

SAVVAS

Program Overview
Grades K-5



Kids See the Math. Teachers See Results.

enVision® Mathematics
Georgia

enVision® Mathematics

Georgia

You're going to love what you see. The new *enVision® Mathematics Georgia* © 2024 helps develop deep conceptual understanding, assess learning, and use student data to inform instruction.

Helps You Teach Georgia Mathematics Standards



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 are now available!

3

Instructional Support

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

Built for Georgia!



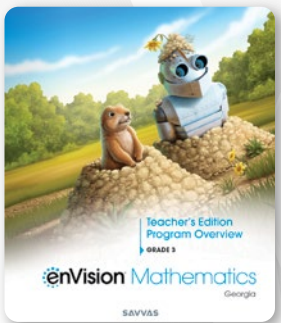
Student Edition 2 Volumes

The interactive text increases engagement and deepens understanding of math ideas. Also available in Spanish.



Georgia Student Companion

Georgia-specific lessons help ensure full support of all Georgia Mathematics Standards.



Georgia Teacher's Edition Program Overview

A user's guide and professional development resource in one! Explore pacing, Georgia Table of Contents, Georgia Correlations, as well as Georgia-specific instruction for lessons found in the Georgia Student Companion.



Teacher's Edition 2 Volumes

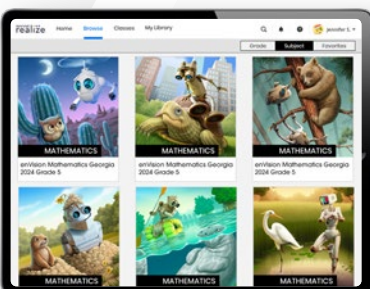
Topics and lessons align to Mathematics Standards and balance instructional focus, coherence, and rigor. Embedded math background and professional development.



Georgia Teacher Edition Snap-In Tabs

Provide alignment for the new Georgia Mathematics Standards with handy tabs that can be inserted right in the Teacher's Edition for instant reference.

Georgia Digital Course on Savvas Realize™



All *enVision® Mathematics Georgia* resources are available on [SavvasRealize.com](https://www.savvasrealize.com). Easy-to-navigate content aligns to the Georgia Mathematics Standards. Lessons in the digital Table of Contents are at point-of-use and are fully customizable. English and Spanish resources are in one course. No toggling between multiple locations. Easy access to Savvy™ Adaptive Practice.

UNDERSTANDING

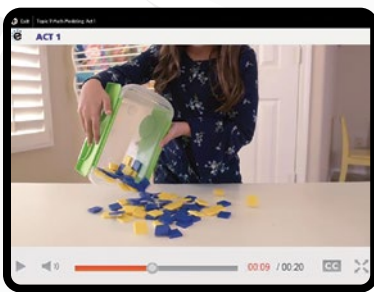
See What They Can Do

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

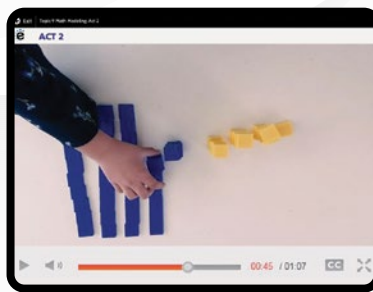
Build students' confidence to think mathematically and solve problems on their own. 3-Act Math videos are available in Spanish.

ACT 1: THE HOOK



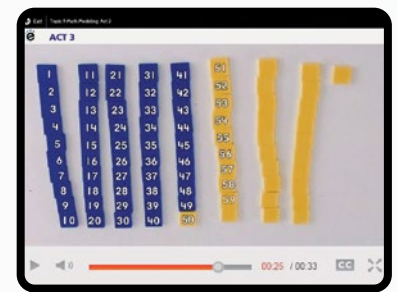
A video or photo hooks students with the task and provokes questions.

ACT 2: THE MODEL



Students develop mathematical models to arrive at a solution that makes sense to them.

ACT 3: THE RESOLUTION

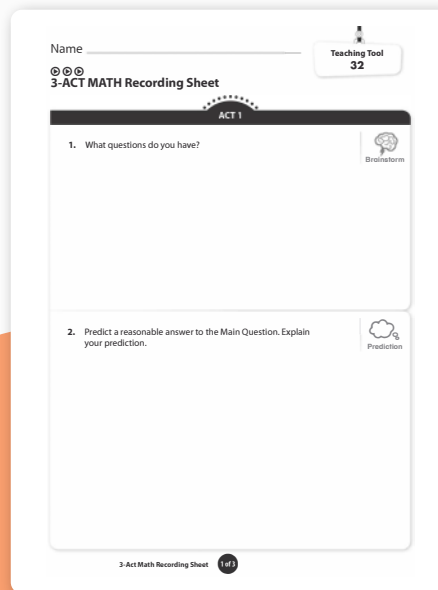


Visuals help students explain differences between their own conjectures and a possible solution.



BouncePages

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



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.

Resources That Empower Families

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

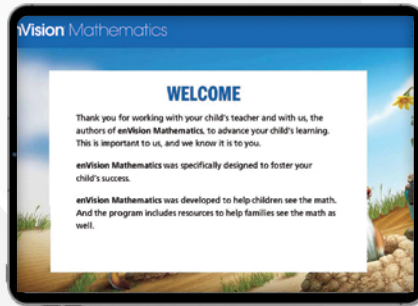
Family Engagement Letter

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



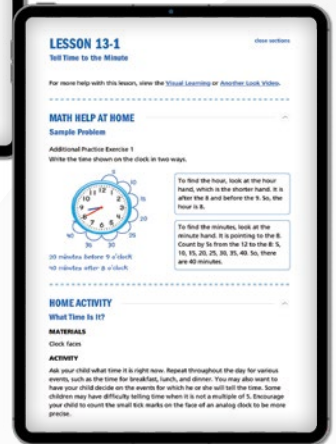
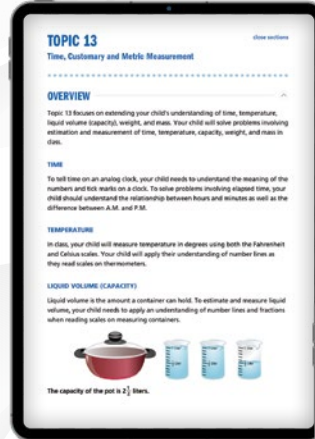
Easily Accessible Resources

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.

