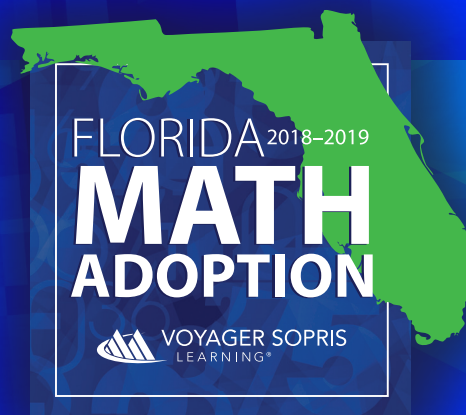


Third Edition

TRANSMATH[®]

Creating a *new* path to algebra.



A Unique Approach to Algebra Readiness

What is *TransMath*?

Do you have middle school students who have always struggled with math? Year after year, they fall behind their peers? Does the average core program provide what they need to succeed?

Is it time for a change?

TransMath® Third Edition is different. While *TransMath* incorporates the components found in every prealgebra program, it differs from the average cores because it is **designed to address the needs of struggling math students** and teachers who serve them.

With its unique instructional approach and robust offering of differentiation tools, *TransMath* delivers rigorous, standards-based instruction in prealgebra while also addressing the **foundational skills needed to fill knowledge gaps**.

TransMath is an intensive solution for your students who need **more than the average core** to achieve the same goal as their peers—successful entry into Algebra 1.



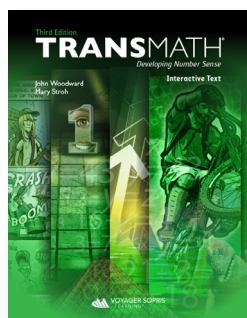
Standards-Based Instruction

Unlike other math curricula, *TransMath* scaffolds standards instruction to meet the needs of students below grade-level. To fill foundational gaps, teachers first focus on the mastery of prerequisite skills. As instruction increases in complexity and rigor, **students have the background knowledge and instructional momentum to successfully master each standard.**

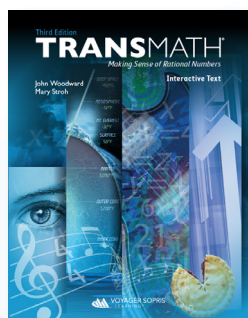
The chart on the right shows the sequence of skills needed to master an Expressions and Equations standard. Each unit topic in *TransMath* Level 3 builds upon the last until instruction shifts directly to mastering the grade-level standards.

***TransMath*:** Meeting Student Needs

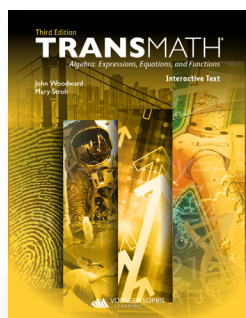
Some of your students may need a more intensive scope and sequence than what is covered in *TransMath* Level 3 prealgebra. **Levels 1 and 2 dig deeper into the fundamentals of mathematics** and accelerate students toward grade level. No matter where your middle school students are, *TransMath* takes them where they need to be.



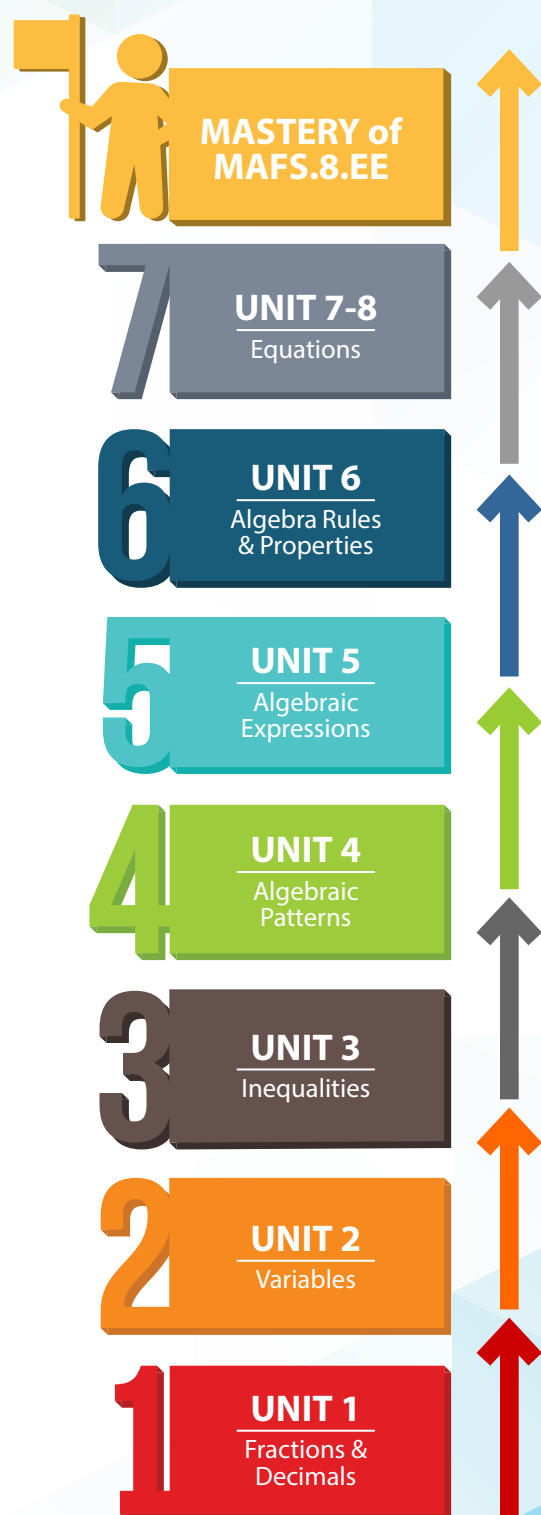
Level 1



Level 2



Level 3



**Expressions & Equations Standards:
Progression to Mastery in *TransMath* Level 3**

Designed to be Different: Why *TransMath* Works

Most students who struggle in average math cores experience difficulties in two key areas: **foundational skills** and **conceptual development**.

