ORIGO

# STEPPING STONES

K-5

CORE MATHEMATICS

# Implementation Guide

## Common Core

ORIGO EDUCATION

# Using This Guide

This implementation guide has been created to help teachers successfully use ORIGO Stepping Stones to teach mathematics in the classroom.

The guide has been written to step teachers through the program in a sequential order. It is recommended to work through it from beginning to end. Accessing Stepping Stones online while viewing the guide is ideal so teachers can try the features real-time, as they are explained on the page.

Short videos have been created to accompany this guide. These videos are identified by the  icon. The videos can be accessed by visiting http://goo.gl/gGW4Vo

Throughout the guide small tasks are assigned to help teachers practice what they have learned. These tasks are identified by the  icon.

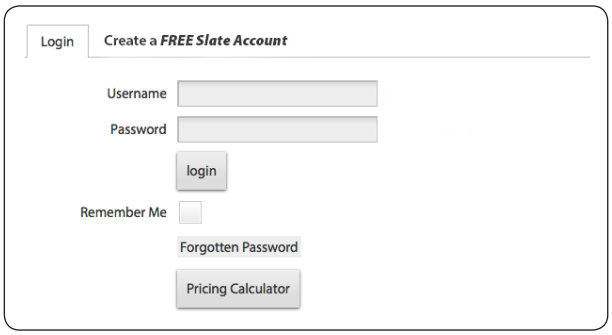
Taking notes is recommended and space is provided on some of the pages. It is advised that teachers keep a copy of this guide with them as it will answer most questions on Stepping Stones.

# Contents

# Getting Started – *Logging In*

To access Stepping Stones you must have a Slate account.

If you have a Slate account go to *origoslate.com* (you might like to bookmark this web address). Enter your username and password in the fields provided and click login. If appropriate, check the remember me box.




Record your username and password here.

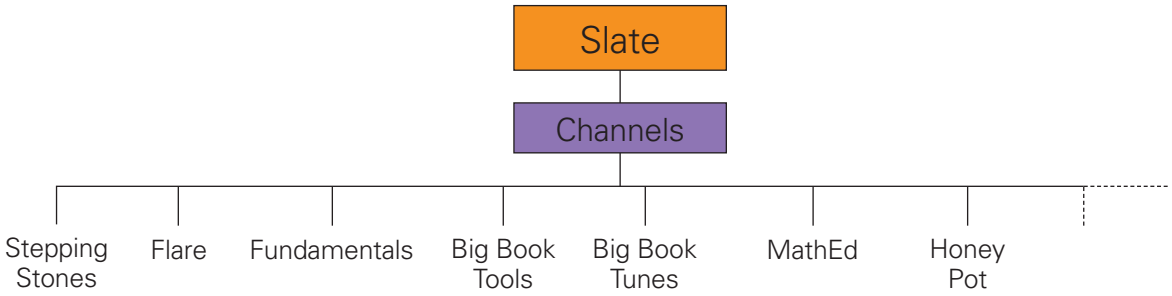
Username: _____

Password: _____

# Getting Started – *Slate vs. Stepping Stones*

2.1 Getting Started
*Orientation to Slate*

Slate is ORIGO Education's digital hub that contains ORIGO's online resources. Some of these resources are free and some are available through a subscription. Stepping Stones is a core mathematics program. You can find this channel with ORIGO's other digital products under the Channels tab in the Slate menu.

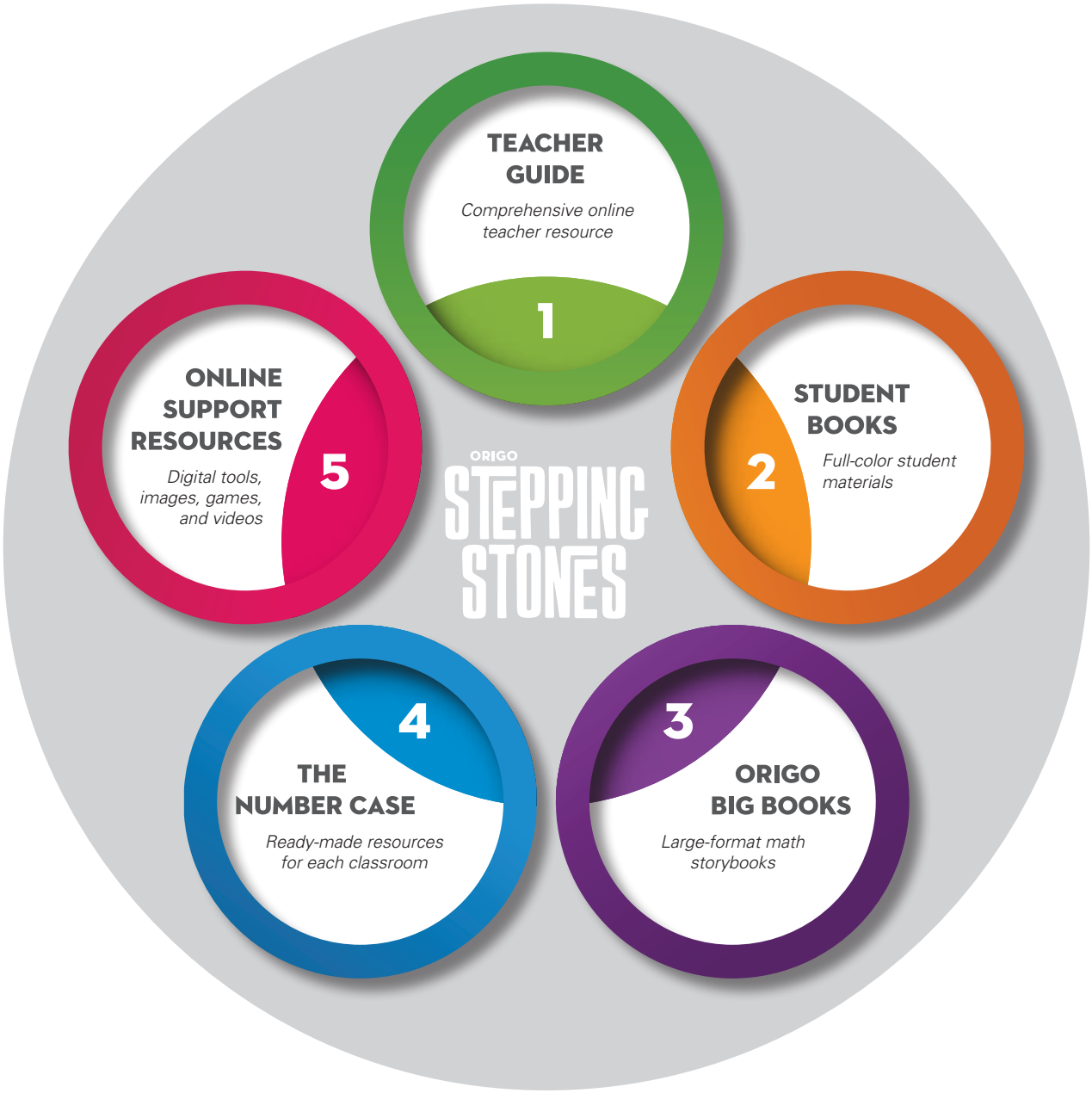



One of the greatest benefits of a digital delivery platform is the ease in which ORIGO can immediately update channels. Keeping you abreast of the latest improvements and/or alterations is paramount.

Best practice would be to always access the content online through Slate guaranteeing that you have the latest version. Therefore any storage of content as hard copies outside of Slate may be fruitless and quickly outdated. Storing or copying content digitally/electronically (screen shots, saving to hard-drives, etc.) is in breach of copyright laws and the terms and conditions that each subscriber agrees to upon signing up for a Slate account. The copyright statement for Stepping Stones is reproduced here for your information. A copy of this statement appears on the Stepping Stones home page and on the inside cover of the student books.

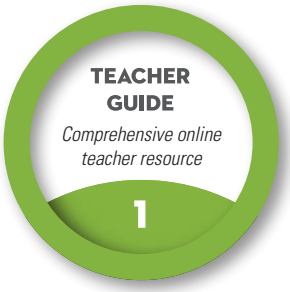
# Getting Started – *Welcome and Overview*

ORIGO Stepping Stones is a world class core math program written and developed for elementary schools.

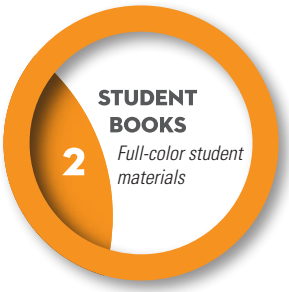



Create a classroom where math makes more sense with Stepping Stones. For the first time, a core program provides access to all online content from all grades, giving teachers the confidence and knowledge to successfully accommodate mixed abilities in the classroom.

# Getting Started – *Overview*




Stepping Stones is delivered online to give teachers one central location to access all their lesson plans, student activity pages, and teaching tools. Each license gives instant access to all content for Grades K–5.




The student books that accompany the online program are available in both print and as a digital app for most tablet devices. The student journals provide stepped-out lessons where concepts from the online program are broken into manageable sections. Ongoing practice pages are also provided in each grade's practice book.


ORIGO Big Books are large-format storybooks designed for classroom use. This series helps teachers introduce key mathematical concepts in Grades K–2. There are 12 Big Books titles written into lessons in each of these grades.

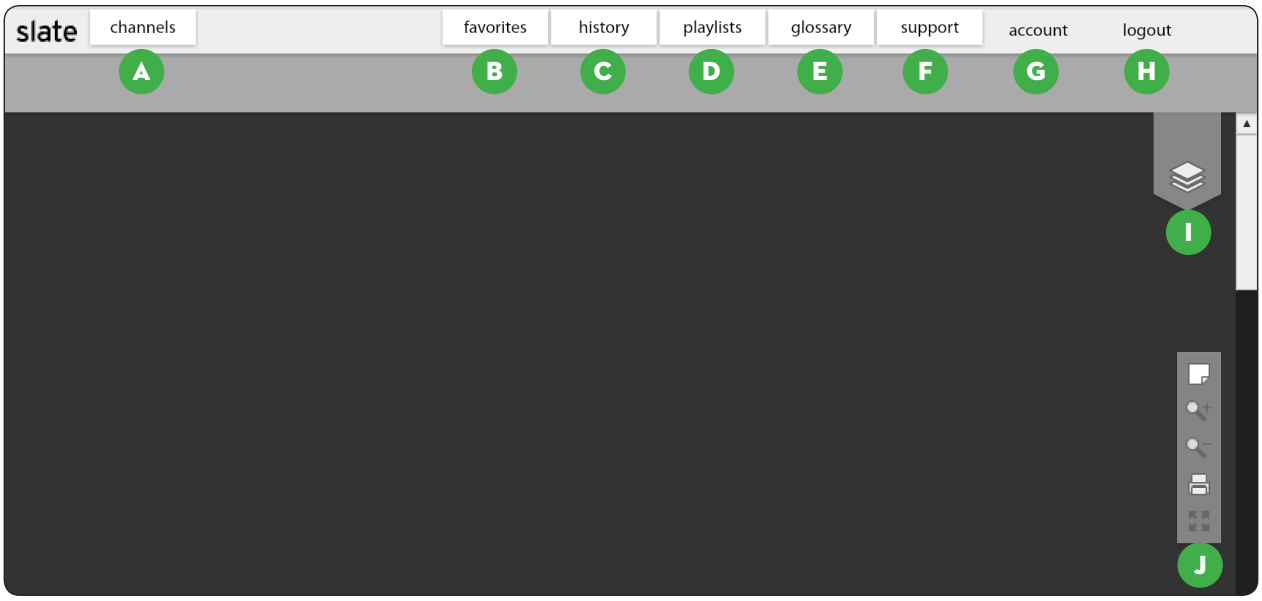

The Number Case gives teachers ready-made resources to help students develop an understanding of number and operations. Some of these materials may be well known. Other visual models that develop thinking strategies for computation are unique to ORIGO.


ORIGO Stepping Stones gives you instant access to ORIGO's online support resources. Lessons contain quick links to ready-to-use digital tools, games, and images so you can start teaching immediately. Links to professional learning videos appear in each module.

2.1 Getting Started
*Orientation to Slate*

# Getting Started – *Slate Interface*

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




*Slate interface*

**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

**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

T

Using the glossary tab, search for the definition of **addition**.

Write the definition. _____

2.2 Navigating Lessons

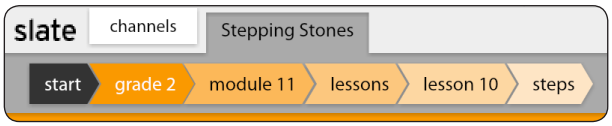
*Navigating to a Lesson*

# Navigating Lessons – *Breadcrumb*

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. Grade K has six lessons per module.

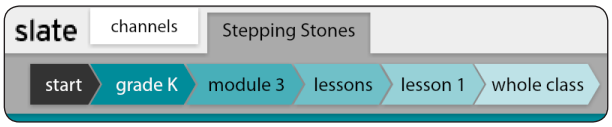
## Grades 1–5

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.

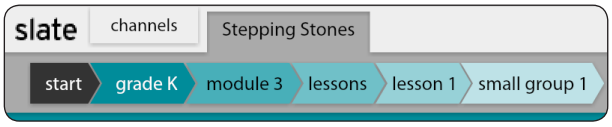



## Grade K

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




Included with the whole class lessons are two related small group activities. To access these activities, select small group (1 or 2) after you have selected the lesson.




Navigate to **Grade 2**, **Module 11**, **Lesson 10**.

| Terms: | |
|---|---|
| Breadcrumb | Navigational aid that allows users to keep track of their path. |

# Navigating Lessons – *Lesson Steps and Features*

## Relating Multiplication and Division (Sharing)

In this lesson, students demonstrate that multiplication is the inverse of division by relating the twos number facts for multiplication and division. The mathematical practices *Look for and make use of structure* (SMP7) and *Look for and express regularity in repeated reasoning* (SMP8) are embedded in this lesson.

