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Program Overview

Grades 6–8



Florida Reveal
MATH[®]



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Florida Reveal Math for grades 6–8 ensures that your students can meet Florida’s B.E.S.T. standards expectations while also developing the thinking and reasoning skills needed for high achievement and success on their pathway toward high school mathematics.

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Motivate students with confidence and purpose that mathematics goes beyond the “right” answer. Learn how *Florida Reveal Math* gives you the tools to create a classroom of learners with a positive mindset focused on growth and who make mathematical connections to the world around them and each other.

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Review *Florida Reveal Math* Online

my.mheducation.com | Teacher UN/PW: **flreveal612** | Student UN/PW: **flreveal612se**



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Elevate learning through curiosity, exploration, and questioning. With *Florida Reveal Math*, your students participate in their own learning while you facilitate an active classroom environment. Explore solutions together while strengthening your students' problem-solving and reasoning skills.

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Achieve success in the classroom using data and essential assessment insights to inform instruction and meet the needs of each learner. Discover how *Florida Reveal Math* prepares you to personalize instruction with effective instructional resources and support.

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Designed to Meet Florida's B.E.S.T. Standards

01

Florida's B.E.S.T. Standards

Concise, Clear, Detailed Alignment

With Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for Mathematics as the center of development, *Florida Reveal Math* is designed to ensure teachers have the tools to deliver the high-quality instruction needed for student success in math class and beyond.

1. Lesson Objectives

Each lesson outlines two different objectives: content and language.

2. Mathematical Thinking and Reasoning

Mathematical Thinking and Reasoning Standards are integrated into every lesson.

3. Learning Progression

Learning Progressions show what students have learned, what they are going to learn, and what they will learn in the future.

4. Mathematical Background

Teachers are provided with an explanation of the mathematics context behind the Content Objective.

5. Benchmark Clarifications

For ease of planning, each Lesson Overview includes specific Benchmark(s) of Focus and Connecting Benchmark(s) emphasized in the lesson.

Lesson 4-1
Simplify Algebraic Expressions

1 Lesson Objectives

Content Objective: Students will simplify algebraic expressions by combining like terms and using the Distributive Property.

Language Objective: Students will use precise and clear mathematical language to explain how to simplify algebraic expressions by combining like terms and using the Distributive Property.

Suggested Pacing
90 minutes: 1 Day / 45 minutes: 2 Days

2 Florida B.E.S.T. Standards for Mathematics Benchmark(s) of Focus:
MA.7.AR.1.1 Apply properties of operations to add and subtract linear expressions with rational coefficients.
Connecting Benchmark(s) : MA.7.NSO.2.2
Mathematical Thinking and Reasoning Standard(s): MA.K12.MTR.1.1, MA.K12.MTR.2.1, MA.K12.MTR.4.1, MA.K12.MTR.7.1

3 Learning Progression

Previous Students added, subtracted, multiplied, and divided rational numbers. (Module 3)	Now Students simplify algebraic expressions by combining like terms and using the Distributive Property.	Next Students will add linear expressions and express the sum in simplest form. (Lesson 4-2)
---	--	--

4 Mathematical Background

The following are true within an algebraic expression.

- The parts separated by plus or minus signs are called *terms*.
- The numerical factor of a term containing a variable(s) is called a *coefficient*.
- A term without a variable is called a *constant*.
- Terms containing the same variables to the same powers are called *like terms*.

In the expression $6x + 4 - x + 1$, 6 is the coefficient of x , 4 and 1 are constants, and $6x$ and x are like terms.

When an algebraic expression contains no like terms or parentheses, it is in simplest form. The simplest form of the expression $6x + 4 - x + 1$ is $5x + 5$.

The Distributive Property can be used to combine like terms and expand expressions. The *Distributive Property* states that to multiply a sum by a number, multiply each addend by the number outside the parentheses. In other words, $a(b + c) = ab + ac$.

5 Differentiated Resources

Use the differentiated resources available in the Teacher Digital Center to differentiate and enrich students' instructional experience.

- Reinforce Understanding**
 - Take Another Look: Combine Like Terms: Rational Coefficients
 - Take Another Look: Expand Expressions: Rational Coefficients
 - Take Another Look: Expand Expressions: Integer Coefficients
 - ALEKS: The Distributive Property
- Build Proficiency**
 - Extra Practice: Lesson 4-1

Language Development Support

Vocabulary Support: Multiple-Meaning Words

Before the lesson, write *constant* and its Spanish cognate, *constante*. Introduce the words, and provide math examples. Utilize other translation tools for non-Spanish speaking ELLs. Add the words to a Word Wall. Then discuss noun and adjective meanings for the word, using real-world objects and demonstrations to support understanding.

Then write: *term*. Have students recall the meaning of *term*. **Each number in a sequence is a term.** Then say, *In math, a term can also be a part of an algebraic expression.* Tell students that terms do not contain addition or subtraction signs; they only contain numbers and/or variables and multiplication or division.

Florida B.E.S.T. Standards for Mathematics

Benchmark(s) of Focus:
MA.7.AR.1.1 Apply properties of operations to add and subtract linear expressions with rational coefficients.
Connecting Benchmark(s) : MA.7.NSO.2.2
Mathematical Thinking and Reasoning Standard(s): MA.K12.MTR.1.1, MA.K12.MTR.2.1, MA.K12.MTR.4.1, MA.K12.MTR.7.1

Establish Positivity and Habits for Growth

02 | Motivate Students

Florida Reveal Math is infused with research-based best practices designed for teachers to establish a culture of positivity and success where students find purpose in effort and learning opportunities through questions, errors, and discourse.

Mindset Matters

Teachers are prompted at the beginning of every module with **Mindset Matters** to implement strategies for encouraging a growth mindset, including suggestions on how to implement them during upcoming lessons.

Mindset Matters

“Not Yet” Doesn’t Mean “Never”

Students with a growth mindset understand that just because they haven’t yet found a solution, that does not mean they won’t find one with additional effort and reasoning. It can take time and continued effort to reason through different strategies that can be used to solve a problem.

How Can I Apply It?

Assign students the **Formative Assessment Math Probes** that are available for each module. Have them complete the probe before starting the module, and then again at the specified lesson within the module, or at the end of the module so that they can see their progress.

The screenshot shows a digital learning interface with two main sections. On the left, under the heading "Explore Use Algebra Tiles to Add Integers", there is an "Activity Overview" section, an "Inquiry Question" section with the question "How can algebra tiles be used to simplify an expression?", and a "Facilitate Mathematical Discourse" section with the question "How do you think you could use algebra tiles to simplify the expression?". Below this is a "Sample answer" and a "GO ONLINE" note. On the right, under the heading "Interactive Presentation", there are two tablet screens. The top screen shows a collection of algebra tiles (red, blue, green, yellow) and a question: "Simplify Algebraic Expressions". The bottom screen shows the same tiles arranged in a grid, with a question: "How can algebra tiles be used to simplify an expression?".

Mathematical Discourse

As a discourse-driven program, *Florida Reveal Math* makes class discussion part of the norm through Student Edition **Talk About It!** prompts and corresponding Teacher Edition **Facilitate Mathematical Discourse** prompts.

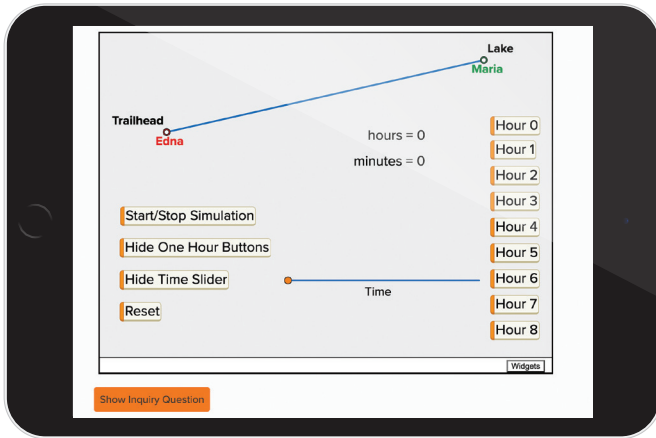
ETP Facilitate Mathematical Discourse

How do you think you could use algebra tiles to simplify the expression?

Sample answer: Combine the x -tiles together. There are four x -tiles in all. Then combine the 1-tiles and -1 -tiles, removing any zero pairs as needed. There will be one 1-tile left.

Purposeful Tasks to Deepen Understanding

Florida Reveal Math tasks are designed to provide students structure to explore, uncover ideas, justify thinking, and ask each other questions to deepen understanding.



Focus on Inquiry:

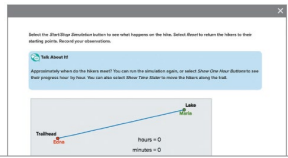
Online **Explore** activities begin with an open-ended **Inquiry Question** to encourage deep thinking and reasoning. Students document their findings either online or on an **Explore Recording Sheet**.

NAME _____ DATE _____ PERIOD _____

Explore Systems of Equations

Online Activity In this Explore, you will use Web Sketchpad to explore what it means when two linear equations intersect and make a conjecture about the point of intersection.

