



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 Do You Have?

This unit is the 6th of 7 units in Kindergarten. It is part of the K-5 number and operations strand, and is the 3rd of 3 units that focus on measurement, the number system, and addition and subtraction 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: Numbers of Tiles

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:

- Discussion: Arrangements of Six (p. 38)
- Activity: Introducing Arrangements of 5 through 10 Tiles (p. 42)
- Discussion: Checking In (p. 58)
- Teacher Note: Introducing Notation in Kindergarten (p. 163)

Investigation 2: Counting and Measuring

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:

- Discussion: Counting Jar (p. 72)
- Activity: Introducing Measuring Ourselves (p. 80)
- Discussion: Do We Have to Count Them All? (p. 84)
- Discussion: Representing an Inventory (p. 93)

Preparation

- Materials to Gather and Prepare (pp. 25, 27, 65, 67, 97, 99, 135, 137; also see the Teaching Notes on pp. 54, 58, & 90)
- Learn game variations: Six Tiles in All (p. 31), *Racing Bears* (p. 51), *Collect 15 Together* (p. 69), *Inventory Bags* (p. 75), *Collect 20 Altogether* (p.77), *Roll and Record* (p. 101), *Build and Remove* (p. 116)
- Review the process for Acting Out Story Problems (p. 103)
- Plan for the End-of-Unit Assessment (Teaching Notes, pp. 150 & 154)

Assessment

- Assessment in This Unit (p. 16)
- Teaching Notes about Assessment Opportunities (pp. 43, 47, 76, 92, 102)
- Teaching Notes about Assembling a Portfolio (pp. 43, 48, 76, 92, 102, 121, 139)
- Teacher Note (p. 168)
- End-of-Unit Assessment Activities (pp. 157, 160)

Investigation 3: How Many in All?

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:

- Discussion: Double Compare (p. 108)
- Activity: Modeling Story Problems (p. 111)
- Activities: Introducing How Many Grapes? (p. 124) and How Do You Show the One That Is Gone? (p. 126)
- Teacher Note: Three Approaches to Story Problems in Kindergarten (p. 174)

Investigation 4: Ways to Make Numbers

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 133)
- Investigation 4 Planner (pp. 134 & 136)

The following activities and information support the key math ideas:

- Activities: Introducing Five Crayons in All (p. 139), Five Crayons in All (p. 139) and Discussion (p. 141)
- Teacher Note: How Students Approach Five Crayons in All (p. 179)
- Discussion: Combinations of Six (p. 144)
- Activities: Introducing *Total of Six* (p. 147) and Discussion: More Combinations of Six (p. 156)

Practice & Review

- Classroom Routines (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.