

Classroom Matemáticas
California

Program Overview



GRADES

K-A1

Hear What Authors and Advisors of *Classroom Matemáticas California* Have to Say



“Students **connect** with mathematics on a deeper level when they explore its applications in **real-world contexts**, discovering its **relevance and power** in everyday life.”

—Gladis Kersaint



“Because routines are meant to be repeated, they are effective vehicles for **developing new habits**. Thus, teachers can lean into instructional routines to more **easily develop new teaching practices** in alignment with the California framework.”

—Grace Kelemanik



“Universal Design for Learning support in *Classroom Matemáticas California* serves as a process that can be used to design mathematics learning environments that are both **accessible** and **challenging** for all learners.”

—Cathery Yeh



“Teachers make hundreds of decisions per hour in the classroom, often related to the flow and logistics of a lesson. Instructional routines hold the flow of the lesson steady and shift the focus of teachers’ decision making so that they can be **responsive** to students’ thinking in the moment and **provide access and support** to each and every student.”

—Amy Lucenta



“This program was designed with **explicit, intentional supports** that make content more accessible and meaningful for **culturally** and **linguistically** diverse learners. We want learners to see themselves in the curriculum, helping them **strengthen** their mathematical identities.”

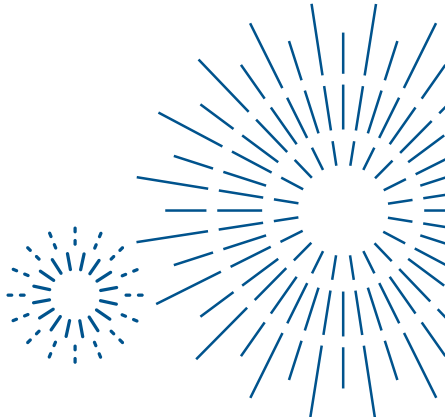
—Mark Ellis

Bringing the California Mathematics Framework to Life

Designed to support the implementation of the California framework, *Classroom Matemáticas California* empowers educators with comprehensive resources and innovative strategies that bring the framework’s core principles to life, ensuring students not only grasp mathematics concepts but also develop genuine excitement to learn mathematics.

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Make the Best Use of Instructional Time

Math class goes by quickly, so you need a thoughtful approach to meet every student’s needs. *Classroom Matemáticas California* helps you understand every student’s needs and follows a unique lesson design that allows you to meet them where they are and get them where they need to be.

Multiple-Day Lessons Allow for Proficiency and Flexibility

Within a lesson, each session (i.e., “day”) plays a different role in supporting student understanding. The amount of time for each session can be adjusted to fit the amount of time in your math block.

- ✓ Built-in time to bridge prerequisite skills
- ✓ Lessons aligned to the California framework
- ✓ Dedicated class time for differentiation and practice

Day 1	Day 2	Day 3	Day 4	Day 5
Explore Session	Develop* Sessions			Refine Session
Built-in time for accelerating learning and connecting key prerequisites with this lesson’s content	Built-in differentiation options during instruction and practice			Built-in time for practice and differentiation

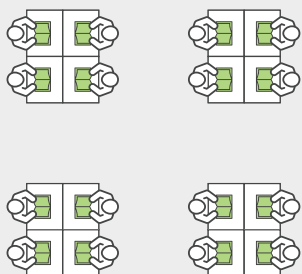
*Each lesson has one to four Develop sessions.



Practice and Differentiation Built into Instruction Time

Each session includes time for student-centered, discourse-driven instruction and options for differentiation and practice.

