



P352X Grade 4 SA

Envision 2020

2025-26

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

Grade 4 - Topics 4-6

	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"/> Topic Assessments <ul style="list-style-type: none"> <input type="checkbox"/> Topic 4: 12/3/25 <input type="checkbox"/> Topic 5: 12/19/25 <input type="checkbox"/> Topic 6: 1/9/26 <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 4 Envision Topic 4: Use Strategies and Properties to Multiply by 2-Digit Numbers
November 17, 2025 - December 3, 2025

Essential Question: How can you use a model to multiply? How can you use the distributive property to multiply? How can you use multiplication to solve problems?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
4-1 Multiply Multiples of 10	Use mental-math strategies to multiply 2-digit multiples of 10.	Basic facts and place-value patterns can be used to mentally multiply a 2-digit number by a multiple of 10.	None	1/4-inch grid paper (TT 10)	Math Games Pick a Project
4-2 Use Models to Multiply 2-Digit Numbers by Multiples of 10	Use models and properties of operations to multiply 2-digit numbers by multiples of 10.	Place-value blocks, area models, and arrays provide ways to visualize and find products.	None	Place-value blocks (or TT 4-5) 1/4-inch grid paper (TT 10)	Math Games Pick a Project
4-3 Estimate: Use Rounding Compatible Numbers	Products of 2-digit by 2-digit numbers can be estimated by replacing factors with other numbers that are close and easy to multiply mentally or by replacing each factor with the closest multiple of 10.	Products of 2-digit Use rounding or compatible numbers to estimate products of two 2-digit numbers.	None	None	Math Tools Problem-Solving Reading Activity

4-4 Arrays and Partial products	Use arrays, place value, partial products, and properties of operations to multiply two 2-digit numbers.	The expanded algorithm for multiplying with 2-digit numbers is an extension of the expanded algorithm for multiplying with 1-digit numbers.	None	1/4-inch grid paper (TT 10)	Math Games enVision STEM Activity
4-5 Area Models Products	Use the Distributive Property and an area model to multiply two 2-digit numbers.	The Distributive Property can be used to multiply two 2-digit numbers by breaking the computation down into four simpler products and adding the partial products together.	None	None	Math Tools Pick a Project
4-6 Use Partial Products to Multiply by 2-Digit Numbers	Use place value and partial products to calculate products of 2-digit by 2-digit multiplication problems.	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.	None	1/4-inch grid paper (TT 10)	Math Games enVision STEM Activity
4-7 PROBLEM SOLVING: Make Sense and Persevere	Make sense of problems and persevere in solving them.	Good math thinkers make sense of problems and think of ways to solve them. If they get stuck, they	None	None	Math Games Problem-Solving Reading Activity

don't give up.

Topic 4 Assessment: 12/3/25

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

Project 4A:

How high would a stack of Sabal palms be?

Project: Explain the processes

Project 4B:

Can you estimate the weight of a dozen birds

Project: Write a report About the northern mockingbird

Project 4C:

How many soccer players start in the Women's World Cup?

Project: Create an array poster

Project 4D:

How much weight can shot-putters throw?

Project: Compare shot masses

Grade 4 Envision Topic 5: Use Strategies and Properties to Divide by 1-Digit Numbers
December 4, 2025 - December 19, 2025

Essential Question: How can mental math be used to divide? How can quotients be estimated? How can the steps for dividing be explained?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
5-1 Mental Math: Find Quotients	Use mental math and place-value strategies to divide multiples of 10 and 100 by 1-digit divisors.	Basic facts and place-value patterns can be used to divide multiples of 10 and 100 by 1-digit numbers.	None	None	Math Games Pick a Project
5-2 Mental Math: Estimate Quotients	Use compatible numbers to estimate quotients.	There is more than one way to estimate a quotient. Substituting compatible numbers is an efficient technique for estimating quotients.	None	None	Math Games Pick a Project
5-3 Mental Math: Estimate Quotients for Greater Dividends	Use place-value patterns and division facts to estimate quotients for 4-digit dividends.	There is more than one way to estimate a quotient. Using place-value patterns and compatible numbers are efficient techniques for estimating quotients.	None	None	Math Games enVision STEM Activity

