

# MATHia®

## STUDENT USER'S GUIDE



(a)

The screenshot shows a tablet displaying the MATHia software. The title bar reads "CL MATHia® Problem Solving with Equivalent Ratios and Rates using Double Number Lines". The top navigation bar includes "Unit Overview", "Step-by-Step", "Sample Problem", and "Hints". The "Hints" button is highlighted in yellow. The main content area features a story about Ms. Goodfellow scheduling music classes. A "Progress Meter" box shows "33 classes" completed. A "Problem Solving with Equivalent Ratios and Rates using Double Number Lines" section includes a sloth icon and a "Set Minor Tick Marks" button. Below are two number lines: "Number of Students" (0 to 960) and "Music Classes" (0 to 48). A "Skills Mastered" section lists seven skills with corresponding icons. The bottom of the screen shows the problem ID "errsdn059", client version "4.1.35", server version "4.1.35", and the copyright notice "© 2019 Carnegie Learning".



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# Launch the Software as a Student

Username: \_\_\_\_\_

Password: \_\_\_\_\_

## FIRST TIME SIGNING IN

1. Visit [www.carnegielearning.com/login](http://www.carnegielearning.com/login).
2. Click **Set Your Password**.
3. Enter your school name.
4. Enter your username (given to you by your teacher).
5. Click **Next**.
6. You will be prompted to enter and confirm a password of your choice, and then click **Set Password**.
7. You will be returned to the Sign In page to sign in to your MyCL account.

## TO LAUNCH THE SOFTWARE

1. Visit [www.carnegielearning.com/login](http://www.carnegielearning.com/login).
2. Enter your username.
3. Enter your password.
4. Click **Sign In**.
5. You will be prompted to enter your school name.
6. Click **Sign In**.
7. From the MyCL portal page, click the **MATHia** button that has your class name listed above it.

CL Carnegie Learning

Welcome, Polly!

Sign Out

Help Center

CLASSES

Period 1 - Smith - Remediation Class

Smith - Period 4 - Course 1

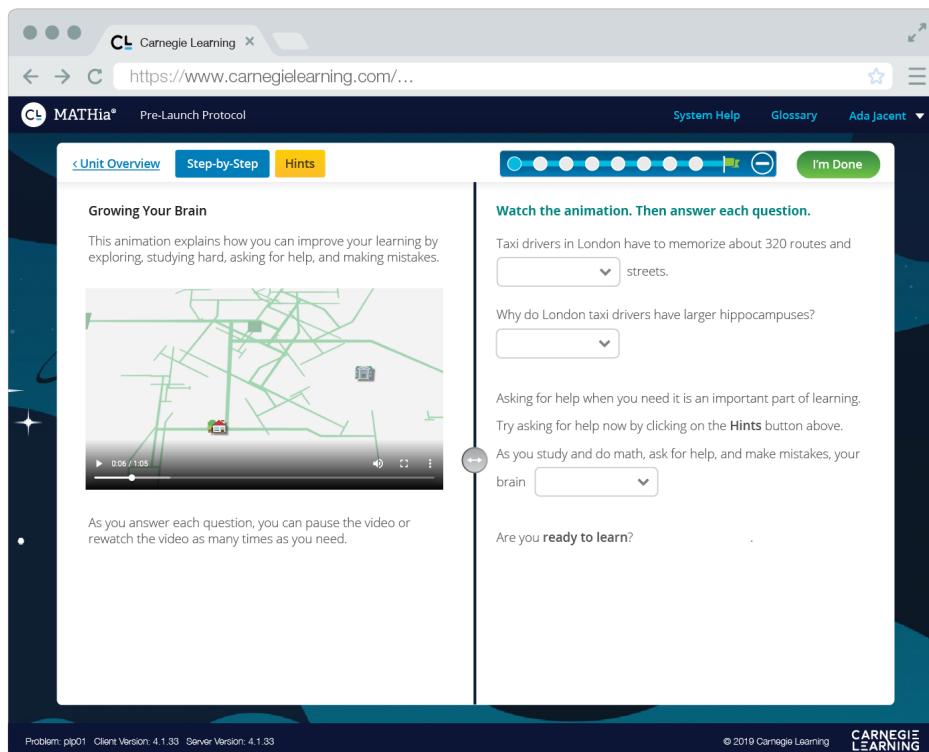
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## KEY FEATURES OF THE STUDENT SOFTWARE

# Pre-Launch Protocol / Getting Started

The Pre-Launch Protocol / Getting Started module is presented at the beginning of each course in the software. It provides an overview on how to use the various tools in the MATHia® Software and introduces key learning science topics.



**Growing Your Brain**  
This animation explains how you can improve your learning by exploring, studying hard, asking for help, and making mistakes.

**Watch the animation. Then answer each question.**

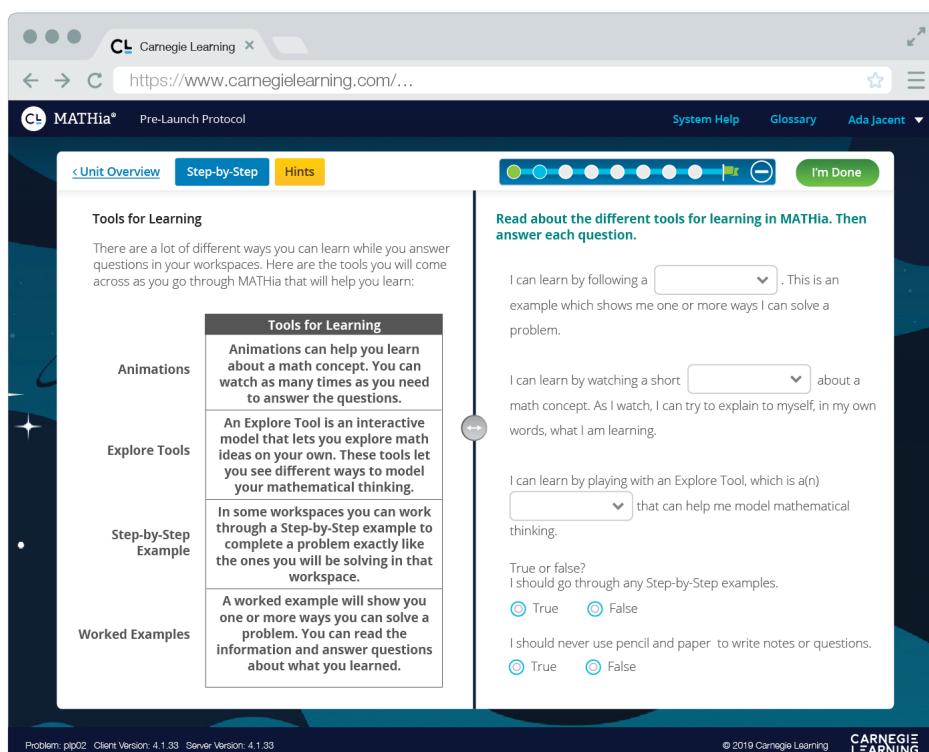
Taxi drivers in London have to memorize about 320 routes and  streets.

