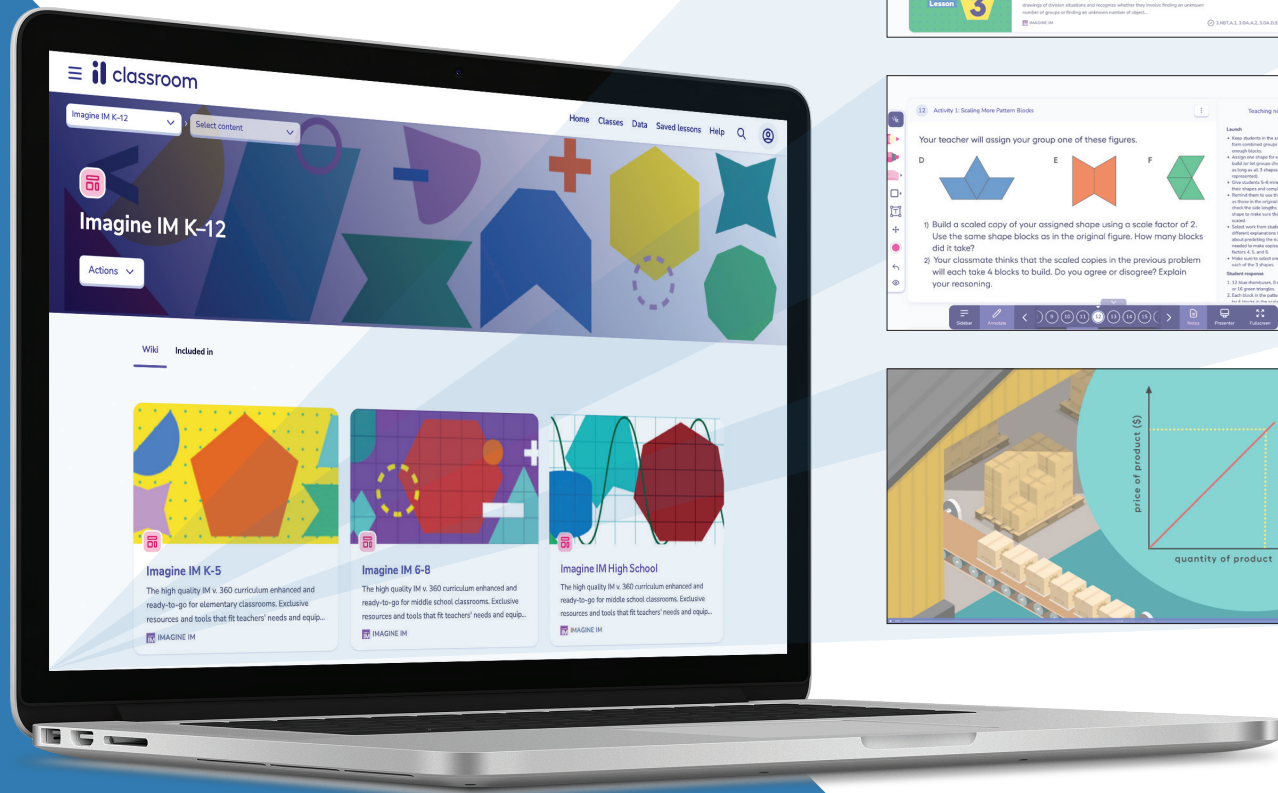




Digital QuickStart Guide

Grades K–12



2.4 Imagine Math Video: Introduction
This Imagine Math video for Grade 5, Unit 4, introduces the mathematics of this unit's real-world, engaging context. The first showing introduces the context; the second showing introduces Lesson 1, "How Many Groups?"

Lesson 1: How Many Groups?
Lesson purpose: The purpose of this lesson is for students to solve "How many groups?" problems in a way that makes sense to them. Previously, students solved "How many groups?" problems in a way that made sense to them.

Lesson 2: How Many in Each Group?
Lesson purpose: The purpose of this lesson is for students to solve "How many in each group?" problems in a way that makes sense to them. Previously, students solved "How many groups?" problems in a way that made sense to them.

Lesson 3: Division Situation Drawings
Lesson purpose: The purpose of this lesson is for students to represent division situations with situation drawings and recognize whether the answer finding an unknown number of groups or finding an unknown number of objects.

Activity 1: Scaling Nine Pattern Blocks

Your teacher will assign your group one of these figures.

D E F

1) Build a scaled copy of your assigned shape using a scale factor of 2. Use the same shape blocks as in the original figure. How many blocks did it take?

2) Your classmate thinks that the scaled copies in the previous problem will each take 4 blocks to build. Do you agree or disagree? Explain your reasoning.

Teaching notes

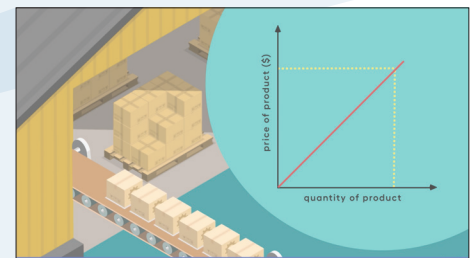
Launch

- Keep students in the same groups as the previous lesson. Have them use the same blocks.
- Assign one shape for each group to build a scaled copy of the shape using the same blocks.
- Have students build the scaled copy using the same blocks.
- Have students build the scaled copy using the same blocks.

Student response

1. 12 blue trapezoids, 6 red hexagons, 3 green hexagons.

2. Yes, because the original shape is made of 4 blocks, and the scaled copy is made of 8 blocks.





Welcome to Imagine IM!

Imagine IM, Imagine Learning's IM v.360 program, offers robust digital resources and tools to enhance instruction. The online platform provides teachers with everything they need to facilitate learning and engage students, helping them reach their highest mathematical potential through problem-based learning.

Through this dynamic, engaging instructional experience that leverages the power of high-quality curriculum:

- **Students** enjoy mathematics, make mathematical connections, and develop conceptual understanding.
- **Teachers** orchestrate discussions, synthesize understanding, and facilitate interactive lessons with confidence.
- **Imagine Learning** partners with schools and districts for seamless integration and implementation.



Introduction

Imagine IM is the certified Illustrative Mathematics v.360 curriculum optimized for engagement, accessibility, and usability. It offers a dynamic, engaging instructional experience that leverages the power of high-quality curricula. The comprehensive, flexible solution equips teachers with easy-to-use lesson cards and teaching notes, digital interactives and assessments, and built-in differentiation.

The instructional design engages students through collaborative math discourse, inclusive instructional routines, and digital tools that promote thinking and reasoning. Imagine IM supports all students on their college and career readiness journeys — in a variety of classroom environments.

This guide will assist you in reviewing Imagine Learning's comprehensive print and digital solution. The following pages will navigate you through the digital platform, units, sections, the lesson player, assessments, and integrated features for a seamless facilitation of learning.

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Highlighted Features

Resources are specially tuned to support teachers in planning and facilitating lessons across the various instructional models, while students make mathematical connections, develop conceptual understanding, and enjoy mathematics. Print versions of Teacher Guides and Student Workbooks mirror digital offerings with QR codes embedded at point of use for seamless implementation. This also ensures that the integrity of the rich problem-based content is maintained in any environment or instructional model.

The Imagine IM featured digital resources and tools include:

Planning and Personalization

- Teacher annotation tool
- Live Learn
- Customizable lesson player
- Breadcrumbs

This screenshot shows a digital activity titled 'Warm-up: Which Three Go Together: Tens and Ones'. The main area displays four options: A (the number 35), B (three vertical bars representing tens), C (three vertical bars representing ones), and D (the text '3 tens 5 ones'). A sidebar on the right contains 'Teaching notes' and 'Instructional routines'. The interface includes a top navigation bar with a search icon and a bottom toolbar with icons for sidebar, annotation, and navigation.

