

TEACHER GUIDE



STAMS™ SERIES
A

SPANISH EDITION

STRATEGIES TO ACHIEVE MATHEMATICS SUCCESS

- PROPORCIONA ACTIVIDADES DE ENSEÑANZA PARA 8 ESTRATEGIAS DE MATEMÁTICAS
- USA UN SISTEMA DE VARIOS PASOS PARA LOGRAR ÉXITO EN MATEMÁTICAS
- PREPARA A LOS ESTUDIANTES PARA EVALUACIONES DE COMPRESIÓN DE MATEMÁTICAS



FOR THE TEACHER

What is the Curriculum Associates 4-Step Mathematics Program?

The first tier of the program is *Comprehensive Assessment of Mathematics Strategies*, a diagnostic mathematics series that allows you to identify and assess a student's level of mastery for each of 12 mathematics strategies (8 strategies in Book A). The second tier is *Strategies to Achieve Mathematics Success* which provides remediation for strategies in *Comprehensive Assessment of Mathematics Strategies*. *Extensions in Mathematics™ Series* is the third tier of the program and extends concepts developed in *Strategies to Achieve Mathematics Success*. *Comprehensive Assessment of Mathematics Strategies II*, the fourth tier of the program, is for use after students have been diagnosed with *Comprehensive Assessment of Mathematics Strategies* and have been instructed with *Strategies to Achieve Mathematics Success* or the *Extensions in Mathematics™ Series*.

What is *Strategies to Achieve Mathematics Success (STAMS™ Series)*?

Strategies to Achieve Mathematics Success is a prescriptive mathematics series that provides essential instruction in 8 mathematics strategies. This eight-level series is designed for students in grades 1 through 8. Used alone or as part of the 4-Step Mathematics Program, *Strategies to Achieve Mathematics Success* provides precise instruction in and practice of the strategies students need to master in order to achieve mathematics success.

In *Strategies to Achieve Mathematics Success, Libro A*, students receive step-by-step instruction in 8 mathematics strategies:

- Building Number Sense
- Applying Addition
- Applying Subtraction
- Applying Multiplication
- Converting Time and Money
- Converting Measures
- Using Geometry
- Reading Math Pictures

In *Strategies to Achieve Mathematics Success, Libro A*, students learn how to solve word problems that involve using the 8 mathematics strategies. Each of the 8 strategy lessons focuses on one specific mathematics area. Teaching sequences use metacognition to lead students to understandings about the mathematics concepts.

The content of the student book is based on themes encountered in students' everyday experiences and in their reading materials. Solving the word problems may require use of information found in the following kinds of formats:

- recipes
- directions
- games
- maps
- charts
- graphs
- grids
- signs
- calendars
- illustrations
- sports articles
- science articles

What is in the student book?

Each student book contains:

- 8 strategy lessons
Each ten-page lesson provides instruction and practice in a specific mathematics area. Students use information found in the context of a theme-based reading passage and/or graphic to answer 18 selected-response questions that focus on the target mathematics strategy.
- 4 review lessons
A two-page review lesson follows every two strategy lessons. Students read one short passage and answer 6 selected-response questions that focus on the target mathematics strategies in the two previous lessons.
- 1 final review
The eight-page final review gives practice in the 8 mathematics strategies. Students use information from four reading passages and/or graphics to answer 32 selected-response questions that focus on the target mathematics strategies presented in the book.

What is the organization of the strategy lessons in Book A?

Each of the 8 strategy lessons is organized into the following sections:

- **Part One: Think About the Strategy**
This two-page preview section encourages students to activate their prior knowledge of the math strategy to be investigated. Students enter the instructional phase with information about concepts they have already learned, as well as concepts that need further study.
- **Part Two: Learn About the Strategy**
This two-page section introduces the target strategy by having students study information that makes them think about the strategy and how it is applied. Modeled instruction reinforces understanding of the concept. Students read key characteristics of the strategy and then answer four selected-response questions that provide practice in applying the strategy.
- **Part Three: Check Your Understanding**
This two-page section provides text-guided instruction where students respond to two selected-response questions. Students then read which answer choices are correct and the reasons why they are correct.
- **Part Four: Learn More About the Strategy**
This two-page section teaches new information and provides one or more additional connections with the basic strategy. Eight selected-response questions provide practice in applying the new information.
- **Part Five: Prepare for a Test**
This two-page section helps prepare students for test items that target the strategy. Students answer four selected-response questions that follow the format of those found in *Comprehensive Assessment of Mathematics Strategies*.

What is the organization of the review lessons in Book A?

The student book has four review lessons, one after every two strategy lessons. Each review provides practice in the mathematics strategies taught in the two previous lessons. Students read a short passage and often use information in a graphic to answer six selected-response questions, three for each of the strategies being reviewed.

What is the organization of the final review in Book A?

The final review provides practice in the 8 mathematics strategies in the student book. The final review is divided into two parts. Each part contains a reading passage and a graphic, which contains information necessary to answer 8 selected-response questions that follow the format of those found in *Comprehensive Assessment of Mathematics Strategies*. In all, the final review includes 32 problems, four for each strategy.

What instructional features in the *STAMST™ Series* can be helpful for all students, including ELL students?

Strategies to Achieve Mathematics Success uses several effective instructional procedures that support ELL students.

