Explore enVisionmath2.0 Common Core Teacher Toolkit

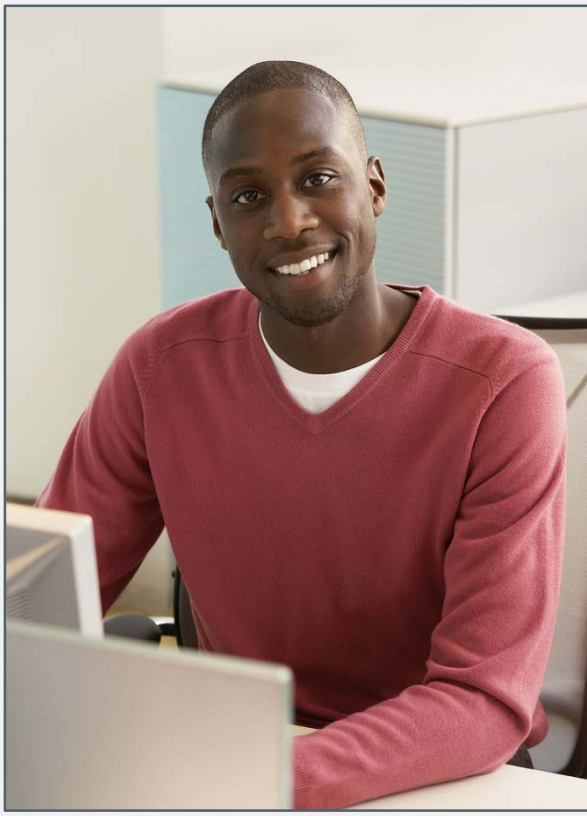
Grades 6–8

My Resources

Smart Start — Wonder what you should do first to train yourself and prepare to teach with **enVision**math**2.0**? Use this Smart Start tool!

Digital Path — Would you like to explore the digital **enVision**math**2.0** resources on Pearson Realize? Check out the Digital Path.

Math Practices and Problem Solving Handbook — Find some great ways to reinforce the math practices and facilitate daily problem-solving experiences.



www.MyPearsonTraining.com

A **one-stop, 24-hour training website** with thousands of Pearson resources

www.PearsonRealize.com

A **web-based digital portal** with full access to the program digitally for teachers and students

How to Get Support

WEBINARS
Sign up for unlimited live webinars on topics of your choice with a Certified Training Specialist. Attend these in small groups or individually.

EMAIL
Email support conveniently puts you in touch with a Certified Training Specialist to quickly answer your questions.

CALL
1-800-234-5832

ONLINE SUPPORT
https://pearsonnacommunity.force.com/support/s/

CHAT
The Live Chat feature connects you directly with a Certified Training Specialist for instant answers to your questions.

Note: In order for the links in this document to work, you must add **MyPearsonTraining.com** to your trusted sites list.

Use this map to start your **enVision**math**2.0** learning journey.

1. DIG into resources.

- ❑ Familiarize yourself with the components.
- ❑ **TE**: Read the **front matter**.
- ❑ **SE**: Check out the layout of student pages.
- ❑ **RLZ**: Explore the **Table of Contents**.

2. TOUR the program.

- ❑ **TEPO**: Review the Pacing Guide and the User's Guide**.**
- ❑ **TE**: Check out the layout of each topic.
- ❑ **RLZ**: View the Professional Development videos.
- ❑ **MPT**: View some of the webinars and check out the Program Overview tutorials.

3. PREPARE for instruction.

- ❑ **MPT**: View the Teaching a Lesson tutorial.
- ❑ **RLZ**: Review the resources available under the **Teacher Resources** menu.
- ❑ **TE**: Review the Topic Overview pages for the first topic.

4. COLLABORATE with others.

- ❑ **MPT**: Attend a chat/email session or schedule a customized, topic-specific webinar with a Certified Training Specialist.
- ❑ **Observe a colleague** teaching a lesson.
- ❑ **RLZ**: Watch a Math Practices Animation and discuss it with a colleague.

Key

SE — Student's Edition

TE — Teacher's Edition

TEPO — *Teacher's Edition Program Overview*

MPT — My Pearson Training

RLZ — Pearson Realize™

Use this map to prepare your **enVision**math**2.0** classroom and plan for an upcoming topic.

