imagine IM®

Grade 2

Teacher Resource Pack (TRP) Sampler

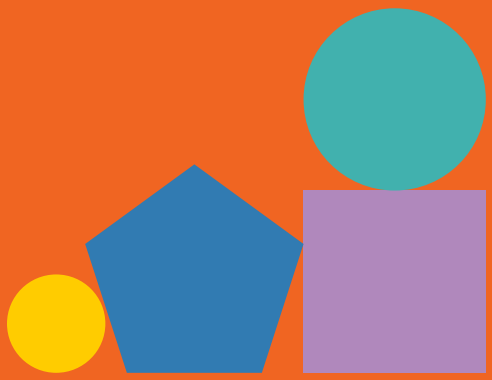
This Imagine IM Teacher Resource Pack Sampler includes selections of the following materials:

- Lesson Blackline Masters
- Assessments
- Center Materials

These materials are available as print reproducibles in the complete Teacher Resource Pack and online from the digital platform.

Family Support Materials	2
Lesson Blackline Masters	4
Unit Monitoring Sheets	16
Unit Assessments	19
Center Materials	33

*The sampler features materials from Grade 2 Unit 2.
The resources are representative of what you will see in all of the units.



imagine learning

Unit 2

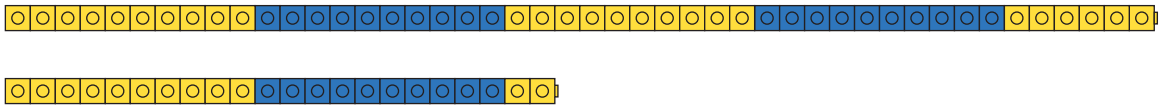
Family Support Materials

In this unit, students add and subtract within 100 using strategies based on place value, properties of operations, and the relationship between addition and subtraction. They then use what they know to solve story problems.

Section A: Add and Subtract

This section allows students to use methods that make sense to them to help them solve addition and subtraction problems. They can draw diagrams and use connecting cubes to show their thinking. For example, students represent different number, using connecting cubes, and are tasked with the following:

- Find the total number of cubes you and your partner used. Show your thinking.
- Find the difference between the number of cubes you and your partner used. Show your thinking.



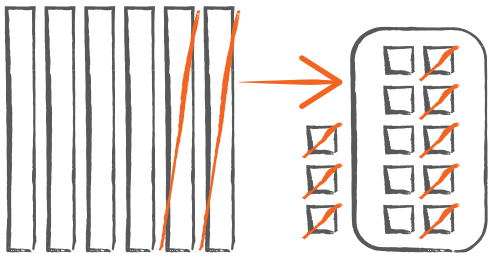
As the lessons progress, students analyze the structure of base-ten blocks and use them to support place value reasoning. Unlike connecting cubes, base-ten blocks cannot be pulled apart. Students begin to think about two-digit numbers in terms of tens and ones. Using base-ten blocks to add, they group the tens and the ones, and then count to find the sum.

Family Support Materials

Section B: Decompose to Subtract

In this section, students subtract one- and two-digit numbers from two-digit numbers within 100. They use strategies based on place value and the properties of operations to evaluate expressions that involve decomposing a ten. For example, to evaluate expressions such as 63 – 18, students use connecting cubes or base-ten blocks as they learn to decompose a ten for 10 ones before grouping by place value. In this case they can decompose one of the tens in 63 for 10 ones, making it 5 tens and 13 ones. They can then subtract 1 ten from 5 tens and 8 ones from 13 ones, resulting in 4 tens and 5 ones, or 45.

63 – 18



Section C: Represent and Solve Story Problems

This section focuses on solving one-step story problems that involve addition and subtraction within 100. The story problems are all types—Add To, Take From, Put Together, Take Apart, and Compare—and have unknowns in all positions. A question that your student might be exposed to is:

Diego gathered 42 orange seeds.

Jada gathered 16 apple seeds.

How many more seeds did Diego gather than Jada?

Show your thinking.

Unit 2

Family Support Materials

Try it at home!

Near the end of the unit ask your second grader to solve the following word problem:

Diego gathered 37 orange seeds.

Jada gathered 25 more seeds than Diego.

How many seeds did Jada gather?

Show your thinking.

Questions that may be helpful as they work:

- Can you explain to me how you solved the problem?
- What pieces of information were helpful?
- How does your representation show the answer to the problem?

Solution: Jada gathered 62 seeds.

Sample Responses:

- I drew a diagram and wrote the equation 37 + 25 = ? to represent the problem. Then I added 37 and 25 to solve.
- It was helpful to know how many seeds Diego gathered and how many more seeds Jada gathered.
- My representation shows that Jada gathered the amount of seeds Diego gathered plus 25 more seeds.

Unit 2 Family Support video



Go Online

Go online to find videos for this unit.

ilclass.com/r/10438504

Please log in to the site before using the QR code or URL.

Unit 2

Lesson Blackline Masters

lesson and activity	title	students per copy	written on	requires cutting	card stock needed	color paper needed	multiple use	center material	page number
4.1	Capture Squares Stage 3 Gameboard	2	yes	no	no	no	no	yes	135
4.1	Capture Squares Stage 3 Spinner	2	no	no	no	no	yes	yes	136
4.2	Five in a Row Addition and Subtraction Stage 6 Gameboards	2	no	no	no	no	yes	yes	124
6.2	Target Numbers Stage 4 Recording Sheet	1	yes	no	no	no	no	yes	127
6.2	Number Cards 0–10	2	no	yes	yes	no	yes	yes	128
7.2	Using Blocks to Take Away Cards	4	no	yes	no	no	no	no	79
9.1	Card Sort Sort and Find the Value Cards	2	no	yes	no	no	no	no	81
10.1	Target Numbers Stage 5 Recording Sheet	1	yes	no	no	no	no	yes	132

Unit 2

Lesson Blackline Masters

lesson and activity	title	students per copy	written on	requires cutting	card stock needed	color paper needed	multiple use	center material	page number
12.2	Card Sort Story Problems and Diagrams Cards	2	no	yes	no	no	no	no	86
13.1	Card Sort Story Problems and Equations Cards	2	no	yes	no	no	no	no	91
16.1	Math Stories Stage 5 Cards	2	no	yes	no	no	yes	yes	148
16.1	Math Stories Stage 5 Recording Sheet	1	yes	no	no	no	no	yes	150

All resources are available on your district's *ILClassroom.com* site to support printing and copying.

Using Blocks to Take Away

Player 1

Diego has 7 tens and 4 ones.

Using Blocks to Take Away

Player 2

Lin has 7 tens and 1 one.

Using Blocks to Take Away

Player 3

Jada has 6 tens and 3 ones.

Using Blocks to Take Away

Player 4

Han has 6 tens and 2 ones.

Using Blocks to Take Away

A

Han takes away 2 tens and 8 ones.

Using Blocks to Take Away

B

Jada takes away 27.

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Using Blocks to Take Away

C

Han takes away 15.

Using Blocks to Take Away

D

Jada takes away
1 ten and 8 ones.

Using Blocks to Take Away

E

Lin takes away
2 tens and 9 ones.

Using Blocks to Take Away

F

Lin takes away 16.

Using Blocks to Take Away

G

Diego takes away
1 ten and 9 ones.

Using Blocks to Take Away

H

Diego takes away 37.

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Card Sort: Sort and Find the Value

I

72 – 19

Card Sort: Sort and Find the Value

J

Card Sort: Sort and Find the Value

K

Card Sort: Sort and Find the Value

L

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Card Sort: Sort and Find the Value

M

Card Sort: Sort and Find the Value

O

Card Sort: Sort and Find the Value

N

Card Sort: Sort and Find the Value

P

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Q

Card Sort: Sort and Find the Value

R

Card Sort: Sort and Find the Value

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Card Sort: Story Problems and Diagrams

A

Elena gathers 52 orange seeds. She gathers 39 more apple seeds than orange seeds.

How many apple seeds does she gather?

Card Sort: Story Problems and Diagrams

B

Elena started with 39 apple seeds. Then she gathered more apple seeds. Now she has 52 apple seeds.

How many seeds did Elena gather?

Card Sort: Story Problems and Diagrams

C

Elena gathers some apple seeds and 39 orange seeds. She gathers 52 seeds all together.

How many apple seeds does she gather?

Card Sort: Story Problems and Diagrams

D

Jada started with some seeds. Then she won 28 seeds from Elena. Now she has 65 seeds.

How many seeds did Jada have at the start?

