

| IM K-5 MATH™ by Kendall Hunt | | | | Virtual Manipulatives | | | |
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| Grade 3 | | | | | | | |
| UNIT 1 | | | | | | | |
| Lesson | Required Materials | Required Preparation | Suggested Centers | Blackline Masters | MLRs | Instructional Routines | Link to Preparation Notes with Presentation Slides |
| 3.1.1 | | | Sort and Display (1–3), Stage 2: Picture or Bar Graphs (Supporting) Capture Squares (1–3), Stage 3: Add within 20 (Supporting) | | MLR8 | Notice and Wonder | Preparation Notes |
| 3.1.2 | Materials to Gather Sticky notes | Activity 1: | Sort and Display (1–3), Stage 2: Picture or | | MLR8 | How Many Do You See? | Preparation Notes |

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| | | Create a visual display with a blank bar graph that will be large enough to fit a column of sticky notes in each category. | Bar Graphs (Supporting) Capture Squares (1–3), Stage 3: Add within 20 (Supporting) | | | | |
| 3.1.3 | | | Sort and Display (1–3), Stage 2: Picture or Bar Graphs (Supporting) Capture Squares (1–3), Stage 3: Add within 20 (Supporting) | | MLR8 | Number Talk | Preparation Notes |
| 3.1.4 | | | Sort and Display (1–3), Stage 2: Picture or Bar Graphs (Supporting) Capture Squares (1–3), Stage 3: Add within 20 (Supporting) | | MLR8 | How Many Do You See? | Preparation Notes |
| 3.1.5 | Materials to Gather Materials from a previous lesson | Activity 2: Each student needs the picture graph | Sort and Display (1–3), Stage 3: Scaled Graphs (Addressing) | | MLR7 | Number Talk | Preparation Notes |

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| | | they created in the previous lesson. | Five in a Row: Addition and Subtraction (1–2), Stage 6: Add within 100 with Composing (Supporting) | | | | |
| 3.1.6 | | | Sort and Display (1–3), Stage 3: Scaled Graphs (Addressing) Five in a Row: Addition and Subtraction (1–2), Stage 6: Add within 100 with Composing (Supporting) | | MLR8 | Notice and Wonder | Preparation Notes |
| 3.1.7 | Materials to Gather Materials from a previous lesson | Activity 1: Students will need their Favorite Time of the Year graphs from the previous lesson. | Sort and Display (1–3), Stage 3: Scaled Graphs (Addressing) Five in a Row: Addition and Subtraction (1–2), Stage 6: Add within 100 with Composing (Supporting) | | MLR8 | How Many Do You See? | Preparation Notes |

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| 3.1.8 | | | Sort and Display (1–3), Stage 3: Scaled Graphs (Addressing) Five in a Row: Addition and Subtraction (1–2), Stage 6: Add within 100 with Composing (Supporting) | | MLR8 | Number Talk | Preparation Notes |
| 3.1.9 | Materials to Gather Connecting cubes or counters | Activity 1: Each student needs 20 connecting cubes or counters. Activity 2: Each student needs 20 connecting cubes or counters. | Capture Squares (1–3), Stage 4: Subtract within 20 (Supporting) Five in a Row: Addition and Subtraction (1–2), Stage 6: Add within 100 with Composing (Supporting) | | MLR8 | Number Talk | Preparation Notes |
| 3.1.10 | Materials to Copy Card Sort Equal Groups | Activity 2: Create a set of cards from the | Capture Squares (1–3), Stage 4: Subtract within 20 (Supporting) Five in a Row: Addition and | BLM L10 | MLR | Notice and Wonder | Preparation Notes |

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| | | blackline master for each group of 2. | Subtraction (1–2), Stage 7: Add within 1,000 without Composing (Supporting) | | | | |
| 3.1.11 | Materials to Gather Materials from a previous lesson | Activity 1: Each group of 2 needs 1 card from the card sort in the previous lesson. Post these expressions around the room: <ul style="list-style-type: none"> • 3×5 • 4×3 • 3×2 • 2×10 • 3×10 | Capture Squares (1–3), Stage 4: Subtract within 20 (Supporting) Five in a Row: Addition and Subtraction (1–2), Stage 7: Add within 1,000 without Composing (Supporting) | | MLR2 | Choral Count | Preparation Notes |
| 3.1.12 | | | Capture Squares (1–3), Stage 5: Multiply with 2, 5, and 10 (Addressing) Five in a Row: Addition and | | MLR8 | How Many Do You See? | Preparation Notes |

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| | | | Subtraction (1–2), Stage 7: Add within 1,000 without Composing (Supporting) | | | | |
| 3.1.13 | | | Capture Squares (1–3), Stage 5: Multiply with 2, 5, and 10 (Addressing) Five in a Row: Addition and Subtraction (1–2), Stage 7: Add within 1,000 without Composing (Supporting) | | MLR7 | Which One Doesn't Belong? | Preparation Notes |
| 3.1.14 | Materials to Copy Card Sort Unknown Numbers | Activity 1: Create a set of cards from the blackline master for each group of 2. | Capture Squares (1–3), Stage 5: Multiply with 2, 5, and 10 (Addressing) Five in a Row: Addition and Subtraction (1–2), Stage 8: Add within | BLM L14 | MLR8 | Number Talk | Preparation Notes |

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| | | | 1,000 with Composing (Supporting) | | | | |
| 3.1.15 | | | Capture Squares (1–3), Stage 5: Multiply with 2, 5, and 10 (Addressing) Five in a Row: Addition and Subtraction (1–2), Stage 8: Add within 1,000 with Composing (Supporting) | | MLR8 | Number Talk | Preparation Notes |
| 3.1.16 | Materials to Gather Connecting cubes | Activity 2: Each group of 2 needs 60 cubes. | Capture Squares (1–3), Stage 5: Multiply with 2, 5, and 10 (Addressing) Five in a Row: Multiplication (3–5), Stage 1: Factors 1–5 and 10 (Addressing) | | MLR8 | Notice and Wonder | Preparation Notes |
| 3.1.17 | Materials to Gather Connecting cubes or counters | Activity 1: Create a set of cards from the blackline master for | Capture Squares (1–3), Stage 5: Multiply with 2, 5, and 10 (Addressing) | BLM L17 | MLR8 | Which One Doesn't Belong? | Preparation Notes |

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| | Materials to Copy Card Sort Arrays | each group of 2 or 4 students. | Five in a Row: Multiplication (3–5), Stage 1: Factors 1–5 and 10 (Addressing) | | | | |
| 3.1.18 | Materials to Gather Connecting cubes or counters | Activity 1: Each group of 2 will need 20 connecting cubes or counters. | Capture Squares (1–3), Stage 5: Multiply with 2, 5, and 10 (Addressing) Five in a Row: Multiplication (3–5), Stage 1: Factors 1–5 and 10 (Addressing) | | MLR2 | How Many Do You See? | Preparation Notes |
| 3.1.19 | | | Capture Squares (1–3), Stage 5: Multiply with 2, 5, and 10 (Addressing) Five in a Row: Multiplication (3–5), Stage 1: Factors 1–5 and 10 (Addressing) | | MLR8 | Number Talk | Preparation Notes |
| 3.1.20 | | | Capture Squares (1–3), Stage 5: Multiply with 2, 5, and 10 (Addressing) | | MLR8 | Number Talk | Preparation Notes |

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| | | | Five in a Row: Multiplication (3–5), Stage 1: Factors 1–5 and 10 (Addressing) | | | | |
| 3.1.21 | Materials to Gather Connecting cubes or counters Inch tiles Tools for creating a visual display Materials to Copy Centimeter Grid Paper - Standard | Activity 2: Each student needs a sheet of grid paper. | Capture Squares (1–3), Stage 5: Multiply with 2, 5, and 10 (Addressing) Five in a Row: Multiplication (3–5), Stage 1: Factors 1–5 and 10 (Addressing) | BLM L21 | MLR8 | Notice and Wonder | Preparation Notes |

