



P352X Grade 2 SA

Envision 2020

2025-26

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

Grade 2 - 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 2 Envision Topic 13: Shapes and Their Attributes
May 4 - May 15

Essential Question: How can shapes be described, compared, and broken into parts?

| Lesson | Mathematics Objective | Essential Understanding | Vocabulary | Materials | Technology and Activity Centers |
|-----------------------------------|---|---|--|--|--|
| 13-1 2-Dimensional Shapes | Recognize shapes by how they look. | Two-dimensional shapes can be classified and sorted based on their attributes. | Vertices Quadrilateral Pentagon Hexagon | Plane shapes (Teaching Tool 46) Tracing Paper Toothpicks (optional) | <ul style="list-style-type: none"> Math Games Pick a Project |
| 13-2 Polygons and Angles | Describe plane shapes by how they look | Polygons can be described by their number of sides and angles | Polygon Angle Right Angle | Rulers Plane shapes (Teaching Tool 46) Toothpicks (optional) | Math Tools Problem-Solving Reading Activity |
| 13-3 Draw 2-Dimensional Shapes | Draw polygon shapes. | Two-dimensional shapes can be defined and differentiated based on attributes. These attributes can be used to draw a specific 2-dimensional shape. | None | Centimeter grid paper (Teaching Tool 51) Rulers (or Teaching Tools 38 and 40) Toothpicks, crayons, or straws | Math Tools EnVision STEM Activity |
| 13-4 Cubes | Draw cubes and describe how they look | You can describe a cube by talking about its faces, edges, and vertices. Knowing these attributes helps you draw a cube. | Cube Face Edge | Ones cubes or other solid cubes Centimeter grid paper (Teaching Tool 51) Rulers (or teaching tools 38 and 40) | Math Tools EnVision STEM Activity |
| 13-5 Equal Shares | Partition rectangles into equal-size squares. | A rectangle can be partitioned into rows and columns of squares that are all the same size; you can count or add in different ways to find the total number of squares. | None | $\frac{3}{4}$ -inch squares (or teaching tool 52) $\frac{3}{4}$ -inch grid paper (teaching tool 49) Halves, thirds, and fourths (Teaching Tool 52) | Math Games Pick a Project |

| | | | | | |
|--|---|---|---|--|--|
| 13-6 Partition Shapes | Partition circles and rectangles into halves, thirds, and fourths. | A whole can have equal shares called halves, thirds, and fourths. You can show halves, thirds, and fourths of the same whole in different ways. | Equal shares Halves Thirds Fourths | Graph paper or blank hundred chart (Teaching Tool 18) | Math Tools Pick a project |
| 13-7 Equal shares, Different Shapes | Make equal shares that do not have the same shape | You can partition a whole into equal shares in different ways. Equal shares of the same whole do not have to have the same shape. | None | Equal Shares, Different shapes (Teaching Tool 53) (optional) Markers or crayons (optional) | Math Tools Pick a Project |
| 13-8 PROBLEM SOLVING: Repeated Reasoning | Use repeated reasoning to show rectangles with rows and columns and create designs with equal shares. | 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 | $\frac{3}{4}$ -inch squares (or teaching tool 48) Rulers Equal Shares, different shapes (Teaching Tool 53) | Math Games Problem-solving reading activity |

Topic 13 Assessment: 5/15/26

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

| | |
|--|--|
| Project 13A: What shapes can you find in a tile design? | Project: Create a tile design |
| Project 13B: How do architects design a house? | Project: Draw your dream building |
| Project 13C: What national landmarks are in your state? | Project: Build a landmark |

Grade 2 Envision Topic 14: More Addition, Subtraction, and Length
May 18 - June 3

Essential Question: How can you add and subtract lengths?

