

Comparing the 1st and 2nd Edition K-5 Units: Where Is It Now?

Kindergarten

The following describes the work of the second edition, in relation to the first edition. Note that, while many first edition activities are part of the second edition, they may be presented and used differently.

Unit 1: Who Is in School Today? (Classroom Routines and Materials)

Investigation 1: The Attendance and Calendar Routines	For the most part, this unit is comprised of the material in <i>Mathematical Thinking in Kindergarten</i> . The Classroom Routines (Attendance, Calendar, Today’s Question) are introduced over the course of the unit, as is Counting Jar, an activity that appears in each of the Kindergarten curriculum units. Students explore and describe some additional materials (e.g. Attribute Blocks and Buttons), and use them in new work focused on attributes, matching, and sorting (Button Match-Up, Attribute Block Match-Up, Sorting People, Sorting Attribute Blocks).
Investigation 2: The Counting Jar	
Investigation 3: The Today’s Question Routine	

Unit 2: Counting and Comparing (Measurement and the Number System)

Investigation 1: Counting	This Investigation is based on Investigations 1 and 2 of <i>Collecting, Counting, and Measuring</i> . New content includes a conversation about whether order matters when you count and two new games—Roll and Record and Build It.
Investigation 2: Comparing	This Investigation is based on Investigations 3 and 4 of <i>Collecting, Counting, and Measuring</i> . It also includes: comparing Inventory Bags, a Longer/Shorter Hunt, ordering cube towers (Grab and Count), names (Name Towers), and numerals (Primary Number Cards), and a discussion about counting backwards.

Unit 3: What Comes Next? (Patterns and Functions)

Investigation 1: What Do You Notice?	This Investigation is based on Investigation 1 of <i>Pattern Trains and Hopscotch Paths</i> .
Investigation 2: Constructing Patterns	These Investigations are based, in part, on Investigations 2 and 4 of <i>Pattern Trains and Hopscotch Paths</i> , but also include more work with making, recording, and comparing patterns made with a variety of materials, and with identifying the unit of a pattern.
Investigation 3: What's the Unit?	

Unit 4: Measuring and Counting (Measurement and the Number System)

Investigation 1: Measuring and Counting	In this Investigation, students use craft sticks and cubes to measure length (from Investigation 1 of <i>How Many in All?</i>) and also measure and compare the lengths of shoe outlines.
Investigation 2: Counting Some, Counting More	In addition to new material (e.g. Build It, Build On, Roll and Record 3, and Quick Images with Ten Frames), this Investigation includes Collect 10 (from <i>Collecting, Counting, and Measuring</i>) and Grab and Count: Two Handfuls (<i>How Many in All?</i>).
Investigation 3: Changing Quantities: How Many Now?	This Investigation contains material from both <i>Collecting, Counting, and Measuring</i> (Racing Bears) and <i>How Many in All?</i> (story problems, Collect 15 Together, and Double Compare). New material includes Quick Images with Ten-Frames and the games One More, One Fewer and Build It/Change It.
Investigation 4: Ways to Make Numbers	This Investigation is based on Investigation 6 of <i>Collecting, Counting, and Measuring</i> , but extends the work as students investigate arrangements of 5-10 tiles. Also new: Quick Images with Square Tiles, Quick Images in Pairs, and Toss the Chips.

Unit 5: Make a Shape, Build a Block (2D and 3D Geometry)

Investigation 1: Describing and Making 2D Shapes	These Investigations are based on Investigations 1, 2, and 4 of <i>Making Shapes and Building Blocks</i> and include a revised version of the <i>Shapes</i> software. Students discuss different ways to make a hexagon. They use clay and Geoboards to create particular shapes and discussions focus on the attributes of those shapes.
Investigation 2: Making and Combining 2D Shapes	
Investigation 3: Describing, Making and Combining 3D Shapes	In addition to new material (e.g. Copying Cubes), this Investigation is based on Investigations 3 and 5 of <i>Making Shapes and Building Blocks</i> . Students use clay and Geoblocks to create particular shapes and discussions focus on the attributes of those shapes.

