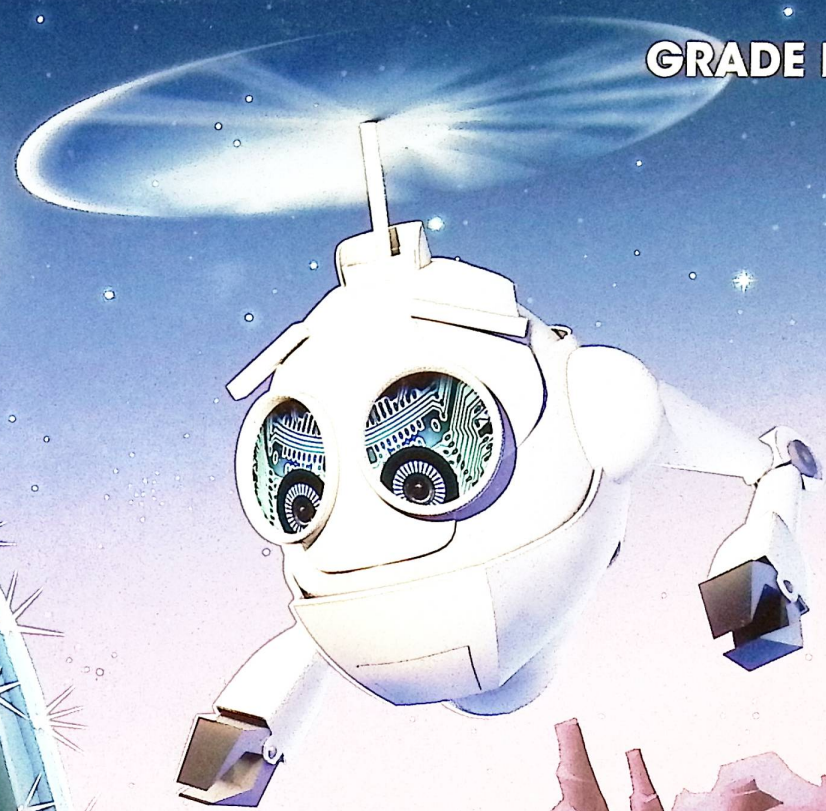


GRADE K VOLUME 1

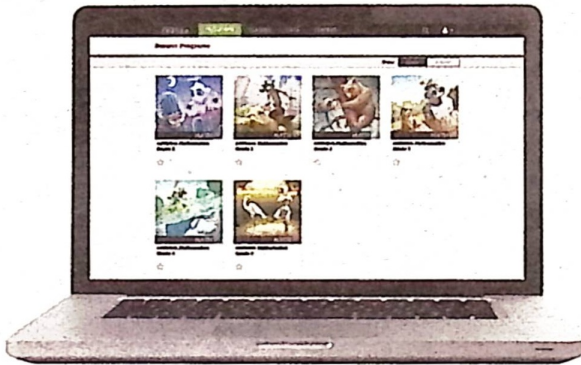


enVision[®] Mathematics

SAVVAS

Contents

Digital Resources at SavvasRealize.com



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- 12 Identify and Describe Shapes
- 13 Analyze, Compare, and Create Shapes
- 14 Describe and Compare Measurable Attributes

And remember
your Interactive Student
Edition is available at
SavvasRealize.com!



You can use numbers to show the number of objects.



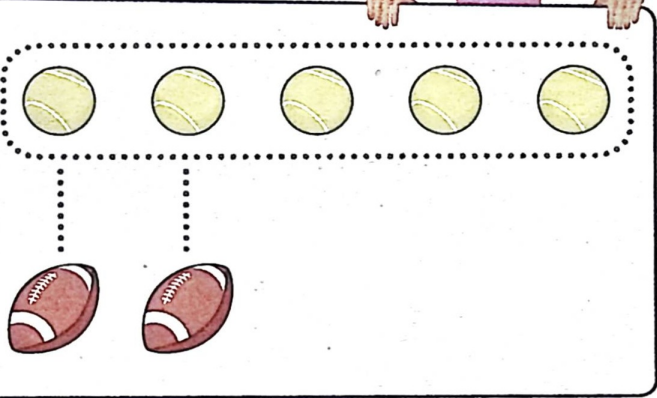
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Numbers 0 to 5

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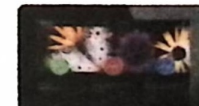
There are more tennis balls than footballs when you compare.



