P352X Grade 1 SA

Envision 2020

2025-26

Marking Period 1: September 4 – November 14 (9 weeks)

Grade 1 - Topics 1-3

	Materials	**Evidence of Student Learning** Student Work/ Portfolio	**Assessments**
Build Mathematical Literacy	☐ Math Word Wall ☐ Vocabulary Word Chart ☐ Anchor Charts ☐ Math Manipulatives ☐ Online Math Games	☐ Math Practices & Problem-Solving Handbook ☐ Problem-Solving Leveled Reading Mats ☐ Teacher Observation ☐ Interactive Math Story	☐ Diagnostic Assessment: Readiness Test: **9/19/25** (BOY Benchmark Assessment) ☐ Topic Assessments ☐ Topic 1: 10/1/25 ☐ Topic 2: 10/23/25 ☐ Topic 3: 11/13/25 ☐ Culminating Tasks (see "Pick a Project") at the end of each topic ☐ Daily homework assignments ☐ Math Practice Proficiency Rubric
Differentiation	☐ Envision 2020 Tier 2 Interventions	☐ Ongoing, Strategic and Intensive Intervention	☐ Student Quick Check ☐ Math Diagnosis and intervention System
Topic Centers	☐ Technology Center ☐ Activity Center	☐ Samples produced in the centers ☐ Photos of students participating in topic center activities	☐ Math Practice Proficiency Rubric ☐ Questioning ☐ Self/Peer Assessment

Grade 1 Envision Topic 1: Understand Addition and Subtraction
September 4, 2025 - October 3, 2025

Essential Question: What are ways to think about addition and subtraction?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
1-1 **Add To**	Solve addition problems involving situations of adding one part to another part.	Adding to is one interpretation of addition. Addition equations can be used to show add to addition situations.	Add Plus Sum Equals	Connecting cubes (or Teaching Tool 7) Counters (or Teaching Tool 6)	Math Games Pick a Project
1-2 **Put Together**	Solve addition problems involving situations of putting two parts together.	Putting two parts together to make a whole is one interpretation of addition. Addition equations can be used to show situations in which two parts are put together.	Parts Whole Equation	Connecting cubes (or Teaching Tool 7)	Math Games Pick a Project
1-3 **Both Addends Unknown**	Solve addition word problems by breaking apart a total number of objects.	Decomposing numbers can be used to solve addition word problems in which the total is known, but the parts are unknown. See p. 13A.		Connecting cubes (or Teaching Tool 7) Counters (or Teaching Tool 6)	Math Tools Pick a Project
1-4 **Take From**	Solve subtraction problems in volving taking from a group.	Taking away one part from a whole is one interpretation of subtraction. Subtraction equations can be used to show subtraction situations in which one part is taken from the whole.	Subtract Minus Difference Equation	Connecting cubes (or Teaching Tool 7)	Math Tools Problem-Solving Leveled Reading Mats
1-5 **Compare Situations**	Solving problems involves comparing how many more objects are in one group than another group.	Comparing to find how many more is one interpretation of addition and subtraction. Subtraction or addition equations can be used to show situations in which two quantities are compared.	More Compare	Connecting cubes (or Teaching Tool 7) Counters (or Teaching Tool 6)	Math Tools Pick a Project

1-6 **More Compare Situations**	Solve problems that involve comparing how many fewer objects are in one group than another group.	Comparing two groups to find how many fewer objects are in one group than another group is one interpretation of addition and subtraction. Subtraction or addition equations can be used to show situations in which two quantities are compared.	Fewer	Connecting cubes (or Teaching Tool 7) Counters (or Teaching Tool 6)	Math Tools **Envision ®** STEM Activity
1-7 **Change Unknown**	Solve addition problems by finding a missing addend.	"Adding to" is one interpretation of addition. Addition equations can be used to show "add to" addition situations.	addend	Connecting cubes (or Teaching Tool 7) Counters (or Teaching Tool 6)\	Math Tools Problem-Solving Leveled Reading Mats
1-8 **Practice Adding and Subtracting**	Solve problems involving putting together or taking apart.	Finding a missing part of a whole is an interpretation of both addition and subtraction. Addition or subtraction equations can be used to show situations involving a missing part.		Connecting cubes (or Teaching Tool 7) Counters (or Teaching Tool 6)	Math Games **Envision ®** STEM Activity
1-9 **PROBLEM SOLVING: Construct Arguments**	Construct math arguments to solve addition and subtraction problems.	Good math thinkers use math to explain why they are right. They can talk about math that others do, too.		Connecting cubes (or Teaching Tool 7) Counters (or Teaching Tool 6)	Math Games Pick a Project
Topic 1 Assessment: 10/1/25					
Culminating Task: "Pick a Project" (Choose ONE Project)					
Project 1A: **Where do birds lay their eggs?**			**Project:** Draw a Bird Clutch		
Project 1B: **What is the most popular fruit juice in the world?**			**Project**: Find Fruit Facts		
Project 1C: **What are different homes made of?**			**Project:** Build a Model		

