Grade K

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	5
Unit Assessments	25
Center Materials	29

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



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Unit 2

Family Support Materials

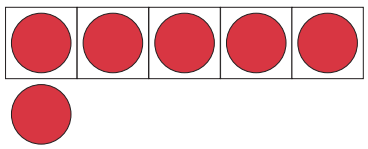
In this unit, students answer questions about how many objects are in a collection. Students count out and compare groups within 10 and write numbers to represent how many.

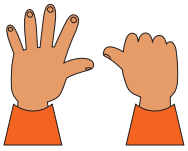
Section A: Count and Compare Groups of Objects

In this section, students connect the quantities they see and the spoken number words as they count to answer "how many?" questions. They rearrange and count groups of objects, and notice that the arrangement of objects does not affect the total number of objects. Students compare groups of objects and use the language of "more" and "fewer," which may be new to them. For example, students may compare a group of 7 objects to a group of 2 objects.

Section B: Count and Compare Groups of Images

In this section, students begin by counting images for the first time. This can be more challenging for students because images cannot be rearranged and it can be more difficult to keep track of which images they have counted. Students count groups of images in lines, in arrays, on 5-frames, in number cube arrangements, and on fingers.





Students count and compare images arranged on 5-frames and images of fingers throughout the section. These images have the structure of "5 and some more," which supports students to count on from 5 to determine the number of images.

Students continue their work from the previous unit of answering "Are there enough?" questions and use matching as a means to compare the number of images in each group.

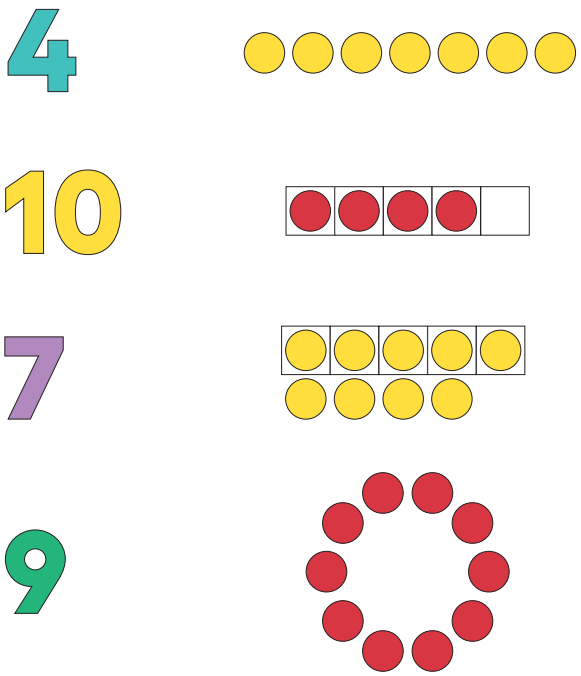
Unit 2

Family Support Materials

Section C: Connect Quantities and Numbers

In this section, students write numbers to represent quantity for the first time. Students continue their work, from Section B, of counting groups of organized images and begin to count images arranged in a circle, which requires students to develop a method to keep track of the images they have counted. Students also represent numbers by counting out groups of objects and drawing groups of images.

For example, students match the written numeral on the left to the dots on the right side of the page.



Section D: Compare Numbers

In this section, students compare written numbers. Students see that, as they count, the numbers get larger and there is 1 more each time. They find 1 more and 1 less than a given number or group of objects. Students may compare written numbers in several ways:

- Create a drawing of each number and use the drawings to compare.
- Use mental images of numbers or number sense.
- Use the knowledge of the count sequence and know that numbers that come later in the count sequence are greater.

Unit 2

Family Support Materials

Try it at home!

Near the end of the unit, ask your kindergartener to compare two (2) amounts of objects (such as pencils, cups, or fruit).

Questions that may be helpful as they work:

- How many _____ do you have? (Repeat for both sets of objects.)
- Which group has more? Which group has fewer?
- How do you know?

Solution: Answers may vary.

Sample response:

- There are 5 pencils in the cup. There are 3 pens. There are more pencils than pens. I can see that there are only 3 pens and that there are more pencils.
- There are 6 spoons on the table. There are 7 forks. There are fewer spoons. I matched up the spoons and the forks. There is 1 less spoon.

Unit 2 Family Support video



Go Online

Go online to find videos for this unit.

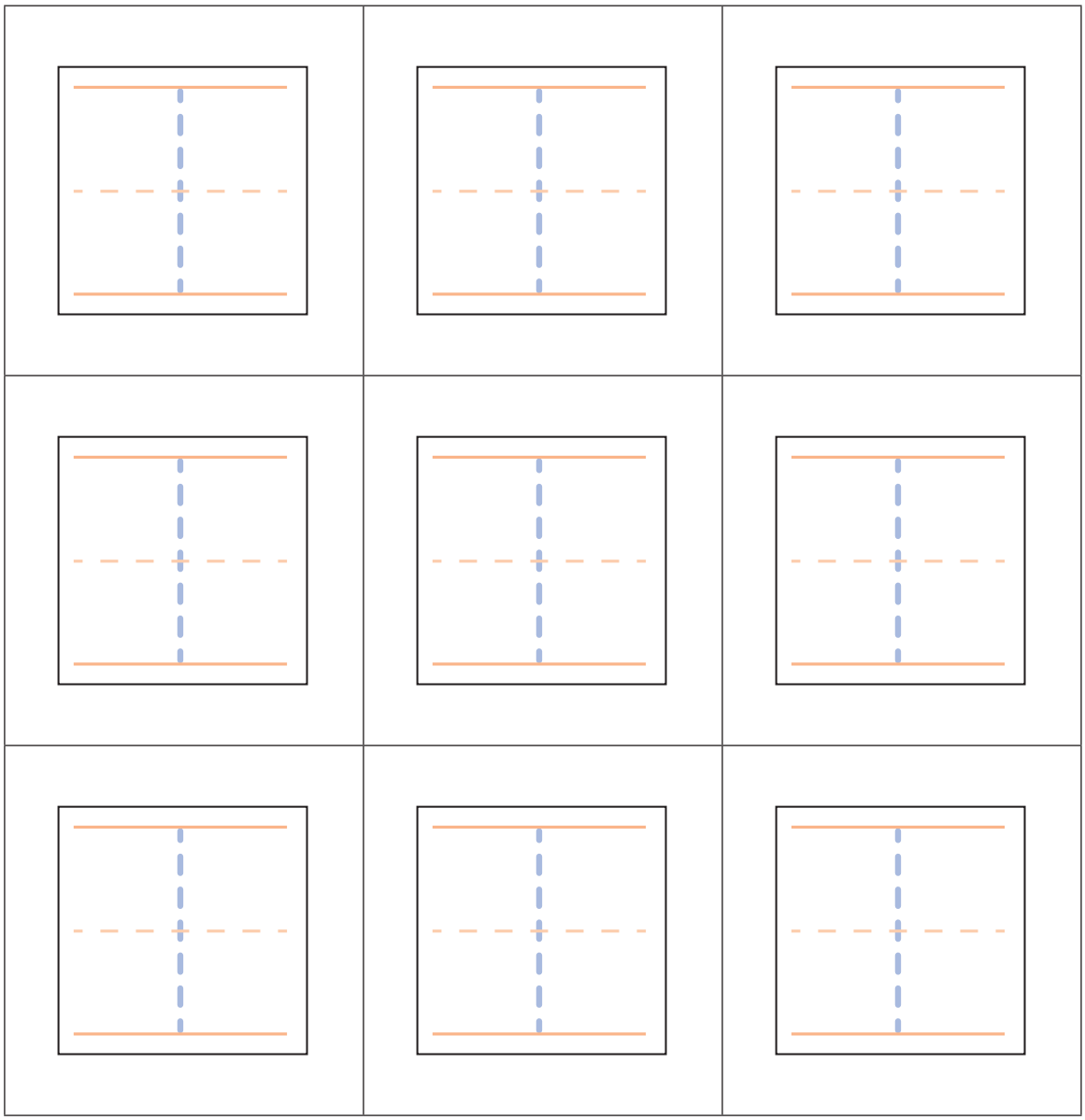
ilclass.com/r/10425135

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

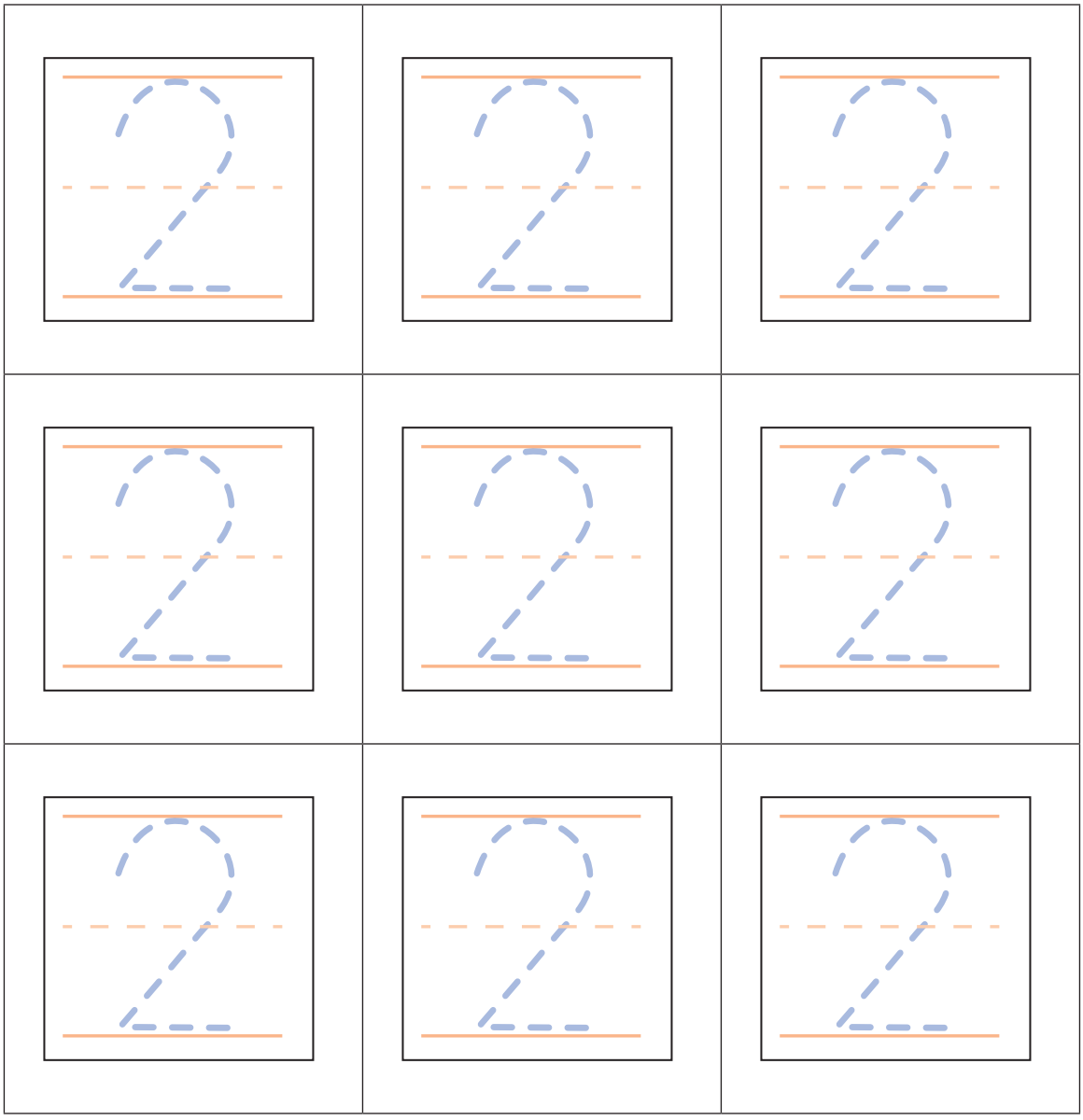
Unit 2

Lesson Blackline Masters

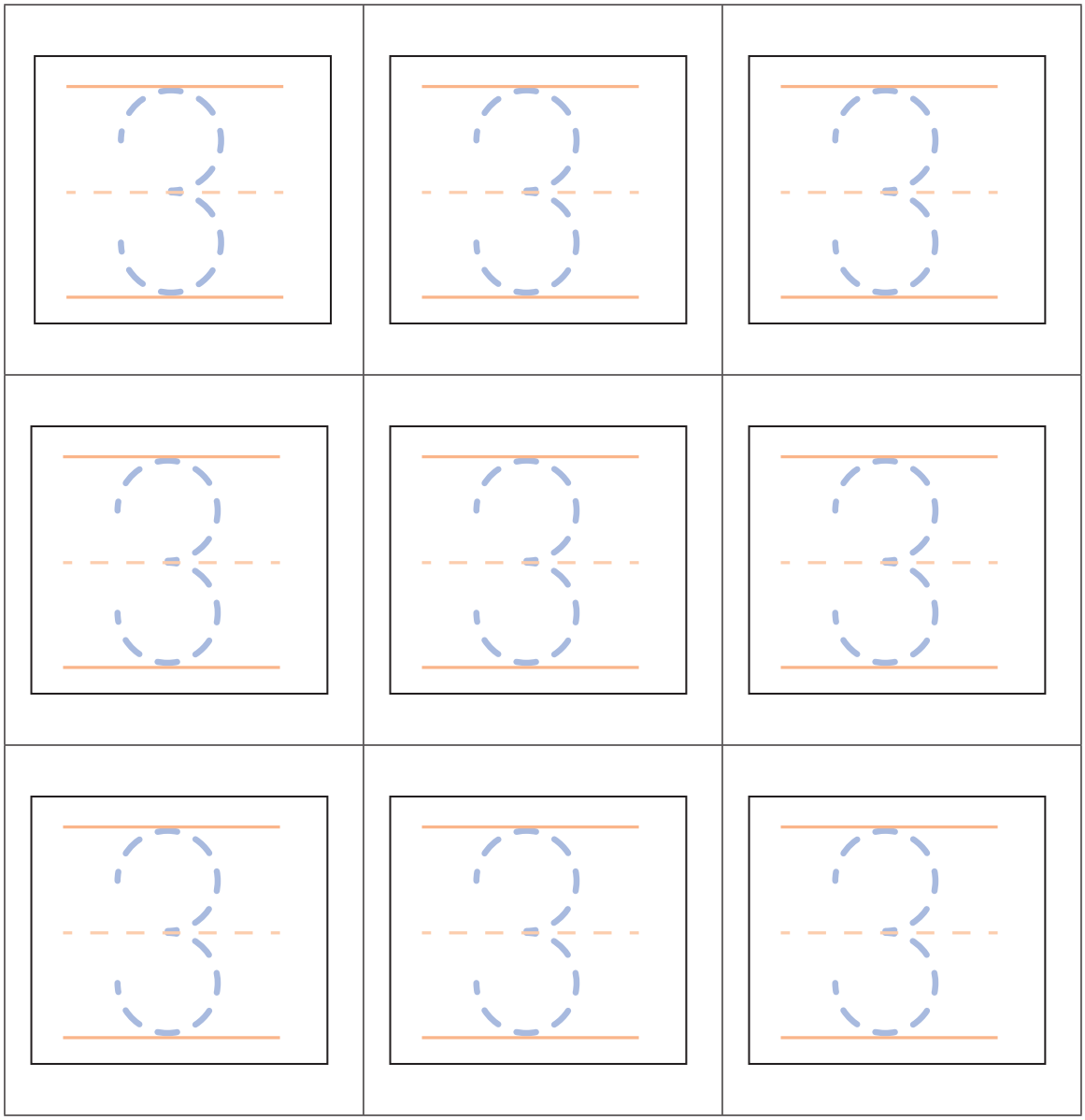
lesson and activity	title	students per copy	written on	requires cutting	card stock needed	color paper needed	multiple use	center material	page number
1.3	Math Fingers Cards	2	no	yes	no	no	yes	yes	170
5.1	Fewer, Same, More Stages 1–4 Mat	2	no	no	no	no	yes	yes	172
7.1	Write Numbers 1, 2, and 3 Gameboards	2	yes	no	no	no	yes	no	73
7.2	Write Numbers 4 and 5 Gameboards	2	yes	no	no	no	yes	no	76
8.1	Write Numbers 6, 7, and 8 Gameboards	2	yes	no	no	no	yes	no	78
8.2	Write Numbers 1–10 Gameboards	1	yes	no	no	no	yes	no	81
9.1	Images in Stations Cards	30	no	yes	no	no	no	no	86
9.3	Number Mat 1–10	2	no	no	no	no	yes	yes	113
9.3	Number Race Stage 1 Recording Sheet for Tracing	1	yes	no	no	no	no	yes	112
10.WU	Questions about Us Chart Directions Set 1	30	no	no	no	no	no	no	88



