

Mathematical Practices (MP)

Domains

- Counting and Cardinality (CC)
- Operations and Algebraic Thinking (OA)
- Number and Operations in Base Ten (NBT)
- Measurement and Data (MD)

How Many Do You Have?

INVESTIGATION 1

Number of Tiles

Day	Session	Common Core Adaptation	Common Core Standards
1	1.1 Six Tiles in All		MP2, MP4, MP7 K.CC.1, K.CC.4.a, K.CC.4.b, K.CC.4.c, K.OA.1, K.OA.3, K.OA.5
2	1.2 Toss the Chips 4 SESSION FOLLOW-UP Homework	Family Letter: Make copies of C8–C9, Family Letter, as a replacement for M3–M4, Family Letter.	MP2, MP4, MP5, MP7 K.CC.3, K.OA.1, K.OA.3, K.OA.5, K.MD.3
3	1.3A Counting on the Number Line	See p. CC35.	MP4, MP7 K.CC.1, K.CC.2
4	1.3 Arrangements of Five Through Ten Tiles		MP2, MP4, MP5 K.OA.1, K.OA.3, K.OA.4, K.OA.5
5	1.4 Counting Jar CLASSROOM ROUTINES Attendance: What If We Start With...?	In addition to <i>Attendance: What If We Start With...?</i> , spend the last few minutes doing <i>Counting on the Number Line</i> (see Session 1.3A, page CC36). Start with 3 and count to 30. Use, or have volunteers use, a pointer or finger to keep track of the numbers as you count.	MP2, MP4, MP7 K.CC.1, K.CC.2, K.CC.4.a, K.CC.4.b, K.CC.4.c, K.CC.5, K.OA.1, K.OA.3, K.OA.4, K.OA.5
6	1.5 Racing Bears		MP2, MP7 K.CC.1, K.CC.4.a, K.CC.4.b, K.CC.4.c, K.CC.5, K.OA.3, K.OA.4
7	1.6 Arranging Five Tiles		MP2, MP4, MP7 K.CC.1, K.CC.4.a, K.CC.4.b, K.CC.4.c, K.CC.5, K.OA.3, K.OA.4, K.OA.5, K.MD.3
8	1.7 Arranging Eight Tiles		MP2, MP4 K.CC.1, K.CC.4.a, K.CC.4.b, K.CC.4.c, K.CC.5, K.OA.3, K.OA.4, K.OA.5

INVESTIGATION 2

Counting and Measuring

Day	Session	Common Core Adaptation	Common Core Standards
9	2.1 Collecting 15 Together		MP1, MP2, MP3, MP7 K.CC.1, K.CC.4.a, K.CC.4.b, K.CC.4.c, K.CC.5, K.OA.1
10	2.2 Inventory Bags <small>CLASSROOM ROUTINES</small> Attendance: Comparing Groups	In addition to <i>Attendance: Comparing Groups</i> , spend the last few minutes doing <i>Counting on the Number Line</i> (see Session 1.3A, page CC36). Start with 7 and count to 30.	MP1, MP2, MP4 K.CC.1, K.CC.2, K.CC.4.a, K.CC.4.b, K.CC.4.c, K.CC.5, K.OA.1
11	2.3 Measuring Ourselves		MP1, MP5, MP6, MP7 K.CC.1, K.CC.4.a, K.CC.4.b, K.CC.4.c, K.CC.5, K.MD.1, K.MD.3
12	2.4 Do We Have to Count Them All?		MP3, MP4, MP8 K.CC.1, K.CC.4.a, K.CC.4.b, K.CC.4.c, K.CC.5, K.OA.1, K.MD.1
13	2.5 How Did You Count?		MP3, MP7, MP8 K.CC.1, K.CC.4.a, K.CC.4.b, K.CC.4.c, K.CC.5, K.MD.1
14	2.6 Representing an Inventory <small>CLASSROOM ROUTINES</small> Attendance: Counting Forward and Backward	In addition to <i>Attendance: Counting Forward and Backward</i> , spend the last few minutes doing <i>Counting on the Number Line</i> (see Session 1.3A, page CC36). Start with 11 and count to 30.	MP2, MP3, MP5, MP6 K.CC.1, K.CC.2, K.CC.3, K.CC.4.a, K.CC.4.b, K.CC.4.c, K.CC.5, K.MD.1

INVESTIGATION 3

How Many in All?