### step 1 preparing the lesson

You will need:
- ORIGO Big Book, *The Pirates' Gold*
- interactive whiteboard (*Note:* 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:
- sharing mat for 2 from *The Number Case*
- 24 counters

Each student will need:
- Student Journal 11.10
- 40 base-10 ones blocks

### step 2 starting the lesson

Show the students the cover of the book, *The Pirates' Gold*, and read the title. Ask the students to share what they think the story might be about. Read the story without discussion. Afterward, 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 shore 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 where all the students can see them. Read the story again and have students act the part of the pirates coming to shore. The remaining students can identify the pieces of gold in each pirate's share. As the story progresses, ask, What do you notice about the pieces of gold in each pirate's share? What happens as more pirates come to shore? 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.
- Project the Step In discussion and work through the questions with the whole class. Read the Step Up and Step Ahead instructions from Student Journal 11.10 with the students. Distribute copies of the support page and counters so that each student has a sharing mat and 40 counters. Make sure they know what to do and then have them work independently to complete the task.

### step 4 reflecting on the work

*Teacher Guide Grade 2 Module 11 Lesson 10*

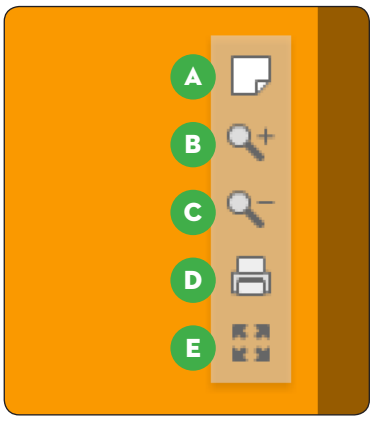
Correlates lessons to other state standards

Identifies the learning that may be observed

Identifies the learning that is evidenced by students' work samples

Provides suggestions on how to support English language learners during the lesson

## Lesson Note Tools




A Sticky note – click to create a quick note that is saved to the page

B Zoom in – click to zoom in on the lesson page

C Zoom out – click to zoom out on the lesson page

D Print – click to print the lesson notes

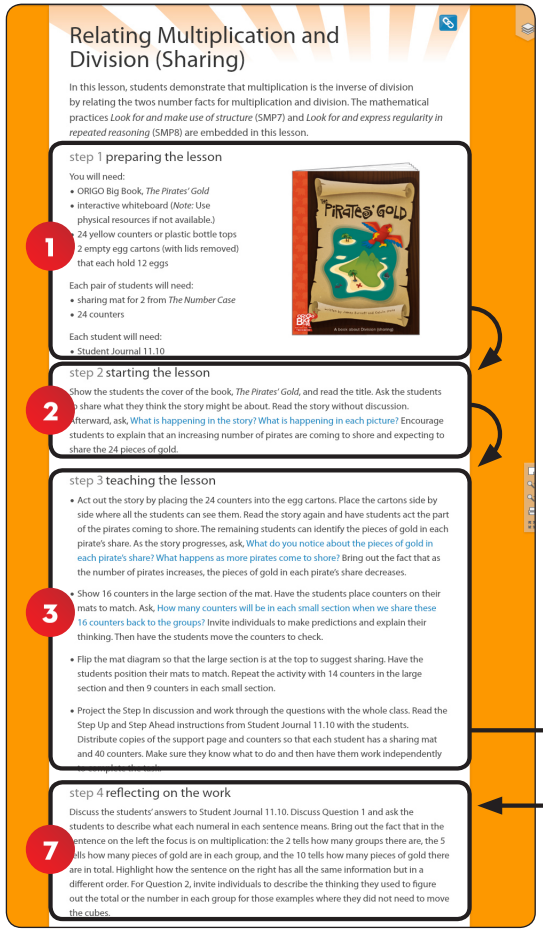
E Full screen – click to toggle between normal and full screen views

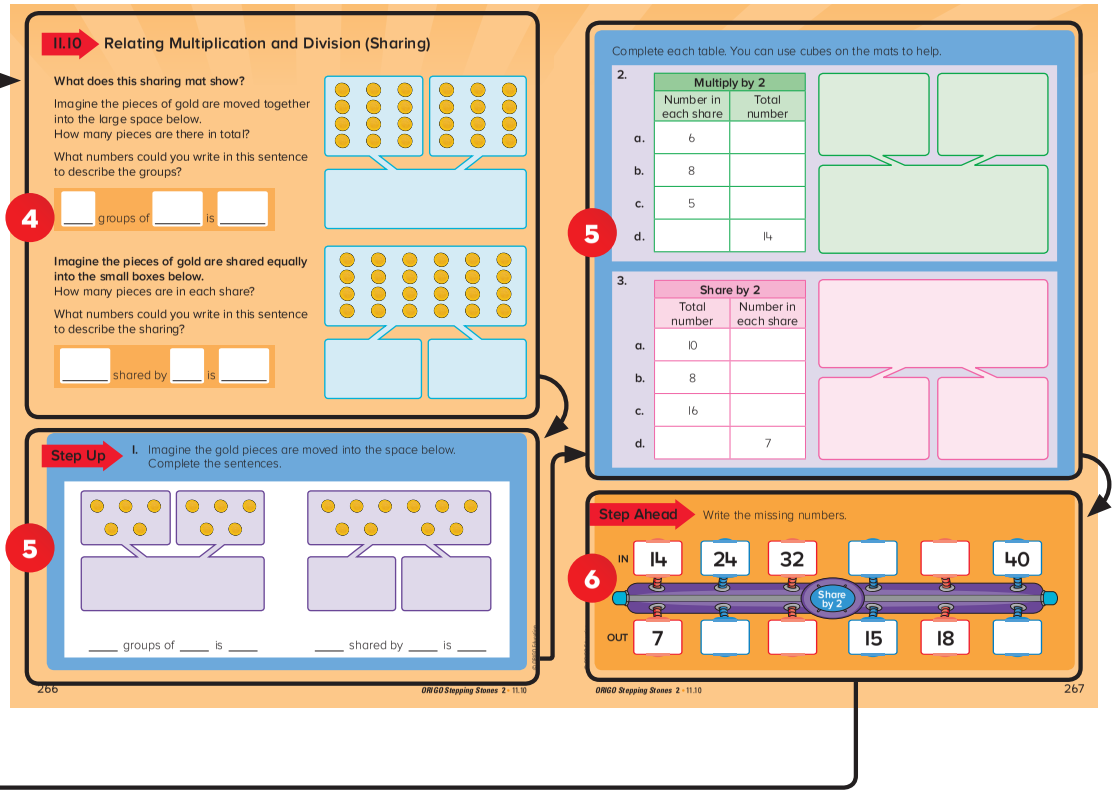
Create a **Sticky Note**.

# Teaching a Lesson: The Basics – *Lesson Flow*

2.3 Teaching a Lesson: The Basics

*Lesson Flow*



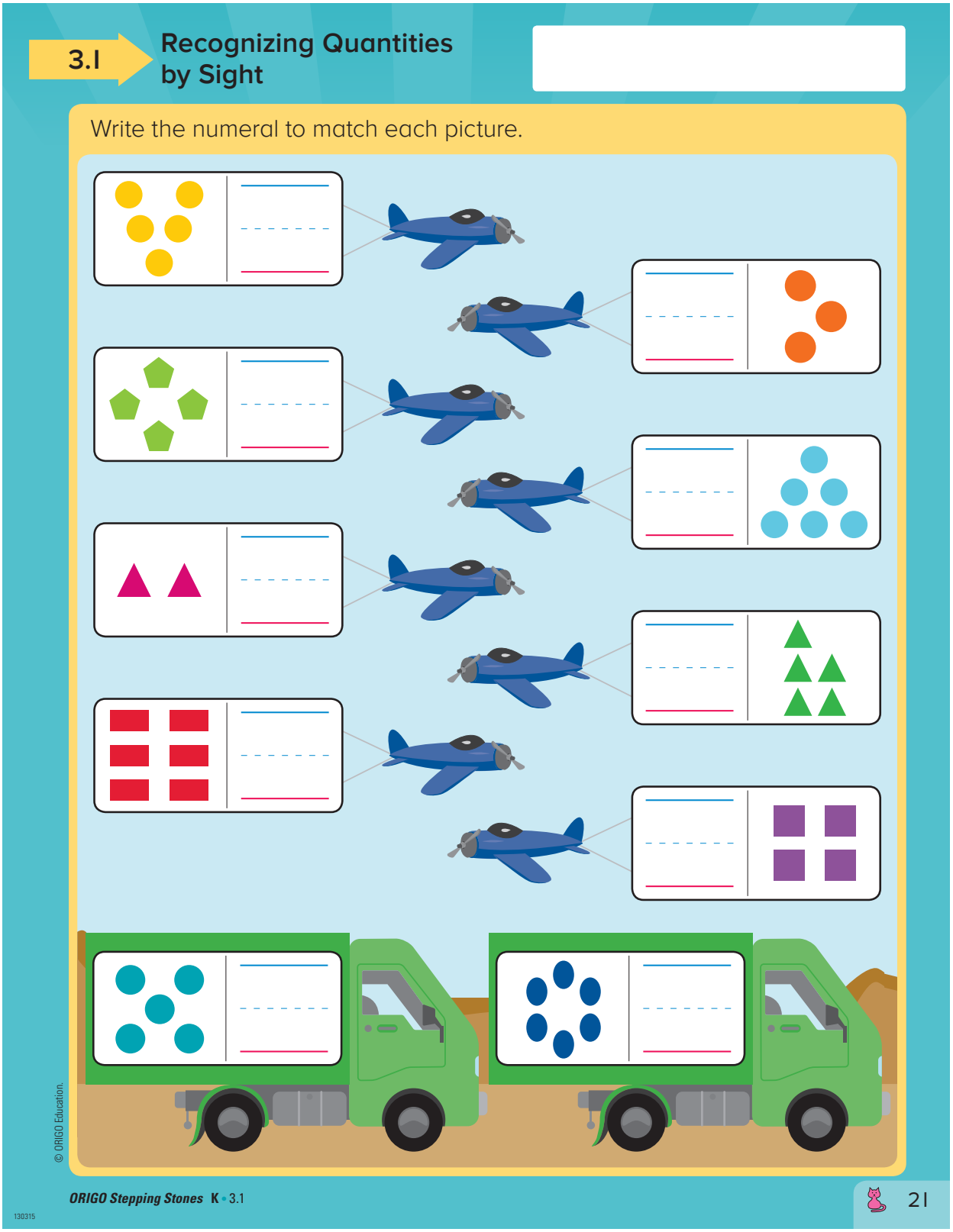




The recommended flow of a lesson in Stepping Stones is:

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 (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: The Basics – *Student Journal*

Find the **Student Journal** page(s) for your grade level and navigate to the associated lesson. Then skim through the lesson and consider how the **Student Journal** fits within the lesson notes.

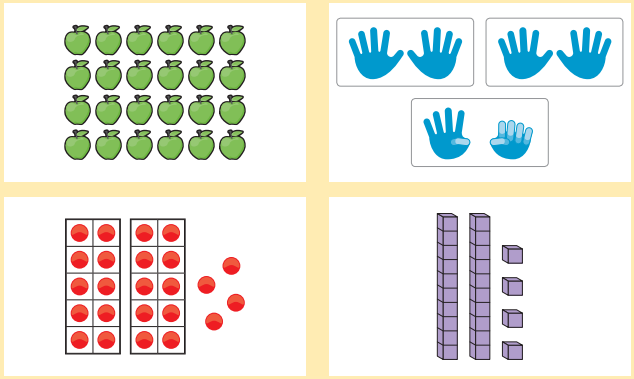



*Student Journal Grade K Module 3 Lesson 1*

## 3.2 Writing Tens and Ones (without Zeros)

**These are different ways of showing tens and ones.**

What number does each picture show? How do you know?



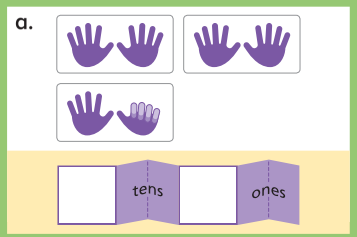
Where are the groups of ten in each picture? Where are the extra ones?

**How would you write the number of tens and ones on this expander to show the same number?**

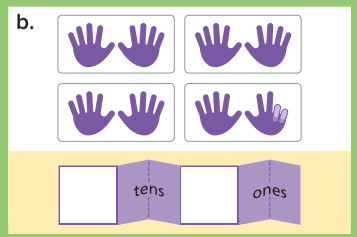

**Step Up**

**1.** Write the matching number of tens and ones on the expander.

a.




b.

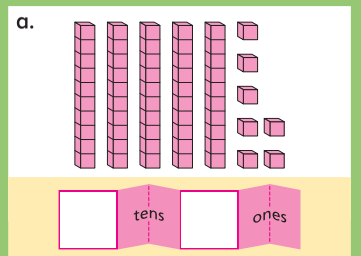




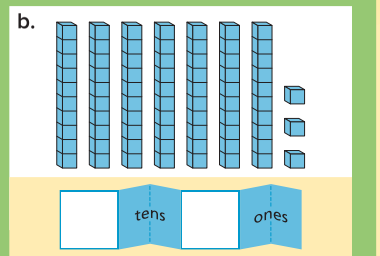



**2.** Write the matching number of tens and ones.

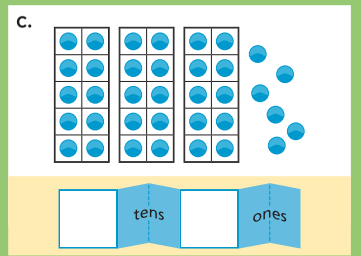
a.



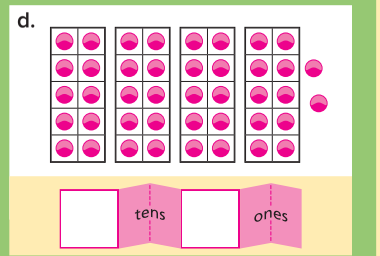

b.



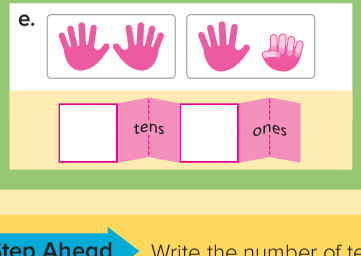

c.



