



P352X Grade 1 SA

Envision 2020

2025-26

Marking Period 4: March 9 – May 1 (7 weeks)

Grade 1 - Topics 10-12

	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 10: 3/24/26 • Topic 11: 4/17/26 • Topic 12: 5/1/26 • 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 10: Use Models and Strategies to Add Tens & Ones
March 10 - March 24

Essential Question: What are ways to use tens and ones to add?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
10-1 Add Tens Using Models	Add 2 multiples of 10.	Adding groups of 10 is similar to adding numbers less than 10.	None	<ul style="list-style-type: none"> Number cards (Teaching Tool 3) Connecting cubes (or Teaching Tool 7) 	<ul style="list-style-type: none"> Math Tools Pick a Project
10-2 Mental Math: Ten More Than a Number	Use mental math to add tens to two-digit numbers.	When adding tens to a two-digit number, the tens digit changes. The ones digit remains unchanged.	None	<ul style="list-style-type: none"> Place-value blocks (or Teaching Tools 27) 	<ul style="list-style-type: none"> Math Tools Problem-Solving Leveled Reading Mats
10-3 Add Tens and Ones Using a Hundred Chart	Use a hundred chart to add tens and ones.	When a two-digit number is added to a ones-digit number, the ones are added to the ones.	None	<ul style="list-style-type: none"> Connecting cubes (or Teaching Tool 7) Counters (or Teaching Tool 6) Hundred chart (Teaching Tool 21) 	<ul style="list-style-type: none"> Math Tools Envision STEM Activity
10-4 Add Tens and Ones Using an Open Number Line	Use a number line to solve addition problems	When a two-digit number is added to a one-digit number, the ones are added to the ones. When a two-digit number is added to a multiple of ten, the tens are added to the tens.	None	<ul style="list-style-type: none"> Open number lines (Teaching Tool 20) 	<ul style="list-style-type: none"> Math Tools Problem-Solving Leveled Reading Mats
10-5 Add Tens and Ones Using Models	Solve addition problems by using blocks or drawings.	When a two-digit number is added to a one-digit number, the ones are added to the ones. When a two-digit number is added to a multiple of ten, the tens are added to the tens.	None	<ul style="list-style-type: none"> Place-value blocks (or Teaching Tools 27) Connecting cubes (or Teaching Tool 7) 	<ul style="list-style-type: none"> Math Games Envision STEM Activities

10-6 Make a Ten to add	Make a ten to help solve addition problems.	When a two-digit number is added to a one-digit number, the ones are added to the ones and sometimes it is necessary to compose a ten.	None	<ul style="list-style-type: none"> Place-Value Blocks (or Teaching Tool 27) 	<ul style="list-style-type: none"> Math Tools Pick a Project
10-7 Add Using Place Value	Add 2 two-digit numbers.	When a two-digit number is added to another two-digit number, the ones are added to the ones and sometimes it is necessary to compose a ten. The tens are added to the tens.	None	<ul style="list-style-type: none"> Place-Value Blocks (or Teaching Tool 27) Tens and ones chart (Teaching Tool 24) 	<ul style="list-style-type: none"> Math Games Pick a Project

Topic 10 Assessment: 3/24/26

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

Project 10A: Has anyone ever called you the wrong name?	Project: Make a manatee facts book
Project 10B: Have you ever aimed at a target?	Project: Play a target toss game
Project 10C: What is as colorful as a butterfly?	Project: Make a leaf and egg model
Project 10D: What would life be like without bones?	Project: Write and draw an octopus story