Student-Centered, Discourse-Driven Instruction



Options for Practice and Differentiation

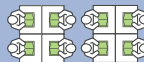


Teacher-Led

Current or Prerequisite Lessons:

- Teacher's Guide Activities
- Tools for Instruction
- Center Activities
- Interactive Tutorials (Grades K–8)

Partner



- Center Activities (*current or Prerequisite Lessons*)
- Centers Library (*Grades K and 1*)
- Enrichment Activities
- Unit Games (*Grades K–8 on grade level to review, prerequisite to meet needs*)
- Grade Level Games (*Grades K–2*)

Independent



- Practice Student Worktext
- Fluency and Skills Practice
- Interactive Practice (*Grades K–8*)
- Fluency Flight (*Grades 2–5*)
- Learning Games
- *i-Ready Personalized Instruction (Grades K–8)*
- Digital Practice system (*Algebra 1*)



Engage students and accelerate their learning. Each lesson starts by activating students' prior knowledge to set a foundation upon which they can place new facts, ideas, and concepts of the lesson.

Activate and Assess Prior Knowledge

Students are introduced to lesson concepts with a problem they can solve using previously learned models and strategies that are relevant to the new content of the lesson.

Build a Bridge to New Lesson Content

Look Back/Look Ahead prompts prepare students for the new content they will learn in the rest of the lesson.

LECCIÓN 23

Explora Fracciones equivalentes

Antes aprendiste que las fracciones equivalentes nombran la misma cantidad del entero. En esta lección aprenderás más acerca de cómo hallar fracciones equivalentes. Usa lo que sabes para tratar de resolver el siguiente problema.

La mamá de Tara hace una bandeja de musaka. Le pone perejil a una mitad y a la otra mitad no. Luego la mamá de Tara corta la musaka en cuartos para que cada cuarto tenga perejil o no.

¿Qué fracción, además de $\frac{1}{2}$, nombra la parte de la musaka que tiene perejil?

PRUEBALO

Herramientas matemáticas

- círculos de fracciones
- papel cuadriculado de 1 pulgada
- tarjetas en blanco
- crayones
- modelos de fracciones
- rectas numéricas

CONVERSA CON UN COMPAÑERO

Pregúntale: ¿Puedes explicarme eso otra vez?

Dile: Yo ya sabía que... así que...

Objetivos de aprendizaje EPM 1, EPM 2, EPM 3, EPM 4, EPM 5, EPM 6, EPM 7, EPM 8

- Hallar fracciones equivalentes.
- Escribir un número entero como una fracción.

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LECCIÓN 23 EXPLORA

CONÉCTALO

1 REPASA

¿Qué fracción, además de $\frac{1}{2}$, nombra la parte de la musaka que tiene perejil?

¿Cómo obtuviste tu respuesta?

2 SIGUE ADELANTE

Has visto muchos tipos de modelos de fracciones, como los modelos de área, las rectas numéricas y las barras de fracciones. Puedes hallar fracciones equivalentes dividiendo el mismo modelo de diferentes maneras.

a. Cada bandeja de abajo muestra cuartos. Traza líneas en una de las bandejas de musaka para mostrar octavos.

b. ¿Cuántos trozos de la musaka tienen perejil ahora?

c. También puedes mirar diferentes partes de igual tamaño en una recta numérica para hallar fracciones equivalentes. Completa la fracción en cuartos que es equivalente a $\frac{1}{2}$.

Nombre: _____

4 REFLEXIONA

¿Por qué tiene se...

Lección 23 Halla fracciones equivalentes 512

LECCIÓN 23 SESIÓN 1

Prepárate para hallar fracciones equivalentes

1 Piensa en lo que sabes acerca de las fracciones. Llena cada recuadro. Usa palabras, números y dibujos. Muestra tantas ideas como puedas.

modelos de fracciones

Ejemplos

Ejemplos

Ejemplos

Ejemplos

Ejemplos

Ejemplos

2 Cada modelo de fracciones muestra tercios. Traza líneas en cada modelo para mostrar sextos.

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Vocabulary Development

To build on their vocabulary, students use a graphic organizer to review a previously learned term that plays a key role in the upcoming lesson. This helps students reflect on concepts they know and will build upon throughout the lesson.

