

# JUMP Math Inf.2

Libro Inf Parte 2 de 2

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o tu foto!



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[www.jumpmath.cl](http://www.jumpmath.cl)

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*Nota para educadores, familias y todos los que piensen que las matemáticas son tan importantes como las lenguas para el pleno funcionamiento de la sociedad.*

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## Bienvenido a JUMP Math

Entrar en el mundo de JUMP Math significa creer que todos los niños y niñas tienen habilidades para la aritmética y para disfrutar de las matemáticas. El fundador y matemático John Mighton ha utilizado esta premisa para desarrollar este método innovador. Los recursos del programa aíslan y describen los conceptos de una manera tan clara y gradual que cualquiera puede entenderlos.

El programa JUMP Math consta de guías para los docentes (el núcleo del programa), lecciones interactivas para realizar en la pizarra, libros de práctica y evaluación para los alumnos, materiales de evaluación, programas de divulgación y formación para docentes. Para más información visiten la web de JUMP Math: [www.jumpmath.es](http://www.jumpmath.es)

Los educadores de los centros que implantan JUMP Math tienen acceso a las guías para docentes en nuestra web. Recomendamos que lean la introducción antes de utilizar estos recursos para poder entender la filosofía y la metodología de JUMP Math. Los libros de práctica y evaluación están pensados para que los alumnos los usen con la ayuda de adultos. Cada estudiante tiene unas necesidades únicas y es importante darle apoyo y animarlo a medida que trabaja el material.

Siempre que sea posible, dejen que los alumnos descubran los conceptos por sí mismos. En el ámbito de las matemáticas, los descubrimientos se pueden realizar de manera progresiva. Descubrir un paso nuevo es como encajar piezas de un rompecabezas: emocionante y gratificante.

Los ejercicios marcados con el dibujo  deben realizarse en un cuaderno. Es necesario que los alumnos dispongan de un cuaderno de papel cuadriculado para resolver los ejercicios extras o por si necesitan espacio adicional para realizar cálculos.

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---

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# OAlnf-1 Contar hasta el 70

Repasa.

1.

60

61

62

63

64

65

66

67

68

69

70

2.

6 6 6 6 6 6 6

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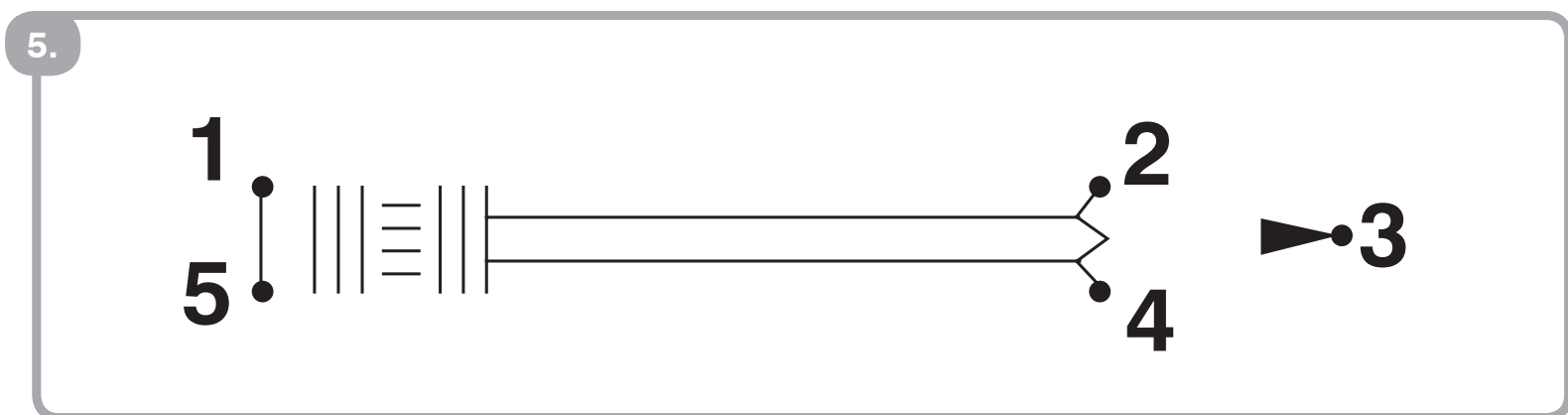
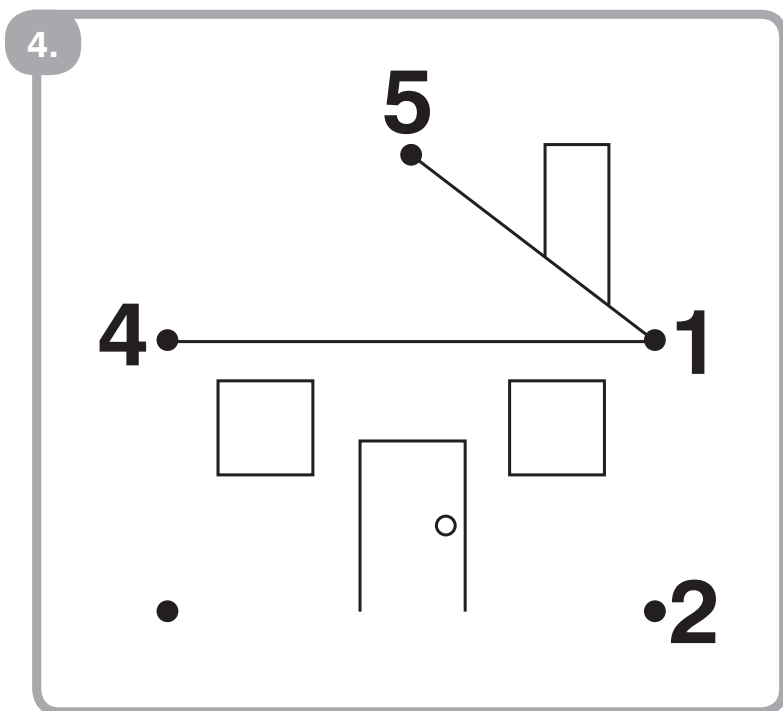
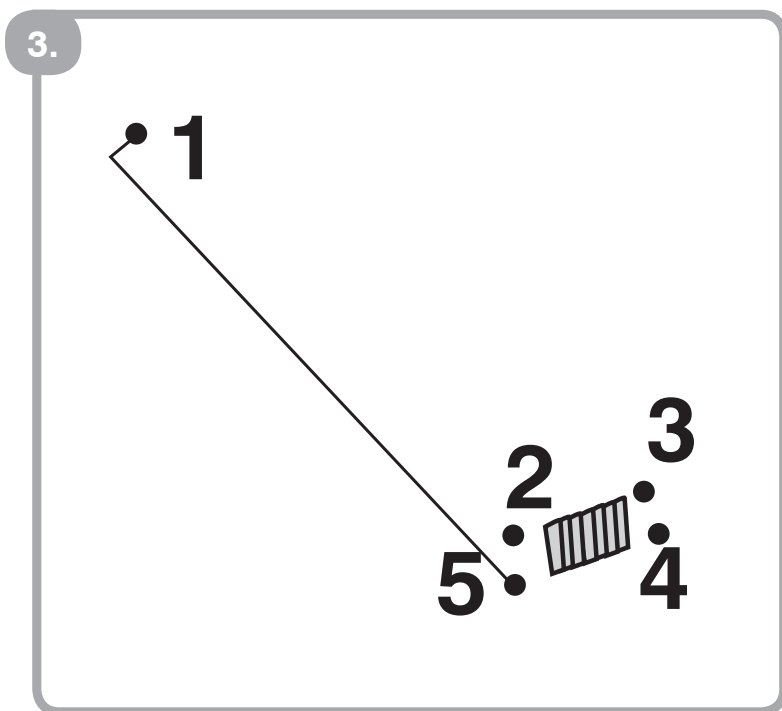
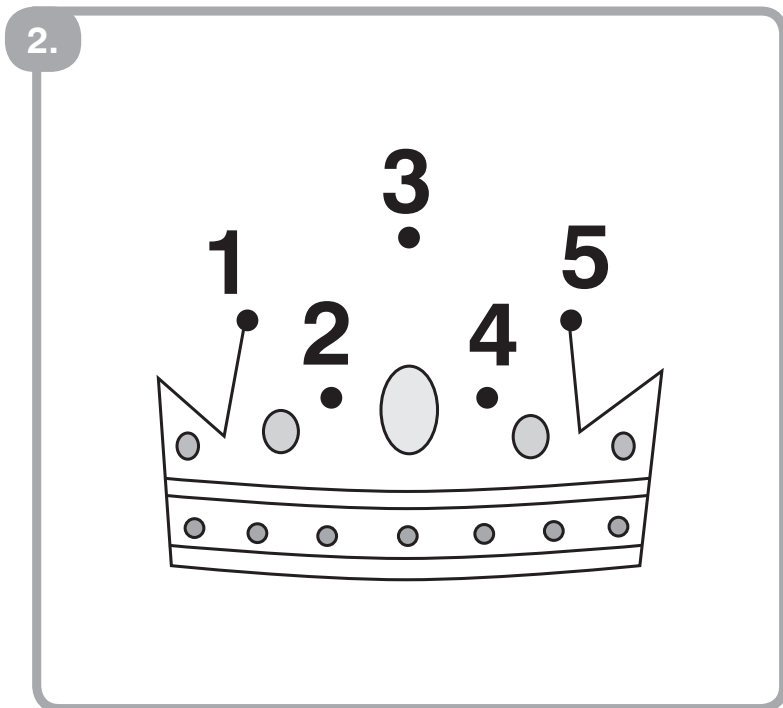
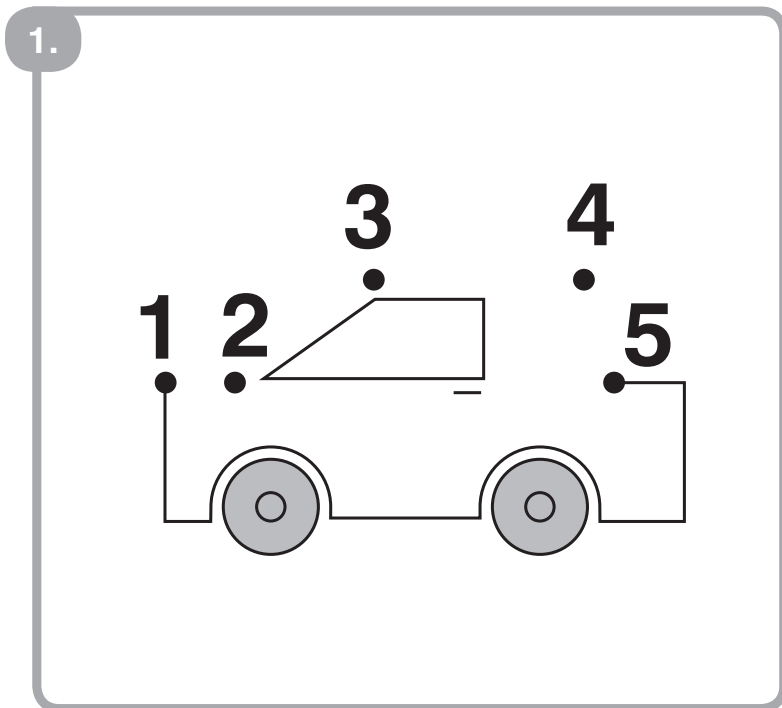
Escribe el 6.

3.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# OAlnf-2 Contar hasta 5 a partir de un número

Une los puntos.



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Cuenta hasta el 5.

6.



7.



8.



9.



10.

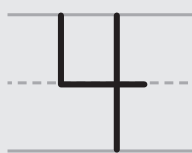


Cuenta hasta el 5.

11.



3



12.



2



13.



4



14.



1



# OAInf-3 Representar la suma

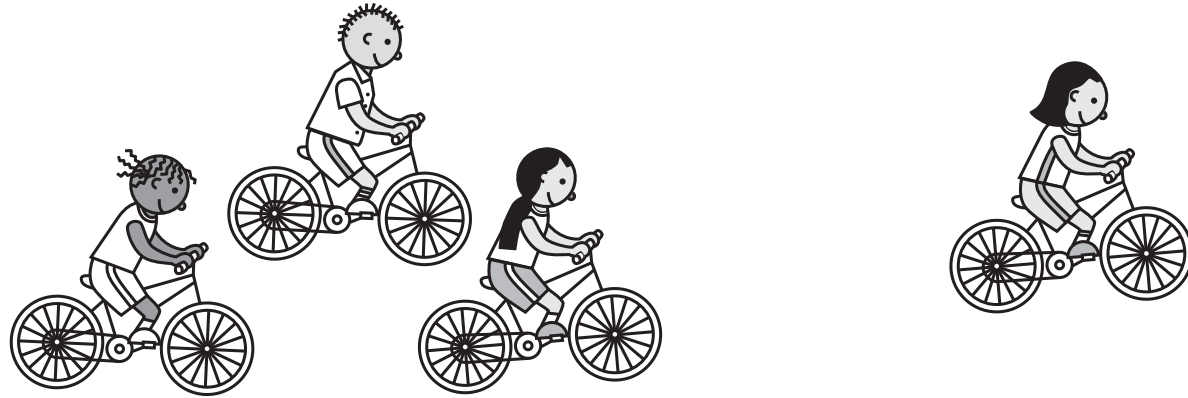
En total, ¿cuántos niños hay?

1.

3

más

1 más



da

\_\_\_\_\_

-----

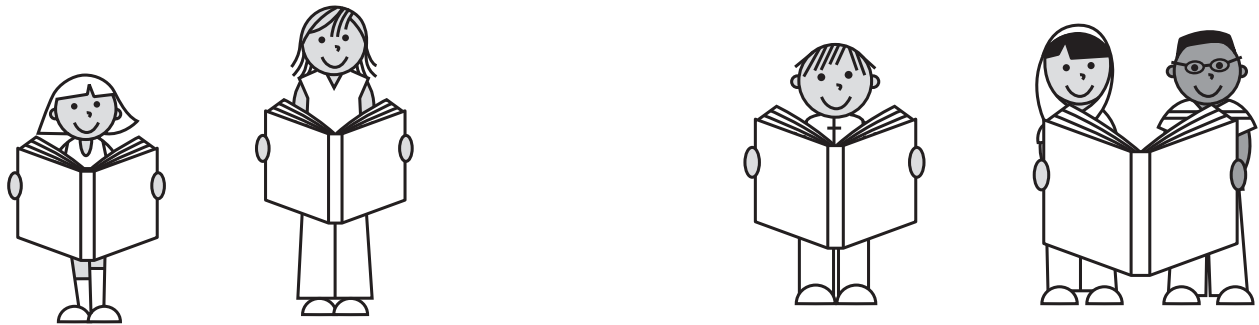
\_\_\_\_\_

2.

2

más

3 más



da

\_\_\_\_\_

-----

\_\_\_\_\_

Cuenta los niños que hay al principio.

Cuenta los que hay de **más**.

En total, ¿cuántos niños hay?

3.

2

más

\_\_\_\_\_

-----

\_\_\_\_\_



da

\_\_\_\_\_

-----

\_\_\_\_\_

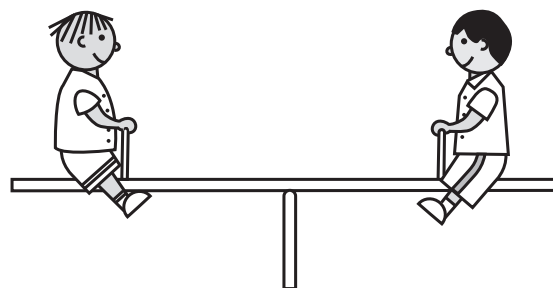
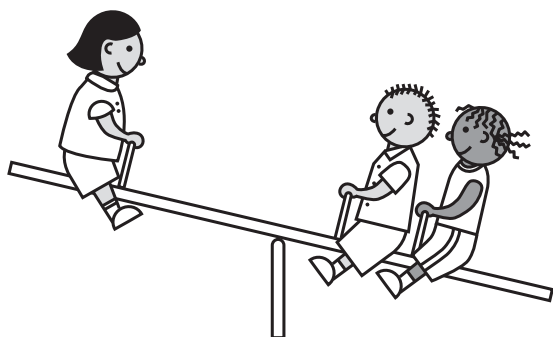
4.

más

\_\_\_\_\_

-----

\_\_\_\_\_



da

\_\_\_\_\_

-----

\_\_\_\_\_

## OAInf-4 Sumar con objetos

- Utiliza bloques para representar cuántos hay al principio.
- Utiliza bloques para representar cuántos hay de **más**.
- En total, ¿cuántos hay?

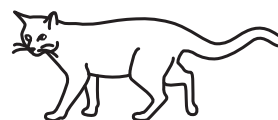
1.

1  más 2  más



2.

4  más 1  más



Utiliza bloques para representar cuántos hay al principio.

Utiliza bloques para representar cuántos hay de **más**.

En total, ¿cuántos hay?

3.

1  más 3  más



\_\_\_\_\_

-----

\_\_\_\_\_



4.

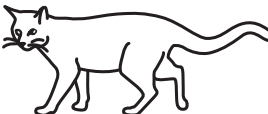
1 gato + 3 gatos más



\_\_\_\_\_

-----

\_\_\_\_\_



- Utiliza bloques para representar cuántos hay.
- En total, ¿cuántos hay?

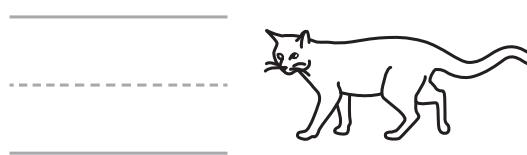
5.

**2 perros + 2 perros más**



6.

**3 gatos + 2 gatos más**



## OAlnf-5 Sumar con dibujos

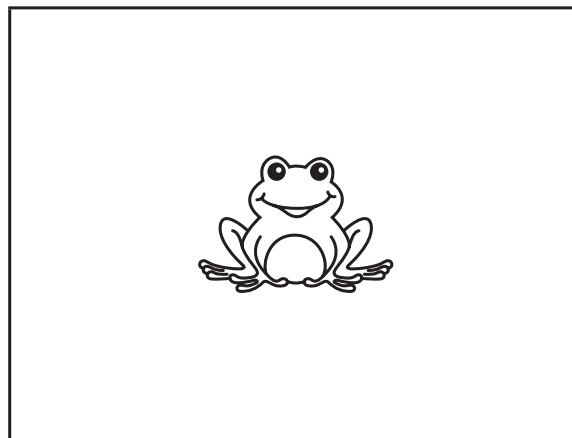
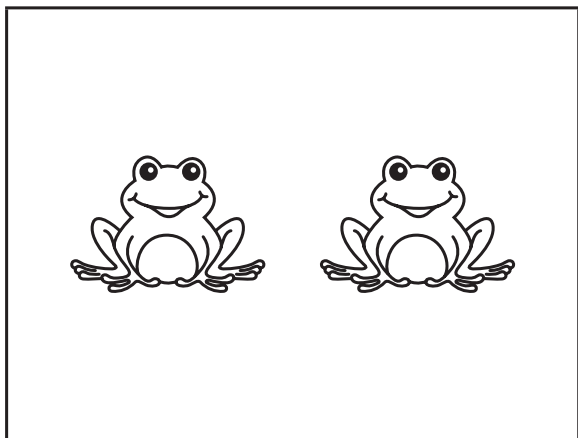
En total, ¿cuántos hay?

1.

2 ranas

+

1 rana más



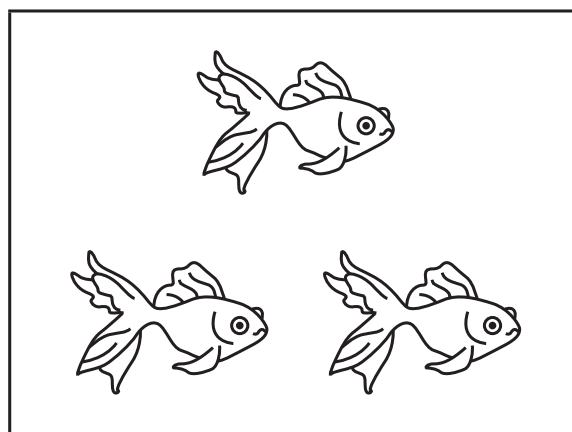
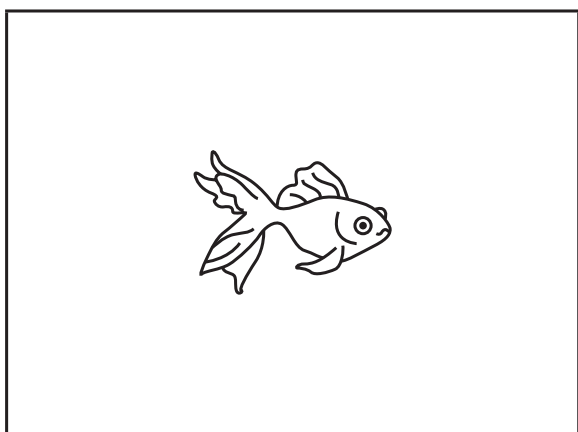
es igual a \_\_\_\_\_ ranas.

2.

1 pez

+

3 peces más

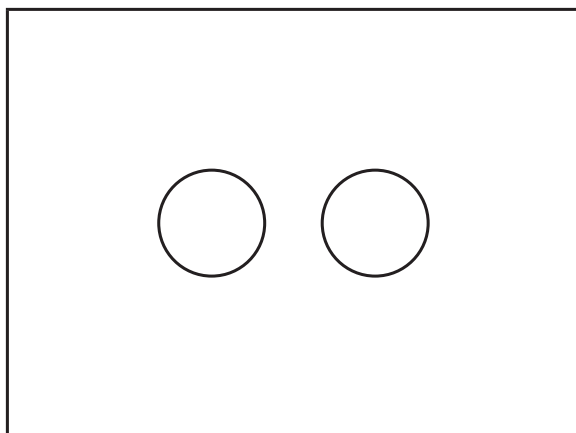


es igual a \_\_\_\_\_ peces.

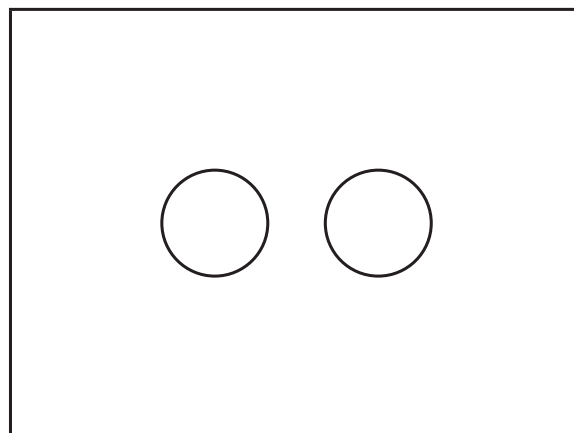
En total, ¿cuántos hay?

3.

2 perros



+ 2 perros más =



=

\_\_\_\_\_

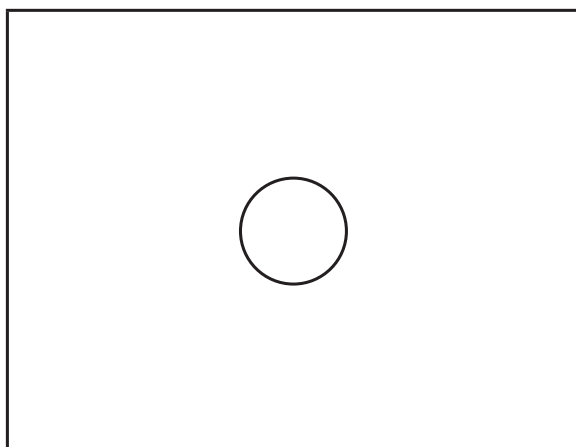
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\_\_\_\_\_

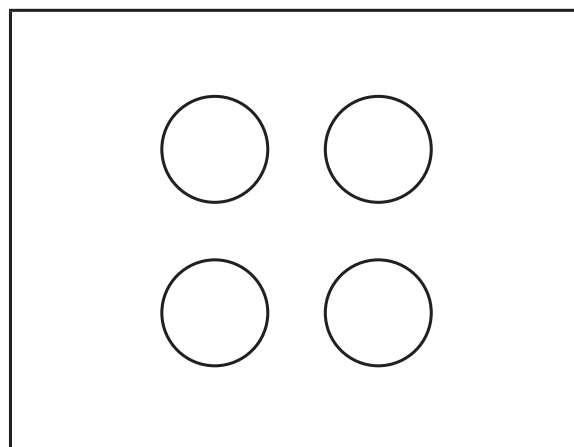


4.

1 gato



+ 4 gatos más =



=

\_\_\_\_\_

-----

\_\_\_\_\_



Dibuja ○ para representar cuántos hay.

En total, ¿cuántos hay?

5.

**3 gatos + 1 gato más =**



=



6.



**2 perros + 1 perro más =**



=



## OAInf-6 Agrupar con objetos

- Utiliza bloques para representar cuántas  hay.
- Utiliza bloques para representar cuántas  hay.
- En total, ¿cuántos insectos hay?

1.

$$3 \text{  } + 1 \text{  } =$$

$$= \text{_____} \text{ insectos}$$

2.

$$2 \text{  } + 2 \text{  } =$$

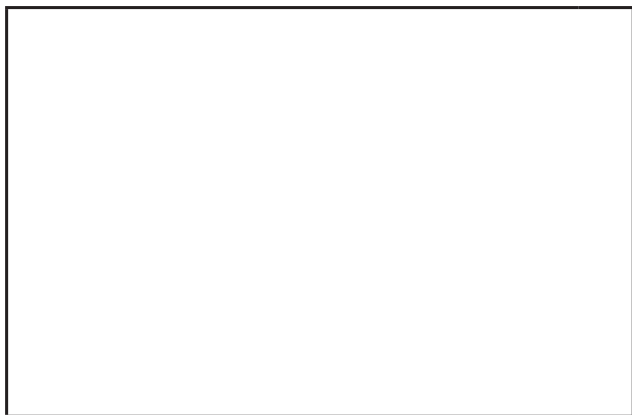
$$= \text{_____} \text{ insectos}$$

Utiliza bloques para indicar cuántos hay de cada tipo.

En total, ¿cuántos hay?

3.

$$1 \text{  + 3 \text{  =$$



$$= \text{ \underline{\hspace{1cm}} } \text{ coches}$$

4.

$$3 \text{  + 2 \text{  =$$



$$= \text{ \underline{\hspace{1cm}} } \text{ animales}$$

- Utiliza bloques para indicar cuántos hay de cada tipo.
- En total, ¿cuántos hay?



5.

$$2 \text{  + 3 \text{  =$$



$$= \text{-----} \text{ tazas}$$

6.

$$4 \text{  + 1 \text{  =$$



$$= \text{-----} \text{ animales}$$

# OAlnf-7 Agrupar con dibujos (1)

En total, ¿cuántos hay?

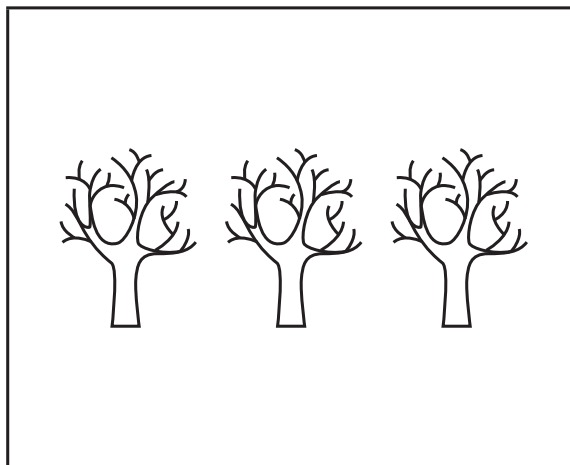
1.

1 árbol



+

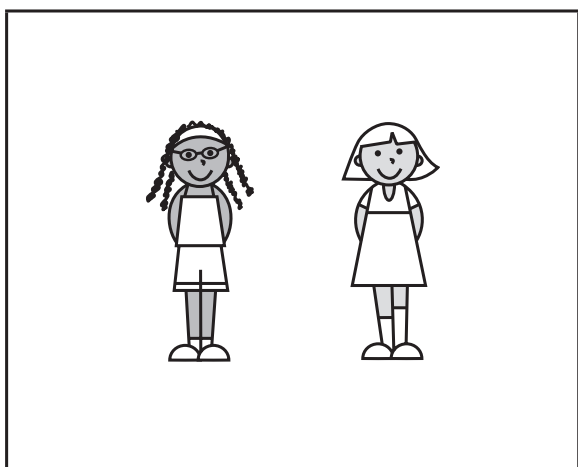
3 árboles =



= \_\_\_\_\_  
-----  
\_\_\_\_\_ árboles

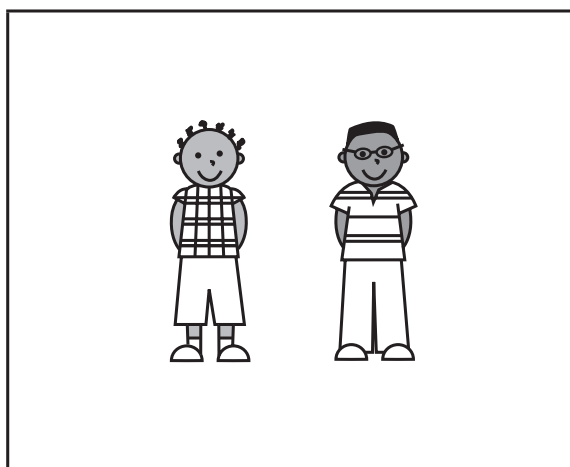
2.

2 niñas



+

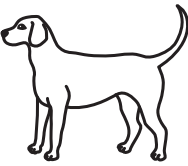

2 niños =

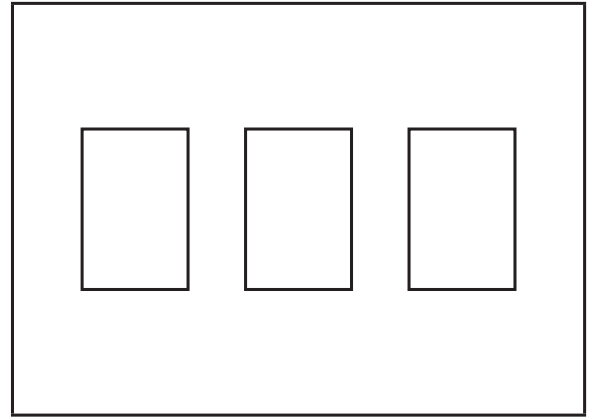
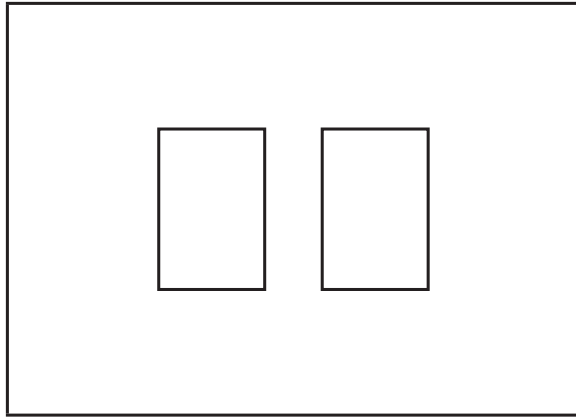


= \_\_\_\_\_  
-----  
\_\_\_\_\_ niños

En total, ¿cuántos hay?

3.

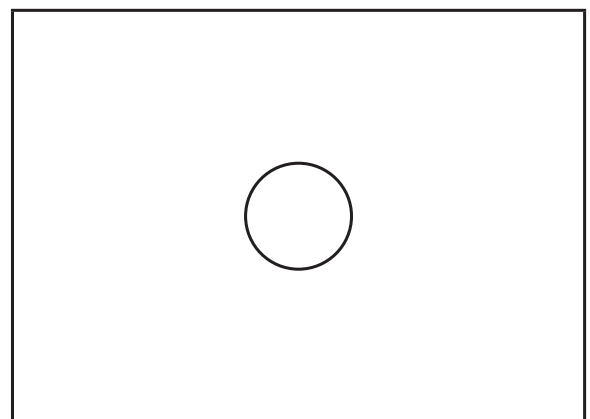
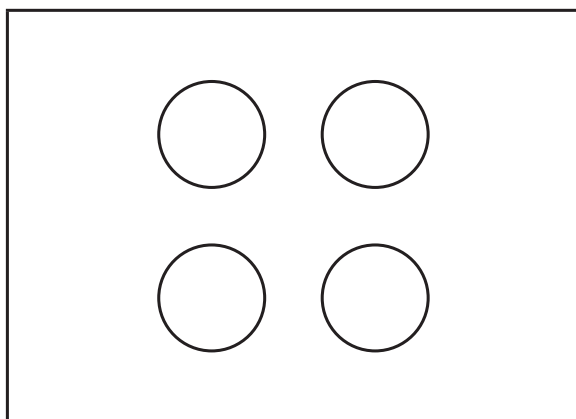
$$2 \text{  + 3 \text{  =$$



$$= \underline{\hspace{2cm}} \text{ perros}$$

4.

$$4 \text{  + 1 \text{  =$$



$$= \underline{\hspace{2cm}} \text{ animales}$$

Dibuja ○ para representar cuántos hay.

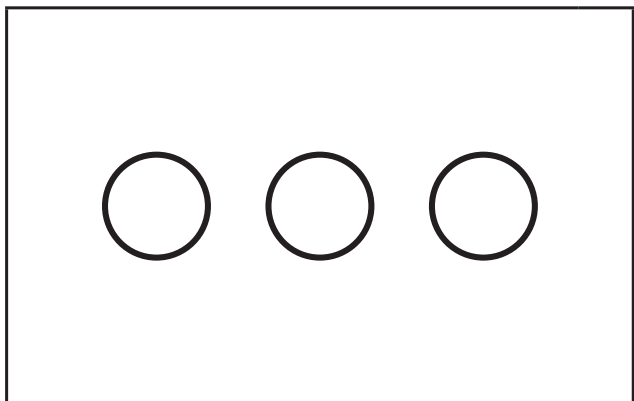
En total, ¿cuántos hay?

5.

3 

+

1  =

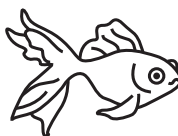


= \_\_\_\_\_  
.....  
\_\_\_\_\_ pelotas

6.

1 

+

2  =



= \_\_\_\_\_  
.....  
\_\_\_\_\_ animales

¿Cuántos hay de cada tipo?

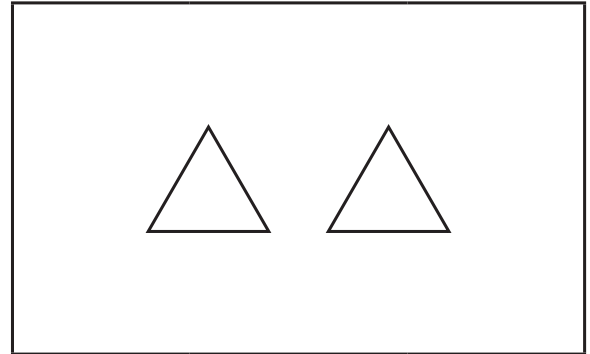
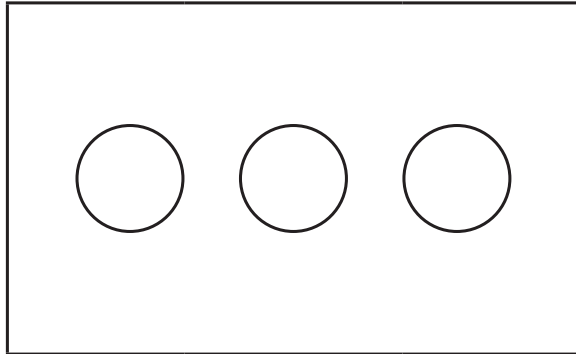
En total, ¿cuántos hay?

7.

\_\_\_\_\_  
 -----  
 \_\_\_\_\_

+

\_\_\_\_\_  
 -----  
 \_\_\_\_\_ =



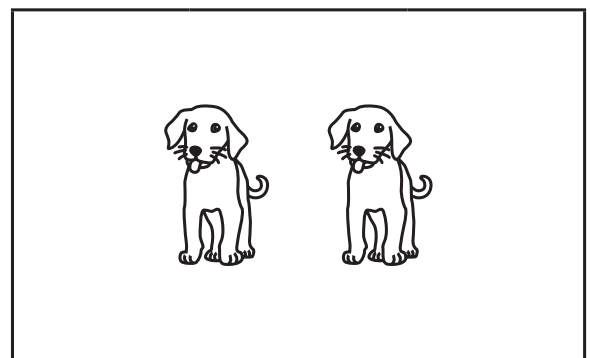
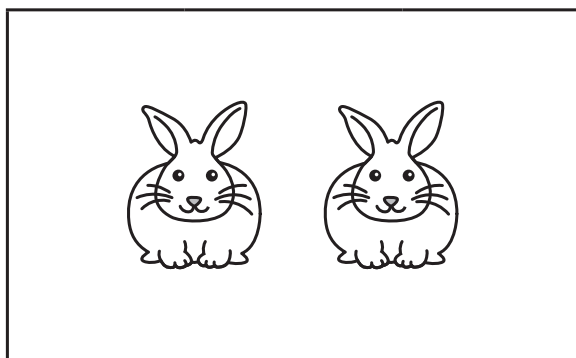
= \_\_\_\_\_  
 -----  
 \_\_\_\_\_ **figuras**

8.

\_\_\_\_\_  
 -----  
 \_\_\_\_\_

+

\_\_\_\_\_  
 -----  
 \_\_\_\_\_ =

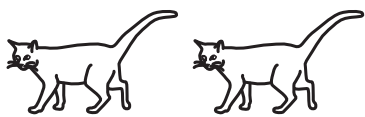


= \_\_\_\_\_  
 -----  
 \_\_\_\_\_ **animales**

## OAlnf-8 Agrupar con dibujos (2)

En total, ¿cuántos hay?

1.



**2 gatos + 3 perros = \_\_\_\_\_ animales**

2.



**2 peces + 1 pez = \_\_\_\_\_ peces**

3.



**2 niños + 2 niñas = \_\_\_\_\_ niños**

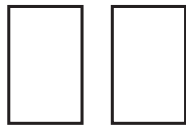
4.



**1 pelota + 3 pelotas = \_\_\_\_\_ pelotas**

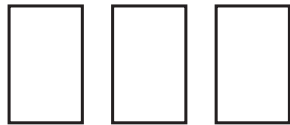
En total, ¿cuántos hay?

5.



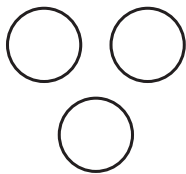
**1 árbol + 2 árboles =** \_\_\_\_\_ **árboles**

6.



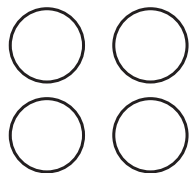
**3 banderas + 1 bandera =** \_\_\_\_\_ **banderas**

7.



**2 ranas + 3 peces =** \_\_\_\_\_ **animales**

8.



**1 niño + 4 niñas =** \_\_\_\_\_ **niños**

Dibuja  para representar cuántos hay.

En total, ¿cuántos hay?

9.

**1** insecto grande + **1** insecto pequeño = \_\_\_\_\_ insectos

10.

**4** niñas + **1** niño = \_\_\_\_\_ niños

11.

**2** árboles + **2** árboles = \_\_\_\_\_ árboles


12.

**3** gatos + **2** perros = \_\_\_\_\_ animales

# OAlnf-9 Descomponer el 5

¿Qué suma ves?

1.




\_\_\_\_\_ + \_\_\_\_\_

----- +

\_\_\_\_\_ + \_\_\_\_\_

2.

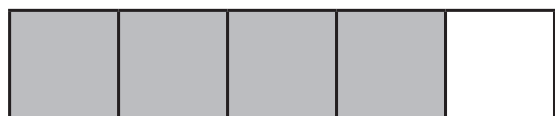


\_\_\_\_\_ + \_\_\_\_\_

----- +

\_\_\_\_\_ + \_\_\_\_\_

3.

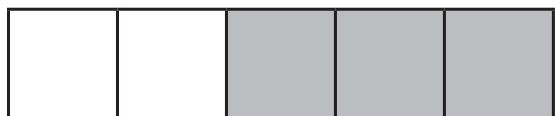


\_\_\_\_\_ + \_\_\_\_\_

----- +

\_\_\_\_\_ + \_\_\_\_\_

4. EXTRA




\_\_\_\_\_ + \_\_\_\_\_

----- +

\_\_\_\_\_ + \_\_\_\_\_

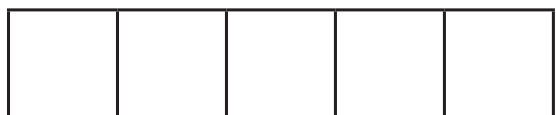
Colorea para representar la suma.

5.



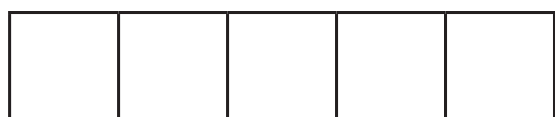
**2 + 3**

6.



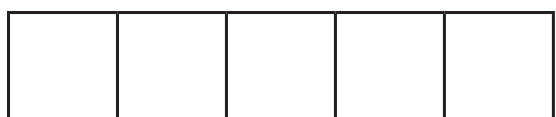
**3 + 2**

7.



**1 + 4**

8.



**4 + 1**

Colorea para representar la suma.

Escribe la suma.

9.

--	--	--	--	--

$$5 = \begin{array}{c} \text{-----} \\ \text{-----} \\ \text{-----} \end{array} + \begin{array}{c} \text{-----} \\ \text{-----} \\ \text{-----} \end{array}$$

10.

--	--	--	--	--

$$5 = \begin{array}{c} \text{-----} \\ \text{-----} \\ \text{-----} \end{array} + \begin{array}{c} \text{-----} \\ \text{-----} \\ \text{-----} \end{array}$$

11.

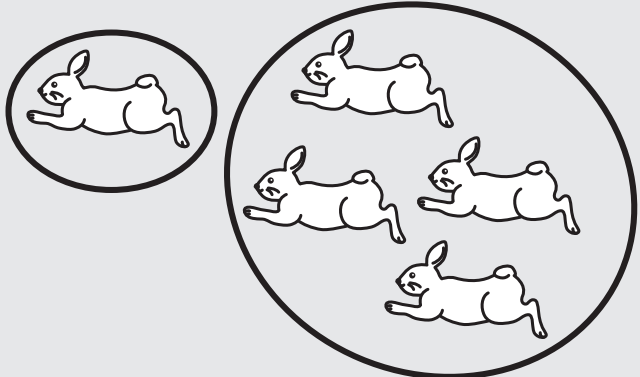
--	--	--	--	--

$$5 = \begin{array}{c} \text{-----} \\ \text{-----} \\ \text{-----} \end{array} + \begin{array}{c} \text{-----} \\ \text{-----} \\ \text{-----} \end{array}$$

# OAInf-10 Descomponer hasta el 5

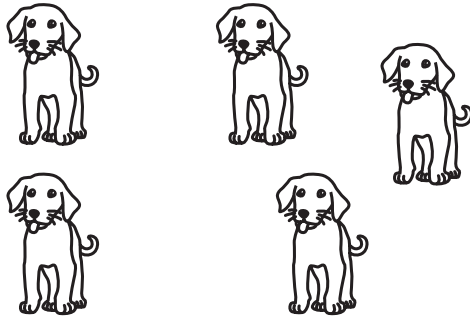
Utiliza círculos para representar las sumas.

1.



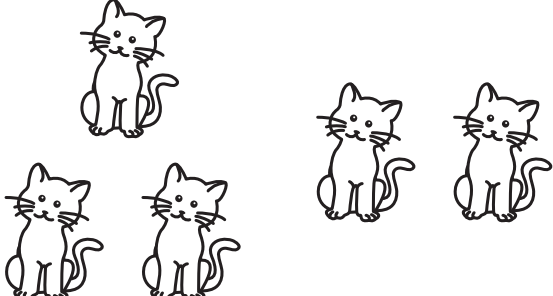
**1 + 4**

2.



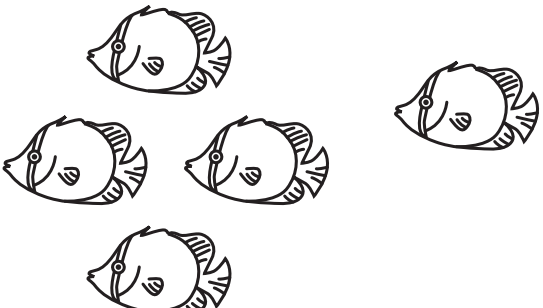
**2 + 3**

3.



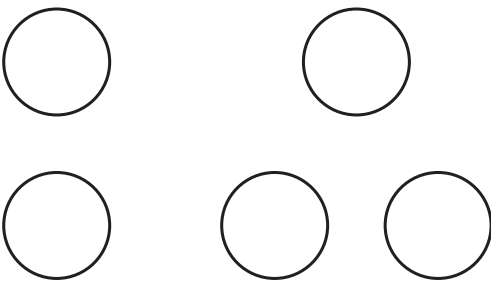
**3 + 2**

4.



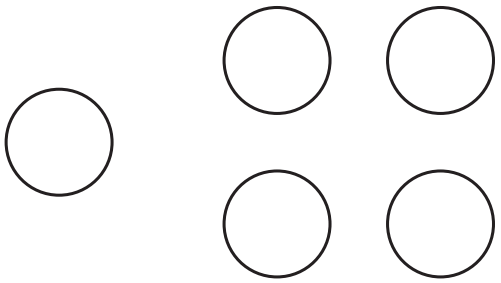
**4 + 1**

5.



**2 + 3**


6.



**1 + 4**


¿Qué suma ves?

7.



$5 = \underline{\quad} + \underline{\quad}$

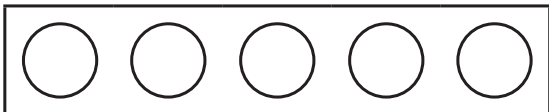
8.



$5 = \underline{\quad} + \underline{\quad}$

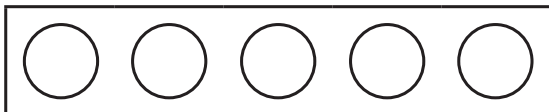
Traza una línea para representar la suma.

9.



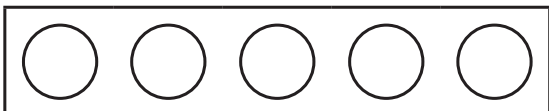
$5 = 2 + 3$

10.



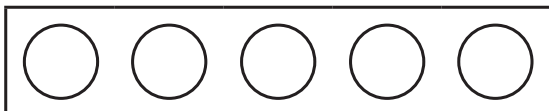
$5 = 1 + 4$

11.



$5 = 4 + 1$

12.



$5 = 3 + 2$

¿Qué suma ves?

13.



$$4 = \underline{\quad} + \underline{\quad}$$

14.



$$3 = \underline{\quad} + \underline{\quad}$$

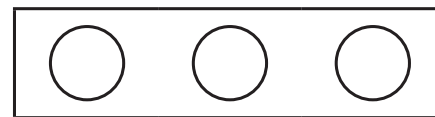
Traza una línea para representar la suma.

15.



$$4 = 3 + 1$$

16.



$$3 = 1 + 2$$

17.



$$4 = 2 + 2$$

18.



$$4 = 1 + 3$$

# OAlnf-11 Sumar

Suma.

1.

$$\begin{array}{c} \bigcirc \\ 1 \end{array} + \begin{array}{c} \bigcirc \bigcirc \\ \bigcirc \\ 3 \end{array} = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

2.

$$\begin{array}{c} \bigcirc \\ \bigcirc \bigcirc \\ 3 \end{array} + \begin{array}{c} \bigcirc \\ \bigcirc \\ 2 \end{array} = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

3.

$$\begin{array}{cc} \bigcirc & \bigcirc \\ \bigcirc & \bigcirc \\ 4 \end{array} + \begin{array}{c} \bigcirc \\ 1 \end{array} = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

4.

$$\begin{array}{cc} \bigcirc & \bigcirc \\ 2 \end{array} + \begin{array}{cc} \bigcirc & \bigcirc \\ 2 \end{array} = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

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Dibuja círculos y suma.

5.

$$2 + 1 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

6.

$$1 + 1 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

7.

$$2 + 3 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

8.

$$1 + 4 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

## OAlnf-12 Sumar 0 y 1

---

Dibuja círculos y suma.

1.

$$1 + 1 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

2.

$$3 + 1 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

3.

$$2 + 1 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

4.

$$4 + 1 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

Suma.

5.

$$4 + 1 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

6.

$$2 + 1 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

7.

$$3 + 1 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

8.

$$1 + 1 = \begin{array}{l} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$

Dibuja círculos y suma.

9.

$$1 + 0 = \underline{\hspace{2cm}}$$

10.

$$5 + 0 = \underline{\hspace{2cm}}$$

11.

$$3 + 0 = \underline{\hspace{2cm}}$$

12.

$$4 + 0 = \underline{\hspace{2cm}}$$

13. EXTRA

$$0 + 2 = \underline{\hspace{2cm}}$$

14. EXTRA

$$0 + 0 = \underline{\hspace{2cm}}$$

Suma.

15.

$$2 + 0 = \underline{\hspace{2cm}}$$

16.

$$3 + 0 = \underline{\hspace{2cm}}$$



# OAlnf-13 Contar hasta el 80

Repasa.

1.

0 1 2  
3 4 5  
6 7 8  
9 80

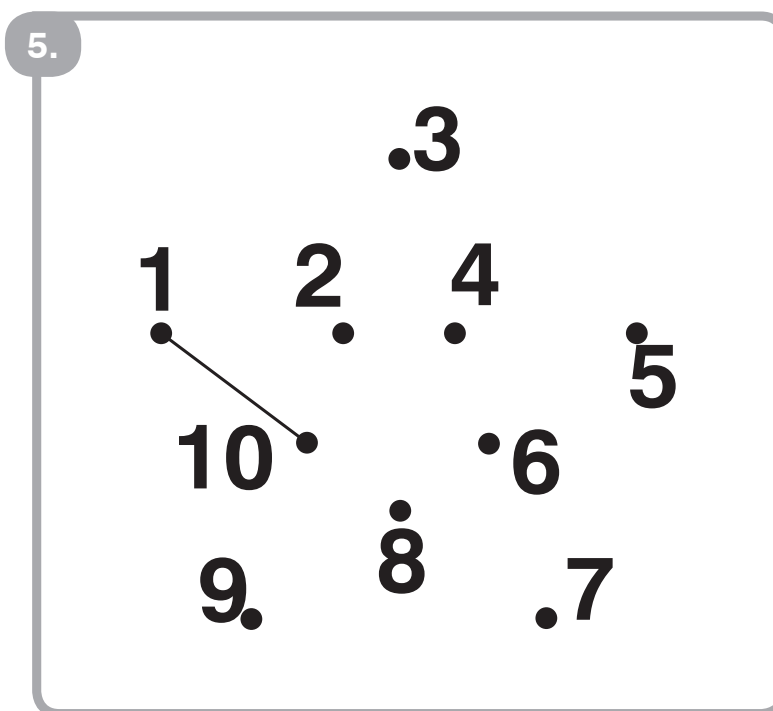
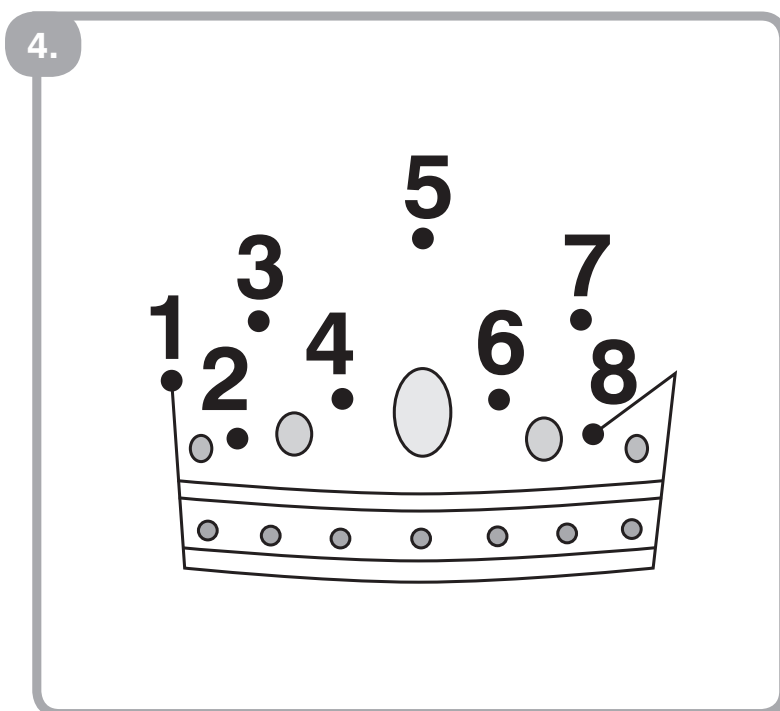
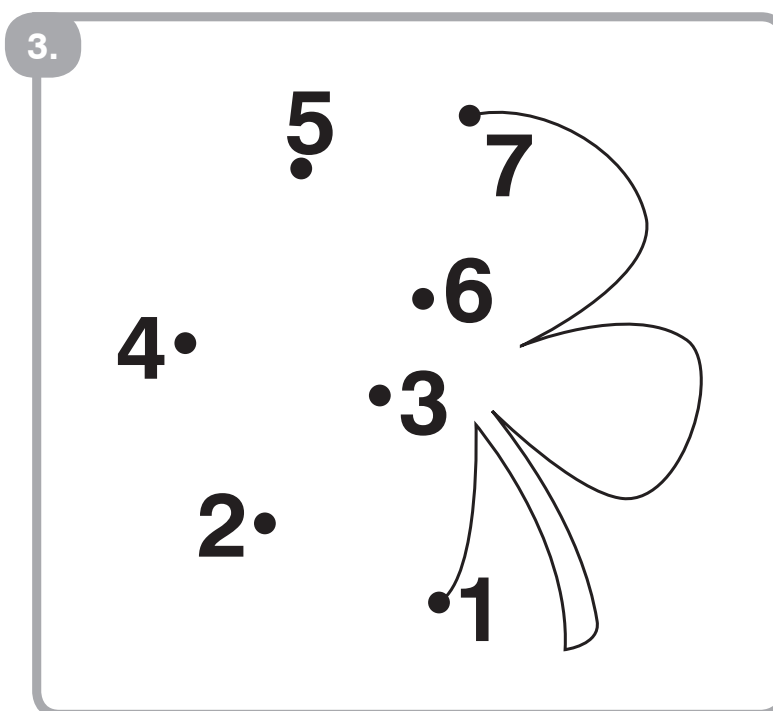
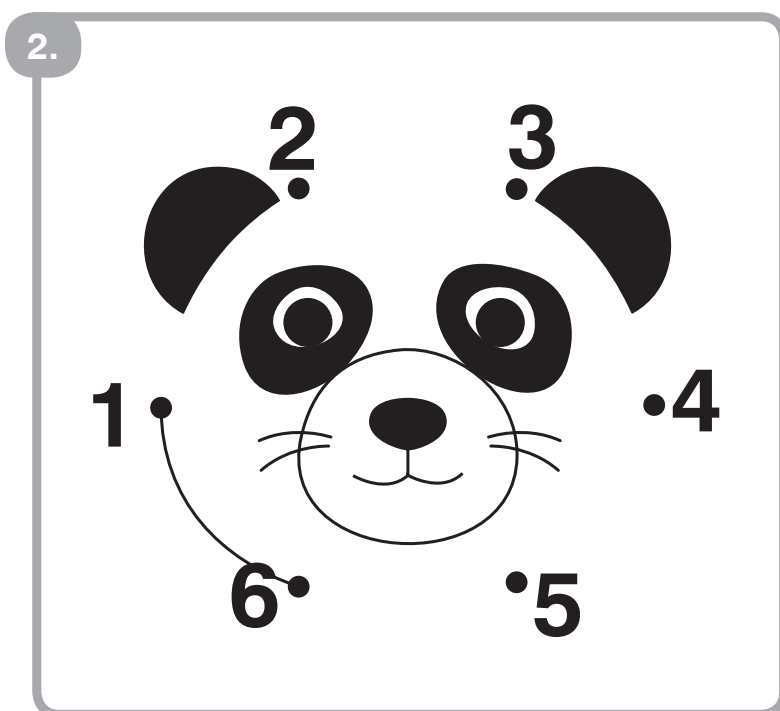
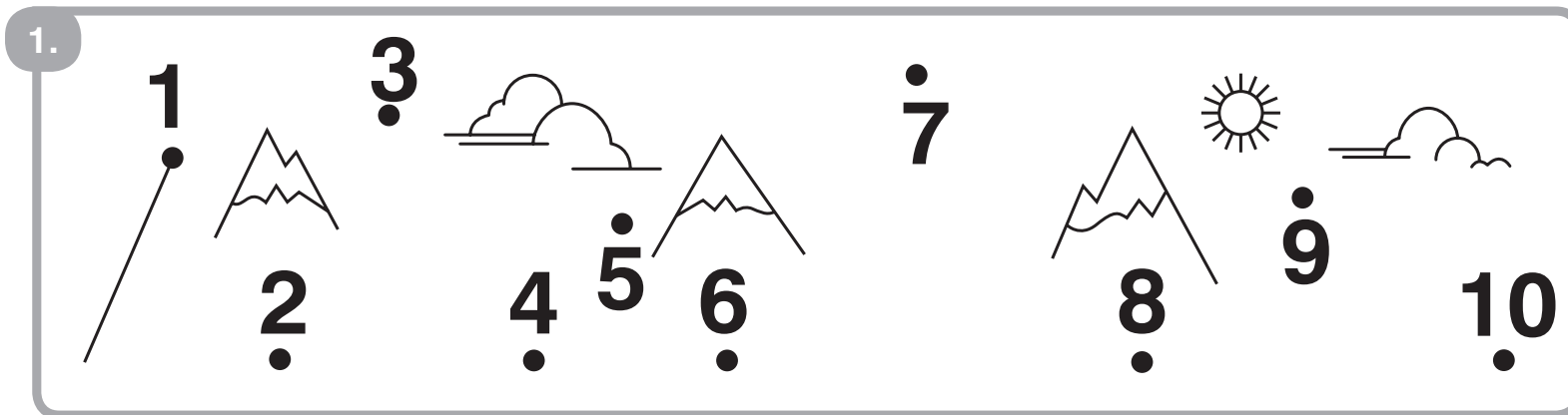
2.

