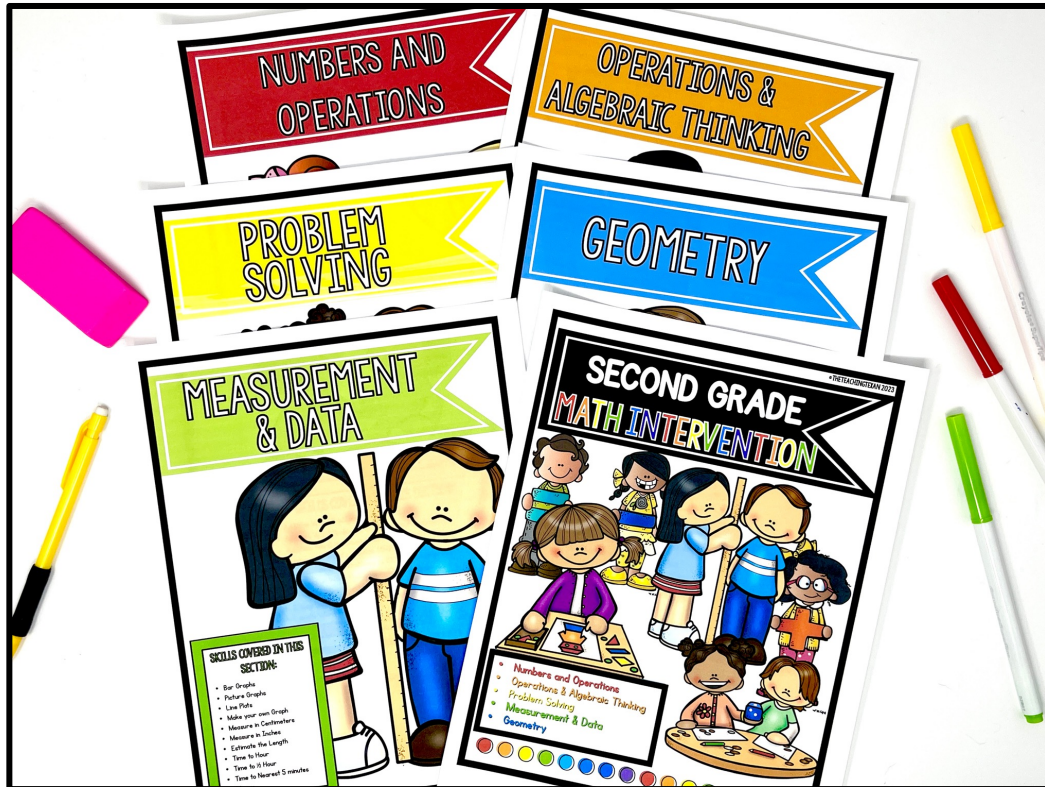