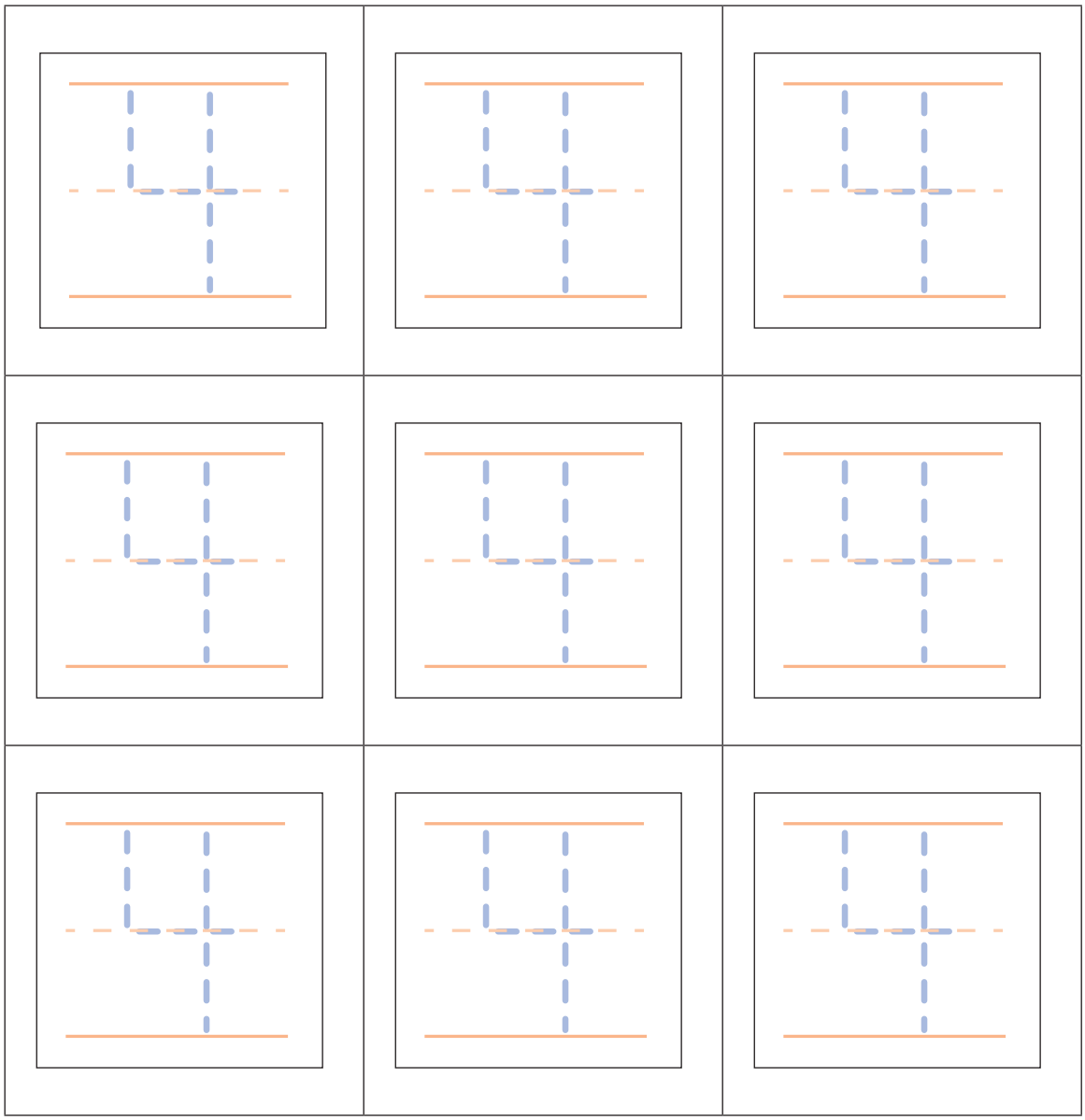
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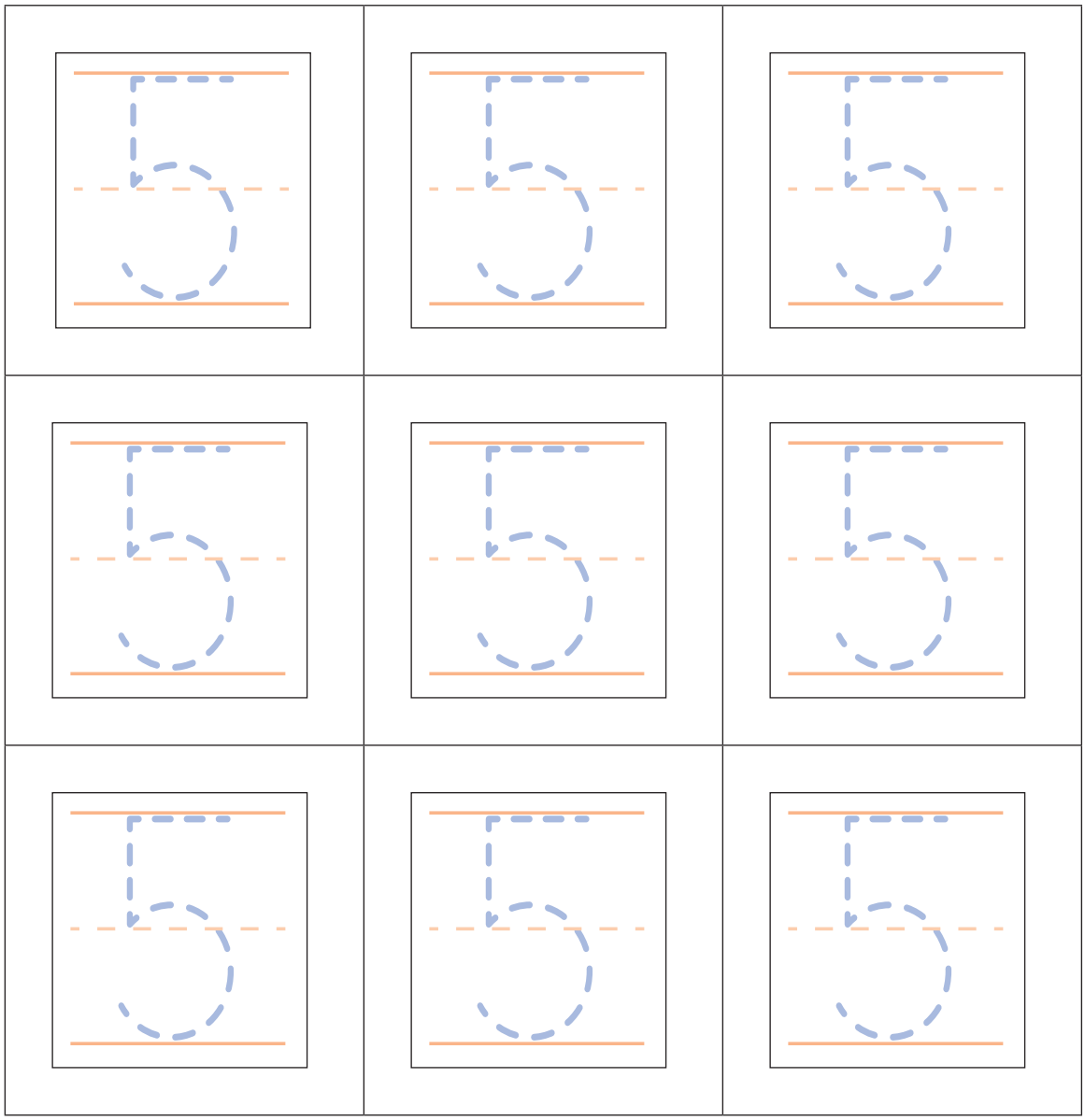
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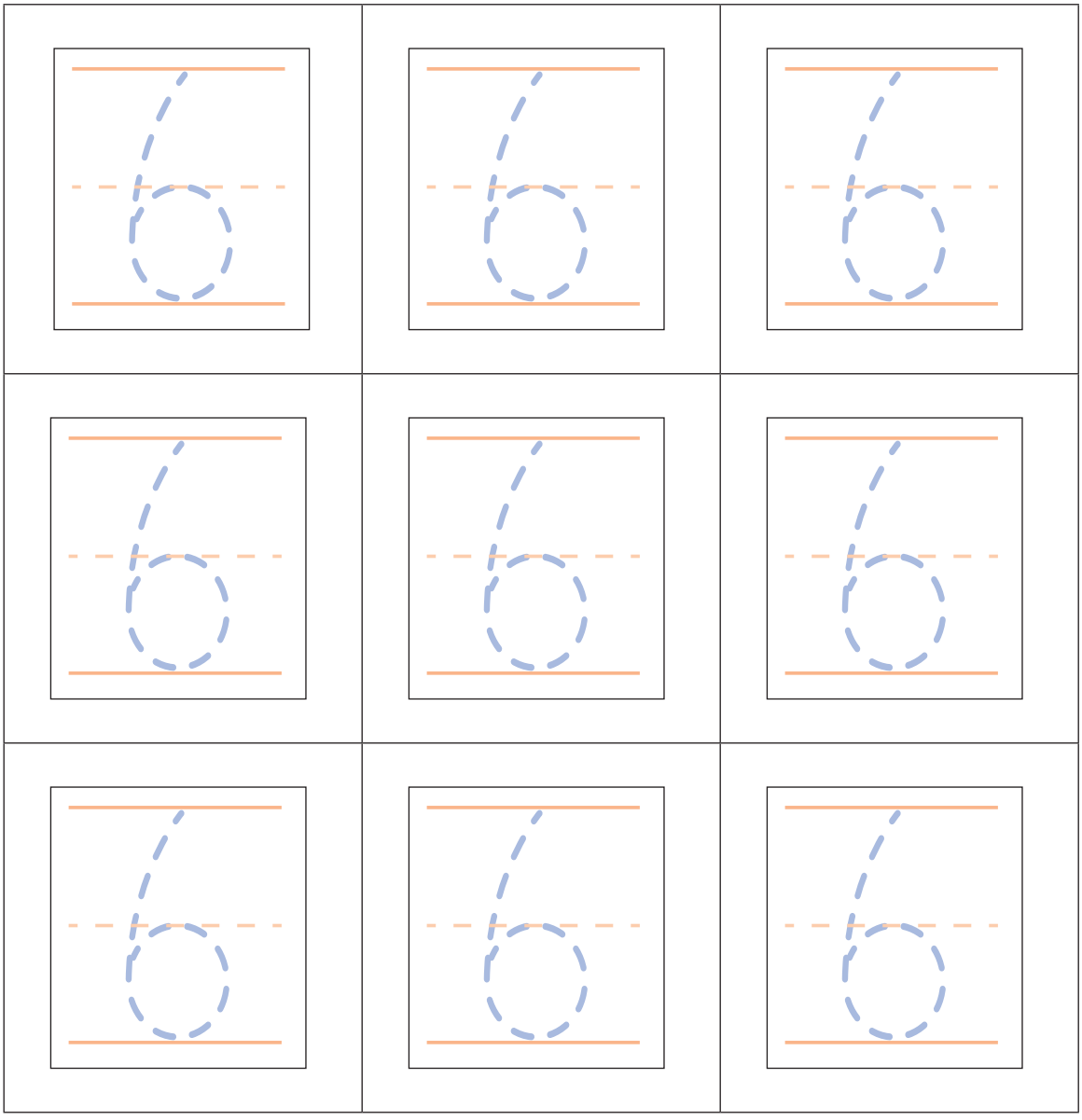
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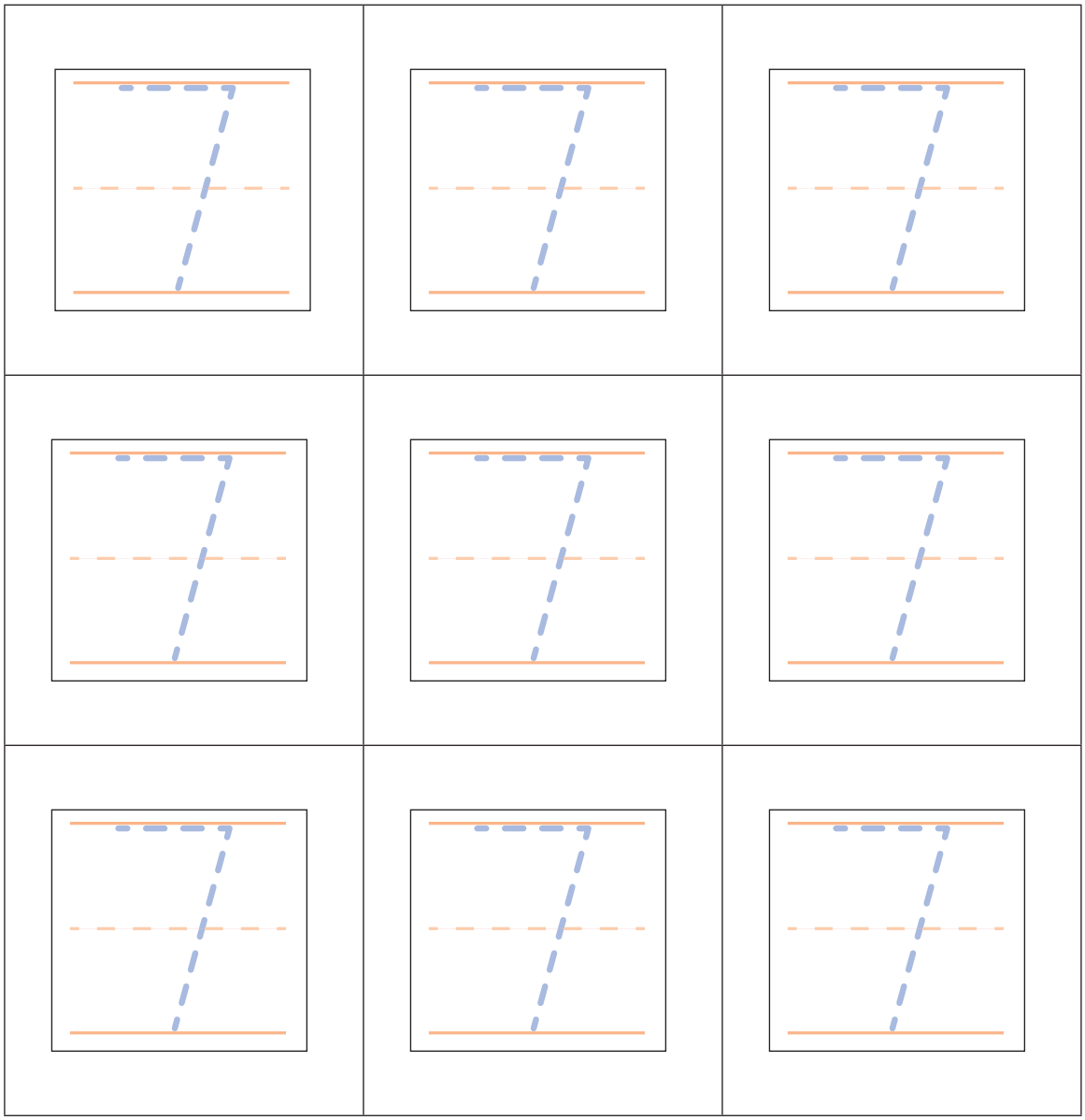
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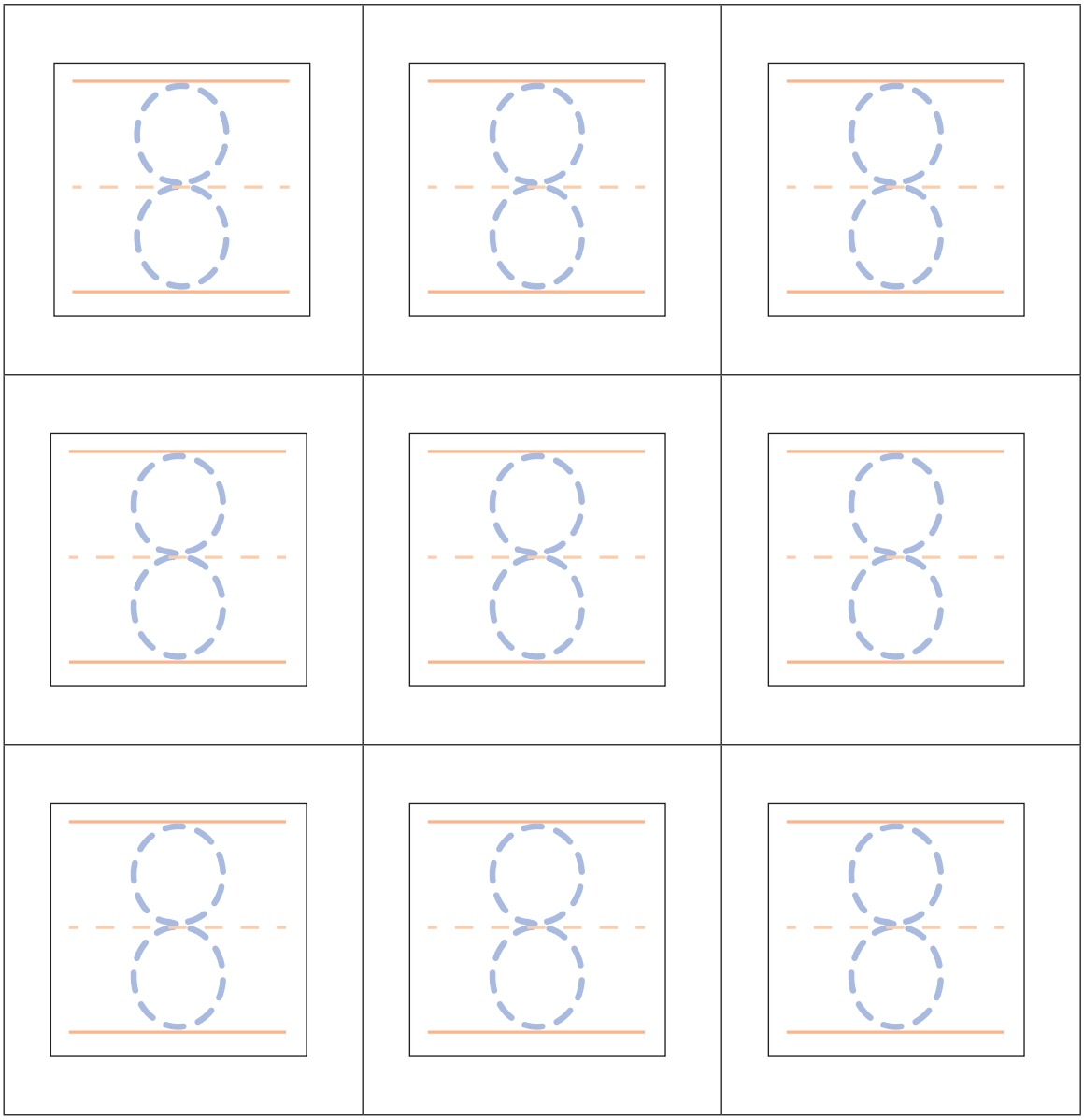
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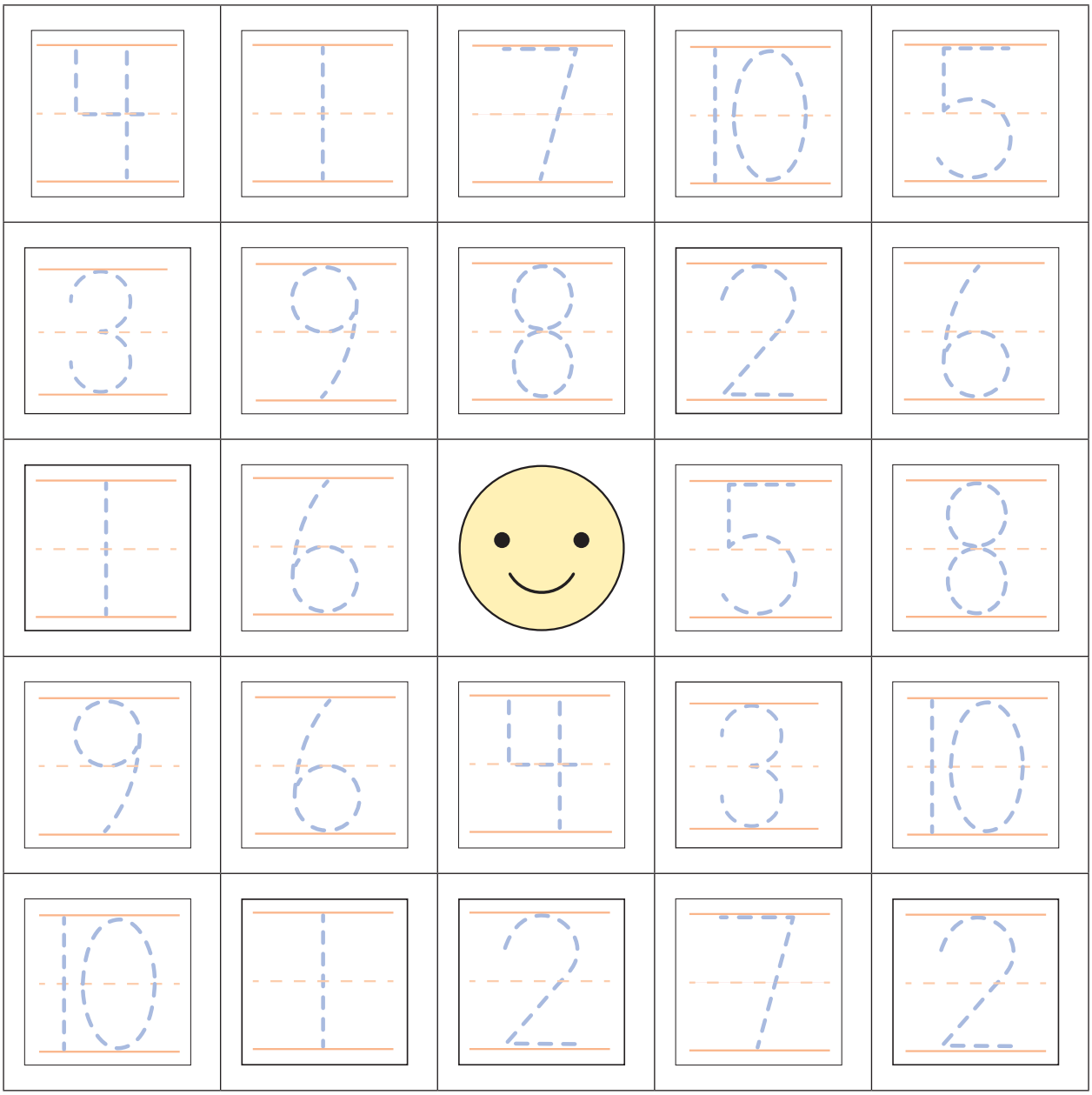
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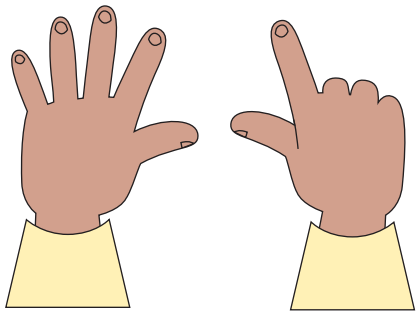


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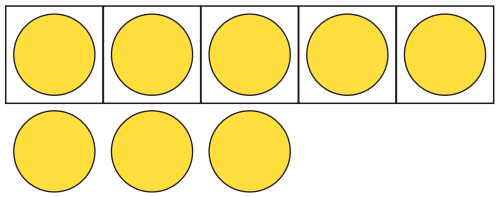


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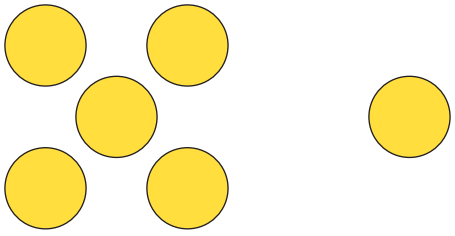
Images in Stations



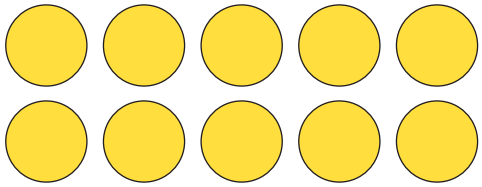
Images in Stations



Images in Stations

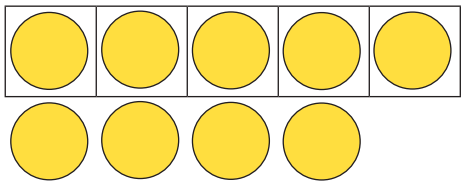


Images in Stations



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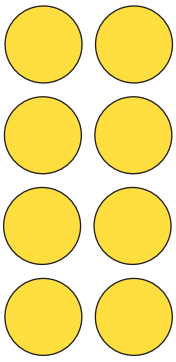
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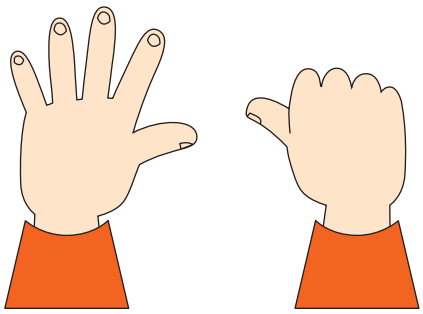
Images in Stations



Images in Stations



Images in Stations



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Compare 5-Frame Cards

Compare 5-Frame Cards

Compare 5-Frame Cards

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Compare 5-Frame Cards

Compare 5-Frame Cards

Compare 5-Frame Cards

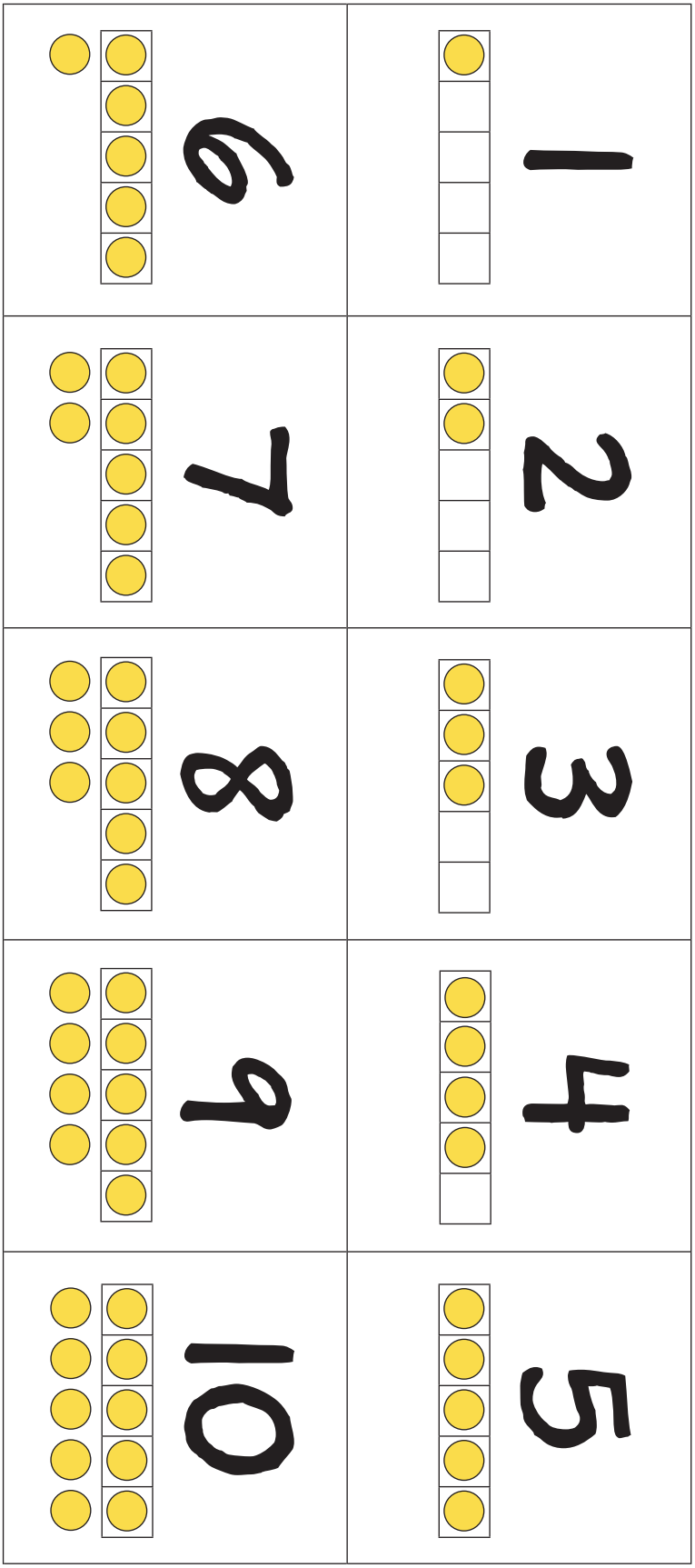
Compare 5-Frame Cards

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Compare 5-Frame Cards

Compare 5-Frame Cards

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Different Arrangements, Same Number

Different Arrangements, Same Number

Different Arrangements, Same Number

Different Arrangements, Same Number

Different Arrangements, Same Number

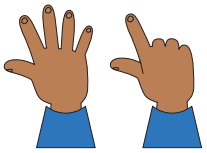
Different Arrangements, Same Number

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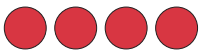
Name	Date

End-of-Unit Assessment

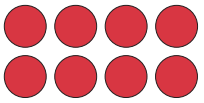
1. Draw a line to match each picture with the number it shows.



