



# July 21-23, 2020

## Session Descriptions

All times listed are Eastern Standard Time.

Day 1, July 21			
2:30p - 3:00p	Jolynn Shuler - ORIGO	<b>Welcome to Camp Stepping Stones</b>	This opening session for the conference will share an overview of the event. This year has certainly had its share of challenges; we are all looking forward to our virtual "time away" at camp to explore, connect, and bask in nostalgia around adventures that summer camp typically brings. We don't know about you, but we think a little "fun" right now is just what we all need! We are so happy you're joining us!
3:05p - 3:50p	Rob Nickerson - ORIGO	<b>Scavenger Hunt for Conceptual Understanding</b>	Ready for a Scavenger Hunt? Let's hunt for the tools, models, and representations within the Number Case that develop deep conceptual ideas for students.
3:05p - 3:50p	Nicole Young M.Ed - Elem Math Instructional Coach Northwest ISD	<b>Planning with ORIGO in Northwest ISD</b>	The Northwest ISD Elementary Math Department collaborates with curriculum writers, campus teachers and administrators to develop planning practices, utilizing our ORIGO resources, that help teachers impact student learning and achievement.
	Theresa Oberding, Brittany Ward, Alison Radek - Troy School District	<b>The Learning Progression of Division: A Stepping Stones Approach</b>	Join a 5th-grade math team and their instructional coach as they take you through their journey to fully understand why ORIGO's spaced learning approach in teaching division is so critical in ensuring students succeed as lifelong learners. This team was challenged to examine past practices and take a deeper look at the development of the learning progressions of division. They used the Stepping Stones sequence navigator to understand the "why" before jumping straight to the instruction of the standard algorithm.
3:05p - 3:50p	Diana Coveny & Elizabeth Whitehead - Troy School District	<b>Building Confident Problem Solvers: A 3-Reads Approach to Tackling Complex Word Problems</b>	Join us in exploring a growth mindset approach that encourages confidence in tackling complex, language-rich word problems that involve independent application of mathematical concepts and skills. Learn how we devoted small intervals of time each day to intentionally practice the 3-Read protocol using ORIGO resources and the 8 mathematical practices to deepen our student's and our own understanding and confidence in solving complex problems. We will also be exploring how this protocol allows for natural differentiation for all learners through the close reading of a word problem that promotes student discourse and written expression about mathematics. Put your "thinking" caps on as we go beyond using key words to solve math problems!
	Deanna Watts - Elem Math TOSA Santa Clara Unified School District	<b>Problem Solving, Explaining Thinking, and Providing Feedback</b>	Problem solving is a multi-dimensional process. We used the three-reads strategy to help students understand the problem and then provided strategies for teachers and students to explain their thinking and protocols for providing feedback. Learn the approach one district is taking to develop these skills in a distance learning environment.
3:55p - 4:10p	Debi DePaul - ORIGO	<b>Build Critical Thinking Skills with CueThink and Reasoning with Fractions Think Tanks</b>	Come learn about two resources that improve critical thinking skills and encourage math collaboration. The structured problem-solving process of CueThink increases students' ability to organize their thinking independently and fosters student engagement. The Reasoning about Fractions Think Tank series builds concepts and reinforces operational skills of fractions, decimals, and ratios.