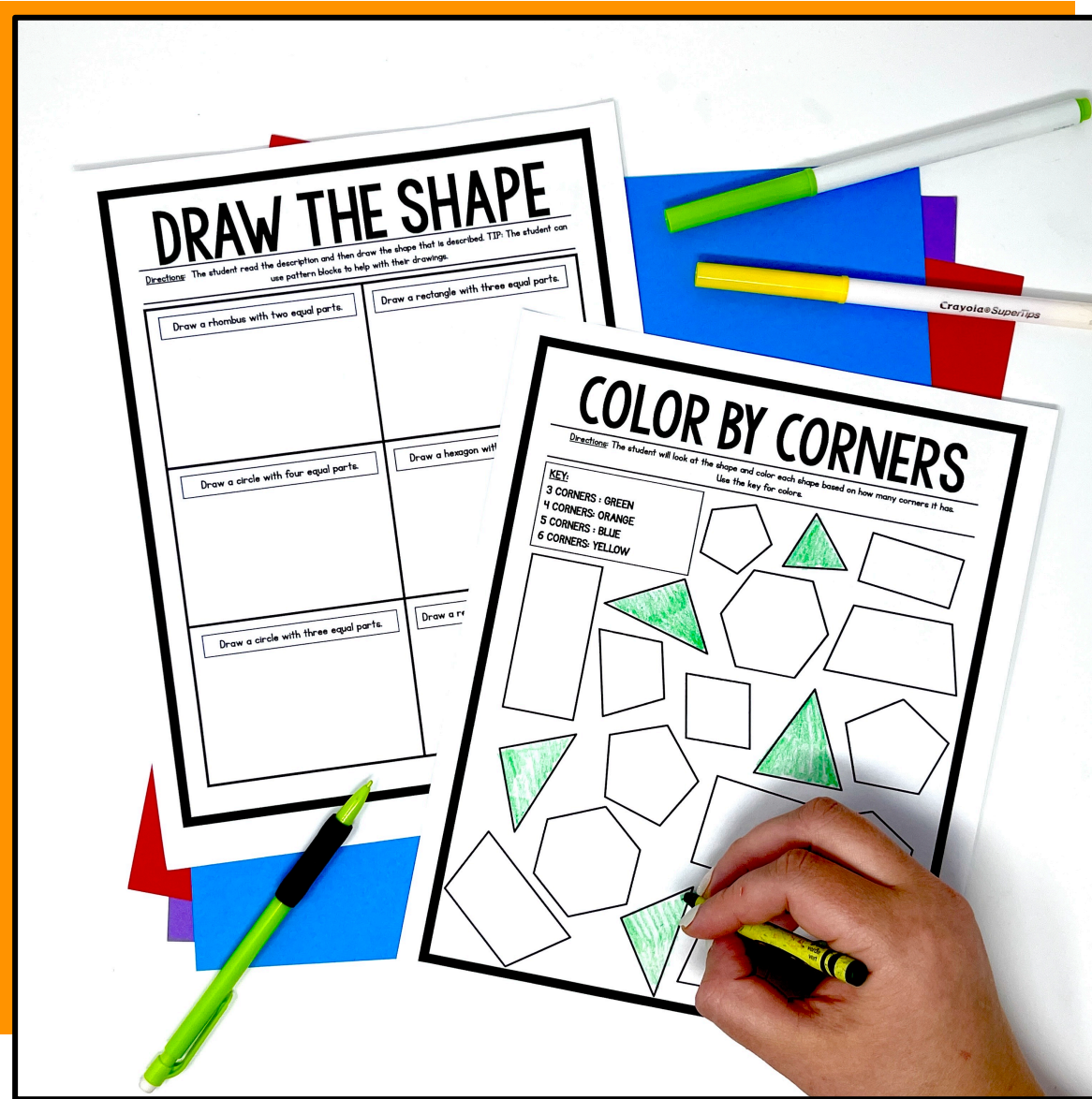


