Grades K–6

New!

ORIGO

STEPPING STONES 2.0

CORE MATHEMATICS

- Offers a unique and comprehensive print and digital mathematics curriculum
- Builds conceptual understanding through rigorous problem-solving activities
- Supports computational fluency with strategies and practice

ORIGO EDUCATION

Program Preview

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ORIGO ONE MINUTE MATHEMATICS™

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Introducing *ORIGO Stepping Stones 2.0*

ORIGO Stepping Stones 2.0 is a world-class K to 6 core mathematics program developed by a team of international writers, teachers, and mathematicians. This unique digital and print elementary program is comprehensive and flexible.

ORIGO Stepping Stones 2.0 includes resources for both teachers and students.

For Teachers:
Teachers can access all content from all grade levels from any device to customize and differentiate teaching for all students. The program helps teachers transition to digital with an appropriate blend of print and interactive online resources.

For Students:
Students can access a rich, interactive learning experience that promotes problem solving and computational strategies, builds deep conceptual understanding, and fosters critical thinking skills. The program offers detailed lessons and small group activities in both English and Spanish.

The Language of Mathematics Lays the Foundation
Concepts are first introduced to students using their natural language, which allows them to make real life connections to mathematical ideas. Students then utilize concrete materials to further contextualize topics. Mathematical language is introduced and developed, building on the understanding students have already acquired. This progression ensures that, when mathematical symbols are introduced, students have had ample opportunity and experience to make sense of them.

The **Step In**, **Step Up**, and **Step Ahead** instructional design creates opportunities for student dialogue through:

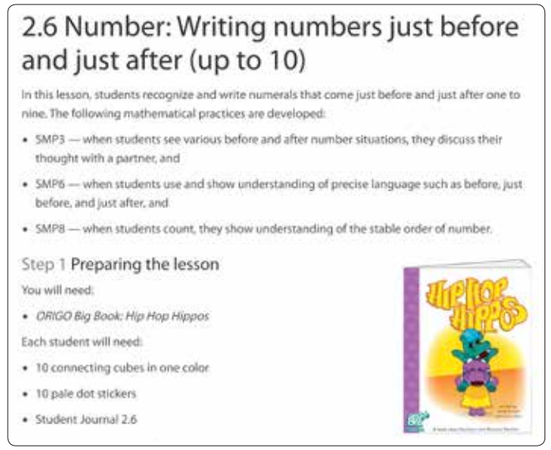
- discussion
- writing
- constructing arguments
- critiquing reasoning

ORIGO Stepping Stones 2.0 Kindergarten is designed to

offer the multiple experiences young learners need to foster their understanding and development of foundational mathematics concepts. *Stepping Stones* includes a variety of developmentally appropriate opportunities for meaningful discourse and engaging hands-on activities.

A Student's Experience

Throughout each lesson, students will be actively involved in **whole group instruction**, **small group cooperative activities**, and **online digital resources** for a balanced approach.



2.6 Number: Writing numbers just before and just after (up to 10)

In this lesson, students recognize and write numerals that come just before and just after one to nine. The following mathematical practices are developed:

- SMP3 — when students see various before and after number situations, they discuss their thought with a partner, and
- SMP6 — when students use and show understanding of precise language such as before, just before, and just after, and
- SMP8 — when students count, they show understanding of the stable order of number.

Step 1 Preparing the lesson

You will need:

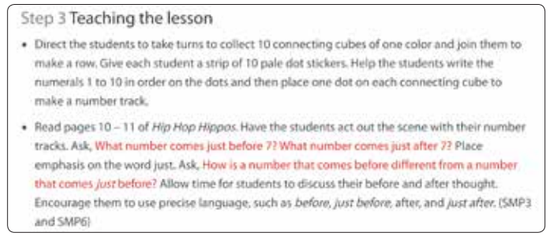
- *ORIGO Big Book: Hip Hop Hippos*

Each student will need:

- 10 connecting cubes in one color
- 10 pale dot stickers
- Student Journal 2.6

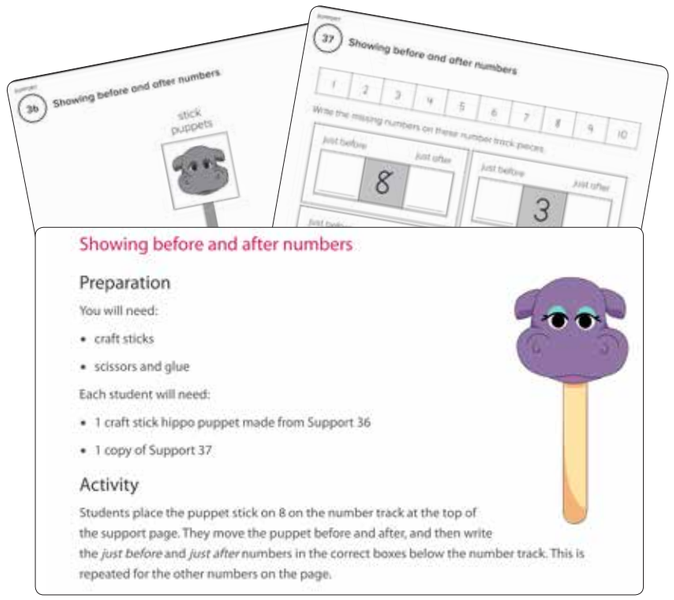
Learning Sequence: Introduce, Reinforce, Practice, Extend

As students actively engage with the concepts and skills of a whole group lesson, they are building math knowledge needed to apply in everyday situations.



