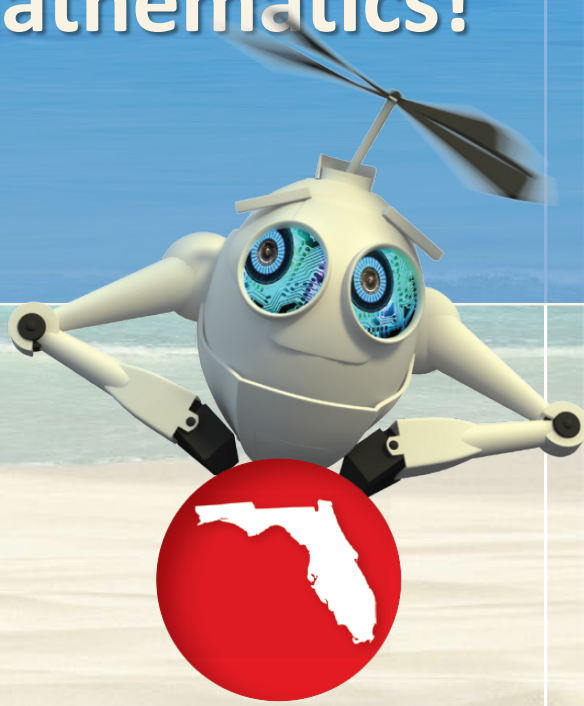
enVision® Florida MATHEMATICS

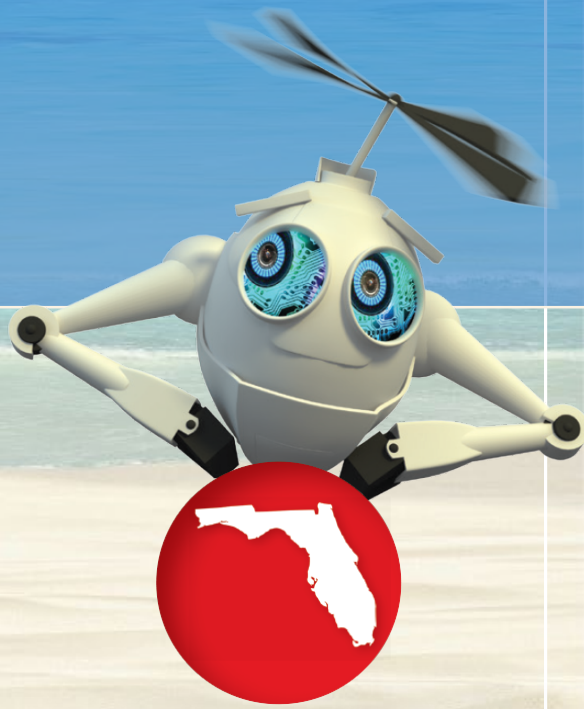
WELCOME

Let's Explore enVision Florida Mathematics!

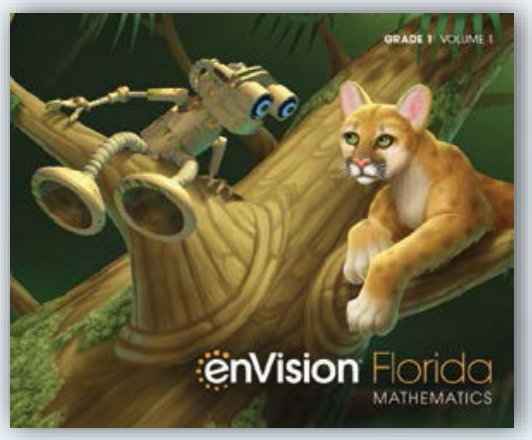


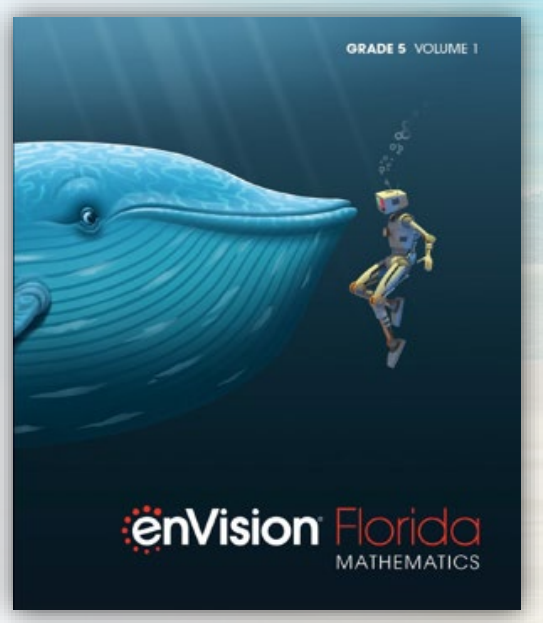
enVision® Florida MATHEMATICS

What do you want to walk out of here knowing today?

