A Correlation of

Indiana Academic Standards Mathematics (2014) Kindergarten

To the Lessons of

enVisionmath2.0

Kindergarten

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A Correlation of Indiana Academic Standards - Mathematics (2014)
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Table of Contents

A Correlation of Indiana Academic Standards Mathematics (2014)
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enVisionmath**2.0 Lessons** **Kindergarten**	**Indiana Academic Standards** **Mathematics**
TOPIC 1 Numbers 0 to 5	
1-1 Count 1, 2, and 3	**K.NS.4** Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.NS.5** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.
1-2 Recognize 1, 2, and 3 in Different Arrangements	**K.NS.4** Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.NS.5** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20. **K.NS.6** Recognize sets of 1 to 10 objects in patterned arrangements and tell how many without counting.
1-3 Read and Write 1, 2, and 3	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.NS.4** Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.

enVisionmath**2.0 Lessons Kindergarten**	**Indiana Academic Standards Mathematics**
(Continued) 1-3 Read and Write 1, 2, and 3	**K.NS.5** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.
1-4 Count 4 and 5	**K.NS.4** Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.NS.5** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.
1-5 Recognize 4 and 5 in Different Arrangements	**K.NS.4** Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.NS.5** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20. **K.NS.6** Recognize sets of 1 to 10 objects in patterned arrangements and tell how many without counting.

enVisionmath**2.0 Lessons Kindergarten**	**Indiana Academic Standards Mathematics**
1-6 Read and Write 4 and 5	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.NS.4** Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.NS.5** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.
1-7 Identify the Number 0	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.NS.4** Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.NS.5** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.

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enVisionmath**2.0 Lessons** **Kindergarten**	**Indiana Academic Standards** **Mathematics**
1-8 Read and Write 0	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.NS.4** Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.NS.5** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.
1-9 Ways to Make 5	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.NS.6** Recognize sets of 1 to 10 objects in patterned arrangements and tell how many without counting. **K.CA.3** Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]
1-10 Count Numbers to 5	**K.NS.1** Count to at least 100 by ones and tens and count on by one from any number. **K.NS.4** Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.

enVisionmath**2.0 Lessons Kindergarten**	**Indiana Academic Standards Mathematics**
(Continued) 1-10 Count Numbers to 5	**K.NS.5** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.
1-11 Math Practices and Problem Solving: Construct Arguments	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.NS.4** Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.NS.5** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.
TOPIC 2 Compare Numbers 0 to 5	
2-1 Equal Groups	**K.NS.7** 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).
2-2 Greater Than	**K.NS.7** 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).
2-3 Less Than	**K.NS.7** 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).

enVisionmath**2.0 Lessons Kindergarten**	**Indiana Academic Standards Mathematics**
2-4 Compare Groups to 5 by Counting	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.NS.4** Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.NS.5** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20. **K.NS.7** 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). **K.NS.8** Compare the values of two numbers from 1 to 20 presented as written numerals. **K.NS.9** Use correctly the words for comparison, including one and many; none, some and all; more and less; most and least; and equal to, more than and less than.
2-5 Compare Numbers to 5	**K.NS.8** Compare the values of two numbers from 1 to 20 presented as written numerals. **K.NS.9** Use correctly the words for comparison, including one and many; none, some and all; more and less; most and least; and equal to, more than and less than.
2-6 Math Practices and Problem Solving: Model with Math	**K.NS.7** 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). **K.NS.8** Compare the values of two numbers from 1 to 20 presented as written numerals.

enVisionmath**2.0 Lessons Kindergarten**	**Indiana Academic Standards Mathematics**
(Continued) 2-6 Math Practices and Problem Solving: Model with Math	**K.NS.9** Use correctly the words for comparison, including one and many; none, some and all; more and less; most and least; and equal to, more than and less than.
TOPIC 3 Numbers 6 to 10	
3-1 Count 6 and 7	**K.NS.4** Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.NS.5** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.
3-2 Read and Write 6 and 7	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.NS.4** Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.NS.5** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.

enVisionmath**2.0 Lessons Kindergarten**	**Indiana Academic Standards Mathematics**
3-3 Count 8 and 9	**K.NS.4** Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.NS.5** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.
3-4 Read and Write 8 and 9	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.NS.4** Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.NS.5** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.
3-5 Count 10	**K.NS.4** Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.

