EUREKA MATH²®

Participant Handout

Launch

Bringing *Eureka Math²* to Life, K–5

A Story of Units®

Contents

Session Opening

Focus Questions

Directions: Use the space to jot your notes throughout the session.

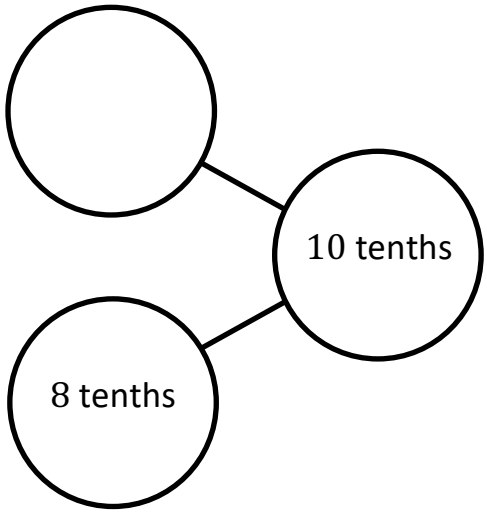
1. What makes *Eureka Math*^{2} teachable, accessible, and engaging?

2. How will the curriculum's teachability, accessibility, and engagement impact your instruction and your students?

Math Is a Story

Directions: Complete the number bonds.

A



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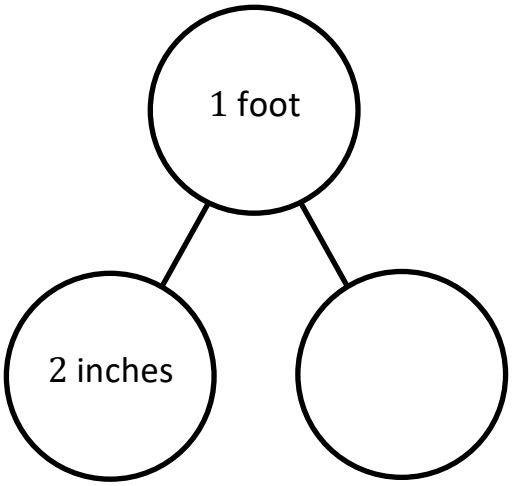

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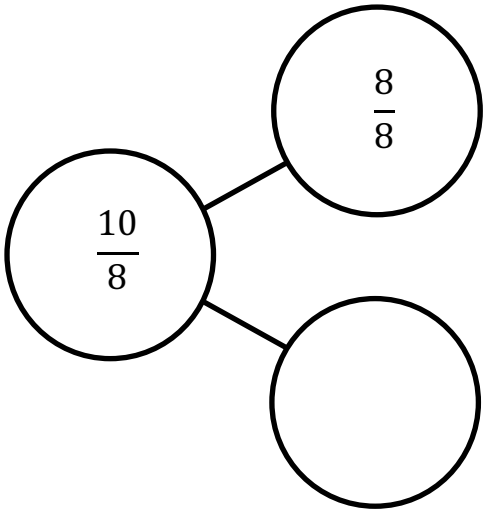