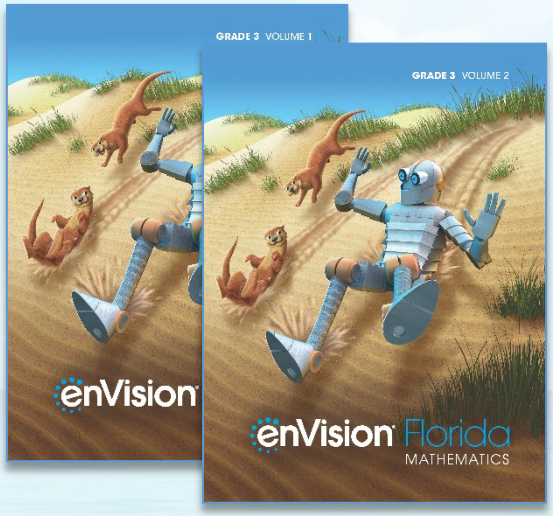


enVision Florida K-5 Print Components

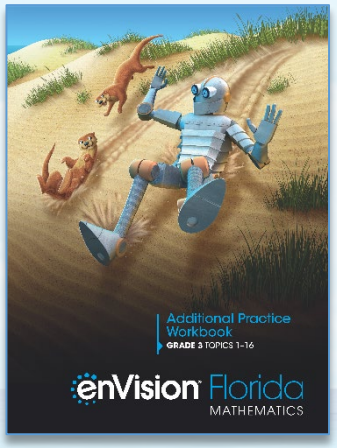




Student Components



Student Edition



Additional Practice Workbook

Florida Standards Assessment Practice Workbook

Pearson Realize

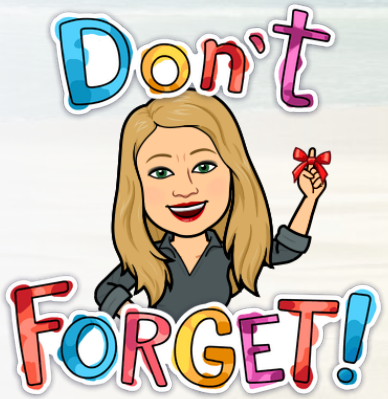
enVision COLORS to remember

Green = Practice

Red = Assessment

Orange = Fluency

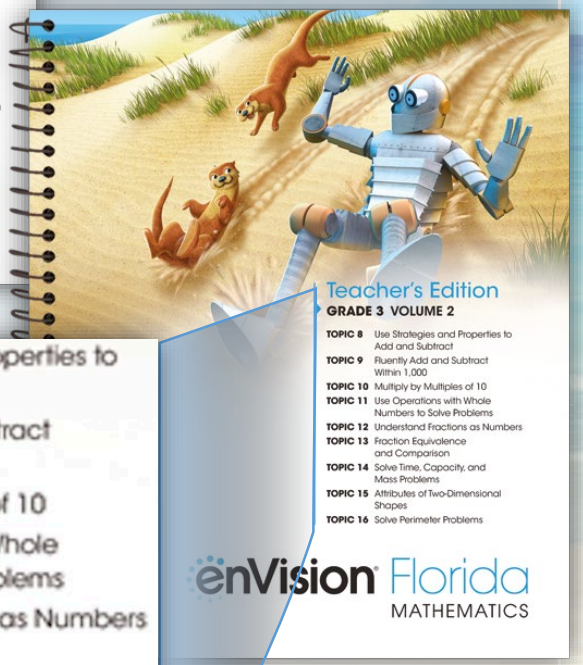
Blue= It's for you



Teacher Components

Teacher's Edition
Volume 1 & Volume 2

Planning and support for each Topic and Lesson



TOPIC 1 Understand Multiplication and Division of Whole Numbers

TOPIC 2 Multiplication Facts: Use Patterns

TOPIC 3 Apply Properties: Multiplication Facts for 3, 4, 6, 7, 8

TOPIC 4 Use Multiplication to Divide: Division Facts

TOPIC 5 Fluently Multiply and Divide Within 100

TOPIC 6 Connect Area to Multiplication and Addition

TOPIC 7 Represent and Interpret Data

TOPIC 8 Use Strategies and Properties to Add and Subtract

TOPIC 9 Fluently Add and Subtract Within 1,000

TOPIC 10 Multiply by Multiples of 10

TOPIC 11 Use Operations with Whole Numbers to Solve Problems

TOPIC 12 Understand Fractions as Numbers

TOPIC 13 Fraction Equivalence and Comparison

TOPIC 14 Solve Time, Capacity, and Mass Problems

TOPIC 15 Attributes of Two-Dimensional Shapes

TOPIC 16 Solve Perimeter Problems

Teacher Components

Teacher Edition Program Overview (TEPO)

- Users guide on how to effectively use enVision Florida
- Includes:
  - Pacing Guide
  - Program Organization
  - Instructional Model
  - Focus, Coherence, Rigor
  - Correlations to MAFS

