

ORIGO

# STEPPING STONES

SAMPLE PAGES

PROGRAMA DE MATEMÁTICAS



## SENIOR AUTHORS

Rosemary Irons  
James Burnett

## CONTRIBUTING AUTHORS

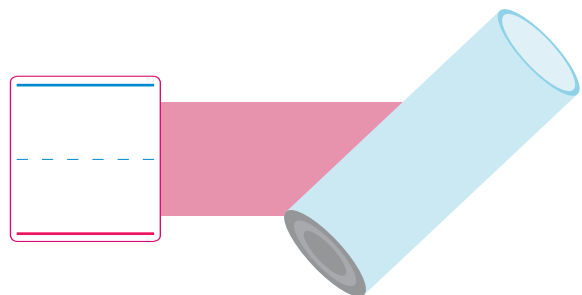
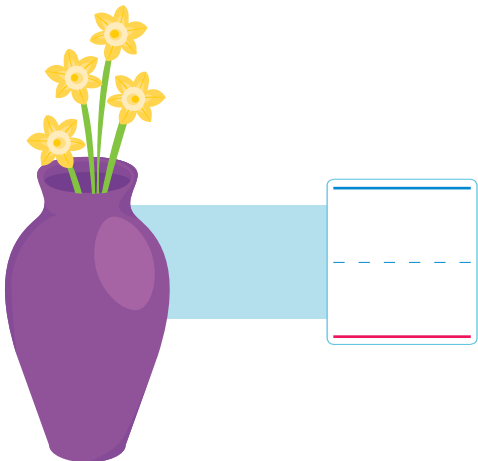
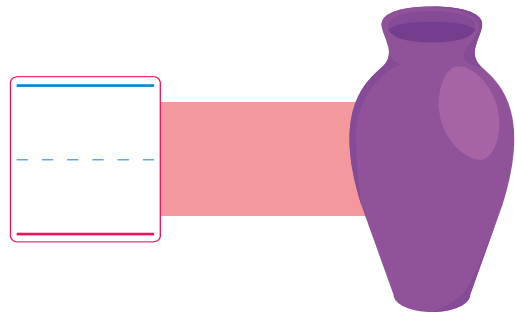
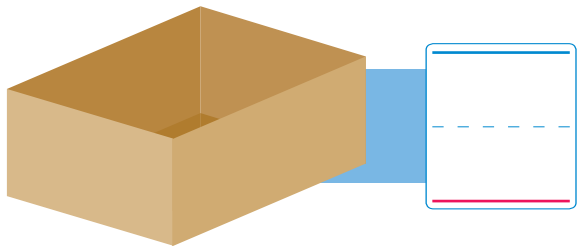
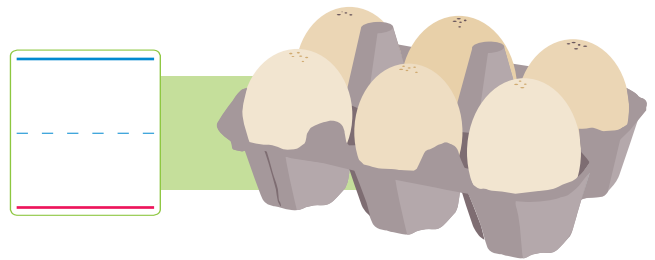
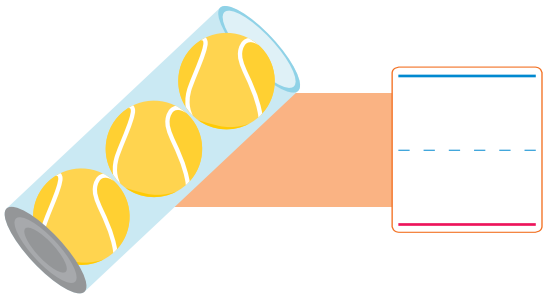
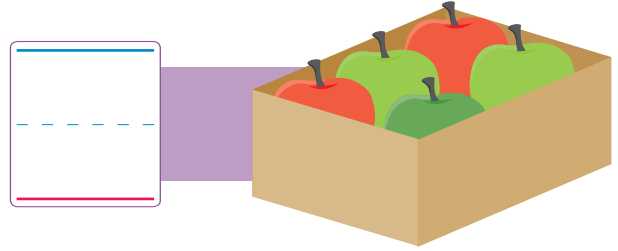
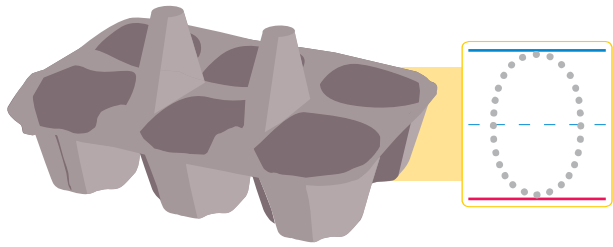
Peter Stowasser  
Allan Turton

