



Digital QuickStart Guide

Grades K-12

3.4 Imagine Math Videos: Introduction
This Imagine Math video for Grade 3, Unit 4 introduces the mathematics of the unit in a fun, narrative, engaging format. The first showing is intended to introduce the content to the entire class (Lesson 1, "Exploring Two-Dimensional Solids" by 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. This includes identifying those who are included in the problem. They interpret products as they...

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. This includes identifying those who are included in the problem. They interpret products as they...

Lesson 3: Division Situation Drawings
Lesson purpose: The purpose of this lesson is for students to identify situations or drawings of division situations and recognize whether they involve finding an unknown number of groups or finding an unknown number of objects...

Activity 1: Scaling More Pattern Blocks

Your teacher will assign your group one of these figures.

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.

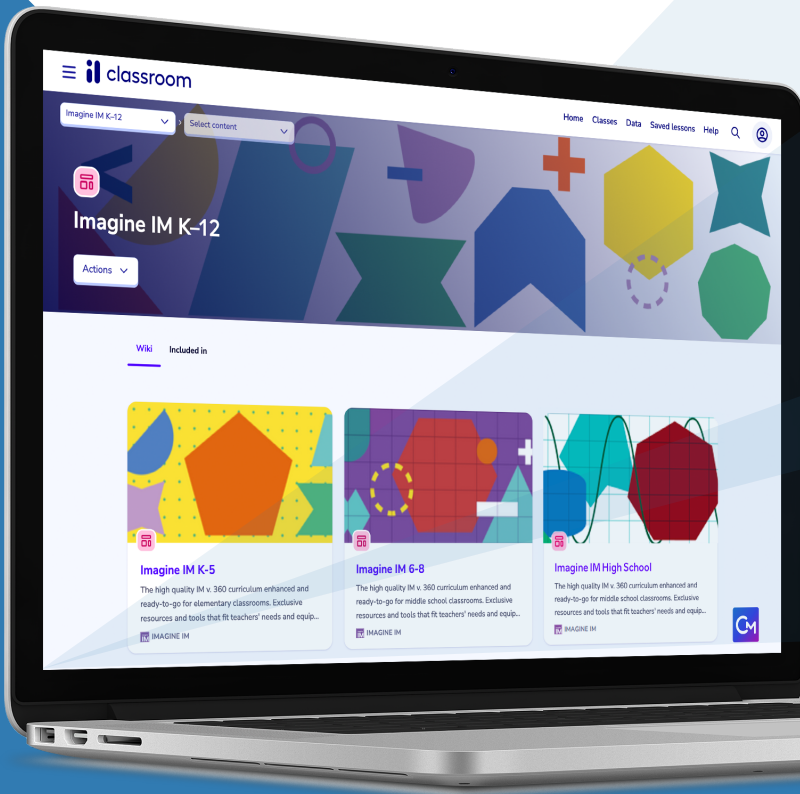
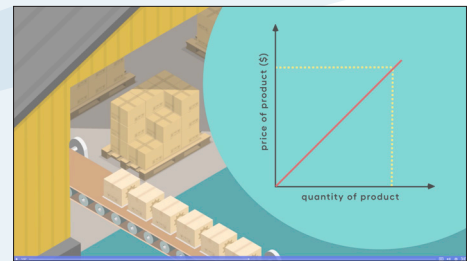
Teaching notes

- Keep students in the same groups or use assigned group members to set group norms.
- Assign one shape for each group to build and to present their work.
- As long as all 3 shapes are readily available, students can build their scaled copies and compare the work.
- Monitor closely for the same blocks on those in the original shape and to check the size (length) of each block.
- Start each task from students with different experiences for the previous task, including the number of blocks used to build the original shape.
- Use the 30-second timer to help students think about one example of each of the 3 figures.

Student response

1. 12 blue trapezoids, 12 red trapezoids, 12 green trapezoids.

2. Yes, because the perimeter is 4 times as long as the original.





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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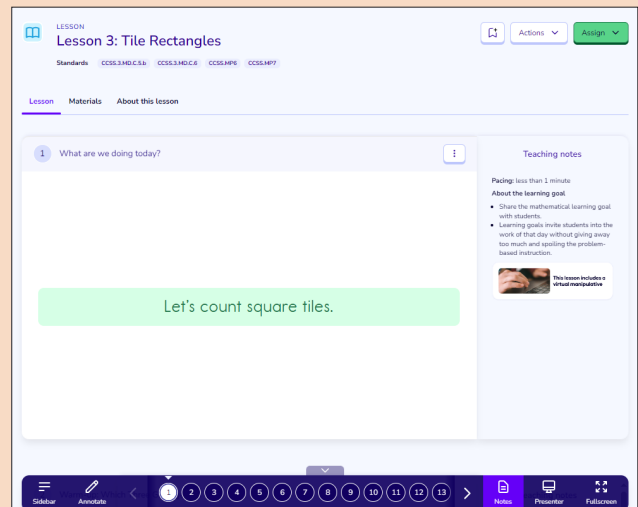
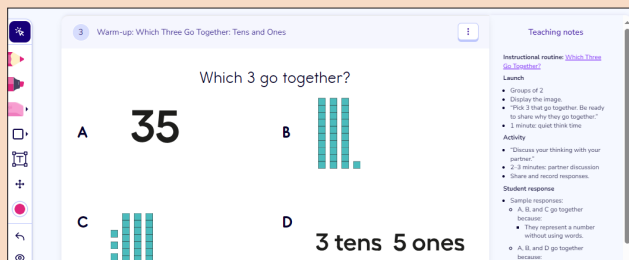
Highlighted Features

