DIGITAL TEACHER EDITION
QUICKSTART GUIDE
Introduction

ORIGO Stepping Stones Pre-K is a comprehensive curriculum that prepares children to be adaptive, productive thinkers, lifelong learners, and innovative members of society. This program gives young children the best possible preparation for their years of learning and using mathematics.

ORIGO Stepping Stones Pre-K:

- is a comprehensive Pre-K mathematics program that best prepares children on their journey to kindergarten readiness
- actively engages children in learning mathematics so they can construct concepts and develop skills by interacting with real-world situations, classroom materials, and other children in whole group and small group settings
- provides vocabulary-rich learning activities where each child can acquire mathematics in a natural, social, and non-threatening way with peers
- engages children with play-based and arts-integrated activities, where they acquire the mathematical concepts necessary to excel in higher elementary grades
- has a carefully designed scope and sequence written to promote fluency of skills and a deep, balanced understanding of mathematical concepts
- provides social and emotional supports to ensure a community-based learning environment is cultivated and honored.

Digital Teacher Edition Quickstart Guide Contents

This guide will quickly get you started using ORIGO Slate, our online digital platform. The following pages will navigate you through the Stepping Stones Pre-K instruction.

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System Requirements

- Slate works best with Google Chrome or Firefox.
- Clear your internet browser history/cache before you log in to every Slate session. Search your internet browser’s help section to find out how.
**Digital Teacher Edition Quickstart Guide**

*Stepping Stones Pre-K* is delivered online to give teachers one central location to access all their lesson plans and teaching tools. Each Digital Teacher Edition gives instant access to all content for Pre-K. One of the greatest benefits of a digital delivery platform is the ease with which ORIGO Education can immediately update content, offer digital updates, and/or provide enhancements.

**THE ONLINE CONTENT IN STEPPING STONES PRE-K INCLUDES...**

**MATHMATICS**
Each module begins with the essential background information you need to get started. Included in each module are:

- Focus
- Research into practice
- Learning targets
- English language learners
- Vocabulary development
- Newsletters for home

**LESSONS**
Included in each of the 12 modules are:

- 2 whole group activities
- 2 small group activities
- 2 learning centers
- 2 community centers

**ASSESSMENT**
Multiple methods to assess understanding and skills are provided. These include:

- In-class observations
- Portfolio samples
- Individual interviews

**MORE...**
Teachers looking for guidance on how to provide a smooth transition into *Stepping Stones Pre-K* can access prerequisite activities that include:

- Reflection time
- Community centers
- Attribute of color

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**Login Page**

To access *Stepping Stones Pre-K* you must have a Slate account.

1. If you already have a Slate account, go to [origoslate.com](http://origoslate.com). Enter your **username** and **password** in the fields provided and click login. If appropriate, check the **Remember Me** box.

2. To create an account, go to [origoslate.com](http://origoslate.com), click on **Create a FREE Slate Account** and complete the form.
Navigating **Slate**

Once you have logged in, you can select the Stepping Stones Pre-K channel from the drop-down menu.

Channels – access all online resources (all resources not grayed out are available to be explored).

Navigating **Stepping Stones Pre-K**

Once you have selected the Stepping Stones Pre-K channel, you are ready to review the program!

Breadcrumb – shows the path of your navigation. Each move along the path allows you to select your contents, module, activities, topics, centers, etc. Click any part of the breadcrumb to go back to that page or menu.

Functions
- **Sticky note** – click to create a quick note that is saved permanently to the page
- **Zoom in** – click to zoom in on the page
- **Zoom out** – click to zoom out on the page
- **Print** – click to print the lesson notes
- **Full screen** – click to toggle between normal and full screen views
Starting Stepping Stones Pre-K – Prerequisite Activities

Stepping Stones Pre-K contains a number of specific activities for children to engage in to ensure a solid foundation of mathematics is established.

