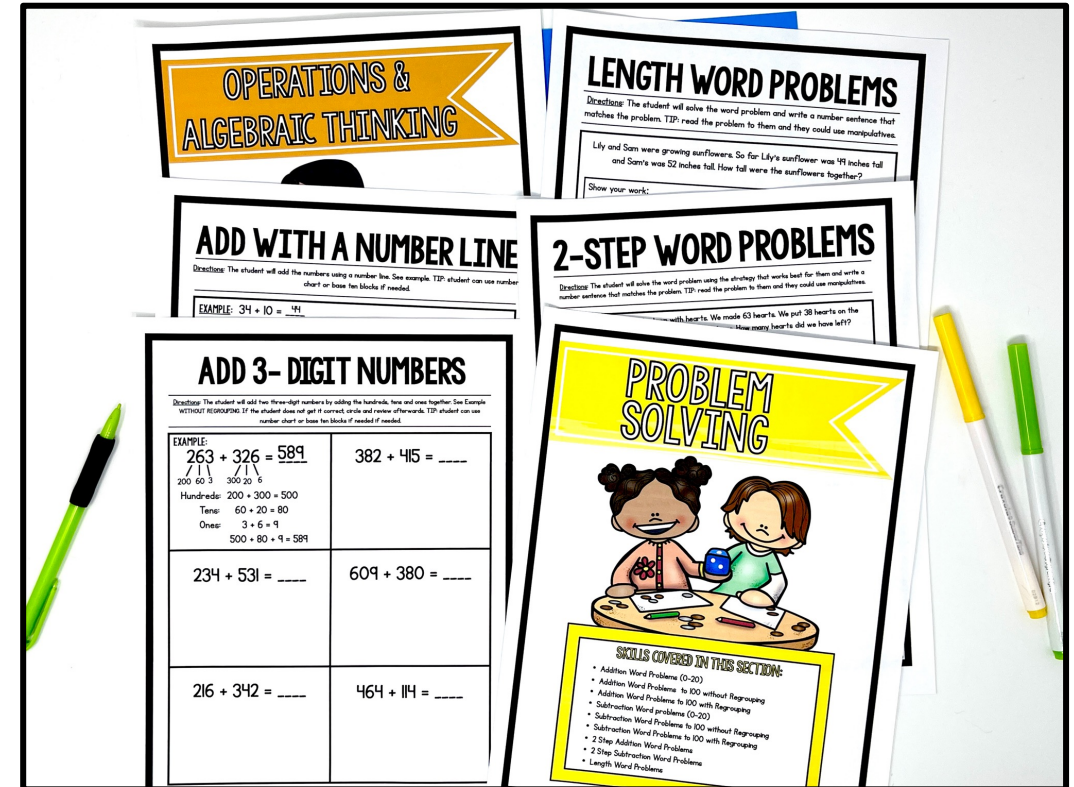
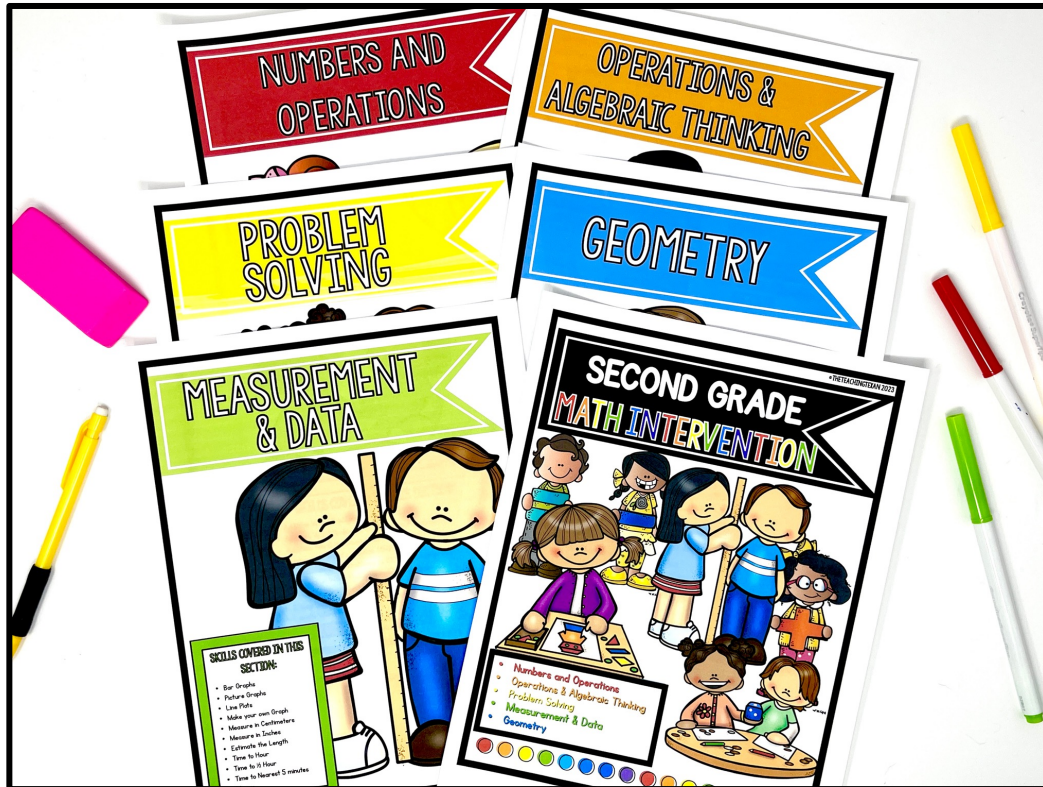
