

TEXAS
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](#)

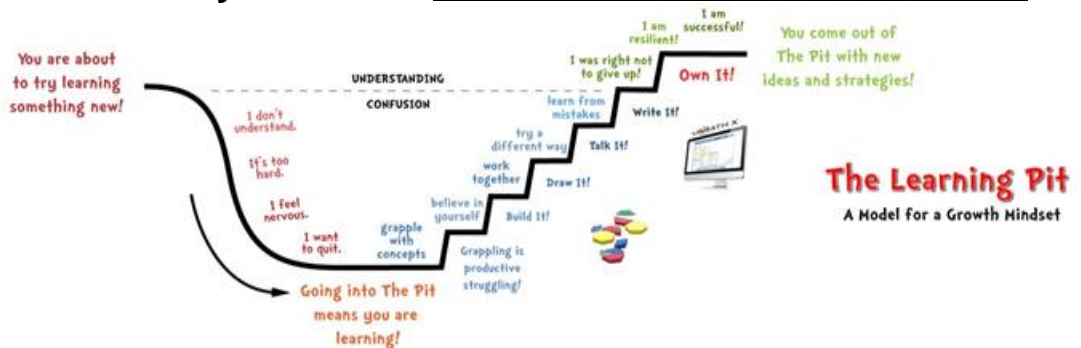
Summary: How Learning is Constructed in UMathX

- In this **Exploration of Mathematics Content and Teaching Methodology** we use **UMathX**, a learning environment for K to Algebra1. UMathX is the 10th 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.

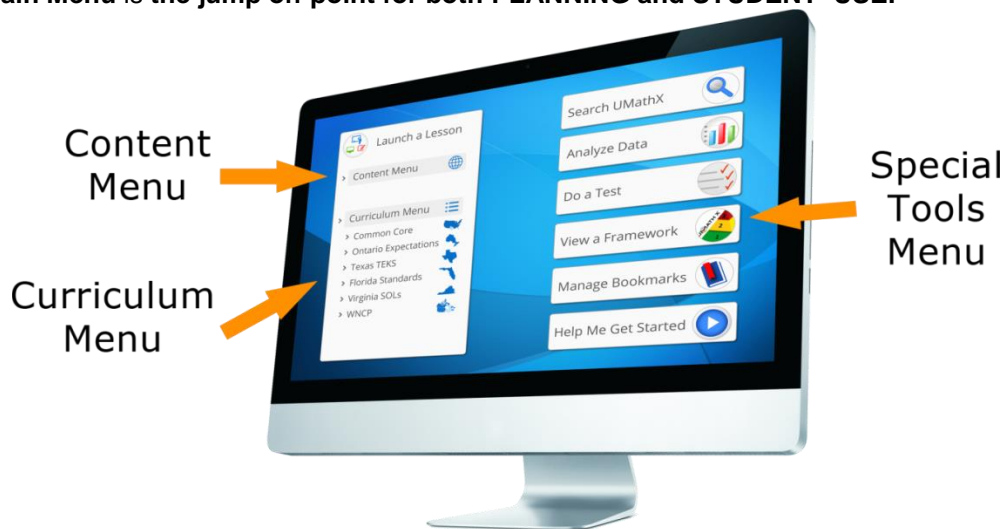
“The Neufeld system is by far the most effective learning tool for mathematics!” JS - Australia

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 > Media > Videos
- Enter URL 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**” 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**.

| <p style="text-align: center;">TEXAS K to Algebra1</p> | <p style="text-align: center;">The “U” in UMathX is ... “UNDERSTANDING”</p> |
|--|--|
| <p>LET’S EXPLORE THE CURRICULUM MENU ...</p> <p>ELEMENTARY Example:</p> <p>THREE PART MODEL LESSONS (FRAMEWORKS)</p> <p>are meant to:</p> <ol style="list-style-type: none"> 1. Tie on-screen knowledge to it’s concrete expression off-computer 2. Provide support for RTI & STEAM models. | <ul style="list-style-type: none"> ● Select the “TEXAS TEKS CURRICULUM Menu”. Follow this path in order: <ol style="list-style-type: none"> 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. 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” Frameworks save much time by providing lessons and lesson ideas ready to be used. |
| <p>LET’S EXPLORE CONTENT MENU & CURRICULUM MENU ...</p> <p>SECONDARY Example:</p> | <ul style="list-style-type: none"> ● 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. |
| <p>MODEL LESSONS (FRAMEWORKS)</p> <p>Framework Role:</p> <p style="padding-left: 20px;">Model Lessons</p> <p>Implement:</p> <p style="padding-left: 20px;">RTI STEM</p> | <ul style="list-style-type: none"> ● A Framework can be found in 4 Possible Ways: <ol style="list-style-type: none"> 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 <p>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</p> |

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

It saves the teacher time and effort.

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

PLAN A LESSON:

OPTION 1

1ST **CONTENT MENU**

2ND **FRAMEWORK**

OPTION 2

1ST **CURRICULUM menu**

2ND **LESSON PATHS**

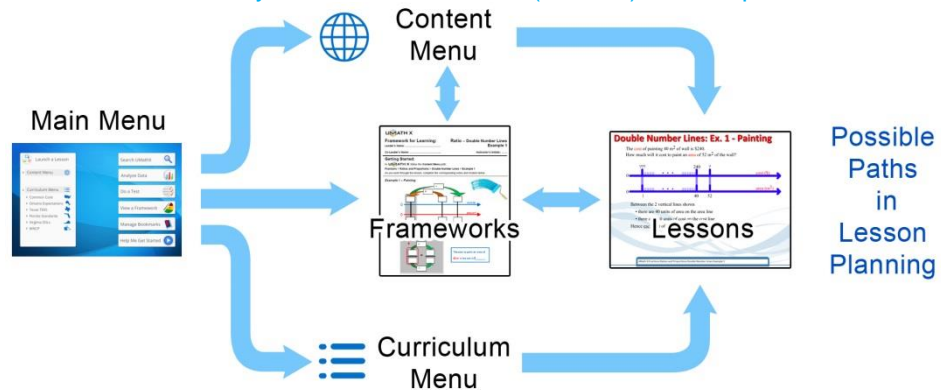
3RD **FRAMEWORKS**

- **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)

OPTION 2
ADDITIONAL EXAMPLES

- 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)

- 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 Num > 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 > Poly 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

BOOKMARKING:

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:** Texas TEKS Tests – coverage within curriculum for a specific grade
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, 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.