



P352X Grade 4 SA

Envision 2020

2025-26

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

Grade 4 - Topics 13-15

	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 13: 5/15/26 • Topic 14: 6/3/26 • Topic 15: 6/18/26 • 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 13: Measurement: Find Equivalence in Units of Measure
May 4 - May 15

Essential Question: How can you convert from one unit to another? How can you be precise when solving math problems?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
13- 1 Equivalence with Customary Units of Length	Recognize the relative size of customary units of length and convert from a larger unit to a smaller unit.	To convert from a larger unit of length to a smaller unit of length, multiply the number of larger units by the conversion factor, that is, the number of smaller units in each larger unit	none	none	Math Tools Pick a Project
13-2 Equivalence with Customary units of capacity	Recognize the relative size of the customary units of capacity and convert from a larger unit to a smaller unit	To convert from a larger unit of capacity to a smaller unit of capacity, multiply the number of larger units by the conversion factor that is the number of smaller units in each larger unit	Capacity Quart Gallon Cup pint f Fluid ounce	none	Math Tools enVisiom STEM Activity
13-3 Equivalence with Customary Units of Weight	Recognize the relative size of customary units of weight and convert from a larger unit to a smaller unit	To convert from a larger unit of weight to a smaller unit of weight, multiply the number of larger units by the conversion factor, that is, the number of smaller units in each larger unit.	Weight Ounce Pound Ton	none	Math tools Problem-solving Reading Activity
13-4 Equivalence with Metric Units of Length	Recognize the relative size of metric units of length and convert	To convert a larger unit of length to a smaller unit of length, multiply the number of larger units by the	Millimeter Centimeter Meter Kilometer	Centimeter ruler and meterstick (or TT 17)	Math Games Pick a Project

	from a larger unit to a smaller unit	conversion factor, that is, the number of smaller units in each larger unit			
13-5 Equivalence with Metric Units of Capacity and Mass	Recognize the relative size of metric units of capacity and mass and convert from a larger unit to a smaller unit.	To convert from a larger unit of capacity or mass to a smaller unit, multiply the number of larger units by the conversion factor, that is, the number of smaller units in each larger unit.	Mass Milliliter Liter Gram Milligram Kilogram	none	Math Tools EnVision STEM Activity
13-6 Solve Perimeter and Area Problems	Find the unknown length or width of a rectangle using the known area of perimeter	Some problems can be solved by applying the formula for the perimeter of a rectangle or the formula for the area of a rectangle	Perimeter Area Formula	Centimeter grid paper (or TT 9)	Math Tools Pick a Project
13-7 Problem Solving: Precision	Be precise when solving measurement problems.	Good math thinkers are careful about what they write and say, so their ideas about math are clear.	none	none	Math Games Problem-Solving Reading Activity

Topic 13 Assessment: 5/15/26

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

Project 13A: What makes the St. Johns River Special?	Project: Make a travel brochure about rivers in your home state
Project 13B: How are tin cans useful?	Project: Cooking on a Budget
Project 13C: Who invented the jigsaw puzzle?	Project: Make Your Own Jigsaw Puzzle

Grade 4 Envision Topic 14: Algebra: Generate and Analyze Patterns
May 18 - June 3

Essential Question: How can you use a ruler to continue a pattern? How can you use a table to extend a pattern?
 How can you use a repeating pattern to predict a shape?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
14-1 Number Sequences	Create or extend a number sequence based on a rule. Identify features of the pattern in the sequence that are not described by the rule.	Rules can be used to create or extend number sequences that form a pattern. Those patterns sometimes have features not described by the rule.	Rule	none	Math Games Problem-Solving Reading Activity
14-2 Patterns: Number Rules	Use a rule to extend a number pattern and solve a problem. Identify features of the pattern	Rules can be used to create or extend patterns in tables. Patterns sometimes have features not described by the rule	none	none	Math Tools Problem-solving Reading Activity
14-3 Patterns: Repeating Shapes	Generate a shape pattern that follows a given rule and predict a shape in the pattern.	It is possible to predict a shape in a repeating pattern of shapes.	Repeating pattern	Pattern blocks (TT 20)	Math Tools EnVision STEM Activity
14-4 Problem Solving: Look For and Use Structure	Solve problems by using patterns.	Good math thinkers look for relationships in math to help solve problems	none	Centimeter grid paper (TT 9)	Math Tools Pick a Project

Topic 14 Assessment: 6/3/26

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

Project 14A: How have roller coasters changed through the years?	Project: Make a Model Roller-Coaster Car
Project 14B: How can you use currency from different countries?	Project: Make your own currency
Project 14C: How can patterns be used in sidewalks?	Project: Design Your Own Sidewalk
Project 14D: How many stadiums in the United States have retractable roofs?	Project: Make a Seating Diagram

Grade 4 Envision Topic 15: Geometric Measurement: Understand Concepts of Angles and Angle Measurement

June 8 - June 26

Essential Question: What are some common geometric terms? How can you measure angles?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
15-1 Lines, Rays, and Angles	Recognize and draw lines, rays, and angles with different measures.	Line segments and rays are sets of points that describe parts of lines and angles. Angles are classified by their measure.	Point Line Line Segment Ray Right angle Acute angle Obtuse angle Straight angle	None	Math Tools Pick a Project
15-2 Understand Angles and Unit Angles	Find the measure of an angle that turns through a fraction of a circle	The measure of an angle depends upon the fraction of a circle that the angle turns through.	Degree Unit Angle Angle Measure	Clock Face (TT 21)	Math Tools Pick a Project
15-3 Measure with Unit Angles	Use known angle measures to measure unknown angles	The unit for measuring angles is 1 degree, the unit angle.	None	Pattern blocks (TT 20)	Math Tools Problem-solving Reading Activity
15-4 Measure and Draw Angles	Use a protractor to measure and draw angles.	The unit for measuring angles is 1 degree, the unit angle. A protractor can be used to measure angles	Protractor Vertex	Protractors (or TT 22)	Math Games enVision@STEM Activity
15-5 Add and Subtract Angle Measures	Use addition and subtraction to solve problems with unknown angle measures	Angle measures can be added and subtracted	None	Protractors (or TT 22)	Math Tools enVision@STEM Activity

15-6 PROBLEM SOLVING: Use Appropriate Tools	Use appropriate tools, such as a protractor and ruler, to solve problems.	Good math thinkers know how to pick the right tools to solve math problems.	None	Centimeter grid paper (TT 9) Fraction Strips (or TT 13) Centimeter ruler and meterstick (TT 17) Inch ruler and yardstick (TT 18) Pattern blocks (TT 20) Protractors (TT 22)	Math Tools Problem-Solving Reading Activity
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Topic 15 Assessment: 6/18/26

Culminating Task: “Pick a Project” (Choose ONE Project)

Project 15A: Can you find angles in stringed instruments?	Project: Make a stringed instrument
Project 15B: How are angles important in origami?	Project: Present an Origami Animal
Project 15C: How are angles formed by airplane paths?	Project: Trace a Flight Plan

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					