



P352X Grade K SA

Envision 2020

2025-26

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

Grade K - Topics 4-6

	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 4: 12/2/25 • Topic 5: 12/12/25 • Topic 6: 1/9/26 • 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 K Envision Topic 4: Compare Numbers 0 to 10
November 17, 2025 - December 2, 2025

Essential Question: How can numbers from 0-10 be compared and ordered?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
4-1 Compare groups to 10 by matching	Compare groups of up to 10 objects.	In comparing two groups, the group with more objects is greater in number than the other. The group with fewer objects is less in number than the other.	None	Connecting cubes (or Teaching Tool 8) Paper bags	Math Tools Problem-Solving Reading Activity
4-2 Compare numbers using numerals to 10	Compare groups of numbers using numerals to 10.	In a pair of numbers, the number that tells more is greater. The number that tells fewer is less.	None	Counters (or Teaching Tool 6)	Math Tools Problem-Solving Reading Activity
4-3 Compare Groups to 10 by Counting	Compare groups of numbers by counting.	Two groups can be compared by counting the number of objects in each group and finding the position of each number within the counting sequence.	Number	Counters (or Teaching Tool 6) Double-Ten Frame Mat (Teaching Tool 16)	Math Tools enVision STEM Activity

4-4 Compare Numbers to 10	Compare two numbers.	Two numbers can be compared by finding the position of each number within the counting sequence.	None	None	Math Tools Pick a Project
4-5 PROBLEM SOLVING: Repeated Reasoning	Repeat something from one problem to help solve another problem.	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	Two color counters (or enVision Teaching Tool 6)	Math Tools STEM Activity

Topic 4 Assessment: 12/2/25

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

Project 4A: How can you train to go into space?	Project: Act out an exercise skit.
Project 4B: What kind of fruit would you put into a fruit salad?	Project: Create a fruit salad recipe.
Project 4C: What is the most exciting ride at a theme park?	Project: Design a ride.
Project 4D: What do you like to do on vacation?	Project: Make a list.

Grade K Envision Topic 5: Classify & Count Data
December 3, 2025 - December 12, 2025

Essential Question: How can classifying data help answer questions?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
5-1 Classify Objects into Categories	Classify objects into categories and tell why they are in each category	Objects can be classified into two categories based on whether they have or do not have a particular attribute.	Category Classify	None	Math Tools Problem-Solving Reading Activity
5-2 Count the Number of Objects in Each Category	Count how many objects are in different categories.	Objects can be classified into two categories, based on whether they have or do not have a particular attribute. Each group can then be counted.	Chart Tally mark	Two-color counters (or Teaching Tool 6)	Math Tools Problem-Solving Reading Activity
5-3 Sort the Categories by Counting	Use counting to compare how many objects are in categories.	Data can be sorted and compared in a variety of ways. Objects can be sorted by putting those with a particular attribute in one group and those without the attribute in another group. Then, the groups can be counted, and the categories can be compared by count.	None	Two-color counters (or Teaching Tool 6)	Math Games enVision STEM Activity

5-4 PROBLEM SOLVING: Critique Reasoning	Tell whether the way objects have been sorted, counted, and compared makes sense.	Good math thinkers use math to explain why they are right. They can talk about the math that others do too.	None	None	Math Tools Pick a project
Topic 5 Assessment: 12/12/25					
Culminating Task: "Pick a Project" (Choose ONE Project)					
Project 5A: What would our class flag look like?			Project: Design a class flag.		
Project 5B: How do you go?			Project: Make a model.		
Project 5C: How does an instrument make music?			Project: Act out playing instruments and making music		

Grade K Envision Topic 6: Understand Addition

December 15, 2025 - January 9, 2026

Essential Question: What types of situations involve addition?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
6-1 Explore Addition	Show numbers in many ways.	Addition can be shown in different ways, such as with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.	Join In all Part Whole	Two-color counters (or Teaching Tool 6)	Math Tools EnVision STEM Activity
6-2 Represent Addition as Adding To	Represent addition as adding to a number.	Adding one or more objects to an existing group is one interpretation of addition.	Addition sentence	Connecting cubes (or Teaching Tool 8)	Math Tools Pick a Project
6-3 Represent Addition as Putting Together	Represent addition as putting two or more numbers together.	Putting together parts to make a whole is one interpretation of addition.	None	Two-color counters (or Teaching Tool 6)	Math Tools Problem-Solving Reading Activity
6-4 Represent and Explain Addition with Equations	Write an equation to show addition.	Adding parts together to make a whole is one interpretation of addition. Equations using + and = can be used to show parts of a whole.	Add Plus sign (+) Equal sign (=) Equation Sum	Two-color counters (or Teaching Tool 6)	Math Tools Pick a Project

6-5 Solve Addition Word Problems: Add To	Solve Addition problems	Objects, drawings, counting, and equations can be used to help solve addition problems involving adding to.	None	Two-color counters (or Teaching Tool 6)	Math Tools EnVision STEM Activity
6-6 Solve addition word problems: Put Together	Use Equations to Represent and Explain Addition	Objects, drawings, counting, and equations can be used to help solve addition problems involving putting together.	None	Connecting cubes (or Teaching Tool 8)	Math Tools Problem-Solving Reading Activity
6-7 Use Patterns to Develop Fluency in Addition	Use patterns to add numbers together.	Patterns can be used to help solve addition problems.	None	Connecting cubes (or Teaching Tool 8) Crayons	Math Games Pick a Project
6-8 PROBLEM SOLVING: Model with Math	Model adding different numbers together by drawing, counting, or writing equations.	Good math thinkers use math they know to show and solve problems.	None	None	Math Tools Pick a Project

Topic 6 Assessment: 1/9/26

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

Project 3A: What fruits and vegetables are grown locally?	Project: Write a song
Project 3B: Where would you go if you had a private plane?	Project: Design a model plane
Project 3C: How many animals live in a coral reef?	Project: 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 :

	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 K)**

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					