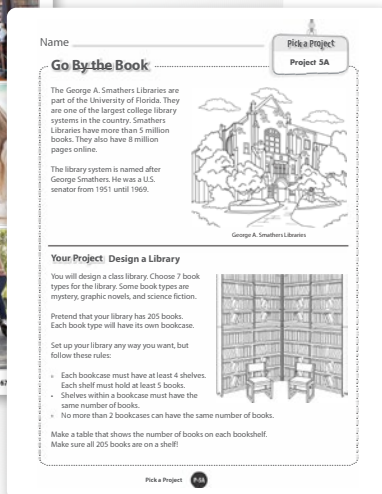
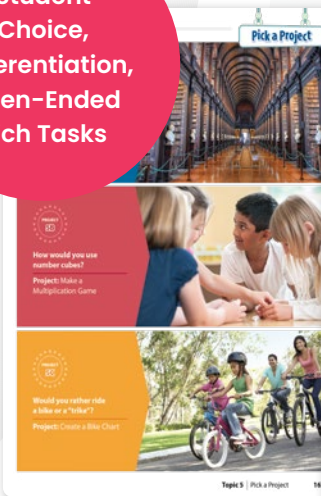


Lesson-Level Support

Families are provided with homework examples and home activities.

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

Student Choice, Differentiation, Open-Ended Rich Tasks



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

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)

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 | www.illustrativemathematics.org
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.
- Promote a **growth mindset**.

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.



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.



Put 3 guests at the table of 10 and 5 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 $7 + 8 = 15$.

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.

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."]]

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."]]

Student work examples

Let's Investigate!

BEFORE

- 1. Introduce the Let's Investigate! Problem**
Give 16 two-color counters (see 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

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?

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

1348 Topic 3

SELECT AND SEQUENCE

- 1. 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

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 $7 + 5 = 12$.]

Monitor

- Instruction includes asking purposeful questions to assess and advance students' thinking.
- realize scout**
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.

UNDERSTANDING

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 promote a growth mindset and result in deeper conceptual understanding.

Name: _____

Lesson 3-5 Practice Multiplication Facts

Jermaine has 7 coolers. Each cooler contains 8 bottles of sports drink. How many bottles of sports drink does Jermaine have in all?

You can model with math. Pictures, objects, words, numbers, and symbols can be used to represent and solve the problem.

Look Back! Jermaine now has 8 coolers with 7 bottles of sports drink in each cooler. Does that change the total number of bottles of sports drink that Jermaine has? Explain why or why not.

Language Support

All 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 7×8 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

Jermaine has 7 coolers. Each cooler contains 8 bottles of sports drink. How many bottles of sports drink does Jermaine have in all? Solve this problem any way you choose.

$5 \times 8 = 40$
 $2 \times 8 = 16$
 $40 + 16 = 56$ bottles

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.

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.

How Do You Use Strategies to Multiply?

Justin and Dolores made a dragon float for a parade. They connected 9 equal sections to make the dragon's body. What is the total length of the dragon's body in feet?

The dragon's body is made of equal sections, so you can multiply to find its length.

Each section is 3 feet long.

One Way
Draw a picture to find 9×3 .
 9×3 means 9 groups of 3. Combine the groups to find the product.
Dragon's body length ?
3 feet each section
 $9 \times 3 = 27$
The dragon's body is 27 feet long.

Another Way
Use known facts to find 9×3 .
Use 4s facts and 5s facts to help.
 $4 \times 3 = 12$
 $5 \times 3 = 15$
 $12 + 15 = 27$
The dragon's body is 27 feet long.

Convince Me! **Make Sense and Persevere** What two other facts can you use to find 9×3 ? Explain.

94 Topic 3 | Lesson 3-5

Convince Me!

What two other facts can you use to find 9×3 ? Explain.

Work Area

$2 \times 3 = 6$ 2 groups of 3
 $7 \times 3 = 21$ 7 groups of 3
 So $9 \times 3 = 27$ 9 groups of 3

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.

3-5: Quick Check

Select the possible ways to display 30 counters in equal groups. Select all that apply.

- 3 groups of 10
- 7 groups of 4
- 5 groups of 6
- 10 groups of 3
- 4 groups of 7

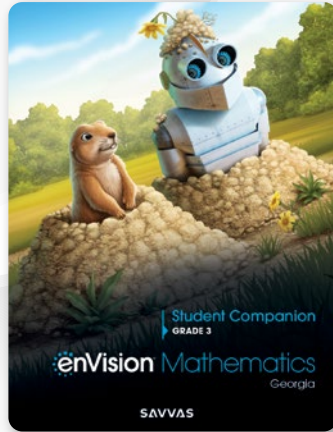
Review progress Question 1 of 5 Back Next 9

UNDERSTANDING

Practice with a Purpose

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

The screenshot shows a math interface with several sections: **Problem Solving** with word problems, **Guided Practice** with 'Do You Understand?' and 'Do You Know How?' questions, and **Independent Practice** with a grid of multiplication problems. A sidebar on the left contains 'Assessment Practice' questions.



Georgia Student Companion

Georgia-specific lessons help ensure full support of all Georgia Mathematics Standards.

Independent Practice and Problem Solving

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

The interface shows a math problem: $6 + 7$ and $7 + 9$. To the left is a grid of numbers: 12, 13, 14, 15, 16, 17. 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 from Pearson (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 interface shows a math problem: 'Mr. Smith bikes 7 miles each day. How many miles does he bike in one week?' Below it is a text input field and a dropdown menu with options: 7×7 , 7×1 , and $7 + 5$. A menu is open with options: 'Help Me Solve This', 'View an Example', 'Another Look', 'Glossary', 'Math Tools', and 'Print'.

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.

9. **Make Sense and Persuade** The home team had 4 three-pointers, 10 two-pointers, and 6 free throws. The visiting team scored 5 three-pointers, 8 two-pointers, and 5 free throws. Which team scored more points? Explain.

