

ATTACHMENT X-B:	Approval of <i>enVision</i> MATH Common Core
Suggested Motion:	Move to approve <i>enVision</i> MATH Common Core curriculum
Recommended Action:	Approve as presented

Since the week of February 21st, a group of thirteen elementary teachers have been piloting two math resources for the district, *enVision*MATH Common Core and *My Math*. After completing evaluations on both series and meeting to discuss each of them, we recommend that the district begin the implementation process of the *enVision* resource in grades kindergarten through five.

The *enVision* series was the first pilot completed. The piloting team felt that this program pushed students to both learn and understand the concepts. It also had a great critical thinking focus. The content is more difficult than our current program and is mandatory as defined by the Common Core State Standards (CCSS). It will advance our students' skills and provide a more comprehensive foundation for college and career readiness.

As teachers worked with the student lessons, they felt there was a great use of real-life application, and technology could be used very easily in each lesson. The questions asked of students created a deeper understanding of the concept. Writing was also emphasized in this series – students were asked how they solved their problems and why it made sense. Teachers also noted that they liked the “quick checks” that occurred after each lesson. They appreciated the ability to go on-line and modify the student assignments/test to meet student needs.

My Math was also piloted. While there were several positive aspects of this series, we felt that *enVision* did a much better job aligning with CCSS. We felt the material was covered adequately in the *My Math* series, but not as deeply as it was covered in *enVision*. The technology used in *My Math* has many outstanding issues that are still not resolved. Information on the website was not easy for teachers to find and often times, items did not match. It was noted that the student section was not done very well in comparison to how well it was put together in the *enVision* series. *My Math* did have an outstanding vocabulary component and a variety of assessments are offered for each topic area although not always balanced in the way that the teachers would have liked.

Overall, it was evident that the 2012 *enVision* series was written to address the Common Core State Standards (CCSS). The *enVision* series helps students develop conceptual understanding by engaging them in problem-based interactive learning and bridging that with visual learning. The sequence of *enVision* Math Common Core lessons develops in-depth math concepts so that teaching for understanding can occur. With a deeper understanding of math concepts, students can determine when and how to use specific math skills. This enables students to transfer what they learn and solve real-world problems. Students are no longer just “doing” problems but are now able to understand them. Each lesson begins with concrete ideas, moves towards pictorial representation and ends with an understanding of abstract representations. With this, students

are able to move past the point of being problem solvers and are able to work as mathematical thinkers. As a mathematical thinker, they focus on the “process” of the problem and find there can be many ways to solve one math problem.

As a district, we also have the goal of helping each student to be successful in their curricular areas. *enVision* provides assessment, diagnosis and interventions to check the understanding of all students. Each lesson includes daily, data-driven differentiated instruction. This helps us to know when students are challenged and need more instruction, and also allows us to move students ahead who have already mastered the concept.

By choosing *enVision* for our district math curriculum, we feel that we would be moving in a very positive direction for our students. Learning extends to a new level, one that is challenging but also one that offers learning of critical mathematical thinking skills.

What does Common Core look like?

PearsonSchool.com/envisionmathcommoncore
800-848-9500

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ADV: 0-328-72197-2 978-0-328-72197-9 (FOR REP ORDERS)
SAM: 0-328-71646-4 978-0-328-71646-3

enVisionMATH[®]
Common Core
Scott Foresman-Addison Wesley

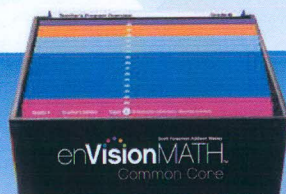
Scott Foresman-Addison Wesley

enVisionMATH[®]

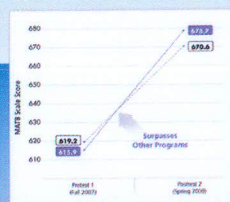
Common Core

New standards and new ways of doing things can be intimidating. No worries. *enVisionMath Common Core* provides you with everything you need—more focus, more clarity, and more ease. We didn't retrofit the new standards to the curriculum. We built the curriculum from the ground up to ensure comprehensive support of the Common Core State Standards. Take a look. You'll like what you see.

More Organized



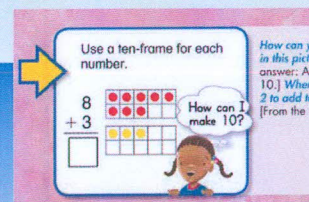
More Effective



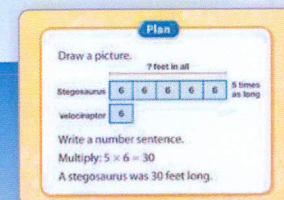
More Focused



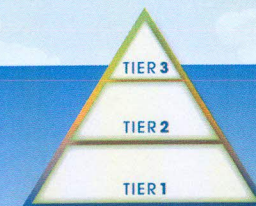
More Coherent



More Models

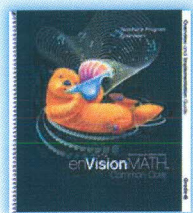


More Responsive



More Organized

enVisionMATH Common Core is exclusively built to help you teach the Common Core State Standards for Mathematics.



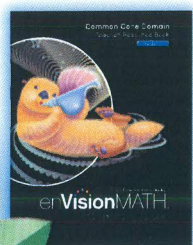
Teacher's Program Overview

A quick-start guide to more focused and coherent teaching



16 Topic Teacher's Editions (19 in Grade 6)

Organized by Common Core domains for easy manageability



Common Core Domain Teacher Resource Books

Common Core Daily Review,
Reteaching, Practice, and
Enrichment

Written and organized
to help you teach
the Common Core

Color-coded by Common Core Domains!

