



P352X Grade 5 SA

**Envision 2020**

2025-26

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

**Grade 5 - Topics 4-6**

|                                    | <b>Materials</b>   | <b>Evidence of Student Learning</b><br>Student Work/ Portfolio   | <b>Assessments</b>  |
|------------------------------------|--|--|---|
| <b>Build Mathematical Literacy</b> | <input type="checkbox"/> Math Word Wall<br><input type="checkbox"/> Vocabulary Word Chart<br><input type="checkbox"/> Anchor Charts<br><input type="checkbox"/> Math Manipulatives<br><input type="checkbox"/> Online Math Games | <input type="checkbox"/> Math Practices & Problem-Solving Handbook<br><input type="checkbox"/> Problem-Solving Leveled Reading Mats<br><input type="checkbox"/> Teacher Observation<br><input type="checkbox"/> Interactive Math Story | <input type="checkbox"/> Topic Assessments <ul style="list-style-type: none"> <li><input type="checkbox"/> Topic 4: 12/3/25</li> <li><input type="checkbox"/> Topic 5: 12/19/25</li> <li><input type="checkbox"/> Topic 6: 1/9/26</li> </ul> <input type="checkbox"/> Culminating Tasks (see "Pick a Project") at the end of each topic<br><input type="checkbox"/> Daily homework assignments<br><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<br><input type="checkbox"/> Math Diagnosis and intervention System   |
| <b>Topic Centers</b>               | <input type="checkbox"/> Technology Center<br><input type="checkbox"/> Activity Center   | <input type="checkbox"/> Samples produced in the centers<br><input type="checkbox"/> Photos of students participating in topic center activities   | <input type="checkbox"/> Math Practice Proficiency Rubric<br><input type="checkbox"/> Questioning<br><input type="checkbox"/> Self/Peer Assessment  |

**Grade 5 Envision Topic 4: Use Models and Strategies to Multiply Decimals**  
**November 17, 2025 - December 3, 2025**

**Essential Question: What are some common procedures for estimating and finding products involving decimals?**

| <b>Lesson</b>   | <b>Mathematics Objective</b>  | <b>Essential Understanding</b>  | <b>Vocabulary</b> | <b>Materials</b>   | <b>Technology and Activity Centers</b>            |
|---|---|---|-------------------|--|---|
| <b>4-1 Multiply Decimals by Powers of 10</b>                  | Use knowledge about place value and patterns to find the product of a decimal number and a power of 10. | Patterns can be identified and used to multiply decimals by 10, 100, and 1,000. Representations such as symbols, diagrams, and words can help you multiply and communicate mathematical ideas.  | None              | Markers<br>Index cards   | enVision STEM Activity<br>Math Tools              |
| <b>4-2 Estimate the Product of a Decimal and Whole Number</b> | Use rounding and compatible numbers to estimate the product of a decimal and a whole number.            | You can estimate the product of a decimal and a whole number by using compatible numbers and rounding. Comparing two strategies can help you decide which strategy provides an estimate that is closer to the exact answer, or if an estimate is an underestimate or an overestimate. | None              | None   | Pick a Project<br>Math Tools                      |
| <b>4-3 Use Models to Multiply Decimal and Whole Number</b>    | Use models to represent multiplying a decimal and a whole number.                                       | Place-value models can be used to represent multiplying a whole number and a decimal. Products can be found using the models.   | None              | Decimal Grids (TT 8)<br>Place-Value Blocks (or TT 4-5)<br>Counters, or other small objects | Math Tools<br>Problem-Solving<br>Reading Activity |