Type	Points
Three Pointer	3 points
Two Pointer	2 points
Free Throw	1 point

10. **Higher Order Thinking** Martina has 3 bags of tennis balls. There are 6 pink, 5 yellow, and 2 white balls in each bag. How many tennis balls does Martina have in all? Show how you found the answer.

11. **Number Sense** Without multiplying, how can you tell which product will be greater, 4×3 or 4×57 ? Explain.

12. Kristie has 4 rows of 9 stalls in her barn. If each stall has 1 horse, how many horses are in the barn?

13. Jeremy flew 8 times last week for work. If each flight was 2 hours long, how much time did Jeremy spend in the air?

Assessment Practice

14. Select the possible ways to display 30 counters in equal groups.

- 2 groups of 10
- 3 groups of 10
- 5 groups of 6
- 6 groups of 5
- 10 groups of 3

34 Topic 3 | Lesson 3-5

Available
in Spanish.

3.5.AP-1

Use a picture and known facts to find the product.

$7 \times 5 = ?$

5 10 15 20 25 30

$7 \times 5 =$ _____

Complete the facts.

$2 \times 5 =$

$5 \times 5 =$

Enter your answer in the edit fields and then click Check Answer.

3 parts remaining

Clear All Check Answer

Another Look!
Find 8×4 .

You can use a picture or known facts to find 8×4 .

Picture: 8×4 means 8 groups of 4.

Use 4 facts to help.

$4 \times 4 = 16$

$4 \times 4 = 16$

$16 + 16 = 32$

So, $8 \times 4 = 32$.

In 1 and 2, use a picture and known facts to find the product.

1. $3 \times 6 = ?$

2. $3 \times 3 = ?$

In 3-8, multiply.

3. $3 \times 2 =$ _____

4. $8 \times 3 =$ _____

5. $6 \times 7 =$ _____

6. $10 \times 7 =$ _____

7. $4 \times 0 =$ _____

8. $7 \times 2 =$ _____

Topic 3 | Lesson 3-5 33

3.1.IP-6

Find each product.

$5 \times 60 =$ _____

$5 \times 600 =$ _____

$5 \times 6,000 =$ _____

$5 \times 60 =$

Enter your answer in the answer box and then click Check Answer.

2 parts remaining

Clear All Check Answer

View progress

Savvy Adaptive Practice



- Personalized practice in real time focuses on key concepts for each lesson.
- 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.

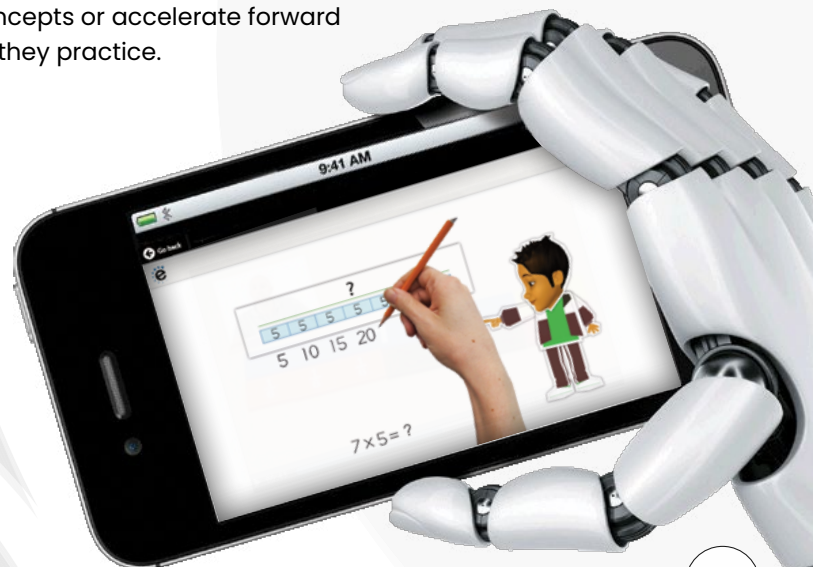
Another Look Homework Video

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

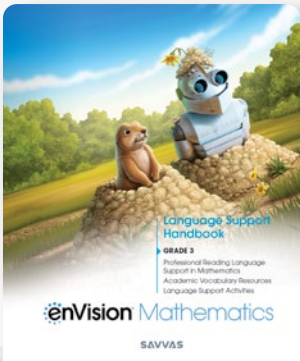


BouncePages

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

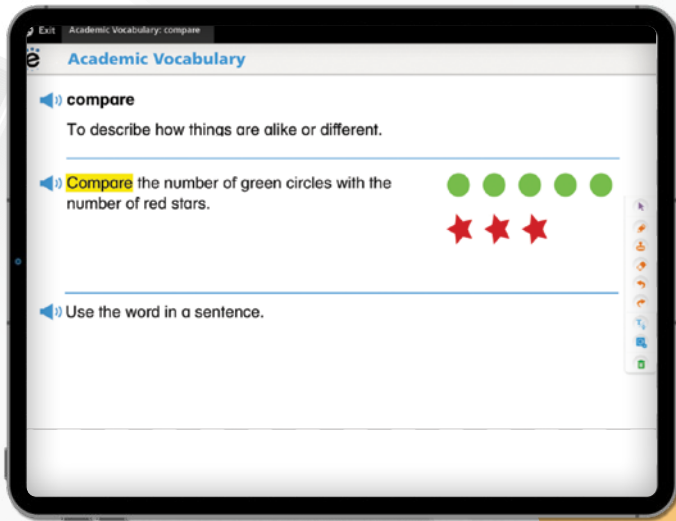


UNDERSTANDING



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.

Review What You Know

A-Z Vocabulary

Choose the best term from the box. Write it on the blank.