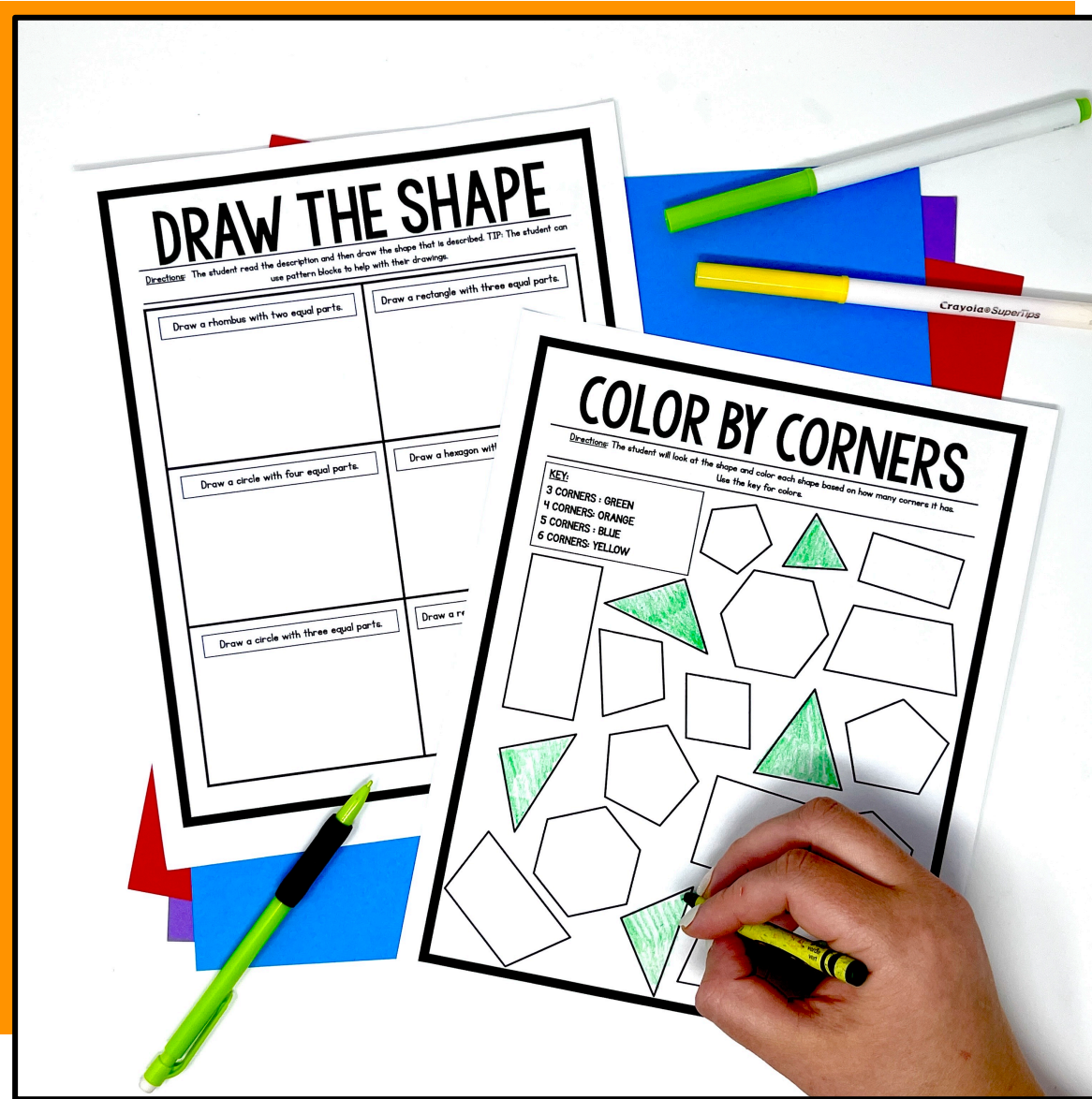


