

Math Intervention Binder K-2

My name: _____

Base-ten blocks · 1

 Count the blocks. Write the number.Ten-frame addition · 1
he dots. Write the sum.

$3 + 7 = \square$



$1 + 2 = \square$



$3 + 2 = \square$



$3 + 4 = \square$

CONTENTS

What Is Inside, and Where

143 pages: 117 no-prep student practice pages behind eight tab dividers, a progress check with a graph at the end of every section, a tracker, a filled example and a family update. This page: sections 1–4. Next page: sections 5–8.

Before you begin

PAGES 5–9

	Start Here — Three Steps START HERE	5		Student Progress Tracker — All Eight Sections TRACKER	6		A Filled-In Check and Tracker (Invented Student) EXAMPLE	7
	Family Update — Math Practice NOTES	8		Binder Spine and Tab Labels REFERENCE	9			

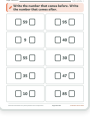
01 Number Identification 0-20

PAGES 11–26

	Point and say — 1 PRACTICE	11		Find the number — 1 PRACTICE	15		Progress Check — Number Identification 0-20 CHECK	26
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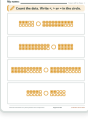
02 Number Sequencing

PAGES 28–44

	Before and after — 1 PRACTICE	28		What's missing? — 1 PRACTICE	34		Progress Check — Number Sequencing CHECK	44
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03 Comparing Numbers to 20

PAGES 46–60

	Greater, less or equal — 1 PRACTICE	46		Compare with ten- frames — 1 PRACTICE	52		Progress Check — Comparing Numbers to 20 CHECK	60
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04 Number Bonds to 10

PAGES 62–78

	Make a ten — 1 PRACTICE	62		Ten-frame bonds — 1 PRACTICE	68		Progress Check — Number Bonds to 10 CHECK	78
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STUDENT PAGES AND TEACHER PAGES

A student page has a name line, one instruction with a picture, and the work, built to be written on through a sheet protector. The tracker, the family update and the progress checks are in the house style, so you can tell them apart from a student page at a glance in the binder.



START HERE

Start Here — Three Steps

Two minutes of reading. Setup is one print run and a box of sheet protectors.



1

Print and protect

Print the whole file once. Slip every practice page into a sheet protector in a 2-inch binder, with the tab divider at the front of each section.

A dry-erase marker and a tissue make every page reusable. Printed double-sided, the binder needs half the protectors.



2

Pick the section the child needs

Start where the child is, not at page one: a child who already names numbers to 20 goes straight to number sequencing or comparing.

Work five to ten minutes a day on one skill. One page, worked once, is a session.



3

Check, then plot

Every one or two weeks give the section's progress check (the last page of the section). Ten items, one score, one dot on the mini graph.

Copy the score onto the tracker (page 6). When the dots sit at the top for three checks, move to the next section.

YOU WILL NEED

- ☐ One 3-ring binder (2 inches holds the whole file).
- ☐ Sheet protectors, one per practice page.
- ☐ Dry-erase markers and something to wipe with.
- ☐ Counters, two-color chips or snap cubes for the dot and block pages.
- ☐ The eight tab dividers printed on card stock, if you want real tabs.

WAYS TO USE IT

- ☐ One-to-one intervention time and small groups.
- ☐ Practice between weekly progress monitoring probes.
- ☐ A paraprofessional or volunteer can run any page: the instruction is on it.
- ☐ Print a page instead of protecting it and send it home.
- ☐ Tutoring, homeschool, math workshop stations.

WHAT THIS FILE IS

Practice pages for number sense and operations to 20: number identification, sequencing, comparing, number bonds, place value, addition facts, subtraction facts and mixed facts that cross ten, with a check for each one. Student pages carry one instruction a child can follow and nothing else.

WHAT THIS FILE IS NOT

Not a curriculum and not a norm-referenced test. The progress checks carry no benchmark score; your team decides what a passing score is for each child. The pages practice what your core instruction teaches; they do not replace it.

READING A PROGRESS CHECK

Three checks in a row near the top: secure, move on. Three flat or falling: change the practice and write what changed in the Notes row.

IF A PAGE DOES NOT WORK

Use the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

My name: _____

Point and say • 1



Point to each number. Say its name.

