



UNIT GRAPHIC ORGANIZER

SUBJECT: Mathematics UNIT: 3 COURSE: 5th Grade

TEACHER: Paola Bustacara – Maria del Mar Medina – Stephanie Cantor DATE: July 7th/ 2025

TITLE:

Addition, Subtraction, Multiplication and Division of Decimal, Probability and Area of Polygons

THROUGHLINES:

1. How can I solve real life problems using addition and subtraction of decimals algorithm?
2. When can I use multiplication of decimals in real contexts?
3. How can I explain nature phenomena modelling division of decimals?
4. How can I predict some events using the concept of probability?
5. Which is the correct way to create architectural designs applying compound area of different polygons?

GENERATIVE TOPIC:



UNDERSTANDING GOALS:

The student will comprehend addition and subtraction of decimals to hundredths, using concrete models and strategies based on place value, to solve daily situations and will express them through graphic and numerical language.	The student will understand multiplication of decimals using equations, rectangular arrays, and area models, in order to solve problems in a real context and will express them through numerical and natural language.	The student will analyze quotidian division situations of whole and decimal numbers, representing them in grids to model real life problems and will express them through graphic, numerical and natural language.	The student will identify the probability of something to happen with some certainty using predictions of outcomes of simple experiments in order to make correct choices based on it and will express them in natural and numerical language.	The student will comprehend how to calculate the area of compound figures using concrete material by composing and decomposing them and will express them through numerical and graphic language.
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<div><div></div><div>To discuss how probability can be applied in any math situations.</div><div></div><div>To represent decimal basic operation with hundredth charts and grids.</div><div></div><div>To experiment with probabilistic events.</div><div></div><div>To introduce the topic of polygons using digital tools.</div></div>	2 WEEKS	<div><div></div><div>Using visual resources to introduce the concept of probability by describing the likelihood of an event.</div><div></div><div>Drawing decimals operations in the hundredth chart.</div><div></div><div>Using concrete material to associate probability with the likelihood of the event: certain, likely, unlikely, or impossible.</div><div></div><div>Proposing activities by finding the area of a polygon by breaking it into simpler shapes.</div><div></div><div>Selecting and organizing the groups of students in each classroom.</div></div>	Understands and follow instructions using basic math concepts.

Guide Stage	<ul style="list-style-type: none">• To show the place value chart to read decimals numbers identifying their value.• To apply appropriately addition, subtraction, multiplication, and division of multi-digit decimals.• To represent real-world problems involving likelihood of an event.• To determine whether two ratios form a proportion.• To write statements that expresses the likelihood of the event occurring.• To Find the area of polygons by composing into rectangles or decomposing into triangles and other shapes.	3 WEEKS	<ul style="list-style-type: none">• Doing basic operations with decimals and whole numbers through the math book and online games.• Representing decimals and fractions in grids or number lines on a web page and the math book.• Working on the hundredth chart to read decimal numbers through a digital resource and the math book.• Using fractions to interpret probabilistic events by using the guide and concrete material.	<p>Proposes and solving problems with specific processes.</p> <p>Argues properly the resolution of math problems.</p> <p>Draws accurate representations by using appropriate measures and materials.</p>
Learning Evidence	<p>SYNTHESIS PROJECT</p> <p>Integrated Project: Life is colorful</p> <p>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. Bearing in mind the big question How can I use art to improve my physical and mental health in my social context?</p>	3 WEEKS	<ul style="list-style-type: none">• Week 1: The teacher will explain what the project is about.• Week 2: The teacher will guide the selection and organization of student groups in each classroom.• Week 3: Students will understand how to use math challenges to help channel emotions.• Week 4: Students will use graphic representation—such as bar charts and line plots—to visualize emotional changes over time.• Week 5: The students will make a “time capsule box.” Each student will create his or her own treasure with different important elements from their life, for example, a picture and a letter.• Week 6: The students will continue working on the “time capsule box.” Each student will complete his or her treasure with meaningful items such as a picture and a letter.	<p>Demonstrates comprehension of the topics learnt the correct presentation of them.</p>