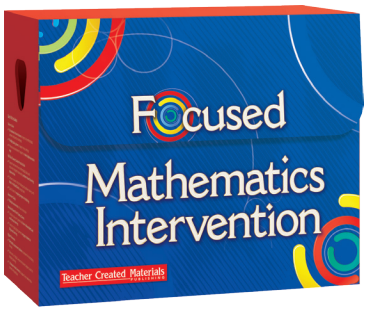

Level K:
Focused Mathematics Intervention
Lesson Correlations

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Lesson	Domain	Cluster	Standard	Math Practice
Lesson 1: Place the Shape	Geometry	Identify and describe shapes.	**K.G.A.1**—Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.	• Attend to precision. • Look for and make use of structure.
Lesson 2: Shapes Upside Down	Geometry	Identify and describe shapes.	**K.G.A.1**—Correctly name shapes regardless of their orientations or overall size.	• Attend to precision. • Look for and make use of structure.
Lesson 3: Mix and Match 2-D and 3-D	Geometry	Identify and describe shapes. Analyze, compare, create, and compose shapes.	**K.G.A.3**—Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **K.G.B.4**—Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	• Model with mathematics. • Attend to precision. • Look for and make use of structure.
Lesson 4: Empty a Jar	Counting & Cardinality	Know number names and the count sequence.	**K.CC.A.1**—Count to 100 by ones and by tens.	• Attend to precision. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.
Lesson 5: Chart Away	Counting & Cardinality	Know number names and the count sequence.	**K.CC.A.1**—Count to 100 by ones and by tens.	• Attend to precision. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.
Lesson 6: Counting by Tens	Counting & Cardinality	Know number names and the count sequence.	**K.CC.A.1**—Count to 100 by ones and by tens.	• Attend to precision. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.
Lesson 7: Chant Forward	Counting & Cardinality	Know number names and the count sequence.	**K.CC.A.2**—Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	• Attend to precision. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.
Lesson 8: Write Away	Counting & Cardinality	Know number names and the count sequence.	**K.CC.A.3**—Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	• Reason abstractly and quantitatively. • Attend to precision. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.
Lesson 9: One at a Time	Counting & Cardinality	Count to tell the number of objects.	**K.CC.B.4.a**—When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	• Reason abstractly and quantitatively. • Attend to precision. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.

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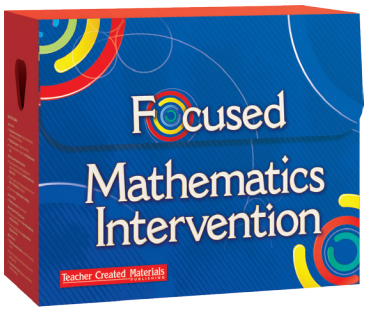

Level K:
Focused Mathematics Intervention
Lesson Correlations *(cont.)*

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Lesson	Domain	Cluster	Standard	Math Practice
Lesson 10: Hide-and-Seek	Counting & Cardinality	Count to tell the number of objects.	**K.CC.B.4.b**—Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	• Reason abstractly and quantitatively. • Attend to precision. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.
Lesson 11: Build a Number	Counting & Cardinality	Count to tell the number of objects.	**K.CC.B.4.c**—Understand that each successive number name refers to a quantity that is one larger.	• Reason abstractly and quantitatively. • Attend to precision. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.
Lesson 12: Count About	Counting & Cardinality	Count to tell the number of objects.	**K.CC.B.5**—Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	• Attend to precision. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.
Lesson 13: Comparing Numbers: I Want More	Counting & Cardinality	Compare numbers.	**K.CC.C.6**—Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group; e.g., by using matching and counting strategies.	• Reason abstractly and quantitatively. • Attend to precision. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.
Lesson 14: Comparing Numbers: Draw and Compare	Counting & Cardinality	Compare numbers.	**K.CC.C.7**—Compare two numbers between 1 and 10 presented as written numerals.	• Reason abstractly and quantitatively. • Attend to precision. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.
Lesson 15: Adding Stories	Operations & Algebraic Thinking	Understand addition, and understand subtraction.	**K.OA.A.1**—Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	• Reason abstractly and quantitatively. • Model with mathematics. • Use appropriate tools strategically.
Lesson 16: Scoop and Subtract	Operations & Algebraic Thinking	Understand addition, and understand subtraction.	**K.OA.A.1**—Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	• Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Model with mathematics. • Use appropriate tools strategically.

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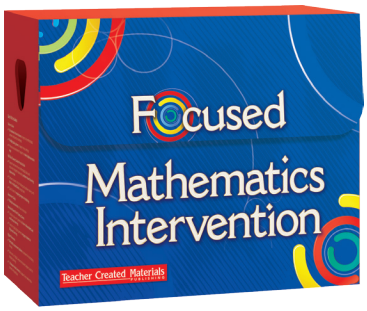

Level K:
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Lesson Correlations *(cont.)*

