

Program Overview

Grades K-5



enVision
the **B.E.S.T.**



enVision[®] Florida
B.E.S.T. MATHEMATICS

SAVVAS

enVision® Florida

B.E.S.T. MATHEMATICS

Developed just for you, the new *enVision® Florida B.E.S.T. Mathematics* ©2023 helps you teach Florida's B.E.S.T. Standards with confidence and engage your students.



enVision the B.E.S.T.

Made for Blended, Print, or Digital Delivery

1

Built for Florida

First-class standards alignment in both instruction and assessment.

2

Intentionally Designed

The pedagogical approach and flexible resources necessary to support in-person and digital learning.

3

Student Centered

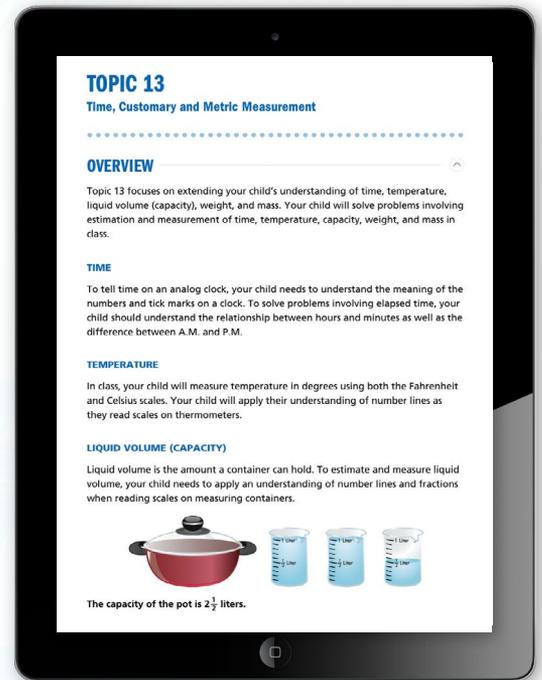
ALL students are invited to engage in meaningful mathematics.

Support the B.E.S.T. Standards at Home

Family Engagement resources empower families to support their child's learning of Florida's B.E.S.T. Standards in English and Spanish.

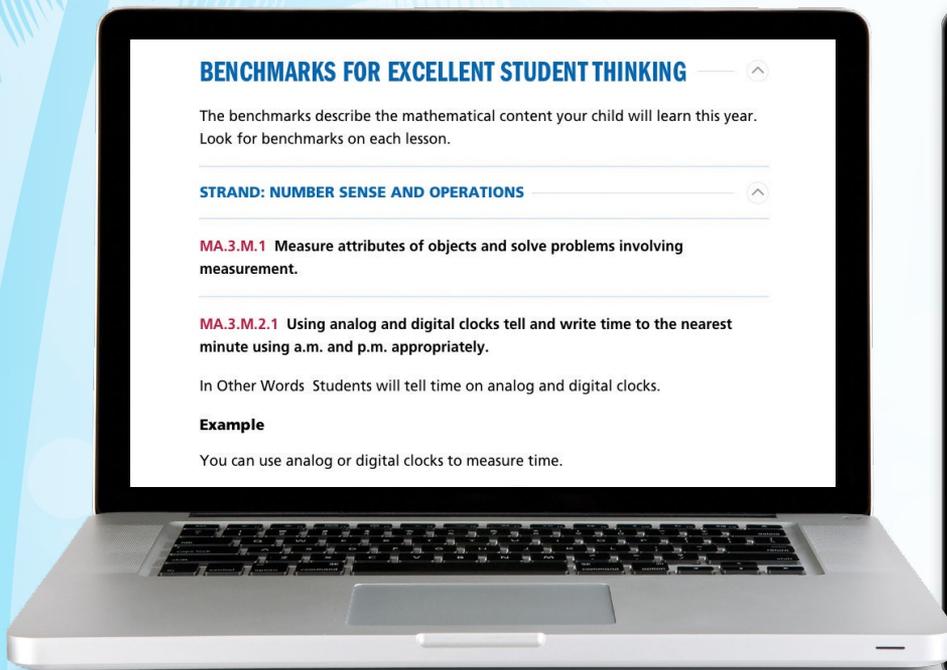
Family Engagement Letter

Families are provided with an overview of the Family Engagement resources available on SavvasRealize.com.



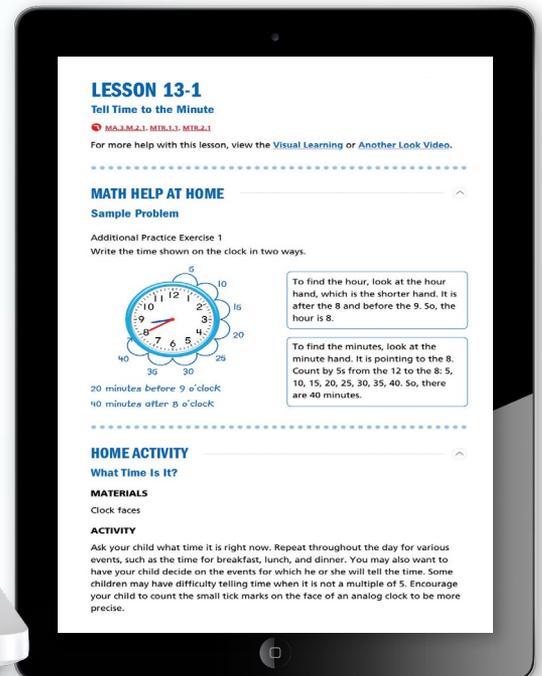
Topic Support

The Topic overview gives families a preview of upcoming content with visuals to support understanding.



Content and Standards

A useful reference breaks down Florida's B.E.S.T. Standards and Benchmarks in family-friendly language complete with explanations and examples.



Lesson-Level Support

Families are provided with homework examples and home activities that support Florida's B.E.S.T. Standards.

Develop Fluency

BUILT FOR FLORIDA

Break down the fluency and automaticity benchmarks into manageable parts to support students through the three developmental stages.

Targeted Benchmark Instruction

Topics that specifically focus on the benchmarks are labeled as **Exploration (E)**, **Procedural Reliability (PR)**, **Procedural Fluency (PF)**, or **Automaticity (A)**.

Within each **PR**, **PF**, and **A** Topic are special practice lessons designed to monitor students' fluency development at each stage:

- **Procedural Reliability:** Choose a Method
- **Procedural Fluency:** Use a Standard Algorithm
- **Automaticity:** Practice Facts

Fluency and Automaticity Benchmarks		TOPIC 1	TOPIC 2	TOPIC 3	TOPIC 4	TOPIC 5	TOPIC 6	TOPIC 7	TOPIC 8	TOPIC 9	TOPIC 10	TOPIC 11	TOPIC 12	TOPIC 13	TOPIC 14
Grade K	MA.K.NSO.3.1 Explore addition of two whole numbers from 0 to 10, and related subtraction facts.						E	E			E				
	MA.K.NSO.3.2 Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.								PR						
Grade 1	MA.1.NSO.2.1 Recall addition facts with sums to 10 and related subtraction facts with automaticity.		A												
	MA.1.NSO.2.2 Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.			PR	PR										
	MA.1.NSO.2.4 Explore the addition of a two-digit number and a one-digit number with sums to 100.										E				
	MA.1.NSO.2.5 Explore the subtraction of a one-digit number from a two-digit number.										E				
Grade 2	MA.2.NSO.2.1 Recall addition facts with sums to 20 and related subtraction facts with automaticity.	A													
	MA.2.NSO.2.3 Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability.				PR		PR								
	MA.2.NSO.2.4 Explore the addition of two whole numbers with sums up to 1,000. Explore the subtraction of a whole number from a whole number, each no larger than 1,000.											E			

RELATED BENCHMARKS

- Addition and Subtraction Facts, Grades K–2
- Addition and Subtraction Operations, Grades 1–3
- Multiplication and Division Facts, Grades 3–4
- Multiplication and Division Operations, Grades 4–5
- Addition and Subtraction with Decimals, Grades 4–5
- Addition and Subtraction with Fractions, Grades 4–5
- Multiplication and Division with Decimals, Grades 5–6
- Multiplication and Division with Fractions, Grades 5–6

Benchmark Progressions

The progression of fluency and automaticity benchmarks is tracked within and across grades.

Practice Activities & Practice/Assessment Masters provide engaging practice on previously taught benchmarks within each Topic.

See What They Can Do

Mathematical thinking and reasoning are an integral part of Florida's B.E.S.T. Standards. 3-Act Math builds students' confidence to think mathematically and solve problems on their own.



3-Act Math

Students are encouraged to be problem posers and problem solvers. 3-Act Math videos are also available in Spanish.

ACT 1: THE HOOK



A video or photo hooks students with the task and provokes questions.

ACT 2: THE MODEL



Students develop mathematical models to arrive at a solution that makes sense to them.

ACT 3: THE RESOLUTION



Visuals help students explain differences between their own conjectures and a possible solution.

3-ACT MATH PREVIEW

Math Modeling
Laundry Day

Before watching the video, think:
How do you help with laundry in your house? A great way to help the environment is to wash most of your laundry with cold water. The clothes still get clean, and you save up to 90 percent of the energy.

200 two hundred

Topic 5 3-Act Math



Launch 3-Act Math videos from the student page with embedded QR codes.

