



**UNIT GRAPHIC ORGANIZER**

**SUBJECT:** MATH

**UNIT:** 4

**COURSE:** 4<sup>th</sup>

**TEACHER:** Ibeth Becerra and Jonathan González

**DATE:** September 6<sup>th</sup>, 2021

**LINE PLOTS, UNITS OF MASS AND CAPACITY, COORDINATE PLANE THROUGH LINES, AND CLASSIFYING TRIANGLES**

1. When can I use a line plot?
2. How can I differentiate the units of capacity?
3. What situations can I use units of mass?
4. How can I use the Cartesian plane?
5. What are the different types of triangles?

**GENERATIVE TOPIC**



**UNDERSTANDING GOALS:**

The student will understand how to plot and name ordered pairs on the coordinate plane in order to solve real problems situations.	The student will comprehend how to convert customary unit of capacity on real situations in order to use them in real situations.	The student will understand how to convert metric units of mass in order to practice them in real situations.	The student will design graph points on a Coordinate plane through coordinate pairs in order to identify the components of the coordinate plane.	The student will classify triangles by their attributes using Sketchpad to be able to sort triangles based on features of their internal angles.
--	---	---	--	--

	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
<b>Exploration Stage</b>	<ul style="list-style-type: none"> <li>• To collect data by a survey.</li> <li>• To show a line plot in order to explain the students the purpose to work on it.</li> <li>• To use a weighing scale to compare the units of mass.</li> <li>• To graph ordered pairs on the Cartesian plane.</li> <li>• To compare and describe different triangles with content-specific vocabulary using sentence frame, visual and peer support.</li> </ul>	weeks	<ul style="list-style-type: none"> <li>• Making a survey to collect the data.</li> <li>• Looking the difference units of capacity using Plastic containers.</li> <li>• Doing the comparison of units of mass with weighing scales.</li> <li>• Using straws to practice and remember the angles.</li> <li>• Drawing on a grid sheet the acute, right and obtuse angle using the protractor.</li> <li>• Working on the Books, guide and notebook.</li> <li>• Doing individual activities seen on Sadlier Math' platform.</li> <li>• Playing games by quizzes.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral interaction.</li> <li>• Analyses, proposes and solves problems from quotidian and real situations.</li> <li>• Develops exercises.</li> </ul>
<b>Guided Stage</b>	<ul style="list-style-type: none"> <li>• To explain what a coordinate plane is and describe its characteristics.</li> <li>• To collect the data in a line plot.</li> <li>• To solve problems involving measurement capacity conventions.</li> <li>• To solve a real problem situation in order to contextualize the students with the basic operations.</li> <li>• To model and design graphs on a Cartesian plane.</li> <li>• To display the vocabulary cards, and instruct students to write vocabulary in the glossary.</li> </ul>	weeks	<ul style="list-style-type: none"> <li>• Using drafts and drawing seen in a Cartesian Plane.</li> <li>• Using straws to make the difference between acute, obtuse and acute angle.</li> <li>• Using the protractor to draw the acute, obtuse and acute angle.</li> <li>• Using the manipulative material to make a scalene triangle, equilateral triangle and isosceles triangle</li> <li>• Working on the Guide, book, and notebook.</li> <li>• Playing games by quizzes.</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses the process of the exercises.</li> <li>• Uses the appropriate material for the activities.</li> </ul>

<p><b>Learning Evidence</b></p>	<p>The aim of the project is to create their own 2d figure using the coordinate plane with points plotted in all four quadrants. Students must to explain how they could draw the figure.</p>	<p><b>weeks</b></p>	<ul style="list-style-type: none"> <li>• To explain the students what the project about and the project of it, in order to divide the coordinate plane into four regions in which are called quadrant.</li> <li>• To graph a point in the coordinate plane start at the x coordinate. Moreover, the teacher will present the draft of the final result, a 2d figure.</li> <li>• To create a coordinate plane picture using only straight lines between points, at least 60 ordered pairs, and at least 5 shapes. Students must use points in all four quadrants.</li> <li>• To create directions and recreate the picture. Students need to identify each ordered pair that they plotted, as well as the quadrant each point is located in. Students have to exhibit their 2d figure.</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesises the topics as a final product.</li> <li>• Argues the result of his/her project.</li> </ul>
---------------------------------	---	---------------------	--	---