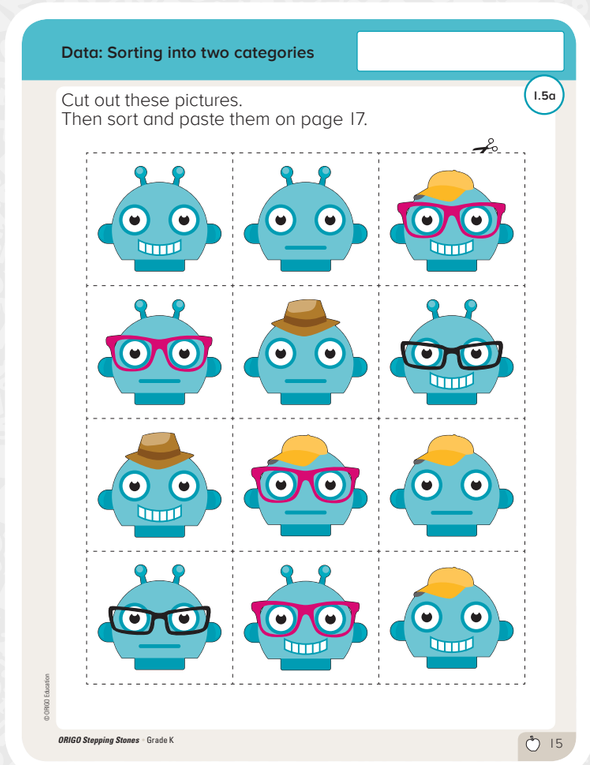
Step 3 Teaching the lesson

- Direct the students to take turns to collect 10 connecting cubes of one color and join them to make a row. Give each student a strip of 10 pale dot stickers. Help the students write the numerals 1 to 10 in order on the dots and then place one dot on each connecting cube to make a number track.
- Read pages 10 – 11 of *Hip Hop Hippos*. Have the students act out the scene with their number tracks. Ask, What number comes just before 7? What number comes just after 7? Place emphasis on the word just. Ask, How is a number that comes before different from a number that comes *just* before? Allow time for students to discuss their before and after thought. Encourage them to use precise language, such as *before*, *just before*, after, and *just after*. (SMP3 and SMP6)



Building Fluency and Reasoning Skills

Students further develop mathematical understanding through the activities provided in small group work. Every lesson has two small group activities that utilize **concrete tools**, **visual models**, **games**, and **discourse** to enhance the learning experience.



Data: Sorting into two categories

1.5a

Cut out these pictures.
Then sort and paste them on page 17.

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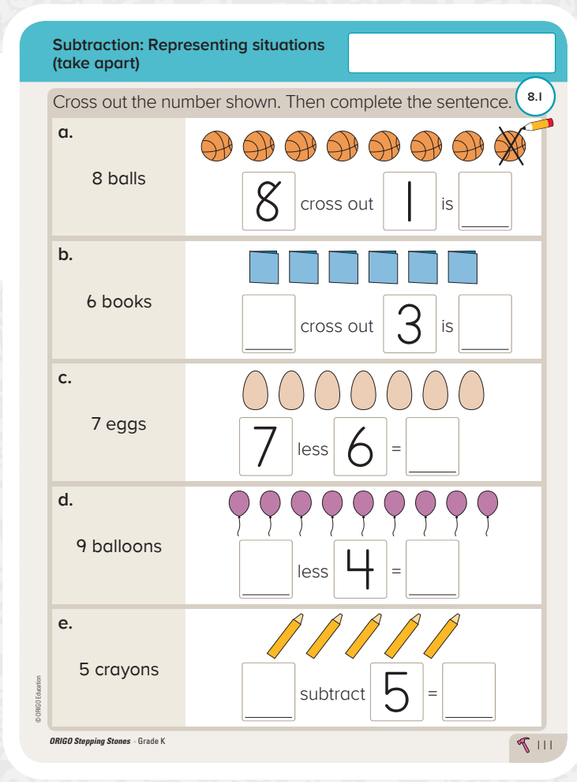
Strengthening Concepts and Skills

Perforated **Student Journal** pages allow students to remove them and cut out images for use in a variety of developmentally appropriate activities.

Maintaining Concepts and Skills

Regular and meaningful practice is a hallmark of *ORIGO Stepping Stones*. The **Practice Book** features exercises directly related to previous modules, keeping students current with prior concepts and skills.



Subtraction: Representing situations (take apart)

8.1

Cross out the number shown. Then complete the sentence.

a. 8 balls — 8 cross out 1 is ___

b. 6 books — ___ cross out 3 is ___

c. 7 eggs — 7 less 6 = ___

d. 9 balloons — ___ less 4 = ___

e. 5 crayons — ___ subtract 5 = ___

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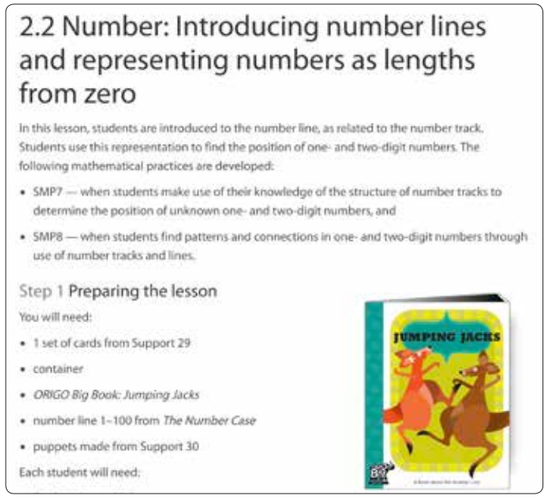
Stepping Stones 2.0 Grade K Student Experience

ORIGO Stepping Stones 2.0 for Grades 1–2 is designed to

provide meaningful discourse and engaging, hands-on activities early elementary students need to authentically learn mathematics concepts and skills. *Stepping Stones* offers many opportunities for students to deepen mathematical understanding by using strategic language structures and visual models in a developmentally appropriate progression.

A Student's Experience

For each lesson, students will learn through hands-on **whole group instruction**, **cooperative enrichment and extension activities**, and **online digital resources** for a balanced approach.



2.2 Number: Introducing number lines and representing numbers as lengths from zero

In this lesson, students are introduced to the number line, as related to the number track. Students use this representation to find the position of one- and two-digit numbers. The following mathematical practices are developed:

- SMP7 — when students make use of their knowledge of the structure of number tracks to determine the position of unknown one- and two-digit numbers, and
- SMP8 — when students find patterns and connections in one- and two-digit numbers through use of number tracks and lines.