Teacher Components

Teacher's Resource Masters Volume 1 & Volume 2

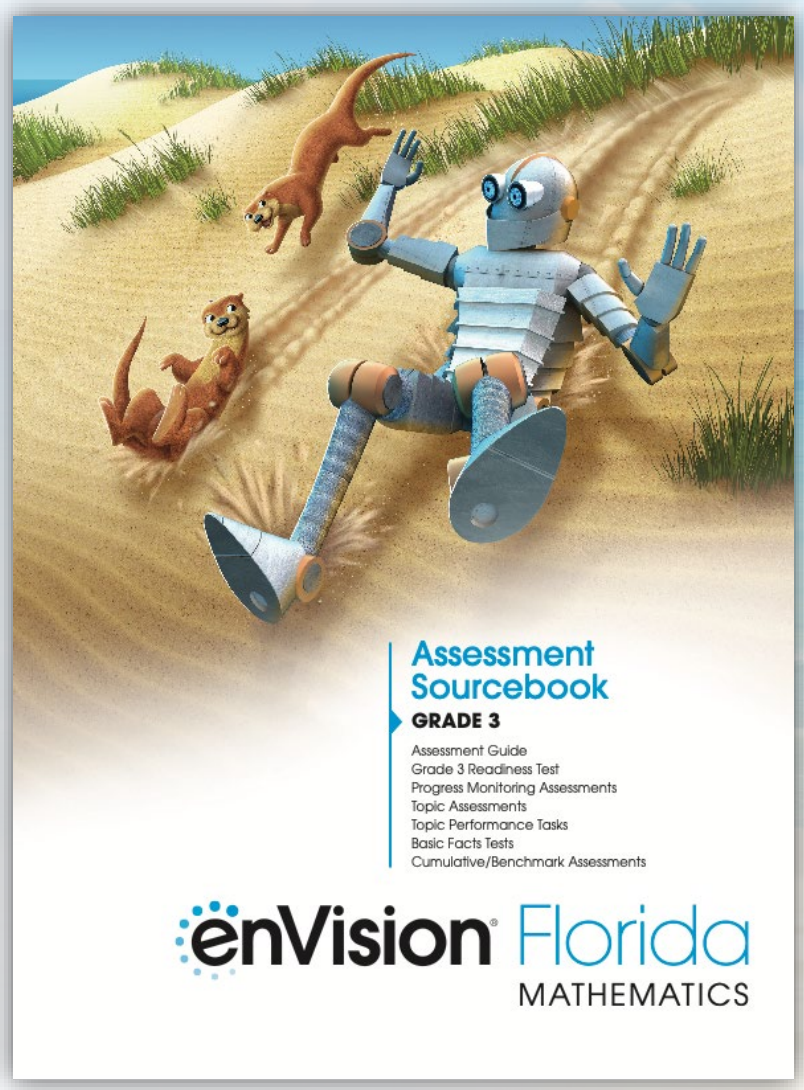
Blackline Masters Includes:

- Home-School Connection Letters
- Pick a Project
- enVision STEM Activities
- Daily Review
- Reteach to Build Understanding
- Build Mathematical Literacy
- Enrichment
- Fluency Practice/Assessment

Teacher Components

Assessment Sourcebook

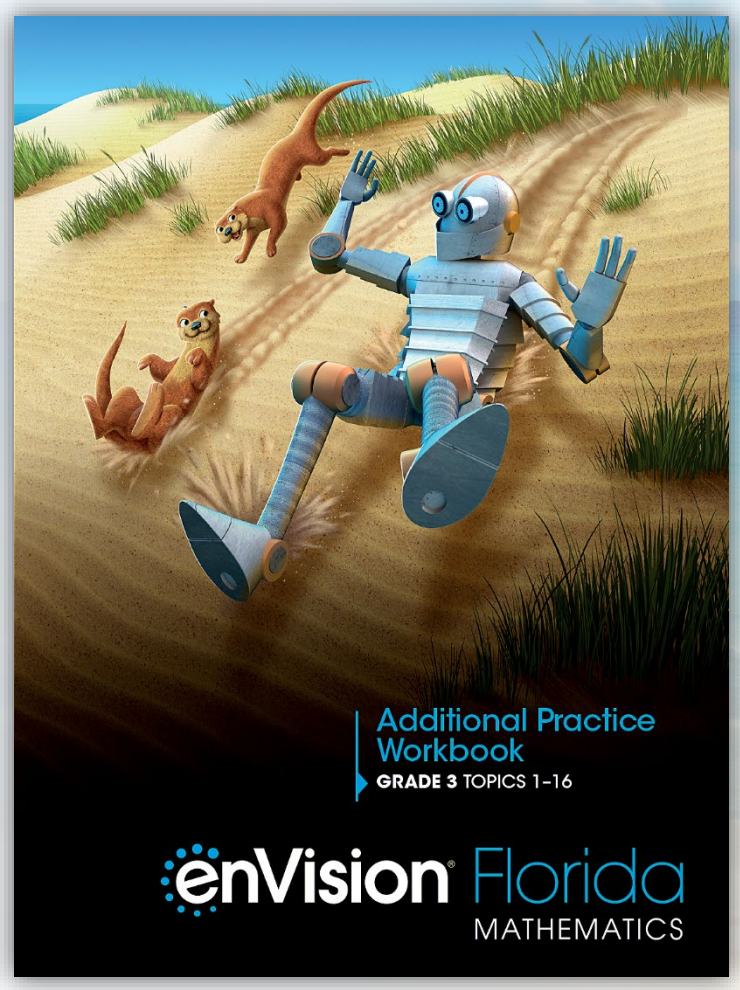
- Assessment Guide
- Grade Readiness Test
- Progress Monitoring Assessments
- Topic Assessments
- Topic Performance Tasks
- Basic Facts Tests
- Cumulative/Benchmark Assessments



