## Grade K

Steps In Action

| Module | Topic | Lesson Title | Lesson |
| :---: | :---: | :---: | :---: |
| 1 | Number | Creating groups of objects to match pictures | K.1.2 |
| 2 | Number | Matching quantities to numerals | K.2.2 |
| 3 | Number | Comparing numbers (1 to 10) | K.3.3 |
| 4 | - | - | - |
| 5 | Equality | Identifying an unknown part in balance situations | $\begin{gathered} \text { K.5.2 } \\ \text { Demo Lesson } \end{gathered}$ |
| 6 | Addition | Writing equations (put together) | K.6.2 |
| 7 | Number | Matching representations for 14, 16, and 17 | K.7.1 |
| 8 | Subtraction | Representing situations (take from) | K.8.3 |
| 9 | Number | Making groups that have one more or one fewer (up to 20) | K.9.1 |
| 10 | Addition | Identifying two parts that total ten | K.10.1 |
| 11 | Addition/ Subtraction | Solving word problems (act out) | K.11.2 |
| 12 | Money | Identifying coins | K.12.1 |

## Stepping Stones 2.0

## Grade 1



| Module | Topic | Lesson Name | Lesson |
| :---: | :--- | :--- | :---: |
| 1 | Number | Representing teen numbers | 1.1 .6 |
| 2 | Addition | Introducing the count-on strategy | 1.2 .3 |
| 3 | Number | Writing tens and ones (without zeros) | 1.3.2 |
| 4 | Subtraction | Writing equations | 1.4 .3 |
| 5 | Number | Comparing quantities (less than 100) |  |
| 6 | Subtraction | Identifying unknown addends | 1.5 .7 |
| 7 | Number | Writing three-digit numbers to 120 (without teens) | 1.7 .2 |
| 8 | Addition | Introducing the make-ten strategy | 1.8 .3 |
| 9 | Subtraction | Writing related addition and subtraction facts | 1.9 .3 |
| 10 | - | Sumber | Working with place value (hundred chart) |
| 11 | Subtraction | Multiples of 10 from any two-digit number <br> (hundred chart) | 1.12 .1 |
| 12 |  | 1.12 .6 |  |

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## Stepping Stones 2.0



## Grade 2

| Module | Topic | Lesson Name | Lesson |
| :---: | :--- | :--- | :---: |
| 1 | Number | Reading and writing two-digit numbers | $\mathbf{2 . 1 . 1}$ |
| 2 | Number | Exploring position on a number line | $\mathbf{2 . 2 . 3}$ |
| 3 | Addition | Reviewing the make-ten strategy | $\mathbf{2 . 3 . 9}$ |
| 4 | Subtraction | Reviewing the think-addition strategy (count-on facts) | $\mathbf{2 . 4 . 3}$ |
| 5 | Addition | Two-digit numbers (hundred chart) | $\mathbf{2 . 5 . 1}$ |
| 6 | Addition | Reinforcing two-digit numbers (composing tens) | $\mathbf{2 . 6 . 4}$ |
| 7 | Subtraction | One-digit numbers from two-digit numbers bridging <br> tens (number line) | $\mathbf{2 . 7 . 3}$ |
| 8 | Subtraction | Composing and decomposing two-digit numbers | $\mathbf{2 . 8 . 1}$ |
| 9 | Addition | Extending the count-on strategy to three-digit <br> numbers | $\mathbf{2 . 9 . 1}$ |
| 10 | Subtraction | Two-digit multiples of ten from three-digit numbers <br> (number line) | $\mathbf{2 . 1 0 . 1}$ |
| 11 | Multiplication | Adding equal rows | $\mathbf{2 . 1 1 . 5}$ |
| 12 | Division | Developing language (sharing) | $\mathbf{2 . 1 2 . 1}$ |

