

ADAPTACIÓN MACROTIPO

**Sumo Primero
1° Básico**

Texto del estudiante

Tomo 2

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Sumo Primero 1° Básico

Texto del estudiante

Tomo 2

Mi nombre

.....

Mi curso

.....

¿ALGUNA VEZ LO HAS VISTO? 10





Hay 3 niños en la arena
y 4 niños en el resbalín.
¿Cuántos niños hay
en total?

Había 2 pájaros y
llegaron 4 más,
¿cuántos pájaros
hay en total?



10

SUMAR (2)

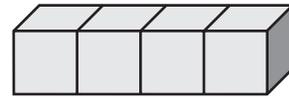
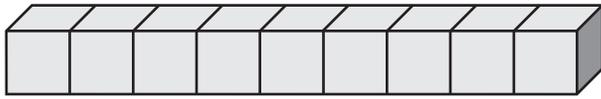


1. Hay **9** niños en la arena y **4** en el resbalín. ¿Cuántos hay en total?



• Frase numérica:

- Pensemos cómo calcular.



¿Hay más de 10?

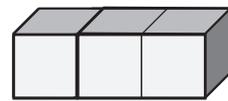
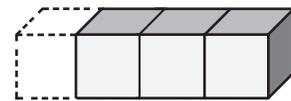
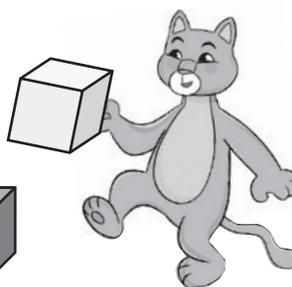
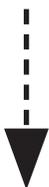
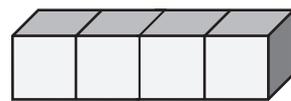


Podemos contar.

Lo hago sin contar.



Formo 10



6

5

10 y 3
es .

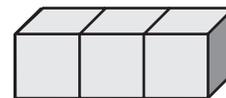
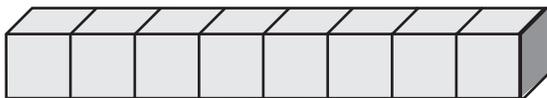


• Frase numérica:

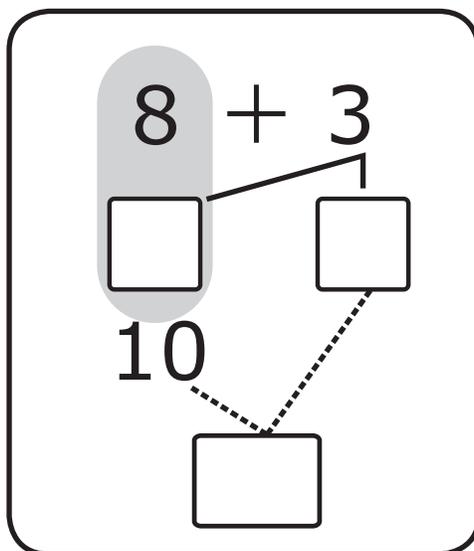
$$9 + 4 = \text{[]}$$

Respuesta: niños.

2. Pensemos cómo calcular $8 + 3$.



Completa:



3.

$9 + 3 = \underline{\hspace{2cm}}$

$9 + 2 = \underline{\hspace{2cm}}$

$9 + 5 = \underline{\hspace{2cm}}$

$8 + 4 = \underline{\hspace{2cm}}$

$8 + 5 = \underline{\hspace{2cm}}$

$7 + 4 = \underline{\hspace{2cm}}$

$7 + 5 = \underline{\hspace{2cm}}$

$6 + 5 = \underline{\hspace{2cm}}$

4. Pensemos cómo calcular.

$$3 + 9$$



¿Cómo formo 10?

5. Resuelve utilizando tus cubos.

$2 + 9 = \underline{\hspace{2cm}}$

$3 + 8 = \underline{\hspace{2cm}}$

$4 + 9 = \underline{\hspace{2cm}}$

$4 + 7 = \underline{\hspace{2cm}}$

$5 + 8 = \underline{\hspace{2cm}}$

$4 + 8 = \underline{\hspace{2cm}}$

$5 + 9 = \underline{\hspace{2cm}}$

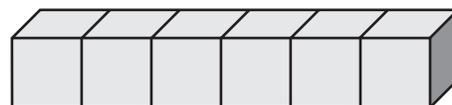
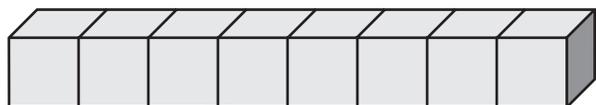
$5 + 7 = \underline{\hspace{2cm}}$

$9 + 4 = \underline{\hspace{2cm}}$

$8 + 6 = \underline{\hspace{2cm}}$

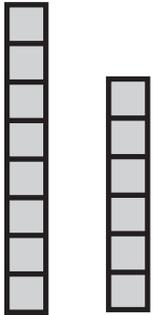
$9 + 5 = \underline{\hspace{2cm}}$

$5 + 5 = \underline{\hspace{2cm}}$

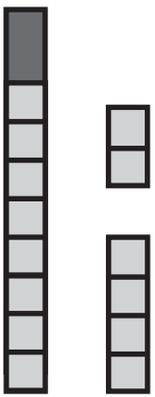
6. ¿Cómo calcular $8 + 6$?



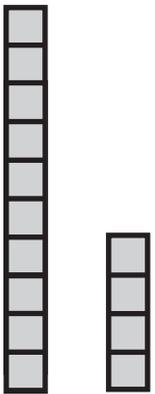
Diego



$$8 + 6$$



6 es 4 y 2



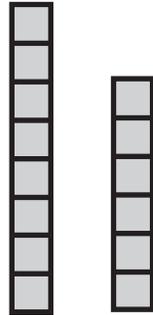
8 y 2 es 10

10 y 4 es 14

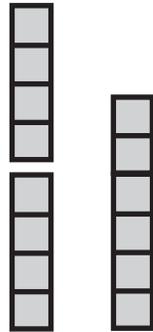
10



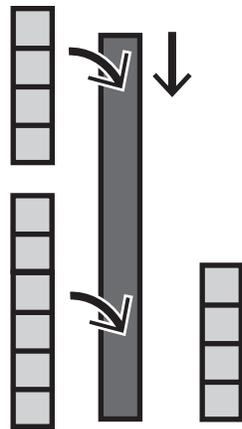
Paula



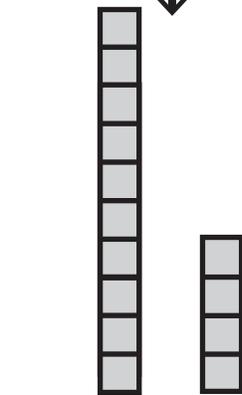
$$8 + 6$$



8 es 4 y 4



6 y 4 es 10



10 y 4 es 14

8



Ana

$$8 + 6$$

8 es 5 y 3 6 es 5 y 1

5 y 5 es 10

10 y 4 es 14

Comparemos las estrategias anteriores.

Todos forman .



7.

$9 + 8 = \underline{\hspace{2cm}}$

$7 + 6 = \underline{\hspace{2cm}}$

$8 + 7 = \underline{\hspace{2cm}}$

$6 + 9 = \underline{\hspace{2cm}}$

$7 + 9 = \underline{\hspace{2cm}}$

$8 + 9 = \underline{\hspace{2cm}}$

$8 + 8 = \underline{\hspace{2cm}}$

$7 + 7 = \underline{\hspace{2cm}}$

$6 + 7 = \underline{\hspace{2cm}}$

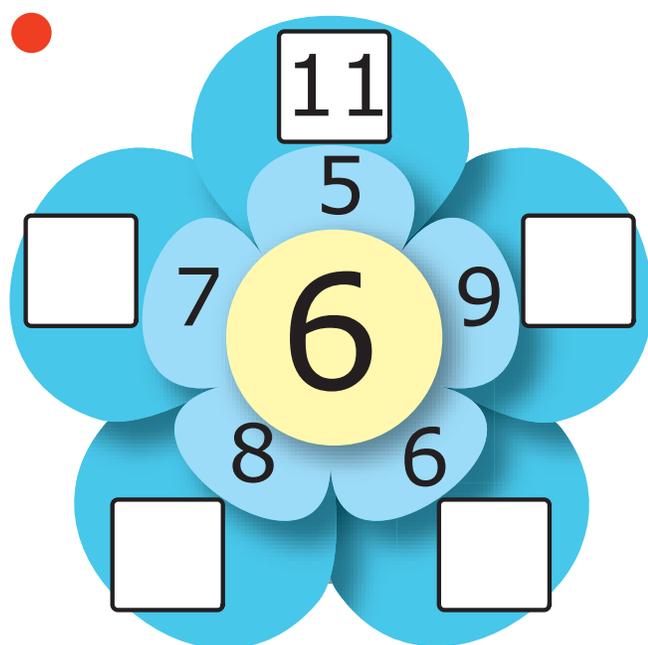
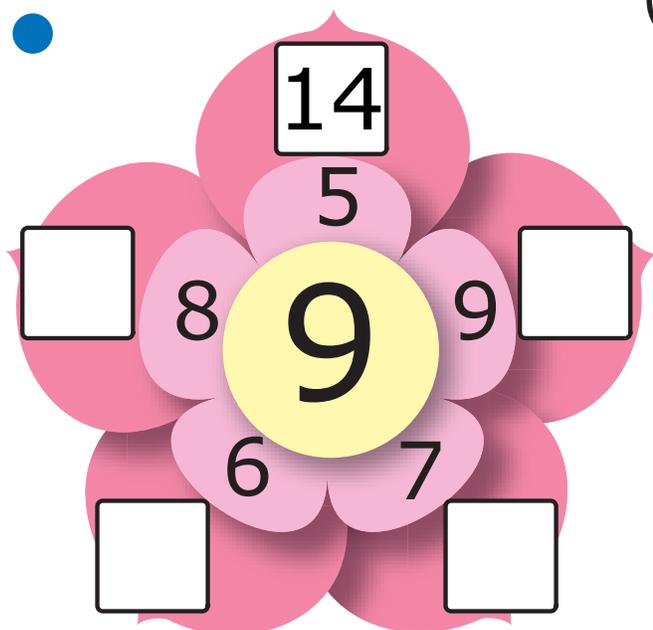
$6 + 6 = \underline{\hspace{2cm}}$

$9 + 9 = \underline{\hspace{2cm}}$

$6 + 8 = \underline{\hspace{2cm}}$

8. Suma, mira el ejemplo.

$$9 + 5$$



9. Había **5** monos y llegan **6** más. ¿Cuántos monos hay ahora?

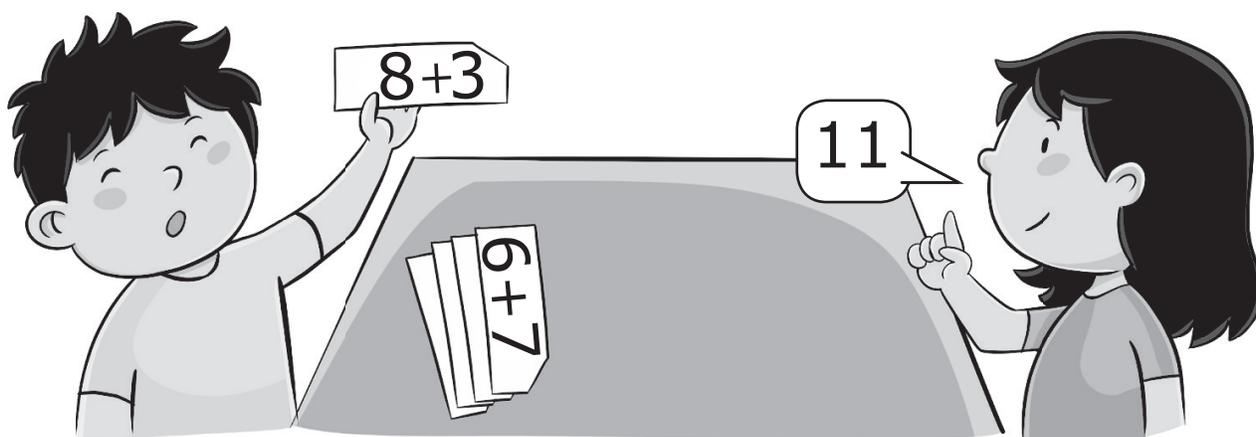
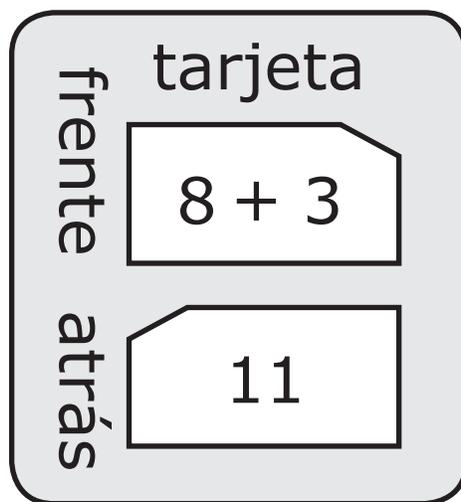


10. Crea un problema para $7 + 8$.



11. Practiquemos.

- Di el resultado.



12. Ellos alinearon las tarjetas.

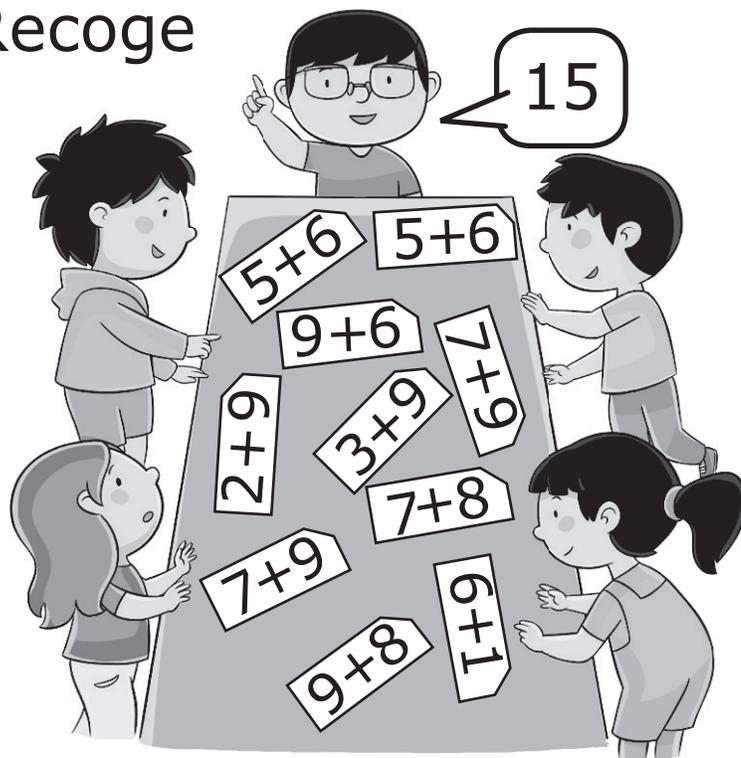
Completa.

| | | | | |
|---------|---------|---------|---------|---------|
| $9 + 2$ | $8 + 3$ | $7 + 4$ | | $5 + 6$ |
| $9 + 3$ | | $7 + 5$ | $6 + 6$ | $5 + 7$ |
| $9 + 4$ | $8 + 5$ | $7 + 6$ | $6 + 7$ | $5 + 8$ |
| $9 + 5$ | $8 + 6$ | | $6 + 8$ | $5 + 9$ |
| | $8 + 7$ | $7 + 8$ | $6 + 9$ | |
| $9 + 7$ | $8 + 8$ | $7 + 9$ | | |
| $9 + 8$ | $8 + 9$ | | | |
| $9 + 9$ | | | | |

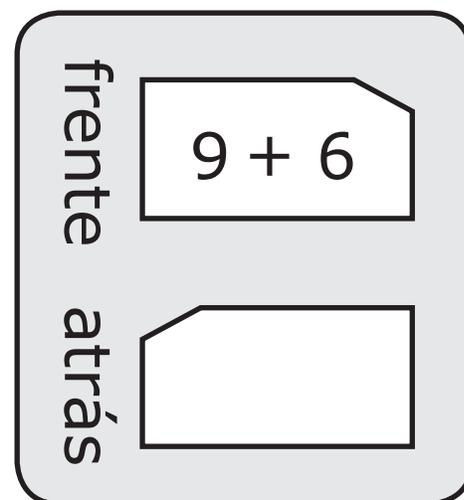
¿Qué descubres?

- Juguemos.

Recoge



Forma
parejas



PROBLEMAS 1 (Usa cubos)

1. Resuelve.

$9 + 4 = \underline{\hspace{2cm}}$

$8 + 3 = \underline{\hspace{2cm}}$

$7 + 5 = \underline{\hspace{2cm}}$

$6 + 5 = \underline{\hspace{2cm}}$

$3 + 9 = \underline{\hspace{2cm}}$

$5 + 6 = \underline{\hspace{2cm}}$

$4 + 7 = \underline{\hspace{2cm}}$

$5 + 8 = \underline{\hspace{2cm}}$

$7 + 6 = \underline{\hspace{2cm}}$

$8 + 9 = \underline{\hspace{2cm}}$

$9 + 6 = \underline{\hspace{2cm}}$

$6 + 8 = \underline{\hspace{2cm}}$

$4 + 8 = \underline{\hspace{2cm}}$

$8 + 6 = \underline{\hspace{2cm}}$

$7 + 7 = \underline{\hspace{2cm}}$

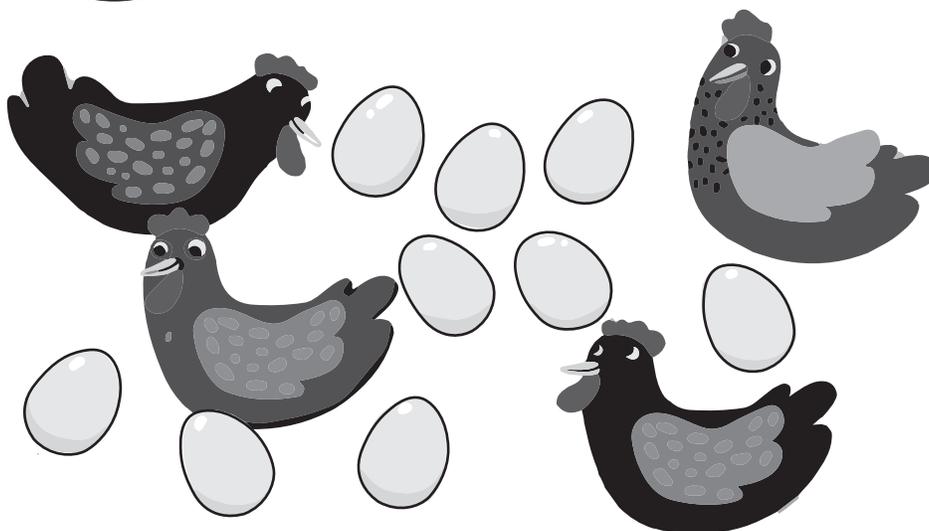
$5 + 7 = \underline{\hspace{2cm}}$

2. Hay **8** lápices en un estuche y **4** lápices en el escritorio. ¿Cuántos lápices hay en total?

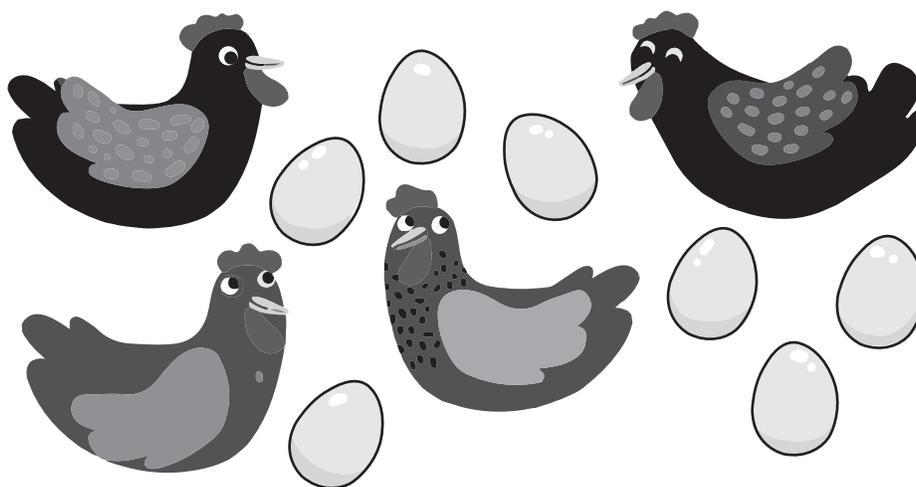


3. Ayer pusieron **9** huevos. Hoy pusieron **7**. ¿Cuántos huevos pusieron en total?

Ayer



Hoy



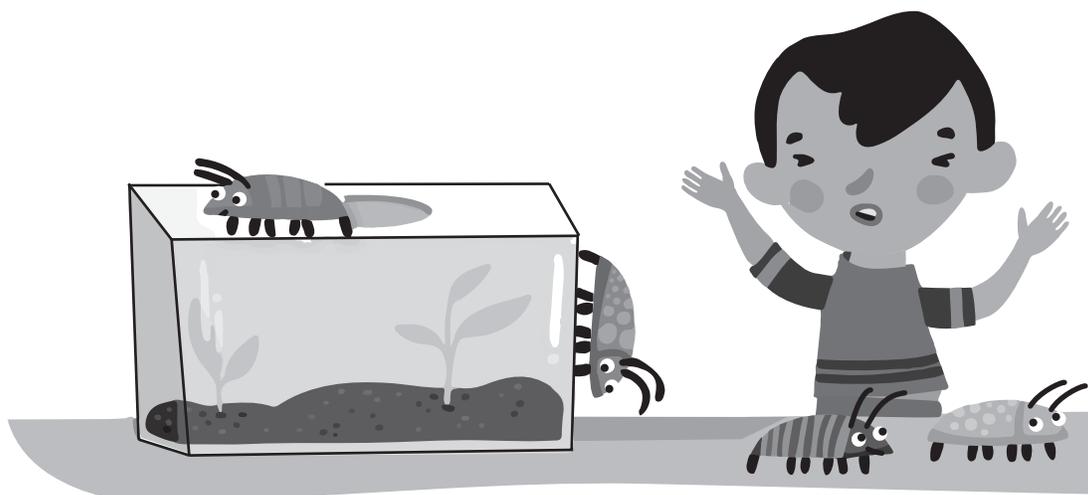
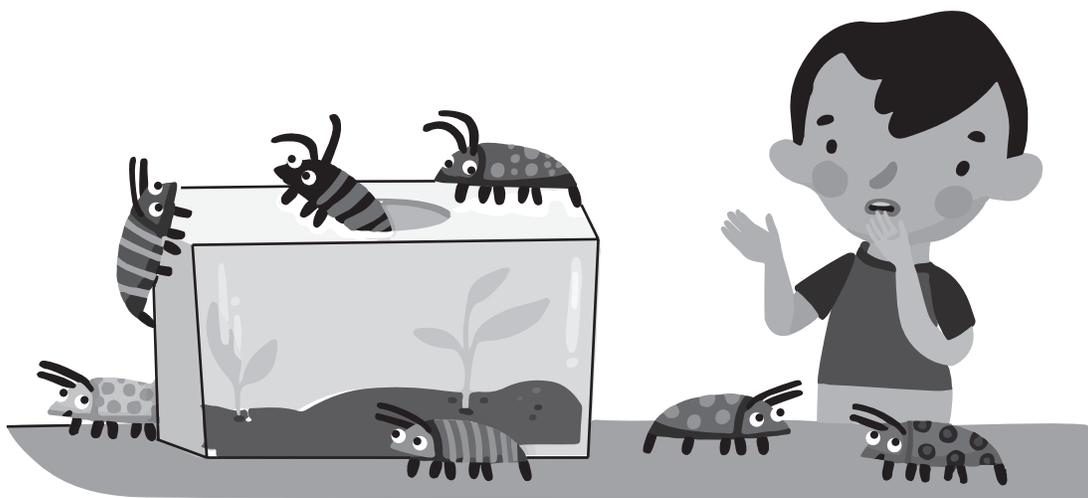
PROBLEMAS 2 (Usa cubos)

1. ¿Cuál problema se puede resolver con el cálculo $7 + 4$?

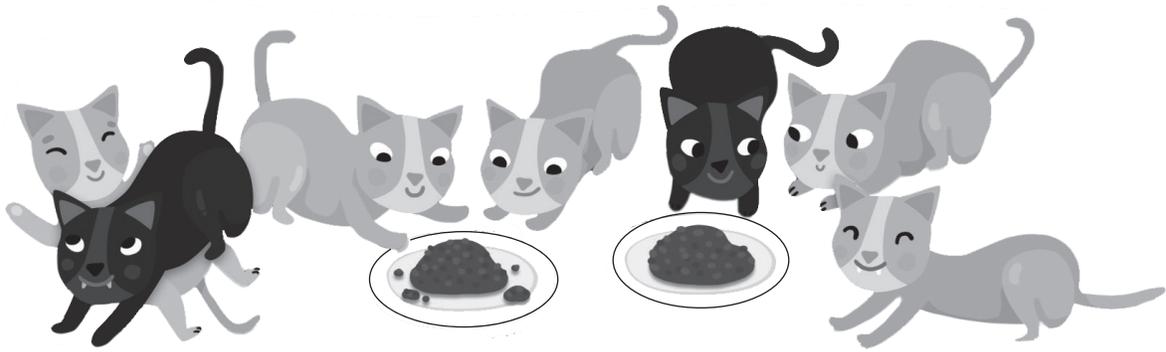
- Había **4** niños. Después, llegaron algunos y ahora hay **7**. ¿Cuántos niños llegaron?



- **7** bichos se escapan el primer día. El segundo día escapan **4**. ¿Cuántas bichos escaparon en total?



-
- Hay **4** gatos negros y **7** blancos.
¿Cuántos gatos hay en total?



¿ALGUNA VEZ LO HAS VISTO? 11



7 niños juegan en el resbalín.
3 de ellos se van. ¿Cuántos
niños quedan?



Inventa otros
problemas.



11

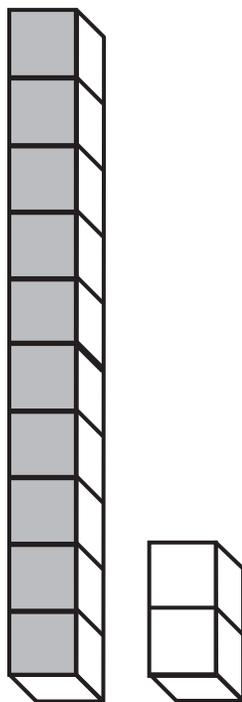
RESTAR (2)

1. Si regalo **9** de mis **12** pegatinas, ¿cuántas quedan?

- Frase numérica:



- Pensemos cómo calcular.



¿Cómo saco **9**?

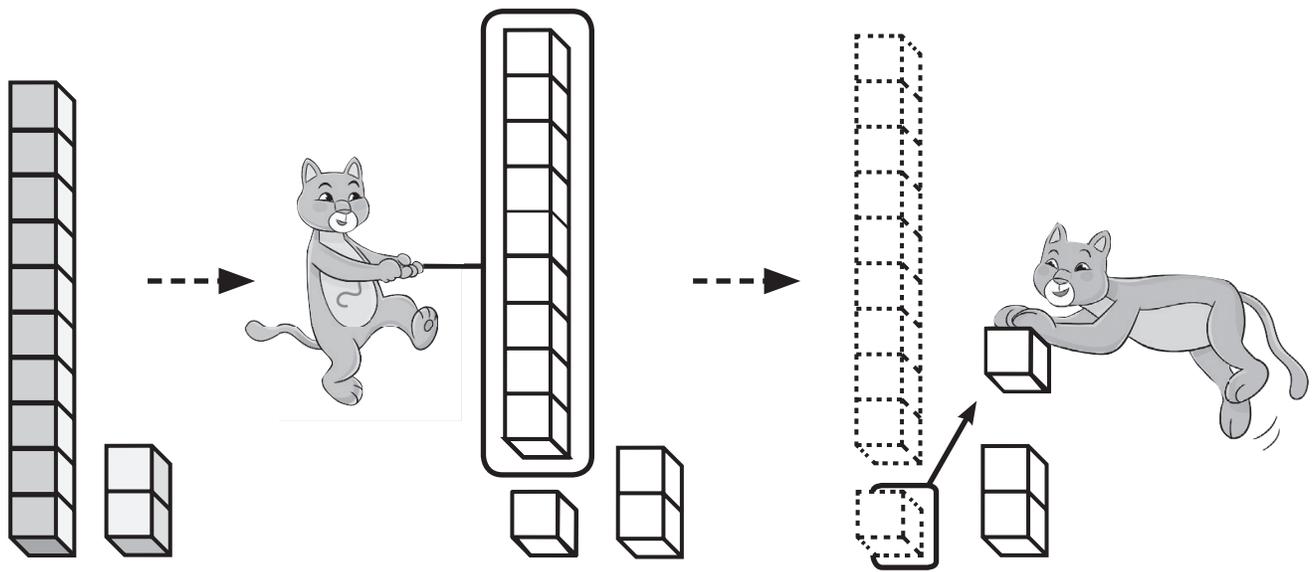




¿Dónde corto?



12 - 9



Quito 9 a 10



A 2 le agrego 1.



3.

$16 - 9 = \underline{\hspace{2cm}}$

$11 - 9 = \underline{\hspace{2cm}}$

$14 - 9 = \underline{\hspace{2cm}}$

$15 - 9 = \underline{\hspace{2cm}}$

$14 - 8 = \underline{\hspace{2cm}}$

$15 - 8 = \underline{\hspace{2cm}}$

$11 - 8 = \underline{\hspace{2cm}}$

$13 - 7 = \underline{\hspace{2cm}}$

4. Si como **2** chocolates, ¿cuántos quedan?

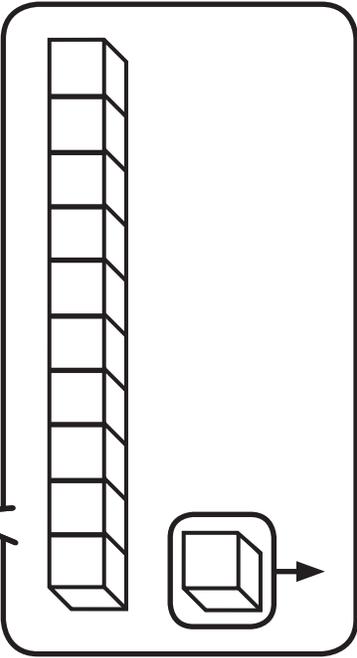
$11 - 2$





Conversemos de lo que se hizo.

Primero como el chocolate suelto.



5. Resuelve.

$12 - 3 = \underline{\hspace{2cm}}$

$11 - 3 = \underline{\hspace{2cm}}$

$16 - 8 = \underline{\hspace{2cm}}$

$14 - 5 = \underline{\hspace{2cm}}$

$17 - 8 = \underline{\hspace{2cm}}$

$16 - 7 = \underline{\hspace{2cm}}$

$13 - 4 = \underline{\hspace{2cm}}$

$15 - 7 = \underline{\hspace{2cm}}$

$13 - 8 = \underline{\hspace{2cm}}$

$14 - 6 = \underline{\hspace{2cm}}$

$17 - 9 = \underline{\hspace{2cm}}$

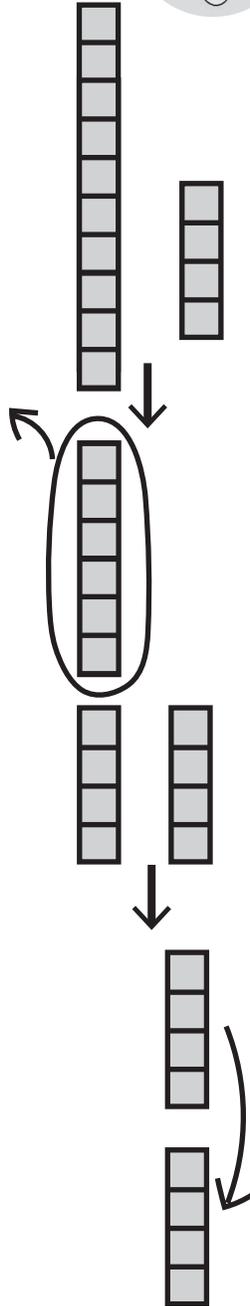
$12 - 4 = \underline{\hspace{2cm}}$

6. Pensemos cómo calcular $14 - 6$.



Laura

$$14 - 6$$



No puedo sacar
6 cubitos a 4
14 es 10 y 4

$$10 - 6 = 4$$

$$4 + 4 \text{ es } 8$$



José

$$14 - 6$$

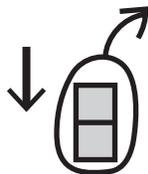
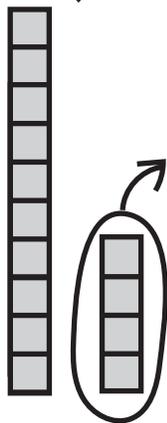
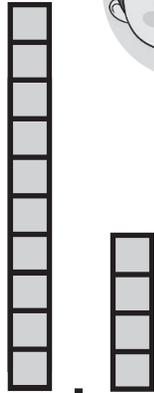
$$14 - 6$$

$$4 - 2$$

No puedo sacar
6 cubitos a 4

Separo 6 en 4 y 2
 $14 - 4$ es 10

$10 - 2$ es 8



Comparemos las estrategias.

José descompone



7.

