

California Math & YOU: Support and Equity

Every student can succeed in mathematics, but each student learns differently. *California Math & YOU* is designed to support diverse learners by integrating research-based strategies and best practices.

1.1 Support for All Learners

Differentiated Resources

Access suggested resources online to supplement your instruction. Learning is individualized and students may move in and out of proficiency levels with each skill and concept. The resources offered online provide a wide range of **layered support** for the diverse needs in your classroom.

Supporting Student Learning

Use the **Quick Check** exercises to assess understanding of key concepts of the lesson, and support emerging learners with additional resources. Remember to check students' **Self-Assessment** to help inform your instructional decisions.

Reinforce (TIER 1)

Identify where students need support with the **key learning** of this lesson.

- Exercise 2: Find a number that is 10 times as much as a given number.
- Exercise 3: Find a number that is $\frac{1}{10}$ of a given number.
- Exercise 7: Describe how positions in a place value chart are related.

Re-engage (TIER 2)

Identify where students need support with **prior skills**.

- Identify the values of digits in multi-digit numbers. **Grade 4 Lesson 1.7 4.NBT.A.1**

Use your diagnostic tools to gain insight into what prior skills students know.

Intervene (TIER 3)

Identify where students have additional **unfinished learning**.

- Understanding the values of digits in a three-digit number. **Grade 2 Lesson 6.1 2.NBT.A.1**

Deepening Student Learning

Support proficient and advanced learners with suggested resources targeted to the current learning to promote more complex thinking and deeper understanding of the lesson content.

Equity in Action

Students come to school with varied technological experiences. Students with no or limited technology at home may be on a different level. Take into consideration this variation when students use technology at school. Review practices and offer additional technology support to allow inexperienced students to catch up to their peers.

Hear India share her insights and inspiration on equity in the **Online Learning Center**.

EL English Learner Support Collaborative

Have EL students write a 3-digit number. Then have them use the phrases *ten times as great as* and *one-tenth of* to create riddles for their partners.

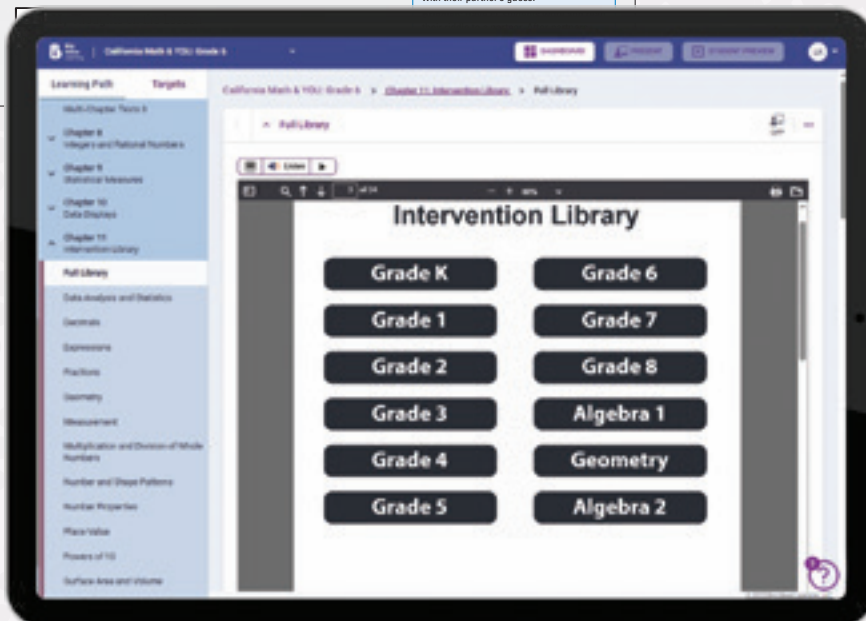
Emerging: Model "My number is ten times as great as 30. My number is one-tenth of 3,000. What is my number?" Have EL students guess. Help them write and read a riddle to a partner using thumbs up or down to tell if they agree with their partner's guess.

Expanding: Have EL students complete the statements. "My number is ten times as great as _____. It is one-tenth of _____. Can you guess my number?" Ask EL students to read their riddle to a partner and tell if they agree or disagree with their partner's guess.

Support for All Learners

Teachers can **Reinforce (Tier 1)**, **Re-engage (Tier 2)**, and **Intervene (Tier 3)** with targeted support, including **English Learner** and **Equity in Action** resources.

Equity in Action notes and videos, featuring Dr. India White, help educators address access and equity challenges. **SEL Connection** notes provide strategies for fostering inclusive learning environments.



The **Full Intervention Library** offers **K-12 Skill Builder** and **Skill Foundations** prerequisite supports to meet individual learning needs.

In-Class Practice

13. You visited the Natural History Museum in Los Angeles. In the Hall of Birds, you saw a display case that had 6 rows of birds with 8 birds in each row. The museum wants to put the same number of birds into 8 equal rows. How many birds will the museum put in each row?

I can use the Commutative Property of Multiplication.

1 2 3 4

birds



14. **SMP.1 Dig Deeper** You create a scrapbook of the cave paintings above. For each painting, you include a page of research and a page with a sketch. How many pages do you use in all? Explain.

pages

Student-Focused Engagement

By using “you” in problem contexts instead of proper names, students feel directly engaged in mathematics. **Self-Assessments** and growth mindset messaging reinforce that math is about learning, not just performance.

Visual Design

Universal Design for Learning principles ensure engaging, age-appropriate content and imagery.

- **K–2:** Career Explorations Videos feature a puppet interviewing professionals in a fun, child-friendly way.
- **Grades 3–5:** Young voices conduct interviews from a child’s perspective.
- **Middle & High School:** Career interviews grow in sophistication, connecting students to real-world applications.



Learn more!
NGL.Cengage.com/BIL-CA-Math