



# 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

## Stickers, Number Strings, and Story Problems

This unit is the 3<sup>rd</sup> of 9 units in second grade. It is part of the K-5 number and operations strand, and is the 2<sup>nd</sup> 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. 12.

### Investigation 1: Adding More Than Two Numbers

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 25)
- Investigation 1 Planner (pp. 26 & 28)

The following activities and information support the key math ideas:

- Activity: Introducing Multiple Addend Problems (p. 31)
- Dialogue Box: Does the Order Matter? (p. 241)
- Discussion: Near-Doubles (p. 42)
- Activity: Introducing Close to 20 (p. 51) and Discussion: Close to 20 (p. 54)
- Math Workshop: Addition Combinations (p. 60)
- Discussion: Adding Many Numbers (p. 64)

### Investigation 2: Addition and Subtraction

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 67)
- Investigation 2 Planner (pp. 68 & 70)

The following activities and information support the key math ideas:

- Discussions: Solving  $12 + 24$  (p. 76) and Solving  $35 - 12$  (p. 86)
- Discussion: How Are They Related? (p. 92)

### Preparation

- Materials to Gather and Prepare (pp. 27, 29, 69, 71, 121, 123, 167, 169)
- Review the logistics of handing out a new set of Addition Cards (p. 58)
- Review the routine for presenting the story problems on (p. 73) and (p. 83)

### Assessment

- Assessment in This Unit (p. 16)
- Assessment Activity (p. 63) and Teacher Note (p. 208)
- Assessment Activity (p. 117) and Teacher Note (p. 218)
- Assessment Activity (p. 138) and Teacher Note (p. 225)
- Assessment Activities (pp. 150, 157, and 162)
- End-of-Unit Assessment Activities (p. 203) and Teacher Note (p. 234)

### Practice & Review

- Classroom Routines (p. 22)
- Practice and Review (p. 23)

- Activities: Introducing Problems with Unknown Change (p. 96) and Discussion Problems with Unknown Change (p. 101)
- Activity: Tell a Story (p. 107)

### **Investigation 3: Counting by 2s, 5s, and 10s**

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 119)
- Investigation 3 Planner (pp. 120 & 122)

The following activities and information support the key math ideas:

- Teacher Note: Defining Even and Odd (p. 223)
- Discussion: What We Found Out (p. 128)
- Activity: Testing Our Ideas about Even and Odd (p. 134)
- Activity: Introducing Collect 50¢ (p. 149) and Discussion: Trading Coins (p. 151)
- Math Workshop: Counting by Groups (p. 155) and Discussion: Counting by Groups (p. 162)
- Dialogue Box: Counting Bags (p. 257)

### **Investigation 4: Place Value**

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 165)
- Investigation 4 Planner (pp. 166)

The following activities and information support the key math ideas:

- Teacher Note: Place Value in Grade 2 (p. 232)
- Activity: Introducing Groups of 2, 5, and 10 (p. 169) and Discussion: Grouping by 10s (p. 174)
- Discussion: Plus-10 Combinations (p. 180)
- Discussion: A Problem about Tens and Ones (p. 184)
- Activity: Introducing Stickers: Strips and Singles (p. 188) and Discussion: How Many Stickers? (p. 192)
- Discussion: 46 Stickers (p. 197)

**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.