Why do London taxi drivers have larger hippocampuses?

Asking for help when you need it is an important part of learning. Try asking for help now by clicking on the **Hints** button above.

As you study and do math, ask for help, and make mistakes, your brain

Are you **ready to learn?**



**Tools for Learning**  
There are a lot of different ways you can learn while you answer questions in your workspaces. Here are the tools you will come across as you go through MATHia that will help you learn:

	Tools for Learning
Animations	Animations can help you learn about a math concept. You can watch as many times as you need to answer the questions.
Explore Tools	An Explore Tool is an interactive model that lets you explore math ideas on your own. These tools let you see different ways to model your mathematical thinking.
Step-by-Step Example	In some workspaces you can work through a Step-by-Step example to complete a problem exactly like the ones you will be solving in that workspace.
Worked Examples	A worked example will show you one or more ways you can solve a problem. You can read the information and answer questions about what you learned.

**Read about the different tools for learning in MATHia. Then answer each question.**

I can learn by following a . This is an example which shows me one or more ways I can solve a problem.

I can learn by watching a short  about a math concept. As I watch, I can try to explain to myself, in my own words, what I am learning.

I can learn by playing with an Explore Tool, which is a(n)  that can help me model mathematical thinking.

True or false?  
I should go through any Step-by-Step examples.

True  False

I should never use pencil and paper to write notes or questions.

True  False

## KEY FEATURES OF THE STUDENT SOFTWARE

# Unit Overview

The Unit Overview page engages you in the learning experience, and gives you a clear set of learning goals, a link to the real world, and a connection back to the math you already know so that you can build on it throughout the unit.

The screenshot shows the MATHia Unit Overview page for 'Number Properties'. The page is divided into several sections:

- Learning goals for the unit are listed here.** (Left side, under 'What you'll learn:')
- The Key Terms that are introduced in the unit are available here, hyperlinked to their entries in the glossary.** (Right side, under 'Key Terms')
- Number Properties** (Section title)
- What you'll learn:**
  - Decompose numbers to explore the Distributive Property.
  - Simplify numeric expressions using the Distributive Property.
  - Simplify numeric expressions using various strategies.
  - Simplify numeric expressions using the order of operations.
- Why this matters:** (Video thumbnail showing a teacher explaining the Distributive Property with numeric expressions.)
- What this connects to:**
  - Unit: Fraction Division
- Key Terms** (List of terms: Distributive Property, Commutative Property of Addition, Commutative Property of Multiplication, Associative Property of Addition, Associative Property of Multiplication, order of operations, expression)
- Print** (Print icon)
- Workspaces** (Section title)
  - 1 Commutative and Associative Properties (Locked, 'Let's Go' button)
  - 2 Exploring the Distributive Property with Numeric Expressions (Locked)
  - 3 Using the Distributive Property with Numeric Expressions (Locked)
- 0% Complete** (Progress indicator with a cartoon character)

Annotations on the left side of the screenshot highlight the 'Learning goals for the unit are listed here.' and 'What this connects to.' sections. Annotations on the right side highlight the 'Key Terms' and 'Workspaces' sections.

## KEY FEATURES OF THE STUDENT SOFTWARE

# Step by Step

The Step by Step demonstrates how to use the tools in a lesson by guiding you step by step through a sample math problem.

## STARTING A STEP BY STEP

When you click **Let's Go!**, the Step by Step will begin automatically.

### Basic Instructions:

1. Read the scenario.
2. Read the hint in the little window and try to answer the question. If you don't know the answer, you can guess. This will not affect your skill level.
3. If you enter the wrong answer twice, the system will correctly complete the step for you. Take some time to think about why the suggested answer is the correct one.
4. Continue answering the questions until you complete the problem.
5. Click **Go to Problem** to go to the required math problems.

You can [Go to Problem](#) at any time and toggle between the example and your problem as needed.

A student Crew Member will walk you through each step of the problem.

Step by Step is located here. When working on a problem, you can refer back to the Step by Step for assistance.

## KEY FEATURES OF THE STUDENT SOFTWARE

# Text to Speech

New! Text to Speech is now available throughout MATHia to support you as you work through the content.

Click the speech bubble on the screen to enable Text to Speech. This will also highlight the text. [Stop](#) and [Pause](#) buttons are available to give you further control.

The screenshot shows the MATHia software interface. On the left, there is a video player for an animation titled "Exploring a Pattern of Sums" featuring a portrait of Carl Gauss. The video player shows a progress bar at 0:39 / 1:12. On the right, there is a math problem: "Watch the animation and then answer the questions." The problem asks: "The sum of all the whole numbers from 1 to 1000 is" and provides a text input field. Below the input field are three buttons: a speech bubble, a square, and a play/pause icon. The text "In the expression (500)(1000 + 1), the values in parentheses represent the" is followed by two radio button options: "(number of pairs)" and "(numbers in the sequence)". Further down, the text "multiplied by the" is followed by two radio button options: "(sum of each pair)" and "(sum of all numbers in the sequence)". At the bottom, the text "For the expression to work with any number of numbers, the numbers must" is followed by a dropdown menu. On the far right, the Carnegie Learning logo is visible.

CL Carnegie Learning <https://www.carnegielearning.com/...>

MATHia® Exploring and Analyzing Patterns

Home System Help Glossary Ada Jacent ▾

Unit Overview Step-by-Step Hints

Exploring a Pattern of Sums

This animation shows how a numerical expression can be generated from a pattern. Before attempting to answer any questions, watch the animation.

The sum of all the whole numbers from 1 to 1000 is

In the expression  $(500)(1000 + 1)$ , the values in parentheses represent the

(number of pairs) (numbers in the sequence)

multiplied by the

(sum of each pair) (sum of all numbers in the sequence).

For the expression to work with any number of numbers, the numbers must

Suppose you want to determine the sum of  $n$  numbers. The expression that represents the number of pairs is

, and the expression that represents the sum of each pair is

You can select which voice you hear, or customize the speed and pitch at which it reads, from the Preferences menu. The Text to Speech tool can also be turned on in the Preferences.

My Preferences

Avatar  Text to Speech  Keyboard

Choose a voice for text to speech

Alex

Rate

Pitch

Enable Text to Speech

Cancel Save

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## KEY FEATURES OF THE STUDENT SOFTWARE

# Sample Problem

Sample Problems are available for most workspaces and can be used as a reference when working through other problems.

