

# Experience Math © 2025

## Teaching A Lesson

### Introduction



- Instructional Design
- 3-Part Lesson Structure

**SAVVAS**  
LEARNING COMPANY

Welcome, *Experience Math* teachers!

Thank you for wanting to learn more about teaching an *Experience Math* lesson. Let's look at the instructional design of the program and explore the lesson structure.

## Instructional Design

The screenshot displays the SAVVAS realize platform interface for Experience Math 2025 Grade 3. The top navigation bar includes links for Home, Browse, Classes, and My Library. The main content area is organized into three sections: Minds On, Action, and Consolidate. The left sidebar lists various topics and resources, with '4-2: Fractions of a Set' highlighted. The main content area shows a list of activities for each section, each with an icon, a title, and an 'Assign' button.

| Section     | Activity                               | Icon             | Assign Button |
|-------------|--|------------------|---------------|
| Minds On    | 4-2: Student Learning Goal             | Target icon      | Assign        |
|             | 4-2: Minds On Activity                 | Hand cursor icon | Assign        |
| Action      | 4-2: Success Criteria                  | Target icon      | Assign        |
|             | 4-2: Action Task                       | Hand cursor icon | Assign        |
|             | 4-2: Action Task Video                 | Video play icon  | Assign        |
| Consolidate | 4-2: Consolidate Questions             | Hand cursor icon | Assign        |
|             | 4-2: Exit Ticket                       | Checkmark icon   | Assign        |
|             | 4-2: Online Exit Ticket (Autoscorable) | Checkmark icon   | Assign        |

Each day, your students will experience the three-part lesson design as they build deep conceptual understanding, develop procedural fluency, and practice application skills.

This design activates prior knowledge, promotes hands-on exploration, and builds a math community. Minds On, Action, and Consolidate ensure every student enters the mathematics from where they are and build towards the Learning Goal.

These organized and cohesive lessons provide a consistent routine and feature instructional strategies, sample solutions, and professional learning support. Let's learn more...

## Minds On

The screenshot shows the SAVVAS realize interface for Experience Math 2025 Grade 3. The sidebar on the left lists topics under 'Topic 4: Representing Fractions', with '4-3: Fractions of Other Measures' selected. The main content area is divided into three sections: 'Minds On', 'Action', and 'Consolidate'. The 'Minds On' section is highlighted with a red box and contains two items: '4-3: Student Learning Goal' and '4-3: Minds On Activity', each with an 'Assign' button. The 'Action' section contains '4-3: Success Criteria', '4-3: Choosing Tasks' (with a lock icon), and '4-3: Action Task', each with an 'Assign' button. The 'Consolidate' section contains '4-3: Consolidate Questions', '4-3: Exit Ticket', and '4-3: Online Exit Ticket (Autoscorable)', each with an 'Assign' button.

Every lesson in *Experience Math* starts with a Minds On task. The goal is to get students thinking and responding, sparking their learning.

Classroom conversation erupts as students are invited to share how their experiences and ideas connect to the question, enriching the mathematical understanding while developing students' cultural awareness.

The 10-15 minute Minds On is based on an open question intended to activate prior knowledge and engage student curiosity.

Students may often think about and begin the task individually then work with a peer to extend their thinking. Selecting and sequencing student work to share focuses the mathematical thinking and strategies so that all are ready for Part 2, the Action Task.

## Action

Lesson 4-3: Fractions of Other Measures

### Success Criteria

**Action Task**

1. I complete any 2 of these 3 tasks.  
For Task A, I make a ball with  $\frac{1}{2}$  the mass of another ball.  
For Task B, I fill a container  $\frac{2}{3}$  full.  
For Task C, I make a length  $\frac{3}{8}$  as long as another length.
2. For each task that I complete, I explain my strategy and why it makes sense.

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Lesson 4-3: Fractions of Other Measures

**Action Task**

Complete 2 of the following tasks.

**Task A Make Sense and Persevere**

Form a ball from modeling clay. Then create another ball that has a mass close to  $\frac{1}{2}$  of your first ball. Tell how you did it and how you know the second ball is  $\frac{1}{2}$  of the mass of the first ball.

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After the Minds On activity, the main part of the lesson, Action, is introduced and students use critical and creative thinking to solve a new problem cooperatively.

This is when the Success Criteria is shared or co-constructed and is linked directly to Math Practices and Processes like Make Sense and Persevere and Use Appropriate tools Strategically.

Students use manipulatives, graphic organizers, and other visualization tools to build conceptual understanding as they develop, use, and share various strategies to solve a problem in a small group or pairs.


Using strategic questioning and conversation starters, help concentrate the learning on the important concepts and gain momentum towards achieving the Success Criteria.

