

ORIGO

# STEPPING STONES

SAMPLE PAGES

PROGRAMA DE MATEMÁTICAS



## SENIOR AUTHORS

Rosemary Irons  
James Burnett

## CONTRIBUTING AUTHORS

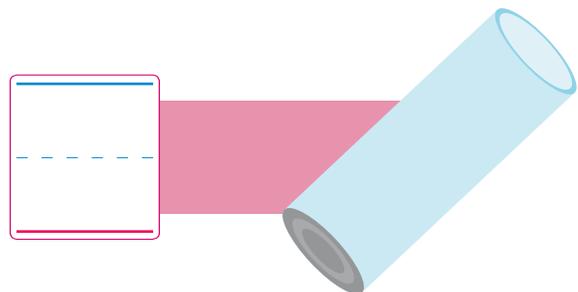
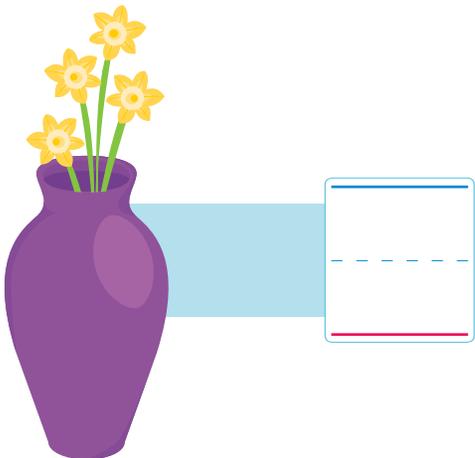
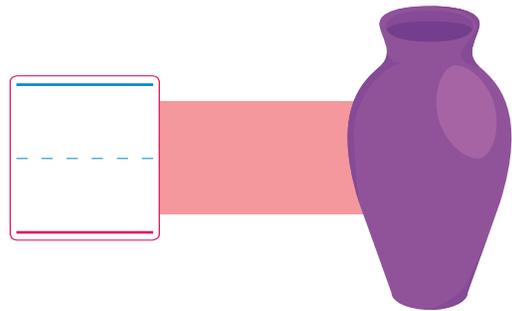
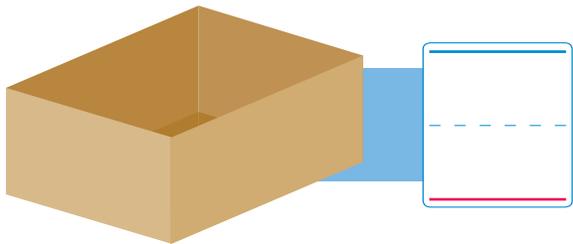
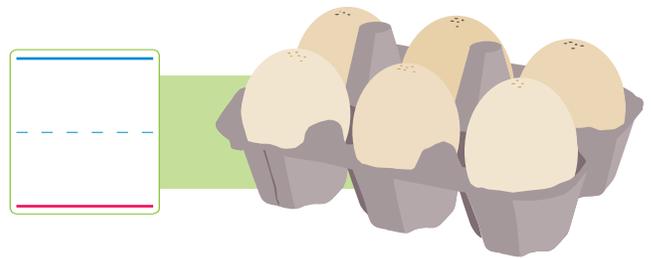
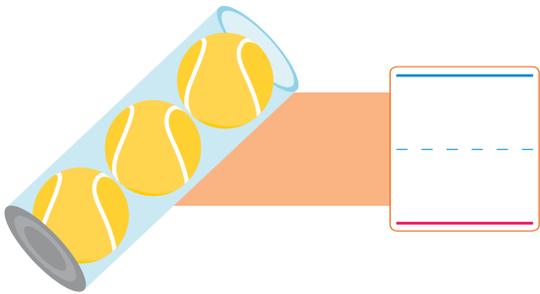
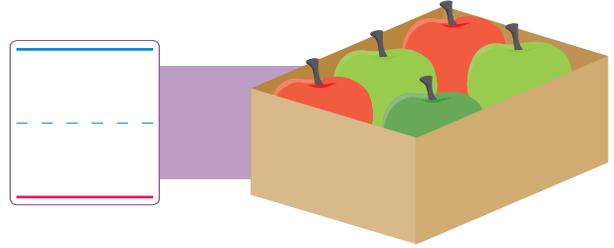
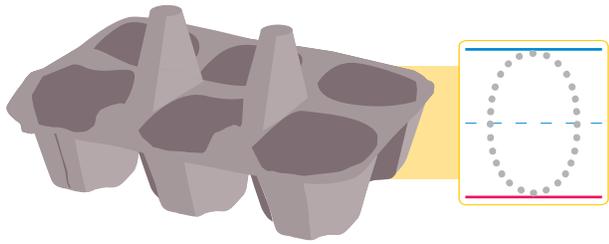
Peter Stowasser  
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## PROGRAM CONSULTANTS