### Navigating a Topic

Each module consists of two or more topics. The duration of each topic should be between three and five days, depending on the developmental level of the children. Each topic includes two whole group activities, two related small group activities, two learning centers, and two community centers.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Format</th>
<th>Suggested Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole group</td>
<td>Teacher-directed with the entire group</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Small group</td>
<td>Teacher-directed with a small group of 4–6 children</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Learning center</td>
<td>Student-directed and teacher-facilitated with a small group of 4–6 children</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Community center</td>
<td>Student-directed independently or in a cooperative group. These centers are available for children to explore at will for the duration of the topic.</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>
Teaching a Topic – **Whole Group**

To effectively teach using the *Stepping Stones Pre-K* program, it is best practice to use the Digital Teacher Edition in conjunction with the teacher resources. A *Stepping Stones Pre-K* lesson follows a clear structure.

1. **Preparing the activity** – teachers use this information to ensure all materials required for the activity are at hand.

2. **Starting the activity** – instructions for the teacher to either review previously learned content or launch the current lesson with children.

3. **Teaching the activity** – provides guidelines and suggestions for interactive discourse during a minds-on experience for children.

4. **Reflecting on the work** – prompts teachers to engage children in Reflection Time to ensure a family environment is nurtured.

**DIGITAL TEACHER EDITION**
Pre-K, Module 3, Topic 1, Whole Group 2

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**Exploring counting 1 to 5**

In this activity, children practice how to count one to five objects using one-to-one correspondence.

- **Step 1 Preparing the activity**
  You will need:
  - 2 hula hoops
  - *Origo Big Book: How Many Animals?*
  - 10 toy animals (or teddy bear counters)

- **Step 2 Starting the activity**
  Place the two hula hoops in the center of the room and say, *On this table I have five animal friends. I will place some of them inside a hoop. When I say your name, I want you to show me the same amount by placing other animals inside the other hoop. Then I want you to explain to the class why the two amounts are the same.* Repeat the activity several times with different children, remembering to practice all quantities from one to five.

- **Step 3 Teaching the activity**
  - Display the cover of *How Many Animals?* and ask, *What do you see on the cover of this book? What do you think this book will be about?* Allow time for the children to talk about the book cover in pairs. Read the whole book aloud. Prompt the children to touch their shoulder each time they hear a number word. Afterwards, encourage the children to talk about the story and pictures in pairs.
  - Say, *In this book we saw various quantities of animals. Open the book to pages 4–5 and read the text again. Ask, What is a group of four meant? What is a group? How many are in the group of lions? Let’s count them. As you count the lions, point to each one individually to show one-to-one correspondence.*
  - Continue through the book, having clear conversations about the quantity of animals on each page. Ensure children understand the quantity on each page by allowing them to talk in pairs about the new language.

- **Step 4 Reflecting on the work**
  Say, *Today we counted from one to five animals.* Prompt children to sit in a circle for Reflection Time. Encourage children to share their reflections with the group. Provide an example if necessary.

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**Identifies the learning that may be observed.**

**Identifies the learning that is evidenced by children’s work samples.**

**Provides important information for the teacher about the activity.**

**Provides suggestions and accommodations to support English language learners during the activity.**

**Correlates lessons to NAEYC and Head Start standards.**
Teaching a Topic – **Small Group Activities**

*Stepping Stones Pre-K* offers teacher-directed small group activities that allow the children to understand the specific mathematical concept or skill in more depth.

**Blowing bubbles**

In this activity, children practice counting and matching a quantity shown in a picture.

**Preparation**

You will need:

- 1 CANSGo My Color
- 1 CANSGo Color Cards set 1
- circling material
- bubble mixture
- bubble wand
- supplies

**Activity**

Say, “Today we are going to blow bubbles. Make your hand into a hand if you have blown bubbles before, turn going to blow you have blown go ahead to blow bubbles. Demonstrate the activity and allow the children to practice. Say, “When it’s your turn, you will hold this cube. The number you will see will be the quantity of bumps we will take to blow bubbles. If you see the addition symbol, you can choose any number from one to five. Demonstrate how the children can identify whether the number of bumps they took to blow bubbles matches the number on the color. Allow three to five children to be engaged in the activity at a time. After each round of progress, discuss how each group of students is showing a number quantity.”
Stepping Stones Pre-K offers two more options for children to explore mathematical concepts and skills.