Step 1 Preparing the lesson

You will need:

- 1 set of cards from Support 29
- container
- *ORIGO Big Book: Jumping Jacks*
- number line 1–100 from *The Number Case*
- puppets made from Support 30

Each student will need:

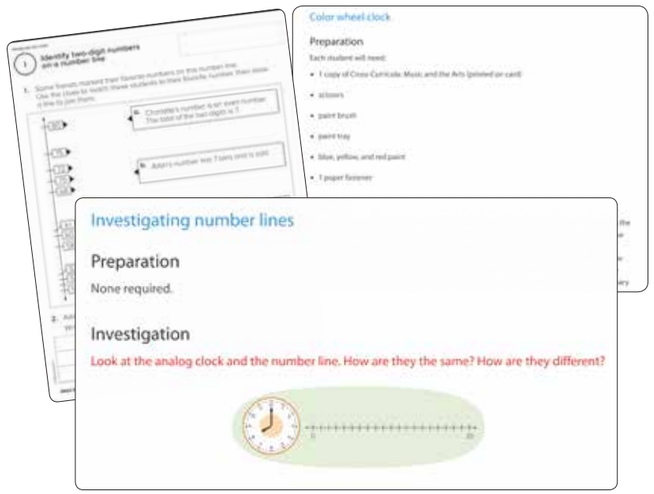
Step 3 Teaching the lesson

- Display the *ORIGO Big Book: Jumping Jacks* and read the title. Encourage volunteers to tell the class what they know about kangaroos and to predict what the story might be about. Read the story, pausing as appropriate and allowing students to respond to questions and make predictions on where the characters will land on the number line (SMP8). Read the story a second time, encouraging further comments and discussion as time allows.
- Project slide 1 and discuss the points below:

- What is happening in this picture?
- How do Jackie and Jack know what number they are on?
- What do you think this (pointing to the number line) is called?

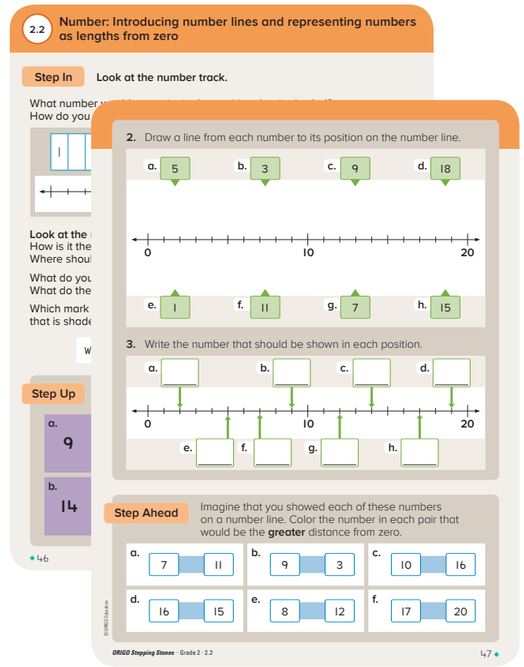
Learning Sequence: Introduce, Reinforce, Practice, Extend

As students actively engage with the concepts and skills of a whole group lesson, they build the deep conceptual understanding, procedural fluency, and application skills needed to use them in everyday situations.



Building Fluency and Reasoning Skills

Students further develop mathematical understanding through the activities provided in More Math, an online component of *Stepping Stones*. Every module includes options under the **Problem Solving**, **Investigations**, **Cross-curricula**, and **Enrichment** categories. These activities target learning and engagement outlined in the Standards for Mathematical Practice.



Strengthening Concepts and Skills

For each lesson, students have an accompanying two-page spread in the **Student Journal** that anchors their understanding.

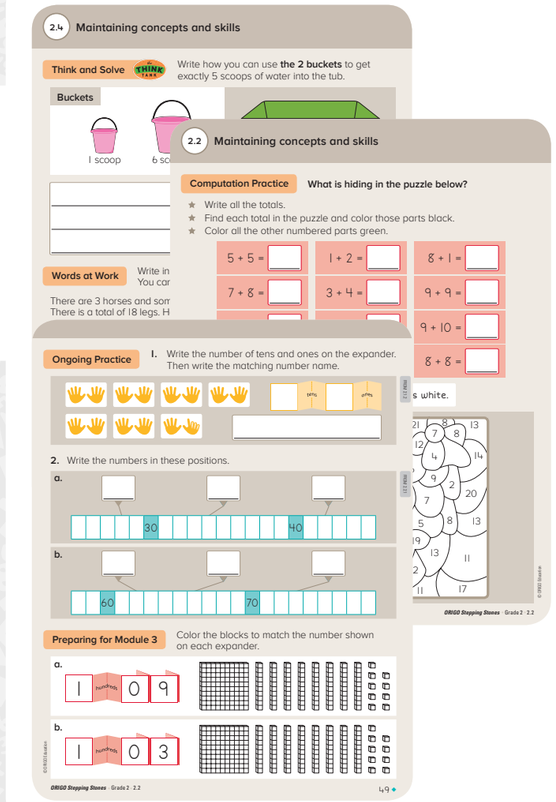
Step In generates classroom discourse through open-ended questions and meaningful problem-solving scenarios. This sets the stage for the lesson.

Step Up provides appropriate written problems and exercises. Students are able to show work and explain their thinking.

Step Ahead puts a twist on the lesson to foster higher order thinking skills and rigor.

Maintaining Concepts and Skills

Regular and meaningful practice is a hallmark of *ORIGO Stepping Stones*. Each module features exercises directly related to previous modules, keeping students current with prior concepts and skills by targeting computational practice, problem solving, ongoing practice, and preparation for the upcoming module.

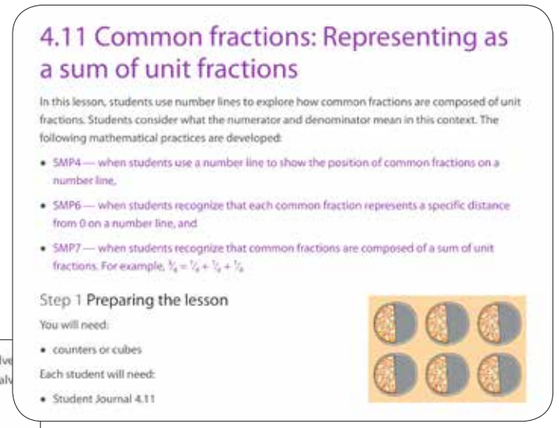


ORIGO Stepping Stones 2.0 for Grades 3–6 is designed to

continue the development and extension of mathematics concepts, including problem solving and computational strategies. *Stepping Stones* provides the rich, interactive learning experiences that foster deep conceptual understanding and critical thinking skills.

A Student's Experience

The lessons in *Stepping Stones* provide a unique approach for students to develop their understanding of concepts. Big ideas for each grade are broken up into learning targets. Instruction of each concept's learning targets is spaced out across the school year.



