



P352X Grade K SA

**Envision 2020**

2025-26

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

**Grade K - Topics 1-3**

	<b>Materials</b>	<b>Evidence of Student Learning</b> Student Work/ Portfolio	<b>Assessments</b>
<b>Build Mathematical Literacy</b>	<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: <b>9/19/25</b> (BOY Benchmark Assessment) <input type="checkbox"/> Topic Assessments <ul style="list-style-type: none"> <li><input type="checkbox"/> Topic 1: 10/9/25</li> <li><input type="checkbox"/> Topic 2: 10/23/25</li> <li><input type="checkbox"/> Topic 3: 11/13/25</li> </ul> <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
<b>Differentiation</b>	<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
<b>Topic Centers</b>	<input type="checkbox"/> Sand Center <input type="checkbox"/> Writing Center <input type="checkbox"/> Science Center <input type="checkbox"/> Movement Center <input type="checkbox"/> Dramatic Play Center <input type="checkbox"/> Math 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 K Envision Topic 1: Numbers 0 to 5

September 4, 2025 - October 10, 2025

### Essential Question: How can numbers from 0-5 be counted, read and written?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
<b>1-1</b> <b>Count 1, 2, and 3</b>	Count 1, 2, and 3 objects	Counting tells how many are in a group, regardless of their arrangement or the order in which they were counted. The last number said when counting a group is the total. Counting is cumulative.	Count One Two Three	Counters (or Teaching Tool 6) Crayons Plastic bags Buttons Dried pasta or beans	Math Tools Problem-Solving Reading Activity
<b>1-2</b> <b>Recognize 1, 2, and 3 in Different Arrangements</b>	Count groups of 1, 2, and 3 objects shown in different ways.	Counting tells how many are in a group, regardless of their arrangement or the order in which they were counted. The last number said when counting a group is the total. Counting is cumulative.		Counters (or Teaching Tool 6) Crayons	Math Tools Pick a Project
<b>1-3</b> <b>Read, Make, and Write 1, 2, and 3</b>	Read and write the numbers 1, 2, and 3.	There is a unique symbol that goes with each number word.	Number	Number Cards 1–3 (or Teaching Tool 3) Counters (or Teaching Tool 6) Connecting cubes (or Teaching Tool 8) Paper bag	Math Tools Pick a Project
<b>1-4</b> <b>Count 4 and 5</b>	Count 4 and 5 objects.	Counting tells how many are in a group, regardless of their arrangement or the order in which they were counted. The last number said when counting a group is the total. Counting is cumulative.	Four Five	Counters (or Teaching Tool 6) Crayons	Math Tools Pick a Project
<b>1-5</b> <b>Recognize 4 and 5 in Different Arrangements</b>	Count groups of 4 and 5 objects shown in different ways.	Counting tells how many are in a group, regardless of their arrangement or the order in which they were counted. The last number said when counting a group is the total. Counting is cumulative.		Connecting cubes (or Teaching Tool 8) Counters (or Teaching Tool 6) Crayons Plastic or paper cup	Math Tools Pick a Project

<b>1-6</b> <b>Read, Make, and Write 4 and 5</b>	Read and write the numbers 4 and 5.	There is a unique symbol that goes with each number word.		Number Cards 1–5 (or Teaching Tool 3) Counters (or Teaching Tool 6) Connecting cubes (or Teaching Tool 8)	Math Tools Pick a Project
<b>1-7</b> <b>Identify the Number 0</b>	Use zero to tell when there are nonobjects	Zero is a number that tells how many objects there are when there are none.	Zero	Counters (or Teaching Tool 6) 0–5 number cubes Plastic or paper Cup	Math Tools Pick a Project
<b>1-8</b> <b>Read and Write 0</b>	Read and write the number 0.	Zero is a number that tells how many objects there are when there are none.	Zero	Crayons (yellow, red, blue, green) Number cards 0-5 (Teaching Tool 3) 5 blocks Basket	Math Tools Problem-Solving Reading Activity
<b>1-9</b> <b>Numbers to 5</b>	Count to number 5.	There is a specific order to the set of whole numbers	Order	Connecting cubes (or Teaching Tool 8) Construction paper Masking tape	Math Tools EnVision@STEM Activity
<b>1-10</b> <b>PROBLEM SOLVING: Construct Arguments</b>	Use math to explain what you know about counting	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) Crayons Tape Number Cards 1–5 (Teaching Tool 3)	Math Tools EnVision@STEM Activity

Topic 1 Assessment: 10/9/25

**Culminating Task: “Pick a Project” (Choose ONE Project)**

<b>Project 1A:</b> <b>What would animals say if they could talk?</b>	<b>Project:</b> Create funny animal characters and tell a story
<b>Project 1B:</b> <b>Does your favorite sport or game use a ball?</b>	<b>Project:</b> Make a poster of different balls that are used in sports or games
<b>Project 1C:</b> <b>What would you want to show on a license plate?</b>	<b>Project:</b> Create a license plate for your bike

