



**ST Math**  
Texas

# How to Navigate ST Math Citations

## How to use this guide

Use this guide alongside the IMRA citation or a correlation document found on our [ST Math Reviewer Site](#).

In the IMRA citation or the correlation document you are referencing, the “Description of Location” will indicate whether you will be evaluating part of an ST Math Objective or Puzzle Talk Lesson. Skip to the directions that will best suit your purpose after referencing this information.

## Contents

[Evaluate within an ST Math Objective](#)

[Evaluate within a Puzzle Talk](#)

# Evaluate within an ST Math Objective

Refer to this section when evaluating a puzzle within an ST Math Objective.

Use the steps in the section to evaluate citations that are located within an ST Math Objective

1. Click the URL linked in the citation or correlation document to navigate to the ST Math Objective. You should now see all the ST Math Games in the Objective.

Audience	Type	Component Title	Page number	URL (optional)	Citation Number
Student	activity	ST Math Texas, Grade K	Objective: Making 10 and Number Pair   Game 3: Ten Frame   Levels: 3-5	<a href="#">View Url</a>	10557071

**Description of location**  
Objective: Making 10 and Number Pair | Game 3: Ten Frame | Levels 3-5 | Level Variant: 1 | Expand Game Details Menu | Select Change Puzzles | Navigate Puzzles 1-6 in Level 3, Puzzles 1-8 in Level 4, Puzzles 1-8 in Level 5

All Learning Objectives > Making 10 and Number Pairs

## Making 10 and Number Pairs

Overview Games Standards

### 5 Game(s) in This Objective



#### 1. Bouncing Shoes

Use the model to explore the concept of additively constructing a given number within 10.

Play Levels:

1 2 3 4 5

[Game in a Minute](#)



#### 2. Bouncing Shoes to 10

Use the model to make several additive pairs for a given number within 10.

Play Levels:

1 2 3 4

[Game in a Minute](#)

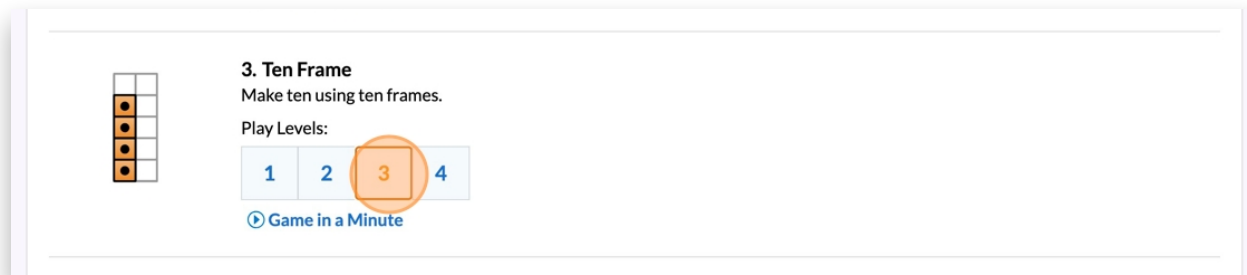
2. Refer back to “Description of Location” in the citation or correlation. Identify the “Game,” “Level,” and “Variant” you need to review.

#### Description of location

Objective: Making 10 and Number Pair | Game 3: Ten Frame | Levels 3-5 | Level Variant: 1 | Expand Game Details Menu | Select Change Puzzles | Navigate Puzzles 1-6 in Level 3, Puzzles 1-8 in Level 4, Puzzles 1-8 in Level 5

## Evaluate within an ST Math Objective

3. Scroll to find the “Game” that the content is located in and click on the “Level” indicated in the “Description of Location,” then select Variant **1**.