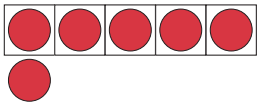
8



7



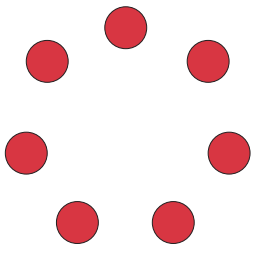
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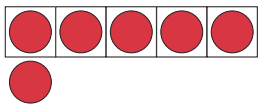
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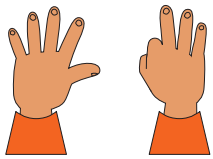
2. How many dots are there?

Write a number to show how many dots there are.



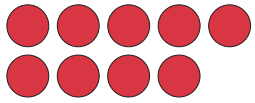
3. a. Circle the group that has more things.





b. Circle the group that has fewer things.





4. a. Circle the number that is more.

4

6

b. Circle the number that is less.

8

5

Unit 2

Unit Assessments

assessment	title	students per copy	page number
Section A Checkpoint	Count and Compare Groups of Objects Section Checkpoint	0	104
Section B Checkpoint	Count and Compare Group of Images Section Checkpoint	0	105
Section C Checkpoint	Connect Quantities and Numbers Section Checkpoint	0	106
Section D Checkpoint	Compare Numbers Section Checkpoint	0	107

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

Count and Compare Groups of Objects Section Checkpoint							1 of 1
Grade K, Unit 2 Section A Checkpoint	Count up to 10 objects and know the number remains the same regardless of the arrangement of objects.				Compare the number of objects in groups of up to 10 objects.		
	Say one number for each object.	Answer how many without counting again.	Answer how many about a group that has been rearranged without counting again.	Use the structures of 5 (in 5-frames or fingers) to count on from 5 to tell how many.	Compare the number of objects in groups.	Use "more," "fewer," and "the same number" to describe comparisons.	Make groups with more, fewer, or the same number of objects than a given group.

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Count and Compare Group of Images Section Checkpoint						1 of 1
Grade K, Unit 2 Section B Checkpoint	Count up to 10 images in organized arrangements and know the number remains the same regardless of the order in which the images are counted.			Compare the number of images in groups of up to 10 images.		
	Say one number for each object.	Answer how many without counting again.	Use the structures of 5 (in 5-frames or fingers) to count on from 5 to tell how many.	Compare the number of images in groups.	Use "more," "fewer," and "the same number" to describe comparisons.	Make groups with more, fewer, or the same number than a given group.

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Connect Quantities and Numbers Section Checkpoint				1 of 1
Grade K, Unit 2 Section C Checkpoint	• Understand the relationship between number and quantity. • Connect quantities with spoken number words and written numbers.			
	Match groups of objects or images to the spoken number word that tells how many.	Match groups of objects or images to the written number word that tells how many.	Count out 1–10 objects or draw 1–10 images to match a given number.	Write numbers 1–10.

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Compare Numbers Section Checkpoint				1 of 1
Grade K, Unit 2 Section D Checkpoint	Compare written numbers 1–10.			
	Recognize numbers 1–10.	Represent numbers with drawings or objects in order to compare.	Use knowledge of the count sequence or understanding of the magnitude of numbers to compare numbers.	Use "less," and "the same number" to describe comparisons of written numbers.

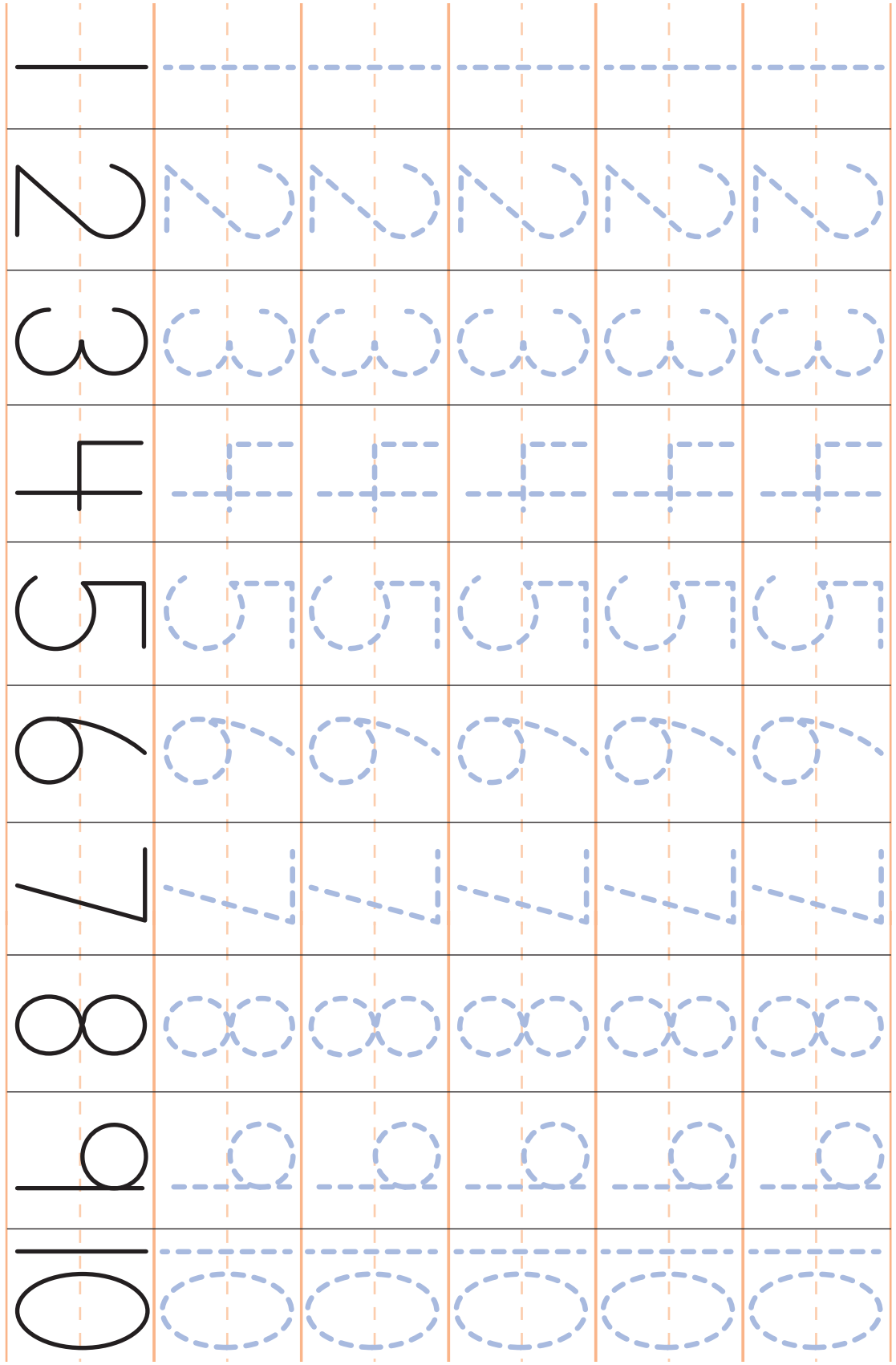
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Unit 2

Center Materials

center	title	students per copy	written on	requires cutting	card stock needed	color paper needed	used multiple times	page number
Number Race (K–1): 1	Number Race Stage 1 Recording Sheet for Writing	1	yes	no	no	no	no	111
Number Race (K–1): 1	Number Race Stage 1 Recording Sheet for Tracing	1	yes	no	no	no	no	112
Number Race (K–1): 1	Number Mat 1–10	2	no	no	no	no	yes	113
Picture Books (K–5): 2	Picture Books Stage 2 Recording Sheet	1	yes	no	no	no	no	114
Geoblocks (K–1): 2	Geoblocks Stage 2 Directions	8	no	no	no	no	yes	118
Connecting Cubes (K): 2	Connecting Cubes Stage 2 Cards	2	no	yes	no	no	yes	128
Connecting Cubes (K): 3	Connecting Cubes Stage 3 Directions	2	no	no	no	no	yes	131
Pattern Blocks (K): 2	Pattern Blocks Stage 2 Mats	2	no	no	no	no	yes	141
Pattern Blocks (K): 3	Pattern Blocks Stage 3 Directions	2	no	no	no	no	yes	151

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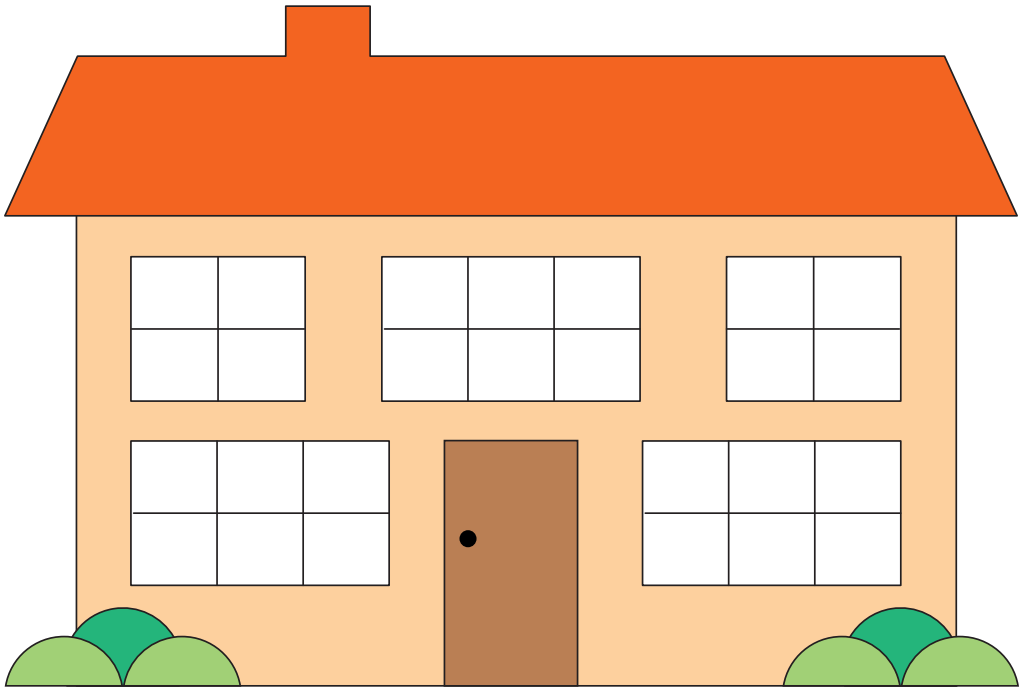
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3	2
4	7
10	9
5	1
9	8

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Picture A

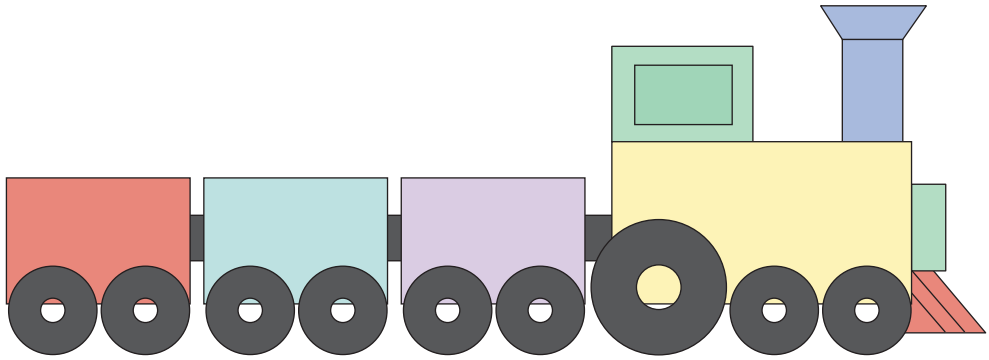
Use blocks to build a house.



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Picture B

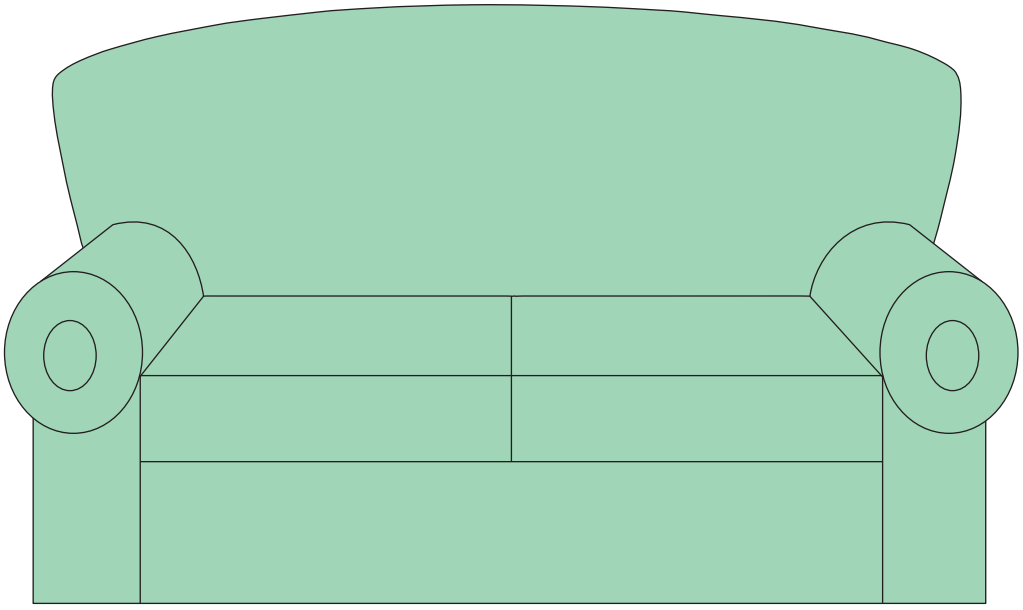
Use blocks to build a train.



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Picture C

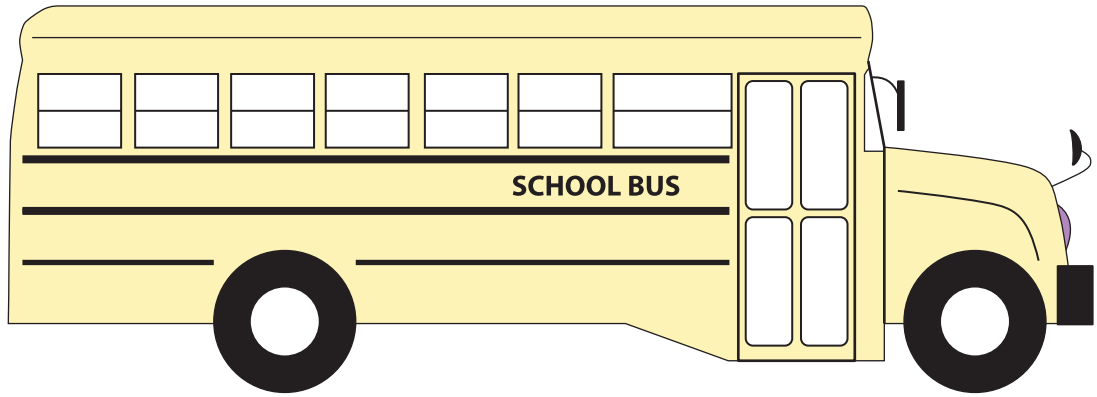
Use blocks to build a couch.



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Picture D

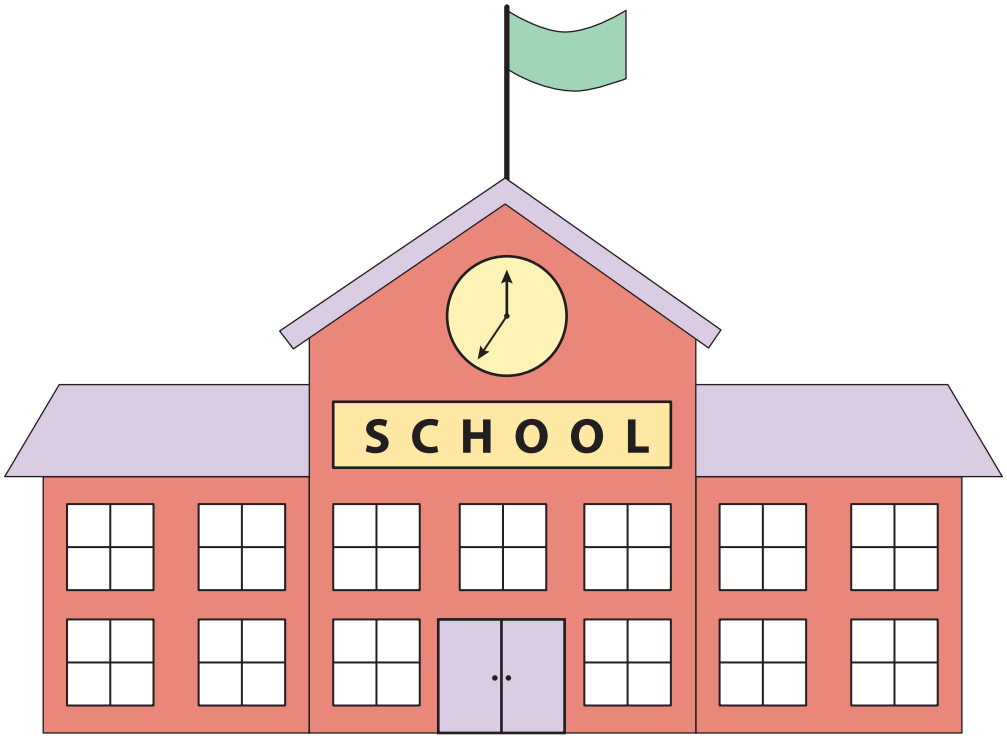
Use blocks to build a bus.



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Picture E

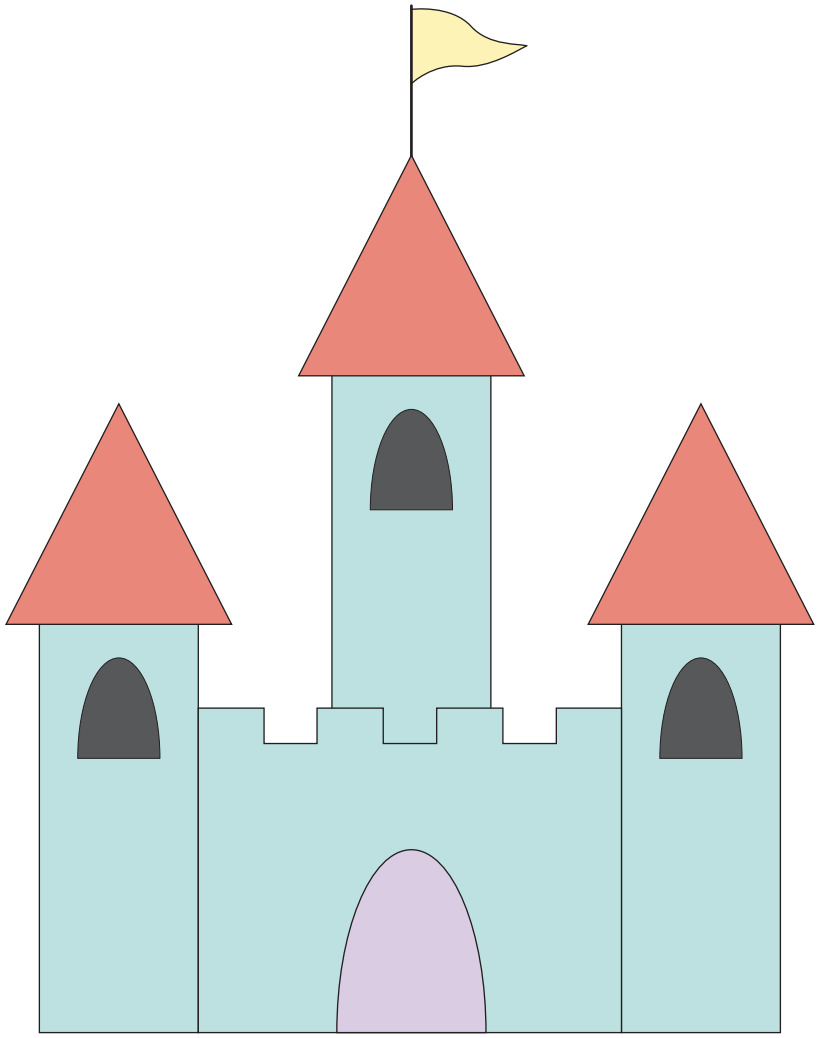
Use blocks to build a school.



