

MATHia[®]

STUDENT USER'S GUIDE

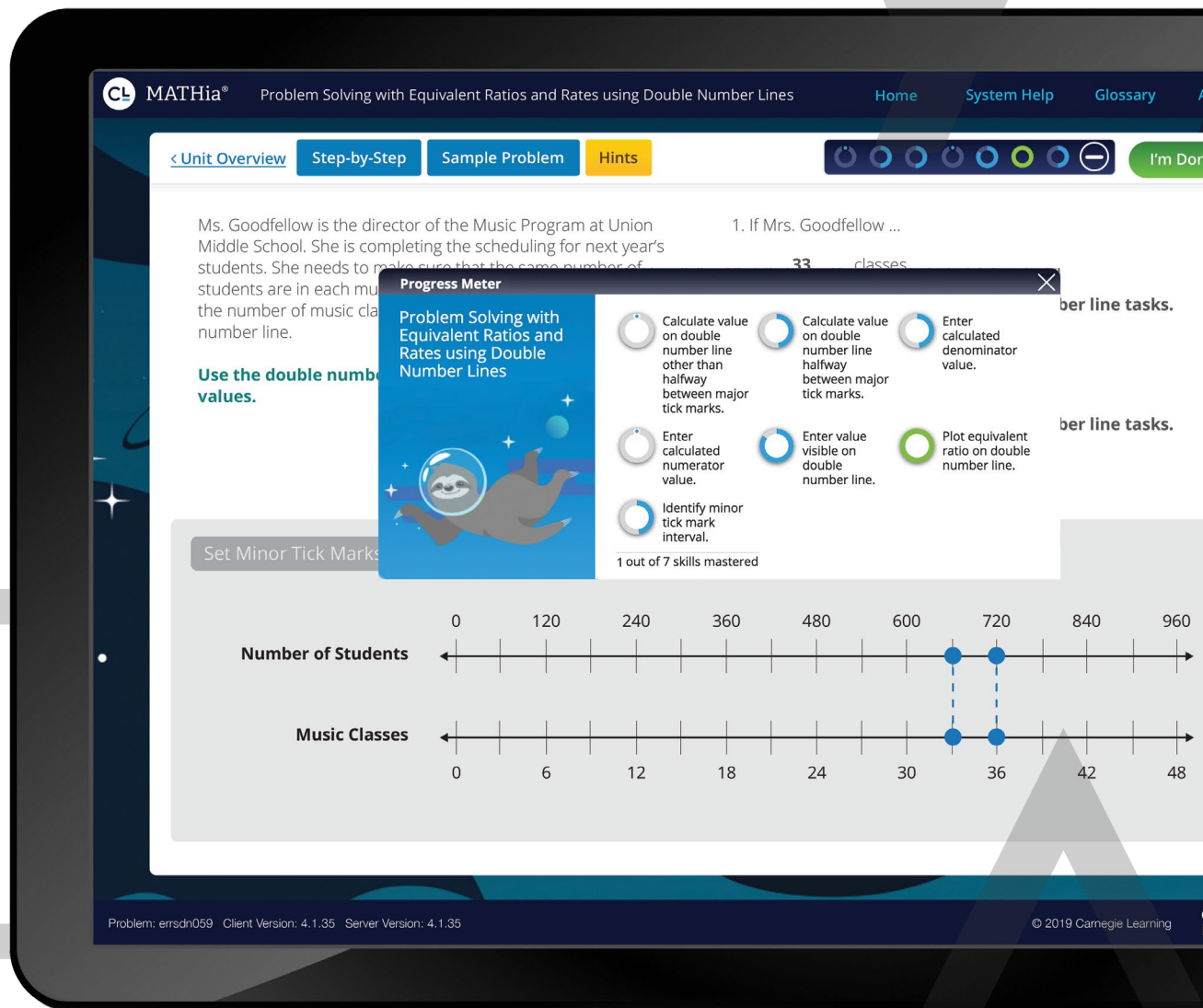


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Launch the Software as a Student

