

GRADE K VOLUME 2



enVision<sup>®</sup> Mathematics

SAVVAS





You can count objects  
and write the number to  
tell how many in all.



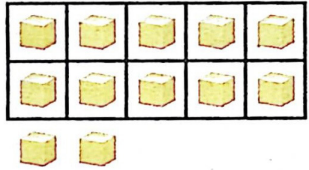
11  
eleven

## TOPIC 9

### Count Numbers to 20

enVision® STEM Project .....	345
Review What You Know .....	346
Pick a Project .....	347
3-ACT MATH Preview: Fresh From the Farm .....	348
<b>9-1</b> Count, Read, and Write 11 and 12 .....	349
<b>9-2</b> Count, Read, and Write 13, 14, and 15 .....	353
<b>9-3</b> Count, Read, and Write 16 and 17 .....	357
<b>9-4</b> Count, Read, and Write 18, 19, and 20 .....	361
<b>9-5</b> Count Forward from Any Number to 20 .....	365
<b>9-6</b> Count to Find How Many .....	369
<b>9-7</b> PROBLEM SOLVING Reasoning .....	373
Fluency Practice Activity .....	377
Vocabulary Review .....	378
Reteaching .....	379
Topic Assessment Practice .....	381
Topic Performance Task .....	383

The equation tells how many cubes in all.



$$10 + 2 = 12$$

## TOPIC 10

### Compose and Decompose Numbers 11 to 19

enVision® STEM Project.....	385
Review What You Know.....	386
Pick a Project.....	387
<b>10-1</b> Make 11, 12, and 13.....	389
<b>10-2</b> Make 14, 15, and 16.....	393
<b>10-3</b> Make 17, 18, and 19.....	397
<b>10-4</b> Find Parts of 11, 12, and 13.....	401
<b>10-5</b> Find Parts of 14, 15, and 16.....	405
<b>10-6</b> Find Parts of 17, 18, and 19.....	409
<b>10-7</b> <b>PROBLEM SOLVING</b> Look For and Use Structure.....	413
Fluency Practice Activity.....	417
Vocabulary Review.....	418
Reteaching.....	419
Topic Assessment Practice.....	423
Topic Performance Task.....	427





You can use part of a hundred chart to count and find patterns.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

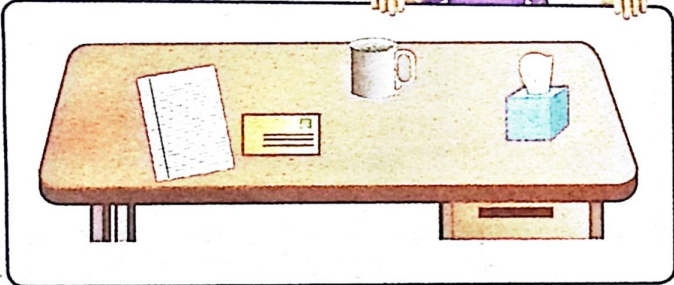
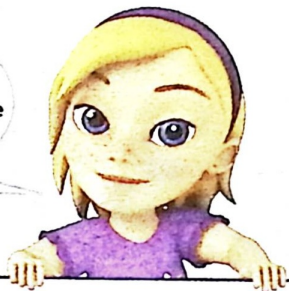
# TOPIC II

## Count Numbers to 100

enVision® STEM Project .....	429
Review What You Know .....	430
Pick a Project .....	431
3-ACT MATH Preview: Stack Up .....	432
<b>11-1</b> Count Using Patterns to 30 .....	433
<b>11-2</b> Count by Ones and by Tens to 50 .....	437
<b>11-3</b> Count by Tens to 100 .....	441
<b>11-4</b> Count by Ones to 100 .....	445
<b>11-5</b> <b>PROBLEM SOLVING</b> Look For and Use Structure .....	449
Fluency Practice Activity .....	453
Vocabulary Review .....	454
Reteaching .....	455
Topic Assessment Practice .....	457
Topic Performance Task .....	459



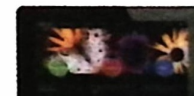
There are flat and solid objects in our environment. The notebook paper and envelope are flat. The cup and tissue box are solid.

