



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

Counting, Coins, and Combinations

This unit is the 1st of 9 units in second grade. It is part of the K-5 number and operations strand, and is the 1st of 4 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: Introducing Math Tools and Routines

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 23)
- Investigation 1 Planner (pp. 24 & 26)

The following activities and information support the key math ideas:

- Activity: Introducing the Time Routine (p. 32)
- Math Workshop: Counting Cubes & Pattern Blocks (p. 37)
- Activity: Guess My Number on the Number Line (p. 42)
- Activities: Introducing the Today's Number Routine (p. 53) and Discussion: Today's Number (p. 55)

Investigation 2: Counting and Coins

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 57)
- Investigation 2 Planner (pp. 58 & 60)

The following activities and information support the key math ideas:

- Activities: How Many Children Are in Our Class? (p. 63) and Enough for the Class? (p. 65)
- Dialogue Box: Are There Enough for the Class? (p. 210)
- Discussion: Exploring Quarters and More (p. 81)
- Activity: Introducing Collect 25¢ (p. 85) and Discussion: Coin Equivalencies (p. 87)

Preparation

- Materials to Gather and Prepare (pp. 25, 27, 59, 61, 109, 135, 137; also see What Time Is It? on pp. 62 and 84, and the Homework on p. 83)
- Read the full descriptions for: How Many Pockets? (p. 25), Today's Number (p. 29), Quick Images, (p. 32) and What Time Is It? (p. 38) in Implementing *Investigations* at Grade 2)
- Review how students will make Magic Pot Problems (p. 165)

Assessment

- Assessment in This Unit (p. 14)
- Assessment Activities (pp. 72, 81) and Teacher Note (p. 183)
- Assessment Activity (p. 104) and Teacher Note (p. 193)
- Assessment Activity (p. 176) and Teacher Note (p. 199)
- End-of-Unit Assessment Activities (p. 179) and Teacher Note (p. 202)

Practice & Review

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

- Activity: Introducing the Pocket Data Routine (p. 91)

Investigation 3: Combinations of 10

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 107)
- Investigation 3 Planner (p. 108)

The following activities and information support the key math ideas:

- Activity: Quick Images (p. 113)
- Activity: Introducing Tens Go Fish (p. 116) and Discussion: Strategies for Finding Combinations of 10 (p. 121)
- Teacher Note: Strategies for Learning the Addition Combinations (p. 191)
- Dialogue Box: Introducing the Addition Combinations (p. 216)
- Activities: Introducing the Addition Cards (p. 131) and Which Combinations Do I Know? (p. 132)

Investigation 4: Addition and Subtraction Situations

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 133)
- Investigation 4 Planner (pp. 134 & 136)

The following activities and information support the key math ideas:

- Teacher Note: Solving Addition and Subtraction Story Problems (p. 197)
- Activity: An Addition Story Problem (p. 139) and Discussion: Strategies for Combining (p. 141)
- Activity: Pocket Day (p. 146)
- Activity: A Subtraction Story Problem (p. 150) and Discussion: Strategies for Subtracting (p. 152)
- Activities: Introducing Doubling: The Magic Pot (p. 163) and Introducing Games about Doubling (p. 170)

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.