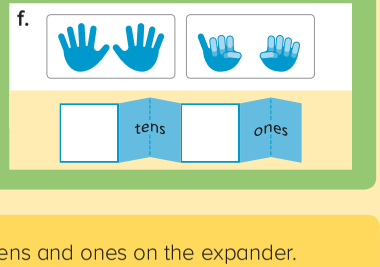

d.




e.




f.




**Step Ahead** Write the number of tens and ones on the expander.

a. six tens and seven ones


b. nine ones and three tens






*Student Journal Grade 1 Module 3 Lesson 2*

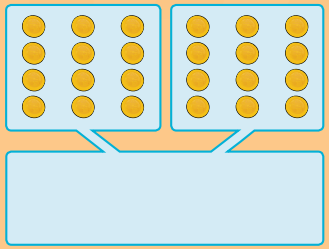
## 11.10 Relating Multiplication and Division (Sharing)

**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 groups?

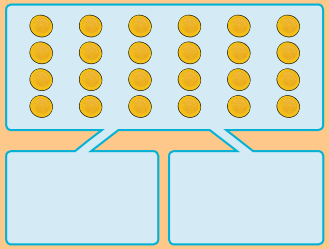
____ groups of _____ is _____



**Imagine the pieces of gold are shared equally into the small boxes below.**
How many pieces are in each share?

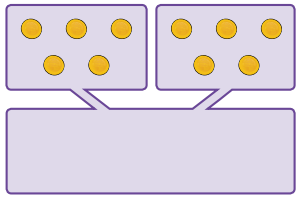
What numbers could you write in this sentence to describe the sharing?

_____ shared by ____ is _____

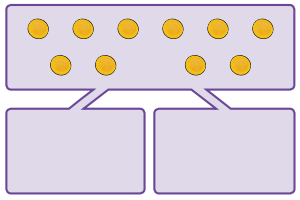


**Step Up**

1. Imagine the gold pieces are moved into the space below. Complete the sentences.



____ groups of ____ is ____



____ shared by ____ is ____

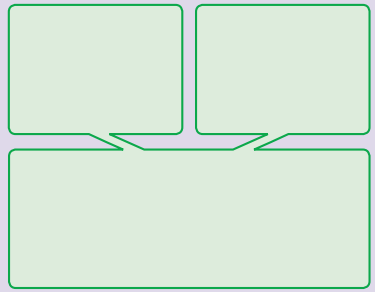




Complete each table. You can use cubes on the mats to help.

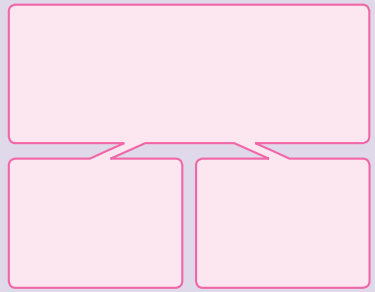
2.

| | Multiply by 2 | |
|---|---|---|
| | Number in each share | Total number |
| a. | 6 | |
| b. | 8 | |
| c. | 5 | |
| d. | | 14 |

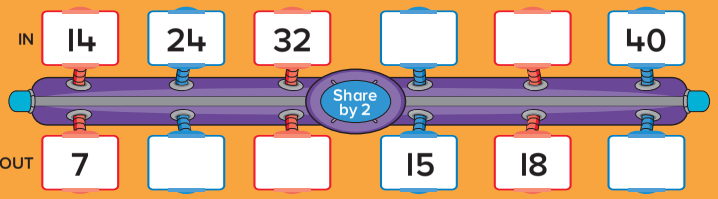


3.

| | Share by 2 | |
|---|---|---|
| | Total number | Number in each share |
| a. | 10 | |
| b. | 8 | |
| c. | 16 | |
| d. | | 7 |



**Step Ahead** Write the missing numbers.





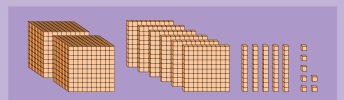


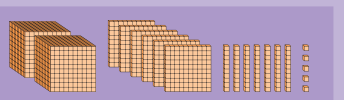

*Student Journal Grade 2 Module 11 Lesson 10*

# Teaching a Lesson: The Basics – *Student Journal, Grade 3*

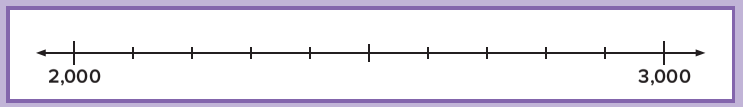
## 4.6 Comparing and Ordering Four-Digit Numbers

**How can you figure out which number is greater?**





Which place would you look at first to mark the numbers on this number line?




Use a different color to show your estimate of the position of each number on the line.

**How can you figure out which of these numbers is greater?**
Write **is less than** or **is greater than** to make a true statement.

**9,315 9,305**

9,315 _____ 9,305

What symbols are used to show **greater than** and **less than**?

### Step Up

Use this table to answer Questions 1, 2, and 3 on page 91.

| Tallest Mountains in the Washburn Range, Yellowstone National Park | |
|---|---|
| Name | Height (meters) |
| Cook Peak | 2,973 |
| Dunraven Peak | 3,008 |
| Folsom Peak | 2,845 |
| Hedges Peak | 2,947 |
| Mount Washburn | 3,116 |
| Observation Peak | 2,860 |
| Prospect Peak | 2,904 |
| Specimen Peak | 2,554 |





1. Write the height of each mountain.
Then write **is less than** or **is greater than** to make the statement true.

a. Folsom Peak _____ m _____ Mount Washburn _____ m

b. Hedges Peak _____ m _____ Observation Peak _____ m

2. Write the height of each mountain. Then write **<** or **>** to make the statement true.

a. Specimen Peak _____ m ○ Cook Peak _____ m

b. Dunraven Peak _____ m ○ Prospect Peak _____ m

c. Mount Washburn _____ m ○ Hedges Peak _____ m

d. Prospect Peak _____ m ○ Cook Peak _____ m

e. Prospect Peak _____ m ○ Observation Peak _____ m

f. Folsom Peak _____ m ○ Hedges Peak _____ m

3. Write the mountain heights in order from **greatest** to **least**.

greatest _____, _____, _____, _____

_____, _____, _____, least _____

### Step Ahead

Imagine a friend is confused by the symbols **<** and **>**.
Write what you would say to help them remember.

_____

_____

_____





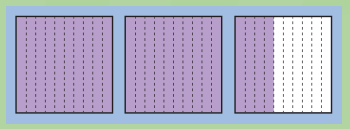
*Student Journal Grade 3 Module 4 Lesson 6*

## 11.2 Introducing Decimal Fractions

**Look at this picture.**

**Each square is one whole.**
What amount is shaded?

What are the different ways you can write this number without using words?



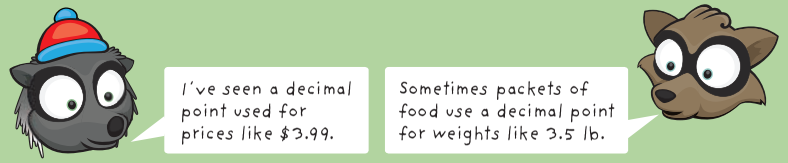
**When fractions have a denominator that is a power of 10 they can easily be written in a place-value chart. Powers of 10 include numbers such as 10, 100, 1,000 and so on.**

A number such as $2\frac{4}{10}$ can be written like this.

| Ones | tenths |
|---|---|
| 2 | 4 |

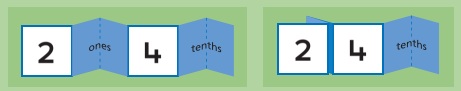
The red dot is called a **decimal point**. The decimal point is a mark that identifies the ones place.

Where have you seen numbers written with a decimal point?




**Look at the expanders below.**

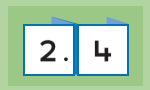
How would you say the number that each expander shows?




How do these numbers relate to mixed numbers and common fractions?

A **decimal fraction** is a fraction that is written with no denominator visible. The position of a digit after the decimal point tells what the invisible denominator is.

**Why do you need to show the decimal point when the expander is completely closed?**



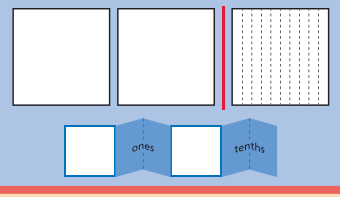




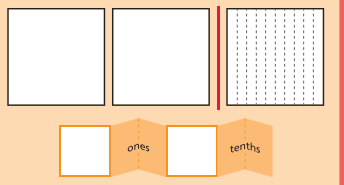

**Step Up**

1. Each square is one whole. Read the fraction name and shade the squares to match. Write the decimal fraction on the open expander.

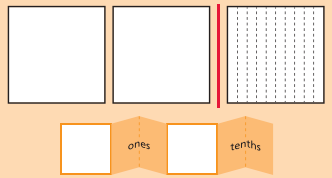
a. two and five-tenths



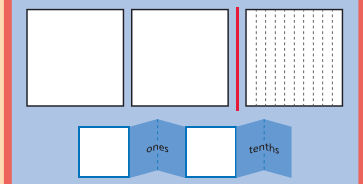

b. one and seven-tenths




c. one and three-tenths




d. two and six-tenths




2. Read the fraction name. Write the amount as a common fraction or mixed number. Then write the matching decimal fraction on the expander.

a. four and two-tenths


b. sixty-three tenths


c. five and eight-tenths


**Step Ahead** Read the clues. Write the numeral on the expander to match.

a. I am greater than three and less than four. The digit in my tenths place is less than the digit in my ones place.


b. I am less than five and greater than one. The digit in my ones place is twice the value of the digit in my tenths place.





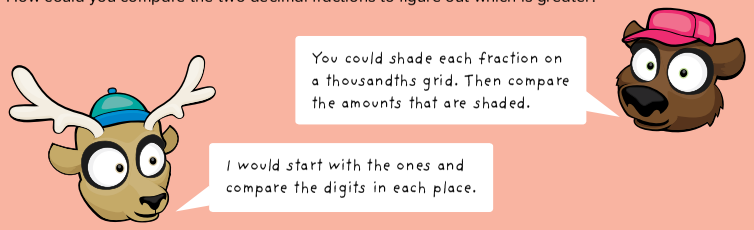

*Student Journal Grade 4 Module 11 Lesson 2*

## 5.1 Comparing and Ordering Thousandths

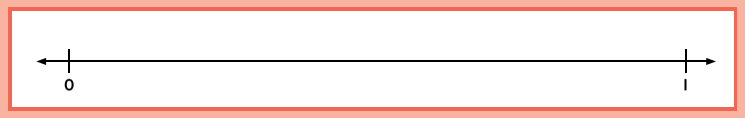
**How do you say each of these decimal fractions?**

0.530 0.705

How could you compare the two decimal fractions to figure out which is greater?




**Estimate the position of each decimal fraction on this number line.**

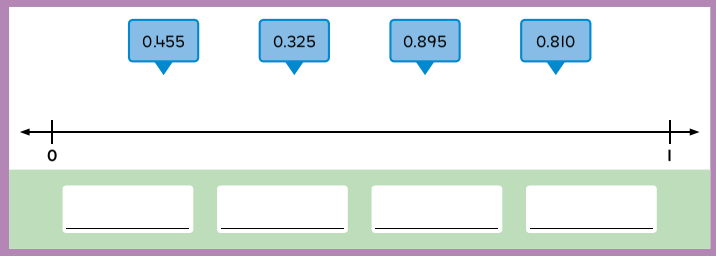



How did you figure out each estimate?

Which fraction is greater?

**Step Up**

1. Draw an arrow to show the approximate position of each number on the number line. Then write the decimal fractions in order from **least** to **greatest**.

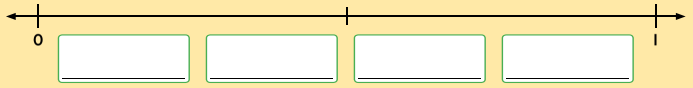




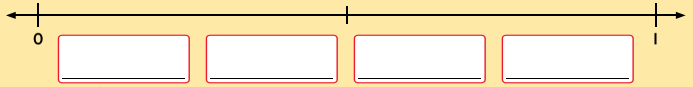



2. Write each set of fractions in order from **least** to **greatest**. Use the number line to help you.

a. 0.505 0.890 0.550 0.915




b. 0.075 0.210 0.740 0.501




3. In each group, loop the **greatest** fraction.

| | | |
|---|---|---|
| a. 0.435 0.800 0.590 | b. 0.605 0.650 0.065 |
| c. 0.795 0.957 0.597 | d. 0.002 0.020 0.102 |

4. Write **<** or **>** to make each statement true.

| | | |
|---|---|---|
| a. 0.505 ◯ 0.055 | b. 0.189 ◯ 0.198 | c. 0.065 ◯ 0.056 |
| d. 0.021 ◯ 0.102 | e. 0.110 ◯ 0.011 | f. 0.900 ◯ 0.099 |

**Step Ahead**

Kayla records the fastest lap time of 45.275 seconds.
Gavin records a lap time that is 0.009 of a second slower.