Teacher Components

Additional Practice Workbook Blackline Masters

Two pages of additional practice for each lesson

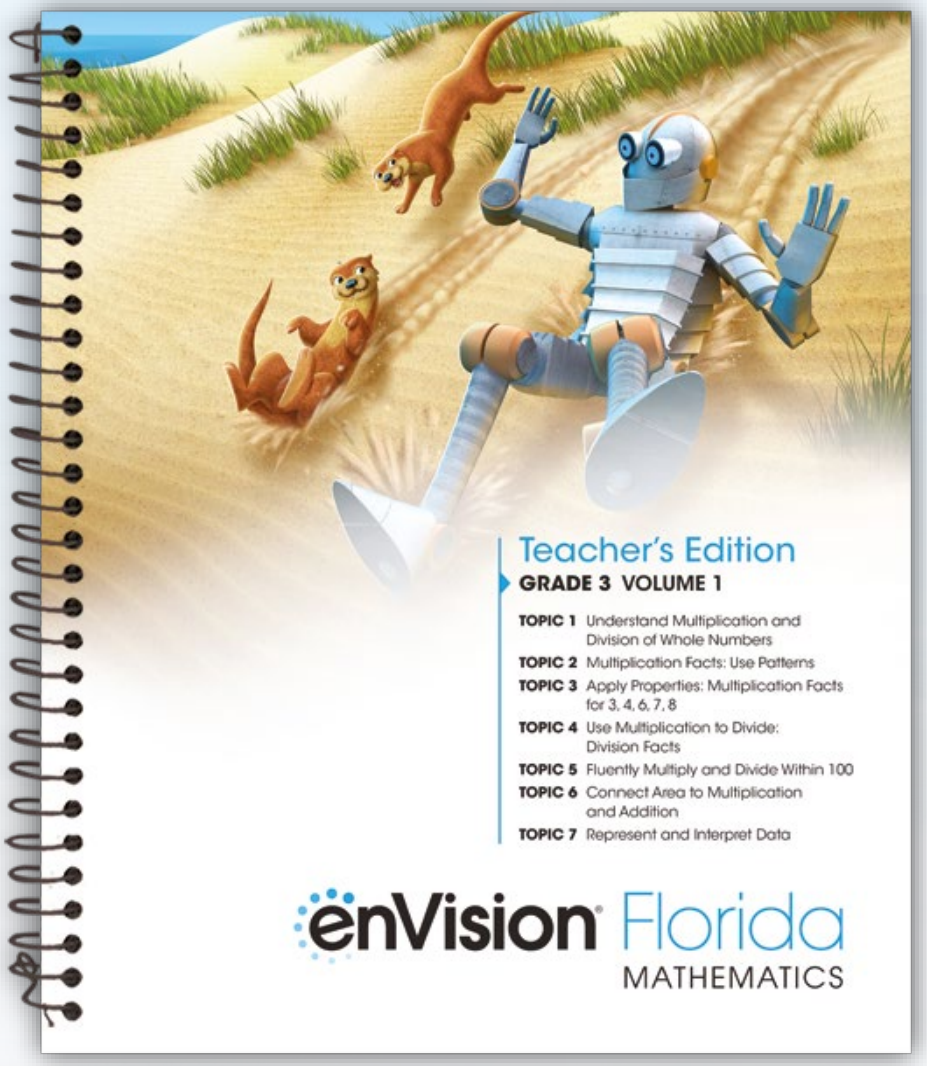


Student Components

Student's Edition
Volume 1 & Volume 2

Write in Student Edition
Replaced each year during the adoption

Topic/Lesson Exploration – Teacher's Edition



Teacher's Edition
Volume 1
Turn to Page F6

Teacher's Edition – Table of Contents, Topic 1

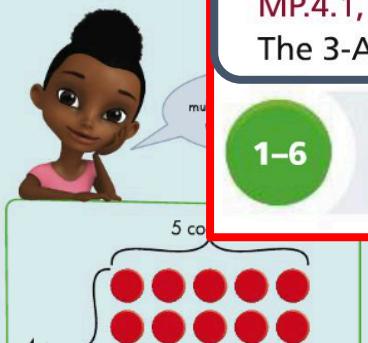
Vol. 1

e F6

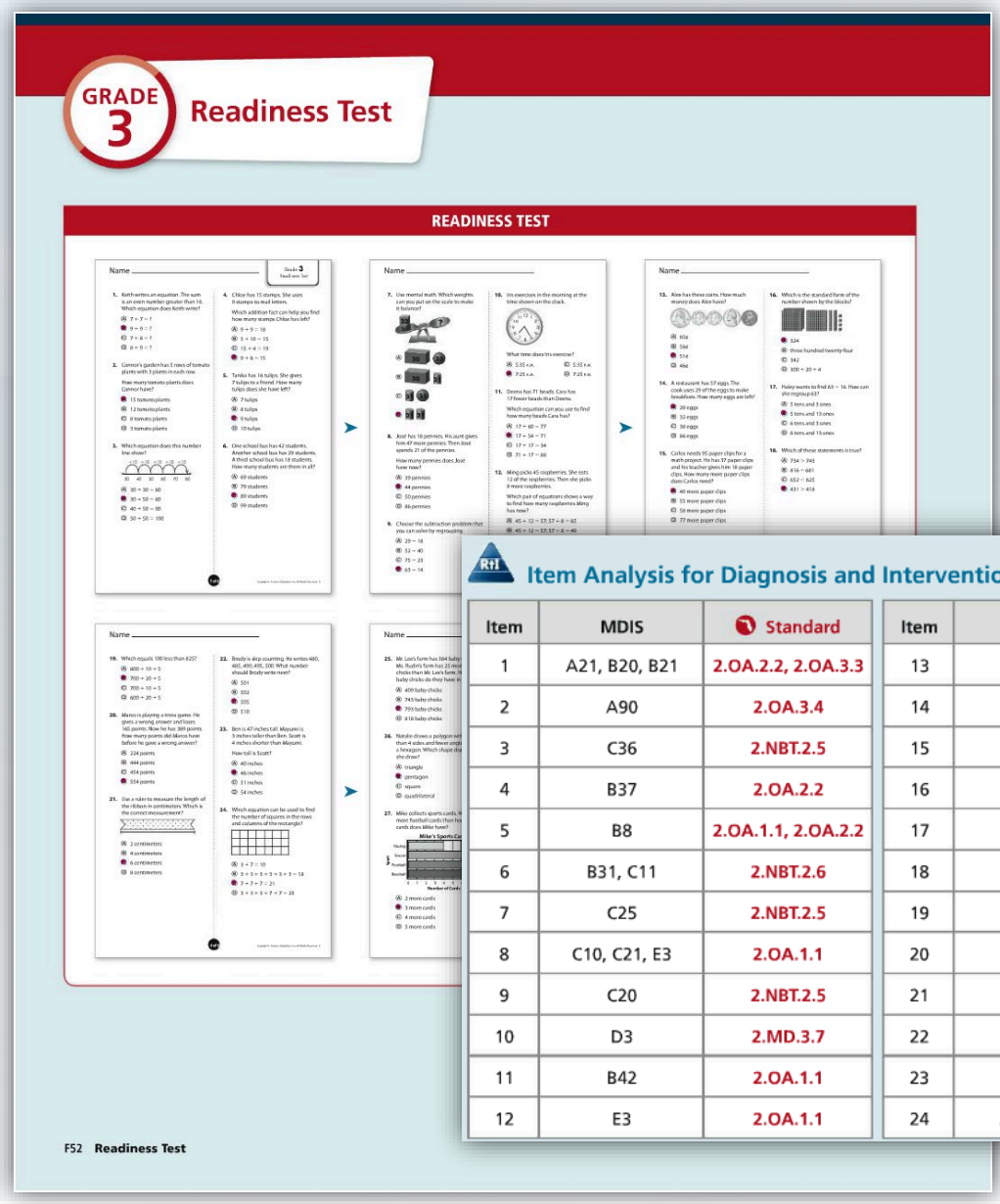
TOPIC 1 FOCUSES ON

CLUSTER MAFS.3.OA.1

problems involving multi



Teacher's Edition – Grade Readiness Test

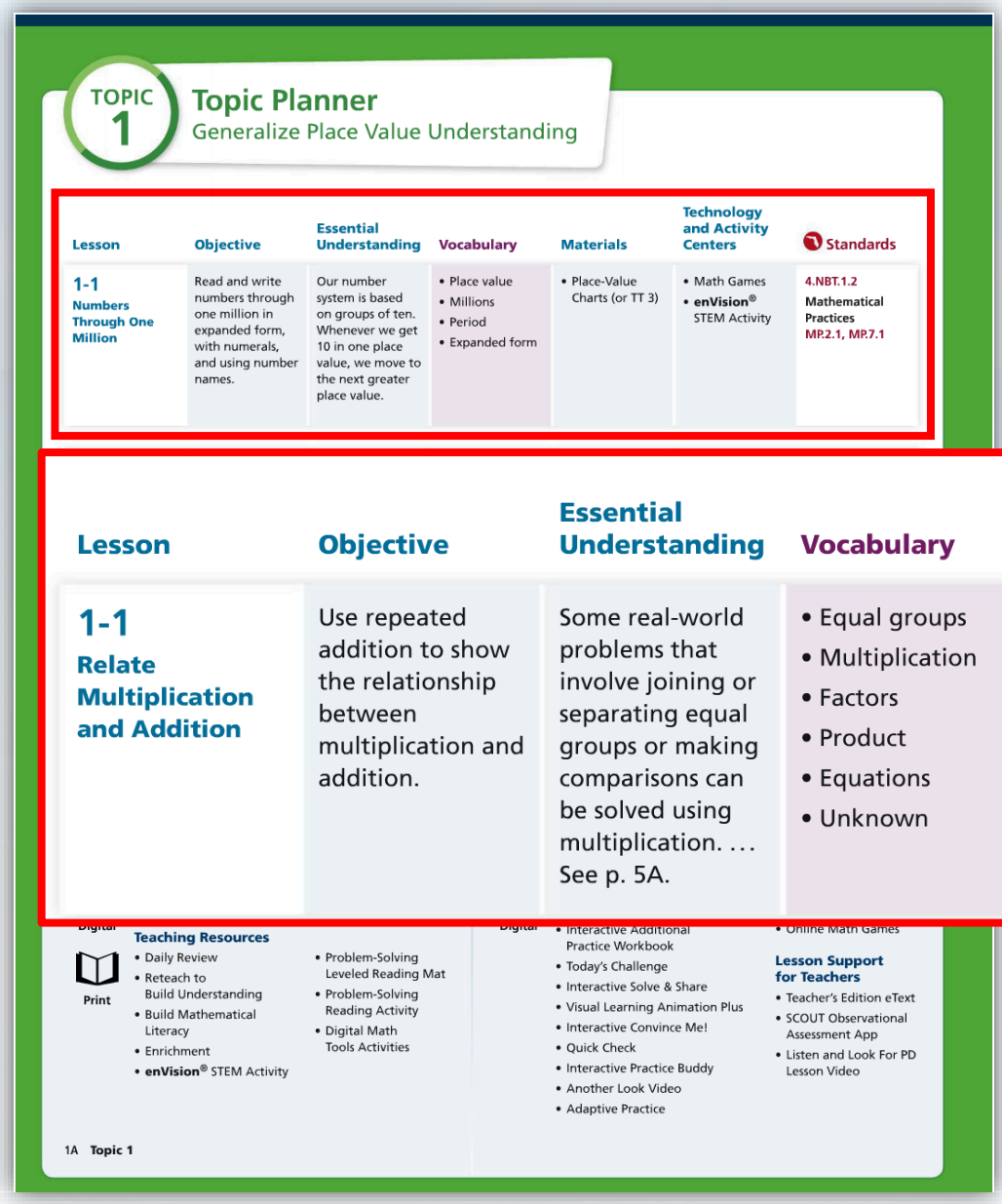


Grade K: F48 – F49
Grade 1: F50 – F51
Grade 2: F46 – F47
Grade 3: F52 – F53
Grade 4: F52 – F53
Grade 5: F52 – F53

Item Analysis for Diagnosis and Intervention

Item	MDIS	Standard	Item	MDIS	Standard	Item	MDIS	Standard
1	A21, B20, B21	2.OA.2.2, 2.OA.3.3	13	A67	2.MD.3.8	25	C32	2.NBT.2.7
2	A90	2.OA.3.4	14	C20	2.OA.1.1	26	D30	2.G.1.1
3	C36	2.NBT.2.5	15	E3	2.OA.1.1	27	D47	2.MD.4.10
4	B37	2.OA.2.2	16	A41	2.NBT.1.3	28	C33	2.NBT.2.7
