

# enVision<sup>®</sup> Florida MATHEMATICS

## WELCOME

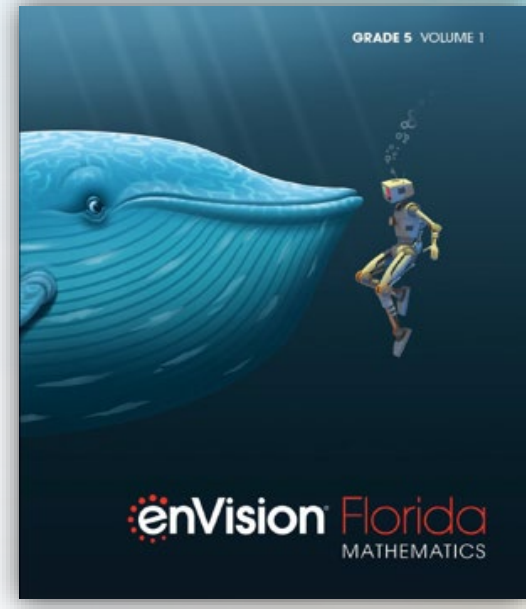
## Let's Explore enVision Florida Mathematics!



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



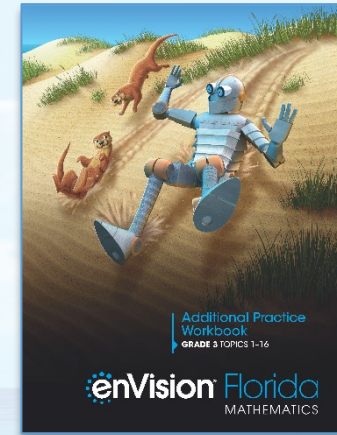
# enVision Florida K-5 Print Components



# Student Components



Student Edition



Additional Practice Workbook



Florida Standards Assessment Practice Workbook



Pearson Realize

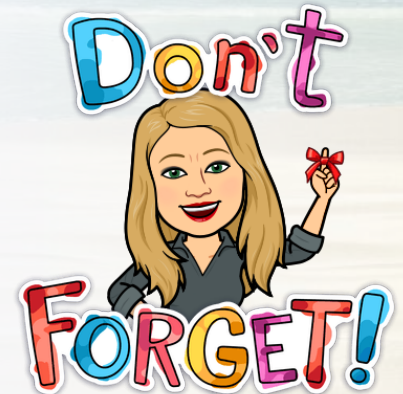


Green = Practice

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



### Teacher's Edition GRADE 3 VOLUME 1

- 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

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### Teacher's Edition GRADE 3 VOLUME 2

