

Practice Pages and Masters

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10-El Cuadro

10-El Cuadro

10-El Cuadro

10-El Flash del Cuadro

●	●
	●
	●
	●
	●

●	●
●	●
	●
	●
	●

●	●
●	●
●	●
	●
	●

●	●
●	●
●	●
	●
	●

●	●
●	●
●	●
●	●
●	●

10-El Flash del Cuadro

●	●
	●

●	●

	●

●	●
●	●

●	●
●	●
●	

La Tabla del 100

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	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
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

5-El Cuadro

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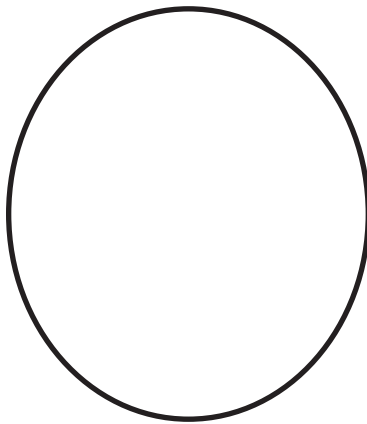
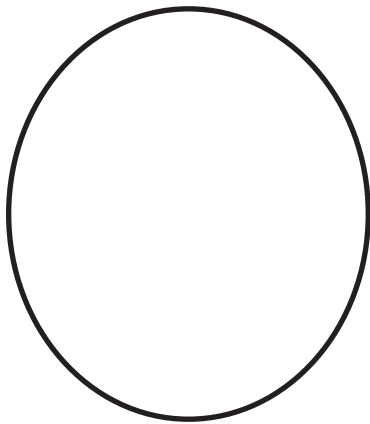
5-El Cuadro



Representa la Suma

- 1 Haz un dibujo para representar el cuento.
- 2 Escribe los números para completar la oración numérica.

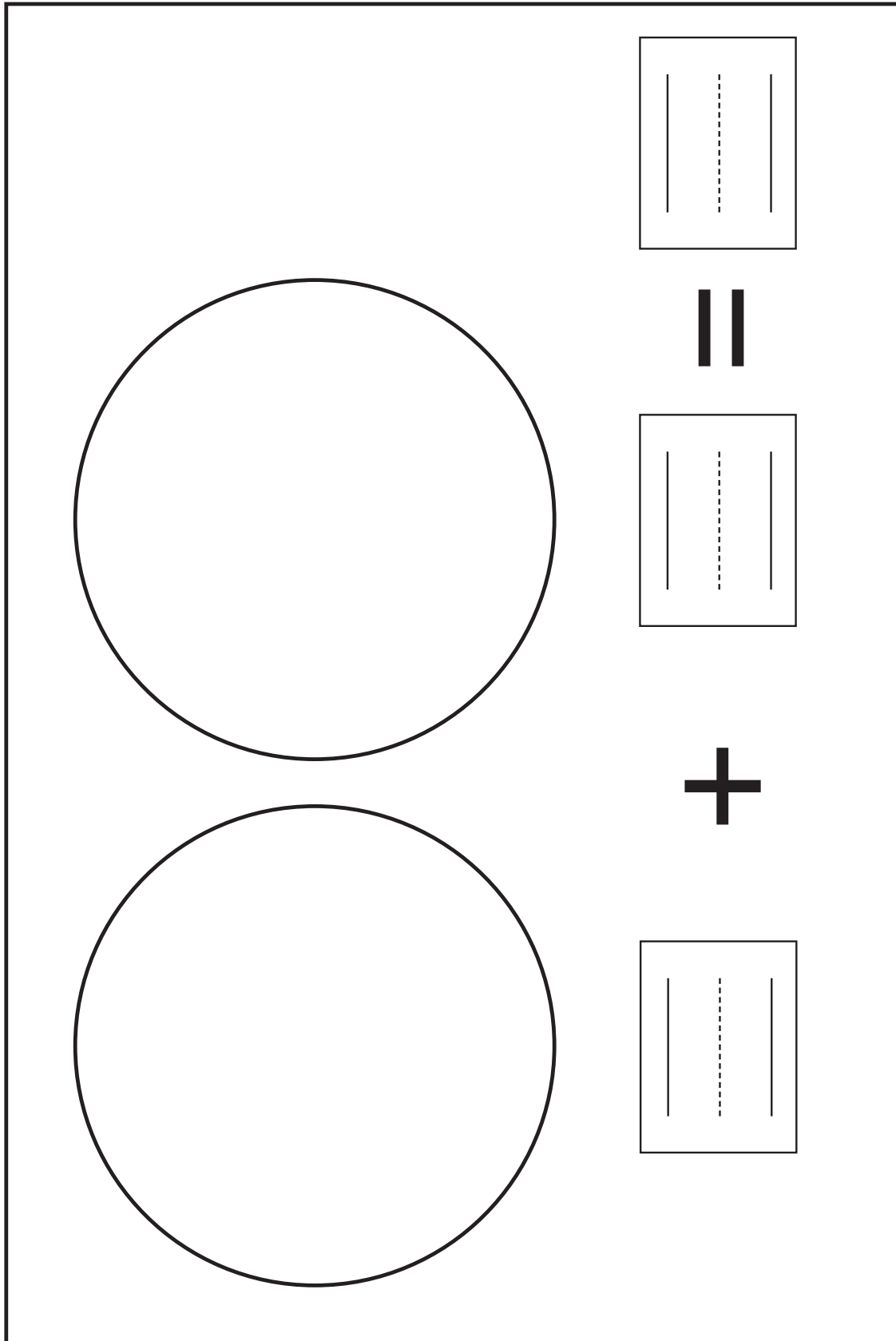
3 balls 
2 more balls 
How many balls  in all?



+

=

Representación del Tapete de la Suma

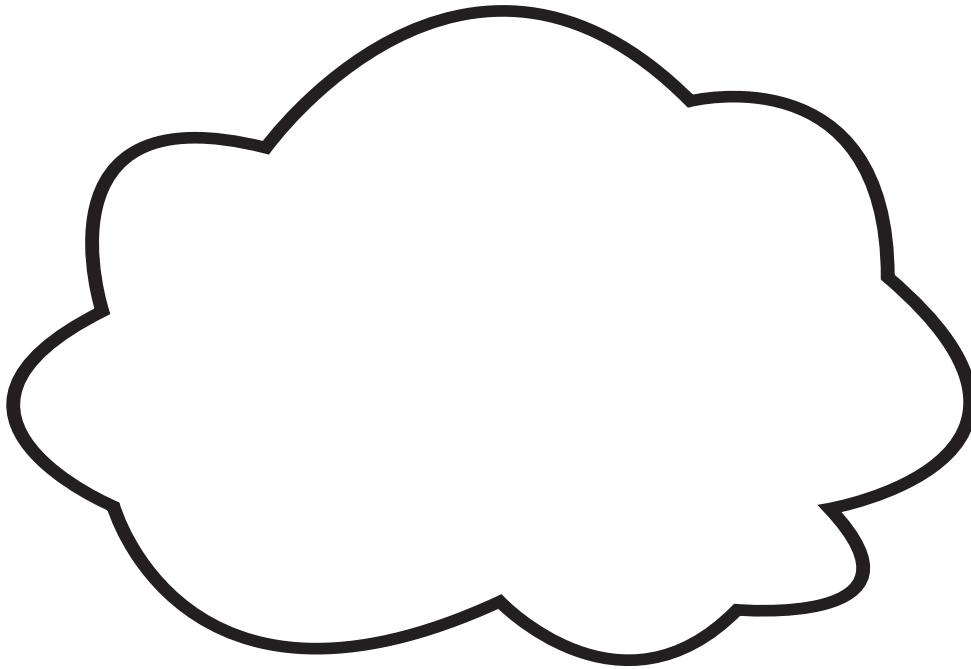




Representa la Sustracción

- 1 Haz un dibujo para representar el cuento.
- 2 Escribe los números para completar la oración numérica.

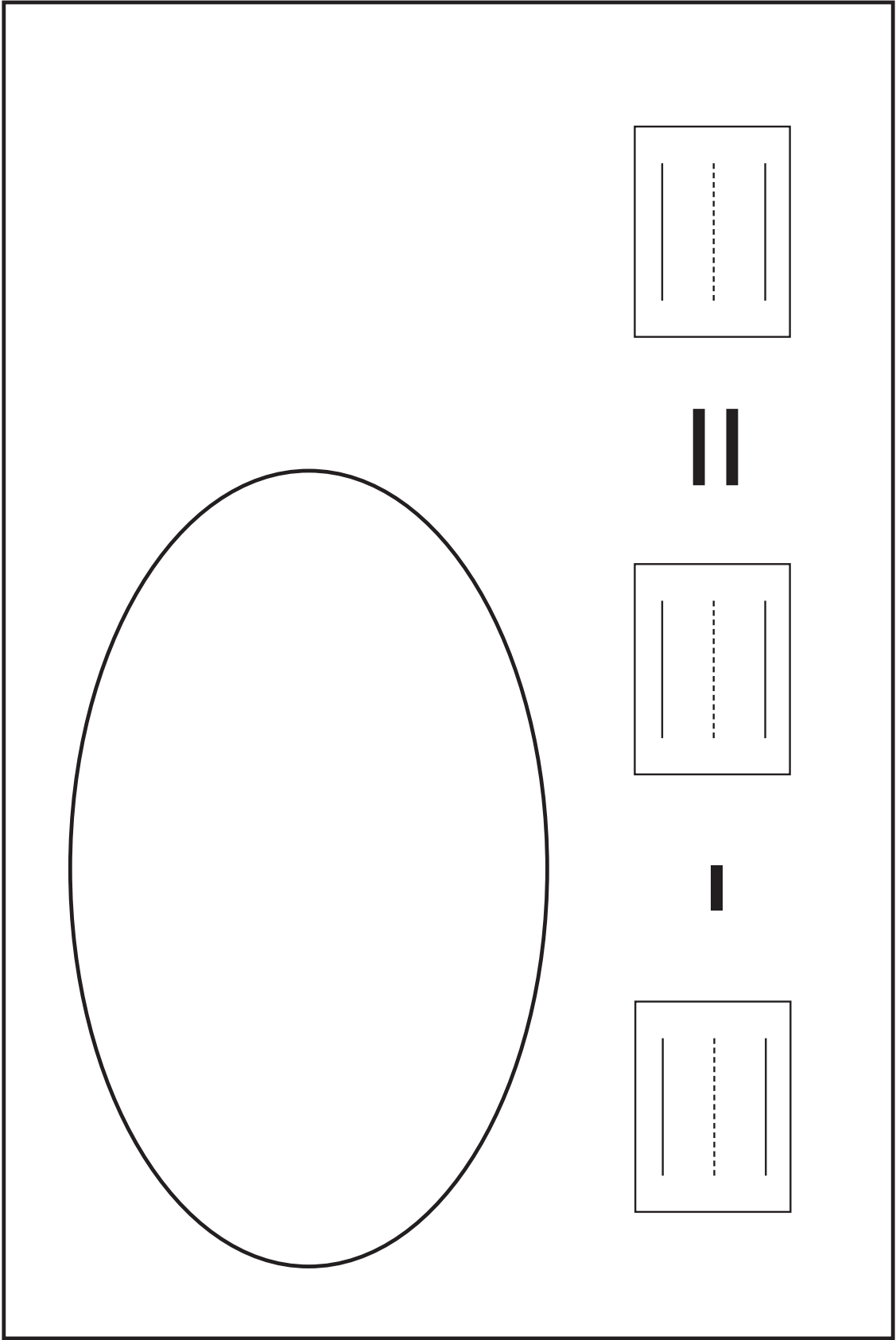
4 balloons  .
1 balloon  pops.
How many balloons  are left?



—

=

Representación del Tapete de la Sustracción





Sumar Grupos

- 1 Cuenta los juguetes en cada grupo.
- 2 Escribe los números.
- 3 Escribe cuántos hay en total.



3

and

1

are

4

in all.



2

and

1

are

3

in all.



2

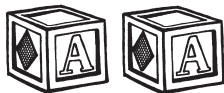
and

3

are

5

in all.



2

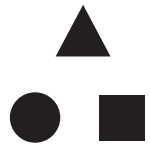
and

2

are

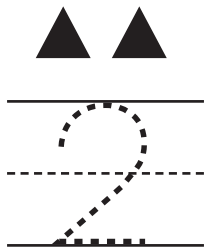
4

in all.

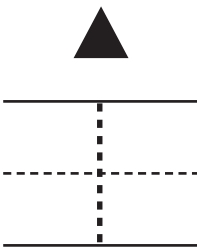


Sumar Grupos 2

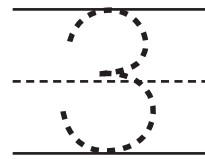
- 1 Cuenta las figuras en cada grupo.
- 2 Escribe los números.
- 3 Escribe cuántos hay en total.



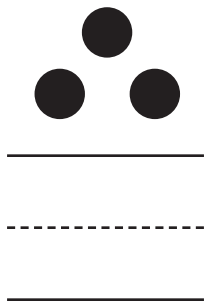
and



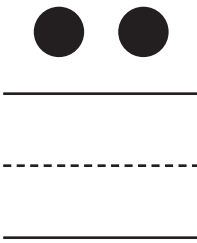
are



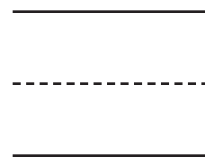
in all.



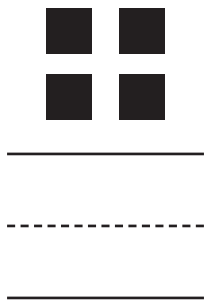
and



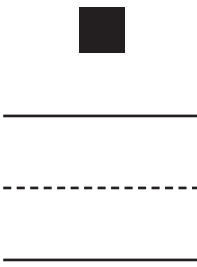
are



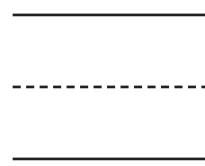
in all.



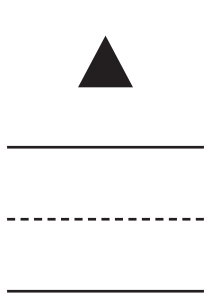
and



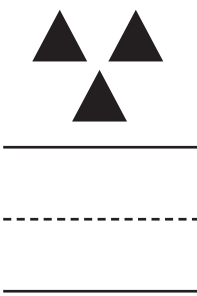
are



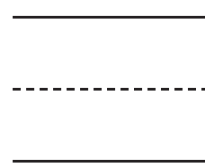
in all.



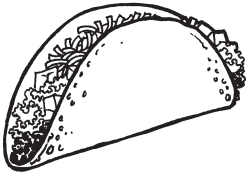
and



are



in all.



Sumar Grupos 3

- 1 Cuenta cuanta comida hay en cada grupo.
- 2 Escribe los números.
- 3 Escribe cuántos hay en total.



and



are

in all.



and



are

in all.



and



are

in all.



and



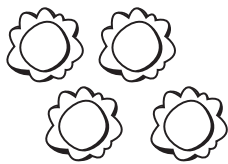
are

in all.



Las Sumas hasta el 5

❶ Completar cada oración numérica escribiendo los números que faltan.



4

+



1

=



2

+



3

=



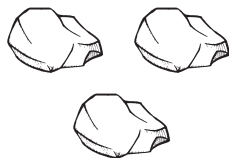
1

+



2

=



3

+



1

=



Las Sumas hasta el 5

❶ Completar cada oración numérica escribiendo los números que faltan.



2

+

2

=

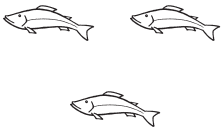


1

+

4

=



3

+

2

=



1

+

1

=

Las Tarjetas de la Suma

$$\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

Las Tarjetas de la Suma

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

Las Tarjetas de la Suma

$1+0=$

$1+1=$

$2+1=$

$3+1=$

$4+1=$

$5+1=$

$2+0=$

$3+0=$

Las Tarjetas de la Suma

$$4 + 0 =$$

$$4 + 2 =$$

$$5 + 0 =$$

$$3 + 3 =$$

$$2 + 2 =$$

$$0 + 0 =$$

$$3 + 2 =$$

Las Cintas del Alfabeto

A B C D E F G

H I J K L M

N O P Q R S T

U V W X Y Z

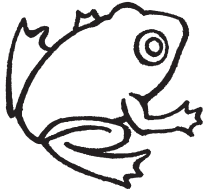
Las Cintas del Alfabeto

a b c d e f g

h i j k l m

n o p q r s t

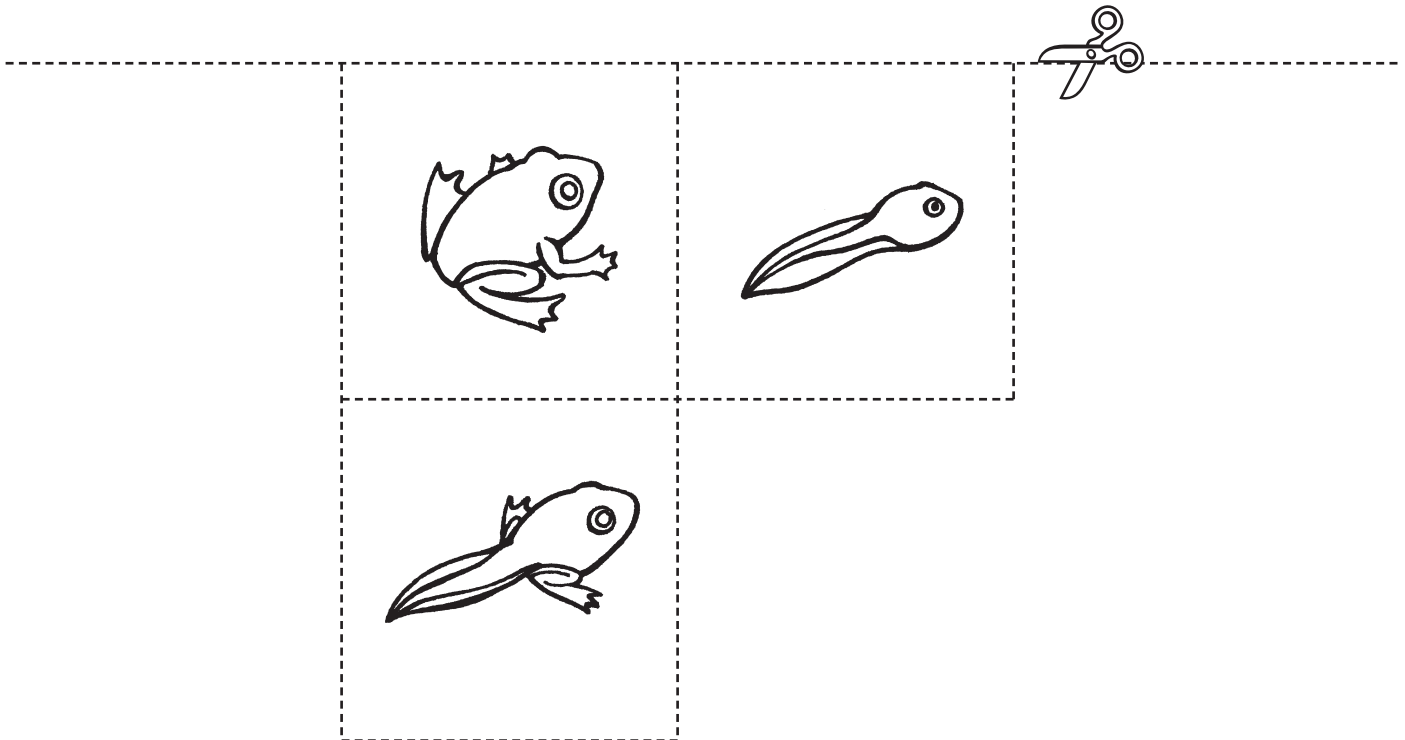
u v w x y z



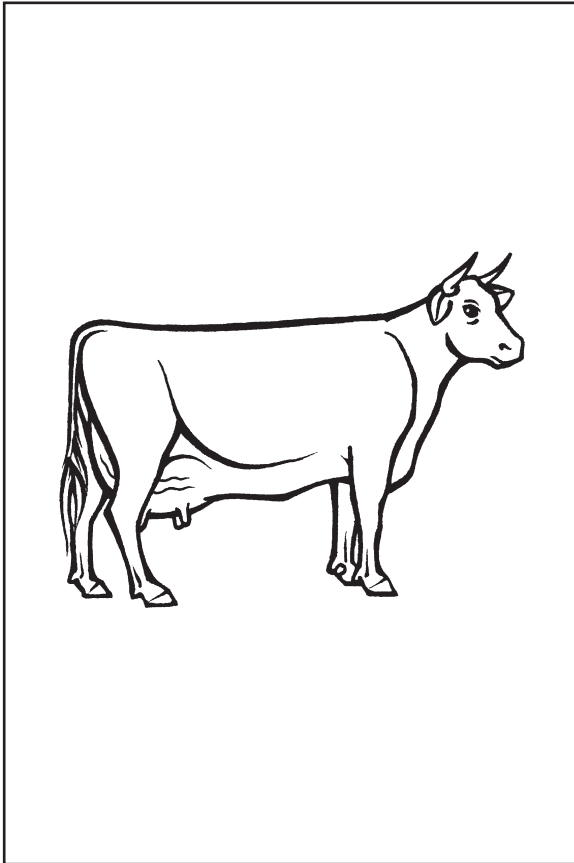
Los Anfibios

Corta y pega estas imágenes en el orden que muestra los cambios de un huevo a una rana.

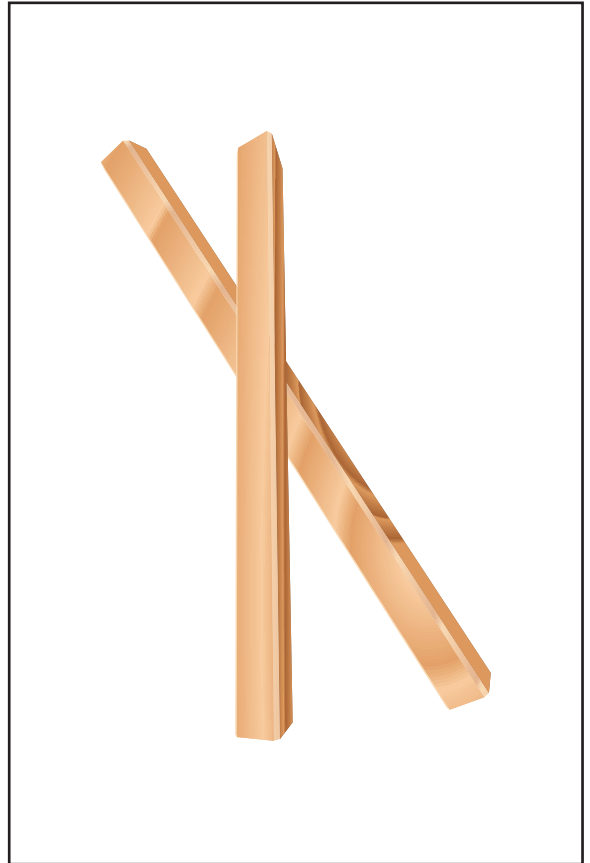
			
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Los Afiches Musicales de los Animales

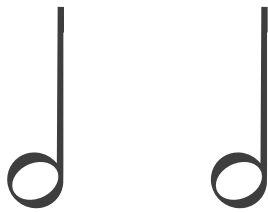
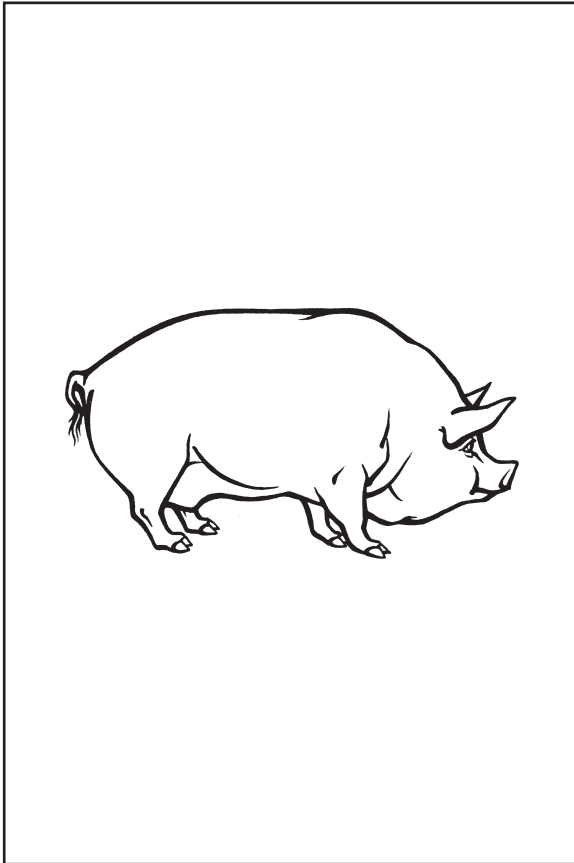


Moo Moo

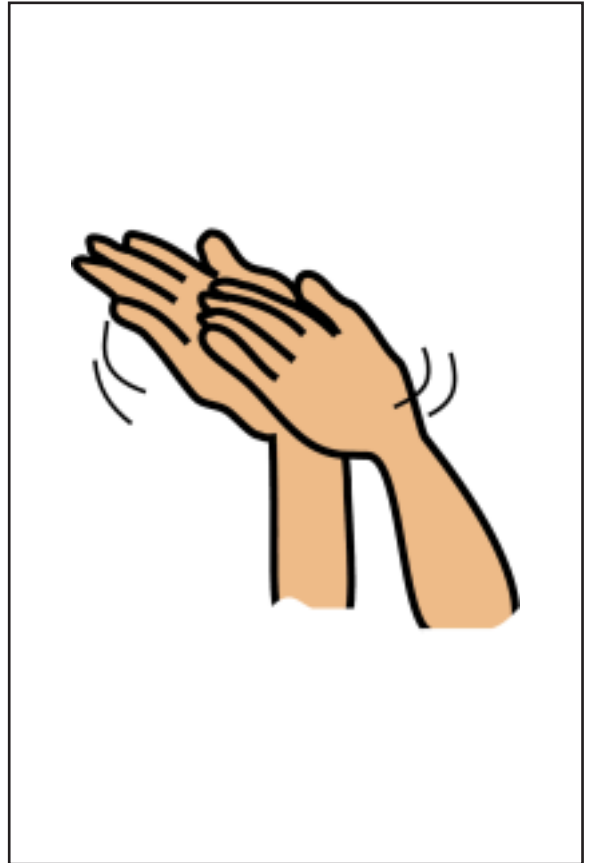


Palitos

Los Afiches Musicales de los Animales

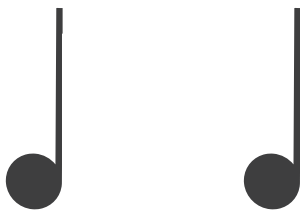
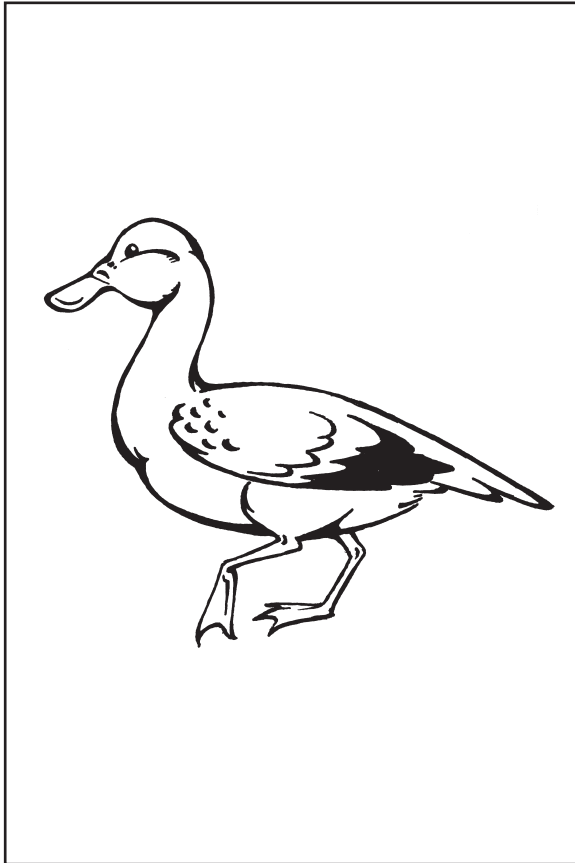


Oink Oink

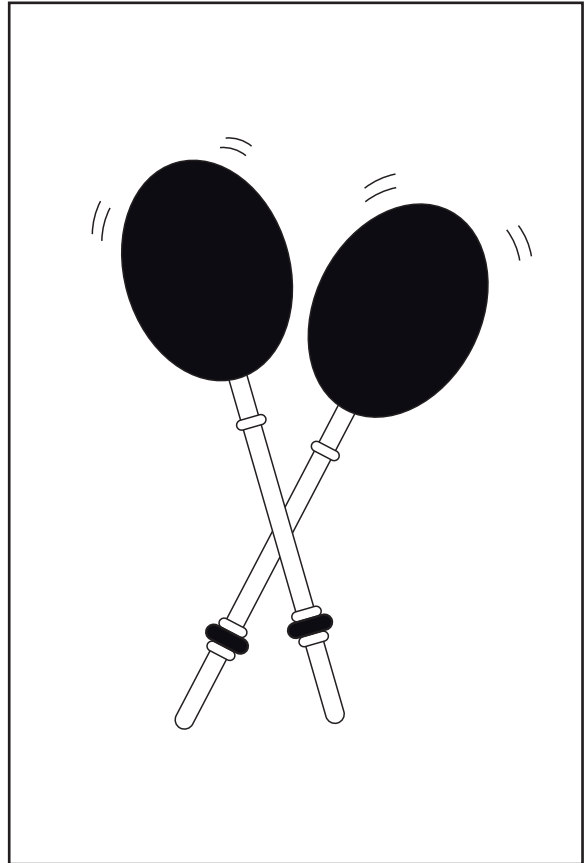


Aplauso

Los Afiches Musicales de los Animales

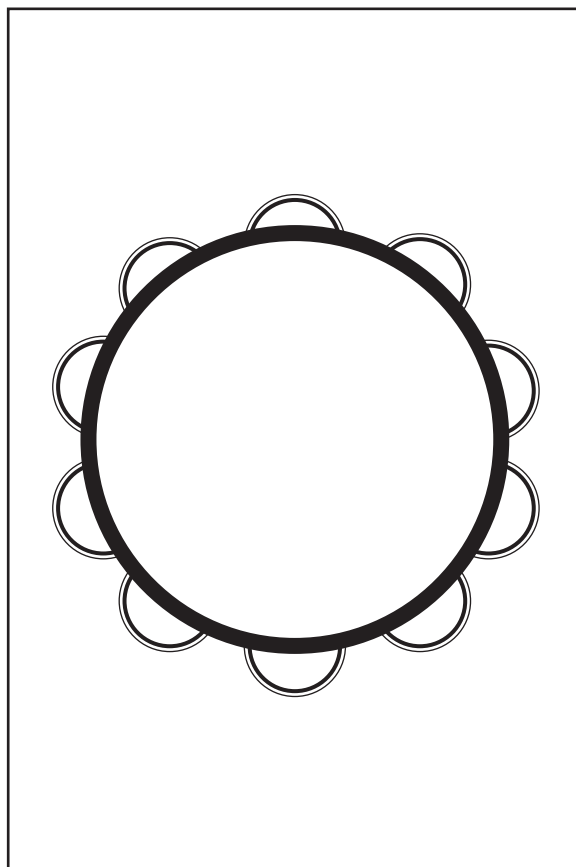
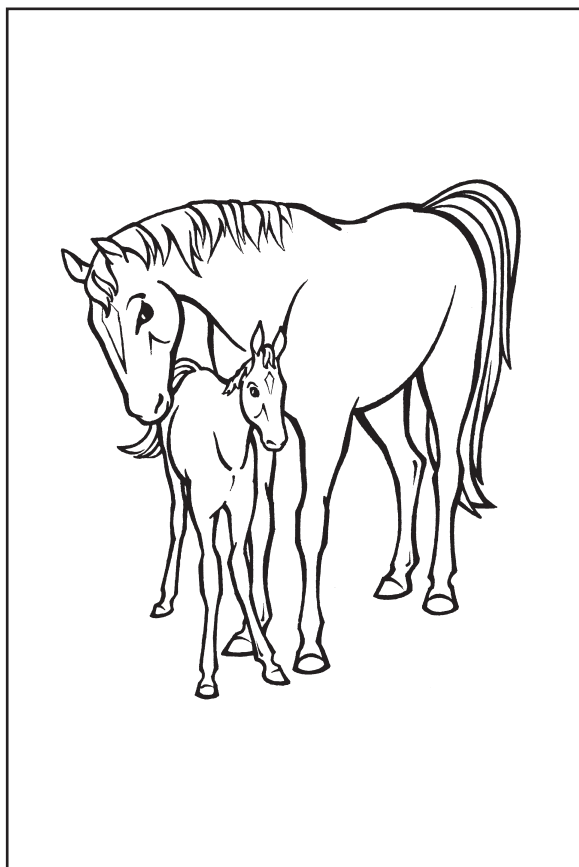


Quack Quack



Maracas

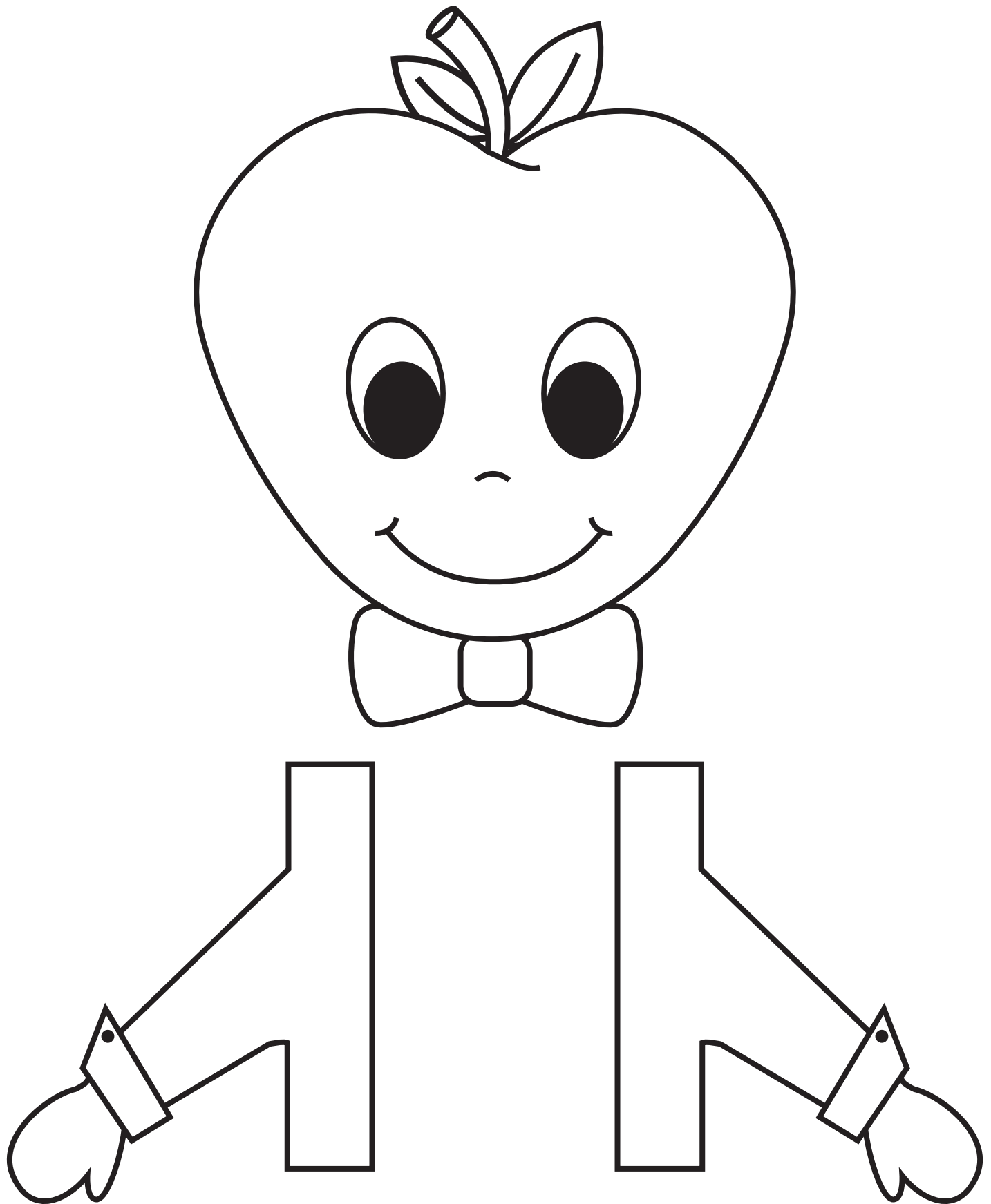
Los Afiches Musicales de los Animales



Trit Trot Trit Trot Trit Trot

Pandereta

El Patrón de la Marioneta de Manzana

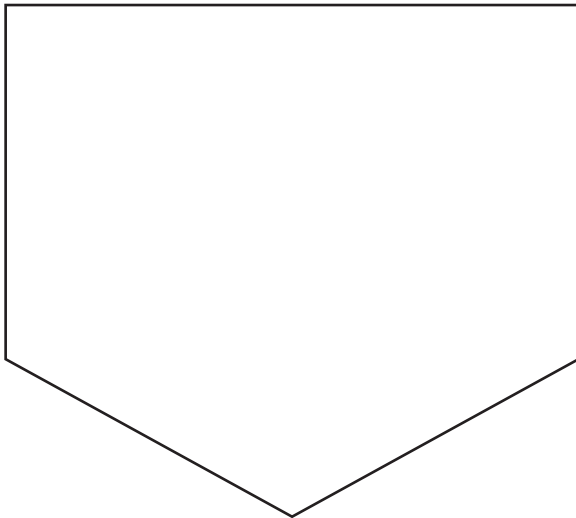


Las tarjetas del béisbol

Dobla



Nombre del jugador



Nombre del Equipo

Altura:

Peso:

Nacido en:

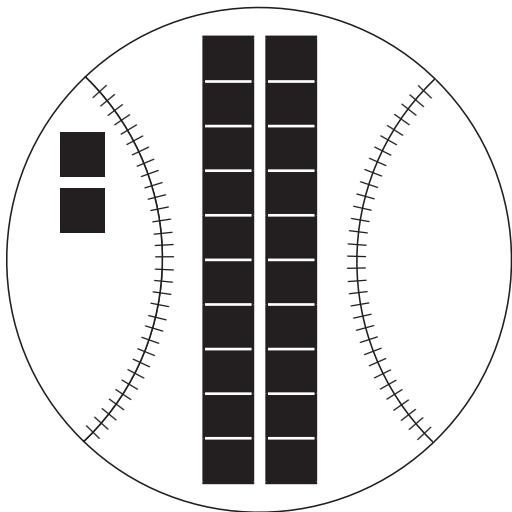
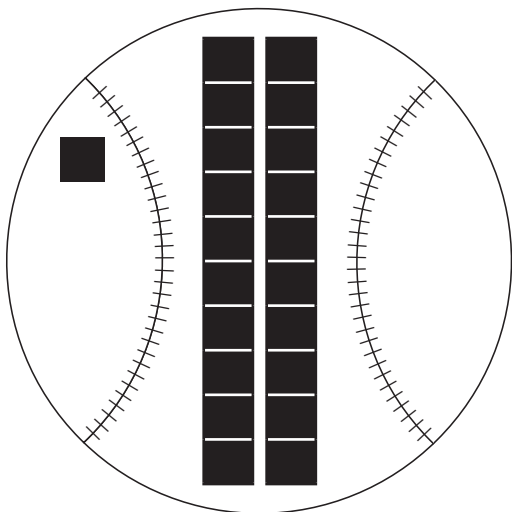
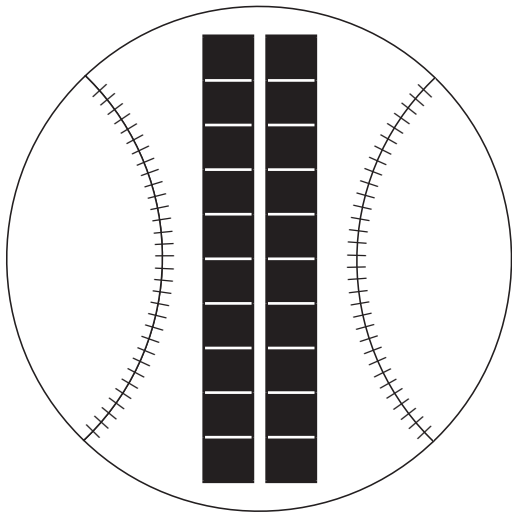
Su casa es:

Tira:

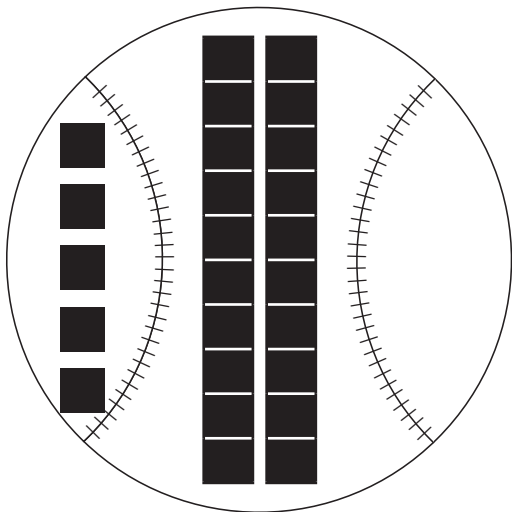
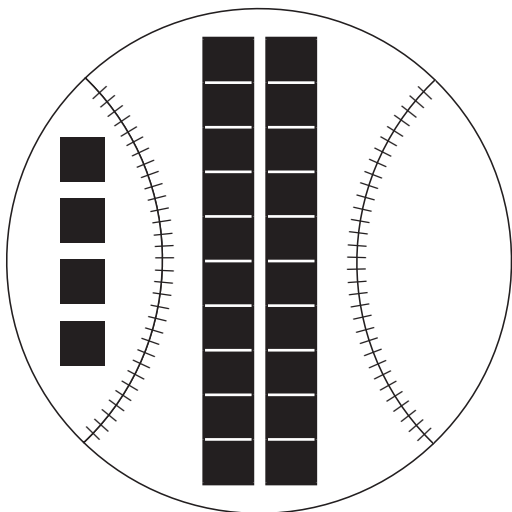
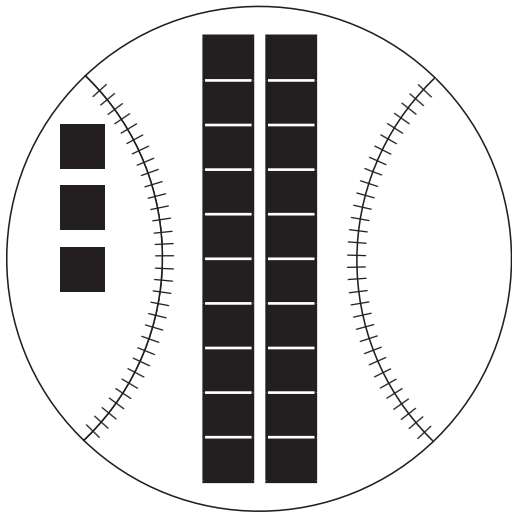


Nombre del Jugador

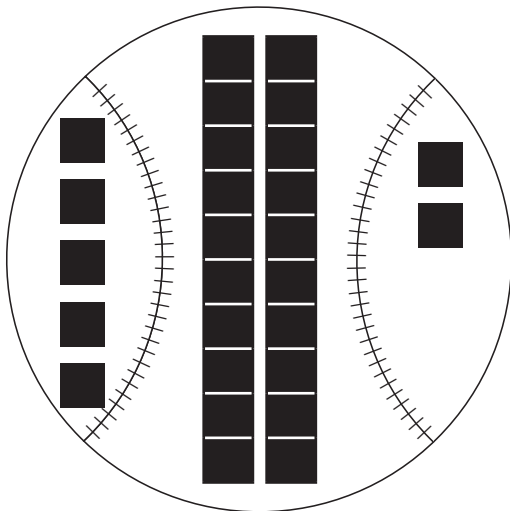
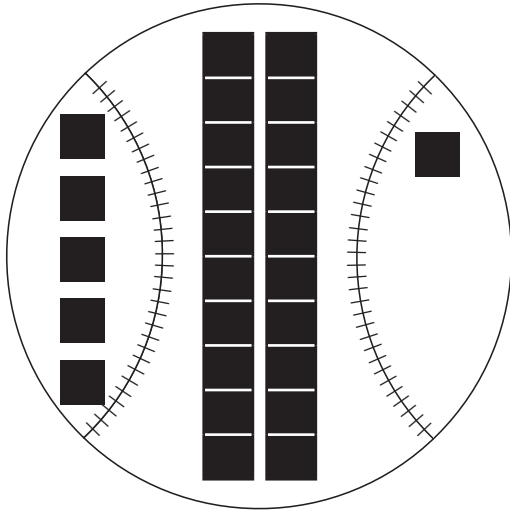
Los números del béisbol



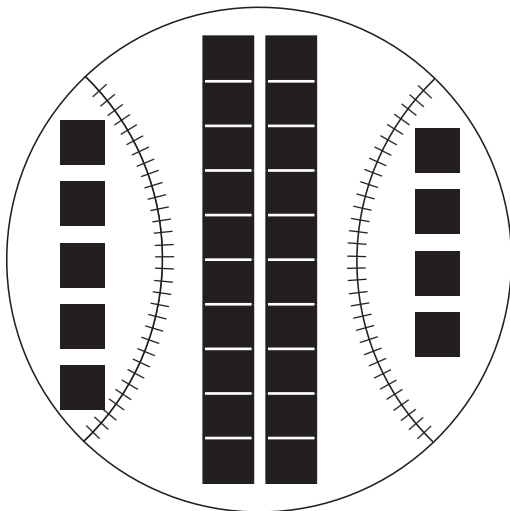
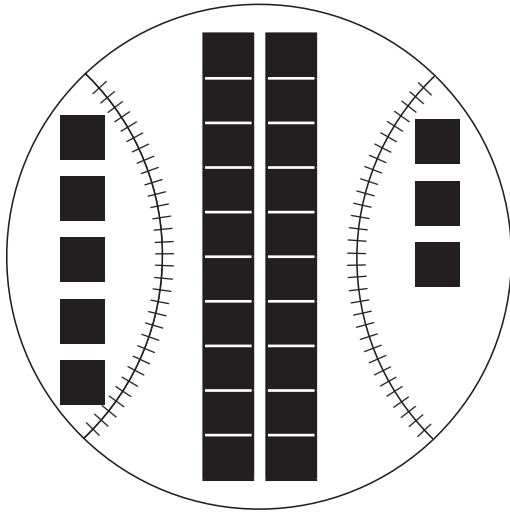
Los números del béisbol

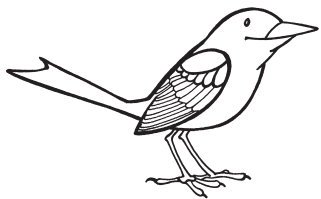


Los números del béisbol



Los números del béisbol

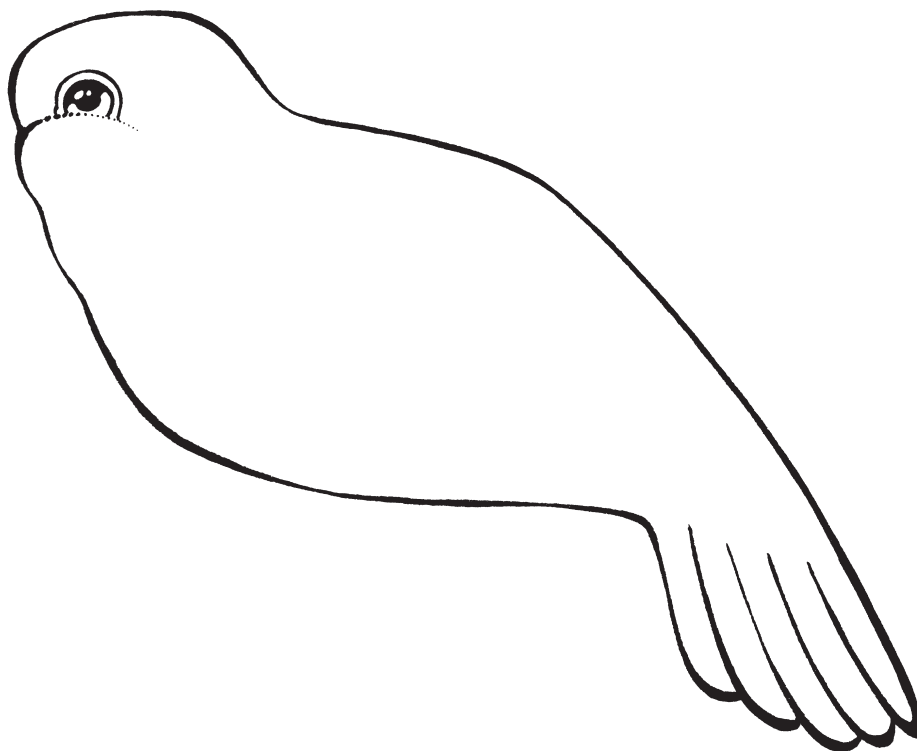




Las Aves

Termina de dibujar el ave.

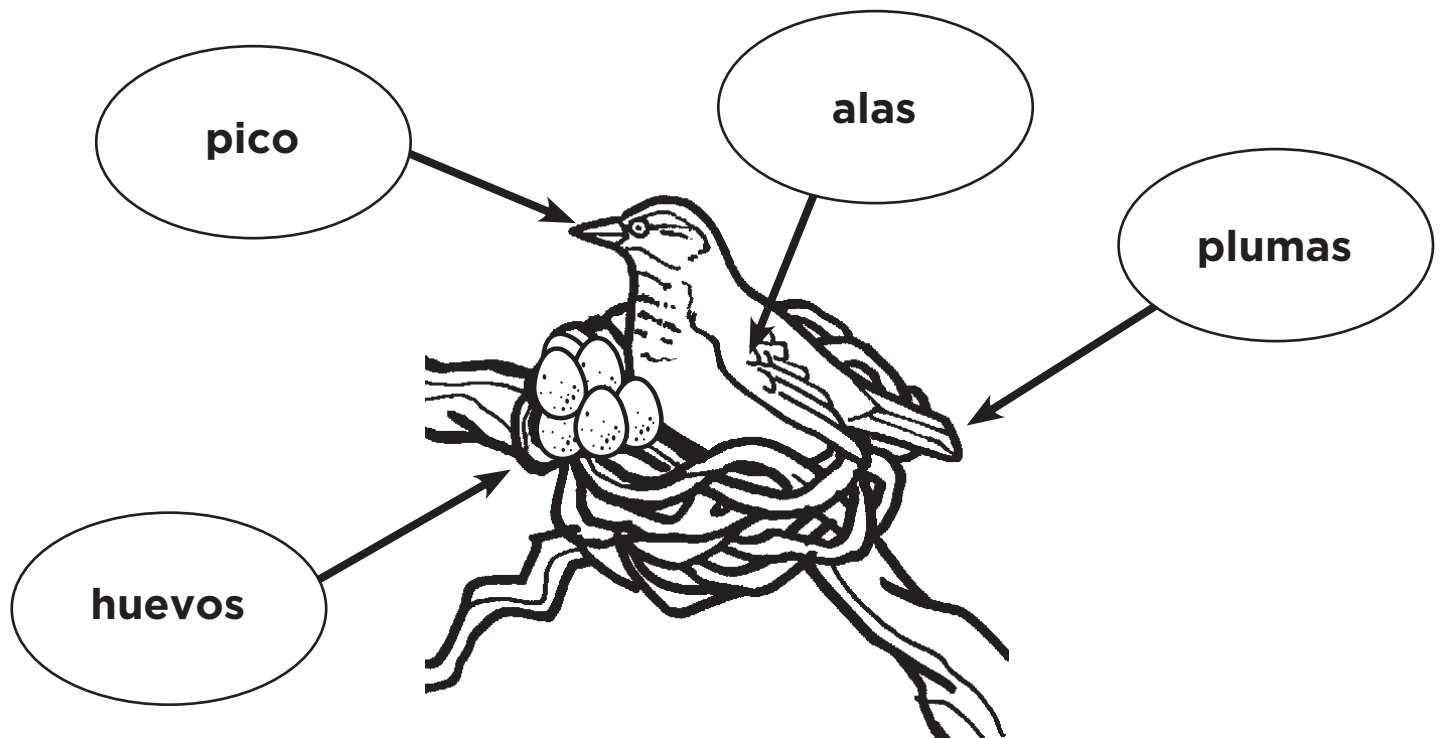
- ① Dibuja un pico  en el ave.
- ② Dibuja una ala  en el ave.
- ③ Dibuja dos patas  en el ave.



El Afiche de las Aves

Características de las aves:

- Las aves tienen plumas.
- Vuelan en el cielo con las alas.
- Las aves tienen picos.
- Los pajaritos necen desde los huevos.



Añade tus palabras o imágenes abajo (recortes de revistas, dibujos de colores, etc.)

Construye el 10



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



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



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

Construye el 10



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



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

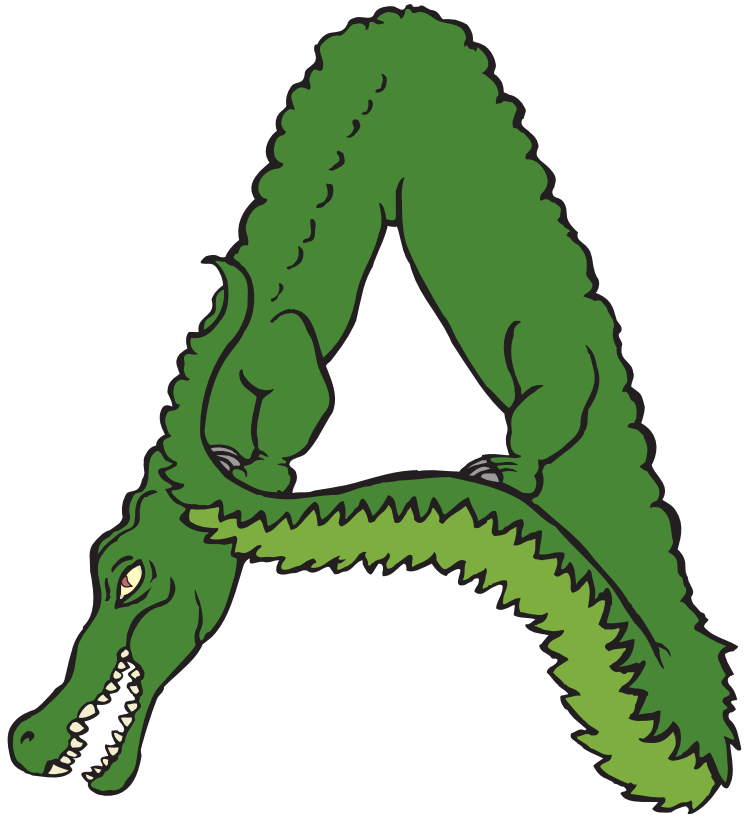


$$\underline{\quad} + 6 =$$

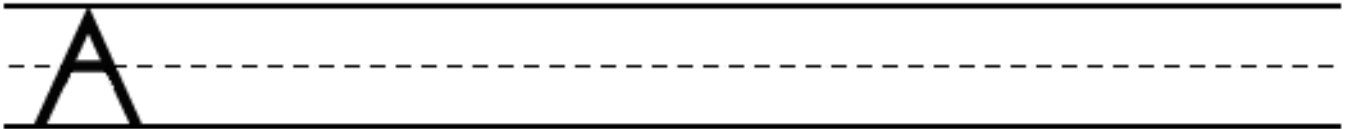
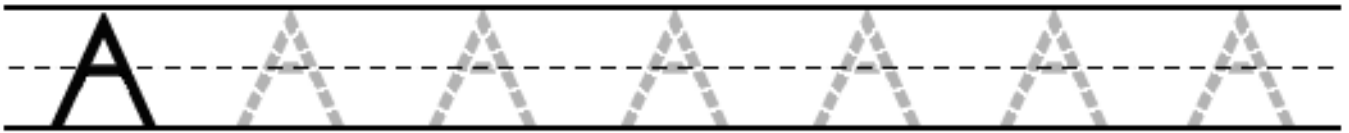
El Calendario

domingo	lunes	martes	miércoles	jueves	viernes	sábado

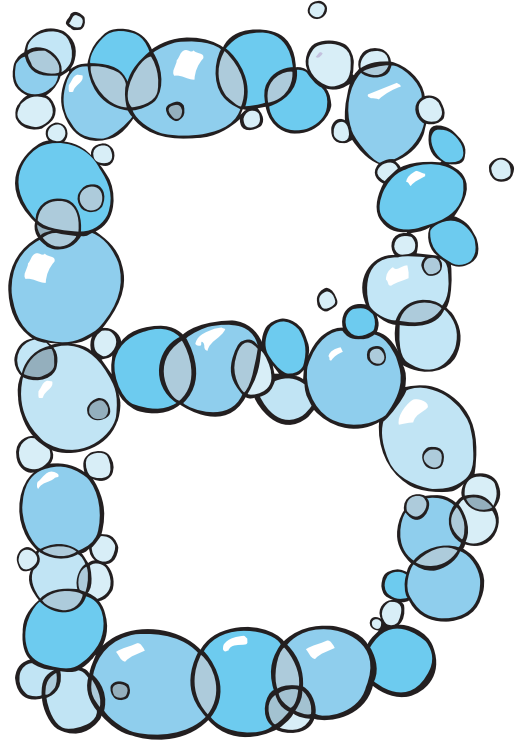
A Mayúscula



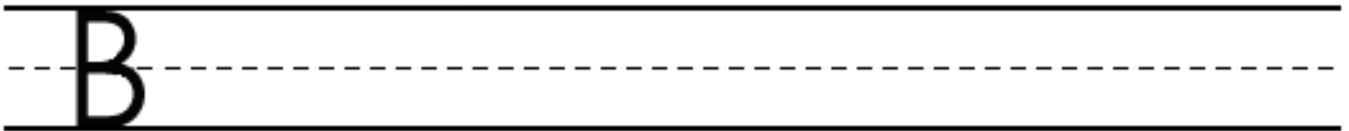
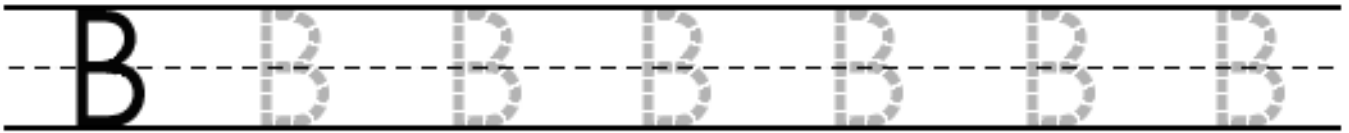
A: "Slant down, slant down, across. Capital A."



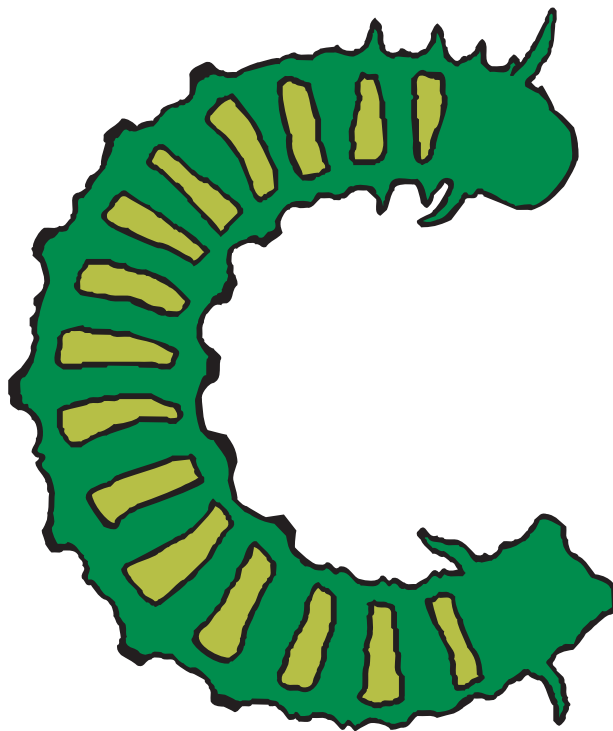
B Mayúscula



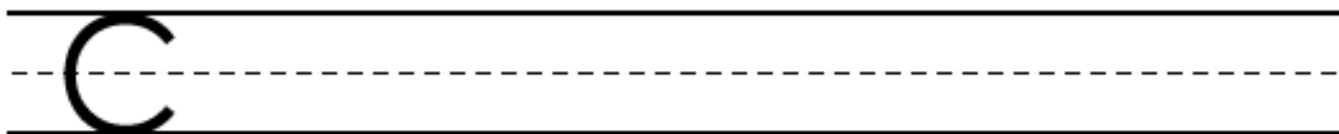
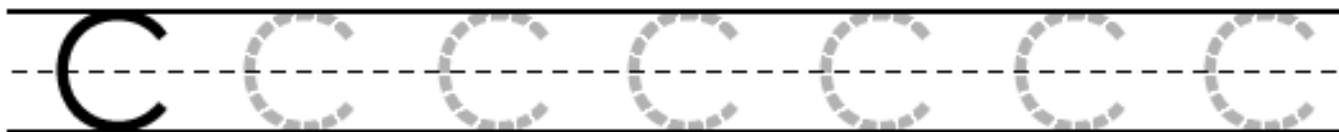
B: "Down, up, curve around, curve around. Capital *B*."



C Mayúscula



C: "Curve around. Capital C."

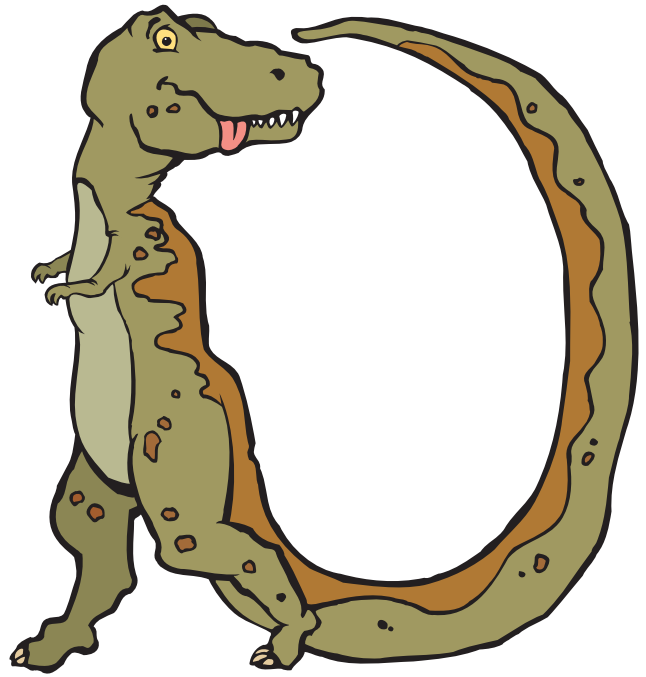


C AKE

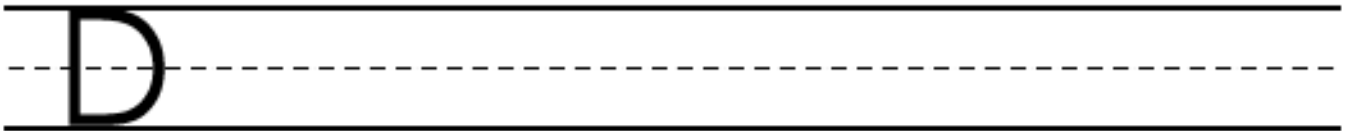
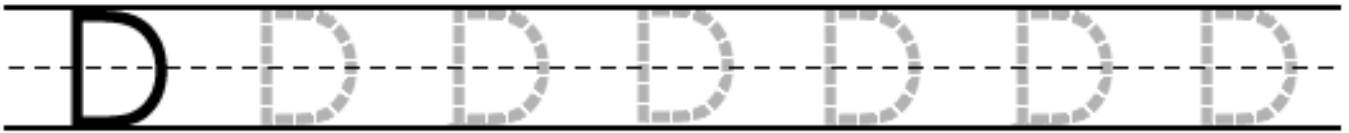
C AN

C ATERPILLAR

D Mayúscula



D: "Down, up, curve around. Capital *D*."



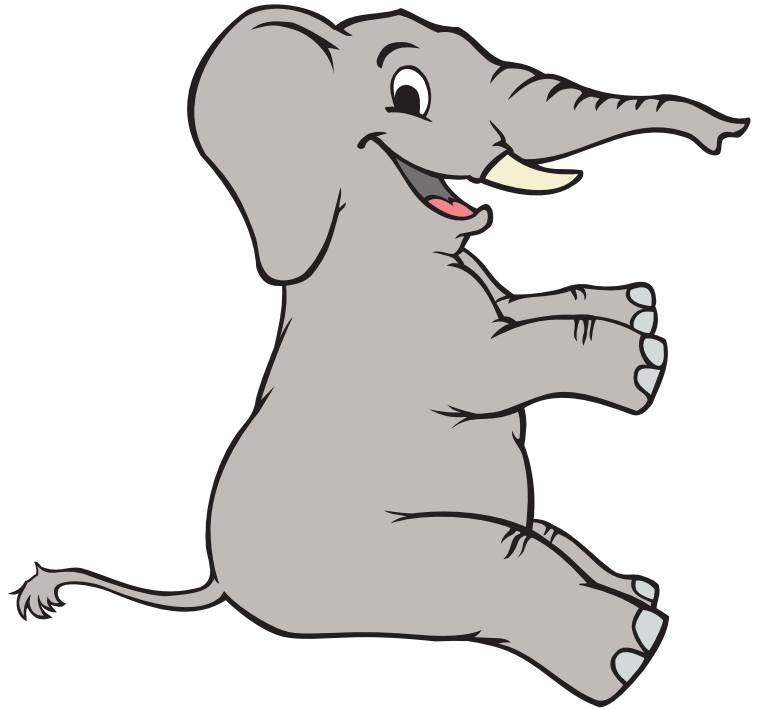
DIDDLE

DOG

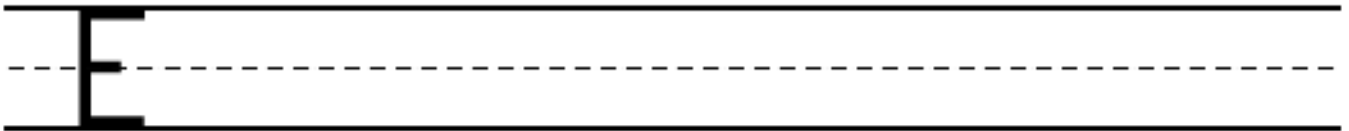
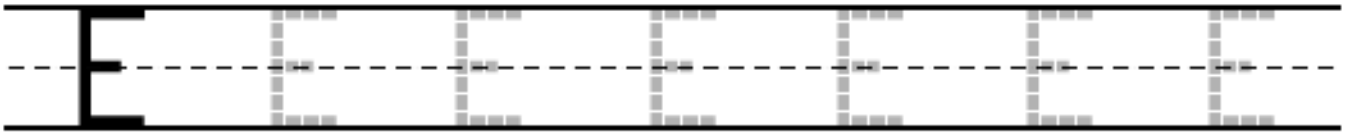
DISH

DINOSAUR

E Mayúscula



E: "Across, down, across, across. Capital *E*."

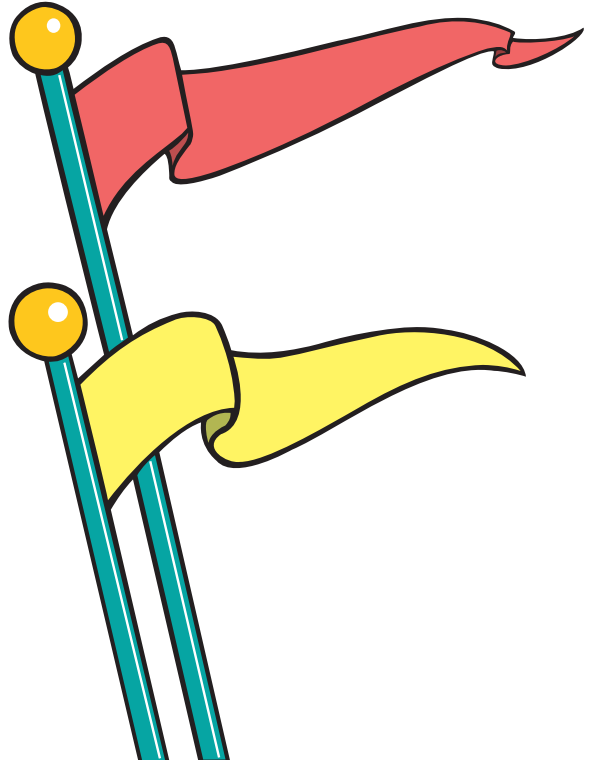


ELEPHANT

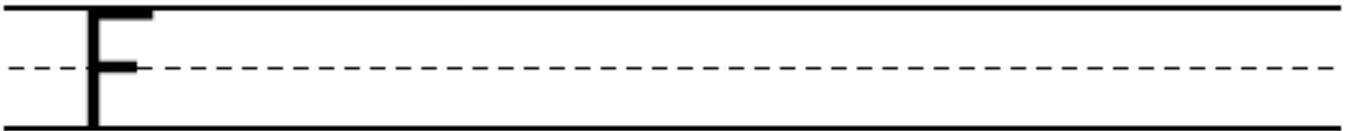
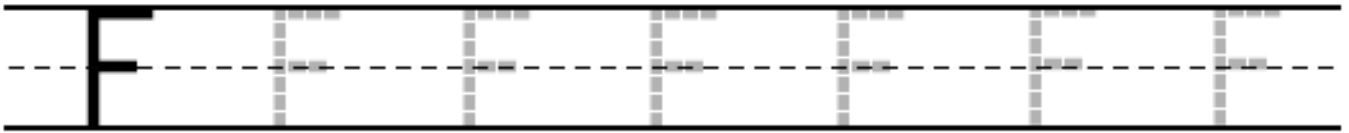
ED

EDNA

F Mayúscula



F: "Across, down, across. Capital *F*."

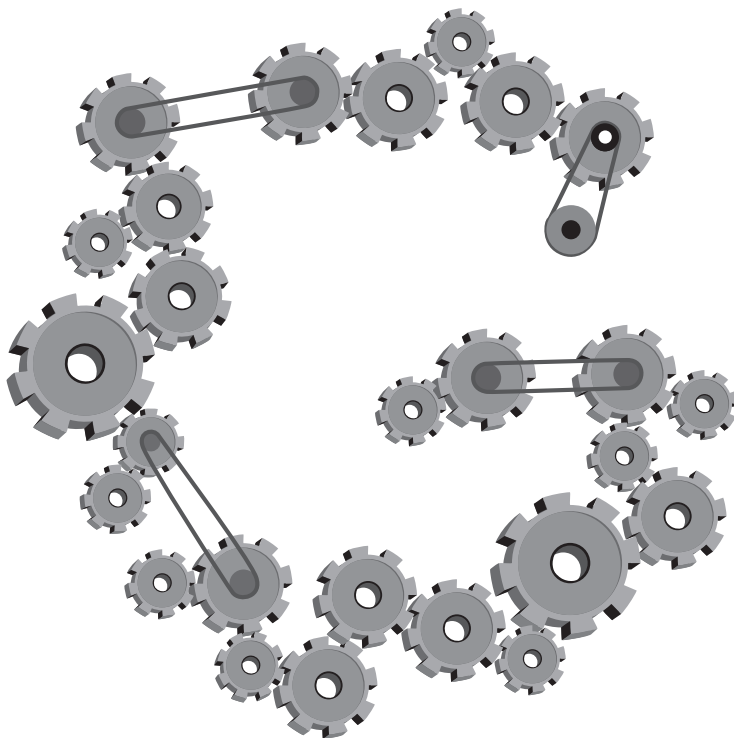


FARMER

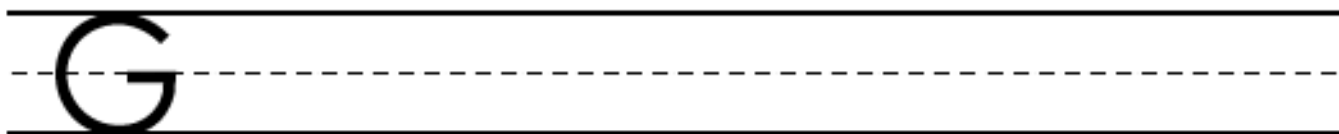
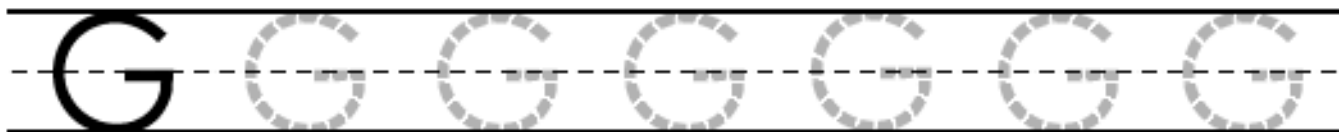
FLAG

FRED

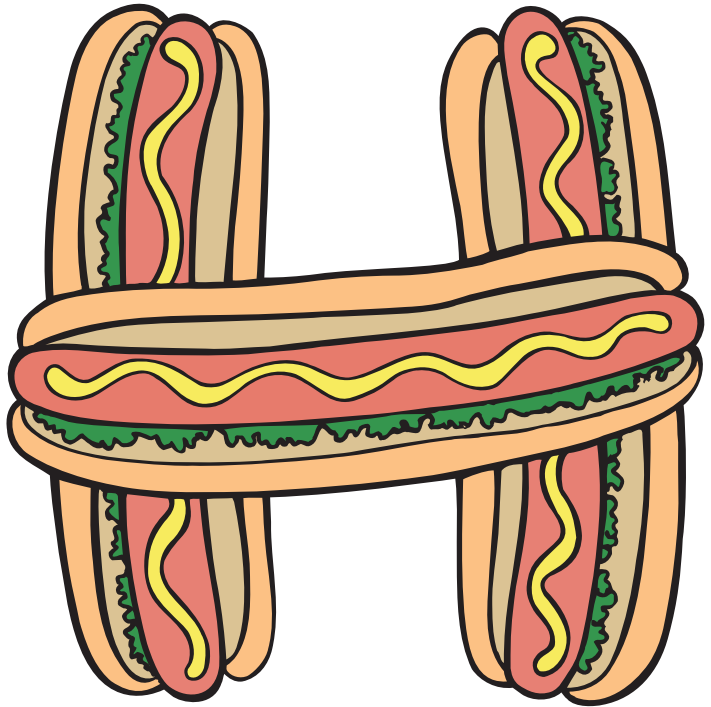
G Mayúscula



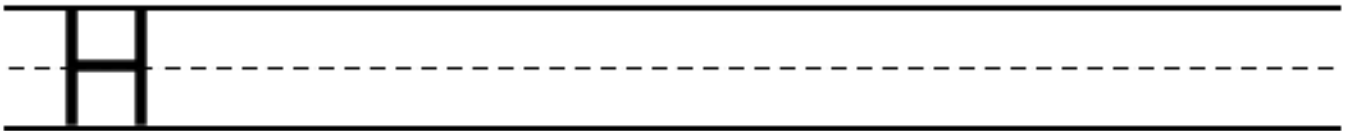
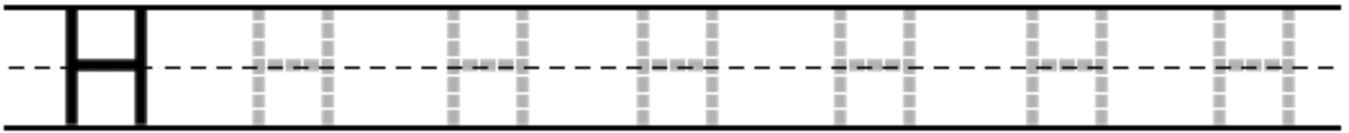
G: “Curve around, in. Capital *G*.”



H Mayúscula



H: "Down, down, across. Capital *H*."



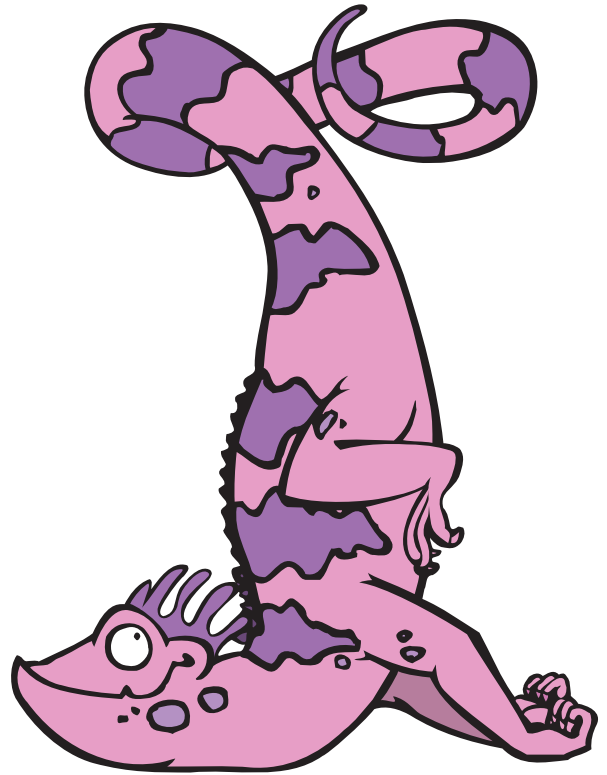
HUSH

HOT DOG

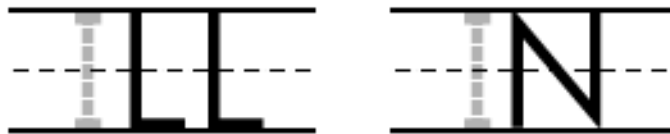
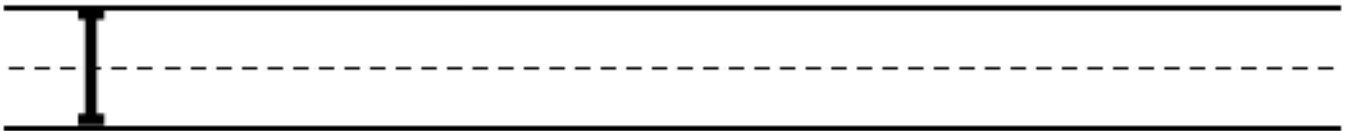
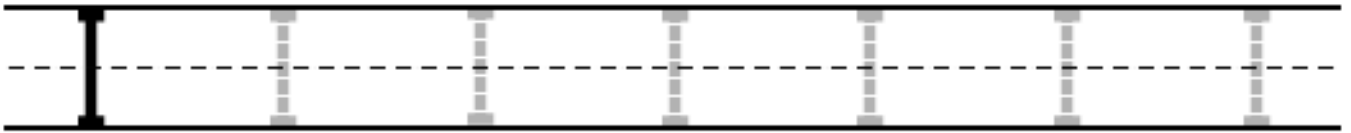
HAVE

HORSES

I Mayúscula



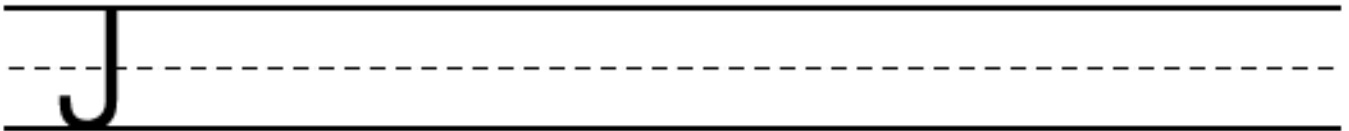
I: “Down, across, across. Capital *I*.”



J Mayúscula



J: "Down, curve up. Capital *J*."



JACK JILL

JESTER

K Mayúscula

K



K: "Down, slant down, slant down. Capital K."

K K K K K K K

K

KITTENS

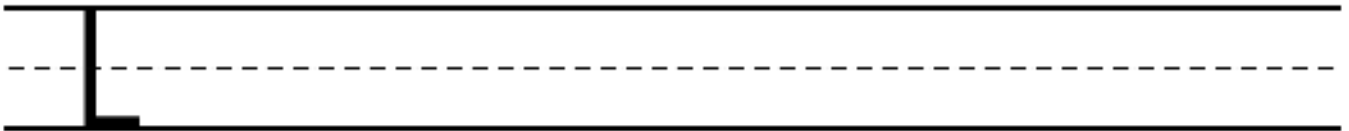
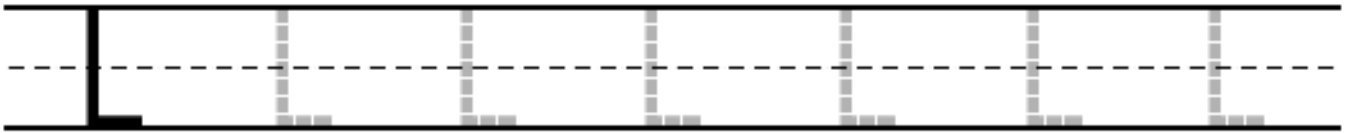
KING

KARATE

L Mayúscula



L: "Down, across. Capital *L*."

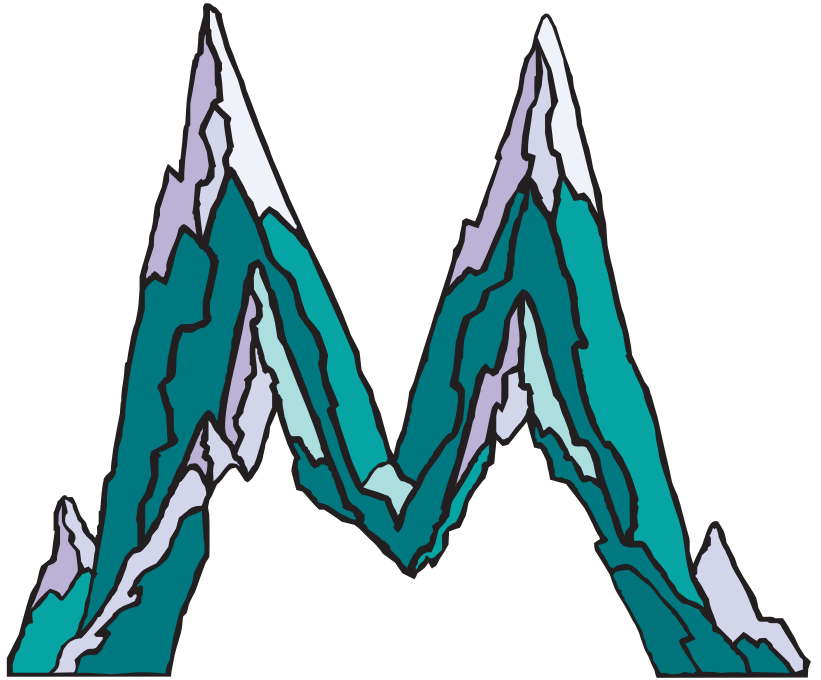


LITTLE

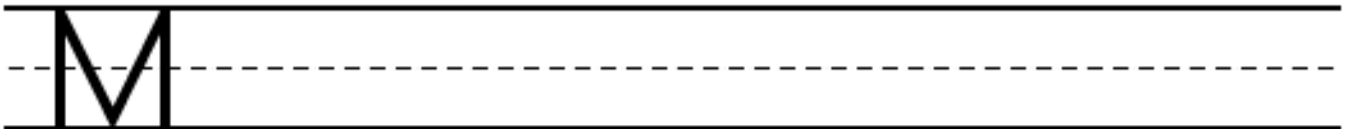
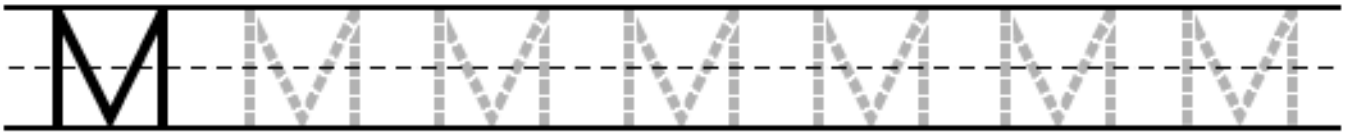
LAMB

LEPRECHAUN

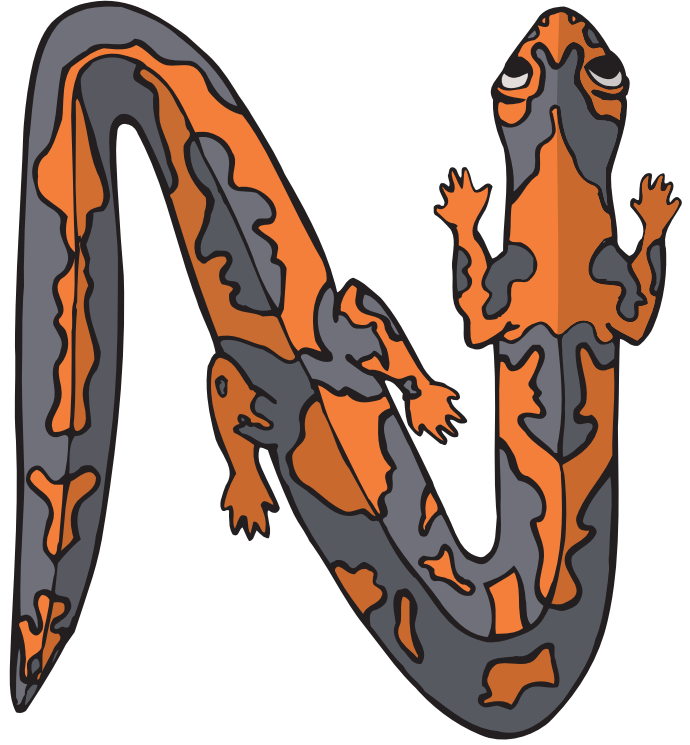
M Mayúscula



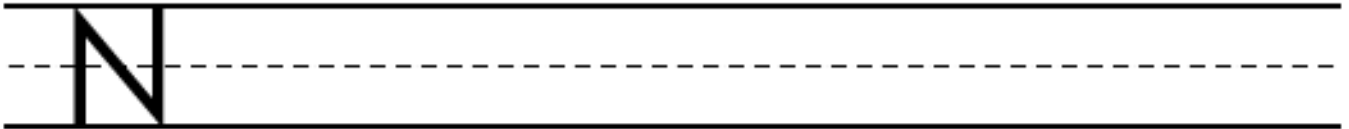
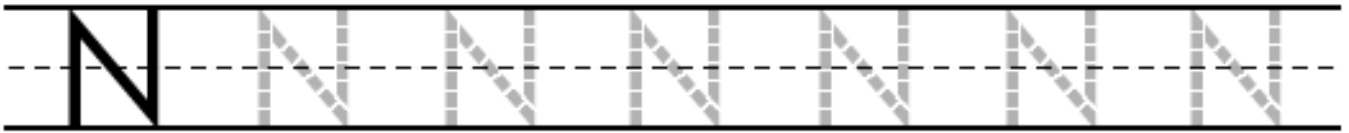
M: "Down, lift, slant down, slant up, down. Capital *M*."



N Mayúscula



N: “Down, lift, slant down, up. Capital *N*.”

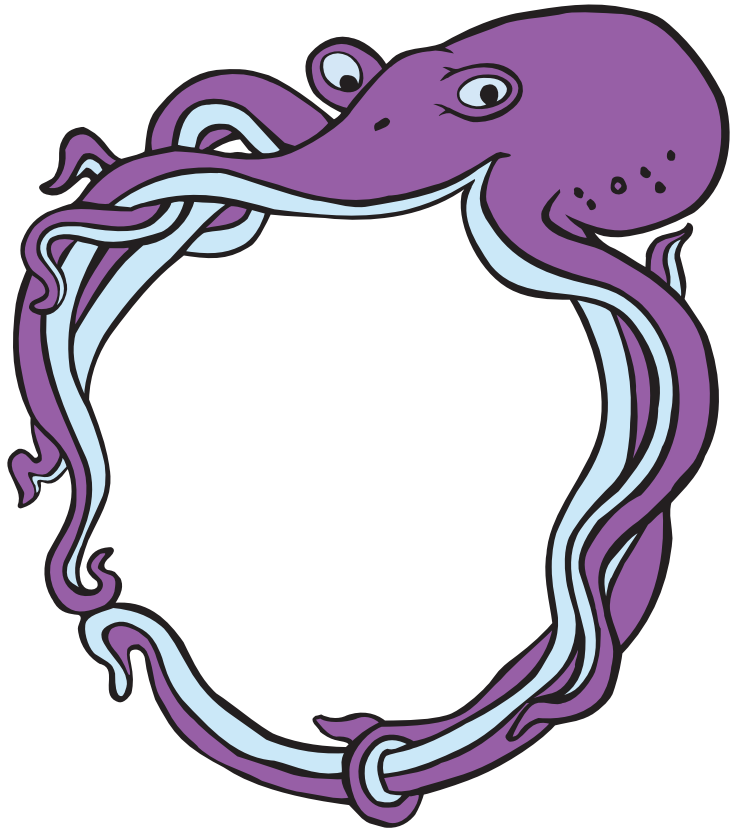


NOSE

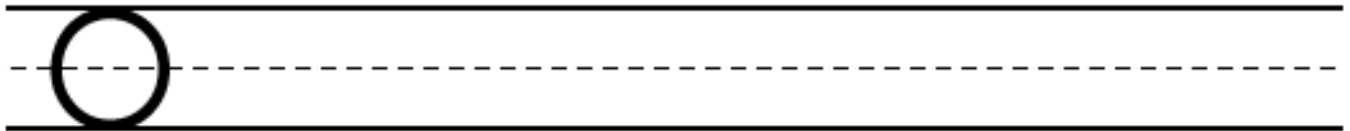
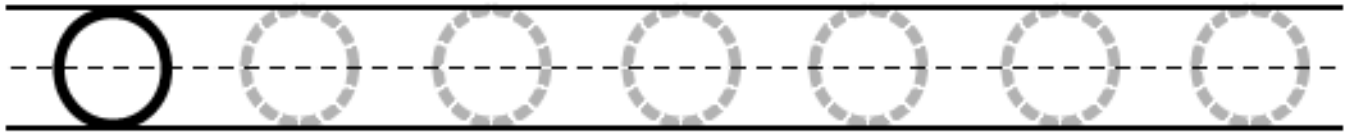
NEWT

NOON

O Mayúscula



O: "Curve around. Capital O."

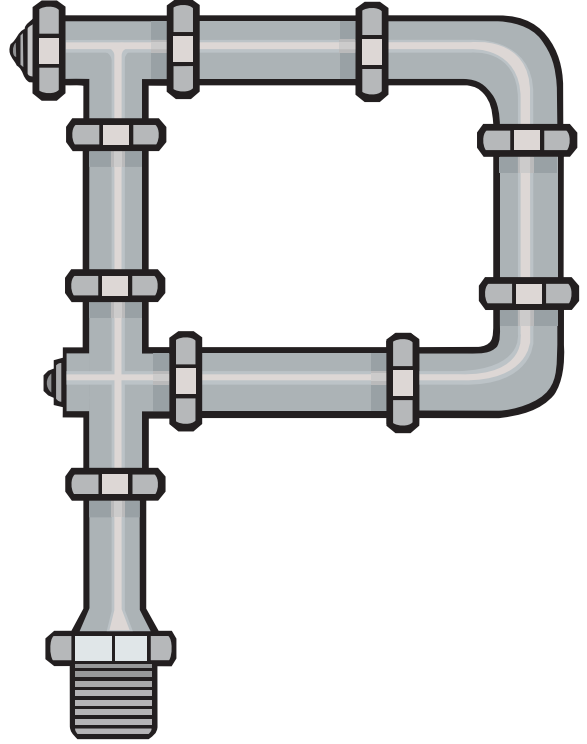


ON

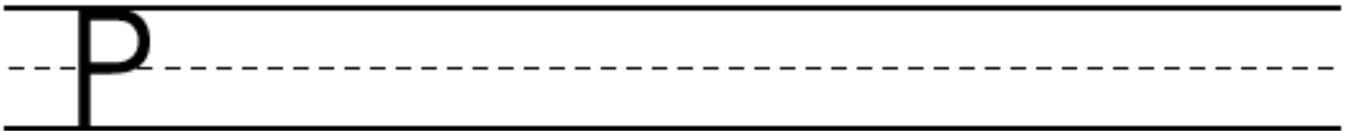
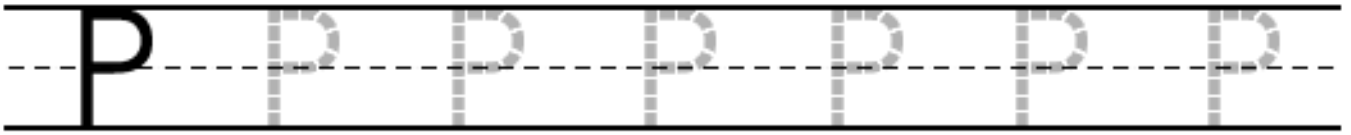
OFF

OCTOPUS

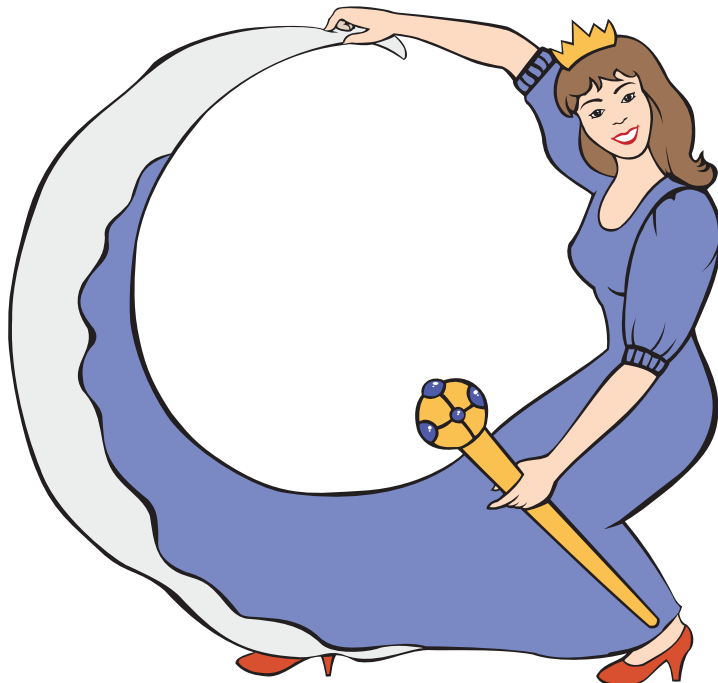
P Mayúscula



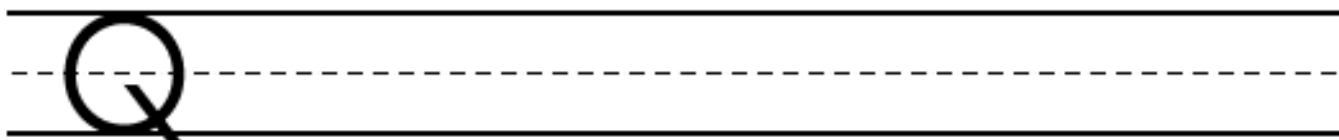
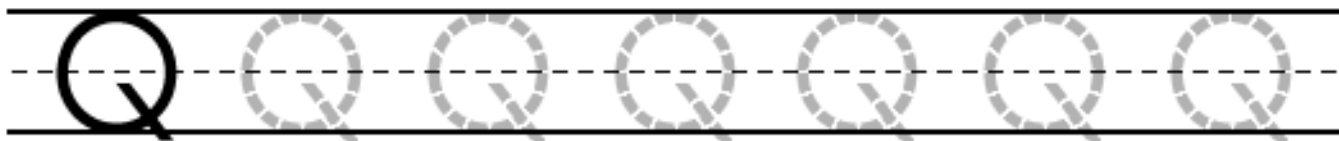
P: "Down, up, curve around. Capital *P*."



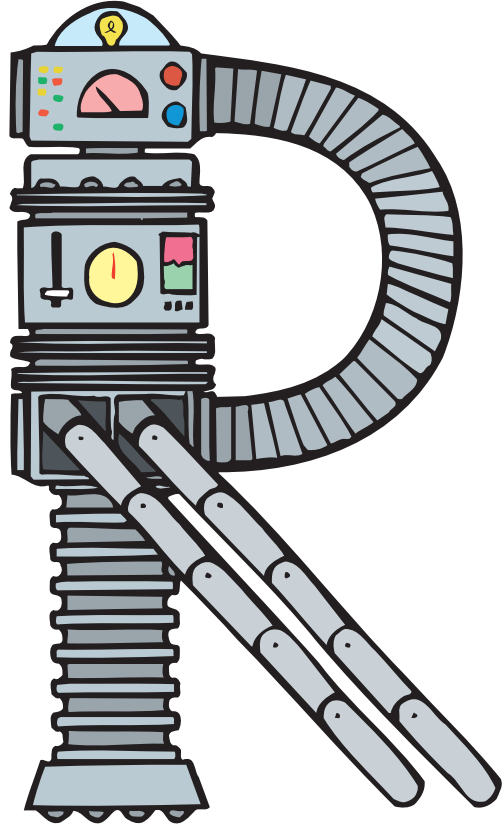
Q Mayúscula



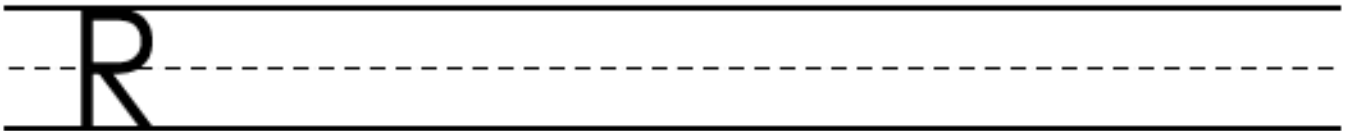
Q: “Curve around, lift, slant down. Capital Q.”



R Mayúscula



R: "Down, up, curve around, slant down. Capital *R*."

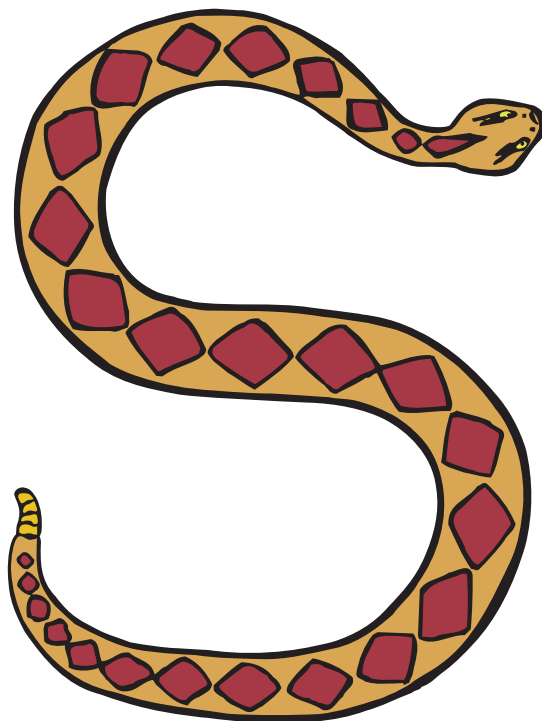
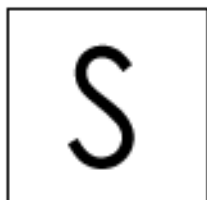


RABBIT

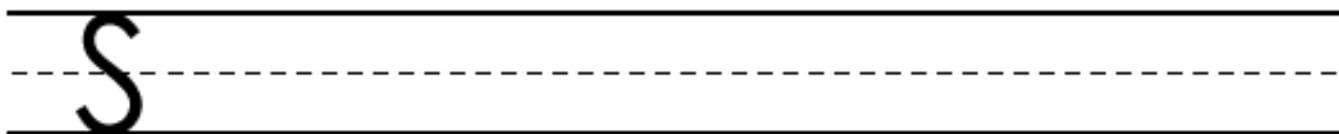
ROBOT

RADISHES

S Mayúscula



S: "Up, over, curve around, curve around. Capital S."



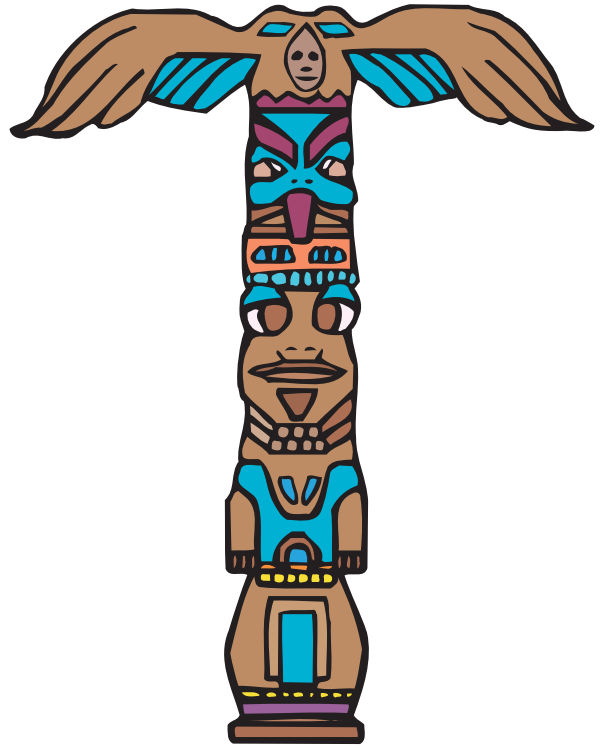
SPIDER

SPOUT

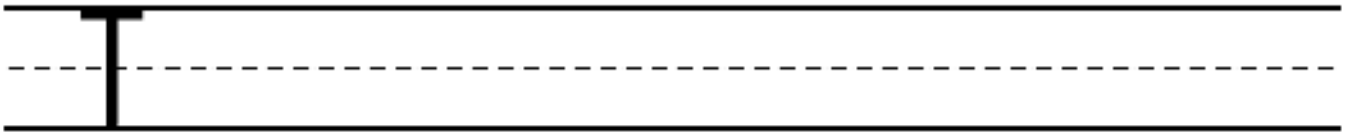
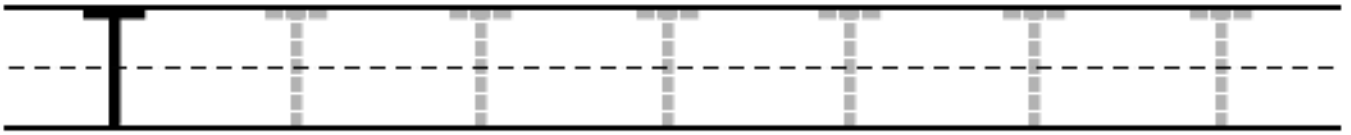
SUN

SNAKE

T Mayúscula



T: "Down, lift, across. Capital *T*."