Counting and Cardinality (K only)

Number and Operations in Base 10

The Number System (Gr 6 only)

Number and Operations - Fractions

Ratios and Proportional
Relationships (Gr 6 only)

Operations and Algebraic Thinking

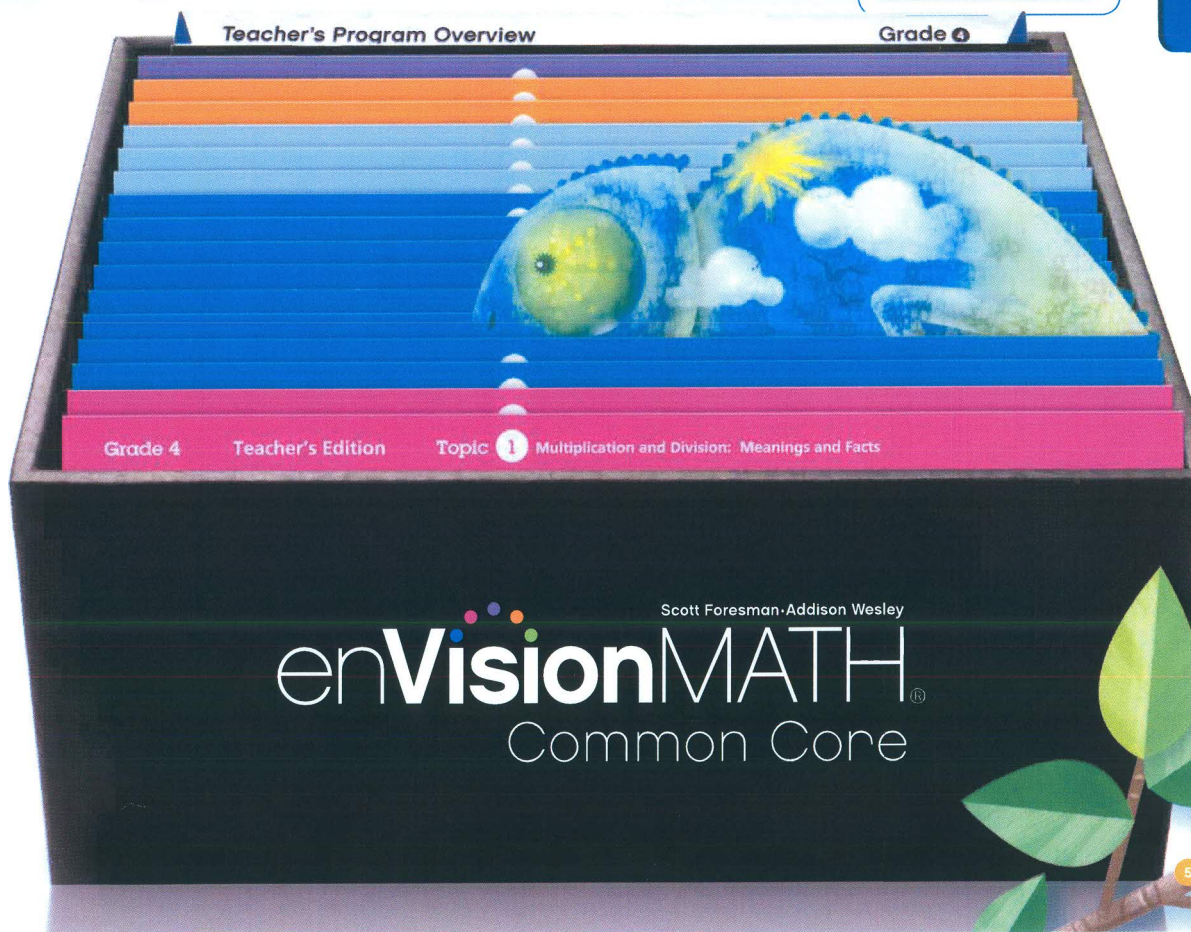
Expressions and Equations (Gr 6 only)

Geometry

Measurement and Data

Statistics and Probability (Gr 6 only)

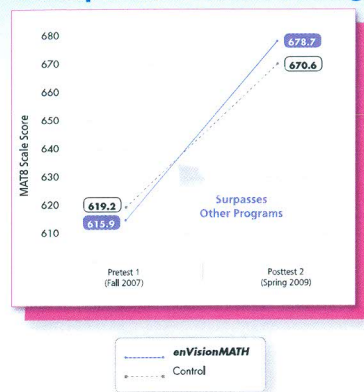
Organization



More Effective

enVisionMATH Common Core is grounded in research and results. The authors include experts who helped shape the Common Core State Standards.

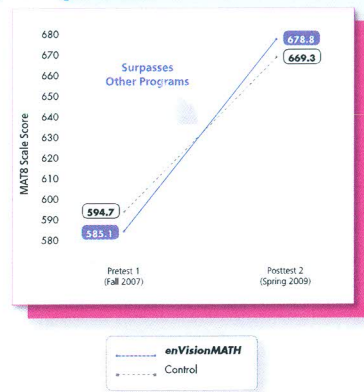
Concepts and Problem Solving



Better Conceptual Understanding and Problem Solving

enVisionMATH students outperformed everybody, despite starting at a lower level.

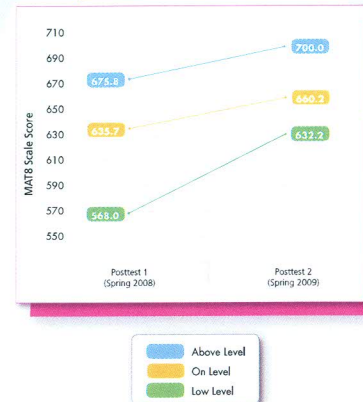
Computation



Better Computation Scores

enVisionMATH students were unsurpassed in computational skills, despite starting at a lower level.

Ability Level

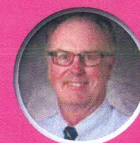


Better Results for All Ability Levels

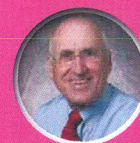
All ability levels increased in mathematical achievement using *enVisionMATH*.

Statistically Significant Results

Program Authors



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Panel Member;
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Curriculum Focal Points
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Texas A&M University

Meet All Our Authors!

PearsonSchool.com/envisionmathcommoncore

More Focused

enVisionMATH Common Core is focused on the standards. The pacing allows for more depth, so you have more time to teach for understanding.