13

10

6

12

19

20

17

2

3

15

0

7

11

14

16

9

5

18

1

4

8

My name: _____

Before and after • 1



Write the number that comes before. Write the number that comes after.

59

95

9

40

55

30

35

47

10

85

My name: _____

Greater, less or equal • 1



Write $<$, $>$ or $=$ in the circle.

14 ○ 13

4 ○ 3

10 ○ 2

20 ○ 20

9 ○ 14

4 ○ 20

1 ○ 6

19 ○ 19

8 ○ 12

20 ○ 14

My name: _____

Make a ten • 1



Write the number that completes the bond.

and

6

make 10

3

and

make 10

and

8

make 10

and

4

make 10

8

and

make 10

7

and

make 10

and

2

make 10

6

and

make 10

2

and

make 10

1

and

make 10

My name: _____

Tens and ones • 1



Write how many tens and how many ones.

$$88 = \boxed{} \text{ tens } \boxed{} \text{ ones}$$

$$24 = \boxed{} \text{ tens } \boxed{} \text{ ones}$$

$$14 = \boxed{} \text{ tens } \boxed{} \text{ ones}$$

$$59 = \boxed{} \text{ tens } \boxed{} \text{ ones}$$

$$76 = \boxed{} \text{ tens } \boxed{} \text{ ones}$$

$$79 = \boxed{} \text{ tens } \boxed{} \text{ ones}$$

$$93 = \boxed{} \text{ tens } \boxed{} \text{ ones}$$

$$66 = \boxed{} \text{ tens } \boxed{} \text{ ones}$$

$$22 = \boxed{} \text{ tens } \boxed{} \text{ ones}$$

$$84 = \boxed{} \text{ tens } \boxed{} \text{ ones}$$

My name: _____

Solve it, sums to 10 • 1



Solve each problem. Write the answer.

$$\begin{array}{r} 1 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 8 \\ \hline \end{array}$$

My name: _____

Solve it, take away • 1



Solve each problem. Write the answer.

$$\begin{array}{r} 7 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 10 \\ \hline \end{array}$$

My name: _____

Solve it, mixed review • 1



Solve each problem. Write the answer.

$$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$$

CHECK

Progress Check — Place Value: Tens and Ones

Ten items in this section's format, numbers broken down correctly. Give it every one or two weeks; the same ten items each time, untimed.

The child writes how many tens and how many ones. Both boxes must be right for the item to count. Untimed.

97 = tens ones

78 = tens ones

63 = tens ones

69 = tens ones

14 = tens ones

71 = tens ones

86 = tens ones

96 = tens ones

98 = tens ones

41 = tens ones

	CHECK 1	CHECK 2	CHECK 3	CHECK 4	CHECK 5	CHECK 6
Date						
Correct / 10						
Notes						

CORRECT OUT OF 10 • MARK A DOT FOR EACH CHECK, THEN JOIN THE DOTS

10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
0						
	Check 1	Check 2	Check 3	Check 4	Check 5	Check 6

Three checks in a row near the top: the skill is secure, move to the next tab and write the date on the tracker (page 6). Three in a row flat or falling: change the practice before the next check and write what changed in Notes. Your team sets the score that counts as secure; this page carries no benchmark.

 TRACKER

Student Progress Tracker — All Eight Sections

One child, all eight sections, six checks each. Fill it from the check pages; nothing here is a new measurement.

STUDENT

TEACHER

SCHOOL YEAR

SECTION	START DATE	CHECK 1	CHECK 2	CHECK 3	CHECK 4	CHECK 5	CHECK 6	SECURE (DATE)
1. Number Identification 0-20								
2. Number Sequencing								
3. Comparing Numbers to 20								
4. Number Bonds to 10								
5. Place Value: Tens and Ones								
6. Addition Facts								
7. Subtraction Facts								
8. Mixed Addition and Subtraction to 20								

HOW TO FILL IT

- ☐ One row per section. Write the score out of 10 the day of the check.
- ☐ Each section’s own check page (the last page of the section) holds the same six scores with a graph; this page is the one-look summary for the data folder or the meeting.
- ☐ “Secure” is the date the third high score in a row landed. Your team sets what counts as high.

WHERE TO START

Give the checks for sections 1, 2 and 3 on the first day (about ten minutes). The first section the child does not score at the top of is where the binder opens. Write that date in its Start date box and leave the earlier rows marked secure.