Introducing the INQUIRY Question What does it mean when the graphs of two linear equations intersect?



Complete the activities on Slides 2-5. Then respond to these questions.

- Talk About It!** Approximately when do the hikers meet? You can run the simulation again, or select *Show One Hour Buttons* to see their progress hour by hour. You can also select *Show Time Slider* to move the hikers along the trail.
- Talk About It!** From the table, what can you predict about when the hikers will meet? Explain your reasoning.

Explore • Systems of Equations © McGraw-Hill Education

Encourage Collaboration:

Collaborative Practice prompts in the Teacher Edition focus students to work together to solve, discuss, and evaluate problems.

Collaborative Practice

Have students work in pairs or small groups to complete the following exercises.

Make sense of the problem.

Use with Exercise 18 Have students work together to prepare a brief demonstration that illustrates why this is an application problem. For example, before they can determine the triangle with the greater perimeter if $x = 4$, they must first generate a simplified expression for each triangle. Have each pair or group of students present their response to the class.

Listen and ask clarifying questions.

Use with Exercise 21 Have students work in pairs. Have students individually read Exercise 21 and formulate their strategy to solve the problem. Assign one student as the coach. The other student should talk through their strategy, while the coach listens, asks clarifying questions, and offers encouragement and/or redirection.

Talk About It! prompts ask students to explain their reasoning and discuss their thinking.

Talk About It!

When might it be more advantageous to simplify the expression then evaluate versus evaluating first then simplifying?

Build Math Language Together

Florida Reveal Math was developed around the belief that mathematics is about communication: listening, speaking, reading, and writing. All students will benefit from support designed to develop and promote the use of mathematical language.

MLR

Math Language Routines

Occur in every lesson to promote the use of mathematical language.

Language Development Handbook

Graphic organizers, tools, and tips to build students' academic and math vocabulary within each lesson.

EL

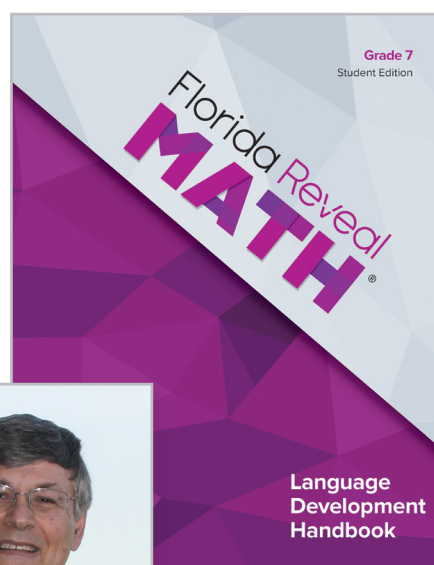
English Learner Scaffolds

Embedded in each lesson and based on combined WIDA proficiency levels to help students understand math vocabulary, ideas, and concepts in context.

LOM

Language of Math

Promotes the development of key vocabulary terms that support how students talk about and think about math in the context of the lesson content.



Walter Secada, Ph.D.
—Expert Advisor, ELL

Support for English Language Learners (ELLs)

In addition to embedded Teacher Edition language support strategies, *Florida Reveal Math* includes components and resources to assist ELLs with context and language proficiency.

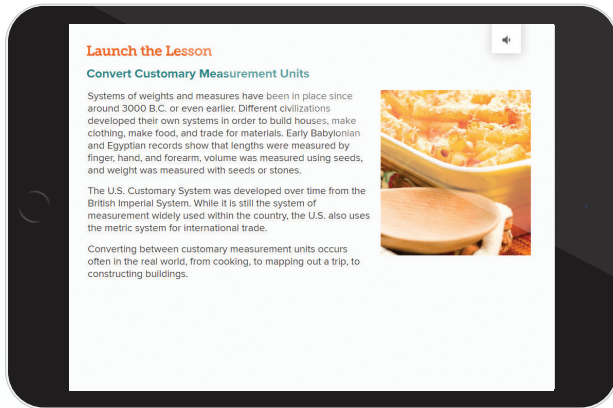
- Spanish Student Editions
- Spanish Videos
- Audio to Improve Listening Comprehension Skills
- English/Spanish Glossary
- Multilingual eGlossary
- ALEKS Bilingual Courses in Spanish

Make Real-World Connections

Florida Reveal Math is about students recognizing that math is everywhere in the world around them and that the world offers them an infinite number of problem-solving opportunities.

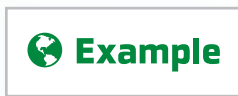
Relatable Scenarios

A **Launch the Module** video highlighting an authentic, recognizable scenario engages students in the upcoming lesson topics.



Relevant Connections

A **Launch the Lesson** real-world situation related to the mathematics in the upcoming lesson helps students make connections.



Lessons also contain real-world **Examples** and **Apply** problems, highlighted with a globe icon, designed to provide relevant contexts in which students can see themselves.

Check
The table shows a bakery's sales of sugar cookies and chocolate chip cookies sold in h hours.

Cookie Sales		
Flavor	Cost (\$)	Number Sold
Sugar	1.15	$6h - 5$
Chocolate Chip	1.15	$10h + 6$

After 15 hours, how much more did the bakery earn in sales of chocolate chip cookies than in sales of sugar cookies?

Math History Minute
Mathematician and astronomer **Muhammad al-Khwarizmi** (around 780–850) wrote the first known text in elementary algebra. The word *algebra* is derived from the word *al-jabr*, part of the title of this text. It means reunion of broken parts in Arabic. His books were influential in bringing algebraic knowledge to Europe and were the first Arabic mathematics texts translated into Latin.

Foldables It's time to update your Foldable, located in the Module Review, based on what you learned in this lesson. If you haven't already assembled your Foldable, you can find the instructions on page FL1.

add or subtract	example
equivalent expressions	example

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Math History Minute
Mathematician and astronomer **Muhammad al-Khwarizmi** (around 780–850) wrote the first known text in elementary algebra. The word *algebra* is derived from the word *al-jabr*, part of the title of this

Multicultural Contributions

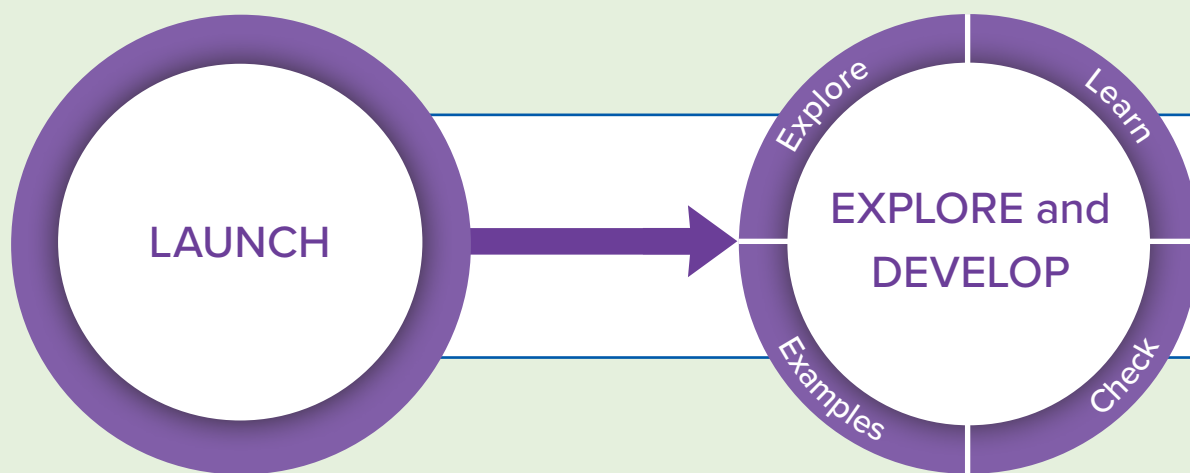
To provide students with diverse perspectives, **Math History Minutes** highlight the contributions of leading mathematicians, past and present, from all over the world.

An Adaptable Lesson Model

03

Elevate Learning

The *Florida Reveal Math* lesson is organized into a three-part instructional model supported by differentiation throughout. Each lesson includes opportunities for flexibility using both print and digital resources.



Teachers use the **Warm-Up** at the start of the lesson for a brief review of prerequisite skills before leading into **Launch the Lesson**, designed as a real-world problem to interest students and introduce them to questions they can answer by the end of the lesson.

Teachers introduce the **Explore** activity and have the option to break students into pairs or small groups to work together on this exploratory mathematical task to build a shared understanding, followed by a whole group share out and **Learn** activity to formalize student understanding.

Students continue to take ownership of learning by working through **Examples** and **Talk About It!** prompts to encourage math discourse. **Checks** after every **Example** provide a quick formative assessment moment for teachers to evaluate students' understanding.



REFLECT and PRACTICE

At the conclusion of the lesson, the teacher displays the **Exit Ticket**, which brings students back to the **Launch the Lesson** scenario to revisit the question set.

The **Practice**, **Extra Practice**, and/or **Spiral Review** assignments follow the Differentiate phase and conclude the lesson.



