



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

Color, Shape, and Number Patterns

This unit is the 7th of 9 units in first 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: Repeating Patterns

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 21)
- Investigation 1 Planner (pp. 22 & 24)

The following activities and information support the key math ideas:

- Activities: Introducing What Comes Here? (p. 40) and Discussion: What Comes Here? (p. 58)
- Discussion: What Color Will the 12th Cube Be? (p. 43)
- Activities: Introducing Make a Train (p. 53) and Math Workshop 2A Make a Train (p. 54)
- Discussions: What's the Same? What's Different? (pp. 62 & 66)
- Teacher Notes: Repeating Patterns (p. 115) and Students' Approaches to What Comes Here? (p. 119)

Investigation 2: Number Sequences

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 69)
- Investigation 2 Planner (pp. 70 & 72)

The following activities and information support the key math ideas:

- Activity: Introducing the Penny Jar (p. 75)
- Activity: The Basic Staircase Tower (p. 81)

Preparation

- Materials to Gather and Prepare (pp. 23, 25, 71, 73 and the Teaching Note on p. 53)
- Familiarize yourself with the directions for *Make a Train* (M9-10 & M11-12)

Assessment

- Assessment in This Unit (p. 14)
- Teaching Note (p. 62)
- Assessment Activity (p. 67) and Teacher Note (p. 120)
- End-of-Unit Assessment Activities (p. 110) and Teacher Note (p. 129)

Practice & Review

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

Grade 1 Unit 7

- Discussion: The 2, 4, 6, 8 ... Number Sequence (p. 89)
- Activity: Introducing Shape Patterns (p. 93) and Discussion: What Comes Here with Shape Patterns (p. 98)
- Teacher Notes: About Number Sequences (p. 125) and The Role of Context in Visualizing Mathematical Relationships (p. 127)
- Dialogue Box: 1, 4, 7, 10: What's the Same about the Penny Jar, Staircase Towers and Shape Patterns? (p. 148)

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.