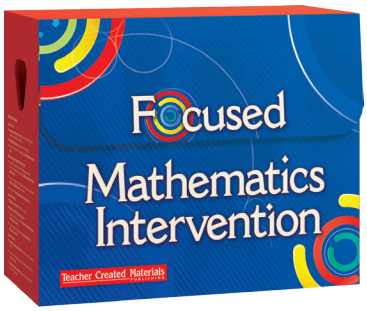


# Level 1:
## *Focused Mathematics Intervention*
## Lesson Correlations

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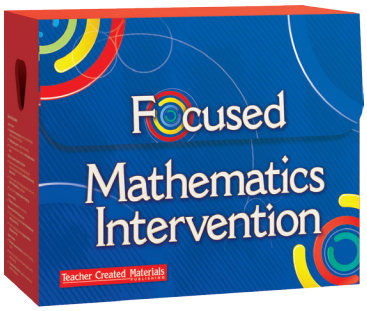
| Lesson | Domain | Cluster | Standard | Math Practice |
|---|---|---|---|---|
| **Lesson 1: Counting to Add and Subtract** | Operations & Algebraic Thinking | Add and subtract within 20. | **1.OA.C.5**—Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). | • Make sense of problems and persevere in solving them.<br>• Reason abstractly and quantitatively.<br>• Model with mathematics.<br>• Attend to precision. |
| **Lesson 2: Understanding the Equal Sign** | Operations & Algebraic Thinking | Work with addition and subtraction equations. | **1.OA.D.7**—Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2 | • Reason abstractly and quantitatively.<br>• Model with mathematics.<br>• Use appropriate tools strategically.<br>• Look for and make use of structure. |
| **Lesson 3: Adding with the Commutative Property** | Operations & Algebraic Thinking | Understand and apply properties of operations and the relationship between addition and subtraction. | **1.OA.B.3**—Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative Property of Addition) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative Property of Addition) | • Model with mathematics.<br>• Attend to precision.<br>• Look for and make use of structure.<br>• Look for and express regularity in repeated reasoning. |
| **Lesson 4: Three-Addend Addition** | Operations & Algebraic Thinking | Represent and solve problems involving addition and subtraction. | **1.OA.A.2**—Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20; e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. | • Make sense of problems and persevere in solving them.<br>• Reason abstractly and quantitatively.<br>• Model with mathematics.<br>• Attend to precision. |
| **Lesson 5: Adding with the Associative Property** | Operations & Algebraic Thinking | Understand and apply properties of operations and the relationship between addition and subtraction. | **1.OA.B.3**—Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative Property of Addition) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative Property of Addition) | • Model with mathematics.<br>• Attend to precision.<br>• Look for and make use of structure.<br>• Look for and express regularity in repeated reasoning. |
| **Lesson 6: Addition Word Problems** | Operations & Algebraic Thinking | Represent and solve problems involving addition and subtraction. | **1.OA.A.1**—Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions; e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. | • Make sense of problems and persevere in solving them.<br>• Reason abstractly and quantitatively.<br>• Model with mathematics.<br>• Attend to precision. |
| **Lesson 7: Addition Equations with an Unknown** | Operations & Algebraic Thinking | Work with addition and subtraction equations. | **1.OA.D.8**—Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = _ – 3, 6 + 6 = _. | • Reason abstractly and quantitatively.<br>• Construct viable arguments and critique the reasoning of others.<br>• Attend to precision.<br>• Look for and make use of structure. |

For samples or questions, please contact:
**Trisha Difazio**
323-483-2103
tdifazio@tcmpub.com • www.tcmpub.com




