



MATEMATICA

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|--------------------|------------|---------------|----------------------------|-----------------|------------------|
| ASIGNATURA: | MATEMATICA | CURSO: | 1º AÑO | DOCENTE: | ANA P. NEICUL Ñ. |
| ALUMNO: | | FECHA: | SEMANA 17 AL 20/04 DE 2021 | | |

Objetivo(s) de la Clase:

NUMERACION; Reconocer e identificar los números hasta 10.

PATRONES Y ALGEBRA: OA 11. Reconocer, describir, crear y continuar patrones repetitivos.

LOS NUMEROS HASTA EL 10

Esta semana se va a trabajar con el número **9**, el que tiene nueve elemento.

Y vamos a contar hasta el 10.

Actividad 1

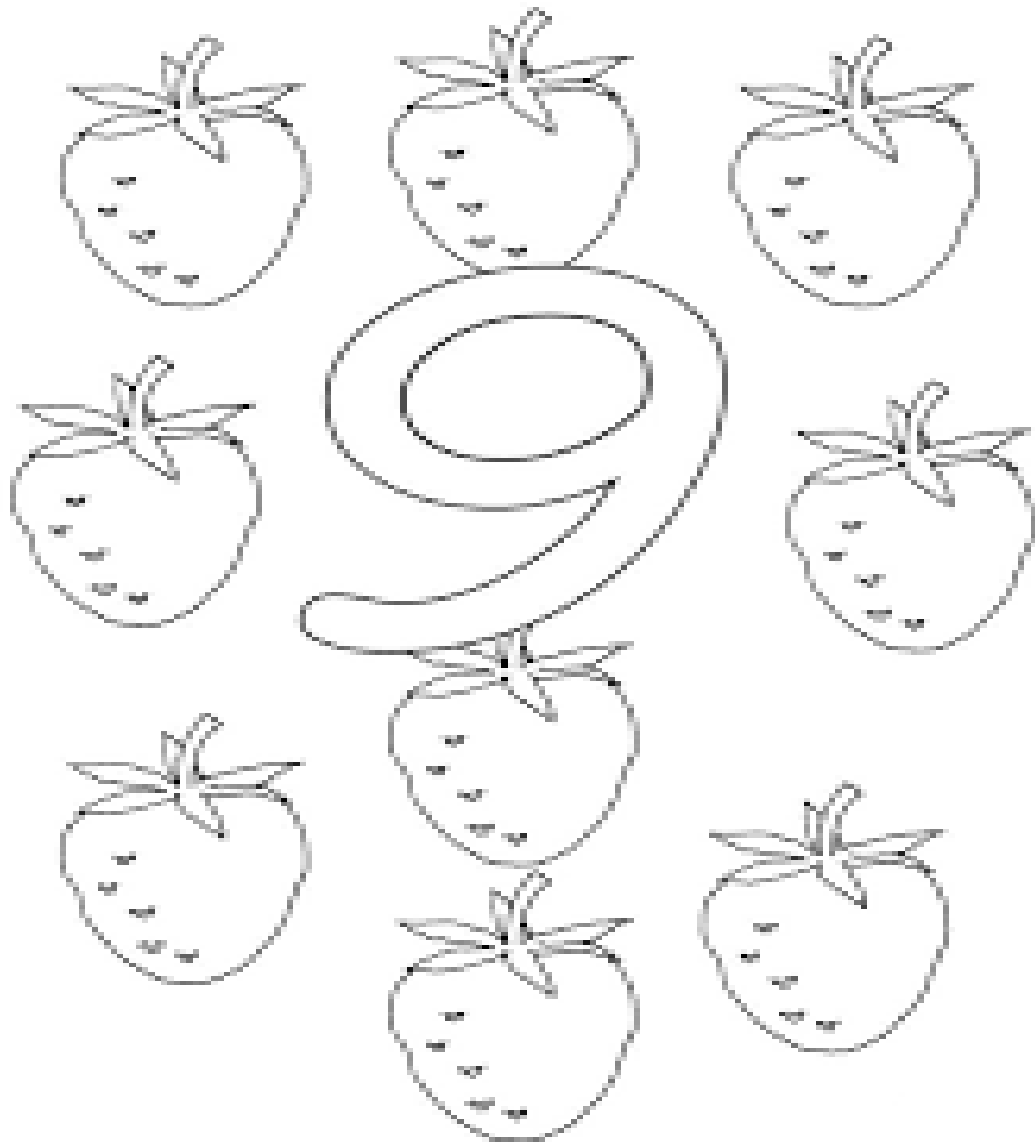
Contar los números del 0 al 10.

