



6-8 PROGRAM ACTIVATION PARTICIPANT GUIDE

Learning Objectives:

- I will be able to identify and describe the key components and features of the program, including its physical and digital materials.
- I will investigate the enVision+ Texas Mathematics lesson structure and learn how to integrate it into my classroom instruction.
- I will learn to navigate within the Savvas Realize platform to locate resources, lessons, and assessment tools.
- I will explore the assessment and planning tools within enVision+ Texas Mathematics to gain understanding about the tools available to monitor student progress and prepare future lessons.

Digital Room: tinyurl.com/68TXMath

Savvas Realize Training Demo: SavvasRealize.com

Username: TXenVisionDemo

Password: Savvas2026

STAND UP AND THINK:

Robots

A game designer is making a scale drawing of a robot. The ratio of the drawing to the actual robot is 1 cm : $\frac{1}{2}$ ft. Use the information below to complete the table of measurements and answer the question.

- The actual height of the robot is $6\frac{1}{2}$ feet.
- The actual height of the robot's head is 1 foot.
- The neck height is one-fourth the height of the head.
- The legs (including the feet) are twice as long as the torso.

How tall is the robot in the scale drawing?

Body Part	Scale Drawing height (cm)	Actual height (ft)
Head		
Neck		
Torso		
Legs		
Total		

CHECK YOUR UNDERSTANDING:

First Impressions

What component interests you the most? Which component(s) are you still curious about? I'm excited to learn more about.....

CHECK YOUR UNDERSTANDING:

Topic Exploration

What component interests you the most? Which component(s) are you still curious about? I'm excited to learn more about....

LESSON INVESTIGATION:

CONTENT:

TEKS/ELPS/CCRS:

LESSON OVERVIEW AND PLANNING SUPPORT: What resources do I have as I plan this lesson?

STEP 1 is named _____.

How is this lesson introduced?

What teacher moves do I see?

How are students talking about the math?

I have questions about _____.

STEP 2 is named _____.

How are students connecting to the math? What tools might I use?

How are students discussing the math?

What teaching support do I see?

I have questions about _____.

STEP 3 _____

What types of practice do I see?

What formative assessments do I notice? How do I know?

I am still curious about _____.

STEP 4 _____

What activities for differentiation do I see?

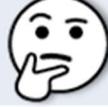
What types of intervention are available?

I also notice that _____.

LESSON STRUCTURE:

Additional Notes and Observations

EXIT TICKET:

Planning Goal			
I can locate the appropriate support pages for my lessons.	Got it	Need help	Working on it

Session Goal			
I have a general understanding of the lesson types my students will experience.	Got it	Need help	Working on it

LESSON LEVEL SUPPORT:

Additional Notes and Observations

ASSESSMENT & PLANNING:

Additional Notes and Observations

REFLECTION:

Feature:

What feature of **enVision+ Mathematics** are you most excited about?

Goal:

What's one goal you wish to accomplish in the next 2-3 weeks as you implement **enVision+ Mathematics**?

Planning Template

Topic: General Concepts	
Beginning of Topic	
Lesson 1:	
Key Concepts:	Step 1:
Differentiation:	Step 2:
	Step 3:
	Step 4:
Time Needed:	Notes:
Lesson 2:	
Key Concepts:	Step 1:
Differentiation:	Step 2:
	Step 3:
	Step 4:
Time Needed:	Notes:

Lesson 3:	
Key Concepts:	Step 1:
	Step 2:
Differentiation:	Step 3:
	Step 4:
Time Needed:	Notes:
Lesson 4:	
Key Concepts:	Step 1:
	Step 2:
Differentiation:	Step 3:
	Step 4:
Time Needed:	Notes:
Topic Assessment	
Fluency & Review:	Topic Assessment:
Time Needed:	Performance Based Assessment:

Notes

[illegible]