1. _____ are the symbols used to

A group of 3 digits in a number

FORMATIVE Assessment





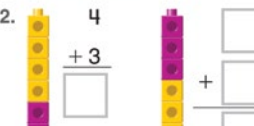
- Realize Scout Observational Assessment Tool used during Solve & Share
- Do You Understand? and Convince Me! Guided Practice
- Quick Check (Print/Online)

DIAGNOSTIC Assessment

- Readiness Test (Print/Online)
- 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)

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

1. 
 $3 + 1 = 4$

 $1 + 3 = 4$

2. 
 $4 + 3 = 7$

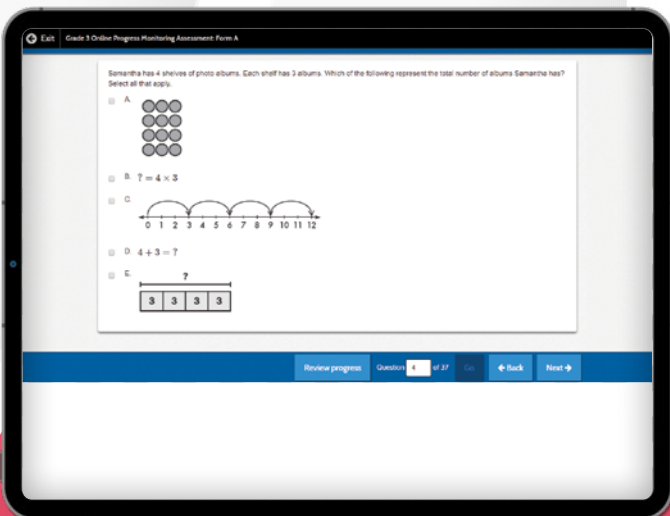
☆ Guided Practice

Do You Understand?

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

SUMMATIVE Assessment

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



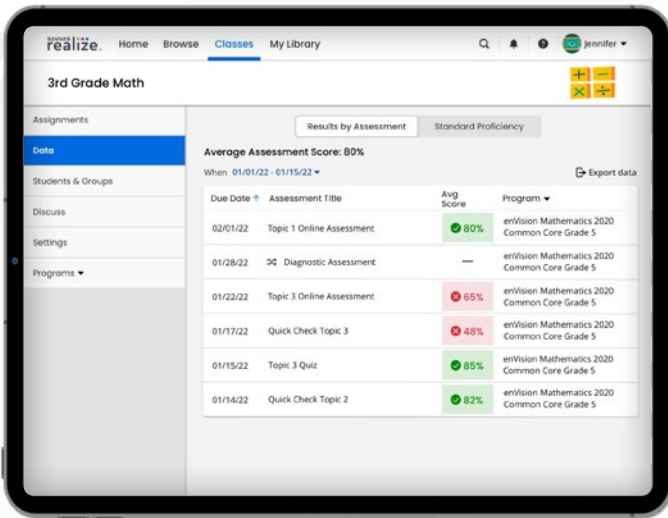
Gain Meaningful Insight

A variety of auto-generated reports show mastery on assessments, overall progress, and usage data.

It's all on [SavvasRealize.com](https://www.savvasrealize.com).

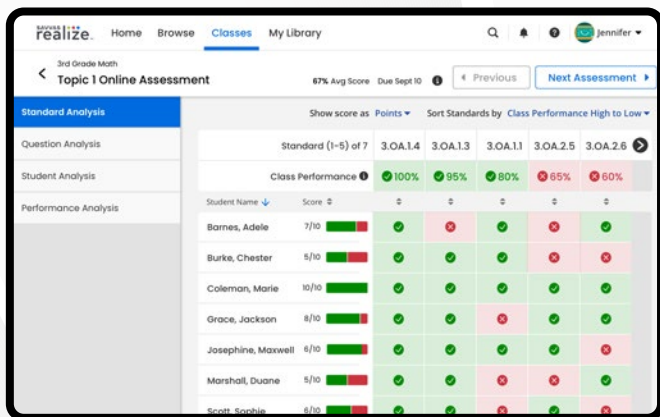
SAVVAS math Screener & Diagnostic Assessments

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!



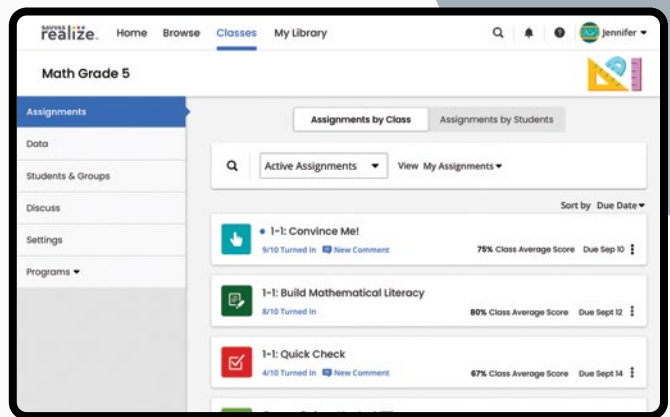
Data Overview

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



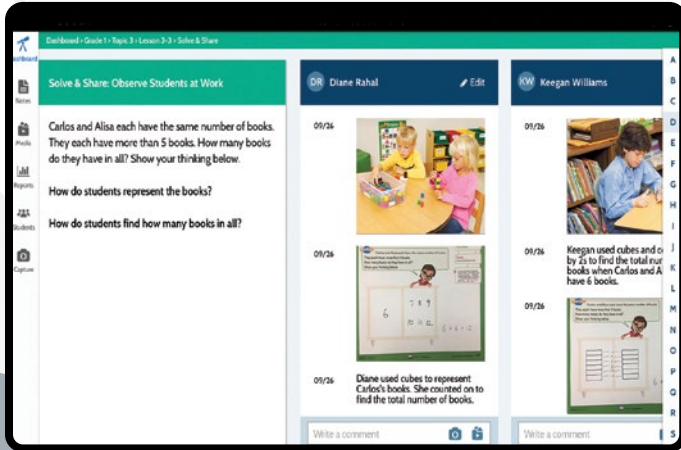
Georgia Standards Analysis

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.