Day	Session	Common Core Adaptation	Common Core Standards
15	3.1 Roll and Record 3		MP2, MP6, MP7 K.CC.3, K.OA.1, K.OA.2, K.OA.5, K.MD.3
16	3.2 Double Compare		MP2, MP3, MP7 K.CC.1, K.CC.3, K.CC.4.a, K.CC.4.b, K.CC.4.c, K.CC.5, K.CC.6, K.CC.7, K.OA.1, K.OA.5
17	3.3 Modeling Story Problems		MP4, MP6 K.CC.1, K.CC.3, K.CC.4.a, K.CC.4.b, K.CC.4.c, K.CC.5, K.CC.6, K.CC.7, K.OA.1, K.OA.2, K.OA.5
18	3.4 Build and Remove <small>CLASSROOM ROUTINES</small> Attendance: Counting Forward and Backward	In addition to <i>Attendance: Counting Forward and Backward</i> , spend the last few minutes doing <i>Counting on the Number Line</i> (see Session 1.3A, page CC36). Start with 5 and count to 50.	MP2, MP4 K.CC.1, K.CC.2, K.CC.4.a, K.CC.4.b, K.CC.4.c, K.CC.5, K.CC.6, K.CC.7, K.OA.1, K.OA.2, K.OA.5
19	3.5 How Many Balls?		MP4, MP7, MP8 K.CC.1, K.CC.3, K.CC.4.a, K.CC.4.b, K.CC.4.c, K.CC.5, K.CC.7, K.OA.1, K.OA.2, K.OA.5, K.MD.3
20	3.6 How Do You Show the One That Is Gone?		MP3, MP4, MP8 K.CC.7, K.OA.1, K.OA.2, K.OA.5
21	3.7 How Many Blocks?		MP4, MP7, MP8 K.CC.3, K.CC.7, K.OA.1, K.OA.2, K.OA.5

INVESTIGATION 4

How Many of Each?

Day	Session	Common Core Adaptation	Common Core Standards
22	4.1 Five Crayons in All <small>CLASSROOM ROUTINES</small> Attendance: How Many Have Counted?	In addition to <i>Attendance: How Many Have Counted?</i> , spend the last few minutes doing <i>Counting on the Number Line</i> (see Session 1.3A, p. CC36). Start with 12 and count to 50.	MP2, MP3, MP4 K.CC.1–2, K.CC.4.a–c, K.OA.1–3, K.OA.5
23	4.2 Combinations of Six		MP2, MP3, MP7 K.OA.1, K.OA.3–5, K.MD.3
24	4.3 Total of Six		MP3, MP4 K.OA.1, K.OA.3–5
25	4.4 Six Crayons in All		MP2, MP3, MP4, MP7 K.OA.1–5
26	4.5 More Combinations of Six and End-of-Unit Assessment <small>CLASSROOM ROUTINES</small> Attendance: Comparing Groups	In addition to <i>Attendance: Comparing Groups</i> , spend the last few minutes doing <i>Counting on the Number Line</i> (see Session 1.3A, p. CC36). Start with 16 and count to 50.	MP2, MP3 K.CC.1–2, K.CC.4.a–c, K.OA.1–5
27	4.6 End-of-Unit Assessment and Combinations of Six		MP2, MP3, MP4, MP7 K.OA.1, K.OA.3–5, K.MD.3

INVESTIGATION 5A

Teen Numbers

Day	Session	Common Core Adaptation	Common Core Standards
28	5A.1 Teddy Bear Picnic	See p. CC38.	MP1, MP2, MP7 K.CC.1–2, K.OA.5
29	5A.2 How Many to 10?	See p. CC42.	MP1, MP2 K.CC.1–3, K.CC.4.a–c, K.OA.1, K.OA.3–4
30	5A.3 The Teen Numbers	See p. CC47.	MP1, MP2 K.CC.1–3, K.CC.4.a–c, K.NBT.1
31	5A.4 Roll and Record: Teen Numbers	See p. CC51.	MP1, MP2, MP5 K.CC.1–3, K.CC.4.a–c, K.OA.3–4, K.NBT.1
32	5A.5 Teen Numbers	See p. CC55.	MP1, MP2, MP5 K.CC.1–3, K.CC.4.a–c, K. OA.3–5, K.NBT.1