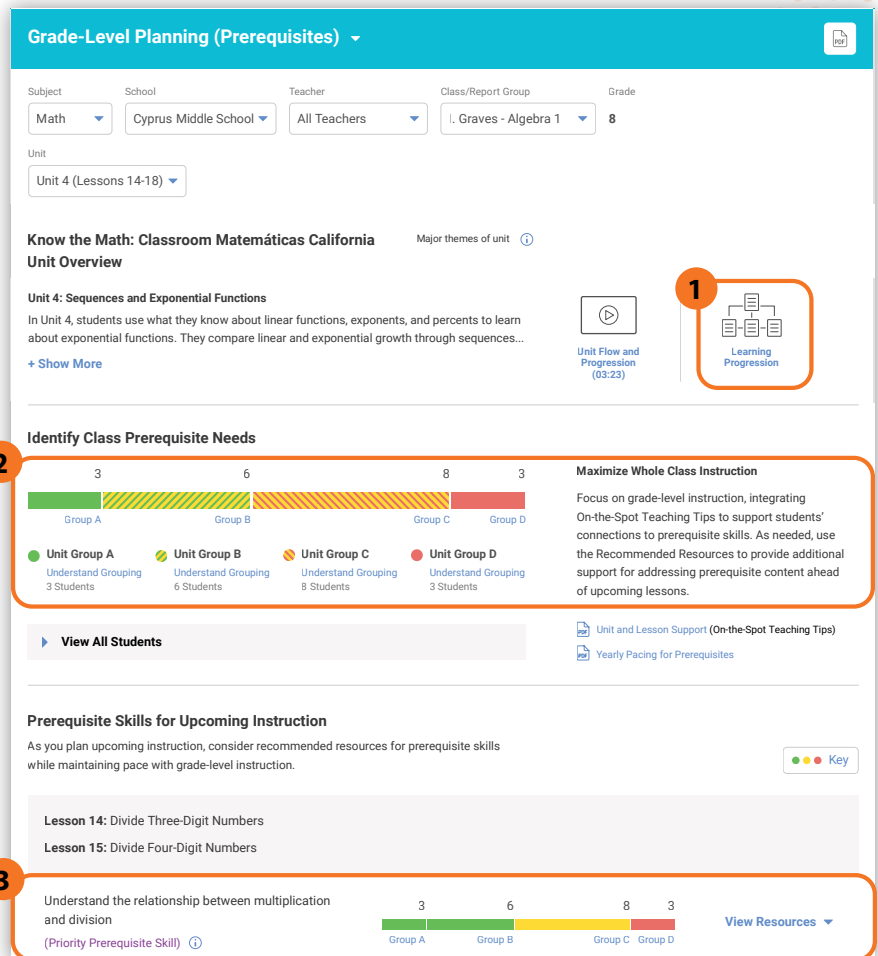
Integrating prior knowledge is a learning acceleration strategy that works!¹

Effect Size = .93

Accelerate Learning with a Custom Plan

Use the **Grade-Level Planning (Prerequisites)** report to accelerate learning with time-saving resources like:

- 1 Learning Progression:** Understand the progression of standards going back two-plus years.
- 2 Gain Better Insight into Class-Level Prerequisite Needs:** Access tips on how to maximize whole class, grade-level instruction in *Classroom Matemáticas California*.
- 3 Small Group Resources:** Understand students' needs for prerequisite skills for *Classroom Matemáticas California* lessons, and access embedded teacher-led, small group, and independent resources for individual skills at point of use.



Example of Grade 8 Report



The **Diagnostic assessment**, which auto-generates the Grade-Level Planning (Prerequisites) report, is used by more than 14 million students because it's:

- **Adaptive:** Pinpoint students' strengths and needs.
- **Criterion and Norm Referenced:** Compare students' performance against the standards and other students.
- **State and Nationally Recognized:** Third parties have deemed the Diagnostic as valid and reliable.

¹Almarode, J., Hattie, J., Fisher, D., & Frey, N. (2021). *Reinvesting and rebounding: Where the evidence points for accelerating learning*. Corwin.

Build Understanding: *Develop Sessions*

Help students make sense of math by making connections across multiple representations. Each lesson includes one to four sessions devoted to helping students integrate new concepts into their existing understanding of related mathematical ideas, patterns, and procedures.