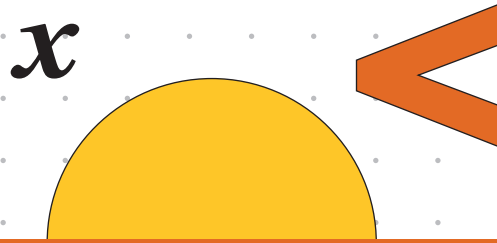
This screenshot shows the 'Lesson 3: Tile Rectangles' interface. The top bar includes the lesson title, standards (CCSS.3.MD.C.5, CCSS.3.MD.C.6, CCSS.MP5, CCSS.MP7), and action buttons for 'Actions' and 'Assign'. The main content area has a 'Lesson' tab selected, showing a sequence of steps. The first step is 'What are we doing today?'. A 'Teaching notes' sidebar on the right provides additional context. A large green box in the center says 'Let's count square tiles.' The bottom toolbar includes icons for sidebar, annotation, and navigation.

Embedded Implementation and Lesson Delivery Support

- Teaching notes
- Lesson Narrative videos
- Lesson Example videos
- Embedded curriculum narratives

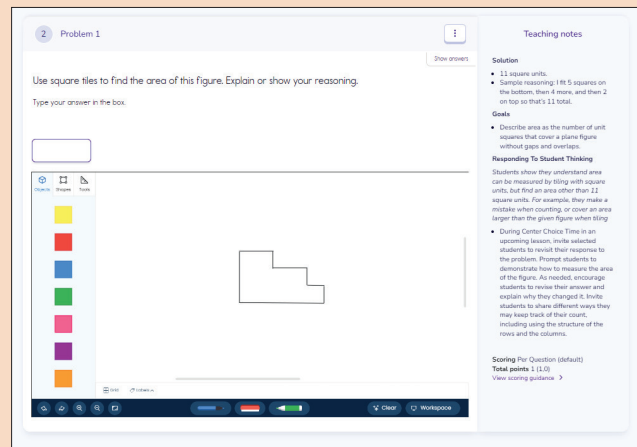
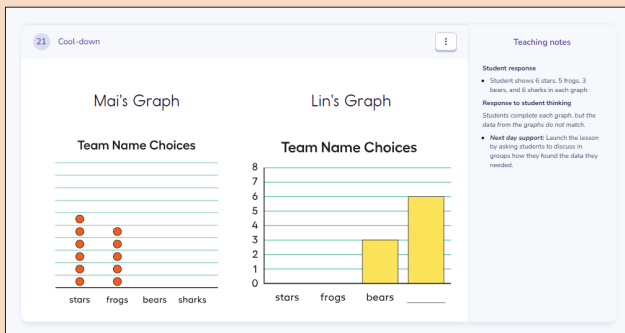
This screenshot shows the '3.1 Activity: Time to Tile' interface. The main area displays four diagrams (a, b, c, d) showing different arrangements of square tiles. A sidebar on the right contains 'Teaching notes' and 'Activity, continued'. The interface includes a top navigation bar with a search icon and a bottom toolbar with icons for sidebar, annotation, and navigation.

This screenshot shows the '6.4 Learning Narrative Video' interface. The top bar includes the video title, standards (CCSS.3.MD.C.5, CCSS.3.MD.C.6, CCSS.MP5, CCSS.MP7), and action buttons for 'Actions' and 'Assign'. The main content area has a 'Learning Narrative' tab selected, showing a video player with a grid of square tiles. A sidebar on the right contains 'Teaching notes'. The bottom toolbar includes icons for sidebar, annotation, and navigation.



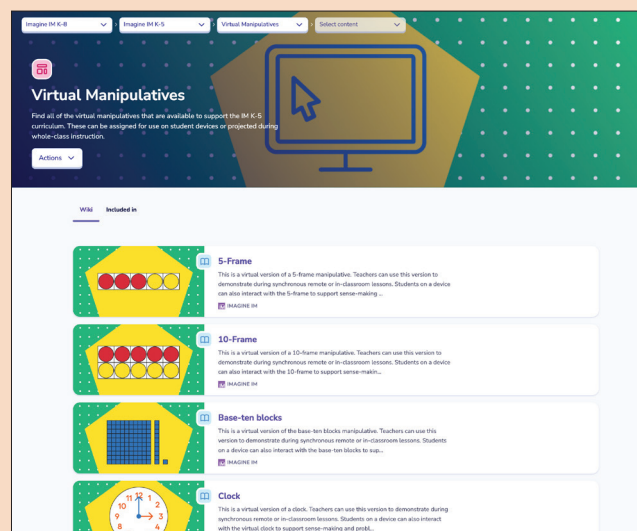
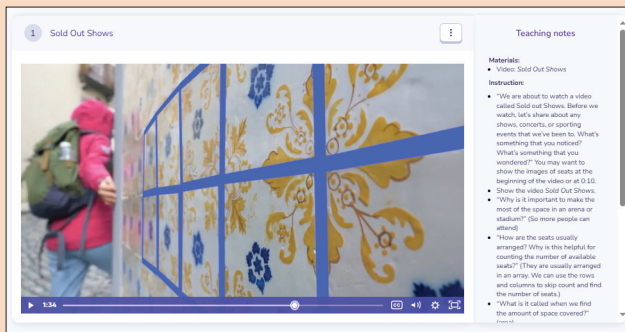
Formative Assessment Tools

- Digital task statements
- Section checkpoints
- Cool-downs



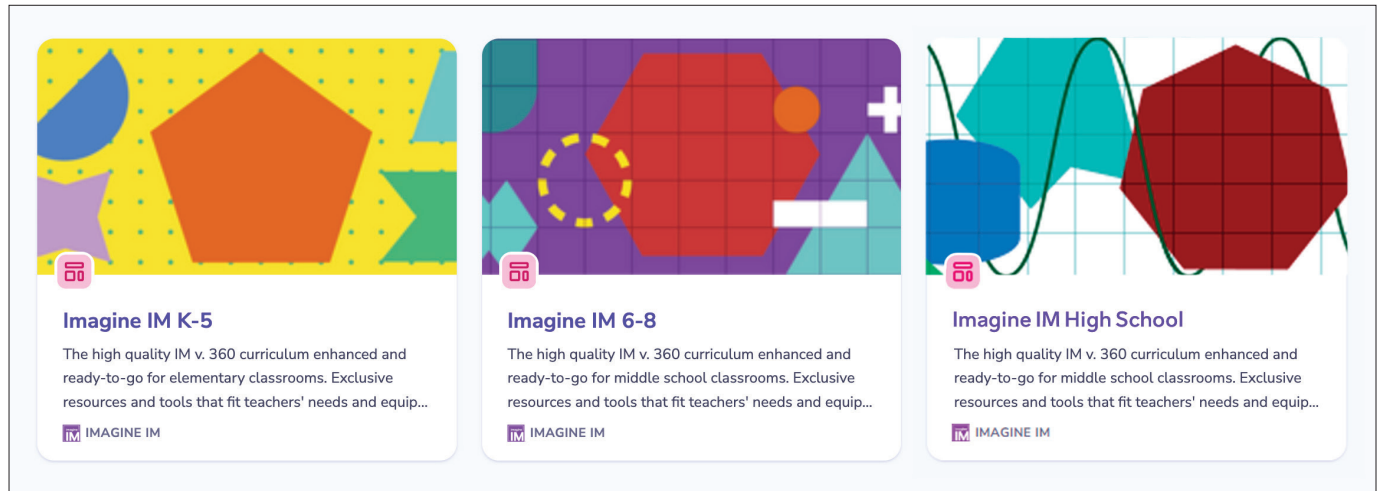
Student Engagement and Connection

- Instructional routines
- Inspire Math videos
- Virtual manipulatives
- Digital centers
- Family and Caregiver Resource Hub



