

REVIEWER
OVERVIEW &
NAVIGATION



ORIGO Stepping Stones is a world class core math program written and developed for elementary schools. **Stepping Stones'** blended format provides a digital teacher's edition with student materials available both digitally and in print.

The teacher's license is accessed through **Slate**, the online delivery system for ORIGO's digital resources.

QUICK START GUIDE

You can try **Stepping Stones** for free.

Follow these simple steps to begin exploring this revolutionary online program.

If you were given a username and password, please move on to Step 3.

1

Go to origoslate.com and sign up for a free **Slate** account. If you already have a **Slate** account, email sales@origomath.com and request a trial.

2

You will receive a confirmation email with your account details. Click the activation link in this email and you can get started.

3

Go back to origoslate.com and enter your username and password.

4

Once inside **Slate**, click the **channels** tab in the menu then select **Stepping Stones**. Click on **start** to begin exploring the program.

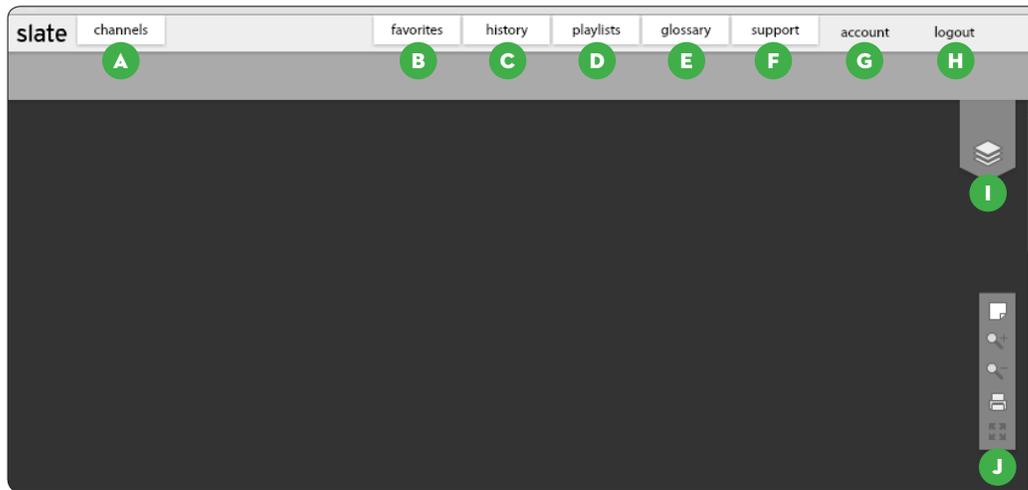
Click the **support** tab in the top menu of **Slate** for more information.

The image shows three sequential screenshots of the Slate website interface, illustrating the steps to access Stepping Stones:

- Step 1:** The first screenshot shows the "WELCOME TO THE SLATE LOGIN!" page. A red circle with the number "1" points to a "FREE 30 DAY VISITOR PASS" button. A red circle with the number "3" points to the "login" button.
- Step 2:** The second screenshot shows the "channels" menu. A red circle with the number "4" points to the "start" button under the "Stepping Stones" channel.
- Step 3:** The third screenshot shows the "stepping stones home" page, which includes a "stepping stones overview" section and a list of grades from "grade K" to "grade 5".

Getting Started – *Slate* Interface

Once you have logged in, the **Slate** interface will load.



- A Channels** – access to all the online resources
- B Favorites** – quick links to your most used online resources
- C History** – see your most recent content views
- D Playlists** – access your customized sequenced content here

Slate interface

- E Glossary** – search for common math terms
- F Support** – get help from a variety of sources
- G Account** – manage your account and subscriptions
- H Logout** – finish your *Slate* session
- I Resource Tab** – access specific files that relate to the current page
- J Tools** – print, change the view size, or add notes to the current page

Navigating Stepping Stones

The "breadcrumb" allows users to track pages accessed.

Grades 1–5

To navigate to a lesson, click on **start**, then select the grade, then select the module, then select the lesson, then select **steps**. The breadcrumb (pictured) shows the pathway to the lessons.



