

Florida, Caribbean,  
Bahamas  
K to Algebra1

The “U” in UMathX is ... “UNDERSTANDING”

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## PART A. PREPARING FOR THE JOURNEY

### STEP 1: How Learning is Constructed in UMathX

Click on the link to ... [EmpoweringStudentsToConstructTheirLearning](#)

### Summary: How Learning is Constructed in UMathX

- In this **Exploration of Mathematics Content and Teaching Methodology** we use **UMathX**, a learning environment for K to Algebra1. UMathX is the 10<sup>th</sup> version of “**Understanding Math**”.
- In **UMathX** learners are encouraged to **grapple** with ideas, concepts and strategies towards **constructing** new knowledge **through understanding**. The teacher is not a teller.
- Information flows from **short term to long term memory** through the vehicle, “**Understanding**”.
- **Students** are the **Builders** of their own knowledge. **Questioning** is the key to **Understanding**. **Understanding** is achieved by **Association**.

### STEP 2: UMathX .. Possible Learning Environments



### STEP 3: Play the video <http://www.jamesnottingham.co.uk/learning-pit>



“UMathX transforms a “Valley of Despair” into grappling in a “Learning Pit.” Dr MKendal, Houston Math Supervisor

“The UMathX Learning System continues to be the best I have seen.” JPyper - Faculty of Ed, Queens U, Kingston, On

“Content and Teaching Methodology are exceptional.” Master teachers, Faculty of Ed. LSU, USA.

“The Neufeld system is by far the most effective learning tool for mathematics!” JS - Australia

TOWARDS  
UNDERSTANDING  
how to use  
UMathX  
as a  
tool  
for learning

## PART B. BEGINNING THE JOURNEY

- Play the video: **UMathX–What is it?** at [www.umathX.com](http://www.umathX.com) > **Media** > **Videos**
- Enter URL [www.umathx.com/XX](http://www.umathx.com/XX) (where XX is given to you), into the address box of any browser.  
Enter the **Username** that you have been assigned  
Enter the **Password**: that you have been assigned or you have chosen  
If one enters into UMathX, then want to have another user enter, click on **Logout** on top right.  
**There exist 4 Login Types**: student, teacher, principal, supervisor  
**Check classes** entered into UMathX according to the teacher template submitted.

The Main Menu is the jump off point for both **PLANNING** and **STUDENT USE**.



### LET'S EXPLORE THE CONTENT MENU ...

ELEMENTARY  
Example:

<PROCEED> IS ...

the way that UMathX  
controls the pace.

It ensures attention to  
tasks and separates  
the pieces of the  
concept being built.

The **Frameworks** are  
3 part model lessons  
on paper. They give  
ideas for implementing  
UMathX

- **Select “CONTENT Menu”.**  
**Follow this path in order:**
  1. **Fractions > Equivalent Fractions > Pattern Blocks.** Click on (arrow up)(arrow right)(arrow left)(double arrow up) **Content Menu** .. **Fractions > Equivalent Fractions > Pattern Blocks > Hexagon1** to work through lesson, **Hexagon1**
  2. Double click on “**This is one Whole Hexagon**” on the first page to have the line read and highlighted.  
When <proceed> appears on the bottom right, click on it.  
Key in “1”, then press <enter>. Key in “2” then press <enter>. Now click on <proceed>.  
Enter a number ... try the number .. “2” .. three times before entering the correct answer.  
**NOTE- Encourage students to risk. A mistake is an opportunity to learn.**
  3. Click on the 2<sup>nd</sup> icon at the top of the screen, **MENU**.  
Now navigate to **Hexagon1** and complete the lesson.  
A blue screen with two options – **GO BACK** .. or .. **CONTINUE**, marks the end of a lesson.  
Return to the **Main Menu**.
- **Select “CONTENT Menu” and again follow the path below in order:**  
**Content Menu**..**Fractions > Equivalent Fractions > Pattern Blocks >**  
The green pencil beside “**Hexagon1**” indicates that a corresponding printable **framework** is available. **Click on pencil.**  
**Option 1:** After printing it, follow the lesson outline on the framework.  
**Option 2:** Earlier (above) you followed the lesson “**Hexagon1**” within UMathX.  
Return to the **Main Menu**.
- **Select “CONTENT Menu”. and follow the path below in order:**  
**Fractions > The Meaning of Fractions > Introduction... Think, Write, Say.**  
The green pencil beside “**Circles**” indicates that a corresponding printable **framework** is available. **Click on the pencil.**  
**Option 1:** After printing it, follow the lesson outline on the framework.  
**Option 2:** Follow the lesson “**Circles**” within UMathX.  
Return to the **Main Menu**.

