

Organizing Equals

Please review list and check off items when complete.

Review & Identify Items in the Curricular Kit

- ☐ Equals Overview
- ☐ Teacher Guides (1-12)
- ☐ Workmats (27)
- ☐ Assessment Flip-books (2) & Student Protocols (10)
- ☐ Posters (25)
- ☐ Vocabulary Cards (300+ see other side)
- ☐ Content Cards (400+ see other side)
- ☐ CD (in lid of box)

Review & Identify Items in the Manipulative Kit

(use labels and organize in tubs, on shelves, boxes, etc.)

- ☐ MathLine (31 & Jumbo 10)
- ☐ Pocket Chart (Place Value chart)
- ☐ Counters & Bowls [butterflies, baseballs, sea animals, turtles, flying disks, insects, counting tray, bowls]
- ☐ Blocks [3-D shapes: rectangular prism, triangular prism, cylinder, cube, miscellaneous shapes, etc.]
- ☐ Attribute Blocks [2-D shapes: triangle, square, circle, rectangle, hexagon, etc.]
- ☐ Measurement Tools [display and student thermometers, display clock, teaching ruler, etc.]
- ☐ Food Models
- ☐ Additional Math Tools [Fraction Stax, Ang-legs, mirrors, rubber stamps, gel boards or white boards, large calculator, etc.]

Review & Identify Items on the CD

- ☐ Worksheets (Level 1, Level 2, Level 3)
 - ☐ Skill Drill
 - ☐ Problem Solving
- ☐ Math Tools [Workmats, Gameboards, Real-Life Learning Work Stations, Student Tools]
- ☐ Pic-Symbols [Vocabulary, Chapter, Teaching] *
- ☐ Teacher Resources [Home Letters, Data Forms]

* Pic-symbols are organized on CD by chapter. Locate by label in lesson materials. Money and Purchase cards located with pic-symbols. Chapter pic-symbol organization currently being updated by section and lesson on Members Only, Revised CD tab.

Review & Identify Items on Equals Members Only Website (and Visit Frequently)

- ☐ Assessments (Chapter Tests, assessment answer key, student tracker forms, data forms)
- ☐ Resources (Spanish home letters, Materials Location and Vocabulary lists, iDevice apps, revised Assessment Kit directions)
- ☐ CD/Revised Assessment (CD, revised Assessment materials)
- ☐ Revised CD Lessons (CD updates: Chapter Pic-symbols, worksheet corrections)
- ☐ In Action (video clips of Equals in classrooms)
- ☐ Virtual Training (pre-recorded webinars and handouts)



Equals Cards



Animals



Clock



Colors



Dice Patterns



Food



Fractions



Geometry



Number Words



Number Set



Place Value



Numerals



Seasons



Shapes



Sizes



Vocabulary

Content Card Directions:

Sort Content Cards by category, using the picture on back for a quick sort. Label the set with name on front of card.

Vocabulary Card Directions:

Sort Vocabulary Cards into words and sequential numbers. Place number card sets in numerical order. Alphabetize word card set. Keep them sorted by initial letter with rubber bands, small bags, or in recipe box. You can group more than one letter together. e.g. place cards beginning with the letters a and b in one bag, etc.

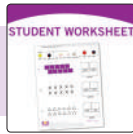


Content Card backing



Vocabulary Card backing

Equals Math CD Guide



Student Worksheets



Skill Drill

- Chapters 1-12
- Level 1
- Level 2
- Level 3



Problem Solving

- Chapters 1-12
- Level 1
- Level 2
- Level 3



Pic-Symbols



Vocabulary

- 0 to 100,000
- A to Z

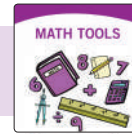


Chapters

- Chapters 1-12
- Money and Purchase cards



Teaching



Math Tools



Workmats



Game Boards

- Theme
- Specialty



Real Life Learning

- Number Art
- Scavenger Hunt



Work Stations



Student Tools



Common

- blank hundreds chart
- counting windows
- paper tiles



Geometry

- nets
- paper rulers
- shape templates



Measurement

- box pattern
- calendars and calendar frames
- clock frames
- paper rulers



Number Notes L 1 2 3



Numbers and Operations

- 100-frame set
- hundreds chart
- multiplication chart
- number lines, 0-10, 11-20
- pizza fractions
- blank 10-frames
- tickets
- tracing/writing/stamping numerals



Teacher Tool Kit



Assessment Materials

- Algebra and Patterns
- Common
- Data Analysis and Probability
- Geometry
- Measurement
- Numbers and Operations



Home Letters

- Chapters 1-12 (by section)



Resources

- Computer resources
- Data collection forms
- Math books for students

How to Begin with Equals

Please review list and check off items when complete.