- 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

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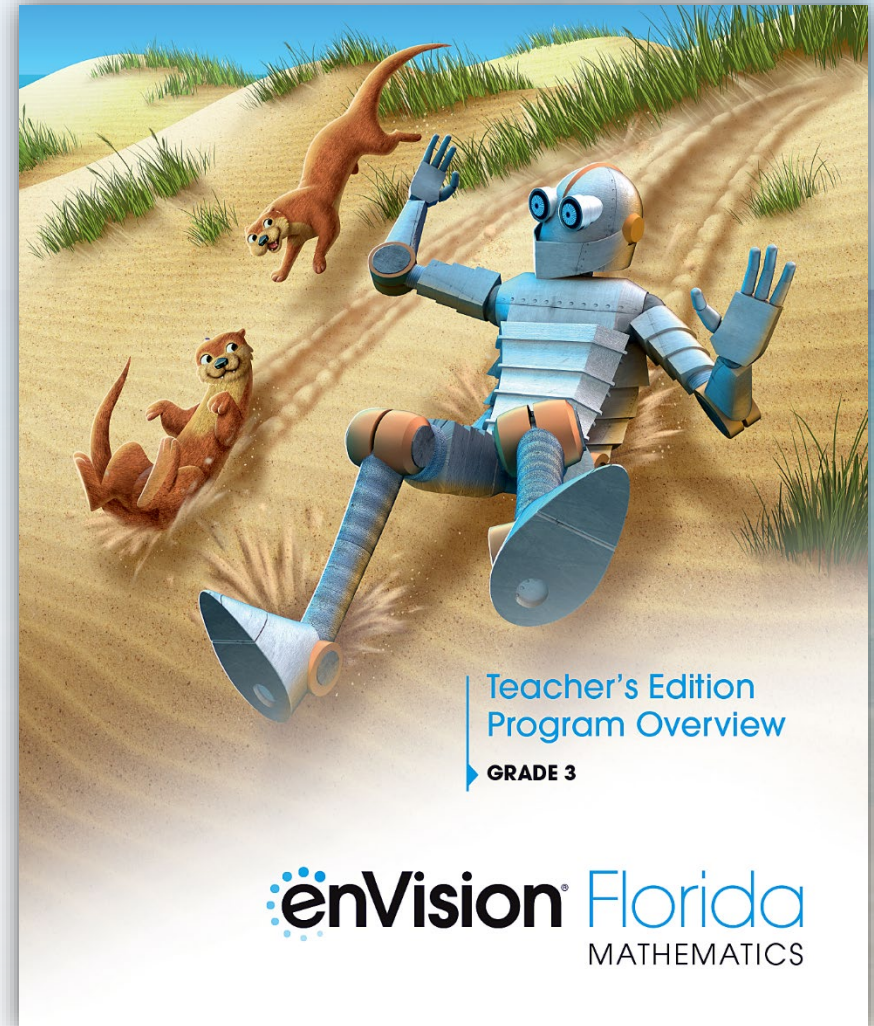
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# Teacher Components



## 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



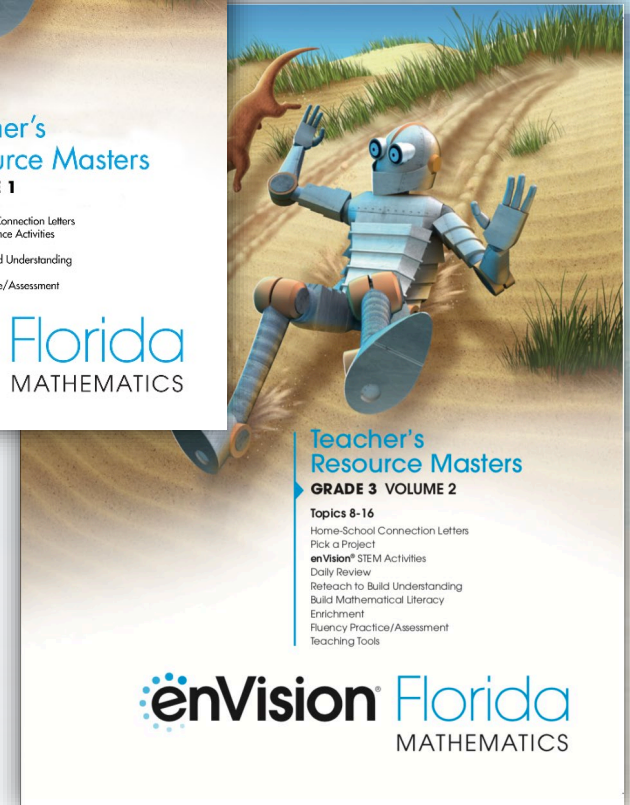
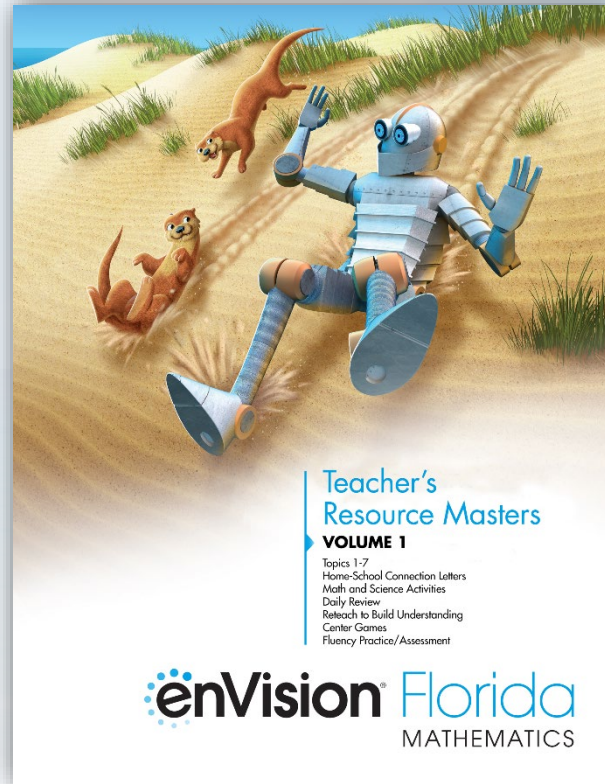
# Teacher Components