# SECOND GRADE READING & MATH INTERVENTION

Give your students the extra practice they need with over 400 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.



This low-prep reading **INTERVENTION** resource includes **4 content strands!**



- **Foundational skills & phonics**
- **Comprehension**
- **Vocabulary & word structure**
- **Writing**

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



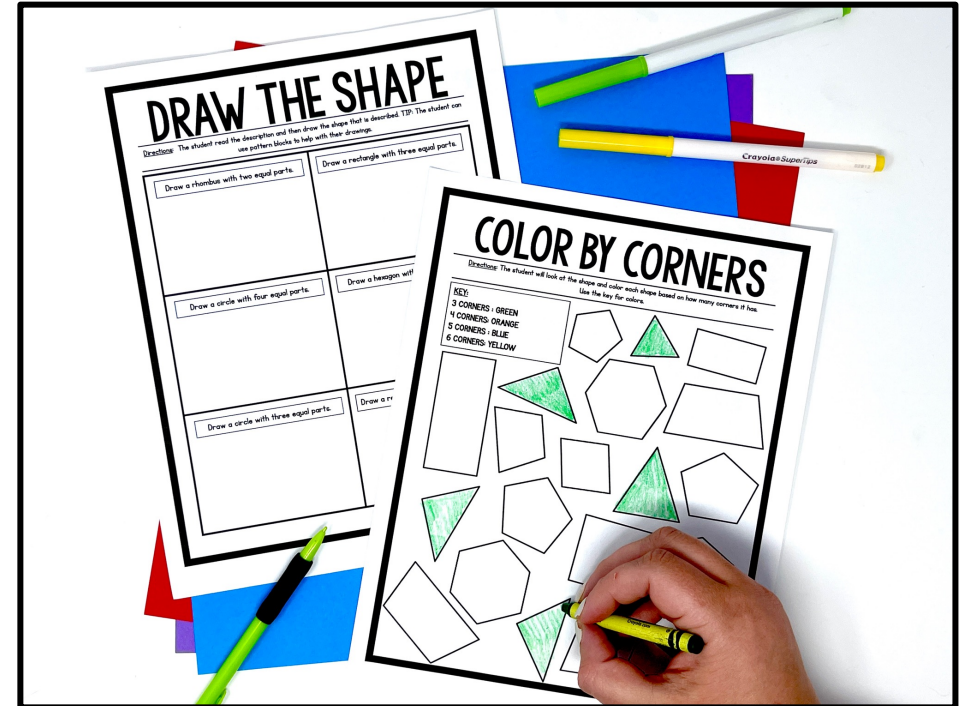


# Use them year after year!

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



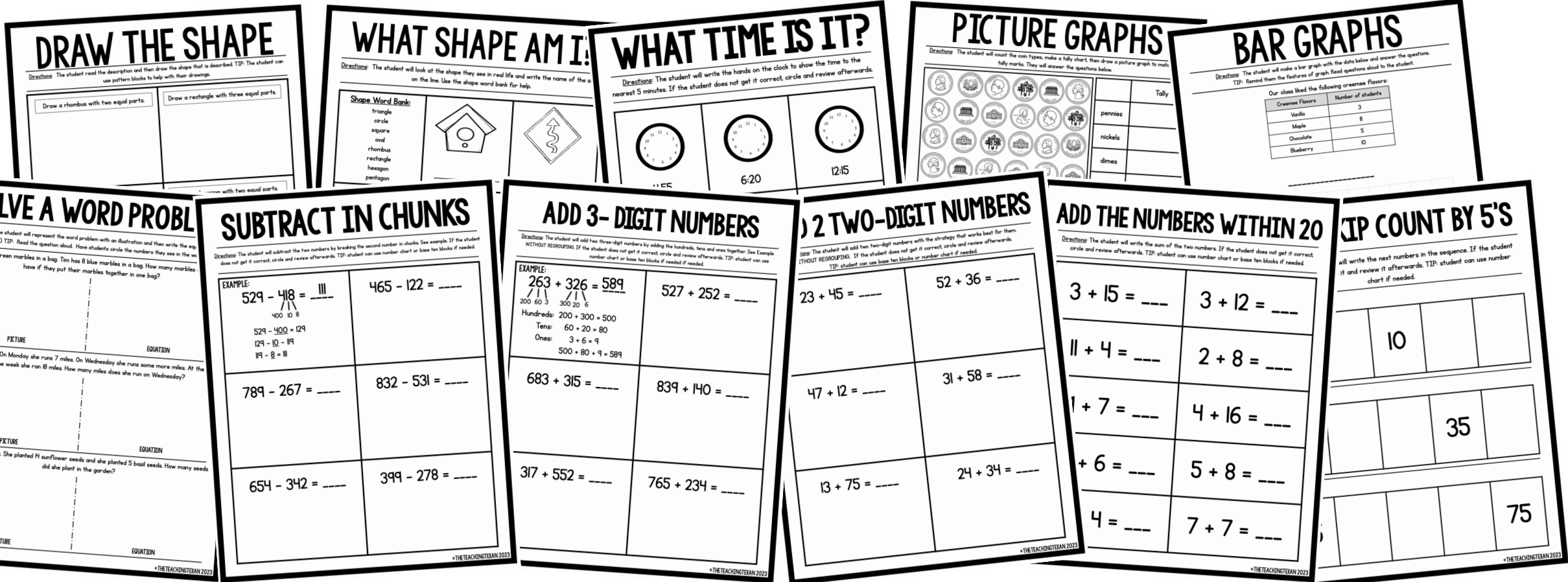
1. Print on white or colorful paper and place in a page protector for students to write on and erase when finished. Store in a binder for easy use.