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:

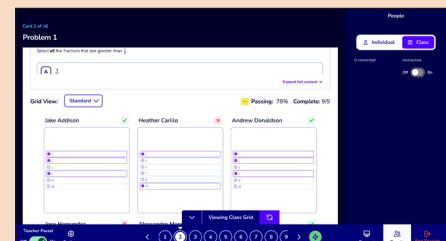
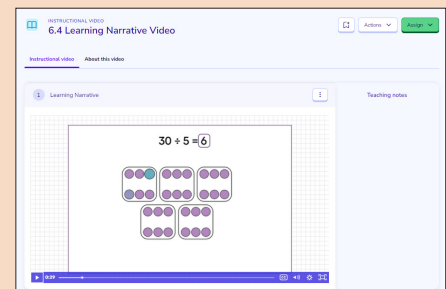
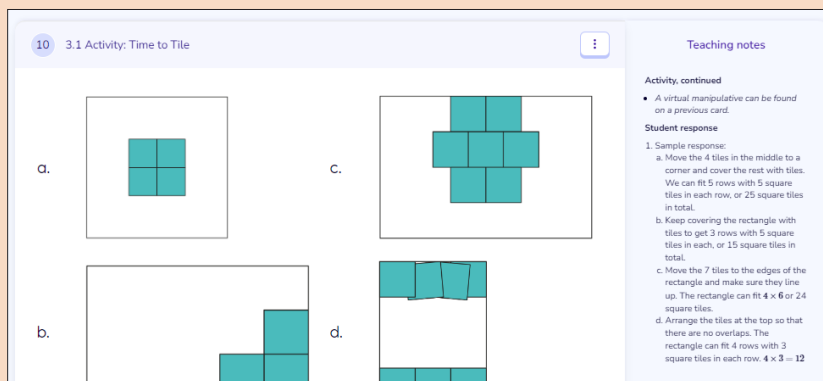
Planning and Personalization

- Teacher annotation tool
- Live Learn
- Customizable lesson player
- Breadcrumbs
- ClassMate AI-powered teaching tools and AI Tutor

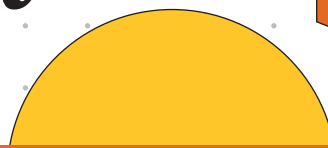
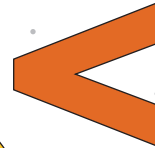


Embedded Implementation and Lesson Delivery Support

- Teaching notes
- Lesson Narrative videos
- Lesson Example videos
- Embedded curriculum narratives
- LiveLearn with Student Reponse Grid



x



Formative Assessment Tools

- Digital task statements
- Section checkpoints
- Cool-downs
- Knowledge Checks (Grades 3–8)

21 Cool-down

Mai's Graph

Lin's Graph

Teaching notes

Student response

- Student shows 6 stars, 5 frogs, 3 bears, and 6 sharks in each graph.

Response to student thinking

Students complete each graph, but the data from the graphs do not match.

- **Next day support:** Launch the lesson by asking students to discuss in groups how they found the data they needed.

CLASSROOM

Knowledge Check

Fractions and Decimals

Top Misconceptions

Suggested Next Steps

- In-Class
- Lesson Plan Suggestions
- Classroom Activity
- Before/After Check
- Group Practice
- Independent Practice

Problem 1

Use square tiles to find the area of this figure. Explain or show your reasoning.

Type your answer in the box.

Teaching notes

- 12 square units.
- Label reasoning in 10 squares on the bottom row 4 units and then 2 on top row 2 units.
- One tile was the number of unit squares that cover a given figure without gaps and overlaps.
- **Responding to Student Thinking**
- **During Center Check:** This is an opportunity to check students' understanding of the problem. Prompt students to describe how they counted the area of the figure. As a teacher, encourage students to count the perimeter and explain why they thought it was difficult to count the perimeter. This may be one of the most challenging parts of the problem.

Student Engagement and Connection

- Instructional routines
- Inspire Math videos
- Virtual manipulatives
- Digital centers
- Family and Caregiver Resource Hub
- CueThink problem-solving tasks (Grades 3+)

Instructional video

Skill Out Shows

Teaching notes

Virtual Manipulatives

5-D Frames

3D-Frame

Base ten blocks

Clack

1.1

Plan Solve Review

Here are functions f , g , h , and k .

$$f(x) = 3x - 7$$

$$g(x) = 3(x - 7)$$

$$h(x) = \frac{3}{x} - 7$$

$$k(x) = x - 7$$

- For one of the functions, when the input is 6, the output is -3. Which is that function, f , g , h , or k ? Explain how you know.
- Which of the four functions has the greatest value when the input is 0? What about when the input is 20?