Foundational skills and **conceptual development** are essential for success in prealgebra and any pre-existing instructional gaps in these areas will only grow more severe if not addressed. Most average math cores assume these skills are mastered, but *TransMath* goes the extra step to ensure students have these skills before moving forward.

TransMath's dual-topic approach separates each day's lesson into two crucial instructional topics: **Building Number Concepts** and **Problem Solving**.

This approach avoids the risks of cognitive overload that many students experience from dense, singularly focused, daily instruction. The dual-topic approach in each lesson deconstructs learning into smaller, achievable components and engages students with two distinct topics and instructional formats.

Dual-Topic Approach

Building Number Concepts: This topic focuses on math concepts and foundational skills. Guided by explicit instruction, teachers use visual models and digital manipulatives to teach abstract math concepts by demonstrating how they relate to real-world, concrete concepts.

Problem Solving: This topic focuses on applying previously learned concepts and developing the critical-thinking skills needed to solve multistep, complex math problems. Alternating between teacher modeling, independent work, and interactive small groups, students learn, practice, and master rigorous, grade-level skills and standards.

Lesson 3

Building Number Concepts:
Simplifying and Evaluating Algebraic Expressions

How do we evaluate more complex algebraic expressions?
(Student Text, pages 466–471)

Connect to Prior Knowledge
Remind students that they simplified expressions in Unit 5. Ask students what they remember about like terms.

List for:

- Like terms are variable terms and number terms.
- Only like terms can be combined: variables with variables and numbers with numbers.
- It looks like the variable terms and number terms are combined with an expression like $3m$ but the 3 is a coefficient that is part of the variable term.

Write the expression $m + 5 + 2m + -5$ on the board. Have a student come to the board and simplify the expression (3m). Next ask another volunteer to come to the board and evaluate the expression when $m = 2$. Point out we have been working both types of problems independently in the last two units. If necessary, remind students that $3m$ means 3 times m so when we substitute 2 for m , we are finding 3 times 2. The answer is 6.

Link to Today's Concept
Tell students that sometimes algebraic expressions are not in their simplest form when we are asked to evaluate them. Two methods will be introduced for evaluating these types of expressions.

Problem Solving:
Simplifying and Evaluating Algebraic Expressions

How do we simplify and evaluate algebraic expressions?
(Student Text, pages 472–477)

Example 1
Simplify $3x + 4 - 2x + 5$ using algebra tiles.

We begin by drawing the expression with algebra tiles. Recall that x is represented with green tiles and 1 is represented with yellow tiles. Number tiles are represented with green tiles and 1 is represented with yellow tiles. Number tiles are represented with green tiles and 1 is represented with yellow tiles.

Demonstrate
Engagement Strategy: Teacher Modeling
Demonstrate how to evaluate more complex algebraic expressions in the following way:

- Begin by reviewing how to simplify an algebraic expression using algebra tiles. Remind students that like terms are key to this task. Have students look at **Example 1** where we simplify the expression $3x + 4 - 2x + -2$. Have students model the problem with tiles at their desks. Walk through the steps for moving like terms together, combining like terms, finding and canceling out zero pairs, and writing the simplified expression. The simplified expression is $x + 2$.

Lesson 3

Problem Solving:
Simplifying and Evaluating Algebraic Expressions

How do we think about algebraic word problems?
(Student Text, pages 608–609)

Connect to Prior Knowledge
Remind students that we have been practicing translations with expressions for some time now in the Distributed Practice. Read the following statements and ask for volunteers to write the simplified expressions on the board.

One more than twice a number ($2x + 1$)
The sum of the ages of a girl and her sister who is 3 years older ($2x + 3$)
Three times the sum of x and 7, less 12 ($3(x + 7) - 12$)

Link to Today's Concept
Tell students that today we will use translations like these to solve word problems algebraically. Explain that in order to solve these word problems, we will be translating words into equations. Repeat the problems above but this time give enough information so that the translations are equations. Have different volunteers come to the board and write and solve the equations for x .

One more than twice a number is equal to 5 ($2x + 1 = 5$)
The sum of the ages of a girl and her sister who is 3 years older is equal to 12 ($2x + 3 = 12$)
Three times the sum of x and 7, less 12 is equal to 18 ($3(x + 7) - 12 = 18$)

Demonstrate
Have students look at **Example 1** on page 608 of the Student Text. In this example, we review translating a statement into an equation. James's age is twice Larissa's, plus 3 years. Be sure they see how to get the expression $2x + 3$. Also be sure students know the names of all the parts of the statement. The letter x in the problem is a variable. The number in front of the variable is called a coefficient. The number being added to the variable term is a numeric term we call a constant. These terms should be familiar to students.

