

UNIT GRAPHIC ORGANIZER

SUBJECT: Math

UNIT: <u>1</u>

COURSE:

Third Grade

TEACHER: Estefania Gonzalez – Adriana Romero - Clara Sanabria

TITLE:

Multiples, factors, Division, Polygons, Lines and Angles

THROUGHLINES:

- 1. How can I divide an amount in equal parts?
- 2. What is the difference between multiples and factors?
- 3. Which kind of angles are there?
- 4. What makes a square different from a rhombus?
- 5. What do you think that space between two doors when they open is called in math?

GENERATIVE TOPIC

Life is colorful!

UNDERSTANDING GOALS:

| The student will learn how to get a factor identify dividend, divisor, and quotient to determine the multiples of a whole number and have better math mental abilities and solving real problem situations. | The student will understand how to get whole-number quotients when solving division problems in real situations in order to improve abilities in this process, they will communicate problem solutions in a daily routine. | The student will understand what polygons are and how to classify them based on the number of sides and vertices and identify polygons in real-life objects and classroom tasks. | The students will understand the basic types of lines and angles (acute, right, obtuse, straight), and how these are used to form shapes and structures. They will apply this knowledge in geometric drawings and problem-solving tasks. | The students will understand that angles are measured in degrees and can be classified as acute, right, obtuse, or straight based on their size. They will be able to measure and classify angles using appropriate tools and vocabulary. |
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DATE: July 7th 2025

| | UNDERSTANDING PERFORMANCES TIME | | ASSESSMENT | | |
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| | ACTIONS | | WAYS | CRITERIA | |
| Exploration Stage | To introduce the topic about multiples and factors. To identify the vocabulary that is used in division. To recognize the polygons. To identify what is an angle. To identify how to measure an angle. SYNTHESIS PROJECT STAGE 1: Bearing in mind the big question How can I use art to improve my physical and mental health in my social context? | 2 Weeks | Finding the correct multiples and factors through different games Manipulating counters materials Working on problems information. Using pictures and manipulatives of polygons Using a protractor. SYNTHESIS PROJECT STAGE 1: Students will use rulers, compasses, and protractors to design geometric mandalas using repeated patterns, symmetry, and shapes. | Understands and follows instructions using basic math concepts. Relates quantities and numerical symbols through process such as classification, deduction and counting. | |

| Guided Stage | To identify the difference between factors and multiples. To solve operations involving division problems with one-digit. To identify the polygons taking into account the sides and angles. To identify the angles. To measure de different angles. SYNTHESIS PROJECT STAGE 2 Mandala creation is meditative, supports focus and relaxation, and enhances fine motor skills. | 3 Weeks | Identifying multiples and factors through different games. Working on the guide, book and notebook. Proposing and solving real problem situations, by using heuristic method (see, plan, do, check). cutting of shapes into groups based on number of sides to begin discovering polygon categories. Using protractor to measure the angles. SYNTHESIS PROJECT STAGE 2 The groups will be organized in groups of 5 students with the roles proposed by the teachers. | • | Interiorizes cognitive skills those allow him/her to develop the logic math though. Participates actively during the classes. |
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| Learning Evidence | The students will improve mental and physical health through art therapy activities integrated with STEAM (Science, Technology, Engineering, Art, and Mathematics) elements. Through creative workshops and experimental activities, emotional expression, self- awareness, fine motor skills, problem-solving, and collaboration will be encouraged. | 3 Weeks | Mandalas with Mathematical Patterns Math Focus: Angles, fractions, circular geometry, repetition Action: Students will construct mandalas using protractors to divide circles into equal parts and decorate using repeating shapes and colors. Wellness Connection: Mandalas are meditative and help regulate emotions, focus, and creativity. | • | Demonstrates comprehension of the topics learnt, taking into account that the project it's a collaborative work, where they can create new thing with the different areas support. |