TOPIC 2

Compare Numbers 0 to 5

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You can use counters to show how many.

TOPIC 3

Numbers 6 to 10

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There is a greater number of red fish than purple fish.



TOPIC 4




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The animals are classified into a category of animals with hair and a category of animals without hair.

Hair	NO Hair
	 
 	 

TOPIC 5

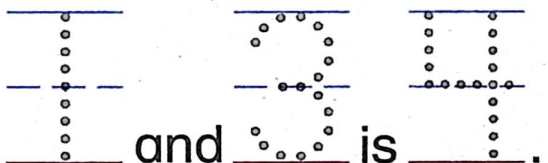
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TOPIC 6

Understand Addition

You can use addition to show joining groups.

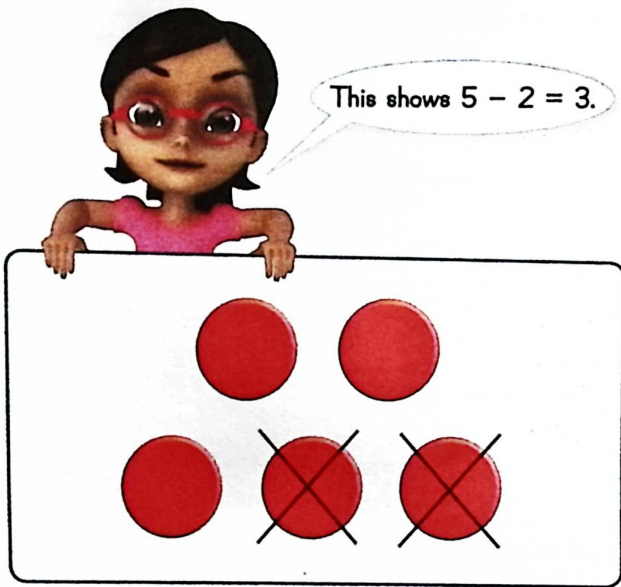


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TOPIC 7

Understand Subtraction

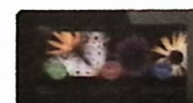
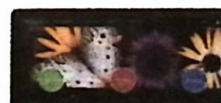
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You can write equations to show parts of numbers.



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Numbers 0 to 5

Essential Question: How can numbers from 0 to 5 be counted, read, and written?

Digital Resources



enVision STEM Project: Weather Changes

Directions Read the character speech bubbles to students. **Find Out!** Have students pay attention to the daily weather changes. **Say:** *The weather changes from day to day. Talk to friends and relatives about the weather. Ask them to help you record the number of sunny days and rainy days from Monday to Friday.* **Journal: Make a Poster** Have students make a poster of the weather information they collected. Have them draw suns for the number of sunny days and clouds with raindrops for the number of rainy days. Then have students write the numbers to tell how many.