Unit 6: How Many Do You Have? (Addition, Subtraction, and the Number System)

Investigation 1: Numbers of Tiles	This Investigation is based in large part on Investigation 2 of <i>How Many in All?</i> , again expanded to include arrangements of 5 to 10 tiles and the activity Toss the Chips.
Investigation 2: Counting and Measuring	The second Investigation revisits games and activities that focus on counting and introduces two new ones, Collect 20 Together Measuring Ourselves.
Investigation 3: How Many in All?	Much of this Investigation, which is focused on addition and subtraction, is new. This includes work with new games (e.g. Roll and Record 3, Build and Remove) and with retelling, acting out, modeling, and solving story problems on paper.
Investigation 4: How Many of Each?	This Investigation is based in large part on Investigation 4 of <i>How Many in All?</i> .

Unit 7: Sorting and Surveys (Data Analysis)

Investigation 1: How Many Noses? How Many Eyes?	This Investigation is based in large part on Investigation 1 of <i>Counting Ourselves and Others</i> .
Investigation 2: How Are They the Same? How Are They Different?	In addition to new material (e.g. Attribute Block Match-Up, Attribute Dominoes), these Investigations are based on Investigations 2 and 3 of <i>Counting Ourselves and Others</i> . The Investigation 4 Focus Time activity from <i>Counting Ourselves and Others</i> became the End-of-Unit Assessment.
Investigation 3: Data Projects	

Classroom Routines

Attendance	This is basically the same as the first edition Attendance Routine.
Calendar	This is basically the same as the first edition Calendar Routine.
Today's Question	This is basically the same as the first edition Today's Question Routine.
Patterns on the Pocket Chart	This is basically the same as the first edition Patterns on the Pocket Chart Routine.

Comparing 1st and 2nd Edition Kindergarten Units: What's Gone?

The following first edition activities and/or Investigations no longer appear in the second edition of the Kindergarten *Investigations* curriculum. Note that some content has moved to other grade levels.

Mathematical Thinking at Kindergarten (Introduction)

- *Mouse Count*. (Using children's literature is optional; several appropriate titles are suggested.)
- *Only Six More Days*.

Pattern Trains and Hopscotch Paths (Exploring Pattern)

- Make a Train. (This game is now in the grade 1 patterns and functions unit.)
- The work in Investigation 3 with Hopscotch Paths. (There is a suggestion about using hopscotch paths as a context for further exploring and extending the work in the Kindergarten patterns and functions unit.)
- Tile Paths. (These are now called One-Two Patterns.)
- A Border on the Pocket Chart, Pattern Borders with Color Tiles, Color Tile Borders.
- Staircase Patterns. (This content is now in the grade 1 patterns and functions unit.)

Collecting, Counting, and Measuring (Developing Number Sense)

- *Anno's Counting Book*. (Using children's literature is optional. Although the lesson is written using *Anno* as the model, several appropriate titles are suggested.)
- *Chrysanthemum*. (Using children's literature is optional; several appropriate titles are suggested.)
- Grab and Count: Least to Most. (This is now called Grab and Count: Ordering.)

Making Shapes and Building Blocks (Exploring Geometry)

- The names of the computer activities have changed, but the content has not.

Counting Ourselves and Others (Exploring Data)

- The Grocery Store.
- Clothing Sort.

How Many in All? (Counting and the Number System)

- Counters in a Cup. (This game is now in grade 1.)
- Towers of Six. (A variation of this game, called Three Towers, is now in grade 1.)

Classroom Routines

- The Counting Jar. (While this activity is no longer a Classroom Routine, it is an activity that is embedded throughout the Kindergarten curriculum.)

Grade 1

The following describes the work of the second edition, in relation to the first edition. Note that, while many first edition activities are part of the second edition, they may be presented and used differently.

Unit 1: How Many of Each? (Addition, Subtraction, and The Number System 1)

Investigation 1: Counting and Quantity	In addition to new activities (e.g. Collect 20 Together, Mystery Boxes, Ordering Numbers, Roll and Record, Heads and Tails, How Many Am I Hiding?), the work of this unit is based on <i>Mathematical Thinking at Grade 1</i> and <i>Building Number Sense</i> . In addition, three Classroom Routines are introduced: Morning Meeting, which includes some of the attendance work from Investigation 5 of <i>Mathematical Thinking at Grade 1</i> ; Start With/Get To, which is new; and Quick Images, which was introduced in <i>Building Number Sense</i> in the first edition.
Investigation 2: Counting and Comparing	
Investigation 3: Combining	
Investigation 4: Composing Numbers	