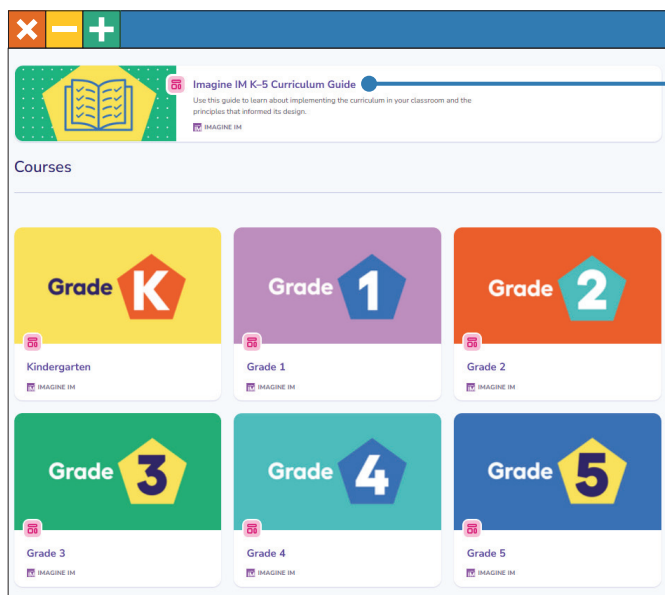
Navigating within a Grade Level

Once logged into the Imagine IM digital platform, the content is organized into grade-level spans including K–5, 6–8, Accelerated 6 and 7, and high school courses. Select the appropriate grade-level span to navigate through.



Navigating the Grade-Level Landing Page

Once you have clicked into the appropriate grade-level span you will see each grade level listed in its own tile. No matter the grade you teach, or if you work to support multiple grades, each grade-level tile in the digital platform is set up the same, providing ease of use and navigation for both teachers and administrators.



Each grade-level span landing page has a comprehensive **Curriculum Guide** that includes information around the design, setup, high-yield routines, assessments, resources used, and more!

Here you can click the appropriate grade-level tile to access the curriculum.



Navigating within a Unit

Each grade level is broken down into units that are intentionally sequenced to create a meaningful mathematical story and progression.

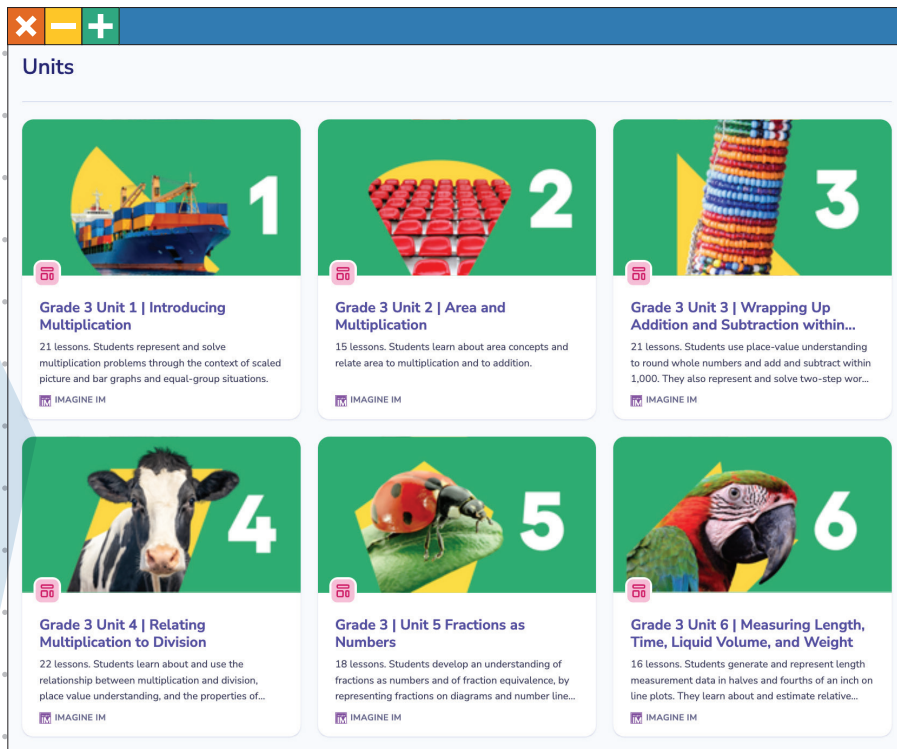
From the grade-level landing page, click on the relevant unit tile.



Grade 3 Unit 4 | Relating Multiplication to Division

22 lessons. Students learn about and use the relationship between multiplication and division, place value understanding, and the properties of...

IMAGINE IM

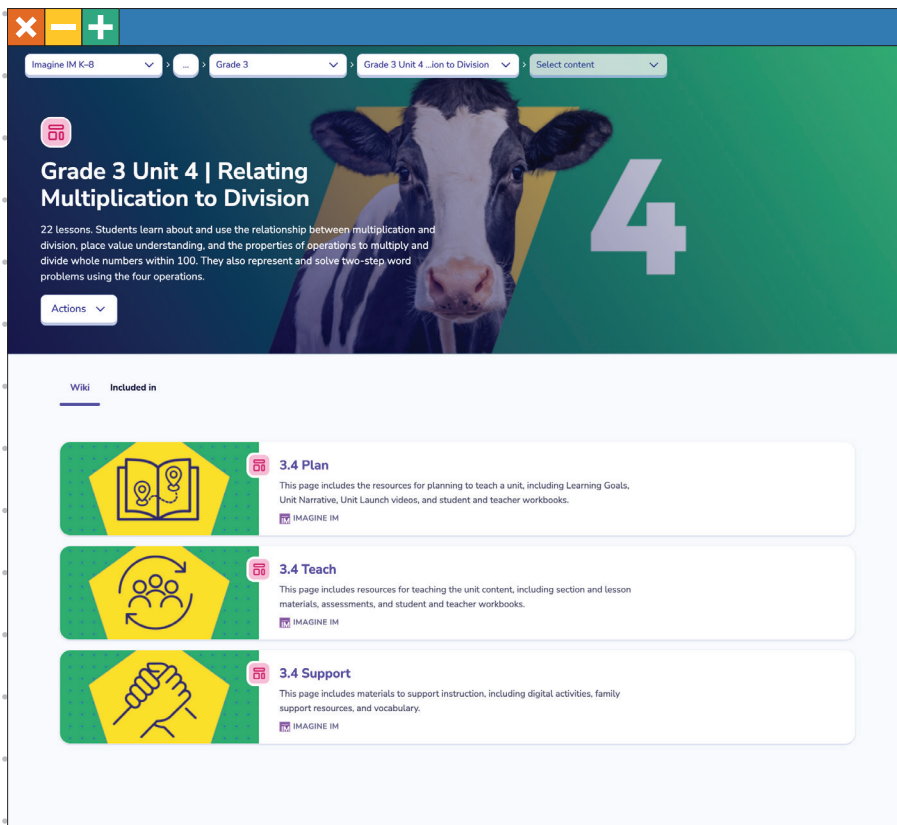


Units

- Grade 3 Unit 1 | Introducing Multiplication**
21 lessons. Students represent and solve multiplication problems through the context of scaled picture and bar graphs and equal-group situations.
IMAGINE IM
- Grade 3 Unit 2 | Area and Multiplication**
15 lessons. Students learn about area concepts and relate area to multiplication and to addition.
IMAGINE IM
- Grade 3 Unit 3 | Wrapping Up Addition and Subtraction within...**
21 lessons. Students use place-value understanding to round whole numbers and add and subtract within 1,000. They also represent and solve two-step wor...
IMAGINE IM
- Grade 3 Unit 4 | Relating Multiplication to Division**
22 lessons. Students learn about and use the relationship between multiplication and division, place value understanding, and the properties of...
IMAGINE IM
- Grade 3 | Unit 5 Fractions as Numbers**
18 lessons. Students develop an understanding of fractions as numbers and of fraction equivalence, by representing fractions on diagrams and number line...
IMAGINE IM
- Grade 3 Unit 6 | Measuring Length, Time, Liquid Volume, and Weight**
16 lessons. Students generate and represent length measurement data in halves and fourths of an inch on line plots. They learn about and estimate relative...
IMAGINE IM

At the top of each unit page, teachers are greeted with the number of lessons and the big idea for that unit.