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Picture F

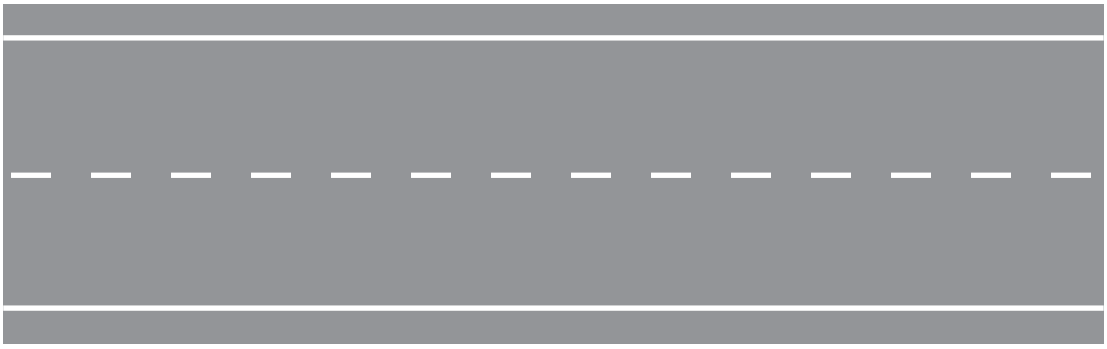
Use blocks to build a castle.



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Picture G

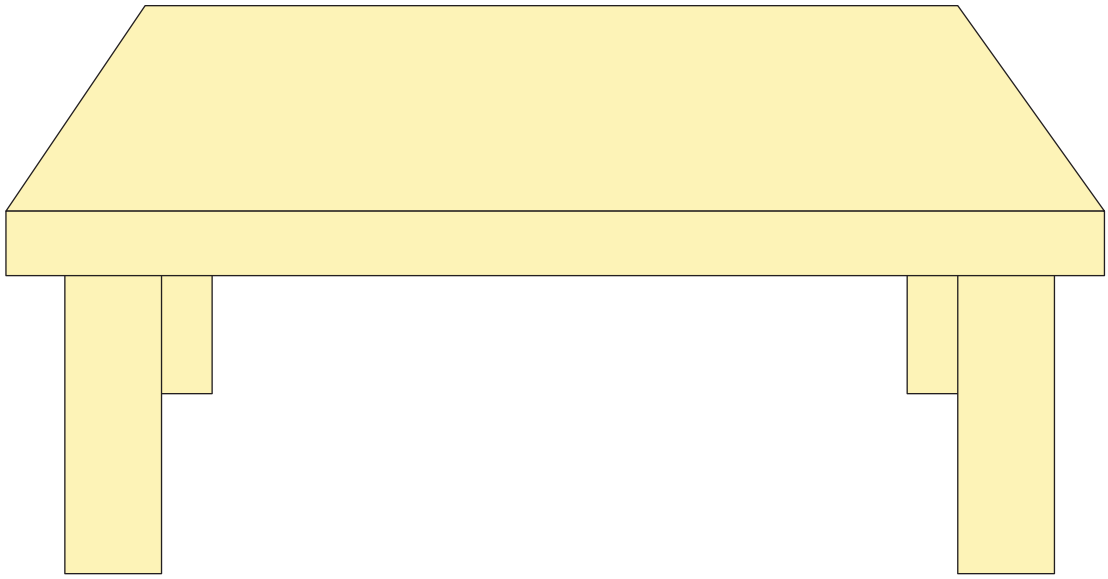
Use blocks to build a road.



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Picture H

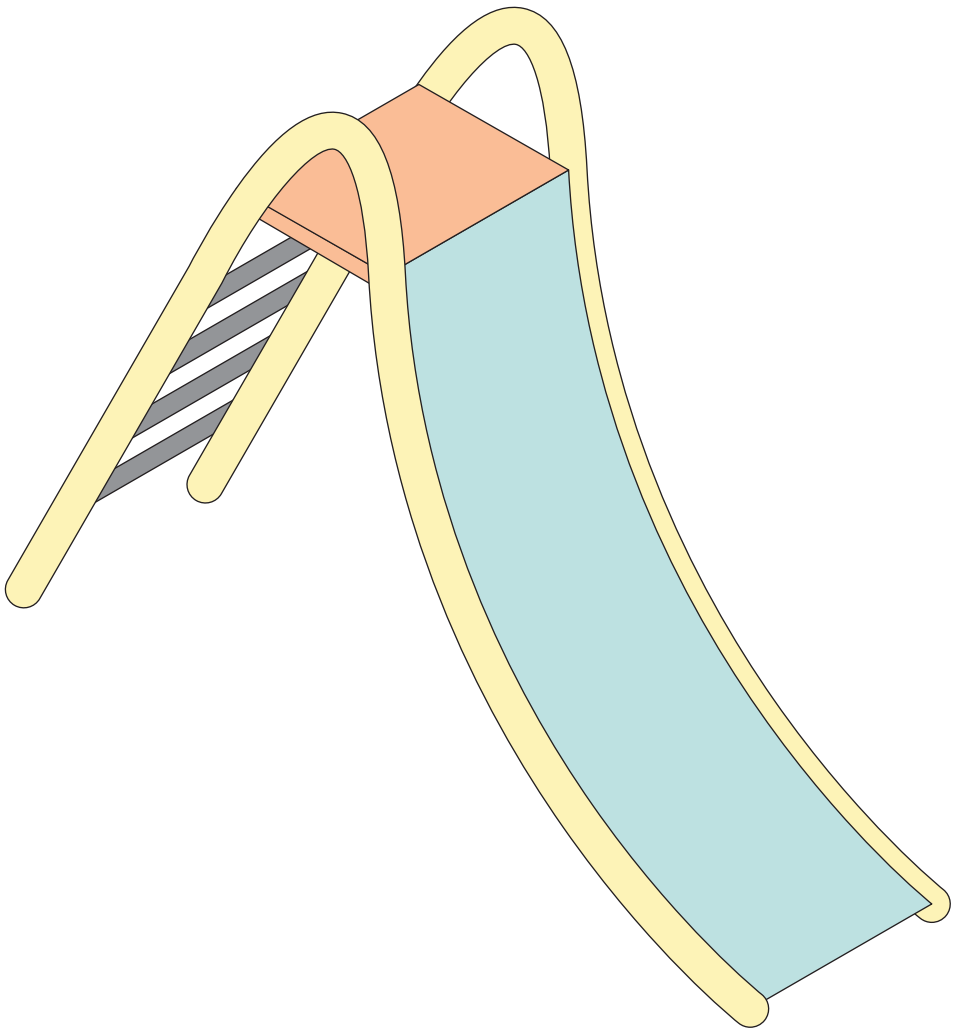
Use blocks to build a table.



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Picture I

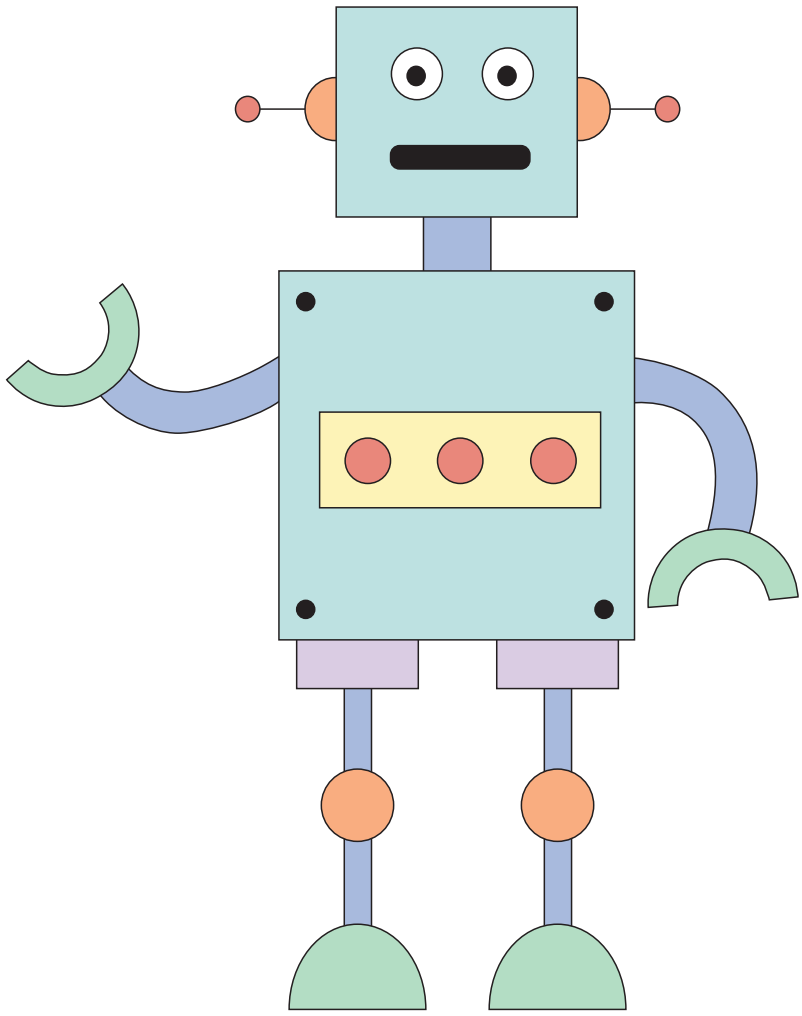
Use blocks to build a slide.



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Picture J

Use blocks to build a robot.



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Connecting Cubes Stage 2

Connecting Cubes Stage 2

Connecting Cubes Stage 2

Connecting Cubes Stage 2

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Connecting Cubes Stage 2

Connecting Cubes Stage 2

Connecting Cubes Stage 2

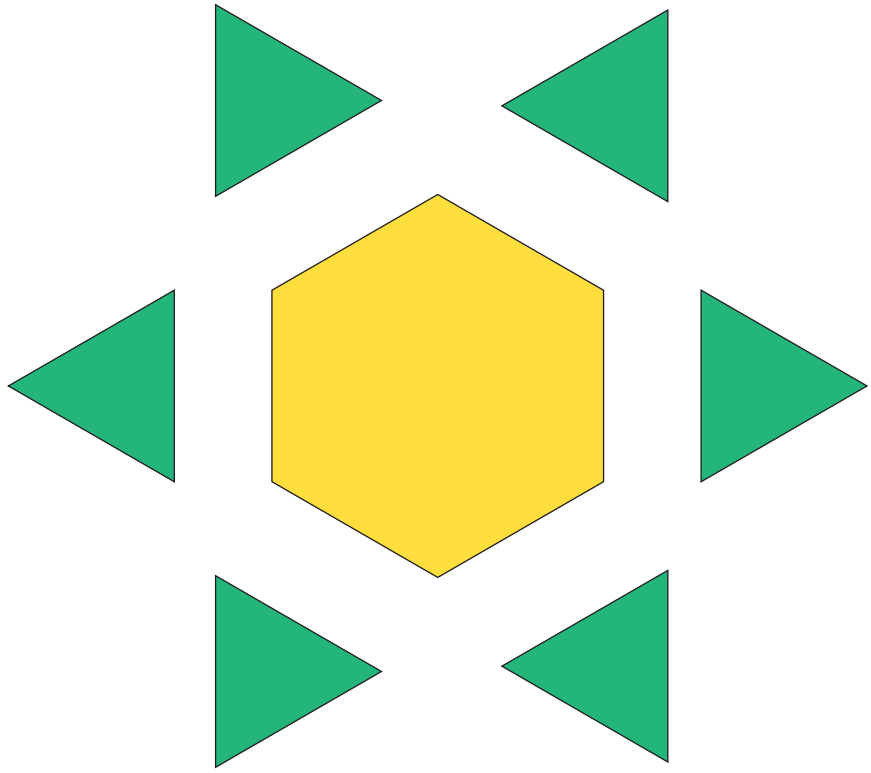
Connecting Cubes Stage 2

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Connecting Cubes Stage 2

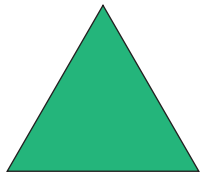
Connecting Cubes Stage 2

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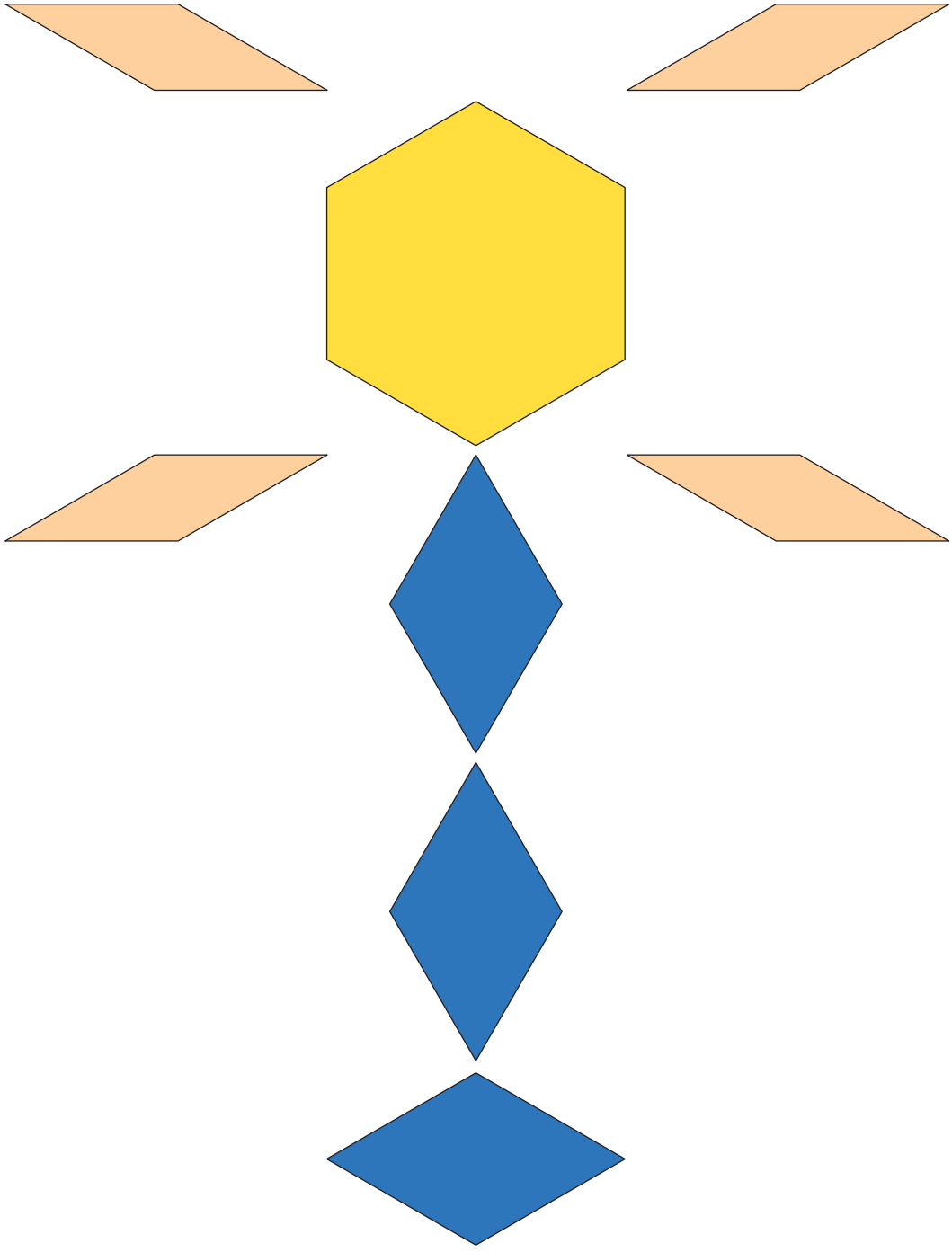
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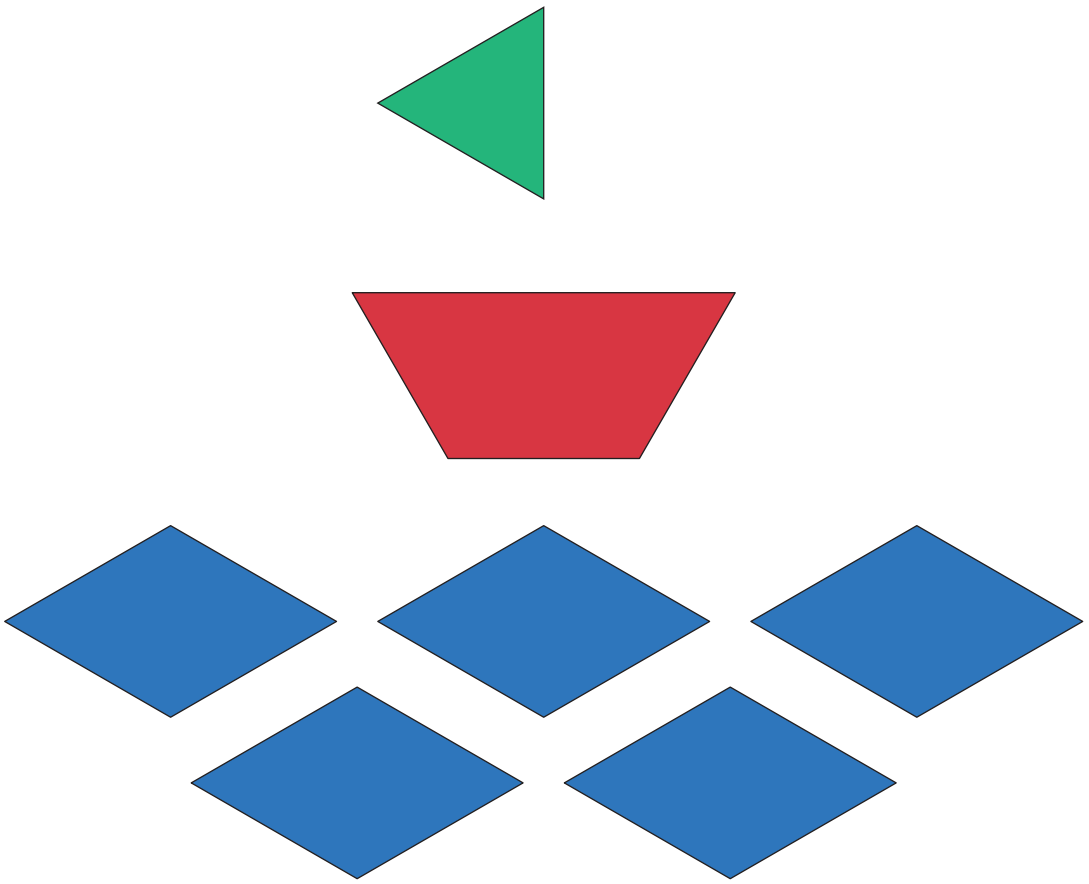