Unit 2: Making Shapes and Designing Quilts (2D Geometry)

Investigation 1: Composing and Decomposing 2-D Shapes	This Investigation is based largely on Sessions 1-10 of <i>Quilt Squares and Block Towns</i> , and includes work with a revised version of the <i>Shapes</i> software. Additional work focuses on different ways to make the pattern block shapes.
Investigation 2: Describing and Sorting Shapes	Students sort Shape Cards as they did in Sessions 11 and 12 of <i>Quilt Squares and Block Towns</i> , but they also use Power Polygons, Geoboards and dot paper as they describe and compare 2D shapes, particularly quadrilaterals and triangles. The <i>Shapes</i> software presents familiar (Free Explore and Solve Puzzles) and new (Quick Images) activities.
Investigation 3: Quilts	This Investigation is based in large part on Sessions 13-15 of <i>Quilt Squares and Block Towns</i> and includes work with the revised <i>Shapes</i> software focused on quilt squares.

Unit 3: Solving Story Problems (Addition, Subtraction, and the Number System 2)

Investigation 1: Combinations	This Investigation, which revisits and extends the Unit 1 work with How Many of Each? problems and with combinations and combining, is based on material from <i>Mathematical Thinking at Grade 1</i> and <i>Building Number Sense</i> . What’s new is a focus on strategies for finding many combinations of a number, and variations that encourage counting on.
Investigation 2: Introducing Subtraction	These Investigations focus on addition and subtraction through story problems (from <i>Building Number Sense</i> and <i>Number Games and Story Problems</i>), and through games and activities, some of which are new (e.g. Roll and Record: Subtraction, Five-in-a-Row: Subtraction, and Today’s Number).
Investigation 3: Working with Addition and Subtraction	
Investigation 4: Counting Larger Amounts	This Investigation is based, in part, on Investigation 3 of <i>Building Number Sense</i> . Students also investigate (and analyze data about) the area of their feet and create a 100 chart by cutting a horizontal number line into rows of 10.

Unit 4: What Would You Rather Be? (Data Analysis)

Investigation 1: Sorting	This Investigation is based in part on Investigation 5 of <i>Mathematical Thinking at Grade 1</i> and on Investigation 1 of <i>Survey Questions and Secret Rules</i> . In addition, students sort Power Polygons, shells, and objects in a teacher-made collection.
Investigation 2: Collecting and Representing Data	This Investigation is based in large part on Investigation 2 of <i>Survey Questions and Secret Rules</i> .
Investigation 3: Comparing Age Data	This Investigation is based, in part, on Investigation 4 of <i>Survey Questions and Secret Rules</i> .

Unit 5: Fish Lengths and Animal Jumps (Measurement)

Investigation 1: Learning to Measure	Both Investigations are mostly new, although students measured with cubes, kid steps, and foot outlines in Investigation 3 of <i>Bigger, Taller, Heavier, Smaller</i> . Students iterate nonstandard units such as cubes, tiles, paper clips, and foot outlines to measure lengths. Two contexts—measuring fish to determine if they are “keepers” and the lengths of typical animal jumps to see which can jump the farthest—provide engaging real-world contexts for this work, and help students begin to consider the relationship between the size of the unit and the total number of units.
Investigation 2: Measuring Distances	

Unit 6: Number Games and Crayon Puzzles (Addition, Subtraction, and the Number System 3)

Investigation 1: Combinations of Ten	This unit includes material from Investigations 2 and 4 of <i>Building Number Sense</i> and Investigations 1 and 3 of <i>Number Games and Story Problems</i> .
Investigation 2: Combinations of Numbers	
Investigation 3: Addition and Subtraction	

Unit 7: Color, Shape, and Number Patterns (Patterns and Functions)

Investigation 1: Repeating Patterns	This Investigation is based, in part, on the work with repeating patterns that was found in Investigation 3 of <i>Mathematical Thinking at Grade 1</i> and in the work with clapping patterns found in the number units. It also includes material (e.g. Make a Train, Break a Train, What Comes Here?) from the first edition Kindergarten Unit <i>Pattern Trains and Hopscotch Paths</i> .
Investigation 2: Number Sequences	Most of this Investigation is new and focuses on three contexts—a penny jar, staircases, and shape patterns—that involve situations with a constant increase. The work with Staircases is based on work that was in the Kindergarten Unit <i>Pattern Trains and Hopscotch Paths</i> in the first edition.