enVisionmath**2.0 Lessons Kindergarten**	**Indiana Academic Standards Mathematics**
(Continued) 3-5 Count 10	**K.NS.5** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.
3-6 Read and Write 10	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.NS.4** Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.NS.5** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.
3-7 Ways to Make 10	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.3** Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.] **K.CA.4** Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation.

enVisionmath**2.0 Lessons Kindergarten**	**Indiana Academic Standards Mathematics**
3-8 Math Practices and Problem Solving: Look For and Use Structure	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.3** Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.] **K.CA.4** Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation.
TOPIC 4 Compare Numbers 0 to 10	
4-1 Compare Groups to 10	**K.NS.7** 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). **K.NS.9** Use correctly the words for comparison, including one and many; none, some and all; more and less; most and least; and equal to, more than and less than.
4-2 Compare Numbers Using Numerals to 10	**K.NS.7** 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). **K.NS.8** Compare the values of two numbers from 1 to 20 presented as written numerals. **K.NS.9** Use correctly the words for comparison, including one and many; none, some and all; more and less; most and least; and equal to, more than and less than.

enVisionmath**2.0 Lessons Kindergarten**	**Indiana Academic Standards Mathematics**
4-3 Compare Groups of 10 by Counting	**K.NS.7** 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). **K.NS.8** Compare the values of two numbers from 1 to 20 presented as written numerals. **K.NS.9** Use correctly the words for comparison, including one and many; none, some and all; more and less; most and least; and equal to, more than and less than.
4-4 Compare Numbers to 10	**K.NS.7** 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). **K.NS.8** Compare the values of two numbers from 1 to 20 presented as written numerals. **K.NS.9** Use correctly the words for comparison, including one and many; none, some and all; more and less; most and least; and equal to, more than and less than.
4-5 Count Numbers to 10	**K.NS.1** Count to at least 100 by ones and tens and count on by one from any number. **K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.NS.3** Find the number that is one more than or one less than any whole number up to 20. **K.NS.8** Compare the values of two numbers from 1 to 20 presented as written numerals.
4-6 Math Practices and Problem Solving: Repeated Reasoning	**K.NS.1** Count to at least 100 by ones and tens and count on by one from any number. **K.NS.3** Find the number that is one more than or one less than any whole number up to 20.

enVisionmath**2.0 Lessons Kindergarten**	**Indiana Academic Standards Mathematics**
TOPIC 5 Classify and Count Data	
5-1 Classify Objects into Categories	**K.DA.1** Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.
5-2 Count the Number of Objects in Each Category	**K.NS.4** Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.NS.5** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20. **K.DA.1** Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.
5-3 Sort the Categories by Counting	**K.NS.4** Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.NS.5** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20. **K.NS.7** 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). **K.NS.8** Compare the values of two numbers from 1 to 20 presented as written numerals.

enVisionmath**2.0 Lessons Kindergarten**	**Indiana Academic Standards Mathematics**
(Continued) 5-3 Sort the Categories by Counting	**K.DA.1** Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.
5-4 Math Practices and Problem Solving: Critique Reasoning	**K.NS.4** Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.NS.5** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20. **K.NS.7** 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). **K.NS.8** Compare the values of two numbers from 1 to 20 presented as written numerals. **K.DA.1** Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.
TOPIC 6 Understand Addition	
6-1 Explore Addition	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.1** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. **K.CA.2** Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).

enVisionmath**2.0 Lessons Kindergarten**	**Indiana Academic Standards Mathematics**
6-2 Represent Addition as Adding To	**K.NS.1** Count to at least 100 by ones and tens and count on by one from any number. **K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.NS.3** Find the number that is one more than or one less than any whole number up to 20. **K.CA.1** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. **K.CA.2** Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).
6-3 Represent Addition as Putting Together	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.1** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. **K.CA.2** Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).
6-4 Use the Plus Sign	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.1** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. **K.CA.2** Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).

enVisionmath**2.0 Lessons Kindergarten**	**Indiana Academic Standards Mathematics**
6-5 Represent and Explain Addition with Equations	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.1** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. **K.CA.2** Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).
6-6 Continue to Represent and Explain Addition with Equations	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.1** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. **K.CA.2** Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).
6-7 Solve Addition Word Problems: Add To	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.1** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. **K.CA.2** Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).
6-8 Solve Addition Word Problems: Put Together	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.1** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. **K.CA.2** Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).

enVisionmath**2.0 Lessons Kindergarten**	**Indiana Academic Standards Mathematics**
6-9 Use Patterns to Develop Fluency in Addition	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.1** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. **K.CA.3** Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]
6-10 Math Practices and Problem Solving: Model with Math	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.1** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. **K.CA.2** Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).
TOPIC 7 Understand Subtraction	
7-1 Explore Subtraction	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.1** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. **K.CA.2** Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).

