Scope and Sequence for Grade 1

The big ideas in IM Grade 1 include: developing understanding of addition and subtraction, and strategies for addition and subtraction within 20; developing understanding of whole-number relationships and place value, including grouping tens and ones; developing understanding of linear measurement and measuring lengths as iterating length units; and reasoning about attributes of, and composing and decomposing, geometric shapes. The materials, particularly units that focus on addition and subtraction, include problem types, such as Add To, Take From, Put Together or Take Apart, Compare, Result Unknown, and so on. These problem types are based on common addition and subtraction situations, as outlined in Table 1 of the "Mathematics Glossary" section of the *Common Core State Standards* (NGA & CCSSO, 2010).

Unit 1: Adding, Subtracting, and Working with Data

In this unit, students deepen their understanding of addition and subtraction within 10. They also extend what they know about organizing objects into categories and representing the quantities.

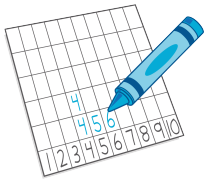
In kindergarten, students solved addition and subtraction word problems within 10 using objects and drawings. They learned about Put-Together, Result-Unknown problems and worked toward fluency with sums and differences within 5.

The activities in this unit reinforce these understandings and initiate the year-long work of developing fluency with sums and differences within 10. Some problems involve finding sums greater than 10, a skill to be honed throughout the course and with the support of tools, such as connecting cubes.

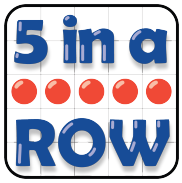
Students also build on the work of kindergarten as they engage with data. Previously, students sorted objects into given categories, such as by size or shape. Here, students use drawings, symbols, tally marks, and numbers to represent categorical data. They go further by choosing their own categories, interpreting representations with up to three categories, and asking and answering questions about the data.

This opening unit offers teachers opportunities to introduce mathematical routines and structures for centers, and to develop a shared understanding of what it means to do math and to be a part of a mathematical community.

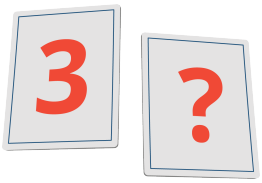
Number Race



Five in a Row



Find the Pair



Check It Off

Section A: Add and Subtract within 10

- Lesson 1: Count and Add
- Lesson 2: Explore Expressions and Sums
- Lesson 3: Add 1 or 2
- Lesson 4: More Work with 1 and 2
- Lesson 5: Explore Addition and Subtraction
- Lesson 6: Center Day 1

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Section B: Show Us Your Data

- Lesson 7: Sort Math Tools
- Lesson 8: Sort and Count Shape Cards
- Lesson 9: Which Is Your Favorite?
- Lesson 10: Center Day 2

Section C: What Does the Data Tell Us?

- Lesson 11: Class Pet Surveys
- Lesson 12: How Many?
- Lesson 13: Questions about Data
- Lesson 14: Center Day 3
- Lesson 15: Free-Time Activities

Unit 2: Addition and Subtraction Story Problems

In this unit, students learn to solve new types of addition and subtraction story problems. As students make sense of the problems and share the ways they solve them, they deepen their understanding of addition, subtraction, and the relationship between these operations. These new problem types also elicit computation strategies, such as counting on, that students will use throughout the year as they add and subtract within 20 and develop fluency within 10.

In kindergarten, students solved a limited number of story problem types within 10. They made sense of story problems by acting them out with objects and drawings. As they compared different ways to represent and solve these problems, including the use of expressions, students developed an understanding of addition as adding to or putting together and subtraction as taking from or taking apart.

Here, students are introduced to three of the new problem types for grade 1:

- Add To, Change Unknown
- Put Together/Take Apart, Addend Unknown
- Compare, Difference Unknown

Each of these problem types involves an unknown addend. Still, they all provide unique opportunities for students to learn about the relationship between addition and subtraction as they make sense of the actions or relationships in the problems.

Throughout the unit, it is important to maintain a focus on sense-making as students share and compare the different ways they represent and solve problems. It is recommended to read the story problems aloud to all students during this unit to ensure access to the mathematics. Students will continue to use objects and drawings during the unit and throughout the year to make sense of problems and show their thinking.
In the next unit, students will solve addition and subtraction problems within 20 and work with equations with a symbol for the unknown in all positions. They will also further develop their fluency within 10.

Section A: Add To and Take From Story Problems

- Lesson 1: Represent Story Problems
- Lesson 2: Solve Story Problems
- Lesson 3: A Change Is Coming
- Lesson 4: A Change Unknown

- Lesson 5: Center Day 1

Section B: Put Together/Take Apart Story Problems

- Lesson 6: Problems about Pets
- Lesson 7: One Part Red, One Part Yellow
- Lesson 8: One Part Red, How Many Yellow?
- Lesson 9: What Is the Unknown?
- Lesson 10: Center Day 2

Section C: Compare Story Problems

- Lesson 11: Are There Enough?
- Lesson 12: How Many More? How Many Fewer?
- Lesson 13: Compare Data
- Lesson 14: Compare with Addition or Subtraction
- Lesson 15: Different Types of Story Problems
- Lesson 16: Center Day 3

Section D: All Kinds of Story Problems

- Lesson 17: Equations with Unknowns
- Lesson 18: Addition and Subtraction Equations
- Lesson 19: How Do the Stories Compare?
- Lesson 20: Story Problems and Equations
- Lesson 21: Make Sense of Equations
- Lesson 22: Center Day 4
- Lesson 23: Story Problem Information

Unit 3: Adding and Subtracting within 20

In this unit, students develop an understanding of 10 ones as a unit called “a ten” and use the structure of $10 + n$ to add and subtract within 20.

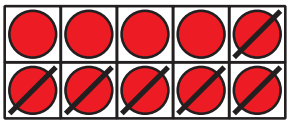
In kindergarten, students composed and decomposed the numbers 11–19 into 10 ones and some more ones. In a previous unit, students solved story problems of all types with unknown values in all positions and numbers within 10. They used the relationship between addition and subtraction, drawings and equations, and various tools (10-frames, connecting cubes, two-color counters) to represent the quantities in the problems. They learned that the values represented by the numbers or expressions on each side of an equation are equal.

Here, students decompose and recompose addends to find the sum of two or three numbers. For example, to find the value of $9 + 6$, they may decompose 6 into 1 and 5, compose the 1 and 9 into 10, and find $10 + 5$.

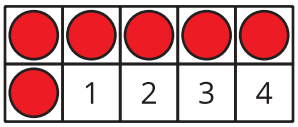
Subtraction work occurs throughout the unit and becomes the focus in the last section. Students consider taking away and counting on as methods for subtracting. They understand subtraction as an unknown-addend problem and use their knowledge of addition to find the difference of two numbers.

For instance, students may reason about the value of $10 - 6$ by:

Taking away 6 from 10.



Counting on to 10, starting from 6.



Using an addition fact, $6 + 4 = 10$.

Students solve story problems throughout the unit and learn two new problem types—Add To, Start Unknown and Take From, Change Unknown. Students compare the structure of different types of story problems as they practice adding and subtracting within 20.

Section A: Develop Fluency with Addition and Subtraction within 10

- Lesson 1: Sums I Know
- Lesson 2: Relate Counting to Addition
- Lesson 3: Are They Equal?
- Lesson 4: Sums of 10
- Lesson 5: Find the Difference
- Lesson 6: Story Problems within 10
- Lesson 7: Center Day 1

Section B: Add and Subtract Using Ten as a Unit

- Lesson 8: Ten as a Unit
- Lesson 9: Addition with a Ten
- Lesson 10: Addition and Subtraction with a Ten
- Lesson 11: Add to a Teen Number
- Lesson 12: Subtract from a Teen Number
- Lesson 13: More Story Problems with Teen Numbers
- Lesson 14: Center Day 2

Section C: Add within 20

- Lesson 15: Solve Story Problems with Three Numbers
- Lesson 16: Add 3 Numbers
- Lesson 17: Make 10 to Add
- Lesson 18: Patterns in Addition
- Lesson 19: Methods for Addition within 20
- Lesson 20: A Trip to the Zoo
- Lesson 21: Center Day 3

Section D: Subtract within 20

- Lesson 22: Subtract from Teen Numbers
- Lesson 23: Use a Ten to Subtract
- Lesson 24: Relate Counting to Addition and Subtraction

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- Lesson 25: How Do You Want to Subtract?
- Lesson 26: What's the Story?
- Lesson 27: Center Day 4
- Lesson 28: The Garden

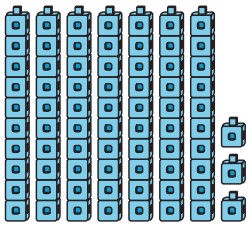
Unit 4: Numbers to 99

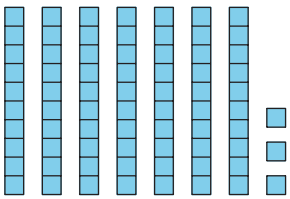
This unit develops students' understanding of the structure of numbers in base ten, allowing them to see that the two digits of a two-digit number represent how many tens and ones there are.