DIFFERENTIATE

Using the data from **Checks** and the **Exit Ticket**, teachers can choose from a variety of **Differentiated Resources** to support student learning needs.

R Reinforce Understanding

Resources designed to provide prerequisite skill support.

B Build Proficiency

Resources for on-level instructional needs.

E Extend Thinking

Resources to extend lesson concepts.

Activate Curiosity and Fuel Learning



Each module includes an **ignite!** activity designed to:

- Spark students' interest and curiosity
- Provide multiple entry points
- Motivate students to persevere through problem-solving challenges.



“Let’s bring curiosity, wonder, and joy back into the classroom and make math irresistible for kids.”

–Raj Shah,
Contributing Author

Name _____ Period _____ Date _____

IGNITE!
School Breakfast

Nine students each bring in either banana nut or blueberry muffins for a breakfast. Each student places his or her muffins on 9 separate tables.

Student 1: Let's reorganize the muffins so that each table has the same number of muffins.

Student 2: We should keep the banana nut muffins on separate tables from the other muffins in case someone has a nut allergy.

Student 3: I also brought 10 chocolate chip muffins. I want to place those on the tables too.

Student 1: Let's make sure each of the 9 tables has the same number of muffins.

1. What do you notice?

2. What questions can you ask?

Talk About It! Share your observations and questions with a partner. What do you notice about the observations you each made and the questions you each asked?

With your class, choose one of your questions and record it below. This should be a question that you can answer by generating your own strategies.

3. How can you answer your question? What strategies can you use?

4. What assumptions, if any, will you make? Why are you making these assumptions?

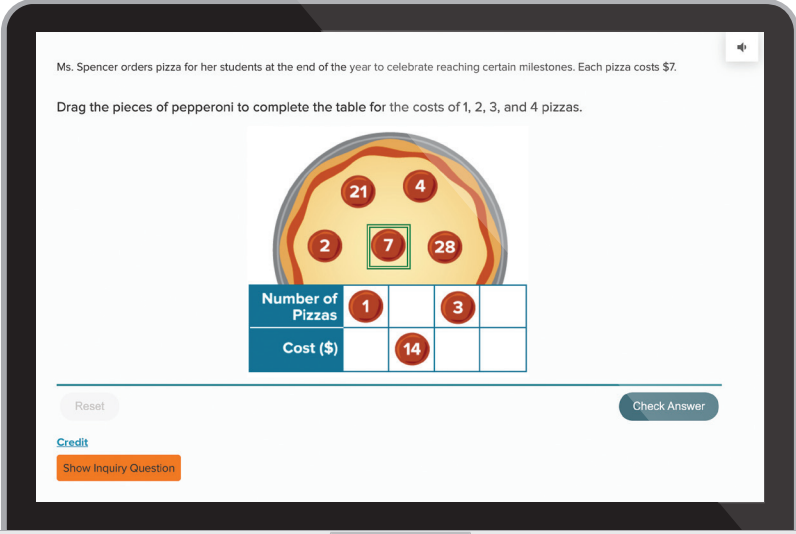
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Module 10 • Statistical Measures and Displays 265

Exploration Leading the Way

Sense-Making and Reasoning

Online **Explore** activities focus on an **Inquiry Question** and place a unique emphasis on student discovery, exploration, sense-making, and reasoning, rather than focusing solely on the correct answer.



Ms. Spencer orders pizza for her students at the end of the year to celebrate reaching certain milestones. Each pizza costs \$7.

Drag the pieces of pepperoni to complete the table for the costs of 1, 2, 3, and 4 pizzas.

	21	4		
	2	7	28	
Number of Pizzas	1		3	
Cost (\$)		14		

Reset Check Answer

[Credit](#)
[Show Inquiry Question](#)



“We have a huge opportunity today in helping students become such strong, fluid, and flexible thinkers that they are able to use mathematics and see opportunities to use it in places we may not even imagine.”

—Cathy Seeley,
Expert Advisor

Problem Solving and Application

Florida Reveal Math provides a foundation for students to take increased ownership of learning to become effective problem solvers and critical thinkers.

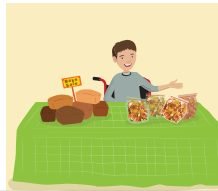
Demonstrating Perseverance

Rich contextual problem-solving problems with multiple solution paths encourage productive struggle.

Apply Bake Sale

The Spanish Club has a bake sale each year. The number of bags of trail mix and loaves of pumpkin bread they sell each year has steadily increased over the past several years. The table shows the number of bags of trail mix and loaves of pumpkin bread sold the first year, and the average rate of increase for each year.

Item	Number Sold the First Year	Average Rate of Increase per Year
Bags of trail mix	15	5
Loaves of pumpkin bread	25	3



The equations $y = 5x + 15$ and $y = 3x + 25$ represent the situation, where x represents the number of years since the first year and y represents the total sold. After how many years was the total sold for each item the same?

1. What is the task?

Make sure you understand exactly what question to answer or problem to solve. You may want to read the problem three times. Discuss these questions with a partner.

First Time Describe the context of the problem, in your own words.

Second Time What mathematics do you see in the problem?

Third Time What are you wondering about?

2. How can you approach the task? What strategies can you use?



3. What is your solution?

Use your strategy to solve the problem.



4. How can you show your solution is reasonable?

Write About It! Write an argument that can be used to defend your solution.

2. How can you approach the task? What strategies can you use?



ETP Facilitate Productive Struggle

Students should decide on their own which strategies to use to solve the problem. As they work, monitor their progress and, as needed, help them evaluate the appropriateness of their strategies based on their progress in solving the problem. They may or may not find that they need to change direction or try out several strategies.

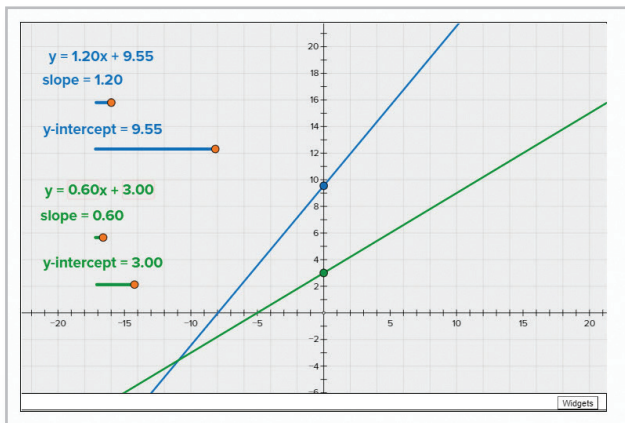
If students show signs of feeling overwhelmed, frustrated, or disengaged, encourage them to think of alternate approaches to the problem. Ask:

- What could the graphs of the equations tell you about the number of years and the total sold?
- What does the value of x represent? the value of y ?

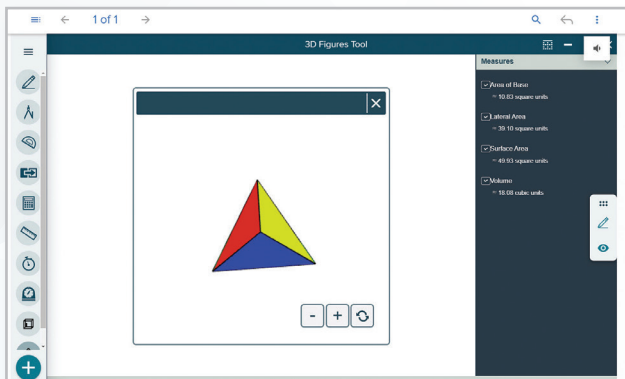
As students come up with their own strategies, they may propose mathematical models to aid them. As they work to solve the problem, encourage them to evaluate their model and/or progress and to change direction if necessary.

Tools to Support Visualization and Modeling

As math increases in complexity, students will benefit from tools that allow them to represent mathematics in different ways. *Florida Reveal Math* includes **Web Sketchpad**® and virtual manipulatives at the point-of-use within the lessons.



An **eToolkit** accessible from inside the Digital Student Center enables students to learn through dynamic mathematical models.



Pause and Reflect

Reflection helps drive accountability and gives students the opportunity to think and write about their learning. Students are regularly asked during **Pause and Reflect** to explain what they have learned.

Pause and Reflect

How do you determine if your estimates are reasonable?

Accept your observations here.

Notetaking for Understanding

The **Student Edition** is organized with Cornell-inspired margins for students to document notes, draw figures, key takeaways, or strategies.

Lesson 6-3
Determine Number of Solutions

Explore Systems of Equations: Slopes and y-Intercepts

INQUIRY How can you determine the number of solutions of a system of equations using the slope and y-intercept?

Learn Systems of Equations: Compare Slopes and y-Intercepts

You can determine the number of solutions of a system of equations by comparing the slopes and y-intercepts.