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Card Sort: Story Problems and Diagrams

E

Elena wins 65 seeds. Jada wins 28 seeds.

How many more seeds does Elena win than Jada?

Card Sort: Story Problems and Diagrams

F

Elena has 65 seeds on her side of the game board. Jada has 28 seeds on her side.

How many seeds are on the game board in all?

Card Sort: Story Problems and Diagrams

G

Jada won 77 seeds in the first game she played. She won 19 fewer seeds in the second game.

How many seeds did Jada win in the second game?

Card Sort: Story Problems and Diagrams

H

Jada started a game with 77 seeds. She won 19 more seeds.

How many seeds does Jada have now?

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Card Sort: Story Problems and Diagrams

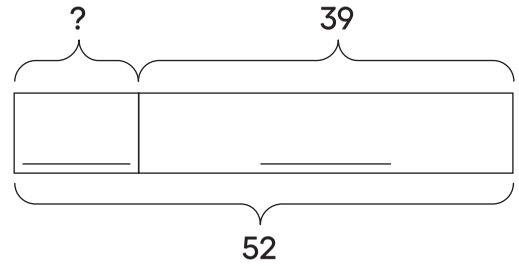
I

Jada starts her turn with only 19 seeds. Now she has 77 seeds.

How many seeds does she win during her turn?

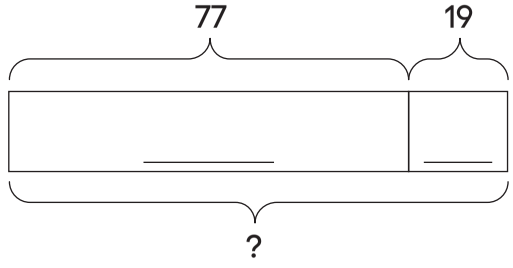
Card Sort: Story Problems and Diagrams

J



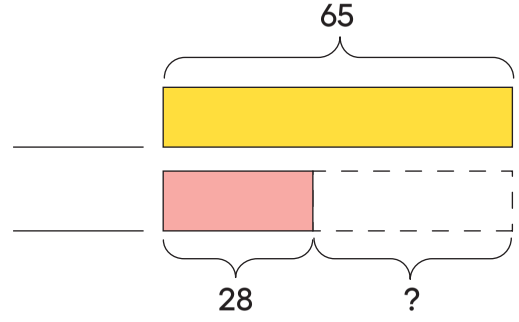
Card Sort: Story Problems and Diagrams

K



Card Sort: Story Problems and Diagrams

L



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Card Sort: Story Problems and Diagrams

M

Card Sort: Story Problems and Diagrams

N

Card Sort: Story Problems and Diagrams

O

Card Sort: Story Problems and Diagrams

P

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Card Sort: Story Problems and Diagrams

Q

Card Sort: Story Problems and Diagrams

R

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Unit Monitoring Sheet	1 of 3
Unit 2, Section A: Add and Subtract	Add and subtract within 100 using strategies based on place value and the relationship between addition and subtraction. Equations and expressions in this section are limited to those like 17 + ___ = 48 or 65 – 23, where composing or decomposing a ten is not required.

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Unit Monitoring Sheet		2 of 3
Unit 2, Section B: Decompose to Subtract	Subtract within 100 using strategies based on place value, including decomposing a ten and the properties of operations.	

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Unit Monitoring Sheet		3 of 3
Unit 2, Section C: Represent and Solve Story Problems	Represent and solve one- and two-step problems involving addition and subtraction within 100, including different problem types with unknowns in all positions.	

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Name	Date

LESSON 1 COOL-DOWN

Compare the Trains

Elena used 23 cubes to make a train. Jada used 36 cubes to make a train. How many more cubes did Jada use than Elena? Show your thinking. Use cubes if it helps.

Name	Date

LESSON COOL-DOWN

2 Find the Unknown Addend

Find the number that makes the equation true.

Show your thinking. Use blocks or cubes if it helps.

36 + _____ = 78

Name	Date

LESSON COOL-DOWN

3 Time to Leave

89 students were at the zoo. 41 students left the zoo on the first bus. How many students are at the zoo now?

Show your thinking. Use blocks if it helps.

Name	Date

LESSON COOL-DOWN

5 Find the Difference

Find the value of 75 − 9. Show your thinking.

Name	Date

Section A Checkpoint

1. What is the value of 75 − 61?

Explain or show your reasoning.

2. Find the number that makes the equation true.

_____ + 18 = 59

Explain or show your reasoning.

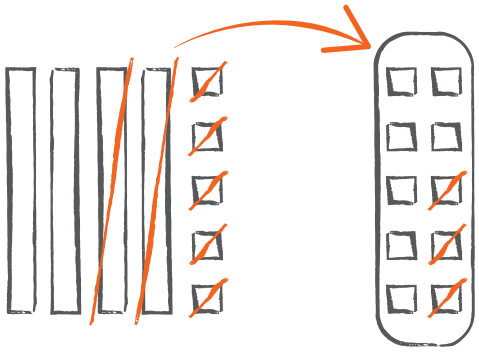
3. Noah walks with his dog for 24 minutes on Friday. They walk for 65 minutes on Saturday. How many more minutes do they walk on Saturday than on Friday? _____

Explain or show your reasoning.

Name	Date

Section B Checkpoint

1. Select **3** statements that are true about this representation.



A. It shows 45 − 18.

B. It shows 45 + 18.

C. A ten is decomposed into 10 ones.

D. The result is 2 tens and 7 ones.

E. 10 ones are composed to make a ten.

2. Here is Mai's work to find the value of 65 − 28. Explain why Mai's method works.

65 − 20 = 45

45 − 5 = 40

40 − 3 = 37

Section B Checkpoint (continued)

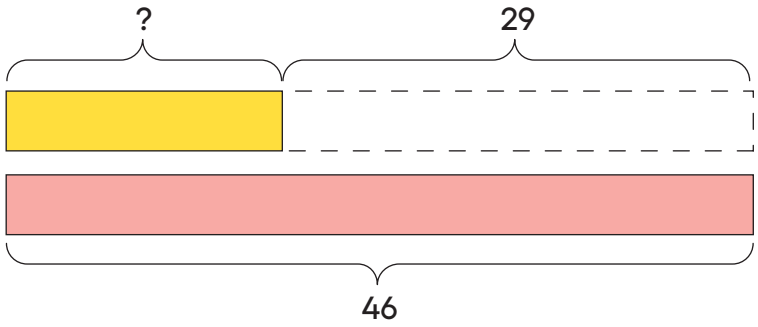
3. Find the value of 44 − 17.

Explain or show your reasoning.

Name	Date

Section C Checkpoint

1. Select **3** equations that the tape diagram represents.



A ? + 29 = 46

B 46 + 29 = ?

C 46 – ? = 29

D ? – 46 = 29

E 46 – 29 = ?

2. There are 73 students in the gym. There are 26 students on the playground. How many fewer students are on the playground than in the gym? _____

Show your thinking using drawings, numbers, or words.

3. There are 23 kids and 14 adults in the swimming pool. Then 15 more kids come to join them. How many people are in the swimming pool now? _____

Show your thinking using drawings, numbers, or words.

Name	Date

End-of-Unit Assessment

1. Select **3** expressions whose value is 75.

- A) 35 + 20
- B) 85 – 10
- C) 7 + 50
- D) 45 + 30
- E) 95 – 20

2. a. Jada has 40 stickers. She gets 13 more stickers. How many stickers does she have? Show your thinking using drawings, numbers, words.

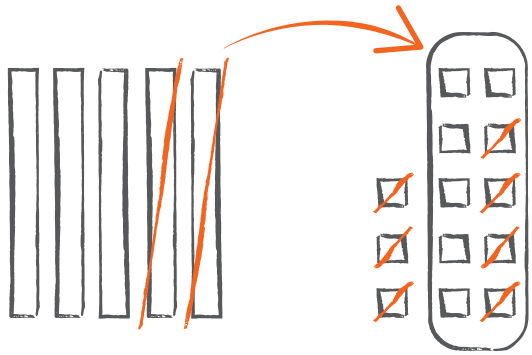
b. Jada gave 15 stickers to Noah. How many stickers does Jada have now? Show your thinking using drawings, numbers, words.

3. Find the number that makes each equation true. Show your thinking using drawings, numbers, or words.

a. 23 + 19 = _____

b. 75 – 36 = _____

4. Elena drew this diagram to find the value of 53 – 17.



Explain Elena's strategy using drawings, numbers, or words.

