

The enVision Lesson and Remote Learning



Author Zak Champagne offers some considerations for the remote learning environment: how to use the important parts of the **enVision** lesson based two different scenarios; assessment; and tech tips.

Scenario 1: Teachers meet live regularly with their class

Solve & Share: This could be done before coming to class. Have students solve this asynchronously before arriving to a live session. Teachers could then start by having students share their solution strategies right away. No need to use the synchronous time having students work independently.

Visual Learning: Watch digital Visual Learning Animation together. Work through it as if you were live in class.

Guided Practice: Have students complete the Guided Practice in small groups. You can use breakout rooms in Zoom or different Google Meet rooms for this. If this technology hinders teachers, students can work independently in one "meeting room".

Independent Practice & Problem Solving: Assign "must do" and "can do" problems for independent practice. Students work independently while teachers stay live to support when needed. Students submit work via picture or scan.

Scenario 2: Less synchronous class time

Solve & Share: This will be best discussed together as a class (or in small groups) in a synchronous environment. However, as stated above, students could complete the problem independently and come to the live class prepared to discuss solution strategies.

Visual Learning: Students can watch the Visual Learning Animation independently.

Guided Practice: Students can complete independently.

Independent Practice & Problem Solving: Students can complete independently. But, I would still suggest "must do" and "can do" problems. Then students can submit just the ones teachers want to review for formative assessment.

Assessment

Formative and summative assessment considerations for the remote classroom:

- 1 One-on-one interviews** are critical. One major consideration is how we can support teachers to meet individually with students. It's a major time commitment, so we should consider how we can alleviate other responsibilities to allow for this to happen.
- 2 Consider the types of questions that are asked** during live sessions and how they can engage more students.
 - When are chat box questions helpful to learn more about what students are thinking?
 - If you ask a question such as, "what is 5×6 ?", consider not allowing for chat box responses because once the answer is there, the conversation is over. And wrong answers are on display for all to see.
 - But, when asking a question like, "what do you notice/wonder?" or "how are these two problems similar?" the chat box offers a really great opportunity. It will allow all students the option to engage in the work.
- 3 Consider how we can learn what students actually understand** with *less* problems. If you are going to conduct assessments in one-on-one interviews, how can you find the most important/salient problems to get the information you need regarding a given standard?
- 4 Remind teachers that we don't need to grade everything.** We can just look at a select sample of work that can show us what students understand.
 - Consider letting students choose their best work from the week to be assessed.
 - If you are assigning work each day, how can you allow students the autonomy to choose which work they think shows their best thinking?

Tech Tips & Other Thoughts

- 1 Connection is fundamental to engagement.** Students have to feel connected to something to want to engage in the work. Consider working with teachers on how to build community in a digital space.
- 2 Use a minimum amount of technology to accomplish your goals.** Start with what you want to accomplish, and then decide what technology is necessary for that work.
- 3 Assign “must do” and “can do” problems.** This means we should be assigning less work to students each day.
 - In the classroom, teachers make countless decisions each day to give students grace and not make them do every problem based on their current mathematics trajectory. When they are at home, this is much more difficult.
 - So, each day, consider assigning the most important problems for students to complete.
 - Then, offer a set of problems that students can do if they want/need more to complete.
- 4 Suggest headphones for students.** When this is available, it’s a game changer for kids. They are more willing to engage in the work because they don’t feel like the other people in their house are listening to what is going on.
- 5 Start with leveraging existing routines.** The **enVision** Visual Learning Bridge, Solve and Share, Today’s Challenge, and Center Games are great starting points.
- 6 Include “real world” math.** (How Many, Which One Doesn't Belong, Math Photo Challenge, Notice/Wonder, etc.). This will help students see math outside the textbook.
- 7 Consider how to include virtual manipulatives options** for students and teachers. **enVision** offers virtual math tools. [Brainiaccamp.com](https://www.brainiaccamp.com) is also a great choice.
- 8 Consider a blend of synchronous and asynchronous** environments for your students.
- 9 Consider offering one assignment each week that is more “project based.”** For example, the **enVision** Math and Science project could be used.