**UNIT GRAPHIC ORGANIZER**

**SUBJECT**: Mathematics **UNIT**: 2  **COURSE**: Transition

**TEACHERS:** Lorena Cárdenas Perdomo, Karen Alexandra Arias **DATE**: April 13th / 2021

Numbers up to 99. Solid Geometric figures.

Place Value: Tens and Ones. Two-digit Addition without regrouping

**TITLE**:

**THROUGHLINES**:

1. Which tools can I use in order to understand the relation between numbers?
2. How can I represent and decompose numbers using the Base Ten Blocks?
3. How can I identify the solid geometric figures around me?
4. How can I solve problems using the addition operation?

**GENERATIVE TOPIC**

**Numbers are delicious!**

**Numbers are**

**UNDERSTANDING GOALS:**

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| The students will recognize different quantities up to 99 by practicing the number bonds and using different manipulatives in order to comprehend the relation between numbers. | The students will practice with different place value representations and will manipulate base ten blocks in order to gain a better understanding of the numerical decomposition. | The students will identify the solid geometric figures in their environment by manipulating different toys and objects in order to comprehend their characteristics and differences with the plane figures. | The students will recognize the two - digits addition without regrouping as a principal mathematic operation by solving real problems. |

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|  | UNDERSTANDING PERFORMANCES | TIME | ASSESSMENT | |
|  | **ACTIONS** |  | **WAYS** | **CRITERIA** |
| **Exploratory**  **Stage** | To practice numbers up to 99    To represent quantities up to 99.    To recognize vocabulary of the solid figures.    To identity the plus and equal symbols.    **Advances of the project**  To represent two different quantities up to 99 | **2 weeks** | \* Solving exercises and links about sequences, number bonds, manipulatives.  \* Recognizing vocabulary about Tens and Ones and manipulating virtual Base Ten Blocks.  \* Manipulating toys and objects with closed eyes.  \* Watching videos and repeating vocabulary about addition.  **Advances of the project**  \* Using their favorite candy and writing the place value forms of these numbers. | Comprehend and follow instructions using mathematics´ basic concepts. |
| **Guided**  **Stage** | To practice number bonds  To practice numerical decomposition  To name and differentiate the solid figures.  To exercise two-digits addition  **Advances of the project**  To prepare a recipe of numbers | **3 Weeks** | \* using manipulatives and web pages.  \*Using a poster of the place value representations and manipulating concrete material.  \*Watching a video about the solid geometric figures and match them with their correct names and characteristics.  \*Playing with foamy circles and solving worksheets.  **Advances of the project**  \* using different cookies, candies and gummies, following instructions and practicing vocabulary of place value and numbers. | Participate actively during the classes.  Interiorize cognitive abilities which allow them improve the mathematic logical thinking. |
| **Learning**  **Evidence** | **Numbers are delicious!** This project will consist on different exercises related to the place value and numbers up to 99, the students will represent two different numbers using candies, cookies or gummies and write their place value forms. Then, they will prepare a recipe with candies using vocabulary of place value and numbers. | **2 weeks** | Counting objects  Making groups of tens and ones using different manipulatives | Oral interaction.  Is creative designing and making the material according to the instructions and topics. |