In a previous unit, students counted forward by one and ten within 100 in the *Choral Count* routine. They learned that 10 ones make a unit called a "ten" and that a "teen number" is a ten and some ones.

As students count and group quantities, they generalize the structure of two-digit numbers in terms of the number of tens and ones. This understanding enables students to transition from counting by one to counting by ten and then counting on. For example, to count to 73, students may count 7 tens and then count on—71, 72, 73.

Students interpret and use multiple representations of two-digit numbers: connecting cubes, base-ten diagrams, words, and expressions. Connecting cubes in towers of 10 and singles are used instead of base-ten blocks, so units of ten can be physically composed and decomposed with the cubes. Base-ten blocks will be introduced in grade 2. Here are some representations for 73:

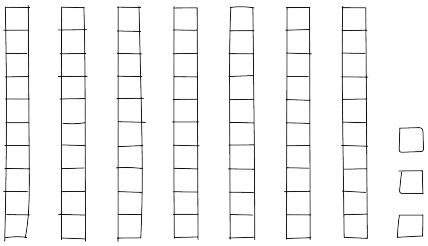


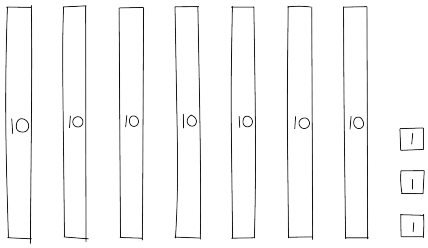


7 tens and 3 ones
3 ones and 7 tens

$70 + 3$
$63 + 10$
$60 + 13$

Students also represent two-digit numbers with drawings. They may start by drawing towers of ten and showing each unit of one within each ten. Later, students simplify their drawings to show rectangles for tens and small squares for ones. Encourage students to use the drawings that make sense to them. Students that use abstract drawings should express how many ones each ten represents.





Students should have access to connecting cubes—towers of 10 and singles —in all lessons to help students make sense of base-ten representations. Some students may also benefit from access to double 10-frames and two-color counters. Students should be encouraged to work toward using connecting cubes in towers of 10 and singles.

Later in the unit, students use the value of the digits to compare two-digit numbers. Students learn to use comparison symbols (<, >) to record their comparisons. The unit concludes with opportunities for students to explore different ways of using tens and ones to represent two-digit numbers.

Section A: Units of Ten

- Lesson 1: Count Large Collections

- Lesson 2: Match Representations of Tens
- Lesson 3: Addition and Subtraction with Tens
- Lesson 4: More Addition and Subtraction with Tens
- Lesson 5: Center Day 1

Section B: Tens and Ones

- Lesson 6: Count Larger Collections
- Lesson 7: Numbers with Tens and Ones
- Lesson 8: Different Representations of Tens and Ones
- Lesson 9: Show Me Your Number
- Lesson 10: Write 2-Digit Numbers
- Lesson 11: Add Tens to 2-Digit Numbers
- Lesson 12: Mentally Add and Subtract Tens
- Lesson 13: Center Day 2

Section C: Compare Numbers to 99

- Lesson 14: Let's Compare
- Lesson 15: Greater Than, Less Than
- Lesson 16: Write Comparisons with Symbols
- Lesson 17: Compare and Order Numbers
- Lesson 18: Center Day 3

Section D: Different Ways to Make a Number

- Lesson 19: Make 2-Digit Numbers
- Lesson 20: Make 2-Digit Numbers in Different Ways
- Lesson 21: Compare 2-Digit Numbers Shown in Different Ways
- Lesson 22: Center Day 4
- Lesson 23: What Happens When You Estimate?

Unit 5: Adding within 100

In this unit, students add within 100, using place value and properties of operations in their reasoning.

In a previous unit, students composed, decomposed, and compared numbers within 100. They reasoned about units of tens and ones and represented numbers with connecting cubes, base-ten drawings, expressions, and equations in different ways (for example, $65 = 60 + 5$ and $65 = 50 + 15$). In this unit, students build on these understandings of place value to find sums.

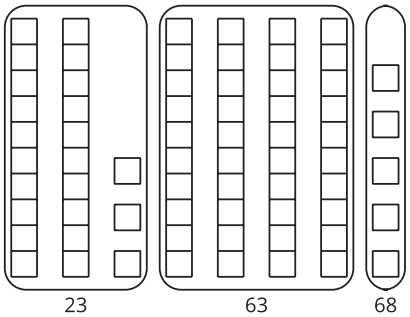
Students begin by adding a two-digit number with another two-digit number or with a one-digit number where it is not necessary to compose a new ten. Then they observe cases in which adding some ones together requires composing a new ten.

Two broad methods for finding sums are explored: $23 + 45$

adding on by place (adding on tens, then ones), and adding units by place (combining tens with tens and ones with ones).

They also compare methods from earlier work, such as counting on and making use of known sums, including sums of 10.

Add on tens, then add on ones:



Students make sense of methods for adding (especially as it relates to composing a ten when adding ones and ones). They work with a variety of representations—connecting cubes in towers of 10 and singles, base-ten drawings, expressions, and equations. They also use different representations to share their thinking with others.

Expressions and equations are presented horizontally to encourage students to make sense of the numbers and ways of adding rather than apply an algorithm. Eventually, students write equations to represent their thinking. For example, to find the sum of $52 + 46$, they might write:

$$52 + 40 = 92$$
$$92 + 6 = 98$$

or

$$50 + 40 = 90$$
$$2 + 6 = 8$$
$$90 + 8 = 98$$

Students are not expected to write or use equations in any specific way. Even in activities that focus on interpreting and writing equations, students should have continued access to drawings and other tools. Provide access to connecting cubes in towers of 10 and singles throughout the unit.

Section A: Add without Making a Ten

- Lesson 1: Add Tens or Ones
- Lesson 2: How Did You Add?
- Lesson 3: Add It, Explain It
- Lesson 4: Center Day 1

Section B: Make a Ten: Add 1- and 2-Digit Numbers

- Lesson 5: Make a Ten
- Lesson 6: Make a Ten and Make Sense of Equations
- Lesson 7: Does It Make a New Ten?
- Lesson 8: Center Day 2

Section C: Make a Ten: Add within 100

- Lesson 9: Add 2 Two-Digit Numbers
- Lesson 10: Tens and Tens, Ones and Ones
- Lesson 11: How Did You Do That?
- Lesson 12: Add It Up
- Lesson 13: Center Day 3

- Lesson 14: Food Drive

Unit 6: Length Measurements within 120 Units

In this unit, students extend their knowledge of linear measurement while continuing to develop their understanding of operations, algebraic thinking, and place value.

In kindergarten, students identified attributes of objects that can be compared, such as length, weight, and capacity. In this unit, students compare the lengths of objects by lining them up at their endpoints, and explore ways to compare lengths of two objects that cannot be lined up.

From there, students transition to the idea of iterating length units, or using the same length unit, to measure the lengths of objects and to communicate measurements clearly.

Students begin by using the length of a connecting cube as a unit of measurement. Because connecting cubes snap together, students can focus on counting the length of the cubes without worrying about any gaps or overlaps in the units.

Later, students measure with length units that don't connect together, such as paper clips and centimeter cubes (small cubes). Throughout the unit, students do not use formal units of length, and therefore centimeter cubes are referred to as small cubes. Students develop precision as they make sure that there are no gaps or overlap in the units used to measure.

Students measure some lengths by iterating small units, yielding measurements of over 100 length units. Students consider how to count and represent these larger groups of units—up to 120—with a written number. They use familiar representations (connecting cubes and base-ten drawings) to recognize 100 as 10 tens, but do not consider the unit of a hundred until grade 2.

Later in the unit, students solve problems in various contexts, including measurement. They revisit Compare, Difference Unknown story problems and learn to solve Compare, Bigger Unknown and Smaller Unknown problems about lengths. Next, students are introduced to a new problem type: Take From, Start Unknown. They practice solving all story problems types with unknowns in all positions.

