



P352X Grade 5 SA

Envision 2020

2025-26

Marking Period 3: January 12 – March 6 (7 weeks)

Grade 5 - 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 5 Envision Topic 7: Use Equivalent Fractions to Add and Subtract Fractions
January 12 - January 22, 2026

Essential Question: How can sums and differences of fractions and mixed numbers be estimated?
 What are common procedures for adding and subtracting fractions and mixed numbers?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
7-1 Estimate Sums and Differences of Fractions	Estimate sums and differences of fractions by using the nearest half or whole number.	A number line can be used to determine if estimates are reasonable.	<ul style="list-style-type: none"> Benchmark fraction 	<ul style="list-style-type: none"> Number Lines (TT 12) Fraction Strips (or TT 13) 	<ul style="list-style-type: none"> Math Games Pick a Project
7-2 Find Common Denominators	Find common denominators for fractions with unlike denominators.	Fractions with unlike denominators can be represented using equivalent fractions with like denominators.	<ul style="list-style-type: none"> Equivalent fractions Common denominator 	<ul style="list-style-type: none"> Fraction Strips (or TT 13) 	<ul style="list-style-type: none"> Pick a Project Math Tools
7-3 Add Fractions with Unlike Denominators	Add fractions with unlike denominators using equivalent fractions with a common denominator.	Fractions with unlike denominators can be added by replacing them with equivalent fractions that have common denominators.	<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 Games Pick a Project
7-4 Subtract Fractions with Unlike Denominators	Subtract fractions with unlike denominators.	Fractions with unlike denominators can be subtracted by replacing them with equivalent fractions that have common denominators.	<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 Games Pick a Project
7-5 Add and Subtract Fractions	Write equivalent fractions to add and subtract fractions with unlike denominators.	Addition and subtraction of fractions may both be needed to solve a problem.	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Circle Fraction Models (TT 14) 	<ul style="list-style-type: none"> Math Games Problem-Solving Reading Activity

7-6 Estimate Sums and Differences of Mixed Numbers	Estimate sums and differences of fractions and mixed numbers.	Sums and differences of mixed numbers can be estimated by rounding to the nearest whole number or by using benchmark fractions.	<ul style="list-style-type: none"> Mixed numbers 	<ul style="list-style-type: none"> Number Lines (TT 12) 	<ul style="list-style-type: none"> Math Games Pick a Project
7-7 Use Models to Add Mixed Numbers	Add mixed numbers using models.	Models can be used to show different ways of adding mixed numbers.	None	<ul style="list-style-type: none"> Fraction Strips (or TT 13) 	<ul style="list-style-type: none"> Math Tools Pick a Project
7-8 Add Mixed Numbers	Add mixed numbers using equivalent fractions and a common denominator.	Adding mixed numbers is an extension of adding fractions.	None	<ul style="list-style-type: none"> Fraction Strips (or TT 13) 	<ul style="list-style-type: none"> Math Tools Pick a Project
7-9 Use Models to Subtract Mixed Numbers	Use models to subtract mixed numbers.	Models can be used to show different ways of subtracting mixed numbers. Subtracting mixed numbers can be thought about as taking away just as subtracting fractions can be thought about as taking away.	None	<ul style="list-style-type: none"> Fraction Strips (or TT 13) 	<ul style="list-style-type: none"> Math Tools Envision STEM Activity
7-10 Subtract Mixed Numbers	Subtract mixed numbers using equivalent fractions and a common denominator.	Subtracting mixed numbers is an extension of subtracting fractions.	None	<ul style="list-style-type: none"> Fraction Strips (or TT 13) 	<ul style="list-style-type: none"> Math Tools Pick a Project
7-11 Add and Subtract Mixed Numbers	Add and subtract mixed numbers using equivalent fractions and common denominators.	Addition and subtraction of mixed numbers may both be needed to solve a problem.	None	None	<ul style="list-style-type: none"> Math Games Problem-Solving Reading Activity

7-12 PROBLEM SOLVING: Model with Math	Represent a problem situation with a mathematical model.	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 Tools • Envision STEM Activity
Topic 7 Assessment: 1/22/26					
Culminating Task: "Pick a Project" (Choose ONE Project)					
Project 7A: What's in your gumbo?			Project: Record a cooking show		
Project 7B: Does this story sound fishy?			Project: Write a tall tale about fishing friends		
Project 7C: How many cups of juice can you get from 5 oranges?			Project: Get the juice from oranges		

Grade 5 Envision Topic 8: Apply Understanding of Multiplication to Multiply Fractions
January 23 - February 10, 2026