## PROGRAM CONSULTANTS

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## PROGRAM EDITORS

James Burnett  
Beth Lewis  
Donna Richards  
Kevin Young





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.

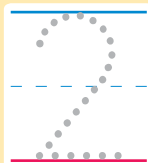
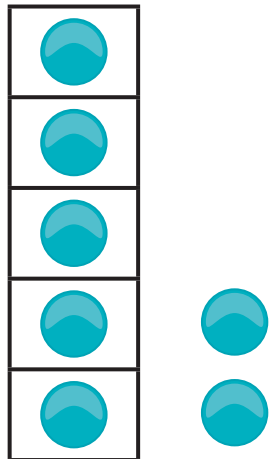
Tracing practice for the number 1. The page shows four dotted '1's on a three-line grid. The first two '1's have a black dot at the top and an upward arrow. The last two '1's have a black dot at the bottom and an upward arrow.

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 starting direction.

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 starting direction.

a.

Blank writing lines for student response.

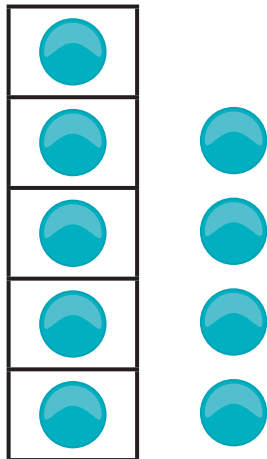


más que



b.

Blank writing lines for student response.

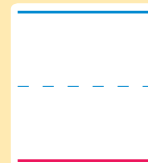
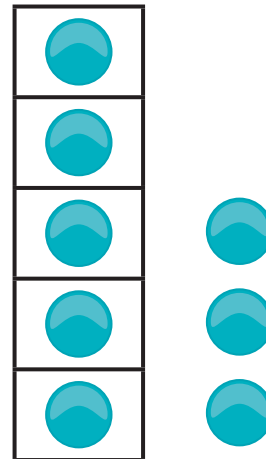


más que



c.

Blank writing lines for student response.

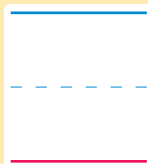
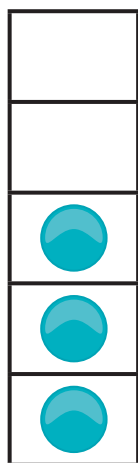


más que



d.

Blank writing lines for student response.

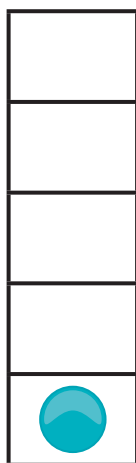


menos que



e.

Blank writing lines for student response.