SECOND GRADE MATH INTERVENTION

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



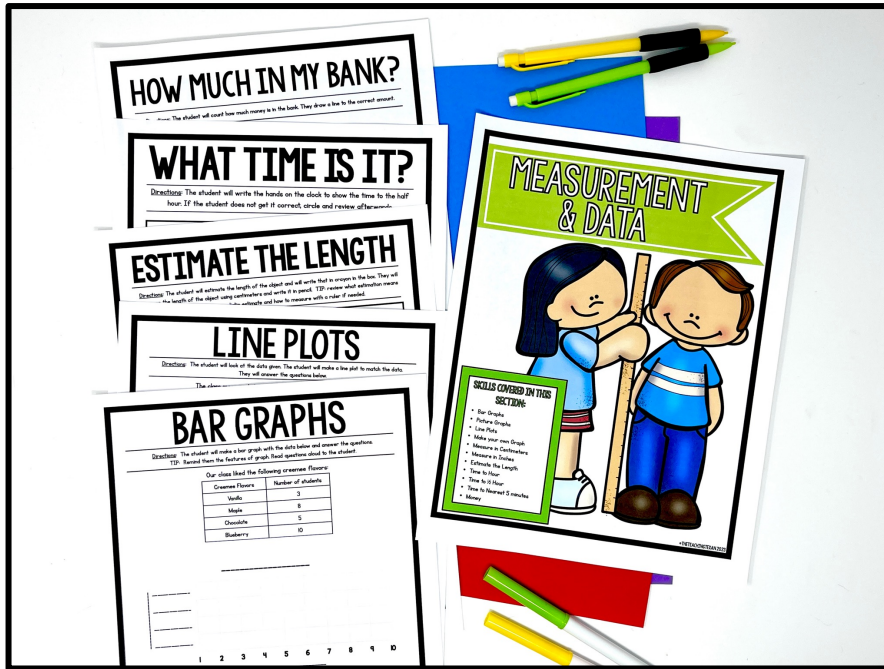
This low-prep math **INTERVENTION** resource includes 5 content strands!



- **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 math intervention provides **ready-to-use** materials that are **targeted** to the specific skills your students are working on.

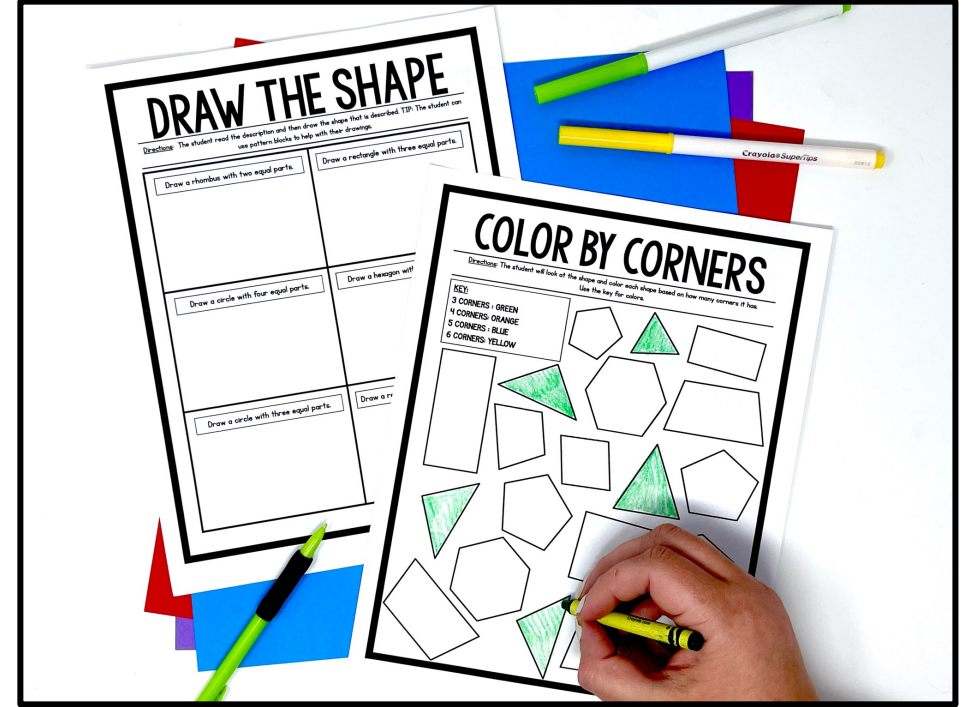


Use them year after year!

