



P352X Grade K SA

Envision 2020

2025-26

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

Grade K - 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 K Envision Topic 10: Compose and Decompose Numbers 11 to 19
March 10 - March 24

Essential Question: How can composing and decomposing numbers from 11 to 19 into ten ones and some further ones help you understand place value?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
10-1 Make 11, 12 and 13	Use drawings and equations to make the numbers 11, 12, and 13	Numbers from 11-19 can be represented by the sum of 10 and some more.	How many more?	<ul style="list-style-type: none"> Two-color counters (or Teaching Tool 6) 	<ul style="list-style-type: none"> Math Tools Envision STEM Activity
10-2 Make 14, 15, and 16	Make the numbers 14, 15, and 16	Numbers from 11-19 can be represented by the sum of 10 and some more.	None	<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
10-3 Make 17, 18 and 19	Make the numbers 17, 18 and 19	Numbers from 11-19 can be represented by the sum of 10 and some more.	None	<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
10-4 Find Parts of 11, 12 and 13	Find the parts of 11, 12 and 13 when one part is 10	The numbers 11, 12 and 13 can be decomposed as the sum of ten and some ones.	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
10-5 Find Parts of 14, 15, and 16	Find parts of the 14, 15, and 16 when one part is 10	The numbers 14, 15, and 16 can be decomposed as the sum of ten and some ones.	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 Pick a Project

10-6 Find Parts of 17, 18, and 19	Find the parts of 17, 18, and 19 when one part is 10	The numbers 17, 18, and 19 can be decomposed as the sum of ten and some ones.	None	<ul style="list-style-type: none"> • Two color counters (or Teaching Tool 6) • Double Ten-Frame) or Teaching Tool 23) • Crayons 	<ul style="list-style-type: none"> • Math Tools • Pick a Project
10-7 Problem Solving: Look For and Use Structure	Use patterns to make and find the parts of numbers to 19	Good Math thinkers look for patterns in math to help solve problems.	None	<ul style="list-style-type: none"> • Counters (or Teaching Tool 6) • Crayons 	<ul style="list-style-type: none"> • Math Tools • Pick a Project

Topic 10 Assessment: 3/24/26

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

Project 10A: How great is the great outdoors?	Project: Tell a camping story
Project 10B: What do mice like to eat?	Project: Make a mouse poster
Project 10C: What do you like to collect?	Project: Make a sticker book
Project 10D: What is in a granola bar?	Project: Make a snack-time drawing

Grade K Envision Topic 11: Count Numbers to 100

March 25 - April 17

Essential Question: How can numbers to 100 be counted using a hundred chart?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
11-1 Counting using patterns to 30	Use patterns to count to 30.	Counting patterns can be seen on a hundred charts in the rows and columns. Some patterns can also be heard when counting aloud.	Column Ones Pattern Tens	<ul style="list-style-type: none"> 11-1 Counting using patterns to 30 	<ul style="list-style-type: none"> Use patterns to count to 30.
11-2 Counting by ones and tens to 50	Use patterns to count to 50.	Counting patterns can be seen on a hundred charts in the rows and columns. Some patterns can also be heard when counting aloud.	None	<ul style="list-style-type: none"> 11-2 Counting by ones and tens to 50 	<ul style="list-style-type: none"> Use patterns to count to 50.
11-3 Count by Tens to 100	Skip count by tens to 100.	Decade numbers such as 10, 20, 100 are used to name groups of ten. You can count by tens to 100 by counting only the decade numbers.	Decade Hundred Chart	<ul style="list-style-type: none"> 11-3 Count by Tens to 100 	<ul style="list-style-type: none"> Skip count by tens to 100.
11-4 Count by Ones to 100	Count forward from any number to 100 by ones.	Numbers are counted and written in a specific sequence on a hundred chart.	None	<ul style="list-style-type: none"> 11-4 Count by Ones to 100 	<ul style="list-style-type: none"> Count forward from any number to 100 by ones.
11-5 Problem Solving: Look For and Use Structure	See patterns when counting.	Good math thinkers look for patterns in math to help solve problems.	None	<ul style="list-style-type: none"> 11-5 Problem Solving: Look For and Use Structure 	<ul style="list-style-type: none"> See patterns when counting.