Student-Centered Instructional Framework

The **Try–Discuss–Connect instructional framework** seamlessly incorporates multiple routines and best practices into instruction to increase student engagement and class participation.

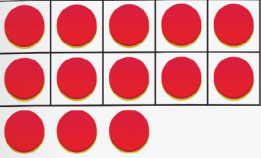
LECCIÓN
6

SESIÓN 2 ●●○○○
DESARROLLA

APLÍCALO: PROBLEMAS

Escribe el número de decenas y unidades.
Luego escribe el número del 11 al 19.

1



____ decena ____ unidades

____ fichas

2

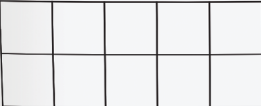


____ decena ____ unidades

____ cubos

3

Haz que el marco de 10 coincida con el número de decenas y unidades.  Dibuja.



1 decena 7 unidades

TRY IT

Students make sense of the problem and persevere in solving and supporting their thinking.

By having time to think through the problem as a class and then try it on their own first, students learn to tap into their existing knowledge and develop perseverance.

DISCUSS IT

Students share their thinking with a partner and compare their strategies.

By engaging in peer-to-peer discourse, students build confidence and learn from one another.

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Lección 6 Números del 11 al 19

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8 | Classroom Matemáticas California

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Ya sabes cómo multiplicar dos números enteros. Ahora aprenderás a multiplicar un decimal por un número entero. Usa lo que sabes para tratar de resolver el siguiente problema.

Kail está usando azulejos cuadrados pequeños para un proyecto de arte. La longitud lateral de cada azulejo es de 0.8 pulgadas. Pega 6 de los azulejos en fila sin espacios, como se muestra aquí. ¿Cuál es la longitud de la fila de azulejos?



PRUEBALO

Herramientas matemáticas

- bloques de base diez
- cuadrículas de décimas
- rectas numéricas
- papel cuadriculado
- notas adhesivas
- modelos de multiplicación

CONVERSA CON UN COMPAÑERO

Pregúntale: ¿Cómo empezaste a resolver el problema?

Dile: Comencé por...

- Objetivos de aprendizaje** EPM 1, EPM 2, EPM 3, EPM 4, EPM 5, EPM 6, EPM 7, EPM 8
- Multiplicar un decimal por un número entero.
 - Explicar la estrategia que se usa para multiplicar un decimal por un número entero.
 - Usar la estimación para comprobar que un producto es razonable.

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Lección 15 Multiplicar un decimal por un número entero 321

CONÉCTALO

1 REPASA

Explica cómo hallaste la longitud de la fila de fichas.

2 SIGUE ADELANTE

Puedes hallar la longitud de la fila de fichas usando la suma repetida o la multiplicación de un decimal por un número entero. Busca patrones en los factores y los productos cuando multiplicas por los números enteros y los decimales que se muestran abajo. Usa los modelos para escribir los productos.

a. $2 \times 3 =$ b. $2 \times 0.3 =$ c. $2 \times 0.03 =$



3 REFLEXIONA

¿Qué patrones ves en los factores y en los productos de las ecuaciones? ¿Cómo se muestran estos patrones en los modelos?

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CONNECT IT

Students make connections between strategies, reflect on what they have learned, and apply that learning to new problems.

This helps students deepen their understanding, build flexibility in their thinking, and better retain what they have learned.

Available digitally and in print*

Daily Practice

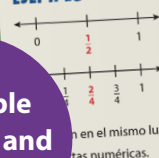
Available digitally or in print, students solidify their conceptual understanding and build procedural fluency from that understanding.

Nombre: _____

Practica mostrar fracciones equivalentes

Estudia como el Ejemplo muestra fracciones equivalentes con rectas numéricas y modelos de área. Luego resuelve los problemas 1 a 5.

EJEMPLO



Los rectángulos tienen la misma cantidad sombreada.

$\frac{1}{2}$ es equivalente a $\frac{2}{4}$.

1 ¿Muestra cada modelo fracciones equivalentes?