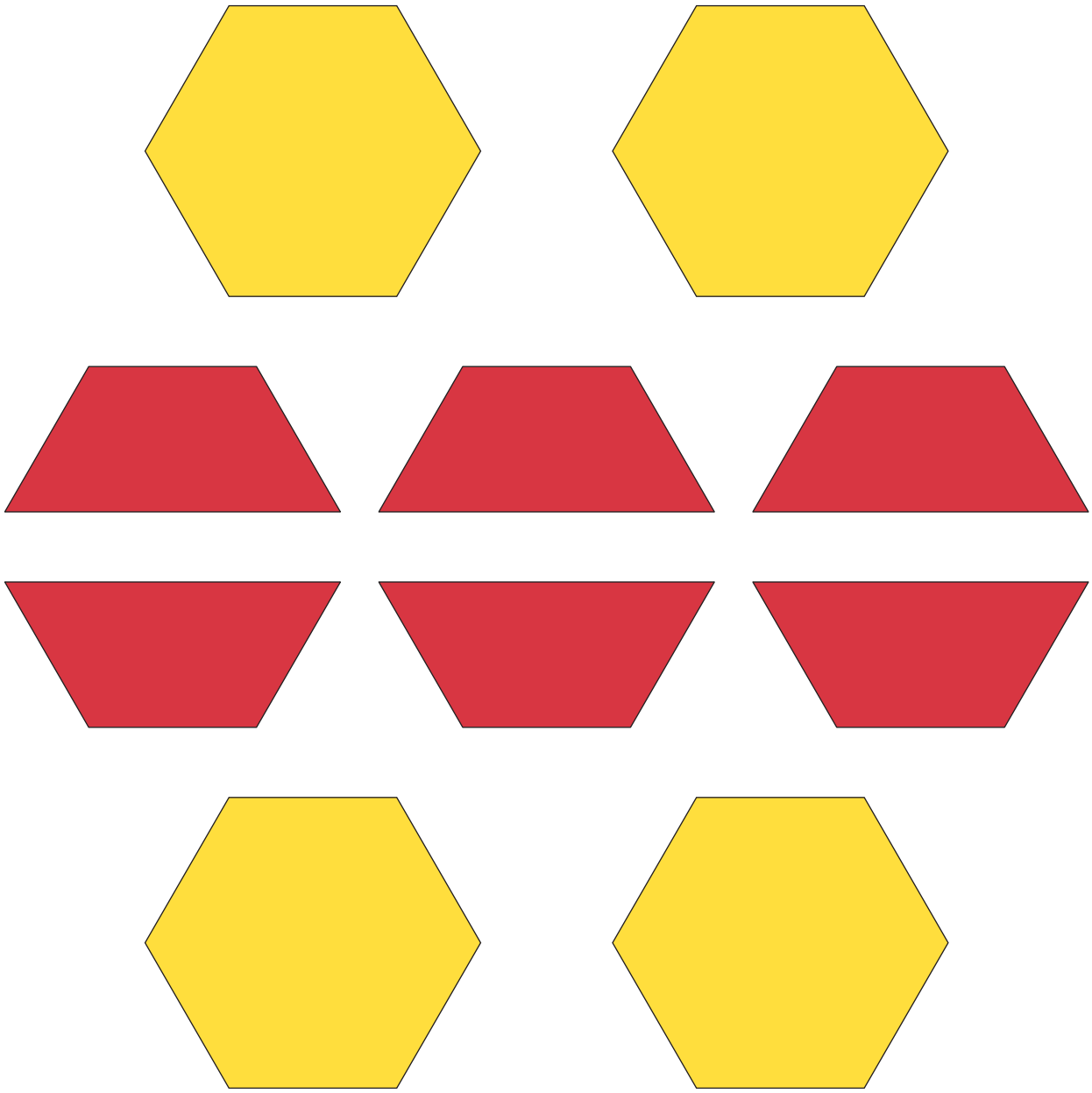
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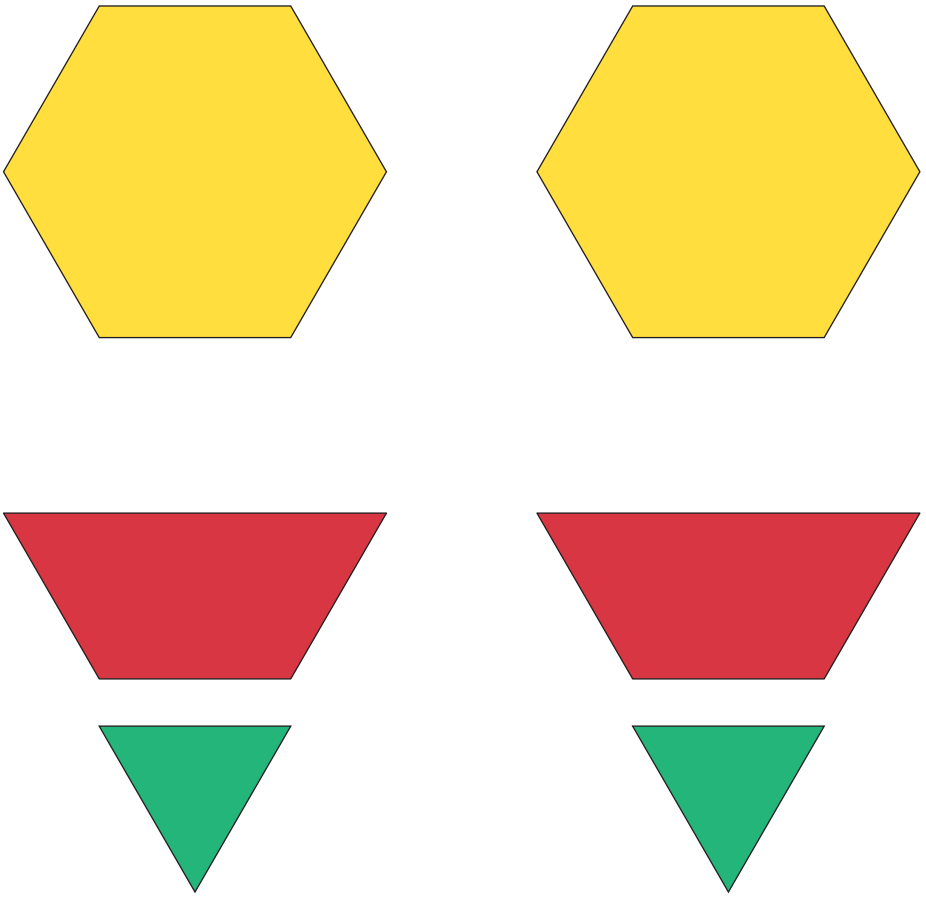
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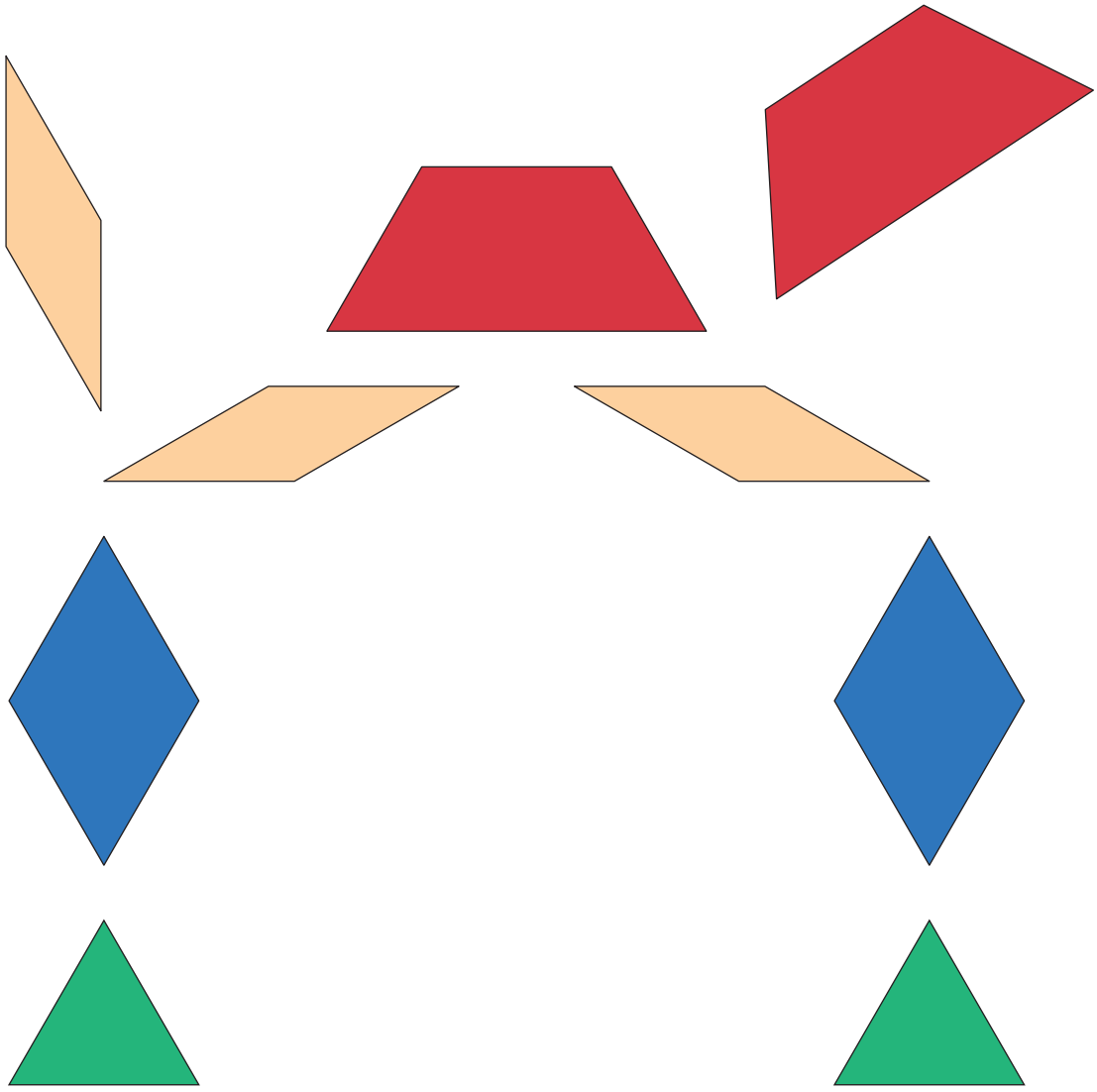
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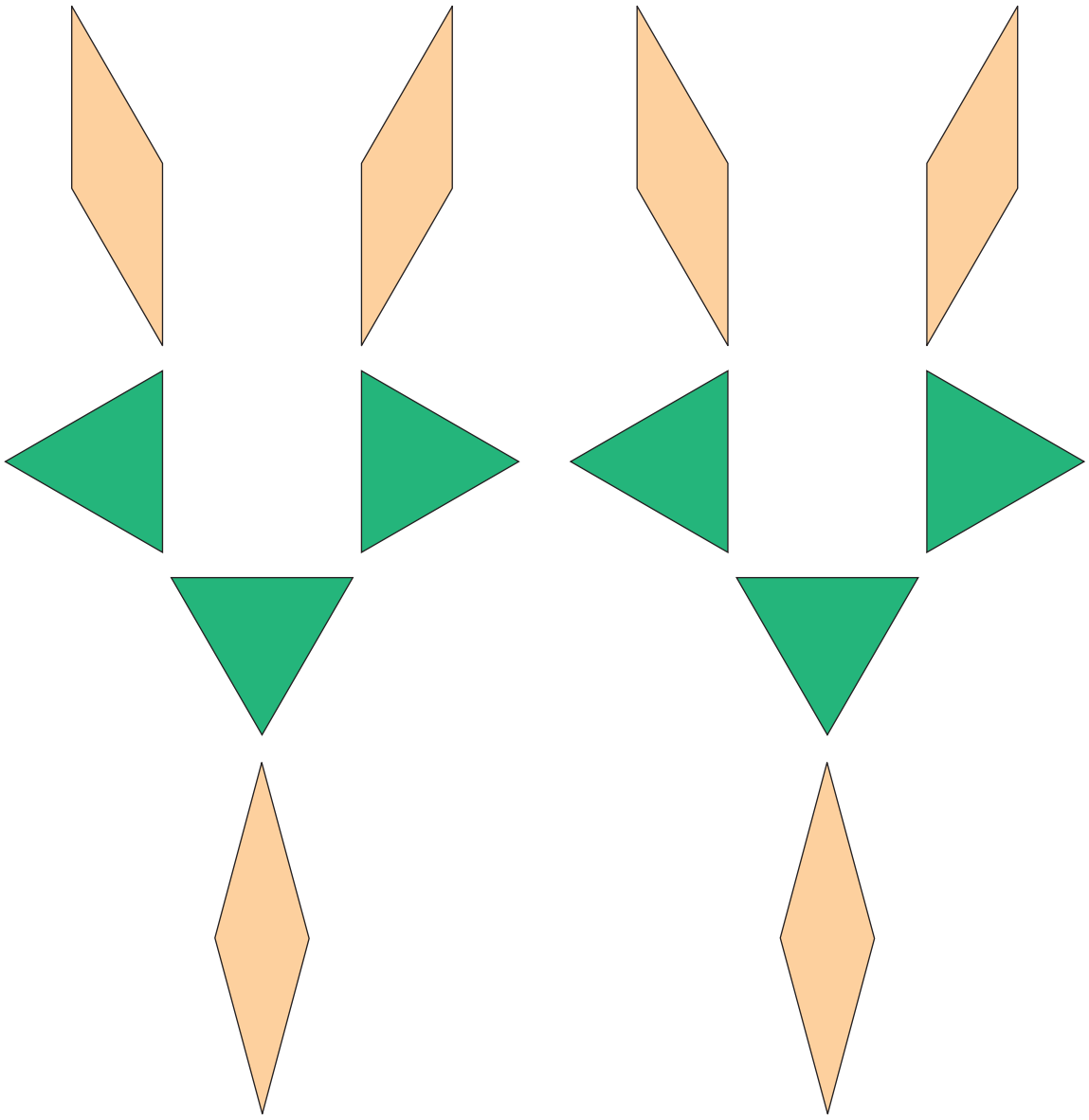
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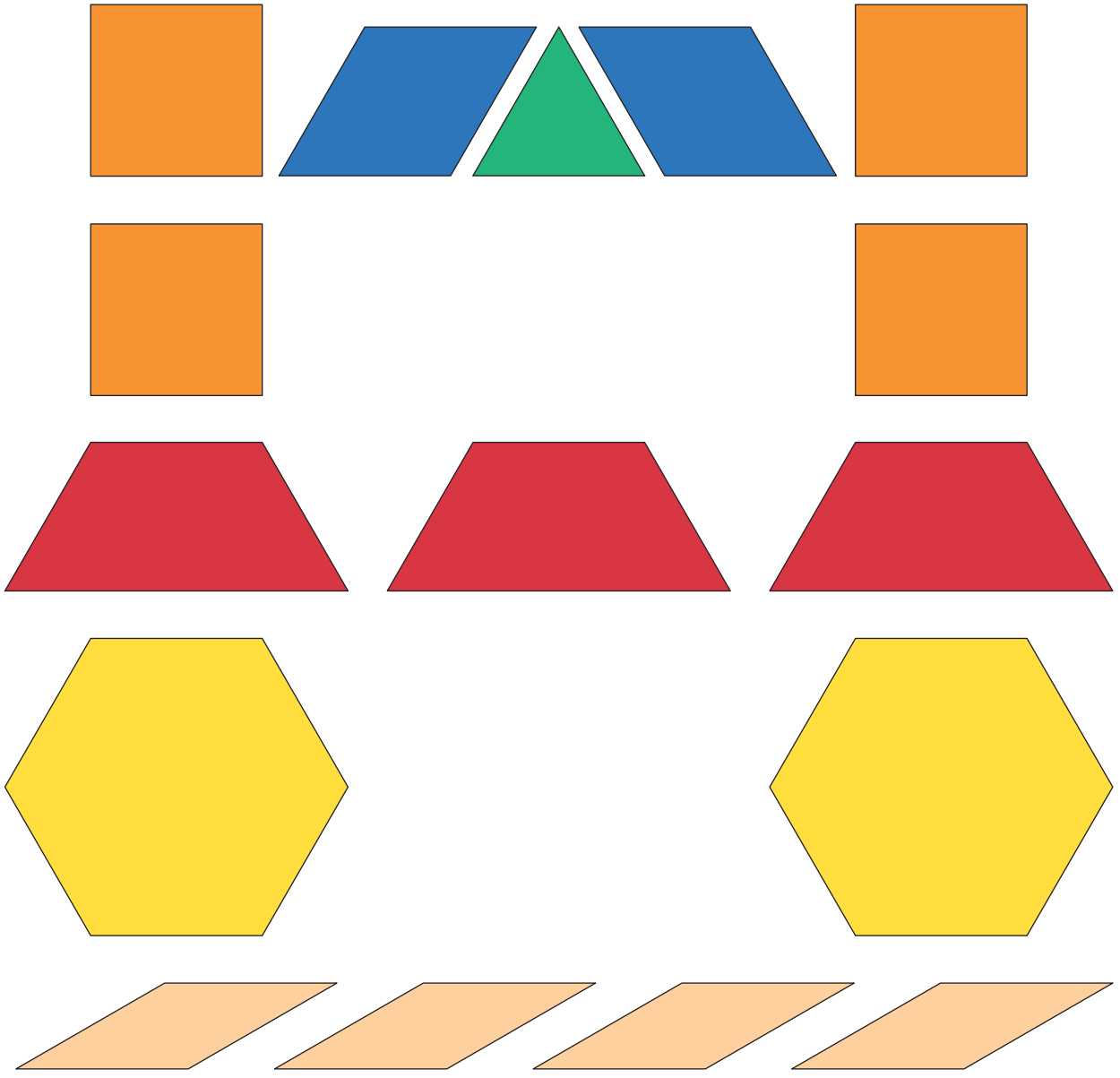
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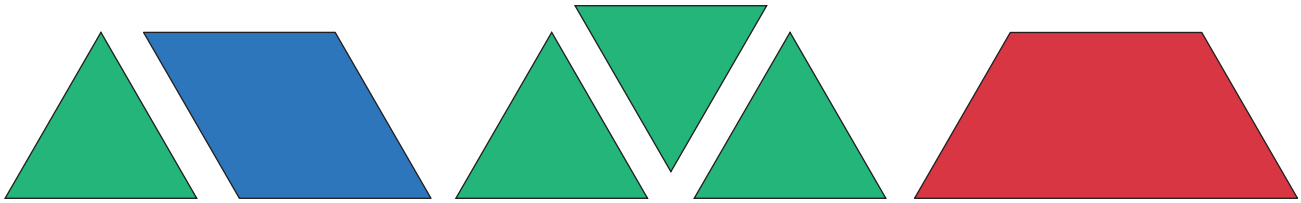
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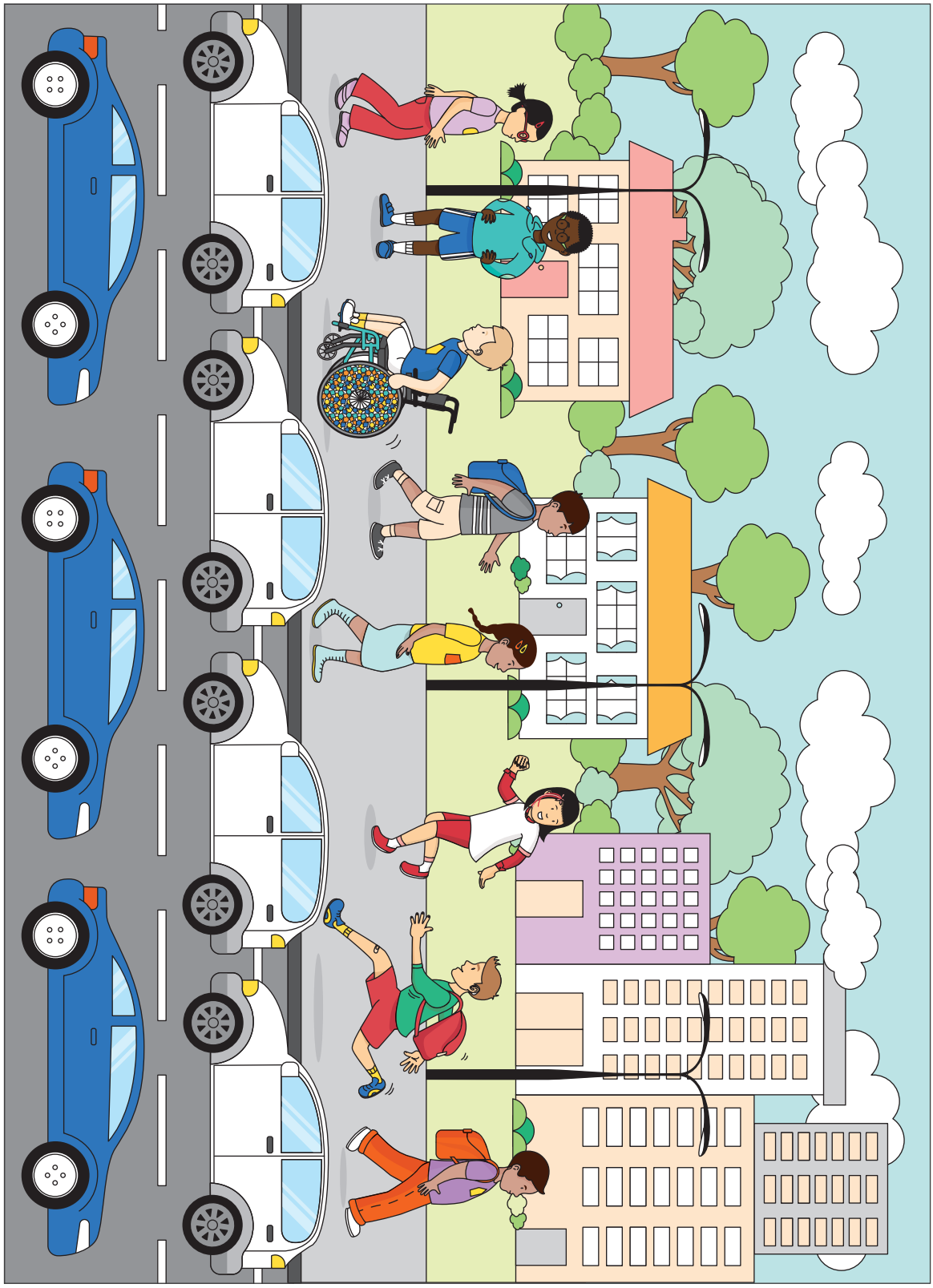
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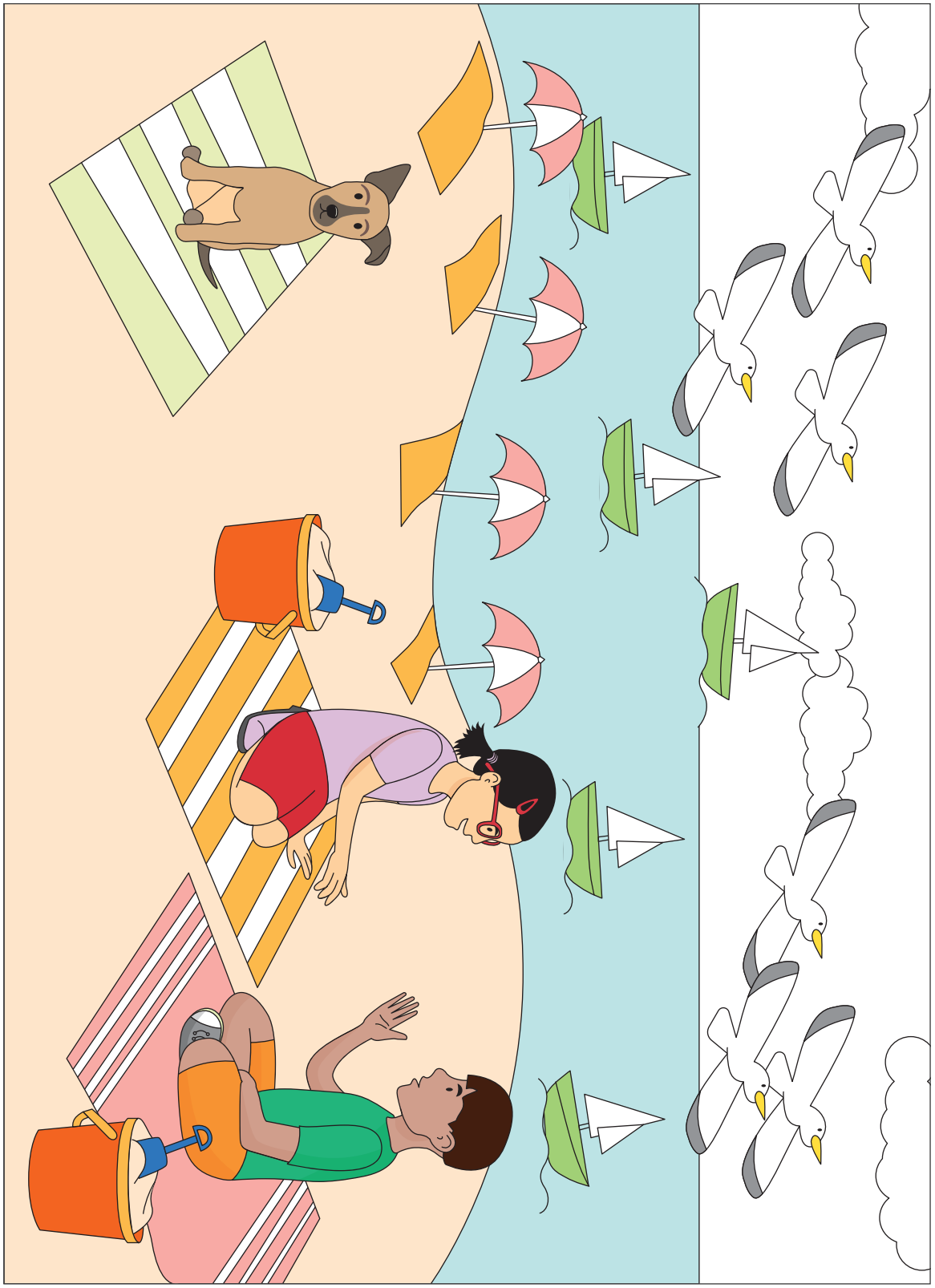