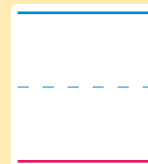
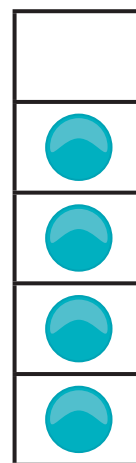


menos que



f.

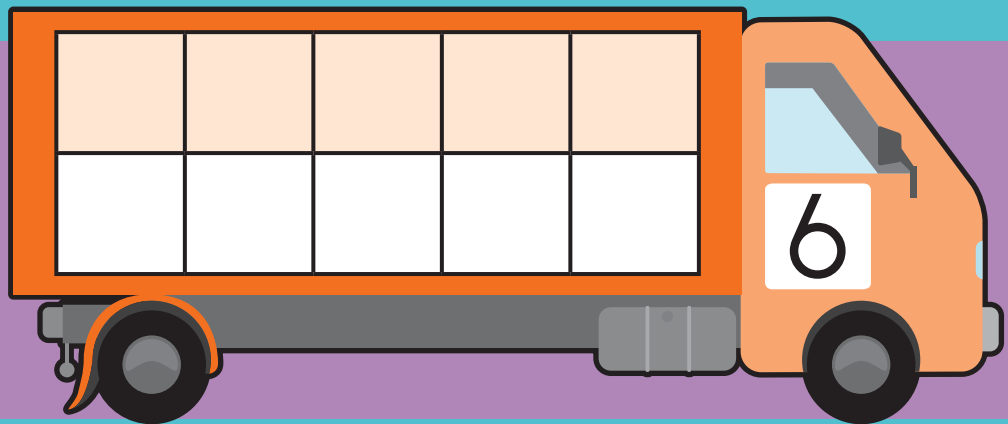
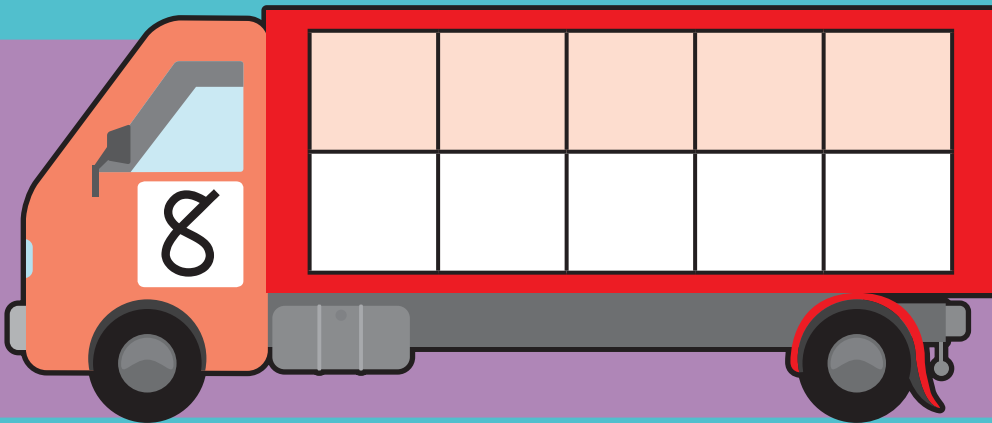
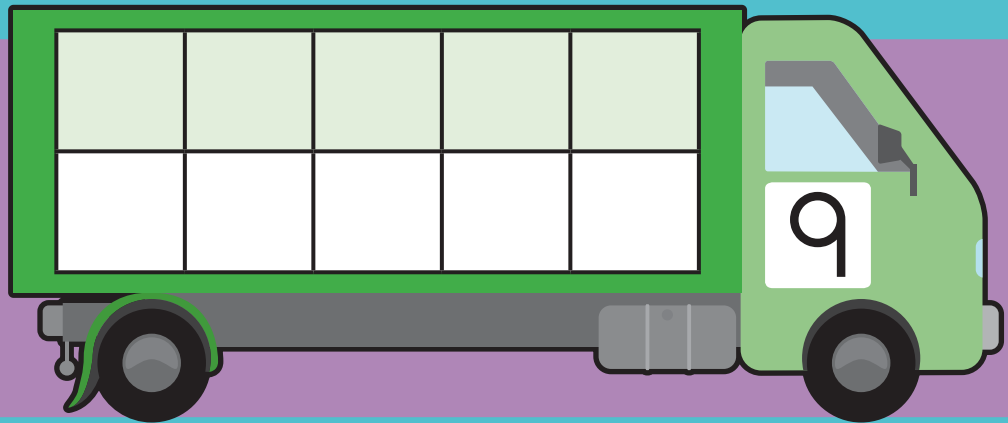
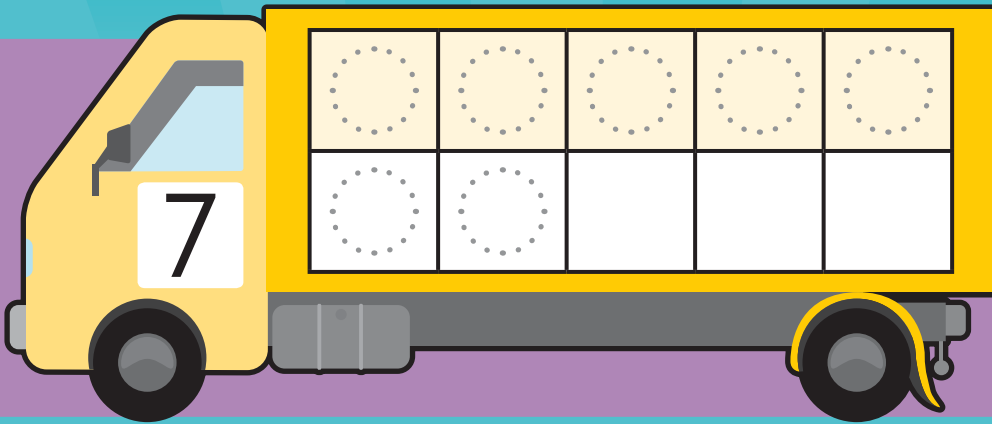
Blank writing lines for student response.