How to Assess

- Choose to administer typical and/or adapted items
 - typical items: measure full understanding
 - adapted items: measure partial understanding
- Gather materials: typical
- Gather materials: adapted
- Read Equals Overview: instructions/scoring
 - basal (5 consecutive correct)
 - ceiling (5 consecutive incorrect)
 - test all 6 subtests (random order)
 - score assessment to establish chapter
- Identify starting lesson within chapter

Assessment Tips

1. To save time and reduce testing amount for students, gather materials for one subtest. Test all students, individually, in that subtest. Repeat with remaining 5 subtests. (Note: with a classroom of 10 students - 2 subtests/day or more can be completed with each student depending upon disability needs presented)
2. Assemble assessment kits for each subtest. Use provided materials lists (also on Assessment tab of Members Only. Print all materials from Members Only (CD tab) and place in plastic zipper bag. Gather classroom materials and place in same bag. Fasten list of Equals kit materials to outside of bag to gather right before assessing
3. Assign each teacher a subtest to prep materials for typical & adapted items.
4. Place prepared assessment kits for each subtest in an area for checkout.
5. Begin teaching Equals and assess student at the same time. Choose a chapter to teach you believe is most appropriate. Teach the lesson. When you reach page 4 (Follow-Up) pass it on to a paraprofessional to work with remaining students while you assess students individually.

How to Prepare for a Lesson

- ☐ Identify your student group(s)
 - Choose type of group (you may run more than one type of group)
 - ✓Based on grade level correlation/standards
 - ✓Based on math knowledge - assessment
 - ✓Based on math knowledge - teacher choice of chapter
- ☐ Set your Schedule
 - Schedule X minutes instruction/day
 - Students in different levels can work in same group
 - Consider scheduling additional math practice time
- ☐ Prepare Lesson
 - Read CSA (Concrete, Semi-concrete, Abstract)
 - Read Getting Ready through remainder of lesson
 - Gather materials noted in lesson
 - *manipulatives
 - *classroom items
 - *Equals print materials
 - *Print pic symbols/math tools from CD/Members Only
 - Print worksheets (skill drill & problem solving at L1, L2, or L3)

Note: It is important to read the lesson prior to gathering your materials so materials are chosen according to the specific needs of your students.

Equals Assessment Kit

The Equals Assessment Kit is the set of Equals assessment materials needed for test administration. Print, gather, and organize by subtest. Once the materials are assembled and organized, you may store your kit, ready to use when needed.

Contents:

2 Equals Assessment flip-books (curricular kit)	Classroom materials
Student Response Booklet (curricular kit)	Equals Kit materials
CD Assessment Materials	

General Directions

1. Label 6 jumbo-size zipper bags with each subtest name: Attending & Exploring; Patterns & Algebra; Data Analysis & Probability; Geometry, Measurement, Numbers & Operations
2. Print materials and sort by subtest (see Print below).
Note: The subtest Attending & Exploring does not require materials printed.
3. Gather materials and adapted materials for each subtest *found in your classroom* and sort into the appropriate bags.
4. Print and fasten subtest lists of materials/adapted materials (to gather from the Equals manipulative kit right before testing) into the appropriate bags.

Print

- Locate and print revised assessment materials from the CD tab on the Equals Members Only Website. NOTE: Counting Windows and Paper Tiles are placed at the end of each subtest pdf file (except Attending and Exploring). If you do not have a colour printer, you may make your own counting windows by cutting a hole in a half-sheet of construction paper. You can cut paper tiles from construction paper as well. They measure approximately 1-3/8."
- Shape templates (total: 11 red, blue, & yellow circles, 7 red, blue, & yellow squares and 7 red, blue, & yellow triangles) are provided in the revised assessment materials for subtests Data & Probability, Patterns & Algebra, and Geometry. You may print these, use your own set from your classroom, or make your own. Place in subtest zipper bags as indicated on classroom materials list.
- After you print materials from each subtest folder, cut them apart and place them in the appropriate bag. You may wish to laminate them.