| Lesson | Mathematics Objective | Essential Understanding | Vocabulary | Materials | Technology and Activity Centers |
|--|--|--|-------------------|--|---|
| 14-1 Add and Subtract with Measurements | Solve problems by adding or subtracting length measurements | Measurements in the same unit, such as inches, can be added or subtracted in the same way as adding and subtracting whole numbers... see p. 609A | None | Centimeter rulers (or Teaching Tool 40) | Math Tools Pick a Project |
| 14-2 Find Unknown Measurements | Add or subtract to solve problems about measurement | Pictures and equations can be used to solve word problems involving measurements... see p. 613A | None | Centimeter rulers (or Teaching Tool 40) | Math Games Problem-Solving Reading Mat |
| 14-3 Continue to Find Unknown Measurements | Add and subtract to solve measurement problems by using drawings and equations | Pictures and equations can be used to solve word problems involving measurements... see p. 617A | None | none | Math Games EnVision STEM Activity |
| 14-4 Add and Subtract on a Number Line | Add and subtract on a number line | A sum can be represented as the total length of two line segments on a number line... see p. 621A | None | Number lines (Teaching tool 13) | Math Tools EnVision STEM Activity |
| 14-5 PROBLEM SOLVING: Use Appropriate Tools | Choose the best tool to use to solve problems | Good math thinkers know how to pick the right tool to solve math problems | None | Counters (or teaching tool 6) Inch rulers and yardsticks (or teaching tool 38) Centimeter rulers and meter sticks (or Teaching Tool 40) Measuring tapes Ones cubes (or Teaching Tool 19) String | Math Games Problem-Solving Reading Activity |

Topic 14 Assessment: 6/3/26

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

| | |
|---|--|
| Project 14A: How tall are Ferris wheels? | Project: write a Ferris wheel story |
| Project 14B: How big are insects? | Project: Make insect drawings |
| Project 14C: How is some food grown? | Project: Draw a garden plan |

Grade 2 Envision Topic 15: Graphs and Data

June 8 - June 26

Essential Question: How can line plots, bar graphs, and picture graphs be used to show data and answer questions?

| Lesson | Mathematics Objective | Essential Understanding | Vocabulary | Materials | Technology and Activity Centers |
|--------------------------------------|--|---|-------------------------|--|--|
| 15-1 Line Plots | Measure the lengths of objects and make a line plot to organize the data | The lengths of objects can be organized in different ways... see p. 641A | Data Line plot | Inch ruler (or teaching tool 38) Classroom objects | Math Tools EnVision STEM Activity |
| 15-2 More Line Plots | Measure the lengths of objects, then make a line plot to organize the data | Different types of data can be displayed on a line plot. Line plots are useful for organizing large sets of data | none | Inch ruler (or teaching tool 38) | Math Tools EnVision STEM Activity |
| 15-3 Bar Graphs | Draw bar graphs and use them to solve problems | Bar graphs can be used to organize and display data. The height, or length, of bars in a bar graph makes it easy to compare data. | Bar graph | Blank table and bar graph (Teaching Tool 43) Blank bar graphs (Teaching Tool 44) Index Cards | Math Tools Pick a Project |
| 15-4 Picture Graphs | Draw picture graphs and use them to solve problems | Picture graphs use a single symbol to show data. This makes it easy to compare two or more categories | Symbol Picture graph | none | Math Tools Pick a project |
| 15-5 Draw Conclusions from Graphs | Draw conclusions from graphs | Picture graphs and bar graphs are useful tools for comparing data and drawing conclusions | none | Rulers (optional) | Math tools Problem-solving Reading Activity |
| 15-6 PROBLEM SOLVING: Reasoning | Reason about data in bar graphs and picture graphs to write and solve problems | Good math thinkers know how to think about words and numbers to solve problems | none | Connecting cubes (or teaching tool 5) Counters (or teaching tool 6) Ones cubes (or teaching tool 19) | Math Games Problem-Solving Reading Activities |

Topic 15 Assessment: 6/18/26

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

| | |
|--|--|
| Project 15A: What types of flowers grow in your neighborhood? | Project: Graph data about flowers |
| Project 15B: How many birds do you see every day? | Project: Create a Bird-watching poster |
| Project 15C: Why should you plan a Florida vacation? | Project: Make a Florida Travel Brochure |

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 | | | | | |