



P352X Grade 1 SA

Envision 2020

2025-26

Marking Period 3: January 12 – March 6 (7 weeks)

Grade 1 - Topics 7-9

	Materials	Evidence of Student Learning Student Work/ Portfolio	Assessments
Build Mathematical Literacy	<ul style="list-style-type: none"> • Math Word Wall • Vocabulary Word Chart • Anchor Charts • Math Manipulatives • Online Math Games 	<ul style="list-style-type: none"> • Math Practices & Problem-Solving Handbook • Problem-Solving Leveled Reading Mats • Teacher Observation • Interactive Math Story 	<ul style="list-style-type: none"> • Topic Assessments <ul style="list-style-type: none"> • Topic 7: 1/22/26 • Topic 8: 2/10/26 • Topic 9: 3/6/26 • Culminating Tasks (see "Pick a Project") at the end of each topic • Daily homework assignments • Math Practice Proficiency Rubric
Differentiation	<ul style="list-style-type: none"> • Envision 2020 Tier 2 Interventions 	<ul style="list-style-type: none"> • Ongoing, Strategic and Intensive Intervention 	<ul style="list-style-type: none"> • Student Quick Check • Math Diagnosis and intervention System
Topic Centers	<ul style="list-style-type: none"> • Sand Center • Writing Center • Science Center • Movement Center • Dramatic Play Center • Math Center 	<ul style="list-style-type: none"> • Samples produced in the centers • Photos of students participating in topic center activities 	<ul style="list-style-type: none"> • Math Practice Proficiency Rubric • Questioning • Self/Peer Assessment

Grade 1 Envision Topic 7: Extend the Counting Sequence
January 12 - January 22, 2026

Essential Question: How can you use what you already know about counting to count past 100?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
7-1 Count by 10s to 120	Count by 10s to 120.	The decade numbers are built on groups of 10. The oral names are similar but not the same as the number of tens counted.	None	<ul style="list-style-type: none"> • Index cards 	<ul style="list-style-type: none"> • Math Games • Pick a Project
7-2 Count by 1s to 120	Count by 1s to 120.	Counting forward by 1 st to 120 follows the same place-value counting rules as counting forward by 1s to two-digit numbers.	None	<ul style="list-style-type: none"> • Index cards • Place-Value Blocks (or Teaching Tool 27) 	<ul style="list-style-type: none"> • Math Tools • Pick a Project
7-3 Count on a number chart to 120	Count on a number chart to 120.	Counting and place-value patterns can be seen on a number chart.	<ul style="list-style-type: none"> • Hundred chart • Tens digit • Row • Ones digit • Column 	<ul style="list-style-type: none"> • Blank Hundred Chart (Teaching Tool 21) • Hundred Chart (Teaching Tool 22) • 120 Chart (Teaching Tool 23) • Paper squares 	<ul style="list-style-type: none"> • Math Tools • Problem solving leveled reading mats
7-4 Count by 1s or 10s to 120	Find number patterns on a number chart.	Counting and place-value patterns can be seen on a number chart.	None	<ul style="list-style-type: none"> • Colored pencils or crayons • 120 chart (Teaching Tool 23) • Counters (or Teaching Tool 6) 	<ul style="list-style-type: none"> • Math Games • enVision STEM Activity

7-5 Counting on a number line	Count to 120 using an open number line.	An open number line can be used to show counting by tens and ones.	None	<ul style="list-style-type: none"> Open number lines (Teaching Tool 20) 	<ul style="list-style-type: none"> Math Games Pick a Project
7-6 Count and Write Numerals	Write numerals to show how many objects are in a group.	The number of objects in a group is determined by the last number said when they are counted. A written numeral represents the number of groups. Counting objects by tens and then ones can help you count objects faster than counting by just ones.	None	<ul style="list-style-type: none"> Tens and ones Place-Value Blocks (or Teaching Tool 27) 	<ul style="list-style-type: none"> Math Tools enVision STEM Activity
7-7 Problem Solving: Repeated Reasoning	Find better and faster ways to solve problems	Good math thinkers look for things that repeat in a problem. They use what they learn from one problem to help them solve other problems.	None	<ul style="list-style-type: none"> Large bag Number cards Buttons or Counters (or Teaching Tool 6) 	<ul style="list-style-type: none"> Math Games Problem-Solving Leveled Reading Mats