5	B8	2.OA.1.1, 2.OA.2.2	17	C20	2.NBT.2.5	29	D65	2.MD.2.5
6	B31, C11	2.NBT.2.6	18	A36	2.NBT.1.4	30	D14	2.MD.1.3
7	C25	2.NBT.2.5	19	C46	2.NBT.2.8	31	D45	2.MD.4.10
8	C10, C21, E3	2.OA.1.1	20	C33	2.NBT.2.7	32	C46	2.NBT.2.8
9	C20	2.NBT.2.5	21	D17	2.MD.1.1	33	D15	2.MD.1.2
10	D3	2.MD.3.7	22	A20	2.NBT.1.2	34	A53	2.G.1.3
11	B42	2.OA.1.1	23	D65, E3	2.MD.2.5	35	A91	2.MD.3.8
12	E3	2.OA.1.1	24	A90, D67	2.G.1.2	36	D65	2.MD.2.5

Topic Planner



TOPIC 1

Topic Planner
Generalize Place Value Understanding

Lesson	Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers	Standards
1-1 Numbers Through One Million	Read and write numbers through one million in expanded form, with numerals, and using number names.	Our number system is based on groups of ten. Whenever we get 10 in one place value, we move to the next greater place value.	• Place value • Millions • Period • Expanded form	• Place-Value Charts (or TT 3)	• Math Games • enVision® STEM Activity	4.NBT.1.2 Mathematical Practices MP.2.1, MP.7.1

Lesson	Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers	Standards
1-1 Relate Multiplication and Addition	Use repeated addition to show the relationship between multiplication and addition.	Some real-world problems that involve joining or separating equal groups or making comparisons can be solved using multiplication. … See p. 5A.	• Equal groups • Multiplication • Factors • Product • Equations • Unknown	• Two-color counters (or TT 9)	• Math Games • Pick a Project	3.OA.1.1, 3.OA.1.3 Mathematical Practices MP.1.1, MP.4.1

Digital

Print

Teaching Resources
- Daily Review
- Reteach to Build Understanding
- Build Mathematical Literacy
- Enrichment
- enVision® STEM Activity
- Problem-Solving Leveled Reading Mat
- Problem-Solving Reading Activity
- Digital Math Tools Activities

Digital
- Interactive Additional Practice Workbook
- Today's Challenge
- Interactive Solve & Share
- Visual Learning Animation Plus
- Interactive Convince Me!
- Quick Check
- Interactive Practice Buddy
- Another Look Video
- Adaptive Practice
- Online Math Games

Lesson Support for Teachers
- Teacher's Edition eText
- SCOUT Observational Assessment App
- Listen and Look For PD Lesson Video

1A Topic 1

Turn to Page 1A – 1B

How do you see yourself using this page?