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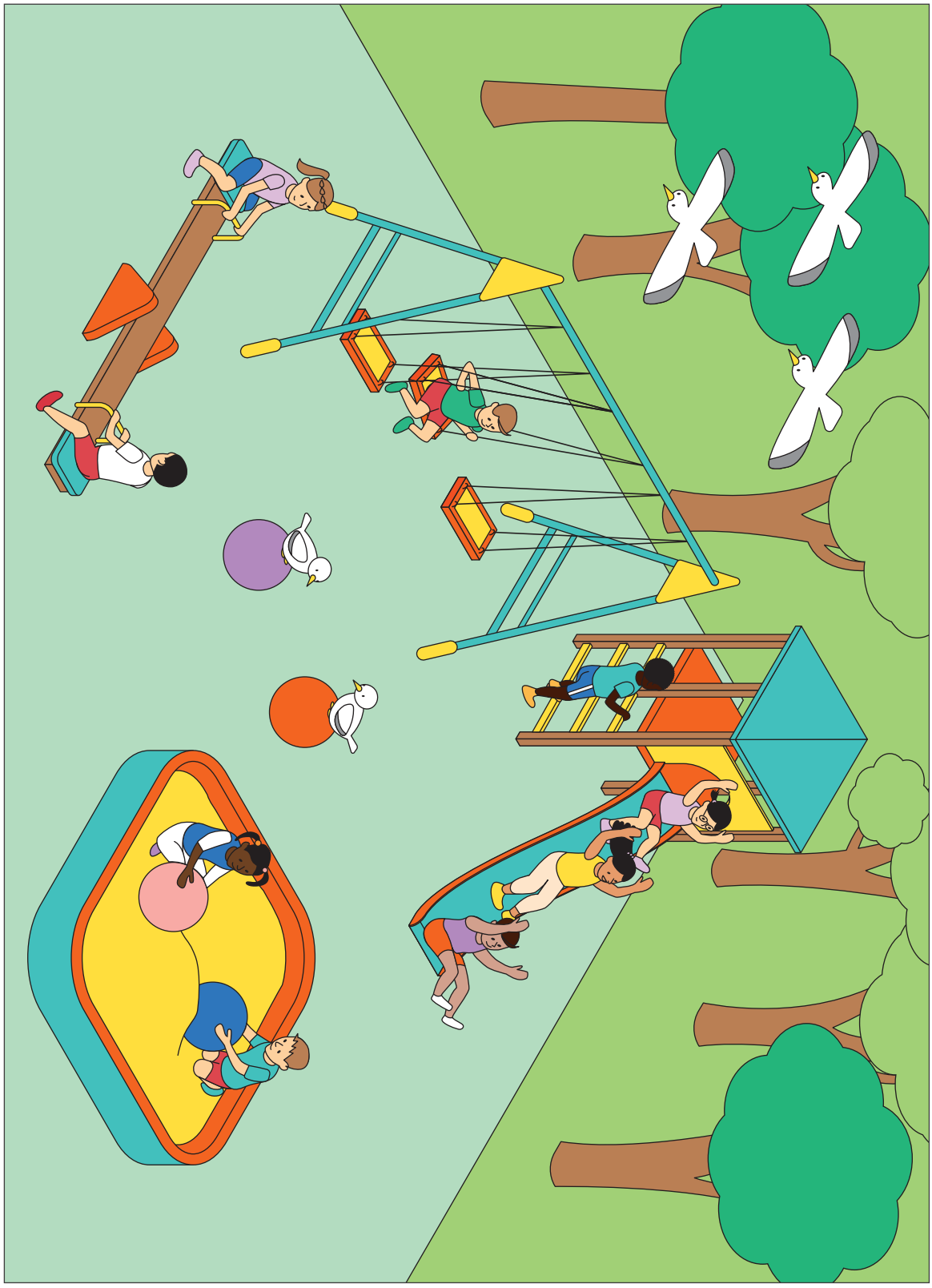
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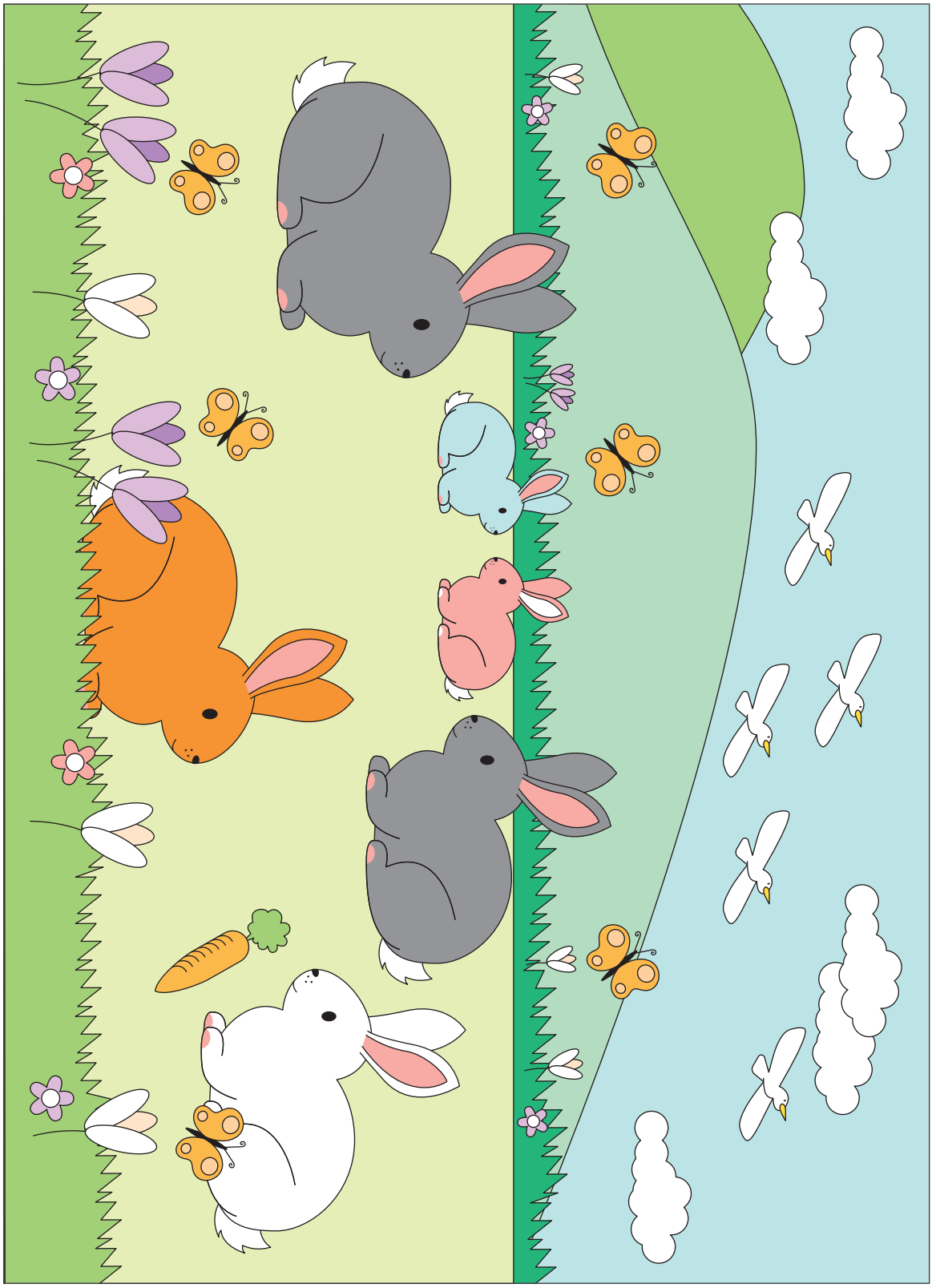
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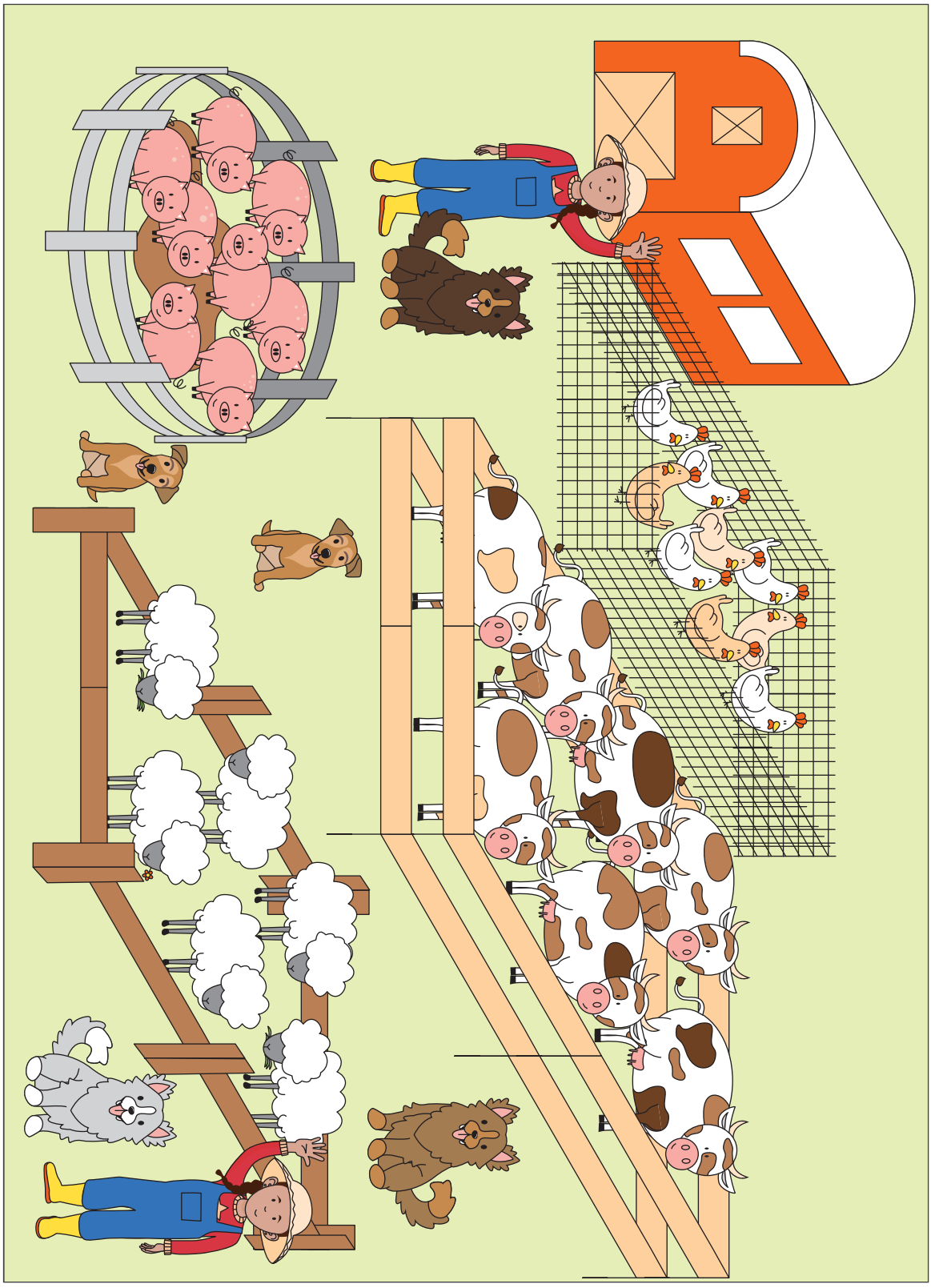
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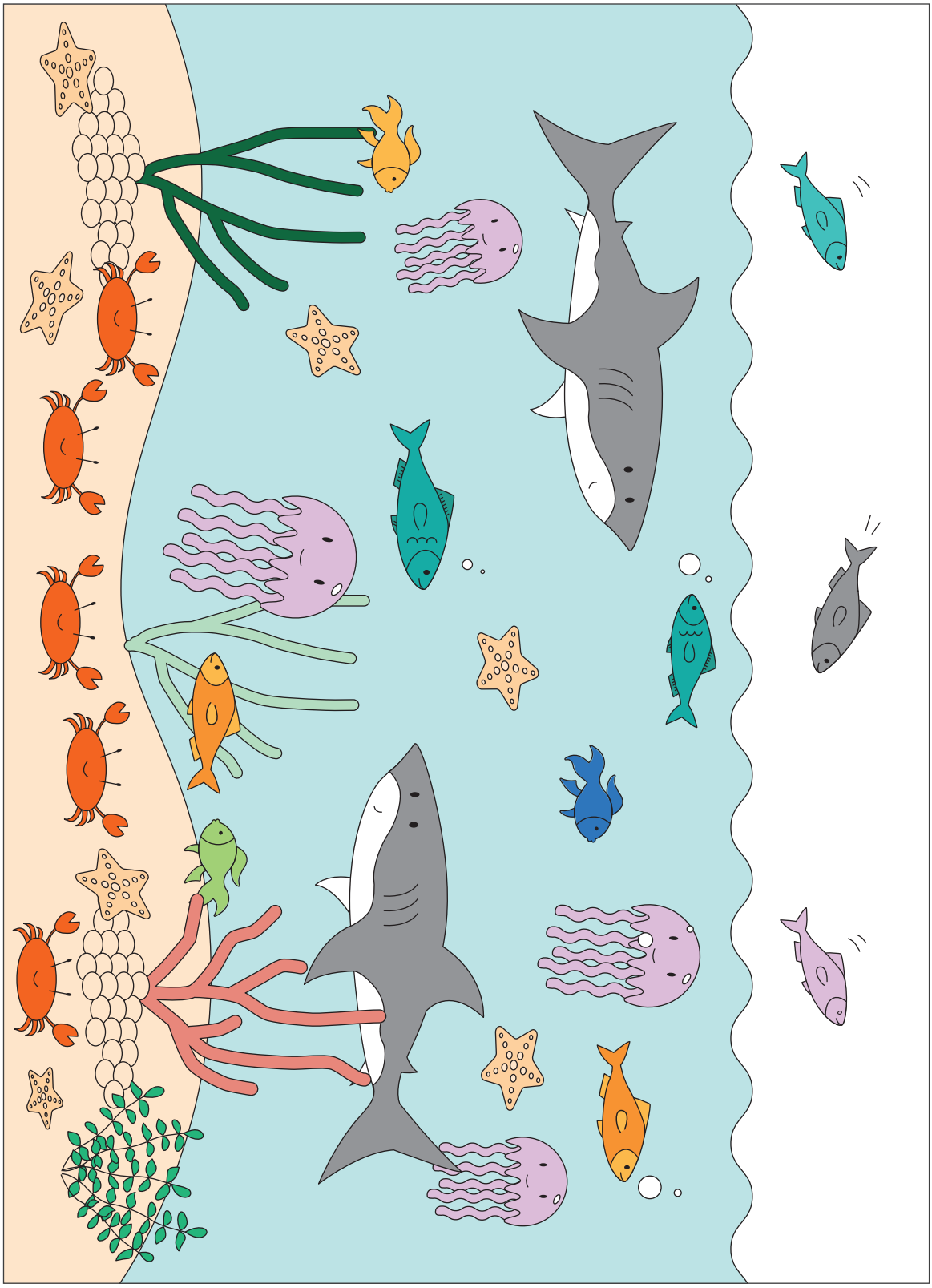
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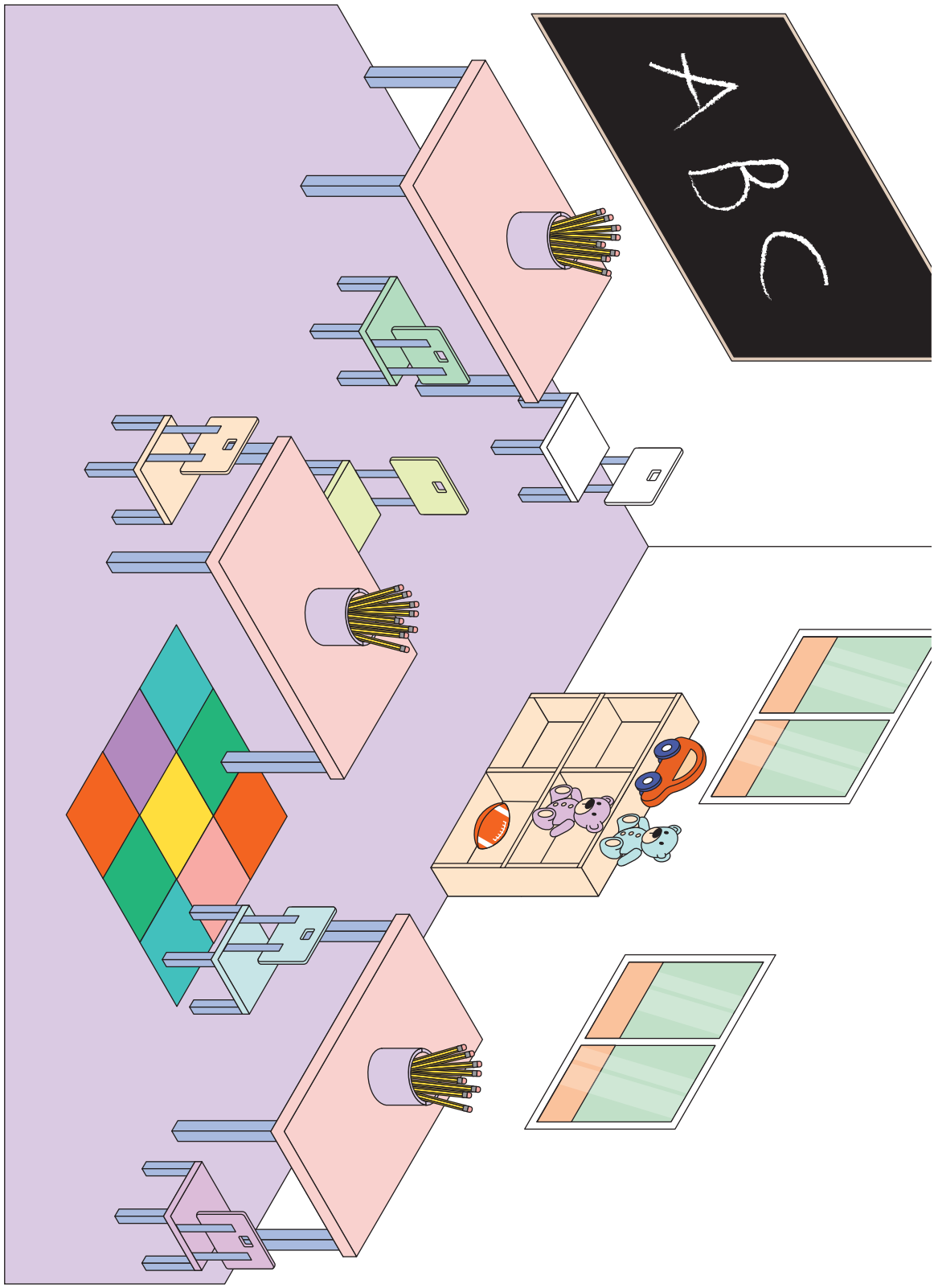
Picture E

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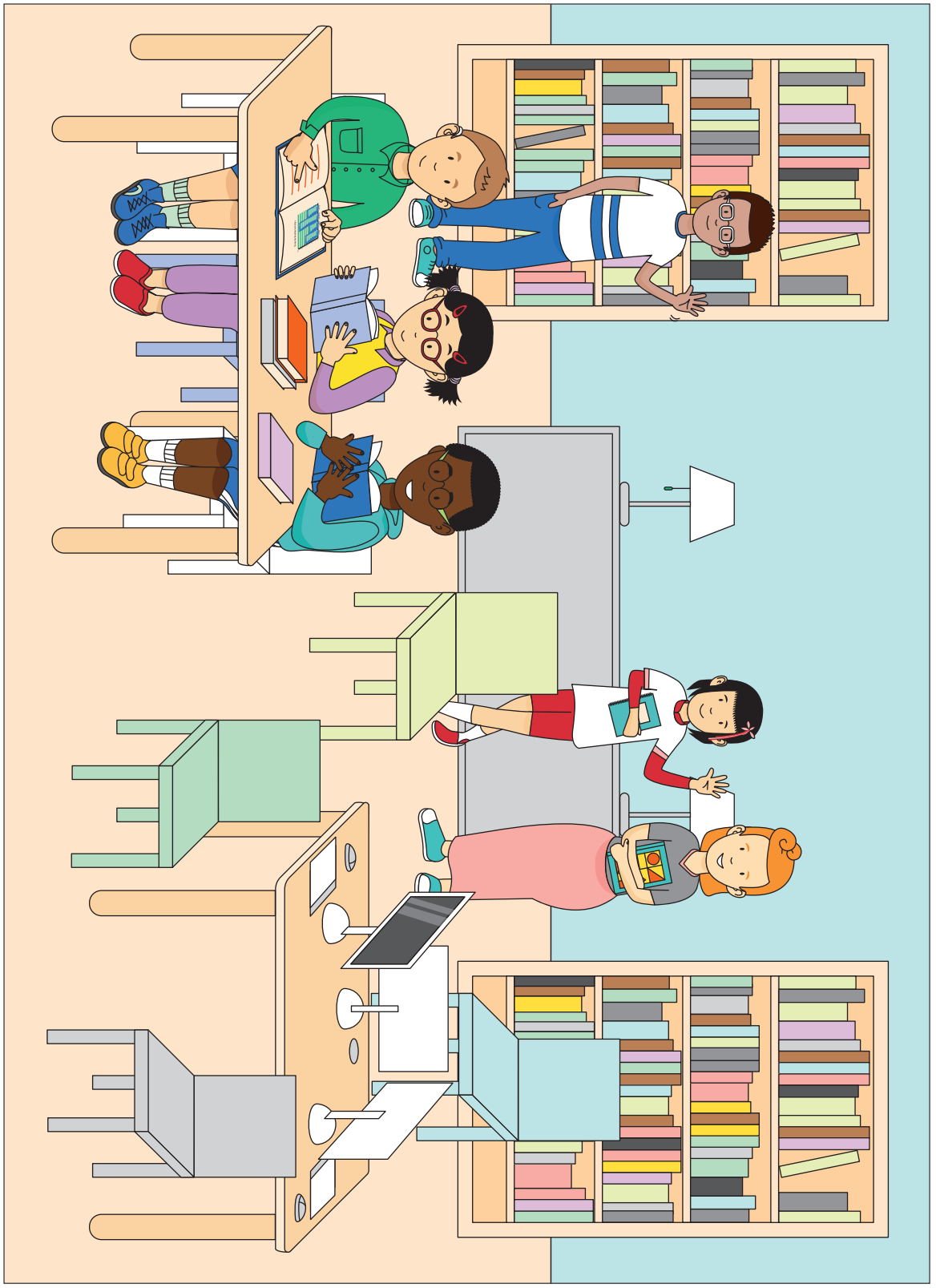
Picture F

