

# SAVVAS

Oklahoma  
Program Overview  
Grades K-5



# enVision<sup>®</sup> Mathematics

Oklahoma

Kids See the Math. Teachers See Results.

# Made for Oklahoma!

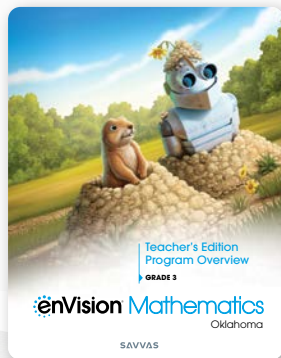
Teach using multiple modalities and tiers. All resources support Oklahoma standards and assessments. You don't have to look anywhere else!



## Oklahoma Student Companion

*(Print and online)*

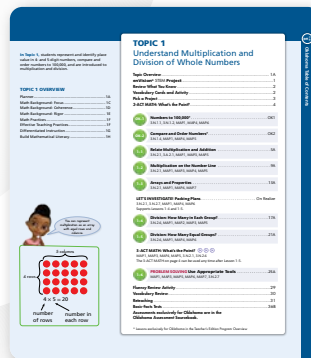
These custom “Just for Oklahoma” lessons ensure that every OAS-M is addressed.



## Oklahoma Teacher's Edition Program Overview

*(Print and online PDFs)*

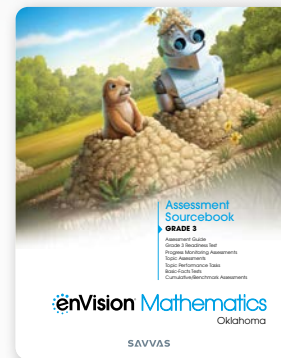
Explore pacing, Oklahoma Table of Contents, Oklahoma Correlations, as well as Oklahoma-specific instruction and lessons found in the Oklahoma Student Companion.



## Oklahoma Teacher's Edition Tabs

*(Print and online)*

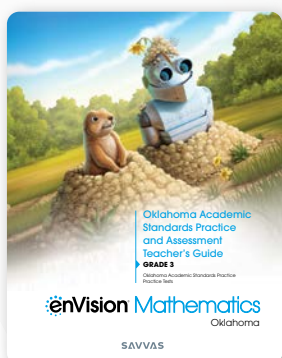
Inserts easily into your Teacher's Edition to view alignment of Topics and lessons to Oklahoma Academic Standards (OAS) for Mathematics.



## Oklahoma Assessment Sourcebook

*(Print and online PDFs and editable Word® docs)*

- Readiness Test
- Performance Tasks
- Item Analysis Charts to OAS
- Topic Assessments
- Benchmarks
- Progress Monitoring Assessments



## OAS Practice Teacher's Guide

*(Print and online PDFs)*

Two pages of practice for each Oklahoma Academic Standard and a full-length practice test. Grades 3-5.



## Oklahoma Digital Courseware on Savvas Realize®

All *enVision® Mathematics Oklahoma* resources are available on the easy-to-navigate **Savvas Realize** platform.

## Savvas math Screener & Diagnostic Assessments



An unrivaled screener and diagnostic solution, created in partnership with WestEd® and delivered as an additional option through Savvas Realize®.

\*Available in Spanish *enVision Matemáticas*.

### **Student Edition, 2 Volumes\***

*(Print and online interactive  
Realize Reader™)*

The interactive text allows students to explain their thinking, solve problems, and make it their own.

### **Additional Practice Workbook\***

*(Print, online interactive Realize  
Reader, editable Word docs)*

The student workbook includes two pages of additional practice for each Student Edition lesson.

### **Teacher's Edition, 2 Volumes**

*(Print and online Realize Reader™)*

Topics and lessons align to standards and balance instruction. Embedded math background and PD.

### **Teacher's Resource Masters, 2 Volumes\***

*(Print, online PDF, and  
editable Word docs)*

- Home-School Connection Letters
- Reteach
- Build Mathematical Literacy
- Enrichment
- *enVision* STEM Activities
- Pick a Project

### **Language Support Handbook**

*(Print and online PDFs)*

Topic and lesson specific instructional support promotes language development

### **Math Diagnosis and Intervention System**

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

### **SuccessMaker®**

This additional option supports Tier 3 adaptive intervention for students who need additional support.

### **Manipulatives Kits**

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

### **Family Engagement Resources**

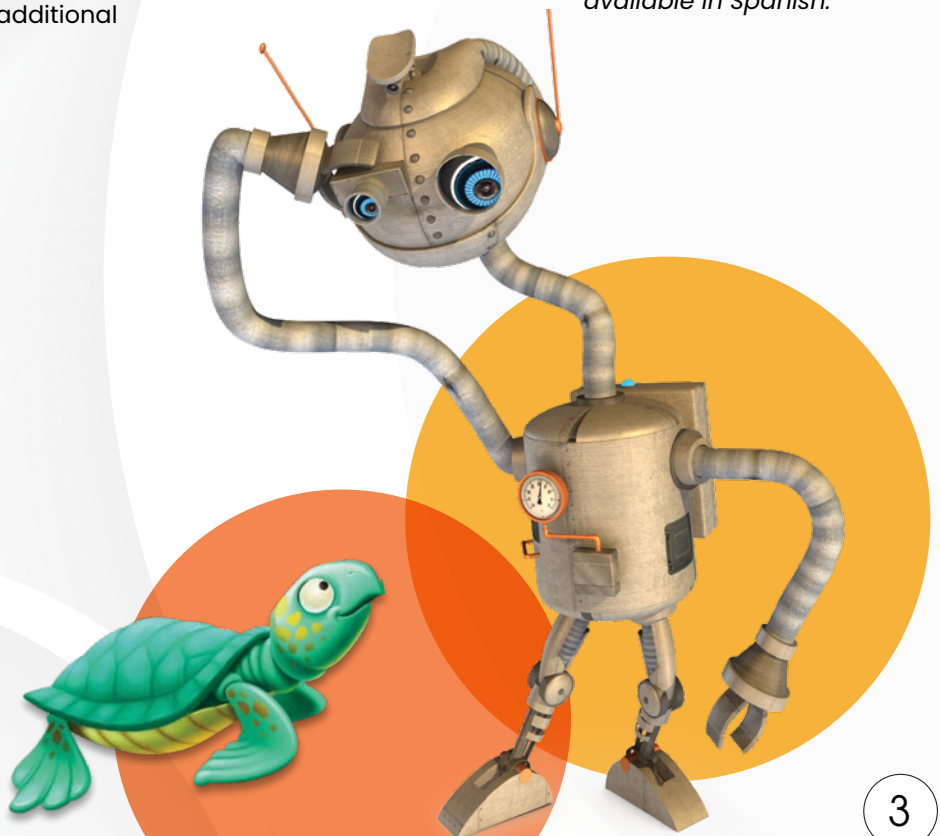
The Family Engagement Resources consist of program level, topic level, and lesson level support to empower families at home. Easily accessible and shareable resources, with no login required!

### **Quick-and-Easy Centers Kit for Differentiated Instruction**

The handy organizer includes 6 sets of each Leveled Reading Mat and Teacher's Guide, and holds printed resources for Activity Centers. Students can get what they need.

### **Problem-Solving Leveled Reading Mats and Teacher's 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. *Mats also available in Spanish.*



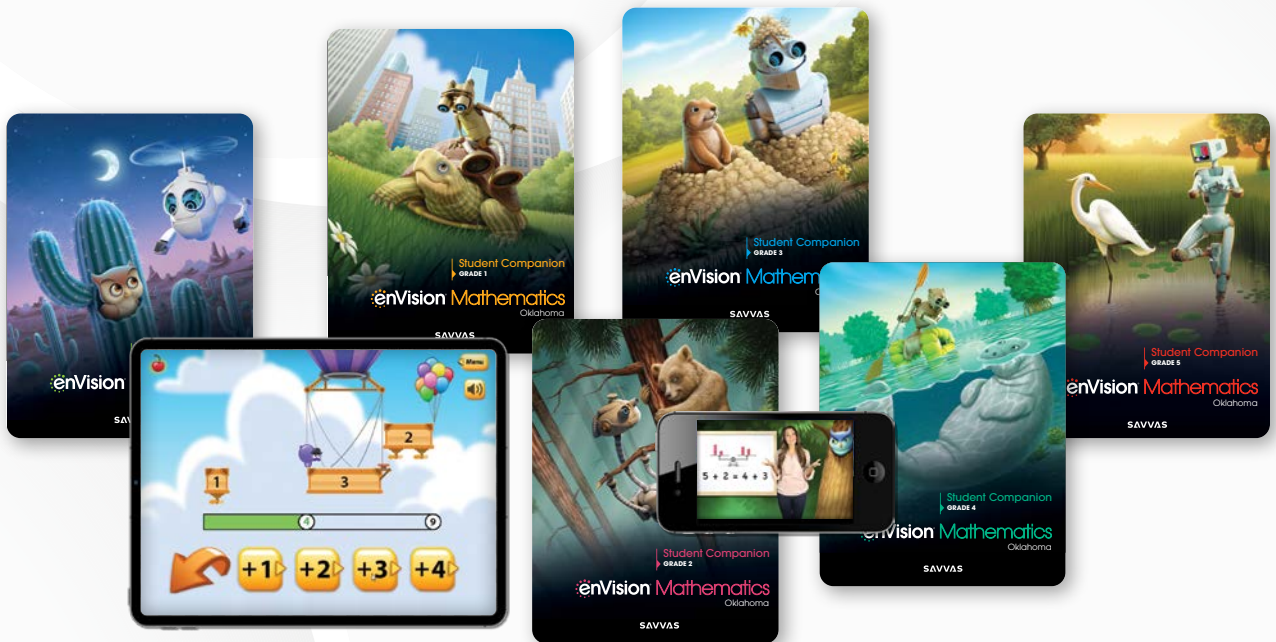


# enVision Mathematics

Oklahoma



You're going to love what you see. *enVision® Mathematics Oklahoma* © 2025 helps develop deep conceptual understanding, assess learning, and use student data to inform instruction.