Get Set Up

Configure your classroom:

- ❑ Create dedicated space for **small-group** differentiated instruction.
- ❑ Set up desks so students can work in **whole-group**, **small-group**, and **independent** settings.
- ❑ Set up **electronic devices**.

Get Organized

Prepare for instruction:

- ❑ **Create expectations** for how students enter and begin working in your classroom.
- ❑ Set up a **system** for storing and using devices.
- ❑ **Establish routines** for using devices in class.

Get Planning

- ❑ Review the **Using a Lesson** section of the *Teacher's Edition Program Overview*.
- ❑ In your Teacher's Edition, plan using the various resources:
  - ❑ Read the **Math Background: Focus, Coherence, Rigor, and Math Practices** pages.
  - ❑ Review the **Topic Planner**.
  - ❑ Review the **Topic Opener** to find out more about the **Essential Question**, **enVision®** STEM Project, and/or **3-Act Math** tasks for the topic.
  - ❑ Check out the **Get Ready!** pages to explore prerequisite skills.
  - ❑ Send the **Home-School Connection Letter** home to families.
  - ❑ Review the **Lesson Overview** for each lesson in the topic.

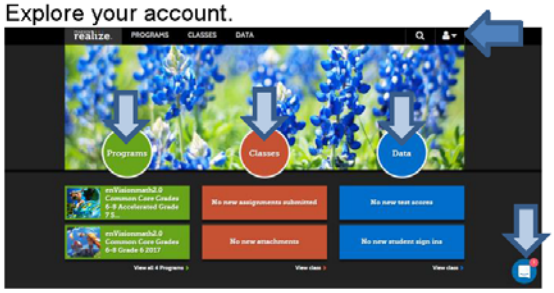
Digital Path

Are you wondering how to get started on Pearson Realize and use the digital resources? There is a Digital Path to support you as you navigate the website—www.pearsonrealize.com/.

You can access the **Digital Path** on My Pearson Training.

