

IM K-5 MATH™ by Kendall Hunt

## Grade 2

UNIT 1

### Virtual Manipulatives

[Connecting Cubes](#)  
[Counters](#)

Lesson	Required Materials	Required Preparation	Suggested Centers	Blackline Masters	MLRs	Instructional Routines	Link to Preparation Notes with Presentation Slides
2.1.1	<p>Materials to Gather</p> <p>Connecting cubes or counters</p> <p>Materials to Copy</p> <p>Number Cards (0-10)</p>	<p>Activity 1:</p> <p>Create a set of number cards for each group of 2. The number cards will be used in upcoming lessons and throughout the year. Consider copying the cards on cardstock or laminating them for future use.</p>	<p><a href="#">Number Puzzles: Addition and Subtraction</a> (1–4), Stage 1: Within 10 (Supporting)</p>	<p><a href="#">BLM L1</a></p>	MLR8	What Do You Know About ____?	<p><a href="#">Preparation Notes</a></p>

		Create the math community poster for display in the lesson synthesis.					
2.1.2	Materials to Gather Connecting cubes  Materials to Copy What's Behind My Back Stage 2 Recording Sheet Grade 1	Activity 1:  Gather a tower of 10 connecting cubes to use in the launch.	<a href="#">Number Puzzles: Addition and Subtraction</a> (1–4), Stage 1: Within 10 (Supporting)	<a href="#">BLM L2</a>	MLR8	What Do You Know About ____?	<a href="#">Preparation Notes</a>
2.1.3	Materials to Gather Connecting cubes  Materials to Copy What's Behind My Back Stage 3 Recording Sheet		<a href="#">Number Puzzles: Addition and Subtraction</a> (1–4), Stage 1: Within 10 (Supporting)	<a href="#">BLM L3</a>	MLR7	Number Talk	<a href="#">Preparation Notes</a>
2.1.4	Materials to Gather Connecting cubes Number cards 0–10  Materials to Copy		<a href="#">Number Puzzles: Addition and Subtraction</a> (1–4), Stage 1: Within 10 (Supporting)	<a href="#">BLM L4</a>	MLR2	Number Talk	<a href="#">Preparation Notes</a>

	How Close? Stage 1 Recording Sheet						
2.1.5	<p>Materials to Gather</p> <p>Connecting cubes</p> <p>Number cards 0–10</p> <p>Materials to Copy</p> <p>How Close? Stage 3 Recording Sheet</p>	<p>Activity 2:</p> <p>Create connecting cubes in towers of 10 and singles.</p>	<p><a href="#">Number Puzzles: Addition and Subtraction</a> (1–4), Stage 1: Within 10 (Supporting)</p>	<a href="#">BLM L5</a>	MLR8	Number Talk	<a href="#">Preparation Notes</a>
2.1.6	<p>Materials to Gather</p> <p>Number cards 0–10</p> <p>Materials to Copy</p> <p>Number Puzzles</p> <p>Digit Cards</p> <p>Number Puzzles</p> <p>Addition and Subtraction Stage 2 Gameboard</p>	<p>Activity 1:</p> <p>Create one set of digit cards from the blackline master for each group of 2.</p> <p>Activity 2:</p> <p>Gather Materials from:</p> <p><a href="#">What's Behind My Back</a>, Stages 2 and 3</p> <p><a href="#">How Close?</a>, Stages 1–3</p>		<a href="#">BLM L6</a>		Number Talk	<a href="#">Preparation Notes</a>

		<a href="#">Number Puzzles</a> , Stages 1 and 2					
2.1.7	<p>Materials to Gather</p> <p>Chart paper</p> <p>Glue</p> <p>Markers</p> <p>Materials from a previous activity</p> <p>Scissors</p> <p>Stickers</p> <p>Tape</p> <p>Materials to Copy</p> <p>How We Get to School</p>	<p>Activity 1:</p> <p>Create a chart titled, "How we got to school today" to display in the launch.</p> <p>Each student needs a pair of scissors and access to tape. Have extra copies of the blackline master available.</p> <p>Activity 2:</p> <p>Each group of 2 needs access to extra copies of the blackline master from the previous activity, glue, markers, scissors, tape, and stickers.</p>	<p><a href="#">How Close?</a> (1–5), Stage 3: Add to 100 (Addressing)</p> <p><a href="#">Sort and Display</a> (1–3), Stage 1: Any Way (Supporting)</p>	<a href="#">BLM L7</a>		Notice and Wonder	<a href="#">Preparation Notes</a>

2.1.8			<a href="#">How Close?</a> (1–5), Stage 3: Add to 100 (Addressing) <a href="#">Sort and Display</a> (1–3), Stage 1: Any Way (Supporting)		MLR8	How Many Do You See?	<a href="#">Preparation Notes</a>
2.1.9			<a href="#">How Close?</a> (1–5), Stage 3: Add to 100 (Addressing) <a href="#">Sort and Display</a> (1–3), Stage 1: Any Way (Supporting)			Notice and Wonder	<a href="#">Preparation Notes</a>
2.1.10	Materials to Gather Materials from a previous activity  Materials to Copy Picture and Bar Graph Template Data Tables	Activity 1:  Each student needs 1 data table from the blackline master. Each student in a group of 2 may receive different data tables.	<a href="#">Shake and Spill</a> (K–2), Stage 5: Cover (up to 20) (Addressing) <a href="#">Sort and Display</a> (1–3), Stage 1: Any Way (Supporting)	<a href="#">BLM L10</a>		Which One Doesn't Belong?	<a href="#">Preparation Notes</a>
2.1.11	Materials to Gather Materials from a previous lesson	Activity 1:  Each student needs the picture graph and bar graph they	<a href="#">Shake and Spill</a> (K–2), Stage 5: Cover (up to 20) (Addressing) <a href="#">Sort and Display</a> (1–3), Stage 1: Any Way (Supporting)		MLR7	Number Talk	<a href="#">Preparation Notes</a>

		<p>created in the previous lesson.</p> <p>Activity 2:</p> <p>Each student needs the picture graph and bar graph they created in the previous lesson.</p>					
2.1.12	<p>Materials to Gather</p> <p>Collections of objects</p> <p>Materials to Copy</p> <p>Sort and Display</p> <p>Stage 2 Recording Sheet</p>	<p>Activity 1:</p> <p>Each group of 2 needs a collection of 20–30 objects that could be sorted into at least 3 categories. Examples: pattern blocks, cubes, sets of books, or a combination of blocks, cubes, and counters.</p> <p>Activity 2:</p>		<a href="#">BLM L12</a>		Number Talk	<a href="#">Preparation Notes</a>

		Gather materials from :  <a href="#">What's Behind My Back</a> , Stages 2 and 3 <a href="#">How Close</a> , Stages 1–3 <a href="#">Number Puzzles</a> , Stages 1 and 2					
2.1.13			<a href="#">Sort and Display</a> (1–3), Stage 2: Picture or Bar Graphs (Addressing) <a href="#">Shake and Spill</a> (K–2), Stage 5: Cover (up to 20) (Supporting)		MLR8	True or False	<a href="#">Preparation Notes</a>
2.1.14	Materials to Gather Glue or tape Scissors  Materials to Copy Party Time		<a href="#">Sort and Display</a> (1–3), Stage 2: Picture or Bar Graphs (Addressing) <a href="#">Shake and Spill</a> (K–2), Stage 5: Cover (up to 20) (Supporting)	<a href="#">BLM L14</a>	MLR2	Notice and Wonder	<a href="#">Preparation Notes</a>
2.1.15	Materials to Copy Card Sort: At the Beach	Activity 2:  Create a set of cards from the blackline master for each group of 2.	<a href="#">Number Puzzles: Addition and Subtraction</a> (1–4), Stage 2: Within 20 (Addressing)	<a href="#">BLM L15</a>	MLR8	Number Talk	<a href="#">Preparation Notes</a>

			<a href="#">Shake and Spill</a> (K–2), Stage 5: Cover (up to 20) (Supporting) <a href="#">Sort and Display</a> (1–3), Stage 2: Picture or Bar Graphs (Addressing)				
2.1.16			<a href="#">Number Puzzles: Addition and Subtraction</a> (1–4), Stage 2: Within 20 (Addressing) <a href="#">Shake and Spill</a> (K–2), Stage 5: Cover (up to 20) (Supporting) <a href="#">Sort and Display</a> (1–3), Stage 2: Picture or Bar Graphs (Addressing)		MLR8	True or False	<a href="#">Preparation Notes</a>
2.1.17	Materials to Gather Counting collections Materials from previous centers  Materials to Copy Counting Collections Stage 3 Recording Sheet	Activity 1:  Each group of 2 needs a collection of 100–120 objects.  Activity 2:  Gather materials from:		<a href="#">BLM L17</a>		Number Talk	<a href="#">Preparation Notes</a>

	10-Frame Standard	<a href="#">What's Behind My Back</a> , Stages 2 and 3 <a href="#">How Close</a> , Stages 1–3 <a href="#">Number Puzzles</a> , Stages 1 and 2 <a href="#">Sort and Display</a> , Stage 2					
2.1.18	Materials to Gather Colored pencils  Materials to Copy Picture and Bar Graph Template			<a href="#">BLM L18</a>		What Do You Know About ____?	<a href="#">Preparation Notes</a>

