



## UNIT GRAPHIC ORGANIZER

**SUBJECT:** Mathematics

**UNIT:** 3

**COURSE:** First

**TEACHER:** Andrea García S. - Ruth Albarracín L.

**DATE:** July 7th /2025

**TITLE:**

### MULTIPLICATION – PROBLEM SOLVING - COLLECTING INFORMATION

#### THROUGHLINES:

1. How can I regroup elements to represent multiplication?
2. How can I solve multiplications problems through the use of pictures?
3. How can I collect specific information?
4. How can I organize collected information?
5. How can I represent information in a pictorial way?

#### GENERATIVE TOPIC

ECO-SUN BUILDERS

#### UNDERSTANDING GOALS:

The students will understand the process of multiplication through regrouping of the same quantity to find the product as a repeated addition using counters to represent the worked amounts.	The students will comprehend how to solve word multiplication problems using the four steps to analyzing situations of daily life and how they will practice it in real context and represent the process.	The students will comprehend how to create and solve surveys, collecting information of their interest and their environment to identify the results and find the way to represent it correctly.	The students will identify and classify the collected information and represent it through of tally marks in a tally chart to make easier the counting way.	The student will learn how to make bar graphs and pictographs, collecting information through surveys, organizing the data and represent it in a graphical way.
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ul style="list-style-type: none"><li>• To solve multiplication as a repeated addition.</li><li>• To model the multiplication exercises and explain how to solve problems using this algorithm.</li><li>• To make surveys about their likes and dislikes in order to classify and represent the information.</li><li>• To associate the numbers with the corresponding tally mark.</li><li>• To create pictographs and bar graphs.</li></ul>	2 weeks	<ul style="list-style-type: none"><li>• Using counters and graphic examples.</li><li>• Using repeated additions.</li><li>• Asking questions.</li><li>• Drawing tally marks using the collected information.</li><li>• Interpreting the bar graphs and pictographs.</li></ul>	<ul style="list-style-type: none"><li>• Uses the given instructions with the help of basic Math concepts.</li></ul>

	<p><b>ADVANCES OF THE PROJECT.</b></p> <p>The need to care for the planet is increasingly recognized, making it essential that children learns from a young age to value natural energy sources and make conscious use of these resources. This project aims to introduce students to the concept of solar energy through practical, creative and completely handcrafted activities. Children will explore their surroundings, they will identify the sun as a constant and natural source of energy, they will learn about recycling and reuse materials to build a working model of a solar panel using discarded materials.</p> <p><b>Week 1:</b> Project presentation. Introduction to solar energy and its importance.</p> <p><b>Week 2:</b> Discuss sustainable living and identify its characteristics.</p>			
Guided Stage	<ul style="list-style-type: none"> <li>• To solve multiplication exercises related with Addition.</li> <li>• To solve daily situations using multiplications.</li> <li>• To make surveys of a specific topic for classify and represent the information.</li> <li>• To complete the tally chart with specific information.</li> <li>• To represent the information through pictographs and bar graphs.</li> </ul> <p><b>ADVANCES OF THE PROJECT.</b></p> <p><b>Week 3:</b> To Recognize solar energy as an energy source.</p> <p><b>Week 4:</b> To Show the prototype to be made.</p> <p><b>Week 5:</b> To Collect recycled materials that can be used.</p> <p><b>Week 6:</b> To Assemble the base and structure of the panel.</p> <p><b>Week 7:</b> To Verify panel operation.</p> <p><b>Week 6:</b> To Present a simulation of the prototype, only the solar panel.</p>	4 weeks	<ul style="list-style-type: none"> <li>• Regrouping counters.</li> <li>• Using flashcards or pictures.</li> <li>• Using surveys.</li> <li>• Using tally marks.</li> <li>• Using bar graphs and pictographs.</li> </ul>	<ul style="list-style-type: none"> <li>• Interiorizes cognitive skills those allows him/her to develop the logic Math though.</li> <li>• Participate actively during the classes.</li> </ul>

Learning Evidence		2 weeks		<ul style="list-style-type: none"><li>• Demonstrates comprehension of the topics learnt through the correct presentation of them.</li></ul>
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