

TEXAS
K to Algebra1

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

ADVISORY TEAM



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PART A. PREPARING FOR THE JOURNEY

- **UMathX is a Journey** where students and teachers are encouraged to think through concepts, choose strategies and articulate ideas towards constructing understanding.
- **This Journey** is focused on you, the professional who will be challenged to create a rich environment which leads to understanding of math concepts through implementation of **UMathX**.
- **UMathX is a full service K to Alg1 learning environment**, supporting a **growth mindset** within a **learning pit** encouraging students and teachers to **grapple** with concepts.
- When **UMathX** is married to **Planning Competence**, a leadership team algorithm for life’s logical problem-solving and decision making taught by Dr Jesse Jai McNeil Jr., it produces **instructional leaders** within and across multiple disciplines.



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!

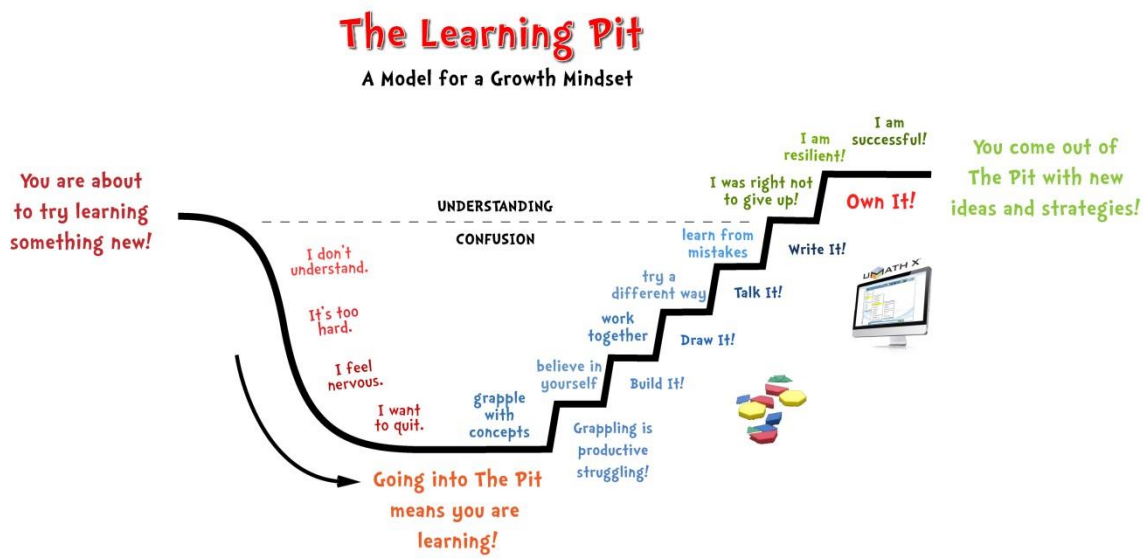
Before beginning this journey, discuss the many possible learning environments.

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



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 discussion
- The Learning Environment:

“As a former district mathematics leader, I promoted the district-wide purchase and use of previous versions of this system due to modeling, strategies and visual connections.” Dr M.K. Texas

“Our teachers have used it extensively with parents, teachers and students. UMath X is perfect to support research and instruction to teacher candidates.” S.C. TDSB Toronto

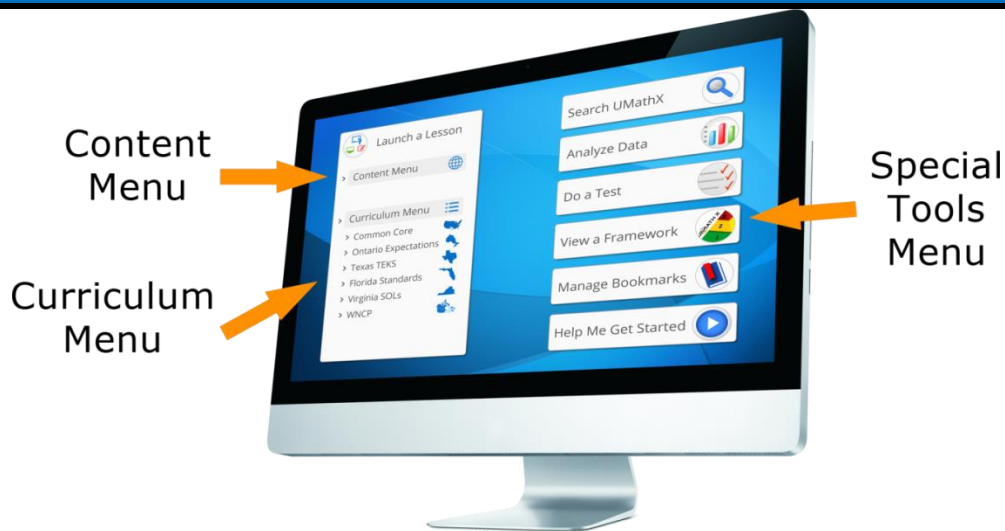
“UMathX helps students gain conceptual understanding better than any other program. Content and Teaching Methodology are exceptional.” Master Teachers, Faculties of Education