Pearson

Digital Path

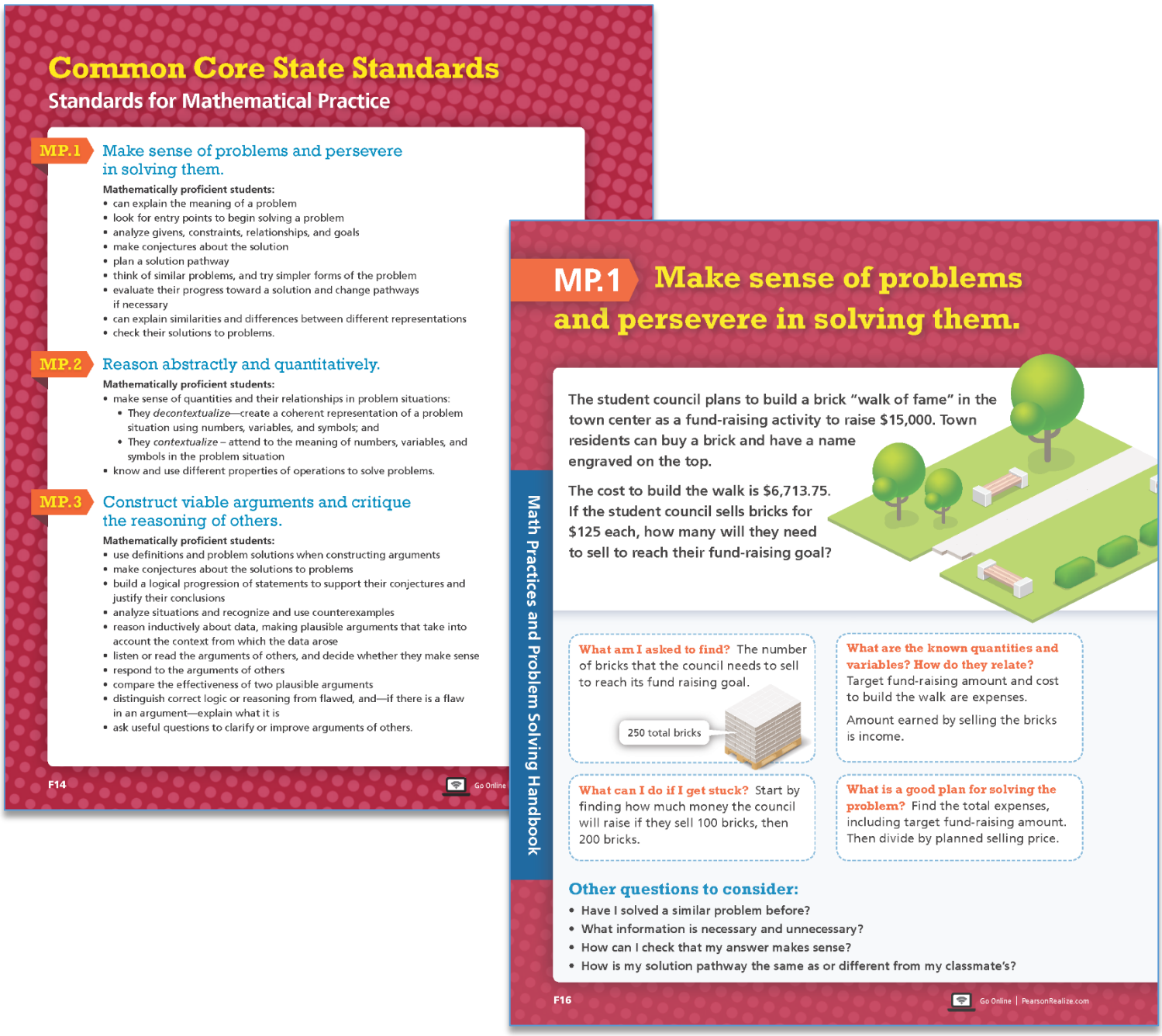
Navigate Pearson Realize™	Click to Discover
Sign in to PearsonRealize.com. 	Enter your username and password then click **Sign In.**
Explore your account. 	This is your home page. The person icon in the upper-right corner will give you access to the following: • **Settings** (including account information and available programs) • **Help** (with the Pearson Realize platform, including directions on how to set up a class and add students) • **Announcements** (including new features or updates to the program) • **Sign Out** (signing out of the program) The circle icon in the lower-right corner alerts you to important updates to the program and platform. You may click the circles or the top tabs to navigate to the following: • **Programs** (to view all program resources) • **Classes** (to add a class or students or see assignments) • **Data** (to view online assessment results)

Math Practices and Problem Solving Handbook

The *Math Practices and Problem Solving Handbook* will help you reinforce the math practices and support you as you facilitate daily problem-solving experiences.

- It shows each math practice, including supports for you and your students as you discuss the practices.
- It contains explanations and examples of the math practices and associated questions to guide students' thinking as they implement the practice.
- Share the problem solving methods at the end of the handbook with students to provide structure as they work through problems involving the major work of the grade.

You can access this tool, Mathematical Practices Animations, and other great resources in your **enVision**math**2.0** course on Pearson Realize—www.pearsonrealize.com.



Common Core State Standards

Standards for Mathematical Practice

MP.1 Make sense of problems and persevere in solving them.

Mathematically proficient students:
- can explain the meaning of a problem
- look for entry points to begin solving a problem
- analyze givens, constraints, relationships, and goals
- make conjectures about the solution
- plan a solution pathway
- think of similar problems, and try simpler forms of the problem
- evaluate their progress toward a solution and change pathways if necessary
- can explain similarities and differences between different representations
- check their solutions to problems.

MP.2 Reason abstractly and quantitatively.

Mathematically proficient students:
- make sense of quantities and their relationships in problem situations:
  - They *decontextualize*—create a coherent representation of a problem situation using numbers, variables, and symbols; and
  - They *contextualize* – attend to the meaning of numbers, variables, and symbols in the problem situation
- know and use different properties of operations to solve problems.

MP.3 Construct viable arguments and critique the reasoning of others.