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| IM K-5 MATH™ by Kendall Hunt Grade 3 UNIT 2 | Virtual Manipulatives Pattern blocks Virtual Tiles and Grid Paper |
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| Lesson | Required Materials | Required Preparation | Suggested Centers | Blackline Masters | MLRs | Instructional Routines | Link to Preparation Notes with Presentation Slides |
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| 3.2.1 | Materials to Gather Pattern blocks Scissors Materials to Copy Pattern Blocks to Compare Shapes | Activity 2: Each group of 2 needs at least 2 hexagons and trapezoids, 4 squares and rhombuses, and 8 triangles. | Can You Build It? (3–5), Stage 1: Rectangles (Addressing) Five in a Row: Multiplication (3–5), Stage 1: Factors 1–5 and 10 (Supporting) | BLM L1 | MLR8 | How Many Do You See? | Preparation Notes |
| 3.2.2 | Materials to Gather Inch tiles Materials to Copy Use Square Tiles to Measure Area | Activity 1: Each group of 4 needs 80 square tiles. Activity 2: Each group of 2 needs 80 square tiles. | Can You Build It? (3–5), Stage 1: Rectangles (Addressing) Five in a Row: Multiplication (3–5), Stage 1: Factors 1–5 and 10 (Supporting) | BLM L2 | | Which One Doesn't Belong? | Preparation Notes |

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| 3.2.3 | Materials to Gather Inch tiles Materials to Copy Card Sort: Rectangles Time to Tile | Activity 1: Each group of 2 needs 24 square tiles. Activity 2: Create a set of cards from the blackline master for each group of 2. | Can You Build It? (3–5), Stage 1: Rectangles (Addressing) Five in a Row: Multiplication (3–5), Stage 1: Factors 1–5 and 10 (Supporting) | BLM L3 | MLR8 | Which One Doesn't Belong? | Preparation Notes |
| 3.2.4 | Materials to Gather Folders | Activity 1: Each group of 2 needs one folder. | Can You Build It? (3–5), Stage 1: Rectangles (Addressing) Five in a Row: Multiplication (3–5), Stage 1: Factors 1–5 and 10 (Supporting) | | MLR8 | Which One Doesn't Belong? | Preparation Notes |
| 3.2.5 | Materials to Gather Inch tiles Materials to Copy | | Capture Squares (1–3), Stage 6: Multiply with 1–5 (Addressing) Rectangle Rumble (3–5), Stage 1: Factors | BLM L5 | | How Many Do You See? | Preparation Notes |

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| | Match Expressions and Areas | | 1, 2, 5, and 10 (Addressing) | | | | |
| 3.2.6 | Materials to Gather Patty paper Rulers (whole units) Scissors Materials to Copy Same Rectangle, Different Units | Activity 2: Prepare additional copies of the grids from Same Rectangles, Different Units so students can have a fresh copy to measure the area of the square. Have patty paper available, in case requested. | Capture Squares (1–3), Stage 6: Multiply with 1–5 (Addressing) Rectangle Rumble (3–5), Stage 1: Factors 1, 2, 5, and 10 (Addressing) Five in a Row: Addition and Subtraction (1–2), Stage 6: Add within 100 with Composing (Supporting) | BLM L6 | MLR8 | Notice and Wonder | Preparation Notes |
| 3.2.7 | Materials to Gather Materials from a previous activity Materials from a previous lesson | Activity 1: Optional: Create square foot and square meter units made from rulers, meter sticks, and rubber bands. | Capture Squares (1–3), Stage 6: Multiply with 1–5 (Addressing) Rectangle Rumble (3–5), Stage 1: Factors 1, 2, 5, and 10 (Addressing) Five in a Row: Addition and | | MLR8 | Notice and Wonder | Preparation Notes |

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| | | <p>Activity 2:</p> <p>Gather examples of a square centimeter and a square inch from a previous lesson, and examples of a square meter and a square foot from the previous activity.</p> | <p>Subtraction (1–2), Stage 6: Add within 100 with Composing (Supporting)</p> | | | | |
| 3.2.8 | Materials to Gather Rulers or straightedges | | <p>Capture Squares (1–3), Stage 6: Multiply with 1–5 (Addressing) Rectangle Rumble (3–5), Stage 1: Factors 1, 2, 5, and 10 (Addressing) Five in a Row: Addition and Subtraction (1–2), Stage 6: Add within 100 with Composing (Supporting)</p> | | MLR8 | How Many Do You See? | <p>Preparation Notes</p> |

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| 3.2.9 | Materials to Gather Rulers (centimeters) Rulers (inches) Tape (painter's or masking) Yardsticks | Activity 2: Each group of 4 will need one roll of either painter's tape or masking tape. | Capture Squares (1–3), Stage 6: Multiply with 1–5 (Addressing) Rectangle Rumble (3–5), Stage 2: Factors 1–5 (Addressing) Five in a Row: Addition and Subtraction (1–2), Stage 7: Add within 1,000 without Composing (Supporting) | | MLR8 | Notice and Wonder | Preparation Notes |
| 3.2.10 | Materials to Gather Inch tiles Tools for creating a visual display Materials to Copy Centimeter Grid Paper - Standard | | Capture Squares (1–3), Stage 6: Multiply with 1–5 (Addressing) Rectangle Rumble (3–5), Stage 2: Factors 1–5 (Addressing) Five in a Row: Addition and Subtraction (1–2), Stage 7: Add within 1,000 without | BLM L10 | MLR8 | Number Talk | Preparation Notes |

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| | | | Composing (Supporting) | | | | |
| 3.2.11 | | | Capture Squares (1–3), Stage 6: Multiply with 1–5 (Addressing) Rectangle Rumble (3–5), Stage 2: Factors 1–5 (Addressing) Five in a Row: Addition and Subtraction (1–2), Stage 7: Add within 1,000 without Composing (Supporting) | | MLR8 | How Many Do You See? | Preparation Notes |
| 3.2.12 | | | Five in a Row: Multiplication (3–5), Stage 2: Factors 1–9 (Addressing) Five in a Row: Addition and Subtraction (1–2), Stage 8: Add within | | | Number Talk | Preparation Notes |

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| | | | 1,000 with Composing (Supporting) | | | | |
| 3.2.13 | | | Five in a Row: Multiplication (3–5), Stage 2: Factors 1–9 (Addressing) Five in a Row: Addition and Subtraction (1–2), Stage 8: Add within 1,000 with Composing (Supporting) | | MLR7 | Number Talk | Preparation Notes |
| 3.2.14 | | | Five in a Row: Multiplication (3–5), Stage 2: Factors 1–9 (Addressing) Five in a Row: Addition and Subtraction (1–2), Stage 8: Add within 1,000 with Composing (Supporting) | | MLR8 | Notice and Wonder | Preparation Notes |
| 3.2.15 | Materials to Gather | | Five in a Row: Multiplication (3–5), | BLM L15 | MLR5 | Notice and Wonder | Preparation Notes |

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| | Grid paper Scissors Tools for creating a visual display Materials to Copy New Bed and Desk | | Stage 2: Factors 1–9 (Addressing) Five in a Row: Addition and Subtraction (1–2), Stage 8: Add within 1,000 with Composing (Supporting) | | | | |
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| IM K-5 MATH™ by Kendall Hunt Grade 3 UNIT 3 | | | | Virtual Manipulatives Base-ten Blocks | | | |
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| Lesson | Required Materials | Required Preparation | Suggested Centers | Blackline Masters | MLRs | Instructional Routines | Link to Preparation Notes with Presentation Slides |