Topic 7 Assessment: 1/22/26

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

Project 7A: Where do you see stickers?	Project: Sing a sticker song
Project 7B: When do you keep score?	Project: Make a scoring model
Project 7C: How did they make that?	Project: Make a quilt poster

Grade 1 Envision Topic 8: Understand Place Value
January 23 - February 10, 2026

Essential Question: How can you count and add using tens and ones?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
8-1 Making Numbers 11 to 19	Read and write numbers 11 to 19.	Numbers can be used to tell how many. Numbers 11 through 19 can be shown as a group of 10 and up to 9 more; they can be written as a number word.	<ul style="list-style-type: none"> • Tens • Ones 	<ul style="list-style-type: none"> • Counters (or Teaching Tool 6) • Number cards 11–19 (Teaching Tool 4) • Double ten frame mat (Teaching Tool 16) 	<ul style="list-style-type: none"> • Math Tools • Pick a Project
8-2 Numbers Made with Tens	Show groups of 10 with connecting cubes.	The decade numbers to 100 are built in groups of ten. When there are only tens, counting by 10s can be used to find how many there are in all.	None	<ul style="list-style-type: none"> • Connecting cubes (or Teaching Tool 7) • Zipper-Top plastic bags 	<ul style="list-style-type: none"> • Math Games • Pick a Project
8-3 Count with Groups of Tens and Ones	Group tens to solve problems.	When objects are grouped in sets tens and leftovers (ones), counting the groups of tens and adding ones tell how many there are in all. Numbers can be used to tell how many, in all standard numerals, the tens are written to the left of the ones.	None	<ul style="list-style-type: none"> • Connecting cubes (or Teaching Tool 7) • Clear plastic bags • Number cards (Teaching Tool 3) 	<ul style="list-style-type: none"> • Math Tools • Envision STEM Activity
8-4 Tens and Ones	Count tens and ones to find a two-digit number.	When objects are grouped in sets tens and leftovers (ones), counting the groups of tens and adding ones tell how many there are in all. Numbers can be used to tell how many, in all standard numerals, the tens are written to the left of the ones.	None	<ul style="list-style-type: none"> • Connecting cubes (or Teaching Tool 7) • Clear plastic bags • Number cards (Teaching Tool 3) 	<ul style="list-style-type: none"> • Math Games • Problem-Solving Leveled Reading Mats
8-5 Continue with Tens and Ones	Use drawings to solve problems with tens and ones.	In a standard numeral, the tens are written to the left of the ones. A drawing can show how many tens and ones are in a number.	None	<ul style="list-style-type: none"> • Index cards 	<ul style="list-style-type: none"> • Math Games • Envision STEM Activity

8-6 Different Names for the Same Number	Decompose numbers in multiple ways.	Numbers can be named in many ways.	<ul style="list-style-type: none"> • Break apart 	<ul style="list-style-type: none"> • Connecting cubes (or Teaching Tool 7) 	<ul style="list-style-type: none"> • Math Tools • Pick a Project
8-7 PROBLEM SOLVING: Look For and Use Structure	Use tens and ones to make numbers in different ways.	Good math thinkers look for patterns in math to help solve problems.	None	<ul style="list-style-type: none"> • Connecting cubes (or Teaching Tool 7) • Clear plastic cups • Dried beans or counters (or Teaching Tool 6) 	<ul style="list-style-type: none"> • Math Games • Problem-Solving Leveled Reading Mats
Topic 8 Assessment: 2/10/26					
Culminating Task: "Pick a Project" (Choose ONE Project)					
Project 8A: What do you put on your hot dog?			Project: Act out serving up hot dogs		
Project 8B: What is your favorite color?			Project: Make a color poster		
Project 8C: Can you eat a tiger?			Project: Play a cracker stack game		
Project 8D: Which sea creatures have 10 legs?			Project: Make a finger painting		