**3. Ten Frame**  
Make ten using ten frames.

Play Levels:

1 2 **3** 4

[Game in a Minute](#)



**3. Ten Frame**  
Make ten using ten frames.

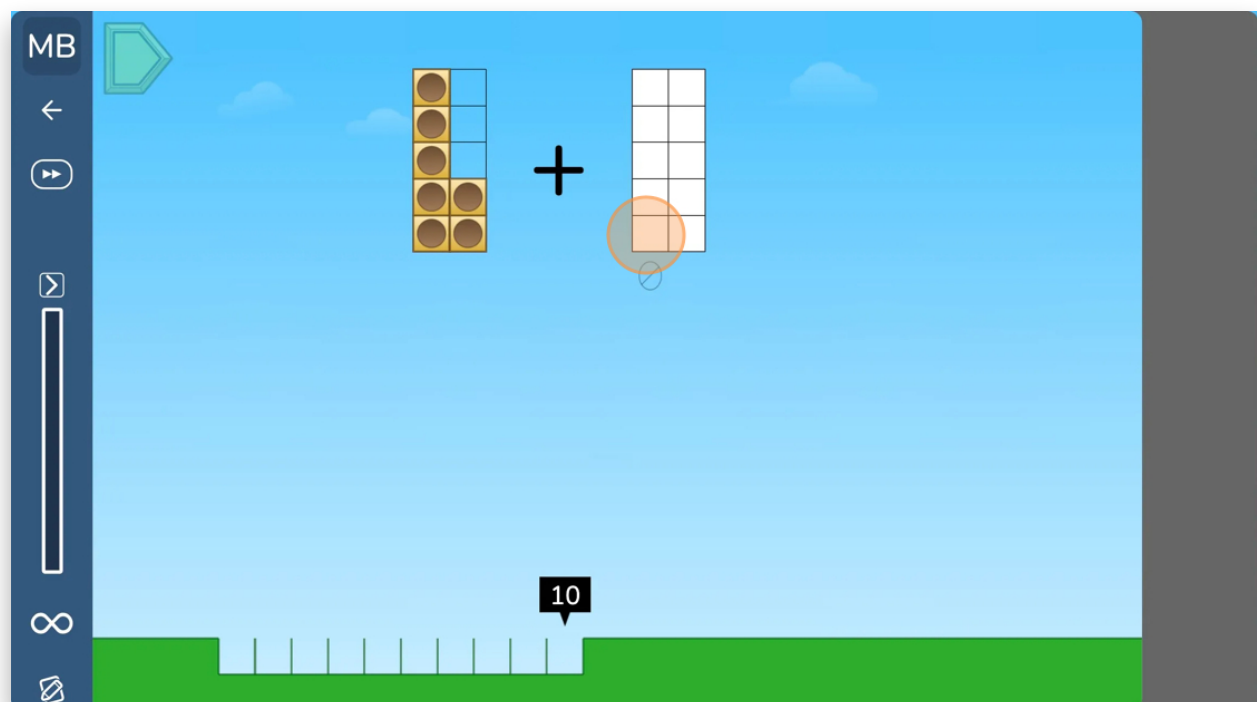
Play Levels:

1 2 **3** 4

Play Level Variant: **1** 2 3 4 5 6 7 8 9 10 11

[Game in a Minute](#)

4. A new tab will load the ST Math game. Once the puzzle loads, familiarize yourself with the puzzle by interacting with the elements on the screen.