<p>IM K-5 MATH™ by Kendall Hunt</p> <h1>Grade 2</h1> <p>UNIT 2</p>	<p>Virtual Manipulatives</p> <p><a href="#">Connecting Cubes</a> <a href="#">Base-ten Blocks</a> <a href="#">Counters</a> <a href="#">Dot Cube</a></p>
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Lesson	Required Materials	Required Preparation	Suggested Centers	Blackline Masters	MLRs	Instructional Routines	Link to Preparation Notes with Presentation Slides
2.2.1	Materials to Gather Connecting cubes in towers of 10 and singles	Activity 1:  Create towers of 10 with the connecting cubes. Have single connecting cubes available.  Activity 2:  Create towers of 10 with the connecting cubes. Have single connecting cubes available.	<a href="#">Capture Squares</a> (1–3), Stage 1: Add within 10 (Supporting) <a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 5: Add within 100 without Composing (Supporting)		MLR7	Which One Doesn't Belong?	<a href="#">Preparation Notes</a>
2.2.2	Materials to Gather Base-ten blocks Connecting cubes	Activity 1:  Each group of 2 needs 90–100 connecting cubes, but no more than	<a href="#">Capture Squares</a> (1–3), Stage 1: Add within 10 (Supporting) <a href="#">Five in a Row: Addition and</a>		MLR8	Choral Count	<a href="#">Preparation Notes</a>

		3–5 towers of 10 cubes should be included in their collection. Break apart any extra towers for this activity.	<a href="#">Subtraction</a> (1–2), Stage 5: Add within 100 without Composing (Supporting)				
2.2.3	Materials to Gather Base-ten blocks Connecting cubes		<a href="#">Capture Squares</a> (1–3), Stage 2: Subtract within 10 (Supporting) <a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 5: Add within 100 without Composing (Supporting)		MLR6	How Many Do You See?	<a href="#">Preparation Notes</a>
2.2.4	Materials to Gather Colored pencils or crayons Number cards 0–10 Paper clips Two-color counters			<a href="#">BLM L4</a>		Number Talk	<a href="#">Preparation Notes</a>

	Materials to Copy Five in a Row Addition and Subtraction Stage 6 Gameboard Capture Squares Stage 3 Gameboard Capture Squares Stage 3 Spinner						
2.2.5	Materials to Gather Base-ten blocks Connecting cubes		<a href="#">Capture Squares</a> (1–3), Stage 3: Add within 20 (Addressing) <a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 6: Add within 100 with Composing (Addressing)		MLR8	Number Talk	<a href="#">Preparation Notes</a>
2.2.6	Materials to Gather Base-ten blocks Number cards 0–10  Materials to Copy	Activity 2:  Remove 0 and 10 from each set of cards (or prompt students to remove them) before the activity.	<a href="#">Capture Squares</a> (1–3), Stage 3: Add within 20 (Addressing) <a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 6: Add within	<a href="#">BLM L6</a>	MLR2	True or False	<a href="#">Preparation Notes</a>

	Target Numbers Stage 4 Recording Sheet		100 with Composing (Addressing)				
2.2.7	Materials to Gather Base-ten blocks Connecting cubes  Materials to Copy Using Blocks to Take Away	Activity 2:  Create a set of cards from the blackline master for each group of 4.	<a href="#">Capture Squares</a> (1–3), Stage 3: Add within 20 (Addressing) <a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 6: Add within 100 with Composing (Addressing) <a href="#">Target Numbers</a> (1–5), Stage 4: Subtract Tens or Ones (Addressing)	<a href="#">BLM L7</a>	MLR8	How Many Do You See?	<a href="#">Preparation Notes</a>
2.2.8	Materials to Gather Base-ten blocks		<a href="#">Capture Squares</a> (1–3), Stage 3: Add within 20 (Addressing) <a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 6: Add within 100 with Composing (Addressing) <a href="#">Target Numbers</a> (1–5), Stage 4: Subtract		MLR8	Number Talk	<a href="#">Preparation Notes</a>

			Tens or Ones (Addressing)				
2.2.9	Materials to Gather Base-ten blocks  Materials to Copy Sort and Find the Value	Activity 1:  Create a set of cards from the blackline master for each group of 2–3.	<a href="#">Capture Squares</a> (1–3), Stage 3: Add within 20 (Addressing) <a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 6: Add within 100 with Composing (Addressing) <a href="#">Target Numbers</a> (1–5), Stage 4: Subtract Tens or Ones (Addressing)	<a href="#">BLM L9</a>	MLR8	Which One Doesn't Belong?	<a href="#">Preparation Notes</a>
2.2.10	Materials to Gather Base-ten blocks Materials from previous centers Number cubes  Materials to Copy Target Numbers Stage 5 Recording Sheet	Activity 1:  Each group of 2 students will need 3 number cubes.  Each group of 2 students will need base-ten blocks to represent at least 20 tens and 18 ones.		<a href="#">BLM L10</a>		Notice and Wonder	<a href="#">Preparation Notes</a>

		<p>Activity 2:</p> <p>Gather materials from:</p> <p><a href="#">Target Numbers</a>, Stages 4 and 5</p> <p><a href="#">Capture Squares</a>, Stage 3 and 4</p> <p><a href="#">Five in a Row: Addition and Subtraction</a>, Stage 6</p>					
2.2.11	Materials to Gather Base-ten blocks Connecting cubes		<p><a href="#">Target Numbers</a> (1–5), Stage 5: Subtract Two-digit Numbers (Addressing)</p> <p><a href="#">Capture Squares</a> (1–3), Stage 4: Subtract within 20 (Addressing)</p> <p><a href="#">Shake and Spill</a> (K–2), Stage 5: Cover (up to 20) (Supporting)</p>		MLR2	What Do You Know About ____?	<a href="#">Preparation Notes</a>

2.2.12	<p>Materials to Gather</p> <p>Base-ten blocks</p> <p>Materials to Copy</p> <p>Story Problem and Diagram Cards</p>	<p>Activity 2:</p> <p>Create a set of cards from the blackline master for each group of 2. The sets of cards will be used again in the next lesson.</p>	<p><a href="#">Target Numbers</a> (1–5), Stage 5: Subtract Two-digit Numbers (Addressing)</p> <p><a href="#">Capture Squares</a> (1–3), Stage 4: Subtract within 20 (Addressing)</p> <p><a href="#">Shake and Spill</a> (K–2), Stage 5: Cover (up to 20) (Supporting)</p>	<a href="#">BLM L12</a>	MLR6	Notice and Wonder	<a href="#">Preparation Notes</a>
2.2.13	<p>Materials to Gather</p> <p>Base-ten blocks</p> <p>Materials from a previous lesson</p> <p>Materials to Copy</p> <p>Equations for Different Types of Word Problems</p>	<p>Activity 1:</p> <p>Create a set of cards from the blackline master for each group of 2–4. Each group of 2–4 needs a set of cards from the previous lesson.</p>	<p><a href="#">Target Numbers</a> (1–5), Stage 5: Subtract Two-digit Numbers (Addressing)</p> <p><a href="#">Capture Squares</a> (1–3), Stage 4: Subtract within 20 (Addressing)</p> <p><a href="#">Math Stories</a> (K–2), Stage 4: Add and Subtract (Supporting)</p>	<a href="#">BLM L13</a>	MLR8	Which One Doesn't Belong?	<a href="#">Preparation Notes</a>
2.2.14	<p>Materials to Gather</p> <p>Base-ten blocks</p> <p>Connecting cubes</p> <p>Tools for creating a visual display</p>		<p><a href="#">Target Numbers</a> (1–5), Stage 5: Subtract Two-digit Numbers (Addressing)</p> <p><a href="#">Capture Squares</a> (1–3), Stage 4: Subtract within 20 (Addressing)</p>		MLR8	Number Talk	<a href="#">Preparation Notes</a>

			<a href="#">Math Stories</a> (K–2), Stage 4: Add and Subtract (Supporting)				
2.2.15	<p>Materials to Gather</p> <p>Materials from previous centers</p> <p>Materials to Copy</p> <p>Math Stories Stage 5 Tape Diagrams</p> <p>Math Stories Stage 5 Recording Sheet</p>	<p>Activity 1:</p> <p>Create a set of cards from the blackline master for each group of 2.</p> <p>Activity 2:</p> <p>Gather materials from:</p> <p><a href="#">Target Numbers</a>, Stages 4 and 5</p> <p><a href="#">Capture Squares</a>, Stages 3 and 4</p> <p><a href="#">Five in a Row: Addition and Subtraction</a>, Stage 6</p>		<a href="#">BLM L15</a>		Number Talk	<a href="#">Preparation Notes</a>
2.2.16	<p>Materials to Gather</p> <p>Materials from a previous activity</p>		<a href="#">Target Numbers</a> (1–5), Stage 5: Subtract Two-digit Numbers (Addressing)		MLR8	Notice and Wonder	<a href="#">Preparation Notes</a>

	Number cubes		<a href="#">Math Stories</a> (K–2), Stage 5: Tape Diagrams (Addressing)				
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IM K-5 MATH™ by Kendall Hunt <h1>Grade 2</h1> UNIT 3				Virtual Manipulatives <a href="#">Connecting Cubes</a> <a href="#">Base-ten Blocks</a>			
Lesson	Required Materials	Required Preparation	Suggested Centers	Blackline Masters	MLRs	Instructional Routines	Link to Preparation Notes with Presentation Slides
2.3.1	Materials to Gather Centimeter cubes Connecting cubes Straws String	Activity 1:  Create a 40-cm length of string or ribbon for each group of 2–3.	<a href="#">Target Numbers</a> (1–5), Stage 5: Subtract Two-digit Numbers (Addressing) <a href="#">Five in a Row: Addition and Subtraction</a> (1–2),		MLR8	What Do You Know About ____?	<a href="#">Preparation Notes</a>