The screenshot shows a web browser window for Carnegie Learning MATHia. The URL is [https://www.carnegielearning.com/...](https://www.carnegielearning.com/). The page title is "Problem Solving with Equivalent Ratios and Rates using Double Number Lines". The navigation bar includes "Home", "System Help", "Glossary", and "Ada Jacent". The main content area has tabs for "Unit Overview", "Step-by-Step", "Sample Problem" (which is selected and highlighted in blue), and "Hints". There are also "I'm Done" and a "Logout" button.

**Text on the left:**

Montell is a freelance writer. He takes on the same number of jobs each month. Every few months he looks at his records and determines the number of jobs he has had in that time. The double number line below shows the number of jobs Montell has had and the number of months since he looked at his books.

**Text in the center:**

**Use the double number line to calculate the unknown values.**

**Number Line:**

A double number line with tick marks. The top line is labeled "Set Minor Tick Marks". A callout box says "Sample Problem" with an "X" icon.

**Text on the right:**

1. How many months did Montell work if he had 336 jobs since the last time he looked at his books?  
[Input field] months  
 I want to do the optional double number line tasks.
2. If it has been 45 months since Montell has looked at his books, how many jobs has he had during this time?  
[Input field] jobs  
 I want to do the optional double number line tasks.

**Bottom of the page:**

Problem: errsch025 Client Version: 4.2.17 Server Version: 4.2.17 © 2019 Carnegie Learning CARNEGIE LEARNING

You can select the **Sample Problem** icon at any time to display the example and analyze it alongside the problem that you are currently working on.

## KEY FEATURES OF THE STUDENT SOFTWARE

# Hints

Hints are available throughout the software to help you solve the problem you're working on.

### JUST-IN-TIME HINTS

When you make a common error, a Just-in-Time Hint will automatically appear. These are indicated by the arrow in a red text box.

Position your mouse over the item outlined in red to view the hint.

### ON-DEMAND HINTS

You can ask for a hint at any time while working on a problem by clicking the **Hints** icon.

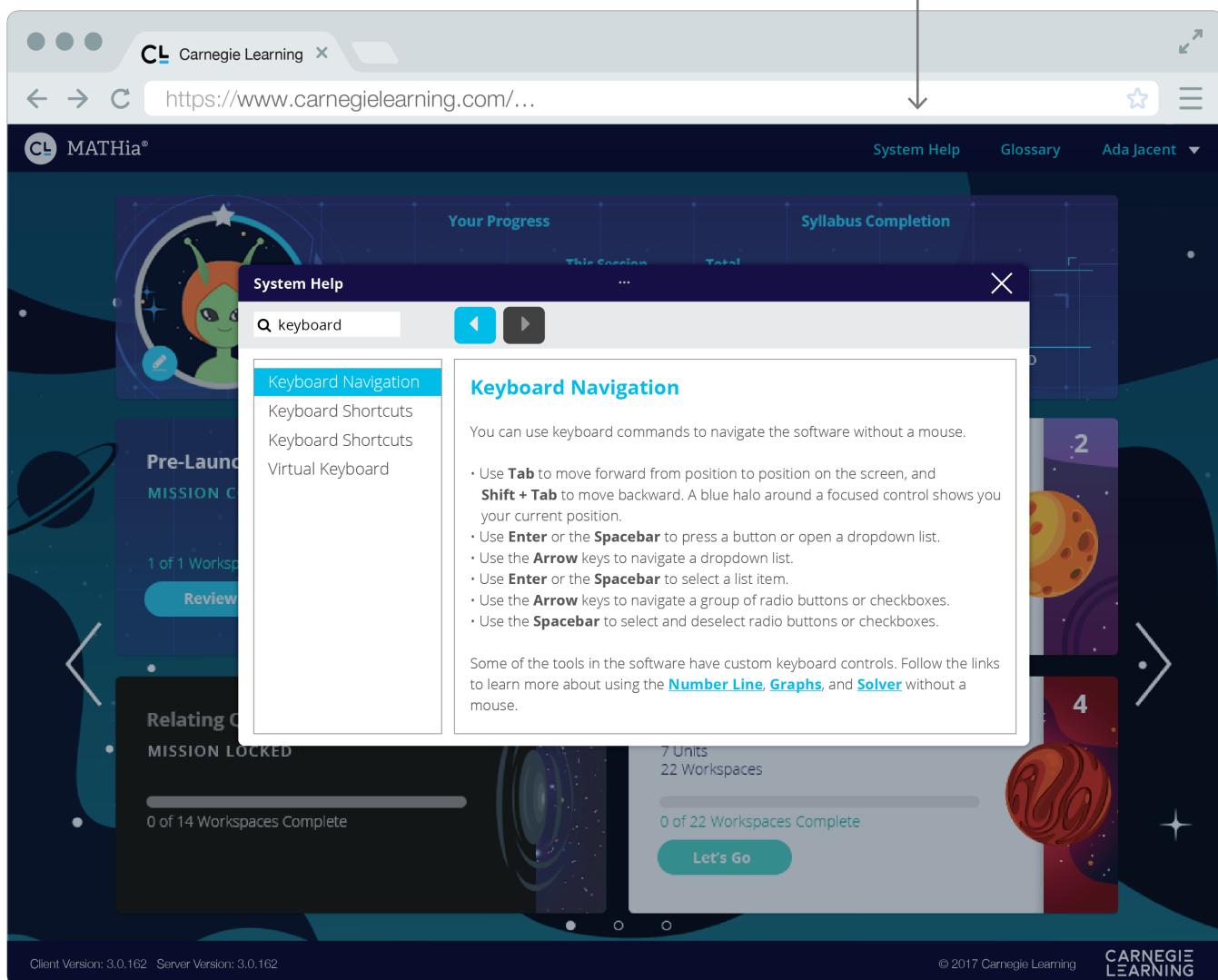
There are multiple hints available for each question. The level of detail of **On-Demand Hints** increases as you ask for more help.

## KEY FEATURES OF THE STUDENT SOFTWARE

# System Help

System Help offers detailed assistance with the software tools and interface.

The [System Help](#) tool gives you helpful information on getting started and working with the software tools.



The screenshot shows a web browser window for Carnegie Learning MATHia. The main interface features a space-themed background with a green alien character on the left. At the top, there are tabs for 'System Help', 'Glossary', and 'Ada Jacent'. The 'System Help' tab is active. A search bar at the top of the help window contains the query 'keyboard'. Below the search bar is a list of results: 'Keyboard Navigation', 'Keyboard Shortcuts', 'Keyboard Shortcuts', and 'Virtual Keyboard'. The 'Keyboard Navigation' result is expanded, showing a title 'Keyboard Navigation' and a detailed description of keyboard navigation commands. The bottom of the help window shows progress statistics: '7 Units' and '22 Workspaces' completed, and '0 of 22 Workspaces Complete' with a 'Let's Go' button. The bottom right corner of the window displays the Carnegie Learning logo.

