



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

Surveys and Line Plots

This unit is the 2nd of 9 units in third grade. It builds on the work of the previous units in the K-5 data analysis and probability strand. Before teaching this unit, perhaps after working through this *Where to Start*, read *Mathematics in This Unit*, p. 10.

Investigation 1: Representing and Describing Categorical Data

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 19)
- Investigation 1 Planner (pp. 20 & 22)

The following activities and information support the key math ideas:

- Activities: Discussing Places Where We Like to Eat (p. 25) and Classifying Data (p. 29)
- Discussion: What Do Our Data Tell Us? (p. 44)
- Activities: Introducing Bar Graphs (p. 50) and Comparing Groups with Double Bar Graphs (p. 51)
- Discussion: More than Half, Less Than Half (p. 64)
- Teacher Note: About Categorical Data in This Unit (p. 159)

Investigation 2: Representing and Describing Numerical Data

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 77)
- Investigation 2 Planner (p. 78 & 80)

The following activities and information support the key math ideas:

- Discussion: How Many Years Have You Been at This School? (p. 83)
- Activities: Brainstorming Questions (p. 98) and

Preparation

- Materials to Gather & Prepare (pp. 21, 23, 79, 81, 123)
- Plan for how students will collect data from other classes (pp. 103 & 162)
- Plan for how/where you will set up the Measurement Stations (pp. 127 & 134)

Assessment

- Assessment in This Unit (p. 14)
- Assessment Activities (pp. 59, 110, 114) and Teacher Notes (p. 171)
- End-of-Unit Assessment Activities (p. 155) and Teacher Note (p. 176)

Practice & Review

- Classroom Routines (p. 16)
- Practice and Review (p. 17)

Developing a Survey Question (p. 99)

- Teacher Note: About Numerical Data in this Unit (p. 163)
- Teacher Note: Focusing on The Shape of the Data (p. 164)
- Discussion: How Are You Showing and Describing Your Data? (p. 108)

Investigation 3: Collecting and Analyzing Measurement Data

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 121)
- Investigation 3 Planner (p. 122)

The following activities and information support the key math ideas:

- Activity: Introducing Measurement Data (p. 125) and Activities (p. 127)
- Discussion: Why Are Our Measurements Different? (p. 138)
- Dialogue Box: How Far Can a Grade 3 Student Jump? (p. 194)

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.