Realize Scout Observational Assessment Tool

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

Question	Standard	Max Points	Correct	Partial Correct	Incorrect
Q1	3.OA.11	2	11	2	7
Q2	3.OA.11	1	10	-	10
Q3	3.OA.13	1	29	-	0
Q4	3.OA.14	1	17	-	3
Q5	3.OA.14	2	2	2	2
Q6	3.OA.25	1	10	-	10
Q7	3.OA.26	1	12	-	8
Q8	3.OA.37	1	15	-	5
Q9	3.OA.11	1	14	2	4

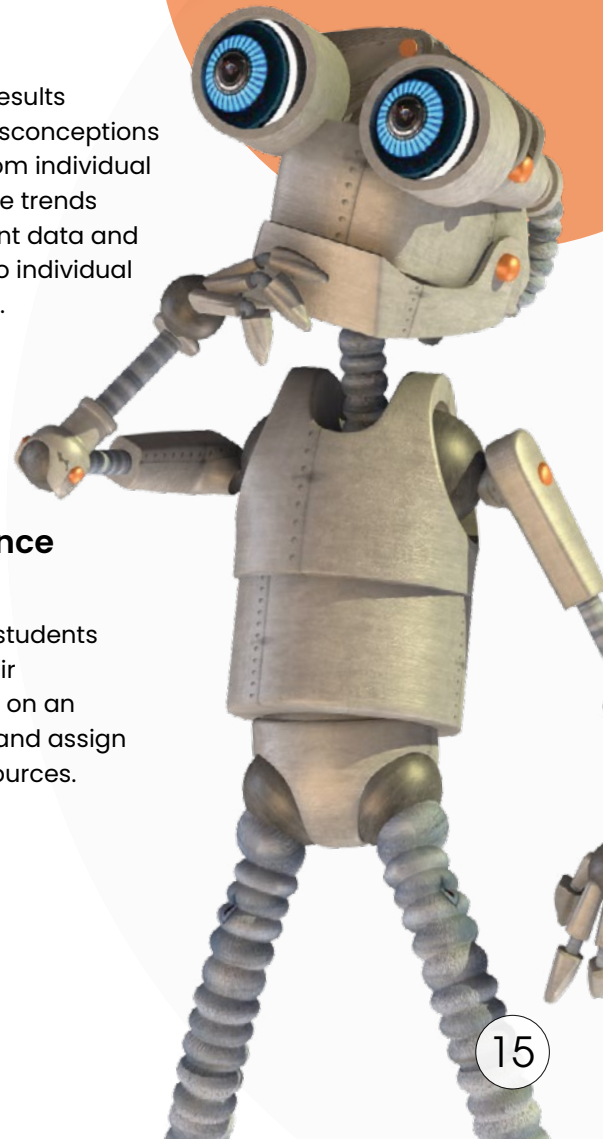
Question Analysis

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

Student	Score
Novak, Melanie	42% (4.2/10)
Callaghan, Dan	45% (4.5/10)
Kinney, Lucien	45% (4.5/10)
Oneal, Victor	58% (5.8/10)
Kouma, Ayya	65% (6.5/10)
Buxton, Robertt	72% (7.2/10)
Zimmerman, Eric	75% (7.5/10)
Salgado, Joe	78% (7.8/10)
King, Jenna	80% (8/10)
Palacios, Arianna	85% (8.5/10)
Drew, Ivy	85% (8.5/10)
Alvarez, Lucia	-
Bird, Gillian	-
Sturky, Nick	-

Performance Analysis

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



Focus on Each Learner

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



TARGETED INTERVENTION As needed ANYTIME

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

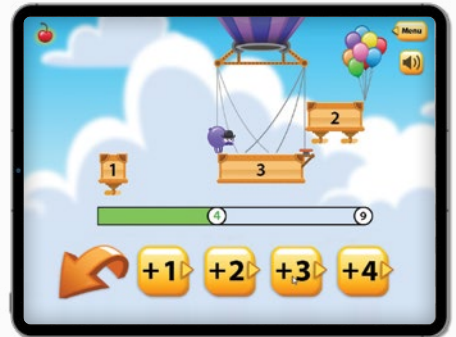
Intervention Activity **I**

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



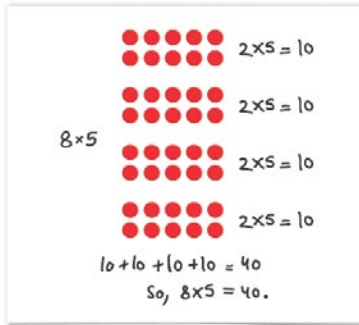
Strategies to Multiply

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 3×5 , 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 8×6 .

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

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.

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   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.



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.

Additional Practice Workbook

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

Problem-Solving Levelled 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!

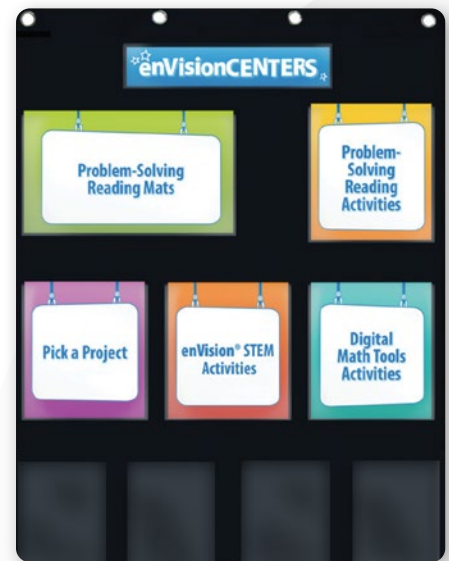
Missing skills
Computers calculate better than humans. They do not have our mental skills. They do not have new ideas. They do not see as well as we do. A computer could not name all the things in a messy bedroom!

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 mind" 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.

enVision STEM



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.

DK and the open book logo are trademarks of Dorling Kindersley Limited

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.

See the Big Picture

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


Ideas, inspiration, and teaching methods. Math background for every Topic and lesson 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 2 connect to what students learned earlier?

Grade 2

- **Area Models and Arrays in Topic 2.** Students explored area and dot numbers. They also wrote equations for arrays using area models.



$7 \times 4 = 28$

Earlier in Grade 2

- **Initial Multiplication Facts in Topic 2.** Students used patterns and properties to begin to build fluency with the multiplication facts involving 3, 4, 6, 7, 8, and 9.