**LET’S EXPLORE  
THE CURRICULUM  
MENU ...**

**ELEMENTARY  
Example:**

**THREE PART  
MODEL LESSONS  
(FRAMEWORKS)**

are meant to:

1. Tie on-screen knowledge to concrete expression off-computer
2. Provide support for RTI & STEAM models.

- **Select the “Florida Standards CURRICULUM Menu”.**  
Follow this path in order:
  1. **Grade 3**, then **MAFS.3.NF > 01**.  
Click (arrow up)(double arrow up).
  2. Select **Florida Standards**.
  3. Click .. **Grade 3 > MAFS.3.NF > 01 > 03 > b**  
You have now reached suggested lessons to fit **MAFS.3.NF.01.03b**
  4. You now have **2 choices** – **Tab 1** – “Lessons” and **Tab 2** – “Frameworks”
  5. Select **Lessons**.  
You are at lessons selected from the **Content Menu** for **MAFS.3.NF.01.03b**.  
Lessons are in order that we recommend that they be taught.
  6. Double Click the 3<sup>rd</sup> lesson- **Fractions > Equivalent Fractions > Pattern Blocks > Hexagon1 (Remember this?)**  
Do a few <proceeds> into the lesson.
  7. **Exit the lesson** by clicking on the 2<sup>nd</sup> icon at the top of the screen, **MENU**.  
You are returned to the **Selection Menu** within the **Curriculum Selection, MAFS.3.NF.01.03b**, ready for another choice.
  8. Click on tab “**Frameworks**”.  
You see **tiered 3 part model printable lessons** which give ideas on **implementing UMathX**.
  9. **Double-Click** on ... **Equivalent Fractions -1.pdf**.  
**Note the 3 part lesson**. It can be printed in color or in black and white double sided to save on paper.  
This can be given to a student or a pair of students as a plan for implementation of UMathX.  
Note that the instructions to the student(s) direct them within the **Content Menu**.
  10. Return to **UMathX**, by moving the mouse to the top of the screen and click on the **X** for **Equivalent Fractions -1.pdf**.
- **Select “Help Me Get Started” on the Main Menu. “UMathX Videos” will appear.**  
**Select and play the video, “Frameworks for Learning”**  
**Frameworks save much time** by providing lessons and lesson ideas ready to be used.

**LET’S EXPLORE  
CONTENT MENU &  
CURRICULUM  
MENU ...**

**SECONDARY  
Example:**

- **Select “CONTENT Menu”.**  
Follow this path in order:  
**Graphing > Linear Relations > The Elastic Example**  
Note the **green pencil icon** beside the lesson, “**Setup Equations**”. Click on it to display the **framework**.  
**Option 1:** After printing it, follow the lesson outline on the **framework**.  
**Option 2:** Follow the lesson “**Setup Equations**” within UMathX.  
Return to the **Main Menu**.
- **Select the Florida Standards CURRICULUM Menu.**  
Follow the path to **MAFS.8.F.02.04**  
Click on tab “**Lessons**”.  
Double Click the lesson- **Graphing > Linear Relations > The Elastic Example > Setup Equations**  
Click on the tab “**Frameworks**”.  
Note **tiered 3 part lessons, Linear Relations – Elastic -1, -2, -3** for a suggestion to implement **UMathX**.

