



# 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

## What's That Portion?

This unit is the 4<sup>th</sup> of 9 units in fifth grade. It is part of the K-5 rational number strand, and is the first of two rational number 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: Using Percents and Fractions

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:

- Teacher Note: About Teaching Fractions and Percents Together (p. 145)
- Activity: Percents for Fourths and Eighths (p. 36) and Discussion: What Percent is  $\frac{3}{8}$ ? (p. 37)
- Activity: Fraction and Percent Equivalents (p. 39)
- Discussion: Reasoning about Fraction-Percent Equivalents (p. 42)
- Dialogue Box: Finding Thirds and Sixths on the Grids (p. 170)

### Investigation 2: Comparing and Ordering Fractions

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 53)
- Investigation 2 Planner (pp. 54 & 56)

The following activities and information support the key math ideas:

- Teacher Note: Strategies for Comparing Fractions (p. 152)

### Preparation

- Materials to Gather and Prepare (pp. 21, 55, 57, 91, 93)
- Review the logistics of the class Equivalents chart (p. 31)

### Assessment

- Assessment in This Unit (p. 14)
- Assessment Activities (pp. 49, 108)
- Assessment Activity (p. 86) and Teacher Note (p. 154)
- End-of-Unit Assessment Activities (p. 143) and Teacher Note (p. 162)

### Practice & Review

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

- Activity: Marking a Percent Equivalents Strip (p. 59)
- Activity: Introducing Which is Greater? (p. 64) and Discussion: Comparing Fractions (p. 68)
- Activity: In Between (p. 73)
- Discussion: Solving Fraction Comparison Problems (p. 83)

### Investigation 3: Adding and Subtracting Fractions

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 89)
- Investigation 3 Planner (pp. 90 & 92)

The following activities and information support the key math ideas:

- Teacher Note: Adding and Subtracting Fractions (p. 160)
- Activities: Clock Fractions (p. 96) and Adding Clock Fractions (p. 98)
- Activity: Roll Around the Clock (p. 104) and Discussion: Writing Fraction Problems (p. 105)
- Activities: Introducing Fraction Tracks (p. 113) and Labeling the Fraction Tracks (p. 114)
- Activities: Introducing Fraction Track (p. 122) and Moving on More Than One Track (p. 125)
- Dialogue Box: Playing Fraction Track Game (p. 174)
- Math Workshop: Adding and Subtracting Fractions (p. 136) and Discussion: Adding and Subtracting Fractions (p. 137)

**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.