



P352X Grade 2 SA

Envision 2020

2025-26

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

Grade 2 - 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 2 Envision Topic 7: More Solving Problems Involving Addition and Subtraction
January 12 - January 22, 2026

Essential Question: How can you solve word problems that use adding and subtracting?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
7-1 Represent Addition and Subtraction Problems	Model problems using equations with unknowns in any position.	A bar diagram can be used to show the relationship between quantities in a real-world problem, and an equation can be written to represent that relationship.	None	<ul style="list-style-type: none"> Red and blue colored pencils Red and blue cubes 	<ul style="list-style-type: none"> Math Tools Pick a Project
7-2 Mixed Practice: Solve Addition and Subtraction Problems	Use drawings and equations to make sense of the words in problems.	A bar diagram can be used to show the relationship between quantities in real-world problems, and an equation can be written to represent that relationship. Strategies for adding and subtracting whole numbers can be used to find unknowns.	None	<ul style="list-style-type: none"> Connecting cubes (or Teaching Tools 5) Comparison bar diagrams (Teaching Tool 23) 	<ul style="list-style-type: none"> Math Tools Pick a Project
7-3 Continue Practice with Addition and Subtraction Problems	Use drawings and equations to make sense of the words in problems.	A bar diagram can be used to show the relationship between quantities in real-world problems, and an equation can be written to represent that relationship. Strategies for adding and subtracting whole numbers can be used to find unknowns.	None	<ul style="list-style-type: none"> Comparison bar diagrams (Teaching Tool 23) Markers (optional) 	<ul style="list-style-type: none"> Math Tools enVision STEM Activity
7-4 Solve Two-Step Problems	Model and solve two-step problems using equations.	Sometimes a problem has an unstated, or hidden, question that you need to answer before you can find the final answer.	None	<ul style="list-style-type: none"> Connecting cubes (or Teaching Tool 5) 	<ul style="list-style-type: none"> Math Games Problem-Solving Reading Activity

7-5 Continue to Solve Two-Step Problems	Use different ways to solve two-step problems.	Sometimes the answer to one problem is needed to find the answer to another problem.	None	<ul style="list-style-type: none"> Bar diagram (or Teaching Tool 16) 	<ul style="list-style-type: none"> Math Games enVision STEM Activity
7-6 Make True Equations	Find unknown numbers in equations that relate to four whole numbers.	An equation can have different numerical expressions on each side of the equal sign, but each has the same value.	None	None	<ul style="list-style-type: none"> Math Tools Pick a Project
7-7 Continue to Make True Equations	Find unknown numbers in equations that relate four or more whole numbers.	An equation can have different numerical expressions on each side of the equal sign, but each has the same value.	None	<ul style="list-style-type: none"> Bar diagrams (Teaching Tool 15) 	<ul style="list-style-type: none"> Math Tools Pick a Project
7-8 PROBLEM SOLVING: Reasoning	Use reasoning to write and solve number stories.	Reasoning can be used to identify relationships between quantities in real-world problems.	None	None	<ul style="list-style-type: none"> Math Games Problem-Solving Reading Activity

Topic 7 Assessment: 1/22/26

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

Project 7A: How many points has your favorite hockey player scored?	Project: Design a player card
Project 7B: How many floors do New York City skyscrapers have?	Project: Build a skyscraper model
Project 7C: Where can you find caves in the United States?	Project: Create a worksheet of cave problems