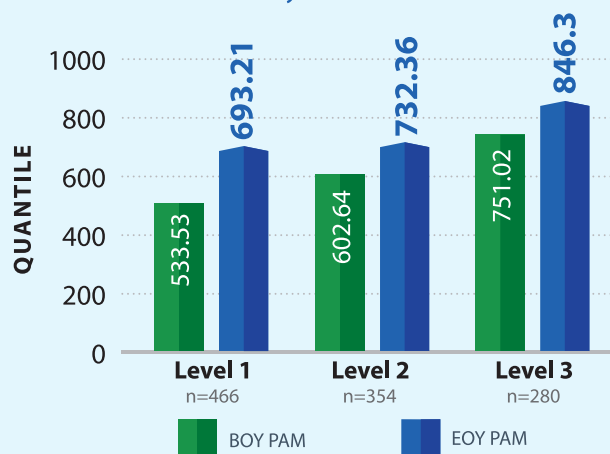


TRANSMATH MEETS
ESSA STRONG
EVIDENCE CRITERIA

Evidence of Effectiveness: ***TransMath* Gets Results**

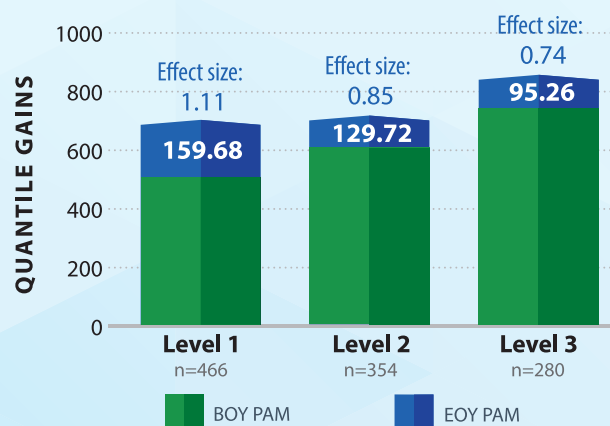
TransMath is designed for students who consistently struggle with mathematics and need more than the average core. It is critical that these students make significant gains to close the achievement gap and excel at grade level. With *TransMath's* dual-topic approach, students are making multiyear gains in one school year. Year after year, *TransMath* is changing lives and making a difference.

***TransMath* Third Edition 2015–2016 Results
by Level**



Quantile[®] score gains show more than three grade levels of growth in a single school year. *TransMath* makes the difference.

***TransMath* Third Edition 2015–2016 Results
by Program Level with Additional Detail**



Instruction at a Glance: Let's take a Look

Logical, consistent lesson design keeps students moving toward conceptual understanding and mastery.

VOCABULARY

DEVELOPMENT builds student understanding.

DUAL TOPICS avoid cognitive overload.

Building Number Concepts:

► Simplifying Expressions by Combining Like Terms

Students learn how to find the surface area of regular pyramids. To do this, they find the area of the base and add it to the area of the faces. Students see how a coefficient represents the number of faces of a pyramid to apply the area formula.

Objective

Students will simplify algebraic expressions by combining like terms.

Problem Solving:

► Surface Area of Pyramids

Students learn how to find the surface area of regular pyramids. To do this, they find the area of the base and add it to the area of the faces. Students see how a coefficient represents the number of faces of a pyramid to apply the area formula.

Objective

Students will find the surface area of different kinds of regular pyramids.

Lesson 7

Simplifying Expressions by Combining Like Terms

Problem Solving:
Surface Area of Pyramids

Lesson Planner

Vocabulary Development
like terms regular polygon
slant height

Skills Maintenance
Variable and Number Terms

Building Number Concepts:
Simplifying Expressions by Combining Like Terms

Students learn to simplify algebraic expressions. This means combining as many terms as possible. To simplify expressions, we combine variable terms with variable terms and number terms with number terms. Students also represent word problems with algebraic expressions.

Objective
Students will simplify algebraic expressions by combining like terms.

Problem Solving:
Surface Area of Pyramids

Students learn how to find the surface area of regular pyramids. To do this, they find the area of the base and add it to the area of the faces. Students see how a coefficient represents the number of faces of a pyramid to apply the area formula.

Objective
Students will find the surface area of different kinds of regular pyramids.

Homework
Students select the simplified expression for each algebraic expression, simplify expressions by combining like terms, and tell the area formulas needed to find the surface area of the shapes. In Distributed Practice, students practice whole number, integer, and rational number operations in open sentences.

Skills Maintenance

Variable and Number Terms
(Interactive Text, page 207)

Activity 1

Students select the algebra tiles that best represents the expression shown. Remind them that gray tiles are positive and black tiles are negative.

DIGITAL MANIPULATIVES provide interactive online models.

ASK questions help teachers guide discussions that assess understanding.

Ask:

How can these objects be described?

Listen for:

- A description of the quantity of each shape, such as *two triangles, three circles, and three squares*.

Explain that even though we see eight shapes all together, we tend to sort them into like shapes.

Lesson 7

Simplifying Expressions by Combining Like Terms

Problem Solving:
Surface Area of Pyramids

Building Number Concepts:

► Simplifying Expressions by Combining Like Terms

How do we simplify expressions?
(Student Text, pages 419–421)

Connect to Prior Knowledge
Begin by drawing these familiar two-dimensional shapes on the board or overhead:

△ □ △ ○ □ □ □

Ask:
How can these objects be described?

