



P352X Grade 5 SA

**Envision 2020**

2025-26

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

**Grade 5 - Topics 1-3**

	<b>Materials</b>	<b>Evidence of Student Learning</b> Student Work/ Portfolio	<b>Assessments</b>
<b>Build Mathematical Literacy</b>	<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"/> Diagnostic Assessment: Readiness Test: <b>9/19/25</b> (BOY Benchmark Assessment) <input type="checkbox"/> Topic Assessments <ul style="list-style-type: none"> <li><input type="checkbox"/> Topic 1: 9/25/25</li> <li><input type="checkbox"/> Topic 2: 10/17/25</li> <li><input type="checkbox"/> Topic 3: 11/13/25</li> </ul> <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
<b>Differentiation</b>	<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
<b>Topic Centers</b>	<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 5 Envision Topic 1: Understand Place Value**  
**September 4, 2025 - September 26, 2025**

**Essential Question: How are whole numbers and decimals written, compared, and ordered?**

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
<b>1-1</b> <b>Patterns with Exponents and Powers of 10</b>	Use pattern and the properties of multiplication to calculate a product when multiplying by a power of 10, use whole-number exponents to write powers of 10.	Basic facts and place-value patterns can be used to find products when one factor is a multiple of 10, 100, or 1,000 an exponent with 10 as the base can be used to represent powers of 10.	Power Exponent Base	Place-Value Blocks (or TT 4-5) Index Cards	Math Games <b>envision@STEM</b> Activity
<b>1-2</b> <b>Understand Whole-Number Place Value</b>	Read and write whole numbers using standard form, expanded form, and number names.	Understanding each digit's place value in a number provides a way to understand the number's value.	Value Expanded form	Place-Value Charts (TT 3) Lined paper Colored pencils	Math Games Pick a Project
<b>1-3</b> <b>Decimals to Thousandths</b>	Represent decimals to thousandths as fractions and fractions with denominators of 1,000 as decimals.	Our number system is based on powers of 10. Whenever we get 10 in one place value, we move to the next greater place-value.	Thousandths	Decimal Place-Value Charts (TT 6) Index Cards	Math Tools Pick a Project
<b>1-4</b> <b>Understand Decimal Place Value</b>	Read and write numbers with decimals through thousandths using standard form, expanded form, and number names, identify equivalent decimals.	Our number system is based on powers of 10. Digits within decimal numbers have place value. Understanding a digit's decimal place value in a number helps determine the value of the number.	Equivalent decimal	Decimal Place-Value Charts (TT 6)	Math Tools Problem Solving Reading Activity
<b>1-5</b> <b>Compare Decimals</b>	Use place value to compare decimals through thousandths.	Place value can be used to compare and order whole numbers and decimals.		Decimal Place-Value Charts (TT 6)	Math Tools <b>envision@STEM</b> Activity
<b>1-6</b> <b>Round Decimals</b>	Use place value to round decimals to different places.	Rounding is a process for finding the multiple of 10, 100, and so on, or of 0., 0.01, and so on, closest to the given number.		Number lines (TT 12)	Math Tools Problem Solving Reading Activity

<b>1-7</b> <b>Problem Solving: Look for and Use Structure</b>	Use the structure of the decimal place-value system to solve problems involving patterns.	Good math thinkers look for relationships in math to help solve problems.		Decimal Place-Value Charts (TT 6)	Math Games Pick a Project
<b>Topic 1 Assessment: 9/25/25</b>					
<b>Culminating Task: “Pick a Project” (Choose ONE Project)</b>					
<b>Project 1A:</b> <b>Manatees or sea cows?</b>			<b>Project:</b> Create a Manatee poster		
<b>Project 1B:</b> <b>What makes a game fun?</b>			<b>Project:</b> Design a game with Place-Value blocks		
<b>Project 1C:</b> <b>How far are we from the sun?</b>			<b>Project:</b> Research measurements in our solar system		

**Grade 5 Envision Topic 2: Use Models and Strategies to Add and Subtract Decimals**  
**September 29, 2025 - October 21, 2025**

**Essential Question: How can sums and differences of decimals be estimated? What are some common procedures for adding and subtracting decimals? How can sums and differences be found mentally?**

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
<b>2-1</b> <b>Mental Math</b>	Use properties of addition and strategies to solve problems mentally.	There's more than one way to do a mental calculation. Mental addition and subtraction involve changing one or more numbers so that calculations are easy to do.	Compatible numbers Associative Property of Addition Commutative Property of Addition Compensation	Decimal Place-Value Charts (TT 6)	Math Tools Problem Solving Reading Activity
<b>2-2</b> <b>Estimate Sums and Differences of Decimals</b>	Use rounding or compatible numbers to estimate sums and differences.	There is more than one way to estimate a sum or difference. To estimate sums and differences, numbers are replaced with other numbers that are easier to add and subtract.			Math Tools Envision@STEM Activity
<b>2-3</b> <b>Use Models to Add and Subtract Decimals</b>	Model sum and differences of decimals.	Place-value blocks can be used to add and subtract decimals. Models and strategies for adding. See p. 53A		Decimal Grids (TT 8) Place-Value Blocks (or TT 4 and 5)	Math Tools Pick a Project
<b>2-4</b> <b>Use Strategies to Add Decimals</b>	Add decimals to hundredths using familiar strategies, such as partial sums.	Adding multi-digit decimals is similar to adding multi-digit whole numbers.			Math Games Pick a Project
<b>2-5</b> <b>Use Strategies to Subtract Decimals</b>	Subtract decimals to hundredths using familiar strategies, such as partial differences.	Subtracting multi-digit decimals is similar to subtracting multi-digit whole numbers.			Math Games EnVision@STEM Activity
<b>2-6</b> <b>Problem Solving: Model with Math</b>	Use prior math knowledge and equations or bar diagrams to 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 2 Assessment: 10/17/25**