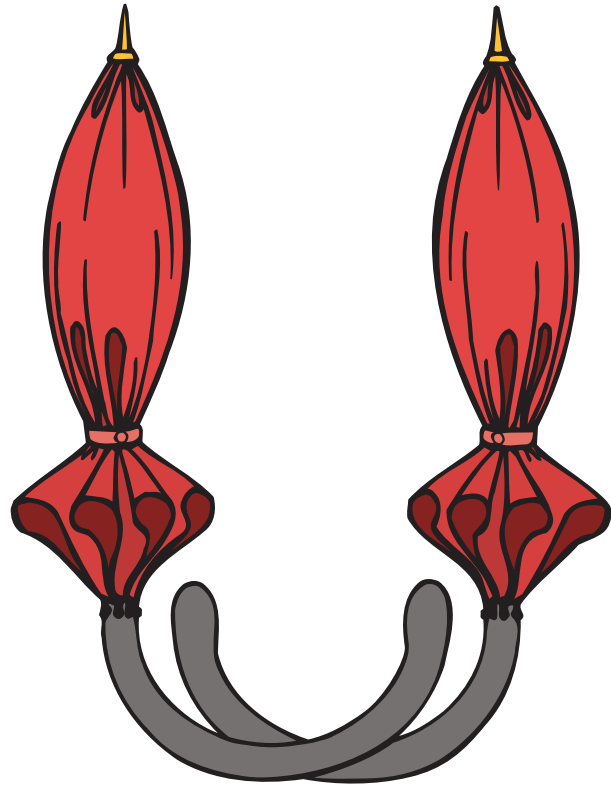


TORTILLAS

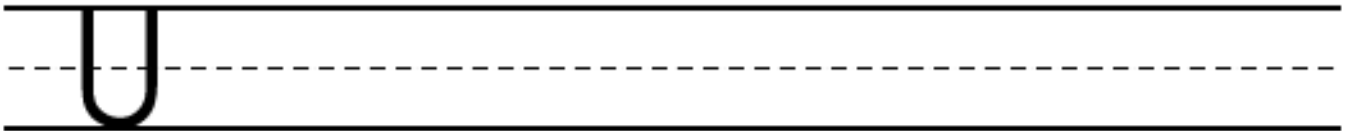
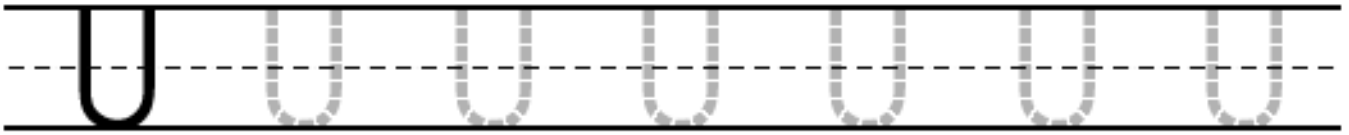
TASTE

TOTEM POLE

U Mayúscula



U: "Down, curve up. Capital *U*."



UP

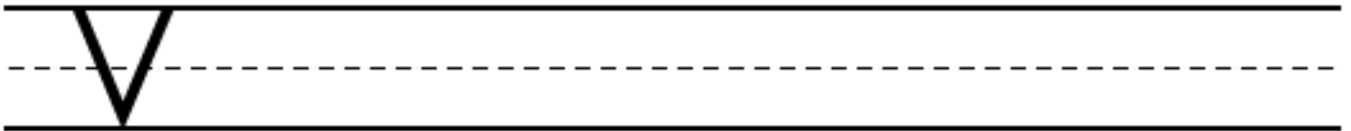
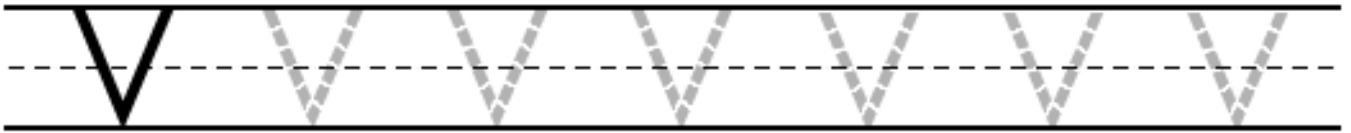
UMBRELLA

UNCLE

V Mayúscula



V: "Slant down, slant up. Capital *V*."



VALENTINE

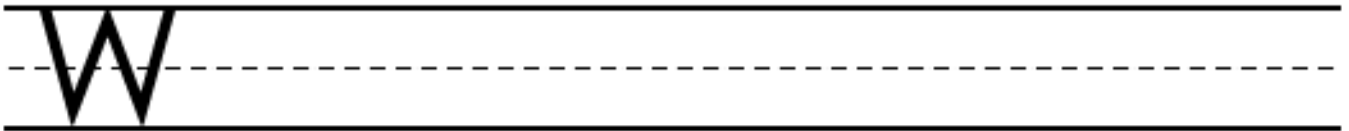
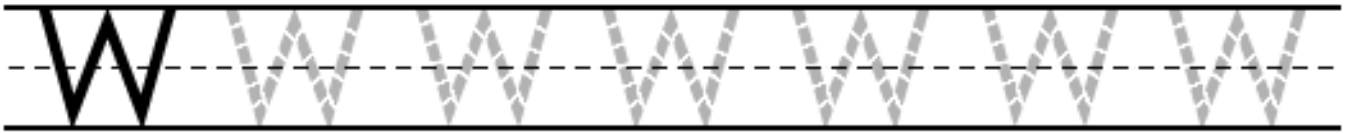
VIOLIN

VIOLETS

W Mayúscula



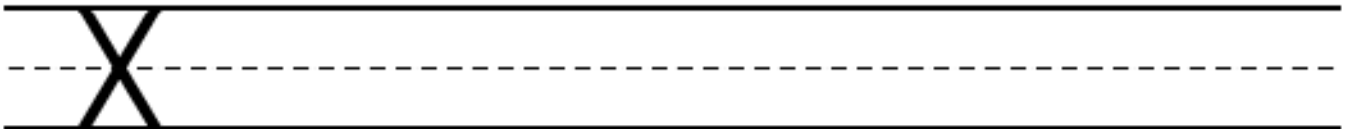
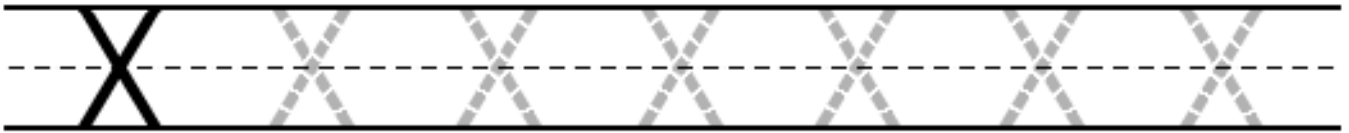
W: “Slant down, slant up, slant down, slant up. Capital *W*.”



X Mayúscula



X: "Slant down, slant down. Capital X."

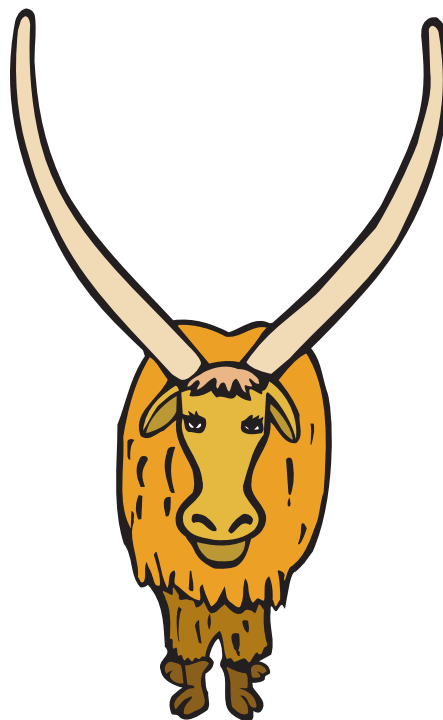


FOX

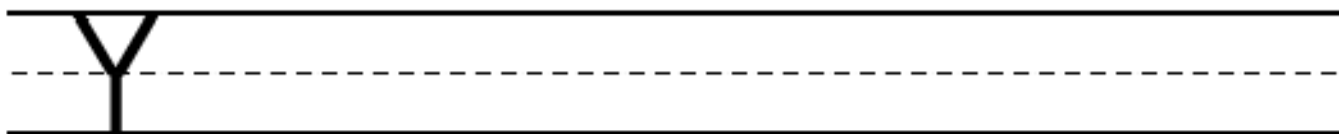
BOX

XRAY

Y Mayúscula



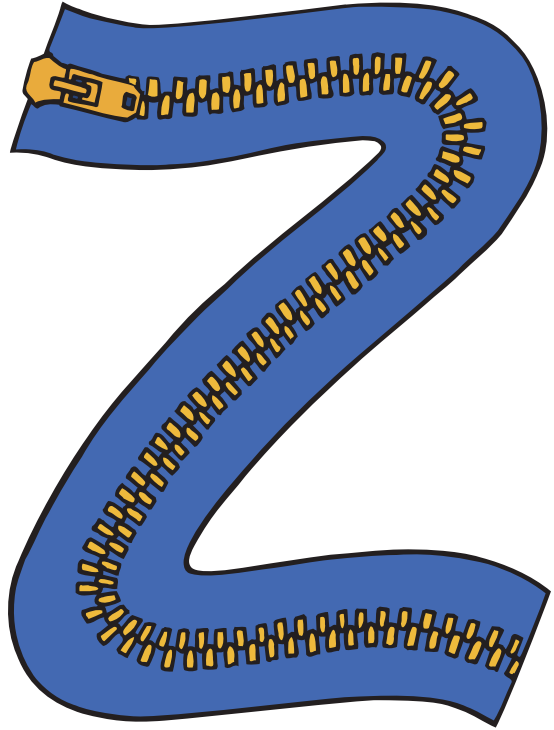
Y: "Slant down, slant down, down. Capital Y."



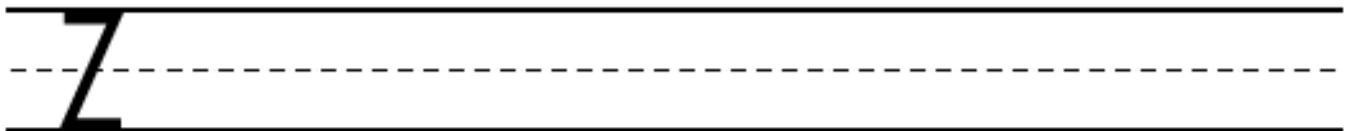
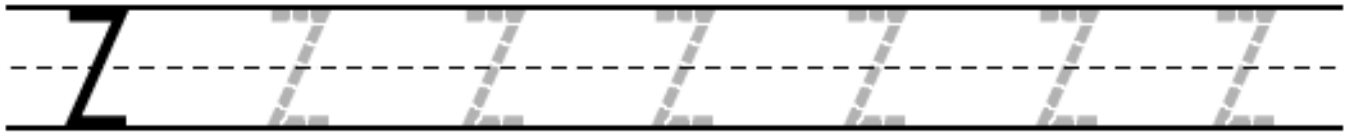
YANKEE YAK

YELLOW

Z Mayúscula



Z: “Across, slant down, across. Capital Z.”



ZIMBA

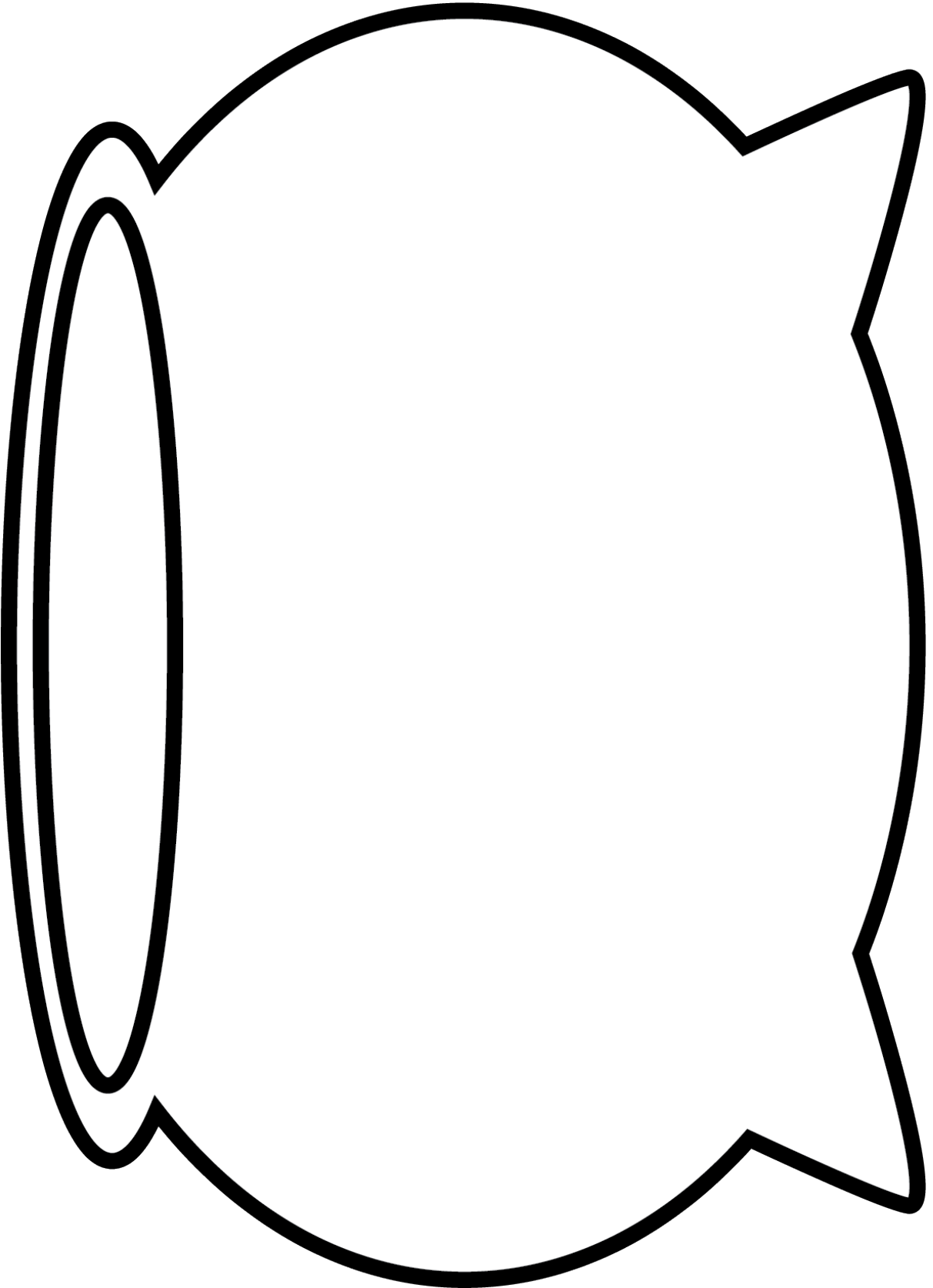
ZAYA

ZAY

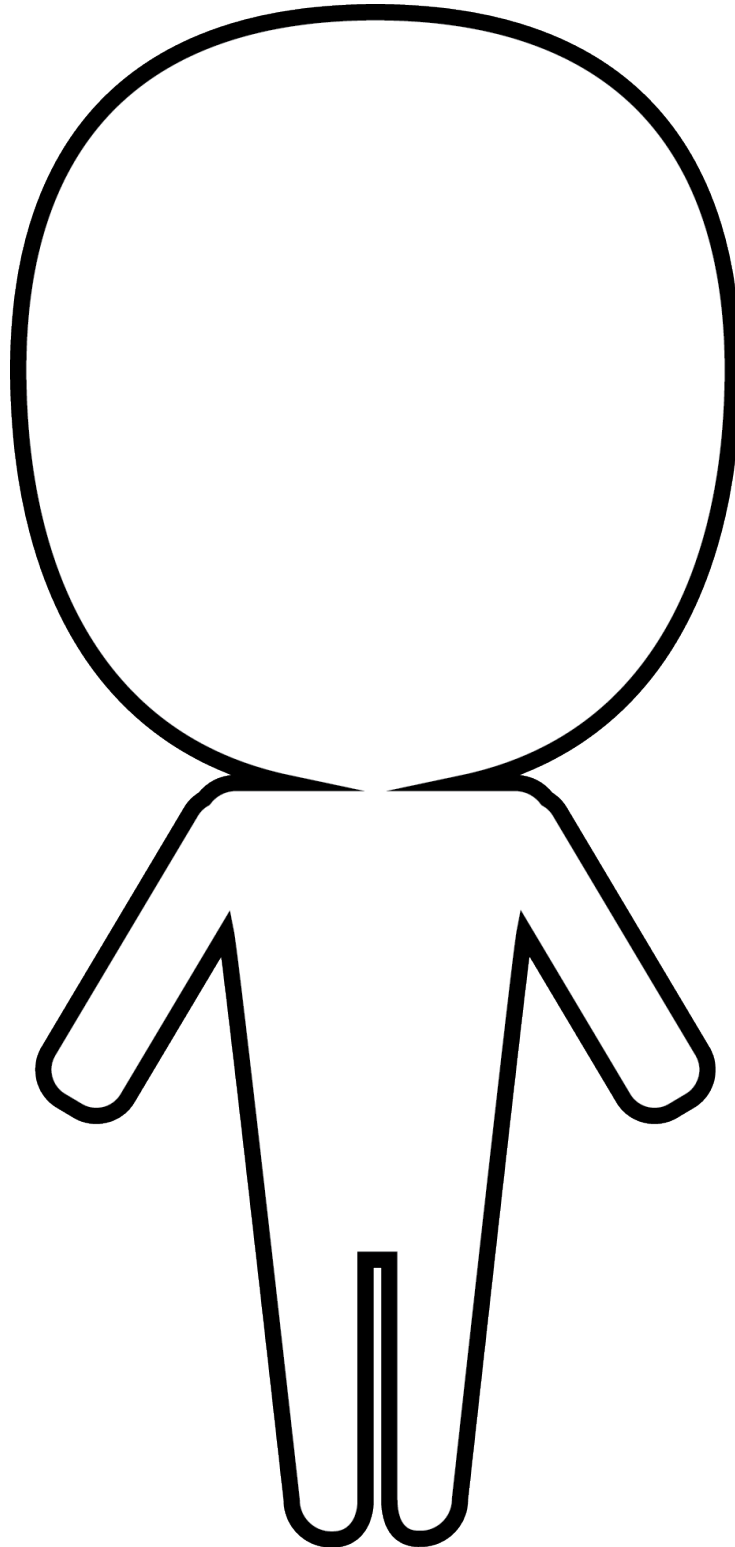
ZULU

ZIPPER

La Caldera



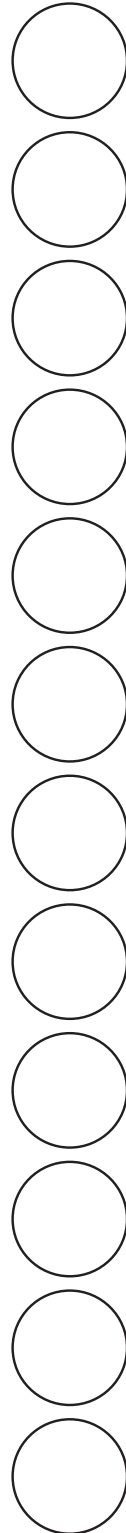
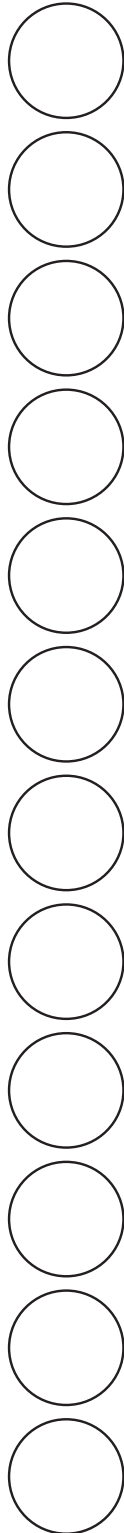
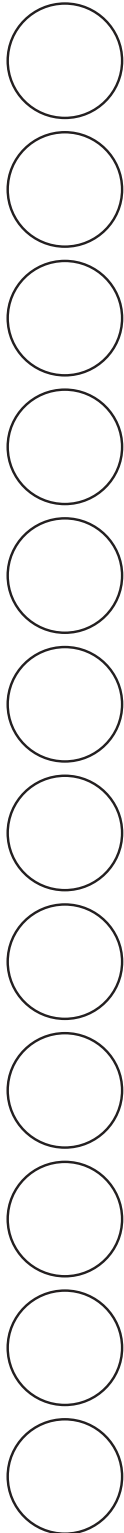
El niño sabe



Papitas y salsa

Haz un patrón con fichas rojas y amarillas. Después, colorea estos círculos para que combinen, para que puedas recordar su patrón.

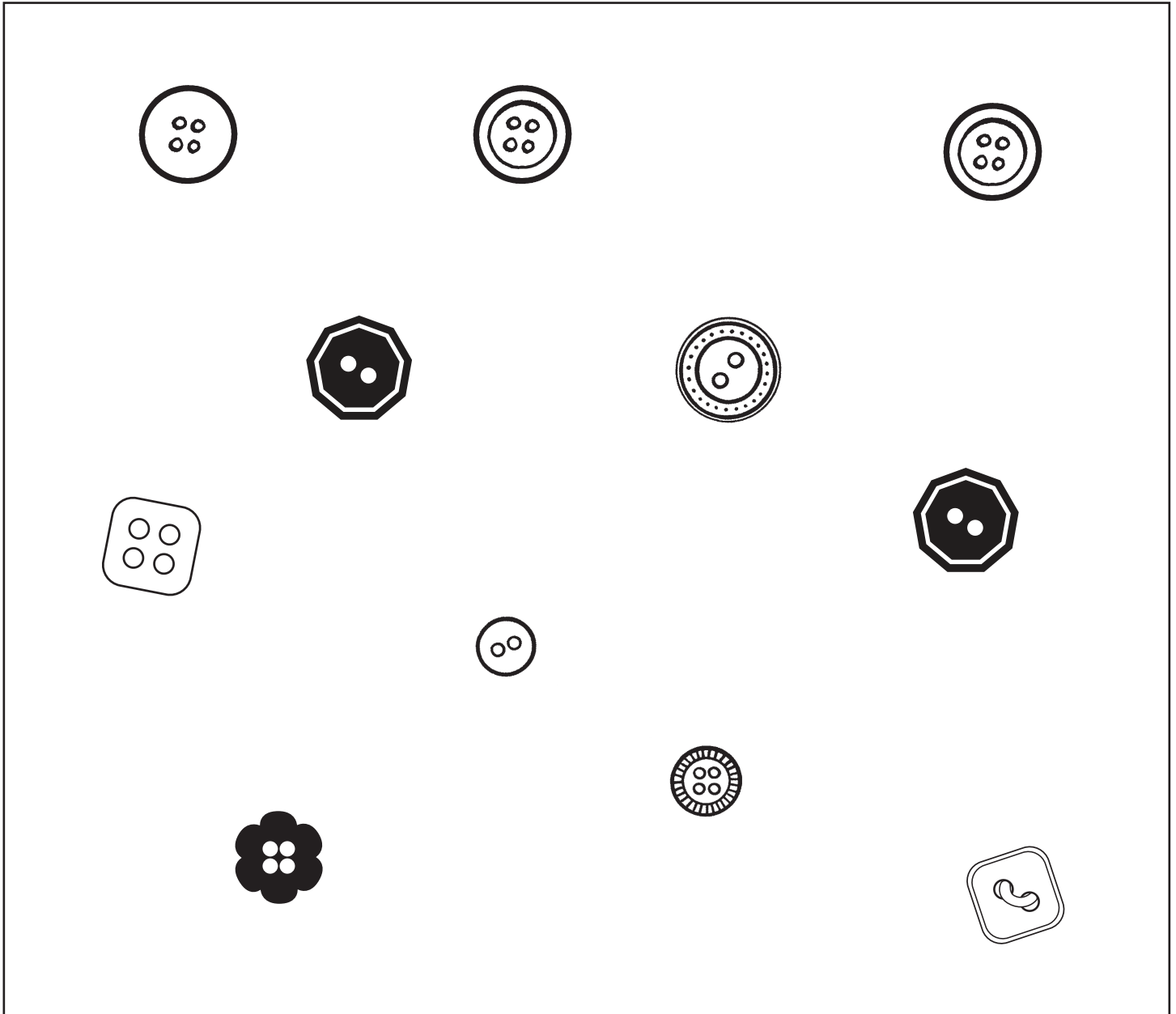
Colorea tus patrones.

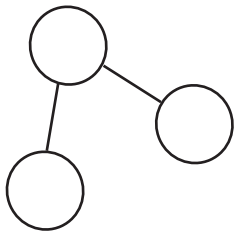




Los Círculos

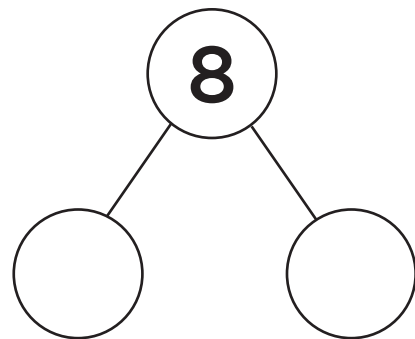
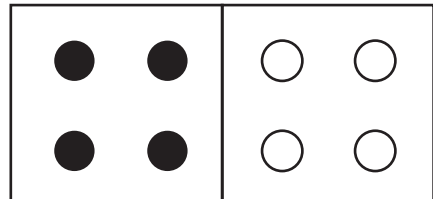
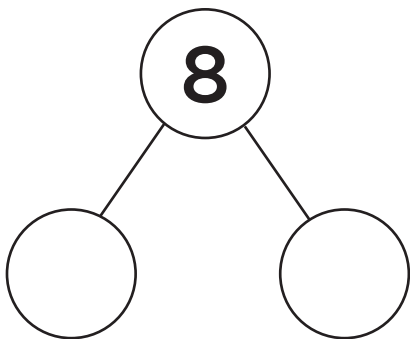
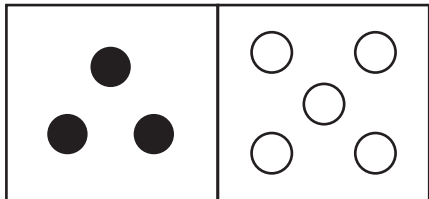
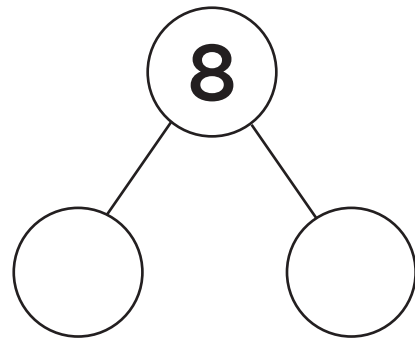
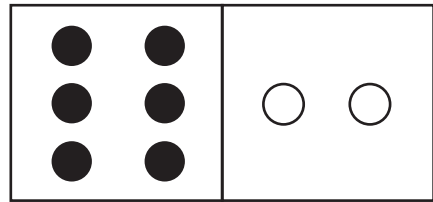
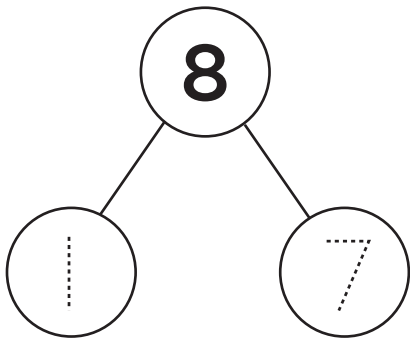
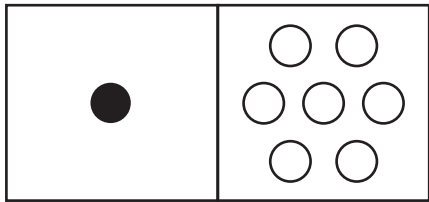
- 1 Colorea los botones que son círculos.
- 2 Tacha los botones que no son círculos.

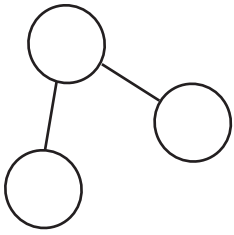




Compone el 8

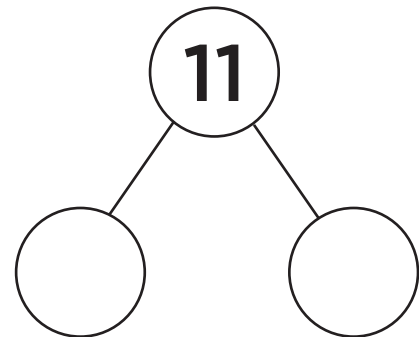
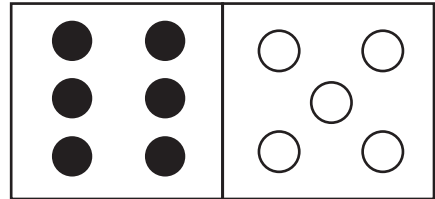
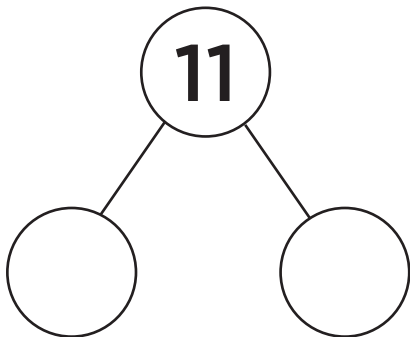
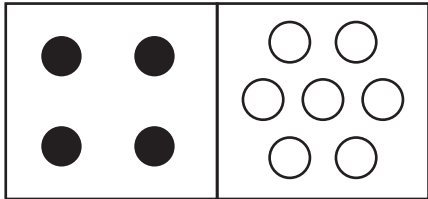
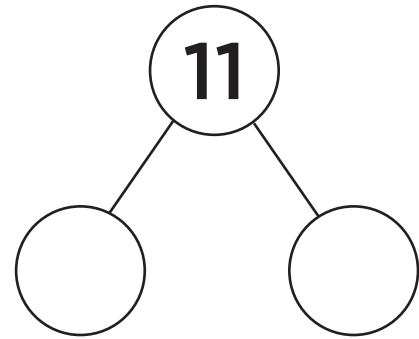
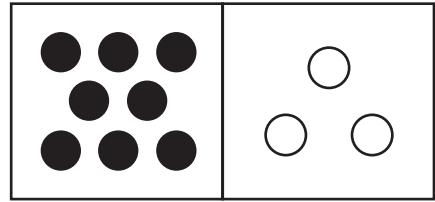
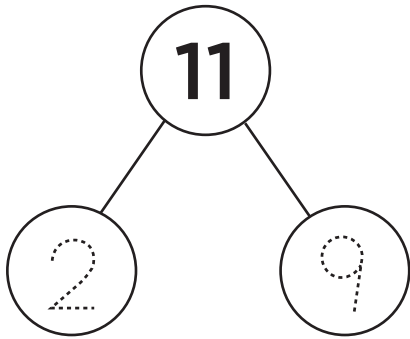
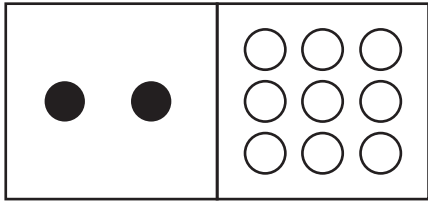
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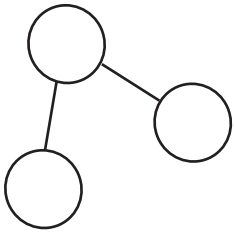




Compone el 11

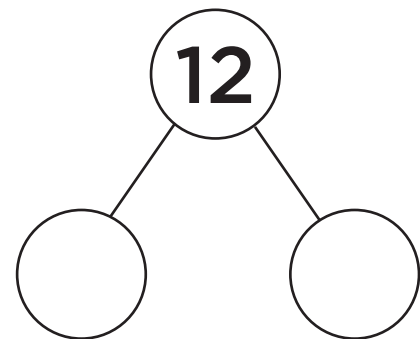
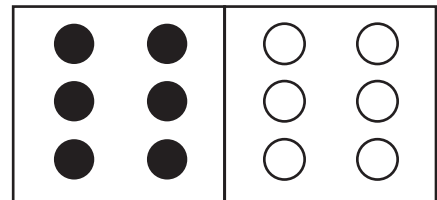
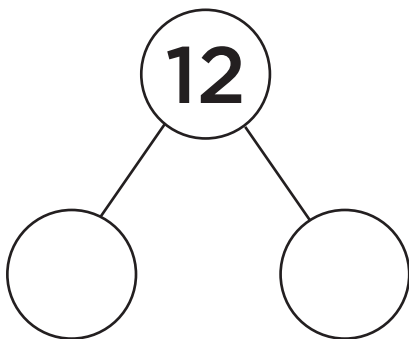
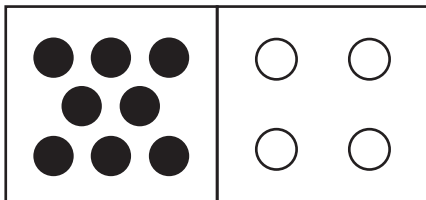
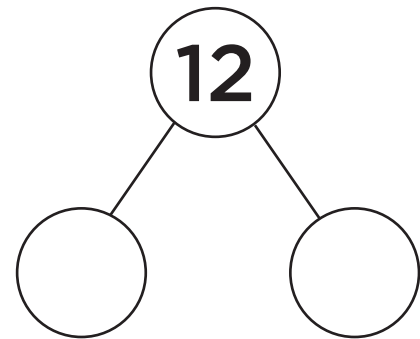
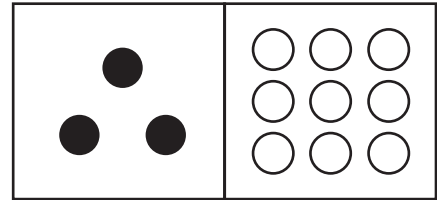
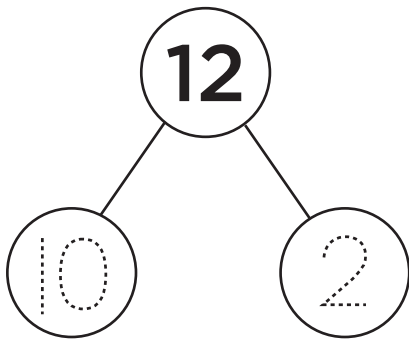
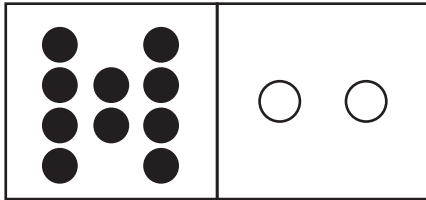
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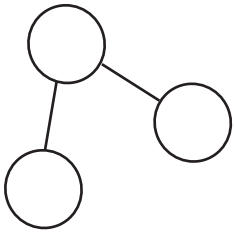




Compone el 12

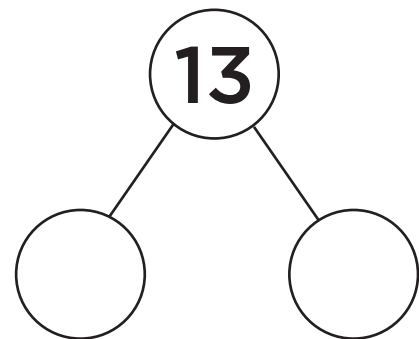
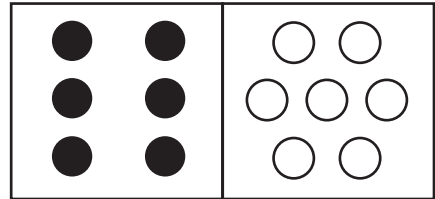
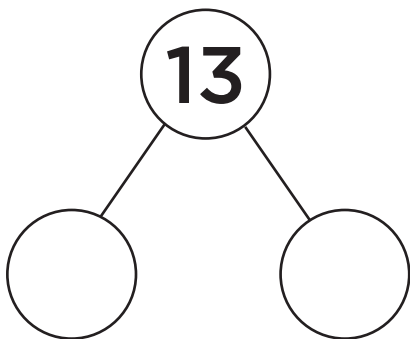
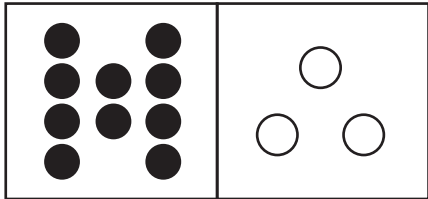
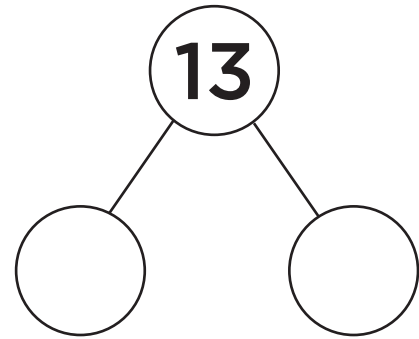
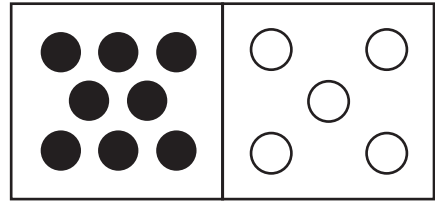
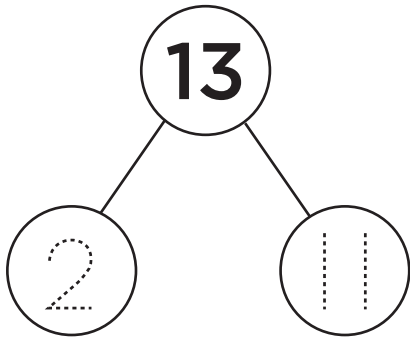
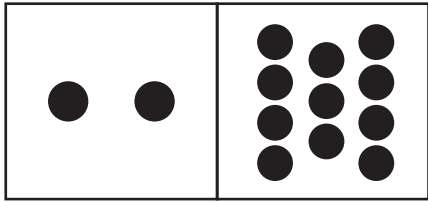
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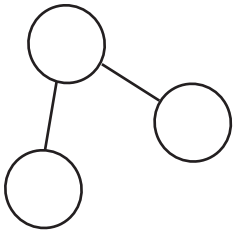




Compone el 13

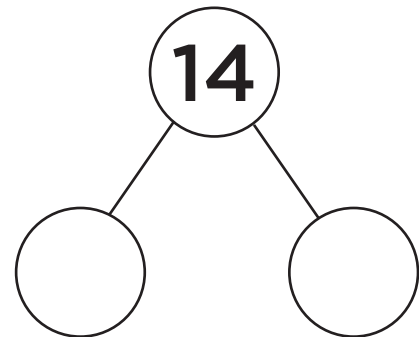
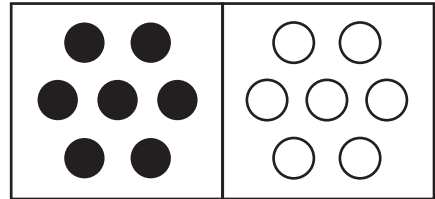
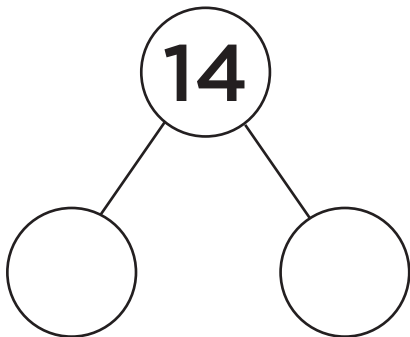
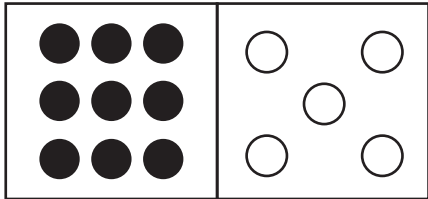
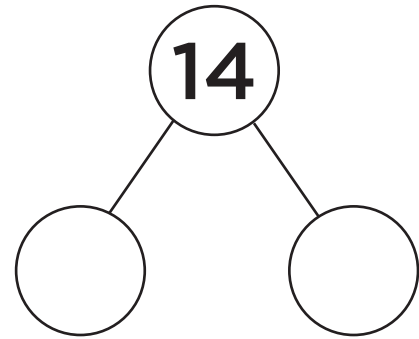
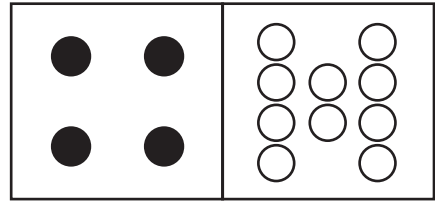
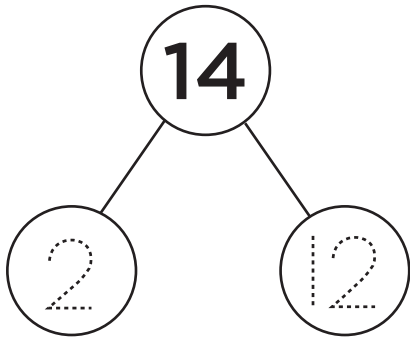
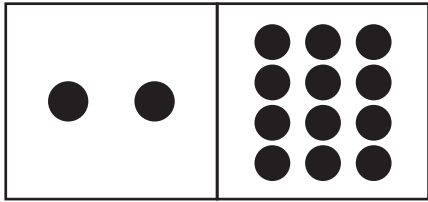
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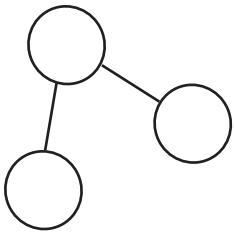




Compone el 14

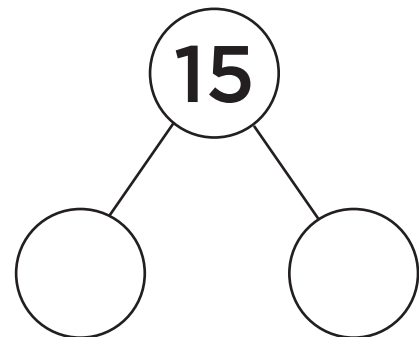
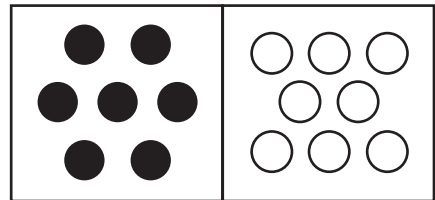
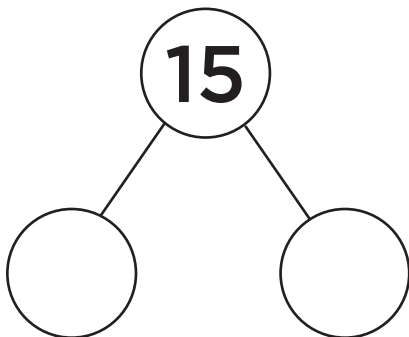
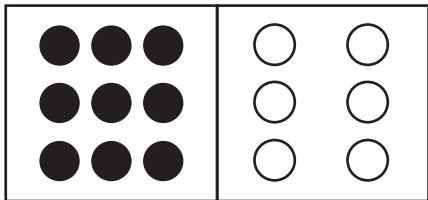
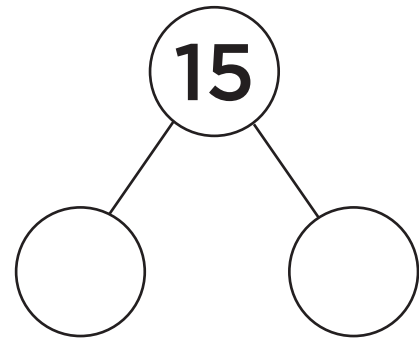
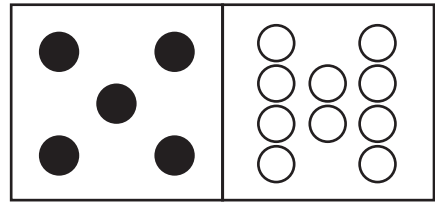
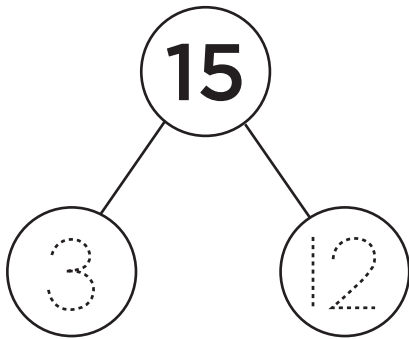
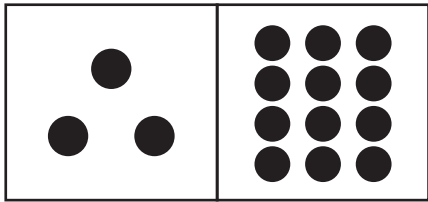
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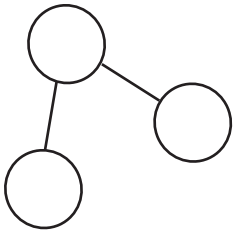




Compone el 15

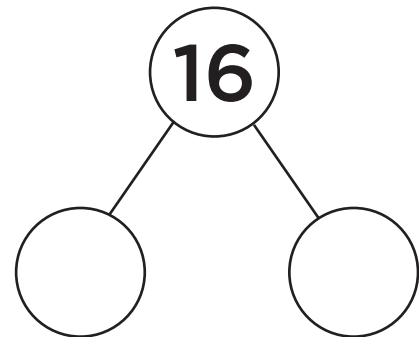
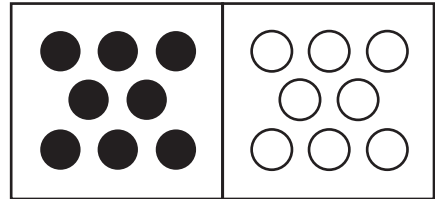
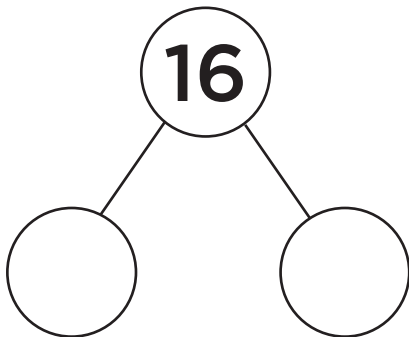
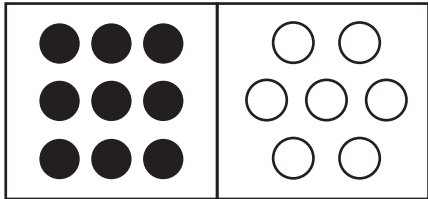
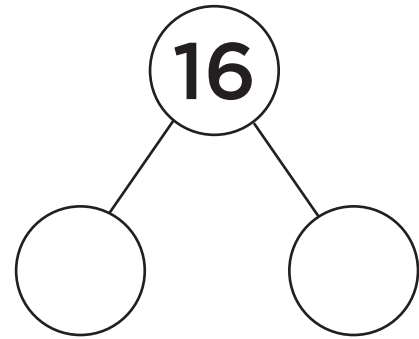
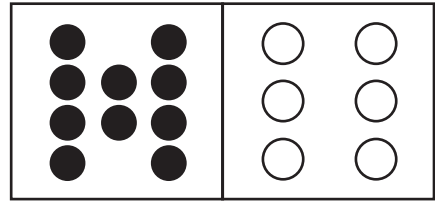
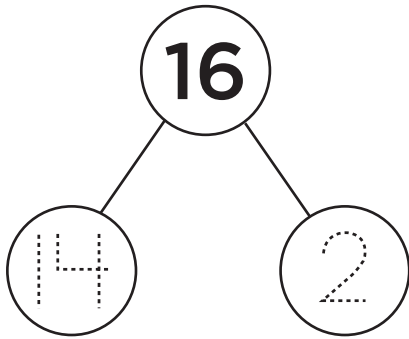
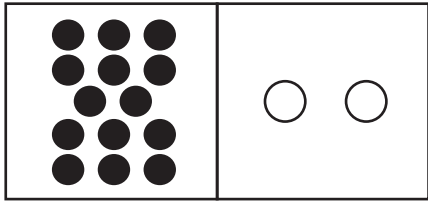
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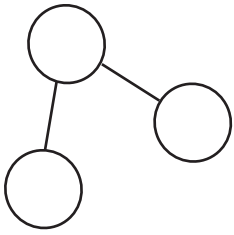




Compone el 16

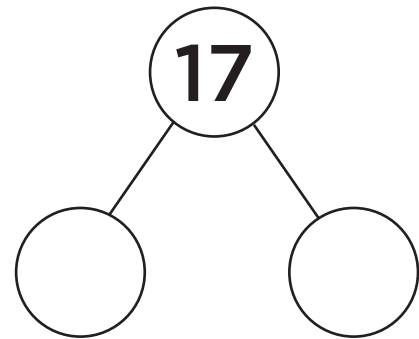
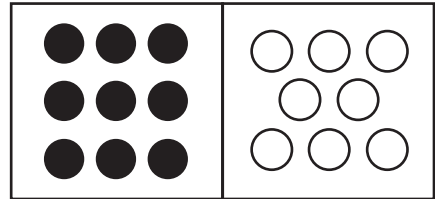
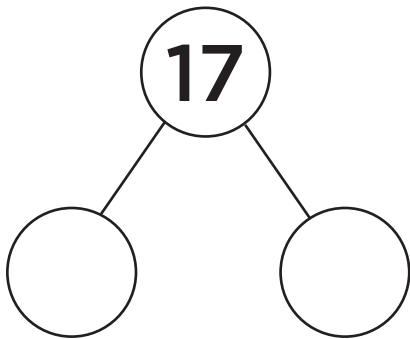
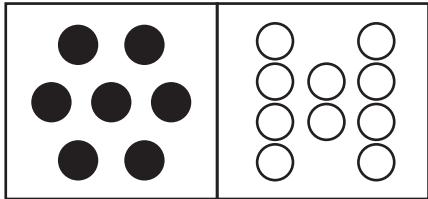
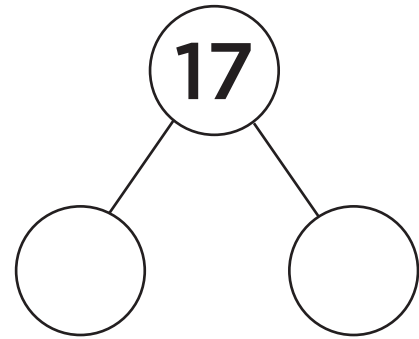
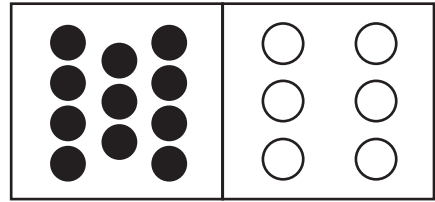
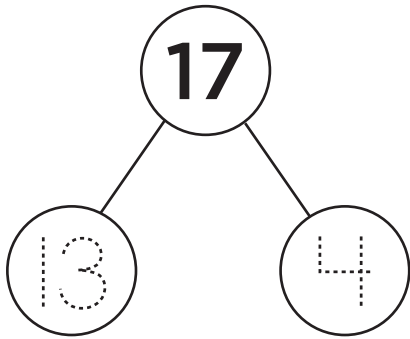
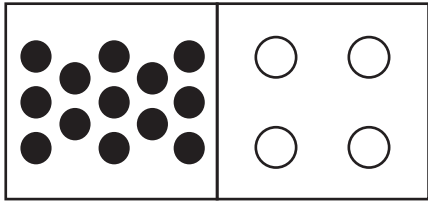
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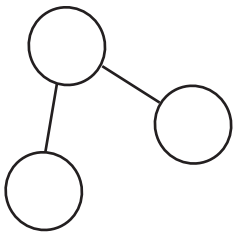




Compone el 17

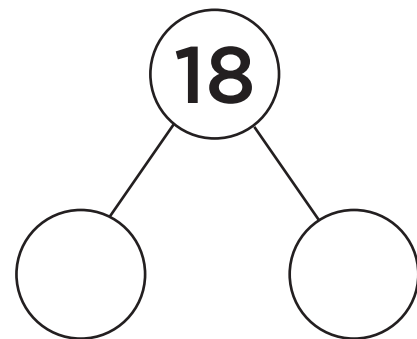
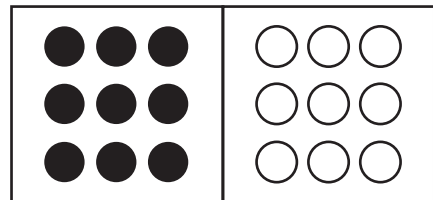
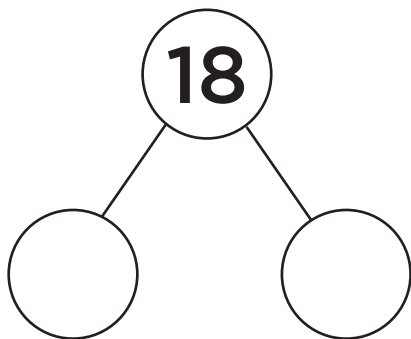
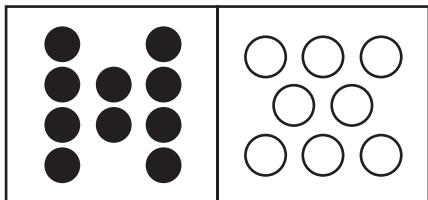
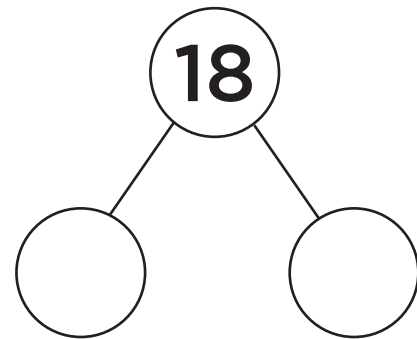
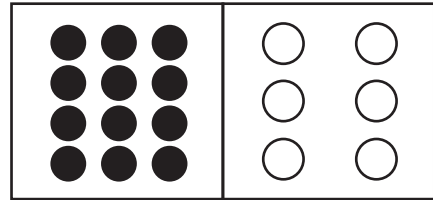
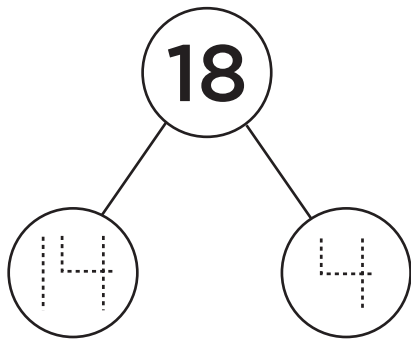
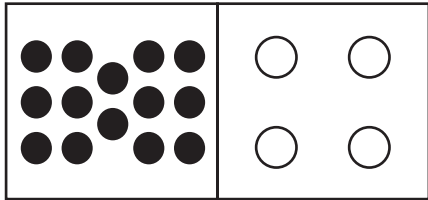
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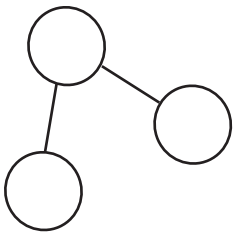




Compone el 18

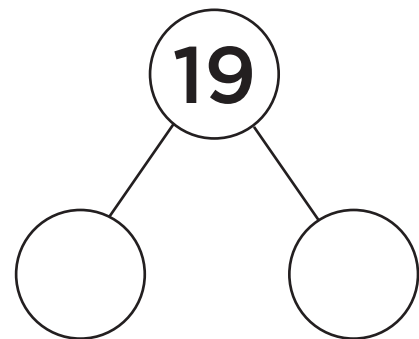
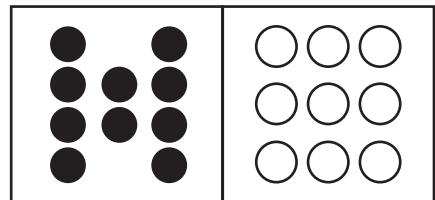
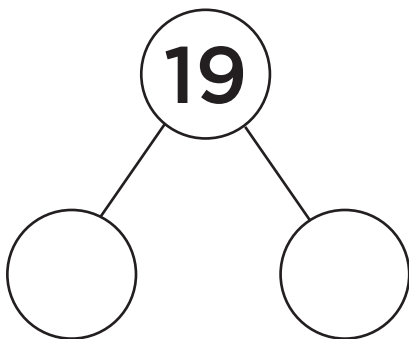
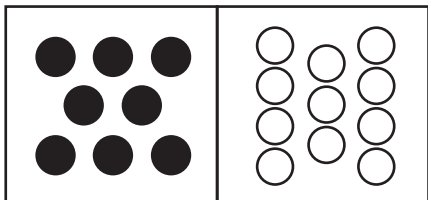
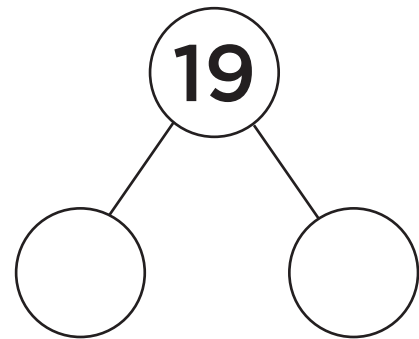
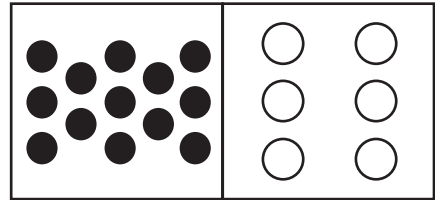
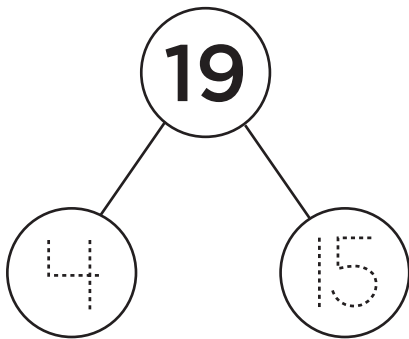
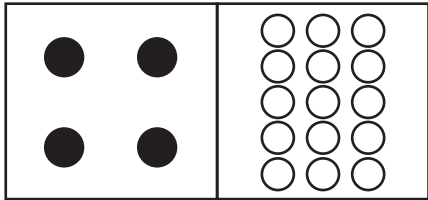
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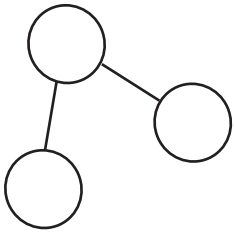




Compone el 19

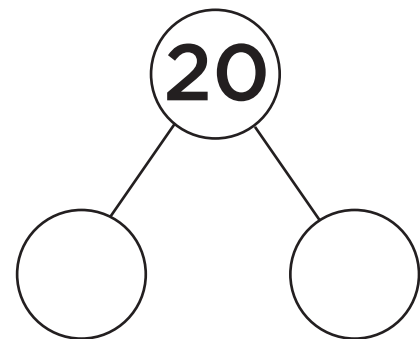
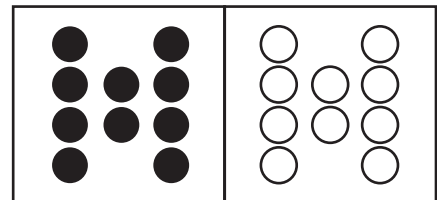
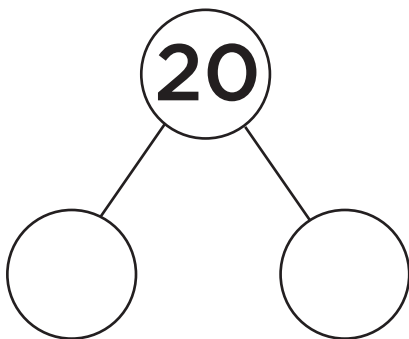
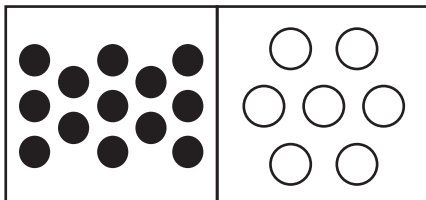
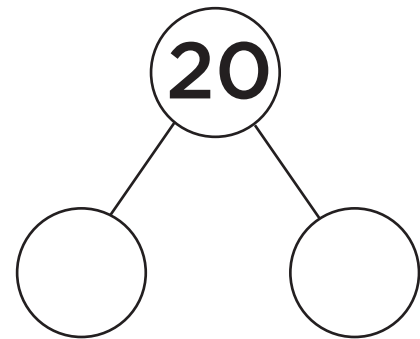
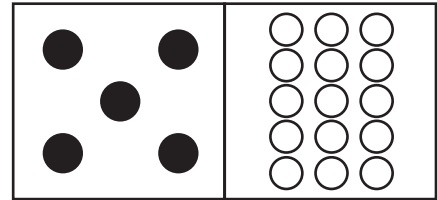
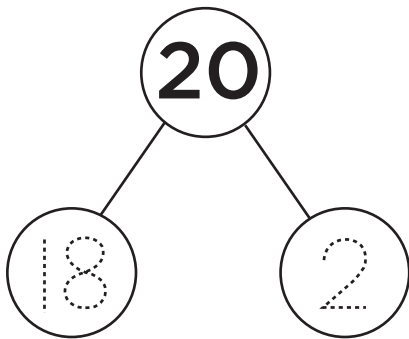
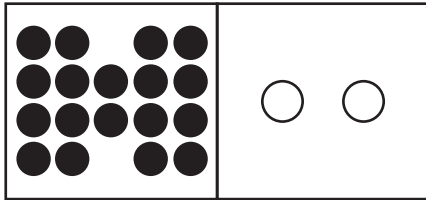
❶ Cuenta. Escribe los números.





Compone el 20

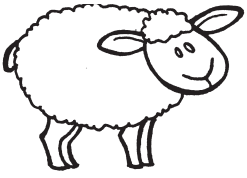
❶ Cuenta. Escribe los números.





Cuenta las 5 Fichas

		Número total: <u>5</u>
2	3	    
		    
		    
		    
		    



Contar por 1

- 1 Cuenta el primer grupo.
- 2 Cuenta 1 más.
- 3 Escribe cuantos hay en total.

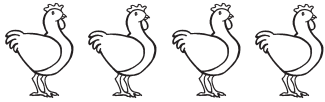


$$1 + 1 =$$

¿Cuántos?



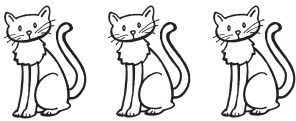
2



$$4 + 1 =$$

¿Cuántos?





$$3 + 1 =$$

¿Cuántos?





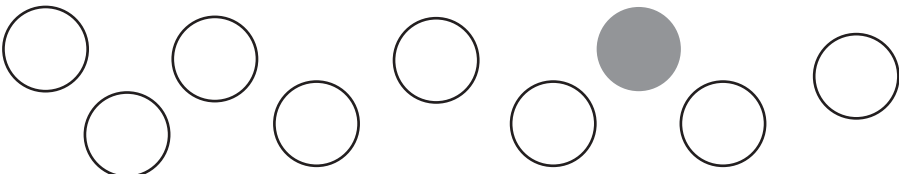
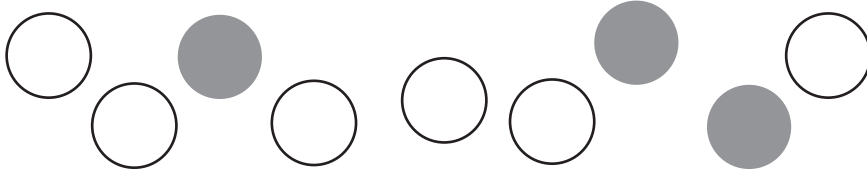
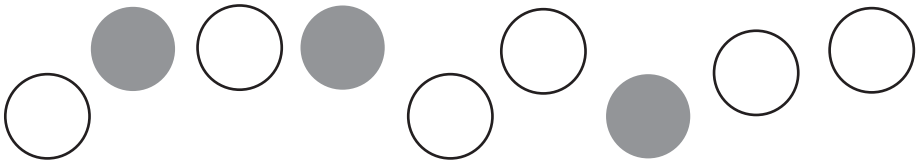
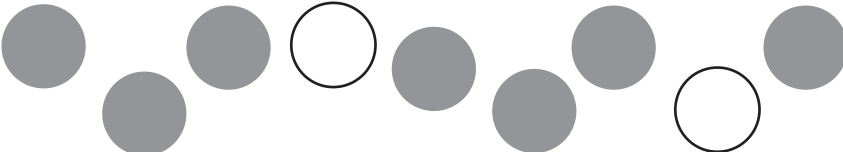
$$2 + 1 =$$

¿Cuántos?





Cuenta los Botones 9

		Número total: <u>9</u>
		
		
		
		
		

Cuenta los Puntos

						6
						5
						4
						3
						2
						1



Cuenta el 3

❶ Cuenta cuántos hay. Escribe el número en el recuadro.



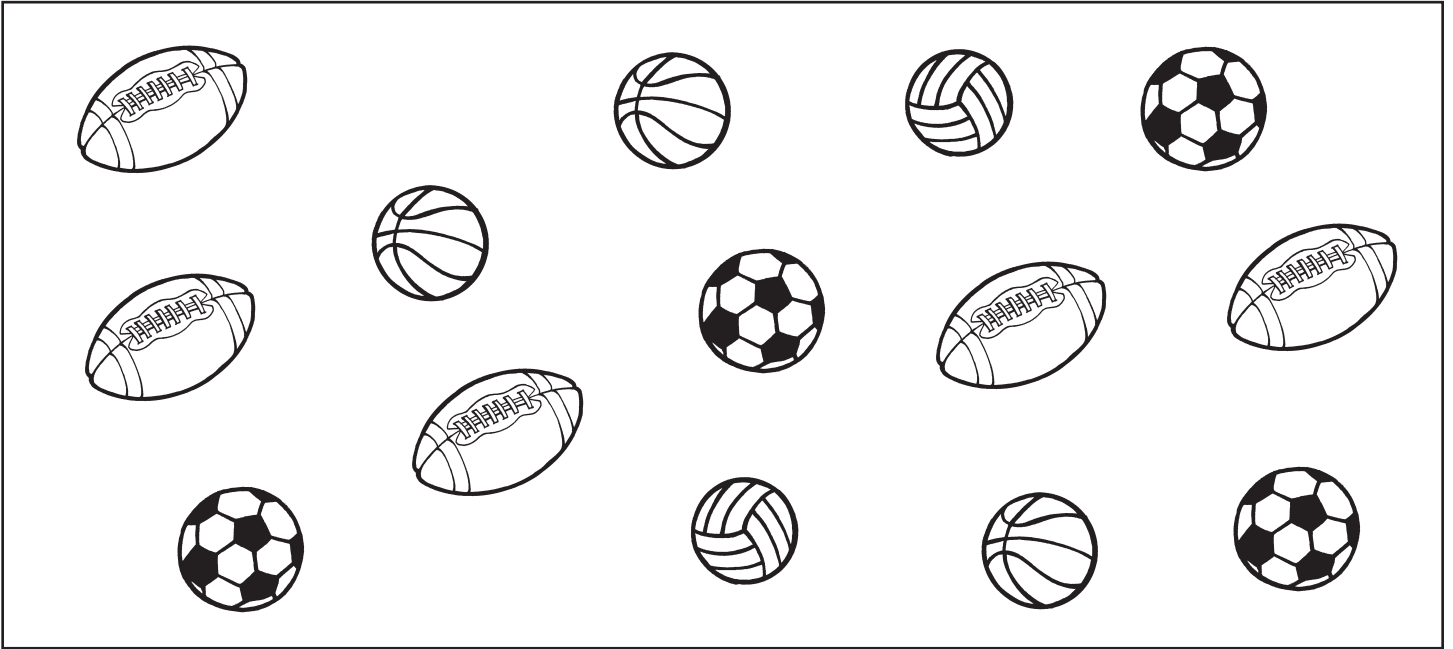
❷ Circula 3 pandas.





Cuenta el 5

❶ Cuenta cuántos hay. Escribe el número en el recuadro.



Balón de fútbol



Voleibol



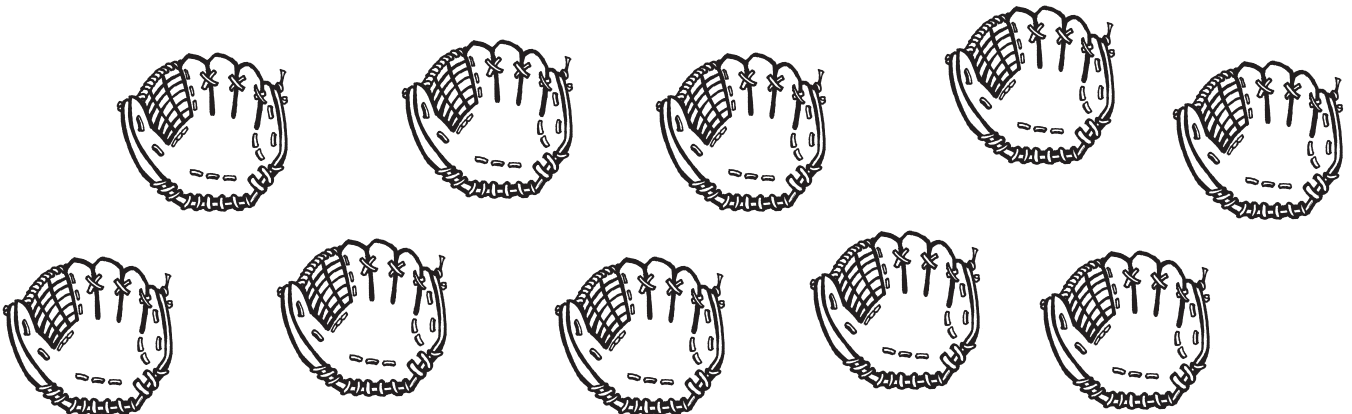
Fútbol



Baloncesto



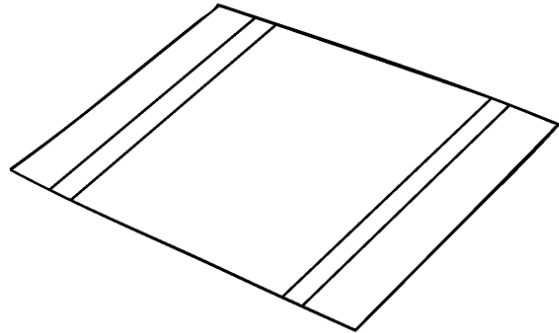
❷ Circula 5 guantes de béisbol.



A Mat Decodable Book



A mat on Sam.



A mat.

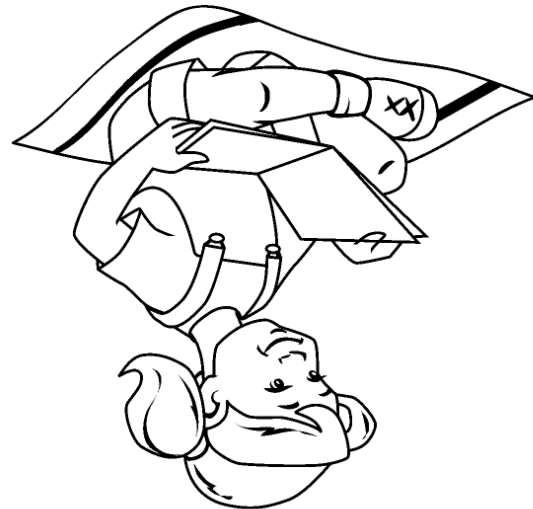
4

3

A (cat) sat on a mat.



Sam sat on a mat.



1

2

first fold

second fold

He Is Happy Decodable Book

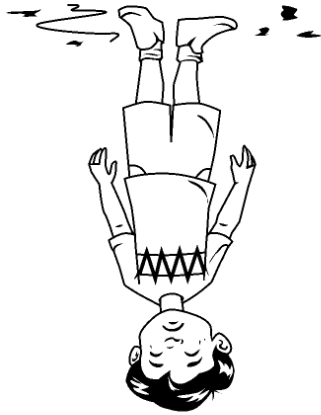


He is .
(happy)

4

3

He is .
(sad)



He Is 



He is .
(happy)

1

2

He is .
(surprised)



first fold

second fold

Lil Decodable Book

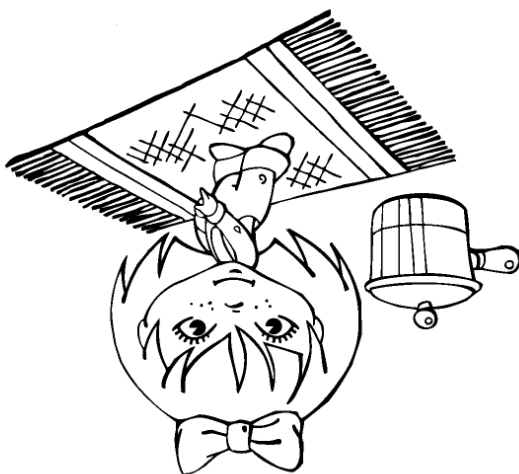


Lil had a nap.

4

3

Are you on the lid?
Are you on the mat?



Lil



Lil hid.

1

2

Did you go in the pit, Lil?



Second fold

First fold

Nan and the Ham Decodable Book

Nan and the Ham



See Nan in the pan.

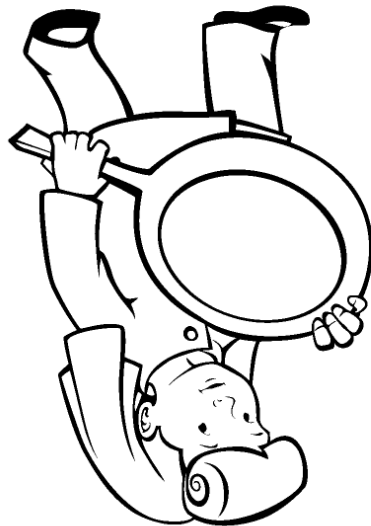


See the man.

See the ham in the pan.



See Nan and the pan.



Pam and Pat Decodable Book



Pam and Pat tap, tap, tap.

4

3

Pat and the hat.



Pam and Pat

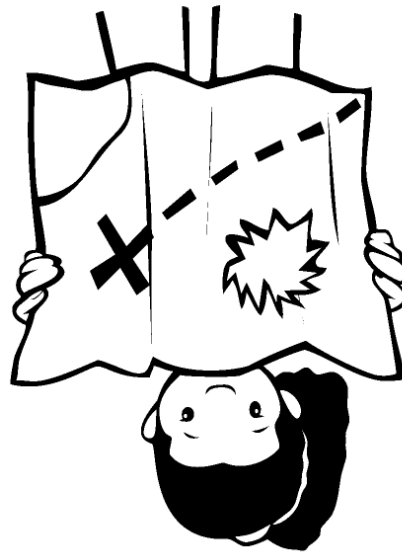


Pam and Pat.

1

2

Pam and the map.



Second fold

First fold

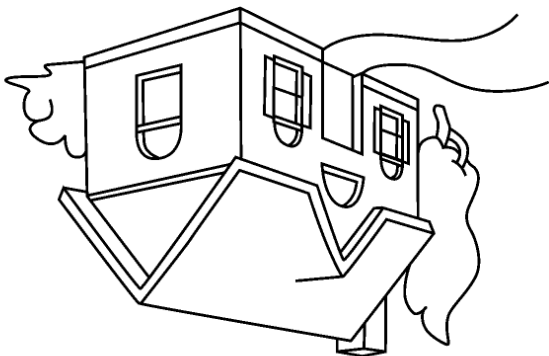
Sam Decodable Book



I am Sam.

4

3



Sam



I am Sam.

1

2



first fold

second fold

The Hat Decodable Book



His tan hat!

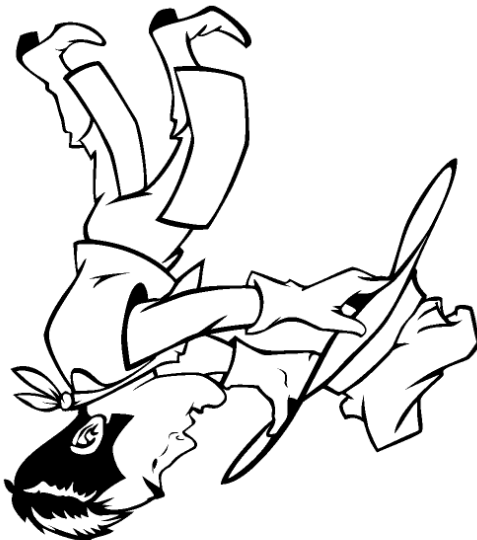


Dad had a tan hat.

4

3

Was Dad sad?
Was he mad?

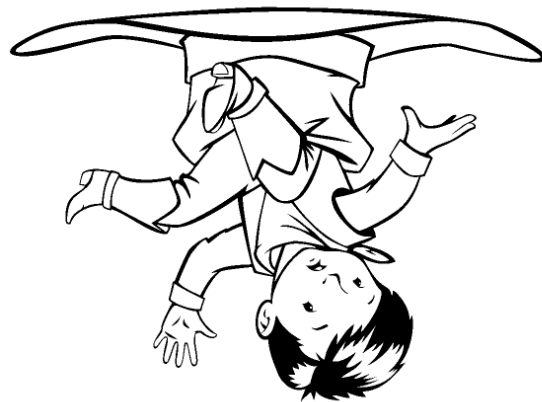


The Hat

1

2

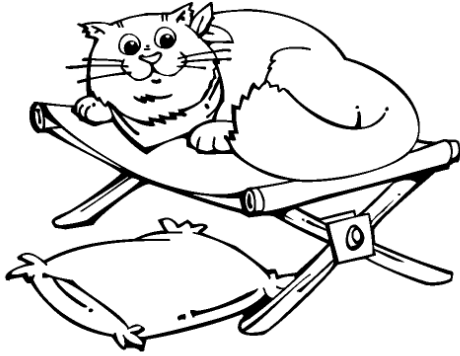
I sat on his hat.



First fold

Second fold

The Hot Pot Decodable Book

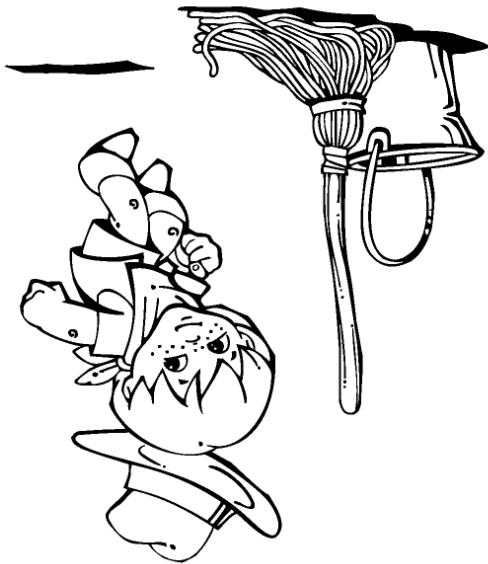


The cat can go to the cot.

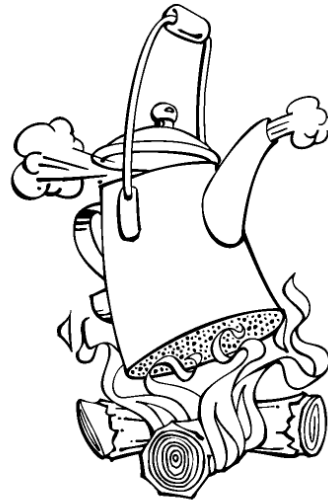
4

3

I hop to the mop.



The Hot Pot

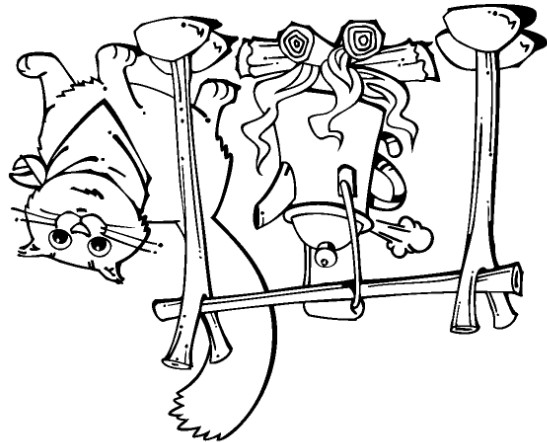


My pot is hot.

1

2

The cat can go to the hot pot.



Second fold

First fold

Tim Decodable Book

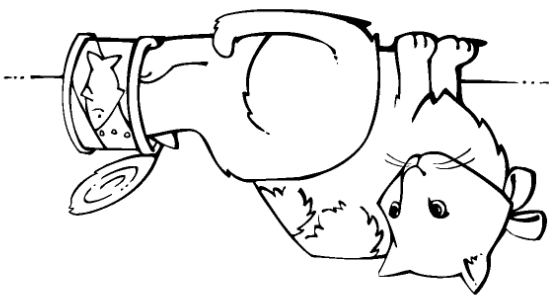


Was the tin can for Tim?
Yes, the tin can was for him.

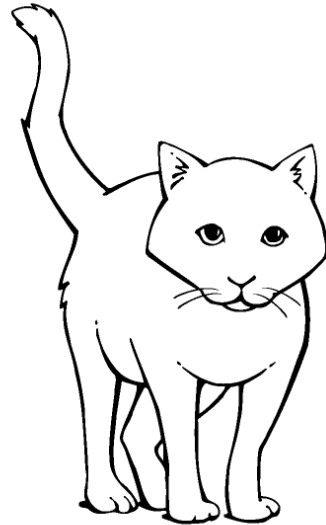
4

3

Tim is in the tin can.



Tim

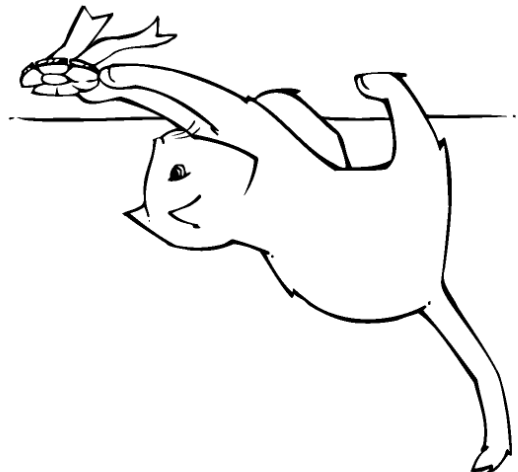


This is Tim the cat.

1

2

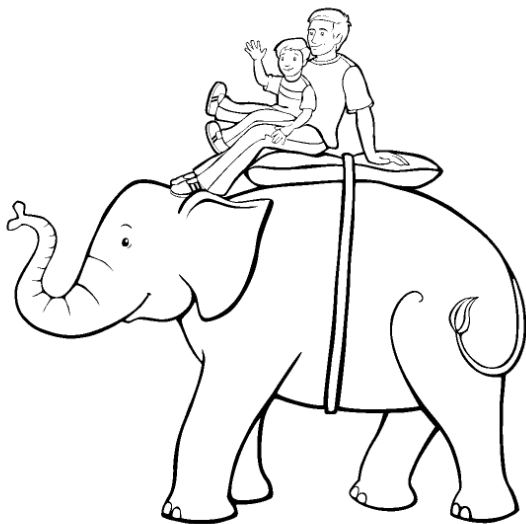
This pin is for him.



Second fold

First fold

Up on Top Decodable Book



Yes, Pop and I up on top.

4

3

Am I on top?



Up on Top

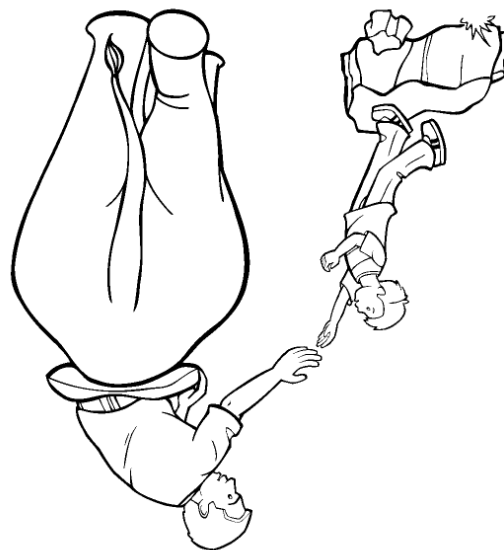


Is Pop up on top?

1

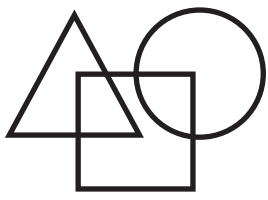
2

Yes, hop up.



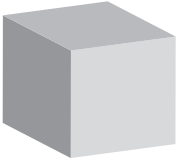
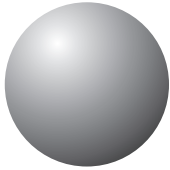
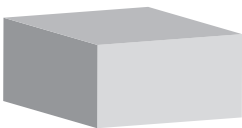
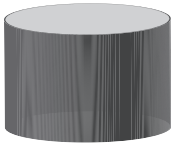
Second fold

First fold

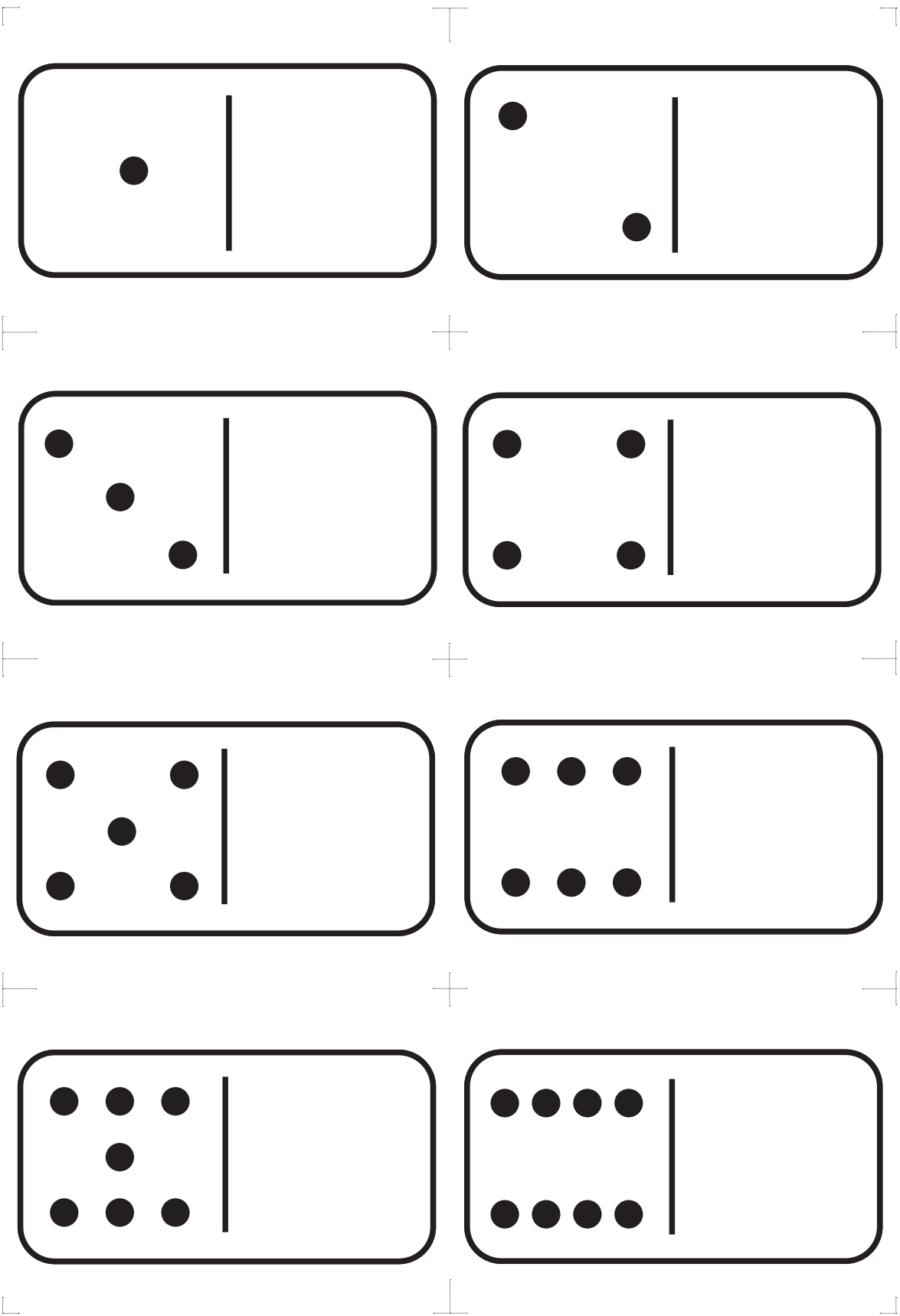


¿Rueda?

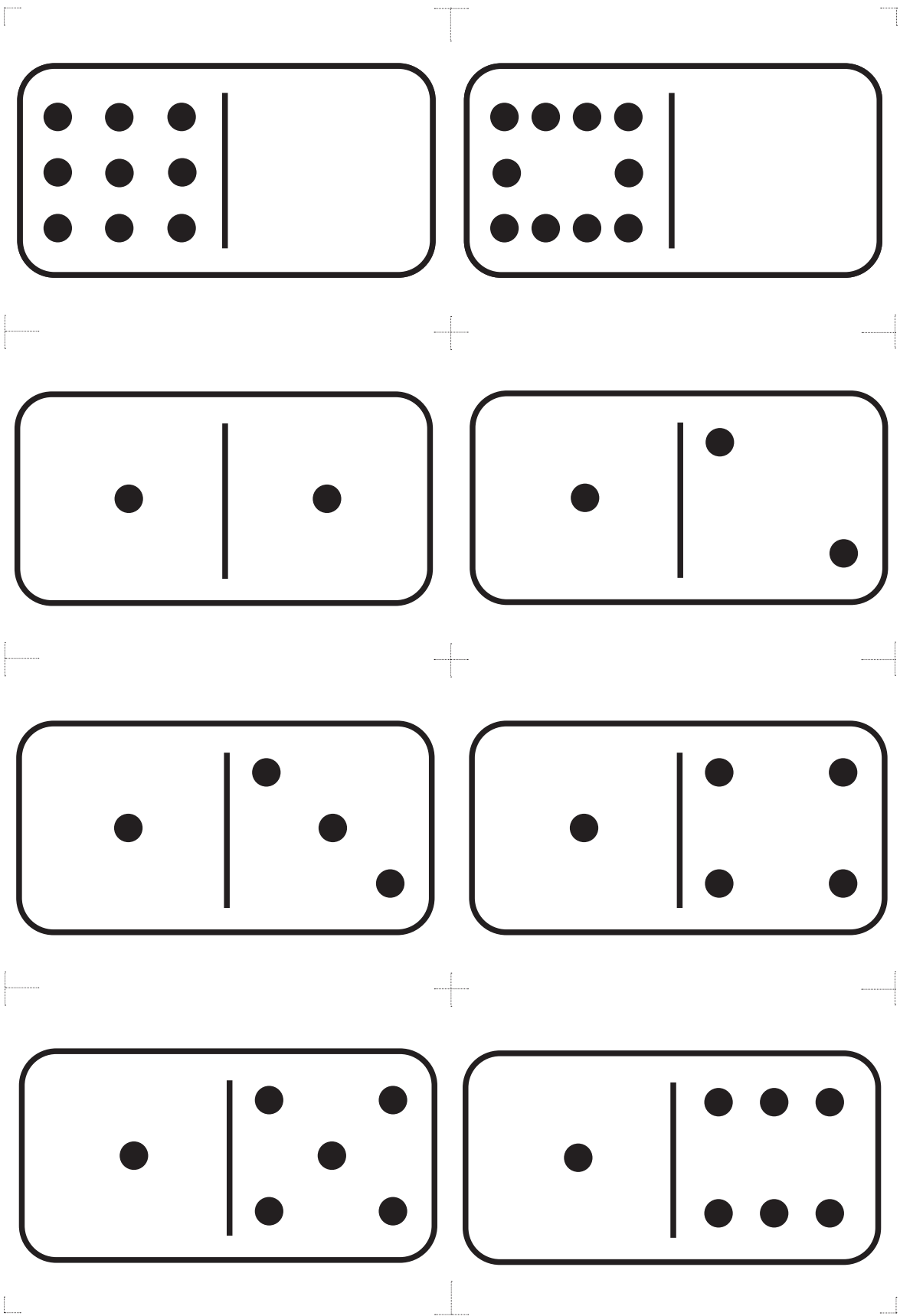
¿Rueda? ¿Se Apila? ¿Se Desliza?

Shape	Roll	Stack	Slide
	 	 	 
	 	 	 
	 	 	 
	 	 	 
	 	 	 

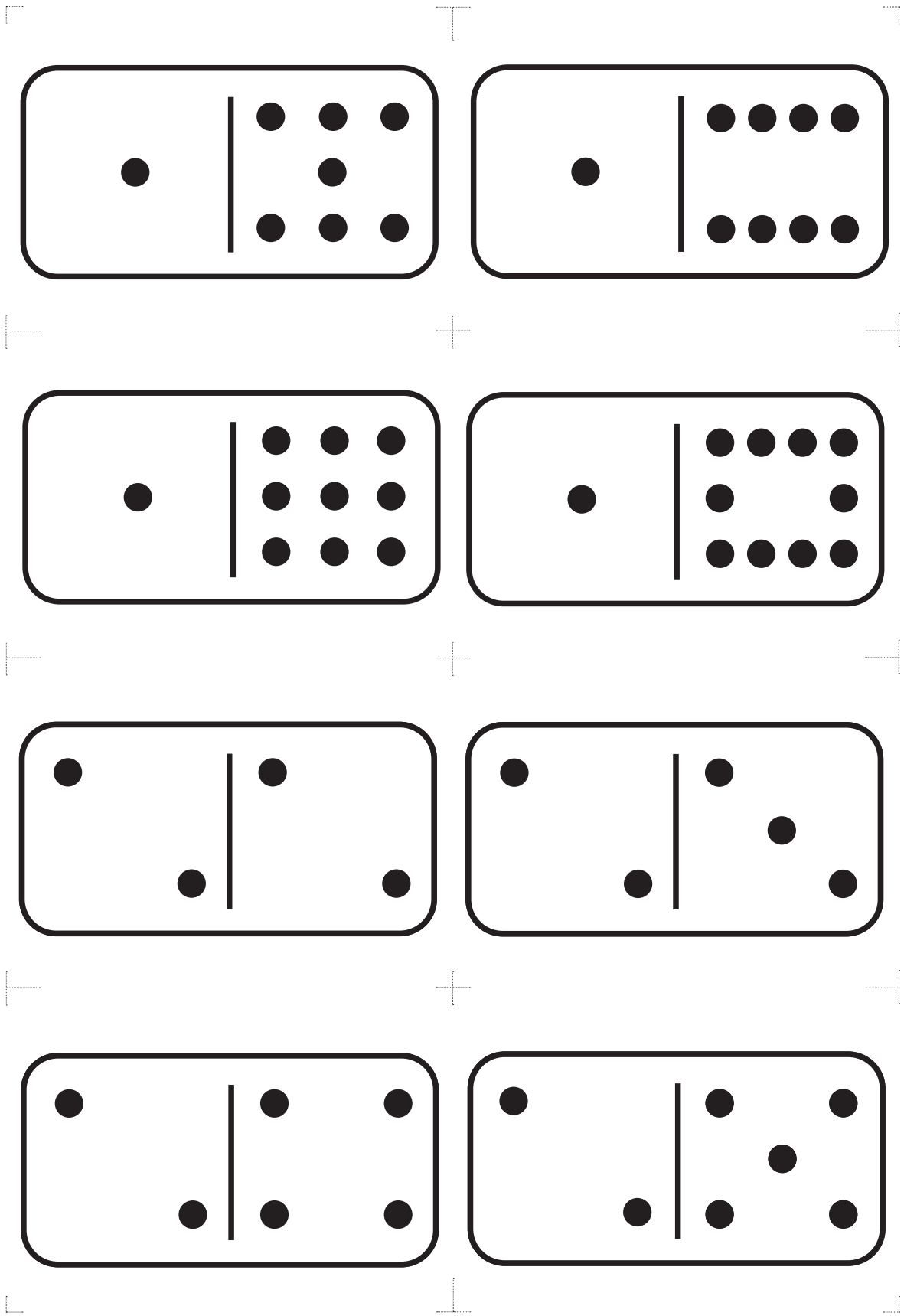
Las Tarjetas de Dominó



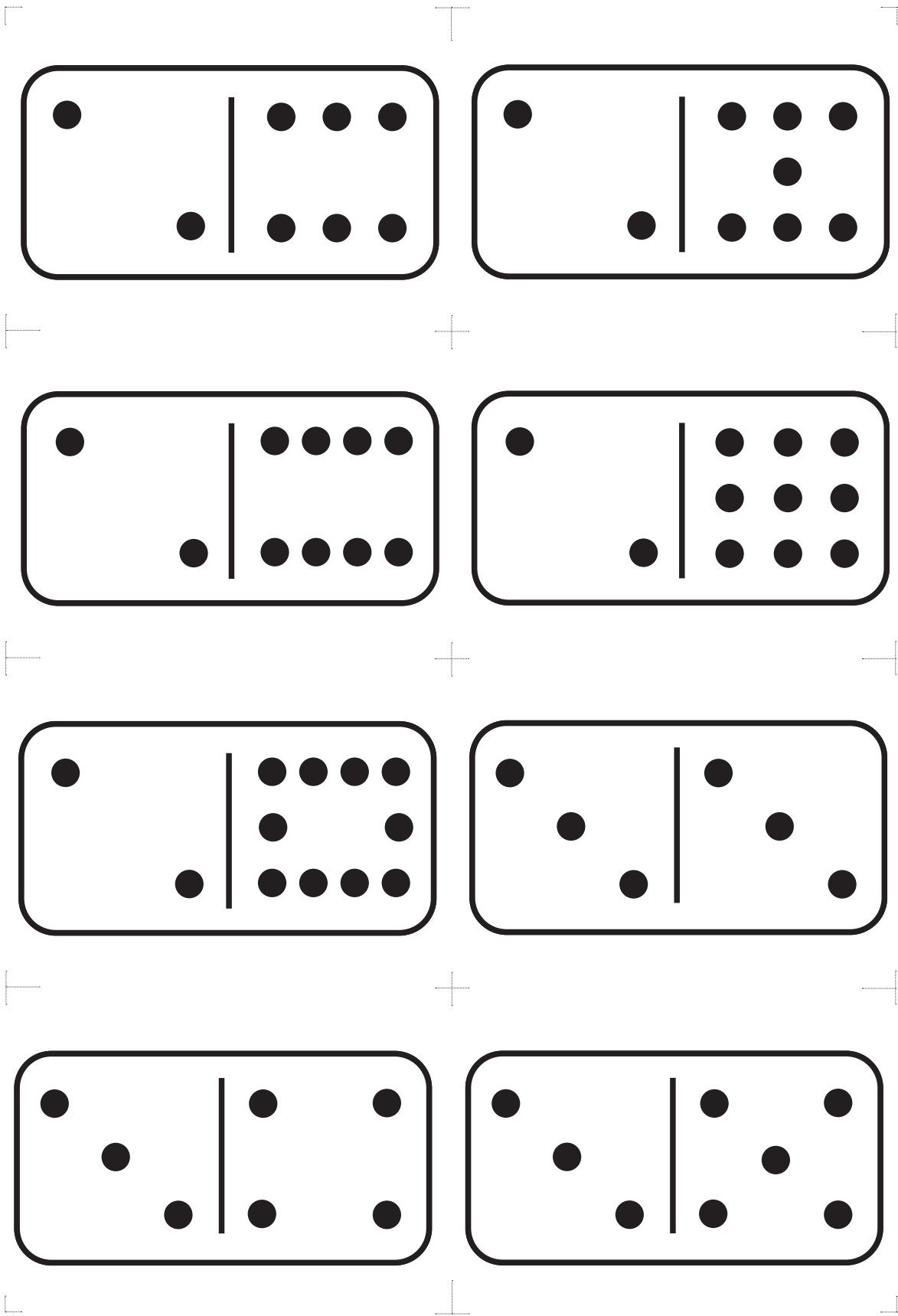
Las Tarjetas de Dominó



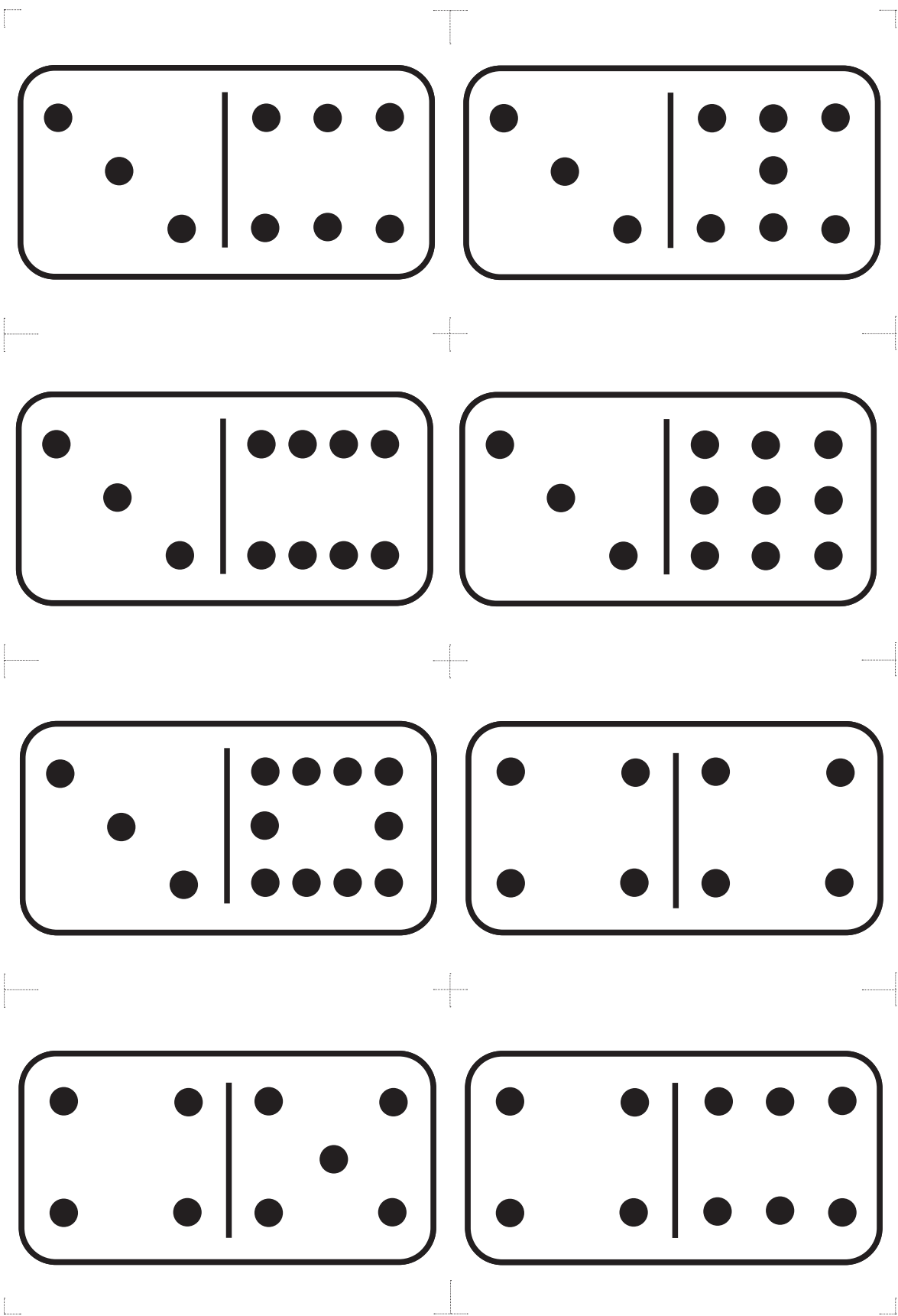
Las Tarjetas de Dominó



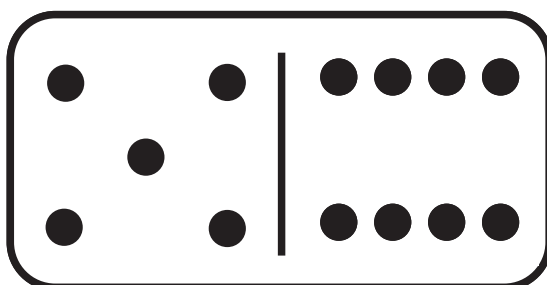
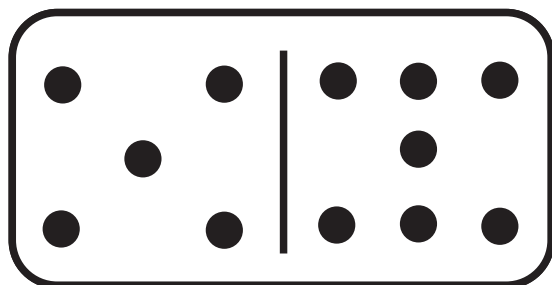
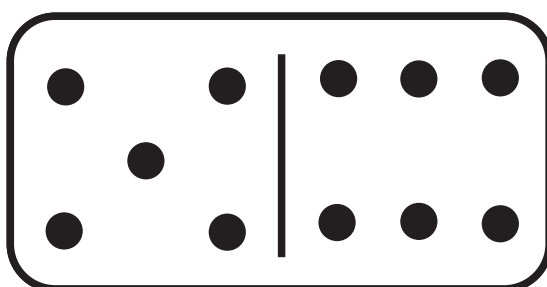
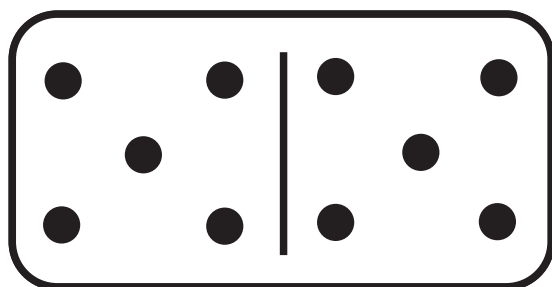
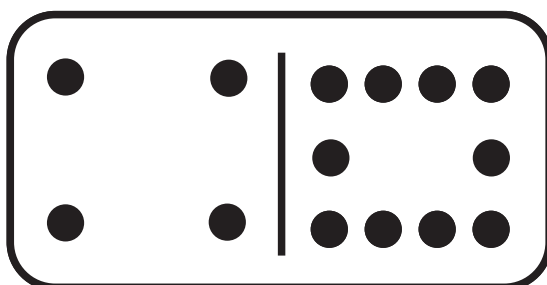
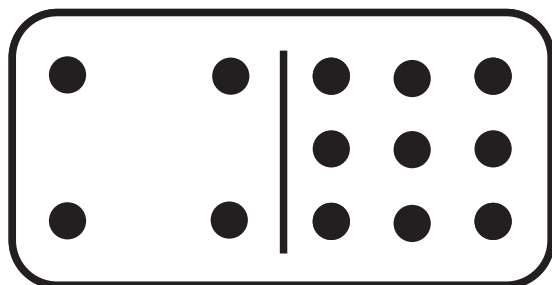
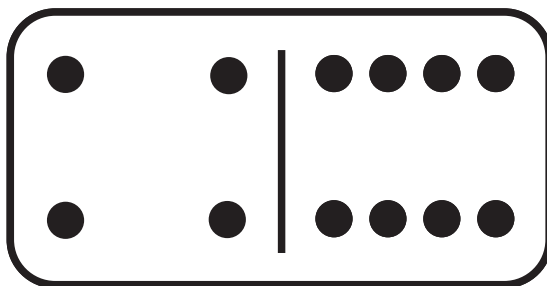
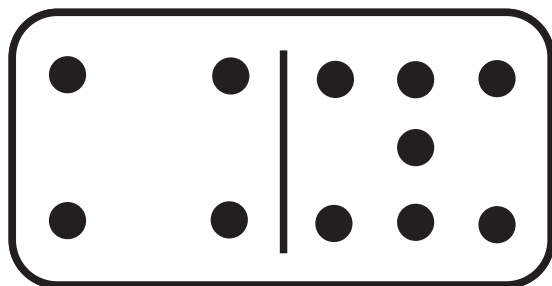
Las Tarjetas de Dominó



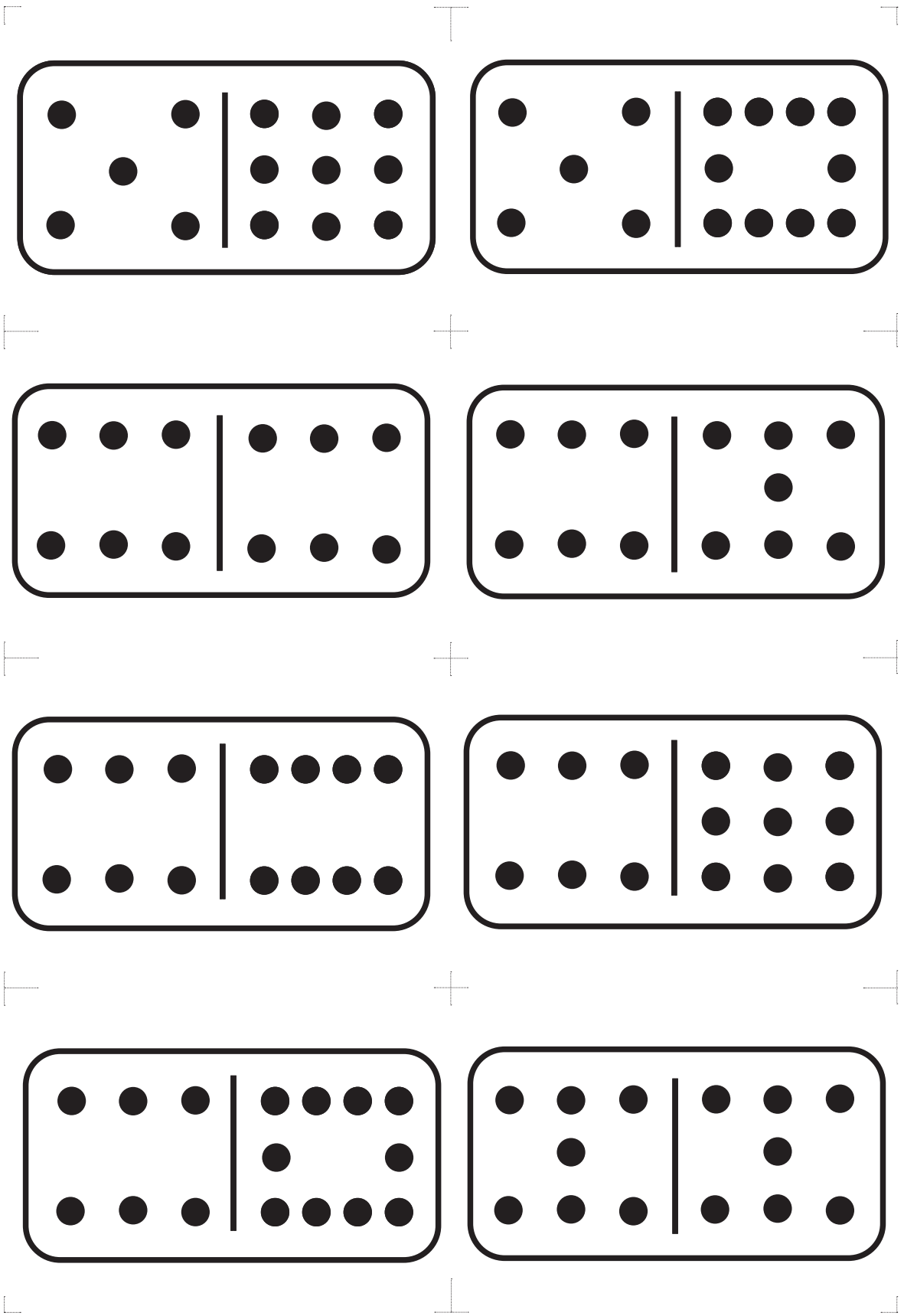
Las Tarjetas de Dominó



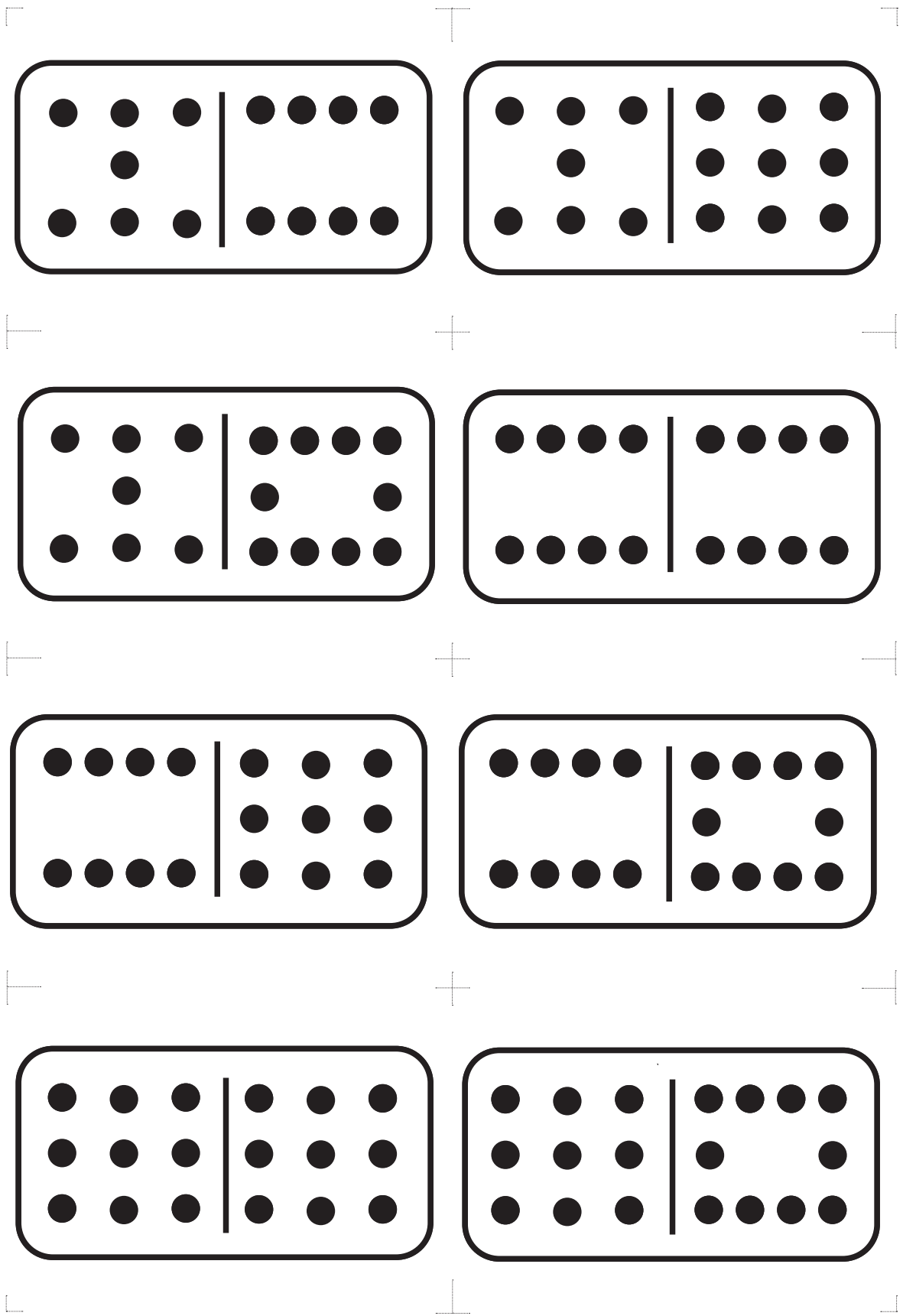
Las Tarjetas de Dominó

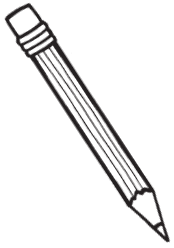


Las Tarjetas de Dominó



Las Tarjetas de Dominó





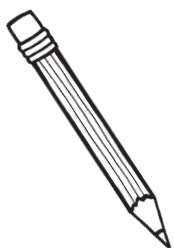
Dibuja el 1

❶ Dibuja el 1  en la caja.