4.11 Common fractions: Representing as a sum of unit fractions

In this lesson, students use number lines to explore how common fractions are composed of unit fractions. Students consider what the numerator and denominator mean in this context. The following mathematical practices are developed:

- SMP4 — when students use a number line to show the position of common fractions on a number line.
- SMP6 — when students recognize that each common fraction represents a specific distance from 0 on a number line, and
- SMP7 — when students recognize that common fractions are composed of a sum of unit fractions. For example, $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$

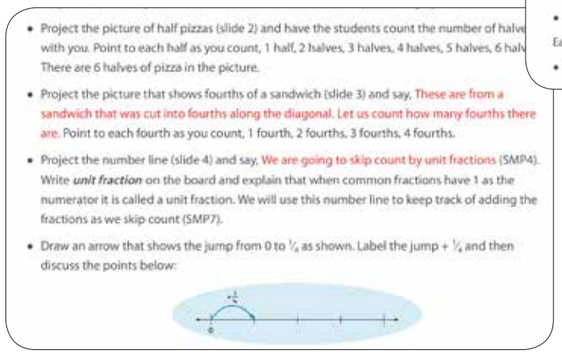
Step 1 Preparing the lesson

You will need:

- counters or cubes

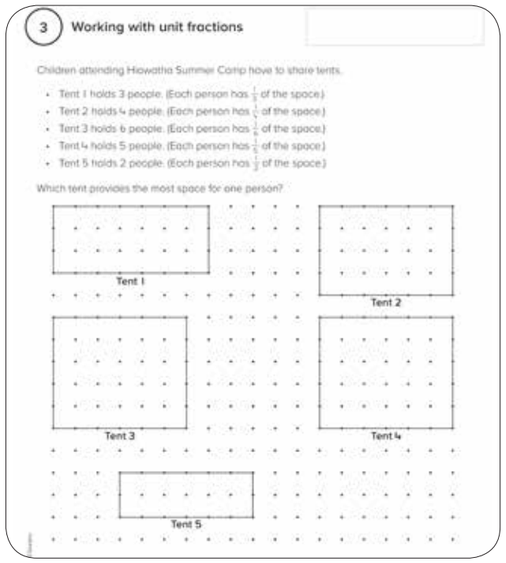
Each student will need:

- Student Journal 4.11



- Project the picture of half pizzas (slide 2) and have the students count the number of halves with you. Point to each half as you count, 1 half, 2 halves, 3 halves, 4 halves, 5 halves, 6 halves. There are 6 halves of pizza in the picture.
- Project the picture that shows fourths of a sandwich (slide 3) and say, These are from a sandwich that was cut into fourths along the diagonal. Let us count how many fourths there are. Point to each fourth as you count, 1 fourth, 2 fourths, 3 fourths, 4 fourths.
- Project the number line (slide 4) and say, We are going to skip count by unit fractions (SMP4). Write ***unit fraction*** on the board and explain that when common fractions have 1 as the numerator it is called a unit fraction. We will use this number line to keep track of adding the fractions as we skip count (SMP7).
- Draw an arrow that shows the jump from 0 to $\frac{1}{4}$ as shown. Label the jump + $\frac{1}{4}$ and then discuss the points below:

This approach allows students to process and internalize the smaller pieces more thoroughly over time. The understanding is deepened and broadened throughout the course of the year as students build on each idea and make connections to other concepts.



3 Working with unit fractions

Children attending Hiawatha Summer Camp have to share tents.

- Tent 1 holds 3 people. (Each person has $\frac{1}{3}$ of the space.)
- Tent 2 holds 4 people. (Each person has $\frac{1}{4}$ of the space.)
- Tent 3 holds 6 people. (Each person has $\frac{1}{6}$ of the space.)
- Tent 4 holds 5 people. (Each person has $\frac{1}{5}$ of the space.)
- Tent 5 holds 2 people. (Each person has $\frac{1}{2}$ of the space.)

Which tent provides the most space for one person?

Tent 1 Tent 2 Tent 3 Tent 4 Tent 5

Applying Fluency and Reasoning Skills

Students further develop mathematical understanding through the activities provided in More Math, an online component of *Stepping Stones*. Every lesson has three **Investigation** activities, four **Problem Solving** activities, as well as **Cross-curricula** and **Enrichment** activities that allow students to apply and extend their mathematical understanding to real world problems.

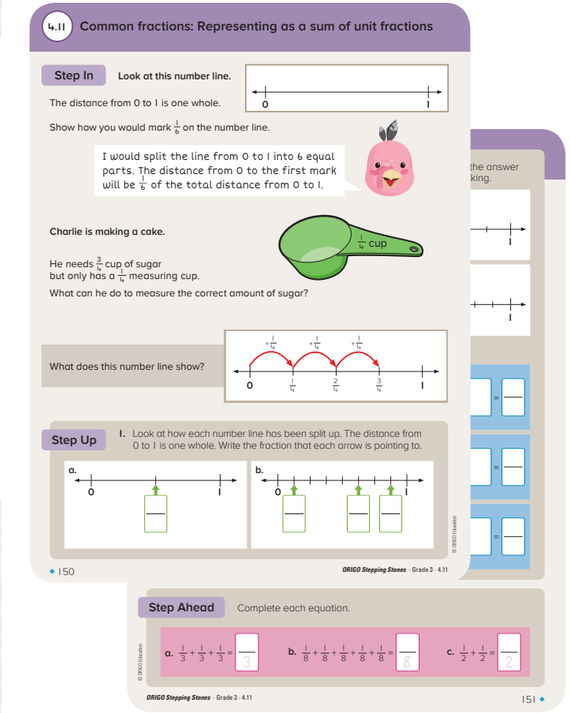
Strengthening Concepts and Skills

Each lesson has an accompanying two-page spread in the **Student Journal** with activities that strengthen students' understanding.

Step In generates classroom discourse through open-ended questions and meaningful problem-solving scenarios. This sets the stage for the lesson.

Step Up provides appropriate written problems and exercises. Students are able to show work and explain their thinking.

Step Ahead puts a twist on the lesson to foster higher order thinking skills and rigor.



4.11 Common fractions: Representing as a sum of unit fractions

Step In Look at this number line.

The distance from 0 to 1 is one whole.

Show how you would mark $\frac{1}{6}$ on the number line.

I would split the line from 0 to 1 into 6 equal parts. The distance from 0 to the first mark will be $\frac{1}{6}$ of the total distance from 0 to 1.

Charlie is making a cake.

He needs $\frac{3}{4}$ cup of sugar but only has a $\frac{1}{4}$ measuring cup.

What can he do to measure the correct amount of sugar?

$\frac{1}{4}$ cup

What does this number line show?