Each unit page is organized by **Plan**, **Teach**, and **Support** to make it easier for teachers to access what they need in the moment.



Imagine IM K-6 | Grade 3 | Grade 3 Unit 4 | Relating Multiplication to Division | Select content

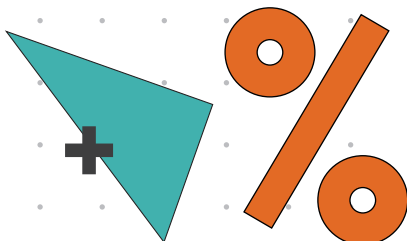
Grade 3 Unit 4 | Relating Multiplication to Division

22 lessons. Students learn about and use the relationship between multiplication and division, place value understanding, and the properties of operations to multiply and divide whole numbers within 100. They also represent and solve two-step word problems using the four operations.

Actions

Wiki Included in

- 3.4 Plan**
This page includes the resources for planning to teach a unit, including Learning Goals, Unit Narrative, Unit Launch videos, and student and teacher workbooks.
IMAGINE IM
- 3.4 Teach**
This page includes resources for teaching the unit content, including section and lesson materials, assessments, and student and teacher workbooks.
IMAGINE IM
- 3.4 Support**
This page includes materials to support instruction, including digital activities, family support resources, and vocabulary.
IMAGINE IM



It includes a **Unit-at-a-Glance** that details the number of lessons and assessments in that unit, as well as goals broken down by section and the standards that are addressed. The total number of lessons are also broken down further by required and optional lessons.

9

Teach

The **Teach** section includes all resources necessary for teaching unit content including section and lesson materials, assessments, and **Teacher Guides** and **Student Workbooks**.

3.4 Teach

This page includes resources for teaching the unit content, including section and lesson materials, assessments, and student and teacher workbooks.

Actions

Wiki Included in

Section and Lesson Materials

3.4 Section A: What is Division?
Lessons 1-5. Represent and solve "how many groups?" and "how many in each group?" problems.
IMAGINE IM

3.4 Section B: Relate Multiplication and Division
Lessons 6-11. Understand division as an unknown-factor problem. Use properties of operations to develop fluency with single-digit multiplication facts, and their related division facts.
IMAGINE IM

3.4 Section C: Multiplying Greater Numbers
Lessons 12-17. Use properties of operations and place-value understanding to develop strategies to multiply within 100 and to multiply one-digit numbers by a multiple of 10.
IMAGINE IM

3.4 Section D: Dividing Greater Numbers
Lessons 18-22. Use properties of operations, place-value understanding, and the relationship between multiplication and division to divide within 100.
IMAGINE IM

Support

Additional materials to support instruction are included on the **Support** page. Included are digital activities, family support resources, practice problems, and vocabulary support.

3.4 Support

This page includes materials to support instruction, including digital activities, family support resources, and vocabulary.

Actions

Wiki Included in

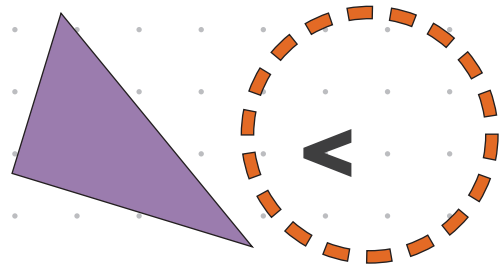
3.4 Digital Student Task Statements
All of the digital student task statements for Grade 3, Unit 4. These can also be found in the Additional Materials section of the corresponding lesson.
IMAGINE IM

3.4 Digital Cool-downs
All of the digital cool-downs for Grade 3, Unit 4. Cool-downs can also be found in the Additional Materials section of the corresponding lesson.
IMAGINE IM

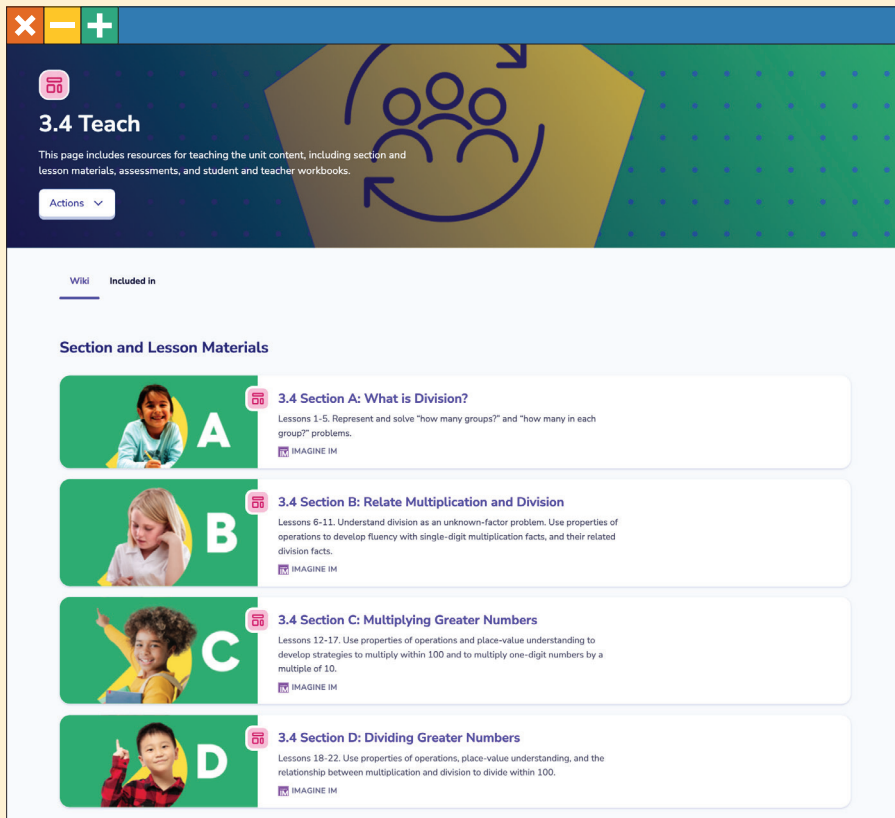
3.4 Practice Problems
All of the digital practice sets for Grade 3, Unit 4, including a set devoted to the Pre-unit problems. Practice sets can also be found in the Additional resources section of the corresponding section page.
IMAGINE IM

3.4 Vocabulary
This lesson plan contains all of the vocabulary cards for terms introduced in Grade 3, Unit 4. Some ways to use this lesson plan include: Projecting or assigning to students as a review of vocabulary prior to the end-of-unit assessment.
IMAGINE IM

