



SCOTT FORESMAN Investigations

IN NUMBER, DATA, AND SPACE®

As a way to become familiar with this unit:

- Read the selections
- Try/think through the Activities
- Review the Assessment opportunities
- Do the end-of-unit assessment tasks

How Many of Each?

This unit is the 1st of 9 units in first grade. It is part of the K-5 number and operations strand, and is the 1st of units at this grade that focus on addition, subtraction, and the number system. This unit builds on the work of the previous units in this strand. Before teaching this unit, perhaps after working through this *Where to Start*, read *Mathematics in This Unit*, p. 10.

Investigation 1: Counting and Quantity

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 23)
- Investigation 1 Planner (p. 24)

The following activities and information support the key math ideas:

- Activities: Introducing Morning Meeting: Daily Schedule and Attendance (p. 27), Calendar (p. 33), and Weather (p. 39)
- Math Workshop: Exploring Math Tools (p. 30)
- Discussion: What Did You Notice? (p. 36)
- Activity: Collect 20 Together (p. 45)
- Teacher Note: Counting Is More Than 1, 2, 3 (p. 192)

Investigation 2: Counting and Comparing

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 49)
- Investigation 2 Planner (pp. 50 & 52)

The following activities and information support the key math ideas:

- Activity: Introducing Start With/Get To (p. 55)
- Discussions: Strategies for Counting Accurately (p. 58) and Mystery Boxes (p. 79)
- Math Workshop: Comparing Numbers (p. 73) and

Preparation

- Materials to Gather and Prepare (pp. 25, 51, 53, 97, 99, 145, 147; also see the Teaching Note, p. 138)
- Read Start With/Get To, Morning Meeting, and Quick Images (pp. 25-38 of Implementing *Investigations at Grade 1*)
- Review the logistics of making sets of labeled cubes for Staircases, and plan for how students will work on this activity in pairs (p. 62)

Assessment

- Assessment in This Unit (p. 14)
- Assessment Activities (see Math Workshop pp. 34, 40, 45) and Teacher Note (p. 193)
- Assessment Activity (p. 85) and Teacher Note (p. 194)
- Assessment Activity (p. 132) and Teacher Note (p. 208)
- End-of-Unit Assessment Activities (p. 181) and Teacher Note (p. 216)

- Discussion: Comparing and Ordering Numbers (p. 91)
- Discussion: Counting Forward and Back (p. 75) and Activity: Start With/Get To: Counting Backward (p. 78)
- Activity: Quick Images (p. 83)

Investigation 3: Combining

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 95)
- Investigation 3 Planner (pp. 96 & 98)

The following activities and information support the key math ideas:

- Activities: Introducing Story Problems Aloud (p. 104) and Solving an Addition Story Problem (p. 113)
- Discussions: Sharing Strategies (p. 116) and Strategies for Combining (p. 135)
- Math Workshop: Combining Games (p. 122)

Investigation 4: Composing Numbers

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 143)
- Investigation 4 Planner (pp. 144 & 146)

The following activities and information support the key math ideas:

- Activities: Introducing Seven Peas and Carrots (p. 149), Solving Seven Peas and Carrots (p. 150) and Discussion: Sharing Solutions (p. 152)
- Teacher Notes: About How Many of Each? Problems (p. 211) and Common Issues that Typically Arise with How Many of Each? (p. 213)
- Activities: Introducing Three Towers (p. 155) and Discussing Three Towers (p. 158)
- Discussion: Strategies for How Many Am I Hiding? (p. 170)

Practice & Review

- Classroom Routines (p. 20)
- Practice and Review (p. 21)

Teacher Notes and **Dialogue Boxes** are important sources of information about mathematics content and about students' thinking about mathematical ideas. Each time you teach this unit, you can read more of this information.