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| 3.3.1 | <p>Materials to Gather</p> <p>Base-ten blocks</p> <p>Materials to Copy</p> <p>Numbers in Different Forms</p> <p>Round Table</p> <p>Card Sort: Numbers in Their Different Forms</p> | <p>Activity 1:</p> <p>Create a set of cards from the blackline master for each group of 2.</p> | <p>Target Numbers (1–5), Stage 6: Add Hundreds, Tens, or Ones (Addressing)</p> <p>Five in a Row: Addition and Subtraction (1–2), Stage 8: Add within 1,000 with Composing (Addressing)</p> | BLM L1 | MLR8 | Which One Doesn't Belong? | Preparation Notes |
| 3.3.2 | <p>Materials to Gather</p> <p>Base-ten blocks</p> | | <p>Target Numbers (1–5), Stage 6: Add Hundreds, Tens, or Ones (Addressing)</p> <p>Five in a Row: Addition and Subtraction (1–2), Stage 8: Add within 1,000 with Composing (Addressing)</p> <p>Rectangle Rumble (3–5), Stage 2: Factors 1–5 (Supporting)</p> | | MLR8 | Notice and Wonder | Preparation Notes |

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| 3.3.3 | Materials to Gather Base-ten blocks | | Target Numbers (1–5), Stage 6: Add Hundreds, Tens, or Ones (Addressing) Five in a Row: Addition and Subtraction (1–2), Stage 8: Add within 1,000 with Composing (Addressing) Rectangle Rumble (3–5), Stage 2: Factors 1–5 (Supporting) | | MLR6 | Number Talk | Preparation Notes |
| 3.3.4 | Materials to Gather Base-ten blocks | | Target Numbers (1–5), Stage 6: Add Hundreds, Tens, or Ones (Addressing) Five in a Row: Addition and Subtraction (1–2), Stage 8: Add within 1,000 with Composing (Addressing) | | MLR7 | Which One Doesn't Belong? | Preparation Notes |

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| | | | Rectangle Rumble (3–5), Stage 2: Factors 1–5 (Supporting) | | | | |
| 3.3.5 | | | Target Numbers (1–5), Stage 6: Add Hundreds, Tens, or Ones (Addressing) Five in a Row: Addition and Subtraction (1–2), Stage 8: Add within 1,000 with Composing (Addressing) Rectangle Rumble (3–5), Stage 2: Factors 1–5 (Supporting) | | MLR8 | Notice and Wonder | Preparation Notes |
| 3.3.6 | | | Target Numbers (1–5), Stage 6: Add Hundreds, Tens, or Ones (Addressing) Five in a Row: Addition and Subtraction (1–2), Stage 8: Add within | | MLR8 | Number Talk | Preparation Notes |

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| | | | 1,000 with Composing (Addressing) Rectangle Rumble (3–5), Stage 2: Factors 1–5 (Supporting) | | | | |
| 3.3.7 | Materials to Gather Base-ten blocks Tools for creating a visual display | | How Close? (1–5), Stage 4: Add to 1,000 (Addressing) Number Puzzles: Addition and Subtraction (1–4), Stage 5: Within 1,000 (Addressing) | | MLR8 | Number Talk | Preparation Notes |
| 3.3.8 | Materials to Copy Diagrams and Algorithms | Activity 2: Create a set of cards from the blackline master for each group of 2. | How Close? (1–5), Stage 4: Add to 1,000 (Addressing) Number Puzzles: Addition and Subtraction (1–4), Stage 5: Within 1,000 (Addressing) Five in a Row: Multiplication (3–5), | BLM L8 | MLR8 | Number Talk | Preparation Notes |

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| | | | Stage 2: Factors 1–9 (Supporting) | | | | |
| 3.3.9 | Materials to Gather Base-ten blocks | | How Close? (1–5), Stage 4: Add to 1,000 (Addressing) Number Puzzles: Addition and Subtraction (1–4), Stage 5: Within 1,000 (Addressing) Five in a Row: Multiplication (3–5), Stage 2: Factors 1–9 (Supporting) | | MLR8 | True or False | Preparation Notes |
| 3.3.10 | Materials to Gather Base-ten blocks | | How Close? (1–5), Stage 4: Add to 1,000 (Addressing) Number Puzzles: Addition and Subtraction (1–4), Stage 5: Within 1,000 (Addressing) Five in a Row: Multiplication (3–5), | | MLR8 | Notice and Wonder | Preparation Notes |

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| | | | Stage 2: Factors 1–9 (Supporting) | | | | |
| 3.3.11 | | | How Close? (1–5), Stage 4: Add to 1,000 (Addressing) Number Puzzles: Addition and Subtraction (1–4), Stage 5: Within 1,000 (Addressing) Five in a Row: Multiplication (3–5), Stage 2: Factors 1–9 (Supporting) | | MLR8 | Number Talk | Preparation Notes |
| 3.3.12 | Materials to Gather Paper clips Pencils Materials to Copy Greatest Difference, Smallest Difference | Activity 2: Each group of 2 will need a paper clip. | How Close? (1–5), Stage 4: Add to 1,000 (Addressing) Number Puzzles: Addition and Subtraction (1–4), Stage 5: Within 1,000 (Addressing) | BLM L12 | MLR8 | Number Talk | Preparation Notes |

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| 3.3.13 | | | Target Numbers (1–5), Stage 7: Subtract Hundreds, Tens, or Ones (Addressing) How Close? (1–5), Stage 4: Add to 1,000 (Addressing) | | MLR8 | Estimation Exploration | Preparation Notes |
| 3.3.14 | | | Target Numbers (1–5), Stage 7: Subtract Hundreds, Tens, or Ones (Addressing) How Close? (1–5), Stage 4: Add to 1,000 (Addressing) Capture Squares (1–3), Stage 6: Multiply with 1–5 (Supporting) | | MLR2 | Estimation Exploration | Preparation Notes |
| 3.3.15 | | | Target Numbers (1–5), Stage 7: Subtract Hundreds, Tens, or Ones (Addressing) How Close? (1–5), Stage 4: Add to 1,000 (Addressing) | | MLR1 | Choral Count | Preparation Notes |

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| | | | Capture Squares (1–3), Stage 6: Multiply with 1–5 (Supporting) | | | | |
| 3.3.16 | Materials to Gather Index cards | Activity 2: Each student needs an index card. | Target Numbers (1–5), Stage 7: Subtract Hundreds, Tens, or Ones (Addressing) How Close? (1–5), Stage 4: Add to 1,000 (Addressing) Capture Squares (1–3), Stage 6: Multiply with 1–5 (Supporting) | | MLR8 | Number Talk | Preparation Notes |
| 3.3.17 | | | Tic Tac Round (3–5), Stage 1: Nearest Ten or Hundred (Addressing) Number Puzzles: Addition and Subtraction (1–4), Stage 5: Within 1,000 (Addressing) | | MLR8 | True or False | Preparation Notes |
| 3.3.18 | Materials to Gather Sticky notes | Activity 1: | Tic Tac Round (3–5), Stage 1: Nearest Ten | BLM L18 | MLR8 | Notice and Wonder | Preparation Notes |

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| | Tools for creating a visual display Materials to Copy Card Sort: Situations, Equations, and Diagrams | Create a set of cards from the blackline master for each group of 4. | or Hundred (Addressing) Number Puzzles: Addition and Subtraction (1–4), Stage 5: Within 1,000 (Addressing) Five in a Row: Multiplication (3–5), Stage 2: Factors 1–9 (Supporting) | | | | |
| 3.3.19 | | | Tic Tac Round (3–5), Stage 1: Nearest Ten or Hundred (Addressing) Number Puzzles: Addition and Subtraction (1–4), Stage 5: Within 1,000 (Addressing) Five in a Row: Multiplication (3–5), Stage 2: Factors 1–9 (Supporting) | | MLR5 | Notice and Wonder | Preparation Notes |