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



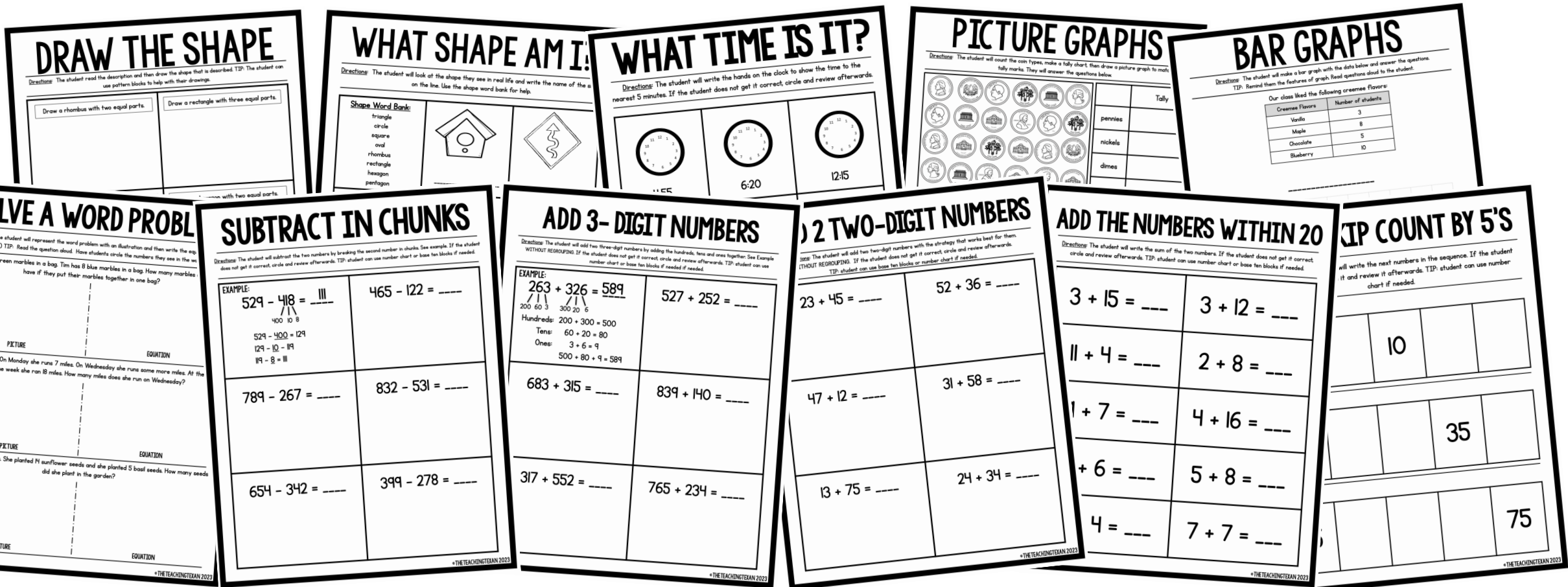
1. Print on white or colorful paper and place in a page protector for students to write on and erase when finished. Store in a binder for easy use.



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

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!



Numbers and Operations

- Skip Counting by 5
- Skip Counting by 10
- Skip Counting by 2
- Skip Counting by 100
- Place Value
- Comparing Numbers

LET'S SKIP COUNT BY 5

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 number chart if needed.

Set 1

0		10		
---	--	----	--	--

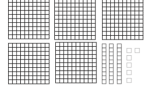

HUNDREDS, TENS, & ONES

Directions: The student will write the number in the box that represents the same amount. TIP: student can use base ten blocks if needed.

2 hundreds + 11 tens + 1 ones	3 hundreds + 16 tens + 9 ones

WHAT'S MY NUMBER?

Directions: The student will count the base ten blocks. They will write the value in number form in the box. TIP: review the values of the base ten blocks for the student if needed.

WHAT NUMBER AM I?

Directions: The student will write the number in the box that represents the same amount. TIP: student can use base ten blocks if needed.

500 + 20 + 4	300 + 90 + 6

HAT NUMBER AM I?

The student will read the number and will color the number form that represents the word form.

four hundred twenty six	two hundred fifty
462	250
426	215
264	205

PLACE VALUE

Directions: The student will look at the number underlined and decide what place value it is. They will color the box that shows the value. If the student does not get it correct, mark & review afterwards. TIP: students can use base ten blocks if needed.

<u>6</u> 34	40 <u>2</u>	7 <u>1</u> 3
30 60 600	10 2 100	10 700 30

COMPARE NUMBERS

Directions: The student will circle the smaller number. If the student does not get it correct, circle and review afterwards. TIP: student can use base ten blocks if needed.

135	265	370	315
442	719	523	255
105	95	287	165
124	80	415	514
920	845	115	105

HUNDREDS, TENS, & ONES

Directions: The student will write the number in the box that represents the amount. TIP: student can use base ten blocks if needed.

1 hundred + 4 tens + 14 ones	4 hundreds + 12 tens + 7 ones
1 hundred + 34 tens + 1 ones	3 hundreds + 0 tens + 8 ones
1 hundred + 19 tens + 4 ones	1 hundred + 21 tens + 11 ones

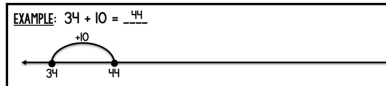
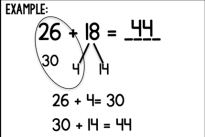
COMPARE NUMBERS

Directions: The student will write >, <, or =. If the student does not get it correct, circle and review afterwards. TIP: student can use base ten blocks if needed.