Username: _____

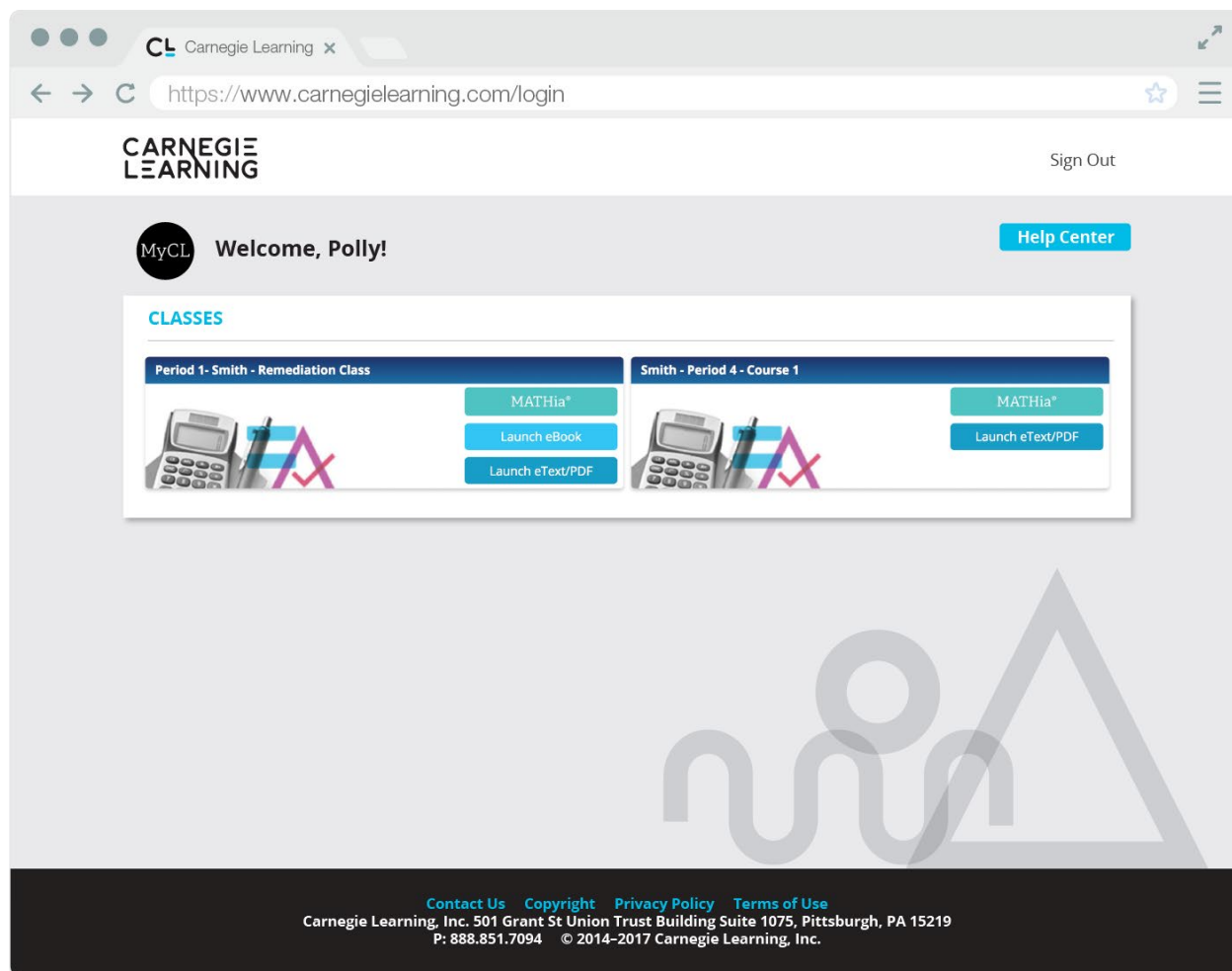
Password: _____

FIRST TIME SIGNING IN

1. Visit **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**.
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.



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.

The screenshot shows the MATHia Pre-Launch Protocol interface. The top navigation bar includes 'System Help', 'Glossary', and 'Ada Jacent'. The main content area is divided into two columns. The left column, titled 'Growing Your Brain', contains a video player showing a map of London with a taxi route. Below the video, text states: 'As you answer each question, you can pause the video or rewatch the video as many times as you need.' The right column, titled 'Watch the animation. Then answer each question.', contains a series of questions with dropdown menus for answers. The questions are: 'Taxi drivers in London have to memorize about 320 routes and [dropdown] streets.', 'Why do London taxi drivers have larger hippocampuses? [dropdown]', '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 [dropdown]', and 'Are you ready to learn?'. A progress bar at the top right shows the current position in the module. The bottom of the screen displays 'Problem: pp01 Client Version: 4.1.33 Server Version: 4.1.33' and '© 2019 Carnegie Learning'.

