



P352X Grade 1 SA

**Envision 2020**

2025-26

Marking Period 2: November 17 – January 9 (6 weeks)

**Grade 1 - Topics 4-6**

	<b>Materials</b>	<b>Evidence of Student Learning</b> Student Work/ Portfolio	<b>Assessments</b>
<b>Build Mathematical Literacy</b>	<input type="checkbox"/> Math Word Wall <input type="checkbox"/> Vocabulary Word Chart <input type="checkbox"/> Anchor Charts <input type="checkbox"/> Math Manipulatives <input type="checkbox"/> Online Math Games	<input type="checkbox"/> Math Practices & Problem-Solving Handbook <input type="checkbox"/> Problem-Solving Leveled Reading Mats <input type="checkbox"/> Teacher Observation <input type="checkbox"/> Interactive Math Story	<input type="checkbox"/> Topic Assessments <ul style="list-style-type: none"> <li><input type="checkbox"/> Topic 4: 12/5/25</li> <li><input type="checkbox"/> Topic 5: 12/19/25</li> <li><input type="checkbox"/> Topic 6: 1/9/26</li> </ul> <input type="checkbox"/> Culminating Tasks (see "Pick a Project") at the end of each topic <input type="checkbox"/> Daily homework assignments <input type="checkbox"/> Math Practice Proficiency Rubric
<b>Differentiation</b>	<input type="checkbox"/> Envision 2020 Tier 2 Interventions	<input type="checkbox"/> Ongoing, Strategic and Intensive Intervention	<input type="checkbox"/> Student Quick Check <input type="checkbox"/> Math Diagnosis and intervention System
<b>Topic Centers</b>	<input type="checkbox"/> Technology Center <input type="checkbox"/> Activity Center	<input type="checkbox"/> Samples produced in the centers <input type="checkbox"/> Photos of students participating in topic center activities	<input type="checkbox"/> Math Practice Proficiency Rubric <input type="checkbox"/> Questioning <input type="checkbox"/> Self/Peer Assessment

**Grade 1 Envision Topic 4: Subtraction Facts to 20: Use Strategies**  
**November 17, 2025 - December 5, 2025**

**Essential Question: What strategies can you use while subtracting?**

<b>Lesson</b>	<b>Mathematics Objective</b>	<b>Essential Understanding</b>	<b>Vocabulary</b>	<b>Materials</b>	<b>Technology and Activity Centers</b>
<b>4-1</b> <b>Count to subtract</b>	Use a number line to subtract by counting on or counting back.	When using a number line to subtract, you can count back the number of spaces you are subtracting or find the distance between the two numbers.	Difference	Counters (or Teaching Tool 6) Connecting cubes (or Teaching Tool 7) Number Lines (Teaching Tool 19)	Math Tools enVision STEM Activity
<b>4-2</b> <b>Make 10 to Subtract</b>	Make subtraction easier by making 10 to subtract.	Some subtraction facts can be simplified by making use of the numbers' relationships to 10.	Doubles facts	Counters (or Teaching Tool 6) Double-Ten Frame Mat (Teaching Tool 16)	Math Tools Problem solving leveled reading mats
<b>4-3</b> <b>Continue to Make 10 to subtract.</b>	Count on to subtract using 10 as a landmark.	Some subtraction facts can be simplified by making use of the numbers' relationships to 10.	None	Counters (or Teaching Tool 6) Double-Ten Frame Mat (Teaching Tool 16)	Math Games Pick a Project
<b>4-4</b> <b>Fact Families</b>	Make addition and subtraction facts using the same three numbers.	The inverse relationship between addition and subtraction can be used to find subtraction facts; every subtraction fact has at least one related addition fact.	Fact family	Connecting cubes (or Teaching Tool 7) Bar Model (Teaching Tool 11) Counters	Math Tools Pick a Project

