K–5 Instructional Design

Imagine IM® is IM® v.360 optimized for engagement, accessibility, and usability.

The instructional design of Imagine IM supports all learners through a dynamic and engaging instructional experience. Students develop deep conceptual understanding through a coherent progression of the mathematics based on standards and research-based learning trajectories.

A focused, rigorous, and coherent progression across each unit, lesson, and activity

Universal Design for Learning (UDL)

The invitation to the mathematics follows a multidimensional approach to learning to ensure every student develops positive habits of mind to engage in and contribute to mathematical conversations. This offers all students access to content as it builds on prior knowledge and encourages the use of their own language to make sense of ideas before formal language is introduced.

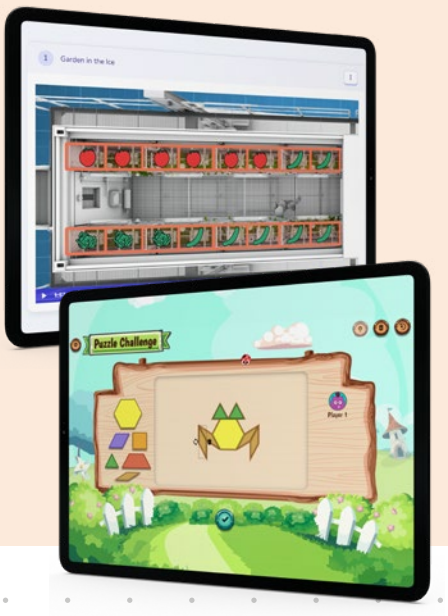
	Invitation to the mathematics	Deep study of concepts and procedures	Consolidating and applying
Unit level	Introductory lesson	Instructional lessons	Culminating lesson
Lesson level	Warm-up	Activities	Synthesis and cool-down
Activity level	Launch	Work time	Synthesis

Each **unit** starts with an invitation to the mathematics. The first few lessons provide an accessible entry point for all students and offer teachers the opportunity to observe students' prior understandings.

Inspire Math videos are designed to provide real-world context, spark curiosity, and increase engagement as students are introduced to each unit.

Each **lesson** starts with a learning goal and a warm-up, followed by problem-based instructional activities facilitated by the teacher (including individual and small-group worktime), and concludes with a synthesis and cool-down to solidify and apply student learning.

Digital centers reduce teacher prep and provide flexibility for student interaction.



imagine learning
empower potential™

An IM K–12 Math™ Curriculum
IM v.360

Instructional Design at the Lesson Level

Invitation to the mathematics → Deep study of concepts and procedures → Consolidating and applying

Overall DNA of the instructional design.

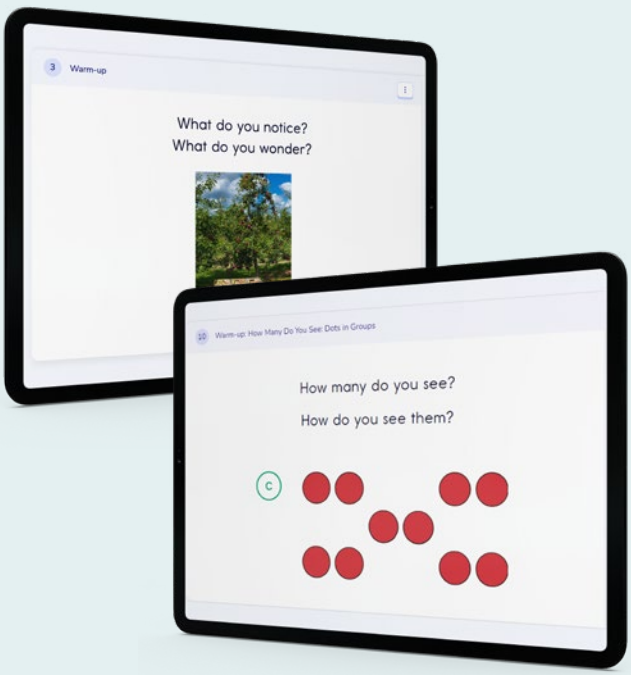
Upon starting a unit, the **unit overview** provides teachers with a **full unit narrative** that includes the previously learned concepts associated with the unit, the learning goals, and a learning narrative video to prepare the teacher for instruction. Each activity and lesson are part of a mathematical story across units and grade levels. This coherence allows students to view mathematics as a connected set of ideas that makes sense.