--

❷ Colorea en 1 espacio.

--	--	--	--	--



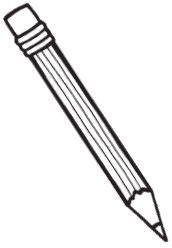
Dibuja el 2

① Dibuja el 2 ☐ en la caja.

--

② Colorea en 2 espacios.

--	--	--	--	--



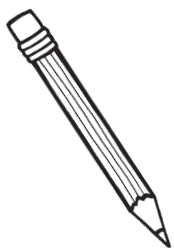
Dibuja el 3

① Dibuja el 3  en la caja.

A large, empty rectangular box with a thin black border, intended for the student to draw the number 3 and a triangle.

② Colorea en 3 espacios.

--	--	--	--	--



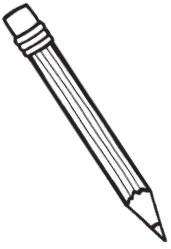
Dibuja el 4

① Dibuja el 4 en la caja.

--

② Colorea en 4 espacios.

--	--	--	--	--



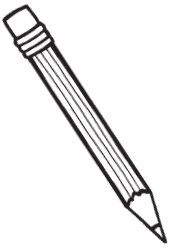
Dibuja el 5

① Dibuja el 5  en la caja.

A large, empty rectangular box with a thin black border, intended for the child to draw the number 5.

② Colorea en 5 espacios.

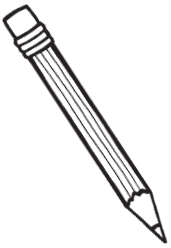
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Dibuja el 6

❶ Dibuja el 6 en la caja.

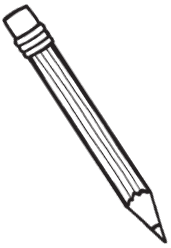
❷ Colorea en 6 espacios.



Dibuja el 7

❶ Dibuja el 7  en la caja.

❷ Colorea en 7 espacios.

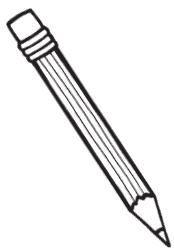


Dibuja el 8

❶ Dibuja el 8 en la caja.

A large, empty rectangular box with a thin black border, intended for the student to draw the number 8.

❷ Colorea en 8 espacios.



Dibuja el 9

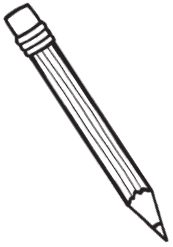
❶ Dibuja el 9  en la caja.

A large, empty rectangular box with a thin black border, intended for the child to draw the number 9.

❷ Colorea en 9 espacios.



2



Dibuja el 11

① Dibuja el 11  en la caja.

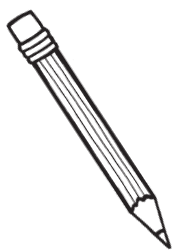
② Colorea en 11 espacios.

--	--	--	--	--



② Colorea en 12 espacios.

--	--	--	--	--



Dibuja el 13

① Dibuja el 13  en la caja.

A large, empty rectangular box with a thin black border, intended for the child to draw the number 13.

② Colorea en 13 espacios.

--	--	--	--	--



② Colorea en 14 espacios.

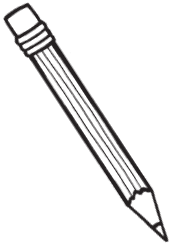
--	--	--	--	--



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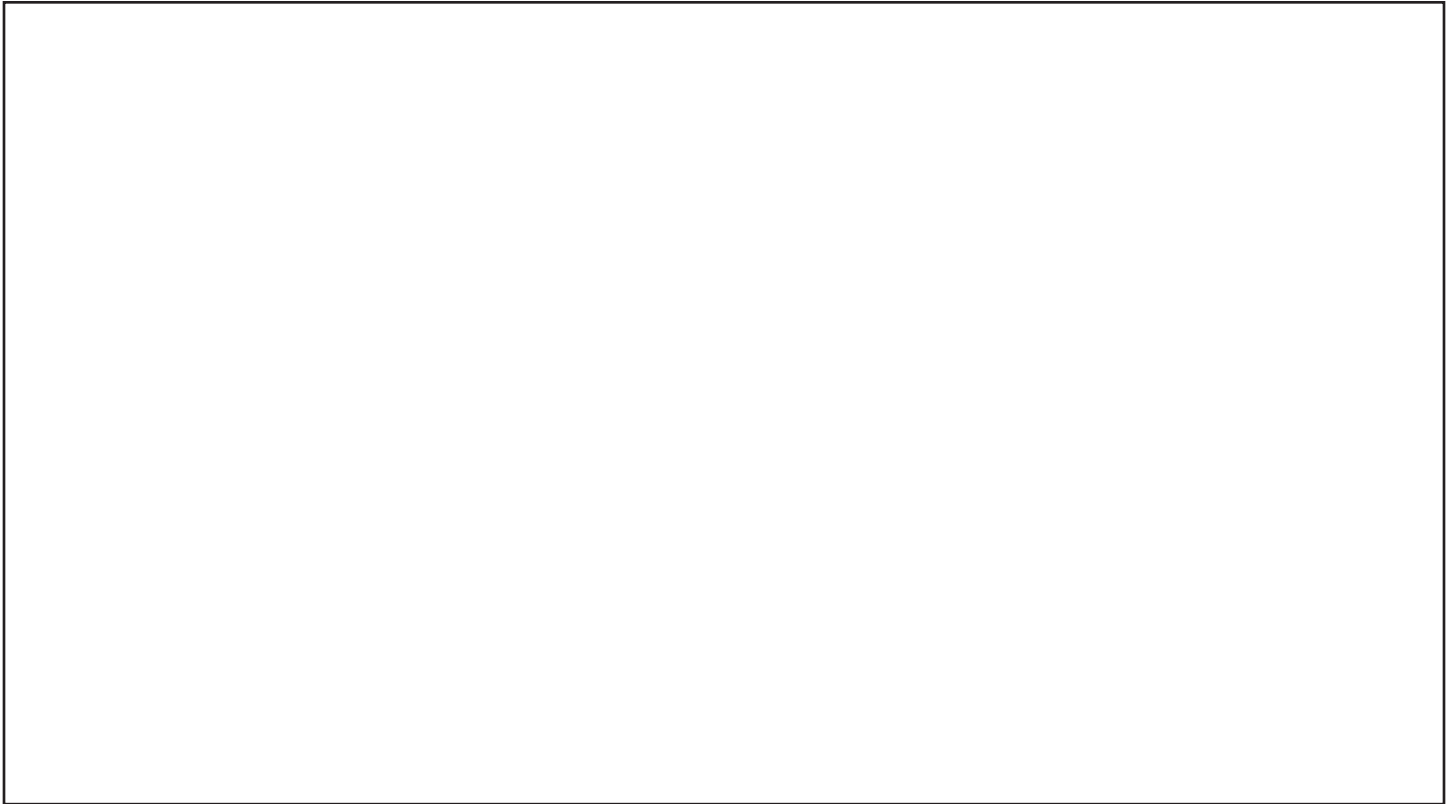


② Colorea en 16 espacios.



Dibuja el 17

① Dibuja el 17  en la caja.



② Colorea en 17 espacios.



Case No.	Case Name	Case Type	Case Status	Case Date	Case Location	Case Description	Case Notes	Case Comments	Case Actions
1	John Doe	Medical	Open	2023-01-01	New York	John Doe, 45, male, reported chest pain and shortness of breath.	Initial assessment: vital signs stable, no obvious trauma.	Referral to cardiologist for further evaluation.	Follow up in 2 weeks.
2	Jane Smith	Medical	Closed	2023-01-05	California	Jane Smith, 32, female, reported severe headache and dizziness.	Initial assessment: vital signs stable, no obvious trauma.	Referral to neurologist for further evaluation.	Follow up in 2 weeks.
3	Michael Brown	Medical	Open	2023-01-10	Texas	Michael Brown, 58, male, reported persistent cough and wheezing.	Initial assessment: vital signs stable, no obvious trauma.	Referral to pulmonologist for further evaluation.	Follow up in 2 weeks.
4	Sarah Johnson	Medical	Closed	2023-01-15	Florida	Sarah Johnson, 28, female, reported severe abdominal pain and nausea.	Initial assessment: vital signs stable, no obvious trauma.	Referral to gastroenterologist for further evaluation.	Follow up in 2 weeks.
5	David Wilson	Medical	Open	2023-01-20	Illinois	David Wilson, 65, male, reported persistent back pain and numbness.	Initial assessment: vital signs stable, no obvious trauma.	Referral to orthopedist for further evaluation.	Follow up in 2 weeks.
6	Emily Davis	Medical	Closed	2023-01-25	Ohio	Emily Davis, 35, female, reported severe joint pain and swelling.	Initial assessment: vital signs stable, no obvious trauma.	Referral to rheumatologist for further evaluation.	Follow up in 2 weeks.
7	Robert Miller	Medical	Open	2023-02-01	Georgia	Robert Miller, 72, male, reported persistent fatigue and weakness.	Initial assessment: vital signs stable, no obvious trauma.	Referral to endocrinologist for further evaluation.	Follow up in 2 weeks.
8	Lisa Anderson	Medical	Closed	2023-02-05	Arizona	Lisa Anderson, 48, female, reported severe skin rash and itching.	Initial assessment: vital signs stable, no obvious trauma.	Referral to dermatologist for further evaluation.	Follow up in 2 weeks.
9	Christopher Lee	Medical	Open	2023-02-10	Colorado	Christopher Lee, 55, male, reported persistent vision changes and blurriness.	Initial assessment: vital signs stable, no obvious trauma.	Referral to ophthalmologist for further evaluation.	Follow up in 2 weeks.
10	Amanda White	Medical	Closed	2023-02-15	Connecticut	Amanda White, 38, female, reported severe anxiety and panic attacks.	Initial assessment: vital signs stable, no obvious trauma.	Referral to psychiatrist for further evaluation.	Follow up in 2 weeks.
11	Matthew Green	Medical	Open	2023-02-20	Delaware	Matthew Green, 62, male, reported persistent urinary issues and frequent urination.	Initial assessment: vital signs stable, no obvious trauma.	Referral to urologist for further evaluation.	Follow up in 2 weeks.
12	Olivia Black	Medical	Closed	2023-02-25	Idaho	Olivia Black, 25, female, reported severe menstrual pain and irregular cycles.	Initial assessment: vital signs stable, no obvious trauma.	Referral to gynecologist for further evaluation.	Follow up in 2 weeks.
13	Benjamin Hall	Medical	Open	2023-03-01	Indiana	Benjamin Hall, 70, male, reported persistent memory loss and confusion.	Initial assessment: vital signs stable, no obvious trauma.	Referral to neurologist for further evaluation.	Follow up in 2 weeks.
14	Sophia King	Medical	Closed	2023-03-05	Iowa	Sophia King, 40, female, reported severe allergic reactions and hives.	Initial assessment: vital signs stable, no obvious trauma.	Referral to allergist for further evaluation.	Follow up in 2 weeks.
15	Lucas Young	Medical	Open	2023-03-10	Kansas	Lucas Young, 50, male, reported persistent hearing loss and tinnitus.	Initial assessment: vital signs stable, no obvious trauma.	Referral to audiologist for further evaluation.	Follow up in 2 weeks.
16	Isabella Scott	Medical	Closed	2023-03-15	Kentucky	Isabella Scott, 30, female, reported severe digestive issues and constipation.	Initial assessment: vital signs stable, no obvious trauma.	Referral to gastroenterologist for further evaluation.	Follow up in 2 weeks.
17	Ethan Adams	Medical	Open	2023-03-20	Louisiana	Ethan Adams, 68, male, reported persistent joint pain and stiffness.	Initial assessment: vital signs stable, no obvious trauma.	Referral to orthopedist for further evaluation.	Follow up in 2 weeks.
18	Aria Baker	Medical	Closed	2023-03-25	Maine	Aria Baker, 22, female, reported severe acne and skin irritation.	Initial assessment: vital signs stable, no obvious trauma.	Referral to dermatologist for further evaluation.	Follow up in 2 weeks.
19	Leo Clark	Medical	Open	2023-04-01	Massachusetts	Leo Clark, 52, male, reported persistent blood pressure fluctuations.	Initial assessment: vital signs stable, no obvious trauma.	Referral to cardiologist for further evaluation.	Follow up in 2 weeks.
20	Mia Evans	Medical	Closed	2023-04-05	Michigan	Mia Evans, 35, female, reported severe mood swings and depression.	Initial assessment: vital signs stable, no obvious trauma.	Referral to psychiatrist for further evaluation.	Follow up in 2 weeks.
21	Noah Foster	Medical	Open	2023-04-10	Minnesota	Noah Foster, 60, male, reported persistent urinary issues and frequent urination.	Initial assessment: vital signs stable, no obvious trauma.	Referral to urologist for further evaluation.	Follow up in 2 weeks.
22	Charlotte Grant	Medical	Closed	2023-04-15	Mississippi	Charlotte Grant, 28, female, reported severe menstrual pain and irregular cycles.	Initial assessment: vital signs stable, no obvious trauma.	Referral to gynecologist for further evaluation.	Follow up in 2 weeks.
23	Oliver Harris	Medical	Open	2023-04-20	Montana	Oliver Harris, 75, male, reported persistent memory loss and confusion.	Initial assessment: vital signs stable, no obvious trauma.	Referral to neurologist for further evaluation.	Follow up in 2 weeks.
24	Amelia Ives	Medical	Closed	2023-04-25	Nebraska	Amelia Ives, 42, female, reported severe allergic reactions and hives.	Initial assessment: vital signs stable, no obvious trauma.	Referral to allergist for further evaluation.	Follow up in 2 weeks.
25	Samuel King	Medical	Open	2023-05-01	Nevada	Samuel King, 58, male, reported persistent hearing loss and tinnitus.	Initial assessment: vital signs stable, no obvious trauma.	Referral to audiologist for further evaluation.	Follow up in 2 weeks.
26	Harper Lee	Medical	Closed	2023-05-05	New Hampshire	Harper Lee, 32, female, reported severe digestive issues and constipation.	Initial assessment: vital signs stable, no obvious trauma.	Referral to gastroenterologist for further evaluation.	Follow up in 2 weeks.
27	Wyatt Miller	Medical	Open	2023-05-10	New Jersey	Wyatt Miller, 65, male, reported persistent joint pain and stiffness.	Initial assessment: vital signs stable, no obvious trauma.	Referral to orthopedist for further evaluation.	Follow up in 2 weeks.
28	Evelyn Nelson	Medical	Closed	2023-05-15	New Mexico	Evelyn Nelson, 25, female, reported severe acne and skin irritation.	Initial assessment: vital signs stable, no obvious trauma.	Referral to dermatologist for further evaluation.	Follow up in 2 weeks.
29	Grayson Ortiz	Medical	Open	2023-05-20	New York	Grayson Ortiz, 50, male, reported persistent blood pressure fluctuations.	Initial assessment: vital signs stable, no obvious trauma.	Referral to cardiologist for further evaluation.	Follow up in 2 weeks.
30	Skylar Parker	Medical	Closed	2023-05-25	North Carolina	Skylar Parker, 38, female, reported severe mood swings and depression.	Initial assessment: vital signs stable, no obvious trauma.	Referral to psychiatrist for further evaluation.	Follow up in 2 weeks.
31	Lincoln Quinn	Medical	Open	2023-06-01	North Dakota	Lincoln Quinn, 62, male, reported persistent urinary issues and frequent urination.	Initial assessment: vital signs stable, no obvious trauma.	Referral to urologist for further evaluation.	Follow up in 2 weeks.
32	Madison Reed	Medical	Closed	2023-06-05	Ohio	Madison Reed, 28, female, reported severe menstrual pain and irregular cycles.	Initial assessment: vital signs stable, no obvious trauma.	Referral to gynecologist for further evaluation.	Follow up in 2 weeks.
33	Isaac Shaw	Medical	Open	2023-06-10	Oklahoma	Isaac Shaw, 70, male, reported persistent memory loss and confusion.	Initial assessment: vital signs stable, no obvious trauma.	Referral to neurologist for further evaluation.	Follow up in 2 weeks.
34	Chloe Taylor	Medical	Closed	2023-06-15	Oregon	Chloe Taylor, 40, female, reported severe allergic reactions and hives.	Initial assessment: vital signs stable, no obvious trauma.	Referral to allergist for further evaluation.	Follow up in 2 weeks.
35	Julian Thomas	Medical	Open	2023-06-20	Pennsylvania	Julian Thomas, 55, male, reported persistent hearing loss and tinnitus.	Initial assessment: vital signs stable, no obvious trauma.	Referral to audiologist for further evaluation.	Follow up in 2 weeks.
36	Madelyn Turner	Medical	Closed	2023-06-25	Rhode Island				

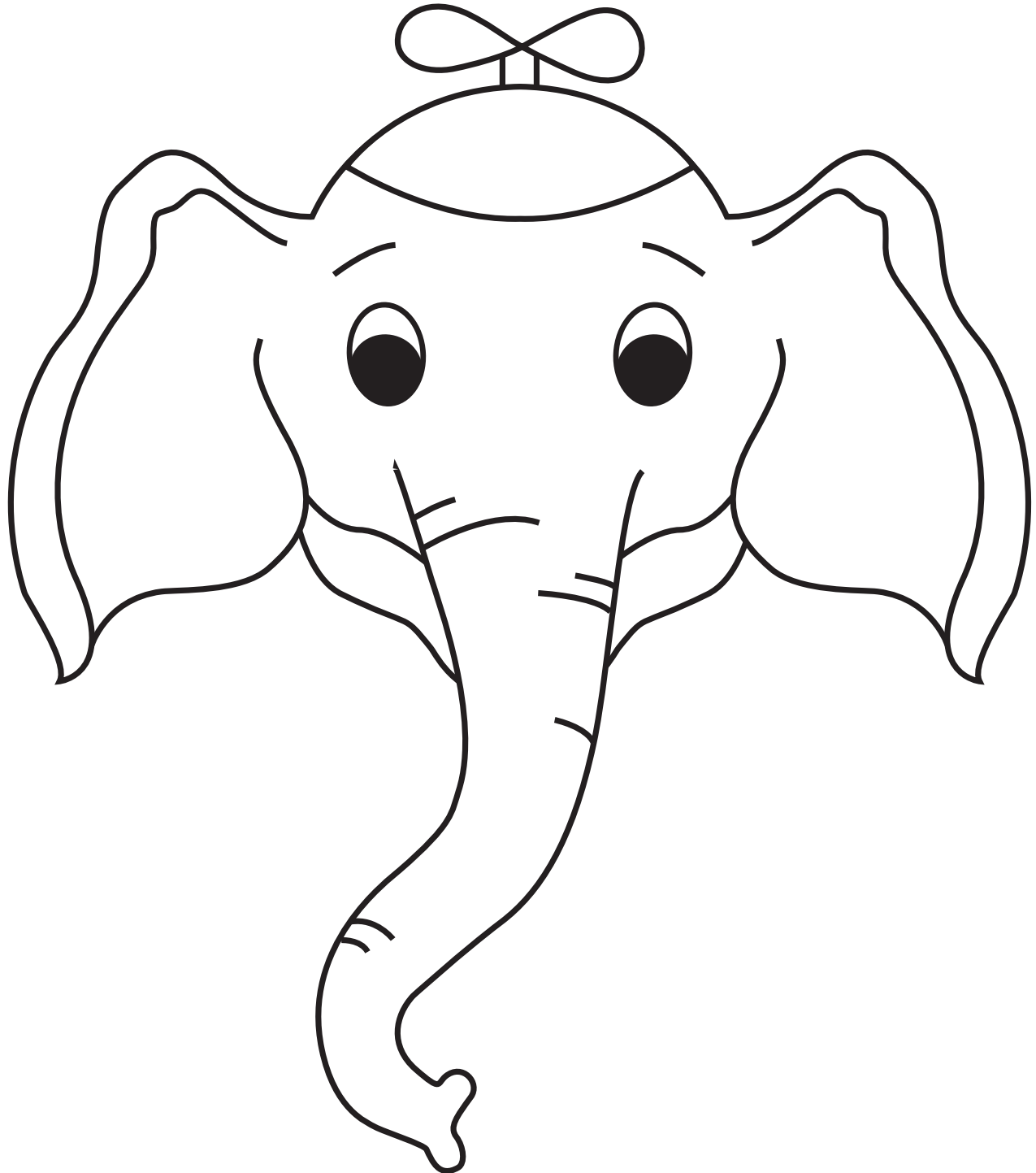
② Colorea en 18 espacios.

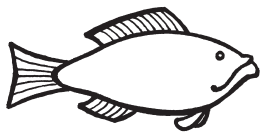




2 Colorea en 20 espacios.

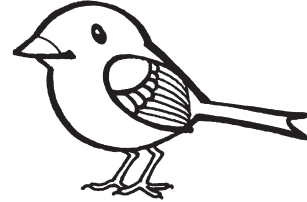
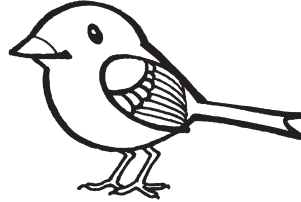
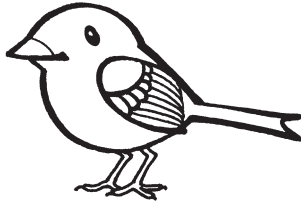
El Patrón de la Marioneta del Elefante



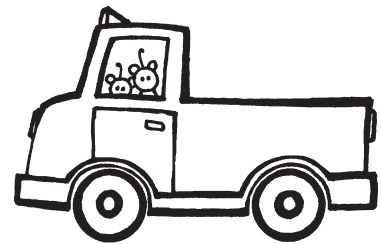
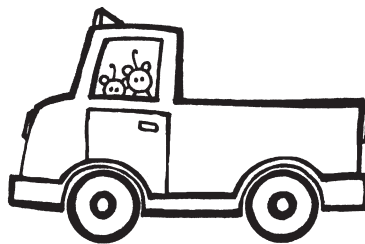
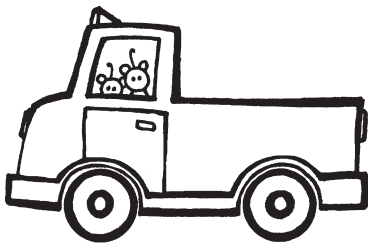


Primero, en el medio, último

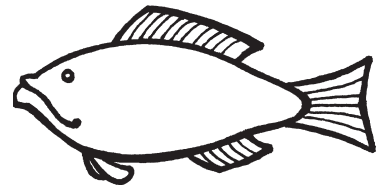
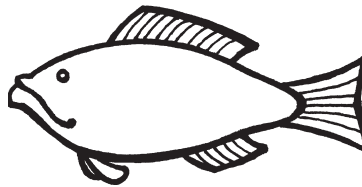
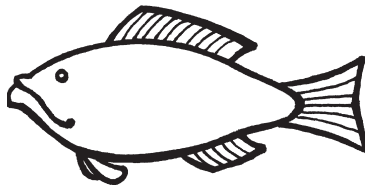
① Colorea el ave en el medio de amarillo.



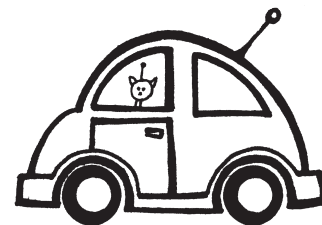
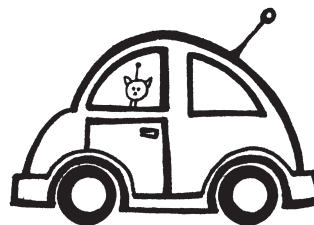
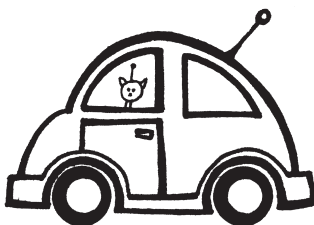
② Colorea el primer camión de rojo.



③ Colorea el último pescado de verde.



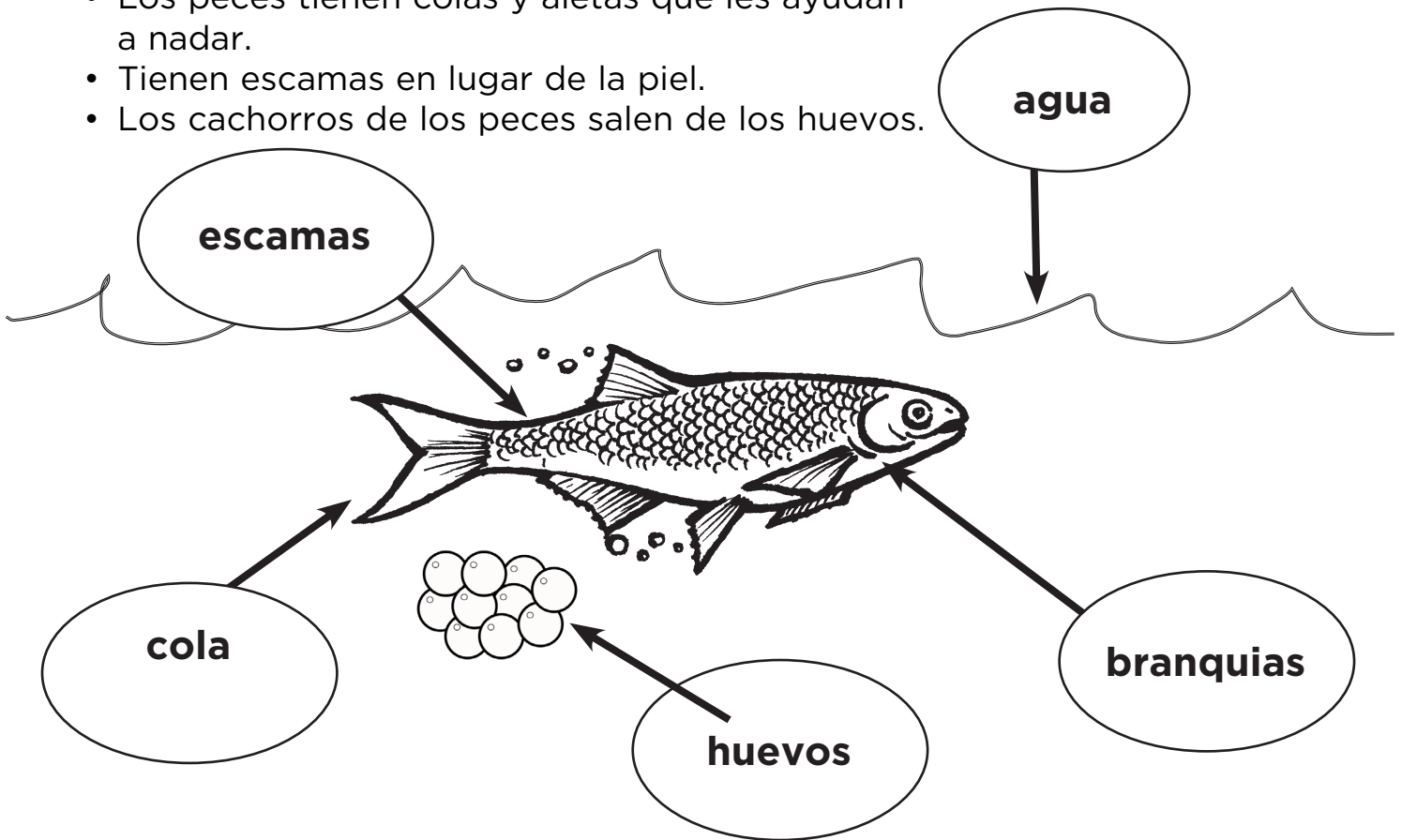
④ Colorea el último coche de azul, el coche en el medio de púrpura y el primer carro de rosa.



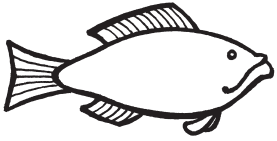
El Afiche del Pez

Atributos del pez:

- El pez vive en el agua.
- Respira en el agua con branquias.
- Los peces tienen colas y aletas que les ayudan a nadar.
- Tienen escamas en lugar de la piel.
- Los cachorros de los peces salen de los huevos.



Añade tus propias imágenes o palabras abajo (recortes de revistas , dibujo de colores, etc.)



El Pez

Termina de dibujar el pez.

- ❶ Dibuja escamas  en el pez.
- ❷ Dibuja una aleta  en el pez.
- ❸ Dibuja un ojo  en el pez.
- ❹ Dibuja una cola  en el pez.





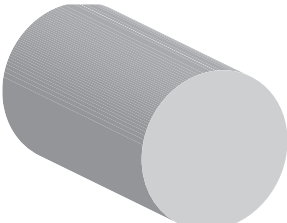
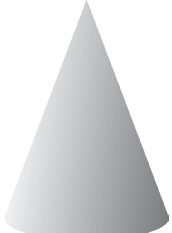
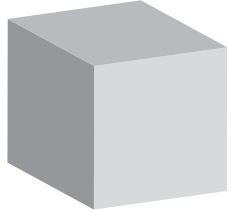
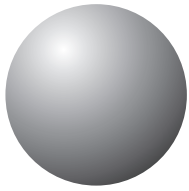
Agarra y Cuenta

Agarra un puñado de objetos. Dibuja los objetos. ¿Cuántos hay ahí?

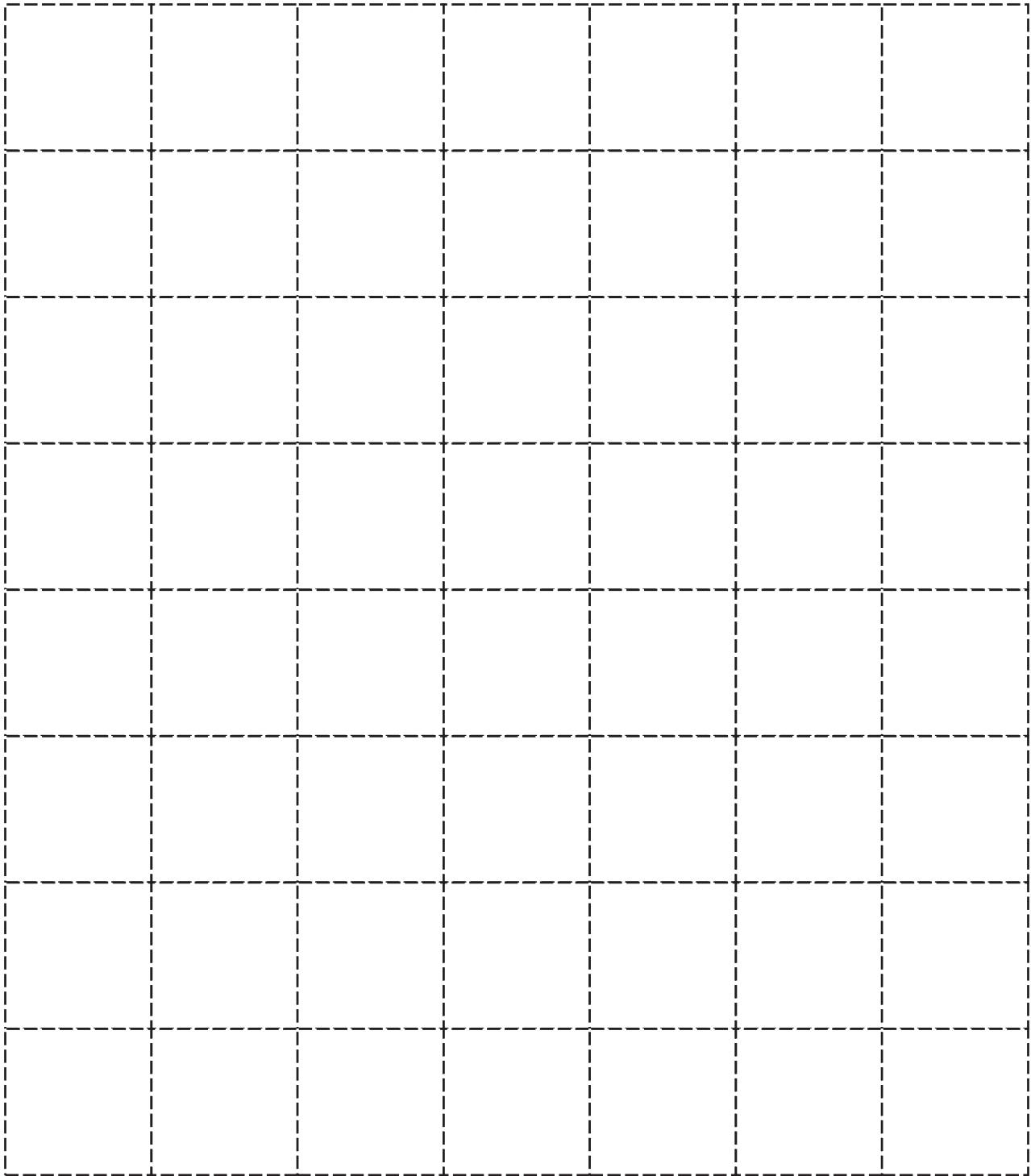
Agarra un puñado de objetos. Dibuja los objetos. ¿Cuántos hay ahí?

Representación gráfica de los sólidos

¡Ordena los elementos según la forma!

La Cuadrícula





Cara o Cruz

Coloca hasta 7 monedas sobre una mesa. Cuenta cuántas son caras y cuántas son cruces. Cuenta cuántas hay en total.

Número total: _____

Cara 	Cruz 

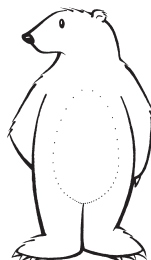
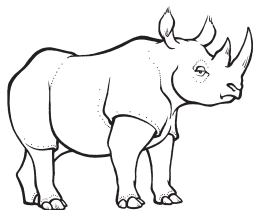
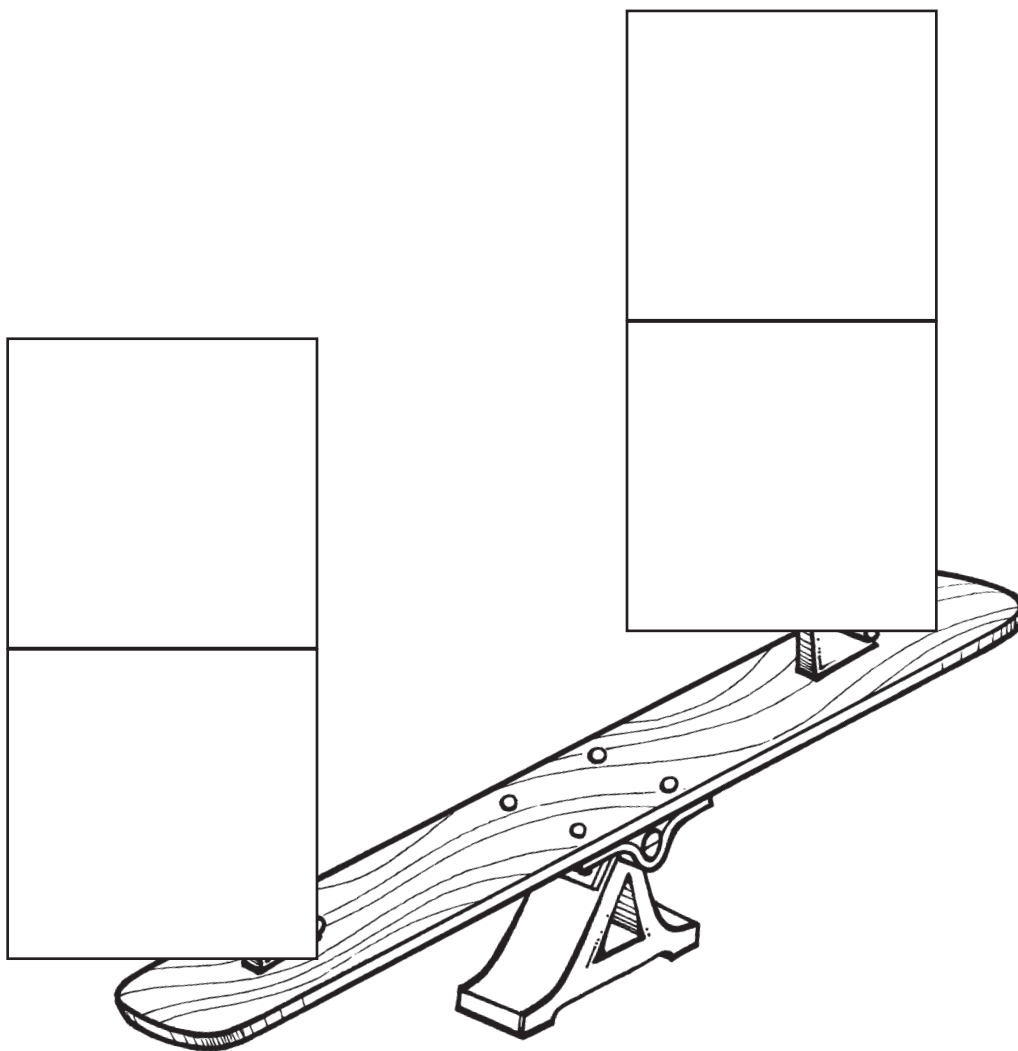
Número total: _____

Cara 	Cruz 



Pesado y ligero

- 1 Corta los animales.
- 2 Pega cada animal en el lado correcto de la barra de equilibrio.

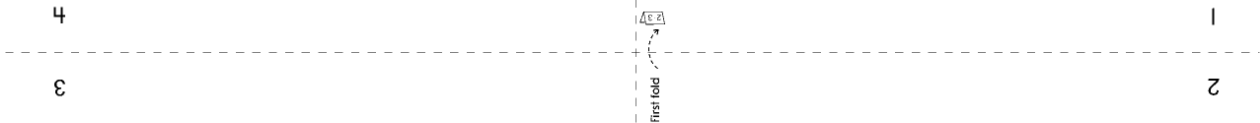
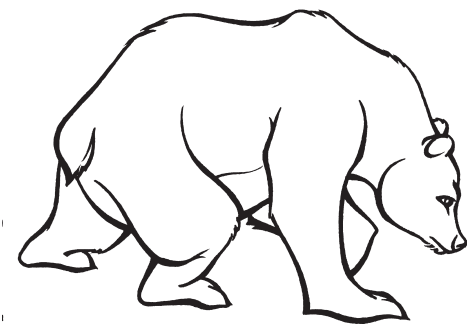


Cómo lavar a un oso del salón de clase

Step 3:

Cómo lavar a un oso del salón de clase

¿El oso de tu sala de clase necesita un baño? Tendrás que prepararte. Sólo tiene que seguir esta guía paso a paso.

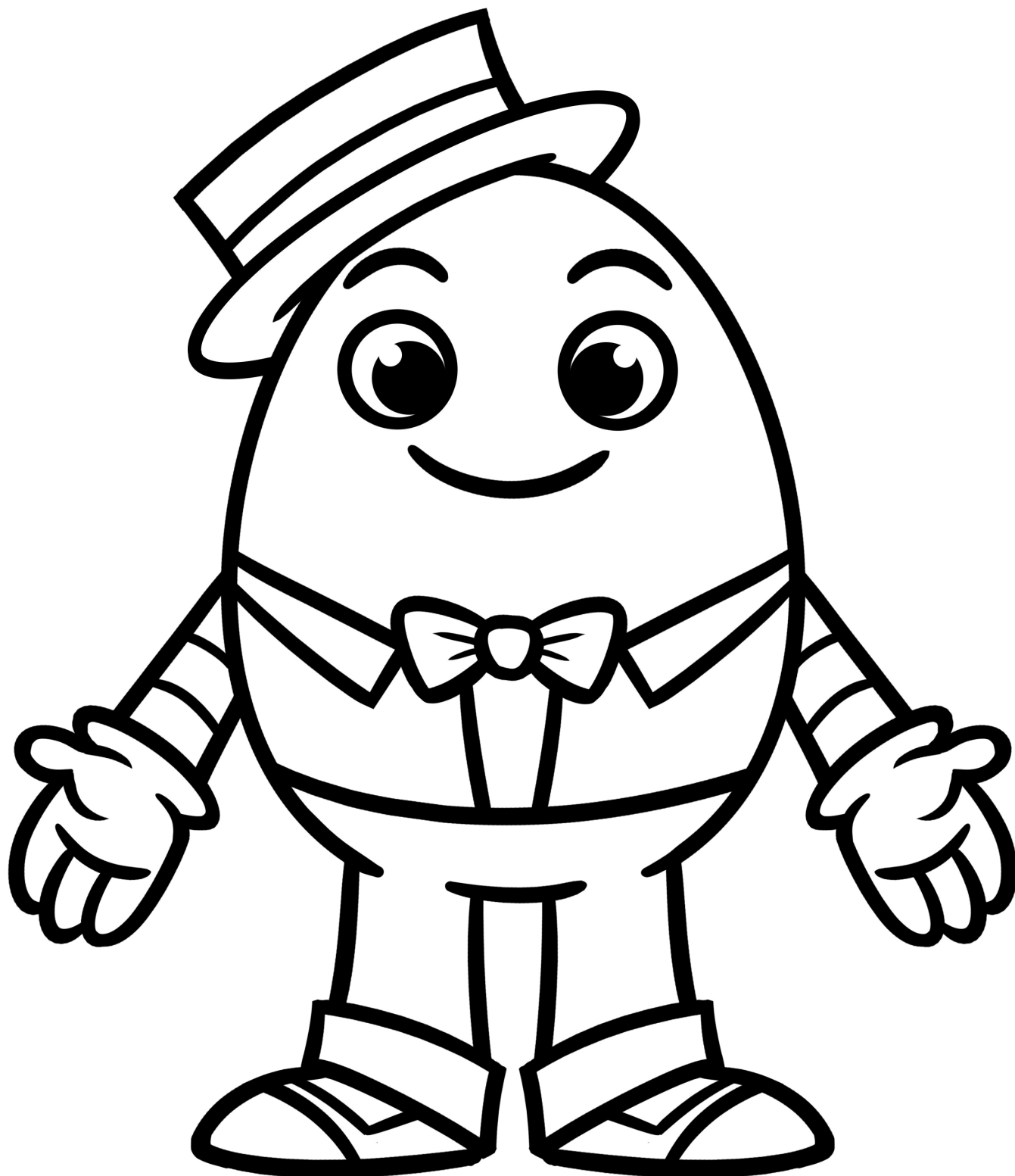


Step 2:

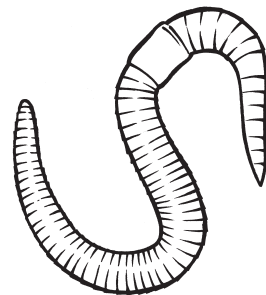
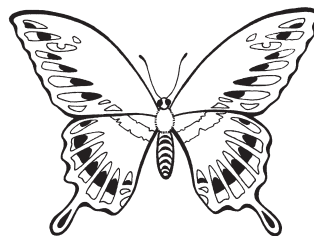
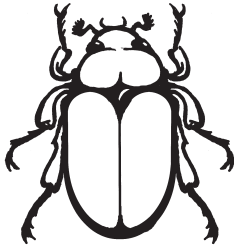
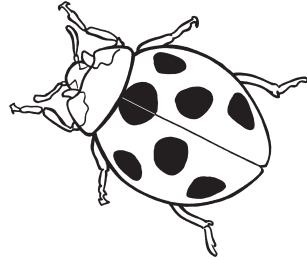
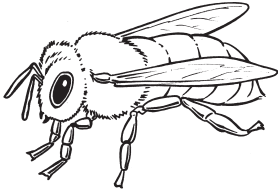
Step 1:

Second fold

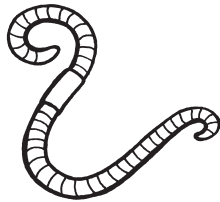
El Patrón de la Marioneta Humpty Dumpty



Las Tarjetas de los Insectos



Las Tarjetas de los Insectos



Los números de los insectos y arañas

		
Piernas		
Partes del Cuerpo		
Antena		
Alas		
Telaraña		



Los Invertebrados

- 1 Colorea las arañas  con un lápiz de color azul.
- 2 Colorea los gusanos  con un lápiz de color marrón.
- 3 Colorea los insectos  con un lápiz de color amarillo.



¿Cuántos? 

¿Cuántos? 

¿Cuántos? 

Las marionetas de palo Jack y Jill



Las marionetas de palo Jack y Jill



La Jarra



Las tarjetas de las letras

A

B

C

D

E

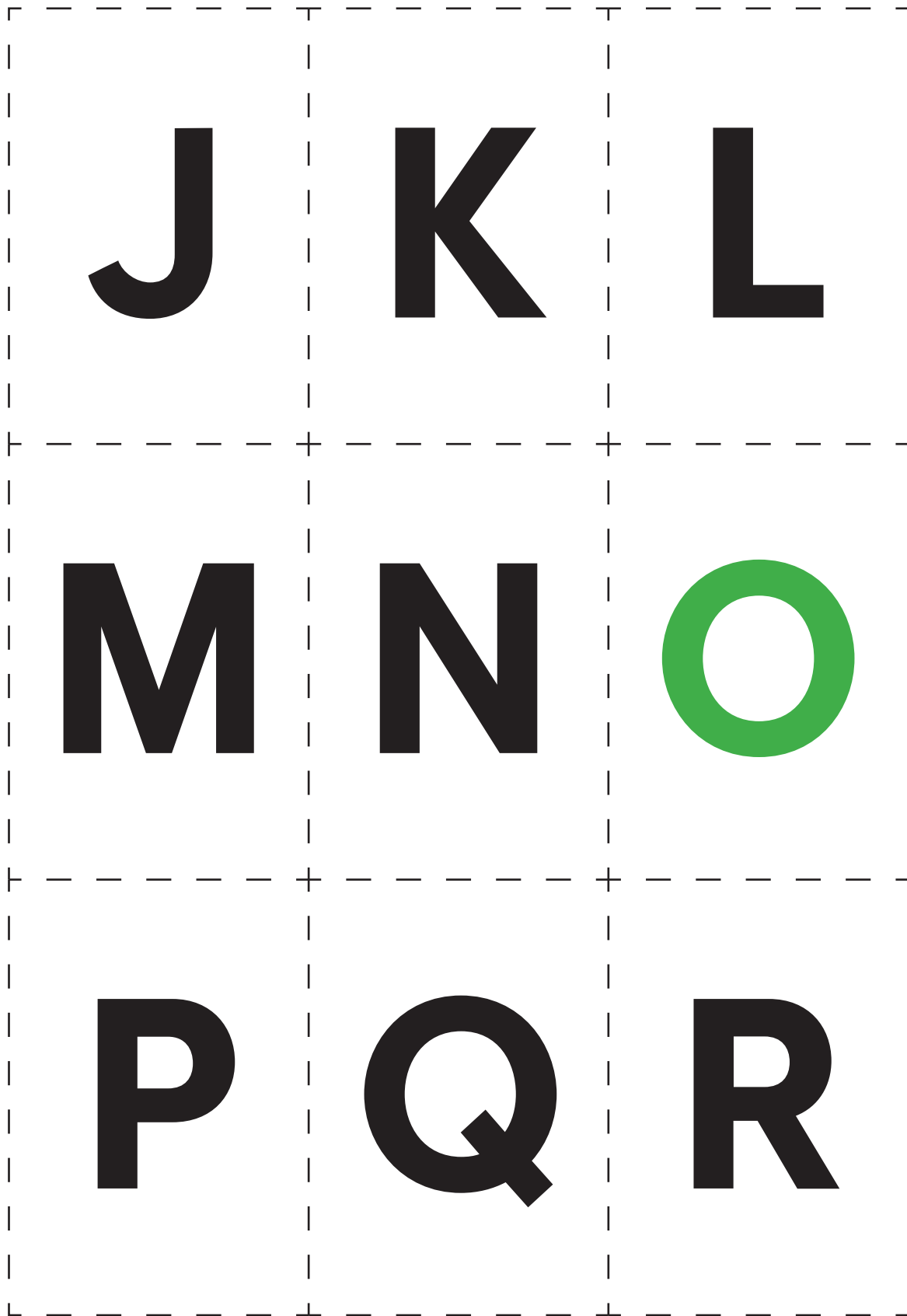
F

G

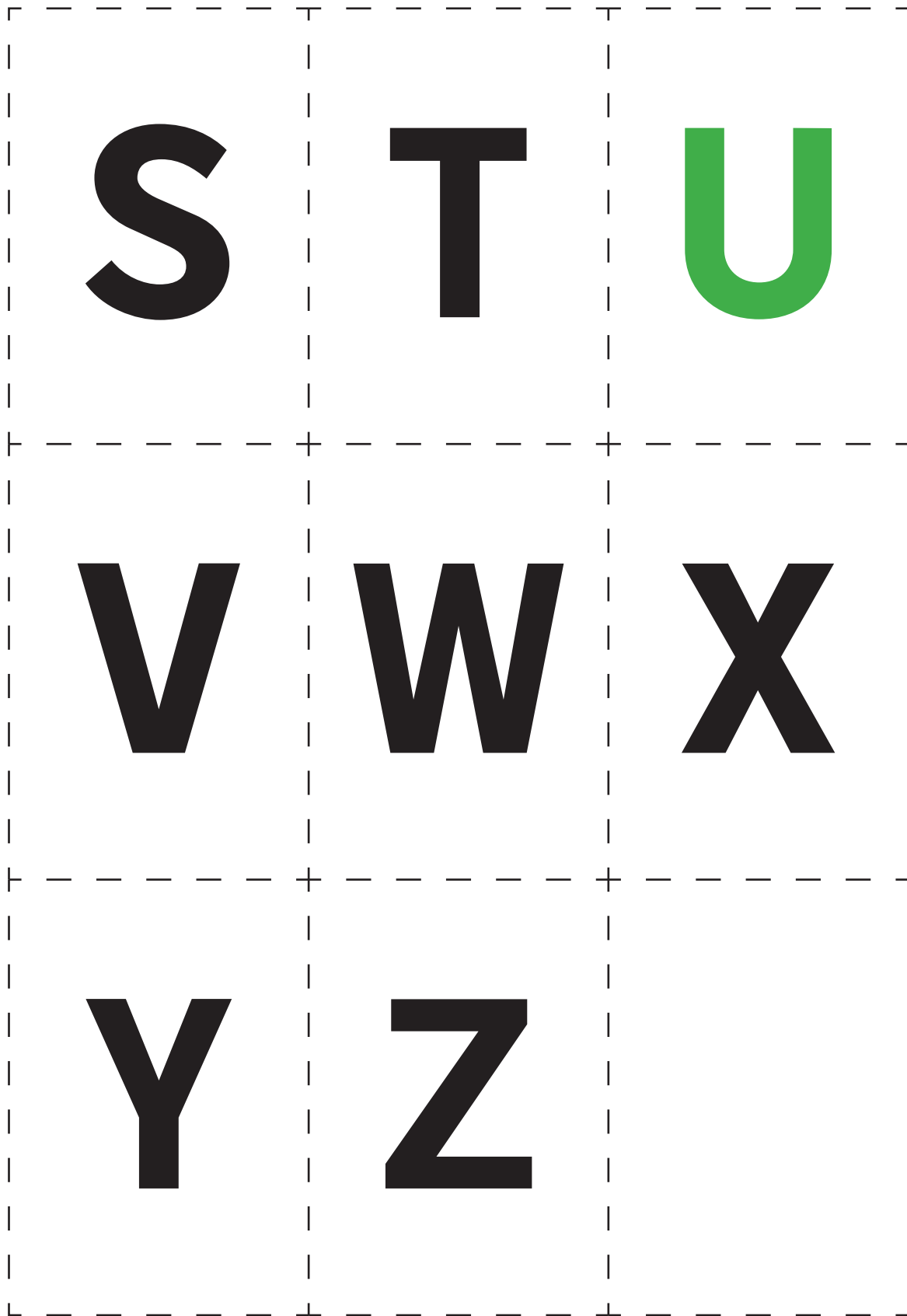
H

I

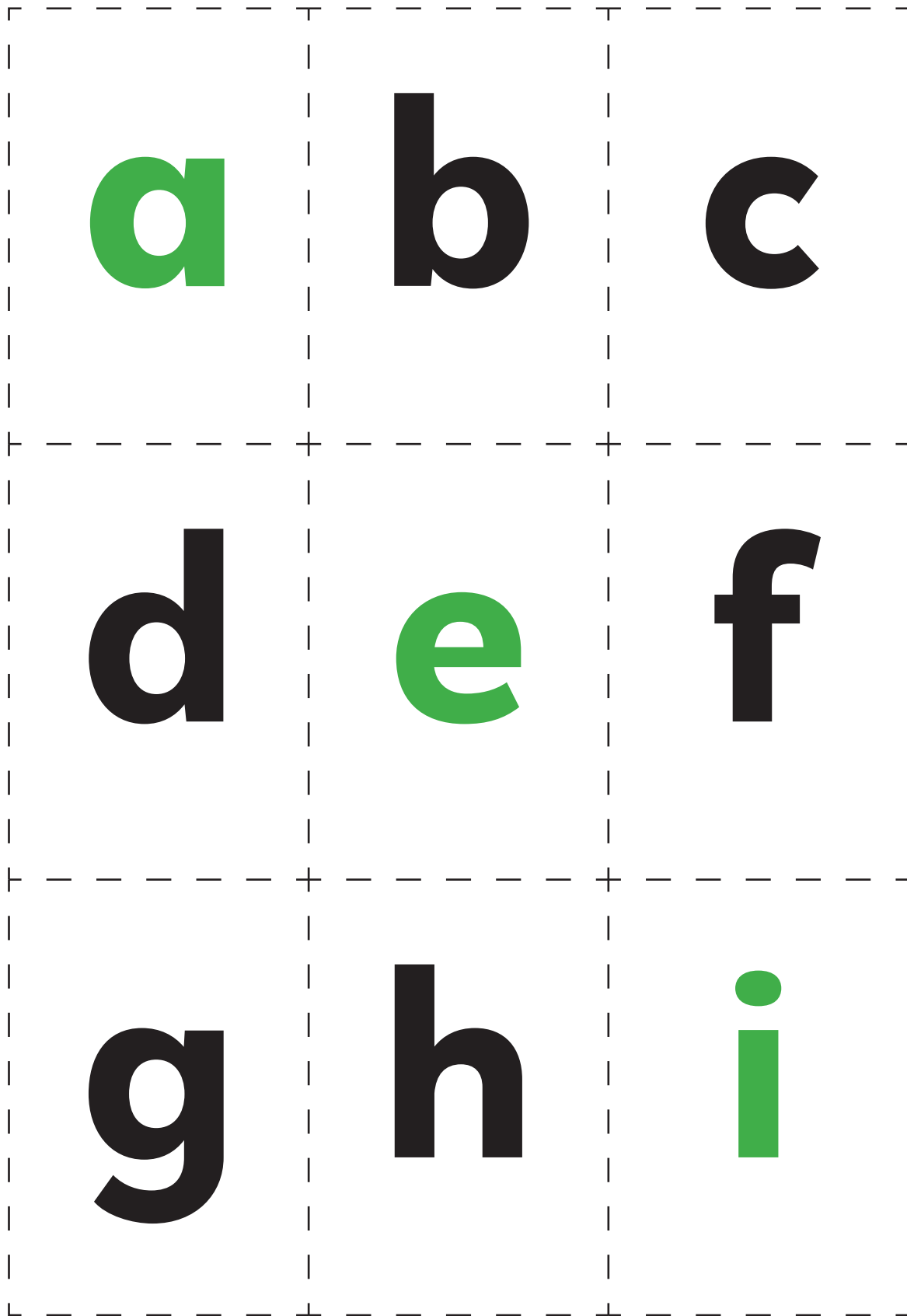
Las tarjetas de las letras



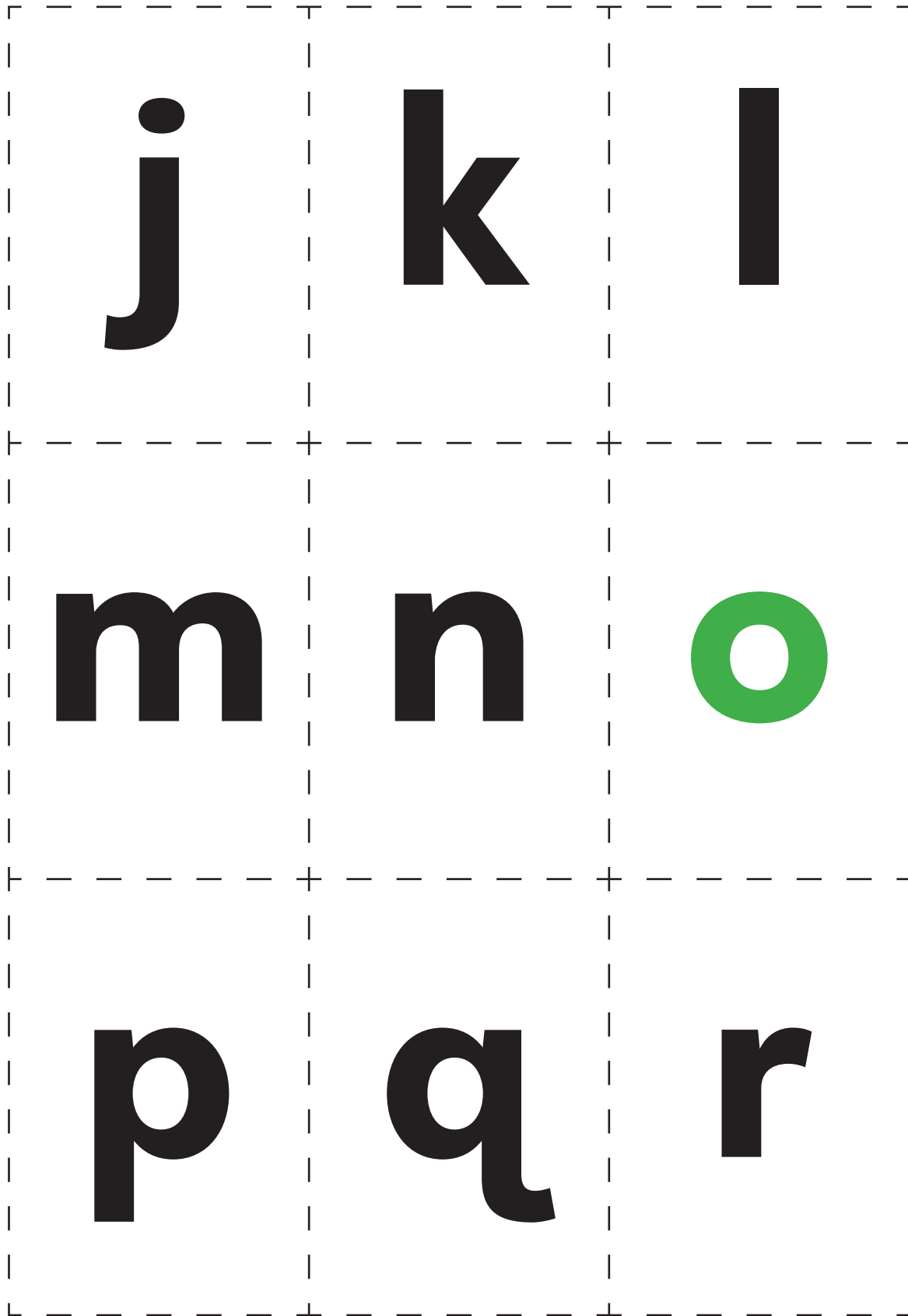
Las tarjetas de las letras



Las tarjetas de las letras



Las tarjetas de las letras



Las tarjetas de las letras

s

t

u

v

w

x

y

z

Las tarjetas de las letras (reducidas)

A	B	C	D	E	F	G
---	---	---	---	---	---	---

H	I	J	K	L	M
---	---	---	---	---	---

N	O	P	Q	R	S	T
---	---	---	---	---	---	---

U	V	W	X	Y	Z
---	---	---	---	---	---

Las tarjetas de las letras (reducidas)

a b c d e f g

h i j k l m

n o p q r s t

u v w x y z

Letter Cards: Word Stems

am

at

ap

an

ad

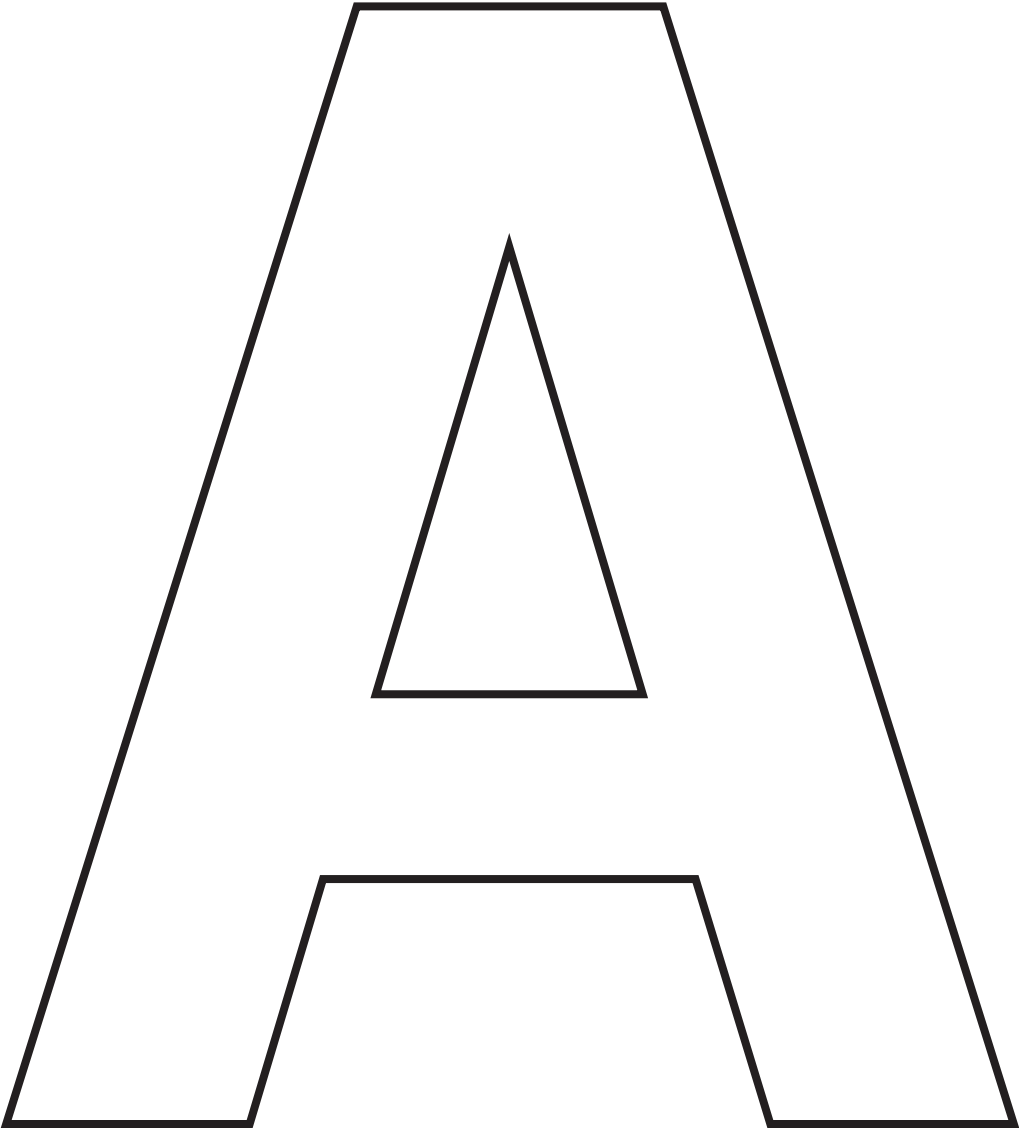
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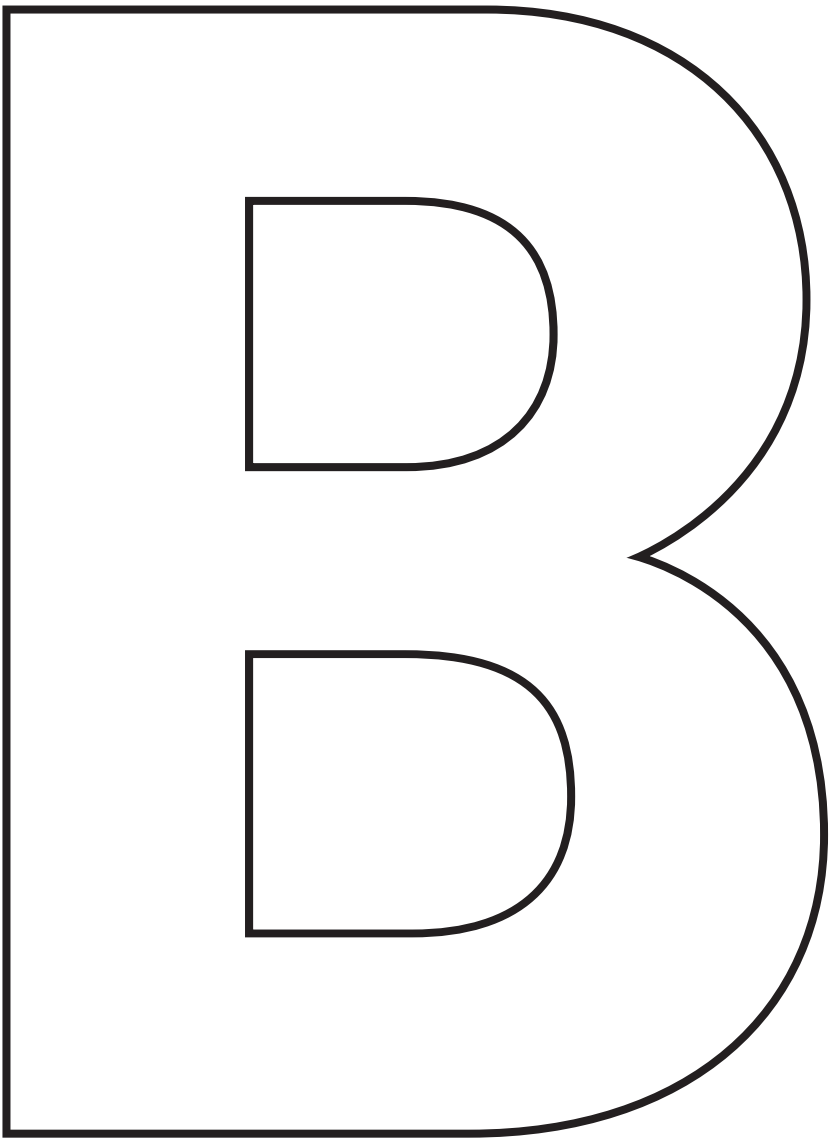
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id