Section A: From Direct to Indirect Comparisons

- Lesson 1: Compare Lengths
- Lesson 2: Compare the Lengths of Objects Indirectly
- Lesson 3: Choose Objects to Compare Length Indirectly
- Lesson 4: Center Day 1

Section B: Measure by Iterating up to 120 Length Units

- Lesson 5: Measure with Connecting Cubes
- Lesson 6: Measure with Paper Clips
- Lesson 7: Measure Length with Different Length Units
- Lesson 8: Groups up to 110
- Lesson 9: Write Numbers to 120
- Lesson 10: Center Day 2

Section C: All Kinds of Story Problems

- Lesson 11: How Long Are Our Shoes?
- Lesson 12: Compare Measurements
- Lesson 13: Solve Take From Story Problems
- Lesson 14: Which Equation Matches?
- Lesson 15: Write Equations for Story Problems
- Lesson 16: Center Day 3
- Lesson 17: Class Quilt

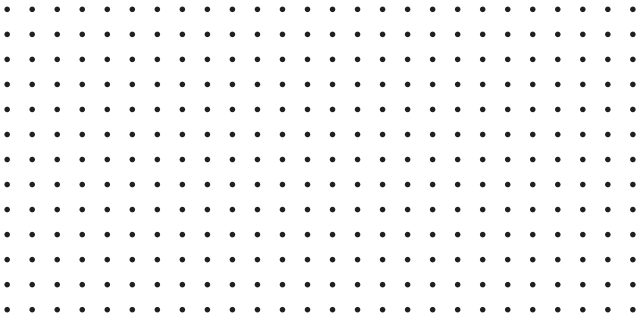
Unit 7: Geometry and Time

In this unit, students focus on geometry and time. They expand their knowledge of two- and three-dimensional shapes, partition shapes into halves and fourths, and tell time to the hour and half hour. Center activities and warm-ups continue to enable students to solidify their work with adding and subtracting within 20 and adding within 100.

In kindergarten, students learned about flat and solid shapes. They named, described, built, and compared shapes. They learned the names of some flat shapes (triangle, circle, square, and rectangle) and some solid shapes (cube, sphere, cylinder, and cone).

Here, students extend those experiences as they work with shape cards, pattern blocks, geoblocks, and solid shapes. They develop increasingly precise vocabulary as they use defining attributes (“squares have four equal-length sides”) rather than nondefining attributes (“the square is blue”) to describe why a specific shape belongs to a given category. Students should focus on manipulating, comparing, and composing shapes and using their own language, rather than learning the formal definitions of shapes.

Draw 3 shapes that are not rectangles.



How do you know these are not rectangles?

Next, students transition to thinking about how to partition shapes into halves and fourths or quarters. These experiences allow students to learn the language of fractions. They come to understand that each piece gets smaller as the number of equal pieces increases.

In the last section, students tell time to the hour and the half hour. They learn about the hour and minute hands and what an analog clock looks like when the hour hand moves from one hour to the next. The experience of partitioning circles helps students make sense of time on the clock. Students see that a clock shows half hours when the minute hand has moved halfway around the clock from the hour, and the time can be written as “half past” or “___:30.”

Section A: Flat and Solid Shapes

- Lesson 1: Shapes That Are Solid

- Lesson 2: Build Shapes from Other Shapes
- Lesson 3: Shapes That Are Flat
- Lesson 4: Draw Flat Shapes
- Lesson 5: Some Triangles, All Triangles
- Lesson 6: Rectangles and Squares
- Lesson 7: Put Together Flat Shapes
- Lesson 8: Center Day 1

Section B: Halves and Quarters

- Lesson 9: Equal Pieces
- Lesson 10: One of the Pieces, All of the Pieces
- Lesson 11: A Bigger Piece
- Lesson 12: Center Day 2

Section C: Tell Time in Hours and Half Hours

- Lesson 13: It's Time to Learn about Clocks
- Lesson 14: Half of the Clock
- Lesson 15: Write Times
- Lesson 16: Hard Times
- Lesson 17: Center Day 3
- Lesson 18: Halves and Fourths in Our World

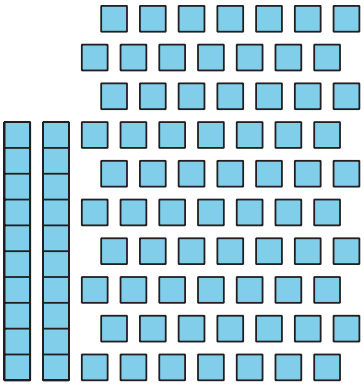
Unit 8: Putting It All Together

In this unit, students revisit major work and fluency goals of the grade, applying their learning from the year.

In *Section A*, students add and subtract within 20, concurrently working toward the goal of adding and subtracting fluently within 10. In *Section B*, they practice solving story problems of familiar types (those introduced in earlier units). In *Section C*, students count and represent numbers within 120.

Each of these topics is critical for students' readiness for the work in grade 2, in which students will expand their understanding of place value and add and subtract within 100.

What number is shown?
Record an estimate that is too low, too high, and about right.



The sections in this unit are standalone sections, not required to be completed in order. The goal is to offer ample opportunities for students to integrate the knowledge they have gained and to practice skills related to the expected fluencies of the grade.

Section A: Add and Subtract within 20

- Lesson 1: Addition Fluency within 10
- Lesson 2: Relate Addition and Subtraction
- Lesson 3: Add and Subtract within 20

Section B: Story Problems

- Lesson 4: Change Unknown Story Problems
- Lesson 5: Put Together and Take Apart Story Problems
- Lesson 6: Compare Story Problems

Section C: Numbers to 120

- Lesson 7: Count Large Collections
- Lesson 8: Show Me All the Ways
- Lesson 9: Solve Number Riddles
- Lesson 10: Write Number Riddles

Pacing Guide

The number of days includes two assessment days per unit. The upper bound of the range includes optional lessons.

	Kindergarten	Grade 1	Grade 2
week 1 week 2 week 3 week 4	Unit 1 Math in Our World (18–19 days) Optional Lesson: 17	Unit 1 Adding, Subtracting, and Working with Data (16–17 days) Optional Lesson: 15	Unit 1 Adding, Subtracting, and Working with Data (16–20 days) Optional Lessons: 6, 12, 17, 18
week 5 week 6 week 7 week 8	Unit 2 Numbers 1–10 (23–26 days) Optional Lessons:7, 8, 24	Unit 2 Addition and Subtraction Story Problems (24–25 days) Optional Lesson: 23	Unit 2 Adding and Subtracting within 100 (15–19 days) Optional Lessons: 4, 10, 16, 17
week 9 week 10 week 11 week 12	Unit 3 Flat Shapes All Around Us (16–17 days) Optional Lesson: 15	Unit 3 Adding and Subtracting within 20 (29–30 days) Optional Lesson: 28	Unit 3 Measuring Length (16–20 days) Optional Lessons: 7, 13, 17, 18
week 13 week 14 week 15 week 16	Unit 4 Understanding Addition and Subtraction (18–20 days) Optional Lessons: 13, 18		Unit 4 Addition and Subtraction on the Number Line (14–17 days) Optional Lessons: 6, 14, 15
week 17 week 18 week 19 week 20	Unit 5 Composing and Decomposing Numbers to 10 (15–17 days) Optional Lessons: 4, 15	Unit 4 Numbers to 99 (23–25 days) Optional Lessons: 12, 23	Unit 5 Numbers to 1,000 (13–16 days) Optional Lessons: 7, 13, 14
week 21 week 22 week 23 week 24	Unit 6 Numbers 0-20 (13–15 days) Optional Lessons: 2, 13	Unit 5 Adding within 100 (15–16 days) Optional Lesson: 14	Unit 6 Geometry, Time, and Money (19–24 days) Optional Lessons: 5, 10, 14, 21, 22
week 25 week 26 week 27 week 28	Unit 7 Solid Shapes All Around Us (17-18 days) Optional Lesson: 16	Unit 6 Length Measurements within 120 Units (18–19 days) Optional Lesson: 17	Unit 7 Adding and Subtracting within 1,000 (16–21 days) Optional Lessons: 5, 11, 17, 18, 19
week 29 week 30 week 31 week 32	Unit 8 Putting It All Together (17–23 days) Optional Lessons: 2, 4, 5, 17, 18, 19	Unit 7 Geometry and Time (19-20 days) Optional Lesson: 18	Unit 8 Equal Groups (12–16 days) Optional Lessons: 5, 6, 13, 14
week 33 week 34		Unit 8 Putting It All Together (12 days) Optional Lessons: none	Unit 9 Putting It All Together (15 days) Optional Lessons: none