Grades K–2

16 Topics, 110 Lessons



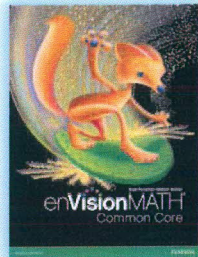
Grades 3–5

16 Topics, 120 Lessons



Grade 6

19 Topics, 122 Lessons



Time is the most valuable gift we can give you.

Do the math. In a typical school year, there are about 180 days. *enVisionMATH Common Core* provides from 110 to 122 lessons per grade. That leaves you with more time to teach, and it gives students more time to really understand math concepts. It's about time, right?



More Coherent

enVisionMATH Common Core develops conceptual understanding through daily Problem-Based Interactive Learning and step-by-step Visual Learning.

“Sequential **visual learning** has been proven to be a great asset for teaching children.”

Stuart Murphy



Conceptual Understanding

Visual Learning Animations

Engaging animations help you model the mathematics.

enVisionMATH Common Core

Making 10 on a Ten-Frame

4-5

1. $8 + 4 = 10$
2. $9 + 1 = 10$
3. $7 + 3 = 10$

100% All our content is 100% Common Core aligned. We are committed to providing you with the highest quality content available. We are committed to providing you with the highest quality content available. We are committed to providing you with the highest quality content available.

Problem-Based, Interactive Learning

Lessons move from concrete to pictorial to abstract. Each lesson supports Mathematical Practices with interactive exploration.

Making 10 on a Ten-Frame

Use a ten-frame for each number.

$8 + 3 = \square$

Visual Learning Bridge

Step-by-step visuals in every lesson show students how to “unpack” the problem.

You can make 10 to add.

$$\begin{array}{r} 8 \\ + 3 \\ \hline \square \end{array}$$

I can use ten-frames.

Use a ten-frame for each number.

$$\begin{array}{r} 8 \\ + 3 \\ \hline \square \end{array}$$

How can I make 10?

Move 2 from the bottom. Add it to 8. This makes 10.

$$\begin{array}{r} 10 \\ + 1 \\ \hline \square \end{array}$$

1 counter is left in the bottom ten-frame.

$$10 + 1 = 11, \text{ so } 8 + 3 = 11.$$

$8 + 3$ is the same as $10 + 1$.

Guided Practice

Write the missing numbers.

1. $9 \rightarrow 10$
 $+ 3 \rightarrow \square$

2. $7 \rightarrow 10$
 $+ 3 \rightarrow \square$

Independent Practice

Write the missing numbers.

5. $9 \rightarrow 10$
 $+ 2 \rightarrow \square$

6. $7 \rightarrow 10$
 $+ 4 \rightarrow \square$

enVisionMATH Common Core uses bar diagram models to help students make sense of the problem and become better problem solvers.

Dr. Randall Charles



Problem Solving

Students use bar diagrams as strategic tools to demonstrate mathematical reasoning.

Name _____		Teaching Unit _____	
Problem-Solving Recording Sheet		1	
Problem: _____ _____ _____			
Find? _____ _____ _____	Know? _____ _____ _____	Strategies? Show the Problem <input type="checkbox"/> Draw a Picture <input type="checkbox"/> Make an Organized List <input type="checkbox"/> Make a Table <input type="checkbox"/> Make a Diagram <input type="checkbox"/> Act It Out/Use Objects <input type="checkbox"/> Look for a Pattern <input type="checkbox"/> Try, Check, Revise <input type="checkbox"/> Write and Explain <input type="checkbox"/> Use Reasoning <input type="checkbox"/> Work Backwards <input type="checkbox"/> Solve a Simpler Problem	
Show the Problem? _____ _____ _____		Solution? _____ _____ _____	
Answer? _____ _____ _____	Check? Reasonable? _____ _____ _____		

Bar diagrams show quantitative relationships visually, making the math easier to understand.

Lesson
1-10

Common Core


1.NB.A.1. Multiple of tens to solve word problems involving multiple-addition comparisons. (e.g., "There's 3 times as many in this box as in that box.")

Problem Solving

Draw a Picture and Write an Equation


A stegosaurus was 5 times as long as a velociraptor. If a velociraptor was 6 feet long, how long was a stegosaurus?

Velociraptor
6 feet long



→

Stegosaurus
30 feet long



Read and Understand

What do I know?

A velociraptor was 6 feet long.
A stegosaurus was 5 times as long as a velociraptor.

What am I asked to find?

The length of a stegosaurus

Plan

Draw a picture.

7 feet in all					
8	0	6	0	6	5 times as long
Stegosaurus					
Velociraptor					

Write a number sentence.
Multiply: $5 \times 6 = 30$
A stegosaurus was 30 feet long.

Guided Practice*

Do you know NOW?

Write an equation to help you.

- Manuel has a collection of coins, all of which are nickels and quarters. He has 8 nickels and three times as many quarters.
 - How many quarters does he have?
 - How many coins does Manuel have in all?


32 coins

Do you UNDERSTAND?

- Use Tools** How did the picture in the example above help you to write an equation? **See margin.**
- A ceratopsus was 5 times the length of a microviewer. A microviewer was 4 feet long. Use this information to write a problem you can solve by writing an equation. Then solve.

Check students' answers.

Independent Practice



MATHEMATICAL PRACTICES

5. Reason Carmen's recipe calls for three times as many carrots as peas. If Carmen uses 2 cups of peas, how many cups of carrots, c , will she use?

6 cups

c cups of carrots in all

Carrots	2	2	2	3 times as many
Peas	2			

x cups of tomatoes in all

Tomatoes	2	2	2	3 times as many
Peppers	2			

7. Persevere Marley, Jon, and Bart swim a relay race. Jon swims two more laps than Marley. Bart swims twice as many laps as Marley. If Marley swims 3 laps, how many laps do they swim all together? Explain.

14 laps; $3 + 5 + 6 = 14$

9. Matilda is 9 years old. Her mother is 4 times as old as she is. Use the model below to find the age of Matilda's mother.

