



# 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 People? How Many Teams?

This unit is the 7<sup>th</sup> of 9 units in fifth grade. It is part of the K-5 number and operations strand, and is the 2<sup>nd</sup> of two multiplication and division 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. 10.

### Investigation 1: Equivalence in Multiplication and Division

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 23)
- Investigation 1 Planner (p. 24)

The following activities and information support the key math ideas:

- Dialogue Box:  $6 \times 9 = 3 \times 18$  (p. 144)
- Teacher Note: Reasoning and Proof in Mathematics, Part 2 (p. 121)
- Activity: Creating Equivalent Expressions in Division (p. 42)

### Investigation 2: Reviewing Multiplication Strategies

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 45)
- Investigation 2 Planner (p. 46)

The following activities and information support the key math ideas:

- Discussion: Reviewing Strategies (p. 49)
- Activity: Estimating Products (p. 54)

### Preparation

- Materials to Gather and Prepare (pp. 25, 47, 67, 101)
- Review the logistics of Multiplication: How Did I Solve It? (p. 51) and Starter Problems (p. 86)

### Assessment

- Assessment in This Unit (p. 14)
- Assessment Activities (pp. 28, 33, and 38)
- Assessment Activity (p. 64) and Teacher Note (p. 130)
- Assessment Activity (p. 97) and Teacher Note (p. 136)
- End-of-Unit Assessment Activities (p. 118) and Teacher Note (p. 139)

### Practice & Review

- Ten-Minute Math (p. 20)
- Practice and Review (p. 21)

### **Investigation 3: Division Strategies and Notation**

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 65)
- Investigation 3 Planner (p. 66)

The following activities and information support the key math ideas:

- Activity: Solving a Division Problem (p. 69)
- Dialogue Box: Naming Division Strategies (p. 148)
- Activity: Clear and Concise Notation (p. 76)
- Discussion: First Steps (p. 82)

### **Investigation 4: Using the Operations**

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 99)
- Investigation 4 Planner (p. 100)

The following activities and information support the key math ideas:

- Math Workshop: Field Day (p. 111)
- Dialogue Box: Understanding and Keeping Track of Multi-step Problems (p. 150)

**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.