Step Up 1. Look at how each number line has been split up. The distance from 0 to 1 is one whole. Write the fraction that each arrow is pointing to.

a. b.

Step Ahead Complete each equation.

a. $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} = \frac{3}{3}$ b. $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{5}{8}$ c. $\frac{1}{2} + \frac{1}{2} = \frac{2}{2}$

ORIGO Stepping Stones · Grade 3 · 4.11

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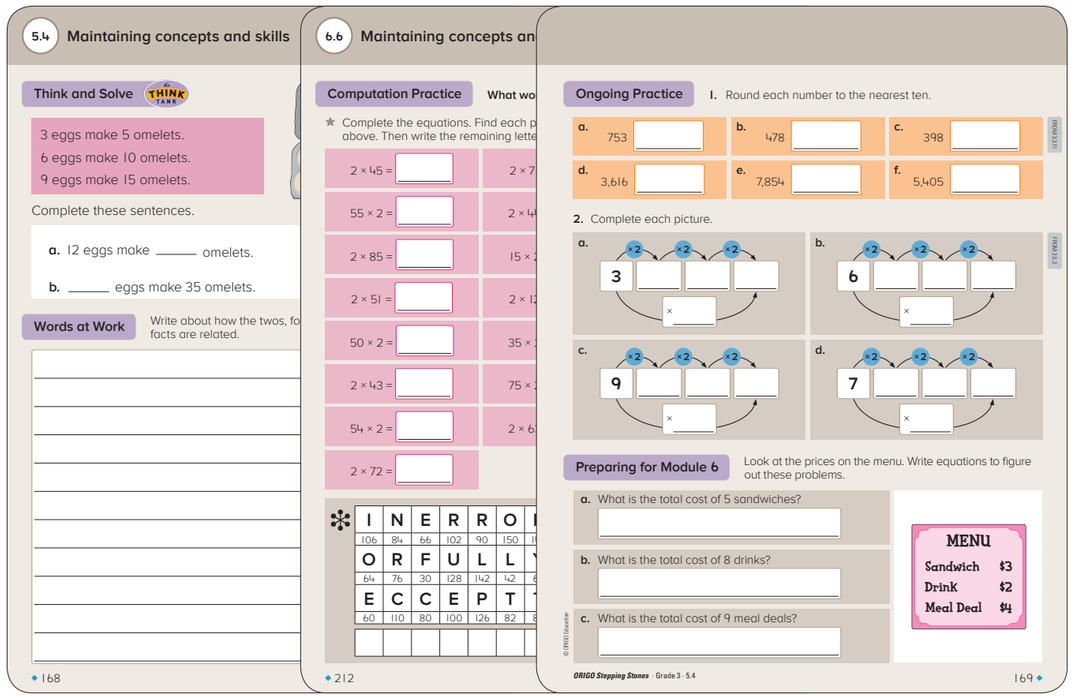
Maintaining Concepts and Skills

Regular and meaningful practice is a hallmark of *ORIGO Stepping Stones*. Each module features exercises directly related to previous modules, keeping students current with prior concepts and skills by targeting computational practice, problem solving, ongoing practice, and preparation for the upcoming module.



5.4 Maintaining concepts and skills

Think and Solve THINK TANK

3 eggs make 5 omelets.
6 eggs make 10 omelets.
9 eggs make 15 omelets.

Complete these sentences.

a. 12 eggs make _____ omelets.

b. _____ eggs make 35 omelets.

Words at Work Write about how the twos, fo facts are related.

6.6 Maintaining concepts an

Computation Practice What wo

Complete the equations. Find each p above. Then write the remaining lette

2 × 45 = _____ 2 × 7

55 × 2 = _____ 2 × 4

2 × 85 = _____ 15 × 2

2 × 51 = _____ 2 × 12

50 × 2 = _____ 35 × 2

2 × 43 = _____ 75 × 2

54 × 2 = _____ 2 × 6

2 × 72 = _____

I	N	E	R	R	O	
106	84	66	102	90	150	
O	R	F	U	L	L	
64	76	30	128	142	42	
E	C	C	E	P	T	
60	110	80	100	126	82	

Ongoing Practice 1. Round each number to the nearest ten.

a. 753 _____ b. 478 _____ c. 398 _____

d. 3,616 _____ e. 7,854 _____ f. 5,405 _____

2. Complete each picture.

a. 3 b. 6 c. 9 d. 7

Preparing for Module 6 Look at the prices on the menu. Write equations to figure out these problems.

a. What is the total cost of 5 sandwiches? _____

b. What is the total cost of 8 drinks? _____

c. What is the total cost of 9 meal deals? _____

MENU
Sandwich $3
Drink $2
Meal Deal $4

ORIGO Stepping Stones · Grade 3 · 5.4

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Stepping Stones 2.0 Grades 3–6 Student Experience

ORIGO Stepping Stones 2.0 for Grades K–6 is designed to

provide engaging and interesting forms of learning to enhance a student's classroom experience. Alongside the comprehensive lesson notes provided, *Stepping Stones* also offers both online and printed resources for students to discover the beauty of mathematics.

Enhancing Learning Through Technology

Students also have several opportunities to engage in online activities to reinforce and practice concepts and skills learned throughout the lesson.

- *Fundamental* games provide students with access to over 160 **interactive games** designed to reinforce and practice ideas related to number and computation.
- *ORIGO Big Books & Tools** allow students to hear mathematical language used in authentic literature. These opportunities are embedded throughout the modules to allow students to **hear**, **speak**, and **model** the mathematical language in a safe and supported way.
- *Flare* offers exciting interactive online teaching tools designed to enhance learning and facilitate discourse. Tools can easily be customized to meet a variety of needs.

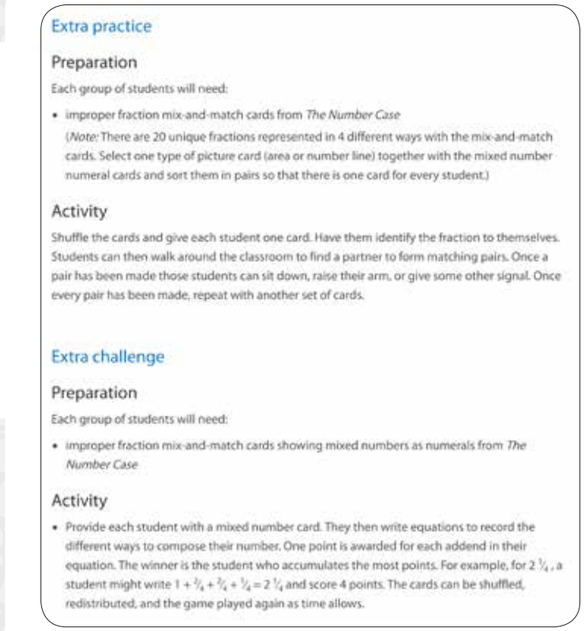
Building Deep Conceptual Understanding

The visual representations and tools from *The Number Case* help students solidify their transition from concrete thinking, to pictorial, to abstract. Students are encouraged to select these tools and representations themselves to strengthen their problem-solving strategies.

