**UNIT GRAPHIC ORGANIZER**

**SUBJECT**: Mathematics **UNIT**: 2 **COURSE**: Third

**TEACHERS**: Xiomara Burbano, Clara Sanabria **DATE**: Abril 15 de 2024

**TITLE**:

**Two digits multiplication; length, weight and capacity units, triangles and quadrilaterals; symmetry; probability**

**THROUGHLINES**:

1. How can I use regrouping to multiply two digits?
2. What are the differences between length, weight and capacity units?
3. Why are there different triangles and quadrilaterals?
4. How can I identify symmetry in animals and other objects as well as rigid movements in the plane?
5. What is the probability that an event happens?

**GENERATIVE TOPIC:**

**"SUMMER CLEANING"**

**UNDERSTANDING GOALS:**

| | | | | |
|---|---|---|---|---|
| The student will comprehend how to multiply two digits numbers, making regrouping and taking into account the area model method and solve word problems using see, plan, do and check. | The student will identify the different units of length, weight or capacity to solve real measurement problem situation, using power solids and they will express them using graphic language. | The student will understand how to classify triangles and quadrilaterals according to their characteristics to improve knowledge about shapes, they will express them doing drawings with their features. | The student will understand how to identify symmetry axis around, as well as concepts such as: similarity, congruence, rotation, translation, enlargement and reduction. They will illustrate skills about rigid movements in the plane. | The student will understand how to use probability concept using random quotidian situation and exercises to know how this concept works. In advance, they will practice through games, like cards, dices, bingos and express them in natural language. |

| | UNDERSTANDING PERFORMANCES | TIME | ASSESMENTS | |
|---|---|---|---|---|
| | **ACTIONS** | | **WAYS** | **CRITERIA** |
| **Exploration Stage** | • To regroup elements and relate them with multiplication process and their properties.<br>• To practice multiplication.<br>• To identify the vocabulary that is used in multiplication.<br>• To introduce the topic about units of length, weight, and capacity.<br>• To explain triangles and quadrilaterals issues.<br>• To stablish comparisons about different types of containers.<br>• To explain the probability in real contexts.<br>**SYNTHESIS PROJECT STAGE 1:**<br>Socializing the project to the students identifying the question Why have I been sick in some moments?<br>Giving ideas and designing possible solutions of how can we care the body? | | • Using manipulatives like counters or clay.<br>• With worksheet activities in the guide and book.<br>• Working on problems information and vocabulary by using slides.<br>• Observing a virtual game to find the correct measure of shapes.<br>• Watching pictures to identify triangles.<br>• By pictures to identify animal´s symmetry.<br>• Using papers to identify symmetry shapes.<br>• Using slides with probability word problems. | • To understand and follow instructions using basic math concepts.<br>• To relate quantities and numerical Symbols through process such as classification, deduction and counting. |
| **Guided Stage** | • To multiply with traditional algorithms.<br>• To identify the units of weight, length and capacity through real situations.<br>• To differentiate triangles and quadrilaterals, taking into account their characteristics.<br>• To draw triangles and quadrilaterals taking into account real shapes.<br>• To show symmetry axis in different shapes by identifying equal parts of triangles and quadrilaterals.<br>• To find the probability in different situations by analyzing real problems.<br>**SYNTHESIS PROJECT STAGE 2:**<br>• The student will be creating a graphic bar to represent the information obtained.<br>• The student use units of measurement in the soap production. | **3 weeks** | • Working on the guide, book and notebook.<br>• Using containers to identify their measure in ounces, cups, pints, quarts and gallons.<br>• With pictures of different shapes.<br>• Using ruler to draw triangles and quadrilaterals, taking into account their characteristics.<br>• With the guide´s activities to practice symmetry.<br>• Taking into account the weather to practice probability. | • To interiorize cognitive skills those allow him/her to develop the logic math though.<br>• To participate actively during the classes. |

| | | | | |
|---|---|---|---|---|
| **Learning Evidence** | With our Project "Summer Cleaning", the students will create a useful product, practical, and fun to make, a liquid soap in this case, additionally they will understand that this product has functionality from the different integrated areas which are (Math, English, French, Science, Spanish, History, Geography, Speaking Lab, Reading Comprehension, I.T, Arts, Physical Sports, Citizen Competences, Dances and P.D.H) and to know if it could be contextualized in the real world.<br>It is intended to emphasize that students can apply and improve the different learning skills in each area. | **3 weeks** | • Explaining the project to the students.<br>• Learning how to create a survey finding information and data to answer the problem questions.<br>• Creating a graphic bar to represent the information obtained.<br>• Using units of measurement in the soap production.<br>• Testing the product before to show it to its partners.<br>• Presenting the final product taking into account the rubric. | • To demonstrate 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. |