



UNIT GRAPHIC ORGANIZER

SUBJECT: Mathematics

UNIT: 2

COURSE: 4th Grade

TEACHER: Paola Bustacara and Adriana Romero

DATE: April 2024

TITLE: EQUIVALENT FRACTIONS, COMMON DENOMINATOR AND MULTIPLES – OPERATIONS WITH UNLIKE FRACTIONS AND MIXED NUMBERS– UNITS OF WEIGHT, TRIANGLES AND THEIR CLASSIFICATION

THROUGHLINES:

How can I model equivalent fractions?
 Can I add and subtract fractions and mixed numbers when solving a problem about real life?
 How do I multiply and divide fractions and mixed numbers when solving a problem?
 How can I use units of weight to find the mass of my favorite food?
 Do I differentiate triangles according to their features?

GENERATIVE TOPIC:



UNDERSTANDING GOALS:

The student will compare equivalent fractions 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 problems and using the corresponding algorithm to be able of explaining the step by step in an oral way.	The student will apply unlike fractions multiplication and division by solving algorithm, to solve quotidian situations representing them through problem solving stages description.	The student will convert the customary units of weight. encountering real-word that involve converting from one customary unit to another one, large to small, small to large.	The students will classify the triangles based on their measures and angles analyzing to be able of expressing their relationship with elements of the environment.
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploratio n 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 represent how to weight different elements. To compare and describe different triangle and represent them with angles. 		<ul style="list-style-type: none"> Representing how are common factors and multiples related to finding 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. Representing how are common factors and multiples related to finding equivalent fractions. Watching a video to understand the units of weight. Using straws to practice the angles, as well as protractor. Working on the book, guide, and notebook. Introduce the Project (Explain the project , make groups and give them responsibilities to each member of the group) 	<ul style="list-style-type: none"> To understand and follow instructions using basic math concepts. To relate quantities and numerical symbols through process such as classification, deduction and counting.
Guide d Stage	<ul style="list-style-type: none"> To explain equivalent fractions. 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 use units of weight to estimate real objects and places. To represent triangles according to their features. 		<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. Using straws and protractor to differentiate triangles features. Working manipulative material to make a scalene triangle, equilateral triangle, and isosceles triangle. Working on the Guide, book, and notebook. Working about the Project. (doing the performance by groups) 	<ul style="list-style-type: none"> To interiorize cognitive skills those allow him/her to develop the logic math though. To participate actively during the classes.
Learning Evidence	<ul style="list-style-type: none"> The students will develop a performance about the global warming features (causes, consequences, advices and steps for controlling it), bearing in mind the big question: according to your point of view How can you reduce the global warming in your community? by a news program taking into account the different kind of roles for 		<ul style="list-style-type: none"> Developing all stages from the project on time. Reflecting about the steps made during the project. Sharing ideas by a brainstorm. Identifying, the problem question by student help. Organizing the class by small groups according to their skills. Identifying roles of each student in the creation of the project from different subjects. 	<ul style="list-style-type: none"> Consults the teacher a d his-her pair. Provides work of the highest quality. Taking into account the rubric criteria for

	students (journalist, host, guest, writers in others). Also they will wear customs, accessories and help their presentation with visual aids and backgrounds			oral presentation (pronunciation, vocabulary, interactive communication and proper use of grammar)
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