9

| | | | | |
|------------------|-------------------|------------------|--------------------|-------------------|
| Uno 1 | Dos 2 | Tres 3 | Cuatro 4 | Cinco 5 |
| Seis 6 | Siete 7 | Ocho 8 | Nueve 9 | Diez 10 |

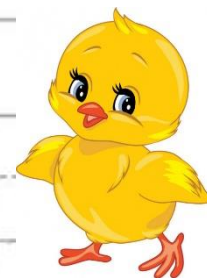
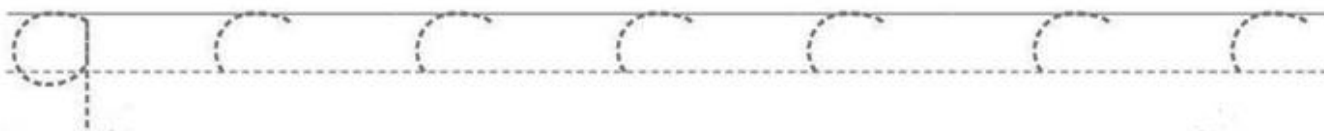
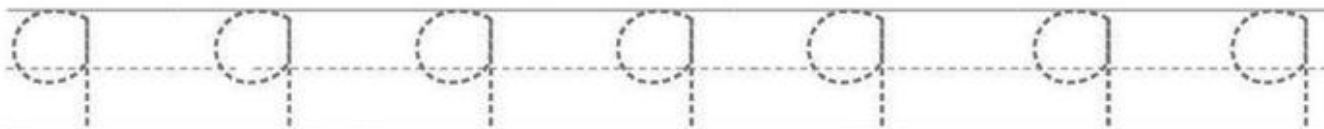
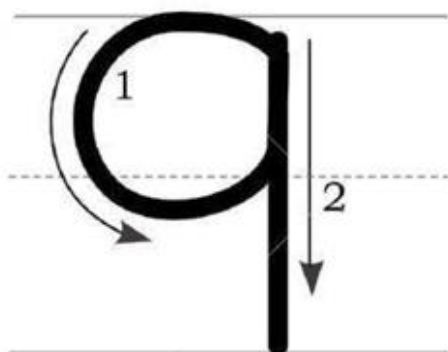
Actividad 2

Pinta la imagen del número 9



Actividad 4

Escribe el número 9.



Actividad 5

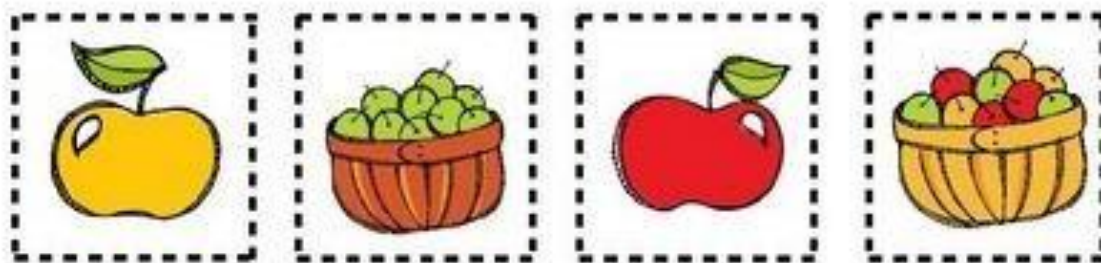
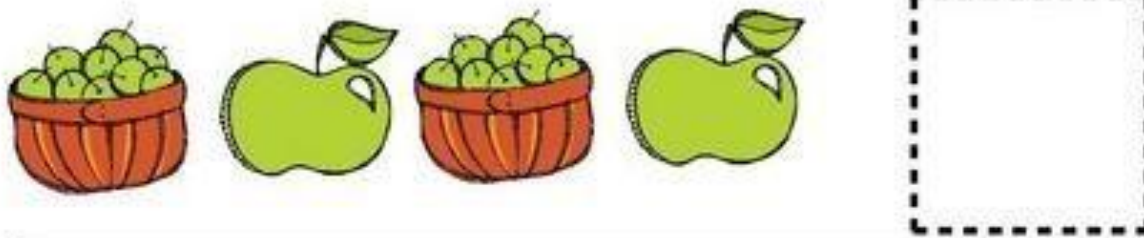
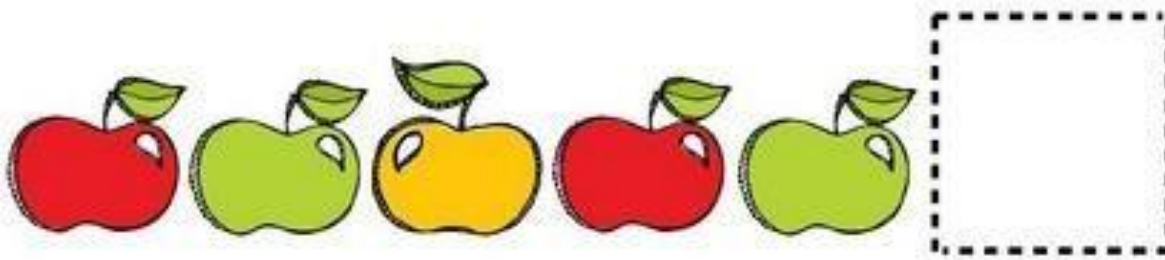
Colorea los círculos siguiendo el patrón de colores.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |




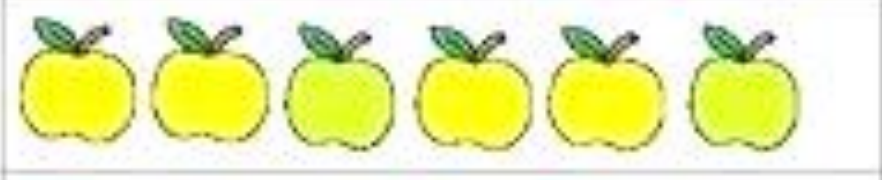
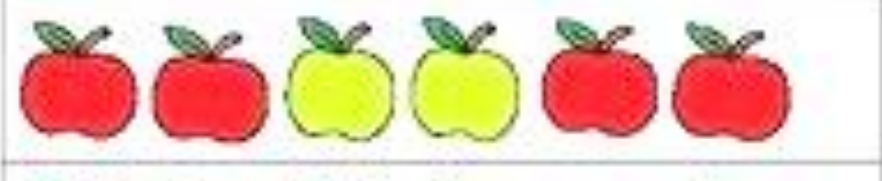
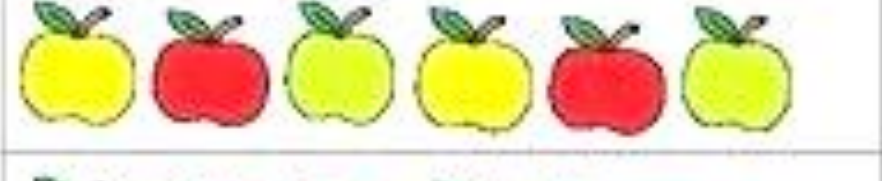


Actividad 5

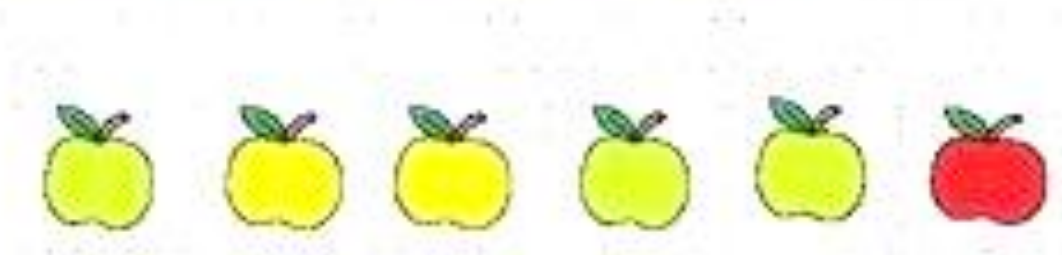
Recorta la imagen y pega en el recuadro según corresponda.