Name _____

Review What You Know

1



2



3



4



5



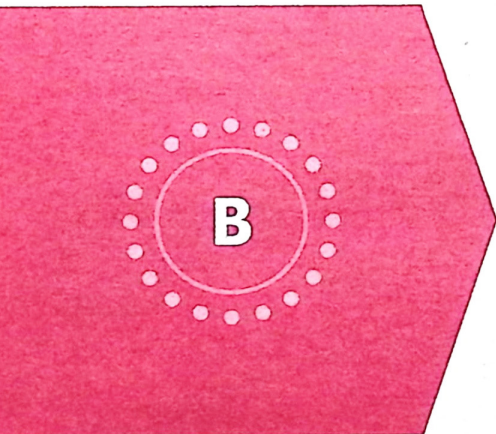
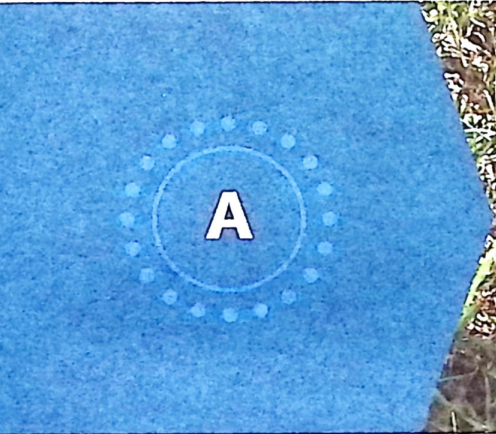
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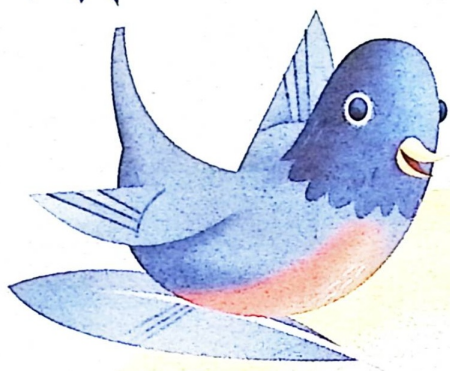
Directions Have students: ★ draw a circle around the animal that is on the right; 2 draw a circle around the animal that is on the left; 3 draw a circle around the animal that is green; 4-6 draw a line from each object in the top row to an object in the bottom row.

Name _____

Pick a Project



Directions Say: You will choose one of these projects. Look at picture A. Think about this question: What would animals say if they could talk? If you choose Project A, you will create funny animal characters and tell a story. Look at picture B. Think about this question: Does your favorite sport or game use a ball? If you choose Project B, you will make a poster of different balls that are used in sports and games. Look at picture C. Think about this question: What would you want to show on a license plate? If you choose Project C, you will create a license plate for your bike.



Directions Have students place 2 counters in the nest on the workmat. Say: *Peeps the bird found these worms for her babies. Draw a circle around the colored box that shows how many worms Peeps found. Tell how you know you are correct.*

I can ... count 1, 2, and 3 objects.

I can also use math tools correctly.

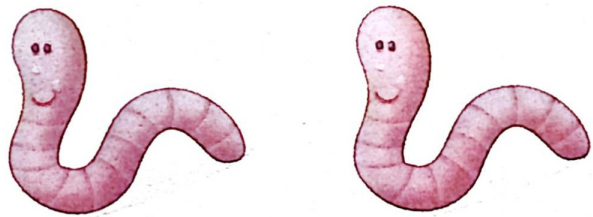
Name _____



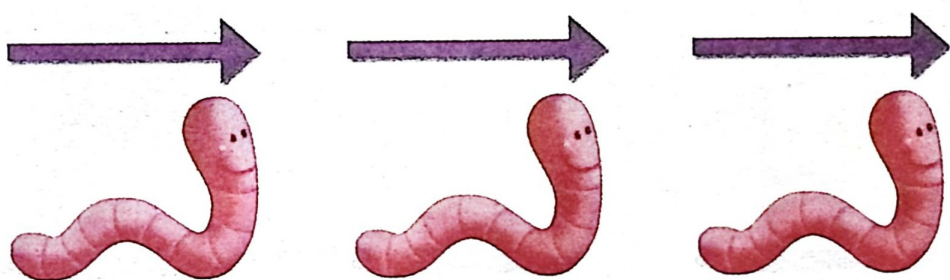
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4



5



Directions 🐞 and ❤️ Have students color a box as they count each worm to show how many. 🖐️ **Vocabulary** Have students **count** the worms, and color a box as they count each worm aloud.



Independent Practice



Tools



Assessment



6



7



8



9

Directions 6–8 Have students color a box as they count each nest to show how many. **Higher Order Thinking** Have students draw 1, 2, or 3 nests, and then color a box as they draw each nest to show how many.