**MODEL LESSONS  
(FRAMEWORKS)**

Framework Role:

Model Lessons

Implement:

RTI  
STEM

- **“Find a Framework” in 4 Possible Ways:**
  1. In the **Content Menu**, a **green pencil** beside a lesson name indicates that a corresponding printable **framework** is available.
  2. In the **Selection Menu**, within a **Curriculum Menu**, the appropriate framework is available.
  3. In the **Main Menu**, select “**View a Framework**”
  4. **Navigate to .. [www.umathx.com/frameworks](http://www.umathx.com/frameworks)**

**Each Framework:** .. is on 1 double sided printable page in color or in black and white  
.. has 3 parts: **Get Started**  
**Working At It**  
**Reflect and Connect**

The **FRAMEWORK** offers another way to use UMathX

It saves the teacher time and effort.

**UMATH X**  
Framework for Learning: **Equivalent Fractions - 3**  
Leader's Name: ..... Instructor's Initials: .....  
Co-Leader's Name: .....  
**Getting Started:**  
In UMath X follow the Content Menu path:  
Fractions > The Meaning of Fractions > Introduction...Think, Write, Say > Circles  
As you work through the lesson, Circles, complete the corresponding notes below.  
**We Think:**  
The circle on the dreamcatcher is cut into      equal parts.  
     of the equal parts of the circle are green.  
**We Write:**  
Number of equal parts shaded green  
Total number of equal parts  
**We Say:**  
     out of      equal parts is green.  
     of the shape is green.  
**Working In It:**  
In UMath X follow the Content Menu path:  
Fractions > Equivalent Fractions > Introduction

**UMATH X**  
Framework for Learning: **Ratio Tables - Introduction - 1**  
Leader's Name: ..... Instructor's Initials: .....  
Co-Leader's Name: .....  
**Getting Started:**  
Log into UMathX  
From the Content Menu, follow the path below:  
Fractions > Section 7: Ratios and Proportions > Ratio Table  
Select and complete the Lesson, Introduction 2  
As you work through the Introduction 2, complete the table and corresponding notes below.  
cups of ginger ale  
cups of cranberry juice  
Method 2: Compare given ratio to new ratio to determine how many groups then \_\_\_\_\_  
Discuss the method used to complete the table and Record a summary of your discussion in the space provided below.

**PLAN A LESSON:**

**OPTION 1**

1<sup>ST</sup> **CONTENT MENU**

2<sup>ND</sup> **FRAMEWORK**

**OPTION 2**

1<sup>ST</sup> **CURRICULUM menu**

2<sup>ND</sup> **LESSON PATHS**

3<sup>RD</sup> **FRAMEWORKS**

- **PLANNING a LESSON – OPTION 1** – Choose from lessons scaffolded within the **Content Menu**.  
**First** .. Select the **Content Menu**. Choose the path to a particular lesson or set of lessons.  
**Example:** Place Value>Identify Place Value Patterns(to 1000)>D>Expanded Notation  
**Second** .. Note a green pencil icon beside .. 1) Expanded Notation  
**This indicates that a corresponding framework is available.**  
Click on the framework and print it, possibly 1 for every 2 or 3 students in the group.
- **PLANNING a LESSON – OPTION 2** – This is likely the option if you work in Florida Standards.  
**First** .. Follow the steps within the version of the **FLORIDA STATE STANDARDS** curriculum.  
**Third** .. Click on the **FRAMEWORKS** button for appropriate frameworks if they exist. Print.