# Level 1:
## *Focused Mathematics Intervention*
## Lesson Correlations *(cont.)*

Teacher Created Materials PUBLISHING

| Lesson | Domain | Cluster | Standard | Math Practice |
|---|---|---|---|---|
| **Lesson 8: Subtraction Word Problems** | Operations & Algebraic Thinking | Represent and solve problems involving addition and subtraction. | **1.OA.A.1**—Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions; e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. | • Make sense of problems and persevere in solving them.<br>• Reason abstractly and quantitatively.<br>• Model with mathematics.<br>• Attend to precision. |
| **Lesson 9: Subtraction Equations with an Unknown** | Operations & Algebraic Thinking | Work with addition and subtraction equations. | **1.OA.D.8**—Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations: 8 + ? = 11, 5 = _ – 3, 6 + 6 = _. | • Reason abstractly and quantitatively.<br>• Construct viable arguments and critique the reasoning of others.<br>• Attend to precision.<br>• Look for and make use of structure. |
| **Lesson 10: Subtract Using a Missing Addend** | Operations & Algebraic Thinking | Work with addition and subtraction equations. | **1.OA.4**—Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. | • Reason abstractly and quantitatively.<br>• Model with mathematics.<br>• Look for and make use of structure. |
| **Lesson 11: Compare Addition: Bigger Unknown** | Operations & Algebraic Thinking | Represent and solve problems involving addition and subtraction. | **1.OA.A.1**—Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions; e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. | • Make sense of problems and persevere in solving them.<br>• Reason abstractly and quantitatively.<br>• Model with mathematics.<br>• Attend to precision.<br>• Look for and make use of structure. |
| **Lesson 12: Compare Subtraction: Difference Unknown** | Operations & Algebraic Thinking | Represent and solve problems involving addition and subtraction. | **1.OA.A.1**—Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions; e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. | • Make sense of problems and persevere in solving them.<br>• Model with mathematics.<br>• Attend to precision. |
| **Lesson 13: Compare Subtraction: Smaller Unknown** | Operations & Algebraic Thinking | Represent and solve problems involving addition and subtraction. | **1.OA.A.1**—Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions; e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. | • Make sense of problems and persevere in solving them.<br>• Model with mathematics.<br>• Attend to precision.<br>• Look for and make use of structure. |
| **Lesson 14: Teen and Decade Numbers** | Number & Operations in Base Ten | Understand place value. | **1.NBT.B.2.b**—The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.<br>**1.NBT.B.2.c**—The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). | • Reason abstractly and quantitatively.<br>• Model with mathematics.<br>• Attend to precision.<br>• Look for and make use of structure. |

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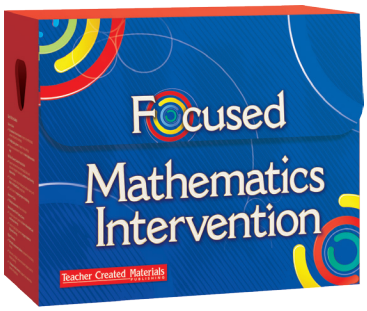


# Level 1:
## *Focused Mathematics Intervention*
## Lesson Correlations *(cont.)*

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| Lesson | Domain | Cluster | Standard | Math Practice |
|---|---|---|---|---|
| **Lesson 15: Counting by Tens and Ones** | Number & Operations in Base Ten | Understand place value. | **1.NBT.B.2.a**—10 can be thought of as a bundle of 10 ones, called a "ten." | • Reason abstractly and quantitatively.<br>• Model with mathematics.<br>• Attend to precision.<br>• Look for and make use of structure. |
| **Lesson 16: Comparing Two-Digit Numbers** | Number & Operations in Base Ten | Understand place value. | **1.NBT.B.3**—Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. | • Reason abstractly and quantitatively.<br>• Model with mathematics.<br>• Attend to precision.<br>• Look for and make use of structure. |
| **Lesson 17: Reading, Writing, and Representing Numbers** | Number & Operations in Base Ten | Extend the counting sequence. | **1.NBT.A.1**—Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. | • Reason abstractly and quantitatively.<br>• Model with mathematics.<br>• Look for and make use of structure. |
| **Lesson 18: Adding a Two-Digit Number and a One-Digit Number** | Number & Operations in Base Ten | Use place value understanding and properties of operations to add and subtract. | **1.NBT.C.4**—Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. | • Model with mathematics.<br>• Use appropriate tools strategically.<br>• Attend to precision.<br>• Look for and make use of structure. |
| **Lesson 19: Ten More or Ten Less** | Number & Operations in Base Ten | Use place value understanding and properties of operations to add and subtract. | **1.NBT.C.5**—Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. | • Reason abstractly and quantitatively.<br>• Construct viable arguments and critique the reasoning of others.<br>• Attend to precision.<br>• Look for and make use of structure.<br>• Look for and express regularity in repeated reasoning. |
| **Lesson 20: Adding Multiples of Ten to Two-Digit Numbers** | Number & Operations in Base Ten | Use place value understanding and properties of operations to add and subtract. | **1.NBT.C.4**—Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. | • Model with mathematics.<br>• Use appropriate tools strategically.<br>• Look for and make use of structure. |