Grade 1 Envision Topic 2: Fluently Add and Subtract Within 10
October 6, 2025 - October 24, 2025

Essential Question: How can we develop fluency for addition and subtraction within 10?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
2-1 **Count Onto Add**	Add by counting on from a number.	You can count on to find the sum for addition facts. A number line can help you count on.	Number line	Counters (or Teaching Tool 6) Connecting cubes (or Teaching Tool 7) Number Cards5–8 (or Teaching Tool 3)	Math Tools Pick a Project
2-2 **Doubles**	Use doubles to solve problems.	Doubles facts have the same number for both addends and can be used to solve problems involving real-world situations.	Double facts	Connecting cubes (or Teaching Tool 7)	Math Tools **Envision** ® STEM Activity
2-3 **Near Doubles**	Solve problems using near doubles facts.	Basic addition facts that are near doubles can be found using a related doubles fact.	Near doubles fact	Counters (or Teaching Tool 6) Connecting cubes (Teaching Tool 7)	Math Tools Pick a Project
2-4 **Facts with 5 on a Ten-Frame**	Use a ten-frame to solve addition facts with 5 and 10.	Facts with sums 6 through 10 can be broken into 5plus some more.		Counters (or Teaching Tool 6)	Math Tools Pick a Project
2-5 **Add in Any Order**	Use the same addends to write two different equations with the same sum.	Two numbers can be added in any order and the sum will stay the same.		Connecting cubes (or Teaching Tool 7)	Math Games Pick a Project
2-6 **Count Back to Subtract**	Count back to solve subtraction problems.	You can count back to find the difference for subtraction facts. A number line can help you count back.	Count back	Counters (or Teaching Tool 6) Connecting cubes (or Teaching Tool 7) Number Lines (or Teaching Tool 19)	Math Tools Problem-Solving Leveled Reading Mats
2-7 **Think Addition to Subtract**	Use addition facts to 10 to solve subtraction problems.	Addition and subtraction have an inverse relationship. This relationship can be used to solve subtraction facts; every subtraction fact has a related addition fact.		Counters (or Teaching Tool 6) Connecting cubes (or Teaching Tool 7)	Math Games Pick a Project
2-8 **Solve Word Problems with Facts to 10**	Solve word problems by drawing pictures and writing equations.	Drawings and equations can help you solve different types of word problems.		Counters (or Teaching Tool 6) Connecting cubes (or Teaching Tool 7)	Math Tools **Envision** ® STEM Activity

2-9 **PROBLEM SOLVING: Look For and Use Structure**	Use structure and identify patterns in order to solve problems.	Good math thinkers look for patterns in math to help solve problems.		Counters (or Teaching Tool 6) Connecting cubes (or Teaching Tool 7)	Math Games Problem-Solving Leveled Reading Mats

Topic 2 Assessment: 10/23/25

Culminating Task: "Pick a Project" (Choose ONE Project)

Project 2A; **Where would you like to fly?**	**Project:** Create an Airplane Skit
Project 2B: **When does lightning flash?**	**Project:** Make a Weather Calendar
Project 2C: **Would you like to travel in space?**	**Project:** Draw a Space Travel Picture
Project 2D: **Are these apes or monkeys?**	**Project:** Make a Poster of Apes and Monkeys

Grade 1 Envision Topic 3: Addition Facts to 20: Use Strategies October 27, 2025 - November 14, 2025					
Essential Question: How can we explore strategies to add within 20?					
Lesson	**Mathematics Objective**	**Essential Understanding**	**Vocabulary**	**Materials**	**Technology and Activity Centers**
3-1 **Count On to Add**	Count on to add using a number line.	Students can solve an addition problem by using a number line to count on.		Counters (Teaching Tool 6) Connecting cubes (Teaching Tool 7) Number lines (or Teaching Tool 19)	Math Tools Problem-Solving Leveled Reading Mats
3-2 **Count On to Add Using an Open Number Line**	Count on to add using an open number line.	Students can solve addition problems by counting on an open number line	Open number line	Number cards2–10 (or Teaching Tool 3)	Math Games **Envision** ® STEM Activity
3-3 **Doubles**	Memorize doubles facts.	Doubles facts have the same number for both addends and can be used to solve problems involving real-world situations.		Counters (or Teaching Tool 6) Connecting cubes (or Teaching Tool 7) Number cards 6–10 (or Teaching Tool 3)	Math Tools Pick a Project
3-4 **Doubles Plus**	Use doubles facts to help solve doubles-plus facts.	Basic addition facts that are near doubles can be found using a related doubles fact.	Doubles-plus facts	Connecting cubes (or Teaching Tool 7)	Math Games Pick a Project
3-5 **Make 10 to Ad**	Make 10 to add numbers to 20.	Some addition facts can be solved by changing them to an equivalent fact with 10.	Make 10	Counters (or Teaching Tool 6) Connecting cubes (or Teaching Tool 7) Number cube Ten-Frame (or Teaching Tool 14)	Math Tools Pick a Project
3-6 **Continue to Make 10 to Add**	Make 10 to add numbers to 20.	Some addition facts can be solved by changing them to an equivalent fact with 10.		Ten-Frame (or Teaching Tool 14) Counters (or Teaching Tool 6) Connecting cubes (or Teaching Tool 7) Number Lines (or Teaching Tool 19) Number cube	Math Games Pick a Project

