



P352X Grade 2 SA

Envision 2020

2025-26

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

Grade 2 - 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 2 Envision Topic 10: Add Within 1,000 Using Models and Strategies
March 10 - March 24

Essential Question: What are strategies for adding numbers to 1,000?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
10-1 Add 10 and 100	Add 10 and 100 mentally using place value.	Place-value patterns and basic facts can be used to help you mentally add 10 and 100 to any given 3-digit number.	None	<ul style="list-style-type: none"> Place-value blocks (or Teaching Tools 19 and 20), play dollar bills (or Teaching Tools 30 and 31) 	<ul style="list-style-type: none"> Math Games Pick a Project
10-2 Add on an Open Number Line	Use an open number line to add 3-digit numbers.	Three-digit numbers can be broken apart using hundreds, tens, and ones and added in different ways. See page 437A	None	<ul style="list-style-type: none"> Open number lines (or Teaching Tools 14) 	<ul style="list-style-type: none"> Math Games Problem-Solving Reading Activity
10-3 Add Using Models	Add 3-digit numbers using models.	When adding three-digit numbers, hundreds are added to hundreds, tens to tens and ones to ones. See page 441A	None	<ul style="list-style-type: none"> Place-value blocks (or Teaching Tools 19 and 20) 	<ul style="list-style-type: none"> Math Games Pick a Project
10-4 Continue to Add Using Models and Place Value	Use Models and place value to add 3-digit numbers.	When adding three-digit numbers, hundreds are added to hundreds, tens to tens and ones to ones. See page 445A	None	<ul style="list-style-type: none"> Place-value blocks (or Teaching Tools 19 and 20) Place Value Mat 8 (or Teaching Tool 34) 	<ul style="list-style-type: none"> Math Games enVision STEM Activity
10-5 Add Using Place Value and Partial Sums	Add 3-digit numbers using place value and partial sums.	When adding three-digit numbers, hundreds are added to hundreds, tens to tens and ones to ones. See page 449A	None	<ul style="list-style-type: none"> Place-value blocks (or Teaching Tools 19 and 20) Partial sums charts (Teaching Tool 37) 	<ul style="list-style-type: none"> Math Games Pick a Project

10-6 Explain Addition Strategies	Use different addition strategies and explain why they work.	When adding three-digit numbers, different strategies can be used to find the correct sum. See page 453A	None	<ul style="list-style-type: none"> Partial sums charts (Teaching Tool 37) Open number lines (Teaching Tool 14) Hundreds, tens and ones charts (Teaching Tool 35) 	<ul style="list-style-type: none"> Math Tools enVision STEM Activity
10-7 Problem Solving: Repeated Reasoning	Identify calculations or steps that repeat when solving problems	Good math thinkers look for things that repeat in a problem. They use what they learn from one problem to help them solve other problems.	None	None	<ul style="list-style-type: none"> Math Games Problem-Solving Reading Activity

Topic 10 Assessment: 3/24/26

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

Project 10A: What are the run times of two of your favorite movies?	Project: Write Movie Reviews
Project 10B: How many shots do basketball teams block?	Project: Make a basketball poster
Project 10C: How many miles are between a State Capital and other cities?	Project: Draw a state map
Project 10D: How far can people hike in the Sierra Nevada Mountains?	Project: Create a hiking guide

Grade 2 Envision Topic 11: Subtract Within 1,000 Using Models and Strategies

March 25 - April 17

Essential Question: What are strategies for subtracting numbers to 1,000?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
11-1 Subtract 10 and 100	Subtract 10 or 100 mentally using place-value strategies.	Place-value patterns and basic facts can be used to help you mentally subtract 10 or 100 from any given three-digit number.	None	<ul style="list-style-type: none"> • Place-value blocks (or Teaching Tools 19 and 20), play dollar bills (or Teaching Tools 30 and 31) 	<ul style="list-style-type: none"> • Math Tools • Problem-Solving Reading Activity
11-2 Subtract on an open number line	Use an open number line to subtract 3-digit numbers.	Three-digit numbers can be broken apart using hundreds, tens and ones. See page 477A	None	<ul style="list-style-type: none"> • Open number lines (or Teaching Tools 14) 	<ul style="list-style-type: none"> • Math Games • enVision STEM Activity
11-3 Subtract using models	Use models to subtract 3-digit numbers.	When subtracting 3-digit numbers, hundreds are subtracted from hundreds, tens from tens, and ones... See page 481A	None	<ul style="list-style-type: none"> • Place-value blocks (or Teaching Tool 19 and 20) • \$1 Bills (or Teaching Tool 30) • Bills (or Teaching Tool 31) 	<ul style="list-style-type: none"> • Math Tools • Pick a Project
11-4 Subtract Using Models and Place Value	Use models place value to subtract.	When subtracting three-digit numbers, hundreds are subtracted from hundreds, tens from tens, and ones from ones... See page 485A.	None	<ul style="list-style-type: none"> • Place-value blocks (or Teaching Tools 19 and 20) 	<ul style="list-style-type: none"> • Math Tools • Pick a Project
11-5 Explain Subtracting Strategies	Explain why subtraction strategies work using models, place-value, and mental math.	When subtracting 3 digit numbers, different strategies can be used to find the correct difference... See page 489A	None	<ul style="list-style-type: none"> • Open number lines (or Teaching Tool 14) • Hundreds, tens and one's charts (or Teaching Tool 35) 	<ul style="list-style-type: none"> • Math Games • Problem-Solving Reading Activity
11-6 PROBLEM SOLVING: Persevere	Solve problems that take more than one step.	Good math thinkers know what the problem is about... See page 493A	None	<ul style="list-style-type: none"> • Place-value blocks (or Teaching Tool 19 and 20) 	<ul style="list-style-type: none"> • Math Games • enVision STEM Activity

