



P352X Grade 2 SA

Envision 2020

2025-26

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

Grade 2 - Topics 1-3

	Materials	Evidence of Student Learning Student Work/ Portfolio	Assessments
Build Mathematical Literacy	<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"/> Diagnostic Assessment: Readiness Test: 9/19/25 (BOY Benchmark Assessment) <input type="checkbox"/> Topic Assessments <ul style="list-style-type: none"> <input type="checkbox"/> Topic 1: 10/9/25 <input type="checkbox"/> Topic 2: 10/23/25 <input type="checkbox"/> Topic 3: 11/13/25 <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
Differentiation	<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
Topic Centers	<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 2 Envision Topic 1: Fluently Add and Subtract within 20
September 4, 2025 - October 10, 2025

Essential Question: How can we use mental math strategies to add and subtract within 20?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
1-1 Addition Facts Strategies	Use counting on to add numbers and add numbers in order	Counting on is a strategy that can be used to find sums. The order of the addends does not change the sum.	Equation Addend Sum	Connecting cubes (fr Teaching Tool 5)	Math games Problem-Solving Reading Activities
1-2 Double and Near Doubles	Use doubles and near doubles to add quickly and accurately.	Basic addition facts that are near doubles can be found using a related doubles fact.	Doubles Near doubles	Counters (or Teaching Tool 6) Connecting cubes (or Teaching Tools 5)	Math Tools Envision@STEM Activity
1-3 Make a 10 to add	Use the strategy of making a ten to add quickly and accurately	Some addition facts can be found by changing to an equivalent fact with 10.		Connecting cubes (or Teaching Tool 6) Counters (or Teaching Tool 6)	Math Tools Envision@STEM Activity
1-4 Addition Fact Patterns	Use number patterns on an addition facts table to complete addition equations.	Patterns in a 0-10 addition facts table are useful for adding numbers and for developing mental math strategies and number sense.			Math Games Pick a Project
1-5 Count on and Count Back to Subtract	Count on and count back on a number line to subtract.	A number line is a tool you can use to help you count on or count back to subtract.	Difference	Number lines (Teaching Tool 12) Connecting cubes (or Teaching Tool 5)	Math Tools Pick a Project
1-6 Think Addition to Subtract	Think addition to subtract quickly and accurately.	Addition and subtraction have an inverse relationship. The inverse relationship between addition and subtraction can be used to find subtraction facts; every subtraction fact has a related addition fact.		Counters (Or Teaching Tool 6)	Math Games Pick a Project
1-7 Make a 10 to Subtract	Make a 10 to subtract quickly and accurately.	Some subtraction facts can be simplified by making use of the numbers' relationships to 10.		Counters (or Teaching Tool 6) Double ten-frame mat (Teaching Tool 8)	Math Games Pick a Project
1-8 Practice Addition and Subtraction Facts	Add and subtract quickly and accurately using mental math strategies.	The addends determine efficient strategies, such as making 10 or using doubles facts, for finding addition		Counters (or Teaching Tool 6)	Math Games Pick a Project

		facts. "Think of a related addition fact" is an efficient strategy for finding a subtraction fact.			
1-9 Solve Addition and Subtraction Word Problems	Use addition and subtraction to solve word problems.	Objects, diagrams, and equations can help you solve different types of word problems.	Bar Diagram	Bar diagram Counters (or Teaching Tool 6)	Math Games Problem-Solving Reading Activity
1-10 PROBLEM SOLVING: Construct Arguments	Use words, pictures, numbers, and symbols to construct viable math arguments.	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) Double ten-frame mat (Teaching Tool 8)	Math Games Pick a Project
Topic 1 Assessment: 10/9/25					
Culminating Task: "Pick a Project" (Choose ONE Project)					
Project 1A: What has 8 legs and is big and hairy?			Project: Make a Insect and Spider Poster		
Project 1B: What are some fun water facts?			Project: Collect Water Data		
Project 1C: Have you seen this different kind of art?			Project: Create a Shape Collage		

Grade 2 Envision Topic 2: Work with Equal Groups
October 14, 2025 - October 24, 2025