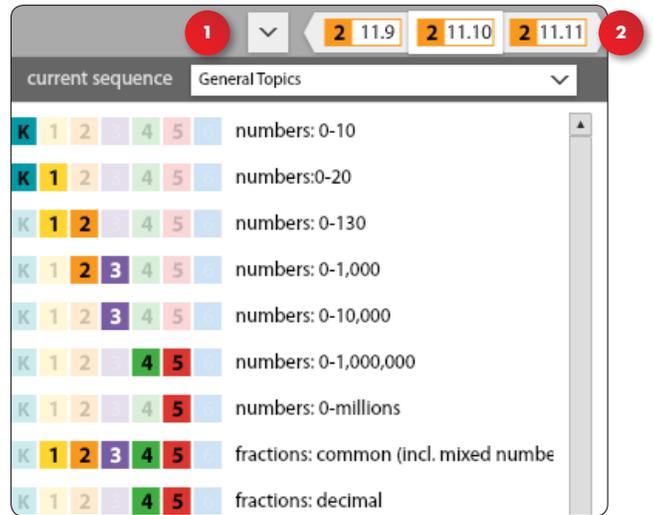
Kindergarten

To navigate to a lesson, click on **start**, then select the grade, then select the module, then select the lesson, then select **whole class**.

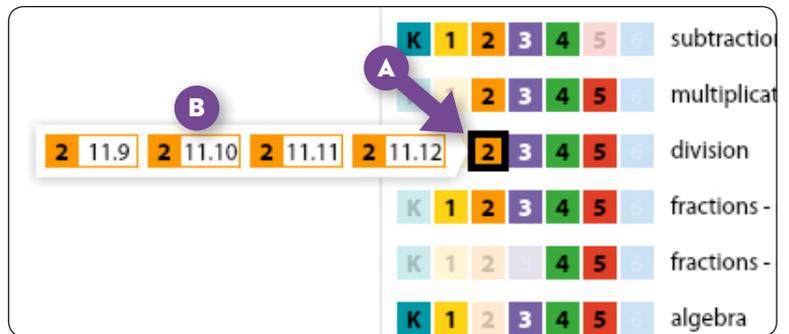


Stepping Stones Structure – Sequence Navigator

To the far right of the breadcrumb trail is the Sequence Navigator. The Sequence Navigator allows quick access to the mathematical topics covered within **Stepping Stones**. This tool has two functions as described below.



- 1** Find lessons that support a topic by grade. Click the **∨** button to show the topics.
- A** Hover over a grade to reveal the lessons that cover a particular topic.
- B** Click on a lesson number to go to the lesson notes page.