Listen for:

- A description of the quantity of each shape, such as *two triangles, three circles, and three squares*.

Explain that even though we see eight shapes all together, we tend to sort them into like shapes.

Link to Today's Concept
In today's lesson, we group **like terms** in algebraic expressions as well.

Demonstrate
Engagement Strategy: Teacher Modeling
Demonstrate how to simplify expressions in the following way:

- Have students turn to page 419 of the Student Text. Explain that simplifying an expression means to combine variable terms with other variable terms (if the terms have the same variable; e.g., all xs) and number terms with other number terms. Point out that we cannot combine unlike terms.
- Distribute algebra tiles and have students model the expression $2x + 3x + 2 + 1$ in **Example 1**. Once students have the tiles

It can be hard to realize that we are simplifying when the answer is an expression. We are really solving problems that have a single answer we are looking for. But it is the same. It helps to remember that algebra tiles represent numbers. If there is anything that can be combined.

Example 2 shows another situation where the answer is an expression.

Example 3
Simplify the expression $2x - 1 - 3$.
Remember, we have subtraction, so start by rewriting it as addition. We need the problem like this:
 $2x - 1 + -3$

Now we can use algebra tiles to represent the problem.

$2x - 1 + -3$

We can combine the number terms: $-1 + -3 = -4$. The $2x$ will stay the same.

The simplified expression is $2x - 4$. There are no more like terms to combine, so we are done. We can check this with algebra tiles. The blue $2x$ and the blue -4 are different.

Check
Simplify the expression $2x - 1 - 3$.
Remember, we have subtraction, so start by rewriting it as addition. We need the problem like this:
 $2x - 1 + -3$

Now we can use algebra tiles to represent the problem.

$2x - 1 + -3$

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The simplified expression is $2x - 4$. There are no more like terms to combine, so we are done. We can check this with algebra tiles. The blue $2x$ and the blue -4 are different.

on their desks, ask them what terms can be combined. Listen for a discussion about grouping the green rectangles, or variable terms, together and grouping the yellow squares, or number terms, together. Point out how easy it is to see what can be combined when we use algebra tiles. The **like terms** look alike.

- Now have students combine the like terms and write the simplified expression. Be sure they have five green rectangles together on the left and three yellow squares on the right. The simplified expression is $5x + 3$.
- Point out that this is as simplified as the answer gets. We are not used to seeing this because answers to problems are usually single numbers. But when we start working with algebraic expressions, a simplified expression can sometimes be the answer.

VISUAL MODELS illustrate difficult concepts.

POWER CONCEPTS focus instruction.

ENGAGEMENT STRATEGIES

provide ongoing, informal assessment in every lesson.

SKILL APPLICATION provides immediate opportunity for students to practice what they learned.

WATCH FOR questions guide teachers in assessing student understanding.

Watch for:

- Can students correctly simplify the side of the equation they are given?
- Can students come up with a different, yet equivalent, expression to write on the other side?
- Do students know to check their work at the end to be sure the two sides are equal?

REINFORCE UNDERSTANDING with online video tutorials.

Reinforce Understanding
Remind students that they can review lesson concepts by accessing the online *Unit 7 Lesson 2 Teacher Talk Tutorial*.

DISTRIBUTED PRACTICE in every lesson provides continued practice of previously learned skills.

Activity 4 • Distributed Practice

Students practice operations on fractions and integers, PEMDAS, and the Distributive Property.

Apply Skills
(Interactive Text, pages 264–265)

Have students turn to pages 264 and 265 of the Interactive Text, which provides students an opportunity to practice balancing equations on their own.

Activity 1

Students fill in the missing side of an equation by writing an equivalent expression. Tell them to follow the steps we practiced in the Student Text: simplify one of the sides, think of an expression that is equal, and write the expression in the diagram. Tell them to check their work by simplifying both sides to be sure they are equal. Monitor students' work as they complete the activity.

Watch for:

- Can students correctly simplify the side of the equation they are given?
- Can students come up with a different, yet equivalent, expression to write on the other side?
- Do students know to check their work at the end to be sure the two sides are equal?

Reinforce Understanding

Remind students that they can review lesson concepts by accessing the online *Unit 7 Lesson 2 Teacher Talk Tutorial*.

Lesson 2 Apply Skills

Name _____ Date _____

Apply Skills
Balancing an Equation

Write an expression on the blank side of the scale that is equal to the other side. Your expression should include one operation or more and one letter variable. Show how you know that the equation is balanced.

Model:

Left side: $4 + 3 = 7$
Right side: $2 + 5 = 7$
Equation: $4 + 3 = 2 + 5$

Problem:

Left side: $2 + 45 = 47$
Right side: $100 - 55 = 45$
Equation: $2 + 45 = 100 - 55$

1. Simplify the left side: $2 + 45 = 47$
2. Think of a different expression for representing the same number and write it on the scale.
3. Prove the equation is balanced by simplifying both sides. Show your work here:
Answers will vary.
 $2 + 45 = 47$ and $100 - 55 = 45$
The equation is balanced.

Lesson 2 Apply Skills

Name _____ Date _____

Apply Skills
Balancing an Equation

Write an expression on the blank side of the scale that is equal to the other side. Your expression should include one operation or more and one letter variable. Show how you know that the equation is balanced.