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Picture G

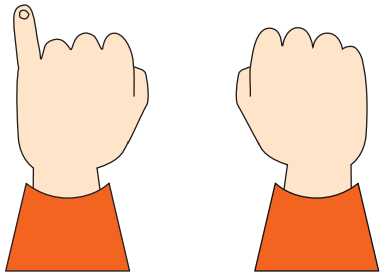
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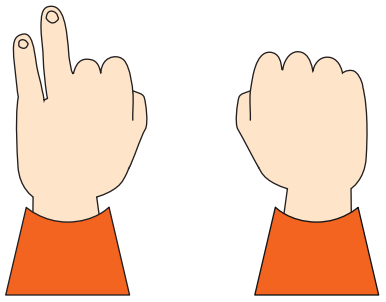
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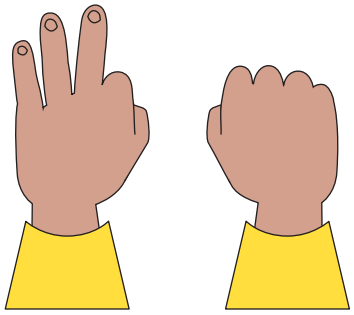
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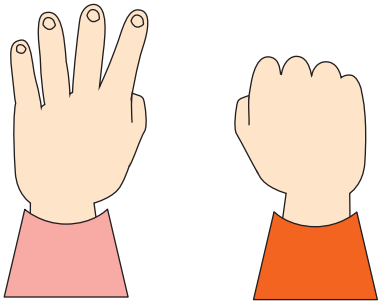
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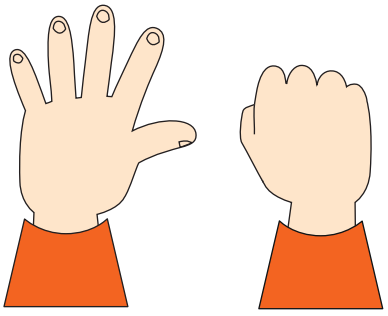
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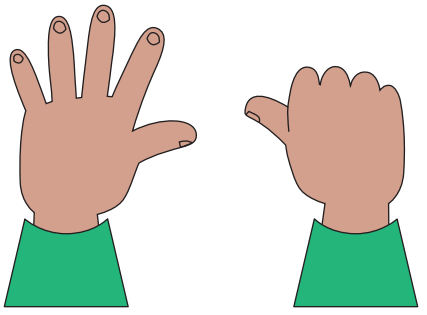
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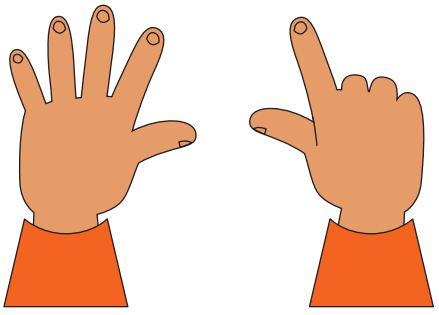
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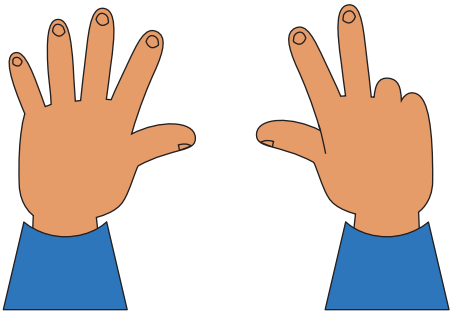
Math Fingers



Math Fingers

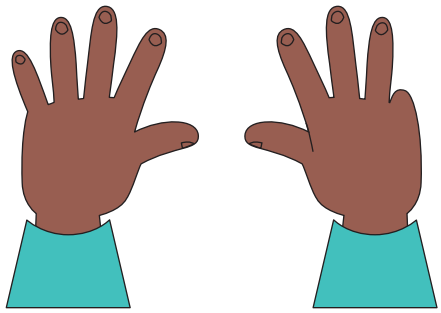


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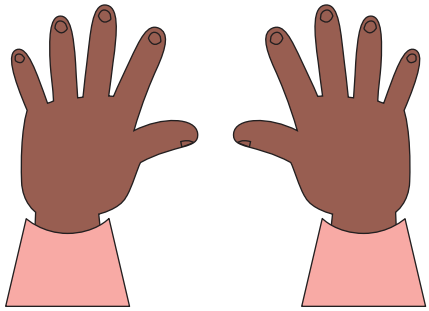


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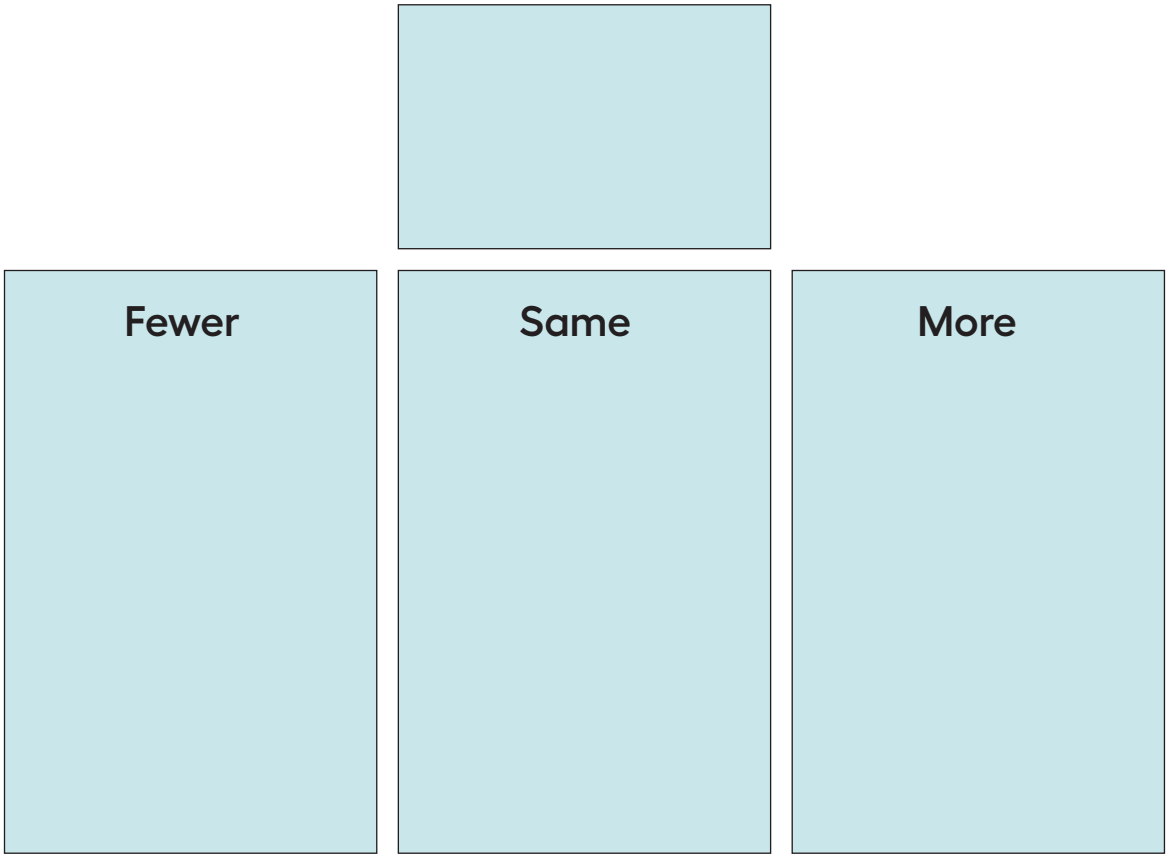
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Math Fingers

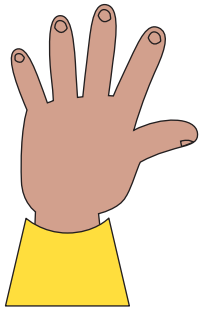


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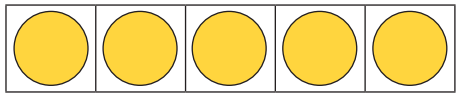


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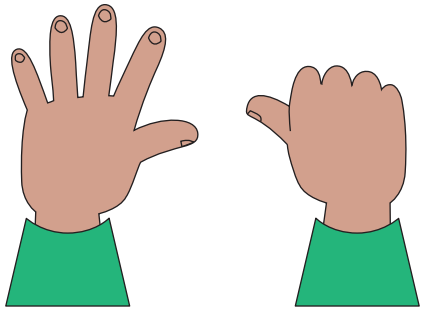
Fewer, Same, More Stages 2 and 3



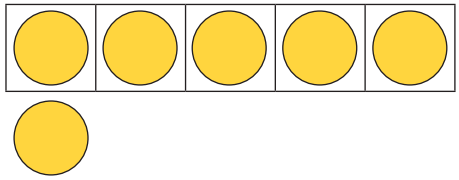
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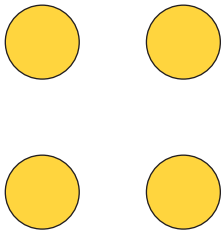
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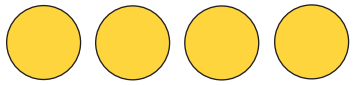
Fewer, Same, More Stages 2 and 3



Fewer, Same, More Stages 2 and 3

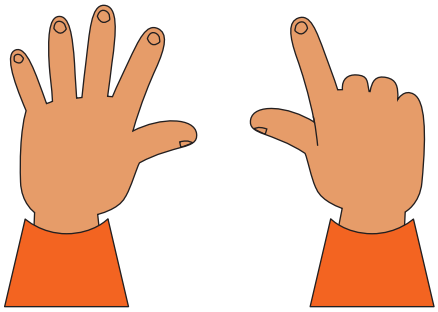


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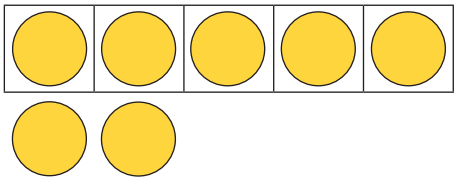


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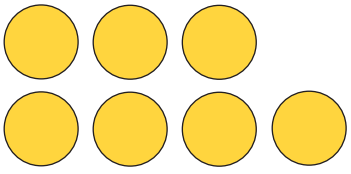
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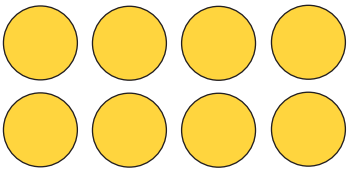
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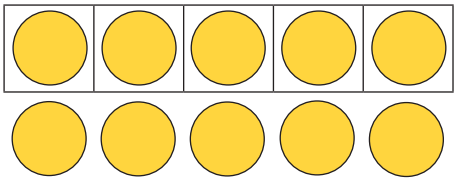
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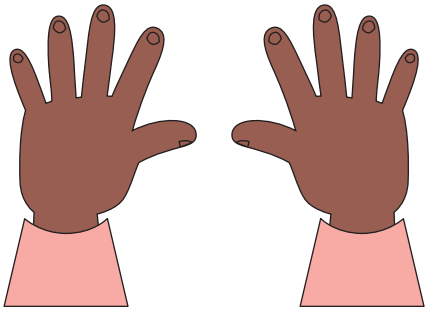
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Fewer, Same, More Stages 2 and 3

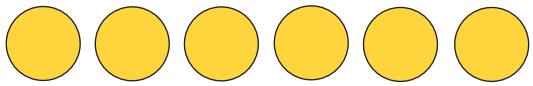


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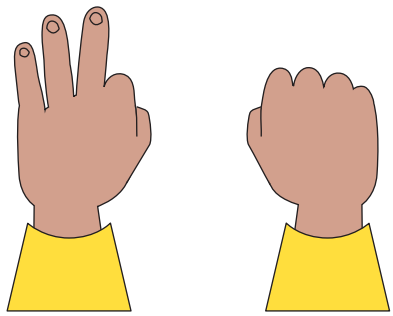
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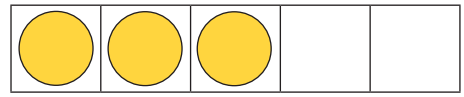
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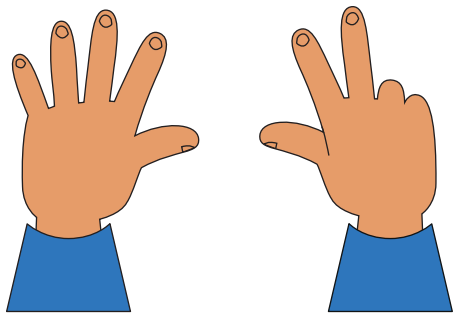
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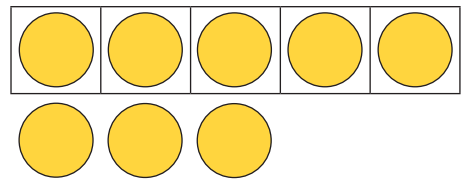
Fewer, Same, More Stages 2 and 3



Fewer, Same, More Stages 2 and 3

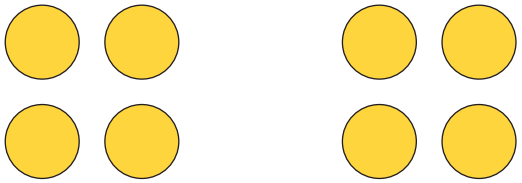


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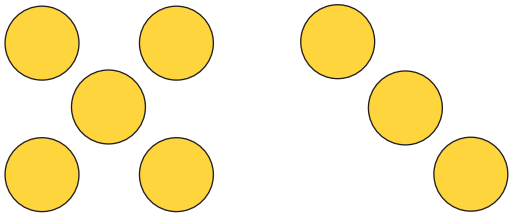


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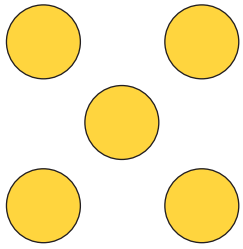
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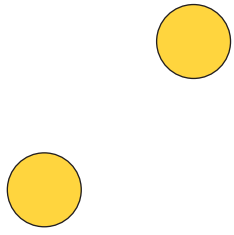
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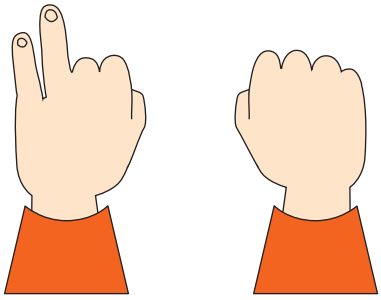
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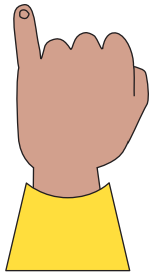
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Fewer, Same, More Stages 2 and 3

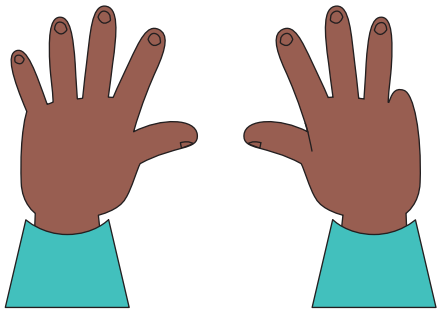


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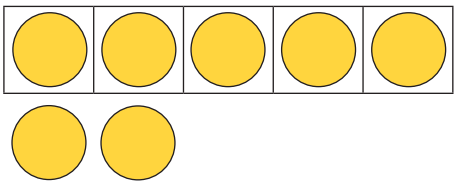


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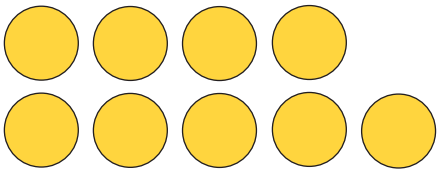
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Fewer, Same, More Stages 2 and 3



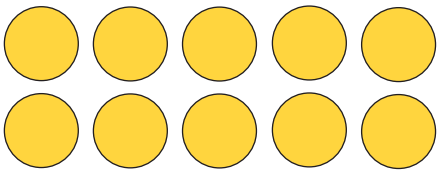
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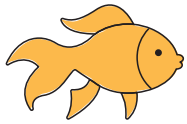
Fewer, Same, More Stages 2 and 3

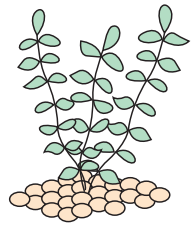


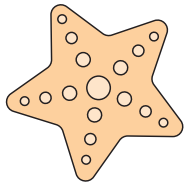
Fewer, Same, More Stages 2 and 3

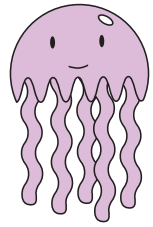


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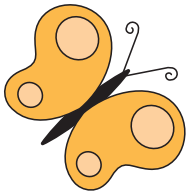


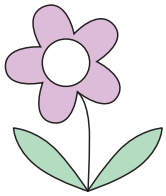






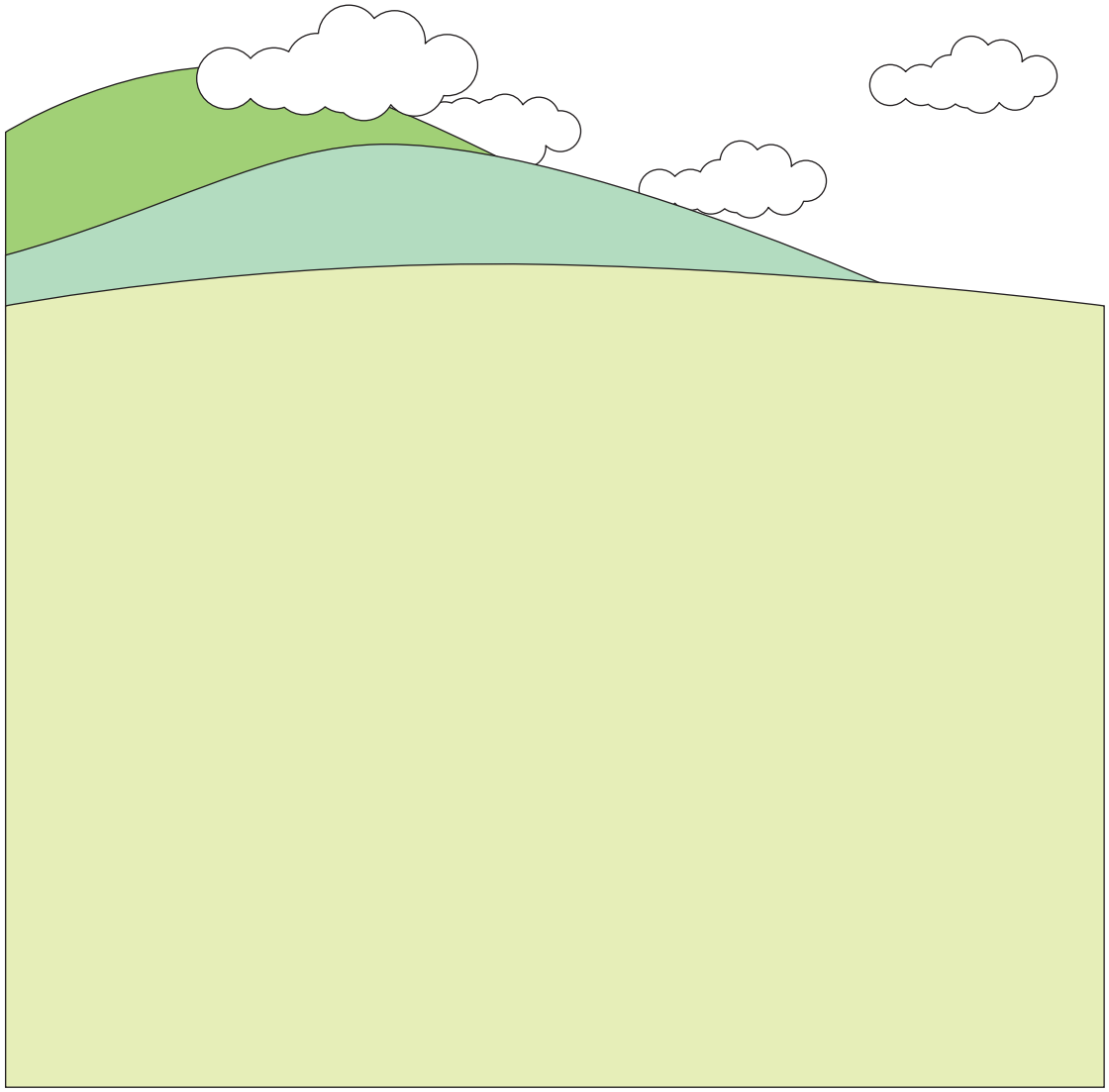
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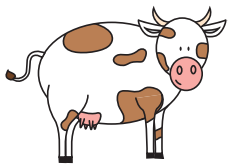