Unit 8: Twos, Fives, and Tens (Addition, Subtraction, and the Number System 4)

Investigation 1: Getting to 100	This Investigation is based on material from Investigation 3 of <i>Building Number Sense</i> and Investigation 2 of <i>Number Games and Story Problems</i> .
Investigation 2: Twos, Fives, and Tens	This Investigation is based in large part on Investigation 2 of <i>Number Games and Story Problems</i> .
Investigation 3: Tens	This Investigation revisits the Unit 6 work with combinations of 10, introduces Roll Tens (<i>Number Games and Story Problems</i>) and a new game called Ten Plus.

Unit 9: Blocks and Boxes (3D Geometry)

Investigation 1: Comparing and Constructing 3D Shapes	This unit is, for the most part, Investigations 2 and 3 of <i>Quilt Squares and Block Towns</i> . It also includes Copying Cubes, from Investigation 1 of <i>Building Number Sense</i> .
Investigation 2: Building a Block Town	

Classroom Routines

Morning Meeting	This is based in large part on the first edition Routine: Understanding Time and Changes. The Attendance activity is based in part on the first edition Counting Routine.
Start With/Get To	This is new.
Quick Images	While Quick Images was a first edition activity, including it as a Classroom Routine is new.
Quick Surveys	This Routine is based in part on the first edition Routine: Exploring Data.
Tell a Story	This is new.

Comparing 1st and 2nd Edition Grade 1 Units: What's Gone?

The following first edition activities and/or Investigations no longer appear in the second edition of the Grade 1 *Investigations* curriculum. Note that some content has moved to other grade levels.

Mathematical Thinking at Grade 1 (Introduction)

- Exploring Calculators. (There is no explicit use of calculators in Grade 1.)
- Patterns Around Us, A Pattern Exhibit. (These activities moved to Kindergarten.)
- Collect 15 Together. (This game is now in Kindergarten. First graders play Collect 20 Together.)
- Making Kid Pins.
- How We Got to School Today.

Building Number Sense (The Number System)

- Counting Pattern Blocks. (However, a similar activity appears in the second edition geometry unit.)
- Easy and Hard Quick Images.
- How Many Dots?
- Numbers on Our Fingers.
- On and Off. (The second edition includes a variation of this game, called Heads and Tails.)
- Towers of 10. (The second edition includes a variation of this game, called Three Towers.)
- Which Holds More?
- Exploring Calculators. (There is no explicit use of calculators in Grade 1.)
- A Counting Story and A Class Counting Adventure (Excursion)

Survey Questions and Secret Rules (Collecting and Sorting Data)

- The work with Attribute Blocks. (First graders use Power Polygons in the second edition.)
- The work with lids. (This has been replaced with teacher-created collections of objects.)
- Not-Boxes.
- Investigation 3.
- Family Portraits, Ordering People by Age, and Who's the Mystery Person?
- A Most Unusual Day.

Quilt Squares and Block Towns (2-D and 3-D Geometry)

- Drawing Classroom Objects. (However, students do draw 2-D and 3-D shapes in the second edition.)

Number Games and Story Problems (Addition and Subtraction)

- Quick Image Picture of 10.
- On and Off. (The second edition includes a variation of this game, called Heads and Tails.)
- Total of 10. (In the second edition this is called Make 10.)
- Number Combination Stories (Excursion)
- Collect 25¢. (This game, and work with coin values and equivalencies, has moved to Grade 2 in the second edition. In the second edition, the work in first grade is on recognizing and identifying coins.)
- Counting by Kangaroos (Excursion)
- Combining with Unknown Change. (In the second edition, students do activities and games (e.g. Counters in a Cup) that focus on the mathematics of finding a missing part or an unknown change.)

Bigger, Taller, Heavier, Smaller (Measuring)

- Investigation 1.
- Investigation 2. (Students investigate area through the pattern block puzzles in the second edition 2D geometry unit.)
- Much of Investigation 3. (Work with direct comparison is now part of the Kindergarten units about measurement and the number system. Instead of hands, students use cubes, tiles, paper clips, and foot outlines as nonstandard units.)

Classroom Routines

- The Guess My Rule activities that were part of Exploring Data. (While no longer a Classroom Routine, Guess My Rule activities are included in the first grade curriculum.)