Escribe el 7.

3.

# OAlnf-14 Contar hasta 10 a partir de un número

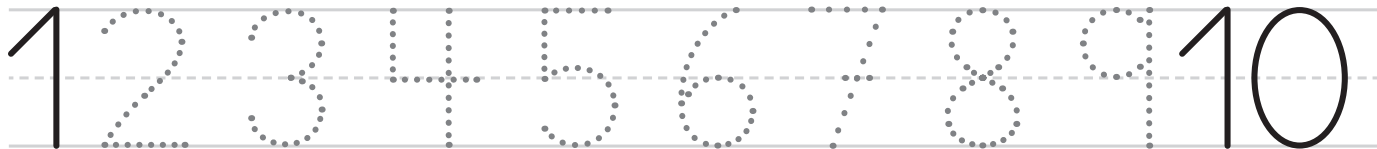
Une los puntos.



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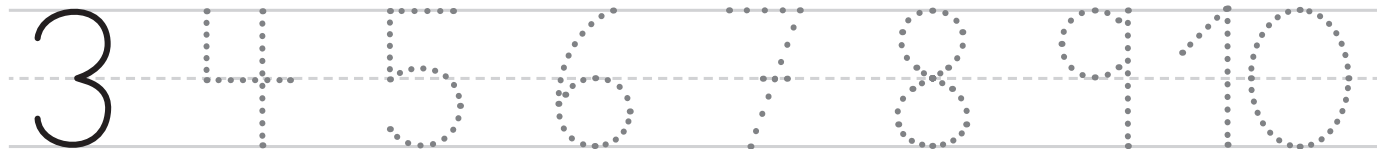
Cuenta hasta 10.

6.




A row of numbers 1 through 10 on a three-line grid. The numbers 2, 3, 4, 5, 6, 7, 8, and 9 are shown as dotted lines for tracing. The numbers 1 and 10 are shown as solid black lines.

7.




A row of numbers 3 through 10 on a three-line grid. The numbers 4, 5, 6, 7, 8, 9, and 10 are shown as dotted lines for tracing. The number 3 is shown as a solid black line.

8.



A row of numbers on a three-line grid. The number 6 is shown as a solid black line. The rest of the grid is empty for practice.

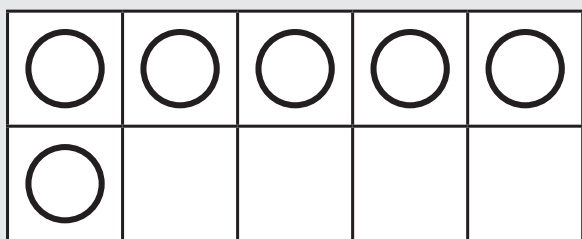
9.



A row of numbers on a three-line grid. The number 4 is shown as a solid black line. The rest of the grid is empty for practice.

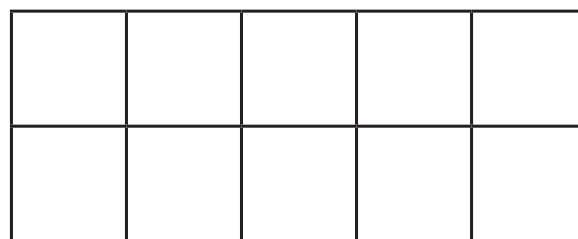
Utiliza  para representar cuántos hay.

10.



**6**

11.



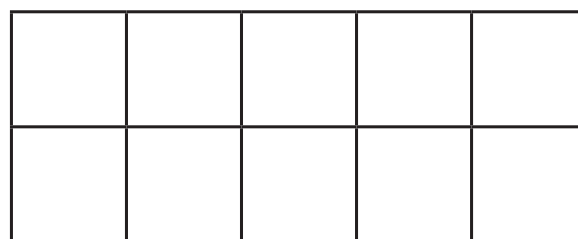
**8**

12.



**7**

13.



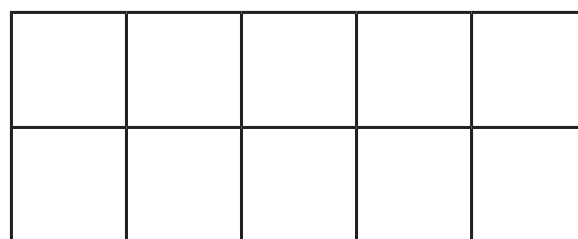
**5**

14.



**3**

15.



**9**

# OAlnf-15 Representar la suma hasta 10

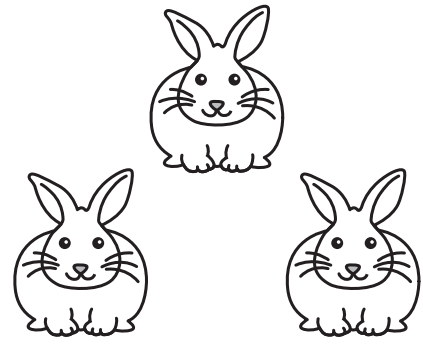
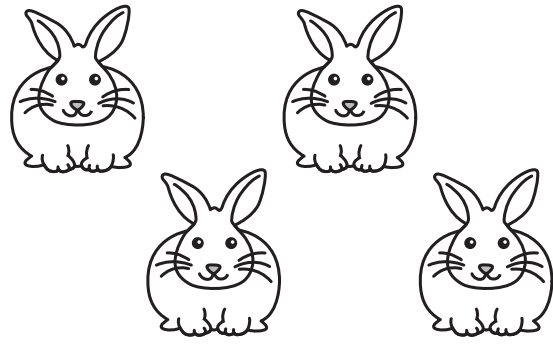
En total, ¿cuántos hay?

1.

4

más

3 más



4

+

3

=

  
 .....  

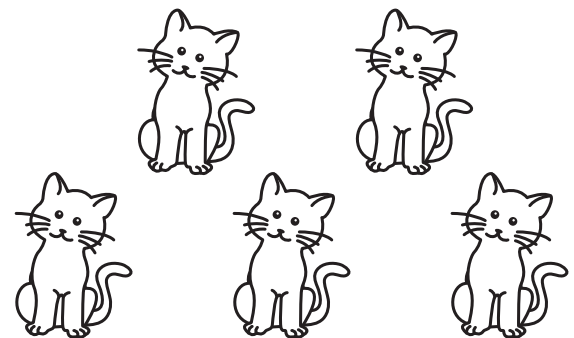
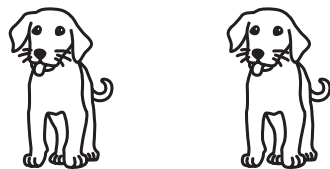

conejos

2.

2

y

5



2

+

5

=

  
 .....  


animales

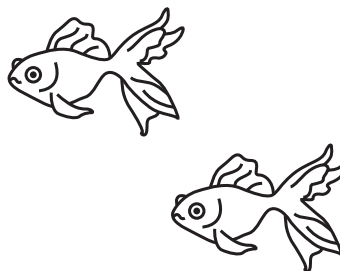
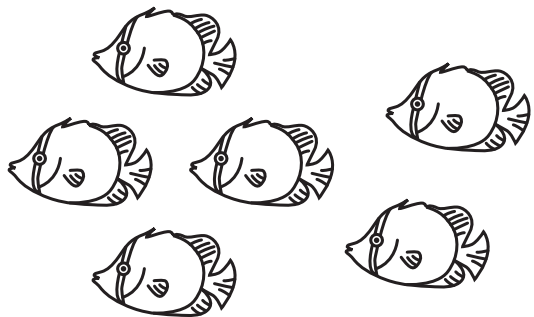
En total, ¿cuántos hay?

3.

6

y

2



6

+

2

=

\_\_\_\_\_

-----

\_\_\_\_\_

peces

4.

2

más

7 más



2

+

7

=

\_\_\_\_\_

-----

\_\_\_\_\_

niños

# OAlnf-16 Sumar hasta 10 con objetos (1)

- Utiliza los recuadros para representar cuántos hay.
- Suma.

1.

--	--	--	--	--


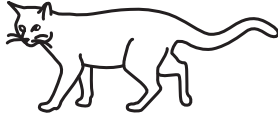
--	--	--	--	--	--

3  + 4  más = \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2.

--	--	--	--	--

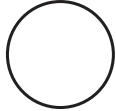

--	--	--	--	--	--

5  + 1  = \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3.

--	--	--	--	--

--	--	--	--	--	--

2  + 4  = \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Utiliza los recuadros para representar cuántos hay.

Suma.

4.

--	--	--	--	--

--	--	--	--	--

$$4 \text{ } \img alt="soccer ball icon" data-bbox="212 291 268 336"/> + 5 \text{ } \img alt="soccer ball icon" data-bbox="456 291 512 336"/> \text{ más} = \underline{\hspace{2cm}}$$


5.

--	--	--	--	--

--	--	--	--	--

$$3 \text{ } \img alt="cat icon" data-bbox="222 552 266 601"/> + 3 \text{ } \img alt="cat icon" data-bbox="456 552 498 601"/> \text{ más} = \underline{\hspace{2cm}}$$


6.

--	--	--	--	--

--	--	--	--	--

$$4 \text{ } \img alt="square icon" data-bbox="229 814 282 858"/> + 2 \text{ } \img alt="triangle icon" data-bbox="461 814 585 858"/> = \underline{\hspace{2cm}}$$


Utiliza los recuadros para representar cuántos hay.

Suma.

7.

--	--	--	--	--

--	--	--	--	--

$$4 \text{  + 3 \text{  = \underline{\hspace{1cm}}$$

-----  
\_\_\_\_\_

8.

--	--	--	--	--

--	--	--	--	--

$$2 \text{  + 5 \text{  más = \underline{\hspace{1cm}}$$

-----  
\_\_\_\_\_

9.

--	--	--	--	--

--	--	--	--	--

$$5 \text{  + 3 \text{  más = \underline{\hspace{1cm}}$$

-----  
\_\_\_\_\_



Colorea los  para representar cuántos hay.

Suma.

4.

--	--	--	--	--

--	--	--	--	--

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

5.

--	--	--	--	--

--	--	--	--	--

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

6.

--	--	--	--	--

--	--	--	--	--

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

Colorea los  para representar cuántos hay.

Suma.

7.

--	--	--	--	--

--	--	--	--	--



+



=

_____
-----
_____

8.

--	--	--	--	--

--	--	--	--	--



+ 4



más =

_____
-----
_____

9.

--	--	--	--	--

--	--	--	--	--




+

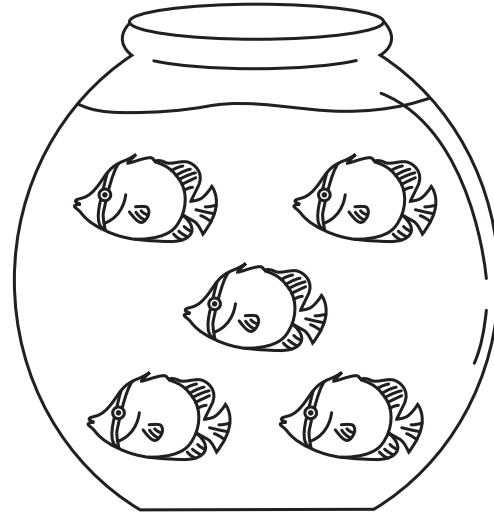
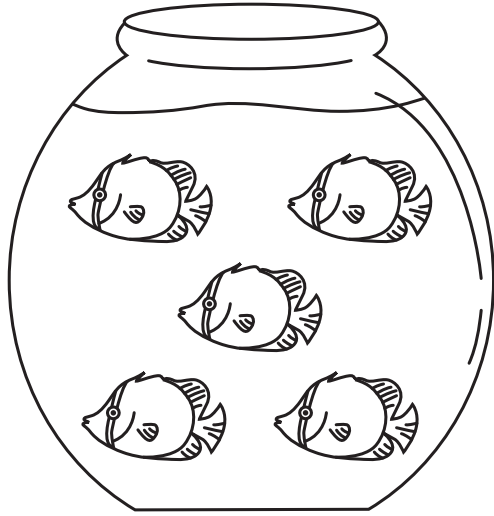


más =

_____
-----
_____

- Colorea los  para representar los números.
- Suma.

10.



4

+

3

=

---

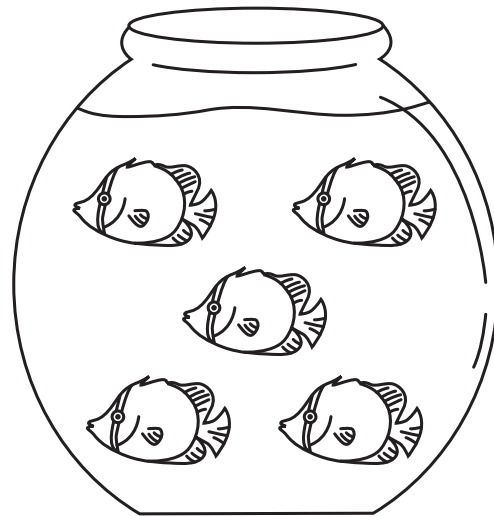
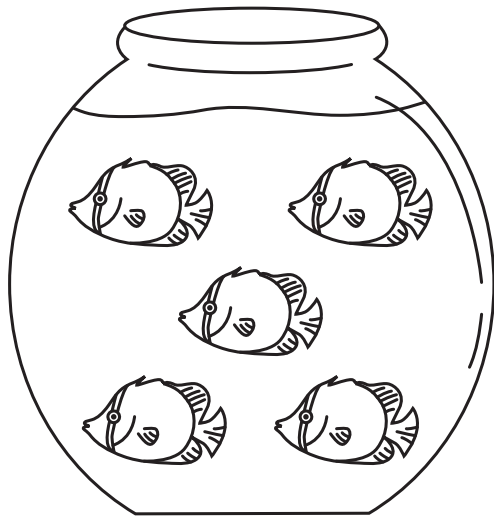


---



---

11.



2

+

5

=

---



---



---

## OAlnf-18 Sumar hasta 10 con objetos (2)

Utiliza los recuadros para representar cuántos hay.

Suma.

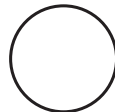
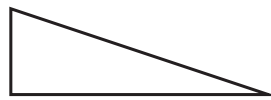
1.


**6**  + **2**  más = \_\_\_\_\_  
= \_\_\_\_\_  
= \_\_\_\_\_

2.


**7**  + **3**  = \_\_\_\_\_  
= \_\_\_\_\_  
= \_\_\_\_\_

3.


**6**  + **1**  = \_\_\_\_\_  
= \_\_\_\_\_  
= \_\_\_\_\_



Utiliza los recuadros para representar cuántos hay.

Suma.

4.


6  + 3  más = \_\_\_\_\_

5.


1  + 7  = \_\_\_\_\_

6.


8  + 1  = \_\_\_\_\_

Utiliza los recuadros para representar cuántos hay.

Suma.

7.


$$3 \text{  + 6 \text{  = \begin{array}{l} \text{-----} \\ \text{-----} \\ \text{-----} \end{array}$$

8.


$$7 \text{  + 2 \text{  más = \begin{array}{l} \text{-----} \\ \text{-----} \\ \text{-----} \end{array}$$

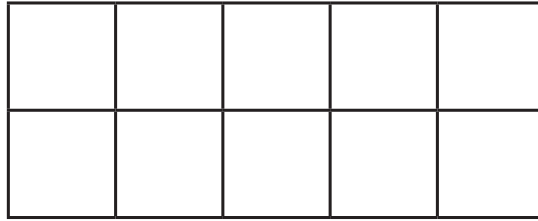
9.


$$1 \text{  + 9 \text{  más = \begin{array}{l} \text{-----} \\ \text{-----} \\ \text{-----} \end{array}$$

## OAInf-19 Sumar hasta 10 con dibujos (2)

- Colorea los  para representar los números. Utiliza dos colores.
- Suma.

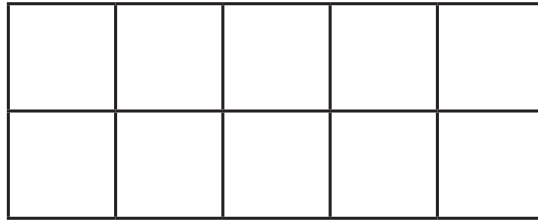
1.



$$6 \text{  + 3 \text{  más = \underline{\hspace{2cm}}$$

-----  
-----

2.



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

-----  
-----

3.



$$6 \text{  + 4 \text{  = \underline{\hspace{2cm}}$$

-----  
-----

- Colorea los  para representar los números. Utiliza dos colores.
- Suma.

4.




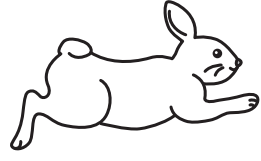
6  + 1  más = \_\_\_\_\_

-----

\_\_\_\_\_

5.

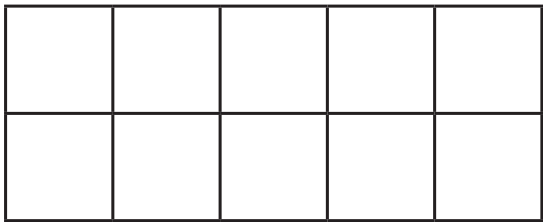


1  + 8  = \_\_\_\_\_

-----

\_\_\_\_\_

6.



3  + 6  = \_\_\_\_\_

-----

\_\_\_\_\_

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- Colorea los  para representar los números. Utiliza dos colores.
- Suma.

7.



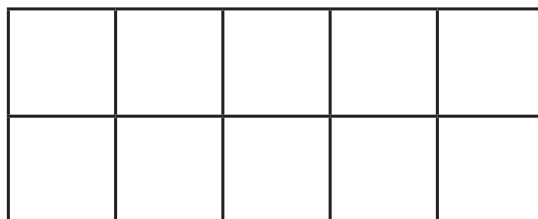
$$2 \text{  + 7 \text{  = \underline{\hspace{2cm}}$$

8.




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

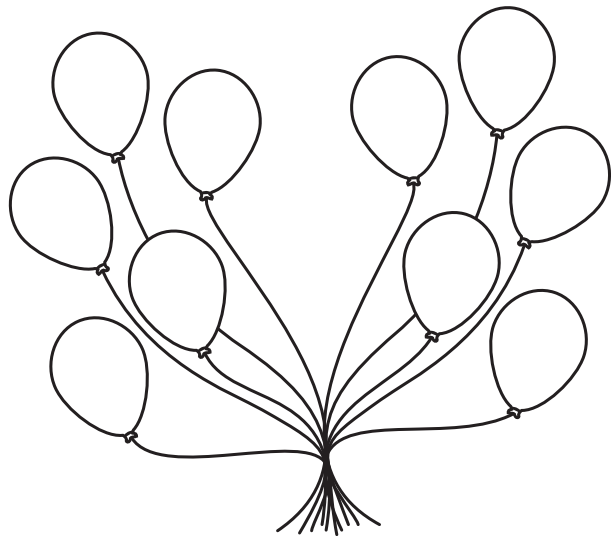
9.



$$9 \text{  + 1 \text{  más = \underline{\hspace{2cm}}$$

Colorea los  para representar cuántos hay.  
 Suma.

10.

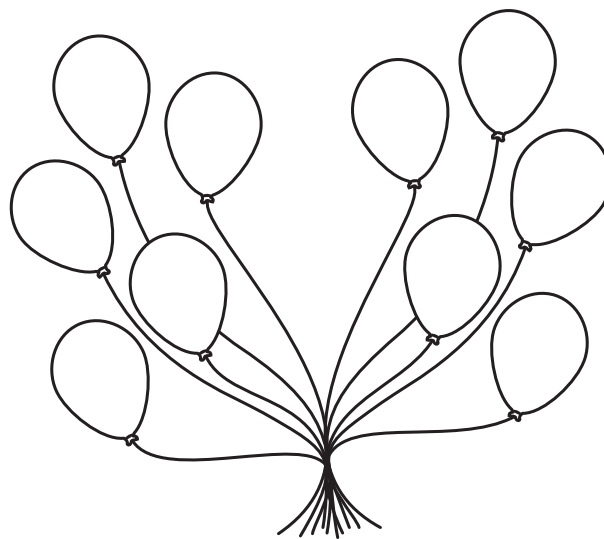


$$4 + 3 = \underline{\hspace{2cm}}$$

-----

\_\_\_\_\_

11.

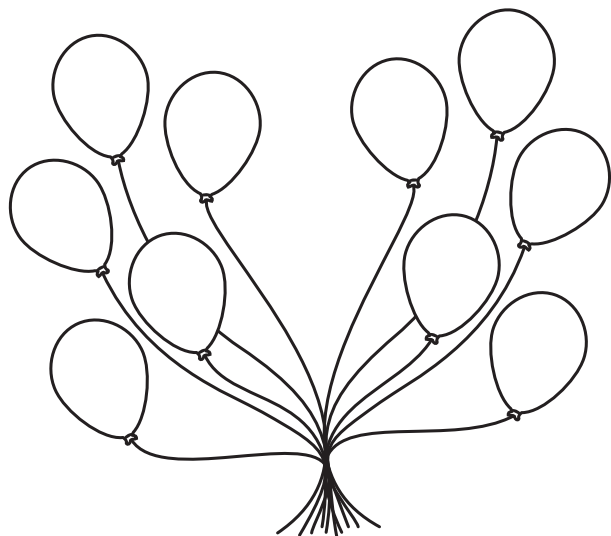


$$6 + 1 = \underline{\hspace{2cm}}$$

-----

\_\_\_\_\_

12.

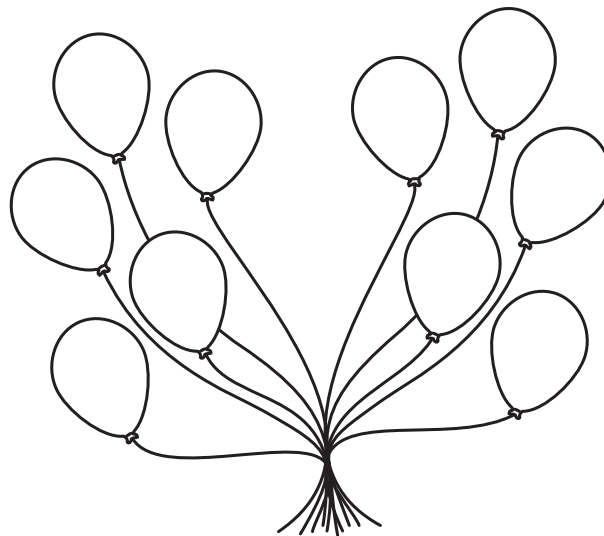


$$2 + 5 = \underline{\hspace{2cm}}$$

-----

\_\_\_\_\_

13.



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

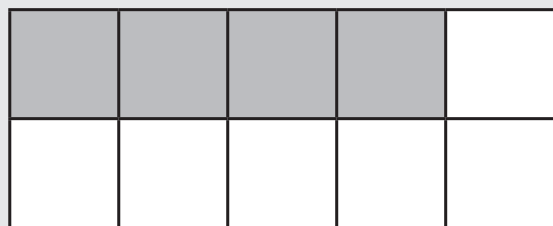
-----

\_\_\_\_\_

# OAlnf-20 Descomponer el 10

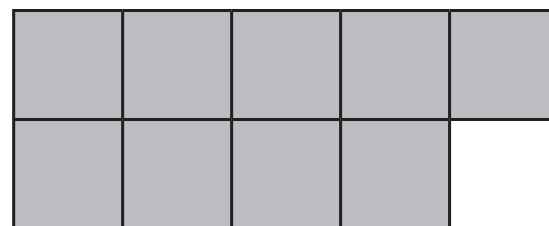
¿Qué suma ves?

1.



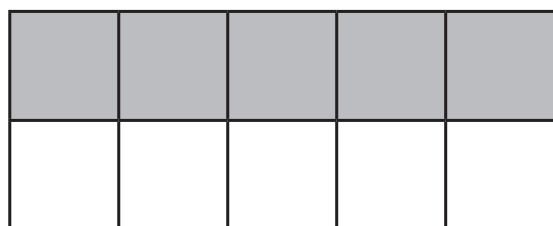
$$10 = 4 + 6$$

2.



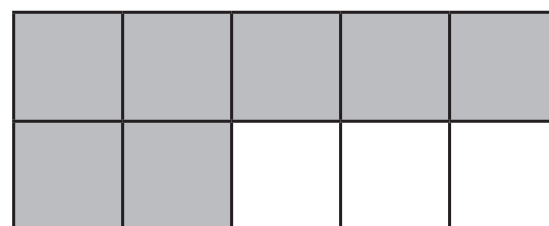
$$10 = \quad + \quad$$

3.



$$10 = \quad + \quad$$

4.



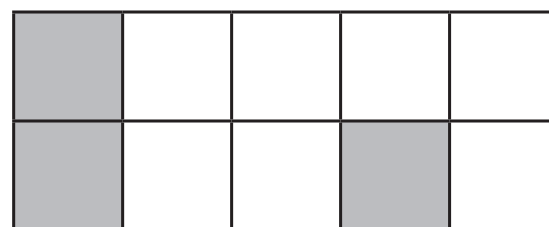
$$10 = \quad + \quad$$

5. EXTRA



$$10 = \quad + \quad$$

6. EXTRA

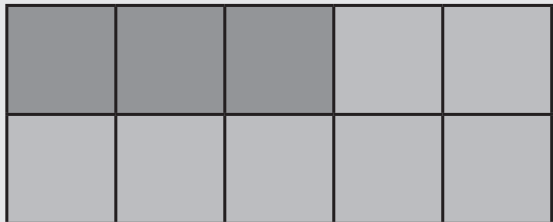


$$10 = \quad + \quad$$

Utiliza 2 colores para representar la suma.

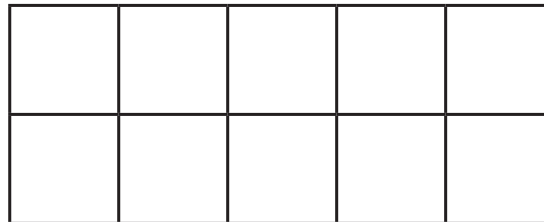
Escribe la suma.

7.



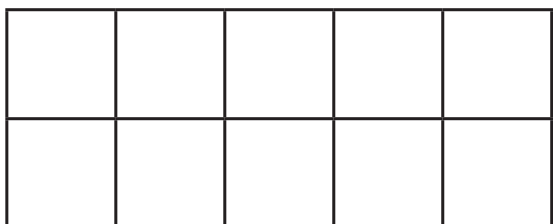
$$10 = 3 + 7$$

8.



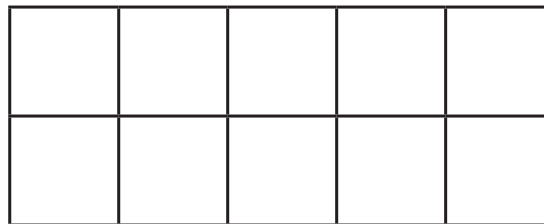
$$10 = \quad + \quad$$

9.



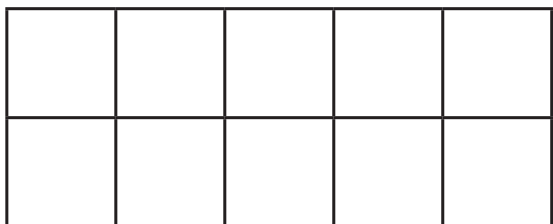
$$10 = \quad + \quad$$

10.



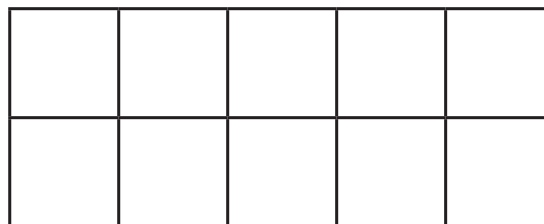
$$10 = \quad + \quad$$

11.



$$10 = \quad + \quad$$

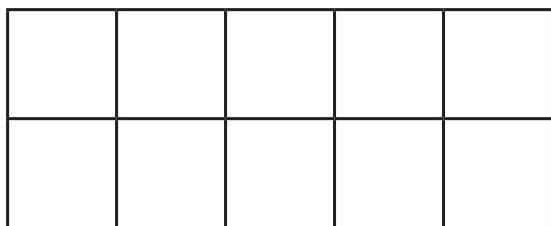
12.



$$10 = \quad + \quad$$

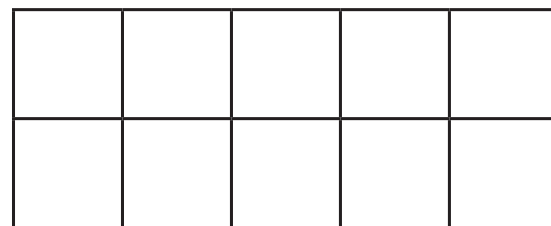
Utiliza 2 colores para representar la suma.

13.



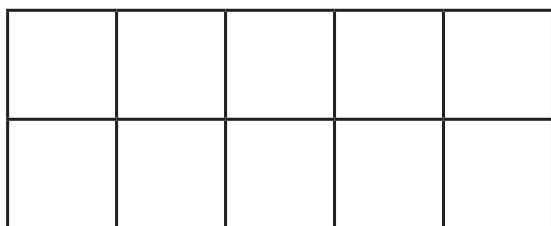
$$10 = 6 + 4$$

14.



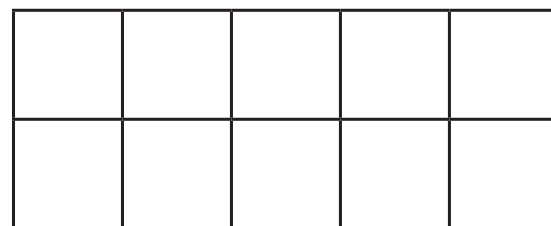
$$10 = 1 + 9$$

15.



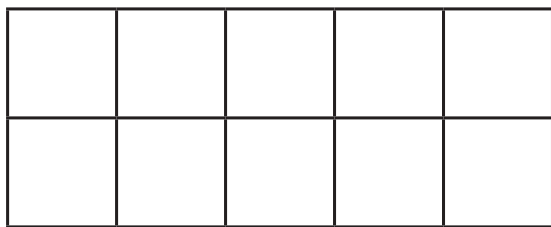
$$10 = 8 + 2$$

16.



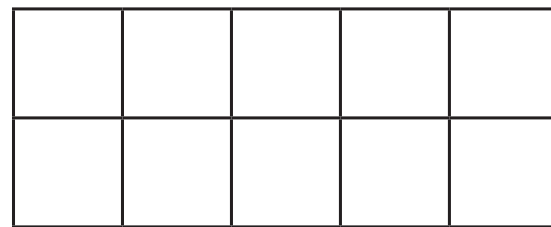
$$10 = 5 + 5$$

17.



$$10 = 3 + 7$$

18. EXTRA

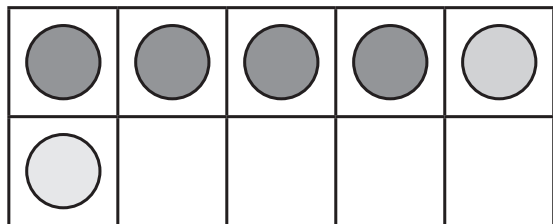


$$10 = 0 + 10$$

# OAlnf-21 Descomponer hasta el 10

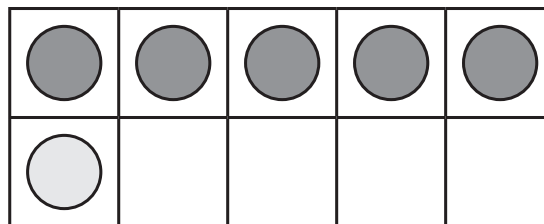
¿Qué suma ves?

1.



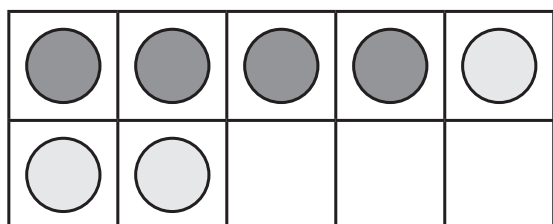
$$6 = 4 + \underline{\quad}$$

2.



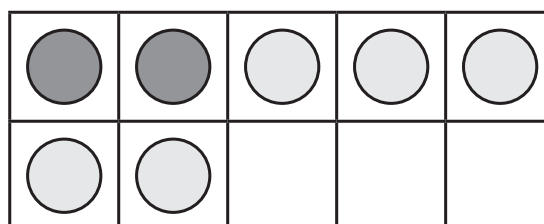
$$6 = \underline{\quad} + \underline{\quad}$$

3.



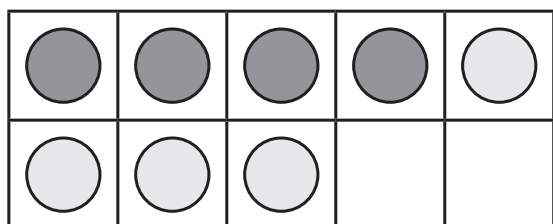
$$7 = \underline{\quad} + \underline{\quad}$$

4.



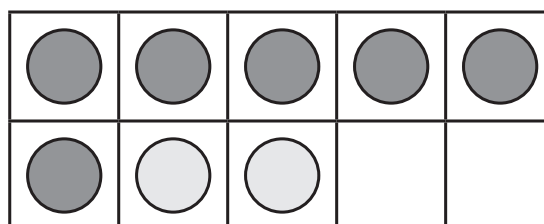
$$7 = \underline{\quad} + \underline{\quad}$$

5.



$$8 = \underline{\quad} + \underline{\quad}$$

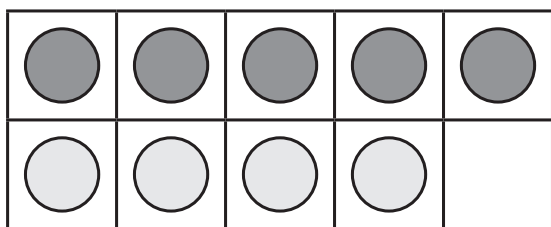
6.



$$8 = \underline{\quad} + \underline{\quad}$$

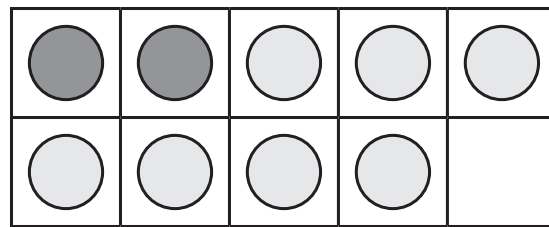
¿Qué suma ves?

7.



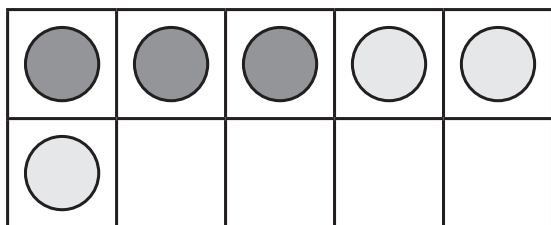
$$9 = \underline{\quad} + \underline{\quad}$$

8.



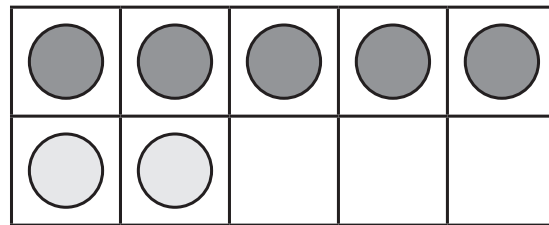
$$9 = \underline{\quad} + \underline{\quad}$$

9.



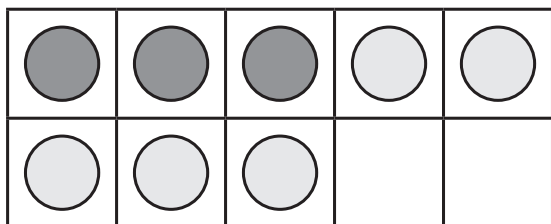
$$6 = \underline{\quad} + \underline{\quad}$$

10.



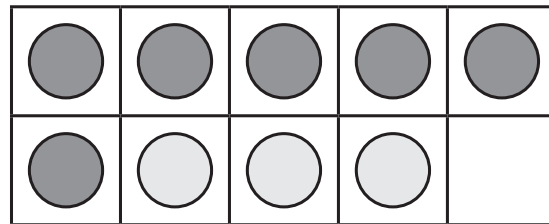
$$7 = \underline{\quad} + \underline{\quad}$$

11.



$$8 = \underline{\quad} + \underline{\quad}$$

12.

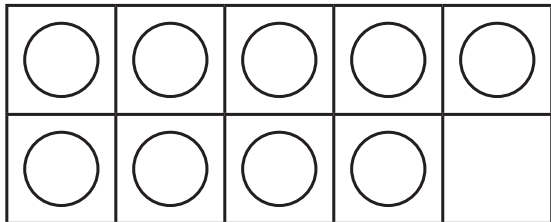


$$9 = \underline{\quad} + \underline{\quad}$$

Utiliza 2 colores para representar una suma.

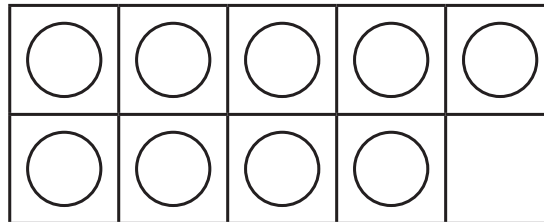
Escribe la suma.

13.



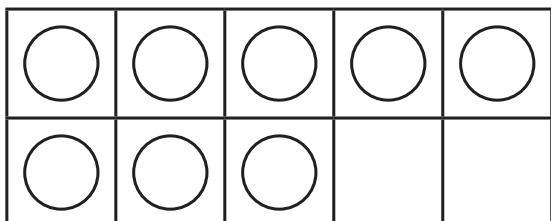
$$9 = \underline{\quad} + \underline{\quad}$$

14.



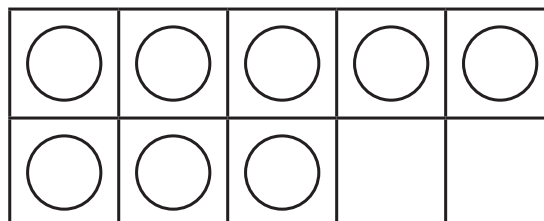
$$9 = \underline{\quad} + \underline{\quad}$$

15.



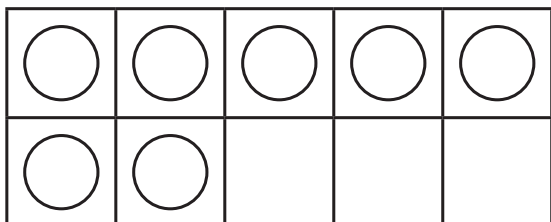
$$8 = \underline{\quad} + \underline{\quad}$$

16.



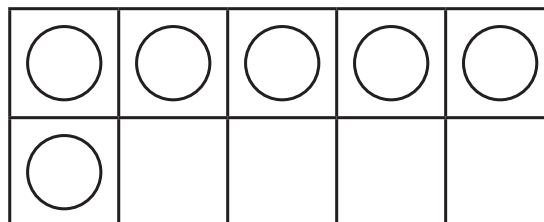
$$8 = \underline{\quad} + \underline{\quad}$$

17.



$$7 = \underline{\quad} + \underline{\quad}$$

18.

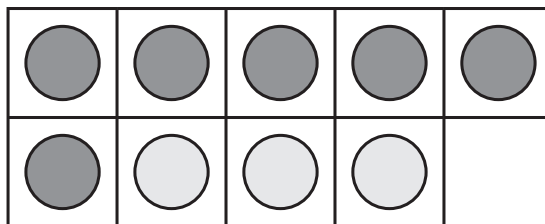


$$6 = \underline{\quad} + \underline{\quad}$$

# OAlnf-22 Sumar hasta 10

Suma.

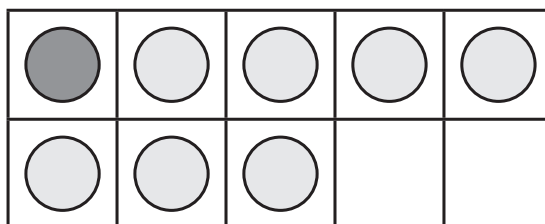
1.



$$6 + 3 = \underline{\hspace{1cm}}$$

-----  
-----

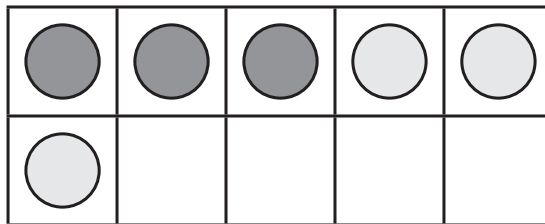
2.



$$1 + 7 = \underline{\hspace{1cm}}$$

-----  
-----

3.



$$3 + 3 = \underline{\hspace{1cm}}$$

-----  
-----

Suma.

4.


$$5 + 3 =$$

---

---

---

5.


$$3 + 4 =$$

---

---

---

6.


$$1 + 8 =$$

---

---

---

Suma.

7.


$$6 + 1 =$$

\_\_\_\_\_

-----

\_\_\_\_\_

8.


$$2 + 4 =$$

\_\_\_\_\_

-----

\_\_\_\_\_

9.


$$4 + 4 =$$

\_\_\_\_\_

-----

\_\_\_\_\_

Suma.

10.

$$4 + 3 =$$

\_\_\_\_\_

-----

\_\_\_\_\_

11.

$$1 + 6 =$$

\_\_\_\_\_

-----

\_\_\_\_\_

12.

$$2 + 7 =$$

\_\_\_\_\_

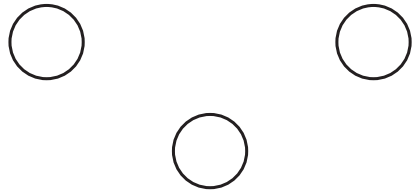
-----

\_\_\_\_\_

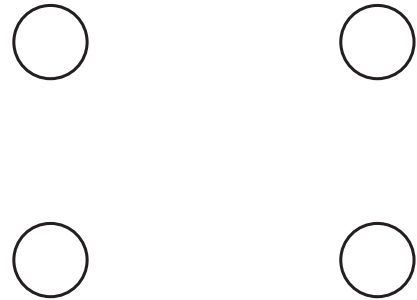
**OAlnf-23 Completar hasta 10**

Dibuja los círculos que faltan para que haya 5.

1.



2.



3.



4.



5.



6.



Dibuja los círculos que faltan para que haya 10.

7.

○	○	○	○	○
○	○			

8.

○	○	○	○	○
○				

9.

○	○	○	○	○

10.

○	○	○		

11.

○ ○      ○ ○

○

○ ○

12.

○

○ ○

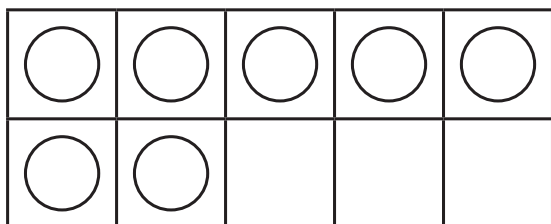
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**OAlnf-24 Obtener 10**

Dibuja los círculos que faltan para que haya 10.

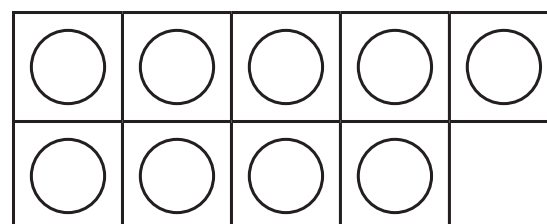
Cuenta los círculos añadidos.

1.



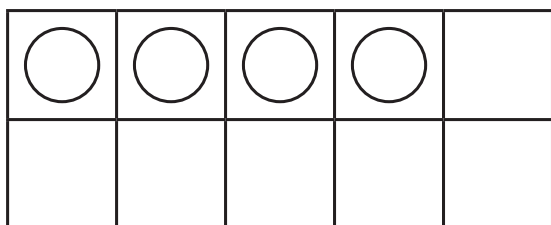
**7 y \_\_\_\_\_ da 10.**

2.



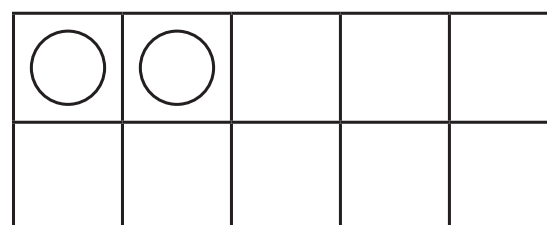
**9 y \_\_\_\_\_ da 10.**

3.



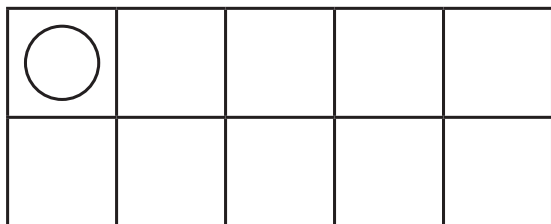
**4 y \_\_\_\_\_ da 10.**

4.



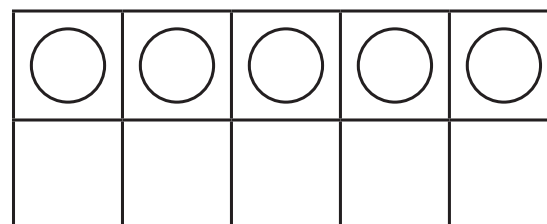
**2 y \_\_\_\_\_ da 10.**

5.



**1 y \_\_\_\_\_ da 10.**

6.

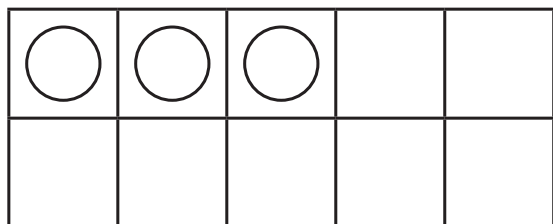


**5 y \_\_\_\_\_ da 10.**

Dibuja los círculos que faltan para que haya 10.

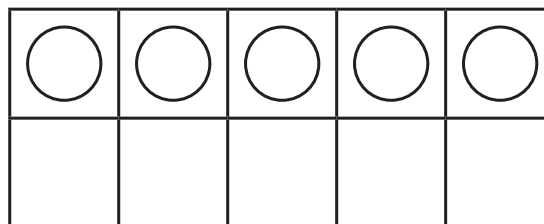
Cuenta los círculos añadidos.

7.



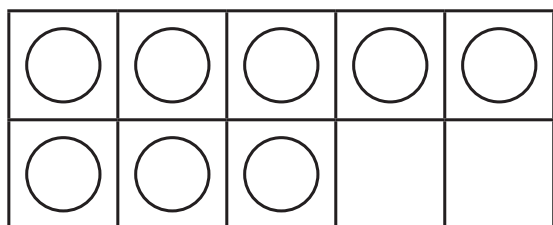
**3 y \_\_\_\_\_ da 10.**

8.



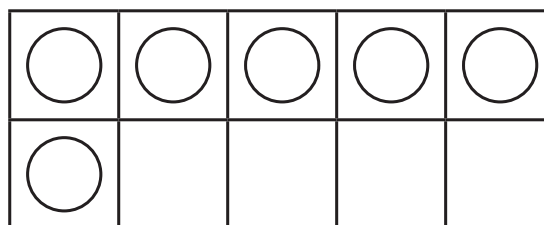
**5 y \_\_\_\_\_ da 10.**

9.



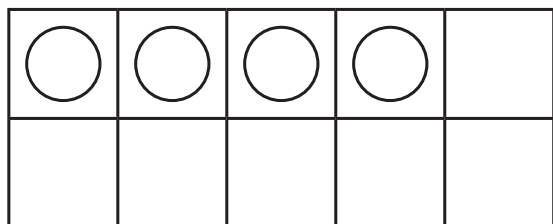
**8 y \_\_\_\_\_ da 10.**

10.



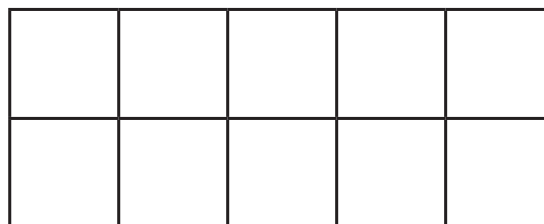
**6 y \_\_\_\_\_ da 10.**

11.



**4 y \_\_\_\_\_ da 10.**

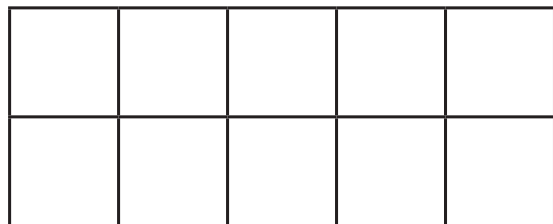
12. EXTRA



**0 y \_\_\_\_\_ da 10.**

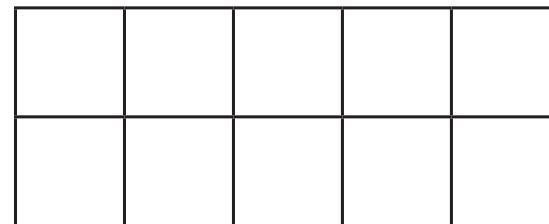
- Dibuja círculos rojos para representar el primer número.
- Dibuja círculos azules para que haya 10.
- Cuenta los círculos azules.

13.



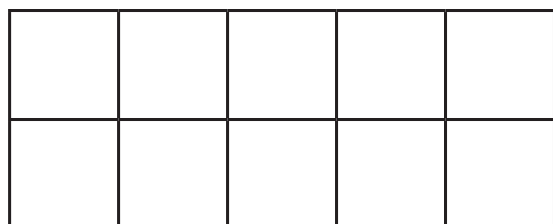
**7 y \_\_\_\_\_ da 10.**

14.



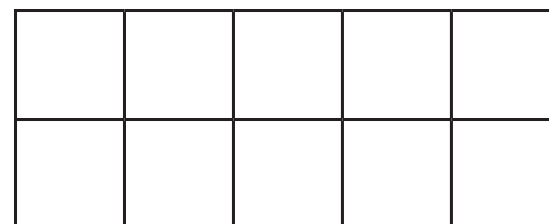
**2 y \_\_\_\_\_ da 10.**

15.



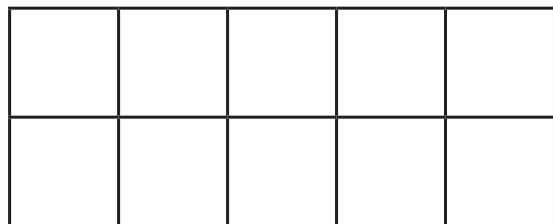
**1 y \_\_\_\_\_ da 10.**

16.



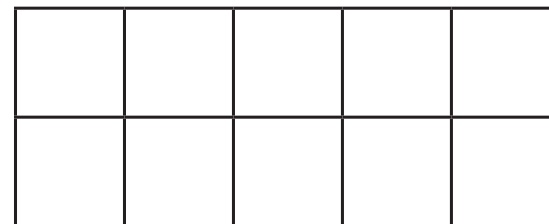
**4 y \_\_\_\_\_ da 10.**

17.



**5 y \_\_\_\_\_ da 10.**

18. EXTRA



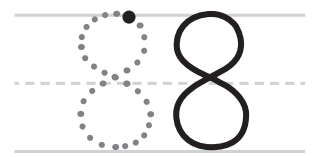
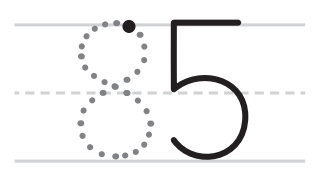
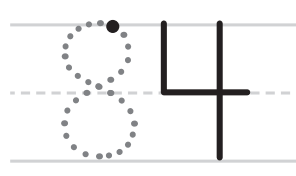
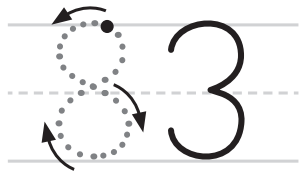
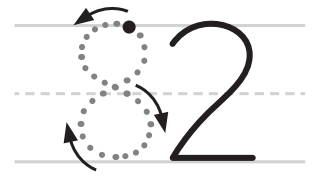
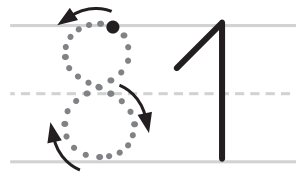
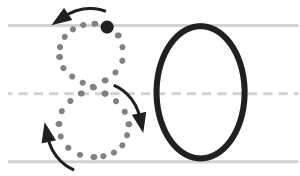
**10 y \_\_\_\_\_ da 10.**



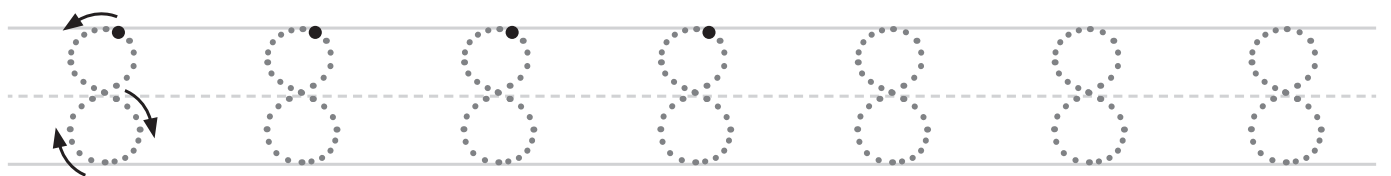
# GIInf-15 Contar hasta el 90

Repasa.

1.



2.



Escribe el 8.

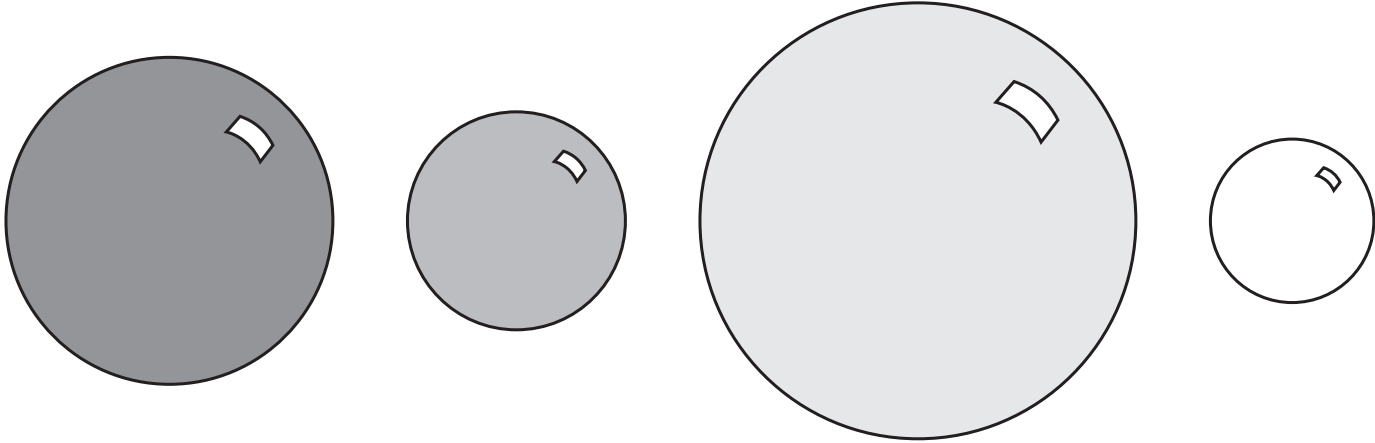
3.