Name _____

Teaching Tool
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3-ACT MATH Recording Sheet

ACT 1

1. What questions do you have?

2. Predict a reasonable answer to the Main Question. Explain your prediction.

3-Act Math Recording Sheet 1 of 3

Focus on Mathematical Modeling

- **3-Act Math Preview** poses mathematical questions and generates interest.
- **3-Act Math Recording Sheets** organize students' thinking to actively develop a model.

Let's Investigate!

Every student's input is invited to build a collective understanding of new ideas.



Student-Led Exploration

Let's Investigate! introduces new concepts and lays a foundation for upcoming lessons. This option gives more time for exploration and digging deeper into the mathematics.

- **Encourage productive struggle** by activating prior knowledge to build on in future lessons.
- Avatars depicted in **real-world contexts** ask students to draw on their own experiences.
- **Hands-on** activities with physical and digital manipulatives.
- Promote a **growth mindset**.

Using the 5 Practices

Find teaching support based on the "5 Practices for Orchestrating Productive Mathematics Discussions" (Smith and Stein).

- **Anticipate** students' solution strategies.
- **Monitor** students' solutions.
- **Select** solutions for students to present.
- **Sequence** solutions that students will present.
- **Connect** students' strategies and connect to key ideas.

ANTICIPATE

Anticipate students' solution strategies. Solve the problem yourself. Then think of various ways students might use their prior knowledge to solve it. Think of questions you might ask (see the next page). You might record anticipated solution strategies using the Solve & Share Observation Tool (Teaching Tool 46) and save some student work to refer to next year.

Big Celebrations Problem

For a 3-day celebration, combine Marta's family of 7 people (a known addend) with a family of 8 on Day 1, a family of 6 on Day 2, and a family of 9 on Day 3 (other known possible addends). Find how many places need to be set at tables on each of those days (find $7+8$, $7+6$, and $7+9$). A table of 10 is always filled first (encourages making a 10 to add).

To solve the problem, students might:

- **Use counters of different colors to show each family.** Count by 1s to find the total number of places that need to be set.

or

 Marta's family: 1, 2, 3, 4, 5, 6, 7

 Alex's family: 8, 9, 10, 11, 12, 13, 14, 15

- **Or arrange the counters in a ten frame with some extras.** Then make a 10 to find the sum. Watch for students who don't fill the larger table.

or

 Put 3 guests at the table of 10 and 5 guests at the other table. 15 in all.

- **Or write an equation.** Then use mental math to find the sum.

Find $7+8$.
 I know that $7+7=14$.
 8 is one more than 7.
 So $7+8=15$.

or

Find $7+8$.
 Break apart 8 as 3 and 5.
 Add 3 to 7 to get 10.
 Add 5 more to get 15.

Anticipate

- Prompts teachers to consider different ways students may approach the task.
- Prepares teachers for assessing and advancing questions.
- Provides different student response examples.

Keegan's Work

Marta's family Jada's family

Keegan drew pictures to show each family. Then he counted on to find the sum. You might ask How did you know the sum was 13? [Listen for "I counted Marta's family to 7. Then I counted on 6 for Jada's family."]

Jorge's Work

Marta's family has 7 people.
 Add Alex's family: 8 people $7+7+1=14+1=15$
 Add Jada's family: 6 people $6+6+1=12+1=13$
 Add Alaina's family: 9 people $9+7=10+6=16$

Jorge used known facts. He used near doubles to find the totals for Alex's and Jada's families, and made a ten to find the total for Alaina's family. You might ask **What strategies did you use to find the answers?** [Listen for "I used doubles, near doubles, and make a ten."]

Student work examples

I Can See Clearly Now!

Starting on a firm foundation of conceptual understanding, students can connect and apply math ideas in amazing ways.

A simple lesson design provides a clear, intentional pathway.

STEP 1

Problem-Based Learning

STEP 2

Visual Learning

STEP 3

Assess and Differentiate

STEP 1

Problem-Based Learning

Solve & Share

Introduce concepts through a problem-solving experience. Facilitate rich classroom conversations that promote a growth mindset and result in deeper conceptual understanding.

Florida's B.E.S.T. Standards

are cited right on the student page for easy reference.

Solve & Share Name _____

A dog's hair is called a coat. How many dogs have soft coats? How many dogs have heavy coats? Solve any way you choose.

Choose a Method

- Count on
- Use doubles or near doubles
- Make 10
- Different way

Dogs with Soft Coats		Dogs with Heavy Coats	
Name	Number	Name	Number
Chow Chow	8	German Shepherd	7
Sheepdog	3	Saint Bernard	5

MA.1.NSO.2.2 Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.
MA.K.12.MTR.3.1, MTR.4.1, MTR.7.1

Language Support

All lessons include a Language Objective and ELL instruction to support different levels of English proficiency, aligned with WIDA (World-Class Instructional Design and Assessment).

LANGUAGE SUPPORT

Lesson Language Objective Explain why different methods are reliable when solving addition problems.

Additional resources are available in the **Language Support Handbook**.

ENGLISH LANGUAGE LEARNERS

Use with the *Solve & Share*.

Reading

Help students demonstrate comprehension of the material by asking questions about what they have read. Ask directed questions about different addition methods they have learned. Ask: **What is a doubles fact? What is a near doubles fact? What does it mean to make 10 to add?**

Entering Point to the chart showing information about dogs with soft coats in the *Solve & Share* problem. Ask: **How many dogs have soft coats?** Students can write the addition fact that needs to be solved. Say:

Solve & Share Online

The digital workspace engages students and encourages interactive learning experiences. Available in Spanish.

Solve & Share

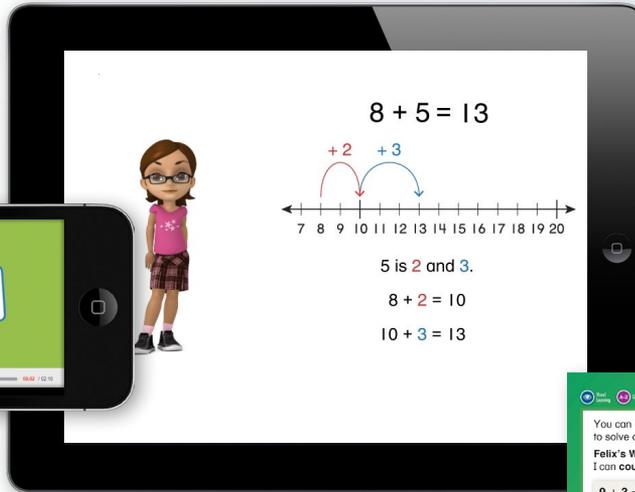
A dog's hair is called a coat. How many dogs have soft coats? How many dogs have heavy coats? Solve any way you choose.

Choose a Method

- Count on
- Use doubles or near doubles
- Make 10
- Different way

Dogs with Soft Coats		Dogs with Heavy Coats	
Name	Number	Name	Number
Chow Chow	8	German Shepherd	7
Sheepdog	3	Saint Bernard	5

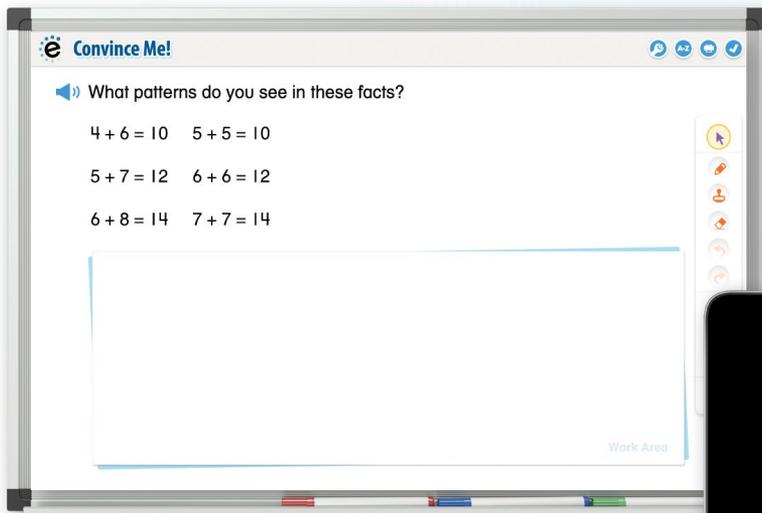
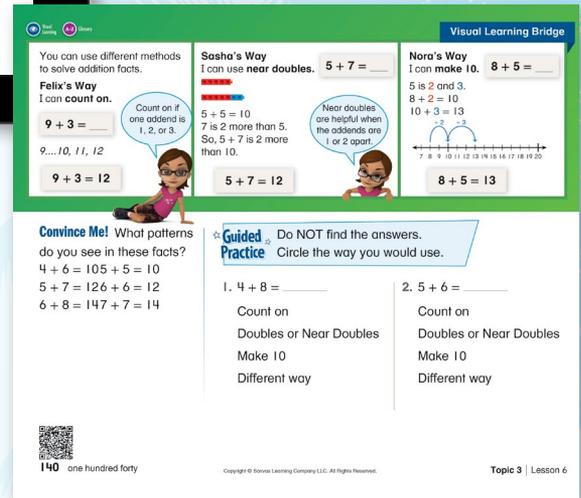
Available
 in Spanish



Launch
 Visual Learning
 Animations
 from the student page with the
 embedded QR codes.

STEP 2 Visual Learning

- Visual instruction gives learners greater access to concepts.
- Make key math ideas explicit through instruction connected to Step 1.
- Visual Learning Animation Plus interactivity promotes conceptual understanding.
- Formative assessment opportunities inform decision-making.