Lessons

A problem-based instructional framework supports teachers in structuring lessons, so students are the ones doing the problem solving to learn the mathematics. The activities and routines give teachers opportunities to see what students already know and what they can notice before having concepts and procedures explained to them.

Warm-up → Activities → Synthesis and cool-down

Each lesson starts with a **warm-up** to activate prior knowledge, set up the day's work, and strengthen number sense and procedural fluency. The instructional routines create structure so all students can engage with and contribute to mathematical conversations.



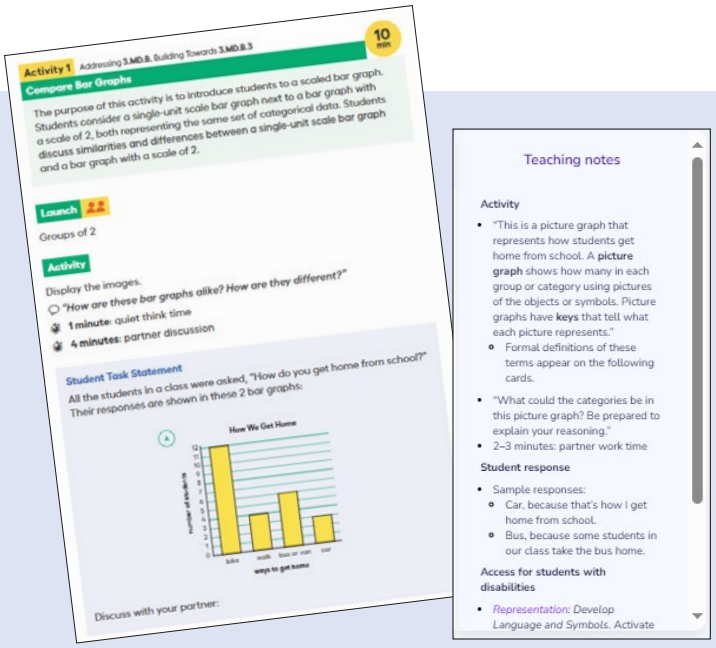


Ready-to-go lesson cards reduce teacher prep time and provide visuals that foster an inclusive and diverse mathematical classroom community.

Grades K–5

The **activities** in the lesson introduce students to new concepts, procedures, contexts, or representations, or make connections between them. After the activity launch, students have independent work time that allows them to grapple with problems individually before collaborating in small groups. Each activity concludes with an opportunity for students to consolidate their learning.

*Discussion questions, curriculum narratives, instructional strategies, common misconceptions, and digital tool integrations are all point-of-use embedded supports in the **Teaching Notes**.*



The lesson ends with a **synthesis** to solidify understanding and make the learning goals of the lesson explicit, followed by a **cool-down** (similar to an exit-ticket) to apply what was learned.



Lesson Synthesis in Teacher Guide

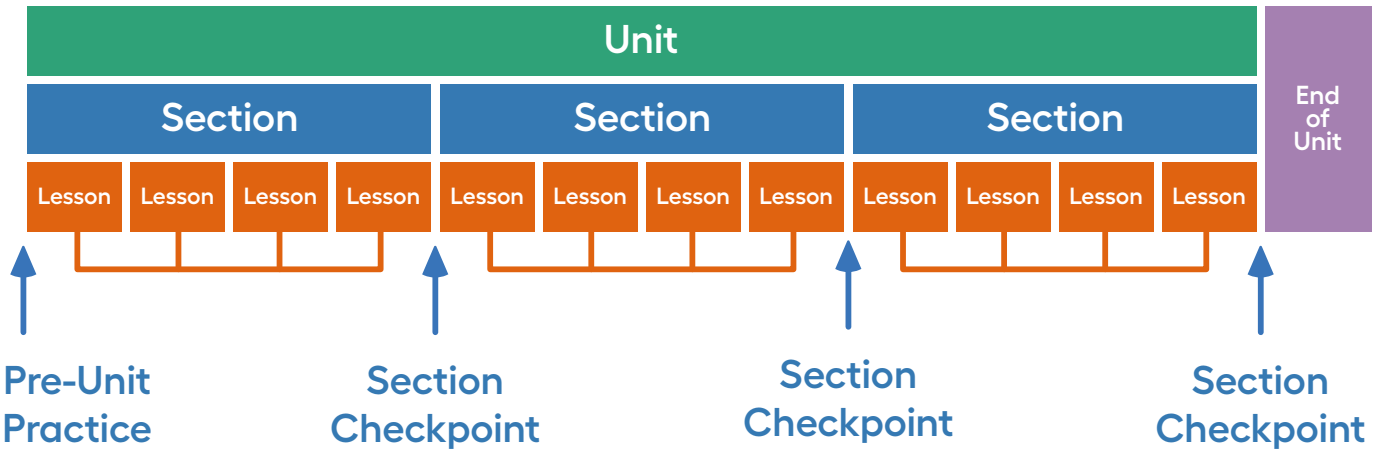
The cool-down (exit ticket) can be used as a formative assessment to gauge student understanding of that day's lesson.