		<p>Create five 10-cm length straws for half of the groups of 2–3.</p> <p>Create ten 5-cm length straws for half of the groups of 2–3.</p> <p>Activity 2:</p> <p>Gather a connecting cube to display in the activity synthesis. Students will not need connecting cubes for this activity.</p>	Stage 6: Add within 100 with Composing (Supporting)				
2.3.2	<p>Materials to Gather</p> <p>Base-ten blocks</p> <p>Materials to Copy</p> <p>Reptile Length</p> <p>Bearded Dragon</p>		<p><a href="#">Target Numbers</a> (1–5), Stage 5: Subtract Two-digit Numbers (Addressing)</p> <p><a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 6: Add within</p>	<a href="#">BLM L2</a>	MLR8	Notice and Wonder	<a href="#">Preparation Notes</a>

			100 with Composing (Supporting)				
2.3.3	Materials to Gather Base-ten blocks Materials from a previous activity Scissors  Materials to Copy Centimeter Ruler Template		<a href="#">Target Numbers</a> (1–5), Stage 5: Subtract Two-digit Numbers (Addressing) <a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 6: Add within 100 with Composing (Supporting)	<a href="#">BLM L3</a>	MLR8	Number Talk	<a href="#">Preparation Notes</a>
2.3.4	Materials to Gather Materials from a previous activity Objects of various lengths Rulers (centimeters)	Activity 1:  Each group of 2 needs access to several objects between 5–30 cm long and at least one object between 50–90 cm long.	<a href="#">Estimate and Measure</a> (1–4), Stage 1: Choose Your Unit (Addressing) <a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 6: Add within 100 with Composing (Supporting)		MLR2	Which One Doesn't Belong?	<a href="#">Preparation Notes</a>
2.3.5	Materials to Gather Base-ten blocks Metersticks	Activity 1:  Tape strips of these lengths on the floor. Label each strip	<a href="#">Estimate and Measure</a> (1–4), Stage 1: Choose Your Unit (Addressing)		MLR2	Choral Count	<a href="#">Preparation Notes</a>

	<p>Rulers (centimeters)</p> <p>Tape (painter's or masking)</p>	<p>with the letter and the name of the reptile. (It may be helpful to make multiple sets of the strips to keep the groups small.)</p> <p>Tape A, gila monster: 58 cm</p> <p>Tape B, baby alligator: 72 cm</p> <p>Tape C, baby cobra: 44 cm</p> <p>Tape D, komodo dragon: 180 cm</p> <p>Tape E, adult alligator: 3 meters and 36 cm</p> <p>Tape F, adult cobra: 1 meter and 90 cm</p> <p>Tape G, ribbon snake: 2 meters and 82 cm</p>	<p><a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 6: Add within 100 with Composing (Supporting)</p>				
2.3.6	<p>Materials to Gather</p> <p>Base-ten blocks</p>		<p><a href="#">Estimate and Measure</a> (1–4), Stage 1: Choose Your Unit (Addressing)</p>		MLR8	Number Talk	<p><a href="#">Preparation Notes</a></p>

			<a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 6: Add within 100 with Composing (Supporting)				
2.3.7	<p>Materials to Gather</p> <p>Materials from previous centers</p> <p>Metersticks</p> <p>Objects of various lengths</p> <p>Rulers (centimeters)</p> <p>Materials to Copy</p> <p>Estimate and Measure Stage 2</p> <p>Recording Sheet</p>	<p>Activity 1:</p> <p>Gather or identify objects of various lengths (pencils, markers, books, glue, scissors, shoe, tape dispenser, side of desk, length of bulletin board).</p> <p>Activity 2:</p> <p>Gather materials from:</p> <p><a href="#">Estimate and Measure</a> Stage 2</p> <p>Math Stories, Stage 5</p>		<a href="#">BLM L7</a>		Number Talk	<a href="#">Preparation Notes</a>

2.3.8	Materials to Gather Inch tiles Objects of various lengths Rulers (inches)	Activity 1:  Each group of 4 needs access to several objects between 1–11 inches long. Consider using classroom objects such as markers, colored pencils, 11 connecting cubes, books, or any other object with a length shorter than 12 inches.	<a href="#">Capture Squares</a> (1–3), Stage 4: Subtract within 20 (Supporting) <a href="#">Math Stories</a> (K–2), Stage 5: Tape Diagrams (Supporting)		MLR8	Notice and Wonder	<a href="#">Preparation Notes</a>
2.3.9	Materials to Gather Inch tiles Measuring tapes Objects of various lengths Rulers (inches) Tape (painter's or masking)	Activity 1:  Tape strips of these lengths on the floor. Label each strip with the letter and fish name. It may be helpful to make multiple sets of these lines to keep the groups small.	<a href="#">Capture Squares</a> (1–3), Stage 4: Subtract within 20 (Supporting) <a href="#">Math Stories</a> (K–2), Stage 5: Tape Diagrams (Supporting)		MLR2	Estimation Exploration	<a href="#">Preparation Notes</a>

		<p>Strip A, largemouth bass: 2 feet</p> <p>Strip B, spiny dogfish shark: 4 feet</p> <p>Strip C, catfish: 3 feet</p> <p>Strip D, koi: 2 feet and 6 inches</p> <p>Activity 2:</p> <p>Each group of 4 needs a measuring tape (or retractable tape measure) that labels the length of each foot.</p>					
2.3.10	<p>Materials to Gather</p> <p>Objects of various lengths</p> <p>Rulers (inches)</p>	<p>Activity 1:</p> <p>Each group of 2 needs access to several objects between 2–10 inches long. Consider using classroom objects such as markers, colored pencils,</p>	<p><a href="#">Capture Squares</a> (1–3), Stage 4: Subtract within 20 (Supporting)</p> <p><a href="#">Math Stories</a> (K–2), Stage 5: Tape Diagrams (Supporting)</p>		MLR2	True or False	<a href="#">Preparation Notes</a>

		paperclips, or other objects or images used in previous activities.					
2.3.11	Materials to Gather Base-ten blocks		<a href="#">Capture Squares</a> (1–3), Stage 4: Subtract within 20 (Supporting) <a href="#">Math Stories</a> (K–2), Stage 5: Tape Diagrams (Supporting)		MLR8	Notice and Wonder	<a href="#">Preparation Notes</a>
2.3.12			<a href="#">Capture Squares</a> (1–3), Stage 4: Subtract within 20 (Supporting) <a href="#">Math Stories</a> (K–2), Stage 5: Tape Diagrams (Supporting)			True or False	<a href="#">Preparation Notes</a>
2.3.13	Materials to Gather Materials from previous centers Rulers (centimeters) Rulers (inches) Straightedges  Materials to Copy	Activity 2:  Gather materials from: Number Puzzles, Stages 4 <a href="#">Estimate and Measure</a> Stage 2 <a href="#">Target Measurements</a> , Stage 1		<a href="#">BLM L13</a>		Number Talk	<a href="#">Preparation Notes</a>

	Target Measurement Stage 1 Recording Sheet Number Puzzles Digit Cards Number Puzzles Addition Stage 4 Gameboard						
2.3.14	Materials to Gather Rulers (inches) Sticky notes	Activity 1:  Create a blank line plot with a scale from 0 to 10 for students to place their measurements on. Ensure the tick marks are equally spaced with enough room for students to place their sticky notes.	<a href="#">Number Puzzles: Addition and Subtraction</a> (1–4), Stage 4: Within 100 with Composing (Addressing) <a href="#">Target Measurements</a> (2–5), Stage 1: Inches and Centimeters (Addressing)		MLR8	Notice and Wonder	<a href="#">Preparation Notes</a>
2.3.15	Materials to Gather Objects of various lengths	Activity 1:  Collect 10–12 pencils of varying	<a href="#">Number Puzzles: Addition and Subtraction</a> (1–4), Stage 4: Within 100	<a href="#">BLM L15</a>	MLR8	Number Talk	<a href="#">Preparation Notes</a>

	Rulers (centimeters)  Materials to Copy Line Plot Template	lengths for each group of 4.	with Composing (Addressing) <a href="#">Target Measurements</a> (2–5), Stage 1: Inches and Centimeters (Addressing)				
2.3.16	Materials to Copy Line Plot Template		<a href="#">Number Puzzles: Addition and Subtraction</a> (1–4), Stage 4: Within 100 with Composing (Addressing) <a href="#">Target Measurements</a> (2–5), Stage 1: Inches and Centimeters (Addressing)	<a href="#">BLM L16</a>	MLR8	Number Talk	<a href="#">Preparation Notes</a>
2.3.17	Materials to Gather Materials from previous centers Objects of various lengths Rulers (centimeters) Rulers (inches)	Activity 1:  Gather collections of objects of various lengths. Collections could include pencils, crayons, math tools, or other classroom materials		<a href="#">BLM L17</a>		Number Talk	<a href="#">Preparation Notes</a>

