

enVision Integrated Mathematics

Teaching a Lesson

Introduction

The image shows a presentation slide for 'enVision Integrated Mathematics 1'. The slide has a dark teal background. At the top left is the 'enVision' logo with 'Integrated MATHEMATICS 1' below it. To the right of the logo, the title 'Teaching a Lesson' is written in white. Below the title, there are two bullet points, each with a teal circle: 'Instructional design' and '4-step lesson structure'. At the bottom left, there is a photograph of a group of students sitting around a table in a classroom, engaged in a discussion. A teacher is also visible in the background. On the right side of the slide, there is a decorative graphic of concentric circles and lines in shades of teal and white, resembling a stylized globe or a network diagram.

Hi, **enVision** teachers!

Let's talk about the **enVision** Integrated Mathematics instructional design and 4-step lesson structure.

Instructional Design

TOPIC 1 Solving Equations and Inequalities			
TOPIC PLANNER			
Lesson	New Vocabulary	Objective	Essential Understanding
1-1 <small>2 DAYS</small> Solving Linear Equations	none	<ul style="list-style-type: none"> Explain that each step in solving a linear equation follows from the equality in the previous step. Create and solve linear equations with one variable using the properties of equality. 	Linear equations can be used to solve mathematical and real-world problems. You can solve linear equations by using the properties of equality.
1-2 <small>2 DAYS</small> Solving Equations with a Variable on Both Sides	<ul style="list-style-type: none"> identity 	<ul style="list-style-type: none"> Use the properties of equality to solve linear equations with a variable on both sides. Identify whether linear equations have one solution, infinitely many solutions, or no solution. 	The properties of equality are used to solve equations that have variables on each side. If an equation is true for all values of x , then it has infinitely many solutions; if it is not true for any value of x , then it has no solutions.
1-3 <small>2 DAYS</small> Literal Equations and Formulas	<ul style="list-style-type: none"> formula, literal equation 	<ul style="list-style-type: none"> Rearrange formulas and equations to highlight a quantity of interest by isolating the variable using the same reasoning used to solve equations. Use formulas and equations to solve problems. 	Literal equations are equations with two or more variables. They are solved by rewriting the equation to highlight the variable of interest.
1-4 <small>2 DAYS</small> Solving Inequalities in One Variable	none	<ul style="list-style-type: none"> Create and solve inequalities in one variable. Interpret solutions to inequalities within the context. Identify inequalities as true or false based on the number of solutions. 	The solution to an inequality in one variable is solved by using the properties of inequalities.

Develop content connections

Lesson Resources

Each course is organized into broad conceptual topics to help students develop content connections.

Each topic includes an **enVision** STEM Project, a set of lessons, and a Mathematical Modeling in 3 Acts lesson.

These projects and lessons build students' conceptual understanding, procedural fluency, and application and modeling skills.

The Teacher's Edition provides instructional support to help you integrate both the Mathematical Modeling in 3 Acts tasks and the **enVision** STEM Projects into each topic.

Planning a Lesson

LESSON 1-1

Solving Linear Equations

Lesson Overview in
the Teacher's Edition

Lesson Overview

Objective
Students will be able to:

- ✓ Explain that each step in solving a linear equation follows from the equality in the previous step.
- ✓ Create and solve linear equations with one variable using the properties of equality.

Essential Understanding
Linear equations can be used to solve mathematical and real-world problems. You can solve linear equations by using the properties of equality.

Previously in earlier courses, students:

- Applied the properties of operations to find sums and products of rational numbers.

In this lesson, students:

- Create and solve simple linear equations with one variable and solve by writing equivalent equations using the properties of equality.

Later in this topic students will:

- Create and use properties of equality to solve linear equations with a variable on each side of the equation.

This lesson emphasizes a blend of conceptual understanding and application.

- Students understand that—when solving an equation—all the subsequent steps are equations that have the same solution.
- Constant rate problems can be modeled as linear equations in one variable.

A-2 Vocabulary Builder

REVIEW VOCABULARY English | Spanish


- **equivalent equations** | ecuaciones equivalentes
- **inverse operations** | operaciones inversas
- **isolate** | aislar
- **solution of an equation** | solución de una ecuación
- **variable** | variable

VOCABULARY ACTIVITY

Review vocabulary from previous courses by showing students a simple equation such as $x + 2 = 8$. Ask students to explain the process for solving the equation using all five of the review vocabulary terms. As needed provide students with the following sentence stems.