Grade 2 Envision Topic 8: Work with Time & Money
January 23 - February 10, 2026

Essential Question: How can you solve problems about counting money or telling time to the nearest 5 minutes?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
8-1 Solve Problems with Coins	Solve problems with coins.	Each kind of coin has a specific value unrelated to its physical size.	<ul style="list-style-type: none"> • Dime • Nickel • Penny • Quarter • Half-Dollar • Cents 	<ul style="list-style-type: none"> • Coins (or Teaching Tools 29) 	<ul style="list-style-type: none"> • Math Tools • enVision STEM Activity
8-2 Continue to Solve Problems with Coins	Solve problems with coins.	Money is measurable, and the value of coins can be quantified using cent amounts.	None	<ul style="list-style-type: none"> • Coins (or Teaching Tools 29) 	<ul style="list-style-type: none"> • Math Tools • Problem-Solving Reading Activity
8-3 Solve Problems with Dollar Bills	Solve problems with dollar bills and coins that model 100 cents.	Money is measurable and can be quantified using dollar and cent amounts. Each kind of bill has a specific value. You can count to find the total value of a group of dollar bills.	<ul style="list-style-type: none"> • Dollar • Dollar Sign (\$) • Dollar Bill 	<ul style="list-style-type: none"> • Coins (or Teaching Tool 29) • \$1 Bills (or Teaching Tool 30) • Bills (or Teaching Tool 31) 	<ul style="list-style-type: none"> • Math Tools • Problem-Solving Reading Activity
8-4 Continue to Solve Problems with Dollar Bills	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.	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Hundred chart (Teaching Tool 17) • Place-value blocks (or Teaching Tool 19) 	<ul style="list-style-type: none"> • Math Games • Problem-Solving Reading Activity
8-5 PROBLEM SOLVING: Reasoning	Reason about values of coins and find different ways to make the same total value.	Good math thinkers know how to think about words and numbers to solve problems.	<ul style="list-style-type: none"> • Tally marks 	<ul style="list-style-type: none"> • Coins (or Teaching Tool 29) 	<ul style="list-style-type: none"> • Math Games • Pick a Project

8-6 Tell and Write Time to five Minutes	Tell and write time to the nearest five minutes.	Time can be told and written to the nearest 5 minutes. Time can be expressed using different units that are related to each other.	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Demonstration clock • Analog clock (or Teaching Tool 32) • Blank analog clock and digital clock (or Teaching Tool 33) 	<ul style="list-style-type: none"> • Pick a Project • Math Tools
8-7 Tell Time Before and After the Hour	Say the time in different ways.	Time can be described before and after the hour in different ways.	<ul style="list-style-type: none"> • Quarter past • Half past • Quarter to 	<ul style="list-style-type: none"> • Demonstration clock • Blank analog clock and digital clock (or Teaching Tool 33) 	<ul style="list-style-type: none"> • Math Games • enVision STEM Activity
8-8 A.M. and P.M.	Tell time and use reasoning to state if the event is happening in the a.m. or p.m.	Certain time periods can be described using the abbreviations a.m. and p.m.	<ul style="list-style-type: none"> • a.m. • p.m. 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Math Games • enVision STEM Activity

Topic 8 Assessment: 2/10/26

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

Project 8A: What does a train schedule show?	Project: Make a Train Schedule Poster
Project 8B: How much do things cost?	Project: Create an Advertisement
Project 8C: Do you have the same schedule every day?	Project: Write a Daily Journal
Project 8D: What would you sell if you ran your own store?	Project: Set up a Store