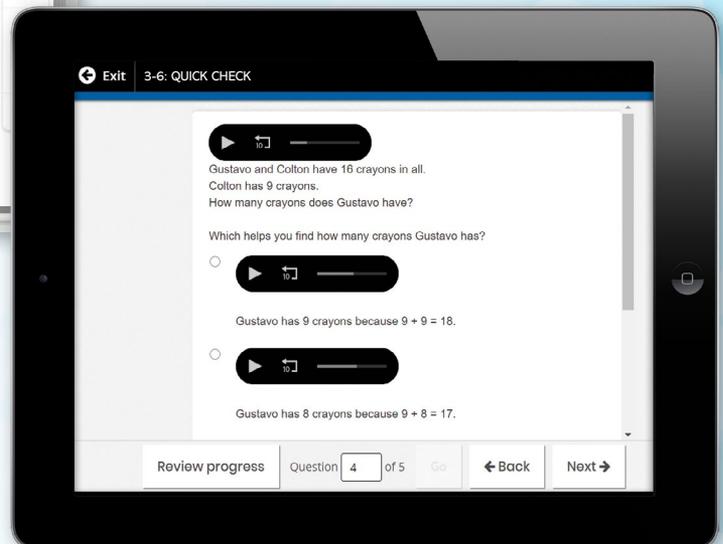


Convince Me!

Explain, justify, and use reasoning to promote classroom discussions. Available in Spanish.

STEP 3 Assess and Differentiate

Lesson Quick Check helps
 prescribe differentiated instruction.
 Available in Spanish.



Practice with a Purpose

Personalized and adaptive learning encourages students to build their mathematical understanding and demonstrate proficiency.

Problem Solving Solve any way you choose. Show your work.

13. **enVision® STEM**
A rose has 5 petals.
A lily has 6 petals.
How many petals do the flowers have in all?
_____ petals

14. **Apply Math**
Brett has 9 puppies in a pen.
He puts more puppies in the pen.
Now Brett has 16 puppies in the pen.
How many puppies did Brett put in the pen?
_____ puppies

Assessment Practice
Is the sum equal to 13?
Choose Yes or No. 1.NBQ.3.2

6 + 7 = ? Yes No
8 + 5 = ? Yes No
9 + 3 = ? Yes No
10 + 3 = ? Yes No

Independent Practice Solve any way you choose.

3. $6 + 8 =$ _____ 4. $4 + 10 =$ _____ 5. $7 + 6 =$ _____
6. $9 + 8 =$ _____ 7. $8 + 5 =$ _____ 8. $7 + 4 =$ _____
9. $8 + 8 =$ _____ 10. $9 + 8 =$ _____ 11. $10 + 7 =$ _____

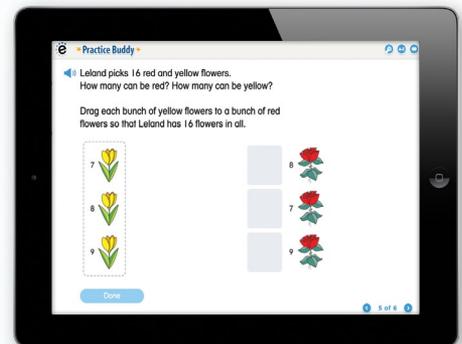
12. **Explain** Do you prefer Mike's way or Mia's way? Why?

Mike's Way	Mia's Way
9 plus 1 is 10.	$7 + 7 = 14$
7 minus 1 is 6.	9 is 2 more than 7.
$9 + 7 = 10 + 6$	So, add 2 to 14.
$10 + 6 = 16$	$14 + 2 = 16$
So, $9 + 7 = 16$.	So, $9 + 7 = 16$.

9 + 7 = _____

Independent Practice and Problem Solving

- Build mathematical proficiency.
- Promote higher-order thinking.
- Prepare students for Florida's B.E.S.T. Assessment.



Interactive Practice Buddy (Grades K-2)

Students are engaged as they practice and apply math ideas. Read aloud option available.

Practice Buddy MathXL® for School (Grades 3-5)

Instant feedback and learning aids help all students be successful.

Interactive Practice Buddy (Grades K-2) and Practice Buddy MathXL for School (Grades 3-5) are also available in Spanish.

3-5: Practice Buddy: Independent Practice: Problem Solving

3.5.IP.26

Mr. Smith bikes 7 miles each day. How many total miles does he bike in one week?

Mr. Smith bikes miles in one week. This can be found by using = .

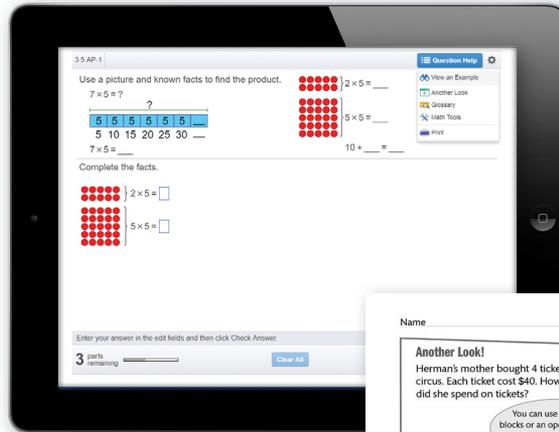
7 × 7
7 × 1
7 + 5

Help Me Solve This
View an Example
Another Look
Glossary
Math Tools
Print

Review progress Question 10 of 12 Go Back Next

Additional Practice

- Suggested leveling allows teachers to personalize skill and problem-solving practice.
- Reinforce vocabulary and higher-order thinking for Florida's B.E.S.T. Assessment.
- *Practice Buddy MathXL® for School* (Grades 3-5) provides dynamic support for homework. Autoscored.
- Assign print workbook or online interactive eText practice.



7. Represent and Connect Nursen collects trading cards. How many cards come in 3 packages? Show how to use a number line to solve this problem.

8. Higher Order Thinking For her birthday, Ana got 4 packages of trading cards. She already had 75 cards. How many cards did she have after her birthday?

9. enVision® STEM Shawn has two fields on his farm. He plants two types of corn, one in each field. Each field has 60 rows of cornstalks. Type A grows better, so there are 8 cornstalks in each row. Type B does not grow as well, so there are only 3 cornstalks in each row. Use place-value blocks to find how many cornstalks are in each field.

10. Use place-value blocks to find 1×70 , 2×70 , 3×70 , and 4×70 . Describe any patterns you see in the products.

Assessment Practice

11. Select all the expressions that have a product of 270. 3.808.2.3

12. Select all the expressions that have a product of 160. 3.808.2.3

Another Look!
 Herman's mother bought 4 tickets to the circus. Each ticket cost \$40. How much did she spend on tickets?

You can use place-value blocks or an open number line to find 4×40 . Describe any patterns!

Use place-value blocks. 4×40 is 4 groups of 4 tens = 16 tens or 160. 4 tickets cost \$160.

Use a number line. 4 jumps of 40 are 160. $4 \times 40 = 160$. 4 tickets cost \$160.

Leveled Practice In 1-6, use a number line or draw place-value blocks to find each product.

1. 4×90

2. 8×40

3. 7×50

4. 5×80

5. 7×80

6. 8×30

Available
 in Spanish



Savvy Adaptive Practice (Grades 3-5)

- Personalized practice in real-time, focusing on key concepts for each lesson.
- A brand new, transparent engine, informing students *when* and *why* they are receiving specific practice items or instructional support resources.
- Students dial back into prerequisite concepts or accelerate forward as they practice.



Another Look Homework Video

Online help presents a new example as a lesson refresh. Great for families too!



Launch Another Look videos from the student page with embedded QR codes.

Focus on Each Learner

Differentiation options for each lesson focused on Florida's B.E.S.T. Standards encourage and challenge students of all learning levels.



TARGETED INTERVENTION As needed ANYTIME

I INTERVENTION **O** ON-LEVEL **A** ADVANCED

Intervention Activity **I**

Teacher Guided Activity gives all students the extra help they need.

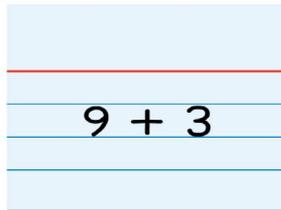
INTERVENTION ACTIVITY **I**

Fact Sort

Materials

Index cards with the facts $9 + 3$, $8 + 7$, $8 + 9$, $5 + 4$, $6 + 6$, and $8 + 8$; Index cards with the following labels: Make 10, Doubles, Doubles Plus, Count on

- Have students solve the problem $9 + 3$. Which method do you think is the most reliable for solving the problem?
- Match the method card suggested by a student to the problem. (Student's name) thinks that the most reliable method to use for this addition problem is Make 10. Does anyone think that a different method is the most reliable?
- Repeat with other problems and method cards. Tell students that some problems can use more than one method.



Technology Center

I **O** **A**

Math Tools and Math Games

reinforce concepts, critical thinking, and application.

Games available in Spanish.



Name _____

Reteach to Build Understanding **3-6**

Vocabulary

1. You can use different ways to add. Choose a way that works for you.

You can **count on** to add 1, 2, or 3.

$6 + 3 =$ $6 \dots 7, 8, 9$

If you know the **doubles** facts, then you can find **near doubles**.

$5 + 6 =$ $5 + 5 = 10$
 6 is 1 more than 5.
 So, $5 + 6$ is 1 more than 10.

You can **make 10** when one addend is close to 10.

$8 + 6 =$ 6 is 2 and 4.
 $8 +$ $= 10$

Name _____

Build Mathematical Literacy **3-6**

Read the problem.