5-4 Interpret Remainders	Solve division problems and interpret remainders.	When one is dividing, the remainder must be less than the divisor. When one is solving a real world problem, the kind of question asked determines how to interpret the remainder.	Remainder	2-color counters (or TT 15)	Math Tools Pick a Project
5-5 Use Partial Quotients to Divide	Use partial quotients to divide.	Division with partial quotients involves breaking apart the dividend, dividing the parts, and adding the partial quotients.	Partial quotients	2-color counters (or TT 15)	Math Games Problem-Solving Reading Activity
5-6 Use Partial Quotients to Divide: Greater Dividends	Use partial quotients and place-value understandings to divide with greater dividends.	Division with partial quotients involves breaking apart the dividend, dividing the parts, and adding the partial quotients.	None	None	Math Tools enVision STEM Activity
5-7 Use Sharing to Divide	Use place value and models to divide 2- and 3-digit numbers by 1-digit numbers.	Sharing is one way to think about division.	None	Place-value blocks (or TT 4 and 5)	Math Tools Pick a Project

5-8 Continue Sharing to Divide	Continue to use place value and sharing to divide 2- and 3-digit numbers by 1-digit numbers.	You can use estimation and place value to divide.	None	Place-value blocks (or TT 4 and 5)	Math Games Problem-Solving Reading Activity
5-9 Choose a Strategy to Divide	Choose a strategy to divide that follows a series of steps to break division into simpler calculations.	There are many ways to perform division, including mental math, models, partial quotients, and sharing.	None	None	Math Games, Pick a Project
5-10 PROBLEM SOLVING: Model with Math	Use previously learned concepts and skills to model and solve problems.	Good math thinkers choose and apply math they know to show and solve problems in everyday life.	None	None	Math Tools, Pick a Project

Topic 5 Assessment: 12/19/25

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

Project 5A: How many passengers did trains like those in the Gold Coast railway museum carry?	Project: Make a model of a train
Project 5B: How far do sailfish migrate?	Project: Make a migration map
Project 5C: How much food do Portuguese water dogs need?	Project: Create a Brochure on Portuguese water dogs

Grade 4 Envision Topic 6: Use Operations with Whole Numbers to Solve Problems
December 22, 2025 - January 9, 2026

Essential Question: How is comparing with multiplication different from comparing with addition? How can you use equations to solve multi-step problems?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
6-1 Solve Comparison Problems	Interpret comparisons as multiplication or addition equations.	Both addition and multiplication can be used to make comparisons. Bar diagrams and equations can be used to show both situations and to distinguish between them.	None	None	Math Tools Problem-Solving Levelled Reading Mats
6-2 Continue to Solve Comparison Problems	Use multiplication and division to compare two quantities.	Bar diagrams and equations can be used to solve problems involving multiplicative comparison.	None	None	Math Tools Pick a Project
6-3 Model Multi-Step Problems	Model and solve multi-step problems by finding hidden questions and using bar diagrams and equations.	Bar diagrams and equations can be used to model and solve multi-step problems.	None	None	Math Game Problem-Solving Levelled Reading Mats
6-4 More Model Multi-Step Problems	Model and solve multistep problems and check that answers are reasonable.	Multi-step problems can be modeled and solved in more than one way.	None	None	Math Games Pick a Project
6-5 Solve Multi-Step Problems	Solve multi-step problems by writing and solving one or more equations.	Equations can represent problems and are helpful in answering both hidden questions and the original question in a problem.	None	None	Math Games enVision STEM Activity
6-6 PROBLEM SOLVING: Make Sense and Persevere	Make sense of a multi-step problem and keep working until it is solved.	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 Game enVision STEM Activity

Topic 6 Assessment: 1/9/26**Culminating Task: "Pick a Project" (Choose ONE Project)**

Project 6A: How tall is tall?			Project: Model the height of a redwood tree		
Project 6B: What are some interesting number facts about a manatee?			Project: Make a presentation with Manatee number facts		
Project 6C: How does temperature affect an alligator egg?			Project: Create a bar diagram		
Project 6D: How many eggs does the loggerhead turtle lay?			Project: Model a turtle's egg		

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					