Interactive Math Story

TOPIC 1

Interactive Math Story

Understand Addition and Subtraction

BEFORE THE STORY

Picture Walk

Project the online PDF that contains a full-color version of the story. On the cover, read the title, author's name, and illustrator's name to the students. This is a story about animals at a dance party. Let's look and see what dancing animals we can find. As you go through the story, invite students to point to the animals on each page that are dancing and name them. Have students also point out any animals they see that are not dancing.

Activate Prior Knowledge

In this story we will be separating items from a group. Let's practice. Draw 5 squares on the board. Maria had 5 crackers. She put 3 of the crackers on a plate for her friend Ted. Draw a circle around 3 of the squares. Does Maria have more or fewer crackers now? [Fewer]

Play the animated version of the story.

DURING THE STORY

READ

Read the story aloud for enjoyment. Circle all the ducks that got together to dance as you read the first sentence on the page. Point to each duck and have students count with you. 8 ducks got together. Let's count them all. Count and then ask: Are all 8 ducks dancing? [No]

GESTURE

Invite students to pantomime the animals' actions as you read. Students can clap their hands and tap their feet to dance. They can turn to classmates and pretend to talk or eat, or put their hands behind their backs to watch a dance. Before counting dancing animals,

COLO

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Story
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on ea
dancin
at the
ducks
Now c
ducks

Topic Opener

3-ACT MATH

What's the Point?

Use this 3-Act Math task any time after Lesson 1-5.

3-ACT MATH PREVIEW

Page 4 This page gives students a preview of the 3-Act Math task for Topic 1. Read the robot's speech bubble with students.

Generate Interest Ask students if they have a preferred writing tool. Say: When would you rather use a pen? Markers? A pencil? Colored pencils? Have them share ideas for when each writing tool is most useful.

TASK OVERVIEW

Essential Understanding Many real-world problems can be represented with a mathematical model, but that model may not represent a real-world situation exactly.

Students use the 3-Act Math task to practice mathematical modeling. They:

- identify an important problem,
- identify the important information,
- develop a model that represents that situation,
- use the model to propose a solution, and
- test the appropriateness of that math model.

In the 3-Act Math for Topic 1, students draw on their conceptual understanding of multiplication, division, and rounding. They make use of representations and tools such as

- writing numerical expressions,
- drawing diagrams, and
- interpreting their results.

TASK PLANNING

The following pages contain specific support for using this task with your class.

Before introducing the 3-Act Math task, consider when you'd prefer students to record their answers on their Recording Sheets and when they should share their answers verbally.

TASK CONTENT

In every task, students apply a variety of concepts and skills.

Lesson	Concept/Skill
1-3	Arrays
1-5	Equal groups
G2 L10-7	Repeated reasoning

They also combine conceptual understanding with math practices and processes in every step of the task.

MATHEMATICS FLORIDA STANDARDS

MAFS.K12.MP.4.1 Model with mathematics.

As students carry out mathematical modeling, they engage in sense-making **(MP.1.1)**, abstract and quantitative reasoning **(MP.2.1)**, and mathematical communication and argumentation **(MP.3.1)**. They use appropriate tools to develop their models **(MP.5.1)**. In testing and validating their models, students attend to precision **(MP.6.1)** and look for patterns in the structure of their models **(MP.7.1, MP.8.1)**.

MAFS.3.OA.1.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
Also 3.OA.1.1, 3.OA.1.2, 3.OA.2.5

enVision STEM
Page 1

Review What You Know / Vocabulary Cards Activity
Page 2

Pick a Project
Page 3

3-ACT Math
Page 4

Teacher's Edition – Lesson Overview

Lesson 1-1

Relate Multiplication and Addition

PearsonRealize.com
Video Activity

LESSON OVERVIEW

FOCUS

Objective Use repeated addition to show the relationship between multiplication and addition.

Essential Understanding Some real-world problems that involve joining or separating equal groups or making comparisons can be solved using multiplication. Repeated addition that involves joining equal groups is one way to think about multiplication.

Critical Area 1

COHERENCE

Look Back In Grade 2, students learned how to use addition of equal groups to find a total.

This Lesson Students use repeated addition to determine the total number of objects in equal-sized groups. The answer to a multiplication problem or the total number of objects found when multiplying the factors is the product.

Look Ahead Later in this topic, students will use a number line to represent and solve multiplication facts.

RIGOR

Conceptual Understanding Students explore the relationship between addition and multiplication. Multiplication is used in various applications throughout this lesson.

Lesson Resources

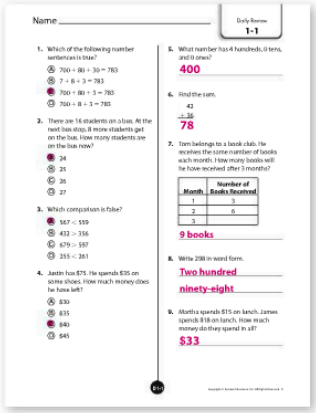
Vocabulary Equal groups, Multiplication, Factors, Product, Equations, Unknown

Materials Two-color counters (or Teaching Tool 9)

Watch the Listen and Look For Lesson Video.

