



P352X Grade 3 SA

Envision 2020

2025-26

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

Grade 3 - Topics 1-3

	Materials	Evidence of Student Learning Student Work/ Portfolio	Assessments
Build Mathematical Literacy	<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: 9/19/25 (BOY Benchmark Assessment) <input type="checkbox"/> Topic Assessments <ul style="list-style-type: none"> <input type="checkbox"/> Topic 1: 9/25/25 <input type="checkbox"/> Topic 2: 10/23/25 <input type="checkbox"/> Topic 3: 11/13/25 <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
Differentiation	<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
Topic Centers	<input type="checkbox"/> Technology Center <input type="checkbox"/> Activity 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 3 Envision Topic 1: Understand Multiplication and Division of Whole Numbers
September 4, 2025 - September 26, 2025**

Essential Question: How can thinking about equal groups help you understand the connection between multiplication and division?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
1-1 Relate Multiplication and Addition	Use repeated addition to show the relationship between multiplication and addition.	Some real-world problems that involve joining or separating equal groups or making comparisons can be solved using multiplication. See P. 5A	Equal groups Multiplication Factors Product Equations Unknown	Two-color counters (or TT 9)	Math Games Pick a Project
1-2 Multiplication on the Number Line	Use number lines to join equal groups.	Some real-world problems that involve joining or separating equal groups or making comparisons can be solved using multiplication. See page 9A	Number line	Number lines (or TT 7) Colored pencils	Math Tools Envision@STEM Activity
1-3 Arrays and Properties	Use arrays and properties to understand multiplication.	Some real-world problems that involve joining or separating equal groups or making comparisons can be solved using multiplication. (See p. 13A)	Arrays Rows Columns Commutative Property of Multiplication	Two color counters (or TT9) Centimeter grid paper (or TT13) Crayons	Math Tools Problem-Solving Leveled Reading Mats
1-4 Division: How Many in Each Group?	Use sharing to separate equal groups and to think about division.	Sharing involves separating equal groups and is one way to think about division.	Division	Two color counters	Math Tools Pick a Project
1-5 Division: How Many Equal Groups?	Use repeated subtraction to show the relationship between division and subtraction.	Some real-world problems that involve joining or separating equal groups or making comparisons can be solved using multiplication and division. Repeated subtraction involves separating equal groups and is one way to think about division.		Two color counters	Math Tools Envision@STEM Activity
1-6 Problem Solving: Use Appropriate Tools	Think strategically about available tools that can be used to solve problems.	Good Math thinkers know how to pick the right tools to solve math problems.	Fewer	Two color counters Centimeter grid paper (or TT 13) Crayons Crubes	Math Games Problem-Solving Leveled Reading Mats

Topic 1 Assessment: 9/25/25

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

Project 1A: What is the tallest building in Florida?	Project: Construct a Tall Building
Project 1B: Would you like to travel to another planet?	Project: Build a Space Probe
Project 1C: What are some places where you like to live?	Project: Draw a Neighborhood

Grade 3 Envision Topic 2: Multiplication Facts: Use Patterns
September 29, 2025 - October 24, 2025

Essential Question: How can I use what I know about equal groups to help multiply numbers?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
2-1 2 and 5 as Factors	Gain Fluency in multiplication when using 2 and 5 as factors.	There are patterns in the products for multiplication with factors of 2 or 5.	Multiples		Math Games Pick a Project
2-2 9 as a Factor	Gain fluency in multiplication when using 9 as a factor.	There are patterns in the products for multiplication with a factor of 9.		Two-color counters (or TT 9)	Math Tools Envision@STEM Activity
2-3 Apply Properties: Multiply by 0 and 1	Gain fluency in multiplication when multiplying by 0 or 1.	There are patterns in the products for multiplication facts with a factor of 0 or 1. The product of 0 and any number is 0. The product of 1 and any number is that same number.	Identify (One) Property of Multiplication Zero Property of Multiplication	Two-color counters (or TT 9) Paper Cups Cubes	Math Games Problem-Solving Leveled Reading Activity
2-4 Multiply by 10	Gain fluency in multiplication when multiplying by 10	Patterns can be used to solve multiplication problems with a factor of 10.		Two-color counters (or TT 9) Place-value blocks, tens-only (or TT 3)	Math Tools Pick a Project
2-5 Multiplication Facts: 0, 1, 2, 5, 9, and 10	Students will use number relationships and patterns to develop reasoning strategies to support their recall of the basic multiplication facts.	Basic multiplication facts can be found by identifying patterns.		Two-color counters (or TT 9)	Math Games Problem-Solving Reading Activity
2-6 PROBLEM SOLVING: Model with Math	Use previously learned concepts and skills to represent and solve problems.	Good math thinkers choose and apply math they know to show and solve problems from everyday life.			Math Tools Envision@STEM Activity