$11 - 5 = \underline{\hspace{2cm}}$

$12 - 6 = \underline{\hspace{2cm}}$

$13 - 5 = \underline{\hspace{2cm}}$

$14 - 7 = \underline{\hspace{2cm}}$

$17 - 9 = \underline{\hspace{2cm}}$

$18 - 9 = \underline{\hspace{2cm}}$

$13 - 6 = \underline{\hspace{2cm}}$

$15 - 6 = \underline{\hspace{2cm}}$

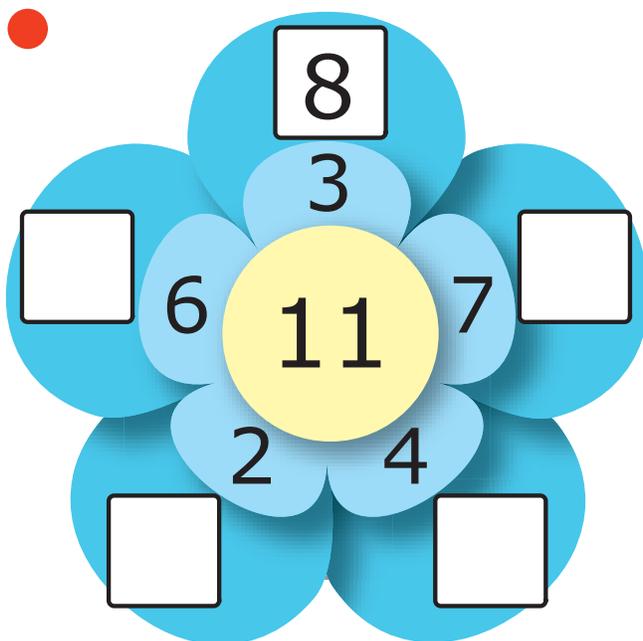
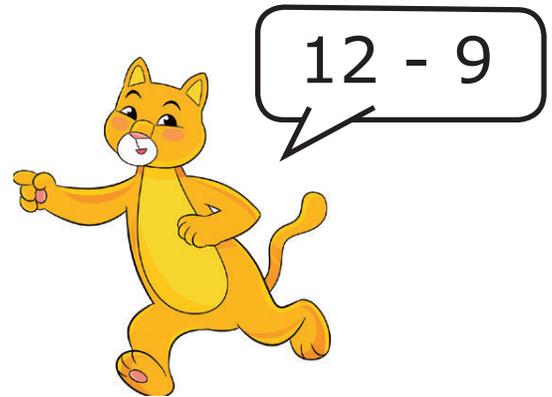
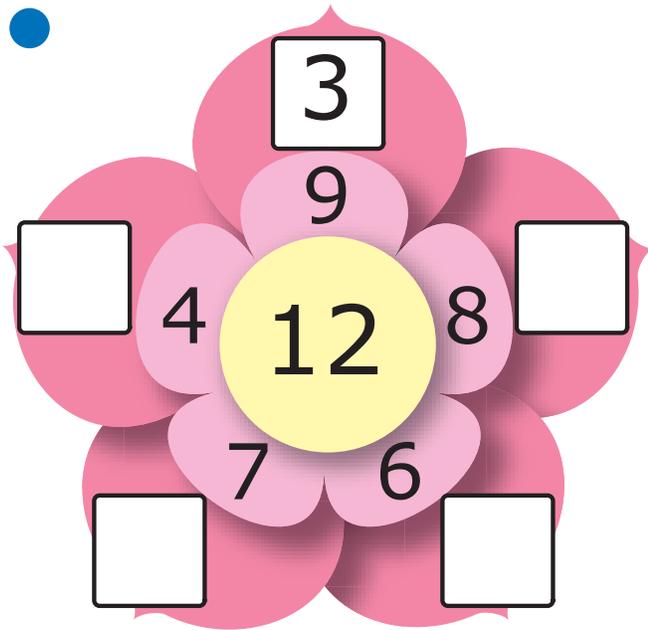
$11 - 4 = \underline{\hspace{2cm}}$

$11 - 6 = \underline{\hspace{2cm}}$

$15 - 7 = \underline{\hspace{2cm}}$

$13 - 7 = \underline{\hspace{2cm}}$

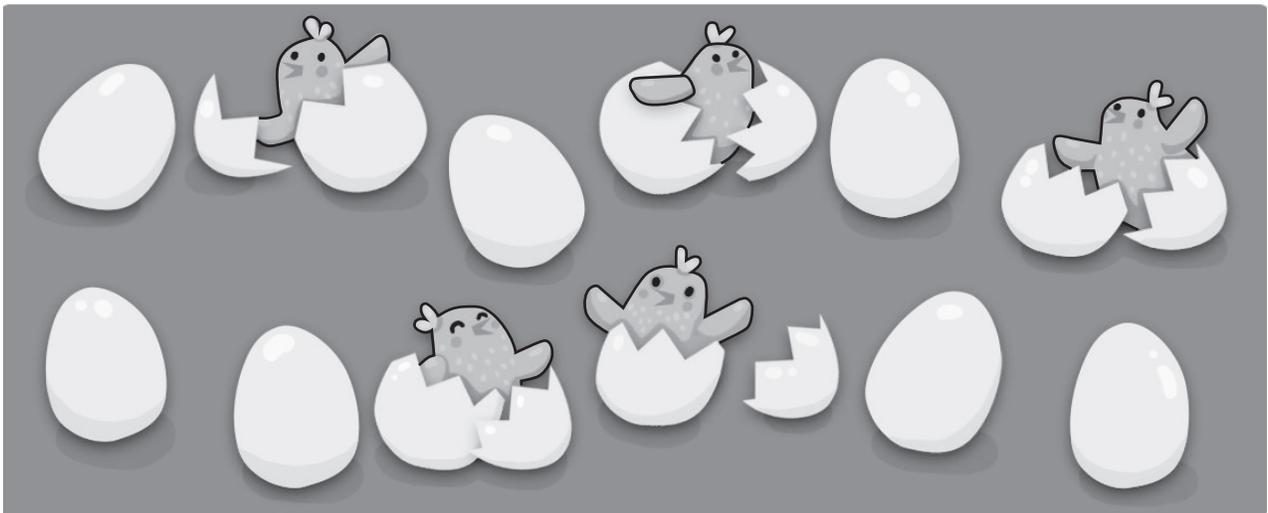
8. Resta, mira el ejemplo.



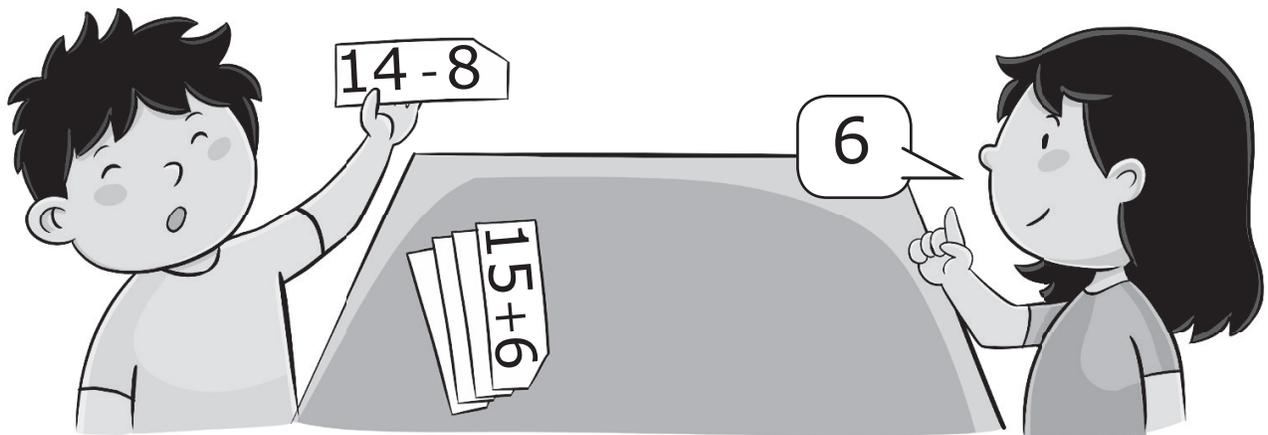
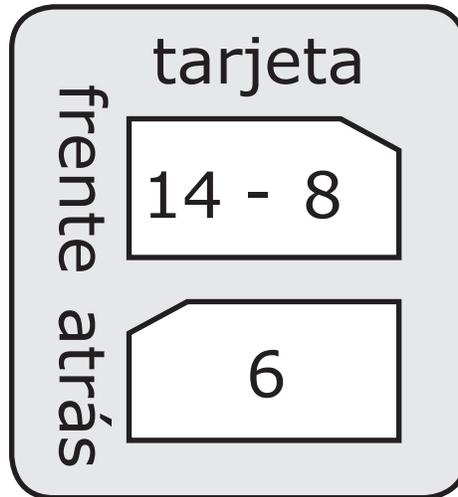
9. Hugo recogió **9** hojas y Andrea **13**.
¿Quién recogió más? ¿Cuánto más?



10. Inventa un problema para $12 - 5$.



11. Practiquemos.



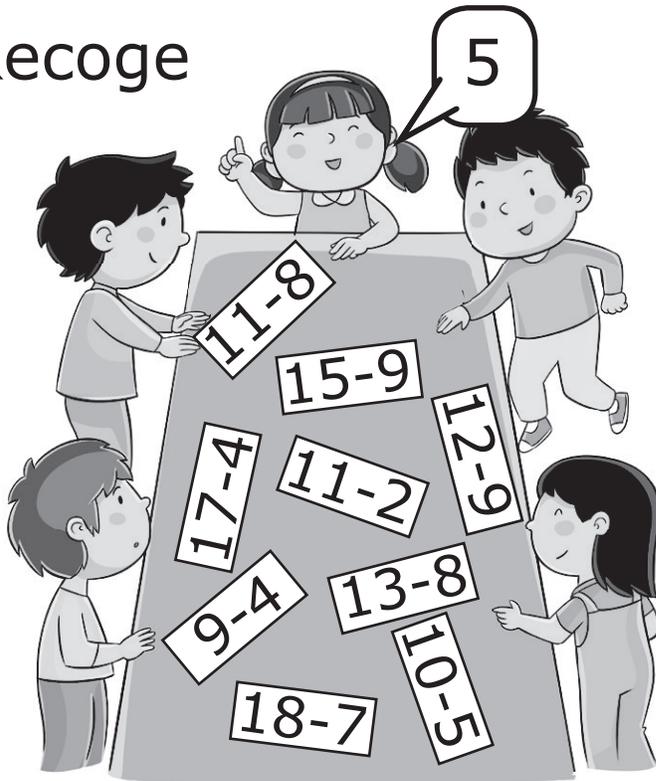
12. Ellos alinearon las tarjetas. Completa.

| | | | | |
|--------|--------|--------|--------|--------|
| 11 - 2 | 12 - 3 | 13 - 4 | 14 - 5 | 15 - 6 |
| 11 - 3 | | 13 - 5 | 14 - 6 | 15 - 7 |
| 11 - 4 | 12 - 5 | 13 - 6 | 14 - 7 | 15 - 8 |
| 11 - 5 | 12 - 6 | 13 - 7 | | 15 - 9 |
| 11 - 6 | 12 - 7 | | 14 - 9 | |
| | 12 - 8 | 13 - 9 | | |
| 11 - 8 | 12 - 9 | | | |
| 11 - 9 | | | | |

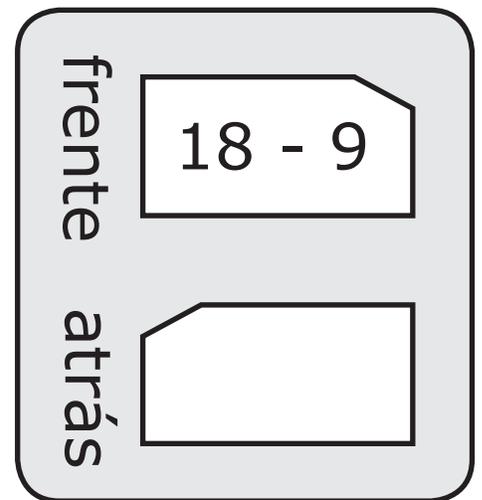
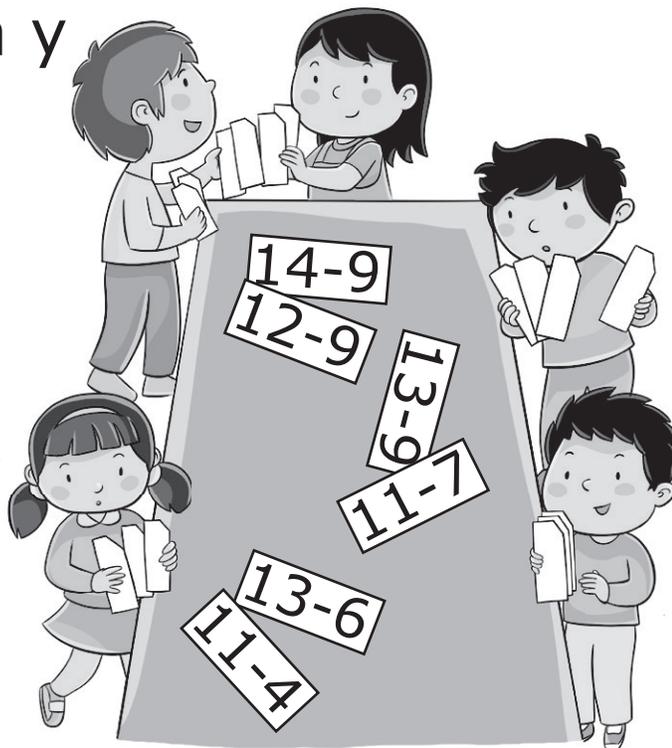
¿Qué descubres?

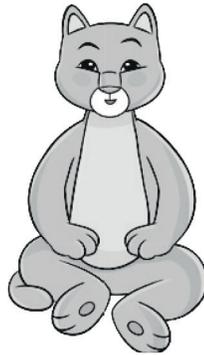
• Juguemos.

Recoge



Saca y
bota





¿Hay algún patrón?

16-7

17-8



16-8

17-9

16-9

¿Cuántas tarjetas dan resultado **8**?

16 - 7 es **9**
entonces **16 - 8** es...



PROBLEMAS 1 (Usa cubos)

1.

$17 - 9 = \underline{\hspace{2cm}}$

$15 - 7 = \underline{\hspace{2cm}}$

$11 - 4 = \underline{\hspace{2cm}}$

$13 - 6 = \underline{\hspace{2cm}}$

$12 - 7 = \underline{\hspace{2cm}}$

$11 - 5 = \underline{\hspace{2cm}}$

$11 - 8 = \underline{\hspace{2cm}}$

$12 - 8 = \underline{\hspace{2cm}}$

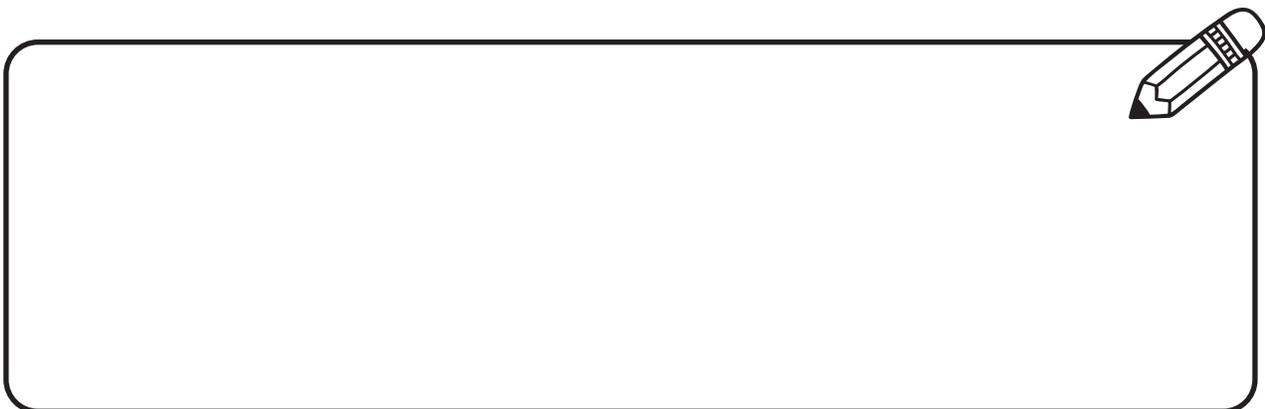
$13 - 9 = \underline{\hspace{2cm}}$

$17 - 8 = \underline{\hspace{2cm}}$

$12 - 4 = \underline{\hspace{2cm}}$

$16 - 8 = \underline{\hspace{2cm}}$

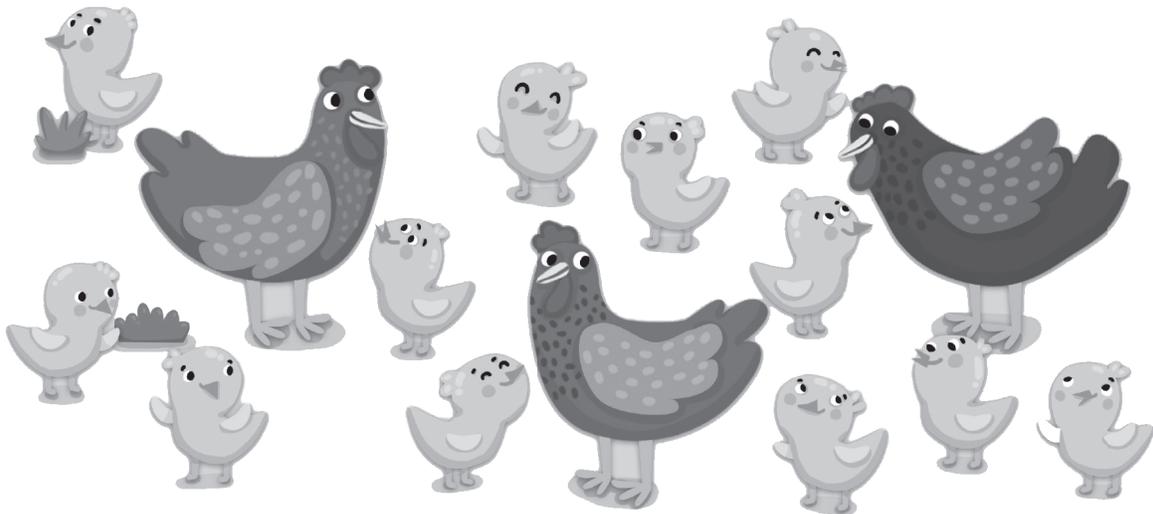
2. Si de **14** manzanas sacas **7**, ¿cuántas quedan?



3. De **12** lápices perdí **3**, ¿cuántos me quedan?



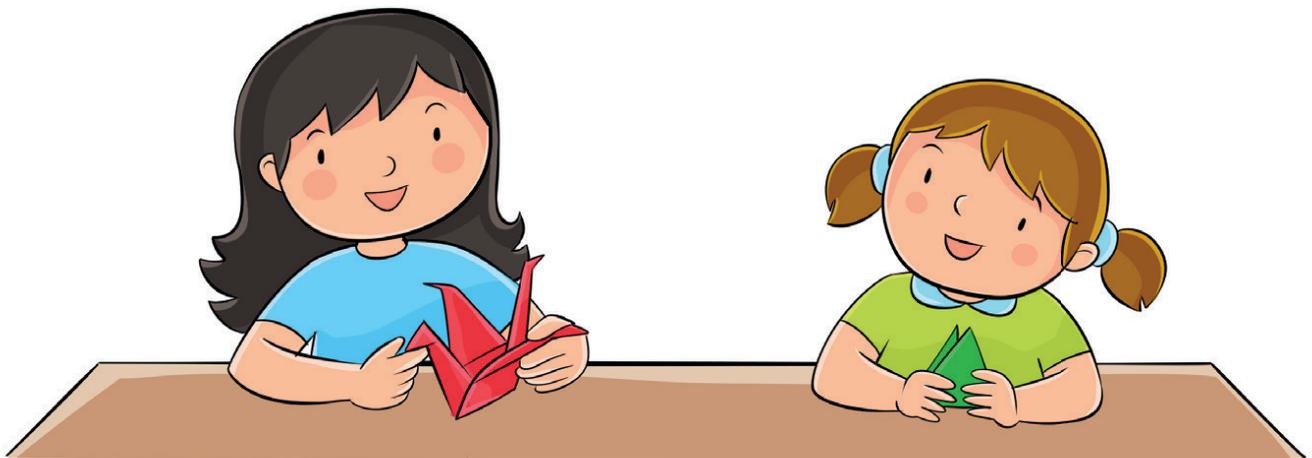
4. ¿Qué hay más, pollitos o gallinas?
¿Cuántos más?



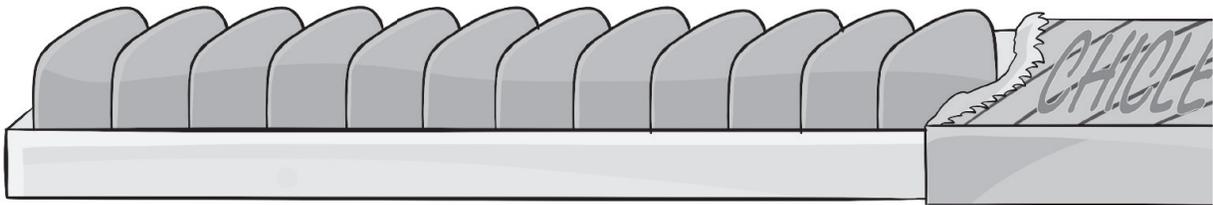
PROBLEMAS 2

1. ¿Cuál problema se puede resolver con $12 - 6$?

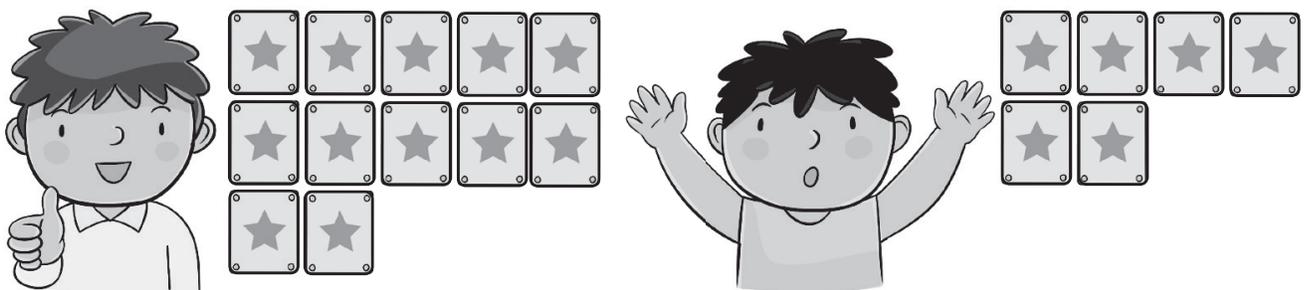
- Nancy usó **6** láminas. Su hermana usó **12**. ¿Cuántas láminas usaron en total?



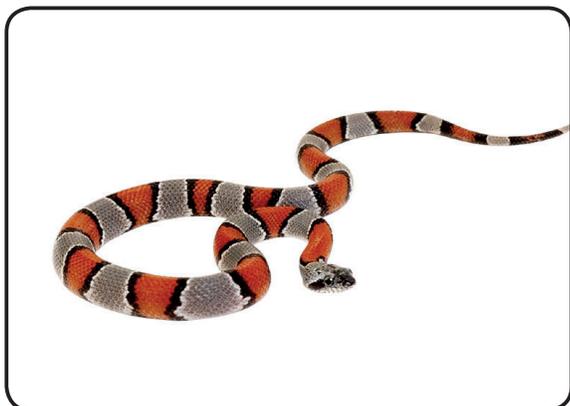
- Hay **12** chicles. Si **6** personas comen **9** chicles. ¿Cuántos chicles quedarían?



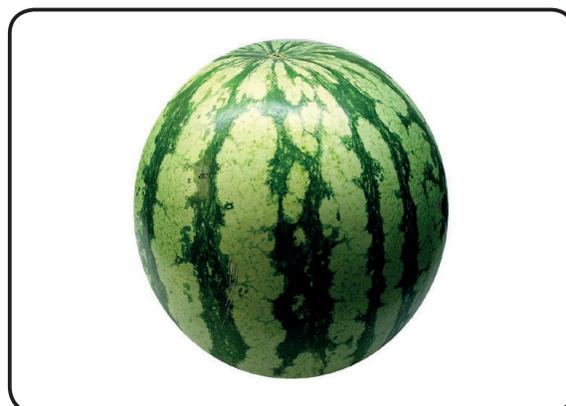
- Tomás tiene **12** cartas y su hermano tiene **6**. ¿Quién tiene más cartas? ¿Cuántas más?



¿ALGUNA VEZ LO HAS VISTO? 12



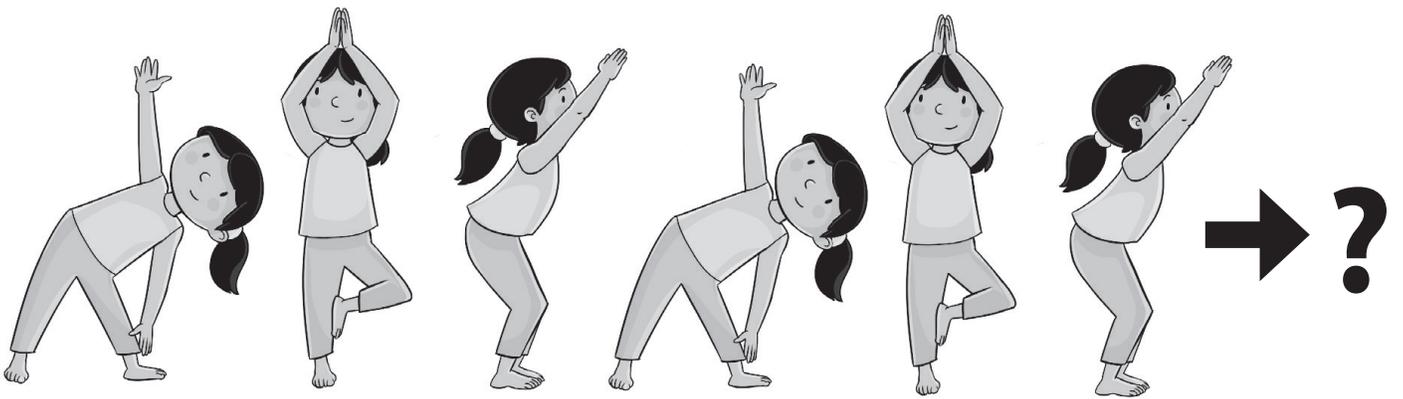
¿Qué tienen en común?



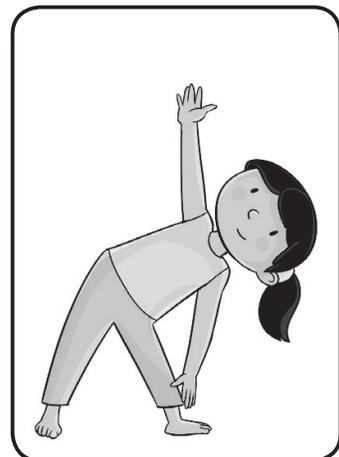
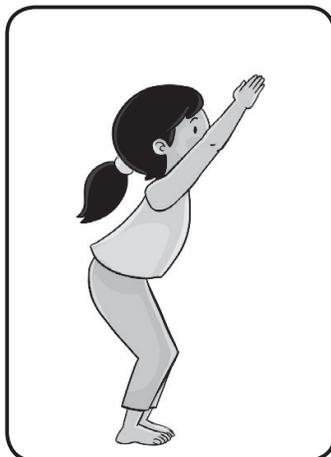
12

PATRONES

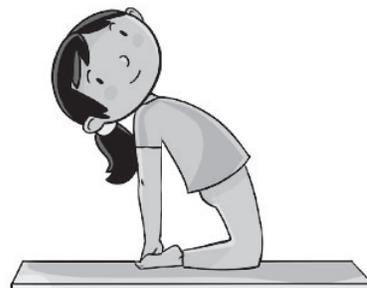
Continuando secuencias



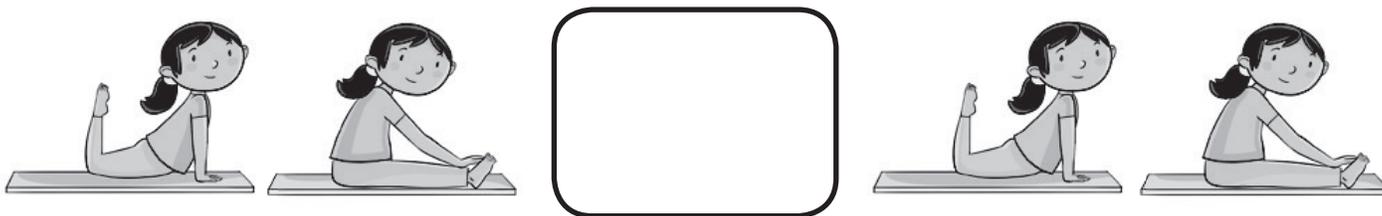
Marca el ejercicio que sigue.



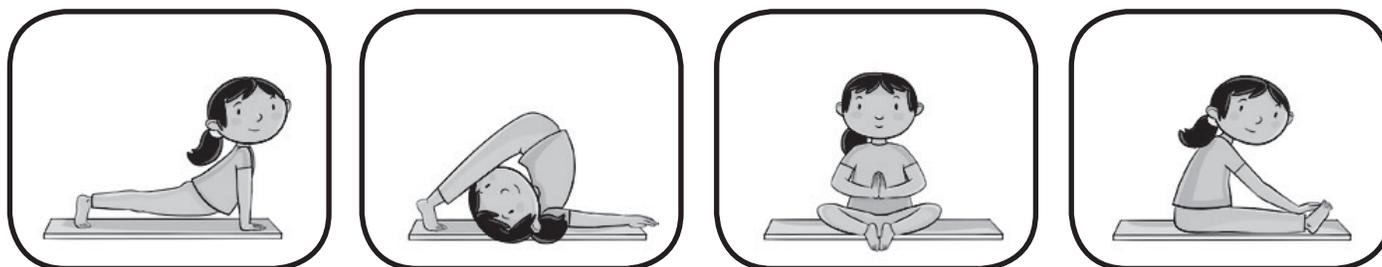
1. Elijan **3** y creen una secuencia.



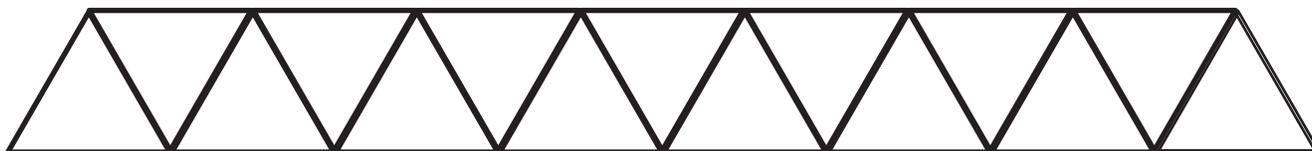
2. Observa.



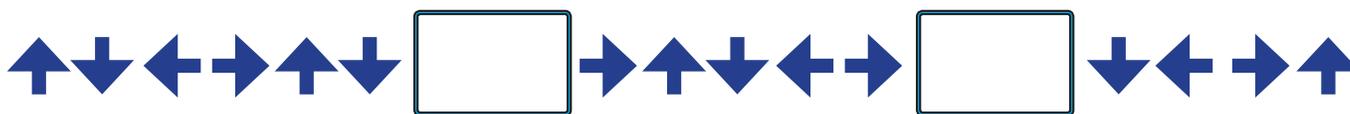
Marca la que falta.



3. Crea un patrón para pintar.



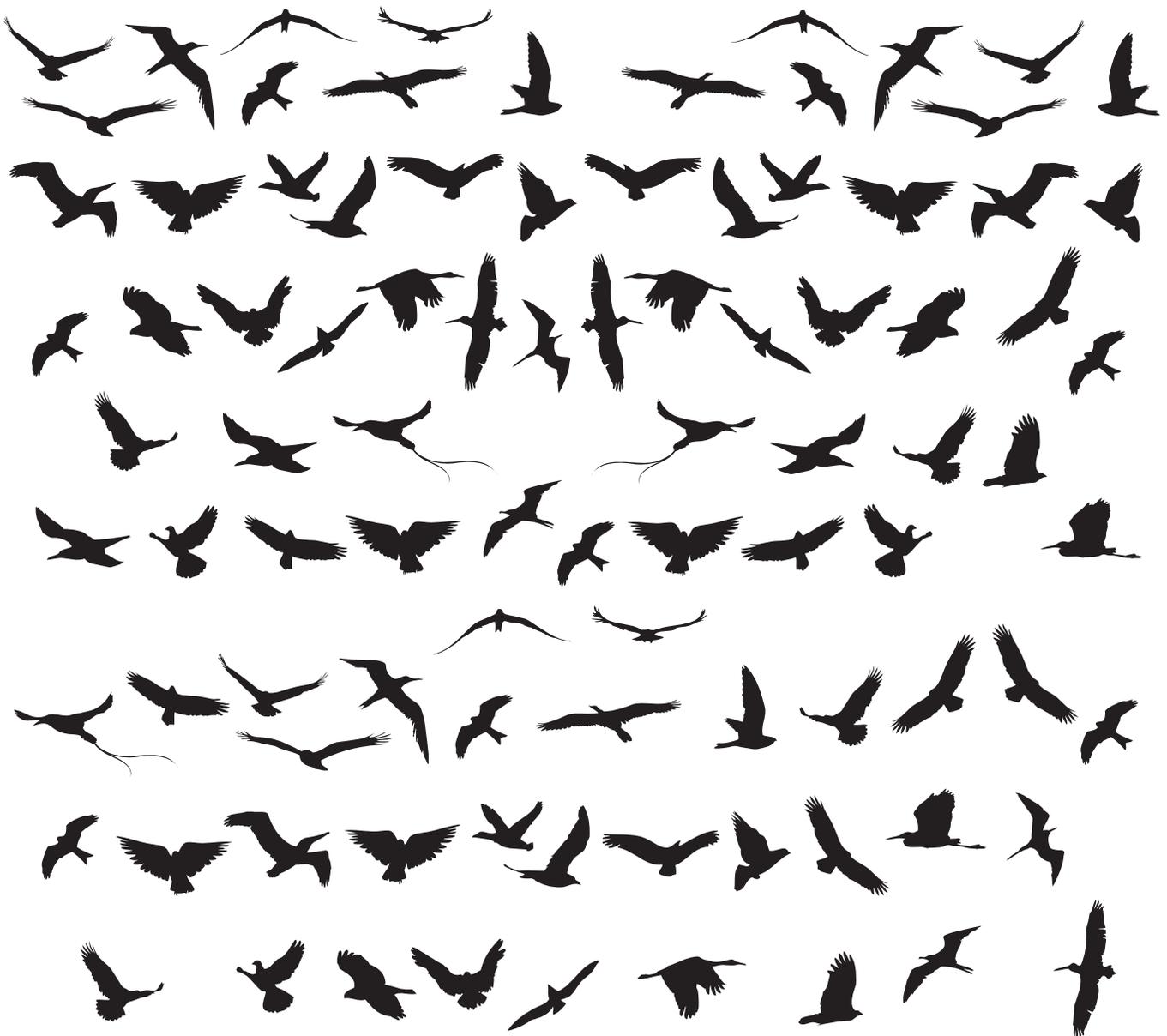
4. Completa.

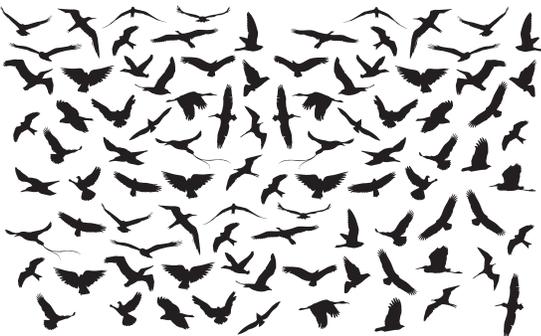


Encierra el patrón.