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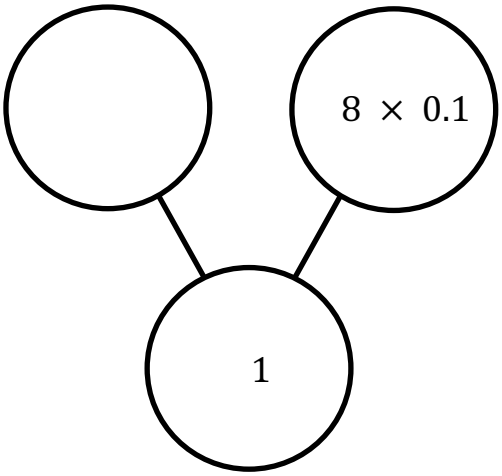
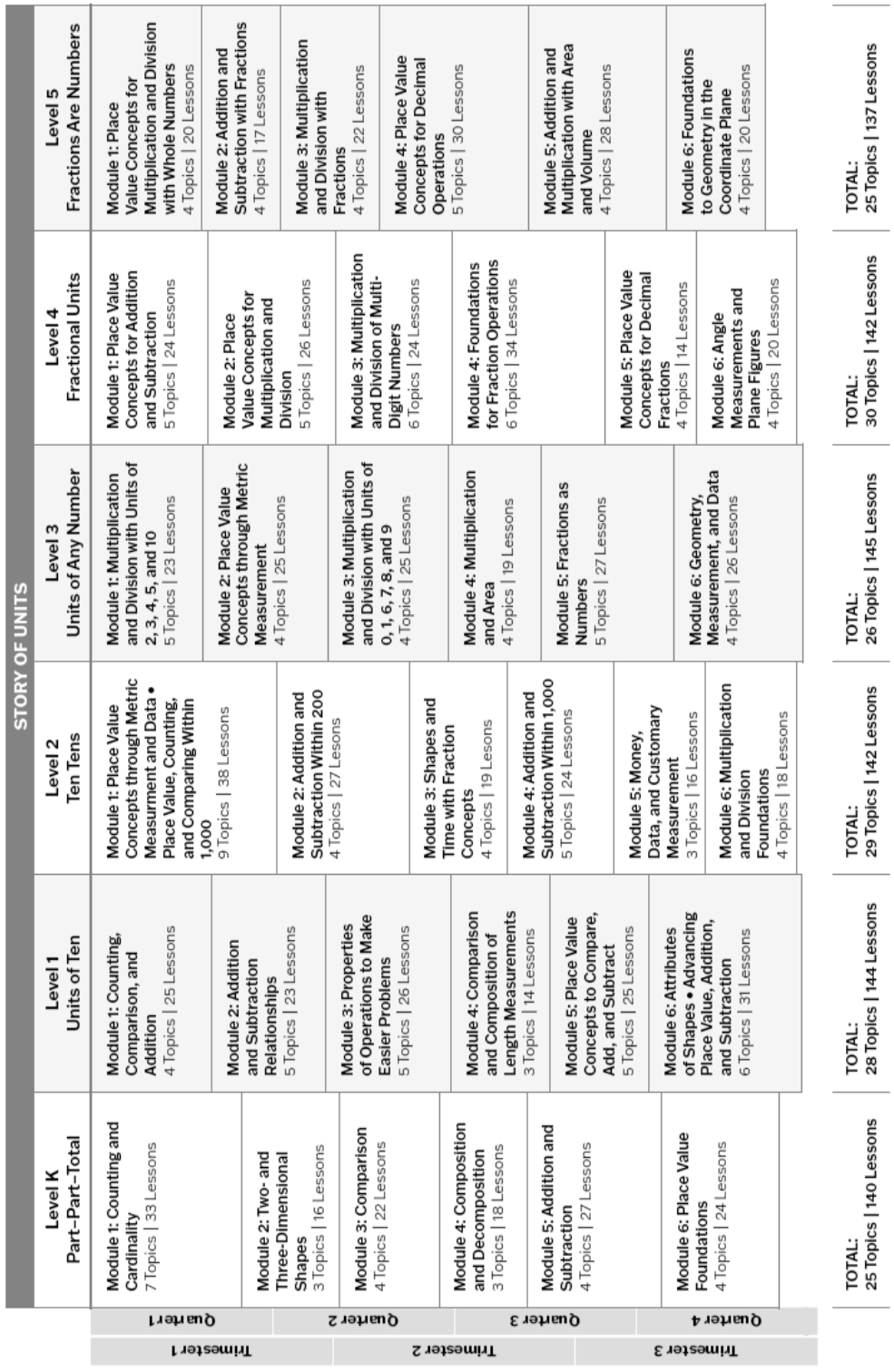
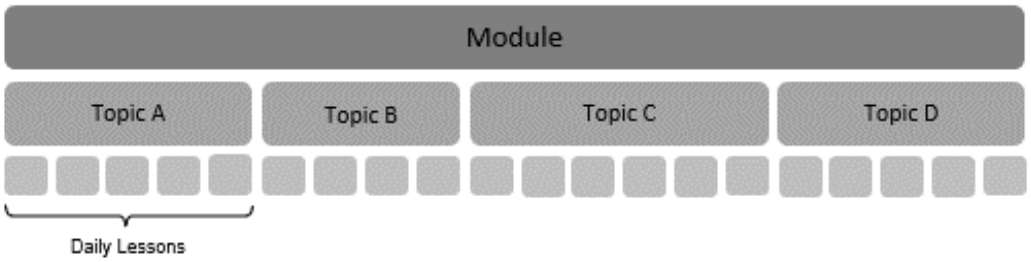


Structure of *Eureka Math²*

Year at a Glance



*Some lessons in each grade level are optional, clearly designated in the instructional sequence. Here, they are included in the total number of lessons per grade level.



Directions: As you explore your *Teach* book, think about the following question: What information will support you in teaching a lesson?

Module Structure

Topic Structure

Grade 1 Module 3 Lesson 1

Problem Set

EUREKA MATH^2 1 • M3 • TA • Lesson 1

1

Name

1. Make 10 to add.

Show how you know.

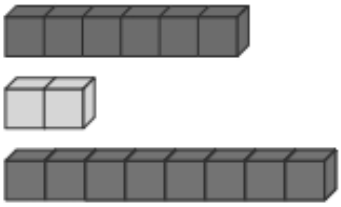
5 + 2 + 5 =

9 + 1 + 8 =

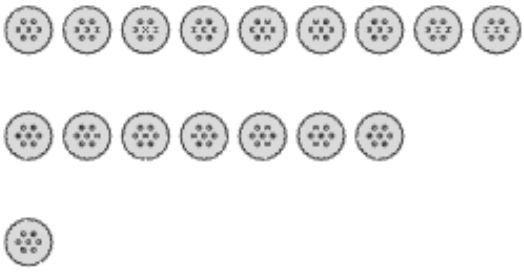
 5

2. Make 10 to add.

Show how you know.



6 + 2 + 8 =



9 + 7 + 1 =

EUREKA MATH^2 1 ▸ M3 ▸ TA ▸ Lesson 1

3. Make 10 to add.

Show how you know.

$1 + 9 + 3 =$ ☐

$5 + 6 + 5 =$ ☐

$9 + 8 + 2 =$ ☐

Exit Ticket

EUREKA MATH^2 1 ▸ M3 ▸ TA ▸ Lesson 1

1

Name _____

Make 10 to add.

Show how you know.

9 + 7 + 1 = ____

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See It in the *Teach* Book—Lesson Structure

Directions: Read grade 1 module 3 lesson 1 and consider the role of each component outlined in the table. Find examples from the lesson that support the role of each component.

Lesson Component	Role
Fluency	• Provides distributed practice • Activates prior knowledge • Bridges small learning gaps • Builds confidence and develops skills
Launch	• Creates an accessible entry point into the day's learning • Activates prior knowledge • Builds context • Provides rationale for learning • Often a low-floor, high-ceiling design
Learn	• Presents new learning related to the objective • Incorporates a variety of learning experiences • Rich in discourse and metacognition • Opportunity for practice
Land	• Helps students synthesize the day's learning • Includes key questions related to the larger knowledge takeaways • Includes the Exit Ticket (grades 1–5)

Directions: Review the grade 1 module 3 lesson 1 Lesson Overview.

