

enVisionmath2.0 Expectations of Practice

Minimum instructional time: 60 minutes daily

Guiding Questions:

- *Who is doing the talking, the thinking, and the mathematics in my classroom?*
- *How might we use enVisionmath2.0 as a resource to achieve the [Five Strands of Mathematics Instruction](#)?*

enVisionmath2.0 Component	Teacher Actions	Student Actions	Notes
MATHEMATICAL ROUTINES (2-3 TIMES PER WEEK) (5 MINUTES) ALL STUDENTS			
<p>Mathematical routines (such as Number Talks, Which One Doesn't Belong?, and Notice and Wonder) are not part of enVisionmath2.0, yet can be used in the math block. Each enVisionmath2.0 lesson has a Daily Common Core Review that can be used for distributed practice and ongoing mixed review (or retrieval practice). This PDF can be accessed digitally within the "Math Anytime" component of each lesson in Savvas Realize.</p>			
STEP 1: PROBLEM-BASED LEARNING (SOLVE & SHARE) (10-15 MINUTES) ALL STUDENTS			
Pose the Problem	<p>Teacher states the purpose of the lesson and references the "I can..." statement (learning target/goal).</p> <p>Teacher poses the Solve & Share prompt, encouraging a Think-Pair-Share routine, allowing students to engage with the task independently for 2-3 minutes (productive struggle) before sharing</p>	<p>Students can state (if asked) the purpose of the lesson and connect to prior lessons within the Topic.</p> <p>Students begin work on the Solve & Share independently, carefully documenting their thinking and solution strategy. Students engage in productive struggle and persevere in making sense of the task.</p>	<p><u>Considerations</u></p> <ul style="list-style-type: none"> • Anticipate student solution strategies • Sequence student work • Ask guiding questions • Use student work examples <p>Mathematics Teaching Practices</p> <ul style="list-style-type: none"> • Establish mathematical

	<p>with peers.</p> <p>Teacher monitors the various solution strategies as a formative assessment, thinking of how to sequence student work for the whole group sharing and discussion. The “Build Understanding” questions in the Teacher’s Edition can help clarify the prompt for students and activate background knowledge.</p>	<p>Students share their strategies for solving the prompt in pairs or in table groups after independent work time.</p> <p>Students demonstrate the appropriate Standards for Mathematical Practice throughout the Solve & Share.</p>	<p>goals to focus learning</p> <ul style="list-style-type: none"> ● Implement tasks that promote reasoning and problem solving ● Facilitate meaningful mathematical discourse ● Pose purposeful questions ● Support productive struggle in learning mathematics ● Elicit and use evidence of student thinking
<p>Share & Discuss Solutions and Strategies</p>	<p>Teacher strategically chooses students to present their solutions and strategies to the class, asking probing questions to help the student clarify their own thinking and the mathematics used. Student work examples are provided in the Teacher’s Edition and digitally.</p> <p>Teacher poses questions to the class to link and make connections among the various strategies shared, examine similarities and differences, and make connections to background knowledge.</p> <p>Teacher asks students to complete the Look Back! summary prompt (Grades 3-5 only) as a formative assessment.</p>	<p>Students share their thoughts on how they solved the Solve & Share prompt using “Explain Thinking” Leveled Language Frames (K, 1-2, 3-5) or Accountable Talk Sentence Stems with appropriate academic vocabulary, asking clarifying questions of their peers.</p> <p>Students engage in discourse <i>among each other</i> around the various solution strategies presented, the mathematics, and connections to background knowledge. Students self-assess and revise their work, as needed.</p> <p>Students complete the Look Back! prompt, either in writing, discussing in pairs, or whole group.</p>	<p><u>Video Exemplars</u></p> <ul style="list-style-type: none"> ● Kindergarten ● 1st Grade ● 2nd Grade ● 3rd Grade #1 ● 3rd Grade #2 ● 4th Grade ● 5th Grade