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 math 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		
---	--	----	--	--

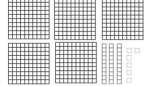
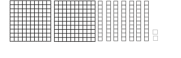
### HUNDREDS, TENS, & ONES

**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 same 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

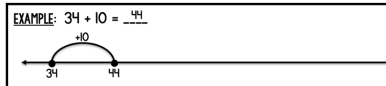
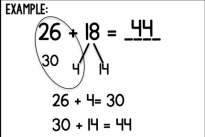
### COMPARE NUMBERS

**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)

<b>ADD THE NUMBERS WITHIN 20</b> <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><math>3 + 15 = \underline{\quad}</math></td> <td><math>3 + 12 = \underline{\quad}</math></td> </tr> <tr> <td><math>11 + 4 = \underline{\quad}</math></td> <td><math>2 + 8 = \underline{\quad}</math></td> </tr> </table>	$3 + 15 = \underline{\quad}$	$3 + 12 = \underline{\quad}$	$11 + 4 = \underline{\quad}$	$2 + 8 = \underline{\quad}$	<b>ADD WITH A NUMBER LINE</b> <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>  $28 + 10 = \underline{\quad}$	<b>MAKE A TEN TO ADD 2 DIGITS</b> <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>  $34 + 58 = \underline{\quad}$																						
$3 + 15 = \underline{\quad}$	$3 + 12 = \underline{\quad}$																											
$11 + 4 = \underline{\quad}$	$2 + 8 = \underline{\quad}$																											
<b>SUBTRACT 3-DIGIT NUMBERS</b> <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><math>764 - 233 = \underline{\quad}</math></td> <td><math>156 - 122 = \underline{\quad}</math></td> </tr> </table>	$764 - 233 = \underline{\quad}$	$156 - 122 = \underline{\quad}$	<b>THE HUNDREDS &amp; TENS</b> <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><math>+ 300 = \underline{560}</math></td> <td><math>389 + 20 = \underline{\quad}</math></td> </tr> <tr> <td><math>+ 300 = 500</math></td> <td></td> </tr> <tr> <td><math>0 = 60</math></td> <td></td> </tr> <tr> <td><math>+ 60 = 560</math></td> <td></td> </tr> </table>	$+ 300 = \underline{560}$	$389 + 20 = \underline{\quad}$	$+ 300 = 500$		$0 = 60$		$+ 60 = 560$		<b>ADD 2 TWO-DIGIT NUMBERS</b> <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><math>23 + 45 = \underline{\quad}</math></td> <td><math>52 + 36 = \underline{\quad}</math></td> </tr> </table>	$23 + 45 = \underline{\quad}$	$52 + 36 = \underline{\quad}$														
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<b>SUBTRACT 10</b> <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><math>23 - 10 = \underline{\quad}</math></td> <td><math>59 - 10 = \underline{\quad}</math></td> </tr> <tr> <td><math>97 - 10 = \underline{\quad}</math></td> <td><math>41 - 10 = \underline{\quad}</math></td> </tr> <tr> <td><math>34 - 10 = \underline{\quad}</math></td> <td><math>60 - 10 = \underline{\quad}</math></td> </tr> <tr> <td><math>15 - 10 = \underline{\quad}</math></td> <td><math>84 - 10 = \underline{\quad}</math></td> </tr> <tr> <td><math>73 - 10 = \underline{\quad}</math></td> <td><math>110 - 10 = \underline{\quad}</math></td> </tr> </table>	$23 - 10 = \underline{\quad}$	$59 - 10 = \underline{\quad}$	$97 - 10 = \underline{\quad}$	$41 - 10 = \underline{\quad}$	$34 - 10 = \underline{\quad}$	$60 - 10 = \underline{\quad}$	$15 - 10 = \underline{\quad}$	$84 - 10 = \underline{\quad}$	$73 - 10 = \underline{\quad}$	$110 - 10 = \underline{\quad}$	<b>SUBTRACT FROM THE 1'S PLACE</b> <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><math>35 - 3 = \underline{\quad}</math></td> <td><math>87 - 4 = \underline{\quad}</math></td> </tr> <tr> <td><math>29 - 7 = \underline{\quad}</math></td> <td><math>97 - 6 = \underline{\quad}</math></td> </tr> <tr> <td><math>28 - 4 = \underline{\quad}</math></td> <td><math>69 - 7 = \underline{\quad}</math></td> </tr> <tr> <td><math>55 - 4 = \underline{\quad}</math></td> <td><math>48 - 5 = \underline{\quad}</math></td> </tr> <tr> <td><math>34 - 2 = \underline{\quad}</math></td> <td><math>19 - 9 = \underline{\quad}</math></td> </tr> </table>	$35 - 3 = \underline{\quad}$	$87 - 4 = \underline{\quad}$	$29 - 7 = \underline{\quad}$	$97 - 6 = \underline{\quad}$	$28 - 4 = \underline{\quad}$	$69 - 7 = \underline{\quad}$	$55 - 4 = \underline{\quad}$	$48 - 5 = \underline{\quad}$	$34 - 2 = \underline{\quad}$	$19 - 9 = \underline{\quad}$	<b>ADD 3-DIGIT NUMBERS</b> <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><math>714 + 233 = \underline{\quad}</math></td> <td><math>112 + 151 = \underline{\quad}</math></td> </tr> <tr> <td><math>457 + 342 = \underline{\quad}</math></td> <td><math>334 + 655 = \underline{\quad}</math></td> </tr> <tr> <td><math>430 + 123 = \underline{\quad}</math></td> <td><math>243 + 324 = \underline{\quad}</math></td> </tr> </table>	$714 + 233 = \underline{\quad}$	$112 + 151 = \underline{\quad}$	$457 + 342 = \underline{\quad}$	$334 + 655 = \underline{\quad}$	$430 + 123 = \underline{\quad}$	$243 + 324 = \underline{\quad}$
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# 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	
<p><b>Directions:</b> 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.</p>	
<p>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?</p>	
PICTURE	EQUATION
<p>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?</p>	
PICTURE	EQUATION
<p>Mom planted seeds. She planted 11 sunflower seeds and she planted 5 basil seeds. How many seeds did she plant in the garden?</p>	
PICTURE	

