

Experience Math © 2025

Teaching A Lesson

Introduction



- Instructional Design
- 3-Part Lesson Structure

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Welcome, *Experience Math* teachers!

Thank you for wanting to learn more about teaching an *Experience Math* lesson. Let's look at the instructional design of the program and explore the lesson structure.

Instructional Design

The screenshot displays the SAVVAS realize interface for Experience Math 2025 Grade 7, Topic 3: Proportionality. The interface is organized into three main sections: Minds On, Action, and Consolidate. Each section contains specific activities with 'Assign' buttons and icons.

Section	Activity	Icon	Assign Button	Additional Icons
Minds On	3-2: Student Learning Goal	Target icon	Assign	Vertical ellipsis
	3-2: Minds On Activity	Hand cursor icon	Assign	Vertical ellipsis
Action	3-2: Success Criteria	Target icon	Assign	Vertical ellipsis
	3-2: Action Task	Hand cursor icon	Assign	Vertical ellipsis
Consolidate	3-2: Consolidate Questions	Hand cursor icon	Assign	Vertical ellipsis
	3-2: Graphing Constant Change Marian's Insights Video	Play button icon	Assign	Lock icon, Vertical ellipsis
	3-2: Exit Ticket	Checkmark icon	Assign	Flag icon, Vertical ellipsis
	3-2: Online Exit Ticket (Autoscorable)	Checkmark icon	Assign	Flag icon, Pencil icon, Vertical ellipsis

Each day, your students will experience the three-part lesson design as they build deep conceptual understanding, develop procedural fluency, and practice application skills.

This design activates prior knowledge, promotes hands-on exploration, and builds a math community. Minds On, Action, and Consolidate ensure every student enters the mathematics from where they are and build towards the Learning Goal.

These organized and cohesive lessons provide a consistent routine and feature instructional strategies, sample solutions, and professional learning support. Let's learn more...

Minds On

The screenshot shows the SAVVAS realize interface for 'Experience Math 2025 Grade 7'. The left sidebar lists various resources under 'Topic 3: Proportionality', with '3-2: Proportionality Described Graphically' selected. The main content area is divided into three sections: 'Minds On', 'Action', and 'Consolidate'. The 'Minds On' section is highlighted with a red box and contains two items: '3-2: Student Learning Goal' and '3-2: Minds On Activity', each with an 'Assign' button. The 'Action' section contains '3-2: Success Criteria' and '3-2: Action Task', also with 'Assign' buttons. The 'Consolidate' section contains '3-2: Consolidate Questions', '3-2: Graphing Constant Change' (with a lock icon), '3-2: Exit Ticket', and '3-2: Online Exit Ticket (Autoscorable)', each with an 'Assign' button.

Every lesson in *Experience Math* starts with a Minds On task. The goal is to get students thinking and responding, sparking their learning.

Classroom conversation erupts as students are invited to share how their experiences and ideas connect to the question, enriching the mathematical understanding while developing students' cultural awareness.

The 10-15 minute Minds On is based on an open question intended to activate prior knowledge and engage student curiosity.

Students may often think about and begin the task individually then work with a peer to extend their thinking. Selecting and sequencing student work to share focuses the mathematical thinking and strategies so that all are ready for Part 2, the Action Task.

Action

Lesson 3-2: Proportionality Described Graphically

Success Criteria

Action Task

1. I graph information about the distances traveled by two cars.
2. I compare how far cars going at different speeds travel in $3\frac{1}{2}$ hours. I also compare how long it takes cars travelling at different speeds to travel 300 miles.
3. I explain why my answers make sense.

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Lesson 3-2: Proportionality Described Graphically

Action Task

Average Highway Speed

<p style="font-size: x-small; margin: 0;">SPEED LIMIT</p> <p style="font-size: 2em; font-weight: bold; margin: 0;">60</p>	<p style="font-size: x-small; margin: 0;">SPEED LIMIT</p> <p style="font-size: 2em; font-weight: bold; margin: 0;">55</p>	<p style="font-size: x-small; margin: 0;">SPEED LIMIT</p> <p style="font-size: 2em; font-weight: bold; margin: 0;">75</p>
Missouri	California	Texas

1. Car A and Car B travel on a highway.
 - a. Choose a speed that Car A might travel on a highway.
 - b. For Car B, use a speed 5 miles per hour slower than the speed you chose for Car A.

