



P352X Grade 2 SA

Envision 2020

2025-26

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

Grade 2 - Topics 4-6

	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"/> Topic Assessments <ul style="list-style-type: none"> <input type="checkbox"/> Topic 4: 12/2/25 <input type="checkbox"/> Topic 5: 12/17/25 <input type="checkbox"/> Topic 6: 1/9/26 <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 4: Fluently Add Within 100
November 17, 2025 - December 2, 2025

Essential Question: What are strategies for adding numbers to 100?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
4-1 Add 2-Digit Numbers Using Models	Use models to add 2-digit numbers and then explain the work.	Strategies for adding two-digit numbers involve breaking numbers apart using place value and joining tens and ones in either order.	Regroup	Place-value blocks (or Teaching Tool 19)	Math Games Pick a Project
4-2 Continue to Add 2-Digit Numbers Using Models	Add 2-digit numbers using models.	Strategies for adding two-digit numbers involve breaking numbers apart using place value and joining tens and ones in either order. Sometimes 10 ones can be composed to make 1 ten.	None	Place-value blocks (or Teaching Tool 19)	Math Games Pick a Project
4-3 Add with Partial Sums	Add using place value and partial sums.	One way to add is to break the numbers into tens and ones, add the tens and add the ones in either order, and then add these partial sums to find the total.	Partial sum	Partial sums charts (Teaching Tool 25) Place-Value Mat A (Teaching Tool 26)	Math Games enVision STEM Activity

4-4 Add Using Mental Math and Partial Sums	Add using mental math, place value, and partial sums.	One way to add two-digit numbers is to break the numbers into tens and ones. See p. 149A.	Mental math	Place-value blocks (or Teaching Tool 19)	Math Games Problem-Solving Reading Activity
4-5 Break Apart Numbers and Add Using Mental Math	Add using place-value strategies and mental math.	One way to add two-digit numbers is to break just one addend into tens and ones, add the tens to the other addend, and then add the ones.	None	Place-value blocks (or Teaching Tool 19)	Math Games Pick a Project
4-6 Add More Than Two 2-Digit Numbers	Add three or four 2-digit numbers.	Strategies for adding two 2-digit numbers can be extended to adding more than two 2-digit numbers. Numbers can be added in any order.	None	None	Math Games Problem-Solving Reading Activity
4-7 Practice Adding Using Strategies	Practice using strategies to add more than two numbers.	There are several addition strategies that can be used to add more than two numbers. Numbers can be added in any order.	Compatible numbers	None	Math Games Pick a Project
Topic 4 Assessment: 12/2/25					
Culminating Task: "Pick a Project" (Choose ONE Project)					
Project 4A: Where can you bike near home?			Project: Make a bike trail brochure		
Project 4B: What kinds of coral grow in Florida?			Project: Build a coral model		
Project 4C: What do you collect?			Project: Display a rock and the leaf collection		
Project 4D: How much does it cost to visit the Kennedy Space Center?			Project: Make a space center poster		

Grade 2 Envision Topic 5: Subtract Within 100 Using Strategies
December 3, 2025 - December 17, 2025

Essential Question: What are strategies for subtracting numbers to 100?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
5-1 Subtract Tens and Ones on a Hundred Chart	Use a hundred chart to subtract tens and ones.	Patterns on a hundred chart can be used to subtract numbers and to develop mental math strategies and number sense.	None	None	Math Games Pick a Project
5-2 Count Back to Subtract on an Open Number Line	Use an open number line to subtract tens and ones.	Two-digit numbers can be broken apart using tens and ones to subtract in different ways. You can represent how you break apart and subtract numbers with hops or jumps on an open number line.	None	Open number lines (Teaching Tool 14)	Math Tools enVision STEM Activity
5-3 Add Up to Subtract Using an Open Number Line	Add up to subtract using an open number line.	Two-digit numbers can be broken apart using tens and ones to subtract in different ways. See p. 197A.	None	Open number lines (Teaching Tool 14)	Math Games enVision STEM Activity