Watch your recording

$$f(x) = 3x - 7$$

$$f(6) = 3(6) - 7$$

$$= 18 - 7$$

$$= 11$$

$$h(x) = \frac{3}{(x-7)}$$

$$= \frac{3}{(6-7)}$$

$$= \frac{3}{-1}$$

$$= -3$$

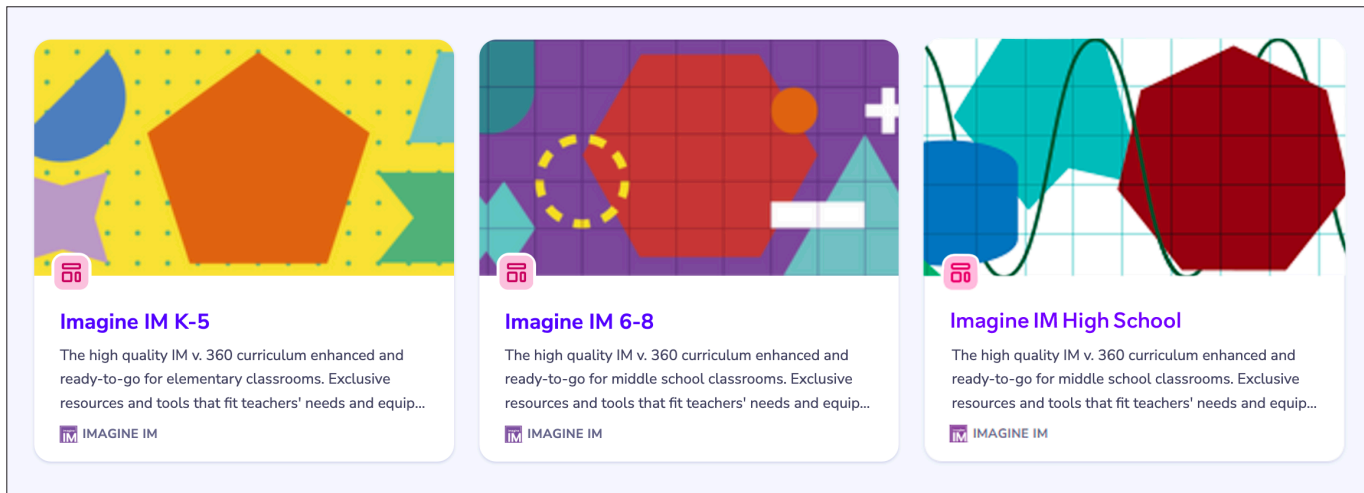
Check your math

The problem is asking me to...

find which function has an output of -3 if the input is 6.

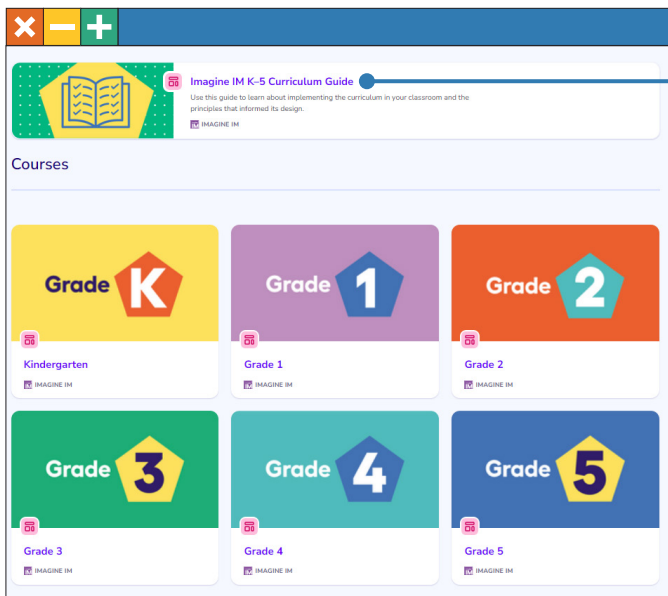
Navigating within a Grade Level

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.



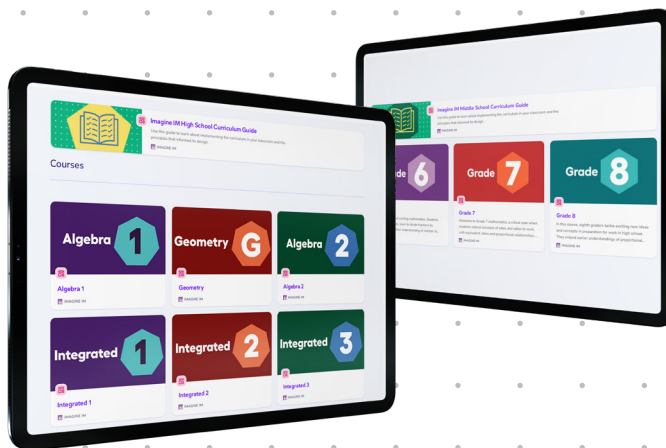
Navigating the Grade-Level Landing Page

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.



