



**1UNIT GRAPHIC ORGANIZER**

**SUBJECT:** Mathematics

**UNIT:** 4

**COURSE:** Second Grade

**TEACHER:** Adriana Romero and Mercy Moreno

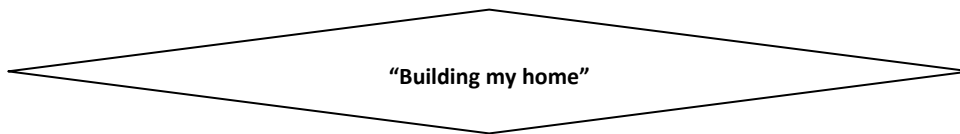
**DATE:** September 12<sup>th</sup> 2022

**Division, Fractions, Polygons (quadrilaterals, triangle, pentagon, hexagon, octagon) Perimeter and Area**

**THROUGHLINES:**

1. How can I represent sharing process through division algorithm?
2. How can I apply division algorithm in order to solve daily problems?
3. How can I use fractions in order to break a whole into parts?
4. How can I identify different polygons, triangles and quadrilaterals according to their characteristic?
5. How can I solve problems applying perimeter and area concepts?

**GENERATIVE TOPIC**



**UNDERSTANDING GOALS:**

The student will understand how to use the concept that division is an unknown factor when they find quotients by using a related multiplication fact, representing sharing equal quantities of elements using concrete material to practice in real context.	The student will understand how to use related multiplication facts practicing the inverse relationship between multiplication and division to solve division problems, applying division algorithm in a real context through solving problems process realizing that if they know one fact they can use it to find unknowns in any location.	The student will comprehend how to interpret the arithmetic relationship between whole and their parts with fractions taking into account the denominators 2, 3, 4, 6, and 8, with focusing on the meaning of fractions and can easily model them using numeric and pictorial fraction representations to solve real situations.	The student will understand how to classify polygons, triangles and quadrilaterals identifying and naming various polygons using the attributes of quadrilaterals listed under classifying quadrilaterals to identify and name various quadrilaterals in order to improve and apply geometrical skills in problem solving.	The student will understand how to use area and perimeter decomposing (take apart) composite rectilinear polygons to form rectangles calculating the areas of those rectangles to find the area of the composite shape through addition and multiplication algorithm in order to solve daily problems.
---	---	--	--	--

	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
<b>Exploration Stage</b>	<p>To model sharing situations.</p> <p>To represent fractions</p> <p>To identify the use of numerator and denominator to involve students in situation where they can solve questions presented.</p> <p>To recognize different polygons, triangles and quadrilaterals in</p>	<b>Week 2</b>	<p>Showing flash cards and videos with different examples about sharing in equal parts a certain quantity of elements.</p> <p>using concrete material (beans, playdough, counters) to understand real contexts situations.</p> <p>Using the Sadlier Math Workbook to solve division exercises with two - digit numbers.</p> <p>Using fraction tiles</p> <p>Solving sharing exercises using pictorial methods for comprehending how to apply multiplication concept learnt previously.</p> <p>Observing elements around to recognize polygons, triangles and quadrilaterals.</p>	<p>To understand and follow instructions using basic math concepts.</p> <p>To relate quantities and sequences through processes such as classification, deduction and counting.</p>

	<p>thescholar context.</p> <p>To fold different papers to createshapes.</p> <p>To find perimeter and area</p>		<p>Describing area and perimeter relation using millimeter paper for recognizing space around them. (project Progress)</p> <p>Building simple geometrical shapes calculating area and perimeter.</p>	
<p><b>Guided Stage</b></p>	<p>To use division algorithms through solving problems process (See-Plan-Do-Check)</p> <p>To solve problems</p> <p>To solve exercises about representationof fractions.</p> <p>To represent fractions using numerical and pictorial way with based in specifically contexts.</p> <p>To apply numerical and graphical methods of calculus of area and perimeter in bi-dimensional shapes</p>	<p><b>Weeks 3</b></p>	<p>Solving the exercises and problems from the book and guide.</p> <p>Solving different division using manipulative material.</p> <p>Identifying key words about division of three digits' numbers.</p> <p>Using numeric and graphic methods.</p> <p>Developing STEAM activities from the platform in order to practice the learning around thefraction's concepts</p> <p>Using ruler to draw triangles and quadrilaterals, consideringtheir characteristics.</p> <p>To identify triangles and quadrilaterals, considering their characteristics.</p> <p>Using interactive games and applications from internet.</p>	<p>To interiorize cognitive skills those allow them to develop the logic math though.</p> <p>To participate actively during the classes</p>

<p><b>Learning Evidence</b></p>	<p>To develop the project “Building my home” where students will design their own home modeling different shapes and polygons that will be the objects from the house to find the perimeter and area of each one.</p>	<p><b>Weeks 3</b></p>	<ul style="list-style-type: none"> <li>• To explain the synthesis project and the way students are going to develop it throughout the term. In that way, students will create their own house by triangles and polygons.</li> <li>• To cut and paste the furniture and places from their homes.</li> <li>• To calculate the area and perimeter of each place from the house (polygon) that conforms their home</li> <li>• To Share the project to the class, showing the area of each part of the house demonstrating the work that they did.</li> </ul>	<p>To demonstrate comprehension of the topics learnt the correct presentation of them.</p>
---------------------------------	---	-----------------------	--	--