P352X Grade 4 SA

Envision 2020

2025-26

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

Grade 4 - Topics 1-3

	Materials	**Evidence of Student Learning** Student Work/ Portfolio	**Assessments**
Build Mathematical Literacy	☐ Math Word Wall ☐ Vocabulary Word Chart ☐ Anchor Charts ☐ Math Manipulatives ☐ Online Math Games	☐ Math Practices & Problem-Solving Handbook ☐ Problem-Solving Leveled Reading Mats ☐ Teacher Observation ☐ Interactive Math Story	☐ Diagnostic Assessment: Readiness Test: **9/19/25** (BOY Benchmark Assessment) ☐ Topic Assessments ☐ Topic 1: 9/25/25 ☐ Topic 2: 10/23/25 ☐ Topic 3: 11/13/25 ☐ Culminating Tasks (see "Pick a Project") at the end of each topic ☐ Daily homework assignments ☐ Math Practice Proficiency Rubric
Differentiation	☐ Envision 2020 Tier 2 Interventions	☐ Ongoing, Strategic and Intensive Intervention	☐ Student Quick Check ☐ Math Diagnosis and intervention System
Topic Centers	☐ Technology Center ☐ Activity Center	☐ Samples produced in the centers ☐ Photos of students participating in topic center activities	☐ Math Practice Proficiency Rubric ☐ Questioning ☐ Self/Peer Assessment

Grade 4 Envision Topic 1: Generalize Place Value
September 4, 2025 - September 26, 2025

Essential Question: How are greater numbers written? How can whole numbers be compared? How are place values related?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
1-1 Numbers Through One Million	Read and write numbers through one million in expanded form, with numerals, and using number names.	Our number system is based on groups of ten. Whenever we get 10 in one place value, we move to the next greater place value.	Place value Millions Period Expanded form	Place-Value Charts (or TT 3)	Math Games EnVision®STEM Activity
1-2 Place Value Relationships	Recognize the relationship between adjacent digits in a multi-digit number.	In a multi-digit whole number, a digit in one place represents ten times what it would represent in the place immediately to its right.		Place-Value Charts (or TT 3)	Math Games EnVision®STEM Activity
1-3 Compare Whole Numbers	Use place value to compare multi-digit whole numbers.	Place value can be used to compare numbers.	Greater than symbol (>) Less than symbol (<)	Place-Value Charts (or TT 3), self-stick notes, poster board	Math Tools Problem-Solving Reading Activity
1-4 Round Whole Numbers	Use place value to round multi-digit numbers.	Rounding whole numbers is a process for finding the multiple of 10,100, and so on closest to a given number.	Rounding	Number lines (or TT 12), Place Value Charts (or TT 3), colored pencils	Math Games Pick a Project
1-5 PROBLEM SOLVING: Construct Arguments	Use previously learned concepts and skills to Construct arguments about place value.	Good math thinkers use math to explain why they are right. They can talk about the math that others do, too.	Conjecture	Place-Value Charts (or TT 3)	Math Tools Problem Solving Reading Activity

Topic 1 Assessment: 9/25/25

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

Project 1A: **How many bones are in your body?**	**Project:** Make a bones poster.
Project 1B: **Would you like to be a construction manager?**	**Project:** Design a building.
Project 1C: **Which stadium is your favorite?**	**Project:** Create a stadium model.

Grade 4 Envision Topic 2: Fluently Add and Subtract Multi-Digit Whole Numbers
September 29, 2025 - October 24, 2025

Essential Question: **How can sums and differences of whole numbers be estimated? What are standard procedures for adding and subtracting whole numbers?**

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
2-1 **Finding Sums and Differences with Mental Math**	Add and subtract whole numbers mentally using a variety of methods.	Representing numbers and numerical expressions inequivalent forms can make some calculations easy to do mentally. There is more than one way to do a mental calculation.	Commutative Property of Addition Associative Property of Addition Identity Property of Addition Count up Count down Compensation		Math Games Pick a Project
2-2 **Estimate Sums and Differences**	Round greater whole numbers to estimate sums and differences.	There is more than one way to estimate a sum or difference. Estimation is helping for checking to see if an answer is reasonable or to find an approximate answer when an exact answer is not necessary.		Math Games	Math Games **Envision®**STEM Activity
2-3 **Add Whole Numbers**	Add 3-digit numbers using place-value concepts and the standard algorithm.	The standard algorithm for adding 3-digit numbers is an extension to the standard algorithm for adding 2-digit numbers.		Place-Value Blocks (or TT 4) Pencils	Math Tools Problem-Solving Reading Activity
2-4 **Add Greater Numbers**	Add numbers to one million with and without regrouping using the standard algorithm.	The standard addition algorithm for multi-digit numbers breaks the calculation into simpler calculations using place value.	Variable Algorithm	Place-ValueCharts (TT 3) Pencil paper	Math Games Problem Solving Reading Activity
2-5 **Subtract Whole Numbers**	Use place value and the standard algorithm to subtract whole numbers.	The standard subtraction algorithm for multi-digit numbers is an efficient strategy that can be used to subtract any two numbers. The calculations are done by place value starting with the ones, then the tens, and so on, regrouping as needed.		Place-Value Blocks (or TT 4	Math Tools Pick a Project
2-6 **Subtract Greater**	Use place value and an algorithm to subtract whole numbers.	The standard algorithm for subtraction breaks the calculation into simpler calculations using place values starting with the ones, then the tens, and so on.	Inverse Operations		Math Games **Envision®**STEM Activity