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Day 1 • Tuesday, July 21 (continued)			
4:25p - 5:10p	Andrea Kotowski - ORIGO	<b>Shining a Flashlight on Fractions: Visualizing Fractions Through Models</b>	When teaching fractions, which model should you use? Explore four different representations of fractions and why each is so critical. Learn how different types of models provide different perceptual features and therefore serve different purposes.
4:25p - 5:10p	William P. Bintz - Kent State University & Sara Delano Moore - ORIGO	<b>Where's the Math? Using Picture Books to Learn Mathematics</b>	Shared reading, particularly with big books, is a powerful tool for learning to read and reading to learn. In this session, a reading educator shares instructional strategies for reading aloud, either face-to-face or virtually. Experience ORIGO's Big Books in new ways with new strategies.
4:25p - 5:10p	Joann Wang - Sr. Customer Success Manager CueThink	<b>CueThink Problem-Solving: Bringing Students Together For Discourse &amp; Collaboration</b>	In this session, we will collaboratively solve an ORIGO task using CueThink's problem-solving framework. Then, see discourse come alive as we view and annotate solutions together using CueThink's embedded feedback tools. Our online format will showcase how CueThink can facilitate collaborative problem-solving and discourse for students all within one application and seamlessly transition between different learning environments. Please register your CueThink account here before this session! <a href="https://app.cuethink.com/#/register/teacher">https://app.cuethink.com/#/register/teacher</a> In the "How did you hear about us?" field, enter "Camp Stepping Stones".
5:15p - 5:30p	Sara Delano Moore, James Burnett, Calvin Irons, & Peter Stowasser - ORIGO Math Advisory Board	<b>The ORIGO Approach to Teaching Mathematics: Concepts</b>	ORIGO's work is grounded in our beliefs about teaching mathematics. Each day's closing session will share one dimension of ORIGO's approach to teaching mathematics, represented by updated images and newly written descriptions.
Day 2 • Wednesday, July 22			
2:30p - 3:00p	Kirsten Danisavich - Worcester County Windy Phillips - Worcester County Susie Johnson - Magnolia Rebecca - Melba	<b>Celebrating Success!</b>	This panel discussion includes leaders from three districts who have used Stepping Stones successfully for many years. Learn about these three journeys and ask questions about your own experience from these experts. We hope you'll share your own questions and successes in the chat.
3:05p - 3:50p	Melinda Schwartz & Andrea Kotowski - ORIGO	<b>Count Around the Campfire: Building Early Math Knowledge PreK-1</b>	Educators who help early learners construct their understanding of number using a developmental sequence that includes a progression of experiences and language centered around Beginning Processes will ignite their math brains and love of mathematics. Join us as we discuss how to put our young learners on a path to a bright future.
3:05p - 3:50p	Sandy Szako - ORIGO	<b>Which Fraction is S'more?</b>	Fractions can be compared using multiple strategies if students have a deep understanding of fractions. This session explores fractional understanding and reveals the comparison strategies students can apply to fractions
3:05p - 3:50p	Kristin Johnson - Asst. Superintendent of Curriculum and Assessment Troy School District	<b>Time Out, Time Tests! Assessing Fact Fluency</b>	What does fluency really mean and how can we effectively assess all aspects of fluency in our students? How can we use the results to meet specific student needs? Come hear about one ORIGO district's journey to answer these questions and explore tools, strategies, and ORIGO resources to assess fact fluency and to guide instruction! While we have much to share, this session will focus on the use of games, questioning, and observation!



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Day 2 • Wednesday, July 22 (continued)			
3:55p - 4:10p	Debi DePaul & Heather Monks - ORIGO	<b>Build Fluency Skills with The Book and Box of Fact Strategies</b>	Develop number fact relationships and promote effective retention with our NEW resource launching Fall 2020! The Book and Box of Fact Strategies is a targeted program designed to help students build fluency with the number facts for addition, subtraction, multiplication, and division.
4:25p - 5:10p	James Burnett - ORIGO Founder	<b>Feeding the Fire of Understanding: Using Visual Representations to Develop Addition/Subtraction Fact Fluency</b>	Fact fluency is more than the memorization of isolated facts. Students need to see connections among facts. They need visual representations to help form a 'mind picture' that connects to a thinking strategy. This session will model appropriate visual aids that help students to master the basic addition (and subtraction) facts – with understanding!
4:25p - 5:10p	Rob Nickerson - ORIGO	<b>Sailing toward Multiplication and Division Fluency</b>	For students, learning their basic facts can lead them through rough tumultuous waters as fluency is more than memorization. Students need to see connections between facts, visual models, and thinking strategies. Knotting these together will lead to smooth sailing!
4:25p - 5:10p	Tessie Duran & Megan Dominguez - Elementary Teachers Whittier Elementary School	<b>Using Stepping Stones Assessment Data to Guide Instruction</b>	How do we create summative assessments for each module, analyze the data, and then use the analysis to inform instruction.
5:15p - 5:30p	Sara Delano Moore, James Burnett, Calvin Irons, & Peter Stowasser - ORIGO Math Advisory Board	<b>The ORIGO Approach to Teaching Mathematics: Procedures &amp; Skills</b>	ORIGO's work is grounded in our beliefs about teaching mathematics. Each day's closing session will share one dimension of ORIGO's approach to teaching mathematics, represented by updated images and newly written descriptions.
Day 3 • Thursday, July 23			
2:30p - 3:00p	Dr. Jennifer Dale	<b>Teaching Mathematics Well in Changing Times</b>	Now more than ever leading a successful Stepping Stones implementation will be critical as you prepare for the fall. Dr. Jennifer Dale will share the research that guides ORIGO's implementation planning and infrastructure recommendations. This includes setting up a team to drive and monitor your implementation in the variety of instructional settings likely to occur this year: face-to-face, remote or a hybrid model of instruction. Resources will be shared that can benefit both new and returning Stepping Stones users. You will learn about supports to start planning and set goals for math instruction in the new school year.
3:05p - 3:50p	Kristin Johnson - Troy Kirsten Danisavich - Worcester Windy Phillips - Worcester Cindy Beaman - Grand Island	<b>Tools to Support Stepping Stones Implementation</b>	ORIGO has developed a variety of resources and tools to support Stepping Stones implementation. Hear from three districts, both new and ongoing Stepping Stones users, about their experiences piloting these materials. What did they learn about successful practice in the district? What did they learn about areas for growth and professional learning? How can this process support your mathematics teaching during the coming year?
3:05p - 3:50p	Rob Nickerson - ORIGO	<b>Hike the Stones Trail: Supporting Teachers as they Implement Stepping Stones</b>	Hiking the Stones Trail can be grueling and frustrating if unprepared. This session will prepare your daypack with all the necessary components to have a successful journey. There will be no stones unturned following this hike!