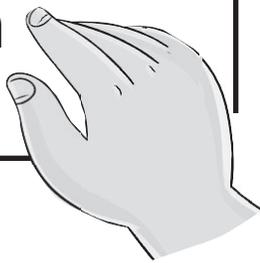
Contemos

1. ¿Cuántos hay?

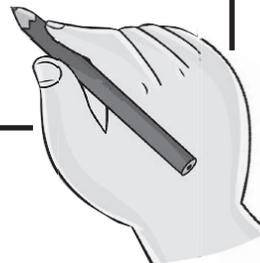




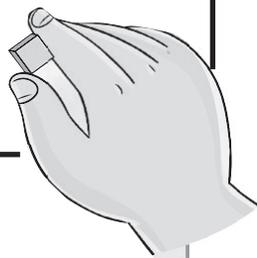
Cuenta con tus dedos



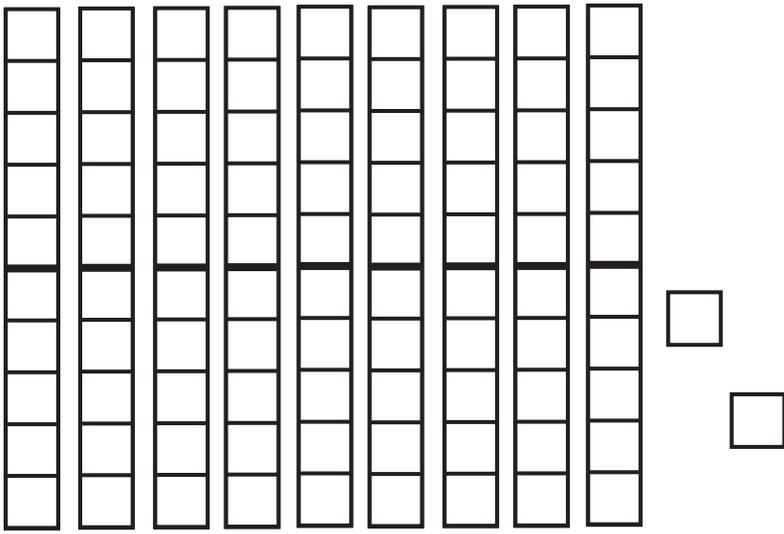
Marca con un lápiz



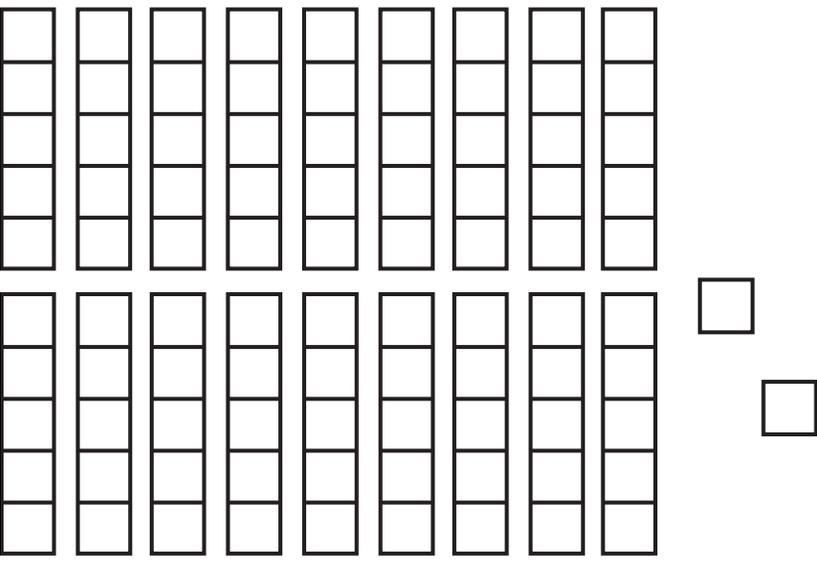
Pega papelitos



Diego



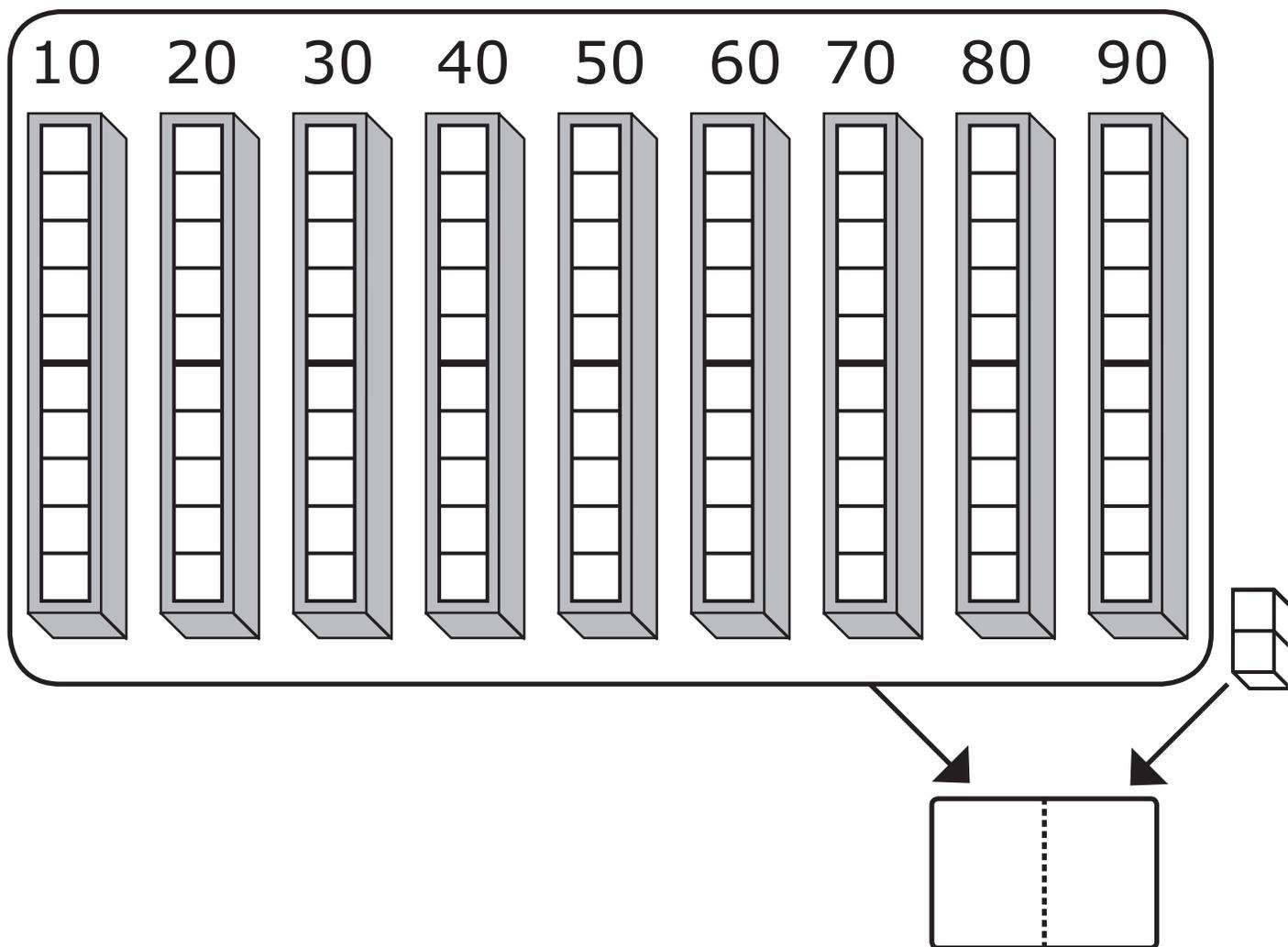
Paula



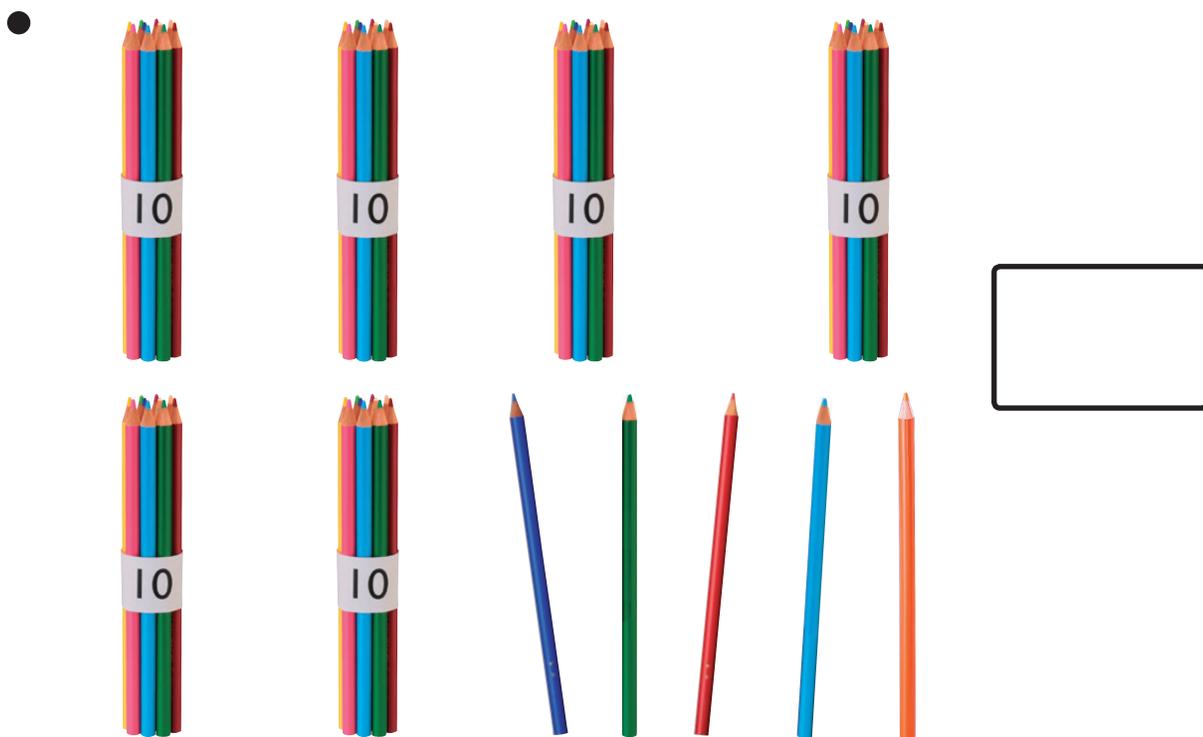
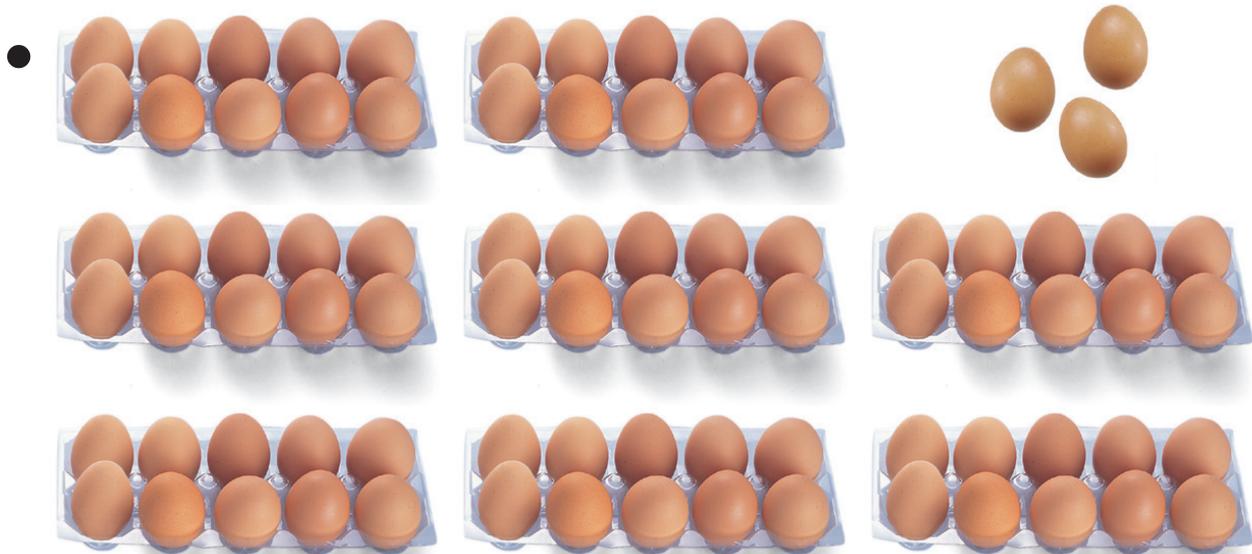
¿Cómo contaron?



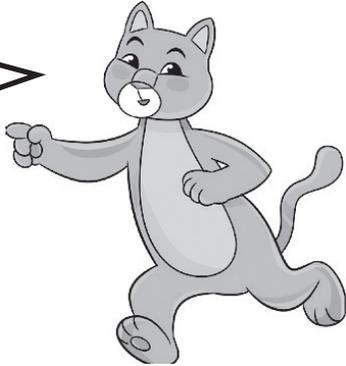
90 y 2 hacen...



2. ¿Cuántos hay?

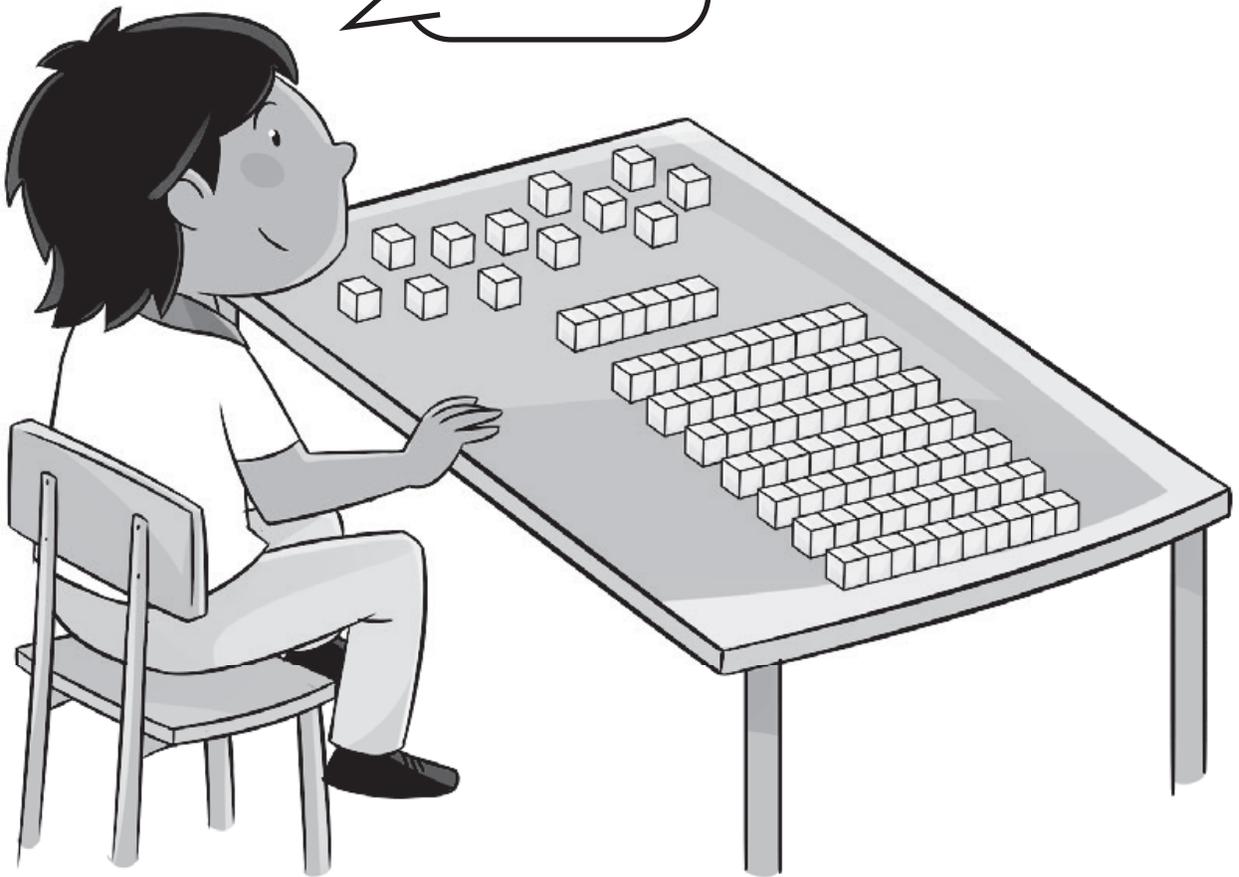


¿Todos tienen 10?



3.

70 y 6

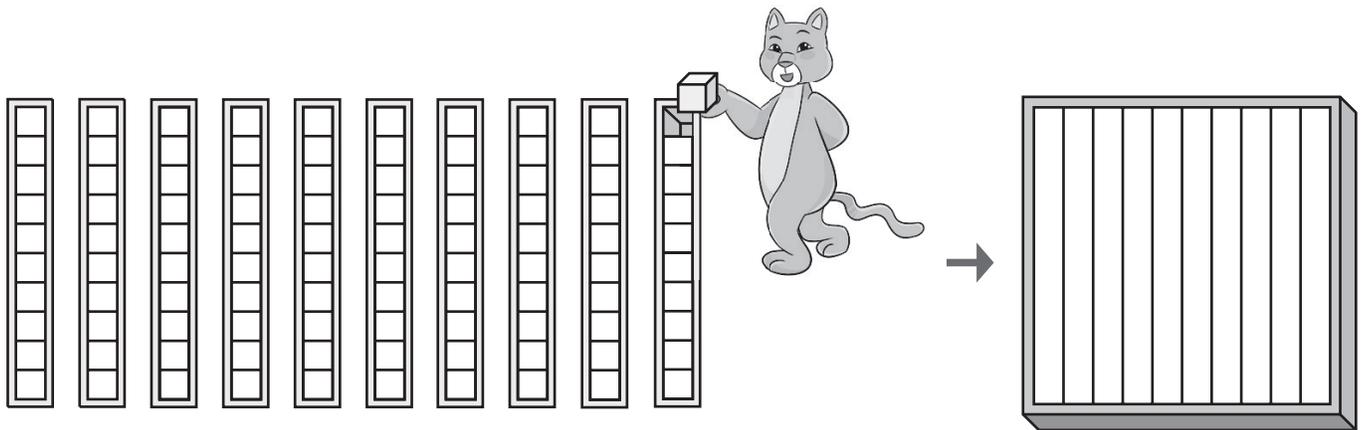
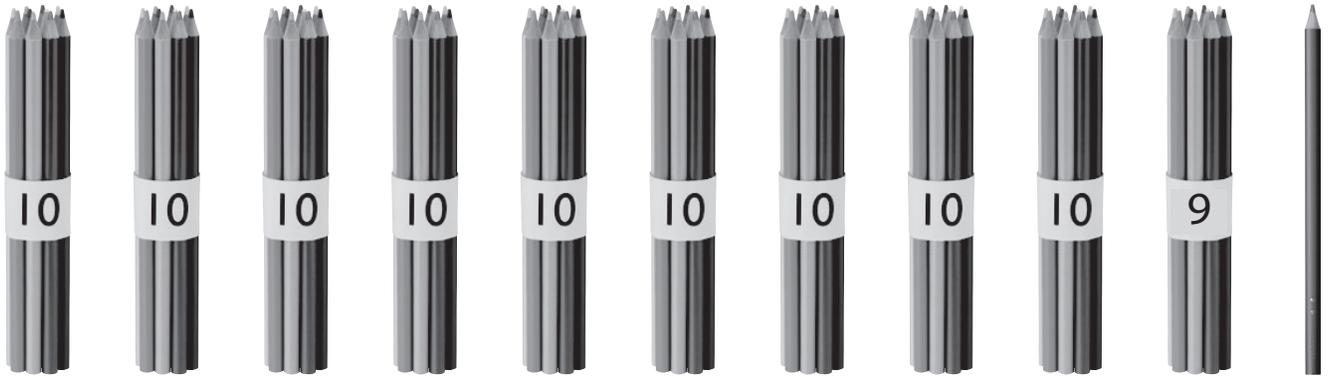


4. Sigue contando y completa.

The image shows three rows of a counting activity. Each row consists of a ten-frame, a set of base ten blocks, and a box for the answer.

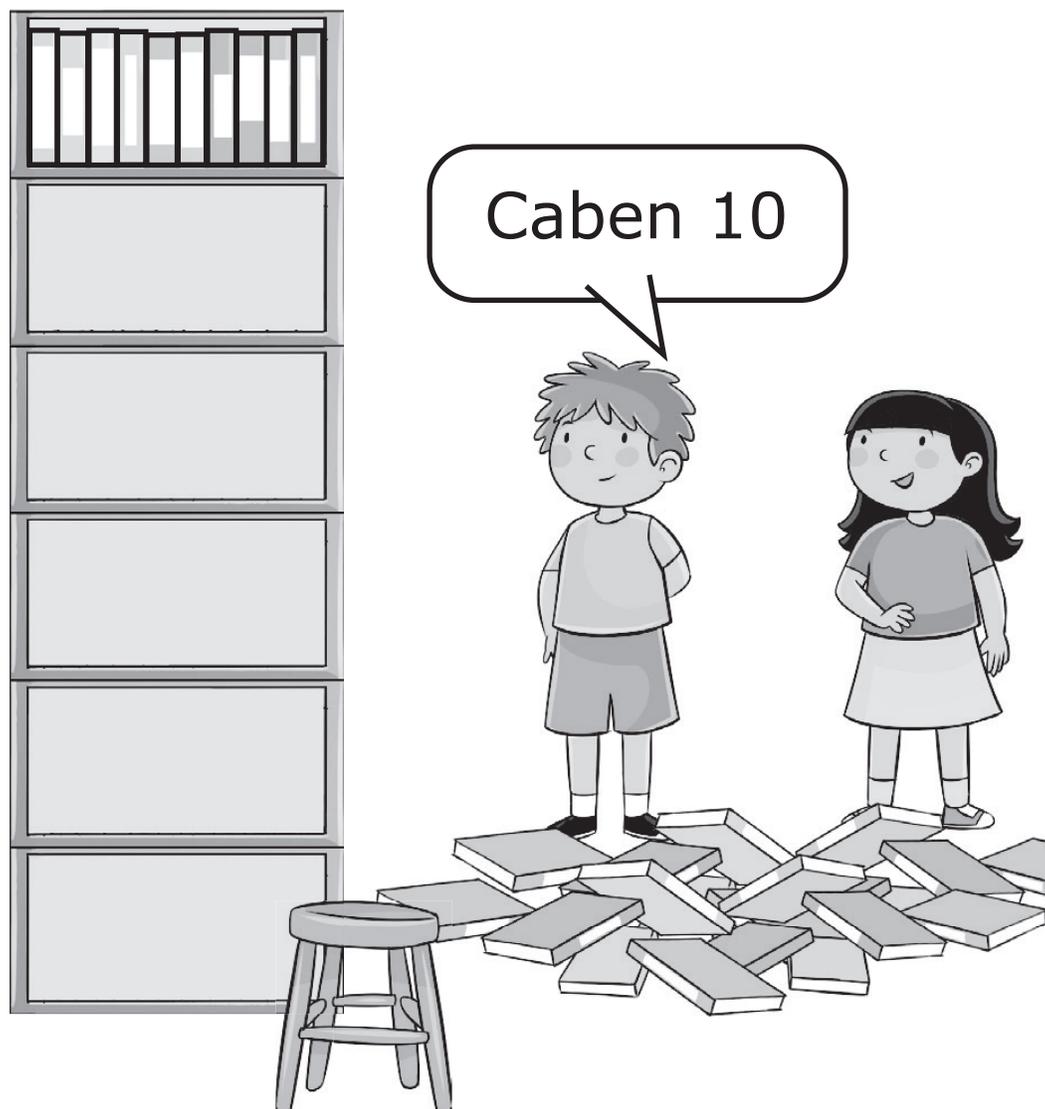
- Row 1:** A ten-frame with a vertical line in the 5th column. An arrow points upwards from the top of the ten-frame. To the right is an empty box.
- Row 2:** A ten-frame with a vertical line in the 5th column. To the right are 28 base ten blocks (2 tens rods and 8 units cubes). To the right of the blocks is an empty box.
- Row 3:** A ten-frame with a vertical line in the 5th column. To the right are 28 base ten blocks (2 tens rods and 8 units cubes). To the right of the blocks is a box containing the number 28.

5. ¿Cuántos hay?

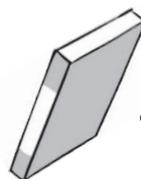


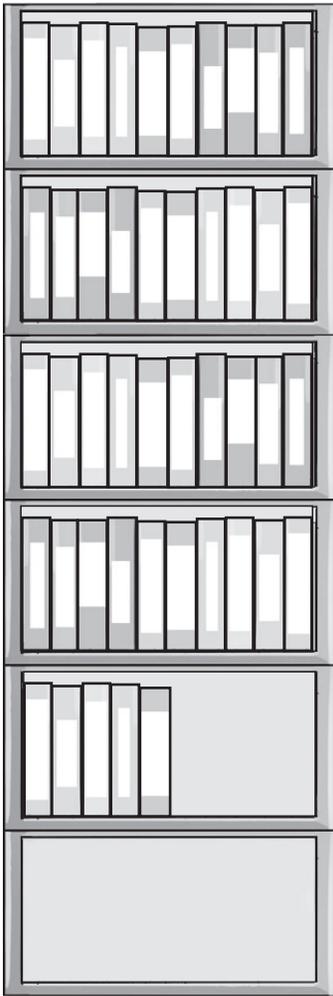
10 grupos de 10 → 100

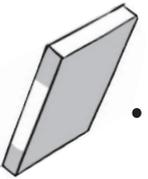
6.

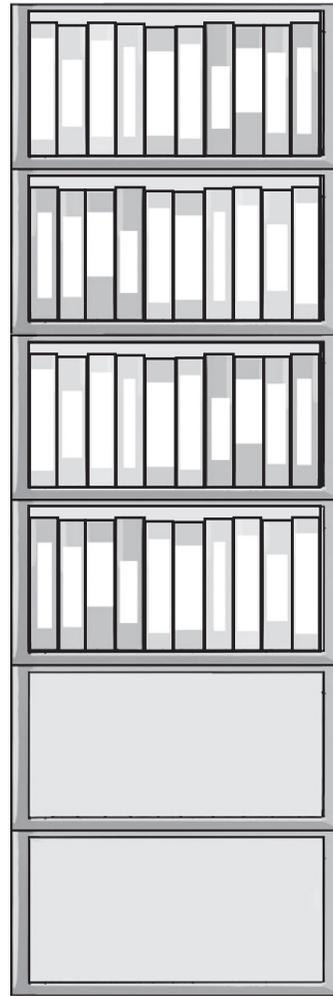


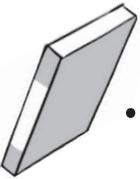
En total cabem



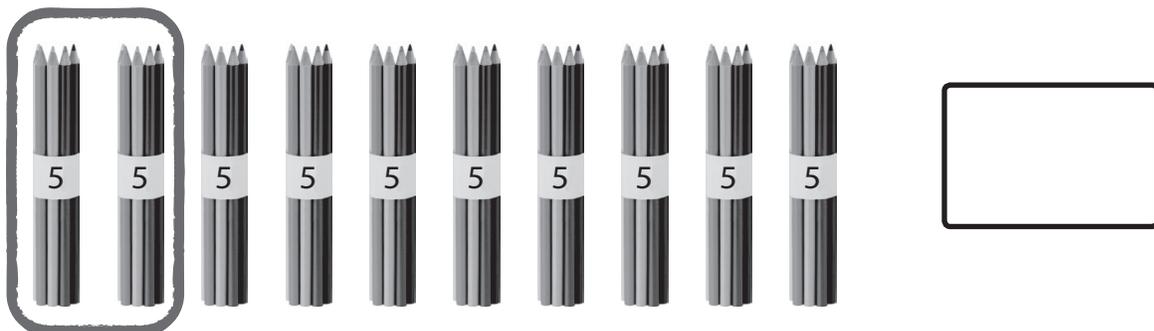
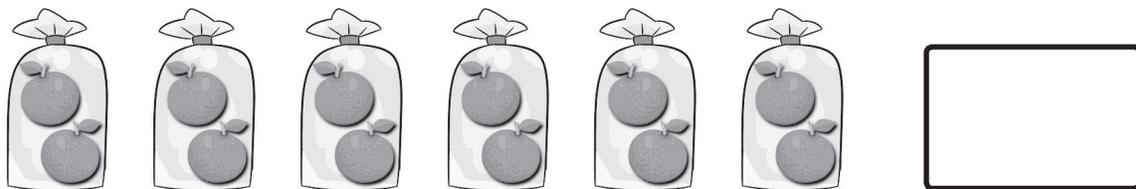


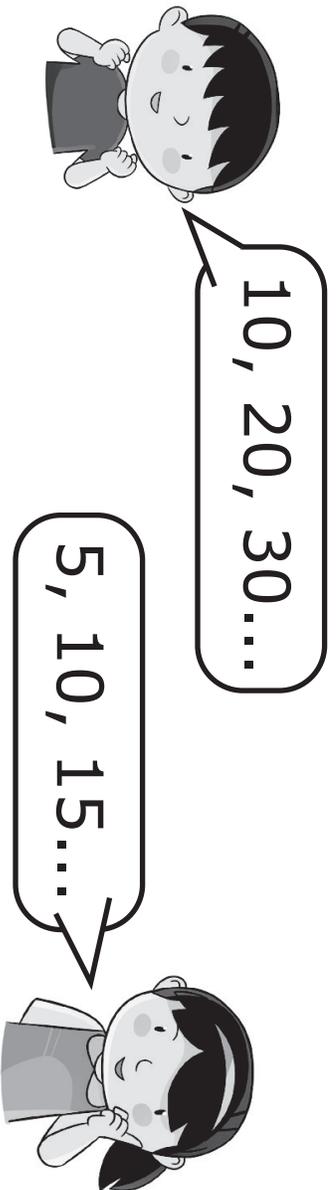
Hay  .



Hay  .

7. Completa.





| | | | | | | | | | |
|---|----|--|----|--|----|--|----|--|----|
| 5 | 10 | | 20 | | 30 | | 40 | | 50 |
|---|----|--|----|--|----|--|----|--|----|

8. Sigue contando y completa.

•

| | | | | | | | | | | | | |
|---|---|---|---|---|---|--|---|--|---|--|---|--|
| 2 | — | 4 | — | 6 | — | | — | | — | | — | |
|---|---|---|---|---|---|--|---|--|---|--|---|--|

•

| | | | | | | | | | | | | |
|---|---|----|---|----|---|--|---|----|---|--|---|--|
| 5 | — | 10 | — | 15 | — | | — | 25 | — | | — | |
|---|---|----|---|----|---|--|---|----|---|--|---|--|

•

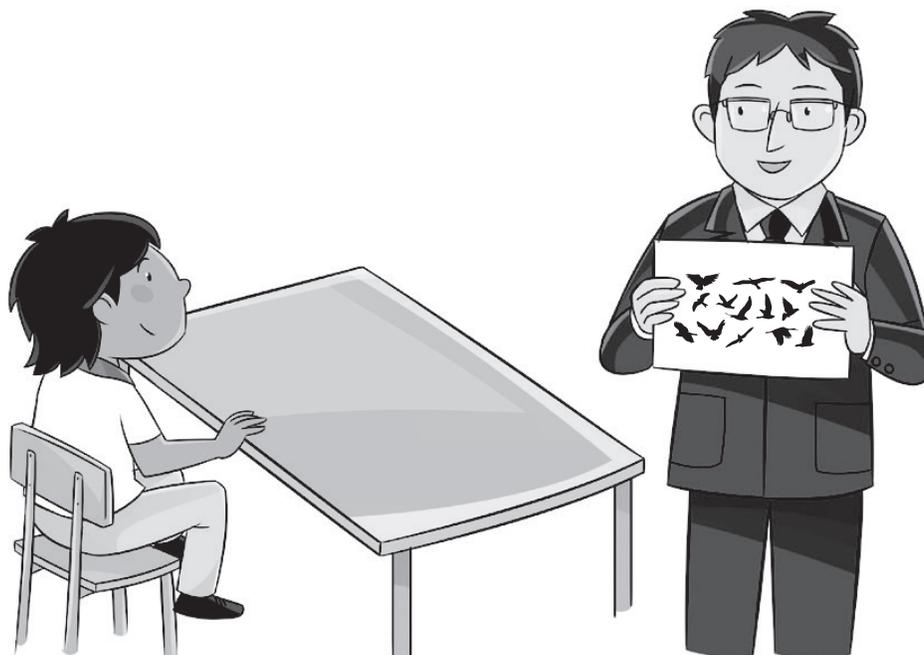
| | | | | | | | | | | | | |
|-----|---|--|---|----|---|----|---|--|---|----|---|--|
| 100 | — | | — | 98 | — | 97 | — | | — | 95 | — | |
|-----|---|--|---|----|---|----|---|--|---|----|---|--|

•

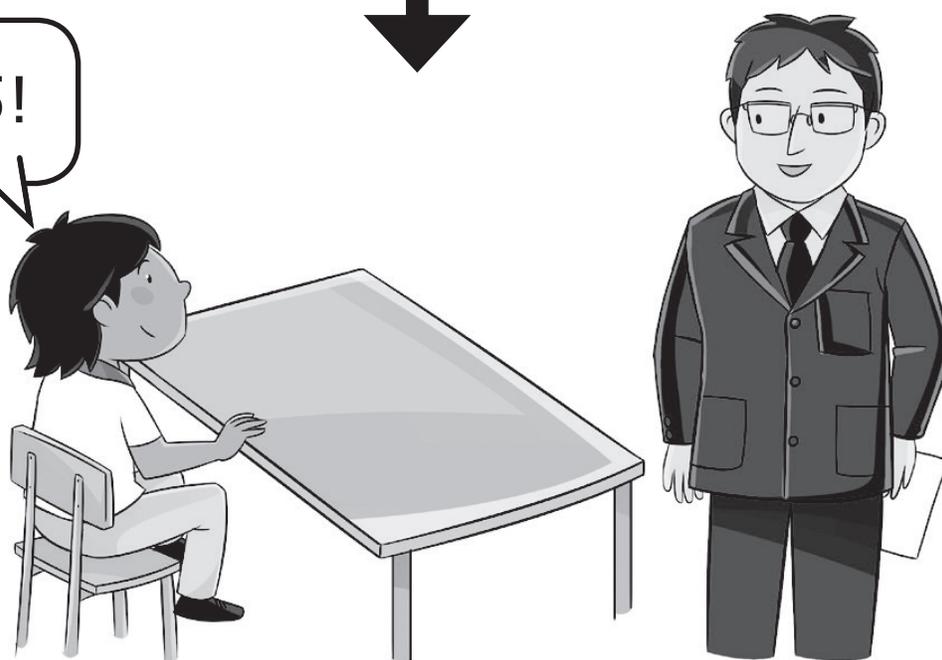


| | | | | | | | | | |
|--|----|--|----|--|----|--|----|--|-----|
| | 60 | | 70 | | 80 | | 90 | | 100 |
|--|----|--|----|--|----|--|----|--|-----|

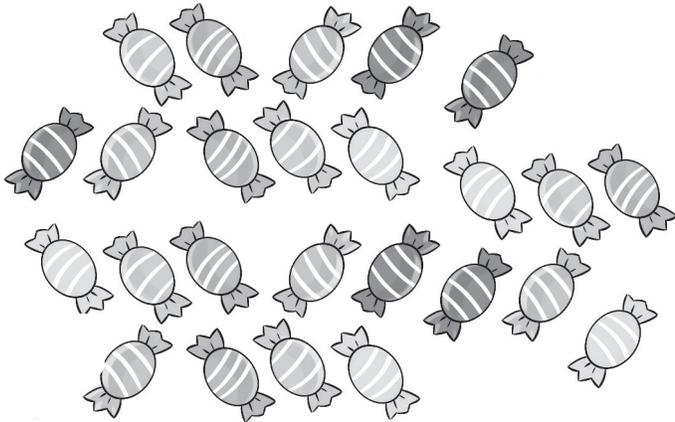
Estimación



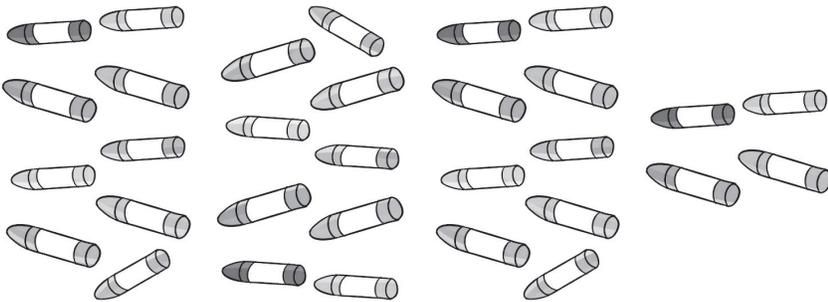
¡15!