2-7 **Subtract Across Zeros**	Use number sense and regrouping to subtract across zeros.	The standard algorithm for subtraction breaks the calculation into simpler calculations using place value starting with the ones, then the tens, and so on.			Math Tools Problem-Solving Reading Activity
2-8 **PROBLEM SOLVING:** **Reasoning**	Use previously learned concepts and skills to reason abstractly and make sense of quantities and their relationships in problem situations.	Good math thinkers know how to think about words and numbers to solve problems.			Math Tools Pick a Project

Topic 2 Assessment: 10/23/25

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

Project 2A; **What are the largest cities in your home state?**	**Project:** Map the Population of Your State's Largest Cities
Project 2B: **How did the United States become a nation?**	**Project:** Write a Report on U.S. Expansion
Project 2C: **How do the sizes of the planets compare to the size of Earth?**	**Project:** Make a Model of the Solar System
Project 2D: **How high is high?**	**Project:** Compare Mountain Elevations

Grade 4 Envision Topic 3: Use Strategies and Properties to Multiply by 1-Digit Numbers
October 27, 2025 - November 14, 2025

Essential Question: How can you multiply by multiples of 10, 100, and 1,000? How can you multiply whole numbers?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
3-1 Multiply by Multiples of 10,100, and 1,000	Multiply multiples of 10, 100, and 1,000 using mental math and place-value strategies.	Basic facts and place-value patterns can be used to find products when one factor is 10,100, or 1,000.	Associative Property of Multiplication	Place-Value Blocks (or TT 4-5)	Math Tools Pick a Project
3-2 Estimate Products	Use rounding to estimate products, and check if answers are reasonable.	Rounding is one way to estimate products.			Math Games Pick a Project
3-3 Use Arrays and Partial Products to Multiply	Use arrays and partial products to multiply 2- and3-digit numbers by 1-digit numbers	The expanded algorithm for multiplication can be represented with arrays. In the algorithm, numbers are broken apart using place value, and the parts are used to find partial products.	Partial Products	Place-Value Blocks (or TT 4-5)	Math Games Pick a Project
3-4 Use Area Models and Partial Products to Multiply	Use area models and the Distributive Property to multiply larger numbers.	Area models and properties of multiplication can be used to simplify computation.	Numerical expression Distributive Property		Math Games Pick a Project
3-5 More Use Area Models and Partial Products to Multiply	Use place value and partial products to multiply 3- and 4-digit numbers by 1-digit numbers.	The expanded algorithm for multiplication breaks numbers apart using place value, and the parts are used to find partial products. The partial products are then added together to find the product.		Place-Value Blocks (or TT 4-5)	Math Games **Envision**®STEM Activity
3-6 Mental Math Strategies for Multiplication	Use place value and properties of operations to multiply mentally.	Properties of multiplication and place-value understanding can be used to multiply without paper and pencil.	Compensation Commutative Property of Multiplication		Math Tools Problem-Solving Reading Activity
3-7 Choose a Strategy to Multiply	Choose an appropriate strategy to multiply 2-,3-, and 4-digit numbers by 1-digit numbers.	Students can use the Distributive Property, area models, and other methods to find a product.			Math Games **Envision**®STEM Activity

3-8 **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 Problem-Solving Reading Activity

Topic 3 Assessment: 11/13/25	
Culminating Task: "Pick a Project" (Choose ONE Project)	
Topic 3A: **How zesty is key lime pie?**	**Project:** Create data for the amount of an ingredient for key Lime Pie
Topic 3B: **What do a dozen Florida panthers weigh?**	**Project:** Find the Weight of Florida Panthers
Topic 3C: **What's the mass of a giraffe?**	**Project:** Find the Mass of Giraffes

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 4)

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					