



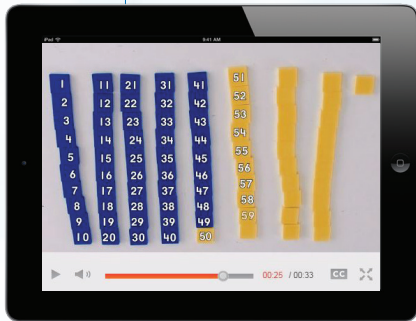
New **enVision Mathematics** © 2020 is reimagined and redesigned for Grades K-5.

1

**200+ New Lessons** help students better connect ideas and focus deeply on math topics.

2

**Redesigned Teacher's Edition** is more streamlined and organized to support strategic teaching.



3

**3-Act Math** invites students to use mathematical models to solve real-world problems.

4

**Language Support Handbook** supports language development — informed by the Council of Great City Schools!

5

**Academic Vocabulary Activities** reinforce Tier 2 words for EL students.



6

**Problem-Solving Levelled Reading Mats** support below- and on-level reading levels.

7

**New Pacing Structure** provides more time for math lesson activities.

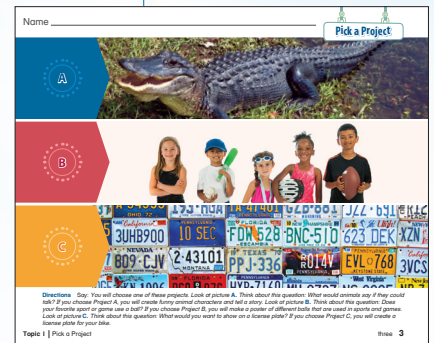
8

**New Additional Practice Workbook** gives you more options to reinforce every lesson.



9

**Realize SCOUT Observational Assessment** makes it easy to collect, tag and comment on student work.



10

**Pick a Project** provides student choice with varied contexts, modalities, and activities.



# enVision<sup>®</sup> Mathematics

## Take a closer look! Grade 1 Lesson

Language Support  
WIDA Guidelines

**Lesson 1-1 Add To**

**LESSON OVERVIEW**  
Mathematics Objective: solve addition problems involving situations of adding one part to another part.  
Essential Understanding: Adding to is one interpretation of addition. Addition equations can be used to show add to addition situations.

**CONNECTIONS**  
Look Back: In kindergarten, students used objects and drawings to represent addition problems involving adding to.  
Look Ahead: Later in this topic, students solve problems involving other interpretations of addition.

**CONCEPTUAL UNDERSTANDING**  
Students develop an meaning of addition, add to, as they solve addition word problems.  
Application: Students apply their knowledge of addition to as they solve word problems.

**LESSON RESOURCES**  
Vocabulary: Add, Plus, Sum, Equals  
Materials: Connecting cubes for Teaching Tool 7b, markers for Teaching Tool 8  
Watch the Liter and Look for Lesson Video.

**MATH ANYTIME**  
Daily Review  
3 + 2 = 5  
4 + 1 = 5  
5 + 0 = 5

**LANGUAGE SUPPORT**  
Lesson Language Objective: Use text and visual images to help interpret, add to word problems.  
ENGLISH LANGUAGE LEARNERS  
Use with the Solve & Share.  
Speaking: Help students discuss key information in the Solve & Share problem.  
Entering: Read the Solve & Share problem aloud. Ask students what they know about the problem, one step at a time. Model answers as needed pointing to problem words and visual aids. Ask: How many dogs are there at first? How many dogs did you add to first? How many dogs did you add to second? What does "some dogs join" mean? Draw some dogs that the dog added and you asked to find about the dog after some dogs join. (There should be 5 dogs total.)  
Emerging: Read the Solve & Share problem aloud. Have students summarize key chunks of the problem. Ask: How many dogs are there at first? How many dogs did you add to first? How many dogs did you add to second? What does "some dogs join" mean? Draw some dogs that the dog added and you asked to find about the dog after some dogs join. (There should be 5 dogs total.)  
Developing/Expanding: Read the Solve & Share problem aloud. Have students read what the problem is about and what they are asked to do using their own words.

ETP: Effective  
Teaching Practices

In-depth teaching  
support for  
Productive Struggle

**STEP 1: PROBLEM-BASED LEARNING**

**ENGAGE AND EXPLORE**

**Solve & Share**  
Purpose: To build problem-solving skills by building understanding by connecting prior knowledge to new tasks. Students are asked to create and solve an "add to" word problem. Students are asked to create and solve an "add to" word problem. Students are asked to create and solve an "add to" word problem. Students are asked to create and solve an "add to" word problem.