The screenshot shows the MATHia Pre-Launch Protocol interface. The top navigation bar includes 'System Help', 'Glossary', and 'Ada Jacent'. The main content area is divided into two columns. The left column, titled 'Tools for Learning', contains a table with the following information:

	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.

The right column, titled 'Read about the different tools for learning in MATHia. Then answer each question.', contains a series of questions with dropdown menus for answers. The questions are: 'I can learn by following a [dropdown]. This is an example which shows me one or more ways I can solve a problem.', 'I can learn by watching a short [dropdown] 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) [dropdown] that can help me model mathematical thinking.', 'True or false? I should go through any Step-by-Step examples. [True] [False]', and 'I should never use pencil and paper to write notes or questions. [True] [False]'. A progress bar at the top right shows the current position in the module. The bottom of the screen displays 'Problem: pp02 Client Version: 4.1.33 Server Version: 4.1.33' and '© 2019 Carnegie Learning'.

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.

Learning goals for the unit are listed here.

The **Key Terms** that are introduced in the unit are available here, hyperlinked to their entries in the glossary.

The screenshot shows the MATHia interface. At the top, the browser address bar shows 'https://www.carnegielearning.com/'. The MATHia logo is on the left, and navigation links (Home, System Help, Glossary, Ada Jacent) are on the right. A 'Back to Module' link is also present. The main content area is titled 'Number Properties'. It includes a 'What you'll learn:' section with a bulleted list of learning goals, a 'Why this matters:' section, a video player showing a woman writing math equations on a whiteboard, and a 'What this connects to:' section with a link to 'Unit: Fraction Division'. To the right of the main content is a 'Key Terms' section with a list of terms and a 'Print' button. On the far right is a 'Workspaces' sidebar with three items: 'Commutative and Associative Properties' (with a 'Let's Go' button), 'Exploring the Distributive Property with Numeric Expressions', and 'Using the Distributive Property with Numeric Expressions'. At the bottom of the workspace sidebar is a circular avatar of a green character wearing a blue cap, with '0% Complete' below it. The footer shows 'Client Version: 3.0.162 Server Version: 3.0.162' on the left and '© 2017 Carnegie Learning' and the 'CARNEGIE LEARNING' logo on the right.

Math content areas that you should be familiar with before beginning this unit are listed here.

Video that links the math back to the real world and outlines what you will be learning is located here.

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.

The screenshot shows the MATHia software interface. The main problem is: "Connor is purchasing plane tickets for his family and extended family to go on vacation together. The total price for the tickets, based on the number of tickets Connor purchases, is represented on the double number line." The problem asks: "1. If the total price of the tickets was \$3600, how many tickets did Connor purchase?" and "2. If Connor buys 15 tickets, how much will the tickets cost?". A double number line is shown with "Ticket Price (dollars)" on the top line and "Number of Tickets" on the bottom line. The top line has values from 0 to 4800 in increments of 600. The bottom line has values from 0 to 48 in increments of 6. A blue dot is placed on the top line at 2400, and another blue dot is placed on the bottom line at 24. A "Step-by-Step Example" window is open, showing a student crew member saying: "You know the given value is 3600 dollars. Is Ticket Price represented by the top or bottom number line?".

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.

The screenshot shows the MATHia software interface navigation bar. The "Step-by-Step" button is highlighted. An arrow points to it from the text below.

[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 student software interface. The main content area is titled "Exploring a Pattern of Sums" and contains an animation of Gauss's method for summing numbers. The animation shows a sequence of numbers from 1 to 1000, with a bracket indicating the sum of each pair (1001) and the total sum (1001). The animation is currently at 0:39 / 1:12.

Below the animation, there is a "My Preferences" dialog box. The dialog box has a "Text to Speech" section with the following options:

- Avatar: > Text to Speech
- Keyboard: Choose a voice for text to speech (Alex)
- Rate: [Slider]
- Pitch: [Slider]
- Enable Text to Speech: [Toggle]

The dialog box also has "Cancel" and "Save" buttons.

The main content area also includes a "Watch the animation and then answer the questions." section. It contains the following text and questions:

The sum of all the whole numbers from 1 to 1000 is [input field].

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 [input field].

Suppose you want to determine the sum of n numbers. The expression that represents the number of pairs is [input field], and the expression that represents the sum of each pair is [input field].