The student-directed learning centers give the teacher a great opportunity to listen attentively and observe the children working collaboratively to authentically assess the children’s learning needs.

The independent play-based community centers are intended to be available for the duration of the topic and to be used freely during this time.

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**Teaching a Topic — Learning Centers and Community Centers**

### Module 3, Topic 2, Learning Center 1

#### Hit the target

In this activity, children select the number of cubes that match a quantity on the target.

**Preparation**

- Each group of children will need:
  - 1 set of dominance cards 1 to 5 from 2nd Milestone Cereal set S
  - 1 small beanbag or similar for tossing
  - Each child will need:
    - access to connecting cubes
    - 1 plastic cup

**Activity**

Place the dominance cards in an array on the floor. Say, “You are going to fill your cup with cubes. When it is your turn, toss the beanbag onto a domino card. Stand about one foot from the target to demystify. Three, look at the number of dots your toss landed on and place the same number of cubes inside your cup. Keep playing until someone in the group has filled their cup. During the activity, encourage children to count aloud to practice their stable order covering 1st and 2nd.”

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### Module 3, Topic 2, Community Center 1

#### Monster faces

In this activity, children create a monster face matching the pictorial quantity selected with the number of facial features. Before the activity, create a few examples of different monster faces for children to use as a reference.

**Preparation**

- Each group of children will need:
  - various crafting materials to make monster faces
  - 1 set of dominance cards from 2nd Milestone Cereal set S
  - Each child will need:
    - 1 paper plate
    - scissors and glue

**Activity**

In the Craft Center, display your monster face models for the children to see. Say, “On this monster face there are (one) eyes and (two) mouths. You are going to create your monster face to match the quantities on the cards. First you turn over one card and then you choose to show that many eyes, noses, or mouths. Stuff the card and place it face down in a pile. Then, use a pair to help the children create a card and use that quantity of facial features.”
Maintaining Concepts and Skills

Ongoing practice is an essential element of the scope and sequence of Stepping Stones Pre-K. It is an integral part of the learning experiences children need to meet the expected standards by the end of the school year.

Maintaining concepts and skills – provides activities to maintain concepts and skills from the current and previous modules.

One activity is provided for each of the 12 modules so children can practice a challenging skill learned in the same module. This mirroring of a previous task is intentional, as the children will already know how to do the activity, and will be able to focus on the concept or skill being practiced.

Additional activities in Modules 3, 6, 9, and 12 offer the opportunity to revisit previously taught concepts and skills. These activities are important, as they require the children to recall and work with information over the long term. They allow educators to see if each child has retained certain concepts and skills necessary for future modules.

Digital Enhancements – Poster Book Songs and Big Book Tools

Resources – click to access specific resources for the activity

Fit to window

Zoom in/Zoom out – click to zoom in/out

Toggle full screen – click to toggle between full screen and reduced screen views

Close viewer – click to close the viewer

Digital Teacher Edition Quickstart Guide
Assessment

Assessment provides teachers with valuable information about the children’s performance. Stepping Stones Pre-K provides many assessment options as shown below.

- **Overview** – provides an at-a-glance view of the assessment options for the module.
- **Observations** – assessments based on classroom observations that can be used to make informed decisions to guide instruction.
- **Portfolio samples** – concrete assessments that can be collected and used to show growth over time.
- **Interviews** – verbal assessments used to authentically assess the child’s understanding.
- **Recording** – provides options for recording student data.

**Related Children’s Literature**

Stepping Stones Pre-K understands and believes that language is the foundation for early mathematical success. The **Related children’s literature** tab provides a list of developmentally appropriate picture books relating to the module’s learning targets.