	Sí	No
	(A)	(B)
	(C)	(D)

Vocabulario

fracciones equivalentes fracciones que nombran la misma parte de un entero. $\frac{1}{2}$ y $\frac{2}{4}$ son equivalentes.

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Lección 22 Comprende Fracciones equivalentes

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Lessons in Classroom Matemáticas California Make It All Possible

- ✓ **Address the California framework** with student-centered discourse and practice.
- ✓ **Develop mathematical practices** authentically through problem solving and discussion.
- ✓ **Engage all learners** by encouraging all students' voices, perspectives, and experiences.
- ✓ **Implement the Universal Design for Learning** for the benefit of all students.

Make Learning Stick: Refine Session

Give students time to cement their learning from the lesson. Each lesson ends with dedicated class time to work on deeper applications and options for one-on-one or small group differentiation activities.

Class Time for Application and Differentiation



Use student responses to the first set of problems to identify three groups for differentiation.

Approaching Proficiency:
Provide additional support with the Reteach—Hands-On Activity.



Hands-On Activity

Use algebra tiles to model equations that include parentheses.

If students are unsure about solving equations that include parentheses, then use this activity to help them visualize how to solve equations using the distributive property.

Materials For each pair: algebra tiles (9 x-tiles, 21 1-tiles)

- Have students work with a partner to model $3(x - 2) = 3$ with their tiles. If necessary, suggest that they show the multiplication on the left by making an array of width $x - 2$ and height 3 with their tiles.
- Have students look at their models a new way. Pregunte: ¿Pueden escribir una ecuación diferente que siga representando estas fichas? Si la respuesta es sí, ¿cómo se relacionaría esta ecuación con la primera? [Si: $3x - 6 = 3$. Es la forma desarrollada].
- Encourage students to try different strategies to solve the equation. Pregunte: ¿Cómo mostrarían con sus fichas el proceso de dividir ambos lados de la ecuación entre tres? [Se forman tres grupos iguales en ambos lados. En la izquierda, cada una de las tres filas de la matriz tiene una ficha x y dos fichas -1. En la derecha, cada grupo tendría una ficha 1].
- Pregunte: ¿Qué ecuación representa esto? ¿A qué es igual x? [$x - 2 = 1$, $x = 3$]

Meeting Proficiency:
Reinforce learning with an additional practice problem.

Extending Proficiency:
Deepen students' understanding with the Extend—Challenge Activity.

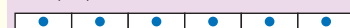


Challenge Activity

El gerente analiza el plan de G.O. y decide que solo pueden colocar la mitad de los bebederos que G.O. había pensado. Vuelve a armar el plan de G.O. con 3 bebederos.

Posible solución

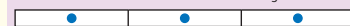
Hice un plan para 6 bebederos.



Puedo volver a dibujar el diagrama de modo que 2 secciones formen 1 sola sección.



Ahora tendré 3 bebederos, y cada sección es $\frac{1}{3}$ de todo el sendero.

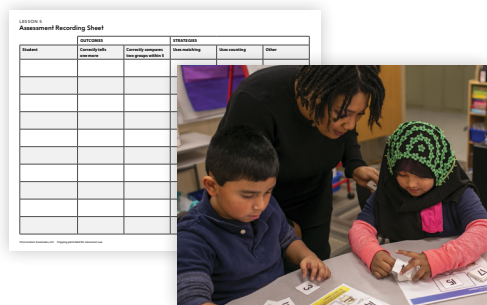


Track and Support Students' Growth

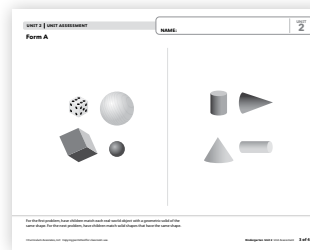
Truly understand what your students know. *Classroom Matemáticas California* includes print and digital assessments and a wealth of resources to meet all students' learning needs.