Meeting the Needs of Every Student

Stepping Stones includes two or three differentiation activities for each lesson designed to provide additional support for learners.

- **Extra Help** for students who need additional support
- **Extra Practice** for students who need to solidify thinking
- **Extra Challenge** for students who are ready to deepen their understanding



Extra practice

Preparation

Each group of students will need:

- improper fraction mix-and-match cards from *The Number Case*

(*Note:* There are 20 unique fractions represented in 4 different ways with the mix-and-match cards. Select one type of picture card (area or number line) together with the mixed number numeral cards and sort them in pairs so that there is one card for every student.)

Activity

Shuffle the cards and give each student one card. Have them identify the fraction to themselves. Students can then walk around the classroom to find a partner to form matching pairs. Once a pair has been made those students can sit down, raise their arm, or give some other signal. Once every pair has been made, repeat with another set of cards.

Extra challenge

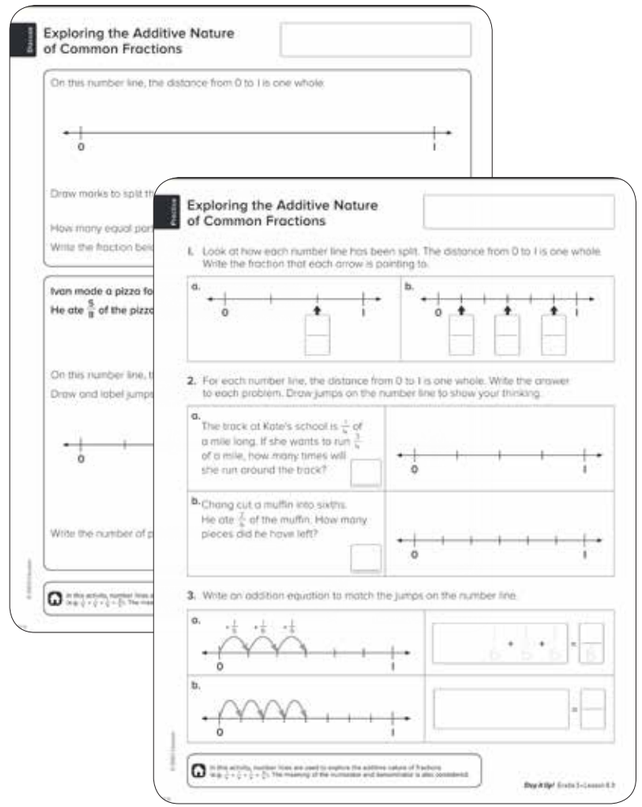
Preparation

Each group of students will need:

- improper fraction mix-and-match cards showing mixed numbers as numerals from *The Number Case*

Activity

- Provide each student with a mixed number card. They then write equations to record the different ways to compose their number. One point is awarded for each addend in their equation. The winner is the student who accumulates the most points. For example, for $2\frac{1}{4}$, a student might write $1 + \frac{3}{4} + \frac{1}{4} + \frac{1}{4} = 2\frac{1}{4}$ and score 4 points. The cards can be shuffled, redistributed, and the game played again as time allows.



Support for Home

Building positive study and practice habits is essential for students. *Step It Up!*** provides the right balance of guided instruction with visual models to enhance understanding, and independent thinking and reasoning tasks to promote fluency of skills.

*Available in K–2 | ** Available in Grades 1–6

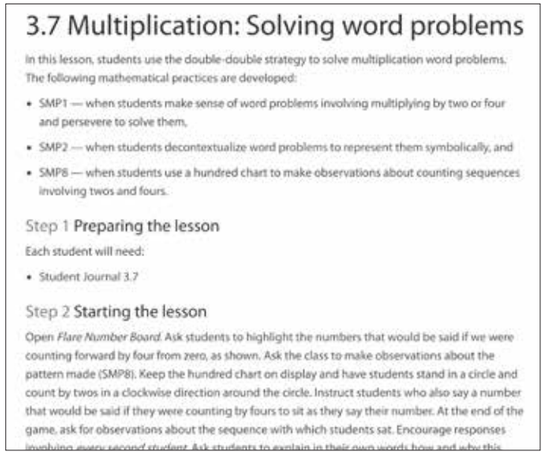
Grades K–6 Specialized Differentiation and Enhancement

ORIGO Stepping Stones 2.0 for Grades K–6 Teacher Experience

Digital Teacher License

The *Stepping Stones* **Digital Teacher License** grants access to *Slate*, ORIGO's online platform. The license provides 24/7 access to all *Stepping Stones* instructional materials from any grade on any device — from smartphone to tablet to computer.

Stepping Stones 2.0 Digital Teacher License includes:
Complete *Stepping Stones 2.0* instruction, differentiated resources, assessment for all grade levels, and more.



3.7 Multiplication: Solving word problems

In this lesson, students use the double-double strategy to solve multiplication word problems. The following mathematical practices are developed:

- SMP1 — when students make sense of word problems involving multiplying by two or four and persevere to solve them,
- SMP2 — when students decontextualize word problems to represent them symbolically, and
- SMP8 — when students use a hundred chart to make observations about counting sequences involving twos and fours.