Mathematically proficient students:
- use definitions and problem solutions when constructing arguments
- make conjectures about the solutions to problems
- build a logical progression of statements to support their conjectures and justify their conclusions
- analyze situations and recognize and use counterexamples
- reason inductively about data, making plausible arguments that take into account the context from which the data arose
- listen or read the arguments of others, and decide whether they make sense
- respond to the arguments of others
- compare the effectiveness of two plausible arguments
- distinguish correct logic or reasoning from flawed, and—if there is a flaw in an argument—explain what it is
- ask useful questions to clarify or improve arguments of others.

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Math Practices and Problem Solving Handbook

MP.1 Make sense of problems and persevere in solving them.

The student council plans to build a brick "walk of fame" in the town center as a fund-raising activity to raise $15,000. Town residents can buy a brick and have a name engraved on the top.

The cost to build the walk is $6,713.75. If the student council sells bricks for $125 each, how many will they need to sell to reach their fund-raising goal?

What am I asked to find? The number of bricks that the council needs to sell to reach its fund raising goal.

250 total bricks

What are the known quantities and variables? How do they relate? Target fund-raising amount and cost to build the walk are expenses.

Amount earned by selling the bricks is income.

What can I do if I get stuck? Start by finding how much money the council will raise if they sell 100 bricks, then 200 bricks.

What is a good plan for solving the problem? Find the total expenses, including target fund-raising amount. Then divide by planned selling price.

Other questions to consider:
- Have I solved a similar problem before?
- What information is necessary and unnecessary?
- How can I check that my answer makes sense?
- How is my solution pathway the same as or different from my classmate's?

F16 Go Online | PearsonRealize.com

Evaluation: Participant Survey

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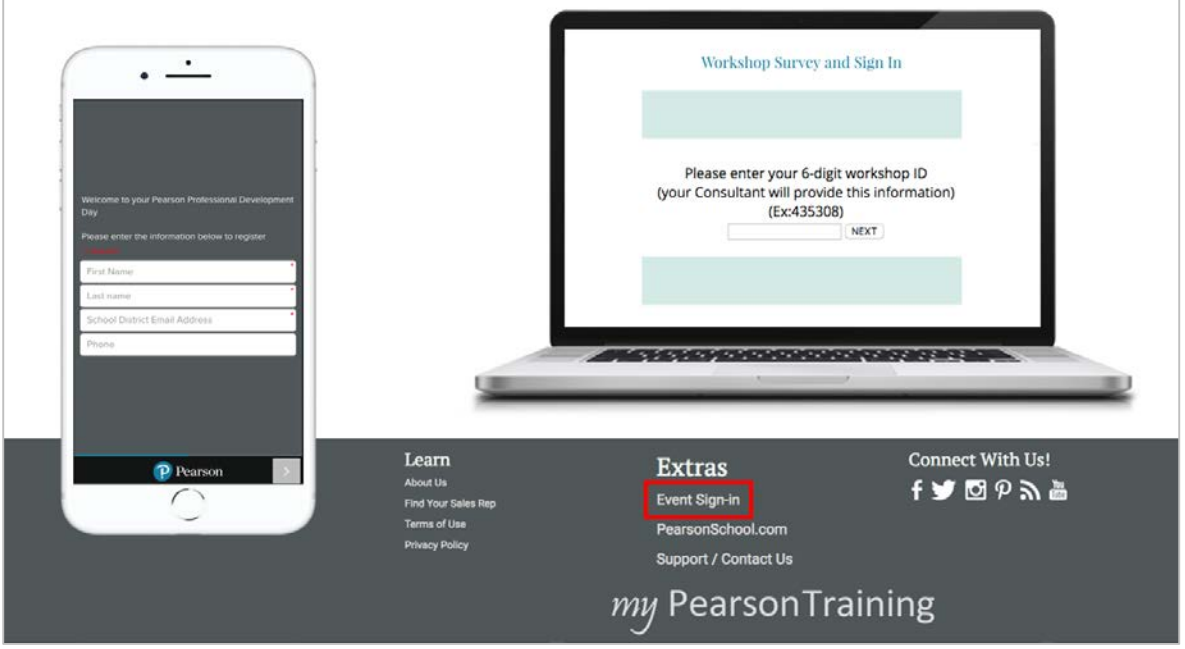

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