5x Facts

$5 \times 0 = 0$	$5 \times 1 = 5$
$5 \times 2 = 10$	$5 \times 3 = 15$
$5 \times 4 = 20$	$5 \times 5 = 25$
$5 \times 6 = 30$	$5 \times 7 = 35$
$5 \times 8 = 40$	$5 \times 9 = 45$

Multiplication Properties in Lesson 3-5
Students learned about the identity, zero, and commutative properties and the inverse property of multiplication.

Multiply with 3 Factors
Students use the facts learned in Topic 2 as well as the inverse property to solve problems involving three factors.

TOPIC 3 Math Background: Focus
Apply Properties: Multiplication Facts for 3, 4, 6, 7, 8

LOOK AHEAD
How does Topic 3 connect to what students will learn later?

Later in Grade 3

- **Fast Fluency in Topic 3.** Students will learn to use facts by using related multiplication facts to help them solve problems involving multiplication and division facts.

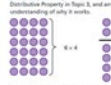
Common Area to Multiplication in Topic 3
Students will learn to use multiplication facts to solve problems involving multiplication and division facts.

TOPIC 3 Math Background: Rigor
Apply Properties: Multiplication Facts for 3, 4, 6, 7, 8

A rigorous curriculum emphasizes conceptual understanding, procedural skill and fluency, and application.

CONCEPTUAL UNDERSTANDING

- **Understand the Distributive Property.** The Distributive Property allows students to represent a product as the sum of two equal products by breaking the factor into two parts. Students use the Distributive Property in Topic 3, and arrays are used to develop understanding of why it works.



$6 \times 4 = 24$

PROCEDURAL SKILL AND FLUENCY

- **Multiplication Facts.** Throughout Topic 3, students use the foundational facts from Topic 2 and the Distributive Property to learn the rest of the basic multiplication facts. As students use strategies and properties to practice multiplication facts, they will begin to automatically recall them. Memorization of all products of one-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 2 as well as the inverse property of multiplication. The Associative Property of Multiplication allows students to choose which two factors they multiply first.

APPLICATIONS

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

Use Structure. Ming bought 8 hats for gifts. How much money did Ming spend? Show how you can use an 8 fact to find the answer.

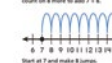
Shirt	\$23
Hat	\$9
Sneakers	\$28
Pair of pants	\$42

TOPIC 3 Math Background
Add with Facts to 20

Topic 3 continues to expand on what students learned related to solving addition problems. Students demonstrate fluency with addition within 10 and use methods to add within 20. Methods include counting on, using doubles and near doubles, and making 10 to add.

ADDITION STRATEGIES

- **Count the Number Line.** Students count on to add within 20. Number lines are used to illustrate this strategy.



$6 + 7 = 13$

- **Doubles and Near Doubles.** In Lessons 2 and 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 one to use to solve a problem to complete a near-double fact.

ADDITION AND SUBTRACTION WORD PROBLEMS

- **Common Addition and Subtraction Situations in Student Use.** Addition and subtraction word problems are used to solve problems involving the following situations: "add together," "take from," "take apart," and "compare." Students use objects, drawings, or an equation to solve.

Professional Development Videos Topic 3 Overview
Learn and learn for others. Video provides general additional information about the content of the topic.

Earlier in Grade 1

- **Understand Addition and Subtraction in Topic 1.** Students were introduced to ways to think about addition and subtraction. They learned "add together," "take apart," and "compare" problems.

Understand Addition and Subtraction in Topic 2. Students learned addition and subtraction problems to 10. They used problem-solving strategies involving counting on and counting back, using doubles and near doubles, adding with 5, adding to 10, adding in any order, and thinking addition as subtraction.

TOPIC 3 Math Background
Add with Facts to 20

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

Grade 1

- **Understand Addition and Subtraction in Topic 1.** Students were introduced to ways to think about addition and subtraction. They learned "add together," "take apart," and "compare" problems.

Understand Addition and Subtraction in Topic 2. Students learned addition and subtraction problems to 10. They used problem-solving strategies involving counting on and counting back, using doubles and near doubles, adding with 5, adding to 10, adding in any order, and thinking addition as subtraction.

Grade 2

- **Area Models and Arrays in Topic 2.** Students explored area and dot numbers. They also wrote equations for arrays using area models.

Initial Multiplication Facts in Topic 2. Students used patterns and properties to begin to build fluency with the multiplication facts involving 3, 4, 6, 7, 8, and 9.

5x Facts. Students used patterns and properties to begin to build fluency with the multiplication facts involving 3, 4, 6, 7, 8, and 9.

Multiplication Properties in Lesson 3-5. Students learned about the identity, zero, and commutative properties and the inverse property of multiplication.

Multiply with 3 Factors. Students use the facts learned in Topic 2 as well as the inverse property to solve problems involving three factors.

TOPIC 3 Math Background
Add with Facts to 20

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Grade 2

- **Area Models and Arrays in Topic 2.** Students explored area and dot numbers. They also wrote equations for arrays using area models.

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Multiply with 3 Factors. Students use the facts learned in Topic 2 as well as the inverse property to solve problems involving three factors.

TOPIC 3 Math Background
Add with Facts to 20

CONCEPTS

- **Build on Counting On.** Lesson 3 develops the conceptual links between counting and addition. Students count on to add 1, 2, or 3 to all single-digit numbers with a sum within 20. These lessons support students as they move away from counting on toward a efficient strategy: use counting on from a given number is only drawn on the number line, providing a solid base for long-term, number line use.

