**UNIT GRAPHIC ORGANIZER**

**SUBJECT**: Mathematics **UNIT**: 2\_ **COURSE**: Kinder

**TEACHERS**: Milena Rodriguez Nomely **DATE**: April 13th- 2021

**Numbers up 39/ before, after and between numbers/sets/addition**

**TITLE**:

**THROUGHLINES**:

1. Can I count to 39?
2. What is the difference of before and between?
3. How can I organize a set?
4. How can I make addition using gold?

**GENERATIVE TOPIC**

**“Knowing Egypt”**

**UNDERSTANDING GOALS:**

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| The student will comprehend the sense of the numbers up to 39 by solving activities like: counting, sequences, interactive games, and associating number with quantities, in order to practice the numerical thinking. | The student will comprehend the difference of prepositions of time like before, between and after with games of big clock, roleplay games online games and exercises at the board in order get the meaning of the sequences and improve the counting. | The student will understand sets with moves, exercise with objects/toys and interactive games, in order to know how to organize and select different objects. | The student will understand how to make addition of number up to 10 using chocolate coins, toys, candies and abacus to improve numerical thinking. |

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|  | UNDERSTANDING PERFORMANCES | TIME | ASSESSMENT | |
|  | **ACTIONS** |  | **WAYS** | **CRITERIA** |
| **Exploration**  **Stage** | 1. To identify the family of number 10 2. To recognize quantities from 11 to 19. 3. To identify the family of number 20. 4. To associate quantities with numbers. 5. To practice number trace from 11 of 39. 6. To introduce sets of objects. 7. To introduce temporal concepts (yesterday, today and tomorrow) 8. To introduce addition up to 10.   **SYNTHESIS PROJECT ADVANCE:**  WEEK 1: Teacher will introduce the project “Knowing Egypt”  WEEK 2: Students and teacher will start the crossing of Nile river in order to know 10 Family. | **Weeks 2** | * Watching videos about family of number 10 * Presenting numbers up to 15 with posters. * Counting with rocks. * Playing with an interactive game of number up to 15. * Participating in a catching number raze op to 19. * Fishing numbers in the water. * Making sequences with before, between and after. * Participating in the story of pyramids game order with the kids (1 to 20). * Making sets with toys. * Participating in a Story of Egypt, knowing the numbers families throwing an adventure. | * Reflects the mathematical competences and actions or processes of math. * Comprehends and follows mathematic instructions. * Learns and associates numbers in different contexts, directionality, sizers and quantities. |
| **Guided**  **Stage** | 1. To represent numbers 11,12,13,14 and 15 with objects. 2. To compare quantities. 3. To represent numbers 16,17,18 and 19 by tally marks. 4. To practice counting. 5. To practice the trace of 20’s family. 6. To make the pyramid of 30’s family. 7. To practice sets. 8. To make sets of numbers. 9. To practice sequences of temporal concepts (yesterday, today and tomorrow) 10. To practice addition of numbers.   **SYNTHESIS PROJECT** **AVANCES**  WEEK 3: students will start the crossing in the pyramids.  WEEK 4: Students and teacher will find the family of number 20 with Pharaoh.  WEEK 5: Students and teacher will make sets of mummies.  WEEK 6: Students Will make the gift of Egypt god Osiris, in order to practice addition. | **Weeks 4** | * Matching quantities with chalks. * Making the trace in sandpaper. * Acting numbers shapes with the body. * Playing a number race with number up to 15. * Playing memory games with number up to 19. * Playing lotteries with numbers from 20 to 24. * Practicing counting making cupcakes. * Making sets with fruit loops. * Decorating sets with numbers. * Making daily routines with a collage picture. * Presenting family videos to practice temporal concepts (yesterday, today and tomorrow) * Watching videos. | * Participates actively in classes. * Creates, uses and makes material according to the topics. |
| **Learning**  **Evidence** | **SYNTHESIS PROJECT**  The Project will consist of crossing into a story of Ancient Egypt, they will make different posters about it, according to the topics that we see during the term. In each part of the story, they will learn something new, for example when they cross the Nile river, they will find the family of number 20. At the end of the adventure, they will find a machine, that is the prize for finish the adventure, this machine will be used to make the addition. The idea of the project is to practice the main vocabulary, enjoying math learning and concepts to improve numerical and variational thinking.  WEEK 7: Student will know another God in order to understand how to use the addition machine.  WEEK 8: Students will work individually; everyone has to show all the posters created on the cardboards and solve 2 addition using the machine that they found. | **Weeks 2** | **SYNTHESIS PROJECT**   * Practicing counting with different objects. * Name some numbers that appears on the posters. * Solving addition. | * Team work * Oral interaction. * Interiorizes cognitive skills that allow developing the logical thinking. |