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## PROGRAM EDITORS

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Beth Lewis  
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cuatro	siete	diez
uno	cero	tres
seis	cinco	ocho
nueve	dos	


Pida al alumno que recorte las imágenes y pegue en una hoja de papel las parejas que coincidan una junto a la otra, y luego escriba el número que corresponde a cada pareja.

Tracing practice for the number 1. The page shows four dotted '1's on a three-line grid. The first two '1's have a black dot at the top and an upward arrow. The last two '1's have a black dot at the bottom and an upward arrow.

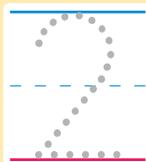
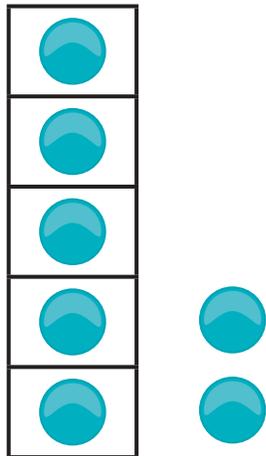
Tracing practice for the number 2. The page shows four dotted '2's on a three-line grid. The first two '2's are plain. The last two '2's have a black dot at the top left and a curved arrow indicating the direction of the stroke.

Tracing practice for the number 5. The page shows four dotted '5's on a three-line grid. The first two '5's are plain. The last two '5's have a black dot at the top left and a curved arrow indicating the direction of the stroke.

Pida al alumno que lea el primer numeral y lo trace cinco veces. Luego indíquelo que debe hacer lo mismo con los otros numerales.

a.

Blank writing area with dashed midline and solid top/bottom lines.

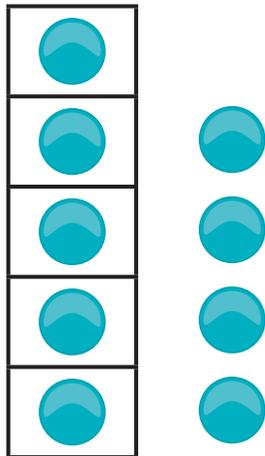


más que



b.

Blank writing area with dashed midline and solid top/bottom lines.



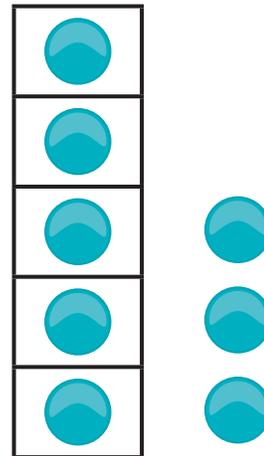
Blank writing area with dashed midline and solid top/bottom lines.

más que



c.

Blank writing area with dashed midline and solid top/bottom lines.



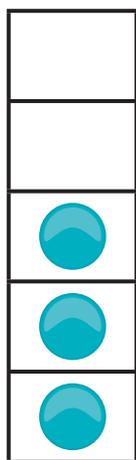
Blank writing area with dashed midline and solid top/bottom lines.

más que



d.

Blank writing area with dashed midline and solid top/bottom lines.



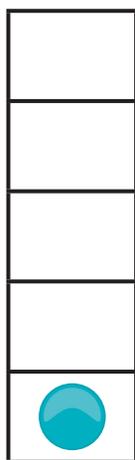
Blank writing area with dashed midline and solid top/bottom lines.

menos que



e.

Blank writing area with dashed midline and solid top/bottom lines.



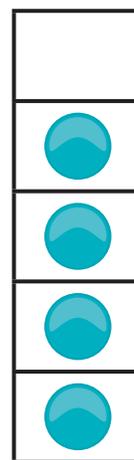
Blank writing area with dashed midline and solid top/bottom lines.

menos que



f.

Blank writing area with dashed midline and solid top/bottom lines.