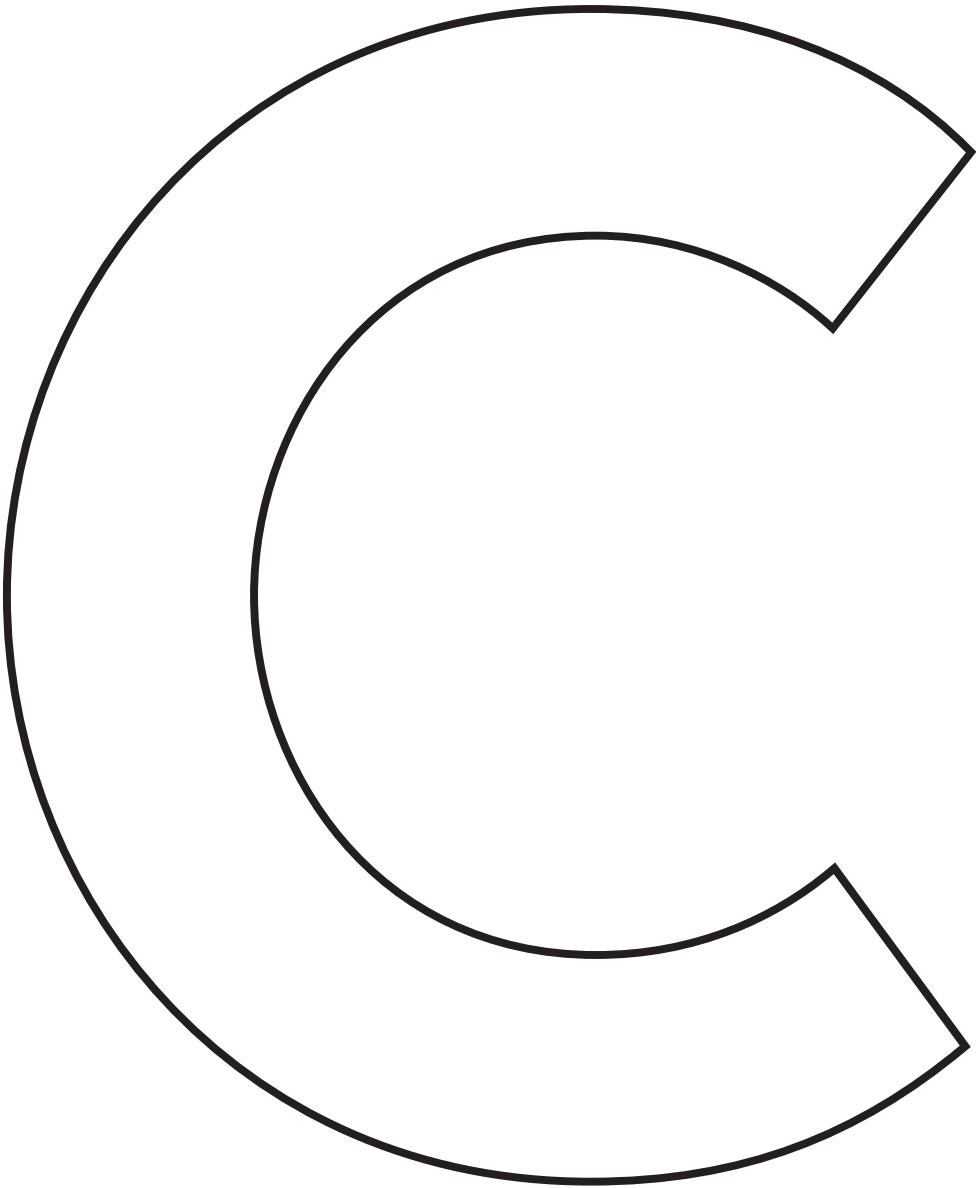
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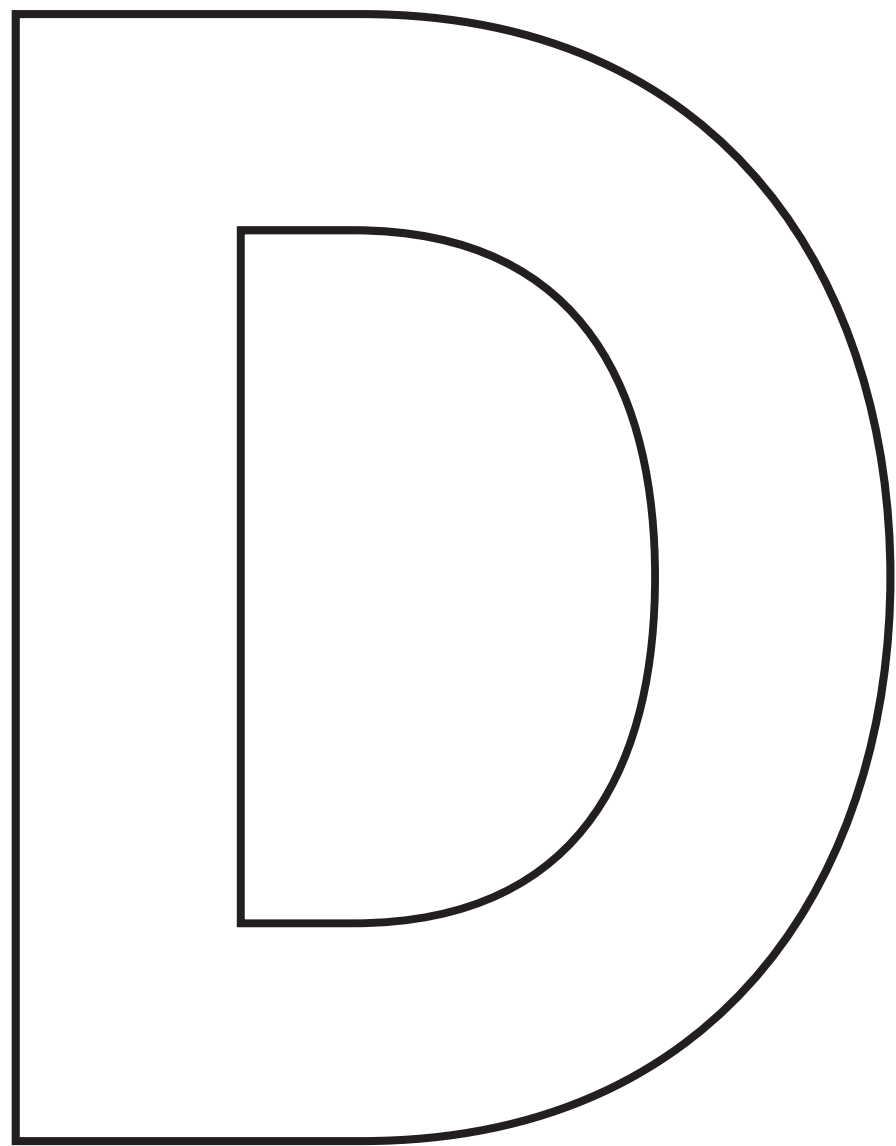
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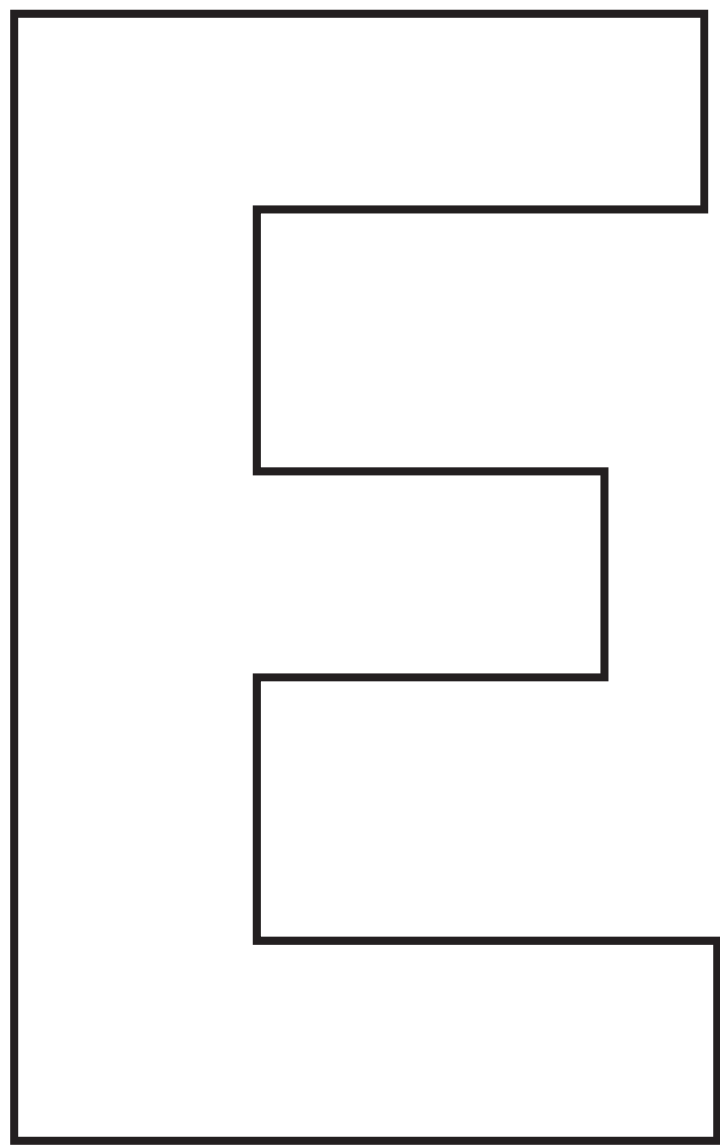
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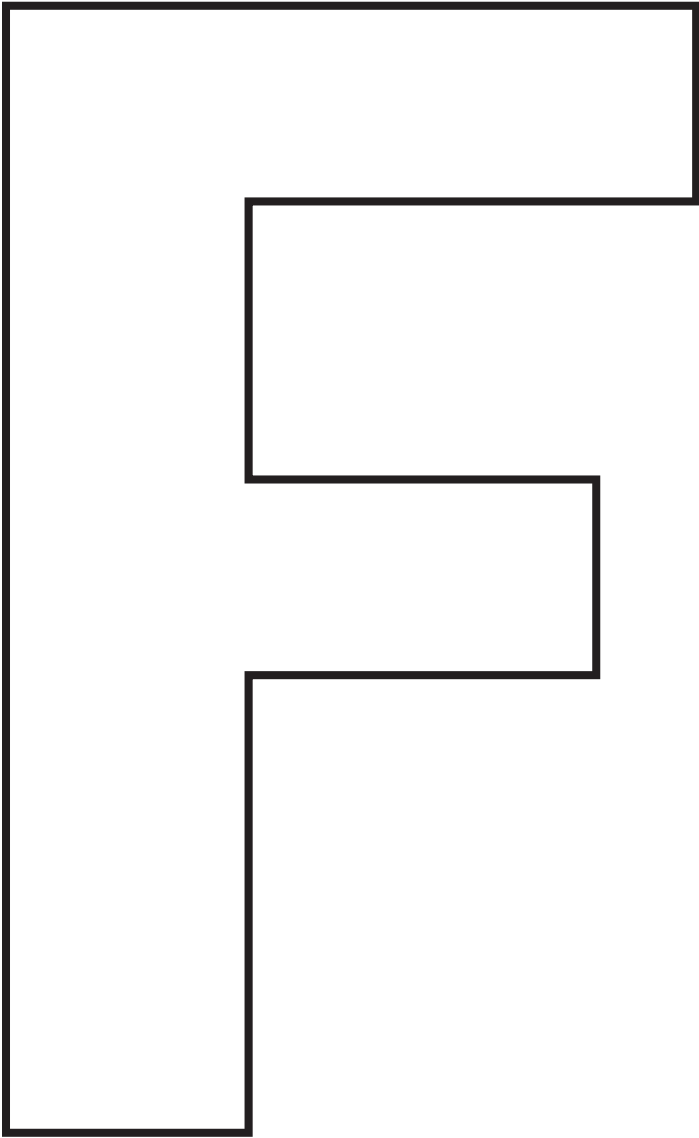
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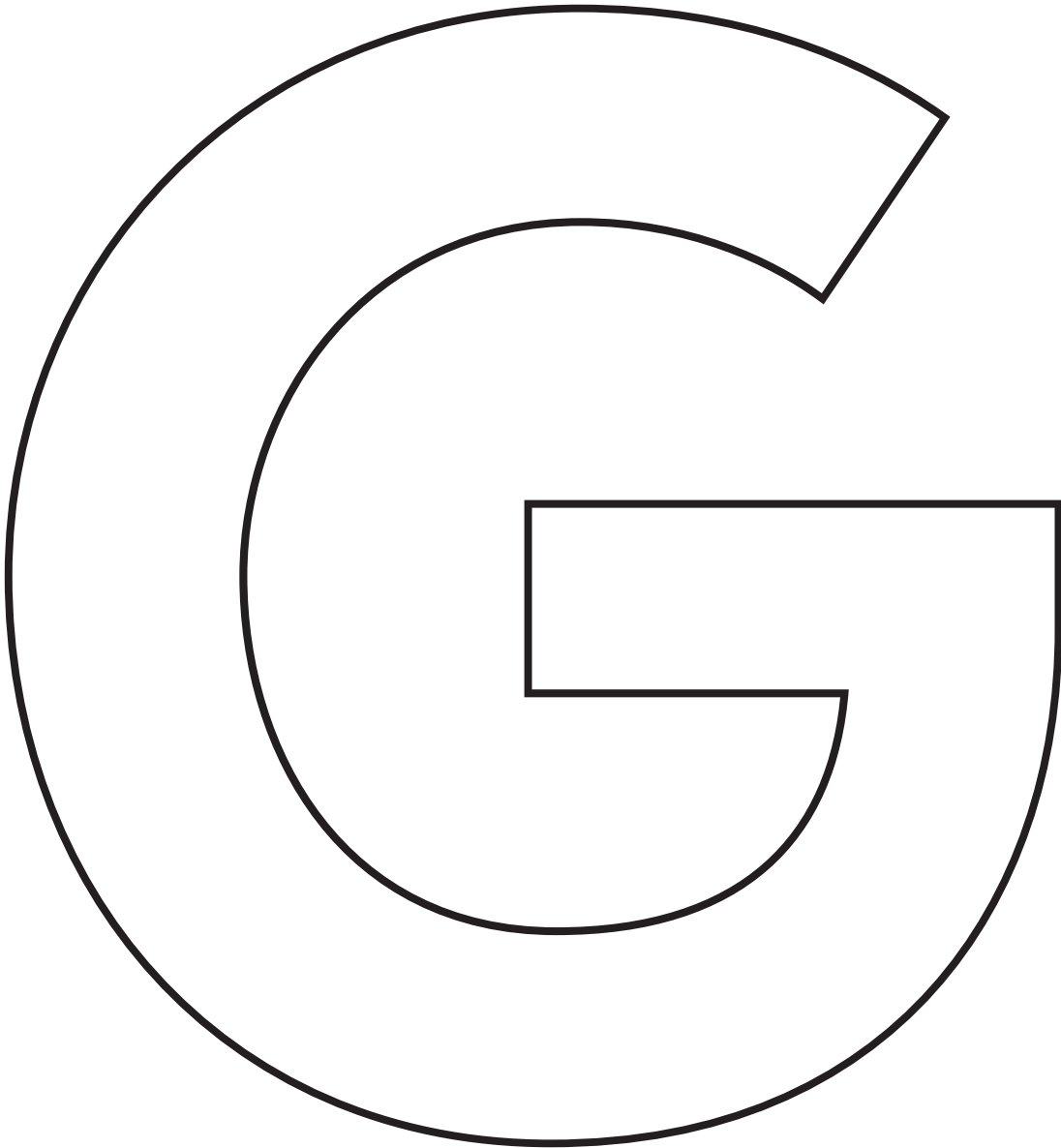
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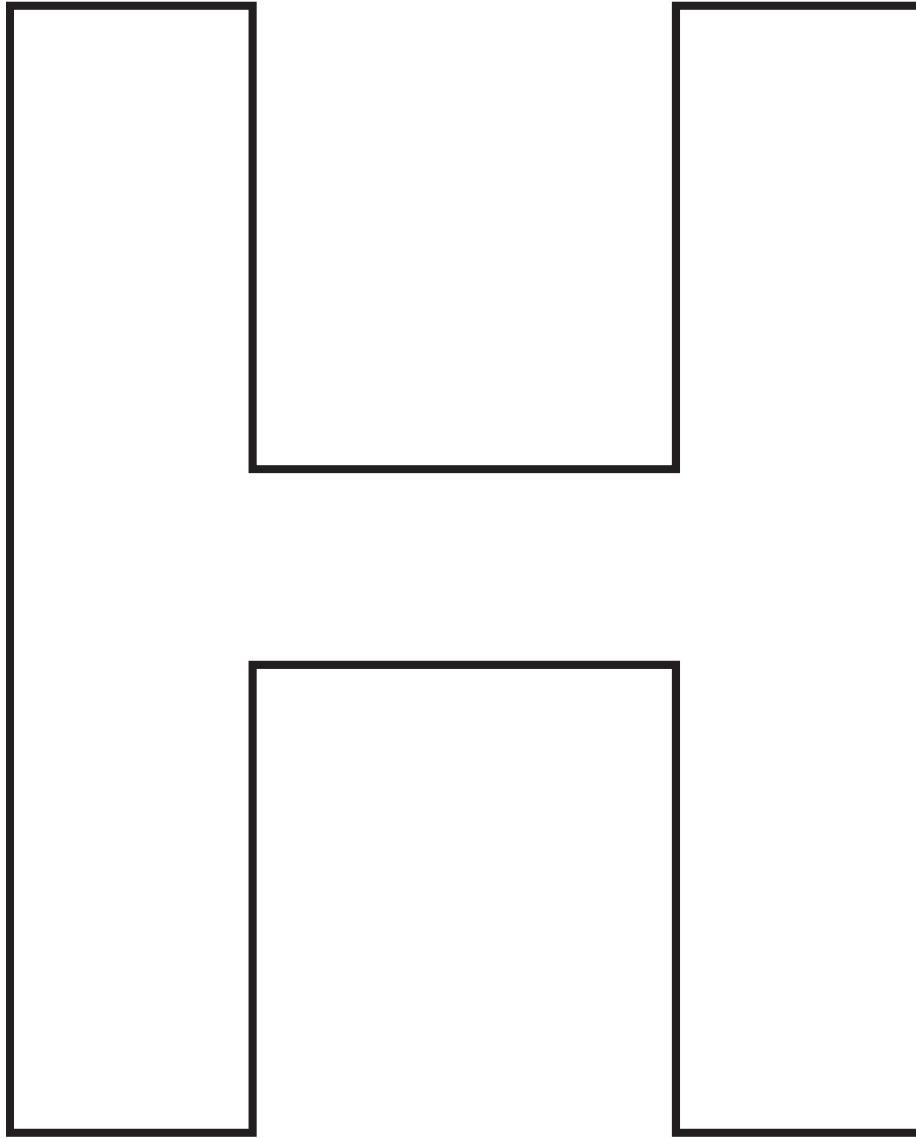
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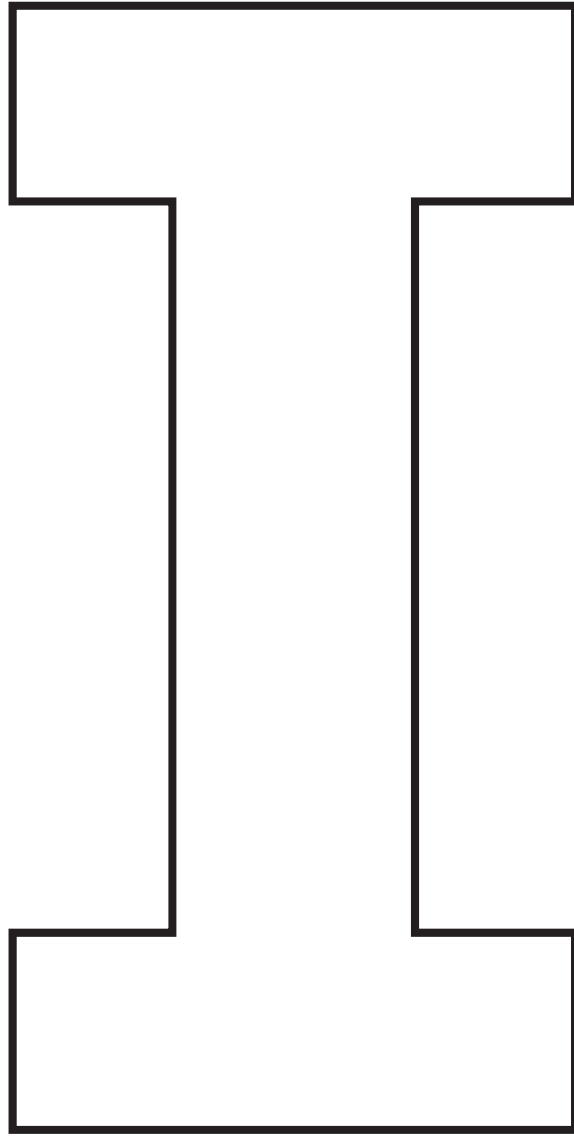
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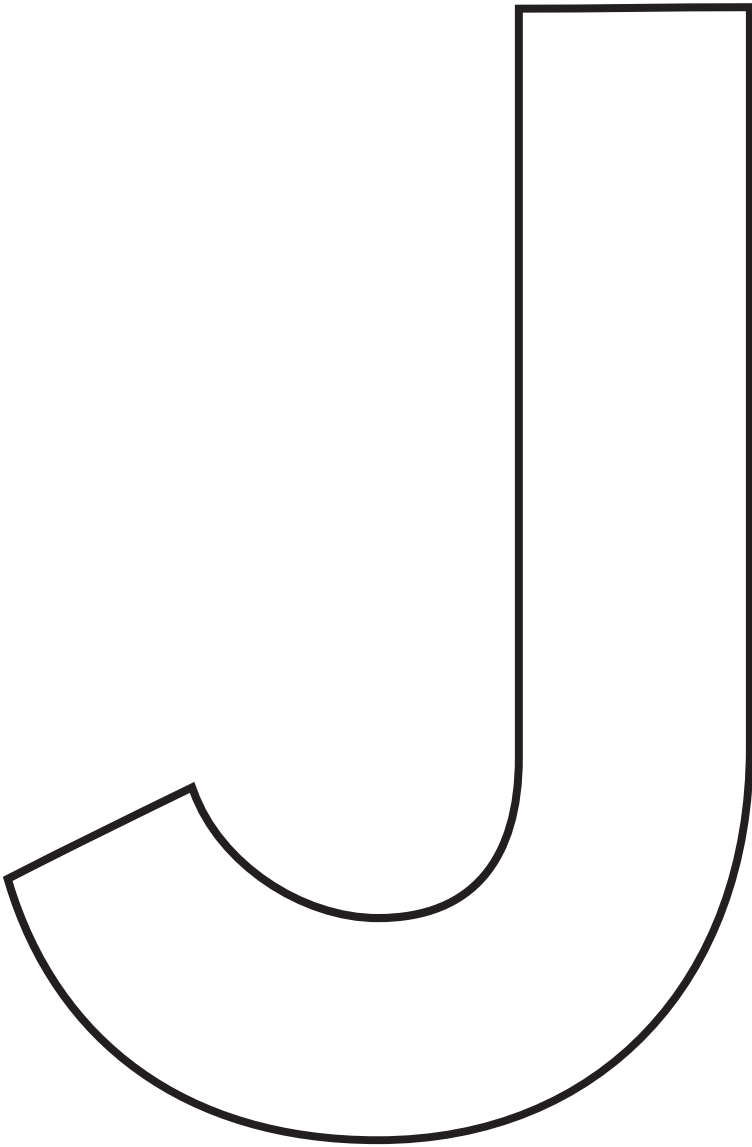
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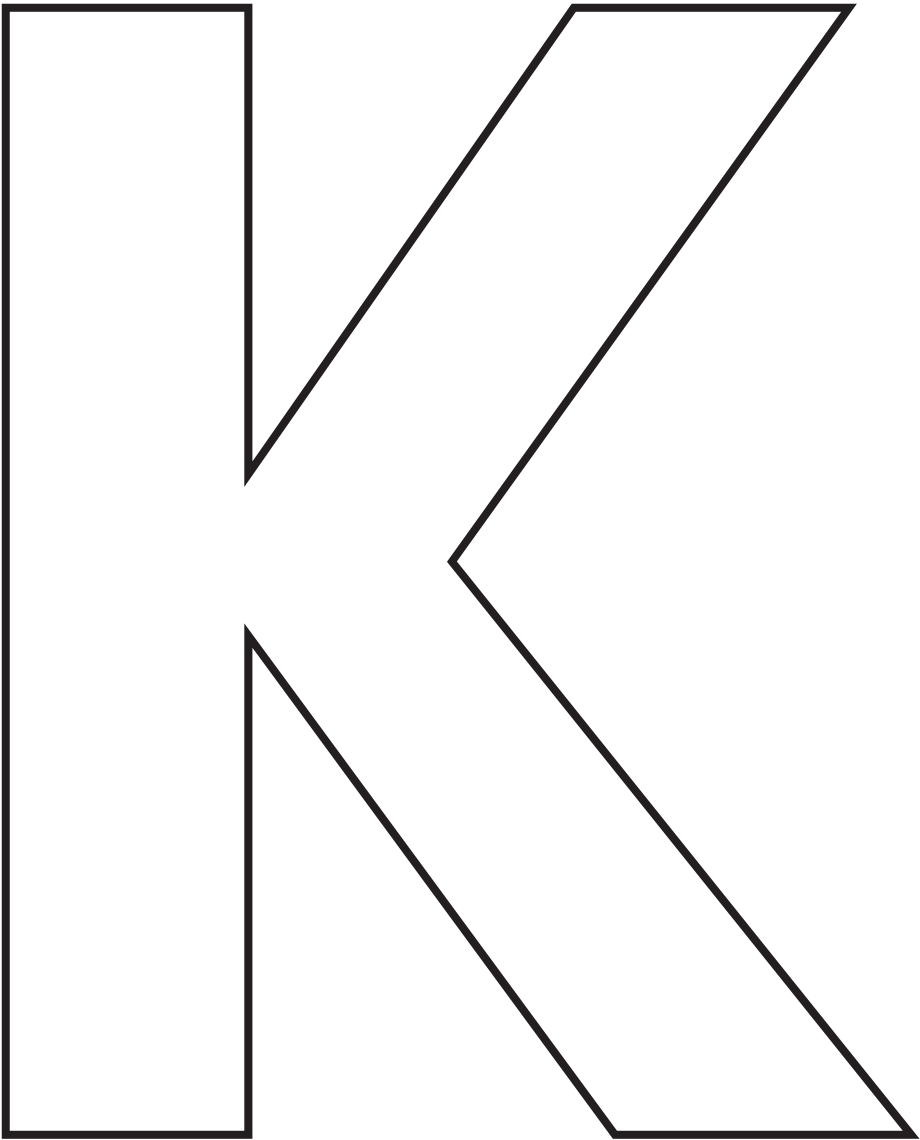
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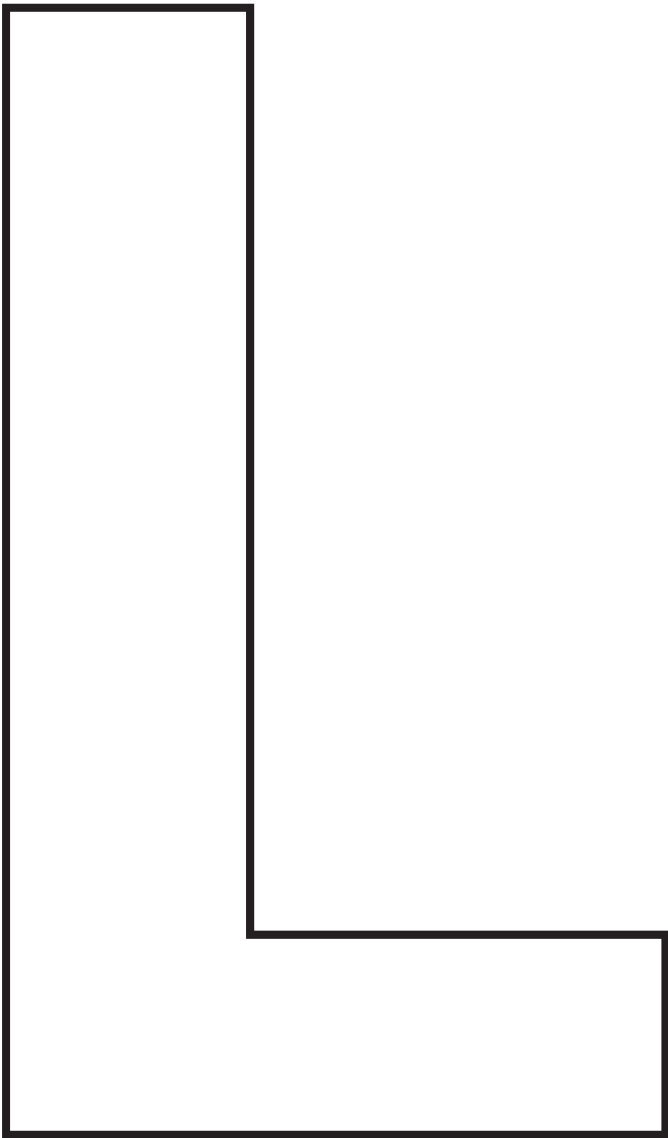
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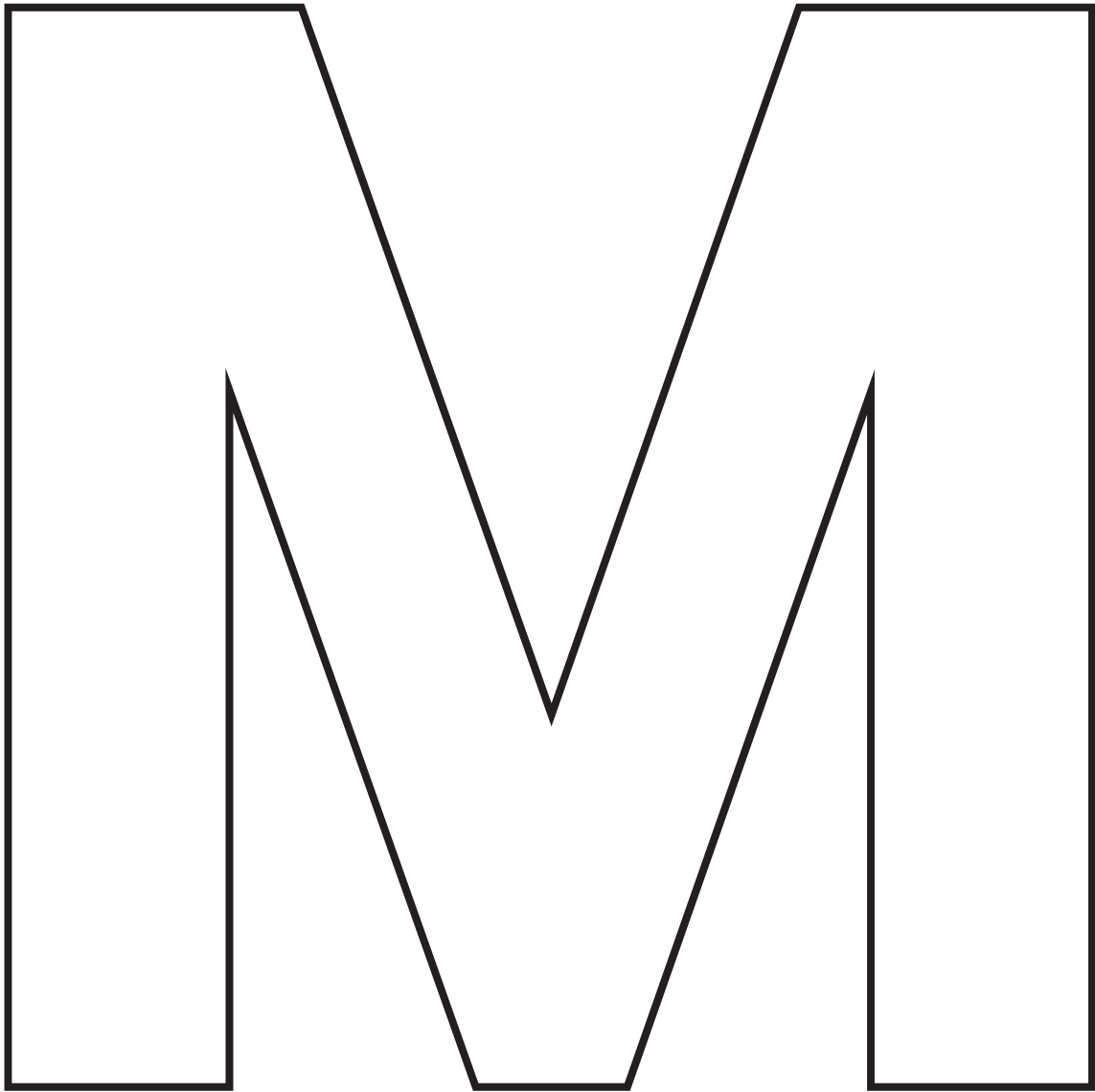
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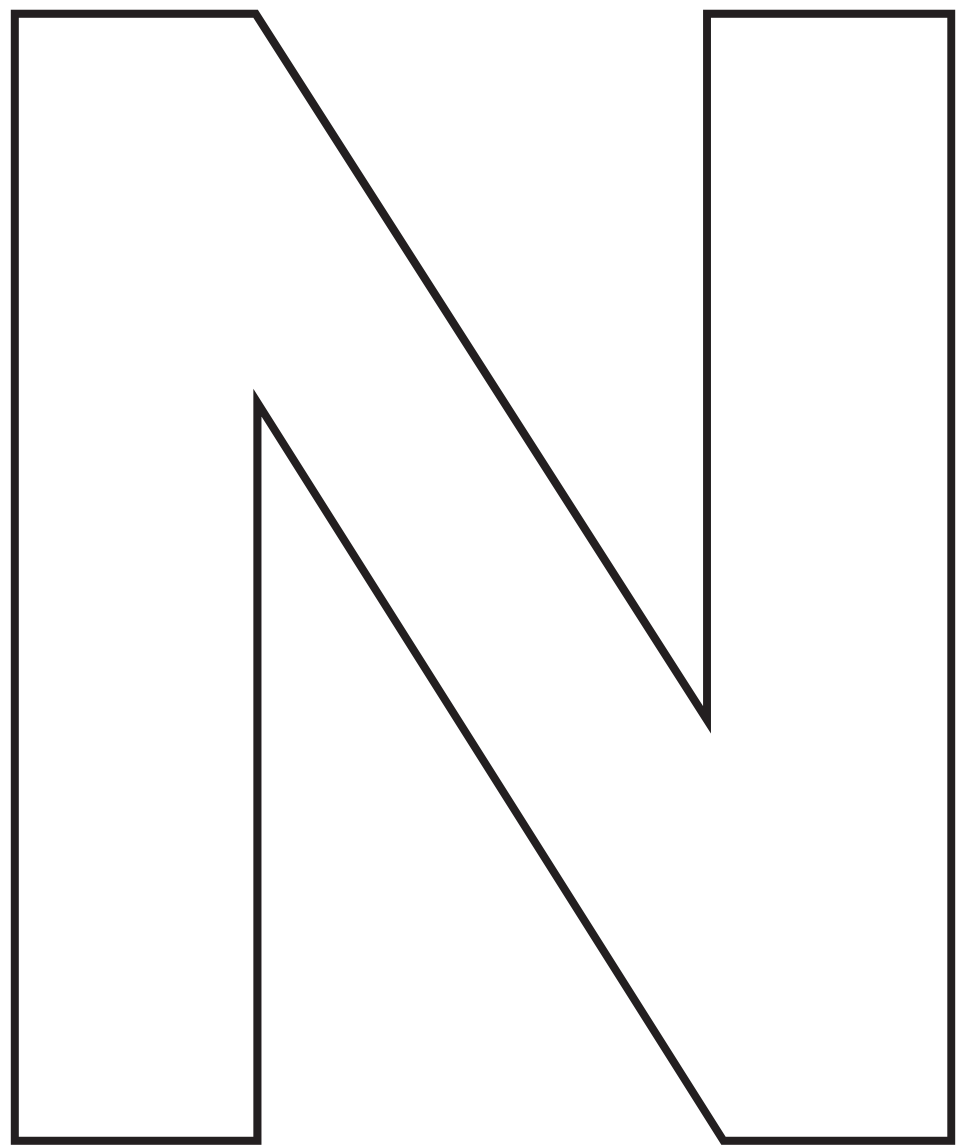
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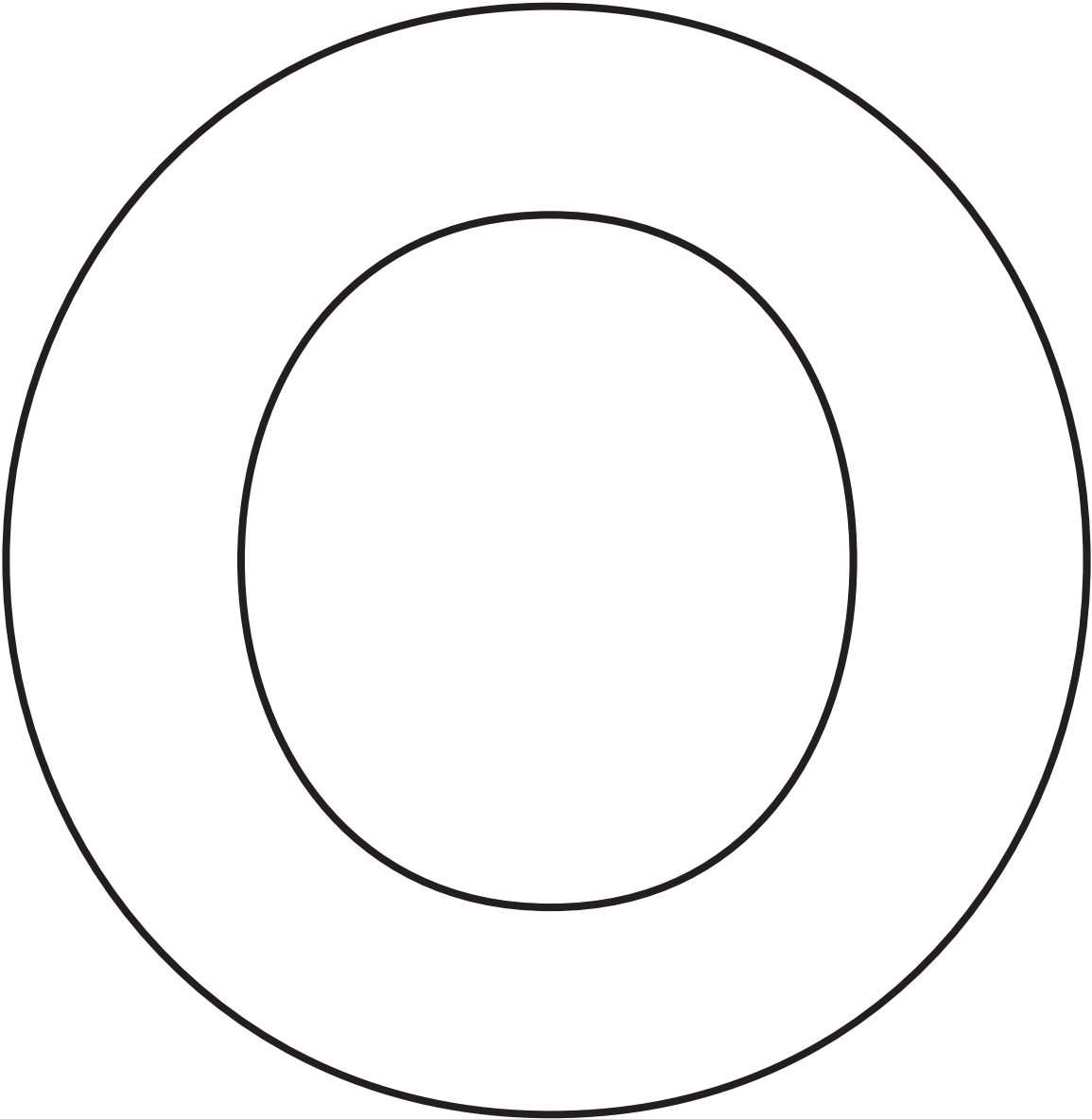
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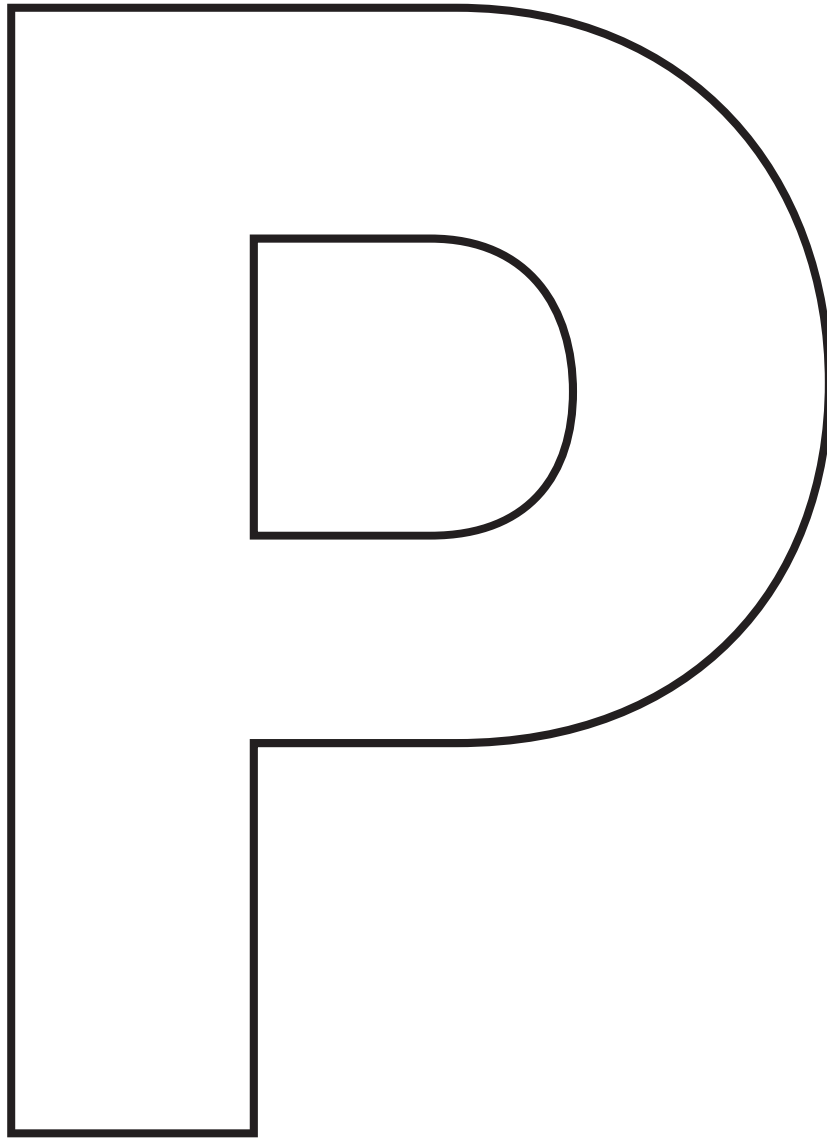
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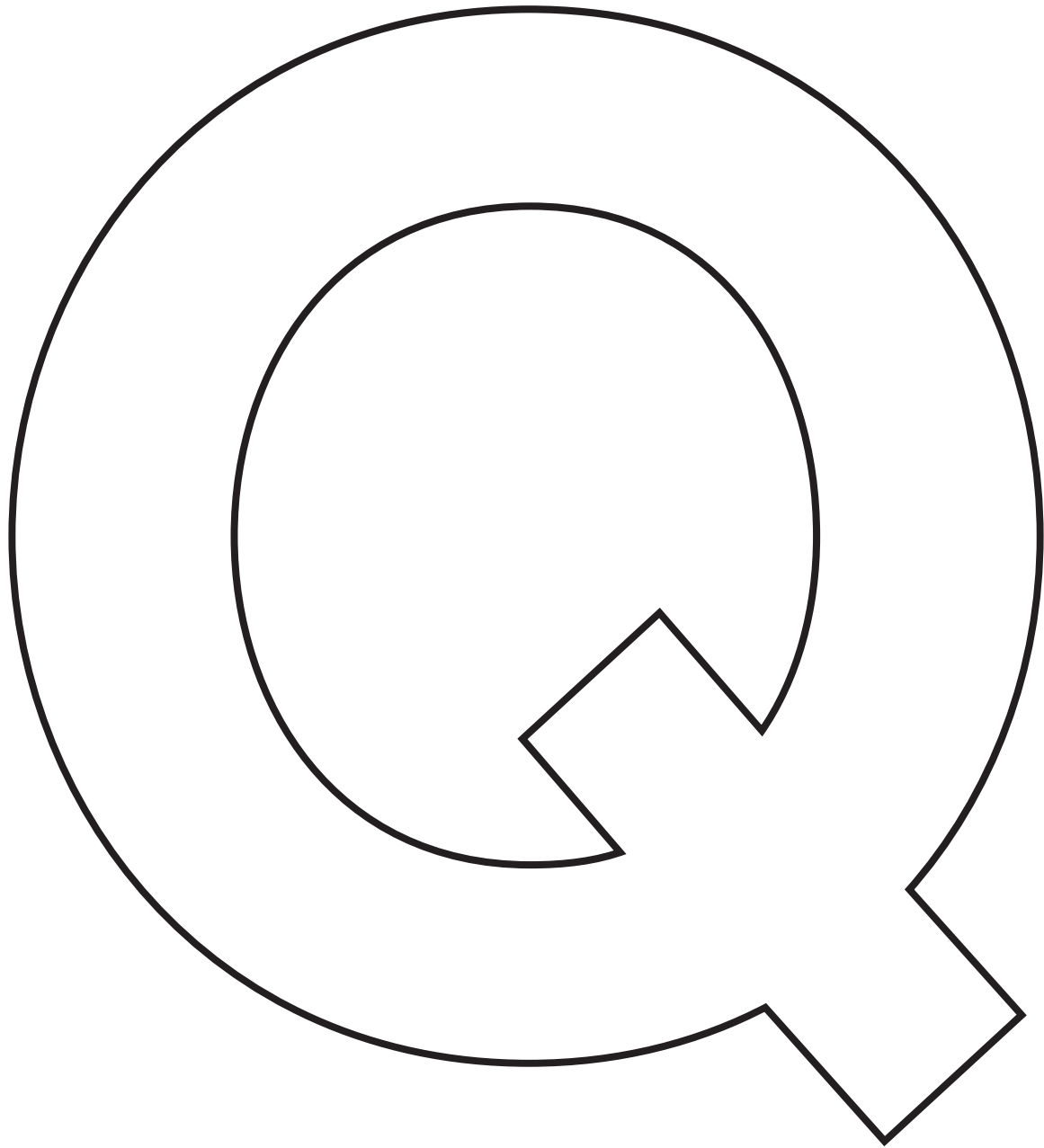
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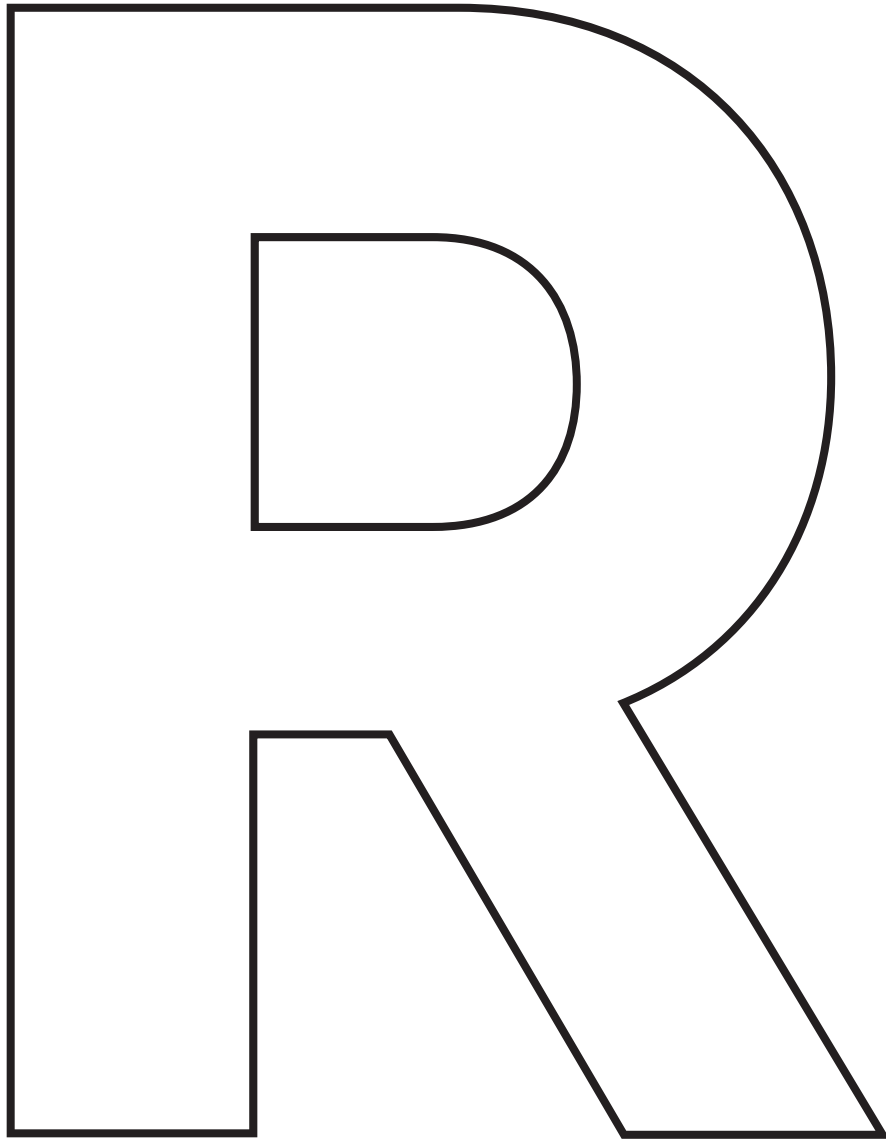
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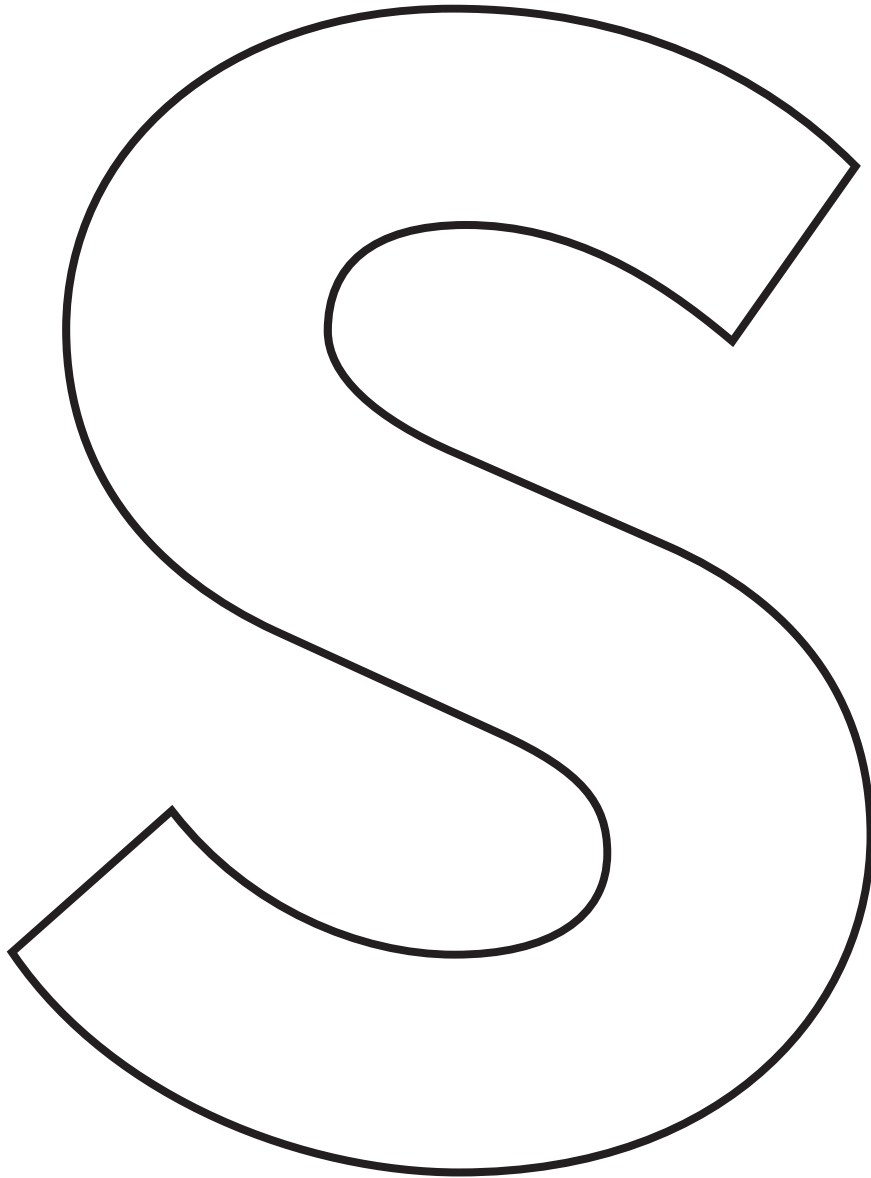
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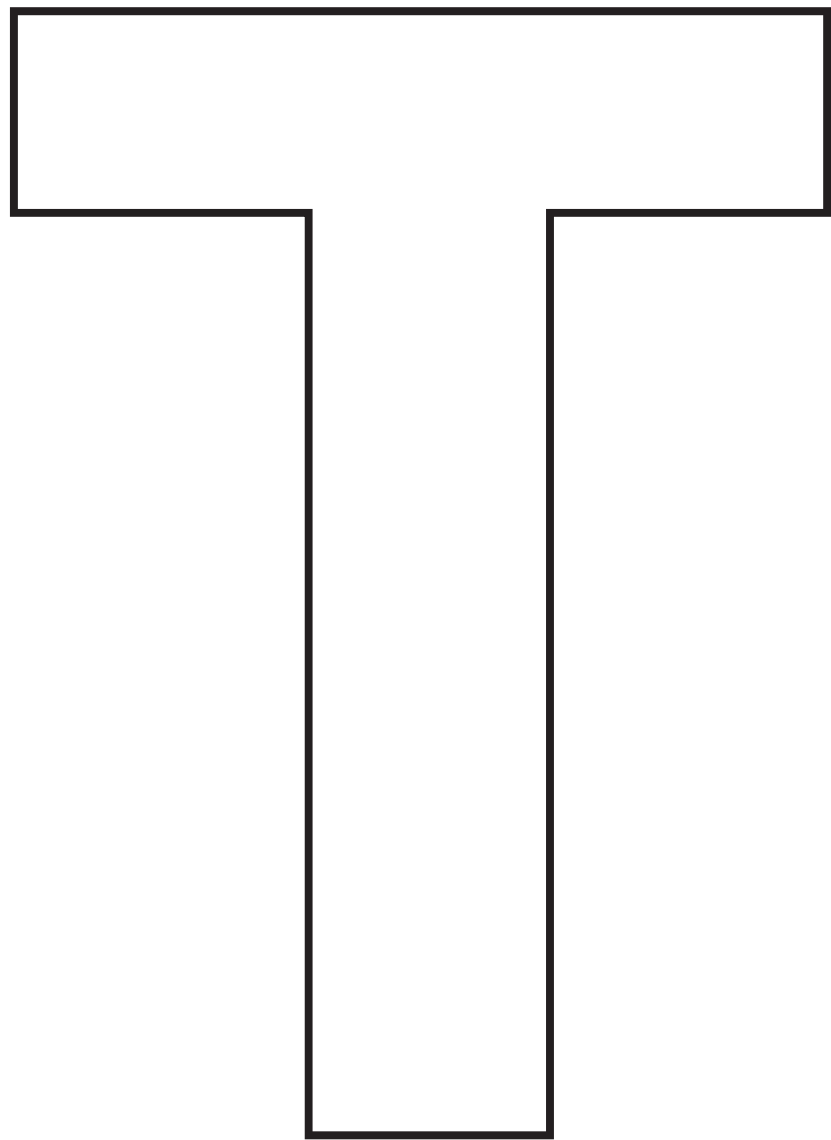
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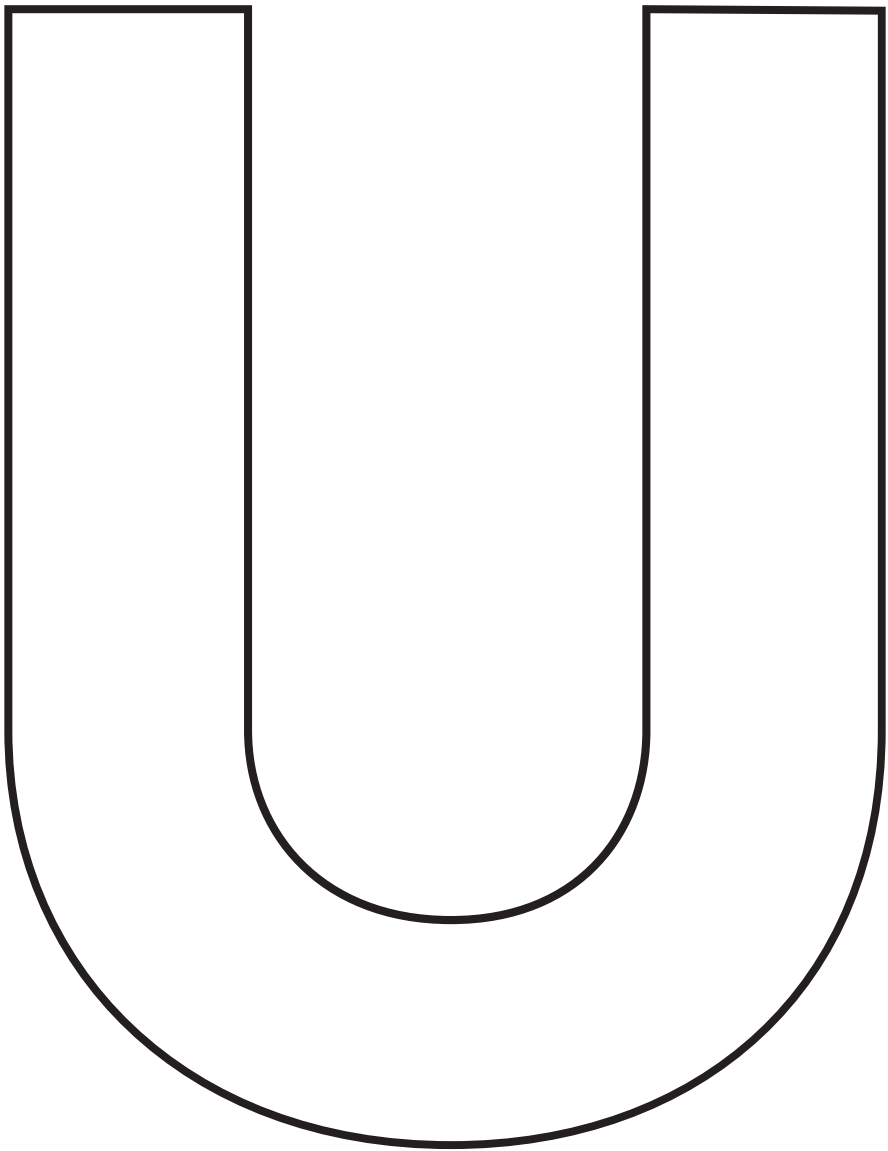
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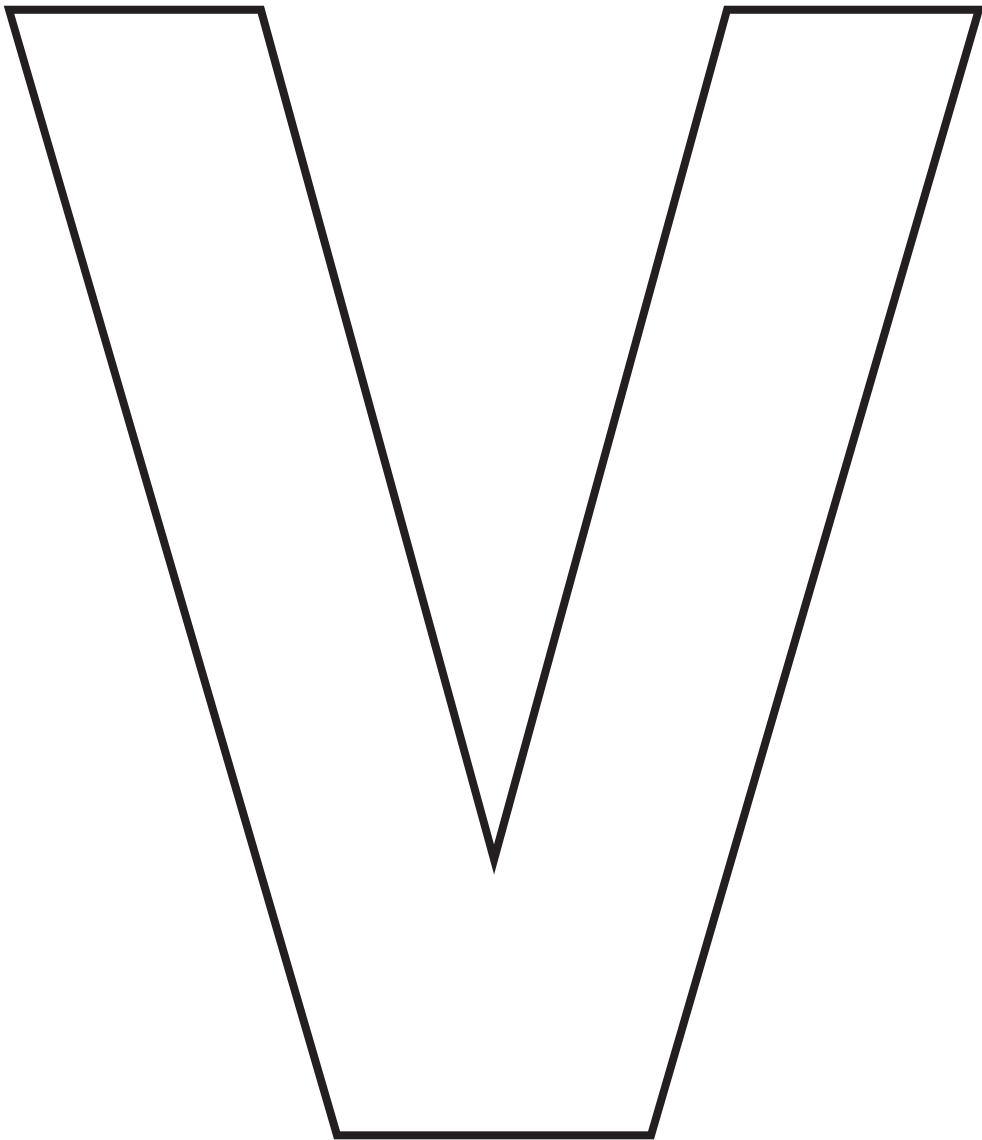
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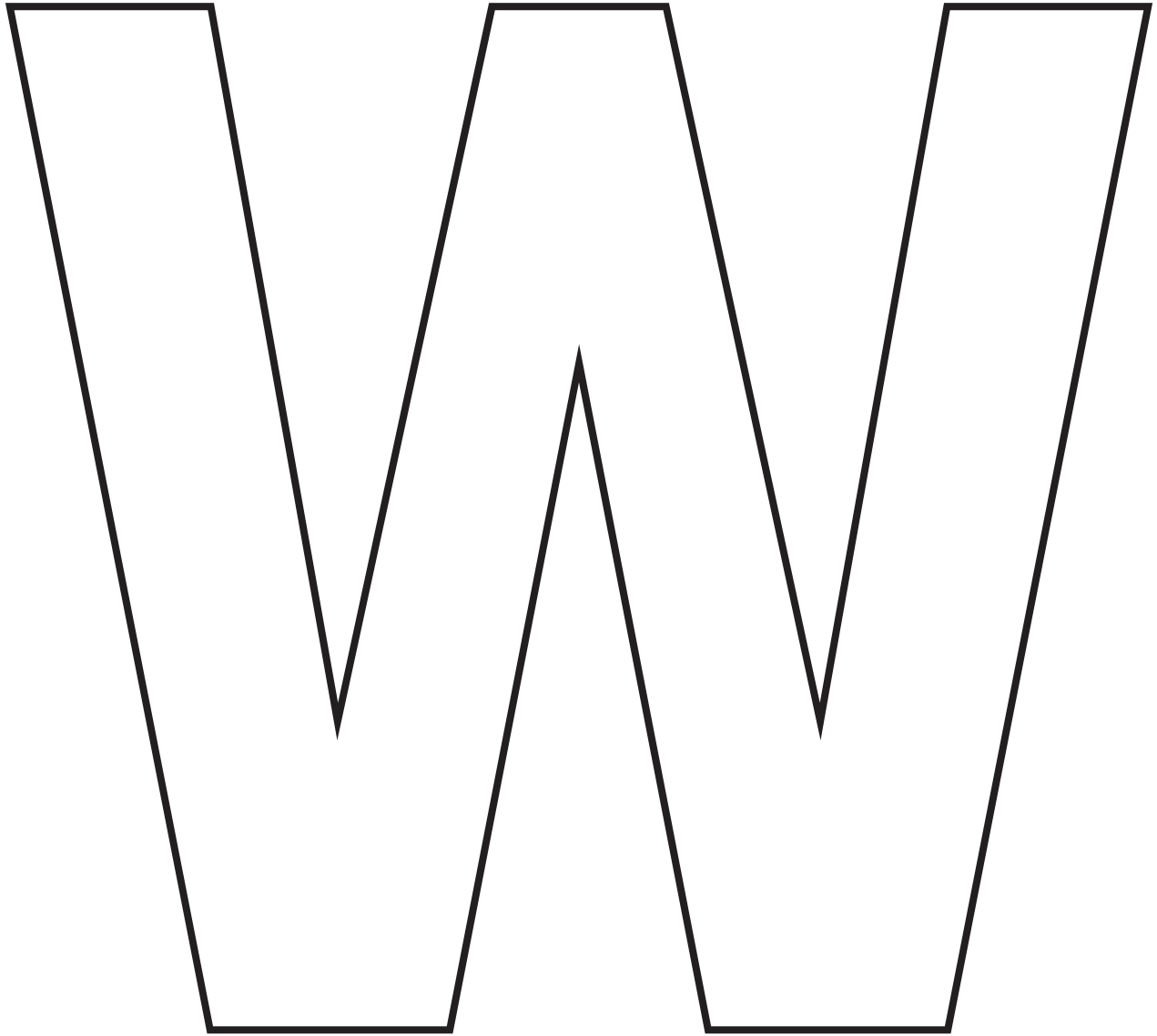
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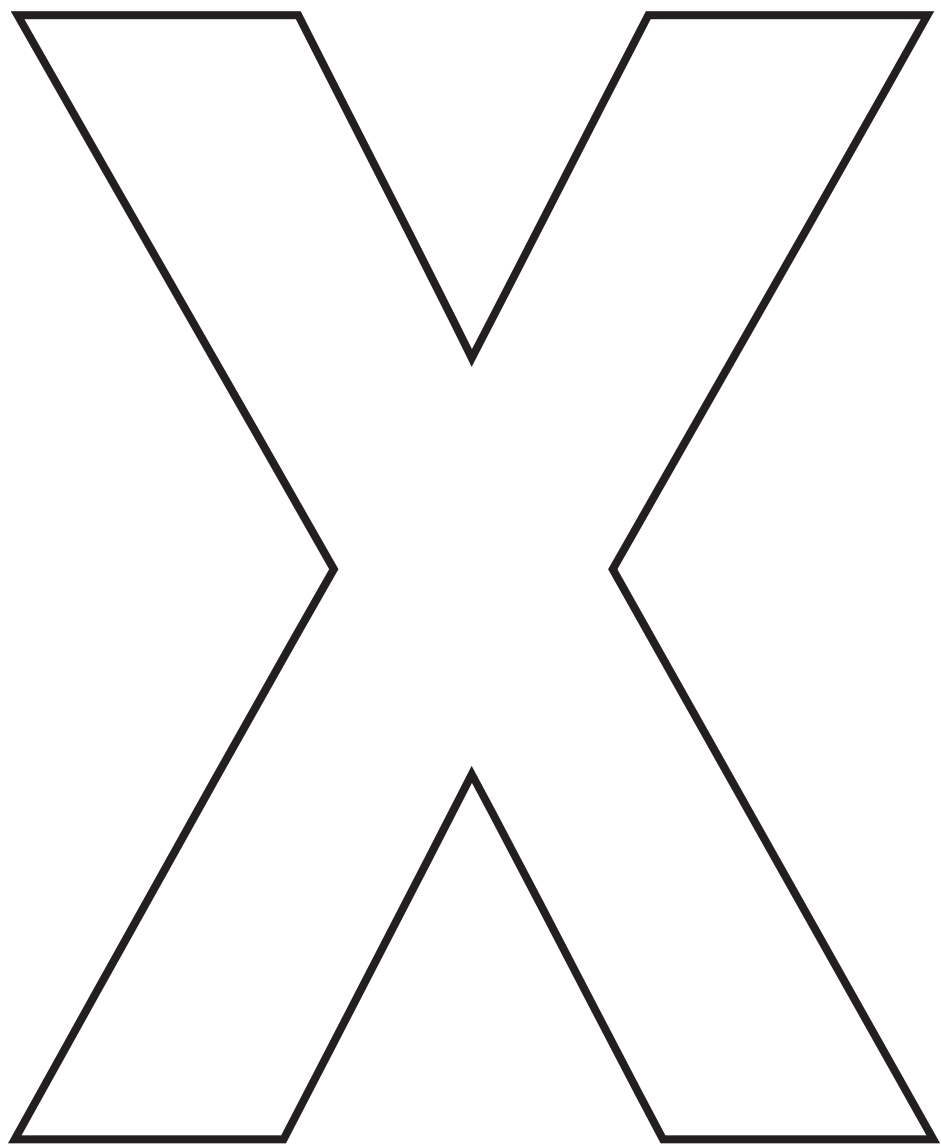
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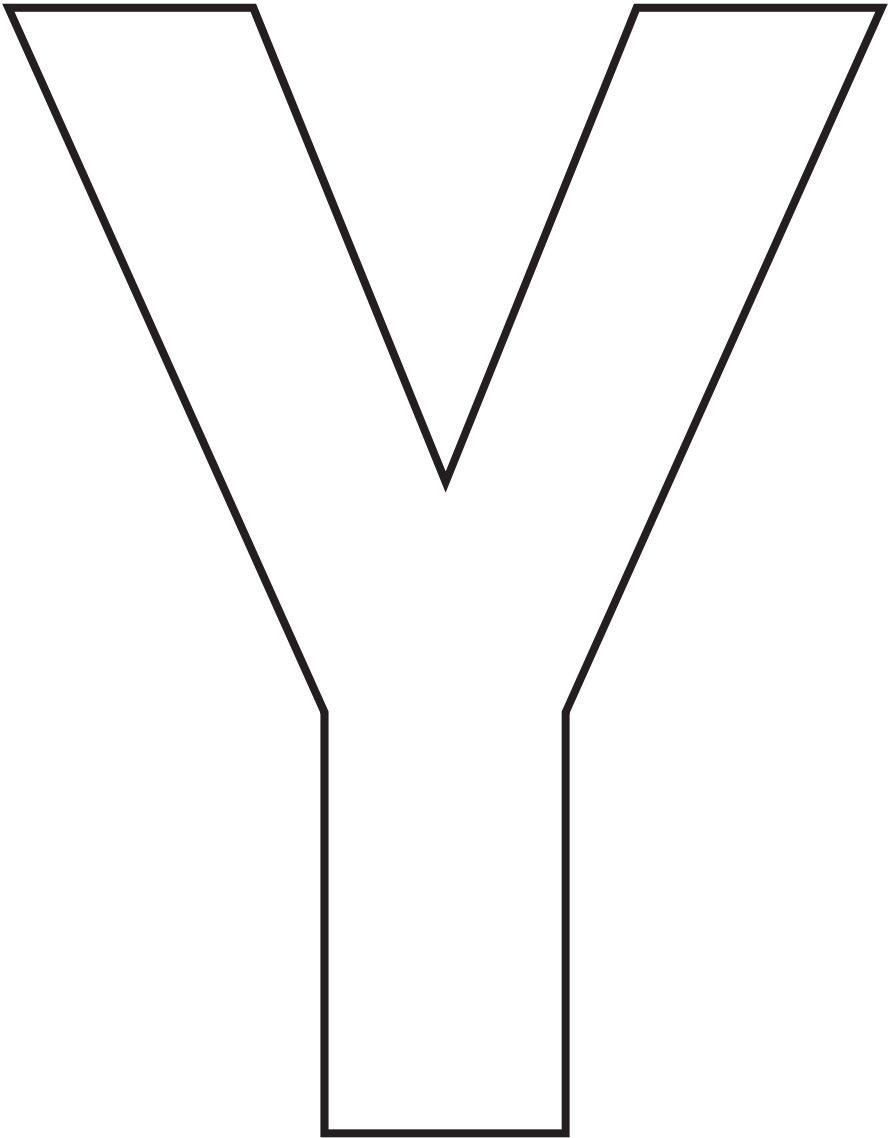
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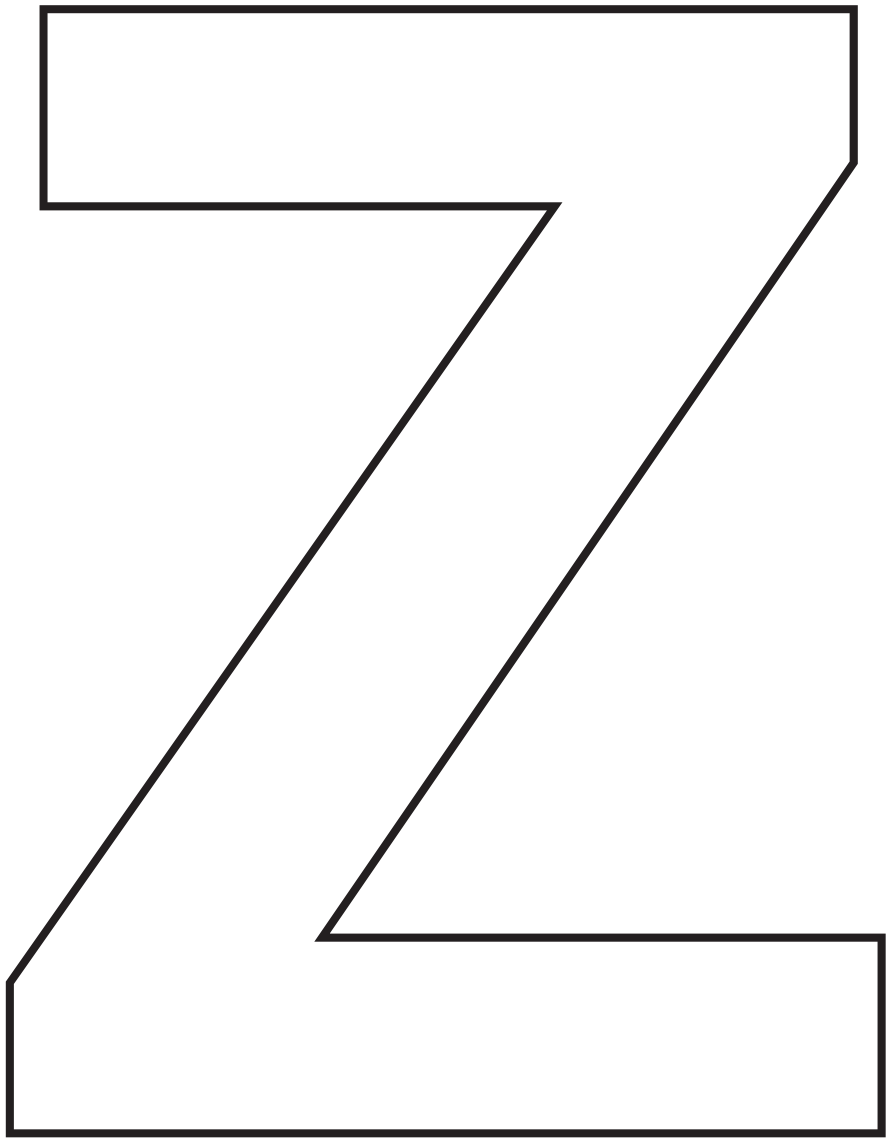
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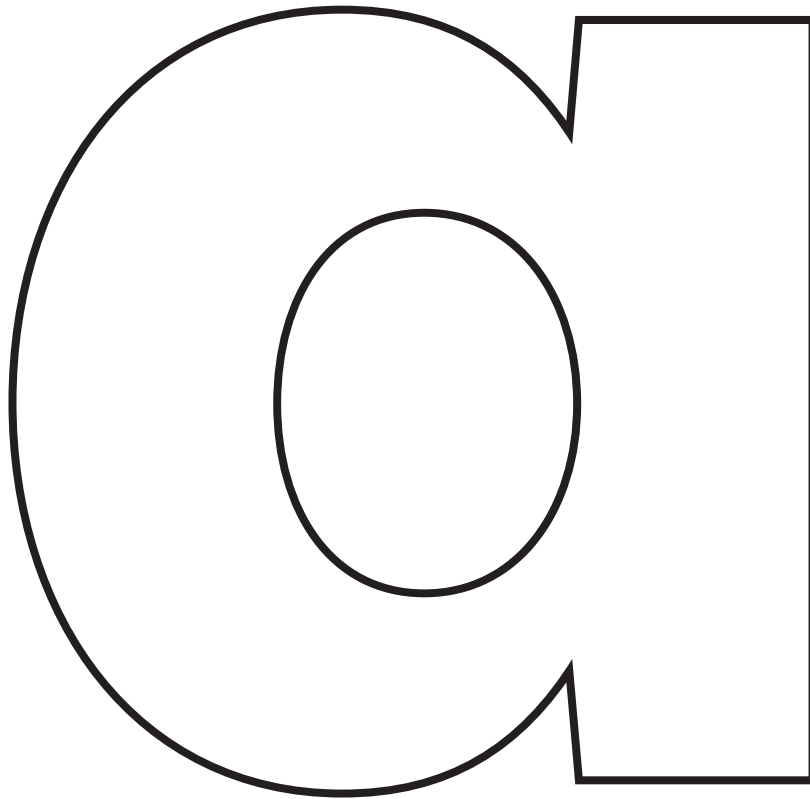
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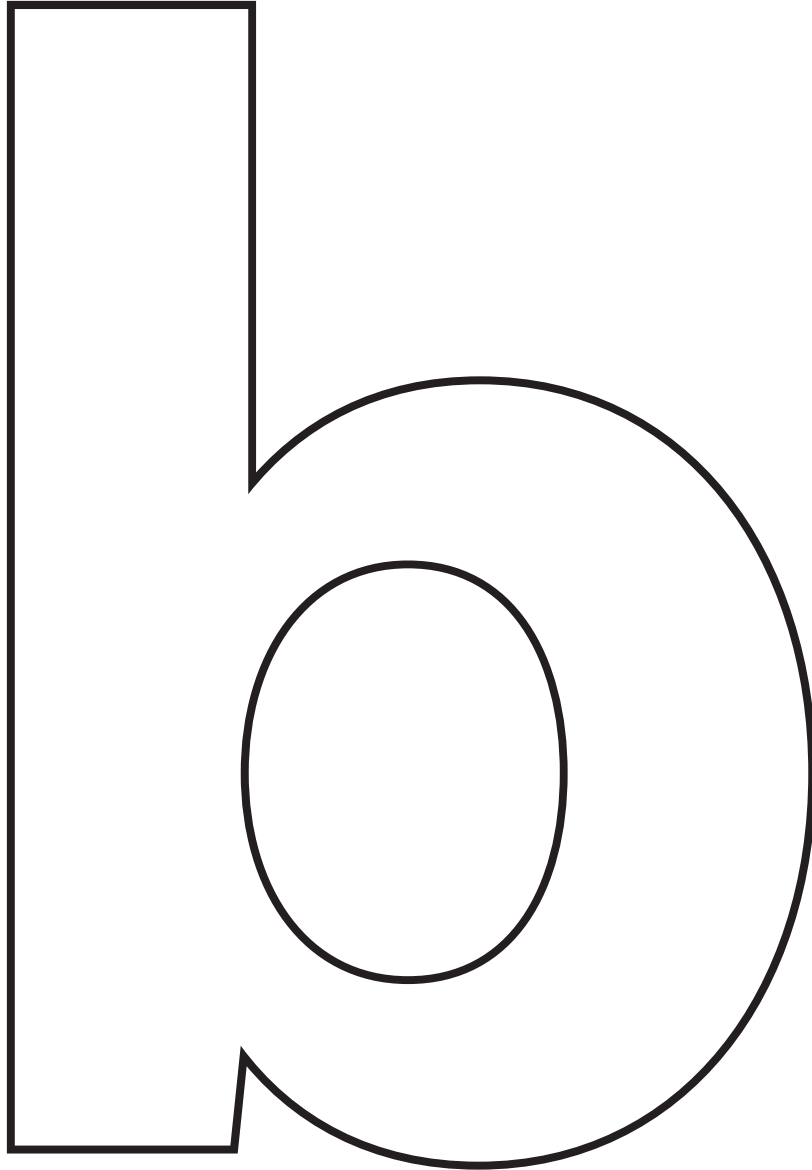
Trazar la Letra: Z



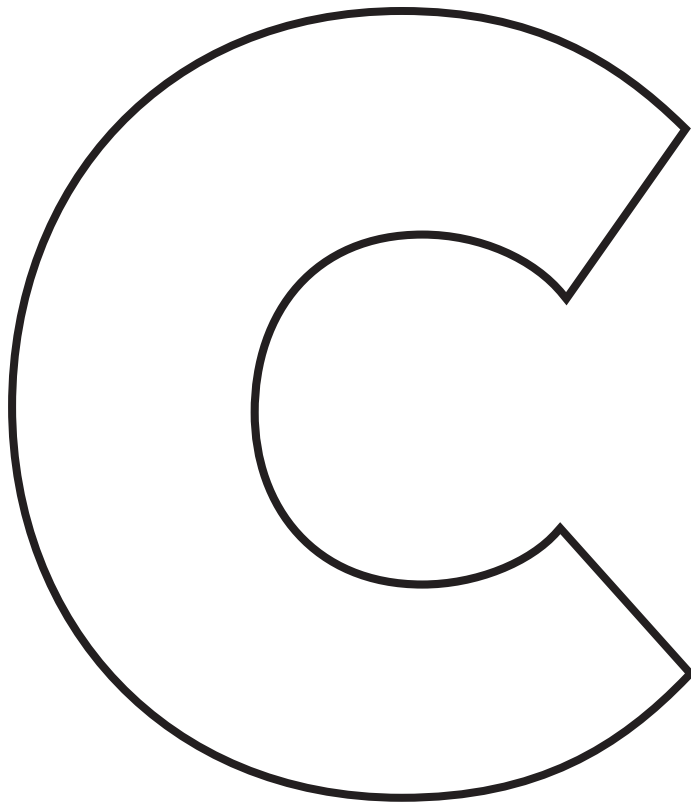
Trazar la Letra: a



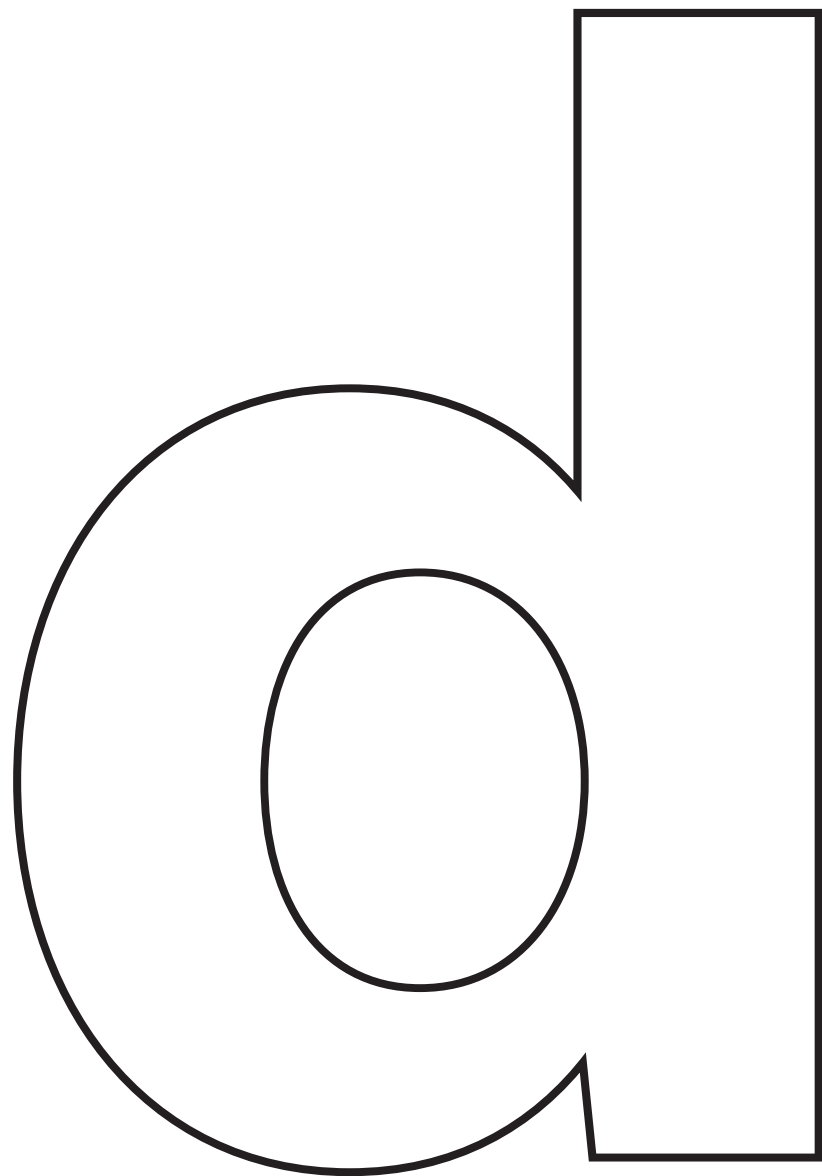
Trazar la Letra: b



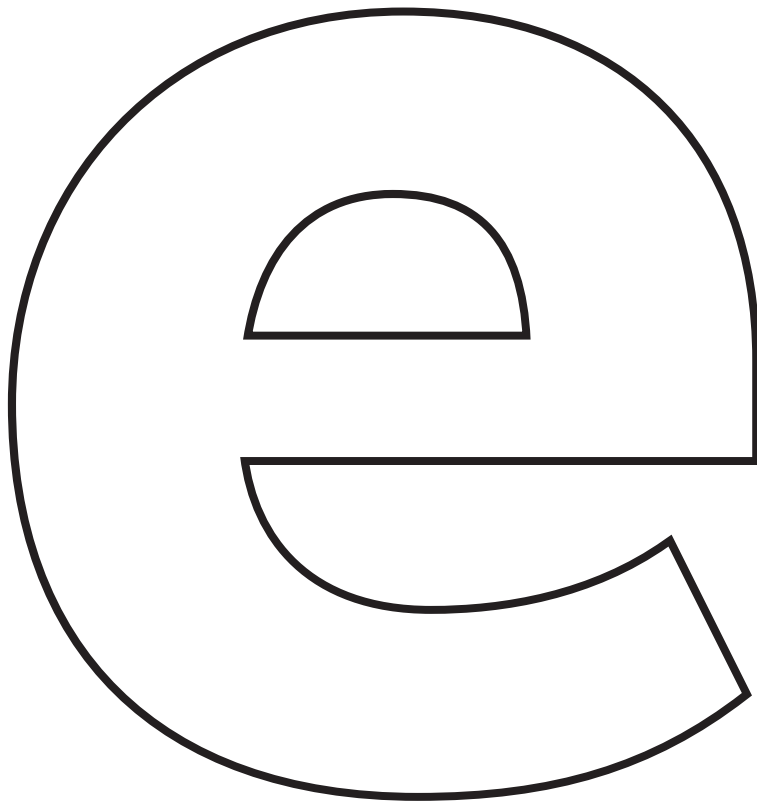
Trazar la Letra: c



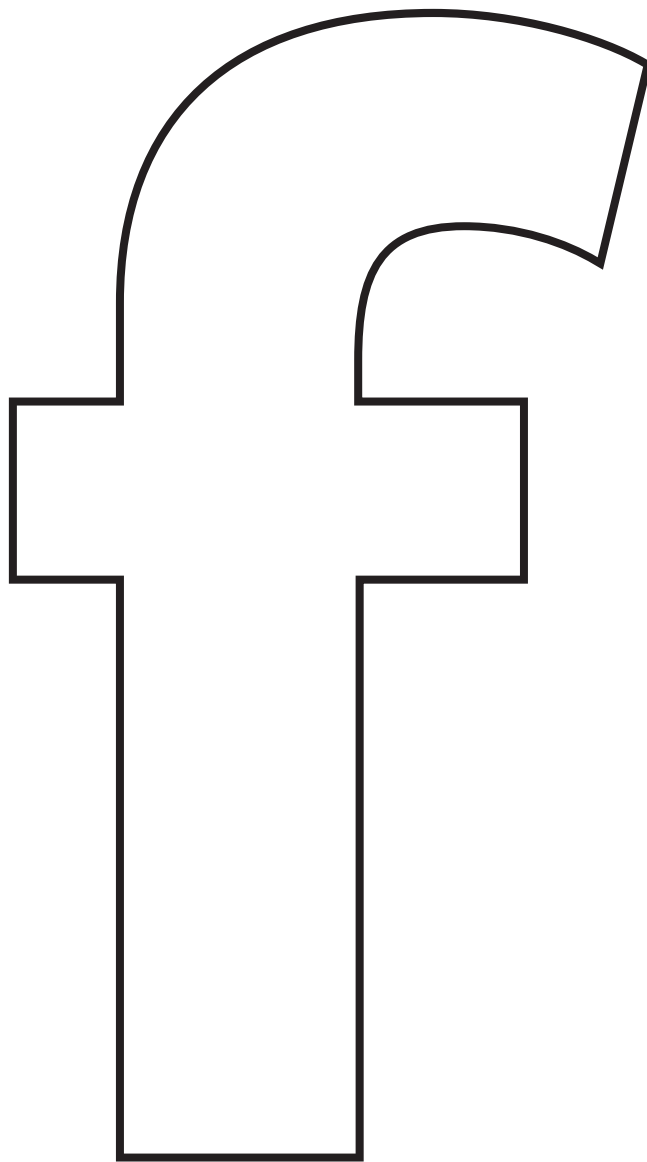
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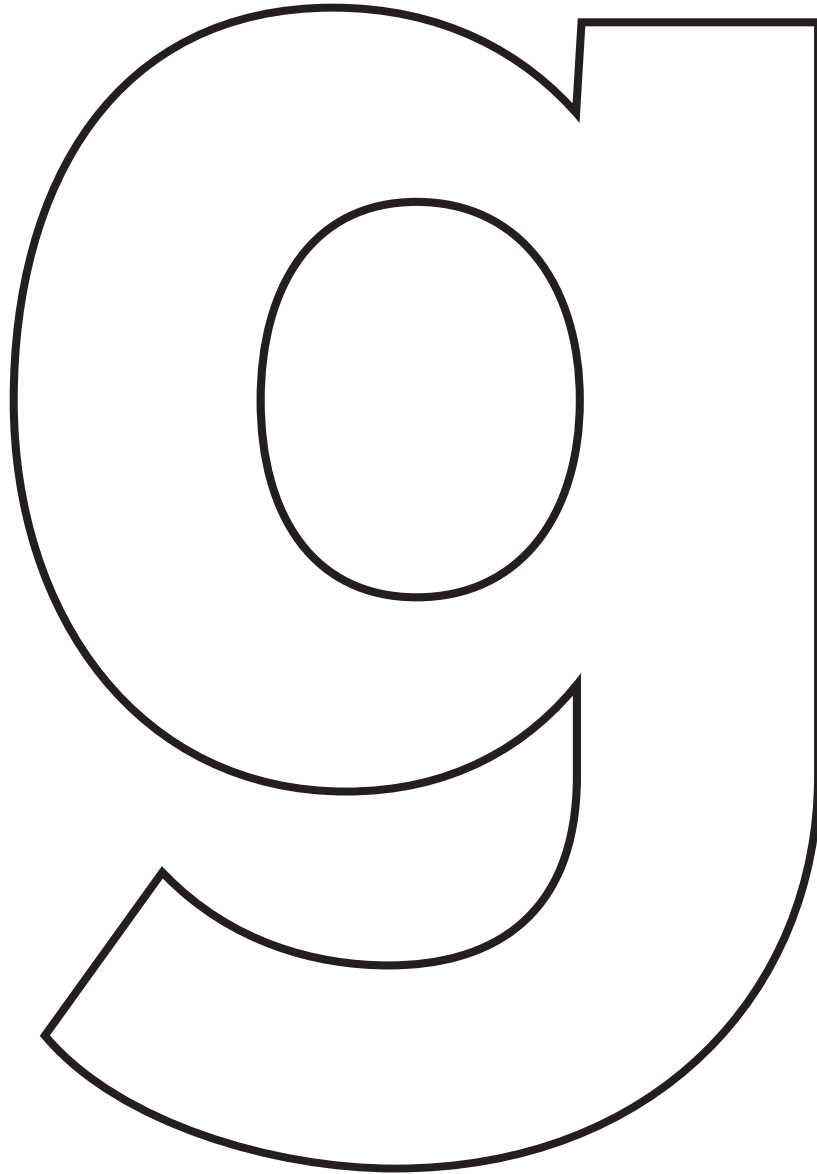
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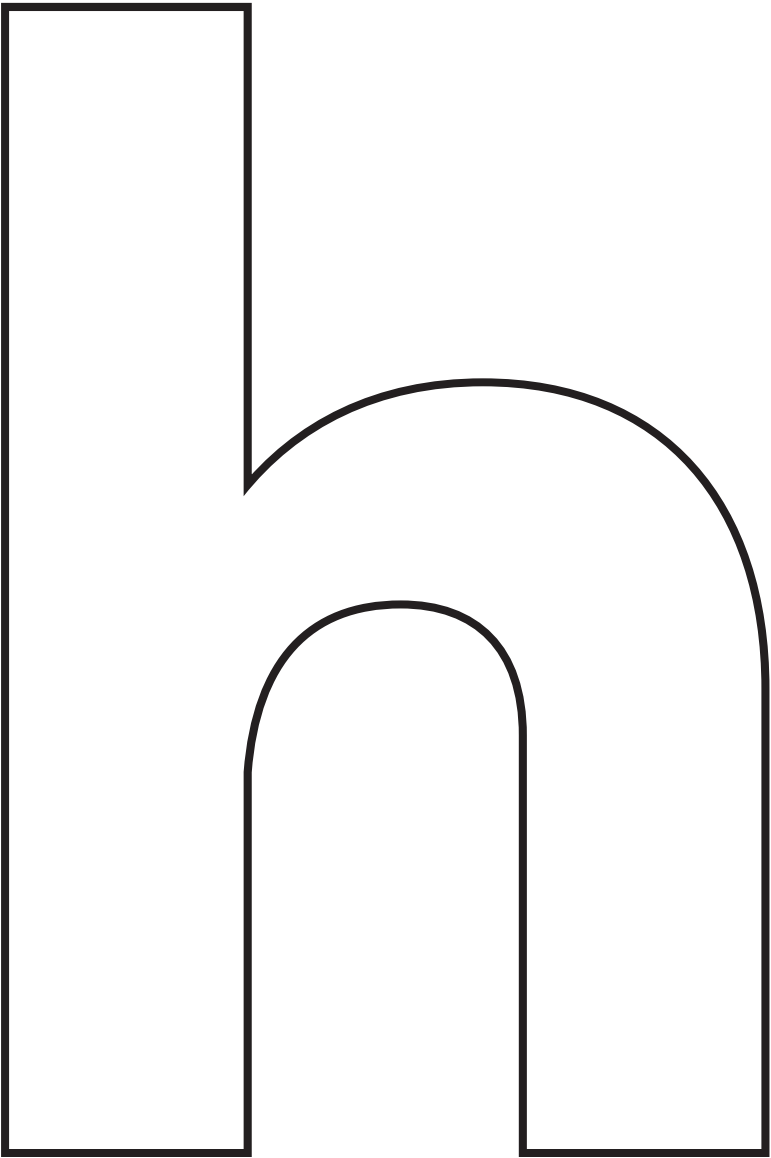
Trazar la Letra: f



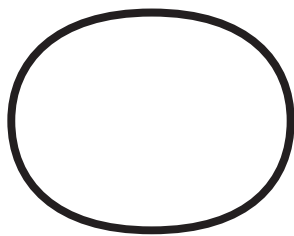
Trazar la Letra: g



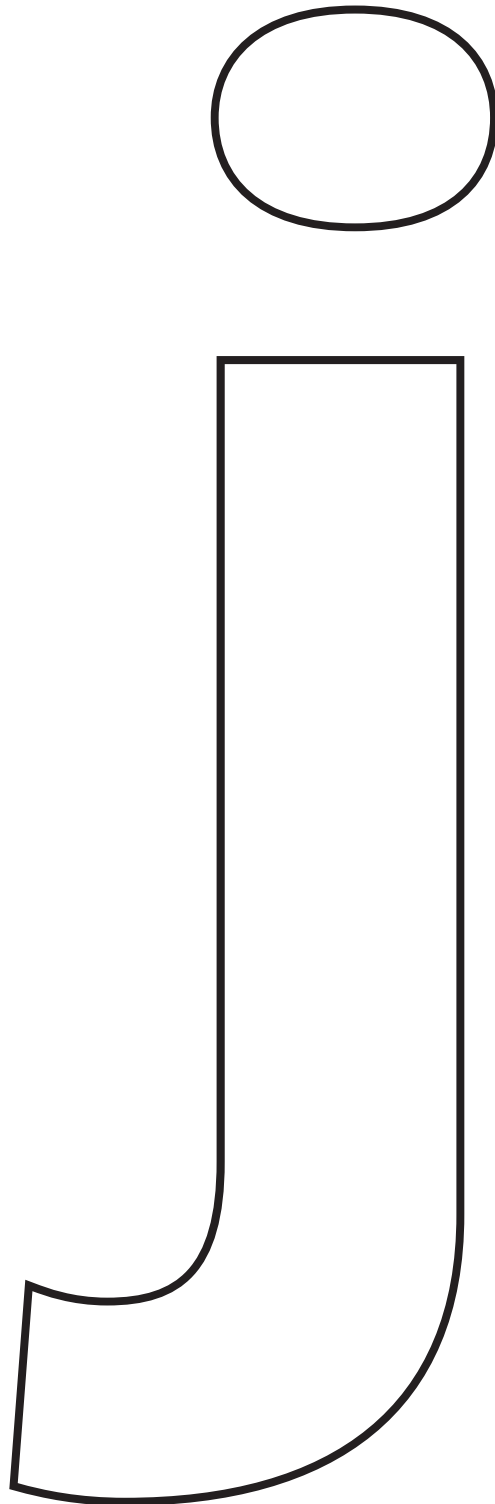
Trazar la Letra: h



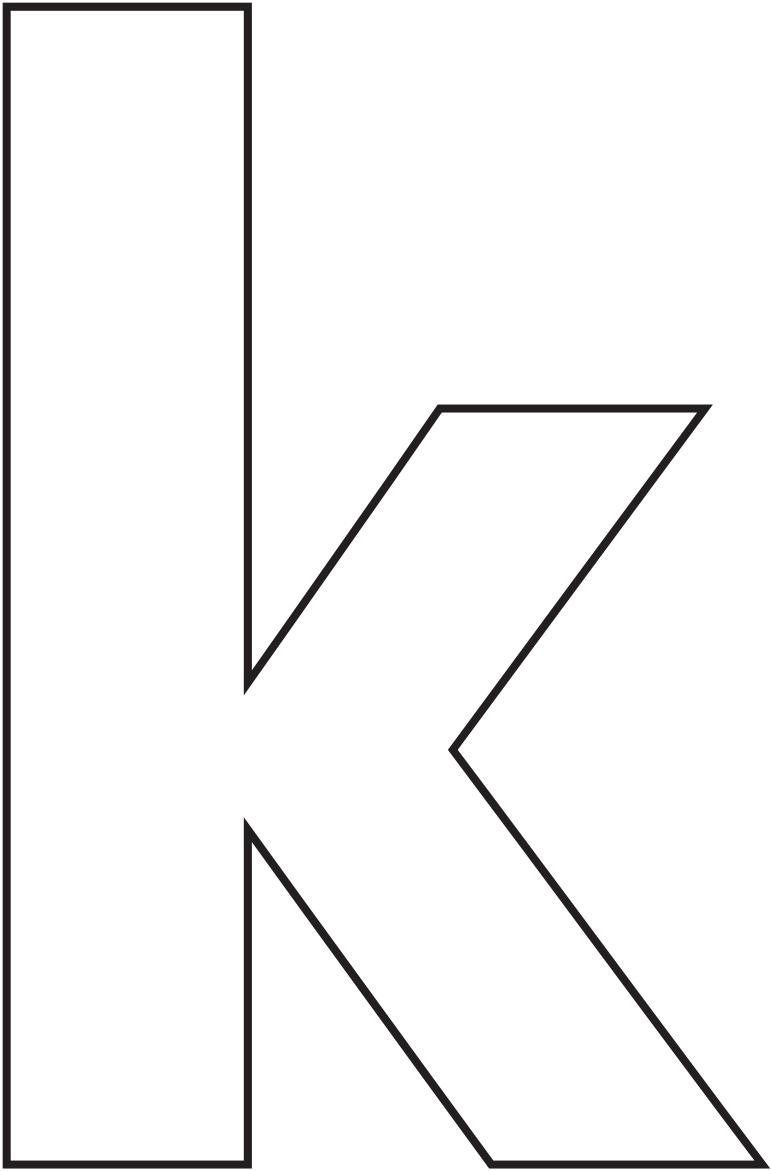
Trazar la Letra: i



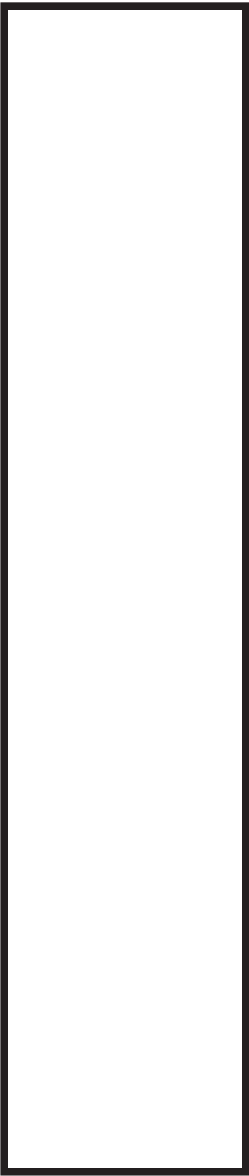
Trazar la Letra: j



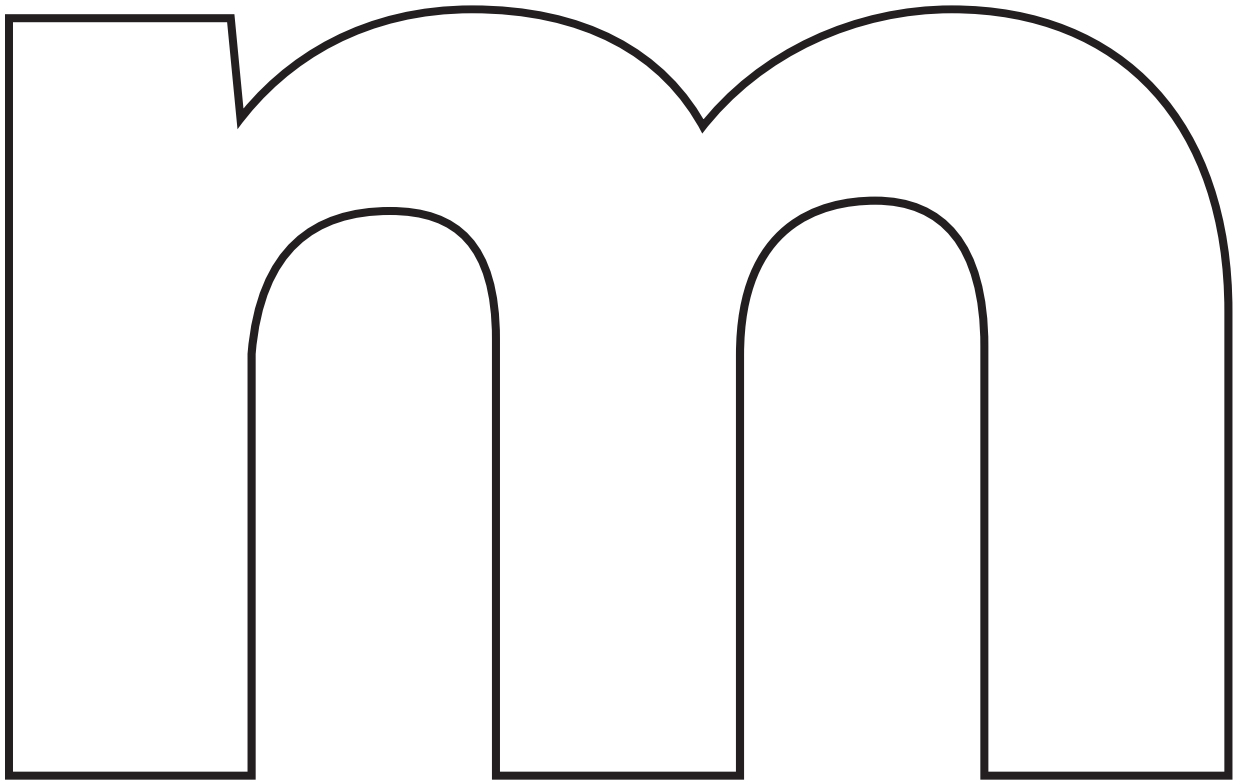
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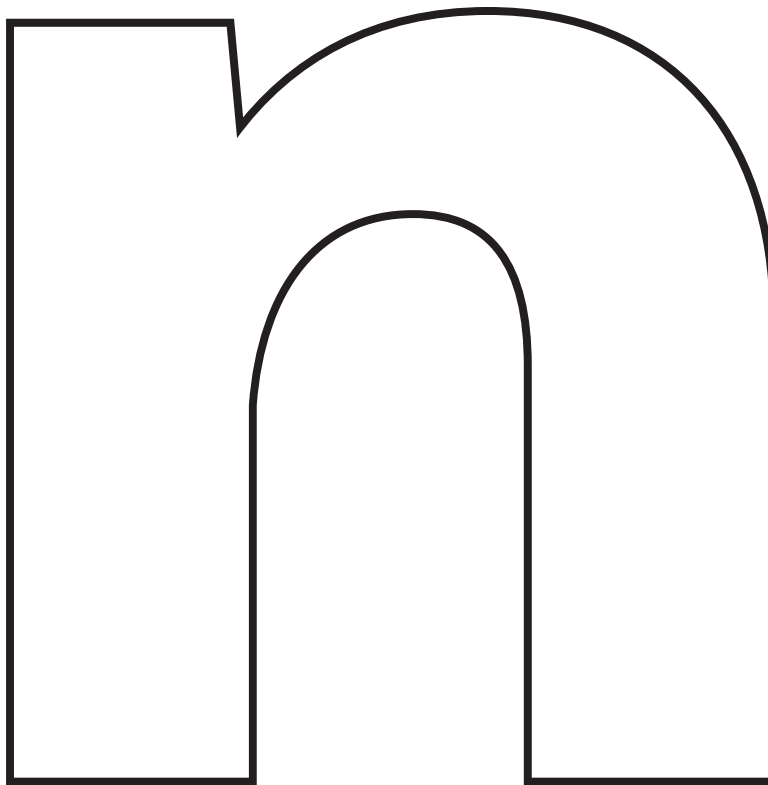
Trazar la Letra: l



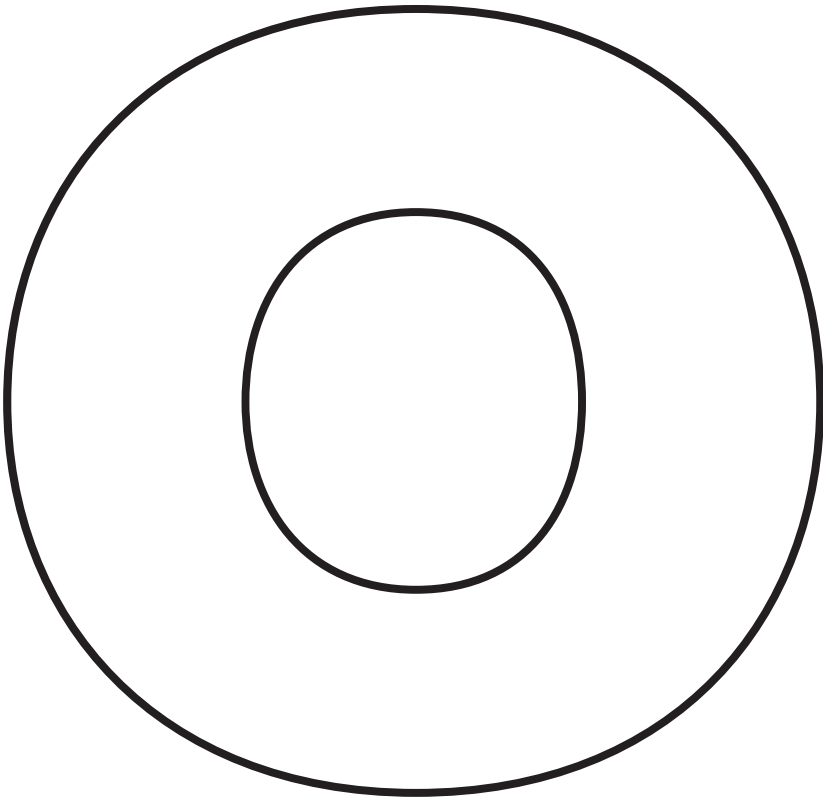
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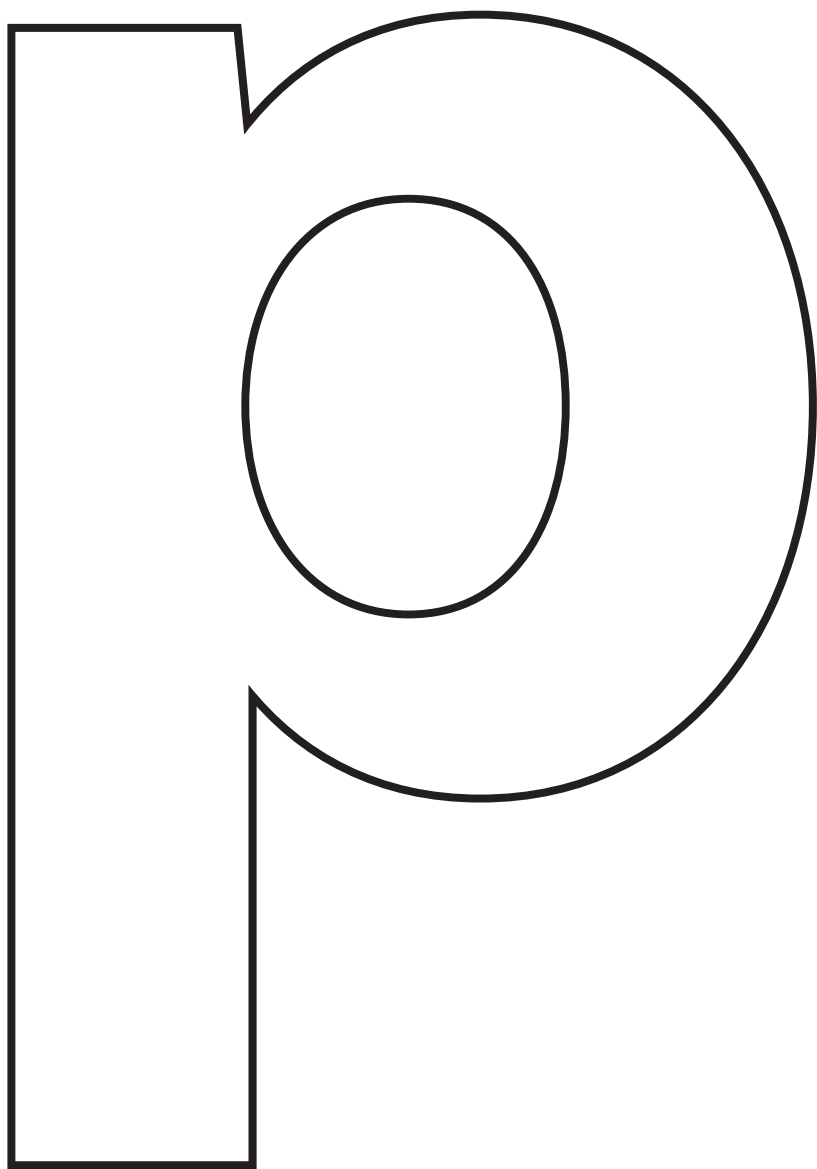
Trazar la Letra: n



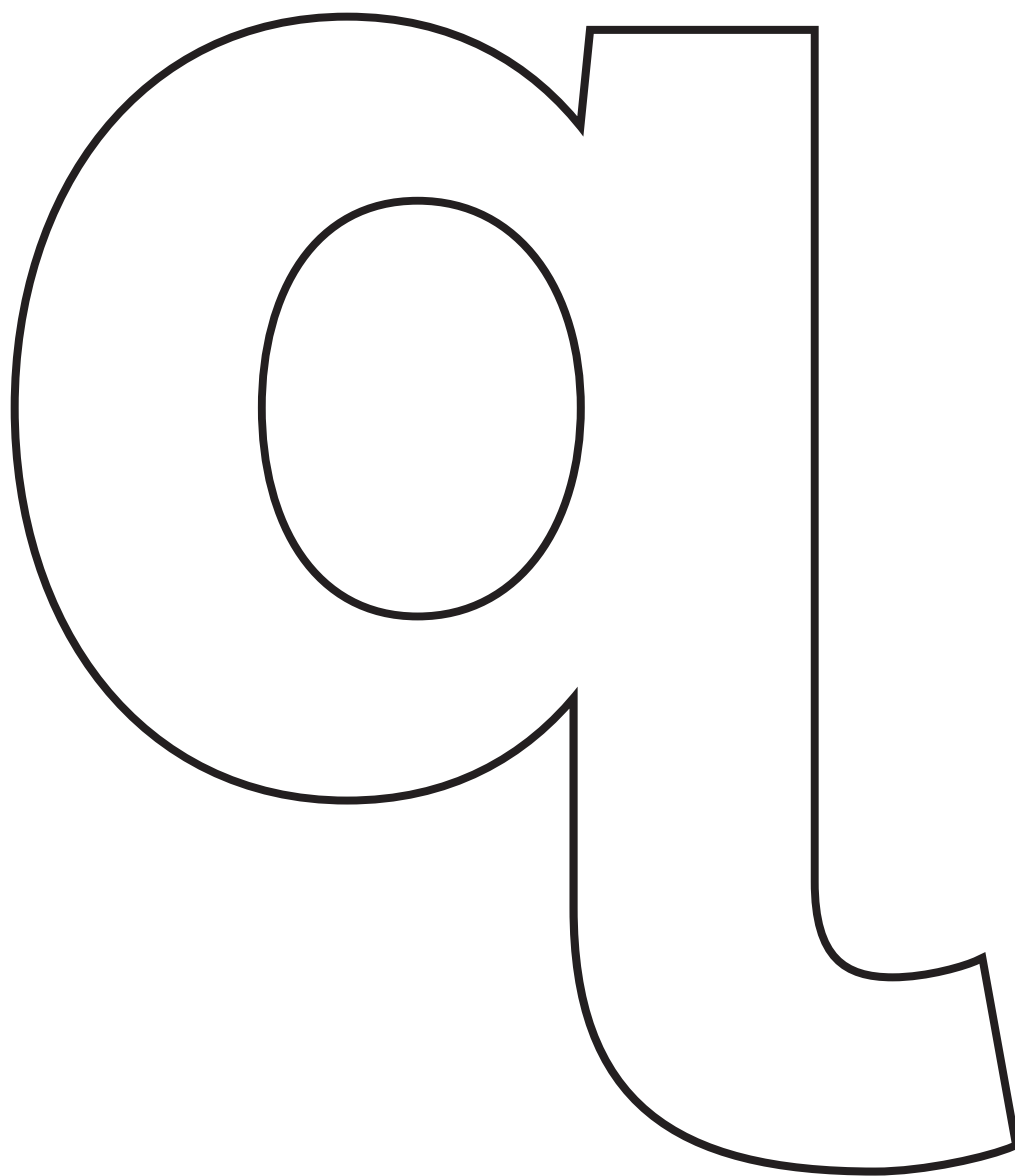
Trazar la Letra: o



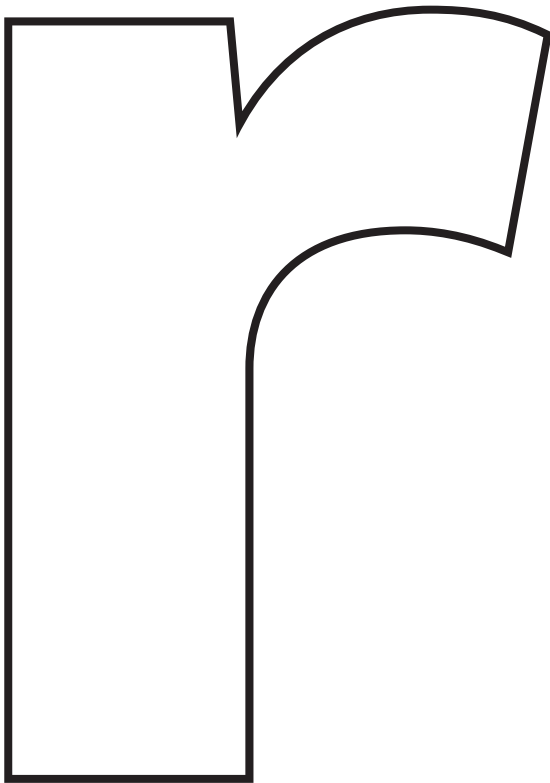
Trazar la Letra: p



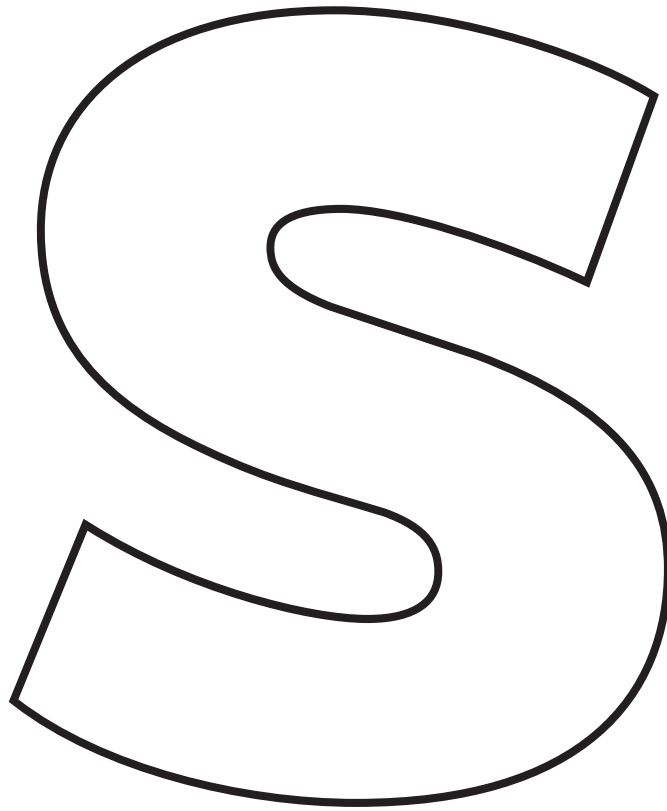
Trazar la Letra: q



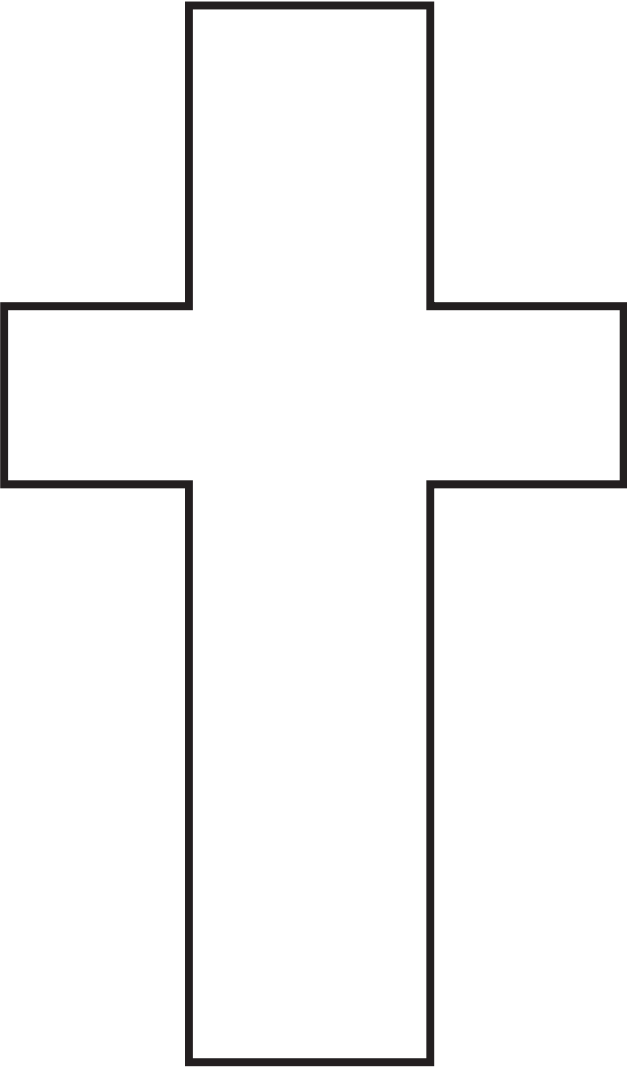
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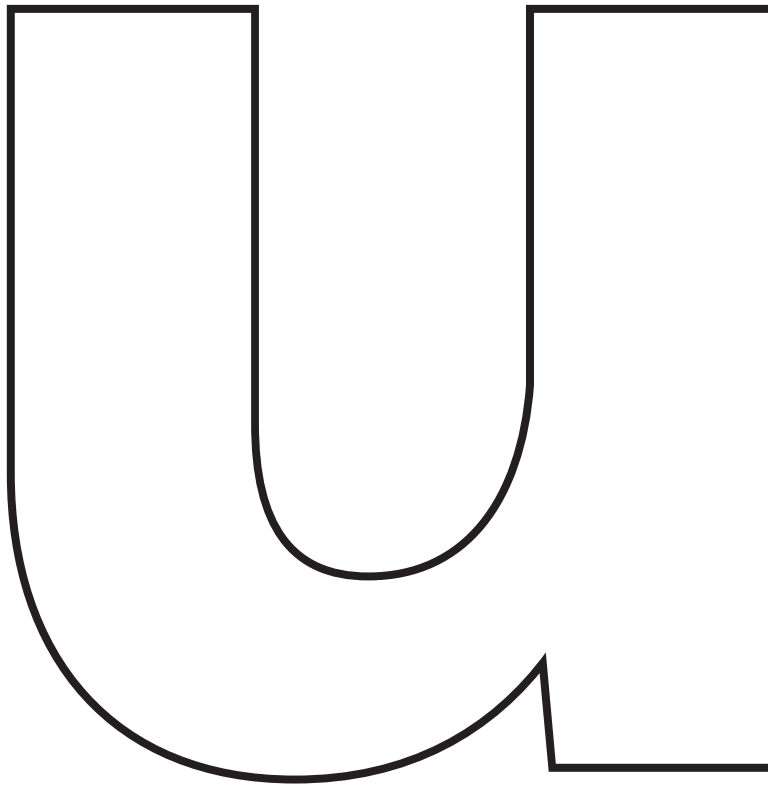
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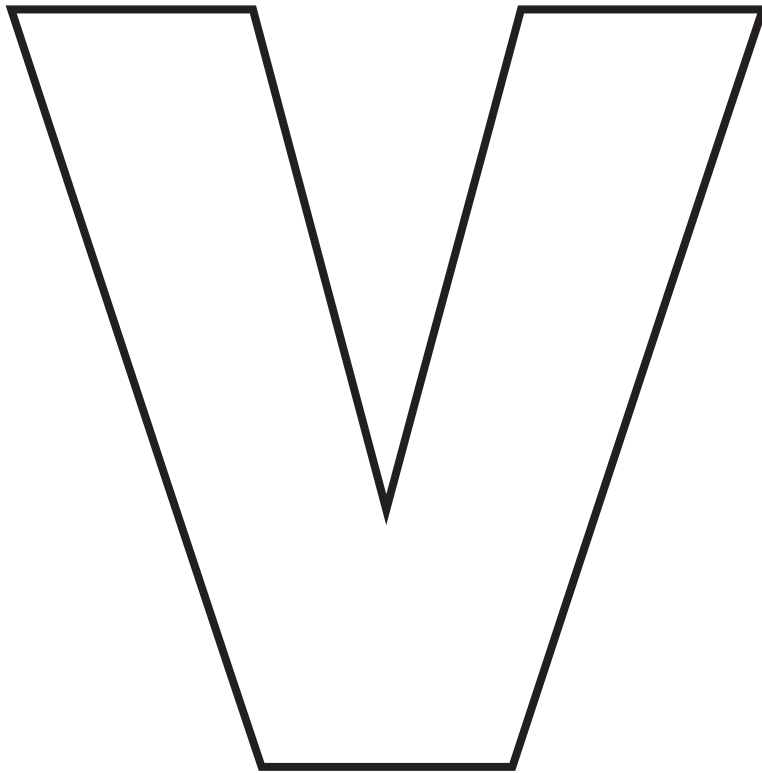
Trazar la Letra: t



Trazar la Letra: u



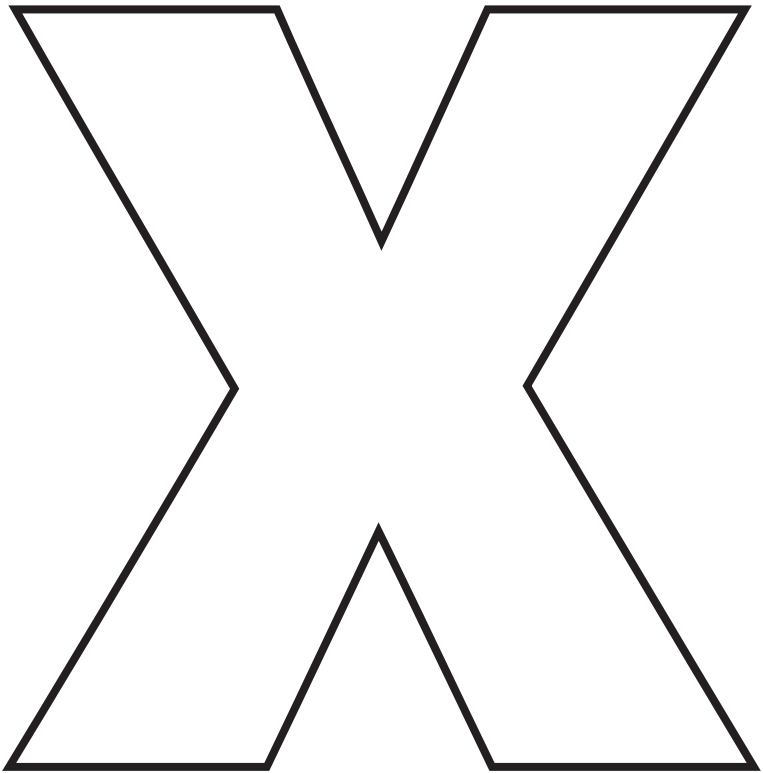
Trazar la Letra: v



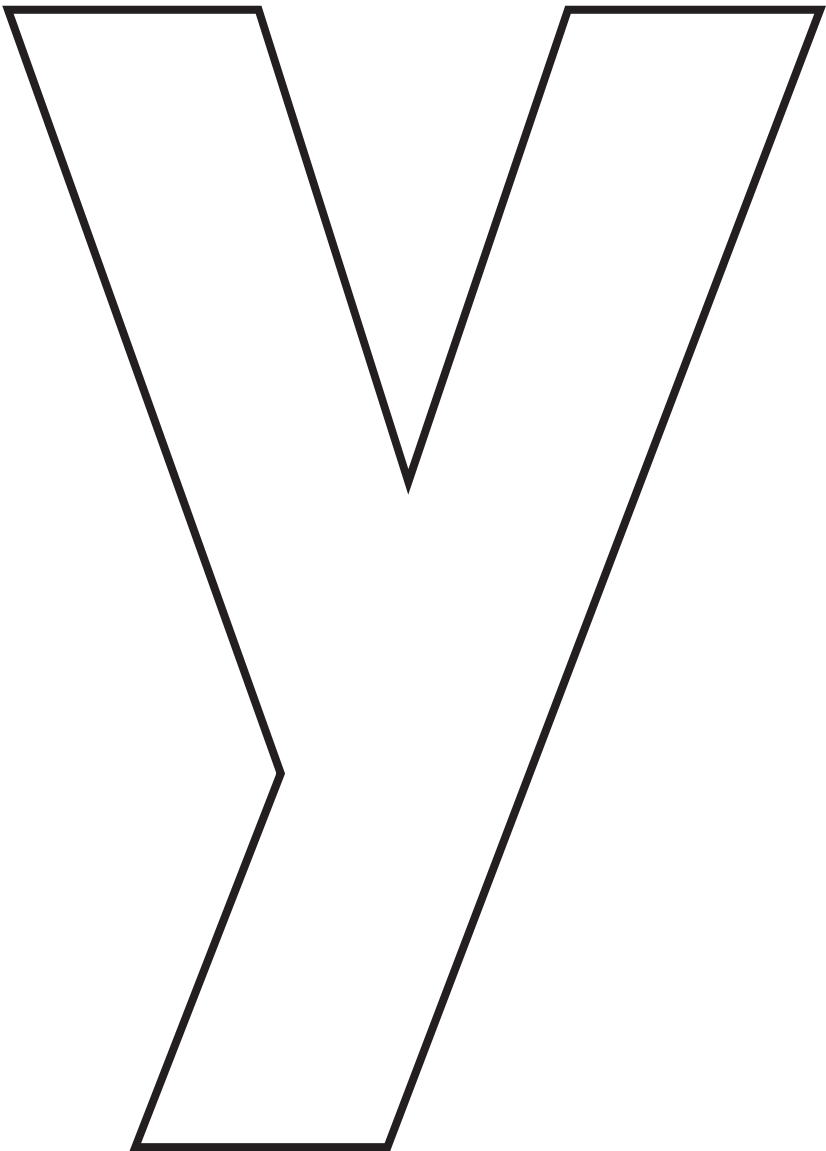
Trazar la Letra: w



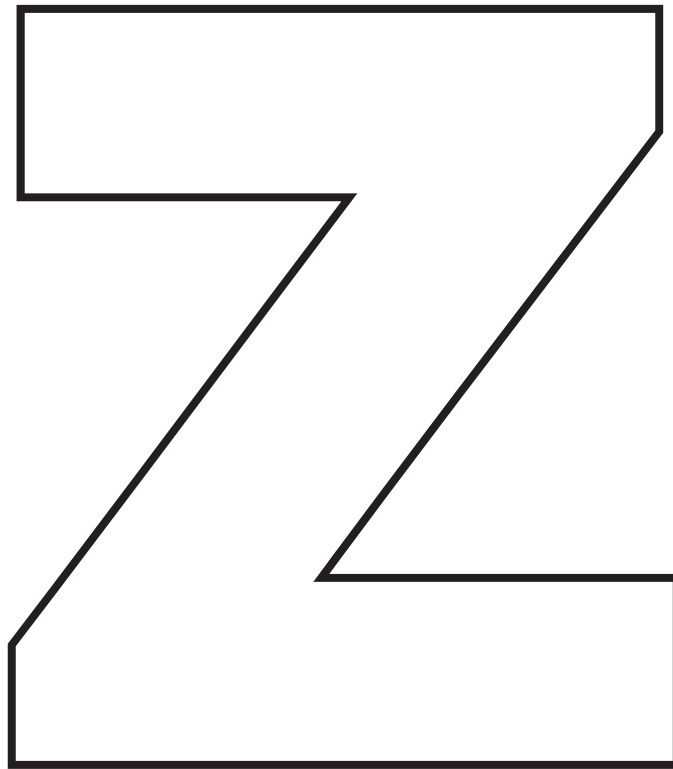
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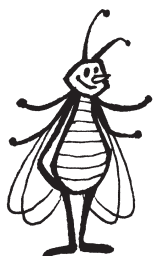


Trazar la Letra: y



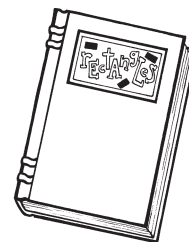
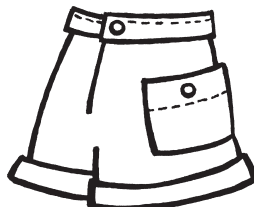
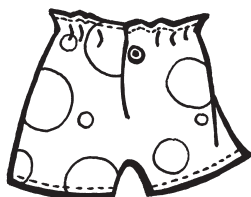
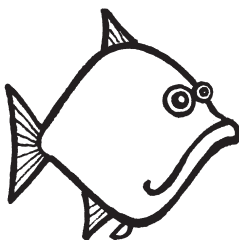
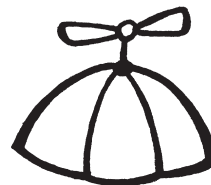
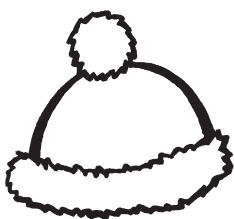
Trazar la Letra: z



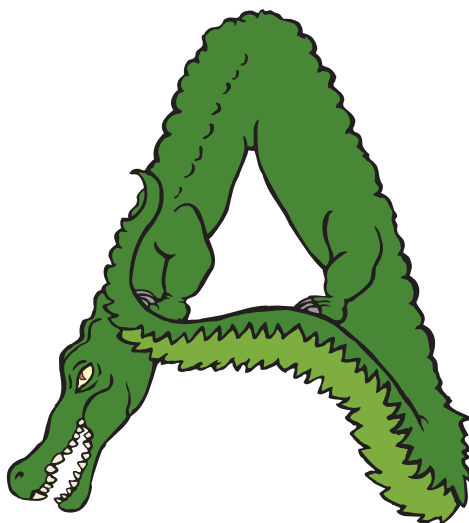


El razonamiento lógico

Pon una X encima del objeto que no pertenece a la serie.



a minúscula



a: "Over, around, up, down. Lowercase *a*."

a a a a a a a

a

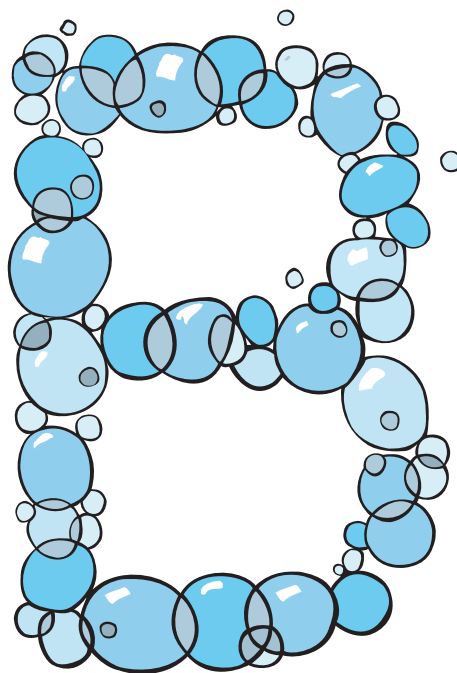
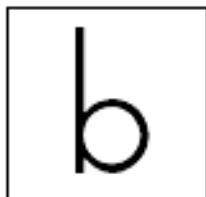
apples

act

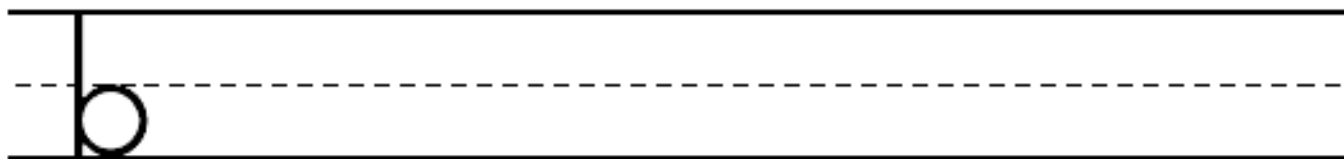
as

acrobats

b minúscula



b: "Down, up, curve around. Lowercase *b*."