**BEFORE**  
1. Introduce the Solve & Share Problem: Give students 10 connecting cubes and 10 counters.  
2. Check for Understanding of the Problem: How many dogs are there at first? Do you know how many dogs you added? How many dogs do you have to solve the problem?

**DURING**  
3. Observe Students at Work: To support productive struggle, observe and, if needed, ask guiding questions that elicit thinking.  
4. How do students represent the 4 dogs? Students might use cubes, drawing, or a number line. Ask: Can you use different tools or drawings to show the 4 dogs?  
5. How do students show the action of joining? Students may represent joining physically, visually, or symbolically with an equation. They may choose different numbers of dogs to join. If needed, ask: How can you show some dogs joining 3 dogs joining or another number joining?

**AFTER**  
6. Discuss Solution Strategies and Key Ideas: Based on your observations, choose which solutions to have students share and in what order. Have students share their solutions represented some dogs joining the 4 dogs. If needed, show and discuss the student work at the right.  
7. Consider Instructional Implications: The Visual Learning Bridge illustrates how you can use connecting cubes to model and solve the problem. Use cubes as you discuss these questions: How many cats are there first? How many cats did you add to first? How many cats did you add to second? How many cats do you have to solve the problem? Explain. Use, Simple answer: do not need to add the 4 cubes because the problem only asks how many cats in all!

**EXTENSION**  
8. Dog: Some dogs join. How many are 7 dogs? How many dogs joined? 2 and 2 more is 7, so 2 more dogs joined.

**ANALYZE STUDENT WORK**  
Janina's Work: 4 dogs now  
Marta's Work: 4 3 = 7 dogs now

**Realize Student Observational Assessment** Record observations and pictures of student work in response to the bold questions in Step 3.

ETP: Effective  
Teaching Practices

Language Support  
WIDA Guidelines

**STEP 2: VISUAL LEARNING**

**Visual Learning Bridge**  
Essential Question: Ask: How can you use an addition equation to solve a problem about adding to one part?  
CLASSROOM CONVERSATION  
1. How many cats are there at the beginning? [2] How many cats did you add to first? [How many cats did you add to second?]  
2. What do the 3 cubes and 2 cubes show? [They show the 5 cats at the beginning and the 2 cats that join.]  
3. Reasoning: How can you find out how many cats there are now? [Add 5 and 2.] Join says she can count to the number of cats and then add the 2 cats that join. [Count all the cubes or count from 5 with the 2 cubes added.]  
4. What is the sum, the number of cats now? [7] All students see that the equation sign means that 5 plus 2 is 7 cats total.

**Prevent Misconceptions** Some students may read the words and end in an equation. Guide them to use the correct terminology, plus and equals, when reading equations.

**Convince Me!**  
Use appropriate tools strategically. Extend the activity by having students discuss other tools they could use to solve the problem.  
Revisit the Essential Question: Students may describe how they first start with the number for the first part, add to it the number for the second part, and then find the sum. They should explain how the equation shows the parts, the plus sign shows to add, and the equals sign means to find the sum.

**QUIZ PRACTICE**  
ESOR: REINFORCEMENT  
If students cannot write an addition equation directly from the story or picture, have them draw and act out the story using connecting cubes.

**RETEACHING**  
Assign Reteaching Set A on p. 43.

**ENGLISH LANGUAGE LEARNERS**  
Reading: Help students make a connection between the plus and equal signs (+ and =) and the vocabulary words plus and equal. Write an equation on the board, such as 5 + 2 = 7, and ask: What does the plus sign mean? Ask students to repeat it after you. Ask: Where is the plus sign? Where is the equal sign?  
Entering/Developing: Use connecting cubes to model an equation for students. Write the addition equation below the model, such as 5 + 2 = 7. Say the equation aloud and emphasize the words plus and equal. Invite students to read and repeat the equation after you.  
Developing: Have students work together in pairs to write an equation that can be modeled with connecting cubes. Have one student write the equation while the other one reads it aloud. Then have them trade places and repeat the activity. Ask them to identify the plus and equal signs in the equation.  
Expanding: Have students work individually to draw a picture for an addition story and write the matching addition equation under the picture. Have them gather in small groups and read each other's equations aloud to the group.

Grade 1 Topic 1:  
Fewer words on  
page

New organization

**Independent Practice**  
Read problems aloud to students, if needed.  
Items 3-4: Some students may have trouble identifying which part the problem and symbols in the equation. Ask them to identify the numbers that are joining, or adding, and what symbol do you use in the circle to show adding the parts. For each story, ask them to use to show what the parts are equal to! [An equal sign.]  
Item 5: Higher Order Thinking: Tell students that sometimes problems have extra information that is not needed. Ask: How do you know that the number of animals from the problem (Dogs, cats, and ducks, chickens, and 2 birds) is not needed? Ask: How do you know that you only need the numbers in the problem to find the number of ducks in all? [You only need the 4 ducks and the 2 birds to solve the problem.] Explain. Use, Simple answer: do not need to add the 4 chickens because the problem only asks how many ducks in all!