Model:

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Equation: $2 + 45 = 100 - 55$

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Answers will vary.
 $2 + 45 = 47$ and $100 - 55 = 45$
The equation is balanced.

Unit 7 • Lesson 2 765

Lesson 2

Homework

Go over the instructions on pages 542 and 543 of the Student Text for each part of the homework.

Activity 1

Students simplify the two sides of an equation and prove they are equal.

Activity 2

Students complete an expression that balances the scale. They must simplify the expression that is given to them, then find the remaining part of the expression on the other side. Tell students that it needs to be a different expression from the one given, but still equal to the same number.

Activity 3

Students find the measure of the exterior angle of a triangle.

Activity 4 • Distributed Practice

Students practice operations on fractions and integers, PEMDAS, and the Distributive Property.

Additional Answers

Activity 1

- $8 + 5 + 2 = 6 + 3$
 $13 = 9$
- $2 \cdot 5 + 1 + 1 = 3 + 7 + 2$
 $10 + 1 + 1 = 10 + 2$
 $12 = 12$
- $9^2 - 5 + 2 = 40 + 41 + -3$
 $81 - 5 + 2 = 81 + -3$
 $76 + 2 = 78$
 $78 = 78$
- $1 + 2 + 3 - 1 = 40 + (9 - 1)$
 $3 + 3 - 1 = 40 + 8$
 $6 - 1 = 5$
 $5 = 5$

Lesson 2 Homework

Write an expression on the blank side of the scale that is equal to the other side. Your expression should include one operation or more and one letter variable. Show how you know that the equation is balanced.

Model:

Left side: $4 + 3 = 7$
Right side: $2 + 5 = 7$
Equation: $4 + 3 = 2 + 5$

Problem:

Left side: $2 + 45 = 47$
Right side: $100 - 55 = 45$
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1. Simplify the left side: $2 + 45 = 47$
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3. Prove the equation is balanced by simplifying both sides. Show your work here:
Answers will vary.
 $2 + 45 = 47$ and $100 - 55 = 45$
The equation is balanced.

Lesson 2 Homework

Write an expression on the blank side of the scale that is equal to the other side. Your expression should include one operation or more and one letter variable. Show how you know that the equation is balanced.

Model:

Left side: $4 + 3 = 7$
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Equation: $4 + 3 = 2 + 5$

Problem:

Left side: $2 + 45 = 47$
Right side: $100 - 55 = 45$
Equation: $2 + 45 = 100 - 55$

1. Simplify the left side: $2 + 45 = 47$
2. Think of a different expression for representing the same number and write it on the scale.
3. Prove the equation is balanced by simplifying both sides. Show your work here:
Answers will vary.
 $2 + 45 = 47$ and $100 - 55 = 45$
The equation is balanced.

770 Unit 7 • Lesson 2

Differentiated, Interactive, and Extended Learning: The Classroom in Action

TransMath units are built for differentiation. Structured in 10 or 15 lessons, units are designed for 50- to 60-minute blocks per day with designated times for differentiation. With a robust selection of activities and online tools, *TransMath* gives teachers the time, guidance, and resources to meet the needs of each student and ensures that students master the skills and standards needed to be algebra ready.

Let's take a look at the classroom.



MATH TOOLBOX includes a variety of digital manipulatives for teachers to use during instruction and for students to use during independent work. These manipulatives are interactive and promote conceptual development and practice needed for mastery.



INTERACTIVE CLICK THRU presents the initial instruction for each dual-topic lesson in a downloadable presentation. These presentations provide another visual model to enhance daily instruction. Using a PowerPoint format enables teachers to customize instruction with additional details, cool images, outside sources, new activities, and more to suit their students' needs.

TEACHER TALK TUTORIALS

are narrated videos and animations that introduce and develop the initial instruction for each dual-topic lesson. Tutorials benefit teachers by providing an audio and visual model of the day's instruction. Students benefit by receiving 24/7 access to revisit, refresh, and reinforce the skills and standards taught in class.



UNIT OPENERS are written specifically to engage and motivate students at the start of each unit while building background knowledge around the theme for the unit.

REINFORCEMENT ACTIVITIES are additional instructional opportunities recommended for students not demonstrating mastery on lesson quizzes and end-of-unit assessments. These activities provide more intensive instruction on the skills and standards taught in the unit.

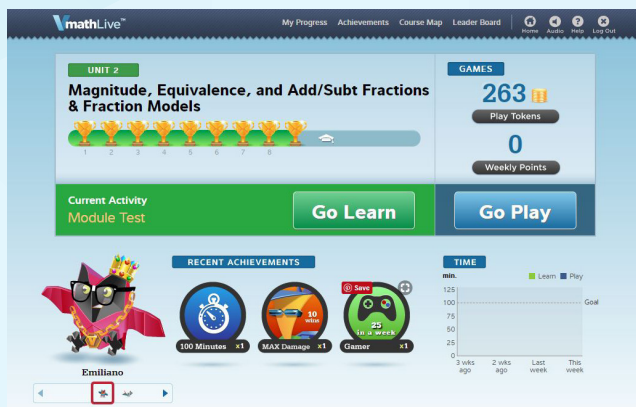
ON TRACK! EXTENSION ACTIVITIES are multistep word problems designed for small groups—student-led for “on-track” students and teacher-led for struggling students. These activities promote group discussion, collaboration, and support for complex math problems.

