



P352X Grade 3 SA

**Envision 2020**

2025-26

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

**Grade 3 - Topics 10-12**

	<b>Materials</b>	<b>Evidence of Student Learning</b> Student Work/ Portfolio	<b>Assessments</b>
<b>Build Mathematical Literacy</b>	<ul style="list-style-type: none"> <li>• Math Word Wall</li> <li>• Vocabulary Word Chart</li> <li>• Anchor Charts</li> <li>• Math Manipulatives</li> <li>• Online Math Games</li> </ul>	<ul style="list-style-type: none"> <li>• Math Practices &amp; Problem-Solving Handbook</li> <li>• Problem-Solving Leveled Reading Mats</li> <li>• Teacher Observation</li> <li>• Interactive Math Story</li> </ul>	<ul style="list-style-type: none"> <li>• Topic Assessments               <ul style="list-style-type: none"> <li>• Topic 10: 3/24/26</li> <li>• Topic 11: 4/17/26</li> <li>• Topic 12: 5/1/26</li> </ul> </li> <li>• Culminating Tasks (see "Pick a Project") at the end of each topic</li> <li>• Daily homework assignments</li> <li>• Math Practice Proficiency Rubric</li> </ul>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>• Envision 2020 Tier 2 Interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing, Strategic and Intensive Intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Student Quick Check</li> <li>• Math Diagnosis and intervention System</li> </ul>
<b>Topic Centers</b>	<ul style="list-style-type: none"> <li>• Sand Center</li> <li>• Writing Center</li> <li>• Science Center</li> <li>• Movement Center</li> <li>• Dramatic Play Center</li> <li>• Math Center</li> </ul>	<ul style="list-style-type: none"> <li>• Samples produced in the centers</li> <li>• Photos of students participating in topic center activities</li> </ul>	<ul style="list-style-type: none"> <li>• Math Practice Proficiency Rubric</li> <li>• Questioning</li> <li>• Self/Peer Assessment</li> </ul>

**Grade 3 Envision Topic 10: Multiply by Multiples of 10**  
**March 10 - March 24**

**Essential Question:** What strategies can be used for multiplying by multiples of 10?

<b>Lesson</b>	<b>Mathematics Objective</b>	<b>Essential Understanding</b>	<b>Vocabulary</b>	<b>Materials</b>	<b>Technology and Activity Centers</b>
10-1 Use Patterns to Multiply	Patterns can be used to find products when one factor is a multiple of 10.	Patterns can be used to find products when one factor is a multiple of 10.	None	<ul style="list-style-type: none"> <li>Place-value blocks (or TT3)</li> <li>Number lines (TT 7)</li> </ul>	<ul style="list-style-type: none"> <li>Math Tools</li> <li>Pick a Project</li> </ul>
10-2 Use Mental Math to Multiply	Use different strategies to find products when one factor is a multiple of 10.	Different strategies can be used to find products when one factor is a multiple of 10.	None	<ul style="list-style-type: none"> <li>Place-value blocks (or TT3)</li> </ul>	<ul style="list-style-type: none"> <li>Math Tools</li> <li>EnVision STEM Activity</li> </ul>
10-3 Use Properties to Multiply	Use the properties of multiplication to find products when one factor is a multiple of 10.	Basic multiplication facts and properties of multiplication can be used to find products when one factor is a multiple of 10.	None	None	<ul style="list-style-type: none"> <li>Math Tools</li> <li>Problem- Solving Reading Activity</li> </ul>
10-4 Problem Solving: Look For and Use Structure	Use the structure of multiplication and place value to find products when one factor is a multiple of 10.	Good Math thinkers look for relationships in math to help solve problems.	None	<ul style="list-style-type: none"> <li>Multiplication table (or TT 11)</li> </ul>	<ul style="list-style-type: none"> <li>Math Games</li> <li>Problem-Solving Reading Activity</li> </ul>

**Topic 10 Assessment: 3/24/26**

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

<b>Project 10A:</b> What do you need to do to plan a trip?	Project: Research the Distance Between Two Cities
<b>Project 10B:</b> How do stores make sure they have enough of an item to sell?	Project: Create Your Own Store
<b>Project 10C:</b> How do trees help our environment?	Project: Design a Park and Sing a Song
<b>Project 10D:</b> How many items can you fit in a box?	Project: Make a Product Game

**Grade 3 Envision Topic 11: Use Operations with Whole Numbers to Solve Problems**

**March 25 - April 17**

**Essential Question:** What are ways to solve 2-step problems?

<b>Lesson</b>	<b>Mathematics Objective</b>	<b>Essential Understanding</b>	<b>Vocabulary</b>	<b>Materials</b>	<b>Technology and Activity Centers</b>
11-1 Solve 2-Step Word Problems: Addition and Subtraction	Draw diagrams and write equations to solve two-step problems involving addition and subtraction of whole numbers.	Bar diagrams show relationships in a two-step word problem and help identify the operation or operations needed to solve the problem.	None	None	<ul style="list-style-type: none"> <li>• Math Tools</li> <li>• Problem-Solving Reading Activity</li> </ul>
11-2 Solve 2-Step Word Problems: Multiplication and Division	Draw diagrams and write equations to solve two-step problems involving multiplication and division of whole numbers.	Bar diagrams show relationships in a two-step word problem and help identify the operation or operations needed to solve the problem.	None	<ul style="list-style-type: none"> <li>• Colored pencils</li> </ul>	<ul style="list-style-type: none"> <li>• Math Tools</li> <li>• Pick a Project</li> </ul>
11-3 Solve 2-Step Word Problems: All Operations	Examine relationships between quantities in a two-step word problem by writing equations. Choose and apply the operations needed to find the answer.	The way quantities in a two-step problem are related determines the operations used to solve the problem. Equations show these relationships.	None	None	<ul style="list-style-type: none"> <li>• Math Games</li> <li>• EnVision STEM Activity</li> </ul>
11-4 Problem Solving: Critique Reasoning	Critique the reasoning of others by asking questions, identifying mistakes and providing suggestions for improvement.	Good math thinkers use math to explain why they are right. They can also talk about the math that others do.	None	None	<ul style="list-style-type: none"> <li>• Math Games</li> <li>• EnVision STEM Activity</li> </ul>