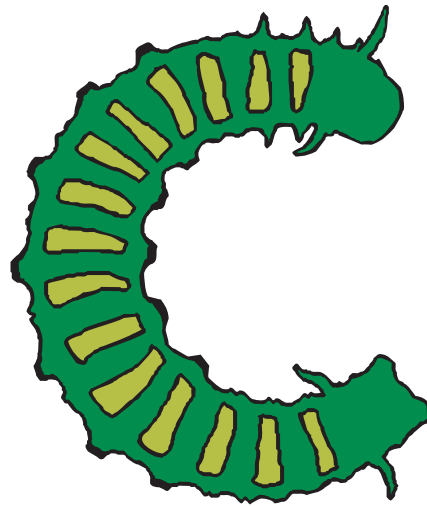
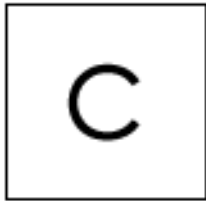
bluebirds

bathe

bubble

baths

c minúscula



c: "Up, over, around, up. Lowercase *c*."

c c c c c c c

c

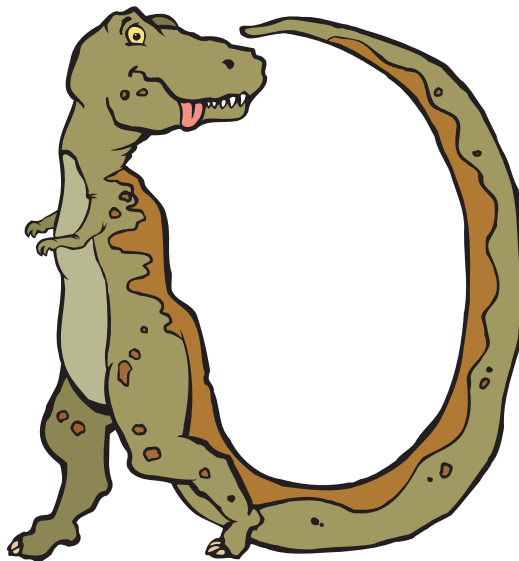
c cookie

c crumbly

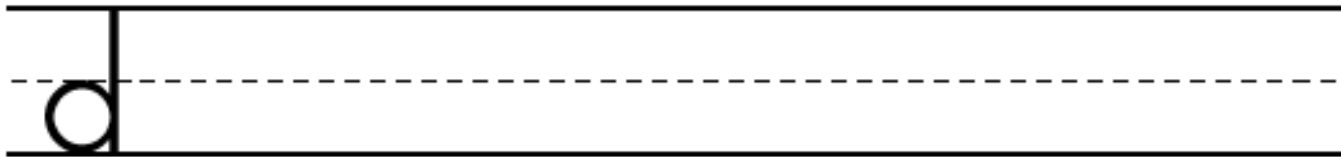
c crunchy

c crunch

d minúscula



d: "Over, around, up high, down. Lowercase *d*."

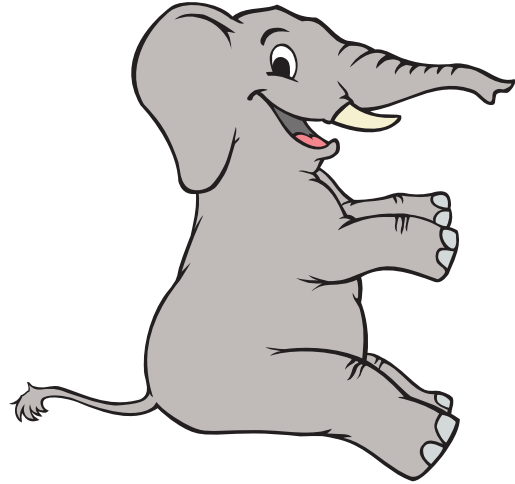


doggie

digging

daisy

e minúscula



e: "Across, up, around, up. Lowercase *e*."

e e e e e e e

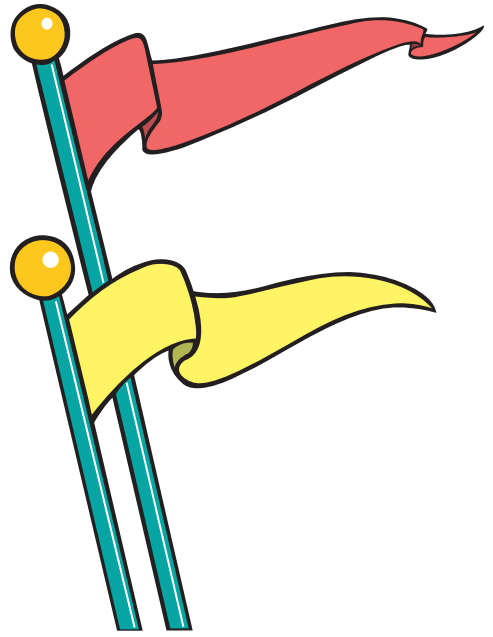
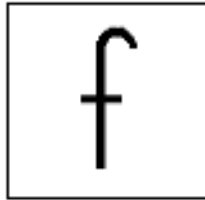
e

elephants

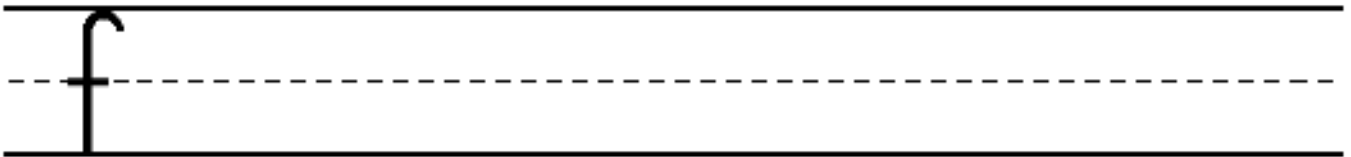
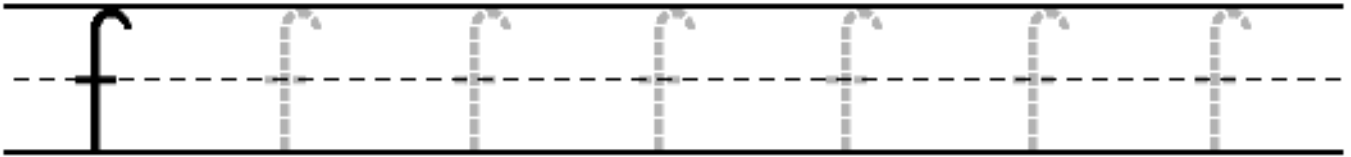
exercise

eggs

f minúscula



f: “Up, over, down, lift, cross. Lowercase *f*.”

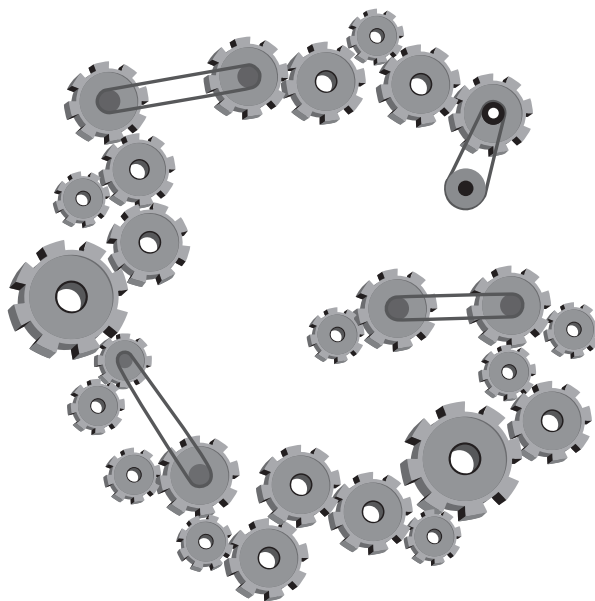
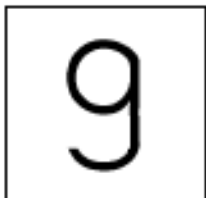


flips

flapjacks

farmer

g minúscula



g: “Over, around, up, down below, curve up. Lowercase g.”

g g g g g g g

g

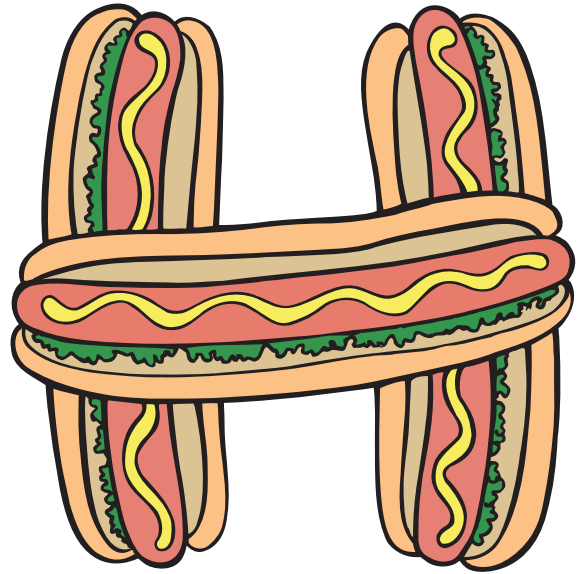
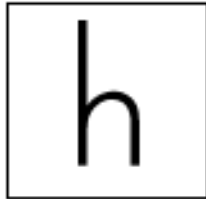
goldfish

gobble

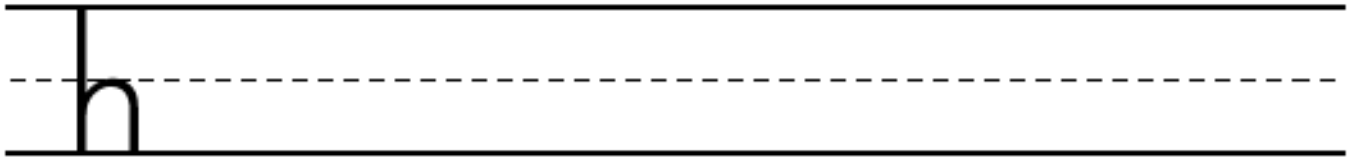
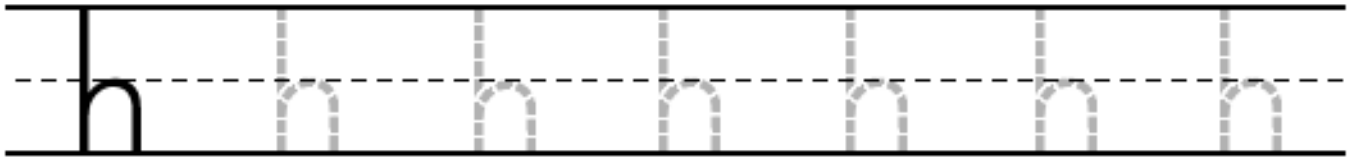
green

gumdrops

h minúscula



h: "Down, up, curve over, down. Lowercase *h*."

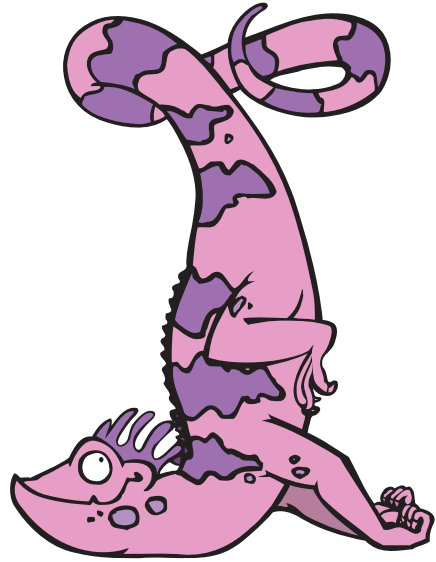


horses

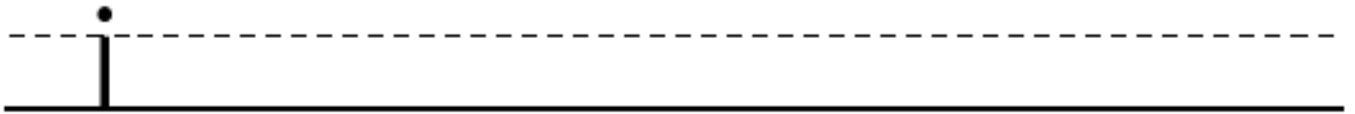
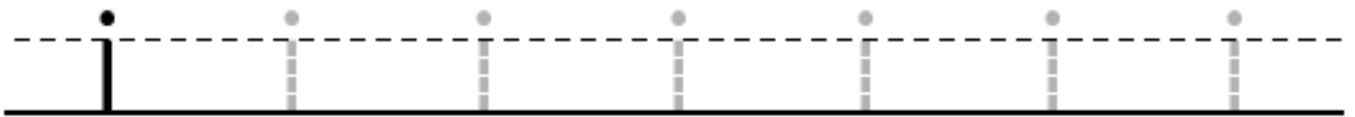
hats

hollyhocks

i minúscula



i: "Down, lift, dot. Lowercase *i*."



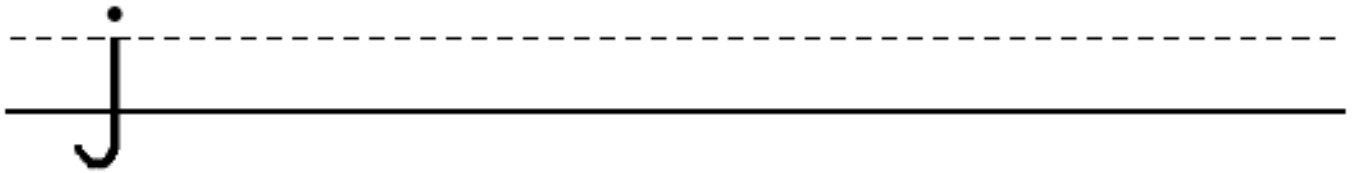
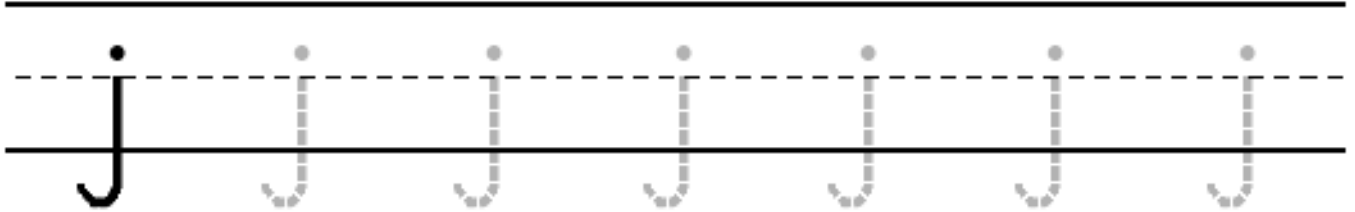
iguana in

igloo inn

j minúscula



j: “Down below, curve up, lift, dot. Lowercase *j*.”



juggling

jiggly

jelly beans

k minúscula

k



k: “Down, lift, slant in, slant out. Lowercase *k*.”

k k k k k k k

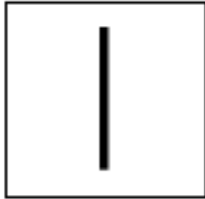
k

kitten

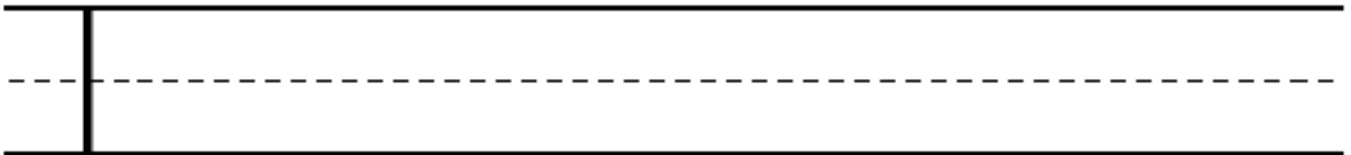
karate

kicks

l minúscula



l: “Down. Lowercase *l*.”



little

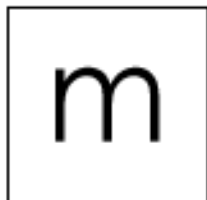
lamb

likes

lollipop

licks

m minúscula



m: “Down, up, curve over, down, up, curve over, down. Lowercase *m*.”

m m m m m m m m m

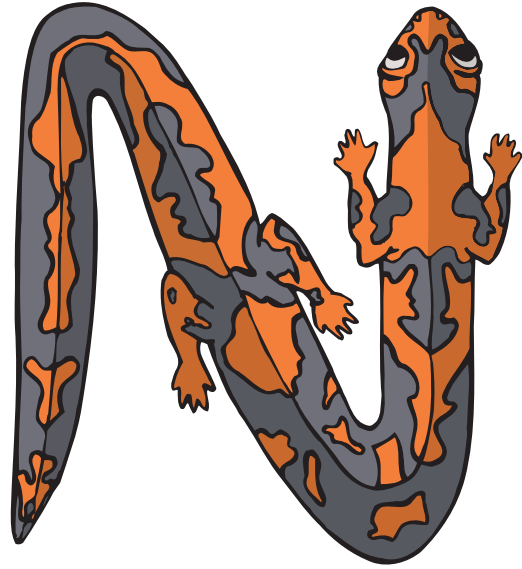
m

magical

muffins

moon

n minúscula



n: "Down, up, curve over, down. Lowercase *n*."

n n n n n n n

n

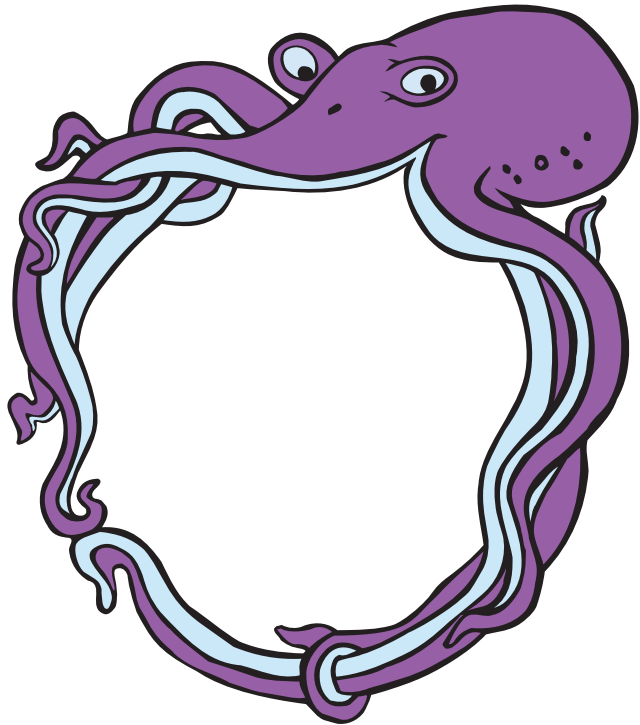
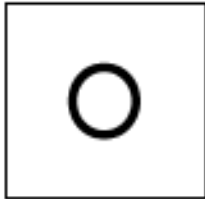
n newt

n nibbles

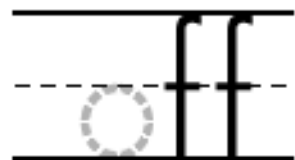
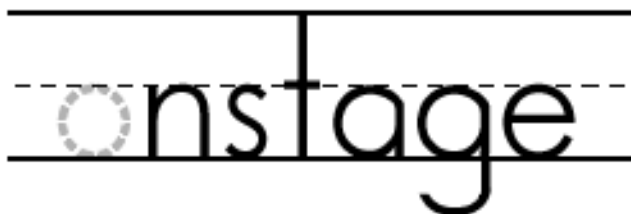
n noodles

n noon

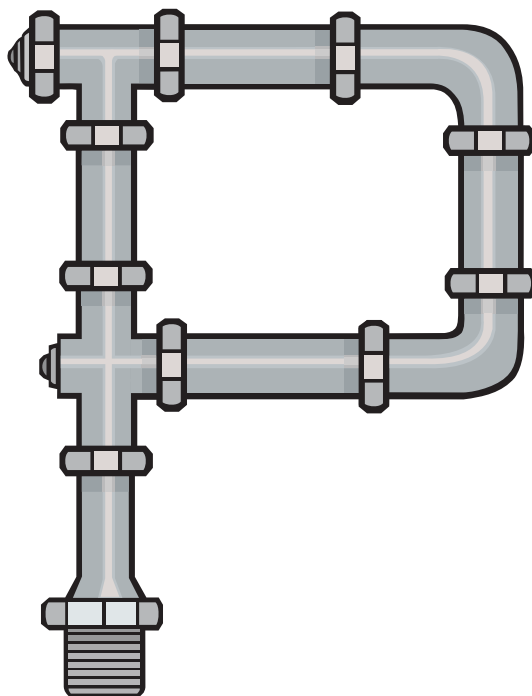
o minúscula



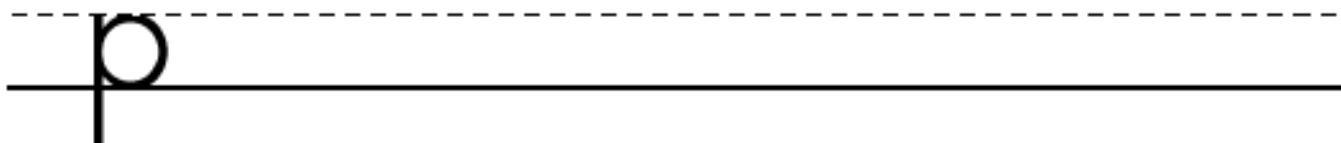
o: "Over, around, close. Lowercase o."



p minúscula



p: “Down below, up, curve around. Lowercase *p*.”



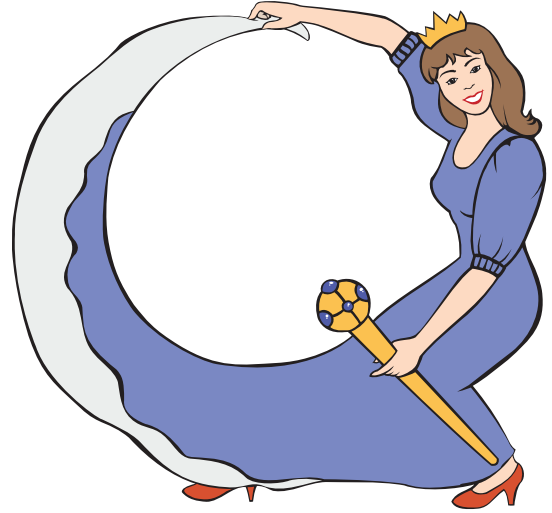
piggy

painting

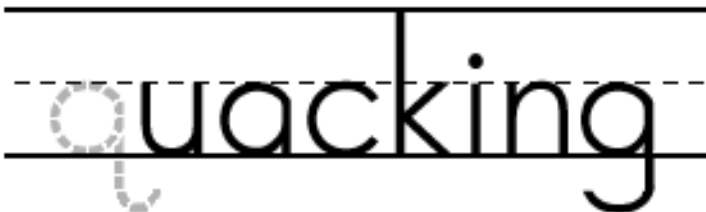
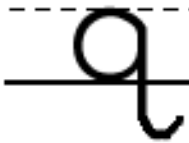
piglets

page

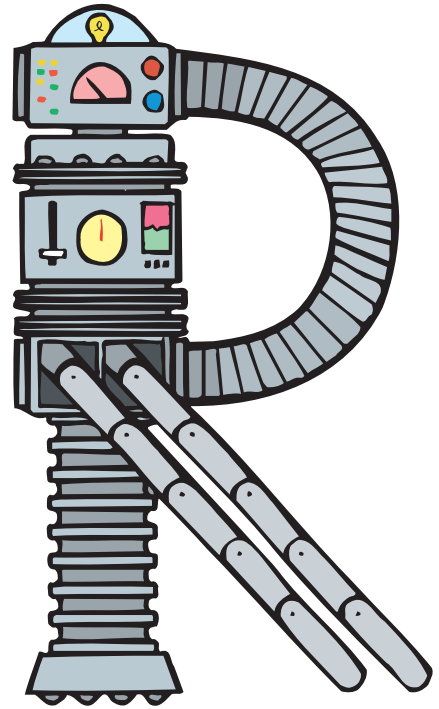
q minúscula



q: “Over, around, up, down below, curve up. Lowercase *q*.”



r minúscula



r: "Down, up, curve over. Lowercase *r*."

r r r r r r r

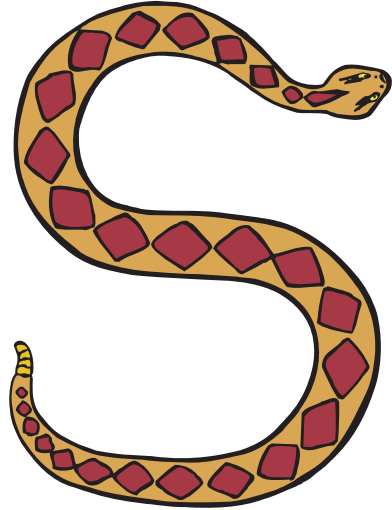
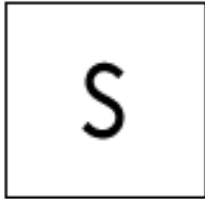
r

radishes

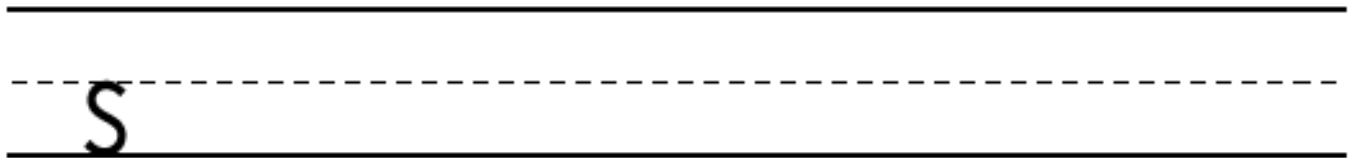
running

robot

s minúscula



s: "Up, over, curve around, curve around. Lowercase s."

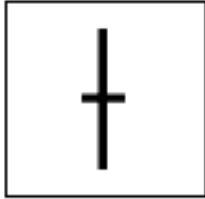
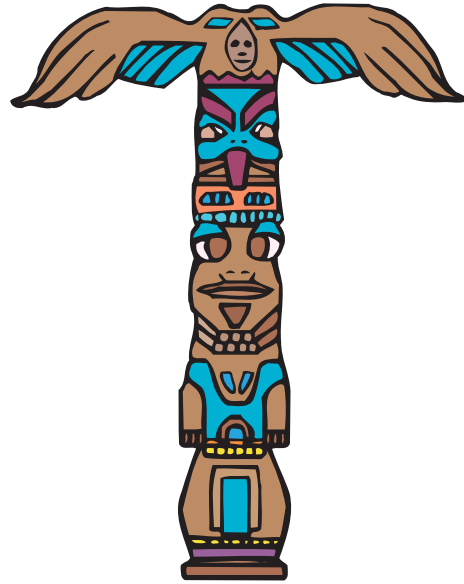


sea horse

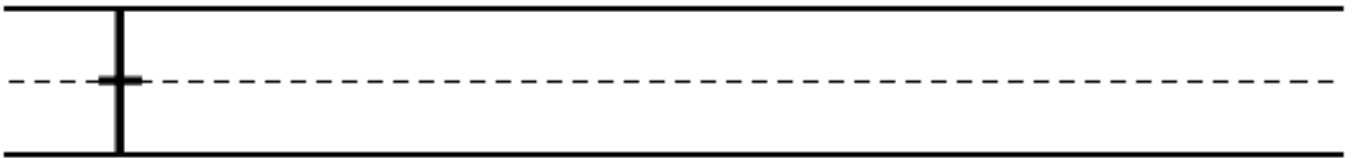
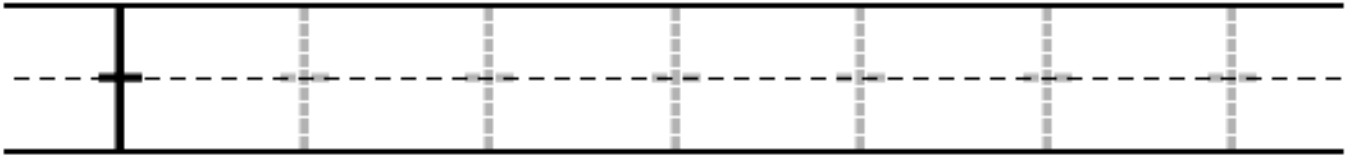
swimming

sea

t minúscula



t: “Down, lift, cross. Lowercase *t*.”



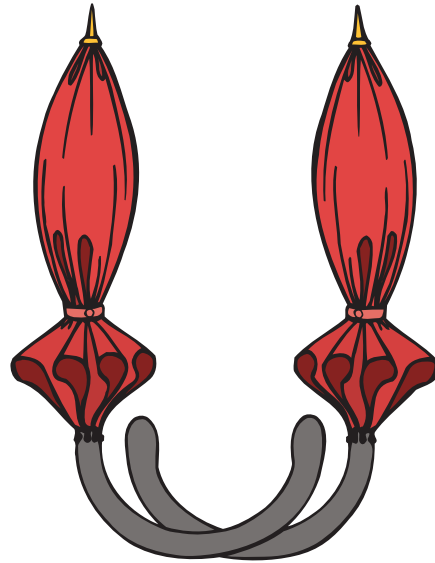
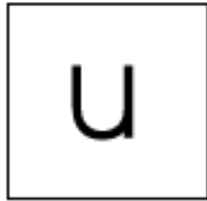
turtles

taste

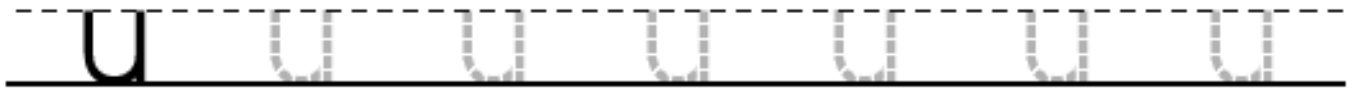
torillas

asily

u minúscula



u: "Down, curve up, down. Lowercase *u*."



uncle

umbrella

upside down

v minúscula



v: "Slant down, slant up. Lowercase v."

v v v v v v v

v

violet

valentines

violin

w minúscula



w: “Slant down, slant up, slant down, slant up. Lowercase w.”

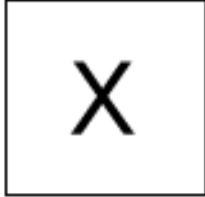


wears

wacky

wigs

x minúscula



x: "Slant down, slant down. Lowercase x."

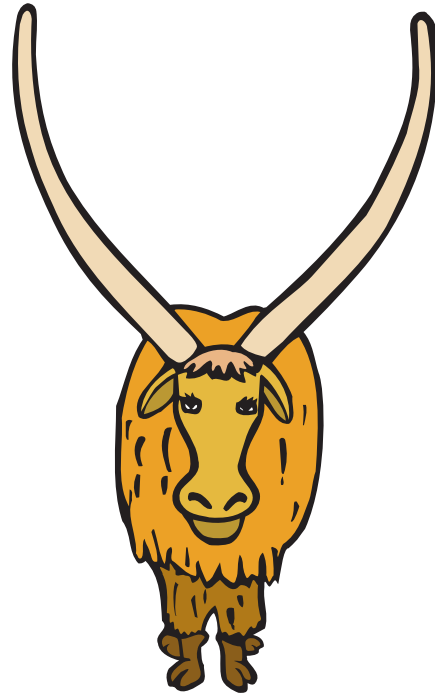


fox

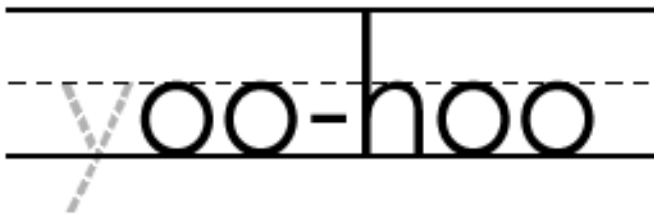
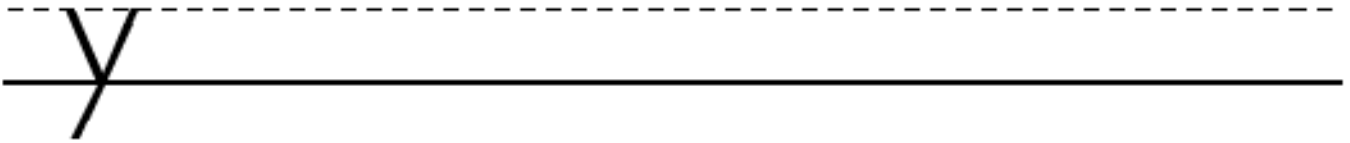
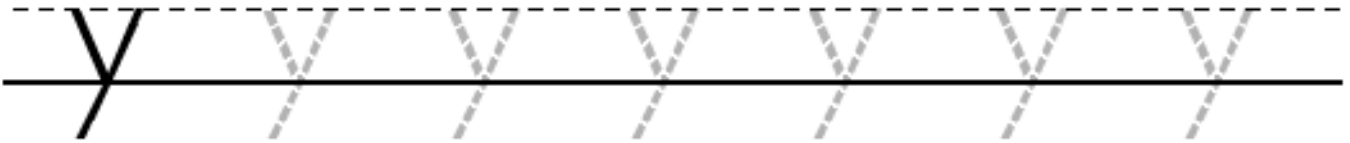
sax

six

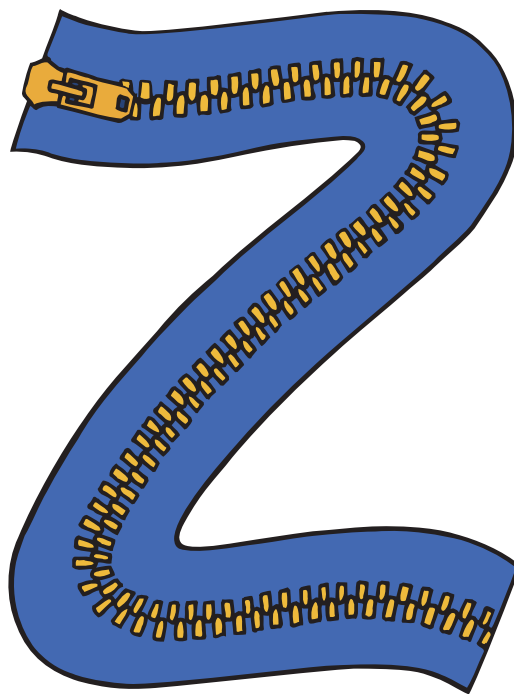
y minúscula



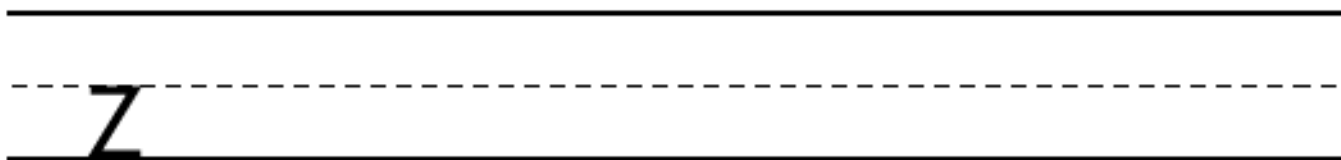
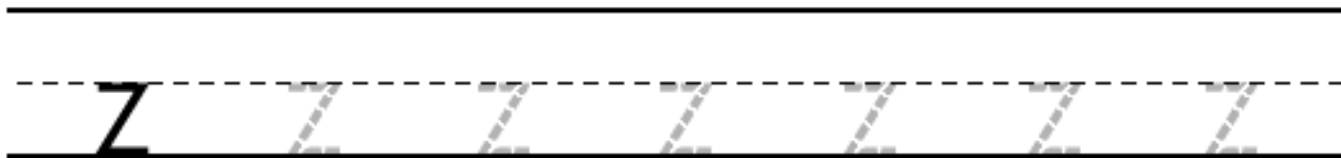
y: "Slant down, slant down below. Lowercase y."



z minúscula



z: “Across, slant down, across. Lowercase z.”



zebras

zigzag

zipper

El Afiche de los Mamíferos

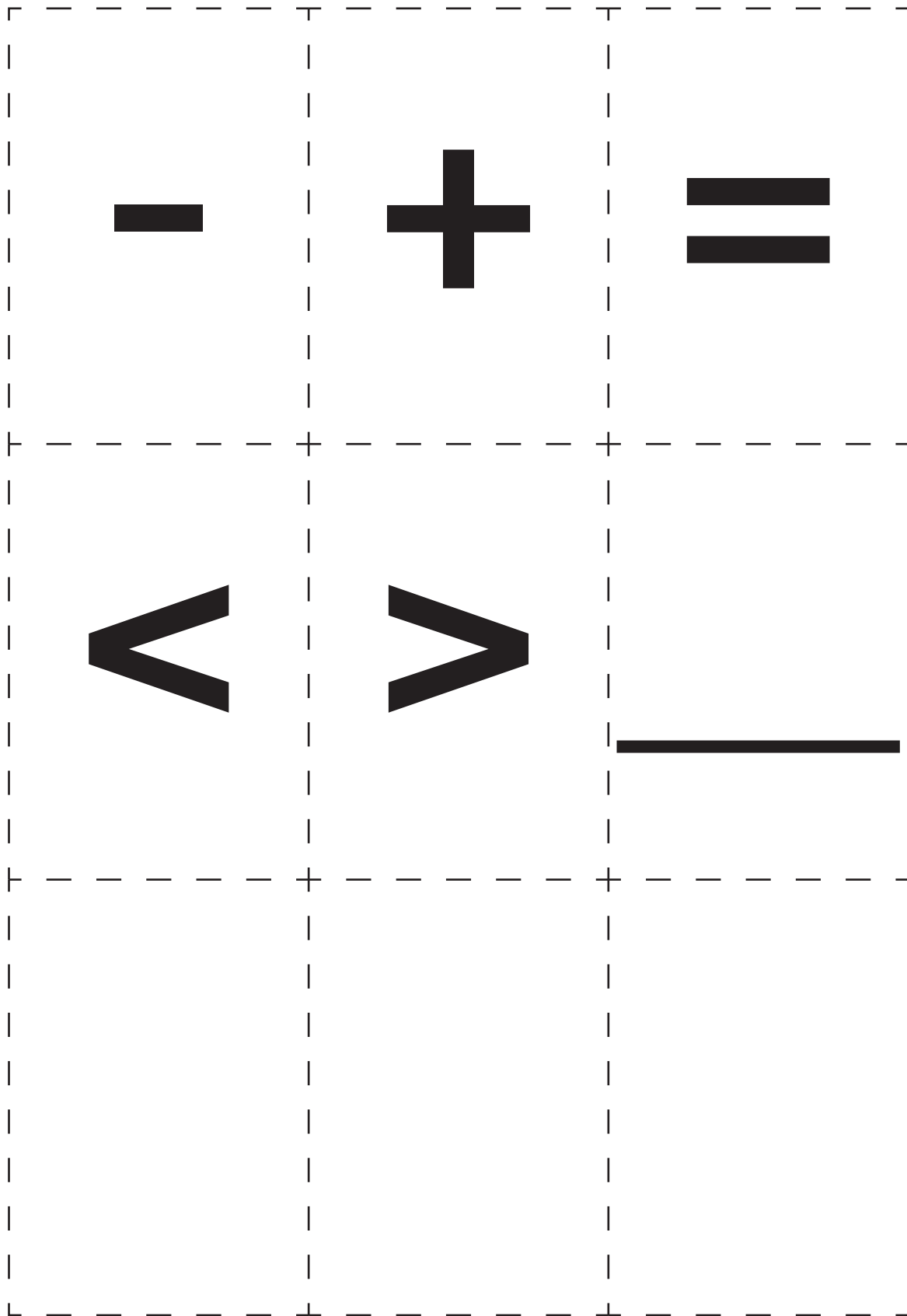
Atributos de los Mamíferos:

- Las mamás alimentas a los cachorros con leche.
- Tienen pelo o pelaje en su piel .
- Sus bebés nacen vivos y no de los huevos.



Añade tus propias imágenes o palabras abajo (recortes de revistas , dibujos de colores, etc.) .

Las Tarjetas de los Símbolos de Matemática



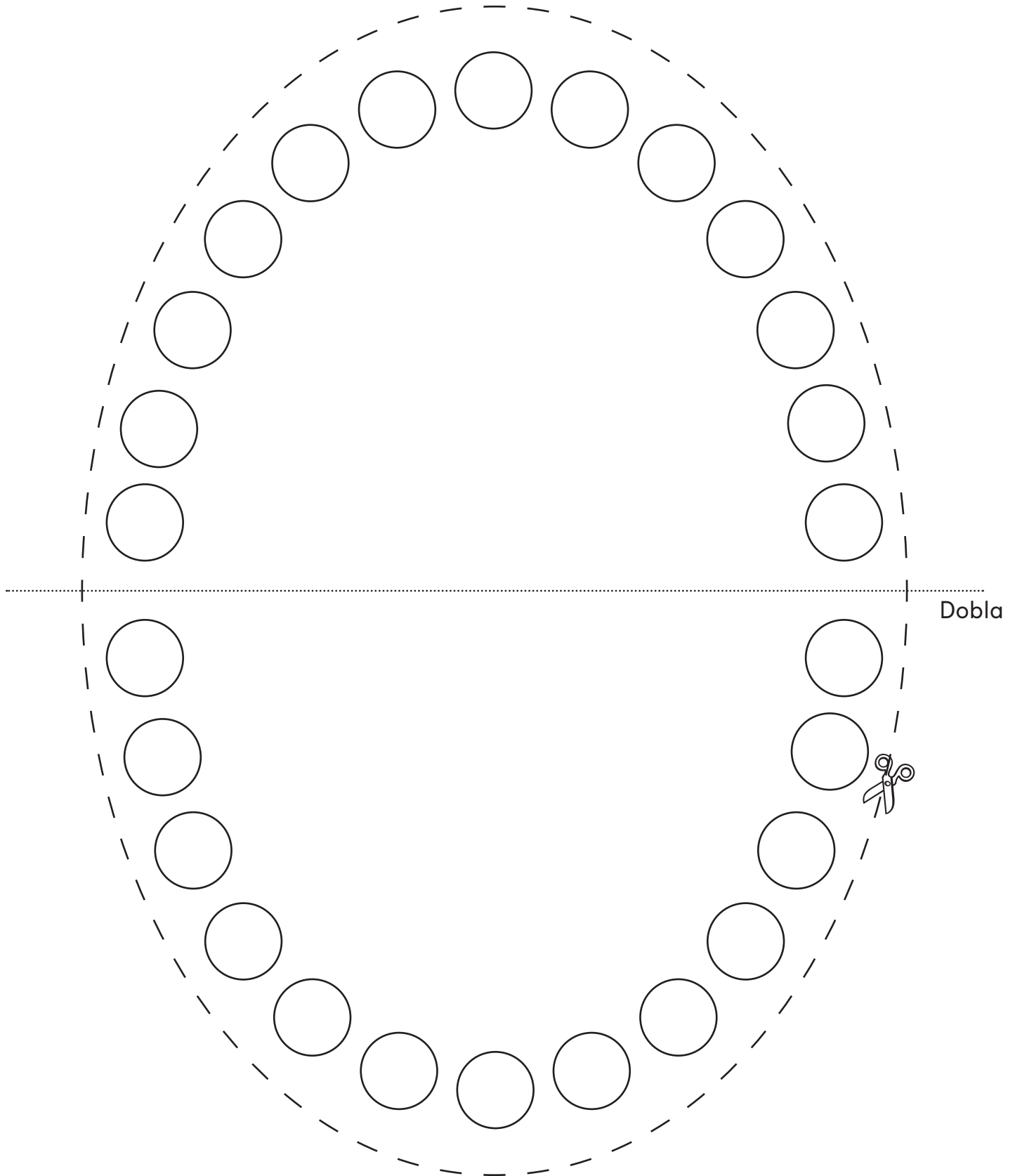
Los números que faltan

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

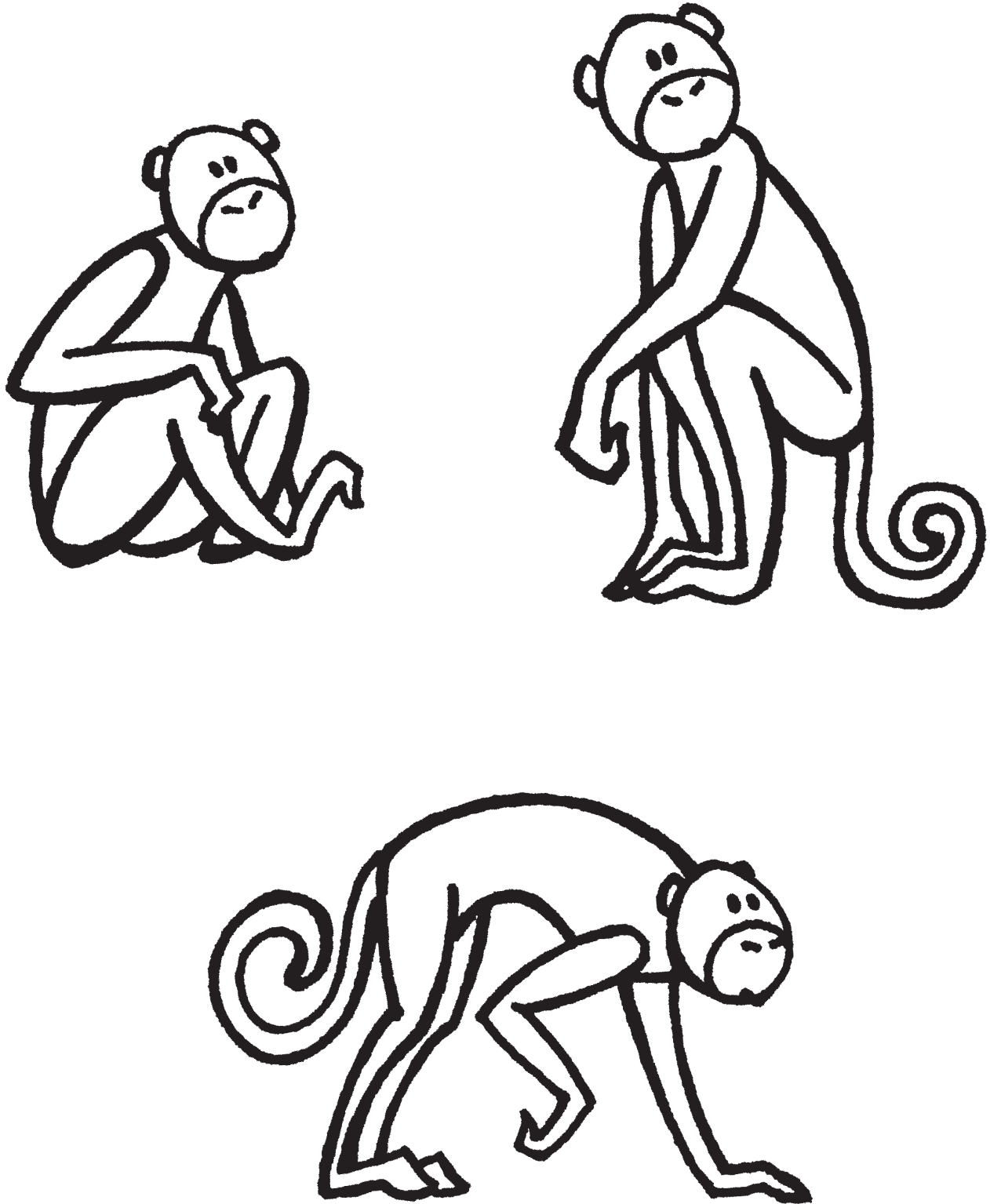
1	2	3	4	5	6		8	9	10
11	12	13	14		16	17	18		20

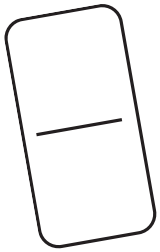
1		3	4	5	6	7	8	9	
11	12	13		15	16	17	18	19	20

La Boca del Mono



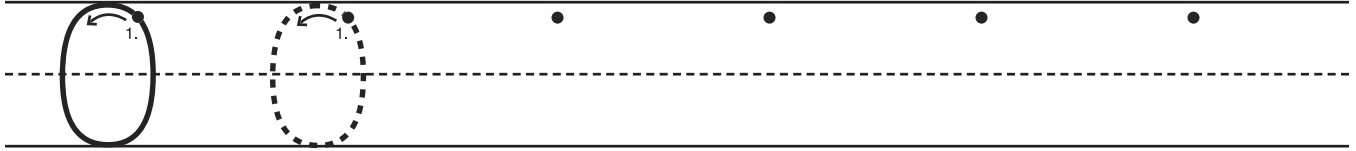
Los monos en los árboles



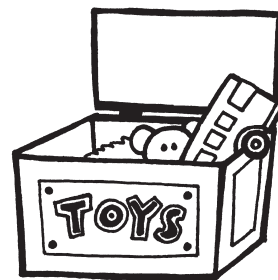
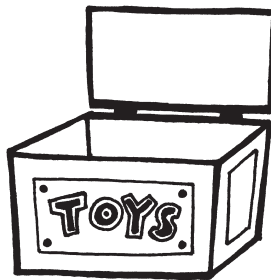


0 Cero

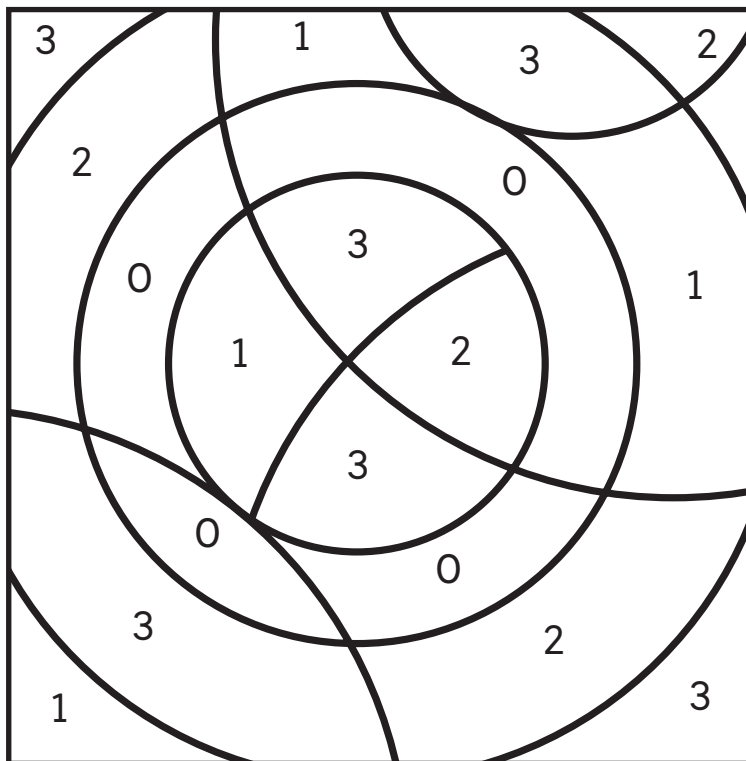
① Traza y escribe el número cero.



② Circula la caja de juguetes que contiene 0 juguetes.



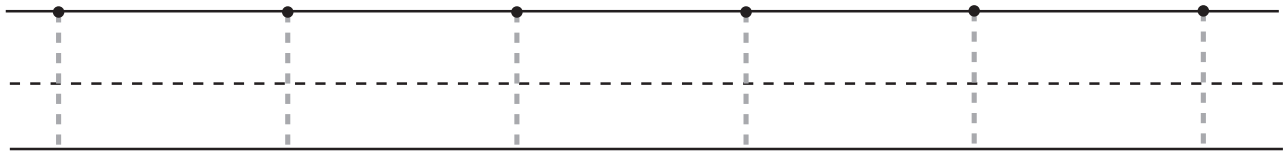
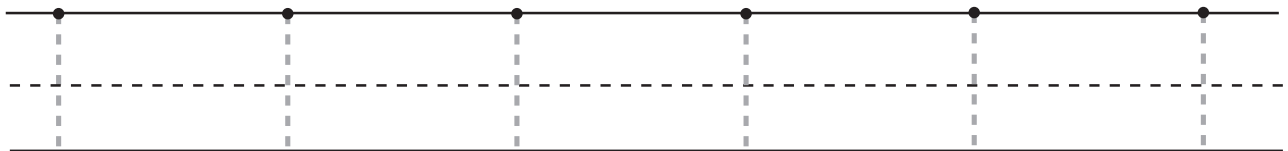
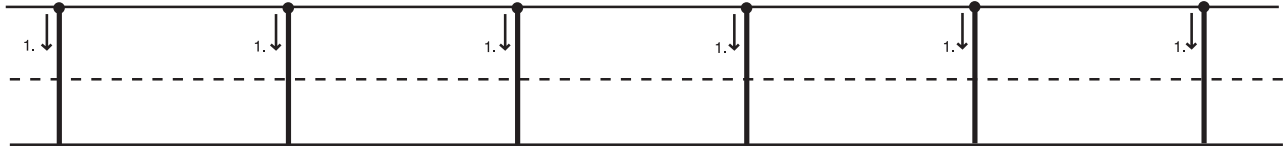
③ Colorea los 0 de rojo.



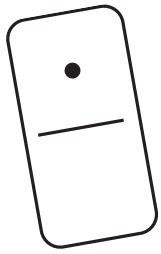
1 Uno



NAME _____

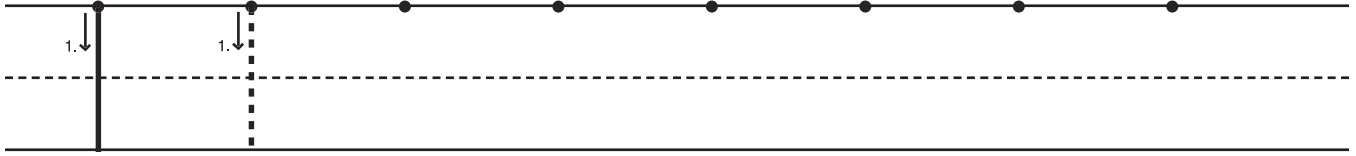


1: "Down—one."

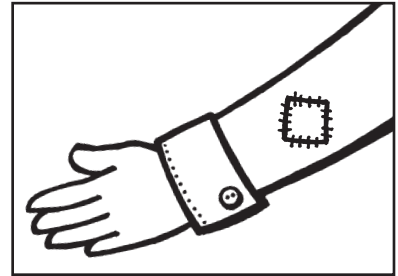
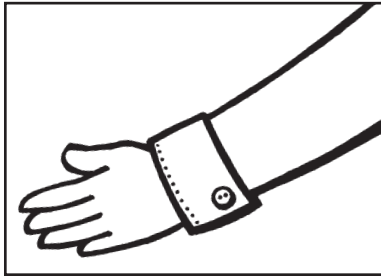
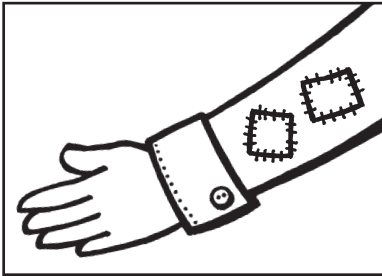


1 Uno

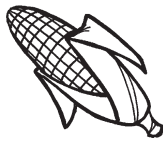
1 Trazas y escribes el número uno.



2 Circula la manga con 1 parche. 

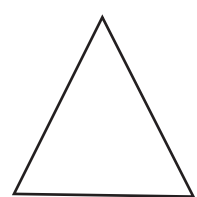
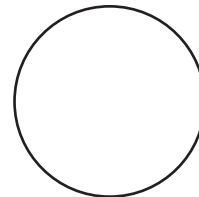
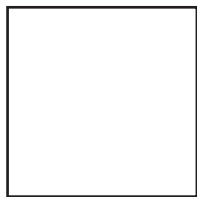
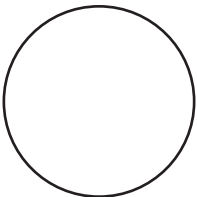


3 Circula el maíz. 



¿Cuántos? 

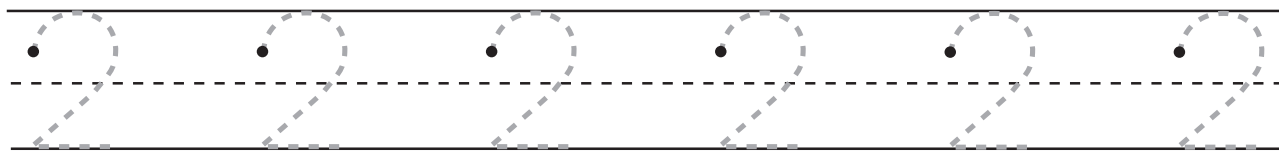
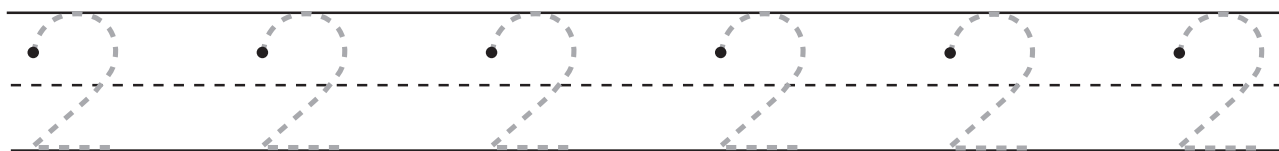
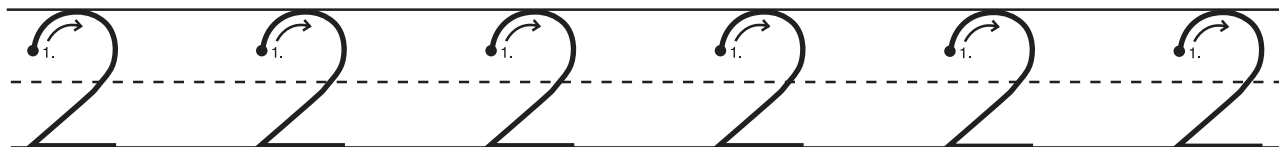
4 Circula la forma que se muestra sólo 1 vez.



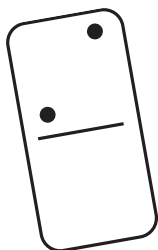
2 Dos



NAME _____

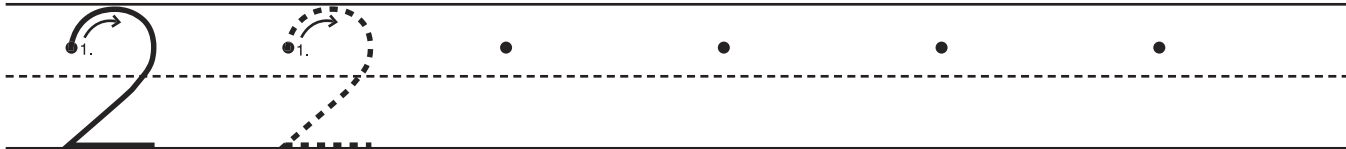


2: "Curve around, slant down, over—two."



2 Dos

① Traza y escribe el número dos.

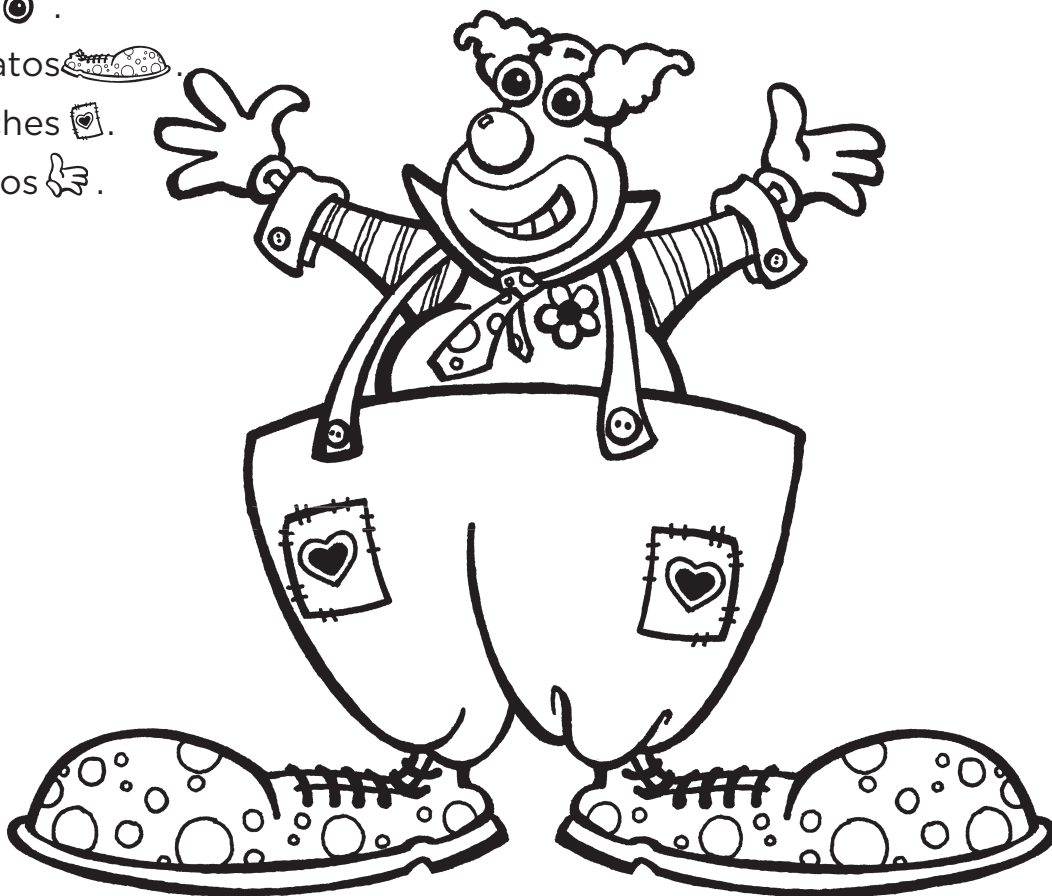


② Circula 2 ojos 🗿 .

Circula 2 zapatos 🍄 .

Circula 2 parches 🗑️ .

Circula 2 manos 🙌 .

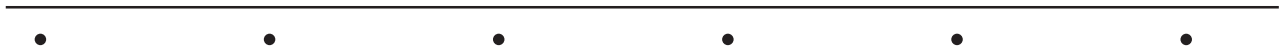
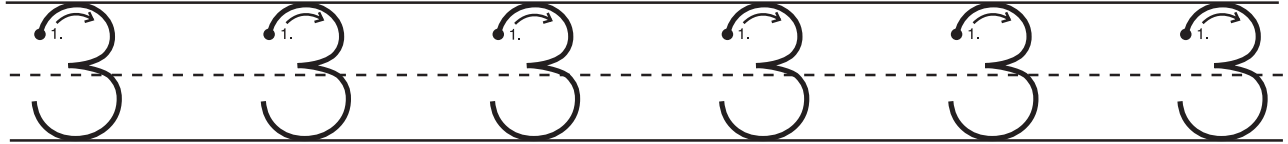


③ Dibuja 2 zapatos 🍄 .

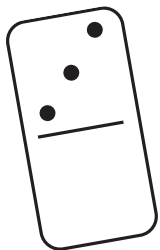
3 Tres



NAME _____

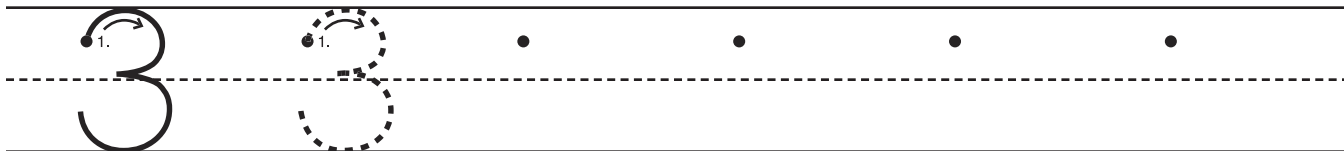


3: "Curve around, curve around—three."

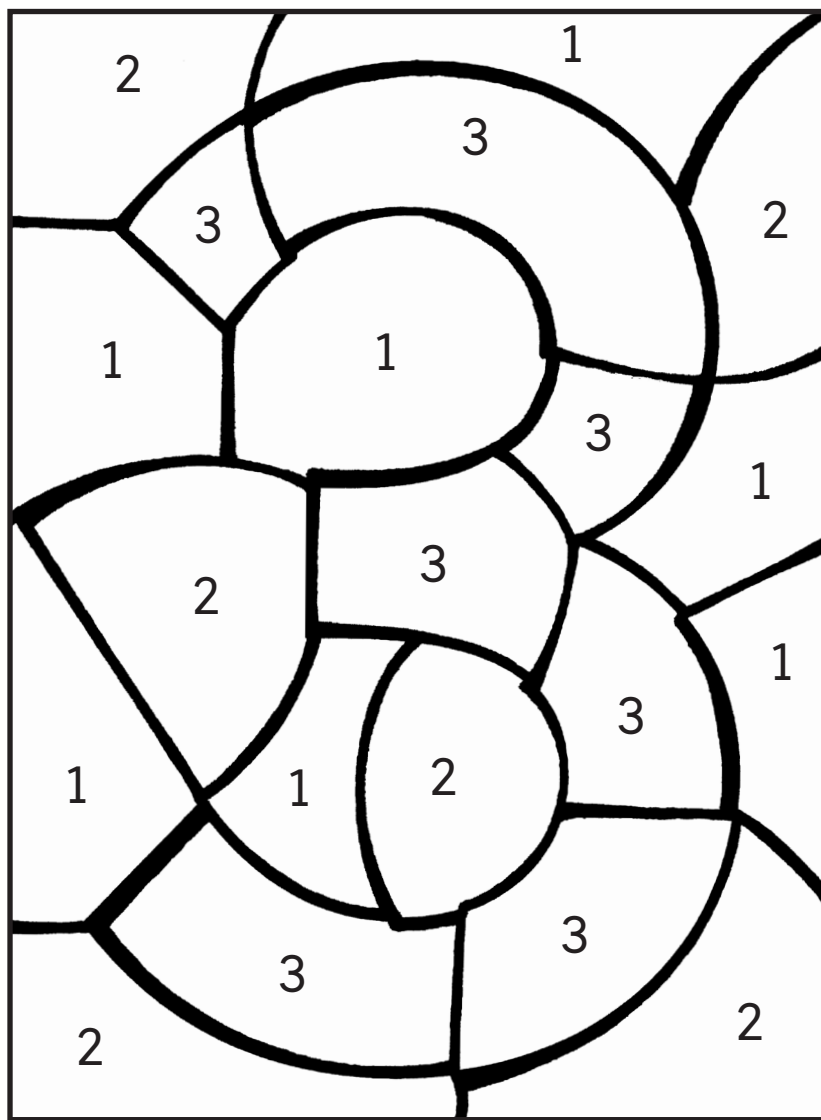


3 Tres

① Traza y escribe el número tres.



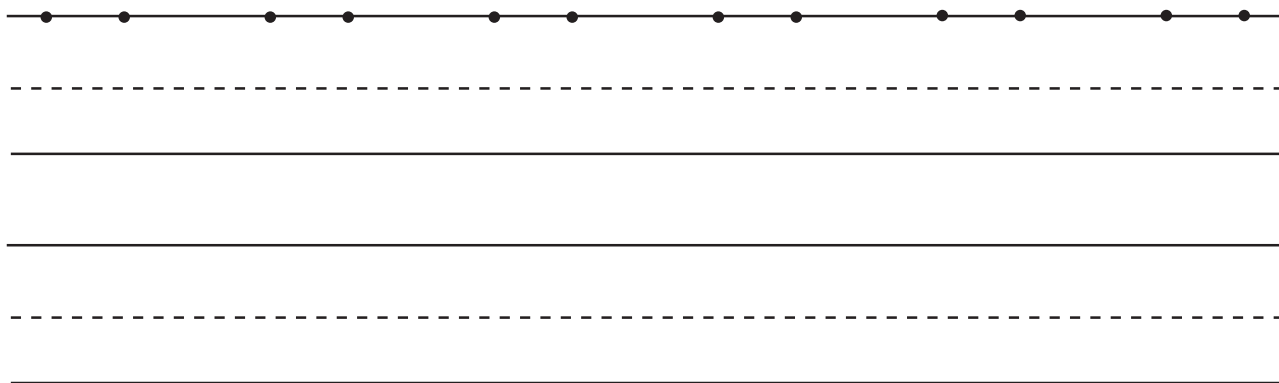
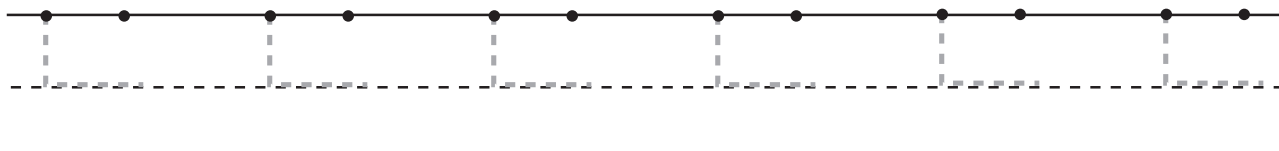
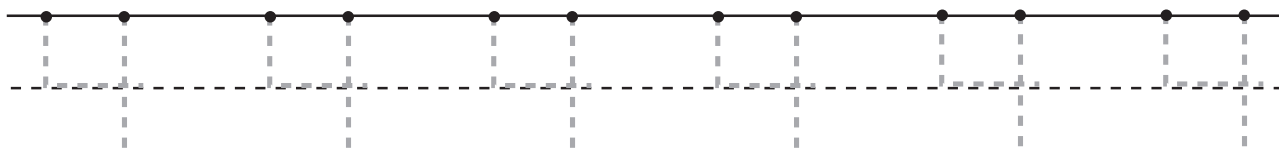
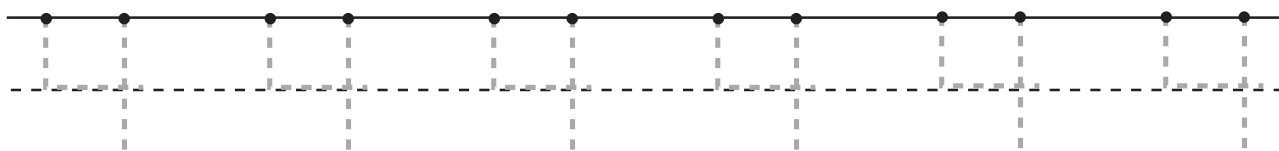
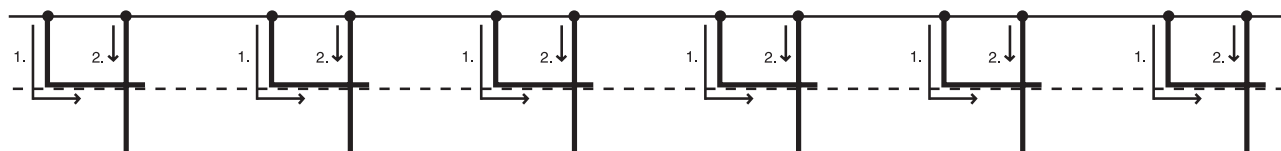
② Colorea los 3 de verde.



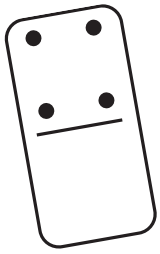
4 Cuatro



NAME _____

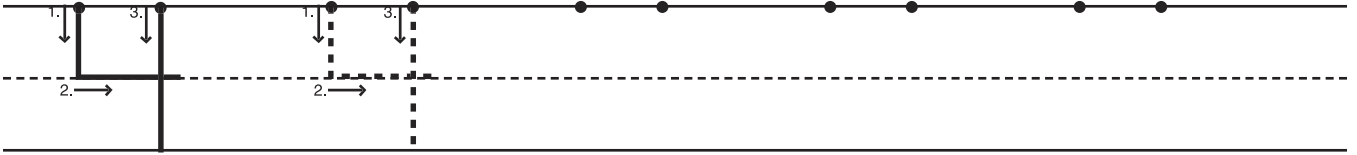


4: "Down, over, lift finger, down—four."

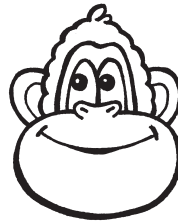
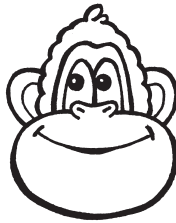
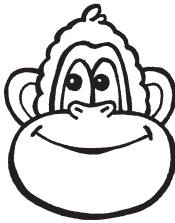
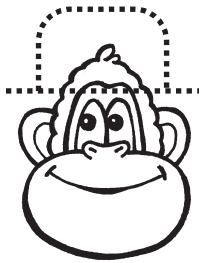


4 Cuatro

① Traza y escribe el número cuatro.



② Dibuja un sombrero en cada mono.



¿Cuántos? 

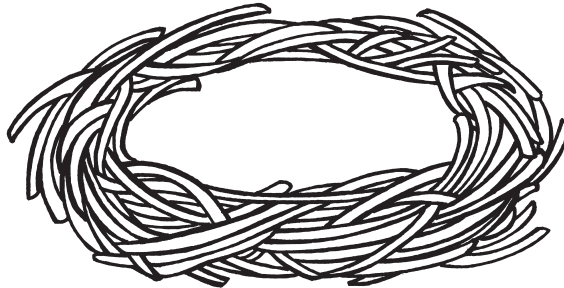
③ Cuenta las serpientes y circula el número que obtuviste.



1
2

3
4

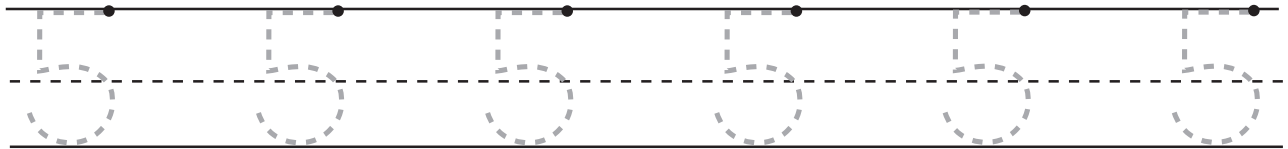
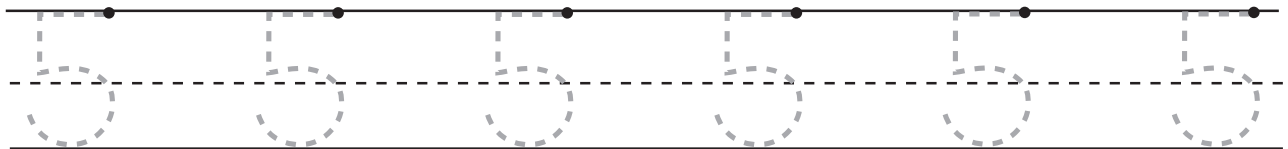
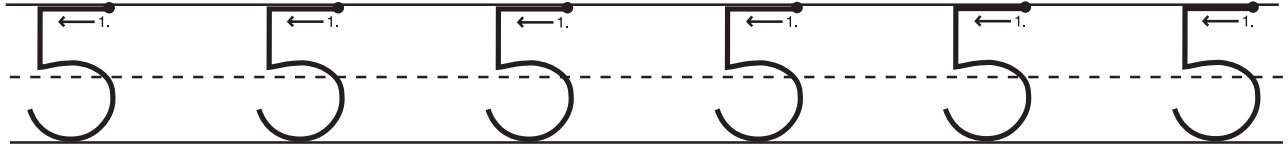
④ Dibuja 4 huevos  en el nido.



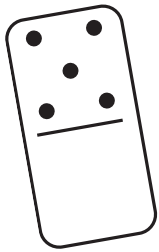
5 Cinco



NAME _____

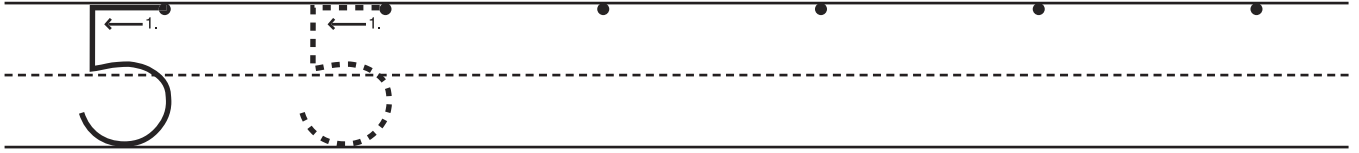


5: "Over, down, curve around—five."

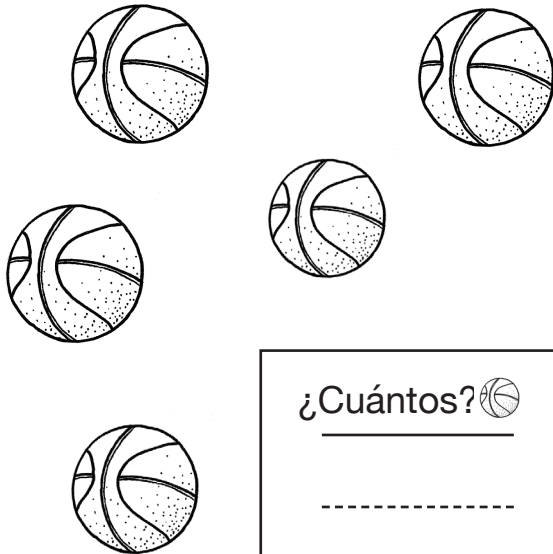
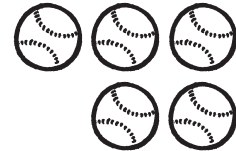
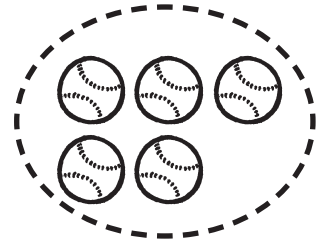


5 Five

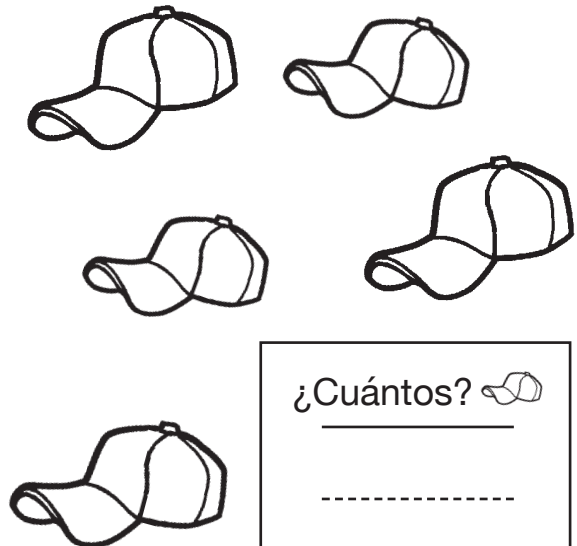
① Traza y escribe el número cinco.



② Circula los grupos de 5 pelotas de béisbol ⚾.

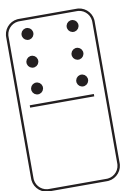


¿Cuántos? ⚽

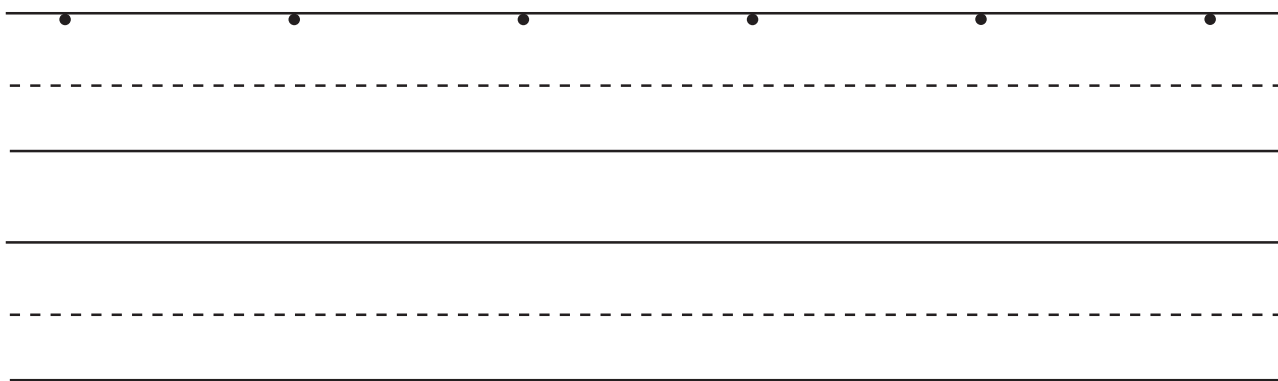
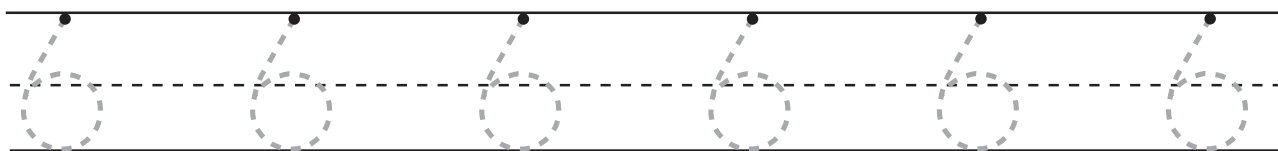
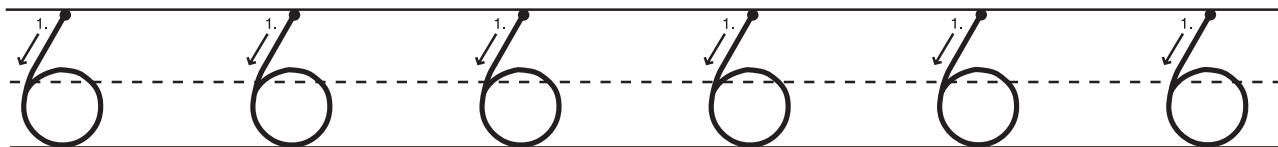


¿Cuántos? ⚪

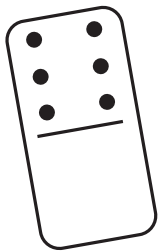
6 Seis



NAME _____

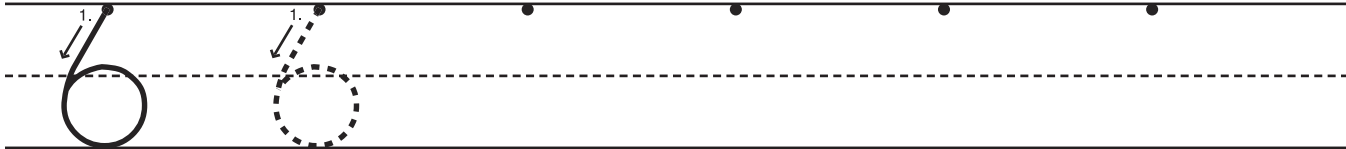


6: "Slant down, curve around—six."

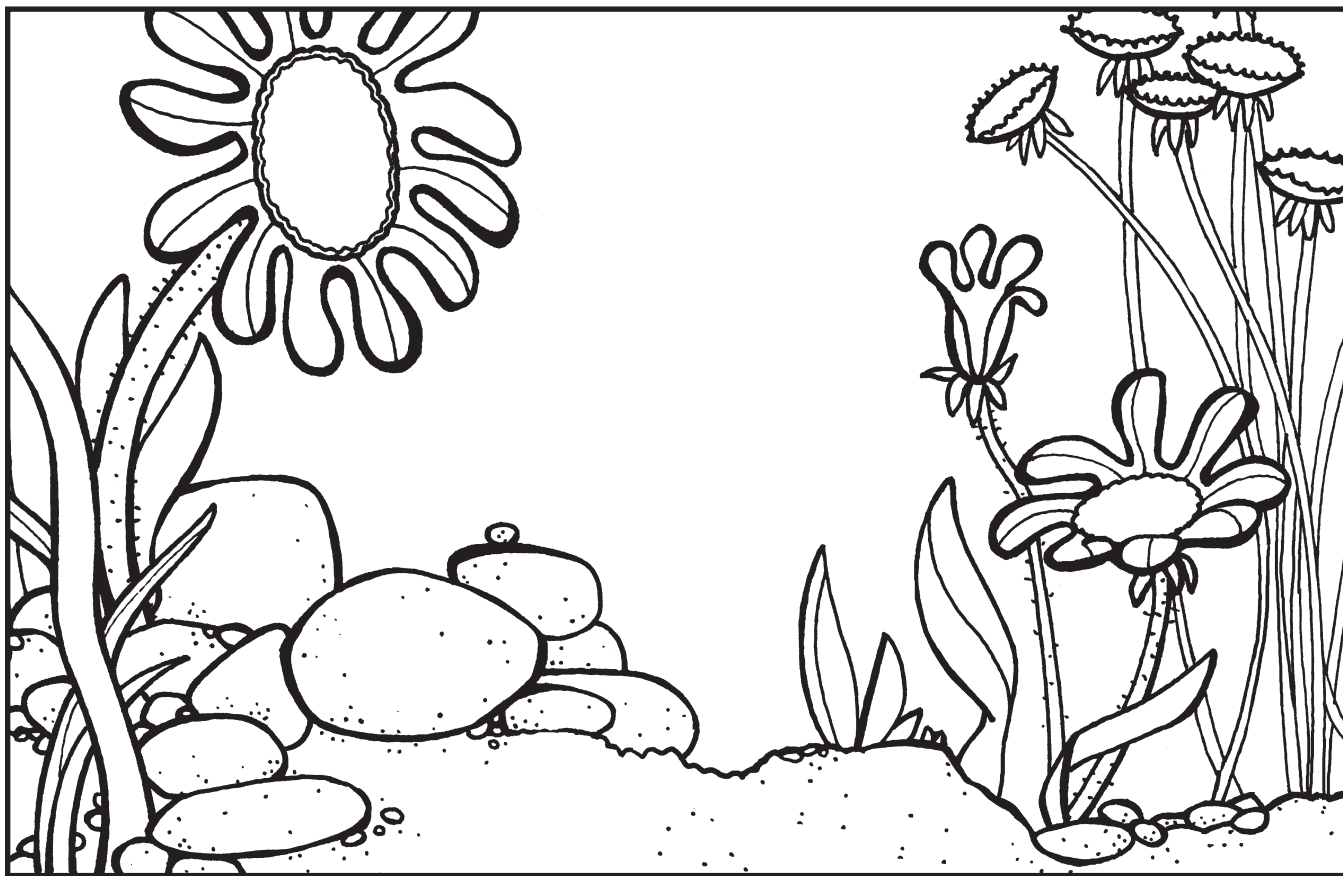


6 Seis

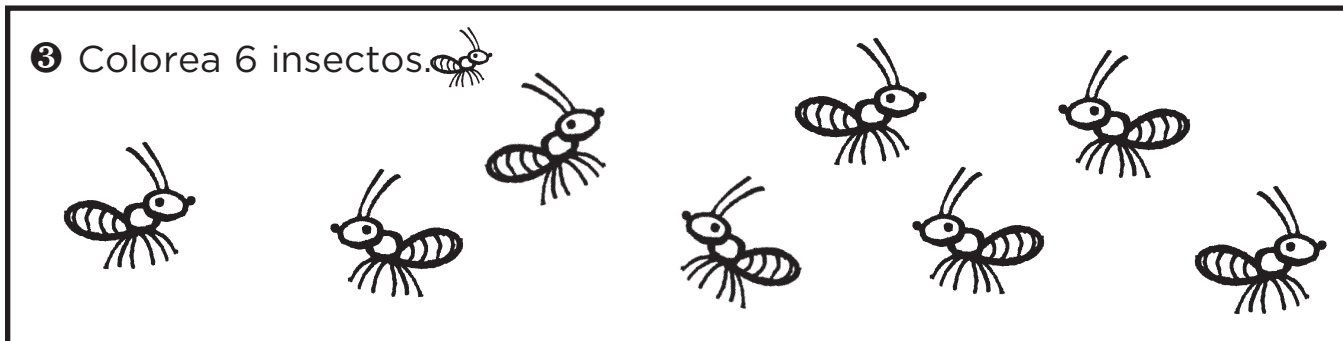
① Traza y escribe el número seis.



② Dibuja 6 insectos .



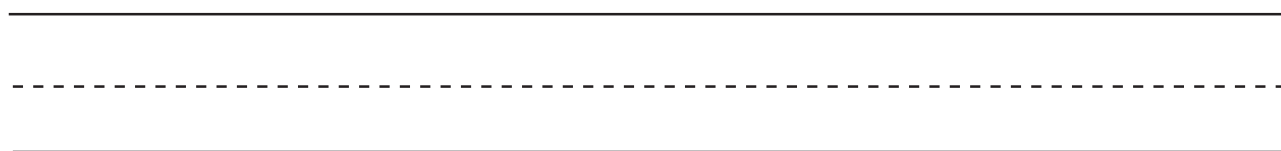
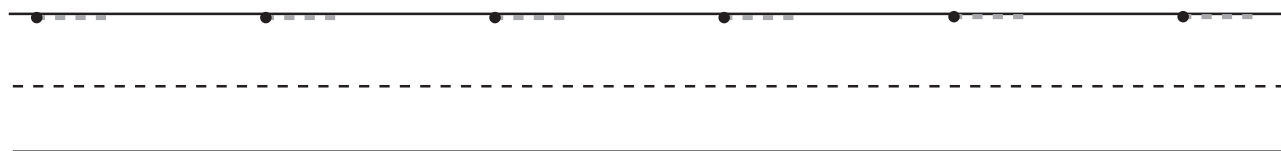
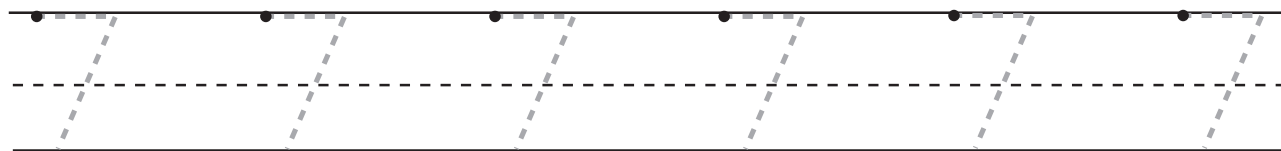
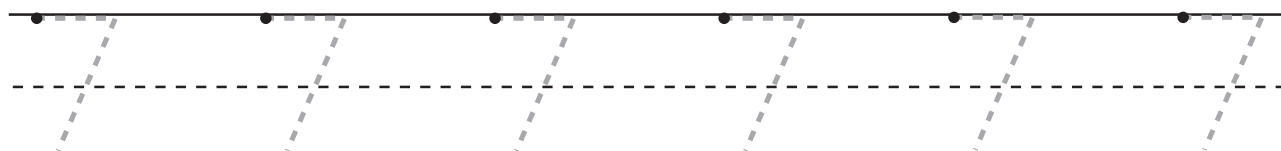
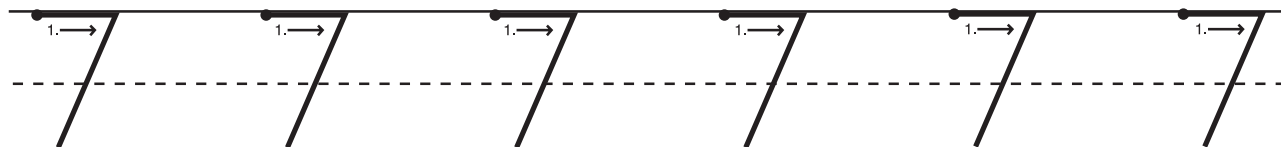
③ Colorea 6 insectos. 



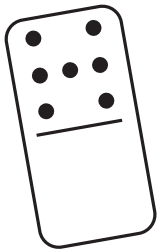
7 Siete



NAME _____

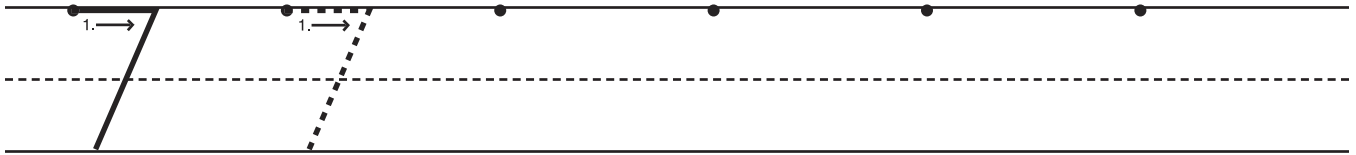


7: "Over, slant down—seven."

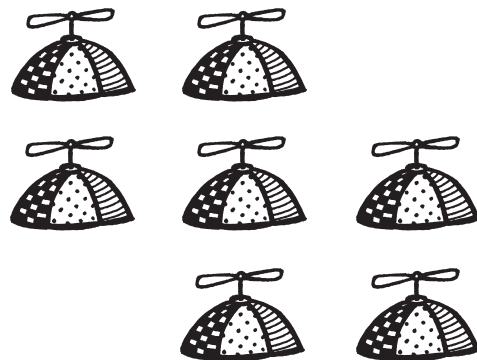
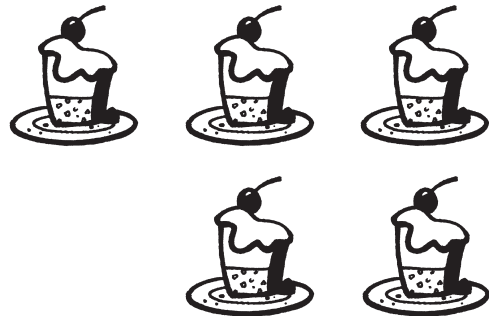
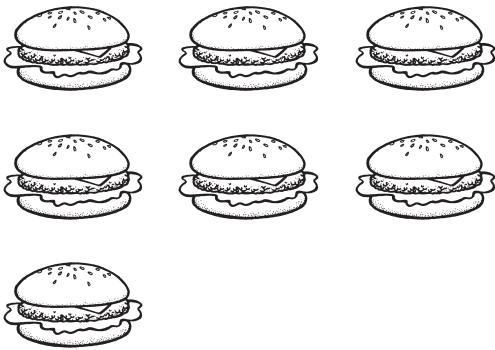


7 Siete

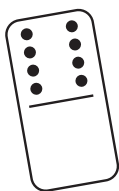
① Traza y escribe el número siete.



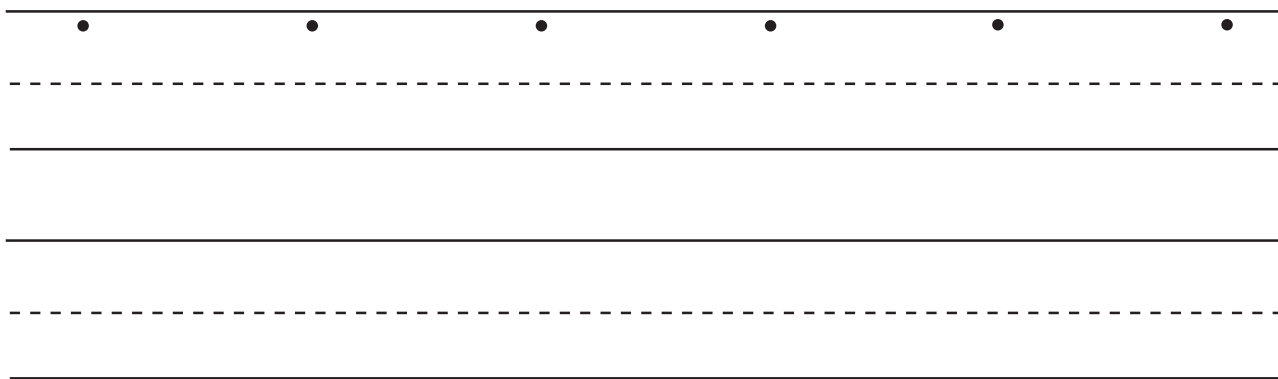
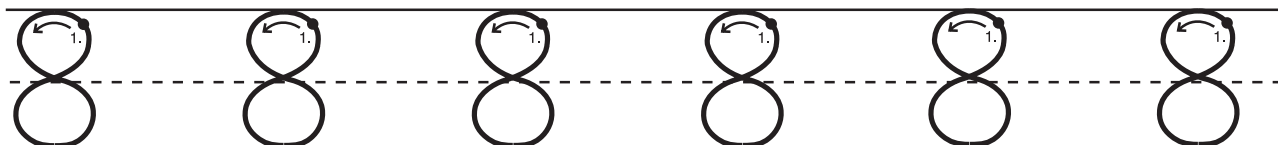
② Circula los grupos de 7.