Tip: Make and share an Equals Assessment Kit with another teacher to save time and space.



Classroom Materials

Gather these items from your classroom and place in the appropriate subtest zipper bag.

Attending and Exploring

classroom math manipulatives
three books or three song choices
cause and effect item (e.g. toy or music player)
switch
two containers
three books
Adapted: ball

Patterns and Algebra

4 each: red, blue, & yellow circles*
music player and favorite music
calendar with student's birthday marked
student's daily schedule
markers
simple classroom instrument (1)

Data Analysis and Probability

3 each: red, blue, & yellow, circles, squares, & triangles*
markers (red, black)
red or square object
sheets of paper (3 red, 3 blue, 5 yellow)
liquid measuring cup
water
rock
red and blue liquid paint
tape
Adapted: plate, pencil

Geometry

4 each: red, yellow, & blue circles, squares, & triangles*
ball
markers
sticky tac
solid color stickers
tape
soda pop can
Adapted: plastic animal, pencil
optional 3-ring binder or slantboard

Measurement

yardstick
meter stick
scale
real coins: 10 pennies, 6 nickels, 9 dimes, 9 quarters
book (about 2-4 pounds)
making tape
dry measuring cups and spoons (full sets)
liquid measuring cup
table knife
sugar
Adapted: 1 pack sticky notes, marker

Numbers and Operations

game board
dice
pawns
straws (60)
dry measuring cups (full set)
scratch paper
Adapted: 3 plates, favorite snacks (3 same),
6 plastic zipper bags, 30 pennies, 1 pack sticky notes

* printed from CD or from classroom

Equals Kit Materials

Cut out each list and attach to appropriate subtest bag. Gather these items from your Equals kit at time of testing.

Measurement

ruler
display thermometer
balance scale
Ang-legs
cubes
Adapted:
pocket chart
food models (banana, pretzel)
attribute blocks
calculator

Geometry

colored bowls
attribute blocks
blocks (rectangular prism,
triangular prism, cylinder, cubes)
Ang-legs
Adapted:
pocket chart
butterfly
rubber stamps
food models (can, box, pretzel)

Patterns and Algebra

attribute blocks
Adapted:
cubes (yellow, red, and blue)
pocket chart
butterfly
3 turtles
food models (2 pretzels,
3 cans, 1 box)
Optional: MathLine,
Step-by-Step
communicator

Equals Kit Materials

Cut out each list and attach to appropriate subtest bag. Gather these items from your Equals kit at time of testing.

Data Analysis and Probability

colored bowls
attribute blocks
gel/white board (grid)
cubes
calculator

Adapted:

pocket chart
rubber stamps
Ang-legs
turtle
butterfly
food models (can, pretzel)
MathLine 31

Optional: Step-by-Step

Attending and Exploring

3 blocks (any color)

Adapted:

pocket chart

Numbers and Operations

calculator
block set (with cubes)
gel/white board
colored bowls
attribute blocks
fraction models
ruler
MathLine 31

Adapted:

pocket chart
rubber stamps
counting tray
All-Turn-It spinner
Ang-legs

Optional:

Step-by-Step communicator
calculator software

Equals Grouping Options

1. Rotating Groups

The teacher and paraprofessional or other professional staff who work with students in the same room and rotate groups of students after a designated period of time. This option works with groups of students working on different objectives at stations. Each group can be working on a different skill/lesson. Take care to assign only non-instructional lesson components to unlicensed staff.

Staff support with Equals lesson parts:

Teacher: Getting Ready

Support: Follow-up (previous lesson)

Support: Sensing Math

Support: Number Notes



2. Teacher+

Teachers may opt for completing all instruction, practice, and application activities with students along with professional support staff and/or paraprofessional staff. There are many benefits to team teaching with an occupational therapist or speech and language clinician. These professionals bring a different perspective to group instruction and practice. Working together, you can better serve students' communication and motor needs. It is suggested to meet regularly to discuss and plan, solve problems, and make decisions regarding individual student needs.

Working with paraprofessionals during math group is helpful and rewarding when the staff has been given adequate training. Paraprofessional staff will appreciate knowing the lesson objective, operation of assistive technology, and expectations you have for your students.



Did you know...?