## It Works in Every Classroom

Made for Blended, Print, or Digital Delivery

1

### Understanding

Problem-based learning and visual learning help kids see the math and deepen conceptual understanding.

2

### Assessment

Formative and summative assessments drive differentiated instruction. Savvas Math Screener & Diagnostic Assessments now available!

3

### Instructional Support

Meaningful, accessible teaching support provides flexibility for planning and instruction.

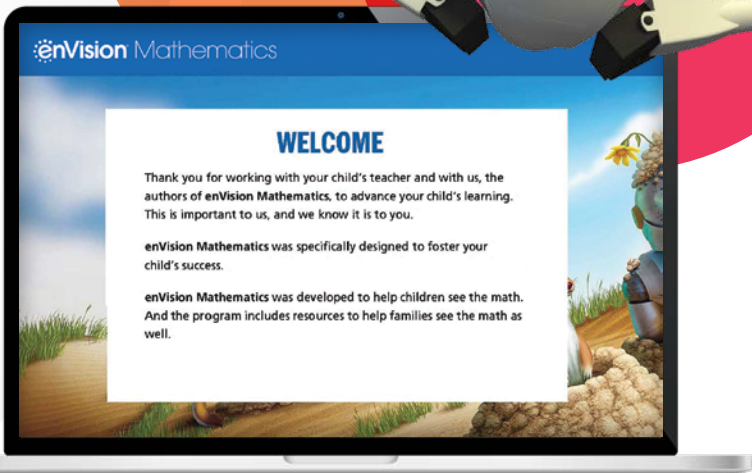
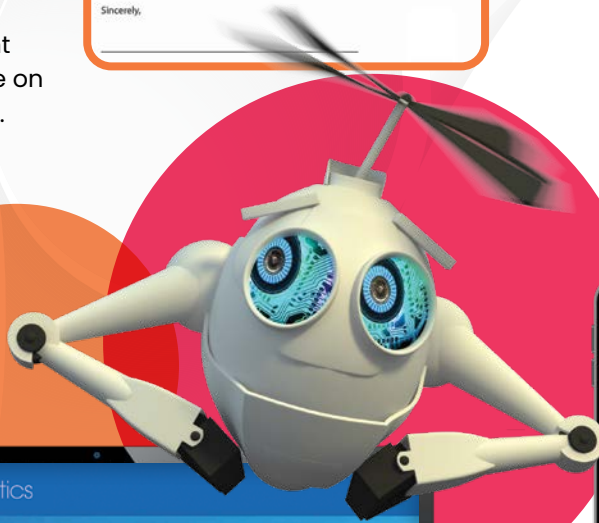
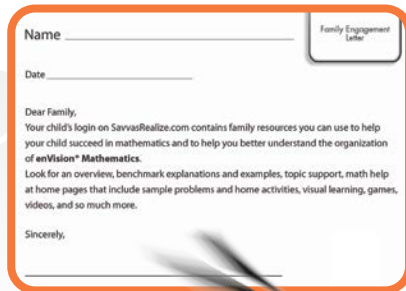


# Resources That Empower Families

Family Engagement resources empower families to support their child's learning in English and Spanish.

## Family Engagement Letter

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



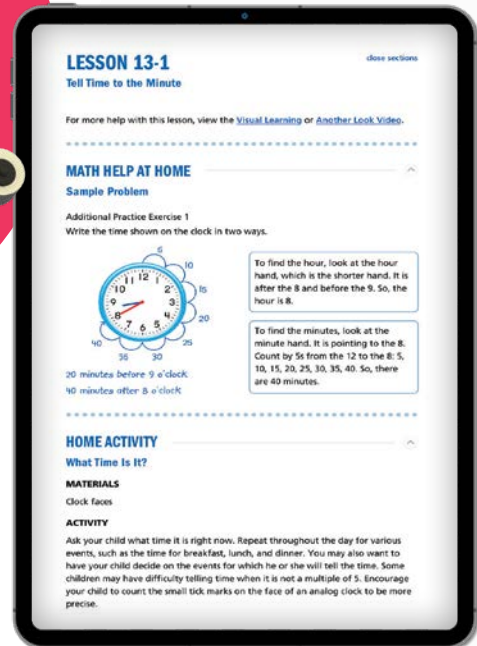
## Easily Accessible Resources

Family-friendly math resources are conveniently accessible and shareable. Google Translate™ compatible and no login credentials required!



## Topic Support

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



## Lesson-Level Support

Families are provided with homework examples and home activities.

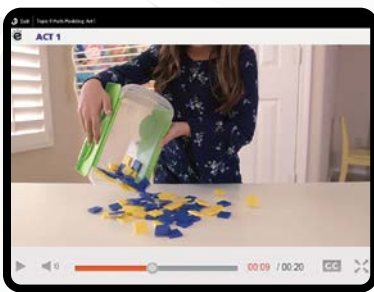
# See What They Can Do

3-Act Math and Pick a Project provide each Topic with engaging, motivationally rich tasks that make math inviting and interesting for all students.

## 3-Act Math

Build students' confidence to think mathematically and solve problems on their own. 3-Act Math videos are available in Spanish.

### ACT 1: THE HOOK



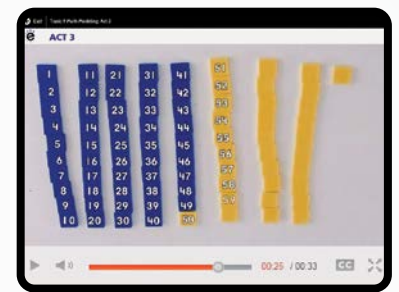
A video or photo hooks students with the task and provokes questions.

### 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  
Piled Up

Before watching the video, talk to a classmate:  
When you have a large number of items, it's not easy to count them all. What are some strategies you use to speed up the process? How is counting different from adding?

I can ...  
use strategies and model with math to add within 100.

92 ninety-two Topic 3 | 3-Act Math



## BouncePages

Launch 3-Act Math videos from the student page with [BouncePages.SavvasRealize.com](https://www.bouncepages.com).

Name \_\_\_\_\_ Teaching Tool 32

3-Act MATH Recording Sheet

ACT 1

- What questions do you have? Brainstorm
- Predict a reasonable answer to the Main Question. Explain your prediction. 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.




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

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

## 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)

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


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 **P-5A**

**Student Choice, Differentiation, Open-Ended Rich Tasks**



# Let's Investigate!

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

Name \_\_\_\_\_

Let's Investigate!  
Big Celebrations

Supports Lessons 3-5 and 3-6.

Marta's family is having a 3-day celebration. There are 7 people in her family. The guests are:  
**Day 1** Alex's family, 8 people  
**Day 2** Jackson's family, 6 people  
**Day 3** Alaina's family, 9 people  
 Marta plans to always fill the table of 10 first.

How many places will need to be set at the tables on Day 1? How many on Day 2? How many on Day 3?

Topic 3 | Let's Investigate! | Go Online | SavvasRealize.com | one hundred thirty-three 133

## Student-Led Exploration

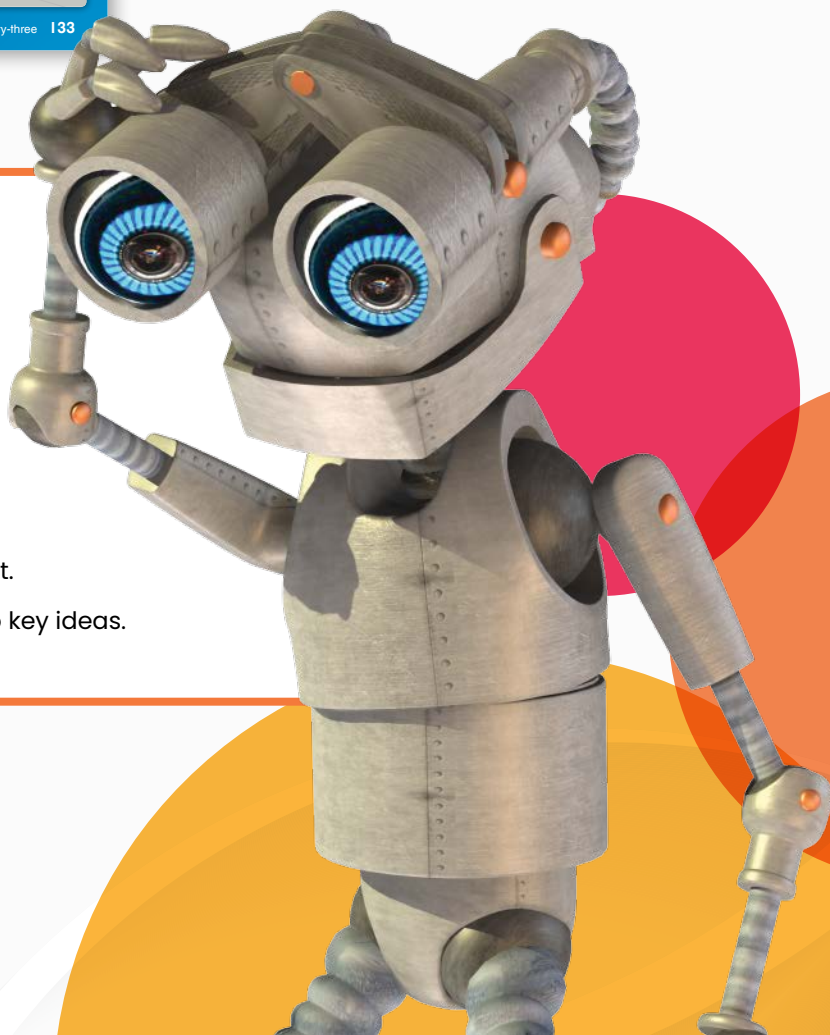
Let's Investigate! introduces new concepts and lays a foundation for upcoming lessons. This option gives more time for exploration and digging deeper into the mathematics.