**Problem Solving**  
Read problems aloud to students, if needed.  
Item 7: Model with math: Discuss with students how you can use connecting cubes to model and solve the problem. Use cubes as you discuss these questions: How many cats are there first? [6] How many cats did you add to first? [2] How many cats did you add to second? [3] How many cats do you have to solve the problem now? [11] Explain. Use, Simple answer: I use 6 cubes together for the 6 cats and add 2 cubes for the 2 cats that join. How can you show the number of cats now? [11] Explain. Use, Simple answer: The equation shows how many cats there are at the start, 6, but not the correct number of cats that join, 3, I 6 + 3 = 9.

**EVALUATE**  
**QUICK CHECK**  
Check work indicates items for providing differentiation on the next page. Write 3 and 4, each 1 point. Item 8: up to 3 points.

**ACTIVITY CENTERS**  
Pick a Project  
Have students continue to work on a project introduced on page 3 in the Student Edition.

**ADDITIONAL PRACTICE**  
REVIEW ASSIGNMENT  
1. How many dogs are there at first? [4] How many dogs did you add to first? [2] How many dogs did you add to second? [3] How many dogs do you have to solve the problem now? [9] Explain. Use, Simple answer: The equation shows how many dogs there are at the start, 4, but not the correct number of dogs that join, 3, I 4 + 3 = 7.

NEW! Math Literacy

**STEP 3: ASSESS AND DIFFERENTIATE**

Use the QUICK CHECK on the previous page to provide differentiated instruction.

**INTERVENTION ACTIVITY**  
Join Together  
Materials: Counters for Teaching Tool 8  
Form a group of 4 students. Ask how many students are in the group.  
Form another group of 2 students. Ask how many students there would be if the group of 2 students joined the group of 4 students.  
Have partners draw the groups, and then write numbers, a plus sign, and an equal sign to show the problem.  
Repeat the process, using groups of different sizes.

**TECHNOLOGY CENTER**  
Math Games  
Use with this lesson's game provided in the Student Edition.

**RETEACH TO BUILD UNDERSTANDING**  
1. How many dogs are there at first? [4] How many dogs did you add to first? [2] How many dogs did you add to second? [3] How many dogs do you have to solve the problem now? [9] Explain. Use, Simple answer: The equation shows how many dogs there are at the start, 4, but not the correct number of dogs that join, 3, I 4 + 3 = 7.

**BUILD MATHEMATICAL LITERACY**  
Read the problem. Write the equation. Use connecting cubes to model the problem. Write the equation below the model. Use connecting cubes to model the problem. Write the equation below the model. Use connecting cubes to model the problem. Write the equation below the model.

**ENRICHMENT**  
More Animals  
Use connecting cubes to model and solve the problem. Write the equation below the model. Use connecting cubes to model the problem. Write the equation below the model.

NEW! Pick a Project

NEW! Additional  
Practice

**ADDITIONAL PRACTICE**

**REVIEW ASSIGNMENT**  
1. How many dogs are there at first? [4] How many dogs did you add to first? [2] How many dogs did you add to second? [3] How many dogs do you have to solve the problem now? [9] Explain. Use, Simple answer: The equation shows how many dogs there are at the start, 4, but not the correct number of dogs that join, 3, I 4 + 3 = 7.

**ADDITIONAL PRACTICE**  
2. How many cats are there at first? [5] How many cats did you add to first? [2] How many cats did you add to second? [3] How many cats do you have to solve the problem now? [10] Explain. Use, Simple answer: The equation shows how many cats there are at the start, 5, but not the correct number of cats that join, 5, I 5 + 5 = 10.

**ADDITIONAL PRACTICE**  
3. How many ducks are there at first? [4] How many ducks did you add to first? [2] How many ducks did you add to second? [3] How many ducks do you have to solve the problem now? [9] Explain. Use, Simple answer: The equation shows how many ducks there are at the start, 4, but not the correct number of ducks that join, 5, I 4 + 5 = 9.

## Grade 4 Content - Gradual algorithm development

### enVisionmath2.0 2016 Grade 4

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The 3-ACT MATH on page 80 can be used any time after Lesson 3-7.	
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<b>4-4 Arrays and Partial Products</b>	141A
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### enVision Mathematics 2020 Grade 5

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<b>3-3 Multiply by 1-Digit Numbers</b>	89A
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The 3-ACT MATH on page 80 can be used any time after Lesson 3-5.	
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Promote deeper conceptual understanding