MB

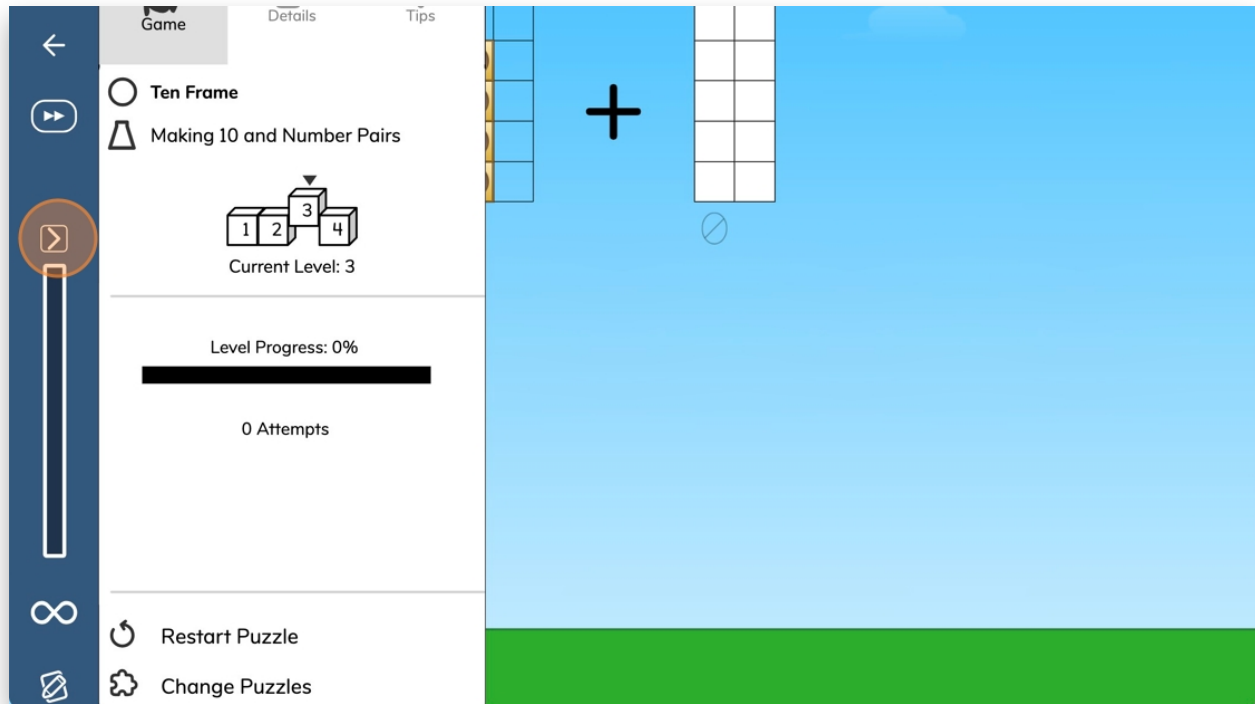
←

▶

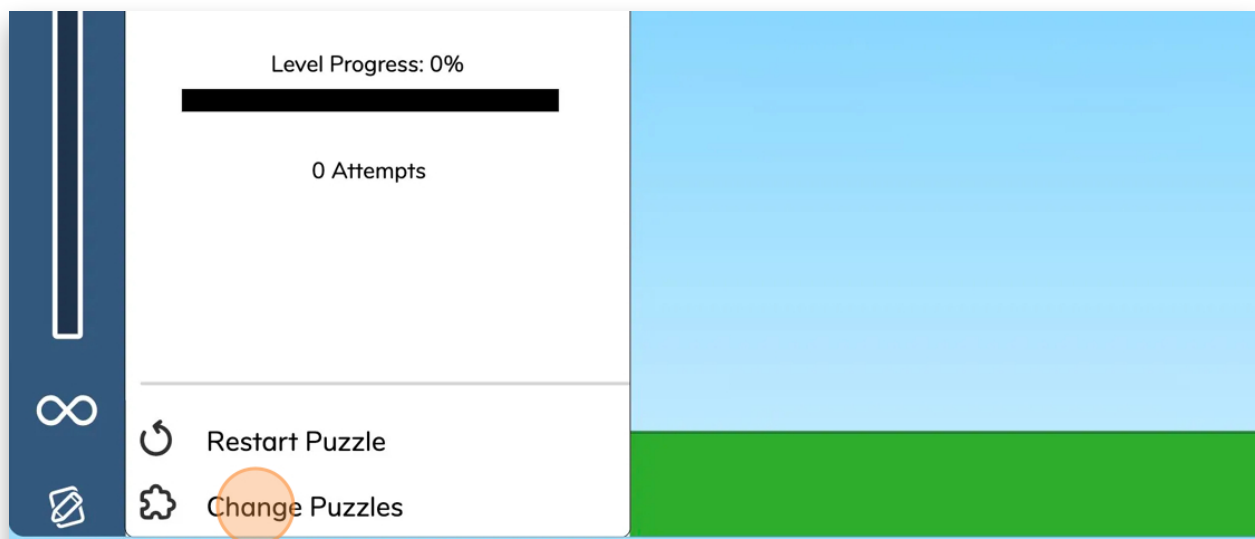
10

## Evaluate within an ST Math Objective

5. Click Expand [>] to open the **Game Details Menu**.

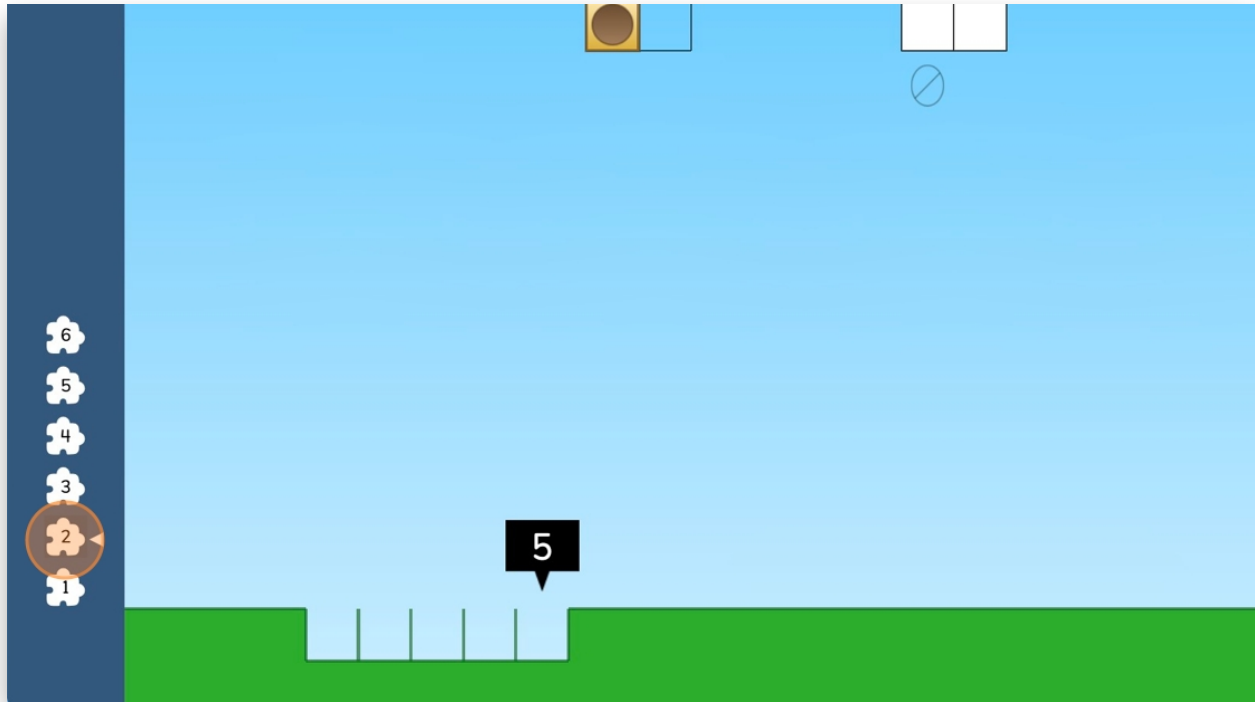


6. On the bottom of the **Game Details Menu**, select **Change Puzzles**.

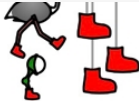


## Evaluate within an ST Math Objective

7. Navigate the puzzles indicated in the “Description of Location” by clicking on the puzzle icons on the sidebar.



8. If you are navigating to multiple Levels, go back to the ST Math Objective page. Click on the next level you need to review within and repeat steps 4–7 in the section.

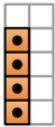


Play Levels:

1	2	3	4
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[▶ Game in a Minute](#)

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**3. Ten Frame**  
Make ten using ten frames.

Play Levels:

1	2	3	4
---	---	---	---

[▶ Game in a Minute](#)

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**4. Bouncing Shoes with Numbers**  
Using symbols, additively decompose numbers within 10.


Play Levels:

1	2	3	4	5	6
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Use the steps in the section to evaluate citations that are located within a Puzzle Talk.

1. Click the URL linked in the citation or correlation to navigate to the Puzzle Talk. You should now see the Puzzle Talk lesson outline.

K **Strategies for Addition within 10**



In this lesson, students solve problems involving adding within 10. Students use objects, pictures, and number sentences to model and explain their strategies.

 Push Box

Start

Print

**Puzzle Talk Objectives**

- Model addition strategies using concrete objects, pictorial models, spoken words, and number sentences.
- Explain strategies used to solve problems involving adding within 10.

**Important:** Students will use counters or connecting cubes, game mats, and whiteboards to model their strategies while discussing the Push Box puzzles.