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Day 3 • Thursday, July 23 (continued)			
3:05p - 3:50p	Susan Collins - Albuquerque PS	<b>Target Teaching</b>	Learn how Manzano Mesa Elementary School in Albuquerque, New Mexico uses post-test data to determine what learning targets need to be revisited by students after each Stepping Stones module. See how we use our data to place students in specific small groups where these learning targets are addressed. Data that validates this process will also be shared.
	Anne Kasa - Instructional Coach Troy CCSD	<b>Planning and Differentiating Independent/Small Group Math Practice with Pathways - K-4</b>	Let's come together and discuss ways to organize independent/small group math practice activities that meet the various needs of our learners using materials that align with our learning targets. We will talk about what pathways are, ideas on how to bring them into your practice, and where to find resources.
3:55p - 4:10p	Debi DePaul - ORIGO	<b>Connect with Parents Using ORIGO Connects</b>	ORIGO Connects provides an opportunity for you to connect directly with parents and caregivers, allowing for a seamless transition from mathematics classroom instruction to follow-up home support. Daily activities are designed for caregivers to implement with minimal preparation and they complement any core mathematics program. Activities are organized by topics enabling teachers to choose the content to match students' learning needs. Coming Fall 2020!
4:25p - 5:10p	Andrea Kotowski - ORIGO	<b>Fill Your Knapsack with Power Tools</b>	In this session, participants will learn about the importance of implementing evidenced based Power Tools in the classroom. We will discuss how to harness the 4 Power Tools: Retrieval Practice, Spacing, Interleaving and Feedback-Driven Metacognition within Stepping Stones lessons. These Power Tools are based on rigorous research, as well as, decades of classroom experience. Additionally, these strategies will increase your students long term performance while being simple, quick, flexible and free.
4:25p - 5:10p	Melinda Schwartz - ORIGO	<b>Navigating the Ropes Course: The Climb to Computational Thinking</b>	Educators need to help students tie many concepts and competencies together to facilitate skill in the application of computational thinking. Students need to develop proficiency in decomposition, patterning, the process of abstraction and algorithmic thinking. Join us as we construct the ropes course to help students scale new heights in computational thinking.
4:25p - 5:10p	Angie Ashley - Fauquier	<b>Small Steps for Big Change</b>	Through Fauquier's 2 year adoption process, one of the main things that helped our teachers the most was meeting with the math coaches to go over ideas for implementation and utilizing the learning strategies that are incorporated in the program. Come learn with us as we look at what worked, what we struggled with, and what our next steps are for year 2 of our implementation.
5:15p - 5:30p	Sara Delano Moore, James Burnett, Calvin Irons, & Peter Stowasser - ORIGO Math Advisory Board	<b>The ORIGO Approach to Teaching Mathematics: Applications</b>	ORIGO's work is grounded in our beliefs about teaching mathematics. Each day's closing session will share one dimension of ORIGO's approach to teaching mathematics, represented by updated images and newly written descriptions.