Grade 2 Envision Topic 9: Numbers to 1,000

February 11 - March 6, 2026

Essential Question: How can you count, read, and show numbers to 1,000?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
9-1 Understand Hundreds	Understand place value and count by hundreds to 1,000.	Numbers can be used to tell how many. The number system is based on groups of ten. Whenever there are 10 in one place value, you move to the next greater place value	<ul style="list-style-type: none"> • Hundred • Thousand 	<ul style="list-style-type: none"> • Place-value blocks (or Teaching Tool 19 and 20) 	<ul style="list-style-type: none"> • Math Games • Pick a Project
9-2 Models and 3-Digit Numbers	Use place-value blocks and drawings to model and write 3-digit numbers.	The number system is based on groups of ten. Whenever there are 10 in one place value, you move to the next greater place value. Place-value blocks and drawings can be used to model and write three-digit numbers.	<ul style="list-style-type: none"> • Digit place-value chart 	<ul style="list-style-type: none"> • Place-value blocks (or Teaching Tool 19) • Place-Value Mat B (Teaching Tool 34) 	<ul style="list-style-type: none"> • Math Games • Envision STEM Activity
9-3 Name Place Values	Tell the value of a digit by where it is placed in a number.	The position of a digit in a number tells its value. It takes 10 of a number in one place value to make a number in the next greater place value.	None	<ul style="list-style-type: none"> • Place-value blocks (or Teaching Tool 19 and 20) • Place-Value Mat B (Teaching Tool 34) • Hundreds, tens, and ones charts (Teaching Tool 35) 	<ul style="list-style-type: none"> • Math Games • Problem-Solving Reading Activity
9-4 Read and Write 3-Digit Numbers	Read and write 3-digit numbers in expanded form, standard form, and word form.	There are three common ways to write numbers-standard form, word form, and expanded form. Each way involves using place value to tell the value of each digit.	<ul style="list-style-type: none"> • Standard form • Expanded form • Word form 	<ul style="list-style-type: none"> • Place-value blocks (or Teaching Tool 19 and 20) 	<ul style="list-style-type: none"> • Math Games • Pick a Project
9-5 Different Ways to Name the Same Number	Make and name a number in different ways to show the same value.	Numbers can be named in many ways. Recalling and using facts about equal amounts (such as 100 is equal to 10 tens, and 10 is equal to 10 ones) can help you name numbers in different ways.	None	<ul style="list-style-type: none"> • Place-value blocks (or Teaching Tool 19 and 20) • Place-Value Mat B (Teaching Tool 34) 	<ul style="list-style-type: none"> • Math Tools • Problem-Solving Reading Activity

9-6 Place-Value Patterns with Numbers	Use place-value patterns to mentally count by 1s, and 10s from a given number.	Place-value patterns can help you mentally count by 1s and 10s from a given number.	None	<ul style="list-style-type: none"> Blank hundred chart (Teaching Tool 18) (optional) 	<ul style="list-style-type: none"> Math Tools Pick a Project
9-7 Skip Count by 5s, 10s, and 100s to 1,000	Skip count by 5s, 10s, and 100s to 1,000 using a number line.	Place-value patterns and number lines can be used to help you skip count by 5s, 10s, and 100s.	None	None	<ul style="list-style-type: none"> Math Games Pick a Project
9-8 Compare Numbers Using Place Value	Compare numbers using place value.	Place-value strategies can be used to compare numbers. The symbols $<$, $=$, $>$ can be used to show how the numbers are related.	<ul style="list-style-type: none"> Compare Greater than Less than Equal to 	<ul style="list-style-type: none"> Place-value blocks (or Teaching Tool 19 and 20) 	<ul style="list-style-type: none"> Math Tools Pick a Project
9-9 Compare Numbers on the Number Line	Compare and write a 3-digit number that is greater than or less than another 3-digit number.	Number lines go on forever in both directions. For every number, there is another number that is greater than it, and another number that is less than it. A number line can be used to help you find numbers that are greater than or less than a given number.	None	<ul style="list-style-type: none"> Open number line (Teaching Tool 14) 	<ul style="list-style-type: none"> Math Tools Envision STEM Activity
9-10 PROBLEM SOLVING: Look For and Use Structure	Look for patterns to help when solving problems.	Good math thinkers look for patterns in math to help solve problems.	<ul style="list-style-type: none"> Decrease Increase 	<ul style="list-style-type: none"> Index cards Hundred chart (Teaching Tool 17) Place-Value Mat B (Teacher Tool 34) 	<ul style="list-style-type: none"> Math Games Pick a Project

Topic 9 Assessment: 3/6/26

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

Project 9A: Which are the hottest planets in our solar system?	Project: Make planet poster
Project 9B: What is the height of the tallest waterfall in the world?	Project: Design a waterfall guide
Project 9C: How much do large animals weigh?	Project: Create an Animal Riddle

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.	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					