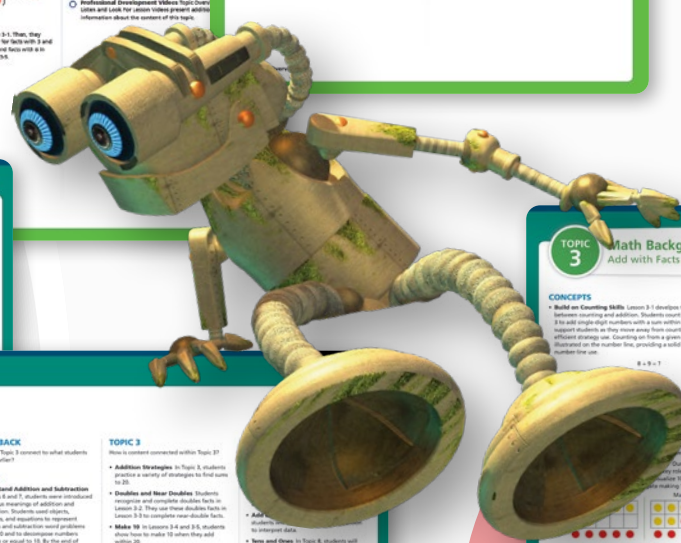
Skills

- **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 connecting cubes, ten-frames, number lines, and equations to represent problem 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 3B gives special emphasis to solving word problems.

Let's Use Equally.
How many pencils does Grace have?
How many pencils does Grace have?
Grace has _____ pencils.



Every Math Teacher Is a Master Teacher



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)

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 is 1 to 144 is a multiple of a given one-digit number
 - Identifying, describing, 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

enVision

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

Agree

Screen 1

enVision

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

Agree

Screen 2

enVision

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

Disagree

Screen 3

enVision

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

Disagree

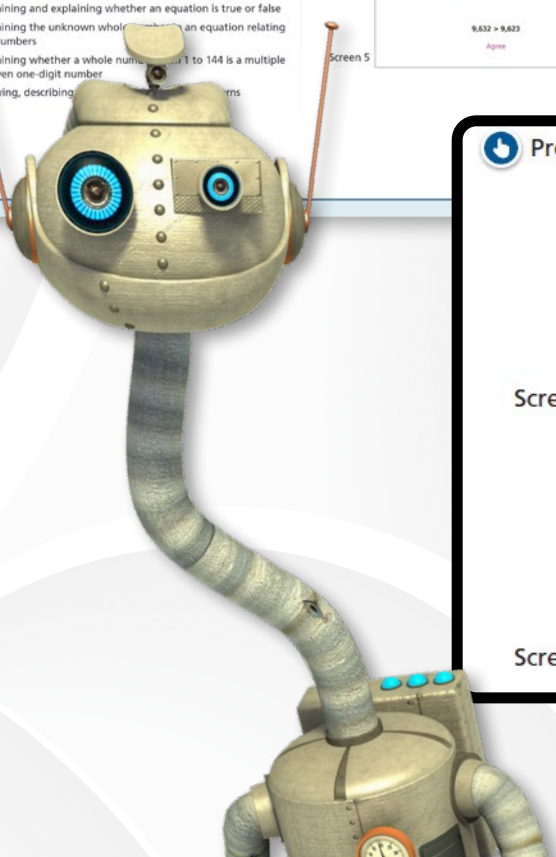
Screen 4

enVision

$9,632 > 9,623$

Agree

Screen 5



• Presentation screens are at SavvasRealize.com

enVision Mathematics

Number and Operations Routine
Screen 1 - AGREE OR DISAGREE (A)

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

Agree

Screen 1

enVision Mathematics

Number and Operations Routine
Screen 2 - AGREE OR DISAGREE (A)

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

Agree

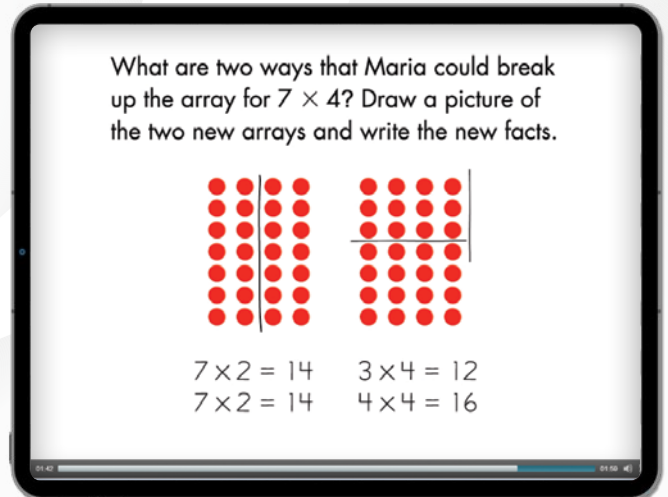
Screen 2

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INSTRUCTIONAL SUPPORT

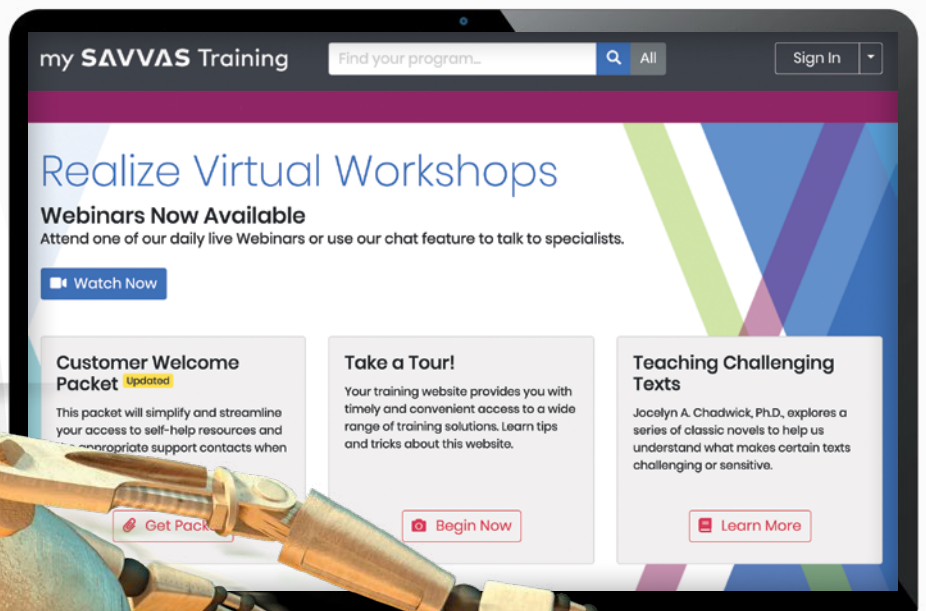


Listen and Look for Lesson Videos provide key details, models, and insights. A great way to prepare for the day!