Higher Order Thinking

Manuel and Jake have 13 cars in all. How many cars could each boy have? Use words, objects, or pictures to explain your work.

Circle True or False for each sentence.

1. Manuel and Jake each have 13 cars. True False

2. The number of cars that Manuel has could be 5. True False

3. The number of cars that Jake has must be 10. True False

Name _____

Enrichment **3-6**

Do It Your Way

Solve any way you choose. Be ready to explain your work.

Choose a Method

- Count on
- Use doubles or near doubles
- Make 10
- Different way

1. Maya has 9 coins. Rod gives her 6 coins. How many coins does Maya have now?

2. Jamal wants to read 12 books. He reads 5 books. How many more books does Jamal need to read?

Reteach to Build Understanding **I**

Stepped-out, scaffolded support solidifies understanding with a fresh approach.

Build Math Literacy **I** **O**

Reading support helps students read and understand examples from the lessons.

Enrichment **O** **A**

Higher-order thinking activities help students develop deeper understandings.

Routines to Master and Maintain Skills

Teachers can flexibly implement Routines in 5-10 minutes at any time.

- Counting and Cardinality Routines (Grade K)
- Number and Operations Routines (Grades 1-5)
- Embedded in the Teacher's Edition
- Word document versions available on Savvas Realize™ for Teacher Presentation
- Slides to support the Routines are available as customizable Word documents (Grades 3-5)

Presentation screens are at [SavvasRealize.com](https://www.savvasrealize.com)

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Number and Operations Routines
Lesson 2. AGREE OR DISAGREE (A)

655 is rounded to 660 when rounded to the nearest 10.

Agree

enVision Florida
Number and Operations Routines
Lesson 2. AGREE OR DISAGREE (A)

3,458 in expanded form is $3,000 + 400 + 50 + 8$.

Agree

Number and Operations Routines

To be successful in mathematics, third graders must develop understanding and skills involving number sense and operations and related ideas in algebraic reasoning. Many lessons in the program focus specifically on these areas. To deepen understanding, practice skills over time, and develop fluency, we have also provided number and operations routines, including related ideas in algebraic reasoning.

You can use the routines at any time: while students are waiting or walking to other activities, during transitions, at the beginning of the day, or even before or after a specific lesson. In most cases, they require minimal materials and can be completed in 5-10 minutes.

The content reinforced by these routines falls into one or more of the following categories:

- 1 Place Value**
 - Identifying and representing numbers by place value
 - Composing and decomposing whole numbers in multiple ways
 - Plotting, comparing, and ordering whole numbers to 10,000
 - Rounding whole numbers to the nearest 10 or 100
- 2 Addition and Subtraction**
 - Mental-math methods for adding and subtracting multi-digit numbers
 - Estimating sums and differences of multi-digit numbers
 - Using a standard algorithm
- 3 Multiplication and Division**
 - Meanings of multiplication, including repeated addition, arrays, and area
 - Properties, including the Distributive Property
 - Methods for finding basic-fact products to 144
 - Restating a division problem as a missing-factor problem using the relationship between multiplication and division
- 4 Fractions**
 - Representing and interpreting fractions as unit fractions or multiples of unit fractions
 - Reading and writing fractions in various forms
 - Comparing and ordering fractions
 - Identifying equivalent fractions
- 5 Algebraic Reasoning**
 - Determining and explaining whether an equation is true or false
 - Determining the unknown whole number in an equation relating three numbers
 - Determining whether a whole number from 1 to 144 is a multiple of a given one-digit number
 - Identifying, describing, creating, and extending patterns

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Number and Operations Routines

AGREE OR DISAGREE(A)

Students decide if they agree or disagree with given verbal statements. Have students share their decisions and discuss as a class to address any misunderstandings.

Purpose Develop conceptual understanding using appropriate vocabulary.

Suggested Use Lesson 6-5 and on, especially Lessons 7-2, 8-2

• Presentation screens are at [SavvasRealize.com](https://www.savvasrealize.com)

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655 is rounded to 660 when rounded to the nearest 10.

Agree

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3,458 in expanded form is $3,000 + 400 + 50 + 8$.

Agree

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847 is rounded to 850 when rounded to the nearest 100.

Disagree

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Four thousand, six hundred three in standard form is 463.

Disagree

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$9,632 > 9,623$

Agree

TOPIC 3 Math Background

Add with Facts to 20

Topic 3 continues to expand on what students learned related to solving addition problems. Students demonstrate fluency with addition within 10 and use methods to add within 20. Methods include counting on, using doubles and near doubles, and making 10 to add.

ADDITION STRATEGIES

- **Count On:** In Lesson 3-1, students count on to add within 20. Number lines are used to illustrate this strategy.
- **Find 7 on the number line.** Then count on 8 more to add $7 + 8$.

Start at 7 and make 8 jumps. You land on 15.

- **Doubles and Near Doubles:** In Lessons 3-2 and 3-3, students learn to recognize doubles and near doubles when they add within 20. Their doubles are also referred to as doubles plus. Students learn to be flexible in deciding which way to use a doubles fact to complete a near-doubles fact.

ADDITION AND SUBTRACTION WORD PROBLEMS

- **Common Addition and Subtraction Situations:** In Lesson 3-2, students use addition facts to 20 to solve word problems. These problems include the following situations: "add to," "put together," "take from," "take apart," and "compare." Students use objects, drawings, or an equation to solve the problems.
- **Use objects, drawings, or an equation to show your thinking.**

Professional Development Videos: Topic Overview Videos and Listen and Look For Lesson Videos present additional important information about the content of this topic.

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TOPIC 3 Math Background

Add with Facts to 20

LOOK BACK

How is Topic 3 connected to what students learned earlier?

Grade K

- **Understand Addition and Subtraction:** In Topics 6 and 7, students were introduced to various meanings of addition and subtraction. Students developed drawing, and equations to represent addition and subtraction word problems within 10 and for unknown numbers in any position. By the end of kindergarten, students fluently added and subtracted within 5. In Topic 8, students showed different ways to decompose numbers to 10.

Earlier in Grade 1

- **Understand Addition and Subtraction:** In Topic 1, students were introduced to ways to think about addition and subtraction. They used "add to," "put together," "take from," "take apart," and "compare" problems.
- **Understand Addition and Subtraction:** In Topic 2, students solved addition and subtraction problems to 10. They were introduced to strategies including counting on and counting back, using doubles and near doubles, adding with 5, adding to 10, adding in any order, and making addition to subtract.

Grade 2

- **Procedural Reliability:** In Lesson 3-2, students draw on the methods learned and practiced in the earlier lessons. They choose a strategy to find a sum and then explain their choice.
- **Procedural Reliability:** In Lesson 3-3, students use the addition facts learned earlier in Topic 3 to solve addition word problems.
- **Properties and Relationships:** Topic 3 emphasizes representing and solving problems involving addition, understanding and applying properties of operations and the relationship between addition and subtraction, and finding unknowns in addition equations.

Grade 2

- **Fluency with Facts to 20:** In Topic 1, students will develop fluency with addition and subtraction within 20. By the end of Grade 2, they will be expected to know from memory all sums of two single-digit numbers.
- **Add and Subtract Within 100:** In Topic 4 and 5, students will develop fluency with addition and subtraction within 100. In Topic 10, students will add and subtract within 1,000.

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TOPIC 3 Math Background

Add with Facts to 20

CONCEPTS

- **Build on Counting Skills:** Lesson 3-1 develops the conceptual links between counting and addition. Students count on or back 1, 2, or 3 to add single-digit numbers with a sum within 20. These lessons support students as they move away from counting all toward efficient strategy use. Counting on from a given number is a study illustration on the number line, providing a solid base for long-term number-line use.

Skills

- **Add Within 20:** In Topic 3, students use strategies for adding within 20. They count on, use doubles and near doubles, and make 10. Students use reasoning cubes, ten frames, number lines, and equations to represent problem situations.

APPLICATIONS

- **Addition and Subtraction Situations:** Throughout Topic 3, students use addition facts to solve real-world problems. These problems represent addition situations of "add to," "put together," and "compare." Lesson 3-8 gives special emphasis to solving real-world problems.

Letia has 8 pencils. She has 9 more pencils than Grace. How many pencils does Grace have? Grace has _____ pencils.

118 Topic 3 Overview

Build Teacher Knowledge

Ideas, inspiration, and teaching methods. Math Background for Topics and Lessons serves as an easy-to-access math methods course.

Encourage Personal Connections

Foster an inclusive environment to promote learning and growing together. Students see themselves in the math.

Let's Investigate!
Tile the Floor

Marta is helping her grandpa tile a floor with 1-foot square tiles. They will separate the floor into two rectangular sections, one with all red tiles, one with all yellow tiles.

The red section and yellow section will each be 8 feet wide.

They have 100 red tiles and 100 yellow tiles.

What are the different possible plans for the red and yellow sections? How many red tiles are needed for each plan? How many yellow tiles? How many tiles are needed in all for each plan?

Let's Investigate!

- Student-centered approach to solving an authentic real-world problem.
- Promotes collaboration and engagement.
- Scenarios draw upon students' experiences by depicting varied activities and settings.

Discuss the Context

Guiding questions encourage students and teachers to share their ideas and experiences, resulting in a multifaceted conversation.

Discuss the Context

To engage students in the context and have them bring their own unique experiences and ideas to the situation, use prompts like these:

- Where are some places you have seen tile floors?
- Tell about a time you helped someone build or create something.
- Where do you spend time with your family?