|   |  |   |      |                                     |   |
|---|--|---|------|-------------------------------------|---|
| <b>4-4 Multiply Decimal and Whole Number</b>          | Use place-value understanding and an algorithm for multiplying whole numbers to multiply a decimal and a whole number. | The steps involved in multiplying a decimal and a whole number are similar to the steps used in multiplying two whole numbers. Place value in the factors determines the placement of the decimal point in the product. | None | None                                | enVision STEM Activity<br>Math Tools              |
| <b>4-5 Use Models to Multiply Decimal and Decimal</b> | Use grids to model decimals and find the product of a decimal and a decimal.   | Steps for multiplying decimals are similar to steps for multiplying whole numbers. Place value determines the placement of the decimal point in a product.  | None | Decimal Grids (TT 8)                | Math Tools<br>Pick a Project                      |
| <b>4-6 Multiply Decimals Using</b>                    | Multiply decimals using partial products and models.   | The partial products process for multiplying whole numbers can be used for multiplying with decimals. You can use models and other strategies to find the answer and determine if it is reasonable.                     | None | Decimal Grids (TT 8)                | Math Games<br>Pick a Project                      |
| <b>4-7 Use Properties to Multiply Decimals</b>        | Use properties to multiply decimals.   | The Associative and Commutative Properties can be used to break apart and multiply two decimals.  | None | Decimal Grids (TT 8)<br>Index cards | Math Tools<br>Pick a Project                      |
| <b>4-8 Use Number Sense to Multiply Decimals</b>      | Use number sense and reasoning to place the decimal point in a product.  | Thinking about the relative size of the decimals being multiplied can help you determine the relative size of the product and the location of the decimal point in the product.   | None | Paper<br>Pencils                    | Math Tools<br>Problem-Solving<br>Reading Activity |

|   |   |   |      |                         |                              |
|---|---|---|------|-------------------------|------------------------------|
| <b>4-9 PROBLEM SOLVING:<br/>Model with Math</b> | 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 | Bills and coins (TT 18) | Math Games<br>Pick a Project |
|---|---|---|------|-------------------------|------------------------------|

**Topic 4 Assessment: 12/3/25**

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

|   |  |
|---|--|
| <b>Project 4A:</b><br>How can you set up an exercise plan?    | <b>Project:</b> Plan an exercise program |
| <b>Project 4B:</b><br>How much does it cost to dress a team?  | <b>Project:</b> Budget a team            |
| <b>Project 4C:</b><br>How far can a rocket go in 100 seconds? | <b>Project:</b> Make a poster            |
| <b>Project 4D:</b><br>How much extra do you have to pay?      | <b>Project:</b> Make a data display      |

**Grade 5 Envision Topic 5: Use Models and Strategies to Divide Whole Numbers**  
**December 4, 2025 - December 19, 2025**

**Essential Question: What are some common procedures for division and why did they work?**

| <b>Lesson</b>  | <b>Mathematics Objective</b>   | <b>Essential Understanding</b>  | <b>Vocabulary</b> | <b>Materials</b>                | <b>Technology and Activity Centers</b>            |
|--|--|---|-------------------|---------------------------------|---|
| <b>5-1 Use Patterns and Mental Math to Divide</b>                    | Use place-value patterns and mental math to find quotients.            | Division problems with dividends and divisors that are multiples of 10 can be solved using basic facts and patterns. Multiplication can be used to check whether quotients are reasonable.  | None              | None                            | Math Games<br>Pick a Project                      |
| <b>5-2 Estimate Quotients with 2-Digit Divisors</b>                  | Use compatible numbers and place-value patterns to estimate quotients. | Using compatible numbers is one of many estimation strategies that can be used to estimate a quotient. Multiplication can be used to check whether quotients are reasonable.                | None              | None                            | Math Games<br>Problem-Solving<br>Reading Activity |
| <b>5-3 Use Models and Properties to Divide with 2-Digit Divisors</b> | Use models to find quotients.  | Area models and properties are two ways to find quotients with multi-digit whole numbers.   | None              | Centimeter grid paper (or TT 9) | Math Tools<br>Problem-Solving<br>Reading Activity |
| <b>5-4 Use Partial Quotients to Divide</b>                           | Solve division problems using partial quotients.                       | Dividing with 2-digit divisors is just an extension of the steps for dividing with 1-digit divisors. Estimation and place value can help determine the placement of digits in the quotient. | None              | None                            | Math Games<br>Pick a Project                      |

|  |   |  |      |  |                                      |
|--|---|--|------|--|--------------------------------------|
| <b>5-5 Use Sharing to Divide: 2-Digit Divisors</b>   | Use place value and sharing to divide by 2-digit divisors.                            | Use place value and area models to solve division problems involving 3-digit dividends and 2-digit divisors.   | None | Place-Value Blocks (or TT 4)<br>Bills and Coins (or TT 18) | Math Games<br>Pick a Project         |
| <b>5-6 Use Sharing to Divide: Greater Dividends</b>  | Use place value and sharing to divide greater dividends.                              | Dividing with 2-digit divisors is just an extension of dividing with 1-digit divisors. Real-world situations involving equal shares can be solved using division.              | None | Place-Value Blocks (or TT 4)<br>Bills and Coins (or TT 18) | Math Games<br>enVision STEM Activity |
| <b>5-7 Choose Strategy to Divide</b>                 | Select from different strategies to divide 3- and 4-digit numbers by 2-digit numbers. | Different strategies can be used to divide with 2-digit divisors. Estimating quotients and the relationship between multiplication and division are used with most strategies. | None | None   | Math Tools<br>Pick a Project         |
| <b>5-8 PROBLEM SOLVING: Make Sense and Persevere</b> | Make sense of problems and keep working.  | 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 Tools<br>enVision STEM Activity |

