



P352X Grade 3 SA

**Envision 2020**

2025-26

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

**Grade 3 - Topics 13-15**

	<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 13: 5/15/26</li> <li>• Topic 14: 6/3/26</li> <li>• Topic 15: 6/18/26</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 13: Fraction Equivalence and Comparison  
May 4 - May 15**

**Essential Question:** What are the different ways to compare fractions?

<b>Lesson</b>	<b>Mathematics Objective</b>	<b>Essential Understanding</b>	<b>Vocabulary</b>	<b>Materials</b>	<b>Technology and Activity Centers</b>
13-1 Equivalent Fractions: Use Models	Find equivalent fractions that name the same part of the whole.	The same fractional amount can be represented by an infinite set of different but equivalent fractions.	Equivalent Fractions	Place-value blocks (or TT3) Number lines (TT 7)	Fraction Strips (Or TT 15)
13-2 Equivalent Fractions: Use the Number Line	Represent equivalent fractions on the number line.	There are a limitless number of fraction names for each point on a number line. These points can be used to name equivalent fractions.	None	Place-value blocks (or TT3)	Number Lines (TT 7)
13-3 Use Models to compare Fractions: Same Denominator	Use models such as fraction strips to compare fractions that refer to the same whole and have the same denominator.	If two fractions have the same denominator, the fraction with the greater numerator is the greater fraction.	None	Fraction Strips (Or TT 15)	Math Tools Pick a Project
13-4 Use model to compare fractions: Same Numerator	Use models such as fractions strips to compare fractions that refer to the whole and have the same numerator.	If two fractions have the same numerator, the fraction with the greater denominator is less than the other fractions.	None	Fraction Strips (Or TT 15)	Math Tools
13-5 Compare Fractions: Use Benchmarks	Use benchmark numbers to compare fractions.	Benchmark numbers such as 0, $\frac{1}{2}$ , and 1 can be used to compare fractions.	None	Fraction Strips (Or TT 15)	Math Tools
13-6 Compare Fractions: Use the Number Line	Use the number line to compare fractions.	You can use a number line to compare fractions.	None	Number Lines (TT 7)	Math Tools

13-7 Whole Numbers and Fractions	Use fraction names to represent whole numbers.	Whole numbers can be represented by many different fraction names.	None	Fraction Strips (Or TT 15) Half of an empty egg carton	Math Tools Problem-Solving Reading Activity
13-8 Problem Solving: Construct Arguments	Construct math arguments using fractions.	Good Math thinkers use math to explain why they are right. They can also talk about the math that others do.	None	None	Math Games Pick a Project
<b>Topic 13 Assessment: 5/15/26</b>					
<b>Culminating Task: "Pick a Project" (Choose ONE Project)</b>					
<b>Project 13A: Do you want to ride a horse?</b>			Project: Design a Racetrack for Horses		
<b>Project 13B: How deep do you have to dig before you reach water?</b>			Project: Create a Picture of a Well		
<b>Project 13C: How many coffee beans does it take to fill up a container?</b>			Project: Plot Fractions on a Number Line		