<p>Same Slope Different y-intercepts</p> <p>Parallel Lines No Solution</p>	<p>Different Slopes Different y-intercepts</p> <p>Intersecting Lines One Solution</p>
<p>Same Slope Same y-intercept</p> <p>Same Line Infinitely Many Solutions</p>	<p>Different Slopes Same y-intercept</p> <p>Intersecting Lines One Solution</p>

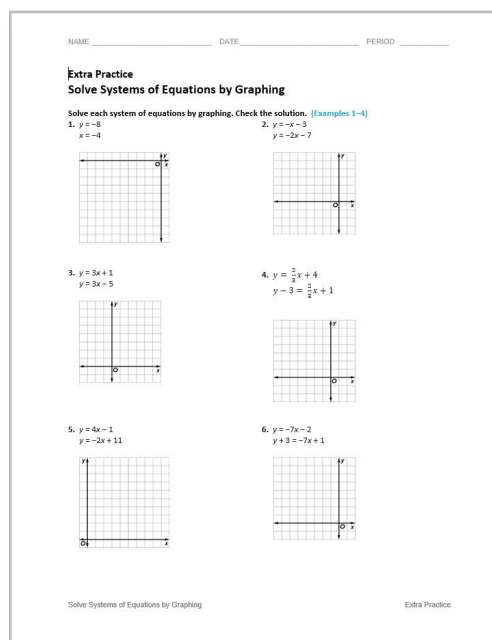
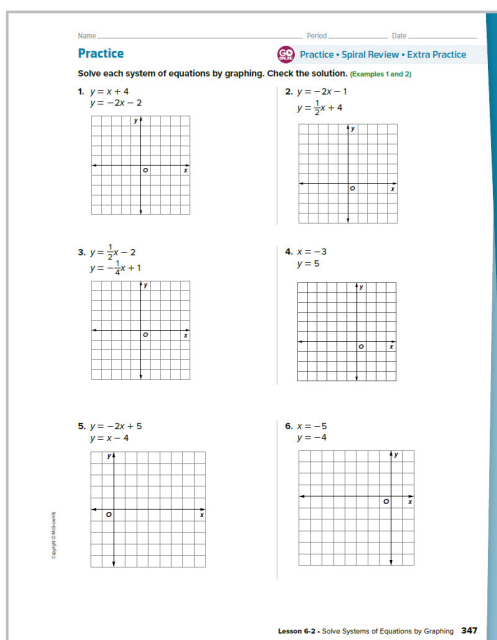
Lesson 6-3 • Determine Number of Solutions 349

Purposeful Practice for Challenge and Understanding

Practice in *Florida Reveal Math* provides students with ample opportunity to demonstrate conceptual understanding and procedural fluency. Teachers may choose to fully customize pre-built practice sets and questions.

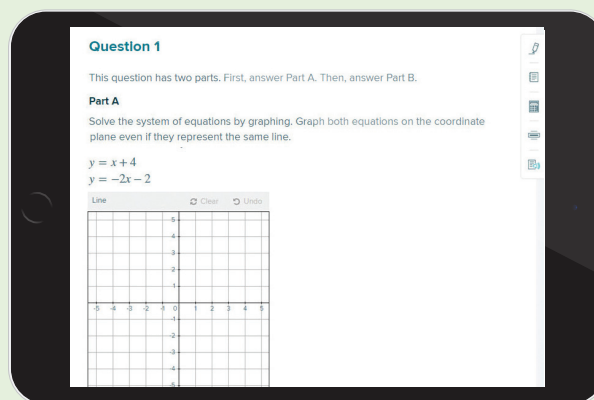
Practice assignments can be completed in the print Student Edition, using a printable worksheet, or within the Digital Student Center.

Extra Practice assignments contain additional questions for each lesson on a printable worksheet or within the Digital Student Center.



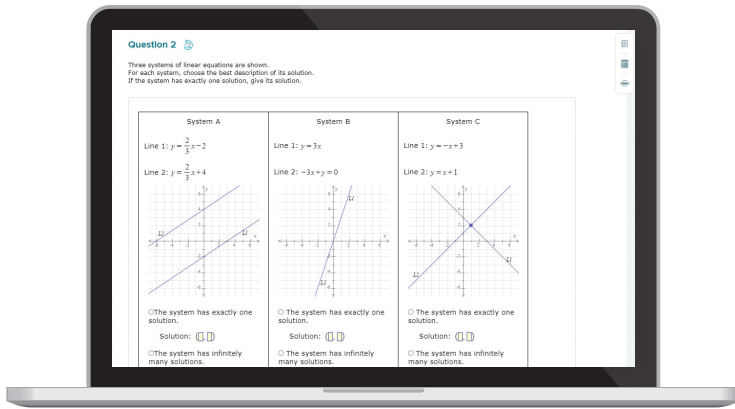
Benefits of Digital Practice

- Multiple Attempts
- Embedded Student Learning Aids
- Tech-Enhanced Question Types
- Dynamic Question Functionality
- Auto-Scoring
- Thousands of Practice Bank Questions



Dynamic Practice

Questions that change value for each student and each attempt are found in Extra Practice, Spiral Review, and Dynamic Module Practice sets.



Fluency Practice

At the conclusion of a module, students are provided a page of **Fluency Practice** to meet the fluency expectations of the course.

Fluency Practice

Fluency Strategy

Divide $\frac{7^a}{7^b}$.

Step 1 Make sure both terms have the same base. $\frac{7^a}{7^b}$

Step 2 Apply the Quotient of Powers Property. $\frac{7^a}{7^b} = 7^{a-b}$

Step 3 Simplify. $7^{a-b} = 7^2 = 49$

Your Turn!

Divide $\frac{2^m}{2^n}$.

Step 1 Make sure both terms have the same base. $\frac{2^m}{2^n}$

Step 2 Apply the Quotient of Powers Property.

Step 3 Simplify.

Fluency Check

Divide.

1. $\frac{8^3}{8^5}$	2. $\frac{2^{10}}{2^7}$
3. $\frac{5^7}{5^3}$	4. $\frac{4^{10}}{4^5}$
5. $\frac{3^4}{3^1}$	6. $\frac{3^5}{3}$
7. $\frac{6^4}{2^2}$	8. $\frac{4^6}{2^2}$
9. $\frac{4^6}{2^3}$	10. $\frac{4^6}{2^3}$
11. $\frac{4^2}{2^2}$	12. $\frac{4^2}{2^2}$

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Module FSA Practice

Assessment practice concludes the module in the Student Edition.

Name _____ Period _____ Date _____

FSA Practice

13. What is the solution of the system of equations? (Lesson 1)

$$y = x + 6$$

$$y = 2x$$

14. Graph the system of equations to approximate the solution to the nearest tenth. (Lesson 4)

$$y = 2x + 5$$

$$y = -\frac{2}{3}x - 4$$

15. Without graphing, explain why the system equations shown does not have a solution. (Lesson 3)

$$x + y = 5$$

$$x + y = 3$$

$y = 15x + 20$

$y = 10x + 15x + 20$

$y = 10x + 20$

$y = 15x$

FSA Practice

16. Consider the system of equations. (Lesson 2)

$$y = -\frac{3}{4}x + \frac{1}{2}$$

$$y = 2x - 5$$

A. Solve the system of equations by graphing.

B. Check the solution.

FSA Practice

16. Consider the system of equations. (Lesson 2)

$$y = -\frac{3}{4}x + \frac{1}{2}$$

$$y = 2x - 5$$

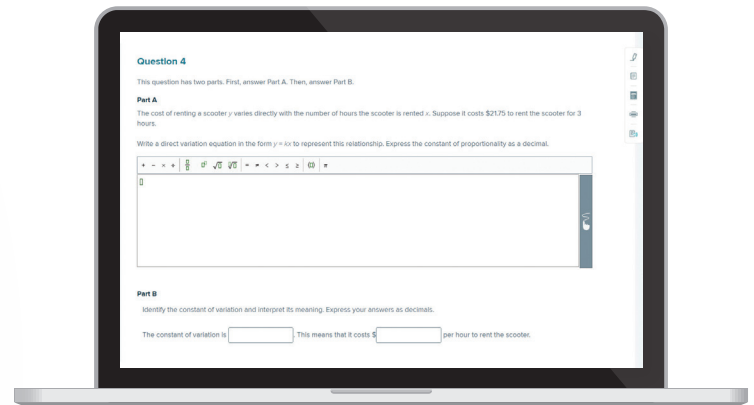
A. Solve the system of equations by graphing.

B. Check the solution.

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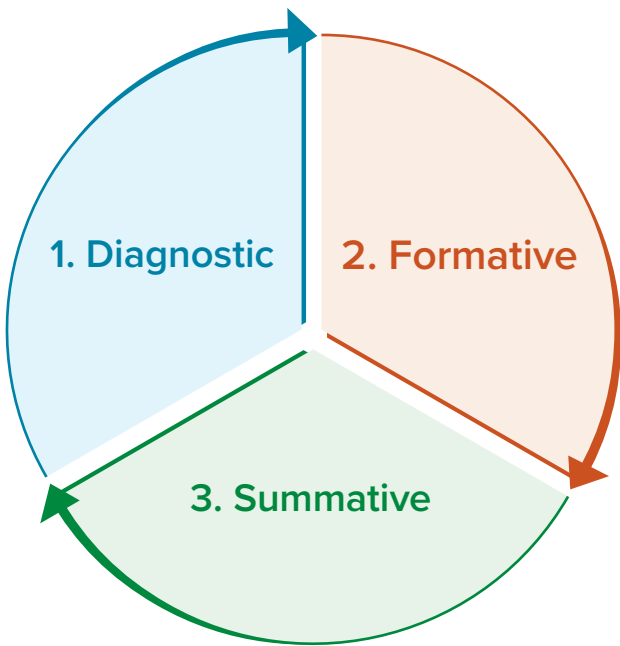
Spiral Review

End-of-lesson practice on concepts presented in prior lessons.