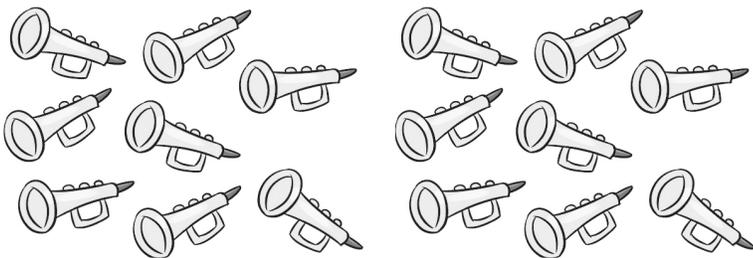
1. Une.



Comprueba
contando.



Menos
de 20

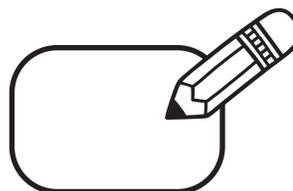


Más
de 20

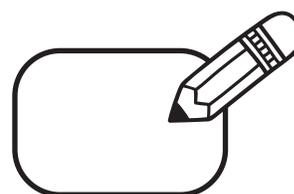
 Ejercicios

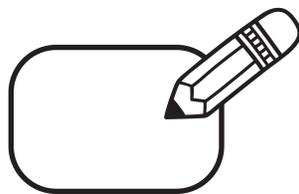
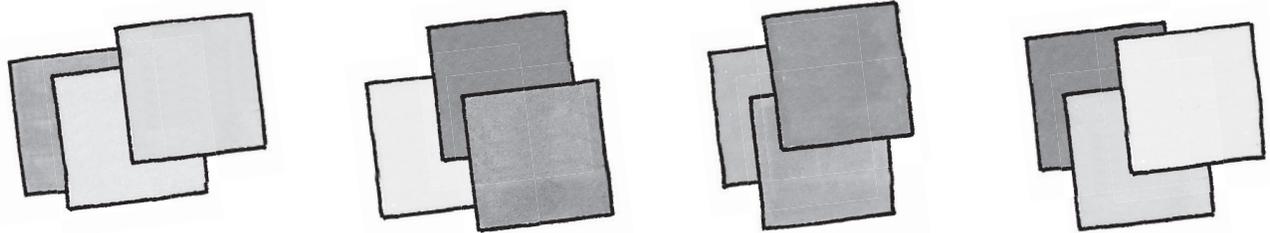
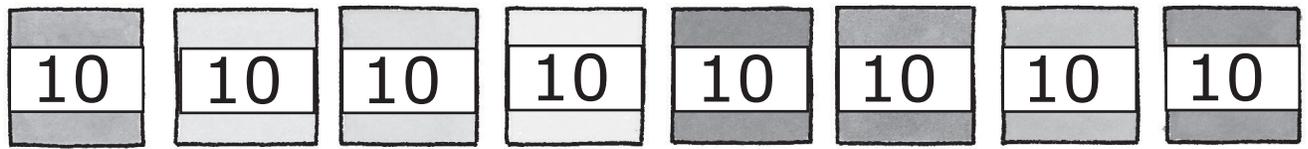
1. ¿Cuántos hay?

•



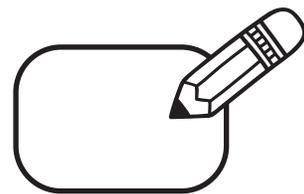
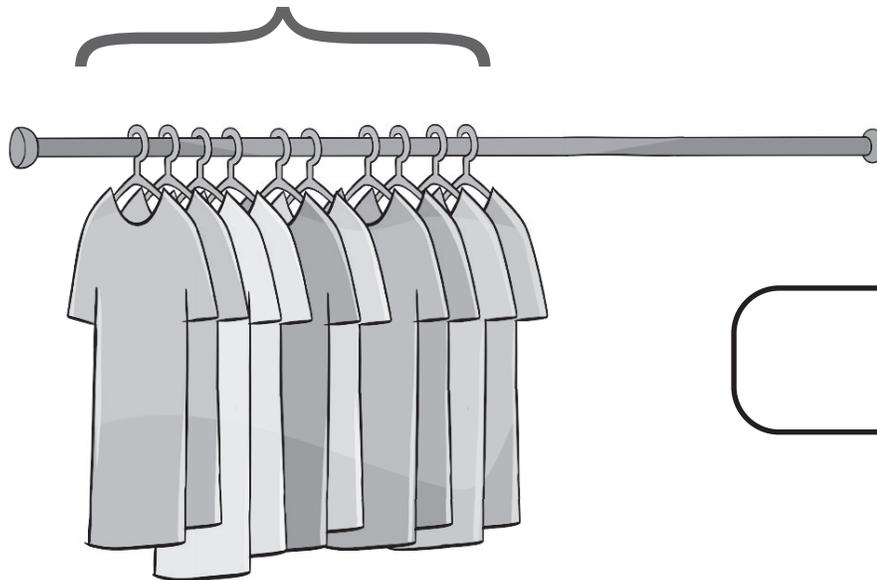
•





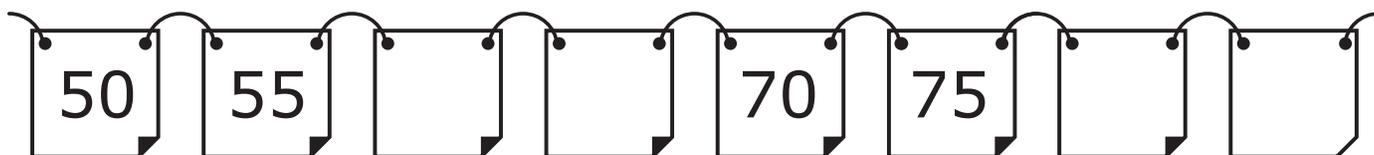
2. ¿Cerca de cuántas poleras caben?

10

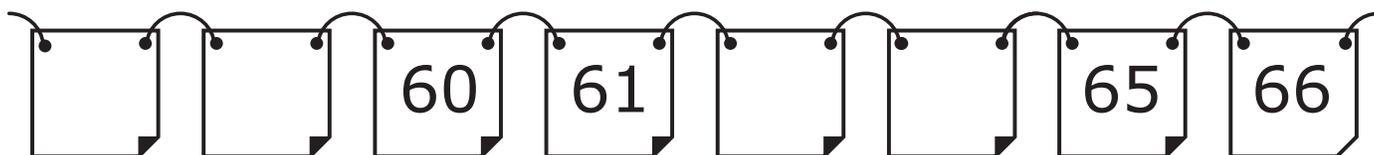


3. Sigue contando y completa.

•



•



4. Sigue contando y completa.

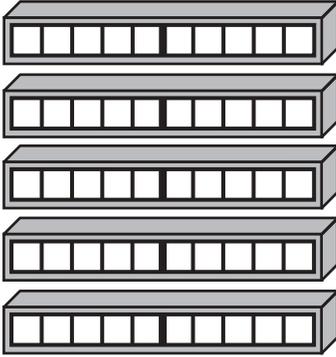
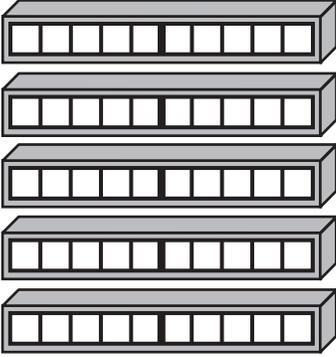
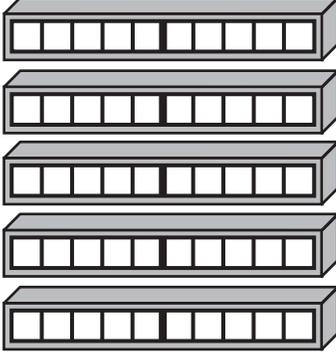
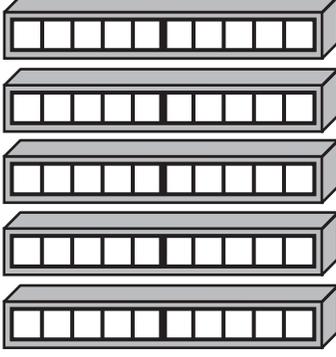
The image shows four groups of base ten blocks. Each group consists of vertical rods (tens) and small cubes (ones). An arrow points from the first group to the second, and the third and fourth groups are to the right of the second.

- Group 1: 2 rods (20) and 17 cubes (17). Total: 37.
- Group 2: 3 rods (30) and 6 cubes (6). Total: 36.
- Group 3: 3 rods (30) and 6 cubes (6). Total: 36.
- Group 4: 3 rods (30) and 6 cubes (6). Total: 36.

Below each group is a rectangular box for the total value.

| | | | |
|----|--|--|--|
| 37 | | | |
|----|--|--|--|

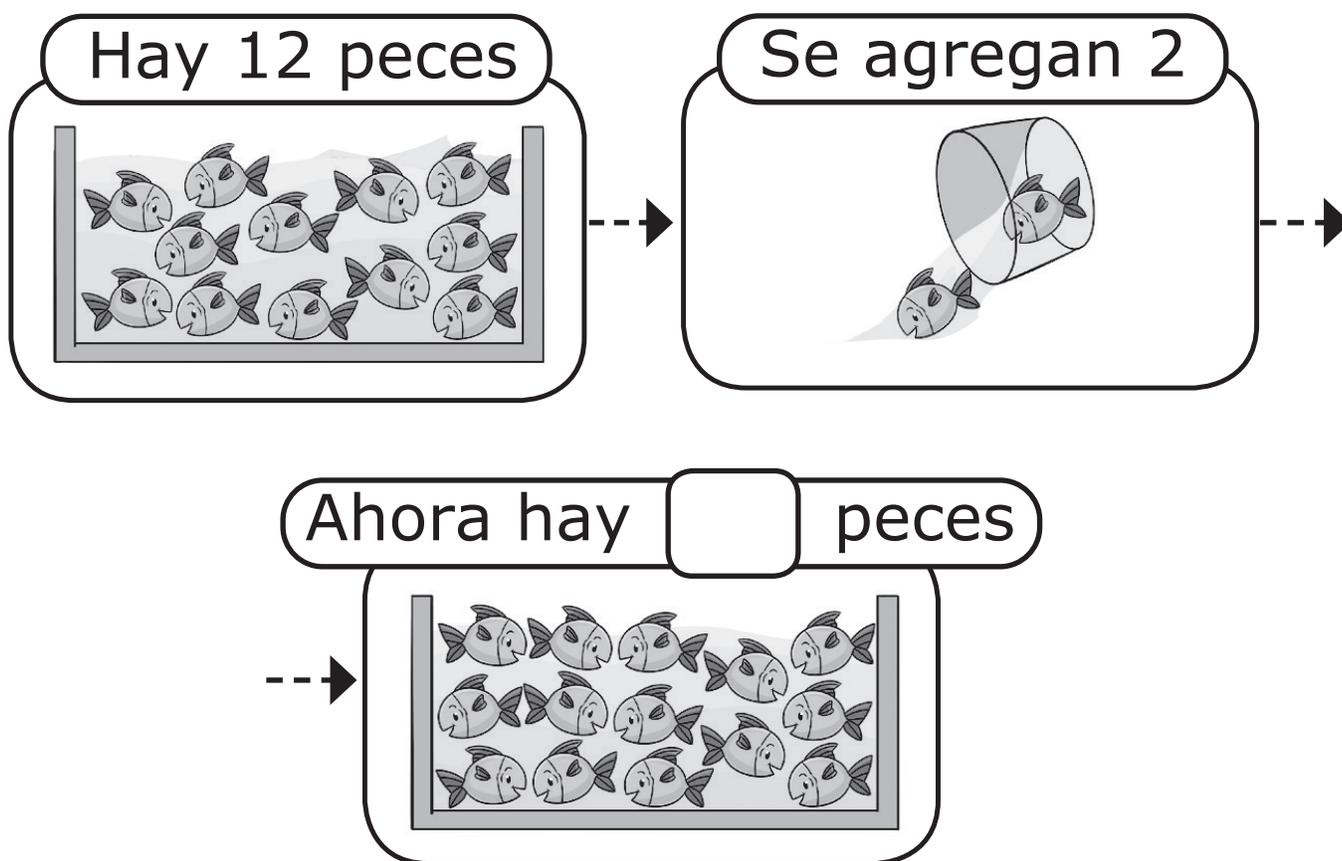
5. Sigue contando y completa.

| | | |
|---|---|---------------------------------|
|  |  | <input type="text" value="53"/> |
|  |  | <input type="text"/> |
|  |  | <input type="text"/> |
|  | | <input type="text"/> |
|  | | <input type="text"/> |

14 ESTRATEGIAS PARA SUMAR Y RESTAR

Contar hacia adelante

1. Completa.



Frase numérica:



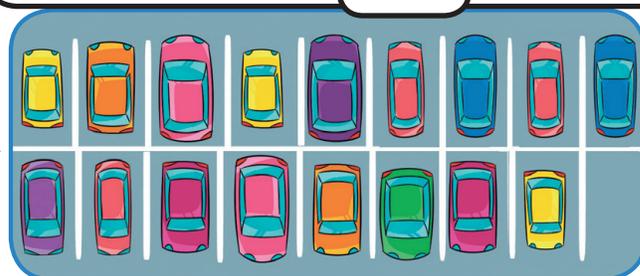
Hay 14 autos



Llegaron 3 autos



Ahora hay autos



¿Cómo calculaste?

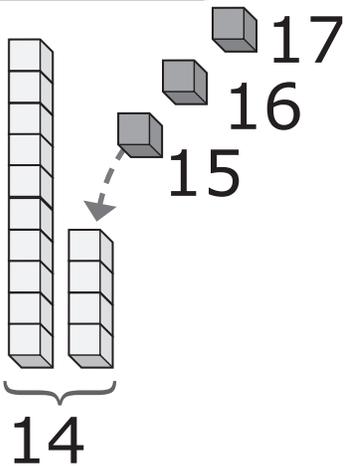


Frase numérica:

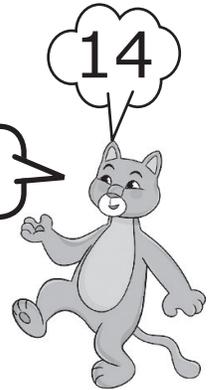
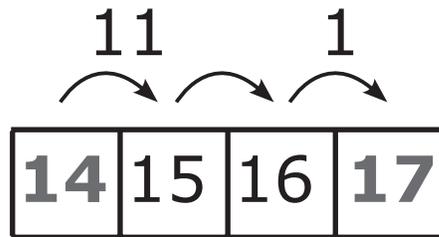


Contar hacia adelante

$$14 + 3$$



15, 16, 17



2.

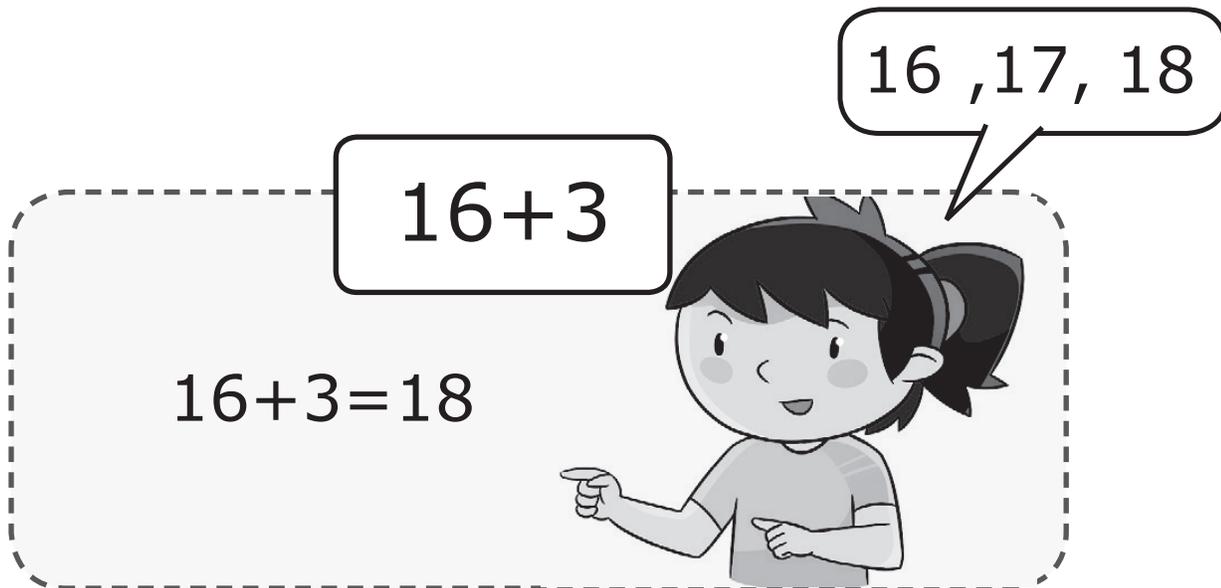
$13 + 3 = \underline{\hspace{2cm}}$

$3 + 18 = \underline{\hspace{2cm}}$

$15 + 4 = \underline{\hspace{2cm}}$

$9 + 2 = \underline{\hspace{2cm}}$

3. ¿Por qué se equivoca la niña?

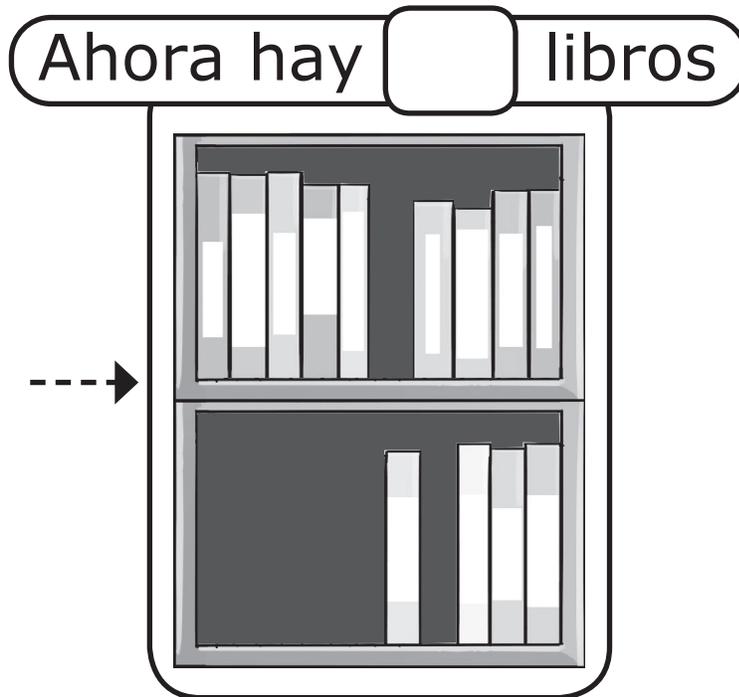
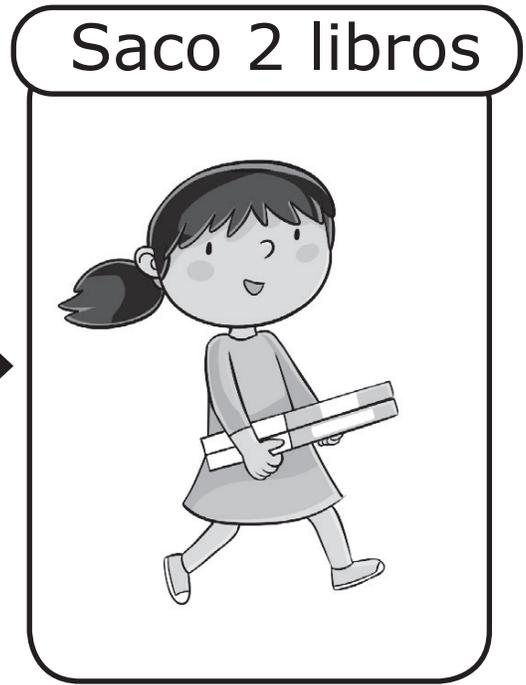
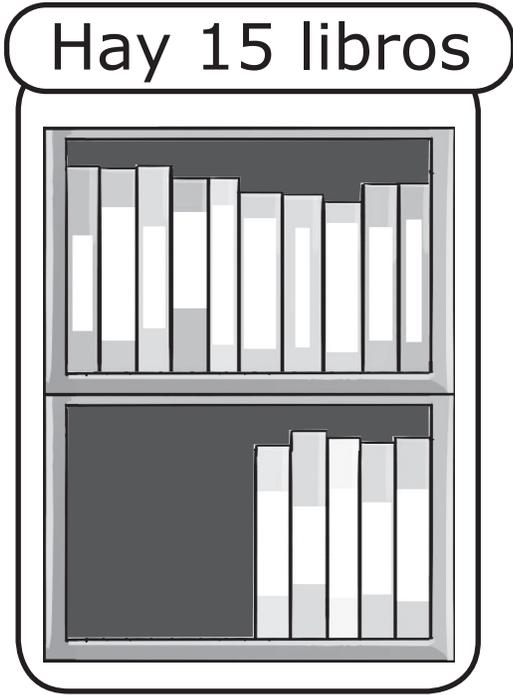


4. ¿Cómo calcularías $10 + 8$?

A large empty rectangular box with rounded corners, intended for the student to write their answer. A pencil icon is positioned at the top right corner of the box.

Contar hacia atrás

1. Completa.



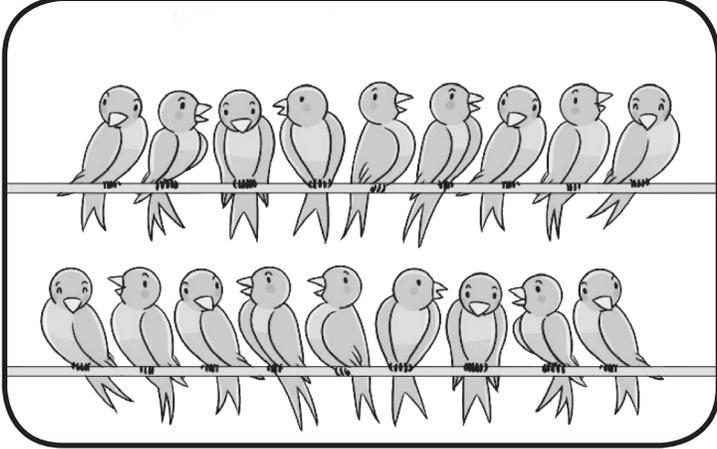
Frase numérica:



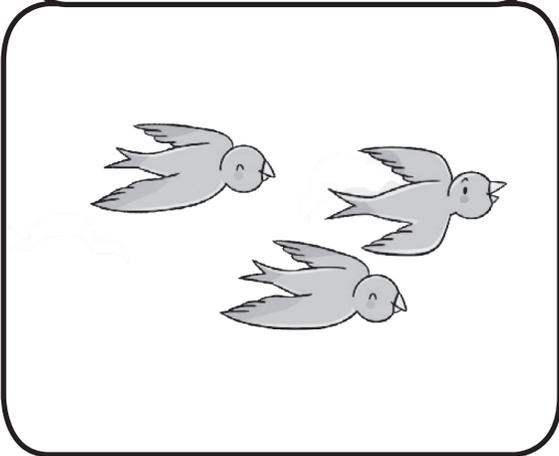
¿Cómo calculaste?



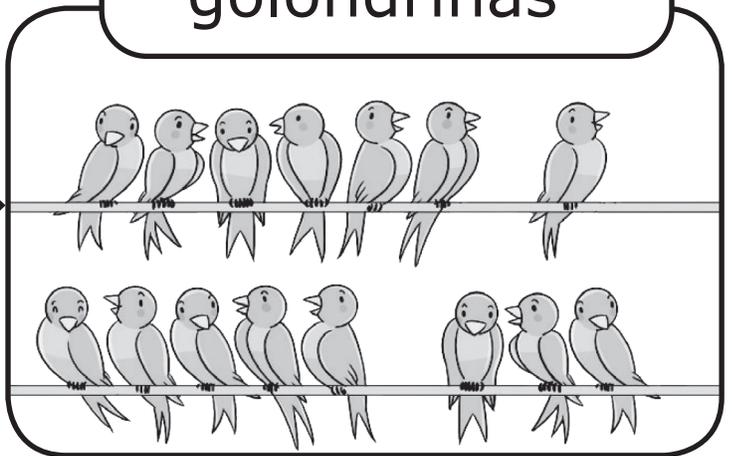
Hay 18 golondrinas



Vuelan 3



Ahora hay golondrinas

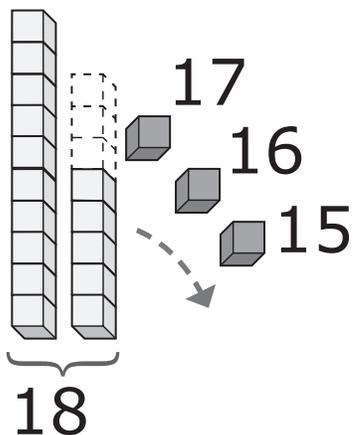


Frase numérica:

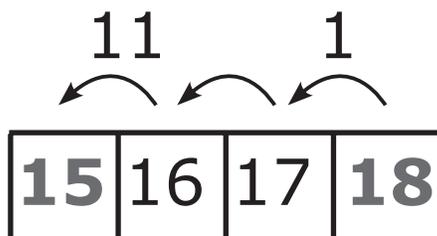


Contar hacia atrás

$$18 - 3$$



17, 16, 15



2.

$$17 - 3 = \underline{\hspace{2cm}}$$

$$21 - 2 = \underline{\hspace{2cm}}$$

$$15 - 4 = \underline{\hspace{2cm}}$$

$$9 - 2 = \underline{\hspace{2cm}}$$

$$16 - 5 = \underline{\hspace{2cm}}$$

$$12 - 3 = \underline{\hspace{2cm}}$$

$$14 - 4 = \underline{\hspace{2cm}}$$

$$13 - 5 = \underline{\hspace{2cm}}$$

3. ¿Por qué se equivoca el niño?

$16-3$

$16-3=14$

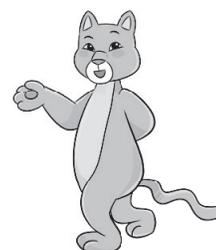
15,16,17

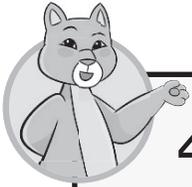
4. ¿Cómo calcularías $17 - 7$?

Dobles

1. ¿Cuántas  tienen?

Dibuja las ruedas que no ves.

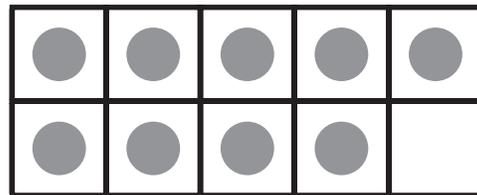
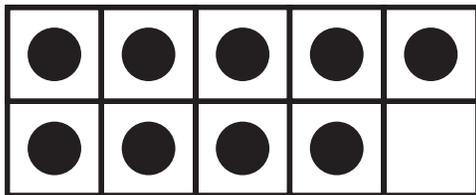




$4+4=8$ \longrightarrow "El doble de 4 es 8"

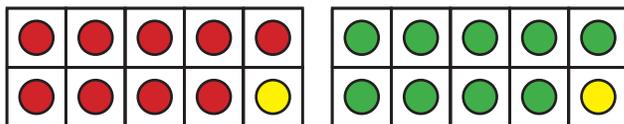
2. Piensa cómo calcular:

$$9+9= \square$$





La idea de Ana

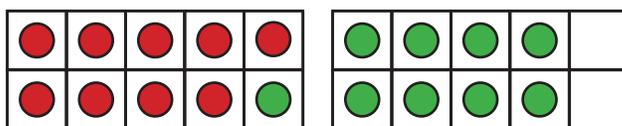


$$10 + 10 = 20$$

$$20 - 2 = 18$$



La idea de Diego



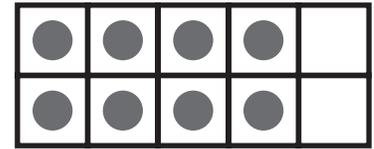
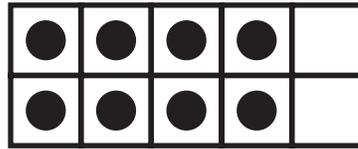
$$9 + 1 = 10$$

$$10 + 8 \text{ es } 18$$

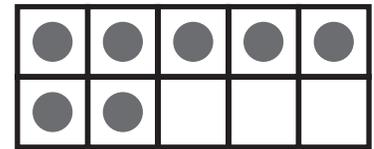
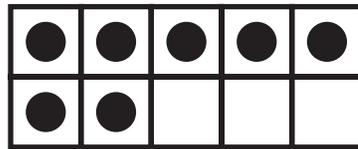


3. Piensa cómo calcular:

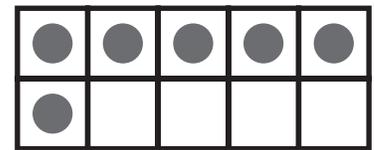
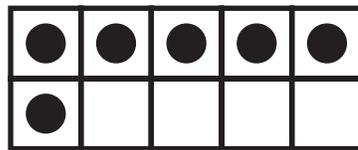
• $8+8=$



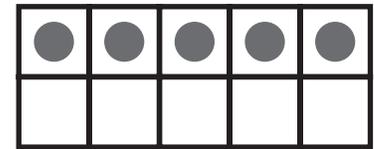
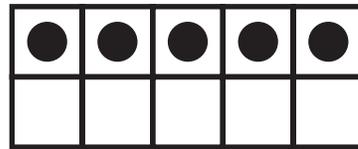
• $7+7=$



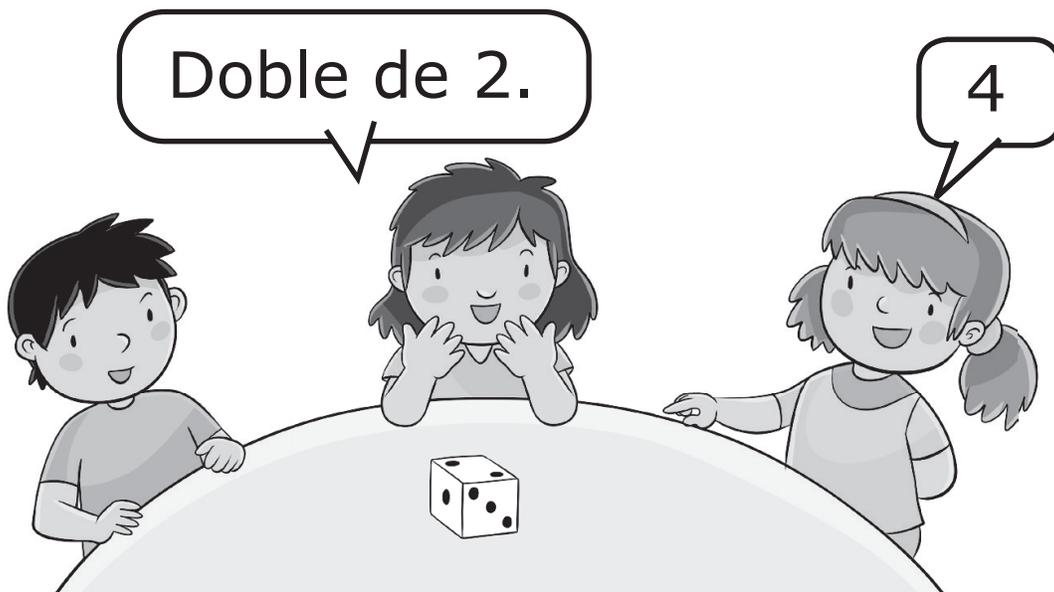
• $6+6=$



• $5+5=$



4. Los niños juegan con un dado. Una niña dice: dobla de **2**. La amiga contesta ¡**4**!



5. Los niños juegan con tarjetas de base **10**. El niño dice: El doble de **9**. La amiga contesta ¡**18**! Luego la otra amiga levanta la tarjeta con **9** ...