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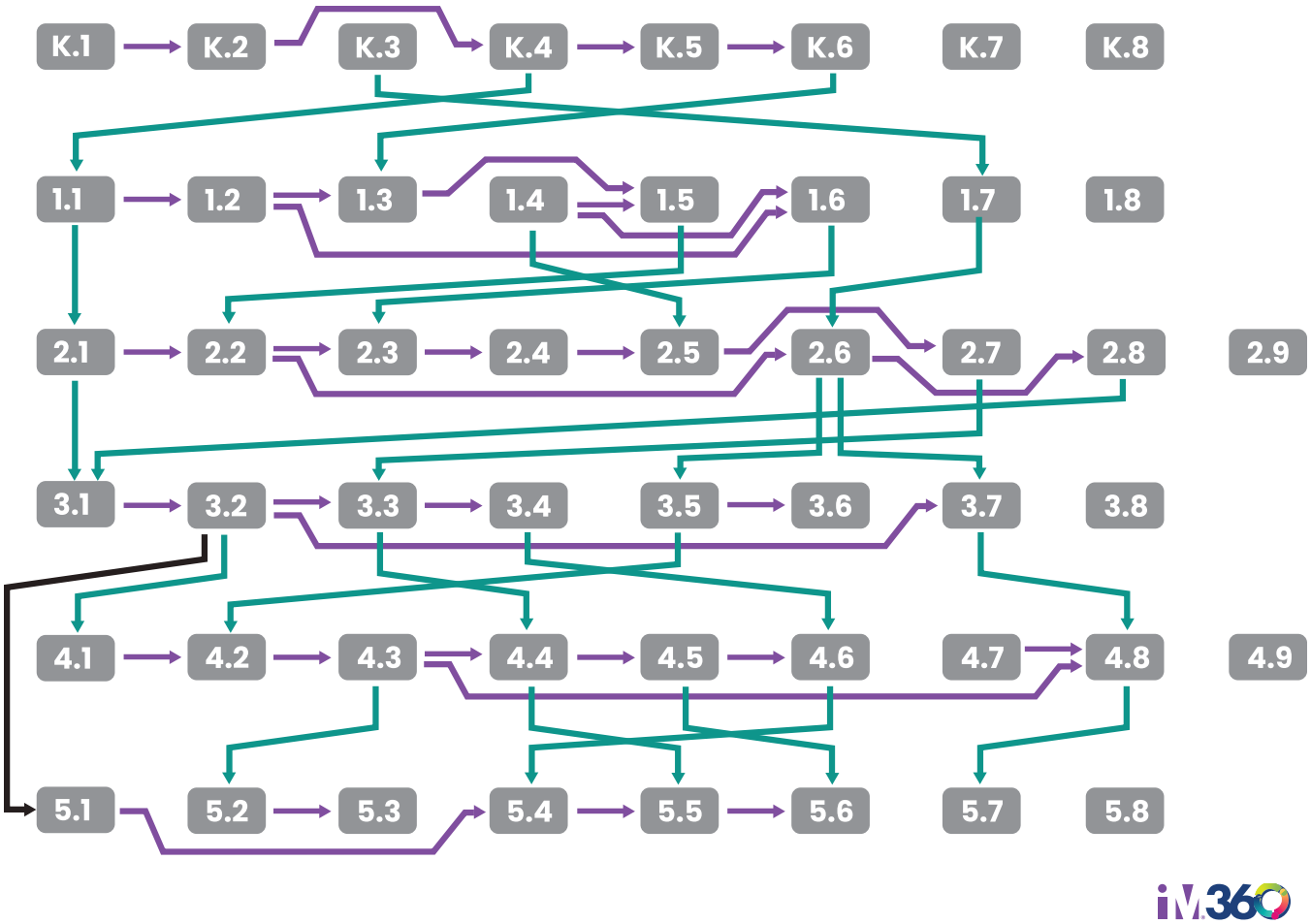
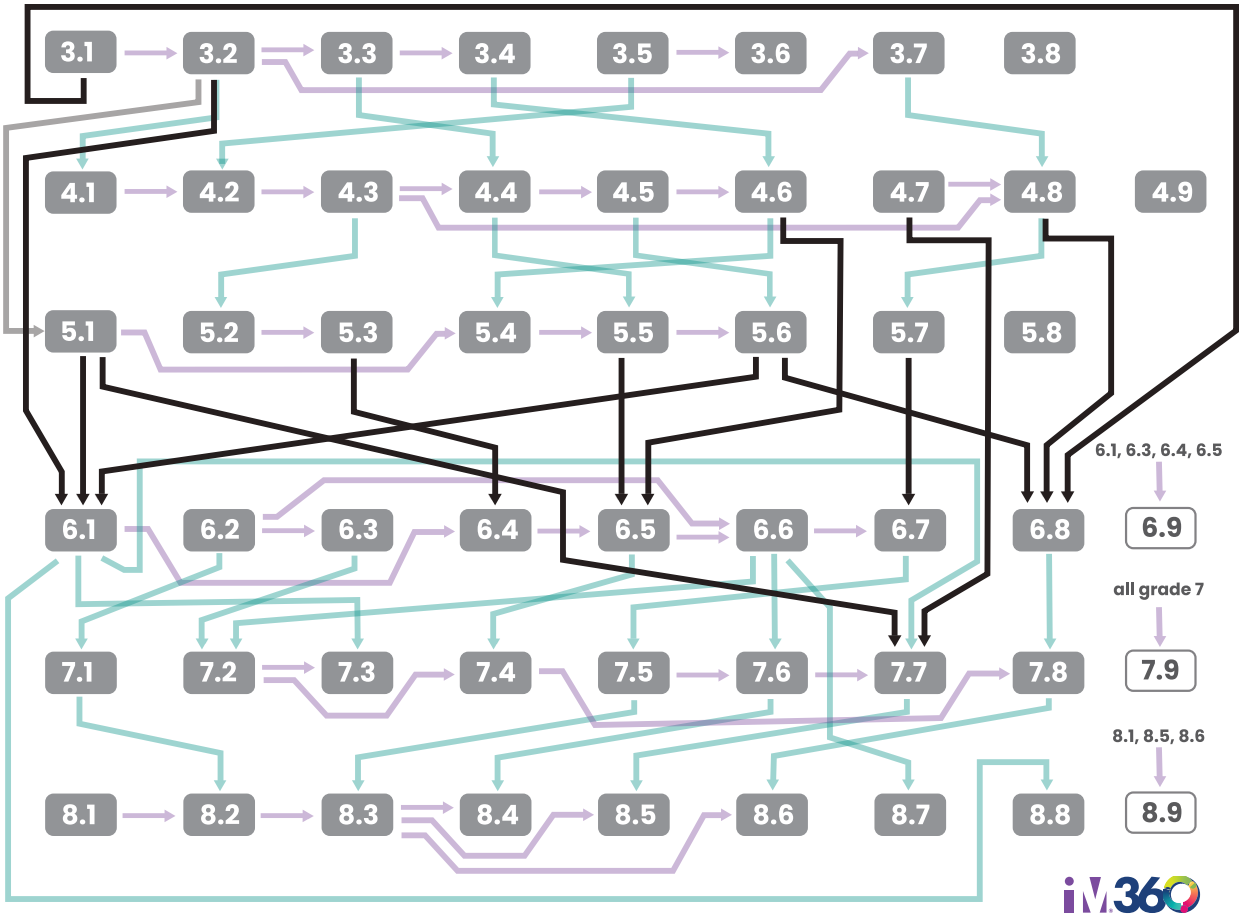
	Grade 3	Grade 4	Grade 5
week 1	Unit 1 Introducing Multiplication (22–23 days) Optional Lesson: 21	Unit 1 Factors and Multiples (8–10 days) Optional Lessons: 4, 8	Unit 1 Finding Volume (13–14 days) Optional Lesson: 12
week 2			
week 3		Unit 2 Fraction Equivalence and Comparison (18–19 days) Optional Lesson: 17	
week 4			Unit 2 Fractions as Quotients and Fraction Multiplication (17–19 days) Optional Lessons: 16, 17
week 5			
week 6	Unit 2 Area and Multiplication (16–17 days) Optional Lessons: 15		
week 7		Unit 3 Extending Operations to Fractions (20–22 days) Optional Lessons: 19, 20	
week 8			Unit 3 Multiplying and Dividing Fractions (20–22 days) Optional Lessons: 10, 20
week 9	Unit 3 Wrapping Up Addition and Subtraction within 1,000 (22–23 days) Optional Lesson: 21		
week 10			
week 11		Unit 4 From Hundredths to Hundred-thousands (24–25 days) Optional Lesson: 23	
week 12			Unit 4 Wrapping Up Multiplication and Division with Multi-Digit Numbers (20–22 days) Optional Lessons: 16, 20
week 13			
week 14	Unit 4 Relating Multiplication to Division (23–24 days) Optional Lesson: 22		
week 15			
week 16		Unit 5 Multiplicative Comparison and Measurement (19-20 days) Optional Lesson: 18	
week 17			Unit 5 Place Value Patterns and Decimal Operations (26–28 days) Optional Lessons: 4, 26
week 18			
week 19	Unit 5 Fractions as Numbers (19–20 days) Optional Lesson: 18		
week 20		Unit 6 Multiplying and Dividing Multi-digit Numbers (27–28 days) Optional Lesson: 26	
week 21			
week 22			
week 23	Unit 6 Measuring Length, Time, Liquid Volume, and Weight (17–18 days) Optional Lesson: 16		Unit 6 More Decimal and Fraction Operations (21–23 days) Optional Lessons: 20, 21
week 24			
week 25		Unit 7 Angles and Angle Measurement (17–18 days) Optional Lesson: 16	
week 26			
week 27	Unit 7 Two-dimensional Shapes and Perimeter (16 - 17 days) Optional Lesson: 15		Unit 7 Shapes on the Coordinate Plane (15 -16 days) Optional Lesson: 14
week 28			
week 29		Unit 8 Properties of Two-dimensional Shapes (9–13 days) Optional Lessons: 6, 9, 10, 11	
week 30			
week 31	Unit 8 Putting It All Together (17 days) Optional Lessons: none		Unit 8 Putting It All Together (19–20 days) Optional Lesson: 9
week 32		Unit 9 Putting It All Together (14 days) Optional Lessons: none	
week 33			
week 34			