5. Find the value of each expression.

a. 52 + 14

b. 67 – 45

c. 38 + 19

d. 83 – 25

6. The table shows the number of different pets at an animal rescue.

group	number of animals
dogs	35
rabbits	19
cats	27

a. Which group has the most animals? Which group has the fewest?

b. How many fewer rabbits are there than dogs at the shelter? Show your thinking using drawings, numbers, or words.

c. How many animals are there altogether at the shelter? Show your thinking using drawings, numbers, or words.

Unit 2

Center Materials

center	title	students per copy	written on	requires cutting	card stock needed	color paper needed	multiple use	page number
Counting Collections (K–2): 3	Counting Collections Stage 3 Recording Sheet	1	yes	no	no	no	no	121
Five in a Row: Addition and Subtraction (1–3): 5	Five in a Row Addition and Subtraction Stage 5 Gameboards	2	no	no	no	no	yes	122
Five in a Row: Addition and Subtraction (1–3): 6	Five in a Row Addition and Subtraction Stage 6 Gameboards	2	no	no	no	no	yes	124
Shake and Spill (K–2): 5	Shake and Spill Stages 4 and 5 Recording Sheet	1	yes	no	no	no	no	126
Target Numbers (1–5): 4	Target Numbers Stage 4 Recording Sheet	1	yes	no	no	no	no	127
Target Numbers (1–5): 4	Number Cards 0–10	2	no	yes	yes	no	yes	128
Target Numbers (1–5): 5	Target Numbers Stage 5 Recording Sheet	1	yes	no	no	no	no	132
Capture Squares (1–5): 1	Capture Squares Stage 1 Gameboard	2	yes	no	no	no	no	133
Capture Squares (1–5): 2	Capture Squares Stage 2 Gameboard	2	yes	no	no	no	no	134
Capture Squares (1–5): 2	Number Cards 0–10	2	no	yes	yes	no	yes	128

Unit 2

Center Materials

center	title	students per copy	written on	requires cutting	card stock needed	color paper needed	multiple use	page number
Capture Squares (1–5): 3	Capture Squares Stage 3 Gameboard	2	yes	no	no	no	no	135
Capture Squares (1–5): 3	Capture Squares Stage 3 Spinner	2	no	no	no	no	yes	136
Capture Squares (1–5): 3	Number Cards 0–10	2	no	yes	yes	no	yes	128
Capture Squares (1–5): 4	Capture Squares Stage 4 Gameboard	2	yes	no	no	no	no	137
Capture Squares (1–5): 4	Capture Squares Stage 4 Spinner	2	no	no	no	no	yes	138
Capture Squares (1–5): 4	Number Cards 0–10	2	no	yes	yes	no	yes	128
Math Stories (K–2): 4	Math Stories Stages 1 and 4 Pictures	8	no	no	no	no	yes	139
Math Stories (K–2): 4	Math Stories Stage 4 Recording Sheet	2	yes	no	no	no	no	147
Math Stories (K–2): 5	Math Stories Stage 5 Cards	2	no	yes	no	no	yes	148
Math Stories (K–2): 5	Math Stories Stage 5 Recording Sheet	1	yes	no	no	no	no	150

All resources are available on your district's *ILClassroom.com* site to support printing and copying.

Directions:

1. Record an estimate that is:

too low	about right	too high

2. Count your collection. Show how you counted.

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Directions: (2-digit plus 2-digit)

- Partner A: Put a paper clip on 1 number in each gray row. Cover the sum of the 2 numbers with a counter.
- Partner B: Move 1 of the paper clips to another number in the same row. Add the numbers. Cover the sum with a counter.
- Take turns. If a partner finds a sum that is already covered, they move the same paper clip to a different number. The game ends when a partner fills the gameboard or places 5 counters in a row—across, up and down, or diagonal.

55	68	38	96	44
74	63	25	36	87
85	47	49	77	74
85	76	82	74	66
93	55	36	47	58

12	23	25	31	34
62	13	51	24	43

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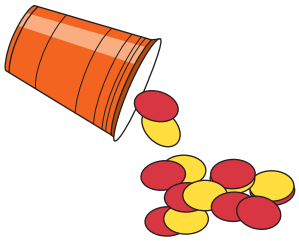
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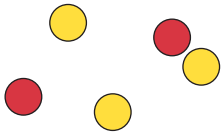
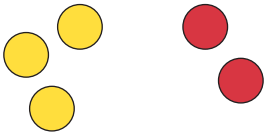
Directions: (1-digit plus 2-digit)

- Partner A: Put a paper clip on 1 number in each gray row. Cover the sum of the 2 numbers with a counter.
- Partner B: Move 1 of the paper clips to another number in the same row. Add the numbers. Cover the sum with a counter.
- Take turns. If a partner finds a sum that is already covered, they move the same paper clip to a different number. The game ends when a partner fills the gameboard or places 5 counters in a row—across, up and down, or diagonal.

45	27	67	15	24
56	18	46	44	63
17	28	55	43	19
66	54	42	57	25
26	65	58	16	64

1	2	3	4	5
14	23	41	53	62



total counters	expression
	
_____	_____ + _____
_____	_____ + _____
_____	_____ + _____
_____	_____ + _____
_____	_____ + _____
_____	_____ + _____

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Directions:

- Take out the cards that show 0 and 10. Set them aside.
- On your turn:
  - Start at 100. Pick a number card. Choose whether to subtract that number of tens or ones from your starting number.
  - Write an equation to represent the difference.
- The difference is the starting number in the next equation.
- Take turns for 4 rounds.
- The partner to get a difference closer to 0 without going below 0 wins.

number card	choose	equation
	tens or **ones**	100 ____ − ____ = ____
	tens or **ones**	____ − ____ = ____
	tens or **ones**	____ − ____ = ____
	tens or **ones**	____ − ____ = ____
	tens or **ones**	____ − ____ = ____
	tens or **ones**	____ − ____ = ____

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Directions:

- On your turn:
  - Start at 100. Roll 3 number cubes. Choose 1 number to be the tens and 1 number to be the ones, and set 1 number aside.
  - Subtract the tens and ones from the starting number.
  - Write an equation to represent the difference.
- The difference is the starting number in the next equation.
- Take turns for 4 rounds.
- The partner to get a difference closer to 0 without going below 0 wins.

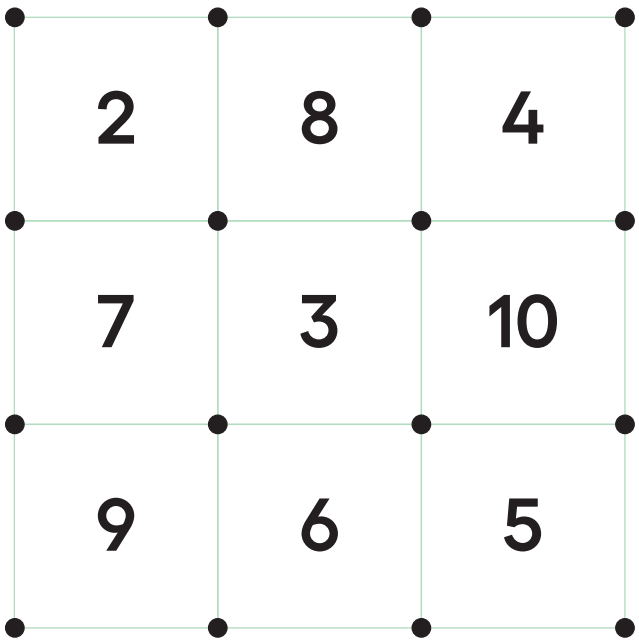
roll and choose	equation
_____ **tens** _____ **ones**	100 – _____ = _____
_____ **tens** _____ **ones**	_____ – _____ = _____
_____ **tens** _____ **ones**	_____ – _____ = _____
_____ **tens** _____ **ones**	_____ – _____ = _____

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Directions:

- On your turn:
  - Roll 2 number cubes. Find the sum.
  - Choose a square on the gameboard that shows that number.

