Suggested Revisions to *Investigations 3* Activities that include Gender-Specific Language

The table below, organized by grade level, lists suggested revisions to activities that include references to gender-specific language in the *Investigations 3* curriculum. Black text is existing text. Bold blue text indicates "teacher talk," as it appears in the curriculum unit. Green text indicates the suggested revision to dialogue or text.

The table includes edits to student and teacher materials that directly impact students. Edits in grades 1-5 will appear in the digital assets (e.g. e-text, digital student pages etc.) on Savvas *Realize* by late fall 2021 and will be reflected in the print materials in future printings. All Kindergarten edits are pending. All edits (plus additional edits to teacher-facing materials), have been submitted to the publisher.

KINDERGARTEN EDITS				
GRADE	**UNIT**	**SESSION**	**PAGE**	**ACTIVITY & NOTES**
K	1	3.1	pp. 92-101	**Activity: Today's Question** **Replace** "Are you a boy or a girl?" **with** "Do you have a pet?"
K	1	Inv. 3 Planner: Session 3.1	p. 92	**Materials to Prepare** **Revise** Today's Question chart **Chart for Today's Question** Make a vertical two-column chart titled "Do you have a pet?" with "**Yes**" and "**No**" written at the bottom of each column.
K	1	3.1	p. 97	**Activity 1: Introducing Today's Question** Display the Today's Question chart: "Do you have a pet?" **During Math Workshop, you are going to answer a question by writing your name on this sheet. The question is "Do you have a pet?"** Explain how students will respond to the survey question. **If you have a pet, you will write your name on this side (point to the left-hand column) where it says, "Yes" and if you do not have a pet you will write your name on this side (point to the right-hand column), where it says "No."** Show students how they can use their name tags to figure out how to write their names, and talk with students about how they will cycle through this activity. Everyone needs to respond to the question at some point during Math Workshop. Some teachers call one student over at a time, and others have a few respond at a time.

KINDERGARTEN EDITS				
GRADE	**UNIT**	**SESSION**	**PAGE**	**ACTIVITY & NOTES**
K	1	3.1	p. 98	**Revised ELL Suggestion:** **ENGLISH LANGUAGE LEARNERS Provide Vocabulary Support** Some students may not know the English word for pet. Provide this word in the student's first language and/or draw a stick figure of a dog or cat. As students record their name, reinforce the data by commenting, "Mia has a cat. She has a pet." To confirm understanding, point to the word, say the word, ask students to repeat the word, and encourage them to use the word by making statements such as "I have a dog. I have a pet."
K	1	3.1	pp. 99-101	**Discussion: Today's Question: Do You Have a Pet?** Focus the discussion on the data collected for the revised Today's Question: Do you have a pet?
K	1	3.4	p. 117	**Teacher Talk referencing boy/girl survey** **The other day, you answered the question, Do you have a pet? and we talked about what we found out.**
K	2	Inv. 1 Planner: Session 1.6	p. 22	**Materials to Prepare** **Revise** Today's Question chart **Chart for Today's Question** Make a two-column table titled "Are you wearing pockets today?" with "Yes" and "No" labeling each row.
K	2	1.6	p. 53	**Classroom Routine: Today's Question** **Replace** "Do you have a pet?" **with** "Are you wearing pockets today?"
K K K	3 3 4	1.4 2.4 1.9	p. 42 p. 77 p. 72	**Classroom Routine: Attendance: Comparing Groups** Count around the circle as usual and record the attendance data. Then divide the class into two unequal groups perhaps by dividing the circle into two groups or by having students from a group of tables form one group and students from the other tables form another group. Have the groups form two lines facing each other. Count the number of students in each line and again ask whether there are more in Group 1 or Group 2. Challenge students to figure out how many more and discuss their strategies.

GRADE	UNIT	SESSION	PAGE	ACTIVITY & NOTES
				KINDERGARTEN EDITS
K	4	Inv. 1 Planner: Session 1.1	p. 20	**Materials to Prepare** **Revise** Today's Question chart **Chart for Today's Question** Make a horizontal two-row table titled "Do you have a younger sibling?" with "Yes" and "No" labeling each row.
K	4	1.1	p. 25	**Classroom Routine: Today's Question** **Replace** "Do you have a younger brother?" **with** "Do you have a younger sibling?"
K	4	Inv. 3 Planner: Session 3.6	p. 128	**Materials to Prepare** **Revise** Today's Question chart **Chart for Today's Question** Make a horizontal two-row table titled "Do you have a younger sibling?" with "Yes" and "No" labeling each row.
K	4	3.6	p. 169	**Classroom Routine: Today's Question** **Replace** "Do you have an older sister?" **with** "Do you have an older sibling?"
K K	5 5	1.1 1.8	p. 24 p. 67	**Classroom Routine: Attendance: Comparing Groups** Count around the circle as usual to determine the number of students and record this information: **There are [17] students here today.** Divide the class into two unequal groups perhaps by dividing the circle into two groups or by having students from a group of tables form one group and students from the other tables form another group. Have the groups form two lines facing each other. Count the number in each group. Record this information: **There are [8] students in Group 1 and [9] students in Group 2. If we wanted to double-check the total number of students, what number would we get if we counted the students in Group 1 first and then we counted the students in Group 2?** Double-check the total number by counting on from one group. **We know there are [8] students here so this group is [8]. Let's count on the number of students in the other group: [9, 10, 11, 12, . . ., 17].** Ask which group has more students and how they know.
K	6	1.1	p. 20	**Classroom Routine: Today's Question** **Replace** "Do You Have an Older Brother? **with** "Are you the youngest child in your family?"

