


enVision A|G|A

Mathematical Modeling in 3 Acts

Introduction



The graphic features the enVision A|G|A logo at the top, with the text "Mathematical Modeling in 3 Acts" below it. On the left, it says "High-interest, low-entry lessons" and "Students use mathematical models to solve real-world problems". On the right, there is a photograph of a diverse group of students sitting around a table in a classroom, engaged in a discussion.

Hi, **enVision** teachers!

Let's learn about Mathematical Modeling in 3 Acts lessons.

These high-interest, low-entry lessons help students learn to use mathematical models to solve real-world problems.

Planning and Pacing

The screenshot shows the Pearson Realize interface for 'enVision Algebra 1 2018'. The main content area is titled 'Mathematical Modeling in 3 Acts: Collecting Cans'. It features a list of resources with checkboxes for selection. The first resource, 'Topic 1: Collecting Cans - Act 1 Video with Questions', is highlighted with a red box. To the right of this list is a sidebar with options like 'Assign All', 'Add all', 'Info', 'Edit', and 'Rearrange'. A blue callout box with the text 'Play videos from Pearson Realize™' is overlaid on the sidebar. The footer contains copyright information for 2020 Savvas Learning Company LLC and the Pearson logo.

There is a Mathematical Modeling in 3 Acts lesson in every topic; plan to teach it as the lesson for the day.

The lesson may occur at the beginning, in the middle, or at the end of a topic, depending on when students will have learned the relevant content. Find pacing details in the Table of Contents of your Teacher's Edition.

Use the Topic Overview to preview and plan for the task. Use the Mathematical Modeling in 3 Acts preview page in the Student's Edition to generate your students' interest at the beginning of the topic.

When teaching the lesson, play the videos from your computer and have students record their ideas at each step.

Quick Tip

The screenshot shows the Savvas Realize interface for the course 'enVision Algebra 1 2018'. The main content area is titled 'Mathematical Modeling in 3 Acts: Collecting Cans'. It displays a list of five lessons, each with an icon and an 'Assign' button highlighted with a red box. The lessons are:

- Topic 1: Collecting Cans - Act 1 Video with Questions
- Topic 1: Collecting Cans - Act 2 Content
- Topic 1: Collecting Cans - Act 2 Questions
- Topic 1: Collecting Cans - Act 3 Video
- Topic 1: Collecting Cans - Act 3 Questions

On the right side, there is a sidebar with an 'Assign All' button and options to 'Add all to Playlist', 'Info', 'Edit', and 'Rearrange'. At the bottom left, there is a 'QUICK TIP' icon. The text at the bottom reads: 'You can also assign Mathematical Modeling in 3 Acts lessons to students online so they can work on them in their Interactive Student's Editions.'

Act 1: The Hook

The screenshot shows a digital interface for a math problem. At the top, there is a navigation bar with 'Exit' and 'Topic 1: Collecting Cans - Act 1 Video with Questions'. Below this, the title 'ACT 1 Collecting Cans' is displayed. The main content area is titled 'Identify the Problem' and contains the instruction: '3. Make an initial conjecture that answers this main question.' Below the instruction is a text input field with the placeholder text 'Enter your answer:'. To the right of the input field, there are two blue callout boxes with white text. The first box says 'Students make predictions and justify their reasoning' and the second box says 'Students share predictions and teachers record them'. At the bottom left, there is a calculator icon, and at the bottom right, there is a page indicator showing '< 4 of 7 >'.

In Act 1: The Hook, play the Act 1 video. The video presents a problem situation and provides just enough information to get students thinking and talking.

Give students time to brainstorm possible questions they have about the video. Students can write their questions in the Interactive Student's Edition, in the optional *Student Companion*, or on paper.

Have students share some of their questions, and then reveal the Main Question.

Give students time to predict answers to the Main Question and justify their reasoning. Finally, ask them to share their ideas and record their predictions for the whole class to see.

Act 2: The Model



In Act 2: The Model, ask students to identify information they need to answer the Main Question.