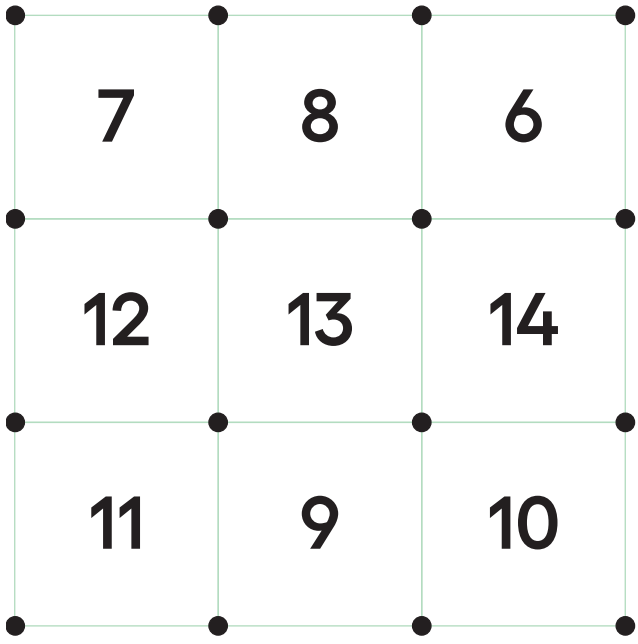
    Draw 1 line to connect any 2 dots around the number.
  - If you can't draw a line, roll again.
  - If you draw a line that finishes a square around a number, shade in that square.
- Take turns. The first player to shade in 3 squares wins.



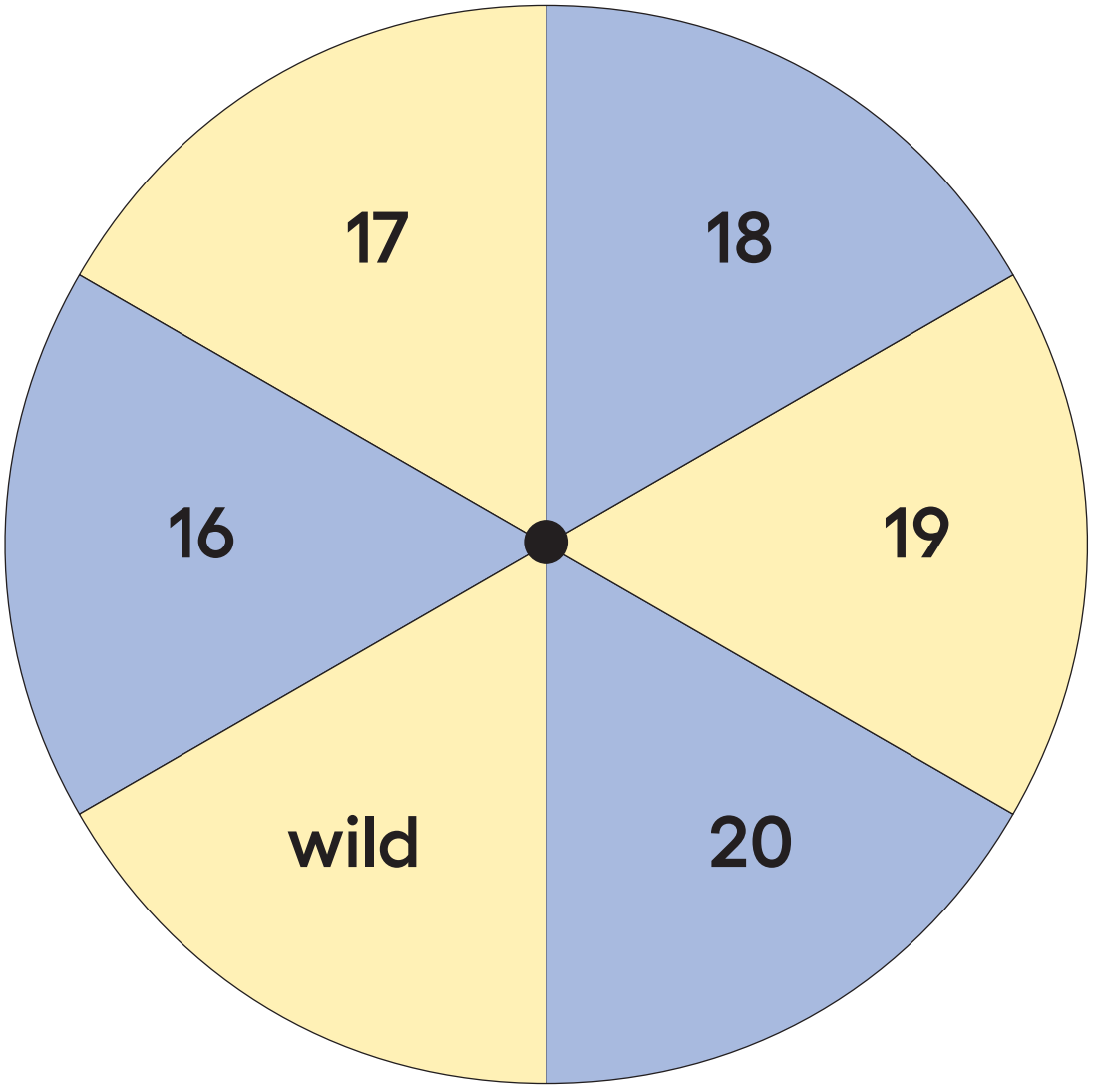
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Directions:

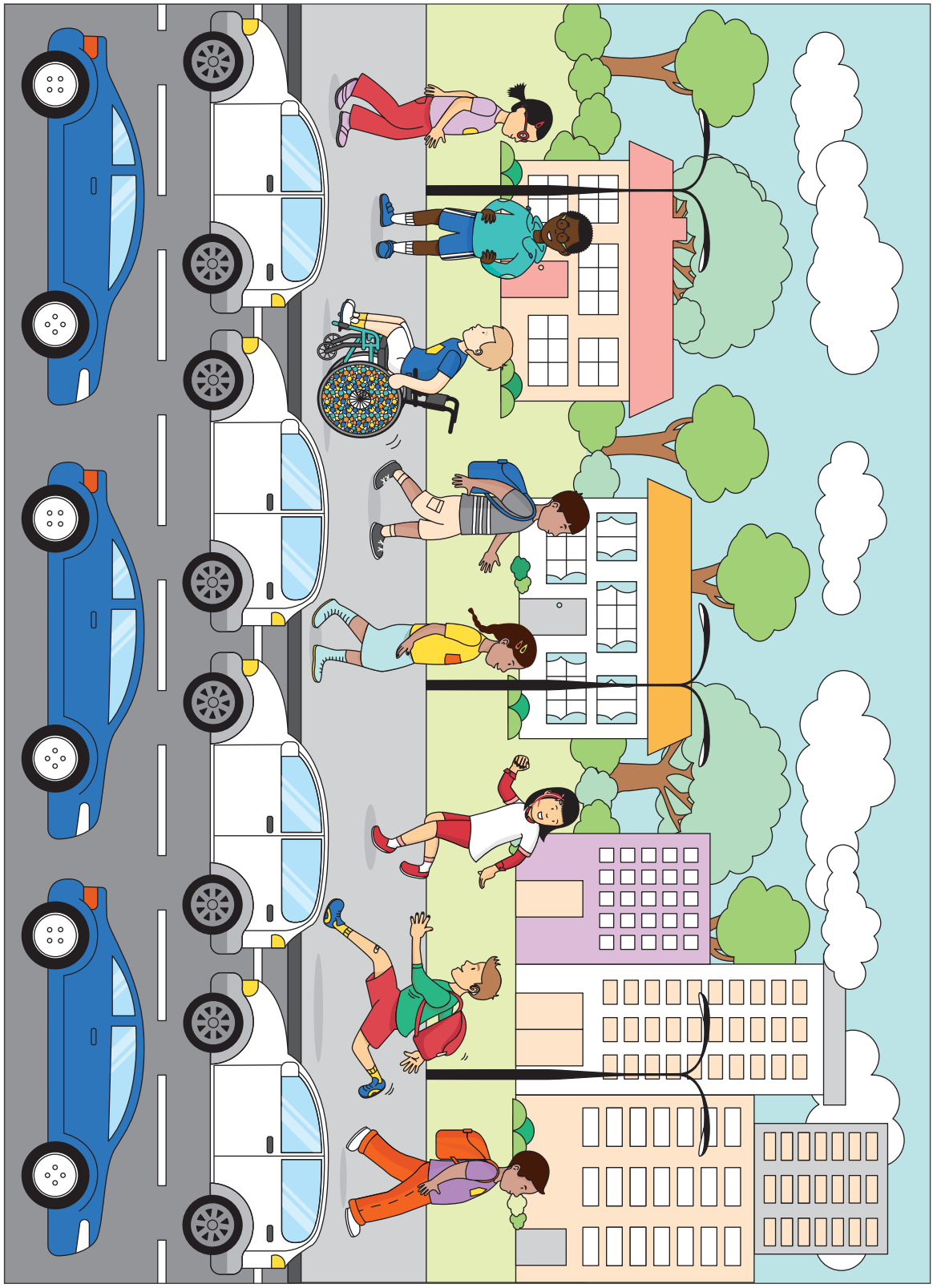
- On your turn:
  - Spin the spinner. Take 1 number card. Subtract the number on the card from the number on the spinner.
  - Choose a square on the gameboard that shows that number.
    Draw 1 line to connect any 2 dots around the number.
  - If you can't draw a line, spin again. Then take a new card.
  - If you draw a line that finishes a square around a number, shade in that square.
- Take turns. The first player to shade in 3 squares wins.



