



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 Long Can You Stand on One Foot?

This unit is the 9th of 9 units in fifth grade. It builds on the work of the previous units in 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: Comparing Balancing Data

These pages provide an overview of this Investigation:

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

The following activities and information support the key math ideas:

- Activity: Comparing Adults and Students (p. 37)
- Teacher Note: Focusing on the Shape of the Data (p. 115)
- Discussions: Comparing Left-Foot Data (p. 39) and Comparing Right-Foot Data (p. 42)
- Activity: Drawing Conclusions (p. 42)
- Dialogue Box: Who Are Better Balancers? (p. 138)

Investigation 2: Collecting Data from Experiments

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 47)
- Investigation 2 Planner (p. 48 & 50)

The following activities and information support the key math ideas:

- Activity: Introducing Collecting Data from Experiments (p. 53)
- Teacher Note: Managing Students' Projects (p. 119)

Preparation

- Materials to Gather and Prepare (pp. 21, 49, 51, 83, 85)

Assessment

- Assessment in This Unit (p. 14)
- Assessment Activity (p. 60) and Teacher Note (p. 122)
- End-of-Unit Assessment Activities (p. 110) and Teacher Note (p. 129)

Practice & Review

- Ten-Minute Math (p. 16)
- Practice and Review (p. 17)

- Discussion: Representing Experiment Data (p. 69)
- Activity: Analyzing Experiment Data (p. 73)
- Dialogue Box: What Did You Find Out? (p. 143)

Investigation 3: Fair and Unfair Games

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 81)
- Investigation 3 Planner (p. 82 & 84)

The following activities and information support the key math ideas:

- Activity: Spinner Experiment with a Half-Green-Spinner (p. 87) and Discussion: The Results of Many Spins (p. 91)
- Teacher Note: Why Doesn't a Half-Green-Spinner Spin Half Green Half the Time? (p. 127)
- Activity: Race to the Top: Version 1 (p. 99)
- Dialogue Box: Is This Game Fair? (p. 145)
- Activity: Designing a Fair Game with an Unfair Spinner (p. 105)

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.