What is Gavin's lap time? _____ seconds



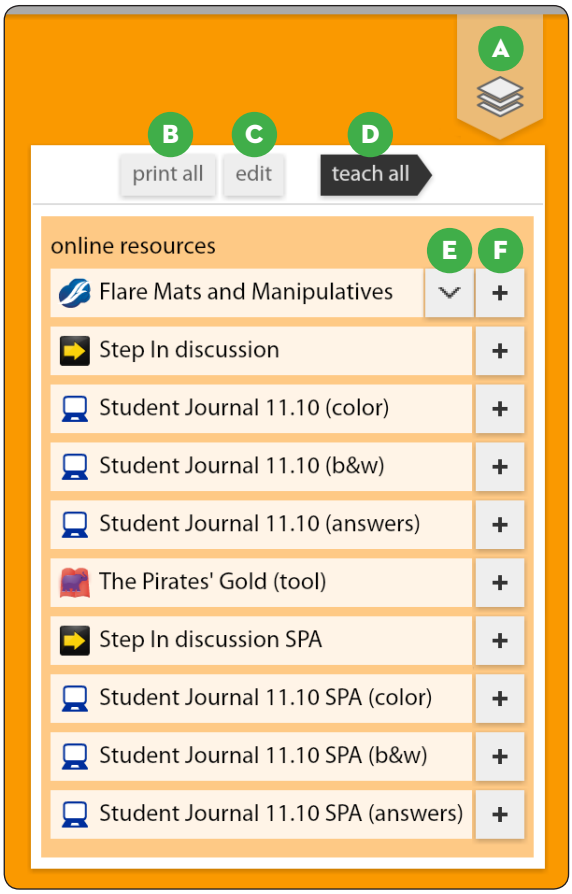


*Student Journal Grade 5 Module 5 Lesson 1*

2.3 Teaching a Lesson: The Basics

*Resource Tab and Viewer*

# Teaching a Lesson: The Basics – *Resource Tab*




*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

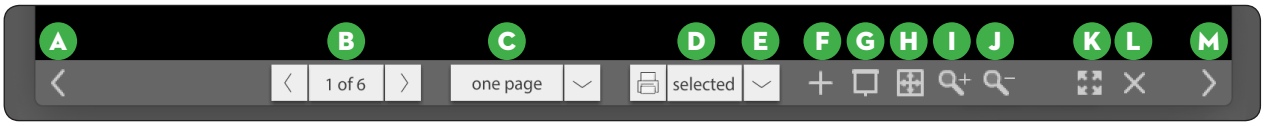
**F** + – click to add this resource to the favorites menu or to another playlist

T

Click on the **Resource Tab** and select 'teach all' to launch the viewer.

| Terms: | |
|---|---|
| Resource Tab | The access point for the collection of digital resources required for the lesson. |
| Playlist | A sequence of digital tools that you can project for your students to view as you teach a lesson. |
| Viewer | The display mode that projects the digital tools in the playlist. |

# Teaching a Lesson: The Basics – *Viewer*




*Viewer interface*

**A** Previous Resource – click to display the previous resource

**B** Click to navigate the pages of this resource

**C** Click to display one page or two pages (use only 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 return the displayed resource to its original size

**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 the viewer

**L** Close viewer – click to close the viewer

**M** Next resource – click to display the next resource

**T** Practice navigating through the resources in the playlist using the navigating buttons described above.

# Teaching a Lesson: The Basics – *Differentiation*

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

These activities are intended to provide support to students at 3 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 these differentiation activities select differentiation from the current lesson menu.


Click on the **Differentiation** tab and browse through the activities associated with this lesson.

# Teaching a Lesson: The Basics – *Ongoing Practice*

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

To view the ongoing practice select ongoing practice from the current lesson menu.


### Ongoing Practice Framework – *Kindergarten*

| | Developing Fluency – Counting, Subitizing, or Basic Facts | Maintaining Concepts and Skills | Numeral Writing* and Written Computation Practice** |
|---|---|---|---|
| Lesson 1 | ● | ● | |
| Lesson 2 | | ● | ● |
| Lesson 3 | ● | ● | |
| Lesson 4 | | ● | ● |
| Lesson 5 | ● | ● | |
| Lesson 6 | | ● | ● |

* Modules 2 – 8
** Modules 9 – 12

In kindergarten, every lesson has one or two ongoing practice pages that provide essential practice of skills such as the writing of numerals. In the later modules, these pages also provide practice for number facts.

In Lessons 1, 3, and 5 there are additional projectable tools specifically designed to develop fluency of counting and subitizing. In the later modules these also include basic fact practice. Use the Resource Tab to project or print these pages.

Click on the **Ongoing Practice** tab and browse through the ongoing practice pages or projectable tools associated with this lesson. Be sure to pick a lesson from each of the columns shown in the above table to see how the ongoing practice is different for each category.



# Teaching a Lesson: The Basics – *Ongoing Practice*

## Ongoing Practice Framework – *Grades 1–5*

| | Developing Fluency of Basic Facts | Maintaining Concepts and Skills | Written Computation Practice |
|---|---|---|---|
| Lesson 1 | ● | | |
| Lesson 2 | | ● | |
| Lesson 3 | | | ● |
| Lesson 4 | | ● | |
| Lesson 5 | ● | | |
| Lesson 6 | | ● | |
| Lesson 7 | | | ● |
| Lesson 8 | | ● | |
| Lesson 9 | ● | | |
| Lesson 10 | | ● | |
| Lesson 11 | | | ● |
| Lesson 12 | | ● | |

In lessons 1, 5, and 9, Stepping Stones provides a projectable tool specifically designed to develop and maintain fact fluency for the four operations. This tool is provided right through Grade 5, even though students are expected to be fluent in all facts before then. The Resource Tab provides a list of facts that can be read or projected by the teacher. You get to control the duration in which the students can solve each fact.

For the even-numbered lessons 2, 4, 6, 8, 10, and 12, the ongoing practice helps students maintain previously learned concepts and skills. Stepping Stones provides one practice page that incorporates questions that revisit content from three previous modules or lessons.

Generally, Question 1 comes from **a previous** module of work. Early in the school year, this content is found in the previous year's work. Question 2 comes from **the previous** module and Question 3 comes from **the current** module. Simply roll over the question to see the related module and lesson.

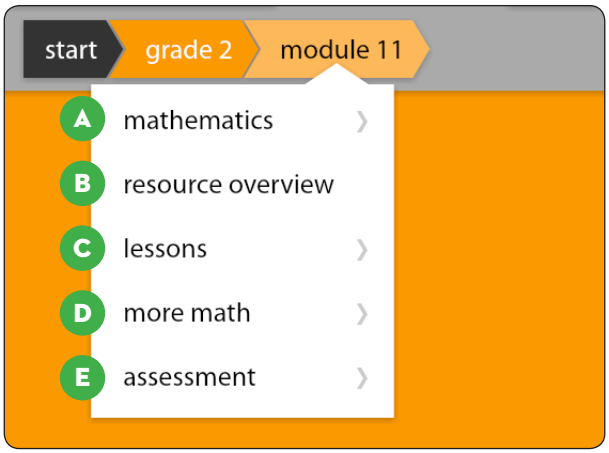
In lessons 3, 7, and 11, the ongoing practice provides written reinforcement and practice of mental computation strategies the students have been learning. Roll over the page to reveal the focus of the content.


Click on the **Ongoing Practice** tab and browse through the ongoing practice pages or projectable tools associated with this lesson. Be sure to pick a lesson from each of the columns shown in the above table to see how the ongoing practice is different for each category.

2.4 Planning a Module

*Module Contents*

# 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

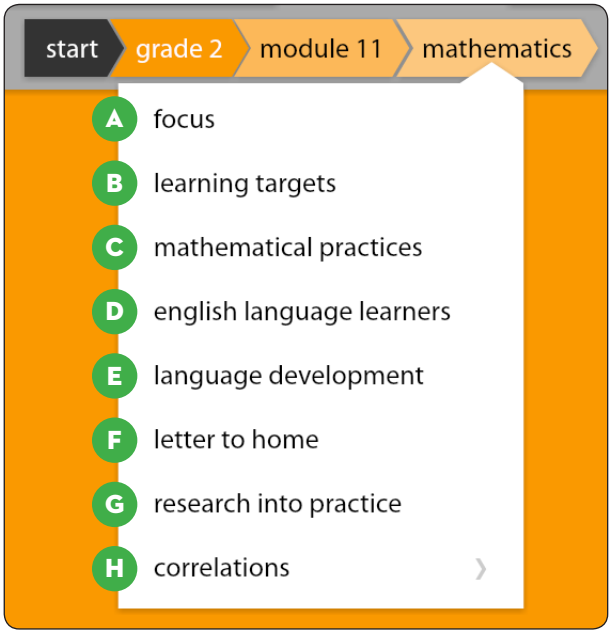
**D** Investigations, problem solving activities, enrichment activities, and cross-curricula links

**E** Multiple methods to assess understanding and skills

2.4 Planning a Module

*Mathematics Tab*

# 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

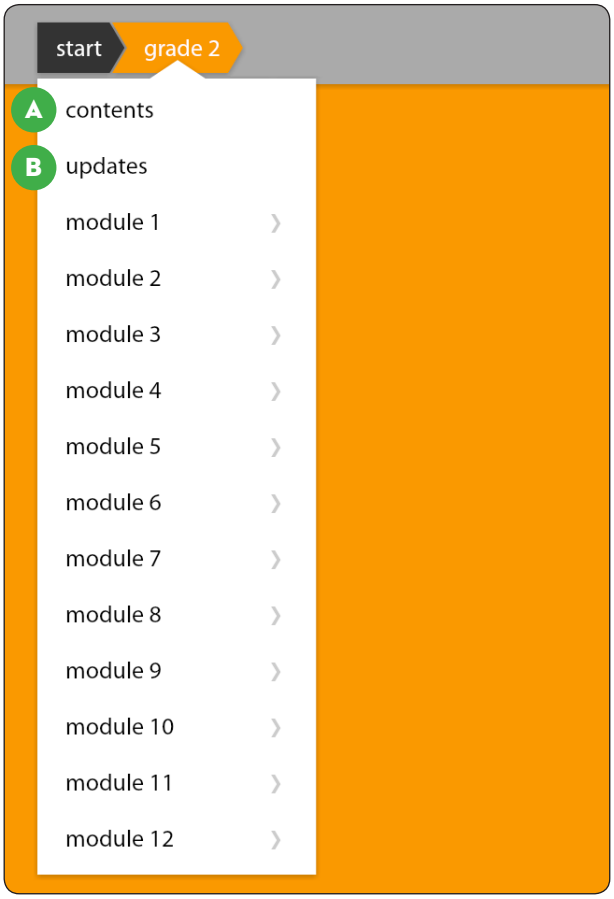
**E** The mathematical vocabulary

**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 – *Module Lessons*




A Provides an overview of the lessons found in each module

B Provides a list and dates of changes made for that grade level.

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. Grade K has six lessons per module.

Grade 2 • Module 11 Contents

| LESSON NUMBER | LESSON TITLE |
|---|---|
| 11.1 | Extending the Count-Back Strategy to Three-Digit Numbers |
| 11.2 | Using Place Value to Subtract Two-Digit Numbers from Three-Digit Numbers |
| 11.3 | Using Place Value to Subtract Three-Digit Numbers |
| 11.4 | Consolidating Subtraction of Two- and Three-Digit Numbers |
| 11.5 | Using a Place-Value Strategy to Subtract Three-Digit Numbers |
| 11.6 | Using a Place-Value Strategy to Solve Subtraction Problems |
| 11.7 | Introducing the Multiplication Symbol (×) |
| 11.8 | Using Multiplication (Equal Groups) |
| 11.9 | Using Division Language (Sharing) |
| 11.10 | Relating Multiplication and Division (Sharing) |
| 11.11 | Using Division Language (Grouping) |
| 11.12 | Relating Multiplication and Division (Grouping) |

# Planning a Module – *Module Lessons*


Navigate to Module 1 for your grade level and use the **Focus** and **Research into Practice Tabs** to determine the main mathematical ideas in the module.

Grade K • Module 1 Contents

| LESSON NUMBER | LESSON TITLE |
|---|---|
| 1.1 | Creating Groups of Objects |
| 1.2 | Creating Groups to Match Pictures |
| 1.3 | Creating Groups to Match Numerals |
| 1.4 | Creating Groups to Match Numerals and Number Names |
| 1.5 | Showing the Sorting |
| 1.6 | Sorting in Many Ways |

Grade 1 • Module 1 Contents

| LESSON NUMBER | LESSON TITLE |
|---|---|
| 1.1 | Identifying Quantities 1 to 6 |
| 1.2 | Identifying Quantities 1 to 10 |
| 1.3 | Writing Numerals 0 to 9 |
| 1.4 | Matching Representations of 1 to 10 |
| 1.5 | Recognizing Quantities by Sight |
| 1.6 | Analyzing Teen Numbers |
| 1.7 | Representing Teen Numbers |
| 1.8 | Comparing and Ordering Two-Digit Numbers |
| 1.9 | Comparing Teen Numbers |
| 1.10 | Ordering 1 to 19 |
| 1.11 | Reading Ordinal Number Names |
| 1.12 | Matching Ordinal Number Names and Symbols |

# Planning a Module – *Module Lessons*

Grade 2 • Module 1 Contents

| LESSON NUMBER | LESSON TITLE |
|---|---|
| 1.1 | Writing Tens and Ones, and Number Names |
| 1.2 | Writing Two-Digit Numbers |
| 1.3 | Reading and Writing Two-Digit Numbers |
| 1.4 | Exploring the Relative Position of Two-Digit Numbers on a Number Track |
| 1.5 | Exploring the Relative Position of Two-Digit Numbers on a Number Line |
| 1.6 | Working with Two-Digit Numbers on a Number Line |
| 1.7 | Comparing Two-Digit Numbers on a Number Line |
| 1.8 | Comparing and Ordering Two-Digit Numbers |
| 1.9 | Exploring the Properties of Odd and Even Numbers |
| 1.10 | Solving Number Puzzles on a Hundred Chart |
| 1.11 | Sorting Data in Different Ways |
| 1.12 | Interpreting and Constructing One-to-One Picture Graphs |

Grade 3 • Module 1 Contents

| LESSON NUMBER | LESSON TITLE |
|---|---|
| 1.1 | Using Place Value with Three-Digit Numbers |
| 1.2 | Writing Three-Digit Numbers in Words |
| 1.3 | Comparing and Ordering Three-Digit Numbers |
| 1.4 | Rounding Three-Digit Whole Numbers |
| 1.5 | Reviewing Multiplication Concepts |
| 1.6 | Reviewing the Array Model of Multiplication |
| 1.7 | Introducing the Tens Multiplication Facts |
| 1.8 | Introducing the Fives Multiplication Facts |
| 1.9 | Reinforcing the Tens and Fives Multiplication Facts |
| 1.10 | Introducing Gallons |
| 1.11 | Working with Parts of a Liter |
| 1.12 | Solving Word Problems Involving Liquid Volume (Capacity) |