- **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.

## 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**

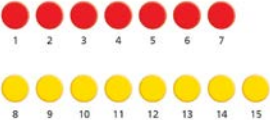
**Anticipate students' solution strategies.** Solve the problem yourself. Then think of various ways students might use their prior knowledge to solve it. Think of questions you might ask (see the next page). You might record anticipated solution strategies using the Solve & Share Observation Tool (Teaching 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 4 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

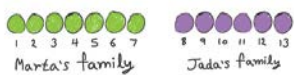
- Prompts teachers to consider different ways students may approach the task.
- Prepares teachers for assessing and advancing questions.
- Provides different student response examples.

**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."] ]

**Keegan's Work**



**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."] ]

Student work examples

**Let's Investigate!**

**BEFORE** WHOLE CLASS

- 1. Introduce the Let's Investigate! Problem**  
Give 16 two-color counters (or Teaching Tool 6) and ten-frames (Teaching Tool 14) to each student or group.
- 2. Check for Understanding of the Problem**  
**Three Reads**  
Read the problem to the class.  
What is the problem about?  
Have students read the problem by themselves.  
What information is given in the problem?  
Have a student read the problem to the class.  
What is the problem asking you to find?

**DURING** SMALL GROUP

- 3. Observe Students at Work**

**MONITOR**

**Monitor students' solutions.** Ask questions to assess and advance students' thinking.

**ASSESSING QUESTIONS**

**Questions for You as You Observe**

- How are students representing the people in both families?
- What prior knowledge are they using to help solve the problem?

**Questions for Students to Understand Their Thinking**

- Can you tell me what you did?
- What do those counters/pictures/numbers mean?

**ADVANCING QUESTIONS**

**Questions to Ask Students Who Need Help**

- If students cannot get started, ask *How can you show the two families using objects or pictures? What are some ways you can combine them?*
- If a student's work is incorrect, ask *How did you get that answer? Then listen for misunderstandings and careless errors.*

**Questions to Help Students Think More Deeply**

- Is there another way to solve the problem?
- Can you write an equation to show your answer?

**SELECT AND SEQUENCE**

**Select and sequence students' solutions** for them to present with the goal of building understanding of key math ideas.

- Start with basic solutions that use objects to represent each family and count to find sums. (Keegan)
- Then show solutions that make a 10 to add using counters or pictures. (Hannah)
- Then show solutions that make a 10 to add or use other mental math strategies to find sums. (Jorge)

**AFTER** WHOLE CLASS

- 4. Discuss Solution Strategies and Key Ideas**  
**Support Classroom Discussions** After a student shares, ask others if they have questions or feedback for the presenter.

**CONNECT**

**Connect students' solutions** to bring out math ideas. You might show and discuss some work on the next page.

- Connect solutions that make a ten to add using objects or pictures.
- Connect solutions that make a 10 to add without using objects or pictures.

**5. Consider Instructional Implications**

**CONNECT**

**Connect to key ideas** developed in the next two lessons.

- Be sure students recognize that there are different ways to make a ten when finding sums greater than 10.
- There's no need to introduce making a 10 to add using a number line. The next two lessons include that.

**EXTENSION**

Ask *Which pair of families had the most people? Why?* [Sample answer: Marta's family and Alaina's family because Alaina's family has the most people.] *What size family would Marta need to invite if she only wanted to have 12 people in all? How do you know?* [Sample answer: 5 because  $7 + 5 = 12$ .]

**Realize Scout Observational Assessment** Record observations and pictures of student work in response to Questions for You as You Observe.

1348 Topic 3

## Monitor

- Instruction includes asking purposeful questions to assess and advance students' thinking.
- realize scout**  
Savvas Realize® Scout Observational Assessment Tool records observations and pictures of student work.

## Select and Sequence

- Selecting and sequencing solutions for students to present builds important math ideas.
- Suggestions in the Teacher's Edition are keyed to specific samples of student work.

## Connect

- Whole-class discussion designed to connect the solution strategies so students can see important math ideas in their work.
- Key findings are connected to upcoming lessons.

## Extension

- An extension is provided for early finishers.

# 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 & Differentiate



### STEP 1

Problem-Based Learning

#### Solve & Share

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



### Language Support

Lessons include a Language Objective and ELL instruction to support different levels of English proficiency.

#### LANGUAGE SUPPORT

**Lesson Language Objective** Recall facts and strategies and write or draw to show how they are used to solve multiplication problems.

#### ENGLISH LANGUAGE LEARNERS

Use with the *Solve & Share*.

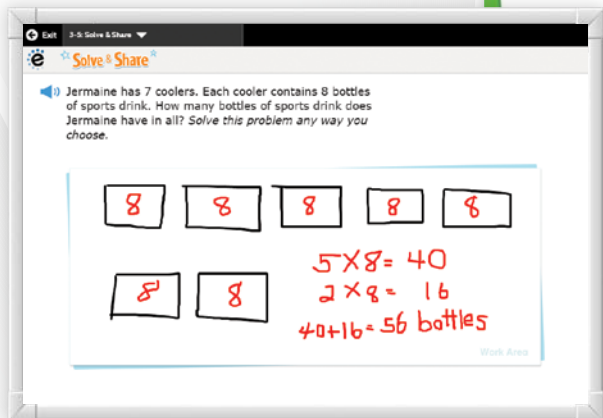
#### Writing

Review the terms *in all* and *array*. Use the terms as you discuss how to solve how many bottles of sports drink Jermaine has.

Read the question. Ask students **How many coolers does Jermaine have?** [7] **How many bottles of sports drinks are in each cooler?** [8]

**Entering** Ask students to read the question aloud and complete this sentence stem: "To find the product of  $7 \times 8$  is to group 8s \_\_\_\_\_ times."

**Emerging** Ask students to list and review the 8s multiplication facts with a partner. Ask them to read and complete this sentence stem: "The digits in the products of these multiplication facts increase as follows: \_\_\_\_\_"



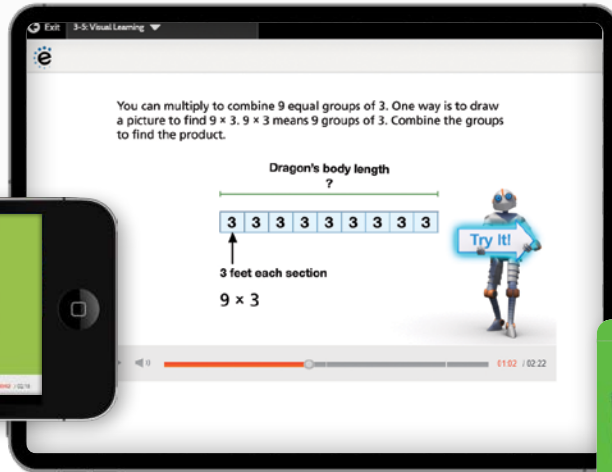
### Solve & Share Online

The digital workspace engages students and encourages interactive learning experiences.

Available in Spanish.