**Preparing for This Puzzle Talk**

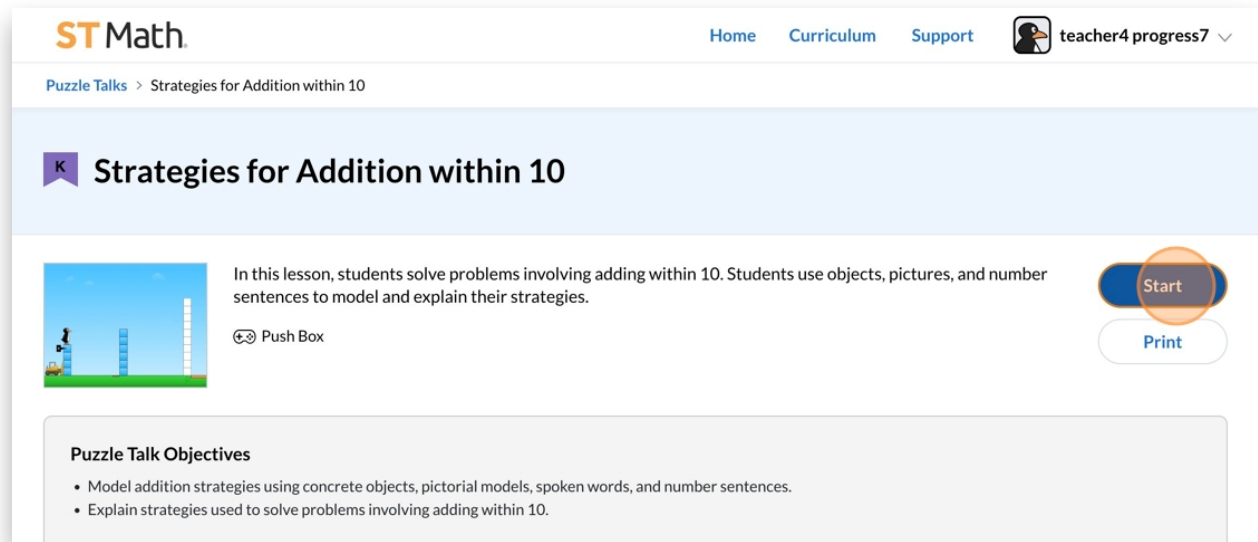
Materials	Additional Resources
Whiteboard and marker	Objective: Understanding Addition and Subtraction within 10

2. Refer back to “Description of Location” in the citation or correlation document. Identify the “Slides” and content you need to review.

Audience	Type	Component Title	Page Number	URL (optional)	Citation Number
Student	narrative	ST Math Texas, Grade K	Puzzle Talk: Composing Numbers Up to 10	<a href="#">View Url</a>	10557066
<b>Description of location</b>					
Puzzle Talk: Composing Numbers Up to 10   Press Start to Launch Puzzle Talk Slides   Slides P3-4, P3-4 Teacher Notes: Details 3 & Discourse Questions					

## Evaluate within a Puzzle Talk

3. Click Start.



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Puzzle Talks > Strategies for Addition within 10

### K Strategies for Addition within 10

In this lesson, students solve problems involving adding within 10. Students use objects, pictures, and number sentences to model and explain their strategies.