# Planning a Module – *Module Lessons*

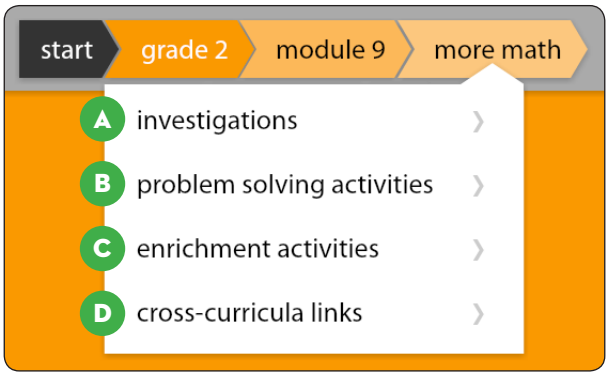
Grade 4 • Module 1 Contents

| LESSON NUMBER | LESSON TITLE |
|---|---|
| 1.1 | Reading and Writing Four-Digit Numbers |
| 1.2 | Analyzing Four-Digit Numbers |
| 1.3 | Comparing and Ordering Four-Digit Numbers |
| 1.4 | Building a Picture of Ten Thousand |
| 1.5 | Reading and Writing Five-Digit Numbers |
| 1.6 | Analyzing Five-Digit Numbers |
| 1.7 | Comparing and Ordering Five-Digit Numbers |
| 1.8 | Rounding Five-Digit Numbers |
| 1.9 | Reinforcing Rounding with Five-Digit Numbers |
| 1.10 | Investigating Square Number Patterns |
| 1.11 | Following and Identifying Pattern Rules |
| 1.12 | Writing Word Rules for Patterns |

Grade 5 • Module 1 Contents

| LESSON NUMBER | LESSON TITLE |
|---|---|
| 1.1 | Analyzing Six-Digit Numbers |
| 1.2 | Building a Picture of One Million |
| 1.3 | Reading and Writing Seven-Digit Numbers |
| 1.4 | Locating Large Numbers on a Number Line |
| 1.5 | Using Place Value to Compare and Order Seven-Digit Numbers |
| 1.6 | Reading and Writing Eight- and Nine-Digit Numbers |
| 1.7 | Working with Millions Expressed as Fractions |
| 1.8 | Reviewing Multiplication Patterns |
| 1.9 | Reviewing the Double-and-Halve Strategy for Multiplication |
| 1.10 | Factoring to Multiply Two-Digit Numbers |
| 1.11 | Using Partial Products to Multiply (Distributive Property) |
| 1.12 | Comparing Mental Strategies for Multiplication |

# Planning a Module – *More Math (Grades 1 – 5)**




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

* More Math is not available for Kindergarten.
Two small group activities are provided for each lesson as an alternative.

### Investigations

Each module in Stepping Stones Grades 1 through 5 has three investigations. These give students the opportunity to apply the mathematics they have learned by posing a question for students to consider. These questions are open in nature and often require the students to collect, represent and analyze data.

### Problem Solving Activities

Each module in Stepping Stones Grades 1 through 5 has at least three problem solving activities. Teachers can draw from these activities to provide more opportunities to develop the Mathematical Practices. In Grades 3 to 5 there is an additional page of problem solving activities in each module.

### Enrichment Activities

Some modules provide additional enrichment activities to enhance student learning.

### Cross Curricula Links

The mathematics of each module can often be used or explored further in other key curriculum areas such as science, PE or English. Therefore, cross-curricula activities are suggested for each module of the Stepping Stones program.

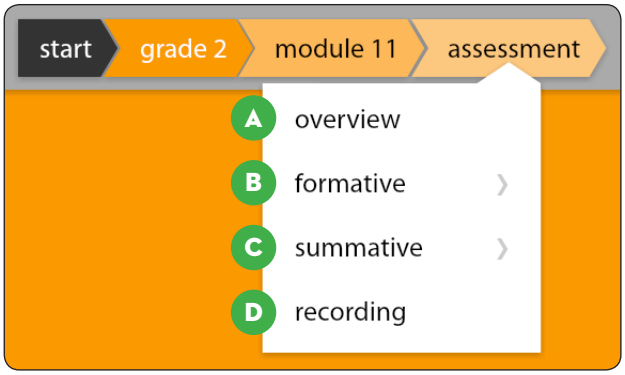
**Grade K Task:** Explore the small group activities found in Module 1.

**Grade 1-5 Task:** Explore the More Math section in Module 1.

2.5 Assessment: The Basics

*Assessment Overview*

# Assessment: The Basics – *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

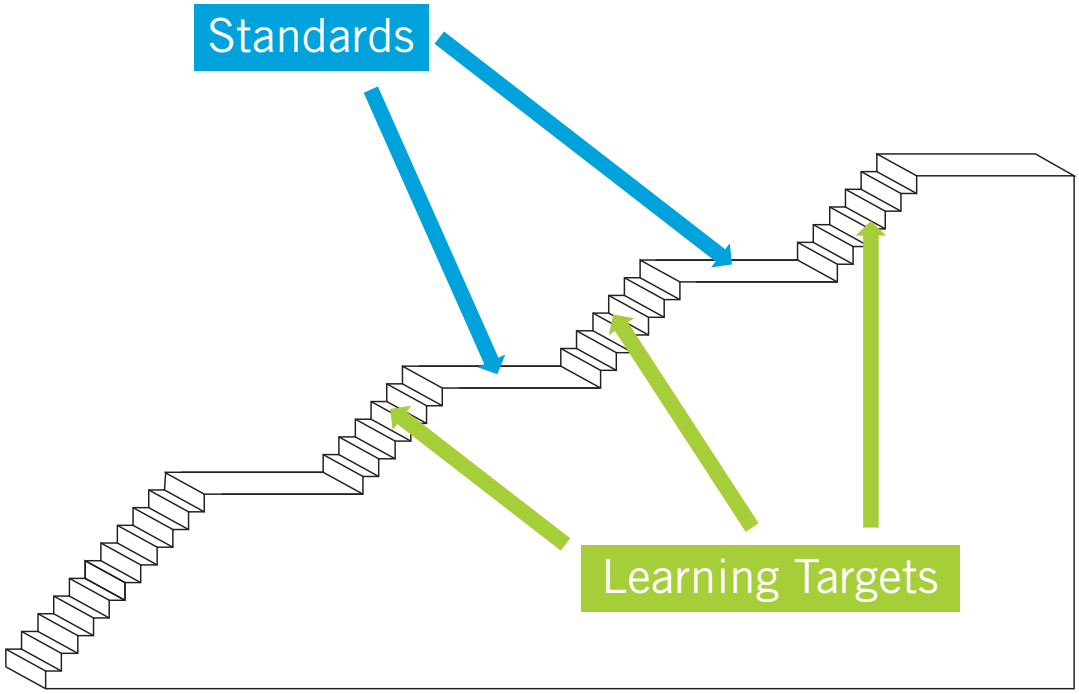
| STANDARD | LEARNING TARGET | FORMATIVE | | | SUMMATIVE | | |
|---|---|---|---|---|---|---|---|
| | | PRE-TEST | OBSERVATION/ DISCUSSION | JOURNAL/ PORTFOLIO | CHECK-UP | PERFORMANCE TASK | INTERVIEW |
| **OPERATIONS AND ALGEBRAIC THINKING** | | | | | | | |
| **2.OA.2** | Fluently add for totals within 20 (beyond the facts) | ● | | | | | ● |
| **>3.OA.I** | Represent multiplication using concrete materials, pictures, and equations | ● | ● | ● | ● | | |
| **>3.OA.2** | 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** | | | | | | | |
| **2.NBT.7** | 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) | ● | ● | ● | ● | ● | |

> (Standard): Working toward the standard

(Standard) >: Working beyond the standard

| Terms: | |
|---|---|
| Learning Target | Describes what students should be able to do at the end of the teaching and learning sequence |

# Assessment: The Basics – *Learning Targets vs. Standards*




| STANDARD | LEARNING TARGET | FC / P |
|---|---|---|
| **OPERATIONS AND ALGEBRAIC THINKING** | | |
| **2.OA.2** | Fluently add for totals within 20 (beyond the facts) | |
| **>3.OA.I** | Represent multiplication using concrete materials, pictures, and equations | |
| **>3.OA.2** | 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** | | |
| **2.NBT.7** | 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) | |

**3.OA.2** Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*

# Assessment: The Basics – *Formative Assessments*

Formative assessments are used to make informed decisions to guide instruction. These decisions could range from reviewing content, reteaching concepts, or providing additional work for students who require extra assistance or challenges. Formative assessment can occur informally during lessons with observations of students working and their discourse, or formally with written instruments such as pre-tests or journal entries. Stepping Stones includes three different options for formative assessment.

- **Pre-tests** – an optional assessment component of Stepping Stones designed to inform teachers on what students already know and can do before instruction begins.
- **Observations and discussions** – provides suggestions for teachers on which lessons and activities are better suited to observe how students' understanding of concepts and skills are developing.
- **Journals and portfolios** – provides suggestions for teachers on which lessons and activities are better suited for generating work samples as evidence of the learning that has occurred.

Roll over this icon in lessons and activities to identify the learning that may be observed.

| STANDARD | LESSON | STEP IN DISCUSSION | WHAT TO LOOK FOR |
|---|---|---|---|
| Working Toward **3.OA.1** | **II.8** | **II.8** | Can the student interpret a multiplication fact as a number of objects in a number of groups? |
| Working Toward **3.OA.2** | **II.9, II.11** | **II.9, II.11** | Can the student interpret a division fact as a number of objects in a number of shares? |
| **2.NBT.7** | **II.2, II.3, II.4, II.5, II.6 (all: subtract)** | **II.2, II.3, II.4, II.5, II.6 (all: subtract)** | Can the student add and subtract within 1,000 using concrete models, and a variety of strategies? |

Roll over this icon in lessons and activities to identify the learning that is evidenced by students' work samples.

| STANDARD | STUDENT JOURNAL | PROBLEM SOLVING | INVESTIGATION | LEARNING |
|---|---|---|---|---|
| Working Toward **3.OA.1** | **II.8** | **II.3** | | Can the student interpret a multiplication fact as a number of objects in a number of groups? |
| Working Toward **3.OA.2** | **II.9** | | **II.3** | Can the student interpret a division fact as a number of objects in a number of shares? |
| **2.NBT.7** | **II.3, II.6 (all: subtract)** | | **II.1** | Can the student add and subtract within 100 using concrete models, and a variety of strategies? |

# Assessment: The Basics – *Summative Assessments*

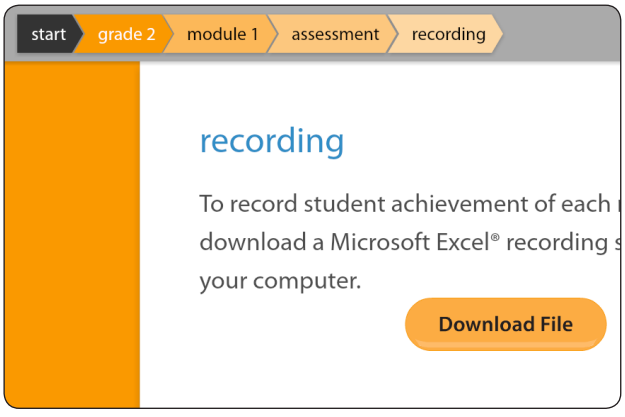
Summative assessment generally takes place at planned intervals after instruction. It is used to sum up what students know, and then using data generated by these assessments, teachers are able to report on student performance. Summative assessments are mostly formal by nature and should be linked to pre-assessments. If used wisely, summative assessment can also serve a formative role to modify future instruction. Stepping Stones includes three different options for summative assessment.

- **Check-ups** – provides questions that require the student to select the correct answer or to provide a short written response.
- **Performance tasks** – used to measure depth of understanding. A rubric accompanies each performance task.
- **Interviews** – used to assess certain concepts and skills such as the fluency of rote counting or mental computation.

# Assessment: The Basics – *Recording*

Stepping Stones provides multiple options for recording student achievement of the learning targets. The options allow teachers to record student achievement during a module, over several modules, or over the course of an entire year.

Go to the recording page of Module 1 to download a Microsoft Excel® recording spreadsheet to record student achievement over the course of the year.

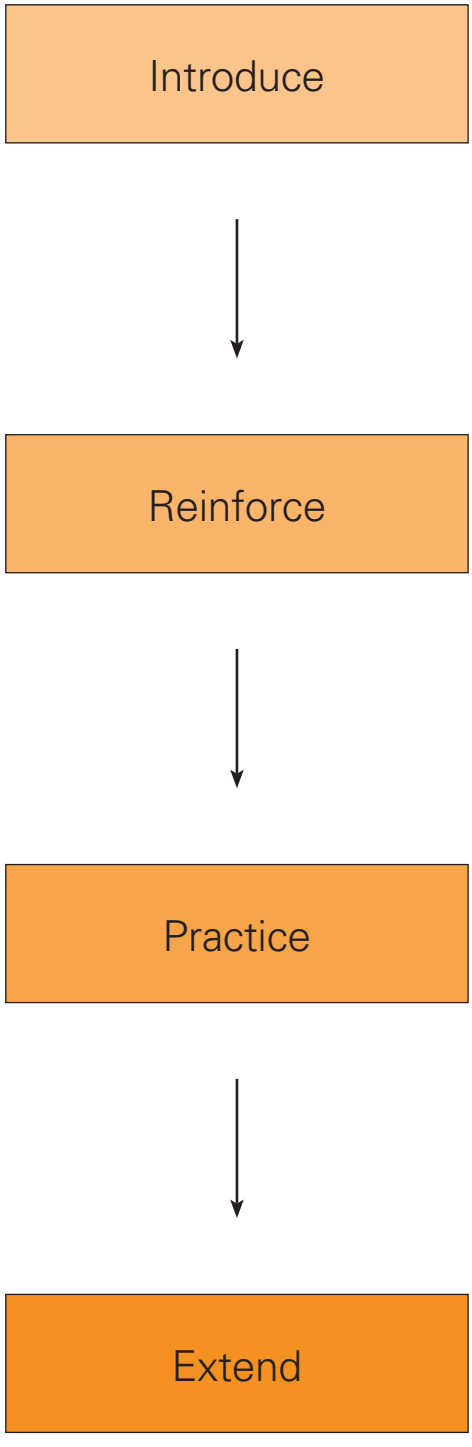



Explore the assessment options for Module 1 in your grade level.