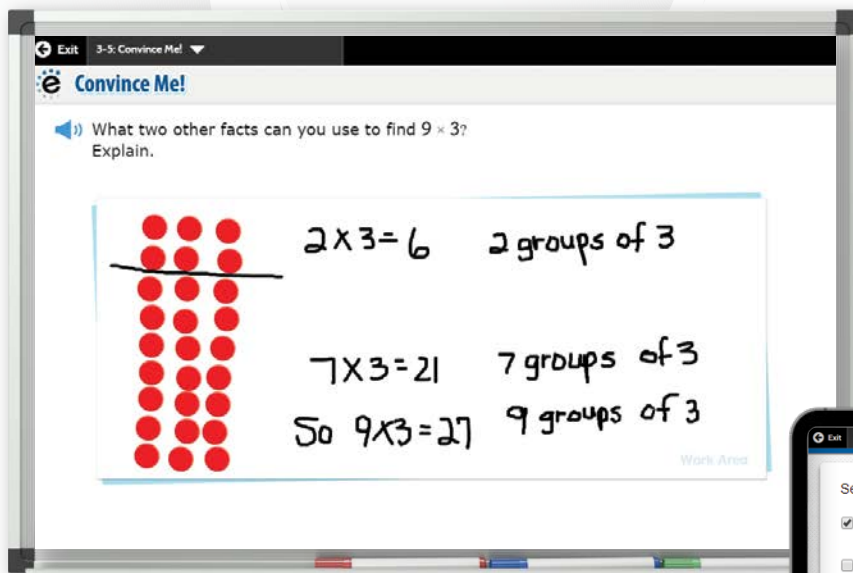
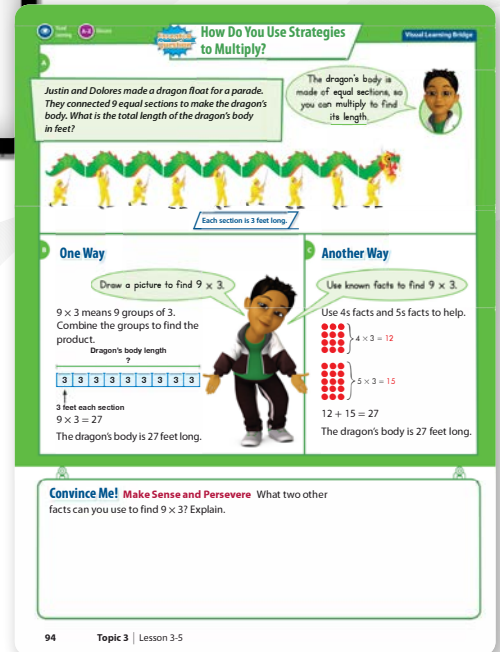
Available  
in Spanish



Launch Visual Learning Animations from the student page with [BouncePages.SavvasRealize.com](http://BouncePages.SavvasRealize.com).

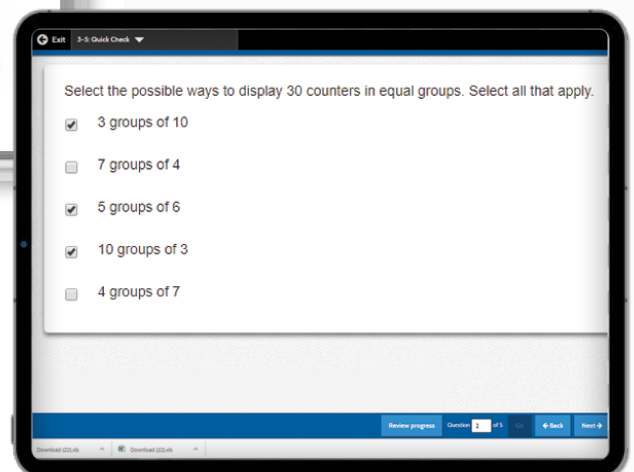
## STEP 2 Visual Learning

- 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, use reasoning. Promote class discussion. Available online in Spanish.



## STEP 3 Assess and Differentiate

Lesson Quick Check helps prescribe differentiated instruction. Quick Checks available online in Spanish.

## UNDERSTANDING

# Practice with a Purpose

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

The image shows three overlapping screenshots of a math practice interface. The top-left screenshot is titled "Guided Practice" and includes sections for "Do You Understand?" and "Do You Know How?". The top-right screenshot is titled "Problem Solving" and contains word problems and a small illustration of a boy. The bottom screenshot is titled "Independent Practice" and lists various multiplication and division problems.

## Independent Practice and Problem Solving

- Build mathematical proficiency.
- Promote higher-order thinking.
- Help prepare students for high-stakes assessments.

The screenshot shows the "Practice Buddy" interface for a 3-7 grade level. It features a "Drag numbers to show each sum" activity. On the left, there are number tiles with values 12, 13, 14, 15, 16, and 17. On the right, there are two addition problems:  $6 + 7$  and  $7 + 9$ . Below the problems are empty boxes for the student to place the tiles. A "Done" button is at the bottom.

## Interactive Practice Buddy (Grades K-2)

Students are engaged as they practice and apply math ideas.

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

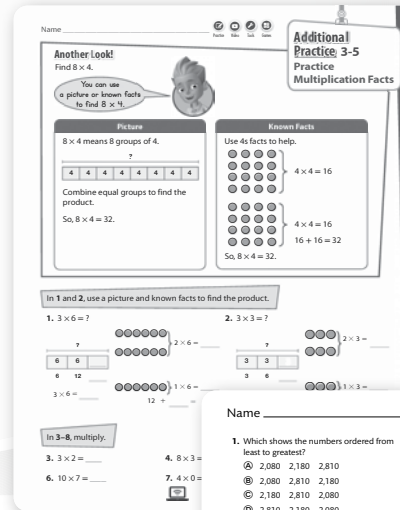
Instant feedback and learning aids help all students be successful.

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

The screenshot shows the "Practice Buddy MathXL" interface for additional practice. It displays a question about an addition table. The table is a 5x7 grid with numbers from 10 to 50. The first row contains numbers 10 through 17. The first column contains numbers 30 through 33. The table is partially shaded. Below the table are "Print" and "Done" buttons. At the bottom of the interface, there are navigation buttons like "Review Progress", "Clear all", "Check answer", and "Question 1 of 4".

## Additional Practice\*

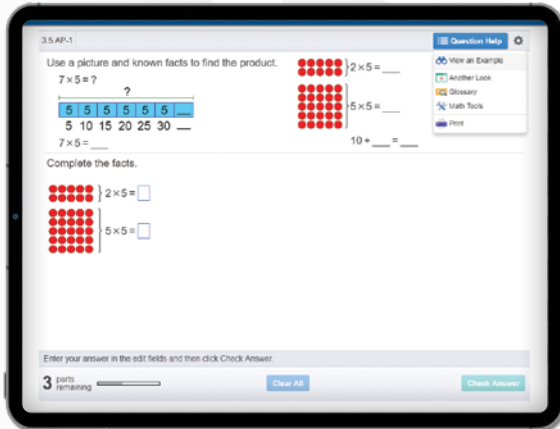
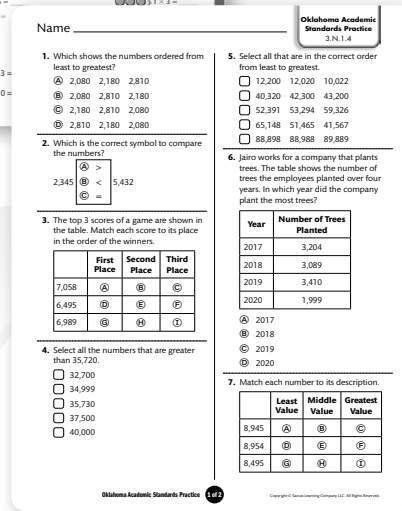
- Leveling allows teachers to personalize skill and problem-solving practice.
- Reinforce vocabulary and higher-order thinking.
- Practice Buddy MathXL® for School (Grades 3-5) provides dynamic support for homework. Autoscored.
- Assign print workbook or online interactive eText practice.



\*Available in Spanish.

## Oklahoma Standards Practice

- Provides focused practice for the Oklahoma Academic Standards.
- Prepares students for assessment success.
- Teacher's Guide provides a Practice Test, item-analysis charts, and answer keys.



## Another Look Homework Video

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



## BouncePages

Launch Another Look videos from the student page with BouncePages.SavvasRealize.com.

## Savvy Adaptive Practice



- Personalized practice in real time focuses on key concepts for lessons.
- A brand new, transparent engine, informs 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.

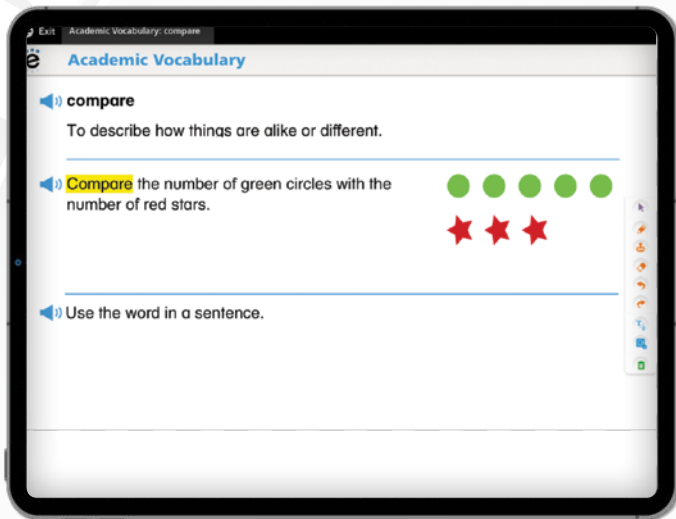




# UNDERSTANDING

## Language Development for All Students

**Language Support Handbook** provides Topic and lesson instructional support that promotes language development. Includes teaching support for academic vocabulary and more!



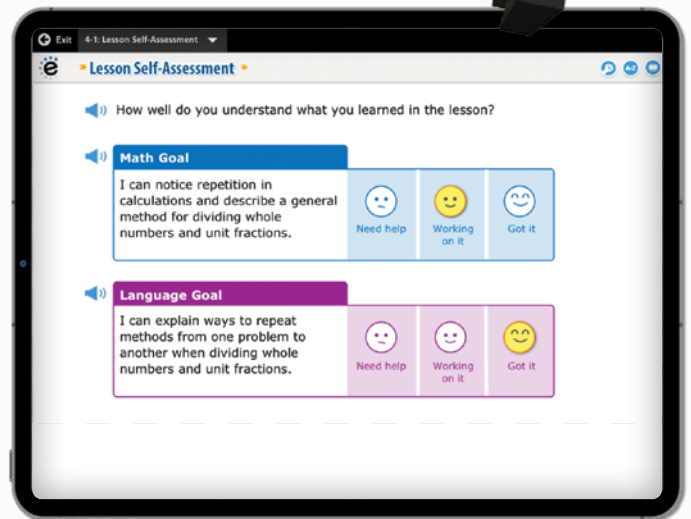
## Academic Vocabulary Activity

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.