Parallel Tasks and scaffolds for multilingual learners are also available during the Action part of the lesson.

## Consolidate

Lesson 4-3: Fractions of Other Measures

**Consolidate Questions**



1. How could you make a ball from modeling clay with a mass that is  $\frac{1}{4}$  the mass of another ball?

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2. How could you fill a container  $\frac{3}{4}$  full?

3. How could you make a line that is  $\frac{2}{3}$  the length of another line?

4. Does it make sense that you can use fractions to describe parts of masses, liquid volumes, and lengths? Explain your thinking.

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The most critical part of the lesson, Consolidate, features questions that allow students to draw out the main mathematical ideas from the Action Task.

As a learning community, students communicate their strategies and critique the reasoning of others as teachers highlight the most important ideas from the lesson. Students make concrete connections as they communicate their understanding.

Sharing is often done in small groups before sharing as a whole class so that students have multiple opportunities to practice communicating their thinking and mathematical reasoning.

To ensure every student reaches the Learning Goal, Consolidate may also include opportunities for reteaching and extension.

## Your Turn

Lesson 4-3: Fractions of Other Measures

**Your Turn** What You Learned

**Learning Goal** I can name and create fractions of a mass, a liquid volume, or a length.

**Journal** What is one thing you learned about fractions of other measures in this lesson?

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Before assigning the Your Turn Questions, review the Learning Goal to remind students of the lesson focus. Based on students' responses, you may choose to share some or all of the Lesson Summary before assigning the Your Turn in paper or digital format.

## End of Topic Resources

The screenshot shows the SAVVAS realize web application interface. The top navigation bar includes 'Home', 'Browse', 'Classes', and 'My Library'. The main header area displays 'Experience Math 2025 Grade 3' and 'eText Tools'. On the left, a sidebar lists various resources under 'Topic 4: Representing Fractions', with 'Topic 4: End of Topic Resources' highlighted in blue. The main content area is titled 'Topic 4: End of Topic Resources' and features an 'Assign All' button. Below this, there is a 'Standards' button and a 'Select multiple Items' toggle set to 'Off'. A blue arrow points to the 'Topic Review and Practice' section, which contains two items: 'Topic 4: Topic Your Turn' and 'Topic 4: Online Topic Your Turn (Autoscorable)'. Below this is the 'Assessment of Learning' section, which includes five items: 'Topic 4: Assessment Overview', 'Topic 4: Topic Assessment', 'Topic 4: Online Topic Assessment (Autoscorable)', 'Topic 4: Parallel Topic Assessment', and 'Topic 4: Performance Task'. Each item has an 'Assign' button and a three-dot menu icon.

There are various resources to support the closing of a Topic through Topic Review and Practice and Assessment of Learning. In addition to the Topic Assessment and online Topic Assessment, you'll also find a Parallel Topic Assessment and Performance Task as well as guidance for administering each of these.

## Topic and Lesson Planning

The screenshot shows the SAVVAS Learning Company interface for the 4-3: Planning Guide. The interface is divided into a left sidebar and a main content area. The sidebar contains a 'Content' section with a '4-3: Student Experience Book' and a 'Planning' section with '4-3: Planning Guide' (highlighted), '4-3: Sum It Up', and '4-3: Student Learning Goal'. Below these are 'Minds On' and 'Action' sections. The main content area has a top navigation bar with 'Planning' (selected), 'Minds On', 'Action', 'Consolidate', and 'Your Turn'. The 'Planning' section includes 'Suggested Pacing' (2 days), 'Learning Goal' (Represent parts of a mass, liquid volume, or length with fractions. You can share the Student Learning Goal with students before the Minds On Activity.), 'Student Learning Goal' (I can name and create fractions of a mass, a liquid volume, or a length.), 'Student Language Objective' (Read and use fractions as words and numbers to describe parts of measures.), and 'Materials' (Colored markers, Modeling clay, Pan balances, Pourable material (Sample response: sand, water), Rulers, Scissors, Short, long, and extra-long straws, Small, medium, and large transparent cups, String, Three identical containers, Counting Rods).

Planning supports for each Topic can be found under Planning and Resources. Through a few simple clicks you'll find Suggested Pacing, Standards, Materials, Observational Assessment Checklists, Diagnostic Tasks, Games and even Family Engagement supports.

Once you've taken in the big picture of a Topic, lesson planning comes easy through the Lesson Planning Guide. For each lesson you'll find guidance through Minds On, Action, and Consolidate including questions to ask, where to focus, common student misconceptions and when and how to differentiate.

As you plan, be sure to check out Marian's Insights videos to experience instructional support and professional development directly from our *Experience Math* author!



## ***Closing***



Thank you for learning how to teach a lesson with *Experience Math* and don't forget to check out the other resources on My Savvas Training.