- What do you notice? What do you wonder?

Explore Your Module 1

Directions: Examine your lesson.

- How does each component prepare students for what will happen next?

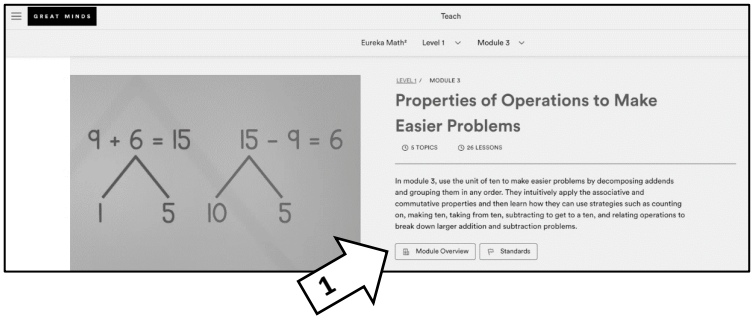
- What will this lesson structure mean for you? For your students?

Introduction to the Digital Platform

Directions: Discover the ways in which the structure and format of the *Teach* book and the digital platform are similar and different by using the following steps. After completing these steps, answer the reflection question at the bottom of the page.

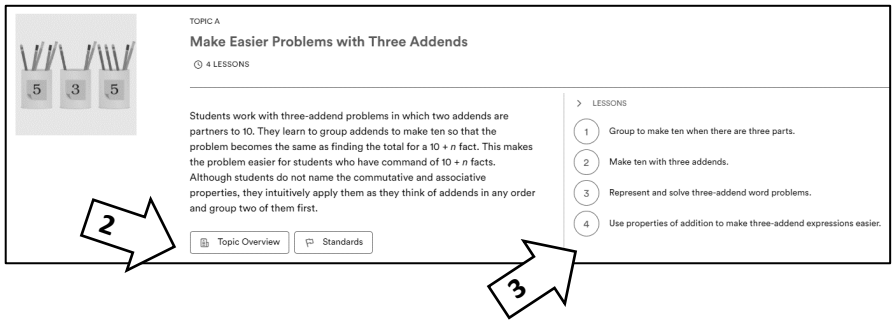
1. **On the digital platform, navigate to module 1 for your grade level. Click on the Module Overview button and explore.**

   How is this content the same as you saw it in print? How is it different?



2. **Click the Topic Overview button and explore.**

   How is this content the same as you saw it in print? How is it different?

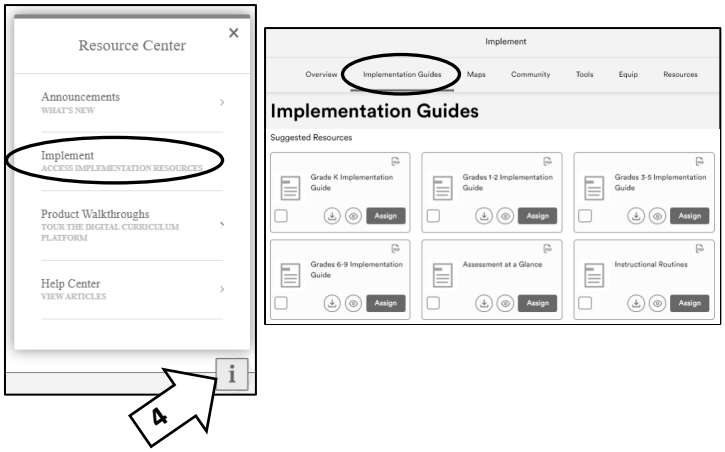


3. **Click the lesson you explored earlier in the session.**

   How is this lesson the same as you saw it in print? How is it different?

4. **Click on the information button at the bottom right of the screen. In the pop-up window, click on Implement and then navigate to the Implementation Guide for your grade level.**

   Read the Inside *Teach* portion.



Reflection: In what ways does the digital platform enhance the teachability of *Eureka Math*^{2}? How do you envision using the digital platform to support your instruction?

Grade 3 Module 1 Lesson 5

Classwork

EUREKA MATH^2 3 ▸ M1 ▸ TA ▸ Lesson 5

5

Name

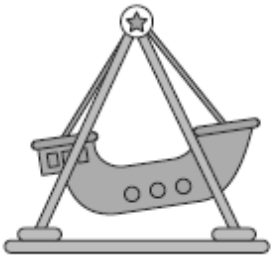
Use the Read–Draw–Write process to solve the problem.

1. A roller coaster has 10 cars.

   There are 3 people in each car.

   How many people are on the roller coaster?

Use the Read–Draw–Write process to solve the problem.



2. The swinging ship ride has 9 rows of seats.

   Each row has 5 seats.

   How many seats are on the swinging ship ride?

 35

Talking Tool

Share Your Thinking 	I know . . . . I did it this way because . . . . The answer is _____ because . . . . My drawing shows . . . .
Agree or Disagree 	I agree because . . . . That is true because . . . . I disagree because . . . . That is not true because . . . . Do you agree or disagree with _____? Why?
Ask for Reasoning 	Why did you . . . ? Can you explain . . . ? What can we do first? How is _____ related to _____?
Say It Again 	I heard you say . . . . _____ said . . . . Another way to say that is . . . . What does that mean?

Supports for Learning

Universal Design for Learning

When you picture yourself teaching, how do you envision this guidance being useful in the following situations?

