



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 Many People? How Many Teams?

This unit is the 7th of 9 units in fifth grade. It is part of the K-5 number and operations strand, and is the 2nd of two multiplication and division 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: Equivalence in Multiplication and Division

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 23)
- Investigation 1 Planner (p. 24)

The following activities and information support the key math ideas:

- Dialogue Box: $6 \times 9 = 3 \times 18$ (p. 144)
- Teacher Note: Reasoning and Proof in Mathematics, Part 2 (p. 121)
- Activity: Creating Equivalent Expressions in Division (p. 42)

Investigation 2: Reviewing Multiplication Strategies

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 45)
- Investigation 2 Planner (p. 46)

The following activities and information support the key math ideas:

- Discussion: Reviewing Strategies (p. 49)
- Activity: Estimating Products (p. 54)

Preparation

- Materials to Gather and Prepare (pp. 25, 47, 67, 101)
- Review the logistics of Multiplication: How Did I Solve It? (p. 51) and Starter Problems (p. 86)

Assessment

- Assessment in This Unit (p. 14)
- Assessment Activities (pp. 28, 33, and 38)
- Assessment Activity (p. 64) and Teacher Note (p. 130)
- Assessment Activity (p. 97) and Teacher Note (p. 136)
- End-of-Unit Assessment Activities (p. 118) and Teacher Note (p. 139)

Practice & Review

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

Investigation 3: Division Strategies and Notation

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 65)
- Investigation 3 Planner (p. 66)

The following activities and information support the key math ideas:

- Activity: Solving a Division Problem (p. 69)
- Dialogue Box: Naming Division Strategies (p. 148)
- Activity: Clear and Concise Notation (p. 76)
- Discussion: First Steps (p. 82)

Investigation 4: Using the Operations

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 99)
- Investigation 4 Planner (p. 100)

The following activities and information support the key math ideas:

- Math Workshop: Field Day (p. 111)
- Dialogue Box: Understanding and Keeping Track of Multi-step Problems (p. 150)

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.