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

<b>Project 2A:</b> <b>How big are alligators and crocodiles?</b>	<b>Project:</b> Compare the size of reptiles
<b>Project 2B:</b> <b>How much should a theme park ticket cost?</b>	<b>Project:</b> Make a brochure for a theme park
<b>Project 2C:</b> <b>How much and how healthy is your meal in a restaurant?</b>	<b>Project:</b> Plan your meal
<b>Project 2D:</b> <b>How far was your trip?</b>	<b>Project:</b> Make a travel journal

**Grade 5 Envision Topic 3: Fluently Multiply Multi-Digit Whole Numbers**  
**October 22, 2025 - November 14, 2025**

**Essential Question: What are the standard procedures for estimating and finding products of multi-digit numbers?**

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
<b>3-1 Multiply Greater Numbers by Power of 10</b>	Use place-value understanding and patterns to mentally multiply whole numbers and powers of 10.	Place-value patterns and mental math can be used to write the product of a whole number and a power of 10.		Place-Value Blocks (TT 4-5)	Math Tools EnVision@STEM Activity
<b>3-2 Estimate Products</b>	Use rounding and compatible numbers to estimate products.	Estimating products is a useful technique to quickly solve mathematical problems and understand the value of numbers used in real world situations. There is more than one way to estimate a product.	Underestimate Overestimate		Math Games Problem-Solving Reading Activity
<b>3-3 Multiply by 1-Digit Numbers</b>	Use place value and the standard algorithm to multiply multi-digit numbers by 1-digit numbers.	The standard multiplication algorithm is a shortcut for the expanded algorithm. Regrouping is used rather than showing all the partial products.	Partial products		Math Games Pick a Project
<b>3-4 Multiply 2-Digit by 2-Digit Numbers</b>	Use the expanded and the standard algorithm to multiply 2-digit by 2-digit numbers. Estimate to check if products are reasonable.	The standard multiplication algorithm involves breaking the calculation into simpler ones using place value and properties of operations. Regrouping is used rather than showing all partial products.			Math Games Pick a Project
<b>3-5 Multiply 3-Digit by 2-Digit Numbers</b>	Multiply 3-Digit by 2-Digit numbers by adding partial products or by using the standard algorithm.	The meaning of multiplication is the same, no matter the size of the numbers. Both the partial products method and the standard algorithm for multiplying whole numbers are based on properties of operations.			Math Games Pick a Project

<b>3-6 Multiply Whole Numbers with Zeros</b>	Use knowledge about place value and multiplying with 2-digit numbers to multiply with zeros.	The process for multiplying factors with zeros is always the same regardless of the size of the numbers with zeros. Estimation is a strategy that can be used to check the final product for reasonableness.			Math Games Problem-Solving Reading Activity
<b>3-7 Practice Multiplying Multi-Digit Numbers</b>	Use properties and the standard algorithm for multiplication to find the product of multi-digit numbers.	The meaning of multiplication is the same, no matter the size of the numbers. The standard algorithm for multiplying whole numbers is based on properties of operations and can be used to solve problems.			Math Tools Pick a Project
<b>3-8 Solve Word Problems Using Multiplication</b>	Use models and strategies to solve word problems.	Using a bar diagram and writing an equation are two strategies that can be used to solve multistep problems. Once the problem has been solved, you can represent the problem again using a different strategy to check your answer(s) for reasonableness.	Variable	Two-color counters (or Teaching Tool 6) Red and yellow crayons	Math Tools Pick a Project
<b>3-9 Problem Solving: Critique Reasoning</b>	Critique the reasoning of others by asking questions, looking for flaws, and using prior knowledge of estimating products.	Good math thinkers use math to explain why they are right. They can talk about the math others do, too.			Math Games Envision@STEM Activity

**Topic 3 Assessment: 11/13/25**

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

<b>Topic 3A: What puts the bounce in a bouncy ball?</b>	<b>Project:</b> Make a business plan
<b>Topic 3B: How can you build a fort?</b>	<b>Project:</b> Build a model fort
<b>Topic 3C: How many people can a ferry carry?</b>	<b>Project:</b> Design a Prototype Ferry

**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 5)**

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 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).	
<b>TASK COMPLETION AND ACCURACY</b>	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).	
<b>WORK PRODUCTS</b>	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).	
<b>PARTICIPATION IN THE CULMINATING TASK(S)</b>	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).	
<b>Overall Score</b>					
<b>Notes</b>					