enVisionmath**2.0 Lessons Kindergarten**	**Indiana Academic Standards Mathematics**
7-2 Represent Subtraction as Taking Apart	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.1** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. **K.CA.3** Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]
7-3 Represent Subtraction as Taking From	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.1** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. **K.CA.2** Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem). **K.CA.3** Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]
7-4 Use the Minus Sign	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.1** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. **K.CA.2** Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem)**.**

enVisionmath**2.0 Lessons Kindergarten**	**Indiana Academic Standards Mathematics**
7-5 Represent and Explain Subtraction with Equations	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.1** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. **K.CA.2** Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).
7-6 Continue to Represent and Explain Subtraction with Equations	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.1** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. **K.CA.2** Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).
7-7 Solve Subtraction Word Problems: Take From	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.1** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. **K.CA.2** Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).
7-8 Use Patterns to Develop Fluency in Subtraction	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.1** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10.

enVisionmath**2.0 Lessons Kindergarten**	**Indiana Academic Standards Mathematics**
(Continued) 7-8 Use Patterns to Develop Fluency in Subtraction	**K.CA.3** Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.] **K.CA.5** Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.
7-9 Math Practices and Problem Solving	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.1** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. **K.CA.2** Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).
TOPIC 8 More Addition and Subtraction	
8-1 Decompose and Represent Numbers to 5	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.1** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. **K.CA.3** Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]

enVisionmath**2.0 Lessons Kindergarten**	**Indiana Academic Standards Mathematics**
8-2 Related Facts	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.1** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. **K.CA.2** Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem). **K.CA.3** Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]
8-3 Math Practices and Problem Solving: Reasoning	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.1** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. **K.CA.2** Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).
8-4 Fluently Add and Subtract to 5	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.1** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10.

enVisionmath**2.0 Lessons Kindergarten**	**Indiana Academic Standards Mathematics**
8-5 Decompose and Represent 6 and 7	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.1** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. **K.CA.3** Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]
8-6 Decompose and Represent 8 and 9	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.1** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. **K.CA.3** Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]
8-7 Decompose and Represent 10	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.1** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. **K.CA.3** Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]

enVisionmath**2.0 Lessons Kindergarten**	**Indiana Academic Standards Mathematics**
(Continued) 8-7 Decompose and Represent 10	**K.CA.4** Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation.
8-8 Solve Word Problems: Both Addends Unknown	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.1** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. **K.CA.2** Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem). **K.CA.3** Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]
8-9 Find the Missing Part of 10	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.1** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. **K.CA.3** Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.] **K.CA.4** Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation.

enVisionmath**2.0 Lessons Kindergarten**	**Indiana Academic Standards Mathematics**
8-10 Continue to Find the Missing Part of 10	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CA.1** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. **K.CA.3** Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.] **K.CA.4** Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation.
TOPIC 9 Count Numbers to 20	
9-1 Count and Write 11 and 12	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.NS.4** Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.NS.5** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.

enVisionmath**2.0 Lessons Kindergarten**	**Indiana Academic Standards Mathematics**
9-2 Count and Write 13, 14, and 15	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.NS.4** Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.NS.5** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.
9-3 Count and Write 16 and 17	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.NS.4** Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.NS.5** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.

enVisionmath**2.0 Lessons Kindergarten**	**Indiana Academic Standards Mathematics**
9-4 Count and Write 18, 19, and 20	**K.NS.2** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.NS.4** Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.NS.5** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.
9-5 Count Forward from Any Number to 20	**K.NS.1** Count to at least 100 by ones and tens and count on by one from any number. **K.NS.3** Find the number that is one more than or one less than any whole number up to 20.
9-6 Count to Find How Many	**K.NS.4** Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.NS.5** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.

enVisionmath**2.0 Lessons Kindergarten**	**Indiana Academic Standards Mathematics**
9-7 Math Practices and Problem Solving: Reasoning	**K.NS.4** Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.NS.5** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20. **K.NS.9** Use correctly the words for comparison, including one and many; none, some and all; more and less; most and least; and equal to, more than and less than.
TOPIC 10 Compose and Decompose Numbers 11 to 19	
10-1 Make 11, 12, and 13	**K.NS.11** Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.
10-2 Make 14, 15, and 16	**K.NS.11** Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.
10-3 Make 17, 18, and 19	**K.NS.11** Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.
10-4 Find Parts of 11, 12, and 13	**K.NS.11** Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.