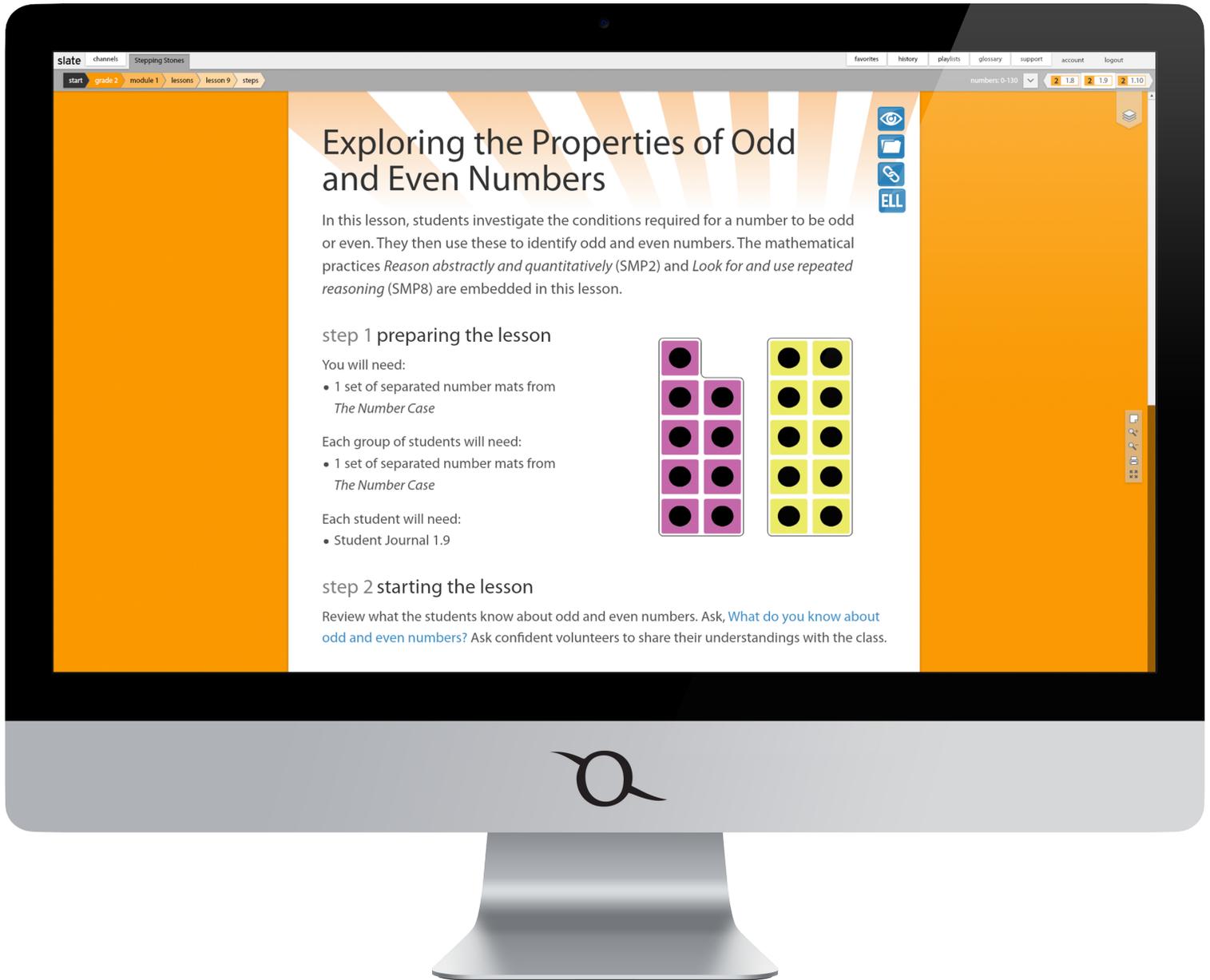
- 2** Move forward or backward in the topic sequence.



- A** Click here to go to the previous lesson in the topic sequence.
- B** Shows the current lesson. Click here to reveal the lesson notes.
- C** Click here to go to the next lesson in the topic sequence.

Icon Glossary

There are a group of icons to the right of the lesson title. Roll the cursor over each icon to highlight further information about the lesson. Hover over the title of the lesson to view the Common Core State Standard correlation.



Correlates lessons to other state standards



Identifies the learning that is evidenced by students' work samples



Identifies the learning that may be observed



Provides suggestions on how to support English language learners

Teaching a Lesson – Lesson Flow

Steps (Teacher's Guide)

Student Journal pages

slate channels Stepping Stones

start **grade 2** module 11 lessons **lesson 10** steps

Relating Multiplication and Division (Sharing)

In this lesson, students demonstrate that multiplication is the inverse of division by relating the two number facts for multiplication and division. The mathematical practices *Look for and make use of structure (MP7)* and *Look for and express regularity in repeated reasoning (MP8)* are embedded in this lesson.

STEP 1 preparing the lesson

- You will need:
 - CRAIOL Big Book, The Pirate's Gold
 - interactive whiteboard (IWB). Use physical resources if not available.
 - 24 yellow counters or plastic bottle tops
 - 2 empty egg cartons (with lids removed) that each hold 12 eggs
- Each pair of students will need:
 - 24 counters
 - sharing mat for 2 from The Number Core
- Each student will need:
 - Student Journal 11.10

STEP 2 starting the lesson

Show the students the cover of the book, *The Pirate's Gold*, and read the title. Ask the students to share what they think the story might be about. Read the story without discussion. Afterwards, ask, "What is happening in the story? What is happening in each picture? Encourage students to explain that an increasing number of pirates are coming to share and expecting to share the 24 pieces of gold."