Enriching Technology: *VmathLive* Engages Students

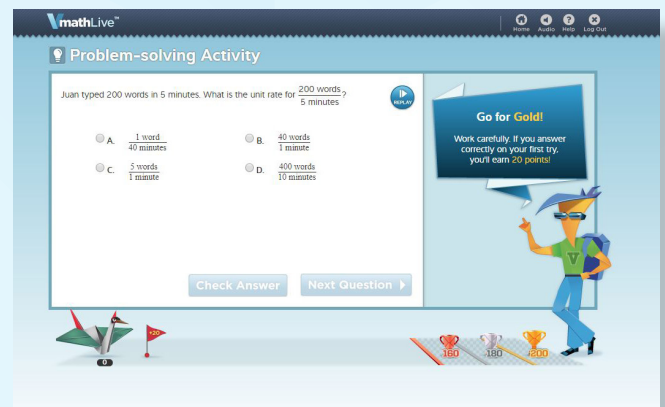


TransMath is accompanied by *VmathLive* at no additional charge.

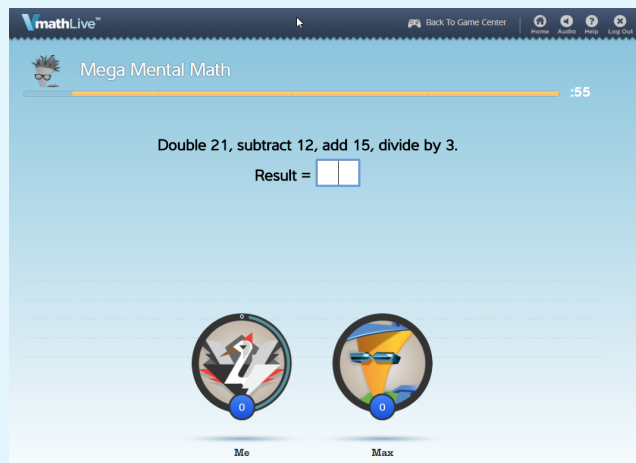
VmathLive® is an online, independent-learning component that helps students apply math skills in a fun, interactive environment that is available anytime and anywhere, on any device. *VmathLive* engages students with competitive games and additional instruction to improve their math skills in conjunction with *TransMath* or as an independent differentiation and enrichment tool.



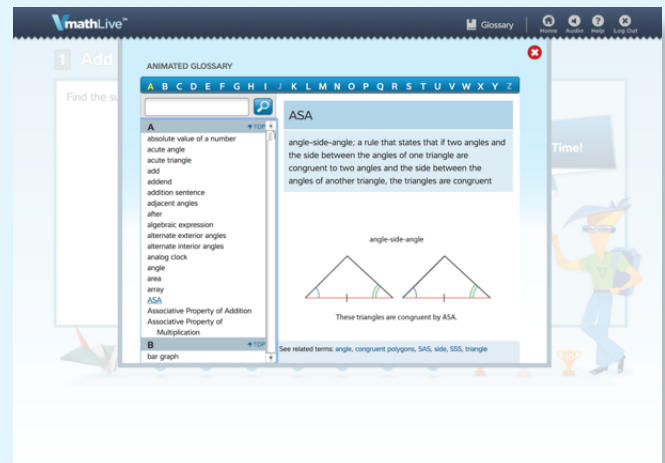
Home Page



Problem-Solving Activity



**Compete with other students
or the computer**



**Animated Glossary includes
key math vocabulary**



2 Find the Function Rule

Find the function rule for the input-output table.

x	-3	-6	-9	-12	-15
q	1	2	3	4	5

$x = -\frac{q}{3}$ $x = -3q$
 $q = -\frac{x}{3}$ $q = -3x$

Incorrect

Check Answer Next Question > Let's Review

1. Compare an input value to its output value.
 $x = -3$ and $q = 1$

- Unfold Next Hint -

Practice Activities

8 MODULE TEST

Solving Different Kinds of Algebraic Equations & Algebraic Word Problems

Solve the equation.

$$3.4 = n - 8.9$$

$n =$

Next Question >

1 of 20

Mini Assessments

ACHIEVEMENTS

Speed, Accuracy, 20 Victories, Ninja Star, On Fire, Paper Plane, Game Pro

MODULE 1, LEVEL 1, MODULE 2, MODULE 3, MODULE 4

Current Avatar

Rewards promote student participation

MY PROGRESS

	Learn	Play	Time
1 10 of 10 ACTIVITIES	Whole Numbers	21 5 hrs 20 min	502 15,500 90%
2 12 of 12 ACTIVITIES	Adding and Subtracting Whole Numbers	19 4 hrs 46 min	467 10,220 80%
3 23 of 23 ACTIVITIES	Multiplying and Dividing Whole Numbers	20 6 hrs 04 min	484 12,495 90%
4 14 of 14 ACTIVITIES	Decimals	18 4 hrs 59 min	453 13,890 85%
5 2 of 13 ACTIVITIES	Number Theory and Fractions	6 22 min	24 865 -
6 10 ACTIVITIES	Geometry		
7 11 ACTIVITIES	Measurement		
8 9 ACTIVITIES	Data Analysis and Probability		

Progress Reports show current and past activity

Actionable Data and Reports: Data Drives Instruction

The comprehensive *TransMath* assessment system allows teachers to accurately measure student progress and proficiency at every stage of instruction. **With a variety of reports available from the district level to the individual student, teachers and administrators have actionable data to drive instructional decisions, communicate progress, and ensure students meet their goals.**

Most assessments are available online and paper/pencil with all reports conveniently stored in our online data-management system.