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| 3.3.20 | Materials to Copy Info Gap: Bake Sale | Activity 2: Create a set of cards from the blackline master for each group of 2. Keep set 1 separate from set 2. | Tic Tac Round (3–5), Stage 1: Nearest Ten or Hundred (Addressing) Number Puzzles: Addition and Subtraction (1–4), Stage 5: Within 1,000 (Addressing) Five in a Row: Multiplication (3–5), Stage 2: Factors 1–9 (Supporting) | BLM L20 | | Number Talk | Preparation Notes |
| 3.3.21 | | | Tic Tac Round (3–5), Stage 1: Nearest Ten or Hundred (Addressing) Number Puzzles: Addition and Subtraction (1–4), Stage 5: Within 1,000 (Addressing) Five in a Row: Multiplication (3–5), | | MLR8 | Notice and Wonder | Preparation Notes |

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| | | | Stage 2: Factors 1–9 (Supporting) | | | | |
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| IM K-5 MATH™ by Kendall Hunt Grade 3 UNIT 4 | | | | Virtual Manipulatives Base-ten Blocks Connecting Cubes Counters | | | |
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| Lesson | Required Materials | Required Preparation | Suggested Centers | Blackline Masters | MLRs | Instructional Routines | Link to Preparation Notes with Presentation Slides |
| 3.4.1 | Materials to Gather Connecting cubes or counters Tools for creating a visual display | | Rectangle Rumble (3–5), Stage 2: Factors 1–5 (Supporting) Five in a Row: Multiplication (3–5), Stage 2: Factors 1–9 (Supporting) | | MLR8 | How Many Do You See? | Preparation Notes |

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| 3.4.2 | Materials to Gather Connecting cubes or counters Tools for creating a visual display | Activity 3: Gather the 2–3 posters from the previous lesson and this lesson that highlight counting the groups in a “how many groups?” problem and finding how many in each group in a “how many in each group?” problem. | Rectangle Rumble (3–5), Stage 2: Factors 1–5 (Supporting) Five in a Row: Multiplication (3–5), Stage 2: Factors 1–9 (Supporting) | | MLR7 | Notice and Wonder | Preparation Notes |
| 3.4.3 | | | Rectangle Rumble (3–5), Stage 2: Factors 1–5 (Supporting) Five in a Row: Multiplication (3–5), Stage 2: Factors 1–9 (Supporting) | | MLR8 | Number Talk | Preparation Notes |
| 3.4.4 | | | Capture Squares (1–3), Stage 6: Multiply with 1–5 (Supporting) | | MLR2 | Number Talk | Preparation Notes |

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| | | | Five in a Row: Multiplication (3–5), Stage 2: Factors 1–9 (Supporting) | | | | |
| 3.4.5 | Materials to Gather Tools for creating a visual display Materials to Copy Card Sort: All About Bugs | Activity 1: Create a set of cards from the blackline master for each group of 2. | Capture Squares (1–3), Stage 6: Multiply with 1–5 (Supporting) Five in a Row: Multiplication (3–5), Stage 2: Factors 1–9 (Supporting) | BLM L5 | MLR8 | Number Talk | Preparation Notes |
| 3.4.6 | | | Capture Squares (1–3), Stage 6: Multiply with 1–5 (Supporting) Five in a Row: Multiplication (3–5), Stage 2: Factors 1–9 (Supporting) | | MLR7 | Notice and Wonder | Preparation Notes |
| 3.4.7 | Materials to Copy Division Round Table | | Rectangle Rumble (3–5), Stage 3: Factors 1–10 (Addressing) Capture Squares (1–3), Stage 7: Multiply with 6–9 (Addressing) | BLM L7 | MLR8 | How Many Do You See? | Preparation Notes |

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| 3.4.8 | <p>Materials to Gather</p> <p>Materials from a previous activity</p> <p>Materials to Copy</p> <p>Card Sort: Multiplication</p> <p>Recording Sheet</p> <p>Card Sort: Multiplication</p> | <p>Activity 1:</p> <p>Create a set of cards from the blackline master for each group of 2. The Multiplication Fact sort cards from this activity will be used again in the next activity.</p> <p>Activity 2:</p> <p>Each group of 2 needs a set of cards from the previous activity.</p> | <p>Rectangle Rumble (3–5), Stage 3: Factors 1–10 (Addressing)</p> <p>Capture Squares (1–3), Stage 7: Multiply with 6–9 (Addressing)</p> | BLM L8 | MLR8 | Number Talk | Preparation Notes |
| 3.4.9 | | | <p>Rectangle Rumble (3–5), Stage 3: Factors 1–10 (Addressing)</p> <p>Capture Squares (1–3), Stage 7: Multiply with 6–9 (Addressing)</p> | | MLR2 | Notice and Wonder | Preparation Notes |

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| 3.4.10 | Materials to Gather Colored pencils, crayons, or markers | | Rectangle Rumble (3–5), Stage 3: Factors 1–10 (Addressing) Capture Squares (1–3), Stage 7: Multiply with 6–9 (Addressing) | | MLR8 | How Many Do You See? | Preparation Notes |
| 3.4.11 | Materials to Copy Card Sort: Different Expressions, Same Rectangle Centimeter Grid Paper - Standard | Activity 2: Create a set of cards from the blackline master for each group of 2 or 4. | Rectangle Rumble (3–5), Stage 3: Factors 1–10 (Addressing) Capture Squares (1–3), Stage 7: Multiply with 6–9 (Addressing) | BLM L11 | MLR2 | Which One Doesn't Belong? | Preparation Notes |
| 3.4.12 | Materials to Gather Base-ten blocks Materials to Copy Centimeter Grid Paper - Standard | | Compare (1–5), Stage 3: Multiply within 100 (Addressing) How Close? (1–5), Stage 5: Multiply to 100 (Addressing) | BLM L12 | MLR8 | Notice and Wonder | Preparation Notes |
| 3.4.13 | Materials to Gather Base-ten blocks Connecting cubes or counters | | Compare (1–5), Stage 2: Add and Subtract within 20 (Supporting) | BLM L13 | MLR7 | Estimation Exploration | Preparation Notes |

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| | Tools for creating a visual display Materials to Copy Centimeter Grid Paper - Standard | | How Close? (1–5), Stage 4: Add to 1,000 (Supporting) | | | | |
| 3.4.14 | Materials to Gather Base-ten blocks | | Compare (1–5), Stage 2: Add and Subtract within 20 (Supporting) How Close? (1–5), Stage 4: Add to 1,000 (Supporting) | | MLR8 | Notice and Wonder | Preparation Notes |
| 3.4.15 | Materials to Gather Base-ten blocks Sticky notes Tools for creating a visual display Materials to Copy Centimeter Grid Paper - Standard | | Compare (1–5), Stage 3: Multiply within 100 (Addressing) How Close? (1–5), Stage 5: Multiply to 100 (Addressing) | BLM L15 | MLR8 | Which One Doesn't Belong? | Preparation Notes |
| 3.4.16 | Materials to Gather Base-ten blocks | Activity 3: | Compare (1–5), Stage 3: Multiply within 100 (Addressing) | BLM L16 | MLR8 | Number Talk | Preparation Notes |

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| | Materials to Copy Centimeter Grid Paper - Standard Number Cards (0-10) | Create a set of cards from the blackline master for each group of 2. | How Close? (1–5), Stage 5: Multiply to 100 (Addressing) | | | | |
| 3.4.17 | Materials to Gather Base-ten blocks Materials to Copy Centimeter Grid Paper - Standard | | Compare (1–5), Stage 3: Multiply within 100 (Addressing) How Close? (1–5), Stage 5: Multiply to 100 (Addressing) | BLM L17 | MLR5 | True or False | Preparation Notes |
| 3.4.18 | Materials to Gather Base-ten blocks Connecting cubes or counters Materials to Copy Centimeter Grid Paper - Standard | | Compare (1–5), Stage 4: Divide within 100 (Addressing) How Close? (1–5), Stage 5: Multiply to 100 (Addressing) | BLM L18 | MLR7 | What Do You Know About _____? | Preparation Notes |
| 3.4.19 | Materials to Gather Base-ten blocks | | Compare (1–5), Stage 4: Divide within 100 (Addressing) | | MLR8 | True or False | Preparation Notes |