## 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



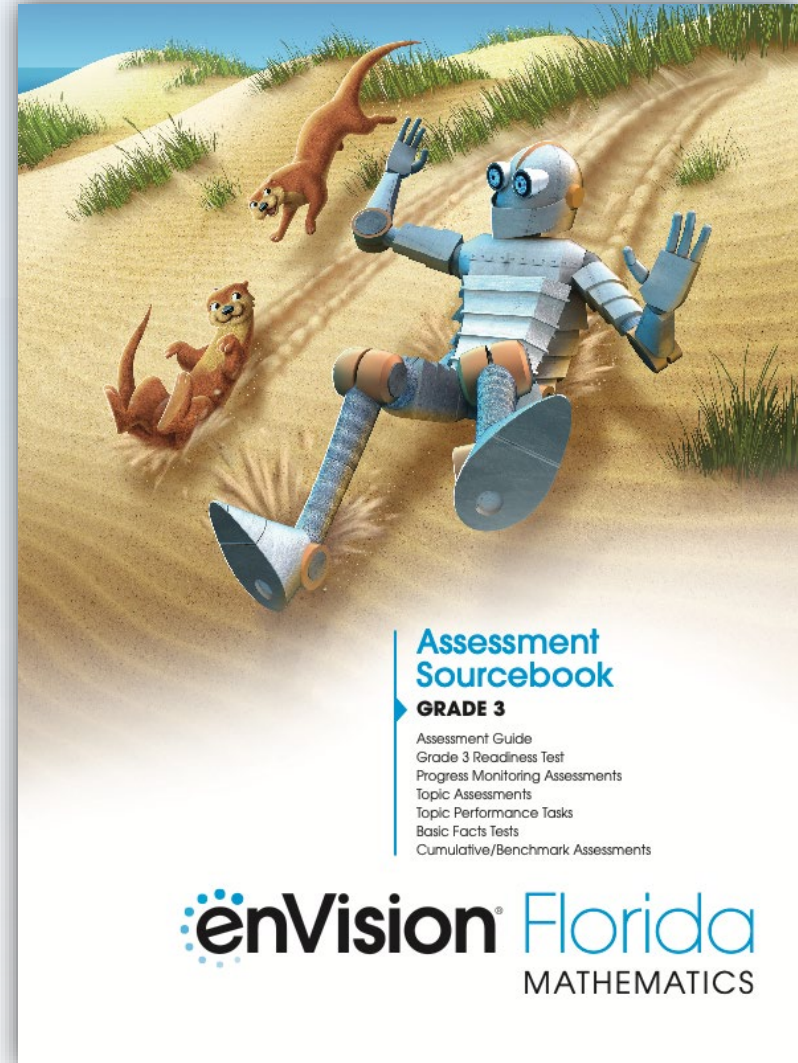


# Teacher Components



## Assessment Sourcebook

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

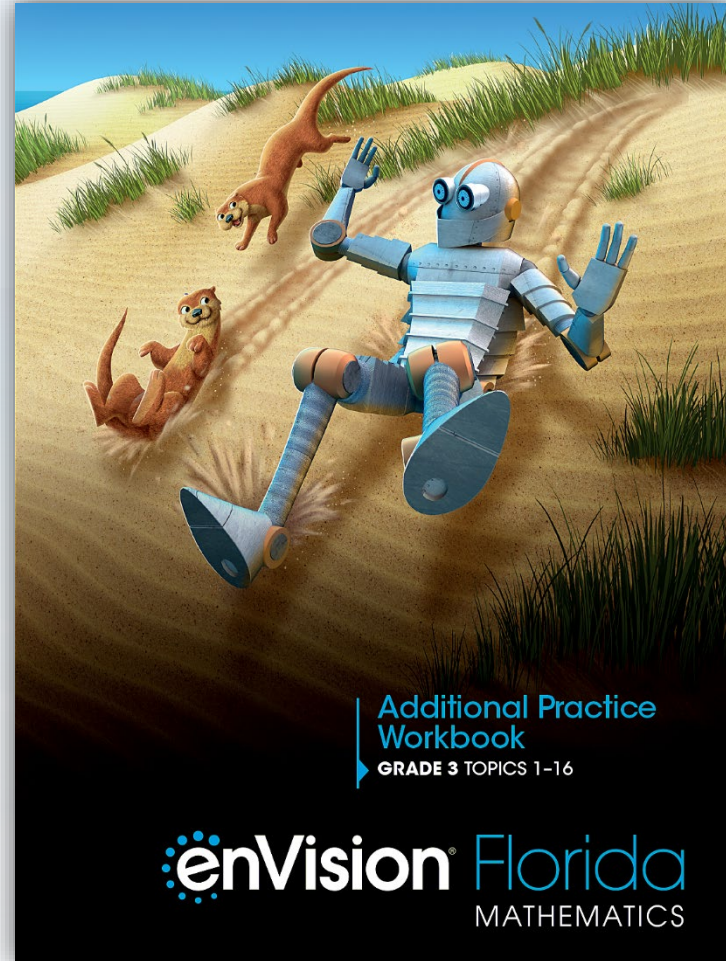


# Teacher Components



## 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





## Teacher's Edition Volume 1 Turn to Page F6



# Teacher's Edition – Table of Contents, Topic 1



Vol. 1

Page F6

TOPIC 1 FOCUSES ON

CLUSTER **MAFS.3.OA.1**  
problems involving multi



**Relate Multiplication and Addition** .....5A

3.OA.1.1, 3.OA.1.3, MP.1.1, MP.4.1

Fluency Review Activity	29
Vocabulary Review	30
Reteaching	31
Topic Assessment Practice	33–34
Topic Performance Task	35–36
Basic-Facts Timed Tests	36B



3.OA.1.2, 3.OA.1.3, MP.2.1, MP.4.1, MP.8.1