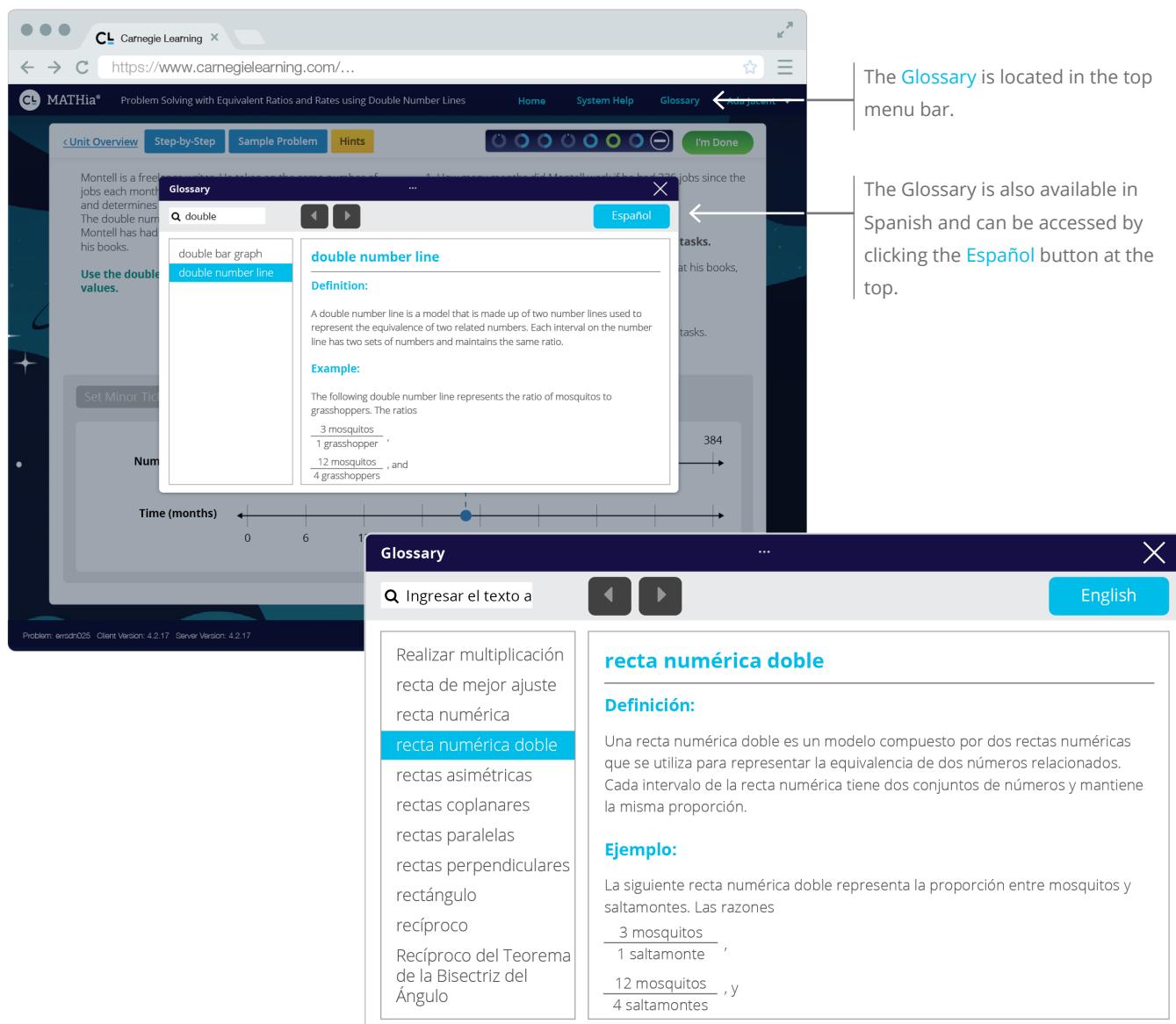
## KEY FEATURES OF THE STUDENT SOFTWARE

# Glossary

The Glossary is available throughout the software. It contains a list of definitions and examples for key mathematical terms used throughout the curriculum.

The Glossary opens automatically when you click on any of the key terms links in the lesson page. For example, choosing the link **mean** in the lesson opens the Glossary entry for mean as shown.

From the search tab of the Glossary, use the find box at the top left to search for a topic or term. You should enter complete words, but do not be too detailed, as the search is based on exact matching of the words entered. Any topic or term in the Glossary with text that matches your search will be displayed in the left window, in alphabetical order. Click on the term in the left window that you wish to view, and a definition and example for the term will appear in the right window.



The Glossary is located in the top menu bar.

The Glossary is also available in Spanish and can be accessed by clicking the **Español** button at the top.

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## KEY FEATURES OF THE STUDENT SOFTWARE

# Progress Meter

The Progress Meter shows a summary of the major skills that are being covered in a given problem solving workspace as well as your progress on those skills.

## PROGRESS METER

The Progress Meter helps students visualize progress through a workspace. The Progress Meter has two views: Summary and Detail. The Summary View is the default view providing a quick, at-a-glance summary. The Detailed View shows the more detailed progress or skill information. Collapse or expand the Progress Meter at any time to access.

Concept Builder workspaces focus on developing understanding of math concepts. These workspaces provide essential learning to prepare for Mastery workspaces that follow. Concept Builder workspaces occurring at the end of a Unit help make important connections and/or summarize the learning from the previous workspaces. In Concept Builder Workspaces, the Progress Meter shows students which step they are on in the current problem, how many steps are left, and how many problems are left in the workspace.

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https://www.carnegielearning.com/...

MATHia® Commutative and Associative Properties

Home System Help Glossary Ada Jacent

Unit Overview Step-by-Step Hints I'm Done

Progress Meter

Commutative and Associative Properties

Associative Property of Addition

Consider the expression  $(29 + 17) + 13$ . The Associative Property of Addition states that changing the grouping of numbers in an addition expression does not change the sum.

The Associative Property of Addition states that changing the grouping of numbers in an addition expression does not change the sum.

Instead of first adding  $29 + 17$  and then adding  $13$ , we can rewrite the expression:

$(29 + 17) + 13 = 29 + (17 + 13)$

Now add the numbers, starting with the numbers in parentheses:

$(29 + 17) + 13 = 29 + (30)$

$29 + (30) = 59$

You can add more efficiently using the Associative Property to change the grouping of the addends in the addition expression.

Examine the worked example and then answer each question.

Workspace Progress: 2 of 6 problems complete

Problem Progress: 7 of 7 steps complete

In the worked example, the Associative Property was used so that  $(17 + 13)$  could be added first.