- Preparing instruction

- Supporting all students' access to grade-level work

Engagement Strategies

Lessons intentionally include a variety of strategies that promote active, and often physical, participation from all students. You'll find them embedded in all four lesson components: Fluency, Launch, Learn, and Land. Here are some examples of engagement strategies.

- Card Sorts
- Choral response
- Count by activities
- Counting Collections
- Gallery walks
- Games
- Show me activities
- Whiteboard Exchange

Discourse Structures

Lessons intentionally include a variety of structures that engage all learners in student-to-student discourse. You'll find these embedded in the lesson components, primarily in Launch, Learn, and Land. Here are some examples of discourse structures.

- Notice and wonder
- Partner work
- Share, Compare, and Connect
- Talking Tool
- Think–pair–share
- Turn and talk

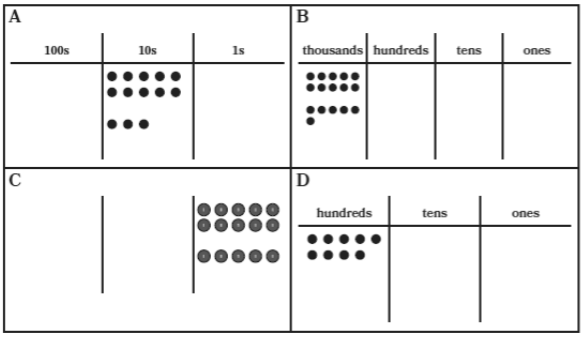
Which One Doesn't Belong?

EUREKA MATH^2 4 ▸ M1 ▸ TB ▸ Lesson 5

Launch 5

Students examine charts and discuss composing place value units.

Introduce the Which One Doesn't Belong? routine. Display the picture of the four charts.



Invite students to study the picture of the charts.

Give students 1 minute to find a category in which three of the items belong, but a fourth item does not.

When time is up, invite students to explain their chosen categories and to defend why one item does not fit.

Highlight responses that emphasize reasoning about place value units, about composing units, and about place value representations.

Ask questions that invite students to use precise language, to make connections, and to ask questions of their own.

Language Support

The terms *rename*, *bundle*, and *exchange* are familiar terms from previous grades. These terms are used to describe the composition and decomposition of one unit to another.

Although the terms can be used flexibly and often interchangeably, *rename* is usually used to indicate that a number is being described in different units. The terms *unbundle* and *bundle* help students think about what happens when a larger unit is exchanged for smaller units (i.e., are unbundled) or smaller units are exchanged for a larger unit (i.e., are bundled). *Exchange* tends to be used when students use concrete place value disks and physically exchange 1 of a larger unit for 10 of a smaller unit or 10 of a smaller unit for 1 of a larger unit. *Exchange* is also used as an auditory cue to remind students of the removal and placement of the units.

Consider supporting the terms *rename* and *bundle* by writing labeled examples of each as the terms come up in the lesson.

Sample questions:

Which one doesn't belong?

Chart A does not belong because the units are written with numbers instead of words.

Chart C does not belong because the rest of the charts are labeled with the units and that one isn't. The disks are labeled with 1.

Chart B does not belong because it has thousands and the rest of the charts only go to hundreds.

Chart D does not belong because there are fewer than 10 hundreds and the rest of the charts have more than 10 of a unit.

How many more hundreds does chart D need to rename to the next largest unit? How do you know?

1 more because that would be 10 hundreds, which could be renamed as 1 thousand.

What larger unit can be composed with 10 ones? 10 tens?

1 ten

1 hundred

How can the ones in chart C be renamed as tens and ones?

They can be renamed as 1 ten 5 ones.

How can the tens in chart A be renamed as hundreds and tens?

They can be renamed as 1 hundred 3 tens.

Invite students to turn and talk about how they think the thousands in chart B can be renamed.

Transition to the next segment by framing the work.

Today, we will count by using our place value understanding to find the amount of money in a collection when the total amount is greater than 1 thousand and then record the ways that we organize and then count the money.

Teacher Note

Consider supporting students with renaming by using yourself as an analogy.

Consider telling a series such as, "My name is Carla Diaz. My students call me Miss Diaz. My friends call me Carla. All of these names represent me, but a different version of my name is used at different times, depending on the situation."

Another example is that 13 tens can be renamed as 1 hundred 3 tens or 130 ones, depending on the situation, but all three represent the same amount.

Instructional Routines

The Launch, Learn, and Land lesson components intentionally include routines that

- promote student engagement in the Standards for Mathematical Practice;
- promote student-to-student dialogue and integrate reading, writing, and listening;
- align to Social Emotional Learning (SEL) core competencies; and
- align to Stanford Language Design Principles.

Although lessons embed many routines, the following routines consistently appear by name within lessons across grade levels.* This helps students recognize them and develop ownership over the routines.

Which One Doesn't Belong?	Promotes metacognition and mathematical discourse as students use precise language to compare different examples
Math Chat	Creates open-ended space for sharing mental math strategies and developing number sense, flexibility, efficiency, and accuracy
Five Framing Questions	Supports students in analyzing a work sample or solution strategy by guiding them through stages of discovery
Numbered Heads	Helps groups build consensus and holds each student accountable for the material
Co-construction	Provides structure for contextualizing and decontextualizing problems, which helps students build abstract reasoning
Take a Stand	Supports students in making arguments and critiquing the reasoning of others
Critique a Flawed Response	Promotes effective communication techniques for critiquing others' work, correcting errors, and clarifying meaning
Always Sometimes Never	Promotes sense-making and mathematical discussion as students support a claim with examples and nonexamples
Stronger, Clearer Each Time	Provides a structured, interactive opportunity for students to revise and refine their written language through rehearsal

* Which One Doesn't Belong? is introduced in prekindergarten. Two more routines are introduced in kindergarten: Math Chat and Five Framing Questions. Four are introduced in grade 1: Numbered Heads, Co-construction, Take a Stand, and Critique a Flawed Response. Two are introduced in grade 2: Always Sometimes Never and Stronger, Clearer Each Time. Once introduced, the routines are used throughout subsequent grades.