**Some Examples for PLACE VALUE within the FLORIDA STANDARDS Curriculum**

**MAFS.2.NBT.01.01a** – Place Value>Identify Place Value Patterns(to 1000)>D>Expanded Notation  
(Place Value to 1000 – Expanded Notation)

**MAFS.2.NBT.01.03** –Place Value>Identify Place Value Patterns(To 100)>C>Pictures To Numbers #2

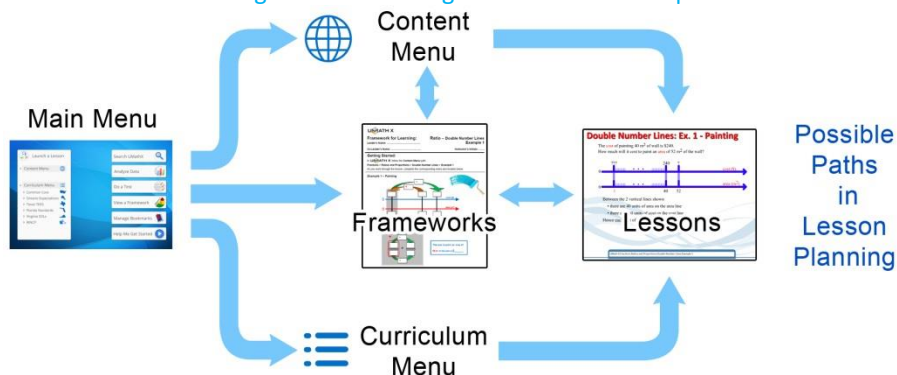
**MAFS.2.NBT.01.03**—Place Value>Identify Place Value Patterns(To 100)>C>Tens & Ones To Pictures #2

**MAFS.2.NBT.01.03**—Place Value>Identify Place Value Patterns(To 100)>C>Numbers To Pictures #2

**MAFS.2.NBT.01.03**—Place Value>Identify Place Value Patterns(To 100)>C>2 Digit Numbers – Different Ways  
(Place Value – 2 Digit Numbers-Different Ways)

**MAFS.2.NBT.01.03**- Whole Numbers & Integers>The Meaning Of Whole Numbers>Seeing Number> To Hundreds>Ex1

**MAFS.2.NBT.01.03**- Whole Numb & Integers>The Meaning Whole Numbers>Expanded Notation To 999> Ex 1



**MAFS.3.NBT.01.01**- Whole Numbers & Integers>The Meaning Of Whole Numbers>Rounding Large Numbers>Concepts  
(Rounding Large Numbers – To Nearest Ten – Concept 1, Concept 2, Example 1, Example 2)

**MAFS.3.NBT.01.01**- Whole Numbers & Integers>The Meaning Of Whole Numbers>Rounding Large Numbers>Concepts  
(Rounding Large Numbers – To Nearest Hundred – Concept 3, Example 3)

(Rounding Large Numbers – To Nearest 10, 100 And 1000)

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OPTION 2  
ADDITIONAL  
EXAMPLES