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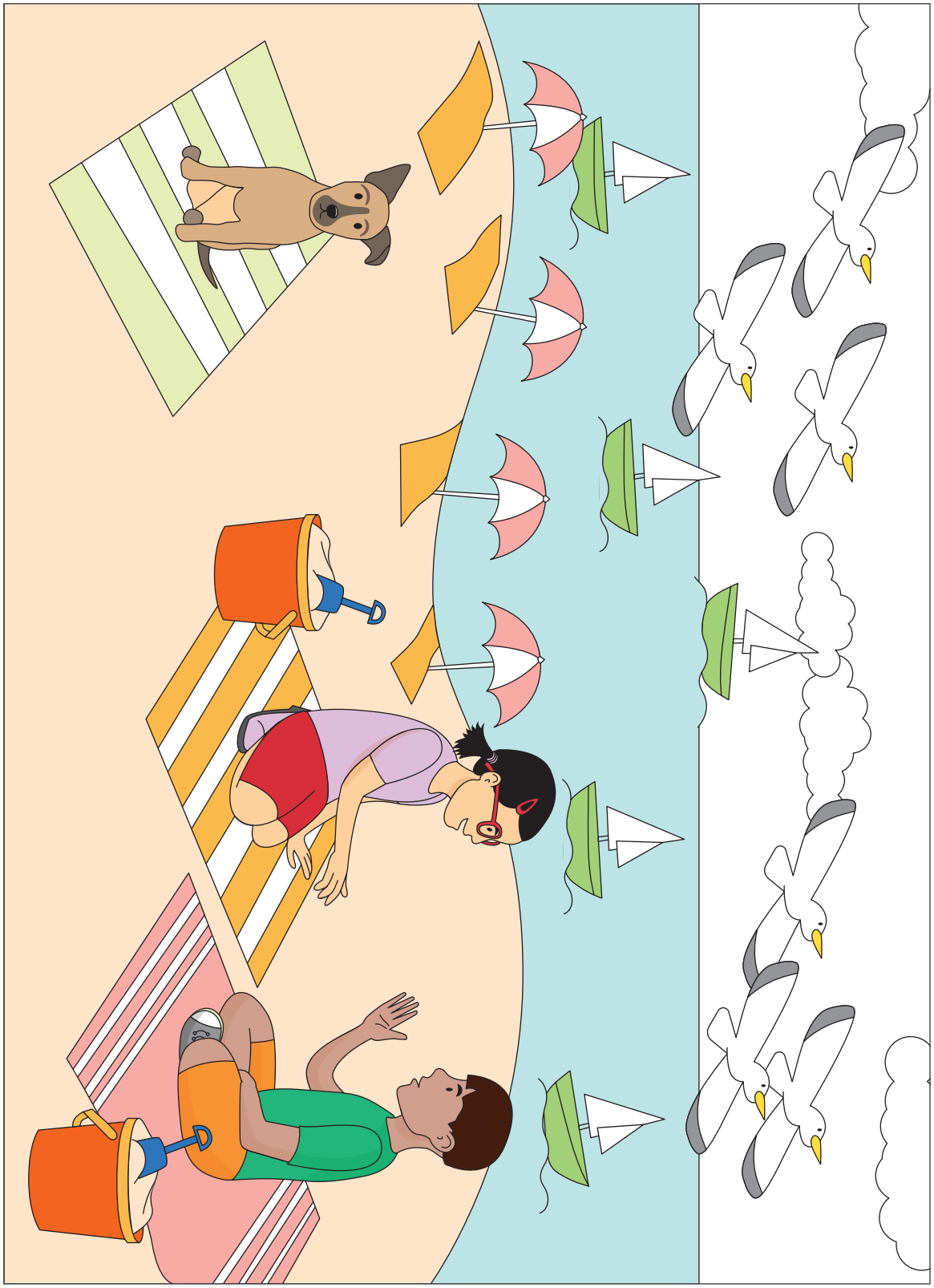


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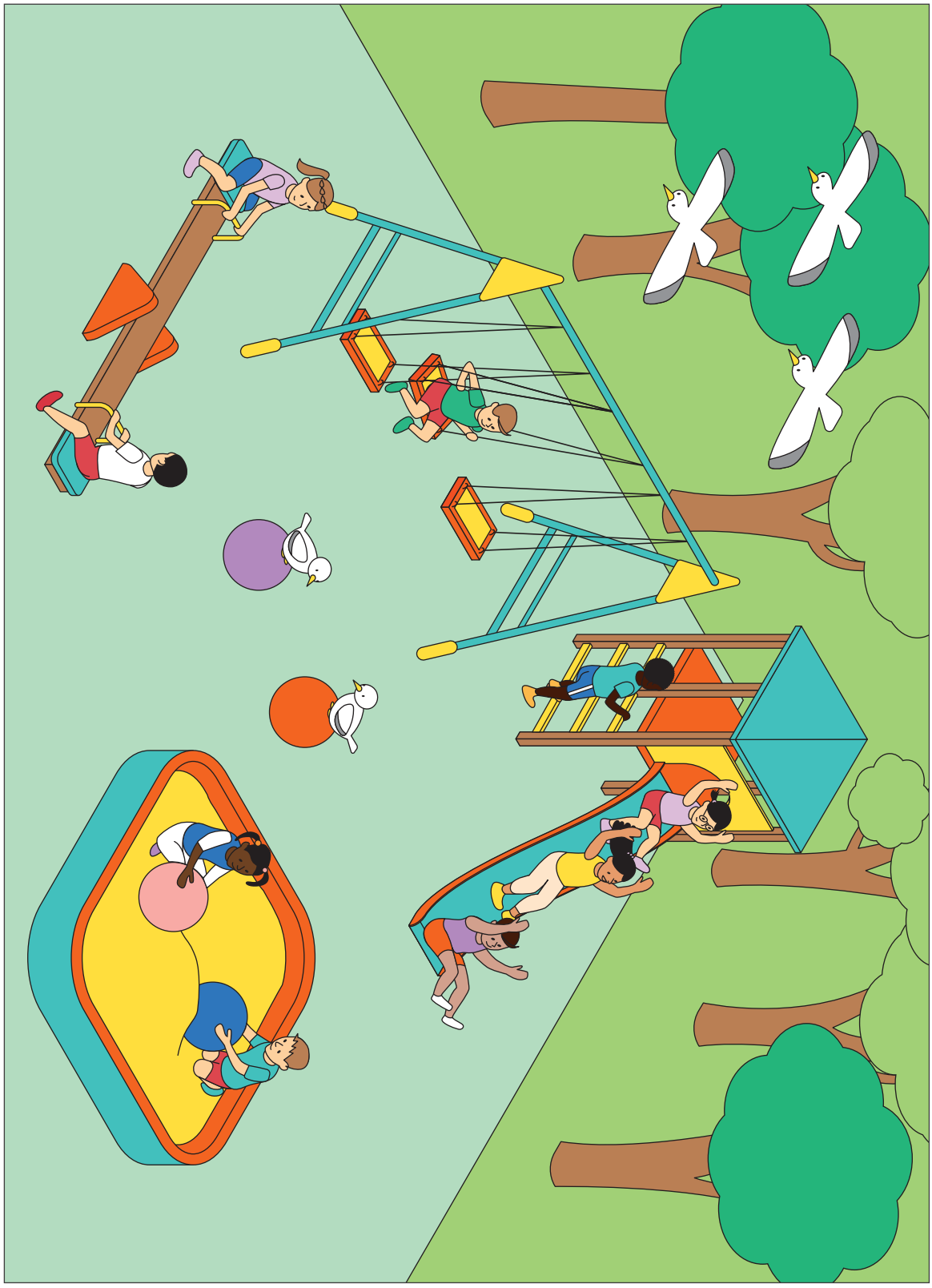
Picture A