Assess Students' Understanding and Monitor Progress

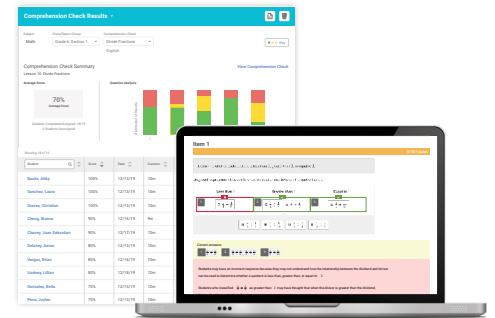
Choose how you want to evaluate students' strengths and dig deeper into their individual needs.



Activity-Based Assessments
(Grade K)



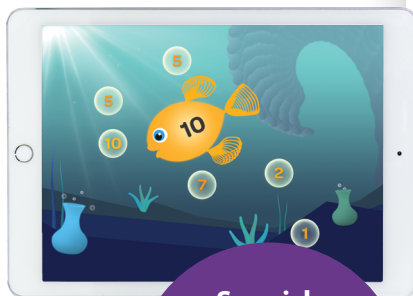
Paper/Pencil Assessments



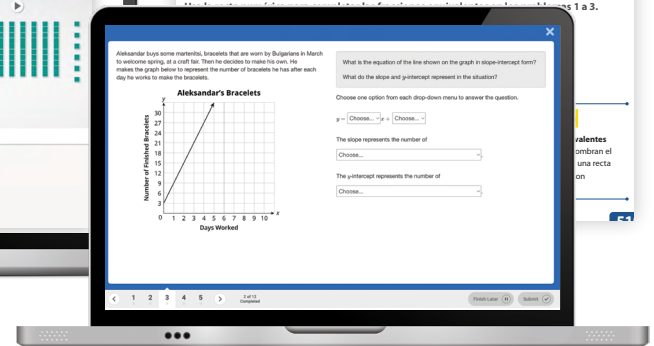
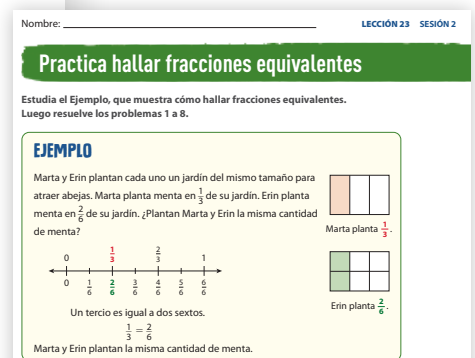
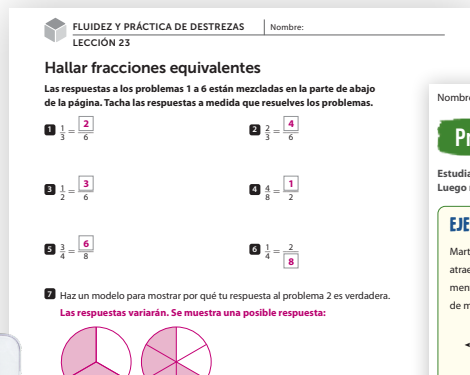
Digital Assessments

Abundant Practice and Differentiation Resources for Every Session

Once you identify students' needs, choose the resource that will help students grow and succeed.



Spanish
Digital Practice
available for
school year
2026-2027

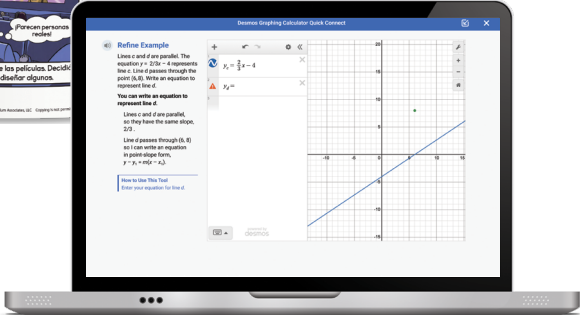


Put Students at the Heart of Learning

Foster the joy of learning with a classroom environment that’s focused on students’ creativity, critical thinking, communication, and collaboration.

Increase Student Engagement

Make math relevant and engaging for students with developmentally appropriate lessons that include hands-on activities and diverse tasks to help students develop their mathematical identities.

