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



RUDY NEUFELD - AUTHOR



# webinar

series with UMathX

**Times:** We will accommodate you at the following times but also try to accommodate you at other times that are convenient for you.

- 7 am CDT** – Baton Rouge / Houston / Chicago/ Birmingham
- 8 am EDT** – Dominican Republic / NY / Detroit / Toronto / Atlanta
- 9 am Atlantic Time** – Charlottetown / Halifax

### Instructions Before the Webinar

Register at [info@umathx.com](mailto:info@umathx.com) 24 hours before session.  
Registered attendees will be invited to the webinar by email at the begin time.

### The Learning Environment

- Play the video: *UMathX–What is it?* at [www.umathX.com](http://www.umathX.com) > Media > Videos

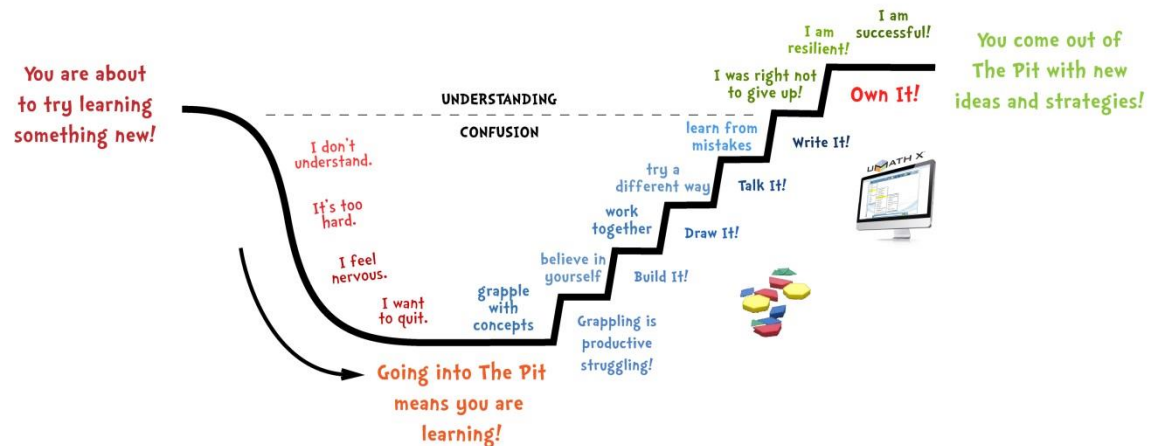


#### NEEDS:

computer  
internet  
base10 blocks  
frameworks  
pencil/pen  
crayons

### The Learning Pit

A Model for a Growth Mindset



- Play the video <http://www.jamesnottingham.co.uk/learning-pit>
- Enter the URL [www.umathx.com/preview](http://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**

# Concept: Place Value #1

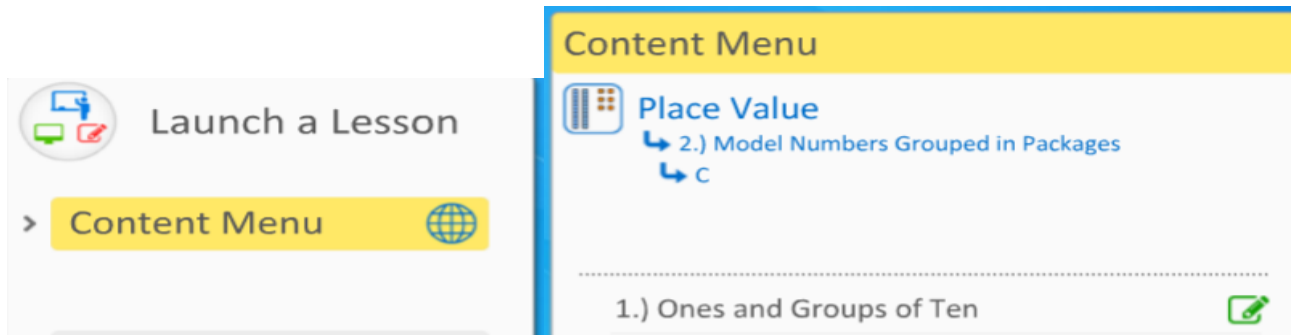


On Computer, select the – **Content Menu**.