656 ____ 817	278 ____ 921
524 ____ 140	245 ____ 245
80 ____ 70	110 ____ 111
246 ____ 817	209 ____ 516
434 ____ 434	614 ____ 517

Operations and Algebraic Thinking

- Add Numbers within 20
- Subtract Numbers within 20
- Make a 10 to add 2-digits
- Add the Tens, Add the Ones
- Add with a Number Line
- Add 2 Digits without Regrouping
- Add 3 Digits without Regrouping
- Add 3 digits with Regrouping
- Subtract 1 and 10
- Subtract from 1's Place & 10s Place
- Subtract with a Number Line
- Subtract 2 -Digits without Regrouping
- Subtract 3-Digits without Regrouping
- Subtract 3-Digits with Regrouping
- Repeated Addition (Arrays)

ADD THE NUMBERS WITHIN 20 <small>Directions: The student will write the sum of the two numbers. If the student does not get it correct, circle and review afterwards. TIP: student can use number chart or base ten blocks if needed.</small> <table border="1"> <tr> <td>$3 + 15 = \underline{\quad}$</td> <td>$3 + 12 = \underline{\quad}$</td> </tr> <tr> <td>$11 + 4 = \underline{\quad}$</td> <td>$2 + 8 = \underline{\quad}$</td> </tr> </table>	$3 + 15 = \underline{\quad}$	$3 + 12 = \underline{\quad}$	$11 + 4 = \underline{\quad}$	$2 + 8 = \underline{\quad}$	ADD WITH A NUMBER LINE <small>Directions: The student will add the numbers using a number line. See example. TIP: student can use number chart or base ten blocks if needed.</small>  $28 + 10 = \underline{\quad}$	MAKE A TEN TO ADD 2 DIGITS <small>Directions: The student will make a ten to add the two two-digit numbers. See example. If the student does not get it correct, circle and review afterwards. TIP: student can use a number chart or base ten blocks if needed.</small>  $34 + 58 = \underline{\quad}$																						
$3 + 15 = \underline{\quad}$	$3 + 12 = \underline{\quad}$																											
$11 + 4 = \underline{\quad}$	$2 + 8 = \underline{\quad}$																											
SUBTRACT 3-DIGIT NUMBERS <small>Directions: The student will subtract two three-digit numbers by using the strategy that works best for them. WITHOUT REGROUPING. If the student does not get it correct, circle and review afterwards. TIP: student can use number chart or base ten blocks if needed.</small> <table border="1"> <tr> <td>$764 - 233 = \underline{\quad}$</td> <td>$156 - 122 = \underline{\quad}$</td> </tr> </table>	$764 - 233 = \underline{\quad}$	$156 - 122 = \underline{\quad}$	THE HUNDREDS & TENS <small>Directions: The student will add the hundreds and then add the tens to add two three-digit numbers. See example. WITHOUT REGROUPING. If the student does not get it correct, circle and review afterwards. TIP: student can use number chart or base ten blocks if needed.</small> <table border="1"> <tr> <td>$+ 300 = \underline{560}$</td> <td>$389 + 20 = \underline{\quad}$</td> </tr> <tr> <td>$+ 300 = 500$</td> <td></td> </tr> <tr> <td>$0 = 60$</td> <td></td> </tr> <tr> <td>$+ 60 = 560$</td> <td></td> </tr> </table>	$+ 300 = \underline{560}$	$389 + 20 = \underline{\quad}$	$+ 300 = 500$		$0 = 60$		$+ 60 = 560$		ADD 2 TWO-DIGIT NUMBERS <small>Directions: The student will add two two-digit numbers with the strategy that works best for them. WITHOUT REGROUPING. If the student does not get it correct, circle and review afterwards. TIP: student can use base ten blocks or number chart if needed.</small> <table border="1"> <tr> <td>$23 + 45 = \underline{\quad}$</td> <td>$52 + 36 = \underline{\quad}$</td> </tr> </table>	$23 + 45 = \underline{\quad}$	$52 + 36 = \underline{\quad}$														
$764 - 233 = \underline{\quad}$	$156 - 122 = \underline{\quad}$																											
$+ 300 = \underline{560}$	$389 + 20 = \underline{\quad}$																											
$+ 300 = 500$																												
$0 = 60$																												
$+ 60 = 560$																												
$23 + 45 = \underline{\quad}$	$52 + 36 = \underline{\quad}$																											
