What educators are saying

A unique approach

“Transition to Algebra’s ease of use flows from its makes-sense approach. It is very well developed, coherent, and clearly presented so that teachers and students alike can see the logical progression of content.”
—Linda Ferreira, math coordinator, Attleboro, MA

“Transition to Algebra is really unique in its ability to get students thinking and talking about algebra in meaningful ways.”
—Laura Dolbow, math teacher, Nashville, TN

“Transition to Algebra offers the same concepts as a pre-algebra or Algebra 1 program, but with a very different approach—very visual and kinesthetic. So for kids who fall through the gaps, they get another way of looking at the concepts.”
—Cynthia L. Rossini, STEM and math teacher, Milton, MA

“Students explore more than they are usually encouraged to. Having kids move through an activity and be allowed to fail was unique and affirming. It was different from how you’d teach a traditional program. Having the students learn and take ownership of their learning was important.”
—Kelley Donoghue, math teacher, Lowell, MA

Greater student engagement and confidence

“Student math phobia seems to be overcome with Transition to Algebra’s puzzles as an entry point. The sequence of content and skills build up at a very nice and thoughtful pace.”
—Kate Clapp, math teacher, West Hartford, CT

“Transition to Algebra builds confidence and moves reluctant students into math and gets them doing it! This program really bridges the confidence gap.”
—Cynthia L. Rossini, STEM and math teacher, Milton, MA

“The level of engagement is very high and the mobiles really hooked the students. As a warm-up I use the Mental Math. It’s a surprise, it sneaks up on the kids as more meaningful than the kids realize.”
—Gail DeBusk, math teacher, Kingston Springs, TN

“With Transition to Algebra, student engagement was off the charts. Students who hated math really got engaged. Even with students who didn’t speak English, the visual nature of Transition to Algebra allowed them to get the algebraic concepts.”
—Maryann Finn, math director, Malden, MA

“The kids loved the puzzles; they thought they were fun. But the puzzles were also really meaningful and addressed deep concepts. TTA really builds a sense of confidence in students.”
—Diane Daniels, math teacher, Lincoln, NH

“The kids were really engaged, and for summer school students that was pretty cool. Transition to Algebra eliminated the students’ fear of algebra. It was gone.”
—Rose Schmitt, math interventionist, Pittsburg, PA
Improved student achievement and understanding

“I am continually amazed at the understanding my kids have after using *Transition to Algebra*. The series helps build perseverance and has students investigate many different ways to think about problems. They really understand the logic of algebra and have made it their own!”

—Jennifer Outzs, math teacher, Seminole, FL

“With *Transition to Algebra* I see a deeper understanding when I hear how the students talk about algebra; they talk more fluently about the math. *Transition to Algebra* encourages different problem solving ‘angles’ of strategy, and the way students discuss their problem-solving approaches is great.”

—Lara Lustig, math teacher, Asheville, NC

“*Transition to Algebra* supported the learning of complex skills through the organizing tools and stepped students up to higher-level processes.”

—Kate Clapp, math teacher, West Hartford, CT

“Since my students have their own workbooks (in color, no less!) they have been more engaged and committed to learning the math. They like brainstorming, drawing, and writing all over the books as they work on the challenging application questions.”

—Olivia Allpress, math teacher, Avondale, AZ

Designed with teachers in mind

“Our district is focused on implementing the Common Core. This program focuses on perseverance, reasoning ability, and other core classroom practices. With the more active learning process modeled in the program, *Transition to Algebra* helped my teachers change their classroom practice...It is very well developed, coherent, and clearly presented so that teachers and students alike can see the logical progression of content.”

—Linda Ferreira, math coordinator, Attleboro, MA

“The unit introduction provided the best description of mathematical context I’ve ever seen. It really helped me understand what I was teaching, and how it connected to the students and their real world.”

—Patrick Morasse, math teacher, Lowell, MA

“The materials are flexible and really easy to use. There’s a lot of great information about how to teach each lesson, but it’s not one size fits all. I like how it’s freed me up from researching and developing materials to focusing more on my students.”

—Ashley Harmon, math teacher, Phoenix, AZ

For more information, including samples and video clips, visit [TransitiontoAlgebra.com](http://TransitiontoAlgebra.com)