Research shows that students achieve more in small and large groups than with 1-1 instruction.

Benefits include students learning incidentally from other students, opportunities for students to teach others, and students learning from peer role models.

3. Instructional Group/Practice Group

In this option the teacher provides instruction to a group of students while paraprofessional staff provide practice activities or assistance in completing math tasks. The time with the paraprofessional(s) can take place in another part of the room while the teacher instructs a different group of students or can happen at a different time of day.

Example:

Teacher: Problem Solving instruction

Support: Follow-up game

Support: Help students finish Number Notes

4. Groups by Level

Teachers can group students by Level 1, 2, or 3 as long as all the students in the same group are working on the same general skills/lessons.

5. Groups by Lesson

Teachers can group students of varying levels in the same group as long as they are working on the same lesson. Often this is beneficial as students can act as peer role models or help another student. When a student shows a peer how to complete a math task, his or her own understanding increases.



Equals Instructional vs. Practice/Application

Licensed professional staff are required to teach instructional portions of lessons while paraprofessionals may assist students with individual work, practice, and application activities after instruction has been completed. The instructional and practice and application components of Equals Math lessons are:

Instructional: *Getting Ready, Introduce and Connect, Vocabulary, CSA, Problem Solving*

Practice and Application: *Worksheet assistance, completing Number Notes, Sensing Math, activities on Follow Up page.*



Equals Grouping: Math Knowledge and Grade Level

Directions:

Identify like groups of students with similar math knowledge and note beginning chapter/lesson for each group. Write Chapter number in each blank for group(s).

Assign a name to each group to be used on your weekly schedule. Check box for each student's level.

Identify grade level groups of students and note beginning lessons which address grade level instruction in the Equals correlation document.

Equals can be taught utilizing 1:1, small group or large group instructional groups; small group instruction is the preferred grouping.

[illegible]

* check the FL correlation document to identify grade level instruction

Comments:



Equals Grouping: Math Knowledge and IEP Goals

Directions:

1. Identify groups of students with same math knowledge and note beginning chapter/lesson for each group. Write Chapter number in each blank for group(s).
2. Assign a group name to each to be used on your weekly schedule. Optional: check box for each student's level.
3. Identify groups of students working on the same IEP goals or objectives. Note the Equals lessons that teach the IEP objectives.

Equals can be taught utilizing 1:1, small group or large group instructional groups; small group instruction is the preferred grouping.

[illegible]

Comments:



Example Equals Daily-Weekly Lesson Plan

This is an example schedule for an Equals lesson, based off of the Equals pacing guide for students at Level 1, Level 2 and Level 3. Always use the pacing appropriate to the needs of your students.

Level 1	Monday	Tuesday	Wednesday	Thursday	Friday
	Warm up	Explore	Introduce/Connect	Vocabulary (new)	Teach: CSA
	Vocab review	Poster	Show and Tell	Sensing Math	SD Worksheets
	Fun and Games	Tools/ Manipulatives			
	Monday	Tuesday	Wednesday	Thursday	Friday
	Problem Solving Demo	Show Me...Others	Real Life Problem Solving	Real Life Problem Solving	Skill Game
	Problem Solving	Number Notes	Workstations	Vocab Game	Workstations
	PS Worksheets			Workstations	
Level 2	Monday	Tuesday	Wednesday	Thursday	Friday
	Warm up	Intro/Connect	Teach: CSA	Finish Worksheets	Real Life PS
	Vocab review	Show and Tell	SD Worksheets	Show Me....Other	Vocab game
	Fun and Games	Vocabulary (new)	Problem Solving	Number Notes	Skill Game
	Explore	Sensing Math	PS Worksheets	Workstations	Workstations



Example Equals Daily-Weekly Lesson Plan

This is an example schedule for an Equals lesson, based off of the Equals pacing guide for students at Level 1, Level 2 and Level 3. Always use the pacing appropriate to the needs of your students.

Level 3	Monday	Tuesday	Wednesday	Thursday	Friday
	Warm up	Teach: CSA	Show Me...Others	*continue as previous	
	Intro/Connect	SD Worksheets	Number Notes		
	Show and Tell	Problem Solving	Follow Up		
	Vocabulary (new)	PS Worksheets			

Note: When identifying the portion of the lesson which will be taught each day be mindful of portions that specifically support the next component. For example you will want to teach CSA and give students the Skill Drill worksheet the same day as the worksheets support the CSA instruction; this is the same view when teaching Problem Solving - the Problem Solving worksheet should be provided that same day.