enVisionmath**2.0 Lessons Kindergarten**	**Indiana Academic Standards Mathematics**
10-5 Find Parts of 14, 15, and 16	**K.NS.11** Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.
10-6 Find Parts of 17, 18, and 19	**K.NS.11** Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.
10-7 Math Practices and Problem Solving: Look for and Use Structure	**K.NS.11** Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.
TOPIC 11 Count Numbers to 100	
11-1 Count Using Patterns to 30	**K.NS.1** Count to at least 100 by ones and tens and count on by one from any number. **K.CA.5** Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.
11-2 Count Using Patterns to 50	**K.NS.1** Count to at least 100 by ones and tens and count on by one from any number. **K.CA.5** Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.
11-3 Count by Tens to 100	**K.NS.1** Count to at least 100 by ones and tens and count on by one from any number. **K.CA.5** Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.
11-4 Count by Tens and Ones	**K.NS.1** Count to at least 100 by ones and tens and count on by one from any number. **K.NS.11** Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings. **K.CA.5** Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.

enVisionmath**2.0 Lessons Kindergarten**	**Indiana Academic Standards Mathematics**
11-5 Count Forward from Any Number to 100	**K.NS.1** Count to at least 100 by ones and tens and count on by one from any number. **K.CA.5** Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.
11-6 Count Using Patterns to 100	**K.NS.1** Count to at least 100 by ones and tens and count on by one from any number. **K.CA.5** Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.
11-7 Math Practices and Problem Solving: Look For and Use Structure	**K.NS.1** Count to at least 100 by ones and tens and count on by one from any number. **K.NS.11** Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings. **K.CA.5** Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.
TOPIC 12 Identify and Describe Shapes	
12-1 Two-Dimensional (2-D) and Three-Dimensional (3-D) Shapes	**K.G.2** 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). **K.DA.1** Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.
12-2 Circles and Triangles	**K.G.2** 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). **K.DA.1** Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.

enVisionmath**2.0 Lessons Kindergarten**	**Indiana Academic Standards Mathematics**
12-3 Squares and Other Rectangles	**K.G.2** 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). **K.DA.1** Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.
12-4 Hexagons	**K.G.2** 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). **K.DA.1** Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.
12-5 Solid Figures	**K.G.2** 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). **K.DA.1** Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.
12-6 Describe Shapes in the Environment	**K.G.2** 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). **K.DA.1** Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.

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12-7 Describe the Position of Shapes in the Environment	**K.G.1** Describe the positions of objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of. **K.G.2** 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).
12-8 Math Practices and Problem Solving	**K.G.1** Describe the positions of objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of. **K.G.2** 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). **K.DA.1** Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.
TOPIC 13 Analyze, Compare, and Create Shapes	
13-1 Analyze and Compare Two-Dimensional (2-D) Shapes	**K.G.2** 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).
13-2 Analyze and Compare Three-Dimensional (3-D) Shapes	**K.G.2** 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).

enVisionmath**2.0 Lessons Kindergarten**	**Indiana Academic Standards Mathematics**
13-3 Compare 2-D and 3-D Shapes	**K.G.2** 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).
13-4 Math Practices and Problem Solving	**K.G.2** 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).
13-5 Make 2-D Shapes from Other 2-D Shapes	**K.G.3** Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes. **K.G.4** Compose simple geometric shapes to form larger shapes (e.g., create a rectangle composed of two triangles).
13-6 Build 2-D Shapes	**K.G.3** Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes. **K.G.4** Compose simple geometric shapes to form larger shapes (e.g., create a rectangle composed of two triangles).
13-7 Build 3-D Shapes	**K.G.3** Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes. **K.G.4** Compose simple geometric shapes to form larger shapes (e.g., create a rectangle composed of two triangles).
TOPIC 14 Describe and Compare Measurable Attributes	
14-1 Compare by Length and Height	**K.M.1** Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.

enVisionmath**2.0 Lessons Kindergarten**	**Indiana Academic Standards Mathematics**
14-2 Compare by Capacity	**K.M.1** Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.
14-3 Compare by Weight	**K.M.1** Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.
14-4 Describe Objects by Attributes	**K.M.1** Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. **K.DA.1** Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.
14-5 Describe Objects by Measurable Attributes	**K.M.1** Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. **K.DA.1** Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.
14-6 Math Practices and Problem Solving: Precision	**K.M.1** Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.