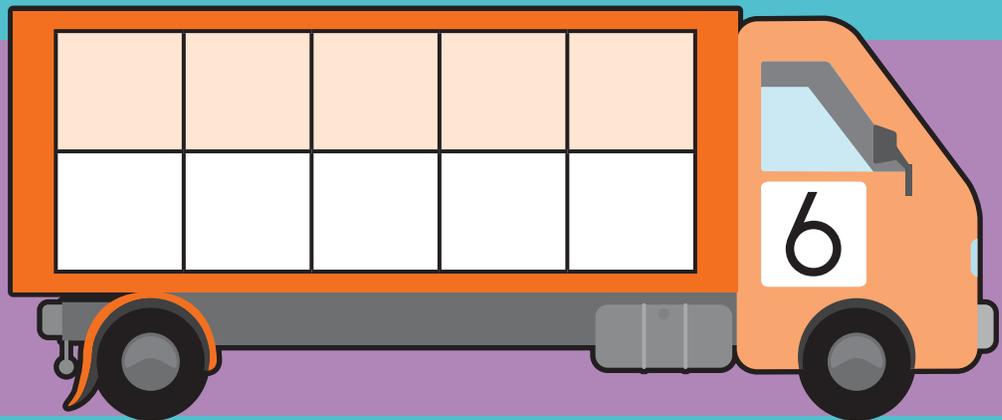
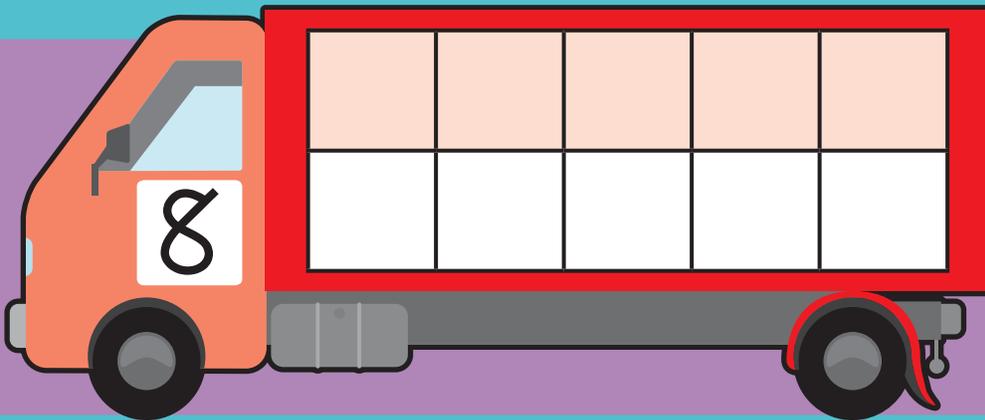
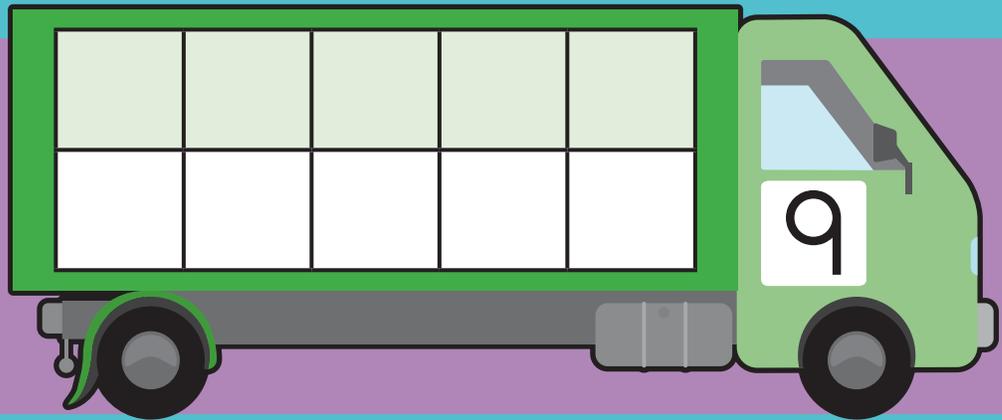
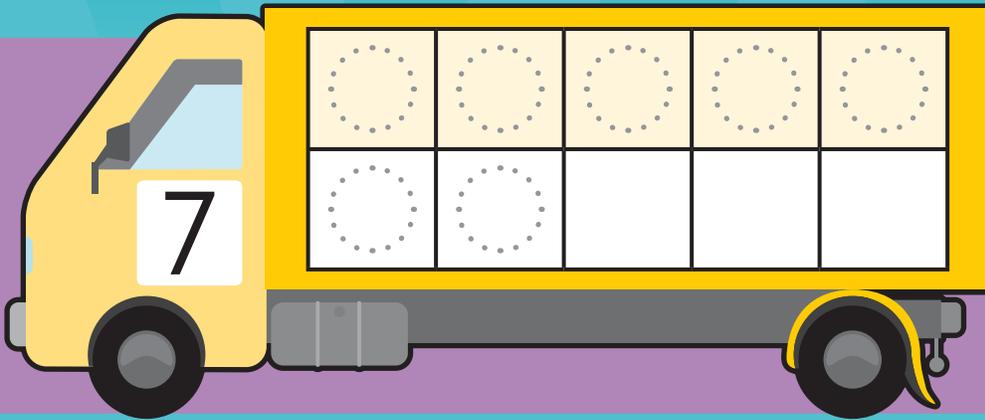


