



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

What Comes Next?

This unit is the 3rd of 7 units in Kindergarten. It is part of the K-5 patterns and functions strand. Before teaching this unit, perhaps after working through this *Where to Start*, read *Mathematics in This Unit*, p. 10.

Investigation 1: What Do You Notice?

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 21)
- Investigation 1 Planner (pp. 22 & 24)

The following activities and information support the key math ideas:

- Discussion: Can You Do What I Do? (p. 36)
- Activity: Making Cube Trains (p. 42) and Discussion: Sorting Cube Trains (p. 43)
- Activity: Introducing Cube Train Patterns (p. 46) and Discussion: Comparing Cube Train Patterns (p. 48)
- Teacher Note: Repeating Patterns (p. 147)
- Dialogue Box: What Might Come Next? (p. 159)

Investigation 2: Constructing Patterns

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 51)
- Investigation 2 Planner (pp. 52, 54 & 56)

The following activities and information support the key math ideas:

- Activity: Introducing Making Patterns (p. 59)
- Activity: Introducing Recording Cube Train Patterns (p. 71)
- Activity: Introducing What Comes Next? (p. 86)
- Discussion: Is This a Pattern? (p. 93)
- Activities: Introducing Add On (p. 100) and Discussion:

Preparation

- Materials to Gather and Prepare (pp. 23, 25, 53, 55, 57, 111, 113)

Assessment

- Assessment in This Unit (p. 14)
- Teaching Notes about Assessment Opportunities (pp. 47, 116)
- Teacher Note (p. 149)
- End-of-Unit Assessment Activities (pp. 139, 144)

Practice & Review

- Classroom Routines (p. 18)
- Practice and Review (p. 19)

Adding On (p. 102)

- Dialogue Box: A “Harder” Pattern (p. 163)

Investigation 3: What’s the Unit?

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 109)
- Investigation 3 Planner (pp. 110 & 112)

The following activities and information support the key math ideas:

- Activity: Introducing Break the Train (p. 115) and Discussion: Recording Break the Train (p. 117)
- Discussion: What’s the Unit? (p. 122)
- Activity: Introducing How Many Cars? (p. 125)
- Activity: Introducing 12 Chips (p. 135)
- Discussion: Comparing Patterns (p. 141)
- Teacher Note: What’s the Unit? (p. 152) and Dialogue Box: Break the Train (p. 153)

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.