	Materials to Copy Creating Line Plots Stage 1 Recording Sheet	that have varying lengths.  Activity 2:  Gather materials from: <a href="#">Estimate and Measure</a> Stage 2 <a href="#">Number Puzzles</a> , Stages 2–4 <a href="#">Target Measurements</a> , Stage 1					
2.3.18	Materials to Gather Chart paper Index cards Materials from a previous activity Sticky notes Tape	Activity 1:  Cut the chart paper into strips. Each group of 2 needs a strip of paper that is at least 36 inches long and about 3 inches wide to make their yardstick.  Activity 2:		<a href="#">BLM L18</a>	MLR8	Number Talk	<a href="#">Preparation Notes</a>

		Create a blank line plot with a scale that includes lengths longer, shorter, and equal to the height of student desks.					
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IM K-5 MATH™ by Kendall Hunt <h1>Grade 2</h1> UNIT 4				Virtual Manipulatives <a href="#">Counters</a> <a href="#">Dot Cube</a> <a href="#">Base-ten Blocks</a>			
Lesson	Required Materials	Required Preparation	Suggested Centers	Blackline Masters	MLRs	Instructional Routines	Link to Preparation Notes with Presentation Slides
2.4.1	Materials to Gather Objects of various lengths	Activity 2:  Each student needs a sentence strip or a 24–30 inch	<a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 6: Add within		MLR8	Notice and Wonder	<a href="#">Preparation Notes</a>

		<p>rectangular strip of paper.</p> <p>Each group of 2 students needs access to assorted objects that can be used as a length unit to construct number lines (base-ten blocks, inch tiles, paper clips, large erasers, small sticky notes).</p>	<p>100 with Composing (Supporting)</p> <p><a href="#">How Close?</a> (1–5), Stage 3: Add to 100 (Supporting)</p>				
2.4.2	<p>Materials to Gather String</p> <p>Materials to Copy Class Number Line Cards (0–30)</p>	<p>Activity 1:</p> <p>Hang yarn across the classroom (yarn should be hung taut to resemble a line) for students to hang their number cards on.</p> <p>Create a set of number cards from the blackline master.</p>	<p><a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 6: Add within 100 with Composing (Supporting)</p> <p><a href="#">How Close?</a> (1–5), Stage 3: Add to 100 (Supporting)</p>	<a href="#">BLM L2</a>		Choral Count	<a href="#">Preparation Notes</a>

		Fold the number cards so they can be hung on the line.					
2.4.3			<a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 6: Add within 100 with Composing (Supporting) <a href="#">How Close?</a> (1–5), Stage 3: Add to 100 (Supporting)		MLR2	Notice and Wonder	<a href="#">Preparation Notes</a>
2.4.4	Materials to Gather Counters Dry erase markers Materials from a previous lesson Number cubes Sheet protectors  Materials to Copy Number Line to 100	Activity 1:  Each student will need their number line they made in Lesson 1. Each group of 2 needs 3 number cubes and 2 counters.  Activity 2:  Each group of 2 needs 2 number	<a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 6: Add within 100 with Composing (Supporting) <a href="#">How Close?</a> (1–5), Stage 3: Add to 100 (Supporting)	<a href="#">BLM L4</a>		Number Talk	<a href="#">Preparation Notes</a>

		cubes and a dry erase marker. Put number line recording sheets into sheet protectors. The recording sheets will be used in upcoming lessons.					
2.4.5	<p>Materials to Gather</p> <p>Chart paper</p> <p>Markers</p> <p>Materials to Copy</p> <p>Order Numbers on the Number Line Cards</p>	<p>Activity 2:</p> <p>Create a number line on chart paper for each group of students.</p> <p>On each number line, draw tick marks at the beginning (label 0) and the end (label 40)</p> <p>On each number line, draw tick marks and label: 10, 20, 30.</p> <p>Create a set of number line cards from the blackline</p>	<p><a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 6: Add within 100 with Composing (Supporting)</p> <p><a href="#">How Close?</a> (1–5), Stage 3: Add to 100 (Supporting)</p>	<a href="#">BLM L5</a>	MLR2	Estimation Exploration	<a href="#">Preparation Notes</a>

		master for each group of 3 (each set should include 10 cards).					
2.4.6	<p>Materials to Gather</p> <p>Centimeter cubes</p> <p>Materials from previous centers</p> <p>Paper clips</p> <p>Materials to Copy</p> <p>Number Line Scoot Stage 1</p> <p>Gameboard</p> <p>Number Line Scoot Stage 1</p> <p>Spinner</p> <p>Number Line Scoot Stage 1</p> <p>Directions</p>	<p>Activity 2:</p> <p>Gather materials from:</p> <p><a href="#">Capture Squares</a>, Stages 3 and 4</p> <p><a href="#">Number Line Scoot</a>, Stage 1</p> <p><a href="#">Number Puzzles</a>, Stage 4</p>		<a href="#">BLM L6</a>		Number Talk	<a href="#">Preparation Notes</a>
2.4.7	<p>Materials to Gather</p> <p>Glue</p> <p>Scissors</p>		<p><a href="#">Number Puzzles: Addition and Subtraction</a> (1–4), Stage 4: Within 100 with Composing (Addressing)</p>		MLR7	Notice and Wonder	<a href="#">Preparation Notes</a>

			<a href="#">Number Line Scoot</a> (2–3), Stage 1: Twos, Fives, and Tens (Addressing)				
2.4.8			<a href="#">Number Puzzles: Addition and Subtraction</a> (1–4), Stage 4: Within 100 with Composing (Addressing) <a href="#">Number Line Scoot</a> (2–3), Stage 1: Twos, Fives, and Tens (Addressing)		MLR8	Choral Count	<a href="#">Preparation Notes</a>
2.4.9	Materials to Gather Base-ten blocks  Materials to Copy Number Line to 100	Activity 1:  Place the number line recording sheets in sheet protectors. They will be used in the next activity and future lessons.	<a href="#">Number Puzzles: Addition and Subtraction</a> (1–4), Stage 4: Within 100 with Composing (Addressing) <a href="#">Number Line Scoot</a> (2–3), Stage 1: Twos, Fives, and Tens (Addressing)	<a href="#">BLM L9</a>		Number Talk	<a href="#">Preparation Notes</a>
2.4.10	Materials to Gather Base-ten blocks		<a href="#">Number Puzzles: Addition and Subtraction</a> (1–4),		MLR8	Notice and Wonder	<a href="#">Preparation Notes</a>

			Stage 4: Within 100 with Composing (Addressing) <a href="#">Number Line Scoot</a> (2–3), Stage 1: Twos, Fives, and Tens (Addressing)				
2.4.11	Materials to Gather Base-ten blocks Tools for creating a visual display  Materials to Copy Number Line to 100		<a href="#">Number Puzzles: Addition and Subtraction</a> (1–4), Stage 4: Within 100 with Composing (Addressing) <a href="#">Number Line Scoot</a> (2–3), Stage 1: Twos, Fives, and Tens (Addressing)	<a href="#">BLM L11</a>		Number Talk	<a href="#">Preparation Notes</a>
2.4.12	Materials to Copy Number Line to 100		<a href="#">Number Puzzles: Addition and Subtraction</a> (1–4), Stage 4: Within 100 with Composing (Addressing) <a href="#">Number Line Scoot</a> (2–3), Stage 1: Twos, Fives, and Tens (Addressing)	<a href="#">BLM L12</a>	MLR8	True or False	<a href="#">Preparation Notes</a>

2.4.13	Materials to Copy Number Line to 100 Story Problems Card Sort (stories, equations, number lines, diagrams)	Activity 1:  Create a set of cards from the blackline master for each group of 3.	<a href="#">Number Puzzles: Addition and Subtraction</a> (1–4), Stage 4: Within 100 with Composing (Addressing) <a href="#">Number Line Scoot</a> (2–3), Stage 1: Twos, Fives, and Tens (Addressing)	<a href="#">BLM L13</a>	MLR8	Notice and Wonder	<a href="#">Preparation Notes</a>
2.4.14	Materials to Gather Dry erase markers Materials from previous centers Paper clips Sheet protectors  Materials to Copy Jump the Line Stage 1 Gameboard Jump the Line Stage 1 Spinners	Activity 2:  Gather materials from:  <a href="#">Jump the Line</a> , Stage 1 <a href="#">Number Line Scoot</a> , Stage 1 <a href="#">How Close?</a> , Stage 3		<a href="#">BLM L14</a>		True or False	<a href="#">Preparation Notes</a>
2.4.15	Materials to Copy	Warm-up:	<a href="#">Jump the Line</a> (2–5), Stage 1: Add and	<a href="#">BLM L15</a>	MLR7	Notice and Wonder	<a href="#">Preparation Notes</a>

	Number Line to 100	Create a number line from 0–100, marking intervals of 5, to display during the synthesis.	Subtract within 100 (Addressing) <a href="#">Number Line Scoot</a> (2–3), Stage 1: Twos, Fives, and Tens (Addressing) <a href="#">How Close?</a> (1–5), Stage 3: Add to 100 (Supporting)				
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IM K-5 MATH™ by Kendall Hunt <h1>Grade 2</h1> UNIT 5				Virtual Manipulatives <a href="#">Dot Cube</a> <a href="#">Base-ten Blocks</a>			
Lesson	Required Materials	Required Preparation	Suggested Centers	Blackline Masters	MLRs	Instructional Routines	Link to Preparation Notes with Presentation Slides
2.5.1	Materials to Gather Base-ten blocks	Activity 2:	<a href="#">Greatest of Them All</a> (1–5), Stage 1: Two-digit Numbers (Supporting)		MLR8	Choral Count	<a href="#">Preparation Notes</a>