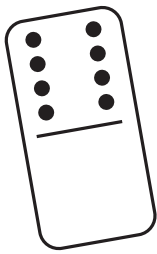
8 Ocho



NAME _____

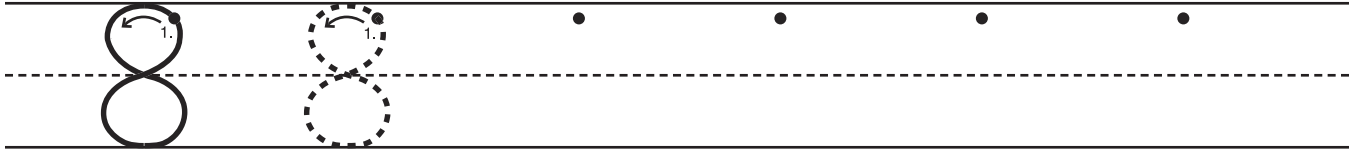


8: "Curve up, curve around, slant down, curve around, slant up—eight."

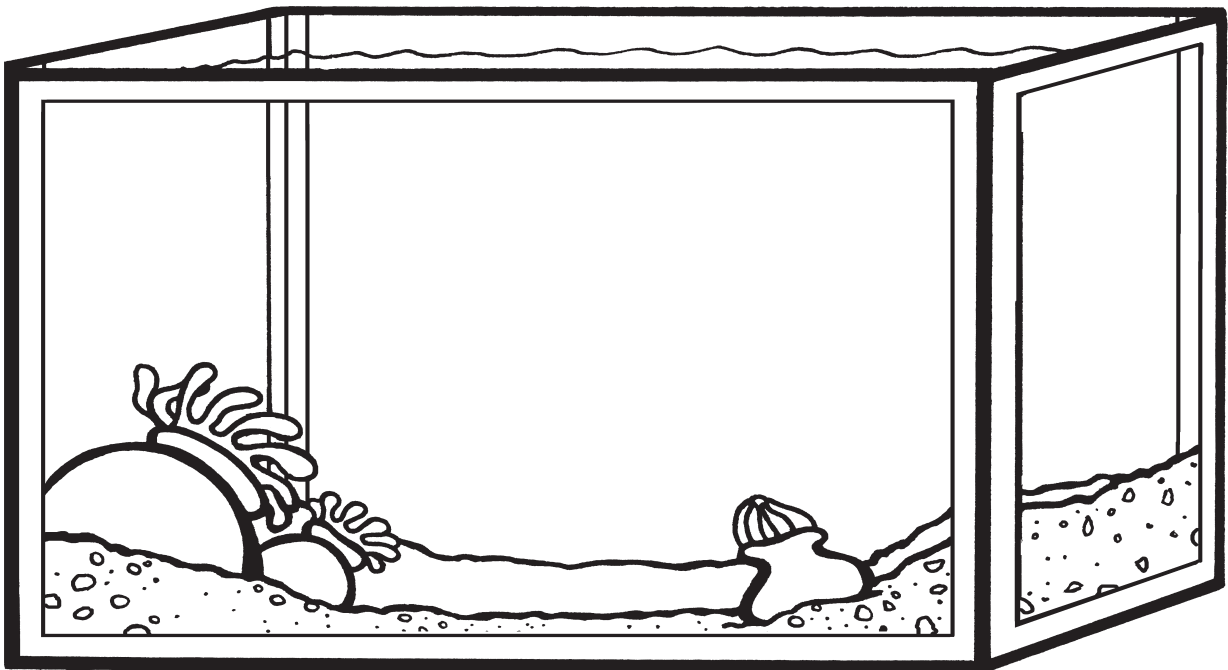


8 Ocho

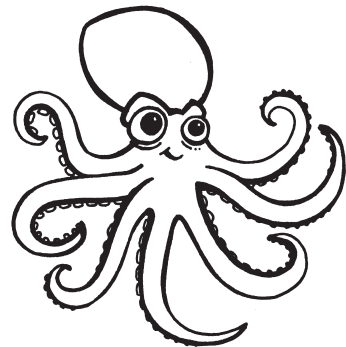
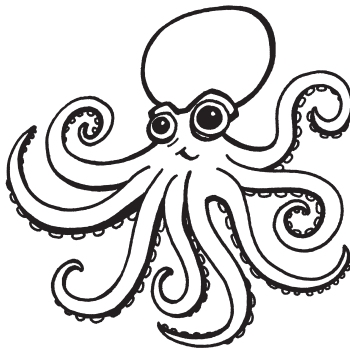
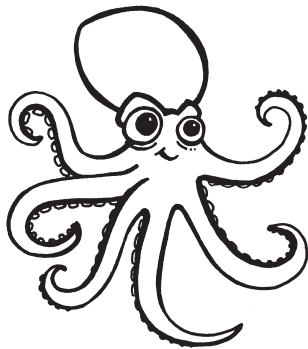
① Traza y escribe el número ocho.



② Dibuja 8 pescados en el acuario.



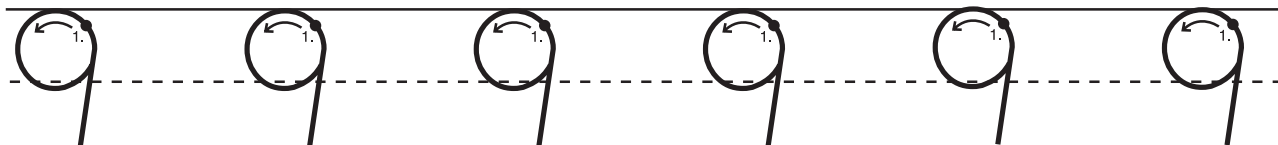
③ Circula el pulpo con 8 piernas.



9 Nueve

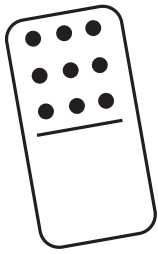


NAME _____



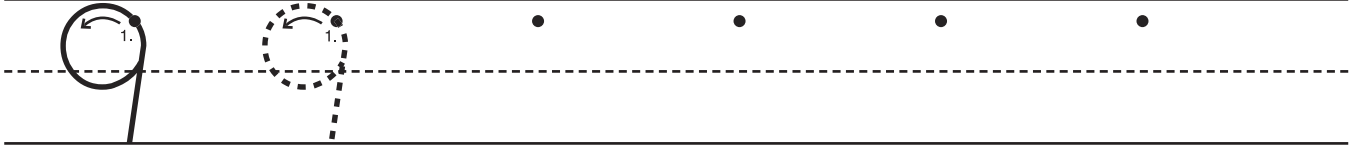
Blank ruled lines for independent practice. The first set consists of a solid top line, a dashed middle line, and a solid bottom line, with a black dot at the starting point for each 9. Below this is another identical set of blank ruled lines.

9: "Curve around, down—nine."

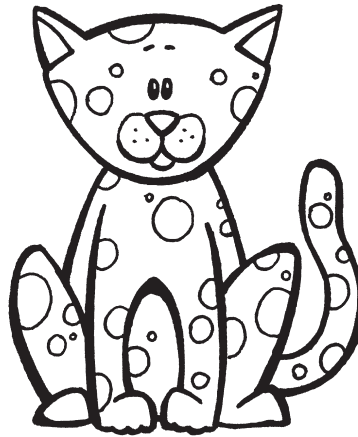


9 Nueve

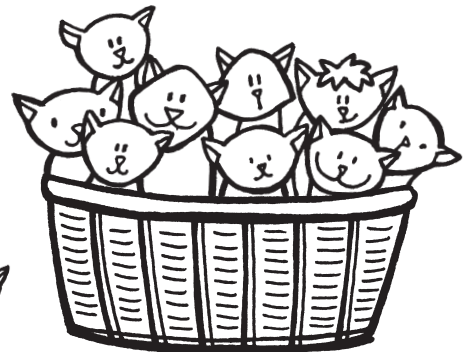
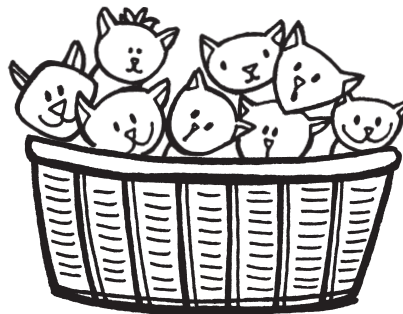
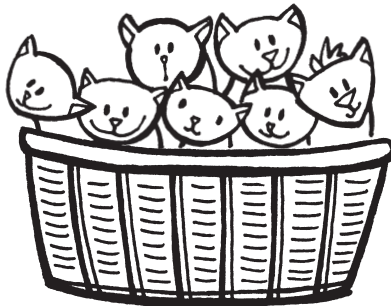
① Traza y escribe el número nueve.



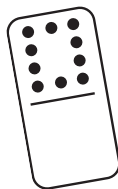
② Dibuja 9 juguetes para el gato. 



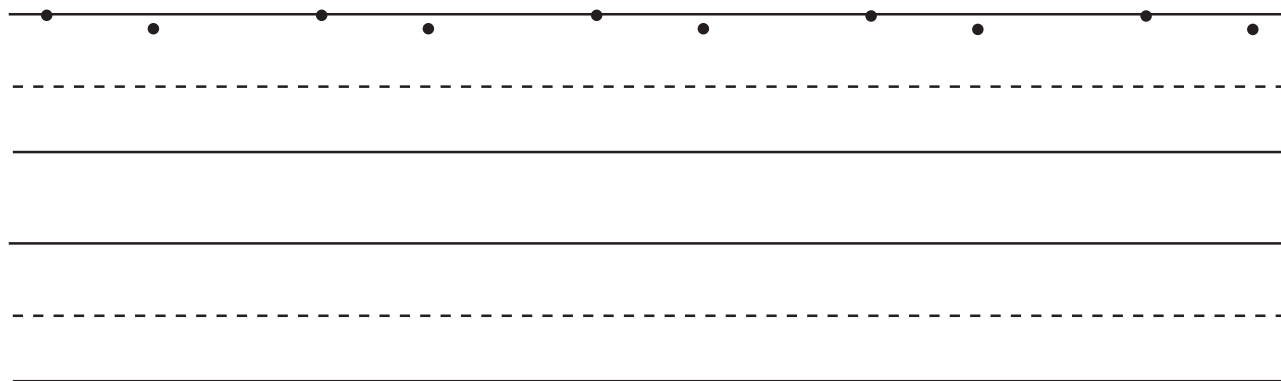
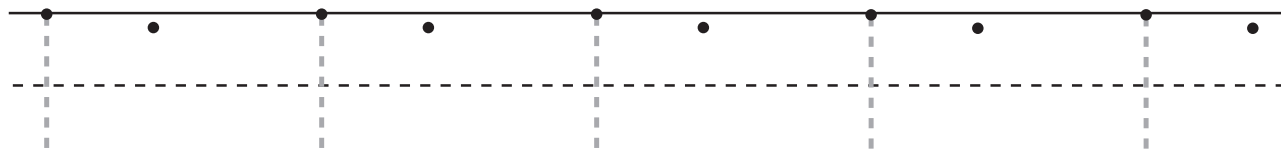
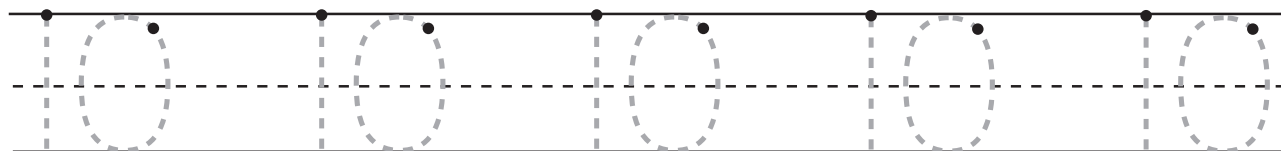
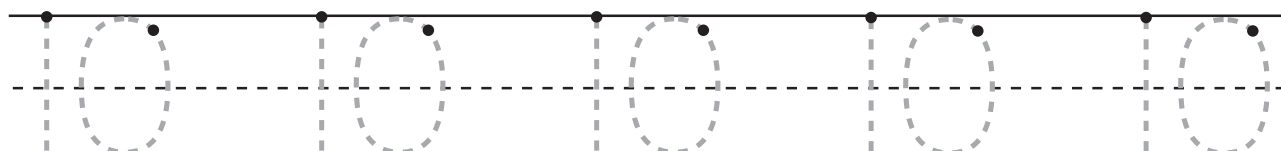
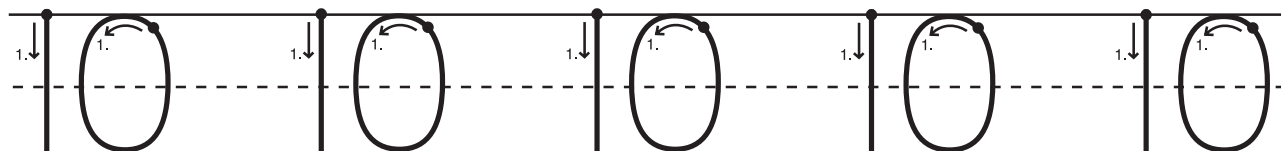
③ Circula la cesta que contiene 9 gatos .



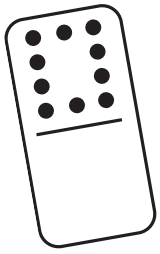
10 Diez



NAME _____

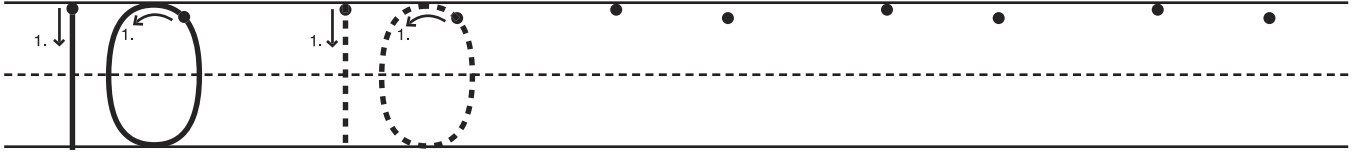


10: "Down, lift finger. Curve up, curve down, curve up—ten."

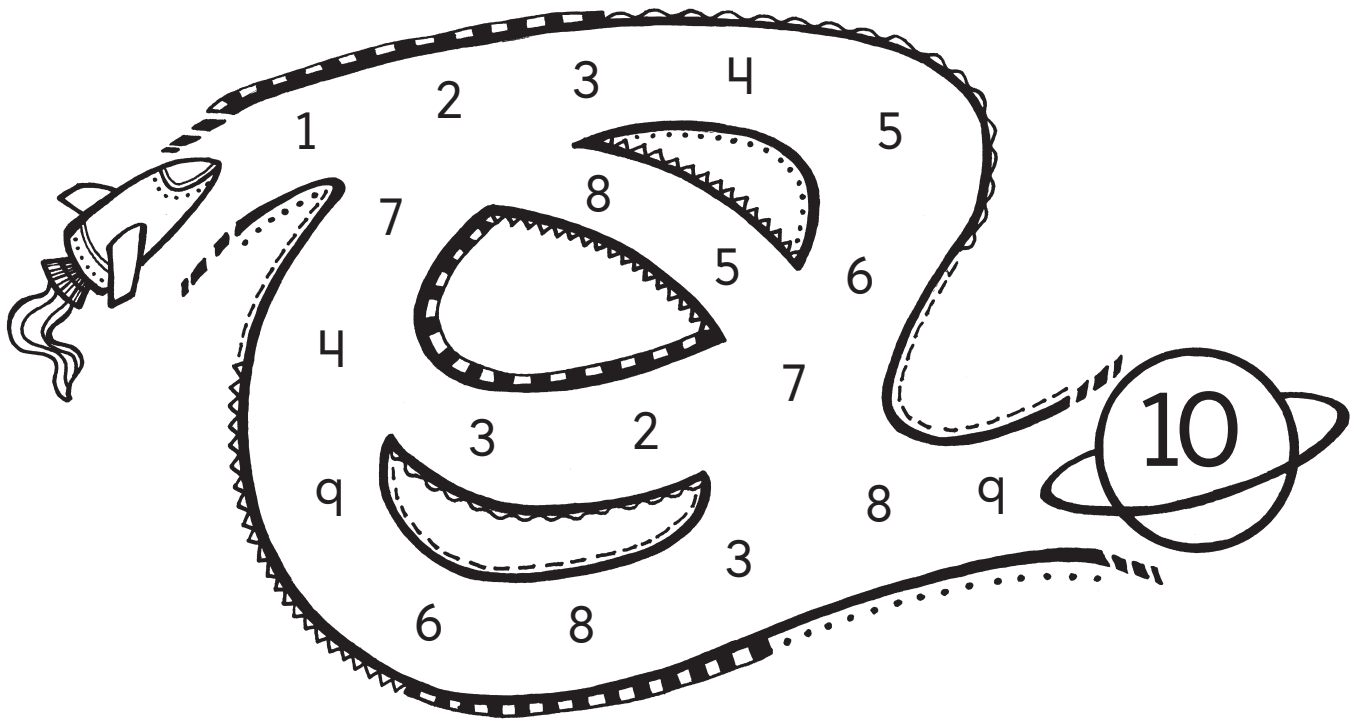


10 Diez

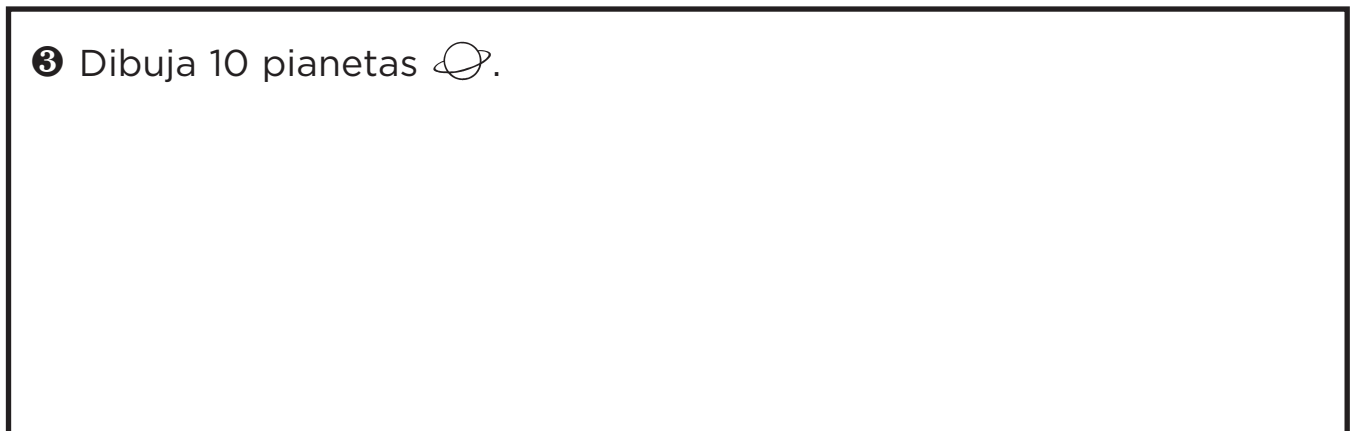
① Traza y escribe el número diez.



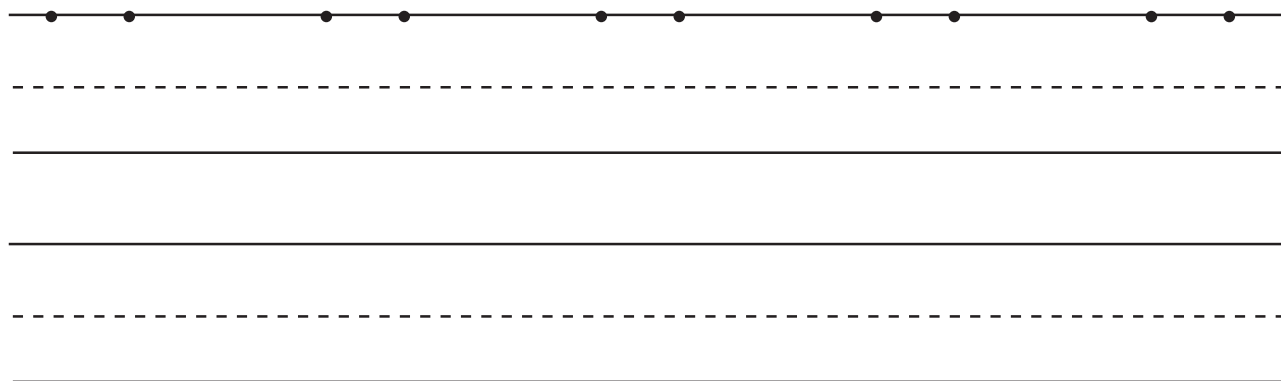
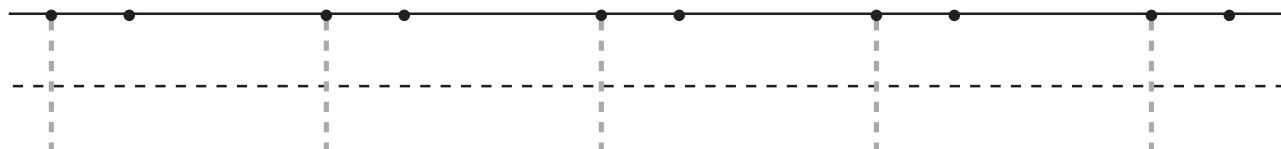
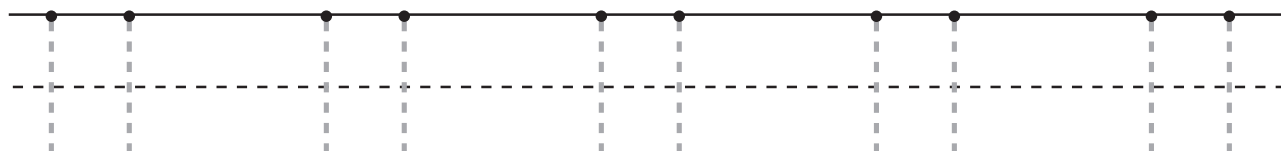
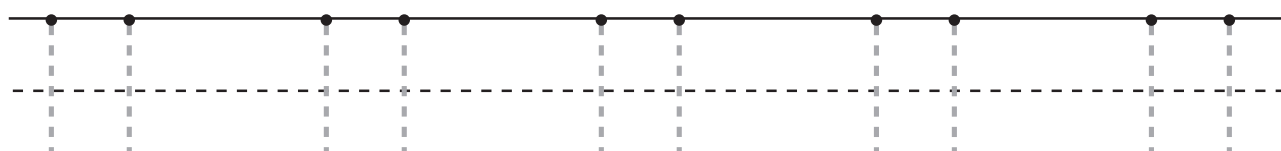
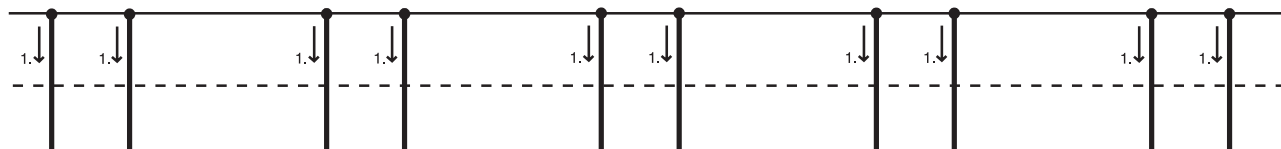
② Traza una línea para conectar los números del 1 al 10 .



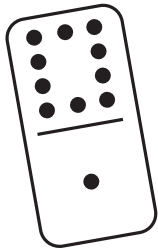
③ Dibuja 10 pianetas 🪐.



11 Once

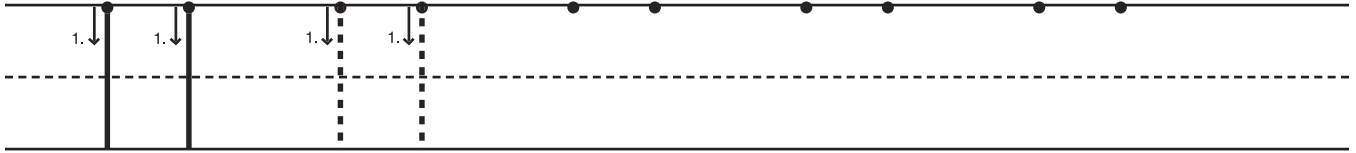


11: "Down, lift finger. Down—eleven."



11 Once

① Traza y escribe el número once.

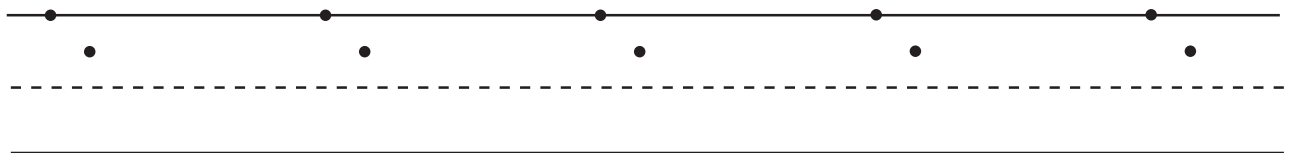
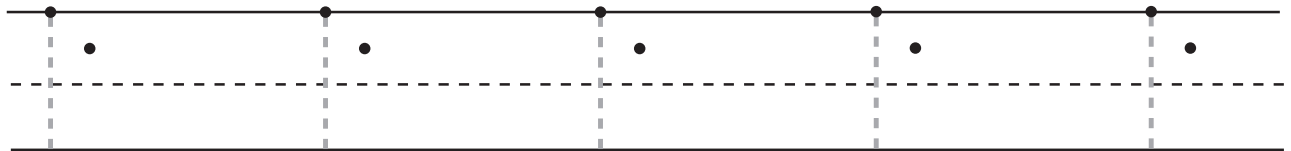
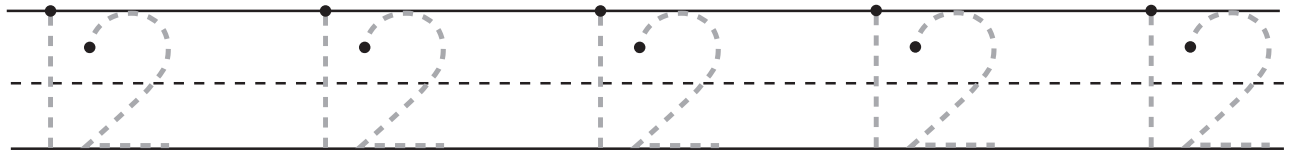
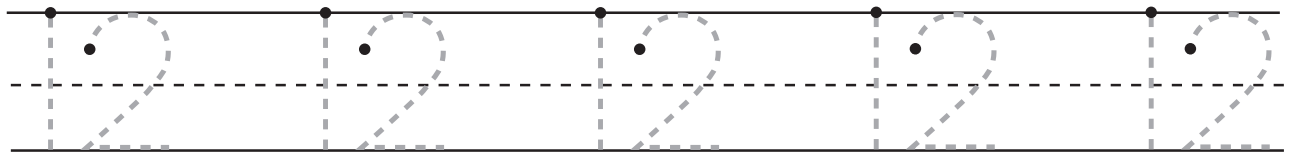
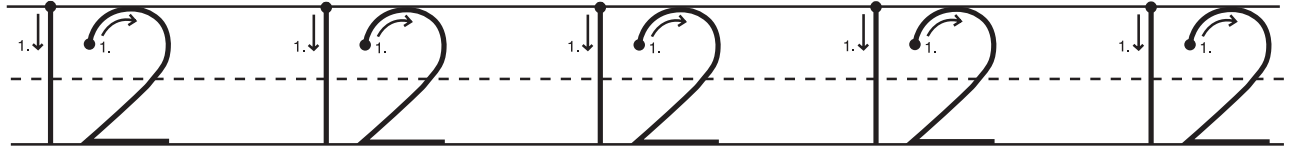


② Colorea 11 moneas (\$) de color amarillo.

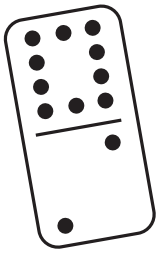
③ Circula 11 aves.



12 Doce

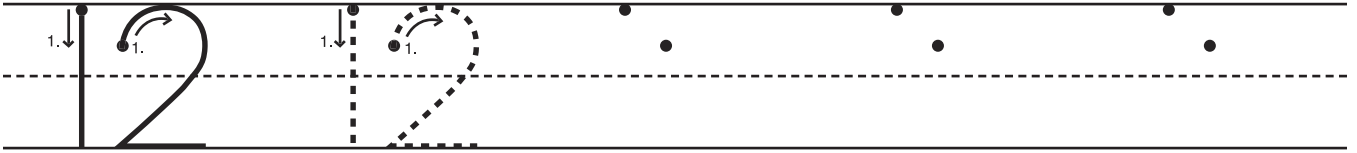


12: "Down, lift finger. Curve around, slant down, over—twelve."

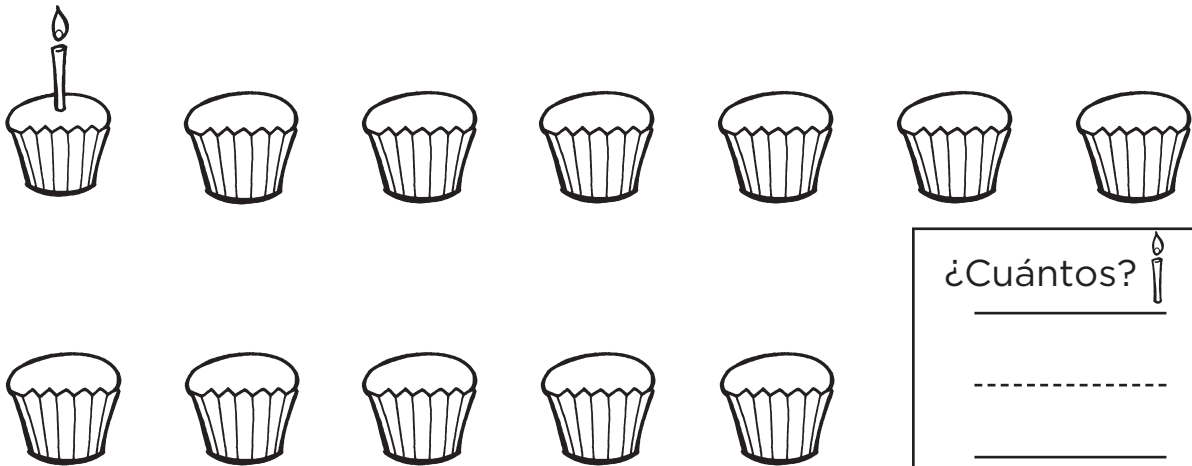


12 Doce

① Traza y escribe el número doce.



② Dibuja una vela  en cada cupcake .

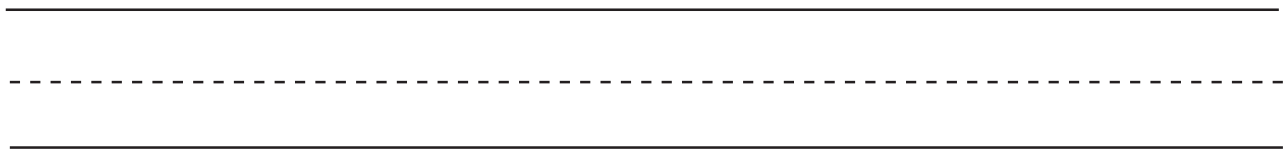
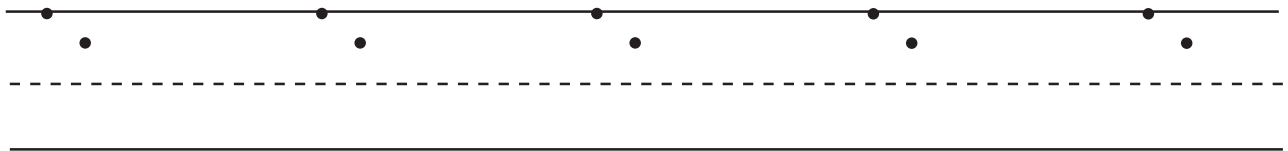
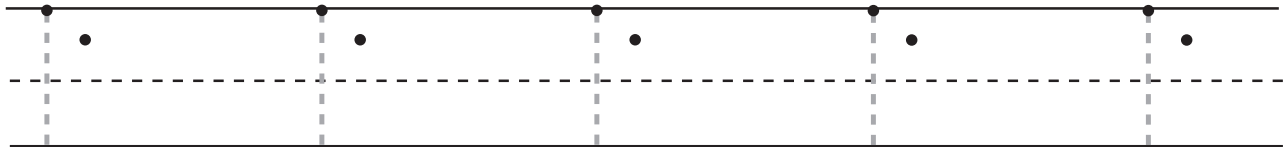
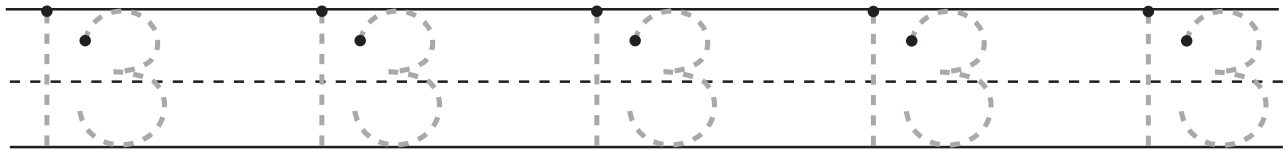
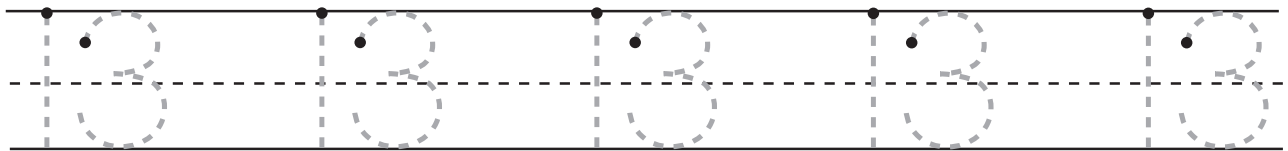
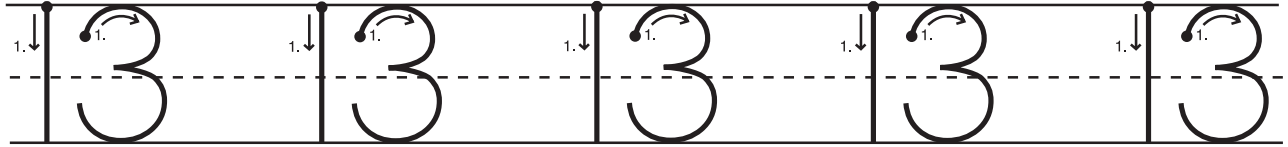


¿Cuántos? 

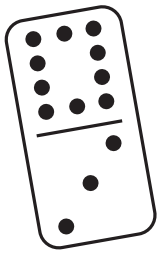
③ Conecta los puntos contando de 1 a 12 .



13 Trece

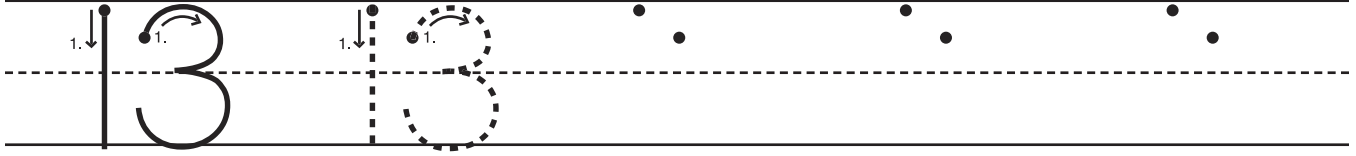


13: "Down, lift finger. Curve around, curve around—thirteen."

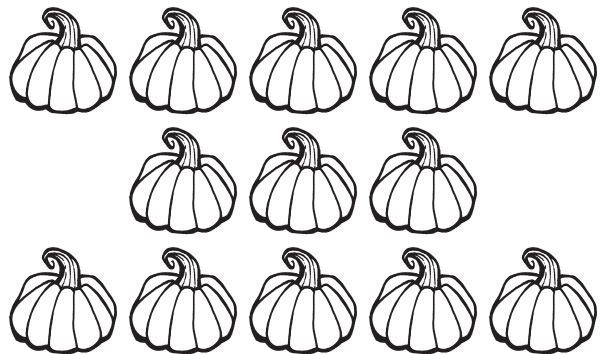
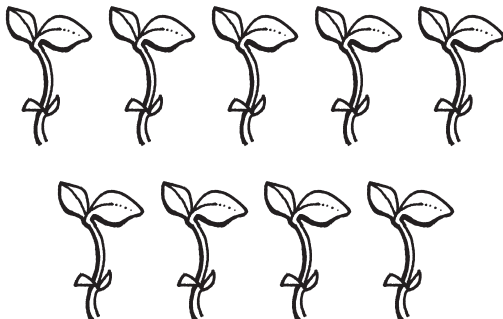
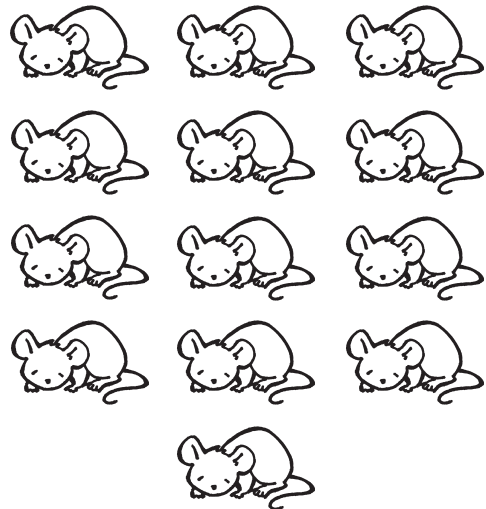
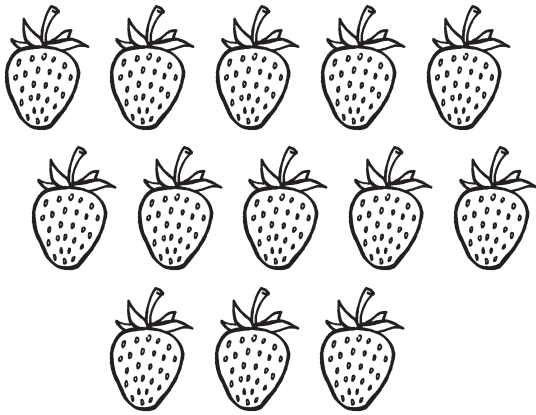


13 Trece

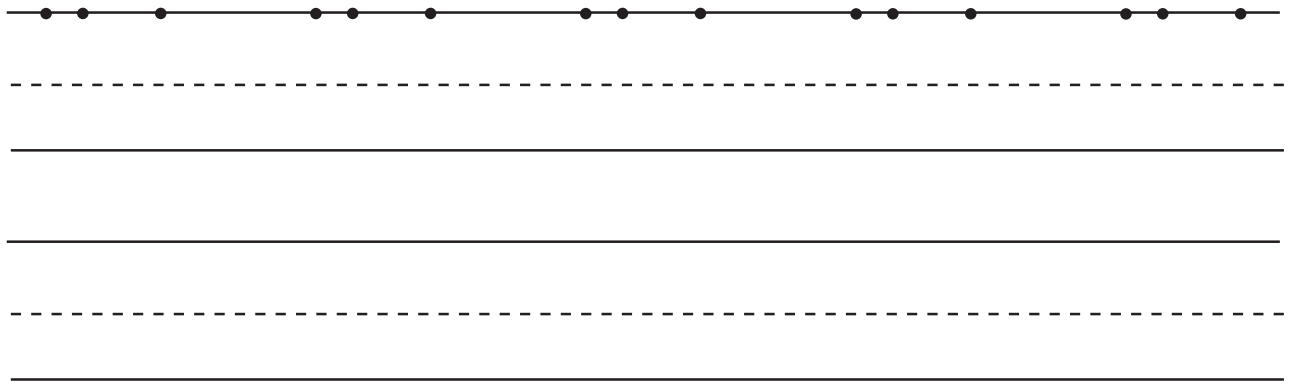
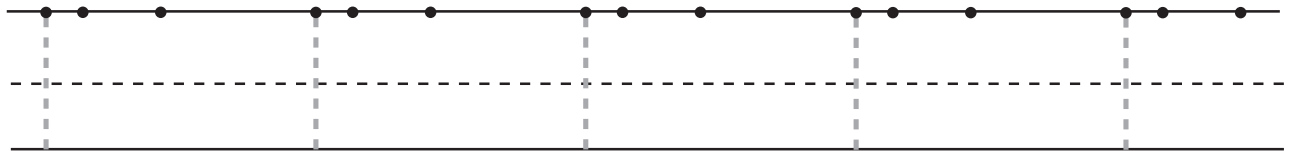
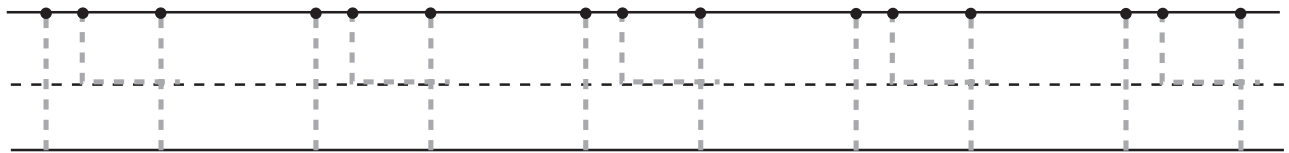
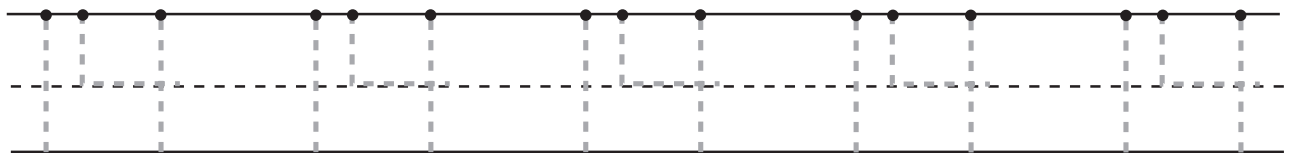
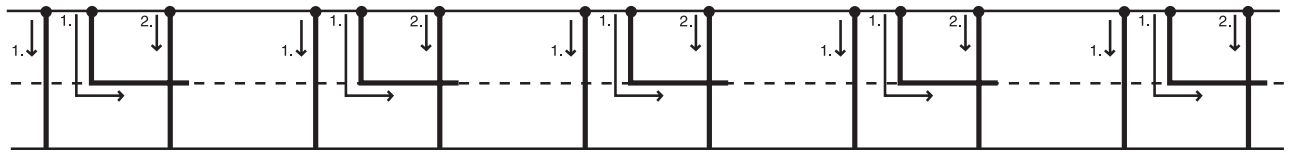
① Traza y escribe el número trece.



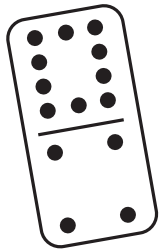
② Circula los grupos de 13.



14 Catorce

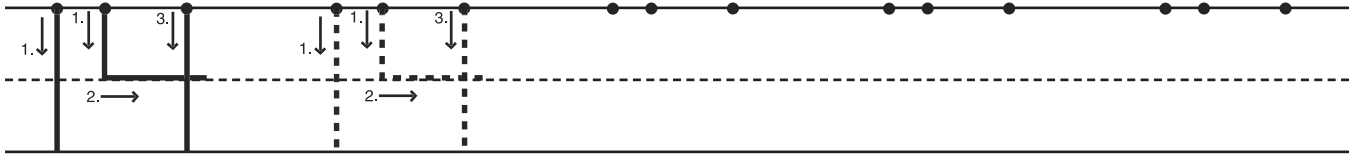


14: "Down, lift finger. Down, over, lift finger, down—fourteen."

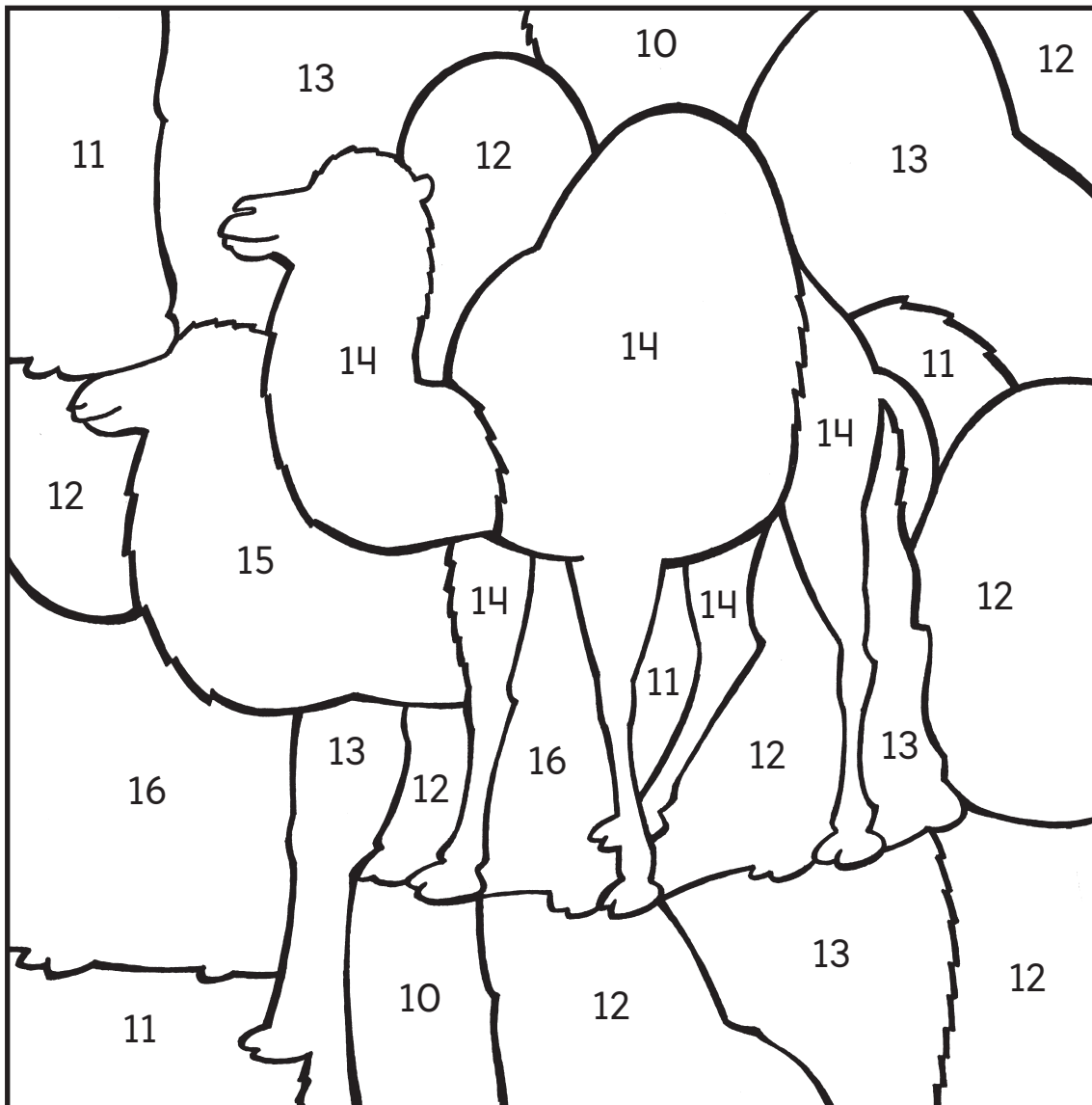


14 Catorce

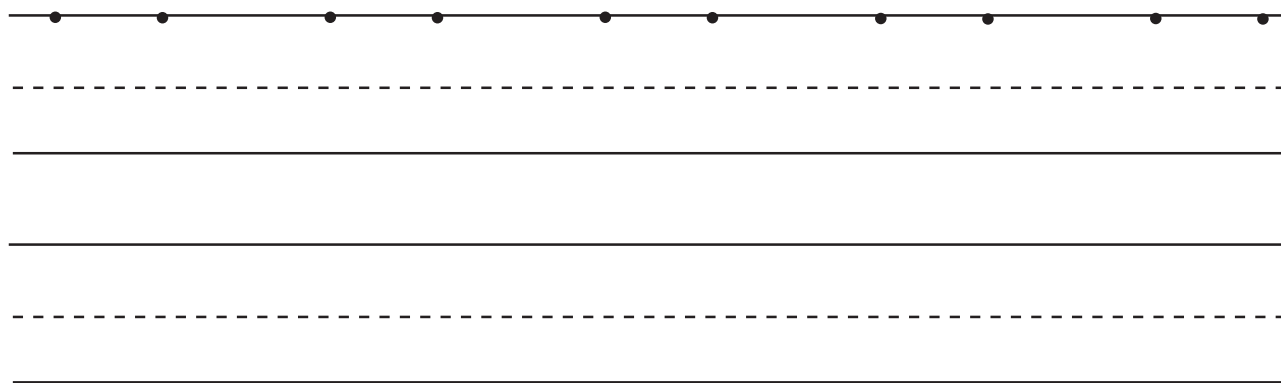
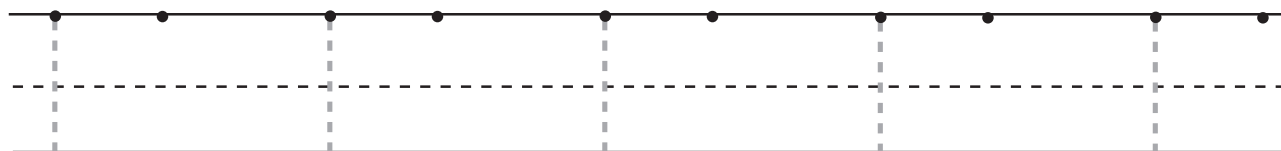
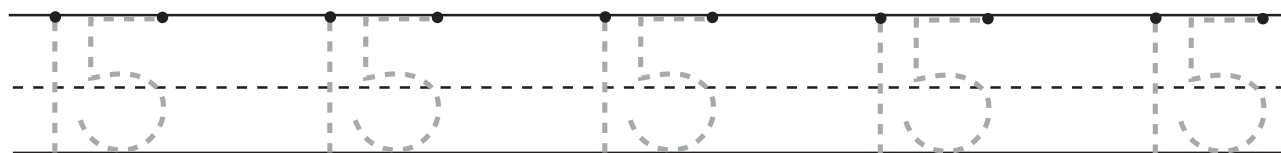
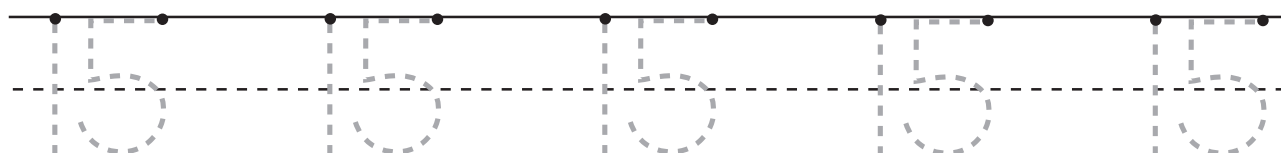
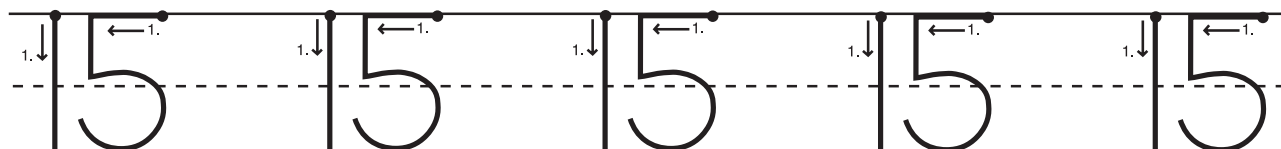
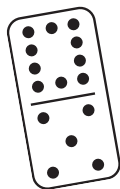
① Traza y escribe el número catorce.



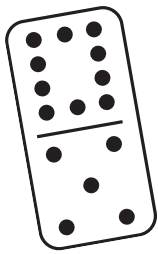
② Colorea los 14 de marrón.



15 Quince

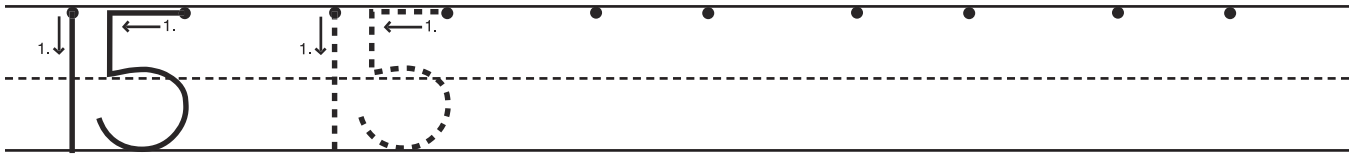


15: "Down, lift finger. Over, down, curve around—fifteen."



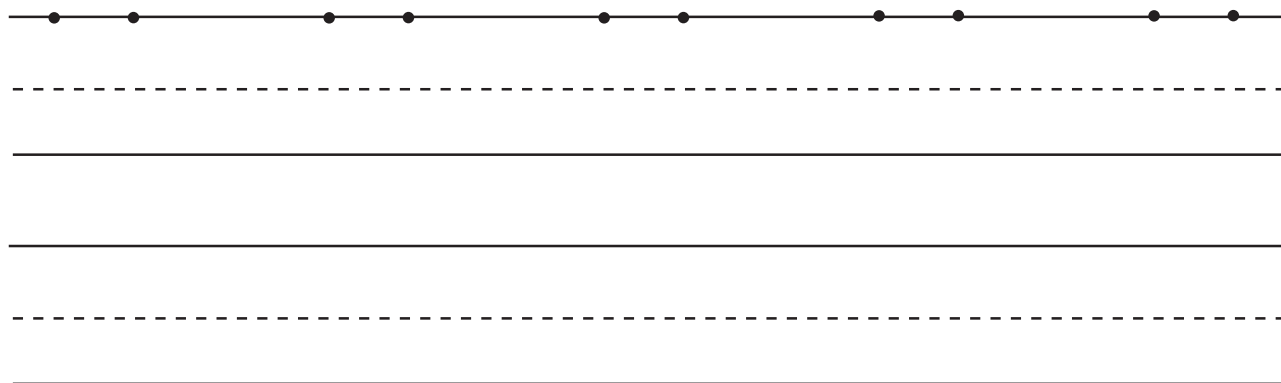
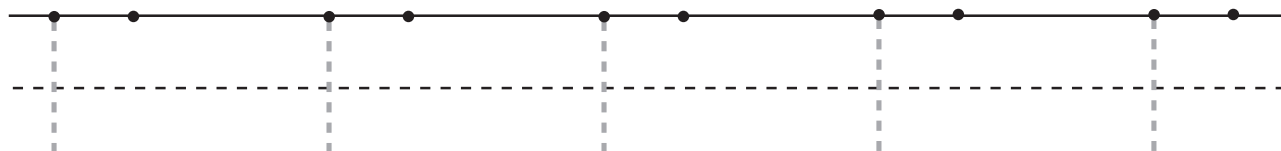
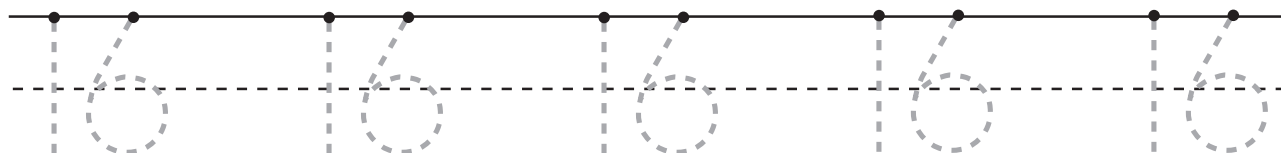
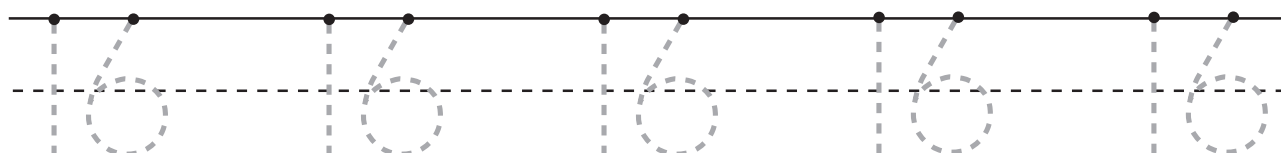
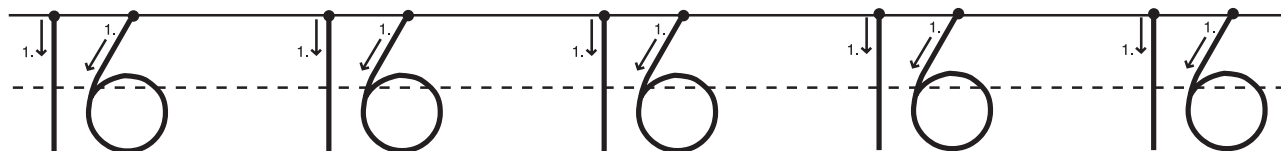
15 Quince

① Traza y escribe el número quince.

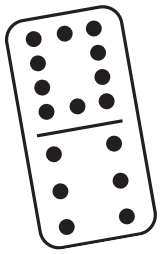


② Circula los grupos de 15.

16 Dieciséis

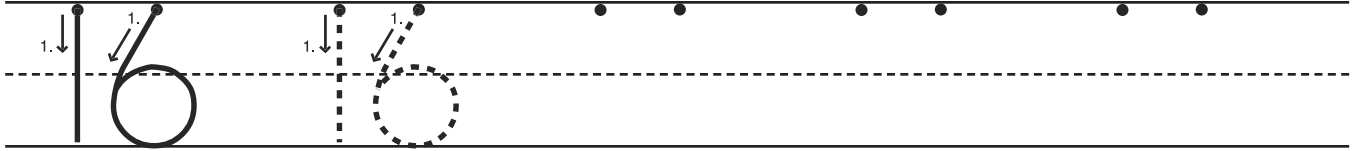


16: "Down, lift finger. Slant down, curve around—sixteen."

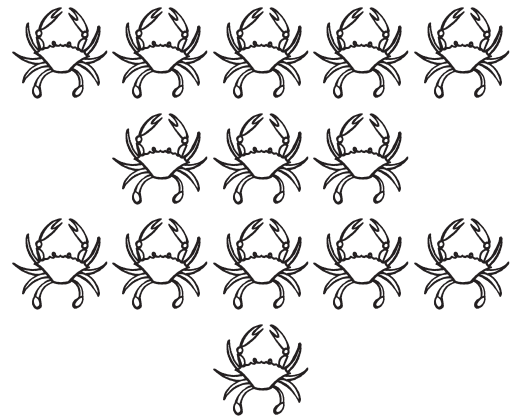
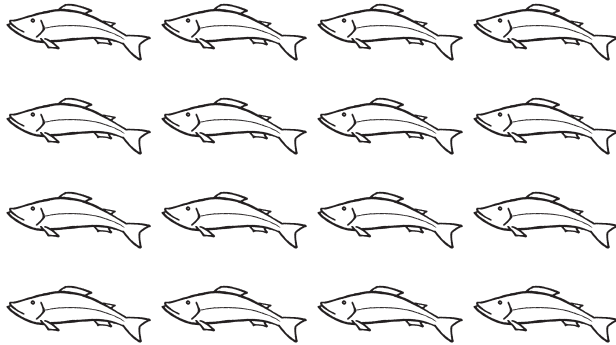


16 Dieciséis

① Traza y escribe el número dieciséis.

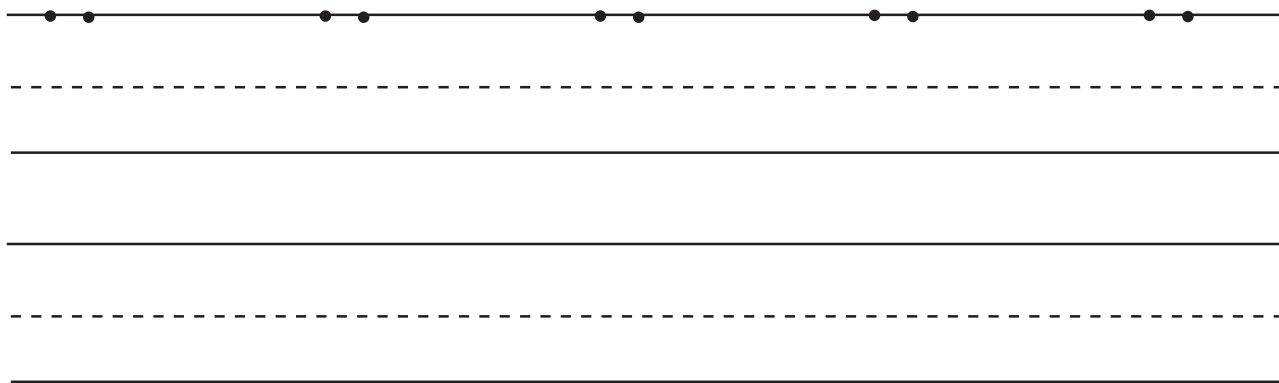
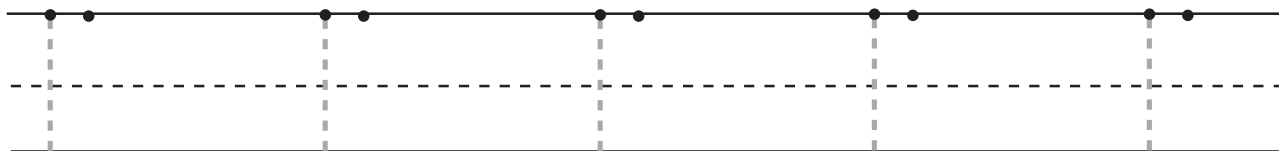
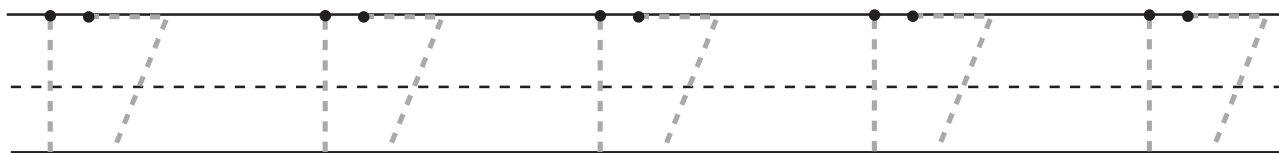
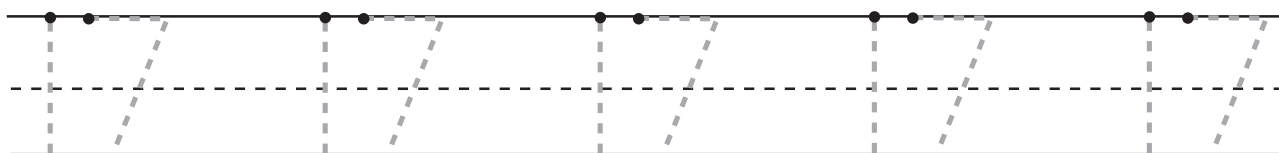
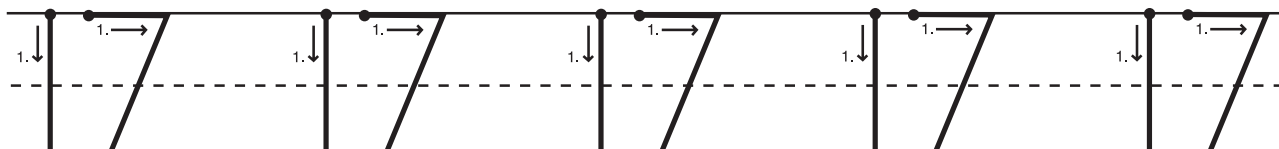
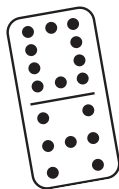


② Circula los grupos de 16.



③ Dibuja 16 fresas .

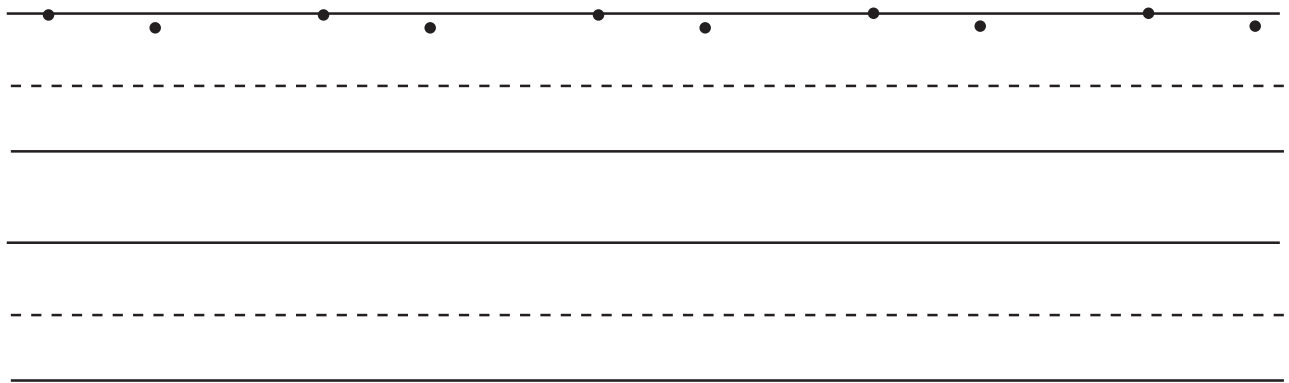
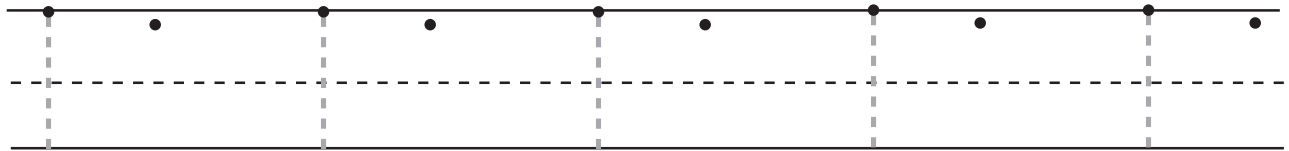
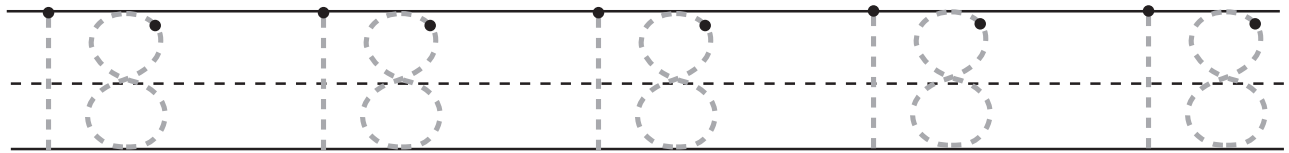
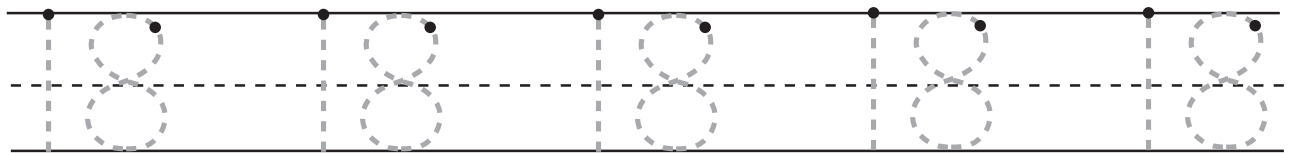
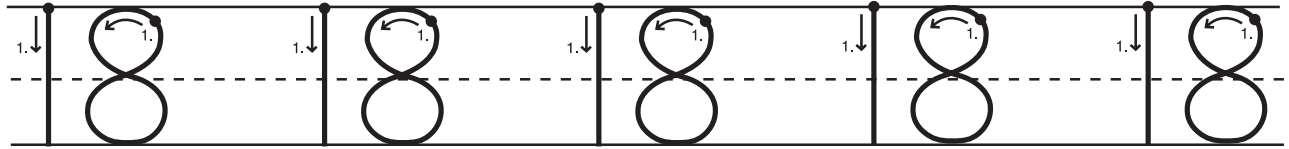
17 Diecisiete



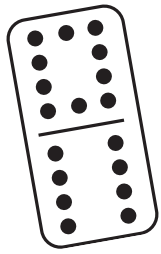
17: "Down, lift finger. Over, slant down—seventeen."

[illegible]

18 Dieciocho

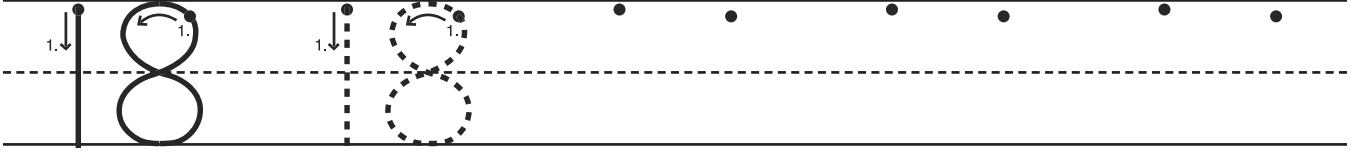


18: "Down, lift finger. Curve up, curve around, slant down, curve around, slant up—eighteen."

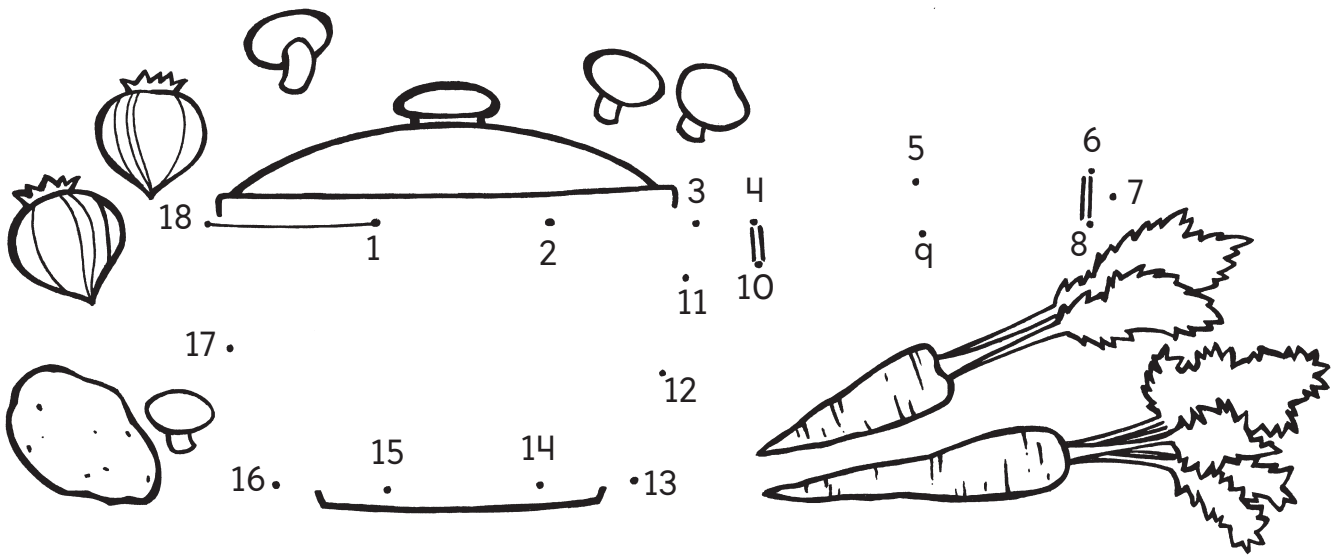


18 Dieciocho

① Traza y escribe el número dieciocho.



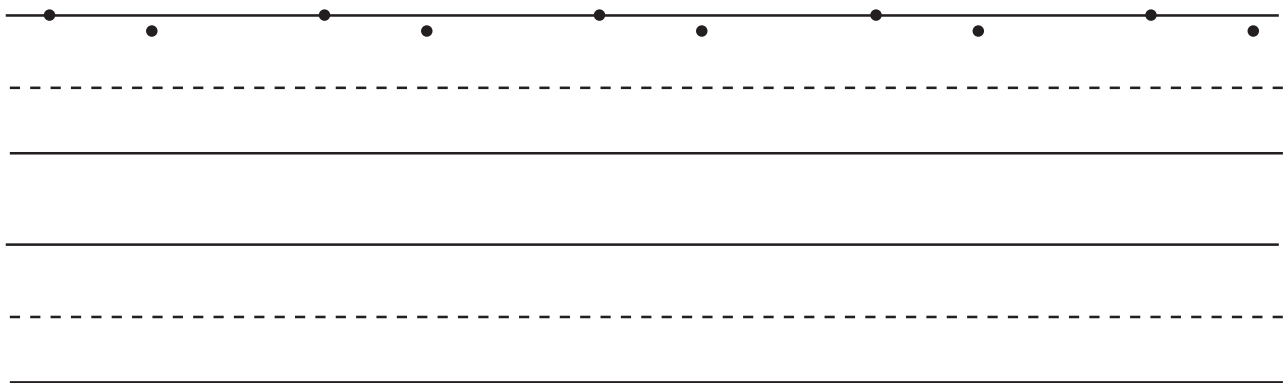
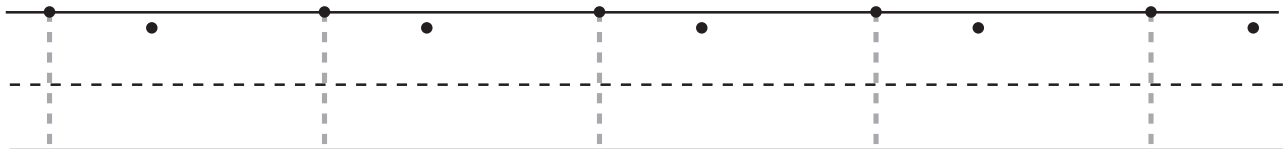
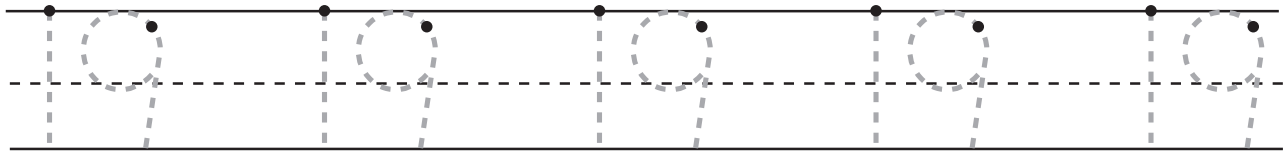
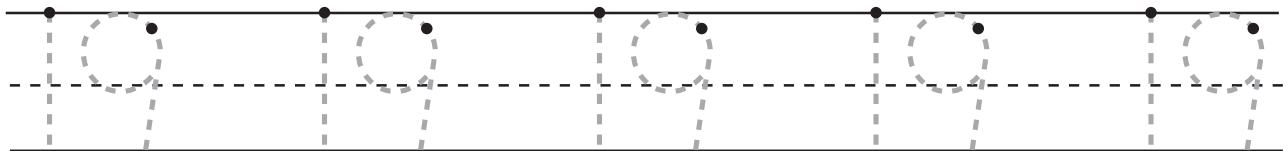
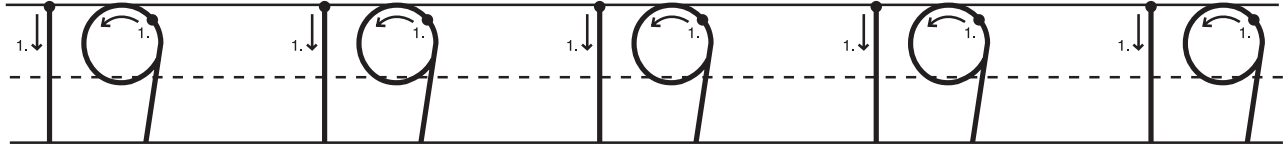
② Conecta los puntos contando de 1 a 18.



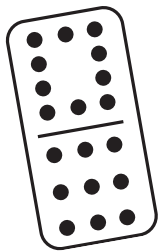
③ Dibuja 18 zanahorias



19 Diecinueve

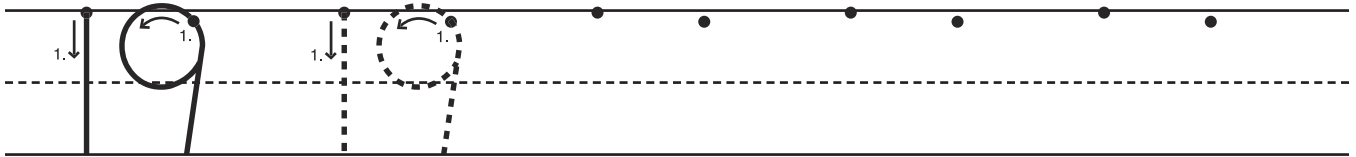


19: "Down, lift finger. Curve around, down—nineteen."

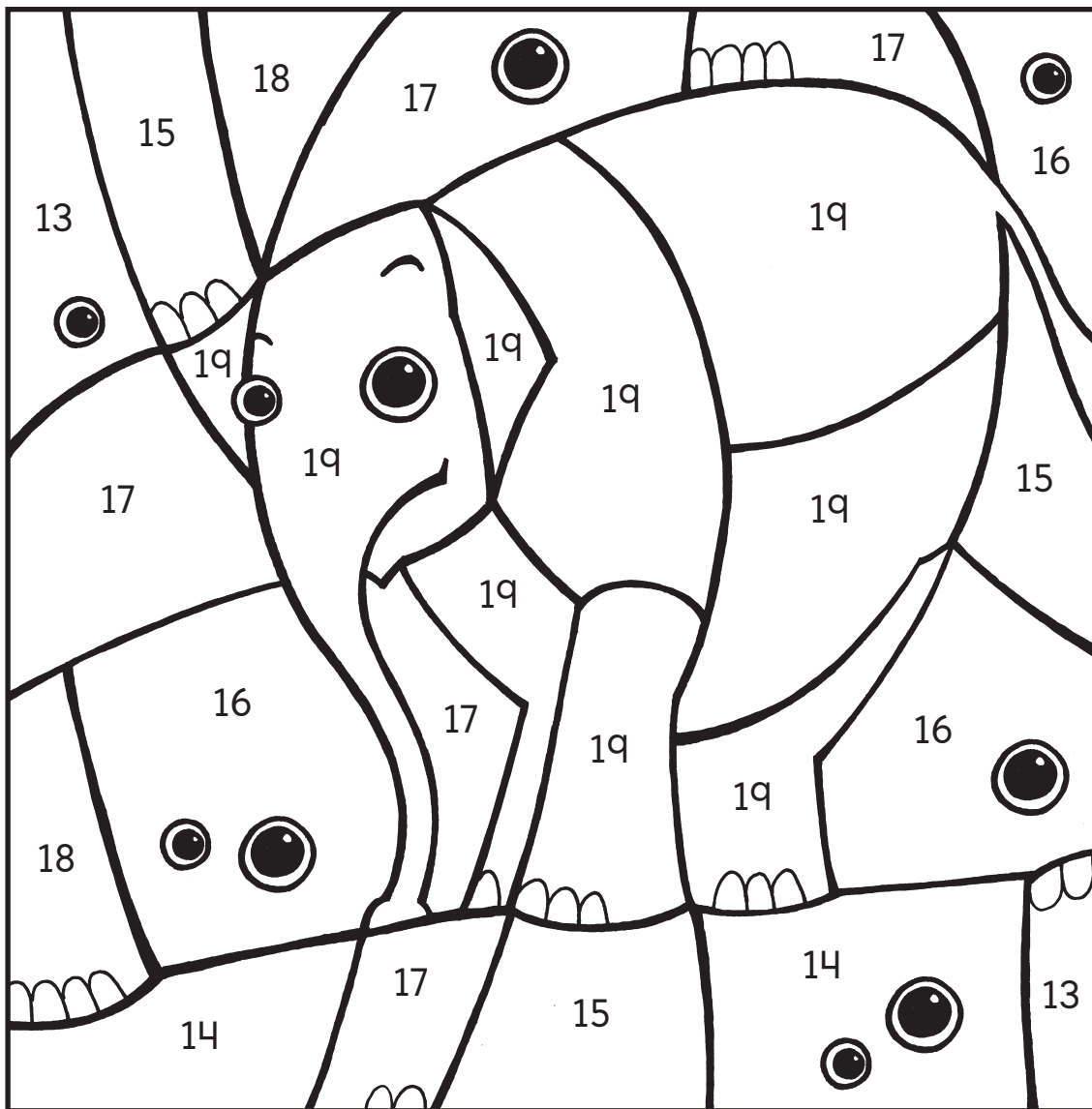


19 Diecinueve

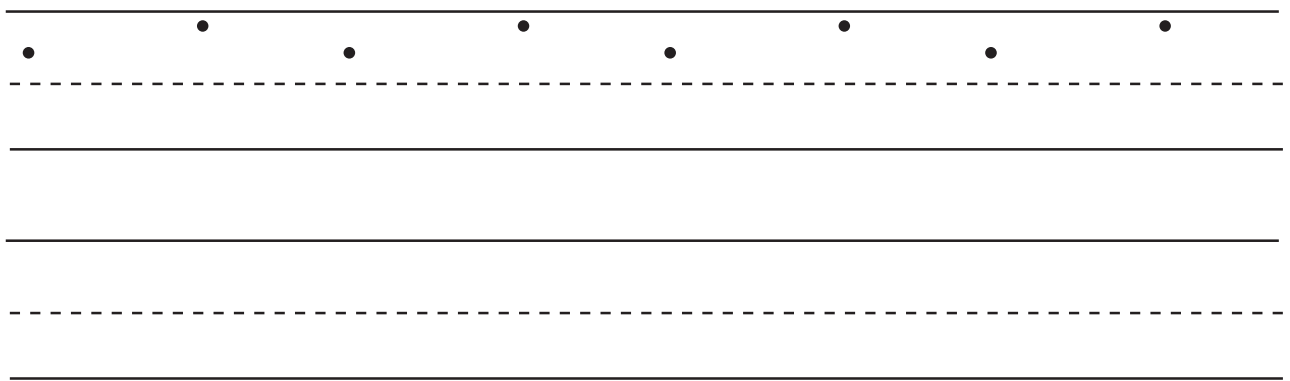
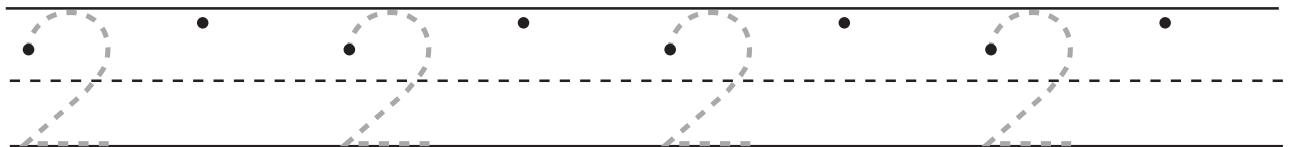
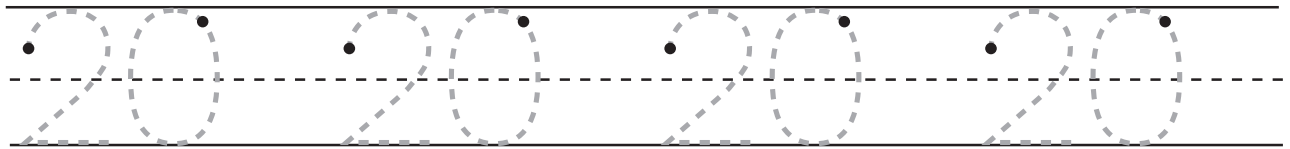
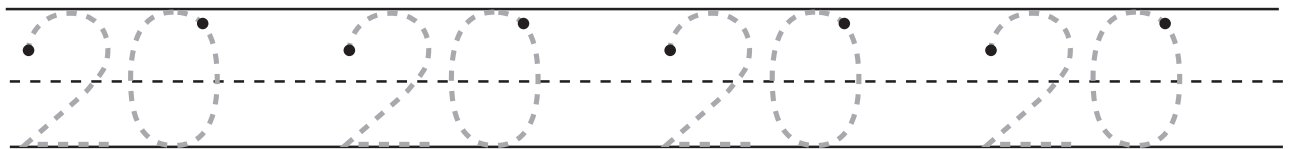
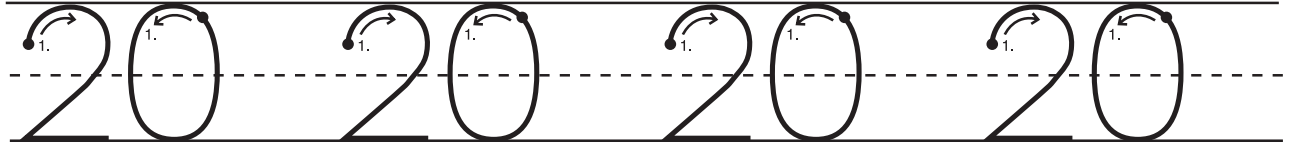
① Traza y escribe el número diecinueve.



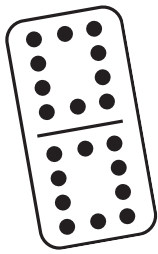
② Colorea los 19 de azul.



20 Veinte

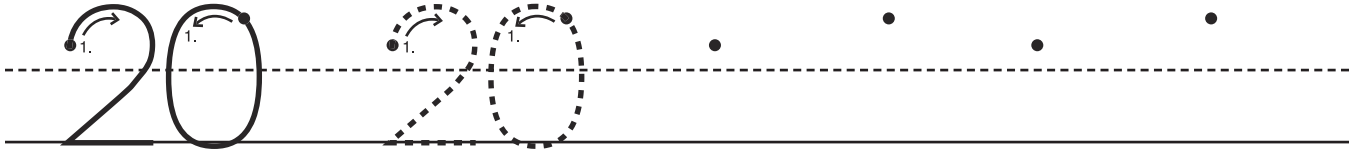


20: “Curve around, slant down, over, lift finger. Curve up, curve down, curve up—twenty.”



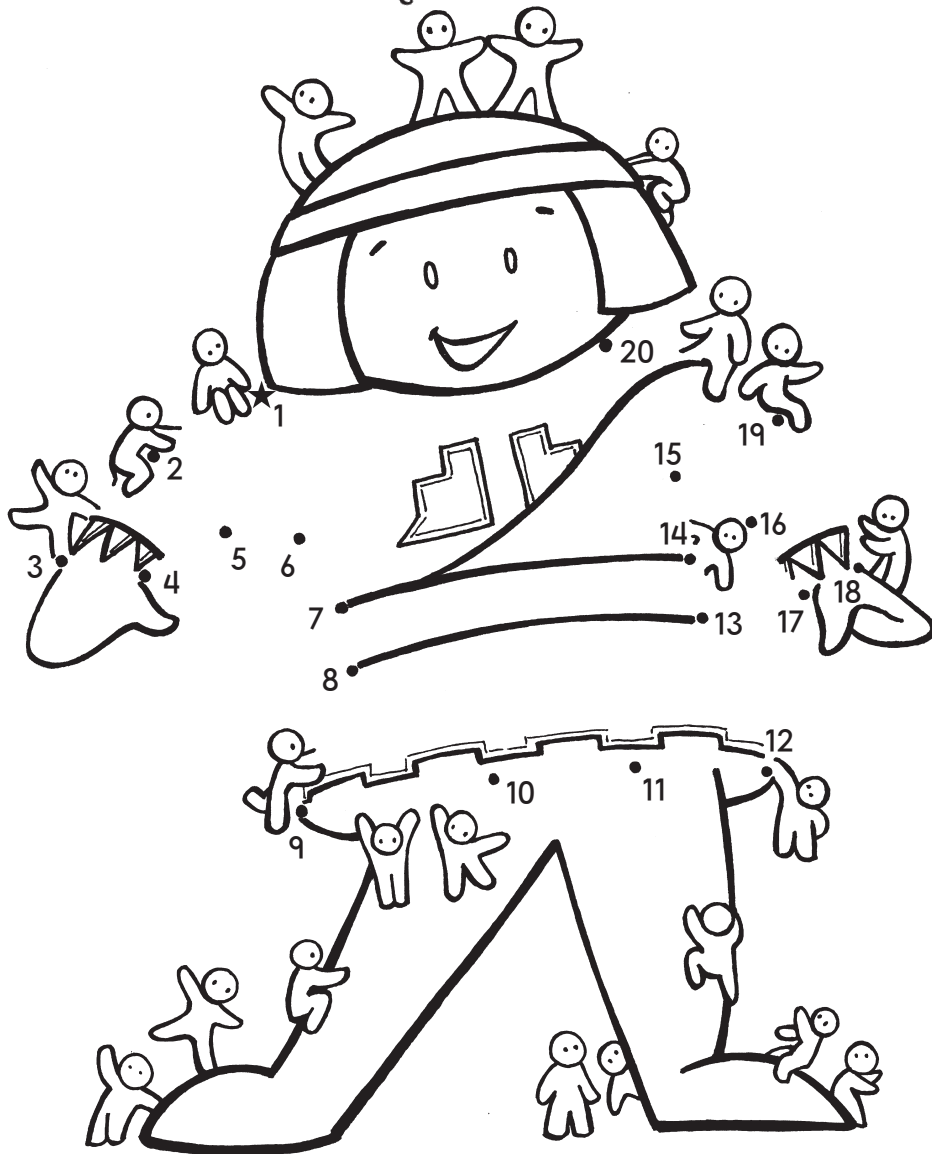
20 Veinte

❶ Traza y escribe el número veinte.



❷ Conecta los puntos contando de 1 a 20.

❸ Circula 20 niños de arcilla. 



Las tarjetas de los números

1	2	3
4	5	6
7	8	9

Las tarjetas de los números

10	11	12
0	Las tarjetas de los números	

Las tarjetas de los números

13

14

15

16

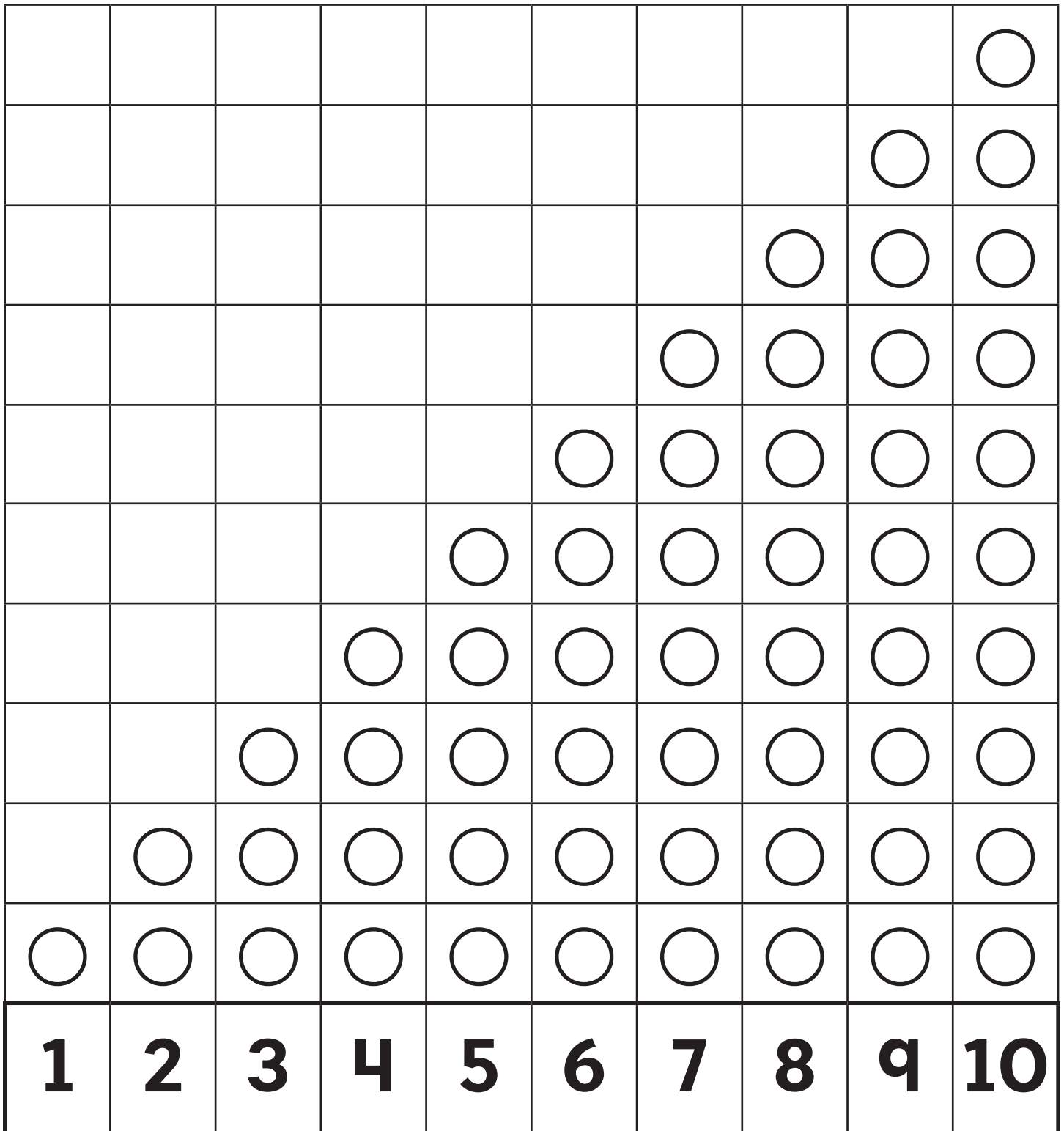
17

18

19

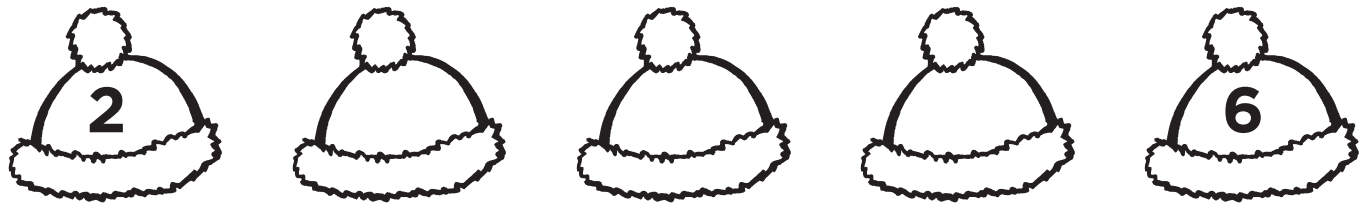
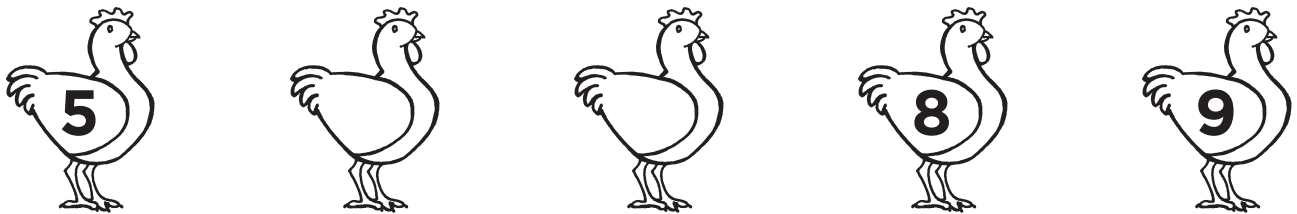
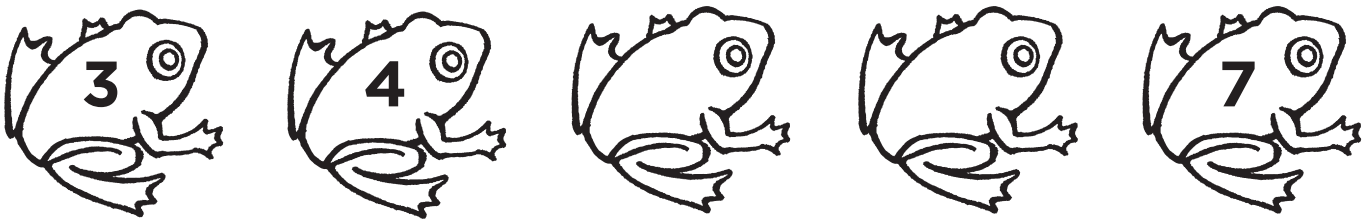
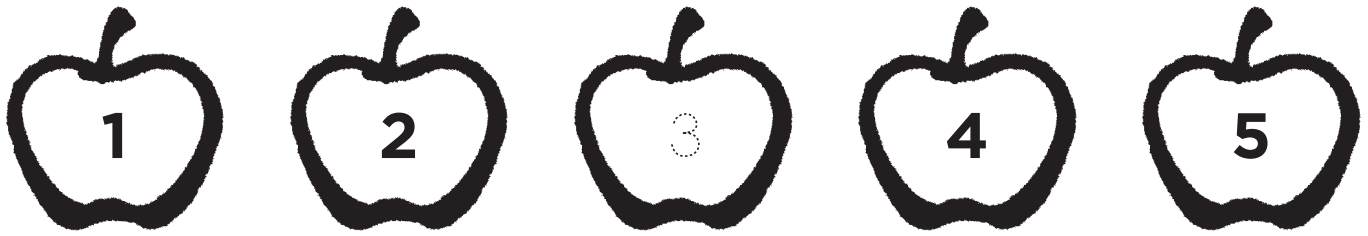
20

El gráfico de los números



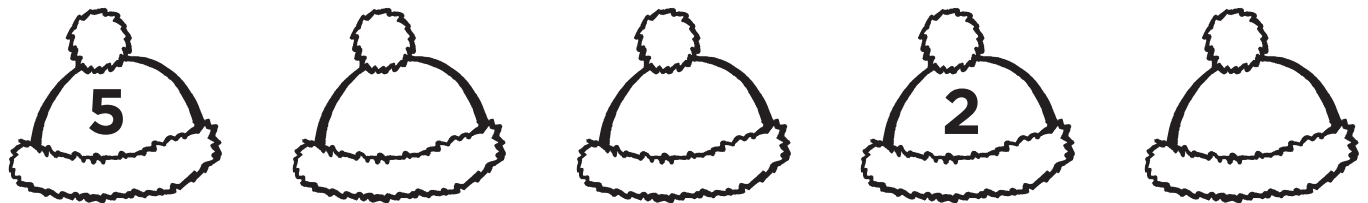
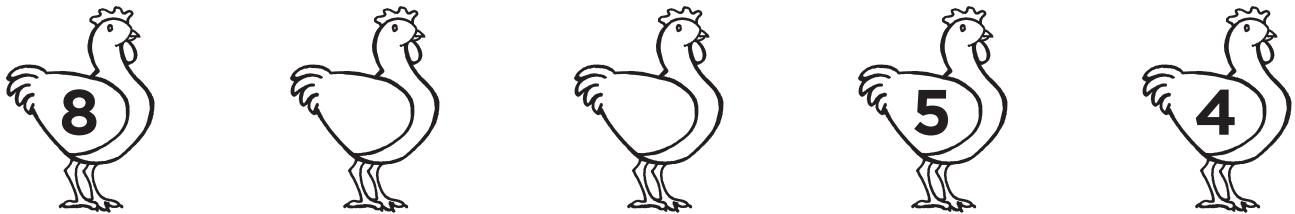
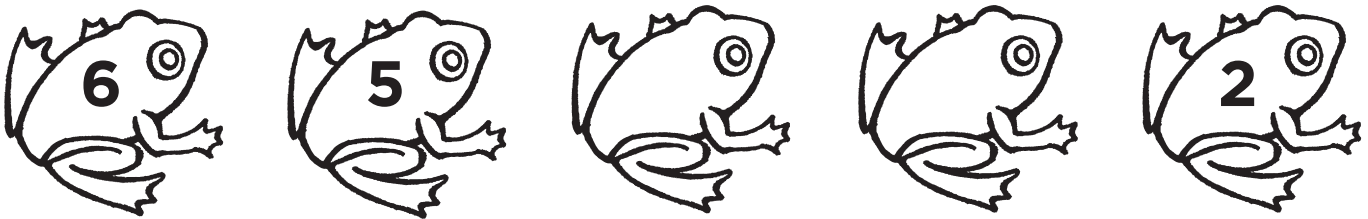
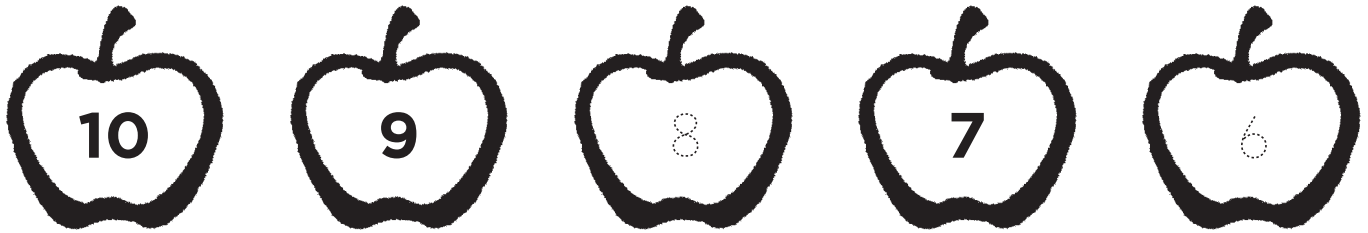
El Orden de los Números

Los números están en orden. Rellena los números que faltan.



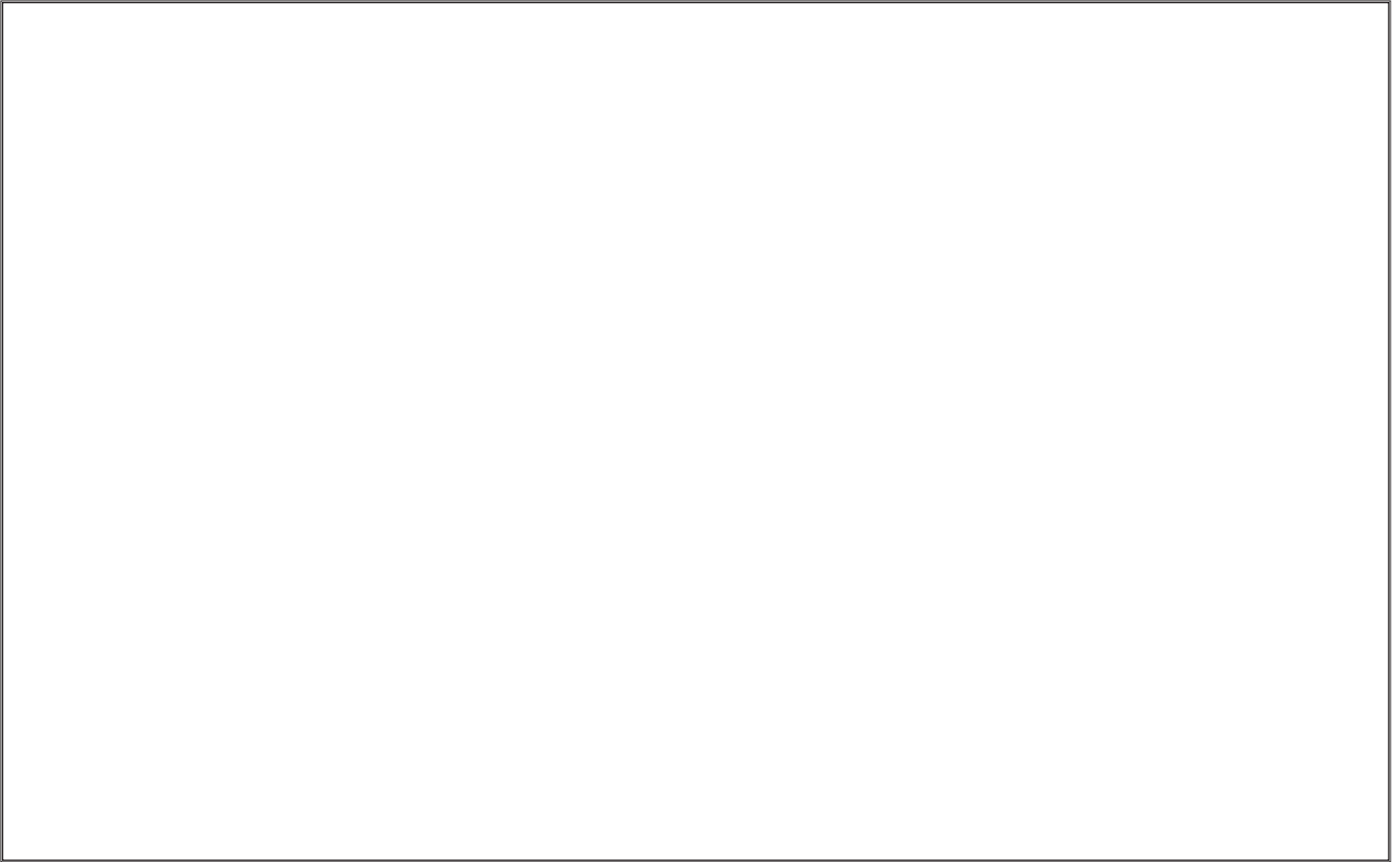
El Orden de los Números

Los números están en orden. Rellena con los números que faltan.



