

UMathX Gateway to Understanding Math

NY,NJ,MI,OH,IL,MD
K to Algebra1

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

ADVISORY TEAM



R Neufeld
Author



N McNeil-West
School Founder



E Livesey
NY Math (ret)



L Link
Flint MI Math (ret)



C Collins
PGCPS MD



L Skjold
OH Author



M Giannetto
NY Math (ret)



R Meekins
NY



N Brown
PGCPS Math



M Joseph
Long Is NY & FL



R Strausz
Detroit Conf.

PART A. PREPARING FOR THE JOURNEY

- **UMathX** is a journey guided by your planning where students are encouraged to think through concepts, choose strategies, articulate ideas towards constructing understanding.
- **UMathX** is a full service K to Algebra1 learning environment, supporting a **growth mindset** within a **learning pit** encouraging students and teachers to **grapple** with concepts.
- “UMathX helps students gain conceptual understanding better than any other program.”
Master Teachers, Faculty of Ed., LSU



Grappling is
'Productive
Struggling'



The UMathX journey
can take many paths.

Frameworks give ideas for
UMathX implementation.

For information
and resources
visit our website at
www.umathx.com

Watch the video
“UMathX - What is It?”
at umathx.com/videos

Build it
Draw it
Talk it
Write it
OWN it!

Before beginning
this journey, discuss
the many possible
learning environments.

Show me another way...
Reflect and Connect
What would you do if...?
Why did you... ?



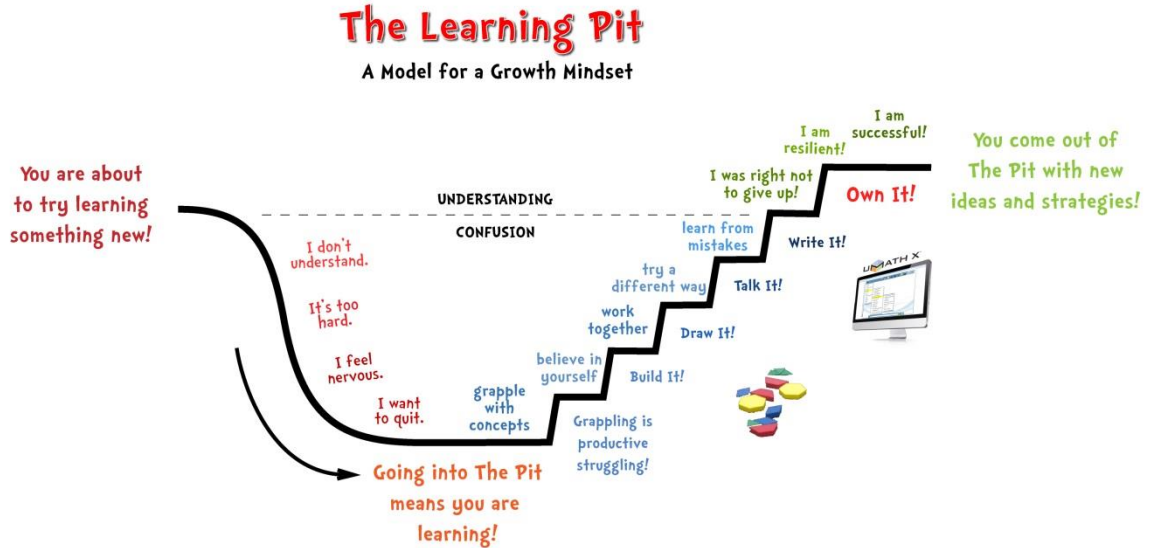
We appreciate
professional advice from
our advisory team.

866 429 6284
info@UMathX.com

We are migrating UMathX to a mobile platform, allowing delivery on iPad
and tablets, and integration with any district’s Digital Learning System.
We expect to be delivering UMathX2 this Summer 2018.

PART A continued
PREPARING FOR
THE
JOURNEY

- REMEMBER to play the video: UMathX–What is it? at www.umathx.com > Media > Videos
- UMathX transforms a "Valley of Despair" into productive struggling in a "learning pit".



- Play the video <http://www.jamesnottingham.co.uk/learning-pit> followed by a discussion.
- "UMathX Content and Teaching Methodology are Exceptional" (LSU Master Teachers) but at WWW.UMathX.com we are unique in **GOING ABOVE & BEYOND** for our clients by giving ONGOING SUPPORT for 2018-19 through Model Lessons and **WEBINARS** to help our Teachers and Students.

"Join us for a free webinar!"



webinar
series with UMathX

Register at: info@umathx.com

TOWARDS
UNDERSTANDING
how to use
UMathX
as a
tool
for learning

PART B. BEGINNING THE JOURNEY

- UMathX creates an environment of Exploration for Students and thus for Journeys in Mathematics.
- Enter the URL www.umathx.com/preview into the address box of any browser.
Enter the Username **that you have been given for this UMathX session.**
Enter the Generic Password: **umathx**

There exist 4 Login Types: student, teacher, principal, supervisor

The Main Menu appears.

