



# 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 Hundreds? How Many Miles?

This unit is the 8<sup>th</sup> of 9 units in third grade. It is part of the K-5 number and operations strand, and is the 3<sup>rd</sup> of 3 units at this grade that focus on addition, subtraction, and the number system. 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: Numbers in the Hundreds

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:

- Activities: Introducing Paper Clip Problems (p. 31) and Paper Clip Problems (p. 33)
- Discussion: Estimating Your Answer (p. 41)
- Math Workshop Activity 2A: Related Subtraction Problems (p. 43)
- Discussion: Who Has More Paper Clips (p. 48)
- Dialogue Box: I Know It's Either 2 More or 2 Less (p. 176)

### Investigation 2: Addition Strategies

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 61)
- Investigation 2 Planner (p. 62)

The following activities and information support the key math ideas:

- Activity: Making Representations? (p. 66)
- Discussion: How Do You Know It Is True? (p. 69)
- Teacher Note: Addition Strategies (p. 152)
- Discussion: Crossing Over 1,000 (p. 77)

### Preparation

- Materials to Gather and Prepare (pp. 25, 27, 63, 99, 101)

### Assessment

- Assessment in This Unit (p. 14)
- Assessment Activities (pp. 53, 58 & 127)
- Assessment Activity (p. 94) and Teacher Note (p. 156)
- Assessment Activity (p. 121) and Teacher Note (p. 165)
- End-of-Unit Assessment Activities (p. 147) and Teacher Note (p. 171)

### Practice & Review

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

- Activity: Solving Addition Problems (p. 80)
- Discussion: Categorizing Addition Strategies (p. 81)

### Investigation 3: Subtraction

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 97)
- Investigation 3 Planner (pp. 98 & 100)

The following activities and information support the key math ideas:

- Teacher Note: Subtraction Strategies (p. 160)
- Activity: Travel Problems (p. 110)
- Discussion: Strategies for Finding the Distance (p. 112)
- Activity: Solving a Subtraction Problem (p. 117)
- Discussion: Breaking Numbers Apart to Subtract (p. 118)

**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.