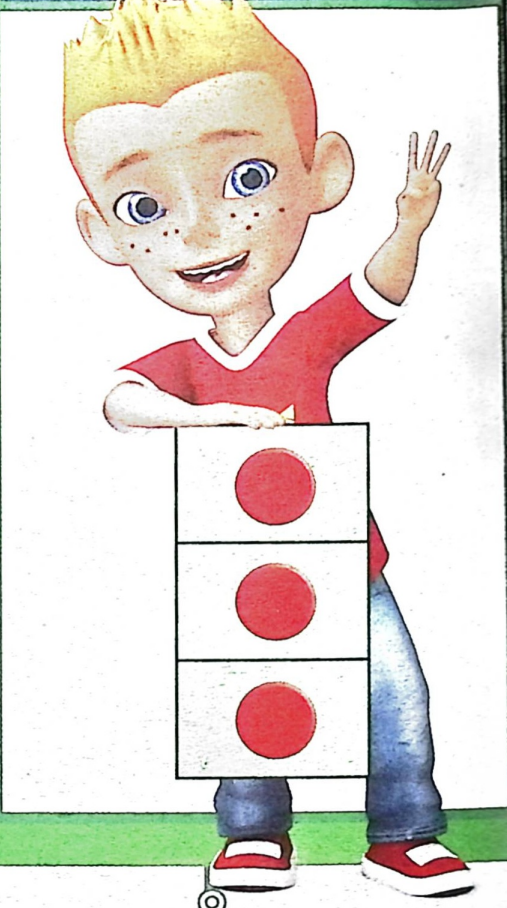
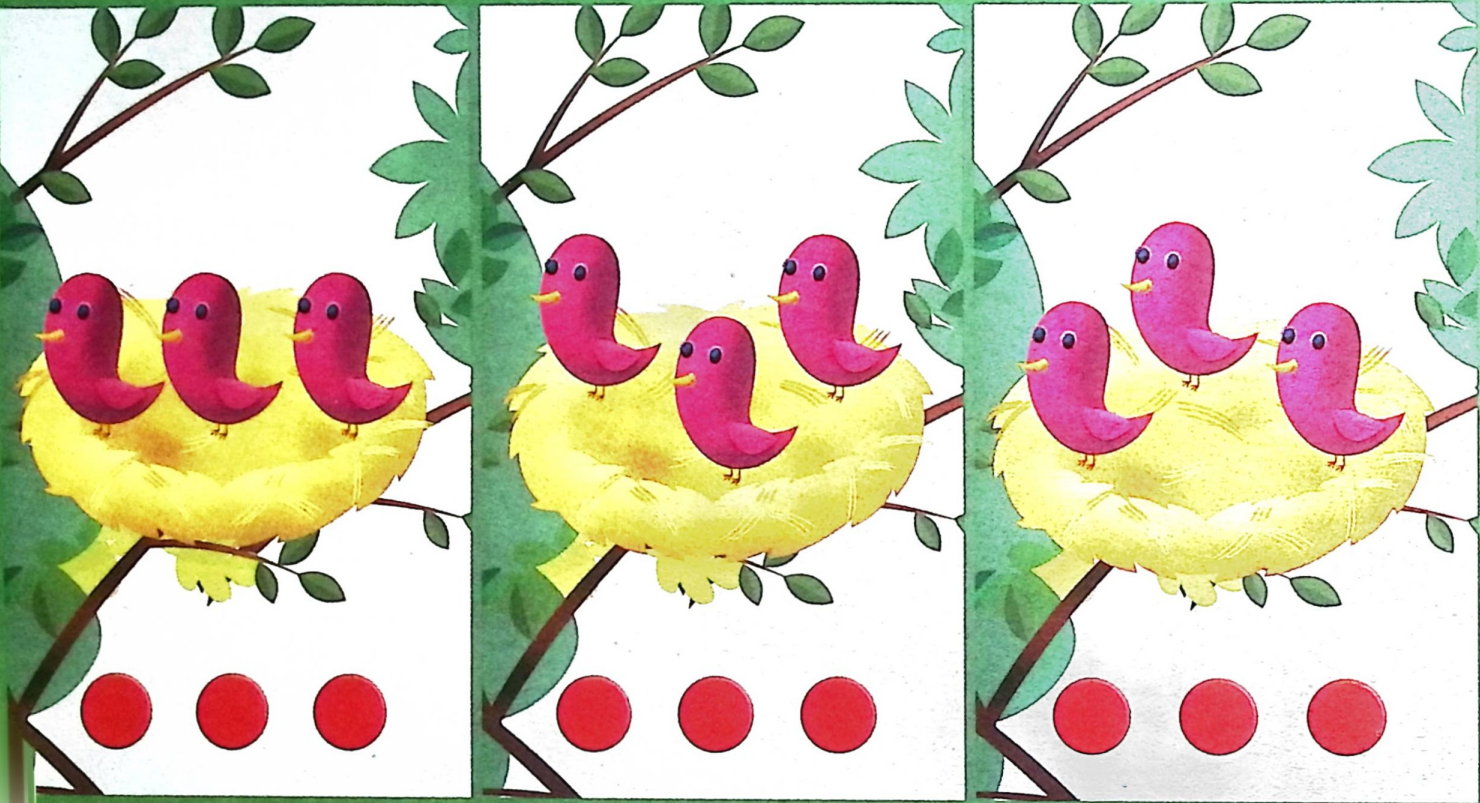
Lesson 1-2
Recognize
1, 2, and 3
in Different
Arrangements