*Available online 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.

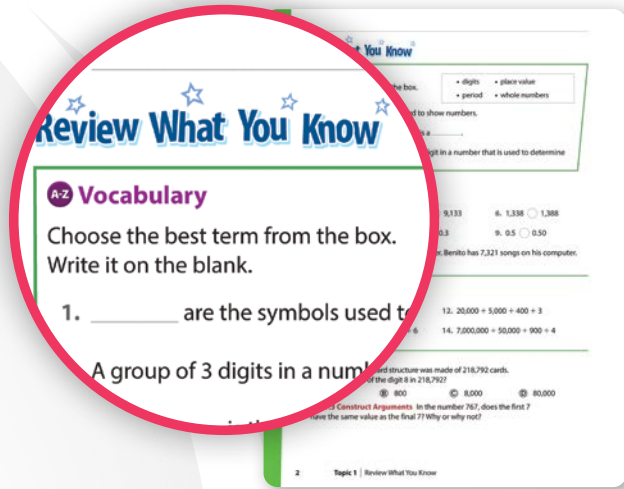


## Lesson Self-Assessment (Grades 3-5)

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

# Assess to Differentiate

The *enVision*® Assessment Suite offers options to move students toward mastery of state standards while driving instructional differentiation.



## DIAGNOSTIC Assessment

- Readiness Test
- Diagnostic Test (Math Diagnosis and Intervention System)
- Review What You Know (Topic Level)
- **Savvas Math Screener and Diagnostic Assessments (MSDA)** Add the MSDA to your *enVision*® program via the Savvas Realize® platform and collect actionable data to inform instruction for Grades K-8. (New additional option)

## FORMATIVE Assessment



- Realize Scout Observational Assessment Tool used during Solve & Share
- Do You Understand? and Convince Me! Guided Practice
- Quick Check

**Guided Practice** ☆ Count on to find the sum. Then change the order of the addends.

1.  $3 + 1 = 4$

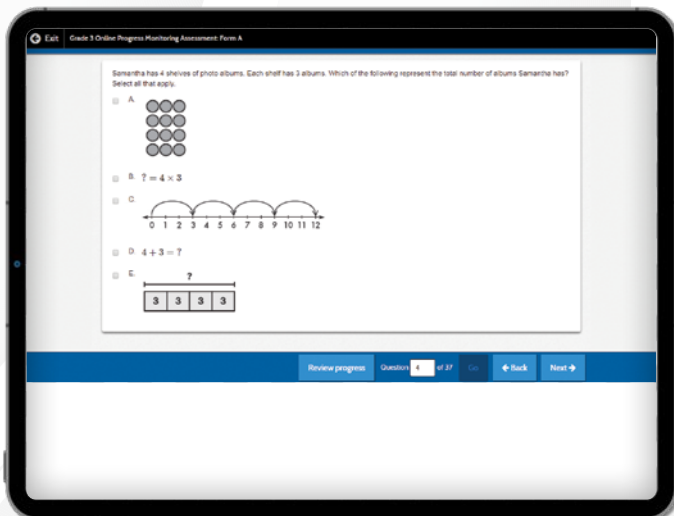
$1 + 3 = 4$

2.  $4 + 3 =$

**Guided Practice** ☆

**Do You Understand?**

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



## SUMMATIVE Assessment

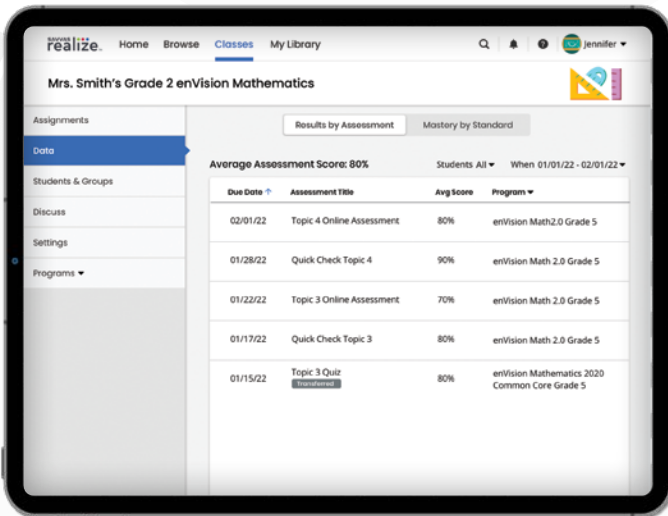
- Topic Assessments
- Topic Performance Assessments
- ExamView® Test Generator
- Fluency Assessments
- Cumulative/Benchmark Assessments
- Progress Monitoring Assessments (Forms A, B, and C)

# Gain Meaningful Insight

A variety of auto-generated reports show mastery and progress on assessments. It's all on SavvasRealize.com.

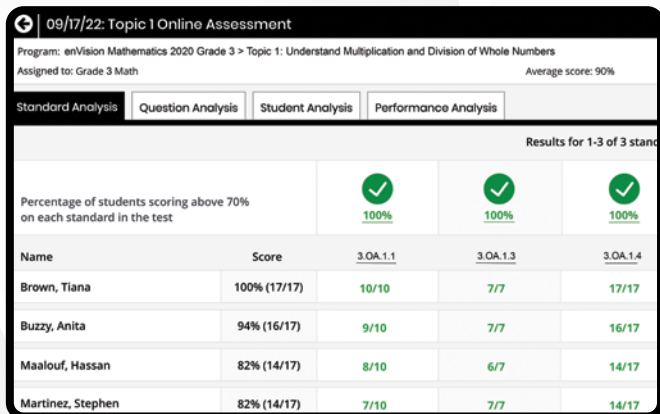
## Savvas Math Screener and Diagnostic Assessments

Delivered on the Savvas Realize® platform, the MSDA is now available as an alternative assessment option to maximize student learning through personalized instruction for K-8!



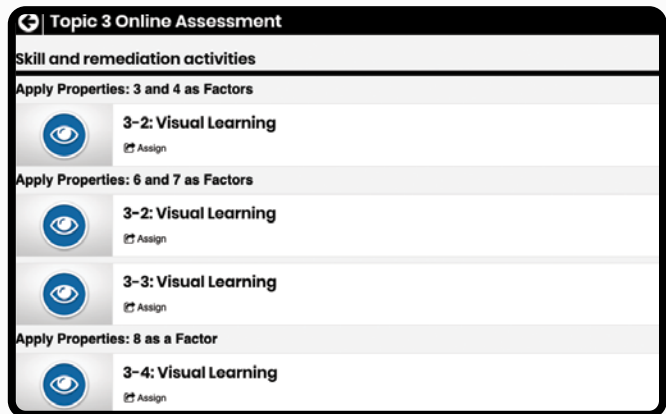
### Data Overview

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



### Standards Analysis

In-depth information is provided about standards coverage and mastery for an assignment.



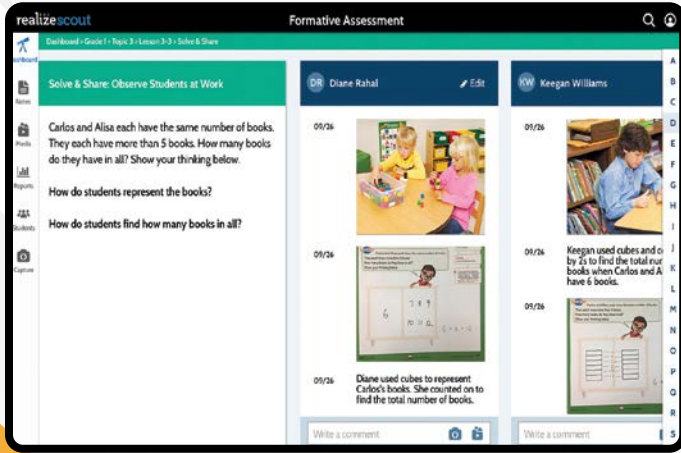
### Auto-Assign Differentiation

Differentiation is based on results of the online Quick Check, Topic Assessment, and Cumulative/Benchmark.