Ejercicios

$3 + 3 = \underline{\hspace{2cm}}$

$6 + 6 = \underline{\hspace{2cm}}$

$9 + 9 = \underline{\hspace{2cm}}$

$4 + 4 = \underline{\hspace{2cm}}$

$8 + 8 = \underline{\hspace{2cm}}$

$10 + 10 = \underline{\hspace{2cm}}$

$2 + 2 = \underline{\hspace{2cm}}$

$5 + 5 = \underline{\hspace{2cm}}$

$7 + 7 = \underline{\hspace{2cm}}$

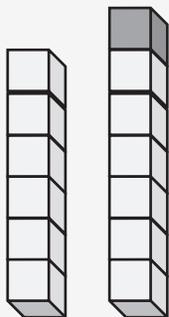
Casi dobles

1. ¿Cuántos hay?



La idea de José

¡ $6+6=12!$ →



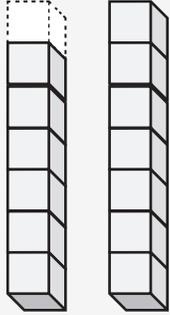
$$\begin{array}{r} 6+6=12 \\ \downarrow +1 \quad \downarrow +1 \\ 6+7=13 \end{array}$$



La idea de Laura

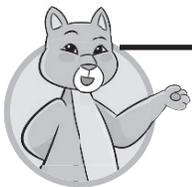


¡ $7+7=14!$!



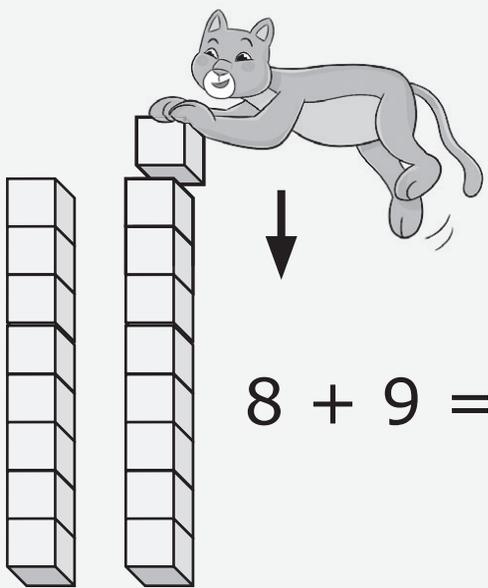
$$7+7=14$$

$$\begin{array}{cc} \downarrow -1 & \downarrow -1 \\ 6+7=13 \end{array}$$



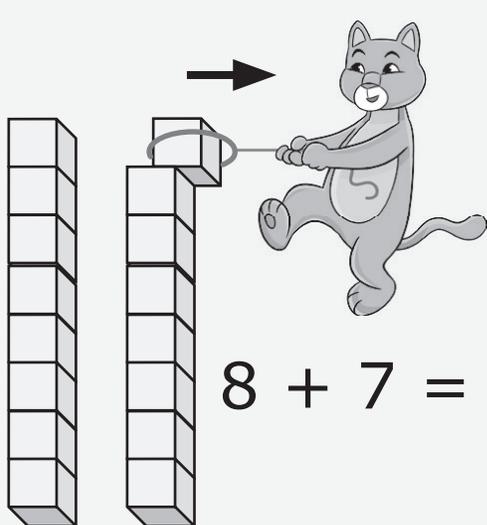
Cuando sumas números "cercaños", puedes usar dobles.

2. Si $8 + 8$ es **16**, piensa cómo calcular:



$8 + 9 = \square$

$8 + 9$



$8 + 7 = \square$

$8 + 7$

• Si $9 + 9 =$ entonces,

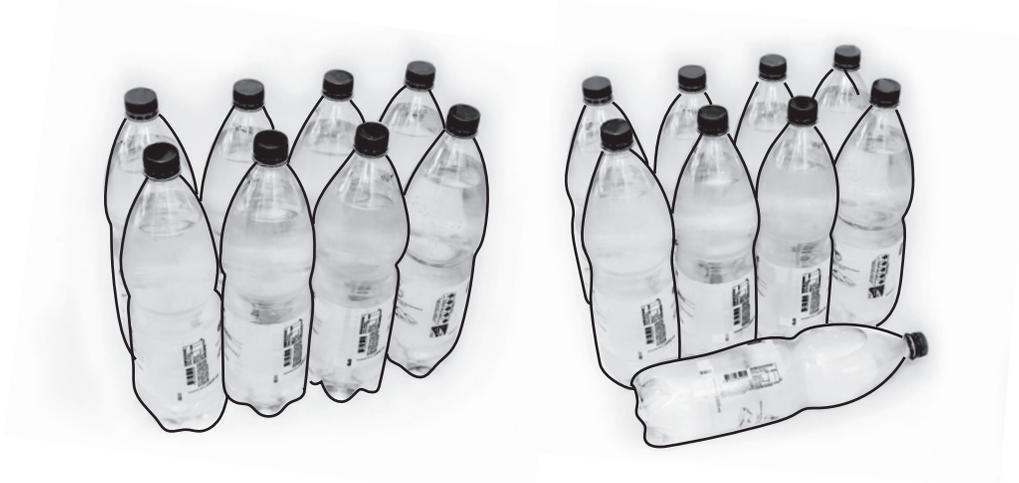
$9 + 8 =$

• Si $7 + 7 =$ entonces,

$7 + 6 =$

3. Completa.

•



$$\square + \square = \square$$

Tengo 6.



Tengo 1 más.



$$\square + \square = \square$$

Ejercicios

$5 + 4 = \underline{\hspace{2cm}}$

$3 + 4 = \underline{\hspace{2cm}}$

$2 + 3 = \underline{\hspace{2cm}}$

$8 + 9 = \underline{\hspace{2cm}}$

$6 + 6 = \underline{\hspace{2cm}}$

$7 + 6 = \underline{\hspace{2cm}}$

$9 + 9 = \underline{\hspace{2cm}}$

$6 + 5 = \underline{\hspace{2cm}}$

$8 + 8 = \underline{\hspace{2cm}}$

$7 + 7 = \underline{\hspace{2cm}}$

$6 + 7 = \underline{\hspace{2cm}}$

$9 + 8 = \underline{\hspace{2cm}}$

$4 + 3 = \underline{\hspace{2cm}}$

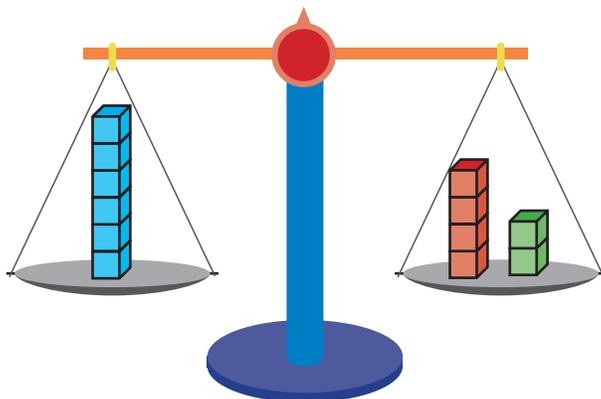
$5 + 6 = \underline{\hspace{2cm}}$

$7 + 8 = \underline{\hspace{2cm}}$

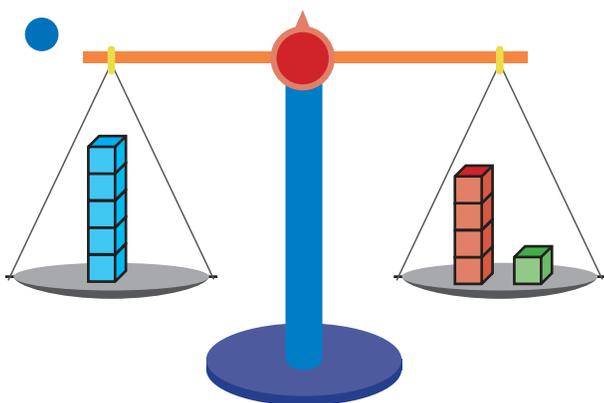
$4 + 5 = \underline{\hspace{2cm}}$

Igualdad y desigualdad

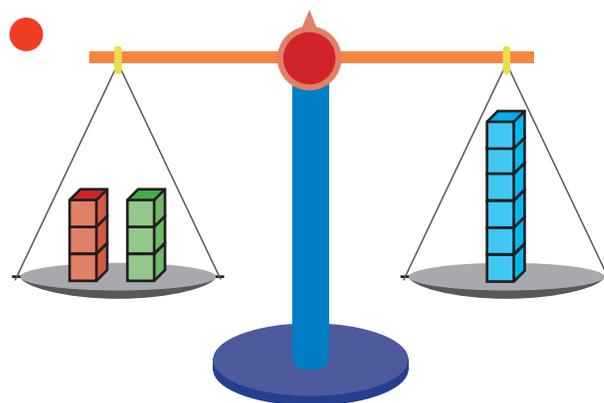
1. Completa. Mira el ejemplo.



$$\boxed{6} + \boxed{4} = \boxed{2}$$

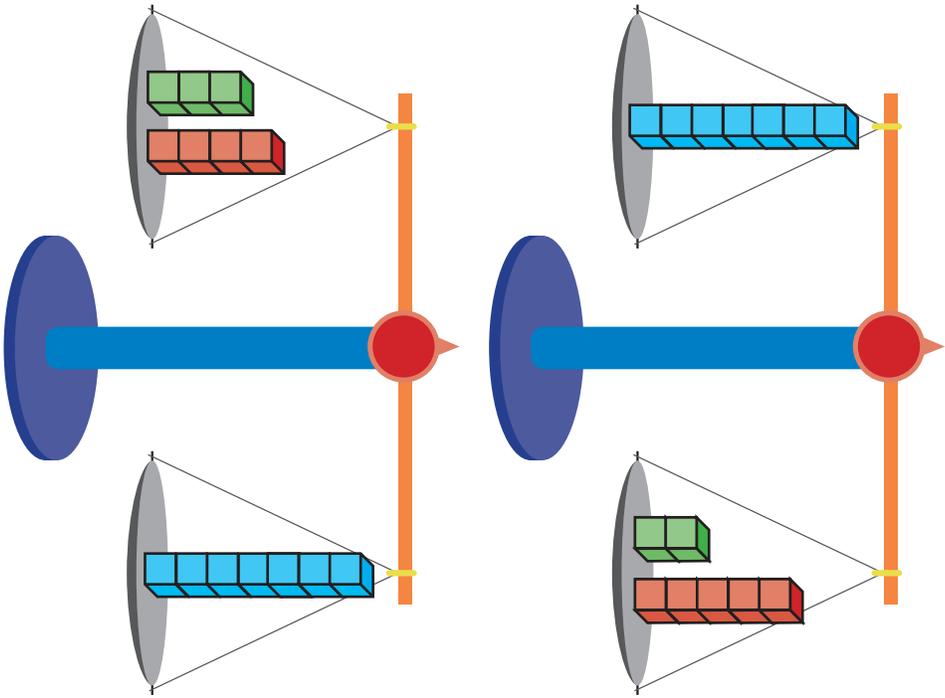


$$\boxed{5} + \boxed{} = \boxed{}$$



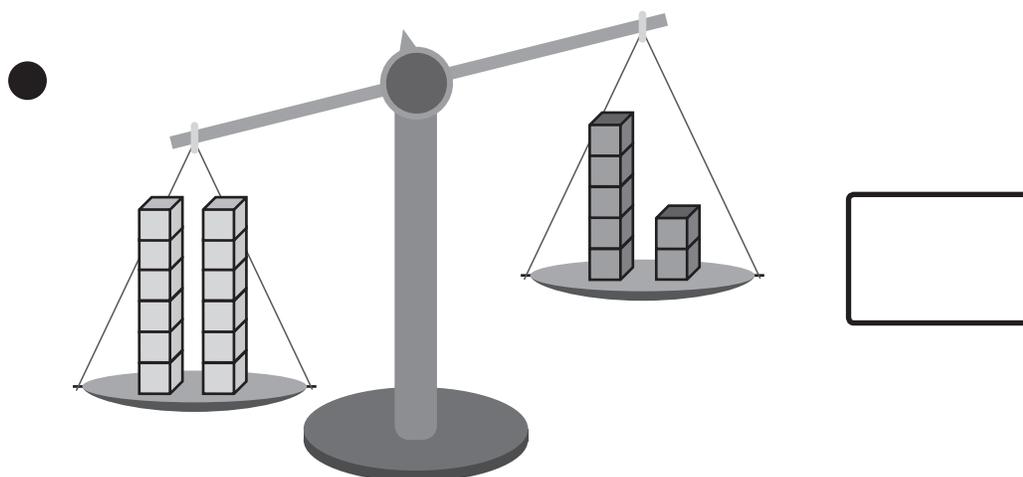
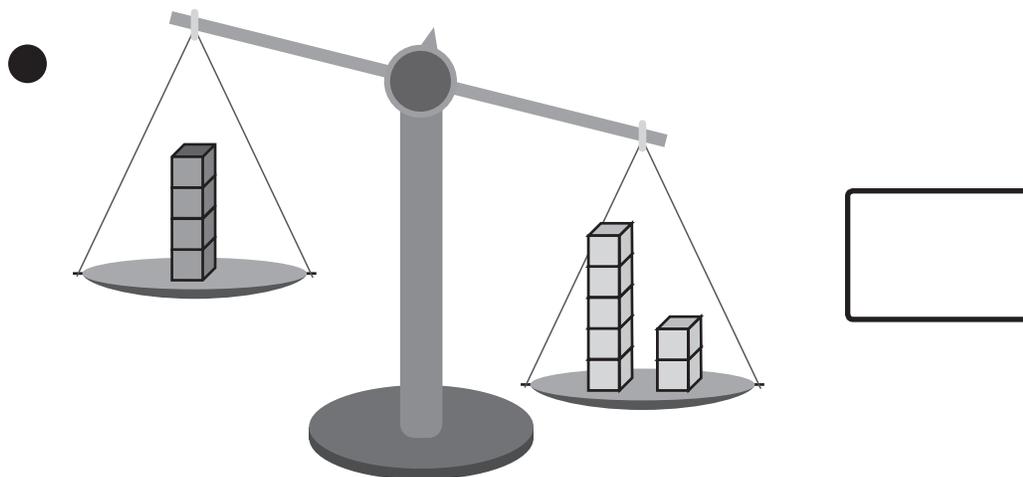
$$\boxed{6} + \boxed{} = \boxed{}$$

Equilibrio → igualdad



| | | | | |
|---|---|---|---|---|
| 7 | + | 4 | = | 3 |
| 7 | + | 3 | = | 4 |
| 7 | + | 2 | = | 5 |
| 7 | + | 5 | = | 2 |

2. ¿Por qué no están equilibradas?

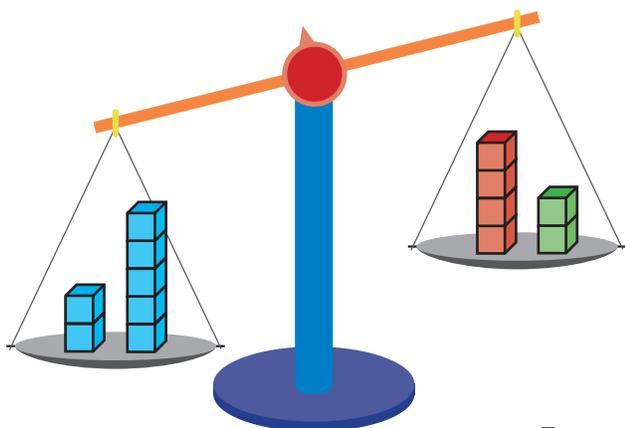


¿Cuántos hay que poner para equilibrarla? ¿Dónde?



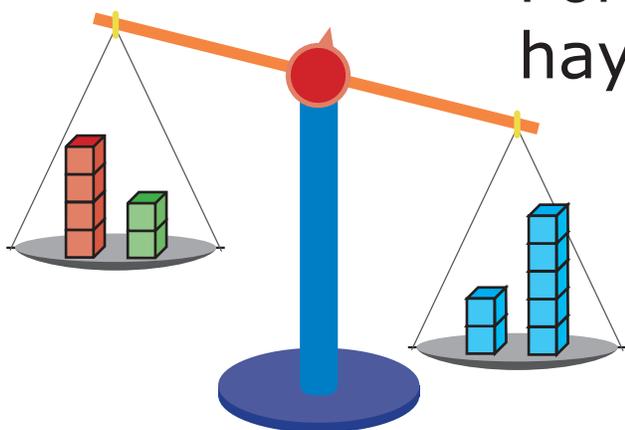
3. Comenta, ¿cuándo un plato queda abajo?

Desequilibrio \rightarrow desigualdad

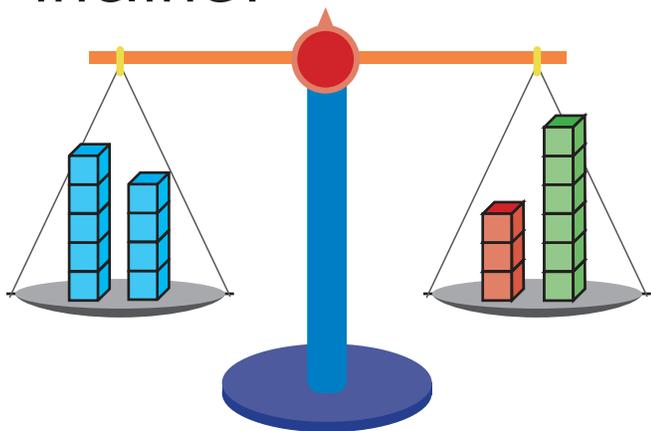


7 es mayor que **6**
6 es menor que **7**

4+2 no es **7**.
Por eso no
hay equilibrio.



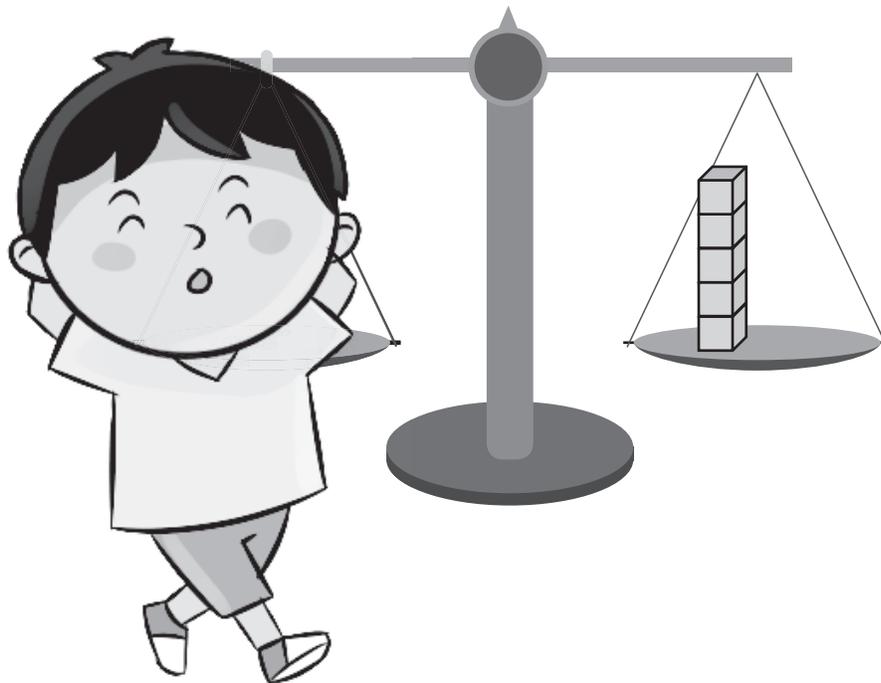
4. ¿Qué hacemos para que la balanza se incline?



¿Poner o
sacar cubos?



5. ¿Cuántos cubos no se ven?



PROBLEMAS 1

1. ¿Cuál balanza es la incorrecta?



2. Hay **18** manzanas. Se comen **3** manzanas, ¿cuántas quedan?



3. Hay **9** rosas rojas y **8** blancas, ¿cuántas hay en total?



4. Completa.

$$\boxed{9} + \boxed{2} = \boxed{}$$

$$\boxed{8} + \boxed{} = \boxed{15}$$

$$\boxed{5} = \boxed{8} - \boxed{}$$

$$\boxed{9} = \boxed{18} - \boxed{}$$

$$\boxed{12} = \boxed{6} + \boxed{}$$

$$\boxed{9} = \boxed{5} + \boxed{}$$

$$\boxed{} = \boxed{5} + \boxed{4}$$

$$\boxed{6} = \boxed{13} - \boxed{}$$

5.

$7 + 8 = \underline{\hspace{2cm}}$

$14 + 3 = \underline{\hspace{2cm}}$

$18 - 8 = \underline{\hspace{2cm}}$

$19 - 8 = \underline{\hspace{2cm}}$

$9 + 9 = \underline{\hspace{2cm}}$

$15 + 4 = \underline{\hspace{2cm}}$

$6 + 7 = \underline{\hspace{2cm}}$

$16 - 9 = \underline{\hspace{2cm}}$

$15 + 3 = \underline{\hspace{2cm}}$

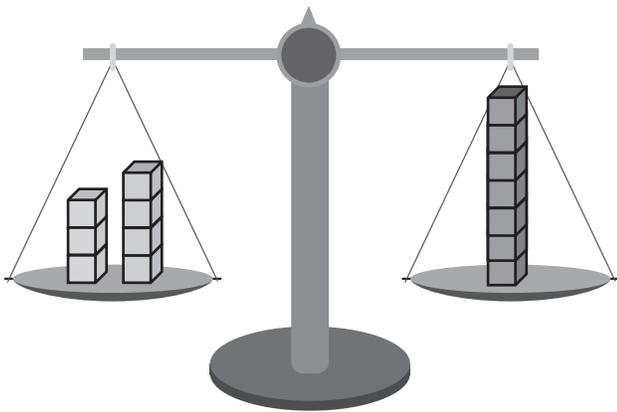
$14 - 8 = \underline{\hspace{2cm}}$

$17 - 8 = \underline{\hspace{2cm}}$

$9 - 8 = \underline{\hspace{2cm}}$

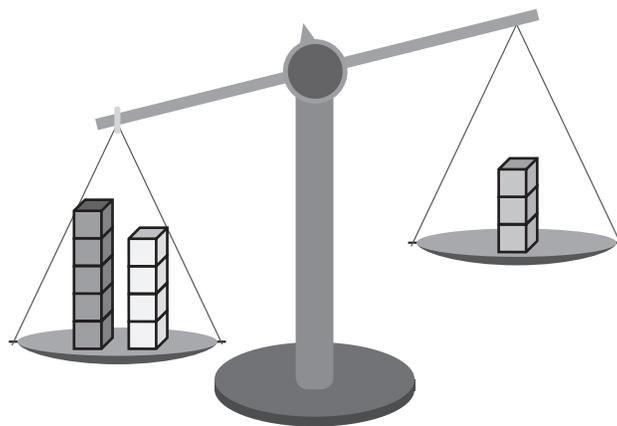
PROBLEMAS 2

1. Completa.



$$\square = \square + \square$$

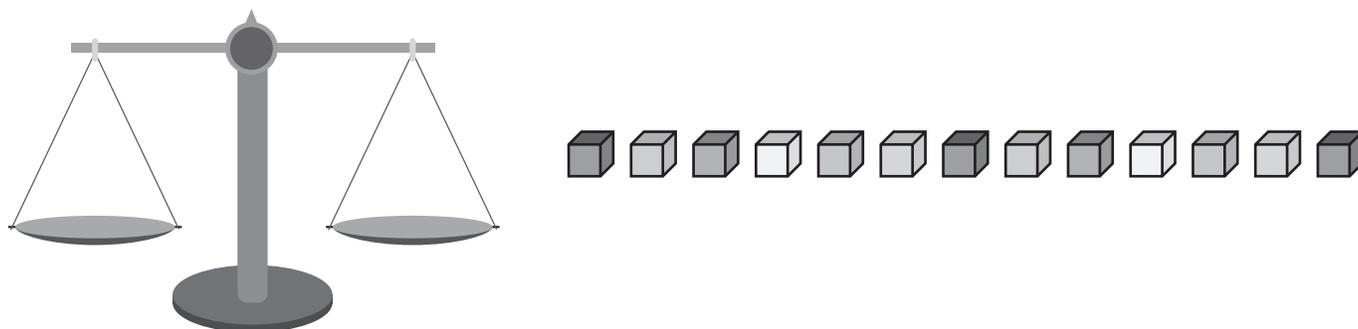
2. ¿Con cuántos cubos se equilibra?



100

50

3. ¿Es posible equilibrar la balanza usando todos estos cubos?



4. ¿Cuántos cubos hay en total?



15

¿SUMAR O RESTAR?



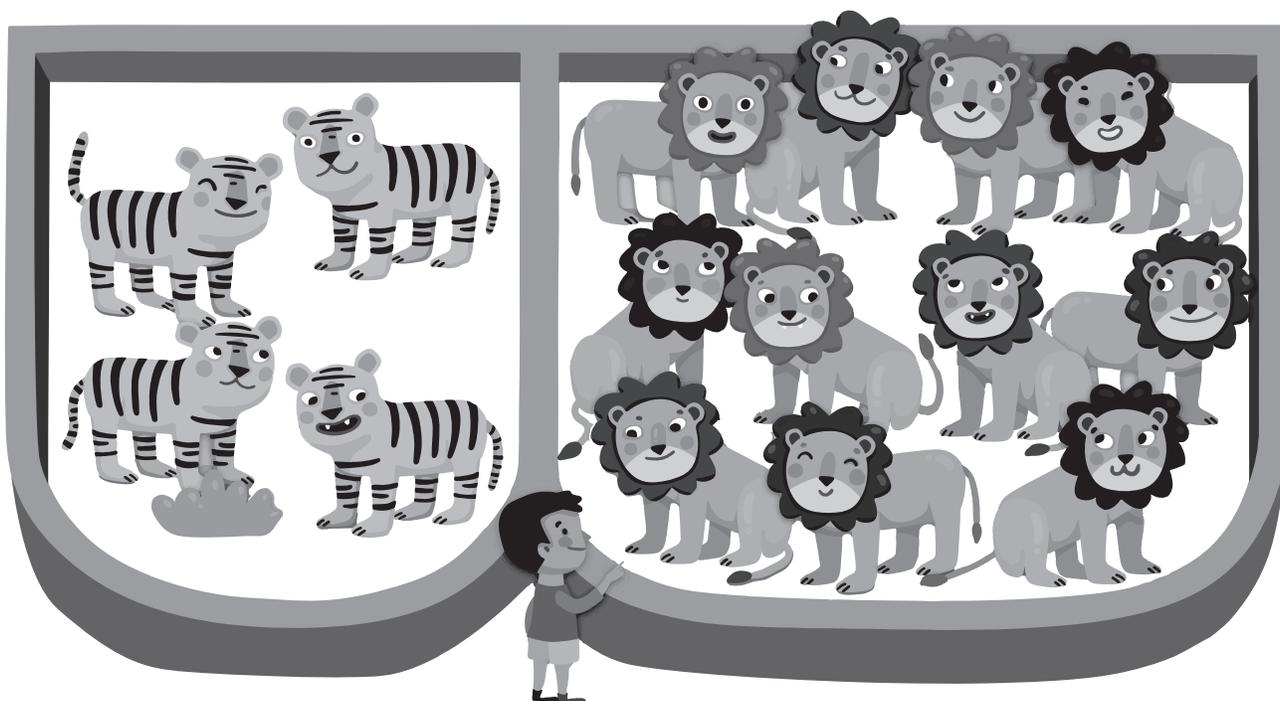
1. ¿Cuántos monos hay en total?



2. Había **16** manzanas. El elefante comió **7**. ¿Cuántas manzanas quedan?



3. ¿Qué hay más, leones o tigres?
¿Cuántos más?



4. **6** niños iban en el bus.

Suben **3**, luego suben **4** más. ¿Cuántos niños van en total?



6

6 + 3

6 + 3 + 4

Frase numérica: $6 + 3 + 4 =$



Respuesta: Hay niños.

5. 7 niños jugaban. Llegan 5 más.

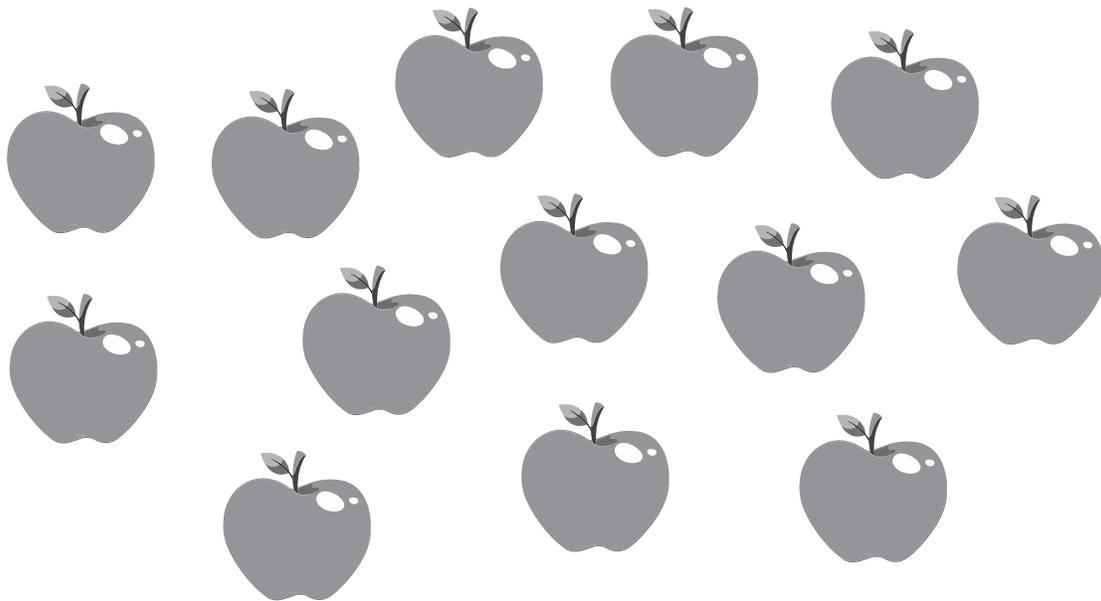
Luego, 8 niños se van. ¿Cuántos niños quedan?



Respuesta: Hay niños.

6. Había **13** manzanas.

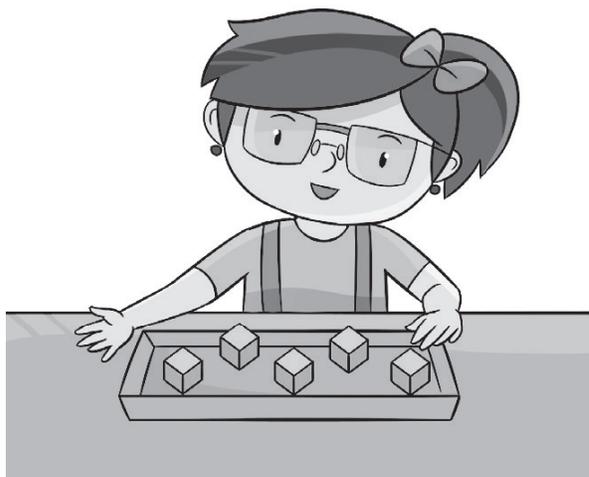
Un día comen **4**. Al día siguiente comen **2** más. ¿Cuántas manzanas quedan?



Respuesta: Hay manzanas.

7. Inventa un problema que tenga dos cálculos.

8.

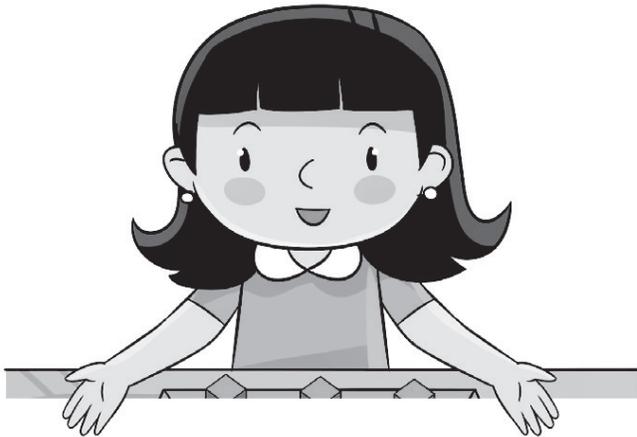
Tengo **5**.Agrego **3**.Saco **3** cubos.

¿Cuántos cubos quedan?

Respuesta: cubos.

9.

Tengo 10
cubos verdes.



Saco 4



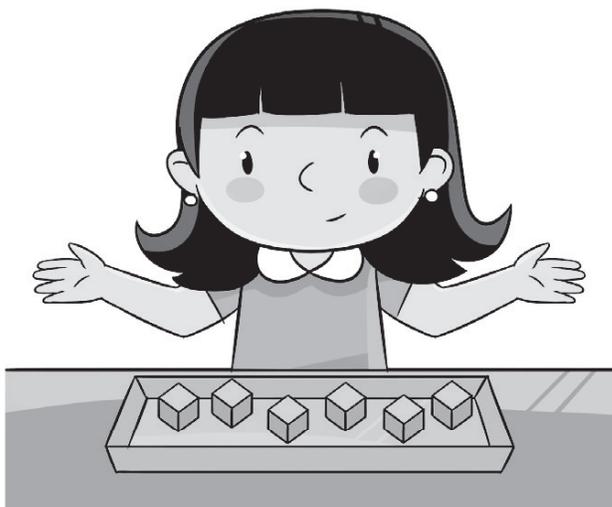
Agrego 4
cubos rojos.



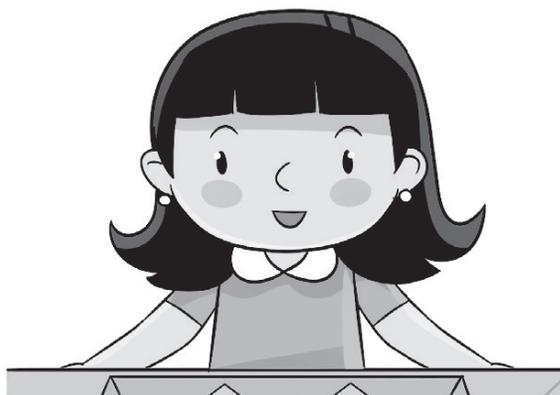
¿Cuántos cubos quedan?

Respuesta: cubos.

10.

Tengo **6**.

Saco algunos.

Agrego **3** y
quedan **6** cubos.