3.4 Family Support Material
Print or share this guide to support families support their students with the key

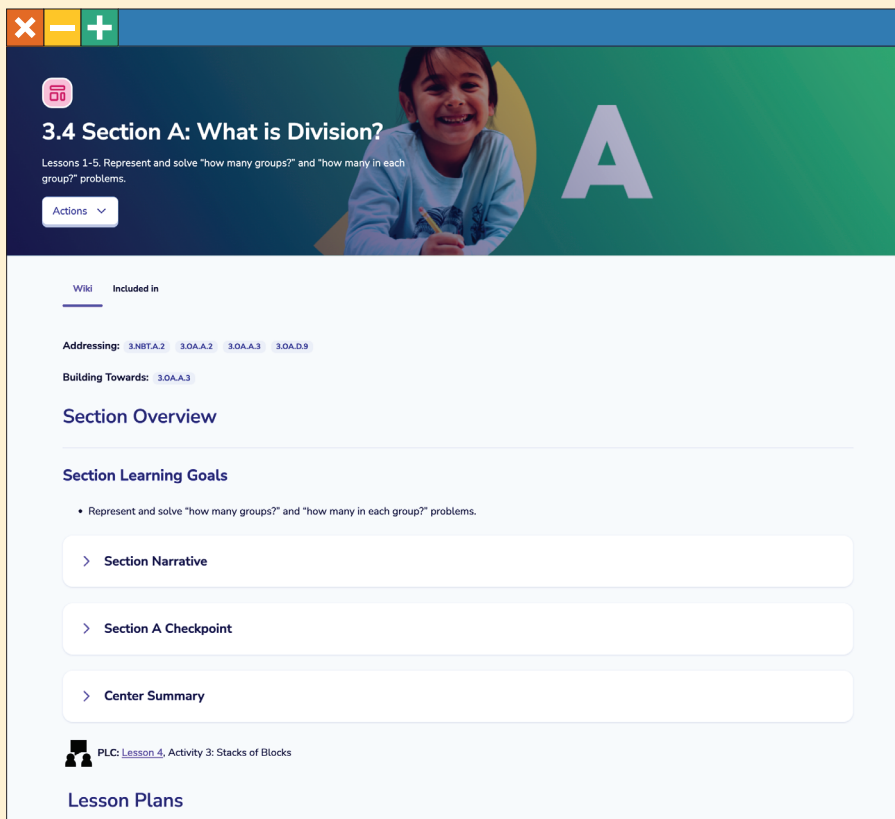
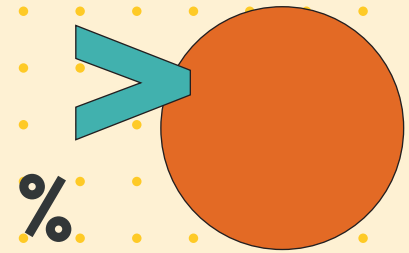


Navigating within a Section



The screenshot shows the '3.4 Teach' page. At the top, there's a navigation bar with a red 'X', a yellow minus sign, and a green plus sign. Below this is a header with a red icon and the text '3.4 Teach'. A sub-header says 'This page includes resources for teaching the unit content, including section and lesson materials, assessments, and student and teacher workbooks.' There's an 'Actions' dropdown menu. Below the header, there's a 'Wiki' tab and an 'Included in' tab. The main content area is titled 'Section and Lesson Materials' and lists four sections: '3.4 Section A: What is Division?' (Lessons 1-5), '3.4 Section B: Relate Multiplication and Division' (Lessons 6-11), '3.4 Section C: Multiplying Greater Numbers' (Lessons 12-17), and '3.4 Section D: Dividing Greater Numbers' (Lessons 18-22). Each section has a small image of a child and a large letter (A, B, C, D).

Each **unit** is broken down into **sections** that identify the learning goals of the lessons within it. To access a section, click into the **Teach** tile on any unit and see each section tile listed on the landing page.



The screenshot shows the '3.4 Section A: What is Division?' page. At the top, there's a navigation bar with a red 'X', a yellow minus sign, and a green plus sign. Below this is a header with a red icon and the text '3.4 Section A: What is Division?'. A sub-header says 'Lessons 1-5. Represent and solve "how many groups?" and "how many in each group?" problems.' There's an 'Actions' dropdown menu. Below the header, there's a 'Wiki' tab and an 'Included in' tab. The main content area is titled 'Section Overview' and 'Section Learning Goals'. It lists the learning goals: 'Represent and solve "how many groups?" and "how many in each group?" problems.' Below this, there are three expandable sections: 'Section Narrative', 'Section A Checkpoint', and 'Center Summary'. At the bottom, there's a 'Lesson Plans' section with a red icon and the text 'PLC: Lesson 4, Activity 3: Stacks of Blocks'.

Section landing pages give an at-a-glance view of all lessons, their learning goals, and the standards addressed in the lessons.

Inspire Math videos

The screenshot shows the 'Lesson Plans' section of the Inspire Math website. It lists five lessons, each with a lesson number in a yellow pentagon and a brief description of the lesson's purpose. A video player is embedded on the right side of the page, showing a man in a white shirt and black pants standing in a small boat on a canal, surrounded by orange life preservers. The video player has a play button in the center and a progress bar at the bottom.

Lesson Plans

3.4 Inspire Math Video: Introduce
The Inspire Math video for Grade 3, Unit 4 showcases the mathematics of the unit in a real-world, engaging context. The first showing to introduce the content is recommended before Lesson 1. Produced by Twig Education LTD. for Im...
IMAGINE IM

Lesson 1: How Many Groups?
Lesson purpose: The purpose of this lesson is for students to solve "how many groups?" problems in a way that makes sense to them. In a previous unit, students were introduced to multiplication. They interpreted products as the L...
IMAGINE IM

Lesson 2: How Many in Each Group?
Lesson purpose: The purpose of this lesson is for students to solve "how many in each group?" problems in a way that makes sense to them. Previously, students solved "how many groups?" problems in a way that made sense to them. L...
IMAGINE IM

Lesson 3: Division Situation Drawings
Lesson purpose: The purpose of this lesson is for students to interpret descriptions or drawings of division situations and recognize whether they involve finding an unknown number of groups or finding an unknown number of object...
IMAGINE IM 3.NBT.A.2, 3.OA.A.2, 3.OA.A.3, 3.OA.D.8, MP2, MP3

Lesson 4: Interpret Division Expressions
Lesson purpose: The purpose of this lesson is for students to interpret division expressions and understand that the same division expression can be used to represent both types of division situations. Students first match a divi...
IMAGINE IM 3.NBT.A.2, 3.OA.A.2, 3.OA.A.3, 3.OA.D.8, MP2, MP3

Lesson 5: Write Division Expressions
Lesson purpose: The purpose of this lesson is for students to write division expressions to represent division situations and solve "how many groups?" and "how many in each group?" problems. Students sort division situations base...
IMAGINE IM 3.NBT.A.2, 3.OA.A.2, 3.OA.A.3, 3.OA.D.8, MP2, MP3

While scrolling through the lesson sequence on a section landing page, you will come across **Inspire Math videos**. These are student-facing and embedded at the appropriate point within the sequence of lessons to spark student interest and provide real-world context for their learning. The integration and discussion questions in the teacher notes enable teachers to use the videos purposefully and facilitate mathematical discussions centered around the real-world context in the videos.