After you collect students' ideas, reveal the information in Act 2. Ask students to discuss whether this information matches their expectations and predictions.

Then ask students to work individually to develop a model and solution to the Main Question. Encourage them to use any model to arrive at a solution that makes sense to them.

Have students share and discuss their strategies. Make sure to discuss a variety of different models and solutions.

Quick Tip



You can use the Sequel in the Teacher's Edition in a variety of ways:

- Assign a challenge to early finishers in Act 2
- Assign practice to all students after Act 3
- Assign homework to the whole class

PearsonEducation.com

TOPIC 1 Mathematical Modeling in 3 Acts

ACT 3 The Solution

Play the video. The final video shows the number of cans in each friend's bag. Offer praise to the students whose conjectures are closest to the actual answer.

MAIN QUESTION ANSWER
Angela has 24 cans, Carlos has 12 cans, Brian has 8 cans, and Danielle has 5 cans.

Do the "post-game" analysis. Ask students if there could be other numbers of cans that would work for this situation. The numbers for Angela, Brian, and Carlos are fixed. Danielle has less than 8 cans. If we knew the total number of cans the group collected, we could figure out how many Danielle has.

ONE POSSIBLE SOLUTION
Define variables a , b , c , and d to represent the number of cans collected by Angela, Brian, Carlos, and Danielle, respectively. Write and solve equations.

Angela has three times as many cans as Brian, so $a = 3b$. Brian has four fewer cans than Carlos, so $b = c - 4$. We know Carlos has twelve cans, so $c = 12$. We only know that Danielle has fewer cans than Brian, so write an inequality: $d < b$.

Substituting 12 for c in the second equation yields $b = 12 - 4$, or $b = 8$. Substituting into the first equation gives $a = 3(8)$, or $a = 24$. Substituting 8 for b in the inequality reveals that $d < 8$. Since Danielle cannot collect a negative number of cans, $0 \leq d < 8$, where d is an integer.

Show the solutions on a number line. Use closed points for a , b , and c . Use an open point for d at 8, a closed point at 0, and shade the region between.

SEQUEL
As students finish, have them construct their own problem with a certain number of friends, cans, and clues. Challenge students to include at least one clue that can be modeled with an equation and one that can be modeled with an inequality. Then have them trade with a partner to solve.

TOPIC 1 368 Mathematical Modeling in 3 Acts

Act 3: The Solution

The screenshot shows a digital learning environment. On the left, a sidebar contains the text 'Interpret the Results' and a question: '8. Is your refined conjecture between the highs and lows?' Below this is an input field for the answer. A large blue button labeled 'Discuss and make connections' is positioned below the input field. At the bottom left, another button says 'Revise models or work on the Sequel'. The main content area is titled 'TOPIC 1 Mathematical Modeling in 3 Acts' and 'ACT 3 The Solution'. It includes a video player showing a group of students with a table of cans. The table has columns for 'Angela', 'Brian', 'Carlos', and 'Danielle' with values 24, 8, 12, and 5 respectively. Below the video, there is a 'MAIN QUESTION ANSWER' section stating: 'Angela has 24 cans, Carlos has 12 cans, Brian has 8 cans, and Danielle has 5 cans.' This is followed by a 'ONE POSSIBLE SOLUTION' section with a detailed algebraic derivation. At the bottom of the main content, a 'SEQUEL' box contains instructions for a follow-up activity. A calculator icon is visible in the bottom left corner of the interface.

In Act 3: The Solution, play the video to reveal an answer to the Main Question.

Give students time to reflect on, analyze, and explain differences between their answers and the actual solution. Lead a discussion to help students make connections.

Finally, give students time to revise their models or work on the Sequel.

Quick Tip



For more information,
check out the
Mathematical Modeling
in 3 Acts section of your
Teacher's Edition
Program Overview.



Closing



Thanks for learning more about Mathematical Modeling in 3 Acts lessons. These tasks provide an engaging way for students to learn mathematical modeling skills that they'll use throughout their lives!

Keep digging in to My Savvas Training to learn more about **enVision** Mathematics.