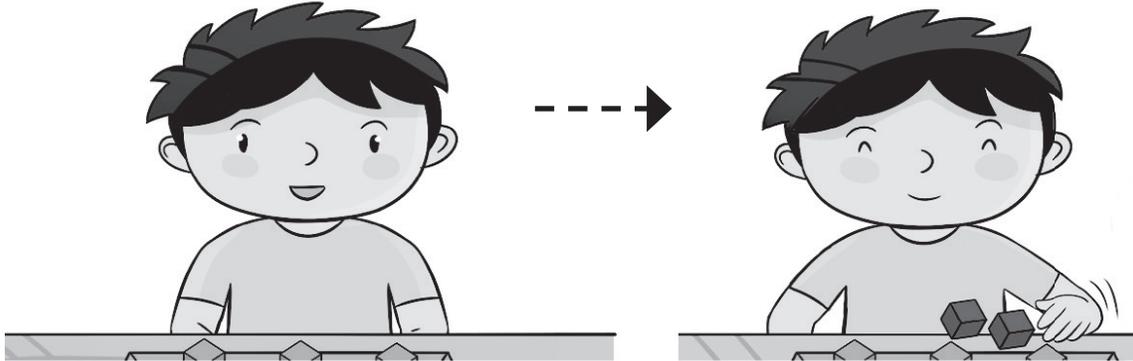
¿Cuántos cubos saqué?

Respuesta: cubos.

11.

Tengo cubos azules.

Agrego **2**.



Saco **2** y quedan **12** cubos.



¿Cuántos cubos había?

Respuesta: cubos.

12.



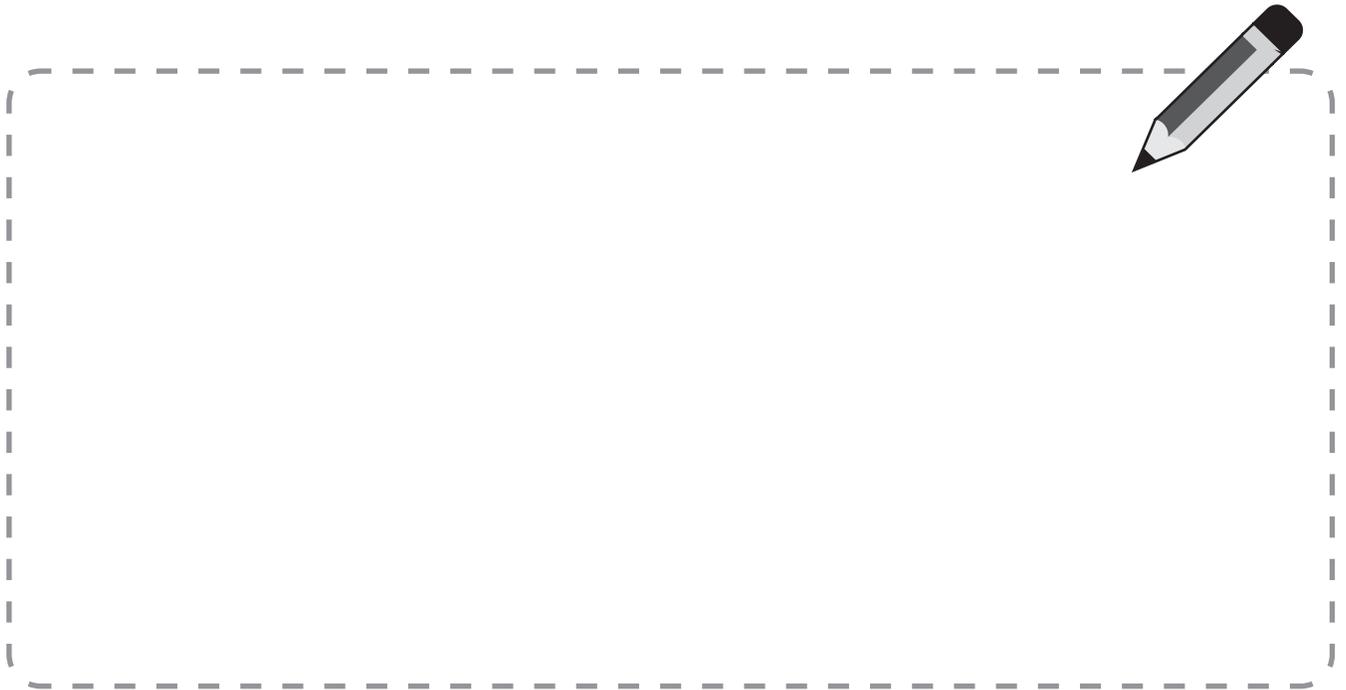
- Manuel está detrás de Elena. Márcalo.
- ¿En qué lugar de la fila está Manuel?

Frase numérica:

Respuesta: lugar.

13. Teresa está en el **7°** lugar de una fila. Hay **8** personas detrás de ella. ¿Cuántas personas hay en la fila?

Dibujemos y pensemos el problema.



Frase numérica:



Respuesta: personas.

14. En la fila de Tomás hay **15** niños.



Tomás está en el 6^o lugar. ¿Cuántos niños hay detrás de él?

Frase numérica:



Respuesta: niños.

15. Laura está en el lugar **17** desde el inicio. Carlos es el **9°** niño delante de ella. ¿En qué lugar está Carlos?

Dibujemos y pensemos el problema.

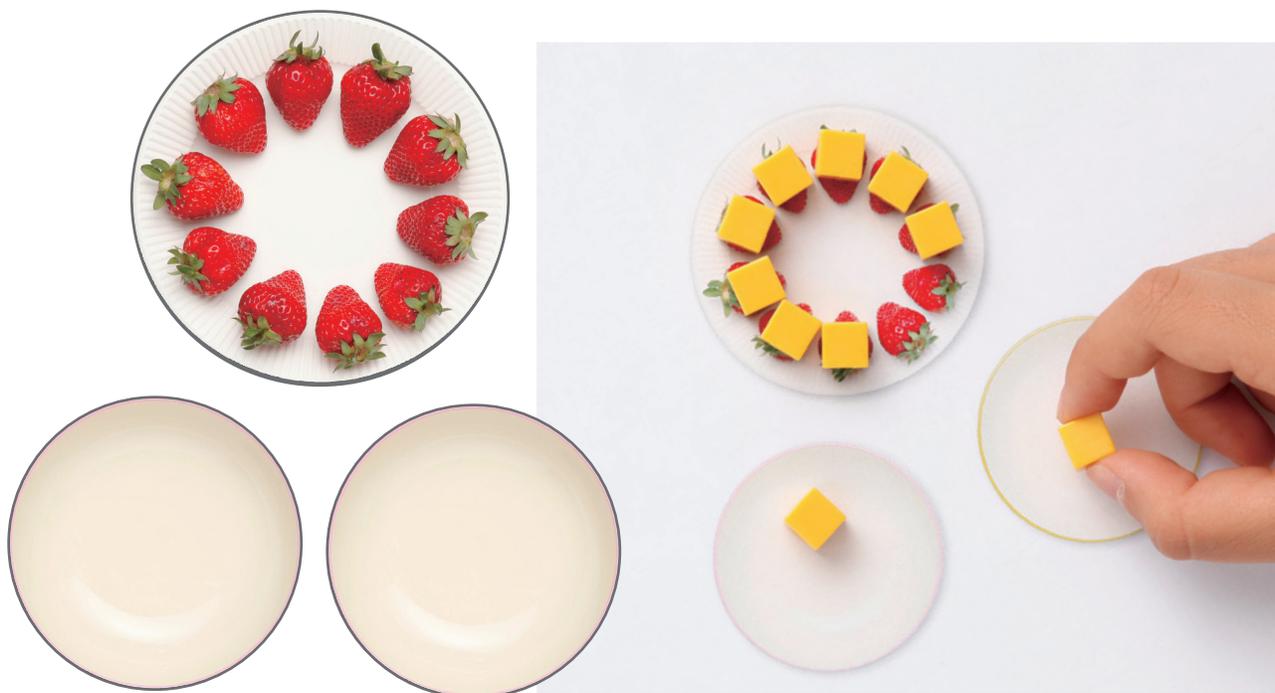


Frase numérica:

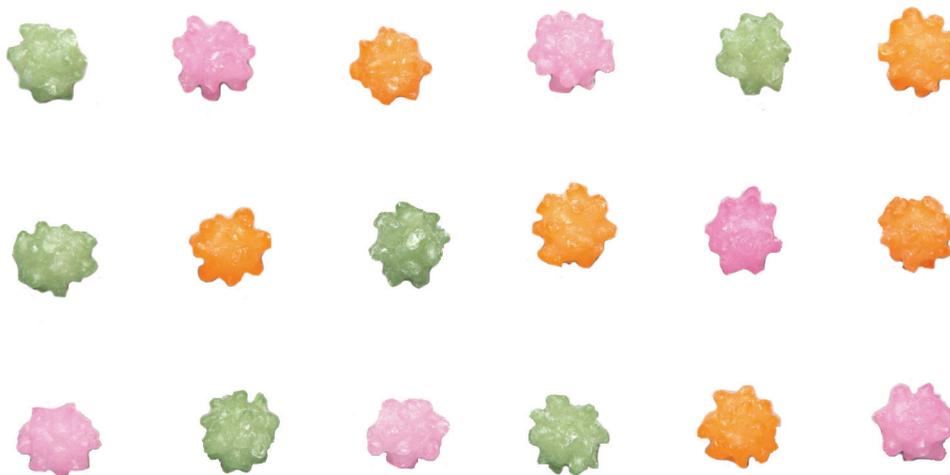


Respuesta: lugar.

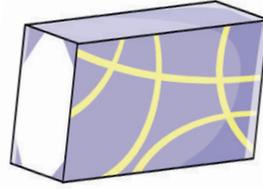
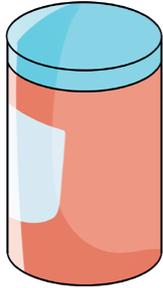
16. Reparte para que dos personas tengan la misma cantidad.



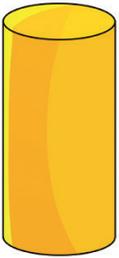
17. Reparte para que tres personas tengan la misma cantidad.



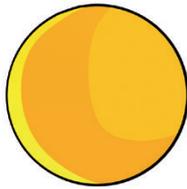
REPASO



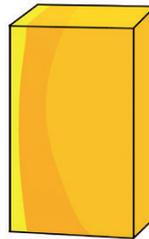
A



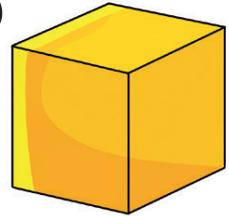
B



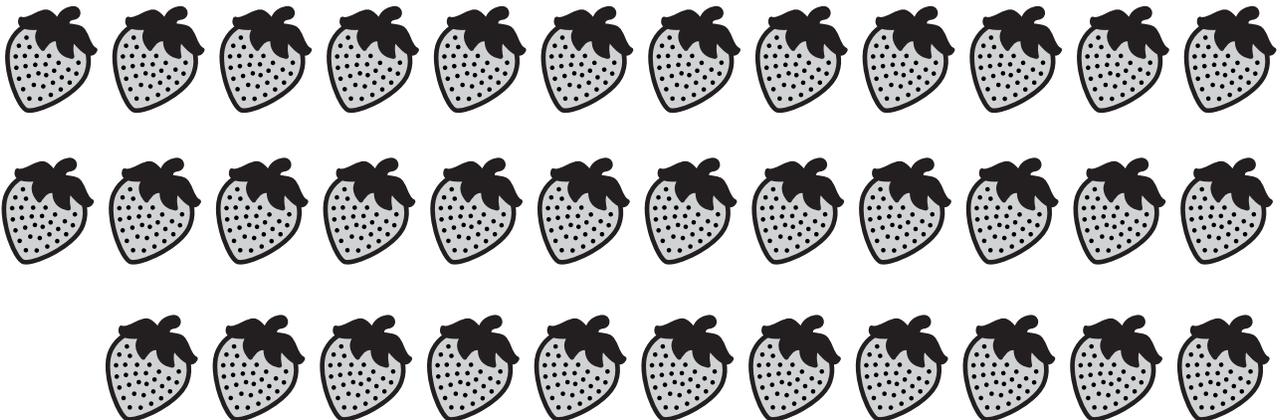
C



D

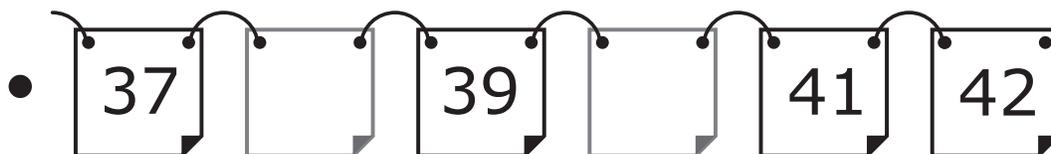


2. ¿Cuántas hay?

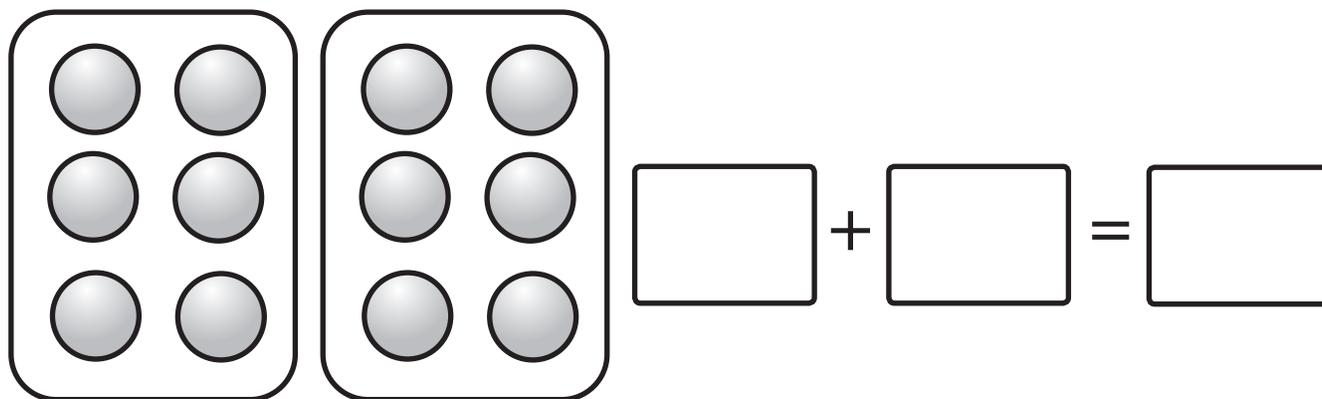


frutillas.

3. Sigue contando y completa.



4. Completa.



5.

$7 + 4 = \underline{\hspace{2cm}}$

$6 + 7 = \underline{\hspace{2cm}}$

$8 + 5 = \underline{\hspace{2cm}}$

$2 + 9 = \underline{\hspace{2cm}}$

$10 + 7 = \underline{\hspace{2cm}}$

$4 + 10 = \underline{\hspace{2cm}}$

$13 + 6 = \underline{\hspace{2cm}}$

$5 + 12 = \underline{\hspace{2cm}}$

$12 - 3 = \underline{\hspace{2cm}}$

$15 - 7 = \underline{\hspace{2cm}}$

$17 - 9 = \underline{\hspace{2cm}}$

$14 - 7 = \underline{\hspace{2cm}}$

$16 - 6 = \underline{\hspace{2cm}}$

$10 - 10 = \underline{\hspace{2cm}}$

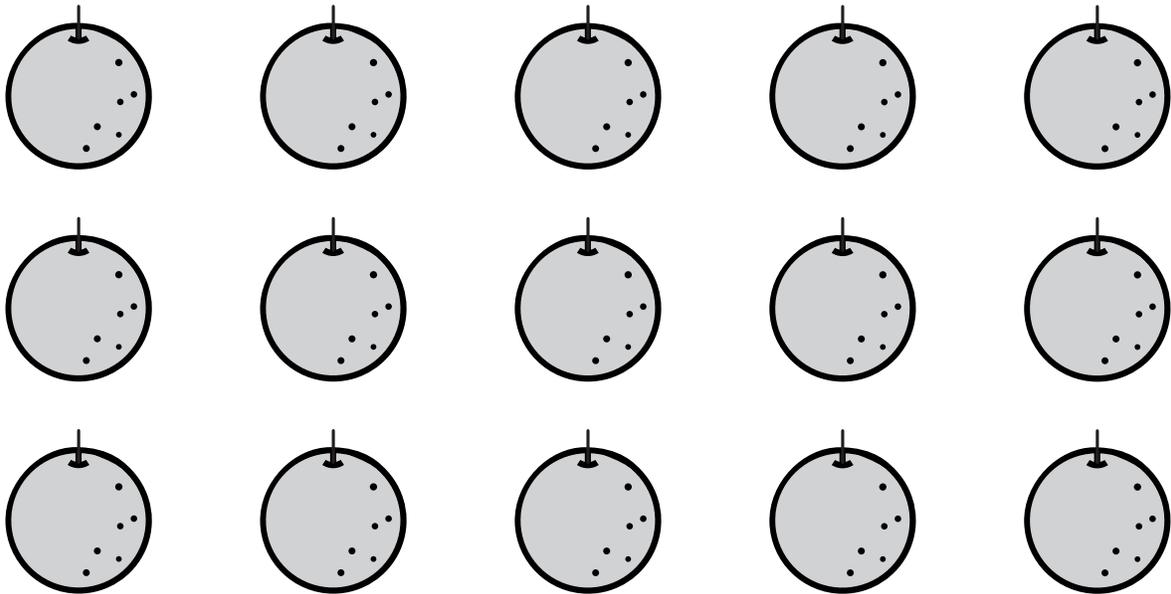
$18 - 3 = \underline{\hspace{2cm}}$

$19 - 7 = \underline{\hspace{2cm}}$

6. 7 niños elevaban volantines. Llegaron **9** niños más, ¿cuántos niños hay a hora?



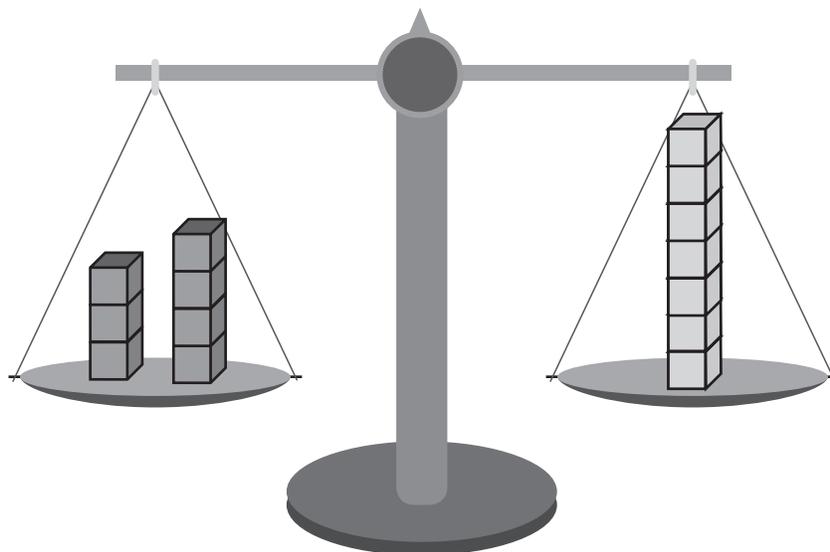
7. De **15** naranjas, los niños comieron **6**, ¿cuántas quedan?



8. **9** niños iban en el tren. Subieron **5** niños y luego se bajaron **7**. ¿Cuántos niños quedan?

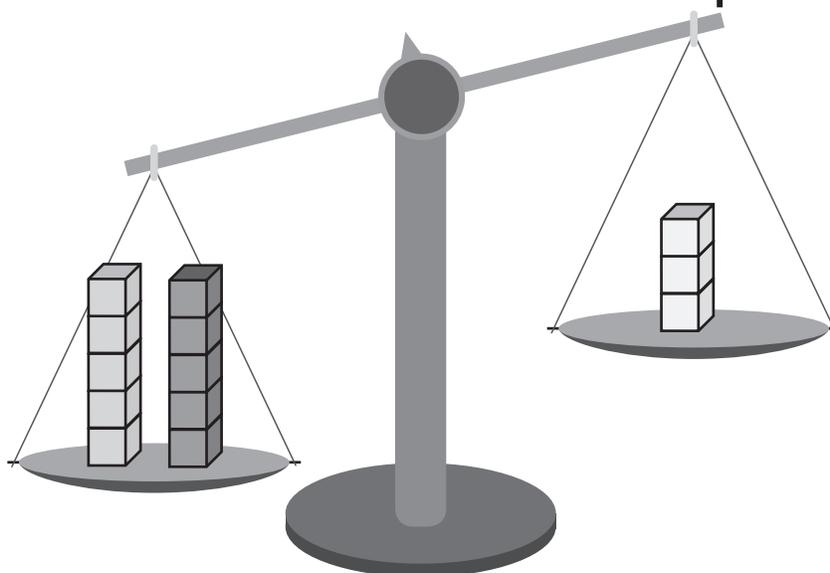
A large dashed rectangular box intended for the student to write their answer. In the top right corner of the box, there is a small icon of a pencil.

9. Completa.



$$\square + \square = \square$$

10. ¿Con cuántos cubos se equilibra?



cubos.

11. Completa los caminos en la tabla de 100.

| | | | | | | | | | |
|---|---|---|--|---|--|--|---|---|--|
| 1 | 2 | 3 | | 5 | | | 8 | 9 | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

12. Completa la secuencia.

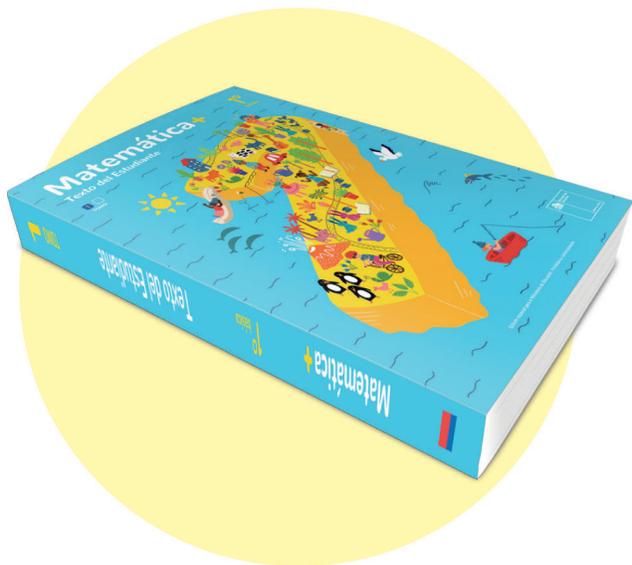
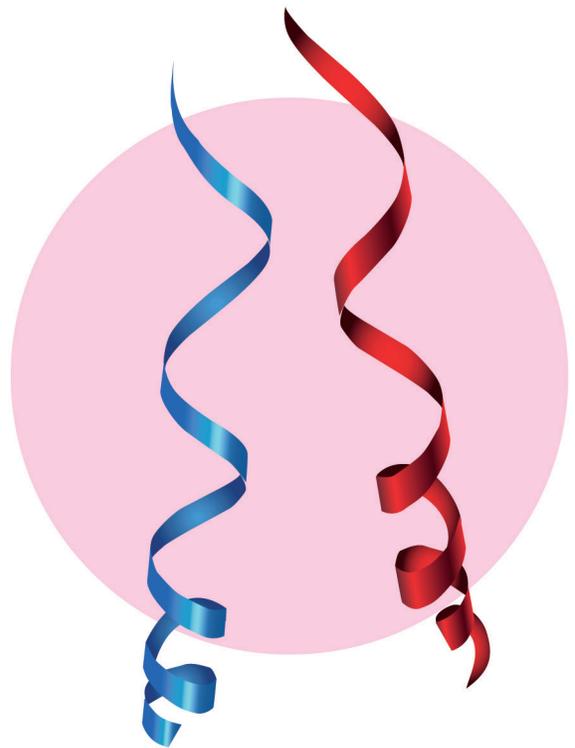
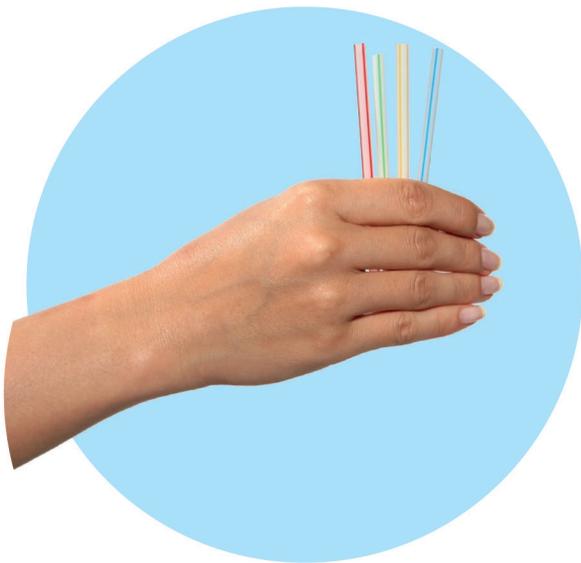
| | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
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| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |

13. Crea una secuencia usando un patrón.

| | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | | | | |
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Comparemos longitudes

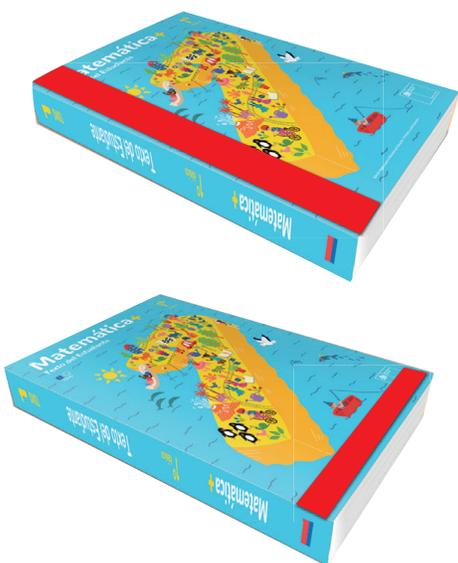
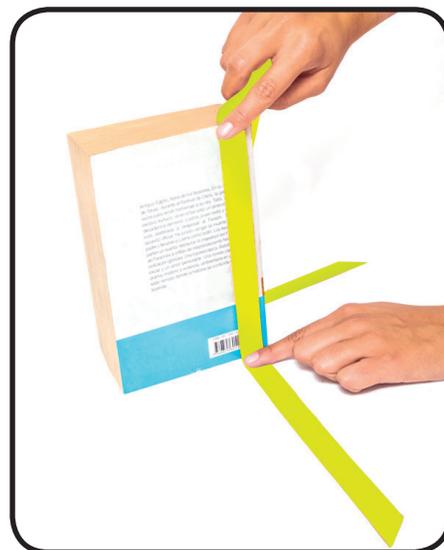
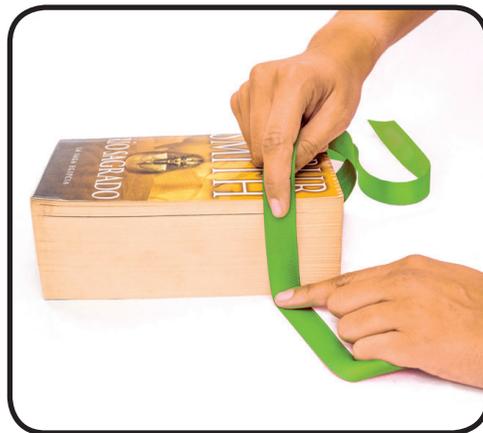
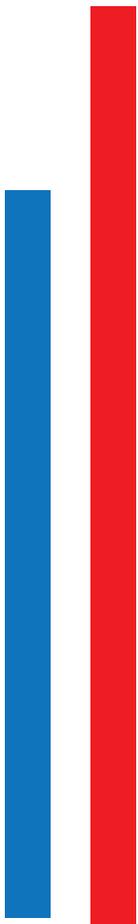
1. Comparemos.



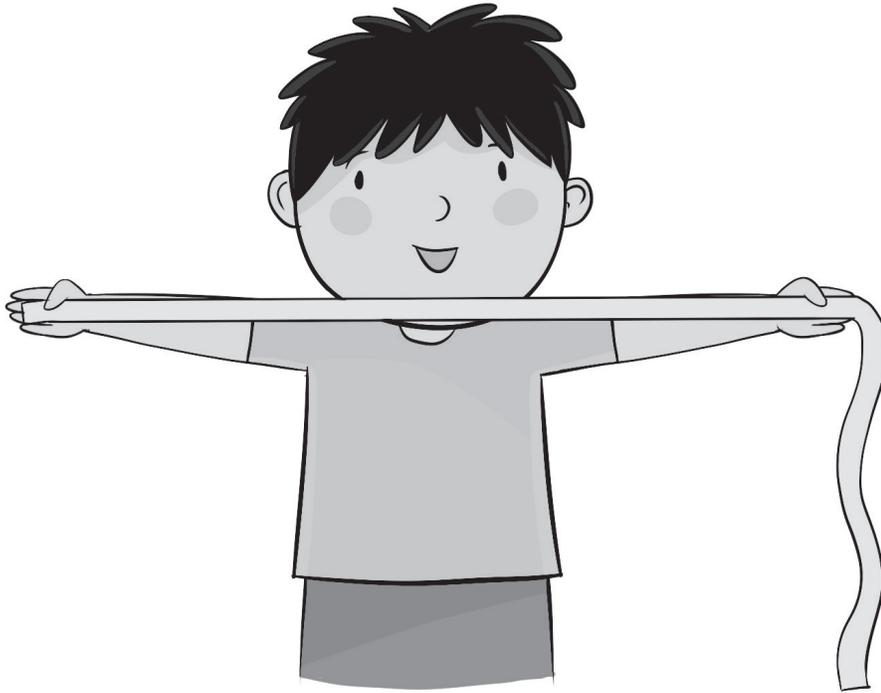
Comparemos
largo y
ancho.



2. Comparemos con cintas.



Largo de brazos extendidos.



¿Quién abre más sus brazos?



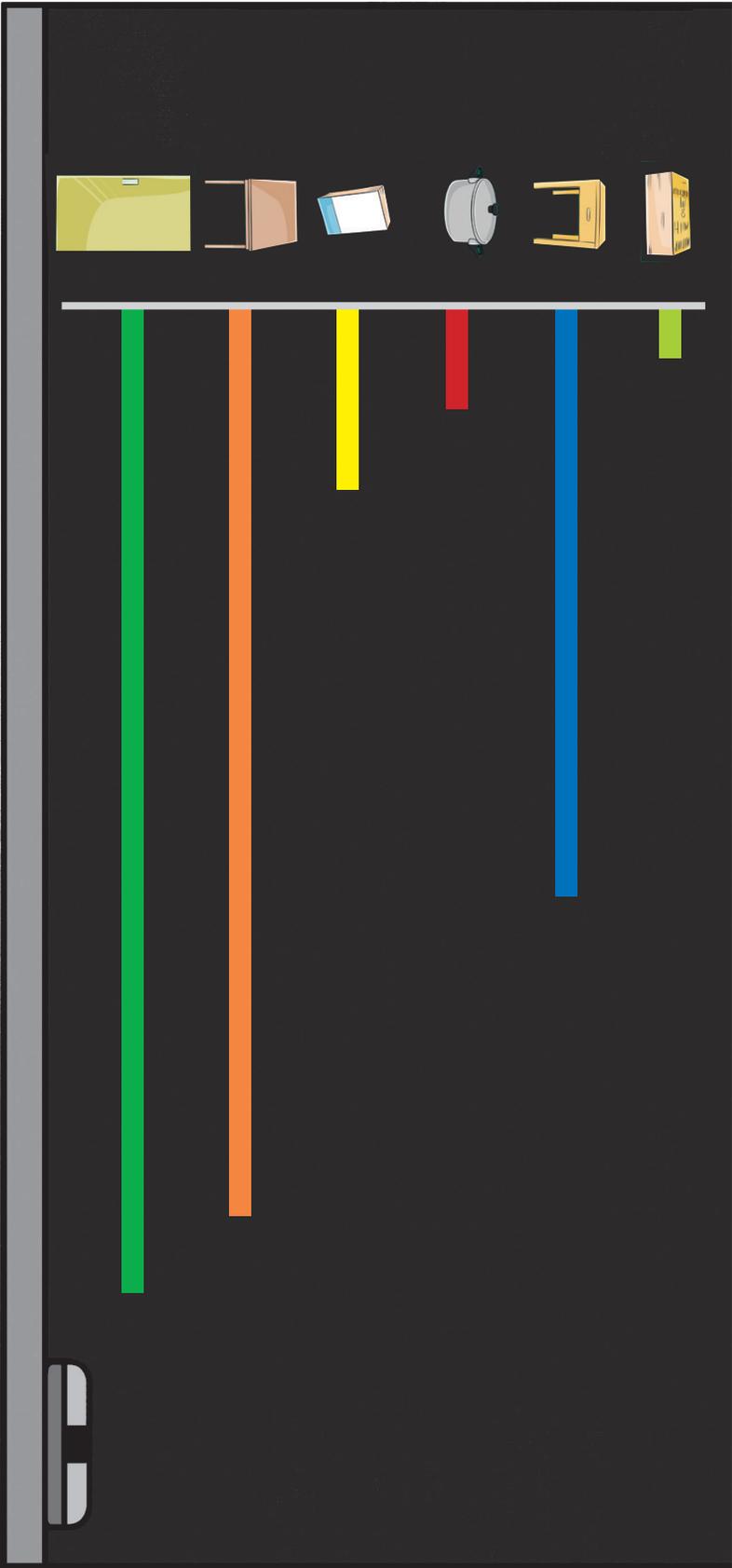
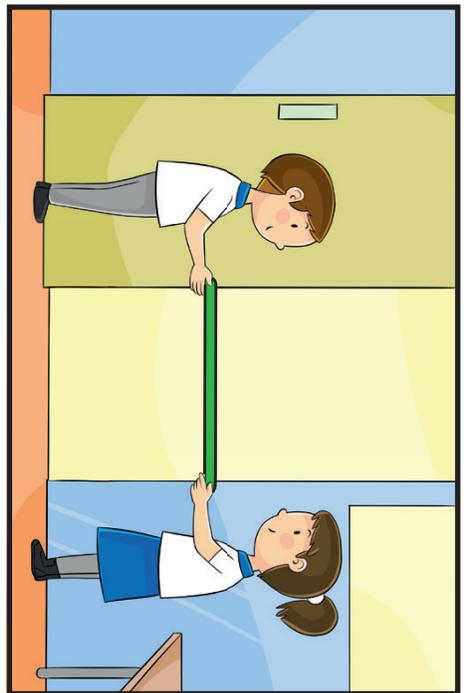
María



José



¿Cabe por la puerta?



3. ¿Cuál tiene mayor longitud?