Assessment in Imagine IM

Imagine IM for grades K–5 offers both formative and summative assessments that empower teachers to measure student understanding and progress of learning goals within the instructional design. The program includes a number of features to make this process easier:

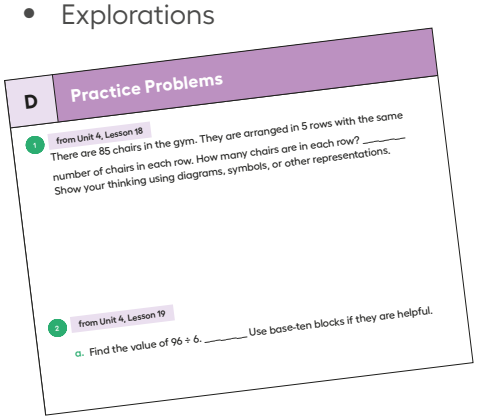
- Teachers can provide timely feedback through assignable items and better inform instruction.
- Students have tools that promote ownership and accountability for learning.
- Assessments are available in print and digital formats for equity and access in all instructional models.

Embedded options for assessment are provided throughout each unit, section, and lesson.



Formative Assessment Opportunities

- Pre-unit practice
- Section checkpoints
- Instructional tasks
- Cool-downs (exit tickets)
- Practice problems
- Explorations


D Practice Problems

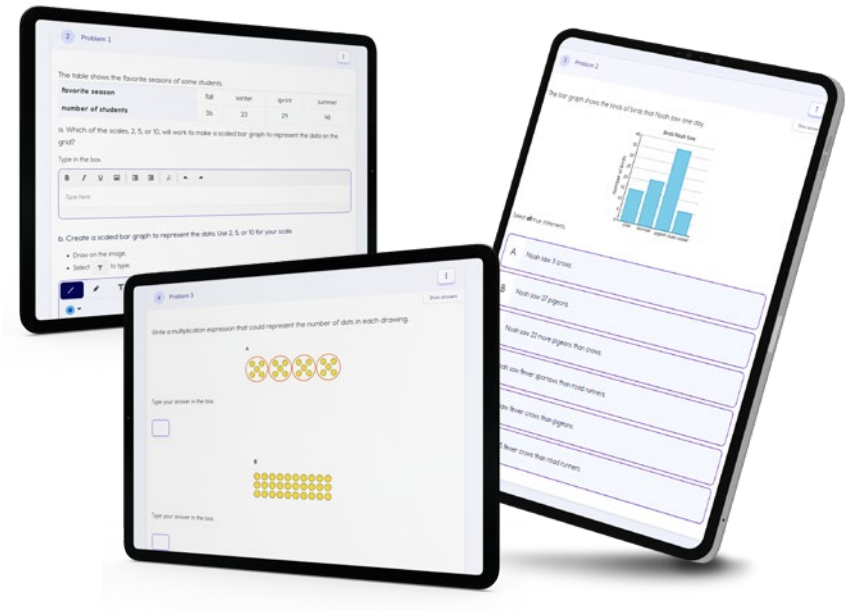
1 from Unit 4, Lesson 18
There are 85 chairs in the gym. They are arranged in 5 rows with the same number of chairs in each row. How many chairs are in each row? _____
Show your thinking using diagrams, symbols, or other representations.

2 from Unit 4, Lesson 19
a. Find the value of 96 ÷ 6. _____ Use base-ten blocks if they are helpful.

Grade 3, Unit 4, Practice Problems.

Summative Assessment Opportunities

- End-of-unit assessment
- End-of-course assessment



Grade 3, Unit 1, End of Unit Assessment.

imagine learning
empower potential™

imaginelearning.com/imagine-im
877-725-4257 • solutions@imaginelearning.com

imagine IM

1312668856