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| | | | How Close? (1–5), Stage 5: Multiply to 100 (Addressing) Can You Draw It? 1– 5), Stage 2: Grade 2 Shapes (Supporting) | | | | |
| 3.4.20 | Materials to Gather Base-ten blocks Materials to Copy Compare Stage 4 Division Cards Centimeter Grid Paper - Standard | Activity 3: Create a set of cards from the blackline master for each group of 2. Remove the cards with two-digit divisors. | Compare (1–5), Stage 4: Divide within 100 (Addressing) How Close? (1–5), Stage 5: Multiply to 100 (Addressing) Can You Draw It? (1– 5), Stage 2: Grade 2 Shapes (Supporting) | BLM L20 | MLR8 | Number Talk | Preparation Notes |
| 3.4.21 | | | | | MLR8 | Notice and Wonder | Preparation Notes |
| 3.4.22 | Materials to Copy Centimeter Grid Paper - Standard | | | BLM L22 | MLR7 | Notice and Wonder | Preparation Notes |

IM K-5 MATH™ by Kendall Hunt

Grade 3

UNIT 5

Virtual Manipulatives

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

| Lesson | Required Materials | Required Preparation | Suggested Centers | Blackline Masters | MLRs | Instructional Routines | Link to Preparation Notes with Presentation Slides |
|--------|--|--|---|------------------------|------|---------------------------|--|
| 3.5.1 | Materials to Copy Fold and Name Card Sort: Partitions | Activity 1: Create a set of cards from the blackline master for each group of 2. Activity 2: Each student needs 4 copies of the | Mystery Number (1–4), Stage 2: Three-digit Numbers (Supporting) Number Line Scoot (2–3), Stage 1: Twos, Fives, and Tens (Supporting) | BLM L1 | MLR2 | Which One Doesn't Belong? | Preparation Notes |

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| | | rectangle from the blackline master. Have extra rectangles available for students who need more than one try to fold the rectangles into equal parts. Create poster for synthesis: (See Preparation Noted for image) | | | | | |
| 3.5.2 | Materials to Copy Partition the Strips | Activity 1: Use the blackline master to create one set of 6 equal-sized strips for each student. | Mystery Number (1–4), Stage 2: Three-digit Numbers (Supporting) Number Line Scoot (2–3), Stage 1: Twos, Fives, and Tens (Supporting) | BLM L2 | MLR8 | Which One Doesn't Belong? | Preparation Notes |
| 3.5.3 | Materials to Copy Fraction Match Part 2 | Activity 2: Create a set of cards from the Fraction | Mystery Number (1–4), Stage 2: Three-digit Numbers (Supporting) | BLM L3 | MLR8 | Notice and Wonder | Preparation Notes |

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| | Fraction Match Part 1 | Match Part 1 blackline master for each group of 2. Create a set of 8 cards from the Fraction Match Part 2 blackline master for each group of 2. | Number Line Scoot (2–3), Stage 1: Twos, Fives, and Tens (Supporting) | | | | |
| 3.5.4 | Materials to Gather Colored pencils Folders Materials for creating a visual display Materials to Copy Secret Fractions Stage 1 Gameboard Secret Fractions Stage 1 Cards | Activity 1: Create a set of cards from the blackline master for each group of 2. Print extra gameboards for the launch and groups that have time for an extra game. Students might want a folder or divider so their partner doesn't see their cards. | Mystery Number (1–4), Stage 3: Fractions with Denominators 2, 3, 4, 6 (Addressing) Number Line Scoot (2–3), Stage 2: Halves, Thirds and Fourths (Addressing) | BLM L4 | MLR8 | Number Talk | Preparation Notes |
| 3.5.5 | Materials to Gather | Activity 1: | Mystery Number (1–4), Stage 3: Fractions | BLM L5 | MLR2 | Notice and Wonder | Preparation Notes |

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| | <p>Scissors</p> <p>Materials to Copy</p> <p>Card Sort: Number Lines</p> <p>Fold and Label Number Lines</p> | <p>Create a set of cards from the blackline master for each group of 2.</p> <p>Activity 2:</p> <p>Each student needs at least 5 number lines from 0 to 1. Each copy of the blackline master contains a few extra number lines, in case students fold incorrectly at first. Create a number line folded into fourths and a fraction strip that shows fourths to display in the synthesis.</p> | <p>with Denominators 2, 3, 4, 6 (Addressing) Number Line Scoot (2–3), Stage 2: Halves, Thirds and Fourths (Addressing)</p> | | | | |
| 3.5.6 | | | <p>Mystery Number (1–4), Stage 3: Fractions</p> | | MLR8 | Which One Doesn't Belong? | <p>Preparation Notes</p> |

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| | | | with Denominators 2, 3, 4, 6 (Addressing) Number Line Scoot (2–3), Stage 2: Halves, Thirds and Fourths (Addressing) | | | | |
| 3.5.7 | Materials to Gather Base-ten blocks Number cubes Materials to Copy Number Line Scoot Stage 2 Gameboard Number Line Scoot Stage 2 Directions | Activity 1: Each group of 2 students needs a number cube. Each student needs at least 5 base-ten cubes to use as game pieces. | Secret Fraction (3), Stage 1: Building Non-Unit Fractions (Addressing) Number Line Scoot (2–3), Stage 2: Halves, Thirds and Fourths (Addressing) | BLM L7 | MLR8 | Choral Count | Preparation Notes |
| 3.5.8 | | | Secret Fraction (3), Stage 1: Building Non-Unit Fractions (Addressing) Number Line Scoot (2–3), Stage 2: Halves, | | MLR1 | Number Talk | Preparation Notes |

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| | | | Thirds and Fourths (Addressing) | | | | |
| 3.5.9 | | | Number Line Scoot (2–3), Stage 3: Halves, Thirds, Fourths, Sixths and Eighths (Addressing) Secret Fraction (3), Stage 1: Building Non-Unit Fractions (Addressing) | | MLR8 | Which One Doesn't Belong? | Preparation Notes |
| 3.5.10 | Materials to Gather Materials from a previous lesson | Warm-up: Have recording of choral count by one-fourth available, from a previous lesson. Activity 2: Students need the fraction strips they made in a previous lesson. | Number Line Scoot (2–3), Stage 3: Halves, Thirds, Fourths, Sixths and Eighths (Addressing) Secret Fraction (3), Stage 1: Building Non-Unit Fractions (Addressing) | | MLR7 | Choral Count | Preparation Notes |

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| 3.5.1 1 | | | Number Line Scoot (2–3), Stage 3: Halves, Thirds, Fourths, Sixths and Eighths (Addressing) Secret Fraction (3), Stage 1: Building Non-Unit Fractions (Addressing) | | MLR8 | Number Talk | Preparation Notes |
| 3.5.1 2 | Materials to Gather Number cubes | Activity 3: Each group of 2 needs 6 number cubes. | Number Line Scoot (2–3), Stage 3: Halves, Thirds, Fourths, Sixths and Eighths (Addressing) Secret Fraction (3), Stage 1: Building Non-Unit Fractions (Addressing) | | MLR8 | Notice and Wonder | Preparation Notes |
| 3.5.1 3 | | | Rolling for Fractions (3–5), Stage 1: Equivalent Fractions (Addressing) Number Line Scoot (2–3), Stage 3: Halves, Thirds, Fourths, Sixths | | MLR8 | Notice and Wonder | Preparation Notes |