Grade 2

The following describes the work of the second edition, in relation to the first edition. Note that, while many first edition activities are part of the second edition, they may be presented and used differently.

Unit 1: Counting, Coins, and Combinations (Addition, Subtraction, and The Number System 1)

Investigation 1: Introducing Math Tools and Routines	Much of these Investigations come from <i>Mathematical Thinking at Grade 2</i> . In addition, they introduce: a new Routine, <i>What Time Is It?</i> ; the number line as an important tool; the Plus 1 and Plus 2 Combinations, and the Combinations That Make 10; and a process for achieving fluency with those combinations that includes sorting Addition Combination Cards and writing clues for the ones that are hard-to-remember.
Investigation 2: Counting and Coins	
Investigation 3: Combinations of 10	
Investigation 4: Addition and Subtraction Situations	This Investigation is based largely on the addition and subtraction work (Investigation 3) and the work on doubles and The Magic Pot (Investigation 1) from <i>Coins, Coupons, and Combinations</i> .

Unit 2: Shapes, Blocks, and Symmetry (2D and 3D Geometry)

Investigation 1: Features of 2-D and 3-D Shapes	In addition to new material (e.g. the Doubles Combinations and making boxes from rectangles), this unit is based in large part on Investigation 3 of <i>Mathematical Thinking at Grade 2</i> and Investigations 1, 2, and 4 of <i>Shapes, Halves, and Symmetry</i> , including the work with the <i>Shapes</i> software.
Investigation 2: What Is a Rectangle?	
Investigation 3: Symmetry	

Unit 3: Stickers, Number Strings, and Story Problems (Addition, Subtraction, and The Number System 2)

Investigation 1: Adding More Than Two Numbers	Much of this Investigation—which also explores whether order matters in addition, and introduces the Near Doubles—is based on Investigation 1 of <i>Coins, Coupons, and Combinations</i> .
Investigation 2: Addition and Subtraction	This Investigation is based on the story problem work in Investigations 1 and 3 of <i>Putting Together and Taking Apart</i> .
Investigation 3: Counting by 2s, 5s, and 10s	This Investigation, which is based largely on Investigation 2 of <i>Putting Together and Taking Apart</i> , also includes work on even and odd numbers, content that was in third grade in the first edition.
Investigation 4: Place Value	Much of this Investigation is new, including the introduction of the Plus 10 Combinations and of a context for modeling the base-10 structure of our number system—stickers that come singly, in strips of 10, or in sheets of 100.

Unit 4: Pockets, Teeth, and Favorite Things (Data Analysis)

Investigation 1: Categorical Data: Sorting People, Yekttiis, and Favorite Things	This Investigation is based in large part on the Guess My Rule work from <i>Mathematical Thinking at Grade 2</i> , and on Investigation 1 of <i>Does It Walk, Crawl, or Swim?</i> . A data project about Favorite Things is included.
Investigation 2: Numerical Data: Pockets and Teeth	This Investigation is based on the unit <i>How Many Pockets? How Many Teeth?</i> . The Plus 10 Combinations, which were introduced in Unit 3, are assessed in this unit.

Unit 5: How Many Floors? How Many Rooms? (Patterns, Functions, and Change)

Investigation 1: Growing Patterns: Ratio and Equal Groups	This Investigation is based, in part, on material from Investigation 1 of <i>Shapes, Halves, and Symmetry</i> .
Investigation 2: Repeating Patterns and Number Sequences	Much of this Investigation is new, including work with repeating patterns and number sequences (e.g. counting by 2's and 3's).

Unit 6: How Many Tens? How Many Ones? (Addition, Subtraction, and The Number System 3)

Investigation 1: Working with Tens and Ones	This Investigation—which focuses on adding and subtracting with stickers—is new.
Investigation 2: Working with 100	In addition to new content (e.g. Guess My Number on the 100 Chart, Missing Numbers, Unroll-a-Square, Spend \$1.00, and the work with making 100 with equal groups), these Investigations include material from Investigation 4 of <i>Coins, Coupons, and Combinations</i> and Investigations 2 and 4 of <i>Putting Together and Taking Apart</i> .
Investigation 3: Adding to and Subtracting from 100	
Investigation 4: Making 100 with Equal Groups	