Fluency Practice in *Eureka Math²*

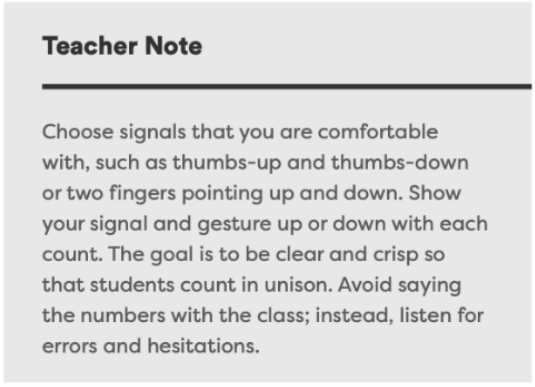
Developing procedural fluency—the ability to use mathematical procedures flexibly, accurately, efficiently, and appropriately—is critical for students' ability to transfer their understanding to increasingly complex mathematics concepts. Without fluency, students devote extra time and energy to computation during the problem-solving process, which becomes a barrier to making connections and seeing relevant relationships.

To support this development, *Eureka Math²®* includes fluency activities that provide distributed practice with previously learned material. It is designed to prepare students for new learning by activating prior knowledge and bridging small learning gaps.

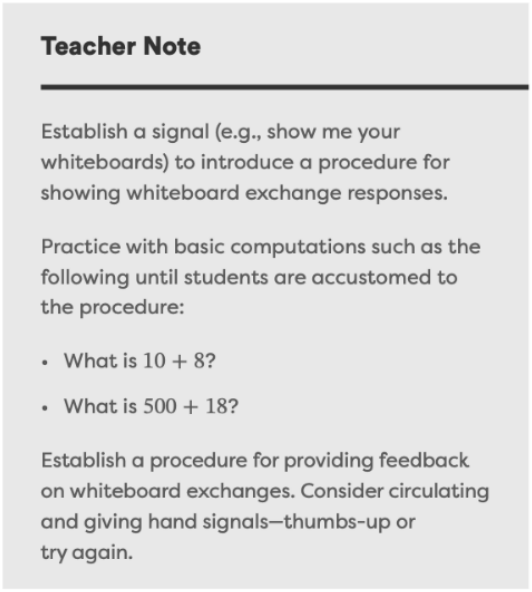
Fluency activities—counting exercises, Whiteboard Exchanges, choral responses, and Sprints—were designed with a progression from simple to complex in mind. Often these fluency activities begin with more familiar numbers, units, and problems, and then progress strategically to provide students access to making connections and recognizing patterns between each progression. Many fluency activities provide a sample dialogue to illustrate the intent of the activity by using an initial number or problem.

Routines

Fluency routines help solidify and build students' ability to use mathematical procedures flexibly, accurately, efficiently, and appropriately. Students become familiar with Fluency routines because of their consistent use across modules and grade levels, allowing for efficient teaching and learning. Fluency routines promote engagement, require participation from every student, and develop automaticity with counting and calculating. Each Fluency features a suggested routine. Teacher Notes are provided at the first occurrence of each routine that has a high frequency within the curriculum.



Counting Exercise: Grade 2



Whiteboard Exchange: Grade 5

Counting Exercises

During a counting exercise, students practice orally counting up and down with different units (e.g., frogs, ones, tens, centimeters, liters, grams, sevens, fourths, hundredths, square units, and even mixed units like tens and ones, meters and centimeters, hours and minutes, or ones and thirds). The teacher uses a clear and crisp hand gesture signal (e.g., thumbs-up or thumbs-down, or pointing a finger up or down) to indicate whether students should count up or down by the given unit. The pace of the activity should be dictated by students' comfort level with counting by the given unit and can be slowed down during more challenging moments in the count, like when a new unit is composed during a count (e.g., counting by 3s and crossing a ten when going up from 18 to 21, or when counting by sixths and a one is composed when going from $\frac{5}{6}$ to 1).

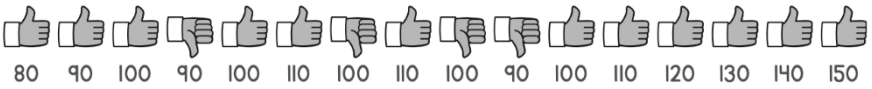
Students visualize a number line while counting aloud to build fluency counting within 1,000.

Invite students to participate in Happy Counting.

When I give this signal, count up. *(Demonstrate.)* When I give this signal, count down. *(Demonstrate.)*

Let's count by tens. The first number you say is 80. Ready?

Signal up or down accordingly for each count.



Continue counting by tens within 150. Change directions occasionally, emphasizing crossing over 100 and where students hesitate or count inaccurately.

Count by 10s: Grade 2

Whiteboard Exchanges

During Whiteboard Exchanges, students use a dry-erase marker and a whiteboard to solve a given problem or a step in the problem that generally requires some work to be shown. When students have finished working, the teacher uses a signal or prompt (e.g., show your whiteboard) to have all students reveal their work simultaneously. Immediate feedback from the teacher is given (e.g., thumbs-up, "yes," "try again," or "check the digit in the tens place"), and then after prompting from the teacher, students either erase their work to do another similar problem or move on to the next step in the problem.