Essential Question: How can we work with even and odd numbers, equal groups, and arrays, to build a foundation for understanding multiplication?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
2-1 Even and Odd Numbers	Tell if a group of objects is even or odd.	Numbers can be classified as even or odd by showing numbers as two equal parts.	Even Odd	Connecting cubes (or Teaching Tool 7)	Math Tools Pick a Project
2-2 Continue Even and Odd Numbers	Use different ways to tell if a group of objects shows an even or odd number.	A group of objects (or a number) can also be classified as even or odd by analyzing skip-counting patterns. An even number can be written as a sum of equal addends		Connecting cubes (or Teaching Tool 5)	Math Tools envision@STEM Activity
2-3 Use Arrays to Find Totals	Find the total number of objects in a set of rows and columns	An array shows equal groups so you can write equations using repeated addition to find the total number of objects in an array.	Array Rows Columns	Counters (or Teaching Tool 6)	Math Tools envision@STEM Activity
2-4 Make Arrays to Find Tools	Make arrays with equal rows and equal columns to solve addition problems.	You can make arrays and write equations using repeated addition to help solve problems.		Counters (or Teaching Tool 6)	Math Tools Problem-Solving Reading Activity
2-5 PROBLEM SOLVING: Model with Math	Model problems using equations, drawings, and arrays.	Good math thinkers use math they know to show and solve problems.		Counters (or Teaching Tool 6)	Math Games Problem-Solving Reading Activity

Topic 2 Assessment: 10/23/25

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

Project 2A: What kinds of birds live near you?	Project: Collect Bird Data
Project 2B: What are scutes?	Project: Make a Scutes Poster
Project 2C: How can you arrange trees in an orchard?	Project: Create an Orchard Model
Project 2D: How do your flowers grow?	Project: Draw a Picture of Flowers

Grade 2 Envision Topic 3: Add within 100 Using Strategies

October 27, 2025 - November 14, 2025

Essential Question: How can we use strategies based on place value and properties of operations to add and subtract within 100?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
3-1 Add Tens and Ones on a Hundred Chart	Add within 100 using place-value strategies and a hundred chart.	Patterns on a hundred chart can be used to add numbers and to develop mental math strategies and number sense.	Tens Ones	None	Math Games Pick a Project
3-2 Add Tens and Ones on a Open Number line	Use an open number line to add tens and ones within 100.	Two-digit numbers can be broken apart using tens and ones and added in different ways. You can represent how you break apart and add numbers with hops or jumps on an open number line.	Open number line	Open number lines (Teaching Tool 14) Hundred chart (Teaching Tool 17)	Math Games Pick a Project
3-3 Break apart Numbers to Add	Break apart numbers into tens and ones to find their sum.	Two-digit numbers can be broken apart using tens and ones and added in different ways.	Break apart	Break-apart strategies (for addition) (Teaching Tool 21) Open number lines (Teaching Tool 14)\	Math Games Problem-Solving Reading Activity
3-4 Add Using Compensation	Break apart addends and combine them in different ways to make numbers that are easy to add mentally.	When adding two-digit numbers, you can add an amount to one addend and subtract the same amount from another addend to make addition easier.	Compensation		Math Games Envision@STEM Activity
3-5 Practice Adding Using Strategies	Choose and use any strategies to add two-digit numbers.	There are different ways to add two-digit numbers. Certain strategies may be better to use for a problem than others.		Open number lines (Teaching Tool 14)	Math Games Envision@STEM Activity
3-6 Solve One-Step and Two-Step Problems	Use drawings and equations to solve one-step and two-step problems	Some problems can be solved in one step. Other problems can be solved in two steps—first, by solving a sub-problem or by answering a hidden question, and then by using that answer to solve the original problem.		Comparison bar diagrams (Teaching Tool 23)	Math Tools Problem-Solving Reading Activity
3-7 Problem Solving: Construct Arguments	Use words, pictures, numbers, and symbols to construct viable math arguments.	Good math thinkers know how to choose the right strategy to solve problems and use math to explain why they are right. They can talk about the math that others do, too.		Counters (or Teaching Tool 6) Open number lines (Teaching Tool 14) Hundred chart (Teaching Tool 17)	Math Tools Pick a Project

Topic 3 Assessment: 11/13/25**Culminating Task: "Pick a Project" (Choose ONE Project)**

Topic 3A: How far would you travel to cheer for your team?	Project: Make a Map to the Game
Topic 3B: What are some important things to do at the airport?	Project: Write a List of Air Travel Tasks
Topic 3C: How many Olympic Games have there been?	Project: Create an Olympics Poster

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 2)**

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					