



P352X Grade K SA

Envision 2020

2025-26

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

Grade K - Topics 13-14

	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: 5/29/26 • Topic 14: 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 K Envision Topic 13: Analyze, Compare, and Create Shapes

May 4 - May 29

Essential Question: How can solid figures be named, described, compared, and composed?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
13-1 Analyze and Compare Two-Dimensional (2-D) Shapes	Analyze and compare 2-D shapes	2-D shapes can be sorted and identified by their attributes	none	none	<ul style="list-style-type: none"> • Math Tools • enVision STEM Activity
13-2 Analyze and Compare Three-Dimensional (3-D) Shapes	Analyze and compare 3-D shapes	Objects shaped like spheres, cones, and cylinders can roll. Objects shaped like cubes, cones and cylinders can stack and slide	Roll Stack Slide	<ul style="list-style-type: none"> • 3-D Shapes and Real-Life Objects (teaching tool 39) • Crayons 	<ul style="list-style-type: none"> • Math Tools • enVision STEM Activity
13-3 Compare 2-D and 3-D Shapes	Analyze and compare 2-D and 3-D shapes	The flat surfaces of many solid figures have specific 2-D shapes	Flat surface	<ul style="list-style-type: none"> • 3-D Shapes and Real-Life Objects (Teaching Tool 39) 	<ul style="list-style-type: none"> • Math Tools • Problem-Solving Reading Activity
13-4 Problem Solving: Make Sense and Persevere	Make sense of problems about shapes.	Good math thinkers know what the problem is about. They have a plan to solve it They keep trying if they get stuck.	None	<ul style="list-style-type: none"> • Attribute blocks (or teaching tool 46) • 3-D shapes and real-life objects (teaching tool 39) 	<ul style="list-style-type: none"> • Math Tools • Pick a Project
13-5 Make 2-D Shapes from Other 2-D Shapes	Make 2-D shapes using other 2-D shapes	You can make 2-D shapes by putting together two or more 2-D shapes	None	<ul style="list-style-type: none"> • Construction paper right triangles 	<ul style="list-style-type: none"> • Math Tools • Pick a Project

				<ul style="list-style-type: none"> • Pattern blocks (or Teaching Tool 41) 	
13-6 Build 2-D Shapes	Build 2-D shapes that match given attributes	When building a given 2-D shape, the shape must exhibit all of the attributes of the shape	None	<ul style="list-style-type: none"> • Yarn • String • Pipe cleaners • Straws • Scissors • Tape 	<ul style="list-style-type: none"> • Math Games • Problem-Solving Reading Activity
13-7 Build 3-D Shapes	Use materials to build 3-D shapes	3-D shapes can be combined to make other 3-D shapes	None	<ul style="list-style-type: none"> • small cubes • Clay • Craft sticks • Building with solid figures (or teaching tool 40) • Straws • Yarn • Pipe cleaners • Paper 	<ul style="list-style-type: none"> • Math Games • Pick a Project
Topic 13 Assessment: 5/29/26					
Culminating Task: "Pick a Project" (Choose ONE Project)					
Project 13A: Have you eaten any circles or squares lately?			Project: Make a kitchen shapes poster		
Project 13B: Do you enjoy puppet shows?			Project: Create a puppet show		
Project 13C: How would you describe the shapes in this quilt?			Project: Design a patchwork quilt		

Grade K Envision Topic 14: Describe and Compare Measurable Attribute

June 1 - June 26

Essential Question: How can objects be described and compared by length, height, capacity, and weight?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
14-1 Describe and Compare by length and height	Describe and compare objects by length and height	When you compare by length or height, you are thinking about how long or how tall objects are... see p. 549A	Height, length Longer Shorter taller	<ul style="list-style-type: none"> Connecting cubes (or teaching tool 8) Cube Trains (or teaching tool 11) 	<ul style="list-style-type: none"> Math Tools Problem Solving Reading Activity
14-2 Describe and compare by capacity	Describe and compare objects by capacity	When you compare by capacity, you are thinking about how much objects hold... see p.553A	capacity	<ul style="list-style-type: none"> Different-sized paper cups glue 	<ul style="list-style-type: none"> Math Games Pick a Project
14-3 Describe and compare by weight	Describe and compare by objects weight	When you compare by weight, you are thinking about how heavy objects are... See p. 557A	Heavier Lighter Weighs Weight Balance scale	<ul style="list-style-type: none"> Balance scale 	<ul style="list-style-type: none"> Math Tools Problem-solving Reading Activity
14-4 Describe objects by Measurable Attributes	Use measurable attributes to describe different objects	Objects have measurable attributes that can be recognized and described	attribute	<ul style="list-style-type: none"> books 	<ul style="list-style-type: none"> Math Tools EnVision STEM Activity
14-5 Describe and Compare objects by measurable attributes	Use small objects to measure length	Measurement is the process of comparing a unit to the object being measured. The length of any object can be used as a measurement unit for length	none	none	<ul style="list-style-type: none"> Math Games EnVision STEM Activity
14-6 Problem Solving: Precision	Solve math problems about objects with measurable attributes by using precision	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) 	<ul style="list-style-type: none"> Math Games Pick a Project

Topic 14 Assessment: 6/18/26

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

Project 14A: Do you know how much you have grown since you were a baby?	Project: Make a display about hand size
Project 14B: What type of art is this?	Project: Build a straw sculpture
Project 14C: Would you want to be the tallest person in the world?	Project: Trace footprints and measure
Project 14D: What is the largest animal on Earth?	Project: Create a mammals poster

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					