Once you are into the relevant grade level, you are ready to explore the program!

Course overview

The big ideas in grade 3 include: developing understanding of multiplication and division and strategies for multiplication and division within 100; developing understanding of fractions, especially unit fractions (fractions with numerator 1); developing understanding of the structure of rectangular arrays and of area; and describing and analyzing two-dimensional shapes.

The mathematical work for grade 3 is partitioned into 8 units:

1. Introducing Multiplication
2. Area and Multiplication
3. Wrapping Up Addition and Subtraction within 1,000
4. Relating Multiplication to Division
5. Fractions as Numbers
6. Measuring Length, Time, Liquid Volume, and Weight
7. Two-dimensional Shapes and Perimeter
8. Putting it All Together

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.

Grade 3 Unit 2 | Area and Multiplication
15 lessons. Students learn about area concepts and relate area to multiplication and to addition.

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...

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...

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...

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 estimat...

Grade-level resources

Grade 3 Errata
This page documents errors found in Grade 3 print and the corrections that have been made on the ILC.

Grade 3 Glossary

Grade 3 overview and standards breakdown
Find the standards aligned by lesson

Picture Books
Find a list of suggested picture books to read throughout the curriculum

Each grade level begins with a **course overview**, outlining the big ideas for that grade and how they are organized across the units.

ClassMate's AI-powered tools help teachers plan lessons, create targeted practice, find resources, and communicate with families, all aligned to the Imagine IM curriculum.

At the bottom of grade-level landing pages, you will find **grade-level resources**. These may include a glossary, the alignment of standards by lesson, a full materials list, and more!

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.

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.
- Grade 3 Unit 2 | Area and Multiplication**
15 lessons. Students learn about area concepts and relate area to multiplication and to addition.
- 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...
- 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...
- 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...
- 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...

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...

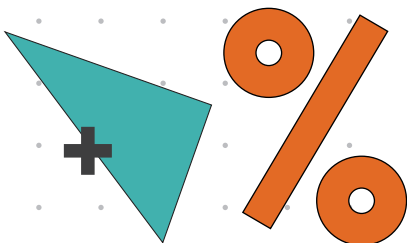
At the top of each unit page, teachers are greeted with the number of lessons and the big idea for that unit.

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

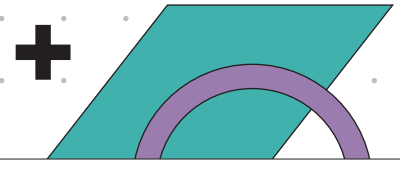
Grade 3 Unit 4 | Relating Multiplication to Division

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.

- 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.
- 3.4 Teach**
This page includes resources for teaching the unit content, including section and lesson materials, assessments, and student and teacher workbooks.
- 3.4 Support**
This page includes materials to support instruction, including digital activities, family support resources, and vocabulary.



Plan



The **Plan** page provides the teacher with the resources needed to effectively plan their instruction throughout a unit.

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.

Further down on the **Plan** page are all **Unit Videos** in one convenient location for teachers to access. This includes the **Learning Narrative** and **Inspire Math** videos that teachers will reference throughout their instruction.

The **Home Connection** accordion expands to include all support materials that teachers can provide to families and caregivers to create a home-to-school connection, providing students with the support they will need outside of the classroom.

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

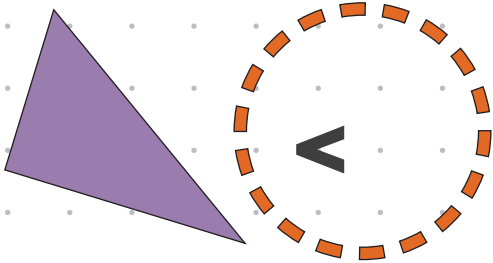
Additional materials to support instruction are included on the **Support** page. Included are digital activities, family support resources, practice problems, and vocabulary support.

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

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

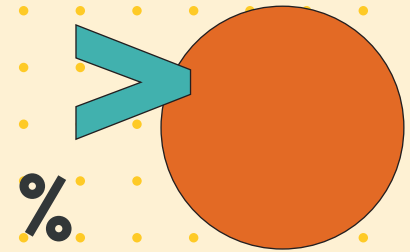
A **3.4 Section A: What is Division?**
Lessons 1-5. Represent and solve "how many groups?" and "how many in each group?" problems.
IMAGINE IM

B **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

C **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

D **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

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.



3.4 Section A: What is Division?

Lessons 1-5. Represent and solve "how many groups?" and "how many in each group?" problems.

Actions ▾

Wiki Included in

Addressing: 3.NB.A.2 3.OA.A.2 3.OA.A.3 3.OA.D.9

Building Towards: 3.OA.A.3

Section Overview

Section Learning Goals

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

> Section Narrative

> Section A Checkpoint

> Center Summary

Lesson Plans

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.

