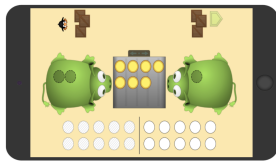




Checklist: Module 1

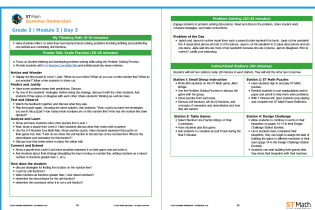
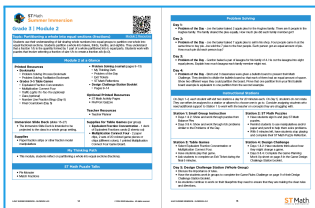
The focus of Module 1 is to get students acclimated to the structure of the program as well as to establish expectations, routines, and procedures.

ST Math Student Experience



- ☐ Ensure all students have access to ST Math®.
- ☐ Review Lesson 1:
 - Plan how you will present ST Math.
 - Review the [Foundations of ST Math - Interactive Webinar](#) in ST Math Academy to successfully get your students onto the ST Math Program.

ST Math Summer Immersion Curriculum



- ☐ Review the [Embedded Professional Learning](#).
- ☐ Module 1 focus:
 - Familiarize students with ST Math.
 - Teach through the Problem Solving Process.
 - Engage in strategies that promote student thinking.
 - Establish and teach procedures for the instructional stations.
 - Set the expectations for problem solving and student work.
 - Introduce the Design Challenge, and review with the students the steps in the [Design Challenge Station Guide](#) (for 5-Day Summer Immersion).
 - Set the expectations for the student portfolio.
 - Use the Pre-Assessment to establish a baseline of students' knowledge.

In the Lesson Plan:

- ☐ Review sections Module at a Glance in blue and Daily Lessons in green.
- ☐ Plan and prepare for the Puzzle Talk, Problem Solving, and Instructional Stations using the document Instructional Station Planning Sheet in this planner.
- ☐ Plan strategies to help students self-facilitate during their ST Math time.



Instructional Stations Planning Sheet 1 of 2

This document is designed to support your lesson planning for the instructional stations.

Organization	
What are your goals for using instructional stations?	
Establish Procedures	
How will students be grouped?	
How will groups transition between the instructional stations?	
How will students access materials?	
How will students interact with each other?	
What norms will be used in the instructional stations?	
Consider giving students roles in the group to support accountability and collaboration. See Instructional Station Overview .	

Content	
How will students interact with the content?	
How will directions be communicated to students?	
What strategies will be used to support students who are struggling?	
What resources are needed to support the content in the instructional stations?	



Instructional Stations Planning Sheet 2 of 2

This document is designed to support your lesson planning for the instructional stations.

Monitor/Evaluate	
How will you know what students are learning? <i>Example: Use quizzes or assessments, My Thinking Path, Exit Tickets, ST Math Puzzle Reflection, etc.</i>	
How will student progress be tracked, monitored, and celebrated?	
How will students know if they are successful?	

Teacher Actions	
What is your role in the instructional stations?	
How will you evaluate the instructional station rotation model you created?	
What will you do once you determine what is/isn't working?	
How often will you make adjustments to maximize success?	



Checklist: All Remaining Modules

This document is designed to support your lesson planning for ST Math Summer Immersion.

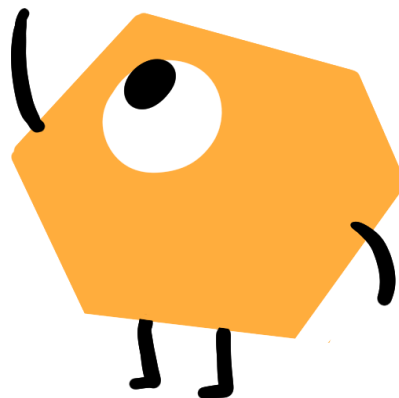
Module's Checklist

Student Support

- ☐ Review students' work.
- ☐ Identify students who may benefit from more intensive instruction during the Small Group Instruction Station or during Focused Instructional Time (in 5-Day Summer Immersion) by using the Small Group Intervention Planner.

Lesson Preparation

- ☐ **Review the Module at a Glance in blue and Daily Lessons in green.**
 - ☐ Identify the topic for the module.
 - ☐ Review printed resources needed for the module.
 - ☐ Establish goals and celebrate students in this module.
- ☐ **Problem Solving Discussions Review**
 - ☐ Anticipate student responses to promote academic discourse.
 - ☐ Determine strategies to highlight in the discussion.
 - ☐ Review the answer keys.
- ☐ **Puzzle Talks Review**
 - ☐ View the Game in a Minute videos.
 - ☐ Gather math tools.
- ☐ **Instructional Stations Review**
 - ☐ Review and organize instructional station activities.
 - ☐ Determine procedures for instructional stations.
 - ☐ Determine how to group students for instructional stations.
 - ☐ Determine strategies to use to monitor student success.s
 - ☐ Review and prepare for the Table Games.
- ☐ **Math Tools**
 - ☐ Centimeter cubes (K-5)
 - ☐ Connecting cubes (K-5)
 - ☐ Two-color counters or chips (K-2)
 - ☐ Fraction model manipulatives (3-5)
 - ☐ Whiteboards and dry-erase markers for students
 - ☐ Chart paper
 - ☐ Markers





Module Planning

This document is designed to support teacher planning for the module.

Problem Solving Discussions	
What challenges do you anticipate students facing as they solve this problem?	
What strategies would you want shared and in what order to maximize the learning?	
What questions would you ask to foster student thinking?	
Puzzle Talks	
What are the key ideas to discuss/discover with the students?	
What opportunities are there for making connections and deepening content understanding?	
Instructional Stations	
How will I hold students accountable for their learning during instructional station time?	
Small Group Station: What is the focus of the learning in this module?	
Table Games Station: What materials are needed for the games station?	
ST Math Puzzles Station: How will students spend their ST Math individual time (Journey or Assignments)?	
Design Challenge Station: What materials are needed for this station (<i>for 5-Day Summer Immersion</i>)?	



Small Group Intervention Planner

This document is designed for the Small Group Instruction Station or Focused Instructional Time (in 5-Day Summer Immersion) to focus the content on struggling students or those needing enrichment.

AREA(S) OF CONCERN	ST MATH OBJECTIVE > GAME > LEVEL(S)
LESSON OBJECTIVE(S)	MATERIALS NEEDED
STUDENT NAMES	PLANNING QUESTIONS
	What math concepts are represented in this puzzle?
	What skills do students need to solve this puzzle?
	How can the visuals in the puzzle support intervention?
	How can the visuals in the puzzle be used to stretch student thinking?
	What will be the evidence of student understanding?
FACILITATION QUESTIONS	