		Each group of 2 students needs access to at least 1 hundred block.	<a href="#">Mystery Number</a> (1–4), Stage 1: Two-digit Numbers (Supporting)				
2.5.2	Materials to Gather Base-ten blocks	Activity 1:  Each group of 4 students will need at least 50 ten blocks. Do not include hundreds blocks for this activity.	<a href="#">Greatest of Them All</a> (1–5), Stage 1: Two-digit Numbers (Supporting) <a href="#">Mystery Number</a> (1–4), Stage 1: Two-digit Numbers (Supporting)		MLR8	Choral Count	<a href="#">Preparation Notes</a>
2.5.3	Materials to Gather Base-ten blocks Tools for creating a visual display	Activity 1:  Each group of 3–4 students will need a container with 2 hundreds, 28 tens, and 15 ones. Each group of 3–4 students will need access to additional base-ten blocks (hundred blocks and ten blocks).	<a href="#">Greatest of Them All</a> (1–5), Stage 1: Two-digit Numbers (Supporting) <a href="#">Mystery Number</a> (1–4), Stage 1: Two-digit Numbers (Supporting)			Number Talk	<a href="#">Preparation Notes</a>

2.5.4	Materials to Gather Base-ten blocks		<a href="#">Greatest of Them All</a> (1–5), Stage 1: Two-digit Numbers (Supporting) <a href="#">Mystery Number</a> (1–4), Stage 1: Two-digit Numbers (Supporting)		MLR8	How Many Do You See?	<a href="#">Preparation Notes</a>
2.5.5	Materials to Gather Base-ten blocks Number cubes	Activity 2:  Each group of 2 needs 3 number cubes.	<a href="#">Greatest of Them All</a> (1–5), Stage 1: Two-digit Numbers (Supporting) <a href="#">Mystery Number</a> (1–4), Stage 1: Two-digit Numbers (Supporting)		MLR8	True or False	<a href="#">Preparation Notes</a>
2.5.6	Materials to Gather Base-ten blocks Chart paper Tools for creating a visual display	Activity 1:  Prepare an anchor chart for the launch showing: 253 represented with a base-ten diagram. This number has ____ hundreds, ____ tens, and ____ ones. The expanded form of this number is _____.	<a href="#">Greatest of Them All</a> (1–5), Stage 1: Two-digit Numbers (Addressing) <a href="#">Mystery Number</a> (1–4), Stage 1: Two-digit Numbers (Supporting)		MLR7	Which One Doesn't Belong?	<a href="#">Preparation Notes</a>

		<p>The three-digit number is _____.</p> <p>Activity 2:</p> <p>Create an anchor chart for the launch showing: 253 represented with a base-ten diagram This number has _____ hundreds, _____ tens, and _____ ones. The expanded form of this number is _____.</p> <p>The three-digit number is _____.</p>					
2.5.7	<p>Materials to Gather</p> <p>Materials from previous centers</p> <p>Number cards 0–10</p>	<p>Activity 2:</p> <p>Gather materials from:</p>		<a href="#">BLM L7</a>		True or False	<a href="#">Preparation Notes</a>

	Materials to Copy Mystery Number Stage 2 Directions	<a href="#">Jump the Line</a> , Stage 1 <a href="#">Mystery Number</a> , Stage 2 <a href="#">Number Puzzles</a> , Stages 2–4					
2.5.8			<a href="#">Mystery Number</a> (1–4), Stage 2: Three-digit Numbers (Addressing) <a href="#">Greatest of Them All</a> (1–5), Stage 2: Three-digit Numbers (Addressing) <a href="#">Get Your Numbers in Order</a> (1–5), Stage 1: Two-digit Numbers (Supporting)		MLR8	Choral Count	<a href="#">Preparation Notes</a>
2.5.9			<a href="#">Mystery Number</a> (1–4), Stage 2: Three-digit Numbers (Addressing) <a href="#">Get Your Numbers in Order</a> (1–5), Stage 1: Two-digit Numbers (Supporting) <a href="#">Jump the Line</a> (2–5), Stage 1: Add and		MLR8	Estimation Exploration	<a href="#">Preparation Notes</a>

			Subtract within 100 (Supporting)				
2.5.10			<a href="#">Mystery Number</a> (1–4), Stage 2: Three-digit Numbers (Addressing) <a href="#">Get Your Numbers in Order</a> (1–5), Stage 1: Two-digit Numbers (Supporting) <a href="#">Jump the Line</a> (2–5), Stage 1: Add and Subtract within 100 (Supporting)		MLR8	Number Talk	<a href="#">Preparation Notes</a>
2.5.11	Materials to Gather Number cards 0–10  Materials to Copy Greatest of Them All Stage 2 Recording Sheet		<a href="#">Get Your Numbers in Order</a> (1–5), Stage 1: Two-digit Numbers (Supporting) <a href="#">Jump the Line</a> (2–5), Stage 1: Add and Subtract within 100 (Supporting)	<a href="#">BLM L11</a>	MLR8	True or False	<a href="#">Preparation Notes</a>
2.5.12			<a href="#">Mystery Number</a> (1–4), Stage 2: Three-digit Numbers (Addressing)		MLR8	Number Talk	<a href="#">Preparation Notes</a>

			<a href="#">Greatest of Them All</a> (1–5), Stage 2: Three-digit Numbers (Addressing) <a href="#">Get Your Numbers in Order</a> (1–5), Stage 1: Two-digit Numbers (Supporting) <a href="#">Jump the Line</a> (2–5), Stage 1: Add and Subtract within 100 (Supporting)				
2.5.13	Materials to Gather Dry erase markers Materials from previous centers Number cards 0–10 Sheet protectors  Materials to Copy Get Your Numbers in	Activity 2:  Gather materials from previous centers:  <a href="#">Get Your Numbers in Order</a> , Stage 2 <a href="#">Greatest of Them All</a> , Stage 2 <a href="#">Mystery Number</a> , Stage 2		<a href="#">BLM L13</a>		How Many Do You See?	<a href="#">Preparation Notes</a>

	Order Stage 2 Gameboard						
2.5.14	Materials to Gather Collections of objects Sticky notes	Activity 2:  Each group of 2 to 4 students will need between one-half cup to one cup of beans or other small objects to count. If real-world objects are unavailable, centimeter cubes could be used instead.	<a href="#">Mystery Number</a> (1–4), Stage 2: Three-digit Numbers (Addressing) <a href="#">Greatest of Them All</a> (1–5), Stage 2: Three-digit Numbers (Addressing) <a href="#">Get Your Numbers in Order</a> (1–5), Stage 2: Three-digit Numbers (Addressing)		MLR7	Notice and Wonder	<a href="#">Preparation Notes</a>

IM K-5 MATH™ by Kendall Hunt <h1>Grade 2</h1> UNIT 6	Virtual Manipulatives <a href="#">Virtual Solid Shapes</a> <a href="#">Geoblocks</a> <a href="#">Pattern blocks</a>
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Lesson	Required Materials	Required Preparation	Suggested Centers	Blackline Masters	MLRs	Instructional Routines	Link to Preparation Notes with Presentation Slides
2.6.1	<p>Materials to Gather</p> <p>Materials from a previous activity</p> <p>Materials to Copy</p> <p>Shape Cards Grade 2</p>	<p>Activity 1:</p> <p>Create a set of cards from the blackline master for each group of 2. Remove the shape name cards for this activity. Students will use them in the next activity.</p> <p>Activity 2:</p> <p>Each group of 2 needs the set of cards from the previous activity, including the shape name cards.</p> <p>Activity 3:</p> <p>Each group of 2 needs a set of cards from the previous activity.</p>	<p><a href="#">Can You Draw It?</a> (1–5), Stage 1: Grade 1 Shapes (Supporting)</p> <p><a href="#">Which One?</a> (K–5), Stage 2: Grade 1 Shapes (Supporting)</p>	<a href="#">BLM L1</a>		Notice and Wonder	<a href="#">Preparation Notes</a>

2.6.2			<a href="#">Can You Draw It?</a> (1–5), Stage 1: Grade 1 Shapes (Supporting) <a href="#">Which One?</a> (K–5), Stage 2: Grade 1 Shapes (Supporting)		MLR2	Which One Doesn't Belong?	<a href="#">Preparation Notes</a>
2.6.3	Materials to Gather Rulers		<a href="#">Can You Draw It?</a> (1–5), Stage 1: Grade 1 Shapes (Supporting) <a href="#">Which One?</a> (K–5), Stage 2: Grade 1 Shapes (Supporting)		MLR8	Which One Doesn't Belong?	<a href="#">Preparation Notes</a>
2.6.4	Materials to Gather Geoblocks Scissors Tape Tools for creating a visual display  Materials to Copy	Activity 1:  Each group of 4 needs a collection of solid shapes (sphere, cone, cylinder, cube, rectangular prism, square pyramid). Create two sample posters to display in the launch. One poster with a drawing of a triangle that can be used as a	<a href="#">Can You Draw It?</a> (1–5), Stage 1: Grade 1 Shapes (Supporting) <a href="#">Which One?</a> (K–5), Stage 2: Grade 1 Shapes (Supporting)	<a href="#">BLM L4</a>		Notice and Wonder	<a href="#">Preparation Notes</a>