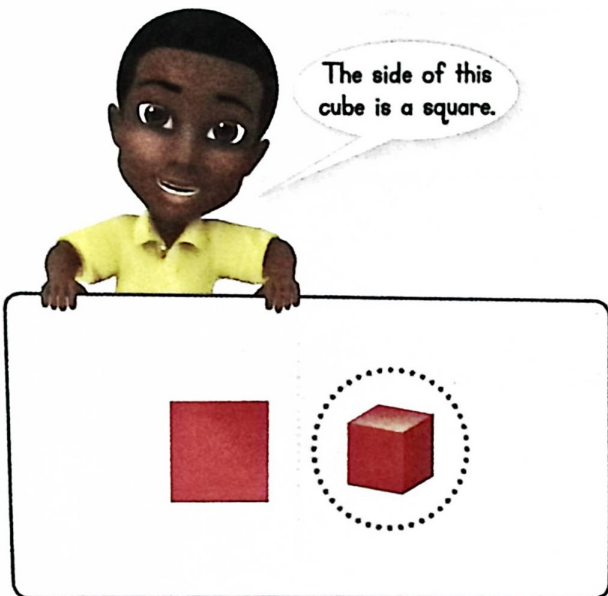


## TOPIC 12

### Identify and Describe Shapes

enVision® STEM Project . . . . .	461
Review What You Know . . . . .	462
Pick a Project . . . . .	463
<b>12-1 Two-Dimensional (2-D) and Three-Dimensional (3-D) Shapes . . . . .</b>	<b>465</b>
<b>12-2 Circles and Triangles . . . . .</b>	<b>469</b>
<b>12-3 Squares and Other Rectangles . . . . .</b>	<b>473</b>
<b>12-4 Hexagons . . . . .</b>	<b>477</b>
<b>12-5 Solid Figures . . . . .</b>	<b>481</b>
<b>12-6 Describe Shapes in the Environment . . . . .</b>	<b>485</b>
<b>12-7 PROBLEM SOLVING Precision . . . . .</b>	<b>489</b>
Fluency Practice Activity . . . . .	493
Vocabulary Review . . . . .	494
Reteaching . . . . .	495
Topic Assessment Practice . . . . .	499
Topic Performance Task . . . . .	503





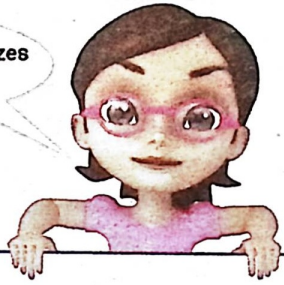
## TOPIC 13

### Analyze, Compare, and Create Shapes

enVision® STEM Project .....	505
Review What You Know .....	506
Pick a Project .....	507
3-ACT MATH Preview: Pieced Together .....	508
<b>13-1 Analyze and Compare Two-Dimensional (2-D) Shapes</b> .....	<b>509</b>
<b>13-2 Analyze and Compare Three-Dimensional (3-D) Shapes</b> .....	<b>513</b>
<b>13-3 Compare 2-D and 3-D Shapes</b> .....	<b>517</b>
<b>13-4 PROBLEM SOLVING Make Sense and Persevere</b> .....	<b>521</b>
<b>13-5 Make 2-D Shapes from Other 2-D Shapes</b> .....	<b>525</b>
<b>13-6 Build 2-D Shapes</b> .....	<b>529</b>
<b>13-7 Build 3-D Shapes</b> .....	<b>533</b>
Fluency Practice Activity .....	537
Vocabulary Review .....	538
Reteaching .....	539
Topic Assessment Practice .....	541
Topic Performance Task .....	543



You can compare the sizes of different objects.



## TOPIC 14

### Describe and Compare Measurable Attributes

enVision® STEM Project .....	545
Review What You Know .....	546
Pick a Project .....	547
<b>14-1 Describe and Compare by Length and Height .....</b>	<b>549</b>
<b>14-2 Describe and Compare by Capacity .....</b>	<b>553</b>
<b>14-3 Describe and Compare by Weight .....</b>	<b>557</b>
<b>14-4 Describe Objects by Measurable Attributes .....</b>	<b>561</b>
<b>14-5 Describe and Compare Objects by Measurable Attributes .....</b>	<b>565</b>
<b>14-6 PROBLEM SOLVING Precision .....</b>	<b>569</b>
Fluency Practice Activity .....	573
Vocabulary Review .....	574
Reteaching .....	575
Topic Assessment Practice .....	577
Topic Performance Task .....	579





# Count Numbers to 20

**Essential Question:** How can numbers to 20 be counted, read, written, and pictured to tell how many?

## Digital Resources



Some plants make fruit to protect their seeds.

Oranges

### enVision STEM Project: What Can We Get From Plants?

**Directions** Read the character speech bubbles to students. **Find Out!** Have students find out ways plants impact and change their environment. *Say: Talk to friends and relatives about what plants do for the environment. Ask them how humans and animals use things in the environment, such as plants, to meet their needs.* **Journal: Make a Poster** Have students make a poster. Ask them to draw some ways that plants can provide food and shelter for animals and humans. Finally, have students draw an orange tree with 15 oranges.



