

Course / Unit A-1

Workbook



Math Success for All
<https://tinyurl.com/MSFAproject>

Module 1

Levels of Engagement

Using the UDL Handbook or the [UDL Guideline website](#) to review the Checkpoints in the Engagement Principle, respond to the the following prompt:

1. When considering your most recent class of students, which guidelines would make the most impact on their learning?

Module 1

Multiple Means of Engagement in Mathematics

Consider your most recent class of students and discuss which of the [MSFA Engagement prompts](#) would be most essential to ensure access and support expert learning.

Module 1

Using MSFA Prompts in a Mathematics Lesson

Consider the lesson in the [video](#) and use either a printed out notetaking guide ([3 pillars](#), [1 pillar](#)) or the box below to record where you see MSFA prompts exemplified. After completing your notetaking guide, record any strategies you wish to remember when working with your students.

Video Notes

Strategies / MSFA prompts to try

Module 2

Early Number Sense and Counting Concepts

- Optional Resource: [Counting Collections by Teacher Education by Design \(TEDD\)](#)

After reviewing the following resource, think of a lesson to include counting routines, such as Counting Collections, within your instruction.

Module 2

Counting Concepts and Trajectories

Reflect on how the included mathematics support future learning and life trajectory.

Module 3

Who Has More Fries?

After exploring and interacting with the materials for [Who Has More Fries?](#), consider how this task is responsive to the intersectionality and neurodiversity of your students.

For Reference

Neurodiversity is the range of differences in individual brain function and behavioral traits, regarded as part of normal variation in the human population.

Intersectionality is the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

Module 3

Mathematics of Who Has More Fries?

Resources:

- the [Major work of the grade](#) documents
- the [Coherence Map](#) from Achieve the Core
- the [California Math Framework](#).

Reflect on how the mathematics included in this task supports future learning and life trajectory.

Module 3

Engagement Within Who Has More Fries?

Resources:

- the [MSFA prompts](#)
- the [UDL principle of Engagement](#).

1. When considering your recent class of students, how effectively does the activity utilize ENGAGEMENT to support PURPOSEFUL and MOTIVATED expert learning and remove barriers to access?

2. Describe any additional engagement concerns you would want to address in order to universally support your students.

Module 3

Design Considerations

Resources:

- the [MSFA prompts](#)
- the [UDL principle of Engagement](#).

Consider one of your own students and the support this activity provides, then respond in your to the following prompts:

1. What specific strengths in regards to ENGAGEMENT would you leverage and what challenges do you need to support?

2. Which MSFA prompts do you need to attend to for this student? Is that support already within the activity or does it need to be added?
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Module 3

Additional Individual Changes

Consider an additional student in your own class for whom you know this activity will not effectively support (a student on the edge of the 7-10 split). In your workbook, respond to the following prompts:

1. What are the student's challenges?
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2. What support do you need to intentionally integrate and prioritize into the lesson so that they are successful? (Consider the [MSFA prompts](#) for possible ideas)
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3. What specific other students will this additional modification support and how?
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Module 4

Mystery Bags

After exploring and interacting with the materials for [Mystery Bags](#), consider how this task is responsive to the intersectionality and neurodiversity of your students

For Reference

Neurodiversity is the range of differences in individual brain function and behavioral traits, regarded as part of normal variation in the human population.

Intersectionality is the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

Module 4

Mathematics of Mystery Bags

Resources:

- the [Major work of the grade](#) documents
- the [Coherence Map](#) from Achieve the Core
- the [California Math Framework](#).

Reflect on how the mathematics included in this task supports future learning and life trajectory.

Module 4

Engagement within Mystery Bags

Resources:

- the [MSFA prompts](#)
- the [UDL principle of Engagement](#).

- When considering your recent class of students, how effectively does the activity utilize ENGAGEMENT to support PURPOSEFUL and MOTIVATED expert learning and remove barriers to access?
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- Describe any additional representation concerns you want to address in universally supporting all students.
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Module 4

Design Considerations

Resources:

1. the [MSFA prompts](#)
2. the [UDL principle of Engagement](#).

Consider one of your own students and the support this activity provides, then respond in your to the following prompts:

1. What specific strengths in regards to ENGAGEMENT would you leverage and what challenges do you need to support?
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2. Which MSFA prompts do you need to attend to for this student? Is that support already within the activity or does it need to be added?
-

Module 4

Additional Individual Changes

Consider an additional student in your own class for whom you know this activity will not effectively support (a student on the edge of the 7-10 split). In your workbook, respond to the following prompts:

4. What are the student's challenges?
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5. What support do you need to intentionally integrate and prioritize into the lesson so that they are successful? (Consider the [MSFA prompts](#) for possible ideas)
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6. What specific other students will this additional modification support and how?
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Module 5

Exploring Equivalence Using Notice Then Work Out

After exploring and interacting with the materials for the [Exploring Equivalence](#) activity, consider how this task is responsive to the intersectionality and neurodiversity of your students

For Reference

Neurodiversity is the range of differences in individual brain function and behavioral traits, regarded as part of normal variation in the human population.

Intersectionality is the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

Module 5

Mathematics of Exploring Equivalence in Place Value Charts

Resources:

- the [Major work of the grade](#) documents
- the [Coherence Map](#) from Achieve the Core
- the [California Math Framework](#).

Consider the included mathematics in this task and reflect on how it supports future learning and life trajectory.

Module 5

Engagement Within Exploring Equivalence Using Notice Then Work Out

Resources:

- the [MSFA prompts](#)
- the [UDL principle of Engagement](#).

1. When considering your recent class of students, how effectively does the activity utilize ENGAGEMENT to support PURPOSEFUL and MOTIVATED expert learning and remove barriers to access?

2. Describe any additional representation concerns you want to address in universally supporting all students.

Module 5

Design Considerations

Resources:

3. the [MSFA prompts](#)
4. the [UDL principle of Engagement](#).

Consider one of your own students and the support this activity provides, then respond in your to the following prompts:

1. What specific strengths in regards to ENGAGEMENT would you leverage and what challenges do you need to support?

2. Which MSFA prompts do you need to attend to for this student? Is that support already within the activity or does it need to be added?

Module 5

Additional Individual Changes

Consider an additional student in your own class for whom you know this activity will not effectively support (a student on the edge of the 7-10 split). In your workbook, respond to the following prompts:

1. What are the student's challenges?

2. What support do you need to intentionally integrate and prioritize into the lesson so that they are successful? (Consider the [MSFA prompts](#) for possible ideas)

3. What specific other students will this additional modification support and how?

Module 6

Progression of Math Content

Consider a recent class of students and your understanding of the progression of development within the learning activities to respond to the following prompts:

1. What would you add to the lessons to ensure all students are successful?

2. What additional math learning support through other activities would your students need?

Module 6

Engagement for Expert Learning

Resources:

- [UDL Progression Rubric](#)
- [MSFA Prompts for Engagement](#),

Consider a recent math lesson and your students (or just one student who you had difficulty engaging) to reflect on the following prompts:

Option: use one of the lessons from the previous modules instead of a recent lesson.

1. Share how your lesson supported the progression and development towards becoming an [expert learner](#) in Engagement.

2. Offer some suggestions on how the lesson could be modified to further support the development of expert learners.
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