



P352X Grade 4 SA

Envision 2020

2025-26

Marking Period 4: January 12 – March 6 (7 weeks)

Grade 4 - Topics 7-9

	Materials	Evidence of Student Learning Student Work/ Portfolio	Assessments
Build Mathematical Literacy	<ul style="list-style-type: none"> • Math Word Wall • Vocabulary Word Chart • Anchor Charts • Math Manipulatives • Online Math Games 	<ul style="list-style-type: none"> • Math Practices & Problem-Solving Handbook • Problem-Solving Leveled Reading Mats • Teacher Observation • Interactive Math Story 	<ul style="list-style-type: none"> • Topic Assessments <ul style="list-style-type: none"> • Topic 7: 1/22/26 • Topic 8: 2/10/26 • Topic 9: 3/6/26 • Culminating Tasks (see "Pick a Project") at the end of each topic • Daily homework assignments • Math Practice Proficiency Rubric
Differentiation	<ul style="list-style-type: none"> • Envision 2020 Tier 2 Interventions 	<ul style="list-style-type: none"> • Ongoing, Strategic and Intensive Intervention 	<ul style="list-style-type: none"> • Student Quick Check • Math Diagnosis and intervention System
Topic Centers	<ul style="list-style-type: none"> • Sand Center • Writing Center • Science Center • Movement Center • Dramatic Play Center • Math Center 	<ul style="list-style-type: none"> • Samples produced in the centers • Photos of students participating in topic center activities 	<ul style="list-style-type: none"> • Math Practice Proficiency Rubric • Questioning • Self/Peer Assessment

Grade 4 Envision Topic 7: Factors and Multiples
January 12 - January 22, 2026

Essential Question: How can you use arrays or multiplication to find the factors of a number?
 How can you identify prime and composite numbers? How can you find multiples of a number?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
7-1 Understand Factors	Use arrays to find the factors of a given whole number.	Factors of a number n can be shown by arranging n counters into rows with the same number of counters in each row. The number of counters in each row. The number of rows and the number of counters in each row are factors of n .	<ul style="list-style-type: none"> Factors pairs 	<ul style="list-style-type: none"> Centimeter grid paper (or TT 9) 2-color square counters (or TT16) 	<ul style="list-style-type: none"> Math Tools enVision STEM Activity
7-2 Factors	Use multiplication to find all the factor pairs for a whole number.	Factors of a number can be found in pairs by thinking about multiplication.	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Centimeter grid paper (or TT 9) 2-color square counters (or TT 16) 	<ul style="list-style-type: none"> Math Tools Problem-Solving Reading Activity
7-3 PROBLEM SOLVING: Repeated Reasoning	Use repeated reasoning to generalize how to solve problems that are similar.	Good math thinkers look for things that repeat, and they make generalizations.	<ul style="list-style-type: none"> Generalize 	None	<ul style="list-style-type: none"> Math Tools enVision STEM Activity
7-4 Prime and Composite Numbers	Use factors to determine whether a whole number greater than 1 is prime or composite.	Prime numbers have exactly 2 factors, and composite numbers have more than 2.	<ul style="list-style-type: none"> Prime number Composite number 	<ul style="list-style-type: none"> 2-color square counters (or TT 16) 	<ul style="list-style-type: none"> Math Tools Pick a Project

7-5 Multiples	Use multiplication to find multiples of a given whole number.	The product of any nonzero whole number and a given nonzero whole number is a multiple of both. Factors and multiples are closely related.	<ul style="list-style-type: none"> Multiple 	None	<ul style="list-style-type: none"> Math Games Problem-Solving Reading Activity
Topic 7 Assessment: 1/22/26					
Culminating Task: "Pick a Project" (Choose ONE Project)					
Project 7A: Where Is Mammoth Cave National Park?			Project: Model a campground		
Project 7B: How many people can fill a college basketball arena?			Project: Create a basketball arena		
Project 7C: How many arrays of potted plants do you see?			Project: Design a plant array for a store display		

Grade 4 Envision Topic 8: Extend Understanding of Fraction Equivalence and Ordering
January 23 - February 10, 2026

Essential Question: What are some ways to name the same part of a whole?
 How can you compare fractions with unlike numerators and denominators?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
8-1 Equivalent Fractions: Area Models	Use area model to recognize and generate equivalent fractions.	Two fractions that represent the same part of the same whole are equivalent. The two fractions are different names for the same number.	<ul style="list-style-type: none"> Fraction Numerator Denominator Equivalent fractions 	<ul style="list-style-type: none"> Fraction strips (or TT 13) 	<ul style="list-style-type: none"> Math Tools Pick a Project
8-2 Equivalent Fractions: Number lines	Use a number line to locate and identify equivalent fractions.	The same fractional amount can be represented by an infinite set of different but equivalent fractions.	None	<ul style="list-style-type: none"> Number lines 	<ul style="list-style-type: none"> Math Tools Pick a Project
8-3 Generate Equivalent Fractions: Multiplication	Use multiplication to find equivalent fractions.	When the numerator and denominator of a fraction are multiplied by the same whole number greater than 1, it is the same as multiplying the fraction by 1. This gives an equivalent fraction because multiplying by 1 does not change the value of a number.	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Math Tools Pick a Project
8-4 Generate Equivalent Fractions: Division	Use division to find equivalent fractions.	When the numerator and denominator of a fraction are divided by a common factor greater than 1, the result is an equivalent fraction.	<ul style="list-style-type: none"> Common factor 	<ul style="list-style-type: none"> Fraction strips (or TT 13) 	<ul style="list-style-type: none"> Math Tools Problem-Solving Reading Activity
8-5 Use Benchmarks to Compare Fractions	Use benchmarks, area model, and number lines to compare fractions.	One way to compare two fractions that are parts of the same whole is by comparing each to a benchmark fraction such as $\frac{1}{2}$.	<ul style="list-style-type: none"> Benchmark fraction 	<ul style="list-style-type: none"> Crayons, markers, or colored pencils 	<ul style="list-style-type: none"> Math Tools enVision STEM Activity
8-6 Compare Fractions	Use models or rename fractions to compare.	When two fractions have the same denominator, the fraction with the greater numerator is greater. When two fractions have the same numerator, the fraction with the lesser denominator is greater.	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Fraction strips (or TT 13) 	<ul style="list-style-type: none"> Math Tools enVision STEM Activity
8-7 PROBLEM SOLVING: Construct Arguments	Construct arguments about fractions.	Good math thinkers use math to explain why they are right. They can talk about math that others do, too.	None	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Math Games Problem-Solving Reading Activity