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 2nd 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:**

- Select the “**Common Core CURRICULUM Menu**”.
Follow this path in order:

1. **Grade 3**, then **3.NF > 01**.
Click (arrow up)(double arrow up).

2. Select **Common Core**.

3. Click .. **Grade 3 > 3.NF > 01 > 03 > b**
You have now reached suggested lessons to fit **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 **3.NF.01.03b**.
Lessons are in order that we recommend that they be taught.

6. Double Click the 3rd lesson- **Fractions > Equivalent Fractions > Pattern Blocks > Hexagon1** (Remember this?)
Do a few <proceeds> into the lesson.

**THREE PART
MODEL LESSONS
(FRAMEWORKS)**

are meant to:

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

7.Exit the lesson by clicking on the 2nd icon at the top of the screen, MENU.
You are returned to the Selection Menu within the Curriculum Selection, **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”**

UMathX can be used in a wide variety of learning environments.
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 **Common Core CURRICULUM Menu**.

Follow the path to **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

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

It saves the teacher time and effort.

- “**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**

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

UMATH X
Framework for Learning: **Equivalent Fractions - 3**
Leader's Name: Instructor's Initials:
Co-Leader's Name:

Getting Started:
In U**MATH 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 U**MATH 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 U**MATH X**
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

1ST **CONTENT MENU**

2ND **FRAMEWORK**

OPTION 2

1ST **CURRICULUM menu**

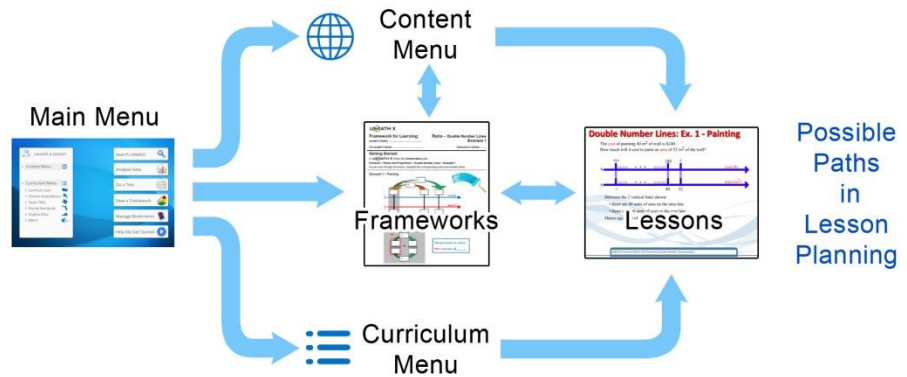
2ND **LESSON PATHS**

3RD **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 a version of CCSS.
First .. Follow the steps within the version of the **COMMON CORE CURRICULUM** menu.
Second .. Click on the **LESSON** button to make appropriate lessons available.
Third .. Click on the **FRAMEWORKS** button for appropriate frameworks if they exist. Print.

Some Examples for PLACE VALUE within the Common Core Curriculum

- 2.NBT.01.01a** – [Place Value>Identify Place Value Patterns\(to 1000\)>D>Expanded Notation](#)
(Place Value to 1000 – Expanded Notation)
- 2.NBT.01.03** – [Place Value>Identify Place Value Patterns\(To 100\)>C>Pictures To Numbers #2](#)
- 2.NBT.01.03** – [Place Value>Identify Place Value Patterns\(To 100\)>C>Tens & Ones To Pictures #2](#)
- 2.NBT.01.03** – [Place Value>Identify Place Value Patterns\(To 100\)>C>Numbers To Pictures #2](#)
- 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)
- 2.NBT.01.03**- [Whole Numbers & Integers>The Meaning Of Whole Numbers>Seeing Number> To Hundreds>Ex1](#)
- 2.NBT.01.03**- [Whole Numbers & Integers>The Meaning Of Whole Numbers>Expanded Notation To 999>Ex 1](#)