menos que



Blank white box for student name or ID.

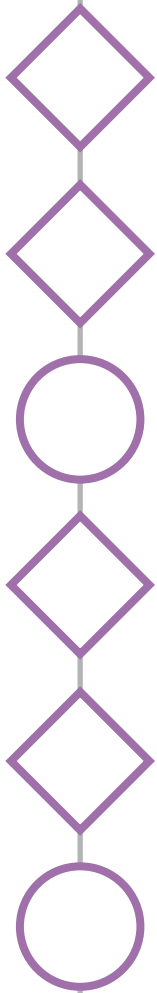


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Pida al alumno que dibuje contadores (○) en cada marco de diez hasta que la cantidad corresponda al numeral del camión.

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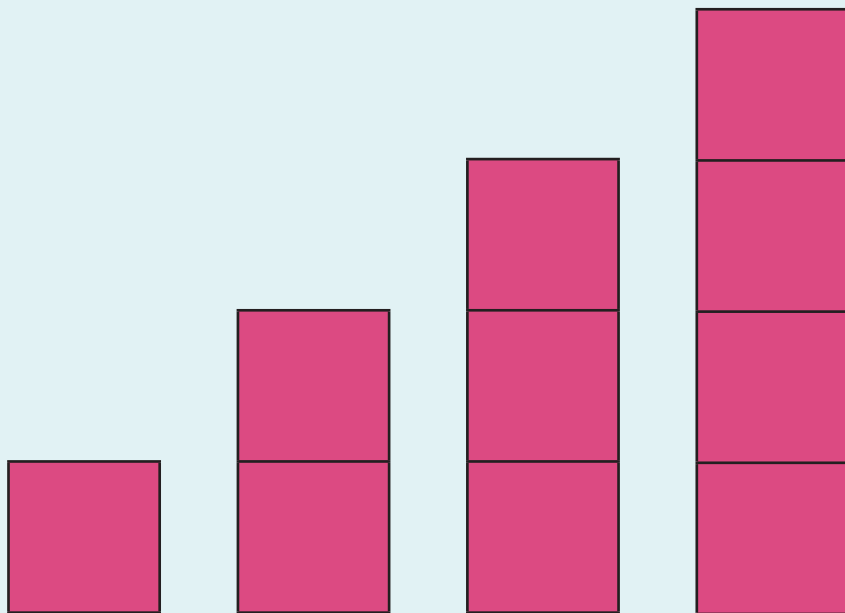
Pida al alumno que lea el primer numeral y lo trace cinco veces. Luego indíquele que debe hacer lo mismo con los otros numerales.