5-4 Break Apart Numbers to Subtract	Break apart 1-digit numbers to make it easier to subtract mentally.	One-digit numbers can be broken apart to make it easier to subtract them mentally.	None	Hundred chart (Teaching Tool 17) Place-value blocks (or Teaching Tool 19)	Math Games Problem-Solving Reading Activity
5-5 Subtract Using Compensation	Make numbers that are easier to subtract, and use mental math to find the difference.	When subtracting 2-digit numbers, you can add the same amount to both numbers in the problem. See p. 205A.	None	None	Math Games Problem-Solving Reading Activity
5-6 Subtraction Using Strategies	Choose and use any strategy to subtract 2-digit numbers.	There are different ways to subtract 2-digit numbers. Certain strategies may be better to use for a problem than others.	None	Open number lines Hundred chart (Teaching Tool 17) Place-value blocks	Pick a Project Math Games
5-7 Solve One-Step and Two-Step Problems	Solve one- and two-step problems using addition or subtraction.	You can use bar diagrams, equations, and the relationship between addition and subtraction to help you solve one- and two-step word problems.	None	Bar diagrams (Teaching Tool 16)	Math Games Pick a Project
5-8 PROBLEM SOLVING: Critique Reasoning	Critique the thinking of others by using what is known about addition and subtraction.	Good math thinkers use math to explain why they are right. They can talk about the math that others do, too.	None	Open number lines Bar diagrams Hundred chart Compensation strategies	

Topic 5 Assessment: 12/17/25

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

Project 5A: How much does the largest gopher tortoise weigh?	Project: Write a story about a tortoise
Project 5B: How did the temperature change where you live?	Project: Create a weather report
Project 5C: How many moons do some planets in our solar system have?	Project: Research and compare moons

Grade 2 Envision Topic 6: Fluently Subtract Within 100

December 18, 2025 - January 9, 2026

Essential Question: What are strategies for subtracting numbers to 100?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
6-1 Subtract 1-Digit Numbers Using Models	Use place value and models to subtract one-digit numbers.	When you use place-value materials to subtract a one-digit whole number from a two-digit whole number, sometimes you need to decompose 1 ten as 10 ones.	None	Place-value blocks (or Teaching Tool 19) Place-Value Mat A (Teaching Tool 26)	Math Games Pick a Project
6-2 Subtract 2-Digit Numbers Using Models	Use place value and models to subtract two-digit numbers.	When you use place-value materials to subtract a two-digit whole number from a two-digit whole number, sometimes you need to decompose 1 ten as 10 ones. When subtracting, you can start with the tens or the ones.	None	Place-value blocks (or Teaching Tool 19) Place-Value Mat A (Teaching Tool 26)	Math Games Problem-Solving Reading Activity

6-3 Subtract Using Partial Differences	Subtract using place value and partial differences.	When subtracting two-digit numbers, you can subtract the tens and then subtract the ones by making a 10.	Partial differences	Place-value blocks (or Teaching Tool 19) Place-Value Mat A (Teaching Tool 26)	Math Games enVision STEM Activity
6-4 Continue to Subtract Using Partial Differences	Break apart two-digit numbers to make it easier to subtract.	Two-digit numbers can be broken apart to make it easier to subtract them mentally.	None	Place-value blocks (or Teaching Tool 19)	Math Games Pick a Project
6-5 Practice Subtracting	Subtract two-digit numbers using a variety of subtraction strategies.	Subtraction problems involving two-digit numbers can be solved using different subtraction strategies.	None	None	Math Games Pick a Project
6-6 Solve One-Step and Two-Step Problems	Use models and equations to solve word problems.	Two-step word problems can be solved by first identifying and solving a hidden question. The answer to the hidden question is then used to answer the question given in the problem.	None	Bar diagrams (Teaching Tools 15 and 16) Place-value blocks (or Teaching Tool 19)	Math Tools
6-7 Problem Solving: Reasoning	Reason about word problems and use bar diagrams and equations to solve them.	A bar diagram can be used to identify the relationship between quantities in a word problem and the operation(s) needed to solve it.	None	Bar diagrams (Teaching Tools 15, 16, and 23)	Problem-Solving Reading Activity

Topic 6 Assessment: 1/9/26	
Culminating Task: "Pick a Project" (Choose ONE Project)	
Project 6A: Do snakes lay eggs?	Project: Make a model of a snake and its nest
Project 6B: Is all art the same?	Project: Compare and contrast classroom sizes
Project 6C: How long does it take to drive from a large city to nearby places?	Project: Draw a map of some state places
Project 6D: What stories are in the night sky?	Project: Perform a skit about constellations

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					