To solve the equation $x + 2 = 8$ _____ [**isolate**] the _____ [**variable**] x by using the _____ [**inverse operation**] of addition. _____ [**Subtract 2**] from each side of the equation. The original equation $x + 2 = 8$ and the equation $x + 2 - 2 = 8 - 2$ are _____ [**equivalent equations**]. The _____ [**solution of the equation**] is $x = 6$.

Students can do their in-class work for the lesson in Pearson Realize.



✓

Mathematics Overview

In your Teacher's Edition, check out the Lesson Overview. This page contains objectives; essential understandings; and an overview of the focus, coherence, and rigor of the lesson.

There's also a Vocabulary Builder activity and a Mathematics Overview with information about the content standards and math practices.

Quick Tip

The screenshot shows the Pearson Realize™ interface for 'enVision Integrated Mathematics I'. The main content area is titled 'Solving Equations and Inequalities'. It lists several resources:

- Teacher's Edition eText: Topic 1 (with 'Add to Playlist' and 'Info' options)
- Interactive Student Edition: Realize Reader: Topic 1 (with 'Add to Playlist' and 'Info' options)
- Topic 1: Readiness Assessment (with 'Assign', 'Add to Playlist', 'Info', 'Teacher resources', and 'More' options)
- Topic 1: enVision STEM Project (with a right arrow)
- Solving Linear Equations (with 'Info', 'Teacher resources' (highlighted with a yellow box), and 'Customize' options)

On the right side of the interface, there are buttons for 'Create Content' and 'My Content'.

Quick Tip

You can download and customize lesson plans on Pearson Realize™. Click **Teacher Resources** under the name of a lesson to find the documents.

4-Step Lessons

Step 1: Explore

Step 2: Understand & Apply

Step 3: Practice & Problem Solving

Step 4: Assess & Differentiate

enVision Integrated Mathematics combines problem-based learning and explicit visual instruction to help students develop deep conceptual understanding. Each lesson has four steps: Explore, Understand & Apply, Practice & Problem Solving, and Assess & Differentiate. Let's learn more about each step.

Step 1: Explore

1-1
Solving Linear Equations


PearsonRealize.com

I CAN... create and solve linear equations with one variable.

MODEL & DISCUSS

Joshua is going kayaking with a group during one of his vacation days. In his vacation planning, he budgeted \$50 for a kayak rental.

KAYAK RENTALS



Rental Rates	
	Per hour
single kayak	\$15
single sea kayak	\$18
double kayak	\$25

A. How can Joshua determine the number of hours he can rent a kayak for himself? Describe two different options.

B. Joshua found out that there is a \$25 nonrefundable equipment fee in addition to the hourly rates. How does this requirement change the mathematics of the situation?

C. **Look for Relationships** How do the processes you used for parts A and B differ? How are they the same?

Step 1: Explore

Problem-based learning task

Connect prior knowledge to new concepts

ESSENTIAL QUESTION How do you create equations and use them to solve problems?

CONCEPTUAL UNDERSTANDING

EXAMPLE 1 Solve Linear Equations

What is the value of x in the equation $\frac{2(x+4)}{3} - 8 = 32$?

Method 1

$$\frac{2(x+4)}{3} - 8 = 32$$

$$2(x+4) - 24 = 96$$

$$2x + 8 - 24 = 96$$

$$2x = 112$$

$$x = 56$$

OR

Multiply each side by 3 first.

Method 2

$$\frac{2(x+4)}{3} - 8 = 32$$

$$\frac{2(x+4)}{3} = 40$$

$$2(x+4) = 120$$

$$x + 4 = 60$$

$$x = 56$$

Add 8 to each side first.

Each solving method yields the same solution. Is one method better than the other?

Look at how the expression on the left side of the original equation is built up from x .

$$x \rightarrow x + 4 \rightarrow 2(x + 4) \rightarrow \frac{2(x + 4)}{3} \rightarrow \frac{2(x + 4)}{3} - 8$$

Notice how Method 2 applies these steps in reverse to isolate x . This is often a good strategy and can lead to simpler solution methods.