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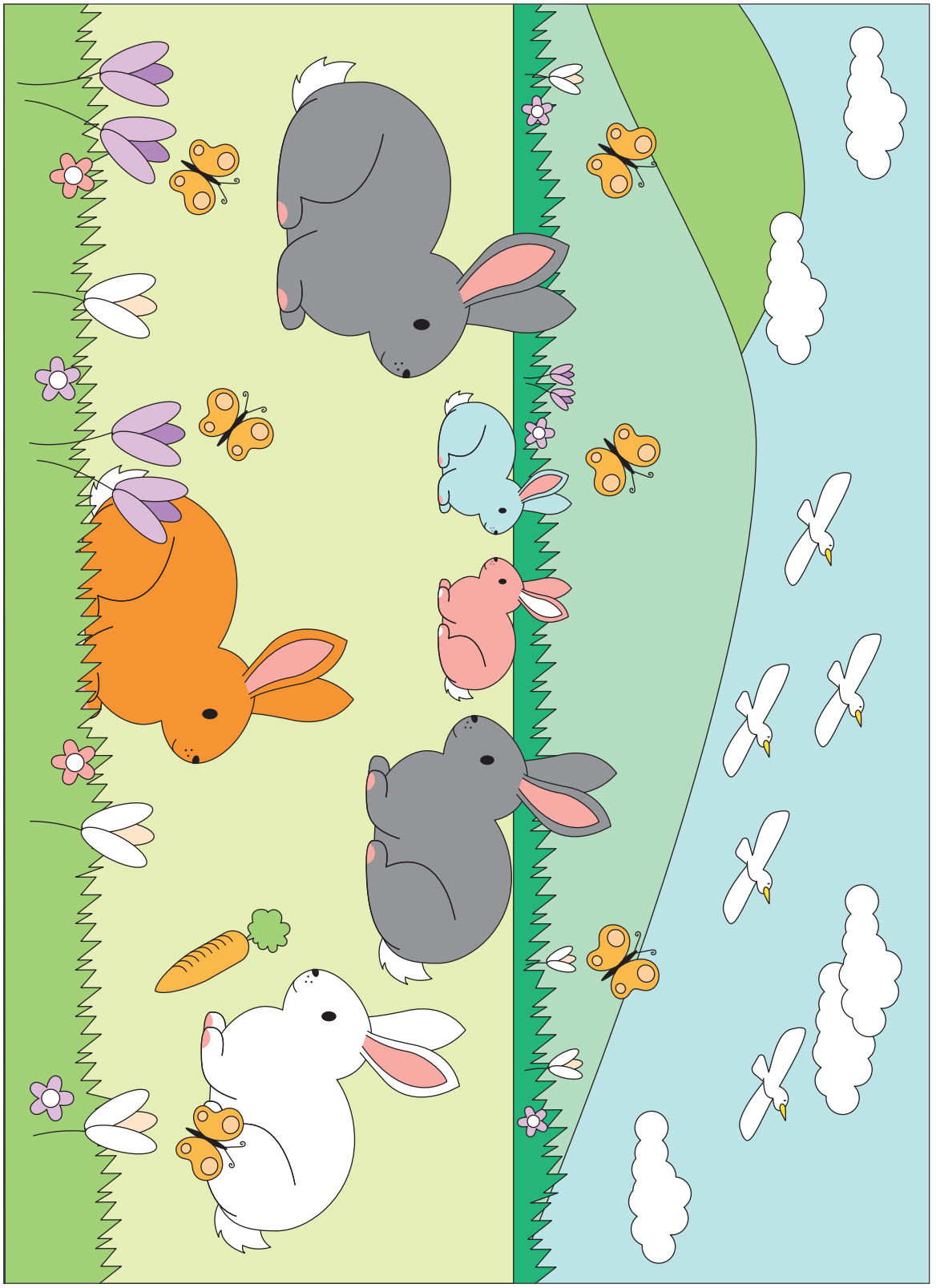
Picture B

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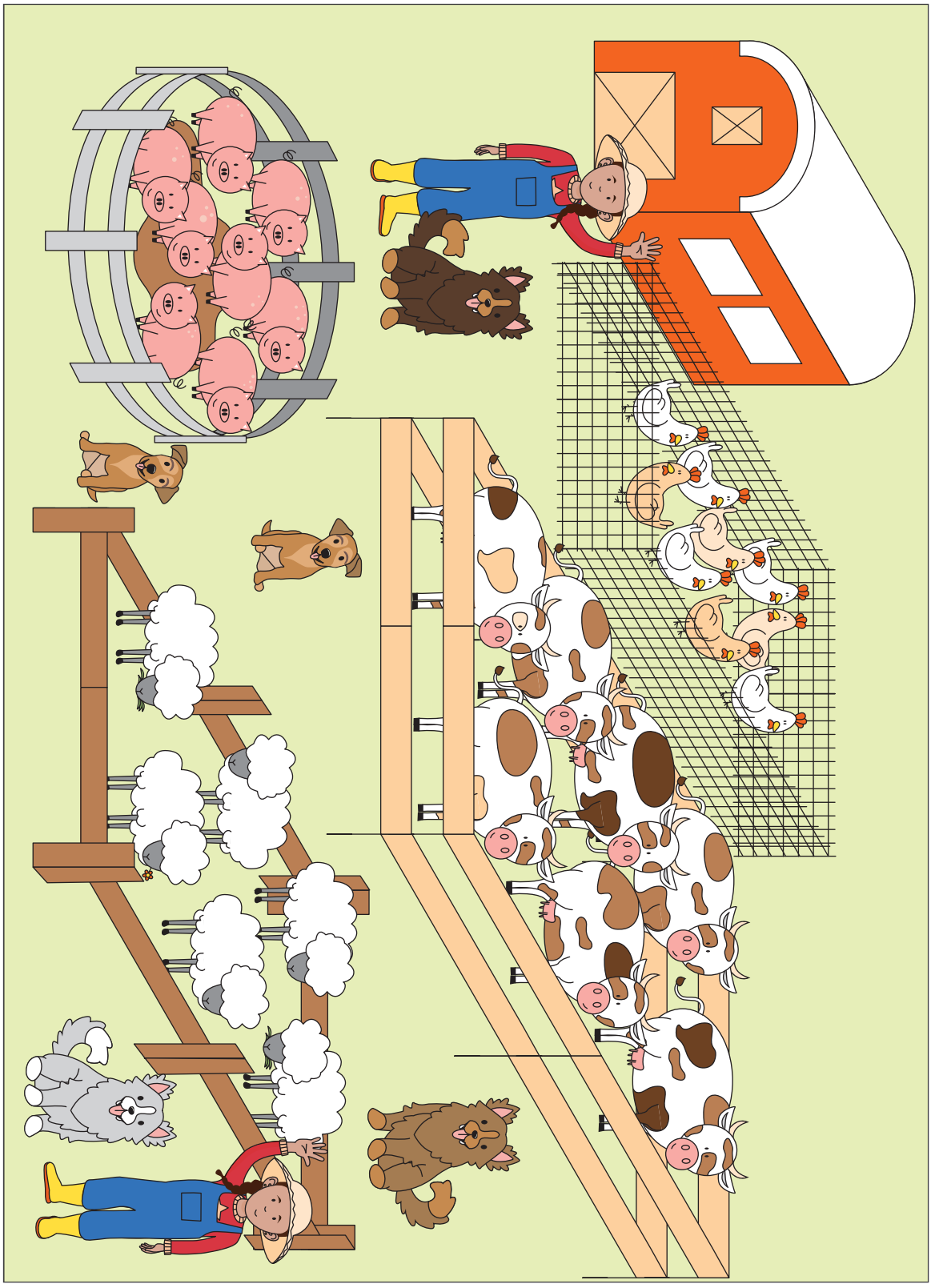
Picture C