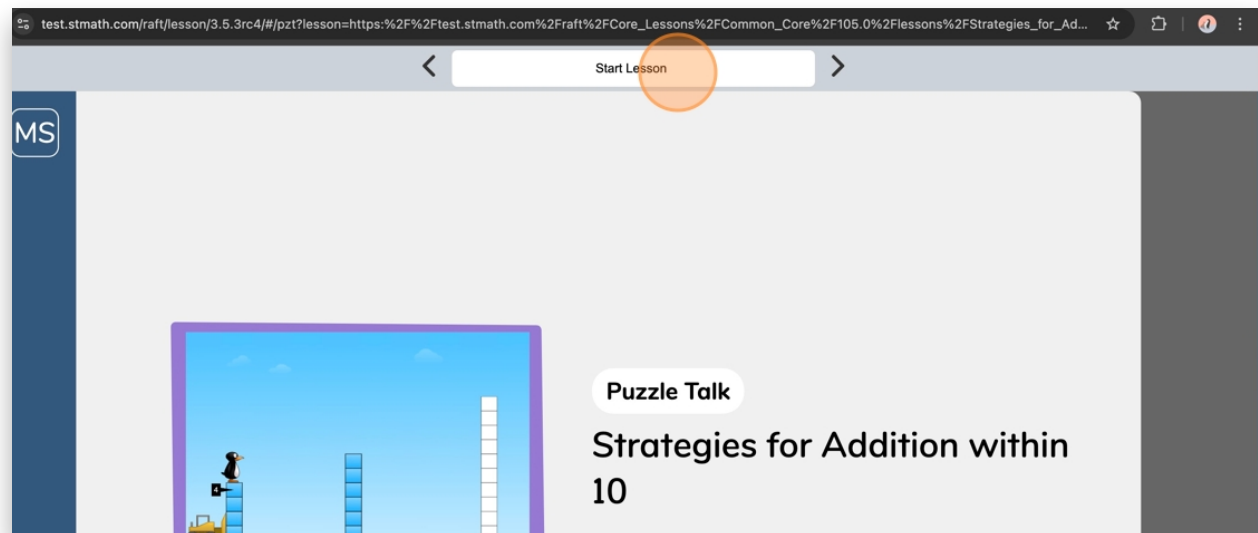
Push Box

Start Print

**Puzzle Talk Objectives**

- Model addition strategies using concrete objects, pictorial models, spoken words, and number sentences.
- Explain strategies used to solve problems involving adding within 10.

4. A new tab will open with the Lesson Platform. There are two ways you can navigate on the Lesson Platform:
  1. Click on the **Navigation Bar** at the top. The Navigation Bar will name where you are in the lesson. The first slide will always say "Start Lesson."
  2. Click the **arrows** to the right and left of the Navigation Bar to advance to the next slide or return to the previous slide.



test.stmath.com/raft/lesson/3.5.3rc4/#/pz1?lesson=https:%2F%2Ftest.stmath.com%2Fraft%2FCore\_Lessons%2FCommon\_Core%2F105.0%2Flessons%2FStrategies\_for\_Ad... ☆