SUBTRACT 10 <small>Directions: The student will subtract 10 from the number. If the student does not get it correct, circle and review afterwards. TIP: student can use number chart or base ten blocks if needed.</small> <table border="1"> <tr> <td>$23 - 10 = \underline{\quad}$</td> <td>$59 - 10 = \underline{\quad}$</td> </tr> <tr> <td>$97 - 10 = \underline{\quad}$</td> <td>$41 - 10 = \underline{\quad}$</td> </tr> <tr> <td>$34 - 10 = \underline{\quad}$</td> <td>$60 - 10 = \underline{\quad}$</td> </tr> <tr> <td>$15 - 10 = \underline{\quad}$</td> <td>$84 - 10 = \underline{\quad}$</td> </tr> <tr> <td>$73 - 10 = \underline{\quad}$</td> <td>$110 - 10 = \underline{\quad}$</td> </tr> </table>	$23 - 10 = \underline{\quad}$	$59 - 10 = \underline{\quad}$	$97 - 10 = \underline{\quad}$	$41 - 10 = \underline{\quad}$	$34 - 10 = \underline{\quad}$	$60 - 10 = \underline{\quad}$	$15 - 10 = \underline{\quad}$	$84 - 10 = \underline{\quad}$	$73 - 10 = \underline{\quad}$	$110 - 10 = \underline{\quad}$	SUBTRACT FROM THE 1'S PLACE <small>Directions: The student will subtract the two numbers. These focus on subtracting from the one's place without regrouping. If the student does not get it correct, circle and review afterwards. TIP: student can use number chart or base ten blocks if needed.</small> <table border="1"> <tr> <td>$35 - 3 = \underline{\quad}$</td> <td>$87 - 4 = \underline{\quad}$</td> </tr> <tr> <td>$29 - 7 = \underline{\quad}$</td> <td>$97 - 6 = \underline{\quad}$</td> </tr> <tr> <td>$28 - 4 = \underline{\quad}$</td> <td>$69 - 7 = \underline{\quad}$</td> </tr> <tr> <td>$55 - 4 = \underline{\quad}$</td> <td>$48 - 5 = \underline{\quad}$</td> </tr> <tr> <td>$34 - 2 = \underline{\quad}$</td> <td>$19 - 9 = \underline{\quad}$</td> </tr> </table>	$35 - 3 = \underline{\quad}$	$87 - 4 = \underline{\quad}$	$29 - 7 = \underline{\quad}$	$97 - 6 = \underline{\quad}$	$28 - 4 = \underline{\quad}$	$69 - 7 = \underline{\quad}$	$55 - 4 = \underline{\quad}$	$48 - 5 = \underline{\quad}$	$34 - 2 = \underline{\quad}$	$19 - 9 = \underline{\quad}$	ADD 3-DIGIT NUMBERS <small>Directions: The student will add two three-digit numbers by using the strategy that works best for them. WITHOUT REGROUPING. If the student does not get it correct, circle and review afterwards. TIP: student can use number chart or base ten blocks if needed.</small> <table border="1"> <tr> <td>$714 + 233 = \underline{\quad}$</td> <td>$112 + 151 = \underline{\quad}$</td> </tr> <tr> <td>$457 + 342 = \underline{\quad}$</td> <td>$334 + 655 = \underline{\quad}$</td> </tr> <tr> <td>$430 + 123 = \underline{\quad}$</td> <td>$243 + 324 = \underline{\quad}$</td> </tr> </table>	$714 + 233 = \underline{\quad}$	$112 + 151 = \underline{\quad}$	$457 + 342 = \underline{\quad}$	$334 + 655 = \underline{\quad}$	$430 + 123 = \underline{\quad}$	$243 + 324 = \underline{\quad}$
$23 - 10 = \underline{\quad}$	$59 - 10 = \underline{\quad}$																											
$97 - 10 = \underline{\quad}$	$41 - 10 = \underline{\quad}$																											
$34 - 10 = \underline{\quad}$	$60 - 10 = \underline{\quad}$																											
$15 - 10 = \underline{\quad}$	$84 - 10 = \underline{\quad}$																											
$73 - 10 = \underline{\quad}$	$110 - 10 = \underline{\quad}$																											
$35 - 3 = \underline{\quad}$	$87 - 4 = \underline{\quad}$																											
$29 - 7 = \underline{\quad}$	$97 - 6 = \underline{\quad}$																											
$28 - 4 = \underline{\quad}$	$69 - 7 = \underline{\quad}$																											
$55 - 4 = \underline{\quad}$	$48 - 5 = \underline{\quad}$																											
$34 - 2 = \underline{\quad}$	$19 - 9 = \underline{\quad}$																											
$714 + 233 = \underline{\quad}$	$112 + 151 = \underline{\quad}$																											
$457 + 342 = \underline{\quad}$	$334 + 655 = \underline{\quad}$																											
$430 + 123 = \underline{\quad}$	$243 + 324 = \underline{\quad}$																											