Lesson Plans

Lesson 1

Lesson 2

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 t...
 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

3.OA.A.2, 3.OA.A.3, MP2

3.OA.A.2, 3.OA.A.3, MP7



Lesson 7

Lesson 8

Lesson 7: Meters and Centimeters
 Lesson purpose: The purpose of this lesson is for students to make sense of the relative sizes of meters and centimeters and to express meters in terms of centimeters. In earlier grades, students measured and estimated lengths in...
 IMAGINE IM CA.4.MD.1., CA.MP.3., CA.MP.7., CCSS.4.MD.A.1., CCSS.MP3, CCSS.MP7, NY...

CueThink: Run, Run, Run!
 CueThink is a formative assessment routine that builds student thinking, discussion, and confidence. Use this routine to launch, check understanding, or wrap up a lesson. Students respond, explain their thinking, and see how others think too.
 IMAGINE IM CA.4.MD.1., CA.4.MD.2.2., CA.MP.7., CCSS.4.MD.A.1., CCSS.4.MD.A.2., CCSS...

Lesson 8: Meters and Kilometers
 Lesson purpose: The purpose of this lesson is for students to describe the

1.1

Plan Solve Review

Here are functions f , g , h , and k .

$$f(x) = 3x - 7$$

$$g(x) = 3(x - 7)$$

$$h(x) = \frac{3}{x} - 7$$

$$k(x) = x - \frac{3}{7}$$

- For one of the functions, when the input is 6, the output is -3. Which is that function: f , g , h , or k ? Explain how you know.
- Which of the four functions has the greatest value when the input is 0? What about when the input is 10?

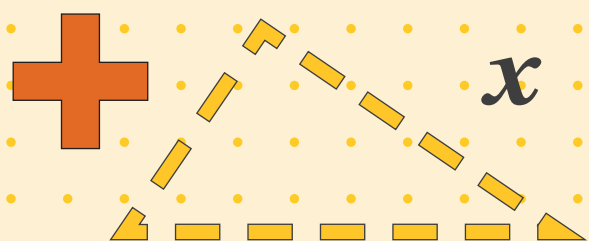
Watch your recording

Inspire Math videos

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.

CueThink

CueThink guides students through a structured Explore-Plan-Solve-Review experience where they use interactive tools, visual models, and written and oral explanation to communicate mathematical reasoning and make thinking visible.



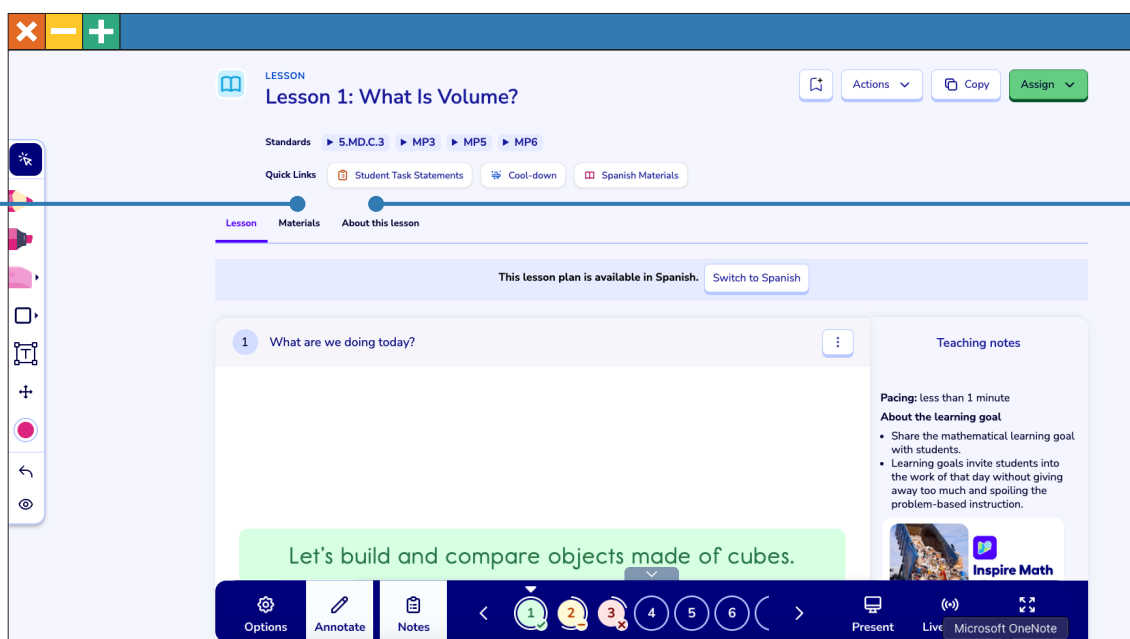
Navigating within a Lesson

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.

Using the **Quick Links**, or by searching 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.

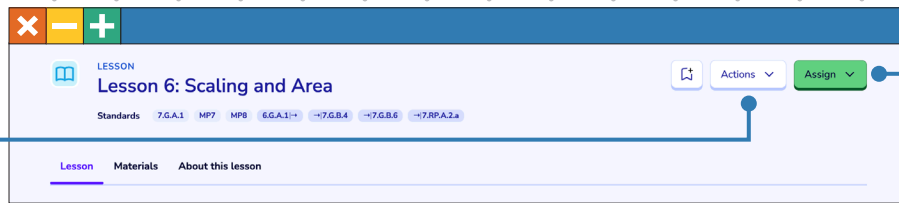


The lesson player includes a fixed **toolbar** at the bottom that provides navigation information and control, showing the currently viewed lesson card, as well as allowing teachers to scroll to specific cards by clicking on their numbers. Vertical scrolling without clicking on the toolbar is also available.