Students add within 1,000 to prepare for adding multi-digit whole numbers by using the standard algorithm in topic D.

Display 314 + 263 = _____.

Complete the equation.

Give students time to work. When most students are ready, signal for students to show their whiteboards. Provide immediate and specific feedback. If students need to revise, briefly return to validate their corrections.

314 + 263 = 577

Display the answer.

Repeat the process with the following sequence:

476 + 356 = 832	473 + 329 = 802	127 + 399 = 526	298 + 524 = 822	609 + 293 = 902

Add within 1,000: Grade 4

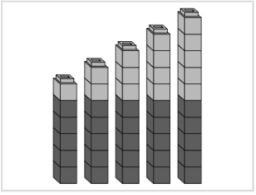
Choral Response

During choral response, the teacher presents an image (e.g., a scale showing the weight of an item, a number bond with a missing part, a tape diagram with an unknown total) or a problem that can be done with mental math. Then the teacher prompts students with a question (e.g., How many tens are in the number?, What is the missing part?, What is 361 rounded to the nearest ten?). The teacher provides wait time for students to think, and then when most or all hands are raised, the teacher signals all students to respond in unison.

Students name the number of the missing step to build fluency with relating number to length.

Gather students and show the number stairs 6 to 10 by using Unifix Cubes, or display the number stair picture.

After asking each question, wait until most students raise their hands, and then signal for students to respond.



Raise your hand when you know the answer to each question. Wait for my signal to say the answer.

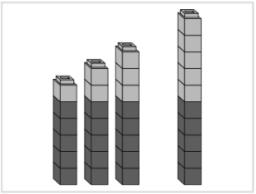
Look at the number stairs. How many are in the first stick? (*Point to the 6-stick.*)

6

How many are in the last stick? (*Point to the 10-stick.*)

10

Let's play a game. Close your eyes! (*Take the 9-stick and place it behind your back.*)



Open your eyes. There's a step missing! Raise your hand when you know which stick is missing.

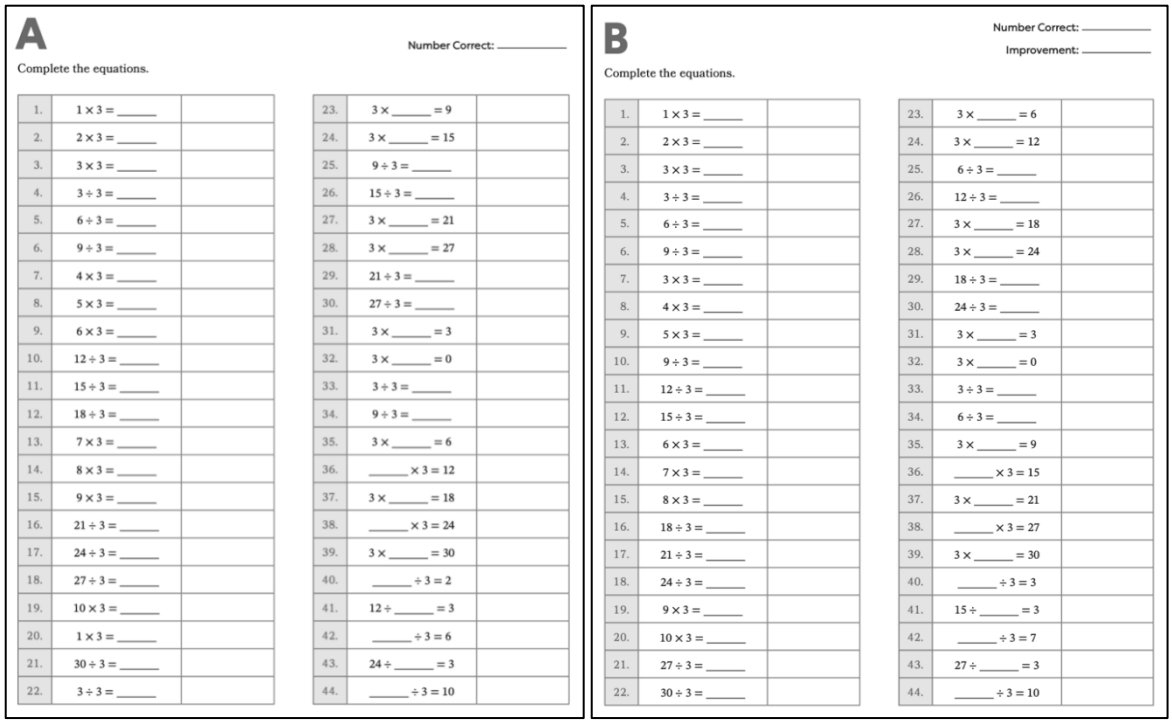
The 9-stick

Repeat the process a few more times, varying the missing step.

Which Step is Missing?: Kindergarten

Sprints

Sprints are designed to be fun experiences that intentionally build energy and excitement in students. Each Sprint routine includes two sets of closely related problems: Sprint A and Sprint B. First, Sprint A is distributed to students, and they are given 60 seconds to complete as many of the problems as they can. Students are not expected to be able to complete all the problems in the time given. Instead, students are encouraged to do as many as they can, their personal best. After 60 seconds, the teacher quickly reads aloud the correct answers as students either shout "Yes!" if they got it correct or circle it if they got it incorrect. Students then record the number they got correct at the top of the Sprint. Their goal then is to improve on Sprint B, even if only by one more. Before distributing Sprint B, students are often given time to fix any incorrect answers, look for and discuss patterns they see in Sprint A, and/or complete some of the problems they didn't get to in Sprint A. Each Sprint is accompanied by a Teacher Note that provides a suggestion on how to get students out of their seats for two short counting activities that include some sort of stretch or physical movement (e.g., counting by 10s from 180 to 280 while bending the knees on each count). Feeling invigorated, students return to their seats and are given 60 seconds to complete as many problems on Sprint B as possible, with the goal of improving on the number they got correct on Sprint A. After Sprint B, the class repeats the process for identifying correct answers, and student effort is recognized and celebrated.