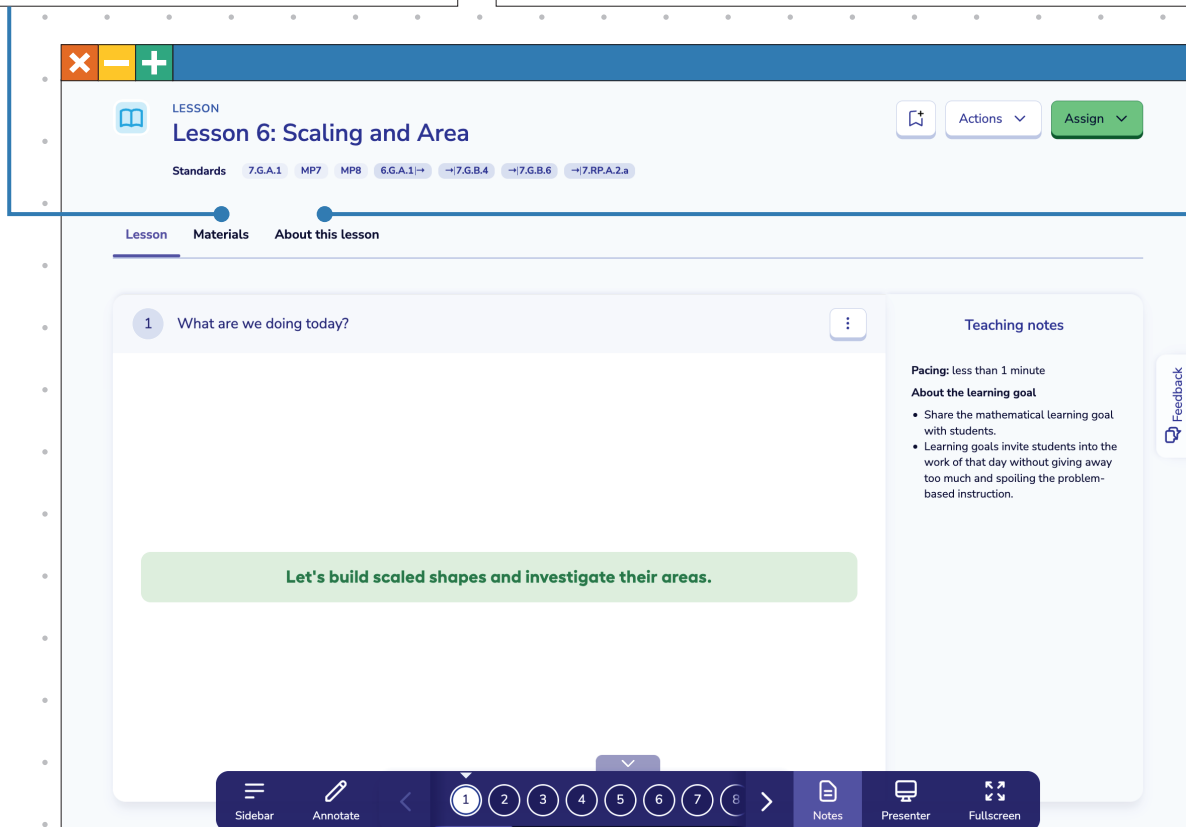
Navigating within a Lesson

Each lesson is centered around a problem-based learning approach and is part of a mathematical story across units and grade levels. This coherence allows students to view mathematics as a connected set of ideas that make sense. The features of the lesson player in the digital platform support teachers in planning and facilitating these lessons.

Let's explore how to navigate the lesson player.

Within the **Materials** tab in each section, teachers can find student task statements, cool-down materials, centers, instructional routines within the lesson, Spanish materials, as well as the grade-level glossary for reference.

In the **About this lesson** tab, teachers can find the full lesson narrative, view the specific lesson purpose, and find point-of-use professional development with the teacher reflection question. Teachers can also see the appropriate time allotments to be successful in facilitating the lesson, as well as any callouts for multilingual learners or students with diverse abilities support.



The lesson player includes a fixed **toolbar** at the bottom that provides navigation information and control, showing the currently viewed lesson card, as well as allowing teachers to scroll to specific cards by clicking on their numbers. Vertical scrolling without clicking on the toolbar is also available.

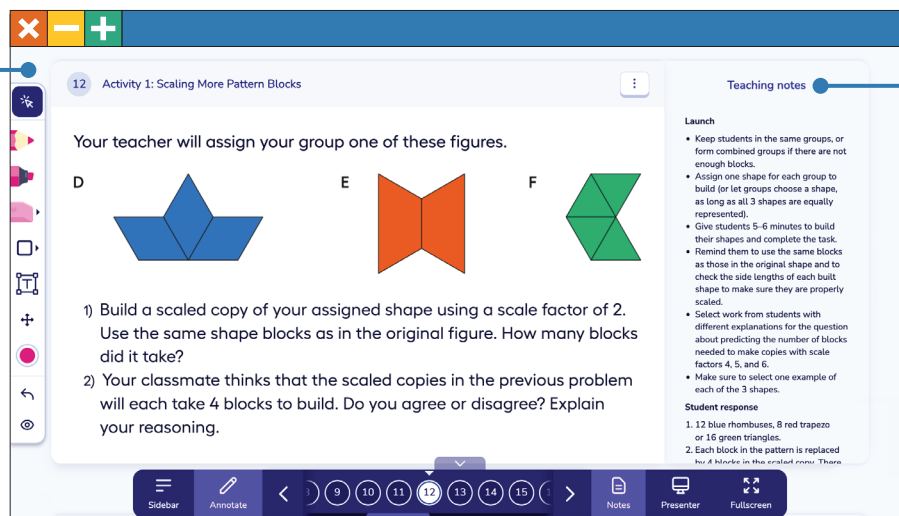
Additionally, the **toolbar** allows teachers to show or hide the teaching notes, enter presenter mode, or display the lesson cards in full screen.

Lesson cards are customizable within the **Actions** drop down menu, allowing teachers to edit, copy, print, and more.

Assign allows teachers to schedule or assign lessons to students within the digital platform or start a **Live Learn** to monitor student responses in real time.



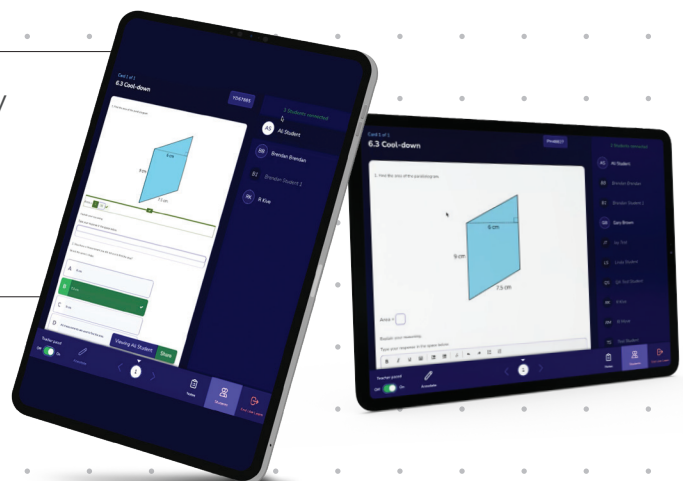
Every lesson card features the teacher annotation tool. This allows teachers to record student thinking directly on their interactive whiteboard, or have students come up to demonstrate their thinking.



The annotation tool is not static and can be popped out using the bottom toolbar.

When toggled on, the teaching notes provide embedded teacher support throughout every step of the lesson, including instructional routines, differentiation support, and more!

Live Learn allows for synchronous instruction virtually within the platform. Teachers can transition from asynchronous work time to a live session with one click and seamlessly drive their presentations from a second device.