<b>4-5 Use Addition to Subtract</b>	Use addition facts to find subtraction facts.	The inverse relationship between addition and subtraction can be used to find subtraction facts; every subtraction fact has at least one related addition fact.	Difference	Counters (or Teaching Tool 6)	Math Tools Pick a Project
<b>4-6 Continue to Use Addition to Subtract</b>	Use addition facts to find subtraction facts.	The inverse relationship between addition and subtraction can be used to find subtraction facts See p. 181A.	Related facts Difference	Counters (or Teaching Tool 6) Bar Model (Teaching Tool 11)	Math Games Pick a Project
<b>4-7 Explain Subtraction Strategies</b>	Explain strategies used to solve subtraction problems.	There are different ways to solve subtraction facts. Certain strategies may be easier to use for certain facts.	Difference Related facts Doubles fact Fact family	Counters (or Teaching Tool 6) Connecting cubes (or Teaching Tool 7) Double Ten Frame Mat (Teaching Tool 16)	Math Tools Problem-Solving Leveled Reading Mats
<b>4-8 Solve Word Problems with Facts to 20</b>	Solve different types of addition and subtraction problems with unknowns in different positions.	Objects, drawings, and equations can help you solve different types of word problems.	Difference Related facts Doubles fact Fact family	Counters (or Teaching Tool 6) Connecting cubes (or Teaching Tool 7)	Math Games Pick a Project
<b>4-9 PROBLEM SOLVING: Reasoning</b>	Use reasoning to write and solve number stories.	Good math thinkers know how to think about words and numbers to solve problems.	Difference Doubles fact Fact family	Counters (or Teaching Tool 6) Connecting cubes (or Teaching Tool 7)	Math Games enVision STEM Activity

**Topic 4 Assessment: 12/5/25**

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

<b>Project 4A: What pizza topping would make you laugh?</b>	<b>Project:</b> Write a funny pizza poem.
<b>Project 4B: Do you know your vegetables?</b>	<b>Project:</b> Play vegetable subtraction.
<b>Project 4C: How can you play baseball without a ball?</b>	<b>Project:</b> Play baseball
<b>Project 4D: How much do some classroom items cost?</b>	<b>Project:</b> Buy classroom items

**Grade 1 Envision Topic 5: Work w/ Addition and Subtraction Equations**  
**December 8, 2025 - December 19, 2025**

**Essential Question: How can adding and subtracting help you solve or complete equations?**

<b>Lesson</b>	<b>Mathematics Objective</b>	<b>Essential Understanding</b>	<b>Vocabulary</b>	<b>Materials</b>	<b>Technology and Activity Centers</b>
<b>5-1 Find the Unknown Numbers</b>	Find the unknown number in an equation.	Models and the relationship between addition and subtraction can be used to solve equations with an unknown part.	Equation Missing	Counters (or Teaching Tool 6) Bar Model (Teaching Tool 11) Number cards 1—15	Math Games Problem-Solving Leveled Reading Mats
<b>5-2 True or False Equations</b>	Determine if addition and subtraction equations are true or false.	An addition or subtraction equation is true if the values on each side of the equal sign are the same. An addition or subtraction equation is false if the values on each side of the equal sign are not same.	True False	Counters (or Teaching Tool 6) Connecting cubes (or Teaching Tool 7)	Math Tools enVision STEM Activity
<b>5-3 Make True Equations</b>	Find the missing numbers in equations to make them true.	An addition or subtraction equation is true if the values on each side of the equal sign are the same. Models, addition facts, and subtraction facts can be used to solve equations with an unknown part.	Steps Equation	Counters (or Teaching Tool 6)	Math Tools Problem-Solving Leveled Reading Mats