**3-ACT MATH: What's the Point?** ▶▶▶

MP.4.1, MP.1.1, MP.2.1, 3.OA.1.3, 3.OA.1.1, 3.OA.1.2, 3.OA.2.5

The 3-ACT MATH on page 4 can be used any time after Lesson 1-5.



**PROBLEM SOLVING Use Appropriate Tools** .....25A

MP.5.1, MP.1.1, MP.3.1, MP.4.1, MP.7.1, 3.OA.1.3, 3.OA.1.1, 3.OA.1.2



5 co



# Teacher's Edition – Grade Readiness Test



## GRADE 3 Readiness Test

### READINESS TEST

Name \_\_\_\_\_

1. Keith writes an equation. The sum is an even number greater than 10. Which equation does Keith write?

Ⓐ  $7 + 7 = 14$   
 Ⓑ  $8 + 2 = 10$   
 Ⓒ  $7 + 4 = 11$   
 Ⓓ  $8 + 3 = 11$

2. Gannon's grandfather has 60 dollars worth of 5-penny postage stamps. How many stamps does Gannon have?

Ⓐ 12 stamps  
 Ⓑ 120 stamps  
 Ⓒ 1200 stamps  
 Ⓓ 3600 stamps

3. Which equation does this number line show?

Ⓐ  $25 = 100 - 75$   
 Ⓑ  $100 = 25 + 75$   
 Ⓒ  $75 = 100 - 25$   
 Ⓓ  $25 = 100 + 75$