36 years old

y years old

Matilda's Mother	9	9	9	4 times as old
Matilda	9			

10. Be Precise Jack's dog has a rectangular pen. The length is two feet longer than the width. The width is 6 feet. Write an equation to find the perimeter. What is the perimeter of the pen?

$6 + 6 + 8 + 8 = 28$ feet

11. Think About the Structure Four relay team members run an equal part of an 8-mile race. Which equation could you use to find n , the number of miles each relay team member runs?

A. $4 \cdot n = 8$
B. $4 \cdot n = 32$
C. $4 \cdot 4 + 4 \cdot 4 = n$
D. $2 \cdot 2 = n$

Draw a picture.

? feet in all

Stegosaurus

6	6	6	6	6
---	---	---	---	---

5 times as long

velociraptor

6

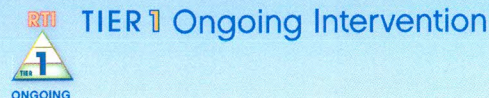
Write a number sentence.

Multiply: $5 \times 6 = 30$

A stegosaurus was 30 feet long.

More Responsive

How do I differentiate instruction? *enVisionMATH Common Core* shows you. It offers you the right amount of support and challenge for every student.



Response to Intervention (RTI)

Tier 3: Intensive Intervention

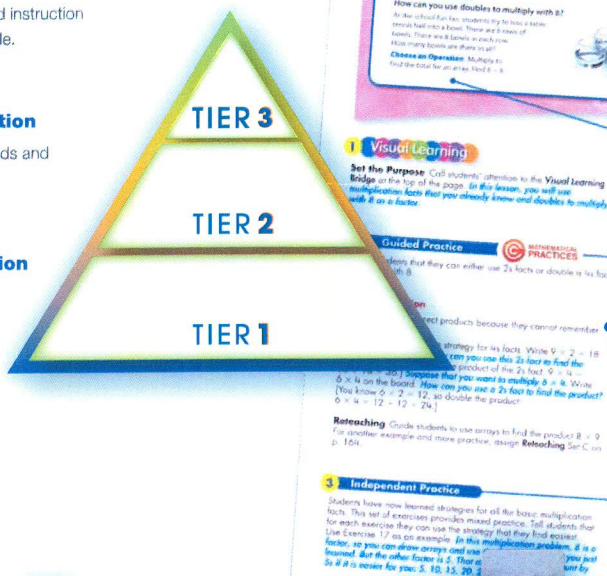
Provide more intensive, personalized instruction for students who continue to struggle.

Tier 2: Strategic Intervention

Identify students' strengths and needs and provide appropriate support.

Tier 1: Ongoing Intervention

Monitor progress and prevent misconceptions during core classroom instruction.



Monitor Progress
during core instruction

Preventing Misconceptions
Remind students that these methods of multiplying with 8 are strategies for helping to find the product. Point out that they are using facts they already know to help them with new facts.

Prevent Misconceptions
before errors occur

Error Intervention
If students give incorrect products because they cannot remember the 4s facts, then review the doubling strategy for 4s facts. Write $9 \times 2 = 18$ on the board and ask: **How can you use this 2s fact to find the product of 9×8 ?** [Double the product of the 2s fact: $9 \times 4 = 18 \rightarrow 18 \times 2 = 36$.] Suppose that you want to multiply 8×4 . Write 8×4 on the board. **How can you use a 2s fact to find the product?** [You know $8 \times 2 = 12$, so double the product: $8 \times 4 = 12 \times 2 = 24$.]

Error Intervention with immediate reteaching for struggling students

Grade 3 Teacher's Edition

Differentiated Instruction



TIER 2 Strategic Intervention



Daily Assessment with open-ended Writing to Explain and prescriptions for Differentiated Instruction

Quick Check Master

Name: _____ Level: **6-5**

1. Find the product.

2. Write the 5 multiples of the product. (10 minutes)

3. Write the 5 multiples of the product. (10 minutes)

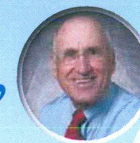
4. Write the 5 multiples of the product. (10 minutes)

5. Write the 5 multiples of the product. (10 minutes)

Points	Prescription
0-3	Intervention
4	On-Level
5	Advanced

“Effective instruction occurs when teachers make **informed intervention decisions** based on accurate classroom data.”

Dr. Skip Fennell



Common Core Math Diagnosis and Intervention System for small groups of students who are struggling to meet expectations

Digital Courseware to automatically assess students' understanding and differentiate instruction and practice



Differentiated Instruction

Daily Intervention for struggling students

Center Activities for On-Level and Advanced students

Differentiated Instruction

Intervention

Breaking Apart Arrays to Find 8s Facts

10 min

Materials Two-color counters (Teaching Tool 17)

- Have students build an array with 8 rows of 6 counters to show 8×6 .
- Tell students to use pencils to separate the counters into four arrays with 2 rows in each array.
- Remind students that each small array shows $2 \times 6 = 12$, and

Reteaching Master

Name: _____ Level: **6-3**

8 as a Factor

Write the 8 multiples of 8.

8, 16, 24, 32, 40, 48, 56, 64

Write the 8 multiples of 8.

8, 16, 24, 32, 40, 48, 56, 64

Write the 8 multiples of 8.

8, 16, 24, 32, 40, 48, 56, 64

Write the 8 multiples of 8.

8, 16, 24, 32, 40, 48, 56, 64

On-Level

Tic Tac Toe

Practice Master

Name: _____ Level: **6-3**

8 as a Factor

Write the 8 multiples of 8.

8, 16, 24, 32, 40, 48, 56, 64

Write the 8 multiples of 8.

8, 16, 24, 32, 40, 48, 56, 64

Write the 8 multiples of 8.

8, 16, 24, 32, 40, 48, 56, 64

Write the 8 multiples of 8.

8, 16, 24, 32, 40, 48, 56, 64

Advanced

Tic Tac Toe

Enrichment Master

Name: _____ Level: **6-5**

8 as a Factor

Write the 8 multiples of 8.