	Cube Pattern Shape Design Card Sort	<p>less precise example for student work during the activity. The second poster should include details that identify the number and shape of the solid shape's faces. (See Preparation Noted Link for image of student poster)</p> <p>Activity 2:</p> <p>Create a set of cards from the blackline master for each group of 2.</p>					
2.6.5	<p>Materials to Gather</p> <p>Materials from a previous activity</p> <p>Materials from a previous lesson</p> <p>Materials to Copy</p>	<p>Activity 1:</p> <p>Each group of 2 needs a set of shape cards used in a previous lesson.</p> <p>Activity 2:</p> <p>Each group of 2 needs a set of cards from the previous activity.</p>		<a href="#">BLM L5</a>		Number Talk	<a href="#">Preparation Notes</a>

	Centimeter Dot Paper - Standard						
2.6.6	Materials to Gather Pattern blocks  Materials to Copy Isometric Dot Paper - Standard Compose a Butterfly Centimeter Dot Paper - Standard		<a href="#">How Are They the Same?</a> (1–5), Stage 2: Grade 2 Shapes (Addressing) <a href="#">Which One?</a> (K–5), Stage 3: Grade 2 Shapes (Addressing)	<a href="#">BLM L6</a>	MLR8	Notice and Wonder	<a href="#">Preparation Notes</a>
2.6.7	Materials to Gather Construction paper Rulers Scissors	Activity 1:  Each student needs 3 identical paper rectangles. Students could use 3 sheets of construction paper as their 3 rectangles. To save paper, construction paper could also be pre-cut into equal-size rectangles.	<a href="#">How Are They the Same?</a> (1–5), Stage 2: Grade 2 Shapes (Addressing) <a href="#">Which One?</a> (K–5), Stage 3: Grade 2 Shapes (Addressing)		MLR8	Which One Doesn't Belong?	<a href="#">Preparation Notes</a>

2.6.8			<a href="#">How Are They the Same?</a> (1–5), Stage 2: Grade 2 Shapes (Addressing) <a href="#">Which One?</a> (K–5), Stage 3: Grade 2 Shapes (Addressing)		MLR2	Number Talk	<a href="#">Preparation Notes</a>
2.6.9	Materials to Gather Colored pencils		<a href="#">How Are They the Same?</a> (1–5), Stage 2: Grade 2 Shapes (Addressing) <a href="#">Which One?</a> (K–5), Stage 3: Grade 2 Shapes (Addressing)			Number Talk	<a href="#">Preparation Notes</a>
2.6.10	Materials to Gather Materials from a previous lesson Materials from previous centers Paper	Activity 1:  Each group of 2 needs the shape cards used in previous lessons.  Activity 2:  Gather materials from:		<a href="#">BLM L10</a>		How Many Do You See?	<a href="#">Preparation Notes</a>

	Materials to Copy Shape Cards Grade 2	<a href="#">How Are They the Same?</a> , Stage 2 <a href="#">Which One?</a> , Stage 3 <a href="#">Can You Draw It?</a> Stage 2					
2.6.11	Materials to Gather Chart paper  Materials to Copy Halves and Quarters Clock Sort	Activity 1:  Gather an analog clock (large wall clock or a Judy clock) or video of an analog clock that can be used to demonstrate the movement of the hour hand as the minute hand moves round the clock face in the activity synthesis. Video: <a href="https://vimeo.com/454805326">https://vimeo.com/454805326</a>  Activity 2:  Create a set of cards from the blackline master for each group of 2.	<a href="#">How Are They the Same?</a> (1–5), Stage 2: Grade 2 Shapes (Addressing) <a href="#">Can You Draw It?</a> (1–5), Stage 2: Grade 2 Shapes (Addressing) <a href="#">Which One?</a> (K–5), Stage 3: Grade 2 Shapes (Addressing)	<a href="#">BLM L11</a>	MLR8	What Do You Know About ____?	<a href="#">Preparation Notes</a>
2.6.12	Materials to Copy Count on the Clock Card Sort	Activity 1:  Create a set of cards from the blackline master for each group of 2.	<a href="#">How Are They the Same?</a> (1–5), Stage 2: Grade 2 Shapes (Addressing)	<a href="#">BLM L12</a>	MLR8	Notice and Wonder	<a href="#">Preparation Notes</a>

			<a href="#">Can You Draw It?</a> (1–5), Stage 2: Grade 2 Shapes (Addressing) <a href="#">Which One?</a> (K–5), Stage 3: Grade 2 Shapes (Addressing)				
2.6.13	Materials to Gather Glue Scissors  Materials to Copy Hours in a Day Timeline	Activity 1:  Create the Hours in a Day Timeline to display to students in the launch. Label the representation as “1 day.” (See Preparation Notes link for image)	<a href="#">How Are They the Same?</a> (1–5), Stage 2: Grade 2 Shapes (Addressing) <a href="#">Can You Draw It?</a> (1–5), Stage 2: Grade 2 Shapes (Addressing) <a href="#">Which One?</a> (K–5), Stage 3: Grade 2 Shapes (Addressing)	<a href="#">BLM L13</a>		Choral Count	<a href="#">Preparation Notes</a>
2.6.14	Materials to Gather Materials from previous centers Picture books	Activity 1:  Each group of 2–4 needs at least one picture book that shows a variety of shapes throughout the book.		<a href="#">BLM L14</a>		Number Talk	<a href="#">Preparation Notes</a>

	Materials to Copy Picture Books Stage 3 Recording Sheet	Activity 2:  Gather materials from:  <a href="#">Capture Squares</a> , Stages 3–4 <a href="#">Number Puzzles</a> , Stages 2–4 <a href="#">Picture Books</a> , Stage 3					
2.6.15	Materials to Gather Scissors  Materials to Copy Money Poster Images Coins to Cut and Count	Activity 1:  Create a money poster to display during the activity launch and throughout the section. Cut out money images from the blackline master and tape the dollar bill images. (optional) Gather collections of real or plastic coins.  Activity 2:  Each group of 2 needs access to the blackline master to cut out coins as needed (color-printing recommended) or a	<a href="#">Picture Books</a> (K–5), Stage 3: Find Shapes (Addressing) <a href="#">Which One?</a> (K–5), Stage 3: Grade 2 Shapes (Addressing) <a href="#">How Are They the Same?</a> (1–5), Stage 2: Grade 2 Shapes (Addressing)	<a href="#">BLM L15</a>	MLR2	What Do You Know About ____?	<a href="#">Preparation Notes</a>

		collection of real or plastic coins.					
2.6.16	Materials to Copy Coins to Cut and Count	<p>Activity 1:</p> <p>Take down or cover the coin poster before the launch. Add a quarter to the money chart showing the front and back. Each group of 2 needs access to a copy of the blackline master or a collection of real or plastic coins.</p>	<p><a href="#">Picture Books</a> (K–5), Stage 3: Find Shapes (Addressing)</p> <p><a href="#">Which One?</a> (K–5), Stage 3: Grade 2 Shapes (Addressing)</p> <p><a href="#">How Are They the Same?</a> (1–5), Stage 2: Grade 2 Shapes (Addressing)</p>	<a href="#">BLM L16</a>		Choral Count	<a href="#">Preparation Notes</a>
2.6.17		<p>Activity 1:</p> <p>Display the money poster where students can see it to check coin values.</p> <p>Activity 2:</p> <p>Add a dollar bill to the money poster showing the front and back to display in the launch.</p>	<p><a href="#">Picture Books</a> (K–5), Stage 3: Find Shapes (Addressing)</p> <p><a href="#">Which One?</a> (K–5), Stage 3: Grade 2 Shapes (Addressing)</p> <p><a href="#">How Are They the Same?</a> (1–5), Stage 2: Grade 2</p>		MLR8	Number Talk	<a href="#">Preparation Notes</a>

			Shapes (Addressing)				
2.6.18			<a href="#">Picture Books</a> (K–5), Stage 3: Find Shapes (Addressing) <a href="#">Which One?</a> (K–5), Stage 3: Grade 2 Shapes (Addressing) <a href="#">How Are They the Same?</a> (1–5), Stage 2: Grade 2 Shapes (Addressing)		MLR5	How Many Do You See?	<a href="#">Preparation Notes</a>
2.6.19			<a href="#">Picture Books</a> (K–5), Stage 3: Find Shapes (Addressing) <a href="#">Which One?</a> (K–5), Stage 3: Grade 2 Shapes (Addressing) <a href="#">How Are They the Same?</a> (1–5), Stage 2: Grade 2		MLR7	Number Talk	<a href="#">Preparation Notes</a>

			Shapes (Addressing)				
2.6.20	Materials to Gather Materials from previous centers  Materials to Copy Would You Rather Stage 1 Spinner Would You Rather Stage 1 Recording Sheet	Activity 2:  Gather materials from:  <a href="#">Would You Rather?</a> , Stage 1 <a href="#">Picture Books</a> , Stage 3 <a href="#">How Are They the Same?</a> , Stage 2		<a href="#">BLM L20</a>		Number Talk	<a href="#">Preparation Notes</a>
2.6.21	Materials to Gather Card stock Pattern blocks	<a href="#">Would You Rather?</a> (2–5), Stage 1: Money (Addressing) <a href="#">Picture Books</a> (K–5), Stage 3: Find Shapes (Addressing) <a href="#">How Are They the Same?</a> (1–5), Stage 2: Grade 2 Shapes (Addressing)			MLR7	Notice and Wonder	<a href="#">Preparation Notes</a>

