



UNIT GRAPHIC ORGANIZER

SUBJECT: Mathematics

UNIT: 2

COURSE: 4th Grade

TEACHER: Paola Bustacara and Adriana Romero

DATE: April 2025

TITLE: LEAST COMMON DENOMINATOR AND MULTIPLES – OPERATIONS WITH UNLIKE FRACTIONS, MIXED NUMBERS, QUADRILATERALS AND AREA OF QUADRILATERALS

THROUGHLINES:

1. How can I find a common multiple?
2. Can I add and subtract unlike fractions to solve a problem about real life?
3. How do I multiply and divide fractions and mixed numbers when I solve a problem?
4. How can I classify the quadrilaterals?
5. Do I calculate the area of a shape using a method?

GENERATIVE TOPIC:

“I AQA GUARDIANS PROTECTING COLOMBIAN’S WATER RADIO!”

UNDERSTANDING GOALS:

The student will understand how to find least common denominator analyzing problem situations using the steps see, plan, do and check in written and oral way.	The student will solve problem situations by analyzing unlike fractions addition and subtraction problem solving and using the corresponding algorithm to be able of explaining the step by step in an oral way.	The student will solve word problems requiring the multiplication and division of two fractions, interpreting the product and justify his/her conclusion.	The student will classify the quadrilaterals according to their characteristics to be able of expressing their relationship with elements of their life.	The students will calculate the area of quadrilaterals using a structure and plan a solution to a real word-problem.
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ul style="list-style-type: none"> • To reinforce the previous knowledge about fractions. • To introduce the difference of like and unlike fractions. • To represent fractions through real slices/portions. • To introduce the topic of unlike fractions addition and subtraction. • To introduce the division process with unlike fractions. • To represent division problems using mixed and equivalent fractions. • To compare and describe different quadrilaterals 	2 weeks	<ul style="list-style-type: none"> • Representing how are common factors and multiples related to find equivalent fractions. • Watching a video with a song. • Working fractions tiles to represent common denominator. • Using flash cards with key words. • Working with the fraction tiles. • Watching a video about multiplication and division of fractions. • Working on the book, guide, and notebook. • the Project Aqua guardian protecting Colombian’s water: the second part of the project will be planning the podcast with the research done in the first term. 	<ul style="list-style-type: none"> • Understands and follow instructions using basic math concepts.

GuidedStage	<ul style="list-style-type: none"> • To explain least common multiple. • To add and subtract unlike fractions. • To solve operations. • To solve problem situations. • To give quotidian situations to the students that involve mixed numbers operations. • To represent quadrilaterals according to their features. • To model how to find the area of a quadrilateral. 	3 weeks	<ul style="list-style-type: none"> • Finding common denominators. • Involving multiplication and division in fraction problems. • fraction tiles • Identifying fractions through graphic exercises. • Proposing and solving real problem situations. • Working on exercises in the notebook, Sadlier book and guide. • Handling mind calculation. • Working on the Guide, book, and notebook. • Working about the Project: Aqua guardians protecting Colombian's water: (doing the podcast by groups) 	<ul style="list-style-type: none"> • Interiorizes cognitive skills those allow him/her to develop the logic math though. • Participates actively during the classes.
LearningEvidence	<p>Synthesis Project:</p> <p>To develop the project "Aqua guardians protecting Colombian's water radio" the student will make a podcast performance in order to show the importance water conservation taking into account the requirements regions.</p>	2 weeks	<p>Synthesis Project:</p> <p>Aqua Guardians protecting Colombian's water</p> <ul style="list-style-type: none"> • Week 1: Watching a video about the use of water in Colombia. the teacher will tell the students about the podcast format and the main goal for our project, sharing an important message, raise student's awareness of the importance of the water. • Week 2: Writing tips about the care of water in their houses and at school. With the information that they searched in the first term, they will start to prepare the questions and the speech for the final podcast. • Week 3: Designing the podcast artwork; with the information that they already had, they will start to prepare the title, topic, name a host and guest, the questions and the speech for the final podcast. • Week 4: Preparing the podcast by groups. • Week 5: Preparing the podcast by groups. • Week 6: Recording the podcast by groups. 	<ul style="list-style-type: none"> • Consults the teacher his-her pair. • Provides work of the highest quality. • Takes into account the rubric criteria for oral presentation (pronunciation, vocabulary, interactive communication and proper use of grammar)