Grade 1 Envision Topic 11: Use Models and Strategies to Subtract Tens

March 25 - April 17

Essential Question: How can I use what I know about subtraction to subtract tens?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
11-1 Subtract Tens Using Models	Use models to subtract tens.	Subtracting a multiple of 10 from another multiple of 10 is similar to subtracting numbers less than 10	None	<ul style="list-style-type: none"> Place-value blocks (or Teaching Tool 27) 	<ul style="list-style-type: none"> Math Tools Pick a Project
11-2 Subtract Tens Using an Open number Line	Use a hundred chart to subtract a multiple of 10 from another multiple of 10.	Subtracting multiple of 10 is like counting back by 10s. You can show how to subtract a multiple of 10 from another multiple of 10 on a hundred chart.	None	<ul style="list-style-type: none"> Hundred chart (or Teaching Tool 21) 	<ul style="list-style-type: none"> Math Tools Pick a Project
11-3 Count with Groups of Tens and Ones	Use an open number line to solve subtraction problems.	Subtracting multiple of 10 is like counting back by 10s. You can show how to subtract a multiple of 10 from another multiple of 10 on a hundred line.	None	<ul style="list-style-type: none"> Open number lines (or Teaching Tool 20) 	<ul style="list-style-type: none"> Math Games Envision STEM Activity
11-4 Use Addition to Subtract Tens	Use addition to subtract tens.	Addition and subtraction have an inverse relationship. This relationship can be used to solve subtraction equations; every subtraction equation has a related addition equation.	None	<ul style="list-style-type: none"> Place-value blocks (or Teaching Tool 27) Hundred chart (or Teaching Tool 21) Open number lines (or Teaching Tool 20) 	<ul style="list-style-type: none"> Math Tools Problem-Solving Leveled Reading Mats
11-5 Mental Math: Ten Less Than a Number	Use mental math to subtract ten from a two-digit number.	When subtracting ten from a two-digit number, the tens digit changes. The ones digit remains unchanged.	None	<ul style="list-style-type: none"> Blank mini double tens-frames (Teaching Tool 17) 	<ul style="list-style-type: none"> Math Tools Envision STEM Activity
11-6 Use Strategies to Practice Subtraction	Use different strategies to subtract.	You can use different strategies to solve subtraction problems.	None	<ul style="list-style-type: none"> Place-value blocks (or Teaching Tool 27) Hundred chart (or Teaching Tool 21) Open number lines (or Teaching Tool 20) Index cards 	<ul style="list-style-type: none"> Math Games Problem-Solving Leveled Reading Mats

11-7 PROBLEM SOLVING: Model with Math	Model thinking to solve problems.	Good math thinkers use math they know to show and solve problems.	None	<ul style="list-style-type: none"> • Connecting cubes (or Teaching Tool 7 and 8) • Place-value blocks (or Teaching Tool 27) 	<ul style="list-style-type: none"> • Math Tools • Pick a Project
Topic 11 Assessment: 4/17/26					
Culminating Task: "Pick a Project" (Choose ONE Project)					
Project 11A: Have you ever looked closely at money?			Project: Study penny collections		
Project 11B: Where are baby sea turtles born?			Project: Tell sea turtle subtraction stories		
Project 11C: What's your favorite flavor of smoothie?			Project: Set up a smoothie stand		

Grade 1 Envision Topic 12: Measure Lengths

April 20 - May 1

Essential Question: What are ways to measure how long an object is?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
12-1 Compare and Order by Length	Order objects by length	Objects can be compared and ordered by length.	<ul style="list-style-type: none"> • Length • Longer • Longest • Shorter • Shortest 	<ul style="list-style-type: none"> • Classroom objects of varying lengths (3 per student) 	<ul style="list-style-type: none"> • Math Games • enVision STEM Activity
12-2 Indirect Measurement	Indirectly compare objects by length	Two objects can be compared indirectly by comparing both to a third object.	<ul style="list-style-type: none"> • String • Shoe that is shorter than a pencil (optional) • Blue and red pencil (optional) • Yarn, classroom objects, construction, paper, glue, crayons 	<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
12-3 Use Units to Measure Length	Use small same-size objects to measure length.	Measurement is a process of comparing a unit to the object being measured. The length of any object can be used as a measurement unit for length,	<ul style="list-style-type: none"> • Measure 	<ul style="list-style-type: none"> • Connecting cubes (or Teaching Tool 8) • Paper clips (large and small) 	<ul style="list-style-type: none"> • Math Tools • Pick a Project
12-4 PROBLEM SOLVING: Use Appropriate Tools	Choose an appropriate tool and use it to measure the length of a given object.	Good math thinkers know how to pick the right tools to solve math problems.	None	<ul style="list-style-type: none"> • 1-inch squares (or teaching tool 32) • Pipe cleaners • String • Straws • Connecting cubes (or Teaching Tool 7) 	<ul style="list-style-type: none"> • Math Tools • Problem-Solving Leveled Reading Mats

Topic 12 Assessment: 5/1/26

Culminating Task: “Pick a Project” (Choose ONE Project)

Project 12A: Have you ever seen a real castle?	Project: Build castles
Project 12B: Have you ever seen a leaf this big?	Project: Make a poster about leaves
Project 12C: How can you measure without using a ruler or tape measure?	Project: Collect measurement data
Project 12D: Where would you like to go camping?	Project: Draw a campsite map

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					