



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

Landmarks and Large Numbers

This unit is the 5th of 9 units in fourth grade. It is part of the K-5 number and operations strand, and is the addition, subtraction, and the number system unit 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: How Much is 1,000?

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:

- Teacher Note: Place Value (p. 167)
- Discussion: Finding Numbers (p. 34)
- Activities: Introducing *Changing Places* (p. 39) and *Changing Places* (p. 40)
- Discussion: Adding and Subtracting Multiples of 10 and 100 (p. 42)
- Activity: A Problem About Distance (p. 46)
- Dialogue Box: How Far from 632 to 1,000? (p. 196)

Investigation 2: Adding It Up

These pages provide an overview of this Investigation:

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

The following activities and information support the key math ideas:

- Teacher Note: Addition Strategies (p. 171)
- Discussions: Sharing Strategies - Part 1 (p. 64) and Sharing Strategies - Part 2 (p. 67)

Preparation

- Materials to Gather and Prepare (pp. 25, 27, 59, 97, 99, 129, 131)
- Review the logistics of preparing for and making the Class 10,000 Chart (pp. 97 and 102)

Assessment

- Assessment in This Unit (p. 14)
- Assessment Activities (pp. 52 and 147)
- Assessment Activity (p. 92) and Teacher Note (p. 179)
- End-of-Unit Assessment Activities (p. 164) and Teacher Note (p. 188)

Practice & Review

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

- Dialogue Box: Discussion Addition Strategies (p. 197)
- Activities: Introducing Starter Problems (p. 73) and Starter Problems (p. 74)
- Activities: Introducing Close to 1,000 (p. 87) and Close to 1,000 (p. 88)

Investigation 3: Working with Numbers to 10,000

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:

- Activity: How Many 10s are in 10,000? (p. 108)
- Discussion: How Many 10s are in 10,000? (p. 110)
- Activity: *Changing Places* on the 10,000 Chart (p. 114)
- Activities: Introducing Planning a Road Trip (p. 118) and Math Workshop 2A Planning a Road Trip (p. 120)
- Discussion: Strategies for Adding Numbers in the Thousands (p. 123)

Investigation 4: Subtraction

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 127)
- Investigation 4 Planner (pp. 128 & 130)

The following activities and information support the key math ideas:

- Teacher Note: Subtraction Strategies (p. 183)
- Activity: Subtraction Story Problems (p. 135)
- Discussion: Strategies for Subtraction (p. 139)
- Dialogue Box: How Did You Start? (p. 201)
- Activity: Subtraction Starter Problems (p. 151)
- Discussion: Do I Add or Subtract? (p. 152)

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.