STEP 2: VISUAL LEARNING (EXPLICIT INSTRUCTION) (20-30 MINUTES)
ALL STUDENTS

Visual Learning - The Mathematics of the Lesson

<p>Visual Learning Prompt in Student Edition</p>	<p>Teacher references the Essential Question at the top of the student page.</p>		<p><u>Considerations</u></p> <ul style="list-style-type: none"> ● Design dynamic instruction
<p>Visual Learning Video & Examples</p>	<p>Teacher leverages print materials and the Visual Learning video to enhance learning with the animations and interactive components. The interplay between the video, teacher questioning, and student participation are key to an effective lesson, strategically using the worked examples and direct instruction, when appropriate.</p> <p>Teacher poses questions (sample questions listed in the Teacher's Edition) to elicit student thinking, connecting to the Standards for Mathematical Practice and background knowledge.</p> <p>Teacher may use a mathematical language or instructional routine or Thinking Classrooms protocol to support the listening, speaking, reading, writing, and discussion of mathematical ideas.</p>	<p>Students respond to questions, engaging in discourse around the task(s), making connections to background knowledge using appropriate academic vocabulary.</p> <p>Students demonstrate the appropriate Standards for Mathematical Practice throughout the Visual Learning component.</p> <p>Students demonstrate the listening, speaking, reading, writing, and discussion of mathematical ideas.</p>	<p>Mathematics Teaching Practices</p> <ul style="list-style-type: none"> ● Use and connect mathematical representations ● Facilitate meaningful mathematical discourse ● Pose purposeful questions ● Build procedural fluency from conceptual understanding ● Support productive struggle in learning mathematics ● Elicit and use evidence of student thinking <p><u>Video Exemplars</u></p> <ul style="list-style-type: none"> ● Kindergarten ● 1st Grade ● 2nd Grade ● 3rd Grade ● 5th Grade
<p>Show Me! (Grades 1-2) Convince Me! (Grades 3-5)</p>	<p>Teacher poses the Show Me!/Convince Me! prompt as a formative assessment, monitoring student responses for potential misconceptions.</p> <p>Teacher responds and adjusts instruction, as needed, based on student responses.</p>	<p>Students complete the Show Me!/Convince Me! prompt to demonstrate their current level of understanding.</p>	

Guided Practice

(Purpose: Promote gradual release of responsibility, preparing students for independent practice.)

<p>Guided Practice Exercises</p>	<p>Teacher asks students to complete selected Guided Practice exercises as a formative assessment and as an opportunity for feedback. Teacher may ask students to complete the selected exercises in partners, table groups, or using Cooperative Learning Structures.</p> <p>Teacher responds and adjusts instruction, as needed, based on student responses.</p>	<p>Students complete selected exercises, carefully documenting their thinking.</p> <p>Students share their solutions, explaining their thinking and solution strategies using “Explain Thinking” Leveled Language Frames (K, 1-2, 3-5) or Accountable Talk Sentence Stems with appropriate academic vocabulary.</p>	<p><u>Considerations</u></p> <ul style="list-style-type: none"> Engage students in Guided Practice with feedback <p><u>Video Exemplars</u></p> <ul style="list-style-type: none"> 5th Grade
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Independent Practice & Math Practices and Problem Solving Exercises

<p>Quick Check Print Exercises</p>	<p>Teacher focuses on the three Quick Check exercises, denoted by a ✓ in the Teacher’s Edition. Teacher strategically chooses additional exercises from the Independent Practice & Math Practices and Problem Solving sets for students (print or digital), focusing on meaningful practice and balancing <i>conceptual understanding, procedural fluency, and application (problem solving, modeling, and reasoning)</i>.</p>	<p>Students begin work on the exercises, carefully documenting their thinking. Students can work individually on the assigned exercises or work collaboratively.</p>	<p><u>Considerations</u></p> <ul style="list-style-type: none"> Focus on Quick Check exercises <p>Mathematics Teaching Practices</p>
<p>Math Practices and Problem Solving Exercises (Grades 1-5 only)</p>	<p>Teacher monitors student progress on the Quick Check exercises as a formative assessment to respond for differentiation. Teacher can have students give peer feedback,</p>	<p>Students document and present their solutions to the exercises, explaining their thinking. Students revise their work, as needed, with peer or teacher feedback.</p>	<ul style="list-style-type: none"> Implement tasks that promote reasoning and problem solving Use and connect mathematical representations Facilitate meaningful mathematical discourse Build procedural fluency from conceptual understanding Support productive struggle in learning mathematics
<p>Practice Buddy: Independent Practice & Math Practices and</p>			