Balanced Assessment

TransMath uses a comprehensive approach to progress monitoring—from each assessment taken by a student to reports generated by teachers.



PERFORMANCE ASSESSMENTS

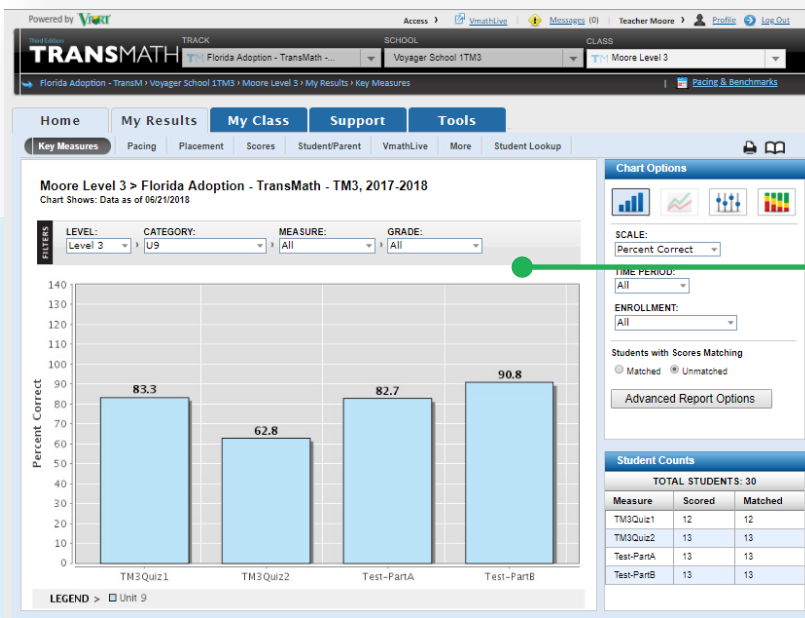
are an additional tool to assess student reasoning and problem solving after each unit and can be used as an effective FSA-prep tool. They require students to demonstrate problem-solving abilities and the proper use of mathematical language and vocabulary to justify their processes and solutions.

THE STUDENT/PARENT REPORT

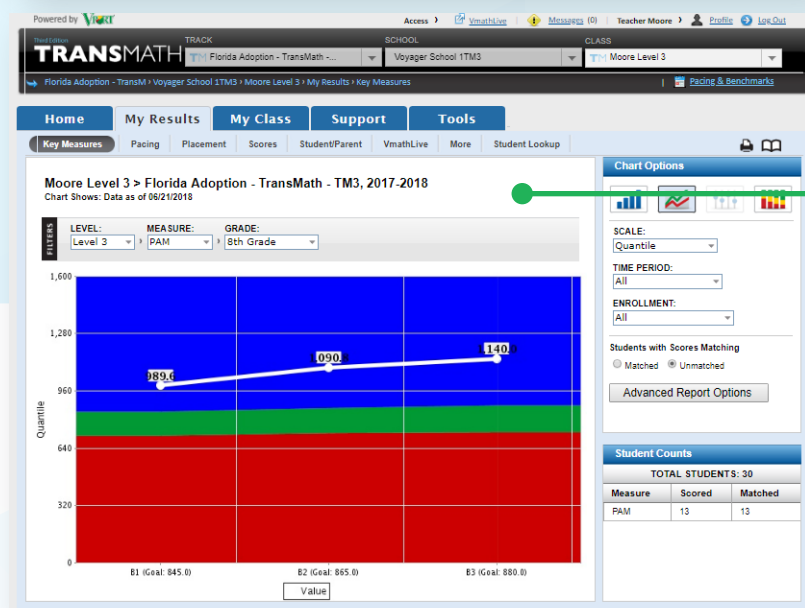
is a custom report generator designed for parent communication about student progress. The report summarizes score data on key measures in an easy-to-read format for students and parents.



BASELINE AND SUMMATIVE ASSESSMENTS are administered at the beginning and end of each year. Depending on the *TransMath* level, each assessment measures six to nine topics and demonstrates strengths and weaknesses in grade-level proficiency at a granular level.



END-OF-UNIT ASSESSMENTS AND UNIT QUIZZES assess key skills, procedures, and conceptual knowledge from the unit. The results provide crucial, timely data and allow teachers to make instructional decisions for students that have an immediate impact.



PROGRESS ASSESSMENT FOR MATHEMATICS (PAM) powered by The Quantile® Framework for Mathematics is a benchmark assessment that assigns students a Quantile score. A Quantile represents a student's range of skills and readiness for learning new skills. As a benchmark assessment, PAM tracks student proficiency during the course of the year.

Unparalleled Professional Development and Support: **Make a Difference in Florida**

Adopting a new math program is a huge commitment for every district and a substantial change for teachers and students. Voyager Sopris Learning® understands the importance of effectively planning, launching, and nurturing an implementation to achieve success.

Therefore, we customize implementation plans to meet the specific needs and goals of every district adopting *TransMath*. We are the experts of our programs like district leaders are the experts of their schools, and we work with districts to customize an implementation plan that includes the training and support teachers deserve.