Try It! 1. Solve the equation $4 + \frac{3x-1}{2} = 9$. Explain the reasons why you chose your solution method.

In Step 1: Explore, launch your lesson with a problem-based learning task to connect students' prior knowledge to new concepts.

Students can solve the problem in math journals, in the optional *Student Companion*, or online via Savvas Realize™.

Facilitate mathematical discourse before, during, and after students work on the problem. Encourage your students to discuss their methods and determine which student work you want to share with the whole class. As students discuss different strategies, they'll make connections and practice explaining their reasoning.

Finally, pose the Habits of Mind question to encourage students to reflect on their learning.

Quick Tip

Quick Tip

There are three different types of lesson launches your students will encounter in Step 1:

- **Explore & Reason:** Students explore a mathematical concept and use reasoning to draw conclusions.
- **Model & Discuss:** Students review a scenario that requires them to apply and analyze the mathematical modeling process.
- **Critique & Explain:** Students evaluate examples of mathematical reasoning and critique the reasoning.

Step 2: Understand & Apply

1-1 Solving Linear Equations

PERSONAL REALIZE

I CAN... create and solve linear equations with one variable.

MODEL & DISCUSS

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KAYAK RENTALS	
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ESSENTIAL QUESTION How do you create equations and use them to solve problems?

CONCEPTUAL UNDERSTANDING

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Method 1

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$$2x + 8 - 24 = 96$$

$$2x = 112$$

$$x = 56$$

OR

$$\frac{2(x+4)}{3} - 8 = 32$$

$$\frac{2(x+4)}{3} = 40$$

$$2(x+4) = 120$$

$$x + 4 = 60$$

$$x = 56$$

Combine like terms

$$2x + 3 = 132 - 3$$

$$2x = 129$$

$$x = 43$$

Each solving method yields the same solution. Is one method better than the other?

Look at how the expression on the left side of the original equation is built up from x .

$$x \rightarrow x + 4 \rightarrow 2(x + 4) \rightarrow \frac{2(x + 4)}{3} \rightarrow \frac{2(x + 4)}{3} - 8$$

Notice how Method 2 applies these steps in reverse to isolate x . This is often a good strategy and can lead to simpler solution methods.

Try It! 1. Solve the equation $4 + \frac{3x-1}{2} = 9$. Explain the reasons why you chose your solution method.

Step 2: Understand & Apply

EXAMPLE 2 Solve Consecutive Integer Problems

The sum of three consecutive integers is 132. What are the three integers? Write an equation to model the problem. Then solve.

$$x + (x + 1) + (x + 2) = 132$$

$$3x + 3 = 132$$

$$3x + 3 - 3 = 132 - 3$$

$$3x = 129$$

$$x = 43$$

The three integers are consecutive, so each is 1 greater than the previous.

STUDY TIP You can check the solution by substituting the value in the original equation.

The first of the three consecutive numbers is 43. The three consecutive numbers whose sum is 132 are 43, 44, 45.

Try It! 2. The sum of three consecutive odd integers is 57. What are the three integers?

APPLICATION

EXAMPLE 3 Use Linear Equations to Solve Mixture Problems

A lab technician needs 25 liters of a solution that is 15% acid for a certain experiment, but she has only a solution that is 10% acid and a solution that is 30% acid. How many liters of the 10% and the 30% solutions should she mix to get what she needs?

Formulate Write an equation relating the number of liters of acid in each solution. Represent the total number of liters of one solution with a variable, like x . Then the total number of liters of the other solution must be $25 - x$.

Compute

$$25 \text{ L of } 15\% \text{ solution} = x \text{ L of } 10\% \text{ solution} + (25 - x) \text{ L of } 30\% \text{ solution}$$

$$(0.15)(25) = 0.10x + 0.30(25 - x)$$

$$3.75 - 7.5 = 0.10x - 0.3x + 7.5 - 7.5$$

$$-3.75 = -0.2x$$

$$3.75 = 0.2x$$

$$\frac{3.75}{0.2} = \frac{0.2x}{0.2}$$

$$18.75 = x$$

Interpret Since x represents the number of liters of the 10% acid solution, the lab technician should use 18.75 liters of the 10% solution. Since $25 - x$ represents the number of liters of the 30% acid solution, she should use $25 - 18.75$, or 6.25 liters of the 30% solution.