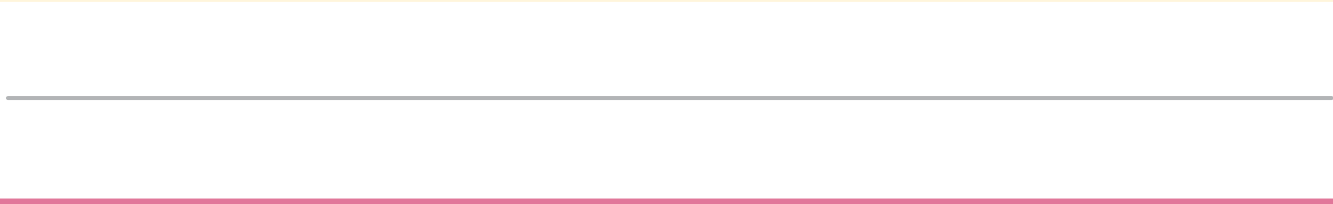
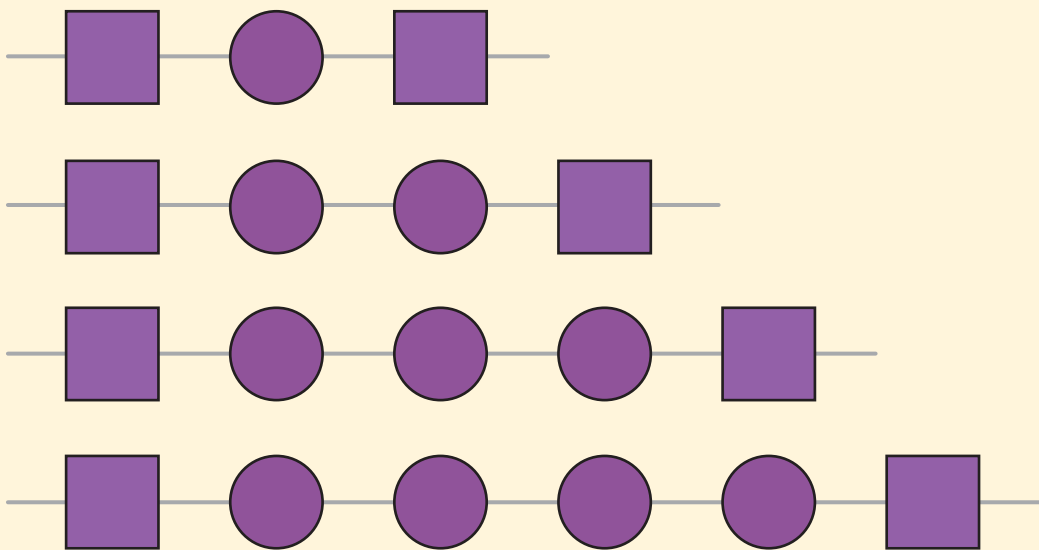
Pida al alumno que haga dibujos para continuar cada patrón repetitivo y luego dibuje un nuevo patrón repetitivo sobre la última cuerda.