STEP 3 teaching the lesson

- Act out the story by placing the 24 counters into the egg cartons. Place the cartons side by side so all the counters can see them. Read the story again. Have students act out the part of the story where the pirates share the gold. Ask, "What do you notice about the pieces of gold in each pirate's share? What happens as more pirates come to share? Bring out the fact that as the number of pirates increases, the pieces of gold in each pirate's share decreases.
- Show 16 counters in the large section of the mat. Have the students place counters on their mats to match. Ask, "How many counters will be in each small section when we share these 16 counters back to the groups? Invite individuals to make predictions and explain their thinking. Then have the students move the counters to check.
- Flip the mat diagram so that the large section is at the top to suggest sharing. Have the students position their mats to match. Repeat this activity with 14 counters in the large section and three 5-counters in each small section.

STEP 4 reflecting on the work

Discuss the students' answers to Student Journal 11.10. Discuss Question 1 and ask the students to describe what each number in each sentence means. Bring out the fact that in the sentence on the left the focus is on multiplication: the 2 tells how many groups there are, the 5 tells how many pieces of gold are in each group, and the 10 tells how many pieces of gold there are in total. Highlight how the sentence on the right has all the same information but in a different order. Ask the students to explain how the numbers in the sentence on the right work out the total or the number in each group for those examples where they did not need to move the cubes.

II.10 Relating Multiplication and Division (Sharing)

What does this sharing mat show? Imagine the pieces of gold are moved together into the large space below. How many pieces are there in total? What numbers could you write in this sentence to describe the sharing?

groups of is

Imagine the pieces of gold are shared equally into the small boxes below. How many pieces are in each share? What numbers could you write in this sentence to describe the sharing?

shared by is

Step Up I. Imagine the gold pieces are moved into the space below. Complete the sentences.

groups of is shared by is

Step Ahead Write the missing numbers.

IN 14 24 32 40

OUT 7 15 18

Complete each table. You can use cubes on the mats to help.

2. Multiply by 2

Number in each share	Total number
a. 6	
b. 8	
c. 5	
d. 14	

3. Share by 2

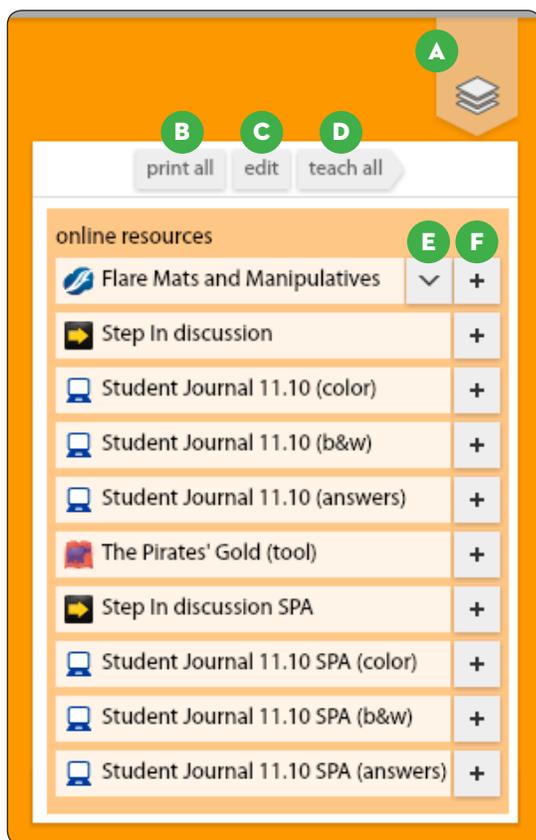
Total number	Number in each share
a. 10	
b. 8	
c. 16	
d. 7	

The recommended flow of a lesson in **Stepping Stones** is:

- 1 Step 1 (Teacher's Guide) – preparing the lesson
- 2 Step 2 (Teacher's Guide) – starting the lesson
- 3 Step 3 (Teacher's Guide) – teaching the lesson
- 4 Step In (Teacher's Guide & Student Journal) – classroom discussion
- 5 Step Up (Student Journal) – appropriate work for the individual
- 6 Step Ahead (Student Journal) – higher order thinking task
- 7 Step 4 (Teacher's Guide) – reflecting on the work

Teaching a Lesson – Resource Tab

Resources to facilitate the lesson are found in the Resources Tab under the Sequence Navigator on the right side of the screen.



Resource Tab

- A** **Resource Tab** – click to access the playlist for the lesson
- B** **Print all** – click to print all of the digital resources in the playlist
- C** **Edit** – click to edit the playlist
- D** **Teach all** – click to launch the viewer and start teaching
- E** **Arrow** – click to view an option for this resource
- F** **+** – click to add this resource to the favorites menu or to another playlist

Teaching a Lesson: The Basics – Viewer



- A** **Previous Resource** – click to display the previous resource in the playlist
- B** Click to navigate the pages of this resource
- C** Click to display one page or two pages (only available for student journal resource)
- D** Click to print the displayed resource
- E** Click to change the print option to print the selected page or all the pages of the displayed resource
- F** **+** – click to add this resource to the favorites menu or to another playlist
- G** **Reset sliding screen** – click to hide the sliding screen
- H** **Fit to window** – click to see all of the displayed resource
- I** **Zoom in** – click to zoom in
- J** **Zoom out** – click to zoom out
- K** **Toggle full screen** – click to toggle between filling the entire screen with viewer
- L** **Close viewer** – click to close the viewer
- M** **Next resource** – click to display the next resource

Teaching a Lesson – *Differentiation*

Stepping Stones includes two or three differentiation activities for each lesson.

These activities are intended to provide support to students at three levels.

- **Extra help** – for students who need additional support learning the concepts or skills taught in the lesson. This often involves an activity that reinforces a prerequisite understanding or skill.
- **Extra practice** – for students who would benefit from additional practice to solidify the concepts or skills taught within the lesson.
- **Extra challenge** – for students who are ready to deepen their understanding of a concept or to extend the skills they have developed within the lesson.



To view, select **differentiation** from the lesson menu.

Teaching a Lesson – *Ongoing Practice*

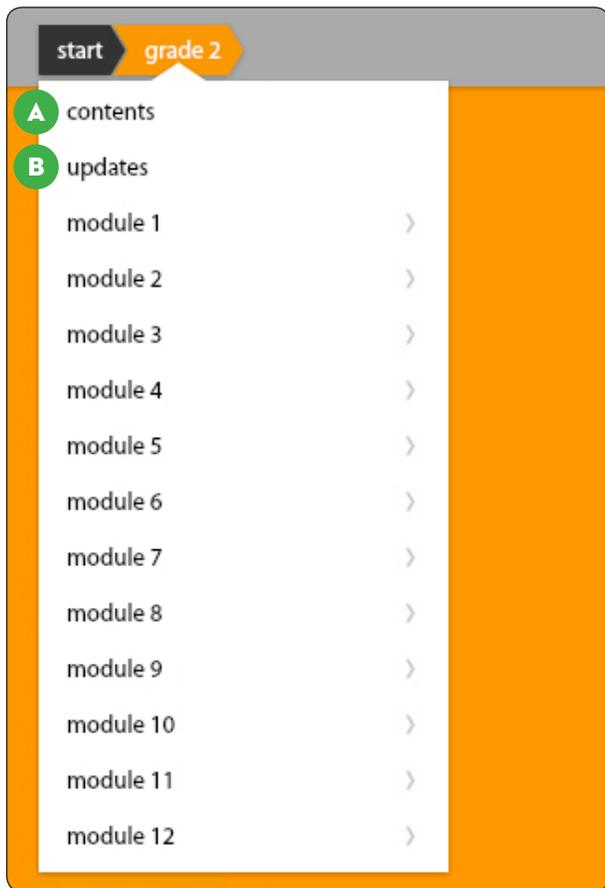
Ongoing practice is an essential element to the scope and sequence of **Stepping Stones**.