Unit 7: Parts of a Whole, Parts of a Group (Fractions)

Investigation 1: One Half	This unit is based, in part, on the work with fractions in Investigation 3 of <i>Shapes, Halves, and Symmetry</i> . The new work focuses on fractions of sets, a wider range of fractions (e.g. non-unit fractions like $\frac{2}{3}$ and $\frac{2}{4}$ and mixed numbers like $1\frac{1}{2}$), and fraction notation, with a focus on what the numbers represent.
Investigation 2: Halves, Thirds, and Fourths	

Unit 8: Partners, Teams, and Paper Clips (Addition, Subtraction, and The Number System 4)

Investigation 1: Adding Even and Odd Numbers	This Investigation focuses on what happens when different combinations of even and odd numbers are added together, content that was in third grade in the first edition.
Investigation 2: Remaining Addition Combinations	This Investigation is new and focuses on the remaining Addition Combinations: the Plus 9 Combinations and the Remaining Combinations.
Investigation 3: Subtraction	These Investigations build on and extend the work with addition and subtraction from <i>Putting Together and Taking Apart</i> .
Investigation 4: Addition	

Unit 9: Measuring Length and Time (Measurement)

Investigation 1: Different Units, Different Counts	In addition to new material (e.g. comparison problems and “The Land of Inch”), these Investigations are based on Investigation 1 of <i>How Long? How Far?</i> and Investigation 2 of the Grade 3 Unit <i>From Paces to Feet</i> .
Investigation 2: Creating a Measuring Tool	
Investigation 3: Two Measurement Systems	
Investigation 4: Representing Time	This Investigation is based, in part, on Investigation 1 of <i>Timelines and Rhythm Patterns</i> .

Classroom Routines

What Time Is It?	This Routine, focused on learning to tell time to the quarter hour, is based in part on the first edition Routine: Time and Time Again.
Today’s Number	This is basically the first edition Routine: Today’s Number. Note that, instead of being tied to the number of days in school, a number and variation is suggested each day.
How Many Pockets?	This Routine is basically the first edition How Many Pockets? Routine.
Quick Images	While Quick Images was a first edition activity, including it as a Classroom Routine is new.

Comparing 1st and 2nd Edition Grade 2 Units: What’s Gone?

The following first edition activities and/or Investigations no longer appear in the second edition of the Grade 2 *Investigations* curriculum. Note that some content has moved to other grade levels.

Mathematical Thinking at Grade 2 (Introduction)

- Weekly Logs.
- Mystery Photos.
- Ways to Get to 12. (Work on composition of numbers is still a major emphasis in grade 2.)
- The Classroom Inventory. (Counting continues to be a focus in grade 2.)

Coins, Coupons, and Combinations (The Number System)

- *Book of 10*. (The work on combinations of 10 is still a grade 2 topic; they are reviewed in the first unit.)
- People and Pet Riddles.
- Matching Coins to Coupons & Shop and Save. (Work with coin values and equivalencies is still a focus in grade 2.)

Does It Walk Crawl or Swim? (Sorting and Classifying Data)

- Thing Collections.
- Sink and Float.
- Animals in the Neighborhood.
- Scary Things.

Shapes, Halves, and Symmetry (Geometry and Fractions)

- Covering Pattern Blocks.
- The Last Block Game.

Putting Together and Taking Apart (Addition and Subtraction)

- Emma’s Animals: Writing and Sharing Stories about 100. (Work with the composition of 100 is still central.)
- Capture 5. (This is suggested as an extension towards the end of Grade 2, to support the Range of Learners. All students play this game—and several variations of it—in Grade 3.)
- Story Problems about Comparison. (However, students solve comparison problems in the measurement unit.)

How Long? How Far? (Measurement)

- Measurement Riddles.
- Investigation 2: Paths and *Geo-Logo*.

How Many Pockets? How Many Teeth? (Collecting and Representing Data)

- Quick Data Collections.
- Class Surveys.
- Investigation 3: Data Projects. (However, students conduct two data projects—about “favorite things” and other class’s lost teeth—and choose their own topic in the “favorite things” survey.)

Timelines and Rhythm Patterns (Changes)

- Investigation 2: Rhythm Patterns. (However, some work with rhythm patterns is built into the patterns and functions unit.)

Classroom Routines

- Today’s Number no longer includes a class counting strip, nor a 200 chart.