“I still believe that the UMathX system is by far the most effective learning tool for mathematics that I have seen!” JS - Australia

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 Generic Username: **count**
 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” and follow the path below 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 “TEXAS TEKS CURRICULUM Menu”.**
Follow this path in order:
 1. **Grade 3, then 3.3 > F.**
Click (arrow up)(double arrow up).
 2. **Select Texas TEKS.**
 3. **Click .. Grade 3 > 3.3 > F > i**
You have now reached suggested lessons to fit **3.3.F.i**
 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 **3.3.F.i**.
Lessons are in order that we recommend that they be taught.

**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.

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

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, 3.3.F.i**, 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**”

**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 **Texas TEKS CURRICULUM Menu**.
Follow the path to **7.7.A.ii**
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

- **A Framework can be found 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 colour or in black and white
.. has 3 parts: **Get Started**
Working At It
Reflect and Connect

Two Examples .. A Framework is a model lesson already prepared for you.

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

- 1ST **CONTENT MENU**
- 2ND **FRAMEWORK**

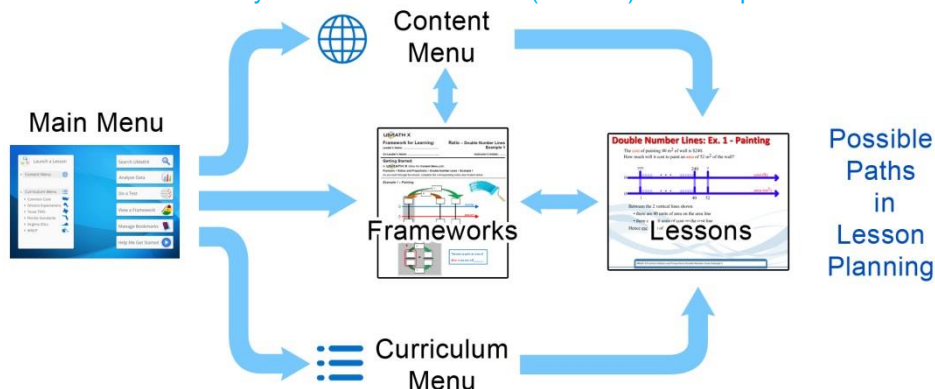
OPTION 2

- 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 sets of lessons.
Example: [Place Value>Identify Place Value Patterns\(to 1000\)>D>Expanded Notation](#)
Second .. 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 **TEXAS TEKS**.
First .. Follow the steps in the **TEXAS CURRICULUM** menu for your choice.
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 TEXAS TEKS

- [1.2.B.i](#) – Whole Numbers & Integer > The Meaning of Whole Numbers > Represent Numbers in Many Ways> Ex 1
(Represent Numbers in Many Ways – Place Value -1)
- [1.2.E](#) – Comparing and Ordering > Working with Whole Numbers > C > Compare Numbers #1
- [3.2.A](#) – Place Value > Identify Place Value Patterns (to 20) > C> Pictures to Numbers #1
- [3.2.A](#) – Place Value >Identify Place Value Patterns (to 20)> C>Tens & Ones to Pictures #1
- [3.2.A](#)- Place Value > Identify Place Value Patterns (to 20)> C> Numbers to Pictures #1
- [3.2.A](#) – Place Value > Identify Place Value Patterns (to 100) > C > 2 Digit Numbers – Different Ways
- [3.2.A](#) – Place Value > Identify Place Value Patterns (to 1000) > D >Expanded Notation



- [\(Place Value – 2 Digit Numbers – Different Ways\)](#)
- [\(Place Value to 1000 – Expanded Notation\)](#)
- [\(Expanded Notation – Write as Numerals\)](#)
- [\(Expanded Notation – To 999\)](#)
- [\(Expanded Notation – To 9999\)](#)