				KINDERGARTEN EDITS
GRADE	**UNIT**	**SESSION**	**PAGE**	**ACTIVITY & NOTES**
K	6	Inv. 1 Planner: Session 1.1	p. 16	**Chart for Today's Question** Make a horizontal two-row table titled "Are you the youngest child in your family?" and label each row "Yes" and "No".
K	8	1.1	p. 25	**Classroom Routine: Story Problems** **Revise problem** **"Today at recess I saw three students on the slide and two students on the swings. How many students did I see in all?"**

				GRADE 1 EDITS
GRADE	**UNIT**	**SESSION**	**PAGE**	**ACTIVITY & NOTES**
1	5	2.6	p. 133	**Activity 1 Story Problem** **Revise Story Problem**: On the playground I saw 8 students on the swings and 2 students on the slide. How many children did I see on the playground?

GRADE 2 EDITS				
GRADE	**UNIT**	**SESSION**	**PAGE**	**ACTIVITY & NOTES**
2	1	Inv. 3 Planner: Session 3.1	p. 134	**Materials to Prepare** **Revise Chart: How Many Children**? Title a piece of chart paper, "How Many Children?" and divide it into two columns labeled "Children at each table" and "Children with laces and no laces."
2	1	3.1	pp. 139-140	**Activity:** How Many Children in our Class? **(p.139)** We are going to work together to figure out how many children are in our class. We will do this in two different ways. Ione us by adding the number of people at each table. The other is by adding the number of people who are wearing shoes with laces and shoes without laces. **(p.140)** Do you think we will get the same number of children when we add the people with laces and the people without laces [12 + 12] as when we add the number of children at each table [5 + 5+ 5+ 5 +4]? We found out that the number of people with laces plus the number of people without laces equals [24]. How could we write this problem as an equation?] Record 12+12=24]
2	1	3.1	p. 142	**Revise ELL Suggestion:** **ENGLISH LANGUAGE LEARNERS Repeat and Clarify** For example, for Problem 1, How many children are in our class?
2	1	Inv. 3 Expanded Differentiation	p. 184	**Expanded Differentiation Practice Activity:** Enough or Not Enough? Revise story problem (left column) Mrs. Reed has 23 stickers. There are 13 students at Table 1 and 14 students at Table 2. Are there enough stickers for each student in the class to get one? Revise story problem (right column) There are 32 basketballs. There are 15 first graders and 12 second graders on the team. Are there enough basketballs for each student to get one?
2	4	2.2 Homework	SAB p. 277	**Homework: How Many Teeth** Students survey their siblings, cousins or friends who are in elementary school about how many teeth thy have lost. They record their data on Student Activity Book page 277. They will use the data in a discussion in Session 2.3. **Revised SAB p. 277 available here.**

				GRADE 2 EDITS
2	6	1.6 Family Letter	SAB pp. 403-404	**Family Letter** **Replace** "little brother" **with** "younger sibling" "How many younger sibling feet measure the same distance?" **Revised SAB p. 403-404 available here.**
2	7	Inv. 1 Expanded Differentiation	Resource S86	Revise problems 1-3: 1) Mr. Yoshi's class has 9 students who ride the bus and 11 students who do not. Can everyone have a partner? 2) At recess, 17 students in Room 2A want to play basketball and 13 students in Room2B want to play too. Can they make 2 equal teams? 3) In Ms. Abel's class there are 15 students at Tables 1 and 2 and 14 students at Tables 3 and 4. Can everyone have a partner? **Revised Resource page S86 available here.**
2	8	2.3	SAB p. 545	**Student Activity Book p. 545 Enough Pencils for the Grade?** **Revise Problem 1** My friend found 347 pencils in the closet. My friend wants to give each second grader a new pencil. There are 164 students in the Grade 2 classrooms on the 1st floor and 191 students in the Grade 2 classrooms on the 2nd floor of the school. Are there enough pencils for the grade? Why or why not? **Revised SAB p. 545 available here.**

GRADE 3				
GRADE	**UNIT**	**SESSION**	**PAGE**	**ACTIVITY**
3	7	1.3	p. 40	**Activity 2: Paper Clip Problems** (teacher dialogue 3rd bullet) **If all the students at Table 1 and Table 2 combined their boxes how many paper clips would they have? How many would Table 3 and Table 4 have if they put their boxes together?**
3	7	1.5	SAB p. 408	**Student Activity Book p.408 (Homework)** **How Manty Students (revise Problems 1 & 3)** **Problem 1:** South City School has 427 students in grades K-2 and 353 students in grades 3-5. How many students are in the school? **Problem 3:** Westburg School has 284 students in grades K-5. There are 136 students in grades K-2. How many students are in grades 3-5? **Revised SAB p. 408 available here.**

GRADE 4				
GRADE	**UNIT**	**SESSION**	**PAGE**	**ACTIVITY**
4	2	2.3	p. 68	Discussion (teacher dialogue) Delete second example: "Jill and Anna are comparing boys and girls"

GRADE 5				
GRADE	**UNIT**	**SESSION**	**PAGE**	**ACTIVITY**
5	1	3.5	p. 145	Activity 1: Division Cluster problems (teacher talk) "Let's use Renaldo's story that 290 children signed up…"