< Start Lesson >

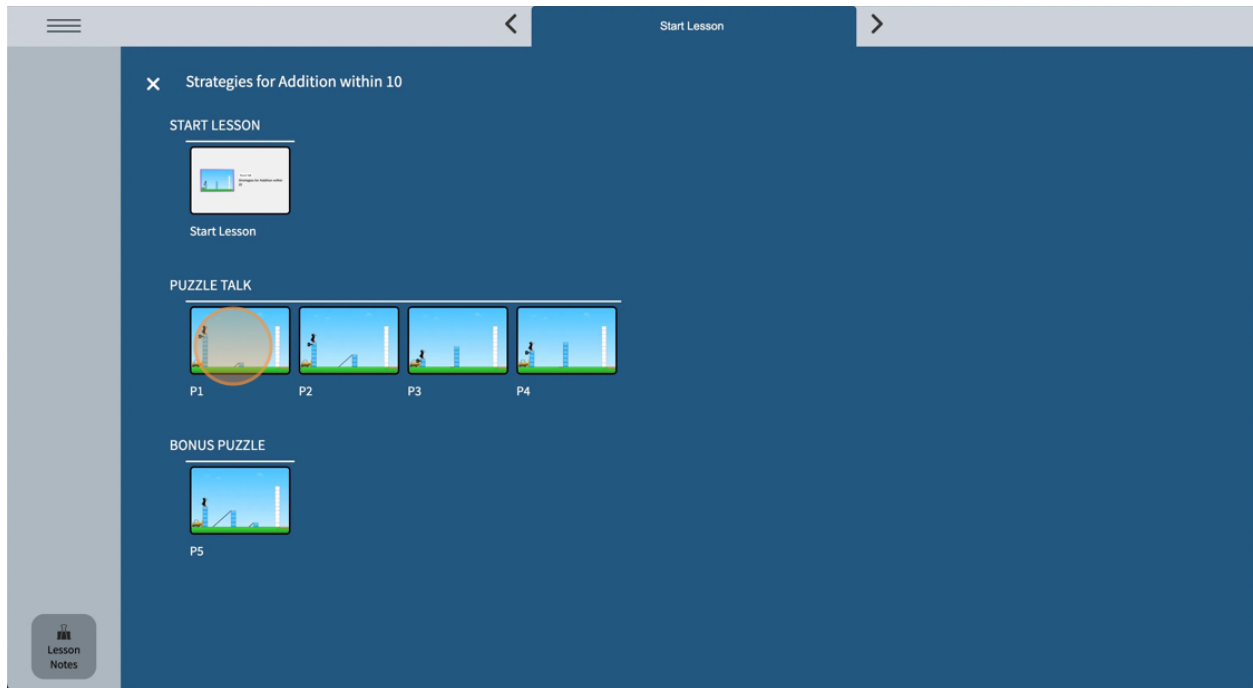
MS

Puzzle Talk

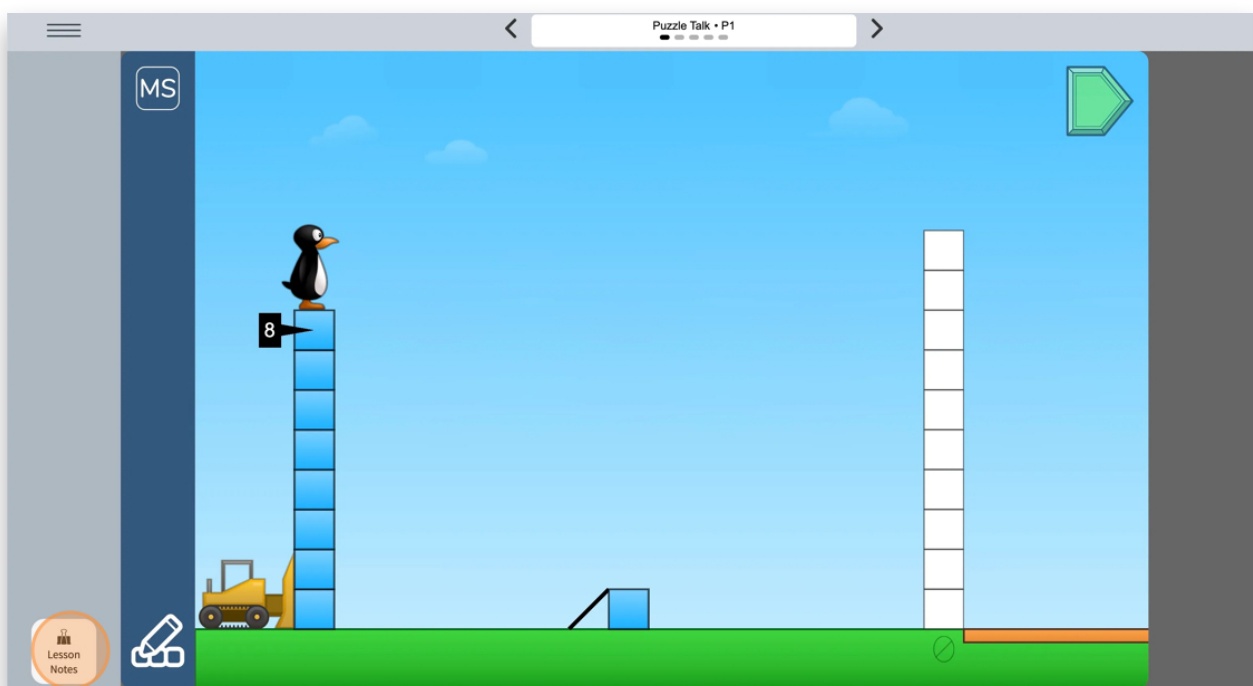
Strategies for Addition within 10

## Evaluate within a Puzzle Talk

- When you click on the **Navigation Panel**, it will display thumbnails of all the activities in the lesson. Identify the first slide you need to review. Then, click on its **slide thumbnail**.



- Now, you will see the slide on the screen. On the bottom left corner, click **Lesson Notes**.



