



ST Math[®]

Summer Immersion

Problem Solving Slide Deck

Grade 2

stmath.com



Module 1

Let's get started on the fun!



Module 1 - Day 1

Who is JiJi?



[Read the book](#)

or



[Watch the video](#)

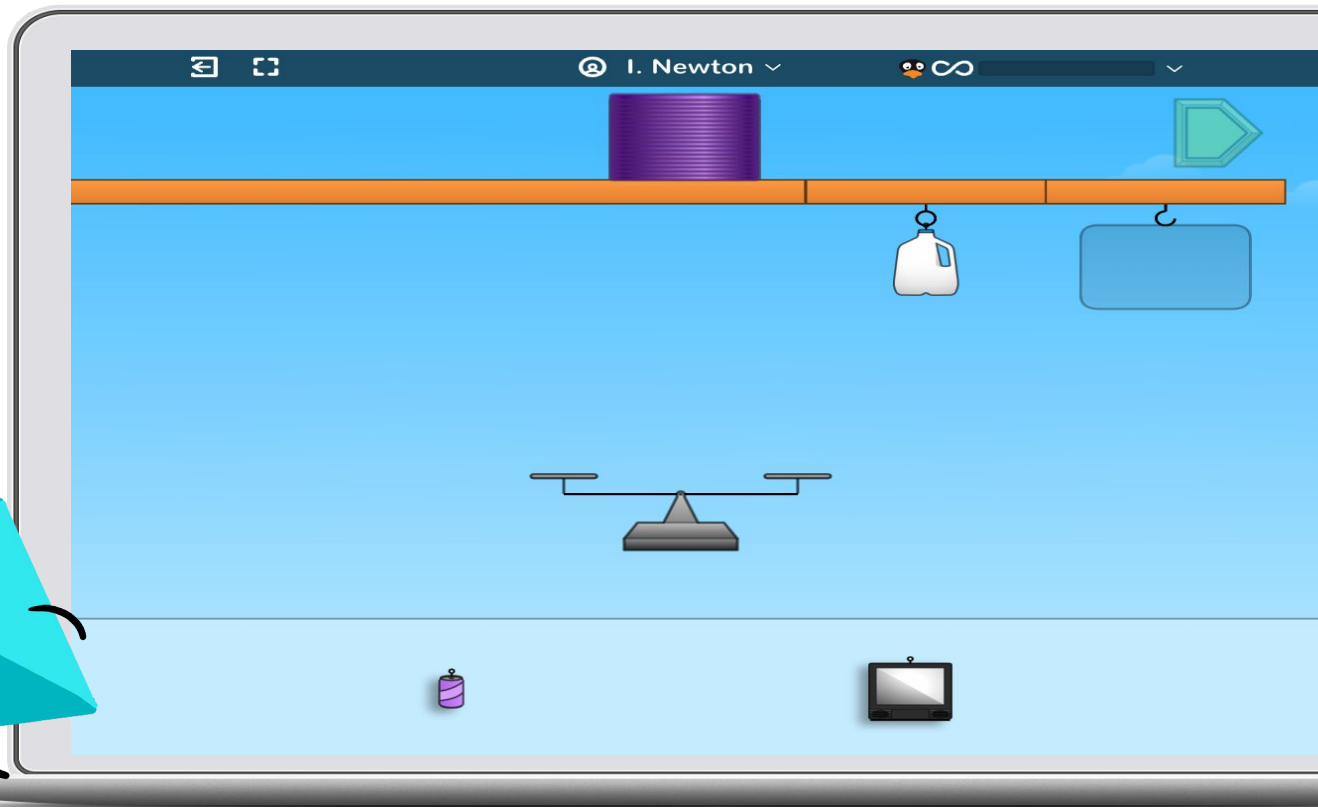


Module 1 - Day 1

New to ST Math?



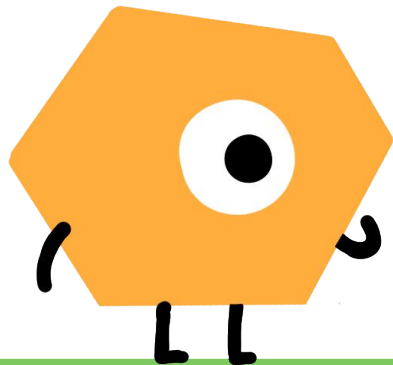
[Play the Slinky game](#)





Module 1 - Day 1

Share ST Math Experience!



What do you know about ST Math?

What do you like about ST Math?

What is your favorite ST Math game? Why?

One ST Math tip I have is ...

A question I have is ...

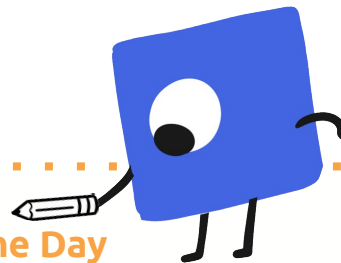
My ST Math Goal is ...

I'm wondering about ...



Module 1 - Day 1

Problem Solving



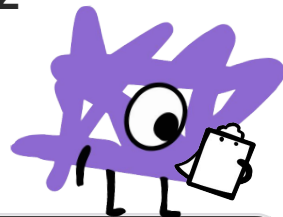
Problem of the Day

Create a class “Getting to Know Our Class” chart.



Module 1 - Day 2

Puzzle Talk



Time for

PROBLEM SOLVING!

ST Math Puzzle:

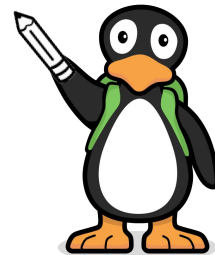
Attribute Transform > Level 1

Learning Objective:

What do you know about ST Math?



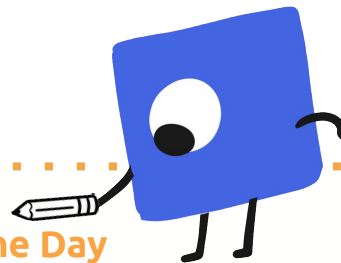
[Puzzle Link](#)





Module 1 - Day 2

Problem Solving



Problem of the Day

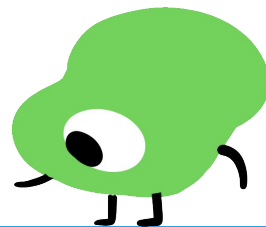
Describe the class mathematically.



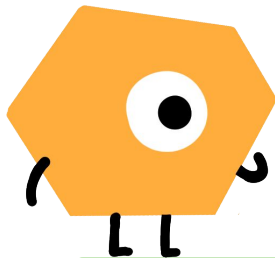
Module 1 - Day 3

My Thinking Path

Topic: Addition and subtraction of whole numbers



???



What I know about addition is...

What I know about subtraction is...

One thing I learned is ...

A question I have is ...

This is like...

This is not like....

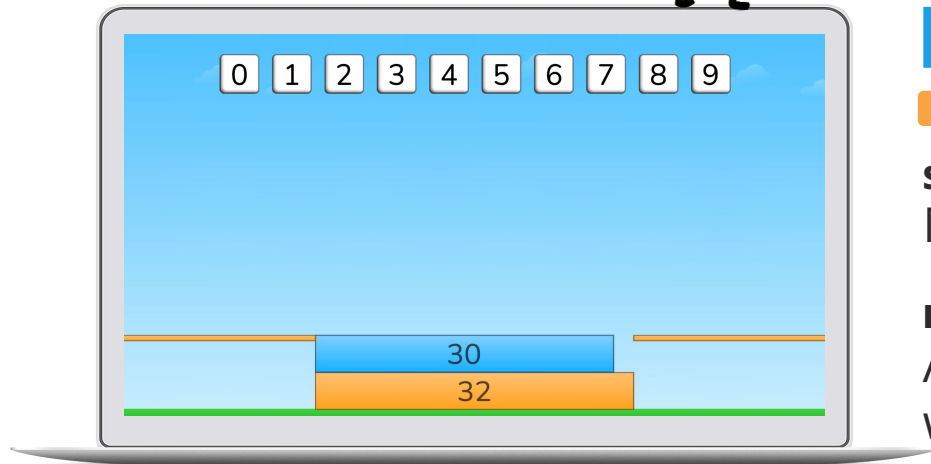
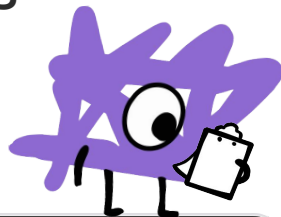
I wonder...





Module 1 - Day 3

Puzzle Talk



 [Puzzle Link](#)



Time for

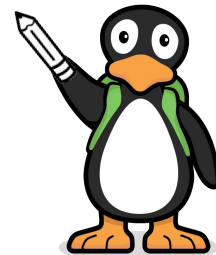
PROBLEM SOLVING!

ST Math Puzzle:

Missing Addend > Level 1

Learning Objective:

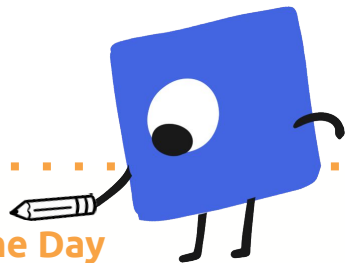
Addition and Subtraction Situations
within 100





Module 1 - Day 3

Problem Solving



Problem of the Day

Yolanda made 48 cookies for a party.
Hector made 33 more.

How many cookies do they have altogether?



Module 1 - Day 4

My Thinking Path

???

What I know about addition is...

What I know about subtraction is...

One thing I learned is ...

A question I have is ...

This is like...

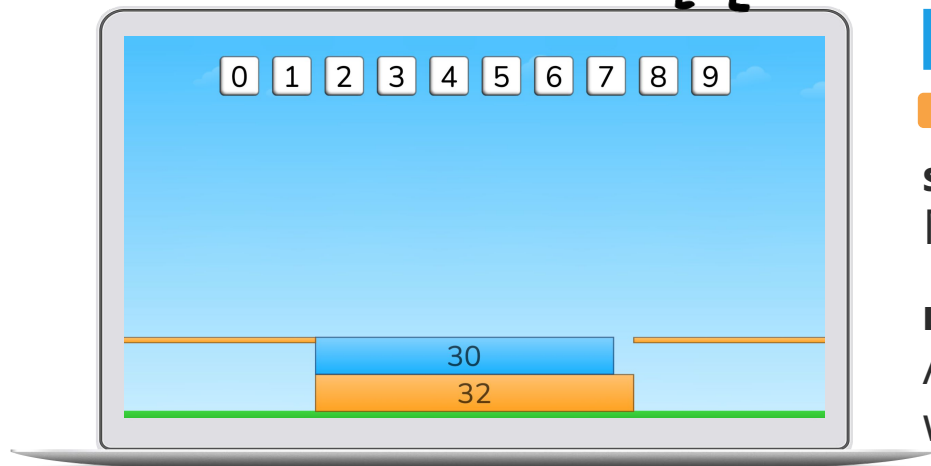
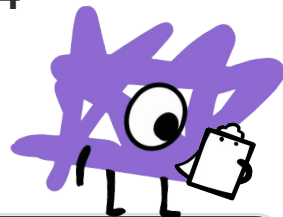
This is not like....

I wonder...



Module 1 - Day 4

Puzzle Talk



 [Puzzle Link](#)



Time for

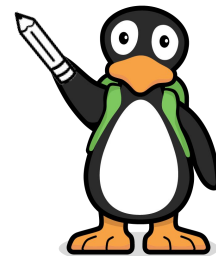
PROBLEM SOLVING!

ST Math Puzzle:

Missing Addend > Level 3

Learning Objective:

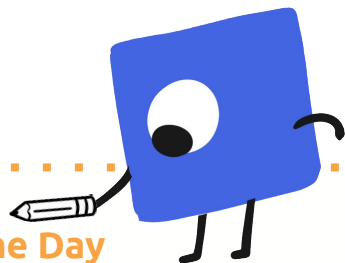
Addition and Subtraction Situations
within 100





Module 1 - Day 4

Problem Solving



Problem of the Day

Valerie had 67 beads.

She used some to make a necklace and the others she put in a box. How many could she have used for the necklace and how many could she have put in the box?

Explain your answer using pictures or words.



Module 2

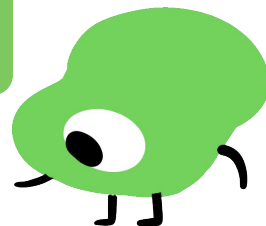
Can't wait to see what we do!



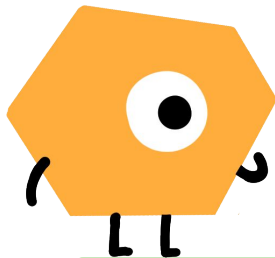
Module 2 - Day 1

My Thinking Path

Topic: Solving problems with addition and subtraction



???



What I know about addition problems is...

What I know about subtraction problems is...

One thing I learned is ...

A question I have is ...

This is like...

This is not like....

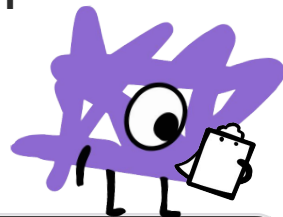
I wonder...





Module 2 - Day 1

Puzzle Talk



Time for

PROBLEM SOLVING!

ST Math Puzzle:

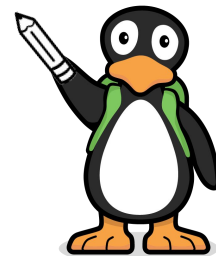
Push Box Two Operations > Level 1

Learning Objective:

Two Step Situations



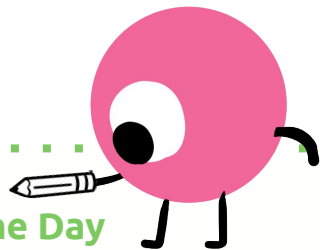
[Puzzle Link](#)





Module 2 - Day 1

Problem Solving



Problem of the Day

Kayla is selling 45 brownies to raise money for a trip.
She sold 8 brownies on Monday.
On Tuesday, she sold 16 brownies.
How many brownies does she have left?

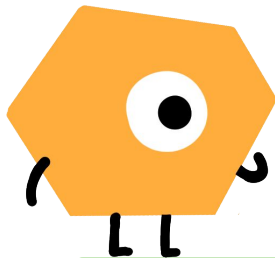
Write or draw a picture to show how you got your
answer.



Module 2 - Day 2

My Thinking Path

???



What I know about addition problems is...

What I know about subtraction problems is...

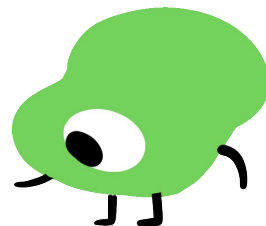
One thing I learned is ...

A question I have is ...

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I wonder...





Module 2 - Day 2

Puzzle Talk



Time for

PROBLEM SOLVING!

ST Math Puzzle:

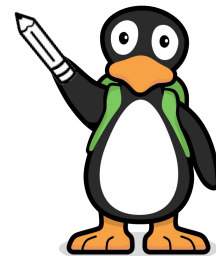
Push Box Missing Quantity > Level 1

Learning Objective:

Two Step Situations



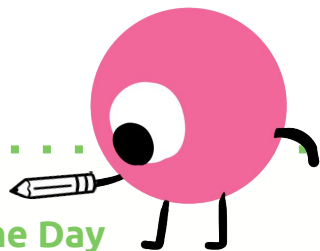
[Puzzle Link](#)





Module 2 - Day 2

Problem Solving



Problem of the Day

Push Box Task: Create two examples of a new JiJi puzzle. Each example must have 2 steps like the puzzles you did earlier and result in an answer of 18.

Write your equation on the line. Then compare the two puzzles. How are they alike? How are they different?
(next slide)

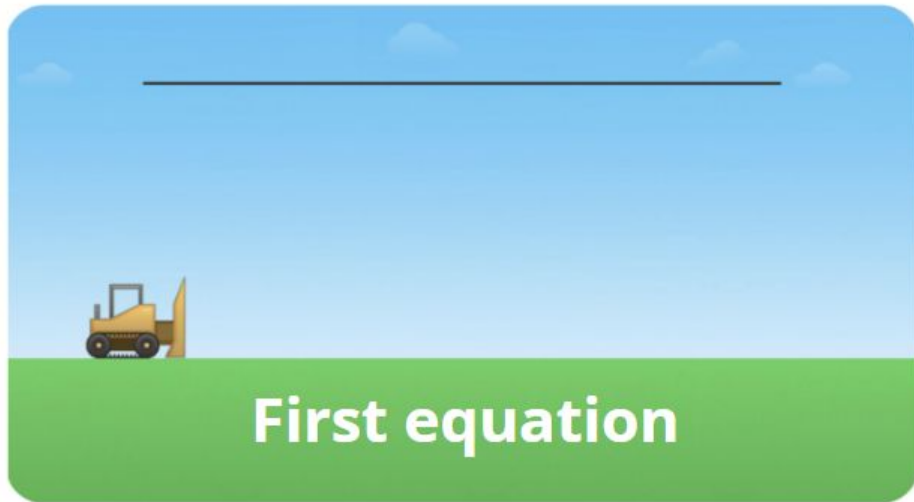


Week 2 - Day 2

Problem Solving



Problem of the Day



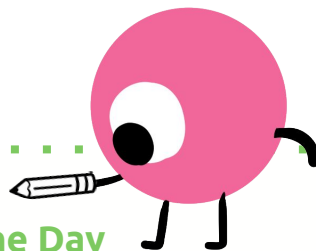
Write your equation on the line.

(next slide)

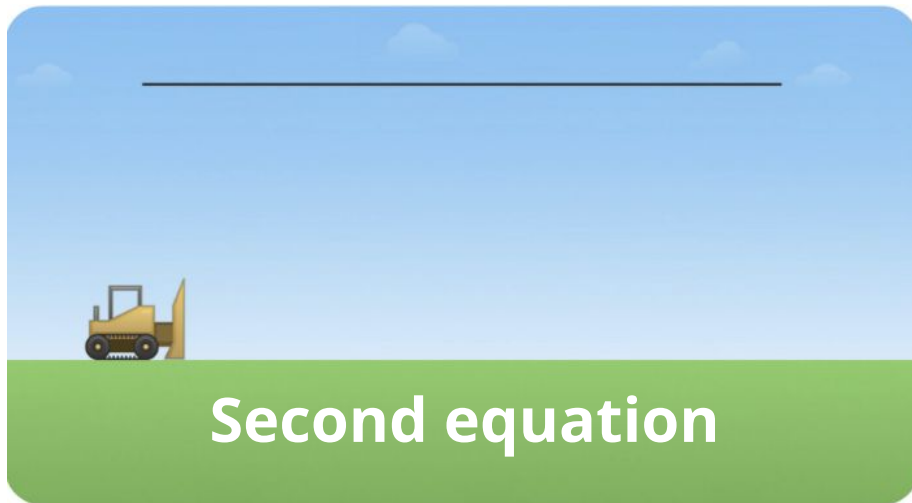


Module 2 - Day 2

Problem Solving



Problem of the Day



Write your equation on the line.

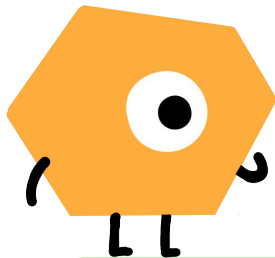
Then compare the two puzzles.



Module 2 - Day 3

My Thinking Path

???



What I know about addition problems is...

What I know about subtraction problems is...

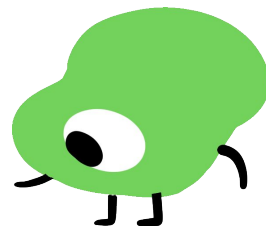
One thing I learned is ...

A question I have is ...

This is like...

This is not like....

I wonder...





Module 2 - Day 3

Puzzle Talk



Time for

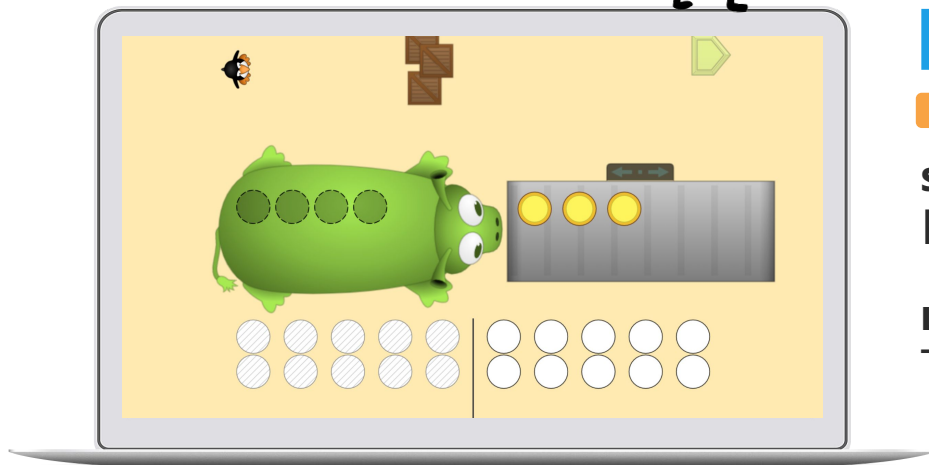
PROBLEM SOLVING!

ST Math Puzzle:

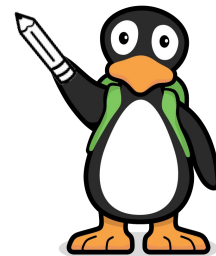
Pie Monster > Level 1

Learning Objective:

Two Step Situations



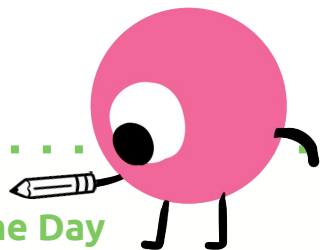
 [Puzzle Link](#)





Module 2 - Day 3

Problem Solving



Problem of the Day

Devin has some cards in his collection.
Joe gave him 16 cards and Mark gave him 27 cards.
He has 92 cards total.
How many cards did he start with?

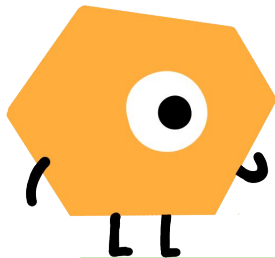
Use words or pictures to explain how you found your answer.



Module 2 - Day 4

My Thinking Path

???



What I know about addition problems is...

What I know about subtraction problems is...

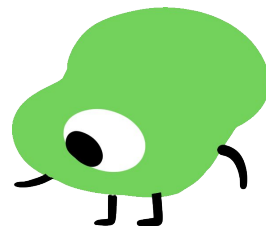
One thing I learned is ...

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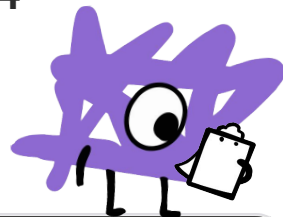
I wonder...





Module 2 - Day 4

Puzzle Talk



Time for

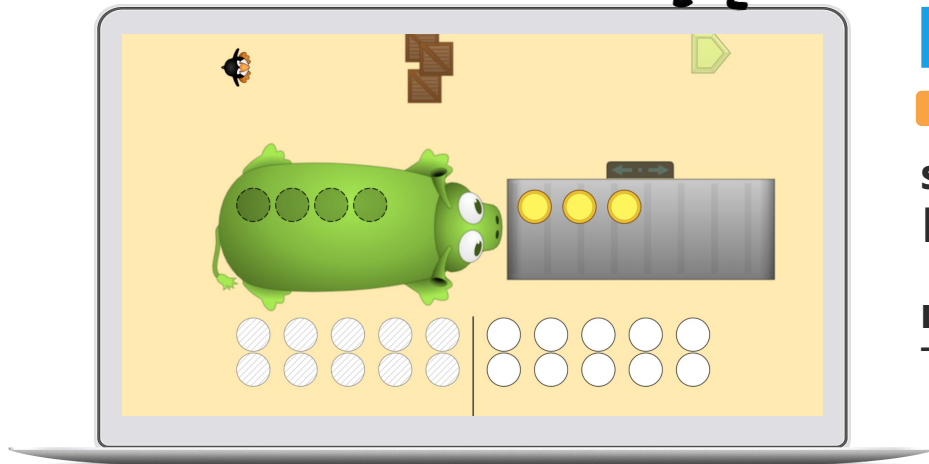
PROBLEM SOLVING!

ST Math Puzzle:

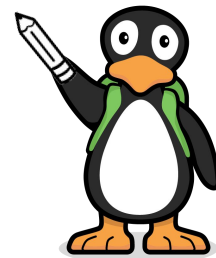
Pie Monster > Level 3

Learning Objective:

Two Step Situations



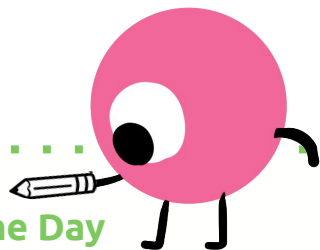
 [Puzzle Link](#)





Module 2 - Day 4

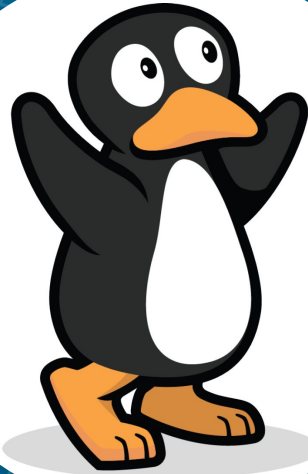
Problem Solving



Problem of the Day

Brittany bought a box of cards. The box had 30 cards inside. Brittany wanted to give a card to all 17 girls on her soccer team. She also wanted to give each of her 6 friends a card. Brittany's mom needs 8 cards for her family. Brittany says there will be enough cards for her mom to use. Is she correct?

Write or draw a picture to explain your answer.



Module 3

Learning math carefree!



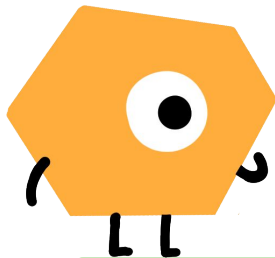
Module 3 - Day 1

My Thinking Path

Topic: Solve problems involving addition and subtraction within 100



???



What I know about double digit addition problems is...

What I know about double digit subtraction problems is...

One thing I learned is ...

A question I have is ...

This is like...

This is not like....

I wonder...



Module 3 - Day 1

Puzzle Talk



Time for

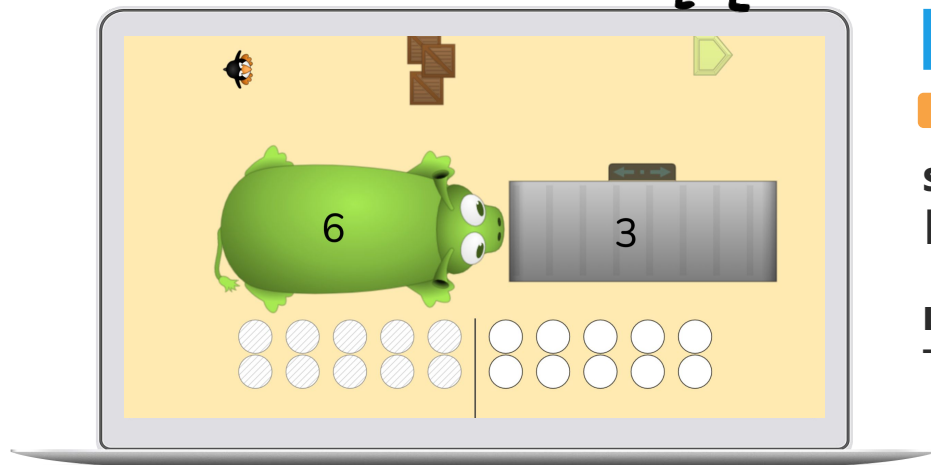
PROBLEM SOLVING!

ST Math Puzzle:

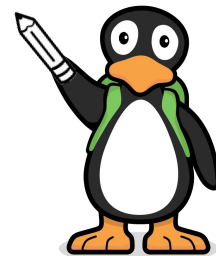
Pie Monster Symbolic > Level 1

Learning Objective:

Two Step Situations



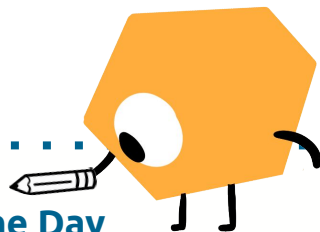
[Puzzle Link](#)





Module 3 - Day 1

Problem Solving



Problem of the Day

You have 15 pieces of gum. You gave some away on Monday and you gave some away on Tuesday.

You now have 6.

Draw a picture to show a possible solution to this problem.

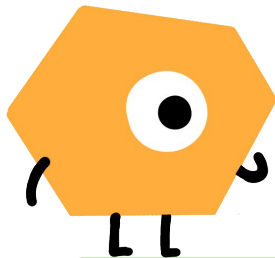
Explain how you found the answer.



Module 3 - Day 2

My Thinking Path

???



What I know about double digit addition problems is...

What I know about double digit subtraction problems is...

One thing I learned is ...

A question I have is ...

This is like...

This is not like....

I wonder...





Module 3 - Day 2

Puzzle Talk



Time for

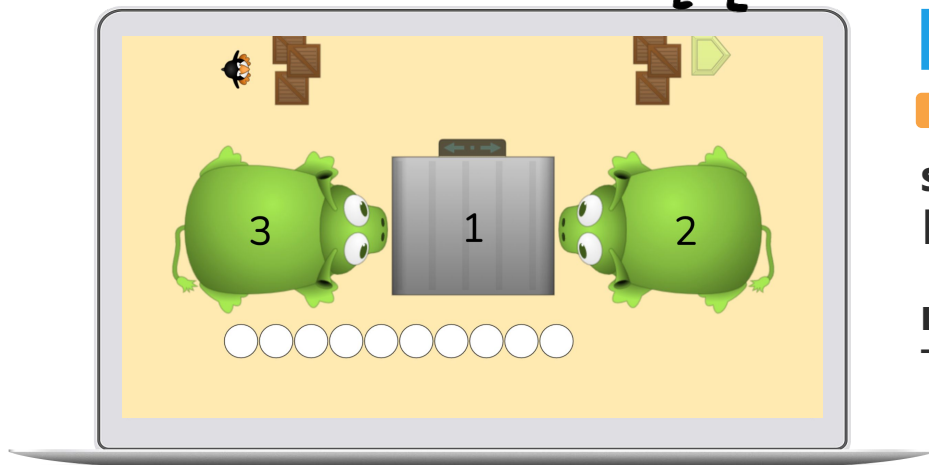
PROBLEM SOLVING!

ST Math Puzzle:

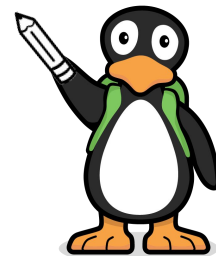
Pie Monster Symbolic > Level 2

Learning Objective:

Two Step Situations



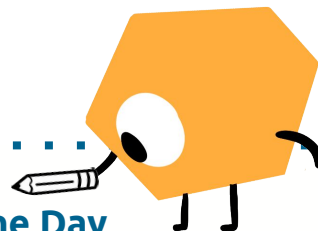
[Puzzle Link](#)



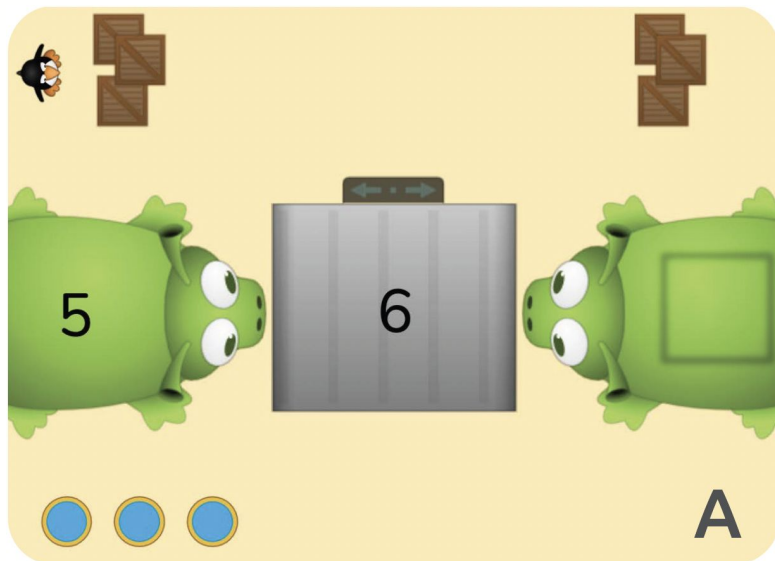


Module 3 - Day 2

Problem Solving



Problem of the Day



Fill in the blank square to solve the JiJi puzzle.

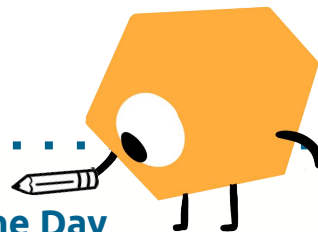
Explain how you solved the puzzle.

(next slide)

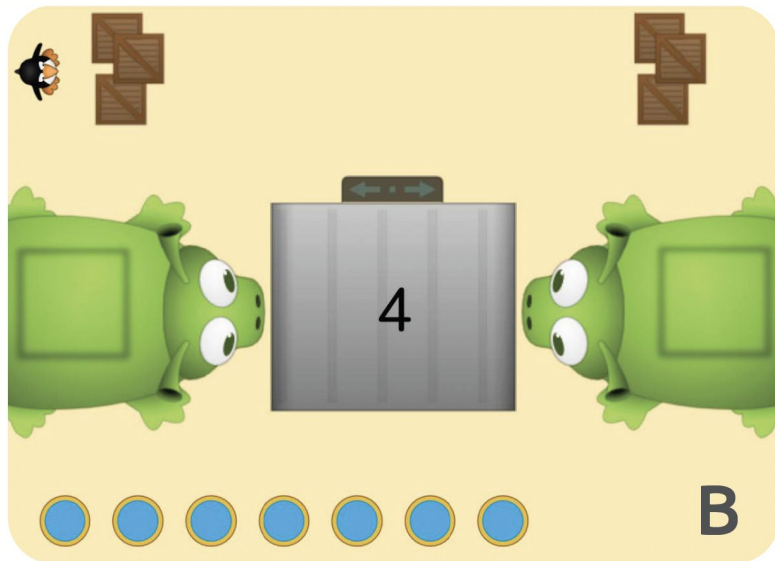


Module 3 - Day 2

Problem Solving



Problem of the Day



Fill in the blank square to solve the JiJi puzzle.

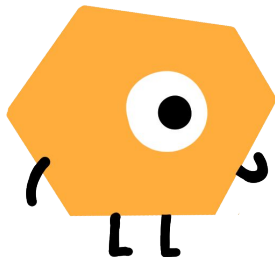
Explain how you solved the puzzle.



Module 3 - Day 3

My Thinking Path

???



What I know about double digit addition problems is...

What I know about double digit subtraction problems is...

One thing I learned is ...

A question I have is ...

This is like...

This is not like....

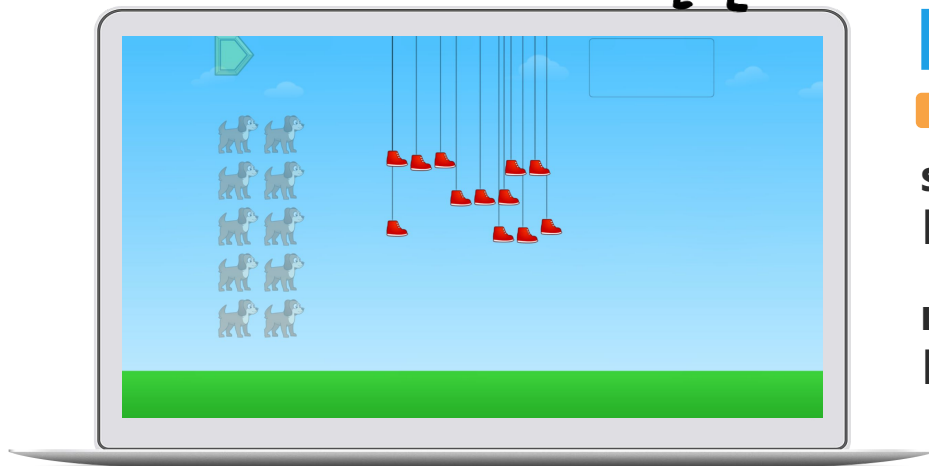
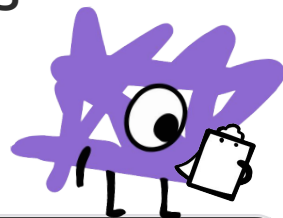
I wonder...





Module 3 - Day 3

Puzzle Talk



 [Puzzle Link](#)



Time for

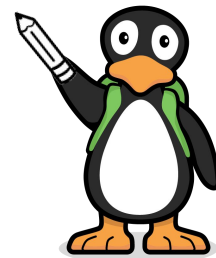
PROBLEM SOLVING!

ST Math Puzzle:

Bouncing Shoes > Level 1

Learning Objective:

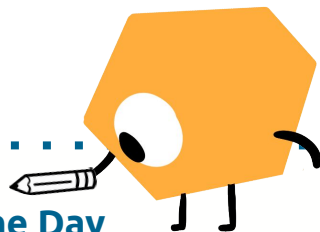
Equal Groups





Module 3 - Day 3

Problem Solving



Problem of the Day

Lacey had a collection of dolls. Her mom was making shoes for each of her doll's feet.

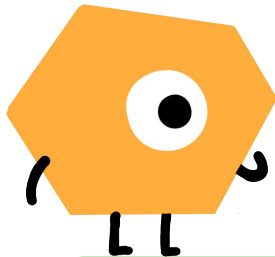
If her mom made 12 shoes, how many dolls does Lacey have?



Module 3 - Day 4

My Thinking Path

???



What I know about double digit addition problems is...

What I know about double digit subtraction problems is...

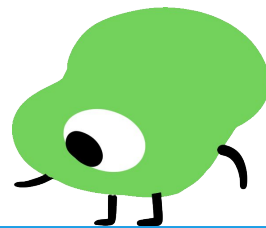
One thing I learned is ...

A question I have is ...

This is like...

This is not like....

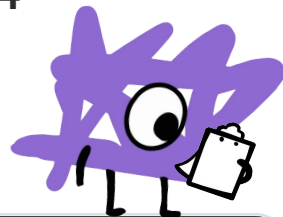
I wonder...





Module 3 - Day 4

Puzzle Talk



Time for

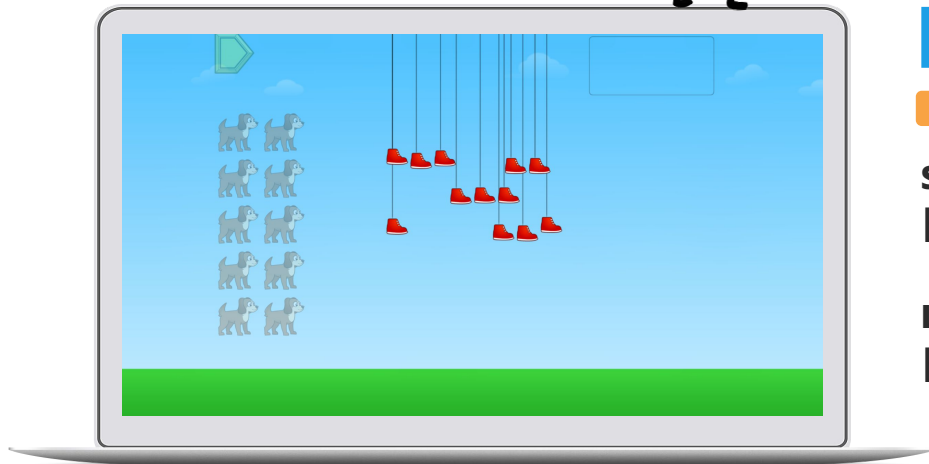
PROBLEM SOLVING!

ST Math Puzzle:

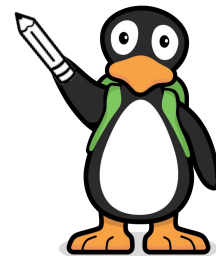
Bouncing Shoes Bonus Game

Learning Objective:

Equal Groups



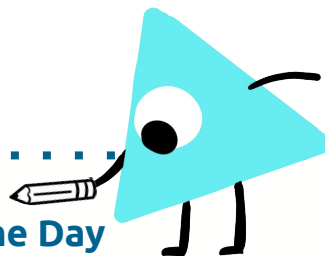
[Puzzle Link](#)





Module 3 - Day 4

Problem Solving



Problem of the Day

Zach has 18 pencils and 3 pencil boxes. He is putting an equal number of pencils in each box.

How many pencils will he put in each box?

Write or draw a picture to explain your answer.



Module 4

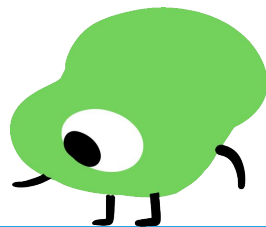
Let's learn some more!



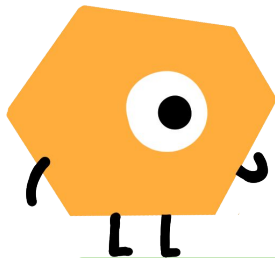
Module 4 - Day 1

My Thinking Path

Topic: Equal groups and repeated addition



???



What I know about equal groups is...

What I know about repeated addition is...

One thing I learned is ...

A question I have is ...

This is like...

This is not like....

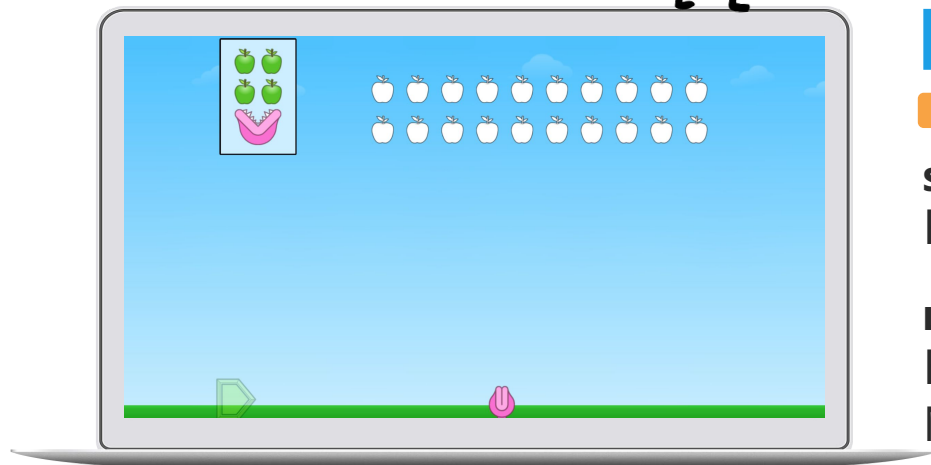
I wonder...





Module 4 - Day 1

Puzzle Talk



 [Puzzle Link](#)



Time for

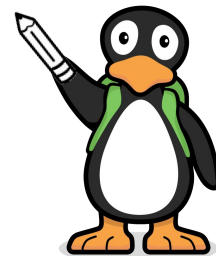
PROBLEM SOLVING!

ST Math Puzzle:

Fruit Monster > Level 1

Learning Objective:

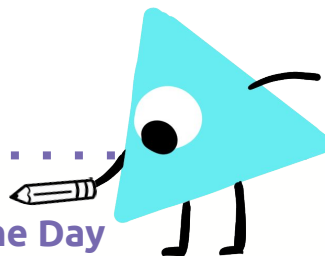
Equal Groups* (or Even and Odd Numbers)





Module 4 - Day 1

Problem Solving



Problem of the Day

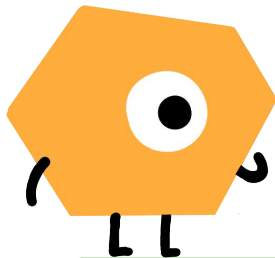
Landon has 5 cars. Timothy has 3 cars. Paul has 7 cars.
The boys wanted to each have the same number of cars.
In the space, below draw a picture to show how many cars
each boy should have.



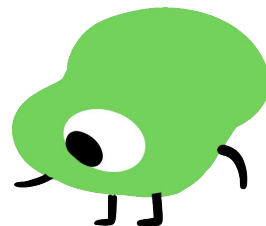
Module 4 - Day 2

My Thinking Path

???



What I know about equal groups is...



What I know about repeated addition is...

One thing I learned is ...

A question I have is ...

This is like...

This is not like....

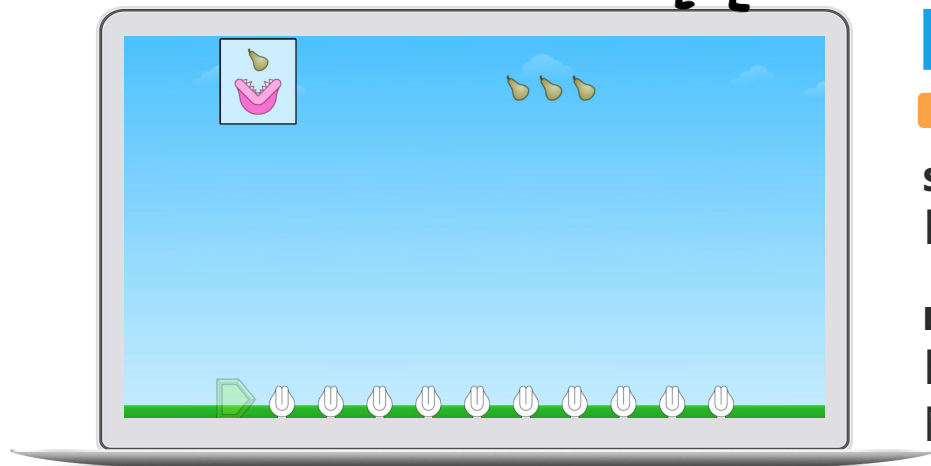
I wonder...





Module 4 - Day 2

Puzzle Talk



 [Puzzle Link](#)



Time for

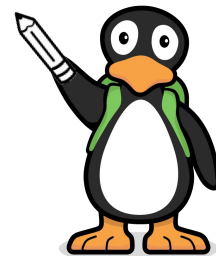
PROBLEM SOLVING!

ST Math Puzzle:

Fruit Monster > Level 3

Learning Objective:

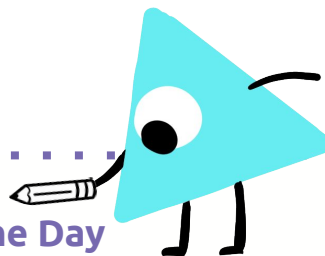
Equal Groups (or Even and Odd Numbers)





Module 4 - Day 2

Problem Solving



Problem of the Day

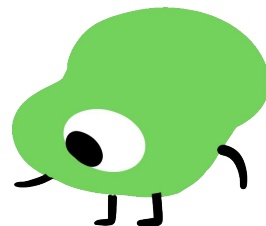
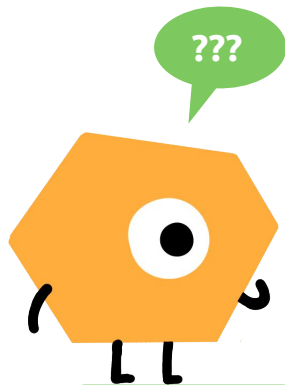
Raven had 4 packs of markers. Each pack had 3 markers. How many markers does Raven have altogether? Draw a picture to show how you found your answer.

If she received 2 more packs of markers, how many markers will she have? Draw another picture to show how you found your answer.



Module 4 - Day 3

My Thinking Path



What I know about equal groups is...

What I know about repeated addition is...

One thing I learned is ...

A question I have is ...

This is like...

This is not like....

I wonder...





Module 4 - Day 3

Puzzle Talk



Time for

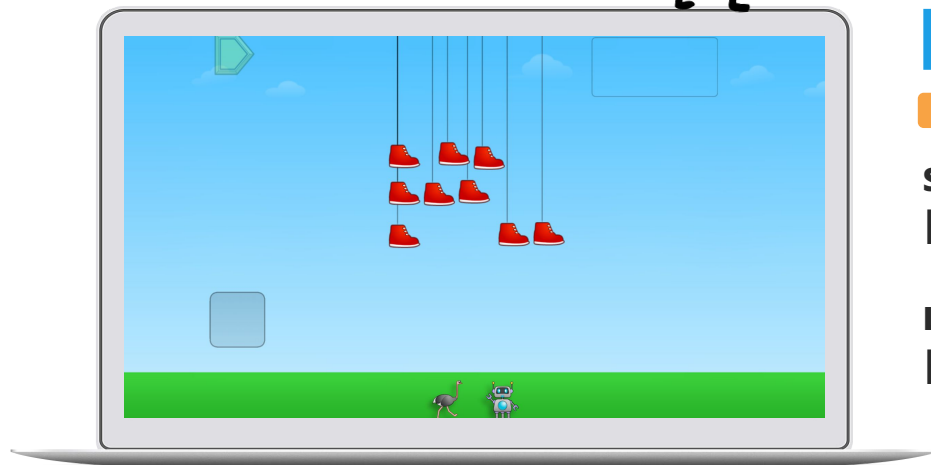
PROBLEM SOLVING!

ST Math Puzzle:

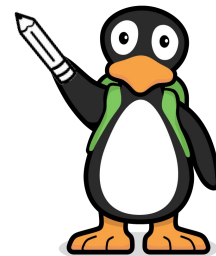
Bouncing Shoes Multiple Groups > Level 1

Learning Objective:

Equal Groups



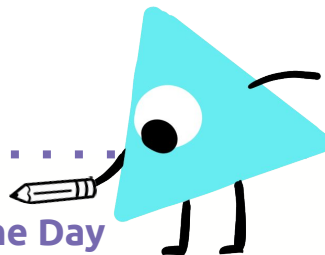
[Puzzle Link](#)





Module 4 - Day 3

Problem Solving



Problem of the Day

Mariana was arranging 24 cupcakes on a plate. Draw an array to represent one way Mariana could have arranged the cupcakes.

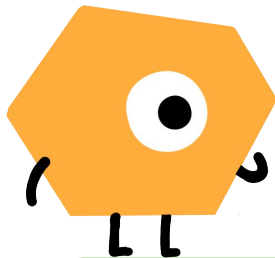
Write an equation using repeated addition to represent your array.



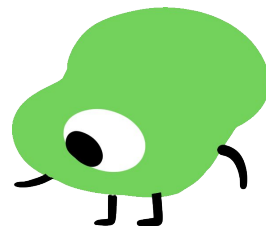
Module 4 - Day 4

My Thinking Path

???



What I know about equal groups is...



What I know about repeated addition is...

One thing I learned is ...

A question I have is ...

This is like...

This is not like....

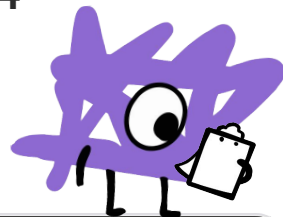
I wonder...





Module 4 - Day 4

Puzzle Talk



Time for

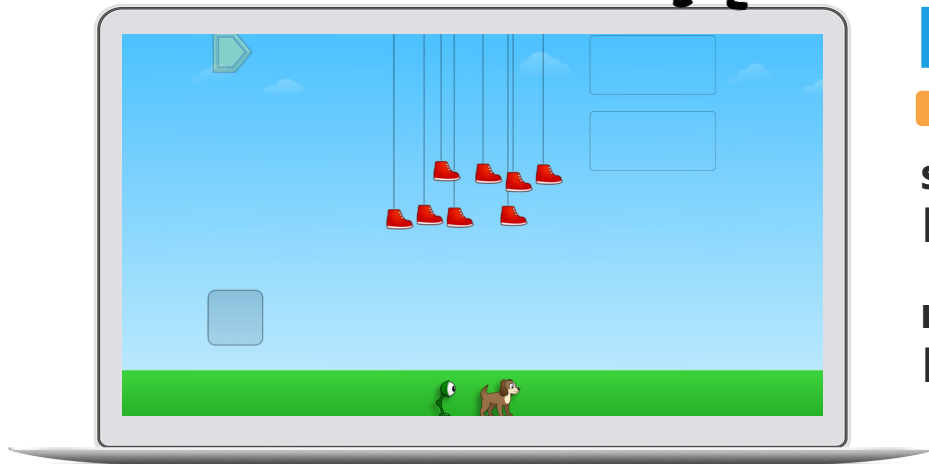
PROBLEM SOLVING!

ST Math Puzzle:

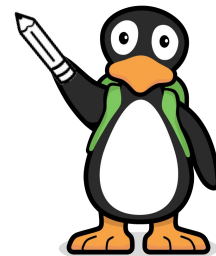
Bouncing Shoes Multiple Groups > Level 3

Learning Objective:

Equal Groups



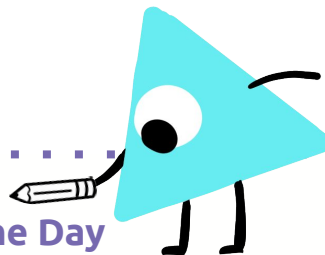
[Puzzle Link](#)





Module 4 - Day 4

Problem Solving



Problem of the Day

Yesterday, Mariana moved 24 cupcakes from the plate onto a tray. She arranged the cupcakes differently.

Draw a different array and write an equation to represent your thinking. Compare the two arrays you drew. How are they alike? How are they different?



Module 5

Let's see math come alive!

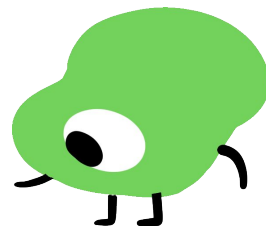
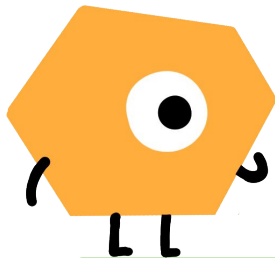


Module 5 - Day 1

My Thinking Path

**Topic: Representing numbers
with repeated addition**

???



What I know about repeated addition is...

What I know about arrays is...

One thing I learned is ...

A question I have is ...

This is like...

This is not like....

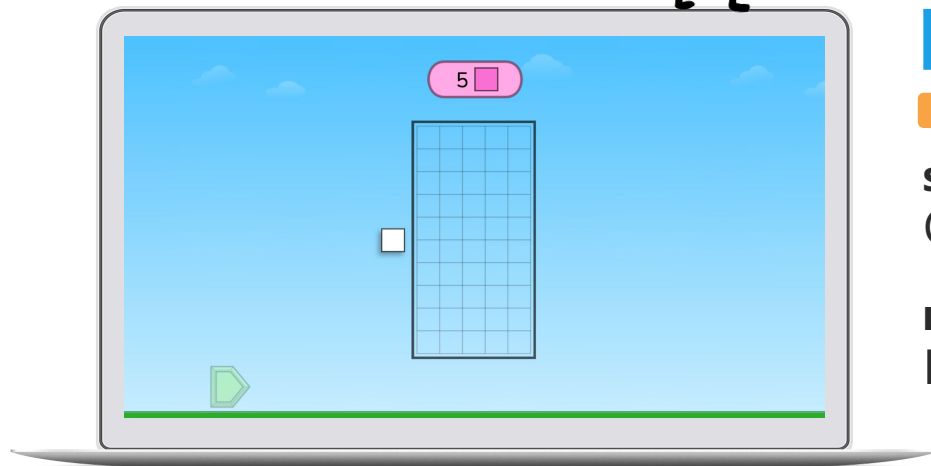
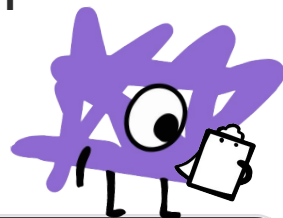
I wonder...





Module 5 - Day 1

Puzzle Talk



 [Puzzle Link](#)



Time for

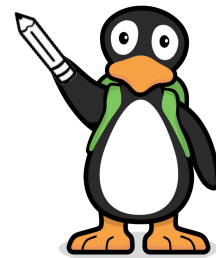
PROBLEM SOLVING!

ST Math Puzzle:

Create Multiple Rectangles > Level 1

Learning Objective:

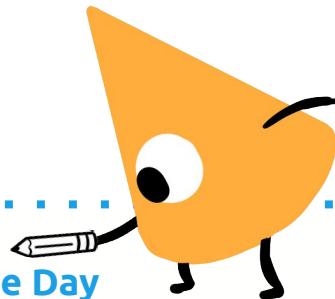
Intro to Arrays





Module 5 - Day 1

Problem Solving



Problem of the Day

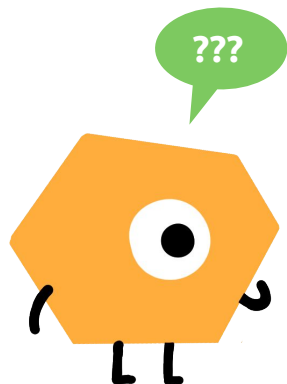


A garden is pictured (on the left on this slide). Using addition, create two equations that represent the garden.



Module 5 - Day 2

My Thinking Path



What I know about repeated addition is...

What I know about arrays is...

One thing I learned is . . .

A question I have is . . .

This is like...

This is not like....

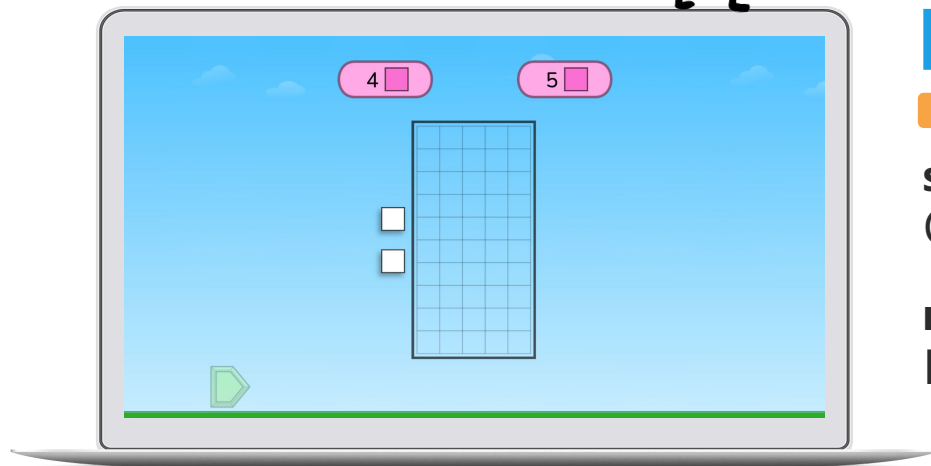
I wonder...





Module 5 - Day 2

Puzzle Talk



 [Puzzle Link](#)



Time for

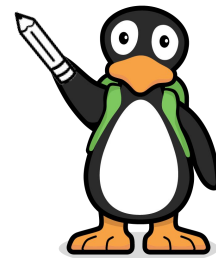
PROBLEM SOLVING!

ST Math Puzzle:

Create Multiple Rectangles > Level 2

Learning Objective:

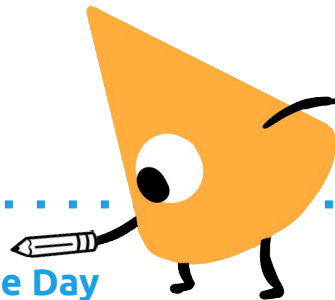
Intro to Arrays





Module 5 - Day 2

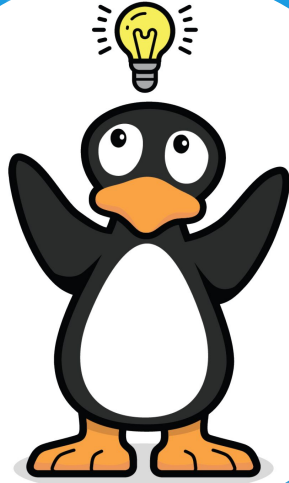
Problem Solving



Problem of the Day

A farmer planted 20 stalks of corn in a rectangular field.
He had the same number of corn stalks in each row.

Draw a picture to show two ways the farmer could have
planted the corn. Explain how you came up with your
pictures.



Reflection Poster

Slides 62-63



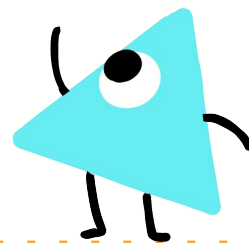
Time for

REFLECTION!



LET'S BRAINSTORM

- ★ What math concepts did you learn this summer?
- ★ What new vocabulary did you learn?
- ★ What strategies did you use when you got stuck?
- ★ How did you become a better mathematician?





Time for

REFLECTION!



DESIGN A REFLECTION POSTER

Share what you know!

- ★ What math concepts did you learn this summer?
- ★ What new vocabulary did you learn?
- ★ What strategies did you use when you got stuck?
- ★ How did you become a better mathematician?

Make your poster

colorful, **interesting** and **informative**.



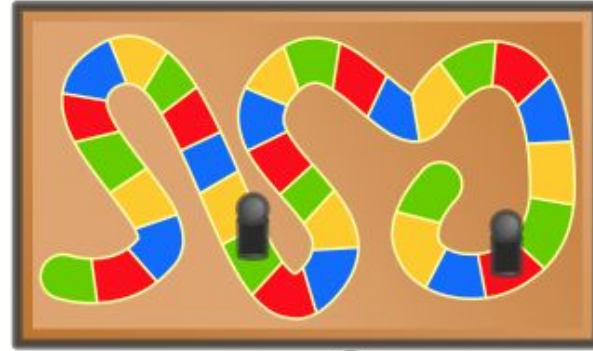


Mini Math Game Design

**Use Slides 65-69 if using the
4-Day Immersion Program**



We are going to create a game like the ones you played this summer!





Let's
Brainstorm!

What are some games you know?

**Can you think of how you might put math
in the game?**

**Can you think of a game you would like
to make that is like the ones you know?**



Your New
Game

When you make a new game, what math concepts can you include?

___ *addition*

___ *subtraction*

___ *shapes*

___ *money*

___ *puzzles*

___ *time*

___ *measuring*

___ *estimation*

___ *place value*

___ *something else?*



Your New
Game

**Can you make a game to teach
or practice a math concept?**

- ★ What is your game called?
- ★ How many players can you have?
- ★ What are the directions and rules for your game?



Now it's time to make a new game!

Work together to make a game that your friends will want to play.



Learning Showcase and Celebration Slides

W e l c o m e
to

ST Math Immersion's

L e a r n i n g S h o w c a s e
& C e l e b r a t i o n !



AGENDA (Sample)

10:00 am - Welcome
Gallery Walk of Posters

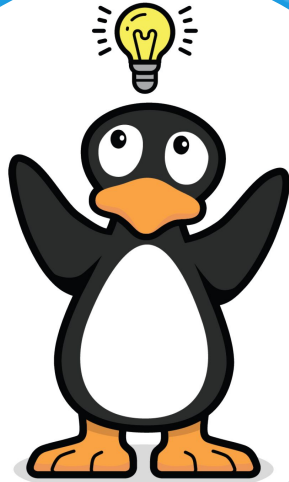
10:15 am - Presentation

10:30 am - Debriefing Time

11:00 am - Game Time

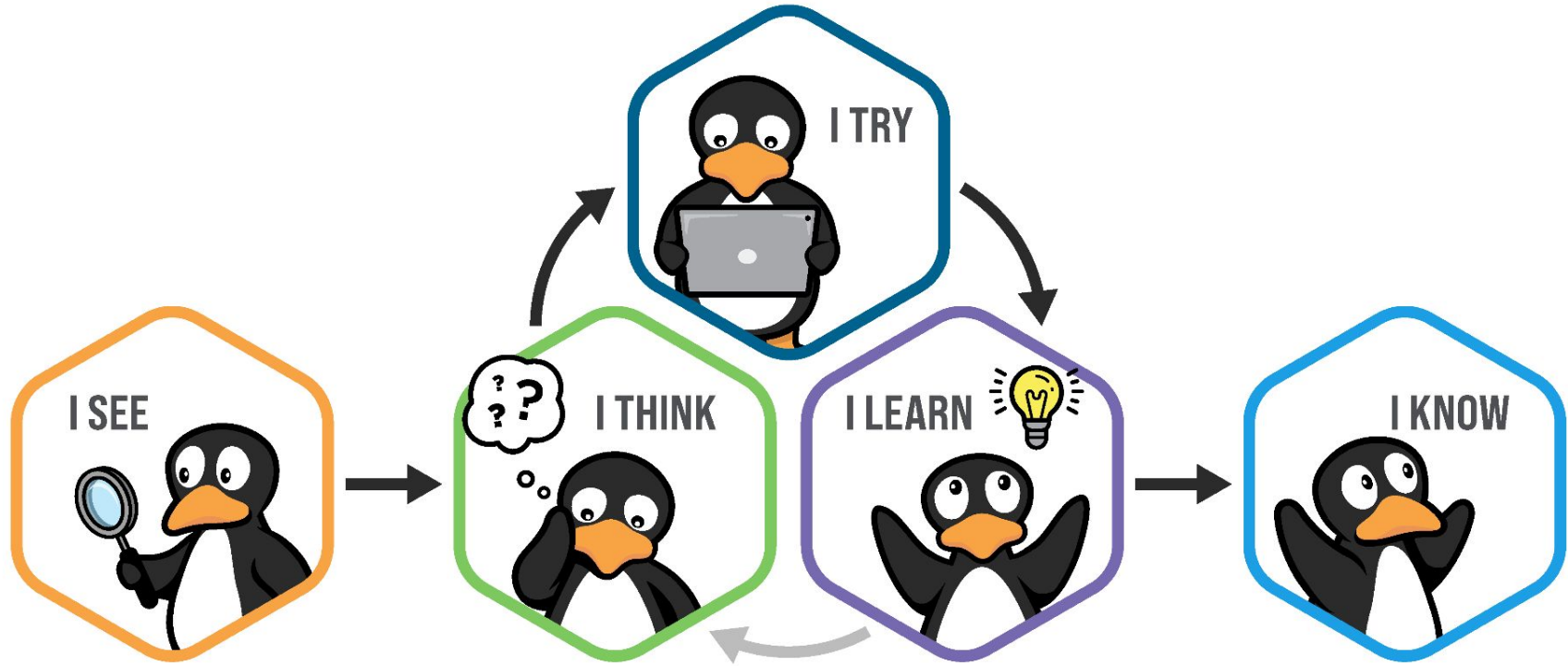
11:30 am - End Time





Resource

Problem Solving Process



ST Math®

Created by MIND Research Institute



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mindresearch.org/blog



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