A

Number Correct: _____

Complete the equations.

1.	1 × 3 = _____		23.	3 × _____ = 9	
2.	2 × 3 = _____		24.	3 × _____ = 15	
3.	3 × 3 = _____		25.	9 ÷ 3 = _____	
4.	3 ÷ 3 = _____		26.	15 ÷ 3 = _____	
5.	6 ÷ 3 = _____		27.	3 × _____ = 21	
6.	9 ÷ 3 = _____		28.	3 × _____ = 27	
7.	4 × 3 = _____		29.	21 ÷ 3 = _____	
8.	5 × 3 = _____		30.	27 ÷ 3 = _____	
9.	6 × 3 = _____		31.	3 × _____ = 3	
10.	12 ÷ 3 = _____		32.	3 × _____ = 0	
11.	15 ÷ 3 = _____		33.	3 ÷ 3 = _____	
12.	18 ÷ 3 = _____		34.	9 ÷ 3 = _____	
13.	7 × 3 = _____		35.	3 × _____ = 6	
14.	8 × 3 = _____		36.	_____ × 3 = 12	
15.	9 × 3 = _____		37.	3 × _____ = 18	
16.	21 ÷ 3 = _____		38.	_____ × 3 = 24	
17.	24 ÷ 3 = _____		39.	3 × _____ = 30	
18.	27 ÷ 3 = _____		40.	_____ ÷ 3 = 2	
19.	10 × 3 = _____		41.	12 ÷ _____ = 3	
20.	1 × 3 = _____		42.	_____ ÷ 3 = 6	
21.	30 ÷ 3 = _____		43.	24 ÷ _____ = 3	
22.	3 ÷ 3 = _____		44.	_____ ÷ 3 = 10	

B

Number Correct: _____

Improvement: _____

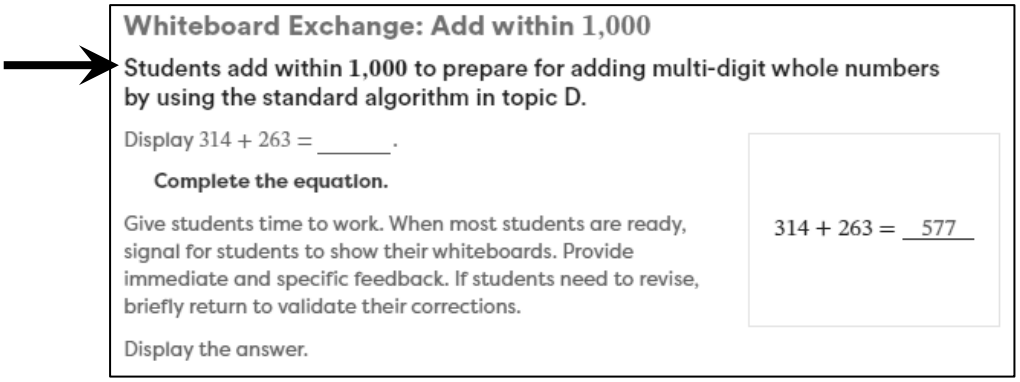
Complete the equations.

1.	1 × 3 = _____		23.	3 × _____ = 6	
2.	2 × 3 = _____		24.	3 × _____ = 12	
3.	3 × 3 = _____		25.	6 ÷ 3 = _____	
4.	3 ÷ 3 = _____		26.	12 ÷ 3 = _____	
5.	6 ÷ 3 = _____		27.	3 × _____ = 18	
6.	9 ÷ 3 = _____		28.	3 × _____ = 24	
7.	3 × 3 = _____		29.	18 ÷ 3 = _____	
8.	4 × 3 = _____		30.	24 ÷ 3 = _____	
9.	5 × 3 = _____		31.	3 × _____ = 3	
10.	9 ÷ 3 = _____		32.	3 × _____ = 0	
11.	12 ÷ 3 = _____		33.	3 ÷ 3 = _____	
12.	15 ÷ 3 = _____		34.	6 ÷ 3 = _____	
13.	6 × 3 = _____		35.	3 × _____ = 9	
14.	7 × 3 = _____		36.	_____ × 3 = 15	
15.	8 × 3 = _____		37.	3 × _____ = 21	
16.	18 ÷ 3 = _____		38.	_____ × 3 = 27	
17.	21 ÷ 3 = _____		39.	3 × _____ = 30	
18.	24 ÷ 3 = _____		40.	_____ ÷ 3 = 3	
19.	9 × 3 = _____		41.	15 ÷ _____ = 3	
20.	10 × 3 = _____		42.	_____ ÷ 3 = 7	
21.	27 ÷ 3 = _____		43.	27 ÷ _____ = 3	
22.	30 ÷ 3 = _____		44.	_____ ÷ 3 = 10	

Multiply and Divide by 3: Grade 3

Flexible Use

It is strongly recommended that fluency activities are a part of each day in school. However, some fluency activities can be used at other times of day or can be completed by students independently. Read the statement that describes the purpose of Fluency to help you determine whether your students will benefit most from engaging in the activity immediately before the lesson or at a different time. Notice how this purpose statement from grade 4 module 1 topic C describes how the fluency activity prepares students for success in the subsequent topic.