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 the MATHia software interface. At the top, the browser address bar displays "https://www.carnegielearning.com/...". The MATHia logo is in the top left, followed by the text "Problem Solving with Equivalent Ratios and Rates using Double Number Lines". Navigation links include "Home", "System Help", "Glossary", and "Ada Jacent".

The main content area has four tabs: "< Unit Overview", "Step-by-Step", "Sample Problem" (which is highlighted with a blue border and an arrow pointing to it), and "Hints". To the right of these tabs are several circular icons and a green "I'm Done" button.

The "Sample Problem" tab contains the following text:

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.


Use the double number line to calculate the unknown values.

Below this text is a "Set Minor Tick Marks" button and a double number line diagram. The diagram consists of two horizontal lines with a vertical line intersecting them in the middle. A small circle with a vertical line through it is positioned at the intersection.

Below the diagram is a "Sample Problem" tab with the following text:

Example:

The hummingbird is the world's smallest bird. Baby hummingbirds are super small — you can fit more than one comfortably in a teaspoon!



The double number line represents a set of equivalent ratios of the number of baby hummingbirds to the number of teaspoons.

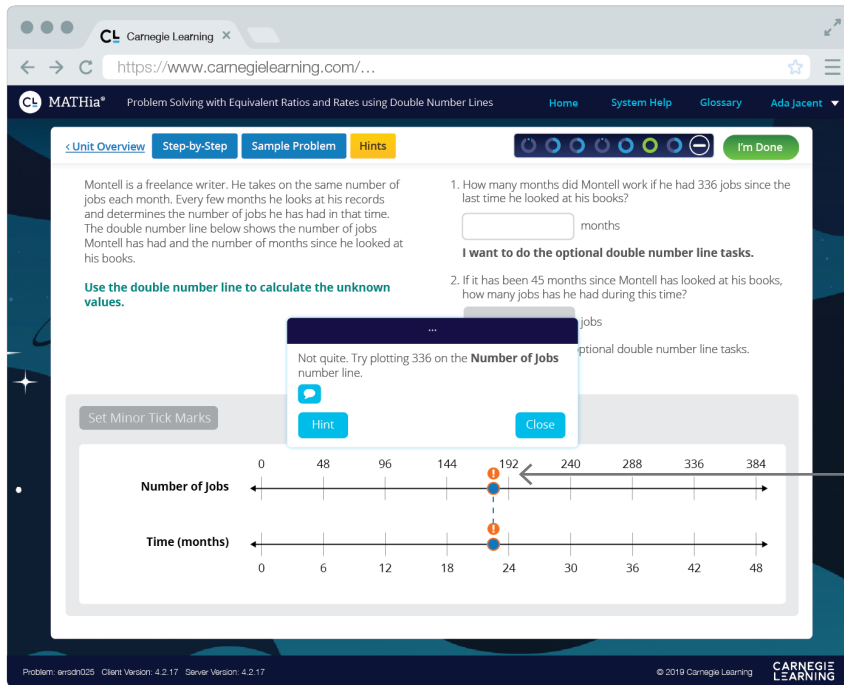
At the bottom of the interface, there is a footer with the text "Problem: emsdn025 Client Version: 4.2.17 Server Version: 4.2.17" on the left and "© 2019 Carnegie Learning" and the "CARNEGIE LEARNING" logo on the right.

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

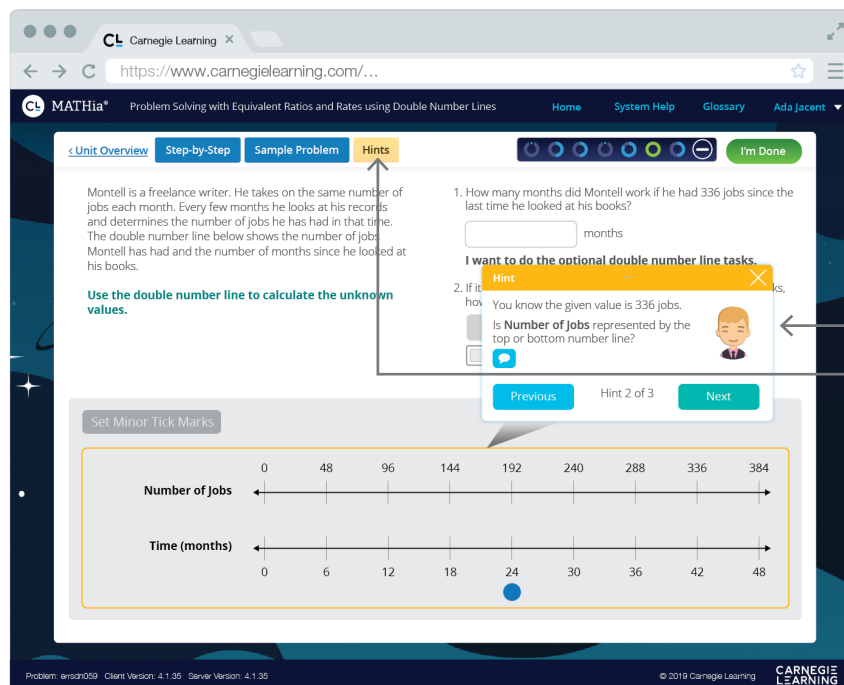
Hints are available throughout the software to help you solve the problem you're working on.