SOLVE A WORD PROBLEM	
<p><b>Directions:</b> 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.</p>	
<p>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?</p>	<p>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?</p>
<p>Papa was fly fishing. He caught 58 fish in the morning. He threw back 18 of the fish. How many fish did Papa keep?</p>	<p>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?</p>

LENGTH WORD PROBLEMS
<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 scarf was 63 inches long. It was not comfy around my neck. I decided to cut 11 inches off. How long is my scarf now?</p>
<p>Show your work:</p>
<p>Write your number sentence:</p>
<p>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?</p>
<p>Show your work:</p>
<p>Write your number sentence:</p>

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2-STEP WORD PROBLEMS	
<p><b>Directions:</b> 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.</p>	
<p>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?</p>	
<p>First Step:</p>	<p>Second Step:</p>
<p><math>\square \square \square = \square</math></p>	<p><math>\square \square \square = \square</math></p>
<p>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?</p>	
<p>First Step:</p>	<p>Second Step:</p>
<p><math>\square \square \square = \square</math></p>	<p><math>\square \square \square = \square</math></p>

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# Geometry

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

### SIDES AND ANGLE

**Directions:** The student will write the name of the shape and write how many sides on the shape has.

 Name _____ Sides _____ Angles _____	 Name _____ Sides _____ Angles _____	 Name _____ Sides _____ Angles _____
---	---	---

### COLOR BY FACES

**Directions:** The student will look at the shape and color each shape based on how many faces has. Use the key for colors.