4. Chloe has 15 stamps. She uses 7 stamps on mail. Which addition fact can help you find how many stamps Chloe has left?

Ⓐ  $8 + 7 = 15$   
 Ⓑ  $8 + 8 = 16$   
 Ⓒ  $8 + 10 = 18$   
 Ⓓ  $8 + 11 = 19$

5. Tenika has 14 dolls. She gives 7 dolls to a friend. How many dolls does Tenika have left?

Ⓐ 7 dolls  
 Ⓑ 21 dolls  
 Ⓒ 14 dolls  
 Ⓓ 10 dolls

6. One school has 42 students. Another school has 28 students. A third school has 18 students. How many students are there in all?

Ⓐ 88 students  
 Ⓑ 78 students  
 Ⓒ 88 students  
 Ⓓ 88 students

Name \_\_\_\_\_

7. Use mental math. Which weighs less? (Use the scale to make a list.)

Ⓐ 100 g  
 Ⓑ 1 kg  
 Ⓒ 1000 g  
 Ⓓ 1000 kg

8. Just has 18 pennies. He buys 5 more. How many pennies does Just have now?

Ⓐ 13 pennies  
 Ⓑ 23 pennies  
 Ⓒ 18 pennies  
 Ⓓ 13 pennies

9. Choose the subtraction problem that you can solve by regrouping.

Ⓐ  $29 - 14$   
 Ⓑ  $53 - 40$   
 Ⓒ  $75 - 23$   
 Ⓓ  $63 - 14$

10. The exercises in the morning at the gym show an average of 10 minutes. What time does it end?

Ⓐ 3:15 p.m.  
 Ⓑ 3:25 a.m.  
 Ⓒ 3:35 a.m.  
 Ⓓ 3:45 a.m.

11. Dennis had 37 books. Cass had 17 fewer books than Dennis. Which equation can you use to find how many books Cass has?

Ⓐ  $17 + 37 = 54$   
 Ⓑ  $17 - 37 = -20$   
 Ⓒ  $37 - 17 = 20$   
 Ⓓ  $37 + 17 = 54$

12. Alan has three coins. How much money does Alan have?

Ⓐ 40¢  
 Ⓑ 50¢  
 Ⓒ 10¢  
 Ⓓ 40¢

13. A restaurant has 17 eggs. The cook uses 2 of the eggs to make 10 omelets. How many eggs are left?

Ⓐ 15 eggs  
 Ⓑ 19 eggs  
 Ⓒ 30 eggs  
 Ⓓ 16 eggs

14. Carlos needs 15 paper clips for a math project. He has 17 paper clips and 2 more paper clips. How many more paper clips does Carlos need?

Ⓐ 2 more paper clips  
 Ⓑ 10 more paper clips  
 Ⓒ 18 more paper clips  
 Ⓓ 30 more paper clips

15. Which of the following is true?

Ⓐ  $74 > 745$   
 Ⓑ  $40 < 405$   
 Ⓒ  $63 < 635$   
 Ⓓ  $11 > 115$

Name \_\_\_\_\_

16. Which is the standard form of the number shown by the blocks?

Ⓐ 142  
 Ⓑ 140  
 Ⓒ 100 + 20 + 4  
 Ⓓ 100 + 20 + 4

17. Haley wants to find  $65 - 18$ . How can she solve it?

Ⓐ 5 tens and 3 ones  
 Ⓑ 5 tens and 13 ones  
 Ⓒ 4 tens and 3 ones  
 Ⓓ 8 tens and 13 ones