8, 16, 24, 32, 40, 48, 56, 64

Write the 8 multiples of 8.

8, 16, 24, 32, 40, 48, 56, 64

Write the 8 multiples of 8.

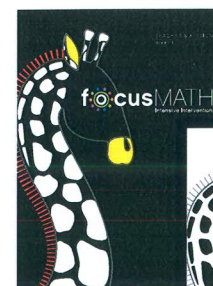
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Write the 8 multiples of 8.

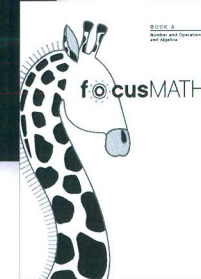
8, 16, 24, 32, 40, 48, 56, 64



TIER 3 Intensive Intervention



Teacher's Editions



- Instruction to accelerate progress
- Focused on foundational skills
- Explicit instruction
- Stepped-out math models
- Systematic assessment plan

Student Workbooks

Differentiated Homework for Reteaching, Practice, and Enrichment

3

Step-by-Step Visual Instruction makes the math explicit for students and parents.



Guided Practice provides support to scaffold instruction and reteach the Practices.

3 Develop the Concept: Visual

Visual Learning

Modeling Addition of Fractions

How can you use fraction strips to add fractions?
Ten centimeter (cm) fraction strips are shown. One strip is red and one is blue. Each strip is divided into 10 equal parts. Each part is 1 cm long. The red strip is labeled $\frac{1}{10}$ and the blue strip is labeled $\frac{1}{10}$. The strips are placed side-by-side to show that the sum of the two strips is 2 cm long.



What information are you given in this problem? (2 out of 10 parts are red and 1 out of 10 parts are blue. What operation will you use to solve the problem? Addition. Why? I need to find what fraction of all the parts are red or blue.)

What You Know

$\frac{1}{10}$ of the parts are red and $\frac{1}{10}$ of the parts are blue. One strip is red and one is blue. I need to find the sum of the two strips.

In the fraction $\frac{2}{10}$, what does the numerator represent? (2 red parts) What does the denominator represent? (The denominator, 10, shows the total number of parts.)



Visual Learning Animation

www.pearsonsonline.com or CD

What You Write

Add the numerators. Write the sum over the common denominator.
These two strips are 2 cm long.

Why do you add the numerators? (Because the numerators show how many parts are red and how many are blue, and I want to find the total.)

Possible Misconceptions
Some students may add only the numerators but also the denominators. Stress that the denominator shows the size of the parts while the numerator shows how many parts.

1 Visual Learning

Set the Purpose. Call students' attention to the Visual Learning Bridge at the top of the page. In this lesson, you will learn how to use models to add fractions with like denominators.

2 Guided Practice

Remind students that when adding fractions with like denominators, they should add the numerators and write the sum over the common denominator.

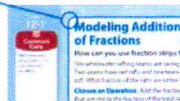
Error Intervention

If students are having difficulty simplifying their answers, then remind them to look for common factors. How can you simplify? (Look for common factors.) Show 2 have any common factors? (Yes, 2 divides into both 2 and 6.)

Reteaching For another example and more practice, assign Reteaching Set A on p. 320.

3 Independent Practice

Encourage students to use fraction strips to help them find the sums of fractions. Fraction strips may be helpful to find the sums in Exercises 9–23.



Modeling Addition of Fractions

How can you use fraction strips to add fractions?
Ten centimeter (cm) fraction strips are shown. One strip is red and one is blue. Each strip is divided into 10 equal parts. Each part is 1 cm long. The red strip is labeled $\frac{1}{10}$ and the blue strip is labeled $\frac{1}{10}$. The strips are placed side-by-side to show that the sum of the two strips is 2 cm long.

What You Know

$\frac{1}{10}$ of the parts are red and $\frac{1}{10}$ of the parts are blue. One strip is red and one is blue. I need to find the sum of the two strips.

In the fraction $\frac{2}{10}$, what does the numerator represent? (2 red parts) What does the denominator represent? (The denominator, 10, shows the total number of parts.)

What You Write

Add the numerators. Write the sum over the common denominator.
These two strips are 2 cm long.

Why do you add the numerators? (Because the numerators show how many parts are red and how many are blue, and I want to find the total.)

Possible Misconceptions
Some students may add only the numerators but also the denominators. Stress that the denominator shows the size of the parts while the numerator shows how many parts.

Problem Solving

Exercise 24
Model with Mathematics Students may have trouble understanding this question. Suggest that they write their own fraction addition problem and reason it out. Write an addition problem using fractions. What number can you change to make the sum equal to 1? (The numerator)

Exercise 30
Test-Taking Tip: Make Smart Choices Encourage students to try working backward from an answer. Try substituting each number into the missing numerator to find the value that makes the sum $\frac{1}{10}$.

Early Finishers Use fraction strips to show how two different fractions that are both less than 1 and that both have the same denominator can have a sum equal to 1.

Journal Ask students to draw some triangles, squares, and pentagons. Then have them write the fraction of the shapes that are squares and the fraction of the shapes that are pentagons. Have students find the fraction of the shapes that have four or five sides by adding the two fractions together.

4

Assess understanding, differentiate instruction, and observe the 8 **Mathematical Practices in Action** with teacher-guided and independent Leveled Center Activities.

4 Close/Assess and Differentiate

ASSESSMENT

Daily Quick Check assesses student understanding with an eye toward differentiating for individual student needs.

Scoring Rubric includes three levels of performance and samples of student work.

MATHEMATICAL PRACTICES

Assess students' application of **Mathematical Practices**.

Prescription is provided for Differentiated Instruction.

Quick Check Master

Use the Quick Check to assess students' understanding.

Use the Quick Check to assess students' understanding.

Close

Essential Understanding: A model can be used to add two or more fractions. *In this lesson, you learned how to use models to add fractions with like denominators.*

ASSESSMENT

Exercises 1 and 2 are worth 1 point each. Use the rubric to score Exercise 3.