IM K-5 MATH™ by Kendall Hunt

## Grade 2

UNIT 7

### Virtual Manipulatives

[Base-ten Blocks](#)  
[Dot Cube](#)  
[Counters](#)

Lesson	Required Materials	Required Preparation	Suggested Centers	Blackline Masters	MLRs	Instructional Routines	Link to Preparation Notes with Presentation Slides
2.7.1			<a href="#">Jump the Line</a> (2–5), Stage 1: Add and Subtract within 100 (Supporting) <a href="#">Number Line Scoot</a> (2–3), Stage 1: Twos, Fives, and Tens (Supporting)		MLR8	Number Talk	<a href="#">Preparation Notes</a>
2.7.2	Materials to Gather Base-ten blocks Number cubes		<a href="#">Jump the Line</a> (2–5), Stage 1: Add and Subtract within 100 (Supporting)		MLR7	Number Talk	<a href="#">Preparation Notes</a>

			<a href="#">Number Line Scoot</a> (2–3), Stage 1: Twos, Fives, and Tens (Supporting)				
2.7.3	Materials to Gather Base-ten blocks		<a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 6: Add within 100 with Composing (Supporting) <a href="#">How Close?</a> (1–5), Stage 3: Add to 100 (Supporting)		MLR8	Number Talk	<a href="#">Preparation Notes</a>
2.7.4	Materials to Gather Base-ten blocks		<a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 6: Add within 100 with Composing (Supporting) <a href="#">How Close?</a> (1–5), Stage 3: Add to 100 (Supporting)		MLR7	Number Talk	<a href="#">Preparation Notes</a>
2.7.5	Materials to Gather Materials from previous centers Paper clips	Activity 1:  Each group of 2 students needs 10		<a href="#">BLM L5</a>		How Many Do You See?	<a href="#">Preparation Notes</a>

	Two-color counters  Materials to Copy Five in a Row Addition and Subtraction Stage 7 Gameboard	counters and 2 paper clips.  Activity 2:  Gather materials from:  <a href="#">Five in a Row: Addition and Subtraction</a> , Stages 6–7 <a href="#">Get Your Numbers in Order</a> , Stage 2 <a href="#">Mystery Number</a> , Stage 2 <a href="#">Greatest of Them All</a> Stage 2					
2.7.6	Materials to Gather Base-ten blocks  Materials to Copy Card Sort Perfect 10	Activity 2:  Create a set of cards from the blackline master for each group of 3.	<a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 7: Add within 1,000 without Composing (Addressing)	<a href="#">BLM L6</a>	MLR2	Number Talk	<a href="#">Preparation Notes</a>

			<a href="#">How Close?</a> (1–5), Stage 3: Add to 100 (Supporting)				
2.7.7	Materials to Gather Base-ten blocks  Materials to Copy Walk About and Add Cards	Activity 2:  Create a set of cards from the blackline master so that each student will receive 1 card.	<a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 7: Add within 1,000 without Composing (Addressing) <a href="#">Number Puzzles: Addition and Subtraction</a> (1–4), Stage 4: Within 100 with Composing (Supporting)	<a href="#">BLM L7</a>		How Many Do You See?	<a href="#">Preparation Notes</a>
2.7.8	Materials to Gather Base-ten blocks		<a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 7: Add within 1,000 without Composing (Addressing) <a href="#">Number Puzzles: Addition and Subtraction</a> (1–4), Stage 4: Within 100 with Composing (Supporting)			How Many Do You See?	<a href="#">Preparation Notes</a>

2.7.9	Materials to Gather Base-ten blocks		<a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 7: Add within 1,000 without Composing (Addressing) <a href="#">Number Puzzles: Addition and Subtraction</a> (1–4), Stage 4: Within 100 with Composing (Supporting)			Number Talk	<a href="#">Preparation Notes</a>
2.7.10	Materials to Gather Base-ten blocks  Materials to Copy How Did You Do That? Addition Card Sort	Activity 1:  Create a set of cards from the blackline master for each group of 2.	<a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 7: Add within 1,000 without Composing (Addressing) <a href="#">Number Puzzles: Addition and Subtraction</a> (1–4), Stage 4: Within 100 with Composing (Supporting)	<a href="#">BLM L10</a>		Number Talk	<a href="#">Preparation Notes</a>
2.7.11	Materials to Gather Materials from previous centers	Activity 2:  Each group of 2 needs 10 counters and 2 paper clips.		<a href="#">BLM L11</a>		Number Talk	<a href="#">Preparation Notes</a>

	<p>Number cards 0–10 Paper clips Two-color counters</p> <p>Materials to Copy Five in a Row Addition and Subtraction Stage 8 Gameboard How Close? Stage 4 Recording Sheet</p>	<p>Gather materials from: <a href="#">Five in a Row</a>, Stages 7–8 <a href="#">How Close?</a>, Stage 4</p>					
2.7.12	<p>Materials to Gather Base-ten blocks</p>		<p><a href="#">How Close?</a> (1–5), Stage 4: Add to 1,000 (Addressing) <a href="#">Five in a Row:</a> <a href="#">Addition and</a> <a href="#">Subtraction</a> (1–2), Stage 8: Add within 1,000 with Composing (Addressing)</p>			<p>What Do You Know About ____?</p>	<p><a href="#">Preparation</a> <a href="#">Notes</a></p>

2.7.13	Materials to Gather Base-ten blocks		<a href="#">How Close?</a> (1–5), Stage 4: Add to 1,000 (Addressing) <a href="#">Five in a Row:</a> <a href="#">Addition and Subtraction</a> (1–2), Stage 8: Add within 1,000 with Composing (Addressing)		MLR5	Which One Doesn't Belong?	<a href="#">Preparation Notes</a>
2.7.14	Materials to Gather Base-ten blocks		<a href="#">How Close?</a> (1–5), Stage 4: Add to 1,000 (Addressing) <a href="#">Five in a Row:</a> <a href="#">Addition and Subtraction</a> (1–2), Stage 8: Add within 1,000 with Composing (Addressing)			Which One Doesn't Belong?	<a href="#">Preparation Notes</a>
2.7.15	Materials to Gather Base-ten blocks  Materials to Copy Walk About and Subtract Cards	Activity 2:  Create a set of cards from the blackline master so that each student will receive 1 card.	<a href="#">Target Numbers</a> (1–5), Stage 5: Subtract Two-digit Numbers (Supporting) <a href="#">Number Puzzles:</a> <a href="#">Addition and Subtraction</a> (1–4), Stage 4: Within 100 with Composing (Supporting)	<a href="#">BLM L15</a>	MLR8	Choral Count	<a href="#">Preparation Notes</a>

2.7.16	Materials to Gather Base-ten blocks		<a href="#">Target Numbers</a> (1–5), Stage 5: Subtract Two-digit Numbers (Supporting) <a href="#">Number Puzzles: Addition and Subtraction</a> (1–4), Stage 4: Within 100 with Composing (Supporting)			True or False	<a href="#">Preparation Notes</a>
2.7.17	Materials to Gather Materials from previous centers Number cubes  Materials to Copy Target Numbers Stage 6 Recording Sheet	Activity 1:  Each group of 2 needs 3 number cubes.  Activity 2:  Each group of 2 students needs 3 number cubes. Gather materials from: <a href="#">Target Numbers</a> , Stage 6 <a href="#">Five in a Row</a> , Stages 7 and 8		<a href="#">BLM L17</a>		Number Talk	<a href="#">Preparation Notes</a>

		<a href="#">How Close?</a> , Stage 4					
2.7.18			<a href="#">Target Numbers</a> (1–5), Stage 6: Add Hundreds, Tens, or Ones (Addressing) <a href="#">Target Numbers</a> (1–5), Stage 7: Subtract Hundreds, Tens, or Ones (Addressing) <a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 8: Add within 1,000 with Composing (Addressing) <a href="#">How Close?</a> (1–5), Stage 4: Add to 1,000 (Addressing)		MLR8	Number Talk	<a href="#">Preparation Notes</a>

IM K-5 MATH™ by Kendall Hunt

## Grade 2

UNIT 8

### Virtual Manipulatives

[Counters](#)  
[Connecting Cubes](#)

Lesson	Required Materials	Required Preparation	Suggested Centers	Blackline Masters	MLRs	Instructional Routines	Link to Preparation Notes with Presentation Slides
2.8.1	Materials to Gather Connecting cubes or counters	Activity 1:  Each group of 2 needs a container of counters with 4 to 15 counters in each container. These containers will be used again in the next lesson. Create a t-chart on a large piece of chart paper to	<a href="#">Target Numbers</a> (1–5), Stage 7: Subtract Hundreds, Tens, or Ones (Supporting) <a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 8: Add within 1,000 with Composing (Supporting) <a href="#">How Close?</a> (1–5), Stage 4: Add to 1,000 (Supporting)			Notice and Wonder	<a href="#">Preparation Notes</a>

		display in the activity synthesis. Use “Two Equal Groups” as the title. Label the t-chart with “no leftovers” and “some leftovers” as the categories.					
2.8.2	Materials to Gather Chart paper Connecting cubes or counters Counters	Activity 1:  Each group of 2 needs a container of 4 to 15 counters. Create a t-chart on a large piece of chart paper to display in the activity synthesis. Use “Making Pairs” as the title. Label the t-chart with “no leftovers” and “one leftover” as the categories.	<a href="#">Target Numbers</a> (1–5), Stage 7: Subtract Hundreds, Tens, or Ones (Supporting) <a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 8: Add within 1,000 with Composing (Supporting) <a href="#">How Close?</a> (1–5), Stage 4: Add to 1,000 (Supporting)			Which One Doesn’t Belong?	<a href="#">Preparation Notes</a>
2.8.3	Materials to Gather	Activity 1:	<a href="#">Target Numbers</a> (1–5), Stage 7: Subtract	<a href="#">BLM L3</a>		Choral Count	<a href="#">Preparation Notes</a>