You might search online for tile floor designs and share with the class some that are unusual or interesting. You might extend the discussion by talking about patterned designs and how they might be arranged in a game room.

Cultivate a Community of Growth Mindset Learners

- Guiding questions in the Teacher's Edition foster inclusive dialogue.
- Math Thinking and Reasoning (MTRs) animations bring having a growth mindset and learning collectively to life. An animation for each MTR standard is available at SavvasRealize.com.

WHOLE-CLASS DISCUSSION

What does it mean to learn together in math?

Discuss how learning math involves both doing things on your own and doing things with others. Read with students the list of seven things that can help everyone learn together.

Sample Use

After reading the page with students, discuss answers to these questions.

- Which things on the list can help everyone feel comfortable and confident sharing what they think? [Sample answer: Different ideas help everyone learn; be kind when you disagree with others.]
- Why should you not be afraid to ask questions? [Sample answer: A question can help clear up confusion for yourself and others, too.]

My Math Thinking and Reasoning Handbook

- Promotes learning together and a growth mindset.
- Prompts and statements encourage inclusive learning.
- Students use the Mathematical Thinking and Reasoning Standards throughout the lessons.
- Specific lessons are dedicated to each of the MTRs.

MTR.3.1 Complete Tasks with Mathematical Fluency

Good math thinkers look at the numbers in a problem before they solve it. They think about what approach to use before they begin. They check their work.

I used mental math to multiply because there was no regrouping needed. Then I solved the problem a different way to check my work.

How many calories are in a jar of Sweet & Spicy sauce?

Brand	Cups per Jar	Calories per Cup
Five Star	5	256
Sweet & Spicy	3	322
Dixie Sweet 'n' Cal	4	97

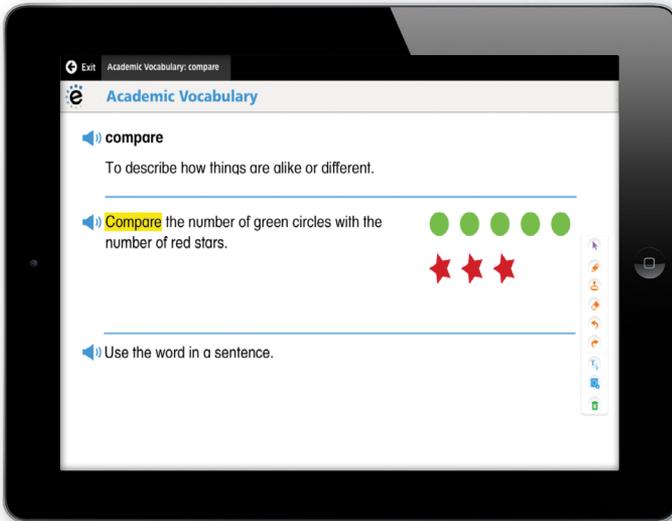
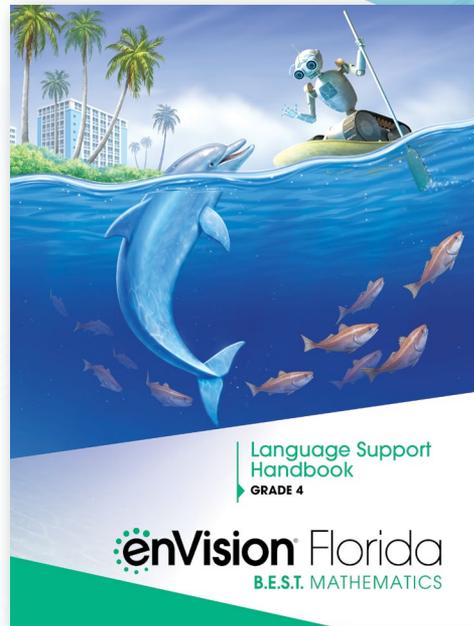
Find 3×322 .
I can use mental math because there is no regrouping.
 $3 \times 322 = 966$ calories
Check: $322 + 322 + 322 = 966$

Thinking and Reasoning Habits
Be a good thinker! These questions can help you.

- Is this problem like any I have solved before?
- How can I be sure my work is correct?
- What method can I use to be efficient and accurate?
- Can I use mental math or not, and if then, what method can I use?
- Is my method working? Do I need to try another way?

Language Development for All Florida Students

Language Support Handbook provides Topic and lesson instructional support that promotes language development. Includes teaching support for Academic Vocabulary and more!

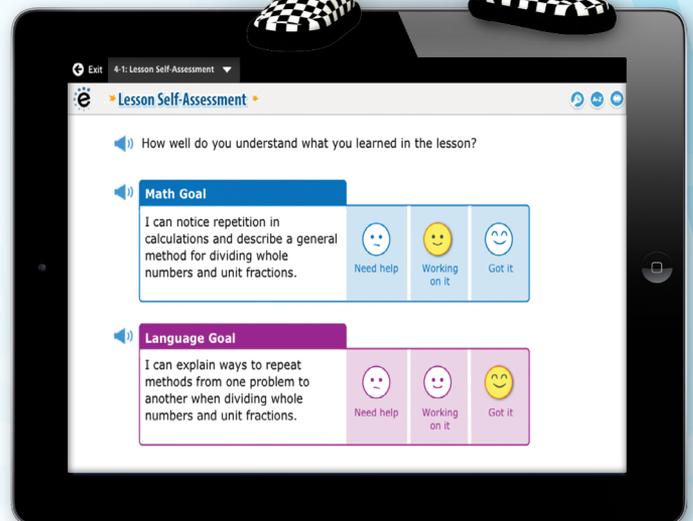


Academic Vocabulary Activity

Students preview and demonstrate understanding of academic language through an online activity that supports each vocabulary word. Complete the vocabulary routines as a class or in partners. Also available in Spanish.

Vocabulary Routine

- Listening:** Read the word and definitions.
- Speaking:** Recite the word and definition orally.
- Reading:** Read the sample instruction and then discuss and record your responses.
- Writing:** Write a sentence using the word.



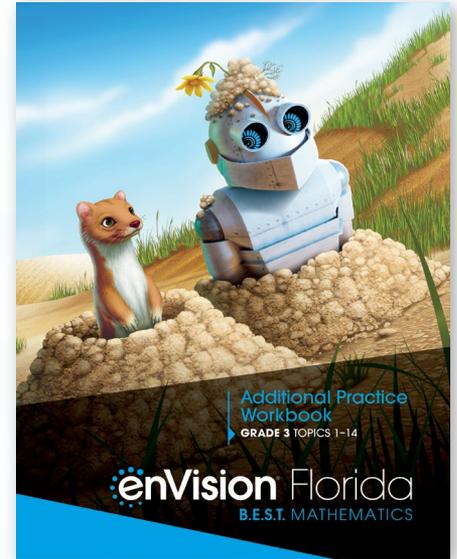
Lesson Self-Assessment (Grades 3-5)

An exit ticket encourages students to reflect on their understanding of the language and the math goals of the lesson. Available in Spanish.

Activity Centers

Additional Practice Workbook

Two pages for each lesson reinforce math concepts, vocabulary, higher-order thinking, and Florida's B.E.S.T. Assessment practice.



enVision® STEM Activity

Integrate grade-specific STEM activities introduced in the Topic Opener.

TOPIC 1 Place Value: Numbers to One Million
 Essential Questions: How are greater numbers written? How can whole numbers be ordered and compared? How are place values related?

Water, wind, and ice can change the shapes of rocks over thousands of years. This is called erosion.

Kannestammen Rock in Norway got its shape from the sea that surrounds it.

Mountains, caves, and some islands are kinds of rock formations. Here is a project about caves and greater numbers.

STEM Project Caves

Do Research Use the Internet or other sources to find the depths in feet of the 5 deepest caves in the world.

Journal: Write a Report Include what you found. Also in your report:

- Make a place-value chart that includes the five depths.
- Write each depth in expanded form two different ways.
- Use "greater than" or "less than" to compare the depths of two of the caves.

Topic 1 1

Name _____

enVision STEM Activity 1-1

Mountain Formation

Did You Know? The Earth's crust is made up of large plates called tectonic plates. The plates keep moving a few centimeters every year. Some mountains form along the boundaries where the tectonic plates move towards each other. The tectonic plates collide, causing the Earth's crust to uplift and form mountains.

The table shows the approximate elevation of some of the tallest mountains in the world.

Mountain	Elevation (ft)
Mount Everest	29,029
K2	28,251
Kangchenjunga	28,169
Lhotse	27,940
Makalu	27,838

1 Write the elevation of Mount Everest in the place-value chart.

2 Write the elevation of K2 in expanded form.

3 Which mountain has an elevation of twenty-seven thousand, eight hundred thirty-eight feet?

4 Write the word form for the elevation of Kangchenjunga.

5 **Extension** Write both expanded forms for the elevation of Lhotse.

enVision STEM Activity 1-1

USE WITH TOPIC 9 **Problem-Solving Reading Mat** **Read Together**

Pump that blood!

Can you feel your heart beat? Your heart is an amazing muscle. It never gets tired! It opens and closes about 100,000 times each day. It does this each day of your life.

Where is it? Your heart is protected by your rib cage. It is located slightly to the left in your chest.

A one-way system Your heart beats to push blood around your body. Four valves in the heart work to make sure that the blood always travels the same way.

Speed up! As you run, your heart beats faster. When that happens, your muscles get more oxygen.

Held with string Heart strings are tiny cords attached to your heart valves. The cords prevent the valves from turning inside out when they close.