Exercise 3

Writing to Explain: Students should be able to add fractions with like denominators and write the sum in simplest form.

Provide Sentence Stems: For students who need additional writing support, provide these sentence frames to help them structure their answers.

To find the distance David hiked each day, I can _____ (look at the table).

To find the distance David hiked on Thursday and Friday, I can _____

To find the distance David hiked on Saturday and Sunday, I can _____

To find the distance David hiked during the whole trip, I can _____

To find the sum of Thursday and Friday $\left(\frac{1}{2} + \frac{1}{2}\right)$ to the sum of Saturday and Sunday $\left(\frac{1}{2} + \frac{1}{2}\right)$, and simplify my answer $\left(\frac{1}{2} + \frac{1}{2} = 1\right)$.

Student Samples

3-point answer: The student correctly adds fractions, fully showing his or her work and writing the answer in word form.

2-point answer: The student correctly adds fractions, partly showing his or her work, but does not write the resulting fraction in simplest form.

1-point answer: The student correctly adds fractions, writes the result, and does not show his or her work.

Prescription for Differentiated Instruction: Use student work on the Quick Check to prescribe differentiated instruction.

Points	Prescription
0-2	Intervention
3-4	On-Level
5	Advanced

291A Topic 12

Differentiated Instruction

Intervention

Modeling Addition of Fractions

15 min

Materials: Fraction models, strips of paper (Teaching Tool 15 or Teaching Tool 16)

Ask students to use fraction models to show the simplified answers to the following fraction addition problems:

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

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$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

Leveled Homework

Subtracting Master

Modeling Addition of Fractions

15 min

Materials: Fraction models, strips of paper (Teaching Tool 15 or Teaching Tool 16)

Ask students to use fraction models to show the simplified answers to the following fraction addition problems:

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

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$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

Practice Master

Modeling Addition of Fractions

15 min

Materials: Fraction models, strips of paper (Teaching Tool 15 or Teaching Tool 16)

Ask students to use fraction models to show the simplified answers to the following fraction addition problems:

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

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$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

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$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

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$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

Enrichment Master

Pigging Fractions

15 min

Materials: Fraction models, strips of paper (Teaching Tool 15 or Teaching Tool 16)

Ask students to use fraction models to show the simplified answers to the following fraction addition problems:

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

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$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

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$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

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$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

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$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$$

ELL

Strong **ELL strategies** encourage students to share their thinking.

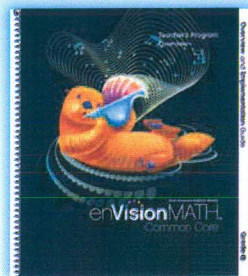
Leveled Homework promotes proficiency before End-of-Topic assessments.

Grade 4 Teacher's Edition

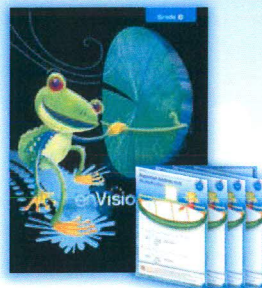
More Complete



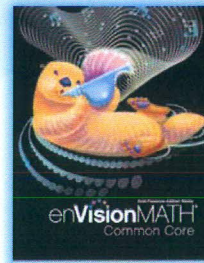
Topic Teacher's Editions



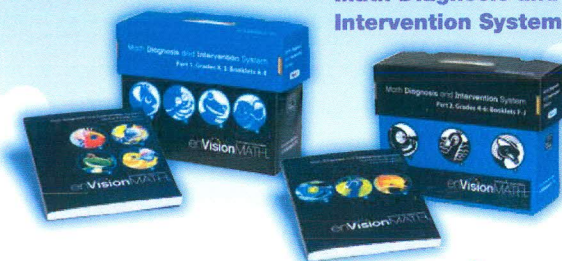
Teacher's Program Overview



Student Lesson Packets (Grades K-2)

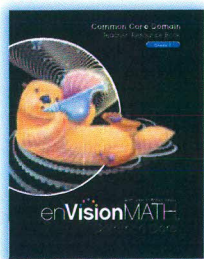


Student Editions (Grades 3-6)



Math Diagnosis and Intervention System

Components



Common Core Domain Teacher Resource Book

Organized by Domain, contains most frequently used resources

Interactive Math Stories Big Book (Grades K-2)



Standards Practice and Reteaching Workbook

Problem-Solving Math Library

- MathStart® (Grades K-2)
- WorldScapes™ (Grades 3-6)
- Guided Problem Solving Teacher's Guide (Grades K-6)



Ready-Made Center for Differentiated Instruction Kit

Manipulatives

- Classroom Kits
- Overhead Kits
- Student Kits
- Center Activities Kits
- Magnetic Kits (Grades K-2)

iPad-Ready Student and Teacher's Edition



Digital System

- Online Teacher's Edition
- Online Lesson Planner
- Online Student Edition
- Visual Learning Animations
- Tools4Math
- Topic Opener Videos
- Topic Opener Animations
- Animated Glossary
- eTools
- Interactive Math Practice Games
- Comprehensive Online Assessments
- ExamView® Assessment Suite CD-ROM

Resource Masters

- Practice
- Reteaching
- Enrichment
- Center Activities
- Quick Check
- Daily Spiral Review
- Vocabulary Cards
- Interactive Math Stories (Grades K-2)
- Home School Connection (Grades 3-6)
- Assessments
- Teaching Tools Masters

More Empowering

With *enVisionMATH Common Core*, you get a partner who will always be there. Pearson is 100% committed to helping you transition to the Common Core.

Online Tutorials

Go online 24/7 for program tutorials including model lessons and a walk-through of the digital courseware.

Live Webinars

Join live Webinars for product orientation and customized in-depth training. Ask an expert your questions!