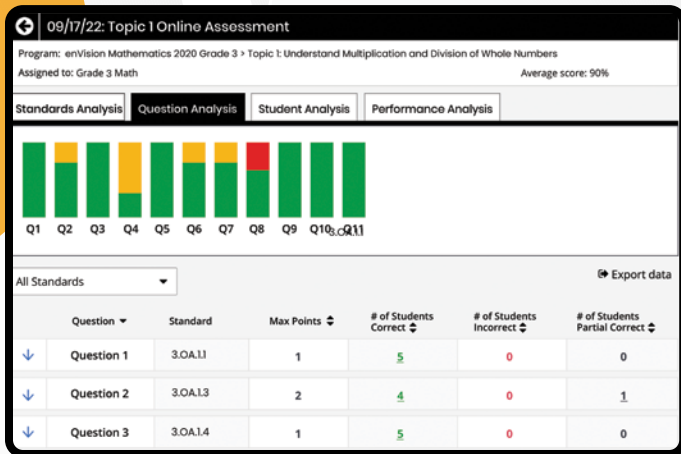
## Savvas Realize® Scout Observational Assessment Tool

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



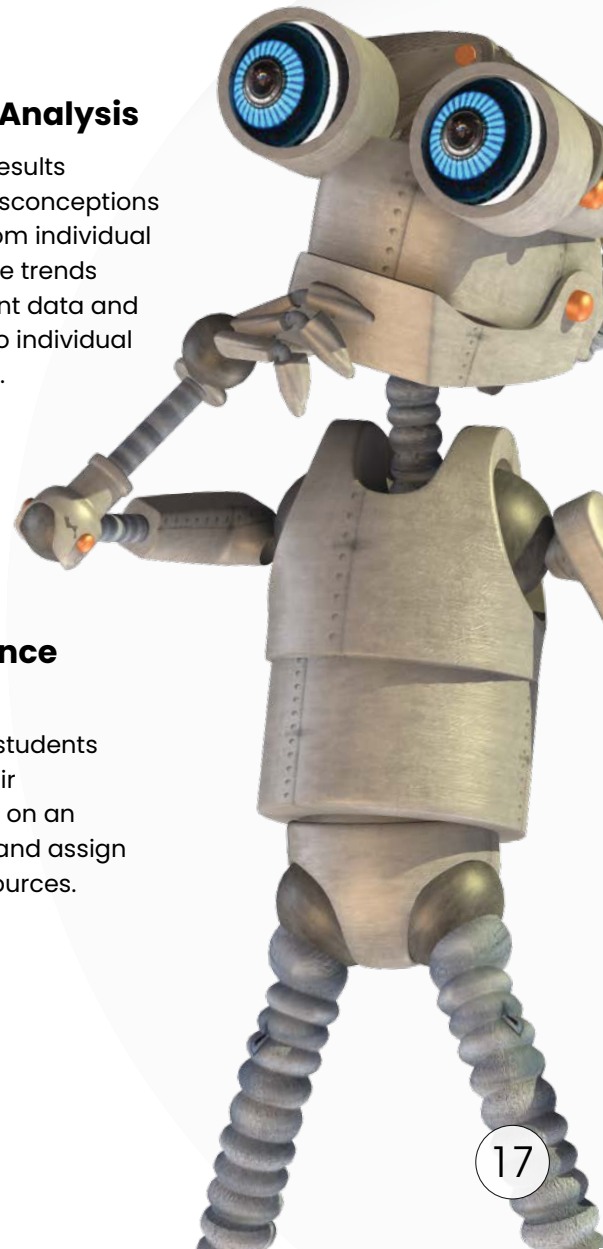
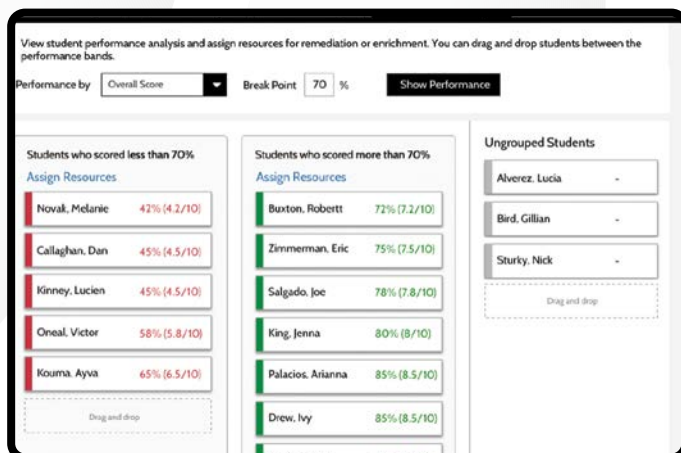
## Question Analysis

Analyze the results to identify misconceptions stemming from individual questions. See trends across student data and drill down into individual performance.



## Performance Analysis

Easily group students based on their performance on an assessment and assign targeted resources.



# Focus on Each Learner

Differentiation options for lessons encourage and challenge students of all learning levels.



## TARGETED INTERVENTION As needed ANYTIME

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

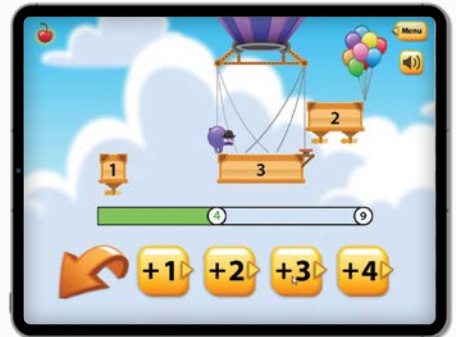
### Intervention Activity **I**

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

### Technology Center **I** **O** **A**

**Math Tools and Math Games** reinforce concepts, critical thinking, and application.

*Games available in Spanish*



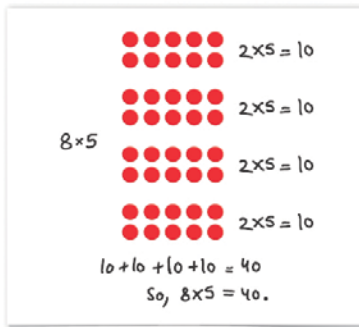
#### Strategies to Multiply

##### Materials

Two-color counters (or Teaching Tool 9)

- Write "8 × 5." Have students count by 5s to find the product.
- Have students build an array with 8 rows and 5 counters to show 8 × 5.
- Ask students to use pencils to separate the counters into 4 arrays with 2 rows in each array.
- Remind students that each small array shows 2 × 5 = 10, and that 10 + 10 + 10 + 10 = 40.
- Next, write "9 × 4."

- Have students list the different strategies they can use to find the product. Then ask students to use each strategy and see if they get the same product each time.



Name \_\_\_\_\_

Reteach to Build Understanding **3-5**

**Vocabulary**

1. You can draw a picture or bar diagram to **multiply**. To find  $3 \times 5$ , think about 3 groups of 5.

$3 \times 5 = \underline{\quad}$

You can also use known facts to multiply because of the **Distributive Property**.

$3 \times 5 = (\underline{\quad} \times 5) + (\underline{\quad} \times 5)$

$3 \times 5 = \underline{\quad} + 5$

$3 \times 5 = \underline{\quad}$

2. Complete the bar diagram to find  $8 \times 6$ .

$8 \times 6 = \underline{\quad}$

Name \_\_\_\_\_

Build Mathematical Literacy **3-5**

Answer the questions to help understand the problem.

Ms. Wilson drank three 8-ounce glasses of tea before lunch. Then she drank three 8-ounce glasses of water before dinner. How many ounces of liquid did she drink in all? Write an equation to help solve.

**Preview:** Read the problem through once.

1. What is the problem about?
2. What question will be answered by solving the problem?

**Reread:** Read the problem again.

3. Underline the numerical information that tells how much tea Ms. Wilson drank.
4. How can you find the total amount of tea Ms. Wilson drank?

Name \_\_\_\_\_

Enrichment **3-5**

**Tree Diagrams**

Mrs. Leed wants to have one bookcase and one rug for the classroom library. The choices are shown in the table.

Choices for Classroom Library	
Bookcase Sizes	Rug Shapes
Tall	Circle
Short	Rectangle
	Square

How many different combinations of one size of bookcase and one shape of rug are there?

A tree diagram is one way to show all the possible combinations. Complete the tree diagram that is started for you.

```

    Tall Bookcase
    /   |   \
  Circle Rectangle Square
  Rug   Rug   Rug
  1     2     3

    Short Bookcase
    /   |   \
  Circle Rug   Rug
  4     5     6
    
```

### 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 understanding.



# Activity Centers

## Pick a Project

Students can pick a project that interests them from a variety of options at the beginning of the Topic.

**What kinds of coral grow in Florida?**  
Project: Build a Coral Model

**PROJECT 4B**

Name \_\_\_\_\_

**South Florida Reefs**

Florida has coral reefs near its coasts. A reef is a ridge of coral, rocks, or sand near the surface of the water.

Coral reefs are tiny animals called polyps. Polyps live on the outside of the reef. They become hard when they die and new polyps grow on top.

There are three different types of reefs. These are a fringe reef, a barrier reef, and an atoll. Each is made up of different kinds of coral.

**Your Project Build a Coral Model**

There are many types of coral in the Florida reefs. Choose three types of coral. Find out how many of each type of coral are in Florida. Write an equation to find the total. Choose one type of coral to make a model. You can use clay and paint.

Pick a Project **4B**

## Additional Practice Workbook

Two pages for each Student Edition lesson reinforce math practices, vocabulary, higher-order thinking, and assessment practice.

## 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. Mats available in Spanish.

**USE WITH TOPIC 3 Problem-Solving Reading Mat**

**BRAIN VS. MACHINE**

**Your brain**

- It has billions of neurons.
- A neuron is a brain cell. It sends one hundred signals per second.
- Signals travel 33 feet per second.
- It works while you sleep. It transmits signals.

**Your computer**

- It has billions of parts.
- Each part sends one billion signals per second.
- They go millions of miles per second.
- You can turn it off.

**Prodigies**  
Some young people have great skill. They are called prodigies. They may have skill in music or art. Their memories hold a lot of data. One prodigy from India spent little time in school. He was a math expert.

**Hard work**  
Success often comes from hard work. Long ago, Pierre de Fermat shared an idea about math. He did not prove it. For hundreds of years, people failed to prove the idea. Andrew Wiles had a strong interest in Fermat's idea. He was ten years old. He proved it more than thirty years later.

