



P352X Grade 1 SA

Envision 2020

2025-26

Marking Period 5: May 4 – June 26 (7 weeks)

Grade 1 - Topics 13-15

	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 13: 5/15/26 • Topic 14: 6/3/26 • Topic 15: 6/18/26 • 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 13: Time and Money

May 4 - May 15

Essential Question: What are the values of coins, and what are some different ways to tell time?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
13-1 Tell the Value of Coins	Tell the value of penny, nickel, dime, quarter.	The value of each coin varies. Each coin has a different value. The different values mean that it takes a different combination of each coin to make one dollar.	Cent Dime Dollar Nickel Quarter Penny	Plain coins or Teaching Tool 44 \$1 Bills or Teaching Tool 45 Hundred chart or Teaching Tool 21	Math Tools Pick a Project
13-2 Find the Value of a group of coins	Tell how much a group of coins is worth	The value of a group of pennies and dimes can be found by counting on by 10s and 1s	None	Play coins (or Teaching Tool 44) Paper bag per pair	Math Tools Pick a Project
13-3 Understand the Hour and Minute Hands	Tell time to the hour	The hour hand tells the hour, and the minute hand tells the number of minutes before or after the hour when telling time on a clock.	Hour Hour Hand Minute Minute Hand O'clock	Analog clock or Teaching Tool 30	Math Tools Problem-Solving Leveled Reading Mats
13-4 Tell and Write Time to the Hour	Tell time to the hour using analog and digital clocks	Time to the hour can be shown on an analog clock or on a digital clock and can be written in two ways: ____ o'clock or __:00.	none	Analog clock (or teaching tool 30)	Math Tools EnVision STEM Activity
13-5 Tell and Write Time to the Half Hour	Tell time to the half hour	Time can be given to the half hour.	Half hour	Analog clock (or teaching tool 30)	Math Games Problem-Solving Leveled Reading Mats
13-6 PROBLEM SOLVING: Reasoning	Use reasoning to tell and write time	Good math thinkers know how to think about words and numbers to solve problems	None	Analog clock (or teaching tool 30) Chart Paper Markers	Math Games EnVision STEM Activity

Topic 13 Assessment: 5/15/26

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

Project 13A: What are your favorite library books?	Project: Keep a reading log
Project 13B: Where did all these coins come from?	Project: Make a Coin Poster
Project 13C: Would you like to work in a store?	Project: Play Store

Grade 1 Envision Topic 14: Reason with Shapes and Their Attributes
May 18 - June 3

Essential Question: How can you define shapes and compose new shapes?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
14-1 Use Attributes to Define Two-Dimensional (2-D) Shapes	Use attributes to describe shapes.	Two-dimensional shapes have attributes that define them and make them different from one another.	None	Place-value blocks (or Teaching Tool 27)	Math Tools Pick a Project
14-2 Defining and Non-Defining Attributes of 2-D Shapes	Define 2-D shapes by their attributes	Two-dimensional shapes have attributes that define them and make them different from one another.	None	Hundred chart (or Teaching Tool 21)	Math Tools Pick a Project
14-3 Build and Draw 2-D Shapes by Attributes	Use different materials to make shapes	Two-dimensional shapes have attributes that define them and make them different from one another. These properties can be used to create shapes.	None	Open number lines (or Teaching Tool 20)	Math Games Envision STEM Activity
14-4 Compose 2-D Shapes	Put shapes together to make another shape	Two-dimensional shapes can be combined to make new two-dimensional shapes	None	Place-value blocks (or Teaching Tool 27) Hundred chart (or Teaching Tool 21) Open number lines (or Teaching Tool 20)	Math Tools Problem-Solving Leveled Reading Mats
14-5 Compose New 2-D Shapes from 2-D Shapes	Use shapes to make different shapes	Two-dimensional shapes can be combined to make new two-dimensional shapes	None	Blank mini double tens-frames (Teaching Tool 17)	Math Tools Envision STEM Activity
14-6 Use Attributes to Define Three-Dimensional (3-D) Shapes	Define 3-D shapes by their number of edges, vertices, and faces or flat surfaces	Three-dimensional shapes have attributes that define them and make them different from one another.	Three-dimensional (3-D) shapes Flat surfaces Cylinder Cone Cube Rectangular prism Edges Faces Sphere	3-D shapes (or Teaching Tool 33)	Math Tools Problem-Solving Leveled Reading Mats

14-7 Defining and Non-defining Attributes of 3-D shapes	Choose the defining attributes of 3-D shapes	Three-dimensional shapes have attributes that define them and make them different from one another	None	3-D shapes (or Teaching Tool 33) Cubes (or Teaching Tool 8)	Math Games Pick a Project
14-8 Compose with 3-D shapes	Put 3-D shapes together to make another 3-D shape	Three-dimensional shapes can be combined to form other three-dimensional shapes or the shapes of common, everyday objects.	none	Ones cubes (or Teaching Tool 27) Index cards or strips of paper Envelope	Math Games Pick a project
14-9 Problem Solving: Make Sense and Persevere	Find differences among various shapes	Good math thinkers know what the problem is about. They have a plan to solve it. They keep trying if they get stuck	none	3-D shapes (or Teaching Tool 33)	Math Tools Pick a Project

Topic 14 Assessment: 6/3/26

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

Project 14A: Have you ever seen a building this crooked?	Project: Build a strong tower
Project 14B: Where can you see your reflection?	Project: Reflecting Shapes
Project 14C: How can lots of little tiles make one big piece of art?	Project: Design a Tile Picture
Project 14D: What is a robot?	Project: Design and build a robot

Grade 1 Envision Topic 15: Equal Shares of Circles and Rectangles

June 8 - June 26

Essential Question: What are some different names for equal shares?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
15-1 Make Equal Shares	Determine whether shapes are divided into equal shares	A shape can be divided into equal-sized shares in different ways.	Equal shares	<ul style="list-style-type: none"> Paper rectangles and circles, 2 of each per student 	<ul style="list-style-type: none"> Math Tools Problem-Solving Leveled Reading Mats
15-2 Make Halves and Fourths of Rectangles and Circles	Divide shapes into 2 and 4 equal shares and use words to describe those shares	Shapes can be divided into equal parts called halves and quarters, or fourths	Halves Fourths Quarters	<ul style="list-style-type: none"> Crayons 	<ul style="list-style-type: none"> Math Tools EnVision STEM Activity
15-3 Understand Halves and Fourths	Understand that more equal shares of the same whole create smaller shares	When dividing a whole into equal pieces, the smaller the pieces, the greater the number of pieces; the larger the pieces, the fewer the number of pieces	None	<ul style="list-style-type: none"> Fractions of circles Teaching Tool 34 Fractions of rectangles Teaching Tool 35 	<ul style="list-style-type: none"> Math Games Problem-Solving Leveled Reading Mats
15-4 Problem Solving: Model with Math	Make a drawing or diagram to show a problem about equal shares	Good math thinkers use math they know to show and solve problems	None	<ul style="list-style-type: none"> Crayons 	Math Games Pick a Project

Topic 15 Assessment: 6/18/26

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

Project 15A: What games do you play at recess?	Project: Design and Play a Game
Project 15B: Do you have a favorite dance?	Project: Create your own square dance
Project 15C: Is every game fair?	Project: Make a Pair of Spinners

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					