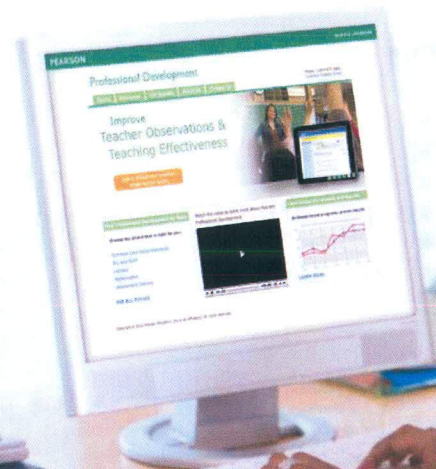
On-Site Professional Development

Get job-embedded coaching, feedback, and guidance that will make you a better teacher. Attend one of our workshops.

- Foundational Overview of the Common Core State Standards for Mathematics
- The Mathematical Practices of the Common Core

- Performance-based Assessment for Mathematics
- Using the Common Core in a Standards-based Classroom
- Teaching for Conceptual Understanding: Operations in Based Ten

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Phone: 1-877-637-1604



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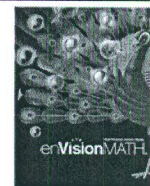
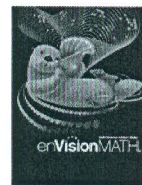
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Grade K						
Student Materials						
<i>Student Lesson Packets with 5 Year Digital Access</i>						
32-Pack	978-0-328-73743-7	\$2,368.47	<input type="text"/>	\$0.00	<input type="text" value="4"/>	\$9,473.88
Teacher's Edition and Resources						
Teacher's Edition and Resource Package	978-0-328-67909-6	\$524.97	<input type="text"/>	\$0.00	<input type="text" value="12"/>	\$6,299.64
Workbooks						
Reteaching and Practice Workbook	978-0-328-69783-0	\$9.47	<input type="text"/>	\$0.00	<input type="text" value="126"/>	\$1,193.22
Diagnosis and Intervention						
Diagnosis and Intervention System Part 1 (K-3)	978-0-328-69791-5	\$131.47	<input type="text"/>	\$0.00	<input type="text" value="12"/>	\$1,577.64
Additional Resources						
Math Library and Teacher Guide Package	978-0-328-69784-7	\$41.97	<input type="text"/>	\$0.00	<input type="text" value="6"/>	\$251.82
Topic Stories Big Book	978-0-328-69771-7	\$125.97	<input type="text"/>	\$0.00	<input type="text" value="6"/>	\$755.82
Needs Assessment (K-6)	978-0-328-48960-2	\$52.47	<input type="text"/>	\$0.00	<input type="text" value="12"/>	\$629.64
Technology for Teachers						
<i>Software</i> (Macintosh/Windows Dual Compatibility)						
Digital Teacher Resource Package:	978-0-328-67902-7	\$1,997.97	<input type="text"/>	\$0.00	<input type="text" value="12"/>	\$23,975.64
Teacher Access Pack	978-0-328-70284-8	\$1,897.97	<input type="text"/>	\$0.00	<input type="text" value="12"/>	\$22,775.64
Teacher Edition eText CD-ROM	978-0-328-70249-7	\$524.97	<input type="text"/>	\$0.00	<input type="text" value="12"/>	\$6,299.64
ExamView CD-ROM	978-0-328-70263-3	\$106.97	<input type="text"/>	\$0.00	<input type="text" value="12"/>	\$1,283.64
Virtual Learning Animation CD-ROM	978-0-328-70256-5	\$103.97	<input type="text"/>	\$0.00	<input type="text" value="12"/>	\$1,247.64
Professional Development						
Professional Development DVD (K-2)	978-0-328-49280-0	\$103.47	<input type="text"/>	\$0.00	<input type="text" value="12"/>	\$1,241.64
Grade 1						
Student Materials						
<i>Student Lesson Packets with 5 Year Digital Access</i>						
24-Pack	978-0-328-73738-3	\$1,776.47	<input type="text" value="5"/>	\$8,882.35	<input type="text"/>	\$0.00
Teacher's Edition and Resources						
Teacher's Edition and Resource Package	978-0-328-67910-2	\$524.97	<input type="text"/>	\$0.00	<input type="text" value="12"/>	\$6,299.64
Workbooks						
Reteaching and Practice Workbook	978-0-328-69758-8	\$9.47	<input type="text"/>	\$0.00	<input type="text" value="119"/>	\$1,126.93
Diagnosis and Intervention						
Diagnosis and Intervention System Part 1 (K-3)	978-0-328-69791-5	\$131.47	<input type="text"/>	\$0.00	<input type="text" value="12"/>	\$1,577.64
Additional Resources						
Math Library and Teacher Guide Package	978-0-328-69785-4	\$41.97	<input type="text"/>	\$0.00	<input type="text" value="6"/>	\$251.82
Topic Stories Big Book	978-0-328-69772-4	\$125.97	<input type="text"/>	\$0.00	<input type="text" value="6"/>	\$755.82
Needs Assessment (K-6)	978-0-328-48960-2	\$52.47	<input type="text"/>	\$0.00	<input type="text" value="12"/>	\$629.64
Technology for Teachers						
<i>Software</i> (Macintosh/Windows Dual Compatibility)						
Digital Teacher Resource Package:	978-0-328-67903-4	\$1,997.97	<input type="text"/>	\$0.00	<input type="text" value="12"/>	\$23,975.64
Teacher Access Pack	978-0-328-70285-5	\$1,897.97	<input type="text"/>	\$0.00	<input type="text" value="12"/>	\$22,775.64
Teacher Edition eText CD-ROM	978-0-328-70250-3	\$524.97	<input type="text"/>	\$0.00	<input type="text" value="12"/>	\$6,299.64
ExamView CD-ROM	978-0-328-70264-0	\$106.97	<input type="text"/>	\$0.00	<input type="text" value="12"/>	\$1,283.64
Virtual Learning Animation CD-ROM	978-0-328-70257-2	\$103.97	<input type="text"/>	\$0.00	<input type="text" value="12"/>	\$1,247.64
Professional Development						



