



P352X Grade 4 SA

**Envision 2020**

2025-26

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

**Grade 4 - 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 4 Envision Topic 10: Extend Multiplication Concepts to Fractions  
March 10 - March 24**

**Essential Question:** How can you describe a fraction using a unit fraction? How can you multiply a fraction by a whole number?

<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 Fractions as Multiples of Unit Fractions	Use a model of repeated addition, and multiplication to understand a fraction as a multiple of a unit fraction.	Any fraction $a/b$ can be written as $a$ times the unit fraction.	<ul style="list-style-type: none"> <li>Unit fraction</li> </ul>	<ul style="list-style-type: none"> <li>Fraction Strips (or TT 13)</li> </ul>	<ul style="list-style-type: none"> <li>Math Tools</li> <li>Problem-Solving Reading Activity</li> </ul>
10-2 Multiply a Fraction by a Whole Number: Use Models	Use models to multiply fractions by whole numbers.	Models and equations can be used to represent problems and compute products of whole numbers and fractions.	None	<ul style="list-style-type: none"> <li>Fraction Strips (or TT 13)</li> </ul>	<ul style="list-style-type: none"> <li>Math Tools</li> <li>enVisiom STEM Activity</li> </ul>
10-3 Multiply Fraction by a Whole Number: Use Symbols	Use symbols and equations to multiply a fraction by a whole number.	Modes and equations can be used to represent problems and compute products of whole numbers and fractions.	None	None	<ul style="list-style-type: none"> <li>Math Tools</li> <li>Pick a Project</li> </ul>
10-4 Solve Time Problems	Use the four operations to solve problems involving time.	The standard algorithms for adding and subtracting, and various strategies for multiplying and dividing, can solve time problems.	None	<ul style="list-style-type: none"> <li>Clock Face (or TT 21)</li> </ul>	<ul style="list-style-type: none"> <li>Math Tools</li> <li>Problem-Solving Reading Activity</li> </ul>
10-5 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"> <li>Math Games</li> <li>enVision STEM Activity</li> </ul>

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

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

<b>Project 10A:</b> Would you like to work with tiles?	Project: Design with tiles
<b>Project 10B:</b> What cause would you donate your time or money to?	Project: Set up a charity event
<b>Project 10C:</b> How fast can a jet aircraft travel?	Project: Write and perform a skit
<b>Project 10D:</b> How would you like to run a marathon?	Project: Make a game about marathon winners

## Grade 4 Envision Topic 11: Represent and Interpret Data on Line Plots

**March 25 - April 17**

**Essential Question:** How can you solve problems using data on a line plot? How can you make a line plot?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
11-1 Read Line Plots	Read and interpret data using line plots.	A line plot organizes data on a number line and is useful for showing how data is distributed.	<ul style="list-style-type: none"> <li>• Line plot</li> <li>• Scale</li> </ul>	None	<ul style="list-style-type: none"> <li>• Math Games</li> <li>• enVision STEM Activity</li> </ul>
11-2 Make Line Plots	Represent data using line plots and interpret data in line plots to solve problems.	A line plot organizes data on a number line and is useful for showing how data is distributed.	None	<ul style="list-style-type: none"> <li>• Number lines (TT 12)</li> </ul>	<ul style="list-style-type: none"> <li>• Math Tools</li> <li>• Problem-solving Reading Activity</li> </ul>
11-3 Use Line Plots to Solve Problems	Solve problems involving line plots and fractions.	Data from line plots can be used to solve problems.	None	<ul style="list-style-type: none"> <li>• Fraction Strips (or TT 12)</li> </ul>	<ul style="list-style-type: none"> <li>• Math Tools</li> <li>• Pick a Project</li> </ul>
11-4 Problem Solving: Critique Reasoning	Critique the reasoning of others using an understanding of line plots.	Good math thinkers use math to explain why they are right. They can talk about the math that others do, too. .	None	None	<ul style="list-style-type: none"> <li>• Math Games</li> <li>• Problem-Solving Reading Activity</li> </ul>

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

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

<b>Project 11A:</b> What are fun ways to get up off the couch and move?	Project: Design a park
<b>Project 11B:</b> What are the most commonly chosen state insects?	Project: Write a poem and make a graph about a state insect
<b>Project 11C:</b> Have you ever baked a pie?	Project: Make a pamphlet of pie recipes

## Grade 4 Envision Topic 12: Understand and Compare Decimals

April 20 - May 1

**Essential Question:** How can you write a fraction as a decimal? How can you locate points on a number line? How do you compare decimals?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
12-1 <b>Fractions and Decimals</b>	Relate fractions and decimals with denominators of 10 and 100.	A decimal is another way to represent a fraction.	<ul style="list-style-type: none"> <li>• Decimal</li> <li>• Decimal point</li> <li>• Tenth</li> <li>• Hundredth</li> </ul>	<ul style="list-style-type: none"> <li>• Decimal Models (TT 7)</li> <li>• 2-Color Counters (TT 15)</li> </ul>	<ul style="list-style-type: none"> <li>• Math Tools</li> <li>• Pick a Project</li> </ul>
12-2 <b>Fractions and Decimals on the Number Line</b>	Locate and describe fractions and decimals on number lines.	Points on a number line can represent fractions and decimals. A fraction and a decimal tell the distance a point is from 0 on the number line.	None	None	<ul style="list-style-type: none"> <li>• Math Tools</li> <li>• Problem-Solving Reading Activity</li> </ul>
12-3 <b>Compare Decimals</b>	Compare decimals by reasoning about their size.	Place value can be used to compare decimals.	None	<ul style="list-style-type: none"> <li>• Decimal Place Value (TT 6)</li> <li>• Hundredths Grids (TT 8)</li> </ul>	<ul style="list-style-type: none"> <li>• Math Tools</li> <li>• <b>enVision@STEM</b> Activity</li> </ul>
12-4 <b>Add Fractions with Denominators of 10 and 100</b>	Add fractions with denominators of 10 and 100 by using equivalent fractions.	Fractions with denominators of 10 can be written as equivalent fractions with denominators of 100. Fractions with like denominators can be added.	None	<ul style="list-style-type: none"> <li>• Hundredths Grids (TT 8)</li> </ul>	<ul style="list-style-type: none"> <li>• Math Tools</li> <li>• <b>enVision@STEM</b> Activity</li> </ul>
12-5 <b>Solve Word Problems Involving Money</b>	Use fractions or decimals to solve word problems involving money.	Fractions and decimals can be used to represent amounts of money. Pictorial models and equations can represent problems involving money.	None	<ul style="list-style-type: none"> <li>• Money (TT 19)</li> </ul>	<ul style="list-style-type: none"> <li>• Math Tools</li> <li>• Pick a Project</li> </ul>
12-6 <b>PROBLEM SOLVING: Look For and Use Structure</b>	Use the structure of the place-value system for decimals to solve problems.	Good math thinkers look for relationships in math to help solve problems.	None	None	<ul style="list-style-type: none"> <li>• Math Games</li> <li>• Problem-Solving Reading Activity</li> </ul>

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

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

<b>Project 12A:</b> How much will it cost to visit a national park?	<b>Project:</b> Write a travel journal
<b>Project 12B:</b> How do you know who won the event?	<b>Project:</b> Compare olympic racing times
<b>Project 12C:</b> Would you like to win an award for a presentation?	<b>Project:</b> Make a presentation about adding fractions
<b>Project 12D:</b> How did railroads help build Florida?	<b>Project:</b> Build a miniature railroad



**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 4)**

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>					