To view, select **ongoing practice** from the lesson menu.

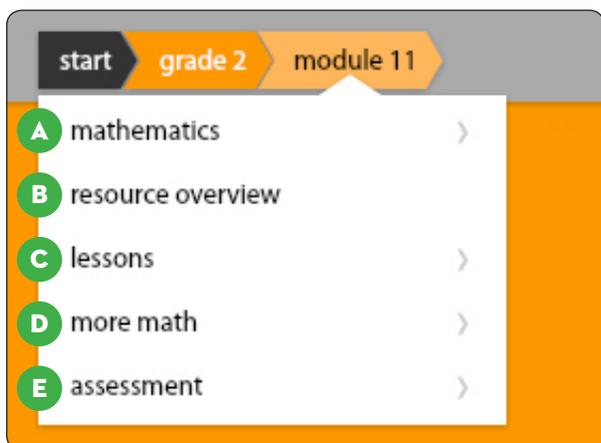
Planning a Module – *Module Lessons*

Stepping Stones gives you access to all grade level content from K through 5. Each grade level is comprised of 12 modules. For Grades 1 through 5 there are 12 lessons in each module. Kindergarten has 6 lessons per module.



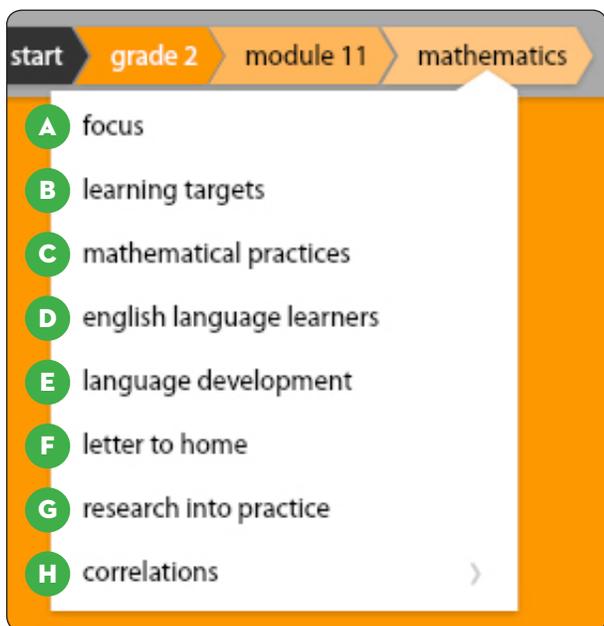
- A** Provides an overview of the lessons found in each module
- B** Provides a list and dates of changes made for that grade level

Planning a Module – *Module Contents*



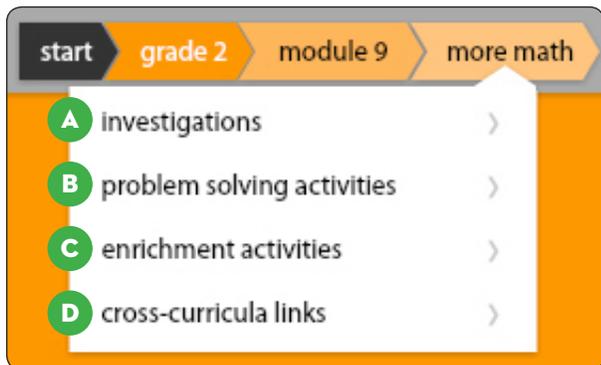
- A** Mathematical background, learning targets, research, and other resources
- B** A list of all physical resources required to teach the module
- C** Lesson plans, differentiation and ongoing practice
- D** Investigations, problem solving activities, enrichment activities, and cross-curricula links
- E** Multiple methods to assess understanding and skills

