



## UNIT GRAPHIC ORGANIZER

**SUBJECT:** Mathematics

**UNIT:** 3

**GRADE:** Second

**TEACHERS:** Vanessa Suárez – Estefanía González.

**DATE:** July 7<sup>th</sup> of 2025

**TITLE**      **MULTIPLICATION, CARTESIAN PLANES, PICTROGRAPH AND BAR GRAPH**

**THROUGHLINES:**

1. What are the steps to solve a real-life problem using look, think, do, and check?
2. What do I do to understand and solve multiplication problems?
3. What steps do I follow to use a map with lines and points (a grid)?
4. What do I need to do to read and understand a picture graph?
5. What is the way to sort and show information in a bar graph?

**GENERATIVE TOPIC**



**UNDERSTANDING GOALS:**

The student will understand how to depend their understanding of multiplication by looking for patterns while increasing their fluency of their 1s, 2s, 5s, 9s, 10s, and 0 facts with several models and strategies including equal groups, number lines, and arrays in order to solve real life situations	The student will comprehend how to solve problems keeping in mind the correct process to get a solution using bar model chart by evidence of see, plan, do and check, remembering that addition and multiplication are related and using that relationship to check answers and to represent multiplications through real situations.	The student will understand what a Cartesian plane is and how to locate points and order pairs according to coordinates in a Cartesian plane to locate different points in a corresponding place or map.	The student will understand how to interpret scaled picture using a key and count symbols and half-symbols to determine totals with a given data set to create their own picture graphs and solve them with real life situations.	The student will comprehend how to read horizontal and vertical scaled bar graphs, focusing on how the scale is like a number line that shows the number of values for each category to create their own graphs, including determining the correct scale when is given a data.
---	---	--	---	--

	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
<b>Exploration Stage</b>	<p>To continue working on multiplication through a real situation.</p> <p>To represent multiplication in different ways.</p> <p>To recognize multiplication operations and problems.</p> <p>To explore a Cartesian plane.</p> <p>To show what is and how to use it through a game.</p> <p>To create pictographs.</p> <p>To make a survey.</p> <p>To analyze a bar graph.</p> <p><b>ADVANCES OF THE PROJECT</b></p> <p>To identify and correctly name basic emotions (happiness, sadness, fear, anger, surprise, and disgust).</p> <p>To develop simple strategies for emotional self-regulation in everyday situations.</p>	<b>2 Weeks</b>	<ul style="list-style-type: none"> <li>• Using multiplicative manipulatives materials.</li> <li>• Solving pictograph activities on the guide and Math workbook.</li> <li>• Using see, plan, do and check.</li> <li>• Using information about favorite activities.</li> <li>• Identifying the location of different elements on a plane.</li> <li>• Doing a survey about their likes and dislikes.</li> <li>• Using bar graph.</li> <li>• Writing the objectives on their notebooks.</li> <li>• Drawing and listing the monster of emotions audiobook.</li> </ul>	<p>Understands and follow instructions using basic math concepts.</p> <p>Relates quantities and sequences through processes such as classification, deduction and counting.</p>

<p style="text-align: center;"><b>Guided Stage</b></p>	<p><b>ADVANCES OF THE PROJECT</b></p> <p>To encourage empathy and understanding of others' emotions.</p> <p>To Promote an environment of respect and active listening among classmates.</p> <p>Students will use playful, artistic, and reflective activities as tools for emotional management.</p>	<p style="text-align: center;"><b>4 Weeks</b></p>	<ul style="list-style-type: none"> <li>• Solving the exercises and problems from the book and guide.</li> <li>• Using flash cards, workbook, color numbers cards and pictures.</li> <li>• Solving different word problems using manipulative material.</li> <li>• Using Cartesian planes in order to locate points and draw pictures and find its location.</li> <li>• Using the Progress Math book and the guide to solve multiplication exercises.</li> <li>• Using cardboard and colors, writing the content about pictographs and multiplication exercises.</li> </ul>	<ul style="list-style-type: none"> <li>• Interiorizes cognitive skills those allow them to develop the logic math though.</li> <li>• Participates actively during the classes</li> </ul>
<p style="text-align: center;"><b>Learning Evidence</b></p>	<p><b>Emotions tools</b></p> <p>To encourage the development of emotional skills in children by promoting the recognition, proper expression, and regulation of their emotions, in order to improve their personal well-being, school environment, and interpersonal relationships. This will be done by creating an emotional toolbox.</p>	<p style="text-align: center;"><b>2 Week</b></p>	<ul style="list-style-type: none"> <li>• Socializing the project objectives and dividing the students into groups.</li> <li>• Watching clips from the film <i>Intensely</i> and reflecting on <i>How can I express my emotions?</i> Students will learn new vocabulary through the movie.</li> <li>• Identifying the elements of a toolbox and creating an emotions thermometer.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates comprehension of the topics learned the correct presentation of them.</li> </ul>