



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

Make a Shape, Build a Block

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

Investigation 1: Describing and Making 2-D Shapes

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 17)
- Investigation 1 Planner (pp. 18 & 20)

The following activities and information support the key math ideas:

- Discussion: Circles and Rectangles (p. 30)
- Discussion: Triangles and Squares (p. 37)
- Activity: Making Clay Shapes (p. 41) and Discussion: Sharing Our Clay Shapes (p. 42)
- Teacher Notes: How Young Children Learn About Shapes (p. 133) and Learning to Name and Classify Shapes (p. 135)
- Dialogue Box: Three Pointy Corners (p. 147)

Investigation 2: Making and Combining 2-D Shapes

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 53)
- Investigation 2 Planner (pp. 54 & 56)

The following activities and information support the key math ideas:

- Activity: Introducing the Shape Mural (p. 59) and Discussion Our Shape Mural (p. 79)
- Activity: Introducing Pattern Block Puzzles (p. 65)
- Activity: Introducing Fill the Hexagons (p. 70) and Discussion: Ways to Make a Hexagon (p. 83)

Preparation

- Materials to Gather and Prepare (pp. 19, 21, 55, 57, 87, 89, 91)
- Plan for the End-of-Unit Assessment (Teaching Note, pp. 120, 124)
- If you plan to use the *Shapes* Software, read the Teacher Notes on pp. 138 & 141 and familiarize yourself with the *Shapes* Activities (pp. 34 & 66)

Assessment

- Assessment in This Unit (p. 12)
- Teaching Notes about Assessment Opportunities (pp. 26, 61, 96; 41, 113; 67, 123)
- Teaching Notes about Portfolio Opportunities (pp. 26, 37, 47, 67, 74, 113)
- End-of-Unit Assessment Activities (pp. 126, 130)

Practice & Review

- Classroom Routines (p. 14)
- Practice and Review (p. 15)

Investigation 3: Describing, Making and Combining 3-D Shapes

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 85)
- Investigation 3 Planner (pp. 86, 88 & 90)

The following activities and information support the key math ideas:

- Activities: Looking at 3-D Shapes (p. 93) and Shape Hunt (p. 96)
- Discussion: A Close Look at Geoblocks (p. 100)
- Discussion: Finding a Match (p. 114) and Activity: Introducing Geoblock Match-Up (p. 117)
- Activity: Introducing Build a Block (p. 122)
- Discussion: Comparing 3-D Shapes (p. 130)
- Dialogue Boxes: It Looks Like a Ball (p. 150) and Mine Looks Like a Ramp (p. 151)

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.