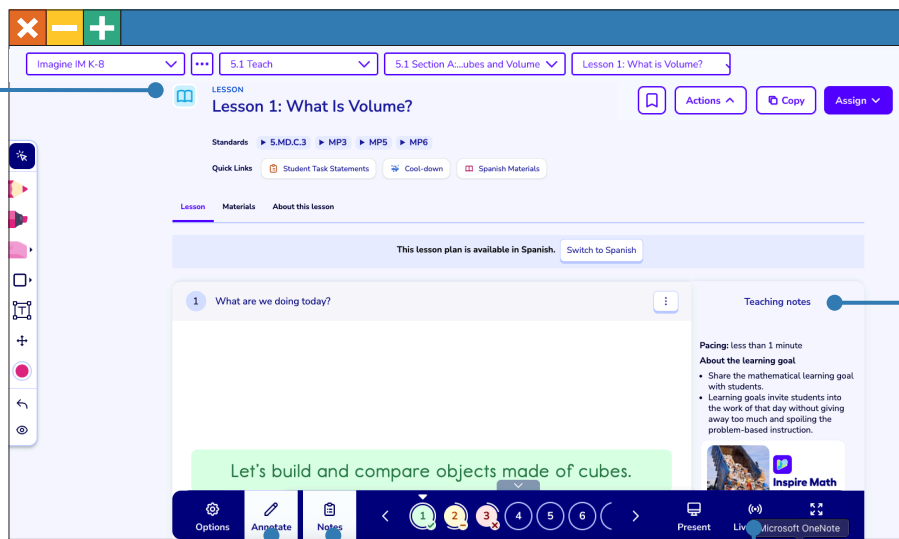
Additionally, the **toolbar** allows teachers to show or hide the teaching notes, enter presenter mode, or display the lesson cards in full screen.

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.

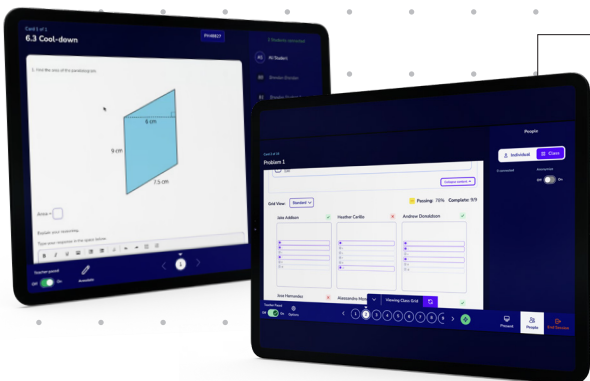


Every lesson card features the teacher annotation tool. This allows teachers to record student thinking directly on their interactive whiteboard, or have students come up to demonstrate their thinking.



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!



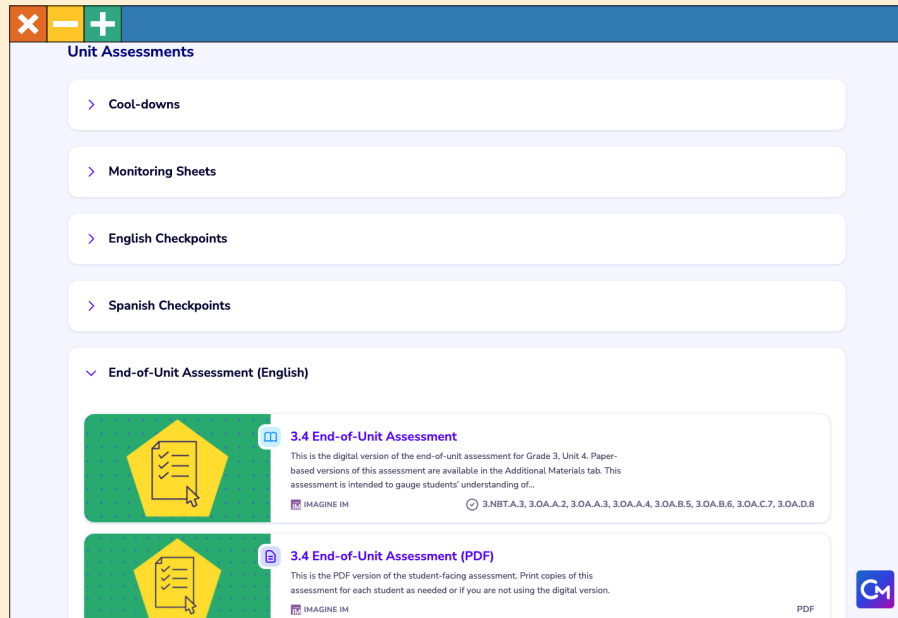
Live Learn with Student Response Grid gives teachers a real-time, classwide view of student thinking, making it easier to monitor engagement, identify learning needs, and respond in the moment, all while seamlessly driving instruction and presentations from a second device.