Planning a Module – *Mathematics Tab*



- A** The mathematical background of the module with related professional learning videos
- B** Describes what will be assessed in the module
- C** Describes the actions and “habits of mind” developed during the module
- D** Provides suggestions on how to support English language learners during the module
- E** The mathematical vocabulary
- F** A letter for parents or guardians about the module content
- G** How the module reflects best practices
- H** Correlates lessons to state standards

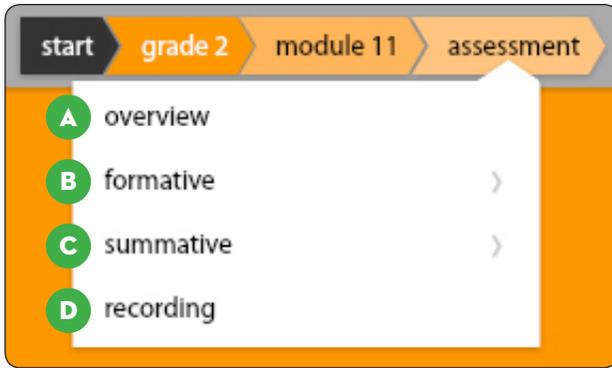
Planning a Module – *More Math**



- A** Poses questions for students to consider
- B** Provides a situation or context for students to solve
- C** Provides additional activities for students in some modules
- D** Provides activities that link to other content areas

*Kindergarten only offers cross-curricula links

Assessment – Overview



- A** Provides a chart to show the assessment options of the module
- B** Assessments used to make informed decisions to guide instruction
- C** Assessments designed to take place at planned intervals after instruction
- D** Provides options for recording student achievement of the learning targets

Quarterly tests can be selected from the **assessment** tab in modules 3, 6, 9, and 12 for each grade.

Grade 2 • Module 11 Assessment Overview

STANDARD	LEARNING TARGET	FORMATIVE			SUMMATIVE		
		PRE-TEST	OBSERVATION/ DISCUSSION	JOURNAL/ PORTFOLIO	CHECK-UP	PERFORMANCE TASK	INTERVIEW
OPERATIONS AND ALGEBRAIC THINKING							
	Fluently add for totals within 20 (beyond the facts)	●					●
	Represent multiplication using concrete materials, pictures, and equations	●	●	●	●		
	Represent division (sharing model) using concrete materials, pictures, and sentences	●	●	●	●	●	
	Represent division (grouping model) using concrete materials, pictures, and sentences	●	●	●	●	●	
NUMBER AND OPERATIONS IN BASE TEN							
	Use a strategy (place-value) to subtract any number from three-digit totals (without bridging)	●	●	●	●		
	Use a strategy (count-on and count-back) to subtract any number from three-digit totals (without bridging)	●	●	●	●	●	

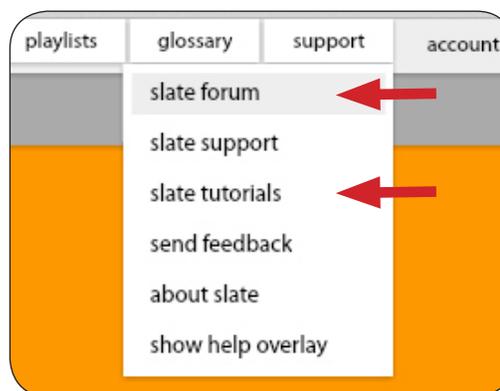
The Learning Target describes what students should be able to do at the end of the teaching and learning sequence.

Support and Troubleshooting

ORIGO Education is committed to supporting teachers using [Stepping Stones](#). There are several options for getting service, support, and advice.

For technical support try the following:

- **Quick Start Guides** – these short guides give you easy step-by-step instructions on a variety of issues. Visit origoeducation.com/slate-support-faqs/ for access to the guides.
- **Slate Forum** – find and share solutions with our community of [Stepping Stones](#) users. To access, click [support](#) in the top menu bar then select [slate forum](#). On your first visit to the forum you will be asked to create a forum alias.
- **Slate Tutorials** – quick video tutorials on how to maximize teaching with [Stepping Stones](#). Select [slate tutorials](#) in the dropdown box under the support tab.



[GO EXPLORE!]