Grade 1 Envision Topic 9: Compare Two-Digit Numbers
February 11 - March 6, 2026

Essential Question: What are ways to compare numbers to 120?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
9-1 1 more, 1 less; 10 more, 10 less	Find numbers that are more or less than a given number.	1 more, 1 less, 10 more, 10 less express a relationship between 2 numbers.	<ul style="list-style-type: none"> Less 	<ul style="list-style-type: none"> Place-Value blocks (or Teaching Tool 27) 	<ul style="list-style-type: none"> Math Games enVision STEM Activity
9-2 Find Numbers on a Hundred Chart	Use a hundred chart to find 1 more, 1 less, and 10 more, 10 less.	Place-Value relationships can be represented on a hundred chart.	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Hundred chart (or Teaching Tool 21) Place- Value blocks (or Teaching Tool 27) 	<ul style="list-style-type: none"> Math Tools Pick a Project
9-3 Compare Numbers	Use place-value blocks to compare 2 two-digit numbers.	For 2 two-digit numbers, the number with more tens is greater. If the 2 numbers have an equal number of tens, then the number with more ones is greater.	<ul style="list-style-type: none"> Compare Greater Than (>) Less than (<) 	<ul style="list-style-type: none"> Place-Value blocks (or Teaching Tool 27) Tens and ones chart (or Teaching Tool 24) 	<ul style="list-style-type: none"> Math Tools Problem-Solving Leveled Reading Mats
9-4 Compare Numbers with Symbols (<, >, =)	Compare two numbers using a greater than, a less than or an equal to sign.	For 2 two-digit numbers, the number with more tens is greater..... See page 377A	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Place-Value blocks (or Teaching Tool 27) 	<ul style="list-style-type: none"> Math Tools Problem-Solving Leveled Reading Mats
9-5 Compare Numbers on a Number Line	Compare and write two-digit numbers that are greater than or less than other two-digit numbers.	For any two-digit number shown on a number line, the numbers to its left are less than the number and the numbers to its right are greater than the number.	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Index Cards 	<ul style="list-style-type: none"> Math Games Pick a Project
9-6 PROBLEM SOLVING: Make Sense and Persevere	Make sense of a problem and find the best way to solve it.	Good math thinkers know what the problem is about. They have a plan to solve it. They keep trying if they get stuck.	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Hundred chart (or teaching tool 21) 	<ul style="list-style-type: none"> Math Games Envision STEM Activity

Topic 9 Assessment: 3/6/26

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

Project 9A:
How hot can it get?

Project: Create a temperature drawing?

Project 9B:
Where did they all come from?

Project: Make a shorebird comparison drawing

Project 9C:
How was that made?

Project: Make a sponge stamp picture

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.	Shows little understanding of the problem or question.	Shows partial understanding of the problem or question.	Shows understanding of the problem or question.	
TASK COMPLETION AND ACCURACY	Model, drawing, or equation does not support the response.	Model, drawing, or equation may be confusing.	Model, drawing, or equation shows that the student only partially understands the math required response.	Model, drawing, or equation clarifies, enhances, or supports the response and shows that the student understands the math required response.	
WORK PRODUCTS	Student indicates nothing about their thought process or strategy.	Uses limited math words in response to the Math problems.	Uses math words (only) that add clarity to the response.	Uses math words and phrases that add clarity and precision to the response.	
PARTICIPATION IN THE CULMINATING TASK(S)	I participated in culminating task activities minimally. I did not self-monitor my progress throughout the unit.	I participated in several culminating task activities and occasionally self-monitored my progress throughout the unit.	I participated in most of the activities related to the culminating task and self-monitored my progress periodically throughout the unit.	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.	
Overall Score					
Notes					