Blank handwriting lines for independent practice of writing the number 8.

# GInf-16 Esferas y cubos

Cuenta las .

1.

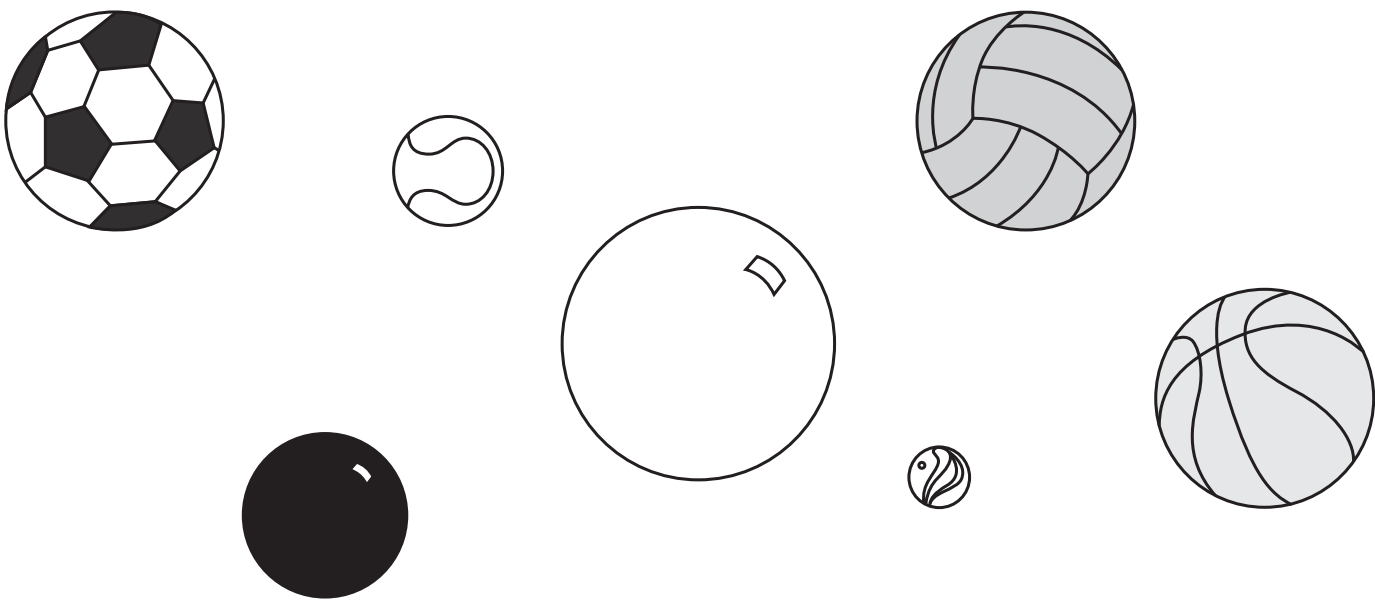


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2.



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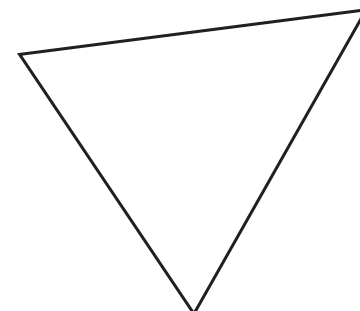
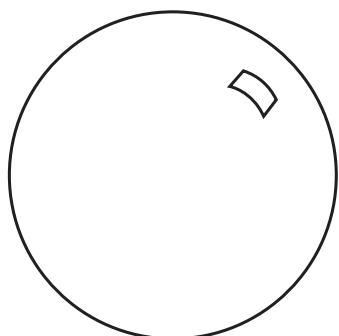
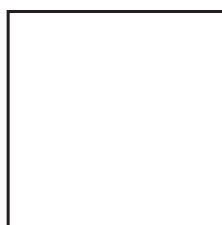
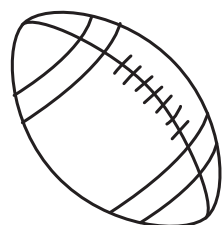
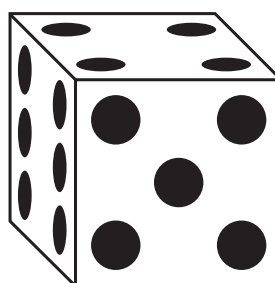
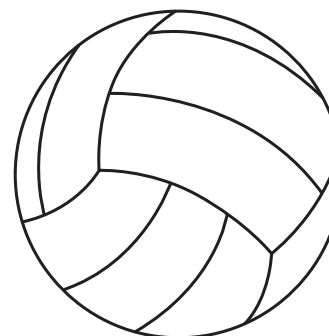
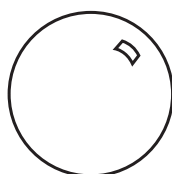
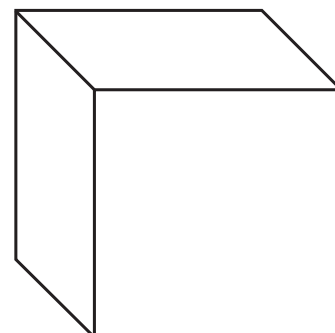
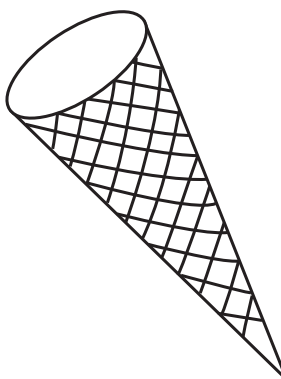
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Colorea las .

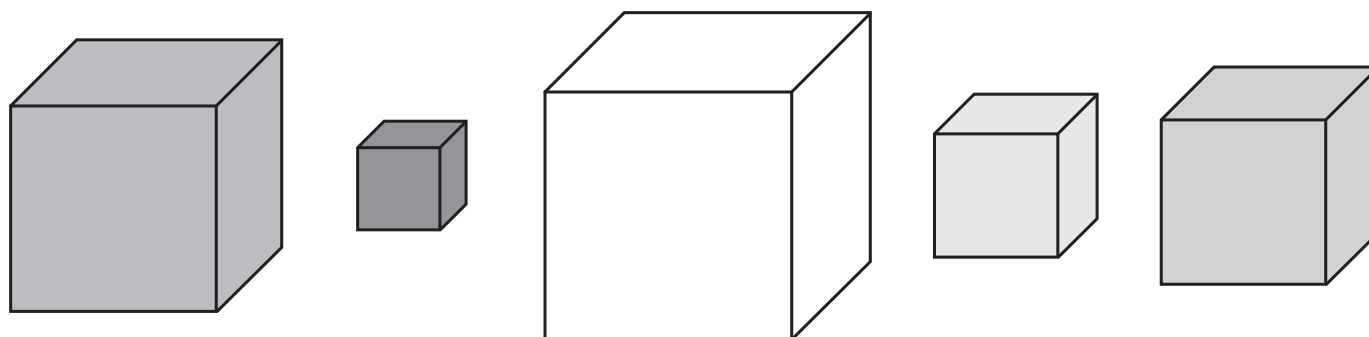
Dibuja una  en las otras figuras.

3.



☐ Cuenta los ☐.

4.

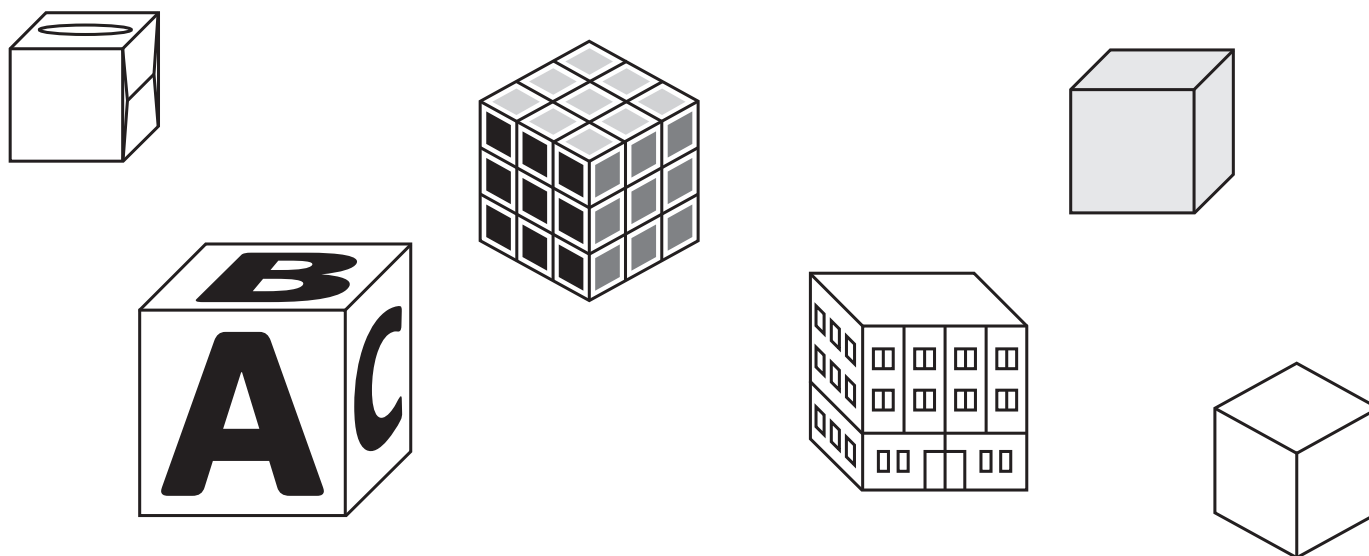


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5.



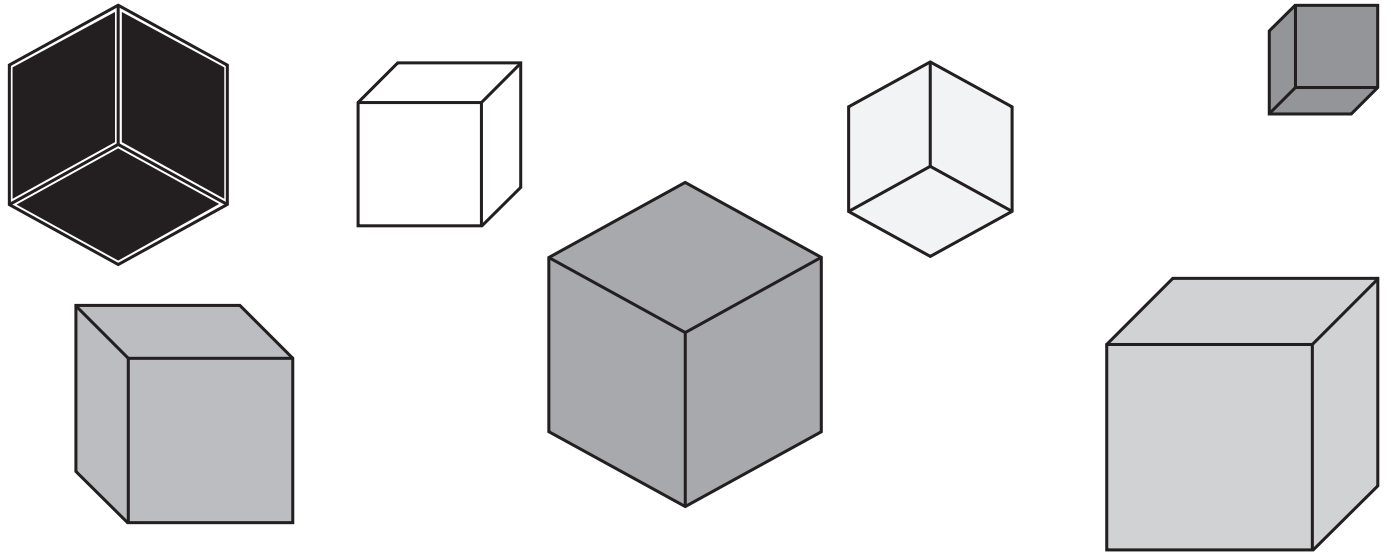
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Cuenta los  .

6.

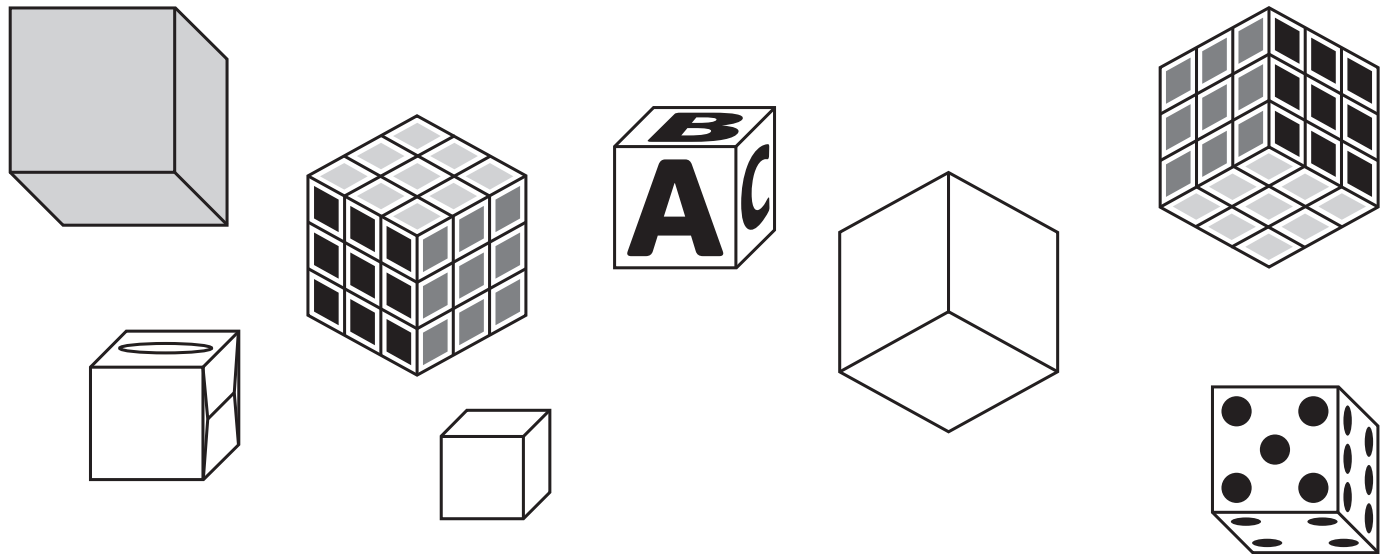


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7.



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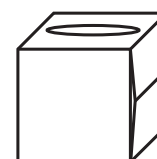
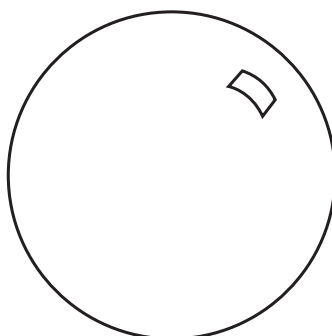
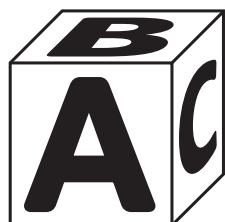
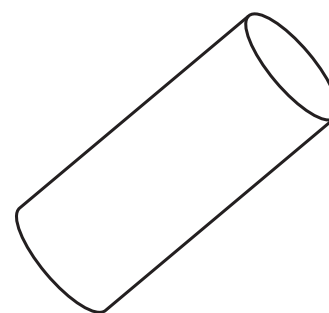
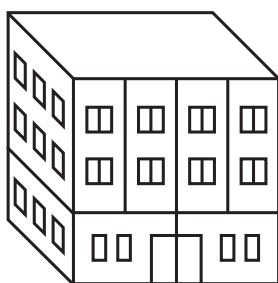
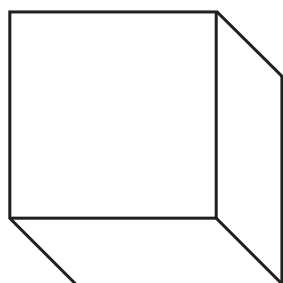
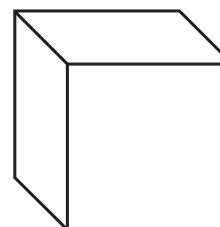
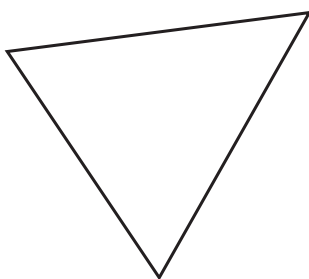
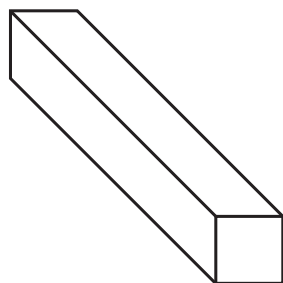
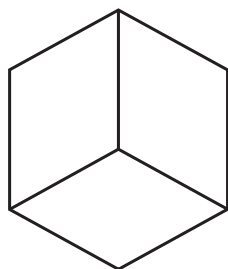
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Colorea los .

Dibuja una  en las otras figuras.

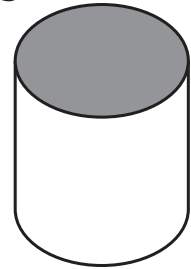
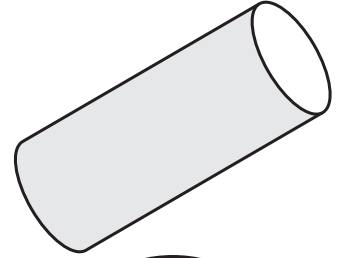
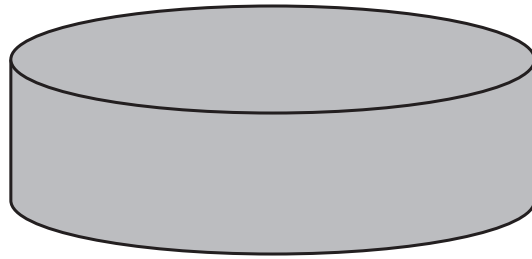
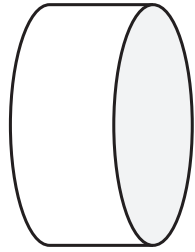
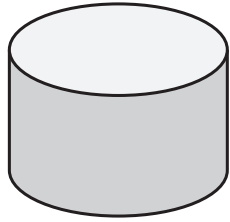
8.



# Inf-17 Cilindros y conos

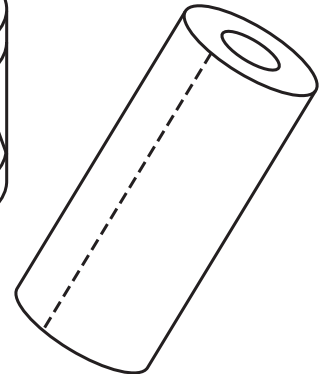
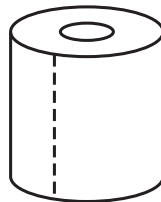
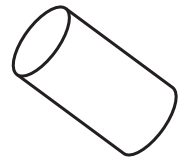
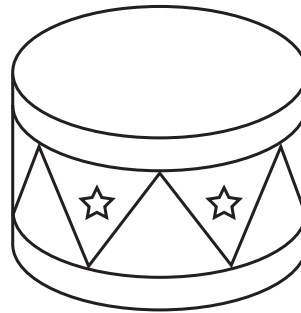
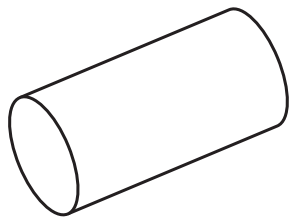
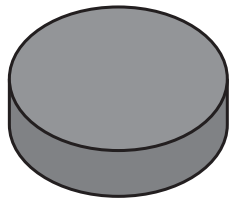
Cuenta los .

1.



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\_\_\_\_\_

2.

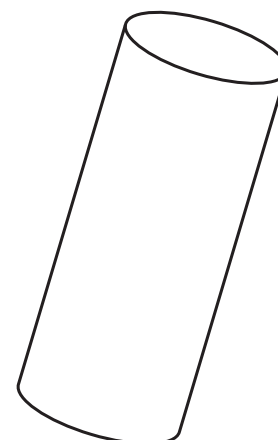
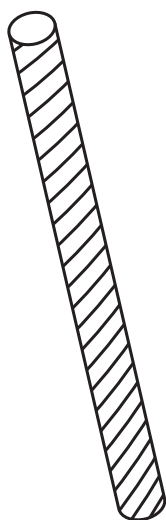
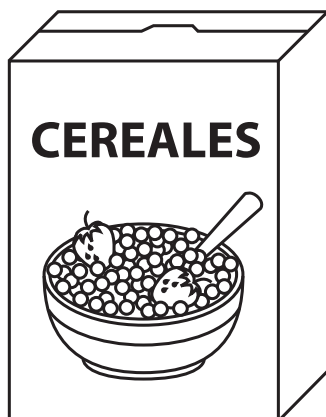
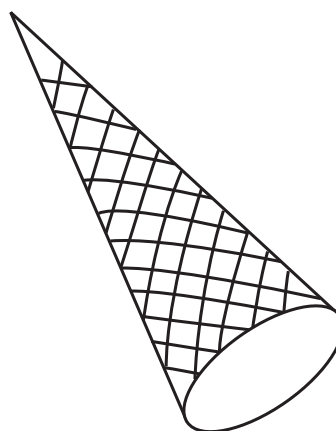
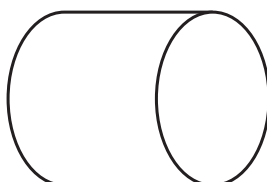
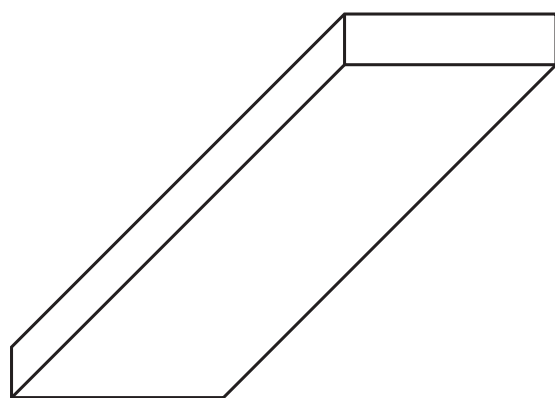
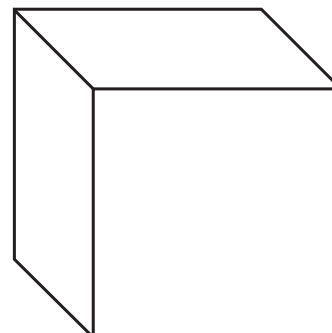
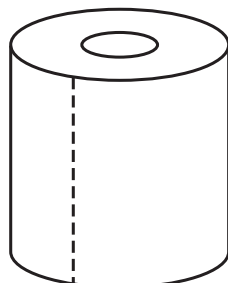
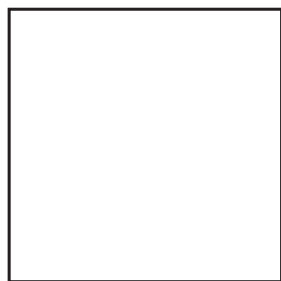


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Colorea los .

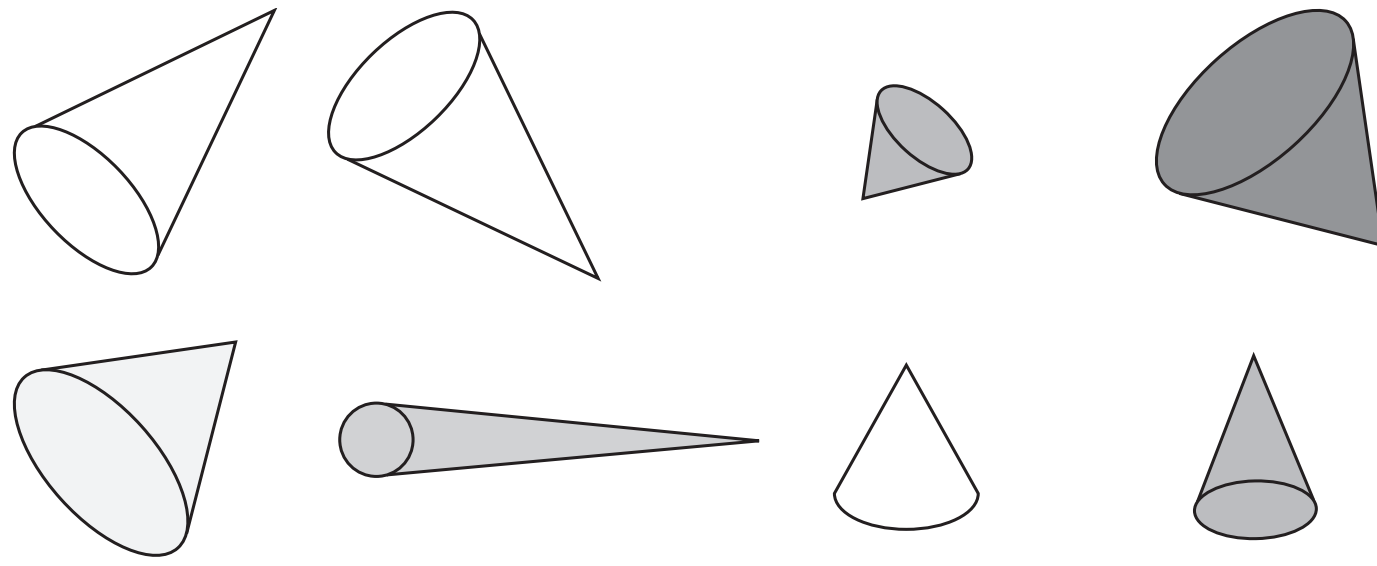
Dibuja una  $\times$  en las otras figuras.

3.



Cuenta los .

4.

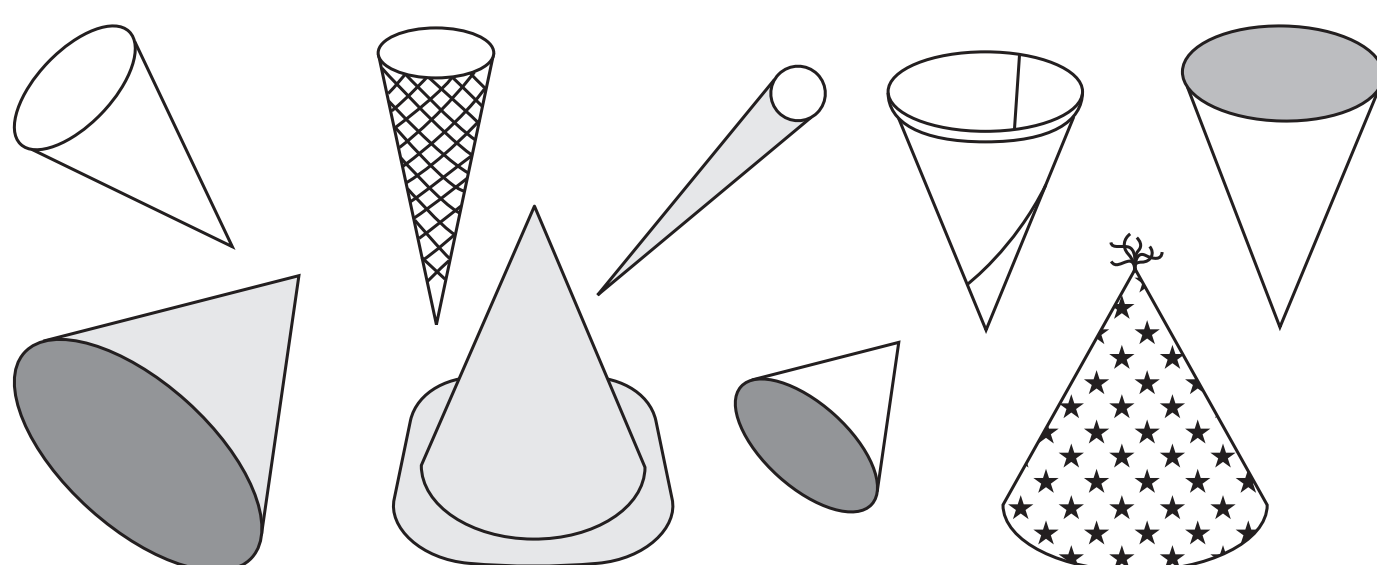


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5.



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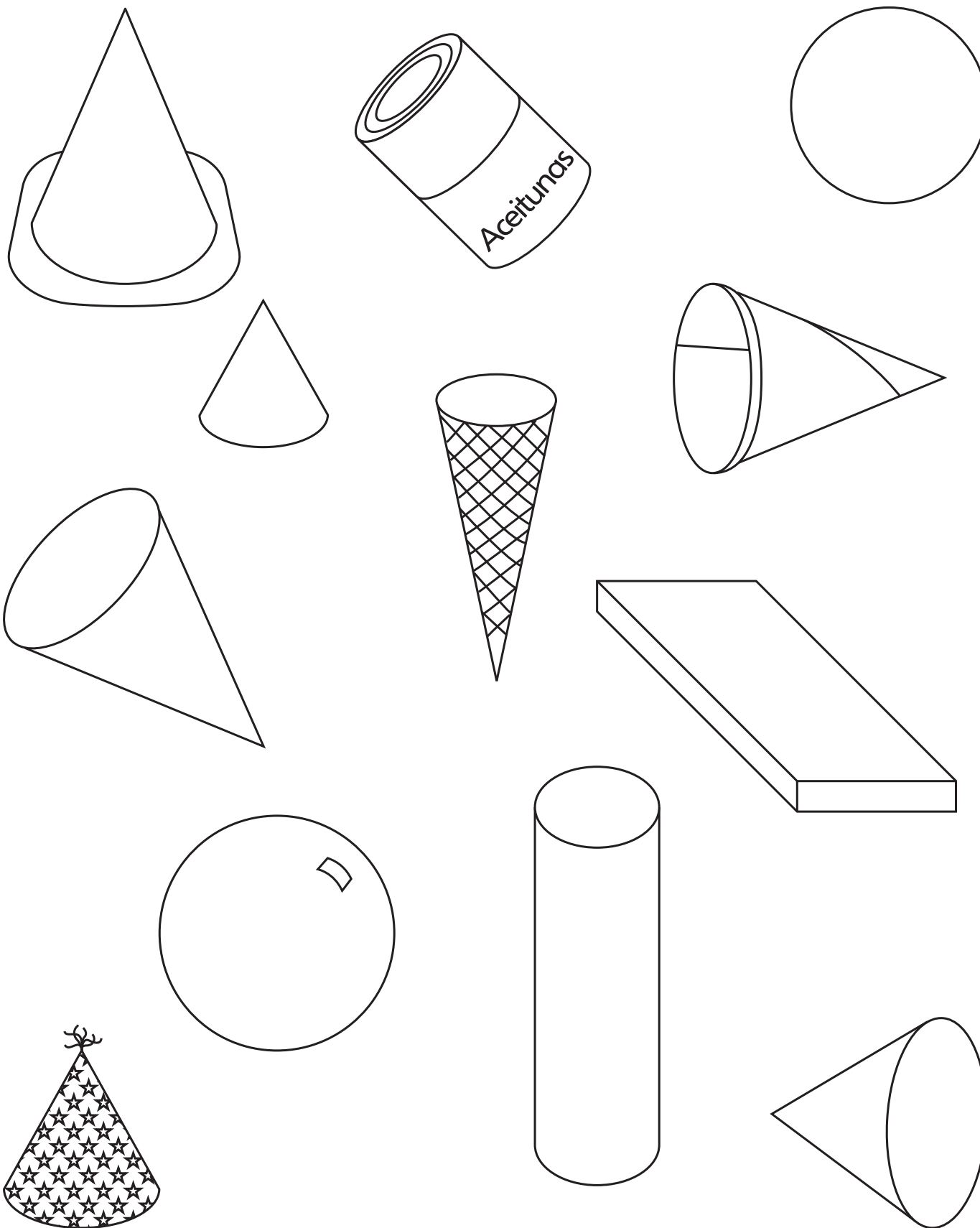
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Colorea los .

Dibuja una  en las otras figuras.

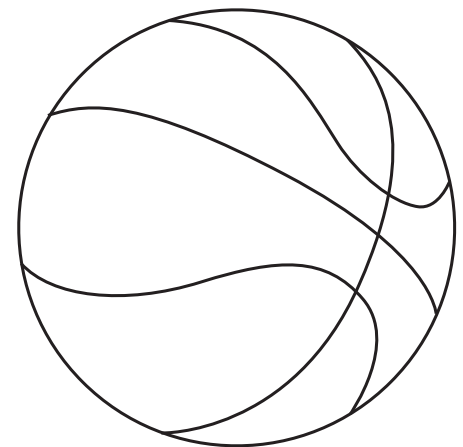
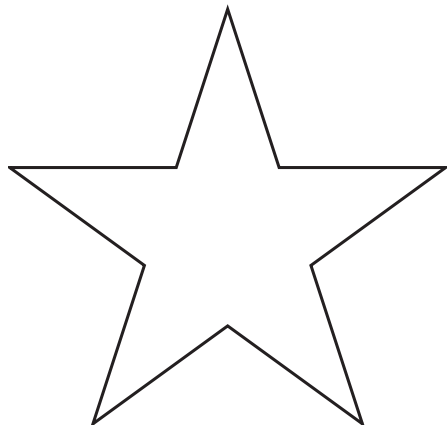
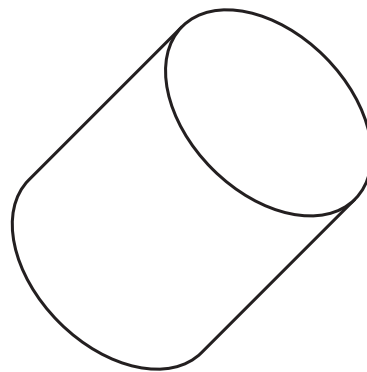
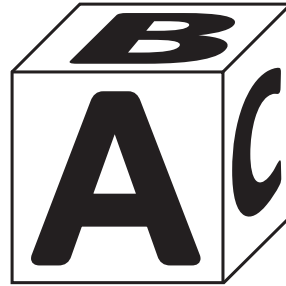
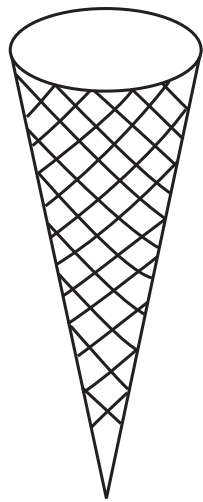
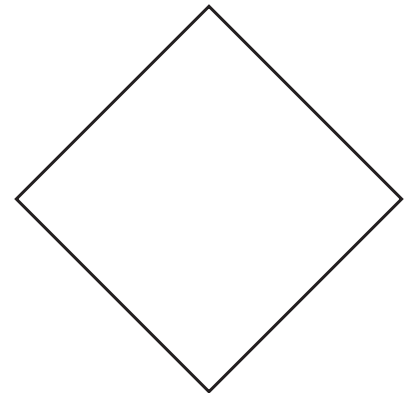
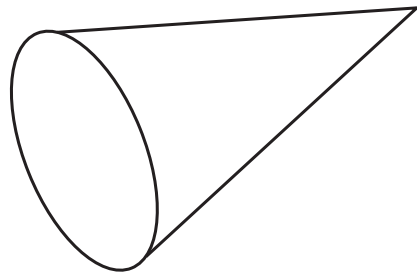
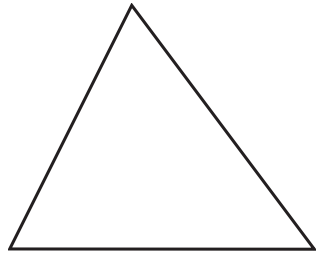
6.



# GINf-18 Caras y esquinas

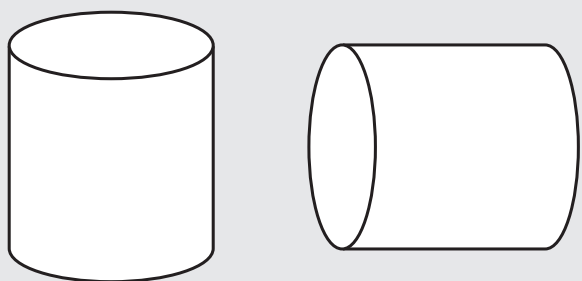
- Colorea los cuerpos geométricos.
- Dibuja una  $\times$  en las figuras planas.

1.

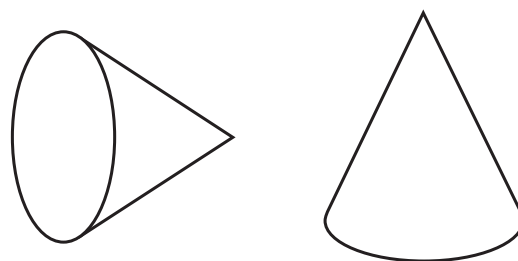


Colorea 😊 si los cuerpos son iguales. Colorea ☹️ si no lo son.

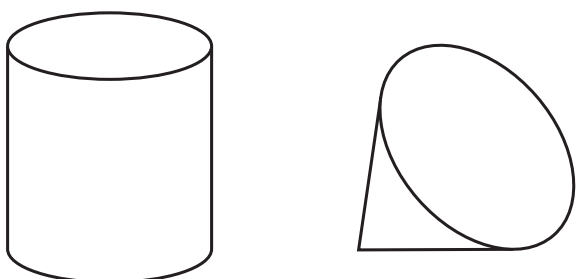
2.



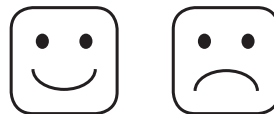
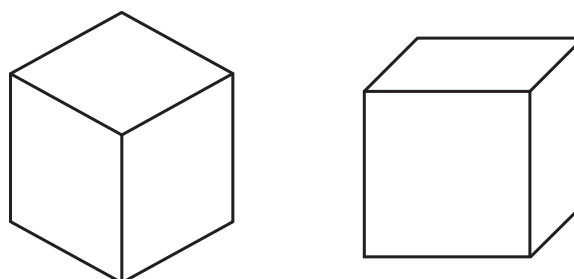
3.



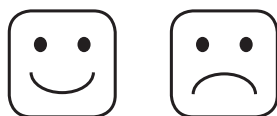
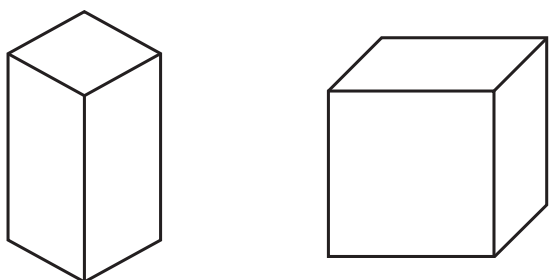
4.



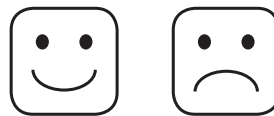
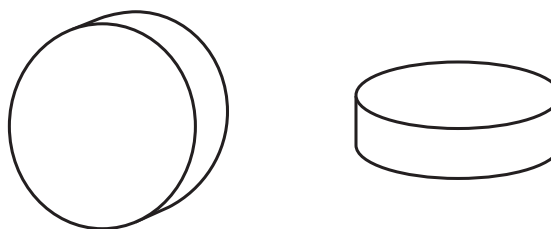
5.

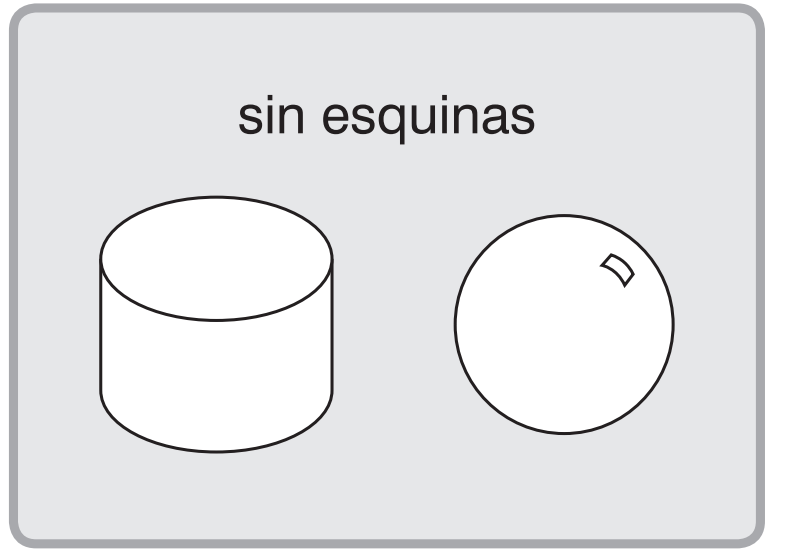
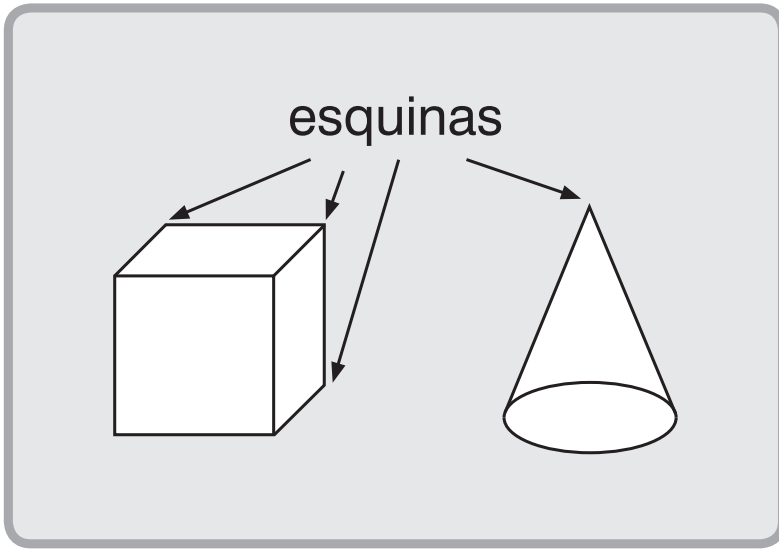


6.

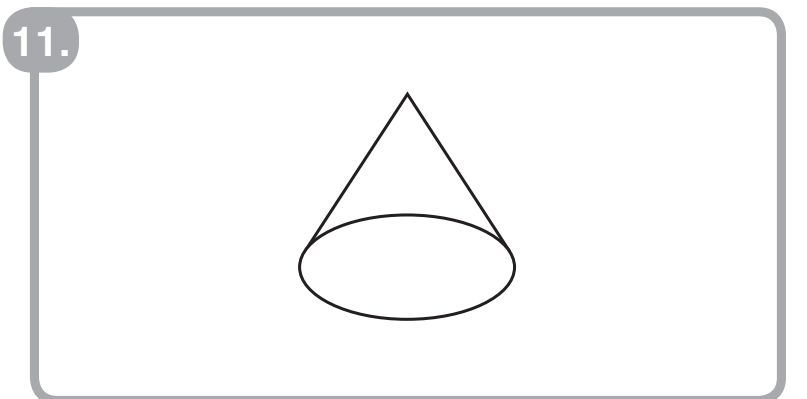
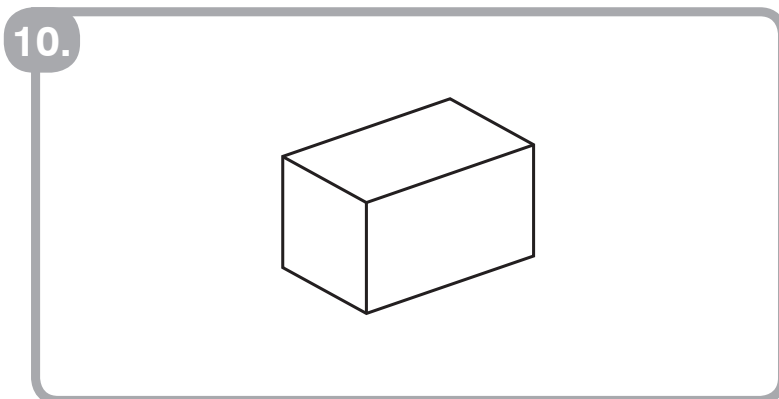
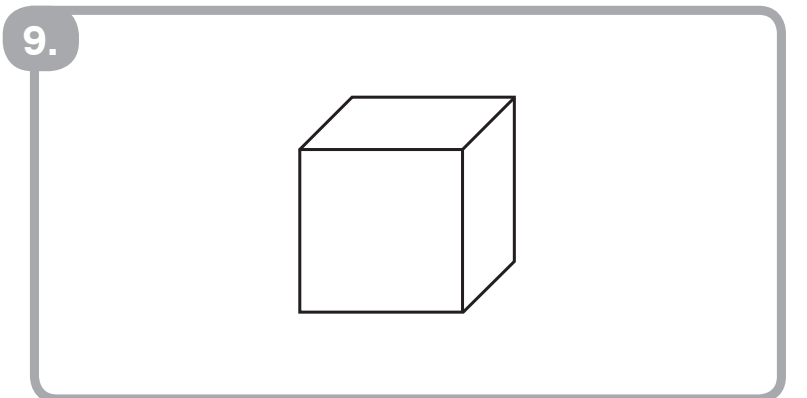
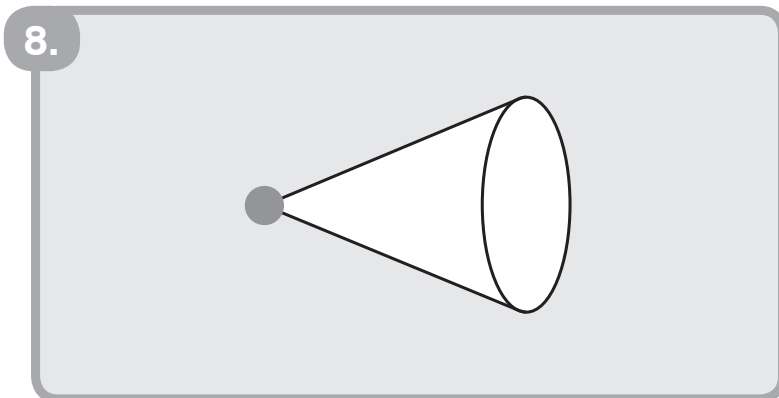


7.

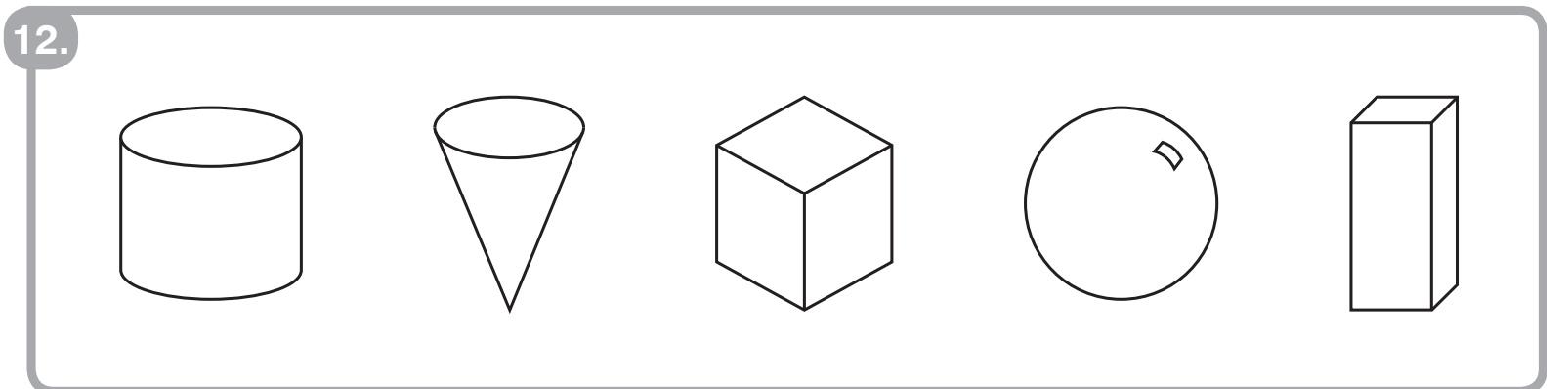




Dibuja un ● en cada esquina.

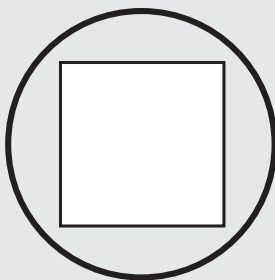
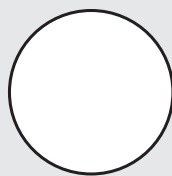
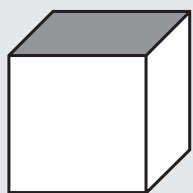


Rodea los cuerpos que no tienen esquinas.

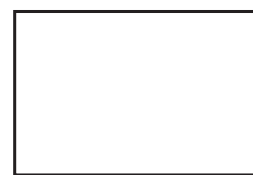
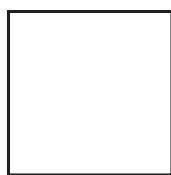
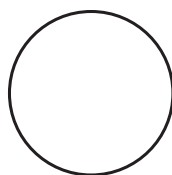
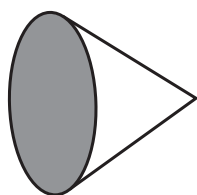


¿Qué figura está sombreada? Rodéala.

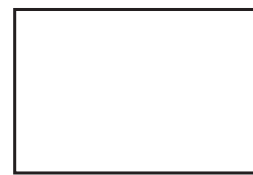
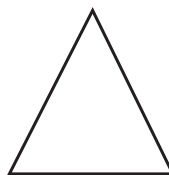
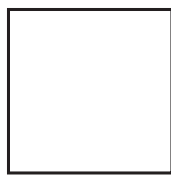
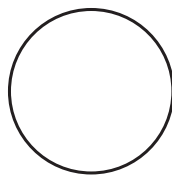
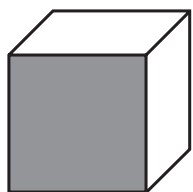
13.



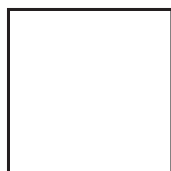
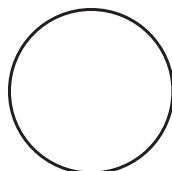
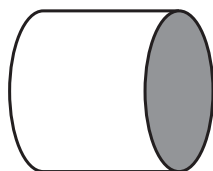
14.



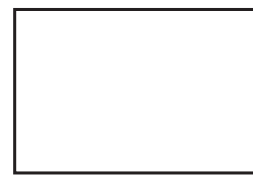
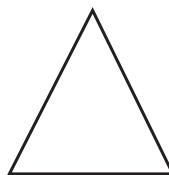
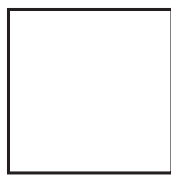
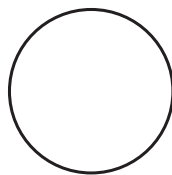
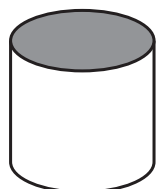
15.





16.



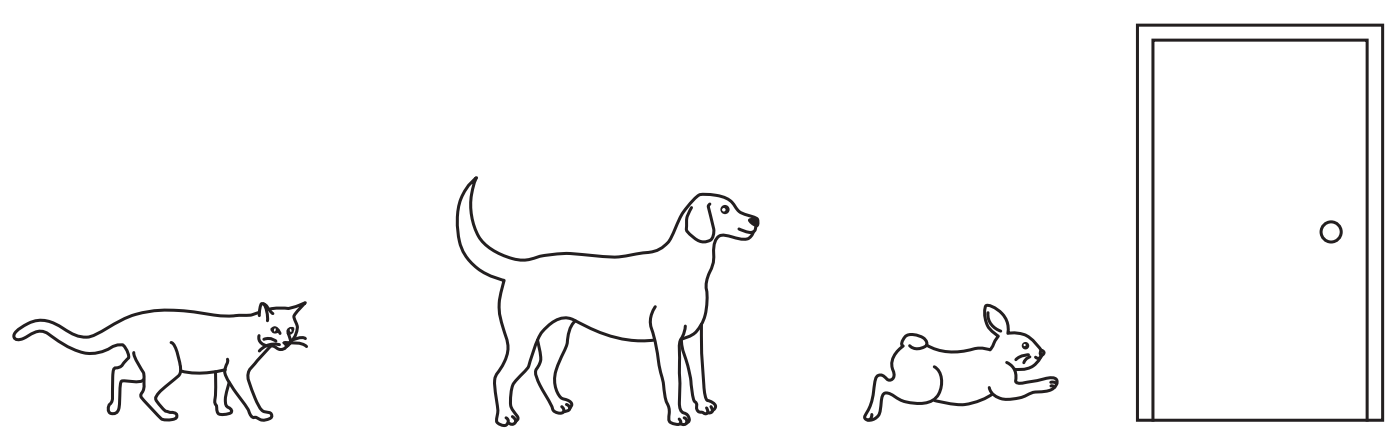
17.



# GIInf-19 *Delante y detrás*

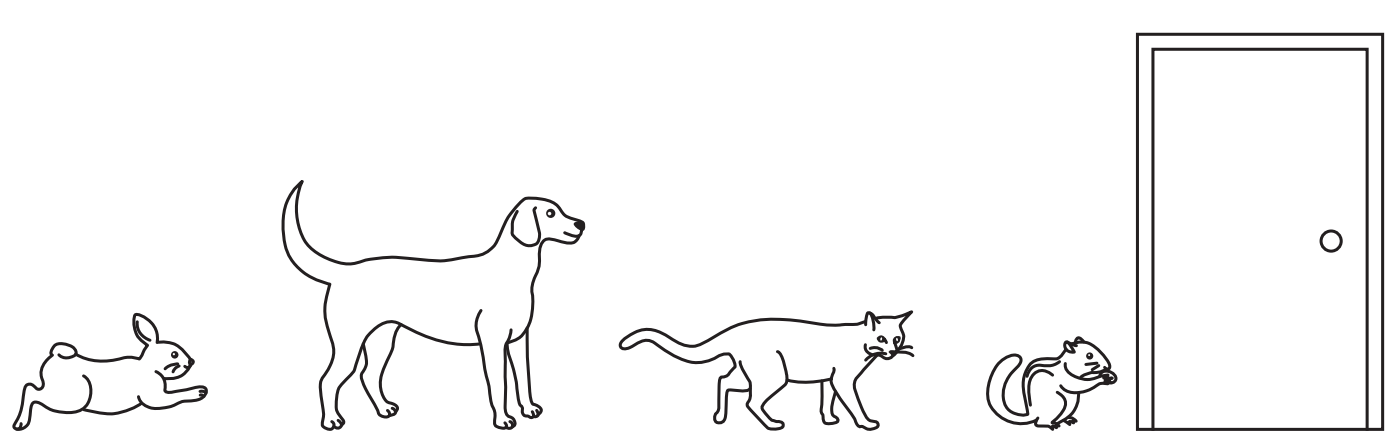
- Colorea en naranja los animales que están **delante** del .
- Colorea en azul los animales que están **detrás** del .

1.



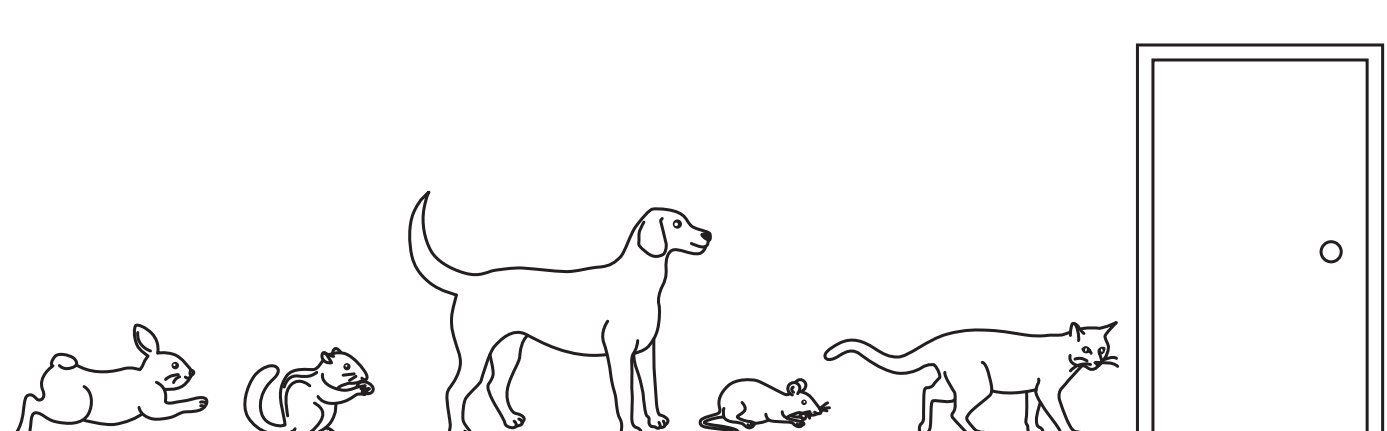
This exercise shows a cat, a dog, and a rabbit standing in a line to the left of a door. The dog is the central figure, and the cat and rabbit are on either side of it.