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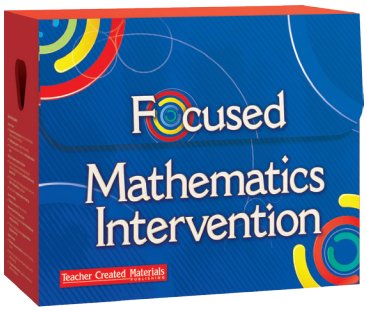


# Level 1:
## *Focused Mathematics Intervention*
## Lesson Correlations *(cont.)*

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| Lesson | Domain | Cluster | Standard | Math Practice |
|---|---|---|---|---|
| **Lesson 21: Subtracting Multiples of Ten** | Number & Operations in Base Ten | Use place value understanding and properties of operations to add and subtract. | **1.NBT.C.6**—Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. | • Reason abstractly and quantitatively.<br>• Attend to precision.<br>• Look for and make use of structure.<br>• Look for and express regularity in repeated reasoning. |
| **Lesson 22: Ordering Objects by Length** | Measurement & Data | Measure lengths indirectly and by iterating length units. | **1.MD.A.1**—Order three objects by length; compare the lengths of two objects indirectly by using a third object. | • Reason abstractly and quantitatively.<br>• Look for and make use of structure.<br>• Look for and express regularity in repeated reasoning. |
| **Lesson 23: Indirect Measurements** | Measurement & Data | Measure lengths indirectly and by iterating length units. | **1.MD.A.1**—Order three objects by length; compare the lengths of two objects indirectly by using a third object. | • Reason abstractly and quantitatively.<br>• Use appropriate tools strategically.<br>• Attend to precision.<br>• Look for and express regularity in repeated reasoning. |
| **Lesson 24: Nonstandard Measurement: Length** | Measurement & Data | Measure lengths indirectly and by iterating length units. | **1.MD.A.2**—Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. | • Model with mathematics.<br>• Use appropriate tools strategically.<br>• Attend to precision. |
| **Lesson 25: Telling and Writing Time** | Measurement & Data | Tell and write time. | **1.MD.B.3**—Tell and write time in hours and half-hours using analog and digital clocks. | • Use appropriate tools strategically.<br>• Look for and make use of structure. |
| **Lesson 26: Interpreting Data** | Measurement & Data | Represent and interpret data. | **1.MD.C.4**—Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. | • Make sense of problems and persevere in solving them.<br>• Model with mathematics.<br>• Attend to precision. |
| **Lesson 27: Attributes of Geometric Shapes** | Geometry | Reason with shapes and their attributes. | **1.G.A.1**—Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. | • Reason abstractly and quantitatively.<br>• Model with mathematics.<br>• Look for and make use of structure. |

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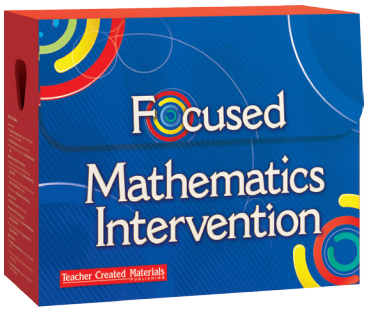


# Level 1:
## *Focused Mathematics Intervention*
## Lesson Correlations *(cont.)*

Teacher Created Materials PUBLISHING

| Lesson | Domain | Cluster | Standard | Math Practice |
|---|---|---|---|---|
| **Lesson 28: Composing Shapes** | Geometry | Reason with shapes and their attributes. | **1.G.A.2**—Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. | • Construct viable arguments and critique the reasoning of others.<br>• Model with mathematics.<br>• Look for and make use of structure. |
| **Lesson 29: Partitioning into Halves** | Geometry | Reason with shapes and their attributes. | **1.G.A.3**—Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. | • Reason abstractly and quantitatively.<br>• Model with mathematics.<br>• Attend to precision.<br>• Look for and make use of structure. |
| **Lesson 30: Partitioning and Comparing Halves and Fourths** | Geometry | Reason with shapes and their attributes. | **1.G.A.3**—Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. | • Reason abstractly and quantitatively.<br>• Model with mathematics.<br>• Attend to precision.<br>• Look for and make use of structure. |

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