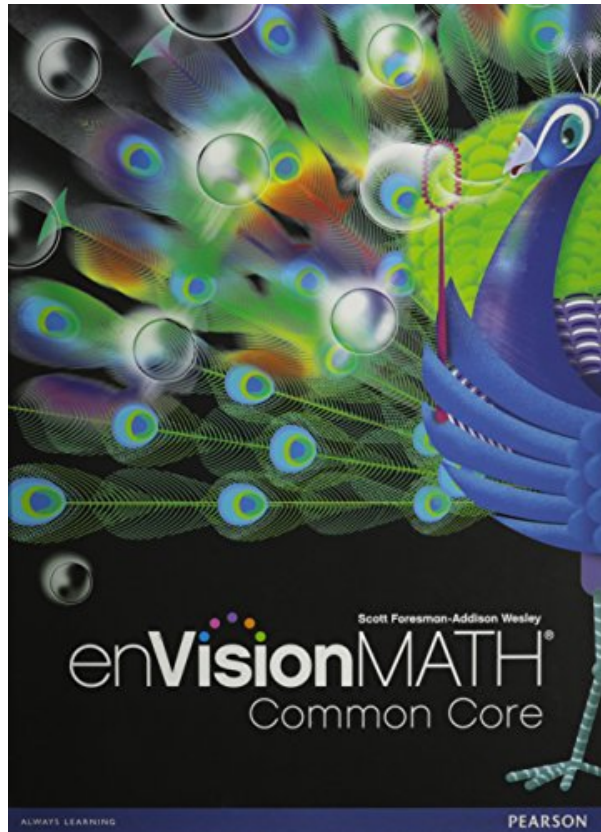
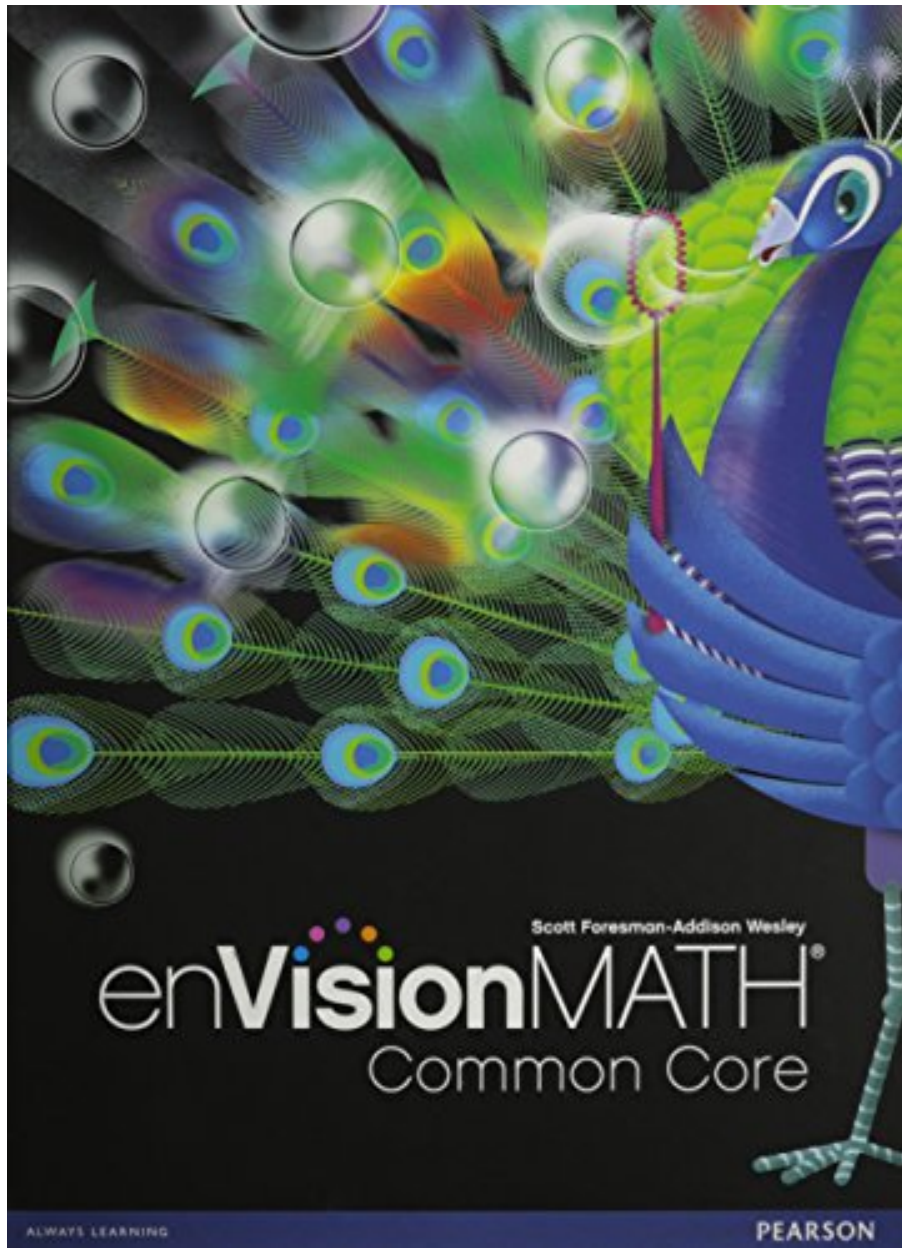


