



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

Collections and Travel Stories

This unit is the 3rd of 9 units in third grade. It is part of the K-5 number and operations strand, and is the 2nd of 3 addition, subtraction, and the number system units at this grade. 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: Building 1,000

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 1,000 Chart (p. 29)
- Activity: Introducing *Go Collecting* (p. 41) and Discussion: How Many 100s? (p. 55)
- Activity: Introducing How Many 10s? (p. 47) and Discussion: Representing How Many 10s? (p. 58)

Investigation 2: Addition

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 63)
- Investigation 2 Planner (pp. 64 & 66)

The following activities and information support the key math ideas:

- Activity: Combining Collections (p. 76)
- Teacher Note: Addition Strategies (p. 195)
- Dialogue Box: Breaking Numbers Apart for Addition (p. 219)

Preparation

- Materials to Gather and Prepare (pp. 25, 27, 65, 67, 105, 107, 155)
- Use 20 copies of M1 to make two Class 1,000 charts. Place the grids in 1 x 10 arrays, write the starting and ending numbers on each, and label them as on M2-M6. Post one chart for use in Session 1.1. Post the other in Session 1.5, to keep track of the Class Collection.
- Review the logistics of the Classroom Routine: Class Collection by reading the full description in *Implementing Investigations at Grade 3* (p 38).

Assessment

- Assessment in This Unit (p. 16)
- Assessment Activity (p. 83)
- Assessment Activity (p. 100) and Teacher Note (p. 198)
- Assessment Activity (p. 142) and Teacher Note (p. 205)
- End-of-Unit Assessment Activities (p. 189) and Teacher Note (p. 212)

Investigation 3: Finding the Difference

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 103)
- Investigation 3 Planner (pp. 104 & 106)

The following activities and information support the key math ideas:

- Activities: Introducing Distance Riddles (p. 116) and Distance Riddles (p. 118)
- Discussion: What Numbers Can I Be? (p. 119)
- Activity: Introducing How Far from 100? (p. 123) and How Far from 100? (p. 124)
- Dialogue Box: How Far From 100? (p. 221)

Investigation 4: Subtraction Stories

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 153)
- Investigation 4 Planner (p. 154)

The following activities and information support the key math ideas:

- Activity: Introducing Comparison Problems (p. 157) and Discussion: Using a Number Line to Compare (p. 164)
- Teacher Note: Types of Subtraction Situations (p. 203)
- Discussion: Who Has More? (p. 170) and Activity: Related Problems (p. 173)

Practice & Review

- Classroom Routines and Ten-Minute Math (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.