Number Sense

- Number ID
- Counting
- Counting On (forward & backward)
- Writing Numbers
- One More & One Less
- Number Words

Directions: The student will count the number of objects (1-20), say how many there are, and write the number.

TIP: Have students place a mark on each picture once counted to avoid counting it twice or missing a picture.

NUMBER ORDER

Directions: The student will circle the picture that is in the placement described.

TIP: Read the statement above each box to the student.

CIRCLE THE LION THAT IS IN THE SIXTH PLACE IN LINE.

CIRCLE THE BLOO THAT IS IN THE THIRD PLACE IN LINE.

COUNTING DOWN

Directions: The student will count down from the number shown.

TIP: As student shows mastery of skill, cover the number line to increase rigor.

NUMBER WORDS

Directions: The student will circle the number word that correctly tells how many objects are shown.

TIP: Have students practice number sight words using flash cards if they have difficulty recognizing number words.

ONE MORE, ONE LESS

The student will circle the number that is one more or one less than the given number.

Teacher reads "one more" or "one less" to student. Use a number line to introduce skill, if needed.

That is one less than the number below. Circle the number that is one more than the number below.

COUNTING ON

Directions: The student will count on from the number shown (forward).

TIP: As student shows mastery of skill, cover the number line to increase rigor.

COUNTING DOWN

Directions: The student will count down from the number shown.

TIP: As student shows mastery of skill, cover the number line to increase rigor.

NAME THAT NUMBER

Directions: The student will use a pointer or finger to point at each number and read it aloud. If the student misses a number, circle it and review afterwards.

L1

7	10	0	1	3
---	----	---	---	---

L2

8	2	4	9	6
---	---	---	---	---

L3

3	5	2	8	1
---	---	---	---	---

Directions: The student will count the number of objects (0-10), say how many there are, and write the number.

TIP: Have students place a mark on each picture once counted to avoid counting it twice or missing a picture.

Computation

- Addition (vertical & horizontal) 0-5, 6-10, 11-20
- Subtraction (vertical & horizontal) 0-10
- Mixed Addition and Subtraction (vertical & horizontal)

MIXED +/- UNDER 20		
<small>Directions: The student will add or subtract to determine the sum or difference (0-20) of each problem.</small> <small>TIP: Provide the student with scrap paper to draw on or provide students with a number line.</small>		
$7 - 2 = \underline{\quad}$	$7 + 1 = \underline{\quad}$	$6 - 5 = \underline{\quad}$
$9 + 2 = \underline{\quad}$	$8 + 6 = \underline{\quad}$	
$9 + 8 = \underline{\quad}$	$6 - 3 = \underline{\quad}$	

SUBTRACTION UNDER 10		
<small>Directions: The student will subtract to determine the difference (0-10) of each problem.</small> <small>TIP: Provide the student with scrap paper to draw on or provide students with a number line.</small>		
$7 - 4 = \underline{\quad}$	$9 - 2 = \underline{\quad}$	$3 - 3 = \underline{\quad}$
	$4 - 3 = \underline{\quad}$	$9 - 0 = \underline{\quad}$
	$4 - 1 = \underline{\quad}$	$8 - 4 = \underline{\quad}$

ADDITION TO 20		
<small>Directions: The student will add to determine the sum (0-20) of each problem.</small> <small>TIP: Provide the student with scrap paper to draw on or provide students with a number line.</small>		
$6 + 6 = \underline{\quad}$	$7 + 5 = \underline{\quad}$	$3 + 9 = \underline{\quad}$
	$7 + 7 = \underline{\quad}$	$9 + \underline{\quad} = \underline{\quad}$

ADDITION TO 10		
<small>Directions: The student will add to determine the sum (0-10) of each problem.</small> <small>TIP: Provide the student with scrap paper to draw on or provide students with a number line.</small>		
$7 + 3 = \underline{\quad}$	$1 + 9 = \underline{\quad}$	$5 + 3 = \underline{\quad}$
$3 + 3 = \underline{\quad}$	$4 + 5 = \underline{\quad}$	$7 + 0 = \underline{\quad}$
$0 + 8 = \underline{\quad}$	$6 + 2 = \underline{\quad}$	$2 + 7 = \underline{\quad}$