**Topic 5 Assessment: 12/19/25**

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

|  |  |
|--|--|
| <b>Project 5A: How much does a field trip cost?</b>          | <b>Project:</b> Plan an educational field trip           |
| <b>Project 5B: How does an assembly line work?</b>           | <b>Project:</b> Design an assembly line for toy vehicles |
| <b>Project 5C: How do marathon runners get enough water?</b> | <b>Project:</b> Position water stations                  |

**Grade 5 Envision Topic 6: Use Models and Strategies to Divide Decimals**

**December 22, 2025 - January 9, 2026**

**Essential Question: What are some common procedures for estimating and finding quotients involving decimals?**

| <b>Lesson</b>   | <b>Mathematics Objective</b>  | <b>Essential Understanding</b>  | <b>Vocabulary</b> | <b>Materials</b>  | <b>Technology and Activity Centers</b>            |
|---|---|---|-------------------|---|---|
| <b>6-1 Patterns for Dividing with Decimals</b>          | Use mental math and place-value patterns to divide a decimal by a power of 10.  | Place-value patterns can be used to divide decimals by powers of 10.  | None              | Decimal Place-Value Charts (TT 6)<br>Index cards  | Math Tools<br>Problem-Solving<br>Reading Activity |
| <b>6-2 Estimate Decimal Quotients</b>                   | Use reasoning and strategies such as rounding and compatible numbers to estimate quotients in problems with decimals.     | Rounding and compatible numbers can be used to estimate quotients with decimals.  | None              | None  | Pick a Project<br>Math Tools                      |
| <b>6-3 Use Models to Divide by 1-Digit Whole Number</b> | Use models to help find quotients in problems involving decimals.   | Strategies for dividing decimals are an extension of strategies for dividing whole numbers. Place value blocks can be used as a tool for dividing decimals. | None              | Bills and Coins (or TT 18)<br>Decimal Models (TT 7)<br>Decimal Grids (TT 8)<br>Place-Value Blocks (or TT 4-5) | Pick a Project<br>Math Tools                      |
| <b>6-4 Divide by 2-Digit Whole Number</b>               | Use models to visualize the relationship between division and multiplication to divide decimals by 2-digit whole numbers. | An area model uses the inverse relationship between multiplication and division to show dividing a decimal by a 2-digit whole number.                       | None              | Centimeter Grid Paper (or TT 9)   | Math Tools<br>envision STEM Activity              |
| <b>6-5 Divide by Decimal</b>                            | Use models to divide a decimal by a decimal.  | Models and the relationship between multiplication and division can be used to divide a decimal by a decimal.   | None              | Decimal Grids (TT 8)  | Math Tools<br>Problem-Solving<br>Reading Activity |

|                                       |   |  |      |      |                                      |
|---------------------------------------|---|--|------|------|--------------------------------------|
| <b>6-6 PROBLEM SOLVING: Reasoning</b> | Use reasoning to solve problems by making sense of quantities and relationships in the situation. | Good math thinkers know how to reason about words and numbers to solve problems. | None | None | Math Games<br>enVision STEM Activity |
|---------------------------------------|---|--|------|------|--------------------------------------|

**Topic 6 Assessment: 1/9/26**

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

|   |   |
|---|---|
| <b>Project 6A:</b><br>Can you throw a dinner party?           | <b>Project:</b> Plan a party                |
| <b>Project 6B:</b><br>How much does it cost to run a company? | <b>Project:</b> Build a company             |
| <b>Project 6C:</b><br>How do you organize food?               | <b>Project:</b> Open your own fruit stand   |
| <b>Project 6D:</b><br>Would you like to build a house?        | <b>Project:</b> Draw plans for a doll house |

**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>                                    |   |  |   |   |       |