

Overall Structure



1. **Explore, Play, and Discuss:** These activities provide opportunities for students to explore the initial ideas of the section. This section can be completed asynchronously using digital manipulatives and response tools, or using physical manipulatives and the student workbook pages with guiding questions for caregivers. If planning for a section per week, these activities would ideally be assigned earlier in the week.
2. **Deep Dive:** These activities are key learning opportunities for students around the section goals. **If there are chances for in-person or virtual synchronous time, these would be the activities to do collaboratively.** If done asynchronously, opportunities to view and respond to peer work or sample student work as well as receive feedback from teachers (and perhaps peers), is essential for these activities. Formative assessment is also a part of this section to check in on student understanding. If planning for a section per week, these activities would ideally be done mid-week.
3. **Synthesize and Apply:** These activities are ways for students to synthesize the learning of the section and for teachers to assess student understanding toward the section learning goals. These activities can be completed asynchronously, with either written, in-person, or automated feedback. If planning for a section per week, these activities would ideally be done toward the end of the section.
4. **Ongoing Practice:** These provide opportunities for students to practice unit topic ideas and build toward computational fluency. In K–5, the activities in this section are typically practice problems and center games that can be played independently, with a family member, or with classmates. In IM 6–12, each lesson includes a distributed practice set. Many existing digital platforms already have IM 6–12 practice problems loaded in so that students can complete and submit them online. Some can be autoscored.
5. **Anytime Resources:** The activities in this section have the flexibility to be used anytime during a section. In K–5, these are center activities that provide opportunities for students to build computational fluency across the year. In 6–12, these activities are modeling prompts that offer students the opportunities to engage in mathematical modeling.

Grade K, Unit 2: Numbers 1-10

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Section A Goals

- Count and compare up to 10 objects and know the number remains the same regardless of the arrangement of the objects.
- Connect quantities with spoken number words.

Explore	Activity Suggestions • Lesson 3, Warm-up: Choral Count: Represent with Fingers and Numbers • Lesson 1, Activity 1 and 2 ○ Activity 1 could be sent as directions for families to ask students to show fingers for given numbers throughout the unit. ○ Activity 2 could be a card sort to match pictures of fingers to numbers. • Lesson 2, Activity 1 and 2 ○ Activity 1 could be sent as directions for families to give students groups of objects to count. ○ Activity 2 digital counters and 5-frames • Scavenger Hunt: Groups of more than 3	Assessment Suggestions • After students count, ask them “How many [name the object they are counting] are there?” ○ Do they say the same number without recounting? ○ Do they recount to find the number?
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Dive Deep	Activity Suggestions - Lesson 4, Activity 1: Which Has More? - Introduce less, same, and more - Lesson 4, Activity 2: Shake and Spill, Which Is More, Stage 2	Assessment Suggestions - Display 3 red counters and 5 yellow counters. “Are there more red or yellow counters? How do you know?” - Section A Checkpoint
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Synthesize and Apply	Activity Suggestions - Lesson 5, Activity 2 - Lesson 6, Activity 3: Introducing Math Fingers, Fewer or More, Stage 2	Assessment Suggestions - Display a group of 4 and another group of 7 objects. “Which group has more objects? Make a group with more objects than this group.”
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Ongoing Practice	- Center: Math Fingers, Stage 1 - Center: Less, Same, More
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Anytime Resources	- Center: Number Race, Stage 1 - Center: Picture Books, Stages 1 and 2 IM Talking Math
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Section B Goals

- Count and compare up to 10 images in organized arrangements and know the number remains the same regardless of the order in which the images are counted.
- Connect quantities with spoken number words.