What is blood? Blood is made up of a watery liquid. The liquid is called plasma. Blood also contains red cells, white cells, and fragments of cells. The fragments of cells are called platelets.

Fighting infection White blood cells and platelets make up only a small part of your blood. They are less than one percent of blood. White blood cells and platelets fight against germs.

Red blood cells Red blood cells make up 54 percent of your blood. Millions of the cells are made and die each second.

Heart/blood facts

- A child's heart at rest beats 85 times a minute.
- One drop of blood holds millions of red cells. It holds thousands of white cells. It holds millions of platelets.
- A blood cell flows through your body and heart more than 1,000 times each day.

A tangled web The picture at the left shows what happens when you have a cut in your skin and your blood flows in it. A mesh of fibers catches the red blood cells. The cells die and stop blood from flowing out.

The mesh forms very quickly.

Red cells are disc-shaped.

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enVisionCENTERS

Problem-Solving Reading Mats

Problem-Solving Reading Activities

Pick a Project

enVision® STEM Activities

Digital Math Tools Activities

Problem-Solving Leveled Reading Mats

Apply math understanding in a real-world context from DK Books. Two-sided mats include on-level text on one side and below-level text on the other side. Available in Spanish.

enVisionCENTERS

Quick-and-Easy Centers Kit for Differentiated Instruction provides access to all materials.

Name _____

Pick a Project

PROJECT 5A

How many books are in a library?

Project: Design a Library



PROJECT 5B

How would you use number cubes?

Project: Make a Multiplication Game



PROJECT 5C

Would you rather ride a bike or a "trike"?

Project: Create a Bike Chart



Topic 5 | Pick a Project 167

High-interest math projects invite all students to be active participants.

Pick a Project

Students explore and complete interesting projects—it's motivating because THEY choose!

- Varied contexts (what interests students)
- Varied modalities (how students like to work)
- Varied final products (what students like to create)

Name _____

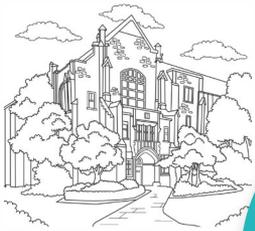
Pick a Project

Project 5A

Go By the Book

The George A. Smathers Libraries are part of the University of Florida. They are one of the largest college library systems in the country. Smathers Libraries have more than 5 million books. They also have 8 million pages online.

The library system is named after George Smathers. He was a U.S. senator from 1951 until 1969.



George A. Smathers Libraries

Your Project: Design a Library

You will design a class library. Choose 7 book types for the library. Some book types are mystery, graphic novels, and science fiction.

Pretend that your library has 205 books. Each book type will have its own bookcase.

Set up your library any way you want, but follow these rules:

- Each bookcase must have at least 4 shelves. Each shelf must hold at least 5 books.
- Shelves within a bookcase must have the same number of books.
- No more than 2 bookcases can have the same number of books.



Make a table that shows the number of books on each bookshelf. Make sure all 205 books are on a shelf!

Pick a Project **5A**

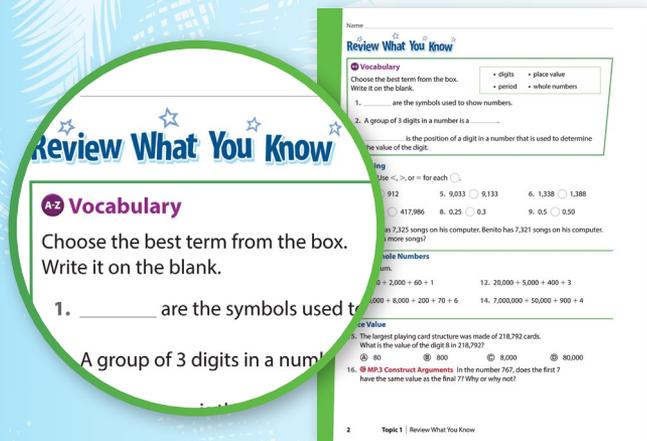
	Varied Engaging Contexts	Varied Activity Modalities	Varied Final Products
5A	Books	Design	Data table
5B	Number cubes	Make	Game
	Wheels	Collect	Chart

Student Choice, Differentiation, Open-Ended Rich Tasks



Assess to Differentiate

The *enVision Florida B.E.S.T. Mathematics* Assessment Suite offers options to move students toward mastery of Florida's B.E.S.T. Standards while driving instructional differentiation.



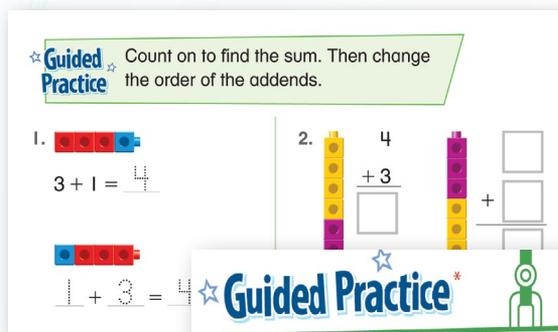
Diagnostic Assessment

- Readiness Test (Print/Online)
- Diagnostic Test (Math Diagnosis and Intervention System)
- Savvas Math Screener and Diagnostic Assessments

Formative Assessment

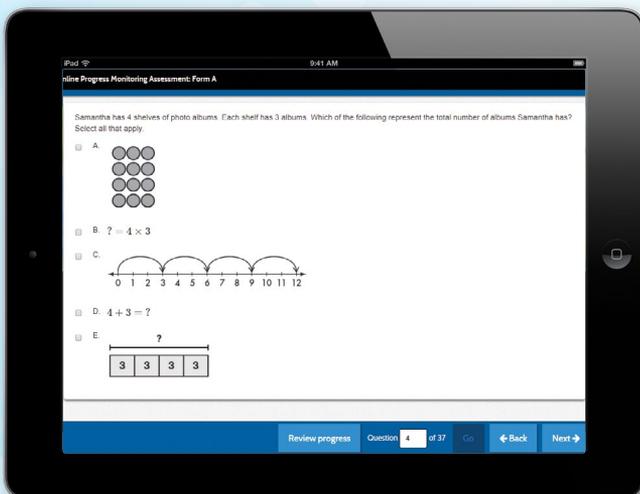


- Realize Scout Observational Assessment Tool used during Solve & Share (See Page 20 for more details)
- Do You Understand? and Convince Me! Guided Practice
- Quick Check (Print/Online)



Do You Understand?

1. Besides using a 2s fact and doubling it, what is another way to break apart 4×7 using facts you already know?

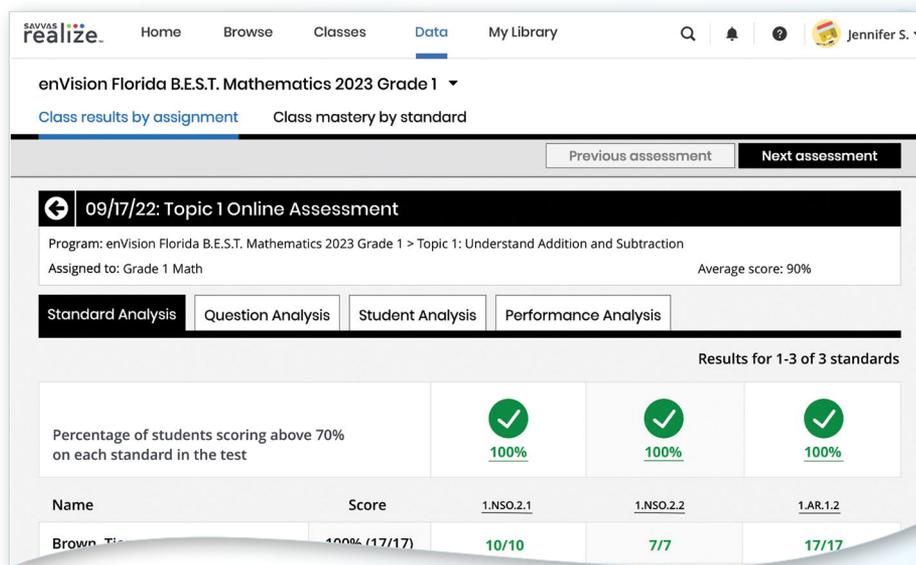


Summative Assessment

- Topic Assessments (Print/Online)
- Topic Performance Assessments (Print/Online)
- ExamView® Test Generator
- Fluency Assessments
- Cumulative Assessments (Print/Online)
- Progress Monitoring Assessments (Forms A, B, and C)
- Florida's B.E.S.T. Assessment Practice tests

Gain Meaningful Insight

A variety of auto-generated reports show Florida's B.E.S.T. Standards mastery on assessments, overall progress, and usage data. It's all on SavvasRealize.com.