Monitor Student Understanding

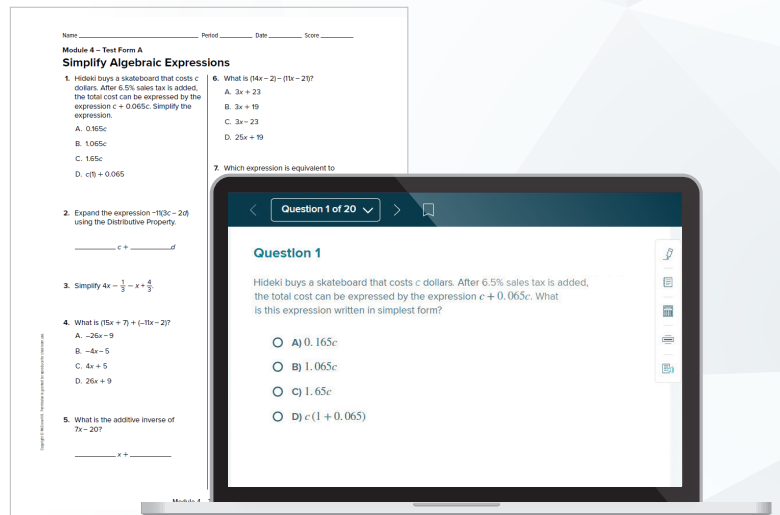
Florida Reveal Math offers a comprehensive set of assessments, including diagnostic, formative, and summative options for teachers to effectively evaluate what students know and where they need support.



Type	Student Edition	Online Resources
Diagnostic	<ul style="list-style-type: none"> • Are You Ready? 	<ul style="list-style-type: none"> • Module Diagnostic • Warm Up
Formative	<ul style="list-style-type: none"> • Examples • Lesson Practice including Skills, Application, Higher Order Thinking • Cheryl Tobey Formative Assessment Probe • Check 	<ul style="list-style-type: none"> • Items from Student Edition • Extra Examples • Extra Practice • Spiral Review • Put it All Together • Exit Ticket • ALEKS
Summative	<ul style="list-style-type: none"> • Module Review • Florida Standardized Test Practice 	<ul style="list-style-type: none"> • Module Tests Forms A and B • Performance Task • Benchmark Assessments • End-of-Course Assessment

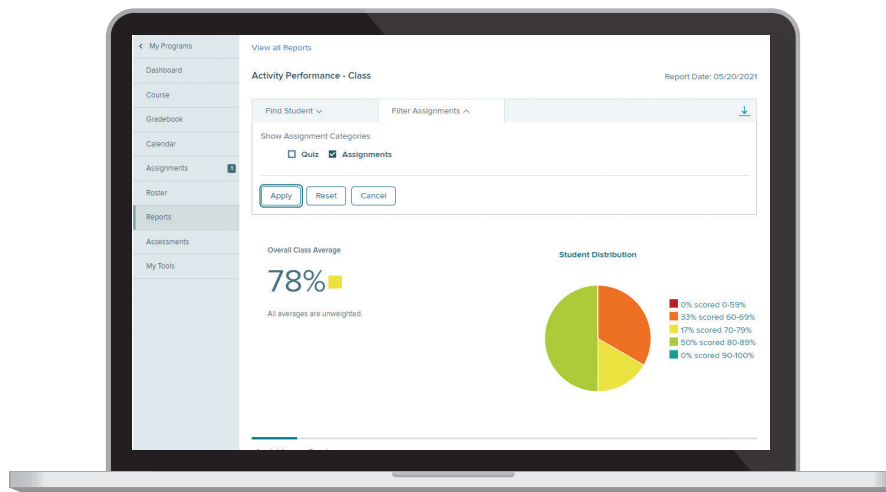
Print and Digital Formats

All Florida Reveal Math assessments are available for either print or digital administration. Print assessments can be found in the **Assessment Resource Book** or the **Digital Teacher Center** as editable Word documents or PDFs.



Data to Drive Instructional Insights

Actionable data is a click away in the Digital Teacher Center with the *Florida Reveal Math* Reporting Dashboard.



Activity Performance Report

Teachers can review useful data points for class activities, including item analysis by student and class, as well as overall performance.

B.E.S.T. Performance Report

Teachers can access information on class performance by Florida's B.E.S.T. standards, including a cumulative score by class and student.

MAP Growth Report

Teachers can view students' *MAP® Growth™* RIT scores and progress throughout the year.

Integrate *MAP Growth* Data* to Identify Gaps Quickly

MAP Growth, the market's most trusted and accurate interim assessment, integrates its data with *Florida Reveal Math* on the Open Learning Platform.

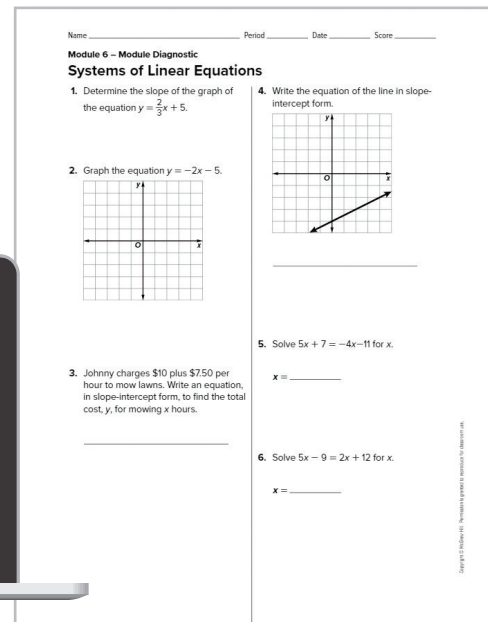
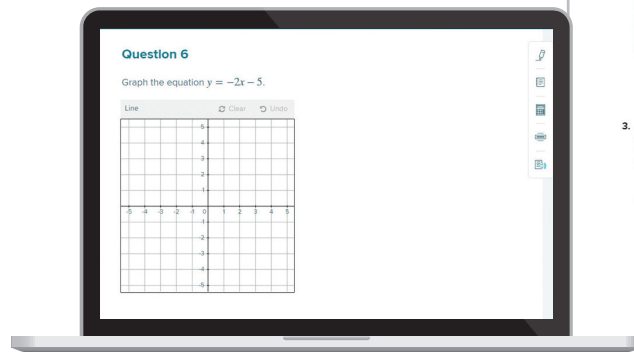
MAP Growth data can save teachers time by identifying students who may need additional support to access grade-level content. **Auto-Grouping** and **Recommended Targeted Skill Paths** provide support and review of critical prerequisite skills.

* For districts that use Map Growth Data

Provide Targeted Intervention and Differentiation

Identify Unfinished Learning

Before beginning the module, assign the **Module Diagnostic** to evaluate student readiness for the module content.



Targeted Intervention

Review student scores to evaluate and determine the appropriate resources to assign.

Diagnose and Intervene				
Assign the Module Diagnostic to students before you begin the module. Use the students' scores to determine their readiness for the module. The chart below can be used for remediation options.				
Skill	Item(s)	Benchmark(s)	Remediation Options	Intervene Before Lesson
Graph linear equations	1, 3, 4, 8	MA.8.AR.3.4	<ul style="list-style-type: none"> Take Another Look: Graph Linear Equations Review Learn & Example: Graph Equations in Slope-Intercept Form, Graph Lines Using Slope-Intercept Form ALEKS Lesson: Tables and Graphs of Lines 	6-2
Solve equations with variables on each side	5, 6, 7	MA.8.AR.2.1	<ul style="list-style-type: none"> Take Another Look: Multi-Step Equations: Variables on Both Sides Review Learn & Example: Equations with Variables on Each Side, Solve Equations with Variables on Each Side ALEKS Lesson: Equations with Variables on Both Sides 	6-1
Slope-intercept form	2, 9, 10	MA.8.AR.3.3	<ul style="list-style-type: none"> Take Another Look: Find the Equation for a Line Review Learn & Example: Slope-Intercept Form of a Line, Identify Slopes and y-Intercepts ALEKS Lesson: Equations of Lines 	6-3

ALEKS

Using adaptive questioning, *ALEKS* quickly and accurately determines what topics a student knows and is ready to learn next.

Take Another Look

Mini-Lessons: Prerequisite

Targeted prerequisite student-driven activities support students who need a review.

Review Activities

Each **Review Learn** and **Review Example** provides students with a key concept overview and several examples y to meet their prerequisite skill needs.

Enrich Learning with Differentiated Resources


During instruction, after reviewing formative assessment sources and data, choose from a variety of differentiation options to meet the needs of your students.

Take Another Look Mini-Lessons:

On-Level Reteach

Supplement core instruction with built-in reteach support, including **Model**, **Interactive Practice**, and **Data Check** resources.

