



# 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

## Sorting and Surveys

This unit is the 7<sup>th</sup> of 7 units in Kindergarten. It is part of the K-5 data analysis and probability strand. Before teaching this unit, perhaps after working through this *Where to Start*, read *Mathematics in This Unit*, p. 10.

### Investigation 1: How Many Noses? How Many Eyes?

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 19)
- Investigation 1 Planner (pp. 20 & 22)

The following activities and information support the key math ideas:

- Activity: Representing How Many Are We? (p. 26)
- Activities: Introducing How Many Eyes? (p. 38), How Many Eyes? (p. 39), and Introducing Eyes at Home (p. 49)
- Activity: Introducing Counting Chairs? (p. 44) and Discussion: Enough Chairs for the Class? (p. 54)

### Investigation 2: How Are They the Same? How Are They Different?

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 57)
- Investigation 2 Planner (pp. 58 & 60)

The following activities and information support the key math ideas:

- Activities: Sorting People (p. 63) and Introducing Sorting Portraits (p. 67)
- Discussion: Same and Different Containers (p. 78)
- Activity: Introducing Attribute Dominoes (p. 85)
- Activities: Generating Lunch Food Data (p. 89) and Sorting Favorite Lunch Food Data (p. 92)

### Preparation

- Materials to Gather and Prepare (pp. 21, 23, 59, 61, 99)
- Review the homework (p. 42) that will be used in Session 1.5
- Review the rules of Attribute Match Up (p. 70)
- Plan for how students will collect “Do You Like...?” data in Investigation 3 (p. 101)

### Assessment

- Assessment in This Unit (p. 14)
- Teaching Notes about Assessment Opportunities (pp. 26, 34; 45, 115; 72, 77)
- Teaching Notes about Portfolio Opportunities (pp. 26, 35, 107)
- Teacher Note (p. 135)
- End-of-Unit Assessment Activities (pp. 115, 116, 120)

### Practice & Review

- Classroom Routines (p. 16)
- Practice and Review (p. 17)

### Investigation 3: Data Projects

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 97)
- Investigation 3 Planner (p. 98)

The following activities and information support the key math ideas:

- Activities: Introducing “Do You Like...?” Surveys (p. 101) and “Do You Like...?” Surveys, (p. 107)
- Discussions: Recording Responses (p. 109) and Sharing “Do You Like...?” Surveys (p. 112)

**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.