ADDITION TO 5		
<small>Directions: The student will add to determine the sum (0-5) of each problem.</small> <small>TIP: Provide the student with scrap paper to draw on or provide students with a number line.</small>		
$1 + 4 = \underline{\quad}$	$1 + 2 = \underline{\quad}$	$1 + 3 = \underline{\quad}$
$1 + 1 = \underline{\quad}$	$2 + 1 = \underline{\quad}$	$2 + 3 = \underline{\quad}$
$2 + 2 = \underline{\quad}$	$4 + 1 = \underline{\quad}$	$3 + 2 = \underline{\quad}$

Problem Solving

- Addition Word Problems (0-20)
- Subtraction Word Problems (0-20)
- Pick the Operation

Directions: The student will represent the addition or subtraction (0-10) word problem with an illustration/manipulatives and then write the equation.
TIP: Read the question aloud. Have students circle the numbers they see in the word problem and underline key words.

Morgan printed 7 pictures for her book report. She used 5 of the pictures. How many pictures did Morgan not use?

PICTURE EQUATION

4 campers were gathered around the camp fire. 5 more campers joined them. How many campers are around the fire altogether?

PICTURE EQUATION

The store manager put 3 cans of beans on the shelf. Later he added 2 more cans to the shelf. How many cans of beans are on the shelf now?

PICTURE EQUATION

Directions: The student will represent the addition or subtraction (0-20) word problem with an illustration/manipulatives and then write the equation.
TIP: Read the question aloud. Have students circle the numbers they see in the word problem and underline key words.

Misha picked up 8 rocks from the yard and put them in her bucket. Her brother added 7 rocks to the bucket. How many rocks are in the bucket altogether?

PICTURE EQUATION

15 athletes were waiting to enter a competition. If 8 of the athletes are invited into the competition, how many athletes remain waiting?

PICTURE EQUATION

Parker picked a bunch of grapes that had 14 grapes on it. She ate 5 of the grapes. How many grapes are left on the bunch?

PICTURE EQUATION

Directions: The student will represent the addition (6-10) word problem with an illustration/manipulatives and then write the equation.
TIP: Read the question aloud. Have students circle the numbers they see in the word problem.

Alaya made 4 pizzas for the party. She found out that more of her friends were coming to the party. She made 2 more pizzas. How many pizzas did Alaya make in all?

PICTURE EQUATION

If Karen has 8 pieces of paper and her friend gives her 1 more piece of paper, how many pieces of paper will Karen have altogether?

PICTURE EQUATION

Michael told his mom he wanted 4 pizza rolls. He decided he was really hungry and asked for 3 more pizza rolls. How many pizza rolls does Michael have in all?

PICTURE EQUATION

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Directions: The student will represent the addition (0-6) word problem with an illustration/manipulatives and then write the equation.
TIP: Read the question aloud. Have students circle the numbers they see in the word problem.

Jenny ate 2 apples. Then she ate 2 more apples. How many apples did Jenny eat in all?

PICTURE EQUATION

Carlos bought 1 pencil. Later, he went back to the store and bought 3 more pencils. How many pencils does Carlos have in all?