Follow the path below:

**Place Value > 2.) Model Numbers Grouped in Packages > C**

You will see the following:



Note a green pencil beside “Ones and Groups of Ten” indicating that a **FRAMEWORK**, a 3 part model lesson for this lesson, exists on paper. Click on it and print it. It is shown below. Follow directions on the Framework. **Before beginning, make sure that you have computer, framework, pencil, crayons and real base 10 blocks as well as a partner.**

## Framework for Learning:

Leader’s Name: .....

## Place Value - Ones & Groups of Tens

Co-Leader’s Name: .....

Instructor’s Initials: .....

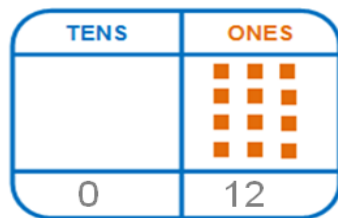
### Getting Started:

Log into **U<sup>M</sup>MATH X**, select the **Content Menu** and follow the path:

**Place Value > 2. Model Numbers Grouped in Packages > C > 1.) Ones and Groups of Ten**

Complete question 1 of 6 on the computer and record it in the space below.

Show each situation with real base 10 blocks as well.



We began with \_\_\_\_\_ **ONES**.



Now there is \_\_\_\_\_ **TEN** and \_\_\_\_\_ **ONES**.

Complete question 2 of 6 on the computer and record it in the space below.



We began with \_\_\_\_\_ **ONES**.

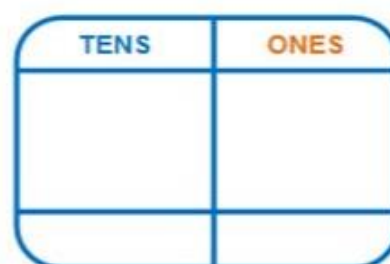
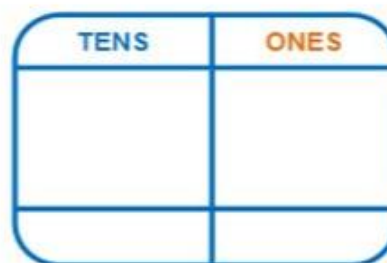
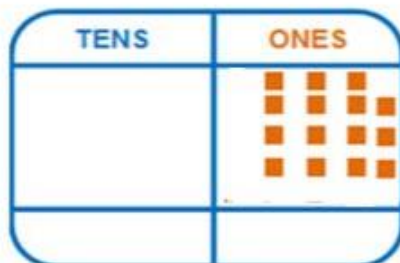
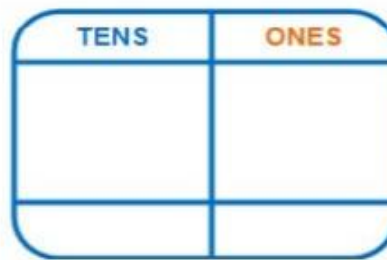
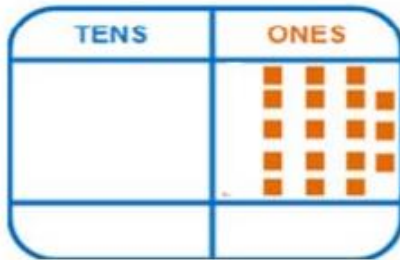
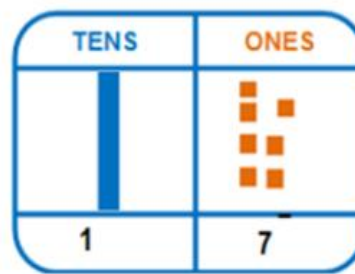
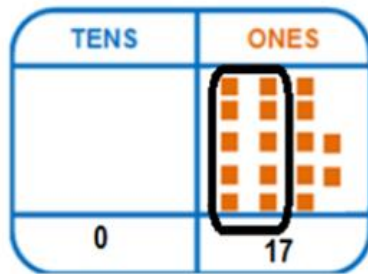


Now there is \_\_\_\_\_ **TEN** and \_\_\_\_\_ **ONES**.