Learn
Watch and follow along with the steps.



In this lesson you will be solving multi-step equations that include using the **Distributive Property**. You will use this property to remove parentheses from the equation. Then you will use inverse operations to isolate the variable term and finally to isolate the variable itself.

Extension Activities

Digitally assign to students who are ready for a challenge.

Solve Literal Equations

Learn

A **literal equation** is an equation in which the variables may represent known values. Formulas are examples of literal equations. Sometimes, it is helpful to rewrite a formula in terms of one of the other variables provided in the formula. This process is known as solving a literal equation.

Consider the formula for the area of a triangle, $A = \frac{1}{2}bh$, where A represents the area of the triangle, b represents the length of the base, and h represents the height of the triangle. If you are given the values b and h , you can use the formula to find A .

Think About It!

Consider the formula $A = \frac{1}{2}bh$. Suppose you were given the values for A and b ? How could you rewrite the formula to solve for h ?

Skills Support Sheets

Skill-based practice sheets that provide students targeted practice on previously taught concepts.

Multi-Step Equations: Collect Like Terms

Key Concept
Like terms are two or more terms that either contain the same variable or are constants. Here are examples of like terms: $2x$ and $3x$, 12 and -6 . Here are examples of unlike terms: $4x$ and $2y$, 6 and $3z$. After identifying like terms, you can combine them. Then you can rewrite and solve equations. When combining like terms with variables, add or subtract the coefficients.

Example: Solve the equation $9m - 2 - 4m + 3 = 16$.

Step 1 Combine like terms. $9m - 2 - 4m + 3 = 16$
 $5m + 1 = 16$

Step 2 Solve the equation. $5m + 1 = 16$
 $-1 = -1$
 $5m = 15$
 $m = 3$

Step 3 Check your solution by substituting your answer into the original equation. $9(3) - 2 - 4(3) + 3 = 16$
 $27 - 2 - 12 + 3 = 16$
 $16 = 16$

Try It
Write the equations with combined like terms.

1 $3n - 6 + 2n = 19$ 2 $4p + 2 - 2p = 10$

3 $6x + 9 - 4x + 7 = 22$ 4 $5y + 6 + 5y + 6 = 32$

Video Library

Students have access to help videos, **Foldables** support videos, and **Personal Tutor** concept videos for reference. Teachers may choose to assign them for additional student support.

Mrs. Workman

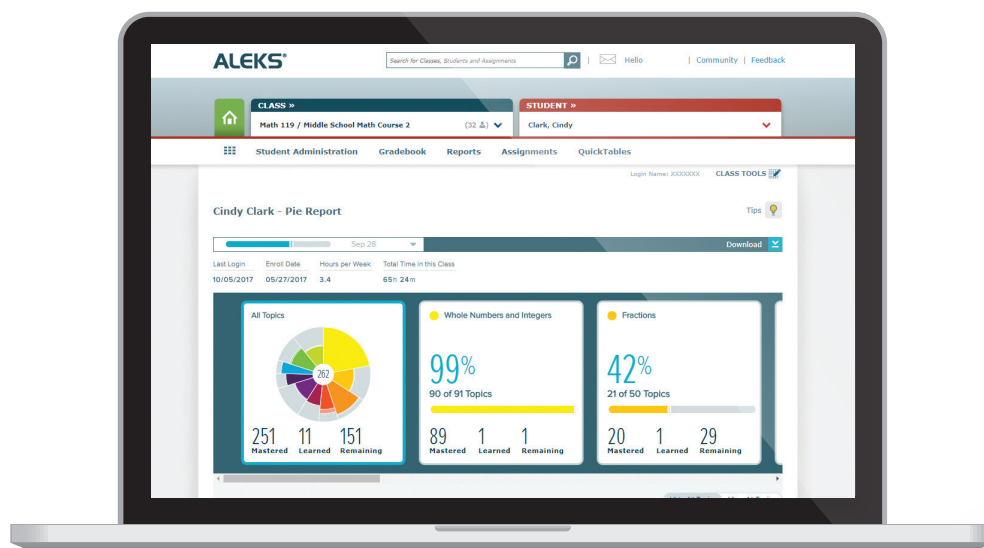
Solve $6(y - 3) = 4(6 + y)$. Check your solution.

$6(y - 3) = 4(6 + y)$

$6y - 18 =$

Meet Students at Their Level with *Florida Reveal Math* and *ALEKS*

Florida Reveal Math and *ALEKS* provide students the added advantage of a personalized learning pathway continuously adapting to them.



The Perfect Pairing for Personalized Math Learning

- *ALEKS* can be used effectively for all students, targeting the exact topics each is most ready to learn. This approach minimizes frustration, accelerates learning momentum, and builds confidence.
- Teachers can create *ALEKS* assignments directly connected to *Florida Reveal Math*, so students work on lesson-level content with prerequisite topic support.
- For students who need more challenge, *ALEKS* provides additional extension opportunities and allows students to progress at their own pace.
- *ALEKS* course content spans from Grade 3 to Precalculus for infinite options for course content support.
- An automatic cycle of assessment in *ALEKS* ensures each student's learning pathway is continually refreshed.
- *ALEKS* reports provide visibility at a granular level to measure progress by student, topic, or Florida's B.E.S.T. Standards.

Target Common Misconceptions

Math Probes, written by Cheryl Tobey, are designed to uncover students' misconceptions within every module. These probes, placed at the point-of-use, allow teachers to make sound instructional choices targeting specific mathematics concepts.

Short, Formative Assessment

Name _____ Period _____ Date _____

Equivalent Expressions
Determine if the expressions are equivalent.

Circle Your Choice	Explain Your Choice
<p>1. a. $3m + 4 + 5m$ b. $12m$</p> <p>Equivalent? Yes No</p>	
<p>2. a. $3x + 5 + 7x$ b. $10x + 5$</p> <p>Equivalent? Yes No</p>	
<p>3. a. $4(x - 8)$ b. $4x - 8$</p> <p>Equivalent? Yes No</p>	
<p>4. a. $-5(x - 8) + 2$ b. $-5x - 38$</p> <p>Equivalent? Yes No</p>	

Math Probe 267

Each Math Probe features three to four items that are split into two parts:

- Part One** assesses students' understanding of concepts.
- Part Two** asks students to share their thinking about the concepts.



Written by
Contributing Author,
Cheryl Tobey

Take Action

The teacher support materials that accompany the Math Probes are designed around a three-part ACT cycle:

- Analyze** the Probe
- Collect** and Assess Student Work
- Take Action**. Provided remedies help teachers correct misconceptions quickly and efficiently.

A

Analyze the Probe

Review the probe prior to assigning it to your students. In this probe, students will determine if each pair of expressions is equivalent.

Targeted Concept

Expressions can look different but still be equivalent. Students may fail to determine whether expressions are equivalent.

Targeted Misconceptions

- Students may fail to recognize the Distributive Property incorrectly.
- Students may factor incorrectly or factor only part of an expression.
- Students may lack understanding of "like terms".

C

Collect and Assess Student Answers

If the student selects...	Then the student likely...
1. Yes with various other No selections	incorrectly combined unlike terms.
3. Yes, 4. Yes, 5. Yes, 6. No	did not distribute to each term or factored only part of the expression.
7. No, 8. No	incorrectly calculated operations with signed numbers.

T

Take Action

After the Probe Design a plan to address any possible misconceptions. You may wish to assign the following resources.

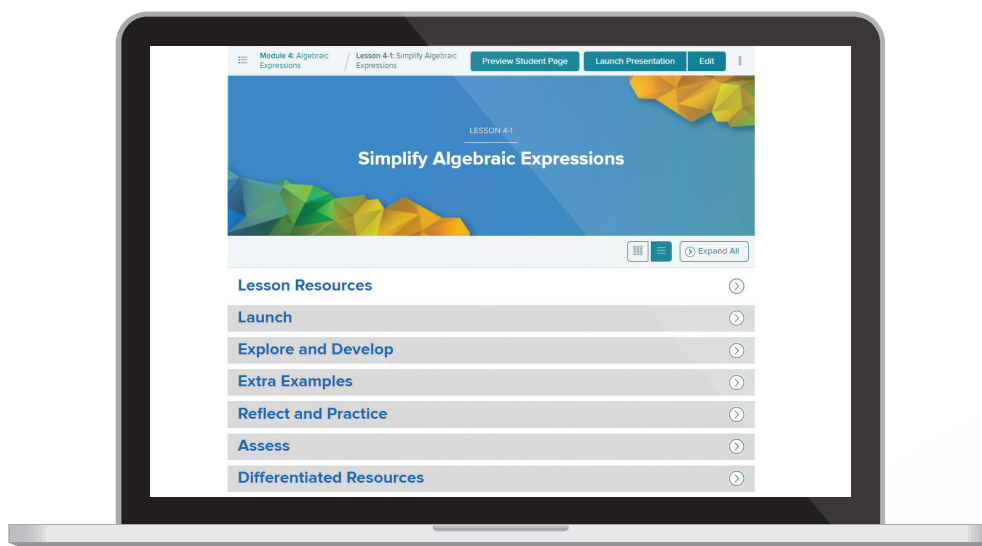
- ALEKS** Fractions
- Lesson 1, Examples 1-5
- Lesson 2, Examples 1-2
- Lesson 3, Examples 1-3
- Lesson 4, Examples 1-3
- Lesson 5, Examples 1-3

Revisit the probe at the end of the module to be sure your students no longer carry these misconceptions.