That result is a number ending with 0 in the ones place.

The Associative Property of Addition states that changing the grouping of numbers in an addition expression does not change the sum.

Problem: caap03 Client Version: 4.0.150 Server Version: 4.0.150

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Mastery workspaces provide highly individualized and self-paced instruction to deepen conceptual understanding of the mathematics. The Progress Meter in Mastery workspaces shows progress toward skill mastery. Each skill's name, such as "Calculate quotient," is displayed alongside a corresponding progress ring that adjusts with the level of mastery. The level of mastery is not a percent of correct and incorrect responses. Rather, it's a predictor of the probability that you will be able to demonstrate that skill again in the future. Progress rings move from blue to green to indicate mastery.

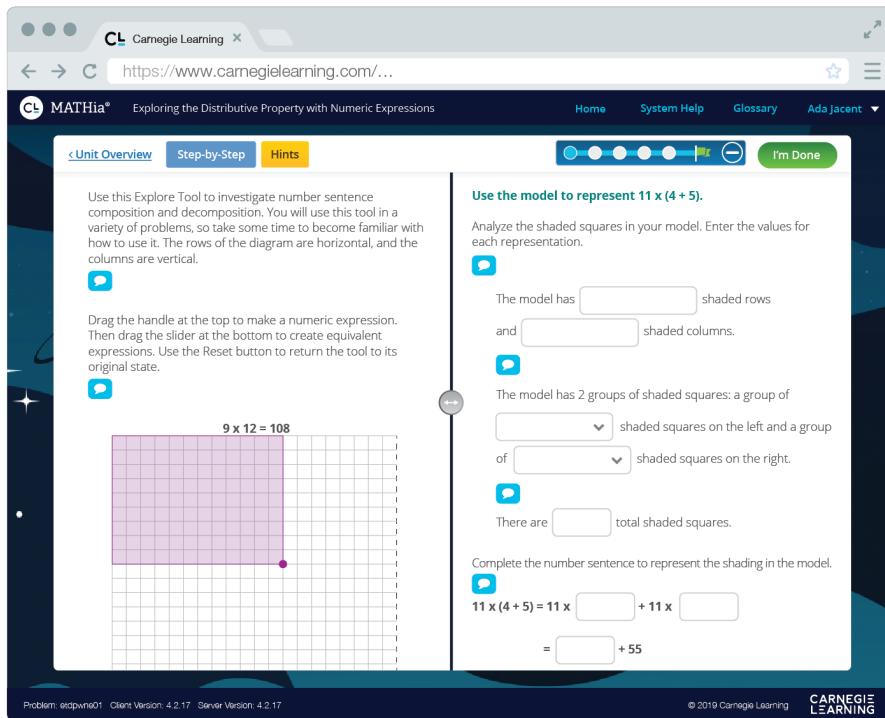
The screenshot shows a MATHia workspace for "Problem Solving with Equivalent Ratios and Rates using Double Number Lines". The progress meter indicates 1 out of 7 skills mastered. The double number line task shows two horizontal number lines: one for "Number of Students" (0 to 960) and one for "Music Classes" (0 to 48). Both lines have major tick marks at 0, 120, 240, 360, 480, 600, 720, 840, and 960. Minor tick marks are present between these major ticks. Blue dots are plotted on both lines at values 36 and 72. Dashed vertical lines connect these points, indicating equivalent ratios. A callout box titled "Set Minor Tick Marks" provides instructions for setting minor tick marks on the number lines.

## SKILL TRACKING BEHAVIOR

At the beginning of a given unit, the initial skill levels will not be zero, because it is likely that you may already be familiar with a skill or be able to learn it unassisted. With each correct answer, the level of mastery increases because there is a greater probability that you understand the skill and will be able to complete a similar task in the future. Answering incorrectly or asking for a hint usually indicates incomplete understanding of a given skill, so its level of mastery may decrease as a result. For some skills, it is likely that reading a hint will increase understanding, so the level of mastery may increase in that situation. Similarly, for some skills, it is likely that by answering incorrectly, you will "learn from your mistake," so in those cases the level of mastery may increase as well. Note that the level of mastery will no longer increase from getting hints at a certain point, even if you continually request hints, so it's not possible to "hint" your way through to complete a unit.

# Instructional Tools

MATHia features five different instructional strategies that you will experience as you work through the problems. The five types of workspaces are balanced to make sure you fully engage and develop your math skills.



Use this Explore Tool to investigate number sentence composition and decomposition. You will use this tool in a variety of problems, so take some time to become familiar with how to use it. The rows of the diagram are horizontal, and the columns are vertical.

Drag the handle at the top to make a numeric expression. Then drag the slider at the bottom to create equivalent expressions. Use the Reset button to return the tool to its original state.

9 x 12 = 108

Use the model to represent  $11 \times (4 + 5)$ .  
Analyze the shaded squares in your model. Enter the values for each representation.

The model has [ ] shaded rows and [ ] shaded columns.

The model has 2 groups of shaded squares: a group of [ ] shaded squares on the left and a group of [ ] shaded squares on the right.

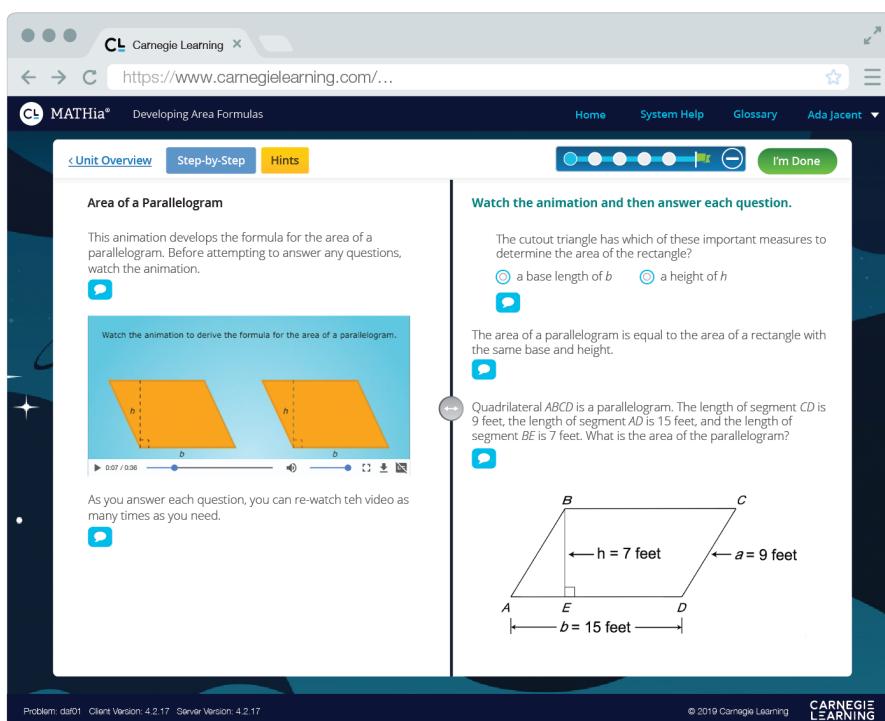
There are [ ] total shaded squares.