Name \_\_\_\_\_

# Review What You Know

1

$$5 + 4 = 9$$

$$5 - 4 = 1$$

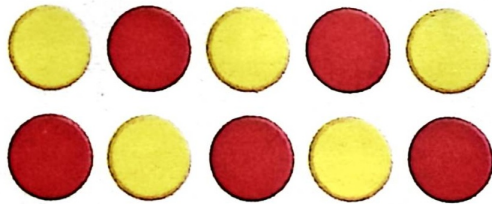
2

$$6 - 3 = 3$$

3

$$7 - 4 = 3$$

4



5    15    10

5



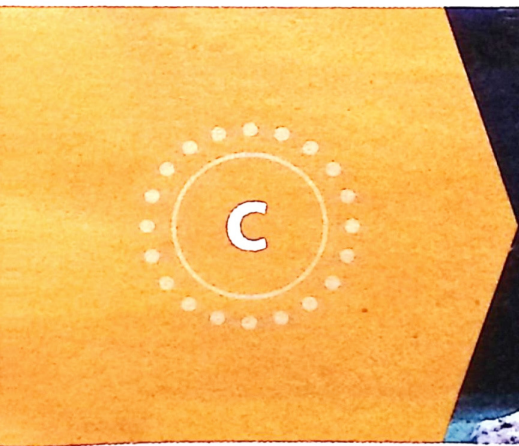
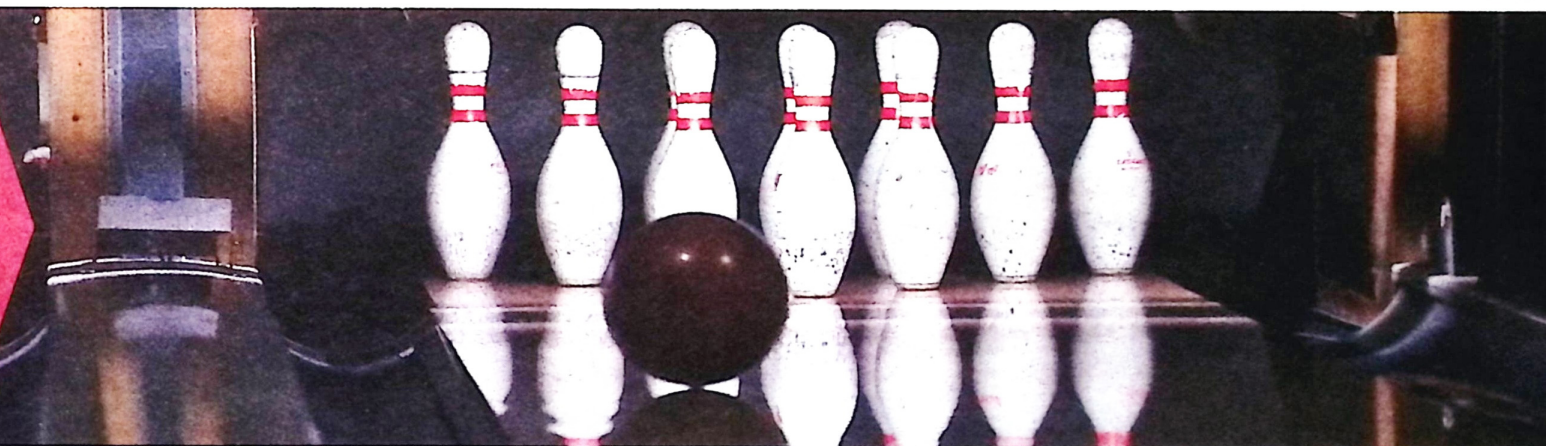
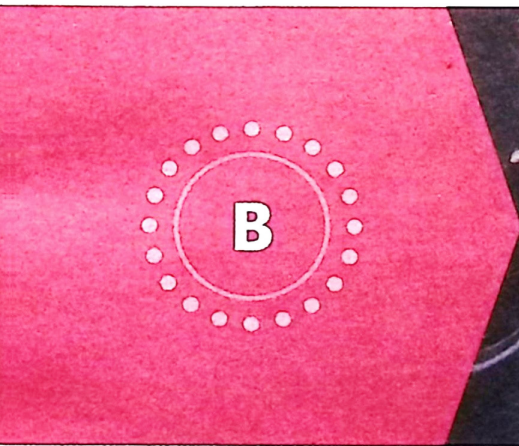
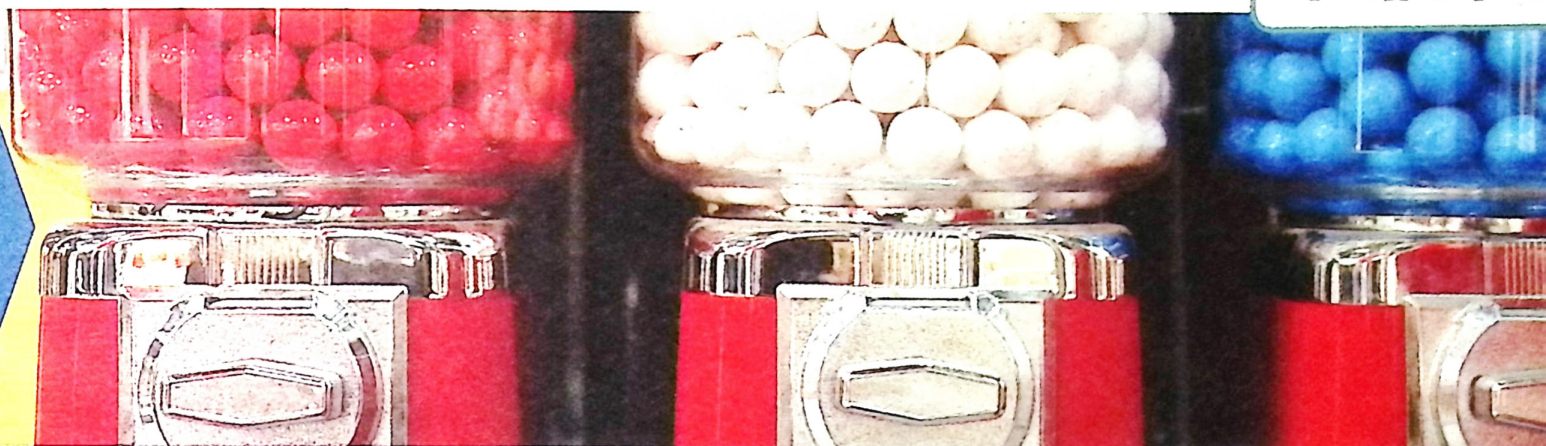
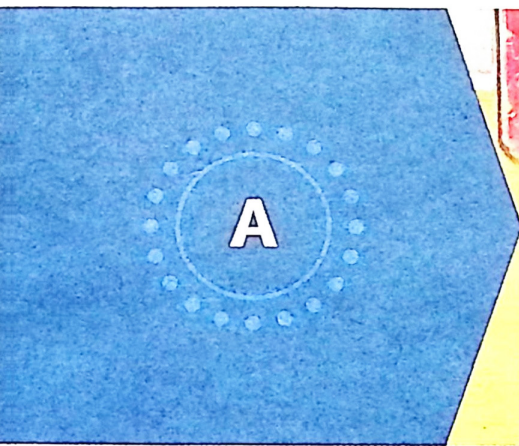
$$\begin{array}{r} \underline{\hspace{2cm}} \\ - \text{---} \text{---} \text{---} \\ \hline \end{array} + \begin{array}{r} \underline{\hspace{2cm}} \\ - \text{---} \text{---} \text{---} \\ \hline \end{array} = \begin{array}{r} \underline{\hspace{2cm}} \\ - \text{---} \text{---} \text{---} \\ \hline \end{array}$$