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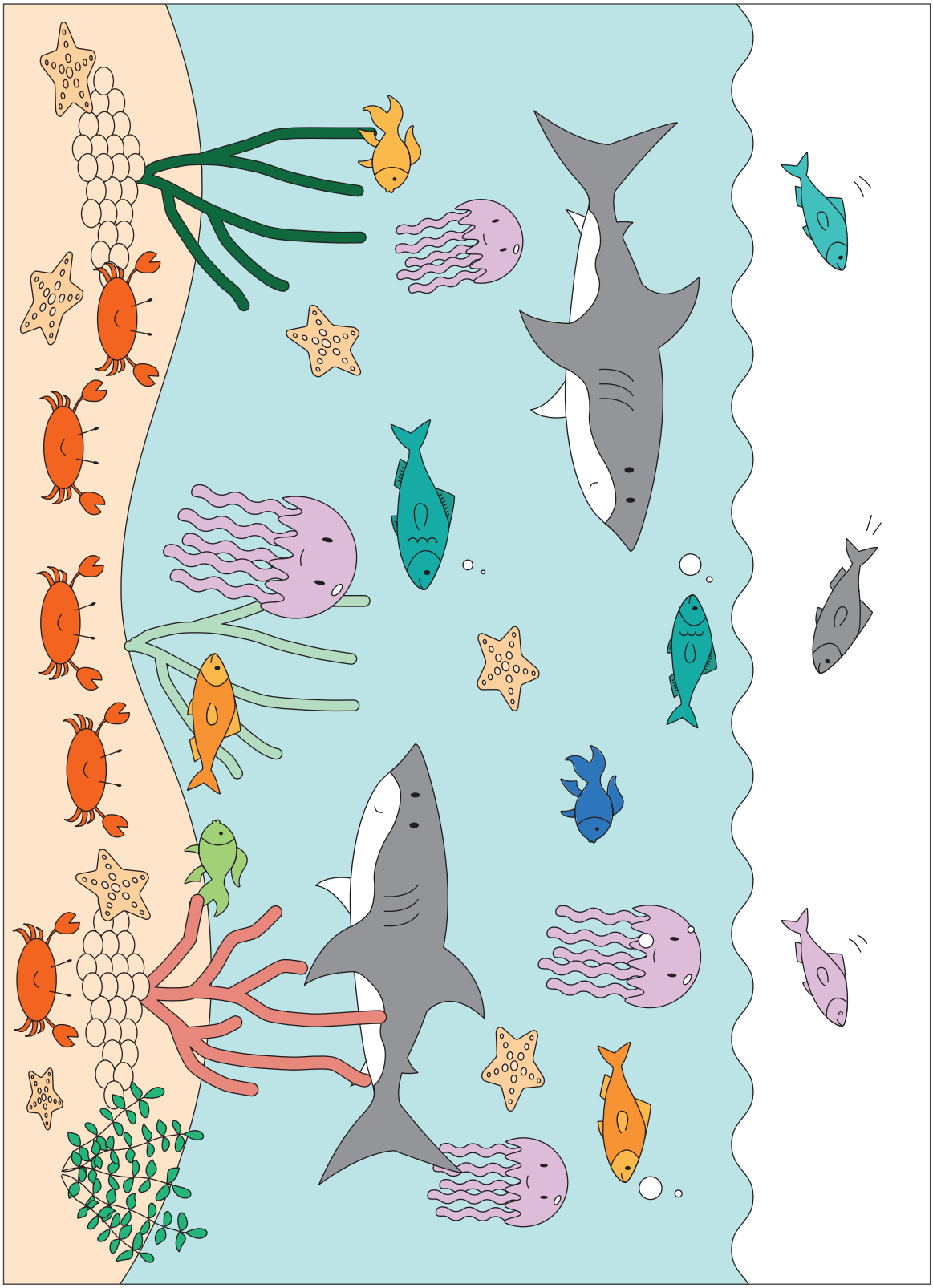
Picture D

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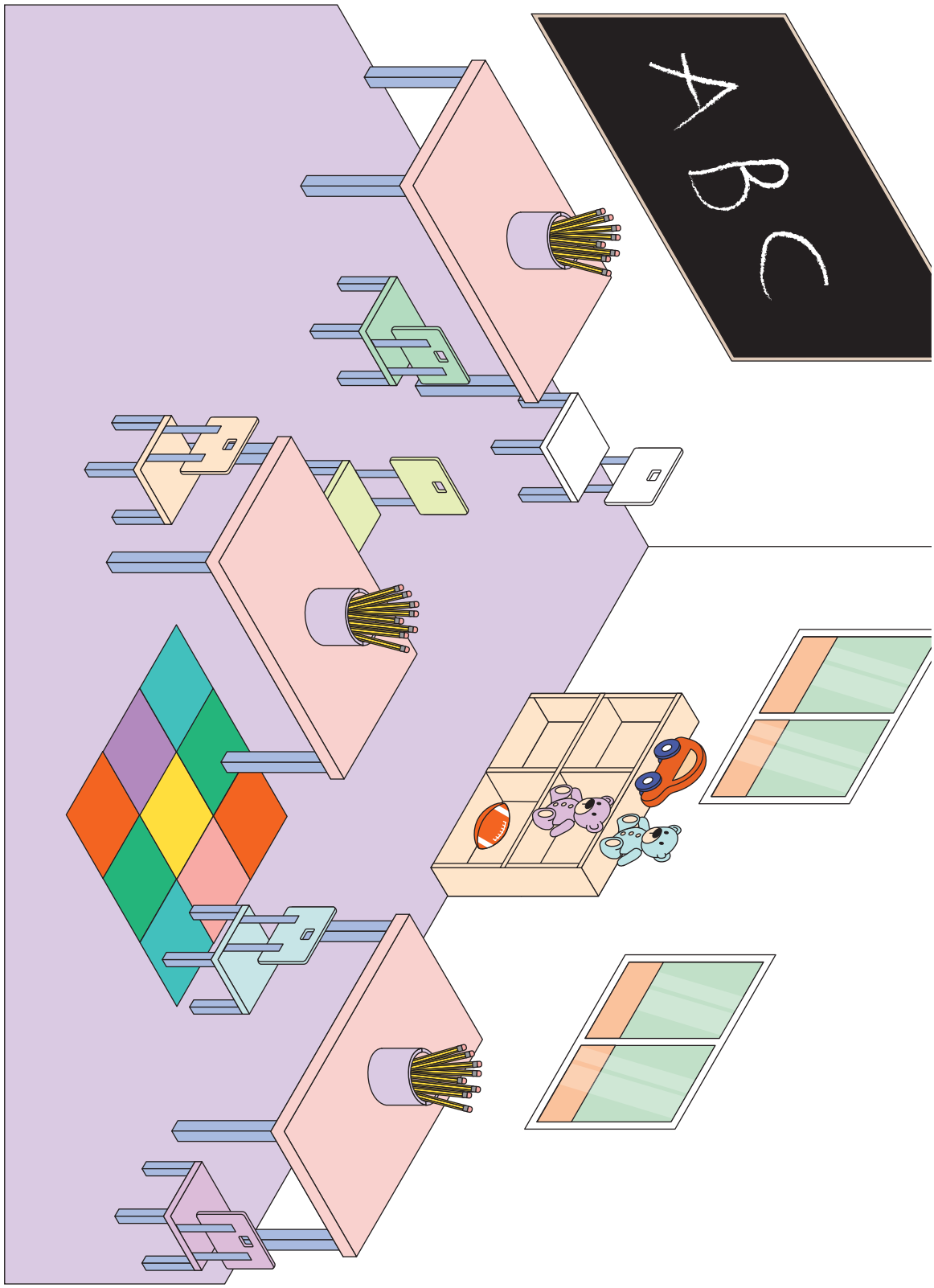
Picture E