Topic 11 Assessment: 4/17/26

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

Project 11A: What if you had more than two legs?	Project: Make a model of a centipede
Project 11B: Is there any math in dancing?	Project: Create a numbers dance
Project 11C: Where can you find a moonstone?	Project: Collect and count treasures

Grade K Envision Topic 12: Identify and Describe Shapes

April 20 - May 1

Essential Question: How can two- and three-dimensional shapes be identified and described?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
12-1 Two-Dimensional (2-D) and Three-Dimensional (3-D) Shapes	Name shapes as flat or solid	Objects have shape. Some objects, such as a sheet of paper or a photograph, are two-dimensional, or flat, shapes. Some objects, such as a ball, can, box, or jar, are three-dimensional, or solid shapes.	<ul style="list-style-type: none"> • Sort • Two-dimensional shape (flat) • Three-dimensional shape (solid) 	<ul style="list-style-type: none"> • 2-D and 3-D Shapes (or Teaching Tool 37) 	<ul style="list-style-type: none"> • Math Games • Problem-Solving Reading Activity
12-2 Circles and Triangles	Identify and describe circles and triangles	A circle is round and does not have any corners (vertices). A triangle has 3 sides and 3 corners (vertices).	<ul style="list-style-type: none"> • Circle • Triangles • Sides • Vertex/vertices (corner) 	<ul style="list-style-type: none"> • Circle (or Teaching Tool 32) • Triangles (or Teaching Tool 33) • Squares (or Teaching Tool 34) 	<ul style="list-style-type: none"> • Math Tools • Pick a Project
12-3 Squares and Other Rectangles	Identify and describe squares and other rectangles	Flat shapes called rectangles have 4 sides and 4 vertices that look the same. A rectangle looks like a door. Squares are special rectangles because their sides are all the same length.	<ul style="list-style-type: none"> • Squares • Rectangles 	<ul style="list-style-type: none"> • Squares (or Teaching Tool 34) • Rectangles (or Teaching Tool 35) 	<ul style="list-style-type: none"> • Math Tools • Pick a Project
12-4 Hexagons	Identify and describe hexagons	Six-sided flat shapes are called hexagons. These shapes can be found in objects made by people and in nature.	<ul style="list-style-type: none"> • Hexagon 	<ul style="list-style-type: none"> • Hexagons (or Teaching Tool 36) • Pattern blocks (or Teaching Tool 41) 	<ul style="list-style-type: none"> • Math Games • Envision STEM Activity

12-5 Solid Figures	Describe and identify solid figures	Spheres, cylinders, cones, and cubes are solid figures. Many everyday objects closely approximate these figures.	<ul style="list-style-type: none"> • Cube • Cylinder • Cone • Sphere 	<ul style="list-style-type: none"> • 3-D Shapes and Real Life Objects (or Teaching Tool 39) 	<ul style="list-style-type: none"> • Math Tools • Pick a Project
12-6 Describe Shapes in the Environment	Describe shapes in the environment	Objects have shape. Some objects look like flat shapes or solid shapes. The positions of objects in relation to surrounding objects can be described using words such as above, below, beside, in front and next to.	<ul style="list-style-type: none"> • Above • Below • Beside • In front • Next to 	<ul style="list-style-type: none"> • Number cards 1 – 10 (or Teaching Tool 3) • Connecting cubes (or Teaching Tool 8) 	<ul style="list-style-type: none"> • Math Games • Envision STEM Activity
12-7 Problem Solving: Precision	Describe positions of shapes in the environment	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"> • Connecting cubes (or Teaching Tool 8) • Two-color counters (or Teaching Tool 6) 	<ul style="list-style-type: none"> • Math Games • Problem-Solving Reading Activity

Topic 12 Assessment: 5/1/26

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

Project 12A: Where did all those bones come from?	Project: Create dinosaur puzzles
Project 12B: Would you rather design buildings or build them?	Project: Design and build a structure
Project 12C: What can you draw using only triangles?	Project: Make a shape picture
Project 12D: How are all those cookies made?	Project: Act out a party

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					