Efficiently Plan for Instruction

See All Lesson Resources at Once

Teachers can view all the lesson resources and plan from organized lesson landing pages within the **Digital Teacher Center** that align to their print Teacher Edition layout. Lessons can be added to the calendar and easily accessed from the **Teacher Dashboard** on the day of learning.



Plan to Facilitate Productive Learning

Embedded at the point-of-use within the *Florida Reveal Math* Teacher Edition, NCTM's **Effective Teaching Practices** and research-based routines help guide instruction.

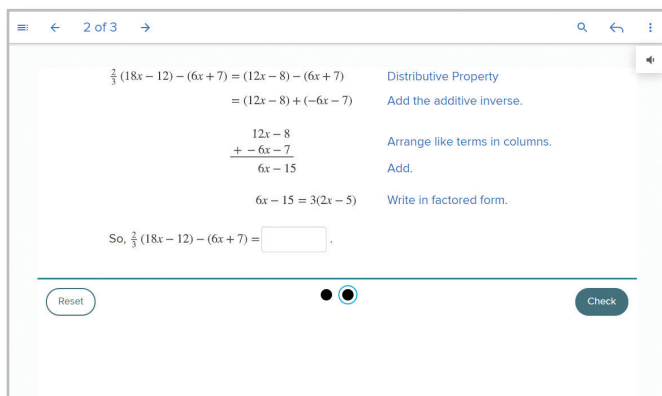
These eight practices include:

- **ESTABLISH** mathematical goals to focus learning.
- **IMPLEMENT** tasks that promote reasoning and problem-solving.
- **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.

Access and Customize Lesson Presentations

Interactive Lesson Presentation

Teachers have a ready-made Interactive Lesson Presentation with embedded eTools, videos, and animations. This presentation is easily customizable: hide resources or upload teacher files, links or slides.



The screenshot shows an interactive lesson presentation interface. It displays the following algebraic steps and instructions:

$$\frac{2}{3}(18x - 12) - (6x + 7) = (12x - 8) - (6x + 7)$$

Distributive Property

$$= (12x - 8) + (-6x - 7)$$

Add the additive inverse.

$$\begin{array}{r} 12x - 8 \\ + -6x - 7 \\ \hline 6x - 15 \end{array}$$

Arrange like terms in columns.

Add.

$$6x - 15 = 3(2x - 5)$$

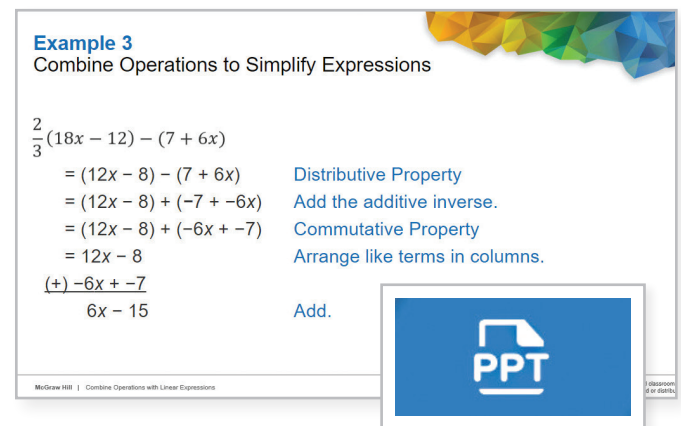
Write in factored form.

So, $\frac{2}{3}(18x - 12) - (6x + 7) =$

Buttons: Reset, Check

Customize Lesson Presentations

Downloadable PowerPoint versions of the lesson presentation allow teachers to customize slide content or teach offline.



The screenshot shows a PowerPoint slide titled "Example 3: Combine Operations to Simplify Expressions". It displays the following algebraic steps and instructions:

$$\frac{2}{3}(18x - 12) - (7 + 6x)$$

Distributive Property

$$= (12x - 8) - (7 + 6x)$$

Add the additive inverse.

$$= (12x - 8) + (-7 + -6x)$$

Commutative Property

$$= 12x - 8$$

Arrange like terms in columns.

$$\begin{array}{r} (+) -6x + -7 \\ \hline 6x - 15 \end{array}$$

Add.

Buttons: PPT (download icon)

Access Content Through Multiple Learning Management Systems

The McGraw Hill Open Learning Platform currently integrates with the following Federated Standards: SAML 2.0 IDP, LTI 1.0, and Clever. Integration is possible with most learning management systems that support these standards, including but not limited to:

- Canvas
- Schoology
- Google Classroom
- Blackboard



Integration Services

Instructional Design Informed by Experts

McGraw Hill Learning Scientists teamed up with expert authors to create a program guided by validated academic research and classroom best practices.

Authors/Advisors

Cathy Seeley, Ed.D.

Past President of NCTM, 2004–2006

Thought leader and facilitator of high-quality mathematics education for every student.

Walter Secada, Ph.D.

Professor of Teaching and Learning at the University of Miami

Advocate for improving education for English Language Learners and equity in mathematics education.

Raj Shah, Ph.D.

Founder, The Math Plus Academy and The Global Math Project

Expert in strong mathematics instruction.

Cheryl Tobey, M.Ed.

Co-Author on 12 books on formative assessment

Facilitator of strategies that drive informed instructional decisions.

Dinah Zike, M.Ed.

Founder, Dinah Zike Academy, an accredited K12 professional development center

Creator of learning tools that make connections through visual-kinesthetic techniques.

Professional Learning Advisors

Nevels Nevels, Ph.D.

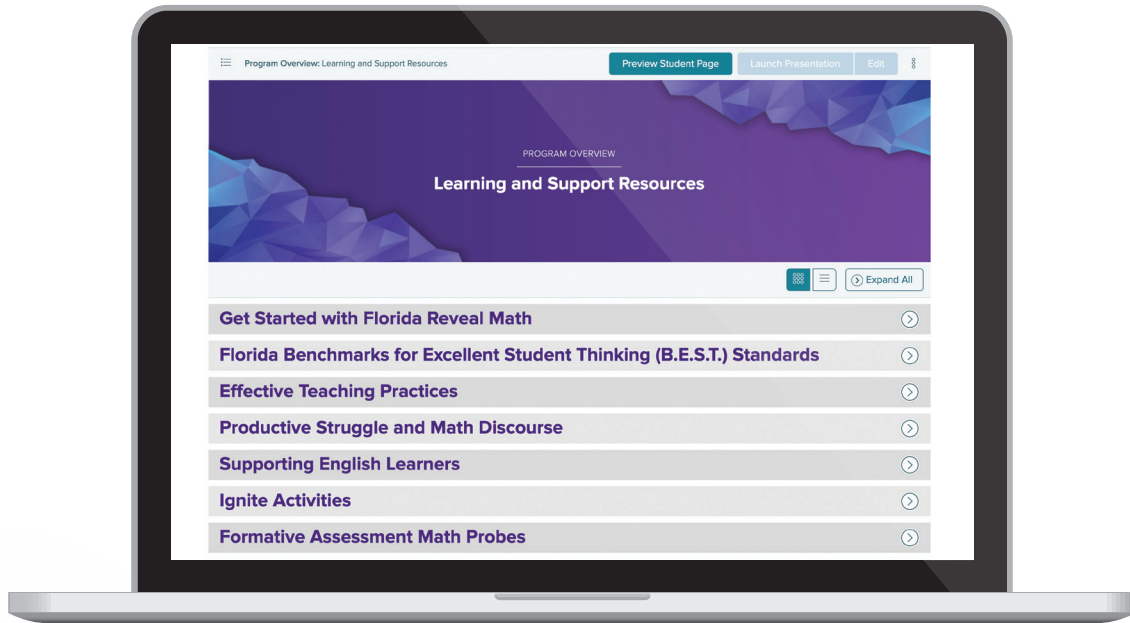
Expertise in the development of mathematics knowledge for teachers.

Jennifer Estep, M.Ed., B.S.Ed.

Leader in the transition to Florida's B.E.S.T. Standards for Mathematics.

Expert-Led Professional Learning

Teachers and administrators have access to a comprehensive set of self-paced digital resources available within the Digital Teacher Center for each grade.



Quick Start

Teachers can get up to speed quickly with the *Florida Reveal Math* resources and curriculum overview.

Digital Walkthrough

Digital platform guidance from a teacher view and a student view.

Instructional Videos

Florida Reveal Math authors and experts present guidance and tips on the program.

