



**UNIT GRAPHIC ORGANIZER**

**SUBJECT: MATH**

**UNIT: 2**

**COURSE: TRANSITION**

**TEACHER: ANGIE MARÍN – LAURA BECERRA**

**DATE: APRIL 9th 2025**

**TITLE:**

Numbers from 50 to 99, Place Value, solid geometric figures, addition with regrouping, bar graphs, notions of quantity greater than and less

**THROUGHLINES:**

1. How to identify quantities up to 99 and represent two-digit numbers with concrete material?
2. What are the steps to solve problems using the addition?
3. How can I know the difference of data through the representation with bars?
4. Which are the characteristics of solid geometric figures shapes and how can I classify them?

**GENERATIVE TOPIC**



**UNDERSTANDING GOALS:**

<p>The student will comprehend the sorting of numbers up to 99 by solving activities such as: counting, sequences, the greatest that and less that and comparison to gain a better sense of number representing on a place value house.</p>	<p>The student will recognize the two - digits addition without regrouping as a principal mathematical operation by solving real problems to practice different ways to solve by representing with picture graphs</p>	<p>The student will represent information by colors in a bar graph, drawing graphics with paints and concrete material.</p>	<p>The student will identify correctly the 3D shapes, observing their characteristics to recognize in the environment by describing the traits.</p>
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
<b>Exploration Stage</b>	<ol style="list-style-type: none"> <li>1. To read, write and order the natural numbers up to 99, using them in the interpretation and resolution of problems in real contexts.</li> <li>2. To recognize solid figures vocabulary.</li> <li>3. To identify the plus and equal symbols.</li> <li>4. To use representation with bars</li> </ol> <p><b>Synthesis project progress:</b></p> <p>Teacher will explain that the project will be joined with other animals, and we will <b>practice numbers up to 99 creating bills.</b></p>	<b>3 weeks</b>	<ul style="list-style-type: none"> <li>- Reconditioning of vocabulary about tens and units and manipulation of base ten blocks.</li> <li>- Manipulating of toys and classroom objects observing solid figures.</li> <li>- Watching videos and recognizing vocabulary about addition.</li> </ul>	<ul style="list-style-type: none"> <li>- Comprehends and follows instructions using mathematics basic concepts.</li> <li>- Develops mathematics skills</li> <li>- Learns and associates' numbers in different contexts, directionality, sizes, and amounts.</li> </ul>

<p style="text-align: center;"><b>Guided Stage</b></p>	<ol style="list-style-type: none"> <li>1. To practice number bonds.</li> <li>2. To practice numerical decomposition.</li> <li>3. To name and differentiate solid figures.</li> <li>4. To exercise the addition of two digits.</li> </ol> <p><b>Synthesis project progress:</b></p> <p>We will introduce animals as motivational agents, identifying their colors and different habitats.</p>	<p style="text-align: center;"><b>3 weeks</b></p>	<ul style="list-style-type: none"> <li>- Using manipulatives (green foam base tens and ones, geometric solids) and online games or applications.</li> <li>- Using a house sign for representations of place value and manipulation of concrete material.</li> <li>- Watching videos about solid geometric figures and associate them with their correct names and characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>- Participates actively during the classes. Interiorizes cognitive abilities which allow them to improve the mathematic logical thinking.</li> </ul>
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<p style="text-align: center;"><b>Learning Evidence</b></p>	<p><b>Synthesis project:</b></p> <p style="text-align: center;"><b>WILD ART ANIMAL</b></p> <p>Students will recognize the physical characteristics of animals and engage in association challenges.</p> <p>Through hands-on activities, students will compare the size and weight of different animals using non-standard units of measurement (how many blocks long is an elephant?). They will also participate in association challenges that develop logical reasoning, such as matching animals to their tracks or habitats.</p>	<p style="text-align: center;"><b>2 weeks</b></p>	<ul style="list-style-type: none"> <li>- Counting the bills, recognizing the numbers up to 99, identifying the place value.</li> <li>- Selecting the bills in the correct way.</li> <li>- Trying to identify the value of each food and pay using the bills</li> </ul>	<ul style="list-style-type: none"> <li>- Oral interaction. Designs the material according to the instructions and topics</li> </ul>
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