Blank writing area with dashed midline and solid top/bottom lines.

menos que



Blank white box for student name.



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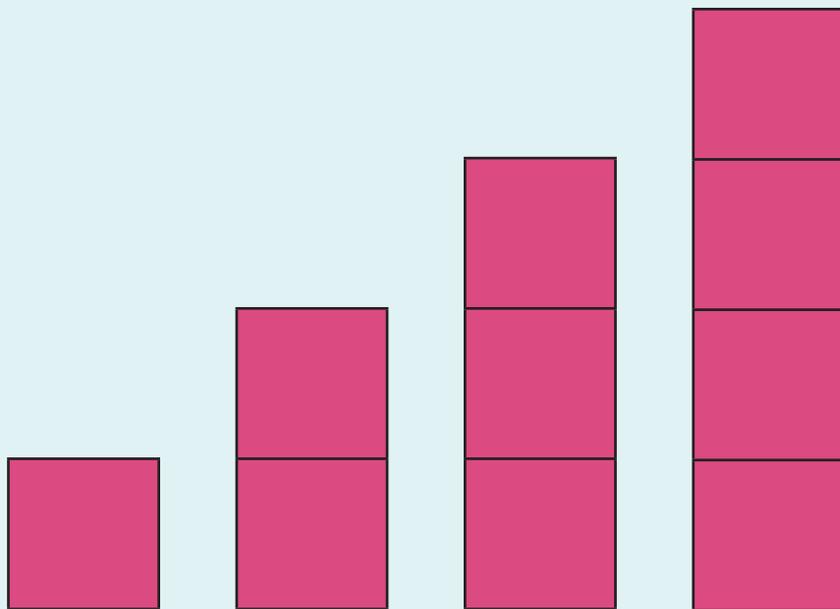
Pida al alumno que dibuje contadores (○) en cada marco de diez hasta que la cantidad corresponda al numeral del camión.

Pida al alumno que lea el primer numeral y lo trace cinco veces. Luego indíquele que debe hacer lo mismo con los otros numerales.