Problem Solving

- Addition Word Problems (0-20)
- Addition Word Problems to 100 without Regrouping
- Addition Word Problems to 100 with Regrouping
- Subtraction Word problems (0-20)
- Subtraction Word Problems to 100 without Regrouping
- Subtraction Word Problems to 100 with Regrouping
- 2 Step Addition Word Problems
- 2 Step Subtraction Word Problems
- Length Word Problems

SOLVE A WORD PROBLEM	
<small>Directions:</small> The student will represent the word problem with an illustration and then write the equation. (Addition to 20) TIP: Read the question aloud. Have students circle the numbers they see in the word problem.	
Sam has 6 green marbles in a bag. Tim has 8 blue marbles in a bag. How many marbles do they have if they put their marbles together in one bag?	
PICTURE	EQUATION
Lily runs track. On Monday she runs 7 miles. On Wednesday she runs some more miles. At the end of the week she ran 18 miles. How many miles does she run on Wednesday?	
PICTURE	EQUATION
Mom planted seeds. She planted 14 sunflower seeds and she planted 5 basil seeds. How many seeds did she plant in the garden?	
PICTURE	

SOLVE A WORD PROBLEM	
<small>Directions:</small> The student will solve the word problem using the strategy that works best for them and write a number sentence that matches the problem. (Subtraction to 100 without Regrouping) TIP: read the problem to them and they could use manipulatives.	
At the field there was a race. There were 67 runners total. Some were adults and some were kids. There were 31 kids. How many adult runners were there?	Hendrik watches trucks drive by. In one day he counted 74 total. 43 of the trucks were dump trucks. How many were not dump trucks?
Papa was fly fishing. He caught 58 fish in the morning. He threw back 18 of the fish. How many fish did Papa keep?	There are 13 kids on the school bus. At the next stop, 8 kids get off. How many kids are still on the school bus?

LENGTH WORD PROBLEMS
<small>Directions:</small> 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.
My scarf was 63 inches long. It was not comfy around my neck. I decided to cut 19 inches off. How long is my scarf now?
Show your work:
Write your number sentence:
Kori does the long jump in track. She jumped 48 inches on her first jump. On her second jump she jumped 72 inches. How much further on her second jump did she jump compared to her first?
Show your work:
Write your number sentence:

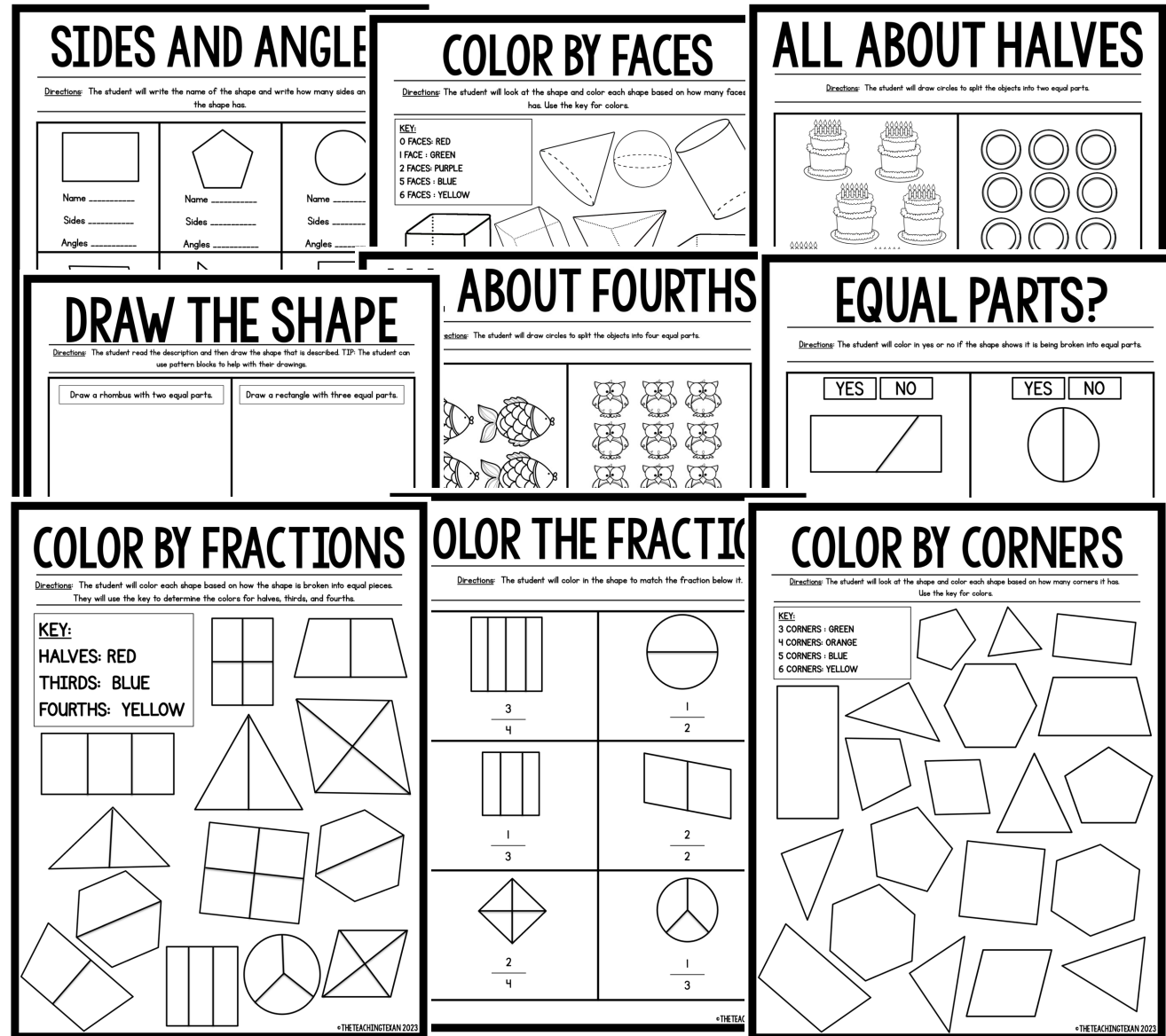
©THE TEACHING TITAN 2023

2-STEP WORD PROBLEMS	
<small>Directions:</small> The student will solve the word problem using the strategy that works best for them and write a number sentence that matches the problem. TIP: read the problem to them and they could use manipulatives.	
Kyle saw 28 dolphins in the water on Monday. He saw 45 dolphins in the water on Tuesday. Kyle saw 15 more dolphins on Wednesday. How many dolphins did he see in the water in all?	
First Step:	Second Step:
$\square \square \square = \square$	$\square \square \square = \square$
I read at home during breakfast for 14 minutes. I read at school for 15 minutes and then before bed I read for 26 minutes. How long did I read for?	
First Step:	Second Step:
$\square \square \square = \square$	$\square \square \square = \square$

©THE TEACHING TITAN 2023

Geometry

- 2D Shapes- Sides and Angles
- 2D Shapes- Corners
- 3D Shapes- Faces, Edges, Vertices
- Equal Parts
- Halves, Thirds & Fourths



Measurement and Data

- Bar Graphs
- Picture Graphs
- Line Plots
- Make your own Graph
- Measure in Centimeters
- Measure in Inches
- Estimate the Length
- Time to Hour
- Time to $\frac{1}{2}$ Hour
- Time to Nearest 5 minutes
- Money

BAR GRAPHS

Directions: The student will make a bar graph with the data below and answer the questions below.
TIP: Remind them the features of graph. Read questions aloud to the student.

Our baseball team has the following equipment:

Type of Equipment	Amount Team Had
bats	3
baseballs	8
helmets	5
gloves	10

PICTURE GRAPHS

Directions: The student will count the fruit, make a tally chart, then draw a picture graph to match the tally marks. They will answer the questions below.

	Tally
apple	
strawberry	
watermelon	

MEASURE IN CM

Directions: The student will measure the line and write how many centimeters it is. They will then answer the questions below.
TIP: Read the prompt to the student. If student has difficulty conceptualizing length, provide hands-on experience with ordering various objects by size such as pencils, erasers, rocks, etc. You can also review how to measure on a ruler.

Line A: _____ cm

Line B: _____ cm

HOW MUCH IN MY BANK?

Directions: The student will count how much money is in the bank. They draw a line to the correct amount.

63 cents

WHAT TIME IS IT?

Directions: The student will write the time shown on the clock to the nearest 5 minutes. If student does not get it correct, circle and review afterwards.

HOW MUCH IN MY BANK?

Directions: The student will count how much money is in the bank. They draw a line to the correct amount.

63 cents

LINE PLOTS

Directions: The student will look at the data given. The student will make a line plot to match the data. They will answer the questions below.

The class measured their height in feet. Below are the results.

6 feet	5 feet	3 feet
6 feet	5 feet	6 feet
5 feet	3 feet	4 feet
5 feet	4 feet	6 feet
6 feet	5 feet	3 feet
5 feet	4 feet	4 feet

Line plot:

Directions: Answer the questions by writing a number sentence and showing your work to solve the problem.

How many students were at least 4 feet tall? _____

How many more fewer students were 3 feet tall compared to 5 feet tall? _____

MEASURE IN CM

Directions: The student will measure the objects and write how many centimeters it is. They will answer the questions below.
TIP: Read the prompt to the student. If student has difficulty conceptualizing length, provide hands-on experience with ordering various objects by size such as pencils, erasers, rocks, etc. You can also review how to measure on a ruler.

pencil: _____ cm

key: _____ cm

pear: _____ cm

fish: _____ cm

Order from shortest to longest: _____

HOW MUCH IN MY BANK?

Directions: The student will count how much money is in the bank. They draw a line to the correct amount.

\$ 203

\$ 181

\$ 235

\$ 142