Complete the number sentence to represent the shading in the model.

$11 \times (4 + 5) = 11 \times [ ] + 11 \times [ ]$   
 $= [ ] + 55$

## EXPLORE TOOLS

Explore Tools give you the opportunity to investigate mathematical concepts, search for patterns, and look for structure in ways that make sense to you. These tools also provide optional supports for you as you answer questions and solve problems.



Area of a Parallelogram  
This animation develops the formula for the area of a parallelogram. Before attempting to answer any questions, watch the animation.

Watch the animation to derive the formula for the area of a parallelogram.

The cutout triangle has which of these important measures to determine the area of the rectangle?

a base length of  $b$   a height of  $h$

The area of a parallelogram is equal to the area of a rectangle with the same base and height.

Quadrilateral ABCD is a parallelogram. The length of segment CD is 9 feet, the length of segment AD is 15 feet, and the length of segment BE is 7 feet. What is the area of the parallelogram?

$b = 15 \text{ feet}$   $h = 7 \text{ feet}$   $a = 9 \text{ feet}$

## ANIMATIONS

Animations provide you with an opportunity to watch, pause, and re-watch demonstrations of various mathematical concepts. They are a way to connect the representations of different mathematical ideas to their abstract underpinnings through visual depictions and audio narration.

CL Carnegie Learning [https://www.carnegielearning.com/...](https://www.carnegielearning.com/)

MATHia® Using the Distributive Property with Numeric Expressions

Home System Help Glossary Ada Jacent

Unit Overview Step-by-Step Hints I'm Done

Distributive Property of Multiplication

Drag each expression into the bin with its equivalent expression. Consider how the expressions in the bins are related to the others in the same bin.

11(15 + 5)   11 x 15 + 11 x 5   11 x 4 + 11 x 5   44 + 55   165 + 55   11 x 9

11(4 + 5)   11 x 20

Which statement describes a more efficient way to calculate  $11 \times 20$  by decomposing 20 and then using the Distributive Property? (A)

(A)  11(0 + 20), because multiplying a number by 0 is 0.  
 11(1 + 19), because multiplying a number by 1 is just that number.  
 11(10 + 10), because multiplying a number by 10 is easier to calculate.  
 11(11 + 9), because multiplying a number by itself is that number squared.

Problem: idpwn01 Client Version: 4.2.17 Server Version: 4.2.17 © 2019 Carnegie Learning CARNEGIE LEARNING

## CLASSIFICATION TOOLS

Classification Tools allow you to apply your mathematical understanding by categorizing answers based on similarities. These tools also give you a way to demonstrate proficiency in recognizing patterns in problem structure.

CL Carnegie Learning [https://www.carnegielearning.com/...](https://www.carnegielearning.com/)

MATHia® Problem Solving with Equivalent Ratios and Rates using Double Number Lines

Home System Help Glossary Ada Jacent

Unit Overview Step-by-Step Sample Problem Hints I'm Done

Ms. Goodfellow is the director of the Music Program at Union Middle School. She is completing the scheduling for next year's students. She needs to make sure that the same number of students are in each music class. The number of students and the number of music classes are represented on the double number line.

Use the double number line to calculate the unknown values.

1. If Mrs. Goodfellow ...  
33 classes  
I want to do the optional double number line tasks.

2. Ms. Goodfellow fills ...  
720 students  
I want to do the optional double number line tasks.

Set Minor Tick Marks

Number of Students   Music Classes

Problem: ersdn059 Client Version: 4.1.35 Server Version: 4.1.35 © 2019 Carnegie Learning CARNEGIE LEARNING

## PROBLEM SOLVING TOOLS

Problem Solving Tools give you highly individualized and self-paced instruction that adapts to your exact needs to deepen your conceptual understanding of mathematics. Through adaptive learning technologies, you engage in reasoning and sense-making.

Consider the expression  $35 + 17 + 105$ . You can use the Commutative Property of Addition to simplify this expression.

The Commutative Property of Addition states that changing the order of numbers in an addition expression does not change the sum.

Instead of first adding in order from left to right, use the Commutative Property to rewrite the expression into sums that might be easier to compute mentally.

$35 + 17 + 105 = 35 + 105 + 17$

Now, add the numbers in order from left to right. So,  $35 + 105$  is  $140$ , and then  $140 + 17 = 157$ .

You can add more efficiently by using the Commutative Property to rearrange the addends in addition expressions.

Examine the worked example and then answer each question.

Let's consider the original expression from the worked example:  $35 + 17 + 105$ .

Add the numbers in the expression in their original order.

$35 + 17 = \boxed{\phantom{00}}$

$\boxed{\phantom{00}} + 105 = \boxed{\phantom{00}}$

In the worked example, the addends were added in a different order.

The Commutative Property was used so that  $35 + \boxed{\phantom{00}}$  could be added first.

That result is a number ending with  $\boxed{\phantom{00}}$ .

## WORKED EXAMPLES

Worked Examples give you a tool that helps you to question your understanding, make connections with the steps, and ultimately self explain. Analyzing Worked Examples also helps you to identify your own misconceptions, make sense of the mathematical concepts involved, and then, ultimately, to persevere in problem solving.