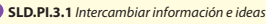


Protocols for Engagement	Where in Lesson	Validates
Shout Out Students shout out one-word (or very short) answers at the same time.	Session 1 Discuss It: Facilitate Whole Class Discussion	conversational overlap, spontaneity, verbal expressiveness, multiple ways to show focus
Teacher Read Teacher reads aloud while students follow along.	Session 2 Try It: Make Sense of the Problem	oral, storytelling traditions
Quick Write/Quick Draw Students individually make notes or sketches before beginning a partner or whole-class discussion.	Session 4 Discuss It: Support Partner Discussion	individualism

Supports for Language Development: Try–Discuss–Connect incorporates language routines to increase class participation and support students as they learn content, apply mathematical practices, and develop language.		
 Try It	 Discuss It	 Connect It
Language Routines • Three Reads • Co-craft Questions • Notice and Wonder • Say It Another Way Teacher Moves • Turn and Talk • Individual Think Time	Language Routines • Compare and Connect • Collect and Display Teacher Moves • Turn and Talk • Individual Think Time • Four Rs Conversation Tips	Language Routines • Collect and Display • Compare and Connect Teacher Moves • Turn and Talk • Individual Think Time • Four Rs

Resources like Discourse Cards, Multilingual Glossaries, and Differentiation for English Learners help students learn and use academic language.

Usar con **Aplicalo, Sesión 2**



Enlace: Leer/Hablar

Pídales que doblen un círculo para formar cuartos. Haga preguntas para que conversen sobre: ¿Cuántas partes tomó Brita? ¿Cómo lo saben? Deles tiempo para que sombreen el círculo. Repita el proceso para representar octavos. Pregunte: ¿Cómo pueden mostrar $\frac{3}{4}$ en ambas bandejas? ¿Cuántas partes están sombreadas en la bandeja que tiene ocho partes? Reformule las ideas con oraciones completas.

Ayude a los estudiantes a mostrar y comentar sus trabajos. Dé dos círculos congruentes a cada pareja. Pídales que lean el problema 4. Pregunte: *¿Cuántas partes iguales hay en la bandeja de Brita? ¿Cómo lo saben? ¿Cuántas partes tomó Brita?* [3] Anímelos a responder con oraciones completas. Diga: *Hablen con su compañero sobre cómo usar un círculo para representar la bandeja de Brita.* Valide las sugerencias. Pídales que doble un círculo en cuartos y el otro en octavos, y que sombreen el primero para mostrar $\frac{3}{4}$. Pregunte: *¿Cómo pueden mostrar la misma cantidad en el círculo con ocho partes?* Pídales que trabajen juntos para resolver el problema. Luego, selección a algunas parejas para que compartan sus procesos.

Teach Academic Language

Engage students in rigorous mathematics, and encourage effective communication with activities, routines, and prompts.

- **DEVELOP ACADEMIC LANGUAGE** -

CÓMO Cuando lea Haz un dibujo, guíe a los estudiantes para que analicen las dos últimas oraciones que describen el modelo. Muestre esta oración: *Las líneas continuas/ dividen/ el círculo/ en cuartos*. Anímelos a describir su estructura. Las respuestas deben incluir que hay un sujeto (de quién o de qué trata la oración), un verbo (palabra de acción) y detalles. Pregunte: *¿Por qué incluyó el escritor esta oración? ¿Cómo nos ayuda?* Use un proceso similar para interpretar la oración acerca de las líneas discontinuas.



Program Components

Assessment

Diagnose, Screen, and Monitor

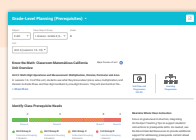
Diagnostic ^{E/S}

This adaptive assessment provides teachers with actionable insight into student needs and charts a personalized learning path for each student.



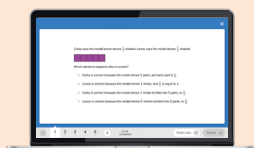
Grade-Level Planning (Prerequisites) Report

Accelerate learning during small group or whole class instruction, depending on the needs of the class.



