

<i>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.</i>		M		M												
<i>c. Understand that each successive number name refers to a quantity that is one larger</i>					M					M						
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.		M		M						M						
Compare Numbers			M		M											
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.			M		M											
7. Compare two numbers between 1 and 10 presented as written numerals.		M	M		M											
		Quarter 1			Quarter 2				Quarter 3				Quarter 4			
Standards:		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	
Operations and Algebraic Thinking K.OA							M	M	M							

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Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.							M	M	M						
1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.		M					M	M	M						
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.							M	M	M						
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 $5 = 4 + 1$).				M					M						
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.									M						
5. Fluently add and subtract within 5.							M	M	M						
		Quarter 1			Quarter 2				Quarter 3				Quarter 4		
Standards:		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14

shapes.																
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).													AC	AC		
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.														AC		
6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”														AC		
		Quarter 1			Quarter 2				Quarter 3				Quarter 4			
Standards:		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	
Standards for Mathematical Practice MP Math Practices and Problem Solving: (Last lesson each unit.) Bolded M=Priority *occurs in lesson 4 in Topic 13																
1. Make sense of problems and persevere in solving them.		M	M	M	M			M		M					M*	
2. Reason abstractly and quantitatively.		M		M		M	M			M			M			
3. Construct viable arguments and critique the		M	M			M	M			M	M		M	M	M	

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reasoning of others.															
4. Model with mathematics.			M			M	M			M	M				M
5. Use appropriate tools strategically.		M		M	M			M			M			M	M
6. Attend to precision.		M				M		M				M	M	M	M
7. Look for and make use of structure.				M							M	M			
8. Look for and express regularity in repeated reasoning.				M	M						M	M			