**KEY:**  
 0 FACES: RED  
 1 FACE: GREEN  
 2 FACES: PURPLE  
 5 FACES: BLUE  
 6 FACES: YELLOW

### ALL ABOUT HALVES

**Directions:** The student will draw circles to split the objects into two equal parts.

### DRAW THE SHAPE

**Directions:** The student read the description and then draw the shape that is described. TIP: The student can use pattern blocks to help with their drawings.

Draw a rhombus with two equal parts.

Draw a rectangle with three equal parts.

### ABOUT FOURTHS

**Directions:** The student will draw circles to split the objects into four equal parts.

### EQUAL PARTS?

**Directions:** The student will color in yes or no if the shape shows it is being broken into equal parts.

YES NO

YES NO

### COLOR BY FRACTIONS

**Directions:** The student will color each shape based on how the shape is broken into equal pieces. They will use the key to determine the colors for halves, thirds, and fourths.

**KEY:**  
 HALVES: RED  
 THIRDS: BLUE  
 FOURTHS: YELLOW

### COLOR THE FRACTIONS

**Directions:** The student will color in the shape to match the fraction below it.

 $\frac{3}{4}$	 $\frac{1}{2}$
 $\frac{1}{3}$	 $\frac{2}{2}$
 $\frac{2}{4}$	 $\frac{1}{3}$

### COLOR BY CORNERS

**Directions:** The student will look at the shape and color each shape based on how many corners it has. Use the key for colors.

**KEY:**  
 3 CORNERS: GREEN  
 4 CORNERS: ORANGE  
 5 CORNERS: BLUE  
 6 CORNERS: YELLOW



# 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

# Save time planning reading intervention

This binder includes activities for 4 different reading strands, that make the activities perfect for intervention, independent skill practice, NWEA MAP testing practice, and more!



### WHICH VOWEL?

Directions: The student will read the word in the box. Then they will color the long vowel or short vowel box based on the vowel they hear when they read the word. (Vowel A)

crash 	grass 
long short	long short







### SAY IT, MAP IT, WRITE IT

Directions: The student will say the name of the picture. They will map the letters for each sound they hear in the circles. Last, they will 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.

Say It	Map it	Write It
	○ ○ ○ ○	
	○ ○ ○ ○	

### LET'S BLEND WORDS

Directions: The student will look at the word and blend the word together. They will circle the picture in the circles. TIP: If student has trouble identifying pictures, say the name of each picture for the student until vocabulary becomes stronger.

float ← →			
toad			

### 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 word three times on the line and draw a heart around the tricky part. Last, they will write a sentence that uses the word.

read it: your

map it: 

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

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

draw a heart around the tricky part: \_\_\_\_\_

write a sentence: \_\_\_\_\_

### RETELL A STORY

Directions: The student will read the passage and retell the story below. Retell them to identify the characters, setting, problem and solution in their retell. TIP: The passage could be read to the student if needed.

**The Drop**


Sarah was at school and her class had earned an ice cream party. Everyone was very excited. They could choose between popples, ice cream cones, or freeze pops. Sarah's teacher was handing out their treats. She stated, "Make sure you do not drop yours as there are no extras." Sarah's friend, Tommy, instantly dropped his. He started sobbing. Sarah went over and gave him hers. She told him, "I can have one when I get home." Sarah's teacher was surprised she gave him hers. Sarah said, "That's what friends are for!"

Beginning	Middle	End
-----------	--------	-----

### FIND & COLOR SILENT LETTERS


Directions: The student will find and color the pictures of silent letters on the key. If student has trouble identifying pictures, say the name of each picture for the student until vocabulary becomes stronger.


**Key**  
mb: yellow  
wr: blue  
gn: red  
kn: green





### HIGH FREQUENCY WORDS

Directions: The student will read the word. They will map it by coloring a circle for each sound in the word they hear. They will 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.

map it:  write it: goes


map it:  write it: does

map it:  write it: been

map it:  write it: around

### ASK & ANSWER QUESTIONS

Directions: The student will look at the picture. The student will come up with their own questions before reading. They will decide if it is a fact or opinion question by circling the word. They will read the passage. They will answer questions if they can after they read.