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Hot off the press. Make sure your 5th graders are learning all of the Common Core standards.

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Features

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5th grade math from multiple approaches

By Amazon Customer

Parents with an undergrad degree in math might be confused by the multiple approaches of enVisionMATH® Common Core for grade 5, but they should be able to help their child with most of the problems in the text. It is recommended that the parents and students review their addition, subtraction, multiplication and division skills, keep a calculator handy, review number line guidelines, learn to use a matrix and practice estimating. Be open to new math terms such as “repeated addition”, instead of multiplication, or “compatible numbers” as used in estimating.

Parents should also de-emphasize problems presented in the text that are not relevant to the concepts in the current section, such as the Geometry question in section 3-2 on page 67 (Similar-looking figures are subsequently defined on page 308, or Section 12-1. It was also noted that the page 67 problem did not give dimensions, so it can't be determined whether the sides are parallelograms, as required by the definition on page 308.) Other off-topic questions include question number 26 on page 35 and questions 18 – 20 on page 205. Another example is how Topic 3 uses expressions that are typically introduced with Algebra, then 130 pages later, in Topic 8-1, the term Algebraic Expression is actually defined. In addition, parents should realize there are typos, such as the example on page xxii of the “Problem-Solving Handbook” section, which should read 13 rows of 4 ones, not “13 rows of 4 once”. This sample question in the “Problem Solving Handbook” section is meaningless, unless the typo is caught and corrected.

Students and Parents should be careful of some of the definitions, such as “compatible numbers” which appears on page 31 and is changed slightly for questions 23 – 34 on page 94. In short, a good math teacher

will probably be able to skip around the text to present topics in a more logical order and parents can help if they master a few new or uncommon math terms.

Part of the confusion with enVisionMATH® comes from the way the authors seem to use one approach for a while then shift to a different approach. In the first half of the text there are over 2,400 problems for the students. At least five different approaches are used. The most confusing approach is the estimating which comprises over 20% of the problems. Other approaches that are used involve “mental math” or working out the answer with pencil and paper (50% of the problems), approximately 3% of the problems direct the student to use a calculator, for approximately 12% of the problems the student is requested to use a model, or a matrix or a number line. Other methods, such as definitions or comparison make up over 15% of the problems.

enVisionMATH® stresses a lot of estimating. While estimating is a worthwhile skill, there are challenges. One of the challenges is students can estimate a number of different answers to the same problem. In addition, to determine the best estimate the student might need to determine all close estimates then determine the exact answer, then construct a number line. For example, question #10 of Topic 4-5 asks the student to “use compatible numbers to estimate each quotient” for $289/3$. (The text promotes the theory that a compatible number should make the solution easier to estimate.) In the referenced problem, it doesn’t look like any number could be substituted for 3 that would make the problem easier, but the 289 could be changed to 270 or 300 or 288 or 291 and the remainder would be eliminated, which might be considered easier. The referenced section of the text asks only for an “estimate of the quotient” so it appears that 90, 96, 97 and 100 each answer what was asked. Other similar sections of the text ask for the best estimate. For the $289/3$ problem the student would have to graph the estimates and the actual answer on a number line or do a comparison analysis of the differences between the actual answer and each estimate.

It seems likely that most students will be able to navigate their way through the confusion, if not on their first try then there are good odds they will master it when they repeat fifth grade math once or twice. A teacher who loves math could provide some clarity and at least one parent who is willing to work ahead would be a big help.

In conclusion, if enVisionMATH® Common Core for grade 5 is the initial effort of the 13 scholars listed in the forward, then the text deserves a single star for creativity and 4/10 of a star for attempting to cover the subject from so many different directions. To total the stars for the Amazon website ranking, a numberline was constructed, a matrix was built, a calculator was consulted, a search was made for a compatible number, place-value blocks were considered and in the end the estimated 1.4 stars were rounded to 1 star.

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