



UNIT GRAPHIC ORGANIZER

SUBJECT: Mathematics

UNIT: 4

COURSE: 5th Grade

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DATE: September 11th/2024

Volume of Solids, reading and comparing Integers and measures of center

THROUGHLINES:

- 1.How can you use integers to solve real-world problems?
- 2.How do you identify and compare positive and negative numbers?
- 3.How can you interpret and analyze quantitative data from statistical graphs?
- 4.How can you display data in a histogram and box plots?
- 5.How can you get the surface area and volume of several kinds of solids?

GENERATIVE TOPIC



UNDERSTANDING GOALS:

The student will understand the mean, median, and mode of a data set by analyzing qualitative and quantitative variables to model real-life problems, generating conclusions from a statistical and will express them through graphic, numerical and natural language.	The student will interpret histograms and box plots using real information to collect data to represent statistical information and express them through numerical and natural language.	The student will comprehend the concept of integers, using number lines and manipulatives, to develop analysis in different contexts and will express it through graphic, numerical and natural language.	The student will determine how to organize integers and compare them by using graphs, to apply this concept in solving problems and will express them through graphic and numerical language.	The student will differentiate the concept of volume and surface area of composite solids by using nets and the appropriate formulas with concrete material to solve design challenges and express them through graphic and numerical language.
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ul style="list-style-type: none"> To write, interpret, and explain statements of order for rational numbers in real - world contexts To provide situations which students can represent real-world quantities such as temperatures, elevations, and gains and losses of money with positive and negative integers. To collect data from a quantitative variable. To represent numeric data graphically including histograms and some kinds of bar diagrams. To experiment with 3D shapes through online activities. 	1 Week	<ul style="list-style-type: none"> Discussing about how describe the value of many things in the real world using negative numbers. Drawing a number line to compare and order integers and getting their absolute value. Surveying through a virtual tool to show randomized experiments. Using virtual solids to identify their attributes. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes Building the dehydrator from the sketch. Observing the dehydrator construction and writing the process. 	<p style="text-align: center;">Taking part frequently in classes activities</p> <p style="text-align: center;">Using math and geometrical structures by describing real situations</p>

<p>Guided Stage</p>	<ul style="list-style-type: none"> To Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line. To discuss about how integers can be represented in real situations like climate, temperature, and elevations To use measures of center to describe a data set. To determine and use the mean absolute deviation of a set of data points. To use graphs by model and solve surface area and volume problems 	<p style="text-align: center;">6 Weeks</p>	<ul style="list-style-type: none"> Using positive and negative numbers together by describe quantities having opposite directions or values. Describing the height of a mountain in feet or the temperature in degrees Celsius at the top of that mountain using negative integer Working by identify the volume of prisms, pyramids and spheres by using the appropriate formula. Summarizing numerical data sets in relation to their context, such as by giving quantitative measures of center and variability Using a box plot or histogram and measures of spread to describe a data set carrying out the dehydration of the firs leaves Observing the changes of the leaves and write them on the binnacle. 	<p>Proposing and solving problems with specific process.</p> <p>Arguing the resolution of Math problems.</p> <p>Using specific topics by represent and solve problems.</p>
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<p>Learning Evidence</p>	<p style="text-align: center;">SYNTHESIS PROJECT</p> <p style="text-align: center;">Preserve, deserve and serve with homemade craft dehydrator</p> <p>The students will design a homemade dehydrator in order to work with aromatic herbs, taking into account their benefits to the human health, bearing in mind the big question “How to conserve aromatic herbs in a sustainable and practical way in order to create a homemade dehydrator?”</p> <p>Integrated Project: History, Geography, Math, French, Science, Spanish, English</p>	<p style="text-align: center;">8 Weeks</p>	<ul style="list-style-type: none"> reviewing dehydrator improvements crushing the leaves to create aromatics for infusion presenting the log with all the requested requirements 	<ul style="list-style-type: none"> Synthesizing the main topics as a product Being creative with the structure and designing of the synthesis project

Comentado [MP1]: En acciones se debe precisar en cuanto a la culminación y socialización del proyecto, hay información que se presentó en el tercer bimestre