Equals Lesson Plan

Level 1	Monday	Tuesday	Wednesday	Thursday	Friday
	Monday	Tuesday	Wednesday	Thursday	Friday
Level 2	Monday	Tuesday	Wednesday	Thursday	Friday



Equals Lesson Plan

Level 3	Monday	Tuesday	Wednesday	Thursday	Friday

Note: When identifying the portion of the lesson which will be taught each day be mindful of portions that specifically support the next component. For example you will want to teach CSA and give students the Skill Drill worksheet the same day as the worksheets support the CSA instruction; this is the same view when teaching Problem Solving - the Problem Solving worksheet should be provided that same day.



Weekly Schedule

Directions: Write school days of the week in the headers and time/periods along the side. Use completed Equals Grouping template to schedule math instruction according to math ability and/or grade level. Write names of groups & lesson component in appropriate location on the schedule.

Time/ Period								

Notes:



Daily Schedule

Directions: Write time/ periods along the side. Use completed Equals Grouping template to schedule math instruction according to math ability and/or grade level. Write names of groups & lesson component in appropriate location on the schedule.

Time/ Period	Monday	Tuesday	Wednesday	Thursday	Friday

Notes:

Equals Common Math Tool Kit

Materials frequently used throughout Equals can be kept in a designated location for easy access during lessons all year. In addition, chapter and section-specific materials may be gathered and kept in the same location for the duration of the chapter and/or section. The following list includes these materials, provided for your convenience.*

Equals Curricular Kit

- Content card sets
- Posters: Number Notes, Problem Solving Steps, Chapter Theme*
- Vocabulary cards* (review and new); use Vocabulary List or Materials List by Section on Members Only for vocabulary words for the section. Place in small bag.

Equals CD

- Vocabulary pic-symbols* from section (review and new) Print 2. (CD - Pic-symbols - Vocabulary) Cut and place in bag with Vocabulary cards.
- Counting window(s) (CD - Math Tools - Student Tools or cut from construction paper); laminate for durability
- Chapter Theme Gameboard* (CD - Math Tools - Game Boards - Theme Game Boards)

Equals Members Only Website

- Number Notes (CD - Math Tools - Student Tools - Number Notes)
- Worksheets for section: Skill Drill and Problem Solving* (Members Only Worksheets tab)
- Optional make-ahead: paper tiles, print 6 sets from Student Tools or cut 24 1-3/8" tiles of each color (red, yellow, blue, green, orange, purple) from construction paper; laminate for durability
- Optional make-ahead: shape templates, print 1 set of each size and color; laminate for durability

Equals Manipulative Kit

- All-Turn-It spinner
- building blocks (pull out cubes and place in separate bag)
- Ang-Legs set

Classroom

- game pawns
- sticky tac or tape
- sticky notes
- index cards
- markers
- tape
- heavy plastic tape (optional)
- small sandwich size and gallon size plastic zipper bags

Level 1 materials (optional)

from Equals Manipulative Kit

- Pocket chart
- MathLines (Jumbo 10 and 31)
- Counting tray
- Step-by-Step communicator
- Number Stamps