18. Which of these statements is true?

Ⓐ  $744 > 745$   
 Ⓑ  $40 < 405$   
 Ⓒ  $63 < 635$   
 Ⓓ  $11 > 115$

Name \_\_\_\_\_

19. Which equals 100 less than 420?

Ⓐ  $400 + 10 = 410$   
 Ⓑ  $400 - 20 = 380$   
 Ⓒ  $300 + 10 = 310$   
 Ⓓ  $400 - 20 = 380$

20. Mason is playing a video game. He gets 100 points for every level and 50 points for every bonus level. How many levels did Mason have to play to get 550 points?

Ⓐ 4 levels  
 Ⓑ 10 levels  
 Ⓒ 11 levels  
 Ⓓ 12 levels

21. Use a ruler to measure the length of the object in centimeters. Which is the correct measurement?

Ⓐ 3 centimeters  
 Ⓑ 4 centimeters  
 Ⓒ 6 centimeters  
 Ⓓ 8 centimeters

22. Brady is 40 centimeters tall. He is 10 centimeters taller than his brother. How tall is his brother?

Ⓐ 30 cm  
 Ⓑ 50 cm  
 Ⓒ 100 cm  
 Ⓓ 50 cm

23. Ben is 47 inches tall. Morgan is 10 inches shorter than Ben. How tall is Morgan?

Ⓐ 40 inches  
 Ⓑ 57 inches  
 Ⓒ 57 centimeters  
 Ⓓ 57 inches

24. Which equation can be used to find the number of squares in the tens and ones of the number 7?

Ⓐ  $7 + 7 = 14$   
 Ⓑ  $1 + 1 + 1 + 1 + 1 + 1 + 1 = 7$   
 Ⓒ  $7 + 7 = 14$   
 Ⓓ  $1 + 1 + 1 + 1 + 1 + 1 + 1 = 7$

Name \_\_\_\_\_

25. Ms. Lee's class has 104 books. Mr. Nelson's class has 25 more books than Ms. Lee's class. How many books does Mr. Nelson's class have?

Ⓐ 104 books  
 Ⓑ 129 books  
 Ⓒ 129 centimeters  
 Ⓓ 129 inches

26. Heidi drew a polygon with 4 sides and three angles. Which shape did she draw?

Ⓐ triangle  
 Ⓑ square  
 Ⓒ pentagon  
 Ⓓ quadrilateral

27. Mike collected 500 cards. He gave 100 cards to his friend. How many cards does Mike have left?

Ⓐ 200 cards  
 Ⓑ 400 cards  
 Ⓒ 600 cards  
 Ⓓ 600 cards

### 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 1** **Topic Planner**  
Generalize Place Value Understanding

Turn to Page 1A – 1B

How do you see yourself using this page?

Lesson	Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers	Standards
<b>1-1</b> <b>Numbers Through One Million</b>	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.	<ul style="list-style-type: none"> <li>Place value</li> <li>Millions</li> <li>Period</li> <li>Expanded form</li> </ul>	<ul style="list-style-type: none"> <li>Place-Value Charts (or TT 3)</li> </ul>	<ul style="list-style-type: none"> <li>Math Games</li> <li>enVision® STEM Activity</li> </ul>	<b>4.NBT.1.2</b> <b>Mathematical Practices</b> <b>MP.2.1, MP.7.1</b>

Lesson	Objective	Essential Understanding	Vocabulary	Materials	Technology and Activity Centers	Standards
<b>1-1</b> <b>Relate Multiplication and Addition</b>	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.	<ul style="list-style-type: none"> <li>Equal groups</li> <li>Multiplication</li> <li>Factors</li> <li>Product</li> <li>Equations</li> <li>Unknown</li> </ul>	<ul style="list-style-type: none"> <li>Two-color counters (or TT 9)</li> </ul>	<ul style="list-style-type: none"> <li>Math Games</li> <li>Pick a Project</li> </ul>	<b>3.OA.1.1, 3.OA.1.3</b> <b>Mathematical Practices</b> <b>MP.1.1, MP.4.1</b>