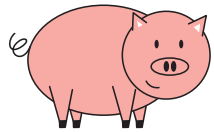




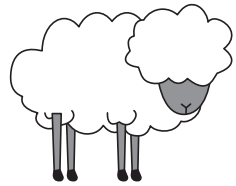


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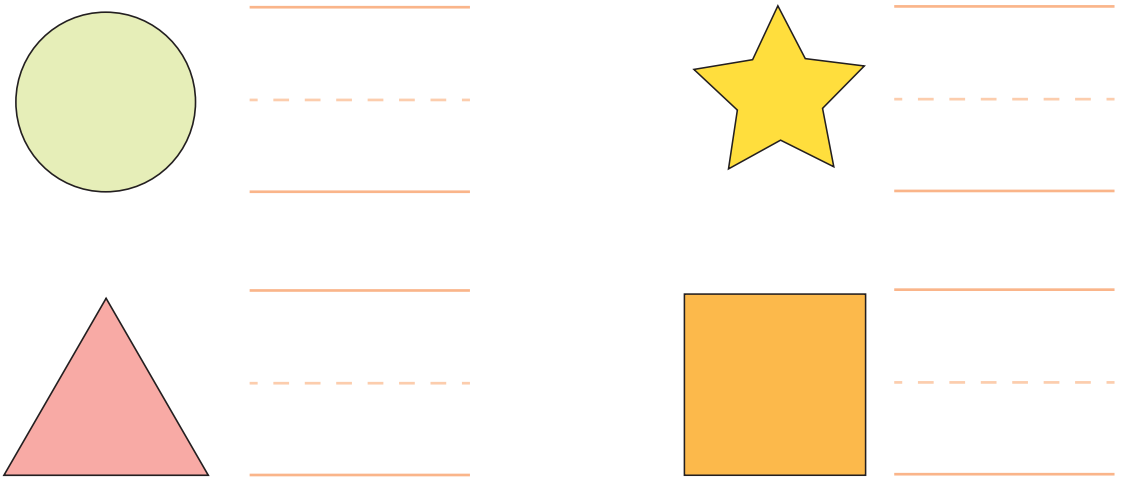


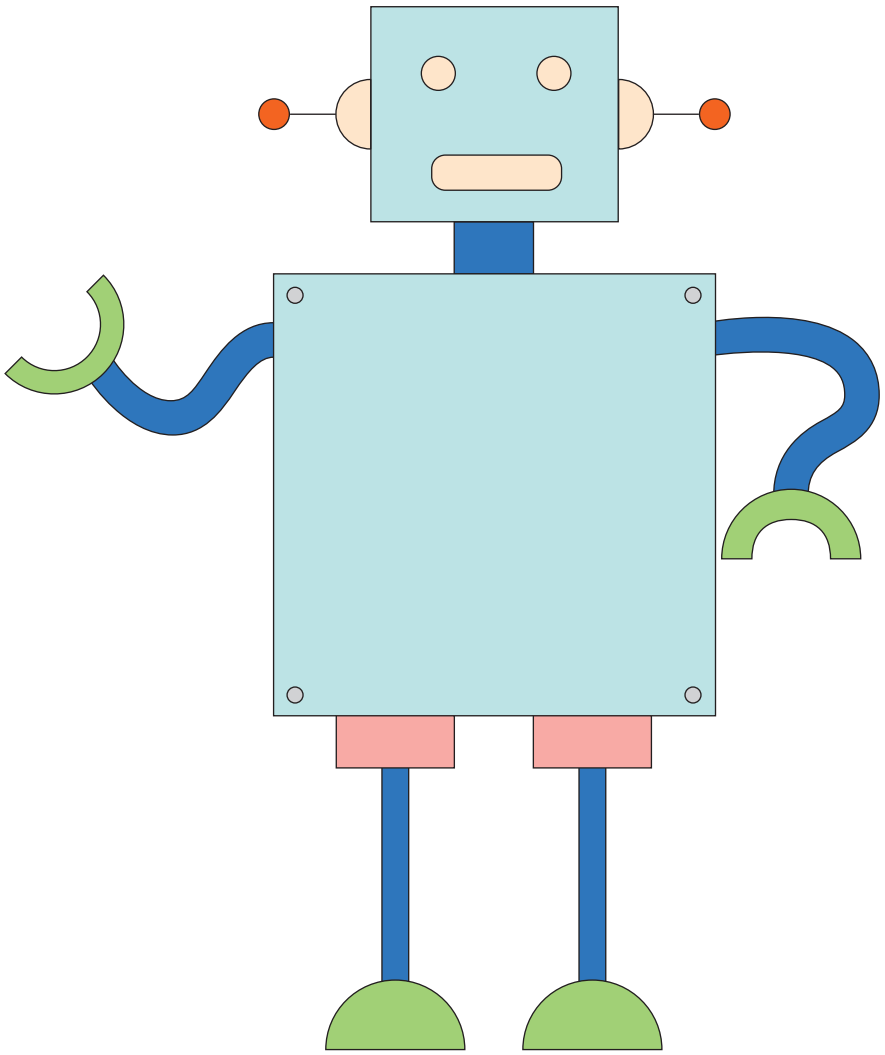




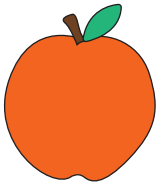


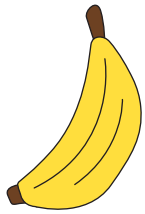
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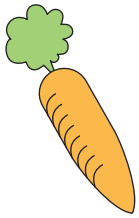


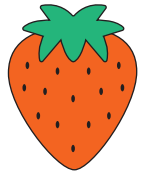


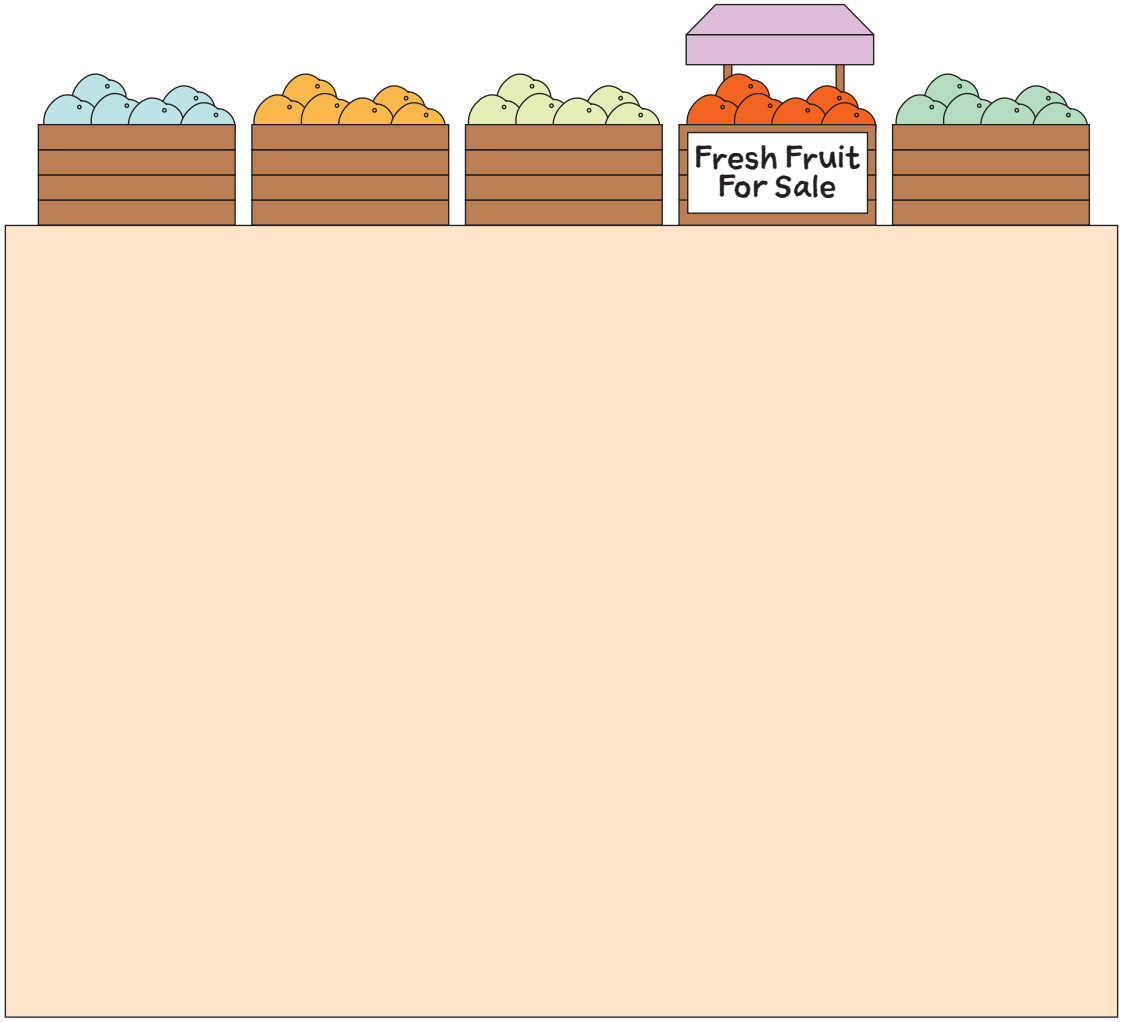
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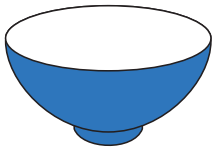


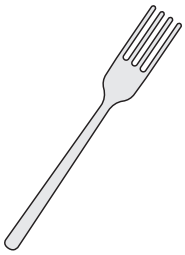




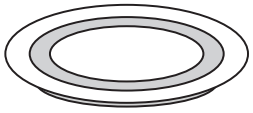


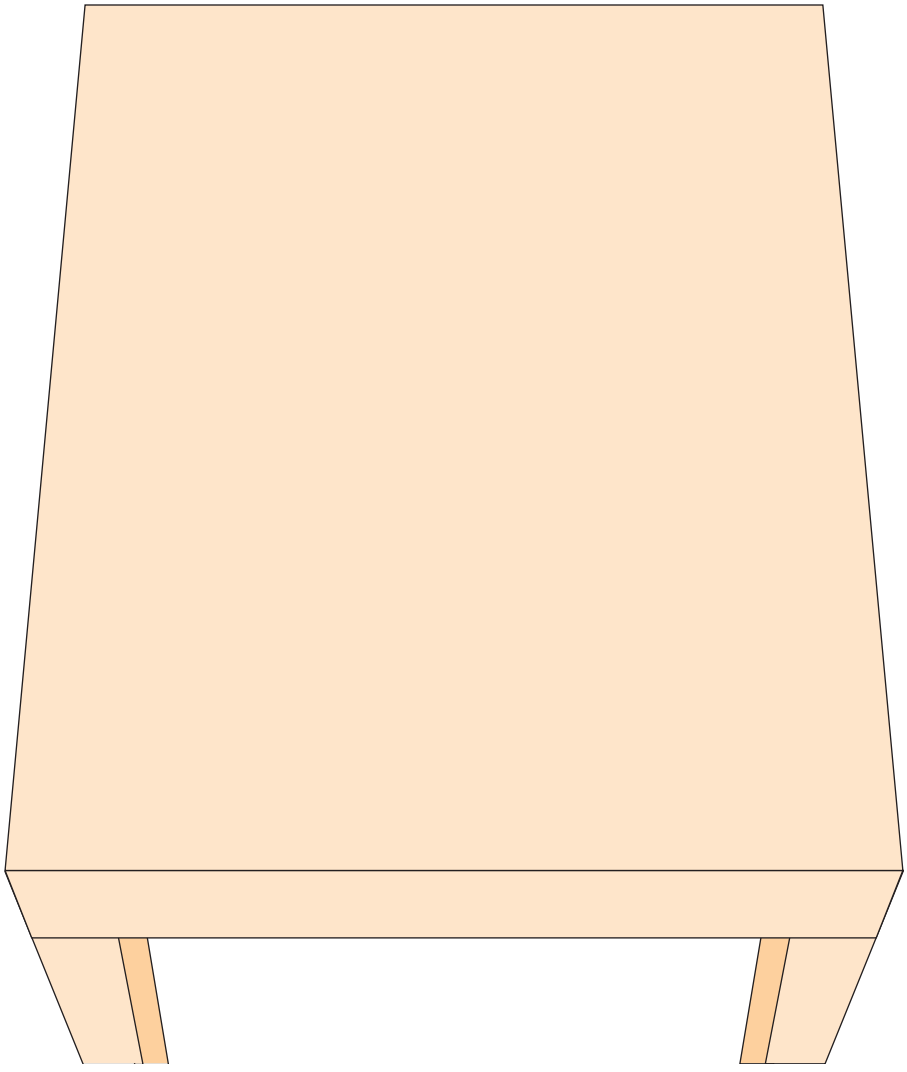
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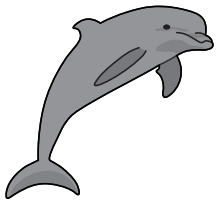


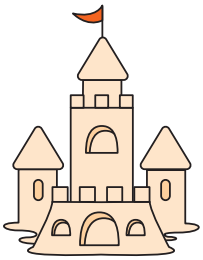


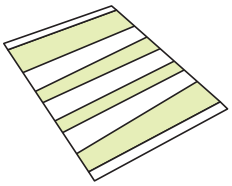




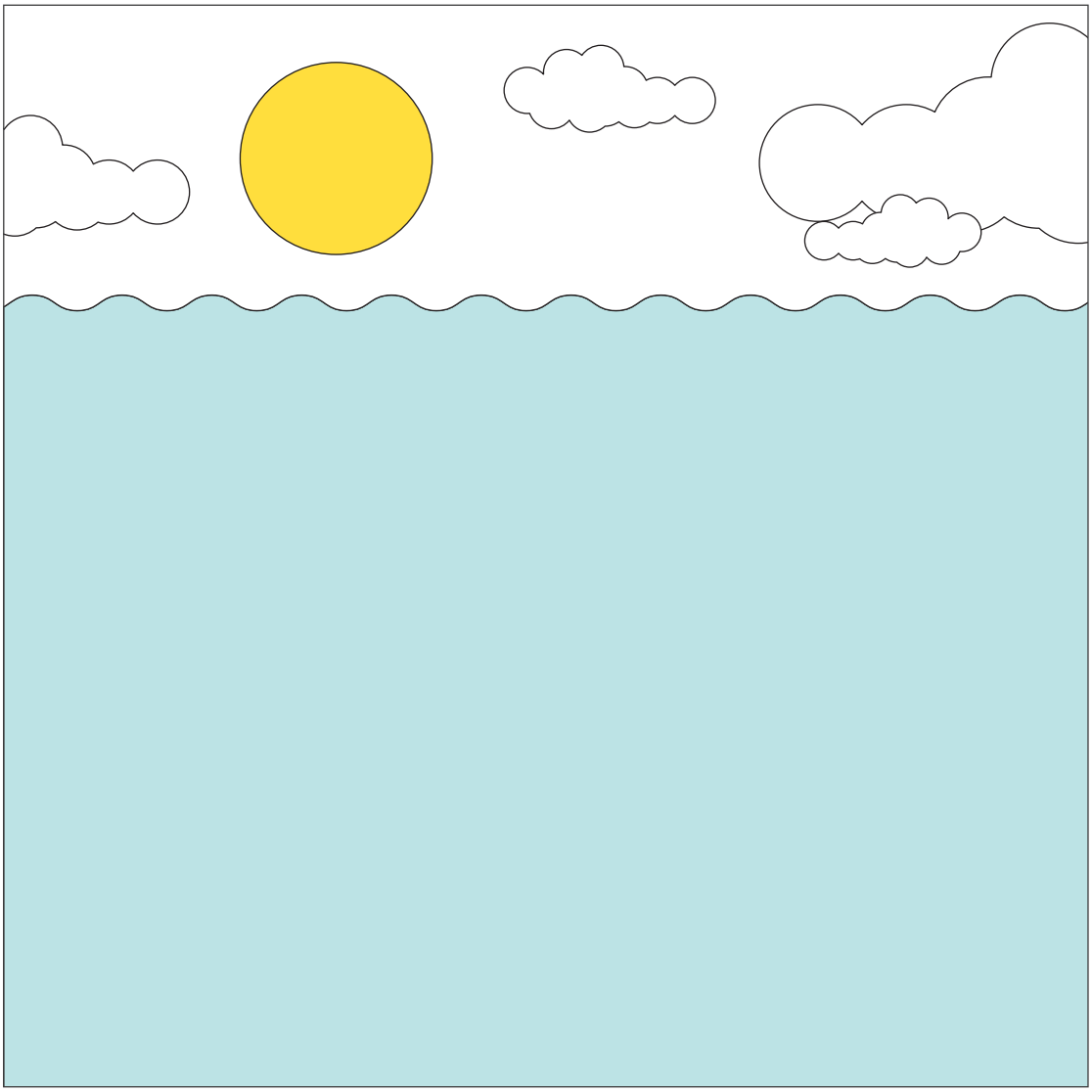
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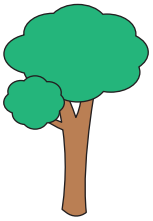


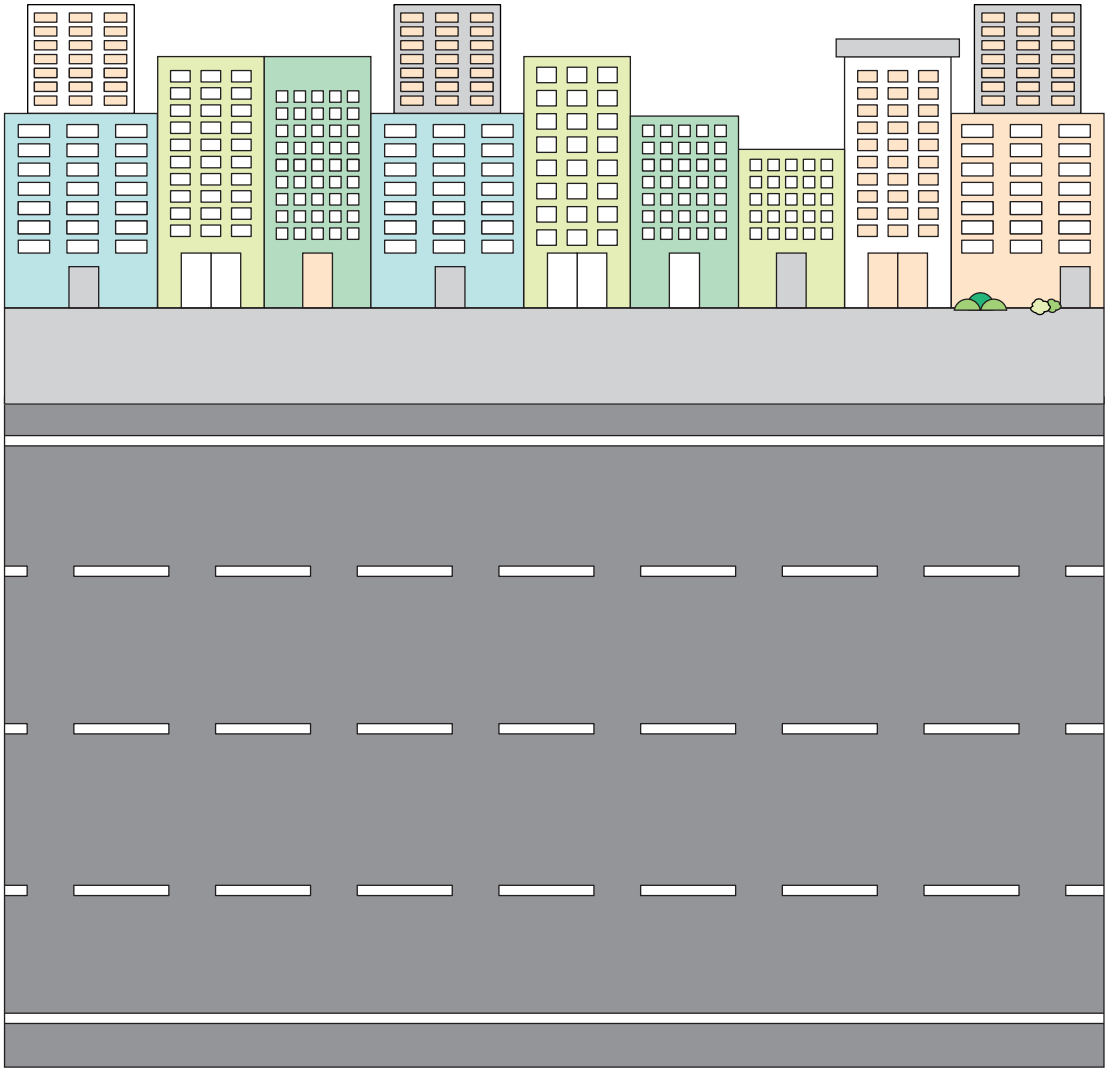
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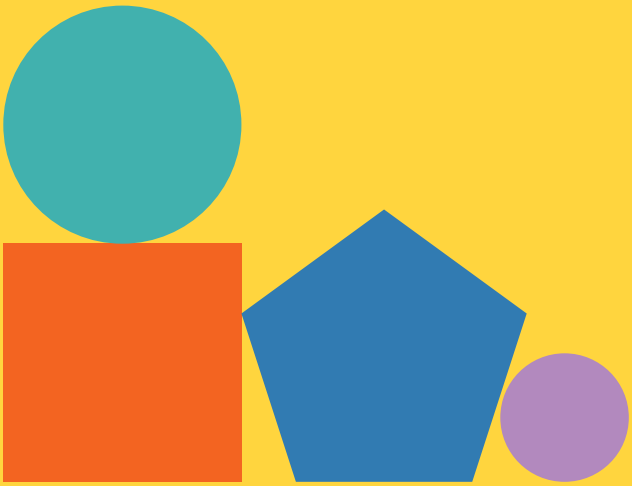
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