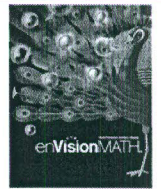
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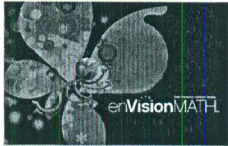
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Professional Development DVD (K-2)	978-0-328-49280-0	\$103.47		\$0.00	12	\$1,241.64
Grade 2						
Student Materials						
<i>Student Lesson Packets with 5 Year Digital Access</i>						
24-Pack	978-0-328-73739-0	\$1,776.47	5	\$8,882.35		\$0.00
Teacher's Edition and Resources						
Teacher's Edition and Resource Package	978-0-328-67911-9	\$524.97		\$0.00	12	\$6,299.64
Workbooks						
Reteaching and Practice Workbook	978-0-328-69759-5	\$9.47		\$0.00	119	\$1,126.93
Diagnosis and Intervention						
Diagnosis and Intervention System Part 1 (K-3)	978-0-328-69791-5	\$131.47		\$0.00	12	\$1,577.64
Additional Resources						
Math Library and Teacher Guide Package	978-0-328-69786-1	\$41.97		\$0.00	6	\$251.82
Topic Stories Big Book	978-0-328-69773-1	\$125.97		\$0.00	6	\$755.82
Needs Assessment (K-6)	978-0-328-48960-2	\$52.47		\$0.00	12	\$629.64
Technology for Teachers						
<i>Software</i> (Macintosh/Windows Dual Compatibility)						
Digital Teacher Resource Package:	978-0-328-67904-1	\$1,997.97		\$0.00	12	\$23,975.64
Teacher Access Pack	978-0-328-70286-2	\$1,897.97		\$0.00	12	\$22,775.64
Teacher Edition eText CD-ROM	978-0-328-70251-0	\$524.97		\$0.00	12	\$6,299.64
ExamView CD-ROM	978-0-328-70265-7	\$106.97		\$0.00	12	\$1,283.64
Virtual Learning Animation CD-ROM	978-0-328-70258-9	\$103.97		\$0.00	12	\$1,247.64
Professional Development						
Professional Development DVD (K-2)	978-0-328-49280-0	\$103.47		\$0.00	12	\$1,241.64
Grade 3						
Student Materials						
Student Edition with 6 Year Digital Access	978-0-328-67261-5	\$65.97	125	\$8,246.25		\$0.00
Teacher's Edition and Resources						
Teacher's Edition and Resource Package	978-0-328-67912-6	\$524.97		\$0.00	12	\$6,299.64
Workbooks						
Reteaching and Practice Workbook	978-0-328-69760-1	\$9.47		\$0.00	125	\$1,183.75
Diagnosis and Intervention						
Diagnosis and Intervention System Part 1 (K-3)	978-0-328-69791-5	\$131.47		\$0.00	12	\$1,577.64
Additional Resources						
Math Library and Teacher Guide Package	978-0-328-69787-8	\$41.97		\$0.00	6	\$251.82
Needs Assessment (K-6)	978-0-328-48960-2	\$52.47		\$0.00	6	\$314.82
Technology for Teachers						
<i>Software</i> (Macintosh/Windows Dual Compatibility)						
Digital Teacher Resource Package:	978-0-328-67905-8	\$1,997.97		\$0.00	12	\$23,975.64
Teacher Access Pack	978-0-328-70287-9	\$1,897.97		\$0.00	12	\$22,775.64
Teacher Edition CD-ROM	978-0-328-70252-7	\$524.97		\$0.00	12	\$6,299.64
ExamView CD-ROM	978-0-328-70266-4	\$106.97		\$0.00	12	\$1,283.64
Virtual Learning Animation CD-ROM	978-0-328-70259-6	\$103.97		\$0.00	12	\$1,247.64
Professional Development						
Professional Development DVD (3-6)	978-0-328-49279-4	\$103.47		\$0.00	12	\$1,241.64



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Grade 4						
Student Materials						
Student Edition with 6 Year Digital Access	978-0-328-67262-2	\$67.97	118	\$8,020.46		\$0.00
Teacher's Edition and Resources						
Teacher's Edition and Resource Package	978-0-328-67913-3	\$524.97		\$0.00	12	\$6,299.64
Workbooks						
Reteaching and Practice Workbook	978-0-328-69761-8	\$9.47		\$0.00	118	\$1,117.46
Diagnosis and Intervention						
Diagnosis and Intervention System Part 2 (4-6)	978-0-328-69792-2	\$131.47		\$0.00	12	\$1,577.64
Additional Resources						
Math Library and Teacher Guide Package	978-0-328-69788-5	\$41.97		\$0.00	6	\$251.82
Needs Assessment (K-6)	978-0-328-48960-2	\$52.47		\$0.00	6	\$314.82
Technology for Teachers						
Software (Macintosh/Windows Dual Compatibility)						
Digital Teacher Resource Package	978-0-328-67906-5	\$1,997.97		\$0.00	12	\$23,975.64
Teacher Access Pack	978-0-328-70288-6	\$1,897.97		\$0.00	12	\$22,775.64
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Virtual Learning Animation CD-ROM	978-0-328-70261-9	\$103.97		\$0.00	8	\$831.76
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Professional Development						
Professional Development DVD (3-6)	978-0-328-49279-4	\$103.47		\$0.00	8	\$827.76



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COST PROPOSAL

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Prepared for:

North Boone Community Unit School District 200



<u>TITLE</u>	<u>ISBN</u>	<u>NET</u> <u>PRICE</u>	<u>QTY</u>	<u>TOTAL</u>	<u>QTY</u> <u>N/C</u>	<u>TOTAL</u> <u>N/C</u>
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Overhead Manipulatives Kit (3-4)	978-0-328-34863-3	\$58.47		\$0.00	12	\$701.64
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TOTAL VALUE OF NO CHARGE ITEMS	\$393,973.46
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TOTAL COST OF MATERIALS	\$64,464.13
SHIPPING AND HANDLING NOT TO EXCEED 8%	\$5,157.13
TOTAL COST WITH SHIPPING:	\$69,621.26

Prices quoted are Net and do not include shipping charges. Prices are firm until September 30, 2012.

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