Certificado de Patente

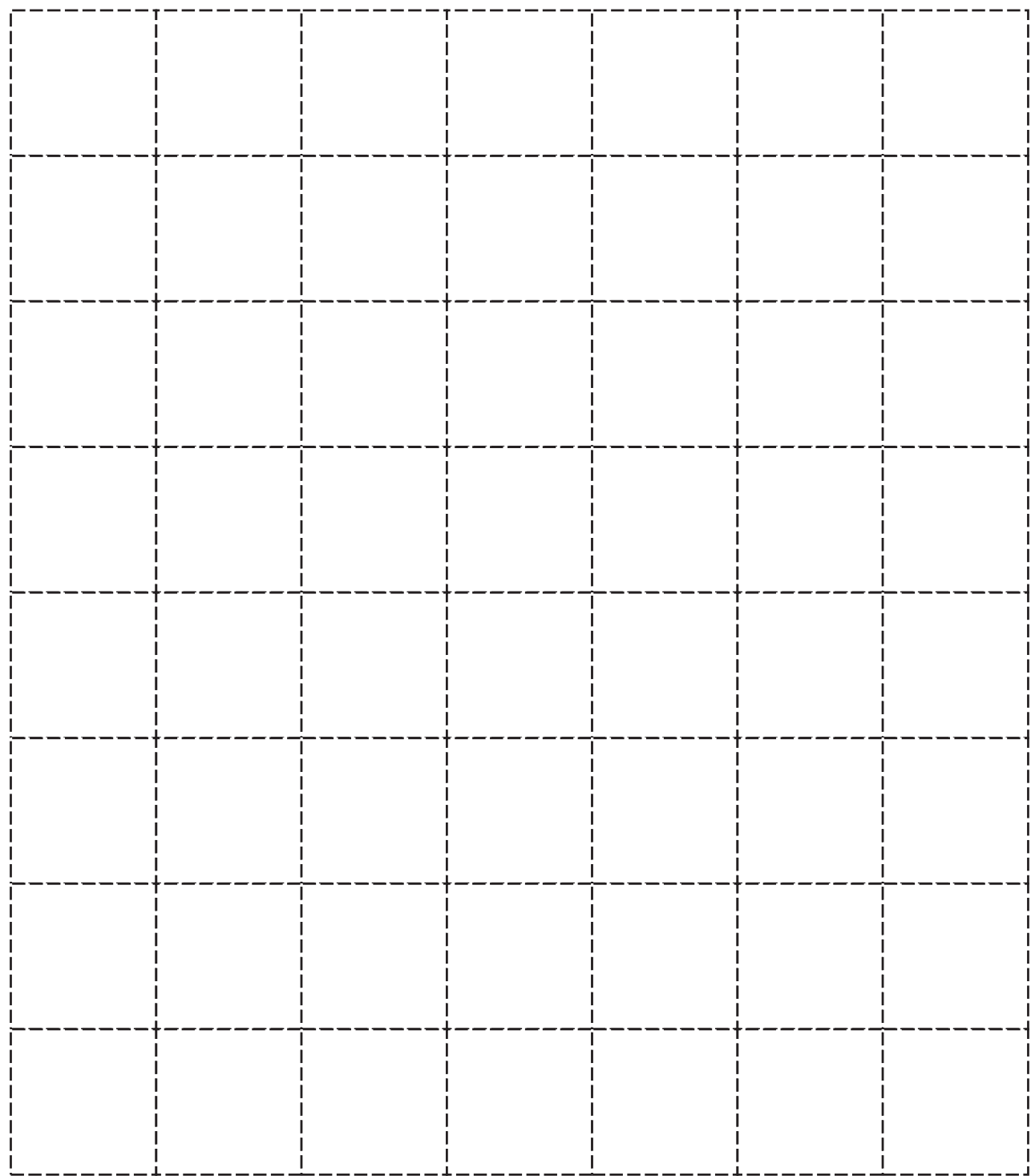
❶ Dibuja tu invención abajo.



❷ Escribe una explicación de tu nuevo invento.

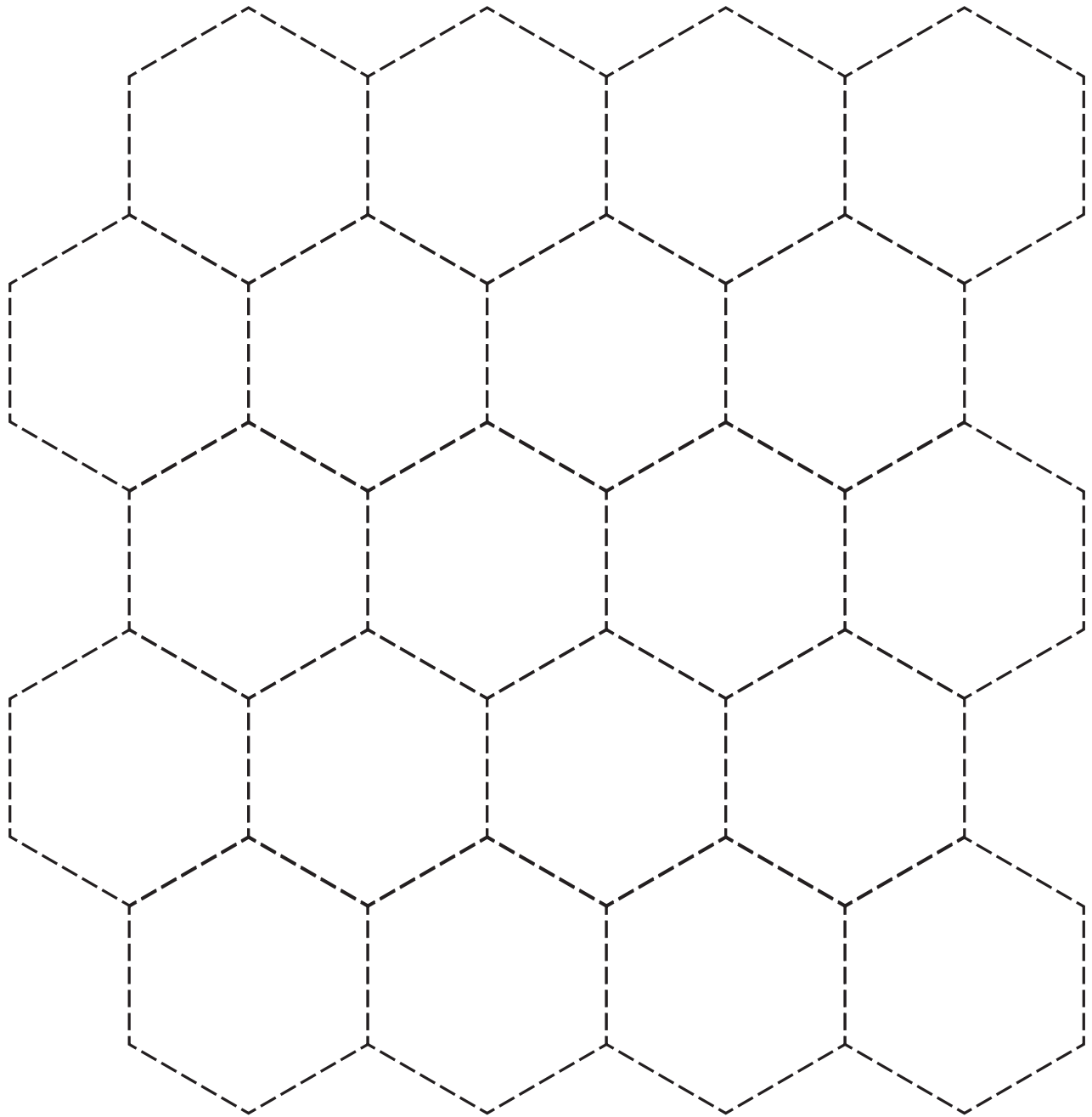
Patrón de Bloques

Imprime esta página en un papel color naranja.



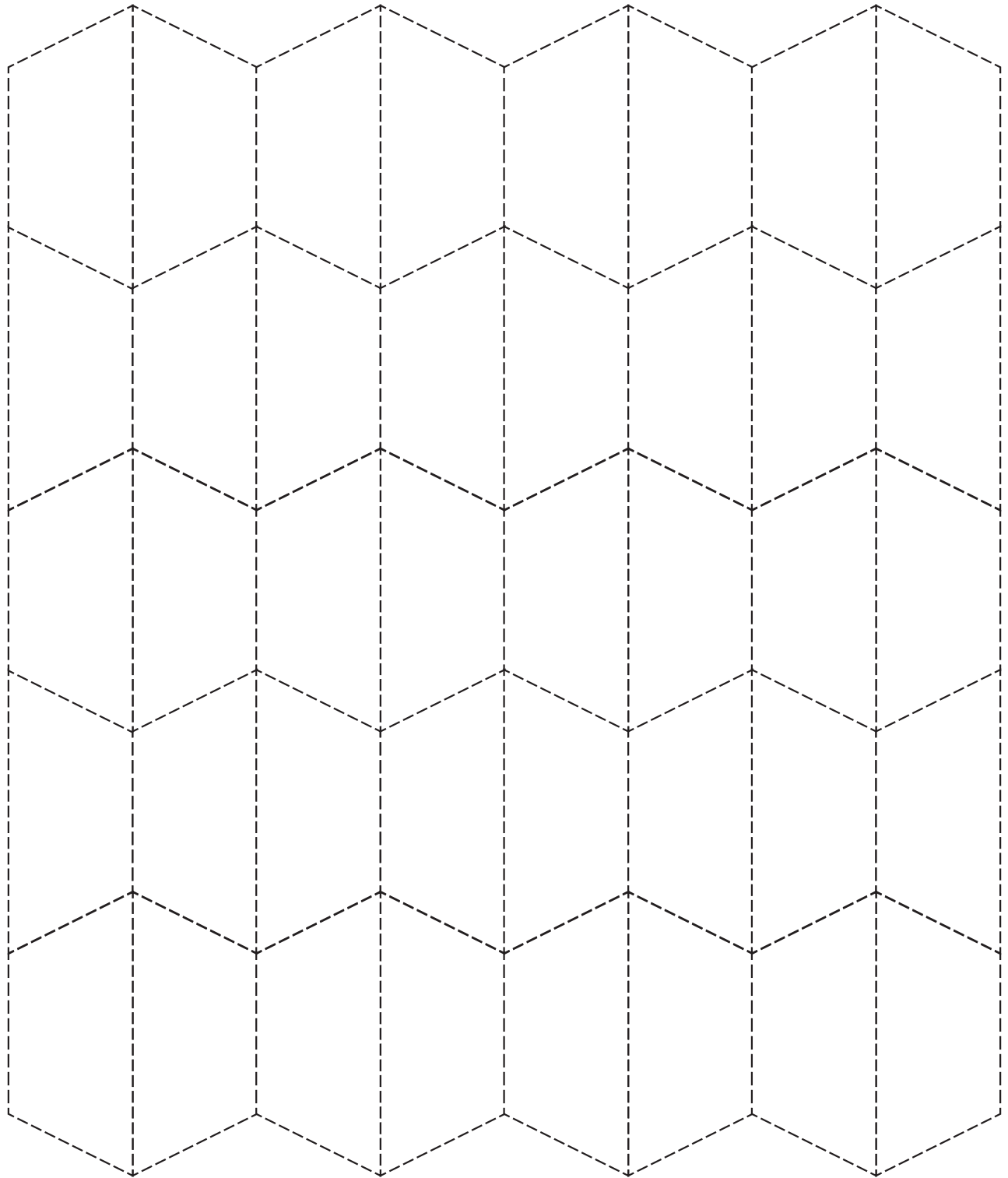
Patrón de Bloques

Imprime esta página en un papel color amarillo.



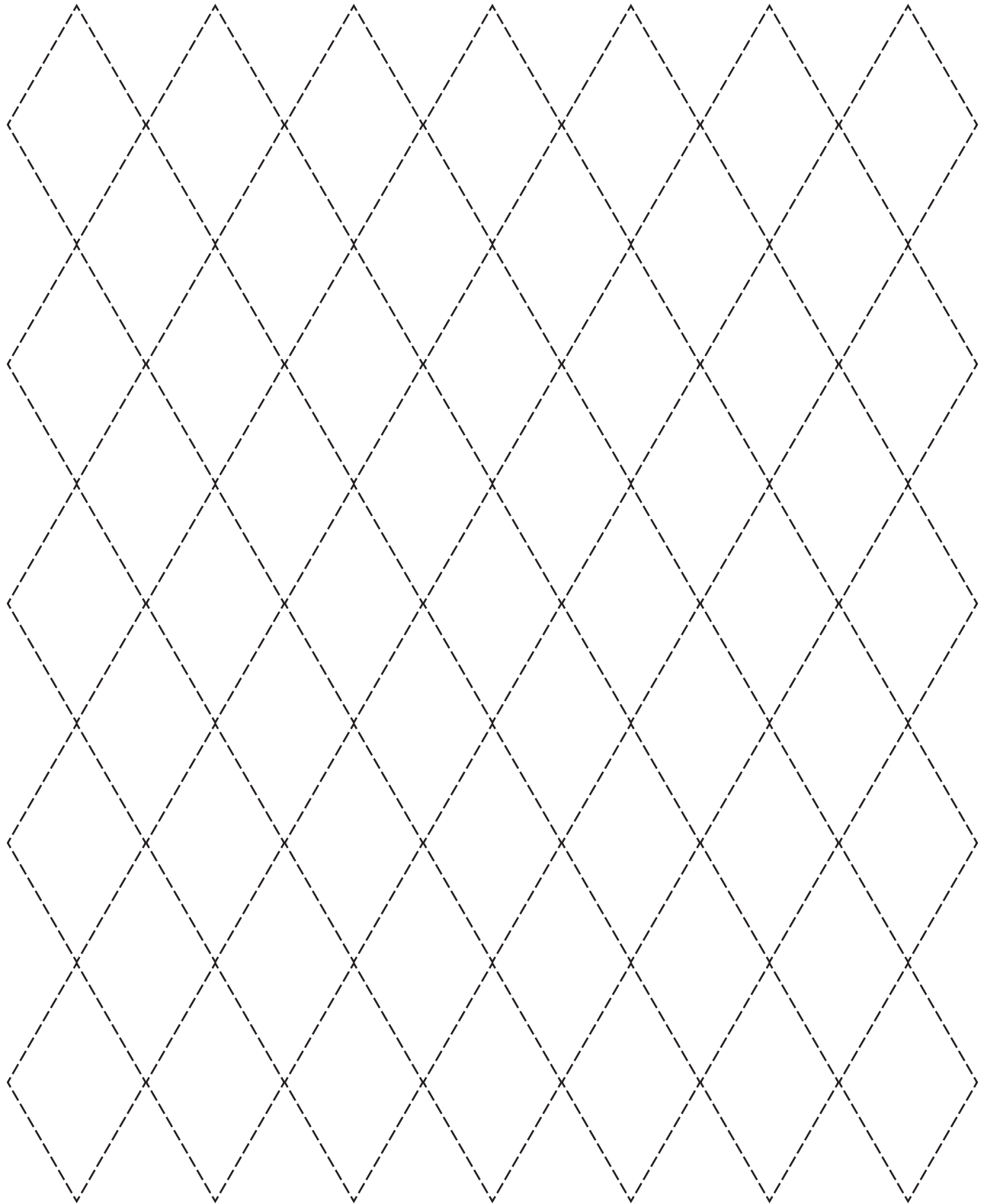
Patrón de Bloques

Imprime esta página en un papel color rojo.



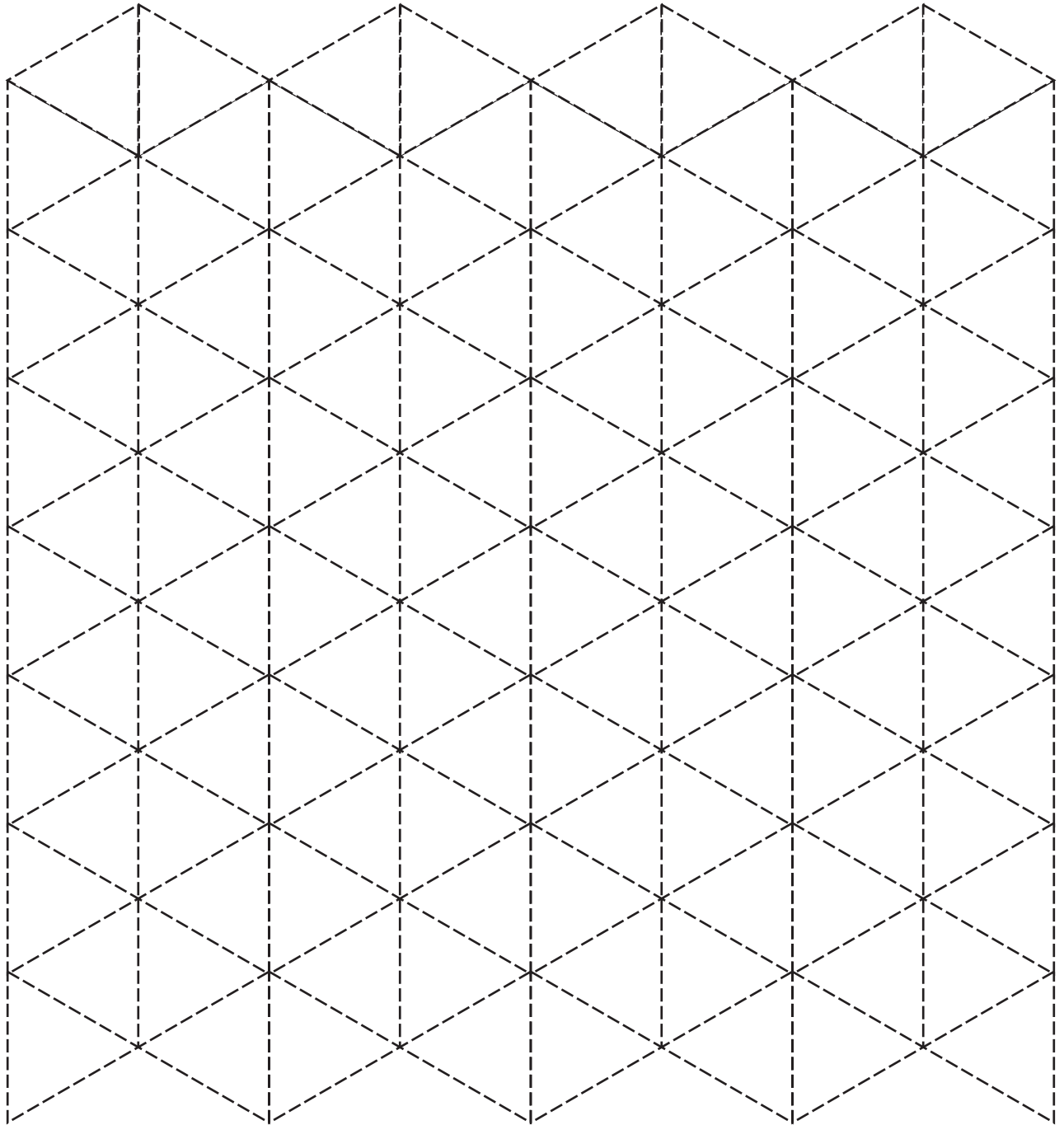
Patrón de Bloques

Imprime esta página en un papel color azul.



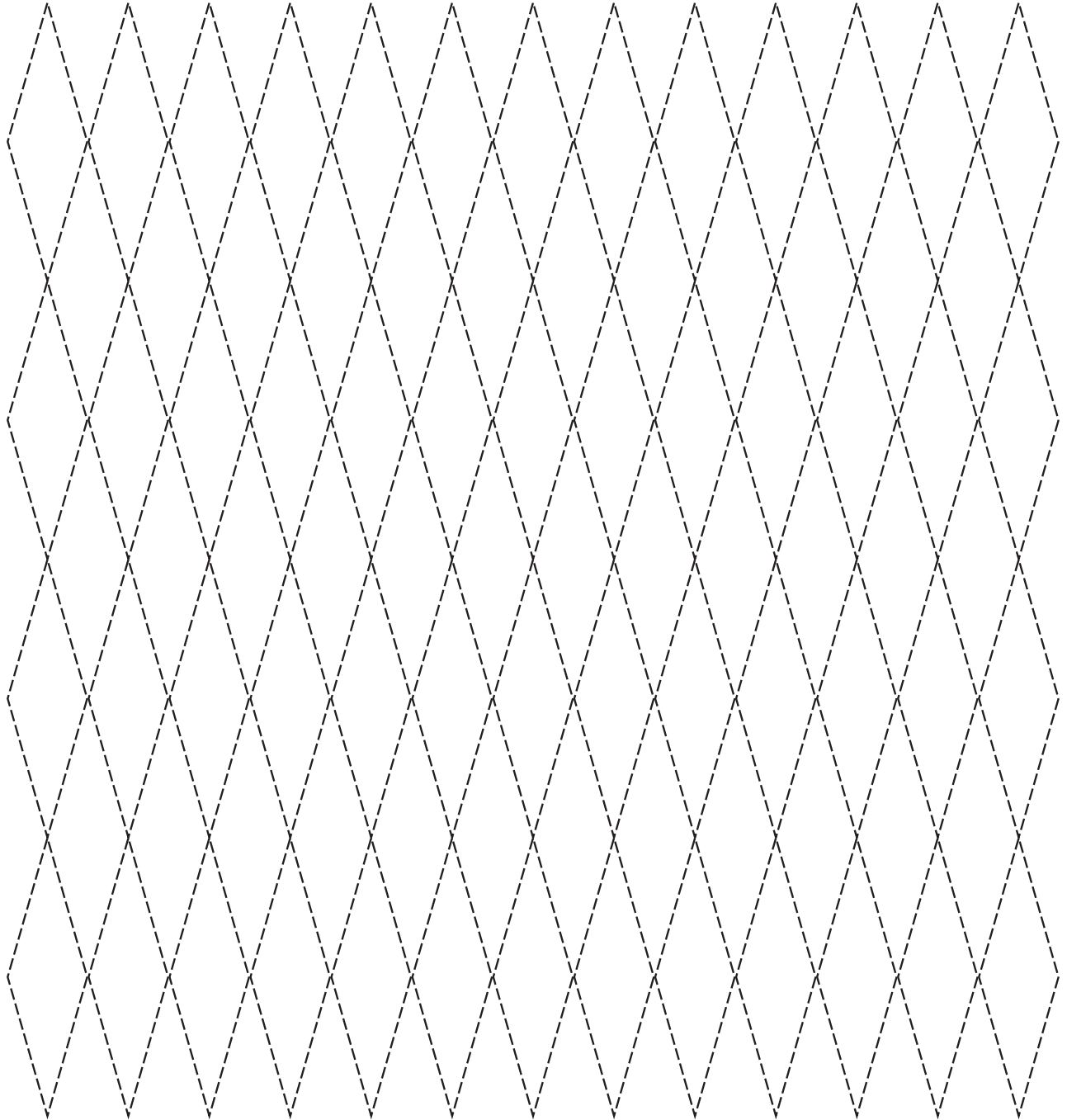
Patrón de Bloques

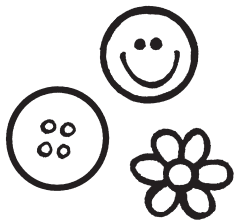
Imprime esta página en un papel color verde.



Patrón de Bloques

Imprime esta página en un papel color marrón.

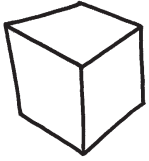




Patrones

Dibuja lo que viene a continuación.





Patrones 1

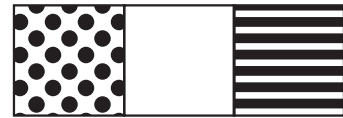
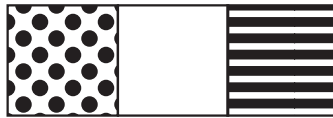
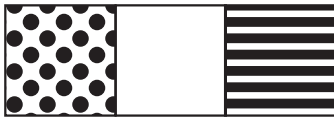
❶ Aquí hay un patrón.



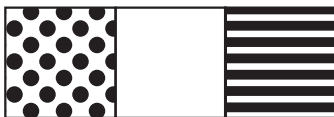
Utiliza colores diferentes para crear tu propio patrón.



❷ Aquí hay otro patrón.

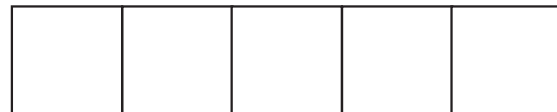
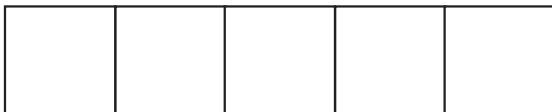


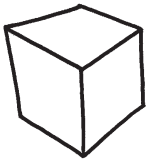
Utiliza colores diferentes para crear tu propio patrón.



❸ Ahora trata de crear patrones más largos.

Utiliza colores diferentes para crear patrones más largos.



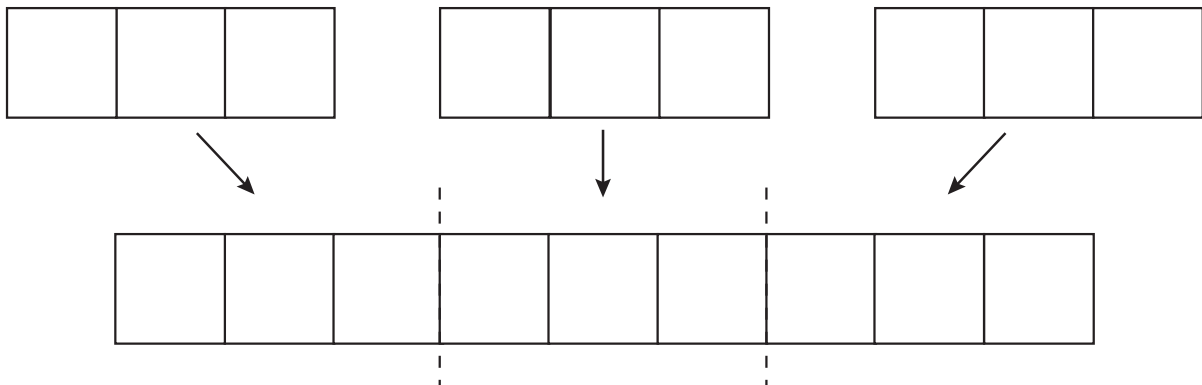
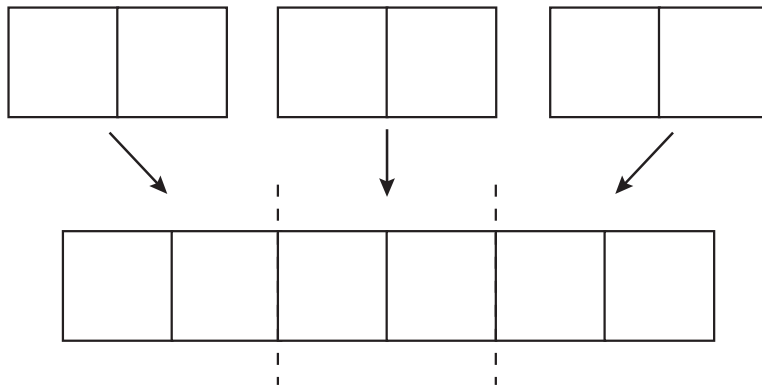


Patrones 2

① Observa a estos patrones.

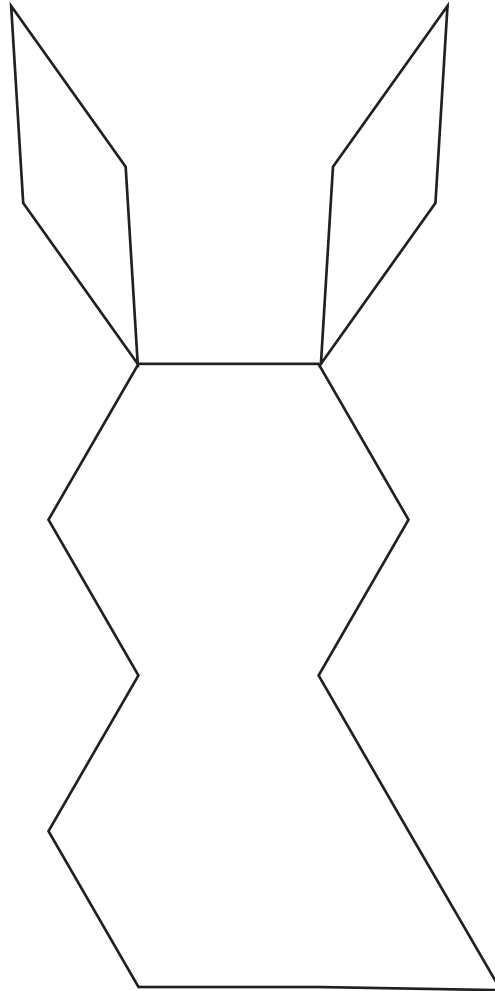


② Colorea los cubos para crear un patrón.



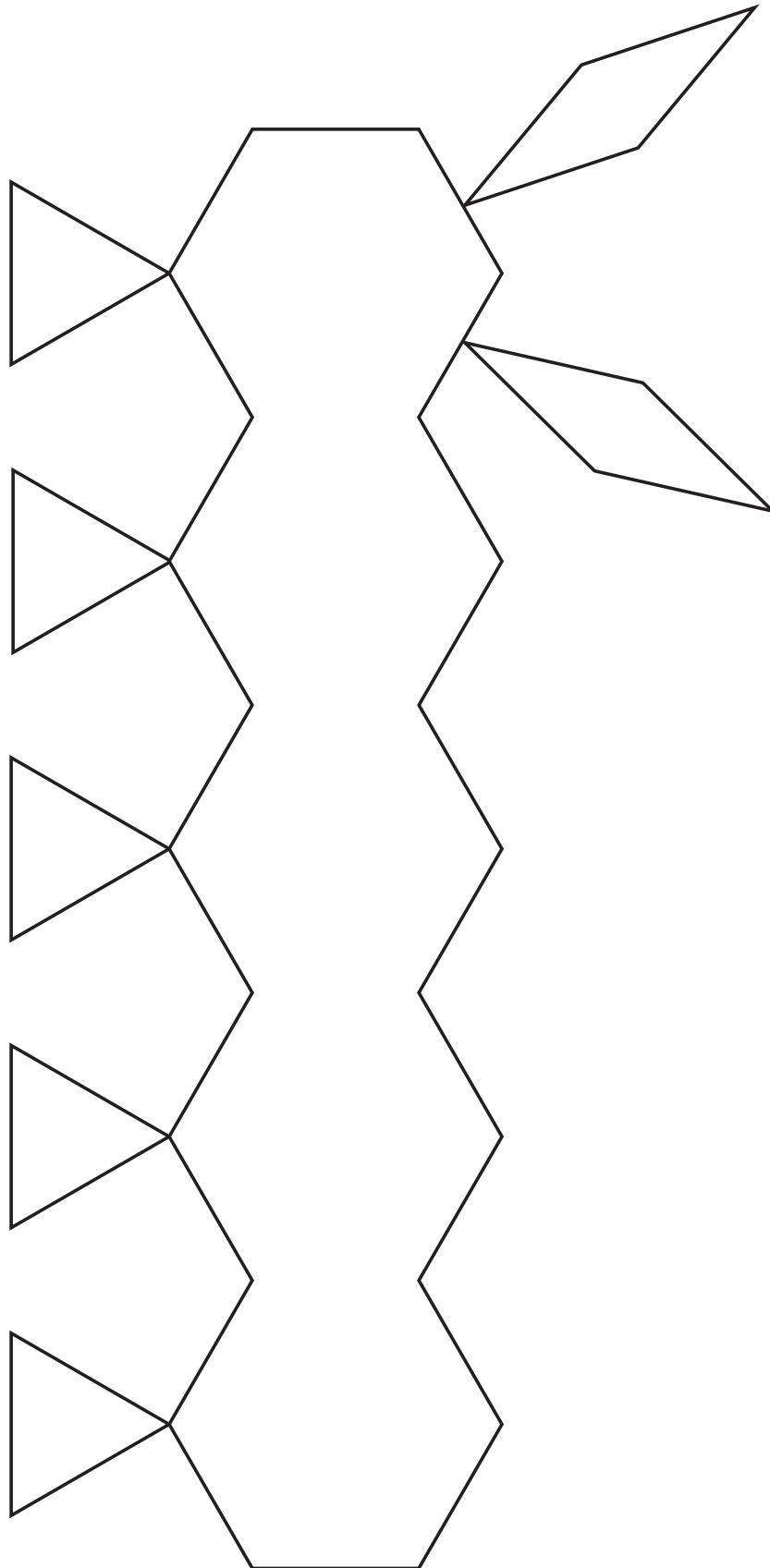
Patrón de Bloque de los Rompecabezas

Utiliza el patrón de bloques para llenar las formas.



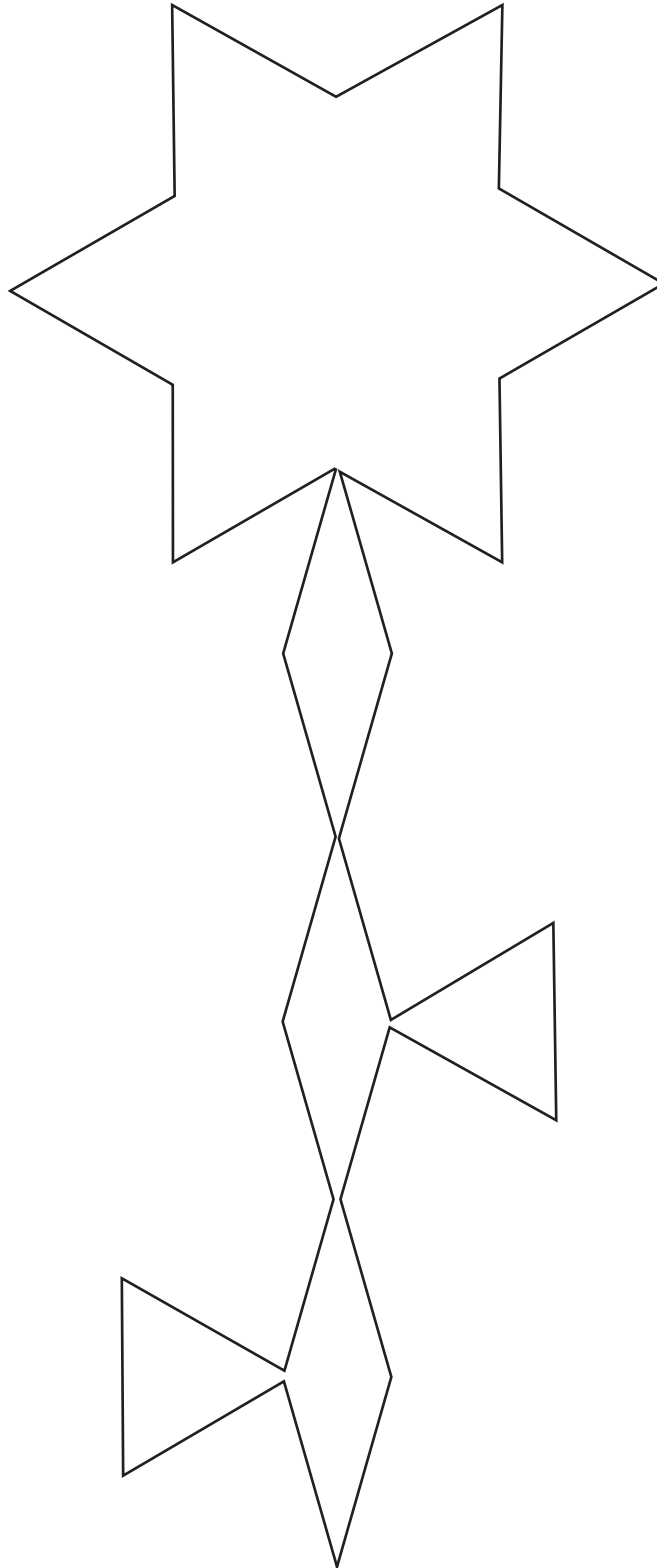
Patrón de Bloque de los Rompecabezas

Utiliza el patrón de bloques para llenar las formas.



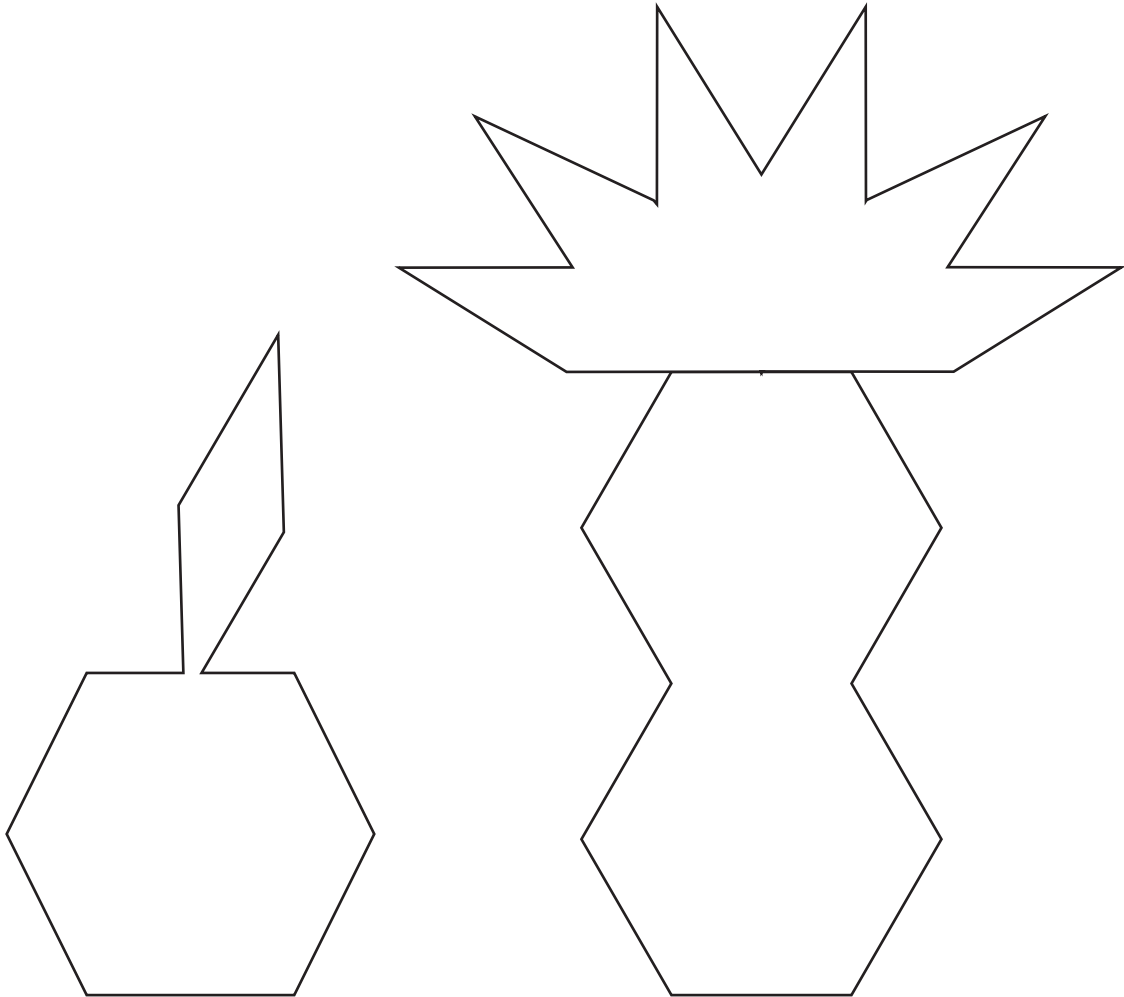
Patrón de Bloque de los Rompecabezas

Utiliza el patrón de bloques para llenar las formas.



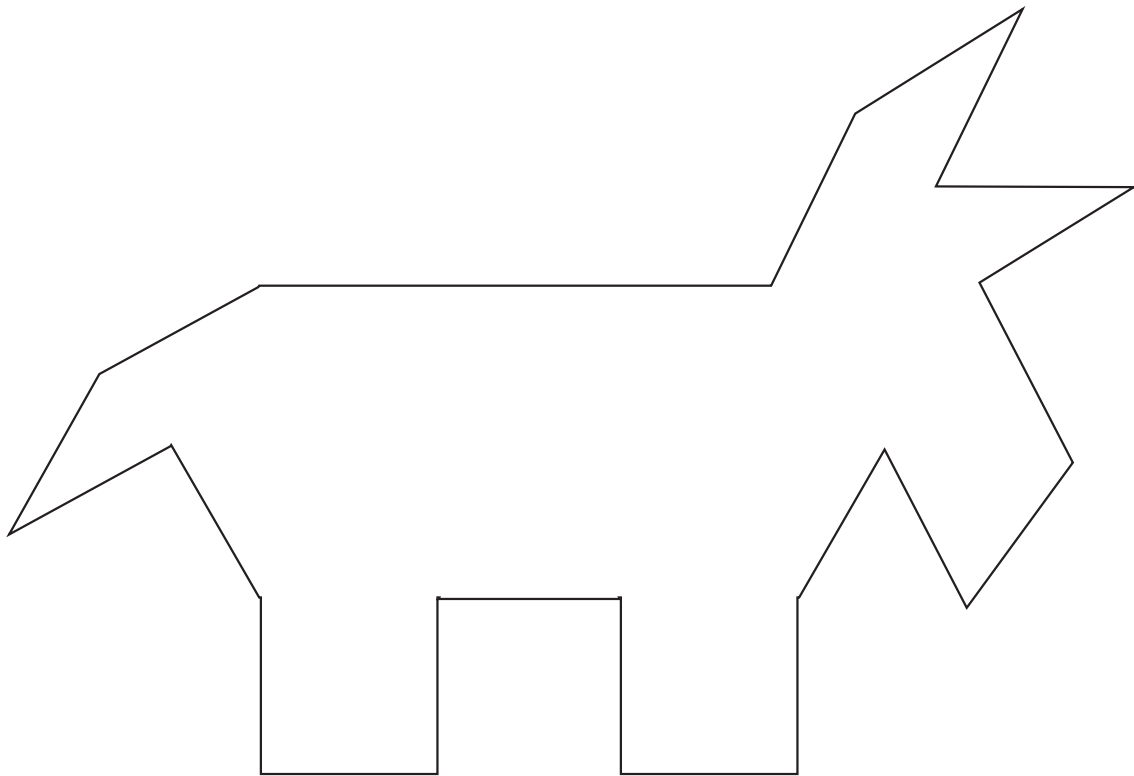
Patrón de Bloque de los Rompecabezas

Utiliza el patrón de bloques para llenar las formas.



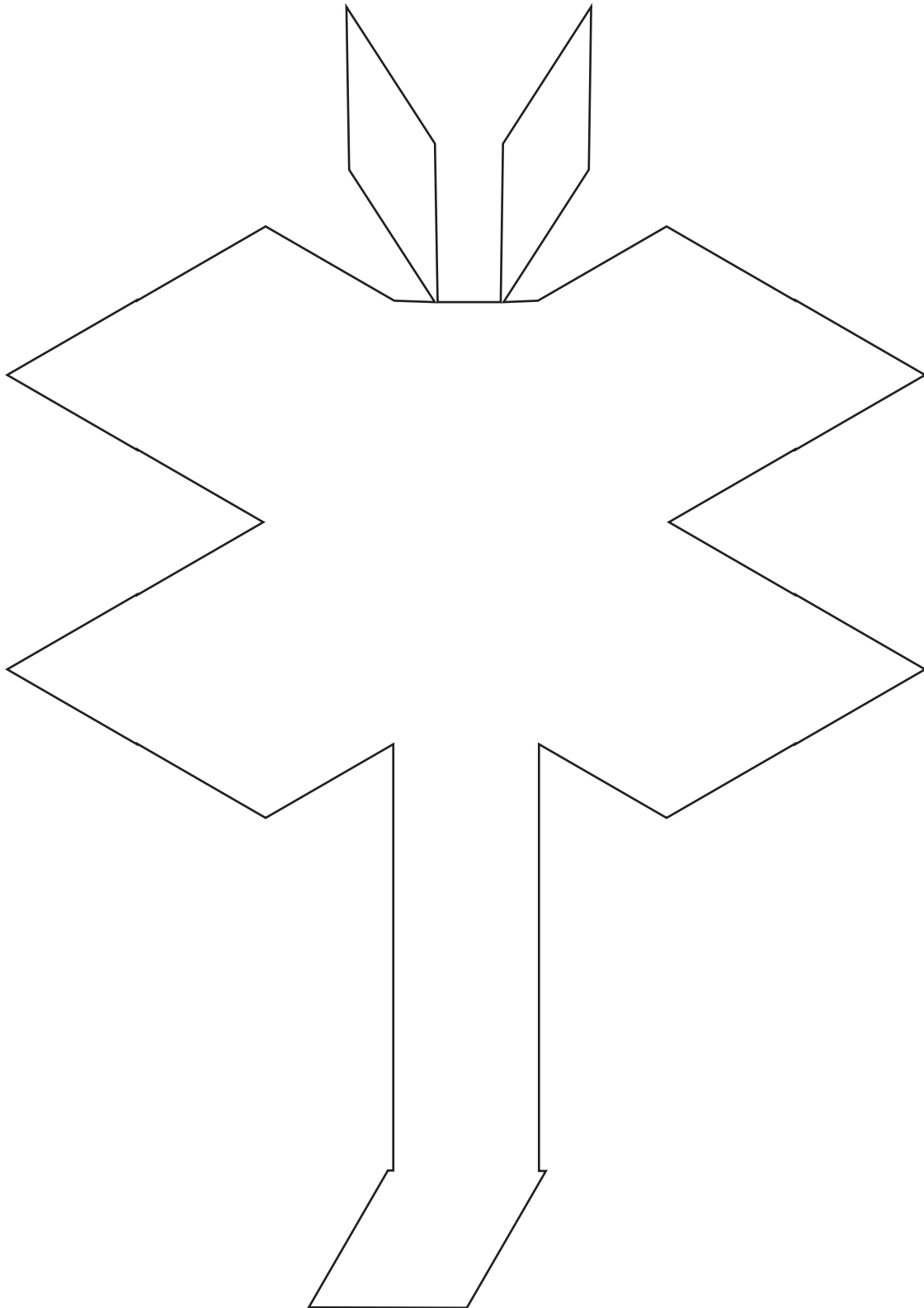
Patrón de Bloque de los Rompecabezas

Utiliza el patrón de bloques para llenar las formas.

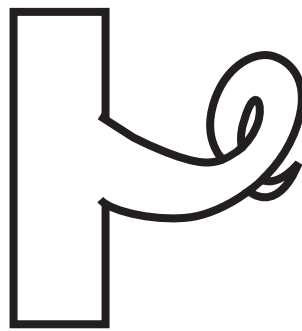
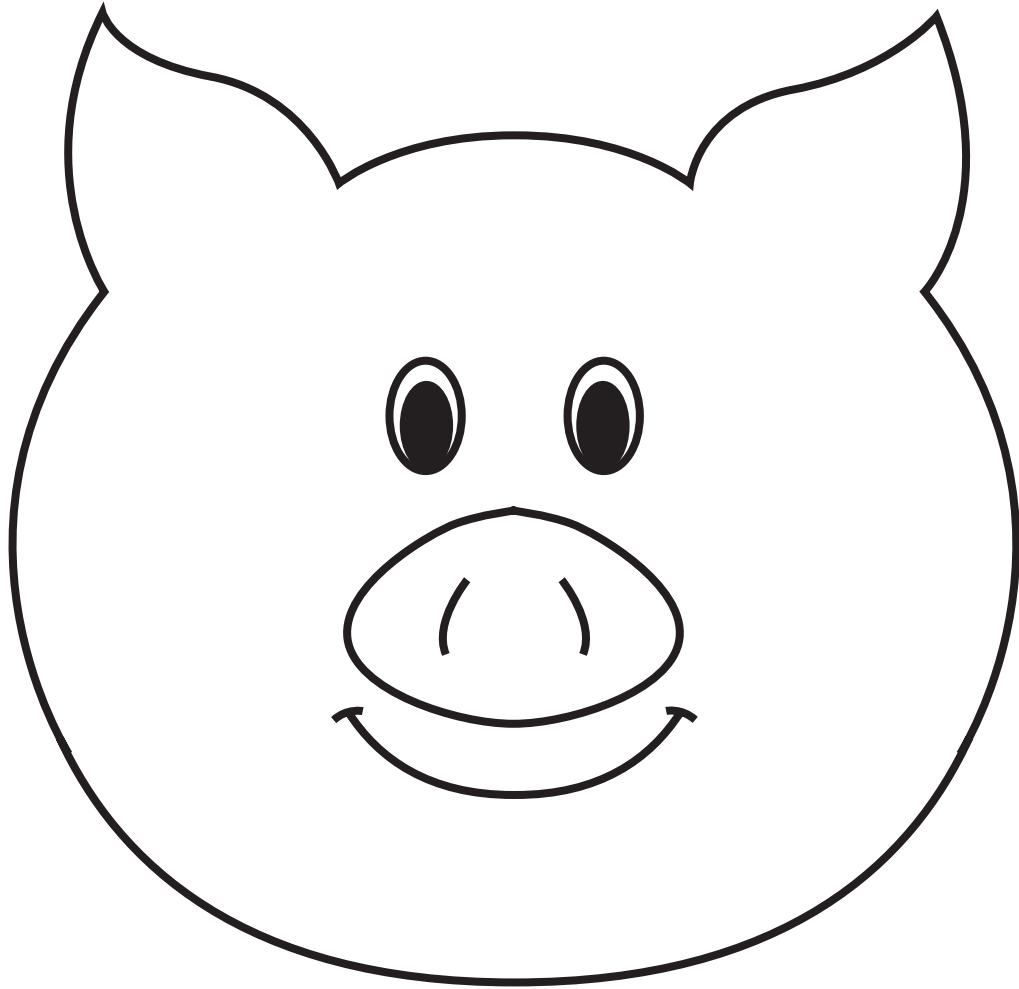


Patrón de Bloque de los Rompecabezas

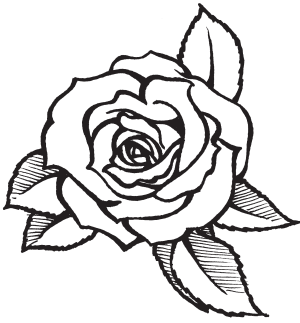
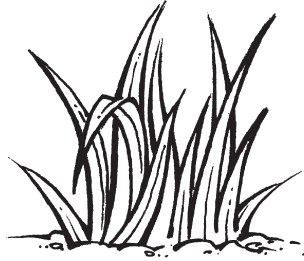
Utiliza el patrón de bloques para llenar las formas.



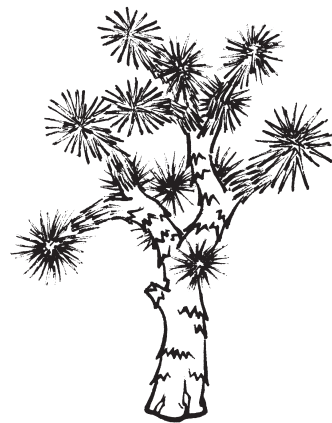
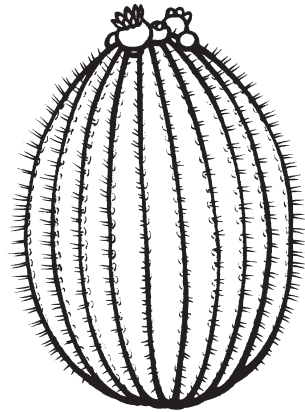
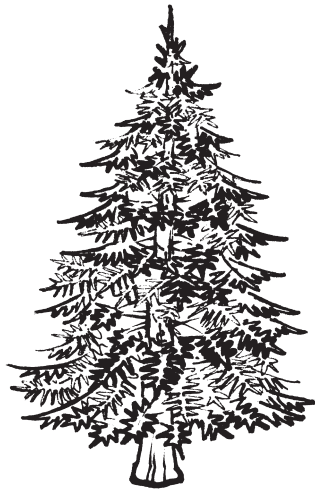
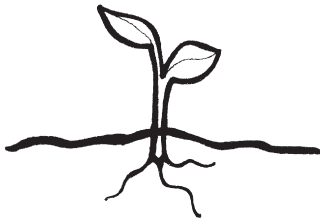
Patrón de la marioneta del cerdo



Los Afiches de las Plantas



Los Afiches de las Plantas



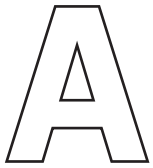
Power Word: a

a

Trace



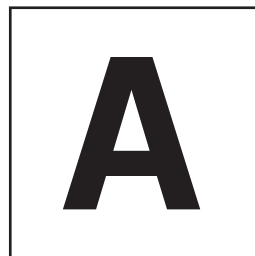
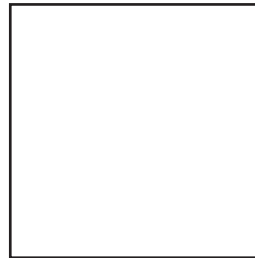
Color



and



A



Power Word: and

and

Trace

and and and

Color

AND and And



and



AND

--	--	--



A	N	D
---	---	---

Power Word: are

are

Trace

are are are

Color

ARE are Are



and



ARE

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A	R	E
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Power Word: for

for

Trace

for for for

Color

FOR

for

For



and



FOR

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F	O	R
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Power Word: go

go

Trace

go go go

Color

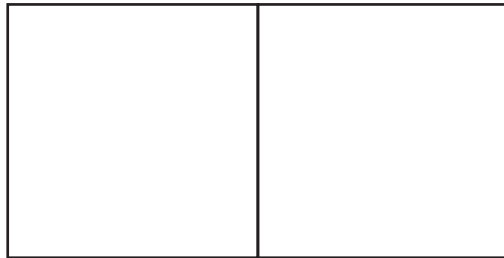
GO go Go



and



GO



Power Word: he

he

Trace

he he he

Color

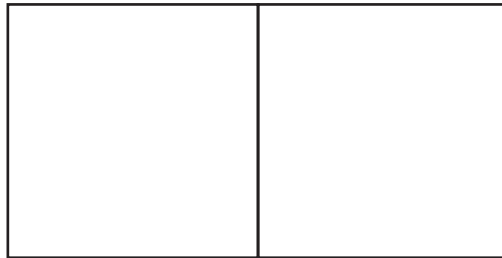
HE he He



and



HE



Power Word: his

his

Trace

his his his

Color

HIS

his

His



and



HIS

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H	I	S
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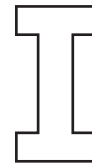
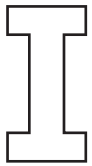
Power Word: I

I

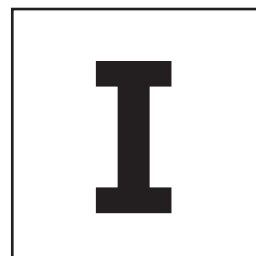
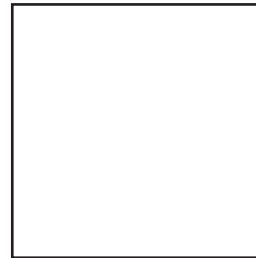
Trace



Color



and



Power Word: in

in

Trace

in in in

Color

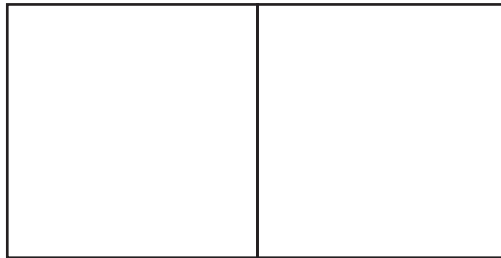
IN in In



and



IN



Power Word: is

is

Trace

is is is

Color

IS

is

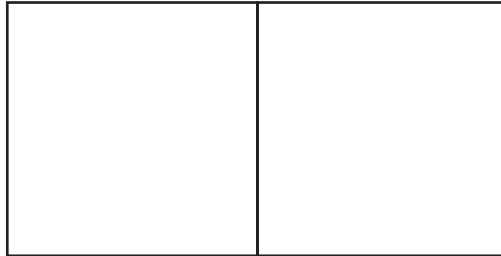
Is



and



IS



Power Word: my

my

Trace

my my my

Color

MY

my

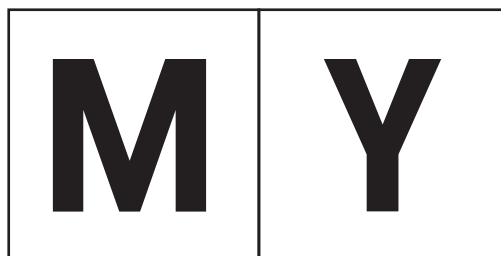
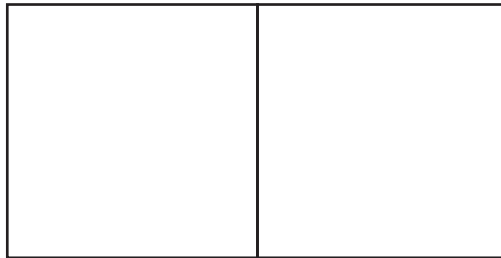
My



and



MY



Power Word: on

on

Trace

on on on

Color

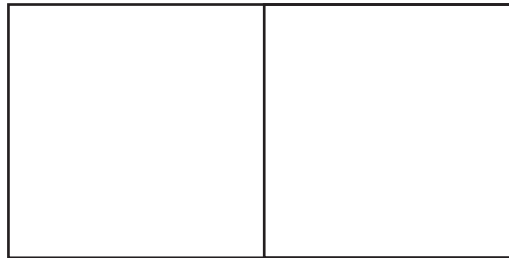
ON on On



and



ON



Power Word: see

see

Trace

see see see

Color

SEE

see

See



and



SEE

--	--	--



S	E	E
---	---	---

Power Word: the

the

Trace

the the the

Color

THE the The



and



THE

--	--	--



T	H	E
---	---	---

Power Word: this

this

Trace

this this this

Color

THIS this This



and



THIS

--	--	--	--



T	H	I	S
---	---	---	---

Power Word: to

to

Trace

to to to

Color

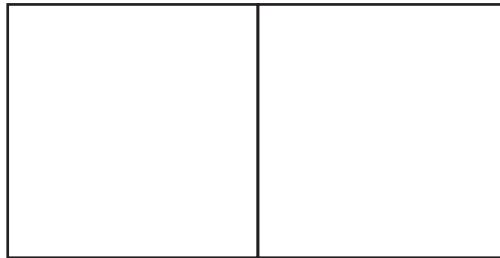
TO to To



and



TO



Power Word: up

up

Trace

up up up

Color

UP

up

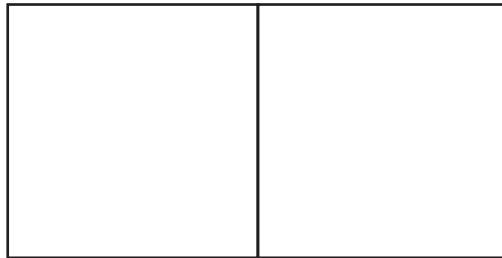
Up



and



UP



Power Word: was

was

Trace

was was was

Color

WAS was Was



and



WAS

--	--	--



W	A	S
----------	----------	----------

Power Word: yes

yes

Trace

yes yes yes

Color

YES

yes

Yes



and



YES

--	--	--



Y	E	S
---	---	---

Power Word: you

you

Trace

you you you

Color

YOU you You



and



YOU

--	--	--

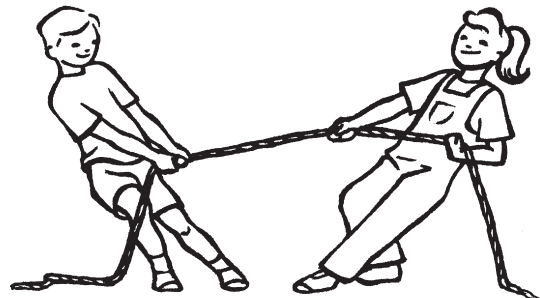
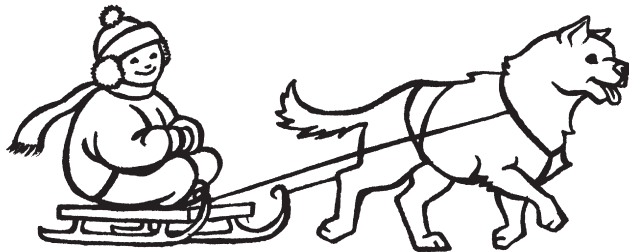


Y	O	U
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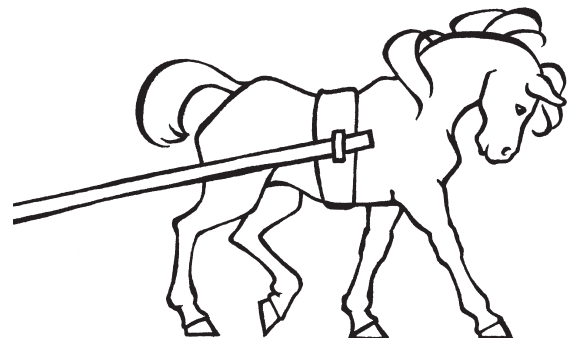


Empujar y Jalar

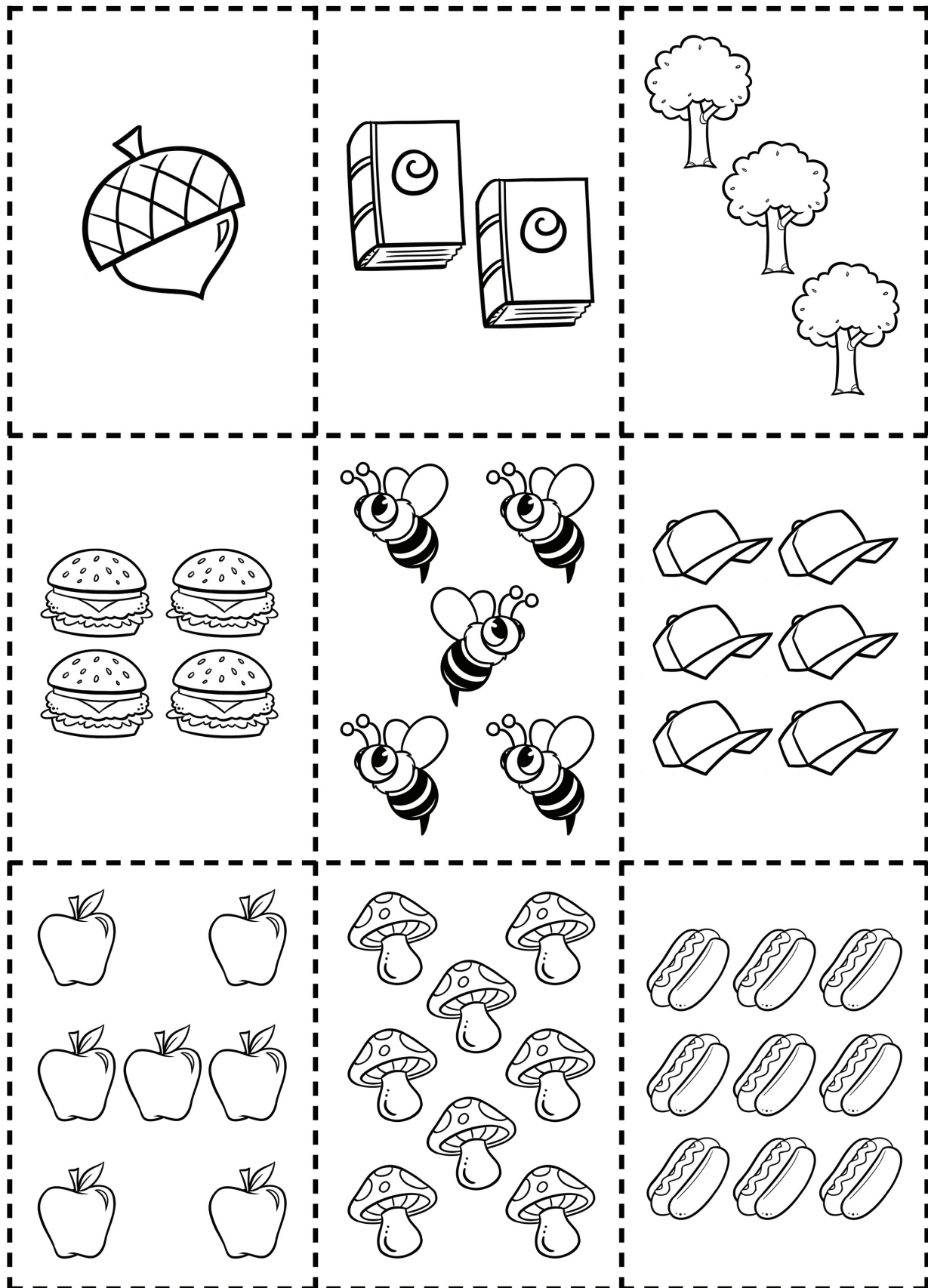
- 1 Dibuja un círculo alrededor de las imágenes que muestran lo que es empujar.
- 2 Subrayar las imágenes que muestran lo que es jalar.



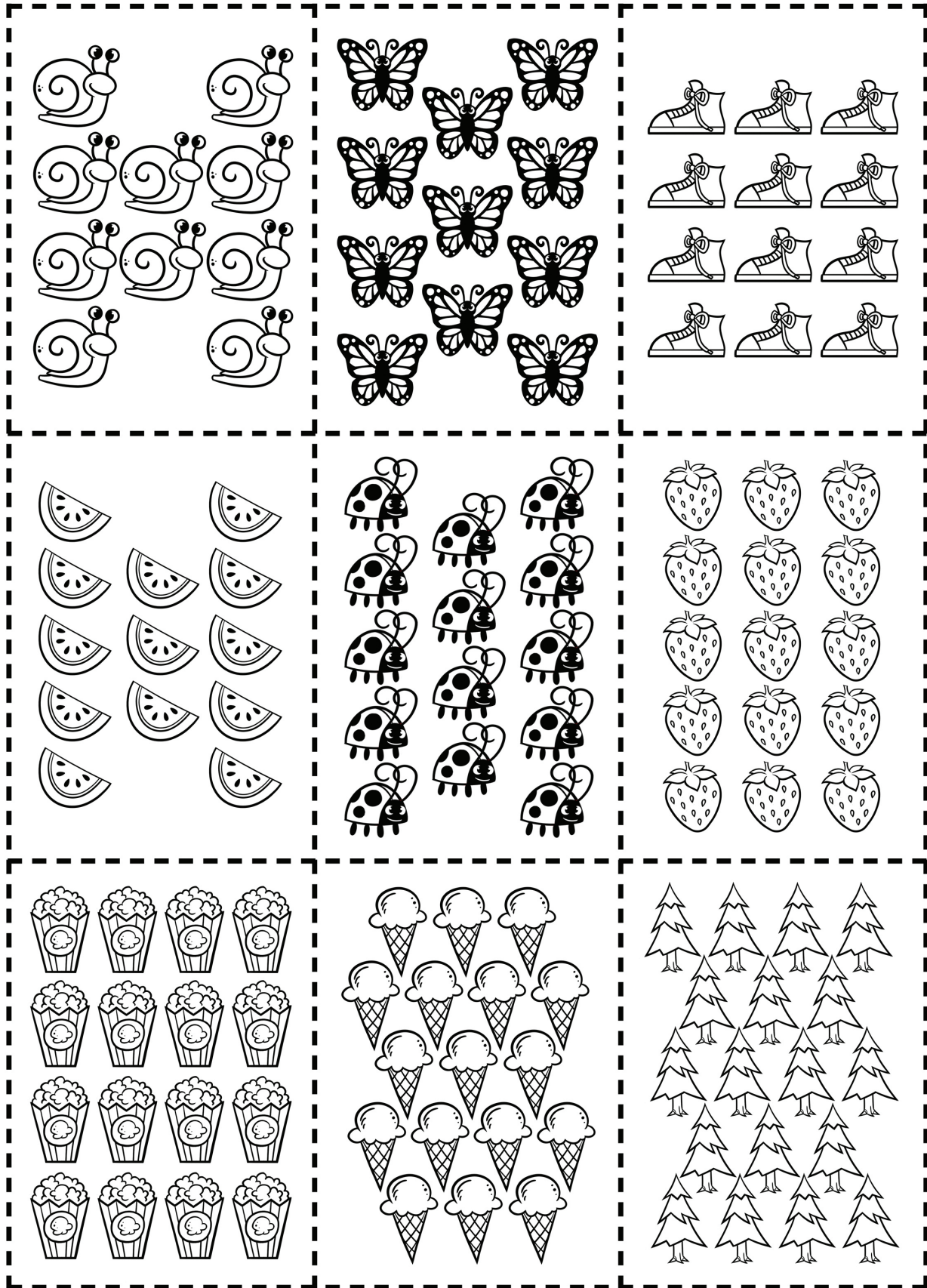
-
- 3 Dibuja algo que el caballo pueda jalar.



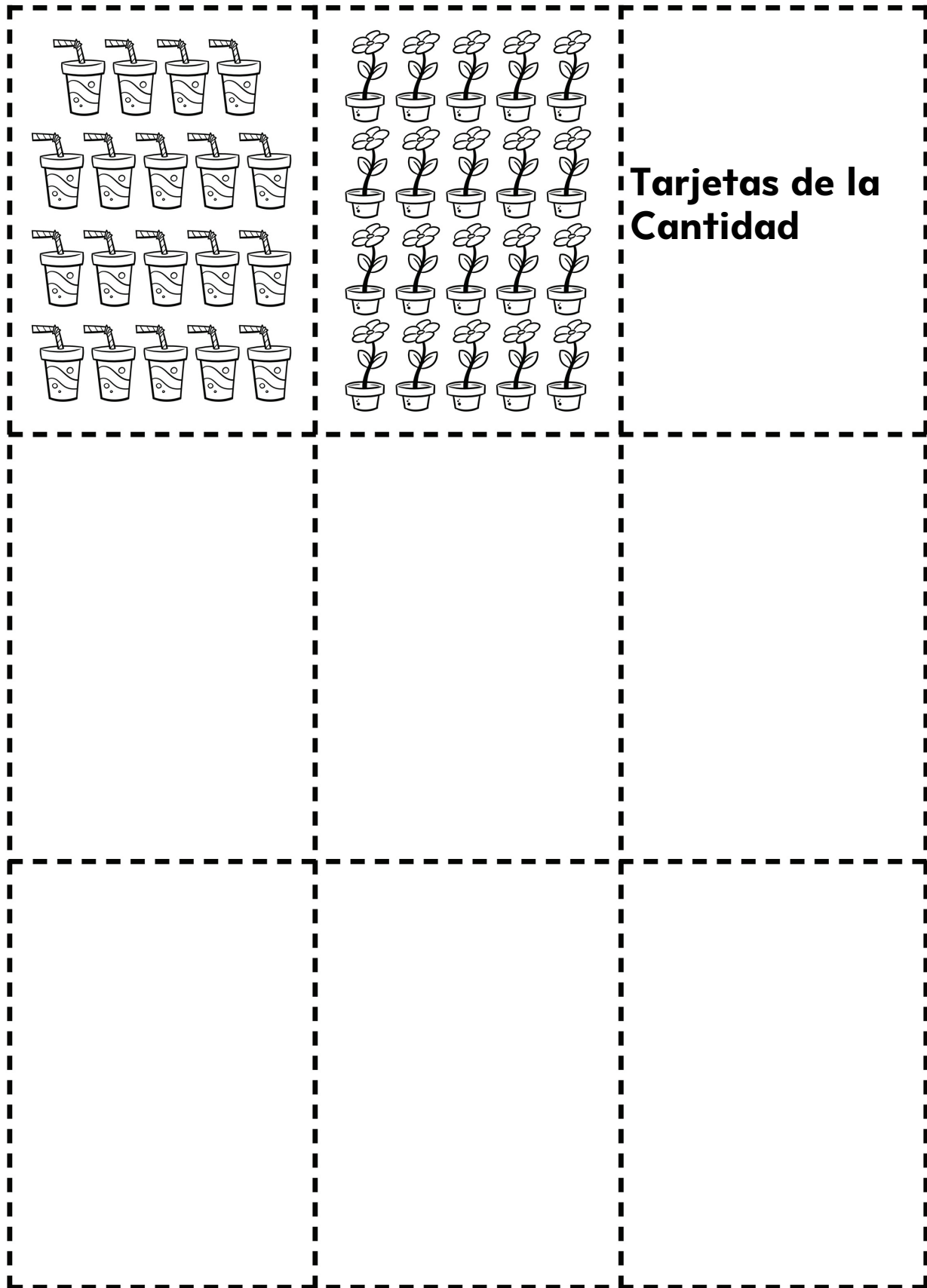
Las Tarjetas de la Cantidad



Las Tarjetas de la Cantidad



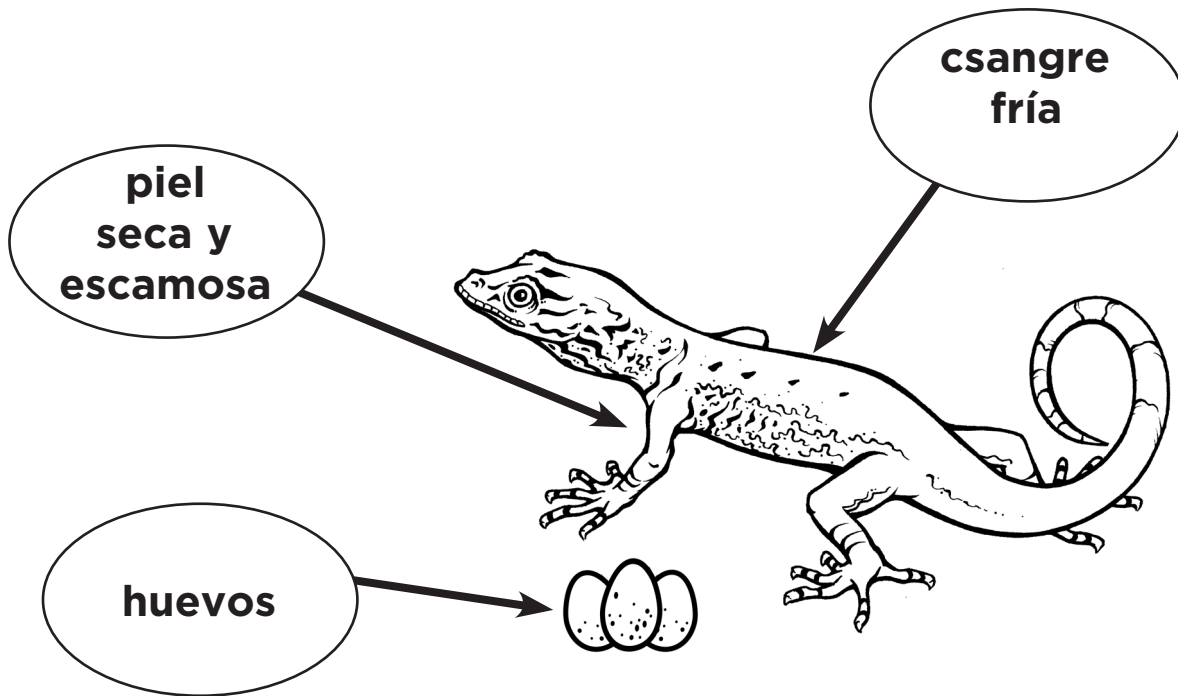
Las Tarjetas de la Cantidad



El Afiche de los Reptiles

Características de los Reptiles :

- Los reptiles tienen la sangre fría y necesitan el sol para ayudarles a mantener la temperatura corporal.
- Tienen la piel seca y escamosa.
- Los cachorros reptiles salen de los huevos.

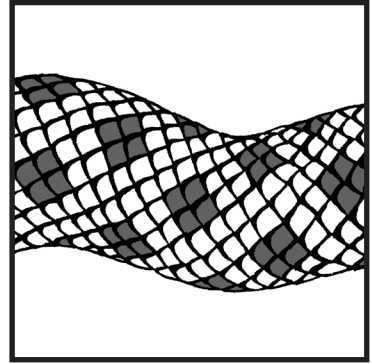
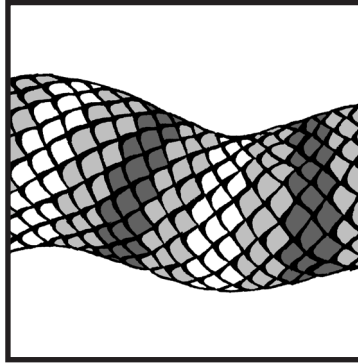
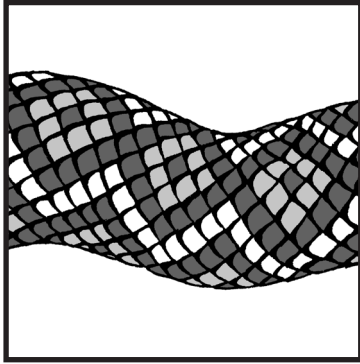


Añade tus propias imágenes o palabras abajo (recortes de revistas, dibujos de colores, etc.).

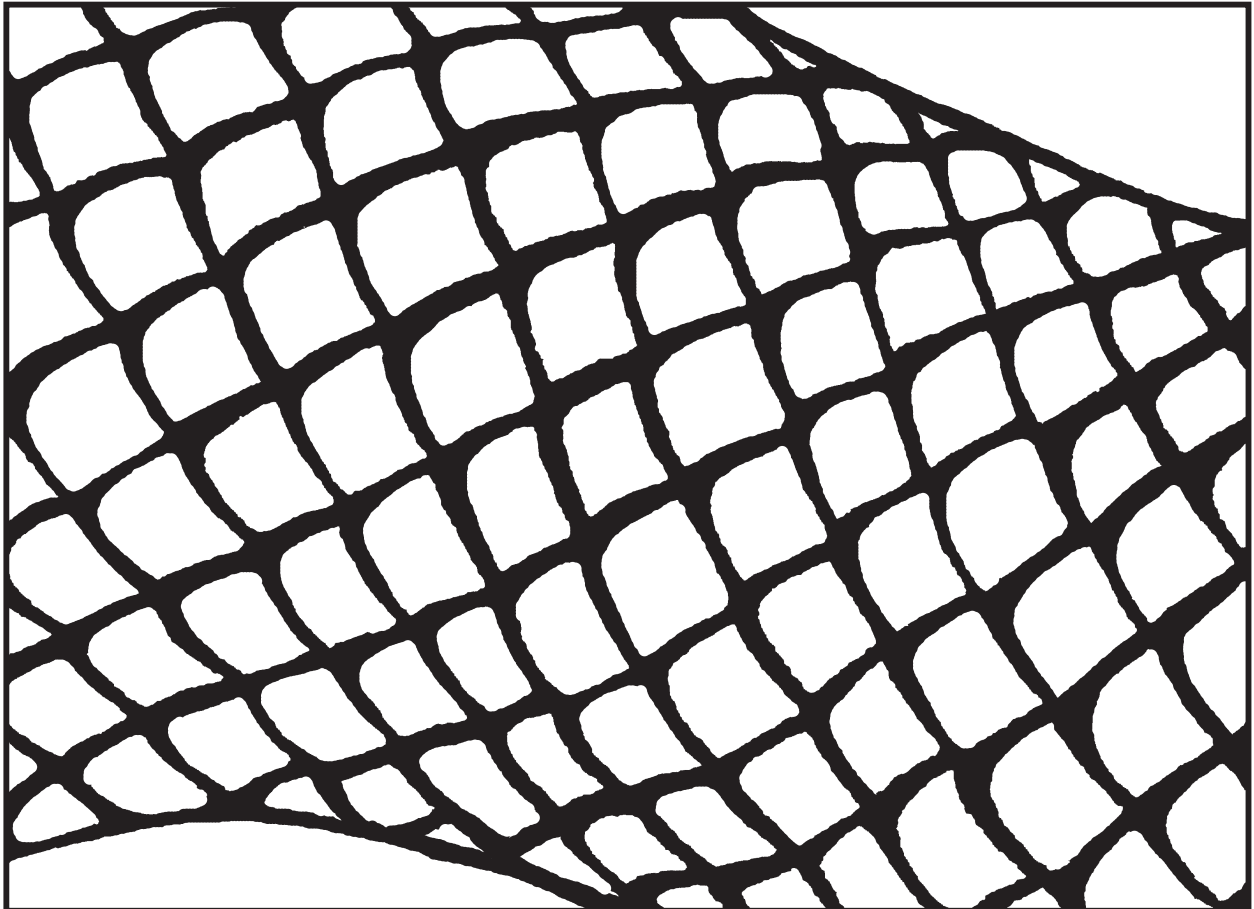


Los Reptiles

- ❶ Las escamas de algunos reptiles crean patrones hermosos.
Circula tu favorito.



- ❷ Colorea tus propios patrones en las escamas de este reptil.



Roll a Power Word



on	he	is	my	and	the

Roll a Power Word



in	see	was	his	up	yes

Roll a Power Word

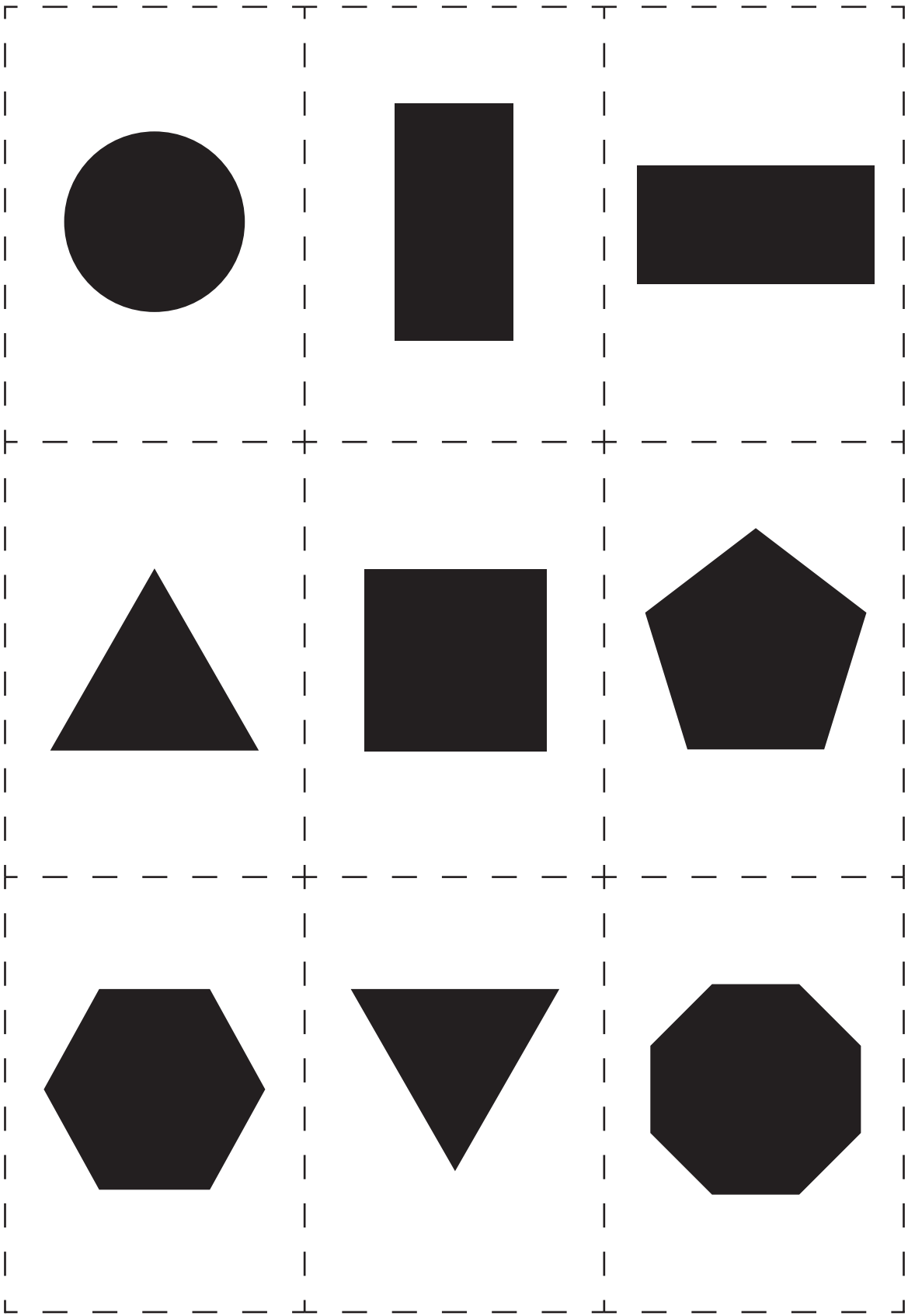


to	go	this	for	are	you

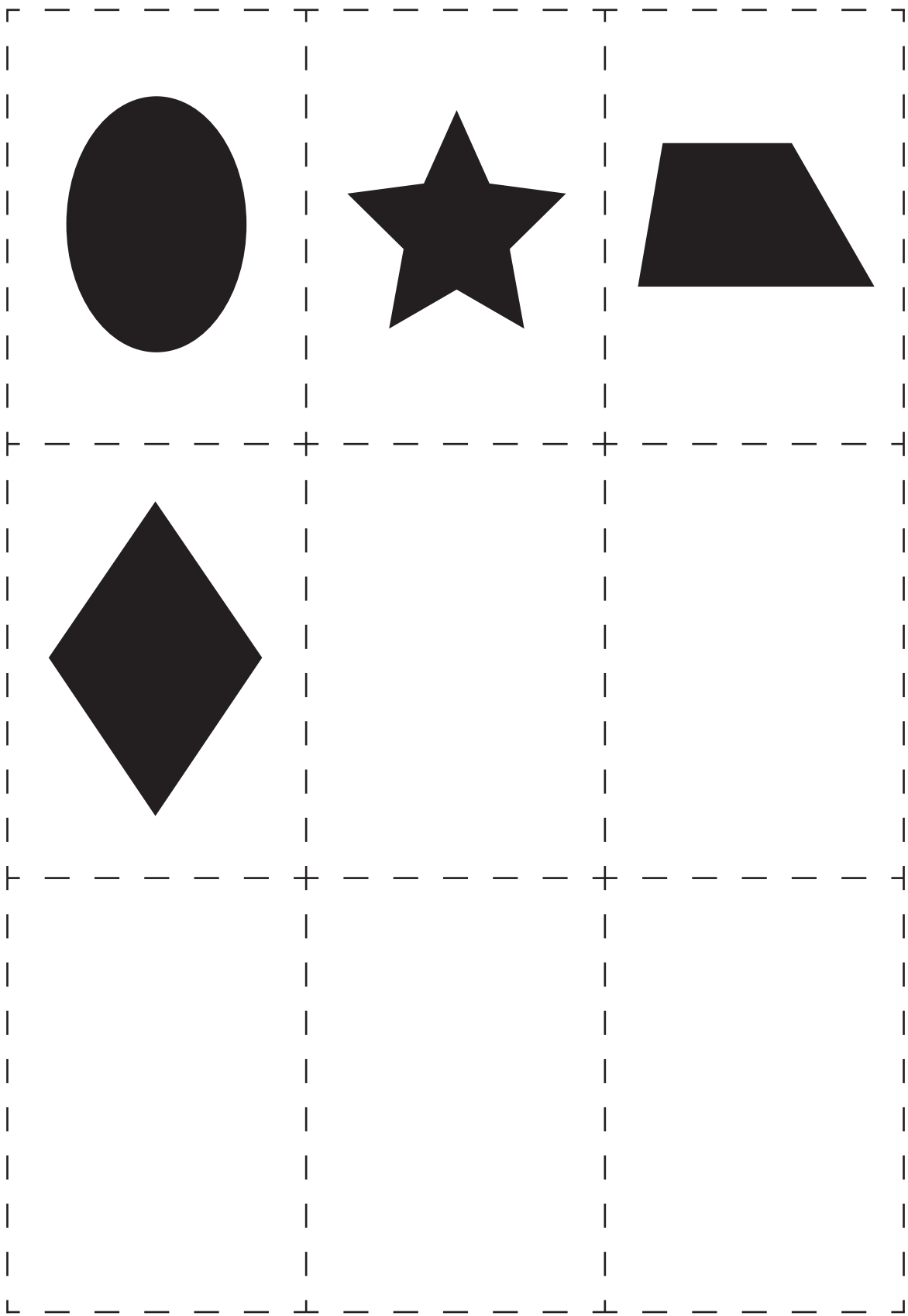
La tarjeta de puntuación

	Player #1	Player #2	Higher Score	Lower Score	Difference
1st inning					
2nd inning					
3rd inning					
4th inning					
5th inning					
6th inning					
7th inning					
Look how many runs I got all together!					

Las Tarjetas de las Formas

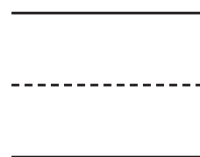
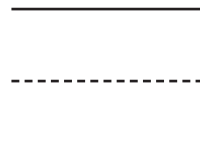
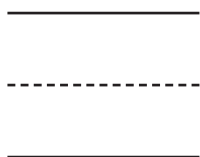
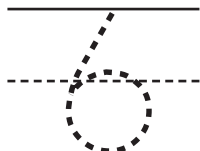
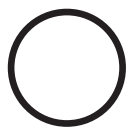
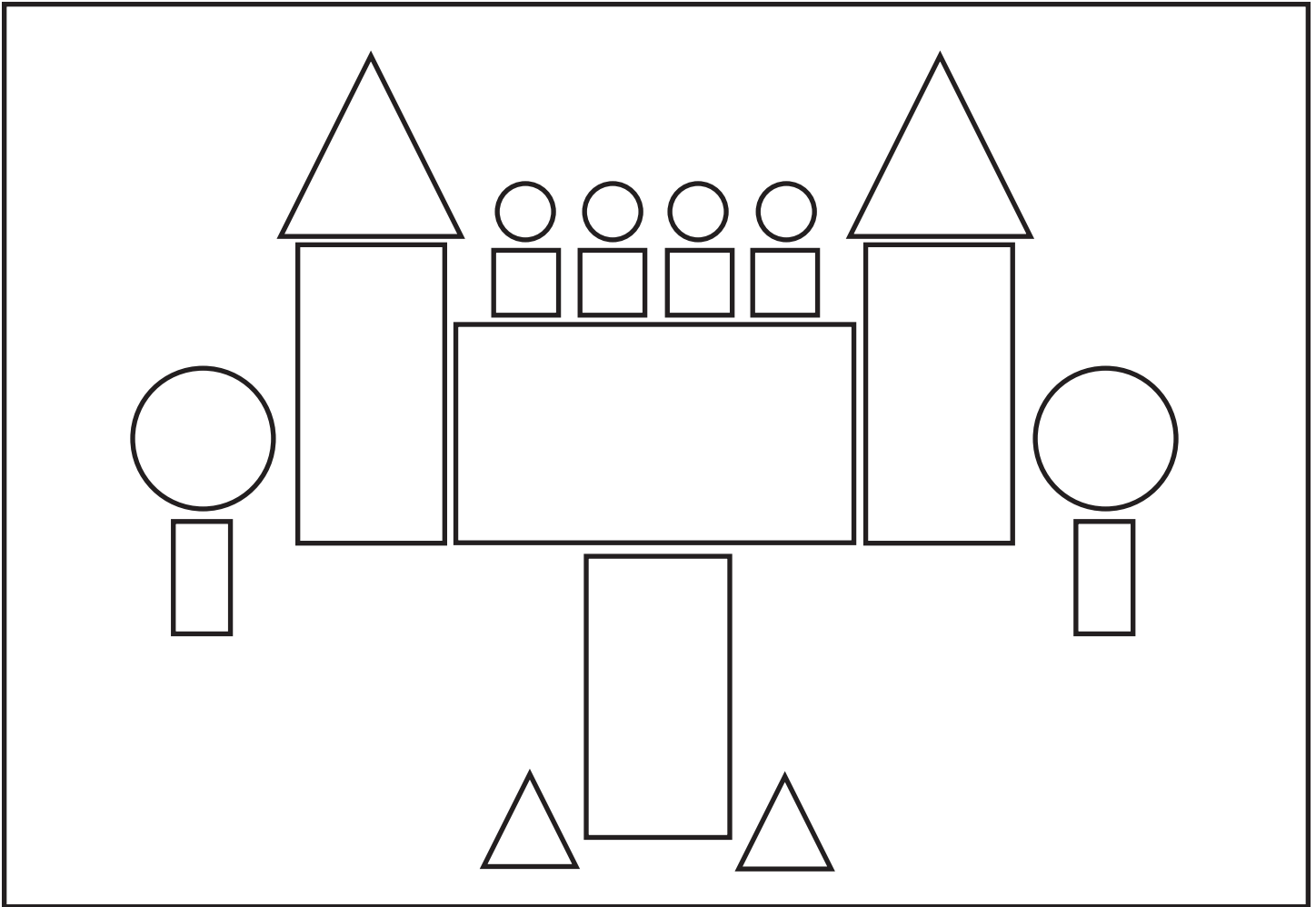


Las Tarjetas de las Formas



Contar las Formas

- ① Cuenta cuántas de cada figura. ○ △ □ ▭
- ② Escribe los números abajo.

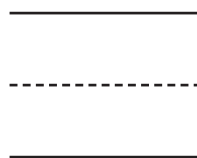
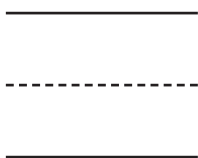
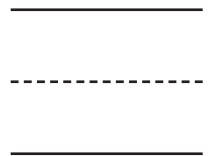
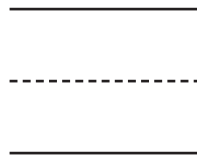
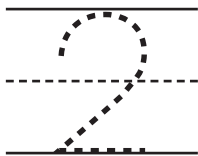
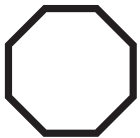
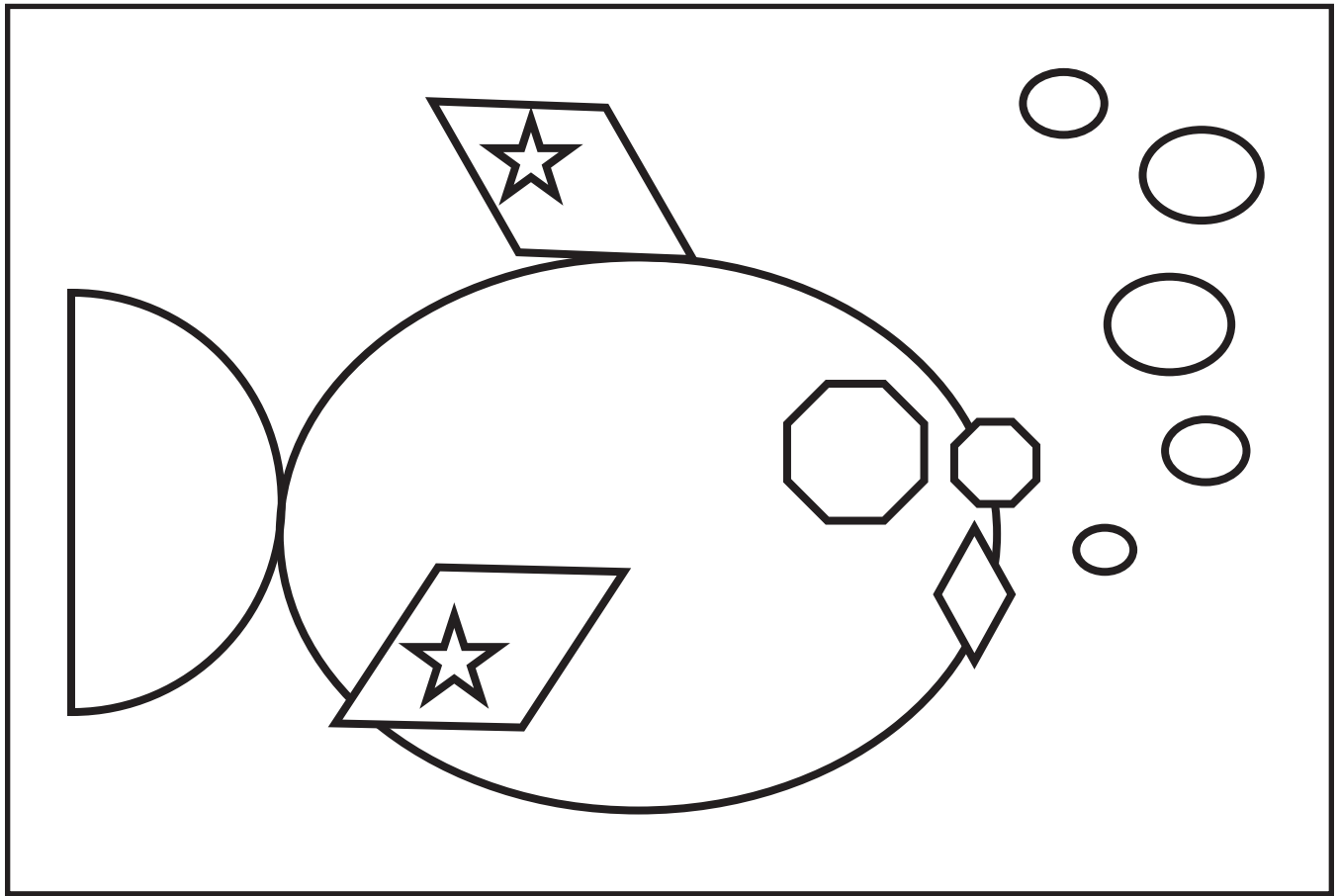


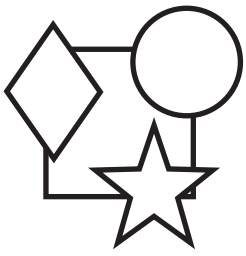
Contar las Formas

① Cuenta cuántas de cada figura.

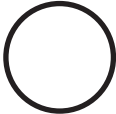
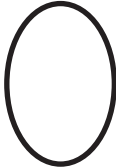
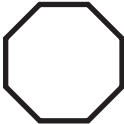


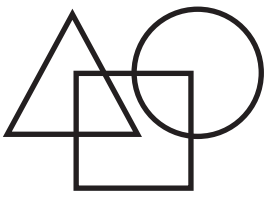
② Escribe los números abajo.





Búsqueda de las Figuras

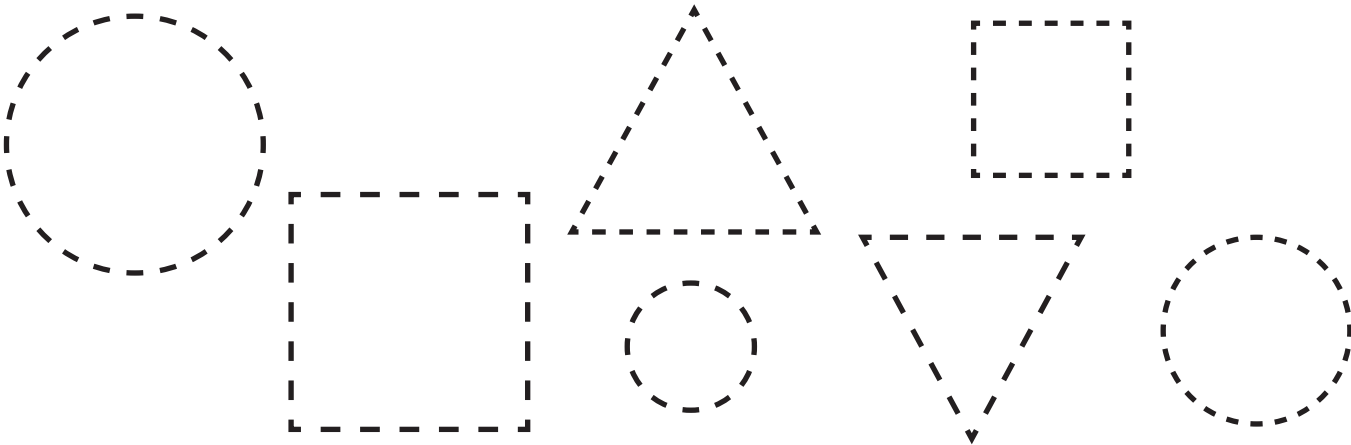
 Square	 Rectangle
 Circle	 Oval
 Triangle	 Star
 Diamond	 Octagon



Clasificación de las Formas

- 1 Corta las formas en la parte inferior de la página.
- 2 Clasifica las formas en la tabla.