## Grade K Envision Topic 2: Compare Numbers 0 to 5

October 14, 2025 - October 24, 2025

### Essential Question: How can numbers from 0-5 be compared using matching and counting strategies?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
<b>2-1 Equal Groups</b>	Compare groups to see whether they are equal by matching.	Two groups of objects are equal in number if they can be directly matched, one-to-one, with no extras in either group.	Compare Equal Group Same number as	Two-color counters (or Teaching Tool 6)	Math Tools EnVision@STEM Activity
<b>2-2 Greater Than</b>	Tell whether one group is greater in number than another group	Two groups of objects can be directly compared using a matching process.	Greater than	Two-color counters (or Teaching Tool 6) Pieces of String	Math Tools Pick a Project
<b>2-3 Less Than</b>	Tell whether one group is less in number than another group	Two groups of objects can be directly compared using a matching process.	Less than	Two-color counters (or Teaching Tool 6)	Math Tools Problem-Solving Reading Activity
<b>2-4 Compare Groups to 5 by Counting</b>	Compare numbers	Two sets of objects can be compared by number using counting strategies, which is a more efficient method than matching		Connecting cubes (or Teaching Tool 8)	Math Tools EnVision@STEM Activity
<b>2-5 PROBLEM SOLVING: Model with Math</b>	Use objects, drawings, and numbers to compare numbers.	Good math thinkers use math they know to show and solve problems	Model	Connecting cubes (or Teaching Tool 8) Paper bag	Math Tools Problem-Solving Reading Activity

**Topic 2 Assessment: 10/23/25**

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

<b>Project 2A:</b> What do you know about spiders?	<b>Project:</b> Make a spider poster
<b>Project 2B:</b> Are all flowers the same?	<b>Project:</b> Make a flower model
<b>Project 2C:</b> How many shots does it take to get a golf ball into the hole?	<b>Project:</b> Design a mini golf hole
<b>Project 2D:</b> What do you need when you go on a picnic?	<b>Project;</b> You will make a list of picnic items

## Grade K Envision Topic 3: Numbers 6 to 10

October 27, 2025 - November 14, 2025

### Essential Question: How can numbers from 6-10 be counted, read and written?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
<b>3-1</b> <b>Count 6 and 7</b>	Count the numbers 6 and 7.	Counting tells how many are in a set, or group, no matter which order the objects are counted. The last number said when counting a group is the total. Counting is cumulative.	Six Seven	Counters (or Teaching Tool 6)	Math Tools Pick a Project
<b>3-2</b> <b>Read, Make, and Write 6 and 7</b>	Read and write the numbers 6 and 7.	There is more than one way to show a number. There is a unique symbol that goes with each number word		Number Cards 6 and 7 (Teaching Tool 3) Connecting cubes  (or Teaching Tool 8)	Math Tools Problem-Solving Reading Activity
<b>3-3</b> <b>Count 8 and 9</b>	Count the numbers 8 and 9.	Counting tells how many are in a set, or group, no matter which order the objects are counted. The last number said when counting in a group is the total. Counting is cumulative.	Eight Nine	Number Cards 6 and 7 (Teaching Tool 3) Connecting cubes (or Teaching Tool 8)	Math Tools Pick a Project
<b>3-4</b> <b>Read, Make, and Write 8 and 9</b>	Read and write the numbers 8 and 9.	There is more than one way to show a number. There is a unique symbol that goes with each number word		Number Cards 0–10 (Teaching Tool 3) Two-color counters (or Teaching Tool 6)	Math Tools EnVision@STEM Activity
<b>3-5</b> <b>Count 10</b>	Count to the number 10.	Counting tells how many are in a set, or group, no matter which order the objects are counted. The last number said when counting in a group is the total. Counting is cumulative.	Ten	Counters (or Teaching Tool 6)	Math Tools Pick a Project
<b>3-6</b> <b>Read, Make, and Write 10</b>	Read and write the number 10.	There is more than one-way to show a number. There is a unique symbol that goes with each number word.		Connecting cubes (or Teaching Tool 8) Number Cards 1–10 (Teaching Tool 3)	Math Tools EnVision STEM Activity

<b>3-7</b> <b>Count Numbers to 10</b>	Count groups of numbers to 10.	There is a specific order to the set of whole numbers.		Number Cards 0–10 (or Teaching Tool 3) Connecting cubes (or Teaching Tool 8)	Math Tools Problem-Solving Reading Activity
<b>3-8</b> <b>PROBLEMS SOLVING: Look for and Use Structure</b>	Use counting patterns to solve a problem.	Good math thinkers look for patterns in math to help solve problems.		Two-color counters (or Teaching Tool 6) Red and yellow crayons	Math Tools Pick a Project
<b>Topic 3 Assessment: 11/13/25</b>					
<b>Culminating Task: “Pick a Project” (Choose ONE Project)</b>					
<b>Project 3A:</b> What fruits and vegetables are grown locally?			<b>Project:</b> Write a song		
<b>Project 3B:</b> Where would you go if you had a private plane?			<b>Project:</b> Design a model plane		
<b>Project 3C:</b> How many animals live in a coral reef?			<b>Project:</b> Make a poster of a coral reef		

**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 :

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Envision Lesson Number</b>					
<b>Math Objective Addressed</b>					
<b>Assessment</b>					
<b>Materials Needed</b>					
<b>Differentiation</b>					

**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.

<b>Daily Math Practice Proficiency Rubric</b>	
<b>4 Exemplary</b>	The student exhibits all of the behaviors.
<b>3 Proficient</b>	The student exhibits most of the behaviors.
<b>2 Emerging</b>	The student exhibits about half of the behaviors.
<b>1 Needs Improvement</b>	The student exhibits less than half of the behaviors.

**P352X Math Scoring Rubric  
(Grade K)**

Criteria	Developing	Progressing	Meet Expectations	Exceeding Expectations	Score
	1	2	3	4	
<b>DEMONSTRATES A THOROUGH UNDERSTANDING</b>	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).	
<b>TASK COMPLETION AND ACCURACY</b>	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).	
<b>WORK PRODUCTS</b>	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).	
<b>PARTICIPATION IN THE CULMINATING TASK(S)</b>	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).	
<b>Overall Score</b>					
<b>Notes</b>					