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Make Sense and Persevere Do you think your answers to parts (d), and (e), would change if you compared Car A to Car C, which goes 5 mph faster than Car A? Explain.

After the Minds On activity, the main part of the lesson, Action, is introduced and students use critical and creative thinking to solve a new problem cooperatively.

This is when the Success Criteria is shared or co-constructed and is linked directly to Math Practices and Processes like Make Sense and Persevere and Use Appropriate tools Strategically.

Students use manipulatives, graphic organizers, and other visualization tools to build conceptual understanding as they develop, use, and share various strategies to solve a problem in a small group or pairs.

Using strategic questioning and conversation starters, help concentrate the learning on the important concepts and gain momentum towards achieving the Success Criteria.

Parallel Tasks and scaffolds for multilingual learners are also available during the Action part of the lesson.

Your Turn

Lesson 3-2: Proportionality Described Graphically

Your Turn **What You Learned**

Learning Goal I can use graphs of relationships about rates to solve problems.

Journal What is one thing you learned about graphing relationships about rates in this lesson?

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Before assigning the Your Turn Questions, review the Learning Goal to remind students of the lesson focus. Based on students' responses, you may choose to share some or all of the Lesson Summary before assigning the Your Turn in paper or digital format.

End of Topic Resources

The screenshot displays the SAVVAS realize interface for 'Experience Math 2025 Grade 7'. The top navigation bar includes 'Home', 'Browse', 'Classes', and 'My Library'. The main content area is titled 'Topic 3: End of Topic Resources' and features an 'Assign All' button. A sidebar on the left lists various resources, with 'Topic 3: End of Topic Resources' highlighted in blue. The main content area is divided into two sections: 'Topic Review and Practice' and 'Assessment of Learning'. The 'Topic Review and Practice' section contains two items: 'Topic 3: Topic Your Turn' and 'Topic 3: Online Topic Your Turn (Autoscorable)'. The 'Assessment of Learning' section contains five items: 'Topic 3: Assessment Overview', 'Topic 3: Topic Assessment', 'Topic 3: Online Topic Assessment (Autoscorable)', 'Topic 3: Parallel Topic Assessment', and 'Topic 3: Performance Task'. Each item has an 'Assign' button and a three-dot menu icon. A blue arrow points to the 'Topic Review and Practice' section.

There are various resources to support the closing of a Topic through Topic Review and Practice and Assessment of Learning. In addition to the Topic Assessment and online Topic Assessment, you'll also find a Parallel Topic Assessment and Performance Task as well as guidance for administering each of these.

Topic and Lesson Planning

The screenshot shows the SAVVAS Lesson Planning Guide interface for Topic 3-2. The interface is divided into a left sidebar and a main content area. The sidebar contains sections for 'Content' (Student Experience Book and Spanish version), 'Planning' (3-2: Planning Guide, 3-2: Sum it Up), and 'Minds On' (3-2: Student Learning Goal). The main content area has a top navigation bar with 'Planning', 'Minds On', 'Action', and 'Consolidate' tabs. The 'Planning' tab is active, displaying the following information:

- Planning**
- Suggested Pacing**: 1–2 days
- Learning Goal**: Graph proportional relationships. Share the Student Learning Goal before the **Minds On Activity**.
- Student Learning Goal**: I can use graphs of relationships about rates to solve problems.
- Student Language Objective**: Solve rate problems using graphs.
- Materials**: Calculators, Graphing software, Grid paper
- In This Lesson ...**: Students create tables of values and graphs in order to solve problems and make that relate one quantity to another.

Planning supports for each Topic can be found under Planning and Resources. Through a few simple clicks you'll find Suggested Pacing, Standards, Materials, Observational Assessment Checklists, Diagnostic Tasks, Games and even Family Engagement supports.

Once you've taken in the big picture of a Topic, lesson planning comes easy through the Lesson Planning Guide. For each lesson you'll find guidance through Minds On, Action, and Consolidate including questions to ask, where to focus, common student misconceptions and when and how to differentiate.

As you plan, be sure to check out Marian's Insights videos to experience instructional support and professional development directly from our *Experience Math* author!

Closing



Thank you for learning how to teach a lesson with *Experience Math* and don't forget to check out the other resources on My Savvas Training.