**Thinking like a person**  
Some computers seem to think like a person. The most powerful computers cannot do all the things the human brain can do. Some computers can do tasks like a human. One computer learns from its mistakes. It makes choices. Its name is Watson. It played on a quiz show with humans. Watson won!

**Missing skills**  
Computers calculate better than humans. They do not have our mental skills. They do not have new ideas. They do not see as well as we do. A computer could not name all the things in a messy bedroom!

**Savants**  
A savant has great skill in one field. Daniel Tammet is a savant. He does hard work with numbers. He keeps a lot in his memory. He can keep thousands of numbers in his memory. He sees numbers with colors. He also sees numbers with shapes.

**What about your brain?**  
If you have numbers to add in your head, you keep them all "in your head" while you add. You hold them in short-term memory. If you can hold more than eight numbers in your head, you have a great brain for math.

**Computers**  
Computers were once called electronic brains. Brains and computers do some of the same jobs. They work with data. They send signals. They differ in many ways. Machines will not take over yet.

**Read Together**

SAVVAS LEARNING COMPANY

**enVisionCENTERS**

- Problem-Solving Reading Mats
- Problem-Solving Reading Activities
- Pick a Project
- enVision® STEM Activities
- Digital Math Tools Activities

## enVisionCENTERS

Quick and easy centers kit for differentiated instruction provides access to all materials.

## enVision STEM Activity

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

Name \_\_\_\_\_

**enVision STEM Activity 3-2**

**Loggerhead Turtles**

**Did You Know?** Animals use their instincts for survival. Instincts are inherited traits. A newly hatched loggerhead turtle breaks out of its eggshell and crawls toward the ocean. There are no parents to guide the turtle. When the loggerhead reaches the ocean, it swims for 36 hours. Loggerheads face many predators on their long swim to shelter. Sometimes they need to camouflage themselves by hiding in seaweed.

A loggerhead turtle hides every 4 hours along its swim to shelter.

1 Write and solve an equation to represent how many times the loggerhead turtle hides during the entire 36-hour journey.

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# See the Big Picture

Gain a new perspective on your teaching with embedded strategies, methods, and a wide range of PD opportunities in print and digital formats.

## Every math teacher is a master teacher.

Ideas, inspiration, and teaching methods. Math background for every Topic serves as an easy-to-access math methods course.

### TOPIC 3 Math Background: Coherence

Apply Properties: Multiplication Facts for 3, 4, 6, 7, 8

**LOOK BACK**  
How does Topic 3 connect to what students learned earlier?

**Grade 2**  
• **Even Numbers and Arrays in Topic 2.** Students represent even and odd numbers. They use some equations for arrays using rows or columns.

**Earlier in Grade 3**  
• **Initial Multiplication Facts in Topic 2.** Students used patterns and properties to begin to find missing numbers in multiplication facts involving 2, 3, 4, 6, and 8.

**5x Facts**  
• **5x Facts**  
• **5x Facts**  
• **5x Facts**

**Multiplication Properties in Lesson 3.5.** Students learned about the identity (one) property of multiplication and the zero property of multiplication.

### TOPIC 3 Math Background: Focus

Apply Properties: Multiplication Facts for 3, 4, 6, 7, 8

**USE KNOWN FACTS**  
• **Double Halves in Four Equal Groups.** The distributive property is used extensively in Topic 3. It is an important property that students will use throughout their mathematics education. It can help them multiply a sum by a difference by a factor in the same as multiplying each number in the sum by the difference by that factor and then adding the products.

**Distributive Property:**  $(a + b) \times c = a \times c + b \times c$   
Example:  $3 \times (4 + 2) = 3 \times 4 + 3 \times 2$

**MULTIPLY WITH 3 FACTORS**  
• **Associative Property of Multiplication.** Students use the Associative Property of Multiplication in Lesson 3.4 to multiply with three factors. This property says that three or more factors can be grouped in any way.

**ASSOCIATIVE PROPERTY OF MULTIPLICATION:**  $(a \times b) \times c = a \times (b \times c)$   
Example:  $2 \times (3 \times 4) = 2 \times 12 = 24$

**EQUAL GROUPS**  
• **Students modeling equal groups.** Throughout Topic 3, real-world contexts involve the equal-group meaning of multiplication.

**Professional Development Videos Topic: Overview Videos and Clips**  
• **Overview Videos** present additional important information about the content of this topic.

### Math Background: Rigor

Apply Properties: Multiplication Facts for 3, 4, 6, 7, 8

**PROCEDURAL SKILL AND FLUENCY**  
There are no fluency expectations in Topic 3. The content provides foundations for fluency with multiplication and division within 100 in Topic 4.

**Multiplication Facts.** Throughout Topic 3, students use the Associative Property of Multiplication and the Distributive Property to learn the rest of the basic multiplication facts. As students use strategies and properties to generate multiplication facts, they will begin to automatically know them. Memorization of all products of two 1-digit numbers is expected by the end of Grade 3.

**Three Factors.** Students find products of three factors within 100. They draw on the facts they learned in Topic 3 as well as the earlier lessons of Topic 3. The Associative Property of Multiplication allows students to choose which two factors they multiply first.

**Use Illustrations.** Bring brought 8 books for gifts, how much money did bring spent? How many can use as he has to find the

**Applications**  
• **Multiplication Word Problems.** Throughout the topic, students apply multiplication to solve a variety of real-world problems involving equal groups and arrays.

**Use Illustrations.** Bring brought 8 books for gifts, how much money did bring spent? How many can use as he has to find the

### TOPIC 3 Math Background

Add with Facts to 20

**ADDITION STRATEGIES**  
• **Count On.** In Lesson 3.1, students learn to add within 20. Number lines are used to illustrate this strategy.

**Double and Near Doubles.** In Lessons 3.2 and 3.3, students learn to recognize doubles and near doubles when they add within 20. Near doubles are also referred to as double-plus facts. Students learn to be flexible in deciding which way to use a double fact to compute a near-double fact.

**Make 10.** Lessons 3.4 and 3.5 show students how to make 10 when they add within 20. Students draw on their previous knowledge of breaking apart a number into two parts so they can add one part to make 10. Then they add the other part.

**Explain Addition Methods.** In Lesson 3.4, students compare, discuss, and explain the methods they have learned, as well as any they have drawn on from earlier. In Lesson 3.5, students include doubles, near doubles, and make 10.

**Customize Addition and Subtraction Word Problems.**  
• **Customize Addition and Subtraction Word Problems.** In Lesson 3.2, students use addition facts to 20 to solve word problems. These problems include the following situations: "add to," "take from," "take from," "take apart," and "compare." Students use objects, drawings, or an equation to solve the problem.

**Check for Understanding.**  
• **Check for Understanding.** Use the questions to check for understanding.

**Professional Development Videos Topic: Overview Videos and Clips**  
• **Overview Videos** present additional important information about the content of this topic.

### TOPIC 3 Math Background

Add with Facts to 20

**LOOK BACK**  
How does Topic 3 connect to what students learned earlier?

**Grade 2**  
• **Understand Addition and Subtraction in Topic 2.** Students were introduced to various meanings of addition and subtraction. Students used various strategies to represent addition and subtraction word problems within 10 for decomposing numbers less than or equal to 10. By the end of 2, students were adding and subtracting within 10 when they add within 10.

**Earlier in Grade 3**  
• **Understand Addition and Subtraction in Topic 1.** Students were introduced to ways to think about addition and subtraction. They used "add to," "take apart," "take from," 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 6, adding 10, adding in one, and thinking of 10 to subtract.

**Professional Development Videos Topic: Overview Videos and Clips**  
• **Overview Videos** present additional important information about the content of this topic.

### TOPIC 3 Math Background

Add with Facts to 20

**CONCEPTS**  
• **Build on Counting 10s.** Lesson 3.1 develops the conceptual foundation for students to use doubles and near doubles, and make 10. Students use counting 10s, ten-frames, number lines, and equations to represent problems situations.

**Find Patterns and Relationships in Addition and Subtraction Reasoning.** As students use fact to solve real-world problems, they build understanding of the inverse relationship between the operations.

**Understand 10 as a Benchmark Number.** Our number system is a base-10 system. The number 10 plays a key role in place value and operations. Ten frames help students visualize 10. Students use ten frames in Lesson 3.5 as they investigate making 10 to add.

**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 counting 10s, ten-frames, number lines, and equations to represent problems 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," "take apart," and "compare." Lesson 3.8 gives special emphasis to solving real-world problems.