Essential Question: What does it mean to multiply whole numbers and fractions?
 How can multiplication with whole numbers and fractions be shown using models and symbols?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
8-1 Multiply a Fraction by a Whole Number	Multiply a fraction by a whole number.	Models can be used to show that the product of a fraction and a whole number can be interpreted as repeated addition.	None	<ul style="list-style-type: none"> Fraction Strips (or TT 13) 	<ul style="list-style-type: none"> Math Games Pick a Project
8-2 Multiply a Whole Number by a Fraction	Multiply a whole number by a fraction.	Multiplying a whole number by a fraction involves both multiplication and division. Models can be used to represent multiplying a whole number by a fraction	None	<ul style="list-style-type: none"> Fraction Strips (or TT 13) 	<ul style="list-style-type: none"> Math Tools Problem-Solving Reading Activity
8-3 Multiplying Fractions and Whole Numbers	Multiply fractions and whole numbers.	To multiply a whole number and a fraction a/b as the product $a \times 1/b$, multiply the whole numbers, and write the product as a fraction or mixed number.	None	<ul style="list-style-type: none"> Fraction Strips (or TT 13) 	<ul style="list-style-type: none"> Math Tools Envision STEM Activity
8-4 Use Models to Multiply Two Fractions	Use models to multiply two fractions.	The meaning of multiplying a whole number by a fraction can be extended to multiplying a fraction by a fraction. Different models can be used to show this connection.	None	<ul style="list-style-type: none"> Fraction Strips (or TT 13) 	<ul style="list-style-type: none"> Math Tools Pick a Project
8-5 Multiply Two Fractions	Multiply two fractions.	To find the product of two fractions, multiply the numerators, and then multiply the denominators. Recognize when a product is less than or greater than 1.	None	None	<ul style="list-style-type: none"> Math Games Problem-Solving Reading Activity
8-6 Area of a Rectangle	Find the area of a rectangle using fractions and diagrams.	An area model can be used to represent the product of two fractions.	None	<ul style="list-style-type: none"> Centimeter Grid Paper) or TT 9) 	<ul style="list-style-type: none"> Math Tools Pick a Project
8-7 Multiply Mixed Numbers	Use models, equations and previously	Multiplying mixed numbers is an extension of multiplying fractions.	None	None	<ul style="list-style-type: none"> Math Games Pick a Project

	learned strategies to multiply mixed numbers.				
8-8 Multiplication as Scaling	Compare the size of the product to the size of one factor without multiplying to consider multiplication as scaling.	The relative size of the factors can be used to determine the relative size of the product.	None	<ul style="list-style-type: none"> Number lines (TT 12) 	<ul style="list-style-type: none"> Math Games Pick a Project
8-9 PROBLEM SOLVING: Make Sense and Persevere	Use previously learned knowledge to make sense of problems and persevere in solving them.	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	<ul style="list-style-type: none"> Math Games enVision STEM Activity
Topic 8 Assessment: 2/10/26					
Culminating Task: "Pick a Project" (Choose ONE Project)					
Project 8A: What story does your quilt tell?			Project: Design a quilt		
Project 8B: Can you make art with just sticky notes?			Project: Create a mosaic with sticky notes		
Project 8C: How much calcium does your body need?			Project: Analyze menus for calcium-rich foods		
Project 8D: Have you ever been in a cave?			Project: Create a scale model of a cave		

Grade 5 Envision Topic 9: Apply Understanding of Division to Divide Fractions

February 11 - March 6, 2026

Essential Question: How are fractions related to division? How can you divide with whole numbers and unit fractions?

Lesson	Mathematics Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers
9-1 Fractions and Division	Understand how fractions are related to division.	A fraction can be interpreted as division of the numerator by the denominator.	None	<ul style="list-style-type: none"> • Circle Fraction Models (TT 14) • Number Lines (TT 12) 	<ul style="list-style-type: none"> • Math Tools • Pick a Project
9-2 Fractions and Mixed Numbers as Quotients	Implement division of fractions to show quotients as fractions and mixed numbers.	A fraction or mixed number can represent the quotient of two whole numbers.	None	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Math Games • Pick a Project
9-3 Use Multiplication to Divide	Use multiplication to divide a whole number by a unit fraction.	Models can be used to show how dividing a whole number by a fraction relates to multiplication.	None	<ul style="list-style-type: none"> • Fraction Strips (or TT 13) 	<ul style="list-style-type: none"> • Math Games • Envision STEM Activity
9-4 Divide Whole Numbers by Unit Fractions	Use models, such as pictorial models or a number line, to show dividing a whole number by a unit fraction.	Visual fraction models can be used to represent and solve problems involving whole numbers divided by unit fractions.	<ul style="list-style-type: none"> • Unit fraction 	<ul style="list-style-type: none"> • Circle fraction Model (TT 14) • Fraction Strips (or TT 13) • Number Lines (TT 12) 	<ul style="list-style-type: none"> • Math Tools • Pick a Project
9-5 Divide Unit Fractions by Non-Zero Whole Numbers	Use models to divide unit fractions by non-zero whole numbers.	Dividing a unit fraction by a non-zero whole number can be modeled by showing part of a whole divided into equal parts.	None	<ul style="list-style-type: none"> • Fraction Strips (or TT 13) • Number Lines (TT 12) 	<ul style="list-style-type: none"> • Math Tools • Envision STEM Activity
9-6 Divide Whole Numbers and Unit Fractions	Use models to divide whole numbers and unit fractions. Check your answer using multiplication.	Area models and number lines can be used to represent and solve division problems involving whole numbers and unit fractions.	None	<ul style="list-style-type: none"> • Fraction Strips (or TT 13) • Number Lines (TT 12) 	<ul style="list-style-type: none"> • Math Games • Problem-Solving Reading Activity
9-7 Solve Problems Using Division	Solve multi-step problems involving division with unit fractions.	Some problems can be solved by first finding and solving one or more sub-problems, and	None	<ul style="list-style-type: none"> • Number Lines (TT 12) 	<ul style="list-style-type: none"> • Math Games • Pick a Project

		then using the answer(s) to solve the original problem.			
9-8 PROBLEM SOLVING: Repeated Reasoning	Notice repetition in calculations and generalize about how to divide whole numbers and unit fractions.	Good math thinkers look for things that repeat, and they make generalizations.	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: Will your prototype make you rich and famous?			Project: Build a Fraction-Division Prototype		
Project 9B: Why do so many math problems use pizza?			Project: Write a Skit About Pizza		
Project 9C: Would you like to improve your memory?			Project: Create a mnemonic device		

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 5)**

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					