**Directions** Have students: ★ draw a circle around the equation that shows addition; 2 draw a circle around the minus sign; 3 draw a circle around the difference; 4 draw a circle around the correct number of counters shown; 5 count the red counters, count the yellow counters, and then write the equation to find the sum.



Name \_\_\_\_\_

Pick a Project

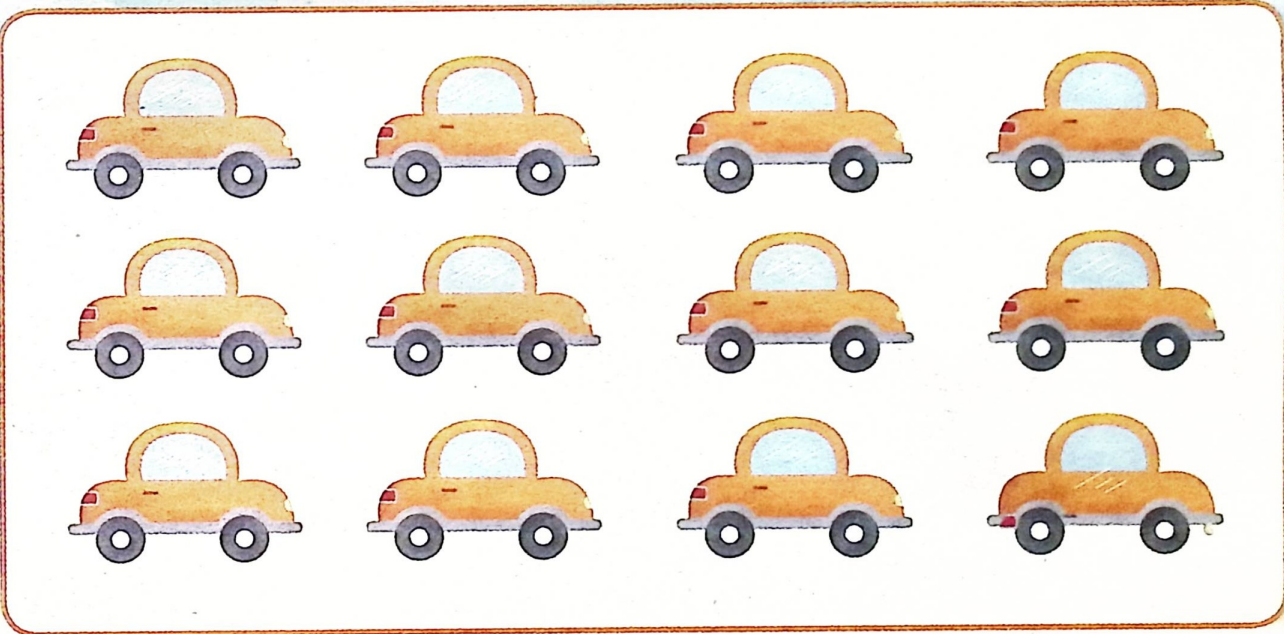


**Directions** Say: You will choose one of these projects. Look at picture A. Think about this question: Can you count all these gumdrops? If you choose Project A, you will play a counting game to 20. Look at picture B. Think about this question: What is your favorite sport? If you choose Project B, you will tell a sports story using numbers. Look at picture C. Think about this question: What kinds of fish would be good pets? If you choose this project, you will make a model of a fish tank.