Topic 8 Assessment: 2/10/26	
Culminating Task: "Pick a Project" (Choose ONE Project)	
Project 8A: How much do you know about the Indianapolis Motor Speedway?	Project: Create a fraction game
Project 8B: Who does all the stage work for a play or musical?	Project: Build a model
Project 8C: What is your favorite pie?	Project: Write and perform a skit
Project 8D: How do you make clothes that could fit anyone?	Project: Create a game

Grade 4 Envision Topic 9: Understand Addition and Subtraction of Fractions

February 11 - March 6, 2026

Essential Question: How do you add and subtract fractions and mixed numbers with like denominators?
How can fractions be added and subtracted on a number line?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
9-1 Model Addition of Fractions	Use fraction strips and number lines to add fractions.	Tools can be used to show addition of fractions as joining parts of the same whole.	None	<ul style="list-style-type: none"> • Number lines (or TT 12) • Fraction strips (or TT 13) 	<ul style="list-style-type: none"> • Math Games • Pick a Project
9-2 Decompose Fractions	Decompose a fraction or mixed number into a sum of fractions in more than one way.	A fraction a/b , where $a > 1$, can be decomposed into the sum of two or more unit or nonunit fractions in one or more ways where the sum of the fractions is equal to the original fraction.	<ul style="list-style-type: none"> • Decompose • Compose • Mixed number 	<ul style="list-style-type: none"> • Fraction strips (or TT 13) 	<ul style="list-style-type: none"> • Math Tools • enVision STEM Activity
9-3 Add Fractions with Like Denominators	Solve problems involving joining parts of the same whole by adding fractions with like denominators.	Two fractions can be joined or added to find the total. There is a general method for adding fractions with like denominators.	None	<ul style="list-style-type: none"> • Number lines (or TT 12) • Fraction strips (or TT 13) 	<ul style="list-style-type: none"> • Math Games • Pick a Project
9-4 Model Subtraction of Fractions	Use tools such as fraction strips, area models, and number lines to subtract fractions.	Tools can be used to show subtraction of fractions as separating a part from the same whole.	None	<ul style="list-style-type: none"> • Number lines (or TT 12) • Fraction strips (or TT 13) 	<ul style="list-style-type: none"> • Math Tools • Pick a Project
9-5 Subtract Fractions with Like Denominators	Solve multi-step problems by writing and solving one or more equations.	The difference between two fractions with like denominators can be found by separating one fractional amount from the other. There is a general method for subtracting fractions with like denominators.	None	<ul style="list-style-type: none"> • Number lines (or TT 12) • Fraction strips (or TT 13) 	<ul style="list-style-type: none"> • Math Games • Pick a Project

9-6 Add and Subtract Fractions with Like Denominators	Count forward or backward on a number line to add or subtract.	Fraction addition and subtraction can be thought about as joining and separating segments on the number line. They can also be counting forward or counting backward on the number line.	None	<ul style="list-style-type: none"> Number lines (or TT 12) 	<ul style="list-style-type: none"> Math Games Problem-Solving Reading Activity
9-7 Model Addition and Subtraction of Mixed Numbers	Use models and equivalent fractions to add and subtract mixed numbers.	Adding and subtracting mixed numbers is an extension of the ideas and procedures for adding and subtracting fractions.	None	<ul style="list-style-type: none"> Number lines (or TT 12) Fraction strips (or TT 13) 	<ul style="list-style-type: none"> Math Tools enVision STEM Activity
9-8 Add Mixed Numbers	Use equivalent fractions and properties of operations to add mixed numbers with like denominators.	Two procedures for adding mixed numbers both involve changing the calculation to a simpler equivalent calculation.	None	None	<ul style="list-style-type: none"> Math Tools Pick a Project
9-9 Subtract Mixed Numbers	Use equivalent fractions and properties of operations, and the relationship between addition and subtraction to subtract mixed numbers with like denominators.	Two procedures for subtracting mixed numbers both involve changing the calculation to a simpler equivalent calculation.	None	None	<ul style="list-style-type: none"> Math Tools Pick a Project
9-10 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.	None	None	<ul style="list-style-type: none"> Math Games Problem-Solving Reading Activity

Topic 9 Assessment: 3/6/26

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

Project 9A: How do you follow a recipe?	Project: Exploring Recipes
Project 9B: Would you like to be a code breaker?	Project: Create a fraction code
Project 9C: What is a farmers' market?	Project: Write and perform a skit

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