ST. VRAIN VALLEY SCHOOLS
*academic excellence by design*

# *enVisionmath2.0* Daily "Look-Fors"

Guiding Question: ***Who is doing the talking, the thinking, and the mathematics in the classroom?***

**General Classroom Practices** *(see enVisionmath2.0 Expectations of Practice)*

- At least **60 minutes** of math instruction daily using *enVisionmath2.0*.
- Focus on **academic vocabulary** and mathematical discourse daily.
- Instruction reflects and achieves the Five Strands of Mathematics Instruction.
- Opportunities for **distributed practice** and **ongoing mixed review** (retrieval practice).

**Solve & Share** *(**Think-Pair-Share** model)*

- Students engage in productive struggle and persevere in making sense of the task.
- Teacher strategically chooses students to present their solutions and strategies.
- Students use "Explain Thinking" Leveled Language Frames (K, 1-2, 3-5) or Accountable Talk Sentence Stems with appropriate **academic vocabulary**.

**Visual Learning**

- Interplay between the **video**, **teacher questioning**, and **student participation**, strategically using the **worked examples** and **direct instruction**, when appropriate.
- Students respond to questions, engaging in discourse around the task(s) using appropriate **academic vocabulary**.
- Students complete selected Guided Practice exercises in partners, table groups, or using Cooperative Learning Structures as a **formative assessment**.
- Students use "Explain Thinking" Leveled Language Frames (K, 1-2, 3-5) or Accountable Talk Sentence Stems with appropriate **academic vocabulary**.

**Independent Practice**

- Focus on the three Quick Check ( ✔ ) exercises.
- Teacher chooses additional exercises, focusing on **meaningful practice** and balancing *conceptual understanding*, *procedural fluency*, and *application*.
- Students give peer feedback, present solutions to the class, use Cooperative Learning Structures, use a Thinking Classroom protocol, or check in with the teacher for feedback.

**Exit Ticket/Reflection** *(Choose ONE as a **formative assessment** for evidence of learning)*

- Students complete a selected exercise (or teacher-created) providing actionable data to **respond** and adjust instruction
- Students reflect on what they learned (Writing Prompts in Mathematics, "Reflecting on Learning" Leveled Language Frames)