Lesson 9-1

Count, Read,  
and Write 11  
and 12



**Directions** Say: Carlos has a collection of toy cars. How can Carlos show the number of cars he has? Use counters and put them together in two different ways so they can be counted easily. Draw your counters to show one of your ways.

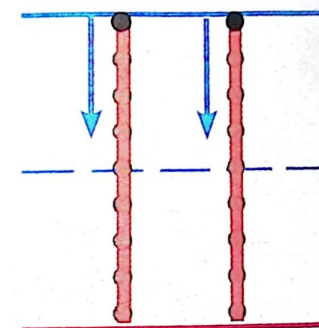
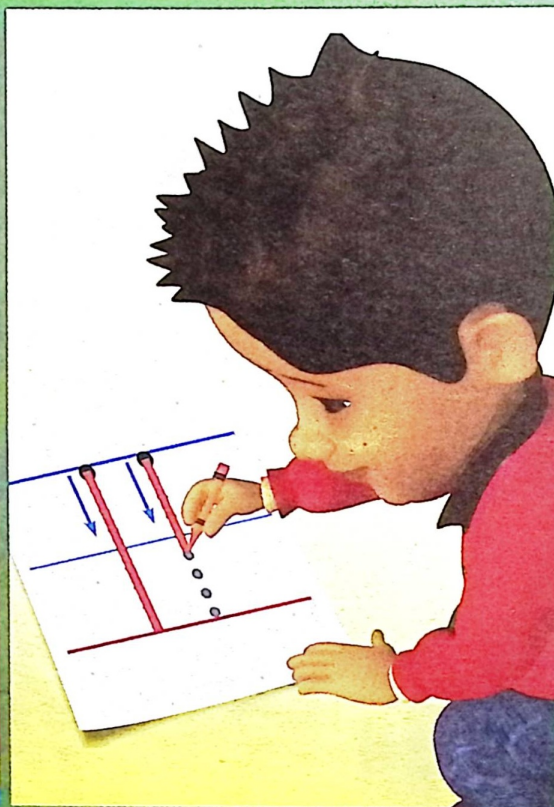
**I can ...**  
count and write the numbers  
11 and 12.

**I can also** be precise  
in my work.



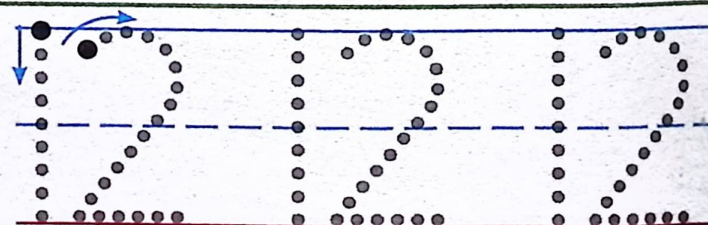
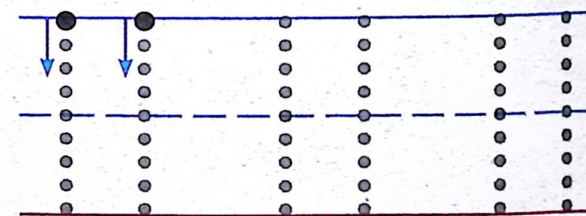


11



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★ Guided Practice

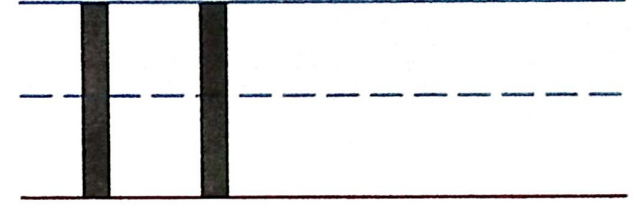
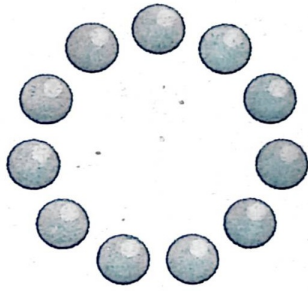


Directions ★ and ● Have students count the cars in each group, and then practice writing the number that tells how many.