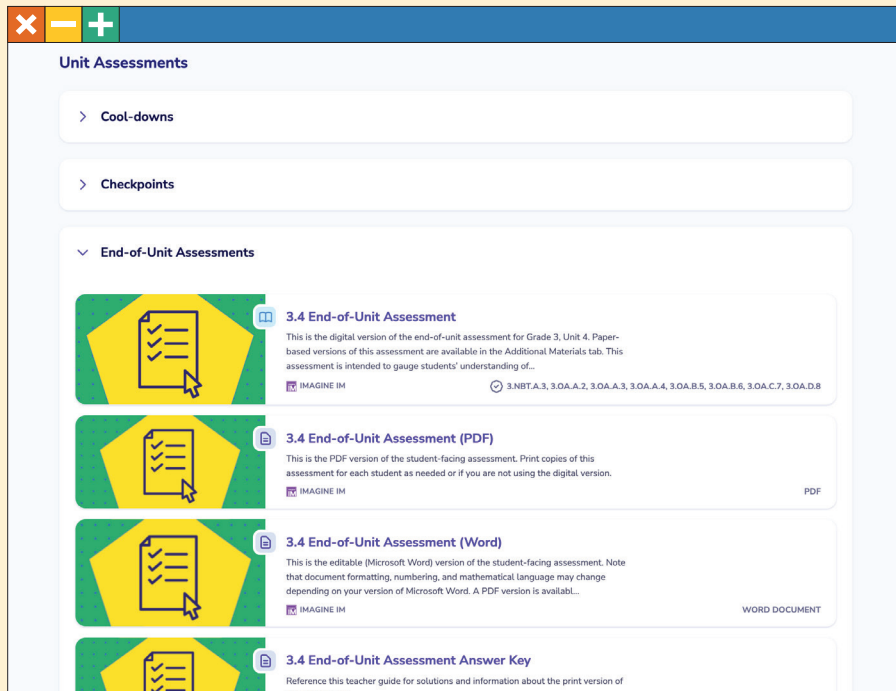


Assessment

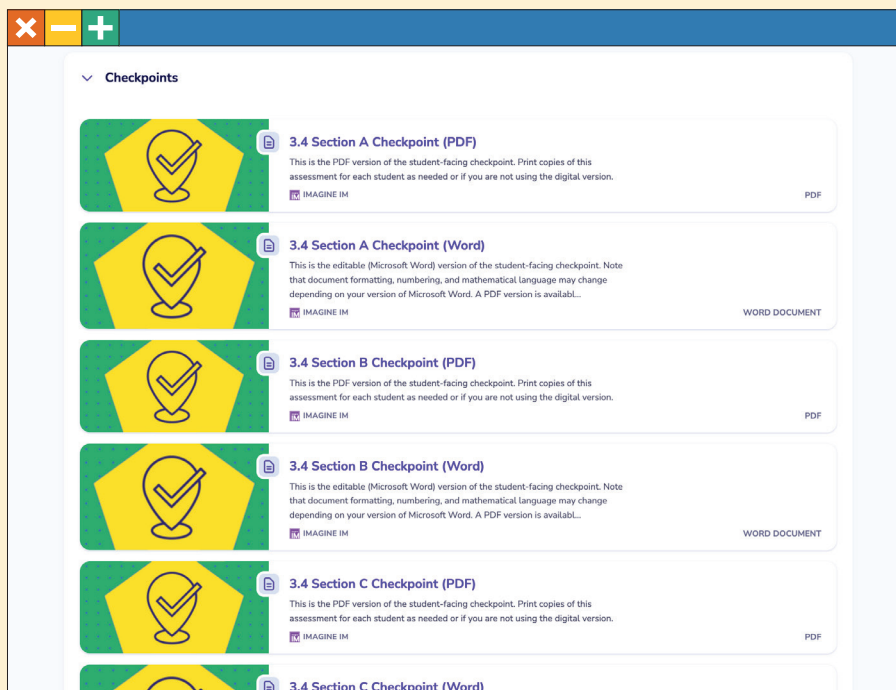
Imagine IM offers both formative and summative assessments to measure student understanding and mastery of learning goals.

Under the **Unit-at-a-Glance** in the **Plan** section are the **Unit Assessments**, including **checkpoints** and **end-of-unit assessments**.

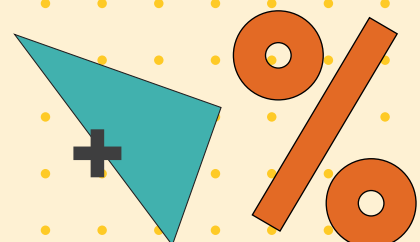
Assessments are available in print and digital formats with Spanish translations for equity and access in all instructional models.



On the **Unit-at-a-Glance** page in the **Plan** section of each unit, all unit assessments are listed. Click on the arrow next to each type to access them.



Checkpoints and end-of-unit assessments are also available on the **Teach** section for easy access.



1 Get ready!

Directions:

- Answer each question.
- Use the arrow or scroll to the next problem.

1 2 3 4 5 6

• Check your work.

• Tap Submit when you are done.

Review Done

Checkpoints are intended to assess students' understanding of section learning goals. They can be used to check understanding before the end of unit assessments and are available in both paper and digital formats.

3 Problem 2

Show answers

Noah has 36 books. There are 4 shelves on his bookshelf. He puts the same number of books on each shelf.

a. Write a division expression to represent the situation.

Type your answer in the box.

b. How many books are on each shelf?

books

Explain or show your reasoning.

- Draw in the box.
- Select **T** to type.

Scribble

Teaching notes

Solution:

a. $36 \div 4$

b. 9 books. Sample response:

Goals

- Represent and solve "How many groups?" and "How many in each group?" problems.

Responding to Student Thinking

Students do not yet represent the situation with a division expression, or their work shows they may not yet understand how to represent a "how many in each group?" situation to solve it.

- As students make connections between situations, diagrams, multiplication equations, and division equations in the next section, listen to the ways students describe how each represents the number of groups, the size of each group, and the total amount. As students write division equations, consider asking: "How does your equation match the situation? What is a multiplication equation that represents the same situation?"

Scoring Per Question (default)
Total points 2 (1,1,0)
View scoring guidance >

Teaching notes

Solution:

a. $36 \div 4$

b. 9 books. Sample response:



Goals

- Represent and solve "How many groups?" and "How many in each group?" problems.

Responding to Student Thinking

Students do not yet represent the situation with a division expression, or their work shows they may not yet understand how to represent a "how many in each group?" situation to solve it.

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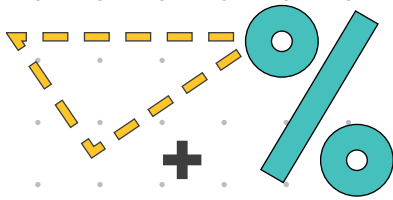
Scoring Per Question (default)

Total points 2 (1,1,0)

[View scoring guidance >](#)

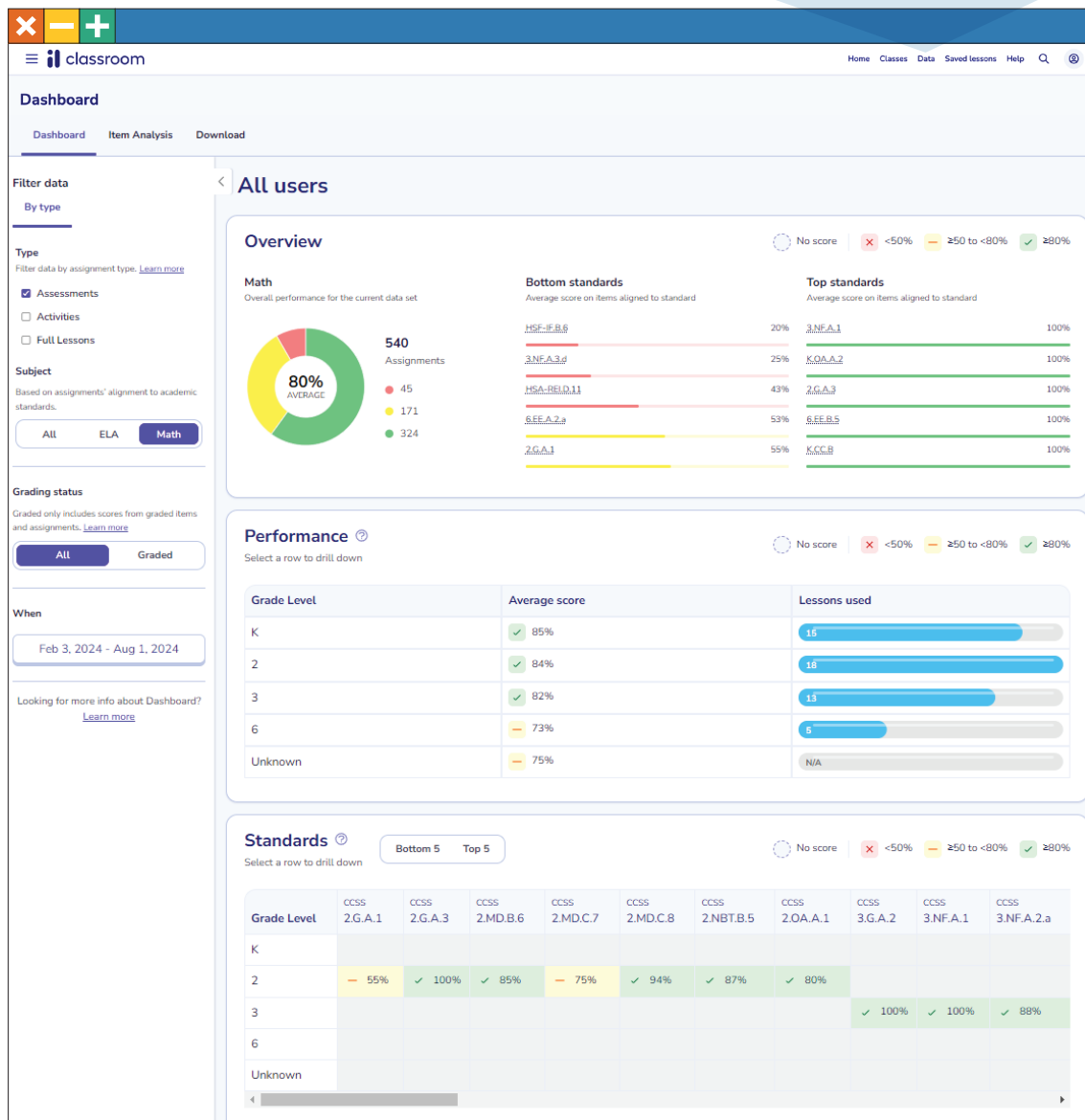
Within **section checkpoints**, **teaching notes** provide the solution, scoring guidance, and suggested follow-up activities for students who may need additional support.