2.6 Stepping Stones Structure
*SS Structure*

# Stepping Stones Structure – *Teaching Sequence*

Stepping Stones embeds a unique teaching sequence for helping students develop deep understanding of mathematical concepts and fluency of skills.




This stage involves the use of concrete materials and pictorial representations. At this first stage, Stepping Stones includes contextual situations to provide meaning.

This stage provides the opportunity to assimilate and internalize the concepts and skills. It is an additional link to using pictorial models between the introductory work and the symbolic.

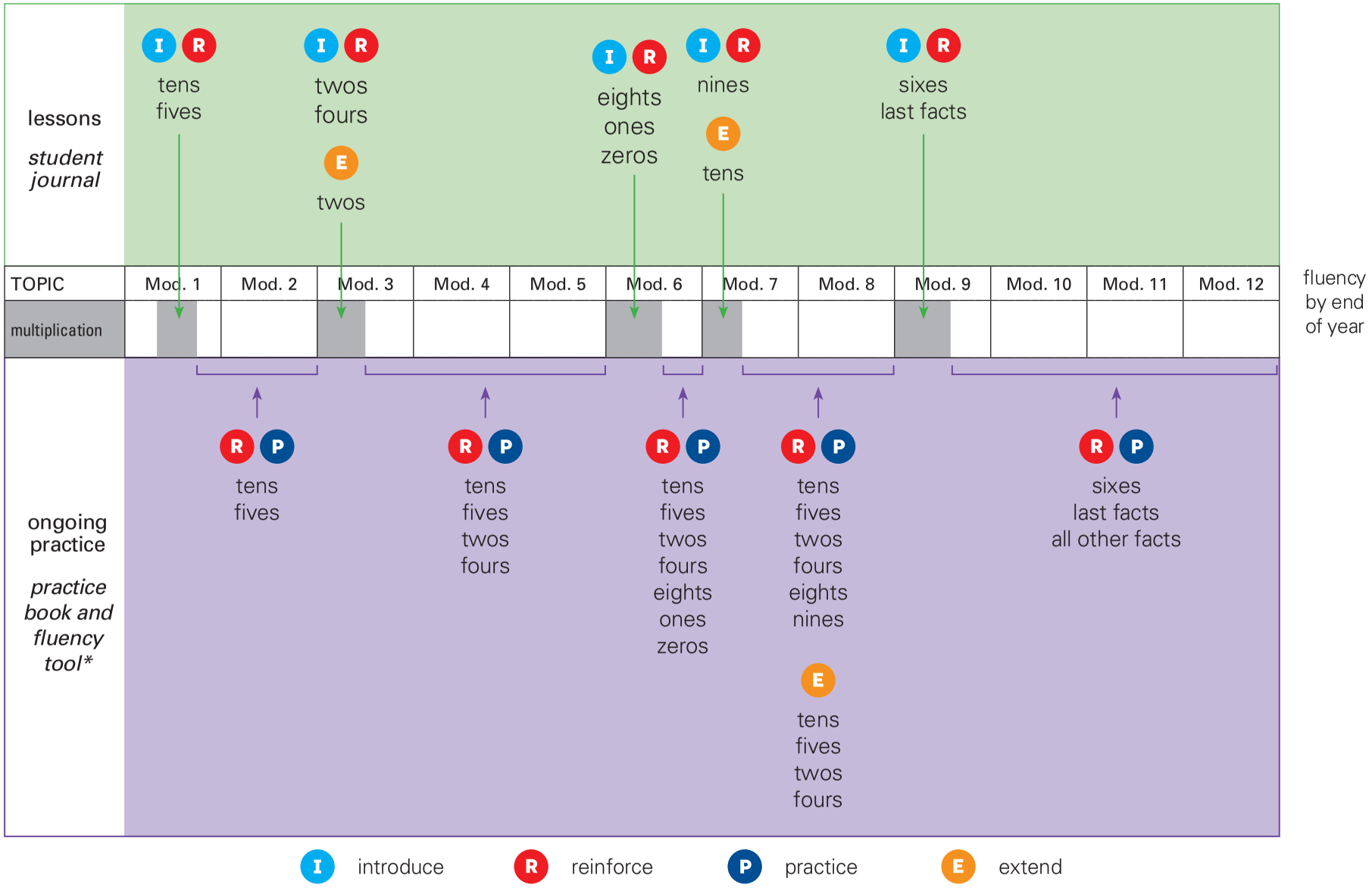
This stage aims to develop accuracy and speed of recall. In this stage, a range of different types of written and oral activities is used.

As the name suggests, this stage extends students' understanding of the concepts and skills. For example, the 'use tens' thinking strategy for multiplication can be extended beyond the number fact range, including computation with decimal fractions.

# Stepping Stones Structure – *Teaching Sequence*

2.6 Stepping Stones Structure

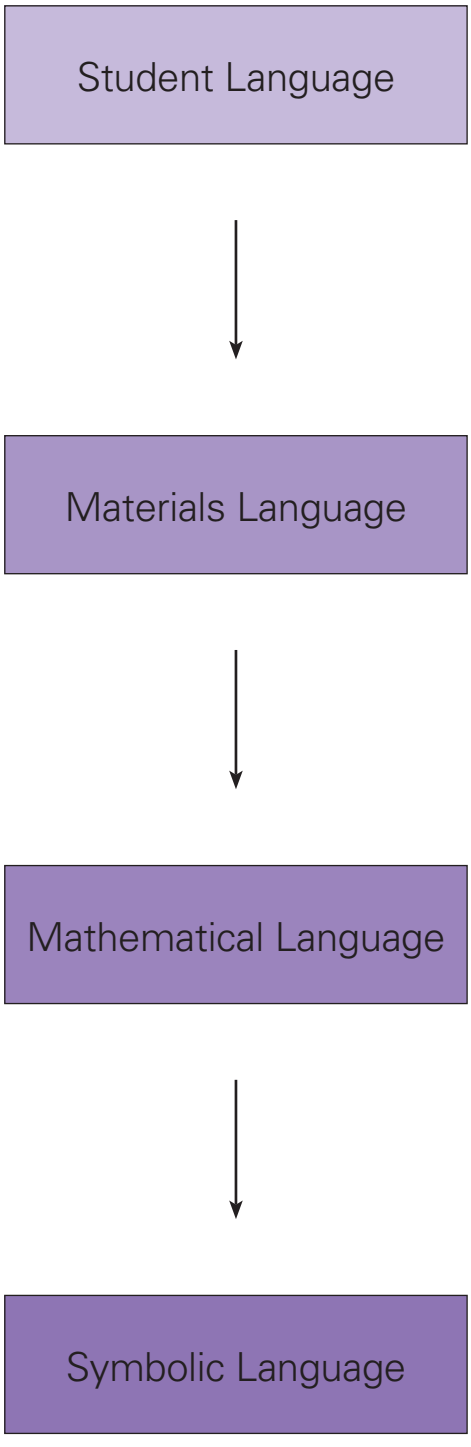
*SS Structure*




* The fluency tool should be used throughout the year

# Stepping Stones Structure – *Language Stages*

Stepping Stones also embeds a developmental sequence for teaching the language associated with mathematical concepts.




The student's natural language that is used to describe a situation.

e.g. For a subtraction situation a student may say 'ran away' to decribe what happened to the mice.

The new words that are used when acting out the story with classroom resources.

e.g. For a subtraction situation a student may 'take away' the blocks or 'cover' the dots.

The new mathematical words that are used with the concept.

e.g. For a subtraction situation the term 'subtract' may be introduced.

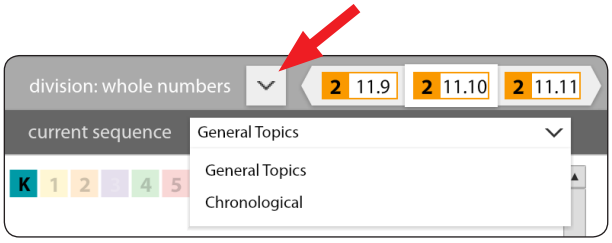
The mathematical abbreviations, symbols, and formulas.

e.g. For a subtraction situation the symbols – and = may be introduced.

# Stepping Stones Structure – *Sequence Navigator*

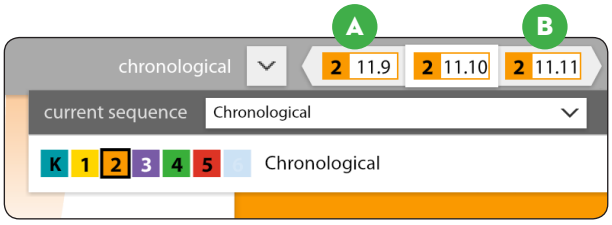
Stepping Stones gives every teacher access to content across all grade levels. The quickest way to move across the content of Stepping Stones is to use the sequence navigator. Content in the sequence navigator is organized in two ways; Chronological and General Topics.

Click the ⌄ button to show the topic sequence drop-down menu. The default current sequence is set to General Topics. Click on the ⌄ button next to General Topics to change the current sequence to Chronological.



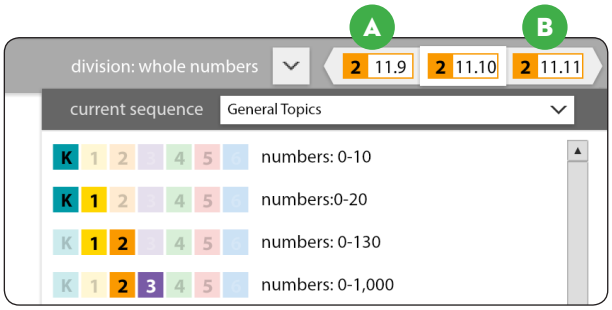

### Chronological sequence

As the name suggests, the Chronological sequence gives the teacher access to the content moving from one lesson to the next in the chronological order. To move to the previous lesson in chronological order click on A. To move to the next lesson in chronological order click on B.



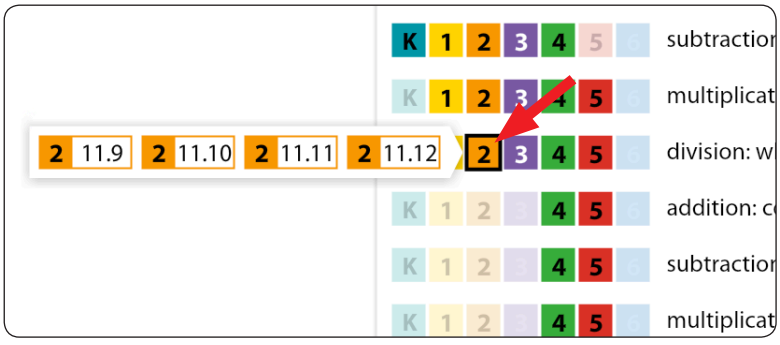

### General Topics sequence

The General Topics sequence organizes content into broad concepts. By viewing the content in this order a teacher can move up or down the topic sequence by clicking on A or B.




Hover over the highlighted grade to reveal the lessons that cover a particular topic.

Clicking on the lesson takes you to the lesson notes page for that lesson.




| Terms: | |
|---|---|
| Sequence Navigator | Allows quick access to the mathematical topics covered within Stepping Stones |

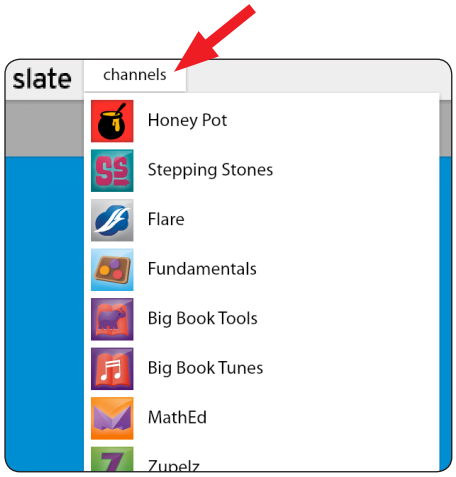
# Online Resources Overview – *Related Resources*

ORIGO Stepping Stones gives you instant access to ORIGO's online support resources. Stepping Stones lessons contain quick links to ready-to-use digital tools, games, and images so you can start teaching immediately. Stepping Stones modules have links to professional learning videos.

These online tools are part of the many resources that Stepping Stones provides to help you create a more engaging classroom.

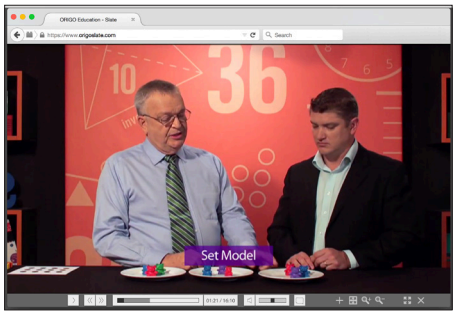
To access all of ORIGO's online resources click on Channels in the top menu. You will see a list of all the online resources available through Slate. Some of these resources will require a separate subscription to be able to use these resources.

To view one of these resources, simply click on the icon.



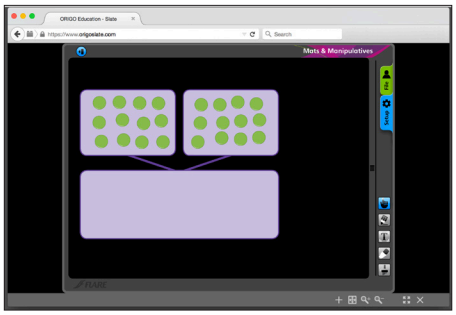

## ORIGO MathEd

Stepping Stones gives you hours of online professional learning when it is needed the most. Over 70 short videos are embedded at the start of modules to assist teachers in acquiring the content and pedagogical knowledge they need to be effective.