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| | | | and Eighths (Addressing) | | | | |
| 3.5.1 4 | Materials to Gather Materials for creating a visual display | | Rolling for Fractions (3–5), Stage 1: Equivalent Fractions (Addressing) Number Line Scoot (2–3), Stage 3: Halves, Thirds, Fourths, Sixths and Eighths (Addressing) Five in a Row: Multiplication (3–5), Stage 2: Factors 1–9 (Supporting) | | MLR8 | Number Talk | Preparation Notes |
| 3.5.1 5 | Materials to Gather Colored pencils Paper clips Materials to Copy Spin to Win Recording Sheet Spin to Win Spinner | Activity 2: Each group of 2 needs a paper clip for their spinner. | Rolling for Fractions (3–5), Stage 1: Equivalent Fractions (Addressing) Number Line Scoot (2–3), Stage 3: Halves, Thirds, Fourths, Sixths and Eighths (Addressing) | BLM L15 | MLR7 | Notice and Wonder | Preparation Notes |

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| | | | Five in a Row: Multiplication (3–5), Stage 2: Factors 1–9 (Supporting) | | | | |
| 3.5.1 6 | | | Rolling for Fractions (3–5), Stage 1: Equivalent Fractions (Addressing) Number Line Scoot (2–3), Stage 3: Halves, Thirds, Fourths, Sixths and Eighths (Addressing) Five in a Row: Multiplication (3–5), Stage 2: Factors 1–9 (Supporting) | | MLR1 | True or False | Preparation Notes |
| 3.5.1 7 | | | Rolling for Fractions (3–5), Stage 1: Equivalent Fractions (Addressing) Number Line Scoot (2–3), Stage 3: Halves, Thirds, Fourths, Sixths | | MLR8 | Estimation Exploration | Preparation Notes |

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| | | | and Eighths (Addressing) Five in a Row: Multiplication (3–5), Stage 2: Factors 1–9 (Supporting) | | | | |
| 3.5.1 8 | Materials to Gather Paper Rulers or straightedges | | Rolling for Fractions (3–5), Stage 1: Equivalent Fractions (Addressing) Number Line Scoot (2–3), Stage 3: Halves, Thirds, Fourths, Sixths and Eighths (Addressing) Five in a Row: Multiplication (3–5), Stage 2: Factors 1–9 (Supporting) | | MLR2 | Notice and Wonder | Preparation Notes |

IM K-5 MATH™ by Kendall Hunt

Grade 3

UNIT 6

Virtual Manipulatives

| Lesson | Required Materials | Required Preparation | Suggested Centers | Blackline Masters | MLRs | Instructional Routines | Link to Preparation Notes with Presentation Slides |
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| 3.6.1 | Materials to Gather Materials from a previous activity Materials to Copy Measure Around the Room | Activity 1: Make copies and cut out the rulers from the blackline master (5 rulers per page). Activity 2: Each student needs a ruler from the previous activity. | Estimate and Measure (1–4), Stage 2: Centimeters and Inches (Supporting) Target Measurements (2–5), Stage 1: Inches and Centimeters (Supporting) | BLM L1 | MLR2 | What Do You Know About ____? | Preparation Notes |

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| 3.6.2 | Materials to Gather Materials from a previous activity Materials from a previous lesson | <p>Activity 1:</p> <p>Each group of 2 will need a ruler that didn't get partitioned in the previous lesson.</p> <p>Activity 2:</p> <p>Each group of 2 will need the rulers from previous activities: one that was partitioned into half inches and another partitioned into quarter inches.</p> | Estimate and Measure (1–4), Stage 2: Centimeters and Inches (Supporting) Target Measurements (2–5), Stage 1: Inches and Centimeters (Supporting) | | MLR2 | Estimation Exploration | Preparation Notes |
| 3.6.3 | Materials to Gather Materials from a previous activity Materials from a previous lesson Rulers (inches) | <p>Warm-up:</p> <p>Each group of 2 needs the rulers from the previous lesson.</p> | Estimate and Measure (1–4), Stage 3: Quarter Inches (Addressing) Target Measurements (2–5), | BLM L3 | MLR8 | Notice and Wonder | Preparation Notes |

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| | Materials to Copy Notice and Wonder Rulers | <p>Cut out a ruler from the blackline master for each student.</p> <p>Activity 1:</p> <p>Each student needs a ruler marked with half inches and quarter inches from the warm-up.</p> <p>Activity 2:</p> <p>Each student needs a ruler marked with half inches and quarter inches from the previous activity.</p> | <p>Stage 2: Quarter Inches (Addressing)</p> <p>Creating Line Plots (2–5), Stage 1: Inches and Centimeters (Supporting)</p> | | | | |
| 3.6.4 | | | <p>Estimate and Measure (1–4), Stage 3: Quarter Inches (Addressing)</p> | | MLR6 | Notice and Wonder | Preparation Notes |

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| | | | Target Measurements (2–5), Stage 2: Quarter Inches (Addressing) Creating Line Plots (2–5), Stage 1: Inches and Centimeters (Supporting) | | | | |
| 3.6.5 | Materials to Gather Glue or tape Materials from a previous lesson Scissors Tools for creating a visual display Materials to Copy Let's Make a Line Plot | Activity 1: Each group of 4 needs a ruler marked with half inches and quarter inches from a previous lesson. | Estimate and Measure (1–4), Stage 3: Quarter Inches (Addressing) Target Measurements (2–5), Stage 2: Quarter Inches (Addressing) Creating Line Plots (2–5), Stage 1: Inches and Centimeters (Supporting) | BLM L5 | MLR8 | Number Talk | Preparation Notes |
| 3.6.6 | Materials to Gather Chart paper | Activity 1: | Creating Line Plots (2–5), Stage 2: Quarter Inches (Addressing) | | MLR8 | Notice and Wonder | Preparation Notes |

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| | Markers | <p>Create a set of metric weights (1 kilogram, 2 kilograms, 1 gram, 10 grams, 100 grams). Weights can be made by filling bags with the following quantities of objects:</p> <p>for 1 kilogram: 1,000 jumbo paper clips or a 1 liter bottle filled with water</p> <p>for 1 gram: 1 large paper clip</p> <p>Create a poster with the labels “less than 1 gram,” “between 1 gram and 100 grams,” “between 100 grams and 1 kilogram,” and “over 1 kilogram” for the synthesis.</p> | <p>Target Measurements (2–5), Stage 2: Quarter Inches (Addressing)</p> | | | | |
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| | | If possible, gather scales (analog and digital), primary balances, and any other available weight measurement tools for the synthesis of Estimate Weight activity. Prepare enough tools for each group of students to have one, or prepare one for a whole-class weighing demonstration. | | | | | |
| 3.6.7 | Materials to Gather Markers (dry-erase) | Activity 1: Each group of 4 needs: a supply of water (1 liter bottles would work and could be | Creating Line Plots (2–5), Stage 2: Quarter Inches (Addressing) Target Measurements (2–5), Stage 2: Quarter Inches (Addressing) | | MLR5 | Notice and Wonder | Preparation Notes |

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| | | <p>reused for the next activity)</p> <p>two containers that are different in shape, but close in size, each labeled with "A" and "B"</p> <p>a small container labeled with "unit," such as a large spoon, film canister, or a small measuring cup</p> <p>a tray or towel to work on (optional) (see Preparation Noted for image)</p> <p>Activity 2:</p> <p>Gather the following materials:</p> <p>a large clear container that can</p> | | | | | |
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| | | be written on, such as a gallon water jug with top removed or clear storage bin 1-liter container (1-liter water bottle, measuring cup, etc.) a supply of water (enough to fill the larger container) OR the Liquid Volume in Liters video: https://vimeo.com/451620298 | | | | | |
| 3.6.8 | | | Creating Line Plots (2–5), Stage 2: Quarter Inches (Addressing) Target Measurements (2–5), Stage 2: Quarter Inches (Addressing) | | MLR8 | Number Talk | Preparation Notes |
| 3.6.9 | | | Creating Line Plots (2–5), Stage 2: Quarter Inches (Addressing) | | MLR8 | Estimation Exploration | Preparation Notes |