Complete questions 3 to 6 of 6 on the computer.

**Working In It:** In examples below, circle groups often. Draw the regrouped number to the right.

This first one has been done for you.



### Reflect & Connect:

Compare your answers in *Getting Started* and *Working In It*.

Talk with a partner about any patterns you see.

Discuss the advantages of using groups of tens and ones when writing the number.

If one selects as many groups of **TEN** as possible from any number of blocks above, then in a 2 digit number, the number of groups of **TENS** is always \_\_\_\_\_. The number of **ONES** is always \_\_\_\_\_. Explain your reasoning below.

On Computer, key in the URL [www.umathx.com/preview](http://www.umathx.com/preview) and Login to **UMathX – Content Menu**.

Follow the path below:

**Place Value > 3. Place Value Patterns (to 20) > C**

Note a green pencil beside “1.) Pictures to Numbers #1” indicating that a **FRAMEWORK**, a 3 part model lesson for this lesson exists on paper. Click on it and print it. Follow directions.

**Before beginning, make sure that you have computer, framework, pencil, crayons and real base 10 blocks as well as a partner.**

**Framework for Learning: Place Value Patterns (to 20) – Pictures to Numbers #1**

Leader's Name: .....

Co-Leader's Name: .....

Instructor's Initials: .....

**Getting Started:**

In **UMATH X** follow the path in the **Content Menu**:

**Place Value > 3. Place Value Patterns (to 20) > C > 1. Pictures to Numbers #1**

**Build** the numbers in the lesson with place value blocks.

**Draw** pictures of your models.

**Example**

TENS	ONES
	
1	7

The picture shows 1 TENS and 7 ONES.

The picture shows the number 17.

**Question 1**

TENS	ONES

The picture shows \_\_\_\_\_ TENS and \_\_\_\_\_ ONES.

The picture shows the number \_\_\_\_\_.

**Question 2**

TENS	ONES

The picture shows \_\_\_\_\_ TENS and \_\_\_\_\_ ONES.

The picture shows the number \_\_\_\_\_.

**Question 3**

TENS	ONES

The picture shows \_\_\_\_\_ TENS and \_\_\_\_\_ ONES.

The picture shows the number \_\_\_\_\_.

Question 4

TENS	ONES

The picture shows \_\_\_\_\_ TENS and \_\_\_\_\_ ONES.

The picture shows the number \_\_\_\_\_.

Question 5

TENS	ONES

The picture shows \_\_\_\_\_ TENS and \_\_\_\_\_ ONES.

The picture shows the number \_\_\_\_\_.

### Working In It:

Draw models for the 5 missing multiplication facts in the table on the previous page.

Write a math sentence for each of your models.

Example

$$\underline{10} + \underline{7} = \underline{17}$$

Question 3

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Question 1

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Question 4

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Question 2

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Question 5

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Share your models and math sentences with a partner.

Talk about and correct any mistakes.

### Reflect & Connect:

Compare your answers in *Getting Started* and *Working In It*.

Talk with a partner about any patterns you see.

Write about the pattern(s) below.

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Build It. Draw It. Talk It. Write It. Now you OWN It!

In this Framework, model 3 part lesson, you used  
UMathX on Computer, Framework on Paper, Real Base 10 Blocks

[www.umathx.com/supportsheets](http://www.umathx.com/supportsheets)

[www.umathx.com/preview](http://www.umathx.com/preview)