



P352X Grade K SA

Envision 2020

2025-26

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

Grade K - 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 K Envision Topic 7: Understand Subtraction
January 12 - January 22, 2026

Essential Question: How can representing taking apart and taking from in different ways help you learn about subtraction?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
7-1 Explore subtraction	Show numbers in many ways.	Subtraction can be shown in different ways, such as with objects, fingers, mental images, drawings, sounds acting out situations, verbal explanations, or equations.	left	<ul style="list-style-type: none"> Two-color counters (or Teaching Tool 6) Connecting cubes (or Teaching Tool 8) 	<ul style="list-style-type: none"> Math Tools Pick a Project
7-2 Represent Subtraction as Taking Apart	Take apart a number and tell the parts.	Separating parts from a whole is one interpretation of subtraction.	Separate	<ul style="list-style-type: none"> Two-color counters (or Teaching Tool 6) 	<ul style="list-style-type: none"> Math Tools Problem-Solving Reading Activity
7-3 Represent Subtraction as Taking From	Represent Subtraction as taking away from a whole.	Taking parts from a whole is one interpretation of subtraction.	Subtraction sentence Take away	<ul style="list-style-type: none"> Two-color counters (or Teaching Tool 6) 	<ul style="list-style-type: none"> Math Tools Pick a Project
7-4 Represent and Explain Subtraction with Equations	Write an equation to show subtraction.	Subtraction equations using $-$ and $=$ can be used to show subtraction situations.	Difference Subtraction Minus sign ($-$)	<ul style="list-style-type: none"> Two-color counters (or Teaching Tool 6) 	<ul style="list-style-type: none"> Math Tools STEM Activity

7-5 Solve Subtraction Word Problems Taking From and Apart	Find the difference of two numbers.	Objects, words, drawings, counting, and equations can be used to help solve subtraction problems involving taking from.	None	<ul style="list-style-type: none"> Two color counters (or Teaching Tool 6) Connecting cubes (or Teaching Tool 8) 	<ul style="list-style-type: none"> Math Tools STEM Activity
7-6 Use Patterns to Develop Fluency in Subtraction	Find patterns in subtraction equations.	Patterns can be used to help solve subtractions.	None	<ul style="list-style-type: none"> Number Cards 0-10 (Teaching Tool 3) 	<ul style="list-style-type: none"> Math Tools Pick a Project
7-7 Problem Solving: Use Appropriate Tools	Use tools to subtract numbers.	Good Math thinkers know how to pick the right tools to solve math problems.	None	<ul style="list-style-type: none"> Counters (or Teaching Tool 6) Connecting cubes (or Teaching Tool 8) 	<ul style="list-style-type: none"> Math Tools Problem-Solving Reading Activity

Topic 7 Assessment: 1/22/26

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

Project 7A: What jobs can you do?	Project: Books, Books, Books!
Project 7B: If you had a garden, how many flowers would you plant?	Project: Ten pretty flowers
Project 7C: Do stars have different colors?	Project: Star Colors

Grade K Envision Topic 8: More Addition and Subtraction
January 23 - February 10, 2026

Essential Question: How can solving problems in more than one way help you learn about addition and subtraction?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
8-1 Decompose 5 to Solve Problems	Write an addition equation to solve a word problem.	There is more than one way to show a number. An addition equation can show the parts and the whole.	Break apart	<ul style="list-style-type: none"> • Two-color counters (or Teaching Tool 6) • Crayons 	<ul style="list-style-type: none"> • Math Games • Pick a Project
8-2 Related Facts	Solve related addition and subtraction equations.	Addition and subtraction facts have an inverse relationship. Equations using =, -, and + can be used to show parts of a whole.	Operation	<ul style="list-style-type: none"> • Connecting cubes (or Teaching Tool 8) 	<ul style="list-style-type: none"> • Math Games • enVision STEM Activity
8-3 Problem Solving: Reasoning	Reason about numbers and operations.	Good math thinkers know how to think about words and numbers to solve problems.	None	<ul style="list-style-type: none"> • Two counters (or Teaching Tool 6) • Part-Part Mat (Teaching Tool 26) 	<ul style="list-style-type: none"> • Math Games • Pick a Project
8-4 Fluently Add and Subtract to 5	Write addition and subtraction equations within 5 and remember them.	Addition and subtraction facts can be solved using different strategies.	None	<ul style="list-style-type: none"> • Two counters (or Teaching Tool 6) 	<ul style="list-style-type: none"> • Math Games • Pick a project
8-5 Decompose 6 and 7 to Solve Problems	Write an addition equation to solve a word problem.	Objects, words, drawings, counting, and equations can be used to help solve addition problems involving unknown addends.	None	<ul style="list-style-type: none"> • Connecting cubes (or Teaching Tool 6) 	<ul style="list-style-type: none"> • Math Games • Problem-Solving Reading Activity
8-6 Decompose 8 and 9 to Solve Problems	Write an addition equation to solve a word problem	Objects, words, drawings, counting, and equations can be used to help solve addition problems involving unknown addends.	None	<ul style="list-style-type: none"> • Connecting cubes (or Teaching Tool 8) 	<ul style="list-style-type: none"> • Math Games • Pick a project
8-7 Ways to Make 10	Show how to make a group of 10	There are more than one way to show a number	None	<ul style="list-style-type: none"> • Two-color counters (or Teaching Tool 6) • Crayons 	<ul style="list-style-type: none"> • Math Tools • Problem-Solving Reading Activity

