



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

How Many Tens? How Many Ones?

This unit is the 6th of 9 units in second grade. It is part of the K-5 number and operations strand, and is the 3rd 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: Working with Tens and Ones

These pages provide an overview of this Investigation:

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

The following activities and information support the key math ideas:

- Discussion: Adding Tens and Ones (p. 27)
- Dialogue Box: Adding with Stickers (p. 172)
- Discussion: Keeping One Number Whole (p. 31)
- Dialogue Box: Subtracting with Stickers (p. 176)
- Discussion: $64 - 23$ (p. 44)

Investigation 2: Working with 100

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 49)
- Investigation 2 Planner (pp. 50 & 52)

The following activities and information support the key math ideas:

- Activities: Introducing Guess My Number on the 100 Chart (p. 56) and Discussion: Strategies for Guess My Number on the 100 Chart (p. 58)
- Activity: Introducing Roll-a-Square (p. 63) and Discussion: Getting to a Multiple of 10 (p. 66)
- Math Workshop: Working with the 100 Chart (p. 71)

Preparation

- Materials to Gather and Prepare (pp. 23, 51, 53, 97, 99, 129)
- Review the sticker context (p. 25)
- Plan how you will rebuild the 100 Chart as a class (p. 57)

Assessment

- Assessment in This Unit (p. 14)
- Assessment Activity (p. 91) and Teacher Note (p. 161)
- Assessment Activities (pp. 108, 112, 117, 121, 124)
- Assessment Activity (p. 147) and Teacher Note (p. 164)
- End-of-Unit Assessment Activities (p. 149) and Teacher Note (p. 166)

Practice & Review

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

- Activity: Introducing Sticker Books (p. 76) and Discussion: $46 + \underline{\quad} = 70$ (p. 77)
- Dialogue Box: Adding 2-Digit Numbers (p. 181)
- Teacher Note: Using the Number Line and 100 Chart to Solve Problems (p. 159)

Investigation 3: Adding to and Subtracting from 100

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 95)
- Investigation 3 Planner (pp. 96 & 98)

The following activities and information support the key math ideas:

- Activity: Introducing Get to 100 (p. 101) and Discussion: Does it Equal 100? (p. 113)
- Activities: Introducing Collect \$1.00 (p. 106), Unroll-a-Square (p. 116) and Spend \$1.00 (p. 120)
- Discussion: How Many 10s in 100? (p. 125)

Investigation 4: Making 100 with Equal Groups

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 127)
- Investigation 4 Planner (p. 128)

The following activities and information support the key math ideas:

- Discussions: How Many 5s in 100? (p. 132) and How Many Nickels in 50¢ (p. 134)
- Math Workshop: Working with Multiples of 2s, 5s, and 10s (p. 138)
- Discussion: Adding 5s and 10s (p. 143)

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.