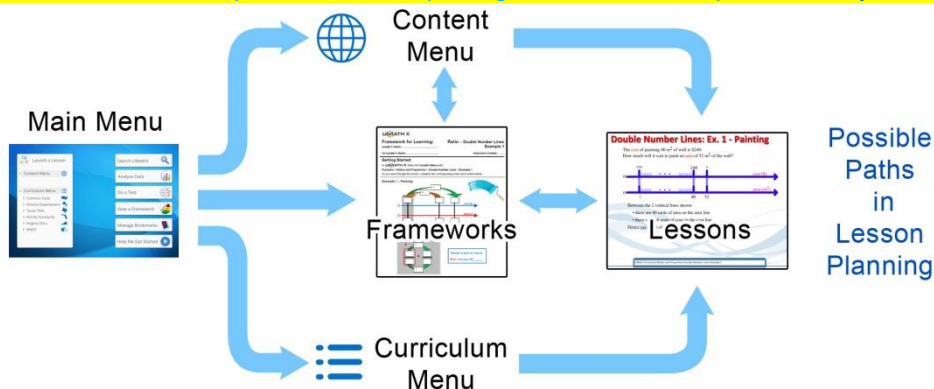
- [3.2.A.ii](#) – Place Value > Identify Place Value Patterns (to 100) > C> Pictures to Numbers #2
- [3.2.A.ii](#) – Place Value >Identify Place Value Patterns (to 100)> C>Tens & Ones to Pictures #2
- [3.4.B.ii](#) – Whole Numbers & Integers > Estimation with Compatible Numbers
- [4.2.B.i](#) – Whole Numbers & Integers > The Meaning of Whole Numbers > Millions>Examples> Ex 1
- [4.4.G](#) – Whole Numbers & Integers > The Meaning of Whole Numbers > Rounding Large Numbers: Concepts> Concept 2
- [5.2.C-](#) Fractions>Introduction to Decimals > Rounding Decimals>Example 1
(Rounding Decimals – To the Nearest Tenth)
(Rounding Decimals – To the Nearest Hundredth)
- [5.2.A-](#) Fractions > Introduction to Decimals > Expanded Notation > To Hundredths
(Decimals – Expanded Notation – to Hundredths)
(Decimals – Expanded Notation _ to Thousandths)
(Decimals to Thousandths)

OPTION 2

ADDITIONAL
EXAMPLES

Additional Examples within the **TEXAS TEKS**

- 2.4.B.iii – Operations>14) Add 2 Digit...Concretely-> C (Add 2 Digit Numbers-Concretely-With Regrouping)
- 2.4.D.iv – Operations> 23) Subt 3 Digit Numbers.. Concretely> D (Subtraction With Regrouping #3)
- 3.3.C.i – Fractions> The Meaning of Fract> Intro...Think, Write, Say> Circles(Fraction Intro- Pattern Blocks-1)
- 4.4.C.i -Whole # & Int> Mult & Div of Whole Nu> Mult by 2 Digit Mult> 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
- 5.3.D.ii - Fractions> Mult & Division of Dec> Mult by Partial Prod Area > Ex 1 (Mult Dec by Partial Prod 2.4 x 3.7)
- 6.3.B.i – Fractions> Multiplying Fractions> Developing the Rule> Ex. 3 (Multiply Proper Fractions -1)
- 6.4.E.i – Fractions> Ratios & Proportions> Ratio, Tape Diagram> Introduction (Ratios & Proportions - Tape)



- 6.5.A.viii-Fractions> Ratios & Proportions > Ratio Table> Introduction 1 & 2 (Ratio – Ratio Tables_Intro-2)
- 6.5.A.x – Fractions> Ratios and Proportions> Proportions> Ex 3 Marbles(Estimation U Proportions-1,2,3)
- 6.6.C.i -Graphing>Read & Sketch Graphs>Graphs Without Scale> Ex 7, 9, 11 (Graphs Without – Creating -1)
- 7.9.C- Meas & Geom> Per & Area of Poly> Areas of Poly> Polyg to Simple Shapes> Ex 1 (Polygons Broken -1)
- A.3.B – Graphing > Slope of a Line > Slope > Steepness Factor(Slope In the Real World)
- A.3.B – Graphing> Eq Str Line > Word Prob-Applic> Walker>(Slope & Line –Walk in Real World-1)
- A.6.C – Graphing> Quadratic Functions> Max Cage Area> Trial & Error to Summary(Quad-Max Cage-1)
- A.12.D – 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:
Texas TEKS 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:** **Texas TEKS 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
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.