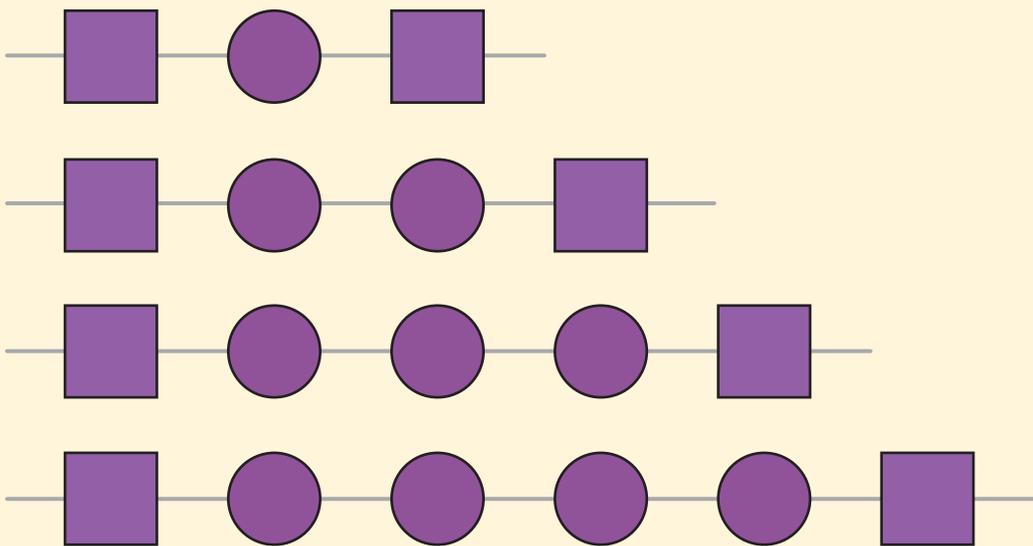


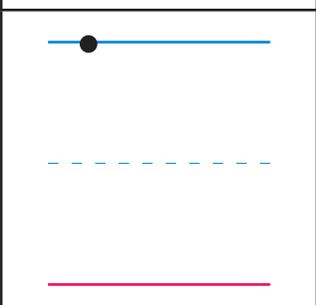
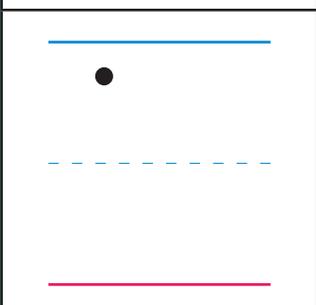
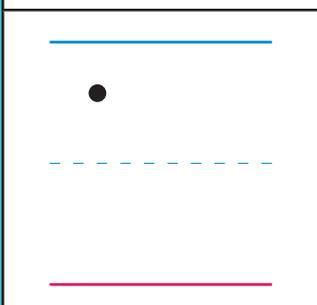
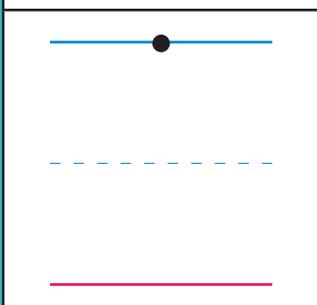
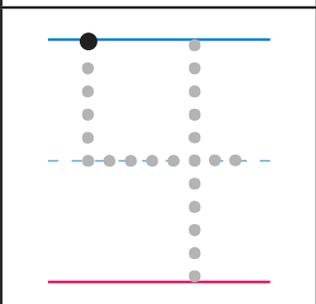
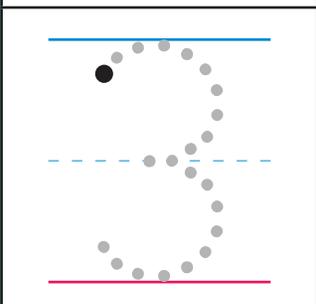
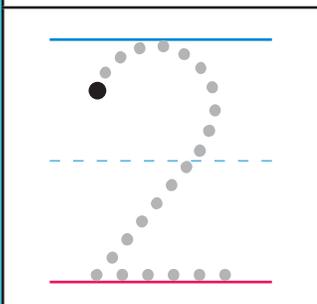
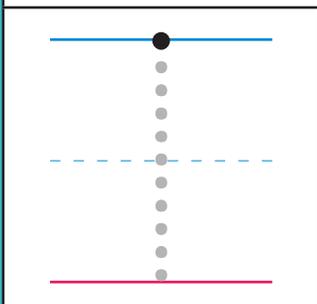
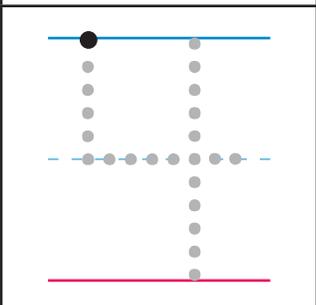
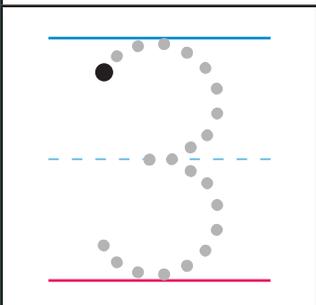
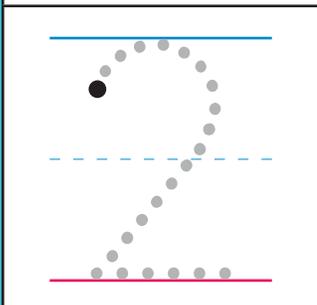
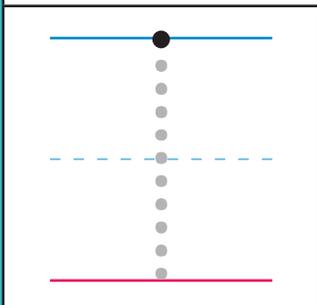
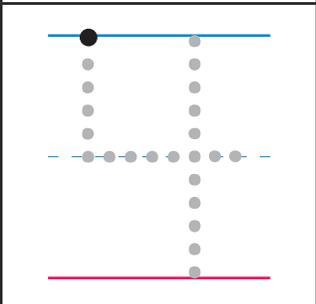
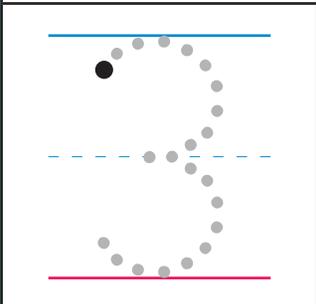
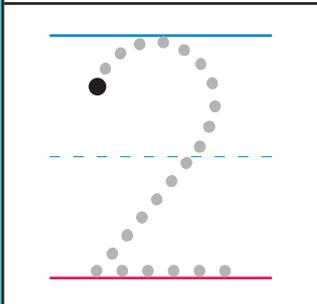
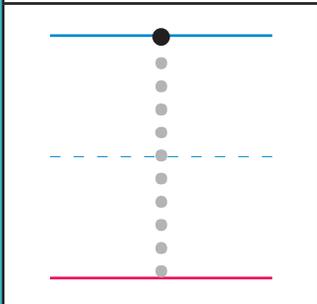