2.



This exercise shows a rabbit, a dog, a cat, and a squirrel standing in a line to the left of a door. The dog is the central figure, with the rabbit to its left and the cat and squirrel to its right.

3.

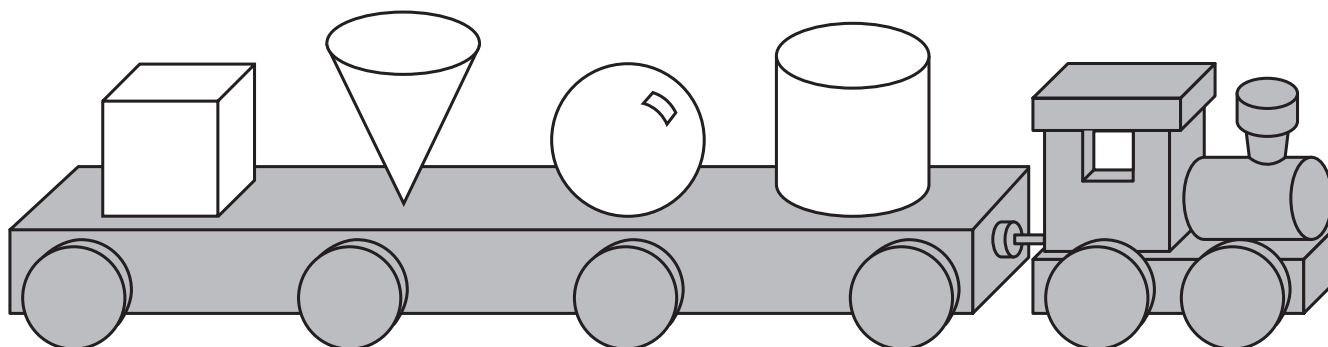


This exercise shows a rabbit, a squirrel, a dog, a mouse, and a cat standing in a line to the left of a door. The dog is the central figure, with the rabbit and squirrel to its left, and the mouse and cat to its right.

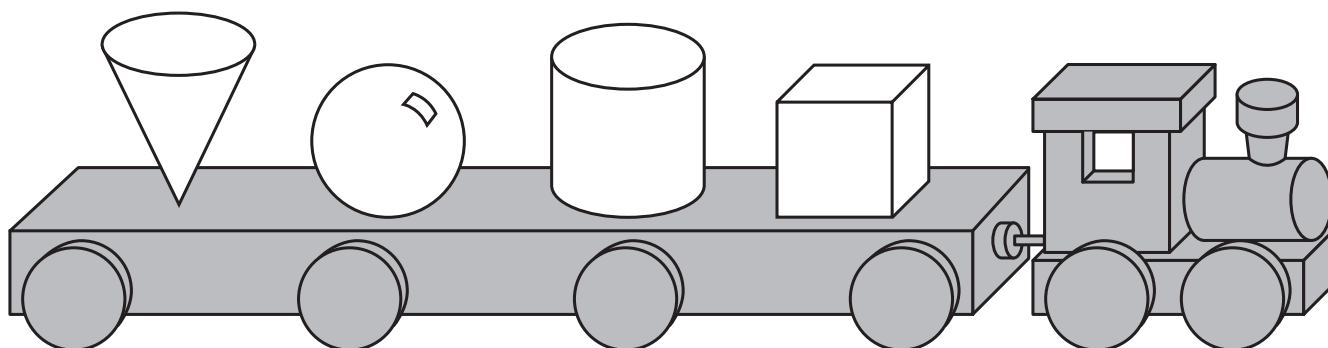
Colorea en naranja las figuras que están delante de la .

Colorea en azul las figuras que están detrás de la .

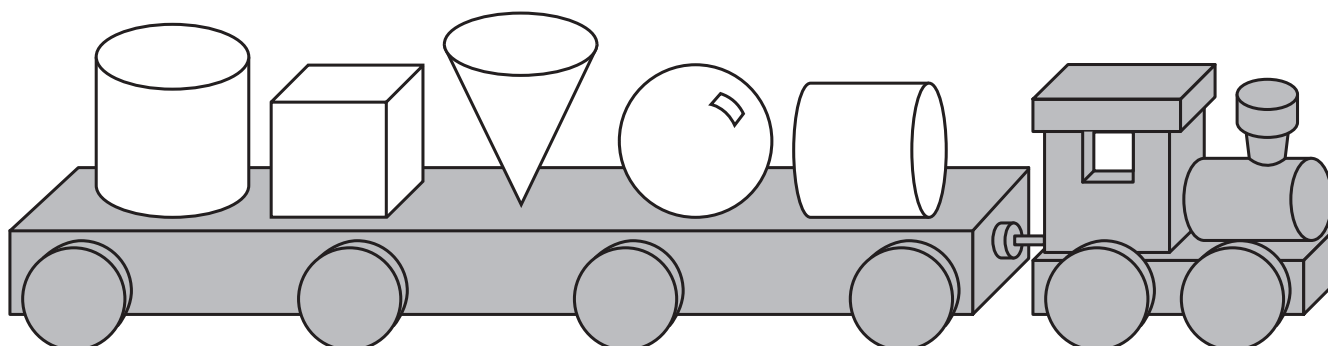
4.



5.



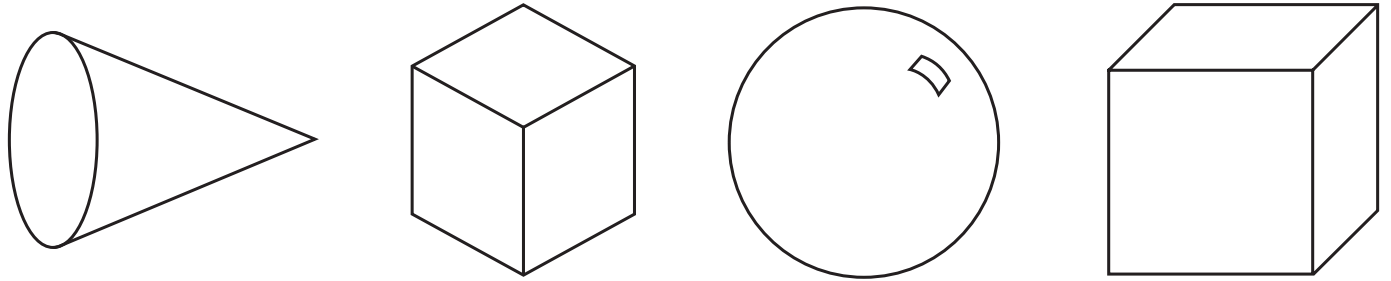
6.



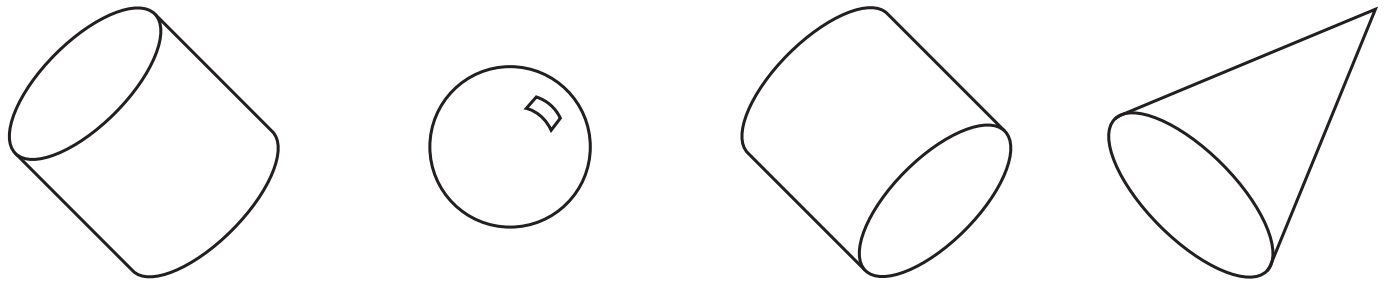
# GIInf-20 Junto a

Colorea la figura que está **junto al** .

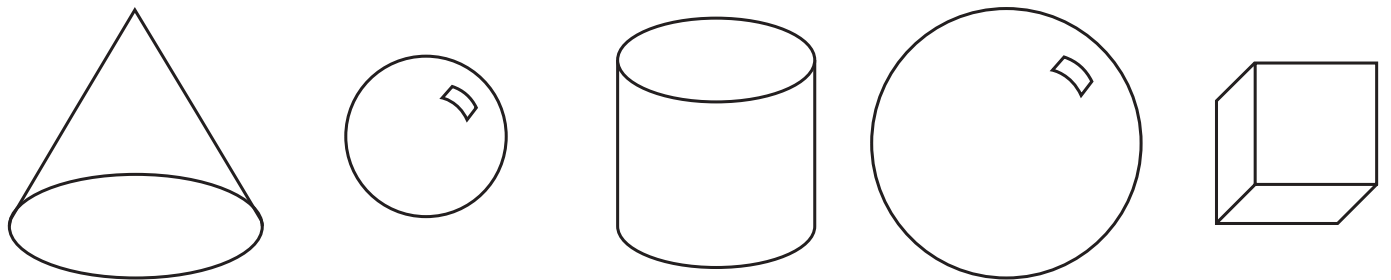
1.



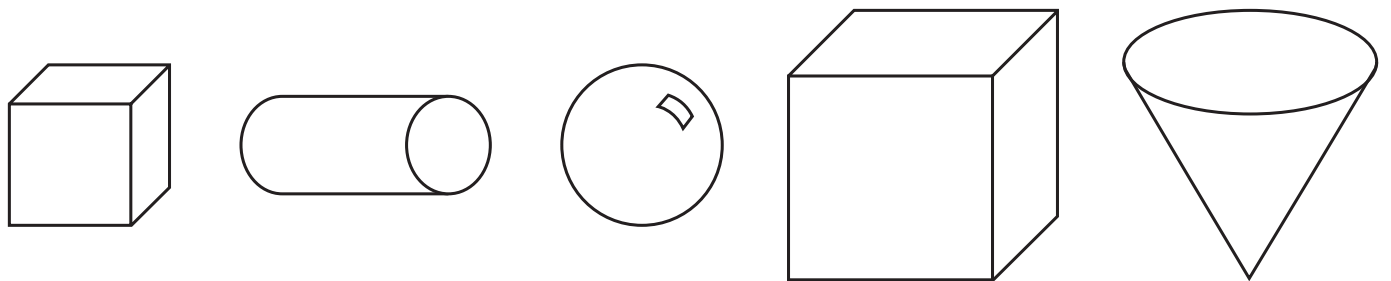
2.



3.

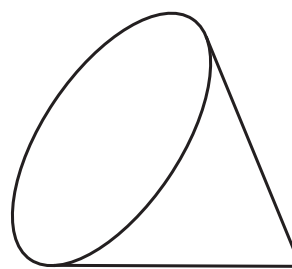
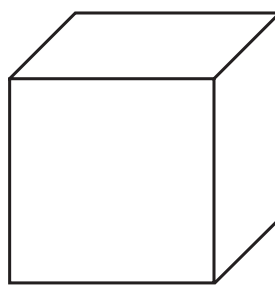
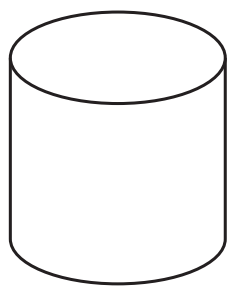
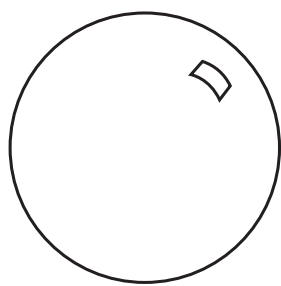


4.

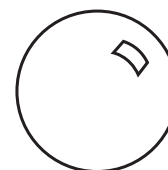
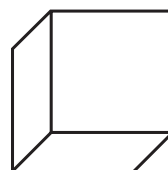
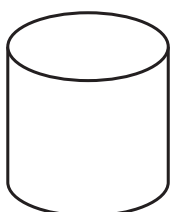
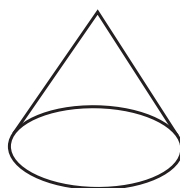
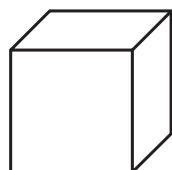
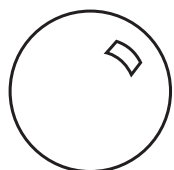


Colorea las figuras que están junto al .

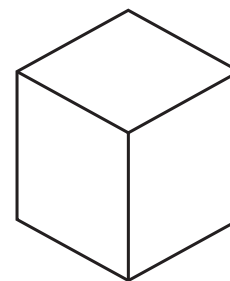
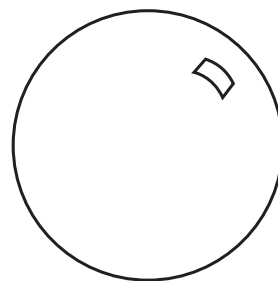
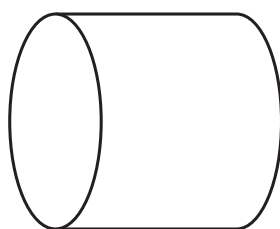
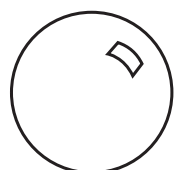
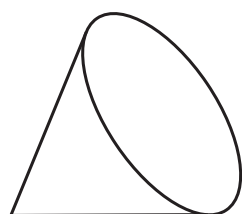
5.



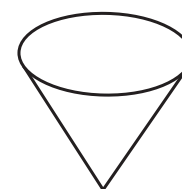
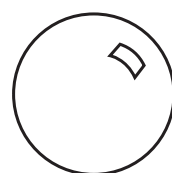
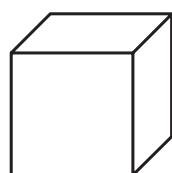
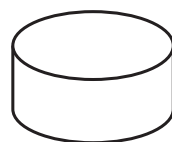
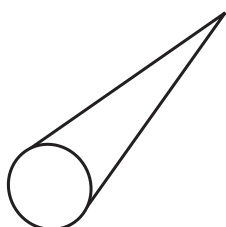
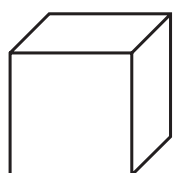
6.



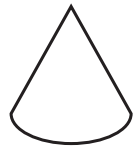
7.



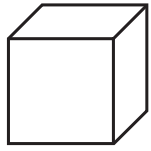
8.



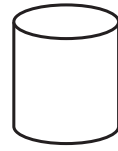
# GIInf-21 Construir cuerpos geométricos



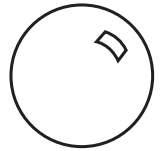
amarillo



verde



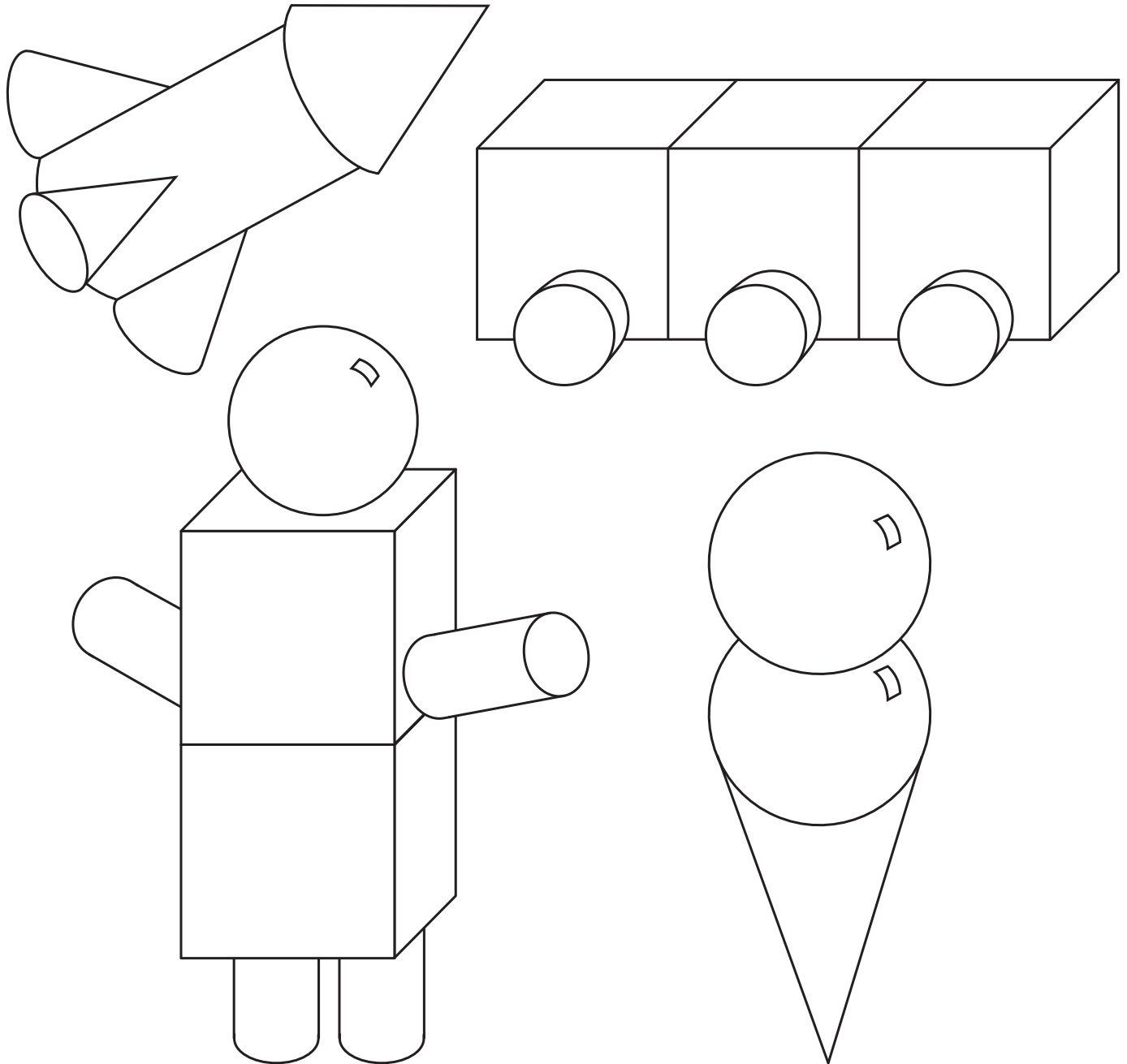
rojo



azul

Colorea los cuerpos geométricos.

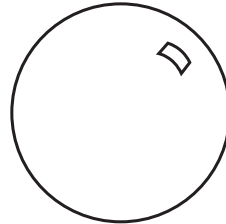
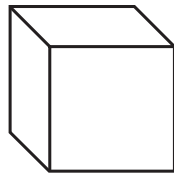
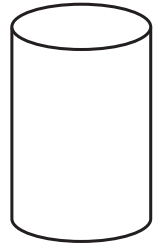
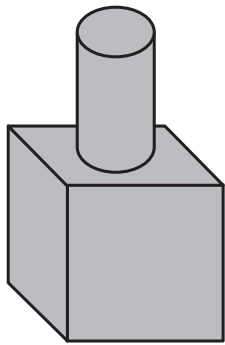
1.



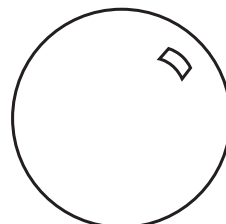
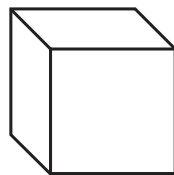
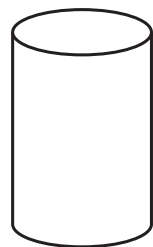
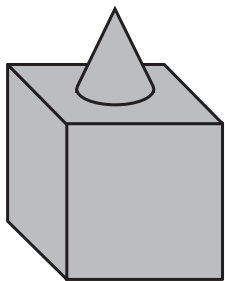
Martina construye con bloques.

Rodea las figuras que ha usado.

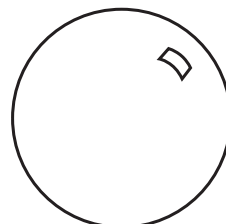
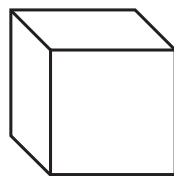
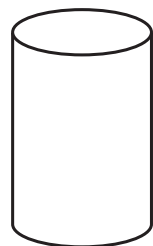
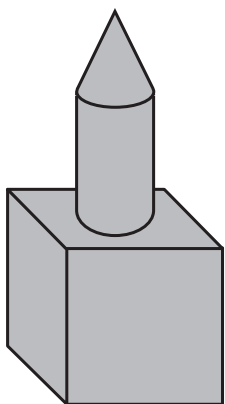
2.



3.



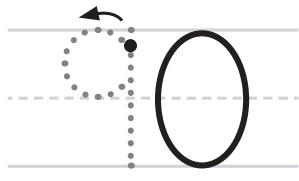
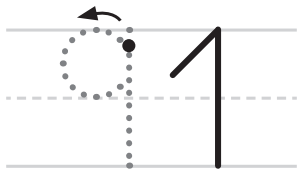
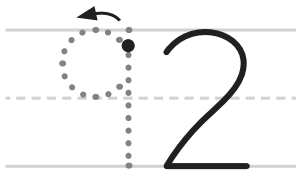
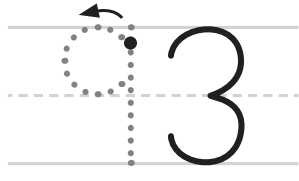
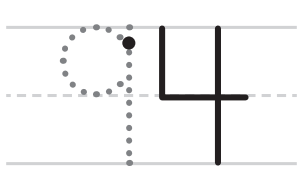
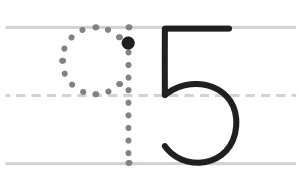
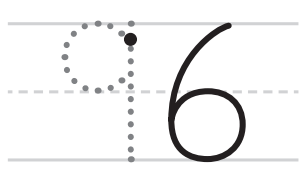
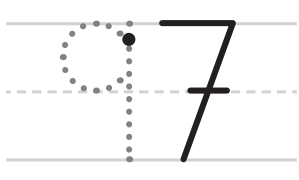
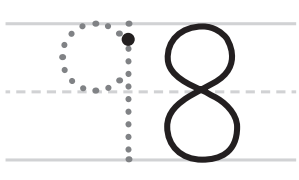
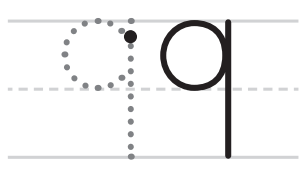
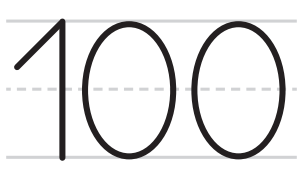
4.



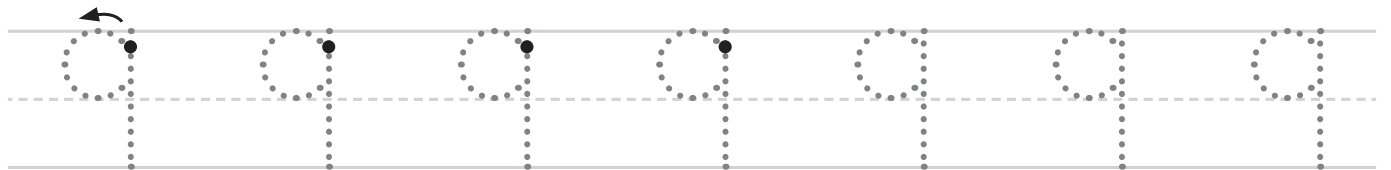
# NBTInf-1 Contar hasta el 100

Repasa.

1.

2.



Escribe el 9.

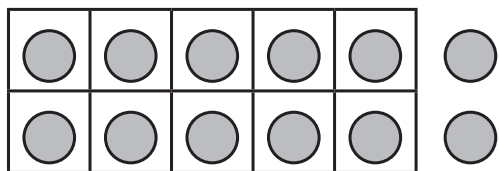
3.



# NBTInf-2 Los números 11, 12 y 13

¿Cuántas figuras hay?

1.

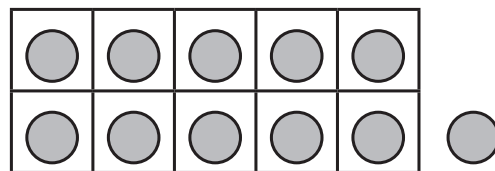


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2.

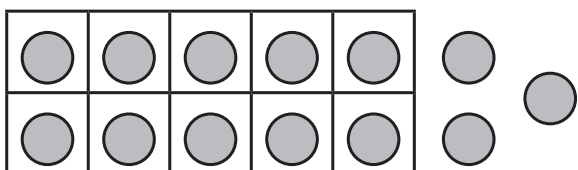


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3.

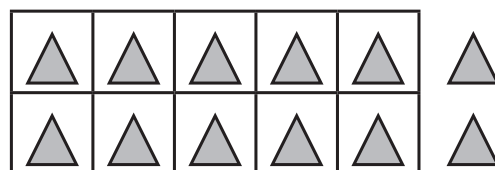


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4.

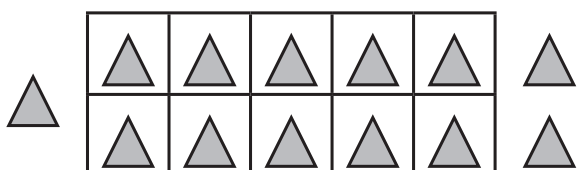


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5.

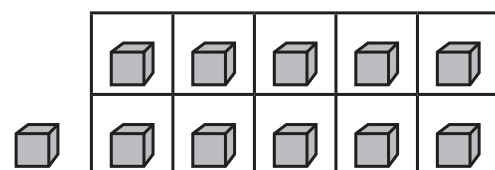


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6.



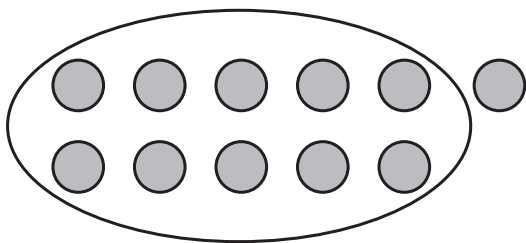
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¿Cuántas figuras hay?

7.

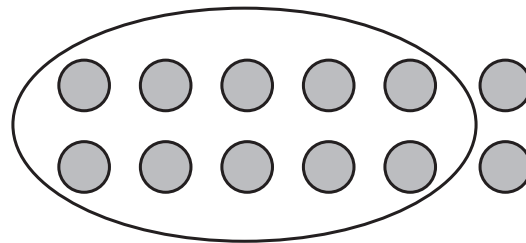


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8.

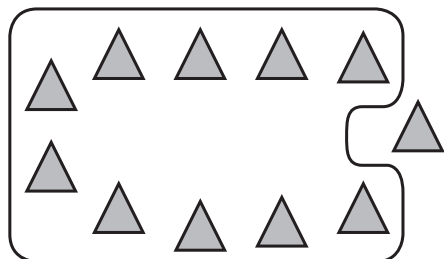


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9.

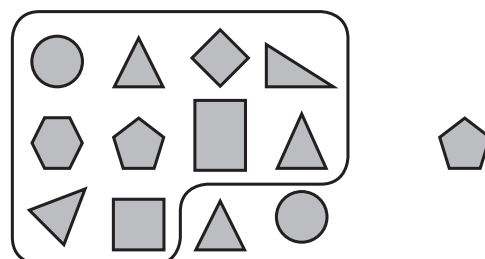


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10.

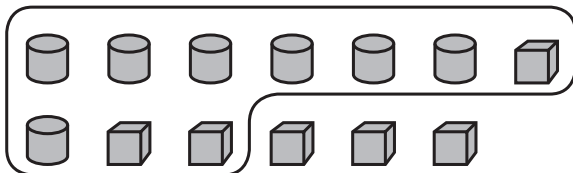


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11.

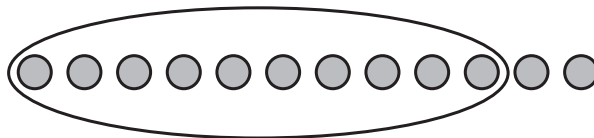


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12.



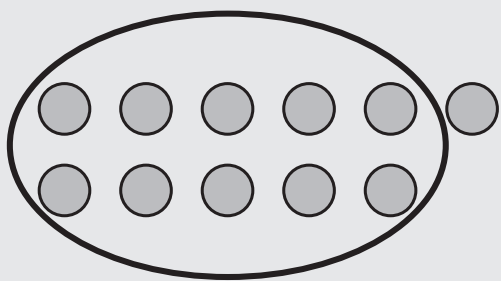
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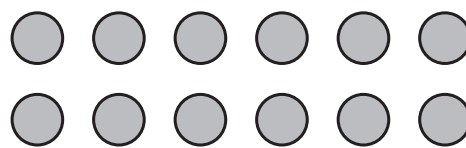
- Rodea 10 figuras.
- ¿Cuántas figuras hay?

13.



11

14.

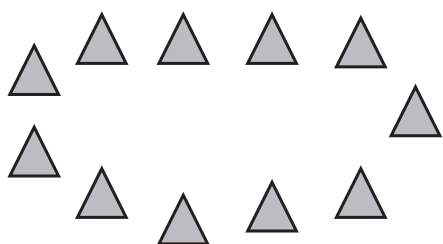


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15.

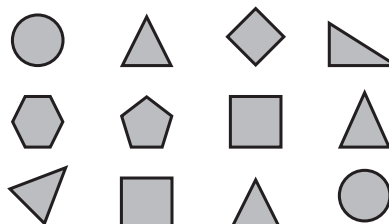


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16.

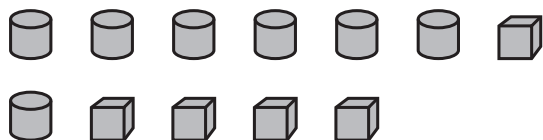


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17.



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18.



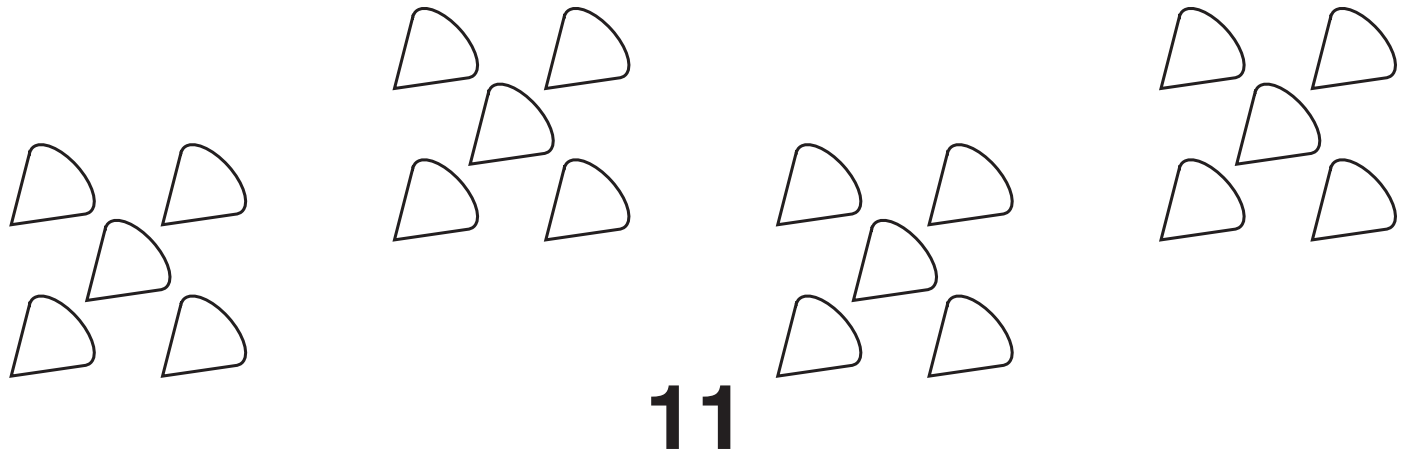
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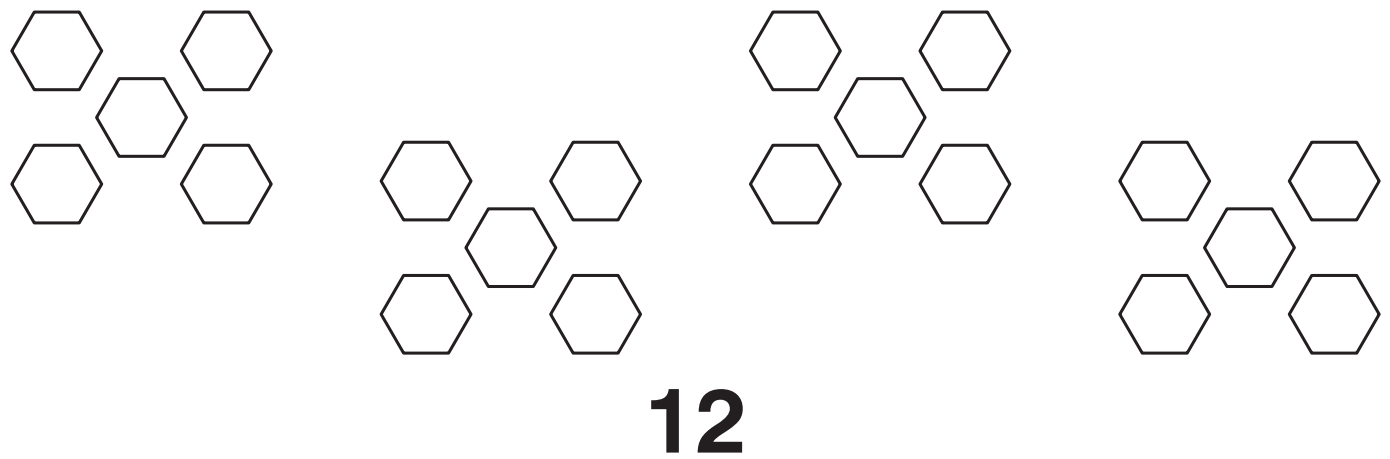
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Colorea el número de figuras indicado.

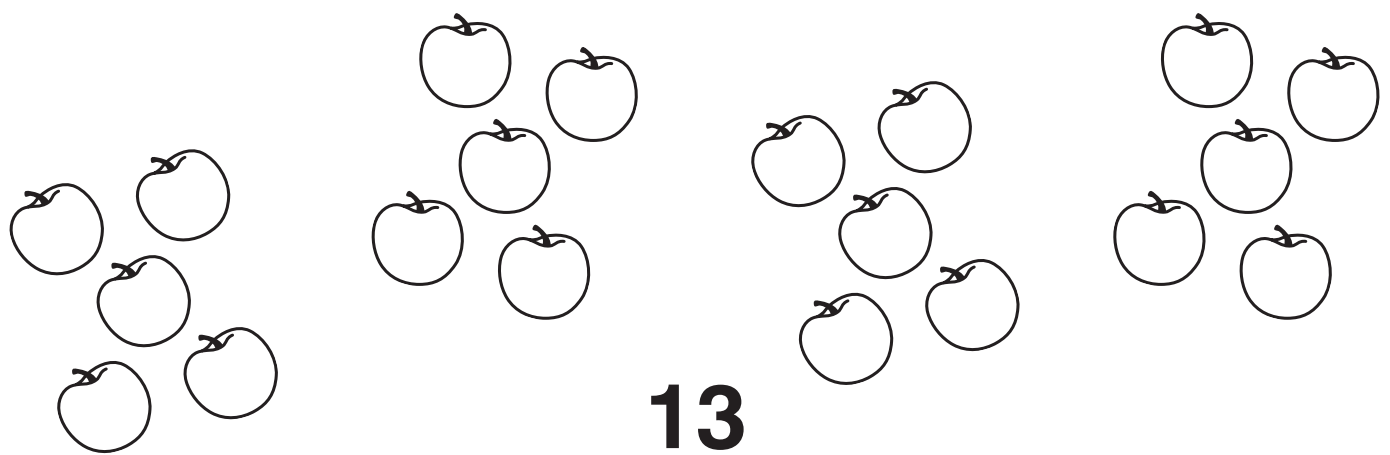
19.



20.



21.



# NBTInf-3 Descomponer el 11, el 12 y el 13

Dibuja ○ para representar las unidades.

1.

○	○	○	○	○	○
○	○	○	○	○	○

**12**

2.

○	○	○	○	○
○	○	○	○	○

**11**

3.

△	△	△	△	△
△	△	△	△	△

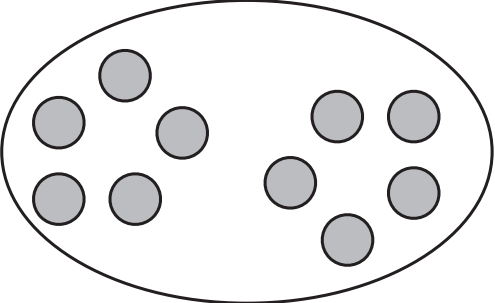
**13**

4.

○	△	◇	▽	□
⬡	⬢	⬣	△	▽

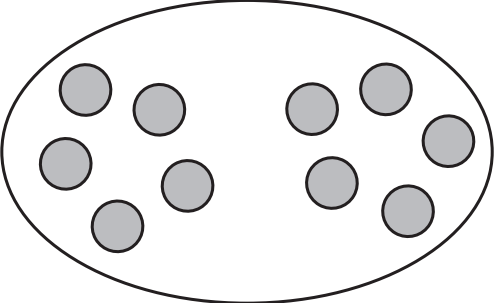
**12**

5.



**13**

6.

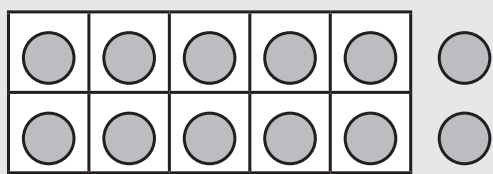


**11**

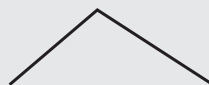
COPYRIGHT © 2017 JUMP MATH: PROHIBIDA LA REPRODUCCIÓN. EDICIÓN EN ESPAÑOL

¿Cuántas unidades hay?

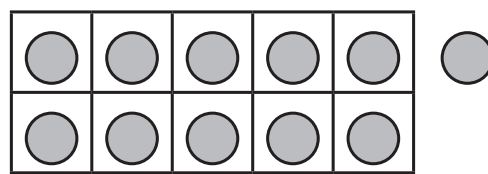
7.



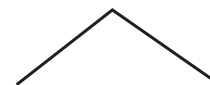
**12**



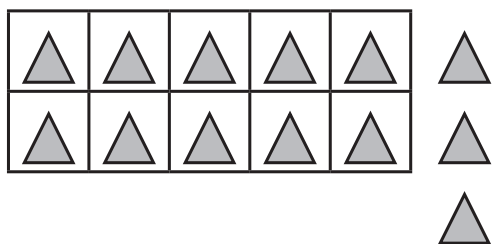
8.



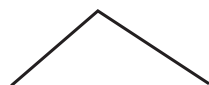
**11**



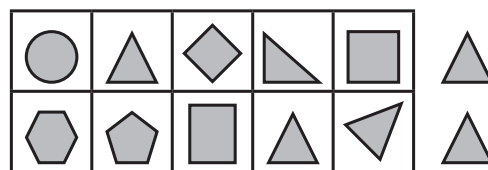
9.



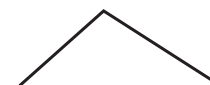
**13**



10.

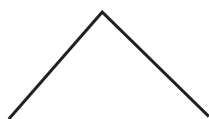


**12**



11.

**11**



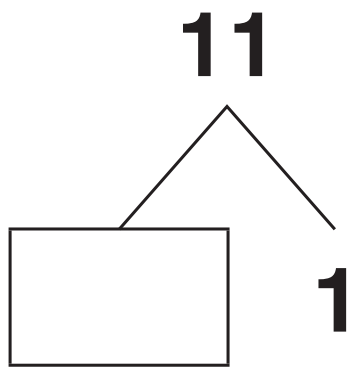
12.

**13**

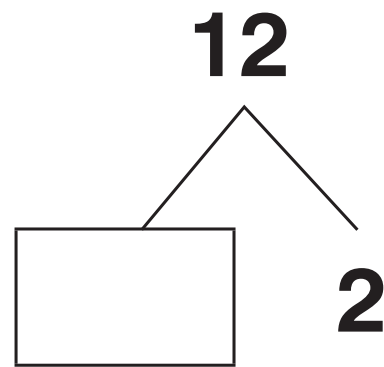


Escribe la decena.

13.



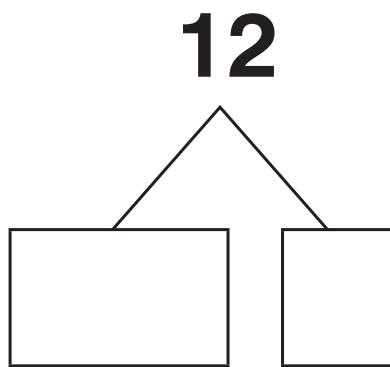
14.



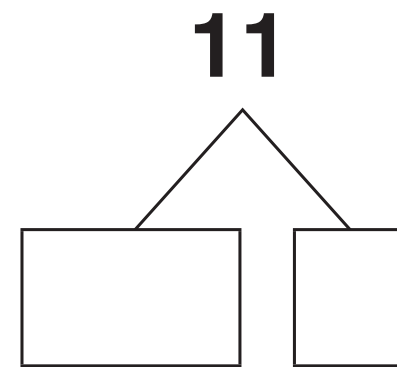
Escribe la decena.

¿Cuántas unidades hay?

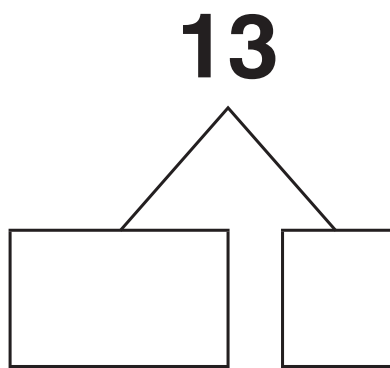
15.



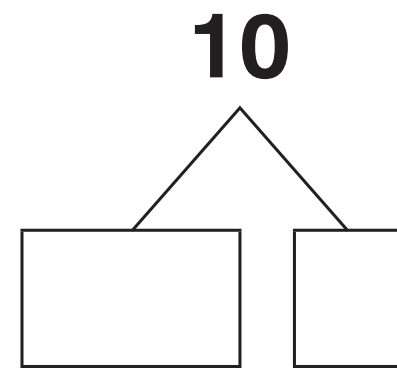
16.



17.



18. EXTRA

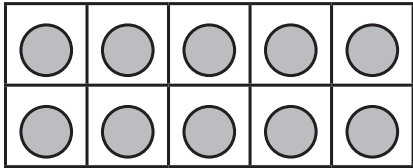


**NBTInf-4 Obtener 11, 12 y 13**

Dibuja ○ para representar la suma.

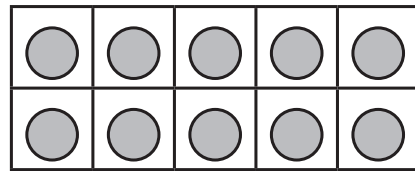
1.

$$11 = 10 + 1$$



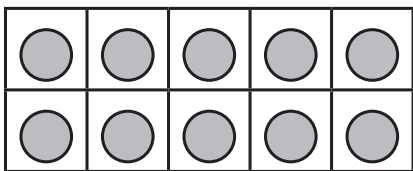
2.

$$12 = 10 + 2$$



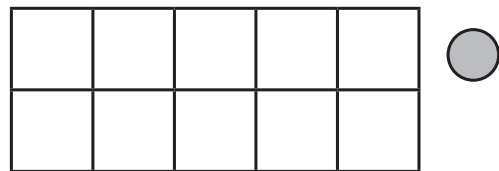
3.

$$13 = 10 + 3$$



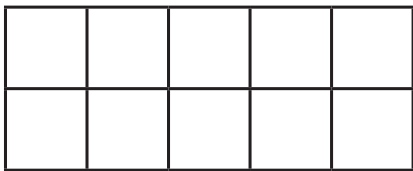
4.

$$11 = 10 + 1$$



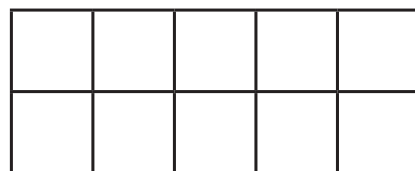
5.

$$13 = 10 + 3$$



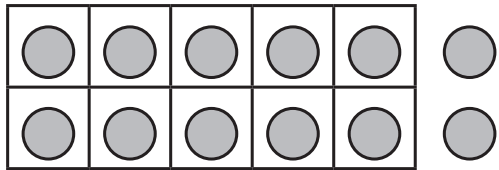
6.

$$12 = 10 + 2$$



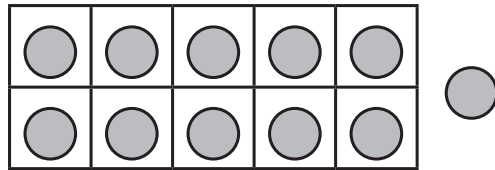
Suma.

7.



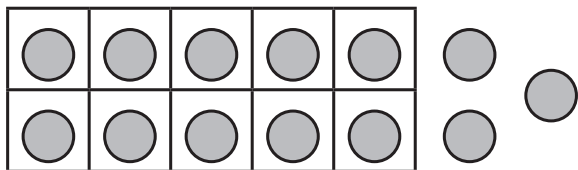
$$10 + 2 = \square$$

8.



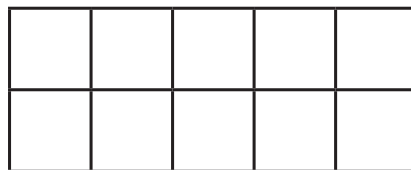
$$10 + 1 = \square$$

9.



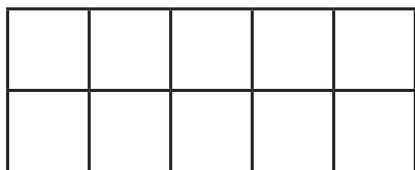
$$10 + 3 = \square$$

10.



$$10 + 2 = \square$$

11.



$$10 + 3 = \square$$

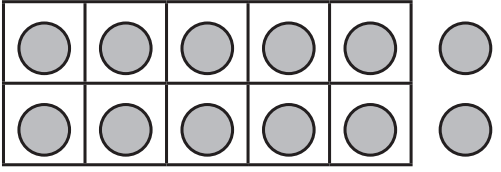
12. EXTRA



$$1 + 10 = \square$$

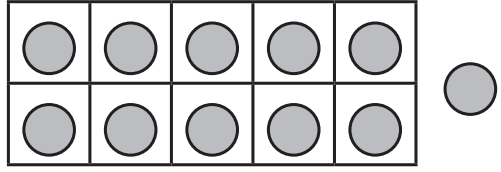
¿Qué suma ves?

13.



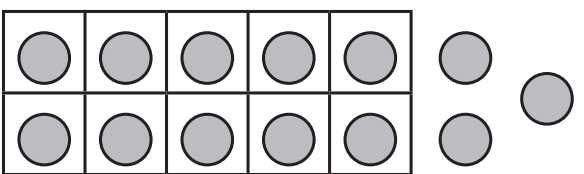
$12 = \square + \square$

14.



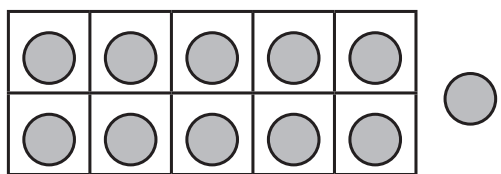
$11 = \square + \square$

15.



$13 = \square + \square$

16.



$\square = 10 + \square$

Escribe la suma.

17.

$12 = \square + \square$

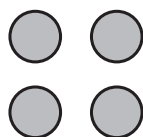
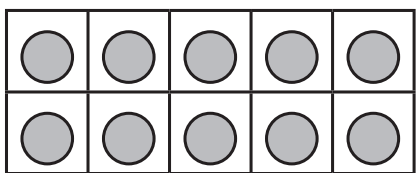
18.

$13 = \square + \square$

# NBTInf-5 Los números 14, 15 y 16

¿Cuántos  hay?

1.

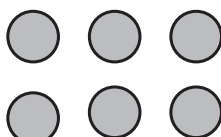
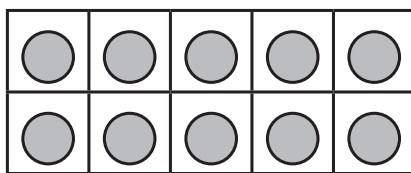


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2.

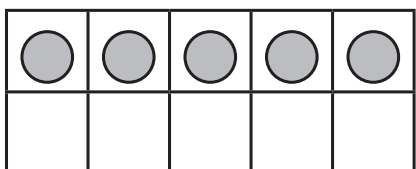
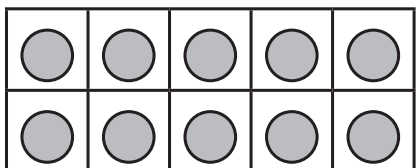


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3.

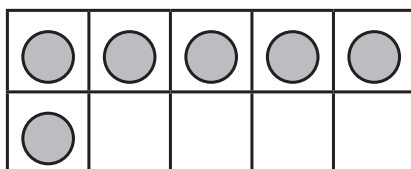
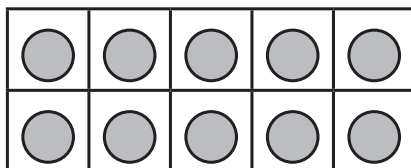


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4.



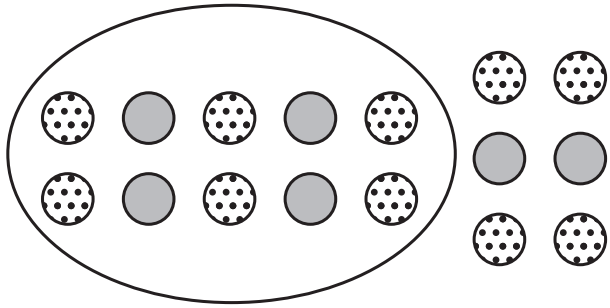
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¿Cuántas figuras hay?

5.

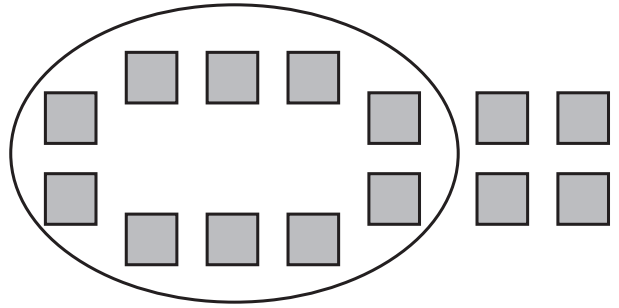


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6.

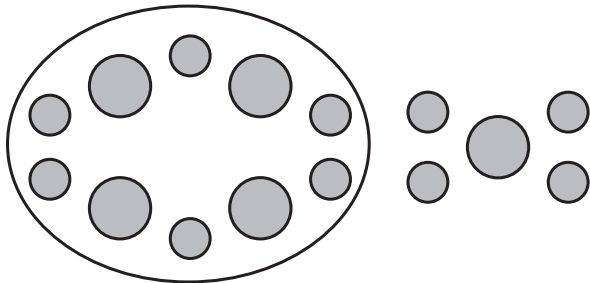


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7.

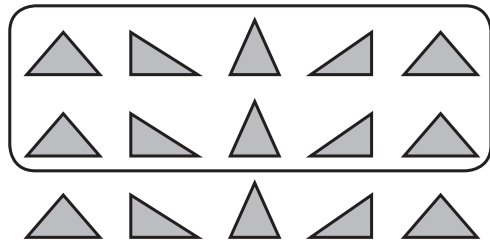


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8.

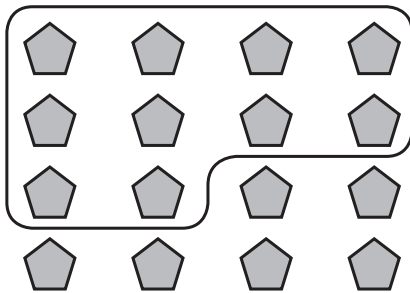


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9.

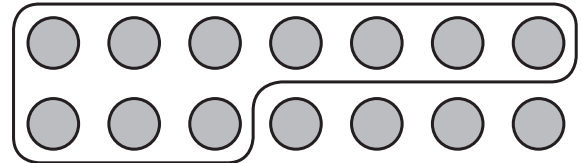


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10.



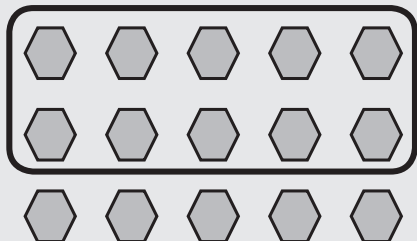
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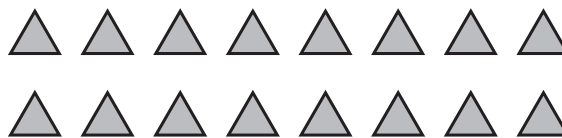
- Rodea 10 figuras.
- ¿Cuántas figuras hay?

11.



15

12.

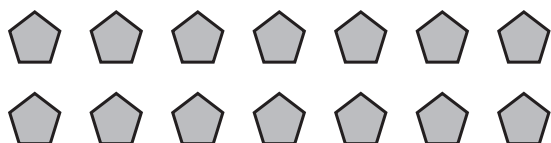


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13.

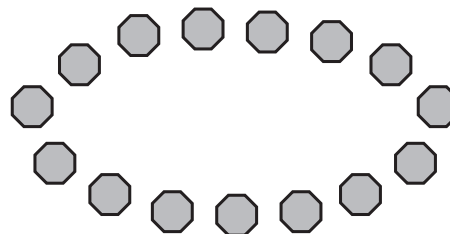


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14.

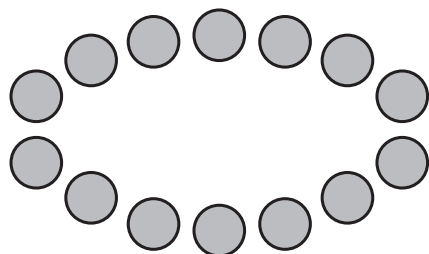


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15.

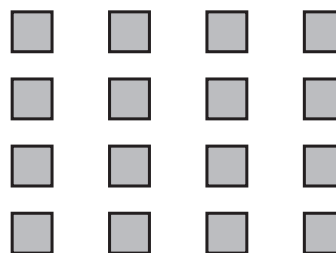


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16.



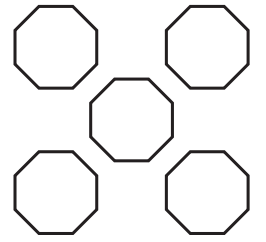
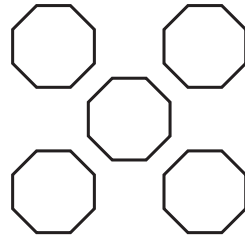
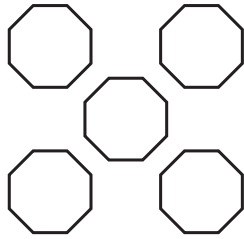
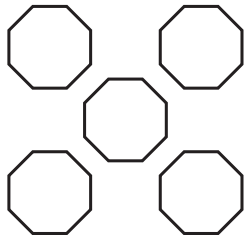
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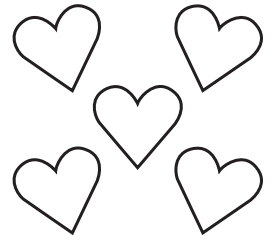
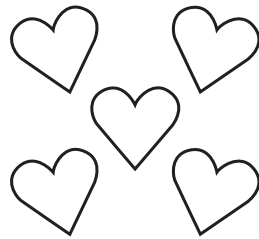
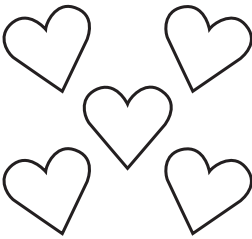
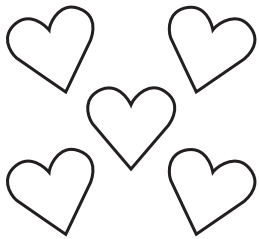
Colorea el número de figuras indicado.

17.



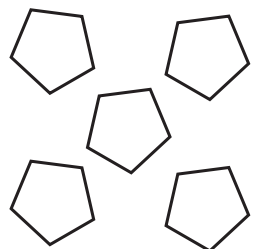
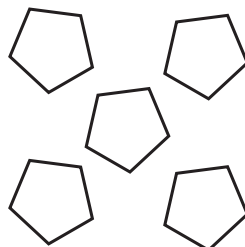
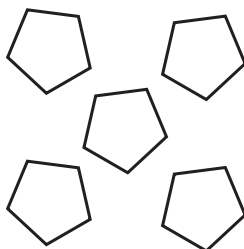
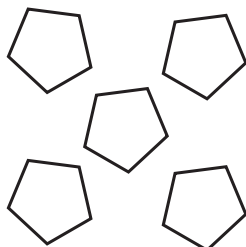
14

18.



15

19.

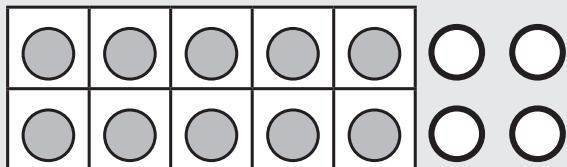


16

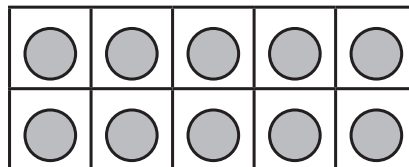
## NBTInf-6 Descomponer el 14, el 15 y el 16

Dibuja ○ para representar las unidades.

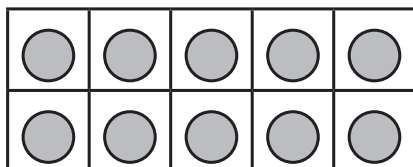
1.



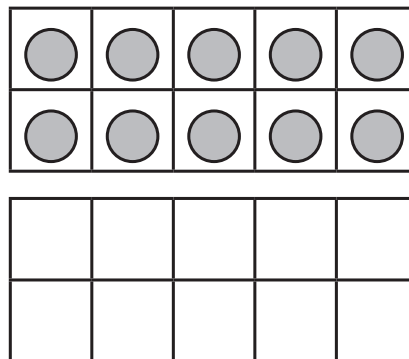
2.



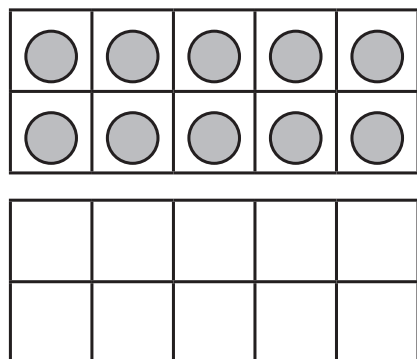
3.



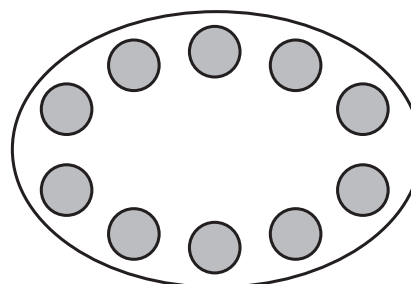
4.



5.



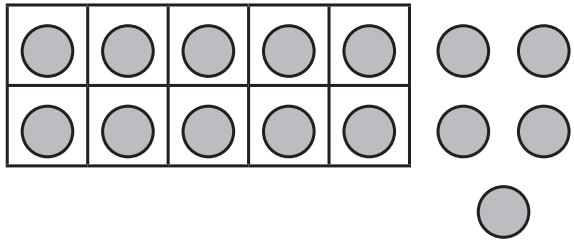
6.



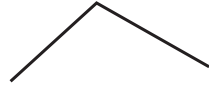
**15**

¿Cuántas unidades hay?

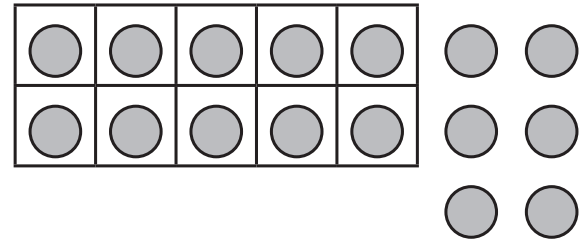
7.



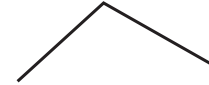
**15**



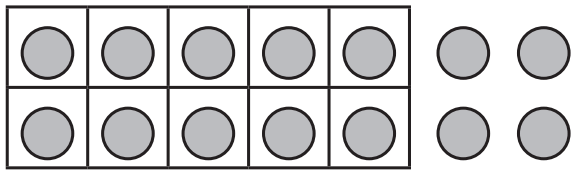
8.



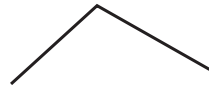
**16**



9.

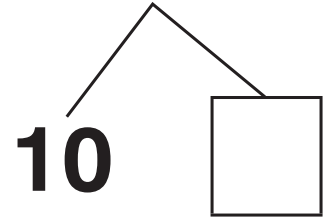


**14**



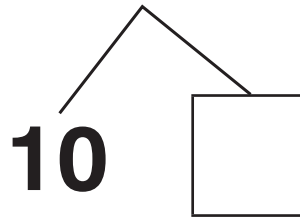
10.

**15**



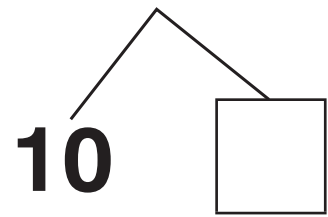
11.

**16**



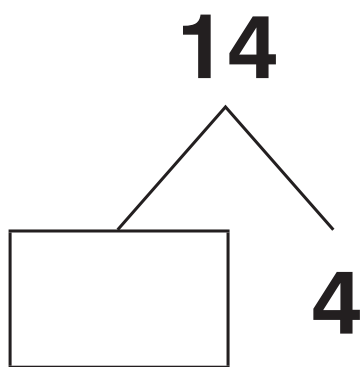
12.

**14**

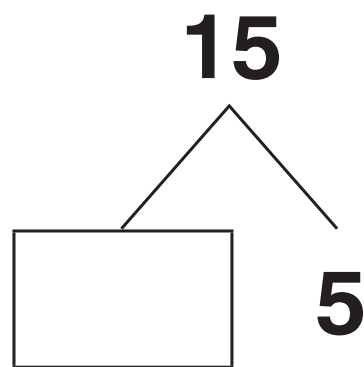


Escribe la decena.

13.



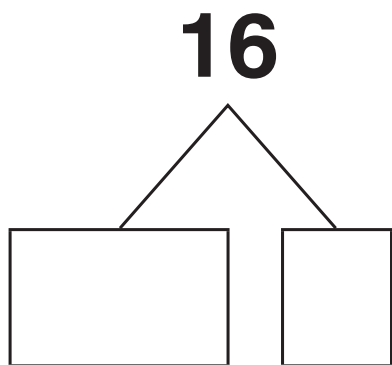
14.



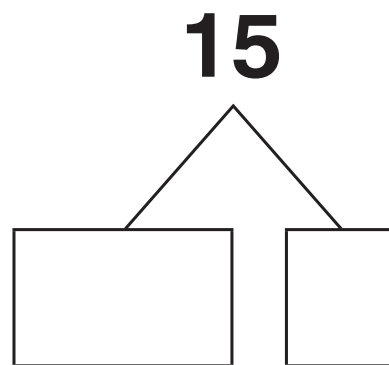
Escribe la decena.

¿Cuántas unidades hay?

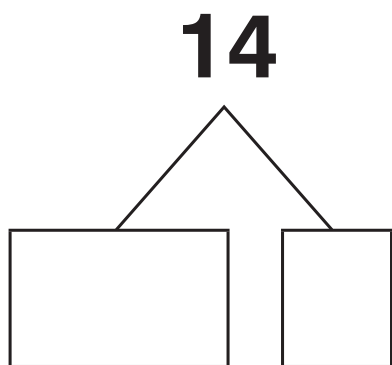
15.



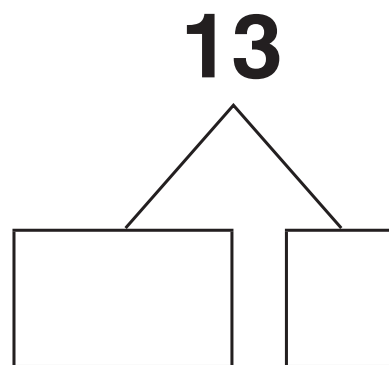
16.



17.



18.

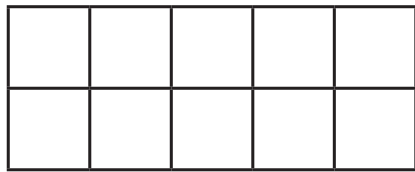
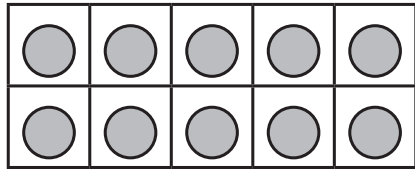


**NBTInf-7 Obtener 14, 15 y 16**

Dibuja ○ para representar la suma.

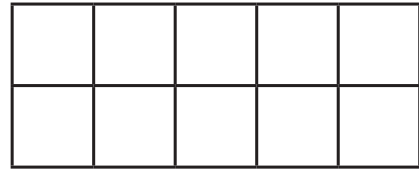
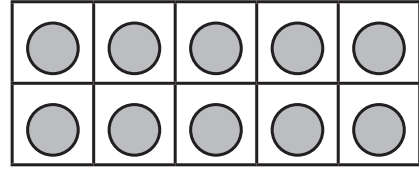
1.

$$16 = 10 + 6$$



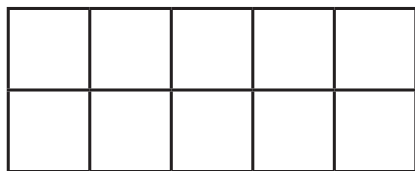
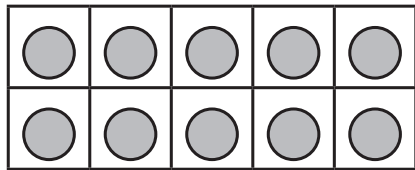
2.

$$14 = 10 + 4$$



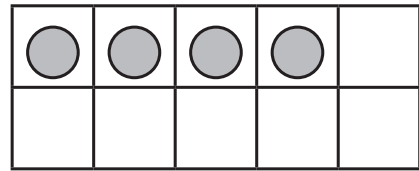
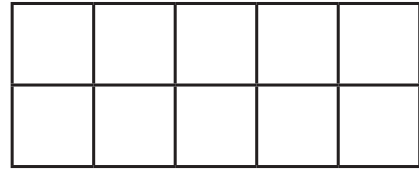
3.

$$15 = 10 + 5$$



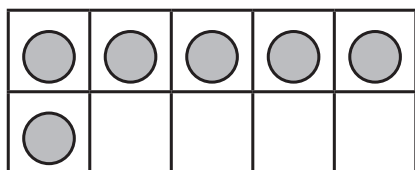
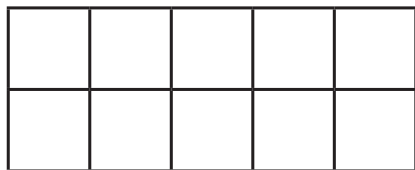
4.

$$14 = 10 + 4$$



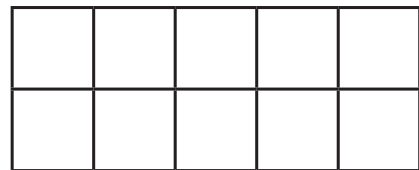
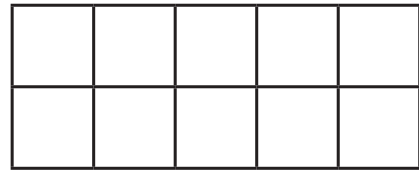
5.

$$16 = 10 + 6$$



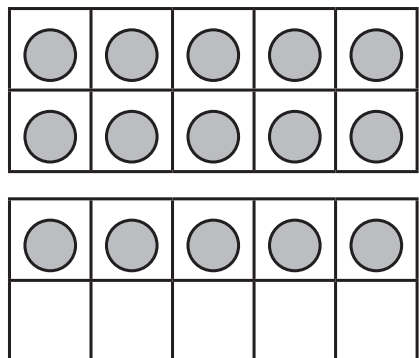
6.

$$15 = 10 + 5$$



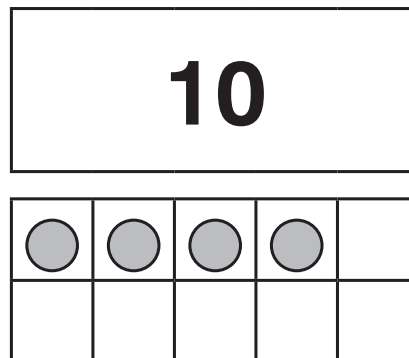
Suma.

7.



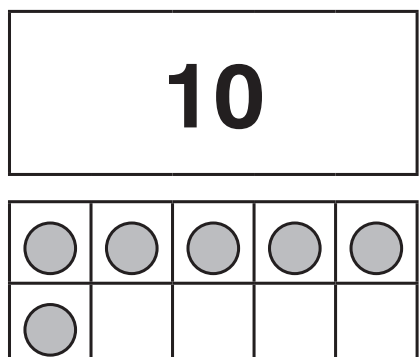
$$10 + 5 = \square$$

8.



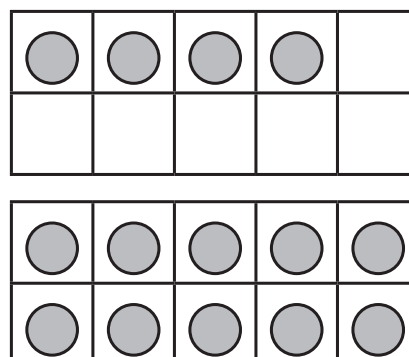
$$10 + 4 = \square$$

9.



$$10 + 6 = \square$$

10. EXTRA



$$4 + 10 = \square$$

11.

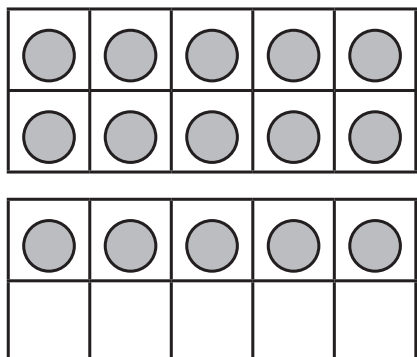
$$10 + 5 = \square$$

12.

$$10 + 6 = \square$$

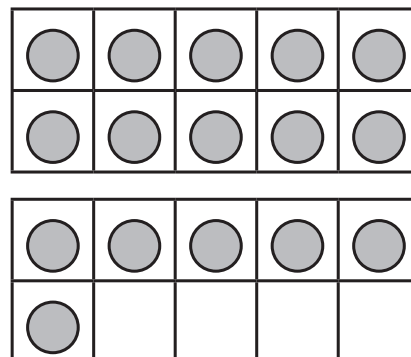
¿Qué suma ves?

13.



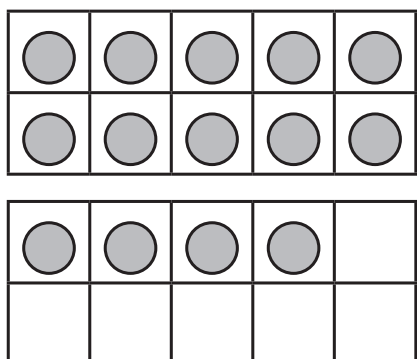
$$15 = \square + \square$$

14.



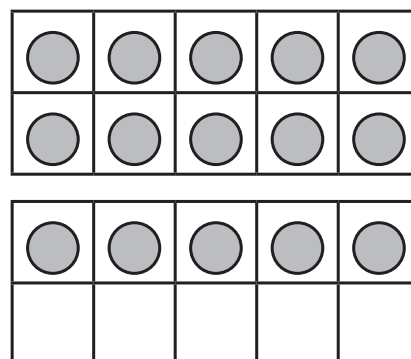
$$16 = \square + \square$$

15.



$$14 = \square + \square$$

16.



$$\square = 10 + \square$$

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Escribe la suma.

17.

$$15 = \square + \square$$

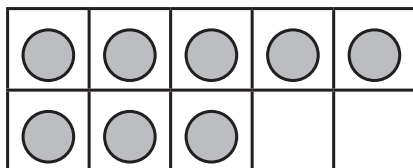
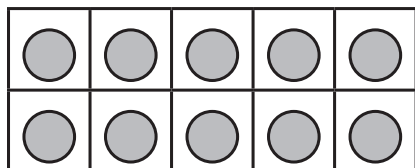
18.

$$14 = \square + \square$$

# NBTInf-8 Los números 17, 18 y 19

¿Cuántos  hay?

1.

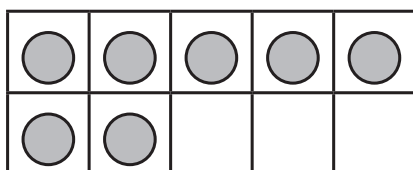
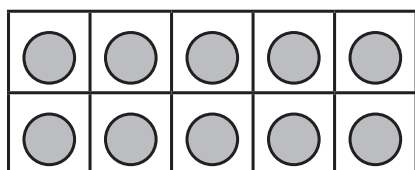


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2.

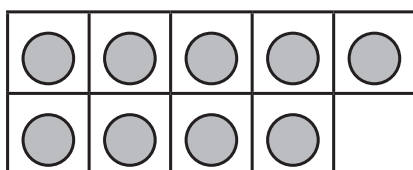
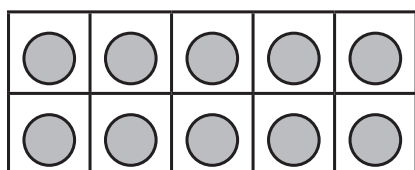


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3.

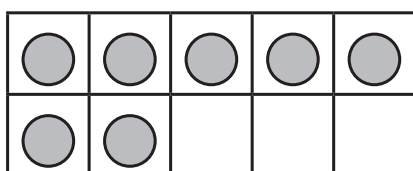


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4.

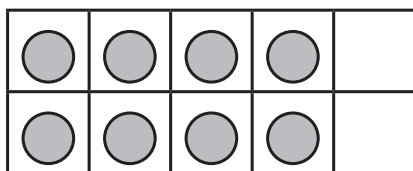


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5.



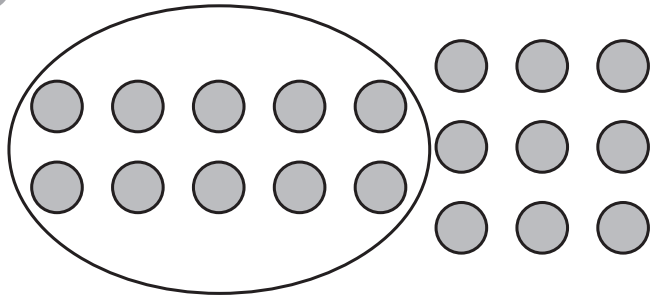
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¿Cuántas figuras hay?

6.



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7.

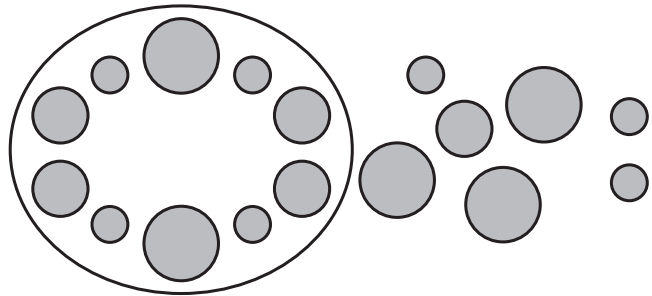


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8.

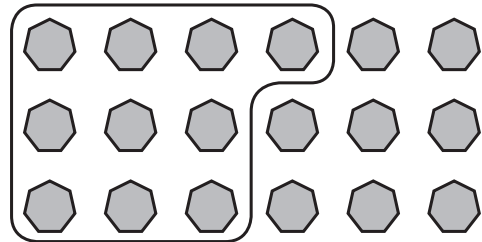


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9.

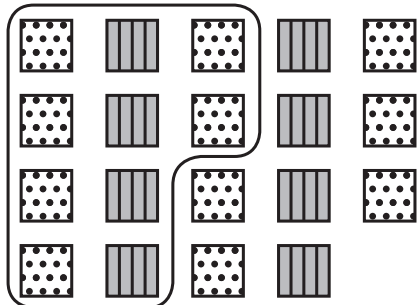


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10.

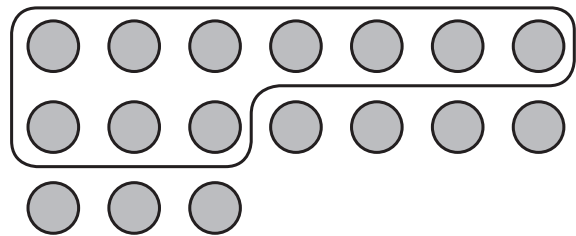


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11.



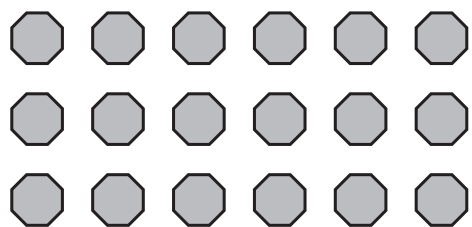
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¿Cuántas figuras hay?

12.

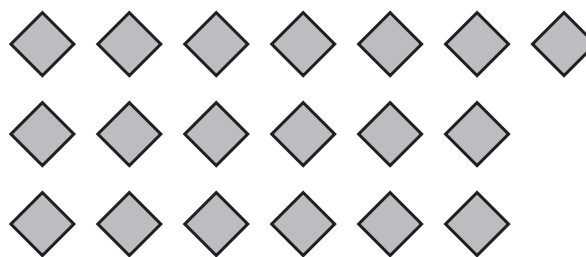


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13.

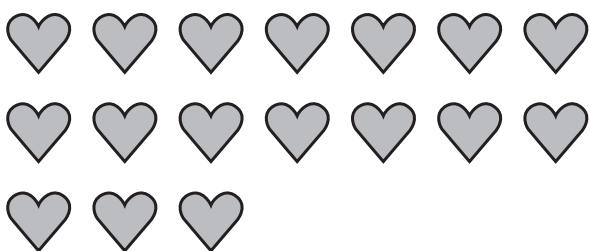


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14.

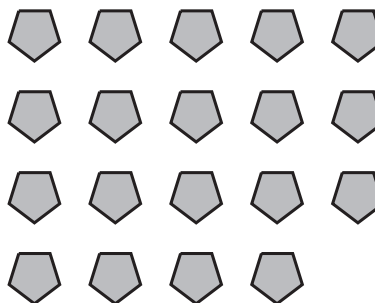


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15.

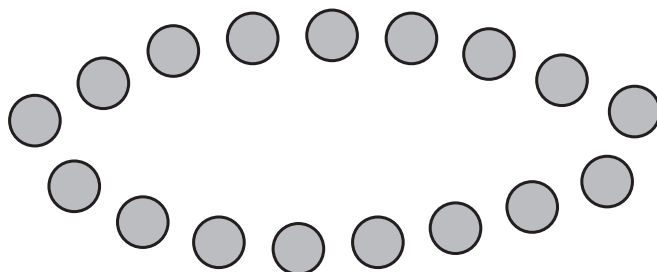


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16.



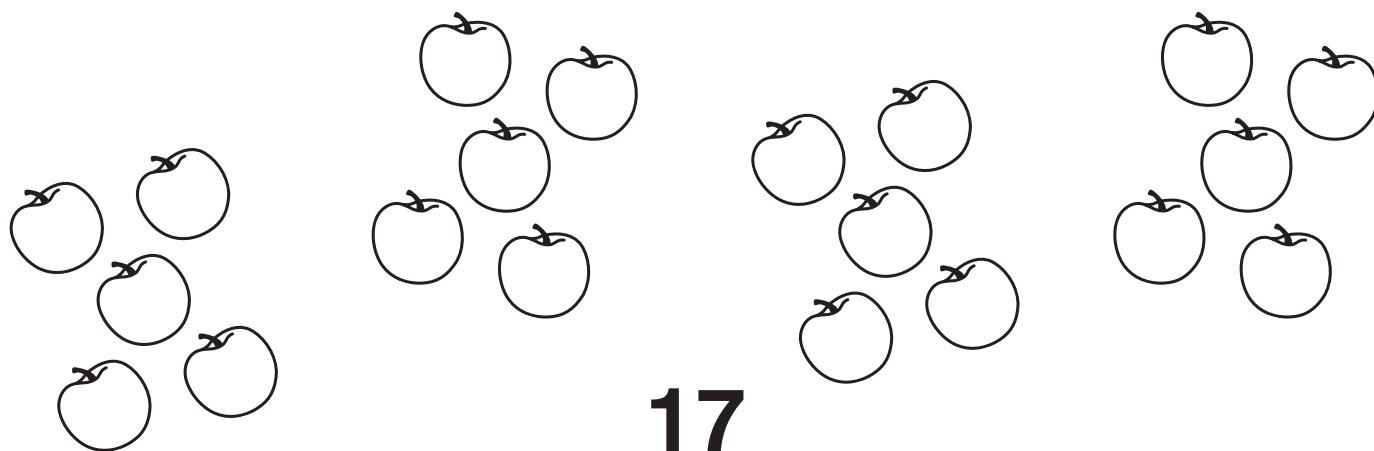
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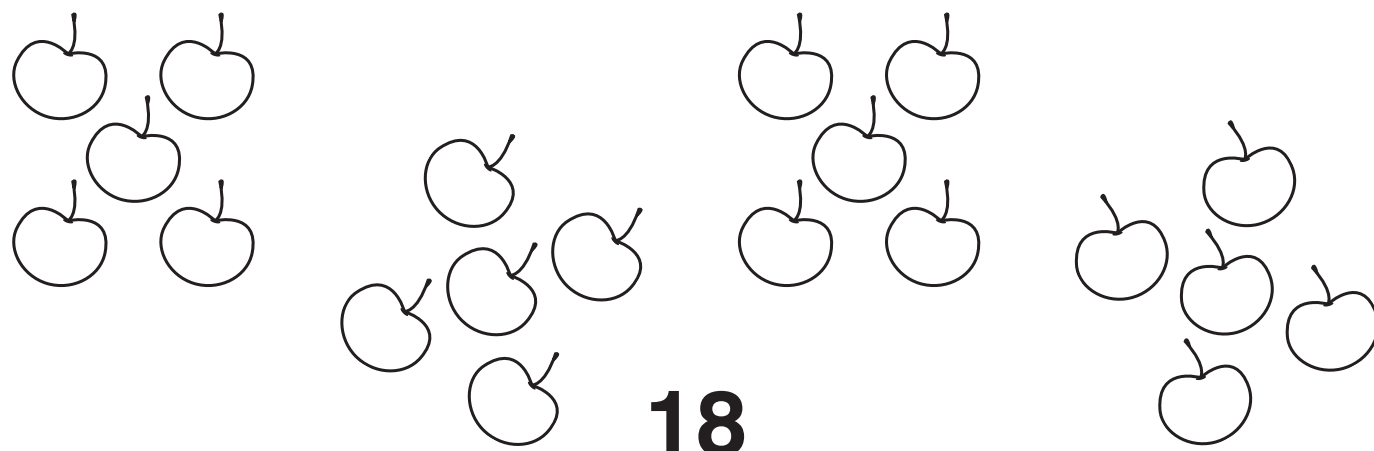
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Colorea el número de figuras indicado.

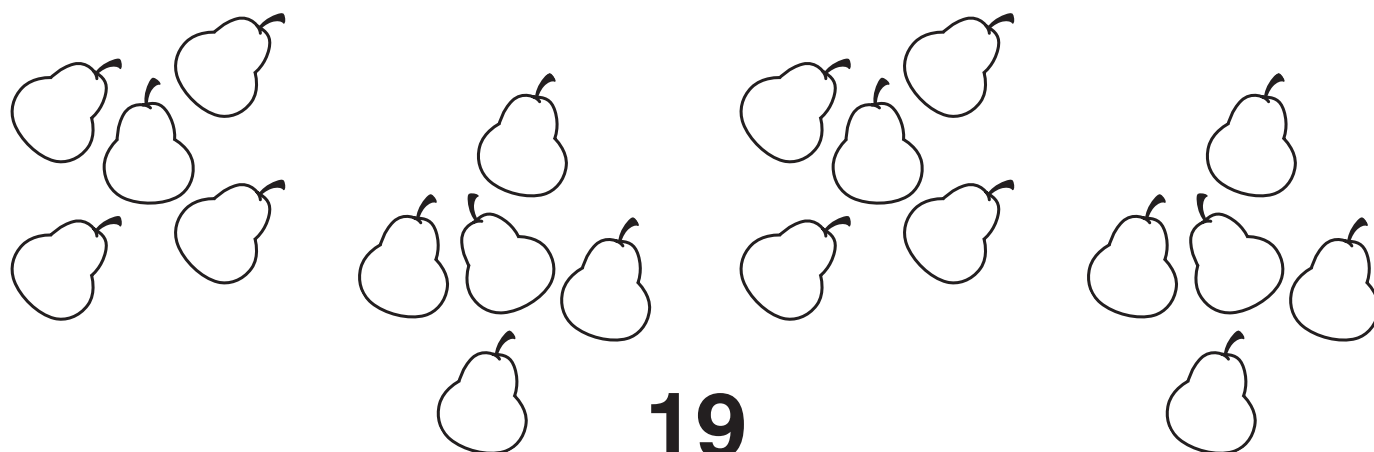
17.



18.



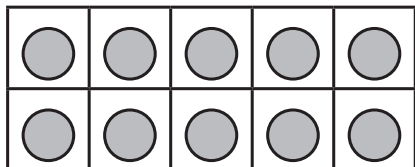
19.



## NBTInf-9 Descomponer el 17, el 18 y el 19

Dibuja  para representar las unidades.

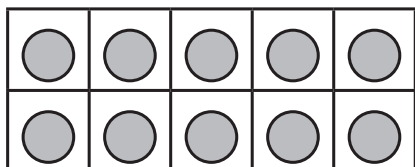
1.



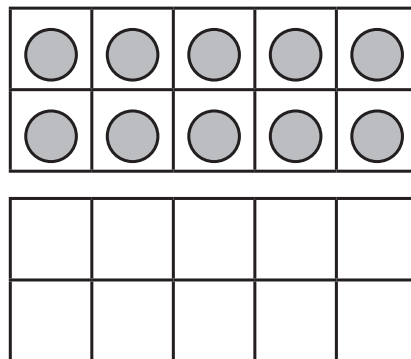
2.



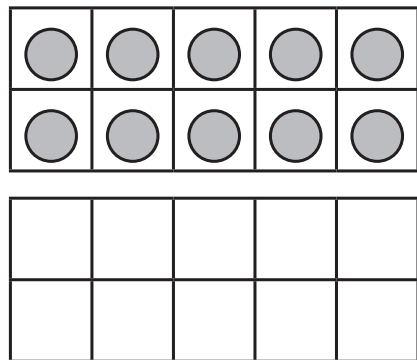
3.



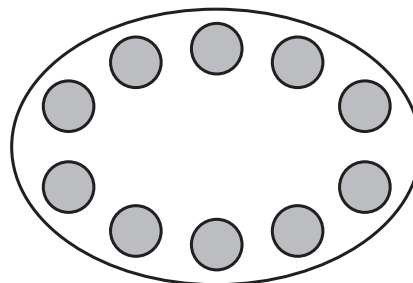
4.



5.



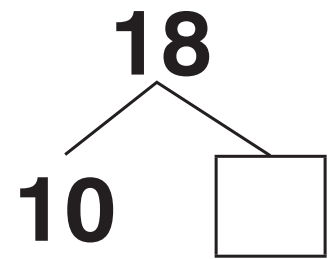
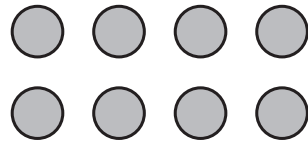
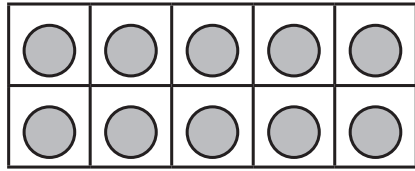
6.



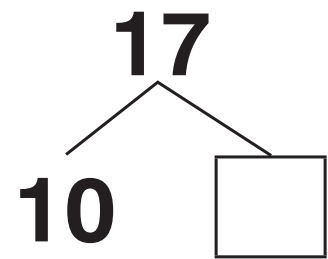
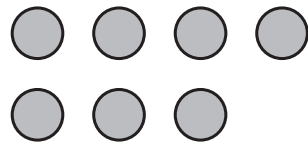
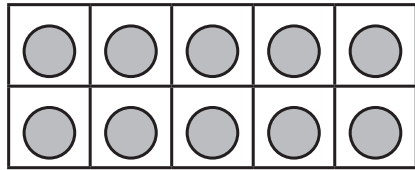
**19**

¿Cuántas unidades hay?

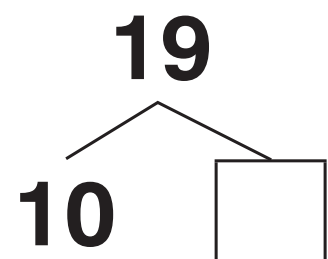
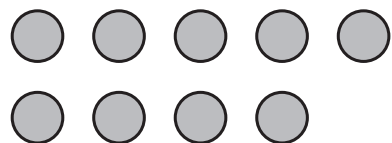
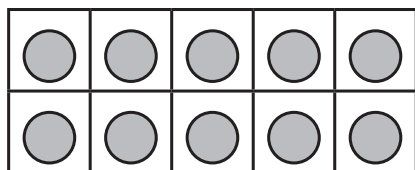
7.



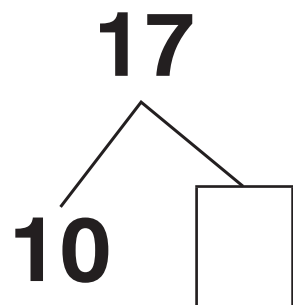
8.



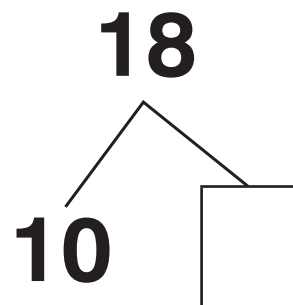
9.



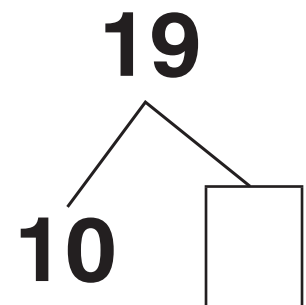
10.



11.

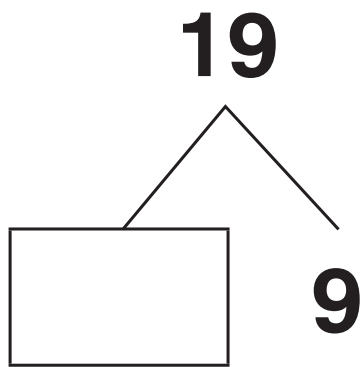


12.

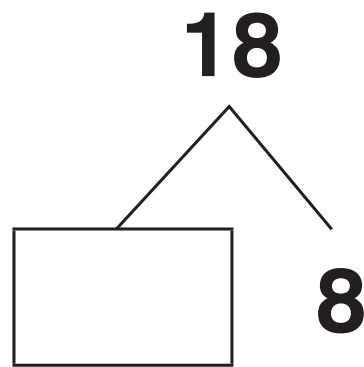


Escribe la decena.

13.



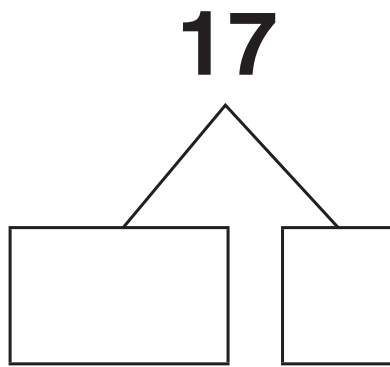
14.



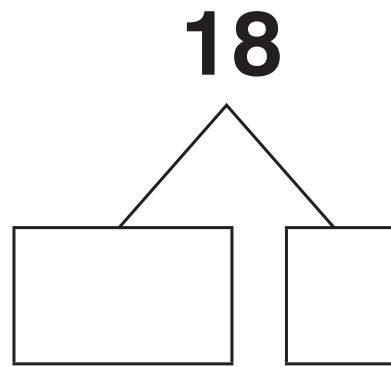
Escribe la decena.

Escribe las unidades.

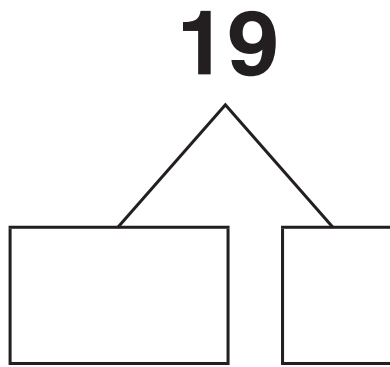
15.



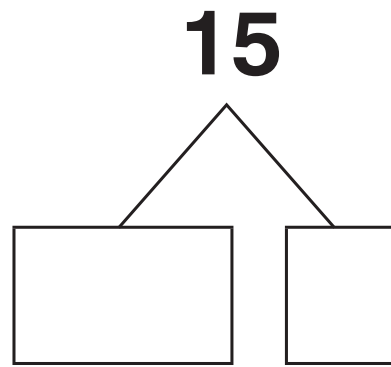
16.



17.



18.

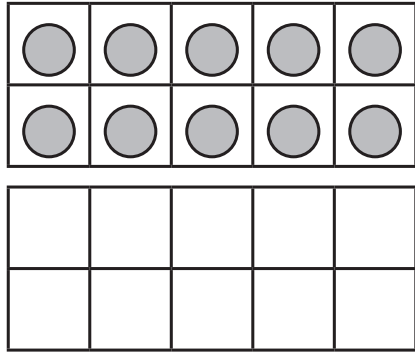


**NBTInf-10 Obtener 17, 18 y 19**

Dibuja ○ para representar la suma.

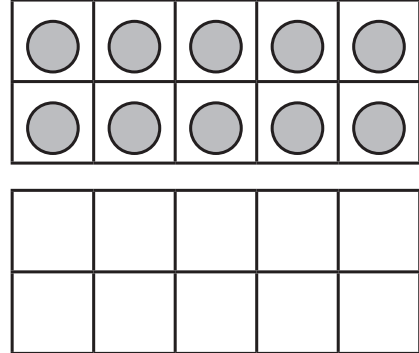
1.

$$17 = 10 + 7$$



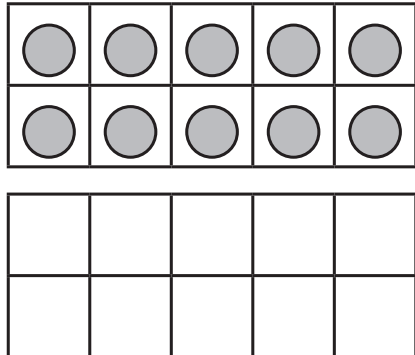
2.

$$18 = 10 + 8$$



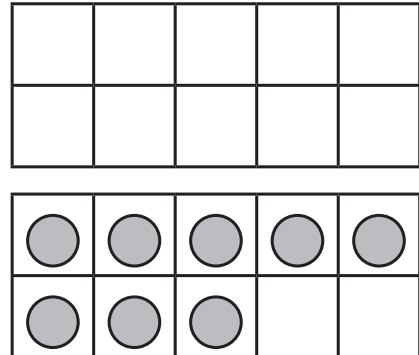
3.

$$19 = 10 + 9$$



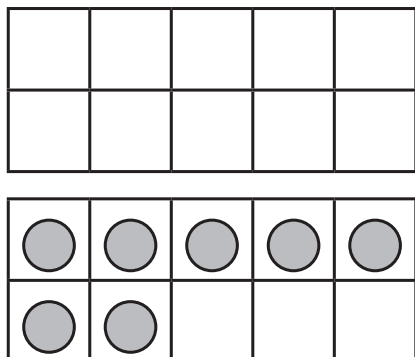
4.

$$18 = 10 + 8$$



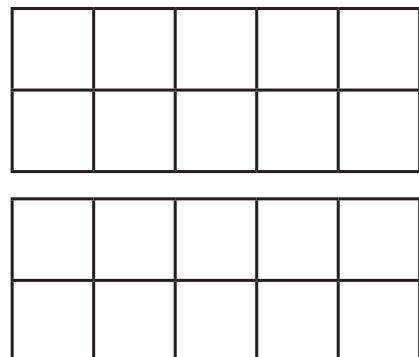
5.

$$17 = 10 + 7$$



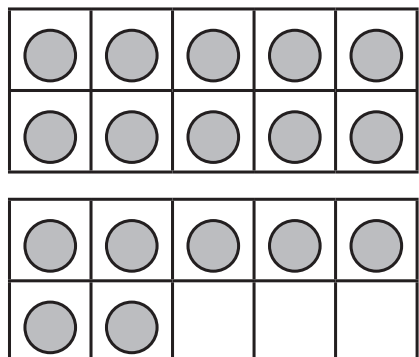
6.

$$19 = 10 + 9$$



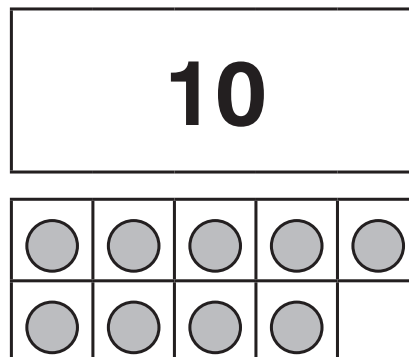
Suma.

7.



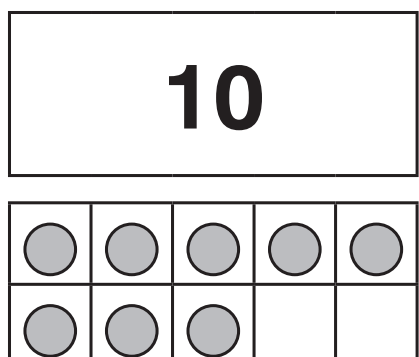
$$10 + 7 = \square$$

8.



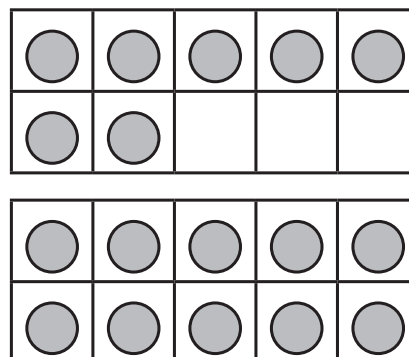
$$10 + 9 = \square$$

9.



$$10 + 8 = \square$$

10. EXTRA



$$7 + 10 = \square$$

11.

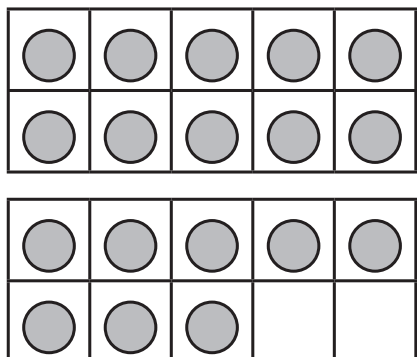
$$10 + 8 = \square$$

12.

$$10 + 9 = \square$$

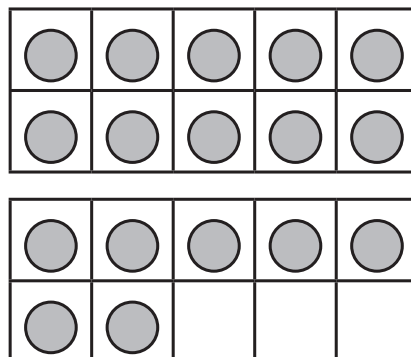
¿Qué suma ves?

13.



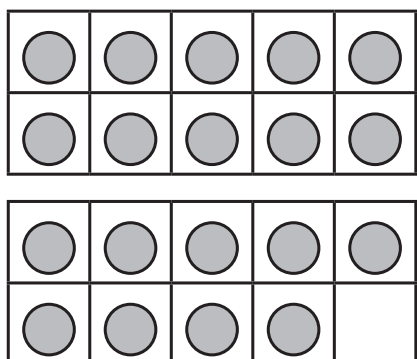
$$18 = \square + \square$$

14.



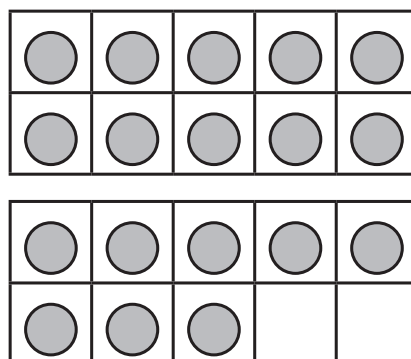
$$17 = \square + \square$$

15.



$$19 = \square + \square$$

16.



$$\square = 10 + \square$$

Escribe la suma.

17.

$$17 = \square + \square$$

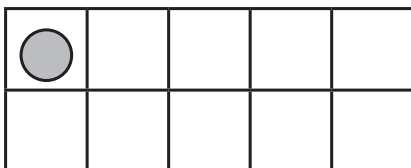
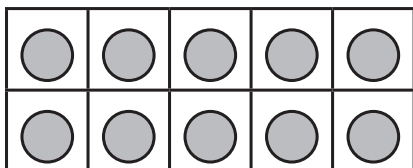
18.

$$19 = \square + \square$$

# NBTInf-11 El número 20

¿Cuántos  hay?

1.

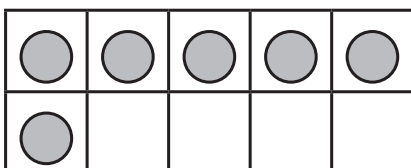
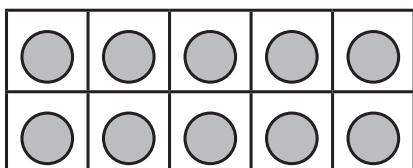


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2.

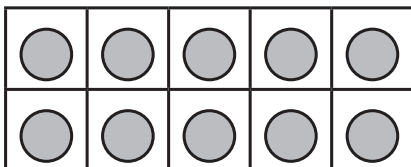
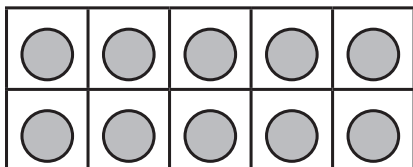


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3.

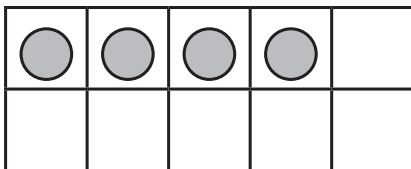


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\_\_\_\_\_

4.

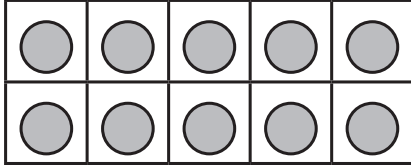


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5.



\_\_\_\_\_

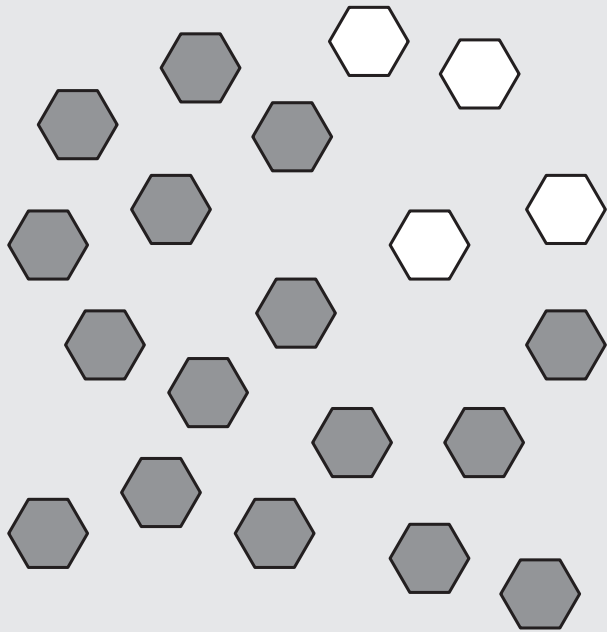
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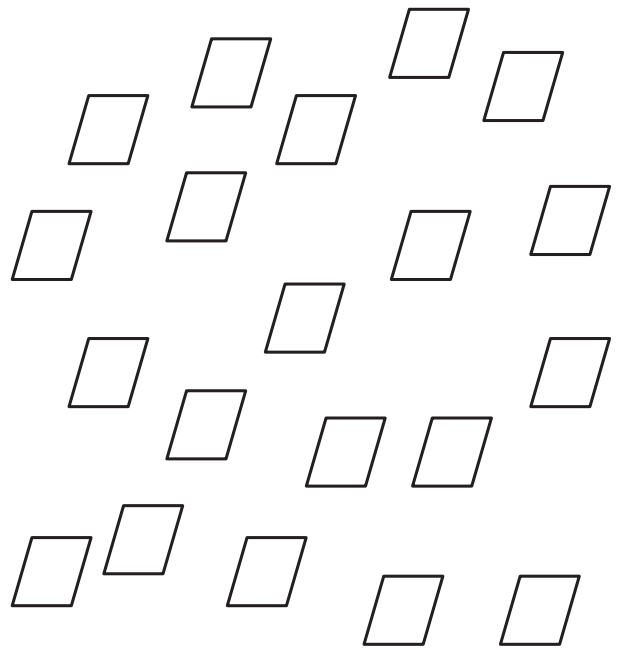
Colorea el número de figuras indicado.

6.



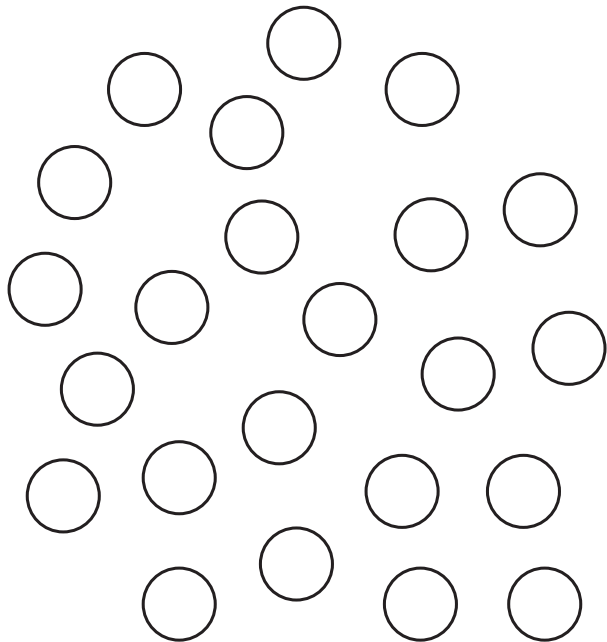
**16**

7.



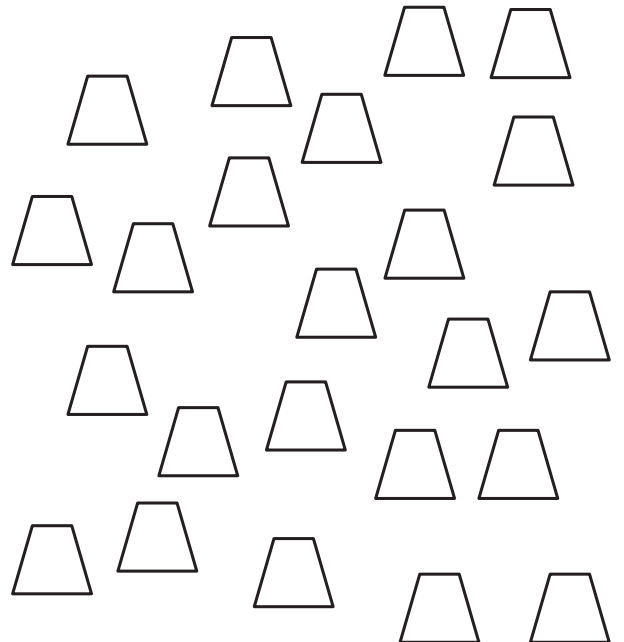
**11**

8.



**14**

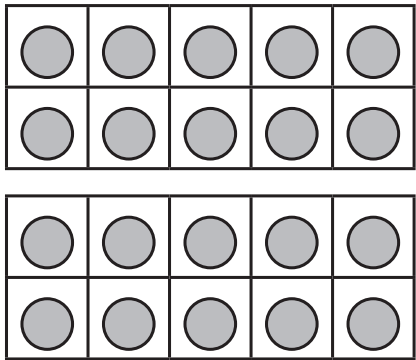
9.



**20**

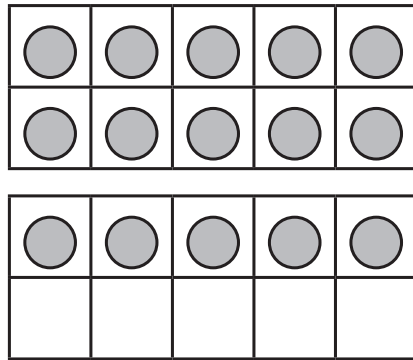
¿Qué suma ves?

10.



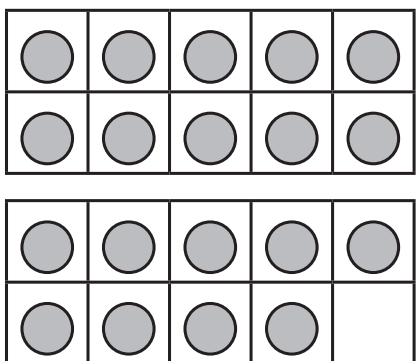
$$20 = 10 + \square$$

11.



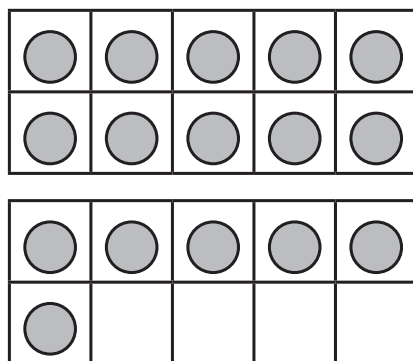
$$15 = \square + \square$$

12.



$$19 = \square + \square$$

13.



$$\square = 10 + \square$$

Escribe la suma.

14.

$$20 = \square + 10$$

15.

$$18 = \square + \square$$

# NBTInf-12 Contar hasta 20 con tablas

¿Cuántos  ves?

1.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

\_\_\_\_\_

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\_\_\_\_\_

2.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

\_\_\_\_\_

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\_\_\_\_\_

3.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

\_\_\_\_\_

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\_\_\_\_\_

Colorea para representar el número indicado.

4.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

5

5.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

11

6.

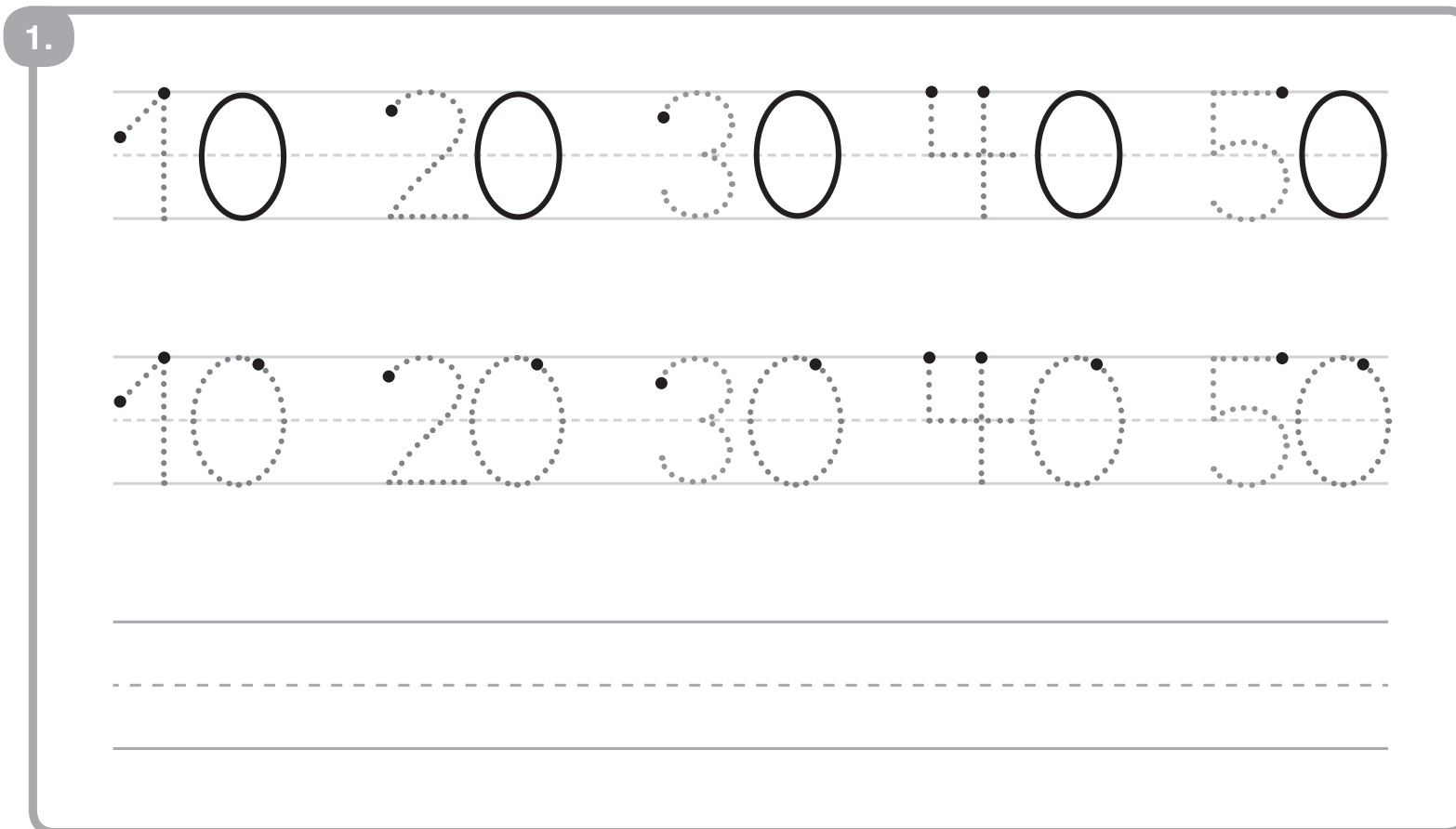
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

20

# OAInf-25 Contar de 10 en 10

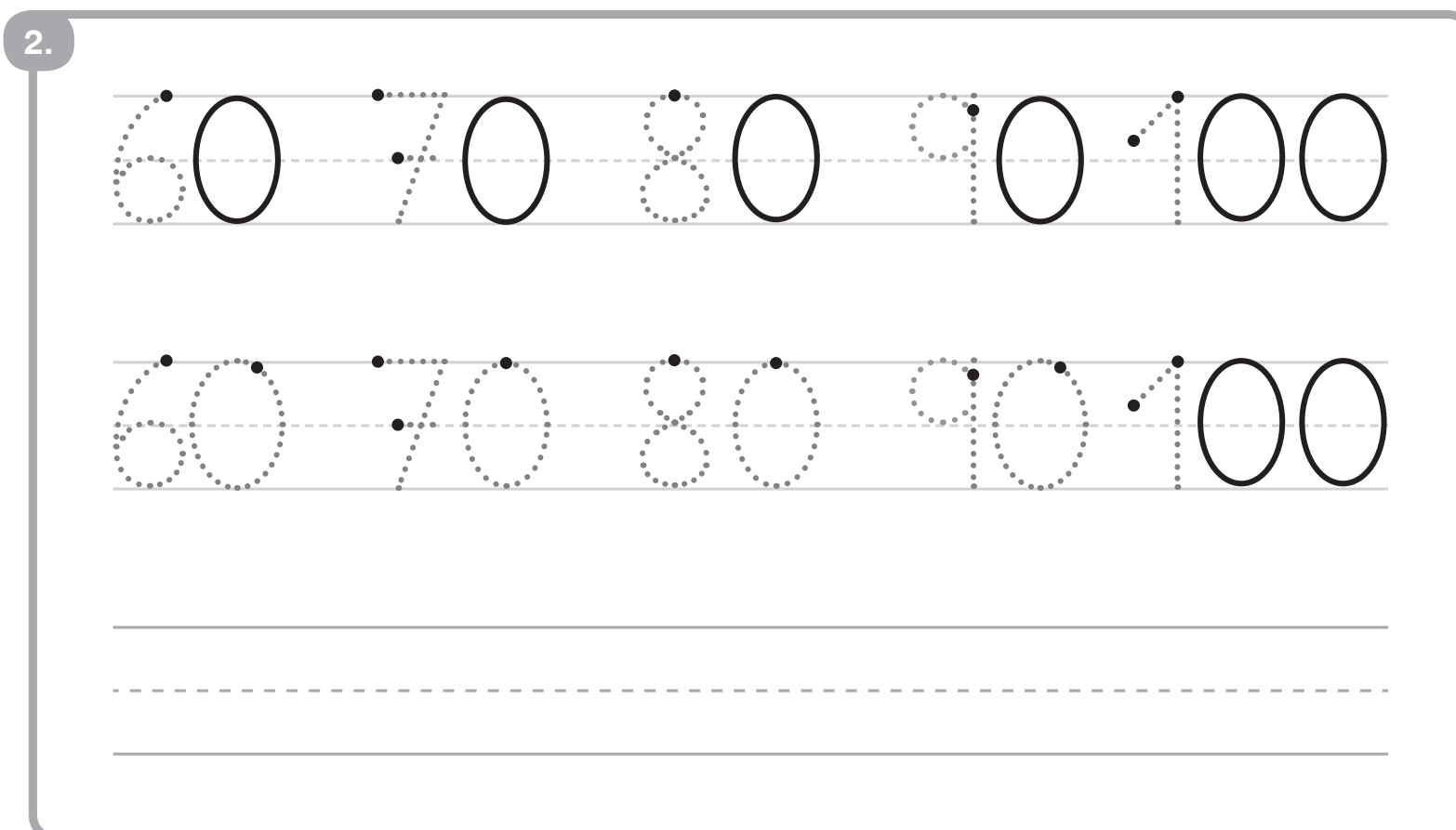
Cuenta de 10 en 10 hasta 50.

1.



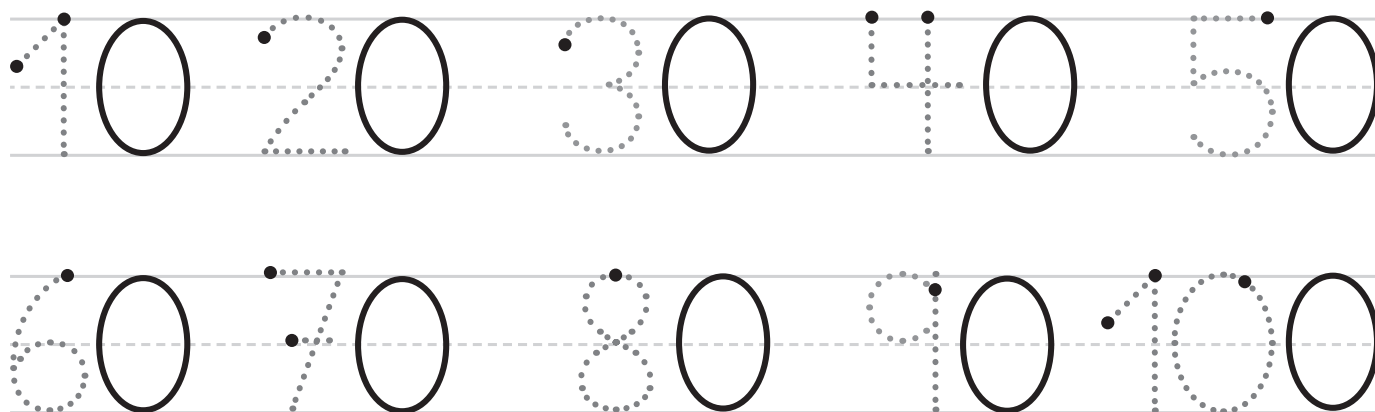
Cuenta de 10 en 10 de 60 a 100.

2.



Cuenta de 10 en 10 hasta 100.

5.



¿Cuántas patas tienen?

3.



10



20



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\_\_\_\_\_

4.



10



\_\_\_\_\_

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\_\_\_\_\_



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\_\_\_\_\_



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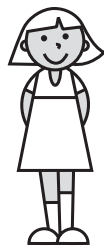
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**OAlnf-26 Representar la resta**
 ¿Cuántos niños se quedan?

1.

4 niños  
1 se va.



\_\_\_\_\_

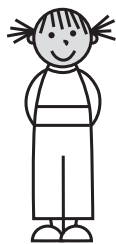
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\_\_\_\_\_

se quedan.

2.

5 niños  
3 se van.



\_\_\_\_\_

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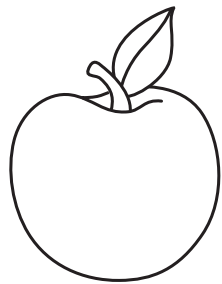
\_\_\_\_\_

se quedan.

¿Cuántas  quedan?

3.

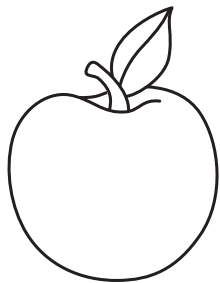
**3 manzanas  
Comemos 1.**



Quedan \_\_\_\_\_  
manzanas.

4.

**5 manzanas  
Comemos 2.**

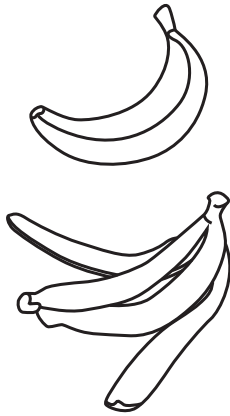


Quedan \_\_\_\_\_  
manzanas.

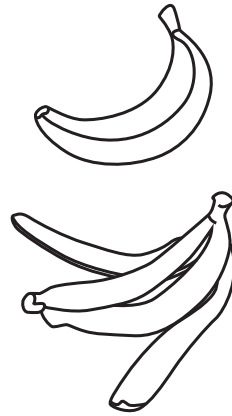
¿Cuántos 🍌 quedan?

5.

4 plátanos



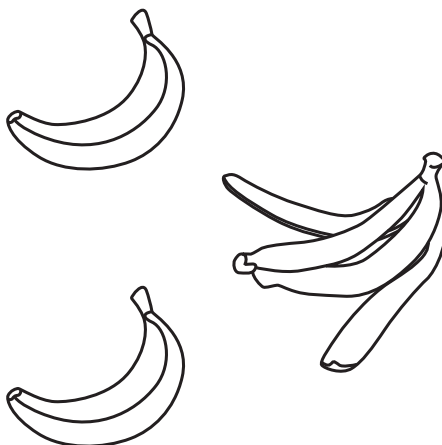
Comemos 2.



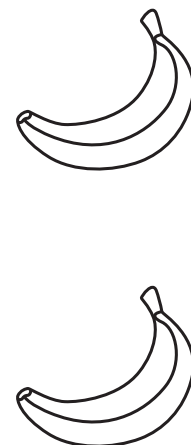
Quedan \_\_\_\_\_ plátanos.

6.

5 plátanos



Comemos 1.



Quedan \_\_\_\_\_ plátanos.

## OAlnf-27 Restar con objetos (1)

Utiliza bloques.

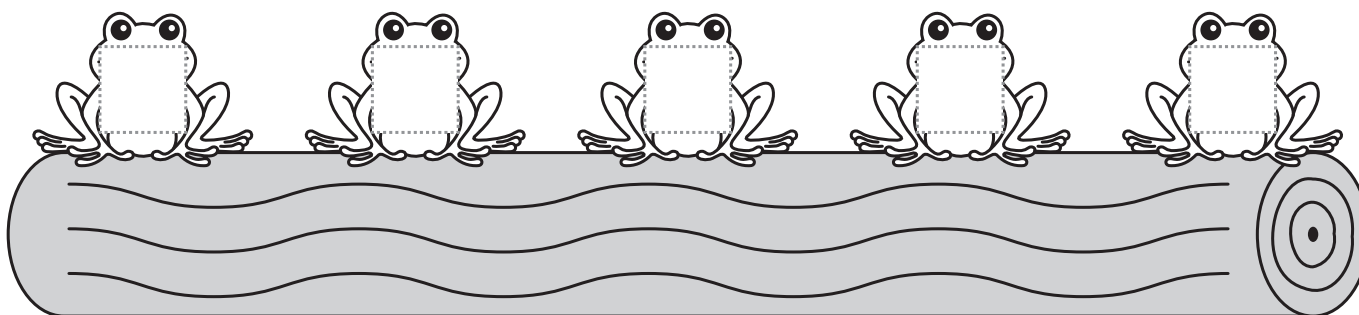
Representa las  que hay sobre el tronco.

Indica cuántas  saltan del tronco.

¿Cuántas quedan?

1.

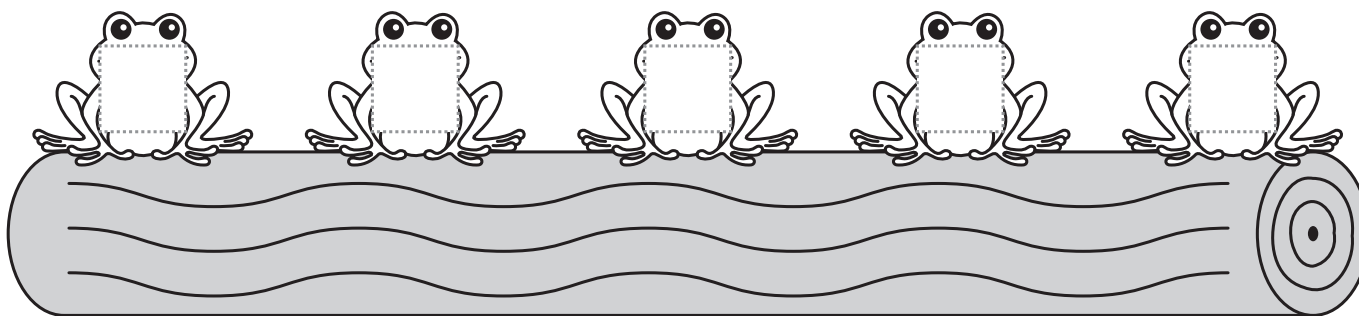
5  están sentadas. 1  salta.



Quedan  

2.

5  están sentadas. 2  saltan.



Quedan  

Utiliza bloques.

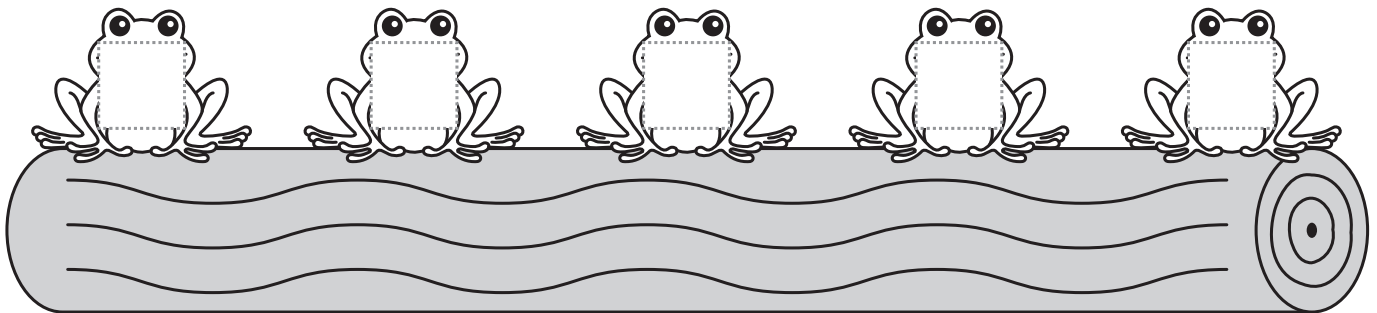
Representa las  que hay sobre el tronco.

Indica cuántas  saltan del tronco.

¿Cuántas quedan?

3.

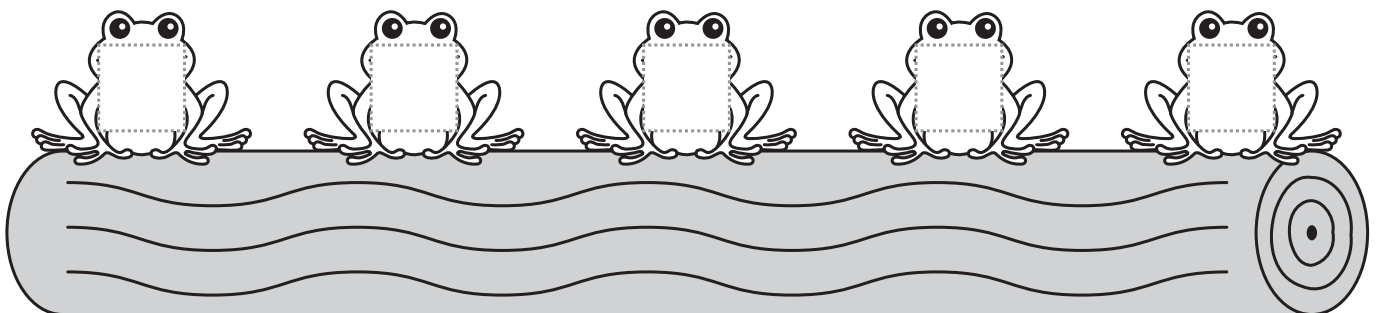
**5**  están sentadas. **4**  saltan.



$$5 \text{  menos } 4 \text{  = } \square \text{ $$

4.

**5**  están sentadas. **3**  saltan.



$$5 \text{  menos } 3 \text{  = } \square \text{ $$

Utiliza bloques.

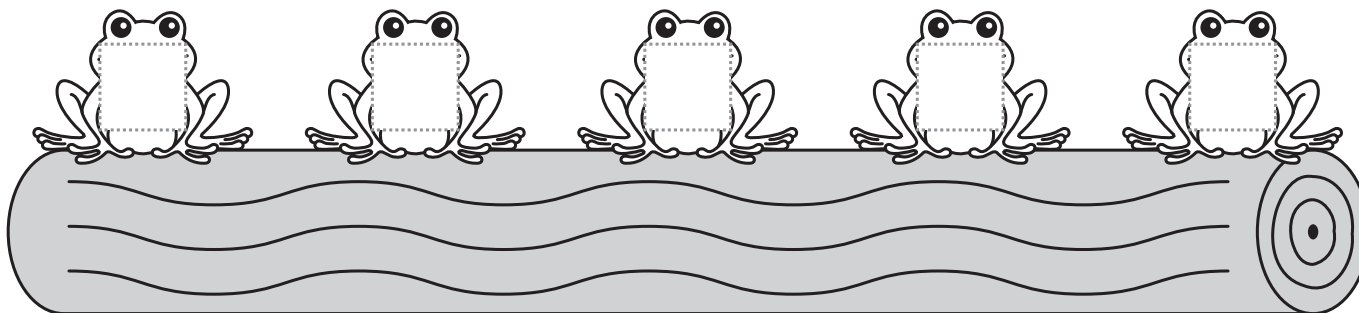
Representa las  que hay sobre el tronco.

Quita las  que saltan.

¿Cuántas quedan?

5.

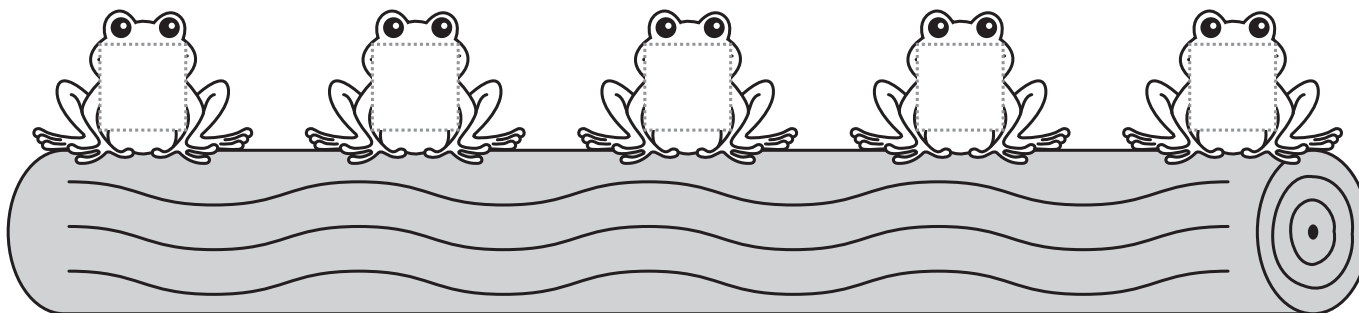
4  están sentadas. 1  salta.



$$4 \text{  menos 1 \text{  = } \square \text{ $$

6.

3  están sentadas. 2  saltan.



$$3 \text{  menos 2 \text{  = } \square \text{ $$

Utiliza bloques.

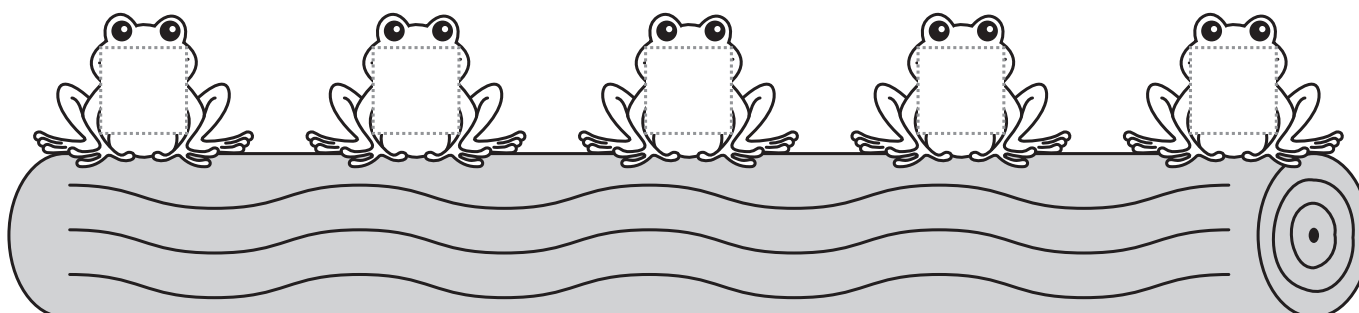
Representa las  que hay sobre el tronco.

Quita las  que saltan.

¿Cuántas quedan?

7.

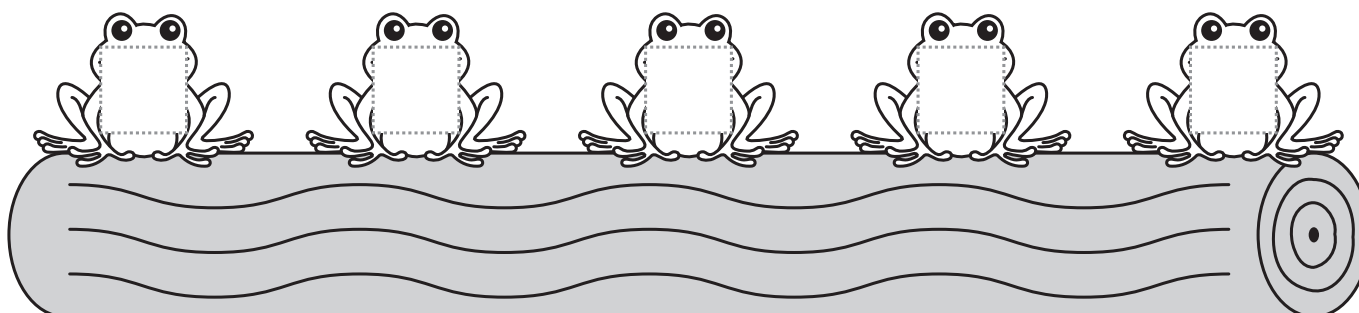
2  están sentadas. 1  se va.



$$2 \text{  menos 1 \text{  = } \square \text{ $$

8.

4  están sentadas. 3  se van.



$$4 \text{  menos 3 \text{  = } \square \text{ $$

## OAlnf-28 Restar con objetos (2)

Utiliza bloques para representar las manzanas.

Indica las 🍏 que hay en el frutero.

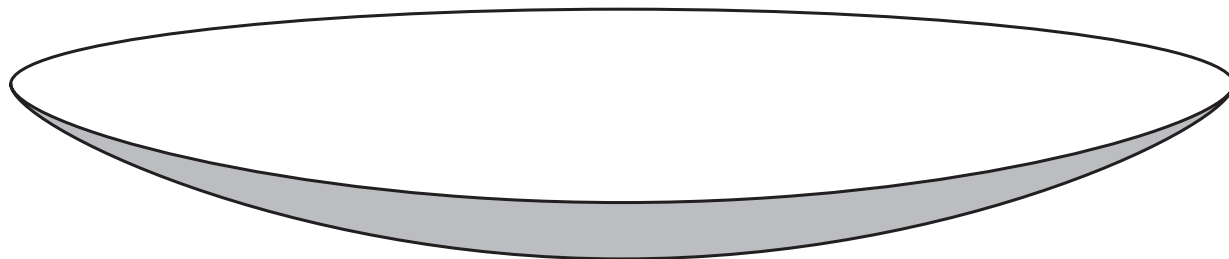
Quita las 🍏 que comemos.

¿Cuántas quedan?

1.

3 🍏 en el frutero

Comemos 1 🍏.



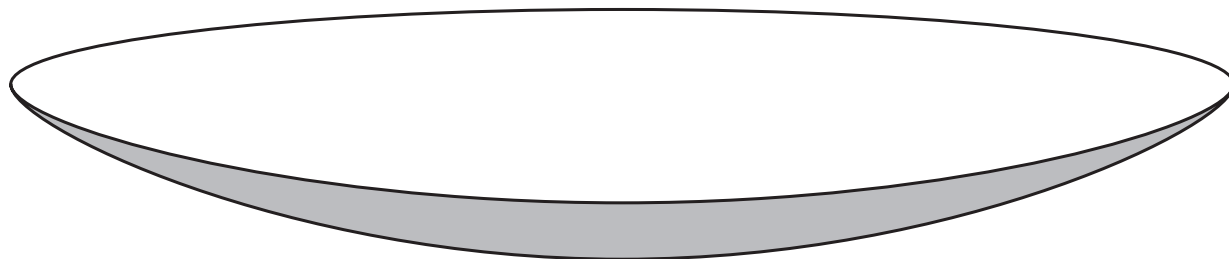
3 🍏

1 🍏 =  🍏

2.

4 🍏 en el frutero

Comemos 2 🍏.



4 🍏 - 2 🍏 =  🍏

Utiliza bloques.

Representa los  que hay.


Quita los  que se van.

¿Cuántos se quedan?

3.

5  juegan.




1  se va.



$$5 \text{  } - 1 \text{  } = \square \text{  }$$

4.

5  juegan.


3  se van.

$$5 \text{  } - 3 \text{  } = \square \text{  }$$


- Utiliza bloques para representar los .
- ¿Cuántos  quedan?


5.



$$5 \text{  menos 2 \text{  =$$

$$= \square \text{ $$

6.


$$5 \text{  - 4 \text{  =$$

$$= \square \text{ $$

- Utiliza bloques para representar los .
- ¿Cuántos  quedan?


7.

$$4 \text{  } - 1 \text{  } =$$

$$= \square \text{  }$$

8.

$$2 \text{  } - 1 \text{  } =$$

$$= \square \text{  }$$

## OAlnf-29 Restar con dibujos




¿Cuántos  quedan?

1.

5  juegan.

3  se van.






$$5 \text{  } - 3 \text{  } = \square \text{  }$$

2.

4  juegan.

1  se va.



$$4 \text{  } - 1 \text{  } = \square \text{  }$$

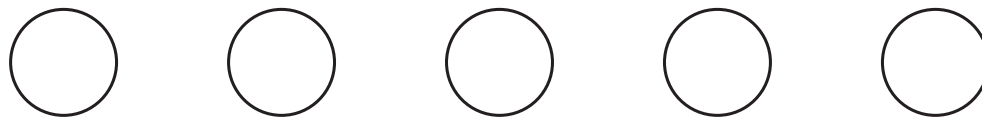
Tacha ○.

¿Cuántos  quedan?

3.

5  juegan.

2  se van.

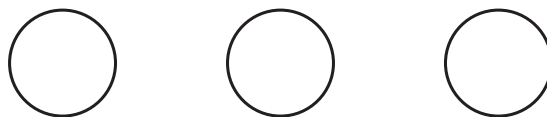





$$5 \text{  } - 2 \text{  } = \square \text{  }$$

4.

3  juegan.

1  se va.



$$3 \text{  } - 1 \text{  } = \square \text{  }$$

Tacha ○.

¿Cuántas  quedan?

5.

4  juegan.

3  se van.

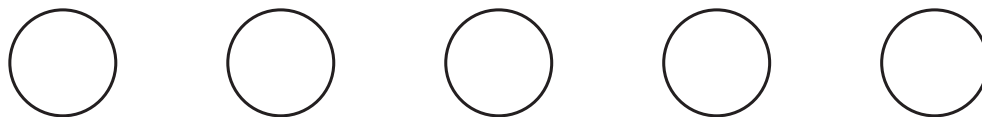


$$4 \text{  } - 3 \text{  } = \square \text{  }$$

6.

5  juegan.

1  se va.



$$5 \text{  } - 1 \text{  } = \square \text{  }$$

- Dibuja ○.
- Tacha ○.
- ¿Cuántas  quedan?

7.

3  juegan.

2  se van.

$$3 \text{  } - 2 \text{  } = \square \text{  }$$

8.

5  juegan.

4  se van.

$$5 \text{  } - 4 \text{  } = \square \text{  }$$

## OAlnf-30 Restas

Escribe la resta.

1.



$$4 - \underline{1}$$

2.



$$5 - \underline{\quad}$$

3.



$$3 - \underline{\quad}$$

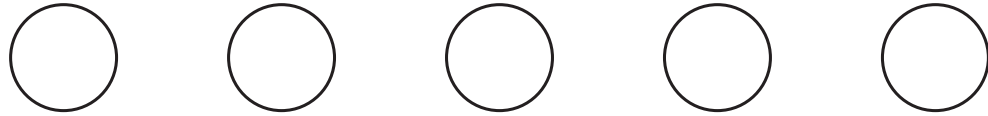
Tacha  para representar la resta.

4.



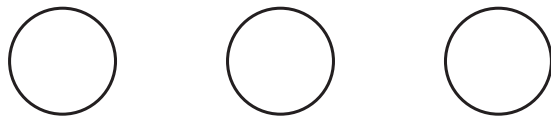
$$4 - 3$$

5.



$$5 - 2$$

6.



$$3 - 1$$

Representa la resta.

7.

$$2 - 1$$

8.

$$4 - 2$$

9.

$$5 - 4$$

**OAlnf-31 Restar** Dibuja círculos para restar.

1.



$$4 - 1 = \underline{\hspace{2cm}}$$

2.

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

3.

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

Resta.

4.

$$5 - 3 = \underline{\quad}$$

5.

$$3 - 2 = \underline{\quad}$$

6.

$$4 - 3 = \underline{\quad}$$

Resta.

7.

$$3 - 1 = \underline{\quad}$$

8.

$$5 - 4 = \underline{\quad}$$

9.

$$4 - 2 = \underline{\quad}$$

## OAlnf-32 Escribir restas

Escribe la resta.

1.



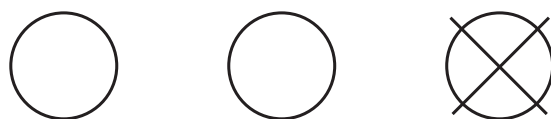
$$4 - \underline{2} = \underline{\quad}$$

2.



$$5 - \underline{\quad} = \underline{\quad}$$

3.



$$3 - \underline{\quad} = \underline{\quad}$$

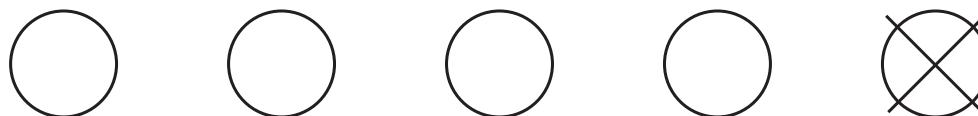
Escribe la resta.

4.



$$\underline{\quad 4 \quad} - \underline{\quad \quad} = \underline{\quad \quad}$$

5.



$$\underline{\quad \quad} - \underline{\quad \quad} = \underline{\quad \quad}$$

6.

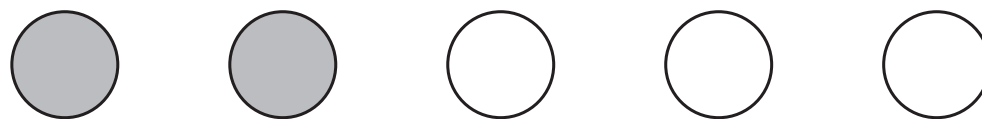


$$\underline{\quad \quad} - \underline{\quad \quad} = \underline{\quad \quad}$$

## OAlnf-33 Componer el 5

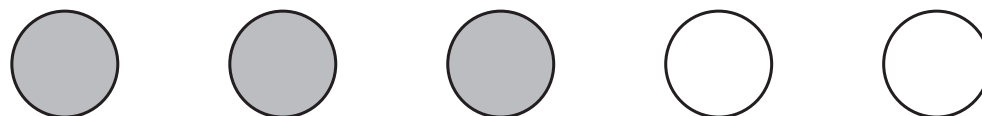
¿Con cuántos más obtenemos 5?

1.



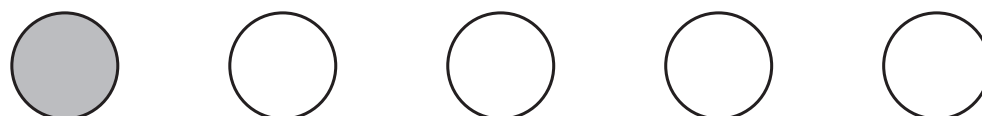
$$2 + \underline{\quad\quad\quad} = 5$$

2.



$$3 + \underline{\quad\quad\quad} = 5$$

3.

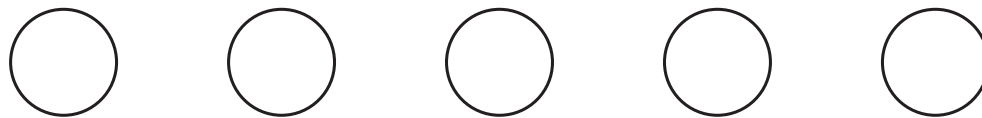


$$1 + \underline{\quad\quad\quad} = 5$$

¿Con cuántos más obtenemos 5?

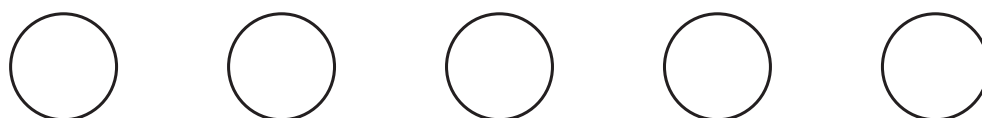
Colorea los ○ para descubrirlo.

4.



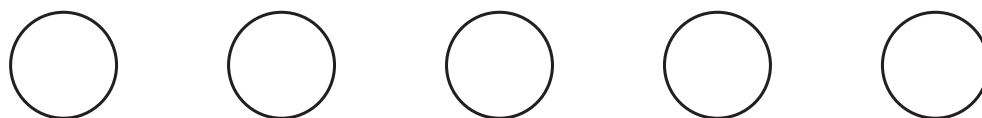
$$4 + \underline{\quad\quad\quad} = 5$$

5.



$$1 + \underline{\quad\quad\quad} = 5$$

6.



$$3 + \underline{\quad\quad\quad} = 5$$



**OAlnf-34 Contar hasta 50 a partir de un número** Cuenta hasta 25.

1.

1 2 3 4 5

6 7 8 9 10

11 12 13 14 15

16 17 18 19 20

21 22 23 24 25

Cuenta hasta 50.

2.

26 27 28 29 30

31 32 33 34 35

36 37 38 39 40

41 42 43 44 45

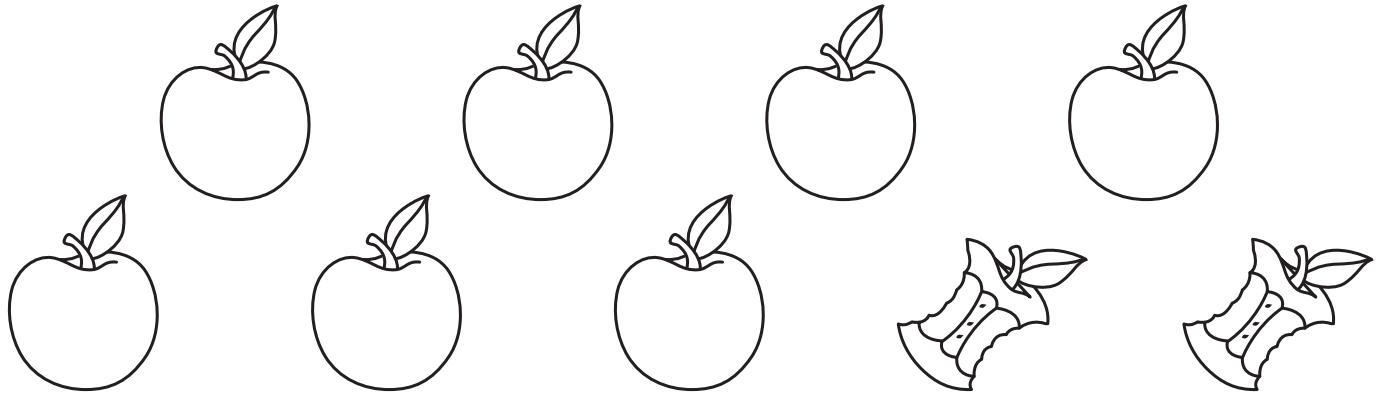
46 47 48 49 50

**OAInf-35 Representar la resta hasta 10**

¿Cuántas  quedan?

1.

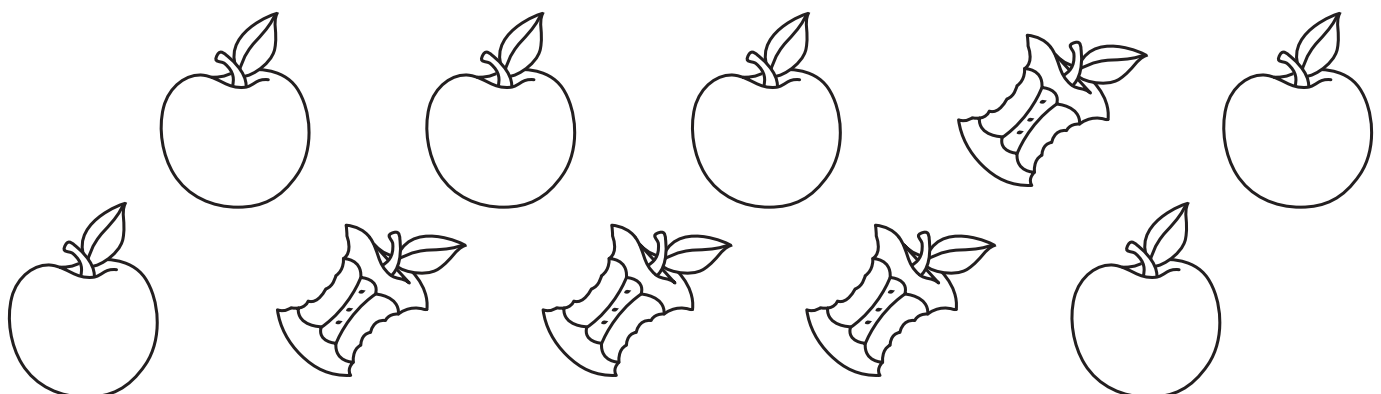
**9 manzanas  
Comemos 2.**



Quedan ..... manzanas.

2.

**10 manzanas  
Comemos 4.**

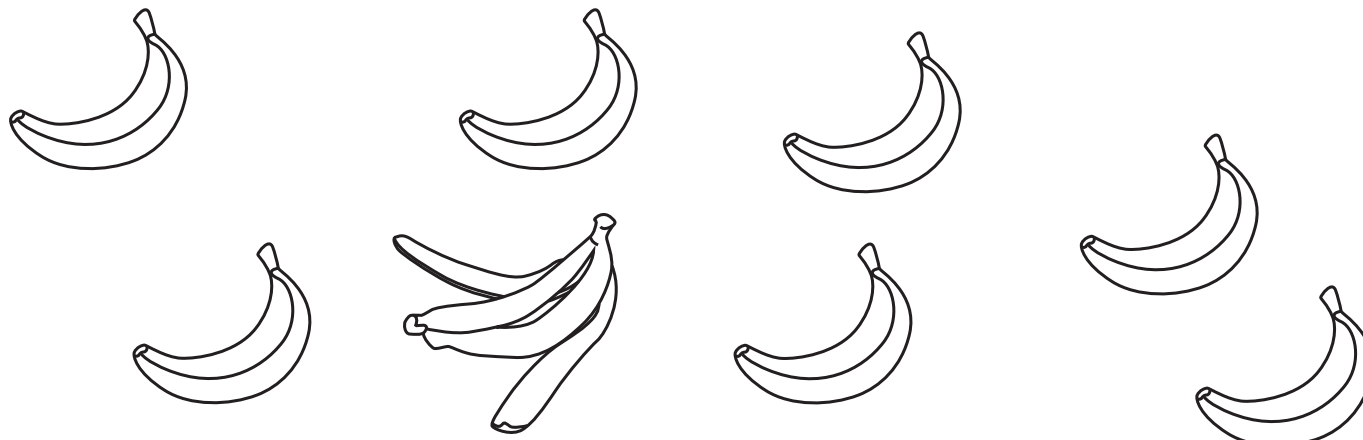


Quedan ..... manzanas.

¿Cuántos 🍌 quedan?

3.

**8 plátanos**  
**Comemos 1.**



Quedan \_\_\_\_\_ plátanos.

4.



**7 plátanos**  
**Comemos 2.**



Quedan \_\_\_\_\_ plátanos.

## OAInf-36 Restar de 10 con objetos

Utiliza bloques.

- Representa las  en la tabla.
- Indica cuántas  saltan del tronco.
- ¿Cuántas quedan?

1.

**10**  están sentadas. **3**  saltan.


Quedan \_\_\_\_\_ .

2.

**10**  están sentadas. **2**  saltan.


Quedan \_\_\_\_\_ .

Utiliza bloques.

Representa las  en la tabla.

Indica cuántas  saltan del tronco.

¿Cuántas quedan?



3.


$$10 \text{  - 4 \text{  = \underline{\hspace{2cm}} \text{ $$

4.


$$10 \text{  - 6 \text{  = \underline{\hspace{2cm}} \text{ $$

Utiliza bloques.

- Representa las  en la tabla.
- Indica cuántas  saltan del tronco.
- ¿Cuántas quedan?

5.


$$10 \text{  - 7 \text{  = \underline{\hspace{2cm}} \text{ $$

6.


$$10 \text{  - 5 \text{  = \underline{\hspace{2cm}} \text{ $$

## OAlnf-37 Restar hasta 10 con objetos

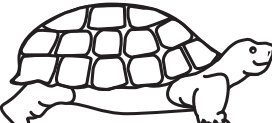
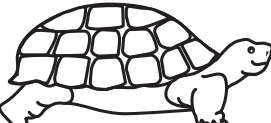
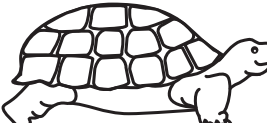
Utiliza bloques.

Representa las  en la tabla.

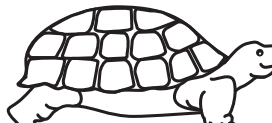
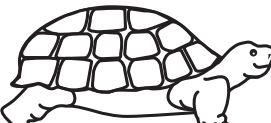
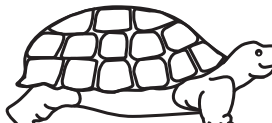
Indica cuántas  se van.



¿Cuántas quedan?

1.





$$9 \text{  - 1 \text{  = \underline{\hspace{2cm}} \text{ $$

2.





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

- Utiliza bloques para representar 
- ¿Cuántos  quedan?

3.


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

4.


$$7 \text{  } - 3 \text{  } = \underline{\hspace{2cm}} \text{  }$$

Utiliza bloques para representar  .

¿Cuántos quedan?






5.

$$8 \text{  } - 5 \text{  } = \underline{\hspace{2cm}} \text{  }$$

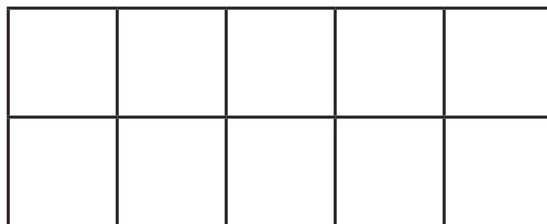
6.

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

## OAInf-38 Restar hasta 10 con dibujos

- Dibuja  para representar .
- Tacha  para representar las  que comemos.
- ¿Cuántas  quedan?

1.






$$10 \text{  } - 4 \text{  } = \underline{\hspace{2cm}} \text{  }$$

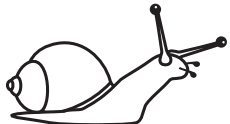

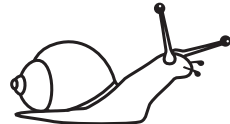
2.



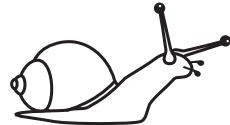
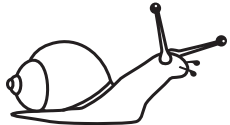
$$8 \text{  } - 2 \text{  } = \underline{\hspace{2cm}} \text{  }$$




- Dibuja ○ para representar .
- Tacha ○ para representar los  que se van.
- ¿Cuántos  quedan?

3.





$$7 \text{  } - 5 \text{  } = \underline{\hspace{2cm}} \text{  }$$

4.





$$9 \text{  } - 6 \text{  } = \underline{\hspace{2cm}} \text{  }$$

- Dibuja ○ para representar .
- Tacha ○ para representar los  que se van.
- ¿Cuántos  quedan?

5.

$$6 \text{  } - 3 \text{  } = \underline{\hspace{2cm}} \text{  }$$

6.

$$8 \text{  } - 4 \text{  } = \underline{\hspace{2cm}} \text{  }$$

## OAlnf-39 Restar hasta 10

Resta.

Dibuja ○ o utiliza bloques.

1.


$$10 - 3 = \underline{\quad}$$

2.


$$9 - 5 = \underline{\quad}$$

3.


$$7 - 6 = \underline{\quad}$$

Resta.

4.


$$8 - 3 = \underline{\quad}$$

5.


$$6 - 5 = \underline{\quad}$$

6.


$$10 - 7 = \underline{\quad}$$

Resta.

7.

$$6 - 4 = \underline{\quad}$$

8.

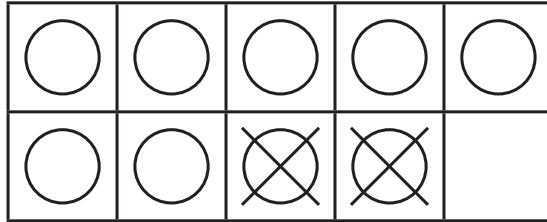
$$10 - 6 = \underline{\quad}$$

9.

$$8 - 5 = \underline{\quad}$$

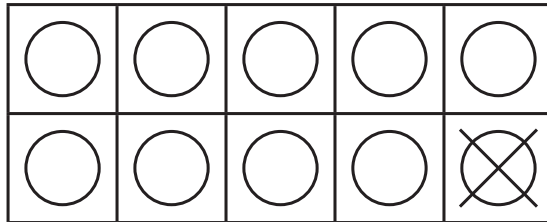
**OAInf-40 Escribir restas hasta 10** Escribe la resta.

1.



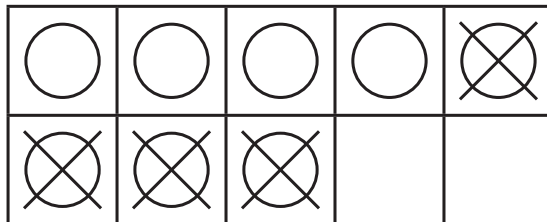
$$9 - \underline{2} = \underline{\quad}$$

2.



$$10 - \underline{\quad} = \underline{\quad}$$

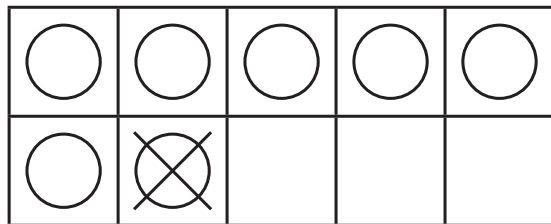
3.



$$8 - \underline{\quad} = \underline{\quad}$$

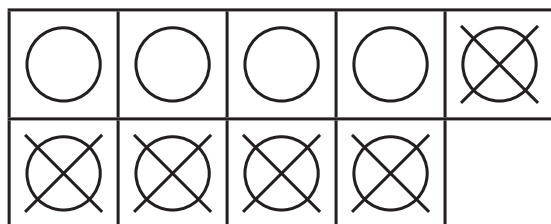
Escribe la resta.

4.



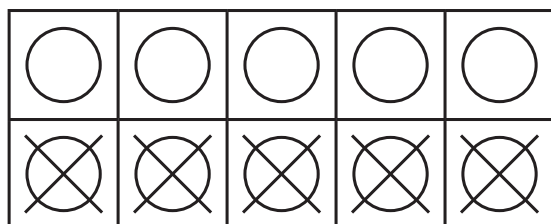
$$\underline{7} - \underline{\quad} = \underline{\quad}$$

5.



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

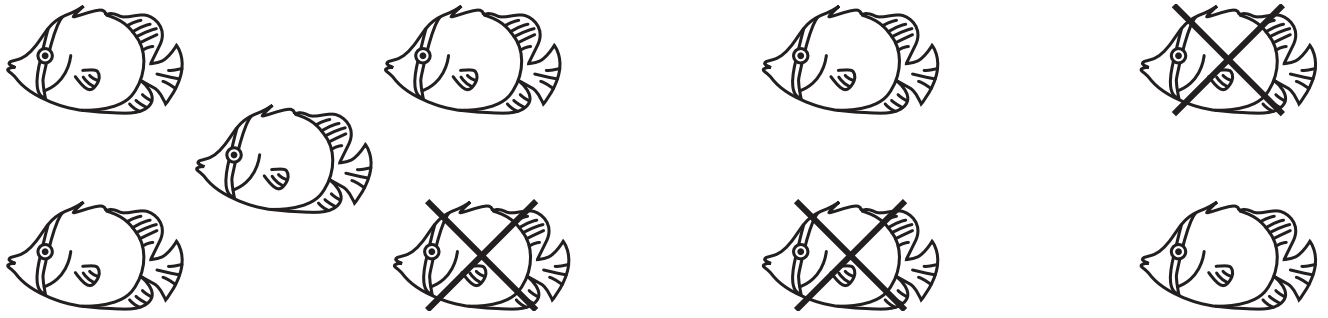
6.



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

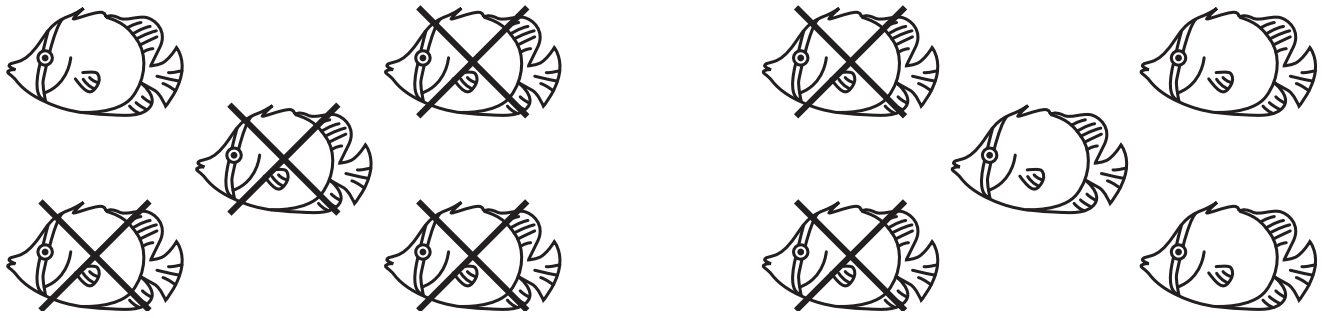
Escribe la resta.

7.



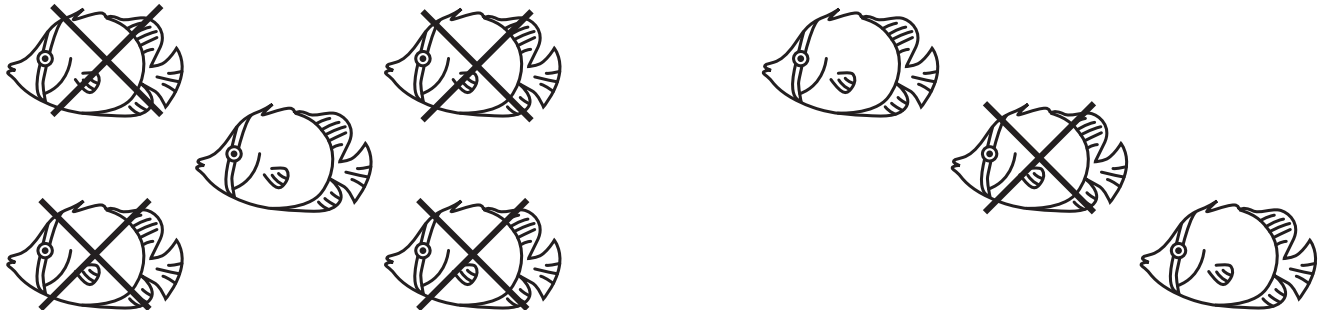
$$\underline{\quad 9 \quad} - \underline{\quad \quad} = \underline{\quad \quad}$$

8.



$$\underline{\quad \quad} - \underline{\quad \quad} = \underline{\quad \quad}$$

9.



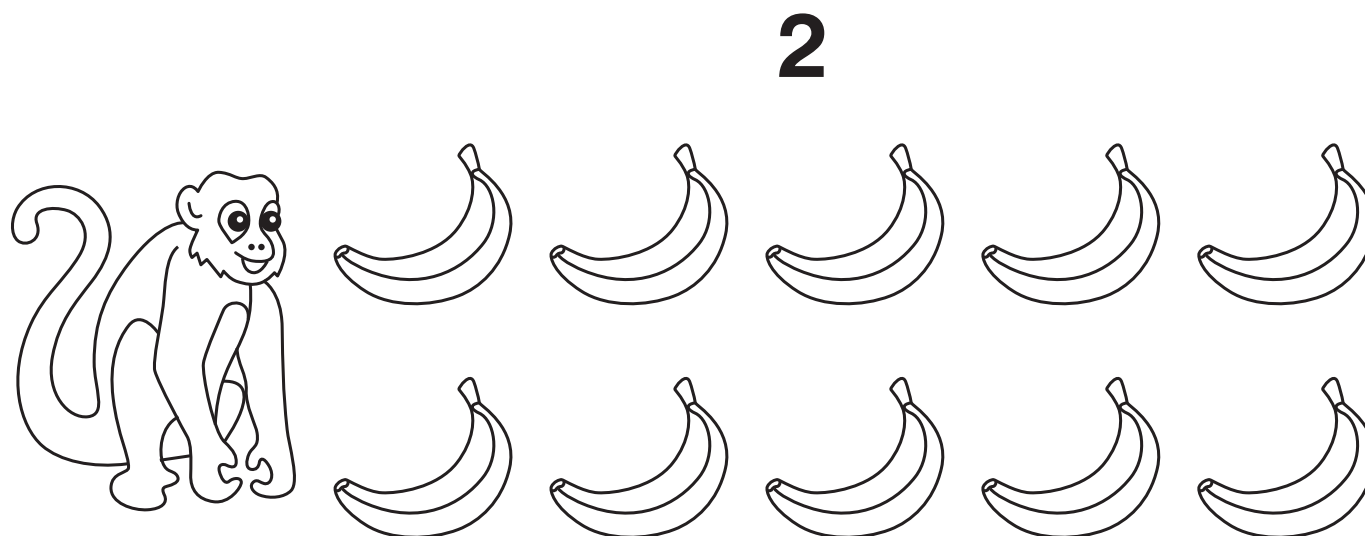
$$\underline{\quad \quad} - \underline{\quad \quad} = \underline{\quad \quad}$$

Tacha los 🍌 que come el mono.

¿Cuántos 🍌 quedan?

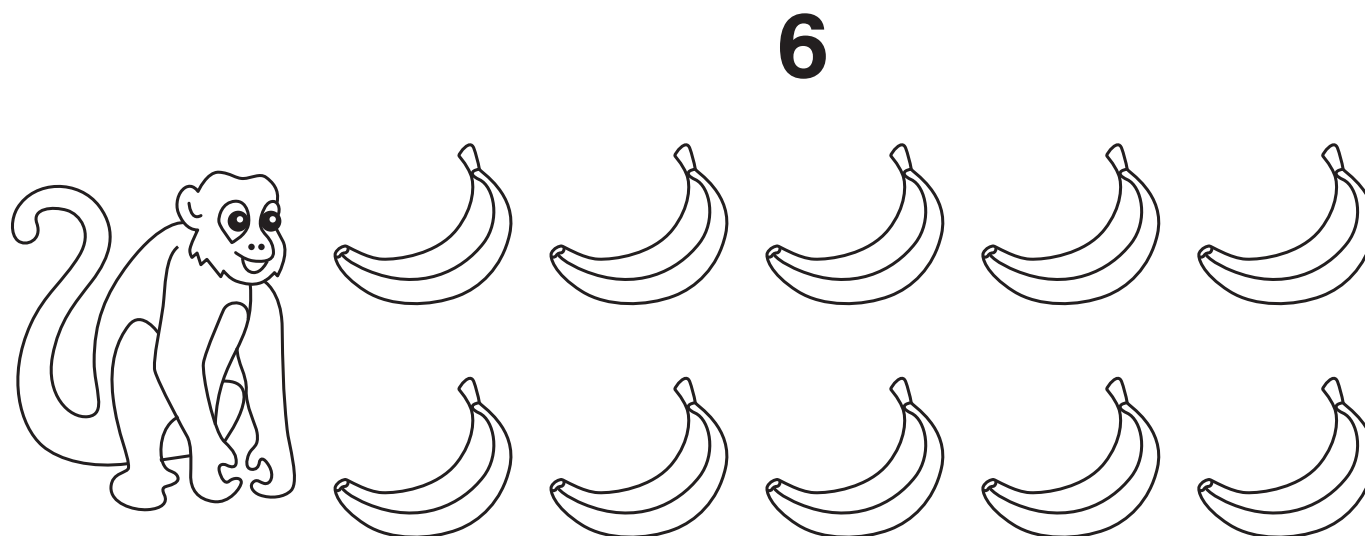
Escribe la resta.

10.



$$\underline{10} - \underline{\quad} = \underline{\quad}$$

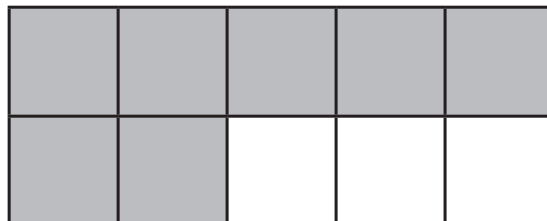
11.



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

**OAlnf-41 Componer el 10** ¿Con cuántos más obtenemos 10?

1.



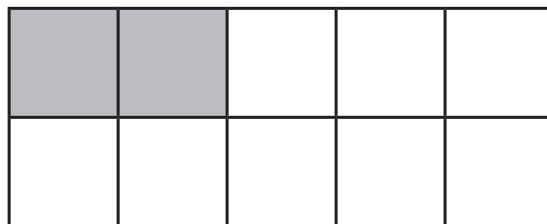
$$7 + \underline{\quad\quad\quad} = 10$$

2.



$$8 + \underline{\quad\quad\quad} = 10$$

3.

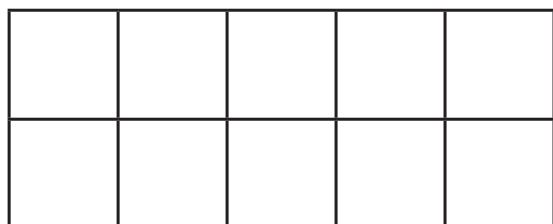


$$2 + \underline{\quad\quad\quad} = 10$$

Colorea el primer número.

¿Con cuántos más obtenemos 10?

4.



$$6 + \underline{\hspace{2cm}} = 10$$

5.



$$5 + \underline{\hspace{2cm}} = 10$$

6.

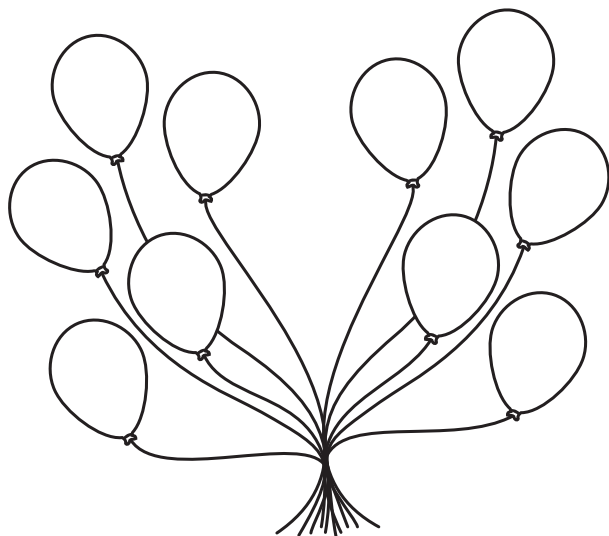


$$3 + \underline{\hspace{2cm}} = 10$$

Colorea el primer número.

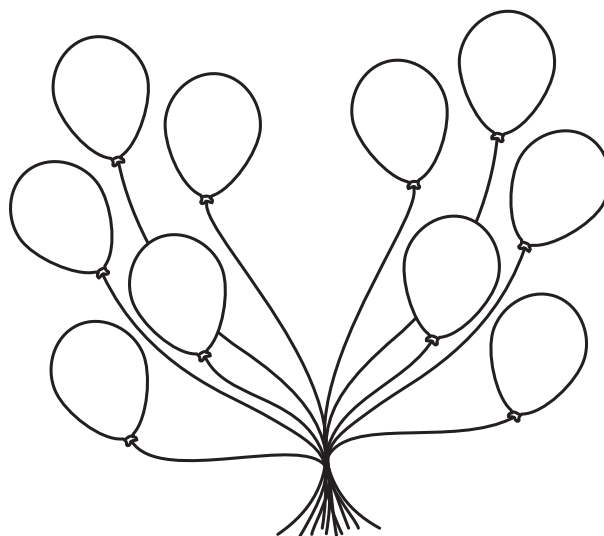
¿Con cuántos más obtenemos 10?

7.



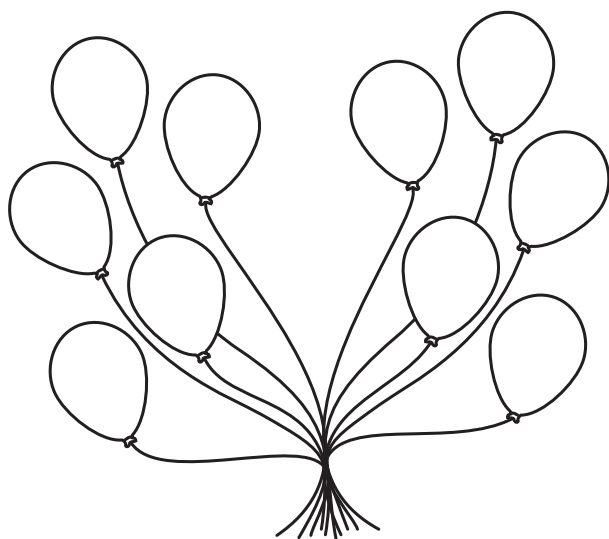
$$4 + \underline{\quad} = 10$$

8.



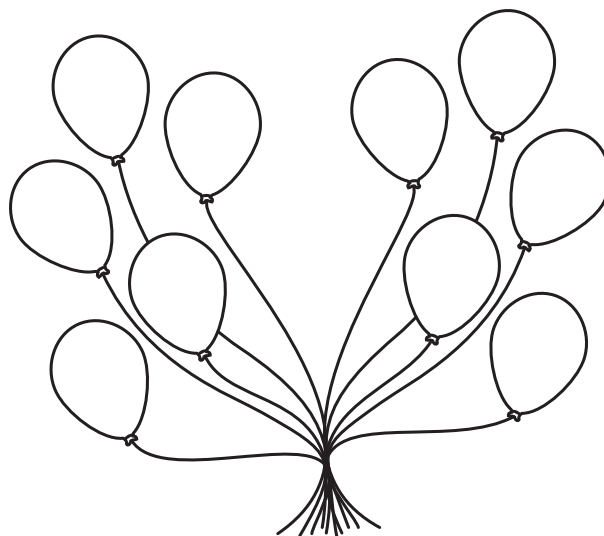
$$9 + \underline{\quad} = 10$$

9.



$$2 + \underline{\quad} = 10$$

10.



$$3 + \underline{\quad} = 10$$



**OAInf-42 Contar hasta 100 a partir de un número** Cuenta hasta 35.

1.

1 2 3 4 5

6 7 8 9 10

11 12 13 14 15

16 17 18 19 20

21 22 23 24 25

26 27 28 29 30

31 32 33 34 35



2.

36 37 38 39 40

41 42 43 44 45

46 47 48 49 50

51 52 53 54 55

56 57 58 59 60

61 62 63 64 65

66 67 68 69 70

Cuenta hasta 100.

3.

71 72 73 74 75

76 77 78 79 80

81 82 83 84 85

86 87 88 89 90

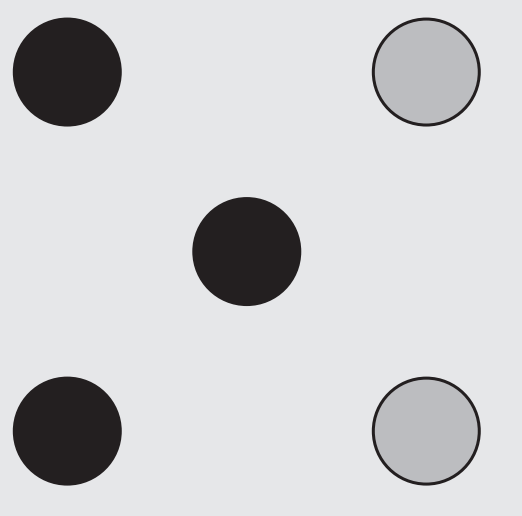
91 92 93 94 95

96 97 98 99 100

# OAlnf-43 Sumar números pequeños

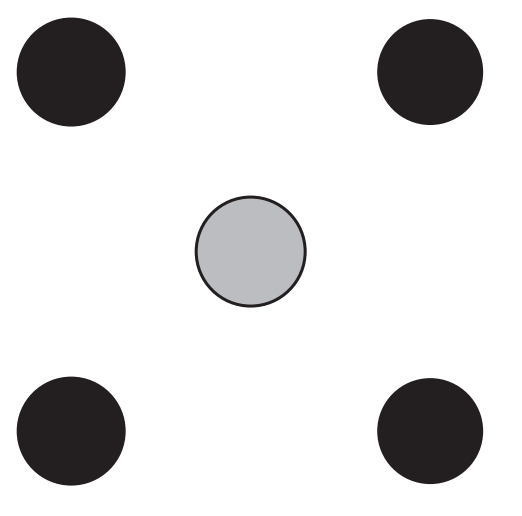
¿Qué suma ves?

1.



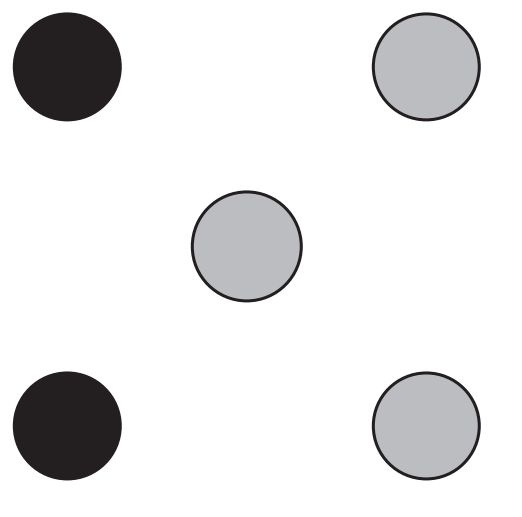
  3   +   2  

2.



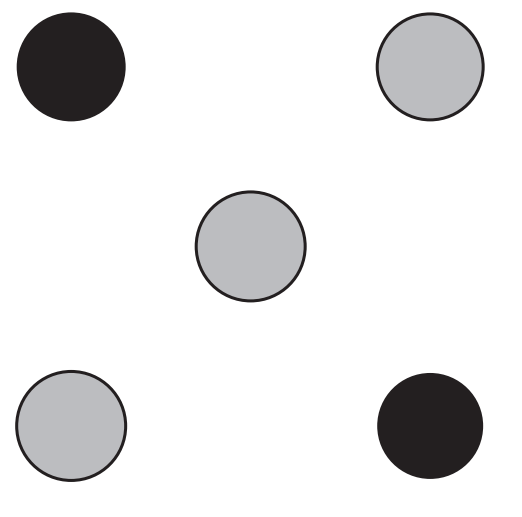
       +       

3.



       +       

4.



       +       

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¿Qué suma ves?

5.

\_\_\_\_\_ + \_\_\_\_\_

6.

\_\_\_\_\_ + \_\_\_\_\_

7.

\_\_\_\_\_ + \_\_\_\_\_

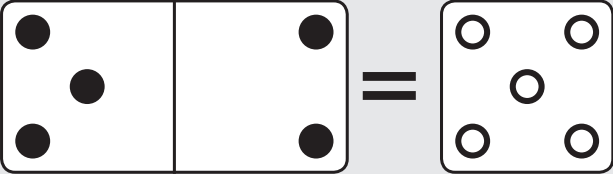
8.

\_\_\_\_\_ + \_\_\_\_\_

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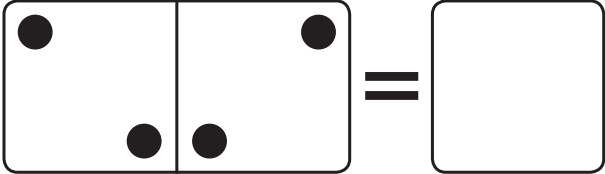
Dibuja puntos y suma.

9.



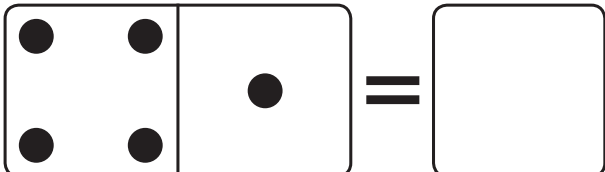
$3 + 2 = \underline{5}$

10.



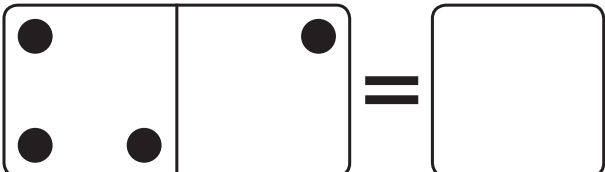
$2 + 2 = \underline{\quad}$

11.



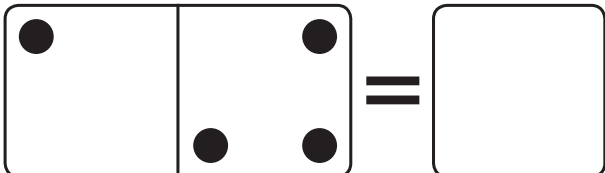
$4 + 1 = \underline{\quad}$

12.



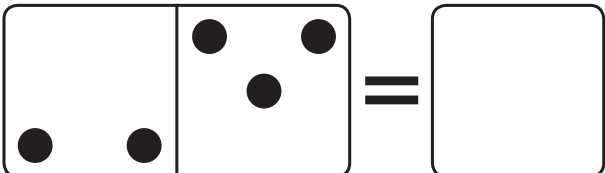
$3 + 1 = \underline{\quad}$

13.



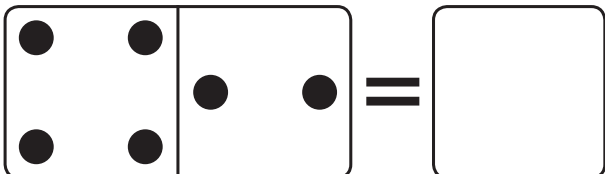
$1 + 3 = \underline{\quad}$

14.



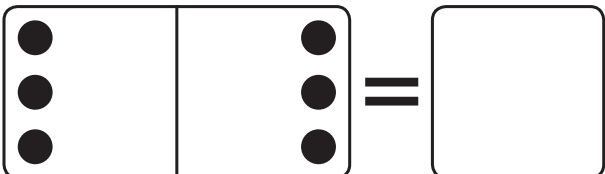
$2 + 3 = \underline{\quad}$

15. EXTRA



$4 + 2 = \underline{\quad}$

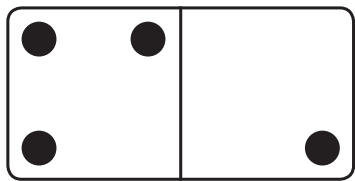
16. EXTRA



$3 + 3 = \underline{\quad}$

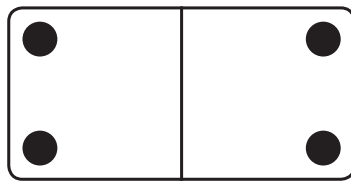
Suma.

17.



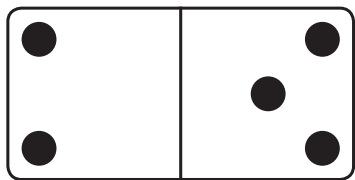
$$3 + 1 = \underline{\quad}$$

18.



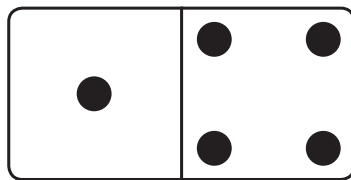
$$2 + 2 = \underline{\quad}$$

19.



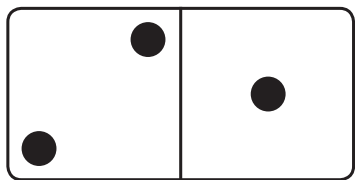
$$2 + 3 = \underline{\quad}$$

20.



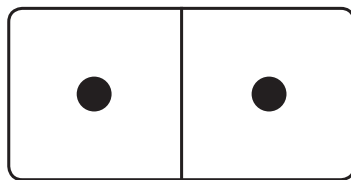
$$1 + 4 = \underline{\quad}$$

21.



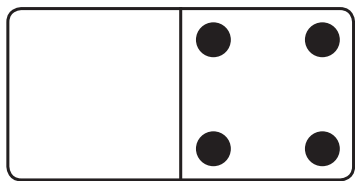
$$2 + 1 = \underline{\quad}$$

22.



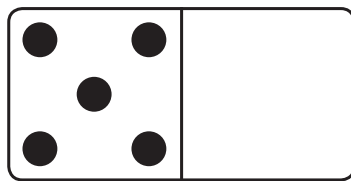
$$1 + 1 = \underline{\quad}$$

23. EXTRA



$$0 + 4 = \underline{\quad}$$

24. EXTRA



$$5 + 0 = \underline{\quad}$$

## OAlnf-44 Fluidez con la suma

---

Suma.

1.

$$2 + 3 = \underline{\quad}$$

2.

$$1 + 2 = \underline{\quad}$$

3.

$$4 + 1 = \underline{\quad}$$

4.

$$2 + 1 = \underline{\quad}$$

5.

$$1 + 1 = \underline{\quad}$$

6.

$$3 + 2 = \underline{\quad}$$

7.

$$3 + 0 = \underline{\quad}$$

8.

$$1 + 4 = \underline{\quad}$$

9.

$$1 + 3 = \underline{\quad}$$

10.

$$3 + 1 = \underline{\quad}$$

11.

$$2 + 2 = \underline{\quad}$$

12.

$$0 + 3 = \underline{\quad}$$

13.

$$5 + 0 = \underline{\quad}$$

14.

$$2 + 0 = \underline{\quad}$$

Suma.

15.

**3**  persiguen  
una pelota.

**2**  persiguen  
una pelota.

¿Cuántas mascotas hay en total?

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

16.

Pasan **2** .

Pasan **2**  más.

¿Cuántas hormigas pasan en total?

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

17.

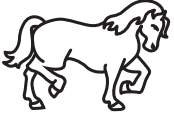

**3** conejos saltan. **1** conejo más salta.

¿Cuántos conejos saltan en total?

$$3 + 1 = \underline{\hspace{2cm}}$$

Suma.

18.

4  corren. 1  más corre.  
¿Cuántos caballos corren?

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

19.

1 niño lee. 2 niñas leen.  
¿Cuántos niños leen en total?

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

20.

Ana ve 2 árboles. Nico ve 1 árbol.  
¿Cuántos árboles ven en total?

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

# OAInf-45 Restar números pequeños

¿Qué resta ves?

1.

$5 - 2$

2.

\_\_\_\_\_ - \_\_\_\_\_

3.

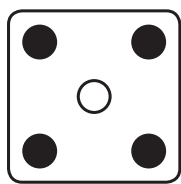
\_\_\_\_\_ - \_\_\_\_\_

4.

\_\_\_\_\_ - \_\_\_\_\_

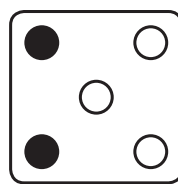
Resta.

5.



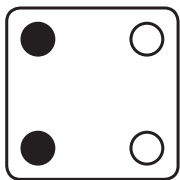
$$5 - 1 = \underline{\hspace{2cm}}$$

6.



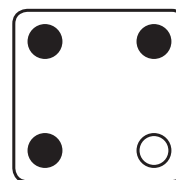
$$5 - 3 = \underline{\hspace{2cm}}$$

7.



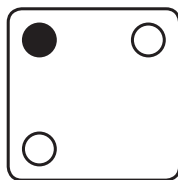
$$4 - 2 = \underline{\hspace{2cm}}$$

8.



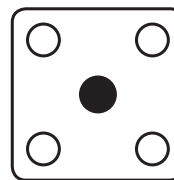
$$4 - 1 = \underline{\hspace{2cm}}$$

9.



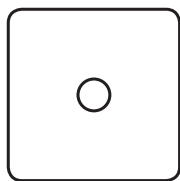
$$3 - 2 = \underline{\hspace{2cm}}$$

10.



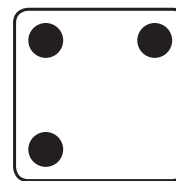
$$5 - 4 = \underline{\hspace{2cm}}$$

11.



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

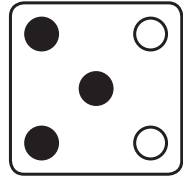
12.



$$3 - 0 = \underline{\hspace{2cm}}$$

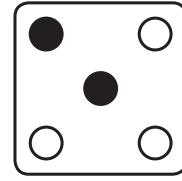
Resta.

13.



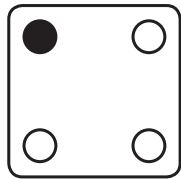
$$5 - 2 = \underline{\quad}$$

14.



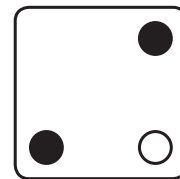
$$5 - 3 = \underline{\quad}$$

15.



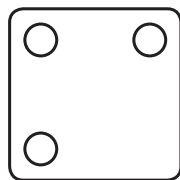
$$4 - 3 = \underline{\quad}$$

16.



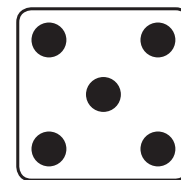
$$3 - 1 = \underline{\quad}$$

17.



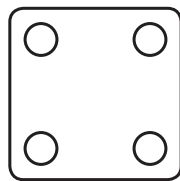
$$3 - 3 = \underline{\quad}$$

18.



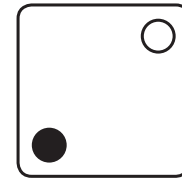
$$5 - 0 = \underline{\quad}$$

19.



$$4 - 4 = \underline{\quad}$$

20.



$$2 - 1 = \underline{\quad}$$

## OAlnf-46 Fluidez con la resta

---

Resta.

1.

$$3 - 2 = \underline{\quad}$$

2.

$$2 - 1 = \underline{\quad}$$

3.

$$4 - 1 = \underline{\quad}$$

4.

$$4 - 2 = \underline{\quad}$$

5.

$$1 - 1 = \underline{\quad}$$

6.

$$5 - 1 = \underline{\quad}$$

7.

$$3 - 0 = \underline{\quad}$$

8.

$$4 - 3 = \underline{\quad}$$

9.

$$5 - 3 = \underline{\quad}$$

10.

$$3 - 1 = \underline{\quad}$$

11.

$$2 - 2 = \underline{\quad}$$

12.

$$5 - 2 = \underline{\quad}$$

13.

$$5 - 0 = \underline{\quad}$$

14.

$$5 - 4 = \underline{\quad}$$

Resta.

15.

**3**  suben por una pared.

**2**  se caen.

¿Cuántas hormigas hay ahora en la pared?

$$3 - 2 = \underline{5}$$

16.

**4**  suben a un tronco.

**3**  se van.

¿Cuántas ranas hay ahora en el tronco?

$$4 - 3 = \underline{5}$$

17.

**4** niños juegan al pillapilla.

**1** niño se va.

¿Cuántos niños juegan ahora?

$$4 - 1 = \underline{5}$$

Resta.

18.

5  están  
durmiendo.

2  se  
despiertan.

¿Cuántos gatos duermen ahora?

$$\underline{\quad\quad\quad} - \underline{\quad\quad\quad} = \underline{\quad\quad\quad}$$

19.

4 niñas  
corren.

2 niñas se  
paran.

¿Cuántas niñas corren ahora?

$$\underline{\quad\quad\quad} - \underline{\quad\quad\quad} = \underline{\quad\quad\quad}$$

20.

5 pájaros  
vuelan.

1 pájaro se para  
a descansar.

¿Cuántos pájaros vuelan ahora?

$$\underline{\quad\quad\quad} - \underline{\quad\quad\quad} = \underline{\quad\quad\quad}$$

# OAlnf-47 Familias de números

¿Cuántos hay en total?

1.

2.

3.

¿Cuántos hay?

4.

5.

6.

¿Cuántos hay?

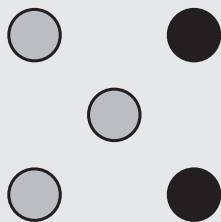
7.

8.

9.

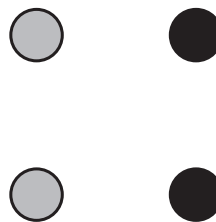
Escribe la suma.

10.



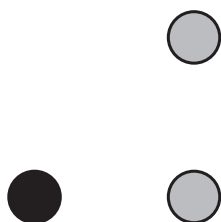
$$\underline{5} = \underline{3} + \underline{2}$$

11.



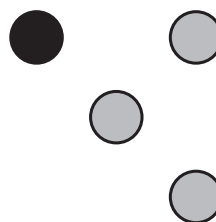
$$\underline{4} = \underline{\quad} + \underline{\quad}$$

12.



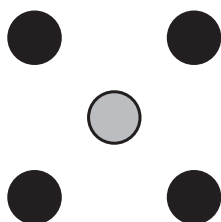
$$\underline{\quad} = \underline{\quad} + \underline{\quad}$$

13.



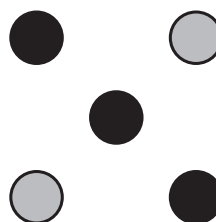
$$\underline{\quad} = \underline{\quad} + \underline{\quad}$$

14.



$$\underline{\quad} = \underline{\quad} + \underline{\quad}$$

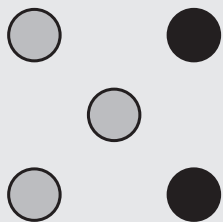
15.



$$\underline{\quad} = \underline{\quad} + \underline{\quad}$$

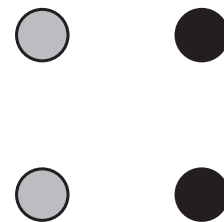
Escribe la resta.

16.



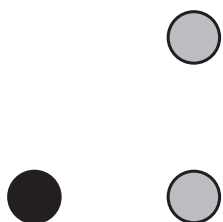
$$\underline{5} - \underline{3} = \underline{2}$$

17.



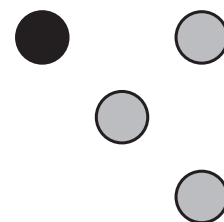
$$\underline{4} - \underline{\quad} = \underline{\quad}$$

18.



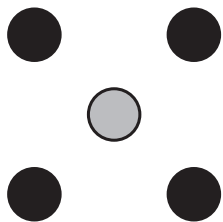
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

19.



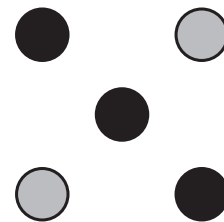
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

20.



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

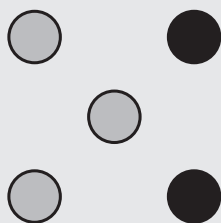
21.



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Escribe la suma y la resta.

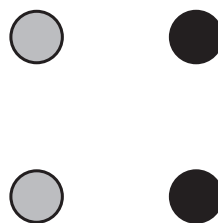
22.



$$\underline{5} = \underline{3} + \underline{2}$$

$$\underline{5} - \underline{3} = \underline{2}$$

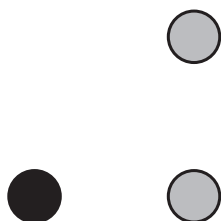
23.



$$\underline{4} = \underline{\quad} + \underline{\quad}$$

$$\underline{4} - \underline{\quad} = \underline{\quad}$$

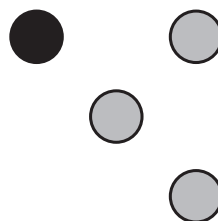
24.



$$\underline{\quad} = \underline{\quad} + \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

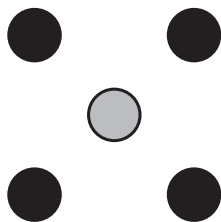
25.



$$\underline{\quad} = \underline{\quad} + \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

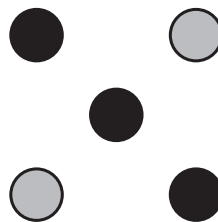
26.



$$\underline{\quad} = \underline{\quad} + \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

27.



$$\underline{\quad} = \underline{\quad} + \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

# OAlnf-48 Sumar números al 5

Dibuja puntos para completar.

1.

7

2.

8

3.

9

4.

10

5.

6

6.

7

7.

8

8.

9

Escribe el número que falta.

9.

$$5 + 0 = \underline{\quad}$$

$$5 + 1 = \underline{\quad}$$

$$5 + 2 = \underline{\quad}$$

$$5 + 3 = \underline{\quad}$$

$$5 + 4 = \underline{\quad}$$

$$5 + 5 = \underline{\quad}$$

10.

$$5 = 5 + \underline{\quad}$$

$$6 = 5 + \underline{\quad}$$

$$7 = 5 + \underline{\quad}$$

$$8 = 5 + \underline{\quad}$$

$$9 = 5 + \underline{\quad}$$

$$10 = 5 + \underline{\quad}$$

11.

$$5 + 2 = \underline{\quad}$$

$$5 + 4 = \underline{\quad}$$

$$5 + 1 = \underline{\quad}$$

$$5 + 5 = \underline{\quad}$$

$$5 + 3 = \underline{\quad}$$

$$5 + 0 = \underline{\quad}$$

12.

$$8 = 5 + \underline{\quad}$$

$$6 = 5 + \underline{\quad}$$

$$10 = 5 + \underline{\quad}$$

$$9 = 5 + \underline{\quad}$$

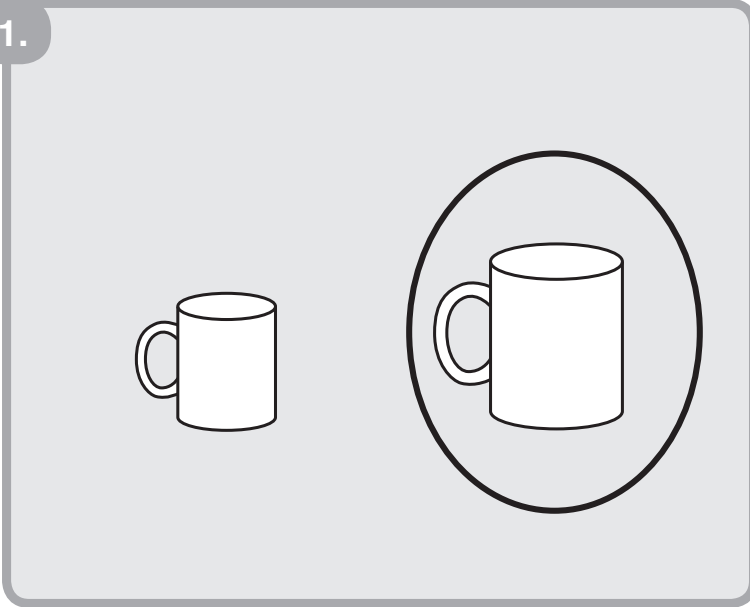
$$5 = 5 + \underline{\quad}$$

$$7 = 5 + \underline{\quad}$$

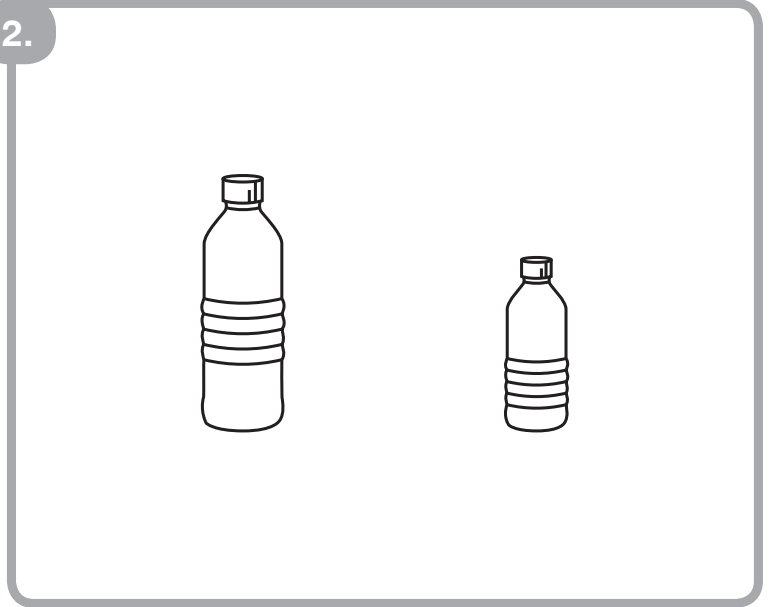
# MDInf-6 Capacidad

Rodea el que contenga más.

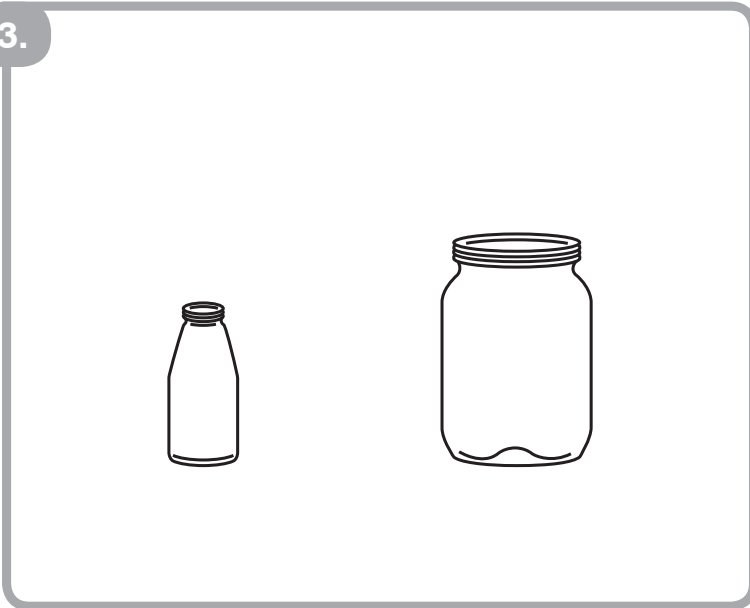
1.



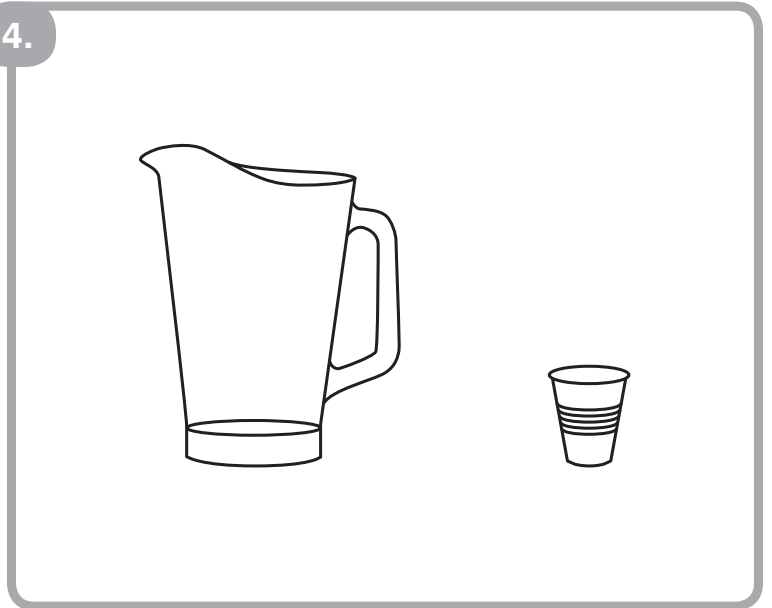
2.



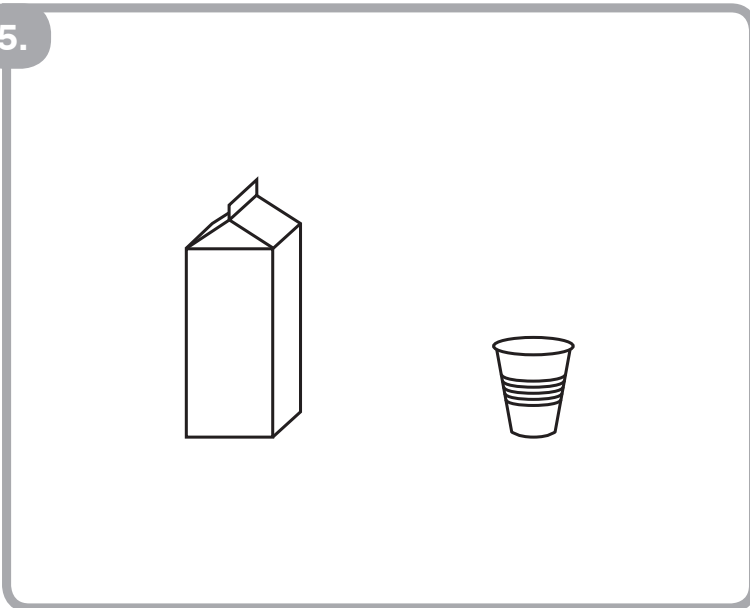
3.



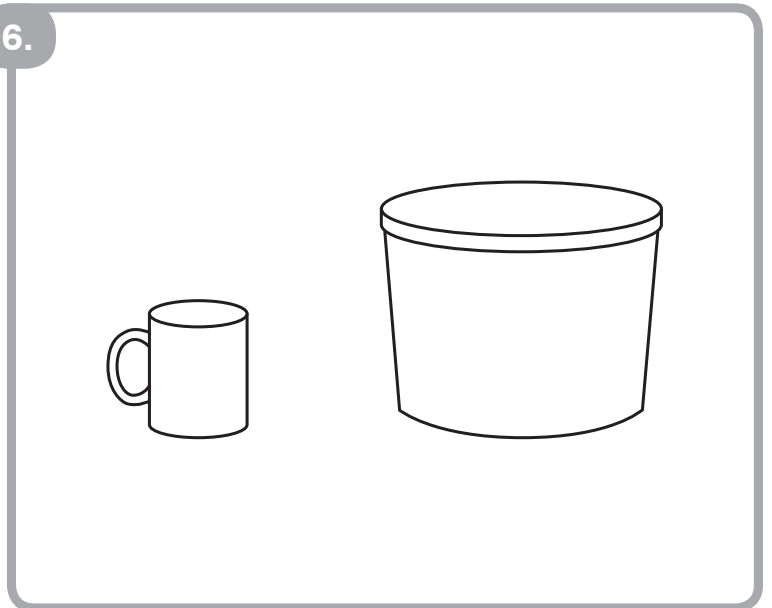
4.



5.

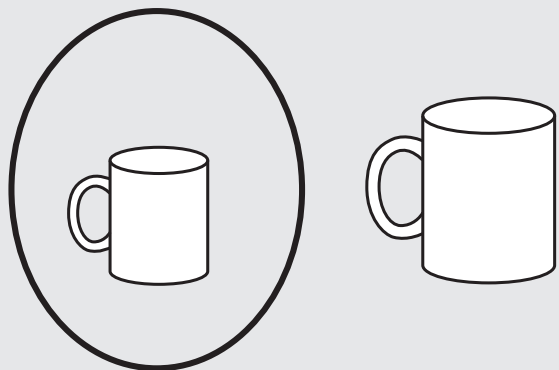


6.

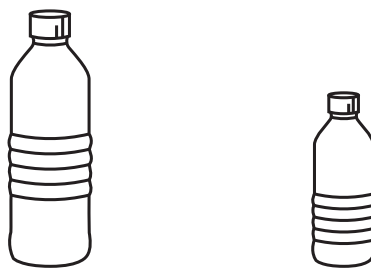


Rodea el que contenga menos.

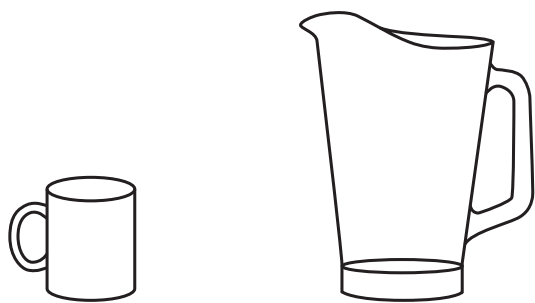
7.



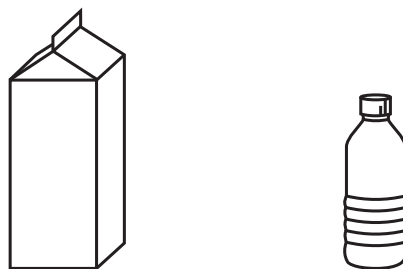
8.



9.



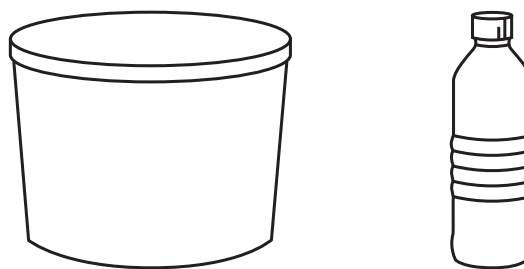
10.



11.



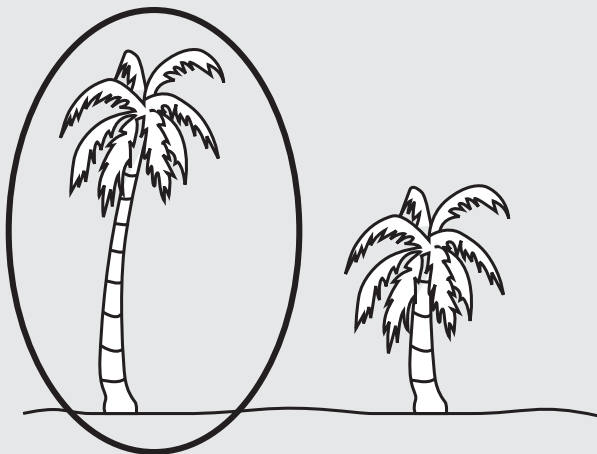
12. EXTRA



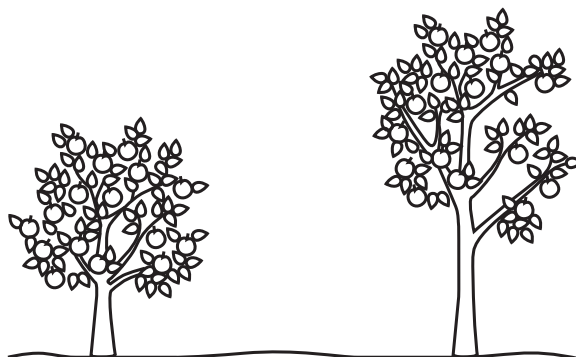
# MDInf-7 Altura

Rodea el más alto.

1.



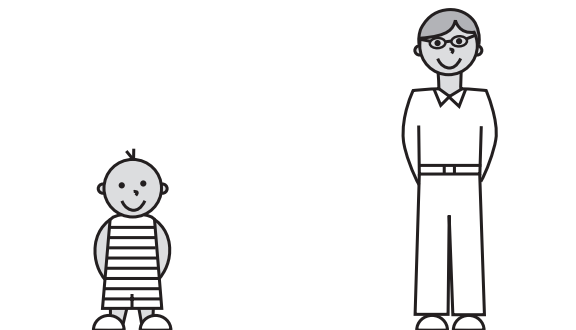
2.



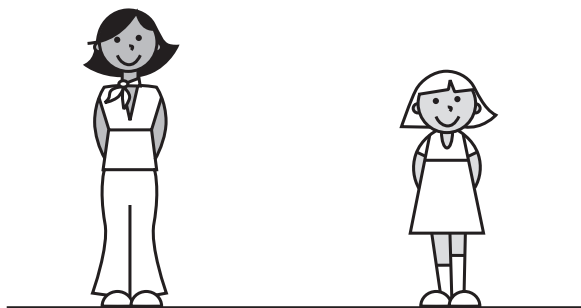
3.



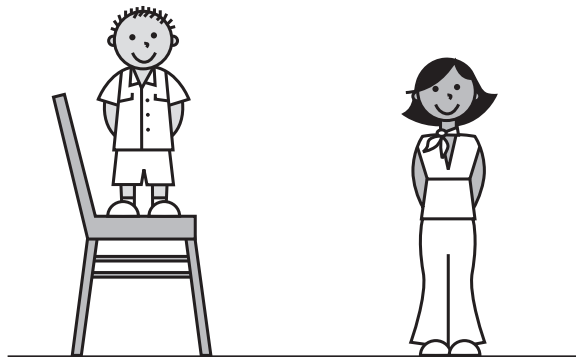
4.



5.

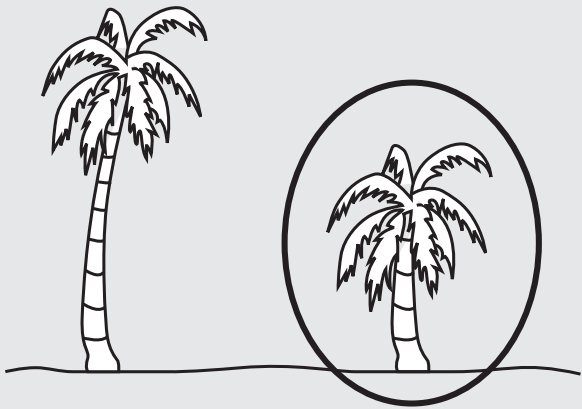


6. EXTRA

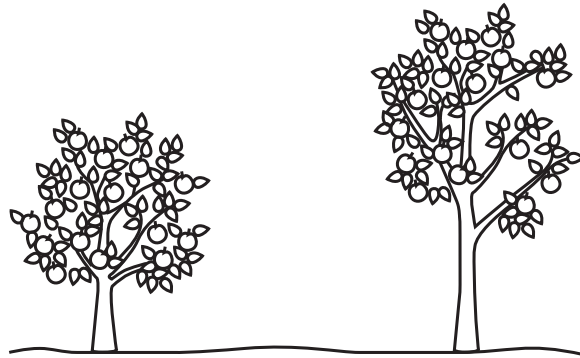


Rodea el más bajo.

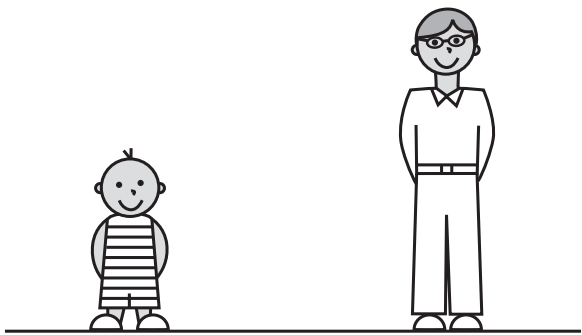
7.



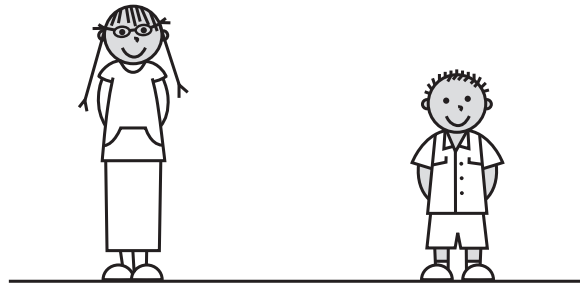
8.



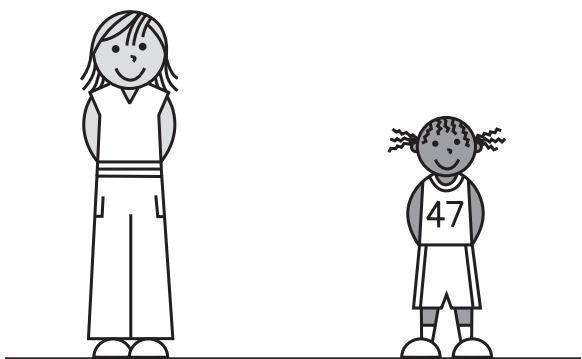
9.



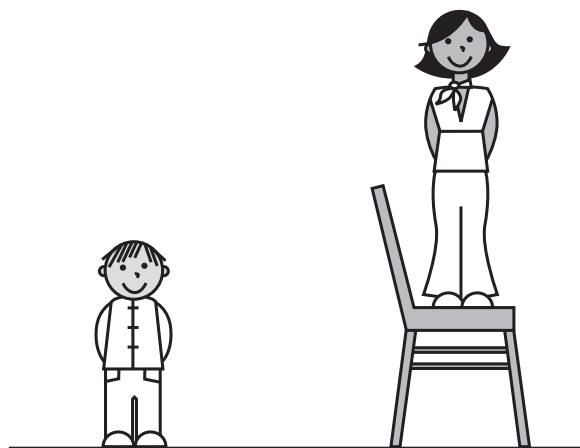
10.



11.



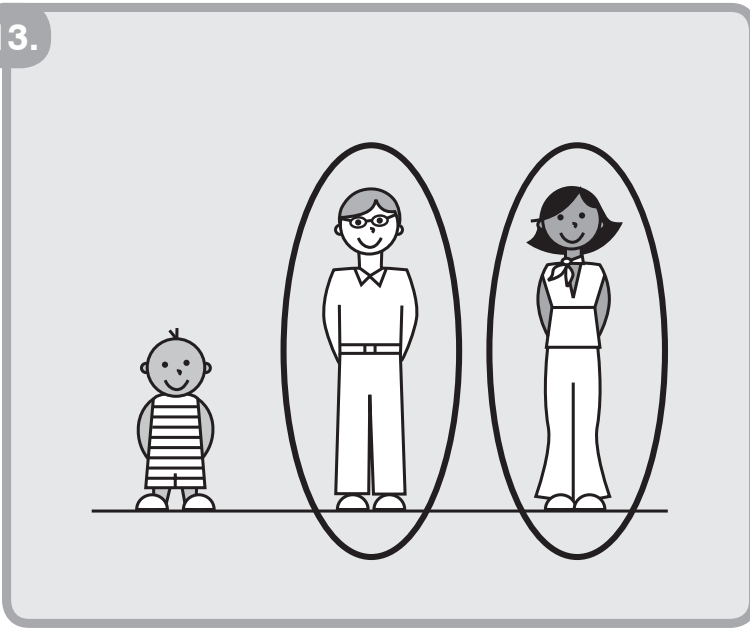
12. EXTRA



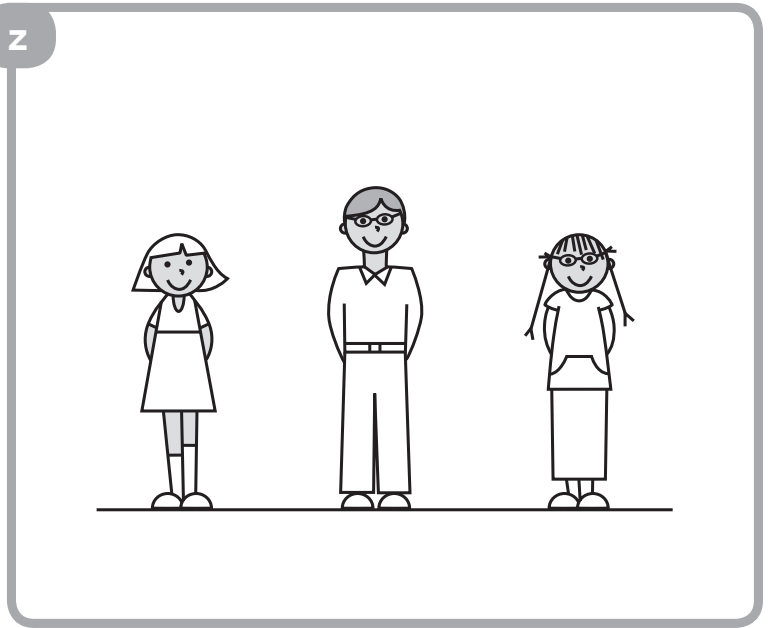
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Rodea los 2 que tengan la **misma altura**.

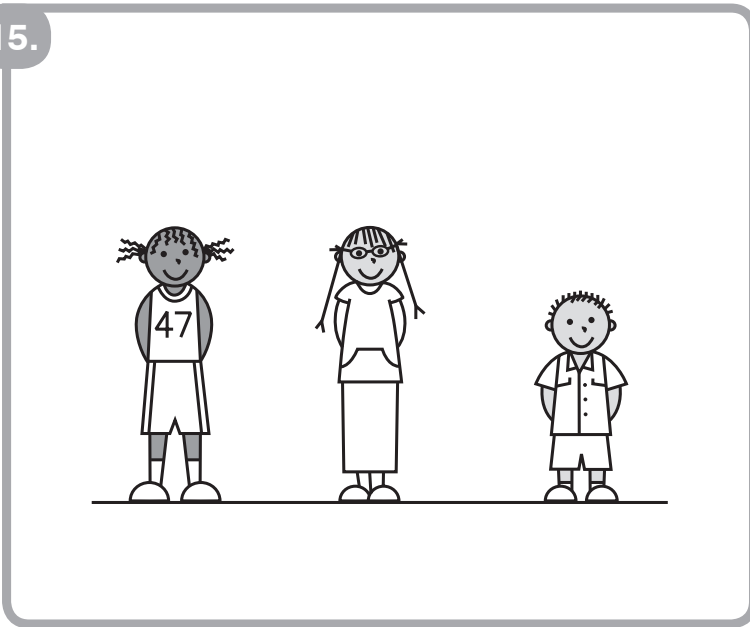
13.



2



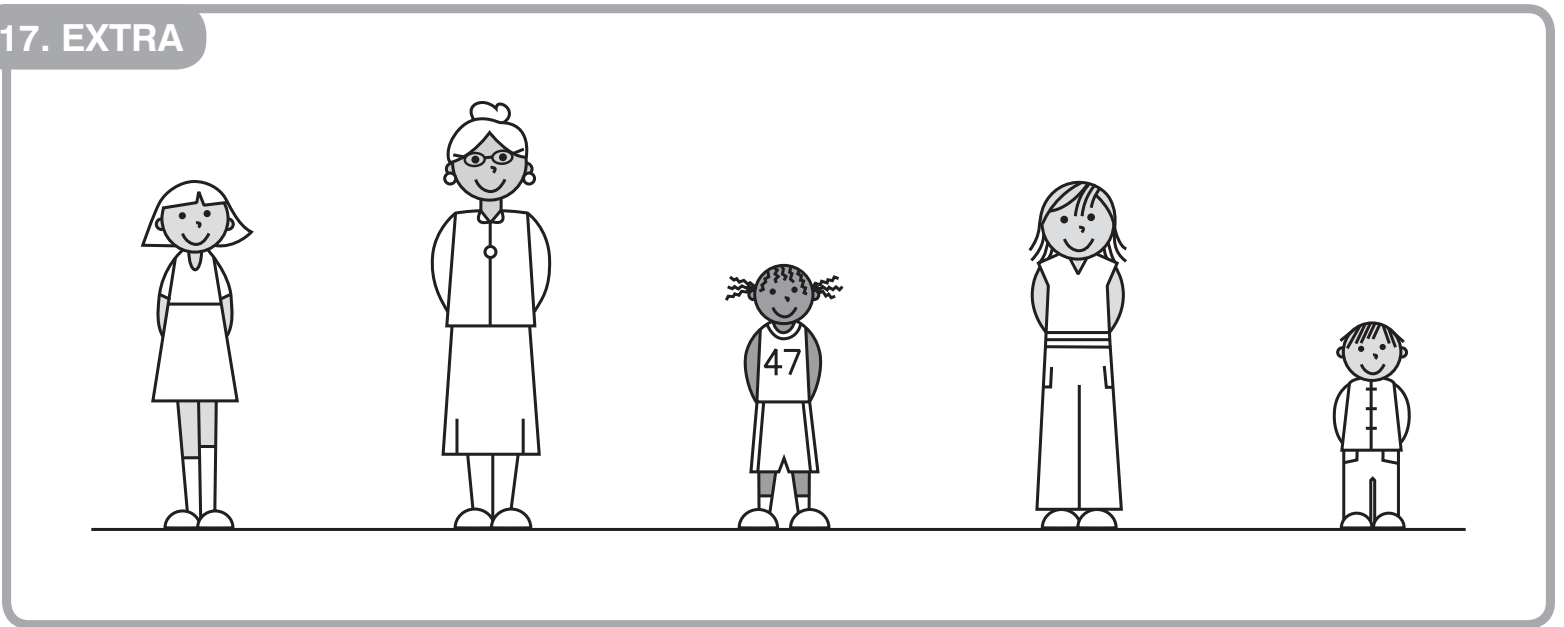
15.