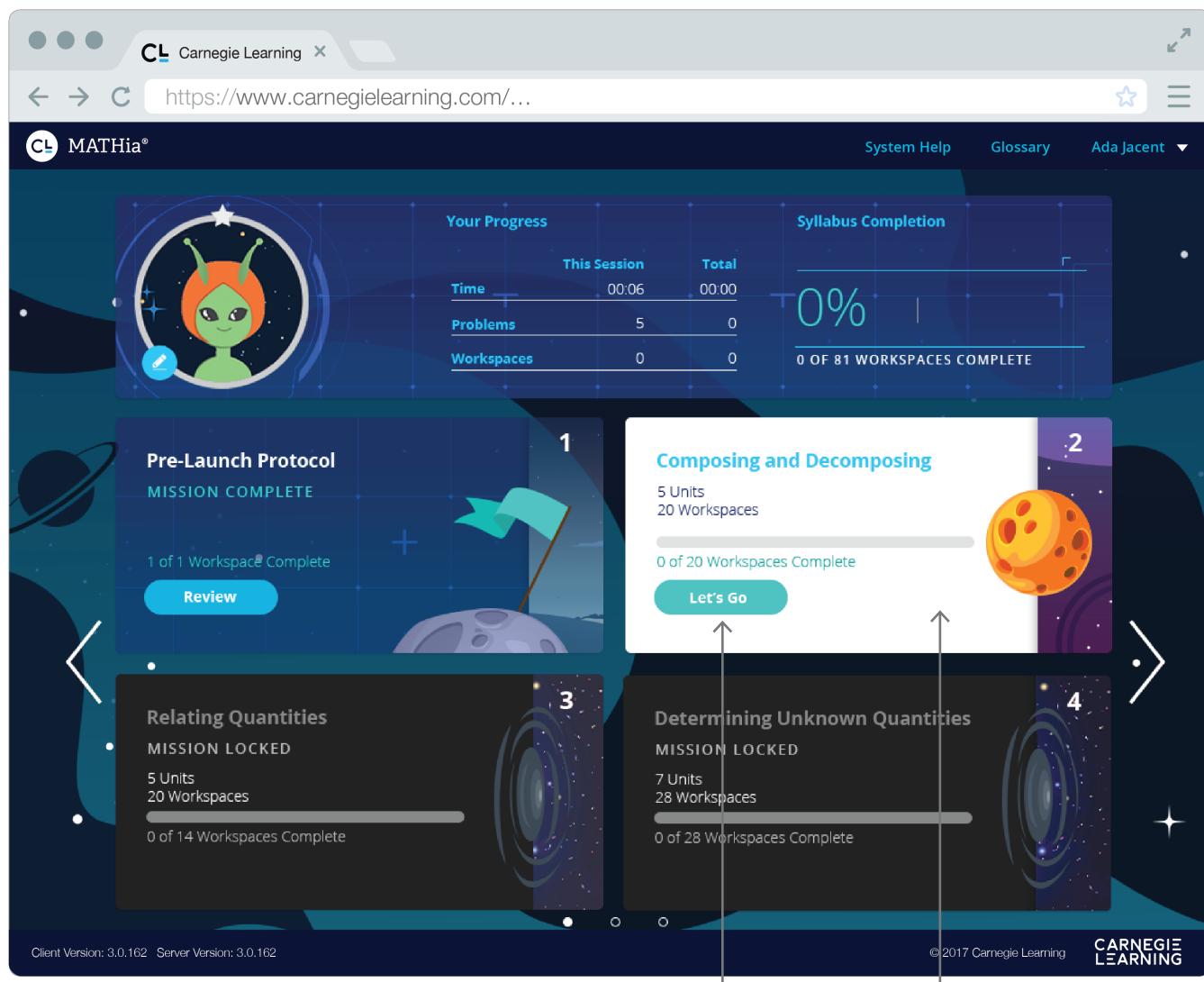
# Motivational / Engagement Features

MATHia gives you a variety of tools and customization features that enable you to create a unique learning experience.

You can access the customization features by clicking on the avatar on your MATHia homepage, or through the Preferences that display when you click on your name in the upper right hand corner.

## Homepage

The homepage gives you a clear picture of the work that is ahead of you by showing you the modules, units, and number of workspaces that have been assigned to you.



The screenshot shows the MATHia homepage with a dark blue background featuring a space theme. At the top, there is a navigation bar with the Carnegie Learning logo, a search bar with the URL [https://www.carnegielearning.com/...](https://www.carnegielearning.com/), and a menu icon. Below the navigation bar is the MATHia logo and a progress summary:

Your Progress		Syllabus Completion	
This Session		Total	
Time	00:06	Time	00:00
Problems	5	Problems	0
Workspaces	0	Workspaces	0

**Syllabus Completion:** 0% | 0 OF 81 WORKSPACES COMPLETE

The homepage is divided into four main sections, each representing a module:

- Pre-Launch Protocol** (Mission Complete): Shows 1 of 1 Workspace Complete with a **Review** button. A green alien icon is in the background.
- Composing and Decomposing**: Shows 5 Units and 20 Workspaces. 0 of 20 Workspaces Complete. A yellow planet icon is in the background.
- Relating Quantities** (Mission Locked): Shows 5 Units and 20 Workspaces. 0 of 14 Workspaces Complete. A dark background with a starry field.
- Determining Unknown Quantities** (Mission Locked): Shows 7 Units and 28 Workspaces. 0 of 28 Workspaces Complete. A dark background with a starry field.

At the bottom of the page, there is a copyright notice: "Client Version: 3.0.162 Server Version: 3.0.162" and the Carnegie Learning logo.

Unlocked units have a **Let's Go!** or a **Review** button. Review indicates completed units that you can go back to and review.

Modules can be expanded or collapsed by clicking any empty part of their box.

## Hint

...



You know the given value is 91 posts.

Is **Posts You Make on the Site** represented by the top or bottom number line?