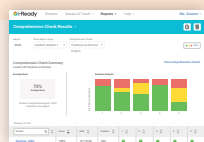
Comprehension Checks ^{E/S}

Save time with auto-graded assessments with audio support; comparable to the Lesson Quizzes and Mid-Unit (Grades 2–5) and Unit Assessments.*



Comprehension Check Reports ^{E/S}

In-depth analysis of student understanding, including the rationale for typical incorrect responses, helps identify student misconceptions.*



Whole Class Instruction and Practice

Student Components ^{E/S}

Students take ownership of their learning with these engaging print and digital resources.



Student Worktexts, Fluency and Skills Practice Pages**, Assessment Practice Pages** (Grades 2–8), Student Digital Experience digital practice, virtual manipulatives, Digital Math Tools powered by Desmos Studio PBC (Grades 6–Algebra 1), Desmos Graphing Calculator Quick Connects (Algebra 1), and Manipulative Kits***

*Available in Spanish for the 2026–2027 school year

**Print book available for additional purchase

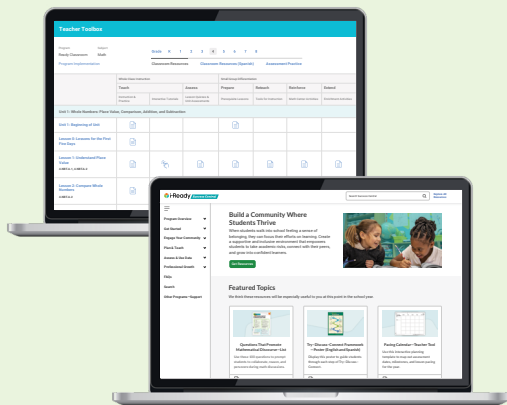
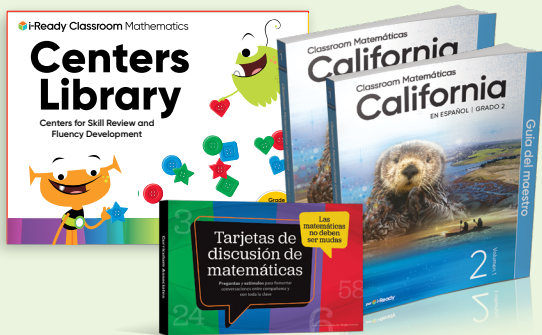
***Available for additional purchase

^{E/S} Available in English and Spanish

Whole Class Instruction and Practice

Teacher Components E/S

Make math accessible and build students' confidence with these high-quality instructional materials.



Teacher's Guides, Discourse Cards, Centers Library (Grades K and 1), *i-Ready Success Central*, and Teacher Digital Experience (including reports, Teacher Toolbox, assignable practice, and program implementation resources and support)

Small Group Differentiation

Prerequisite Lesson E/S

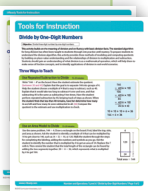
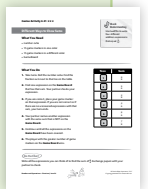
In-depth instruction that reviews prerequisite concepts

Math Center Activities and Enrichment Activities E/S

Provide scaffolds to help students access lesson content

Tools for Instruction PDFs E/S

Teacher-led activities for small group instruction addressing prerequisite or on-grade level skills

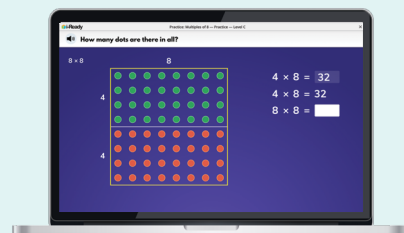


Add On

Personalized Learning and Intervention

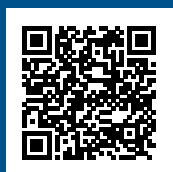
i-Ready Personalized Instruction E/S

Driven by results from the *i-Ready Diagnostic*, these interactive lessons for Grades K–8 provide instruction tailored to each student's needs.





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