Step 1 Preparing the lesson

Each student will need:

- Student Journal 3.7

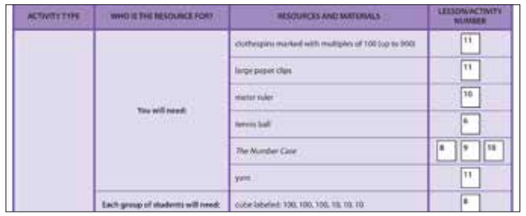
Step 2 Starting the lesson

Open *Flare Number Board*. Ask students to highlight the numbers that would be said if we were counting forward by four from zero, as shown. Ask the class to make observations about the pattern made (SMP8). Keep the hundred chart on display and have students stand in a circle and count by twos in a clockwise direction around the circle. Instruct students who also say a number that would be said if they were counting by fours to sit as they say their number. At the end of the game, ask for observations about the sequence with which students sat. Encourage responses involving every second student. Ask students to explain in their own words how and why this

Lessons

Each grade has 12 modules divided into lessons:

- Steps to teach each lesson
- Differentiation activities for three levels (Extra Help, Extra Practice, and Extra Challenge)
- Ongoing practice pages
- 6 lesson plans for Kindergarten
- 12 lesson plans for grades 1–6
- Embedded classroom video clips of key lessons



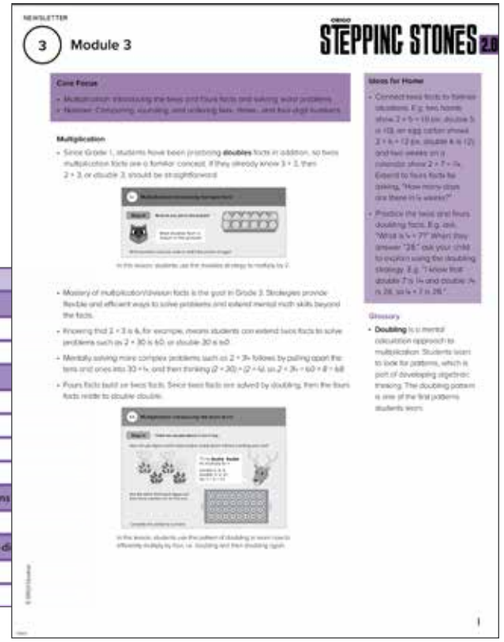
ACTIVITY TYPE	WHO IS THE RESOURCE FOR?	RESOURCES AND MATERIALS	LESSON/ACTIVITY NUMBER
	You will need:	clothespins marked with multiples of 100 (up to 900)	11
		large paper clips	11
		meter ruler	10
		tennis ball	8
		The Number Case	8, 9, 10
		yarn	11
	Each group of students will need:	cube labeled: 100, 100, 100, 10, 10, 10	8

Mathematics

Each module begins with the essential background information you need to get you started.

- Mathematical focus
- Learning targets
- Language development
- Correlations
- Newsletters to home
- Research into practice
- English Language Learners
- Mathematical Practices

STANDARD	LEARNING TARGET
OPERATIONS AND ALGEBRAIC THINKING – Represent and solve problems involving multiplication and division.	
3.OA.A.3	Solve multiplication word problems
3.OA.A.4	Calculate the unknown amount in multiplication equations
OPERATIONS AND ALGEBRAIC THINKING – Multiply and divide within 100.	
3.OA.C.7	Multiply one- and two-digit numbers by 2
	Use a strategy to multiply one-digit numbers by 4
	Fluently recall the twos multiplication facts
	Fluently recall the fours multiplication facts
OPERATIONS AND ALGEBRAIC THINKING – Solve problems involving the four operations, and identify and explain patterns	
3.OA.D.8	Solve multiplication word problems
NUMBER AND OPERATIONS IN BASE TEN – Use place value understanding and properties of operations to perform multi-di	
3.NBT.A.1	Round up to four-digit numbers to the nearest ten or hundred
DA	Compare and order three- and four-digit numbers



NEWSLETTER 3 Module 3 — STEPPING STONES 2.0

Core Focus

- Multiplication: introducing the twos and fours facts and solving word problems
- Number: Comparing, counting, and ordering two-, three-, and four-digit numbers

Multiplication

- Since Grade 1, students have been practicing **doubles** facts in addition, so twos multiplication facts are a familiar concept. If they already know 3 + 3, then 2 × 3, or double 3, should be straightforward.

In this lesson, students use the doubles strategy to multiply by 2.

- Mastery of multiplication/division facts is the goal in Grade 3. Strategies provide flexible and efficient ways to solve problems and extend mental math skills beyond the facts.
- Knowing that 2 × 3 is 6, for example, means students can extend twos facts to solve problems such as 2 × 30 is 60, or double 30 is 60.
- Mentally solving more complex problems, such as 2 × 34, follows by pulling apart the tens and ones into 30 + 4, and then thinking (2 × 30) + (2 × 4), so 2 × 34 = 60 + 8 = 68.
- Fours facts build on twos facts. Since twos facts are solved by doubling, then the fours facts relate to double-double.

In this lesson, students use the pattern of doubling in word rows to efficiently multiply by four, i.e., doubling and then doubling again.

Ideas for Home

- Connect twos facts to familiar situations. E.g., two hands show 2 × 5 = 10 (or, double 5 is 10), an egg carton shows 2 × 6 = 12 (or, double 6 is 12) and two weeks on a calendar show 2 × 7 = 14. Extend to fours facts by asking, "How many days are there in 4 weeks?"
- Practice the twos and fours doubling facts. E.g., ask, "What is 4 × 7?" When they answer "28," ask your child to explain using the doubling strategy. E.g. "I know that double 7 is 14 and double 14 is 28, so 4 × 7 is 28."

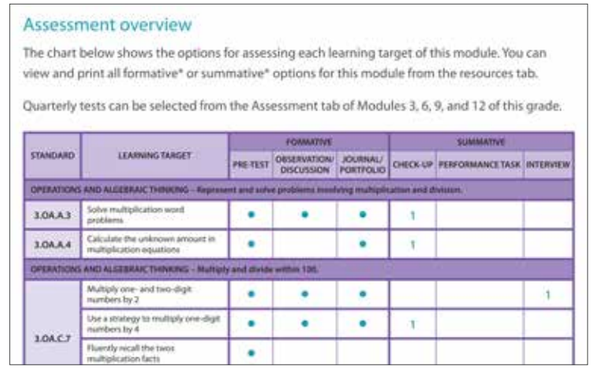
Glossary

- **Doubling** is a mental calculation approach to multiplication. Students learn to look for patterns, which is part of developing algebraic thinking. The doubling pattern is one of the first patterns students learn.

Assessment

Multiple methods to assess understanding and skills are included:

- Pre-tests
- In-class observations
- Portfolio samples
- Check-ups
- Performance tasks
- Individual interviews



Assessment overview

The chart below shows the options for assessing each learning target of this module. You can view and print all formative* or summative* options for this module from the resources tab.

Quarterly tests can be selected from the Assessment tab of Modules 3, 6, 9, and 12 of this grade.

STANDARD	LEARNING TARGET	FORMATIVE			SUMMATIVE		
		PRE-TEST	OBSERVATION/ DISCUSSION	JOURNAL/ PORTFOLIO	CHECK-UP	PERFORMANCE TASK	INTERVIEW
OPERATIONS AND ALGEBRAIC THINKING – Represent and solve problems involving multiplication and division.							
3.OA.A.3	Solve multiplication word problems	•	•	•	1		
3.OA.A.4	Calculate the unknown amount in multiplication equations	•		•	1		
OPERATIONS AND ALGEBRAIC THINKING – Multiply and divide within 100.							
3.OA.C.7	Multiply one- and two-digit numbers by 2	•	•	•			1
	Use a strategy to multiply one-digit numbers by 4	•	•	•	1		
	Fluently recall the twos multiplication facts	•					

Online Assessment

The Online Assessment in *Stepping Stones 2.0* focuses on preparation for exams with a comprehensive array of questions that align to standards and lessons. The problem types include technology-enhanced items such as drag and drop, multiple select, fill in the blank and more, so they mirror the format and style of state and national assessments.

Professional Learning

MathEd is an online professional learning library featuring videos focused on contemporary topics in elementary mathematics.

This invaluable digital resource gives unlimited access to over 70 math education videos (6 – 20 minutes in length). These dynamic sessions will help develop the practical skills to inspire a deeper understanding in the classroom.

K–6 Student Materials

For grades 1–6, the consumable Student Journals consist of two volumes. They include lessons and practice to make teaching easier throughout each grade. Kindergarten materials consist of a consumable Practice Book and separate Student Journal.

Each grade level provides 12 modules of instruction and includes a student glossary with written definitions, examples, and visual representations. With comprehensive lessons, instructional notes, differentiation resources, assessment, and more, teachers have all the tools needed to deliver an effective instructional experience with *Stepping Stones 2.0.*

¡HOLA! Bilingual Resource

The Number Case

These hands-on visual resources are designed to support primary grade students as they develop their understanding of number.

There are multiple representations of number including five- and ten-frames, number tracks, number mats, and more.

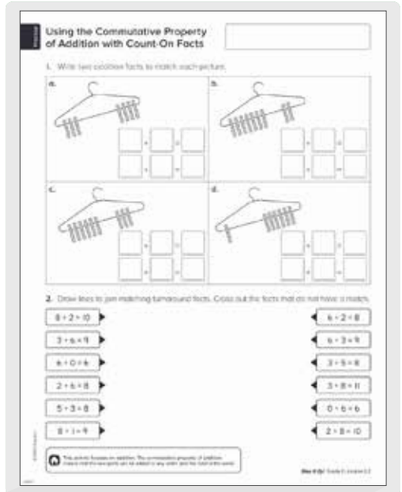
Each grade level case is packed with over 200 ready-to-use resources that save teachers time and aid in solidifying these foundations and moving students from the pictorial to the abstract.

¡HOLA! Bilingual Resource

Step It Up!

Consistent opportunities to practice daily instruction are important for primary grades students. *Step It Up!* contains additional homework and practice aligned to *Stepping Stones* lessons. *Step it Up!* consists of 144 practice lessons per grade, 1–6, with each lesson consisting of two pages that mirror students' daily work for support and reference.

The first page provides guided instruction for parents to *step* their child through and review an idea that was taught in the classroom. The second page gives the student the opportunity to practice the concepts and skills independently to further reinforce the idea presented in the lessons.



ORIGO Big Books

Build on young students' natural love for stories to introduce key mathematical concepts through language and pictures.

Each large-format *ORIGO Big Book* has a specific mathematical focus, including:

- combinations of 10
- missing-addend subtraction
- multiplication (arrays)
- collecting and representing data
- unknown-addend subtraction

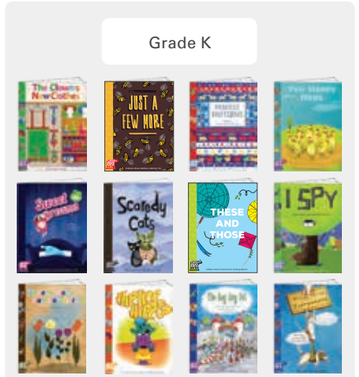
For a complete list of topics, visit: origoeducation.com/product/big-books

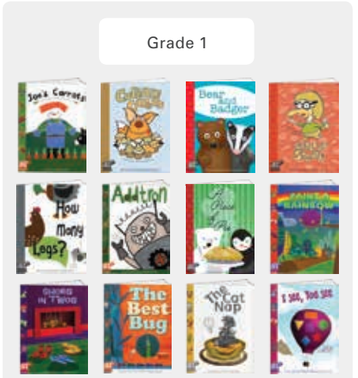
¡HOLA! Bilingual Resource

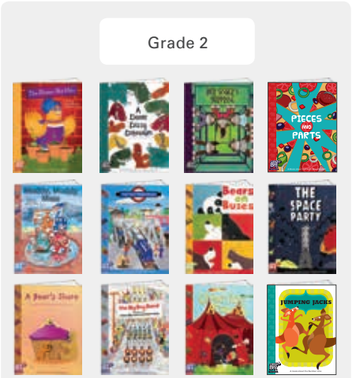
Joe's Carrots

Big Book Teaching Tools

The ***Teaching Tools*** engage students in an online, interactive extension of the story where they can apply their own scenarios to the context of the book.







Digital Teacher Edition

The *Stepping Stones 2.0* Digital Teacher Edition and online resources provide teachers flexibility, support, and choice. Through *Slate,* teachers can create customized instructional playlists to meet the needs of their students and classroom. The new *SlateCast* feature allows teachers to access their teacher notes and materials, while simultaneously projecting student content in the classroom.

Fundamentals ***Flare*** ***Honeypot***

In addition, teachers can enhance their planning and instruction with ready-to-use digital tools, interactive whiteboard resources, games, and on-demand professional learning.

Now more than ever, new technologies are changing what it means to be mathematically literate. Children need a comprehensive curriculum that prepares them for their future careers and to be adaptive, productive thinkers, lifelong learners, and innovative members of society. *ORIGO Stepping Stones 2.0* has been developed to give students the best possible preparation for their years of learning mathematics in school and during their adult lives.

We make learning *meaningful, enjoyable,* and *accessible* for all students.

ORIGO® EDUCATION

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