



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

Stories, Tables, and Graphs

This unit is the 6th of 9 units in third grade. It builds on the work of the previous units in the K-5 patterns and functions strand. Before teaching this unit, perhaps after working through this *Where to Start*, read *Mathematics in This Unit*, p. 10.

Investigation 1: Changes in Temperature Over Time

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 21)
- Investigation 1 Planner (p. 22)

The following activities and information support the key math ideas:

- Activities: Temperatures Around the World (p. 27) and Discussion: What Do We See in the Graphs? (p. 29)
- Activity: Temperature Differences (p. 34)
- Discussion: Changes in Temperature (p. 40)
- Teacher Note: Using Line Graphs to Represent Change (p. 117)
- Dialogue Box: “The Shape is Kind of Slanted” (p. 143)

Investigation 2: Cube Train Patterns

These pages provide an overview of this Investigation:

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

The following activities and information support the key math ideas:

- Activity: Cube Patterns (p. 58)
- Activity: What Color is It? (p. 68)
- Discussion: Three Apart Sequences (p. 70)
- Teacher Note: Repeating Patterns and Counting

Preparation

- Materials to Gather and Prepare (pp. 23, 55, 75, 77; also the Temperature Graph you have been making all year, see p. 40 of *Implementing Investigations in Grade 3*)

Assessment

- Assessment in This Unit (p. 14)
- Assessment Activity (p. 50) and Teacher Note (p. 119)
- End-of-Unit Assessment Activities (p. 113) and Teacher Note (p. 134)

Practice & Review

- Classroom Routines (p. 18)
- Practice and Review (p. 19)

Numbers (p. 124)

- Dialogue Box: Where are the Greens? Blues? Reds? (p. 147)

Investigation 3: Representing a Constant Rate of Change

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 73)
- Investigation 3 Planner (pp. 74 & 76)

The following activities and information support the key math ideas:

- Activity: The Magic Marbles of Rhomaar (p. 79)
- Discussion: Introducing Tables (p. 86)
- Activity: Tables that Go by 5s (p. 88)
- Discussion: What's the Rule for Tovar? (p. 89)
- Teacher Note: Using and Interpreting Tables (p. 128)
- Activity: Making a Graph from a Table (p. 100)
- Discussion: Telling a Story from a Graph (p. 104)
- Teacher Note: Graphs of Situations with a Constant Rate of Change (p. 130)

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.