

**UNIT PLAN 1: LENGTH****Subject: Maths****Level: 5th Grade****Timing: 7 sessions**

<b>Content</b>	<b>Activities</b>	<b>Cognition</b>	<b>Communication</b>	<b>Culture</b>	<b>Assessment</b>
<b>Learning outcomes</b> <b>Know/understand:</b> -which tools to use to measure <u>length</u> . - the metric system. - relationships between units. - conversions - the concepts of width, length and height - how to read a ruler <b>Be able to:</b> - select appropriate measurement tools. - use Standard units. - classify objects - make estimations - follow instructions - record findings <b>Be aware of:</b> - the importance of estimation and accuracy. - how to cooperate in group.	- Describe and talk about several measuring tools. - Use a Venn Diagram. - Estimate <u>length</u> - Calculate real <u>length</u> - Estimation game - Make conversions - Complete a Substitution table. - Listen to a story on length. - Power point interaction - Online activities - Song	-Deciding on appropriate measuring instruments. - Finding ways of measuring length. - Realizing about the need for prediction and accuracy - Collecting and comparing a set of data. - Making decisions - Classifying - Predicting - Discussing	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Ruler, meter stick, metric tape, surveyor's tapes, trundle wheels.</li> <li>high, wide, long, height, width, length</li> </ul> <b>Structures:</b> It is a (ruler) I think it measures .....cm It measures .....cm The real length is ..... cm The (table) measures (...cm) How (high/long/wide) is the (Big Ben) ¿ It is ....cm (wide/long/high) I agree / I don't agree I don't agree because...	- Awareness of the necessity to have an international metric system.	<b>Can the students?</b> - identify all the measuring tools and use them appropriately. - make estimations - calculate real length - record findings - classify objects - make conversions - define length
<b>COMPETENCES</b> <ul style="list-style-type: none"> <li>Can transform information into knowledge activating thinking skills in order to organize, relate, analyze, synthesize, make inferences and deduct at different levels of complexity.</li> <li>Can use and relate the tools and the forms of expression of mathematical thought and to reason mathematically in order to produce and interpret different types of information as well as to broaden knowledge on quantitative aspects.</li> </ul>					

**UNIT PLAN 2: AREA AND PERIMETER****Subject: Maths****Level: 5th Grade****Timing: 8 sessions**

Content	Activities	Cognition	Communication	Culture	Assessment
<b>Learning outcomes</b> <b>Know/understand:</b> <ul style="list-style-type: none"> <li>- the concepts of area and perimeter.</li> <li>- the units to measure area and perimeter</li> <li>- how to draw floor plans</li> </ul> <b>Be able to:</b> <ul style="list-style-type: none"> <li>- calculate the area and perimeter of different shapes.</li> <li>- use Google Earth.</li> <li>- use Standard units.</li> <li>- classify objects</li> <li>- make estimations</li> <li>- follow instructions</li> <li>- record findings</li> </ul> <b>Be aware of:</b> <ul style="list-style-type: none"> <li>- the differences between area and perimeter.</li> <li>- the importance of estimation.</li> <li>- how to cooperate in group.</li> </ul>	<ul style="list-style-type: none"> <li>- Make big shapes in the playground.</li> <li>- Calculate area and perimeter of the football and the basketball field.</li> <li>- Investigate perimeter with 5 squares.</li> <li>- Power point interaction</li> <li>- Google Earth activity.</li> <li>- Plan and draw a dream house.</li> </ul>	<ul style="list-style-type: none"> <li>- Deciding on appropriate measuring instruments.</li> <li>- Finding ways of measuring area and perimeter.</li> <li>- Realizing about the need for prediction and accuracy</li> <li>- Making decisions</li> <li>- Classifying</li> <li>- Predicting</li> <li>- Discussing</li> </ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• height, width, length, side.</li> <li>• longest/shortest</li> <li>• bedroom, living room, bathroom, kitchen, garden.</li> <li>• house furniture and appliances.</li> </ul> <b>Structures:</b> <ul style="list-style-type: none"> <li>- The area is...</li> <li>- The perimeter is...</li> <li>- What's the (area/perimeter) of the (building/shape) ?</li> <li>- Our house will have...</li> <li>- In the (kitchen/living room,...) there's ... I agree...</li> <li>- I don't agree because...</li> </ul>	<ul style="list-style-type: none"> <li>- Interest in discovering shapes around the cities.</li> <li>- Awareness of the necessity to have an international metric system.</li> </ul>	<b>Can the students?</b> <ul style="list-style-type: none"> <li>- calculate area and perimeter</li> <li>- define area and perimeter</li> <li>- make estimations</li> <li>- calculate real length</li> <li>- record findings</li> </ul>
<b>COMPETENCES</b> <ul style="list-style-type: none"> <li>• Can transform information into knowledge activating thinking skills in order to organize, relate, analyze, synthesize, make inferences and deduct at different levels of complexity.</li> <li>• Can use and relate the tools and the forms of expression of mathematical thought and to reason mathematically in order to produce and interpret different types of information as well as to broaden knowledge on quantitative aspects.</li> </ul>					

Thousands To Measure

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