16.



17. EXTRA

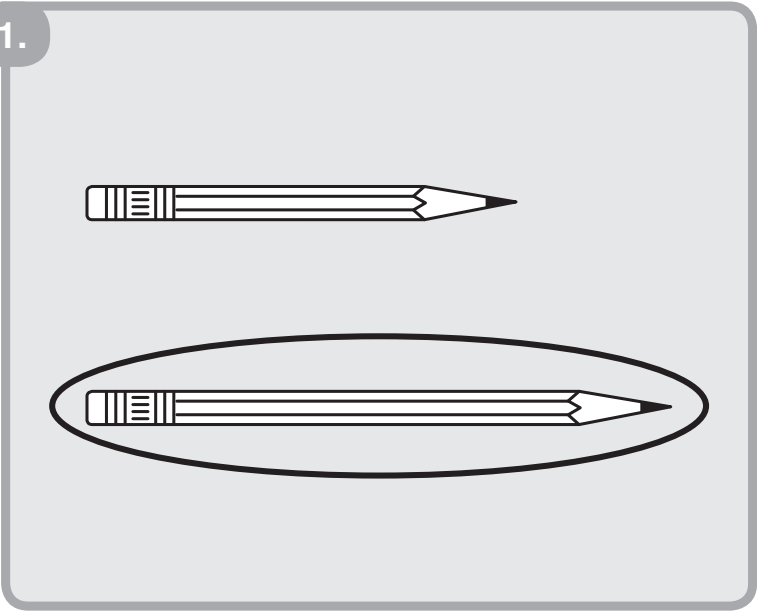


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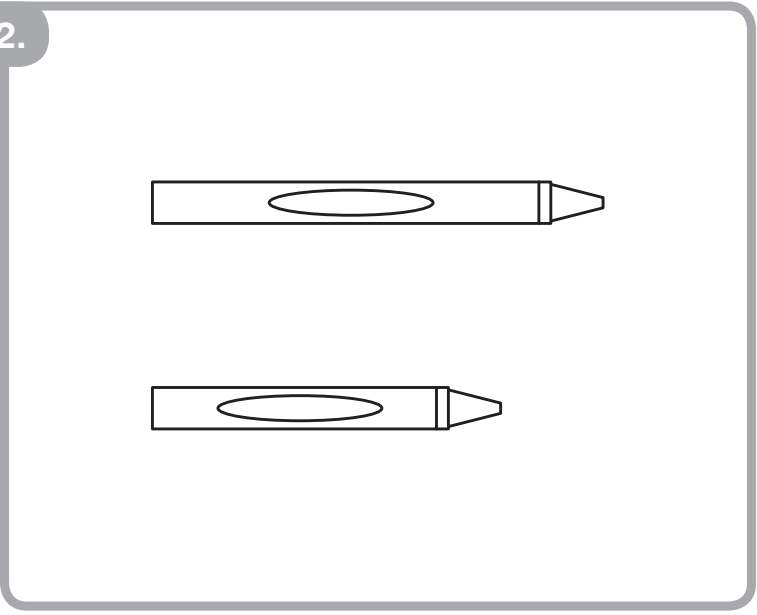
# MDInf-8 Longitud

Rodea el más largo.

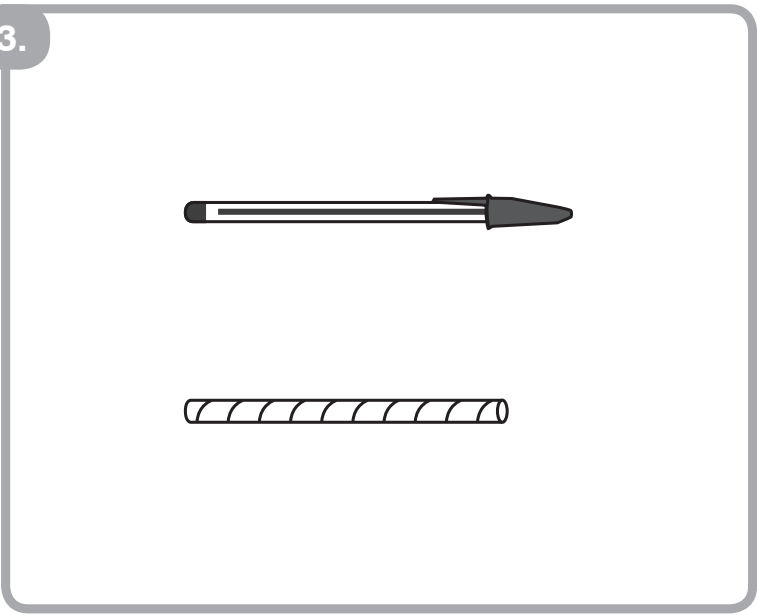
1.



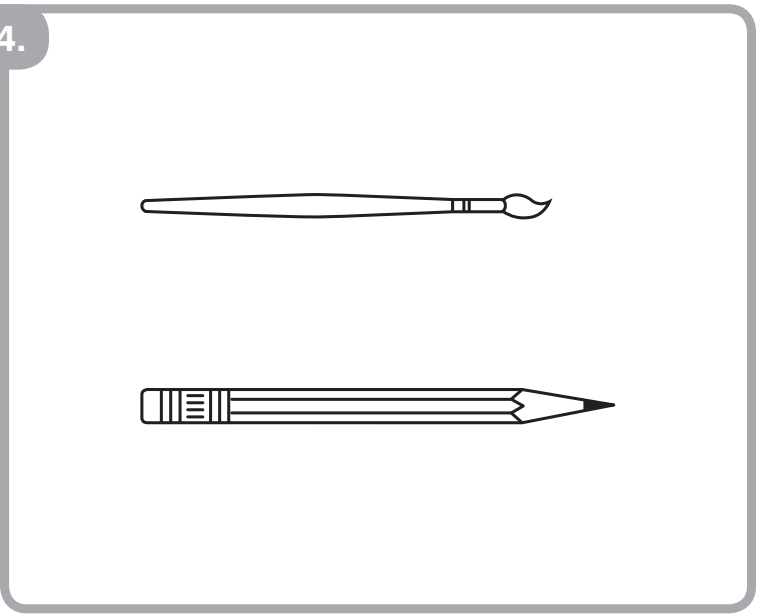
2.



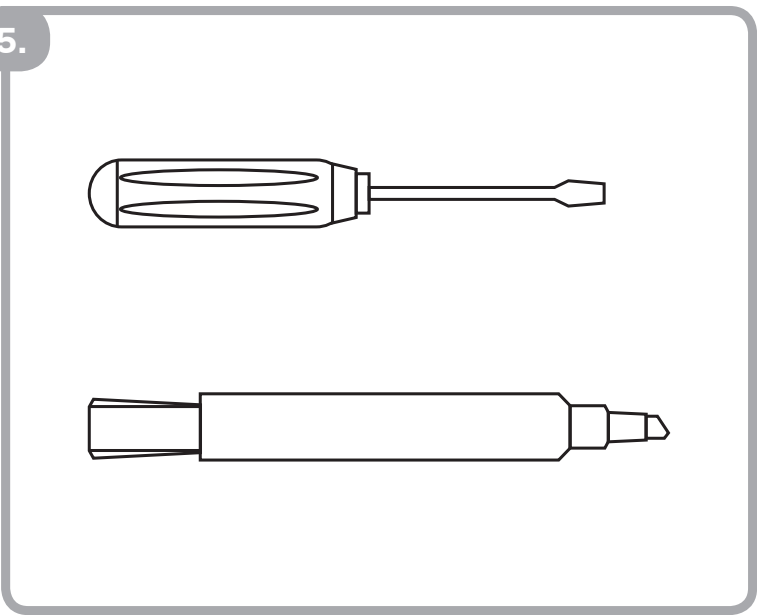
3.



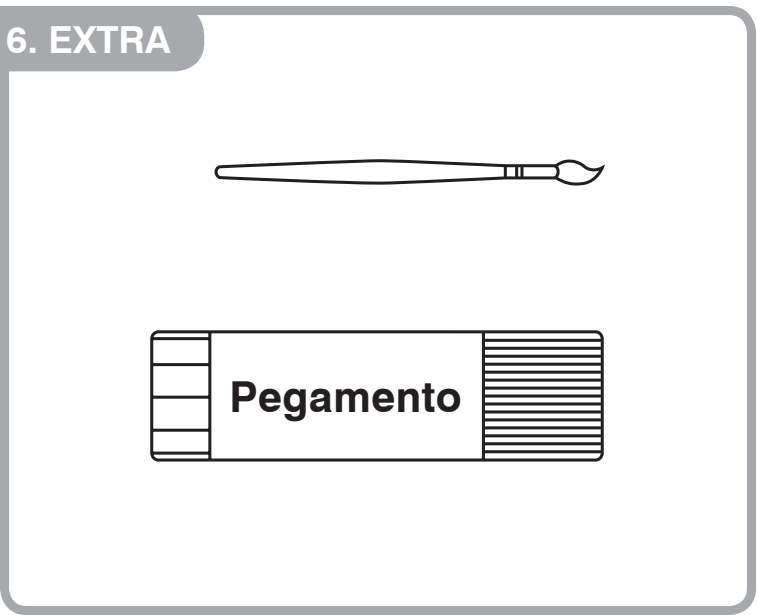
4.



5.



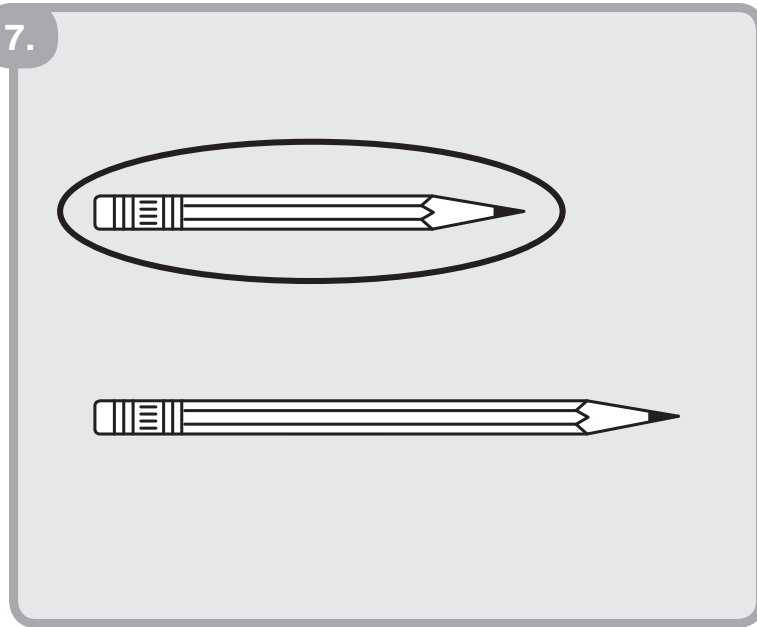
6. EXTRA



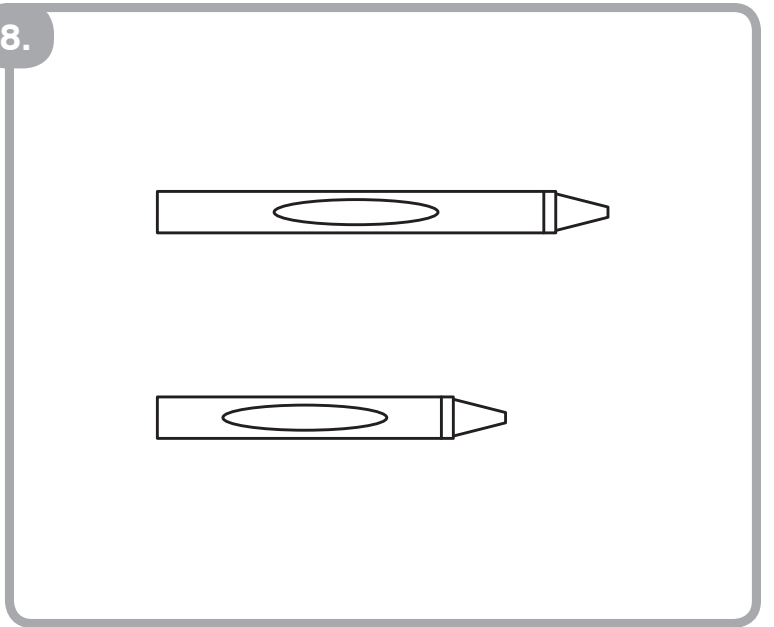
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Rodea el **más corto**.

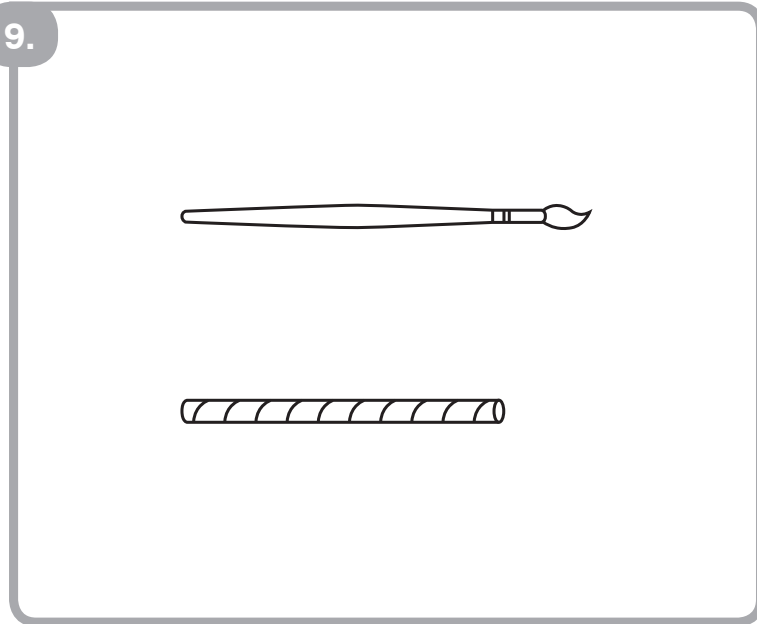
7.



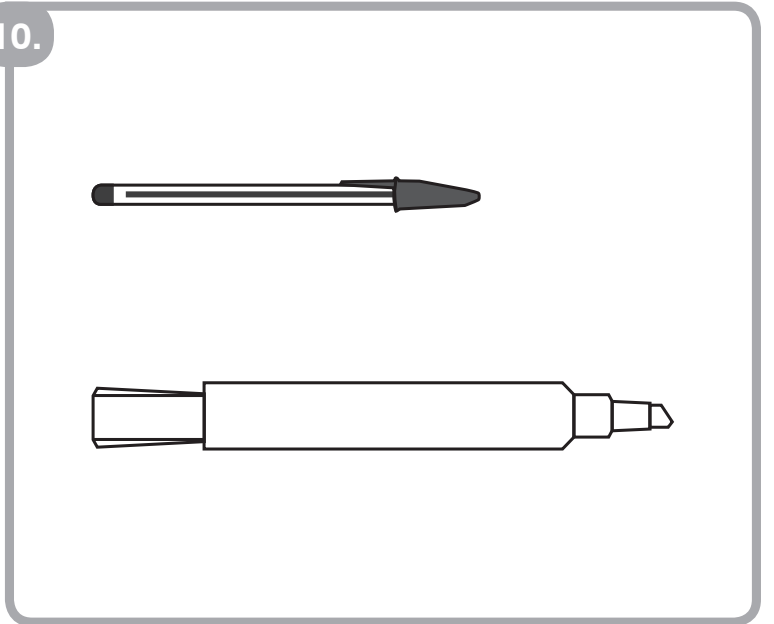
8.



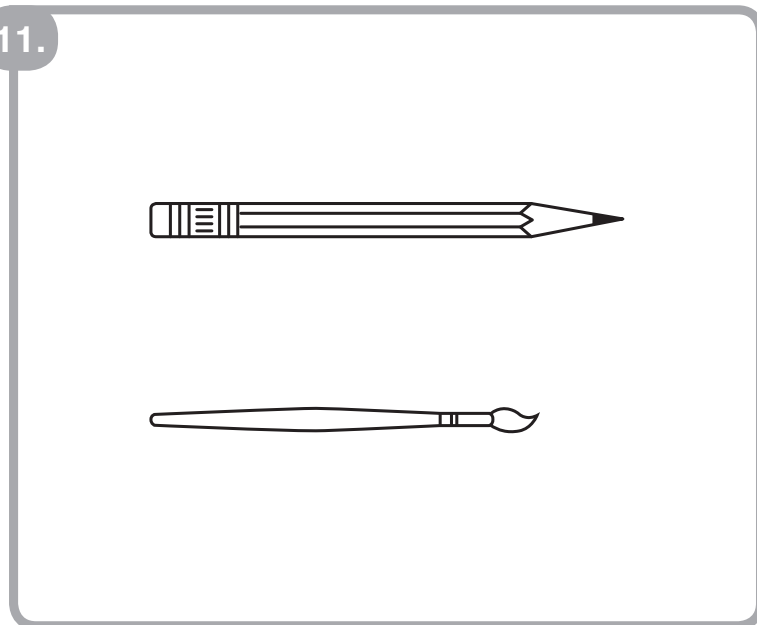
9.



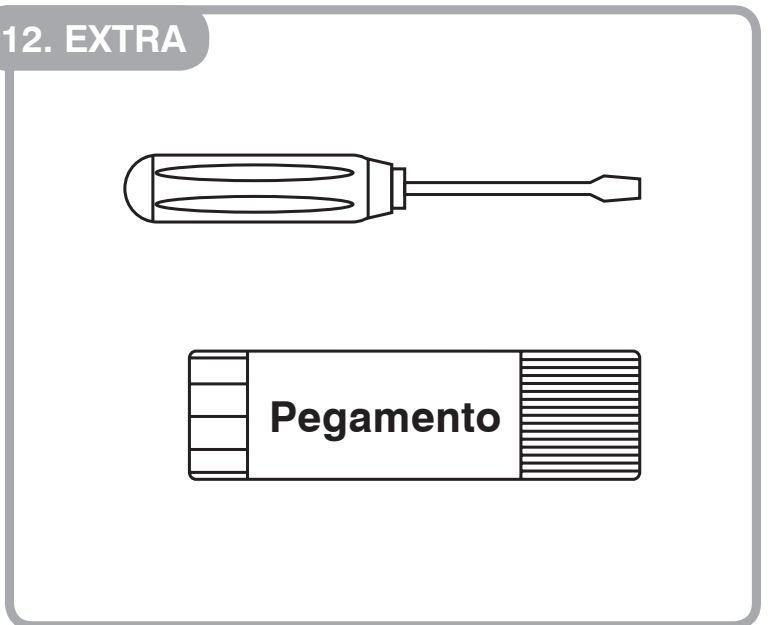
10.



11.

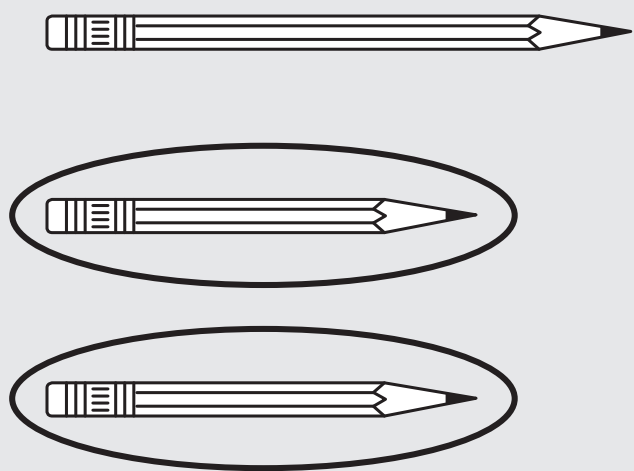


12. EXTRA

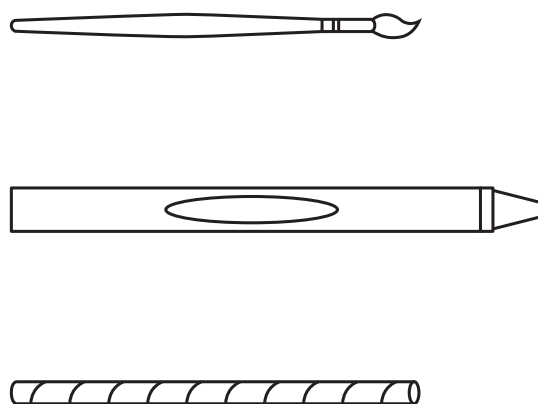


Rodea los 2 que tengan la **misma longitud**.

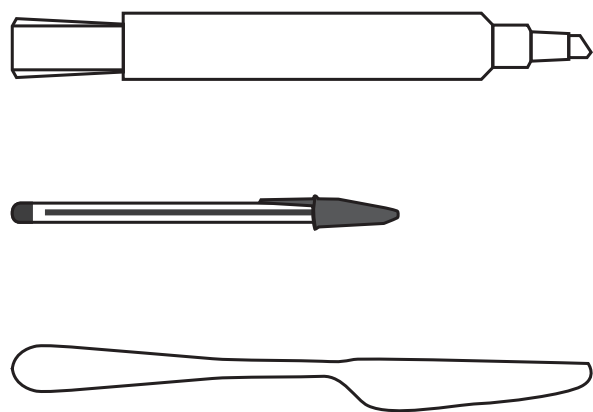
13.



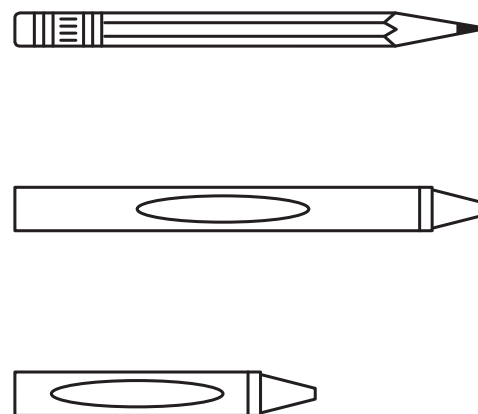
14.



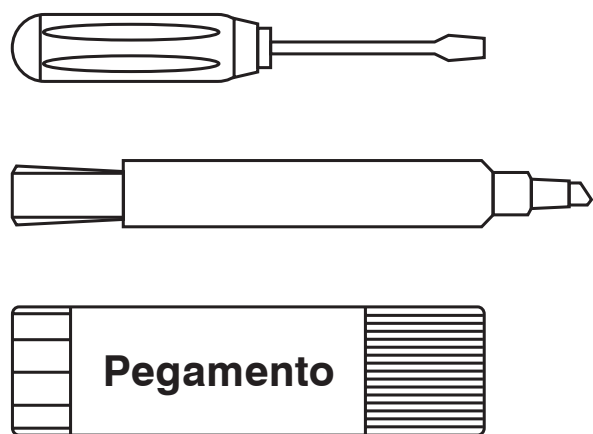
15.



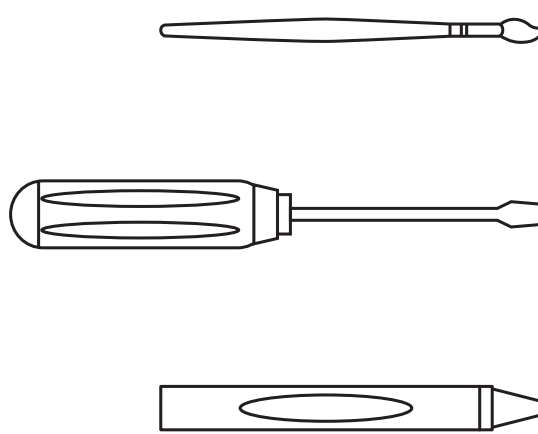
16.



17.



18. EXTRA

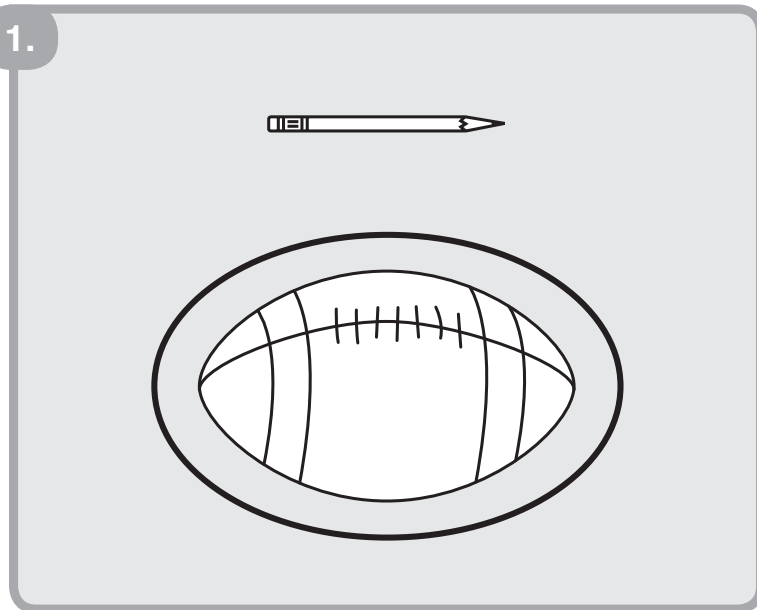


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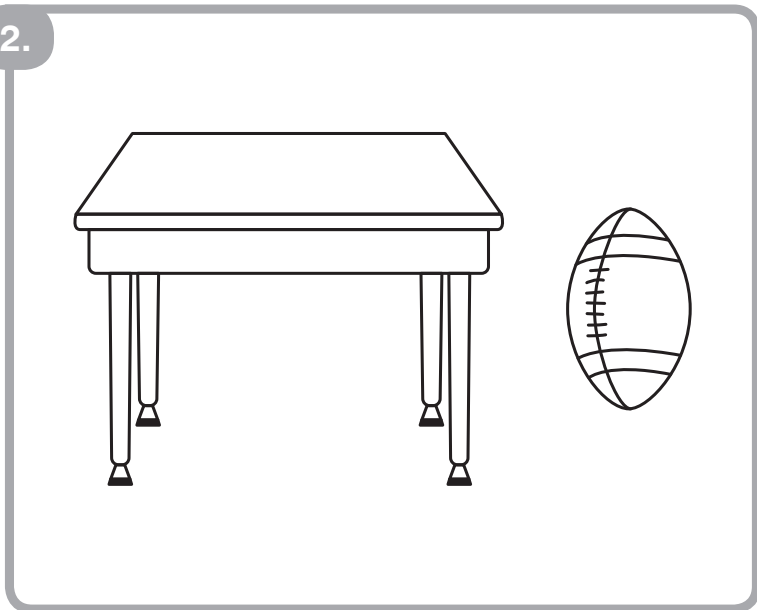
# MDInf-9 Peso

Rodea el más pesado.

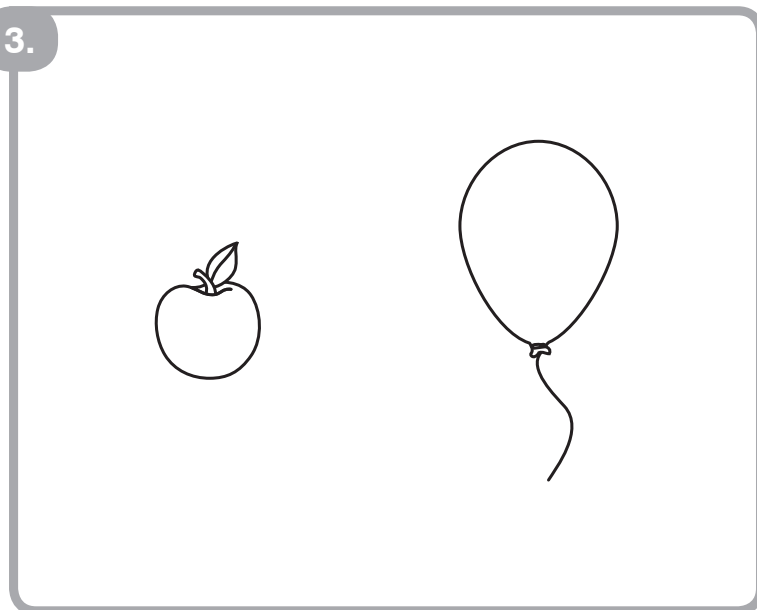
1.



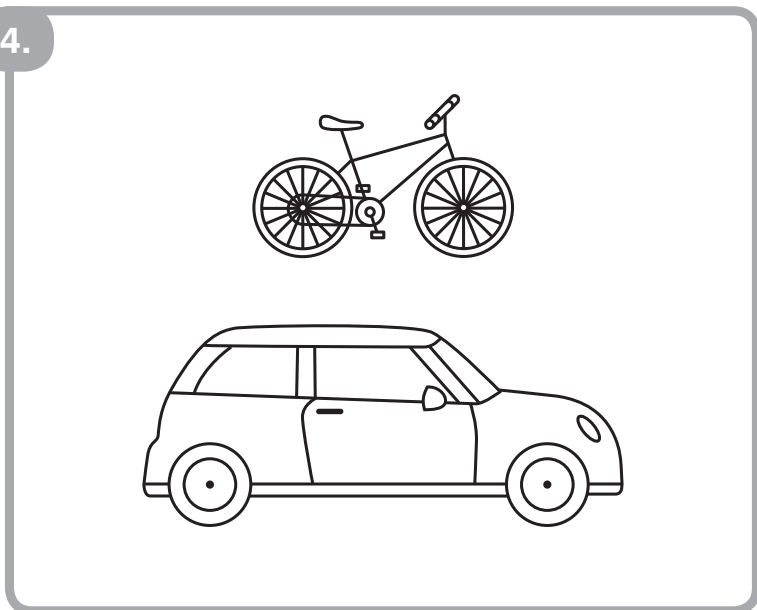
2.



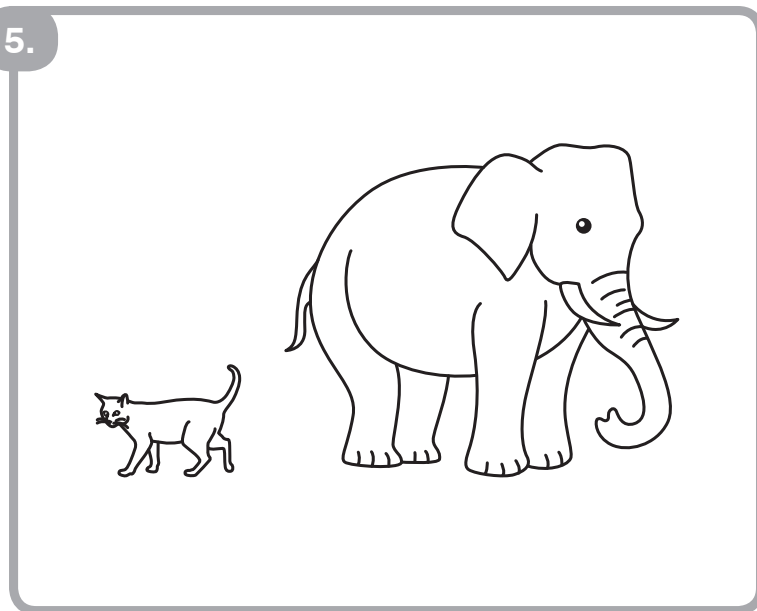
3.



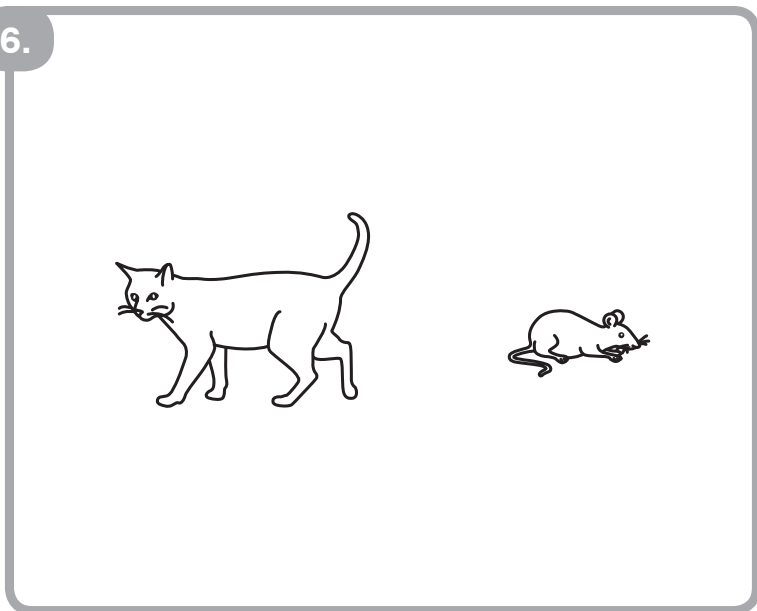
4.



5.

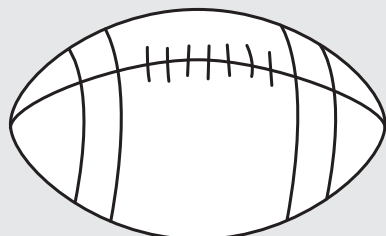
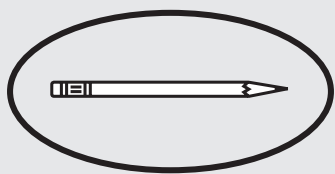


6.

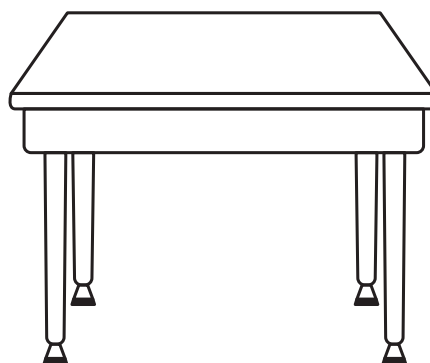


Rodea el más ligero.

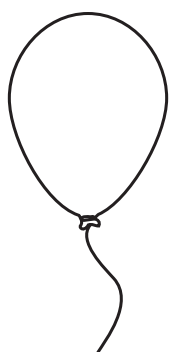
7.



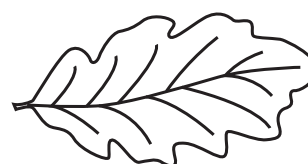
8.



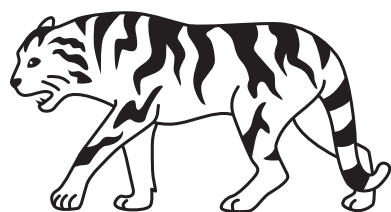
9.



10.



11.



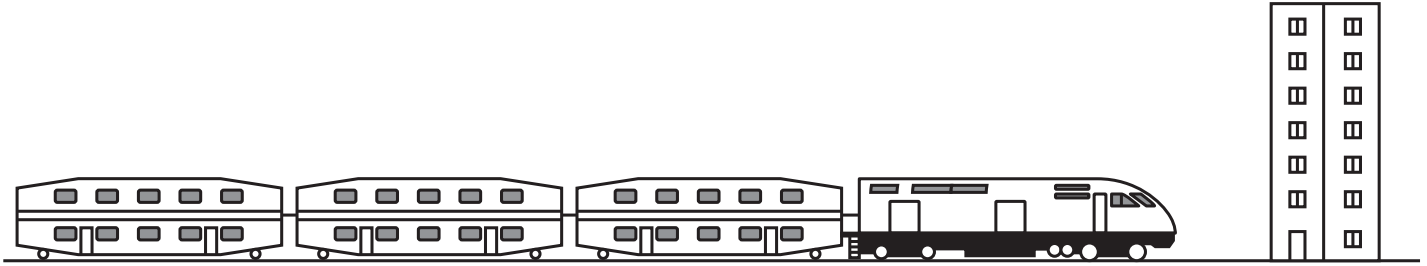
12.



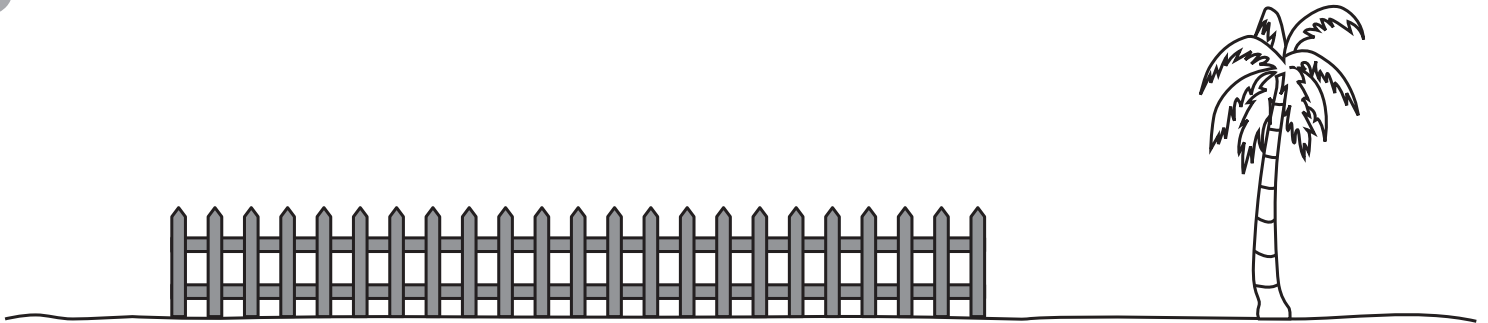
# MDInf-10 Formas de ser mayor o menor

Rodea el más alto.

1.

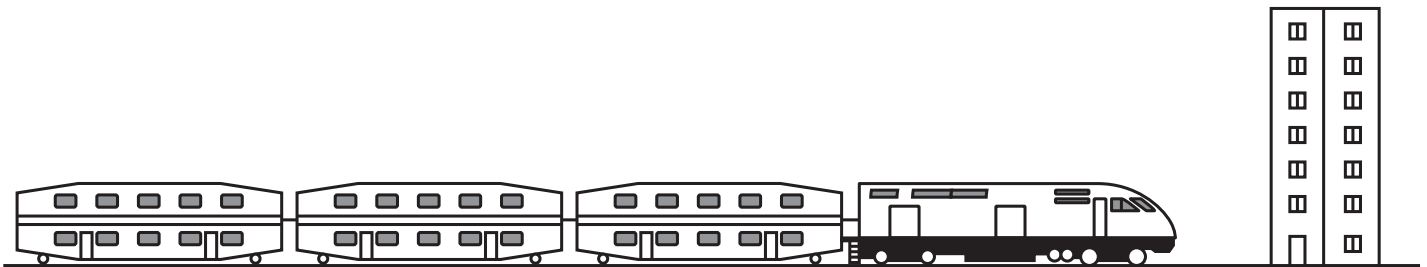


2.

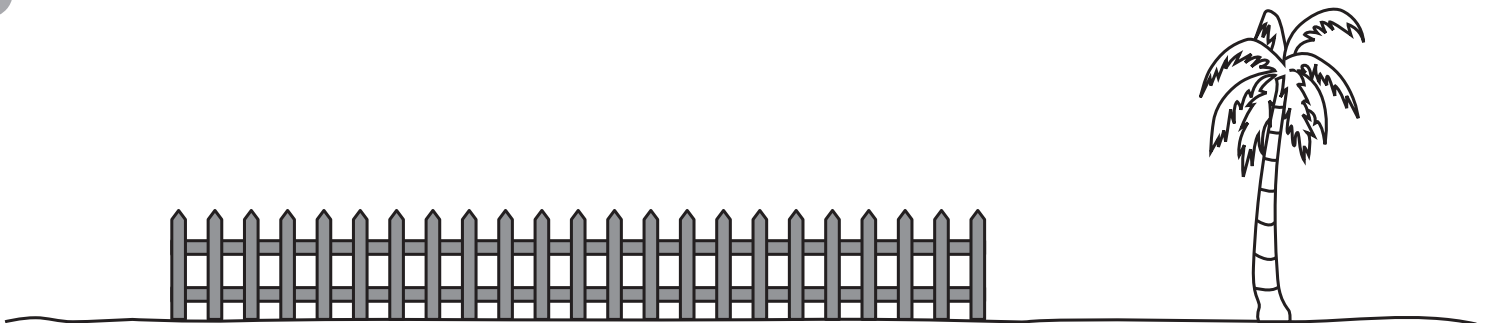


Rodea el más largo.

3.

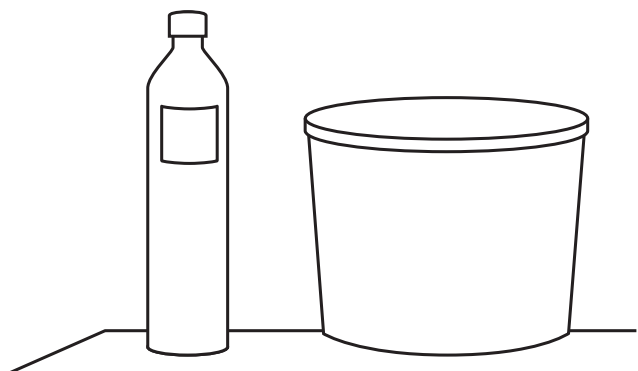


4.

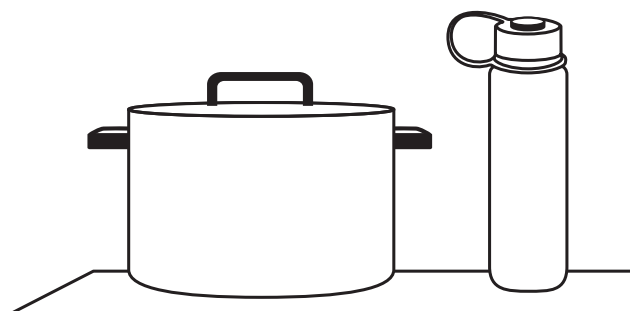


Rodea el **más alto**.

5.

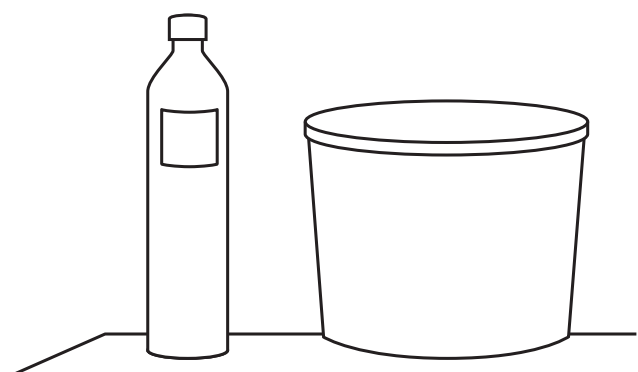


6.

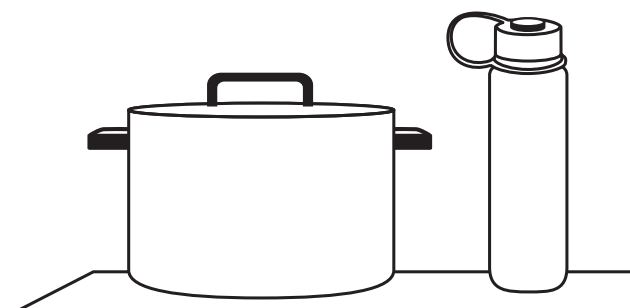


Rodea el que **contenga más**.

7.

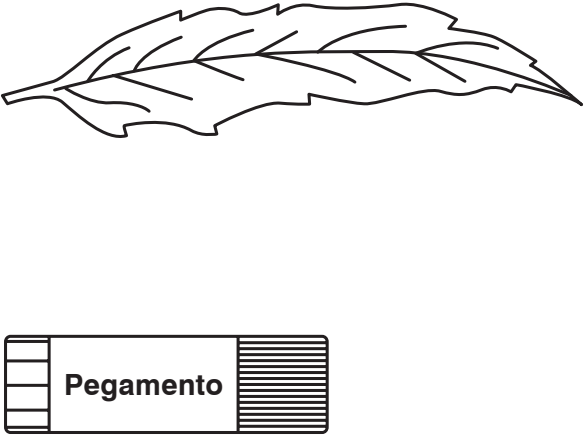


8.



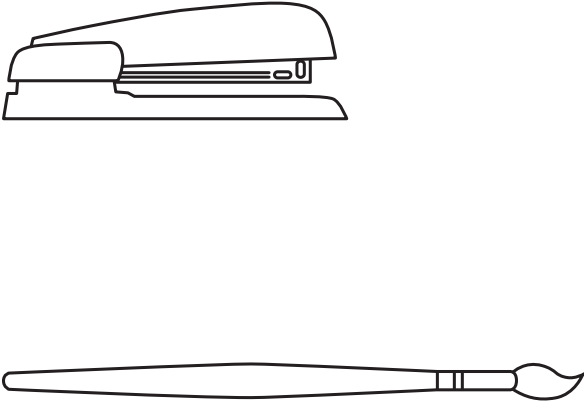
Rodea el **más largo**.

9.



A line drawing of a leaf with a serrated edge and a central vein. Below it is a tube of glue with the word "Pegamento" written on it.

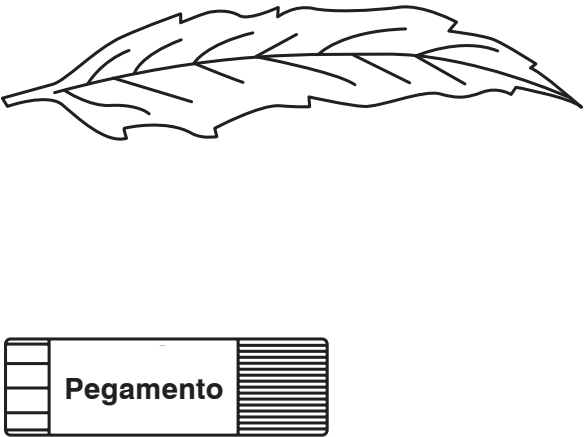
10.



A line drawing of a stapler and a paintbrush. The stapler is positioned above the paintbrush.

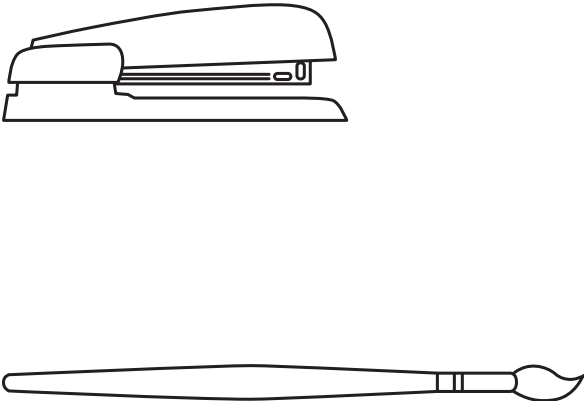
Rodea el **más pesado**.

11.



A line drawing of a leaf with a serrated edge and a central vein. Below it is a tube of glue with the word "Pegamento" written on it.

12.

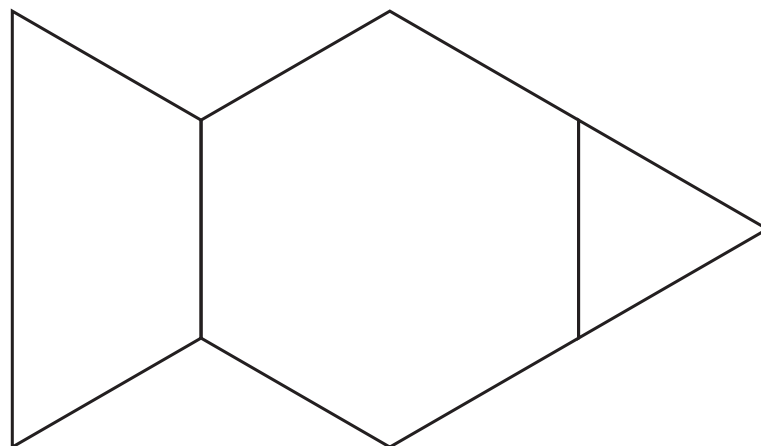


A line drawing of a stapler and a paintbrush. The stapler is positioned above the paintbrush.

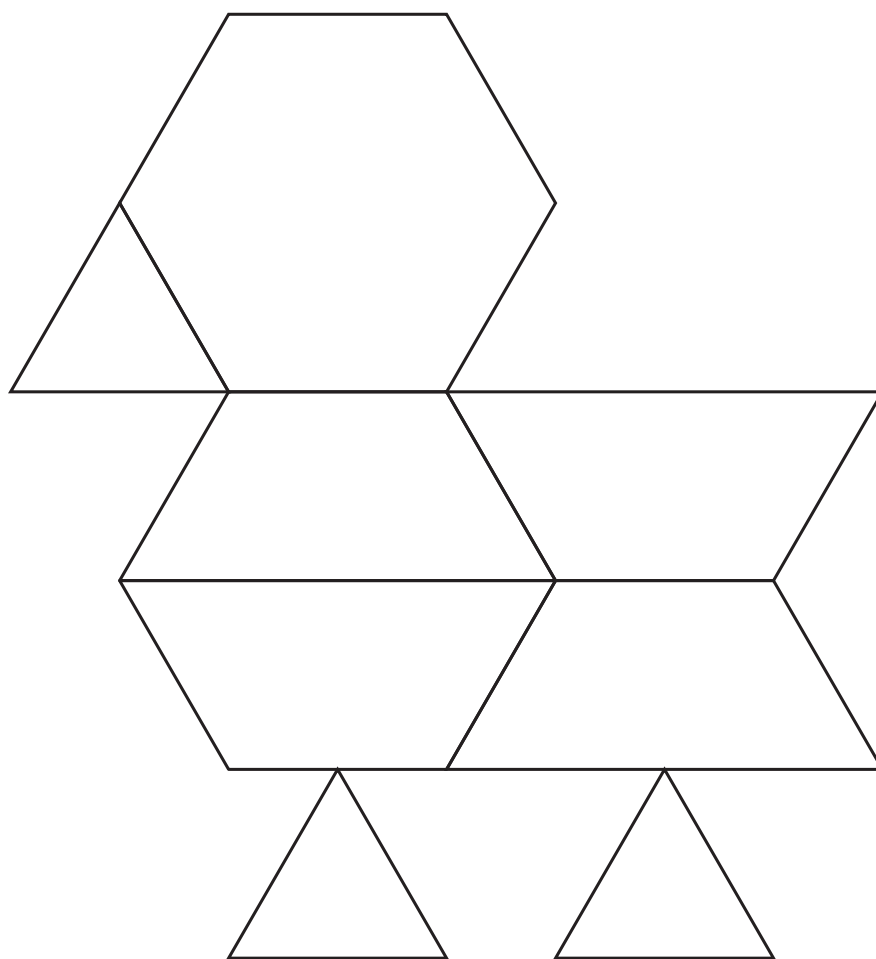
## MDInf-11 Componer figuras (ampliación)

Utiliza bloques lógicos para componer la figura.

1.

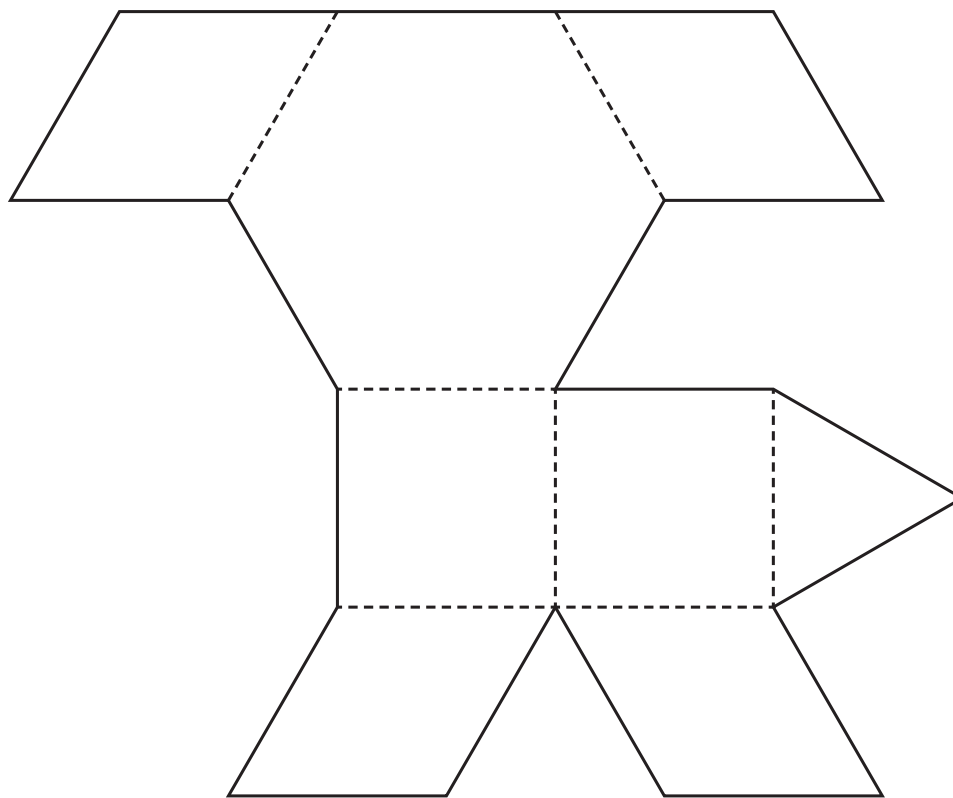


2.

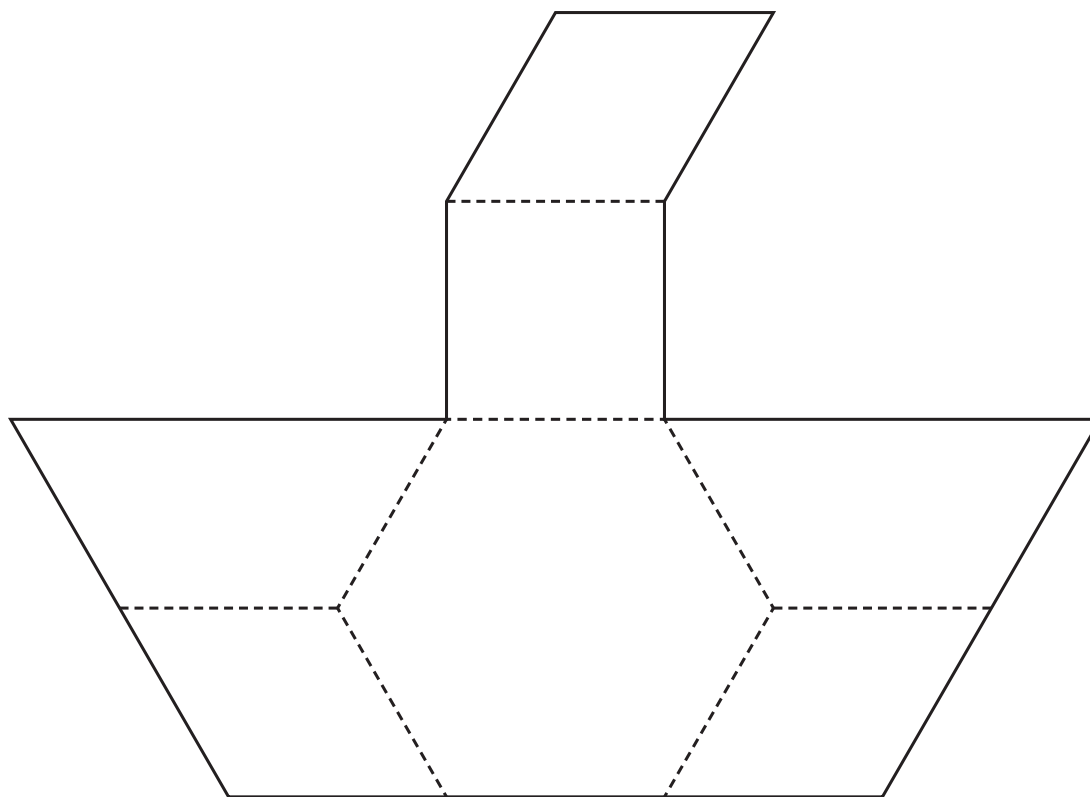


Usa bloques lógicos para componer la figura.

3.



4.



Usa bloques lógicos para componer las figuras.

5.