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| | | | Target Measurements (2–5), Stage 2: Quarter Inches (Addressing) | | | | |
| 3.6.10 | | | Number Puzzles: Addition and Subtraction (1–4), Stage 5: Within 1,000 (Supporting) Target Numbers (1–5), Stage 7: Subtract Hundreds, Tens, or Ones (Supporting) | | MLR7 | Choral Count | Preparation Notes |
| 3.6.11 | Materials to Gather Materials from a previous activity | Activity 1: Display students' ideas from the lesson synthesis in the previous lesson. | Number Puzzles: Addition and Subtraction (1–4), Stage 5: Within 1,000 (Supporting) Target Numbers (1–5), Stage 7: Subtract Hundreds, Tens, or Ones (Supporting) | | MLR8 | Notice and Wonder | Preparation Notes |
| 3.6.12 | Materials to Gather | Activity 2: | Number Puzzles: Addition and | BLM L12 | MLR8 | Notice and Wonder | Preparation Notes |

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| | <p>Tools for creating a visual display</p> <p>Materials to Copy Card Sort: Giant Pumpkins</p> | Create a set of cards from the blackline master for each group of 2. | Subtraction (1–4), Stage 5: Within 1,000 (Supporting) Target Numbers (1–5), Stage 7: Subtract Hundreds, Tens, or Ones (Supporting) | | | | |
| 3.6.13 | <p>Materials to Copy Info Gap: Pig Weigh-Off Info Gap: Pumpkin Weigh-Off</p> | <p>Activity 1:</p> <p>Create a set of cards from the blackline master for each group of 2. Keep set 1 separate from set 2.</p> <p>Activity 2:</p> <p>Create a set of cards from the blackline master for each group of 2. Keep set 1 separate from set 2.</p> | Number Puzzles: Addition and Subtraction (1–4), Stage 5: Within 1,000 (Supporting) Target Numbers (1–5), Stage 7: Subtract Hundreds, Tens, or Ones (Supporting) | BLM L13 | | Estimation Exploration | Preparation Notes |

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| 3.6.14 | | | Compare (1–5), Stage 3: Multiply within 100 (Supporting) How Close? (1–5), Stage 5: Multiply to 100 (Supporting) | | MLR8 | Number Talk | Preparation Notes |
| 3.6.15 | Materials to Gather Materials from a previous activity Tools for creating a visual display | Activity 2: Display posters from the previous activity. | Compare (1–5), Stage 3: Multiply within 100 (Supporting) How Close? (1–5), Stage 5: Multiply to 100 (Supporting) | | MLR7 | Number Talk | Preparation Notes |
| 3.6.16 | Materials to Gather Paper clips Pipe cleaners Rulers Tape (painter's or masking) Yardsticks | Activity 1: Gather tape measures, toilet paper tubes, marbles, pennies, paper cups, and a collection of balls that bounce for students to use as they create their games. | Compare (1–5), Stage 3: Multiply within 100 (Supporting) How Close? (1–5), Stage 5: Multiply to 100 (Supporting) | | MLR8 | Notice and Wonder | Preparation Notes |

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| | | Other material not included in this list can be made available to students to use to create their games. | | | | | |
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| IM K-5 MATH™ by Kendall Hunt Grade 3 UNIT 7 | | | | Virtual Manipulatives Counters | | | |
| Lesson | Required Materials | Required Preparation | Suggested Centers | Blackline Masters | MLRs | Instructional Routines | Link to Preparation Notes with Presentation Slides |

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| 3.7.1 | Materials to Copy Shape Cards Grade 3 | Activity 1: Create a set of cards from the blackline master for each group of 2. | Can You Draw It? (1–5), Stage 2: Grade 2 Shapes (Supporting) How Are They the Same? (1–5), Stage 2: Grade 2 Shapes (Supporting) Which One? (K–5), Stage 3: Grade 2 Shapes (Supporting) | BLM L1 | MLR2 | Which One Doesn't Belong? | Preparation Notes |
| 3.7.2 | Materials to Gather Bags or envelopes Materials to Copy Triangle Cards Grade 3 Quadrilateral Cards Grade 3 | Activity 1: Create a set of cards from the blackline master for each group of 2 or 4. When copying the card sort triangles, use colored paper to distinguish these cards from the cards in the next activity. | Can You Draw It? (1–5), Stage 2: Grade 2 Shapes (Supporting) How Are They the Same? (1–5), Stage 2: Grade 2 Shapes (Supporting) Which One? (K–5), Stage 3: Grade 2 Shapes (Supporting) | BLM L2 | MLR2 | True or False | Preparation Notes |

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| | | <p>Activity 2:</p> <p>Create a set of cards from the blackline master for each group of 2 or 4. Bags or envelopes can be used to store sets of cards from this activity for use in the next lesson.</p> | | | | | |
| 3.7.3 | <p>Materials to Gather</p> <p>Counters</p> <p>Folders</p> <p>Materials from a previous lesson</p> | <p>Activity 1:</p> <p>Gather a set of quadrilateral cards from the previous lesson.</p> <p>Activity 2:</p> <p>Each group of 2 needs a set of quadrilateral cards</p> | <p>Can You Draw It? (1–5), Stage 2: Grade 2 Shapes (Supporting)</p> <p>How Are They the Same? (1–5), Stage 2: Grade 2 Shapes (Supporting)</p> <p>Which One? (K–5), Stage 3: Grade 2 Shapes (Supporting)</p> | | MLR8 | Number Talk | Preparation Notes |

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| | | from the previous lesson. Each group of 2 will need a folder to hide the card during this activity. | | | | | |
| 3.7.4 | | Activity 1: Create a chart with labels showing a rectangle, rhombus, and square for the lesson synthesis. | Picture Books (K–5), Stage 3: Find Shapes (Addressing) Which One? (K–5), Stage 4: Grade 3 Shapes (Addressing) | | MLR8 | Which One Doesn't Belong? | Preparation Notes |
| 3.7.5 | | | Picture Books (K–5), Stage 3: Find Shapes (Addressing) Which One? (K–5), Stage 4: Grade 3 Shapes (Addressing) | | MLR8 | Number Talk | Preparation Notes |
| 3.7.6 | Materials to Gather Paper clips | Activity 1: Each group of 4 needs 25-50 paper | Picture Books (K–5), Stage 3: Find Shapes (Addressing) | BLM L6 | MLR8 | Notice and Wonder | Preparation Notes |

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| | Materials to Copy What Does It Take to Build the Shapes? | clips that are $1\frac{1}{4}$ -inch long each. If using 1-inch paper clips, use 80% scale when making copies of the blackline masters. | Which One? (K–5), Stage 4: Grade 3 Shapes (Addressing) | | | | |
| 3.7.7 | | | Can You Draw It? (1–5), Stage 3: Grade 3 Shapes (Addressing) How Are They the Same?? (1–5), Stage 3: Grade 3 Shapes (Addressing) | | MLR7 | True or False | Preparation Notes |
| 3.7.8 | Materials to Gather Tools for creating a visual display | | Can You Draw It? (1–5), Stage 3: Grade 3 Shapes (Addressing) Which One? (K–5), Stage 4: Grade 3 Shapes (Addressing) How Are They the Same? (1–5), Stage 3: Grade 3 Shapes (Addressing) | | MLR8 | Can You Draw It? (1–5), Stage 3: Grade 3 Shapes (Addressing) How Are They the Same? (1–5), Stage 3: Grade 3 Shapes (Addressing) | Preparation Notes |

