



P352X Grade 5 SA

Envision 2020

2025-26

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

Grade 5 - 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 5 Envision Topic 13: Write and Interpret Numerical Expressions
May 4 - May 15

Essential Question: How is the value of a numerical expression found?

| Lesson | Mathematics Objective | Essential Understanding | Vocabulary | Materials | Technology and Activity Centers |
|---|--|--|--|------------------|---|
| 13-1 Evaluate expressions | Use the order of operations to evaluate expressions | There is an agreed-upon order in which operations are carried out in a numerical expression | Numerical expression Evaluate Order of operations Parentheses Brackets Braces | none | Math Tools enVision STEM Activity |
| 13-2 Write Numerical Expressions | Write simple expressions that show calculations with numbers | Numerical expressions can represent the calculations needed to solve a problem | none | none | Math Tools Problem- Solving Reading Activity |
| 13-3 Interpret Numerical Expressions | Interpret numerical expressions without evaluating them | Numerical expressions show relationships among the quantities involved, which you can interpret without evaluating the expressions | none | none | Math Games Problem-Solving Reading Activity |
| 13-4 PROBLEM SOLVING: Reasoning | Use reasoning to solve problems by making sense of quantities and relationships in the situation | Good math thinkers know how to think about words and numbers to solve problems | none | none | Math Games Pick a Project |

Topic 13 Assessment: 5/15/26

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

| | |
|---|---|
| Project 13A: What’s been recovered from the wreck of the Atocha? | Project: Write a Treasure Adventure Mystery Story |
| Project 13B: Do you like to play games? | Project: Design a Game using Dominos |
| Project 13C: What happens when a calculation is incorrect? | Project: Program a robot |

Grade 5 Envision Topic 14: Graph Points on the Coordinate Plane

May 18 - June 3

Essential Question: How are points plotted? How are relationships shown on a graph?

| Lesson | Mathematics Objective | Essential Understanding | Vocabulary | Materials | Technology and Activity Centers |
|--|--|---|---|---|--|
| 14-1 The Coordinate System | Locate points on a coordinate grid | The coordinate system uses two perpendicular number lines intersecting at 0 to name the location of points in the plane | Coordinate grid Ordered pair x-axis y-axis Origin x-coordinate y-coordinate | Coordinate grids (TT 20) | Math Tools EnVision STEM Activity |
| 14-2 Graph data using ordered pairs | Graph points on a coordinate grid | A coordinate grid has an x-axis and a y-axis that can be used to locate points in two dimensions | none | Centimeter grid paper (or TT 9) Coordinate Grids (TT 20) | Math Tools Problem-Solving Reading Activity |
| 14-3 Solve Problems Using Ordered Pairs | Solve real-world problems by graphing points | Points that lie on a line can be connected and extended to solve problems | none | Centimeter grid paper (or TT 9) Coordinate Grids (TT 20) | Math Games Problem-Solving Reading Activity |
| 14-4 PROBLEM SOLVING: Reasoning | Use reasoning to solve problems by making sense of quantities and relationships in the situation | Good math thinkers know how to think about words and numbers to solve problems | none | Centimeter grid paper (or TT 9) | Math Games Pick a Project |

Topic 14 Assessment: 6/3/26

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

| | |
|--|--|
| Project 14A: What does a city planner do? | Project: Plan a City |
| Project 14B: What are some of the oldest childhood games? | Project: Make Your Own Game |
| Project 14C: How can dogs help rescue people? | Project: Write a Story of a Missing Hiker |
| Project 14D: How can artists use grids in their work? | Project: Draw a picture using a grid |

Grade 5 Envision Topic 15: Analyze Patterns and Relationships

June 8 - June 26

Essential Question: How can number patterns be analyzed and graphed? How can number patterns and graphs be used to solve problems?

| Lesson | Mathematics Objective | Essential Understanding | Vocabulary | Materials | Technology and Activity Centers |
|--|---|---|--|---|---|
| 15-1 Numerical Patterns | Analyze numerical patterns | Two patterns can be extended using the same rule, and there will be a relationship between the patterns | Corresponding terms Number sequence | none | Math Tools enVision STEM Activity |
| 15-2 More numerical patterns | Use tables to identify relationships between patterns | Two patterns can be extended using rules, and there will be a relationship between the patterns | none | none | Math Games Problem-solving Reading Activity |
| 15-3 Analyze and Graph Relationships | Analyze patterns, and graph ordered pairs generated from number sequences | A graph can show the relationship between two number sequences | none | Centimeter grid paper (or TT 9) Coordinate Grids (TT 20) | Math Tools Problem-solving Reading Activity |
| 15-4 PROBLEM SOLVING: Make Sense and Persevere | 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 | Centimeter grid paper (or TT 9) Coordinate Grids (TT 20) | Math Games Pick a Project |

Topic 15 Assessment: 6/18/26

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

| | |
|--|---|
| Project 15A: How are piano keys arranged on a keyboard? | Project: Learn more about keyboards |
| Project 15B: Why is it important to protect gopher tortoises? | Project: Use Information to write problems |
| Project 15C: How can you use patterns to make art? | Project: Create a work of string art |

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 | | | | | |