Dependency Chart

In the unit dependency chart, an arrow indicates that a particular unit is designed for students who already know the material in a previous unit. Reversing the order of the units would have a negative effect on mathematical or pedagogical coherence.

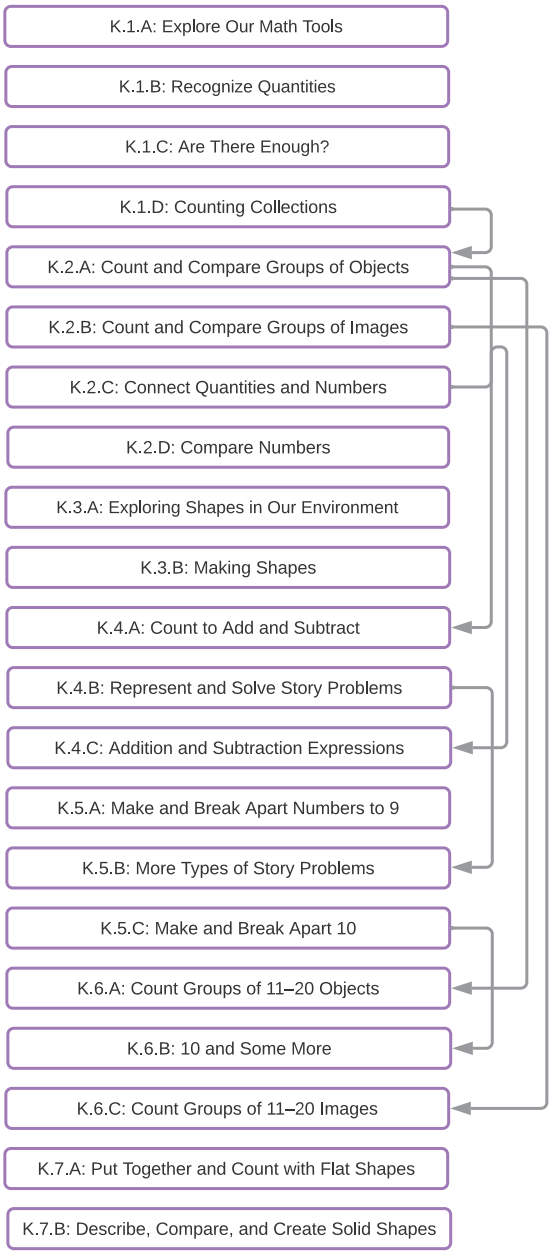


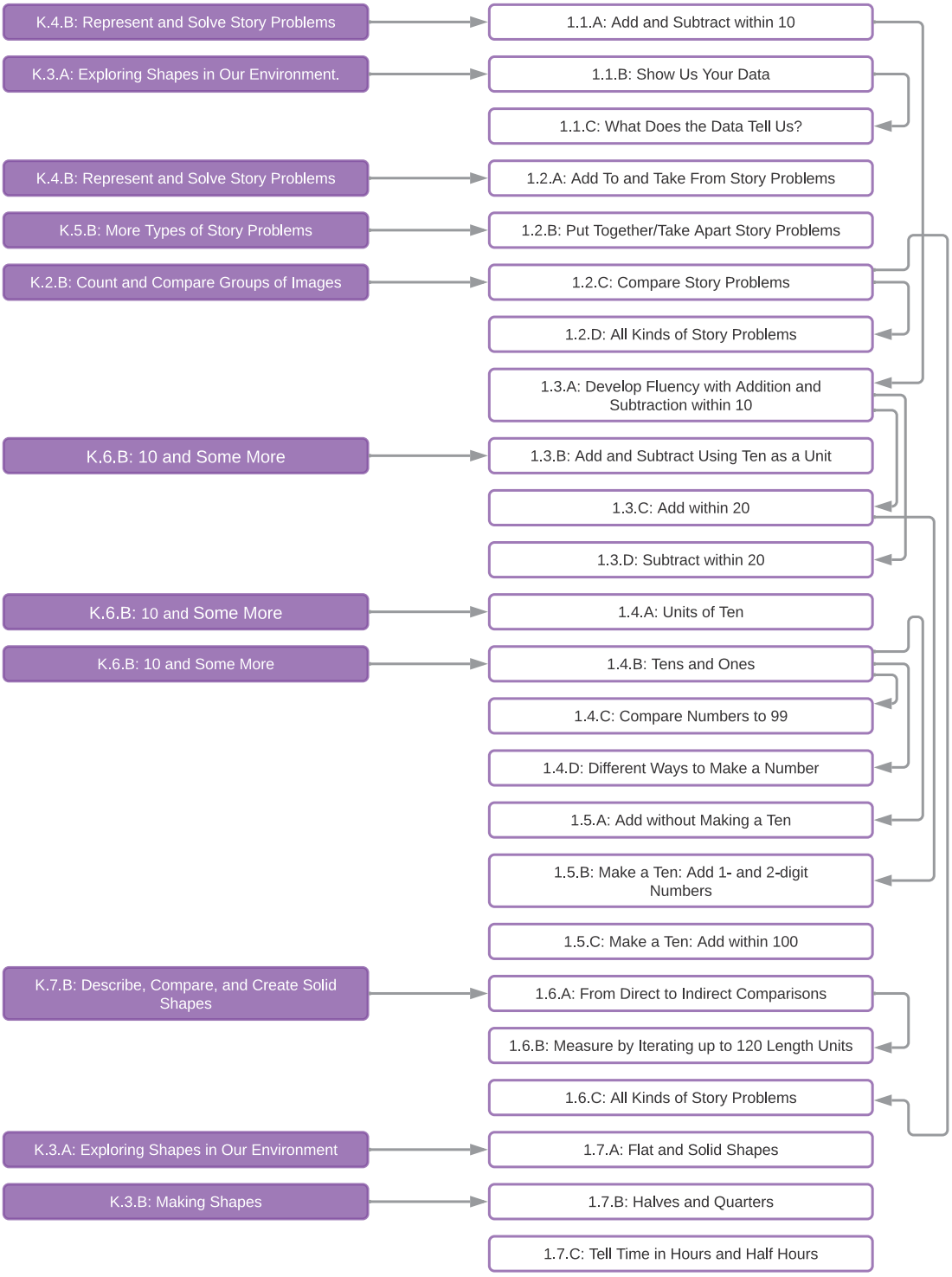
The following chart shows unit dependencies across the curriculum for IM Grades 3–8.