Directions Say: Redbird and Bluebird each have 2 babies. Redbird and Bluebird get worms for their babies and put them in their nests. Bluebird's worms moved around in the nest. Show and count how many worms with your counters. Color the boxes to show the worms in each nest. Tell how you know you are correct.

I can ...
count groups of 1, 2, and 3
objects shown in different ways.

I can also reason
about math.



★ Guided Practice

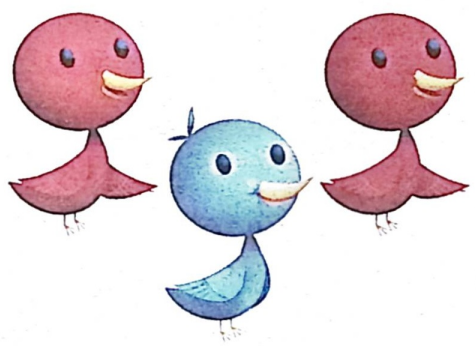
1

2

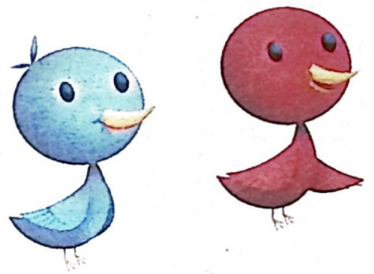
Directions ★ and ② Have students count each bird, and then color the boxes to show how many.

Name _____

3



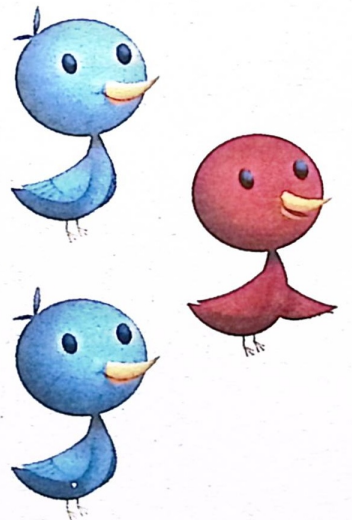
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6



7



8

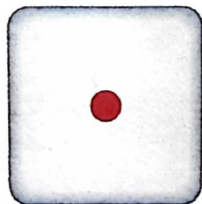


Directions 3-8 Have students count each bird, and then color the boxes to show how many.

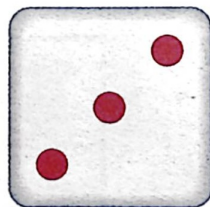


Independent Practice

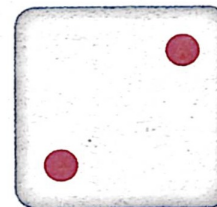
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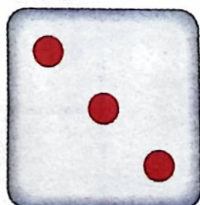
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11



12



13

Directions Have students count the dots, and then color the boxes to show how many.
Higher Order Thinking Have students draw 2 counters, and then draw 2 counters in a different way.