Our team was having a meeting. We were coming up with defense plays so we could win the championship. We were all putting in hard work. Let's hope it pays off!

Questions you have before reading:	Question Type	Answers to questions after reading:
	THICK THIN	
	THICK THIN	
	THICK THIN	
	THICK THIN	

### MAIN IDEA & KEY DETAILS

Directions: The student will use their own text. The student will write the main idea of their text and four supporting details that prove the main idea.

Key Detail

MAIN IDEA

Key Detail

Key Detail

Key Detail

### APOSTROPHES

Directions: The student will read the two words. They will write their own sentence using the two words adding the apostrophes. They will underline the words with apostrophes. They will make sure each sentence has capitalization, punctuation, spaces and correct spelling.

**SENTENCE CHECKLIST:**

<input type="checkbox"/> First Word and Capitalization	<input type="checkbox"/> Punctuation
<input type="checkbox"/> Spaces between words	<input type="checkbox"/> Correct Spelling

the squirrels nuts

childrens game

Shaynes work

### SUFFIXES

Directions: The student will read the base word and the meanings. They will decide what suffix to write. They will then pick a word with a suffix to write a sentence with.

**suffix meanings**  
without lacking  
how it is done, like  
sst- more

meaning of word with suffix
more big
full of color
without a job
done with loudness
more fast
done with quickness
full of cheer
lacking help

using a word with a suffix from above



- Long vs. Short Vowels
- Vowel Teams
- Diphthongs
- Silent Letters- mb, wr, kn, gn
- R-controlled- ar, er, ir, or, ur
- 2 Syllable words

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- Ask and Answer Questions- thick and thin
- Retell a Story
- Story Elements
- Character Response
- Points of View
- Author's Point
- Central Message/ Theme
- Compare and Contrast
- Making Connections
- Main Idea and detail
- Text Features and Images

[illegible]

# Vocabulary & Word Structure

- High Frequency Words
- Formal or Informal Language
- Compound Words
- Homophones
- Prefixes- re, un, pre, dis, mis
- Prefixes- re, un, pre, dis, mis
- Suffixes- ful, less, ly, est
- ABC Order
- 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 writing the letters that make the sounds in each box. They will write the sight word three times on the line and draw a heart around the tricky part. Last, they will write a sentence with their word.

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

read it: \_\_\_\_\_ map 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 three times on the line and draw a heart around the tricky part. Last, they will write a sentence with their word.

read it: your \_\_\_\_\_ map it: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

read it: \_\_\_\_\_ map 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 three times on the line and draw a heart around the tricky part. Last, they will write a sentence with their word.

read it: around \_\_\_\_\_ map it: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

read it: \_\_\_\_\_ map 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.

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

write it: your

\_\_\_\_\_

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

## COMPOUND WORDS

The student will look at the compound word. The student will write the two words that make up the compound word in the boxes.

  +   = butterfly

  +   = waterfall

## FORMAL OR INFORMAL?

Directions: The student will read the sentence and decide if the sentence is formal or informal language. They will color the box labeled formal or informal.

**Formal language** - what you use when talking to an adult or authority.

**Informal language** - what you use talking to friends or family.

Yeah, I do wanna play hide and seek. formal informal

Hello sir, It is a pleasure formal informal

## TO, TWO, TOO

Directions: The student will read sentence and figure out which word belongs. The student will write the correct word on the line.

to	two	too
a direction	the number	also or an amount

I need \_\_\_\_\_ go call my mom. The music is \_\_\_\_\_ loud in here.

This weekend I read \_\_\_\_\_ books. Let's go \_\_\_\_\_ the ice cream stand.

It has been \_\_\_\_\_ years since we went on a rollercoaster. My grandma loves sleepovers, \_\_\_\_\_

## REAL LIFE CONNECTIONS

Directions: The student will read the category and come up with real life connections they have. They will write up to four connections for each category.