Assessment


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

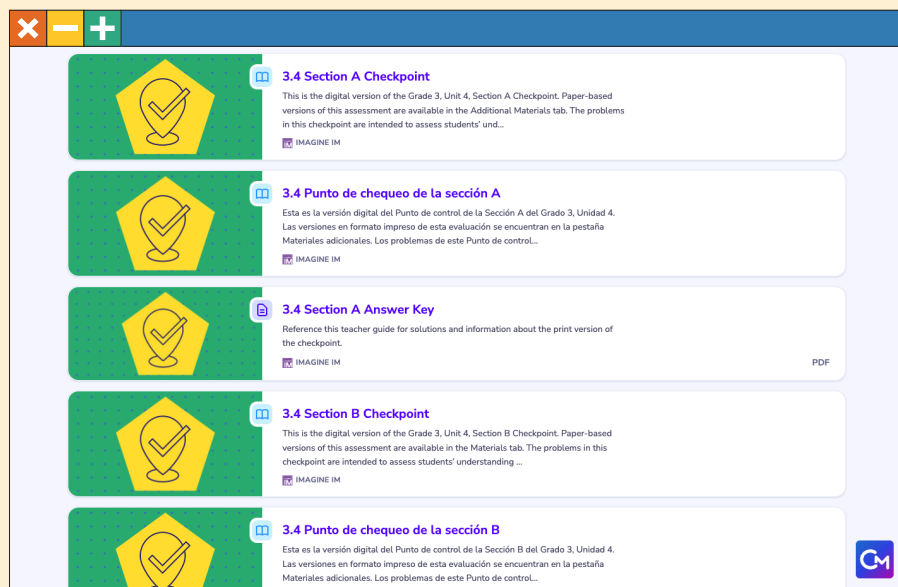
Under the **Unit-at-a-Glance** in the **Plan** section are the **Unit Assessments**, including **checkpoints** and **end-of-unit assessments**.

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

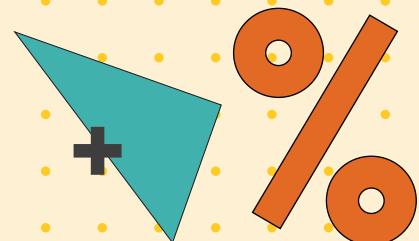


On the **Unit-at-a-Glance** page in the **Plan** section of each unit, all unit assessments are listed. Click on the arrow next to each type to access them.

 **Knowledge Checks** (Grades 3–8), found in ClassMate, are short, adaptive assessments that surface misconceptions before instruction, helping teachers understand why students may struggle and respond with targeted support.



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

Teaching notes

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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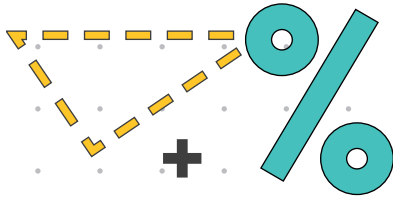
Scoring Per Question (default)

Total points 2 (1,1,0)

[View scoring guidance >](#)

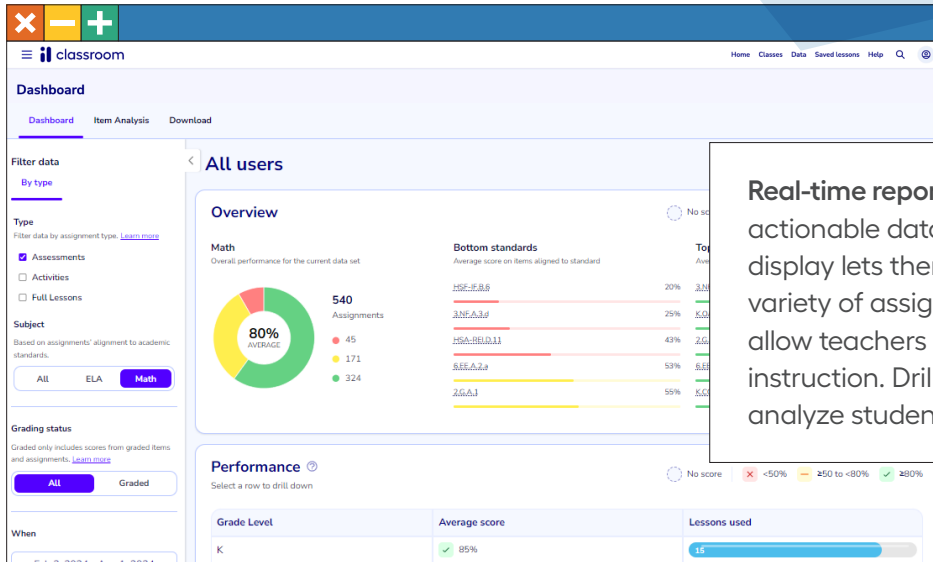
Within **section checkpoints**, **teaching notes** provide the solution, scoring guidance, and suggested follow-up activities for students who may need additional support.