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## Stepping Stones 2.0

## Grade 3

| Module | Topic | Lesson Title | Lesson |
| :---: | :---: | :---: | :---: |
| 1 | Number | Writing four-digit numerals and number names | 3.1.4 |
|  | Multiplication | Introducing the tens facts | 3.1.10 |
| 2 | Addition | Investigating patterns | 3.2.1 |
| 3 | Multiplication | Introducing the fours facts | 3.3.4 |
| 4 | - | - | - |
| 5 | Multiplication | Reinforcing the eights facts | 3.5.2 |
| 6 | Multiplication | Solving word problems | 3.6.4 |
| 7 | Multiplication | Working with all facts | $\begin{gathered} \text { 3.7.4 } \\ \text { Demo Lesson } \end{gathered}$ |
| 8 | Division | Introducing the nines facts | 3.8.1 |
| 9 | Subtraction | Using the standard algorithm with two-digit numbers (decomposing tens) | 3.9.3 |
| 10 | Area | Using multiplication to calculate area | 3.10 .3 |
|  | Multiplication | Extending known facts | 3.10 .7 |
| 11 | Number | Representing five-digit numbers | 3.11.2 |
| 12 | - | - | - |

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## Stepping Stones 2.0

## Grade 4

## - Steps In Action

| Module | Topic | Lesson Name | Lesson |
| :---: | :---: | :---: | :---: |
| 1 | Number | Reading and writing six-digit numbers | 4.1.3 |
| 2 | Addition | Reviewing the standard algorithm (composing hundreds) | $\begin{gathered} \text { 4.2.3 } \\ \text { Demo Lesson } \\ \hline \end{gathered}$ |
| 3 | Number | Comparing to order six-digit numbers | 4.3.1 |
| 4 | Subtraction | Using the standard algorithm (decomposing in any place) | 4.4.3 |
| 5 | Multiplication | Exploring the relationship between multiplication and division (tape diagram) | 4.5.3 |
| 6 | Multiplication | Reviewing the partial-products strategy (two-digit numbers) | 4.6.1 |
| 7 | Common Fractions | Adding mixed numbers (composing whole numbers) | 4.7.7 |
| 8 | Division | Reviewing the relationship between multiplication and division | 4.8.1 |
| 9 | - | - | - |
| 10 | - | - | - |
| 11 | Multiplication | Using the associative property with two-digit numbers (double and halve) | 4.11 .5 |
| 12 | Patterns | Investigating square numbers | 4.12.2 |

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## Stepping Stones 2.0

## Grade 5



| Module | Topic | Lesson Name | Lesson |
| :---: | :--- | :--- | :---: |
| 1 | Number | Locating seven-digit numbers on a number line | $\mathbf{5 . 1 . 3}$ |
| 2 | Multiplication | Using the standard algorithm with two two-digit <br> factors | $\mathbf{5 . 2 . 3}$ |
| 3 | Decimal Fractions | Introducing thousandths | $\mathbf{5 . 3 . 3}$ |
| 4 | Decimal Fractions | Comparing and ordering thousandths | 5.3.8 |
| 5 | Decimal Fractions | Adding (with composing) | $\mathbf{5 . 4 . 1}$ |
| 6 | Reviewing equivalent fractions (related <br> denominators) | $\mathbf{5 . 5 . 2}$ |  |
| 7 | Common Fractions | Subtracting (related denominators) | $\mathbf{5}$ |
| 8 | Common Fractions | Reviewing multiplication by whole numbers | $\mathbf{5 . 8 . 1}$ |
| 9 | Common Fractions | Dividing a whole number by a unit fraction <br> pictorially |  |
| 10 | Decimal Fractions | Multiplying tenths by tenths | $\mathbf{5 . 9 . 2}$ |
| 11 | Multiplication | Using the double-and-halve strategy to multiply <br> dollars and cents | $\mathbf{5 . 1 1 . 7}$ |
| 12 | Dorking with four-digit dividends and two-digit <br> divisors | $\mathbf{5 . 1 2 . 7}$ |  |