Problem Solving (Grades 3-5 only; optional)	present solutions to the class, use Cooperative Learning Structures , use a Thinking Classrooms protocol, or check in with the teacher for feedback.		<ul style="list-style-type: none"> Elicit and use evidence of student thinking <u>Video Exemplars</u> <ul style="list-style-type: none"> 1st Grade 2nd Grade 3rd Grade 4th Grade 5th Grade
STEP 3: ASSESS & DIFFERENTIATE (FORMATIVE ASSESSMENT AND DIFFERENTIATION) (15 -20 MINUTES) SMALL GROUP TARGETED INSTRUCTION OR CENTERS/STATION ROTATIONS FOR ALL STUDENTS			
Digital Quick Check (optional)	Teacher can assign a digital Quick Check for students to complete (optional) or use other forms of technology to capture student thinking as a formative assessment .	Students complete the digital Quick Check exercises independently (optional) or use other forms of technology to record their thinking when solving selected exercises.	<u>Considerations</u> <ul style="list-style-type: none"> Use formative assessment to drive instruction
Differentiation Materials for Targeted Small Group Reteaching or Enrichment			
Reteach to Build Understanding (PDF)	Teacher identifies students that need lesson reteaching or enrichment based on the Quick Check exercises.	Students engage in assigned targeted reteaching or enrichment activities.	<u>Considerations</u> <ul style="list-style-type: none"> Conduct targeted reteaching & enrichment
Intervention Activity (in Teacher's Edition)	Teacher responds to student needs and may opt to use any of these resources.		<u>Video Exemplars</u> <ul style="list-style-type: none"> 4th Grade
Another Look! Video			
Enrichment Worksheet (PDF)			
Differentiation Materials for Centers and Homework & Practice (optional)			
Teachers may opt to use any of the resources available for differentiation and centers that come with <i>enVisionmath2.0: Problem-Solving Reading Mats & Activities</i> , <i>Center Games</i> (print and digital), <i>Math and Science Activities</i> , <i>Digital Math Tools Activities</i> , <i>Print Homework & Practice</i> (in student edition), <i>Digital Practice Buddy: Homework & Practice (Grades 3-5 only)</i> , and <i>Digital Adaptive Homework & Practice (Grades 3-5 only)</i> .			

EXIT TICKET/REFLECTION (5 MINUTES)

ALL STUDENTS

Teacher has students complete an exit ticket prompt as a **formative assessment** for evidence of learning. This can take a variety of forms:

- Students self-assess their progress toward the “I can...” statement (success criteria) at the beginning of the lesson
- Students complete a selected exercise from the Independent Practice or Math Practices and Problem Solving sets (or teacher-created) directly tied to the “I can...” statement (success criteria), revealing levels of understanding, uncovering potential misconceptions, and providing actionable data to **respond** and adjust instruction based on student needs for **instructional next steps**
- Students complete exit ticket prompts tied to prior learning (last class, last week, and/or last month), promoting **ongoing mixed review** or [retrieval practice](#)
- Students reflect on what they learned today, a goal for the next day, a question they have, etc. ([Writing Prompts in Mathematics](#), [“Reflecting on Learning” Leveled Language Frames](#))

Assess & Communicate Progress (can be done after Topic Assessment)

Teacher administers assessments that reflect a **balance** of *conceptual understanding, procedural fluency, and application (problem solving, modeling, and reasoning)*. This includes constructing complete mathematical arguments and/or critiquing the reasoning of others through written explanation.

Teacher **responds** appropriately based on the results of the assessment, communicating next steps with students and helping them identify their own goals and next steps for learning.

Students identify their own strengths and weaknesses ([procedural, factual, conceptual, and/or careless errors](#)) in the learning progression and set goals for next steps based on teacher feedback and evidence of learning.

Considerations

- Administer rigorous, well-aligned formative & summative assessments
- Develop [assessment capable learners](#)

Supporting Document: [enVisionmath2.0 Daily “Look-Fors”](#)