## Flare

Although interactive whiteboards are not essential for the implementation of Stepping Stones, various high-quality and flexible tools are embedded in the program and available at a click of a button. Flare are dynamic and flexible interactive whiteboard teaching tools. Currently there are over a dozen tools to choose from.

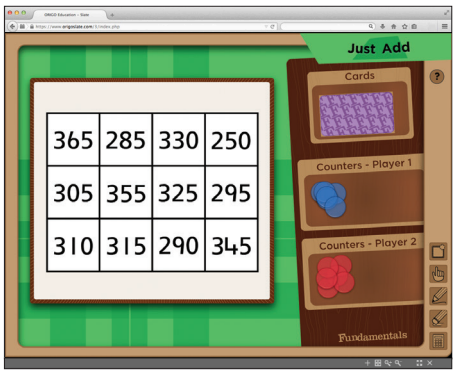


2.7 Online Resources Overview

# Online Resources Overview – *Related Resources*

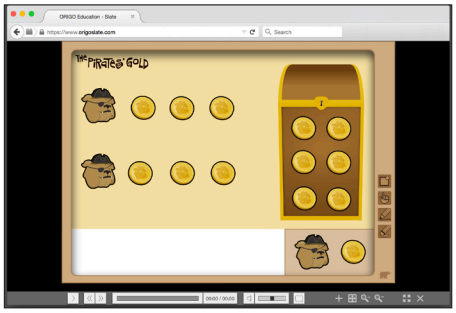
## Fundamental Gameboards

Digital board games for two players allow the teacher to play against the class. Pairs of students can also take turns for further practice or differentiation. These games have simple rules and serve to reinforce and practice thinking strategies. There are over 160 games to choose from.



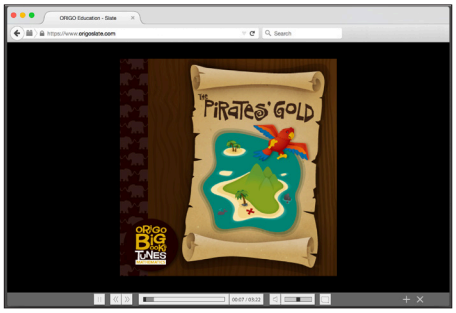

## ORIGO Big Book Tools

The Big Book Teaching Tools bring to life the characters from the ORIGO Big Books series. These engaging and easy-to-use interactive tools allow teachers and students to change the mathematics and further develop the concepts from all 36 titles in the series.




## ORIGO Big Book Tunes

Use these engaging Big Book Tunes to really bring your mathematics classroom alive. There are 36 tracks – a song for every title in the storybook series. The Big Book Tunes can be accessed through their own channel or through the Big Book Tools.




Explore the related resources for Stepping Stones.

2.7 Online Resources Overview

# Online Resources Overview – *Other Resources*

### Honey Pot

Honey Pot is a free channel on Slate that provides an ever-growing bank of blackline masters covering the full range of elementary math topics.

### Zupelz*

ZUPELZ develops logical thinking in number through puzzles. This Slate channel has 600 puzzles for Grades 1–6. Teachers have the option to progressively reveal all hints, clues, and answers. The easy-to-use interface is suitable for group and independent work.

### ORIGO STaRT*

ORIGO STaRT challenges students to explain, analyze, and justify their thinking thereby promoting students' engagement in the Standards for Mathematical Practice. Each task allows students to apply the mathematics that they are learning to solve real mathematical problems.

### Stepping into Financial Literacy*

Stepping into Financial Literacy builds students' capabilities to make informed decisions with their financial resources. Delivered online, it provides K-5 educators with comprehensive lessons for teaching money management. Each lesson contains activities for differentiation and assessments.

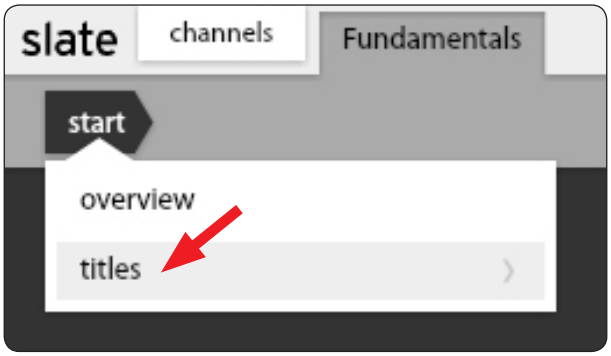
Explore the other resources in the channels menu.

* Requires separate subscription

# Online Resources Overview – *Launching and Filtering*

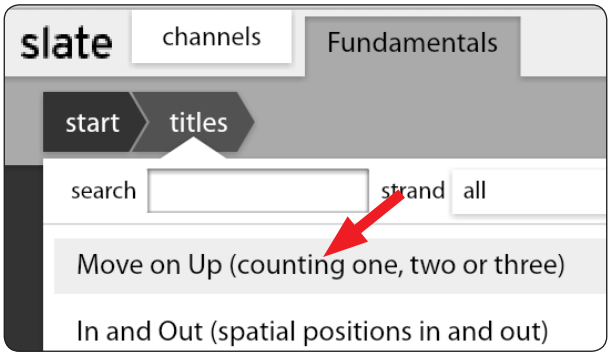
## Launching a resource

To launch a digital resource in the viewer, make your selection from the Channels tab. When the resource opens, click start and then titles.

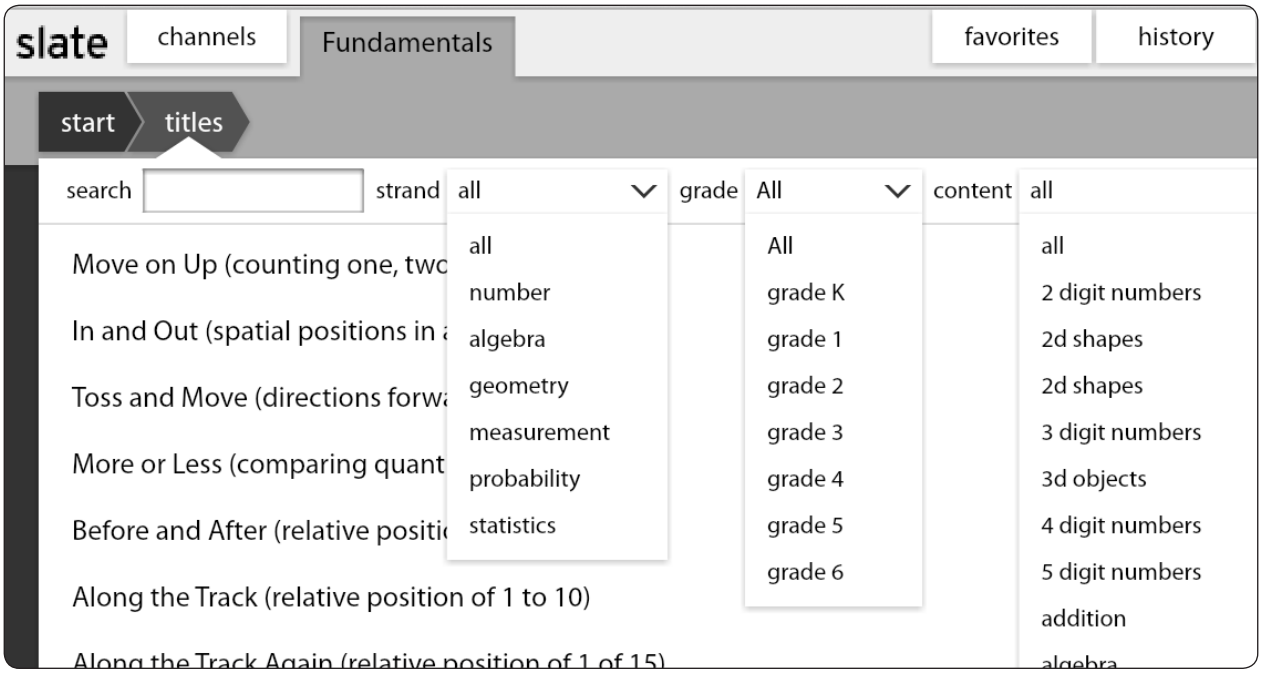



The list of resources available for this channel is displayed.

To display the resource in the viewer, click on the title and it will launch the viewer.




## Filtering online resources

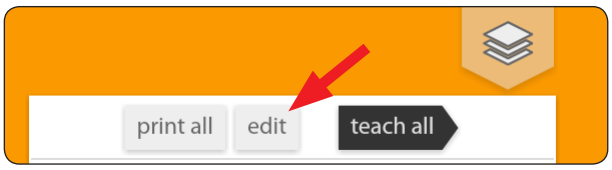



You can filter the list of resources using the filtering menu. You can filter resources by strand, grade, or content, or any combination of the three.

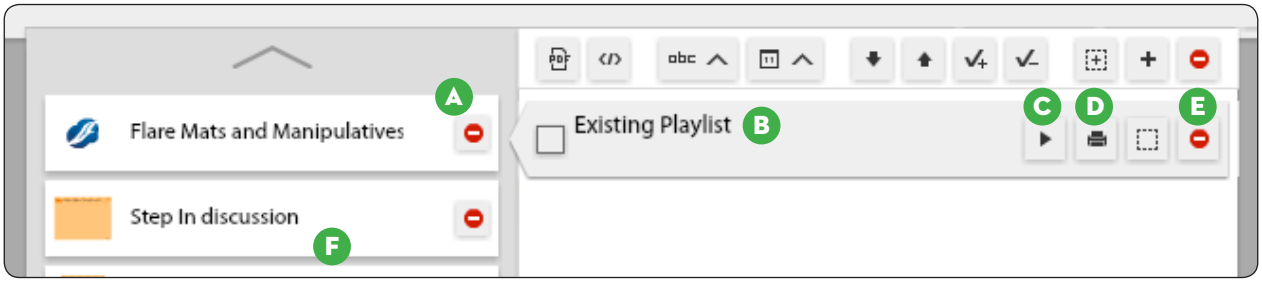
2.8 Using Playlists

# Using Playlists – *Editing Existing Playlists*

To edit a lesson's playlist, click edit from the top menu of the Resource Tab.




## The Playlist Tab interface




- **A** Click to delete the resource from the playlist
- **B** Playlist title – click to rename
- **C** Click to launch the viewer and project the playlist
- **D** Click to print the playlist
- **E** Click to delete this playlist
- **F** Move item up or down to change the position in the playlist

Edit the playlist for **Module 1 Lesson 1** of your grade level.

2.8 Using Playlists

# Using Playlists – *Creating a New Playlist*

To create a playlist, click playlists from the top menu in Slate.

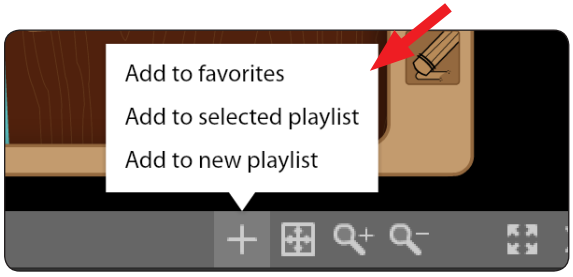

Click + from the playlist menu to create a new playlist. Name the playlist by clicking on the title.

### Adding an online resource from a channel

Go to the Channel Tab and choose a resource to add to the playlist. Click on start and select titles. Click + and choose add to selected playlist. As you hover over add to selected playlist the name of the selected playlist appears.

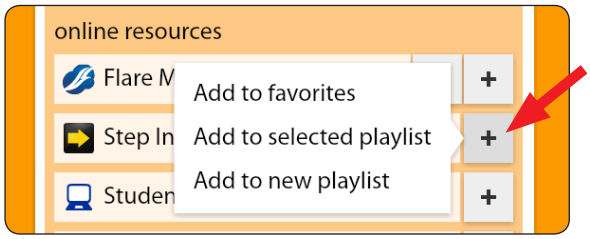

### Adding an online resource from the viewer

Go to the Channel Tab and choose a resource to add to the playlist. Click start and select titles. Click on the title to launch it in the viewer. With the viewer open click + in the menu at the bottom of the screen and then select add to selected playlist.




### Adding an online resource from another playlist

Go to the Channel Tab and select Stepping Stones. Navigate to a lesson and select steps. Open the Resource Tab. Click + on the online resource you wish to add and then choose add to selected playlist.




### Adding an online resource from the Favorites Tab

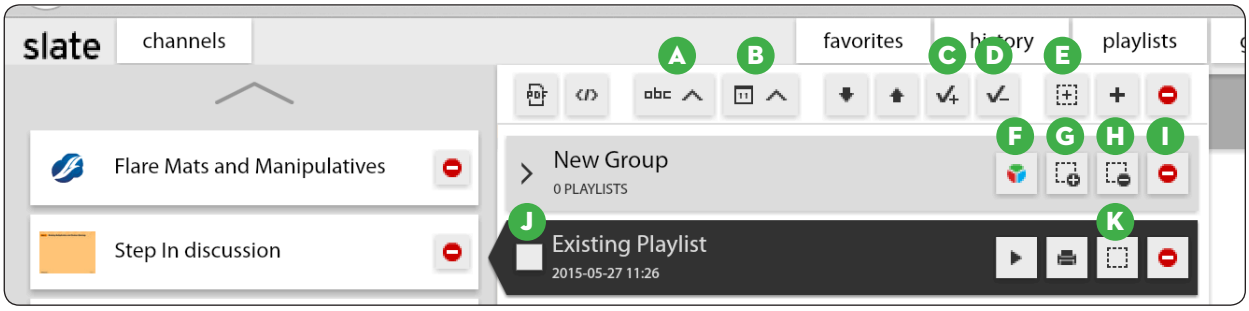
If you have added a resource to your Favorites Tab you can add it to a playlist. Select favorites and click + on the online resource you wish to add and then choose add to selected playlist.


Create a new playlist and practice adding online resources to the new playlist.