	<p>Counters Crayons</p> <p>Materials to Copy Even and Odd Card Sort</p>	<p>Each group of 2 needs access to counters and blue and yellow crayons or colored pencils.</p> <p>Activity 2:</p> <p>Create a set of cards from the blackline master for each group of 2.</p>	<p>Hundreds, Tens, or Ones (Supporting) <a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 8: Add within 1,000 with Composing (Supporting) <a href="#">How Close?</a> (1–5), Stage 4: Add to 1,000 (Supporting)</p>				
2.8.4	<p>Materials to Gather Counters</p>		<p><a href="#">Target Numbers</a> (1–5), Stage 7: Subtract Hundreds, Tens, or Ones (Supporting) <a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 8: Add within 1,000 with Composing (Supporting) <a href="#">How Close?</a> (1–5), Stage 4: Add to 1,000 (Supporting)</p>		MLR5	Number Talk	<a href="#">Preparation Notes</a>

2.8.5	Materials to Gather Counters  Materials to Copy Presto Chango Recording Sheet		<a href="#">Target Numbers</a> 1–5), Stage 7: Subtract Hundreds, Tens, or Ones (Supporting) <a href="#">Five in a Row: Addition and Subtraction</a> (1–2), Stage 8: Add within 1,000 with Composing (Supporting) <a href="#">How Close?</a> (1–5), Stage 4: Add to 1,000 (Supporting)	<a href="#">BLM L5</a>	MLR2	How Many Do You See?	<a href="#">Preparation Notes</a>
2.8.6	Materials to Gather Dry erase markers Materials from previous centers Sheet protectors  Materials to Copy Write the Number Stage 4 Gameboard	Activity 2:  Gather materials from: Write Numbers, Stage 4 <a href="#">Target Numbers</a> , Stages 6 and 7 <a href="#">Five in a Row</a> , Stages 7 and 8 <a href="#">How Close?</a> , Stage 4		<a href="#">BLM L6</a>		Number Talk	<a href="#">Preparation Notes</a>

2.8.7	Materials to Gather Counters	Activity 1:  Create containers with 6, 7, and 9 counters for each group of 2.	<a href="#">Write Numbers</a> (1–2), Stage 4: Skip Count by 2, 5, and 10 (Addressing) <a href="#">Target Numbers</a> (1–5), Stage 7: Subtract Hundreds, Tens, or Ones (Supporting)			Which One Doesn't Belong?	<a href="#">Preparation Notes</a>
2.8.8	Materials to Gather Counters	Activity 2:  Each student needs 25 counters.	<a href="#">Write Numbers</a> (1–2), Stage 4: Skip Count by 2, 5, and 10 (Addressing) <a href="#">Target Numbers</a> (1–5), Stage 7: Subtract Hundreds, Tens, or Ones (Supporting)			Estimation Exploration	<a href="#">Preparation Notes</a>
2.8.9	Materials to Gather Counters  Materials to Copy Match Arrays to Expressions Card Sort	Activity 2:  Create a set of cards for each group of 2–3.	<a href="#">Write Numbers</a> (1–2), Stage 4: Skip Count by 2, 5, and 10 (Addressing) <a href="#">Target Numbers</a> (1–5), Stage 7: Subtract Hundreds, Tens, or Ones (Supporting)	<a href="#">BLM L9</a>	MLR2	Estimation Exploration	<a href="#">Preparation Notes</a>
2.8.10	Materials to Gather		<a href="#">Write Numbers</a> (1–2), Stage 4: Skip Count by		MLR2	True or False	<a href="#">Preparation Notes</a>

	Counters		2, 5, and 10 (Addressing) <a href="#">Target Numbers</a> (1–5), Stage 7: Subtract Hundreds, Tens, or Ones (Supporting)				
2.8.11	Materials to Gather Colored pencils or crayons Inch tiles Rulers		<a href="#">Write Numbers</a> (1–2), Stage 4: Skip Count by 2, 5, and 10 (Addressing) <a href="#">Target Numbers</a> (1–5), Stage 7: Subtract Hundreds, Tens, or Ones (Supporting)		MLR8	Which One Doesn't Belong?	<a href="#">Preparation Notes</a>
2.8.12	Materials to Gather Inch tiles Rulers		<a href="#">Write Numbers</a> (1–2), Stage 4: Skip Count by 2, 5, and 10 (Addressing) <a href="#">Target Numbers</a> (1–5), Stage 7: Subtract Hundreds, Tens, or Ones (Supporting)		MLR2	Estimation Exploration	<a href="#">Preparation Notes</a>
2.8.13	Materials to Gather Materials from previous centers	Activity 1:  Gather materials from:				True or False	<a href="#">Preparation Notes</a>

		<a href="#">Write Numbers,</a> Stage 4 <a href="#">Target Numbers,</a> Stages 6 and 7 <a href="#">Five in a Row,</a> Stages 7 and 8 <a href="#">How Close?,</a> Stage 4					
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IM K-5 MATH™ by Kendall Hunt <h1>Grade 2</h1> UNIT 9				Virtual Manipulatives <a href="#">Connecting Cubes</a> <a href="#">Base-ten Blocks</a>			
Lesson	Required Materials	Required Preparation	Suggested Centers	Blackline Masters	MLRs	Instructional Routines	Link to Preparation Notes with Presentation Slides
2.9.1	Materials to Gather			<a href="#">BLM L1</a>		Number Talk	<a href="#">Preparation Notes</a>

	Paper clips  Materials to Copy Spin and Find the Missing Number Spinners						
2.9.2	Materials to Gather Materials from a previous activity  Materials to Copy Number Mix Up Number Cards 0-19	Activity 1:  Create a set of cards for each group of 2.  Activity 2:  Each group of 2 needs the digit cards 0–9 from the card set used in the previous activity.		<a href="#">BLM L2</a>	MLR7	True or False	<a href="#">Preparation Notes</a>
2.9.3	Materials to Gather Rulers (centimeters)			<a href="#">BLM L3</a>	MLR2	Notice and Wonder	<a href="#">Preparation Notes</a>

	Materials to Copy Measurement Map						
2.9.4	Materials to Gather Pencils Rulers (centimeters)	<p>Activity 1:</p> <p>Each students needs an unsharpened pencil. The activity works best if it is likely that students will have a range of pencil lengths between and among groups. If necessary, sharpen pencils to different lengths and distribute them randomly to students.</p>			MLR2	Notice and Wonder	<a href="#">Preparation Notes</a>
2.9.5	Materials to Gather Base-ten blocks					What Do You Know About ____?	<a href="#">Preparation Notes</a>

	Tools for creating a visual display						
2.9.6	Materials to Gather Base-ten blocks  Materials to Copy Match Expressions Cards 2.9	Activity 2:  Create a set of cards from the blackline master for each group of 2.		<a href="#">BLM L6</a>	MLR8	True or False	<a href="#">Preparation Notes</a>
2.9.7						Which One Doesn't Belong?	<a href="#">Preparation Notes</a>
2.9.8	Materials to Gather Materials from a previous activity Materials from previous centers  Materials to Copy Heads Up - Add and Subtract within 100 Number Cards	Activity 1:  Create a set of cards from the blackline master for each group of 3. Activity 2:  Each group of 2 needs access to the cards used in the previous activity.		<a href="#">BLM L8</a>	MLR8	Number Talk	<a href="#">Preparation Notes</a>

		Gather materials from previous centers: <a href="#">Five in a Row</a> , Stage 6 <a href="#">Target Numbers</a> , Stages 3–5					
2.9.9	Materials to Copy Card Sort Story Problems	Activity 1:  Create a set of cards from the blackline master for each student.		<a href="#">BLM L9</a>	MLR8	Number Talk	<a href="#">Preparation Notes</a>
2.9.10					MLR8	Notice and Wonder	<a href="#">Preparation Notes</a>
2.9.11	Materials to Copy Represent Story Problem Cards	Activity 1:  Create a set of cards from the blackline master for each group of 2.		<a href="#">BLM L11</a>	MLR8	Number Talk	<a href="#">Preparation Notes</a>
2.9.12	Materials to Gather Connecting cubes Materials from a previous lesson	Activity 2:  Gather a see-through container with a collection of connecting cubes		<a href="#">BLM L12</a>	MLR8	Estimation Exploration	<a href="#">Preparation Notes</a>

	Materials to Copy Story Photos	(or other math tool or object that might generate different math questions) to display in the launch. (Optional) Provide a copy of the blackline master for each group of 2 students.					
2.9.13	Materials to Gather Chart paper Colored pencils, crayons, or markers Sticky notes				MLR7	Number Talk	<a href="#">Preparation Notes</a>