Explore	Activity Suggestions - Lesson 7 Activity 1: Images in Stations - Lesson 8 Activity 1: Are There Enough? - Scavenger hunt: Groups of objects less than 5	Assessment Suggestions Ask students to describe how they know if there are enough.
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Dive Deep	Activity Suggestions - Lesson 8 Activity 2: Comparing Images That Aren't Matched - Emphasize the terms less, same, and more as students share. - Lesson 9: Activity 1: Compare 5-frame Cards - Use this activity as the launch for Lesson 10, Activity 1 - Lesson 10 Activity 1: Circle More, Circle Fewer - Could be organized as a card sort in which students sort into 'more than' and 'less than' categories.	Assessment Suggestions - Display 2 groups of images. Which group has more? - Display 2 groups of images. Which group has fewer? - Section B Checkpoint
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Synthesize and Apply	Activity Suggestions • Lesson 10 Activity 2: Introduce Less, Same, More, Images, Stage 2 • Lesson 11 Activity 1: Make groups of images that have more/fewer than a given group	Assessment Suggestions • Display a group of images. ◦ Draw a group that has fewer images. ◦ Draw a group that has more images.
Ongoing Practice	• Center: Math Stories, Stage 1 • Center: Cover Up, Stage 1 • Center: Less, Same, More, Stages 2 and 3 • Practice problems	
Anytime Resources	• Center: Number Race, Stage 1 • Center: Math Fingers, Stage 1 • IM Talking Math	

Section C Goals

- Understand the relationship between number and quantity.
- Connect quantities with spoken number words and written numbers.

Explore	Activity Suggestions • Lesson 12, Warm-up: How Many Do You See: Lines and Arrays • Lesson 13, Activity 1: Matching Groups of Images and Numbers ◦ This could be done as a card sort • Scavenger hunt: Groups of objects more than 6	Assessment Suggestions • Display an image of 6 dots in an array and the numbers 2, 6, and 9. ◦ Ask, "Which number shows how many dots?"
Dive Deep	Activity Suggestions • Lesson 15, Warm-up: Choral Count: Count 1-20 • Lesson 13, Activity 2: Different Arrangements, Same Number • Lesson 14, Activity 1: Toppings on Pizza	Assessment Suggestions • Display a number. ◦ Ask students to count out that many objects. ◦ Rearrange the objects and ask, "How many are here now?" • Section C Checkpoint
Synthesize and Apply	Activity Suggestions • Lesson 14, Activity 2: Number Posters with Objects • Center: Cover Up Center, Stage 2	Assessment Suggestions • Display a Number Poster with different groups of objects, including one group that has an incorrect number of objects. ◦ Ask, "Explain why each group does or does not belong on this poster."

Ongoing Practice

- Lesson 15, Activity 2: Introducing Math Libs: Draw 1-10, Stage 1
- Center: Less, Same, More Center, Stages 2 and 3
- Center: Cover Up Center, Stage 1 and 2
- Practice problems

Anytime Resources

- Center: Number Race Center, Stages 1 and 2
- Math Fingers
- [IM Talking Math](#)

Section D Goals

- Compare written numbers 1–10.

Explore	Activity Suggestions • Lesson 17, Activity 1 and 2 ◦ Digital cubes ◦ Activity 2 could be a matching card sort • Lesson 18, Activity 2 • Scavenger Hunt: Groups of objects less than 10	Assessment Suggestions • Display towers in order from 1-10 with a number under each tower. ◦ What do you notice about the tower? The numbers?
Dive Deep	Activity Suggestions • Lesson 21, Warm-up • Lesson 19, Activity 1: Which Has More? • Lesson 21, Activity 1: Which is More?	Assessment Suggestions • “What are some different ways we can compare 2 numbers?” • Section D Checkpoint
Synthesize and Apply	Activity Suggestions • Center: Less, Same, More Center, Stage 4 • Center: Roll and Record Center, Stage 1 • Student Lesson Summary ◦ Record a video of the summary for students.	Assessment Suggestions • End of Unit Assessment

Ongoing Practice

- Practice Problems
- Center: Less, Same, More and Roll and Record

Anytime Resources

- Ceenter: Number Race Center, Stages 1 and 2
- [IM Talking Math](#)