- Teaching Resources**
- Daily Review
  - Reteach to Build Understanding
  - Build Mathematical Literacy
  - Enrichment
  - enVision® STEM Activity

- 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

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

# 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.

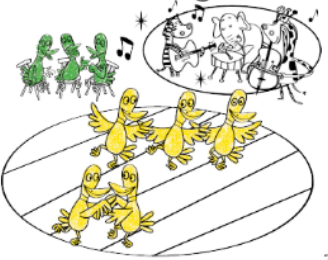
### DURING THE STORY

This book belongs to:  
**Ehrin**

TOPIC **1** Story

**Subtraction  
\*Dance Party\***

Written by Marilee Robin Burton  
Illustrated by John Hudson



**8 ducks get together to dance.  
3 stop and chat.  
How many ducks dance now?  
5 ducks**

TOPIC **1**

#### 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,



**7 dogs get together to dance.  
1 leaves and takes a nap.  
How many dogs dance now?  
6 dogs**

#### COLOR

Distrib  
Story  
Studen  
anima  
as the  
on ear  
dancin  
at the  
ducks  
Now c  
ducks

# Subtraction Dance Party

Marilee Robin Burton







**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.

**3-ACT MATH PREVIEW**

 Math Modeling  
**What's the Point?**

Before watching the video, think:

I do a lot of my writing on a laptop or a tablet. When do you prefer to use a pencil? How about crayons, pens, and colored pencils? You probably own plenty of different writing tools. You can even find some interesting ways to use them.

**MAFS.12.MP.4.1** Model with mathematics. **Also MP.1.1, MP.2.1**

**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

### 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**

# Teacher's Edition – Lesson Overview



Turn to  
Page 5A

## Lesson 1-1

## Relate Multiplication and Addition

PearsonRealize.com



### LESSON OVERVIEW

**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**

**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.

**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

- Which of the following number sentences is true?
  - $700 + 80 + 3 = 783$
  - $7 + 8 + 3 = 783$
  - $700 + 80 + 3 = 783$
  - $700 + 8 + 3 = 783$
- There are 10 students on a bus. At the next bus stop, 8 more students get on the bus. How many students are on the bus now?
  - 24
  - 25
  - 26
  - 27
- Which comparison is false?
  - $567 < 559$
  - $432 > 344$
  - $678 > 687$
  - $255 > 261$
- Justin has 67¢. He spends 85¢ on some shoes. How much money did he have left?
  - 830
  - 825
  - 880
  - 845
- What number has 4 hundreds, 0 tens, and 0 ones?
 

**400**
- Find the sum.
 
$$\begin{array}{r} 42 \\ +36 \\ \hline \end{array}$$

**78**
- 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?
 

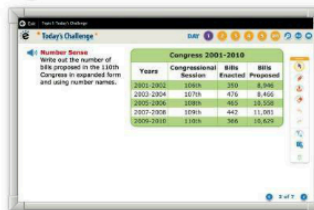
Month	Books Received
1	3
2	6
3	9

**9 books**
- Write 288 in word form.
 

**Two hundred ninety-eight**
- Marla spends \$15 on lunch. James spends \$18 on lunch. How much more money did 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?

FOCUS

COHERENCE

RIGOR

# Teacher's Edition – Lesson Overview



**Lesson 1-1** **Relate Multiplication and Addition**

**LESSON OVERVIEW** **MATH ANYTIME**

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

**Daily Review**

## 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.

**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.

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

Use the Topic 1 problems any time during this topic.

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.

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

Students to draw bar diagrams representing the number of jars of paint Ms. Witt and Ms. Karp each bought. What operation do you use to find the total number of jars of paint 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?

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

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?



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**WHAT  
HAPPENED?**



Questions?

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## MATHEMATICS

Thank You!

