



Comparing 1st and 2nd Edition Kindergarten Units: Where Is It Now?

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.)