

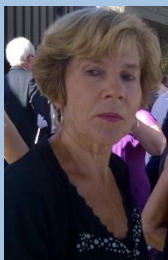
# PLACE VALUE: The Secret of Our Numbers

We are transitioning to the new UMathXI

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



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## webinar/workshop

following UMathX Learning Resources are available as we transition to new UMathXI:

- [Support Sheets](#) (with Solutions)
- [Frameworks](#) for Learning (with answers)
- [Interactive Videos](#) at [www.umathx.com](http://www.umathx.com) in 6,7
- [Previous versions of UMathX](#) for K to 10
  1. Click to download: [Understanding Numeration](#) ... gr K to 3  
Serial Number: **3-B18652928-465**
  2. Click to download: [Understanding Math](#) ... gr 4 to 10  
Serial Number: **5-B17611264-681**

### Instructions Before the Workshop/Webinar

**Notify us** at [info@umathx.com](mailto:info@umathx.com) if you would like a webinar.



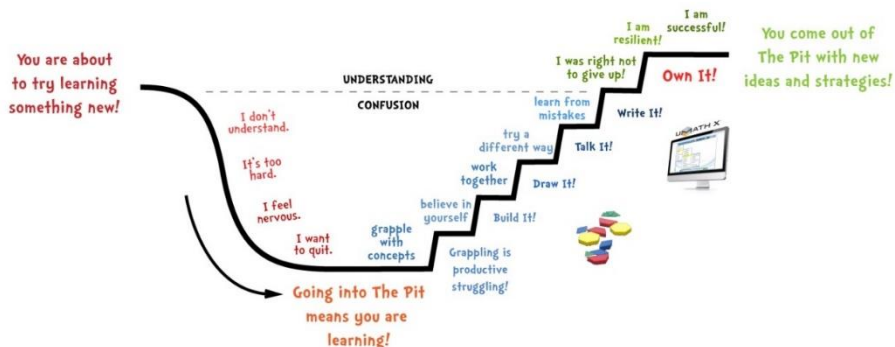
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## Setting up .. “The Learning Environment

**1. UMathX** What is it? Play video at .. [www.umathX.com](http://www.umathX.com)

### The Learning Pit

A Model for a Growth Mindset



**NOTE:**  
THE LINKS TO UMathXI WILL NOT FUNCTION UNTIL WE HAVE TRANSITIONED TO UMathXI

**2. UMathXI** Access: URL... Username... Password...

Begin with .. [Click on Support Sheets](#) (with solutions)

## Whole Numbers and Integers .. Section 1

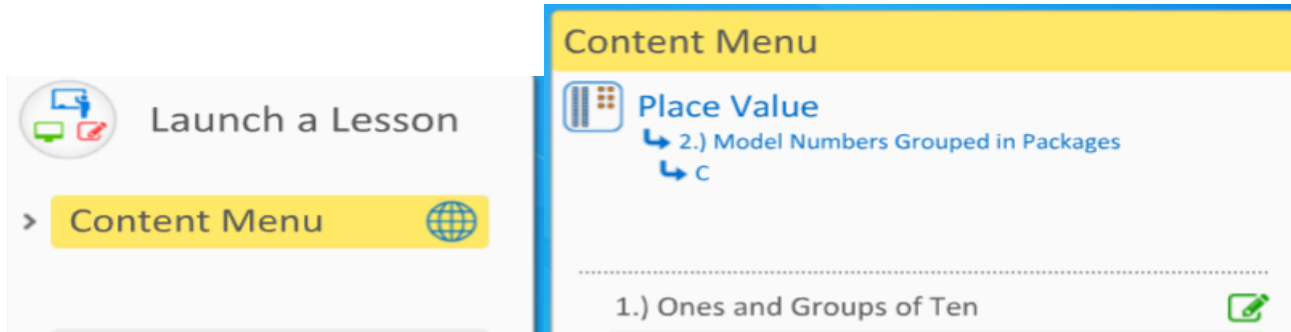
**If you have access to UMathXI**

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



Follow the path below:

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

**When you DO NOT HAVE access to UMathXI, make up questions and answers below.**

Click on [Frameworks](#) ... Select & print the frameworks below.

### Framework for Learning:

Leader's Name: .....

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

### Place Value - Ones & Groups of Tens

Instructor's Initials: .....

### Getting Started:

Log into **UMATH 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.

TENS	ONES
0	12

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

TENS	ONES

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

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

TENS	ONES

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

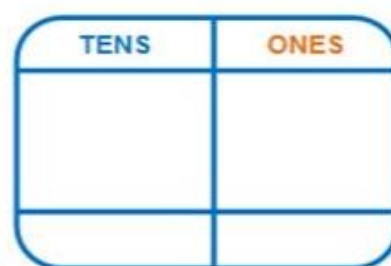
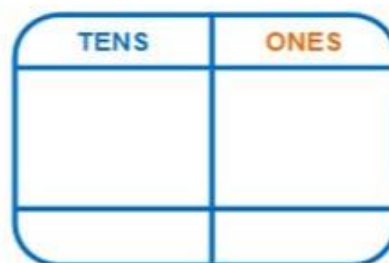
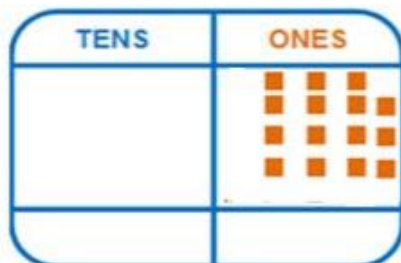
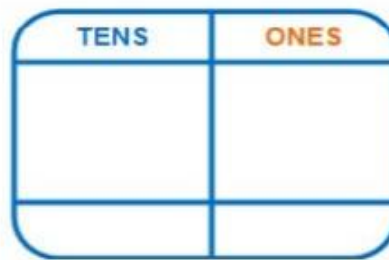
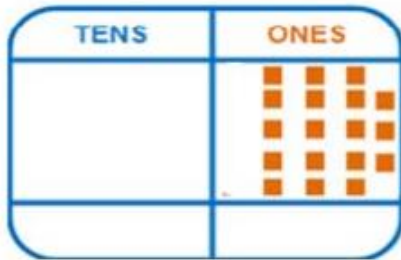
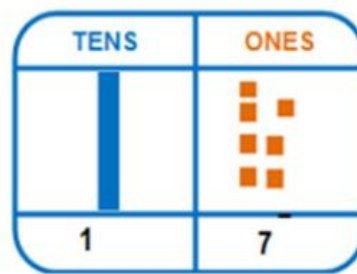
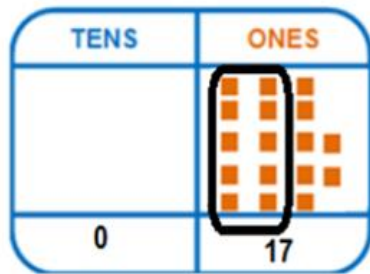
TENS	ONES

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 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.

**When you DO NOT HAVE access to UMathXI, make up questions and answers below.**

**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**



The picture shows 1 **TENS** and 7 **ONES**.

The picture shows the number 17.

**Question 1**



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

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

**Question 2**



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

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

**Question 3**



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!