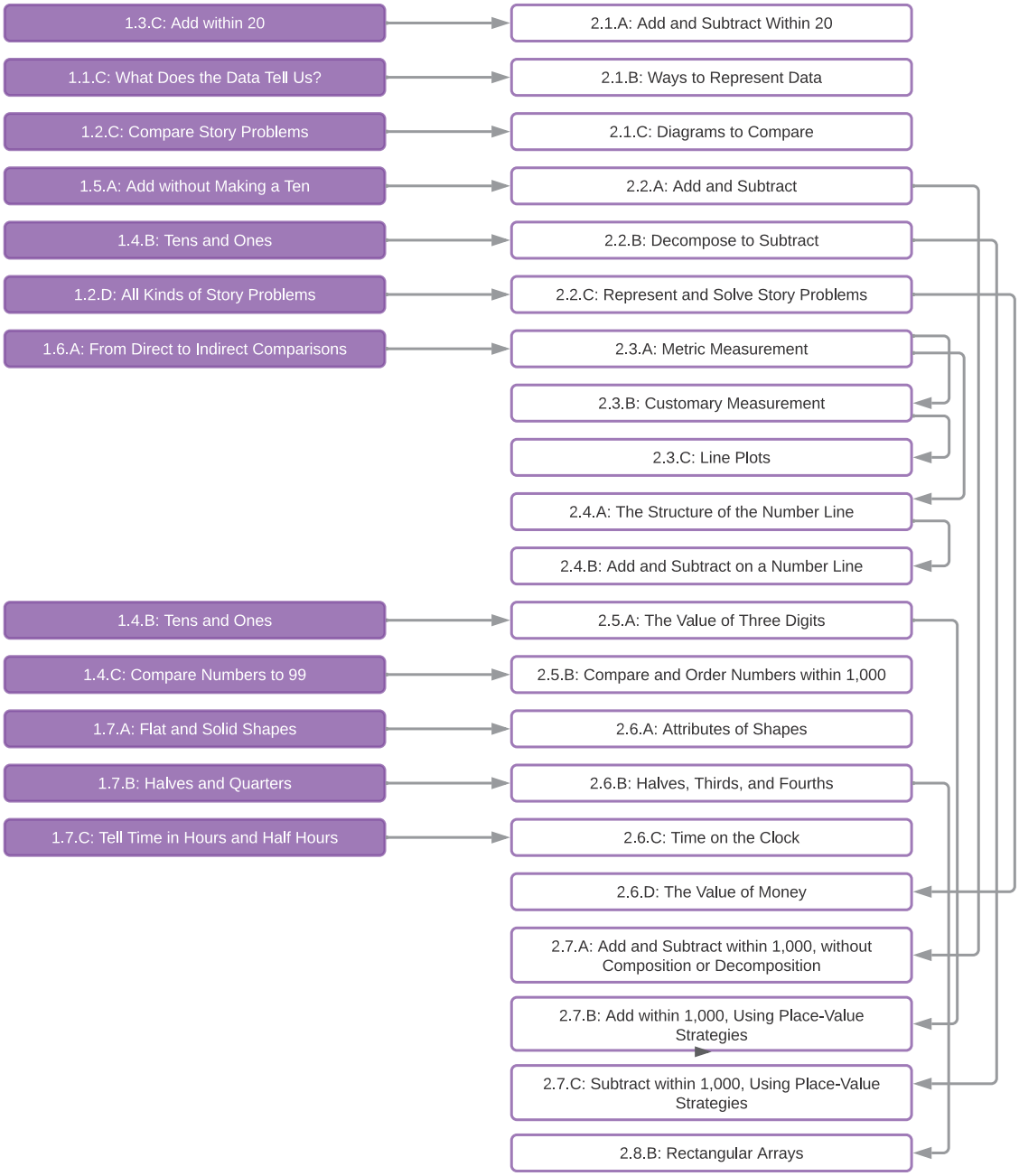


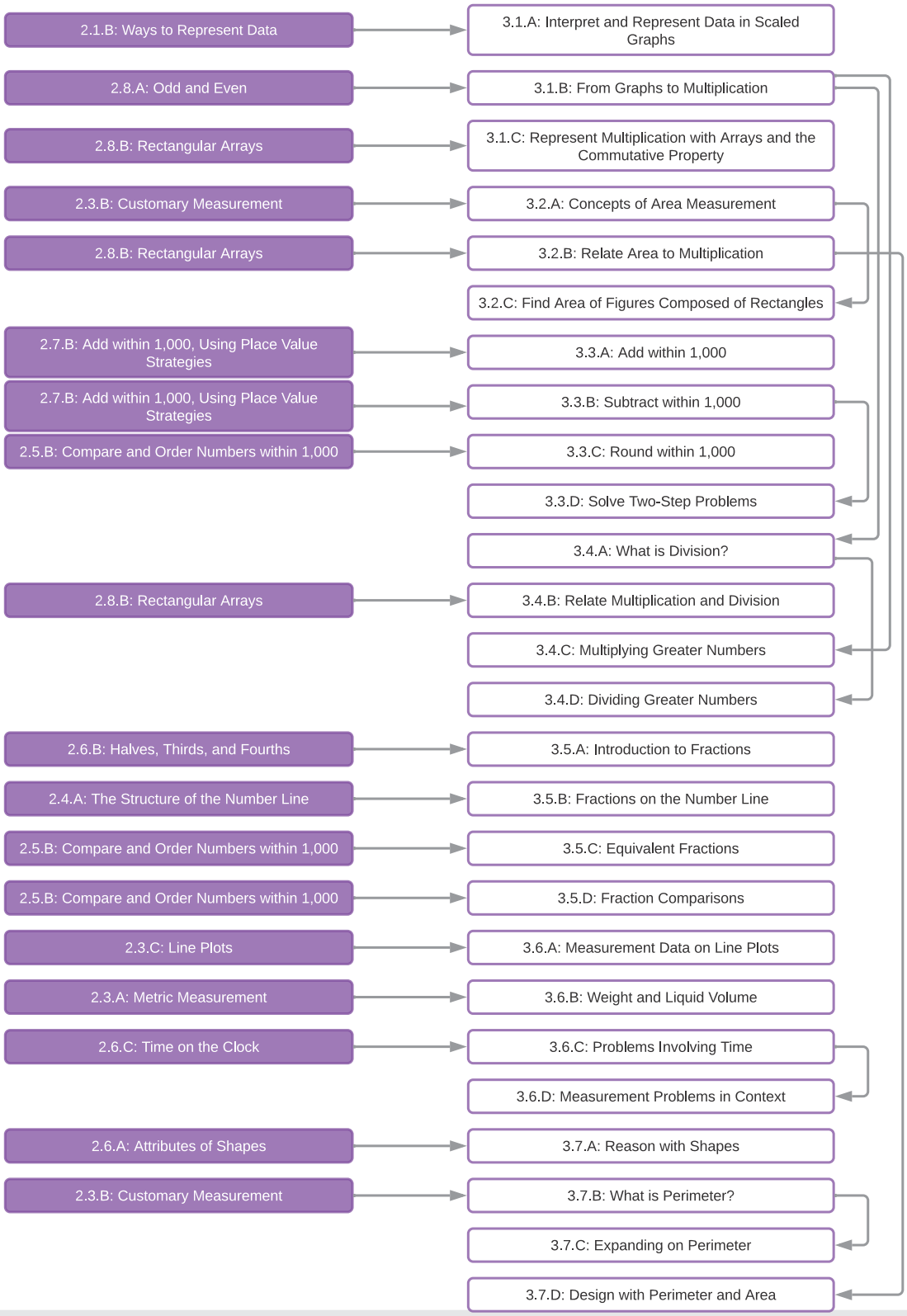
Section Dependency Diagrams

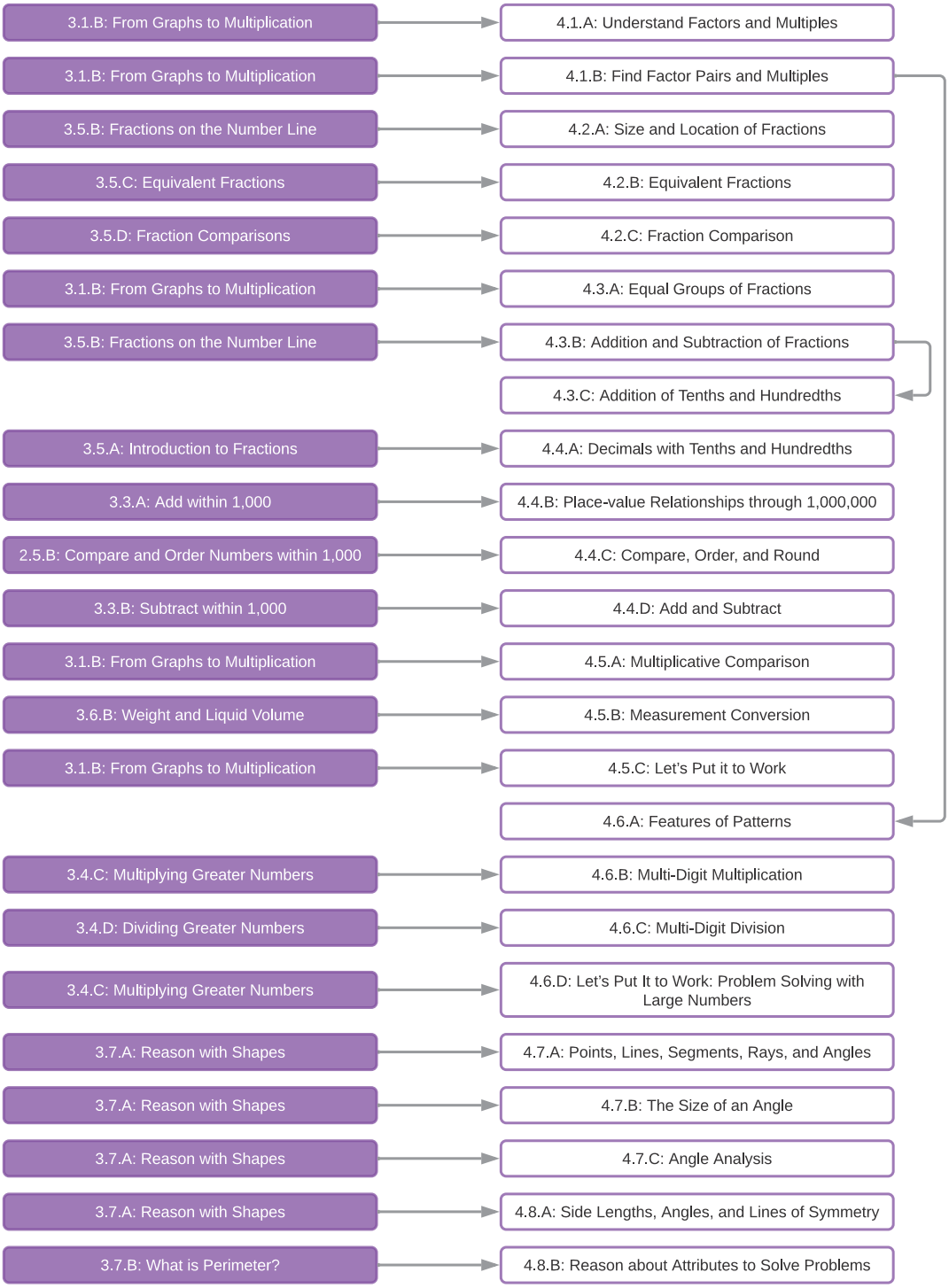
In the section dependency charts, an arrow indicates the prior section that contains content most directly designed to support or build toward the content in the current section.

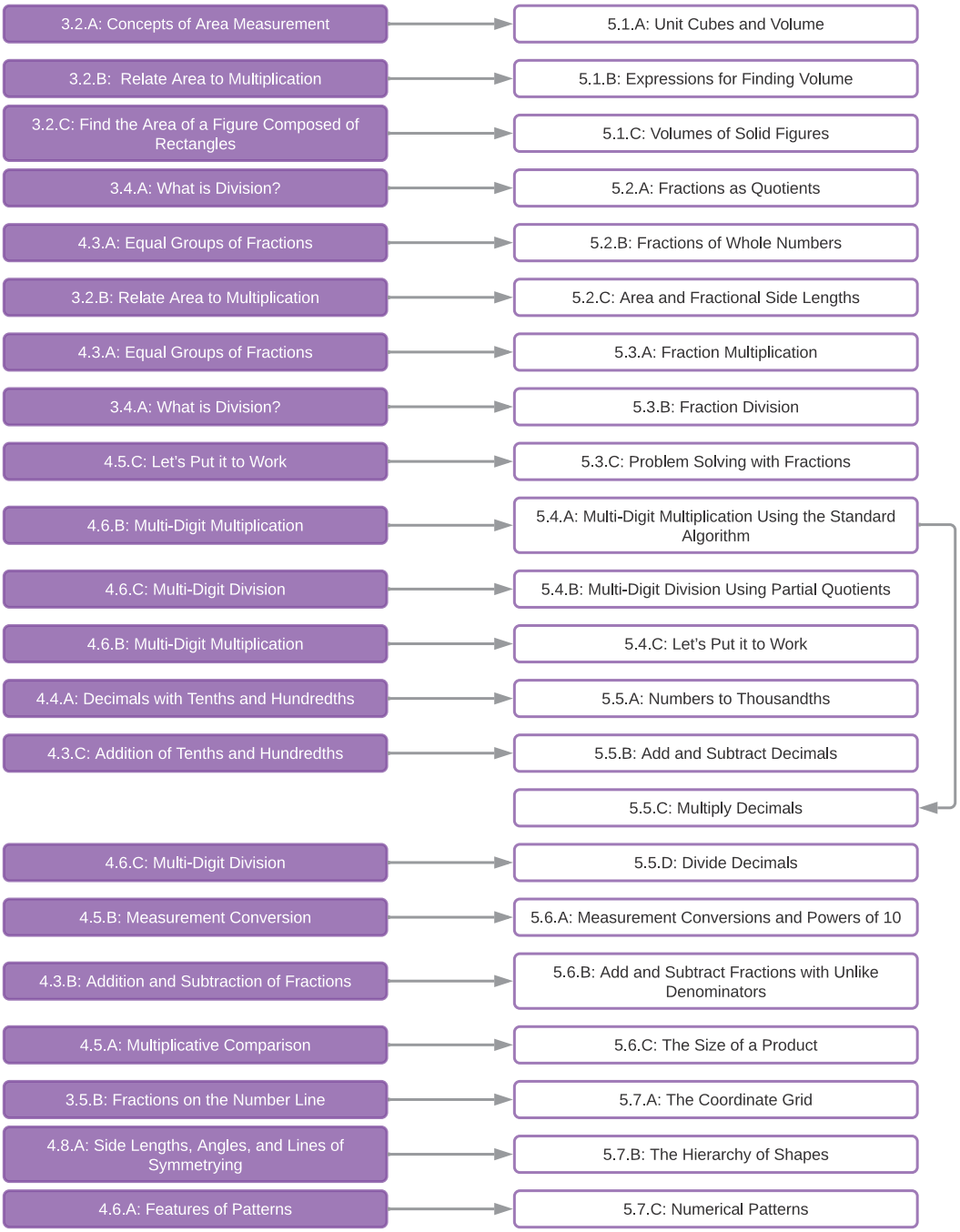

K.1.A: Explore Our Math Tools
K.1.B: Recognize Quantities
K.1.C: Are There Enough?
K.1.D: Counting Collections
K.2.A: Count and Compare Groups of Objects
K.2.B: Count and Compare Groups of Images
K.2.C: Connect Quantities and Numbers
K.2.D: Compare Numbers
K.3.A: Exploring Shapes in Our Environment
K.3.B: Making Shapes
K.4.A: Count to Add and Subtract
K.4.B: Represent and Solve Story Problems
K.4.C: Addition and Subtraction Expressions
K.5.A: Make and Break Apart Numbers to 9
K.5.B: More Types of Story Problems
K.5.C: Make and Break Apart 10
K.6.A: Count Groups of 11–20 Objects
K.6.B: 10 and Some More
K.6.C: Count Groups of 11–20 Images
K.7.A: Put Together and Count with Flat Shapes
K.7.B: Describe, Compare, and Create Solid Shapes