## 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 understandings, 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

### 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](http://SavvasRealize.com)

Screen 1

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

Agree

Screen 2

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

Agree

Screen 3

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

Disagree

Screen 4

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

Disagree

Screen 5

$9,632 > 9,623$

Agree

## 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)
- Connections to Number Sense
- Embedded in the Teacher’s Edition
- Customizable Word® document versions available on Savvas Realize® for teacher presentation (Grades 3–5)

F28

Number and Operations Routines

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Agree

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

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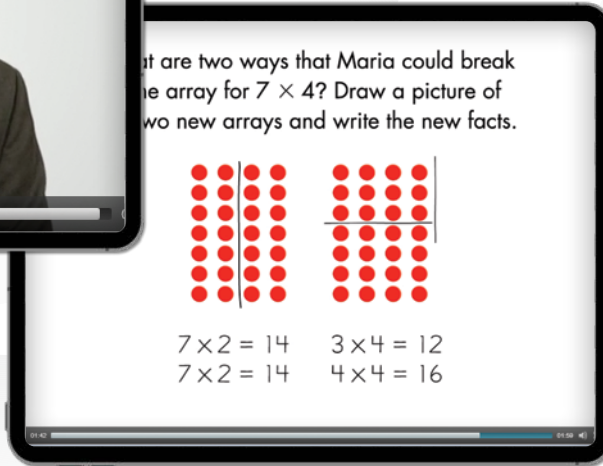


# INSTRUCTIONAL SUPPORT



## Listen and Look For Videos

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

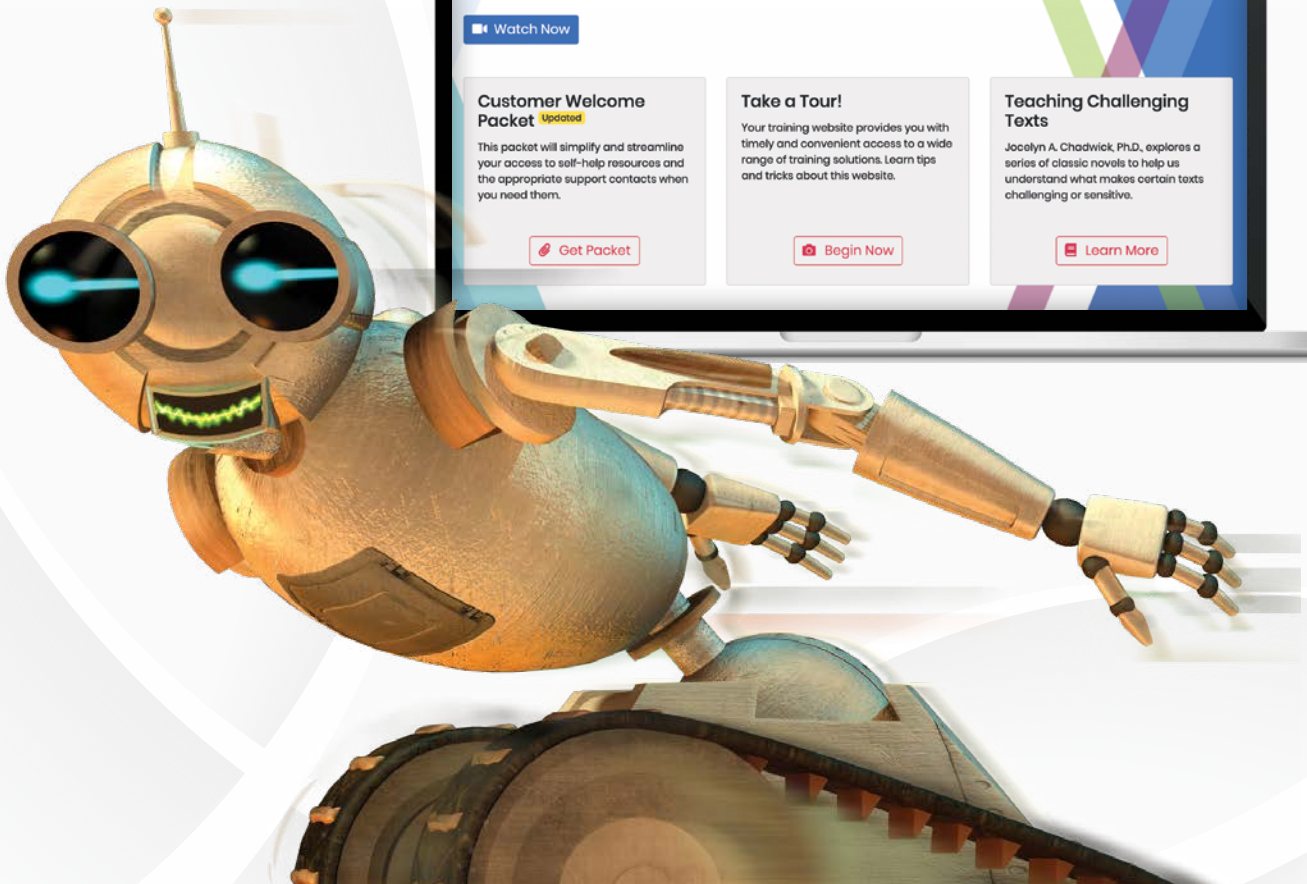
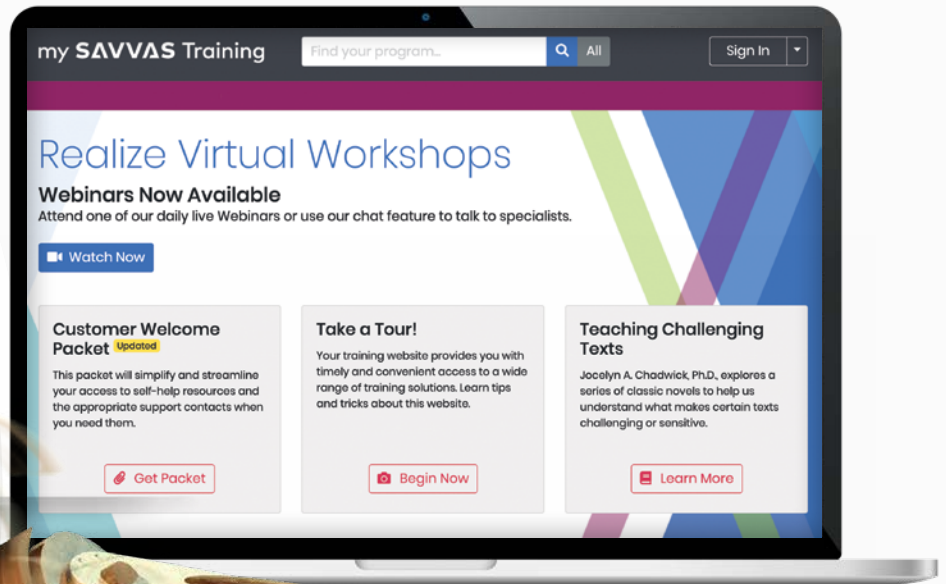


## Professional Learning

### Videos on SavvasRealize.com

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

**mySavvasTraining.com** features many online tutorials and quick-start guides. Available 24/7!



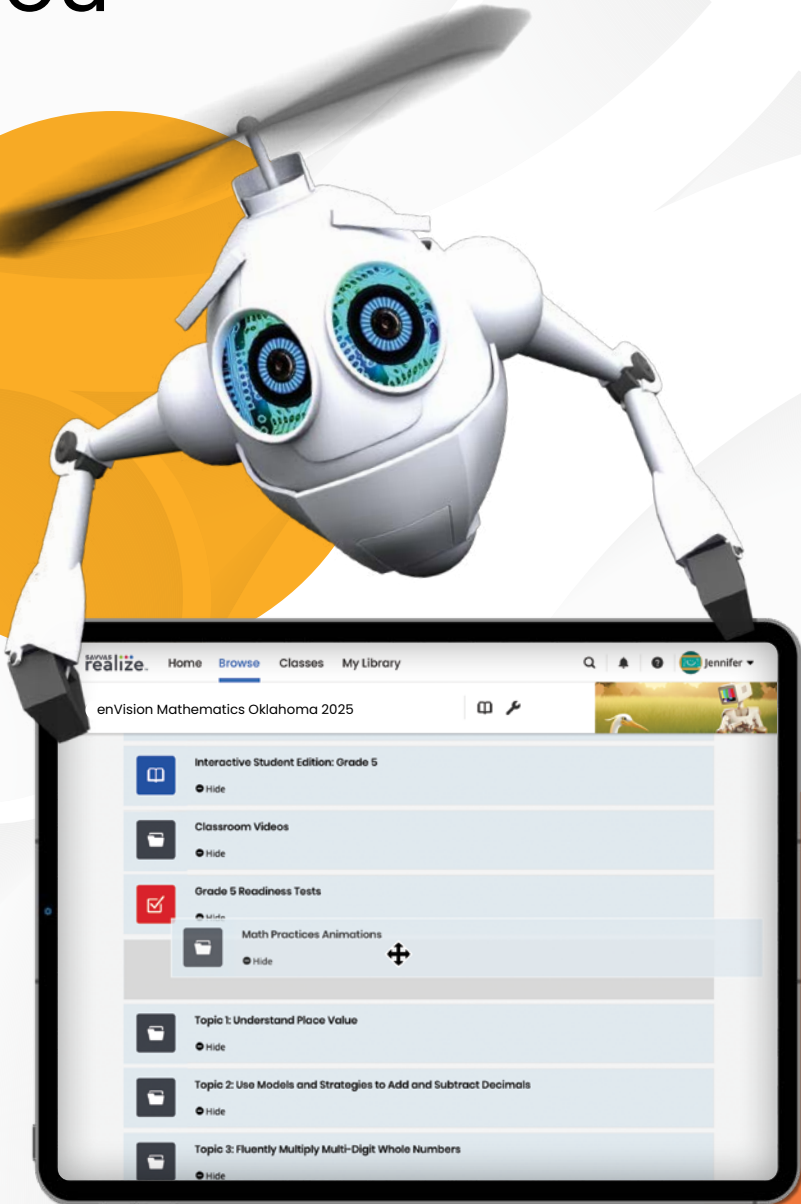


# Make Every Lesson Perfect for You

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- Upload your own content
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Schoology



# enVision<sup>®</sup> Mathematics

## Oklahoma



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