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| 3.7.9 | | | Can You Draw It? (1–5), Stage 3: Grade 3 Shapes (Addressing) Which One? (K–5), Stage 4: Grade 3 Shapes (Addressing) How Are They the Same? (1–5), Stage 3: Grade 3 Shapes (Addressing) | | MLR8 | Estimation Exploration | Preparation Notes |
| 3.7.10 | Materials to Copy Info Gap: A Garden and a Playground | Activity 2: Each group of 2 will need a copy of the 2 data and problem card sets. Keep set 1 separate from set 2. | Can You Draw It? (1–5), Stage 3: Grade 3 Shapes (Addressing) Which One? (K–5), Stage 4: Grade 3 Shapes (Addressing) How Are They the Same? (1–5), Stage 3: Grade 3 Shapes (Addressing) | BLM L10 | MLR1 | True or False | Preparation Notes |
| 3.7.11 | Materials to Gather Scissors Tape | Activity 2: Create 4 visual displays. Each visual display | Can You Draw It? (1–5), Stage 4: Area and Perimeter (Addressing) | BLM L11 | MLR8 | Number Talk | Preparation Notes |

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| | Materials to Copy Square Dot Paper Standard | should be labeled with a different perimeter. Use the following perimeters: 12 units, 20 units, 26 units, 34 units). Students cut out and tape their rectangles on one of the visual displays during this activity. | | | | | |
| 3.7.12 | Materials to Gather Scissors Tape Materials to Copy Square Dot Paper Standard | Activity 2: Create 4 visual displays. Each visual display should be labeled with one of the following areas: 12 square units, 20 square units, 42 square units, 48 square units. | Can You Draw It? (1–5), Stage 4: Area and Perimeter (Addressing) Compare (1–5), Stage 4: Divide within 100 (Supporting) How Close? (1–5), Stage 5: Multiply to 100 (Supporting) | BLM L12 | MLR8 | Number Talk | Preparation Notes |

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| | | Students will cut out and tape their rectangles on to one of the visual displays. | | | | | |
| 3.7.13 | Materials to Copy Square Dot Paper Standard | | Can You Draw It? (1–5), Stage 4: Area and Perimeter (Addressing) Compare (1–5), Stage 4: Divide within 100 (Supporting) How Close? (1–5), Stage 5: Multiply to 100 (Supporting) | BLM L13 | MLR8 | Notice and Wonder | Preparation Notes |
| 3.7.14 | Materials to Gather Colored pencils, crayons, or markers Materials to Copy Info Gap: The Bundle | Activity 2: Each group of 2 students will need a copy of the 2 data and problem card sets. Keep set 1 separate from set 2. | Can You Draw It? (1–5), Stage 4: Area and Perimeter (Addressing) Compare (1–5), Stage 4: Divide within 100 (Supporting) How Close? (1–5), Stage 5: Multiply to 100 (Supporting) | BLM L14 | MLR8 | Notice and Wonder | Preparation Notes |

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| | Square Dot Paper Standard | | | | | | |
| 3.7.15 | Materials to Gather Tape Materials to Copy Square Dot Paper Standard | Activity 1: Students will need to tape together at least 2 sheets of the square dot paper to have space for their robot | Can You Draw It? (1–5), Stage 4: Area and Perimeter (Addressing) Compare (1–5), Stage 4: Divide within 100 (Supporting) How Close? (1–5), Stage 5: Multiply to 100 (Supporting) | BLM L15 | MLR8 | What Do You Know About ____? | Preparation Notes |

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| IM K-5 MATH™ by Kendall Hunt <h1>Grade 3</h1> UNIT 8 | Virtual Manipulatives |
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| Lesson | Required Materials | Required Preparation | Suggested Centers | Blackline Masters | MLRs | Instructional Routines | Link to Preparation Notes with Presentation Slides |
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| 3.8.1 | | | | | MLR2 | Which One Doesn't Belong? | Preparation Notes |
| 3.8.2 | Materials to Gather Markers Tape (painter's or masking) | Activity 1: Each group of 3-4 students needs a roll of tape and a marker. | | | MLR8 | Which One Doesn't Belong? | Preparation Notes |
| 3.8.3 | | | | | MLR8 | What Do You Know About ____? | Preparation Notes |
| 3.8.4 | Materials to Gather Materials from a previous activity | Activity 2: Each student needs the tiny house design they created in the previous activity. | | | MLR8 | Notice and Wonder | Preparation Notes |
| 3.8.5 | Materials to Gather | Activity 1: | | | MLR8 | Estimation Exploration | Preparation Notes |

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| | Materials from a previous lesson | Each student needs the tiny house design they created in the previous lesson. | | | | | |
| 3.8.6 | Materials to Copy Survey a Large Group | Activity 2: A blackline master is provided to record students' survey results, but they could also record their results using lined paper. | | BLM L6 | MLR8 | Notice and Wonder | Preparation Notes |
| 3.8.7 | Materials to Gather Materials from a previous activity Materials from a previous lesson Materials to Copy Draw Scaled Graphs | Activity 1: Each group of 4 needs the survey data from the previous lesson. Activity 2: Each group needs the bar graphs | | BLM L7 | MLR8 | Notice and Wonder | Preparation Notes |

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| | | they created in the previous activity. | | | | | |
| 3.8.8 | <p>Materials to Gather</p> <p>Materials from a previous lesson</p> <p>Materials to Copy</p> <p>Card Sort: Multiplication Recording Sheet</p> <p>Compare Stage 3 Multiplication Cards</p> <p>Card Sort: Multiplication</p> | <p>Activity 1:</p> <p>Gather materials from Multiplication Card Sort, an activity from a previous unit. If remaking the cards, create a set of cards from the blackline master for each group of 2.</p> <p>Activity 2:</p> <p>Create a set of cards from the blackline master for each group of 2.</p> | | BLM L8 | MLR8 | Number Talk | Preparation Notes |
| 3.8.9 | <p>Materials to Gather</p> <p>Materials from previous centers</p> | <p>Activity 2:</p> <p>Gather materials from:</p> | | BLM L9 | MLR7 | Number Talk | Preparation Notes |

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| | Materials to Copy Rectangle Rumble Stage 3 Grid Rectangle Rumble Stage 3 Spinners Number Cards (0-10) How Close? Stage 5 Recording Sheet | Compare, Stage 3 How Close, Stage 5 Rectangle Rumble, Stage 3 | | | | | |
| 3.8.10 | Materials to Gather Glue or tape Materials from a previous activity Tools for creating a visual display Materials to Copy | Activity 1: The blackline master has 24 cards. Copy and cut enough cards so that each student can have one card. Activity 2: | | BLM L10 | MLR7 | Which One Doesn't Belong? | Preparation Notes |

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| | Find the Match | Keep posters from the previous activity displayed. | | | | | |
| 3.8.11 | Materials to Gather Materials from previous centers Number cubes | Activity 2: Gather materials from: Compare, Stage 4 | | | MLR8 | Number Talk | Preparation Notes |
| 3.8.12 | Materials to Gather Chart paper Markers Picture books | Activity 1: Each group of 3-4 needs picture books to use as they create their Notice and Wonder activity. Activity 2: Each group of 3-4 from the previous activity needs 1 piece of chart | | | MLR8 | Notice and Wonder | Preparation Notes |

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| | | paper and a marker. | | | | | |
| 3.8.13 | Materials to Gather Chart paper Markers | Activity 2: Each group of 3-4 from the previous activity needs 1 piece of chart paper and a marker. | | | MLR8 | How Many Do You See? | Preparation Notes |
| 3.8.14 | Materials to Gather Chart paper Markers Picture books Rulers | Activity 1: Each group of 2-3 needs picture books and a ruler to design their Estimation Exploration activity. Activity 2: Each group of 2-3 from the previous activity needs 1 | | | MLR8 | Estimation Exploration | Preparation Notes |

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| | | piece of chart paper and a marker. | | | | | |
| 3.8.15 | | | | | MLR8 | Number Talk | Preparation Notes |