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.

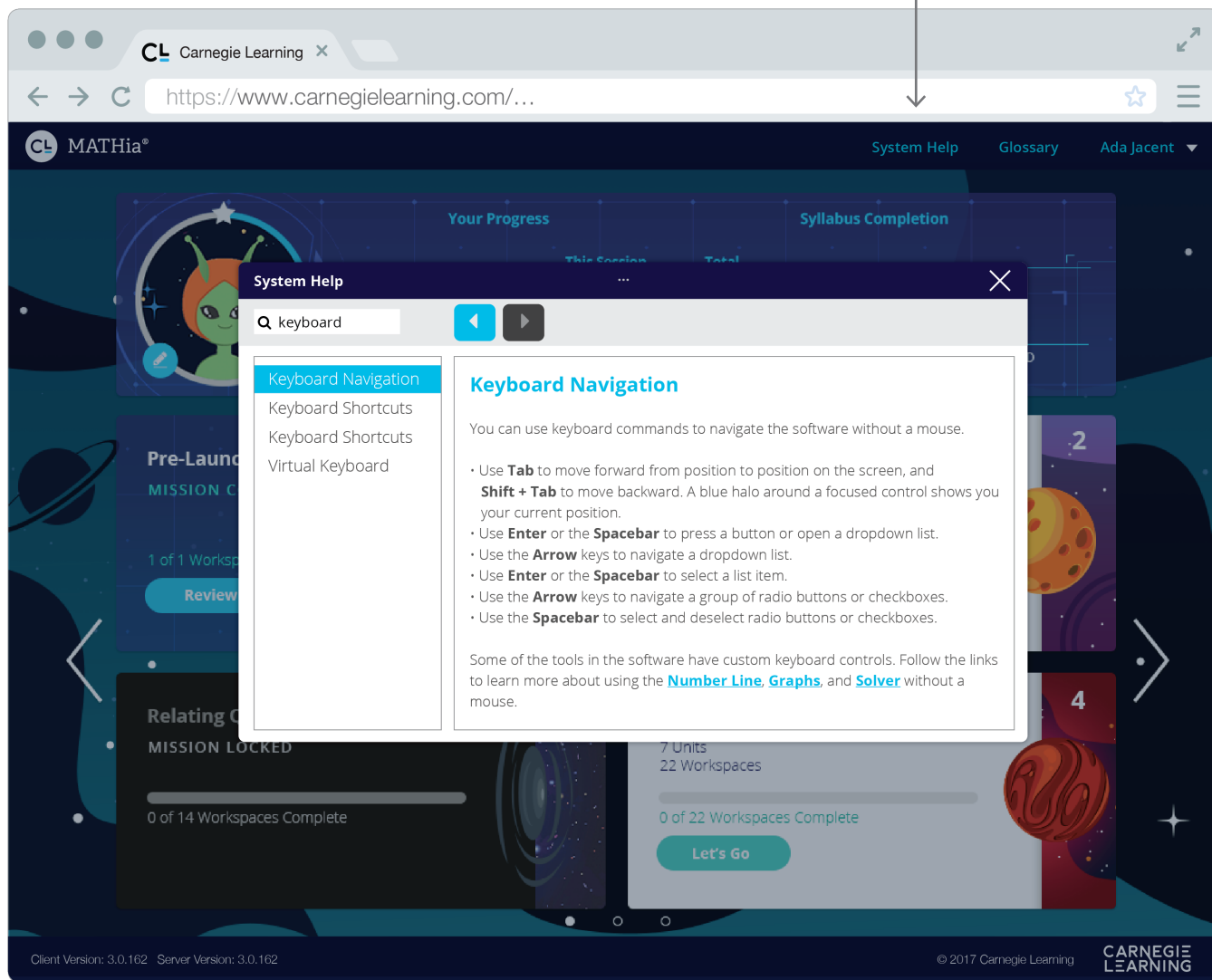
There are multiple hints available for each question. The level of detail of On-Demand Hints increases as you ask for more help.