1. Opportunities to activate prior knowledge before beginning strategy instruction
2. A step-by-step approach to build clear understanding of the math strategies
3. The repetition of skills as students work through the lessons
4. Frequent reviews and restatements of concepts
5. Allowances for students to work at their own pace
6. Ample practice through a variety of high-interest activities
7. Presentation of problems depicting real-life situations
8. The encouragement of paired-learning experiences
9. Student creation of problems to demonstrate conceptual understanding
10. Opportunities to build and reinforce self-esteem

Strategy Two APPLYING ADDITION
Estrategia Dos APLICAR LA SUMA
(pages 14–23)

Part One: Think About Addition

Parte uno: Piensa sobre la suma (pages 14 and 15)

Students use prior knowledge to preview what they already know about addition.

1. Individually or in pairs, students read the information about addition and solve the problems that follow. (page 14)
2. Individually or in pairs, students first read the information about skip-counting by tens and finding missing addends and then respond to the questions that follow. (page 15)
3. Working with a partner, students write four addition problems, each problem having a missing addend. Each partner solves two problems. Together, they discuss the results. (page 15)
4. Correct and discuss all responses with the class. (pages 14 and 15)

Answers for Strategy Two, Part One

Respuestas a la Estrategia Dos, Parte uno (page 14)

- Addition of sets of numbers/Counting on
 - a. 5
 - b. 7
 - c. 6
 - d. 7
 - e. 14
 - f. 18
 - g. 17
 - h. 20

Answers for Strategy Two, Part One

Respuestas a la Estrategia Dos, Parte uno (page 15)

- Skip-counting by 10
 - a. 30
 - b. 50
 - c. 40
 - d. 70
- Finding missing numbers
 - a. 3
 - b. 2
 - c. 6
 - d. 10
 - e. 4

Part Two: Learn About Addition

Parte dos: Aprende sobre la suma
(pages 16 and 17)

1. Individually or in pairs, students study the instructional information about counting numbers and finding sums. (page 16)
2. Individually, students study a picture and respond to four addition problems. Students may use the number line shown. (page 17)
3. Correct and discuss the four responses with the class. (page 17)

Part Three: Check Your Understanding

Parte tres: Verifica tu comprensión
(pages 18 and 19)

1. Individually, students review information about addition. (page 18)
2. Individually, students respond to two addition problems, paying attention to the questions posed before responding. (page 18)
3. Individually or in pairs, students explore why each response is correct or not correct. You may opt to conduct a class discussion about the responses. (page 19)

Part Four: Learn More About Addition

Parte cuatro: Aprende más sobre la suma
(pages 20 and 21)

1. Individually, students first study information about skip-counting by tens to add tens and using number facts to find missing numbers, then they respond to four addition problems. (page 20)
2. Individually, students respond to four addition problems. (page 20)
3. Individually, students read a brief story about a fair and respond to four addition problems. (page 21)
4. Correct and discuss all responses with the class. (pages 20 and 21)

Part Five: Prepare for a Test

Parte cinco: Prepárate para una prueba
(pages 22 and 23)

1. Individually, students review information about the kinds of addition questions that could appear on math tests. (page 22)
2. Individually, students read a brief article about an ice-cream stand and respond to two addition problems. (page 22)
3. Individually, students study an illustration of a garden and respond to two addition problems. (page 23)
4. Correct and discuss all responses with the class. (pages 22 and 23)

Strategies One and Two REVIEW

Estrategias Uno y Dos REPASO
(pages 24 and 25)

Read a Story

Parte uno: Lee un cuento

1. Individually, students read a story about playing a game. (page 24)
2. Individually, students respond to six review problems, three about number sense and three about addition. (page 25)
3. Correct and discuss all responses with the class. Refer to the reading material for validation of facts as needed. (pages 24 and 25)

CONOCE TUS ESTRATEGIAS

Desarrollar el sentido numérico

Se usa el **sentido numérico** al contar y escribir números.

- ▶ Los números pueden escribirse en dígitos o en palabras.
 - ▶ Al contar, cada número viene antes de un número y después de otro.
 - ▶ Usa las palabras *primero*, *segundo*, *tercero* y así sucesivamente, para decir qué lugar ocupa una cosa en una fila o en una recta.
-

Aplicar la suma

Se usa la **suma** para hallar la suma de dos o más números.

- ▶ Cuenta para hallar cuántos hay en total.
- ▶ Para hallar la suma, cuenta hacia delante partiendo de uno de los números.

Curriculum Associates 4-Step Mathematics Program

Purpose	Series (Books A–E)	Objectives
Diagnose	<i>Comprehensive Assessment of Mathematics Strategies (CAMS™ Series)</i>	<ul style="list-style-type: none"> • to identify a student’s level of mastery for each of 12 math strategies (8 strategies in Book A) • to develop effective practices with self-assessment and goal-setting
Teach	<i>Strategies to Achieve Mathematics Success (STAMS™ Series)</i>	<ul style="list-style-type: none"> • to provide targeted strategy-specific instruction and practice to students learning key math concepts • to broaden student proficiency in error analysis
Extend	<i>Extensions in Mathematics™ Series</i>	<ul style="list-style-type: none"> • to strengthen students’ problem-solving skills and math writing skills using graphic organizers • to expand on the 12 standards-based strategies (8 strategies in Book A) promoted in the <i>CAMS™ Series</i> and <i>STAMS™ Series</i>
Assess	<i>Comprehensive Assessment of Mathematics Strategies II (CAMS™ Series II)</i>	<ul style="list-style-type: none"> • to assess students’ math proficiency at the conclusion of the instructional period • to continue the development of effective practices with self-assessment



STAMS™ SERIES

8 Estrategias de matemáticas practicadas en el Libro A

- Desarrollar el sentido numérico
- Aplicar la suma
- Aplicar la resta
- Aplicar la multiplicación
- Convertir tiempo y dinero
- Convertir medidas
- Usar la geometría
- Interpretar dibujos matemáticos



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