PICTURE EQUATION

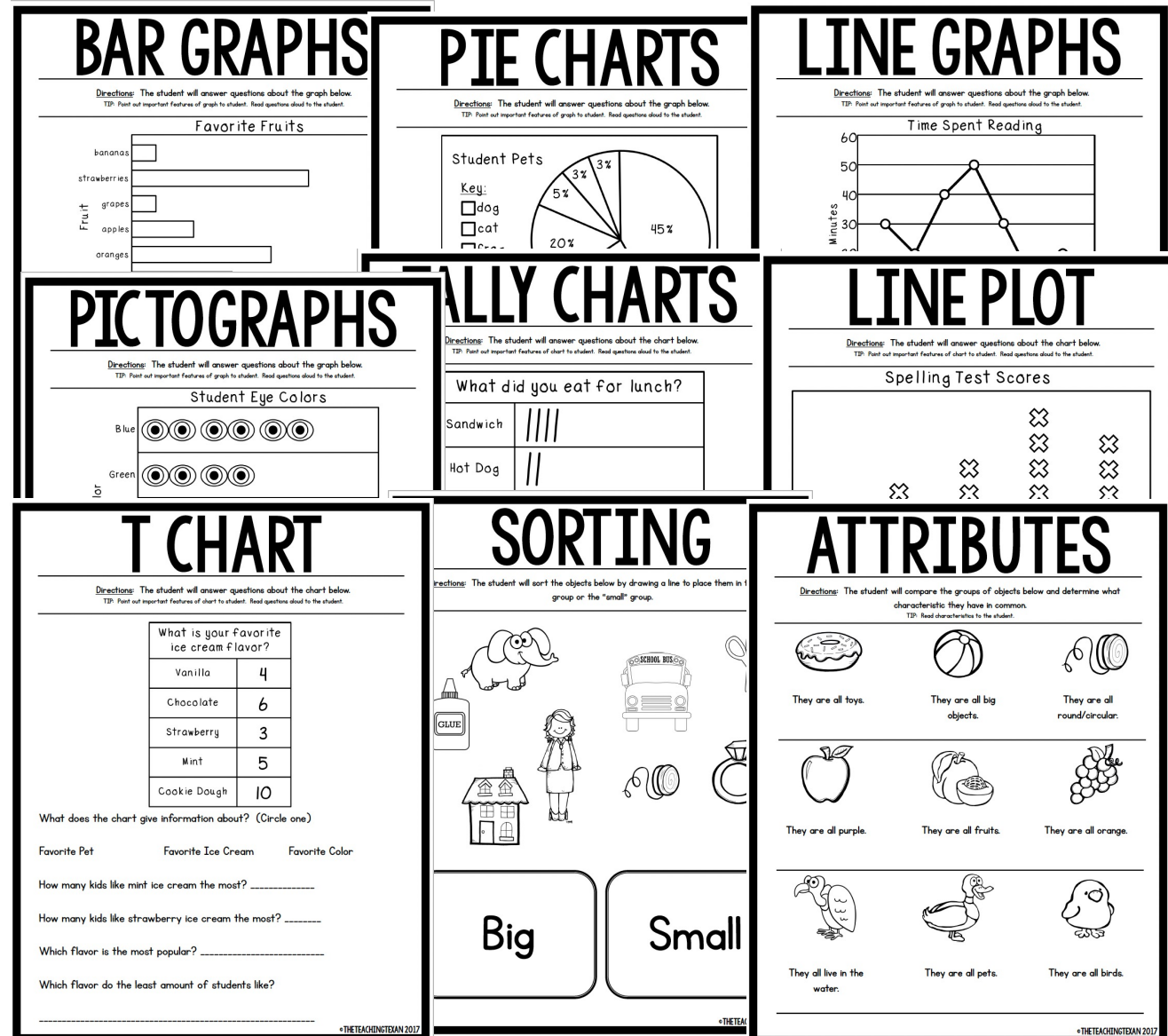
In July, Takyah went swimming 3 times. In August, Takyah went swimming 2 times. How many times did Takyah go swimming in July and August?

PICTURE EQUATION

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Statistics & Probability

- Picture Graphs
- Tables
- Sorting Objects
- Bar Graphs
- Tally Bars
- Line Plots



Measurement and Geography

- Identifying Appropriate Measurement Tools
- Weight, Capacity, Length
- Calendar
- Location Words
- Shapes

CALENDAR

Directions: The student will answer questions about the calendar.
TIP: Read the prompt to the student.