Try It! 3. If the lab technician needs 30 liters of a 25% acid solution, how many liters of the 10% and the 30% acid solutions should she mix to get what she needs?

In Step 2, make the mathematics explicit with enhanced direct instruction that connects to Step 1.

Introduce the Essential Question, and then use a variety of examples to engage students in classroom conversations about multiple representations.

Display the Examples and Additional Examples on Savvas Realize to use the embedded interactivities powered by Desmos.

Check for understanding by posing the Try It! and Habits of Mind questions to your students.

Use the Concept Summary to reinforce the main math concepts in the lesson. Use the Do You Understand? and Do You Know How? as formative assessments to check for conceptual understanding and procedural fluency.

Quick Tip

STEP 2 Understand & Apply

EXAMPLE 3 Solve Consecutive Integer Problems

Pose Purposeful Questions **ETP**

- How does the equation represent consecutive integers? [Each addend represents an integer, and each addend is one more than the previous integer.]
- How can you find an expression that is equivalent to the third consecutive integer? [Let the first integer be represented by x , then the next consecutive integer can be represented by $x + 1$, followed by $x + 1 + 1$ or $x + 2$.]

Try It! Answers
2, 17, 18, 21

Elicit and Use Evidence of Student Thinking **EST**

- How can the equation tell you the three consecutive integers when there is only one solution? [Does it know the least of the three consecutive integers, you can add 1 and then add 2 to find the others.]

EXAMPLE 4 Use Linear Equations to Solve Mixture Problems

Implement Tasks That Promote Reasoning and Problem Solving **ETS**

- What do you need to know in order to write the percent as a decimal? [Percent means to divide by 100.]
- Explain why you need to represent the percent as a decimal. [It is easier to work with decimals. Most calculators cannot compute numbers in percent form.]

Try It! Answers
3, 7.5 liters, 22.5 liters

STEP 2 Understand & Apply

EXAMPLE 4 Use Linear Equations to Solve Problems

Support Productive Struggle in Learning Mathematics **SLM**

- When writing an equation to represent a real-world problem situation, how do you determine what the variable will represent? [The variable usually represents what you are trying to find.]
- How are the properties of equality useful when solving the equation? [They provide the operations needed to get p by itself on one side of the equation.]

Try It! Answers
4. $80 - 5i = 41i$; $i = 157$

Elicit and Use Evidence of Student Thinking **EST**

- Before solving, would you expect the price per ticket to be more expensive or less expensive than the price per ticket in the example? [Less expensive, the total cost is about one-third higher but it is divided by twice the number of tickets.]

Common Error

Try It! 4 Students may write the equation as $8i - 5$ because they don't understand how to translate $5i$ off each ticket algebraically. Remind them to put parentheses to show that the 15 is subtracted from each ticket.

ELA English Language Learners *(Use with EXAMPLE 3)*

LISTENING Read the example aloud to students. Ask the following questions to ensure they understand the term liter.

- What unit of measurement is used in the problem? [liters]
- How do you know which quantity liters is used to measure? [A liter is a liquid measurement (paper), and the solutions are liquids.]
- Which is closer to one liter: a carton of milk or the amount of water in a swimming pool? [carton of milk]

SPEAKING The term solution has different meanings in mathematics and in science. Have students discuss the difference between solution as an answer and solution as a mixture.

- What do you think of when you are asked for a solution in math problems? [Solve the answer.]
- What does the term solution mean in this context? [Answers may vary, but a mixture of two liquids, such that when mixed together, they cannot be separated again.]

WRITING In a clear container, pour $\frac{1}{2}$ cup of juice and $\frac{1}{4}$ cup of water to demonstrate a 25% juice solution. Repeat the process, varying the amounts of juice and water. Have students write answers to the following questions in their journals.

- What does it mean to mix 25 liters of 15% acid solution? [Out of 25 liters of liquid, 3.75 liters or 15% of it will be acid and the other 21.25 liters will be a neutral substance, such as water.]
- Could you mix a 20% acid solution with a 30% acid solution to get a 15% acid solution? [Yes, in order to get a 15% acid solution, you would need to mix one solution that was less than 15% acid with another that was more than 15% acid.]