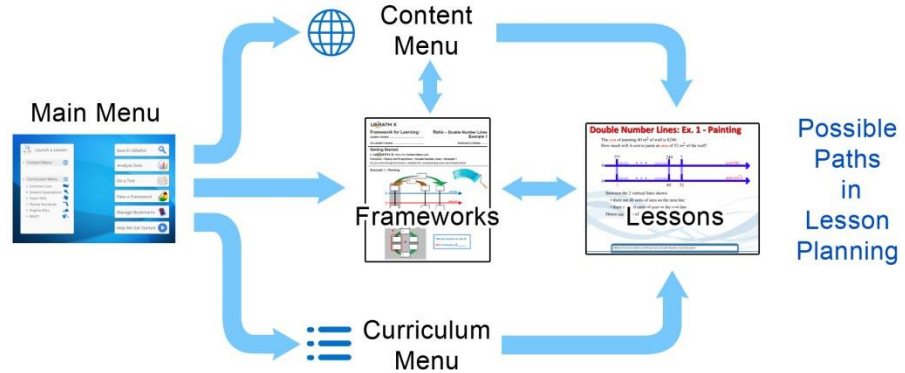


- 3.NBT.01.01**- [Whole Numbers & Integers>The Meaning Of Whole Numbers>Rounding Large Numbers>Concepts](#)
(Rounding Large Numbers – To Nearest Ten – Concept 1, Concept 2, Example 1, Example 2)
- 3.NBT.01.01**- [Whole Numbers & Integers>The Meaning Of Whole Numbers>Rounding Large Numbers>Concepts](#)
(Rounding Large Numbers – To Nearest Hundred – Concept 3, Example 3)
(Rounding Large Numbers – To Nearest 10, 100 And 1000)
- 4.NBT.01.01**- [Whole Numbers & Integers>The Meaning Of Whole Numbers>Place Value To 999,999>Neighbors](#)
(Place Value To 999,999 – Neighbors)
- 4.NBT.01.01**- [Whole Numbers & Integers>The Meaning Of Whole Numbers>Expanded Notation>To 999> Ex1](#)
(Expanded Notation – To 999)
- 4.NBT.01.01**- [Whole Numbers & Integers>The Meaning Of Whole Numbers>Expanded Notation>To 9999> Ex 1](#)
(Expanded Notation – To 9999)
- 4.NBT.01.01**- [Whole Numbers & Integers>The Meaning Whole Numbers>Expanded Notation>Write As Numerals](#)
(Expanded Notation – Write As Numerals)
- Etc Etc
- 5.NBT.01.01** - [Whole Numbers & Integers>The Meaning Of Whole Numbers>Place Value To 999,999>Neighbors](#)
(Place Value To 999,999 – Neighbors)
- 5.NBT.01.03a**- [Fractions>Intro To Dec> Ones, Tenths, Hundredths, Thousandths>Dec To Thousandths> Ex1, Ex2](#)
(Decimals To Thousandths)
- Etc Etc

**OPTION 2
ADDITIONAL
EXAMPLES**

Additional Examples within the Common Core Curriculum

- 2.NBT.02.05 – Operations>14) Add 2 Digit...Concretely-> C (Add 2 Digit Numbers-Concretely-With Regrouping)
- 2.NBT.02.07 – Operations> 23) Subt 3 Digit Numbers.. Concretely> D (Subtraction With Regrouping #3)
- 3.NF.01.01 – Fractions> The Meaning of Fract> Intro...Think, Write, Say> Circles(Fraction Intro- Pattern Blocks-1)
- 4.NBT.02.05 -Whole#&Int>Mult&DivofWhole Nu>Multby2DigitMult>Part Prod-Area>Ex 1(Mult 2 digit.PP24x37)
- Whole # & Int> Mult & Div of Whole Num> Mult by 2 Digit Mult> Partial Prod-Area> Ex 4–Without Blocks
- 5.NF.02.04a – Fractions> Multiplying Fractions> Developing the Rule> Ex. 3 (Multiply Proper Fractions -1)
- 6.NS.02.03 - Fract> Mult & Division of Dec> Mult by Partial Products Area>Ex 1(Mult Dec by Partial Prod 2.4 x 3.7)



- 6.RP.01.03b –Fractions >Ratios & Proportions>Ratio,Tape Diagram>Introduction (Ratios & Proportions - Tape) And ... Fractions>Ratios & Proportions > Ratio Table> Introduction 1& 2 (Ratio – Ratio Tables_Intro-2)
- 7.G.02.06- Meas& Geom> Per & Area of Polyg> Areas of Polyg>Polyg to Simple Shapes> Ex 1(Polygons Broken -1)
- 7.RP.01.03 – Fractions> Ratios and Proportions> Proportions> Ex 3 Marbles(Estimation U Proportions)
- 8.F.02.05-Graphing>Read & Sketch Graphs>Graphs Without Scale> Ex 7, 9, 11 (Graphs Without – Creating -1)
- 8.EE.02.05 – Graphing > Slope of a Line > Slope > Steepness Factor(Slope In the Real World)
- 8.F.02.04 – Graphing> Eq Str Line > Word Prob-Applic>Walker>(Slope & Line –Walk in Real World-1)
- A.CED.01.01 – Graphing> Quadratic Functions> Max Cage Area>Trial & Error to Summary(Quad-Max Cage-1)
- 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:
Common Core Test
Content Test
Custom Test

PART C. REFLECTING ON THE JOURNEY

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



- **TYPES:** **Common Core Tests** – coverage within curriculum for a specific grade (example 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
Useage

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, useage, 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.