<b>5-4 Add Three Numbers</b>	Use different strategies to add three numbers.	Three numbers can be grouped and added in any order.	Add Group	Counters (or Teaching Tool 6) Connecting cubes (or Teaching Tool 7)	Math Tools Pick a Project
<b>5-5 Word Problems with Three Addends</b>	Use different strategies to solve word problems with 3 addends.	Numbers can be grouped in different ways to solve word problems with three addends.	Word problem addend	Counters (or Teaching Tool 6) Connecting cubes (or Teaching Tool 7)	Math Tools Pick a Project
<b>5-6 Solve Addition and Subtraction Word Problems</b>	Solve word problems involving comparisons.	Objects, drawings, models, and equations can help you solve different types of word problems.	Compare Smaller Unknown	Counters (or Teaching Tool 6) Connecting cubes (or Teaching Tool 7) Bar Model	Math Games Pick a Project
<b>5-7 PROBLEM SOLVING: Precision</b>	Use precision to determine the missing number or symbol in an equation.	Good math thinkers are careful about what they write and say, so their ideas about math are clear.	Counter Cube False More	Counters (or Teaching Tool 6)	Math Games enVision STEM Activity

**Topic 5 Assessment: 12/19/25**

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

<b>Project 5A: What is growing on that tree?</b>	<b>Project:</b> Make flash cards
<b>Project 5B: Does the moon ever change?</b>	<b>Project:</b> Write and solve moon problems
<b>Project 5C: Who captured more pieces?</b>	<b>Project:</b> Play a game of checkers

**Grade 1 Envision Topic 6: Represent and Interpret Data**

**December 22, 2025 - January 9, 2026**

**Essential Question: What are some ways you can collect, show, and understand data?**

<b>Lesson</b>	<b>Mathematics Objective</b>	<b>Essential Understanding</b>	<b>Vocabulary</b>	<b>Materials</b>	<b>Technology and Activity Centers</b>
<b>6-1 Organize Data Into Three Categories</b>	Organize data into categories.	Tally charts are useful for recording and organizing some kinds of data.	Tally marks Data Tally chart	Library books	Math Games Problem-Solving Leveled Reading Mats
<b>6-2 Collect and Represent Data</b>	Organize information using a picture graph.	A picture graph uses pictures to show and organize data.	Survey Picture graph	Index cards Crayons Tape	Math Tools Problem-Solving Leveled Reading Mats
<b>6-3 Interpret Data</b>	Interpret organized data.	Some problems can be solved by making, reading, and analyzing a tally chart or picture graph.	None	Blank picture graph (Teaching Tool 29)	Math Tools Pick a Project
<b>6-4 Continue to Interpret Data</b>	Use a picture graph to interpret data.	Some problems can be solved by making, reading, and analyzing a tally chart or picture graph.	None	None	Math Tools enVision STEM Activity

<b>6-5 PROBLEM SOLVING: Make Sense and Persevere</b>	Use perseverance to solve problems about sets of data.	Good math thinkers know what the problem is about. They have a plan to solve it. They keep trying if they get stuck.	None	Connecting cubes (or Teaching Tool 7)	Math Games enVision STEM Activity
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**Topic 6 Assessment: 1/9/26**

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

<b>Project 6A:</b> Which dog is your favorite?	<b>Project:</b> Create a pet data display
<b>Project 6B:</b> Is all art the same?	<b>Project:</b> Make an art poster.
<b>Project 6C:</b> What do you like to wear?	<b>Project:</b> Draw an outfit.
<b>Project 6D:</b> What can shells on the beach look like?	<b>Project:</b> Model your favorite seashells.

**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 :

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Envision Lesson Number</b>					
<b>Math Objective Addressed</b>					
<b>Assessment</b>					
<b>Materials Needed</b>					
<b>Differentiation</b>					

**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.

<b>Daily Math Practice Proficiency Rubric</b>	
<b>4 Exemplary</b>	The student exhibits all of the behaviors.
<b>3 Proficient</b>	The student exhibits most of the behaviors.
<b>2 Emerging</b>	The student exhibits about half of the behaviors.
<b>1 Needs Improvement</b>	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	
<b>DEMONSTRATES A THOROUGH UNDERSTANDING</b>	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).	
<b>TASK COMPLETION AND ACCURACY</b>	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).	
<b>WORK PRODUCTS</b>	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).	
<b>PARTICIPATION IN THE CULMINATING TASK(S)</b>	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).	
<b>Overall Score</b>					
<b>Notes</b>					