ADV Advanced Students

USE WITH EXAMPLE 2 Have students explore creating equations for consecutive even or odd integer problems.

- The sum of three consecutive even integers is 108.
- The sum of three consecutive odd integers is 87.

- What expression represents three consecutive even integers? Three consecutive odd integers? [$2x$, $2x + 2$, $2x + 4$]
- Why are these expressions the same? [Consecutive even integers and consecutive odd integers both have differences of 2.]
- What is the solution to each problem? [24, 26, 28; 27, 29, 31]

Struggling Students

USE WITH EXAMPLE 4 Help students translate the verbal descriptions of problems into equations.

Carlos is 5 times 2 less than Sofia's age. Carlos is 40 years old. How old is Sofia?

- What does the variable represent in this situation? [Sofia's age.]
- What operation does less than mean? Times? [Subtraction, multiplication.]
- What expression represents Carlos's age? [$5(x - 2)$]
- What equation represents this situation? [$5(x - 2) = 40$ because each side represents Carlos's age.]
- How old is Sofia? [11]

Quick Tip There are notes throughout the Teacher's Edition with tips about differentiating instruction for English Language Learners, advanced students, and struggling students.

Step 3: Practice & Problem Solving

PRACTICE & PROBLEM SOLVING

UNDERSTAND


10. **Use Structure** What could be a first step to solving the equation $3x + (-0.5x + 3) + 4 = 14$? Explain.

11. **Make Sense and Persevere** The sum of four consecutive integers is -18 . What is the greatest of these integers?

12. **Error Analysis** Describe and correct the error a student made when solving the equation $4 = -2(x - 3)$. What is the correct solution?

$$\begin{aligned} 4 &= -2(x - 3) \\ 4 &= -2x - 6 \\ 4 + 6 &= -2x - 6 + 6 \\ 10 &= -2x \\ \frac{10}{-2} &= \frac{-2x}{-2} \\ -5 &= x \end{aligned}$$

13. **Communicate Precisely** Parker ran on a treadmill at a constant speed for the length of time shown. How many miles did Parker run? Explain.



14. **Reason** The Division Property of Equality says that for every real number a , b , and c , if $a = b$ and $c \neq 0$, then $\frac{a}{c} = \frac{b}{c}$. Why does the property state that $c \neq 0$?

15. **Higher Order Thinking** Tonya's first step in solving the equation $\frac{1}{2}(2y + 4) = -6$ is to use the Distributive Property on the left side of the equation. Don's first step is to multiply each side by 2. Which of these methods will result in an equivalent equation? Explain.


10 TOPIC 1 Solving Equations and Inequalities

Step 3: Practice & Problem Solving

PRACTICE & PROBLEM SOLVING


APPLY

39. **Reason** A fatpitch softball player signs a six-year contract. Her agent expects that she will earn \$1,000,000 over the next six years. If the agent is right, how many bonus payments, on average, should the pitcher expect each year? Explain.



40. **Make Sense and Persevere** There are nine water bottles in Devin's refrigerator. He adds three full boxes of water bottles to the refrigerator. Then he adds two more boxes that each have 1 fewer bottle than a full box. When he is done, there are 67 bottles in the refrigerator. Write and solve an equation to find the number of bottles in a full box.

41. **Construct Arguments** Yusef used her calculator to solve the equation $3x - 8 = 3$. She entered the following on her screen and got an incorrect answer. How could she use parentheses to find the correct answer? Explain. What is the correct answer?



42. **Communicate Precisely** A scientist makes an acid solution by adding drops of acid to 1.2 L of water. The final volume of the acid solution is 1.203 L. Assuming the volume of each drop is 0.05 mL, how many drops were added to the water? About what percent of the solution is acid? Round to the nearest hundredth of a percent.

ASSESSMENT PRACTICE


43. Anna bought 8 tetras and 2 rainbow fish for her aquarium. The rainbow fish cost \$6 more than the tetras. She paid a total of \$37. Which of the following are true? Select all that apply.

- The cost of 4 tetras is the same as the cost of a rainbow fish.
- One rainbow fish plus 5 tetras cost \$21.
- An equation to find the cost r , in dollars, of a rainbow fish is $8r + 2(r + 6) = 37$.
- Reducing the number of rainbow fish by 1 would result in a total cost of \$28.50.
- An equation to find the cost t , in dollars, of a tetra is $8t + 2t + 6 = 37$.