January 2015

Su	M	Tu	W	Th	F	Sa
					1	2
					3	
4	5	6	7	8	9	10

COMPARING HEIGHT

Directions: The student will compare the height of different objects and circle the tallest object.
TIP: Read the prompt to the student. This activity can also be done with manipulatives.




CIRCLE THE ONE THAT IS THE TALLEST IN EACH GROUP.



COMPARING LENGTH


Directions: The student will compare the length of different objects and circle the shortest object.
TIP: Read the prompt to the student. This activity can also be done with manipulatives.

CIRCLE THE ONE THAT IS THE SHORTEST IN EACH GROUP.



MEASURING TOOLS


Directions: The student will select the correct measurement tool and write the letter in the "I would use..." column.
TIP: Read the prompts to the student.

IF I WANTED TO MEASURE...	I WOULD USE...
HOW LONG A PENCIL IS 	


LOCATIONS

Directions: The student will draw a circle in the area of the picture described.
TIP: Read the prompt to the student. This activity can also be done with manipulatives on the page or on real objects.

Circle below the table.







Draw a circle above the table.



3D SHAPE HUNT

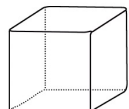
Directions: The student will find all examples of the shape named below.
TIP: Extend this activity by asking the student what real-world objects might be the same shape or how many corners/faces the shape has.

CIRCLE EACH OF THE SHAPES THAT ARE A CUBE.



3D SHAPES

Directions: The student will identify the name of the shape below. The student will write the name on the line below the shape, then the student will answer the questions that follow.
TIP: Read question prompt to student. Student may benefit from using a 3-D shape manipulatives when answering questions about 3-D shapes.



What is the name of this shape?

Cylinder Rectangle Cube

Draw a dot every place that 2 straight lines meet to make a corner.

How many corners does a cube have? _____


Place a mark on each flat surface.

How many faces does a cube have? _____

Draw two examples of objects in the real world that are shaped like a cube.

2D SHAPES

Directions: The student will identify the name of the shape below. The student will write on the line below the shape, then the student will answer the questions that follow.
TIP: Read question prompt to student.



What is the name of this shape?

Square Circle Oval

Draw a dot every place that 2 straight lines meet to make a corner.

How many corners does a square have? _____

Place a tick mark on each straight line.


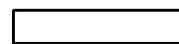













How many sides does a square have? _____

Draw two examples of objects in the real world that are shaped like a square.

2D SHAPE HUNT

Directions: The student will find all examples of the shape named below.
TIP: Extend this activity by asking the student what real-world objects might be the same shape or how many corners/sides the shape has.

CIRCLE EACH OF THE SHAPES THAT ARE A SQUARE.

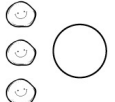


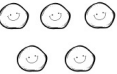
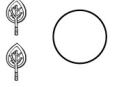





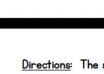
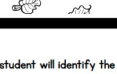


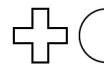
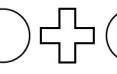


Algebra

- Creating Equal Groups
- Extending Patterns
- Identifying Pattern Rules
- Selecting Operation for Equations


Directions: The student will determine if the equation needs an addition symbol or subtraction symbol to make the equation true.


TIP: Encourage students to look at the sum/product to determine if the answer is the largest number or smaller than the first in the equation.

			=		+	or	-
			=		+	or	-
			=		+	or	-
			=		+	or	-

Directions: The student will identify the pattern, circle the rule (repeating section), then extend pattern the number of spaces shown.


TIP: Have students label each new picture "A," "B," "C," etc. to aid in pattern identification.








Directions: The student will identify the pattern, circle the rule (repeating section), then extend pattern the number of spaces shown.


TIP: Have students label each new picture "A," "B," "C," etc. to aid in pattern identification.

 _____



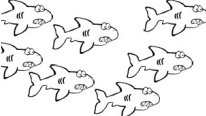

 _____

 _____

 _____

 _____

Directions: The student create a group of drawings/manipulatives that is the same size as the illustration shown.

	
_____	_____
	
_____	_____

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