With a variety of services and activities, our top priority is building an effective and sustainable implementation in year one with supports to maintain that success each year of the adoption.

All professional development plans are built as flexible, living documents to adjust to the ongoing needs of the district with services such as, but not limited to:

District Launch Trainings for Teachers

- initial fall launch training
- new-hire launch training (mid year)
- delayed late-hire launch training

Priority Support for District-Identified Schools

- custom work sessions
- custom data reports
- intensive support services
- individualized action plans

Leadership Touchpoints for Administrators

- implementation status
- data reports and analysis
- planning, goal setting
- challenges/next steps
- classroom observation PD
- MAFS instruction

Webinars for Monthly Online Touchpoints

- customized topics
- sharing best practices
- Q&A forums
- FSA prep and enrichment

Implementation Support for All Schools

- lesson modeling
- curriculum review
- data analysis
- MAFS alignment
- differentiation coaching
- side-by-side coaching
- principal/coach meetings
- progress monitoring
- goal setting/action plans
- lesson planning/delivery
- student grouping
- classroom visits

District Meetings & Customizations

- strategic planning
- data analysis
- MAFS & FSA alignment
- ongoing PD planning
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“I know when we presented the data in front of the board of ed, they were just like in awe of the growth that the kids are making from the use of *TransMath* with our district assessments to our state assessments.”

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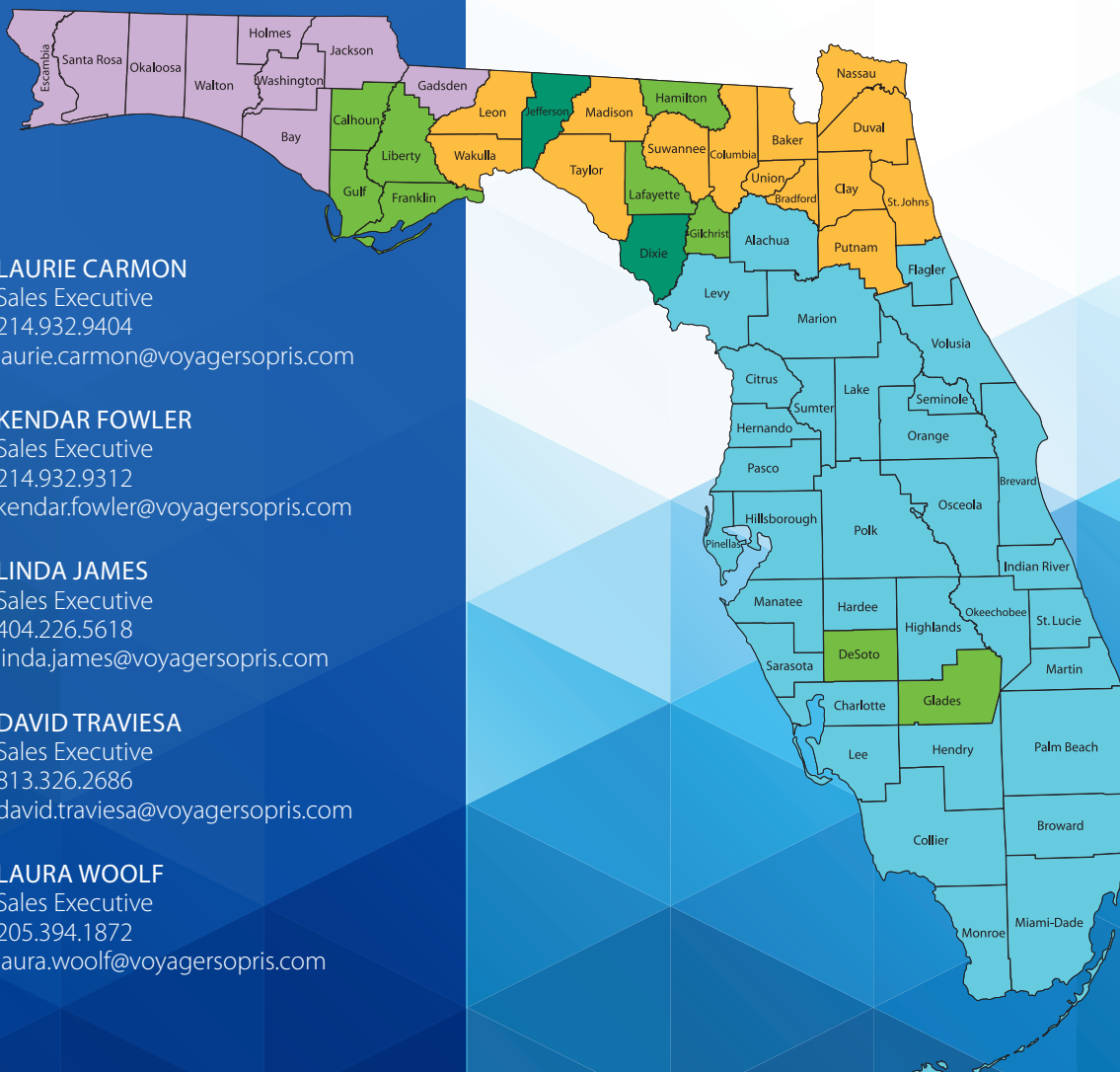
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