



P352X Grade 3 SA

**Envision 2020**

2025-26

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

**Grade 3 - Topics 4-6**

	<b>Materials</b>	<b>Evidence of Student Learning</b> Student Work/ Portfolio	<b>Assessments</b>
<b>Build Mathematical Literacy</b>	<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"/> Topic Assessments <ul style="list-style-type: none"> <li><input type="checkbox"/> Topic 4: 12/5/25</li> <li><input type="checkbox"/> Topic 5: 12/17/25</li> <li><input type="checkbox"/> Topic 6: 1/9/26</li> </ul> <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
<b>Differentiation</b>	<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
<b>Topic Centers</b>	<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 4: Use Multiplication to Divide: Division Facts**  
**November 17, 2025 - December 5, 2025**

**Essential Question: How can you use know multiplication facts to find unknown division facts? How are multiplication and division related?**

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
<b>4-1</b> <b>Relate Multiplication and Division</b>	Use multiplication facts to divide.	Multiplication and division have an inverse relationship.	Fact Family Dividend	Two-color counters (or TT 9)	Math Games Pick a Project
<b>4-2</b> <b>Use Multiplication to Divide with 2,3, 4, and 5</b>	Use multiplication facts to find related division facts.	The inverse relationship between multiplication and division can be used to find division facts; every division fact has a related multiplication fact.	Divisor Quotient	Two-color counters (or TT 9)	Math Games Pick a Project
<b>4-3</b> <b>Use Multiplication to Divide with 6 and 7</b>	Use multiplication facts to find related division facts.	The inverse relationship between multiplication and division can be used to find division facts; every division fact has a related multiplication fact.	Even number Odd number	Two-color counters (or TT 9) Colored pencils	Math Tools Problem- Solving Reading Activity
<b>4-4</b> <b>Use Multiplication to Divide with 8 and 9</b>	Use multiplication facts to find related division facts.	The inverse relationship between multiplication and division can be used to find division facts; every division fact has a related multiplication fact.	Even number Odd number	Multiplication table (or TT 11)	Math Games Pick a Project

<b>4-5 Multiplication Patterns: Even and Odd Numbers</b>	Use knowledge of even and odd numbers to identify multiplication patterns.	Factors and products can be identified by patterns as well as other characteristics, such as even or odd.	Even number Odd number	Two-color counters (or TT 9)	Math Tools enVision STEM Activity
<b>4-6 Division Involving 0 and 1</b>	Use properties to understand division involving 0 and 1.	Any number (except 0) divided by itself is equal to 1. Any number divided by 1 is that number. Zero divided by any number (except 0) is 0. Zero cannot be a divisor.	None	Two-color counters (or TT 9)	Math Games Pick a Project
<b>4-7 Multiplication and Division</b>	Use patterns and known facts to find unknown multiplication facts. Use multiplication facts to find related division facts.	Patterns and known facts can be used to find unknown multiplication facts. Division facts can be found by thinking of a related multiplication fact.	None	Two-color counters (or TT 9) Multiplication table (or TT 11)	Math Tools Pick a Project
<b>4-8 Solve Multiplication and Division Equations</b>	Use multiplication and division facts to find unknown values in equations.	You can use a multiplication or division fact to find the unknown value in an equation.	None	None	Math Tools enVision STEM Activity
<b>4-9 PROBLEM SOLVING: Make Sense and Persevere</b>	Use previously learned concepts to find and answer hidden questions to solve problems.	Good math thinkers make sense of problems and think of ways to solve them. If they get stuck, they don't give up.	None	None	Math Games Problem-Solving Reading Activity

**Topic 4 Assessment: 12/5/25****Culminating Task: "Pick a Project" (Choose ONE Project)****Project 4A:**  
**Who are your favorite athletes?****Project:** Make poster of your favorite athletes**Project 4B:**  
**Who is on our money?****Project:** Write a report about money**Project 4C:**  
**How do you score in horseshoes?****Project:** Create a score sheet**Project 4D:**  
**What kind of game would you create?****Project:** Develop a game

**Grade 3 Envision Topic 5: Fluently Multiply and Divide within 100**  
**December 8, 2025 - December 17, 2025**

**Essential Question: What are strategies to solve multiplication and division facts?**

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
<b>5-1</b> <b>Patterns for Multiplication Facts</b>	Use the multiplication table and the Distributive Property to find patterns in factors and products.	There are patterns in the factors and the products for multiplication facts.	None	Multiplication table (or TT 11) Colored pencils	Math Games enVision STEM Activity
<b>5-2</b> <b>Use a Table to Multiply and Divide</b>	Use number sense and reasoning while practicing multiplication and division basic facts.	Any division problem can be thought of as a missing-factor multiplication problem. Strategies and reasoning can be used to recall multiplication and division basic facts.	None	Multiplication table (or TT 1 1)	Math Games Problem-Solving Reading Activity
<b>5-3</b> <b>Use Strategies to Multiply</b>	Use strategies such as skip counting and properties of operations to multiply.	Strategies such as using properties of operations, drawings, and skip counting can be used to multiply.	None	Two-color counters (or TT 9)	Math Tools enVision STEM Activity
<b>5-4</b> <b>Solve Word Problems: Multiplication and Division</b>	Solve multiplication and division problems that involve different strategies and representations.	Some real-world problems can be represented and solved using different multiplication and division strategies.	None	None	Math Tools Pick a Project