- MAFS.4.NBT.01.01- Whole Numbers & Integers>The Meaning Of Whole Numbers>Place Value To 999,999>Neighbors  
(Place Value To 999,999 – Neighbors)
  - MAFS.4.NBT.01.01- Whole Num & Integers>The Meaning Of Whole Num>Expanded Notation>To 999> Ex1  
(Expanded Notation – To 999)
  - MAFS.4.NBT.01.01- Whole Num & Integers>The Meaning Of Whole Num>Expanded Notation>To 9999> Ex 1  
(Expanded Notation – To 9999)
  - MAFS.4.NBT.01.01- Whole Num & Integers>The Meaning Whole Num>Expanded Notation> Write As Numerals  
(Expanded Notation – Write As Numerals)
  - MAFS.5.NBT.01.01 - Whole Num & Integers>The Meaning Of Whole Numbers>Place Value To 999,999>Neighbors  
(Place Value To 999,999 – Neighbors)
  - MAFS.5.NBT.01.03a- Fractions> Intro To Dec> Ones, Tenths, Hundredths,Thousandths>DecToThousandths> Ex1, 2  
(Decimals To Thousandths)
- Additional Examples within the FLORIDA STANDARDS Curriculum**
- MAFS.2.NBT.02.05–Operations>14)Add2Digit...Concretely->C(Add 2 Digit Numbers-Concretely-With Regrouping)
  - MAFS.2.NBT.02.07 – Operations> 23) Subt 3 Digit Numbers.. Concretely> D (Subtraction With Regrouping #3)
  - MAFS.3.NF.01.01–Fractions>The Meaning of Fract> Intro...Think,Write,Say>Circles(FractionIntro-Pattern Blocks-1)
  - MAFS.4.NBT.02.05-Wh#&Int>Mult&DivofWholeNu>Multby2DigitMult>PartProd-Area>Ex1(Mult2 digit.PP24x37)  
- Whole # & Int> Mult & Div of Whole Num> Mult by 2 Digit Mult> Partial Prod-Area> Ex 4–Without Blocks
  - MAFS.5.NF.02.04a – Fractions> Multiplying Fractions> Developing the Rule> Ex. 3 (Multiply Proper Fractions -1)
  - MAFS.6.NS.02.03 - Fract>Mult& Div of Dec> Mult by Partial Products Area>Ex 1(Mult Dec by Partial Prod 2.4x3.7)
  - MAFS.6.RP.01.03b –Fractions >Ratios & Proportions>Ratio,Tape Diag>Introduction(Ratios & Proportions - Tape)  
And ... Fractions>Ratios & Proportions > Ratio Table> Introduction 1&2 (Ratio – Ratio Tables\_Intro-2)
  - MAFS.7.G.02.06- Meas& Geom>Per&AreaofPolyg> Areasof Polyg>PolygtoSimple Shapes>Ex1(Polygons Broken -1)
  - MAFS.7.RP.01.03 – Fractions> Ratios and Proportions> Proportions> Ex 3 Marbles(Estimation U Proportions)
  - MAFS.8.F.02.05-Graphing>Read&Sketch Graphs>GraphsWithoutScale> Ex 7, 9, 11 (Graphs Without – Creating -1)
  - MAFS.8.EE.02.05 – Graphing > Slope of a Line > Slope > Steepness Factor(Slope In the Real World)
  - MAFS.8.F.02.04 – Graphing> Eq Str Line > Word Prob-Applic>Walker>(Slope & Line –Walk in Real World-1)
  - MAFS.A.CED.01.01 – Graphing>QuadraticFunctions> Max Cage Area>Trial & Error to Summary(Quad-Max Cage-1)
  - MAFS.A.CED.01.02 – Algebra> Patterns, Patterns, Patterns>Patterns to Formulas> Ex. 4 (Patterns with Toothpicks)  
(Challenge) – Algebra>Patterns, Patterns, Patterns> Sum of Seq –Geom – Real Life(Sum of Geom Seq)

**TEST ACCESS:**  
Main Menu (first page)  
Activity Window

**TEST TYPES:**  
Fl State Standard Test  
Content Test  
Custom Test

## PART C. FURTHER INTO THE JOURNEY

- **ACCESS:** Main Menu .. Click on “Do a Test”  or Activity Window .. Click on the  icon



For a Class

- **TYPES:** **Common Core Tests** – coverage within curriculum for a specific grade (MAFS. 5.NF)  
**Content Tests** cover items within a certain content area across grade levels  
**Custom Tests** are generated by the teacher by choosing any specific content.

**DATA ANALYSIS**  
Lessons & Tests  
Growth  
Usage

For more information  
on Data Analysis,  
we welcome you to  
contact us.

- **Analyze Data” in the Main Menu.** The “Data Module” requires data by students.

The **full version** allows students to do lessons and tests with results recorded into perpetuity. A teacher or student can then check student data .. **tests, lessons, usage, growth and more.**

After a student has created data, the teacher of that student could do the following:  
Select “Analyze Data”. Select “Test Data”. Select a class or a student, a test category and a test.  
Click on a specific vertical, then horizontal bar. Click on a question that was answered incorrectly.  
**2 choices.** 1 - see results. 2 - launch an appropriate lesson.