



UNIT GRAPHIC ORGANIZER

SUBJECT: Mathematics

UNIT: 4

COURSE: Third

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DATE: September 9th, 2019

Division with two digit quotients, Numbers and Problems, Decimals addition and subtraction, Units of temperature, Elapsed Time and Lasting, Cartesian Plane

THROUGHLINES:

1. How can I use multiplication facts to solve division exercises?
2. How can I identify the relationship between fractions and decimals?
3. How can I express the temperature?
4. How can I solve real problems involving elapsed time?
5. How can I display useful data in the plane?

GENERATIVE TOPIC



UNDERSTANDING GOALS:

The student will understand how to divide to find two digit quotients by using place value and properties in order to solve real situation problems.	The student will comprehend when to use addition or subtraction of decimals, according to the structure of a problem, keeping in mind the correct process to get a solution.	The student will understand how to read the temperature, using the thermometer to express the different scales.	The student will comprehend how to determinate elapsed time by reading the clock in order to determinate the time before or after an interval of hours.	The student will understand how to use tables and graphs, representing measurements and data through surveys.
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ul style="list-style-type: none"> -To arrange elements taking into account a specific instruction. -To watch a video to introduce the topic about decimals and fractions. -To represent a number as a decimal in a hundredth block. -To establish comparisons about the temperature of different environments. -To share with students a video about time units. -To talk about routines identifying time lapsed. -To organize different data about preferences in class. 	2 weeks	<ul style="list-style-type: none"> -Practicing with counters to represent the way of arranging them correctly. --Using virtual didactic tools. -Recognizing connections between decimal numbers and place value. -Watching different landscapes to understand temperatures. -Working with tools to show temperature. -Using color papers with time to talk about routines. -Asking questions and classifying answers. 	<ul style="list-style-type: none"> - To understand and follow instructions using basic math concepts. - To relate quantities and numerical symbols through process such as classification, deduction and counting.
Guided Stage	<ul style="list-style-type: none"> -To divide using algorithms, strategies, area model and the correct process. -To add and subtract decimals by using the correct process. - To show weather changes by using tables and comparing temperature units. -To compare routines and solve time problems. -To organize data and represent them on the plane. 	3 weeks	<ul style="list-style-type: none"> -Working on the book. -Using counters. -Solving decimals problems. -Using papers to create descriptions about weather. -Using color papers to classify time units. -Working on the notebook, collecting information. 	<ul style="list-style-type: none"> - To interiorize cognitive skills those allow him/her to develop the logic math thought. - To participate actively during the classes.
Learning Evidence	<ul style="list-style-type: none"> -To develop the project "My Scholar Schedule", in which students will use elapsed time to describe their own school routine, using the time and how much they spend on some activities, going home and getting school, in order to find the total of those times by solving a decimal addition. They will write down the temperature of specific days and will show it by using numbers and graphic representation. 	2 weeks	<ul style="list-style-type: none"> -Using materials to create like a diary. -Writing numerical information about some school routines. -Solving decimals additions to find the total of elapsed time. -Making drawings to represent specific temperatures. 	<ul style="list-style-type: none"> - To demonstrate comprehension of the topics learnt through the correct presentation of them.