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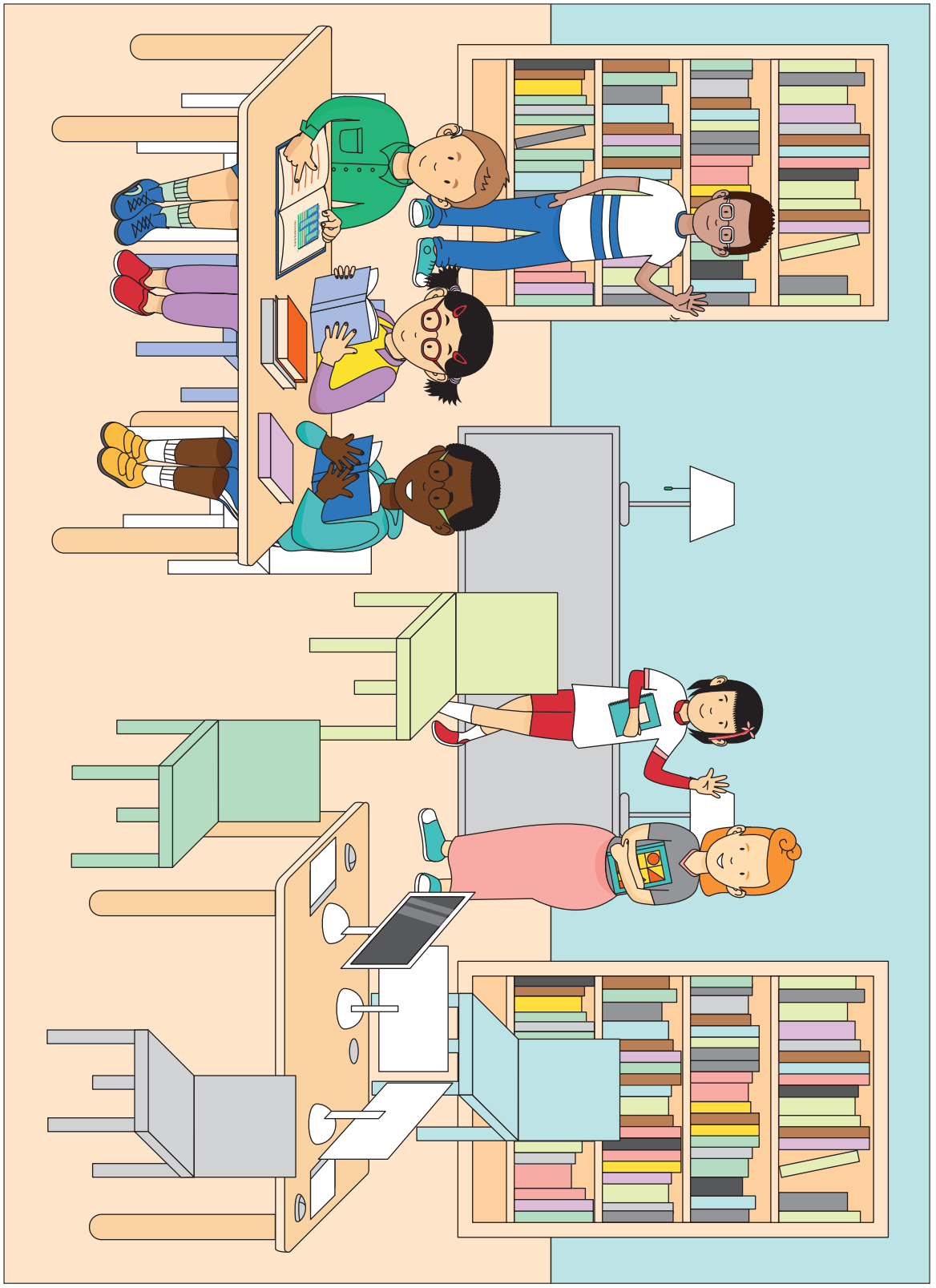
Picture F

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Picture G

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Picture H

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Directions:

- Partner A:
  - Choose 1 of the pictures. Write the letter.
  - Make up a story problem about the picture.

    Use addition or subtraction.
- Partner B: Solve the problem. Write a matching equation.
- Take turns.

picture: _____

equation: _____

picture: _____

equation: _____

picture: _____

equation: _____

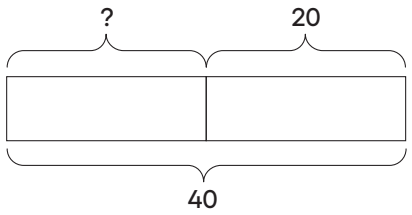
picture: _____

equation: _____

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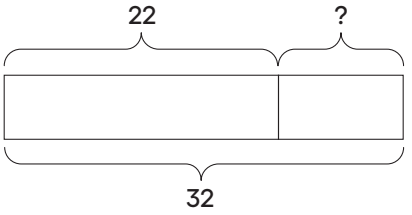
Math Stories Stage 5

A



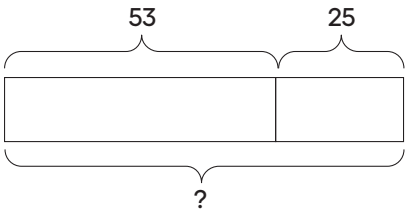
Math Stories Stage 5

B



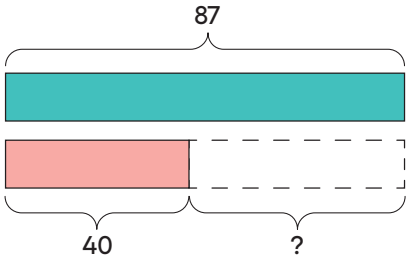
Math Stories Stage 5

C



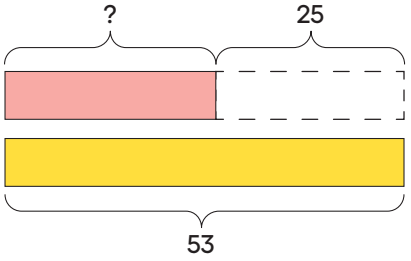
Math Stories Stage 5

D



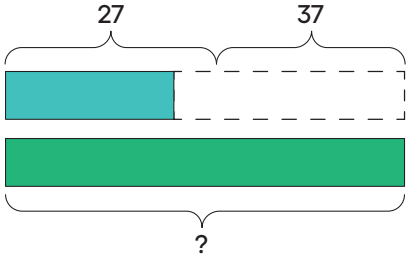
Math Stories Stage 5

E



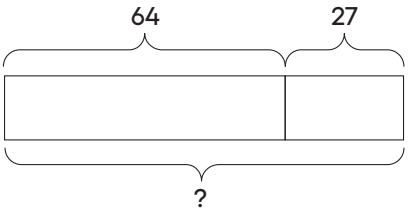
Math Stories Stage 5

F



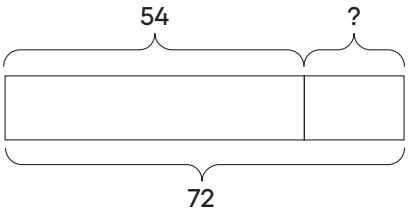
Math Stories Stage 5

G



Math Stories Stage 5

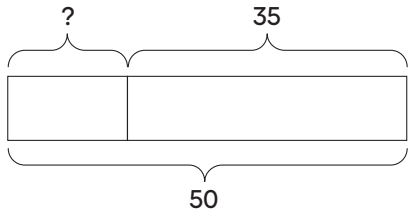
H



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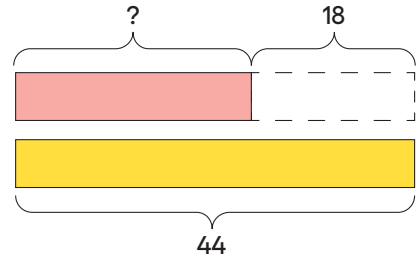
Math Stories Stage 5

I



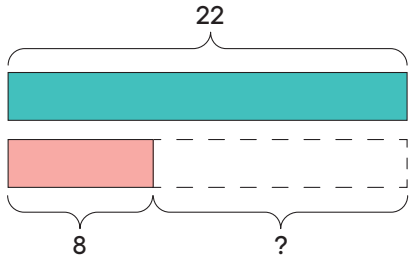
Math Stories Stage 5

J



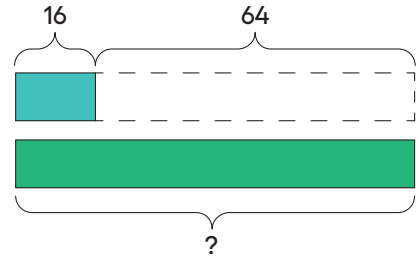
Math Stories Stage 5

K



Math Stories Stage 5

L



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Directions:

- Partner A:
  - Pick a card without showing your partner.
  - Tell your partner a story problem that matches the tape diagram on the card.
- Partner B: Solve the problem. Draw a tape diagram that matches the story.
- Check to see if the tape diagrams are the same.
- Take turns.

my tape diagram: equation:
my tape diagram: equation:
my tape diagram: equation:
my tape diagram: equation:

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NOTES

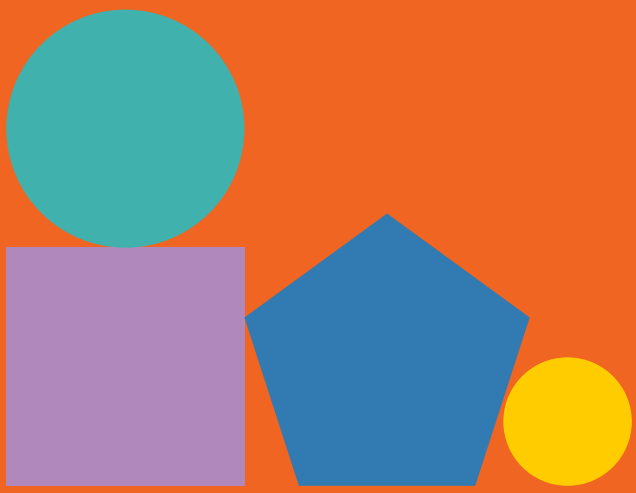
NOTES

NOTES

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