Savvas Math Screener and Diagnostic Assessment Student Report

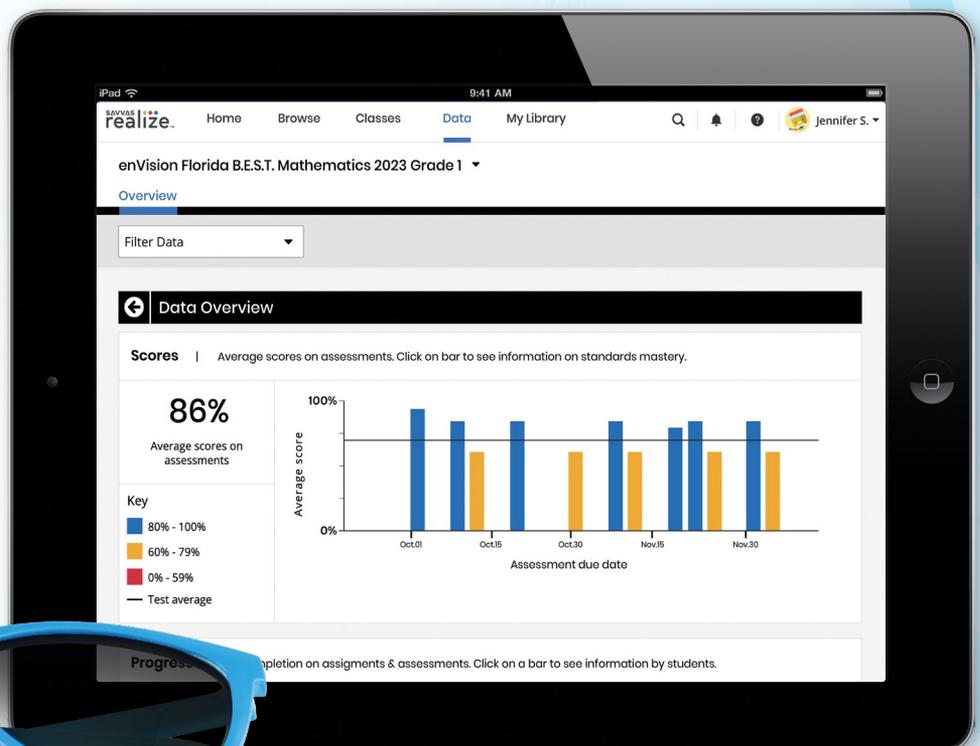
Allows teachers to see a student's Overall Performance compared to their peers and Performance by Domain indicating strengths and areas for improvement.

Standard Analysis

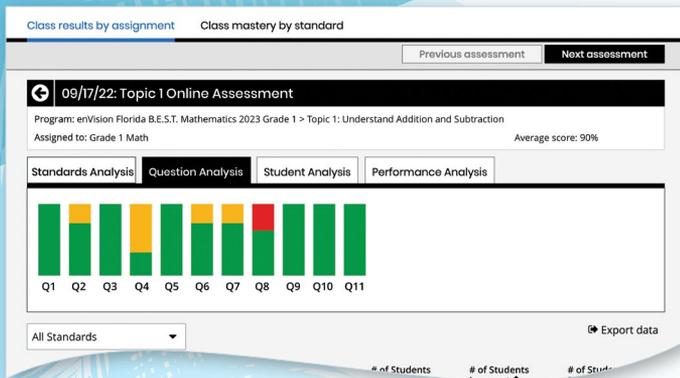
In-depth information is provided about Florida's B.E.S.T. Standards coverage and mastery for an assignment.

Data Overview

Reports including scores, progress, and usage are provided in an easy-to-view format.

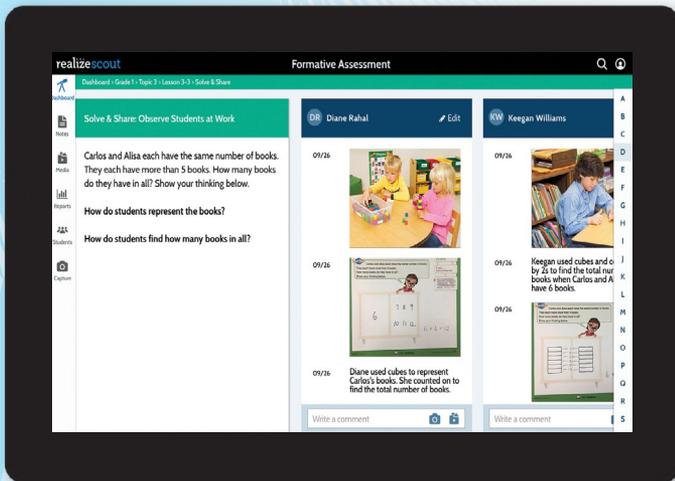


ASSESSMENT



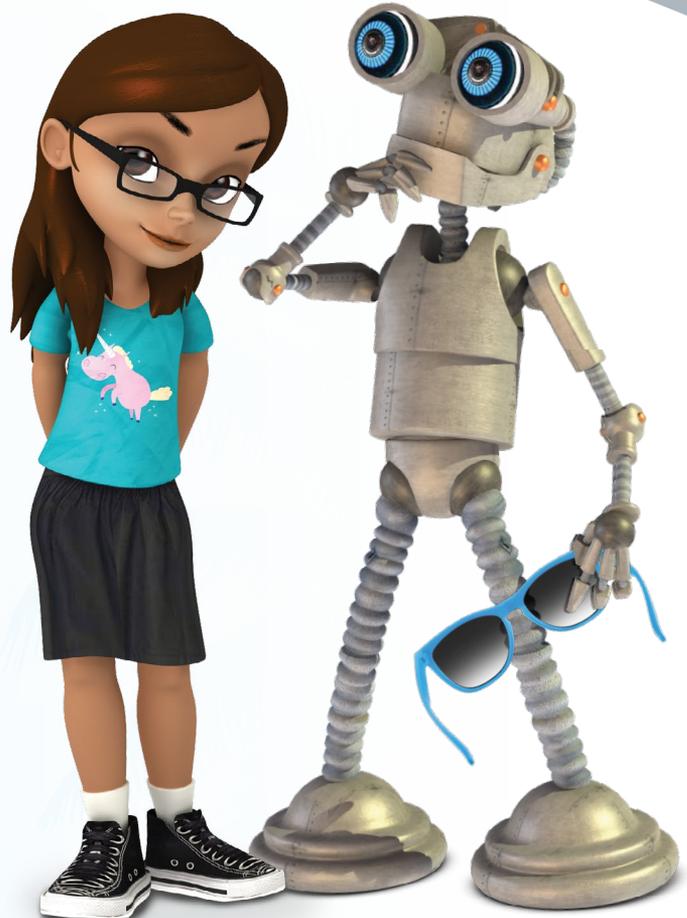
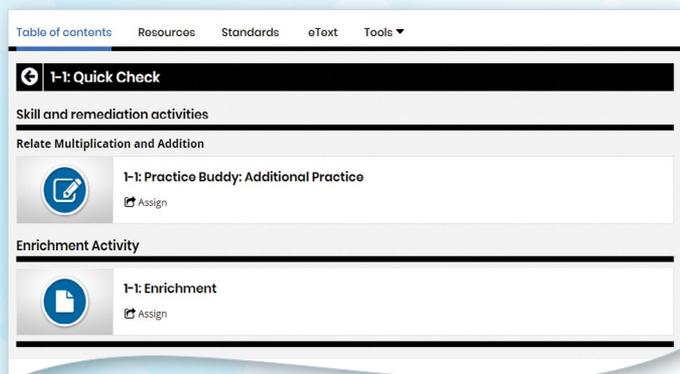
Question Analysis

Florida's B.E.S.T. Standards-aligned resources are available to assign for follow-up.



Realize Scout Observational Assessment Tool

Record observations, pictures, and videos of student work to support formative assessment.



Savvas Math Screener and Diagnostic Assessment (MSDA)

Available as an assessment option to diagnose student needs at the beginning of the year. See p. 23 for more info!

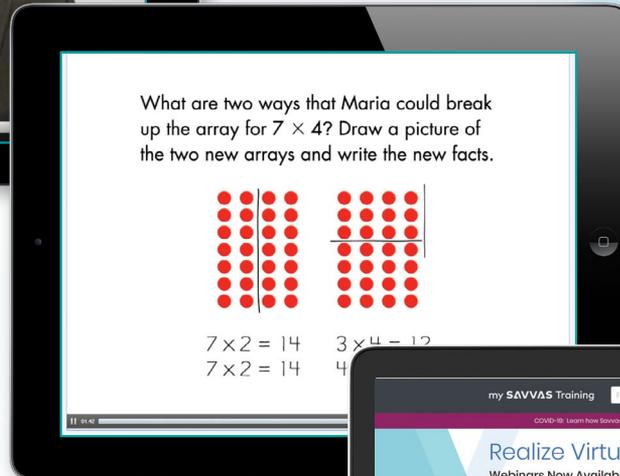
Auto-Assign Differentiation

Differentiation is based on results of the online Quick Check, Topic Assessment, Cumulative Assessment, and Florida's B.E.S.T. Assessment Practice.



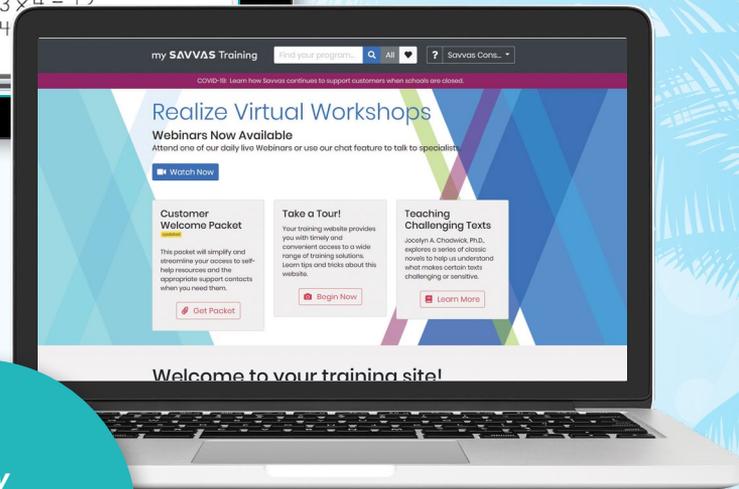
Professional Development

Videos on SavvasRealize.com give important perspectives on math concepts and show the program in action.