**Topic 11 Assessment: 4/17/26**

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

<b>Project 11A:</b> Why do stores have sales and other promotions?	Project: Write a Skit About a Sale
<b>Project 11B:</b> How did grapefruit first come to Florida?	Project: Create a Poster About Citrus Groves
<b>Project 11C:</b> How would you make a budget for selling lemonade in a lemonade stand?	Project: Perform a Song About Lemonade

## Grade 3 Envision Topic 12: Understand Fractions as Numbers

April 20 - May 1

**Essential Question:** What are different interpretations of a fraction?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
12-1 Partition Regions into Equal Parts	Understand how to read and write unit fractions for equal-sized parts of a region.	A unit fraction represents one part of a whole that has been divided into equal parts. A fraction can represent multiple copies of a unit fraction.	<ul style="list-style-type: none"> <li>• Fraction</li> <li>• Unit fraction</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing paper</li> <li>• Colored pencils</li> </ul>	<ul style="list-style-type: none"> <li>• Math Games</li> <li>• Pick a Project</li> </ul>
12-2 Fractions and Regions	Use a fraction to represent multiple copies of a unit fraction.	A unit fraction represents one part of a whole that has been divided into equal parts. A fraction can represent multiple copies of a unit fraction.	Numerator Denominator	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Crayons</li> </ul>	<ul style="list-style-type: none"> <li>• Math Tools</li> <li>• Pick a Project</li> </ul>
12-3 Understand the Whole	Determine and draw the whole (unit) given one part (unit fraction).	The whole can be found given a fractional part.	None	<ul style="list-style-type: none"> <li>• Fraction strips (or TT 15)</li> <li>• Rulers (or TT 18 and 19)</li> <li>• Drawing paper</li> <li>• Colored pencils</li> </ul>	<ul style="list-style-type: none"> <li>• Math Tools</li> <li>• EnVision STEM Activity</li> </ul>
12-4 Number Line: Fractions Less Than 1	Represent fractions less than 1 on a number line.	Points on a number line can represent fractions. The denominator represents the number of equal parts between 0 and 1, and the numerator represents the number of parts between 0 and the point.	None	<ul style="list-style-type: none"> <li>• Number lines (or TT 7)</li> </ul>	<ul style="list-style-type: none"> <li>• Math Tools</li> <li>• Pick a Project</li> </ul>
12-5 Number Line: Fractions Greater Than 1	Represent fractions greater than 1 on a number line.	A number line can be used to represent fractions greater than 1.	None	<ul style="list-style-type: none"> <li>• Number lines (or TT 7)</li> <li>• Stripes of paper</li> </ul>	<ul style="list-style-type: none"> <li>• Math Tools</li> <li>• Problem-Solving Reading Activity</li> </ul>
12-6 Line Plots and Length	Measure length to the nearest half inch and show the data on a line plot.	A line plot is a way to organize data on a number line.	Nearest half inch Line plot	<ul style="list-style-type: none"> <li>• Rulers (or TT 18 and 19)</li> </ul>	<ul style="list-style-type: none"> <li>• Math Tools</li> <li>• Problem-Solving Reading Activity</li> </ul>

12-7 More Line Plots and Length	Measure length to the nearest fourth inch and show the data on a line plot.	A line plot is a way to organize data on a number line.	Nearest fourth inch	<ul style="list-style-type: none"> <li>Rulers (or TT 18 or 19)</li> <li>Number lines (TT 7)</li> </ul>	<ul style="list-style-type: none"> <li>Math Tools</li> <li>EnVision STEM Activity</li> </ul>
12-8 Problem Solving: Make Sense and Persevere	Determine when a problem has either extra or missing information.	Good math thinkers make sense of problems and think of ways to solve them.	None	None	<ul style="list-style-type: none"> <li>Math Games</li> <li>Pick a Project</li> </ul>

**Topic 12 Assessment: 5/1/26**

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

<b>Project 12A:</b> How long would it take to drive across the Florida Keys?	<b>Project:</b> Make a map
<b>Project 12B:</b> Why are there so many different types of floors in every building?	<b>Project:</b> create a flooring design
<b>Project 12C:</b> What is the most common hat size?	<b>Project:</b> Collect hat size data and create a line plot
<b>Project 12D:</b> What are the most popular fruits and vegetables?	<b>Project:</b> Draw a garden plot



**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.	Shows little understanding of the problem or question.	Shows partial understanding of the problem or question.	Shows understanding of the problem or question.	
<b>TASK COMPLETION AND ACCURACY</b>	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.	
<b>WORK PRODUCTS</b>	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.	
<b>PARTICIPATION IN THE CULMINATING TASK(S)</b>	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.	
<b>Overall Score</b>					
<b>Notes</b>					