Cathy Seeley:

- Productive Struggle and Discourse
- Fostering a Positive Math Mindset

Raj Shah:

- Ignite! Activities

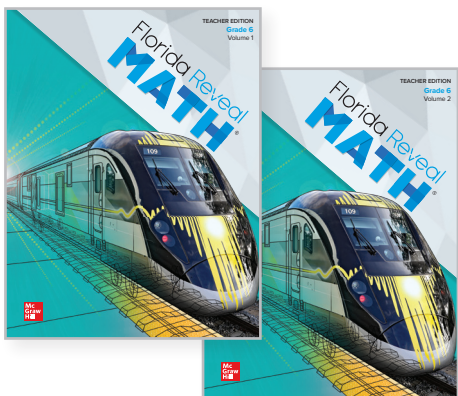
Cheryl Tobey:

- Math Probes



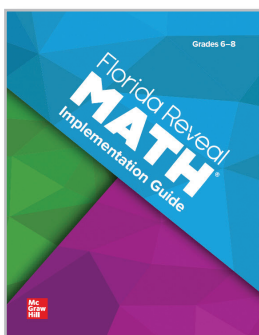
Teacher Resources

Print Resources



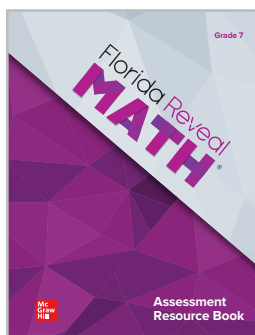
Teacher's Edition, 2-Volume

These spiral-bound Teacher Editions provide the essentials to plan and implement classroom instruction focused on Florida's B.E.S.T. Standards. Inside, you will find teacher instructional supports, including NCTM's Effective Teaching Practices, Math Language Routines, and ELL and differentiation recommendations.



Implementation Guide

The Implementation Guide includes a comprehensive program overview and user guide for *Florida Reveal Math*.



Assessment Resource Book

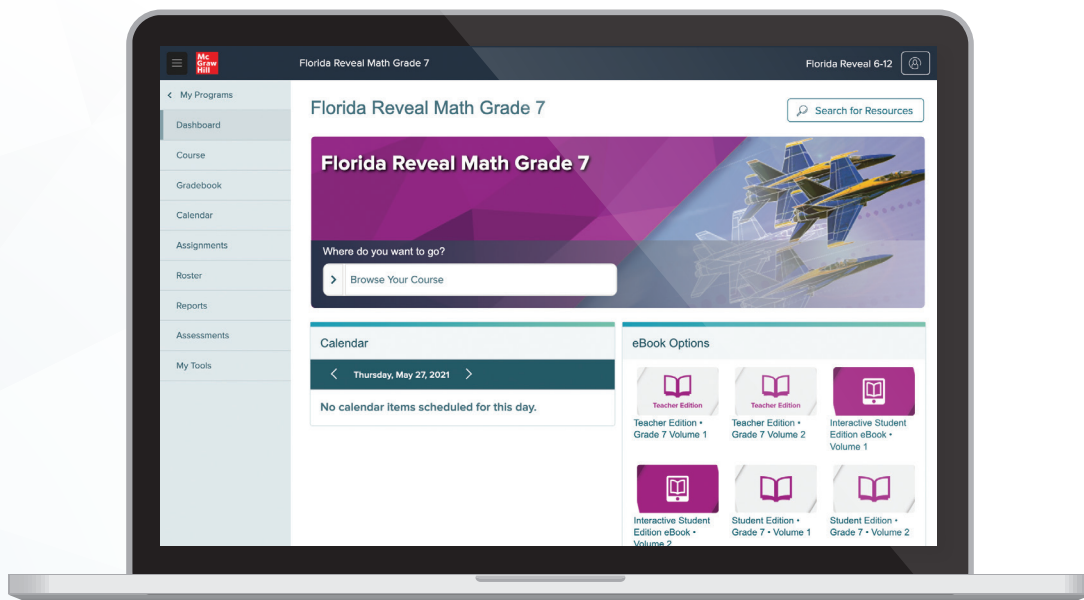
The Assessment Resource Book contains the blackline masters for the following *Florida Reveal Math* assessments:

- Module Diagnostic
- Module Assessments
- Benchmark Assessments
- End-of-Course Assessment
- Performance Tasks
- Exit Tickets

Digital Teacher Center Resources

Through the Open Learning Platform, teachers have an easy-to-use portal for planning, teaching, and validation of learning. The teacher experience includes:

- Teacher Edition eBook
- Interactive Lesson Presentations
- Downloadable, Editable Lesson Presentations
- *ALEKS*
- Program Quick Start Course
- Expert Insight Videos
- Assessment Blackline Masters
- Auto-Scored, Customizable Online Assessment
- Differentiated Resources
- Auto-scored, Customizable Interactive Practice
- Dynamic Digital Practice
- Interactive Spiral Review
- Web Sketchpad
- eToolkit
- Video Library
- Practice and Assessment PDFs
- Teacher and Administrator Reporting

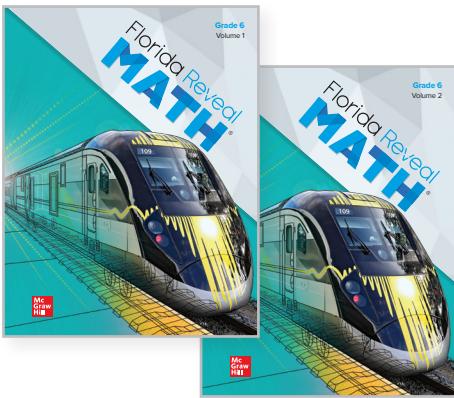


Log in to Review the Digital Teacher Center

my.mheducation.com Username: **flreveal612** | Password: **flreveal612**

Student Resources

Print Resources



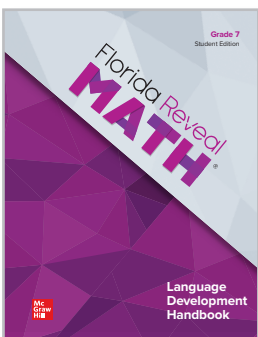
Student Edition, 2-Volume

Available in print and interactive formats, the Student Editions are write-in, three-hole punched, and perforated for easy organization in a binder. Students engage in learning through the use of notetaking, problem-solving, discourse, and reflection.



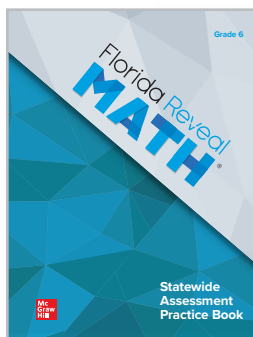
Spanish Student Edition, 2-Volume

A fully translated Spanish Student Edition for students who need to access learning in their first language.



Language Development Handbook

Designed to provide academic language support for all students, including English Language Learners, in every lesson.

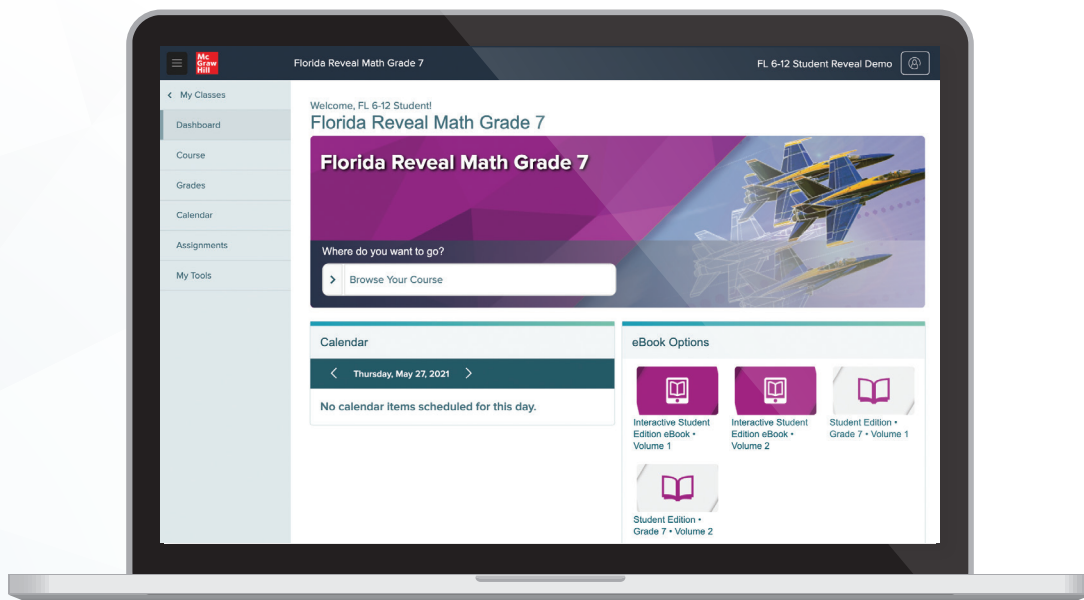


Statewide Assessment Practice Book

Created to provide students weekly B.E.S.T. standards-based practice to help prepare students for end-of-course assessments.

Digital Student Center Resources

- Interactive Student Edition eBook
- Student Edition eBook
- Dynamic Digital Practice
- Interactive Digital Practice
- *ALEKS*
- Web Sketchpad
- eToolkit (Virtual Manipulative Suite)
- eGlossary
- Multilingual eGlossary
- Selected Answers
- Video Library



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