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.



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 screenshot displays the Mathia software interface. At the top, a navigation bar includes links for Home, System Help, and Glossary. A callout points to the Glossary link, stating: "The Glossary is located in the top menu bar." Below the navigation bar, a lesson page is visible, featuring a double number line graph. A callout points to a button labeled "Español", stating: "The Glossary is also available in Spanish and can be accessed by clicking the Español button at the top." A modal window titled "Glossary" is open, showing search results for "double number line". The results list "double bar graph" and "double number line". The "double number line" entry is selected, showing its definition and example. The example includes a double number line representing the ratio of mosquitos to grasshoppers: $\frac{3 \text{ mosquitos}}{1 \text{ grasshopper}}$ and $\frac{12 \text{ mosquitos}}{4 \text{ grasshoppers}}$. Below the main screenshot, a separate window shows the Glossary in Spanish. The search bar contains "Ingresar el texto a". The results list includes "recta numérica doble", which is selected. The definition states: "Una recta numérica doble es un modelo compuesto por dos rectas numéricas que se utiliza para representar la equivalencia de dos números relacionados. Cada intervalo de la recta numérica tiene dos conjuntos de números y mantiene la misma proporción." The example shows a double number line representing the proportion between mosquitos and saltamontes: $\frac{3 \text{ mosquitos}}{1 \text{ saltamonte}}$ and $\frac{12 \text{ mosquitos}}{4 \text{ saltamontes}}$.

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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.

The screenshot displays the Carnegie Learning MATHia interface. The main workspace is titled "Commutative and Associative Properties" and shows a problem about the Associative Property of Addition. A "Progress Meter" overlay is visible, showing two progress indicators: "Workspace Progress" (2 of 6 problems complete) and "Problem Progress" (7 of 7 steps complete). The overlay also includes a sloth character and the text "Commutative and Associative Properties".

Progress Meter

Commutative and Associative Properties

Workspace Progress: 2 of 6 problems complete

Problem Progress: 7 of 7 steps complete

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 allows you to change the grouping of numbers in an addition expression without changing the sum.

Instead of first adding 29 and 17, you can first add 17 and 13 to 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.

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**.

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 the future. Progress rings move from blue to green to indicate mastery.

The screenshot shows the MATHia interface for a problem-solving task. At the top, the browser address bar shows [https://www.carnegielearning.com/...](https://www.carnegielearning.com/). The MATHia logo and navigation links (Home, System Help, Glossary, Ada Jacent) are visible. The main content area displays a problem about Ms. Goodfellow and a progress meter. The progress meter, titled "Progress Meter", shows 1 out of 7 skills mastered. The skills listed are:

- Calculate value on double number line other than halfway between major tick marks.
- Calculate value on double number line halfway between major tick marks.
- Enter calculated denominator value.
- Enter calculated numerator value.
- Enter value visible on double number line.
- Plot equivalent ratio on double number line.
- Identify minor tick mark interval.

Below the progress meter, there is a task area with two number lines. The top number line is labeled "Number of Students" and ranges from 0 to 960 with major tick marks every 120 units. The bottom number line is labeled "Music Classes" and ranges from 0 to 48 with major tick marks every 6 units. A button labeled "Set Minor Tick Marks" is located above the number lines. The task area shows a double number line with points plotted at 600, 720, and 840 on the top line, and 30, 36, and 42 on the bottom line. Dashed lines connect the points at 600 and 720 on the top line to 30 and 36 on the bottom line, respectively.

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.

CL Carnegie Learning

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

MATHia® Exploring the Distributive Property with Numeric Expressions

Home System Help Glossary Ada Jacent

< Unit Overview Step-by-Step Hints

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.

$11 \times (4 + 5) = 11 \times \text{} + 11 \times \text{}$

$= \text{} + 55$

Problem: expvns01 Client Version: 4.2.17 Server Version: 4.2.17

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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.