Whiteboard Exchange: Add within 1,000

Students add within 1,000 to prepare for adding multi-digit whole numbers by using the standard algorithm in topic D.

Display 314 + 263 = _____.

Complete the equation.

Give students time to work. When most students are ready, signal for students to show their whiteboards. Provide immediate and specific feedback. If students need to revise, briefly return to validate their corrections.

Display the answer.

314 + 263 = 577

Explore Your Module 1

Directions:

- Select one of the following lessons from your grade level. Be ready to share your discoveries during a small-group discussion.
    - K: lesson 5, 6, or 14
    - 1: lesson 13, 16, or 25
    - 2: lesson 9, 17, or 23
    - 3: lesson 1, 7, or 9
    - 4: lesson 5, 8, or 17
    - 5: lesson 1, 9, or 15
- Using your *Teach* book or the digital platform, make a list of the variety of learning supports you find. Look for the following:
    - Context videos and digital interactives
    - Engagement strategies
    - Discourse structures
    - Instructional routines
    - Fluency activities
- What do you notice? Why do you think the lessons are written to include these supports for learning? What is the role of instructional routines and engagement strategies in student learning?

Assessment Overview

ASSESSMENT TYPE	FREQUENCY	LOCATION	NOTES
Kindergarten			
Observational Assessment Recording Sheet	1 per module	*Teach*; digital platform	Anecdotal
Module Assessment	1 per module	*Teach*; digital platform	Interview format
1–2			
Observational Assessment Recording Sheet	1 per module	*Teach*; digital platform	
Exit Ticket	1 per lesson*	*Learn*; digital platform	*Except the last lesson of the topic
Topic Ticket	1 per topic	*Learn*; digital platform	Replaces the Exit Ticket in the last lesson of the topic
Module Assessment	1 per module	*Teach*; digital platform	
Eureka Math² Equip Pre-Module Assessment**	4 per year	Digital platform	Print (PDF), digital, and interview formats
Benchmark Assessment**	3 per year	Digital platform	
3–5			
Exit Ticket	1 per lesson	*Learn*; digital platform	
Topic Quiz	1 per topic	Digital platform	Print (PDF) and digital formats; 3 analogous versions
Module Assessment	1 per module	Digital platform	Print (PDF) and digital formats; 2 analogous versions
Eureka Math² Equip Pre-Module Assessment**	4 per year	Digital platform	Print (PDF) and digital formats
Benchmark Assessment**	3 per year	Digital platform	Print (PDF) and digital formats

** Pre-Module Assessments and Benchmark Assessments are available in the premium assessment package.

Explore Your Module

K–2

Directions: To gain confidence navigating the *Teach* book and the digital platform, explore these resources.

	Teach Book	Digital Platform
I can find these Module Resources:		
Module Overview	❒	❒
Contents	❒	❒
Why	❒	❒
Achievement Descriptors	❒	❒
Proficiency Indicators	❒	❒
Terminology	❒	❒
Math Past	❒	❒
Materials	❒	❒
Observational Assessment Recording Sheet	❒	❒
Module Assessment	❒	❒
Sample Solutions for module assessments	❒	❒
Scoring Guide for module assessments		❒
I can find these Topic Resources:		
Topic Overview	❒	❒
Progression of Lessons	❒	❒
I can find these Lesson Resources:		
Lesson Overview	❒	❒
lesson components	❒	❒
presentation slides		❒
student pages		❒
Sample Solutions for student pages		❒
Topic Ticket (1–2)		❒
Topic Ticket Scoring Guide (1–2)		❒

I can interact with these digital lesson features: Achievement Descriptors and Standards notes and highlighting presentation slides	❒	 ❒ ❒ ❒
I can find the Resource Center by using the information icon.		❒
I can find these resources from the Resource Center: Implement Product Walkthroughs Help Center		 ❒ ❒ ❒
I can access virtual manipulatives through the Implement space.		❒
I can toggle from the Teach space to Assign, Assess, and Analyze spaces.		❒

3–5

Directions: To gain confidence navigating the *Teach* book and the digital platform, explore these resources.

	Teach Book	Digital Platform
I can find these Module Resources:		
Module Overview	❒	❒
Contents	❒	❒
Why	❒	❒
Achievement Descriptors	❒	❒
Proficiency Indicators	❒	❒
Terminology	❒	❒
Math Past	❒	❒
Materials	❒	❒
Module Assessments		❒
Sample Solutions for module assessments		❒
Scoring Guide for module assessments		❒
I can find these Topic Resources:		
Topic Overview	❒	❒
Progression of Lessons	❒	❒
Topic Quizzes		❒
Sample Solutions for topic quizzes		❒
Scoring Guide for topic quizzes		❒
I can find these Lesson Resources:		
Lesson Overview	❒	❒
lesson components	❒	❒
presentation slides		❒
student pages		❒
Sample Solutions for student pages		❒

I can interact with these digital lesson features: Achievement Descriptors and Standards notes and highlighting presentation slides	❒	 ❒ ❒ ❒
I can find the Resource Center by using the information icon.		❒
I can find these resources from the Resource Center: Implement Product Walkthroughs Help Center		 ❒ ❒ ❒
I can access virtual manipulatives through the Implement space.		❒
I can toggle from the Teach space to Assign, Assess, and Analyze spaces.		❒

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Works Cited

CAST. *Universal Design for Learning Guidelines version 2.2.* Retrieved from https://udlguidelines.cast.org, 2018.

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