2.8 Using Playlists

# Using Playlists – *Organizing Playlists*

## The Playlist Tab interface




**A** Alpha sort – click to arrange playlists or groups alphabetically

**B** Date sort – click to arrange playlists or groups by creation date

**C** Select all playlists

**D** Deselect all playlists

**E** Create new group

**F** Choose group color – click to assign a color to a group

**G** Add selected playlists to group

**H** Remove selected playlists from group

**I** Delete group (will not delete playlists, only group)

**J** Check box to select playlist

**K** Select playlist groups – click to select which group to add playlist to

Practice organizing existing playlists by creating new groups, assigning colors and adding playlists to the new groups.

# Using Playlists – *Advanced Work with Playlists*

## The Playlist Tab interface


A PDF manager – click to add a PDF to a playlist

B Web object manager – click to add a web page or web video

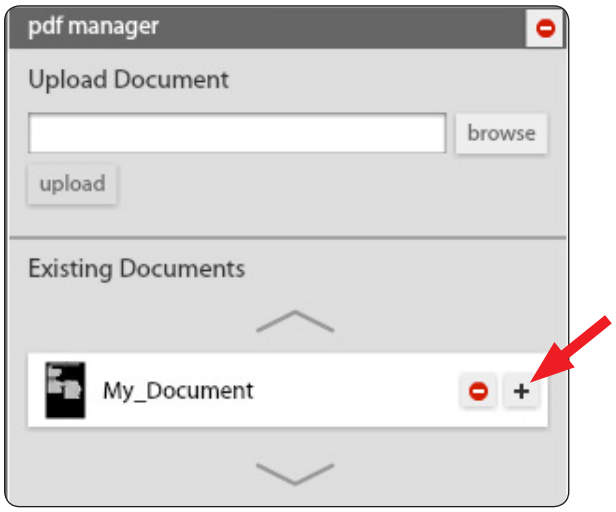
C Import playlist(s)

D Export selected playlist(s)

## Adding a PDF to a playlist

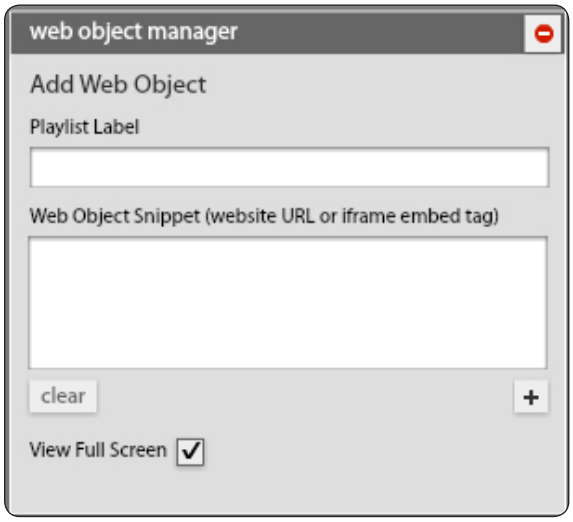
You can add any PDF (not larger than 2 MB) to a playlist that you have permission from the author to use. Click PDF manager to access the PDF manager window. From this window click browse to find the PDF on your computer and then select upload.

ORIGO will require that you confirm that you have permission to upload this to the PDF manager. Once the document has been uploaded you can add it to a playlist by clicking +. Each Slate user can upload 50 MB of PDFs to the PDF manager.




## Importing a playlist

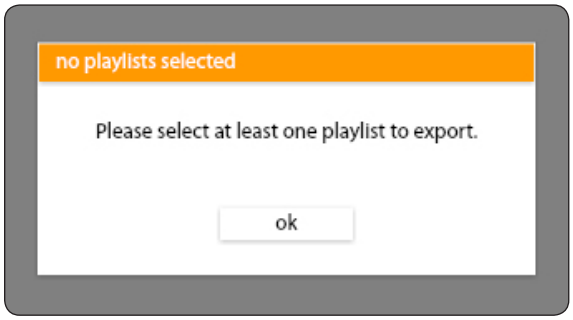
You can import a playlist by selecting import playlist(s) from the Playlist Tab menu. You will then be asked if you would like to add this playlist permanently or on a temporary basis. If you select 'permanent' it will be saved to your Playlist Tab. Selecting 'temporary' will make the playlist available until you log out and finish your Slate session.



# Using Playlists – *Advanced Work with Playlists*

## Exporting a playlist

You can export a playlist by selecting export selected playlist(s) from the Playlist Tab menu. You will be asked to check the box of the playlist(s) you wish to export. You will then be prompted for a name and location for this file.



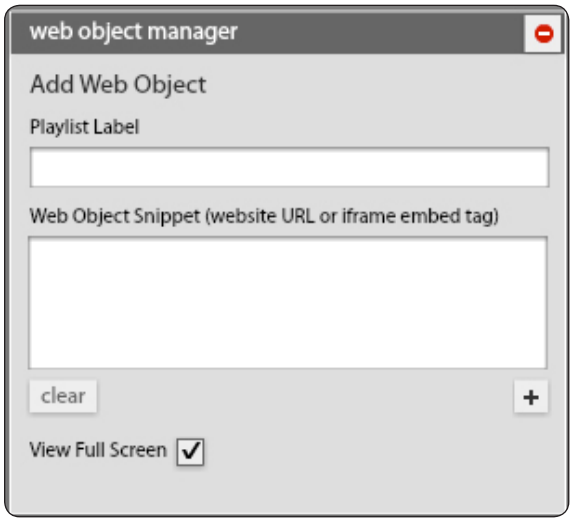

Practice importing and exporting playlists. It may be helpful to practice this with a colleague.

## Adding a web object to a playlist

You can add a web page or a web video to a playlist. Click web object manager to access the web object manager window. In the playlist label field create a name for the web object. This will be the label that appears in your playlist. Playlist labels should be at least 6 characters long but no more than 51 characters.

For a website, enter the website URL in the web object snippet field. For a web video, enter the iframe embed tag. Web object snippets should be at least 6 characters long and fewer than 2000 characters. Check the view full screen box if you want the web object to be viewed full screen. Click + to add this web object to a playlist.

If you have added a web page and it is from a different security domain than Slate then it cannot be shown in the viewer. When the time comes to view this resource, you will be notified that this web page will be opened in a new window.

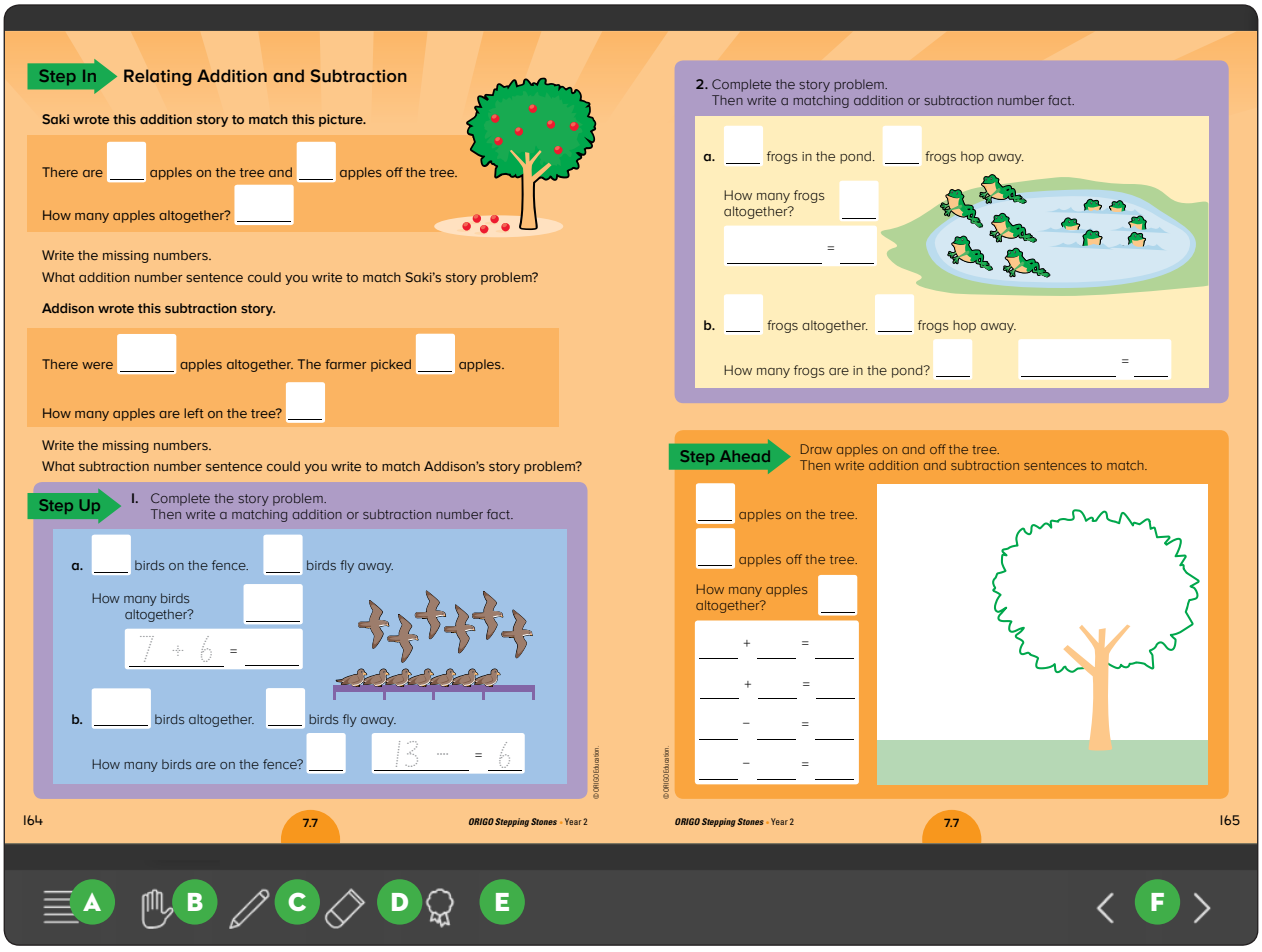



Practice adding a PDF (that you have permission from the author to use) and a web object to an existing playlist.

2.9 Using Digital Books

# Using Digital Books – *Interface*

## Digital Book interface




**A** Menu – select to access a variety of functions

**B** Hand – select to move the page, pinch to zoom in and out

**C** Pen – select to write on or color the page, hold to change color

**D** Eraser – use to remove pen markings

**E** Rewards – hold to see a tally of rewards

**F** Navigation arrows – use to move between double-page spreads

Explore the features of the Digital Books interface.

# Getting Support and Troubleshooting

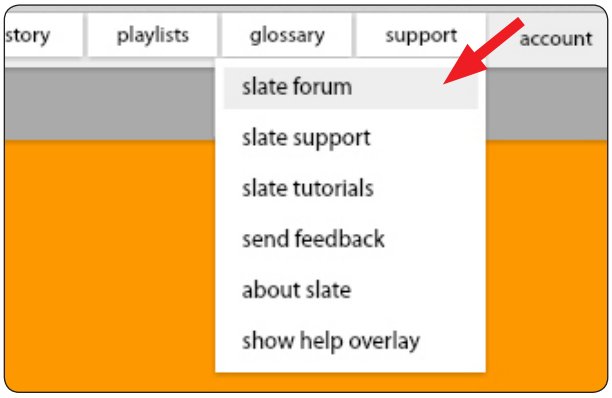
ORIGO Education is committed to supporting teachers using Stepping Stones. There are several options for getting service, support and advice.

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 www.origoeducation.com/slate-support-faqs/ for access to the guides.
- **Implementation Guide** – keep a copy of this document close by. It is full of technical information handy for any user of Stepping Stones.
- **Slate Forum** – find and share solutions with our community of Stepping Stones users. Access the Slate Forum by selecting it from the list under the Support Tab.

### Accessing the Forum

Click Support in the top Slate menu bar. Then select forum. If this is your first visit to the forum you will be asked to create a forum alias.




For content support try the following:

- **Slate Forum** – find and share solutions with our community of Stepping Stones users. Access the forum by selecting it from the list under the Support Tab.
- **Implementation Guide** – keep a copy of this document close by. Several chapters are devoted to informing teachers about the structure and approach of Stepping Stones.
- **Feedback button** – if you would like to send feedback to ORIGO, send a message via the feedback button in the Support Tab.


Click on Slate Forum and create an alias.
Then explore the discussions posted on the site.

# Stepping Stones Implementation Workshop – *Feedback*

Thank you for participating in the Stepping Stones Implementation Workshop. Please let us know what went well and what we can improve by ticking the most appropriate response and providing supporting comments.

Name of Presenter(s): _____

1. The sessions on **navigating** and **teaching lessons** were ◯ *Excellent* ◯ *Good* ◯ *Fair* ◯ *Poor*

   because _____

   _____

2. The session on **planning to teach a module** was ◯ *Excellent* ◯ *Good* ◯ *Fair* ◯ *Poor*

   because _____

   _____

3. The session on **assessment** was ◯ *Excellent* ◯ *Good* ◯ *Fair* ◯ *Poor*

   because _____

   _____

4. The session on the ***Stepping Stones*** **structure** was ◯ *Excellent* ◯ *Good* ◯ *Fair* ◯ *Poor*

   because _____

   _____

5. The session on the **online resources** was ◯ *Excellent* ◯ *Good* ◯ *Fair* ◯ *Poor*

   because _____

   _____

6. The presenter(s) was/were ◯ *Excellent* ◯ *Good* ◯ *Fair* ◯ *Poor*

   because _____

   _____

7. As a participant, please indicate if you agree or disagree with the following statements:

| | *Agree* | | | | *Disagree* |
|---|---|---|---|---|---|
| I was valued as a professional. | ◯ | ◯ | ◯ | ◯ | ◯ |
| My context was acknowledged. | ◯ | ◯ | ◯ | ◯ | ◯ |
| My questions were addressed. | ◯ | ◯ | ◯ | ◯ | ◯ |

8. The most useful aspect of the workshop was _____

_____

_____

9. The least useful aspect of the workshop was _____

_____

_____

10. Additional comments: _____

_____

_____

_____

_____

_____

11. I would like to see more professional development and resources addressing:

_____

_____

_____

_____