CL Carnegie Learning

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

MATHia® Developing Area Formulas

Home System Help Glossary Ada Jacent

< Unit Overview Step-by-Step Hints

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.

As you answer each question, you can re-watch the video as many times as you need.

Watch the animation and then answer each question.

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?

$h = 7$ feet

$a = 9$ feet

$b = 15$ feet

Problem: d01 Client Version: 4.2.17 Server Version: 4.2.17

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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/...

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.

$11(15 + 5)$
 $11 \times 15 + 11 \times 5$
 $11 \times 4 + 11 \times 5$
 $44 + 55$
 $165 + 55$
 11×9

$11(4 + 5)$
 11×20

Which statement describes a more efficient way to calculate 11×20 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

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/...

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

0 120 240 360 480 600 720 840 960

0 6 12 18 24 30 36 42 48

Problem: enstd059 Client Version: 4.1.35 Server Version: 4.1.35 © 2019 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.

CL Carnegie Learning

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

MATHia® Commutative and Associative Properties Home System Help Glossary Ada Jacent

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

Commutative Property of Addition

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.

$35 + 17 =$

$+ 105 =$

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

The Commutative Property was used so that $35 +$ could be added first.

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

Problem: caap01 Client Version: 4.2.17 Server Version: 4.2.17 © 2019 Carnegie Learning CARNEGIE LEARNING

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 space-themed background. At the top, there's a navigation bar with the MATHia logo, 'System Help', 'Glossary', and a user profile 'Ada Jacent'. Below this, a 'Your Progress' section displays a table with 'This Session' and 'Total' columns for Time, Problems, and Workspaces. To the right, a 'Syllabus Completion' section shows a progress bar at 0% and '0 OF 81 WORKSPACES COMPLETE'. The main area features four unit cards: 'Pre-Launch Protocol' (MISSION COMPLETE, 1 of 1 Workspace Complete, Review button), 'Composing and Decomposing' (5 Units, 20 Workspaces, 0 of 20 Workspaces Complete, Let's Go button), 'Relating Quantities' (MISSION LOCKED, 5 Units, 20 Workspaces, 0 of 14 Workspaces Complete), and 'Determining Unknown Quantities' (MISSION LOCKED, 7 Units, 28 Workspaces, 0 of 28 Workspaces Complete). Arrows indicate that unlocked units have a 'Let's Go!' button, and modules can be expanded or collapsed by clicking any empty part of their box.

	This Session	Total
Time	00:06	00:00
Problems	5	0
Workspaces	0	0

Syllabus Completion

0%

0 OF 81 WORKSPACES COMPLETE

Pre-Launch Protocol
MISSION COMPLETE
1 of 1 Workspace Complete
Review

Composing and Decomposing
5 Units
20 Workspaces
0 of 20 Workspaces Complete
Let's Go

Relating Quantities
MISSION LOCKED
5 Units
20 Workspaces
0 of 14 Workspaces Complete

Determining Unknown Quantities
MISSION LOCKED
7 Units
28 Workspaces
0 of 28 Workspaces Complete