MATH ANYTIME

Daily Review


Name _____ Daily Review 1-1

1. Which of the following number sentences is true?
   A 700 + 80 + 30 = 783
   B 7 + 8 + 3 = 783
   C 700 + 80 + 3 = 783
   D 700 + 8 + 3 = 785

2. There are 16 students on a bus. At the next bus stop, 8 more students get on the bus. How many students are on the bus now?
   A 24
   B 25
   C 26
   D 27

3. Which comparison is false?
   A 567 < 559
   B 432 > 356
   C 679 > 597
   D 255 < 261

4. Justin has $75. He spends $35 on some shoes. How much money does he have left?
   A $30
   B $35
   C $40
   D $45

5. What number has 4 hundreds, 0 tens, and 0 ones?
   400

6. Find the sum.
   42
   + 36
   78

7. Tom belongs to a book club. He receives the same number of books each month. How many books will he have received after 3 months?

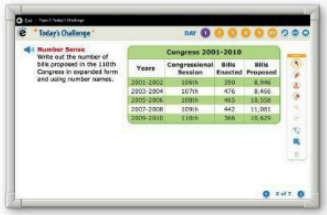
Month	Number of Books Received
1	3
2	6
3	

   9 books

8. Write 298 in word form.
   Two hundred ninety-eight

9. Martha spends $15 on lunch. James spends $18 on lunch. How much money do they spend in all?
   $33

Today's Challenge



Use the Topic 1 problems any time during this topic.

ENGLISH LANGUAGE LEARNERS

Use with the Solve & Share on Student's Edition p. 5.

Writing

Read the problem with students. How can you find the number of jars of paint Ms. Witt bought? Write "4 boxes with 5 jars in each." How can you represent the total number of jars Ms. Witt bought? Have students draw a bar diagram to represent Ms. Witt's purchase.

Entering How can you find the number of jars of paint Ms. Karp bought? Write "3 boxes with 6 jars in each." Have students draw a bar diagram to represent Ms. Karp's purchase.

Developing Write "4 boxes with 5 jars in each" and "3 boxes with 6 jars in each." Ask students to draw bar diagrams representing the number of jars of paint Ms. Witt and Ms. Karp each bought. What operation can you use to find the total number of jars Ms. Witt bought? What operation can you use to find the total number of jars Ms. Karp bought?

Expanding Ask students to draw bar diagrams representing the number of jars of paint Ms. Witt and Ms. Karp each bought. How can you find who bought more jars of paint, Ms. Witt or Ms. Karp?

MATHEMATICS FLORIDA STANDARDS

MAFS.3.OA.1.1 Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total*

MAFS.K12.MP.4.1 Model with Math
Students will draw bar diagrams and write

Turn to Page 5A

Teacher's Edition – Lesson Overview

Lesson 1-1

Relate Multiplica and Addition

LESSON OVERVIEW

MATH ANYTIM

Objective Use repeated addition to show the relationship between multiplication

Daily Review

Lesson Resources

Vocabulary Equal groups, Multip Factors, Product, Equations, Unkn

Materials Two-color counters (or Tool 9)

Watch the Listen and Look For Lesson Video.

Exit Topic 1: Today's Challenge

Today's Challenge

DAY 1 2 3 4 5 DIY

Number Sense
Write out the number of bills proposed in the 110th Congress in expanded form and using number names.

Congress 2001-2010

Years	Congressional Session	Bills Enacted	Bills Proposed
2001-2002	106th	350	8,946
2003-2004	107th	476	8,466
2005-2006	108th	465	10,558
2007-2008	109th	442	11,081
2009-2010	110th	366	10,629

2 of 7

RIGOR

Conceptual Understanding Students explore the relationship between addition and multiplication. Multiplication is used in various applications throughout this lesson.

Lesson Resources

Vocabulary Equal groups, Multiplication, Factors, Product, Equations, Unknown

Materials Two-color counters (or Teaching Tool 9)

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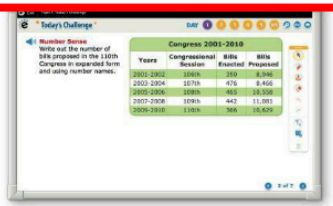

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   - (C) $40
   - (D) $45

1	3
2	6
3	

8. Write 298 in word form.

9. Martha spends $15 on lunch. James spends $18 on lunch. How much money do they spend in all?

D 1-1

MATHEMATICS FLORIDA STANDARDS

MAFS.3.OA.1.1 Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number

MAFS.K12.MP.4.1 Model with Math

Pearson Realize

URL: www.pearsonrealize.com

Username: Reviewer@enVisionFLK-5

Password: Password1

PEARSON realize™

Questions?

Math & Science Department

Jeff Baugus – Coordinator of Math & Science
baugusj@santarosa.k12.fl.us

Victoria Washington – Elementary Math TSA
washingtonv@santarosa.k12.fl.us

Kamila Schleicher – Math & Science Secretary
schleicherk@santarosa.k12.fl.us

Cathy Denny – Middle & High School Math TSA
dennyc@santarosa.k12.fl.us

Meg Quina – K-12 Science TSA
quinam@santarosa.k12.fl.us

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Thank You!