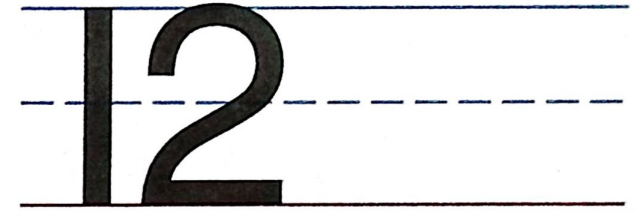


Name \_\_\_\_\_

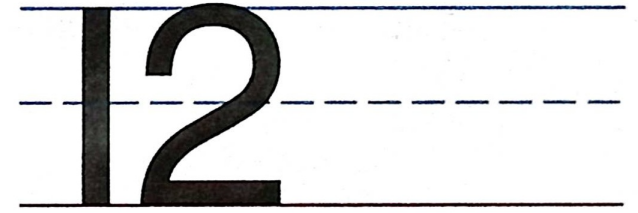
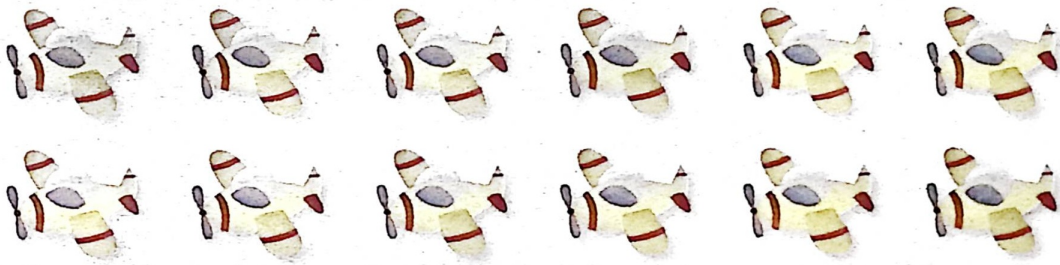
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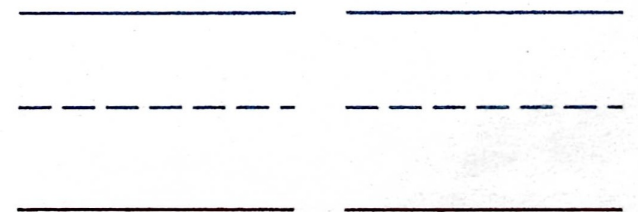
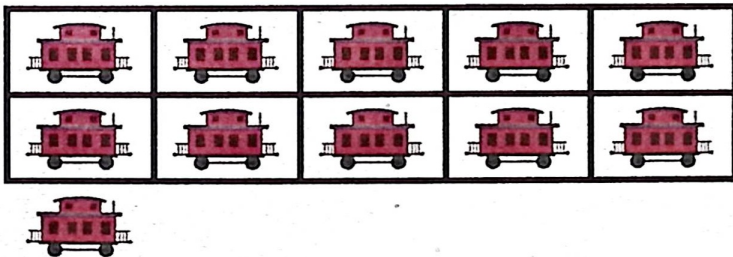
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5



6



**Directions** Have students count the toys in each group, use counters to show how many, and then practice writing the number that tells how many. **Number Sense** Have students count the train cars, write the number to tell how many, and then write the number that comes after it.





# Independent Practice



Tools



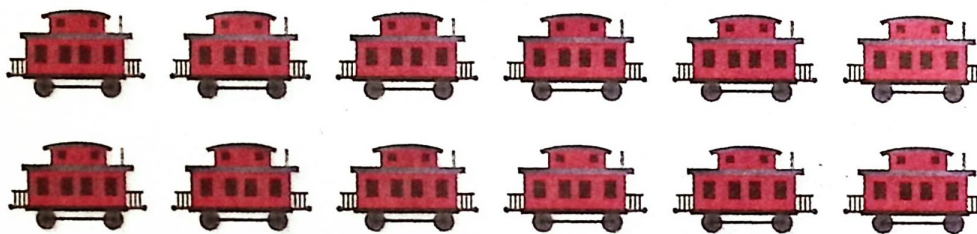
Assessment



# 12



# 11

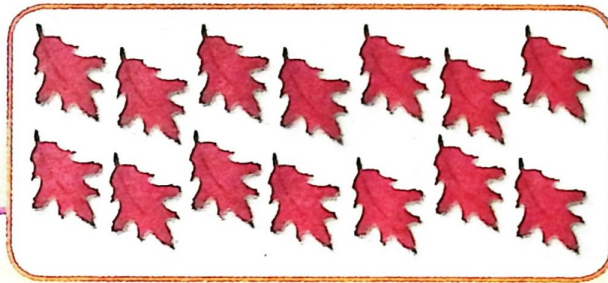


**Directions** 🌲-🚩 Have students use counters to make the number and draw circles to show how many. 💎 Have students count the toys, and then practice writing the number that tells how many. 🏠 **Higher Order Thinking** Have students draw 11 toys, and then practice writing the number that tells how many.





**Lesson 9-2**  
Count, Read,  
and Write 13,  
14, and 15






**Directions** Say: Carlos collected leaves to put in a scrapbook. How can Carlos show the number of leaves he collected? Use counters, and then draw them to show one way.