8-8 Decompose 10 to Solve Problems	Write an addition equation to solve a word problem.	Objects, words, drawings, counting, and equations can be used to help solve addition problems involving unknown addends.	None	<ul style="list-style-type: none"> Two-color counters (or Teaching Tool 6) Ten-Frame (or Teaching Tool 22) 	<ul style="list-style-type: none"> Math Tools Pick a Project
8-9 Find the missing part of 10	Find number partners for 10.	For any number from 1-9, there is another number to make 10.	None	<ul style="list-style-type: none"> Connecting cubes (or Teaching Tool 8) Crayons 	<ul style="list-style-type: none"> Math Tools Pick a Project
8-10 Continue to Find the Missing Part of 10	Find a missing part to make 10.	For any number from 1-9, there is another number to make 10	None	<ul style="list-style-type: none"> Two-color counters (or Teaching Tool 6) 	<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: How many eggs do hens lay?			Project: Egg math		
Project 8B: Are flowers the only plant you can grow in a garden?			Project: Vegetable Garden		
Project 8C: What do you see in the sky at night?			Project: Pictures in the sky		
Project 8D: Would you like to live in this house?			Project: Fun in a tree		

Grade K Envision Topic 9: Count Numbers to 20
February 11 - March 6, 2026

Essential Question: How can numbers to 20 be counted, written and pictured to tell how many?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
9-1 Count, Read and Write 11 and 12	Count and write the numbers 11 and 12.	There is a unique symbol that goes with each number word.	<ul style="list-style-type: none"> • Eleven • Twelve 	<ul style="list-style-type: none"> • Two-color counters (or Teaching Tool 6) • Number Cards 0-10 (or Teaching Tool 3) • Number Cards 11-20 (or Teaching Tool 4) 	<ul style="list-style-type: none"> • Math Tools • Pick a Project
9-2 Count, Read and Write 13, 14, and 15	Count and write the numbers 13, 14, and 15.	There is a unique symbol that goes with each number word.	<ul style="list-style-type: none"> • Thirteen • Fourteen • Fifteen 	<ul style="list-style-type: none"> • Two-color counters (or Teaching Tool 6) • Number Cards 0-10 (or Teaching Tool 3) • Number Cards 11-20 (or Teaching Tool 4) 	<ul style="list-style-type: none"> • Math Tools • Pick a Project
9-3 Count, Read and Write 16 and 17	Count and write the number 16 and 17.	There is a unique symbol that goes with each number word.	<ul style="list-style-type: none"> • Sixteen • Seventeen 	<ul style="list-style-type: none"> • Connecting Cubes (or Teaching Tool 8) • Number Cards 11-20 (or Teaching Tool 4) 	<ul style="list-style-type: none"> • Math Tools • EnVision STEM Activity
9-4 Count, Read and Write 18, 19 and 20	Count and write the number 18, 19 and 20.	There is a unique symbol that goes with each number word.	<ul style="list-style-type: none"> • Eighteen • Nineteen • Twenty 	<ul style="list-style-type: none"> • Two-color counters (or Teaching Tool 6) • Number Cards 11-20 (or Teaching Tool 3) 	<ul style="list-style-type: none"> • Math Tools • Problem-Solving Reading Activity

				<ul style="list-style-type: none"> • Double Ten-Frame (or Teaching Tool 23) 	
9-5 Count forward from any number to 20	Count forward from any number to a number within 20.	You use the count sequence to count from any number within 20. Numbers become greater when you count on	<ul style="list-style-type: none"> • Row 	<ul style="list-style-type: none"> • Two-color counters (or Teaching Tool 6) 	<ul style="list-style-type: none"> • Math Games • Pick a Project
9-6 Count to find How Many	Count to find how many in a group.	Counting tells how many are in a set, regardless of their arrangement or the order in which they were counted. The last number said when counting a set is the total. Counting is cumulative.	None	<ul style="list-style-type: none"> • Two-color counters (or Teaching Tool 6) 	<ul style="list-style-type: none"> • Math Tools • EnVision STEM Activity
9-7 Problem Solving: Reasoning	Use reasoning to count and write numbers to the number 20.	Good math thinkers know about words and numbers to solve problems.	None	<ul style="list-style-type: none"> • Connecting cubes (or Teaching Tool 8) • Crayons 	<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: Can you count all these gum balls?	Project: How much gum
Project 9B: What is your favorite sport?	Project: Go bowling!
Project 9C: What kind of fish makes good pets?	Project: Planning a fish tank

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.	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					