Topic 11 Assessment: 4/17/26	
Culminating Task: "Pick a Project" (Choose ONE Project)	
Project 11A: How tall is the world's tallest redwood tree?	Project: Create a Redwood Trees Booklet
Project 11B: Where does a lot of snow fall?	Project: Build a Snow Sculpture
Project 11C: How high are Florida's mountains?	Project: Make a Poster About Florida Mountains

Grade 2 Envision Topic 12: Measuring Length

April 20 - May 1

Essential Question: What are ways to measure length?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
12-1 Estimating Length	Estimate the length of an object by relating the length of an object to a known measurement.	The length of a known object can be used to estimate the length of another object to the nearest inch, foot, or yard.	<ul style="list-style-type: none"> • Estimate • Inch (in) • Foot (ft) • Yard (yd) 	None	<ul style="list-style-type: none"> • Math Tools • Problem-Solving Reading Activity
12-2 Measure with inches	Estimate measures and use a ruler to measure length and height to the nearest inch.	Length and height are measurable in inches.	<ul style="list-style-type: none"> • Height • Nearest inch 	<ul style="list-style-type: none"> • Inch Rules (or Teaching Tool 38) • One-inch squares (Teaching Tool 39) • Measurable tapes (optional) 	<ul style="list-style-type: none"> • Math Tools • Pick a Project
12-3 Inches, Feet, and Yards	Estimate measures and use tools to measure the length and height of objects to the nearest inch, foot, and yard.	Length and height are measurable in inches, feet, and yards.	None	<ul style="list-style-type: none"> • Inch rules and yard sticks (or Teaching Tool 38) • Measuring tapes 	<ul style="list-style-type: none"> • Math Games • Pick a Project
12-4 Measure length using different customary units	Estimate and measure the length and height of objects in inches, feet and yards.	When measuring length, the longer the chosen units, the fewer units needed, to shorter the unit, the more units needed.	None	<ul style="list-style-type: none"> • Inch rulers and yard sticks (or Teaching Tool 38) • Measuring tapes 	<ul style="list-style-type: none"> • Math Games • Pick a Project
12-5 Measure with centimeters	Estimate measures and use a ruler to measure length and height to the nearest centimeter.	Length and height are measurable in centimeters	<ul style="list-style-type: none"> • Centimeter (CM) • Nearest Centimeter 	<ul style="list-style-type: none"> • Centimeter rulers (or Teaching Tool 40) • One cubes (Teaching Tool 19) • Measuring Tapes 	<ul style="list-style-type: none"> • Math Tools • Pick a Project
12-6 Centimeters and Meters	Estimate measures and use a ruler, meter stick, or tape measure to measure length	Length and height are measurable in centimeters and meters.	<ul style="list-style-type: none"> • Meter (m) 	<ul style="list-style-type: none"> • Centimeter rulers and meter sticks (Teaching Tool 40) 	<ul style="list-style-type: none"> • Digital Math Tools • Pick a Project

	and height to the nearest centimeter or meter.			<ul style="list-style-type: none"> Ones cubes (or Teaching Tool 19) Measuring tapes 	
12-7 Measure Length Using Different Metric Units	Measure the length and height of objects using different metric units.	When measuring length, the longer the chosen units, the fewer units needed, to shorter the unit, the more units needed.	None	<ul style="list-style-type: none"> Inch rulers and yard sticks (or Teaching Tool 38) Centimeter rulers (or Teaching Tool 40) 	<ul style="list-style-type: none"> Math Games Problem-Solving Reading Activity
12-8 Compare Lengths	Tell how much longer one object is than another	The lengths of two objects can be compared by subtracting to find the difference.	None	<ul style="list-style-type: none"> Centimeter rulers (or Teaching Tool 40) Buttons or counters (or Teaching Tool 6) Strings Ones cubes or centimeter squares (Teaching Tools 19 or 50) 	<ul style="list-style-type: none"> Math Games Envision STEM Activity
12-9 PROBLEM SOLVING: Precision	Choose tools, units and methods that help to be precise when measuring.	Good math thinkers are careful about what they write and say, so their ideas about math are clear.	None	<ul style="list-style-type: none"> Inch rulers (Teaching Tool 38) Centimeter rulers (Teaching Tool 40) Measuring tapes String yarn Buttons or counters (Teaching Tool 6) 	<ul style="list-style-type: none"> Math Games Envision STEM Activity

Topic 12 Assessment: 5/1/26

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

Project 12A: How are measurements used to design clothing?	Project: Measure Feet and Create Sock Designs
Project 12B: What units should you use to measure longer distance?	Project: Compare the Measurements of Sports Fields
Project 12C: What can help remember different measurement facts?	Project: Create a Booklet of Measurement Rhymes
Project 12D: How long or how tall are some animals and insects?	Project: Make a Poster of Snake Lengths

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					