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!



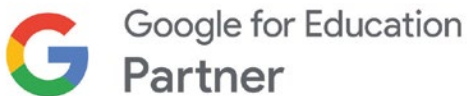
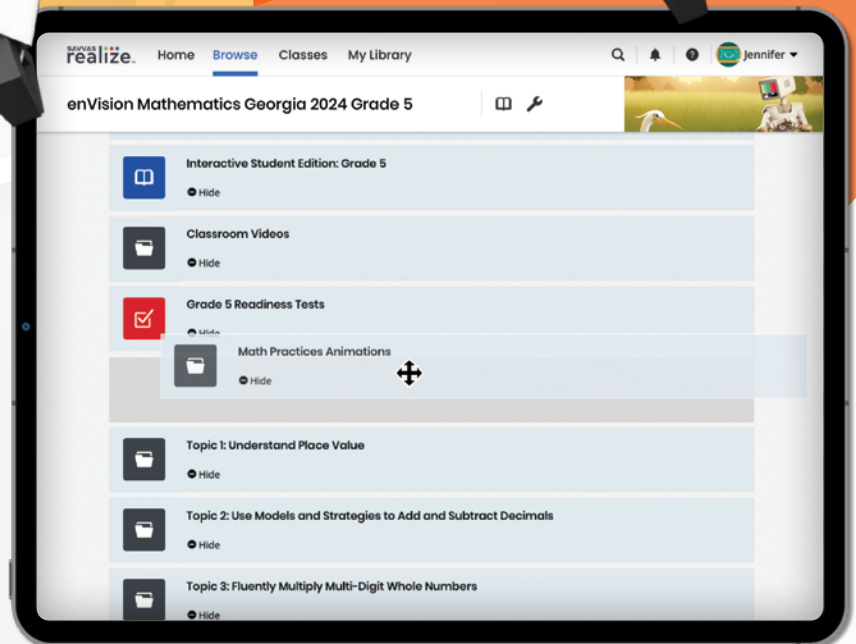
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- Align to your district framework
- Assign to Google Classroom™
- Add Google Drive™ files
- Integrate Microsoft® OneDrive™
- Integrate with Canvas® and Schoology®
- Upload your own content
- Use online discussion boards
- Switch to simple interface (K-2)

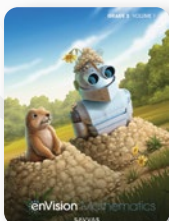


Schoology



Comprehensive Resources

Teach using multiple modalities and tiers. All components are organized to save you time and prepare students for success. You don't have to look anywhere else!



Student Edition, 2 Volumes

The interactive text increases engagement and deepens understanding of math ideas. Students explain their thinking, solve problems, and make it their own. Also available in Spanish.



Teacher's Resource Masters, 2 Volumes

- Home-School Connection Letters
- Pick a Project
- *enVision*® STEM Activities
- Daily Review
- Reteach to Build Understanding
- Build Mathematical Literacy
- Enrichment
- Fluency Practice/Assessment
- Also available in Spanish
- Available as editable Word documents (English only)



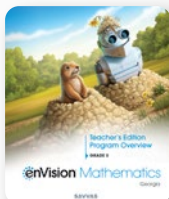
Georgia Student Companion

The consumable booklet includes lessons and additional practice just for Georgia, targeted to the Georgia Mathematics Standards.



Georgia Teacher's Edition Program Overview

A user's guide and professional development resource in one! Explore pacing, Georgia Table of Contents, Georgia Correlations, Georgia-specific instruction and lessons found in the Georgia Student Companion.



Assessment Sourcebook

- Readiness Test Masters
- Topic Performance Task Masters
- Basic-Facts Timed Test Masters (Grades 1-5)
- Cumulative/Benchmark Assessments Masters
- Progress Monitoring Assessment Masters
- Also available in Spanish



Teacher's Edition, 2 Volumes

Topics and lessons align to Math Standards and balance instructional focus, coherence, and rigor. Snap-In Tabs provide alignment for the Georgia Standards and can be inserted right in the Teacher's Edition for instant reference.



Additional Practice Workbook

The student workbook includes two pages of additional practice for each lesson. Available in Spanish.



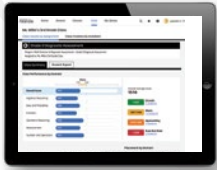
Georgia Teacher Edition Snap-In Tabs

Provide alignment for the new Georgia Mathematics Standards with handy tabs that can be inserted right in the Teacher's Edition for instant reference.



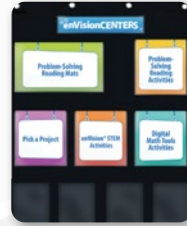
Language Support Handbook

Topic and lesson-specific instructional support promotes language development.



Savvas Math Screener & Diagnostic Assessments

Provides new targeted instructional resources based on actionable data that shows student strengths and areas for improvement.



Quick-and-Easy Centers Kit for Differentiated Instruction

The handy organizer holds mats, practice pages, and manipulatives for your Activity Centers. Students can get what they need.

successmaker® MATHEMATICS



- 15–20 minutes, 2–3 days a week
- Continuous monitoring and reporting
- Thousands of interactive learning objects and resources
- Aligned to State, College and Career Readiness, WIDA®, and SIOP® standards
- Print worksheets for practice and homework
- Custom courses aligned to *enVision Mathematics*



Math Practices Posters

Use during core instruction to support discussion of a specific math practice.



Manipulatives Kits

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



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.



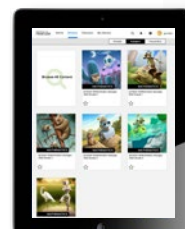
Family Engagement Resources

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



Math Diagnosis and Intervention System

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



Savvas Realize™

All *enVision® Mathematics Georgia* resources are available on SavvasRealize.com. Content aligns to the Georgia Mathematics Standards and is fully customizable. All English and Spanish assets are provided in one course so teachers and students do not have to toggle between multiple locations. Now integrates with Google rosterSync™, Google Classroom™, and Google Drive™.



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