Data and Reporting



To access the data dashboard, simply click on the **Data** tab from anywhere in the digital platform.

Home Classes **Data** Saved lessons Help 🔍 👤



Real-time reporting gives teachers access to actionable data. The data dashboard and display lets them track student progress. A variety of assignments and assessment reports allow teachers to analyze data that informs instruction. Drill downs enable teachers to analyze student work for open-ended items.

Additional Digital Resources

Home Connections for K–12

The screenshot shows the top of a PDF document titled "3.4 English Family Support Materials (PDF)". It includes a header with navigation icons (X, -, +) and a sub-header "3.4 English Family Support Materials (PDF)". Below this, there is a brief introduction to the unit's goals and a list of learning goals. The main content area is titled "Section A: What Is Division?" and contains text explaining division in terms of equal-sized groups. At the bottom, there are two visual representations of division: "30 objects in 5 equal groups" and "30 objects in groups of 5".

Each unit contains **Family Support Materials** to foster home-to-school connections and provide parents with the tools they need to support learning at home. To access these materials, go to the **Support** section of any unit and scroll down to the **Family Support Material** tile.

The materials available in grades K–5 also include **Family Support videos** to provide the background a family may need to help their child, as well as access to key concepts and ideas in both English and Spanish. Access these videos by clicking into the **Plan** tile and opening the unit videos for that unit.

Our new **Family and Caregiver Resource Hub** strengthens the vital connection between home and school, with tools and resources to actively support children's learning. It fosters an enriching experience for both students and caregivers, establishing meaningful connections that enhance educational outcomes.

The screenshot shows the "Family Support Hub: Illustrative Mathematics K-12" interface. It features a header with navigation icons (X, -, +) and a sub-header "Family Support Hub: Illustrative Mathematics K-12". Below this, there is a section titled "What is IM Math?" followed by a link to "About Our Curriculum". The main content area is titled "Accessing Family Support Materials" and includes a video thumbnail for "For IM Parents and Guardians".

K–5 Centers

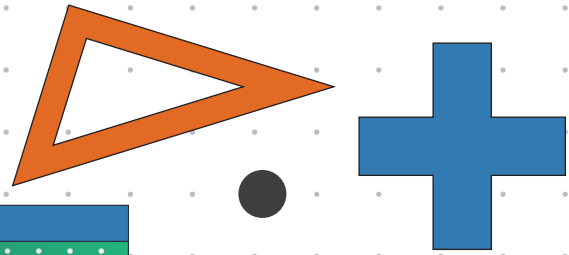
The screenshot shows the "3.4 Section A: What is Division?" interface for IM 3-5. It features a header with navigation icons (X, -, +) and a sub-header "3.4 Section A: What is Division?". Below this, there is a section titled "Section Overview" which includes "Section Learning Goals" and a list of activities: "Section Narrative", "Section A Checkpoint", and "Center Summary". At the bottom, there is a link to "PLC Lesson 4: Activity 3: Stacks of Blocks".

Additional Resources

The screenshot shows three tiles under the "Additional Resources" section. The first tile is titled "Centers" and includes a link to "Read more about the center structure and access details about each center activity." The second tile is titled "Virtual Manipulatives" and includes a link to "Find all of the virtual manipulatives that are available to support the IM K-5 curriculum. These can be assigned for use on student devices or projected directly." The third tile is titled "Imagine IM Updates" and includes a link to "Imagine IM updates on what is coming and when."

In the **Section Overview** of each unit in K–5, under **Section Learning Goals**, you can find the centers activities for that section. Included with the centers are blackline masters so the materials can easily be printed or downloaded. The laptop image next to a center indicates it includes a digital version.

Virtual Manipulatives K-5



Imagine IM K-8 | Imagine IM K-5 | Virtual Manipulatives | Select content

Virtual Manipulatives

Find all of the virtual manipulatives that are available to support the IM K-5 curriculum. These can be assigned for use on student devices or projected during whole-class instruction.

Actions

Wiki | Included in

5-Frame

This is a virtual version of a 5-frame manipulative. Teachers can use this version to demonstrate during synchronous remote or in-classroom lessons. Students on a device can also interact with the 5-frame to support sense-making ...

IMAGINE IM

10-Frame

This is a virtual version of a 10-frame manipulative. Teachers can use this version to demonstrate during synchronous remote or in-classroom lessons. Students on a device can also interact with the 10-frame to support sense-making...

IMAGINE IM

Base-ten blocks

This is a virtual version of the base-ten blocks manipulative. Teachers can use this version to demonstrate during synchronous remote or in-classroom lessons. Students on a device can also interact with the base-ten blocks to sup...

IMAGINE IM

Clock

This is a virtual version of a clock. Teachers can use this version to demonstrate during synchronous remote or in-classroom lessons. Students on a device can also interact with the virtual clock to support sense-making and probl...

IMAGINE IM

Additional Resources

Centers

Read more about the center structure and access details about each center activity.

IMAGINE IM

Virtual Manipulatives

Find all of the virtual manipulatives that are available to support the IM K-5 curriculum. These can be assigned for use on student devices or projected dur...

IMAGINE IM

Imagine IM Updates

Imagine IM updates on what is coming and when.

IMAGINE IM

Imagine IM offers **virtual manipulatives** to support the curriculum in grades K-5. These are located under **Additional Resources** on the K-5 grade-level landing page.

Digital Tools 6-12

Imagine IM empowers students to become fluent users of digital tools that produce representations, solve problems, and communicate their reasoning. The digital platform embeds Desmos and other interactive tools at the point of use to amplify understanding and engagement.

9 | 3.3 Activity

Teaching notes

Show answers

OPTIONAL

Pacing: 15 minutes for entire activity

Use the applet on this card to explore the problem as a class or assign the digital version to students.

This entire activity spans six cards. This is card 5 of 6.

Translate

1. Select the Vector tool.

2. Click on the original point and then the new point; you should see a vector.

3. Select the Translate by Vector tool.

Slider | Annotate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Notes | Presenter | Fullscreen

2 | 1.2 Activity

Show answers

Input: 1

Ready: 1

Go

New Rule

BLACK BOX

	A	B	C	D
1	?	?	?	
2	?	?	?	
3	?	?	?	
4	?	?	?	
5	?	?	?	
6	?	?	?	
7	?	?	?	
8	?	?	?	
9	?	?	?	
10	?	?	?	
11	?	?	?	
12	?	?	?	
13	?	?	?	
14	?	?	?	
15	?	?	?	
16				
17				
18				
19				



Imagine IM is the certified Illustrative Mathematics curriculum optimized for engagement, accessibility, and usability.