K.4.B: Represent and Solve Story Problems
K.3.A: Exploring Shapes in Our Environment.
K.4.B: Represent and Solve Story Problems
K.5.B: More Types of Story Problems
K.2.B: Count and Compare Groups of Images
K.6.B: 10 and Some More
K.6.B: 10 and Some More
K.6.B: 10 and Some More
K.7.B: Describe, Compare, and Create Solid Shapes
K.3.A: Exploring Shapes in Our Environment
K.3.B: Making Shapes
1.1.A: Add and Subtract within 10
1.1.B: Show Us Your Data
1.1.C: What Does the Data Tell Us?
1.2.A: Add To and Take From Story Problems
1.2.B: Put Together/Take Apart Story Problems
1.2.C: Compare Story Problems
1.2.D: All Kinds of Story Problems
1.3.A: Develop Fluency with Addition and Subtraction within 10
1.3.B: Add and Subtract Using Ten as a Unit
1.3.C: Add within 20
1.3.D: Subtract within 20
1.4.A: Units of Ten
1.4.B: Tens and Ones
1.4.C: Compare Numbers to 99
1.4.D: Different Ways to Make a Number
1.5.A: Add without Making a Ten
1.5.B: Make a Ten: Add 1- and 2-digit Numbers
1.5.C: Make a Ten: Add within 100
1.6.A: From Direct to Indirect Comparisons
1.6.B: Measure by Iterating up to 120 Length Units
1.6.C: All Kinds of Story Problems
1.7.A: Flat and Solid Shapes
1.7.B: Halves and Quarters
1.7.C: Tell Time in Hours and Half Hours


1.3.C: Add within 20
1.1.C: What Does the Data Tell Us?
1.2.C: Compare Story Problems
1.5.A: Add without Making a Ten
1.4.B: Tens and Ones
1.2.D: All Kinds of Story Problems
1.6.A: From Direct to Indirect Comparisons
1.4.B: Tens and Ones
1.4.C: Compare Numbers to 99
1.7.A: Flat and Solid Shapes
1.7.B: Halves and Quarters
1.7.C: Tell Time in Hours and Half Hours
2.1.A: Add and Subtract Within 20
2.1.B: Ways to Represent Data
2.1.C: Diagrams to Compare
2.2.A: Add and Subtract
2.2.B: Decompose to Subtract
2.2.C: Represent and Solve Story Problems
2.3.A: Metric Measurement
2.3.B: Customary Measurement
2.3.C: Line Plots
2.4.A: The Structure of the Number Line
2.4.B: Add and Subtract on a Number Line
2.5.A: The Value of Three Digits
2.5.B: Compare and Order Numbers within 1,000
2.6.A: Attributes of Shapes
2.6.B: Halves, Thirds, and Fourths
2.6.C: Time on the Clock
2.6.D: The Value of Money
2.7.A: Add and Subtract within 1,000, without Composition or Decomposition
2.7.B: Add within 1,000, Using Place-Value Strategies
2.7.C: Subtract within 1,000, Using Place-Value Strategies
2.8.B: Rectangular Arrays


2.1.B: Ways to Represent Data
3.1.A: Interpret and Represent Data in Scaled Graphs
2.8.A: Odd and Even
3.1.B: From Graphs to Multiplication
2.8.B: Rectangular Arrays
3.1.C: Represent Multiplication with Arrays and the Commutative Property
2.3.B: Customary Measurement
3.2.A: Concepts of Area Measurement
2.8.B: Rectangular Arrays
3.2.B: Relate Area to Multiplication
3.2.C: Find Area of Figures Composed of Rectangles
2.7.B: Add within 1,000, Using Place Value Strategies
3.3.A: Add within 1,000
2.7.B: Add within 1,000, Using Place Value Strategies
3.3.B: Subtract within 1,000
2.5.B: Compare and Order Numbers within 1,000
3.3.C: Round within 1,000
3.3.D: Solve Two-Step Problems
3.4.A: What is Division?
2.8.B: Rectangular Arrays
3.4.B: Relate Multiplication and Division
3.4.C: Multiplying Greater Numbers
3.4.D: Dividing Greater Numbers
2.6.B: Halves, Thirds, and Fourths
3.5.A: Introduction to Fractions
2.4.A: The Structure of the Number Line
3.5.B: Fractions on the Number Line
2.5.B: Compare and Order Numbers within 1,000
3.5.C: Equivalent Fractions
2.5.B: Compare and Order Numbers within 1,000
3.5.D: Fraction Comparisons
2.3.C: Line Plots
3.6.A: Measurement Data on Line Plots
2.3.A: Metric Measurement
3.6.B: Weight and Liquid Volume
2.6.C: Time on the Clock
3.6.C: Problems Involving Time
3.6.D: Measurement Problems in Context
2.6.A: Attributes of Shapes
3.7.A: Reason with Shapes
2.3.B: Customary Measurement
3.7.B: What is Perimeter?
3.7.C: Expanding on Perimeter
3.7.D: Design with Perimeter and Area


3.1.B: From Graphs to Multiplication
4.1.A: Understand Factors and Multiples
3.1.B: From Graphs to Multiplication
4.1.B: Find Factor Pairs and Multiples
3.5.B: Fractions on the Number Line
4.2.A: Size and Location of Fractions
3.5.C: Equivalent Fractions
4.2.B: Equivalent Fractions
3.5.D: Fraction Comparisons
4.2.C: Fraction Comparison
3.1.B: From Graphs to Multiplication
4.3.A: Equal Groups of Fractions
3.5.B: Fractions on the Number Line
4.3.B: Addition and Subtraction of Fractions
4.3.C: Addition of Tenths and Hundredths
3.5.A: Introduction to Fractions
4.4.A: Decimals with Tenths and Hundredths
3.3.A: Add within 1,000
4.4.B: Place-value Relationships through 1,000,000
2.5.B: Compare and Order Numbers within 1,000
4.4.C: Compare, Order, and Round
3.3.B: Subtract within 1,000
4.4.D: Add and Subtract
3.1.B: From Graphs to Multiplication
4.5.A: Multiplicative Comparison
3.6.B: Weight and Liquid Volume
4.5.B: Measurement Conversion
3.1.B: From Graphs to Multiplication
4.5.C: Let's Put it to Work
4.6.A: Features of Patterns
3.4.C: Multiplying Greater Numbers
4.6.B: Multi-Digit Multiplication
3.4.D: Dividing Greater Numbers
4.6.C: Multi-Digit Division
3.4.C: Multiplying Greater Numbers
4.6.D: Let's Put It to Work: Problem Solving with Large Numbers
3.7.A: Reason with Shapes
4.7.A: Points, Lines, Segments, Rays, and Angles
3.7.A: Reason with Shapes
4.7.B: The Size of an Angle
3.7.A: Reason with Shapes
4.7.C: Angle Analysis
3.7.A: Reason with Shapes
4.8.A: Side Lengths, Angles, and Lines of Symmetry
3.7.B: What is Perimeter?
4.8.B: Reason about Attributes to Solve Problems


3.2.A: Concepts of Area Measurement
5.1.A: Unit Cubes and Volume
3.2.B: Relate Area to Multiplication
5.1.B: Expressions for Finding Volume
3.2.C: Find the Area of a Figure Composed of Rectangles
5.1.C: Volumes of Solid Figures
3.4.A: What is Division?
5.2.A: Fractions as Quotients
4.3.A: Equal Groups of Fractions
5.2.B: Fractions of Whole Numbers
3.2.B: Relate Area to Multiplication
5.2.C: Area and Fractional Side Lengths
4.3.A: Equal Groups of Fractions
5.3.A: Fraction Multiplication
3.4.A: What is Division?
5.3.B: Fraction Division
4.5.C: Let's Put it to Work
5.3.C: Problem Solving with Fractions
4.6.B: Multi-Digit Multiplication
5.4.A: Multi-Digit Multiplication Using the Standard Algorithm
4.6.C: Multi-Digit Division
5.4.B: Multi-Digit Division Using Partial Quotients
4.6.B: Multi-Digit Multiplication
5.4.C: Let's Put it to Work
4.4.A: Decimals with Tenths and Hundredths
5.5.A: Numbers to Thousandths
4.3.C: Addition of Tenths and Hundredths
5.5.B: Add and Subtract Decimals
5.5.C: Multiply Decimals
4.6.C: Multi-Digit Division
5.5.D: Divide Decimals
4.5.B: Measurement Conversion
5.6.A: Measurement Conversions and Powers of 10
4.3.B: Addition and Subtraction of Fractions
5.6.B: Add and Subtract Fractions with Unlike Denominators
4.5.A: Multiplicative Comparison
5.6.C: The Size of a Product
3.5.B: Fractions on the Number Line
5.7.A: The Coordinate Grid
4.8.A: Side Lengths, Angles, and Lines of Symmetrying
5.7.B: The Hierarchy of Shapes
4.6.A: Features of Patterns
5.7.C: Numerical Patterns