from classroom

- Stamp pad

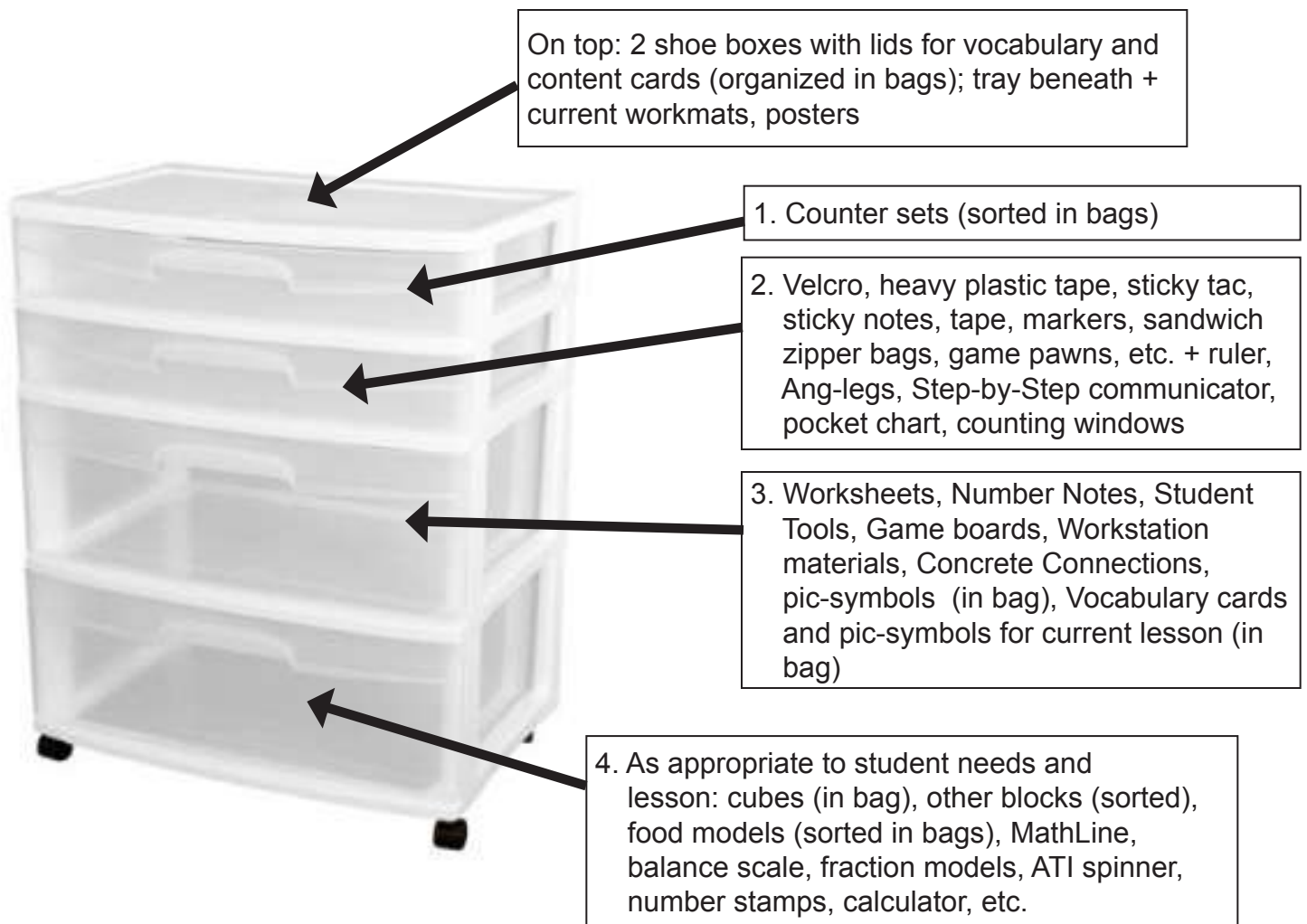




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Mobile Materials Station

Equals kit materials + storage for current lesson

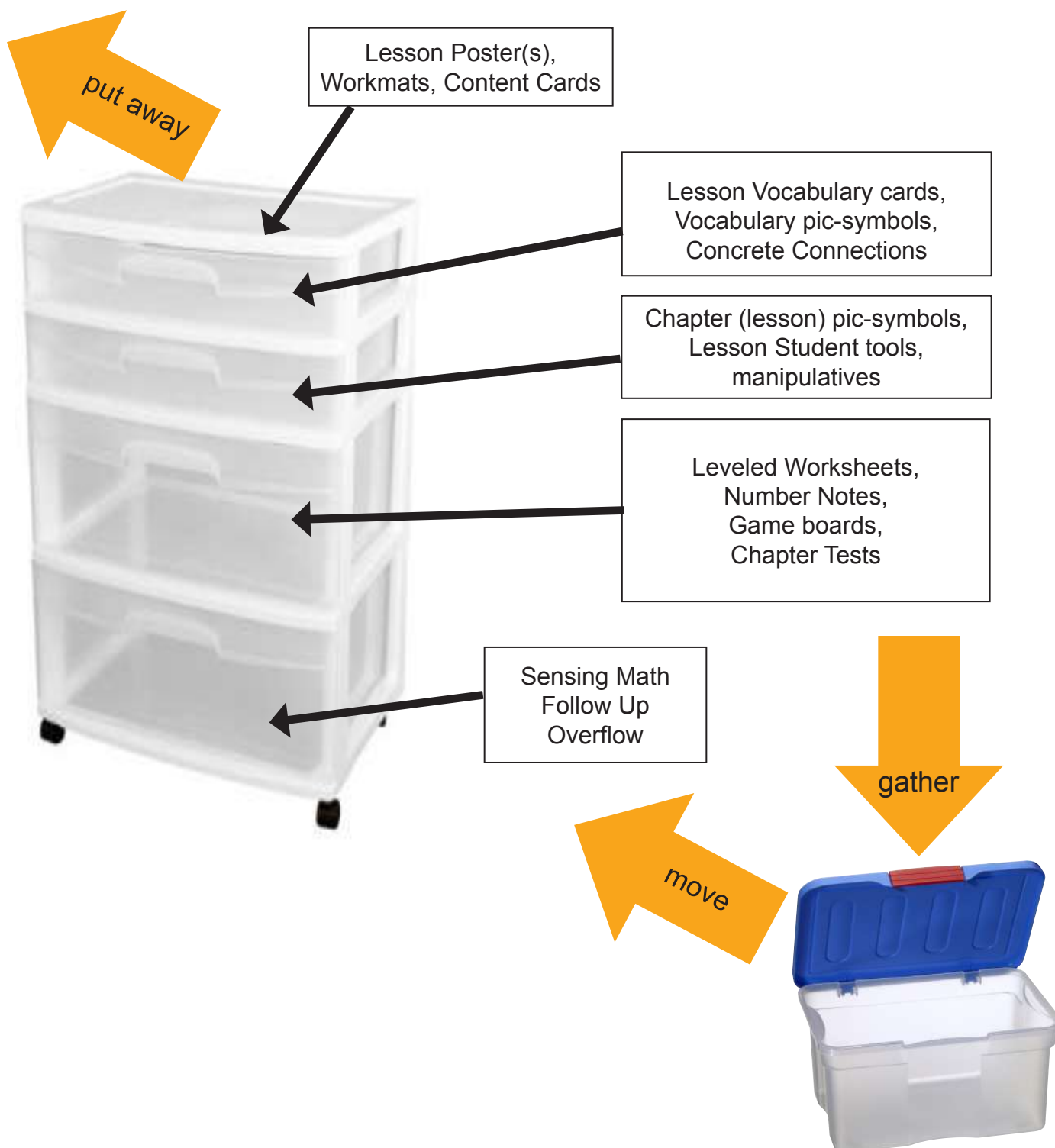




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Lesson Station

Equals lesson materials by section



Equals Fidelity

Equals Math curriculum has been written and developed to provide high-quality math instruction for students with disabilities. To maintain this view of instruction and for students to achieve success with Equals, it is up to each educator to use the materials and teach lessons as intended. These intentions are listed on the left. On the right side of the page, you will see actions that are not an appropriate use of Equals Math curriculum.

Intended for Use

1. Switch out materials as long as they are similar in nature and are appropriate for completing the task or solving the problem.
2. Use same materials as long as they are similar in nature and are appropriate for completing the task or solving the problem.
3. Flexible choice of Level 1, 2, and 3 instruction and materials
4. Adapt student actions, e.g. use of Math Action Dictionary
5. Choose practice and application tasks (page 4, Follow-Up only)
6. Use Sensing Math as an optional activity to be used anytime
7. Add demonstration, activity, and/or materials to the lesson in order to increase student understanding of lesson objective
8. As long as students receive daily instruction with lessons (taught in sequence) that are most appropriate for their level of math knowledge, teachers may provide *additional* instruction for grade level or alternate standards requirements with lessons from another chapter. This practice is thought of as building background knowledge.

Not Intended for Use

1. Using materials to replace core materials, methodologies, and/or instruction of concepts, e.g. replacing 10-frames
2. Replacing or adapting the lesson objective or methodology because the teacher believes it is too difficult for the student
3. Skipping lesson components
(exception: Sensing Math & specific Follow-Up activities)
4. Replacing lesson components
5. Teaching lesson components out of order
(exception: Follow-up activities may be taught in any order and at the discretion of the teacher as best fits student needs.)
6. Picking and choosing lessons when teaching as core curriculum
7. Teaching lessons out of order when teaching as core curriculum