Topic 2 Assessment: 10/23/25

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

Project 2A: How can you make a unique clock tower?	Project: Design a Clock Tower
Project 2B: Who won the college world series?	Project: Make a Sports Poster and Write a Report
Project 2C: How many are in your crew?	Project: Plan Your Own Race
Project 2D: How many can you sell?	Project: Create a Fundraiser

Grade 3 Envision Topic 3: Apply Properties: Multiplication Facts for 3, 4, 6, 7, 8
October 27, 2025 - November 14, 2025

Essential Question: How can you use known multiplication facts to solve unknown facts?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
3-1 The Distributive Property	Use the Distributive Property to solve problems involving multiplication within 100.	Students can solve an addition problem by using a number line to count on.	Distributive Property	Two-color counters (or TT 9) Pieces of string Index cards	Math Tools Problem-Solving Reading Activity
3-2 Apply Properties: 3 and 4 as Factors	Use the Distributive Property to break apart Unknown facts with 3 or 4 as a factor.	Basic multiplication facts with 3 or 4 as a factor can be found by breaking apart the unknown fact into known facts. The answers to the known facts are added to find the final Product.		Two-color counters (or TT 9) Pencils	Math Tools Envision @ STEM Activity
3-3 Apply Properties: 6 and 7 as Factors	Use the Distributive Property to break a part unknown fact with 6 or 7 as a factor.	Basic multiplication facts with 6 or 7 as a factor can be found by breaking apart the unknown fact into known facts. The answers to the known facts are added to get the final product.		Two-color counters (or TT 9)	Math Games Pick a Project
3-4 Apply Properties: 8 as a Factor	Use the Distributive Property and known facts to break apart unknown facts with 8 as a factor.	Basic multiplication facts with 8 as a factor can be found by breaking apart the unknown facts into known facts. The answers to the known facts are added to get the final product.		Two-color counters (or TT 9)	Math Tools Envision @ STEM Activity
3-5 Practice Multiplication Facts	Use strategies such as bar diagrams and arrays with known facts to solve multiplication problems.	Strategies such as bar diagrams and arrays with known facts can be used to solve multiplication problems.		Two color counters (or TT 9)	Math Games Problem-Solving Reading Activities
3-6 The Associative Property: Multiply with 3 Factors	Use the Associative Property of Multiplication to group factors when multiplying 3 factors.	Three or more numbers can be grouped and multiplied in any order.	Associative (grouping) property of multiplication	Two-color counters (or TT 9) Paper cups	Math Games Pick a Project

3-7 PROBLEM SOLVING: Repeated Reasoning	Use repeated reasoning with known facts to make generalizations when multiplying.	Good math thinkers look for things that repeat, and they make generalizations.			Math Tools Pick a Project
Topic 3 Assessment: 11/13/25					
Culminating Task: "Pick a Project" (Choose ONE Project)					
Topic 3A: How many points can you score?			Project: Make a Basketball Data Display		
Topic 3B: Do you like collecting seashells?			Project: Draw a Shell Array		
Topic 3C: Would you like to run for president?			Project: Write a Presidential Report		

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 3)**

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					