Largo.....4 lápices
Ancho.....3 lápices

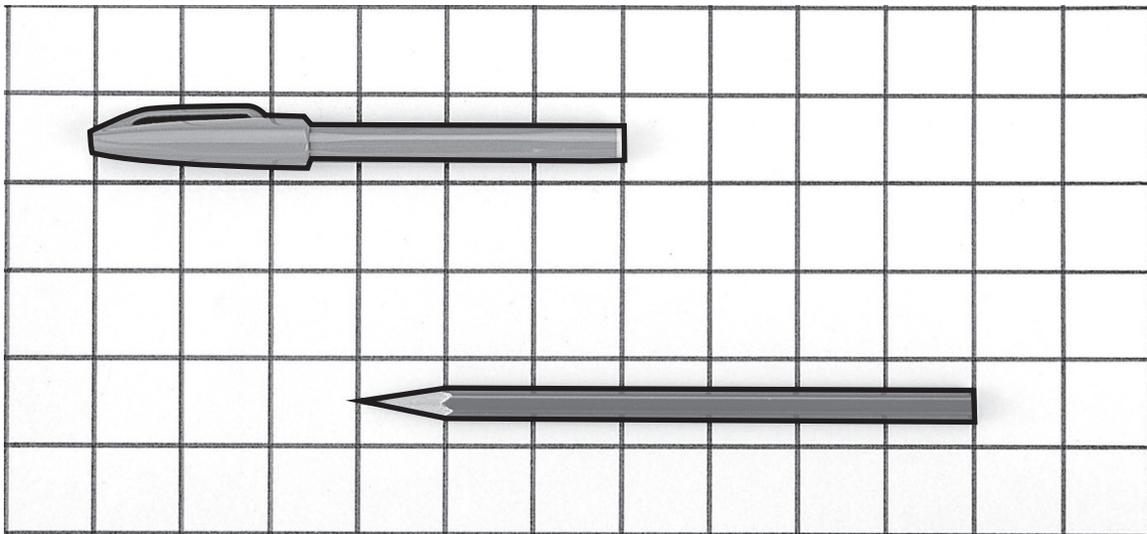
Uso un lápiz.

Uso una goma de borrar.

Largo..... gomas de borrar

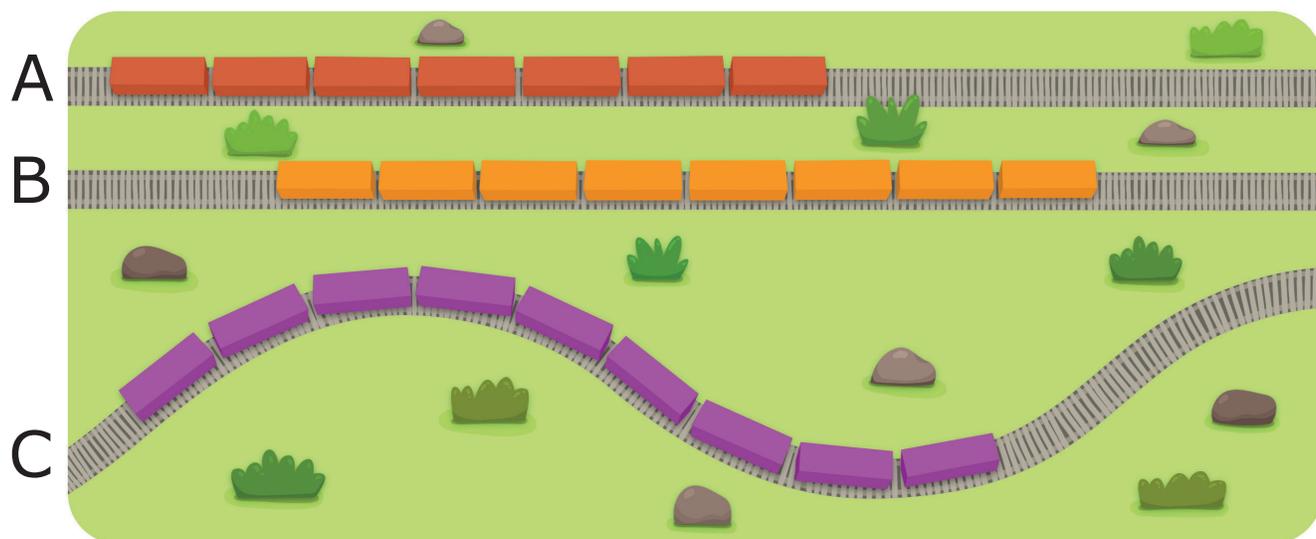
Ancho..... gomas de borrar

4. Compara.

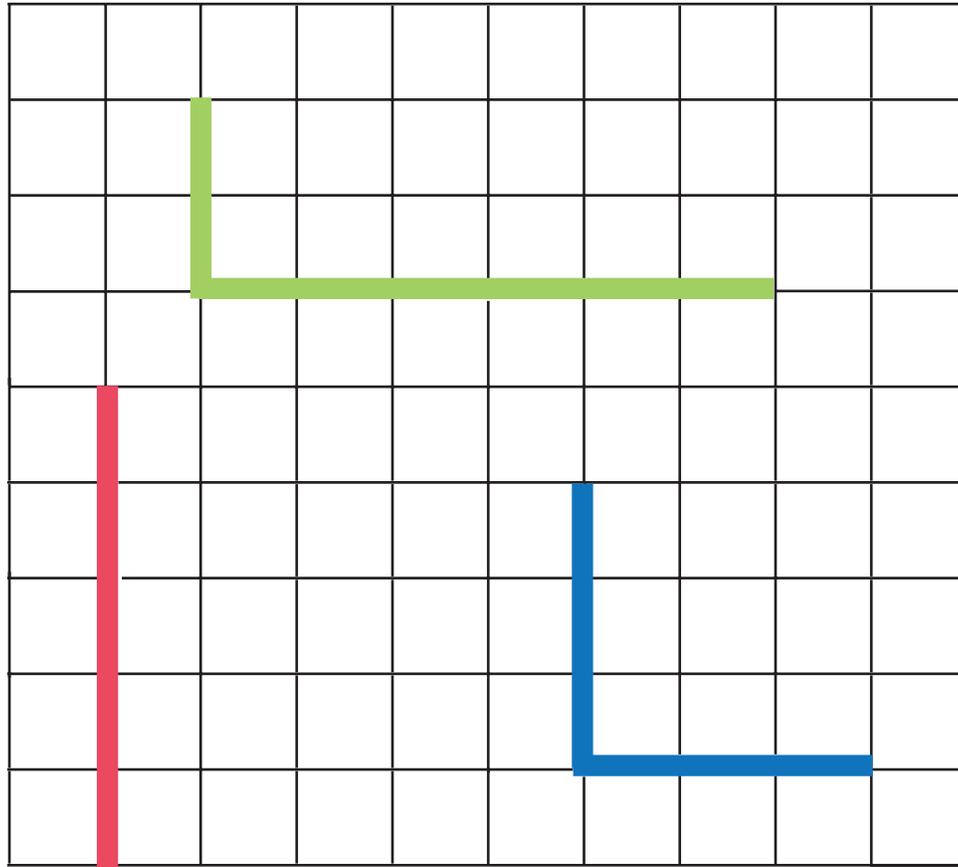


PROBLEMAS 1

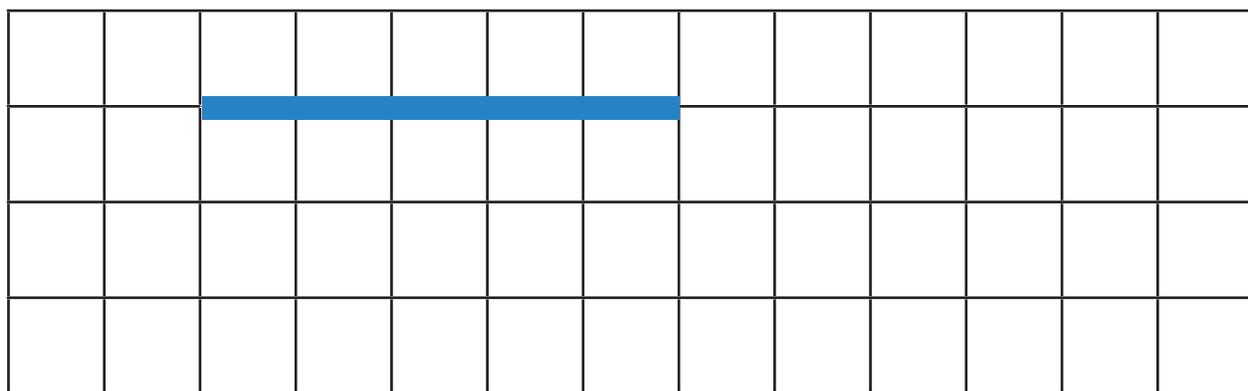
1. ¿Cuál es el más largo?



2. Marca la más larga.

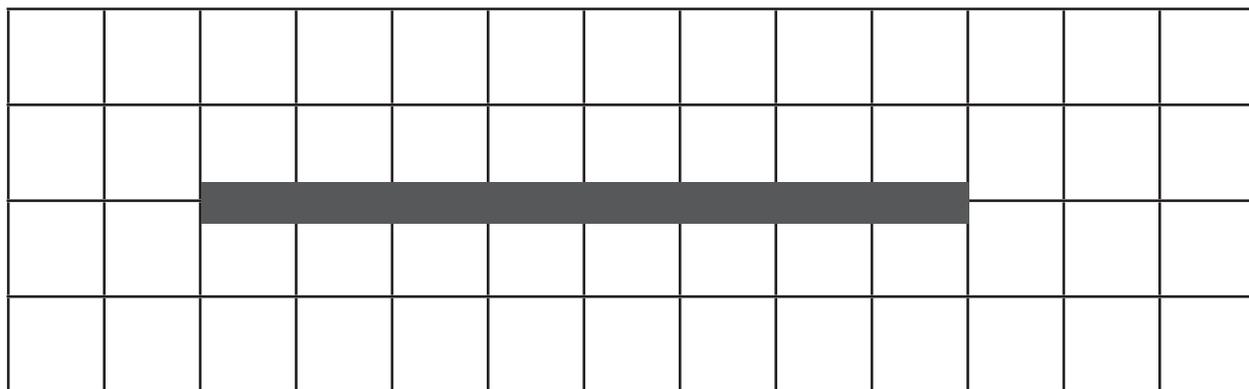


3. Dibuja una más corta.



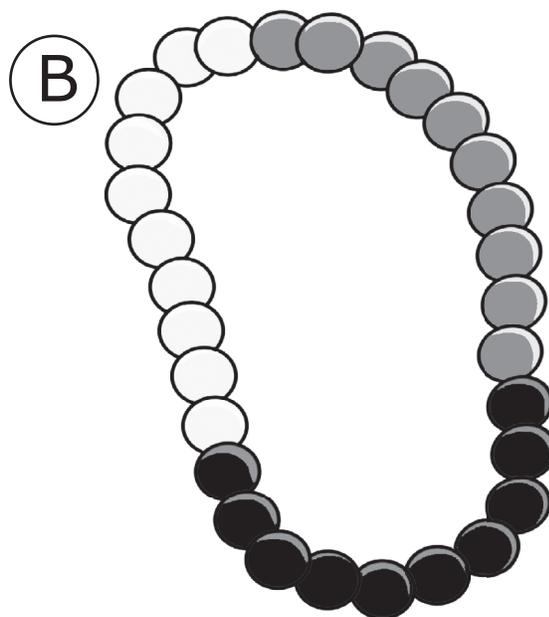
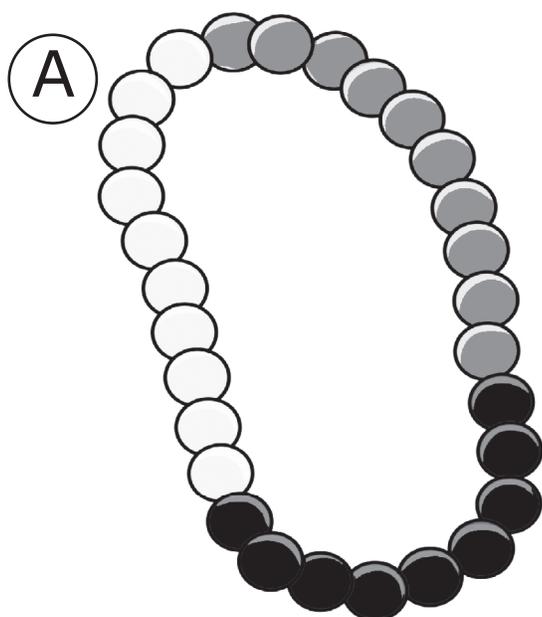
PROBLEMAS 2

4. Dibuja una más larga.

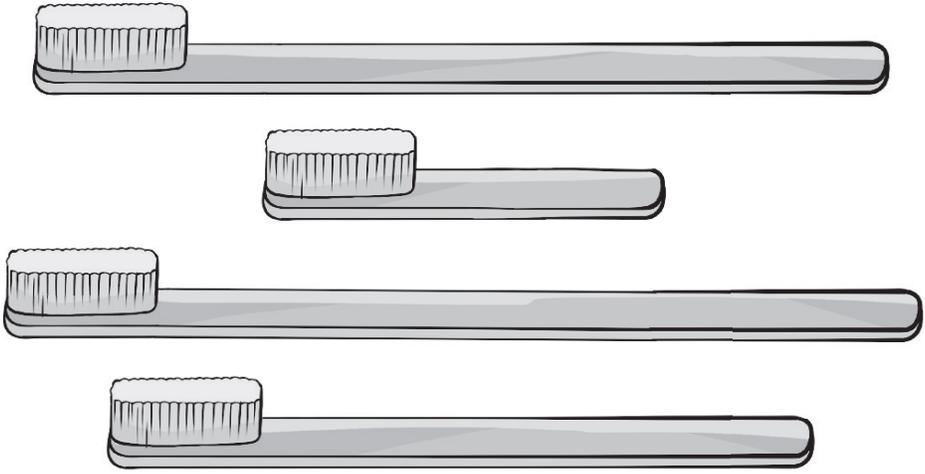


5. Marca el más largo.

•



•



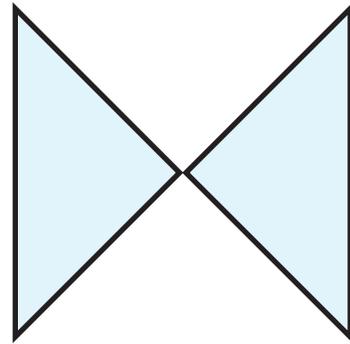
17

FIGURAS 2D (2)

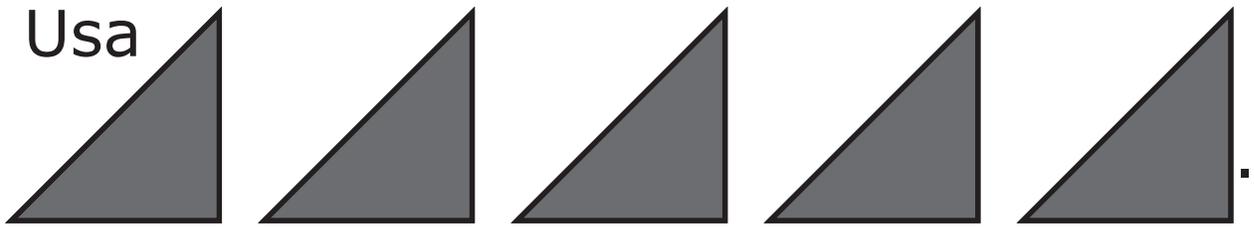
1. Forma figuras.



Es una
mariposa.

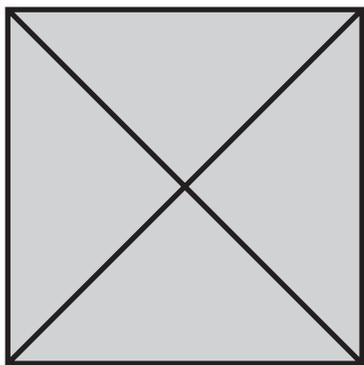


2. Usa

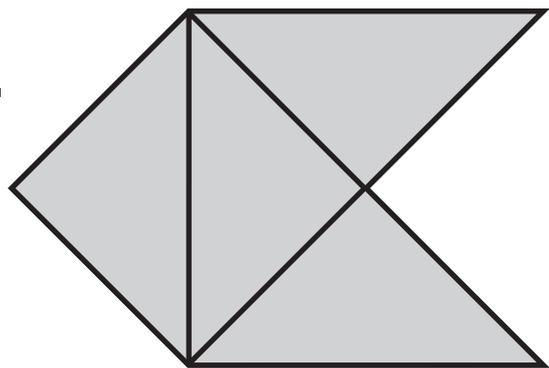


Forma las figuras A, B, C, D y E.

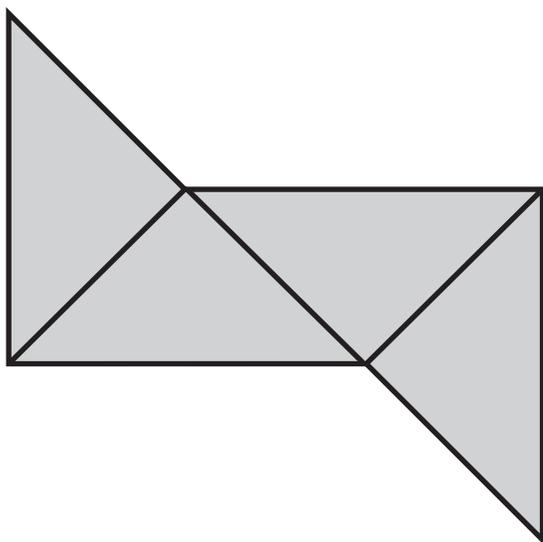
A.

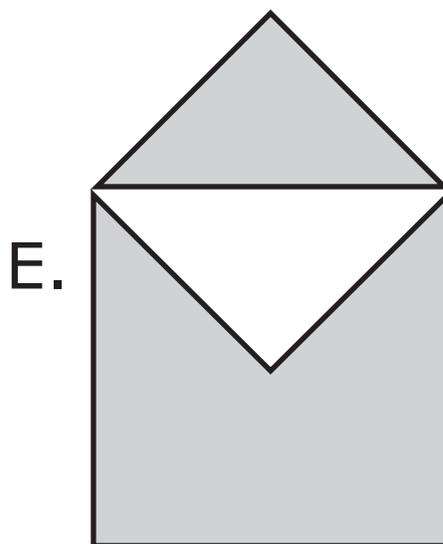
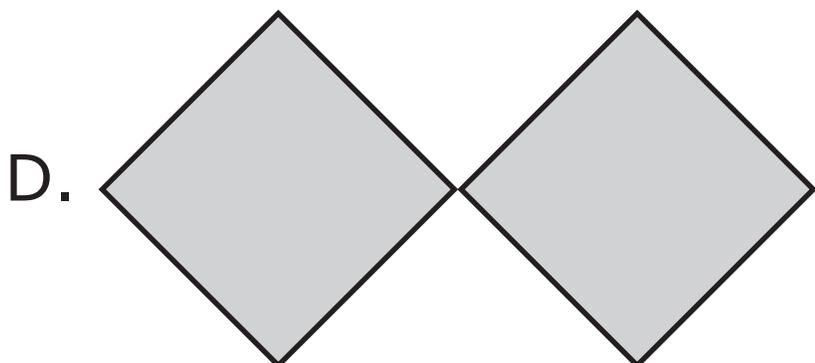


B.

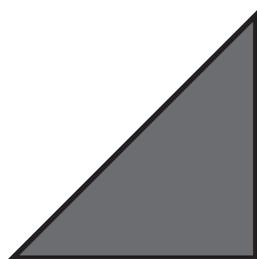


C.



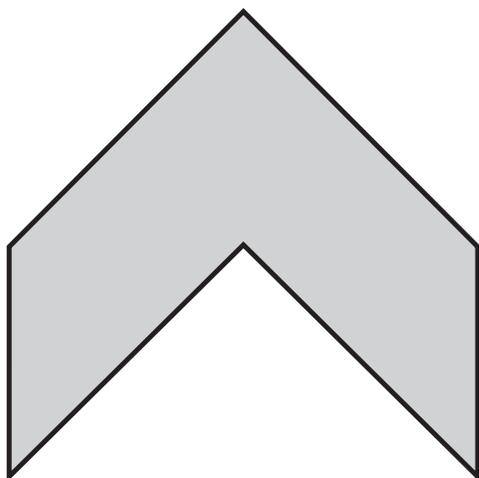


3. Usa

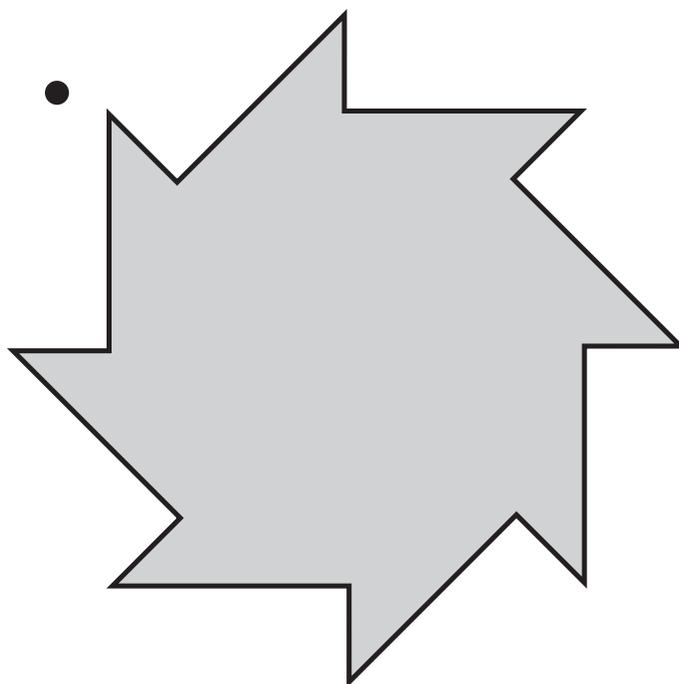


y forma las figuras.

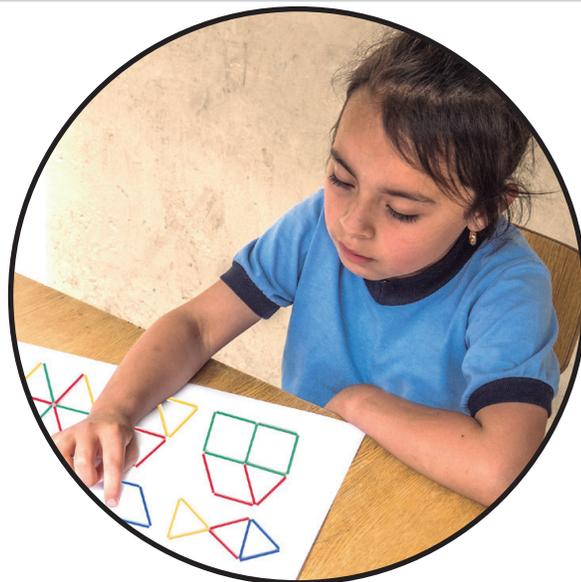
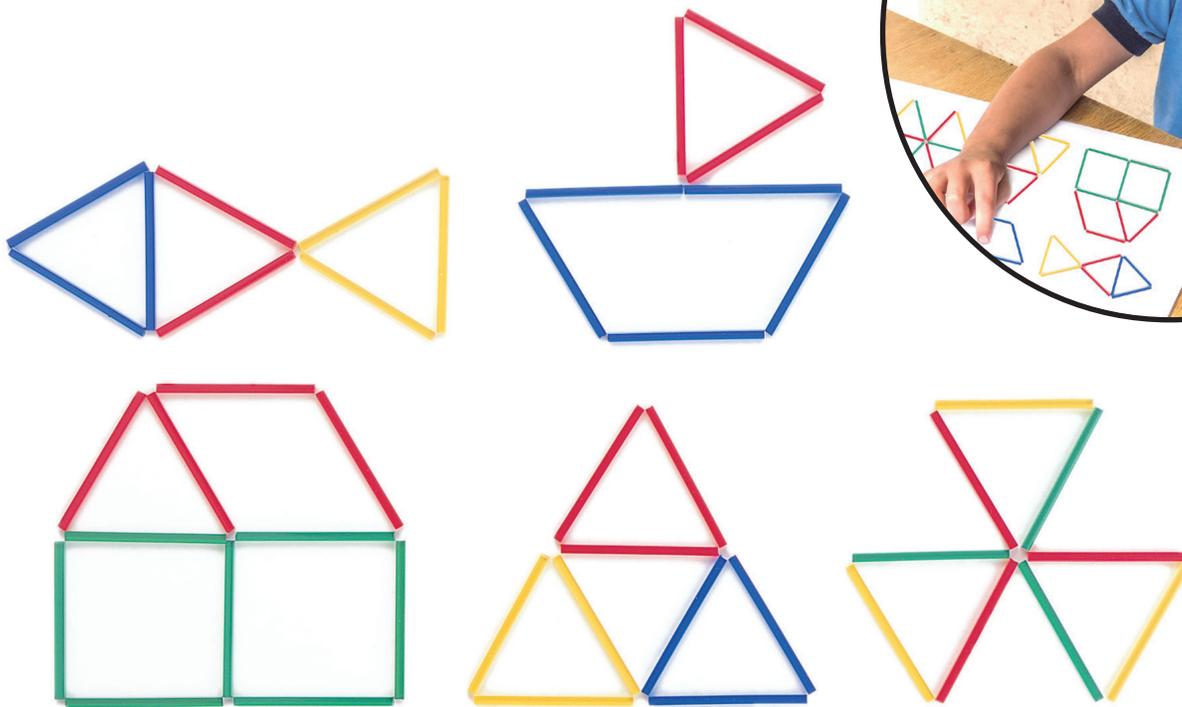
•



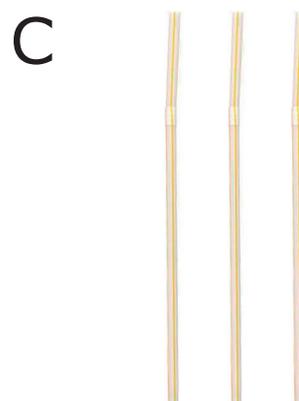
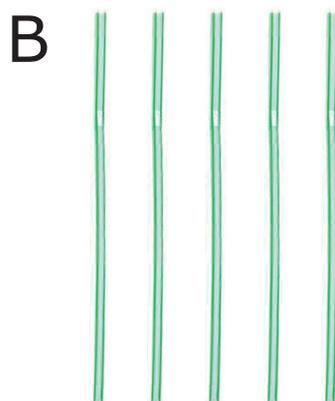
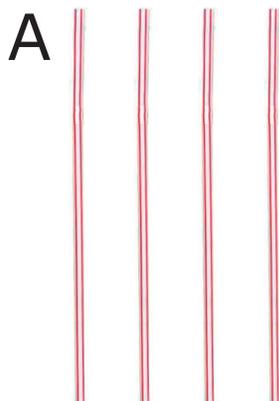
•



4.



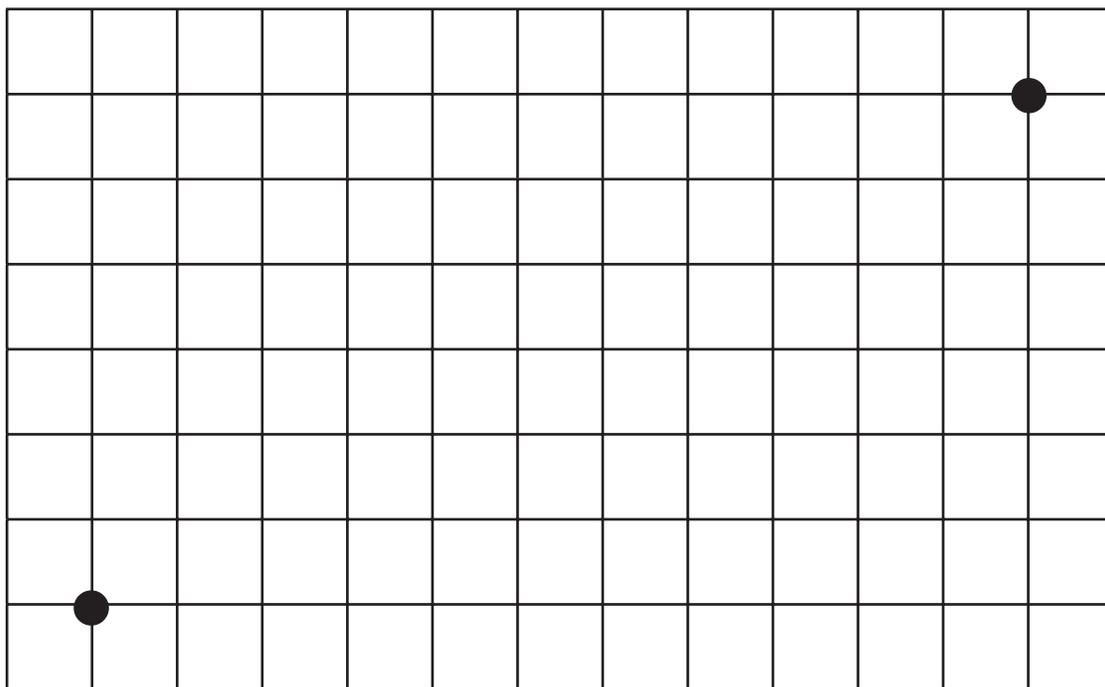
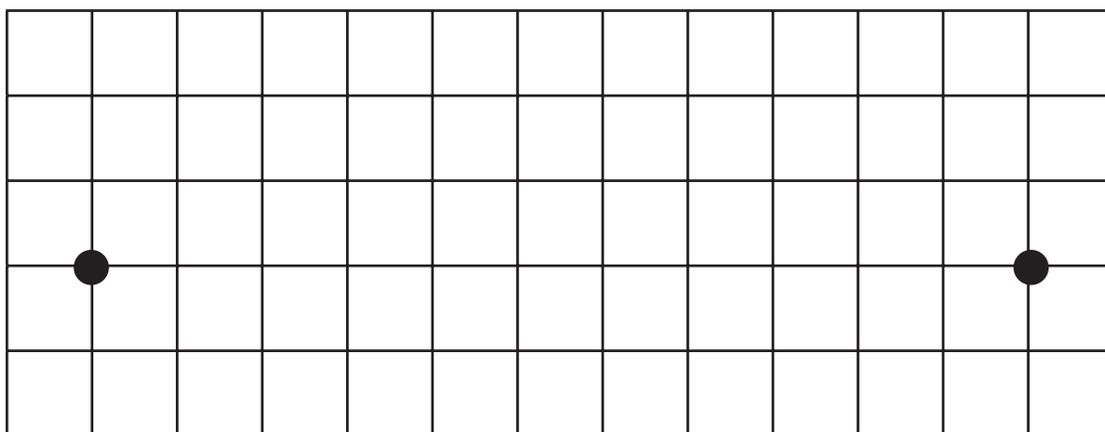
5. ¿Formas un cuadrado?



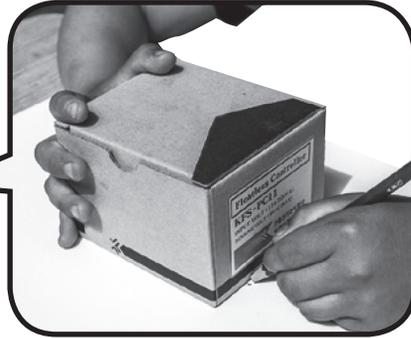
6. ¿Qué figura formas con C?

Líneas rectas y curvas

1. Dibuja una recta.



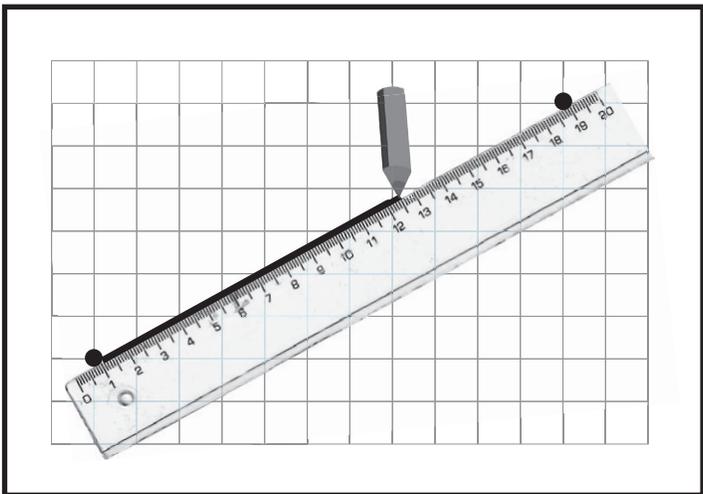
¿Qué más
podemos usar?