NOTES: WHAT CHANGED, AND WHEN

EXAMPLE

A Filled-In Check and Tracker (Invented Student)

 SAMPLE · INVENTED STUDENT

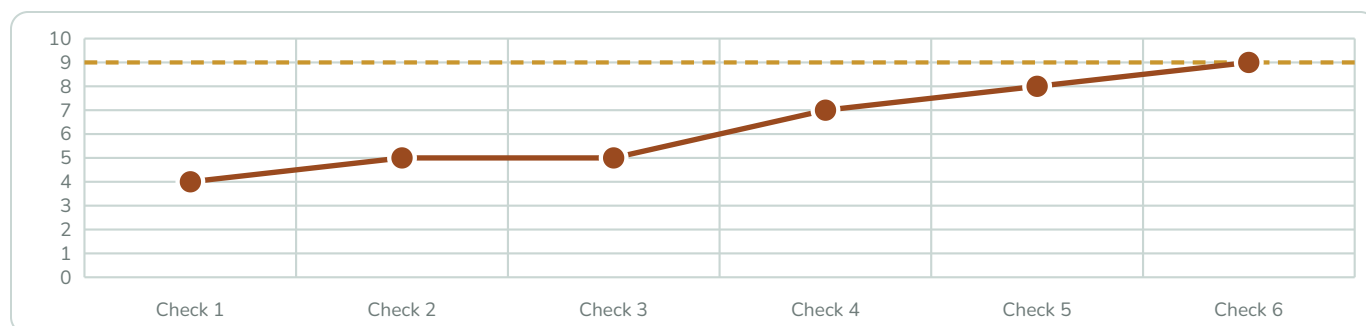
Leo is invented. One section's check strip and graph, and the tracker that holds all eight, filled in the way the pages are meant to be used.

LEO, FIRST GRADE (INVENTED) — THE TEAM'S RULE FOR "SECURE": 9 OR 10 ON THREE CHECKS IN A ROW

On 9/9 Leo took the first three checks; number identification was already strong, so the binder opened at number sequencing. Five to ten minutes a day, one check a week.

SECTION 5 PROGRESS CHECK, FILLED IN

	CHECK 1	CHECK 2	CHECK 3	CHECK 4	CHECK 5	CHECK 6
Date	12/16	1/6	1/13	1/20	1/27	2/3
Correct / 10	4	5	5	7	8	9
Notes	start	—	flat: added a base-ten blocks page every day	—	—	first 9; two more needed



THE TRACKER, FILLED IN

SECTION	START DATE	CHECK 1	CHECK 2	CHECK 3	CHECK 4	CHECK 5	CHECK 6	SECURE (DATE)
1. Number Identification 0-20	9/9	9	10	10	10	—	—	9/23
2. Number Sequencing	9/23	8	9	10	10	—	—	10/14
3. Comparing Numbers to 20	10/14	6	7	9	9	10	—	11/11
4. Number Bonds to 10	11/11	5	6	8	9	9	10	12/16
5. Place Value: Tens and Ones	12/16	4	5	5	7	8	9	not yet
6. Addition Facts	—	—	—	—	—	—	—	—
7. Subtraction Facts	—	—	—	—	—	—	—	—
8. Mixed Addition and Subtraction to 20	—	—	—	—	—	—	—	—

HOW TO READ THE PLACE-VALUE STRIP AND GRAPH

Checks 2 and 3 were both 5: flat, so the practice changed (a base-ten blocks page every day) and the change is in Notes. Checks 4, 5 and 6 climbed to 7, 8, 9; the dashed line is the team's 9, reached once so far. Two more checks at 9 or 10 and the place-value row gets its date; until then the tracker says "not yet".

 **NOTES**

Family Update — Math Practice

Ready to send home after any check, without a separate write-up. No scores or codes; the tracker already has those.

STUDENT

WEEK OF

FROM (TEACHER)

THIS WEEK WE PRACTICED

The tab and the page, in plain words: place value, writing how many tens and ones.

SOMETHING THAT WENT WELL

FIVE MINUTES AT HOME

A printed page from the binder, or a quick number game with items you already have at home. Nothing to buy.

THIS WEEK'S CHECK, IN PLAIN WORDS

About the same, a little better, a lot better — not the raw number.

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT