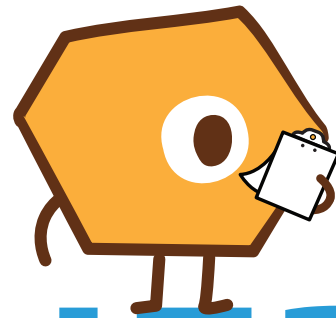




ST Math.
Summer Immersion



TEACHER GUIDE WITH LESSON PLANS

ST Math Summer Immersion

Grade 1

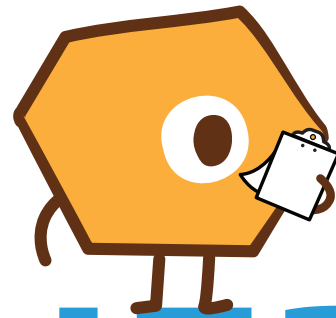
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MIND Research Institute
5281 California Avenue, Suite 300
Irvine, CA 92617



ST Math.
Summer Immersion



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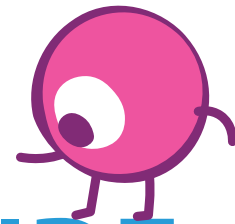
Grade 1

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ST Math[®] Summer Immersion



TEACHER GUIDE

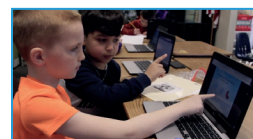
What Is ST Math Summer Immersion?

About ST Math Summer Immersion



ST Math Summer Immersion is an intensive program that combines ST Math with a math curriculum that creates a rich mathematical environment.

The content addresses common areas in which students struggle while providing opportunities for building their content knowledge, reasoning skills, and growth mindset. Grades K-2 focus on operations and algebraic thinking, and Grades 3-5 focus on fractions.



Check out this video to learn more about [ST Math Summer Immersion Overview](#).

ST Math Summer Immersion has been designed to accommodate a 4-day or a 5-day summer school schedule.

Instructional Design Overview

The curriculum for each grade level is an extension of the grade level students just completed. For example, the Kindergarten lessons are designed for students who have just completed Kindergarten. The 25 lessons in each grade will extend students' learning from the previous school year and prepare them for the next grade level. This flexible curriculum is designed to be implemented in 60- to 120-minute blocks over four to six weeks.

The lesson plans are divided into three main sections: **Puzzle Talks**, **Problem Solving**, and **Instructional Stations**. Puzzle Talks are a whole class time of facilitation and discussion using the Problem Solving Process. The Problem Solving section allows students to work on the problems of the day. The Instructional Stations divide the classroom into smaller groups to work on different activities at each station.

Student Portfolio

The Student Portfolio is a compilation of academic work and other forms of educational evidence assembled for the purpose of the learning process. ST Math Summer Immersion helps students build strong schema around mathematics and develop perseverance, confidence, and agency as they engage in the lessons and activities.

One way we do this is through the **Problem Solving Journal**. It serves as an artifact to track, evaluate, synthesize, and communicate student thinking around the mathematics they are learning. The Problem Solving Journal is designed for students to reflect upon their learning

through My Thinking Path, Problem of the Day, Exit Tickets, and ST Math Puzzle Reflections.

Assessments and Quizzes

ST Math Summer Immersion has assessments that can be used optionally. During the program's first and last module, a pre/post assessment can be administered. There are also pre/post quizzes that could be used on the first and last days of each module. The purpose of these assessments is to monitor the progress of your students and help you make instructional decisions based on their results. Your team should decide whether or not you will administer these assessments and how you will use the results.

Celebrating Students' Growth and Development

Throughout ST Math Summer Immersion, give students encouraging notes. Celebrating students' successes helps motivate learners to achieve more while continuing to develop a growth mindset. As students engage in ST Math, they are not only building mathematical knowledge but developing self-regulatory skills that are essential to success.

Celebrating students

ST Math Summer Immersion concludes its program with the [Learning Showcase and Celebration](#) on the last day. In the lesson plan, you will find more information and instructions about it. Students will prepare and present their reflection posters and their math game.

We have also created a framework you can use to prepare for the Learning Showcase and Celebration. We recommend teachers extend an invitation to families, community members, district leaders, teachers, peers, and school board members to celebrate and hear from students about what they learned. Use our [Learning Showcase and Celebration Editable Invitation](#).

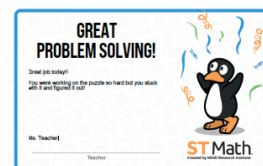
Creating a Reflection Poster

The reflection poster is a culmination of the thinking, learning, and growth that students experienced during the program. The students should review their Problem Solving Journal to help them make the reflection poster. Read more about the poster in the [Reflection Poster Guide](#).

Designing a Math Game

In 4-Day Summer Immersion, there is an optional mini-math game design activity that teachers can do with students. This activity involves having students redesign a game they know (e.g., any card game, Candy Land, Uno, etc.) and add mathematical components to the game.

In the 5-Day ST Math Summer Immersion, students will be designing a more elaborate math game. They will engage in the Engineering Design Process, which is adapted from *Engineering is Elementary*® from the Museum of Science in Boston to create their game.



Give students an encouraging note like the one above. We have some already designed. See our refillable [celebration notes](#).

For more information on celebrating students, visit our [Focus On: Celebrating](#) page.

What Makes ST Math Summer Immersion Unique?

The Science Behind the Learning

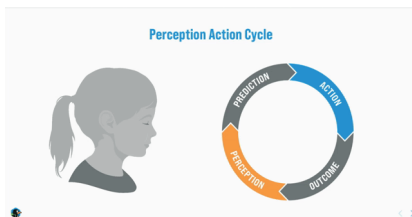
Building Schemas

Schemas are neural networks, our brain’s way of organizing our thoughts and experiences. The way those networks get created and connected ends up defining your concept or understanding of the topic. And when we talk about having a “deep conceptual understanding in math,” we’re talking about building schemas of mathematical concepts that give students the ability to solve problems they haven’t seen before.

The puzzles, activities, problem solving, and discussions in the ST Math Summer Immersion program support students in revising, extending, and building new schemas around mathematics concepts.

Perception-Action Cycle (PAC)

Brain research tells us students learn by doing. They need to be allowed to engage in meaningful content, make predictions, test those predictions, receive immediate and formative feedback as a result of their testing, and analyze that information to refine their thinking around the content.



The Cycle of Learning

This cycle of learning is known as the **Perception-Action Cycle (PAC)** and is the foundation of our award-winning ST Math program.

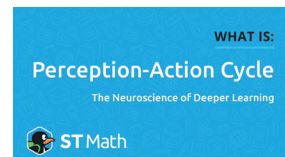
The Perception-Action Cycle is this continuous flow of information and action between the brain and the world around it. On and on it goes: sense, predict, act, adjust. Sense, predict, act, adjust. This PAC is embedded in our game-based learning design at MIND. ST Math puzzles take students through this cycle over and over, giving them a safe place to fail, providing new information through immediate and formative feedback, and inviting them to try again until they find the solution.



Check out this video to learn more about [schema](#).

Blogs on Schema:

- [Schemas Are Key to Deep Conceptual Understanding](#)
- [Mathematical Coherence with ST Math](#)



Watch and learn more about the [Perception-Action Cycle](#).

Blogs on PAC:

- [What the Perception-Action Cycle Teaches Us About How the Brain Learns](#)
- [Success and Failure: How Growth Mindset Can Change Education](#)

Academic Discourse

Effective Facilitation Strategies

Facilitation plays a pivotal role in creating a classroom rich with academic discourse. Effective facilitation promotes, deepens, and supports students' thinking as they grapple with concepts and build understanding. Students understand that they are accountable for their thinking, not just for writing correct answers. As teachers continue to engage students in focusing on what and how they are thinking, students will build confidence, increase their communication skills, and deepen their understanding of concepts.

Problem Solving Process

ST Math Summer Immersion uses the Problem Solving Process designed to support teachers as facilitators and students as authors of their ideas and sense-makers of mathematics. It is aligned with the perception-action cycle and helps students develop skills that can be used outside of ST Math.

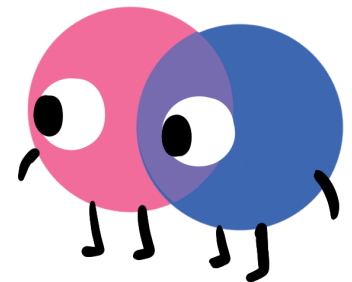


Blogs on Facilitation:

- [How ST Math's Problem Solving Process Develops Social-Emotional Learning Skills](#)
- [Using the Art of Facilitation to Become a Better Math Teacher](#)

What Is an Asset-Based Approach?

ST Math Summer Immersion uses an asset-based approach to instruction through diversity, equity, and inclusion. An asset-based approach focuses on the student's strengths and talents instead of their deficits, which is crucial to bringing equity in education. It supports students in seeing how they think about and engage in math. It is essential that every student, teacher, administrator, family, and community see themselves in math.



For too many students, math has been a hurdle to overcome. They are either identified or self-identified as people who can or can't do math. This identification follows students throughout their journey and impacts their learning experiences. One of the goals of ST Math Summer Immersion is to help students build a positive math identity and instill confidence, joy, and wonder in their mathematics ability. It was designed to equip students with the agency to be a knower, a doer, and a sense-maker of math.

The curriculum supports students in developing the understanding that they are capable and confident problem solvers. The lessons provide opportunities for student voices to be heard. Through the sharing of strategies, thoughts, and perspectives, students are positioned to see each other as mathematical resources and build on each other's ideas.

The teacher’s role in ST Math Summer Immersion is to (1) facilitate student thinking, (2) position students as authors of their learning, and (3) support students in developing essential skills. Through this focus, teachers center student thinking instead of teaching the puzzle. In turn, students learn that they can construct their knowledge. They also learn that mistakes are not only okay but are expected and are part of the learning process. Having an asset-based approach helps students develop perseverance, resilience, a growth mindset, and self-motivation. These are strengths that students can carry into the school year.

What are Puzzle Talks?

Facilitating in Action

Puzzle Talks

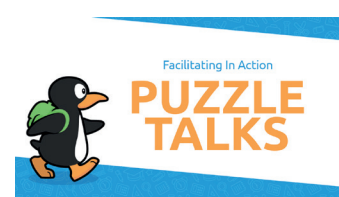
The use of ST Math puzzles to lead a whole group or small group short conversation is what we call Puzzle Talks. Similar to number talks or math talks, the goal is to get students to communicate and deepen their understanding of mathematics.

Puzzle Talks are a whole class time of facilitation and discussion that combines the ST Math Puzzles with the Problem Solving Process. They leverage the power of the visual models inherent in ST Math and use facilitation questions to promote classroom discourse and enhance the learning experience. As teachers deliver Puzzle Talks, they are supporting students in developing mathematical habits of mind, problem solving skills, and deepening their understanding of math concepts.

The facilitation of Puzzle Talks has been intentionally designed to develop students’ identity and agency as mathematics thinkers. Puzzle Talks are a way to get students thinking about and solving ST Math puzzles as a group and are a key component of ST Math Summer Immersion.

Puzzle Talks focus on supporting student strategies and thinking about concepts presented in ST Math puzzles. The goal is **NOT** to teach the puzzle, but rather to uncover, discuss, and stretch the thinking of the students. The lessons in ST Math Summer Immersion are built around Puzzle Talks. In the lesson plan overview, you will find the ST Math puzzles associated with the Puzzle Talks in the module.

Puzzle Talks promote rich discussions around math concepts and strategies. It is possible to extend a Puzzle Talk over several days as you discuss, compare, evaluate strategies, and make connections. It is also one of the most flexible areas in the program, which allows you to reduce or increase the amount of time to allow students to go through the Problem Solving Process. In



If you would like more information on Puzzle Talks and how to do them remotely, visit [Focus On: Puzzle Talks](#) on our ST Math Academy site.

combination with the [Problem Solving Facilitation Bookmark](#), we have included some engagement strategies that can be helpful during Puzzle Talks.

Game in a Minute Videos located in the ST Math Summer Immersion site has been designed to give teachers an overview of the ST Math puzzles that will be used during the Puzzle Talks. These under-a-minute videos also have a quick brief explanation of the puzzle's objective and some facilitating questions at the end.

Engagement Strategies with Puzzle Talks

Partner Talk

Have students discuss with a partner. After each partner shares their thoughts, they can compare their ideas. Challenge students to try to convince their partner to adopt their idea. This gives them time to summarize, reflect, evaluate, justify, and revise their thinking.

Voting

Have students share strategies and ideas and vote on which ones they would like to try. Have students share why they think the strategy they voted for is best. This allows them to rate, justify their rating, and discuss the outcome.

Strategy Compare

Have students share their strategies with a partner or small group. After sharing strategies, students can make comparisons, ask clarifying questions, and determine which strategy is best for the situation and why. This allows them to extend their thinking and evaluate others' strategies.

Popcorn Share

The teacher poses a question and calls on a student to share. That student answers and then picks another student to pass it to. They continue popcornning around answering questions, adding thoughts, and responding to their classmates. This provides an opportunity to connect and extend student thinking.

Think Pair Share

The Teacher asks questions and provides individual thinking time for students. Students share their thoughts with a partner. Engage the students in a whole group sharing. This allows them to share perspectives and ideas.

Say Something Write Something

Pause during the discussion and suddenly say, “*Say Something or Write Something!*” Have students summarize learning, ask a question, make a comment, or share a new idea/strategy verbally or in writing. This provides a quick check on student understanding.

What Are Problem Solving Strategy Discussions?

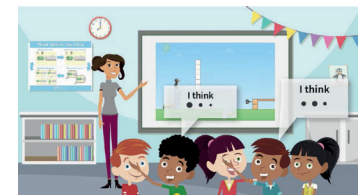
Extending Student Discourse

Facilitation focused on the Problem Solving Process allows for students and teachers to co-lead the learning. Students develop agency and accountability because they understand that their thinking is important. It is what will lead them to a deeper understanding. Facilitation is thinking-driven, not answer-driven.

Focus discussion on

- Strategy sharing and exploration
- Visual to symbolic connections (including word problems)
- Making connections between and among concepts
- Vocabulary connections

Use engagement strategies to promote student-to-student discourse to create an atmosphere that fosters rich math conversations.

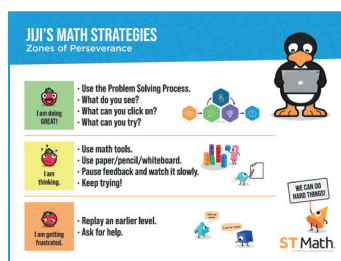


Problem Solving Resources

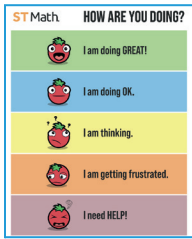
- [Problem Solving Strategy Discussions](#)
- [Problem Solving Facilitation Bookmark](#)

Cultivating a Culture of Perseverance

One of the essential skills ST Math Immersion focuses on is helping students develop perseverance and build the confidence that they can problem solve the most challenging tasks. As students engage in ST Math, they may encounter puzzles that they struggle to solve.



If a student gets stuck, they can start by using the Problem Solving Process on the student bookmark. This helps give them the language they need to reflect and communicate their thinking. Another resource to help students who are struggling is [Jiji's Math Strategies Poster](#). It focuses on building perseverance and agency. Students are encouraged to recognize what point of struggle they are experiencing. It also provides strategies to support them. This keeps students engaged in a productive struggle.



In addition, there are **How Are You Doing Cards** that can be used in class to help you keep tabs on how students are doing as they go through the curriculum and activities. Having students use these cards and place a clip or clothespin to indicate how they are feeling alerts the teacher as to when their struggle is becoming unproductive.

Student Engagement

Engaging students in discussions around problem solving activities is a great way to explore connections, expand perspectives, and have students check and challenge each other. Problem solving activities provide a great opportunity to facilitate classroom discussions around student work. When you do a Problem of the Day, it is important to plan your goals and outcomes for the discussion before posing the problem to students.



Planning for the Discussion

Before students begin working on the problem solving activity, think about what your students might do to solve the problem and what mathematics you would want to point out and discuss.

Monitoring During Problem Solving

As students are working during Problem Solving time, walk around and ask students questions to facilitate their thinking and select students' work to share as a whole class.

See the **Problem Solving Facilitation Bookmark** for sample questions.

Promoting Classroom Discussion Using Student Work

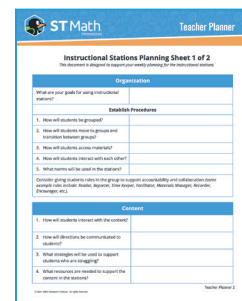
Order the work you selected to share from least sophisticated to most sophisticated. Include some work that has misconceptions and/or errors in reasoning.

Ask students questions that engage them in discussions around both correct and incorrect reasoning. It is important for the teacher to remain in the role of facilitator and ask students questions to help them construct knowledge.

What Are Instructional Stations?

About Instructional Stations

The **Instructional Stations** are a key element in ST Math Summer Immersion. They provide a great model to engage students to learn collaboratively, to build student agency and accountability, and to provide opportunities for personalized intervention. There are three instructional stations: small group instruction, table games, and ST Math puzzles. Familiarize yourself with the instructional stations by reviewing the first module's lesson plan overview section. It is very important that you set expectations for each instructional station.



Instructional Station Planner

The Problem Solving Journal will be used during the instructional stations as a place for students to share their learning. Students will complete Exit Tickets after playing table games and puzzle reflections after playing ST Math puzzles.

Set expectations for the instructional stations by using the optional **Instructional Station Planner** found in the **Teacher Planner**. Learn more about the breakdown of the instructional stations, assigning student roles, facilitating questions, and best practices on our **Instructional Station Overview**.

Small Group Station

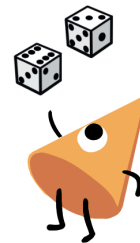
The Small Group Station is an opportunity to focus on meeting students' needs. This station is teacher-led and focuses on engaging students in math discourse to promote understanding. Share a problem with students that is similar to the Problem of the Day. Allow the students time to solve that problem. As they solve the problem, have them talk about the process of finding the solution. Students should discuss their strategies and defend their points of view for different solutions. There is a **Small Group Intervention Planner** in the teacher planner you may want to use to help organize your groups; however, there are instructions and ideas for your small group station in the lesson plan to make it easy.

ST Math Puzzles Station

The ST Math Puzzles Station is where students will each individually play ST Math Puzzles in their small groups. You have the option to assign them the entire ST Math Summer Immersion objective, have them continue their grade-level journey from the previous school year, or assign them specific puzzles. Students can set their own minutes and puzzle goals using the **Accomplishment Log** and record what they did that day.

Table Games Station

The Table Games Station features games during which students explore math concepts, engage in strategic thinking, apply their knowledge, challenge each other, and have fun with mathematics. All of the games in this station focus on number sense. They are also easily replicated for play at home. The game materials are located in the lesson resources for each module. There is time built into the last day of each module for you to teach your students how to play the game.

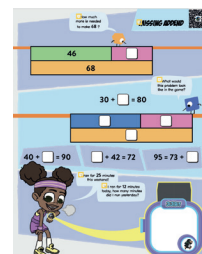


Focused Instructional Time

Focused Instructional Time is built in on Day 5 of every module. Use this time to personalize instruction for students. Identify areas to intervene based on student performance, divide the students into four groups, and assign them to the instructional station that will be most beneficial to meet their needs. Use the [Small Group Intervention Planner](#) to identify students who need more time.

ST Math Activity Pages

ST Math Activity Pages are an optional student activity booklet that can be found on the ST Math Summer Immersion website. It is based on an ST Math Puzzle and was designed to be fun and engaging for students. Teacher directions are written in the lesson plans, and it's recommended to be done as a whole class, but they can be done individually.



Use [Problem Solving Strategies](#) to stimulate discussion amongst your students. Apply the Problem Solving Process, and have students make connections to the games. Review the [ST Math Activity Introduction](#) to help you get started.

Instructional Station Rotations

Students should be divided into groups of three to four students to rotate through the different stations. Beginning in Module 2, students will visit two instructional stations per day for about 20 minutes at each station on Days 1–4. Day 1 and Day 2 instructional stations are the same, as are Day 3 and Day 4 stations. This allows students to visit all four stations within the two-day time frame.

On Day 5, if applicable, students will attend one instructional station during Focused Instructional Time at the discretion of the teacher. This is an opportunity for the student to have additional instructional time with the teacher or at a specific instructional station.

Schedule Sample (Days 1-4)

Time	Activity	Group Configuration
5-10 min.	My Thinking Path	Individual/Whole Group
20-25 min.	Puzzle Talk	Whole Group
20-25 min.	Problem Solving	Individual/Whole Group
40 min.	Instructional Stations	Small Group

Station	Instructional Stations Rotations							
	Day 1		Day 2		Day 3		Day 4	
	Rotation 1	Rotation 2	Rotation 1	Rotation 2	Rotation 1	Rotation 2	Rotation 1	Rotation 2
Small Group Instruction	Group A	Group B	Group C	Group D	Group A	Group B	Group C	Group D
ST Math 1:1	Group B	Group A	Group D	Group C	Group B	Group A	Group D	Group C
Table Games	Group C	Group D	Group A	Group B	Group C	Group D	Group A	Group B
ST Math 1:1	Group D	Group C	Group B	Group A	Group D	Group C	Group B	Group A

Schedule Sample (Day 5) - This day is skipped for 4-day implementations

Time	Activity	Group Configuration
60-70 mins	Game Design Challenge	Whole Group
20-30 min.	Focused Instructional Time	Small Group/Whole Group
Focused Instructional Time		
During this instructional station time, students do not rotate. They can either be assigned to a station or allowed to choose which one to go to.		
Small Group Instruction	Teacher Intervention Group	
ST Math Puzzles	Teacher choice or Student choice	
Table Games	Teacher choice or Student choice	

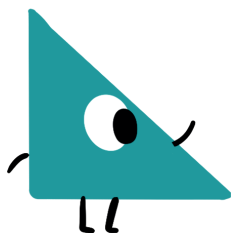
How Do We Monitor Students' Learning?

We have designed monitoring tools to help track the growth of student learning during ST Math Summer Immersion. In the Problem Solving Journal, you will find My Thinking Path, ST Math Puzzle Reflection, and Exit Tickets. These graphic organizers encourage students to think about their learning and schema. The Problems of the Day can also be used to monitor students' learning by reviewing their answers. In addition, assessments can be used as a measure of student learning. There are Pre/Post Quizzes for each module. The quizzes are optional but can be used to monitor student learning.

My Thinking Path

What are things I already know about this topic?

Goal/Purpose	Support Student Thinking Prompts	Look for
Students show they are beginning to unpack this new idea. They are engaging with the topic and trying to find connections to it. If they can find an access point to the topic, they will have more success understanding it.	<ul style="list-style-type: none">• Could what we did yesterday help you with this topic?• Does this make you think of a game or activity you've done?• Are there math tools you think you could use to help you with this topic?• Where have you seen something like this outside of school?• What words/parts of this topic do you know and which are ones you don't?• Can you draw a picture of what this makes you think of?	<ul style="list-style-type: none">• Recall of previous day(s) lessons• Mathematical operations they may use• "It looks like when we did ____."• Real-world connections• Highlighting words that sound familiar• "I think it has to do with ____, but I'm not sure."• Drawings of situations it could be used in or related to math strategies• Examples using the topic



What are some questions I have about this topic?

Goal/Purpose	Support Student Thinking Prompts	Look for
Students identify things they have questions about, allowing them to address any confusion that comes up as they work through the topic.	<ul style="list-style-type: none"> • Are there words here you have never heard? • Do you know when you would use this? • What about this topic seems confusing? 	<ul style="list-style-type: none"> • “Does it have to do with [previous topic]?” • “What does ___ mean?” • “Could this help me when I need to ___?” • Questions about how/when to use it

This also prepares students to be able to answer their own questions as they learn more about the topic.

How are the puzzles connected to what I already know?

Goal/Purpose	Support Student Thinking Prompts	Look for
Students are practicing transferring concepts to new situations. They are accessing their schema to figure out ways to use previous skills in a new context.	<ul style="list-style-type: none"> • Does this make you think of a game or activity you’ve done? • Have you seen the images in these puzzles before? • What math operations have you used before? 	<ul style="list-style-type: none"> • Mathematical operations they may use • “It looks like when we did ___.” • Real-world connections • Other ST Math puzzles • Math games they have played • Math problems from previous lessons



What new things did I learn in playing the puzzles? Did the puzzles make me think of anything differently?

Goal/Purpose	Support Student Thinking Prompts	Look for
Encourage students to think metacognitively as they are solving ST Math puzzles. Since they know they will be asked about what they learned, they will be thinking about it and aware of it as they play.	<ul style="list-style-type: none"> • What was different in this puzzle from other ones you have played? • Did you have to think about something in a new way from the other puzzles? • What did you try that didn’t work? What did you do instead? • If you had to help someone else solve this puzzle, what might you tell them? 	<ul style="list-style-type: none"> • Operations used in the lesson • Terms for operations (joining, separating, taking away, fraction words) • Example problems • Tips they would give to help someone solve • Situations/context the math could be used • Organization/soft skills

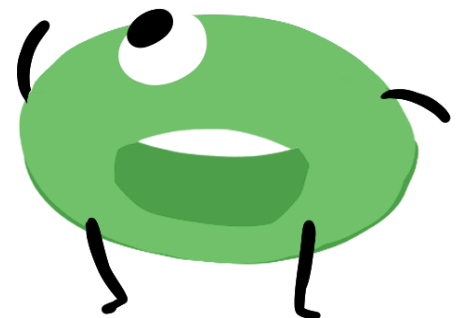
What challenges am I having/questions I still have about this topic?

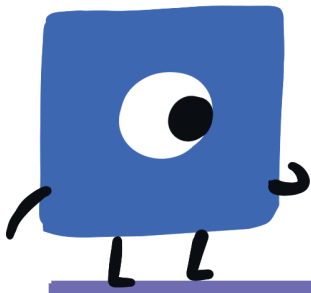
Goal/Purpose	Support Student Thinking Prompts	Look for
<p>Build the idea that our learning doesn't end and there is always more to know. It is also important for students to be okay with having lingering questions and become comfortable with not fully understanding something. This is what pushes us to grow.</p>	<ul style="list-style-type: none"> ● What parts of the game still seemed hard on the last level? ● What questions do you think you need more practice with? ● What are you curious about? ● What do you want to know that the game/teacher didn't show you today? ● Did you get a question correct and you don't know why? ● Do you think there are other ways to solve these types of problems? ● Did your strategy today feel efficient? Do you want to try something new? 	<ul style="list-style-type: none"> ● Examples of problems they got stuck on/solved incorrectly ● "Where can I use this in the real world?" ● "Why was I correct when I did ___?" ● "I want someone to explain this part to me again: ___." ● A picture of a tricky part of the puzzle ● "What would I do if I was given this situation: ___?" ● "Could I also use a different strategy?" ● "How could I make this problem easier to solve?"

ST Math Puzzle Reflection

The ST Math Puzzle Reflection allows students to have a 1:1 experience with the ST Math puzzles. It captures their ST Math quantitative data and qualitative data. It asks students to show what they learned while playing the ST Math puzzles. It is up to the teacher to decide the content they want students to engage in during ST Math Summer Immersion.

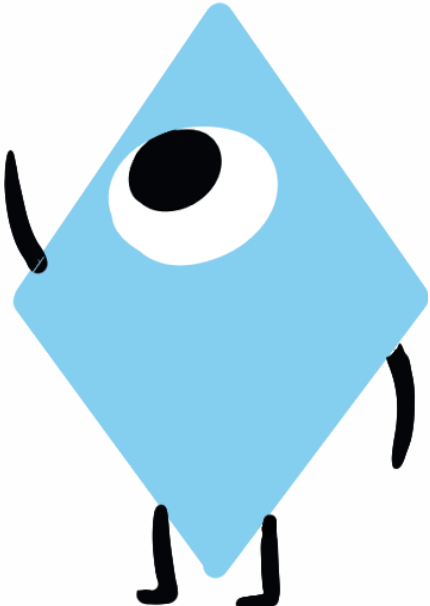
	Goal/Purpose	Support Student Thinking Prompts	Look for
Top Data Points	Students will be able to associate these numbers with their progress. This way they can hold themselves accountable as the numbers grow/decrease.	<ul style="list-style-type: none"> • What do [levels/percent/minutes/puzzles] tell us? • Why do you think we should write these numbers down each day? • How has it changed from the last module? • What do you want to change in the next module? 	<ul style="list-style-type: none"> • Correct input of data • Understanding the difference between each piece of data • Recognizing this shows us how we are 'growing our brains' each day
Open-Ended Questions	Reinforce student learning. Having them put new ideas into their own words or pictures will help the new understanding 'stick.' Students can also refer back to this when stuck on a problem in the future or to remind them of their growth and build their confidence.	<ul style="list-style-type: none"> • Tell me about the problem we did together on the carpet. • What did you tell Jiji to do in the ST math puzzle? • What did you have to do to try and win the ST Math puzzle you played at your station? • When would you use the math we did today? • What other kinds of problems could it help with? • What did you do today that made solving math easier? • What part of today's lesson made you feel proud? • What part of the lesson was hard at first? 	<ul style="list-style-type: none"> • Operations used in the lesson • Terms for operations such as joining, separating, taking away, or fraction words • Example problems • Situations/context in which the math could be used • Organization/soft skills





Exit Tickets

Exit Tickets allow students to represent their learning in a different, more novel way (note to a friend, freeform brain dump, as a discovery, etc.). Many of these are the same look-fors and prompts as the My Thinking Path and ST Math Puzzle Reflection.

Prompts	Look for
<ul style="list-style-type: none">• Tell me about the problem we did together on the carpet.• What did you tell Jiji to do in the ST math puzzle?• What did you have to do to try and win the game you played at the table games station?• When would you use the math we did today?• What other kinds of problems could it help with?• What did you do today that made solving math easier?• What part of today's lesson made you feel proud?• What part of the lesson was hard at first?• What was different in this puzzle from other ones you have played?• Did you have to think about something in a new way from the other puzzles?• What did you try that didn't work? What did you do instead?• If you had to help someone else solve this puzzle, what might you tell them?	<ul style="list-style-type: none">• Operations used in the lesson• Terms for operations, such as joining, separating, and taking away fraction words• Example problems• Tips they would give to help someone solve• Situations/contexts in the math could be used• Organization/soft skills• Examples of problems they got stuck on/solved incorrectly• "Why was I correct when I did ___?"• A picture of a tricky part of the puzzle• "Could I also use a different strategy?"• "How could I make this problem easier to solve?" 

How Are the Lesson Plans Sectioned?

Module at a Glance

Module at a Glance, which can be found in the lesson plan in blue, gives you an overview of what you'll encounter. Here is a breakdown of what you will see.

The screenshot displays the lesson plan for Kindergarten Module 2, titled "Adding Numbers up to 10". It is divided into seven numbered sections:

- 1 Topic: Adding Numbers up to 10**: Includes a QR code and a brief description of the module's focus on addition strategies.
- 2 Module 2 at a Glance**: Lists various resources such as posters, games (Addition War, Pyramid Make Ten, etc.), mats, and journals.
- 3 My Thinking Path**: A section for student reflection on the module's content.
- 4 ST Math Puzzle Talks**: Lists specific puzzles used during the module.
- 6 Problem Solving**: Details daily problem-solving activities, including slide decks and journal prompts.
- 7 Instructional Stations**: Describes four stations: Small Group Instruction, ST Math Puzzles, Table Games, and Design Challenge, with specific activities for each.

SECTIONS

- 1. Topic** - highlights the math focus for that module and the content students will be exploring.
- 2. QR Code & Hyperlink** - links to that particular module's resources.
- 3. Module at a Glance** - lists documents that need to be printed, slides from the slide deck that will be projected, and any manipulatives necessary for the module.
- 4. My Thinking Path** - tracks the student's thinking around the module's topic in a graphic organizer found in the Problem Solving Journal.
- 5. ST Math Puzzle Talks** - specifies the puzzles used during Puzzle Talks (use a QR code/link to locate these).
- 6. Problem Solving** - features the Problem of the Day included in the Problem Solving Journal and on the Problem Solving Slide Deck. These are used to explore connections and have students check and challenge each other.
- 7. Instructional Stations** - organizes students into small groups to work on various activities at a particular designated rotating station.

Daily Lessons

Daily Lessons, which can be found in the lesson plan in green, give you specific lesson plans for the day. Here is a breakdown of what you will see on most days. The last day of the module is slightly different.

STMath Summer Immersion
Kindergarten | Module 2 | Day 1

1 My Thinking Path (5-10 minutes)

- Introduce the My Thinking Path document to students. Have them write in the topic, "Adding numbers up to 10."
- Have students begin working on the first two boxes.
- Discuss their ideas, and allow students to add to their paper any additional thoughts they have.
- From now on, each of Days 1-4 begins with time for students to reflect on their learning and prepare for the day.
- Have students complete the Pre-Quiz (optional).

2 Puzzle Talk: Push Box Addition to 5 (20-25 minutes)

- Focus on student thinking and developing problem solving skills using the Problem Solving Process.
- Provide students with a [Push Box Game Mat](#) and whiteboards/dry-erase markers.

3 Notice and Wonder

- Display the first puzzle in Level 1. Ask: "What do you notice? What do you wonder? What can you click on?" Allow a few students to share out.

Predict and Justify

- Have students think-pair-share their strategy and why they think their strategy can be used to solve this puzzle.
- Ask students to share out and try one of the students' ideas. Ask the students if they agree or disagree with the strategy and why. Is their strategy similar or different?
- Pay attention to the counting strategies students are using (counting on vs. counting all; recognizing doubles and doubles plus one; known facts).

Test and Observe

- Watch the feedback together and discuss what they saw.
- Ask students: "What did you learn from the feedback? Were we correct? Was this strategy similar to or different from yours?"

Analyze and Learn

- While playing different puzzles, try strategies that work and those that don't. Analyze the feedback in both correct and incorrect solutions.
- Give students the Push Box Game Mat to represent the puzzles. Discuss how they used the game mat to help them solve this puzzle.
- Show a puzzle from Level 3. Have students discuss what they notice about this level.
 - How is it like/different from the previous levels?
 - Will they change their strategies to solve this puzzle? Why or why not?

Connect and Extend

- Select another puzzle, and ask the students to think about what this puzzle would look like with numbers.
- Have them write an equation to show the problem and/or have them model the problems on their game mat.

4 How does the student:

- understand what is happening in the puzzle?
- combine the two stacks of blocks?
- represent the puzzle with an equation?
- understand what each number in the equation represents?
- understand the relationship between addition and subtraction? Do they see them as opposites?

5 Problem Solving (20-25 minutes)

Engage students in problem solving discussions. Read and discuss the problem, share student work, compare strategies, and make connections.

Problem Solving Slide Deck (slides 28-29)

- J.Ji had some cookies. There were 4 cookies on the plate and 4 cookies left in the bag. How many cookies does J.Ji have altogether?

Problem Solving Journal (page 9, bottom)

- Students will complete the Problem of the Day independently. Provide guidance as needed.
- Students solve a similar cookie problem.

6 Instructional Stations (40 minutes)

Students will visit two stations today (20 minutes in each station). They will visit the other two tomorrow.

Station 1: Small Group Instruction <ul style="list-style-type: none">Work with students using a ten frame.Use the Problem Solving Process to discuss the use of a ten frame with the group.Have students tell stories that can be modeled on the ten frame.	Station 2: ST Math Puzzles <ul style="list-style-type: none">Have students sign in and play ST Math puzzles.Remind students to use manipulatives and/or paper and pencil to help them solve problems.With 5 minutes left, have students stop playing and complete their Puzzle Reflection and Accomplishments Log.
Station 3: Table Games <ul style="list-style-type: none">Select Addition War or Pyramid Make Ten.Have students play that game.Ask students to complete an Exit Ticket during the final 5 minutes.	Station 4: Design Challenge <ul style="list-style-type: none">Have students complete page 7 in their Design Challenge Booklet.Students will think about all that they have learned about games and what they know about math. They will write or draw their ideas for games.After writing/drawing their ideas, have students share them with their team.The team will discuss the idea they want to use for their game.

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SECTIONS

- My Thinking Path** - provides direction on how to get students thinking about the topic of the module.
- Puzzle Talks** - brings ST Math which engages students to practice mathematical discourse and problem solving.
- Problem Solving Process** - integrates the Problem Solving Process to engage students in mathematical discourse and to develop problem solving skills.
- Check for Understanding** - determines the level of understanding of the day's lesson using questions.
- Problem Solving** - features the Problem of the Day included in the Problem Solving Journal and on the Problem Solving Slide Deck. These are used to explore connections and have students check and challenge each other.
- Instructional Stations** - provides details on the activities students will be working on in small groups at a particular designated rotating station.



ST Math[®] Summer Immersion



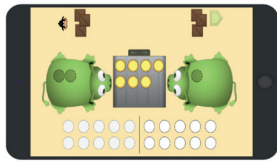
TEACHER PLANNER



Checklist: Module 1

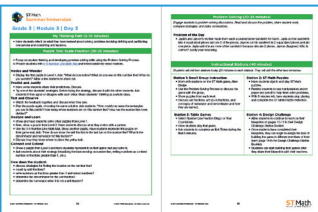
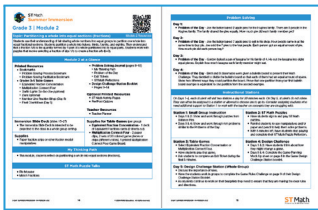
The focus of Module 1 is to get students acclimated to the structure of the program as well as to establish expectations, routines, and procedures.

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.

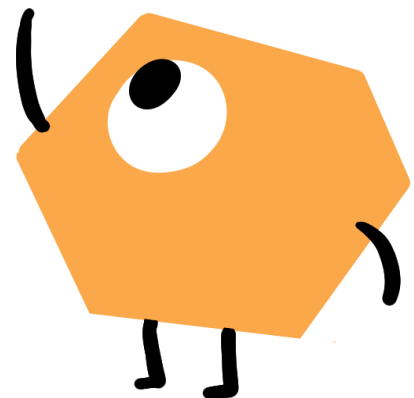
Module's Checklist

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.

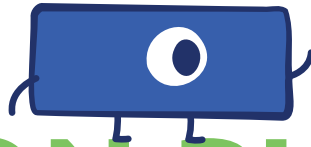
Lesson Preparation

- 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





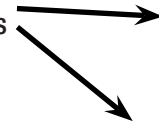
ST Math[®] Summer Immersion



LESSON PLAN



Click or scan for resources



Grade 1 | Module 1

Topic: Acclimate Students to ST Math Immersion

[Module 1 Resources](#)

This module's focus: Getting your students started on ST Math and acclimated to the structure of the ST Math Immersion program. Whether or not your students have been using ST Math, it is important to introduce ST Math. During this module, students will discuss strategies and learn how to overcome hurdles. Students will also learn the components of the program (My Thinking Path, Puzzle Talks, Problem Solving, Problem of the Day, Instructional Stations, Exit Tickets, and Puzzle Reflections). Most importantly, in this module students will actively engage in thinking about their thinking, the strategies they use to solve problems, and overcome challenges while getting excited about exploring mathematics.

Module 1 at a Glance

Printed Resources

- **Bookmarks**
 - Problem Solving Process Bookmark
 - Problem Solving Facilitation Bookmark
- **K-2 Table Games Directions**
 - Number Kicker
 - Make Ten Concentration
 - Addition War (Day 4)
 - Pyramid Make Ten (Day 4)
- **Game Mat**
 - Creature Cards
- **Problem Solving Journal** (pages 3-8)
 - My Thinking Path
 - Problem of the Day (POD)
 - Exit Tickets
 - ST Math Puzzle Reflections

Optional Printed Resources

- Accomplishment Log
- ST Math Activity Pages
- Pre-Assessment
- Pre/Post Quizzes

Immersion Slide Deck (slides 2–19)

- The Immersion Slide Deck is intended to be projected to the class in a whole group setting.

Teacher Resources

- ST Math Activity Pages - Teacher Introduction
- Teacher Planner

Supplies for Table Games (per group)

- **Number Kicker** - 1 deck of cards with face cards removed, 1 printed Number Kicker game board (0 to 20) for each player, centimeter cubes (4 for each player)
- **Make Ten Concentration** - 2 Decks of JiJi Creature Cards

My Thinking Path

- This daily opportunity for reflecting will be introduced on Day 3 of this module. Students will reflect on addition and subtraction of whole numbers.

ST Math Puzzle Talks

- Attribute Transform
- Bouncing Shoes
- Bouncing Shoes with Numbers

Problem Solving

Note: The Problem of the Day in the Problem Solving Journal is intended to be an independent activity for students. Those problems are intentionally not included in the slide decks.

Day 1: (whole class)

- **Problem Solving Slide Deck**- Create a “Getting to Know Our Class” chart. Ask the students questions to gather data about the class and record the information on a chart. For example:
 - How many students are in this class? How many students have brown eyes? (Blue eyes? Green eyes?) How many students in the class have black hair? (Brown hair? Blonde hair? Red hair?)
- **Problem Solving Journal** - Students are introduced to the journal and complete with the class.

Day 2: (whole class)

- **Problem Solving Slide Deck**-Remind students about yesterday’s Problem of the Day. How we can describe the class mathematically? Generate a list of three to five things students want to know about each other, such as favorite ice cream flavor, favorite color, number of siblings, number of pets, favorite subject in school, birth month, favorite sport, etc.
- **Problem Solving Journal** - Students complete together with the class.

Day 3:

- **Problem Solving Slide Deck**- JiJi has some shoes to give to friends. JiJi has 12 shoes. Which friends can JiJi give shoes to? Is there another way JiJi could give shoes away? Write an equation to show that these two solutions are equal. Can JiJi give shoes to more than two friends? Write the equation for this solution.
- **Problem Solving Journal** - Students solve independently. Which creatures can wear 10 JiJi shoes?

Day 4:

- **Problem Solving Slide Deck**- Students will find the missing number to complete the mathematical equation and show their solutions as jumps on the number line.
- **Problem Solving Journal** - Students solve independently. Students will find the missing number to complete the mathematical equation and show their solutions as jumps on the number line.

Preparing for Instructional Stations

This module is focused on teaching students about the structure of the stations, how to transition between stations, expectations of a station, and responsibilities in a station. It is very important to spend days 1–3 teaching the procedures of the stations. (See [Instructional Stations Overview](#) for tips and best practices.)

Day 1: Table Game Play (whole group)

- Discuss why we play games.
- Introduce and play the game Number Kicker.

ST Math Puzzles (small group)

Pre-Assessment and/or Pre-Quiz (optional)

Day 2: Table Game Play (whole group)

- Discuss why we play games.
- Introduce and play the game Make Ten Concentration

ST Math Puzzles (small group)

Day 3: Instructional Station Routines

- Establish class routines.

Table Game Play

- Number Kicker or Make Ten Concentration

ST Math Puzzles (small group)

- Have students sign in and play ST Math

Day 4 Instructional Station Rotation

- No Small Group Problem Solving

Table Game Play (small group)

- Number Kicker or Make Ten Concentration

ST Math Puzzles (small group)



Grade 1 | Module 1 | Day 1

ST Math Immersion Focus (10 minutes)

Introduce ST Math Immersion and its components, and answer any questions the students may have to better prepare them for a successful experience. Introduce the components of the program, including the Problem Solving Journal (which includes My Thinking Path, Problem of the Day (POD), Exit Tickets, and Puzzle Reflections), Puzzle Talks, and Instructional Stations (which includes Small Group Instruction, ST Math Puzzles, and Table Games). There are optional Activity Pages that can also be introduced. Explain how you will be completing the Pre-Assessment and/or Pre-Quiz if you decide to use them.

ST Math Focus (15 minutes)

Your students likely have been playing ST Math. For some of them, this may be their first experience with ST Math. On this first day it is important to reintroduce ST Math while sharing important tips and Reminders as students play ST Math. See Slide Deck slides 3–5.

If your class has been using ST Math, you will not need to do a formal introduction to the program. Instead focus on engaging them in discussions where they can share tips, encouragement, and success stories with ST Math.

- Brainstorm what students like about ST Math. What tips do they have to share? What do they do when they get stuck?
- Have students share their favorite games and why they like them.
- Discuss goal setting with students and set a puzzles and minutes goal for this first module.
- Provide students with a tracker and walk them through how to use it.
- Let the students know if they will be doing the Journey, Assignments or both. Remind them that you are able to see the minutes and puzzles they have completed during the week.
- Ask: "When you do an ST Math puzzle how does the animation help?" Give an example.
 - This is a group discussion. Help students understand that the animation in the puzzle shows them if they are right or wrong. The information provided by this feedback (animation) can be used to adjust their thinking about how to solve the puzzle. As you discuss, allow all students to contribute to answering this question. Create a chart of their responses. Make sure you put their name or initials by their response so that you can compare it at the end of the program to what they learned.

For students who are new to ST Math:

- Choose one of the following ways to introduce ST Math to your students.
 - Read students the JiJi to the Top [book \[Spanish\]](#) or show a [video telling the story \[Spanish\]](#) to introduce ST Math.
 - Play the Slinky [game](#) with your students. During game play explain that ST Math is a program that teaches math in a very different way.
 - Encourage students to look at the visuals on the screen and determine what they think they should do.
 - Point out the things that are clickable and that clicking on the sky makes the clickable parts shimmer.
 - Make sure students understand that they have to complete all the puzzles in a level before moving on.
 - Ask students if ST Math Reminds them of other math programs. Why or why not?

Problem Solving (20 minutes) - whole group

Engage students in problem solving discussions. Read and discuss the problem, share student work, compare strategies, and make connections.

Problem of the Day (slide 6)

- Create a “Getting to Know Our Class” chart. Ask the students questions to gather data about the class and record the information on a white board or chart. (You will use this information throughout the module so it is important that it is in a form you can refer back to.)
 - Some questions you may ask to gather data might include: How many students are in this class? How many are girls? Boys? How many students have brown eyes? Blue eyes? Green eyes? How many students in the class have black hair? Brown hair? Blonde hair? Red hair? How many have pets? Siblings? Favorite subject? Favorite flavor ice cream? Favorite color?
 - This is a great opportunity to practice counting, making tally marks, and comparing numbers (more/less, bigger/smaller, one more, two more, one less, two less, etc.)

Problem Solving Journal (Page 4, top)

- Students are introduced to the journal and complete together with the class today. In future lessons, the Problem of the Day is intended to be completed independently. They are not included in the Slide Decks.

Preparing for Instructional Stations (45 minutes)

Table Game Play & Discussion (25 minutes, whole group)

- Tell students they are going to play a game. Ask them to share why people play games. Record their responses on chart paper.
- Introduce students to the game Number Kicker.
- Have them play the game with a partner for about 10 minutes.
- Have students individually think about one thing they liked about the game and one thing they didn't like.
- Discuss as a whole group. Ask students to share what they liked/didn't like about the game.
 - Ask questions about the math they used in the game and record answers on chart paper.
 - How did the math work in the game?
 - What was the purpose?

ST Math Puzzles (20 minutes, small group)

Students in small groups will each individually play ST Math Puzzles. You have the option to assign them the entire Immersion objective, have them continue their grade level journey from the previous school year, or assign them specific puzzles. If you do not have enough computers for each student to play ST Math, you can have some students working on ST Math, some continuing to play Number Kicker, and if applicable, others in a small group with the teacher completing the Pre-Assessment and/or Pre-Quiz.

- OR -

OPTIONAL - ST Math Immersion Grade 1 Pre-Assessment and/or Pre-Quiz

Administer the Pre-Assessment and/or Pre-Quiz to students. Those who finish early can play ST Math. This time can also be used to give the Pre-Assessment and/or Pre-Quiz to all students in a whole group setting. Another option would be to administer the assessment to small groups over the course of this first module.



Grade 1 | Module 1 | Day 2

ST Math Focus

Today you are going to teach students the Problem Solving Process. This process focuses on student thinking and developing problem solving skills. It follows the perception-action cycle and can be used beyond ST Math to support students in problem solving. As you engage students in the Puzzle Talk, spend time highlighting strategies, pointing out the feedback, and asking students facilitation questions to promote their thinking. Show them the [Problem Solving Bookmark](#) and encourage them to refer to it as they play ST Math on their own.

Puzzle Talk: Attribute Transform (20-25 minutes)

- Focus on student thinking and developing problem solving skills using the Problem Solving Process.
- Provide students with whiteboards/dry erase markers.

Notice and Wonder

- Display Attribute Transform Level 1.
- Introduce and discuss the first Attribute Transform puzzle.
- Tell students you are going to teach them questions they can ask themselves to help think through the puzzles. The first question students should ask themselves is: “What do I notice?”
- Encourage students to complete this sentence: “I notice _____.”
- Have several students share what they notice, not how they would solve it.
- Remind students that they can click the sky, and the clickable elements will shimmer.

Predict and Justify

- The next question students should ask themselves is: “What is my prediction?”
- Encourage students to complete this sentence “My prediction is _____ because _____.”
- Have different students share their predictions and why theirs is the best prediction.
- Ask students to name or describe the strategy they will use to test their prediction. For example, a student may predict that they have to somehow move the shape from one side to the other. In this case they would name the strategy of matching. “My strategy is to change the color of the triangle on the left to match the color of the triangle on the right by selecting the block that has the matching color. ”
- Ask students to describe what they think will happen when you test their prediction and why.

Test and Observe

- Encourage students to observe and think about the results of testing their hypothesis.
- Try a few student suggestions, both correct and incorrect. Watch the feedback, and discuss what they observed.

Analyze and Learn

- Facilitate students in analyzing the feedback/results an understanding what worked and didn't work.
 - How does this compare to what you thought would happen?
 - What did you learn?
 - How will you use what you learned?
- Be sure to use the playback features to pause, rewind, and fast forward the animation and discuss what they are learning from the feedback.
- Use the annotation tools to highlight the learning.

Connect and Extend

- Do one example of each: changing color (Level 1), changing shape (Level 2), stretching (Level 3).
- Help students use what they've learned to solve new puzzles.
- Discuss strategies and solutions (including incorrect ones). Explore different solutions and discuss what they thought would happen vs. what did happen.
- Have students create their own Attribute Transform puzzle and share it with a neighbor. Can their neighbor correctly solve it? Choose a few to share with the whole group. See who can make the most challenging one, the most unique one, the most surprising one, etc.

How does the student:

- solve the puzzles? (Are students visualizing the changes to the shape as it goes over each belt? Do they struggle to keep track of the changes?)
- compare the shape on the left to the shape in the ground?

Problem Solving (20-25 minutes)

Engage students in problem solving discussions. Read and discuss the problem, share student work, compare strategies, and make connections.

Problem of the Day (slide 8)

- Remind students about yesterday's Problem of the Day. How can we describe the class mathematically? Generate a list of three to five things students want to know about each other, such as:
 - Favorite ice cream flavor, favorite color, number of siblings, number of pets, favorite subject in school, birth month, favorite sport, etc.

Problem Solving Journal (page 4, bottom)

- Students complete together with the class today.

Preparing for Instructional Stations (45 minutes)

Table Game Play & Discussion (25 minutes, whole group)

- Discuss the game that the students played yesterday, Number Kicker. Review what they liked/didn't like about the game. Ask questions such as: How did they figure out who won? Did they have a strategy that would help them win?
 - Let students know that they are going to play a different game today.
 - Introduce students to Make Ten Concentration.
 - Have them play the game with a partner.
- Discuss as a whole group. Ask students to share what they liked/didn't like about the game. Ask questions about the math they used in the game, and record answers on chart paper.
 - How did the math work in the game?
 - What was the purpose of the math?
- Show them the game chart from yesterday. Have them think about Number Kicker and Make Ten Concentration. Discuss their answers to the questions:
 - Which game did they like better? Why?
 - How was mathematics involved in each of these games?

ST Math Puzzles (20 minutes, small group)

Students in small groups will each individually play ST Math Puzzles. You have the option to assign them the entire Immersion objective, have them continue their grade level journey from the previous school year, or assign them specific puzzles. If you do not have enough computers for each student to play ST Math, you can have some students working on ST Math, some continuing to play Number Kicker, and if applicable, others in a small group with the teacher completing the Pre-Assessment and/or Pre-Quiz.



Grade 1 | Module 1 | Day 3

My Thinking Path (5-10 minutes)

Students will begin solving problems involving addition and subtraction within 100. They will write equations to represent the problems, including equations with a symbol for the unknown.

My Thinking Path Discussion:

- Introduce the My Thinking Path page in their Problem Solving Journal to students (page 3). Have them write in the topic, “Adding and subtracting numbers.”
- Have students begin working on completing the page.
- Discuss their ideas, and allow students to add any additional thoughts they have to their paper.
- From today on, begin each of Days 1–4 with time for students to reflect on their learning and to prepare for the day.

Puzzle Talk: Bouncing Shoes (20-25 minutes)

- Focus on student thinking and developing problem solving skills using the Problem Solving Process.
- Provide students with [Creature Cards](#) and whiteboards/dry erase markers.

Notice and Wonder

- Show a puzzle from Level 1. Ask students: “What do you notice? What do you wonder?” Allow students to share. Provide Creature Cards.

Predict and Justify

- Have students make a prediction and determine a strategy for solving the puzzle. Have students share their predictions about what they think will happen and why. Do they agree or disagree with each other's strategies?

Test and Observe

- Try one of the students’ ideas. As you try students’ strategies, be sure to try strategies that work and those that don’t. Analyze the feedback together in both correct and incorrect solution, sharing observations.

Analyze and Learn

- Ask students to think about how what they saw happen compares to what they thought would happen: “Are there any other solutions to this puzzle? Can we choose different creatures to add together?”
- Display the first puzzle from Level 2, discussing how they are different from Level 1.
- Say to students, “How could we fill the shoes using the creatures in this puzzle?”
- Have students share how they would solve the puzzle with a partner, and then do a whole group share out.

Connect and Extend

- Display the first puzzle in Level 3, asking students how these puzzles are different from Levels 1 and 2. “Are there different creatures we can use to fill the shoes? If so, how many creatures do we need?”
- Ask students: “Can we represent this puzzle using an equation? What does the equal sign mean?” On their whiteboards or paper, have students write equations to represent the solutions (i.e., 2 ostriches = 1 dog or $2 + 2 = 4$).
- Final check for understanding: Write an equation on the board to show that two different solutions are equal (e.g., $4 + 3 = 2 + 5$), and ask students: “Is this equation true? Explain how you know.”
- You may repeat with the remaining puzzles in Level 3.

How does the student:

- understand the relationship of addition and subtraction?
- solve a start-unknown equation?
- solve a change-unknown equation?
- explain the purpose of an unknown/variable?

Problem Solving (20-25 minutes)

Engage students in problem solving discussions. Read and discuss the problem, share student work, compare strategies, and make connections.

Problem Solving Slide Deck (slides 11–12)

- JiJi has some shoes to give to friends.
- JiJi has 12 shoes. Which friends can JiJi give shoes to?
 - Is there another way JiJi could give shoes away?
 - Write an equation to show that these two solutions are equal.
 - Can JiJi give shoes to more than two friends?
 - Write the equation for this solution.

Problem Solving Journal (page 5, top)

- Students will complete the Problem of the Day independently. Provide guidance as needed.
- Which creatures can wear 10 shoes?
 - Allow students to find as many solutions and possible. Encourage them to write the equations.

Preparing for Instructional Stations (40 minutes)

Students will visit two stations today (15 minutes per station). See *Instructional Stations Overview*.

Instructional Station Routines (10 minutes)

- It is important to establish routines for station rotation that allow students to seamlessly move from one station to another with little disruption. Beginning with module 2, there are 3 stations. For today, have students rotate only between the stations below while you monitor the students. Allow for 15 minutes at each station. Consider these tips as you set up stations with your class.
 - Communicate clear expectations to students.
 - Provide clear directions and ensure that students have all the materials they need.
 - Make sure math tools are accessible to students.
 - Set a timer to help students pace themselves.
 - Provide strategies for students who need help during instructional station time.
 - Be sure to consider movement in high traffic areas during transition time.
 - Consider giving students' roles in the group to support accountability and collaboration.

Station 1: ST Math Puzzles

- Have students sign in and play ST Math puzzles.
- Remind students to use manipulatives and/or paper and pencil to help them solve problems.
- With 5 minutes left, have students stop playing and complete their Puzzle Reflection and [Accomplishment Log](#).

Station 2: Table Games

- Select Number Kicker or Make Ten Concentration.
- Have students play that game.
- Ask students to complete an Exit Ticket during the final 5 minutes.



Grade 1 | Module 1 | Day 4

My Thinking Path (5-10 minutes)

- Have students reflect on what they have learned about solving problems involving addition and subtraction of whole numbers. They should complete page 6 in their Problem Solving Journal.

Puzzle Talk: Bouncing Shoes with Numbers (20-25 minutes)

- Focus on student thinking and developing problem solving skills using the guiding questions in each step of the Problem Solving Process.
- Provide students with Creature Cards and whiteboards/dry erase markers.

Notice and Wonder

- Show a puzzle from Level 1. Ask students: “What do you notice? What do you wonder?” Allow students to share. Provide Creature Cards.

Predict and Justify

- Have students make a prediction and determine a strategy for solving the puzzle. Students may tell you which creatures to choose or write an equation. Have students share their predictions about what they think will happen and why.
- Have students share their strategies and discuss whether or not they agree/disagree with each other.

Test and Observe

- Try one of the students’ ideas. (As you try students’ strategies, be sure to try strategies that work and those that don’t. Analyze the feedback in both correct and incorrect solutions.)
- Watch the feedback together and discuss what you saw.

Analyze and Learn

- Ask students to think about how what they saw happen compares to their prediction.
- Pull up the next puzzle. (It may have more than one correct answer.) Discuss what students notice and their strategies for solving the puzzle.
- Share students’ answers, and try one. Ask students: “Is there another correct answer? What could it be?” Have students share a different correct answer for this puzzle.
- Repeat with the remaining puzzles in Levels 1 and 2. Ask students to write equations to represent their answers.

Connect and Extend

- Display the first puzzle in Level 3, asking how these compare to Levels 1 and 2.
- Discuss what the numbers represent and how the puzzle would look without the numbers.
- Ask what they know in the puzzle and what they do not know in the puzzle (what they are solving for).
- On some puzzles, students may write two expressions that could be used to solve the puzzle and show them as an equation.
- Ask if this equation is true (e.g., $4 + 1 = 1 + 4$) or you may choose to write two expressions that reflect current puzzle. How do we know this is true?
- Repeat with the remaining puzzles in Level 3.

How does the student:

- understand the relationship of addition and subtraction?
- solve a start-unknown equation? Solve a change-unknown equation?
- explain the purpose of an unknown/variable?

Instructional Stations (40 minutes)

Repeat Instructional Stations from Day 3 with 20 minutes for each rotation.

Students will visit ST Math 1:1 and Table Games. .

*No Small Group Instruction to allow the teacher to reinforce expectations and support students while they do the ST Math 1:1 and Table Game stations.

Whole Group Table Games (15-20 minutes)

During this time you will introduce Addition War and Pyramid Make Ten. Students will play these games in the next module in Station 3.

- Introduce one of the games.
- After explaining the game and playing it with the whole group, give students time to play it on their own.
- After playing the game, have them discuss:
 - What math did they learn or use?
 - What strategies did they try to win the game?
- Repeat with the second game.

Problem Solving - Optional, if time

Engage students in problem solving discussions. Read and discuss the problem, share student work, compare strategies, and make connections.

Problem Solving Slide Deck (slides 15–19)

- Students will find the missing number to complete the mathematical equation and show their solutions as jumps on the number line.

Problem Solving Journal (page 5, bottom)

- Students will complete the Problem of the Day independently. Provide guidance as needed.
- Students will find the missing number to complete the mathematical equation and show their solutions as jumps on the number line.

Closing (10 minutes)

Thinking and Reflecting Time

- Have students complete the Post-Quiz. (optional)
- Have students review their Problem Solving Journal work including their Puzzle Reflection, Exit Tickets, and Problem Solving work.
- Engage students in discussions about what they have learned in this module, what they have questions about, and what they would like to learn more about.



Grade 1 | Module 1 | Day 5

Design Challenge: Whole Group (40 minutes)

Favorite Game Discussion

- Ask students to think about their favorite game to play.
- Engage them in a discussion about favorite games, why we play games, and what they like about games.

Introduce & Play Table Games

• Number Kicker:

- Introduce students to the game Number Kicker.
- Watch the student created game video.
- Have them play the game with a partner.
- Facilitate a discussion about the game - chart on the board or chart paper:
 - What they liked/didn't like about the game.
 - What math they used in the game - how did the math work? What was the purpose?
- Students should complete Design Challenge Booklet Page 33 with what they liked and what math they learned.

• Make Ten Concentration

- Introduce students to the game Make Ten Concentration.
- Have them play the game with a partner.
- Facilitate a discussion about the game - chart on the board or chart paper:
 - What they liked/didn't like about the game.
 - What math they used in the game - how did the math work? What was the purpose?
 - Students should complete Design Challenge Booklet Page 34 with what they liked and what math they learned.

Game Comparison

- Discuss as a whole group
 - Which game did they like better? Why?
 - How did the rules make the players use skill and/or strategy? Give examples.
- Complete Design Challenge Booklet Page 35 together or individually
 - Students will choose which game they liked better and why.

Literature Connection (Optional)

- Read and discuss *Rosie Revere, Engineer* by Andrea Beaty.
- What happened when Rosie made the hat for her uncle?
- Why did Rosie not want to share her inventions anymore?
- Why was her cheese copter a success even though it crashed?
- Why is it important that we keep working even when things don't work out like we expect?

Design Process Introduction

- Explain to students that they will be working in groups to create a math game that helps others learn or practice mathematics.
- Just like Rosie in the story, they are going to be inventors; they are going to create their own game. They might try different things and some of them will not work, but as Rosie learned, there can't be success without trying.
- Introduce the Design Process to the students - See Design Process Poster on Game Design Booklet Page 48.
- **Step 1 - Ask:** Point to the ASK part of the Design Process Poster and ask:
 - What is it that we are being asked to do? (Work in a group to create a math game.)
 - Why are math games important? (Refer to the games they played yesterday.)
 - Ask them to explain how those games helped them with math.
 - Explain to students that now that they understand their task, they have completed the ASK part of the engineering design process.
- **Step 2 - Investigate:** The next step is to INVESTIGATE. Ask the students to explain how they might investigate something. What would they do first, next, last?
- **Investigate Games Discussion:**
 - Encourage students to think about games that they have played before.
 - Brainstorm and record a list. This will be important to help them come up with a design of their own.
 - Ask students to think of the things they like best about games.
 - Ask students to pick a game from the list and describe it.
 - Get students thinking about characteristics of games by asking them questions about games in the list they just brainstormed. Create a list of the ideas they share.
 - What are the top three games from the list and why?
 - What makes this game fun?
 - What makes it hard?
 - What math is in the game?
 - What are some things every game must have?
 - As a group or individually, complete Design Challenge Booklet Page 36 "A Game Should Have" and decide 3 things all games should have.

TIP: This process is about facilitating thinking among the students. Charting their thoughts and ideas and brainstorming are great ways to keep students engaged in the thinking process. They can analyze their thoughts, revisit them, expand them, and make refinements based on what they are learning. The charts are a great way of making their thinking visible. It may be beneficial to hang the charts in the room so they are an easy reference for students.



Grade 1 | Module 1 | Day 5 (continued)

Design Challenge: Whole Group Continued

Brainstorming

- Remind students that their job is to create a game that will help students with math. How do they imagine math being used in their game?
- Have them think about what they know about math. What are things that are important for students to know in their grade? Create a list of math concepts.

Model

- Pick out a concept from the list. Model for students by completing a Math Idea Chart (Design Challenge Booklet Page 37) together.
 - What can you tell me about this concept?
 - What does this concept look like?
 - What are some things that are important for students to know about this concept?
 - What is hard about this math concept?
 - How could a game teach those concepts?
 - Is this concept like anything else that we have learned?
 - Ask them to think of what type of game would be best to teach this concept and why.

Game Design Small Groups (20 minutes)

Small Group Game Design

Divide the class into small groups of 2-4 students to design their math game. Groups will work together during each Game Design Day to create their game.

Depending on the students in the class it may work better to walk through each step together as a class, then have groups work together briefly to complete each task.

Choose a Concept

- Review the list of math concepts that you created as a class.
- Groups will then decide on the math concept they will use.
- Remind them that they need to be able to explain why they chose this concept.
- Have students complete the Math Idea (Design Challenge Booklet Page 37) as a group.

Collect Ideas

- Students will think about all that they have learned about games and what they know about math. They will write or draw their ideas for games on Design Challenge Booklet Page 38.
 - After writing/drawing their ideas, have students share them with their team.
 - The team will discuss the idea they want to use for their game.
- **Design Challenge Booklet Page 39: Our Game**
 - Next students will pick one idea. Prior to this station, you may want to talk to the students about how they can work together to pick one idea.
 - Finally students will name their game and describe why they chose it and fill out Design Booklet Page 39.

Focused Instructional Time (20 minutes)

- After students complete the Small Group Design task, the remaining time is used for “Focused Instructional Time.”
- The teacher can assign the activity or allow student choice:
 - **Individual or small group** - Teacher pulls small groups or individual students to work on a specific skill they struggled with during the week or support students on an ST Math puzzle they are stuck on.
 - **Table Games** - Students can choose a Table Game to play with a partner or small group.
 - **ST Math 1:1** - Students can continue to play ST Math.

Optional: ST Math Activity Page: Bouncing Shoes

- **Play the game**
 - Project the game.
 - Play a few puzzles to help students understand the game.
- **ST Math Activity Page: Bouncing Shoes**
 - Distribute the Activity Page.
 - Ask students what they notice about the content on the page. What do they wonder? Where do they want to start on the page?
 - Give them time to complete the page.
 - Discuss the page and have students share their thinking.
 - Take the time to compare strategies, and have students share their work.
 - Make connections to the game.



Grade 1 | Module 2

Topic: Solving problems with addition and subtraction

[Module 2 Resources](#)

Students develop their understanding of addition and subtraction situations within 100 to solve problems. Students use strategies involving situations of adding to, taking from, putting together, taking apart, and comparing unknowns in different positions. Students will find missing addends, decompose numbers to make adding easier and practice adding one-digit and two-digit whole numbers. Students will represent situations with equations.

Module 2 at a Glance

Printed Resources

- **Bookmarks**
 - Problem Solving Process Bookmark
 - Problem Solving Facilitation Bookmark
- **K-2 Table Games Directions**
 - Addition War
 - Pyramid Make Ten
 - Number Kicker (optional)
 - Make Ten Concentration (optional)
 - Tic-Tac-Ten (Day 4)
 - Number Path Race (Day 4)
- **Game Mat**
 - Pie Monster Game Mat 02
- **Problem Solving Journal** (pages 9–15)
 - My Thinking Path
 - Problem of the Day
 - Exit Tickets
 - ST Math Puzzle Reflections

Optional Printed Resources

- Accomplishment Log
- ST Math Activity Pages
- Pre/Post Quizzes

Immersion Slide Deck (slides 20–38)

- The Immersion Slide Deck is intended to be projected to the class in a whole group setting.

Teacher Resources

- Teacher Planner

Supplies for Table Games (per group)

- **Addition War** - 1 deck of cards with face cards removed
- **Pyramid Make Ten** - 1 deck of cards with face cards removed

My Thinking Path

- In this module, students reflect on solving problems with addition and subtraction.

ST Math Puzzle Talks

- Pie Monster Addition
- Pie Monster Subtraction

Problem Solving

Day 1:

- **Problem Solving Slide Deck** - JiJi was baking pies. JiJi made some apple, cherry, and strawberry pies. How many pies do you think JiJi made? JiJi made 16 pies. How many of each kind did JiJi make?
- **Problem Solving Journal** - Students will complete the Pie Monster equations.

Day 2:

- **Problem Solving Slide Deck** - JiJi has some marbles. Paco gave JiJi 8 more marbles. Now JiJi has 14 marbles. How many marbles did JiJi have at first?
- **Problem Solving Journal** - Students will complete Number Bond problems.

Day 3:

- **Problem Solving Slide Deck** - JiJi made cupcakes for the class party. How many cupcakes did JiJi make? There are 15 students in JiJi's class. If all the students got one cupcake, how many are left?
- **Problem Solving Journal** - Students will determine how many of each type of pie they have if there are 17 pies.

Day 4:

- **Problem Solving Slide Deck** - Helix was showing his friend, Moby, his new pencils. Helix has a box of 16 pencils. He gave some to his friend, Moby. Now Helix has 9 pencils in his box. How many did he give to Moby?
- **Problem Solving Journal** - Students will solve an open ended problem using 19 cars.

Instructional Stations

On Days 1–4, each student will visit two stations per day following the schedule in the [Instructional Stations Overview](#).

Station 1: Small Group Instruction

- Use the Instructional Stations Overview and the Teacher Planner to help organize your small group instruction.
- Give students problems similar to the Problem of the Day and puzzle problems. Have students solve the problems.

Station 2: ST Math Puzzles

- Have students sign in and play ST Math puzzles.
- Remind students to use manipulatives and/or paper and pencil to help them solve problems.
- With 5 minutes left, have students stop playing and complete their Puzzle Reflection and [Accomplishment Log](#).

Station 3: Table Games

- Select Addition War or Pyramid Make Ten.
- Have students play that game.
- Ask students to complete an Exit Ticket during the final 5 minutes.



Grade 1 | Module 2 | Day 1

My Thinking Path (5-10 minutes)

- Remind students of the My Thinking Path page to students (page 9). Have them write in the topic, "Solving problems by adding and subtracting."
- Have students begin working on completing the page.
- Discuss their ideas, and allow students to add any additional thoughts they have to their paper.
- From now on, each of Days 1–4 begins with time for students to reflect on their learning and prepare for the day. On Day 4, they complete the second My Thinking Path page for the module.
- Have students complete the Pre-Quiz (optional).

Puzzle Talk: Pie Monster Addition (20-25 minutes)

- Focus on student thinking and developing problem solving skills using the guiding questions in each step of the Problem Solving Process.
- Provide students with [Pie Monster Game Mat 02](#) and whiteboards/dry erase markers.

Notice and Wonder

- Show a puzzle from Level 1. Ask students: "What do you notice? What do you wonder?". Allow students to share.

Predict and Justify

- Have students make a prediction and model it on their Pie Monster Game Mat. Ask, them to describe their strategy. Have students share their predictions of how many pies to choose, what they think will happen, and why.

Test and Observe

- Try one of the students' ideas. (As you try students' strategies, be sure to try strategies that work and those that don't.)
- Watch the feedback together for a few correct and incorrect solutions, and discuss what you saw.

Analyze and Learn

- Ask students to think about how what they saw happen compares to their prediction.

Connect and Extend

- Display a puzzle from Level 1 and discuss what is unknown in the puzzle.
- Work together to represent the puzzle with an equation and include a variable (e.g., $4 + 5 = ?$).
- Have students solve for the missing variable. To uncover learning, ask: "What do each of the numbers represent (pies on the conveyor belt, pies in the Monster's Belly, etc.)? What are we trying to solve for?"
- Continue with additional puzzles in Level 1.

Level 2

- Project a puzzle from Level 2, and ask students: "What do you notice that is similar/different from the puzzles in Level 1? What are we trying to solve?"
- Have students share their strategies and try a few out, repeating the Problem Solving Process.
- Challenge students to write an equation to represent the Pie Monster puzzle.

How does the student:

- solve the puzzles? (Are they thinking flexibly about addition and subtraction? Do they struggle with specific problem types, such as result unknown, change unknown, start unknown?)
- write an equation to represent the problem? (This is a great opportunity to connect the visual to the symbolic and reinforce the meaning of equality as “same as.”)
- understand the relationship between addition and subtraction? Do they see them as opposites?

Problem Solving (20-25 minutes)

Engage students in problem solving discussions. Read and discuss the problem, share student work, compare strategies, and make connections.

Problem Solving Slide Deck (slides 23–25)

- JiJi was baking pies. JiJi made some apple, cherry, and strawberry pies. How many pies do you think JiJi made? JiJi made 16 pies. How many of each kind did JiJi make?

Problem Solving Journal (page 10, top)

- Students will complete the Problem of the Day independently. Provide guidance as needed.
- Students will complete the Pie Monster equations.

Instructional Stations (40 minutes)

Students will visit two stations today (20 minutes per station). See Instructional Stations Overview.

Station 1: Small Group Instruction

- Give students problems similar to the Problem of the Day and puzzle problems. Have students solve the problems.
- For example, Torrence has 19 stamps. Laura had 6 stamps. She got some more stamps at the store. Now she has the same number of stamps as Torrence. How many stamps did she get at the store?
- For example, Amber had 17 pieces of gum. She ate 4 of her pieces of gum and gave her brother 4 pieces. How many pieces of gum does Amber have now?
- For example, Mohamed collected 20 toy cars. He gave some to his little sister. Now Mohamed has 11 toy cars. How many cars did he give to his little sister?
- Discuss what they know in the problem and what they need to know to solve the problem.

Station 2: ST Math Puzzles

- Have students sign in and play ST Math puzzles.
- Remind students to use manipulatives and/or paper and pencil to help them solve problems.
- With 5 minutes left, have students stop playing and complete their Puzzle Reflection and Accomplishment Log.

Station 3: Table Games

- Select Addition War or Pyramid Make Ten.
- Have students play that game.
- Ask students to complete an Exit Ticket during the final 5 minutes.



Grade 1 | Module 2 | Day 2

My Thinking Path (5-10 minutes)

- Have students reflect on what they have learned about solving problems with addition and subtraction.

Puzzle Talk: Pie Monster Addition (20-25 minutes)

- Focus on student thinking and developing problem solving skills using the guiding questions in each step of the Problem Solving Process.
- Provide students with the Pie Monster Game Mat 02 and whiteboards/dry erase markers.

Notice and Wonder

- Show a puzzle from Level 3. Ask students: “What do you notice that is similar/different from the puzzles we did yesterday?” Allow students to share.

Predict and Justify

- Have students make a prediction and model it on their game mat. They should model the puzzle and show their thinking about how to correctly solve it. Have students share their predictions and solution strategies. Have them discuss with their neighbor what they think will happen and why.
- Have students share out. Ask the students to think about if they agree/disagree with the strategy and why. How does it relate to their strategy?

Test and Observe

- Try one of the students’ ideas. (As you try students’ strategies, be sure to try strategies that work and those that don’t. Analyze the feedback in both correct and incorrect solutions).

Analyze and Learn

- Ask students to think about how what they saw happen compares to their prediction. Project another puzzle from Level 3.

Connect and Extend

- Have students write an equation to show how they solved the puzzle. Discuss equations that are true and equations that are false.
- Project a new puzzle from Level 4. Talk with students about what is known and unknown in the puzzle. Work together to write an equation with a ? to represent the unknown.
- Have students solve the puzzle and share their strategies and solutions.
- As the position of the unknown changes throughout the puzzles, talk with students about how their strategies change as the position of the unknown changes.
- Continue with additional puzzles in Level 4.
- Select different students to share (look for different types of strategies), and discuss as a class.

How does the student:

- solve the puzzles? (Are they thinking flexibly about addition and subtraction? Do they struggle with specific problem types? [e.g., result unknown, change unknown, start unknown])
- write an equation to represent the problem? (This is a great opportunity to connect the visual to the symbolic and reinforce the meaning of equality as “same as”.)
- understand the relationship between addition and subtraction? Do they see them as opposites?

Problem Solving (20-25 minutes)

Engage students in problem solving discussions. Read and discuss the problem, share student work, compare strategies, and make connections.

Problem Solving Slide Deck (slides 28–29)

- JiJi has some marbles. Paco gave JiJi 8 more marbles. Now JiJi has 14 marbles. How many marbles did JiJi have at first?

Problem Solving Journal (page 10, bottom)

- Students will complete the Problem of the Day independently. Provide guidance as needed.
- Students will complete Number Bond problems.

Instructional Stations (40 minutes)

Students will visit two stations today (20 minutes per station). See *Instructional Stations Overview*.

Station 1: Small Group Instruction

- Give students problems similar to the Problem of the Day and puzzle problems. Have students solve the problems.
- For example, Torrence has 19 stamps. Laura had 6 stamps. She got some more stamps at the store. Now she has the same number of stamps as Torrence. How many stamps did she get at the store?
- For example, Amber had 17 pieces of gum. She ate 4 of her pieces of gum and gave her brother 4 pieces. How many pieces of gum does Amber have now?
- For example, Mohamed collected 20 toy cars. He gave some to his little sister. Now Mohamed has 11 toy cars. How many cars did he give to his little sister?
- Discuss what they know in the problem and what they need to know to solve the problem.

Station 2: ST Math Puzzles

- Have students sign in and play ST Math puzzles.
- Remind students to use manipulatives and/or paper and pencil to help them solve problems.
- With 5 minutes left, have students stop playing and complete their Puzzle Reflection and Accomplishment Log.

Station 3: Table Games

- Select Addition War or Pyramid Make Ten.
- Have students play that game.
- Ask students to complete an Exit Ticket during the final 5 minutes.



Grade 1 | Module 2 | Day 3

My Thinking Path (5-10 minutes)

- Have students reflect on what they have learned about solving problems with addition and subtraction.

Puzzle Talk: Pie Monster Subtraction (20-25 minutes)

- Focus on student thinking and developing problem solving skills using the guiding questions in each step of the Problem Solving Process.
- Provide students with Pie Monster Game Mat 02 and whiteboards/dry erase markers.

Notice and Wonder

- Display the first puzzle in Level 1. Ask: “What do you notice? What do you wonder?” Allow a few students to share out.
- Ask students: “What number are you going to choose on the Pie Monster and why?” Have students talk with a neighbor.

Predict and Justify

- Ask students: “Did you and your neighbor select the same number? If not, can you convince your neighbor that your number is the best one to choose?”
- Have students share out to the whole group. Did anyone convince their neighbor? If so, what was it that convinced them?

Test and Observe

- Select one of the students to solve the problem and describe what happens when they try their prediction.

Analyze and Learn

- Ask students to explain what they learned from the feedback. Is that the only answer to the problem? How do they know?
- Solve additional puzzles in Level 1.

Connect and Extend

- Select one of the puzzles, and work together to write an equation.
- Display the first puzzle in Level 2. Ask students: “How is this puzzle different from the ones we just solved? What is the unknown in this puzzle?”
- Have students model the puzzle on their game mat and solve it. Remind them to show their thinking. Have students turn and talk to a neighbor to share their prediction, associated strategy, and thinking.
- Ask students to write an equation that represents their model and solution. Share students’ strategies, equations, and solutions. Model how to write an equation with a ? to represent that the change is unknown. For example, $5 - ? = 1$.
- Repeat with additional puzzles in Level 2.
- Display the first puzzle in Level 3. Ask students: “Now what is unknown in the puzzle? How could we represent that with an equation?” Model how to write an equation with a ? to represent that the start is unknown. For example, $? - 2 = 4$.
- Repeat with a few more puzzles in Level 3. Remind students that the unknown can be found if we know the other parts of the equation.

How does the student:

- use a drawing to help solve the puzzles?
- share different strategies to solve the puzzle?
- write equations to represent the puzzle and solution?
- discuss the action in the puzzle when it is solved?
- discuss what is known and unknown in the puzzle?

Problem Solving (20-25 minutes)

Engage students in problem solving discussions. Read and discuss the problem, share student work, compare strategies, and make connections.

Problem Solving Slide Deck (slides 32–33)

- JiJi made cupcakes for the class party. How many cupcakes did JiJi make? There are 15 students in JiJi's class. If all the students got one cupcake, how many are left?

Problem Solving Journal (page 11, top)

- Students will complete the Problem of the Day independently. Provide guidance as needed.
- Students will determine how many of each type of pie they have if there are 17 pies.

Instructional Stations (40 minutes)

Students will visit two stations today (20 minutes per station). See Instructional Stations Overview.

Station 1: Small Group Instruction

- Give students problems similar to the Problem of the Day and puzzle problems. Have students solve the problems.
- For example, Torrence has 19 stamps. Laura had 6 stamps. She got some more stamps at the store. Now she has the same number of stamps as Torrence. How many stamps did she get at the store?
- For example, Amber had 17 pieces of gum. She ate 4 of her pieces of gum and gave her brother 4 pieces. How many pieces of gum does Amber have now?
- For example, Mohamed collected 20 toy cars. He gave some to his little sister. Now Mohamed has 11 toy cars. How many cars did he give to his little sister?
- Discuss what they know in the problem and what they need to know to solve the problem.

Station 2: ST Math Puzzles

- Have students sign in and play ST Math puzzles.
- Remind students to use manipulatives and/or paper and pencil to help them solve problems.
- With 5 minutes left, have students stop playing and complete their Puzzle Reflection and Accomplishment Log.

Station 3: Table Games

- Select Addition War or Pyramid Make Ten.
- Have students play that game.
- Ask students to complete an Exit Ticket during the final 5 minutes.



Grade 1 | Module 2 | Day 4

My Thinking Path (5-10 minutes)

- Have students reflect on what they have learned about solving problems with addition and subtraction. They should complete the My Thinking Path reflection page.

Puzzle Talk: Pie Monster Subtraction (20-25 minutes)

- Focus on student thinking and developing problem solving skills using the guiding questions in each step of the Problem Solving Process.
- Provide students with copies of the Pie Monster game mat 02 and whiteboards/dry erase markers.

Notice and Wonder

- Show a puzzle from Level 3. Ask “What do you notice is the same/different from the puzzles we did yesterday?” “What do you wonder?” Allow a few students to share out.
- Ask students to think of their strategy for solving the puzzle and predict what will happen when they try it.

Predict and Justify

- Have students think-pair-share their strategy and why they think their strategy can be used to solve this puzzle.
- Have students share out. Try one of the students’ ideas. Ask the students to think about if they agree/disagree with the strategy and why. How does it relate to their own strategy?

Test and Observe

- Watch the feedback together, and discuss what they saw.

Analyze and Learn

- Ask students to think about how what they saw happen compares to what they thought would happen. What did they learn from the feedback?
- Be sure to try strategies that work and those that don’t. Analyze the feedback in both correct and incorrect solutions.

Connect and Extend

- Ask students: “What would this puzzle look like with numbers and symbols?” Students can use their Pie Monster game mat to illustrate this.
- Have students write equations to represent their solutions to the puzzles. Discuss how the equations represent the puzzle, and look for different ways students wrote equations (addition, subtraction, etc.)
- You may choose to pull up some puzzles from Level 4, repeating the Problem Solving Process and asking students to write equations to represent them.

How does the student:

- solve the puzzles? (Are they thinking flexibly about addition and subtraction? Do they struggle with specific problem types such as, result unknown, change unknown, start unknown?)
- write an equation to represent the problem? (Great opportunity to connect the visual to the symbolic and reinforce the meaning of equality as “same as.”)
- represent the puzzle? (Do they use tools? An equation with a variable?)

Instructional Stations (40 minutes)

Repeat Instructional Stations from Day 3.

Whole Group Table Games (15-20 minutes)

During this time, you will introduce Tic-Tac-Ten and Number Path Race. Students will play these games next module in Station 3.

- Introduce one of the games.
- After explaining the game and playing it with the whole group, give students time to play it on their own.
- After playing the game, have them discuss:
 - What math did they learn or use?
 - What strategies did they try to win the game?
- Repeat with the second game.

Problem Solving - Optional, if time

Engage students in problem solving discussions. Read and discuss the problem, share student work, compare strategies, and make connections.

Problem Solving Slide Deck (slides 36–38)

- Helix was showing his friend, Moby, his new pencils. Helix has a box of 16 pencils. He gave some to his friend, Moby. Now Helix has 9 pencils in his box. How many did he give to Moby?

Problem Solving Journal (page 11, bottom)

- Students will complete the Problem of the Day independently. Provide guidance as needed.
- Students will solve an open ended problem using 19 cars.

Closing (10 minutes)

Thinking and Reflecting Time

- Have students complete the Post-Quiz (optional).
- Have students review their Problem Solving Journal work including their Puzzle Reflection, Exit Tickets, and Problem Solving work.
- Engage students in discussions about what they have learned in this module, what they have questions about, and what they would like to learn more about.



Grade 1 | Module 2 | Day 5

Design Challenge: Whole Group (40 minutes)

Optional Literature Connection: *What Do You Do with an Idea?* by Kobi Yamada

- Discuss the story:
 - What was this book about?
 - Why do you think the idea followed the boy around?
 - Why did the boy think about giving up his idea?
 - Why did he decide not to give up on his idea?
 - What are some things that you learned from this book?

Share Ideas

- Have each group share and discuss the ideas they came up with for their game last week.
- Point to the IMAGINE part of the poster.
- Explain that a big part of the design process is imagining what you could make to complete the task.
- Now that they have imagined some of the things they want to make, it is important to think about how those ideas might work in a game.

Important Parts of a Game

- Ask students to explain what information they need to play a game.
- Answers should include things such as rules, number of people, and understanding how to win.
- Inform students that directions and rules are really important. Let them know that the focus for today will be on the rules of the game.
- Ask students to share some things they think are important in creating a math game.
- How will they make these things part of their games? (Write the big ideas on chart paper.)

Importance of Rules

- **Discuss the game Tic-Tac-Toe.**
 - What are the rules of the game?
 - Play a game or two of Tic-Tac-Toe as a whole class to make sure that students understand how it is played. Students could also play a game with a partner.
 - Have the students write the rules in their booklets.
 - Remind students it is important to write rules that are clear and easy for the players to understand.
- **Change the Rules:**
 - Working in teams of two, have the students change one rule for Tic-Tac-Toe, write the new rule, and play the game using that rule.
 - Write the new rule on Design Challenge Booklet Page 40.
 - Share out rules and discuss how gameplay was affected by their new rule.
 - Write the reflection on the new rules in Design Challenge Booklet Page 40, Boxes 3-4.
 - Reiterate the importance of having clear rules.
 - Inform the students that writing rules is only part of what they need to plan for their game.

Game Design Small Groups (20 minutes)

Step 4: Plan - Game Blueprints

Inform the students that writing rules is only part of what they need to plan for their game. Next they will work on the blueprints for their game.

- **Define “blueprint”:** Ask students if they know what a “blueprint” is. Discuss. (You could pull up pictures of blueprints for a building.)
- Review Design Challenge Booklet Pages 41-44 with the students.
- Discuss that blueprints allow them to plan out each part of their game so that it is easier to build.
- Let students know that they will be working on their blueprints, creating a sketch of their game, and writing their rules.
- **Thinking about Jobs:** Share with students that next week they will begin assigning jobs to team members to build their game. As they make their blueprint, they can start to think about who will have the job of making the game board, who will make the game cards or game pieces, who will write out all the rules that the group decides on, etc. It is important that everyone in the group helps build the game.
- **Small Group Design Time:** After reviewing the booklet with the students, give them time to begin their blueprints.

Focused Instructional Time (20 minutes)

- After students complete the Small Group Design task, the remaining time is used for “Focused Instructional Time.” There is also an optional ST Math Activity Page that could be done in small or whole group.
- The teacher can assign the activity or allow student choice:
 - **Individual or small group** - Teacher pulls small groups or individual students to work on a specific skill they struggled with during the week or support students on an ST Math puzzle they are stuck on.
 - **Table Games** - Students can choose a Table Game to play with a partner or small group.
 - **ST Math 1:1** - Students can continue to play ST Math.

Optional: ST Math Activity Page: Push Box

- **Play the game**
 - Project the game.
 - Play a few puzzles to help students understand the game.
- **ST Math Activity Page: Push Box**
 - Distribute the Activity Page.
 - Ask students what they notice about the content on the page. What do they wonder? Where do they want to start on the page?
 - Give them time to complete the page.
 - Discuss the page and have students share their thinking.
 - Take the time to compare strategies, and have students share their work.
 - Make connections to the game.



Grade 1 | Module 3

Topic: Write equations to solve addition and subtraction problems

Module 3 Resources

Students work with puzzles to develop their understanding of addition and subtraction situations within 100 to solve one-step and two-step problems. Students use strategies involving situations of adding to, taking from, putting together, taking apart, and comparing unknowns in different positions. Students will represent situations with equations.

Module 3 at a Glance

Printed Resources

- **Bookmarks**
 - Problem Solving Process Bookmark
 - Problem Solving Facilitation Bookmark
- **K-2 Table Games Directions**
 - Tic-Tac-Ten
 - Number Path Race
 - Addition War (optional)
 - Pyramid Make Ten (optional)
 - Number Kicker (optional)
 - Make Ten Concentration (optional)
 - Addition Connect Four (Day 4)
 - Three Cards Make Ten (Day 4)
- **Game Mat**
 - Push Box Game Mat
- **Problem Solving Journal** (pages 16–22)
 - My Thinking Path
 - Problem of the Day
 - Exit Ticket
 - ST Math Puzzle Reflection

Optional Printed Resources

- Accomplishment Log
- ST Math Activity Pages
- Pre/Post Quizzes

Immersion Slide Deck (slides 39–57)

- The Immersion Slide Deck is intended to be projected to the class in a whole group setting.

Teacher Resources

- Teacher Planner

Supplies for Table Games (per group)

- **Tic-Tac-Ten** - 1 deck of cards with face cards removed or 1 dice, 1 Tic-Tac-Ten game board, 2 different colored pencils, crayons, or markers
- **Number Path Race** - 1 dice, 1 game piece per player, 2 index cards (draw a + sign on one and a – sign on the other), 1 paper bag, number path game board 0–20

My Thinking Path

- This module, students reflect on solving problems with addition and subtraction.

ST Math Puzzle Talks

- Push Box
- Push Box Symbolic

Problem Solving

Day 1:

- **Problem Solving Slide Deck** - JiJi was stacking critter blocks. How many blocks did JiJi stack? Here is JiJi's stack of blocks. If Paco made another stack just like this one, how many blocks to JiJi and Paco have altogether? JiJi wanted to make the critter block taller. If JiJi puts 6 more critter blocks on top, how many critter blocks will be in each tower? How many altogether?
- **Problem Solving Journal** - Students will solve a critter block problem.

Day 2:

- **Problem Solving Slide Deck** - Cyli and Cubee are making a block tower. They wanted their tower to be 20 blocks high. Cyli stacked 7 blocks and Cubee stacked 5 more. How many more blocks do they need to stack?
- **Problem Solving Journal** - Students will solve a bracelet problem.

Day 3:

- **Problem Solving Slide Deck** - JiJi is playing basketball. JiJi is keeping track of points in basketball. On Monday, JiJi had 4 points. On Tuesday, JiJi had 6 points. And on Wednesday, JiJi had 12 points. How many points did JiJi have this week? JiJi's goal this week was 30 points. Did JiJi meet the goal? How many more points would JiJi need to achieve this goal?
- **Problem Solving Journal** - Students will solve equations using dice.

Day 4:

- **Problem Solving Slide Deck** - JiJi is learning about football. In football, a touchdown is 7 points and a field goal is 3 points. JiJi's team scored 2 touchdowns and 1 field goal. How many points did they score?
- **Problem Solving Journal** - Students will solve equations using dice.

Instructional Stations

On Days 1–4, each student will visit two stations per day following the schedule in the Instructional Stations Overview.

Station 1: Small Group Instruction

- Use the Instructional Stations Overview and the Teacher Planner to help organize your small group instruction.
- Give students problems similar to the Problem of the Day and puzzle problems. Have students solve the problems.

Station 2: ST Math Puzzles

- Have students sign in and play ST Math puzzles.
- Remind students to use manipulatives and/or paper and pencil to help them solve problems.
- With 5 minutes left, have students stop playing and complete their Puzzle Reflection and Accomplishment Log.

Station 3: Table Games

- Select Tic-Tac-Ten or Number Path Race.
- Have students play that game.
- Ask students to complete an Exit Ticket during the final 5 minutes.



Grade 1 | Module 3 | Day 1

My Thinking Path (5-10 minutes)

- Have students write in the topic, “Writing equations.”
- Have students begin working on the My Thinking Path page in their journals.
- Discuss their ideas, and allow students to add any additional thoughts they have to their paper.
- Have students take the Pre-Quiz (optional).

Puzzle Talk: Push Box (20-25 minutes)

- Focus on student thinking and developing problem solving skills using the guiding questions in each step of the Problem Solving Process.
- Provide a [Push Box Game Mat](#), whiteboards/dry erase markers, and math tools to students.

Notice and Wonder

- Display the first puzzle in Level 1. Ask “What do you notice? What do you wonder?” Allow a few students to share out.
- Ask students: “How do you think we solve this puzzle? What is the unknown in this puzzle?”

Predict and Justify

- Have students make a prediction and use their game mat and tools to model what they think they need to do to solve this puzzle.
- Give them a few minutes to discuss with a partner: What do they think is going to happen and why?
- Have a volunteer share their strategy. Before trying the strategy, have them discuss with each other.

Test and Observe

- Try a student’s solution, and watch the feedback. Talk with students about what they saw. Does it compare to their prediction? Do they need to change their strategy?

Analyze and Learn

- Display the next puzzle in Level 1. Repeat the Problem Solving Process above, asking guiding questions such as:
 - How many blocks would JiJi be standing on if we added 6 more blocks in a second stack?
 - Does this puzzle represent addition or subtraction? How do you know?

Connect and Extend

- Select another puzzle. Discuss what is known and unknown in the puzzle. Ask students how many steps it takes to solve the puzzle. Work together to write an equation to represent the puzzle using a question mark for the unknown. For example, $3 + ? = 8$.
- Repeat with additional puzzles in Level 1. For each puzzle, have students represent the puzzle on their paper/whiteboard and show how they would solve it.
- Display the first puzzle in Level 2. Ask students: “What do you notice in this puzzle? How is this puzzle different from the puzzles in Level 1?”
- Have students share out how to write an equation to solve for the unknown on their mat or whiteboard. For example, $5 - ? = 2$. They may work with a partner to solve.
- Repeat with other puzzles in Level 2, continuing to have students represent this puzzle on their paper/whiteboard and show how they would solve it.

How does the student:

- share their strategies to solve the puzzle?
- write equations to represent the solutions?
- write an equation to show the new total after adding 10 to the solution?
- find and discuss all the possible solutions for one puzzle?

Problem Solving (20-25 minutes)

Engage students in problem solving discussions. Read and discuss the problem, share student work, compare strategies, and make connections.

Problem Solving Slide Deck (slides 42–44)

- JiJi was stacking critter blocks. How many blocks did JiJi stack? Here is JiJi's stack of blocks. If Paco made another stack just like this one, how many blocks do JiJi and Paco have altogether? JiJi wanted to make the critter block taller. If JiJi puts 6 more critter blocks on top, how many critter blocks will be in each tower? How many altogether?

Problem Solving Journal (page 17, top)

- Students will complete the Problem of the Day independently. Provide guidance as needed.
- Students will solve a critter block problem.

Instructional Stations (40 minutes)

Students will visit two stations today (20 minutes per station). See Instructional Stations Overview.

Station 1: Small Group Instruction

- Give students problems with different problem situations. Discuss the journal questions.
- Have students solve the problems. Allow students to draw pictures or use math tools to help them understand the equation.
- For example, Garfield and his friends were seeing how high they could stack blocks before any of their towers fell. Garfield stacked up 18 blocks and 3 fell off. Then he stacked 6 more blocks. How many blocks high was Garfield's stack?
- For example, Jenny had 6 stickers, and her mom gave her 7 more stickers. Bob had 8 stickers, and his friend gave him 5 more stickers. Jenny said, "Look we have the same number of stickers." Is Jenny correct? Write an equation to show they are equal.
- After they solve a problem ask: "How many would they have if they got 10 more? Or 10 more each?"
- Have students write the equation for this change.
- For example, Vaughn had 5 jelly beans and his brother Leon had 3 jelly beans. Their mom gave them each more jelly beans. Now they both have the same number of jelly beans. Now Vaughn has 12 jelly beans. How many jelly beans did their mom give Vaughn and how many did she give Leon? Write an equation to show they have the same number of jelly beans (are equal).
- After they solve a problem ask: "How many would they have if they got 10 more? Or 10 more each?"
- Have students write the equation for this change.
- Have students explain & defend their answers. Discuss how each mirrors the numbers in the equation.

Station 2: ST Math Puzzles

- Have students sign in and play ST Math puzzles.
- Remind students to use manipulatives and/or paper and pencil to help them solve problems.
- With 5 minutes left, have students stop playing and complete their Puzzle Reflection and Accomplishment Log.

Station 3: Table Games

- Select Tic-Tac-Ten or Number Path Race.
- Have students play that game.
- Ask students to complete an Exit Ticket during the final 5 minutes.



Grade 1 | Module 3 | Day 2

My Thinking Path (5-10 minutes)

- Have students reflect on what they have learned about writing equations to solve problems with addition and subtraction.

Puzzle Talk: Push Box (20-25 minutes)

- Focus on student thinking and developing problem solving skills using the guiding questions in each step of the Problem Solving Process.
- Provide a Push Box Game Mat, whiteboards/dry erase markers, and math tools to students.

Notice and Wonder

- Discuss what students learned in the puzzles discussed yesterday. You may want to play one puzzle from Level 2 to support the discussion.
- Show a puzzle from Level 3. Ask students: "What do you notice that is similar/different from the puzzles we did yesterday?" Allow students to share.

Predict and Justify

- Have students make a prediction and determine a strategy for solving the puzzle. Have students turn to their neighbor, share their predictions about what they think will happen and why.

Test and Observe

- Select a student to share what they and their partner discussed. Then, try a student's solution and watch the feedback. Talk with students about what happened as they solved the puzzle.

Analyze and Learn

- Ask students to think about how what they saw happen compares to their prediction. What did they learn from the feedback about their strategy? Do they need to change it?

Connect and Extend

- Project another puzzle from Level 3, and get students thinking about making equations to represent the puzzles on their paper/whiteboards or game mat.
 - What is the unknown in this puzzle?
 - Does this puzzle represent addition or subtraction? How do you know?
 - How could you represent this puzzle with an equation?
- On one of the addition problems in Level 3, ask students how many orange blocks there would be if they had 10 more (or other appropriate values)?
- Have students write the equation for this change (e.g., $4 + 5 = 9$ to $4 + 5 + 10 = 9 + 10$). Discuss the relationship between addition and subtraction.
- Show a puzzle from Level 4 of Push Box, repeating the Problem Solving Process.
- Have students draw a picture on their paper/whiteboard to show how they would solve the problem.
- Share several examples of students' drawings. Discuss that there are multiple ways to represent these problems. Could they find all of the ways?
- Show and have students solve other Level 4 puzzles. Check for understanding. Ask students: "Is $6 + 4 = 7 + 3$ a true equation? Justify your reasoning. What other true equations can you find to solve the problems?"

How does the student:

- use their model to help solve the puzzles?
- share their strategies to solve the puzzle?
- write equations to represent the solutions?
- write an equation to show the new total after adding 10 to the solution?
- find and discuss all the possible solutions for one puzzle?

Problem Solving (20-25 minutes)

Engage students in problem solving discussions. Read and discuss the problem, share student work, compare strategies, and make connections.

Problem Solving Slide Deck (slides 47–48)

- Cyli and Cubee are making a block tower. They wanted their tower to be 20 blocks high. Cyli stacked 7 blocks and Cubee stacked 5 more. How many more blocks do they need to stack?

Problem Solving Journal (page 17, bottom)

- Students will complete the Problem of the Day independently. Provide guidance as needed.
- Students will solve a bracelet problem.

Instructional Stations (40 minutes)

Students will visit two stations today (20 minutes per station). See Instructional Stations Overview.

Station 1: Small Group Instruction

- Give students problems with different problem situations. Discuss the journal questions.
- Have students solve the problems. Allow students to draw pictures or use math tools to help them understand the equation.
- For example, Jenny had 6 stickers, and her mom gave her 7 more stickers. Bob had 8 stickers, and his friend gave him 5 more stickers. Jenny said, "Look we have the same number of stickers." Is Jenny correct? Write an equation to show they are equal.
- After they solve a problem ask: "How many would they have if they got 10 more? Or 10 more each?"
- Have students write the equation for this change.
- For example, Vaughn had 5 jelly beans, and his brother Leon had 3 jelly beans. Their mom gave them each more jelly beans. Now they both have the same number of jelly beans. Now Vaughn has 12 jelly beans. How many jelly beans did their mom give Vaughn, and how many did she give Leon? Write an equation to show they have the same number of jelly beans (are equal).
- After they solve a problem ask: "How many would they have if they got 10 more? Or 10 more each."
- Have students write the equation for this change.
- Have students explain and defend their answers. Discuss how each of the pictures or manipulatives represents the numbers in the equation.

Station 2: ST Math Puzzles

- Have students sign in and play ST Math puzzles.
- Remind students to use manipulatives and/or paper and pencil to help them solve problems.
- With 5 minutes left, have students stop playing and complete their Puzzle Reflection and Accomplishment Log.

Station 3: Table Games

- Select Tic-Tac-Ten or Number Path Race.
- Have students play that game.
- Ask students to complete an Exit Ticket during the final 5 minutes.



Grade 1 | Module 3 | Day 3

My Thinking Path (5-10 minutes)

- Have students reflect on what they have learned about writing equations to solve problems with addition and subtraction.

Puzzle Talk: Push Box (20-25 minutes)

- Focus on student thinking and developing problem solving skills using the guiding questions in each step of the Problem Solving Process.
- Provide a Push Box Game Mat, whiteboards/dry erase markers, and math tools to students.

Notice and Wonder

- Show an addition and subtraction puzzle from Level 3 to Remind students of how Push Box works. Ask students: "What do you notice? What do you wonder? What happens when you add and subtract in this game?"
- Next, show a puzzle from Level 4 of Push Box. Have students discuss what they notice with a partner, and then discuss with the whole group.
- Give students think time about how to solve the puzzle.

Predict and Justify

- Have students make a prediction and determine a strategy for solving the puzzle.
- Have some students share out. Ask the students to think about if they agree/disagree with the strategy and why. How does it relate to their own?

Test and Observe

- Try one of the students' ideas. (As you try students' strategies, be sure to try strategies that work and those that don't.)
- Watch the feedback together and discuss what you saw.

Analyze and Learn

- Ask: "What happened? Did we add or subtract boxes? How do you know?"

Connect and Extend

- Show the next puzzle in Level 4. Have students use the Push Box Game Mat to show their multi-step solution and discuss it with a partner. If necessary, hand out cubes to recreate the puzzle.
- Share several examples from drawing arrows to writing equations. (There are multiple equations that could be used.) Discuss that there are multiple ways to represent these problems.

How does the student:

- use their model to help solve the puzzles?
- share their strategies to solve the puzzle?
- write equations to represent the solutions?
- write an equation to show the new total after adding 10 to the solution?
- find and discuss all the possible solutions for one puzzle?

Problem Solving (20-25 minutes)

Engage students in problem solving discussions. Read and discuss the problem, share student work, compare strategies, and make connections.

Problem Solving Slide Deck (slides 51–53)

- JiJi is playing basketball. JiJi is keeping track of points in basketball. On Monday, JiJi had 4 points. On Tuesday, JiJi had 6 points. And on Wednesday, JiJi had 12 points. How many points did JiJi have this week? JiJi's goal this week was 30 points. Did JiJi meet the goal? How many more points would JiJi need to achieve this goal?

Problem Solving Journal (page 18, top)

- Students will complete the Problem of the Day independently. Provide guidance as needed.
- Students will solve equations using dice.

Instructional Stations (40 minutes)

Students will visit two stations today (20 minutes per station). See Instructional Stations Overview.

Station 1: Small Group Instruction

- Give students problems with different problem situations. Discuss the journal questions.
- Have students solve the problems. Allow students to draw pictures or use math tools to help them understand the equation.
- For example, Jenny had 6 stickers, and her mom gave her 7 more stickers. Bob had 8 stickers, and his friend gave him 5 more stickers. Jenny said, "Look we have the same number of stickers." Is Jenny correct? Write an equation to show they are equal.
- After they solve a problem ask: "How many would they have if they got 10 more? Or 10 more each?"
- Have students write the equation for this change.
- For example, Vaughn had 5 jelly beans, and his brother Leon had 3 jelly beans. Their mom gave them each more jelly beans. Now they both have the same number of jelly beans. Now Vaughn has 12 jelly beans. How many jelly beans did their mom give Vaughn, and how many did she give Leon? Write an equation to show they have the same number of jelly beans (are equal).
- After they solve a problem ask: "How many would they have if they got 10 more? Or 10 more each?"
- Have students write the equation for this change.
- Have students explain and defend their answers. Discuss how each of the pictures or manipulatives represents the numbers in the equation.

Station 2: ST Math Puzzles

- Have students sign in and play ST Math puzzles.
- Remind students to use manipulatives and/or paper and pencil to help them solve problems.
- With 5 minutes left, have students stop playing and complete their Puzzle Reflection and Accomplishment Log.

Station 3: Table Games

- Select Tic-Tac-Ten or Number Path Race.
- Have students play that game.
- Ask students to complete an Exit Ticket during the final 5 minutes.



Grade 1 | Module 3 | Day 4

My Thinking Path (5-10 minutes)

- Have students reflect on what they have learned about solving problems involving addition and subtraction within 100. They should complete the My Thinking Path reflection page.

Puzzle Talk: Push Box Symbolic (20-25 minutes)

- Focus on student thinking and developing problem solving skills using the guiding questions in each step of the Problem Solving Process.
- Provide a Push Box Game Mat (optional), whiteboards/dry erase markers, and math tools to students.

Notice and Wonder

- Show a puzzle from Level 1. Ask: "What do you notice? What do you wonder?" Allow students to share.

Predict and Justify

- Have students make a prediction, and determine a strategy for solving the puzzle. Have students share their predictions, about what they think will happen and why.

Test and Observe

- Try one of the students' ideas. (As you try students' strategies, be sure to try strategies that work and those that don't. Analyze the feedback in both correct and incorrect solutions.)

Analyze and Learn

- Ask: "What happened? Did we add or subtract boxes? How do you know?"

Connect and Extend

- Find another puzzle in Level 1, and begin a think-pair-share or whole group discussion around:
 - What does the number by the bulldozer represent?
 - What does the minus sign tell us is happening?
- As students share, you may want to chart strategies, equations, or other key points they make.
- Display the first puzzle in Level 2. Have students use math tools to solve the puzzle and record their solution as an equation. If students need more guidance, consider asking, "How do you know this puzzle represents a subtraction problem? What part of the puzzle does each number in your equation represent?"
- Do a student share-out.
- Repeat with the remaining puzzles in Level 2.

How does the student:

- discuss what the numbers in the puzzle represent?
- explain why the puzzle is addition or subtraction?
- represent the puzzle using math tools?
- explain what parts of the puzzle the numbers in their equation represent?
- prove their answer is correct?

Instructional Stations (40 minutes)

Repeat Instructional Stations from Day 3.

Whole Group Table Games (15-20 minutes)

During this time you will introduce Addition Connect Four and Three Cards Make Ten. Students will play these games in the next module in Station 3.

- Introduce one of the games.
- After explaining the game and playing it with the whole group, give students time to play it on their own.
- After playing the game, have them discuss:
 - What math did they learn or use?
 - What strategies did they try to win the game?
- Repeat with the second game.

Problem Solving - Optional, if time

Engage students in problem solving discussions. Read and discuss the problem, share student work, compare strategies, and make connections.

Problem Solving Slide Deck (slides 51–53)

- JiJi is learning about football. In football, a touchdown is 7 points and a field goal is 3 points. JiJi's team scored 2 touchdowns and 1 field goal. How many points did they score?

Problem Solving Journal (page 18, bottom)

- Students will complete the Problem of the Day independently. Provide guidance as needed.
- Students will solve equations using dice.

Closing (10 minutes)

Thinking and Reflecting Time

- Have students complete the Post-Quiz (optional).
- Have students review their Puzzle Reflection, Exit Tickets, and Problem Solving work.
- Engage students in discussions about what they have learned in this module, what they have questions about, and what they would like to learn more about.



Grade 1 | Module 3 | Day 5

Design Challenge: Whole Group (40 minutes)

*Note that most of the time today will be spent working on creating games.

Optional Literature Connection: *The Most Magnificent Thing* by Ashley Spires.

- What did you learn from this book?
- The girl in the book used her imagination. Why is imagination important?
- How does your imagination help you when you are designing something?
- What did the girl do when her thing did not turn out the way she expected?
- What did she learn from all the times she tried?
- Do you ever try things, and then get frustrated when they don't work?
- What are some things you can do when something doesn't work?
- Why is it important to learn from what you are doing?

Introduction:

- Review the Design Process Poster and identify what step you are on in the process.
- Last week we finished Step 4: Plan and this week we will focus on Step 5: Create.

Share Blueprints & Sketches:

- Give each group a few minutes to review their Game Design from Pages 41-43 in the booklet. They should identify one person to share about their game with the group.
- Each group should share an update about their game and let the class ask questions and give feedback.

Step 5: Create - Brainstorm Jobs

- As a class brainstorm a list of jobs they could have on their team.
- The rest of the time today will be spent working on Step 5: Creating their game.
 - Note: If students haven't finished their blueprints they should do that first.
- Groups should work together to fill out Game Design Booklet Page 44 and decide on the job role and team members.
 - Students can start building their games after they share their blueprints and job assignments with their teacher.

Game Design Small Groups (20 minutes)

- Remind students that as they create their game, it might not turn out the way they were expecting, but just like the young lady in the story, we can learn from our mistakes. The idea here is to encourage the students so they don't get overly frustrated.
- Take the time to meet with groups and have them share their blueprints and game ideas. Use the game design facilitation questions to help unpack their thinking. This will help them as they are creating.
- Use the remaining time to have students start to build their games.
- Once students have had their blueprints and job assignments (Pages 41-44) approved by the teacher they can spend the rest of the Game Design time building their games.

*If students don't finish creating their games today you may want to consider allowing them to work on them throughout the following week.

Focused Instructional Time (20 minutes)

- After students complete the Small Group Design task, the remaining time is used for "Focused Instructional Time." There is also an optional ST Math Activity Page that could be done in small or whole group.
- The teacher can assign the activity or allow student choice:
 - **Individual or small group** - Teacher pulls small groups or individual students to work on a specific skill they struggled with during the week or support students on an ST Math puzzle they are stuck on.
 - **Table Games** - Students can choose a Table Game to play with a partner or small group.
 - **ST Math 1:1** - Students can continue to play ST Math.

Optional: ST Math Activity Page: Critter Addition

- **Play the game**
 - Project the game.
 - Play a few puzzles to help students understand the game.
- **ST Math Activity Page: Critter Addition**
 - Distribute the Activity Page.
 - Ask students what they notice about the content on the page. What do they wonder? Where do they want to start on the page?
 - Give them time to complete the page.
 - Discuss the page and have students share their thinking.
 - Take the time to compare strategies, and have students share their work.
 - Make connections to the game.



Grade 1 | Module 4

Topic: Find the unknown number in an addition or subtraction equation

[Module 4 Resources](#)

Students work with puzzles to develop their understanding of finding the unknown number in an addition or subtraction equation. Students will solve problems where one or more numbers is missing. They will work to understand the purpose of the equal sign.

Module 4 at a Glance

Printed Resources

- **Bookmarks**
 - Problem Solving Process Bookmark
 - Problem Solving Facilitation Bookmark
- **K-2 Table Games Directions**
 - Addition Connect Four
 - Three Cards Make Ten
 - Tic-Tac-Ten (optional)
 - Number Path Race (optional)
 - Addition War (optional)
 - Pyramid Make Ten (optional)
 - Number Kicker (optional)
 - Make Ten Concentration (optional)
 - JiJi Sudoku (Day 4)
- **Game Mat**
 - Critter Addition Game Mat
- **Problem Solving Journal** (pages 23-29)
 - My Thinking Path
 - Problem of the Day
 - Exit Tickets
 - ST Math Puzzle Reflections

Optional Printed Resources

- Accomplishment Log
- ST Math Activity Pages
- Pre/Post Quizzes

Immersion Slide Deck (slides 58–75)

- The Immersion Slide Deck is intended to be projected to the class in a whole group setting.

Teacher Resources

- Teacher Planner

Supplies for Table Games (per group)

- **Addition Connect Four** - 2 paper clips, 2 different color chips (20 of each color), 1 copy of the Addition Connect Four Game Mat
- **Three Cards Make Ten** - 1 deck of cards with face cards removed.

My Thinking Path

- This module, students reflect on finding the unknown in an addition or subtraction equation.

ST Math Puzzle Talks

- Critter Addition
- Critter Addition Symbolic

Problem Solving

Day 1:

- **Problem Solving Slide Deck** - JiJi is playing a video game. In order to win the game, JiJi needs 30 points. In Level 1, JiJi scored 10 points. In Level 2, JiJi scored 14 points. How many more points does JiJi need?
- **Problem Solving Journal** - Students will solve a video game problem.

Day 2:

- **Problem Solving Slide Deck** - Connie was catching fireflies. Last night, Connie caught 15 fireflies. This morning, some of them flew away. Now there are 7 fireflies. How many flew away?
- **Problem Solving Journal** - Students will solve a critter addition and a critter subtraction problem.

Day 3:

- **Problem Solving Slide Deck** - I am collecting animal cards. I have 6 elephant cards and 2 snake cards. I have 20 cards altogether. How many dolphin and turtle cards could I have?
- **Problem Solving Journal** - Students will solve an animal card problem.

Day 4:

- **Problem Solving Slide Deck** - JiJi is making pancakes. JiJi made 4 pancakes in the first batch and 4 pancakes in the second batch. In the last batch, JiJi made 6 pancakes. How many pancakes did JiJi make? JiJi made 14 pancakes. Paco and Robot each ate 4 pancakes. How many pancakes are left?
- **Problem Solving Journal** - Students will solve a fishing game problem.

Instructional Stations

On Days 1–4, each student will visit two stations per day following the schedule in the Instructional Stations Overview.

Station 1: Small Group Instruction

- Use the Instructional Stations Overview and the Teacher Planner to help organize your small group instruction.
- Give students problems similar to the Problem of the Day and puzzle problems. Have students solve the problems.

Station 2: ST Math Puzzles

- Have students sign in and play ST Math puzzles.
- Remind students to use manipulatives and/or paper and pencil to help them solve problems.
- With 5 minutes left, have students stop playing and complete their Puzzle Reflection and Accomplishment Log.

Station 3: Table Games

- Select Addition Connect Four or Three Cards Make Ten.
- Have students play that game.
- Ask students to complete an Exit Ticket during the final 5 minutes.



Grade 1 | Module 4 | Day 1

My Thinking Path (5-10 minutes)

- Have students write in the topic, “Finding the unknown number.”
- Have students begin working on the first two boxes.
- Discuss their ideas, and allow students to add any additional thoughts they have to their paper.
- Have students complete the Pre-Quiz (optional).

Puzzle Talk: Critter Addition (20-25 minutes)

- Focus on student thinking and developing problem solving skills using the guiding questions in each step of the Problem Solving Process.
- Provide students with a [Critter Addition Game Mat](#) and whiteboards/dry erase markers.

Notice and Wonder

- Show a puzzle from Level 1. Ask students: “What do you notice? What do you wonder?”. Allow students to share.

Predict and Justify

- Have students make a prediction and determine a strategy for solving the puzzle. Have students share their predictions about what they think will happen and why.
- Have students share out. Ask the students to think about if they agree/disagree with the strategy and why.

Test and Observe

- Try one of the students’ ideas. (As you try students’ strategies, be sure to try strategies that work and those that don’t.) Analyze the feedback in both correct and incorrect solutions, discussing what you saw.

Analyze and Learn

- Ask students: “Are we adding or subtracting the critters? How do you know?”
- Display the next puzzle and talk about what students see.
- Discuss the two groups of critters shown, the plus sign, and the equal sign. Ask: “What does the + sign tell us about what to do next? What is the solution to this problem?”
- Display another puzzle in Level 1 that has a dot arrangement for 5 next to the critter stack. Discuss how benchmarks of 5 and 10 could help with addition and subtraction problems.

Connect and Extend

- Solve additional puzzles from Level 1.
- Give students Critter Addition Game Mats, and have them model the puzzle and their predictions and solution strategies.
- Discuss what is known and unknown in each puzzle through the Problem Solving Process.
- Ask students: “Can you write an equation to represent your new critter stack?” Have students record an equation to represent each puzzle on their game mat, paper, or whiteboards and share these equations.
- Display the first puzzle from Level 2. Ask students how this puzzle is different, and have them write equations, emphasizing that an unknown can be represented by a letter, shape, or symbol.
- Have students write the equations on their game mat, paper, or whiteboards and then share whole group.
- Repeat with additional puzzles in Level 2.

How does the student:

- discuss how the arrangement of critters (stacks of 10 with 5 marked) in the puzzle helps with addition and subtraction?
- discuss using benchmarks of 5 and 10 to help add and subtract?
- write equations to represent the puzzles and include a symbol for the unknown in the problem?
- discuss what is known and unknown in the problems?

Problem Solving (20-25 minutes)

Engage students in problem solving discussions. Read and discuss the problem, share student work, compare strategies, and make connections.

Problem Solving Slide Deck (slides 61–62)

- JiJi is playing a video game. In order to win the game, JiJi needs 30 points. In Level 1, JiJi scored 10 points. In Level 2, JiJi scored 14 points. How many more points does JiJi need?

Problem Solving Journal (page 24, top)

- Students will complete the Problem of the Day independently. Provide guidance as needed.
- Students will solve a video game problem.

Instructional Stations (40 minutes)

Students will visit two stations today (20 minutes per station). See Instructional Stations Overview.

Station 1: Small Group Instruction

- Give students problems with different problem situations. Discuss the journal questions.
- Have students solve the problems. Allow students to draw pictures or use math tools to help them understand the strategy.
- For example, Juanita quickly found the sum of several different numbers that were added to 9 (e.g., $2 + 9$; $6 + 9$; $9 + 9$). When she quickly said that $8 + 9 = 17$, her friend asked her how she got the answer so quickly. Juanita said, “I know because 17 is one less than 18 and $8 + 10 = 18$.” What strategy did Juanita use to add 9? What would Juanita say to add $9 + 7$?
- For example, Delita and Quincy played a game three times. Delita scored 6 points in the first game, 6 points in the second game and 10 points in the third game. Quincy scored 5 points in the first game, 9 points in the second game and 9 points in the third game. Who had the most points after three games? Explain how you determined your answer.
- Ask other problems like this with different sets of numbers (e.g., 4, 8, 5 and 7, 6, 5; 7, 8, 7 and 9, 7, 7; 4, 6, 8 and 3, 7, 8) to get students to look for relationships between the numbers so they do not need to do all of the computation.
- Have students write an equation and use a symbol to represent what is unknown in the problems.
- Discuss what they know in the problem and what they need to know to solve the problem.
- Discuss the equation and what each of the numbers in the equation represents.
- Have students use a symbol, such as a box, to represent what is unknown in the problem.

Station 2: ST Math Puzzles

- Have students sign in and play ST Math puzzles.
- Remind students to use manipulatives and/or paper and pencil to help them solve problems.
- With 5 minutes left, have students stop playing and complete their Puzzle Reflection and Accomplishment Log.

Station 3: Table Games

- Select Addition Connect Four or Three Cards Make Ten.
- Have students play that game.
- Ask students to complete an Exit Ticket during the final 5 minutes.



Grade 1 | Module 4 | Day 2

My Thinking Path (5-10 minutes)

- Have students reflect on what they have learned about finding the unknown number in an addition or subtraction equation.

Puzzle Talk: Critter Addition (20-25 minutes)

- Focus on student thinking and developing problem solving skills using the guiding questions in each step of the Problem Solving Process.
- Provide students with a Critter Addition Game Mat (optional) and whiteboards/dry erase markers.

Notice and Wonder

- Show a puzzle from Level 3. Ask students: “What do you notice that is similar/different from the puzzles we did yesterday?” Allow students to share.

Predict and Justify

- Have students make a prediction and determine a strategy for solving the puzzle. Have students share their predictions about what they think will happen and why.

Test and Observe

- Try a student's solution and watch the feedback together and discuss what they saw.

Analyze and Learn

- Ask students to think about how what they saw happen compares to their prediction. What did they learn from the feedback? Be sure to analyze the feedback in both correct and incorrect solutions.
- Project a puzzle from Level 3, and follow the same procedure as yesterday. Continue writing equations and talking about what is known and unknown in the puzzles. Some questions to ask: What is the known and unknown in this puzzle? How can you use the benchmarks of 5 and 10 to solve this problem?

Connect and Extend

- Show puzzles from Level 4.
- Discuss the equation students could write for these problems (making sure there is a symbol to represent the unknown), and have students share out their own equations. Additional prompts to extend thinking: How can you prove your answer is correct?

How does the student:

- discuss how the arrangement of critters (stacks of 10 with 5 marked) in the puzzle helps with addition and subtraction?
- discuss using benchmarks of 5 and 10 to help add and subtract?
- write equations to represent the puzzles and include a symbol for the unknown in the problem?
- discuss what is known and unknown in the problems?

Problem Solving (20-25 minutes)

Engage students in problem solving discussions. Read and discuss the problem, share student work, compare strategies, and make connections.

Problem Solving Slide Deck (slides 65–66)

- Connie was catching fireflies. Last night, Connie caught 15 fireflies. This morning, some of them flew away. Now there are 7 fireflies. How many flew away?

Problem Solving Journal (page 24, bottom)

- Students will complete the Problem of the Day independently. Provide guidance as needed.
- Students will solve a critter addition and a critter subtraction problem.

Instructional Stations (40 minutes)

Students will visit two stations today (20 minutes per station). See *Instructional Stations Overview*.

Station 1: Small Group Instruction

- Give students problems with different problem situations. Discuss the journal questions.
- Have students solve the problems. Allow students to draw pictures or use math tools to help them understand the strategy.
- For example, Juanita quickly found the sum of several different numbers that were added to 9 (e.g., $2 + 9$; $6 + 9$; $9 + 9$). When she quickly said that $8 + 9 = 17$, her friend asked her how she got the answer so quickly. Juanita said, "I know because 17 is one less than 18 and $8 + 10 = 18$." What strategy did Juanita use to add 9? What would Juanita say to add $9 + 7$?
- For example, Delita and Quincy played a game three times. Delita scored 6 points in the first game, 6 points in the second game and 10 points in the third game. Quincy scored 5 points in the first game, 9 points in the second game and 9 points in the third game. Who had the most points after three games? Explain how you determined your answer.
- Ask other problems like this with different sets of numbers (e.g., 4, 8, 5 and 7, 6, 5; 7, 8, 7 and 9, 7, 7; 4, 6, 8 and 3, 7, 8) to get students to look for relationships between the numbers so they do not need to do all of the computation.
- Have students write an equation and use a symbol to represent what is unknown in the problems.
- Discuss what they know in the problem and what they need to know to solve the problem.
- Discuss the equation and what each of the numbers in the equation represents.
- Have students use a symbol, such as a box, to represent what is unknown in the problem.

Station 2: ST Math Puzzles

- Have students sign in and play ST Math puzzles.
- Remind students to use manipulatives and/or paper and pencil to help them solve problems.
- With 5 minutes left, have students stop playing and complete their Puzzle Reflection and Accomplishment Log.

Station 3: Table Games

- Select Addition Connect Four or Three Cards Make Ten.
- Have students play that game.
- Ask students to complete an Exit Ticket during the final 5 minutes.



Grade 1 | Module 4 | Day 3

My Thinking Path (5-10 minutes)

- Have students reflect on what they have learned about finding the unknown number in an addition or subtraction equation.

Puzzle Talk: Critter Addition Symbolic (20-25 minutes)

- Focus on student thinking and developing problem solving skills using the guiding questions in each step of the Problem Solving Process.
- Provide students with a Critter Addition Game Mat (optional) and whiteboards/dry erase markers. Manipulatives may also be helpful to students.

Notice and Wonder

- Show a puzzle from Level 1. Ask: What do you notice? What do you wonder? Allow students to share.

Predict and Justify

- Have students make a prediction and determine a strategy for solving the puzzle. Have them share out and explain why they chose their strategy. When they do share, encourage students to agree/disagree and discuss how it relates to their own.

Test and Observe

- Try a student's solution. Watch the feedback together and discuss what they saw.

Analyze and Learn

- Ask students to think about how what they saw happen compares to their prediction. What did they learn from the feedback? Be sure to analyze the feedback in both correct and incorrect solutions.
- Display another puzzle from Level 1. Ask students what each part of the puzzle represents. Discuss what the number by each critter represents and ask students: "How is this different from the other Critter Addition puzzles we worked on? How do we know how many critters we have to start with in this puzzle?"

Connect and Extend

- Discuss the known and unknown in this puzzle. In pairs, have students find how many critters were added to the first group to get the sum.
- Have students write the puzzle as an equation with a letter or symbol to represent the unknown (e.g., $4 + ? = 9$).
- Have pairs do a share out of their solutions. Ask: "How many tens does your answer have? How do you know?"
- Solve the puzzle, and repeat with additional puzzles in Level 1.

Level 2

- Show a puzzle from Level 2. Have students discuss what they notice with a partner about how it is different from Level 2. "The puzzles in Level 1 had the second number (or the change) unknown. What is the unknown in this puzzle?"
- Have students work to solve the puzzle together, sharing their strategies and equations with the whole class.
- Repeat with additional puzzles in Level 2.

How does the student:

- write and discuss equations with a symbol for the unknown?
- write addition and subtraction equations to represent the puzzles?
- understand the commutative property of addition?
- write different combinations to make the number?
- understand the relationship of addition and subtraction?

Problem Solving (20-25 minutes)

Engage students in problem solving discussions. Read and discuss the problem, share student work, compare strategies, and make connections.

Problem Solving Slide Deck (slides 69–70)

- I am collecting animal cards. I have 6 elephant cards and 2 snake cards. I have 20 cards altogether. How many dolphin and turtle cards could I have?

Problem Solving Journal (page 25, top)

- Students will complete the Problem of the Day independently. Provide guidance as needed.
- Students will solve an animal card problem.

Instructional Stations (40 minutes)

Students will visit two stations today (20 minutes per station). See Instructional Stations Overview.

Station 1: Small Group Instruction

- Give students problems with different problem situations. Discuss the journal questions.
- Have students solve the problems. Allow students to draw pictures or use math tools to help them understand the strategy.
- For example, Juanita quickly found the sum of several different numbers that were added to 9 (e.g., $2 + 9$; $6 + 9$; $9 + 9$). When she quickly said that $8 + 9 = 17$, her friend asked her how she got the answer so quickly. Juanita said, “I know because 17 is one less than 18 and $8 + 10 = 18$.” What strategy did Juanita use to add 9? What would Juanita say to add $9 + 7$?
- For example, Delita and Quincy played a game three times. Delita scored 6 points in the first game, 6 points in the second game and 10 points in the third game. Quincy scored 5 points in the first game, 9 points in the second game and 9 points in the third game. Who had the most points after three games? Explain how you determined your answer.
- Ask other problems like this with different sets of numbers (e.g., 4, 8, 5 and 7, 6, 5; 7, 8, 7 and 9, 7, 7; 4, 6, 8 and 3, 7, 8) to get students to look for relationships between the numbers so they do not need to do all of the computation.
- Have students write an equation and use a symbol to represent what is unknown in the problems.
- Discuss what they know in the problem and what they need to know to solve the problem.
- Discuss the equation and what each of the numbers in the equation represents.
- Have students use a symbol, such as a box, to represent what is unknown in the problem.

Station 2: ST Math Puzzles

- Have students sign in and play ST Math puzzles.
- Remind students to use manipulatives and/or paper and pencil to help them solve problems.
- With 5 minutes left, have students stop playing and complete their Puzzle Reflection and Accomplishment Log.

Station 3: Table Games

- Select Addition Connect Four or Three Cards Make Ten.
- Have students play that game.
- Ask students to complete an Exit Ticket during the final 5 minutes.



Grade 1 | Module 4 | Day 4

My Thinking Path (5-10 minutes)

- Have students reflect on what they have learned about finding the unknown number in an addition or subtraction equation. They should complete the My Thinking Path reflection page.

Puzzle Talk: Critter Addition Symbolic (20-25 minutes)

- Focus on student thinking and developing problem solving skills using the guiding questions in each step of the Problem Solving Process.
- Provide students with whiteboards/dry erase markers. Manipulatives may also be helpful to let students use.

Notice and Wonder

- Show a puzzle from Level 3. Ask students: "What do you notice that is similar/different from the puzzles we did yesterday.?" Allow students to share.

Predict and Justify

- Have students make a prediction and determine a strategy for solving the puzzle. Have students share their predictions about what they think will happen and why.
- Have students share out. Try one of the strategies.

Test and Observe

- Watch the feedback together and discuss what you saw.

Analyze and Learn

- Ask students to think about how what they saw happen compares to their prediction.
- Project another Level 3 puzzle, and follow the same Problem Solving Process as yesterday's with the previous levels in Critter Addition Symbolic.
- Continue writing equations and talking about what is known and unknown in the puzzles.

Connect and Extend

- Show puzzles from Level 4.
- Discuss the equation students could write for these problems.
- Check to make sure students include symbols for the unknown in the equation.
- Have students write the equations on paper or a white board and then share whole group.
- Select another puzzle from Level 4 for the students, and have them work in pairs to create a problem story.
- Share several stories with the whole group, and ask: "What would that story look like if a different part was unknown?"

How does the student:

- write and discuss equations with a symbol for the unknown?
- write addition and subtraction equations to represent the puzzles?
- understand the commutative property of addition?
- write different combinations to make the number?
- understand the relationship of addition and subtraction?

Instructional Stations (40 minutes)

Repeat Instructional Stations from Day 3.

Whole Group Table Games (15-20 minutes)

During this time you will introduce JiJi Sudoku.

- Introduce JiJi Sudoku using the simple picture game boards.
- Allow students to work together to solve the picture puzzles.
- If there's time, explain that Sudoku is usually played with numbers, and share one or two of the additional numeric Sudoku puzzles.

Problem Solving (20-25 minutes)

Engage students in problem solving discussions. Read and discuss the problem, share student work, compare strategies, and make connections.

Problem Solving Slide Deck (slides 73–75)

- JiJi is making pancakes. JiJi made 4 pancakes in the first batch and 4 pancakes in the second batch. In the last batch, JiJi made 6 pancakes. How many pancakes did JiJi make? JiJi made 14 pancakes. Paco and Robot each ate 4 pancakes. How many pancakes are left?

Problem Solving Journal (page 25, bottom)

- Students will complete the Problem of the Day independently. Provide guidance as needed.
- Students will solve a fishing game problem.

Closing (10 minutes)

Thinking and Reflecting Time

- Have students complete the post-quiz (optional).
- Have students review their Puzzle Reflection, Exit Tickets, and Problem Solving work.
- Engage students in discussions about what they have learned in this module, what they have questions about, and what they would like to learn more about.



Grade 1 | Module 4 | Day 5

Design Challenge: Whole Group (40 minutes)

*Note: If students have not finished creating their games you may want to give a set amount of time at the beginning to allow them to finish.

Materials: For this activity you will need to print copies of the [Game Tester Report](#). Each student will need 2-3 copies of the Game Tester Report.

Introduction:

- Today we are going to reflect on and analyze our games and then have classmates play our games and give feedback. We will also create an advertisement for our game.
- Discuss Feedback - why is it important in design? What can be tricky about feedback?
- Prepare students that there may be some changes needed to their games and that might not feel great, but it's an important part of the design process.

Step 6: Test - Watching others play your game

For this step you will create new groups of 4-5 students with one or two students from different Game Design Groups. Students test playing the game of one of the group members while the Game Designers watch.

- **Explain:** Clearly layout the activity to students & divide them up into “Game Testing Groups”.
 - This is when students test the games, get feedback, and then see what else they need to do to improve their games.
 - Preview the “Game Tester Report” and discuss how to kindly give feedback.
- **Play:** Give students 10-15 minutes to play a game.
 - When students are done playing the game, ask them to rate the game using the Game Tester Report.
 - Rotate the games, so each group will get a new game. Have students play that game and then complete a feedback sheet.
 - Students can share their feedback with the Game Designer.
 - As students are playing games, monitor student gameplay and use facilitation questions to help support their thinking about games and about math.

*Students will continue this activity back in their Game Design Small Groups next.

Game Design Small Groups (20 minutes)

Reflect on Feedback

- **Review Feedback: Game Feedback Form (Page 45)**
 - Students should review the feedback collected from the Game Tester Reports.
 - Have students answer the Game Feedback Form on Design Challenge Booklet Page 45.
- **Make Adjustments: Reflecting on Improvement (Page 46)**
 - Fill out Design Challenge Booklet Page 46 together and decide what improvements they want to make.
 - Design Groups should revise their games and ask another classmate to play it again if needed.
- **Optional: Create a game poster**
 - If students complete their game improvements and have some extra time they can use Design Challenge Booklet Page 47 to draw a poster about their game.

* There is time built in during Module 5 to complete games if students do not finish.

Focused Instructional Time (20 minutes)

- After students complete the Small Group Design task, the remaining time is used for “Focused Instructional Time.” There is also an optional ST Math Activity Page that could be done in small or whole group.
- The teacher can assign the activity or allow student choice:
 - **Individual or small group** - Teacher pulls small groups or individual students to work on a specific skill they struggled with during the week or support students on an ST Math puzzle they are stuck on.
 - **Table Games** - Students can choose a Table Game to play with a partner or small group.
 - **ST Math 1:1** - Students can continue to play ST Math.

Optional: ST Math Activity Page: Missing Addend

- **Play the game**
 - Project the game.
 - Play a few puzzles to help students understand the game.
- **ST Math Activity Page: Missing Addend**
 - Distribute the Activity Page.
 - Ask students what they notice about the content on the page. What do they wonder? Where do they want to start on the page?
 - Give them time to complete the page.
 - Discuss the page and have students share their thinking.
 - Take the time to compare strategies, and have students share their work.
 - Make connections to the game.



Grade 1 | Module 5

Topic: Relationship between addition and subtraction

[Module 5 Resources](#)

Students use the relationship between addition and subtraction to solve problems.

Module 5 at a Glance

Printed Resources

- **Bookmarks**
 - Problem Solving Process Bookmark
 - Problem Solving Facilitation Bookmark
- **Problem Solving Journal** (pages 30-32)
 - My Thinking Path
 - Problem of the Day
- **Mini-Math Game Design Booklet**
- **ST Math Immersion Debriefing Bookmark**
- **Learning Showcase & Celebration Invitation**

Optional Printed Resources

- Accomplishment Log
- ST Math Activity Pages
- Post-Assessment
- Pre/Post Quizzes

Teacher Resources

- Teacher Planner
- Reflection Poster Guide
- Mini-Math Game Design Guide
- Learning Showcase and Celebration Guide

Immersion Slide Deck (slides 76–91)

- The Immersion Slide Deck is intended to be projected to the class in a whole group setting.

Supplies needed for students

- 1 poster board or large sheet of construction paper per student.
- Various supplies to create Mini-Math Game.

My Thinking Path

- In this module, students reflect on the relationship between addition and subtraction to solve problems.

ST Math Puzzle Talks

- Missing Addend

Problem Solving

Note: Students will only complete Problem Solving on Day 1 & Day 2 of this module.

Day 1:

- **Problem Solving Slide Deck** - There are ducks in the pond. Some ducks are white and some ducks are yellow. If there are 10 ducks in the pond, how many could be white and how many could be yellow?
- **Problem Solving Journal** - Students will solve missing addend problems.

Day 2:

- **Problem Solving Slide Deck** - Dot is on a number line. Show me all the ways I can get to 10 in two jumps.
- **Problem Solving Journal** - Students will solve a number line problem.

Instructional Stations

Students will only have Instructional Stations on Day 1 & 2 of this module and will only have 2 stations. Use this time to give the Post-Assessment and/or Quizzes. They should rotate through both stations each day.

Station 1: Small Group Instruction

- Administer the Post-Assessment and/or Quizzes.
- Students will review Problem Solving Journal.
- Begin discussion around Reflection Poster and Mini-Math Game Design.

Station 2: ST Math Puzzles

- Have students sign in and play ST Math puzzles.
- Remind students to use manipulatives and/or paper and pencil to help them solve problems.
- With 5 minutes left, have students stop playing and complete their Accomplishment Log.

Day 3 Thinking and Reflecting Time

Reflection Poster

- Students are going to create a [poster](#) that represents the learning they have gained. The poster should reflect how their thinking and understanding have grown. It should be an opportunity for students to show what they know.
- Work with students to review the thinking they have recorded in their Problem Solving Journal (My Thinking Path, Problem of the Day, Exit Tickets, and ST Math Puzzle Reflections) and discuss what they have learned during Immersion.

Option 1: If you did the Game Design Challenge

Students will complete their games and participate in Focused Instructional Time.

Option 2: If you did not do Game Design Challenge

Mini Game Design:

Students will create a game similar to the Table Games they have played throughout the program.

- Use the slide deck and Mini-Game Design Booklet to guide students through the process. They will begin with brainstorming games they are familiar with and end by working in small groups to create a game.

Day 4 & Final Day

The [Learning Showcase and Celebration](#) occurs on the final day of ST Math Immersion. It will serve as a time for students to showcase their learning. It will also serve as a debrief as students share their projects and respond to questions from those attending the event.

- Parents, board members and community partners can be [invited to attend](#). This is a great opportunity for students to showcase their learning from the Immersion program.
 - Provide students time to make any final adjustments to their game and notes for the presentation of their games.
 - Have groups present their posters and introduce their games to the class.
 - Provide an opportunity for the students to play each other's games.
 - Provide each visitor with an [Immersion Debriefing Bookmark](#) of questions to ask the students.



Grade 1 | Module 5 | Day 1

My Thinking Path (5-10 minutes)

- Have students write in the topic, "Relationship between adding and subtracting."
- Have students complete the My Thinking Path page in their Problem Solving Journal.
- Discuss their ideas, and allow students to add any additional thoughts they have to their paper.
- Have students complete the Pre-Quiz (optional).

Puzzle Talk: Missing Addend (20-25 minutes)

- Focus on student thinking and developing problem solving skills using the Problem Solving Process.

Notice and Wonder

- Show a puzzle from Level 1. Ask students: "What do you notice? What do you wonder?" Allow students to share.

Predict and Justify

- Have students make a prediction and determine a strategy for solving the puzzle. Have students share their predictions about what they think will happen and why.
- Have students share out. Do they agree or disagree with each other's strategies.

Test and Observe

- Test out one student's strategy. Watch the feedback together and discuss what you saw.

Analyze and Learn

- Ask students to think about how what they saw happen compares to their prediction.

Connect and Extend

- Display another puzzle from Level 1, and have students create an equation that could represent the puzzle. Make sure they are including a letter or symbol for the unknown.
- Share students' equations, and discuss strategies for finding the unknown. (For example, if the puzzle shows $? + 2 = 5$, students could count on from 2 to get to 5, use the problem $5 - 2 = ?$, etc.) Solve the puzzle and repeat with other puzzles in Level 1.
- After playing a few puzzles, teach students the term *commutative property* by using the animation in the puzzles to prove that order doesn't matter when you add.
- Before showing puzzles in Level 2, have students record 1 combination of 2 numbers that add up to 6, 7, 8, and 9 (one combination for each number), and ask: "Are there more combinations of numbers to make this whole?" For example, students may write $5 + 1$, $4 + 3$, $4 + 4$, and $3 + 6$.
- Show three to four puzzles from Level 2. Say to students: "Now we will play a game. When we see a puzzle in Level 2, if you have the combination that is represented in the puzzle, do a silent thumbs up or cheer."
- Discuss and record other combinations of numbers that could be placed on top of the bottom number.
- Choose a puzzle in Level 2. Pause the puzzle before JiJi gets all of the way across. Say to students: "JiJi just walked over a part-part-whole model of this puzzle. These numbers form a number bond (or fact family). We can use the numbers in a number bond (or fact family) to create two addition and two subtraction equations."
- Have students write addition and subtraction equations to represent the puzzle. Share out as a whole group.

How does the student:

- represent the puzzle with an equation?
- identify the unknown in the puzzle?
- explain the commutative property of addition?
- understand the relationship between addition and subtraction?
- use number bonds (or fact families) to solve for the unknown?

Problem Solving (20-25 minutes)

Engage students in problem solving discussions. Read and discuss the problem, share student work, compare strategies, and make connections.

Problem Solving Slide Deck (slides 79–80)

- There are ducks in the pond. Some ducks are white and some ducks are yellow. If there are 10 ducks in the pond, how many could be white and how many could be yellow?

Problem Solving Journal (page 31, top)

- Students will complete the Problem of the Day independently. Provide guidance as needed.
- Students will solve missing addend problems.

Instructional Stations (40 minutes)

Students will visit both stations today (20 minutes per station). Instructional Stations will only take place on the first two days of this last module.

Station 1: Small Group Instruction

- Work with students going through their journals, My Thinking Path, Exit Tickets, PODs, Puzzle Reflection, etc., and discuss what they have learned during Immersion.
- Discuss major concepts and vocabulary they learned and used during ST Math Immersion.
- Have students add to their journal as you discuss things they have learned but may have not yet included in their journal.
- This will prepare the students to complete their Reflection poster on Day 3.

Station 2: ST Math Puzzles

- Have students sign in and play ST Math puzzles.
- Remind students to use manipulatives and/or paper and pencil to help them solve problems.
- With 5 minutes left, have students stop playing and complete their Accomplishment Log.



Grade 1 | Module 5 | Day 2

My Thinking Path (5-10 minutes)

- Have students reflect on what they have learned about using the relationship between addition and subtraction to solve problems. They should complete the My Thinking Path reflection page.

Puzzle Talk: Missing Addend (20-25 minutes)

- Provide students with whiteboards/dry erase markers.

Notice and Wonder

- Show a puzzle from Level 3. (All of these are combinations to 10.) Ask students: “What do you notice? What do you wonder?”. Allow students to share.

Predict and Justify

- Have students make a prediction and determine a strategy for solving the puzzle.
- Do a student share out. Ask the students to think about if they agree/disagree with the strategy and why.

Test and Observe

- Try a student's solution. Watch the feedback together, and discuss what they saw.

Analyze and Learn

- Ask students to think about how what they saw happen compares to their prediction. What did they learn from the feedback? Be sure to analyze the feedback in both correct and incorrect solutions.
- After showing the first puzzle, tell students that the puzzles in this level are all combinations to 10.

Connect and Extend

- Have them draw a Tic-Tac-Toe board on paper or on their whiteboards before you continue.
- Have them place an expression in each of the nine cells that is a possible combination to make 10.
- Explain that the order will matter. For instance, if they have $3 + 7$ and a puzzle shows 7 first and then 3, they cannot mark that cell. As you show the puzzles, have students put an X through the combinations, if they have it.
- If there is extra time, play the Bingo game as you solve the puzzles.
- If no one has bingo by the end of the game, go out of and back into that level and play again. NOTE: If someone gets bingo really fast, tell students they need to get two rows or even blackout.

How does the student:

- represent the puzzle with an equation?
- identify the unknown in the puzzle?
- explain the commutative property of addition?
- understand the relationship between addition and subtraction?
- use number bonds (or fact families) to solve for the unknown?

Problem Solving (20-25 minutes)

Engage students in problem solving discussions. Read and discuss the problem, share student work, compare strategies, and make connections.

Problem Solving Slide Deck (slides 79–80)

- Dot is on a number line. Show me all the ways I can get to 10 in two jumps.

Problem Solving Journal (page 31, bottom)

- Students will complete the Problem of the Day independently. Provide guidance as needed.
- Students will solve a number line problem.

Instructional Stations (40 minutes)

Students will visit both stations today (20 minutes per station). Instructional Stations will only take place on the first two days of this last module.

Station 1: Small Group Instruction

- Hand out the Post-Assessment and/or Post-Quiz to students.
- Begin a discussion about the Reflection Poster and the Mini-Math Game Design students will be doing on Day 3.
- This would be a good time to let students know that they are going to create a math game.
- Begin the Design Process in small group.
- Take a look at the [Mini-Math Game Design Guide](#).

Station 2: ST Math Puzzles

- Have students sign in and play ST Math puzzles.
- Remind students to use manipulatives and/or paper and pencil to help them solve problems.
- With 5 minutes left, have students stop playing and complete their Accomplishment Log.



Grade 1 | Module 5 | Day 3

Reflection Poster (20 minutes)

Students are going to create a [Reflection Poster](#) that represents the learning they have gained. The poster should reflect how their thinking and understanding have grown. It should be an opportunity for students to show what they know.

- With the whole class, brainstorm a list of all the things they have learned this summer. Record their ideas on chart paper.
- Discuss major concepts and vocabulary they learned and used during Immersion.
- Work with students to review the thinking they have recorded in their journals (My Thinking Path, Exit Tickets, PODs, Puzzle Reflection) and discuss what they have learned during Immersion.
- Have students add to their journal as you discuss things they have learned but may have not yet included in their journal. This will prepare the students to complete their poster.
- Ask students to work with their group to see what they might want to include on their poster.
- Instruct groups to make their posters colorful, interesting, and informative so students in other classes will see what they have accomplished in the past few modules.
- Give students time to work on their posters.
- The posters will be displayed for the entire school and families to see on Day 4.

The Reflection Poster is best done as a small group project because that allows students to engage in higher order thinking skills (e.g., evaluating their learning and the ideas of others, synthesizing their thoughts and the thoughts of others, reaching consensus, and working together). It can however, be done as an individual project. Have students consider their learning and make a poster to share it with others.

Optional: Assessments (20 minutes)

Use this time to give the Post-Assessment and/or Weekly Post-Quiz.

Mini Game Design or Finish Design Challenge (50 minutes)

Did you do the Game Design Challenge?

Yes, Go to:

Finalize Game Designs (Dark Blue Section)

No, Go to:

Mini-Math Game Design (Purple Section)

Option 1: Finalize Game Designs (50 minutes)

Game Design Groups: Final Touches

- Students should complete the final touches on their games.
- If they finish they can play each other's games or choose from the Focused Instructional Time.

Focused Instructional Time

The teacher can assign the activity or allow student choice:

- **Individual or small group** - Teacher pulls small groups or individual students to work on a specific skill they struggled with during the week or support students on an ST Math puzzle they are stuck on.
- **Table Games** - Students can choose a Table Game to play with a partner or small group.
- **ST Math 1:1** - Students can continue to play ST Math.

Option 2: Mini-Math Game Design (50 minutes)

Design Process (20 minutes)

During this time, students will be creating their own game. See [Mini-Math Game Design Guide](#).

- Display the slide deck and have them complete the [Mini-Math Game Design Booklet](#) to guide them through the process.
- Brainstorm a list of games they have played. Include both the Table Games in Immersion and any other board game they are familiar with. Record the list on a whiteboard or chart paper.
- Take the opportunity to discuss the games that students have learned to play. Compare and contrast the games and share opinions, strategies, and experiences. Discuss the impact any of the games have had on the games students are designing.
- When thinking about the game they would like to design, ask students what math concepts they will include.

Making the Game (30 minutes)

During this time, students will be making their game.

- As students are designing their game, they should decide on a game name, directions, and rules for their game.
- Students will work in small groups to create a game. Provide them with the supplies needed. The list below are samples of items that could be used.
 - Dice or number cubes
 - Construction paper
 - Scissors
 - Poster board
 - Manila folders
 - Index Cards
- Once students have a game created, they should test it out with their classmates and make any changes needed. They should complete page 3 in the Mini-Math Game Design Booklet.
- The students will be presenting their games at the Learning Showcase and Celebration on Day 4. They will be given the opportunity to play games with the guests.

Prepare for Learning Showcase and Celebration

- Discuss what students will need to do tomorrow during the Showcase. Include details about:
 - Organizing games and displays
 - Setting up posters
 - Expectations for the day



Grade 1 | Module 5 | Day 4

***Final Day?** If today is your final day of ST Math Summer Immersion, skip Day 4 and jump to the Final Day.

Focused Instructional Time (45-70 minutes)

- The teacher can assign the activity or allow student choice:
 - **Reflection Poster** - Students should make sure their reflection posters are complete.
 - **Game Design** - If students have not finished their games, this is the last opportunity.
 - **Table Games** - Students can choose a Table Game to play with a partner or small group.
 - **ST Math 1:1** - Students can continue to play ST Math.

Prepare for the Learning Showcase

Discuss what students will need to do tomorrow during the Showcase. Include details about:

- Organizing games and displays
- Setting up posters
- Expectations for the day
- Time to practice presentations
- Preparing answers to [Immersion Debriefing Bookmark](#) questions.

Grade 1 | Module 5 | Final Day

Learning Showcase and Celebration

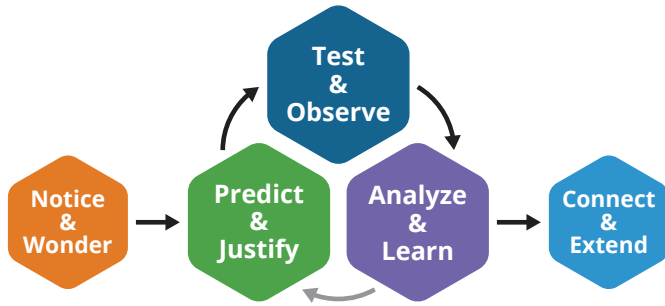
Families, board members, and community partners can be [invited](#) to attend. This is a great opportunity for students to showcase their learning from the Immersion program.

- Provide students time to make any final adjustments to their game and notes for the presentation of their games.
- Have groups present their Reflection Posters and introduce their games to the class.
- Provide invited guests a copy of the [Immersion Debriefing Bookmark](#). They should ask students those questions as they visit with each group.
- Provide an opportunity for the students to play each other's games.
- Reflection Poster Gallery Walk (See [Learning Showcase and Celebration Information](#).)

Optional Activity Page

ST Math Activity Page

Students will have one final Activity Page left. Encourage students to keep practicing their math skills by continuing to play ST Math Puzzles at home and by completing this final Activity Page.



PROBLEM SOLVING PROCESS

NOTICE & WONDER

Focus students' thinking about the problem.

- What do you notice?
- What do you wonder?
- What question is the problem asking?

PREDICT & JUSTIFY

Uncover students' thinking around how they plan to address the problem.

- What is your prediction?
- What strategy will you use to test it?
- What do you think will happen when you test your prediction and why?

TEST & OBSERVE

Encourage students to observe and process the results of testing their hypothesis.

- Test your hypothesis.
- Describe what happened.

ANALYZE & LEARN

Facilitate students in analyzing the feedback/results.

- How does this compare to what you thought would happen?
- What did you learn?
- How will you use what you learned?

CONNECT & EXTEND

Stretch students' thinking.

- How does what you learned support your understanding of [the concept]?
- What would happen if _____?
- How would you apply this concept to [this] situation?



PROBLEM SOLVING PROCESS

NOTICE & WONDER

Focus students' thinking about the problem.

- What do you notice?
- What do you wonder?
- What question is the problem asking?

PREDICT & JUSTIFY

Uncover students' thinking around how they plan to address the problem.

- What is your prediction?
- What strategy will you use to test it?
- What do you think will happen when you test your prediction and why?

TEST & OBSERVE

Encourage students to observe and process the results of testing their hypothesis.

- Test your hypothesis.
- Describe what happened.

ANALYZE & LEARN

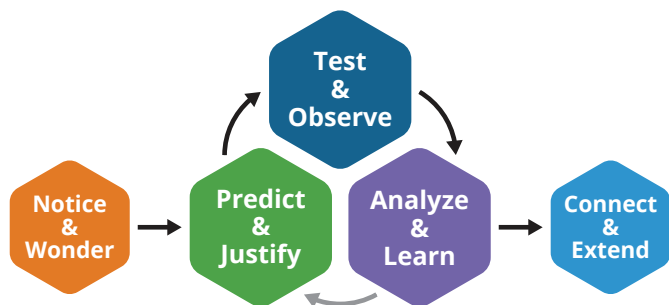
Facilitate students in analyzing the feedback/results.

- How does this compare to what you thought would happen?
- What did you learn?
- How will you use what you learned?

CONNECT & EXTEND

Stretch students' thinking.

- How does what you learned support your understanding of [the concept]?
- What would happen if _____?
- How would you apply this concept to [this] situation?



PROBLEM SOLVING PROCESS

When your students struggle with...

Getting Started

- What do you need to do to solve this problem?
- What do you know about this problem and what do you need to know?
- What question is this problem asking you to solve?
- How might you begin?

Identifying and Testing Strategies

- What is your strategy? Why is that the best strategy?
- What will happen if you click on _____?

Persevering

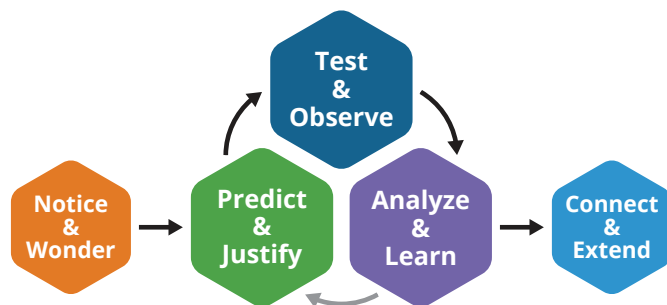
- Is there anything you learned from those earlier levels that can help you now?
- Is this like _____ that you did earlier? How is it the same? How is it different?
- What have you tried? What happened?
- What did you try that did not work? Why did it not work?
- What do you already know about (concept/problem)?

Learning from Feedback

- What did you learn from the feedback?
- What do you need to do next?
- What did you see that showed you the answer was wrong?
- Explain why your answer was correct or incorrect.
- How did the earlier problems/levels work?

Extending and Connecting

- Please explain it in a different way.
- Is there another way to solve this puzzle?
- Can you represent this puzzle symbolically?
- Show me how this will work on the next problem.
- Why did you _____?



PROBLEM SOLVING PROCESS

When your students struggle with...

Getting Started

- What do you need to do to solve this problem?
- What do you know about this problem and what do you need to know?
- What question is this problem asking you to solve?
- How might you begin?

Identifying and Testing Strategies

- What is your strategy? Why is that the best strategy?
- What will happen if you click on _____?

Persevering

- Is there anything you learned from those earlier levels that can help you now?
- Is this like _____ that you did earlier? How is it the same? How is it different?
- What have you tried? What happened?
- What did you try that did not work? Why did it not work?
- What do you already know about (concept/problem)?

Learning from Feedback

- What did you learn from the feedback?
- What do you need to do next?
- What did you see that showed you the answer was wrong?
- Explain why your answer was correct or incorrect.
- How did the earlier problems/levels work?

Extending and Connecting

- Please explain it in a different way.
- Is there another way to solve this puzzle?
- Can you represent this puzzle symbolically?
- Show me how this will work on the next problem.
- Why did you _____?

ST Math® Summer Immersion provides students in grades K-5 with an opportunity to accelerate math learning during the summer months. Students experience engaging and fun puzzles, lessons, and projects that focus on grade-level development of content knowledge, reasoning skills, and growth mindset.

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