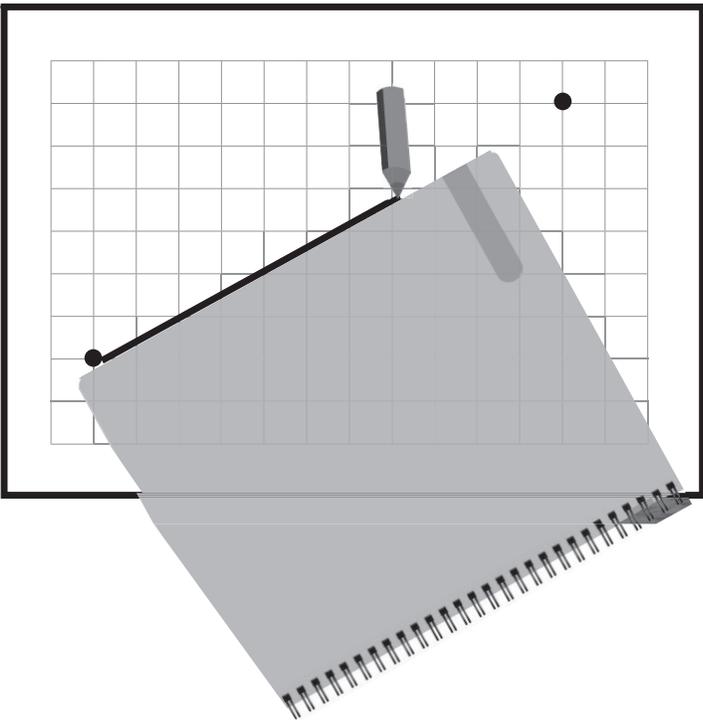
Dibujando rectas



Diego



Paula



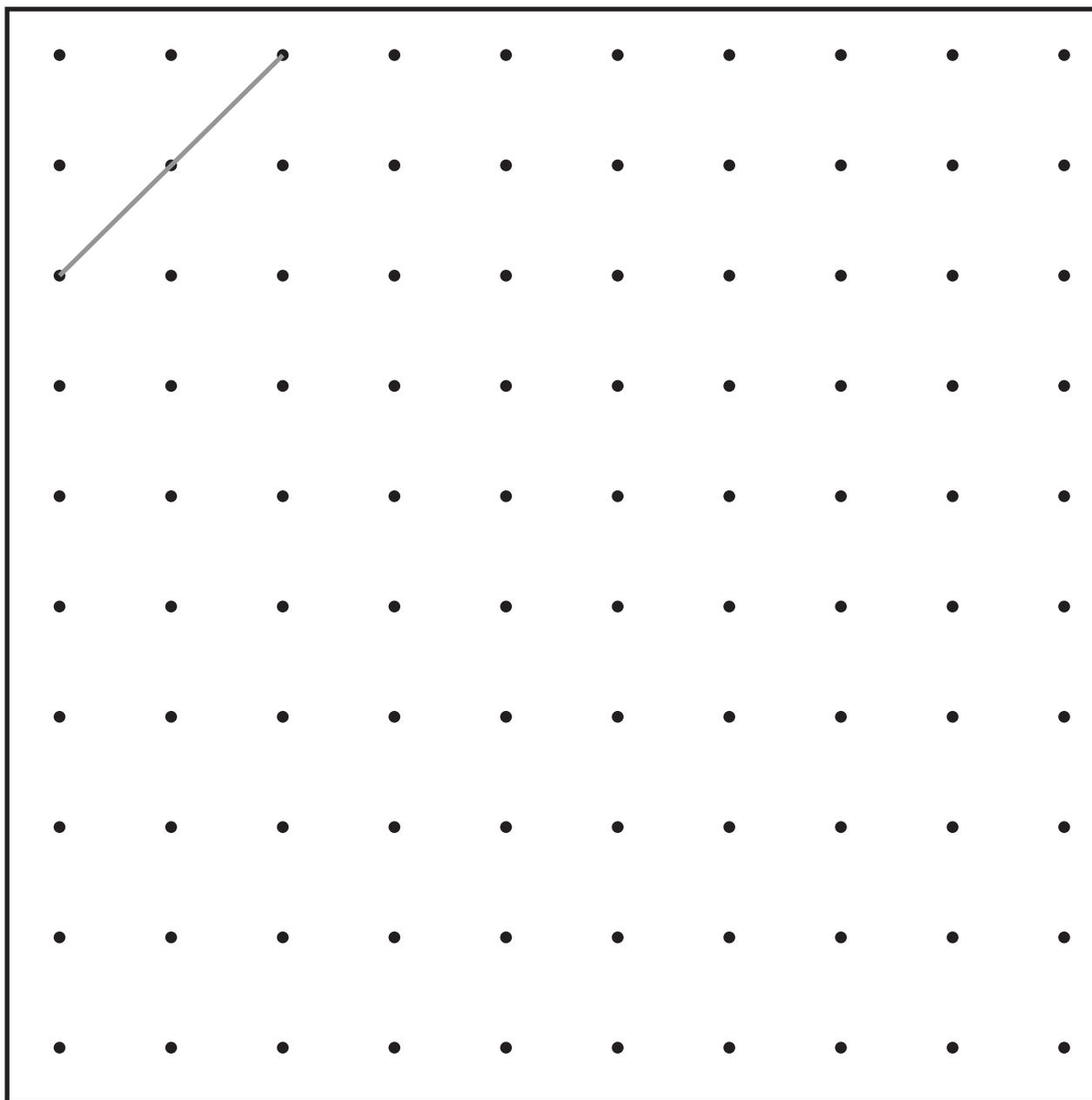
2. Marca para dibujar.

Líneas rectas color rojo.

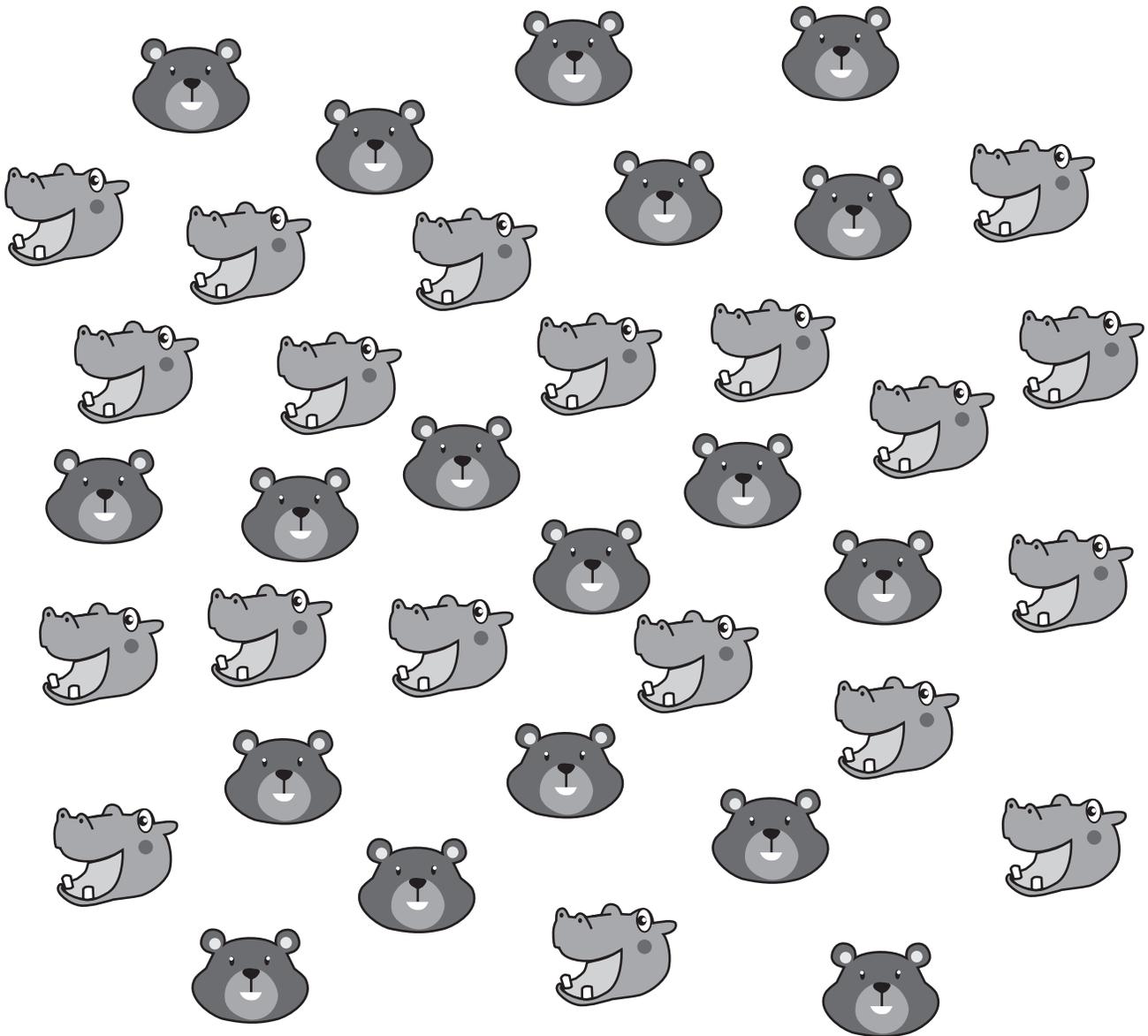
Líneas curvas color azul.



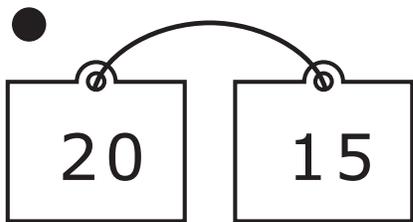
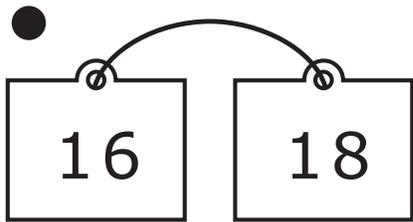
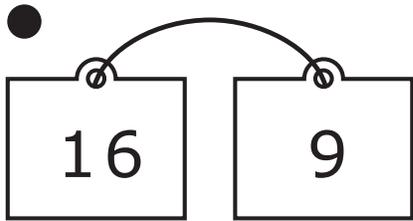
3. Forma figuras.



1. ¿Cuántos hay?



3. Marca el mayor.



4. Completa.

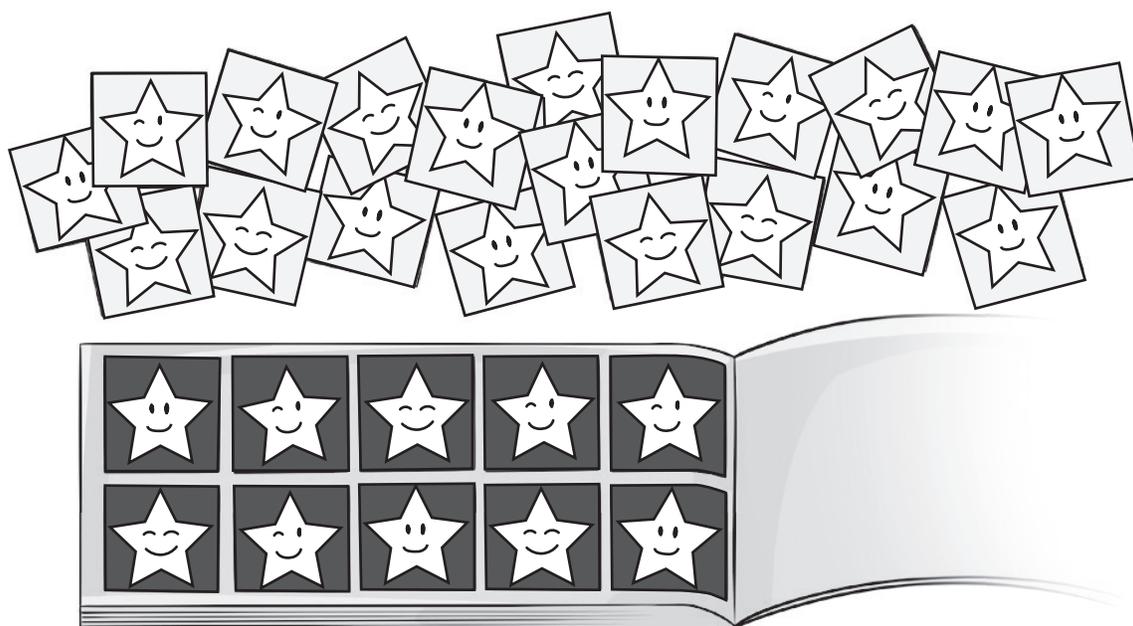
● $\boxed{17} = \boxed{10} + \boxed{}$

● $\boxed{12} = \boxed{6} + \boxed{}$

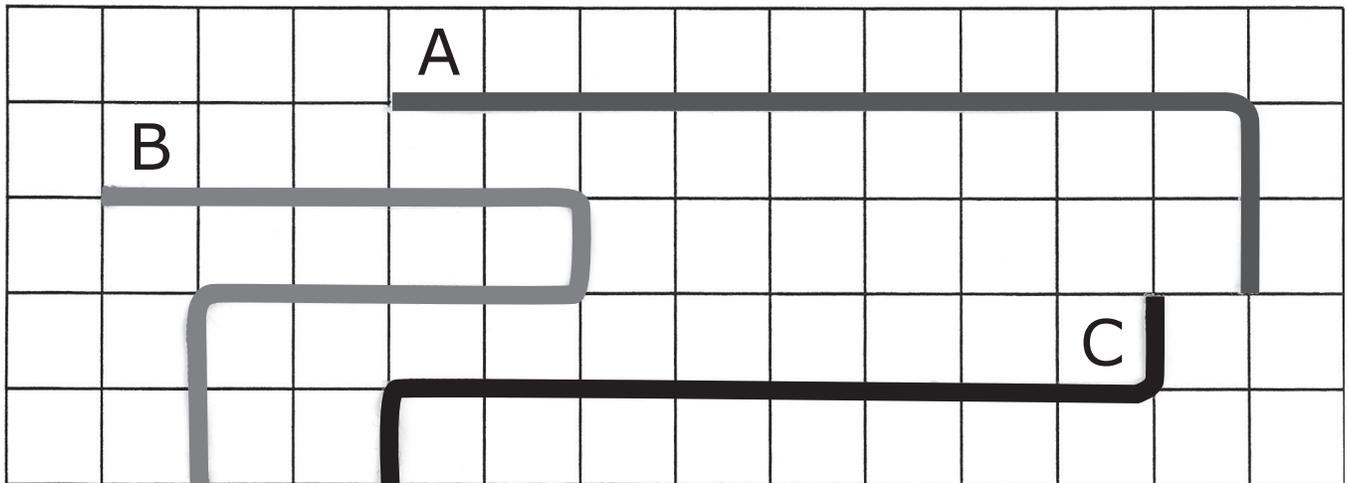
● $\boxed{10} = \boxed{} + \boxed{5}$

• $\boxed{18} = \boxed{} + \boxed{10}$

5. Tengo **83** pegatinas. Debo poner **10** en cada página. ¿Cuántas páginas puedo completar?

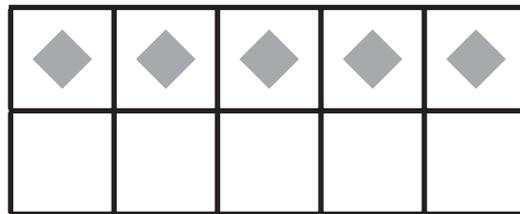
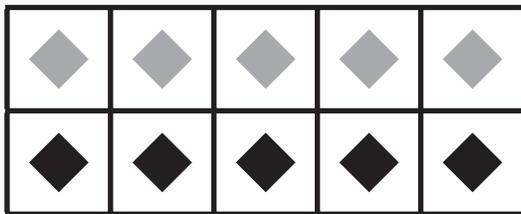


6. Ordena.

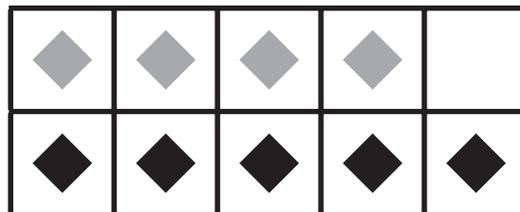
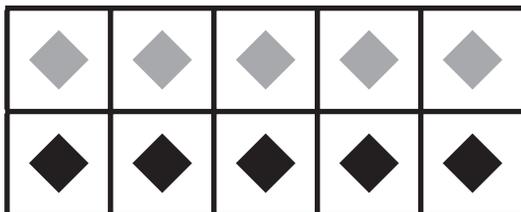


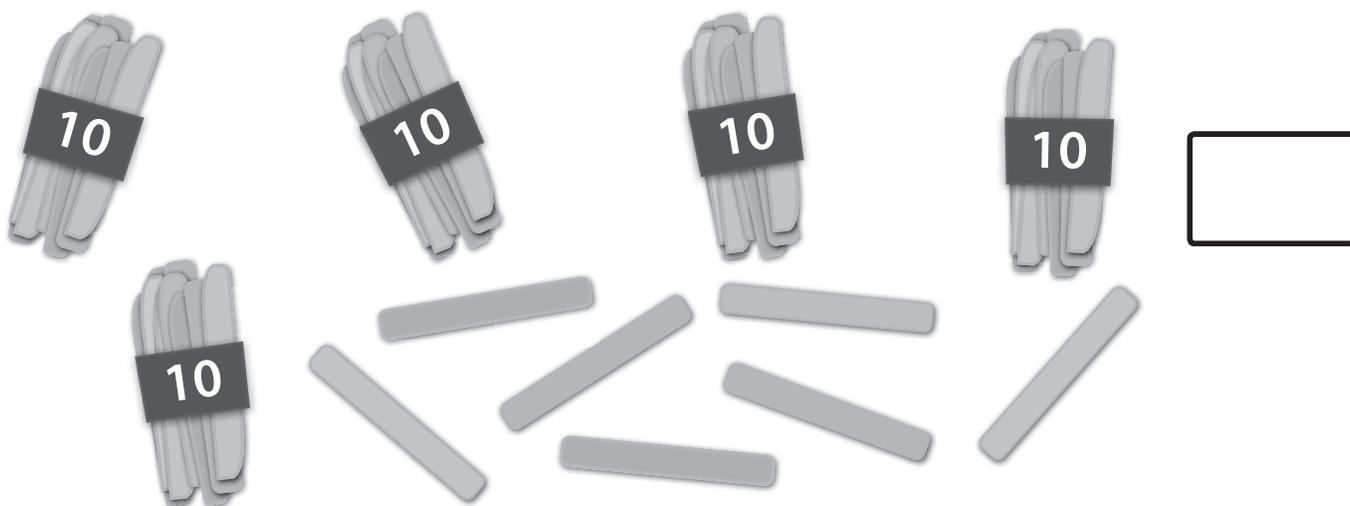
7. ¿Cuántos hay?

•



•





8.

$1 + 6 = \underline{\hspace{2cm}}$

$2 + 2 = \underline{\hspace{2cm}}$

$3 + 7 = \underline{\hspace{2cm}}$

$8 + 7 = \underline{\hspace{2cm}}$

$7 + 4 = \underline{\hspace{2cm}}$

$8 + 5 = \underline{\hspace{2cm}}$

$9 + 5 = \underline{\hspace{2cm}}$

$8 + 8 = \underline{\hspace{2cm}}$

$8 - 1 = \underline{\hspace{2cm}}$

$9 - 7 = \underline{\hspace{2cm}}$

$10 - 8 = \underline{\hspace{2cm}}$

$17 - 8 = \underline{\hspace{2cm}}$

$11 - 3 = \underline{\hspace{2cm}}$

$12 - 4 = \underline{\hspace{2cm}}$

$14 - 9 = \underline{\hspace{2cm}}$

$13 - 6 = \underline{\hspace{2cm}}$

9. ¿Es correcto?

- $16 - 6 = 1$
- $12 + 8 = 128$

10. Alex comió **7** galletas. Su hermana comió **6**. ¿Cuántas galletas comieron en total?

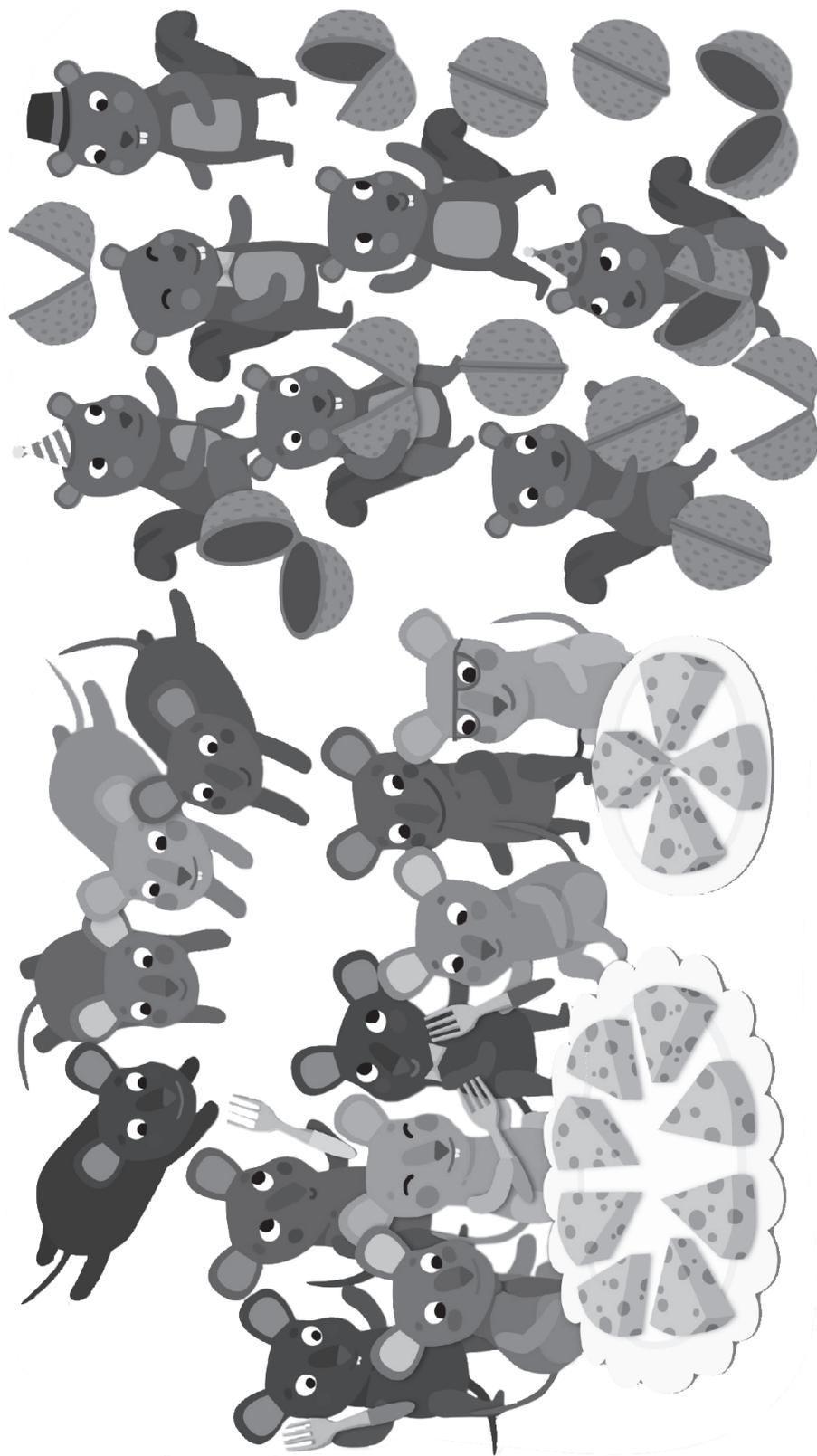
Galletas

11. De **12** personas que había en el bus, se bajaron **6**. Luego, suben **3**. ¿Cuántas personas quedan?

Personas

12. Crea un problema.

- $8 + 4$
- $12 - 7$



Encuentren las diferencias entre los dos dibujos.



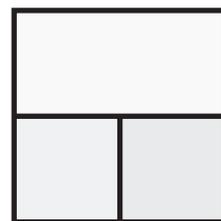
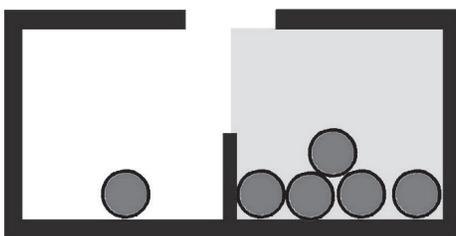
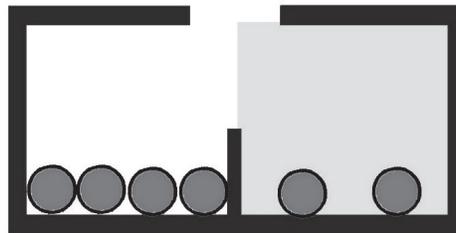
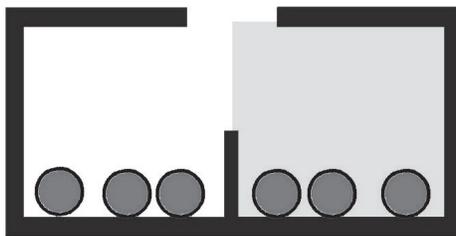






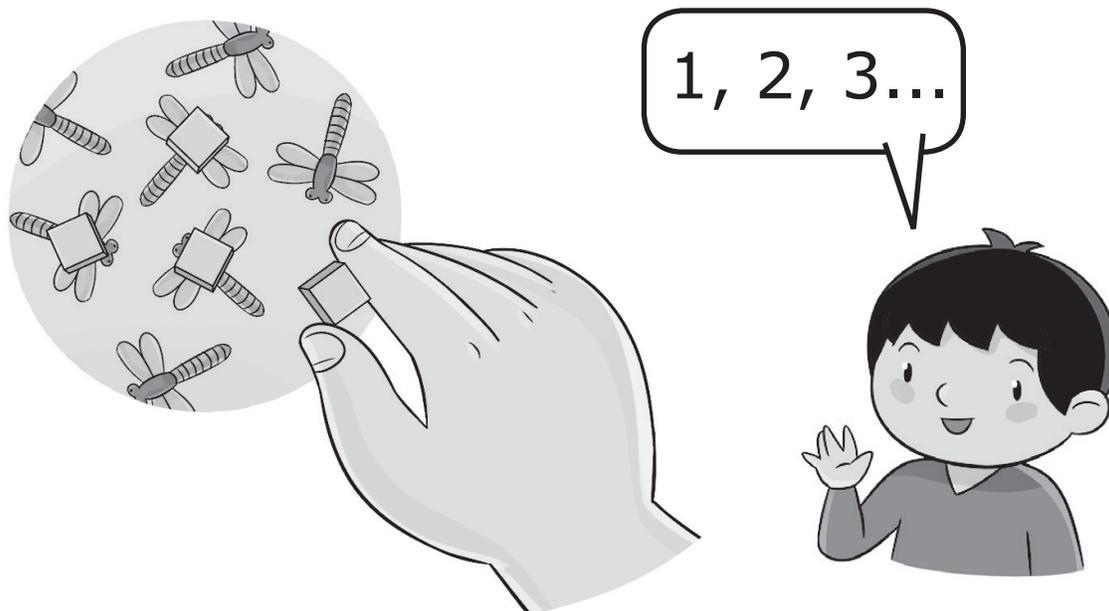
GLOSARIO

Descomponer Números

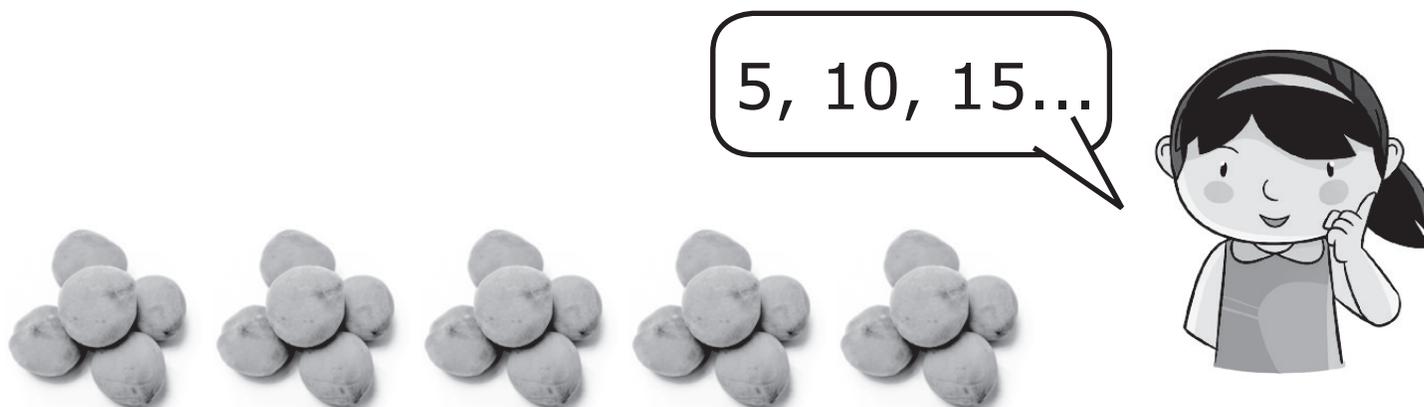


Contar

De 1 en 1



De 5 en 5



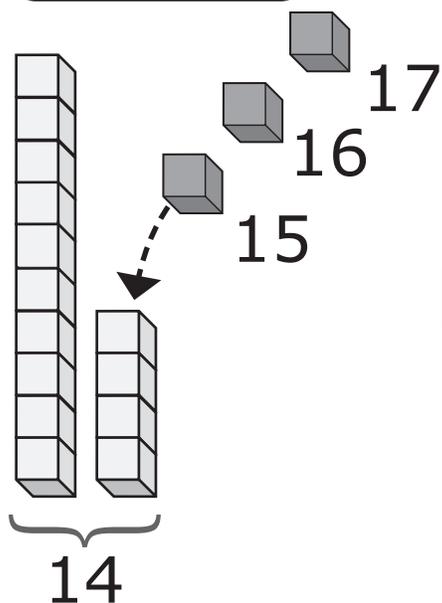
De 10 en 10

10, 20, 30...



Contar hacia adelante

$$14 + 3$$



15, 16, 17

14



Contar hacia atrás

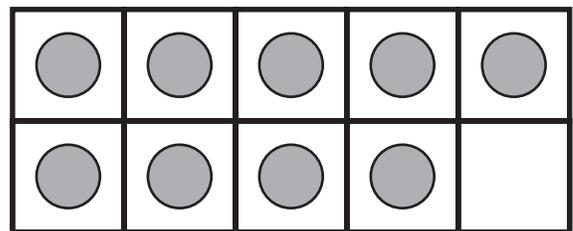
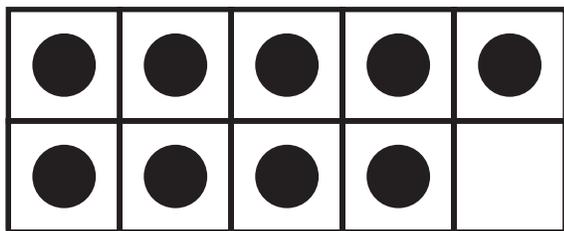
$18 - 3$

17, 16, 15

18

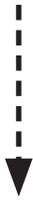
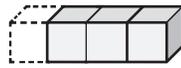
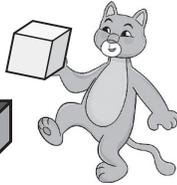
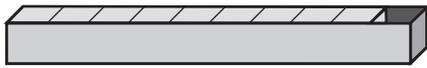
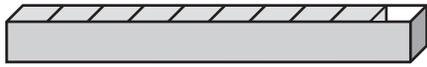
Dobles

$$9 + 9 \quad \square$$

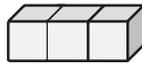


Completar a 10

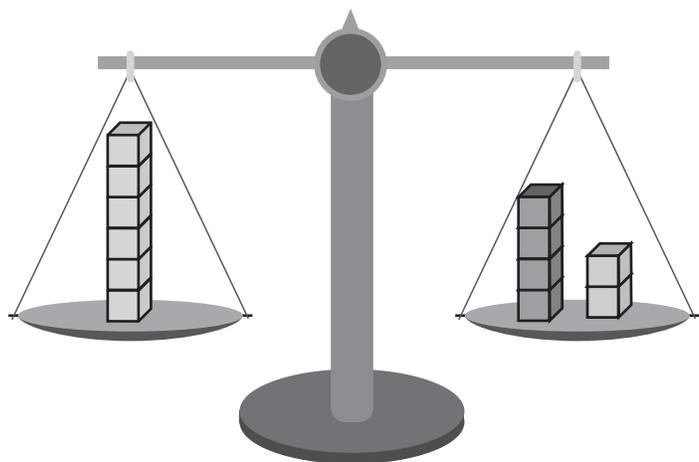
Formo 10



10 y 3
es .

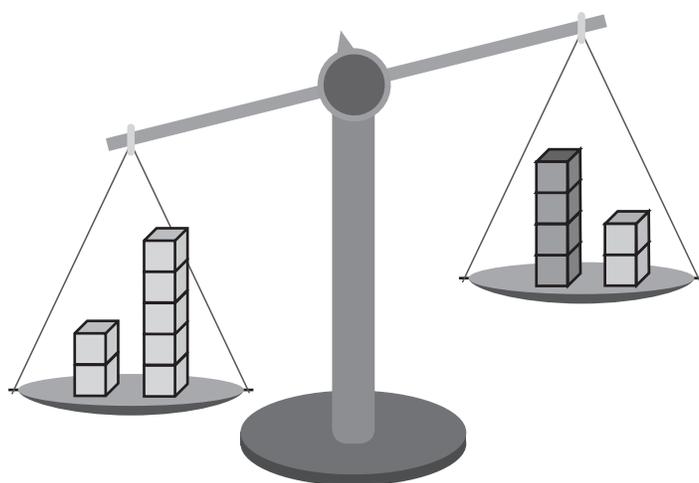


Igualdad



$$\boxed{6} = \boxed{4} + \boxed{2}$$

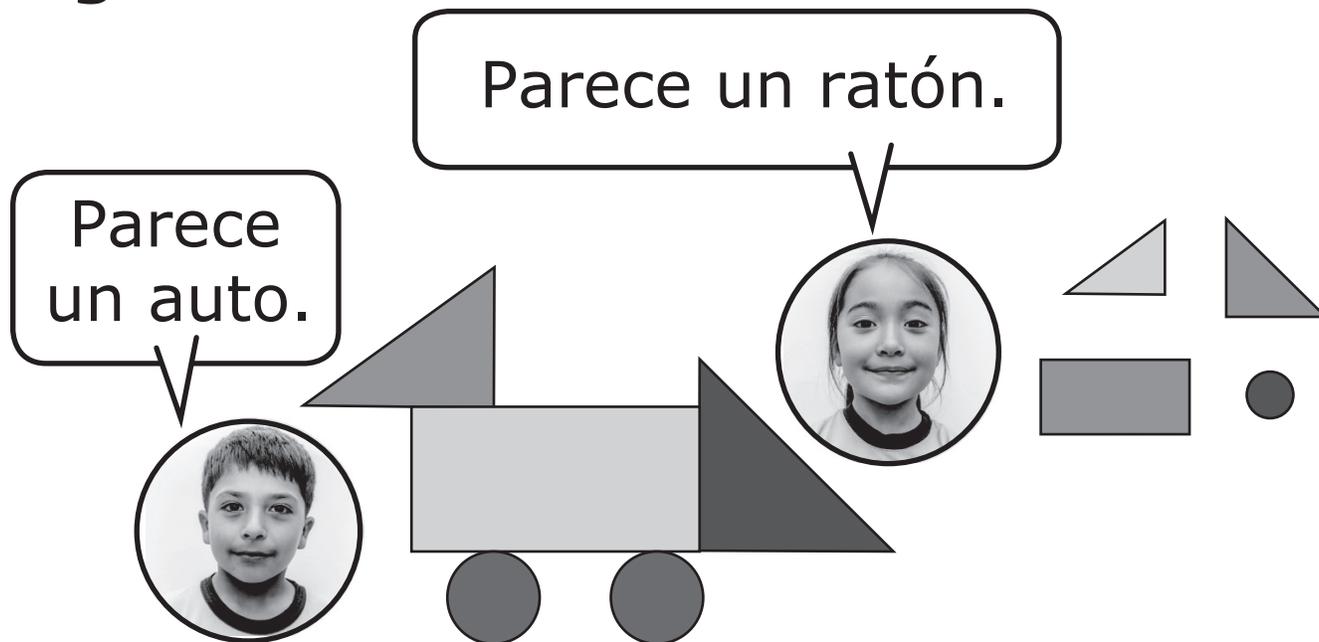
Desigualdad



7 es mayor que 6
6 es menor que 7



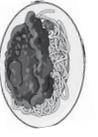
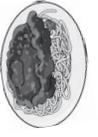
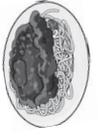
Figuras 2D



Figuras 3D



Lista de datos: Gráficos que usan símbolos



Porotos

Cazuela

Tallarines

Empanada

Ensalada

Pollo con
arroz