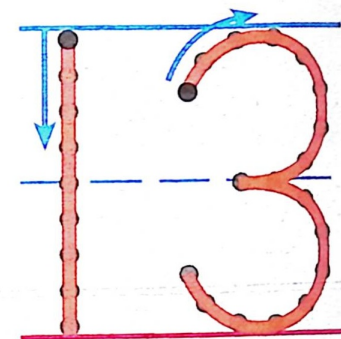
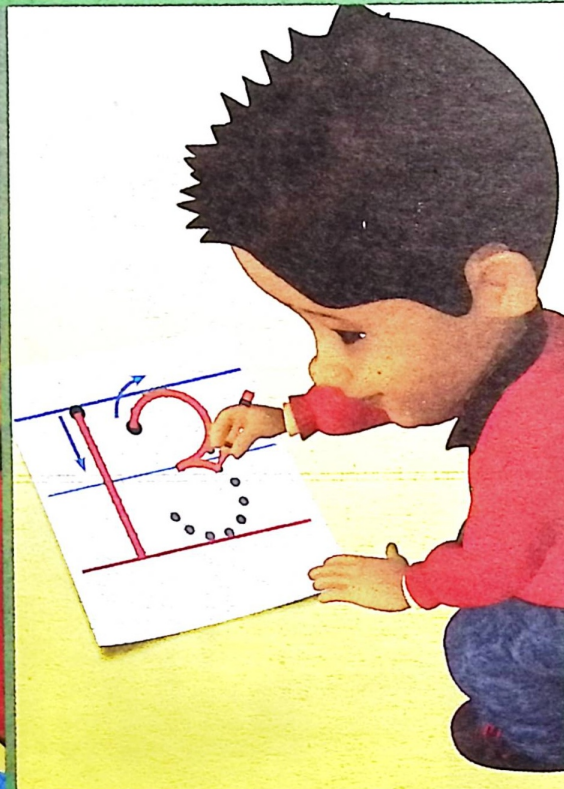
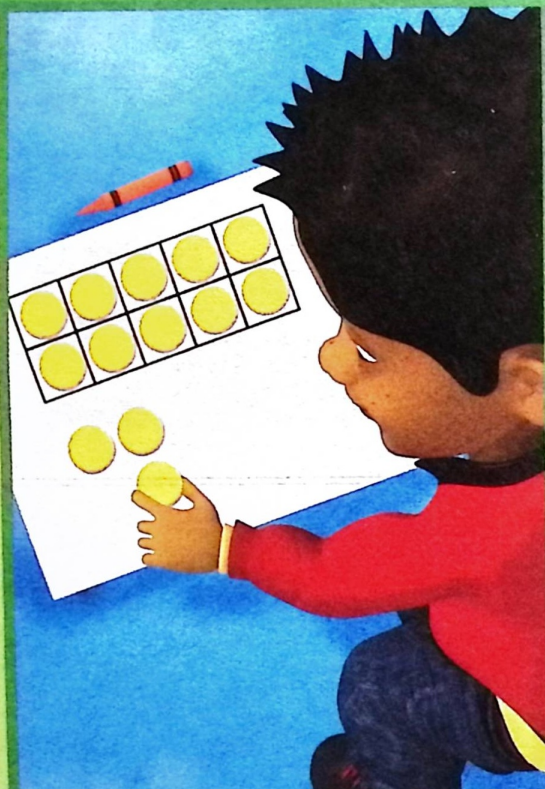
**I can ...**  
count and write the numbers  
13, 14, and 15.

**I can also** be precise  
in my work.



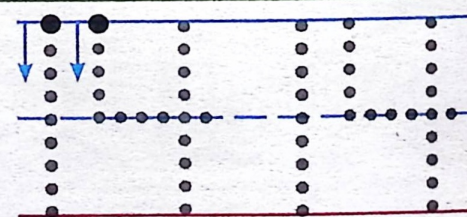
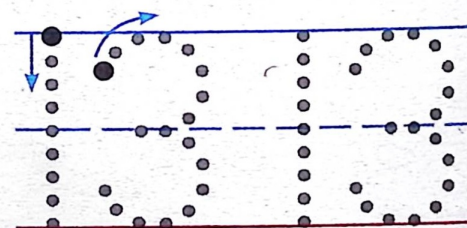


13



thirteen

★ Guided Practice

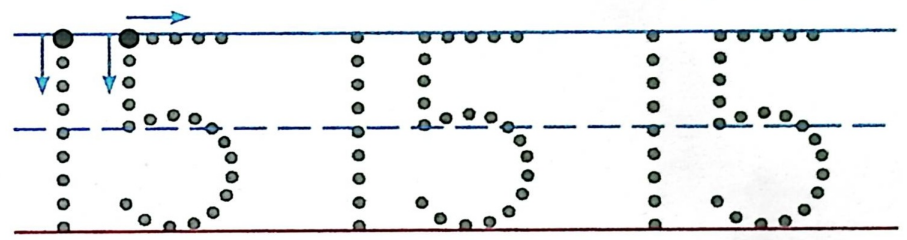


Directions ★ and 2 Have students count the leaves in each group, and then practice writing the number that tells how many.