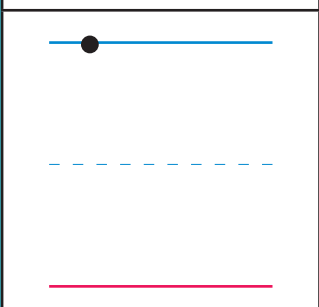
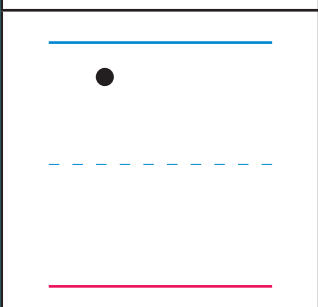
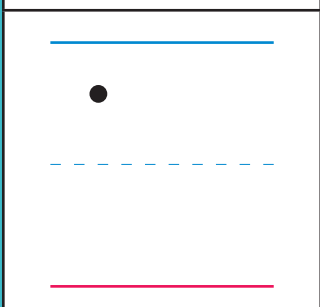
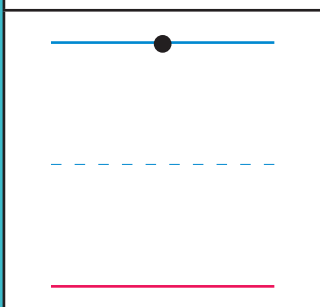
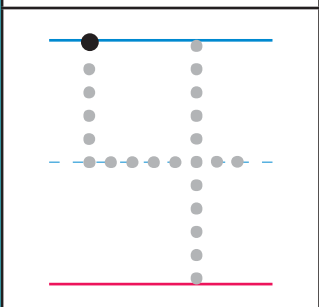
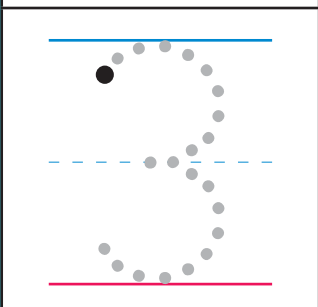
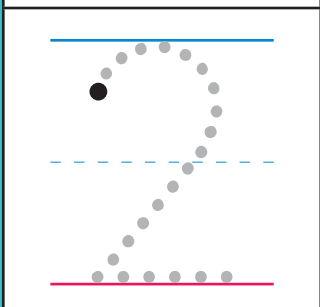
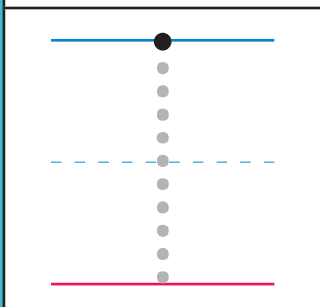
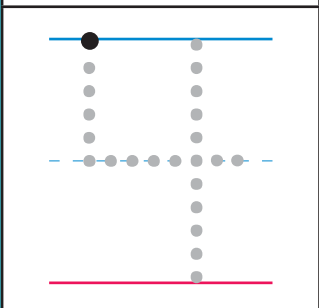
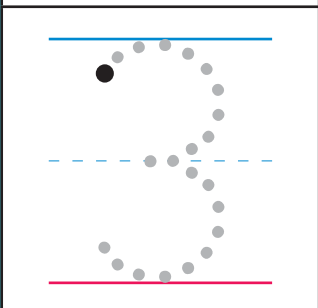
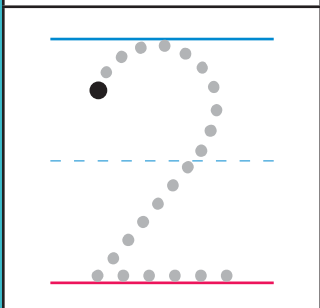
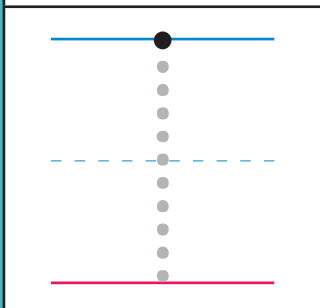
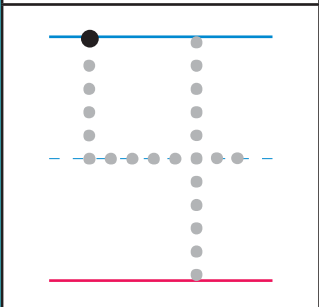
