



UNIT GRAPHIC ORGANIZER

SUBJECT: Mathematics

UNIT: 4

COURSE: First

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DATE: September 9th/2019

Measuring units, clock, lines and shapes.

THROUGH LINES:

1. How can I measure things around me?
2. How many activities can I do in a day?
3. How can I recognize the kinds of lines in the classroom?
4. What are the most common shapes in my home?
5. How do I locate in the place where I am?

GENERATIVE TOPIC



UNDERSTANDING GOALS:

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| The student will learn how to measure and compare the different sizes in things that surround them recognizing centimeters and meters by using the instruments in real contest. | The student will understand how to use the clock to acquire the notion of time they spend in their daily routines. | The student will comprehend the difference between parallel and perpendicular lines, as well as curve and straight ones by doing comparative charts in order to recognize their characteristics. | The student will understand the notion of solid and plane shapes, by building different shapes in order to distinguish them in different contexts. | The student will comprehend how to go from one place to other using basic notions of location. |
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| | UNDERSTANDING PERFORMANCES | TIME | ASSESSMENT | |
|--------------------------|--|----------------|--|--|
| | ACTIONS | | WAYS | CRITERIA |
| Exploration Stage | <ul style="list-style-type: none"> - To measure some objects of their school supplies as guides, notebooks, books. - To develop a game, guessing and giving predictions about the time in activities during the day. - To model shapes using different kind of lines. - To develop a game giving directions to find a specific place. - To model lines with clay. | 2 weeks | <ul style="list-style-type: none"> - Using the meter, real objects, tables, board, and notebooks. - Using measuring tools, ruler and meter tape. - Modeling clay figures and lines. - Classifying different objects and figures. - Giving simple instructions to identify different places at school. | <ul style="list-style-type: none"> - To understand and follow instructions using basic math concepts. - To relate measurements with different shapes through process such as classification, deduction and counting. |

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| <p>Guided Stage</p> | <ul style="list-style-type: none"> -To measure elements inside the classroom and compare what is the longest and shortest? -To distinguish the length by doing measurements with the classmates legs and arms. -To measure and compare different shapes and elements by doing shapes with clay. -To search some information about solid and plane shapes. -To classify the ways of reading the clock and related with daily routines. - To find the way to go to different places within a site. | <p style="text-align: center;">4 weeks</p> | <ul style="list-style-type: none"> - Using posters and flashcards. - Using rules, meter tape. - Using modelling clay. - Drawing some shapes and types of lines. - Reading the clock. -Observing some classroom objects, guides, books, notebooks, pencil cases and colors. - Reading maps and be located properly. | <ul style="list-style-type: none"> - To interiorize cognitive skills those allow him/her to develop the logic math though. - To participate actively during the classes. |
| <p>Learning Evidence</p> | <ul style="list-style-type: none"> - The students will make a scrapbook where using plane geometrical shapes they will build figures of different shapes, as animals and means of transport. | <p style="text-align: center;">4 weeks</p> | <ul style="list-style-type: none"> -The students will cut different geometrical shapes to form figures as animals and transportation, then they will stick in a scrapbook made by them. | <ul style="list-style-type: none"> -To demonstrate comprehension of the topics learnt through the correct presentation of them. |