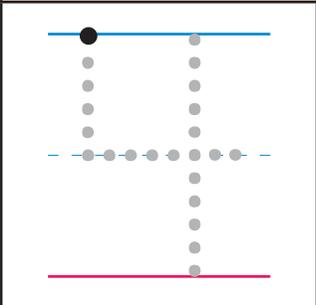
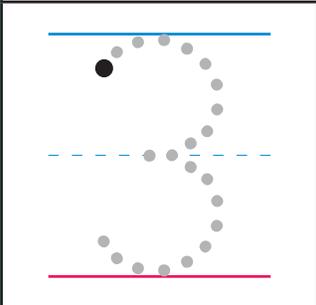
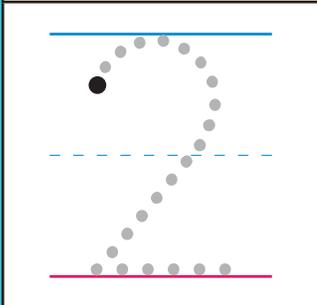
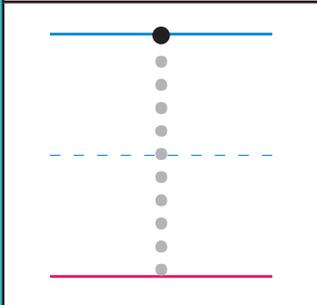
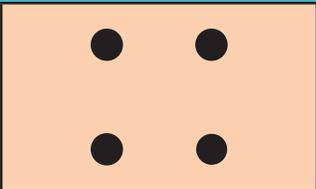
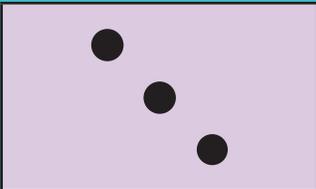
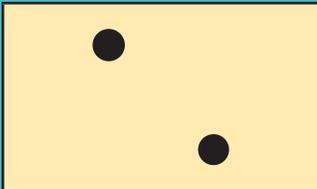
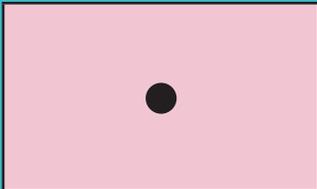
Pida al alumno que haga dibujos para continuar cada patrón repetitivo y luego dibuje un nuevo patrón repetitivo sobre la última cuerda.

a.



b.





Pida al alumno que cuente los puntos y lea en voz alta el número correspondiente, y luego escriba el número que falta para completar la tira. Debe hacer lo mismo en todas las tiras.