<b>5-5 Write Multiplication and Division Math Stories</b>	Use multiplication and division to write and solve real-world problems involving equal groups.	Some real-world problems that involve equal groups can be solved using multiplication and division.	None	None	Math Tools Problem-Solving Reading Activity
<b>5-6 PROBLEM SOLVING: Look For and Use</b>	Use the structures of multiplication and division to compare expressions.	Good math thinkers look for relationships in math to help solve problems.	None	None	Math Games Pick a Project

**Topic 5 Assessment: 12/17/25**

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

<b>Project 5A: How many books are in a library?</b>	<b>Project:</b> Design a library
<b>Project 5B: How would you use number cubes?</b>	<b>Project:</b> Make a multiplication game
<b>Project 5C: Would you rather ride a bike or a "trike"?</b>	<b>Project:</b> Create a bike chart

**Grade 3 Envision Topic 6: Connect Area to Multiplication and Addition**  
**December 18, 2025 - January 9, 2026**

**Essential Question: How does area connect to multiplication and addition?**

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
<b>6-1</b> <b>Cover Regions</b>	Use unit squares to find the area of a shape.	The amount of space inside a shape is its area, and area can be found or estimated using unit squares.	Area, Unit square, Square unit, Estimate	Two-color tiles (or TT 8) Area of shapes (TT 12) Centimeter grid paper (TT 13)	Math Tools enVision STEM Activity
<b>6-2</b> <b>Area: Non-standard Units</b>	Use unit squares to find the area of a figure.	Area can be measured using nonstandard units, including unit squares of different sizes.	Area	Unlined white paper Colored pencils	Math Games Pick a Project
<b>6-3</b> <b>Area: Standard Units</b>	Use standard units to measure the area of a shape.	Standard measurement units are used for consistency in finding and communicating measurements.	None	Rulers (TT 18 and 19)	Math Tools Problem-Solving Reading Activity
<b>6-4</b> <b>Area of Squares and Rectangles</b>	Use unit squares and multiplication to find the areas of squares and rectangles.	The amount of space inside a region is its area, and area can be found by counting unit squares or by multiplying the side lengths.	Unit square	1-inch grid paper (TT 14)	Math Tools Pick a project

<b>6-5</b> <b>Apply Properties:</b> <b>Distributive Property</b>	Use areas of rectangles to model the Distributive Property of Multiplication.	The areas of rectangles can be used to model the Distributive Property.	Square unit	1-inch grid paper (TT 14) Pieces of colored yarn (about 1 foot in length)	Math Tools enVision STEM Activity
<b>6-6</b> <b>Apply Properties:</b> <b>Area of Irregular Shapes</b>	Use areas of rectangles to find the area of irregular shapes.	The area of some irregular shapes can be found by dividing the original shape into rectangles, finding the area of each rectangle, and adding all of the areas.	Square unit Estimate	Centimeter grid paper (TT 13) Colored pencils	Math Tools Problem-Solving Reading Activity
<b>6-7</b> <b>PROBLEM SOLVING:</b> <b>Look For and Use Structure</b>	Solve problems by breaking apart or changing the problem into simpler problems.	Good math thinkers look for relationships in math to help solve problems.	Square unit Estimate	Centimeter grid paper (TT 13) Scissors	Math Games Pick a Project

**Topic 6 Assessment: 1/9/26**

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

<b>Project 6A:</b> <b>How are cities built?</b>	<b>Project:</b> Plan a Dog Park
<b>Project 6B:</b> <b>What are community gardens?</b>	<b>Project:</b> Design a community Garden
<b>Project 6C:</b> <b>What are carpenters?</b>	<b>Project:</b> Draw a school floor plan
<b>Project 6D:</b> <b>How do you play the game?</b>	<b>Project:</b> Make an area game

**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 :

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Envision Lesson Number</b>					
<b>Math Objective Addressed</b>					
<b>Assessment</b>					
<b>Materials Needed</b>					
<b>Differentiation</b>					

**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.

<b>Daily Math Practice Proficiency Rubric</b>	
<b>4 Exemplary</b>	The student exhibits all of the behaviors.
<b>3 Proficient</b>	The student exhibits most of the behaviors.
<b>2 Emerging</b>	The student exhibits about half of the behaviors.
<b>1 Needs Improvement</b>	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	
<b>DEMONSTRATES A THOROUGH UNDERSTANDING</b>	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).	
<b>TASK COMPLETION AND ACCURACY</b>	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).	
<b>WORK PRODUCTS</b>	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).	
<b>PARTICIPATION IN THE CULMINATING TASK(S)</b>	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).	
<b>Overall Score</b>					
<b>Notes</b>					