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Lesson	Domain	Cluster	Standard	Math Practice
Lesson 17: I've Got a Math Problem!	Operations & Algebraic Thinking	Understand addition, and understand subtraction.	**K.OA.A.1**—Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	• Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Model with mathematics. • Use appropriate tools strategically.
Lesson 18: How Many in All?	Operations & Algebraic Thinking	Understand addition, and understand subtraction.	**K.OA.A.2**—Solve addition and subtraction word problems, and add and subtract within 10; e.g., by using objects or drawings to represent the problem.	• Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Construct viable arguments and critique the reasoning of others. • Model with mathematics. • Use appropriate tools strategically. • Attend to precision.
Lesson 19: Missing Parts	Operations & Algebraic Thinking	Understand addition, and understand subtraction.	**K.OA.A.2**—Solve addition and subtraction word problems, and add and subtract within 10; e.g., by using objects or drawings to represent the problem.	• Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Construct viable arguments and critique the reasoning of others. • Model with mathematics. • Use appropriate tools strategically. • Attend to precision.
Lesson 20: I Can Solve it!	Operations & Algebraic Thinking	Understand addition, and understand subtraction.	**K.OA.A.2**—Solve addition and subtraction word problems, and add and subtract within 10; e.g., by using objects or drawings to represent the problem.	• Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Model with mathematics. • Use appropriate tools strategically.
Lesson 21: Join or Take Away?	Operations & Algebraic Thinking	Understand addition, and understand subtraction.	**K.OA.A.2**—Solve addition and subtraction word problems, and add and subtract within 10; e.g., by using objects or drawings to represent the problem.	• Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Model with mathematics. • Use appropriate tools strategically.
Lesson 22: Shake, Shake, Shake!	Operations & Algebraic Thinking	Understand addition, and understand subtraction.	**K.OA.A.3**—Decompose numbers less than or equal to 10 into pairs in more than one way; e.g., by using objects or drawings; and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	• Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Model with mathematics. • Attend to precision. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.

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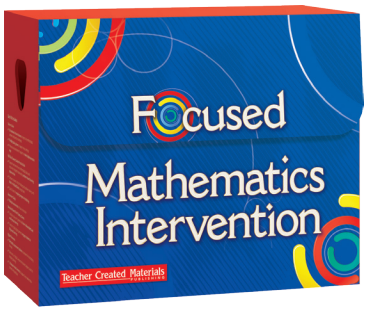

Level K:
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Lesson Correlations *(cont.)*

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Lesson	Domain	Cluster	Standard	Math Practice
Lesson 23: Pick a Part	Operations & Algebraic Thinking	Understand addition, and understand subtraction.	**K.OA.A.3**—Decompose numbers less than or equal to 10 into pairs in more than one way; e.g., by using objects or drawings; and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	• Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Model with mathematics. • Attend to precision. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.
Lesson 24: Make a Ten	Operations & Algebraic Thinking Number & Operations in Base Ten	Understand addition, and understand subtraction.	**K.OA.A.4**—For any number from 1 to 9, find the number that makes 10 when added to the given number; e.g., by using objects or drawings; and record the answer with a drawing or equation. **1.MD.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.	• Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Model with mathematics. • Attend to precision. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.
Lesson 25: Teen Numbers	Number & Operations in Base Ten	Work with numbers 11–19 to gain foundations for place value.	**K.NBT.A.1**—Compose and decompose numbers from 11–19 into 10 ones and some further ones; e.g., by using objects or drawings; and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of 10 ones and one, two, three, four, five, six, seven, eight, or nine ones.	• Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Model with mathematics. • Use appropriate tools strategically. • Attend to precision.
Lesson 26: Group It	Number & Operations in Base Ten	Work with numbers 11–19 to gain foundations for place value.	**K.NBT.A.1**—Compose and decompose numbers from 11–19 into 10 ones and some further ones; e.g., by using objects or drawings; and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of 10 ones and one, two, three, four, five, six, seven, eight, or nine ones.	• Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Model with mathematics. • Attend to precision.
Lesson 27: Make a Teen	Number & Operations in Base Ten	Work with numbers 11–19 to gain foundations for place value.	**K.NBT.A.1**—Compose and decompose numbers from 11–19 into 10 ones and some further ones; e.g., by using objects or drawings; and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of 10 ones and one, two, three, four, five, six, seven, eight, or nine ones.	• Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Model with mathematics. • Use appropriate tools strategically. • Attend to precision.

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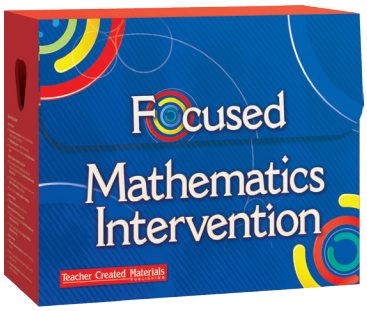

Level K:
Focused Mathematics Intervention
Lesson Correlations *(cont.)*

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Lesson	Domain	Cluster	Standard	Math Practice
Lesson 28: Build Them and Break Them	Number & Operations in Base Ten	Work with numbers 11–19 to gain foundations for place value.	**K.NBT.A.1**—Compose and decompose numbers from 11–19 into 10 ones and some further ones; e.g., by using objects or drawings; and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of 10 ones and one, two, three, four, five, six, seven, eight, or nine ones.	• Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Model with mathematics. • Use appropriate tools strategically. • Attend to precision.
Lesson 29: Sort and Count	Measurement & Data	Classify objects and count the number of objects in each category.	**K.MD.B.3**—Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	• Reason abstractly and quantitatively. • Attend to precision. • Look for and make use of structure.
Lesson 30: Make It or Break It!	Number & Operations in Base Ten	Work with numbers 11–19 to gain foundations for place value.	**K.NBT.A.1**—Compose and decompose numbers from 11–19 into 10 ones and some further ones; e.g., by using objects or drawings; and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of 10 ones and one, two, three, four, five, six, seven, eight, or nine ones.	• Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Model with mathematics. • Use appropriate tools strategically.

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