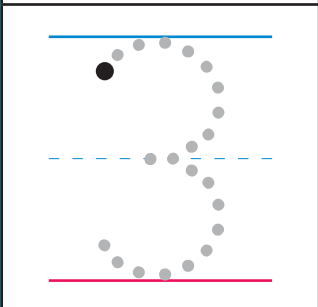
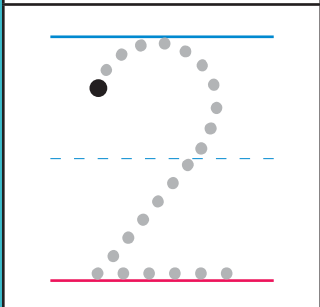
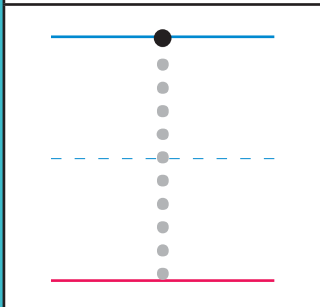
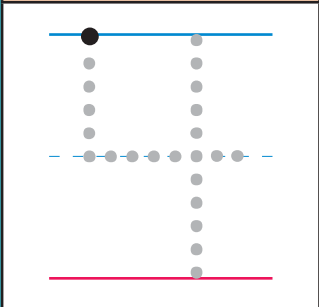
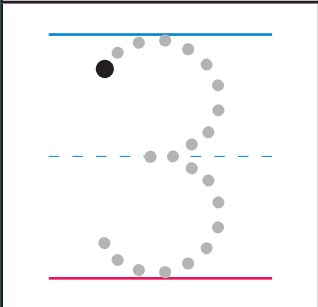
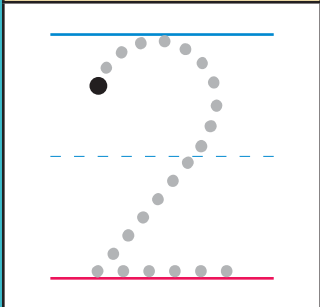
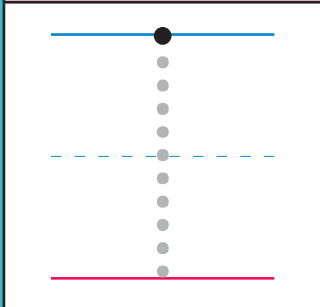
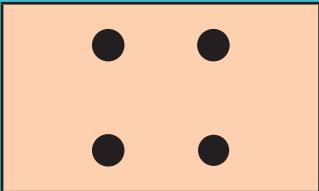
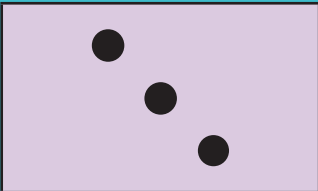
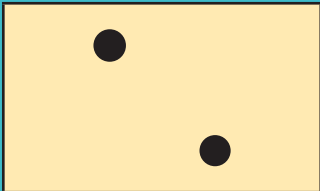
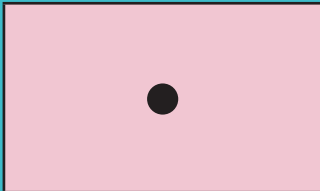


a.



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.