## Evaluate within a Puzzle Talk

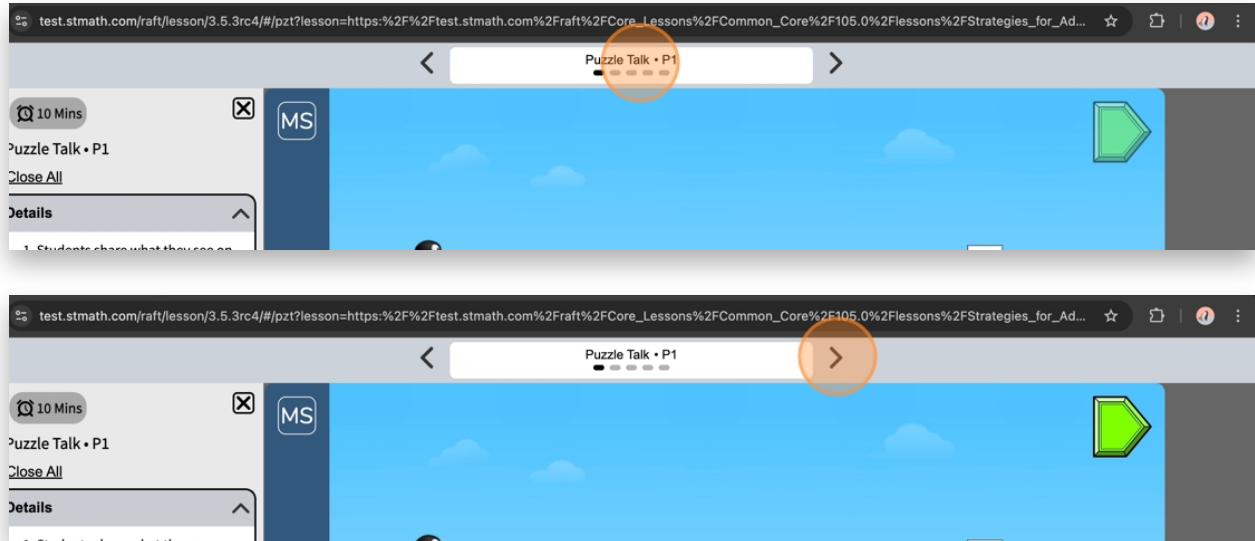
7. Review the **Details**, **Look Fors**, and **Discourse Questions** from the **Lesson Notes Panel** and interact with the features and objects on the screen.

The screenshot shows a web browser window displaying the ST Math interface. The browser's address bar shows the URL: `test.stmath.com/raft/lesson/3.5.3rc4/#pzt?lesson=https:%2F%2Ftest.stmath.com%2Fraft%2FCore_Lessons%2FCommon_Core%2F105.0%2Flessons%2Fstrategies_for_Ad...`. The interface is titled "Puzzle Talk • P1". On the left, there is a "Lesson Notes Panel" with a "10 Mins" timer and an "Expand All" button. Below this are three sections: "Details", "Look Fors", and "Discourse Questions". The "Look Fors" section lists: "Students who: • model a group of 8 and a group of 1 with objects, then combine groups to make 9. • explain their strategy (e.g., count all, count on from 8).". The "Discourse Questions" section lists: "• How can you use counters to model solving this problem? • Ask questions in terms of the story (e.g., How does the puzzle show 8 kids on the playground?). • What strategy did you use to solve? • Which group should we start modeling with?". The main area shows a cartoon scene with a penguin on a stack of 8 blue blocks, a yellow crane, and a stack of 10 white blocks. A magnifying glass icon is visible in the bottom left corner of the scene.

The screenshot shows the same ST Math interface as above, but with a magnifying glass over the stack of 10 white blocks. The magnifying glass is positioned over the 7th block from the bottom, which is highlighted with a black box containing the number "7". The Lesson Notes Panel on the left is partially visible, showing text that includes: "hat they see on", "& wonder)", "puzzle as a", "here are 8", "playground", "ore kid joins", "many total", "ie", "e)", "hat they think", "id explain their", "& justify)", "ents with", "s to model", "eir strategies", "nd 1 with", "cts.", "xplain their", "them to state", "in the context", "roblem (e.g.,", "re 9 kids on", "nd.)", "ions and use".

## Evaluate within a Puzzle Talk

- To review additional slides in the Puzzle Talk use the **Navigation Bar** or click the **arrows** to the right and left of the Navigation Bar to advance to the next slide or return to the previous slide.



- The **Details**, **Look For**, and **Discourse Questions** will update to correlate to the slide in view.