Listen and Look for Lesson Videos

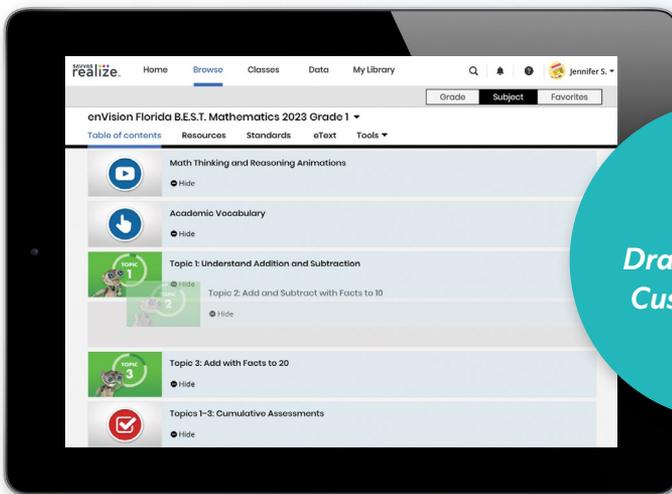
Instructional videos provide key details, models, and insights. A great way to prepare for the day!



Easy Drag-and-Drop Customization

mySavvasTraining.com

Easily accessible online tutorials and quick-start guides for *enVision Florida B.E.S.T. Mathematics*. Available 24/7!



Make Every Lesson Perfect for You

Access all digital content, assessments, and management tools at SavvasRealize.com.

- Search by keyword or standards
- Customize lessons
- Reorder lessons and Topics
- Align to your district framework
- Integrate with Canvas® and Schoology™
- Assign to Google Classroom™
- Add Google Drive™ files
- Integrate Microsoft® OneDrive®
- Upload your own content
- Use online discussion boards
- Switch to simple interface (K-2)



Comprehensive Resources

Teach using multiple modalities and tiers. All components are organized to save you time and prepare students for success. You don't have to look anywhere else!

Savvas Realize

All *enVision Florida B.E.S.T. Mathematics* resources are available on SavvasRealize.com.

Easy-to-navigate content is fully customizable. All English and Spanish assets are provided in one course so teachers and students do not have to toggle between multiple locations.

Now integrates with Google rosterSync™, Google Classroom™, Google Drive™, Canvas® and Schoology®.

Student's Edition, 2 Volumes

(Print and online Student Edition Realize Reader)

The text increases engagement and deepens understanding of math ideas. Students explain their thinking, solve problems, and make it their own. Also available in Spanish.

Teacher's Edition, 2 Volumes

(Print and online Teacher's Edition Realize Reader)

Topics and lessons align to Florida's B.E.S.T. Standards. Also includes embedded math background and professional learning.

Florida's B.E.S.T. Assessment Practice Workbook

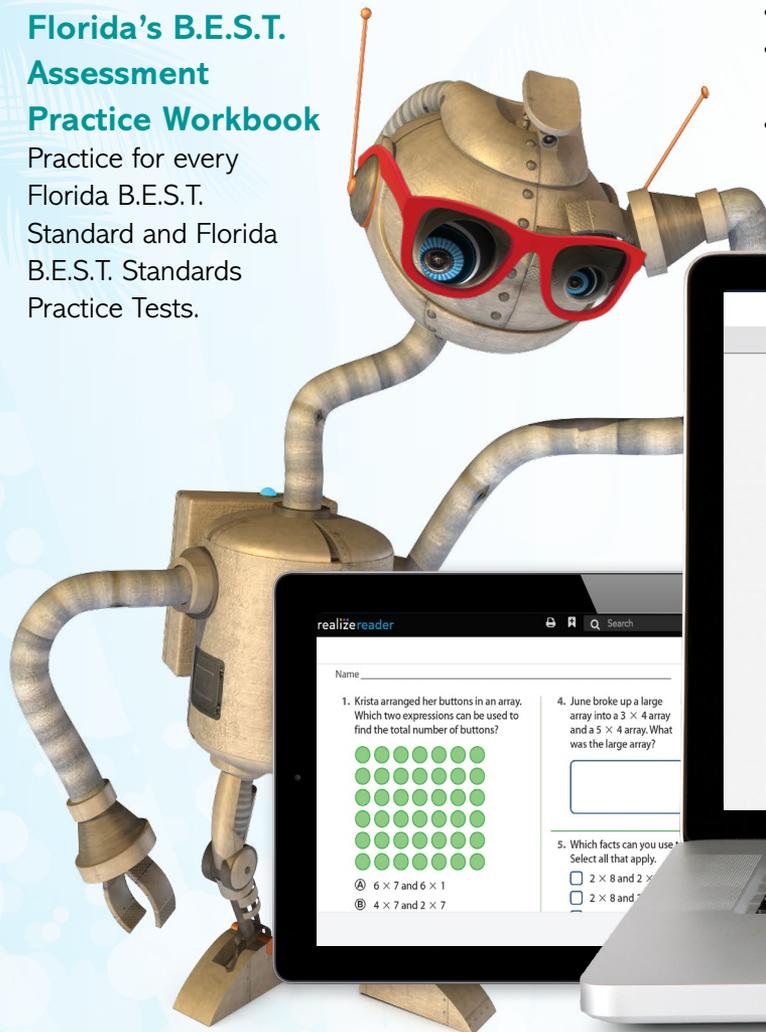
Practice for every Florida B.E.S.T. Standard and Florida B.E.S.T. Standards Practice Tests.

Teacher's Edition Program Overview

A user's guide and professional learning resource in one! Explore pacing, lessons, differentiated instruction, components, and correlations to Florida's B.E.S.T. Standards.

Teacher's Resource Masters, 2 Volumes

- Family Engagement Letter
- Pick a Project
- enVision STEM Activities
- Daily Review
- Reteach to Build Understanding
- Build Mathematical Literacy
- Enrichment
- Procedural Reliability Practice/Assessment
- Teaching Tools
- Available as editable Word documents
- Available in Spanish



Math Diagnosis and Intervention System

Diagnose needs and provide Tier 3 intervention. The System includes two-page intervention lessons, guided instruction, and diagnostic tests.

Additional Practice Workbook (Print and online Interactive Additional Practice Realize Reader)

The student workbook includes two pages of additional practice for each lesson. Also available in Spanish.

Assessment Sourcebook

- Assessment Guide
- Readiness Test
- Progress Monitoring Assessment
- Topic Assessments
- Topic Performance Tasks
- Basic Facts Tests
- Cumulative Assessments
- Available as editable Word documents
- Available in Spanish

Language Support Handbook

Topic and lesson instructional support promotes language development.

Problem-Solving Leveled Reading Mats and

Activity Guide

A big, colorful mat filled with data is provided for each Topic. One side has on-level reading and the other side has below-level reading. Also available in Spanish.

Manipulatives Kits

Engage learners in problem solving, sorting, patterns, measurements, mathematical operations, and communicating mathematical ideas.

Quick-and-Easy Centers Kit for Differentiated Instruction

This handy organizer includes six sets of each Leveled Reading Mat and Teacher's Guide, and holds printed resources for Activity Centers.

Family Engagement

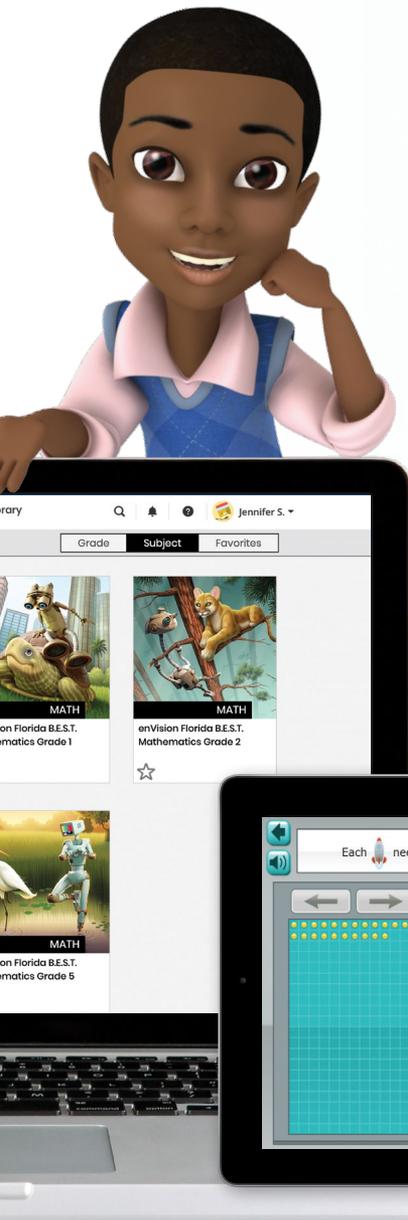
Easily-accessible resources on SavvasRealize.com provide families with Topic and lesson support, complete with examples, visuals, and home activities. Available in Spanish.

SuccessMaker®

Get continuous growth and mastery data with a supplemental online personalized learning system for adaptive intervention and differentiation.

Savvas Math Screener and Diagnostic Assessments

Provides new targeted instructional resources based on actionable data that shows student strengths and areas for improvement. Also available in Spanish.



enVision® Florida

B.E.S.T. MATHEMATICS



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Contact Your Florida Account Manager for Online Access!
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