Data and Reporting

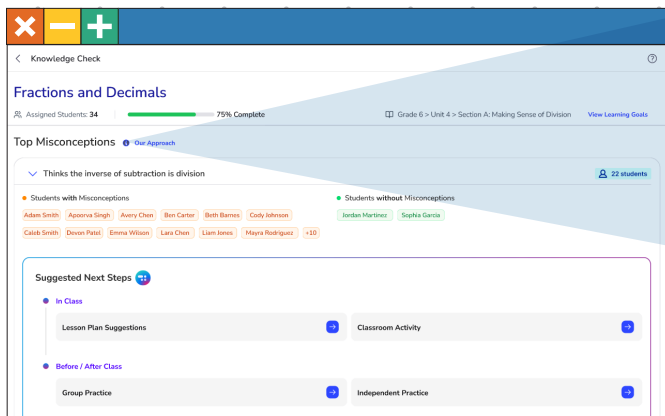


To access the data dashboard, simply click on the **Data** tab from anywhere in the digital platform.

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

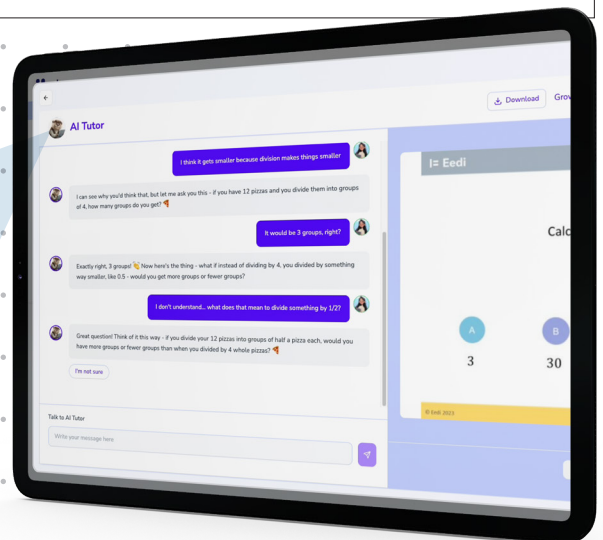


Real-time reporting gives teachers access to actionable data. The data dashboard and display lets them track student progress. A variety of assignments and assessment reports allow teachers to analyze data that informs instruction. Drill downs enable teachers to analyze student work for open-ended items.



Knowledge Checks Misconception Report (Grades 3–8) help teachers identify patterns in student thinking and drive next steps through targeted grouping, instructional recommendations, and AI-supported practice.

ClassMate AI Tutor (Grades 3–8) provides students with on-demand support connected to the identified misconceptions from the Knowledge Check, helping them build understanding and confidence through guided **practice and feedback**.



Additional Digital Resources

Home Connections for K–12

3.4 English Family Support Materials (PDF)

Print or share this guide to help families support their students with the key concepts and ideas in Grade 3, Unit 4 in English.

IMAGINE IM

In this unit, students make sense of division and learn to multiply and divide whole numbers within 100. They also use the four operations to represent and solve two-step word problems. Students work toward these end-of-year goals:

- Fluently multiply and divide within 100.
- Know from memory all products of two one-digit numbers.

[Section A: What Is Division?](#)

[Section B: Relating Multiplication and Division](#)

[Section C: Multiplying Greater Numbers](#)

[Section D: Division \(Greater Numbers\)](#)

Section A: What Is Division?

In this section, students think about division in terms of equal-size groups, just as they have done with multiplication. For instance, the expression $30 \div 5$ can represent dividing 30 objects into 5 equal groups, or dividing 30 objects into groups of 5. Students see that, in general, dividing means answering either the question "how many are in each equal group?" or the question "how many equal groups can be made?"

30 objects in 5 equal groups

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.

K–5 Centers

3.4 Section A: What is Division?

Lessons 1–5: Represent and solve "how many groups?" and "how many in each group?" problems.

Actions

Wiki Included in

Addressing: 3.NF.A.2 3.OA.A.2 3.OA.A.3 3.OA.D.3

Building Towards: 3.OA.A.3

Section Overview

Section Learning Goals

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

- [Section Narrative](#)
- [Section A Checkpoint](#)
- [Center Summary](#)

PLC Lesson 5 Activity 3: Stacks of Blocks

Additional Resources

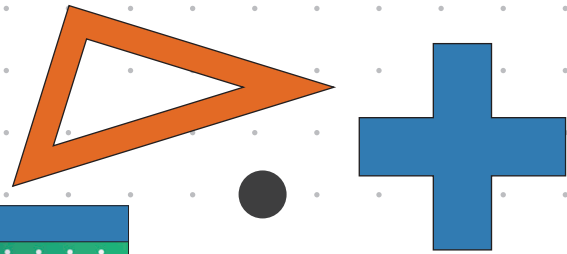
Centers
Find more about the center structure and access details about each center activity.

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 directly.

Imagine IM Updates
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...
- 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...
- 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...
- 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...

Additional Resources

- Centers**
 Read more about the center structure and access details about each center activity.
- 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 Updates**
 Imagine IM updates on what is coming and when.

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

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

- Select the Vector tool.

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.

2 | 1.2 Activity

Input: 1
 Ready: 1
 New Rule
 Go

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.