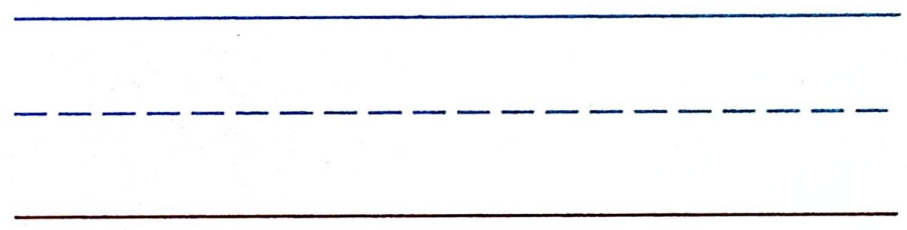
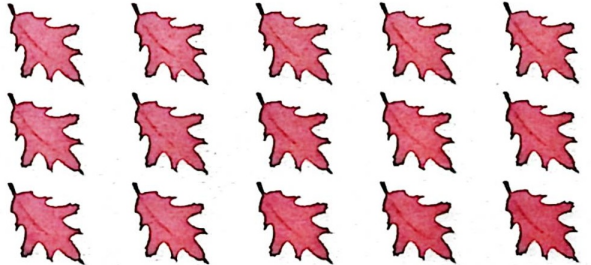


Name \_\_\_\_\_

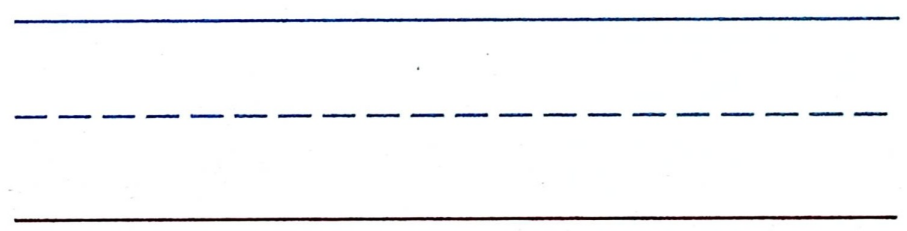
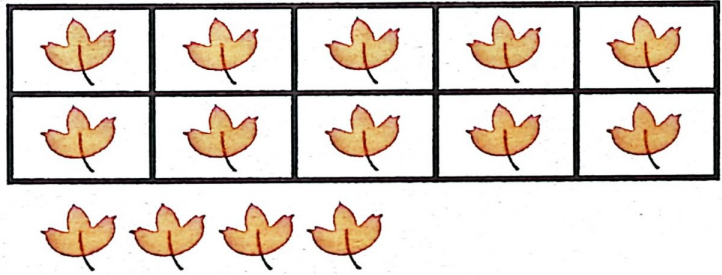
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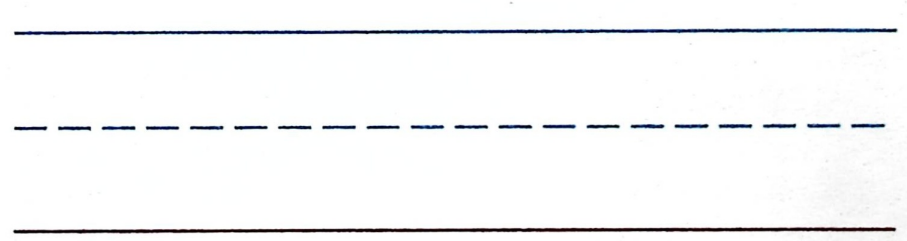
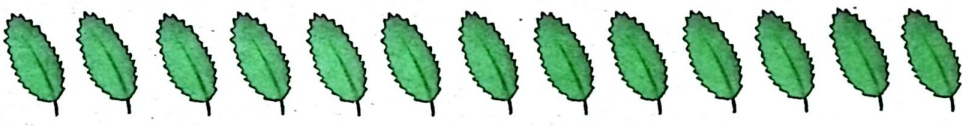
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5



6



**Directions** 3-4 Have students count the leaves in each group, use counters to show how many, and then practice writing the number that tells how many. 5 Have students count the leaves, and then practice writing the number that tells how many. 6 **enVision**® STEM Say: *Trees use their leaves to turn sunlight into food.* Have students count the green leaves, and then practice writing the number that tells how many.





# Independent Practice



Tools



Assessment

7



Handwriting practice lines for the number 7, consisting of a solid blue top line, a dashed blue middle line, and a solid red bottom line.

8

13

9

15

10

Handwriting practice lines for the number 10, consisting of a solid blue top line, a dashed blue middle line, and a solid red bottom line.

- Directions** 🏠 Have students count the leaves, and then practice writing the number that tells how many.  
📏 Have students use counters to make the number and use a ten-frame or draw circles to show how many.  
🏠 **Higher Order Thinking** Have students draw 14 leaves, and then practice writing the number that tells how many.