Things I've tasted that are BITTER.	Things I've felt that are BUMPY.
_____	_____
_____	_____
Things that I've seen that are TEENY.	Things that I've seen that are SCARY.
_____	_____
_____	_____
Things that I've smelled that are ROTTEN.	Things that I've heard that are CALMING.
_____	_____
_____	_____

## SHADES OF MEANING

Directions: The student will read the sentence and decide what shade of meaning word best fits for the sentence. They will write the word on the line.

messy dirty filthy ruined	Our couch was _____ after Pippa the dog ran in the mud and jumped all around.
pleasant nice enjoyable entertaining	We had a _____ day having had a picnic at the park.
throw hurl pitch toss	My brother took a chair and decided to _____ it at me since I teased him.
microscopic teeny tiny little	My mom said she has a _____ chip in her diamond ring.



# Writing

- Collective Nouns
- Irregular Plural Nouns
- Reflexive Pronouns
- Irregular Past Tense Verbs
- Adjectives
- Adverbs
- Capitalization—holidays, products, & geography
- Commas— greetings and closings
- Contractions
- Apostrophes—possessive
- Simple and Compound sentences

## APOSTROPHES

**Directions:** The student will read the sentences. They will put apostrophes where they are needed. They will underline the word with the apostrophe.

**apostrophes:** show something belongs to a person, place or thing.

Lily's Book

's is not used when a plural noun ends in s, just add an apostrophe.

the students' school

---

It was my brothers birthday today.

---

Hendriks toy was left in the rain

## COLLECTIVE NOUNS

**Directions:** The student will read the sentences. They will use the word bank to pick a collective noun that best fits. They will write the word from the word bank on the line.

WORD BANK		
pod	flight	liter
pair	team	branch
school	forest	bouquet

---

A \_\_\_\_\_ of trees.

A \_\_\_\_\_ of stairs.

A \_\_\_\_\_ of dolphins.

## ADVERBS

**Directions:** The student will read the sentence. They will circle the adverb that describes the underlined word. They will write the adverb in the box.

---

1. Brooke banged on the drum loudly.

---

2. My dad visits his parents weekly by the ocean.

## APOSTROPHES

**Directions:** The student will look at the fact. They will decide if the apostrophe is correct and color in the box that says correct or incorrect. If it is not, they will put the apostrophe in the correct spot with a crayon.

Jaimie's bike	correct	the car's tires	correct
	incorrect		incorrect

## GRAMMAR & CAPITALIZE

**Directions:** The student will unscramble the words below to make a sentence and write it on the line. They will capitalize the words that need a capital letter.

state.	is	warm	a	florida
_____				
_____				
_____				

## EXPAND THE SENTENCE

**Directions:** The student will read the simple sentence. The student add to the sentence to expand the sentence. They will write the new sentence on the line.

---

1. Mike picked vegetables.

---

2. Jim wrote a note.

---

## ADJECTIVES

**Directions:** The student will read the noun and come up with three adjectives to describe the noun.

jeep	bicycle
_____	_____
_____	_____
_____	_____
grass	strawberry
_____	_____
_____	_____
_____	_____
turtle	ocean
_____	_____
_____	_____
_____	_____

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## ADVERBS







**Directions:** The student will read the adverb clouds. They will decide if the adverb tells how, where or how often. The student will color the cloud according to the key.

"HOW"	"WHEN"	"WHERE"	"HOW OFTEN"
YELLOW	BLUE	ORANGE	RED
often	calmly	soon	here
before	gently	already	side
quickly	near	busily	today
bravely			

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## COLLECTIVE NOUNS

**Directions:** The student will read the sentences. They will choose the collective noun that best fits. They will color the word below the picture and write it on the line.

A _____ of bees.	A _____ of sheep.
	
swarm   army   squad	school   herd   litter
A _____ of ships.	A _____ of cookies.
	
pile   fleet   army	crowd   bundle   batch
A _____ of lions.	A _____ of cards.
	
flock   herd   pride	deck   pod   galaxy

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