**Grade 3 Envision Topic 14: Solve Time, Capacity, and Mass Problems**  
**May 18 - June 3**

**Essential Question:** How can time, capacity, and mass be measured and found?

<b>Lesson</b>	<b>Mathematics Objective</b>	<b>Essential Understanding</b>	<b>Vocabulary</b>	<b>Materials</b>	<b>Technology and Activity Centers</b>
14-1 Time to the minutes	Show and tell time to the nearest minute using analog and digital clocks.	Clocks can be used to tell time to the nearest minute.	None	Blank Clock faces (TT 20)	Math Tools Pick a Project
14-2 Units of Time: Measure Elapsed Time	Tell and write time to the nearest minute and measure time intervals in minutes.	Elapsed times can be found by finding the total amount of time that has passed between a starting time and ending time.	Elapsed Time A.M P.M	Blank Clock faces (TT 20)	Math Tools Pick a Project
14-3 Unit of Time: Solve Word Problems	Solve word problems involving addition and subtraction to measure quantities of time.	Time intervals can be added or subtracted to solve problems.	Time Interval	None	Math Games Problem Solving Reading Activity
14-4 Estimate Liquid Volume	Use standard units to estimate liquid volume.	Benchmarks can be used to estimate capacity. (liquid volume)	Capacity (Liquid Volume) Liter (L)	1-liter bottles Large bowls Assorted containers	Math Tools Pick a Project
14-5 Measure Liquid Volume	Use standard units to measure liquid volume.	Capacity (Liquid Volume) is a measure of the amount of liquid a container can hold.	None	Marked 1-Liter Breaker Six Containers Soup can Different-Sized Soup bowls Large Pot Water	Math Tools Pick a Project
14-6 Estimate Mass	Use standard units to estimate the masses of solid objects.	Mass is a measure of the quantity of matter in an object.	Mass Gram (g) Kilogram (kg)	Pan Balance Gram and Kilogram Weights Classroom Objects	Math Tools Envision STEM Activity

14-7 Measure Mass	Use a pan balance with metric weights to measure the mass of objects in grams and kilograms.	Mass is a measure of the quantity of matter in an object	None	Pan Balance Metric Weights Classroom Objects	Math Games Problem-Solving Reading Activity
14-8 Solve Word Problems Involving Mass and Liquid Volume	Use pictures to help solve problems about mass and volume.	Problems involving mass and volume can often be solved with a picture or a diagram.	None	None	Math Tools Pick a Project
14-9 Problem Solving: Reasoning	Make sense of quantities and relationships in problems.	Good math thinkers know how to think about words and numbers to solve problems.	None	None	Math Games Envision STEM Activity

**Topic 14 Assessment:** 6/3/26

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

<b>Project 14A:</b> How do you show elapsed time on a clock?	Project: Write and Tell a Story About Time
<b>Project 14B:</b> What is the best way to plan for a full day?	Project: Create and Play a Matching Game
<b>Project 14C:</b> How did people tell time before clocks?	Project: Design and Make a Sundial
<b>Project 14D:</b> What is your favorite recipe?	Project: Perform a Song About the Masses of Objects

## Grade 3 Envision Topic 15: Attributes of Two-Dimensional Shapes

**June 8 - June 26**

**Essential Question:** How can two-dimensional shapes be described, analyzed, and classified?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
15-1 Describe Quadrilaterals	Identify quadrilaterals and use attributes to describe them.	Quadrilateral can be described and classified by their sides and angles.	Polygon Sides Quadrilateral Angles Vertex Trapezoid Parallelogram Rectangle Right Angles Rhombus Square Convex Concave	Quadrilaterals (TT 21) Colored Pencil	Math Games Problem-Solving Reading Activity
15-2 Classify Shapes	Classify shapes according to their attributes.	Shapes can be classified by their attributes.	None	Crayons or Colored Pencils Set of Assorted triangles Large Sheet of Paper	Math Tools Pick a Project
15-3 Analyze and Compare Quadrilaterals	Analyze and compare quadrilaterals and group them by their attributes.	Quadrilateral can be classified by their attributes.	None	None	Math Games Problem-Solving Reading Activity
15-4 Problem Solving: Precision	Solve Math problems precisely, efficiently, and accurately using appropriate tools and mathematics vocabulary.	Good Math thinkers are careful about what they write and say, so their ideas about math are clear.	None	Grid paper Rulers Index Cards Paper Colored pencils or crayons	Math Tools Envision STEM Activity

**Topic 15 Assessment:** 6/18/26

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

**Project 15A:** Where do professional baseball players play their games?

**Project:** Create Quadrilateral Riddles

**Project 15B:** How are books measured?

**Project:** Collect Data about the Shapes of Books

**Project 15C:** Where are quadrilaterals around us in everyday life?

**Project:** Build a Quadrilateral Model

**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>					