3-7 **Explain Addition Strategies**	Solve addition problems using different strategies.	There are different ways to solve addition facts. Certain strategies may be easier to use for different facts.		Counters (or Teaching Tool 6) Connecting cubes (or Teaching Tool 7) Ten-Frame (or Teaching Tool 14) Index cards	Math Tools Pick a Project
3-8 **Solve Addition Word Problems with Facts to 20**	Solve different types of addition word problems.	Objects, drawings, and equations can help you solve different types of word problems.		Counters (or Teaching Tool 6) Connecting cubes (or Teaching Tool 7)	Math Tools Problem-Solving Leveled Reading Mats
3-9 **PROBLEM SOLVING:** **Critique Reasoning**	Critique the reasoning of others by using known information about addition and subtraction.	Good math thinkers use math to explain why they are right. They can talk about math that others do too.		Counters (or Teaching Tool 6) Connecting cubes (or Teaching Tool 7) Index cards	Math Games **Envision** ® STEM Activity
Topic 3 Assessment: 11/13/25					
Culminating Task: "Pick a Project" (Choose ONE Project)					
Project 3A: **Can you see the gecko?**			**Project:** Create an Animal Model		
Project 3B: **Would you like to live on a boat?**			**Project:** Make a sailboat Model		
Project 3C: **What is your favorite ride?**			**Project:** Make a Poster about Roller Coaster		

Blank Weekly Plan –
Teachers will identify lessons that will be taught and the specific components of each lesson that will be presented to students each day. **All skill areas** must be addressed: Lessons, Vocabulary, Technology and Activity Centers *Duplicate this page as needed.

Date :

	Monday	Tuesday	Wednesday	Thursday	Friday
Envision Lesson Number					
Math Objective Addressed					
Assessment					
Materials Needed					
Differentiation					

Behaviors

Listen and look for the following behaviors to monitor students' ongoing development of proficiency with looking for and making use of structure.

- Analyze and describe patterns in numbers.
- Analyze and describe common attributes and patterns in shapes and solids.
- Analyze expressions, equations, procedures, and objects to represent, describe, and work with them in different ways.

Use the list of behaviors above and the following rubric to evaluate a student's overall proficiency with this practice.

Daily Math Practice Proficiency Rubric
4 **Exemplary** The student exhibits all of the behaviors.
3 **Proficient** The student exhibits most of the behaviors.
2 **Emerging** The student exhibits about half of the behaviors.
1 **Needs Improvement** The student exhibits less than half of the behaviors.

P352X Math Scoring Rubric
(Grade 1)

Criteria	Developing	Progressing	Meet Expectations	Exceeding Expectations	Score
	1	2	3	4	
DEMONSTRATES A THOROUGH UNDERSTANDING	Shows no understanding of the problem or question using anchor chart(s).	Shows little understanding of the problem or question using anchor chart(s).	Shows partial understanding of the problem or question using anchor chart(s).	Shows understanding of the problem or question using anchor chart(s).	
TASK COMPLETION AND ACCURACY	Model, drawing, or equation does not support the response using anchor chart(s).	Model, drawing, or equation may be confusing using anchor chart(s).	Model, drawing, or equation shows that the student only partially understands the math required response using anchor chart(s).	Model, drawing, or equation clarifies, enhances, or supports the response and shows that the student understands the math required response using anchor chart(s).	
WORK PRODUCTS	Student indicates nothing about their thought process or strategy using anchor chart(s).	Uses limited math words in response to the Math problems (using anchor chart(s).	Uses math words (only) that add clarity to the response (using anchor chart(s).	Uses math words and phrases that add clarity and precision to the response using anchor chart(s).	
PARTICIPATION IN THE CULMINATING TASK(S)	I participated in culminating task activities minimally using anchor chart(s). I do not self-monitor my progress throughout the unit.	I participated in several culminating task activities and occasionally self-monitored my progress throughout the unit using anchor chart(s).	I participated in most of the activities related to the culminating task and self-monitored my progress periodically throughout the unit using anchor chart(s).	I participated in all activities related to the culminating task and self-monitored my progress throughout the unit. I also shared my work and understanding with my peers using anchor chart(s).	
				Overall Score	
Notes					