Previous

Hint 2 of 3

Next

## STUDENT CREW

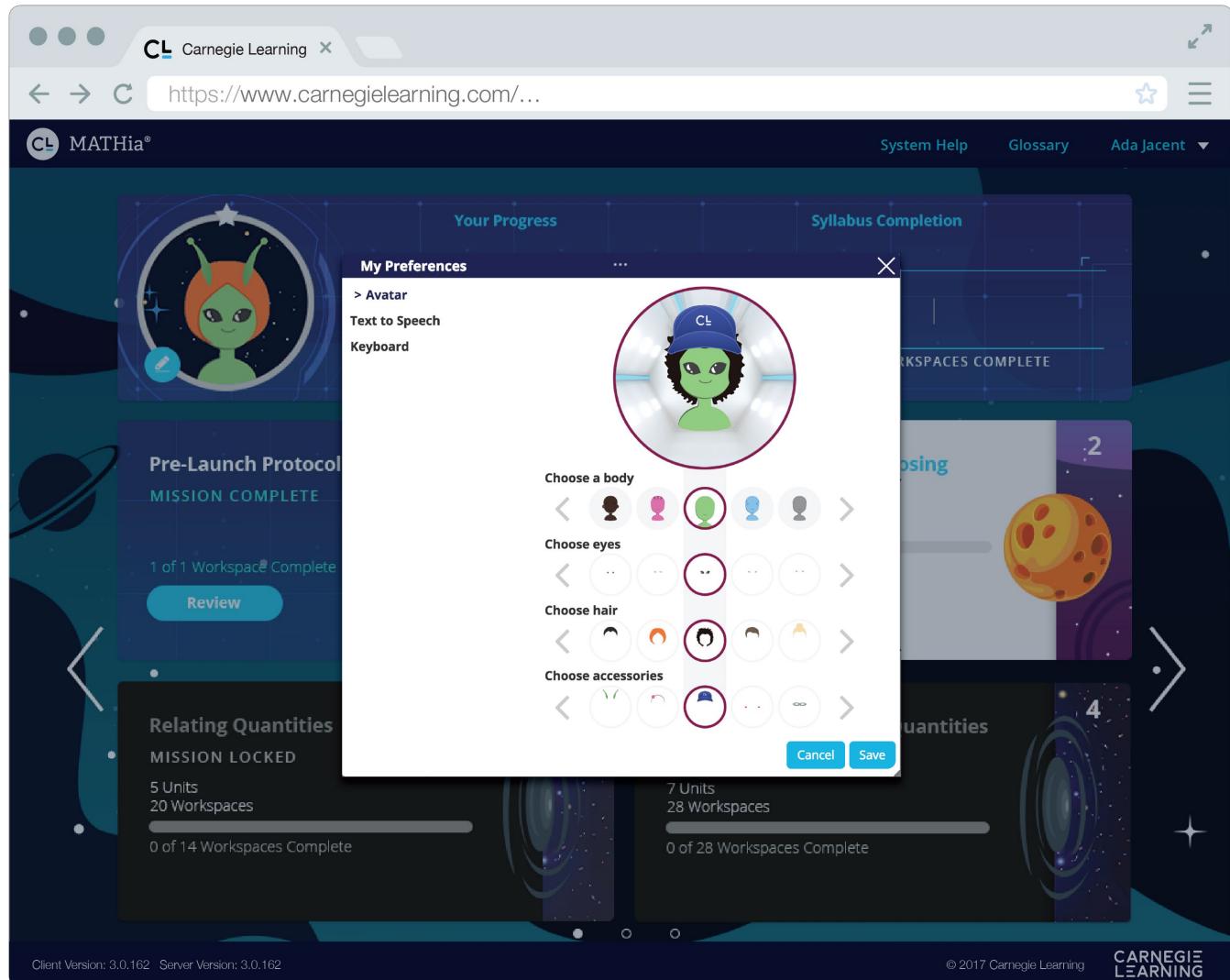
As in the text, the characters in the software will provide information to help you along the way.

## GROWTH MINDSET LANGUAGE IN ANIMATION

Research shows students who believe that they can get smarter will work harder — in other words, learning about how learning changes the brain has been shown to increase students' confidence in their ability to learn. Within MATHia, we praise effort above innate ability.

## AVATAR BUILDER

The Avatar Builder provides you with over 50 options and accessories to select from.



# Customer Support

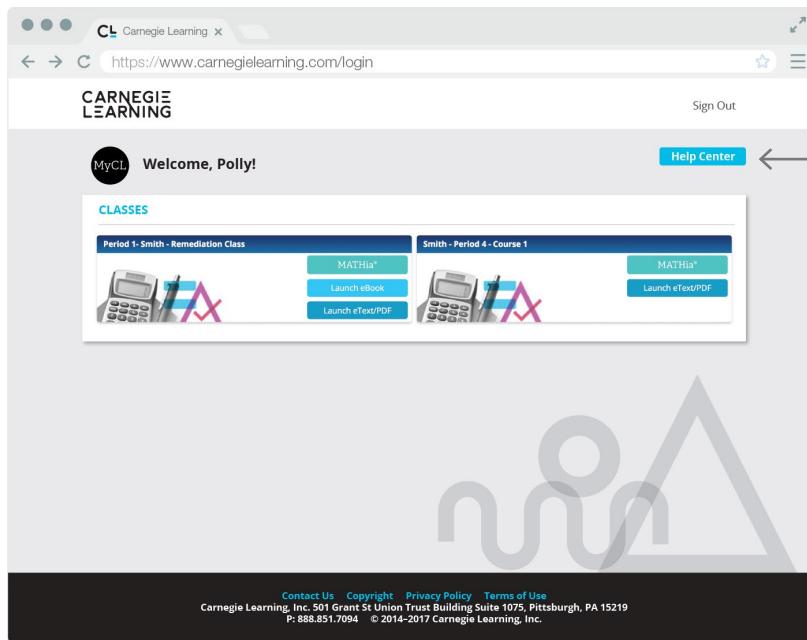
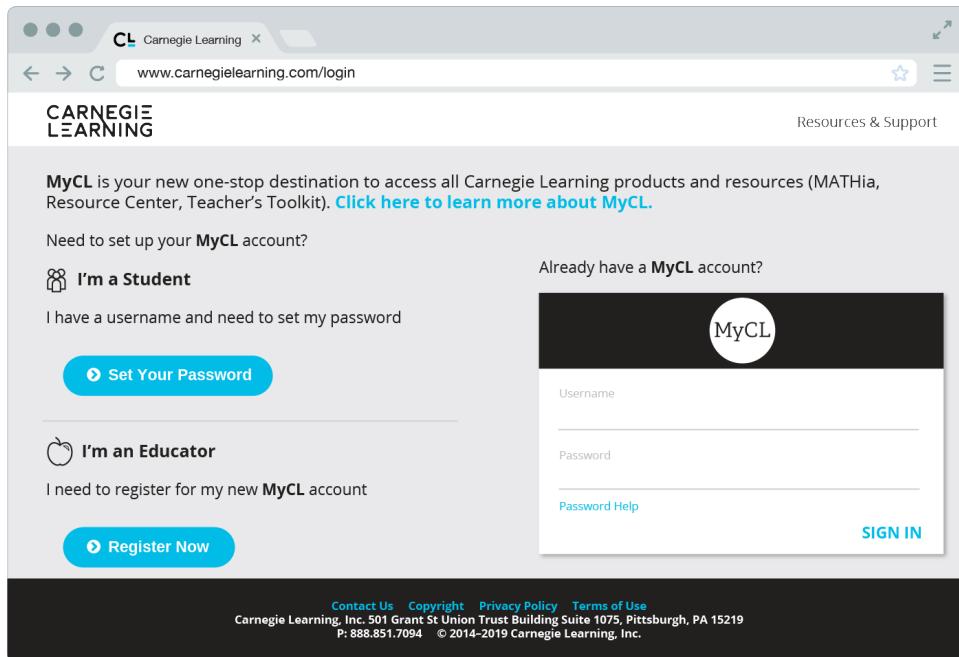
Customer Support is available to answer your questions about using the software.

**Email:** [help@carnegielearning.com](mailto:help@carnegielearning.com)

**Phone:** 877.401.CLCS (2527) or 888.851.7094 (Select Option 1)

**Chat:** Visit [www.carnegielearning.com/contact](http://www.carnegielearning.com/contact) and click **Customer and Tech Support** to connect with us via chat.

**Websites:** Carnegie Learning MyCL Portal  
[www.carnegielearning.com/login](http://www.carnegielearning.com/login)



Once logged in, Tech Support is available by clicking the **Help Center** button in the upper right hand corner.