44. **SAT/ACT** What is the solution of $1,200 - 5(3x + 30) = 600$?

30 50 150 200 250

45. **Performance Task** A mason will lay rows of bricks to build a wall. The mason will spread $\frac{1}{2}$ inch of mortar on top of all but the last row of bricks. The finished wall will be $1\frac{1}{2}$ inch less than 4 feet high.



Part A: The mason wants to lay the bricks so that the shortest edge of each brick is vertical. How many rows of bricks are needed? Show your work.

Part B: Suppose the mason decides to lay bricks so that the 3-inch edge is vertical. If the mason lays the same number of rows of bricks that were used for the wall described in Part A, how high will this wall be?

LESSON 1-1 Solving Linear Equations 11

In Step 3, have students work through a variety of practice exercises. The problems include conceptual understanding exercises and skills practice as well as application exercises and assessment practice.

You can use the Assignment Guide and Item Analysis in the Teacher's Edition to help you decide the type and number of problems to assign.

Alternatively, you can assign Practice and Problem Solving online, powered by MathXL for School®. These exercises are auto-scored and have built-in learning aids that students can use for support.

ExamView® Assessment Suite is a trademark of eInstruction Corporation, which was not involved in the production of, and does not endorse, this product.

Step 4: Assess & Differentiate

STEP 4 Assess & Differentiate

LESSON QUIZ

Use the Lesson Quiz to assess students' understanding of the mathematics in the lesson.

Students can take the Lesson Quiz online or you can download a printable copy from [PearsonRealize.com](https://www.pearsonrealize.com). The Lesson Quiz is also available in the *Assessment Resources* book.

Item Analysis

Item	DOK
1	1
2	2
3	1
4	2
5	2

Rti Use the student scores on the Lesson Quiz to prescribe differentiated assignments.

If students take the Lesson Quiz online, it will be automatically scored and appropriate differentiated practice will be assigned based on student performance.

Intervention	Points	Resources
I Intervention	0–3 points	<ul style="list-style-type: none"> Reteach to Build Understanding Mathematical Literacy and Vocabulary Additional Practice
O On-Level	4 points	<ul style="list-style-type: none"> Mathematical Literacy and Vocabulary Additional Practice Enrichment
A Advanced	5 points	<ul style="list-style-type: none"> Enrichment

AVAILABLE ONLINE

1-1 Lesson Quiz

1. What is the value of x in the equation $4x - 2(x + 3) = 8$?

A $x = 1$
 B $x = 2.5$
 C $x = 3.5$
 D $x = 7$

Review progress Question 1 of 5 Previous Next

ASSESSMENT RESOURCES

Name _____

1-1 Lesson Quiz
Solving Linear Equations

1. What is the value of x in the equation $4x - 2(x + 3) = 8$?

A $x = 1$
 B $x = 2.5$
 C $x = 3.5$
 D $x = 7$

2. Six friends all use 12-off coupons to buy themselves movie tickets. They spend a total of \$42. What is the price of one movie ticket without the coupon?

A 15
 B 17
 C 19
 D 111

3. The sum of two consecutive even integers is 74. What are the two numbers?
36 and 38

4. A scientist needs 10 liters of a 20% acid solution for an experiment, but she has only a 5% solution and a 40% solution. To the nearest tenth of a liter, about how many liters of the 5% and the 40% solutions should she mix to get the solution she needs? Write and solve an equation to match the situation.
6.666666666666667 liters of 5% and 3.333333333333333 liters of 40%

Finally, in Step 4, check for understanding with the Lesson Quiz. Use the Item Analysis and Rti information to help you prescribe differentiated assignments for your students based on the results.

The online Lesson Quiz is auto-scored, and you can choose to have Savvas Realize automatically assign intervention or enrichment based on students' results.

Differentiated resources are available for students who need reteaching, additional practice, or enrichment.

On Savvas Realize, you'll also find differentiated assignments, digital assignments as PDFs, options powered by MathXL for School, and video tutorials powered by Virtual Nerd.

Closing



Thanks for learning more about teaching lessons with **enVision** Integrated Mathematics!

Keep digging in to MySavvasTraining.com to learn more about **enVision** and Savvas Realize.