Actividad 6

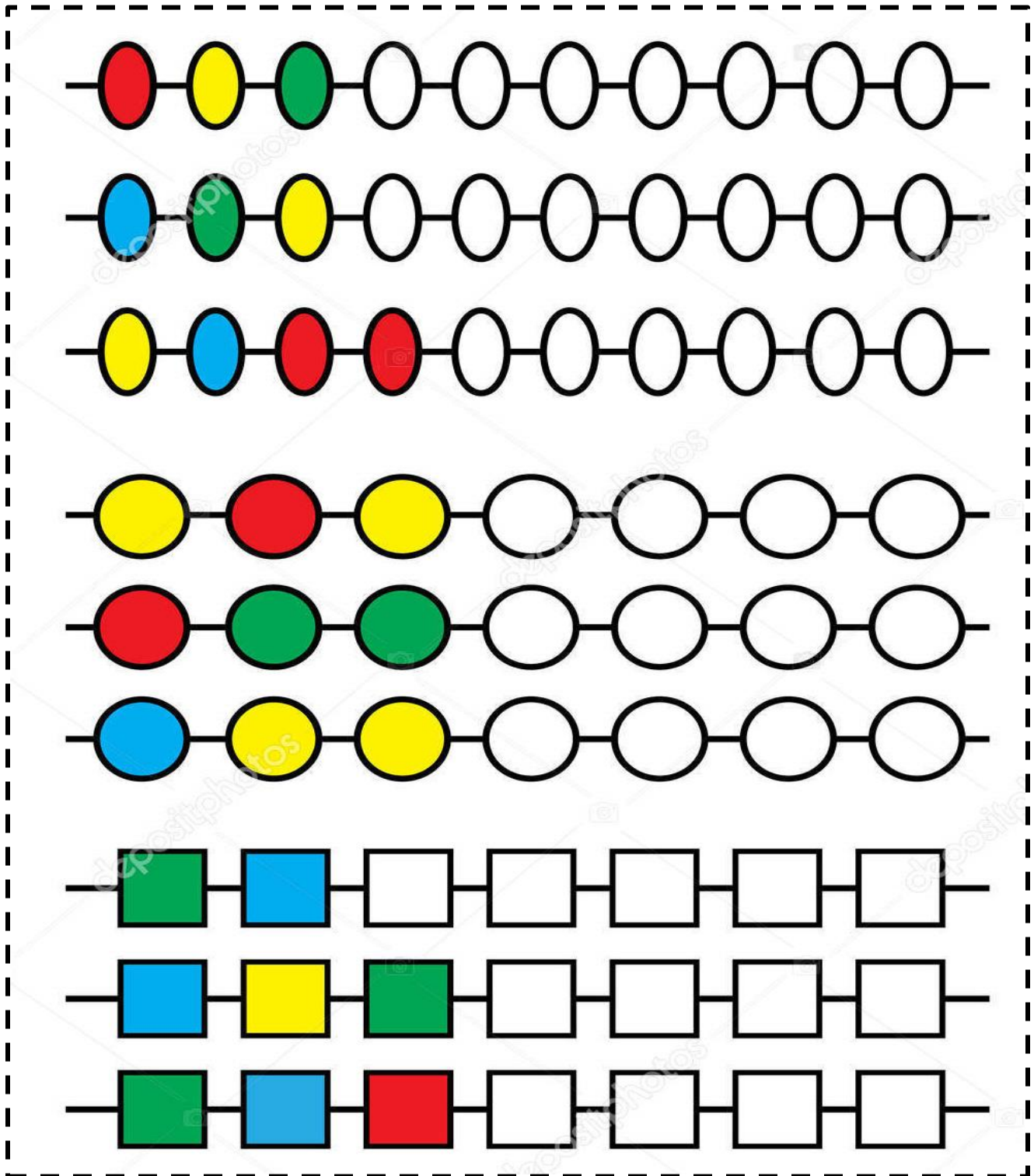
Recorta la imagen y pega en el recuadro según corresponda.

| | |
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|  | |
|  | |
|  | |




Actividad 7


Colorea siguiendo el patrón de colores.





Actividad 8


Cuenta los objetos y encierra el número que corresponda.


| | | |
|---|---|---|
|  | | |
| 6 | 4 | 5 |

| | | |
|--|---|---|
|  | | |
| 4 | 7 | 5 |

| | | |
|--|---|---|
|  | | |
| 9 | 8 | 6 |

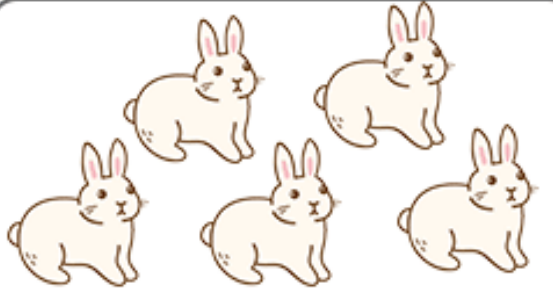
| | | |
|---|---|---|
|  | | |
| 7 | 9 | 6 |

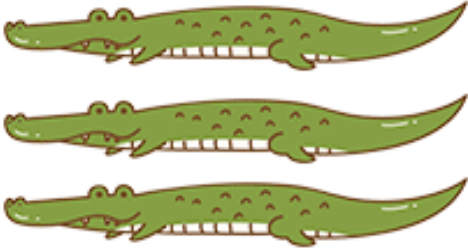
| | | |
|---|---|---|
|  | | |
| 3 | 5 | 1 |

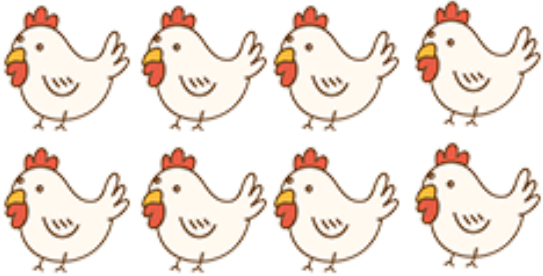
| | | |
|--|---|---|
|  | | |
| 8 | 6 | 7 |

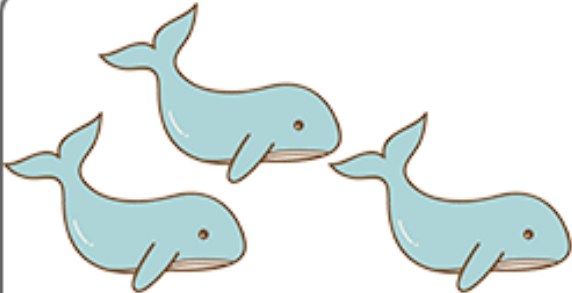
Actividad 9

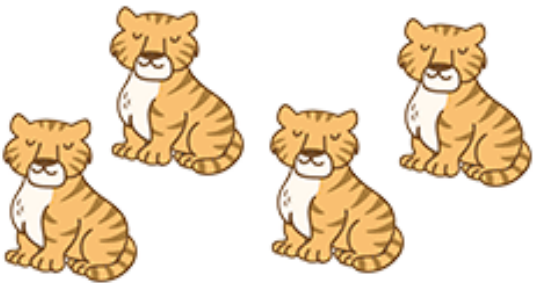
Cuenta los objetos y pinta el número que corresponda.


| | | |
|---|---|---|
|  | | |
| 4 | 5 | 3 |

| | | |
|--|---|---|
|  | | |
| 2 | 4 | 3 |

| | | |
|--|---|---|
|  | | |
| 9 | 8 | 5 |

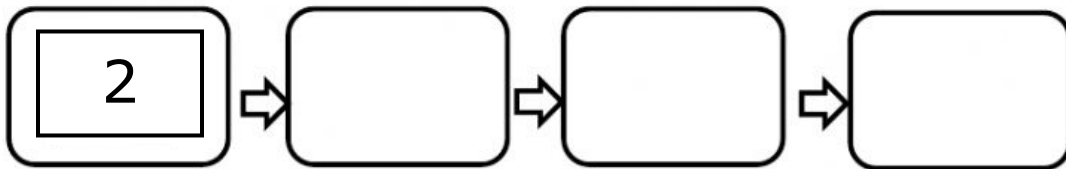
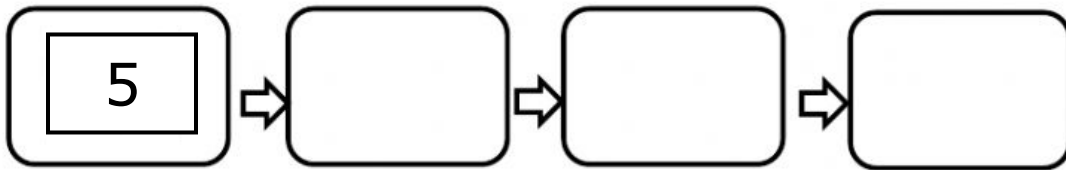
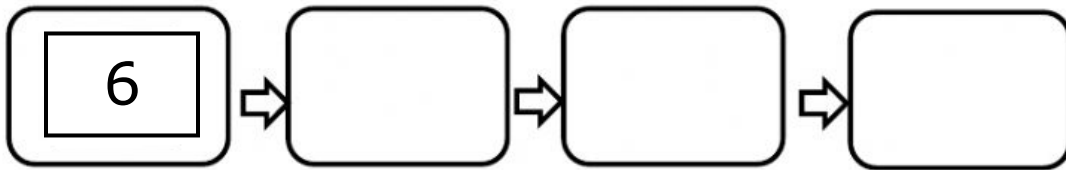
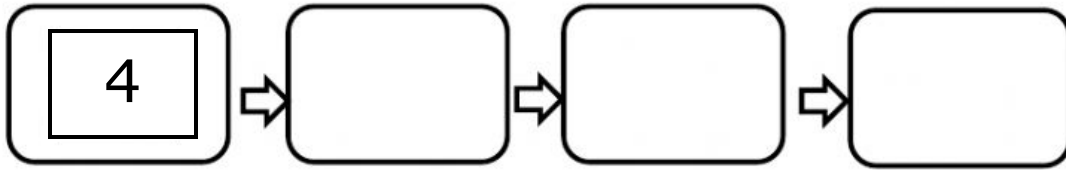
| | | |
|---|---|---|
|  | | |
| 2 | 8 | 3 |

| | | |
|---|---|---|
|  | | |
| 2 | 4 | 3 |

| | | |
|--|---|---|
|  | | |
| 8 | 6 | 9 |

Actividad 10

Completa la serie colocando el número que sigue.



Actividad 11

Observa el ejemplo.

Cuenta los objetos y coloca el número en el cuadrado, luego suma.

$$\begin{array}{|c|} \hline \text{4 rabbits} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{1 rabbit} \\ \hline \end{array} = \begin{array}{|c|} \hline \text{5} \\ \hline \end{array}$$

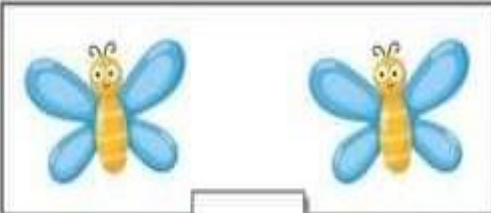



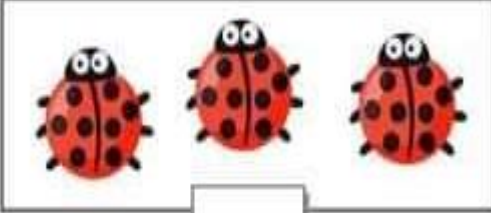
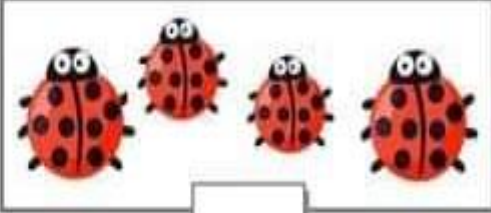
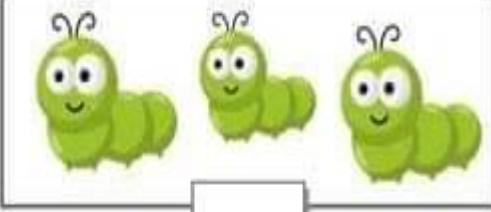
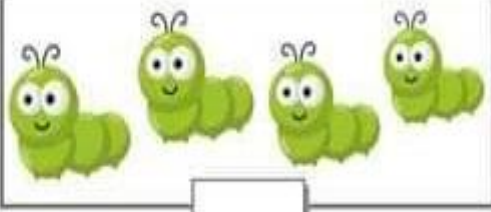
$$\begin{array}{|c|} \hline \text{4 ladybugs} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{2 ladybugs} \\ \hline \end{array} = \begin{array}{|c|} \hline \end{array}$$

$$\begin{array}{|c|} \hline \text{4 butterflies} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{3 butterflies} \\ \hline \end{array} = \begin{array}{|c|} \hline \end{array}$$

$$\begin{array}{|c|} \hline \text{4 bees} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{4 bees} \\ \hline \end{array} = \begin{array}{|c|} \hline \end{array}$$

Actividad 12

Resuelve las adiciones o suma, siguiendo el ejemplo anterior.

| | | | | |
|---|---|--|---|----------------------|
|  <input type="text"/> | + |  <input type="text"/> | = | <input type="text"/> |
|  <input type="text"/> | + |  <input type="text"/> | = | <input type="text"/> |
|  <input type="text"/> | + |  <input type="text"/> | = | <input type="text"/> |
|  <input type="text"/> | + |  <input type="text"/> | = | <input type="text"/> |