- **Biggest, Strongest, Fastest**
  - written by Steve Jenkins
  - published by HMH Books for Young Readers

- **Is the Blue Whale the Biggest Thing There Is?**
  - written by Robert E. Wells
  - published by Albert Whitman & Company
  - ISBN 978-0-8075-56-5-8

- **The Biggest Fish**
  - written by Sheila Keenan
  - published by Cartwheel Books

- **1, 2, 3 to the Zoo**
  - written by Eric Carle
  - published by Philomel Books
  - ISBN 978-0-3992-0313-4

- **Click, Clack, Splish, Splash**
  - written by Doreen Cronin
  - published by Atheneum Books for Young Readers

- **Counting Crocodiles**
  - written by Judy Sierra and W. H. Hatson
  - published by HMH Books for Young Readers

- **Grandma’s Button Box**
  - written by Linda Williams Albe
  - published by Kane Press
  - ISBN 978-1-57360-10-1
Program Research and Family Connections

Stepping Stones Pre-K is based on sound early childhood research and best practice. The program is consistent with the developmental learning pathway of young children, as proven by Stepping Stones Pre-K’s comprehensive scope and sequence.

Focus — the mathematical background of the module with related professional learning videos.

Research into practice — research supporting philosophy, mathematical content, and instructional pedagogy.

Learning targets — specific and strategic standards taught and assessed in the program.

English language learners — provides targeted suggestions to support English language learners throughout the module.

Vocabulary development — the mathematical vocabulary used throughout the module; bold text indicates a new term.

Newsletter — a letter for families explaining the mathematics being taught in the module, and ways to help the child at home.

Learning Focus—Working with Numbers 1 to 5
This module gives your child experiences in rote counting to 5, then 10, counting up to 5 objects in a group, instantly recognizing quantities up to 5 objects in a group, and recognizing and reading number symbols 1 to 5.

Rote count from 1 to 5, then 1 to 10
Children practice saying the numbers 1 to 5, then 1 to 10, in counting order.

Count up to 5 objects in a group
Many children come to school already able to count. However, to develop a good understanding of number as quantity, children need to encounter quantities in many different ways. Strong counting skills are required before moving on to more complex number concepts, such as addition and subtraction.

Encourage your child to count the number of place mats, napkins, glasses, and forks (up to five) they use when setting the table. At the grocery store, ask your child to count the fruits or vegetables (again, up to five) you place inside your cart.

Subitize up to 5 objects in a group
Subitizing means visually recognizing the total number in a group without counting the items one by one. This ability is critical for supporting addition and subtraction strategies later in elementary school.

In a standard deck of cards, take out the cards that represent the quantities one to five. Use them to play games including go fish and memory with your child to help them recognize quantities by sight.

Recognize and read numerals 1 to 5
For children to understand what a number represents, they must first be familiar with the quantity aspect of number. This follows from a natural progression of counting objects, to seeing pictorial quantities, to recognizing dot arrangements, to eventually linking these quantities to the number symbol, or numeral.

Please help by sending the following:
- Child-friendly magazines, catalogs, and mailers

There are many number relationships you can use to introduce counting 1 to 5 to your child.

The ORIGO Big Book: How Many Animals? is used to introduce counting 1 to 5 in a group.
Program Map

**Stepping Stones Pre-K**

- **Home**
- **Overview**
  - program overview
  - language overview
  - online components
  - print components

**Contents**

- Modules 1-12

**MATHEMATICS**

- **Focus**
- **Research into practice**
- **Learning targets**
- **English language learners**
- **Vocabulary development**
- **Newsletters**

**RESOURCE OVERVIEW**

- **Topics of learning**

**ACTIVITIES**

- **Activities**
  - 2 whole groups
  - 2 small groups
  - 2 learning centers
  - 2 community centers

**RELATED CHILDREN’S LITERATURE**

- **Overview**
- **Observations**
- **Portfolio samples**
- **Interviews**
- **Recording**