



## UNIT GRAPHIC ORGANIZER

**SUBJECT:**           MATH          

**UNIT:**    4   

**COURSE:**           TRANSITION          

**TEACHER:**                   VICKY DEAZA- LAURA BECERRA                  

**DATE:**           SEPTEMBER 11<sup>th</sup> 2024          

**TITLE:** Numbers from 600 to 999; Place Value: Hundreds, tens and ones; addition and subtraction without regrouping; without borrowing up to 999; measurement.

**THROUGHLINES:**

1. How can I decompose numbers, from the using hundreds, tens and ones?
2. What are the steps to find the result in an addition or a subtraction after grouping two different amounts of hundreds?
3. Why are important use length units in order to measure different objects in house and school?
4. How can I find out the data difference through the bar chart?

**GENERATIVE TOPIC**



**UNDERSTANDING GOALS:**

<p>The student will understand how to write numbers in expanded form, identifying that each number has a different value depending on the position it occupies, using manipulatives, developing decomposition exercises and numbers in standard form considering positional value.</p>	<p>The student will differentiate between subtraction and addition without regrouping using concrete material and will develop operations identifying the way in which numbers should be grouped and represented in a positional value table by solving simple problems.</p>	<p>The student will understand different lengths and heights of different objects and will recognize the use of metric units to measure using the ruler that indicates centimeters to compare different objects.</p>	<p>The student will create bar graphs and pictographs, collecting information through organizing data and representing it in a graphical way.</p>
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
<b>Exploration Stage</b>	<ul style="list-style-type: none"> <li>To recognize and name quantities up to 999.</li> <li>To differentiate the place value forms</li> <li>To identify the minus and equal symbols and solve problems.</li> <li>To use the ruler.</li> <li>To describe the measurements and characteristics of different objects around.</li> </ul> <p><b>Synthesis project progress:</b></p> <p>A dialogue about global warming will be held through guided questions to continue with the project by beginning to collect recycled material to make the prototype of the puppet chosen according to a character from the story created previously.</p>	<b>3 weeks</b>	<ul style="list-style-type: none"> <li>- Modeling of addition and subtraction exercises using figures and manipulatives.</li> <li>- Reviewing decomposition concepts.</li> <li>- Solving of real problems with specific material from the guide and notebook.</li> <li>- Creating graphical representations with different materials on the comparison of quantities up to 999</li> <li>- Mentioning vocabulary about measurements such as long, short and tall through videos.</li> </ul>	<ul style="list-style-type: none"> <li>- Comprehend and follow instructions using mathematics basic concepts.</li> <li>- Competences and actions or processes of Mathematics.</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>	<ul style="list-style-type: none"> <li>- To practice place value forms and their decomposition (standard, expanded, written and pictorial).</li> <li>- To practice addition and subtraction.</li> <li>- To represent different quantities up to 999 considering comparison, sequence, and number bonds.</li> </ul> <p><b>Synthesis project progress:</b></p> <p>Students will be organized into work groups where they will have the task of measuring the materials chosen to make the puppet, promoting recycling to reduce global warming.</p>	<p style="text-align: center;"><b>3 weeks</b></p>	<ul style="list-style-type: none"> <li>- Organizing number cards considering a color for each value. (Ones: red, Tens: green, Hundreds: blue)</li> <li>- Solving worksheets in the guide and notebook about place value forms.</li> <li>- Using games about base hundreds, Ten and ones' blocks.</li> <li>- Writing and solving real problems.</li> <li>- Classifying different situations according to these operations.</li> </ul>	<ul style="list-style-type: none"> <li>- Participates actively in classes.</li> <li>- Creates, uses and makes material according to the topics.</li> </ul>
<p style="text-align: center;"><b>Learning Evidence</b></p>	<p><b>Synthesis project:</b> Students will understand what global warming is, its causes and consequences, through the creation of a story and the creation of puppets to present a show that highlights the importance of caring for the environment and its natural resources, especially water; involving the topics worked on from the different areas that support the project.</p> <p>From the mathematics area, the children will measure the parts of the puppets that they will make, differentiating measurements of height and length, as well as identifying vocabulary of notions such as tall, short, long and short, encouraging the importance of recycling for the care of water and They will create a puppet to present a show socializing with the other grades.</p>	<p style="text-align: center;"><b>2 weeks</b></p>	<ul style="list-style-type: none"> <li>- Following the instructions.</li> <li>- Creating poppets.</li> <li>- Measuring recycled objects</li> </ul>	<ul style="list-style-type: none"> <li>- Designing and making the prototype according to the instructions of the project.</li> </ul>