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

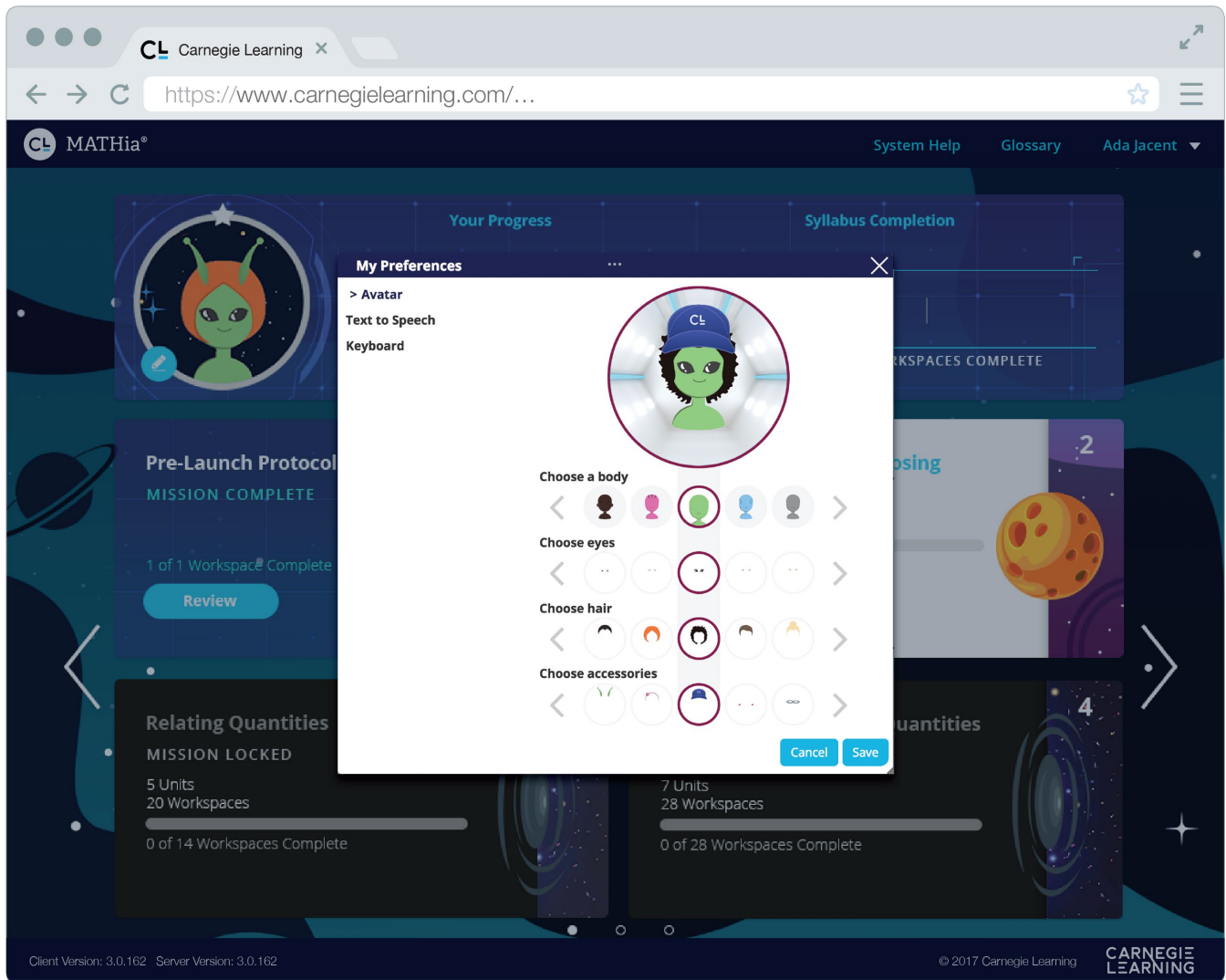
Research shows students who believe that they can get smarter will work harder — in other words, learning about how learning changes the brain has been shown to increase students' confidence in their ability to learn. Within MATHia, we praise effort above innate ability.

The screenshot shows the MATHia software interface. The browser address bar displays [https://www.carnegielearning.com/...](https://www.carnegielearning.com/). The page title is "MATHia® Problem Solving with Equivalent Ratios and Rates using Double Number Lines". The navigation bar includes links for Home, System Help, Glossary, and Ada Jacent. The main content area shows a math problem about phone callers and a double number line. A green box with a message about growth mindset is overlaid on the number line.

That was hard work! Did you know that learning any new skill that you've never tried before increases the size of your brain?

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

The screenshot shows the Carnegie Learning MyCL login page. The header includes the Carnegie Learning logo and a 'Resources & Support' link. The main content area has a welcome message and a link to learn more about MyCL. Below this, there are two sections: 'I'm a Student' and 'I'm an Educator'. The 'I'm a Student' section has a button 'Set Your Password'. The 'I'm an Educator' section has a button 'Register Now'. On the right side, there is a login form with fields for 'Username' and 'Password', a 'Password Help' link, and a 'SIGN IN' button. The footer contains contact information and copyright details.

The screenshot shows the Carnegie Learning MyCL dashboard after login. The header includes the Carnegie Learning logo, a 'Sign Out' button, and a 'Help Center' button. The main content area has a 'Welcome, Polly!' message and a 'CLASSES' section. The 'CLASSES' section displays two course cards: 'Period 1 - Smith - Remediation Class' and 'Smith - Period 4 - Course 1'. Each card has a 'MATHia' button and a 'Launch eBook' button. The footer contains contact information and copyright details.

Once logged in, Tech Support is available by clicking the [Help Center](#) button in the upper right hand corner.