Circles ○	Triangles △	Squares □



Las tarjetas de juego de los sonidos



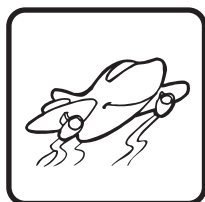
cat



hat



rat



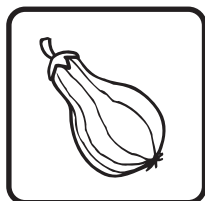
jet



net



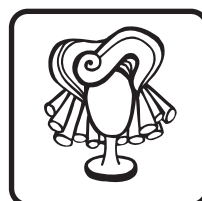
vet



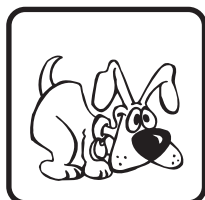
fig



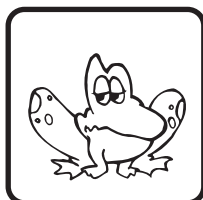
pig



wig



dog



frog



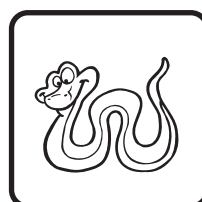
log



cake



rake



snake



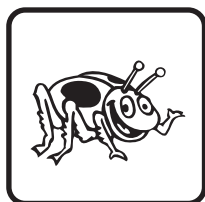
mop



stop



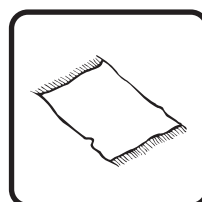
top



bug



jug

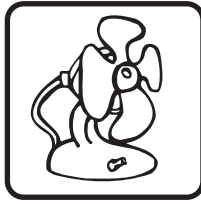


rug

Las tarjetas de juego de los sonidos



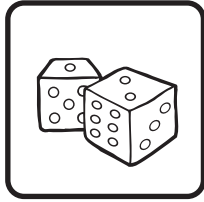
can



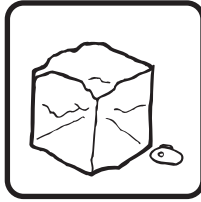
fan



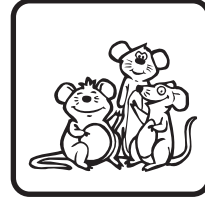
van



dice



ice



mice



jail



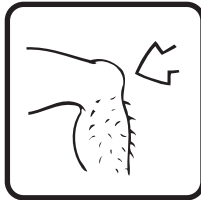
nail



snail



bee



knee



tree



mad



pad



sad



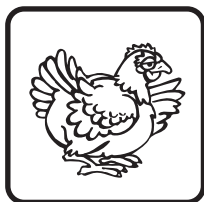
chin



fin



pin



hen



pen

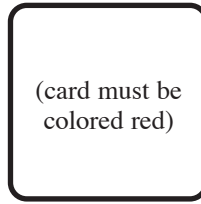


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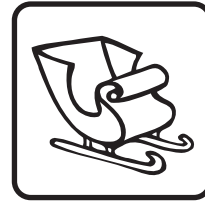
Las tarjetas de juego de los sonidos



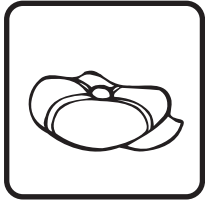
bed



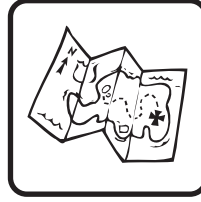
red



sled



cap



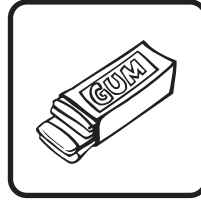
map



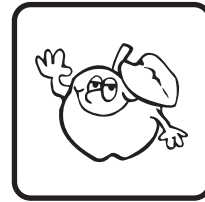
tap



drum



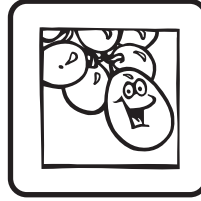
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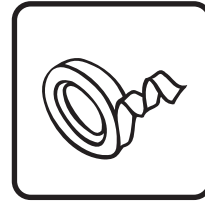
plum



cape



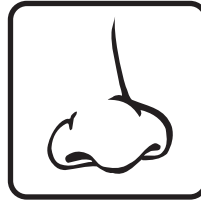
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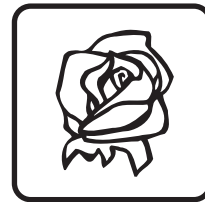
tape



hose

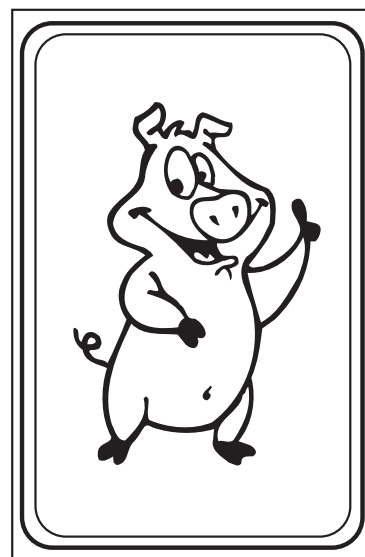
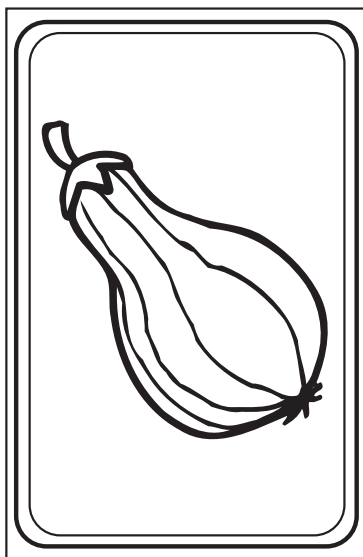
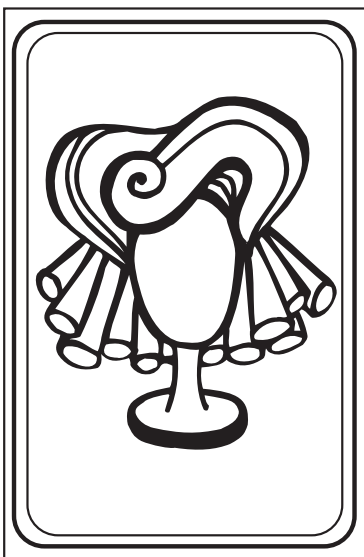
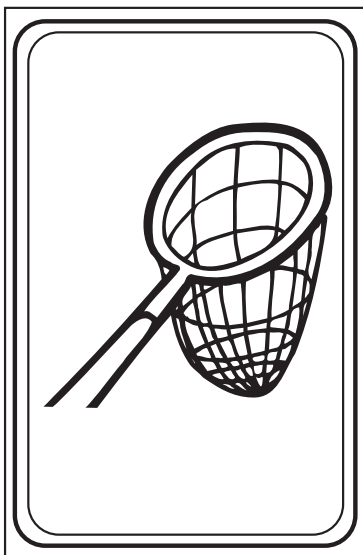
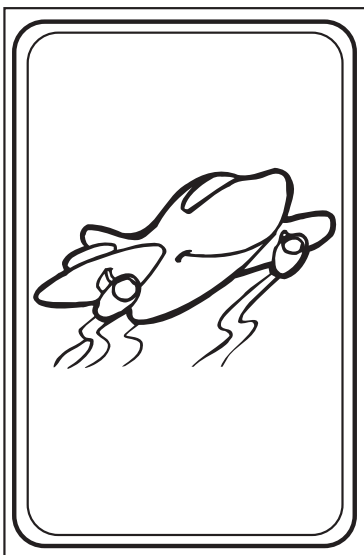
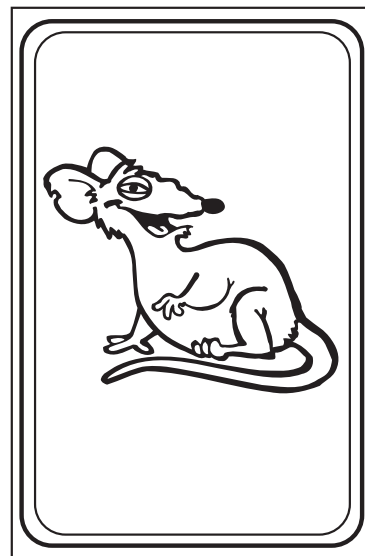
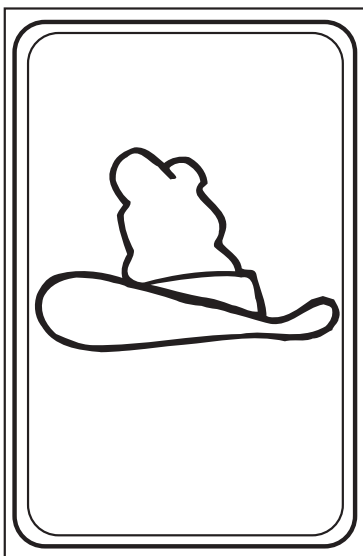


nose

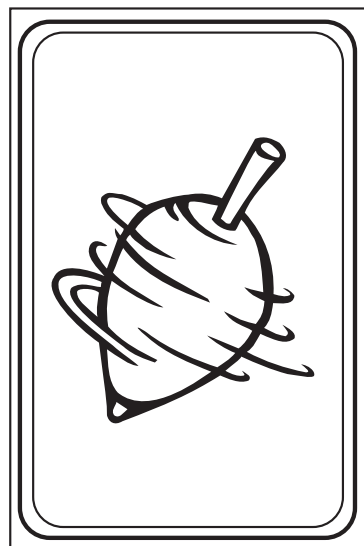
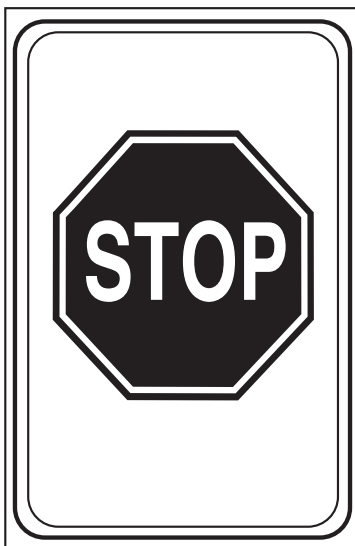
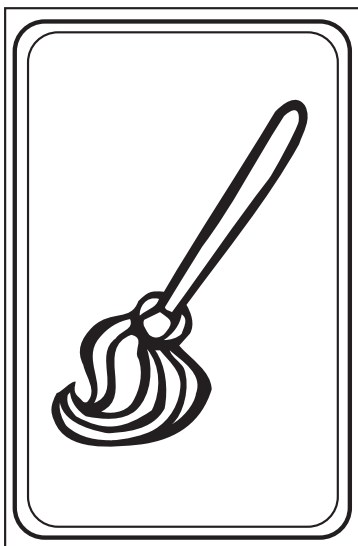
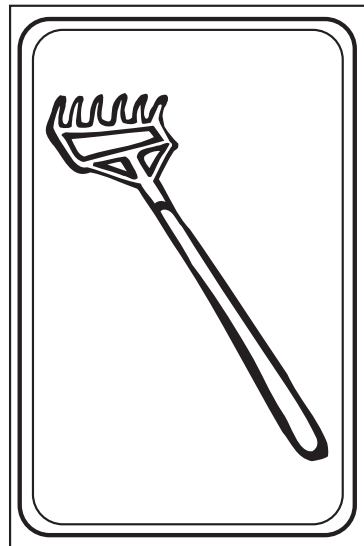
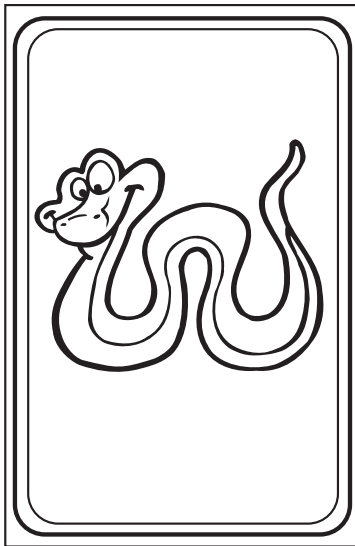
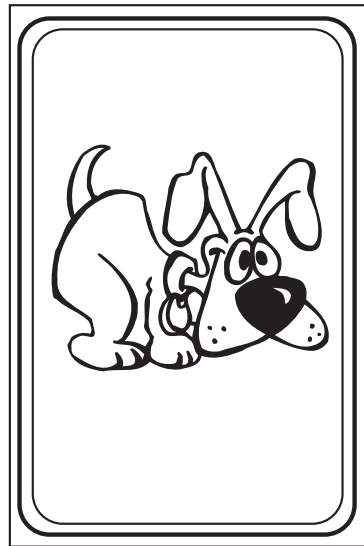
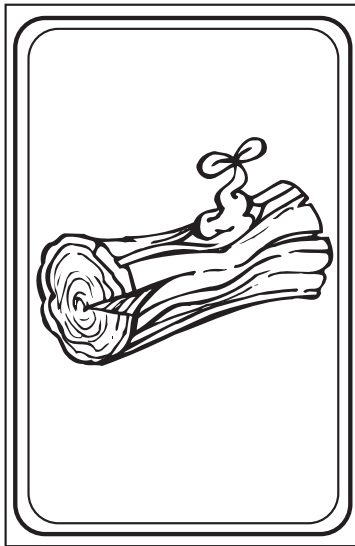
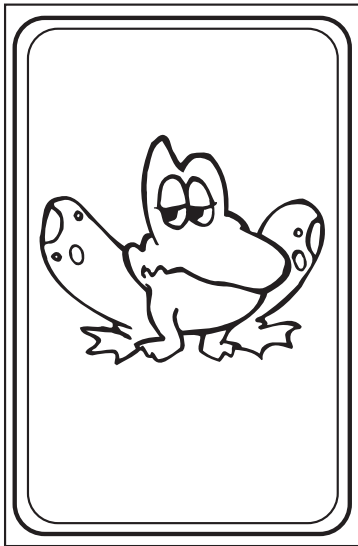


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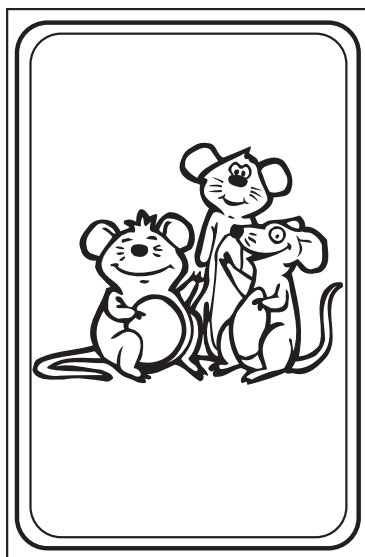
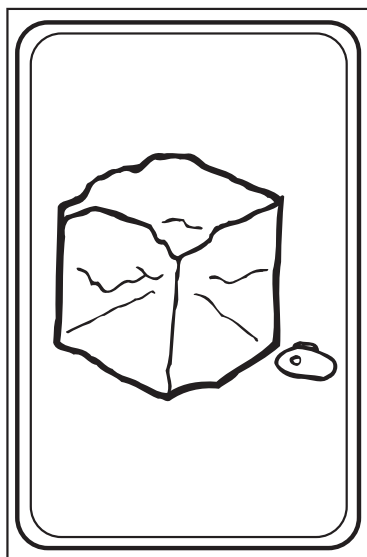
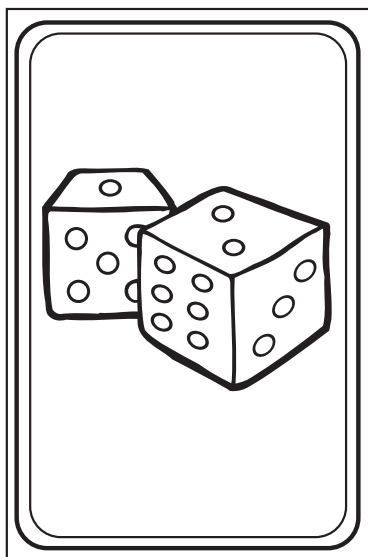
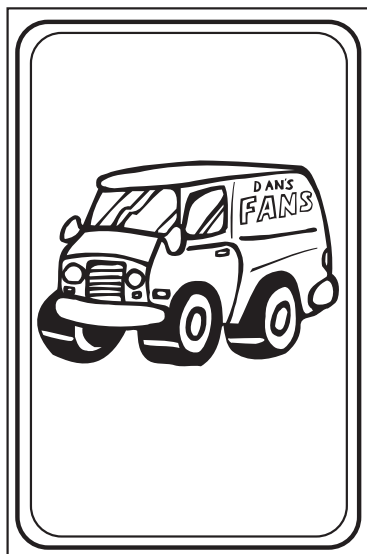
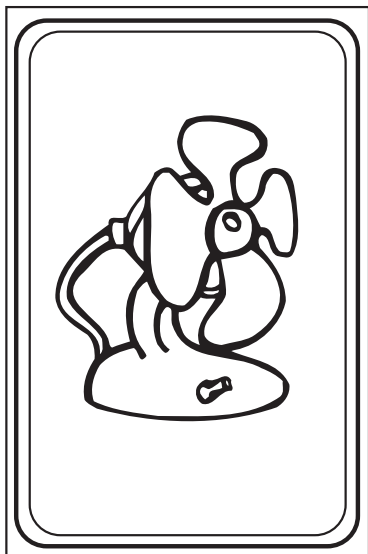
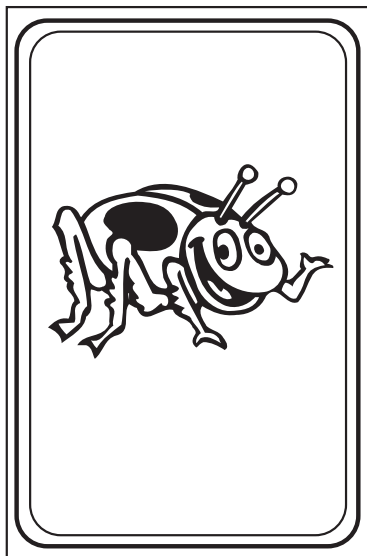
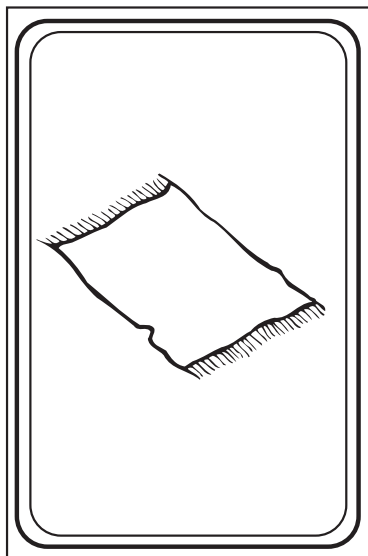
Las tarjetas de juego de los sonidos



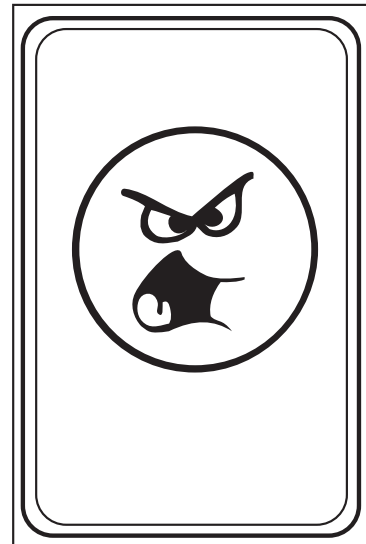
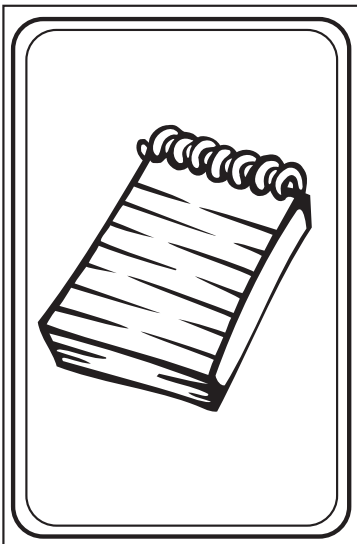
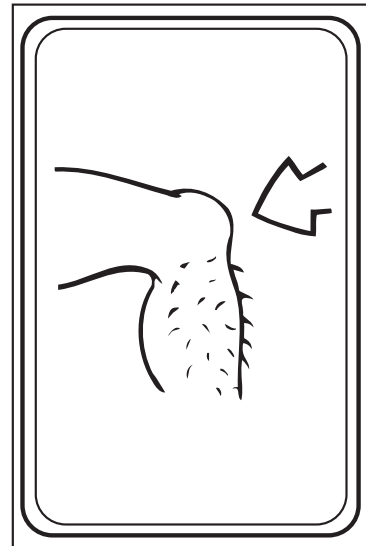
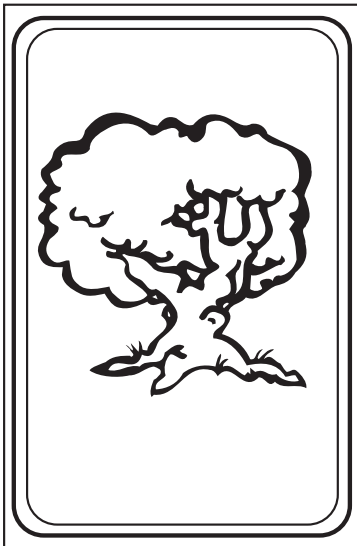
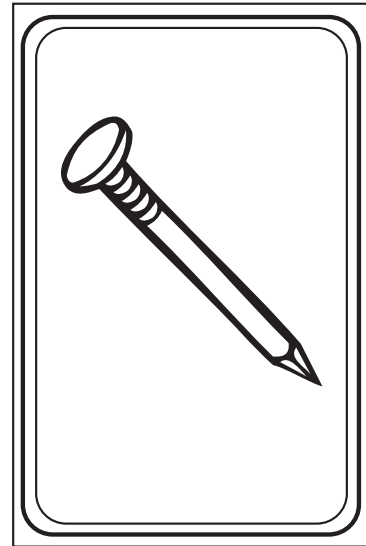
Las tarjetas de juego de los sonidos



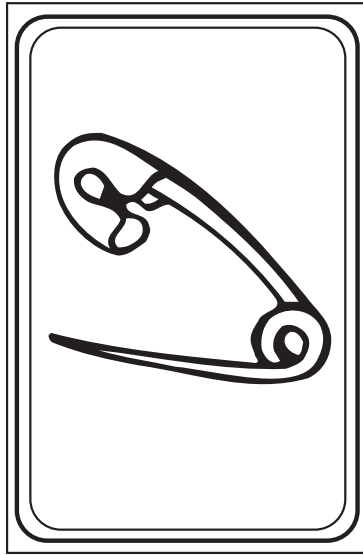
Las tarjetas de juego de los sonidos



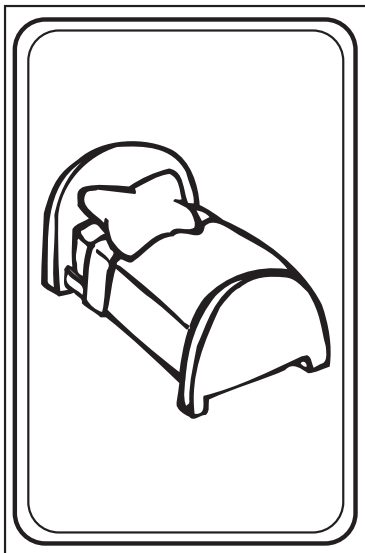
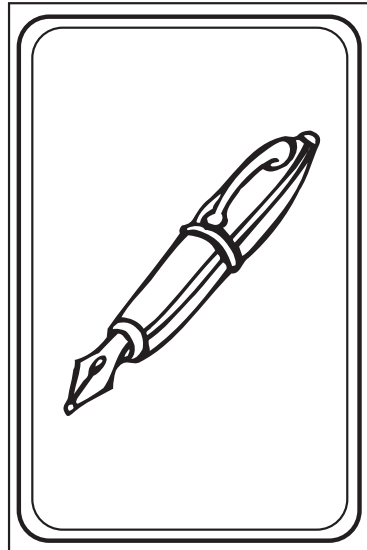
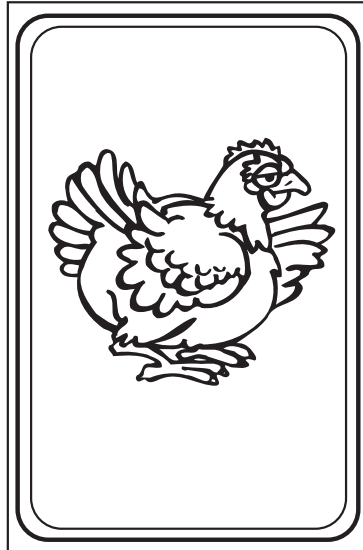
Las tarjetas de juego de los sonidos



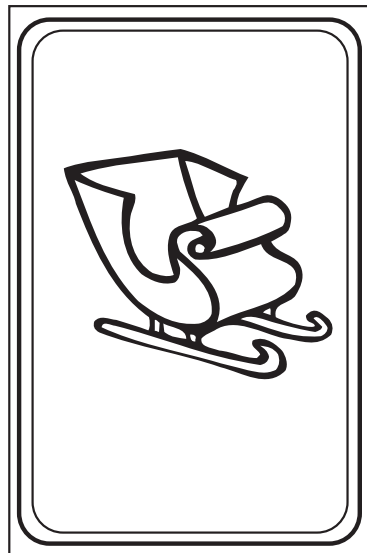
Las tarjetas de juego de los sonidos



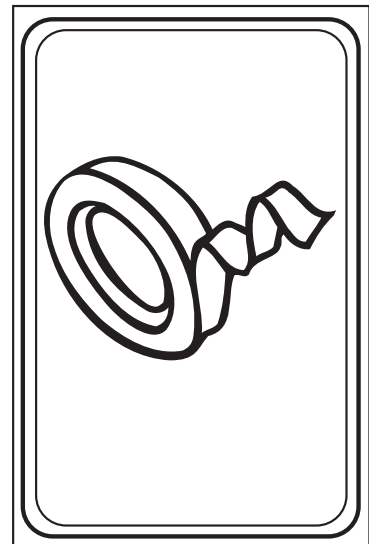
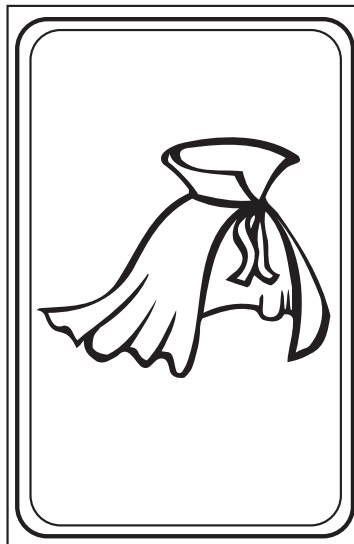
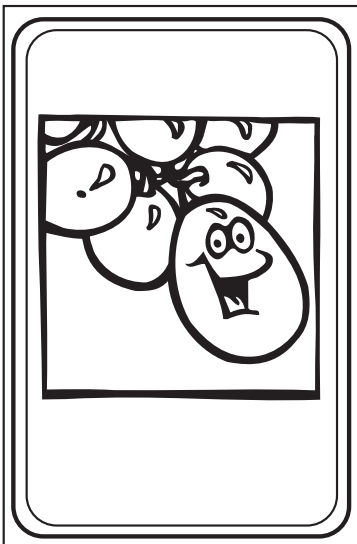
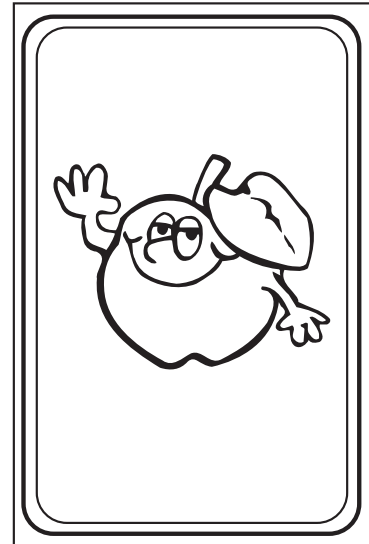
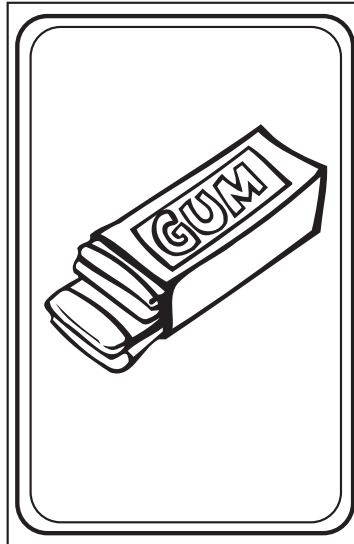
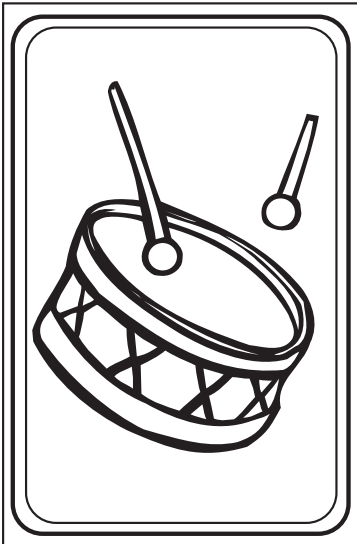
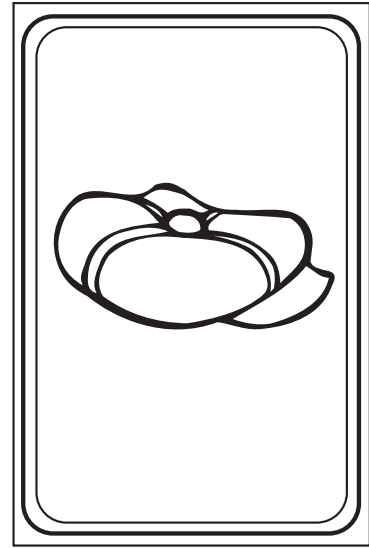
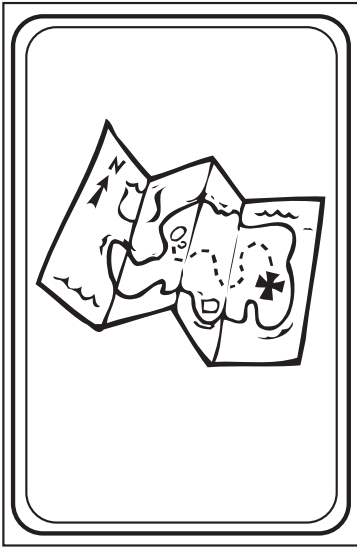
10



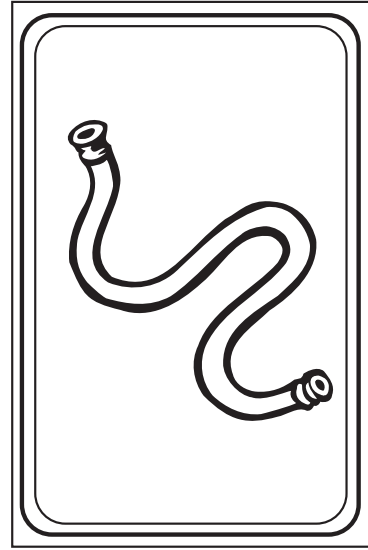
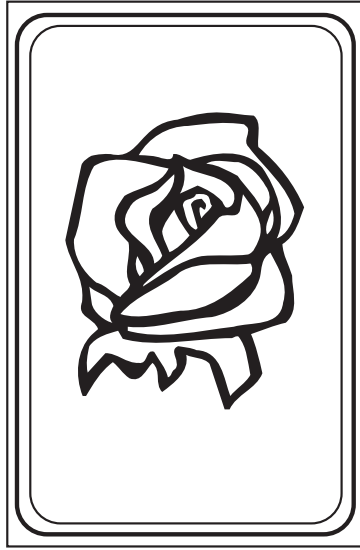
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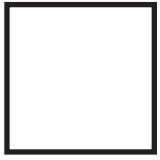


Las tarjetas de juego de los sonidos



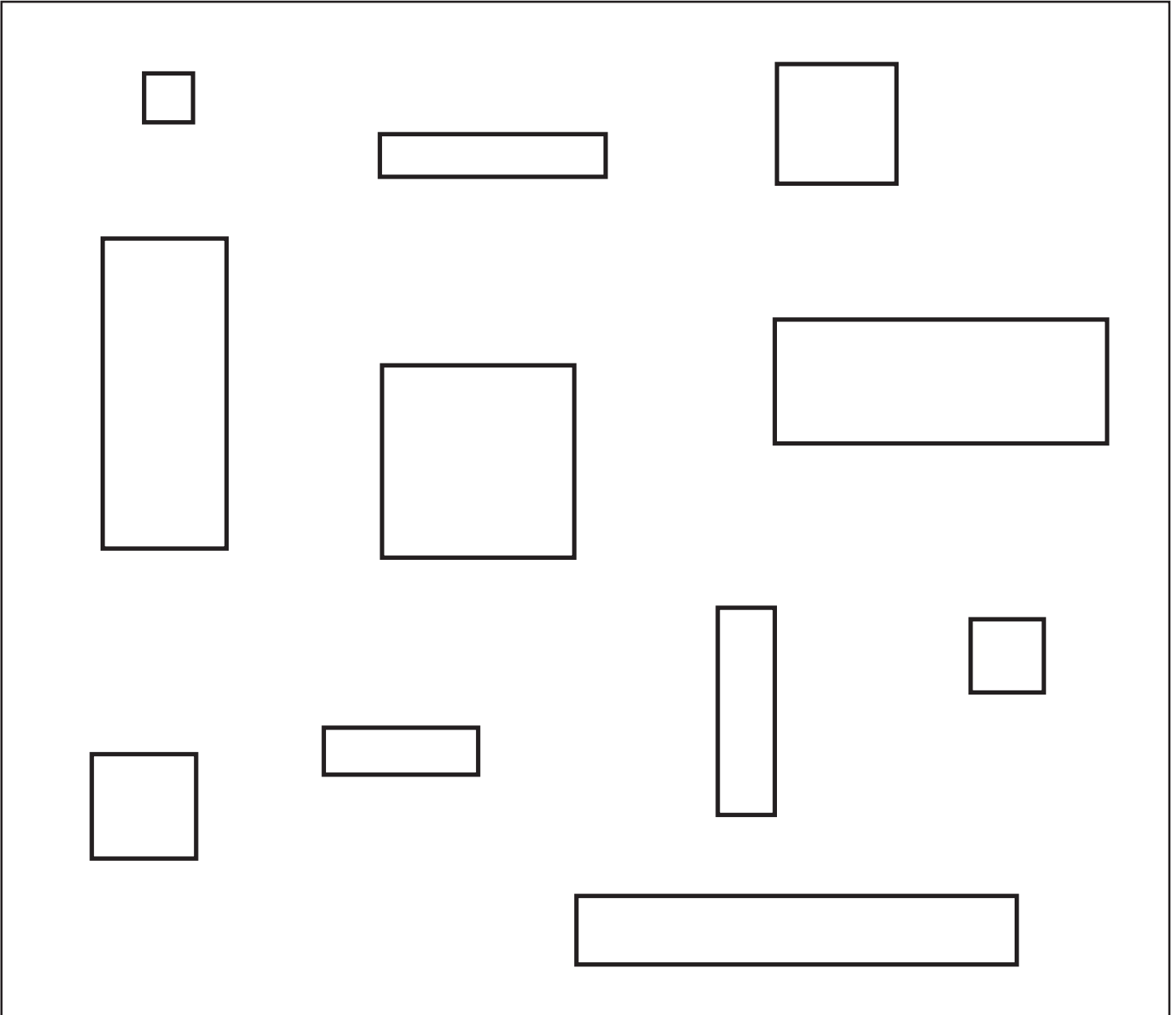
Las tarjetas de juego de los sonidos





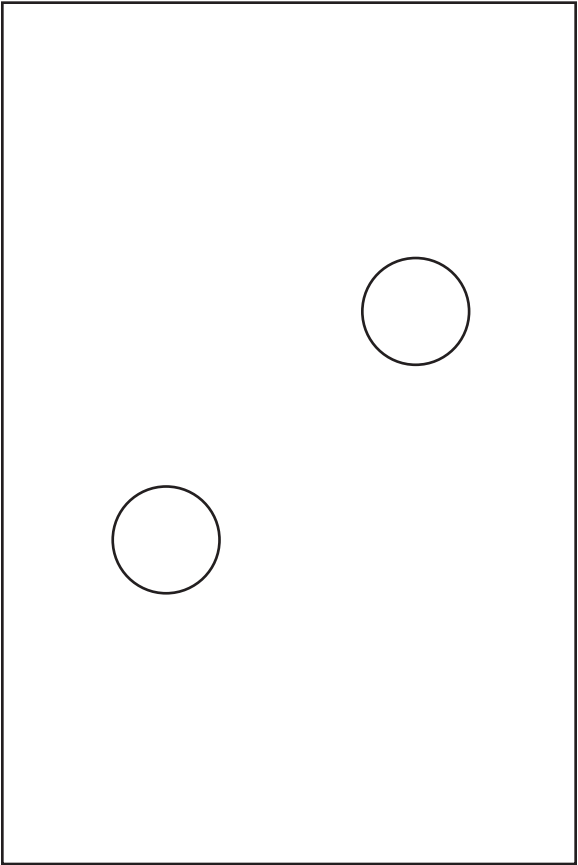
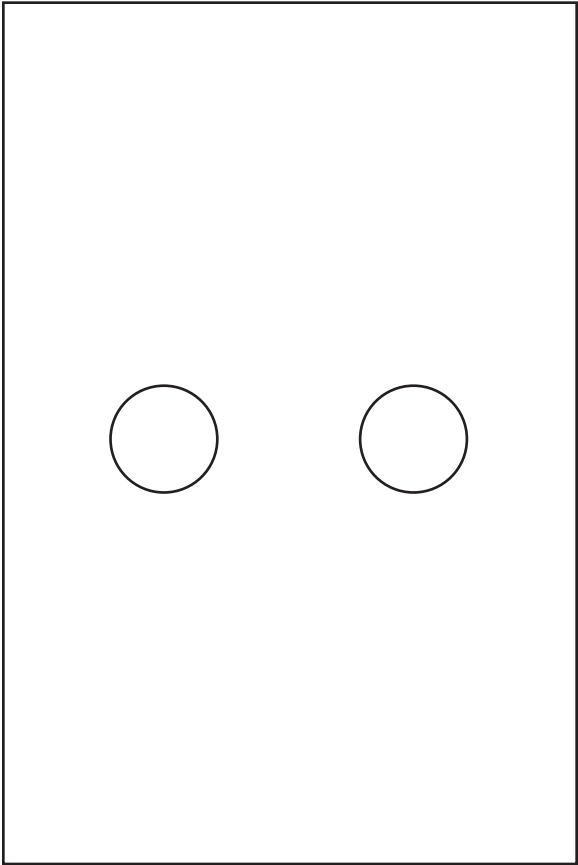
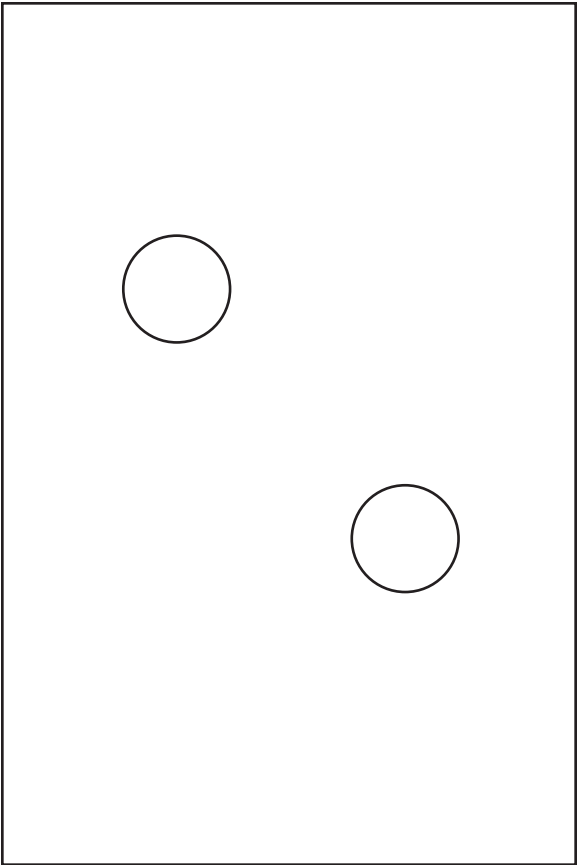
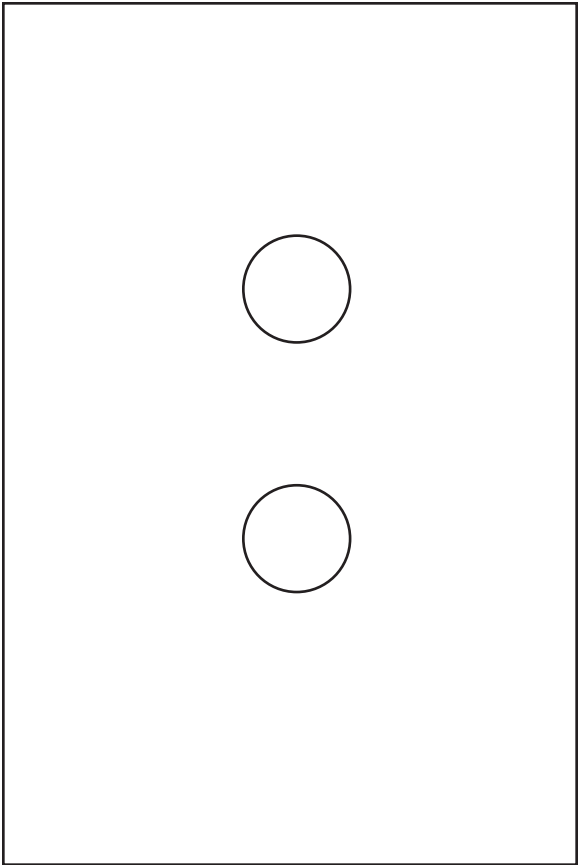
Cuadrados y Rectángulos

- 1 Colorea los cuadrados en rojo.
- 2 Colorea los rectángulos en amarillo.

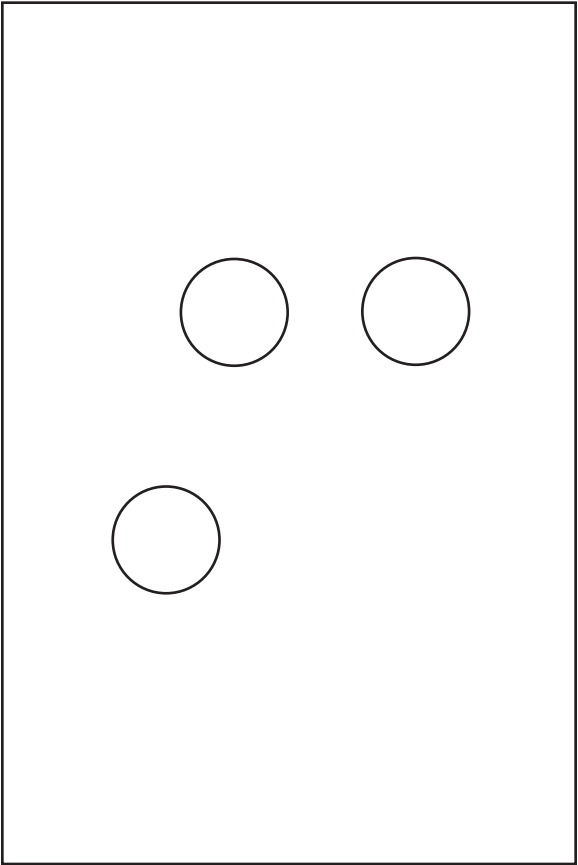
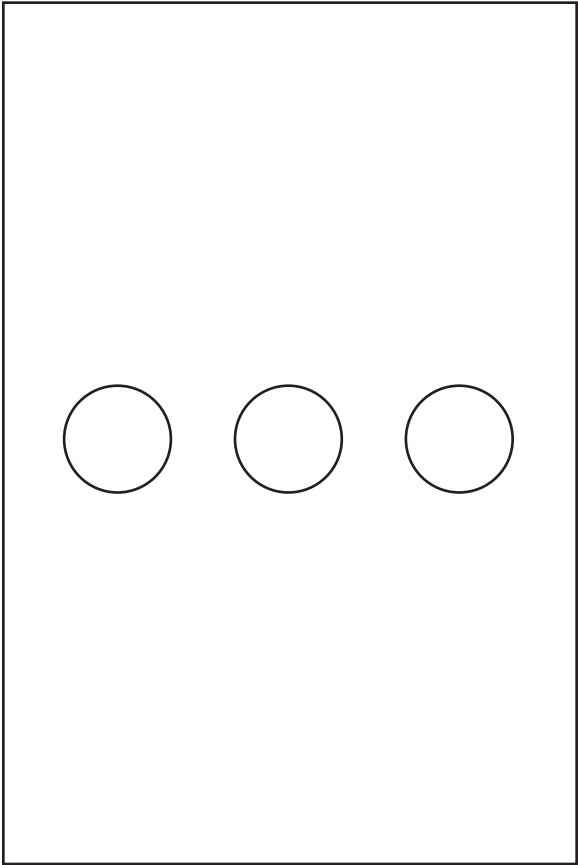
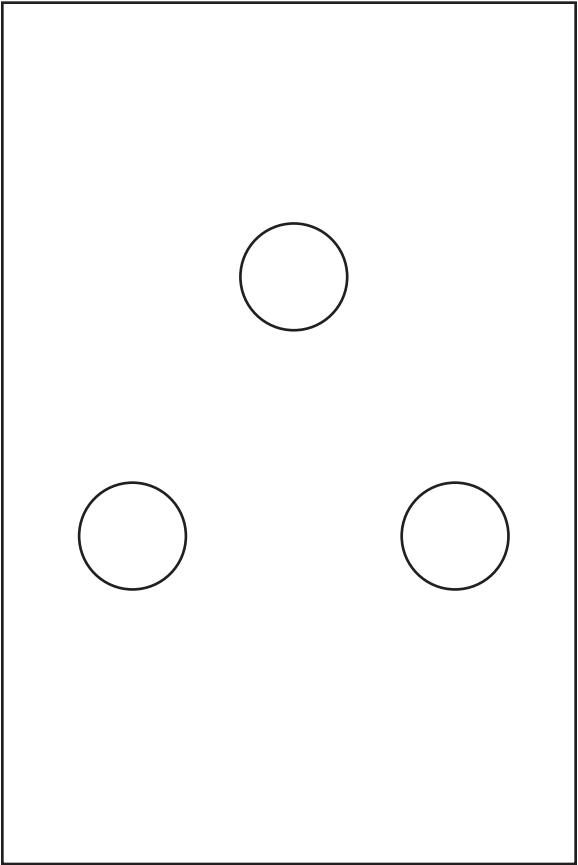
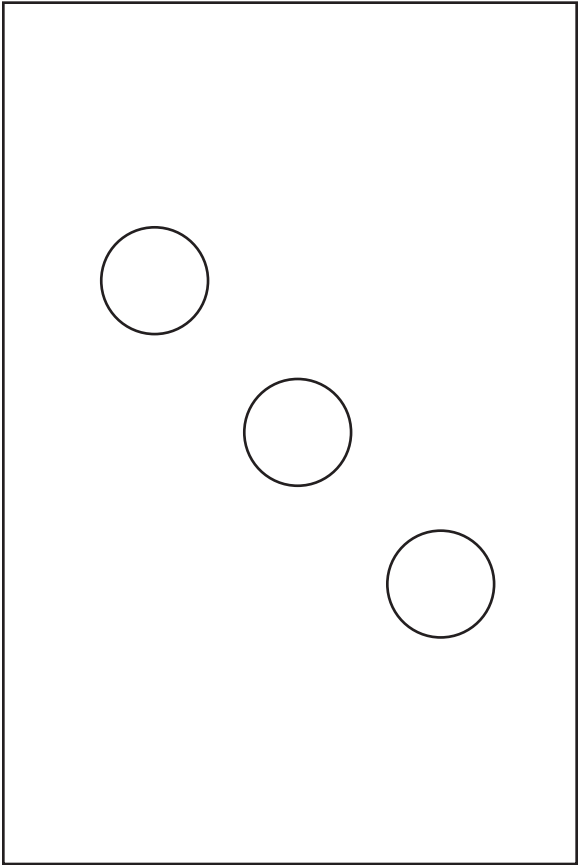


Indicio: Hay 5 cuadrados y 6 rectángulos.

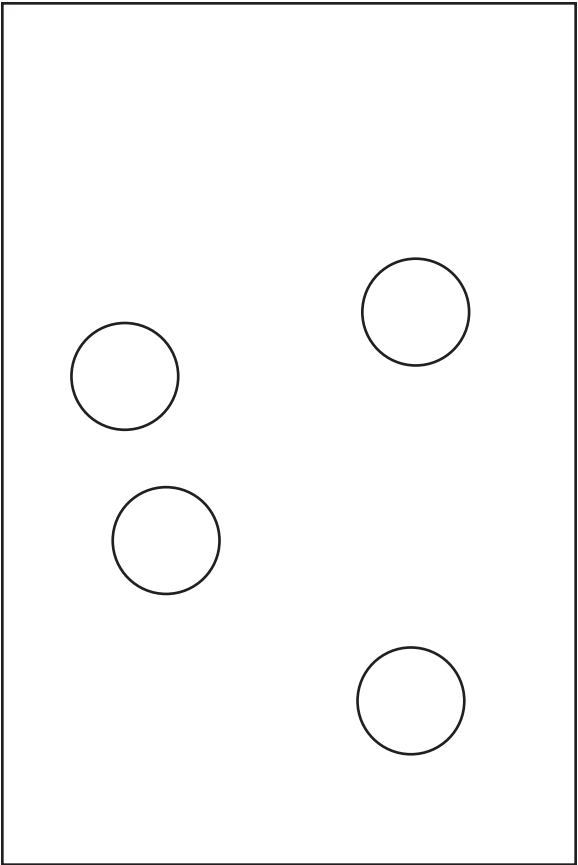
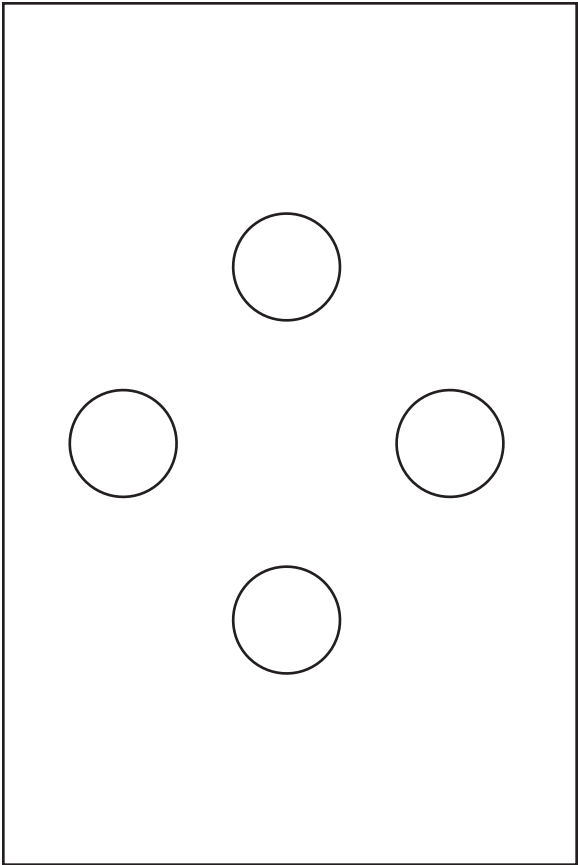
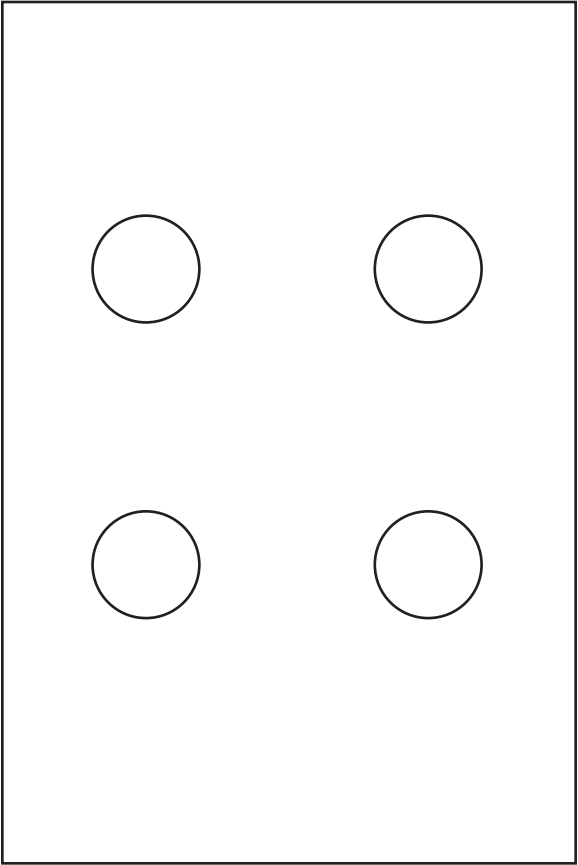
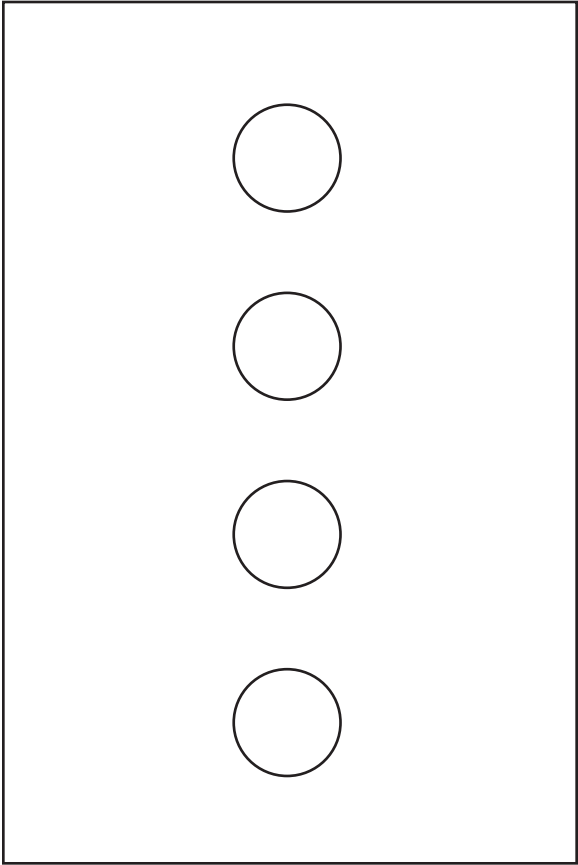
Las Tarjetas del Cálculo Perceptual



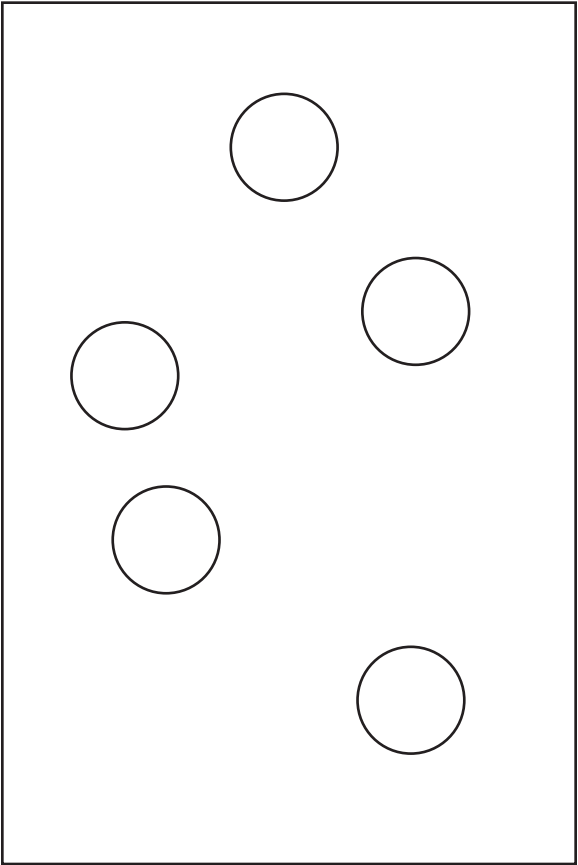
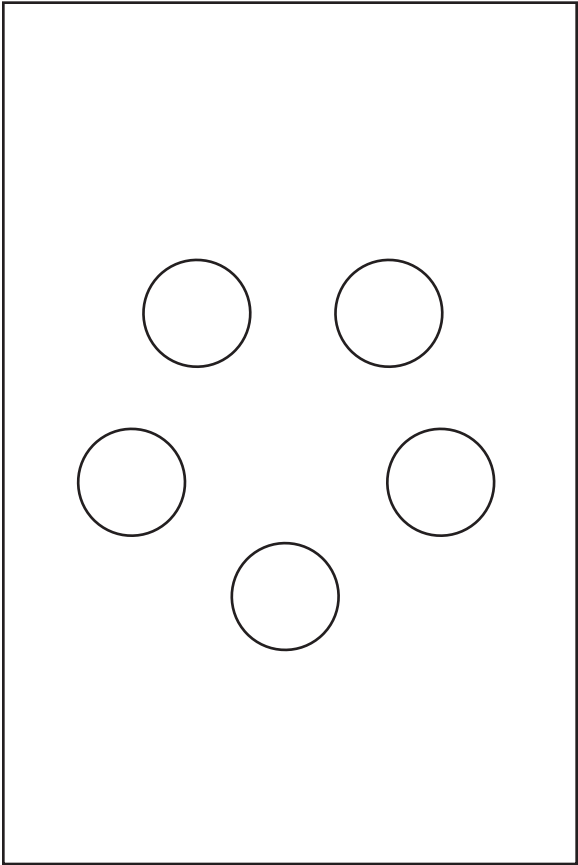
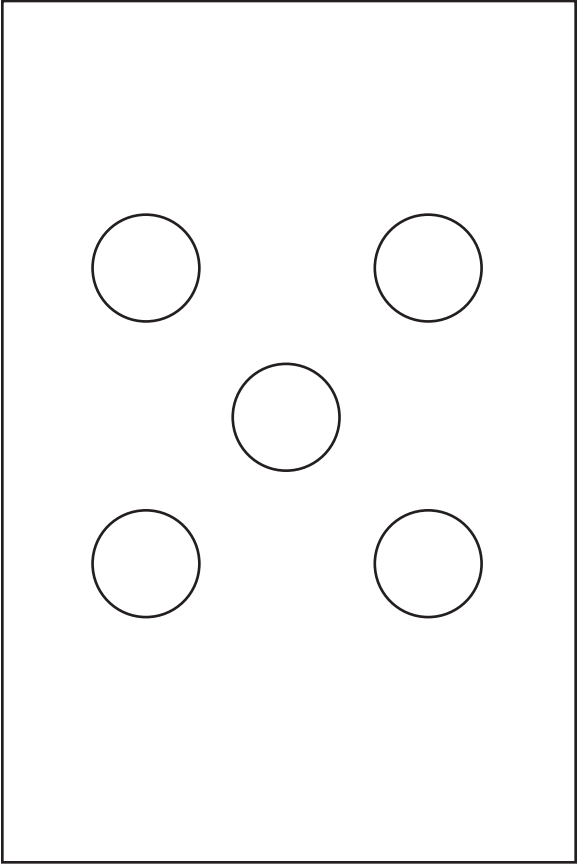
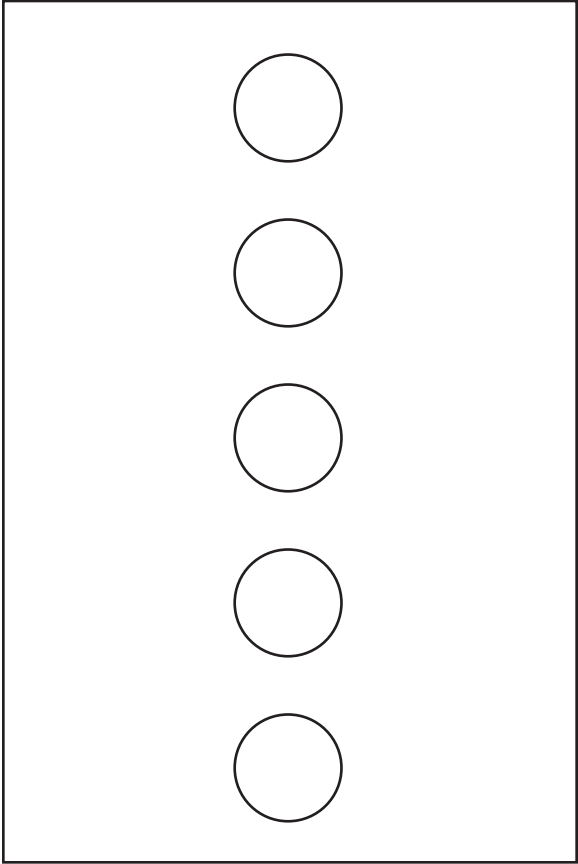
Las Tarjetas del Cálculo Perceptual



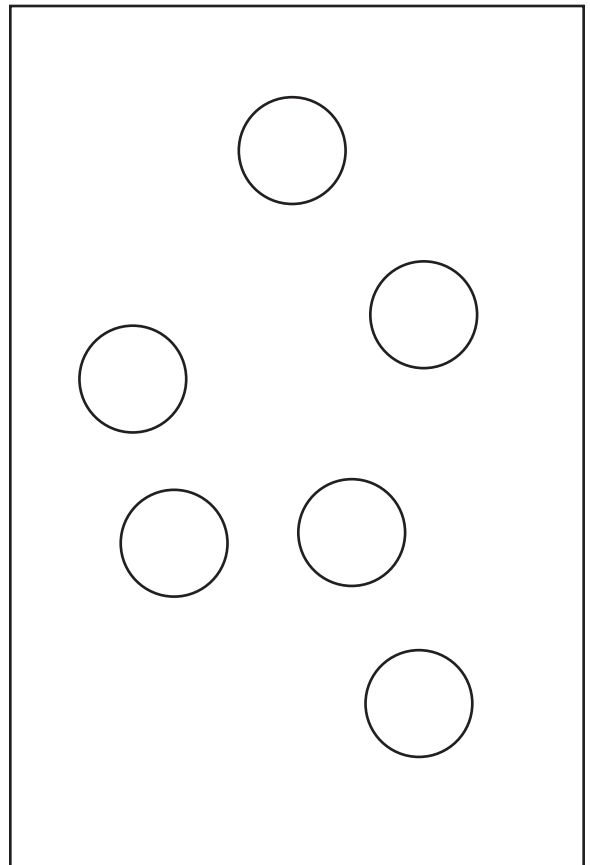
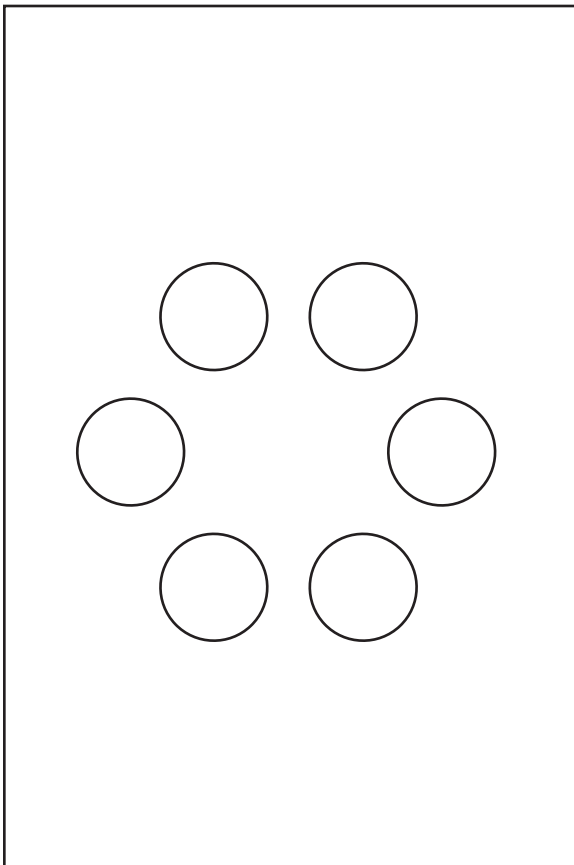
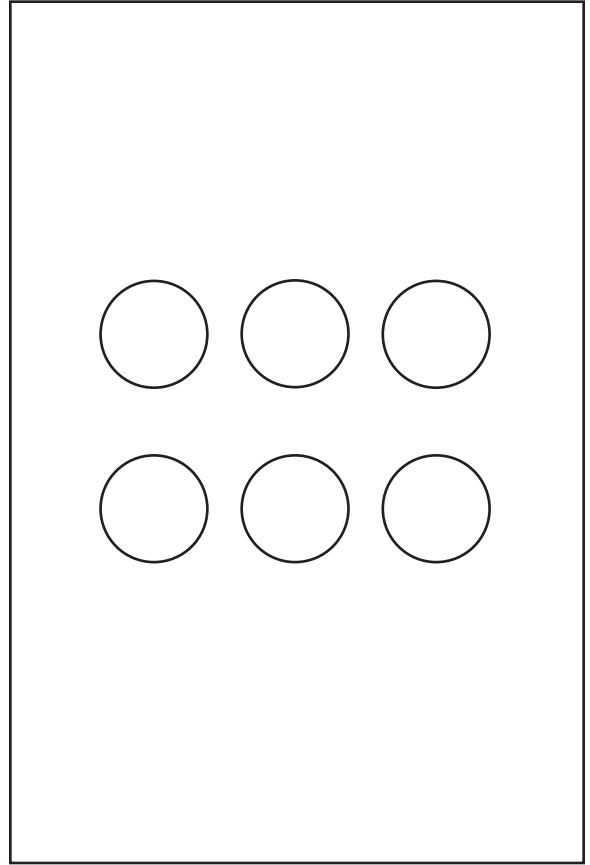
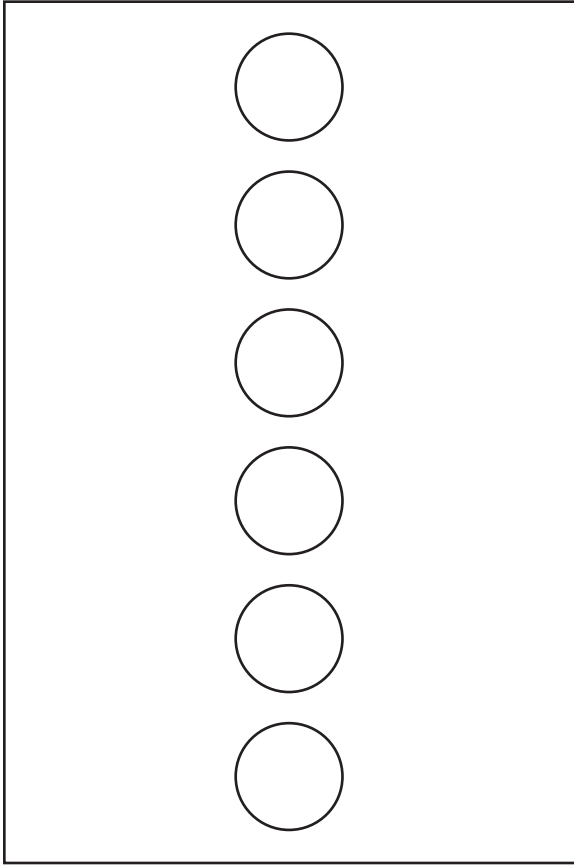
Las Tarjetas del Cálculo Perceptual



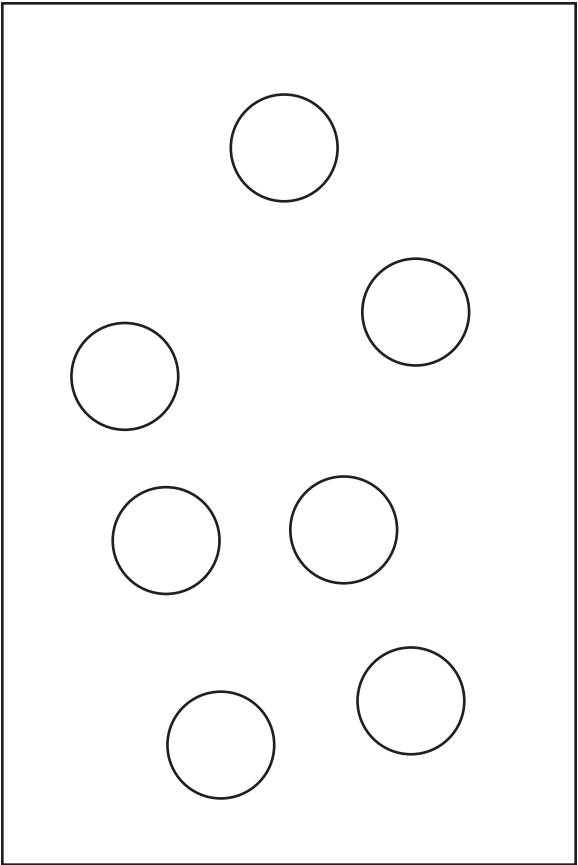
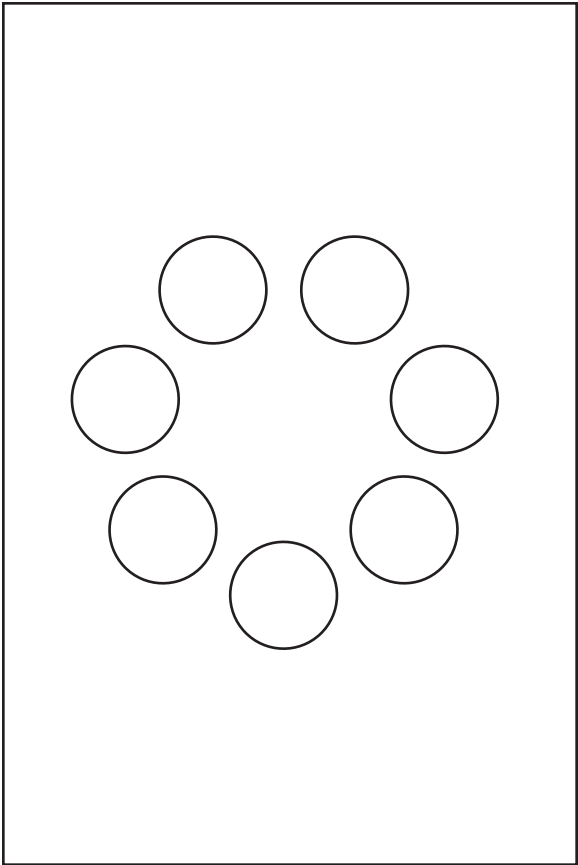
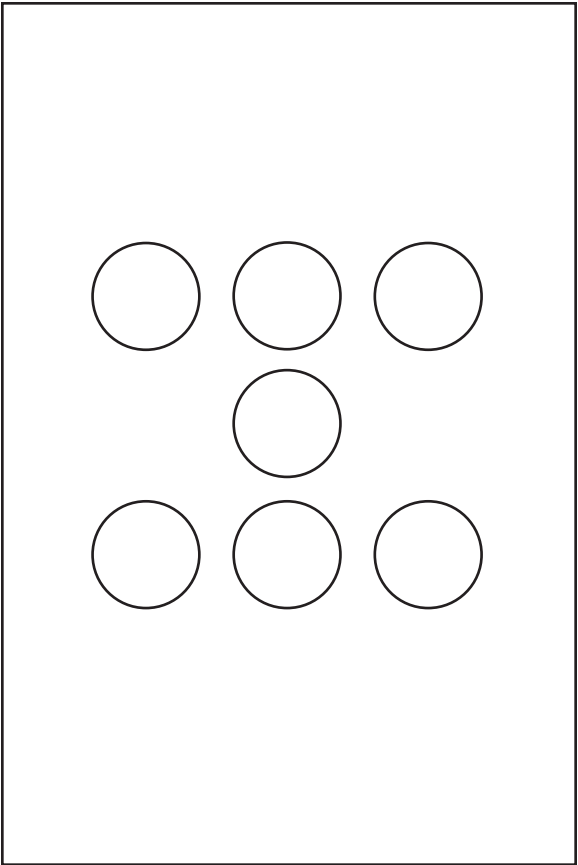
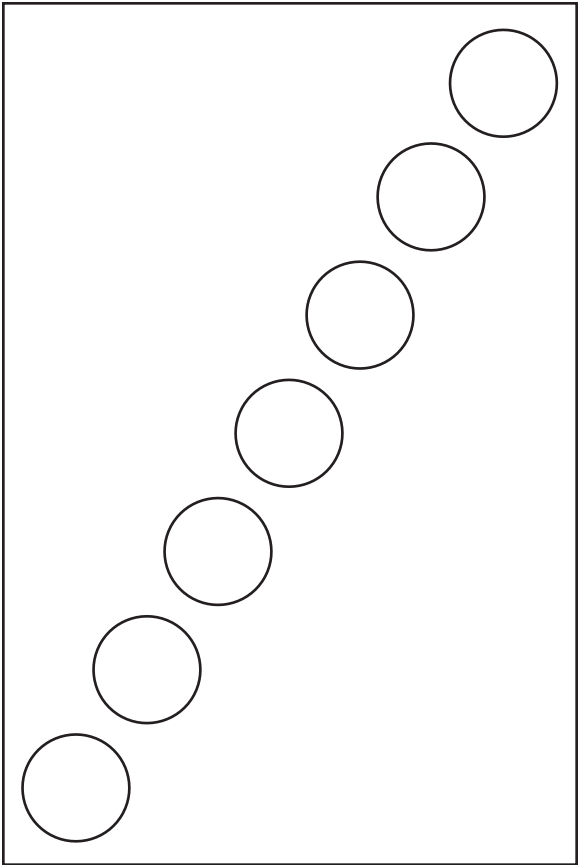
Las Tarjetas del Cálculo Perceptual



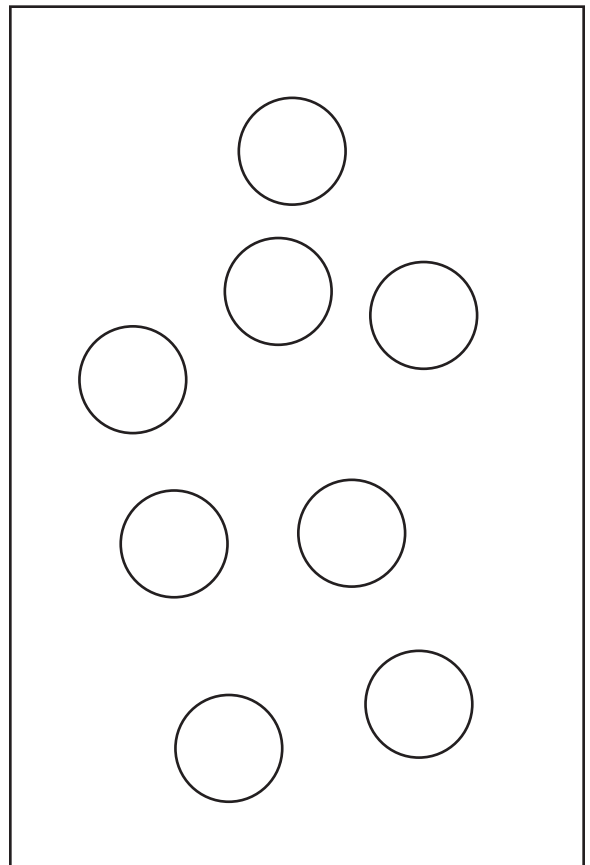
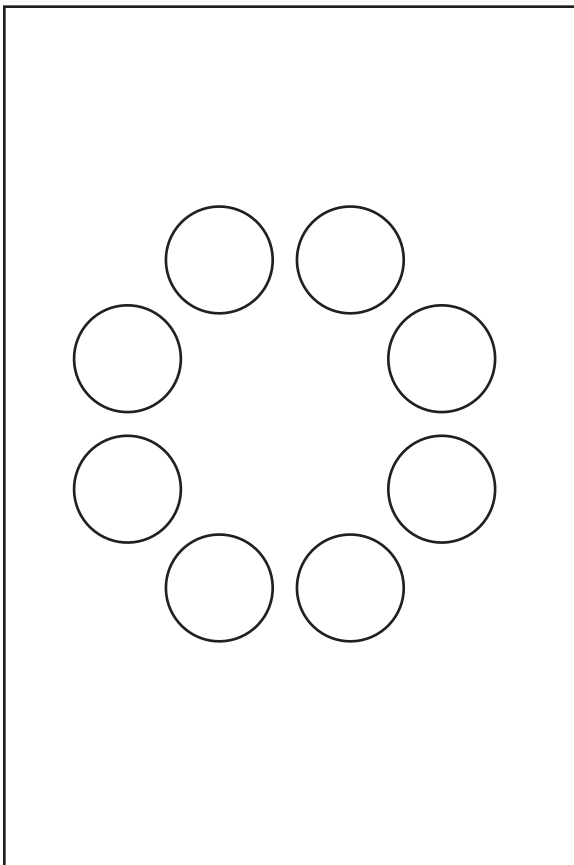
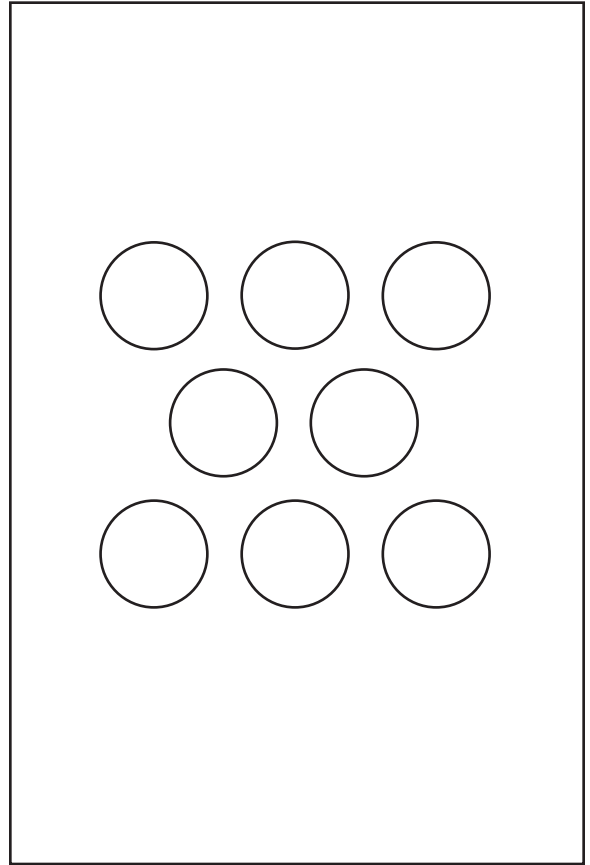
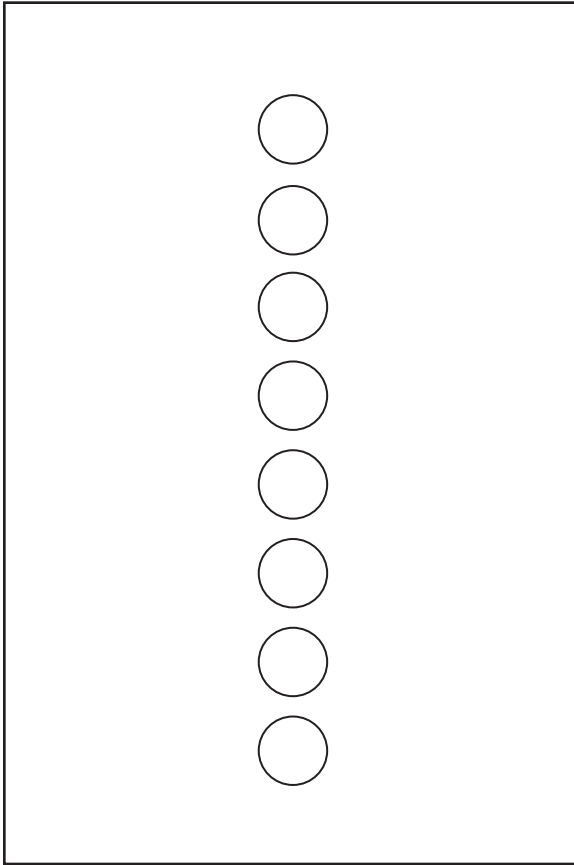
Las Tarjetas del Cálculo Perceptual



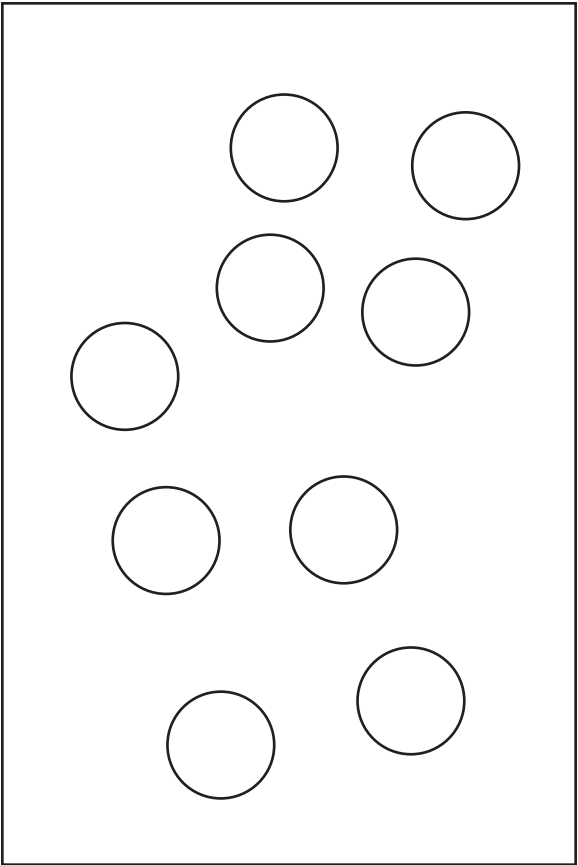
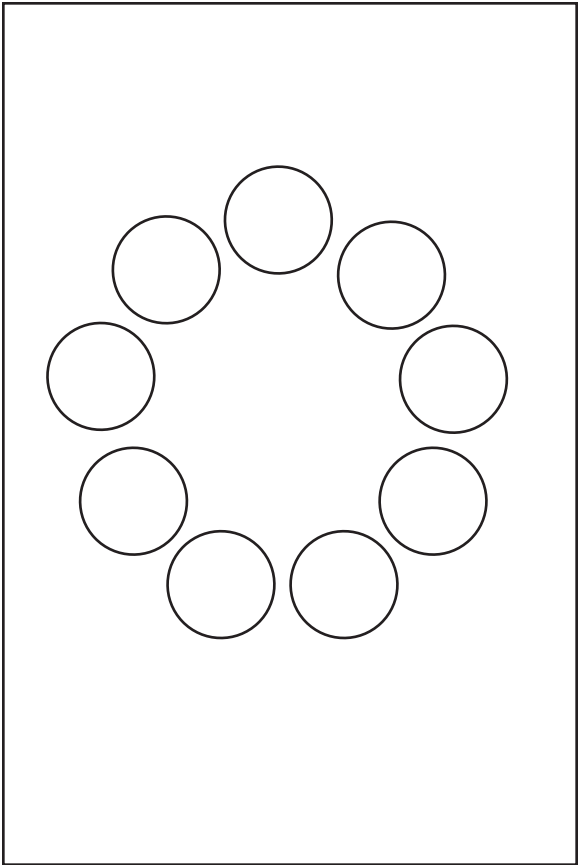
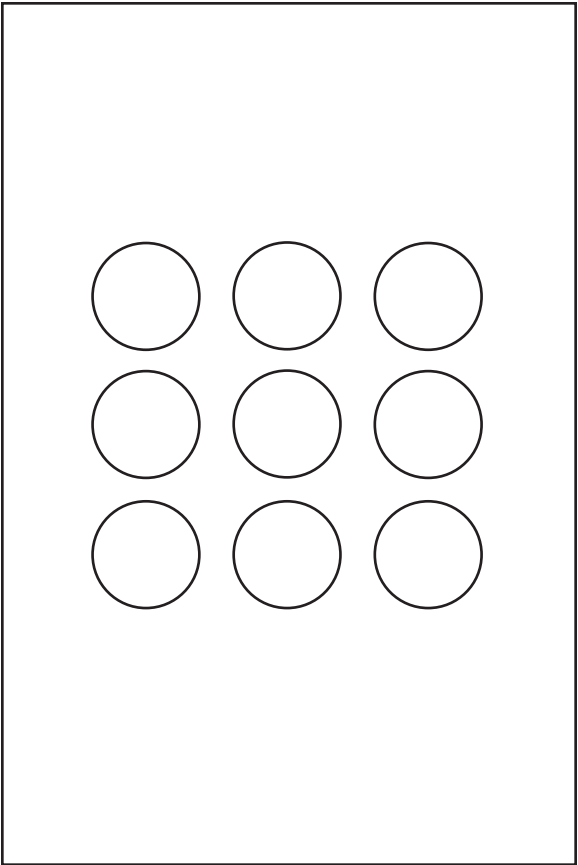
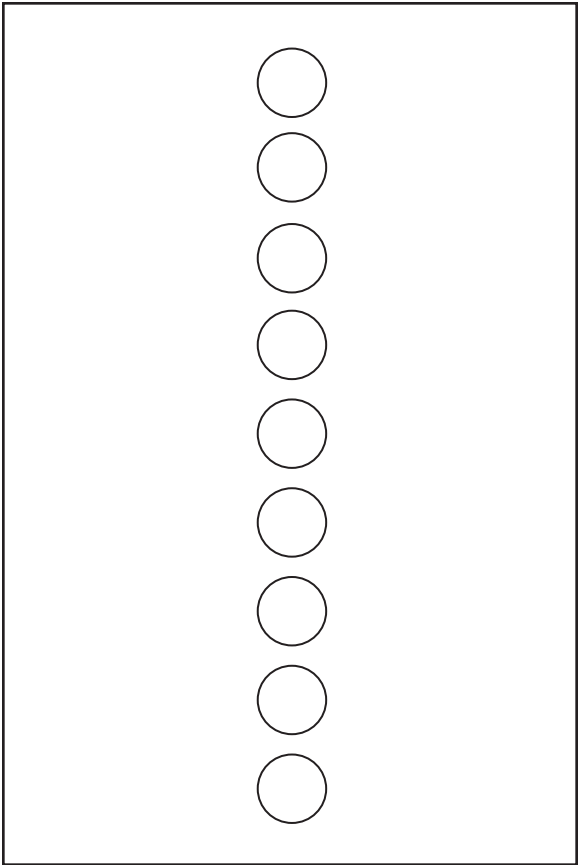
Las Tarjetas del Cálculo Perceptual



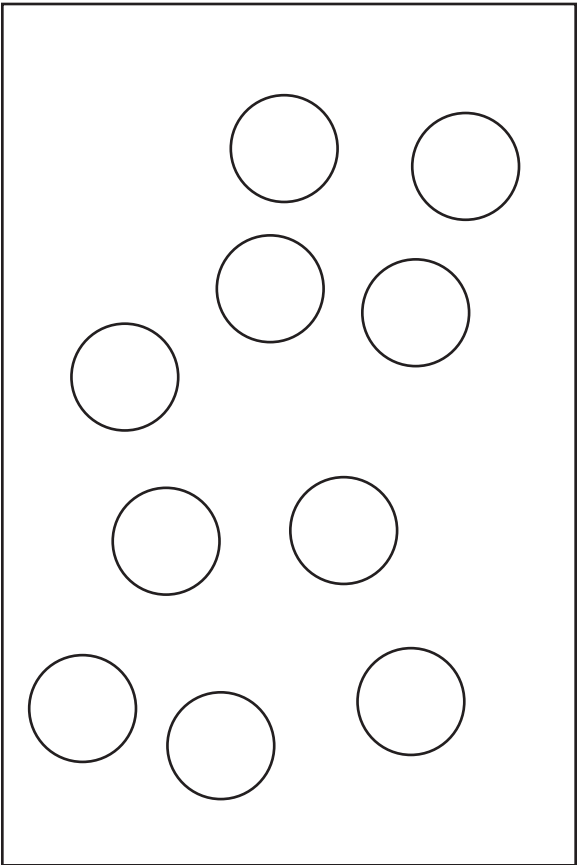
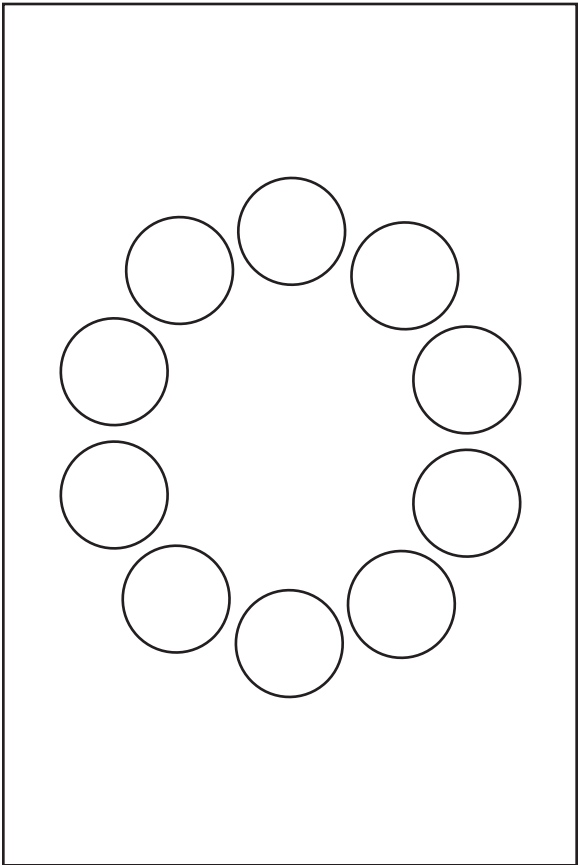
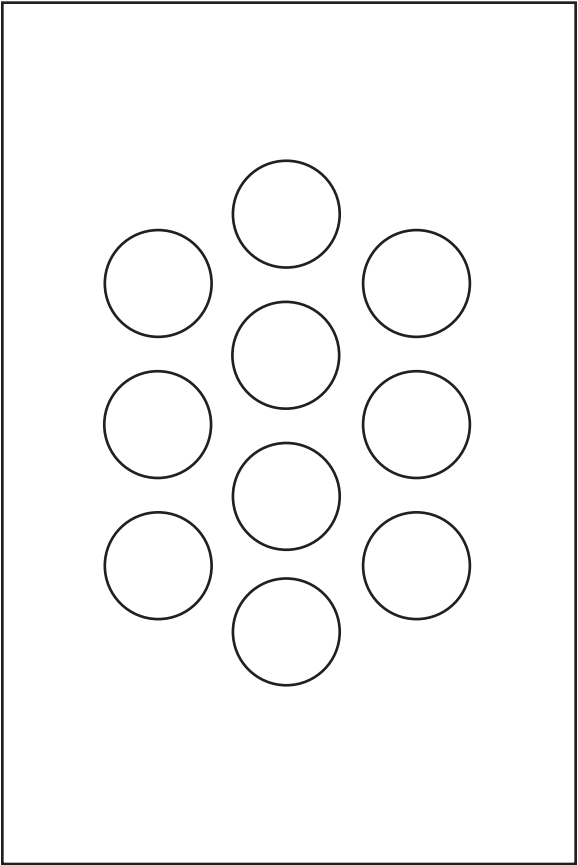
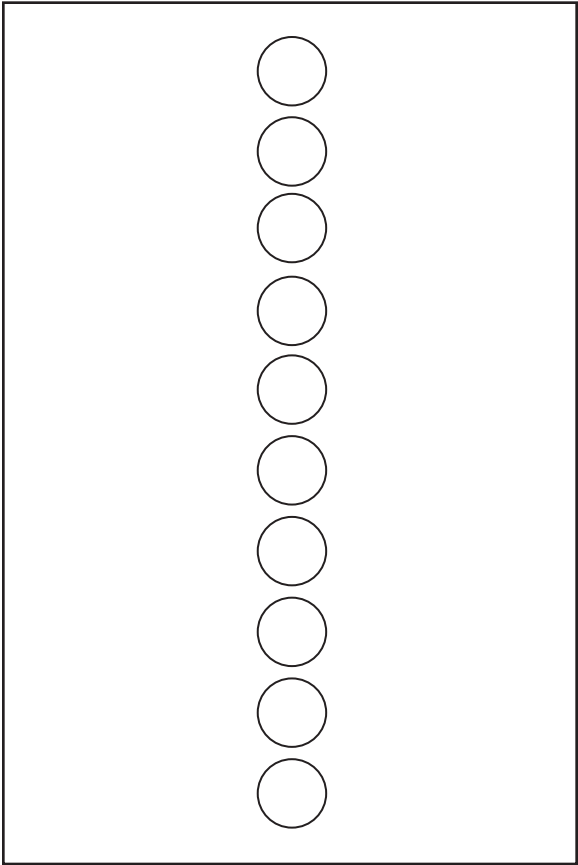
Las Tarjetas del Cálculo Perceptual



Las Tarjetas del Cálculo Perceptual



Las Tarjetas del Cálculo Perceptual



Las Tarjetas de la Sustracción

$$\begin{array}{r} 30 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 00 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ - \\ \hline \end{array}$$

las Tarjetas de la Sustracción

$$\begin{array}{r} 2 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$$

Las Tarjetas de la Sustracción

5 7
|

7 7
|

5 3
|

7 3
|

5 5
|

Las Tarjetas de la Sustracción

$$0 - 0 =$$

$$1 - 0 =$$

$$2 - 0 =$$

$$3 - 0 =$$

$$4 - 0 =$$

$$5 - 0 =$$

$$1 - 1 =$$

$$2 - 1 =$$

Las Tarjetas de la Sustracción

$$3-1=$$

$$3-2=$$

$$4-1=$$

$$4-2=$$

$$5-1=$$

$$5-2=$$

$$2-2=$$

$$3-3=$$

Las Tarjetas de la Sustracción

$$4 - 3 =$$

$$5 - 5 =$$

$$5 - 3 =$$

$$4 - 4 =$$

$$5 - 4 =$$

Sumas hasta el 10

❶ Completa cada oración numérica escribiendo los números que faltan.



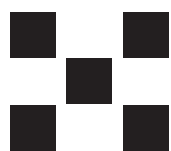
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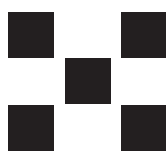
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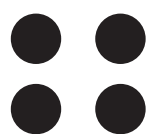
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5

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4

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3

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7

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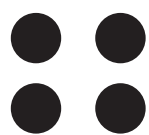


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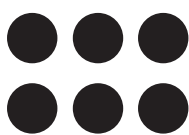
Sumas hasta el 10

① Completa cada oración numérica escribiendo los números que faltan.



4

+



6

=



7

+



3

=



2

+



4

=



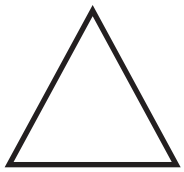
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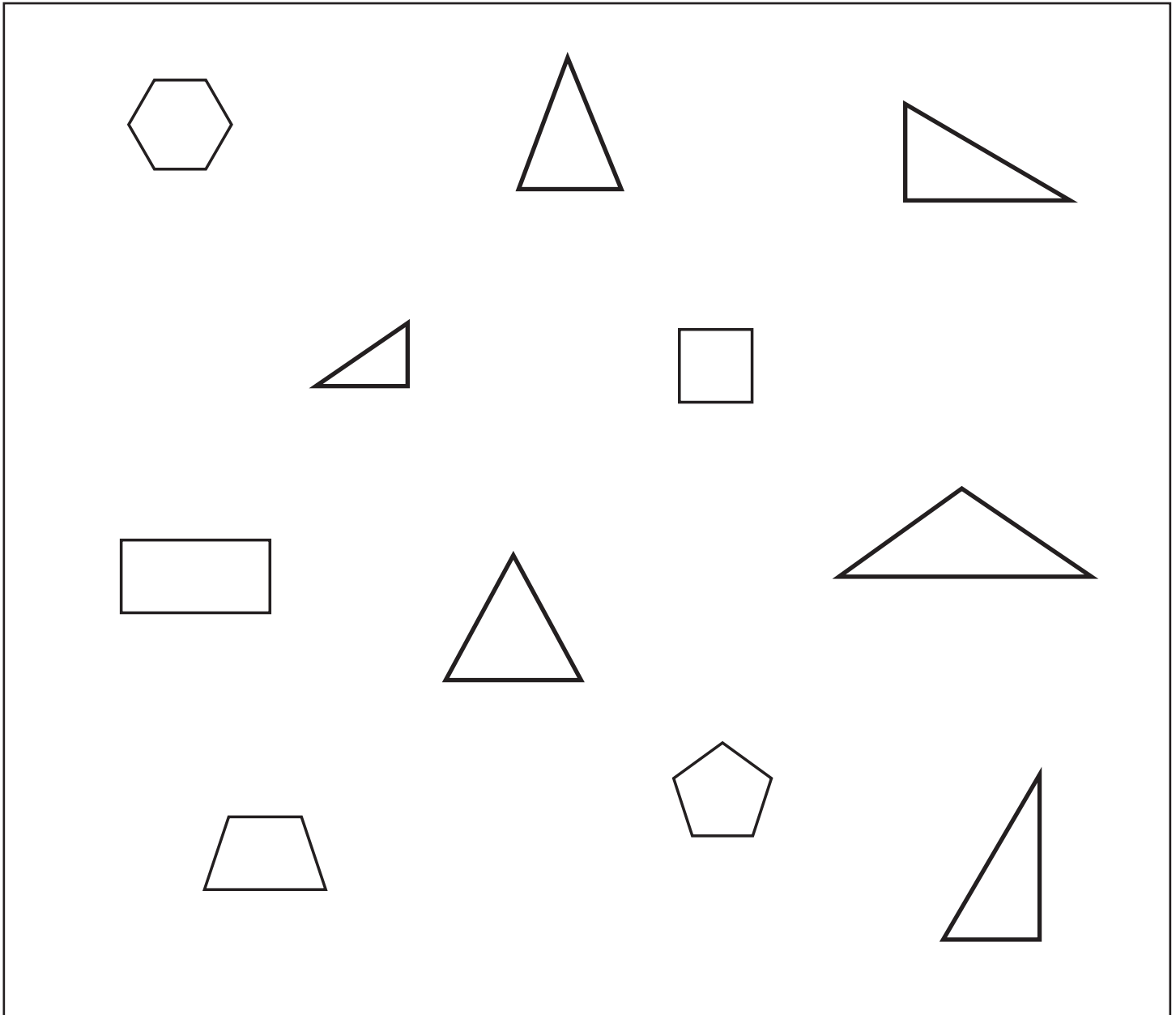
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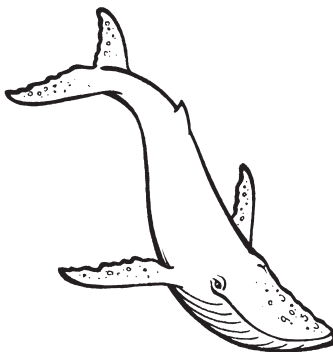
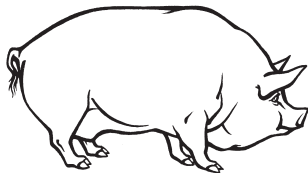
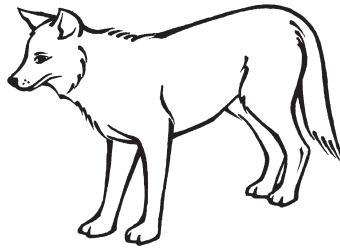
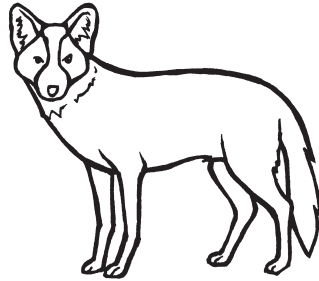
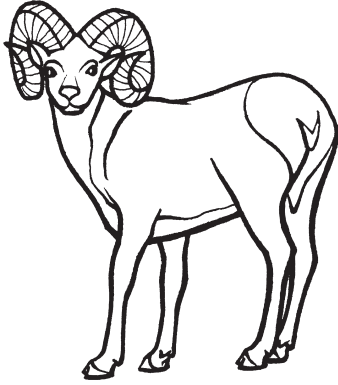
Los Triángulos

- 1 Colorea los triángulos en azul.
- 2 Colorea las formas que no son triángulos en rojo.

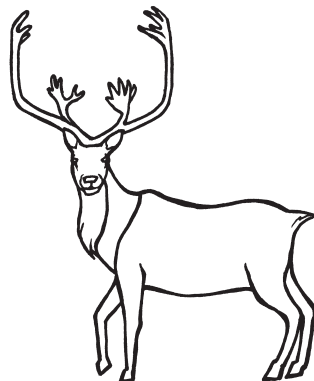
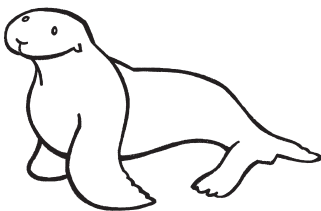
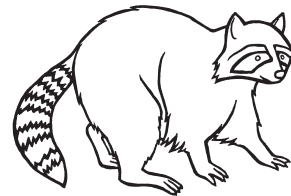
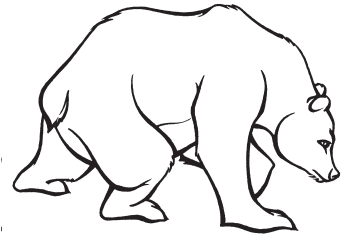
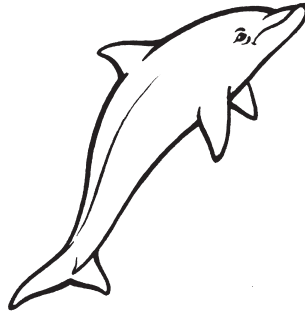
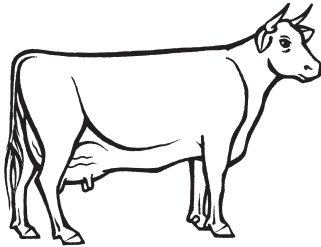


Indicio: Hay 6 triángulos

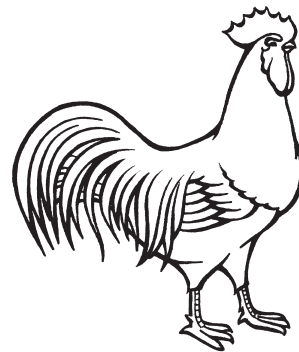
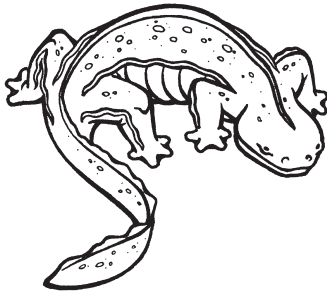
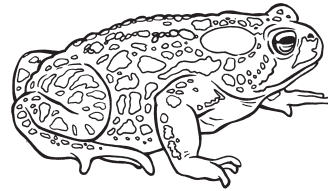
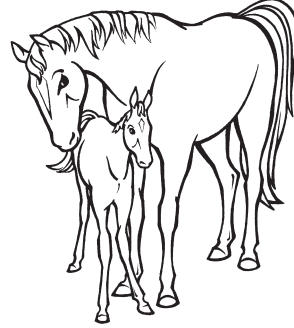
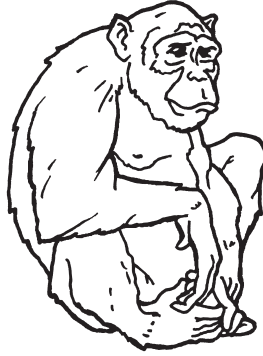
Las Tarjetas de los Vertebratos



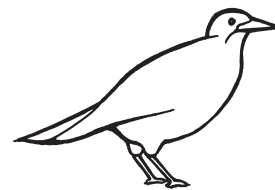
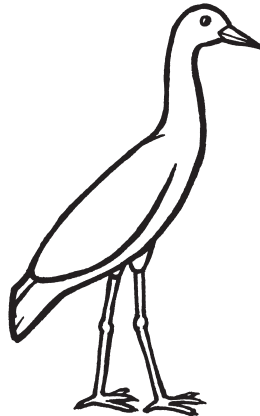
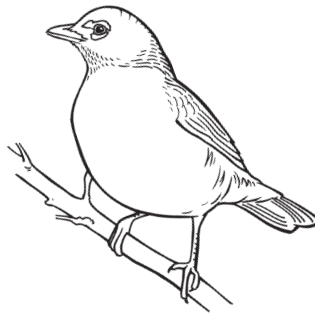
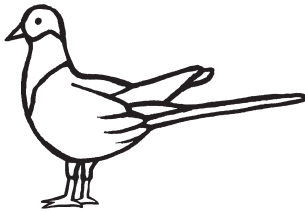
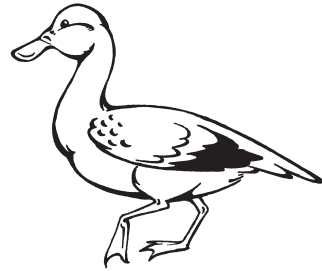
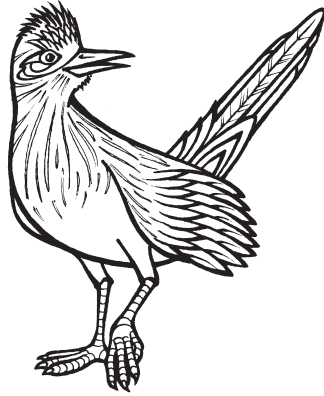
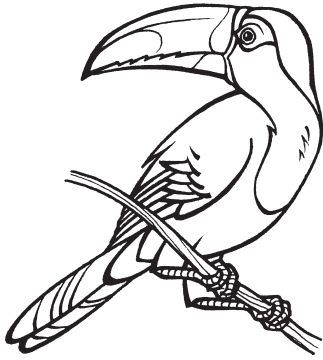
Las Tarjetas de los Vertebratos



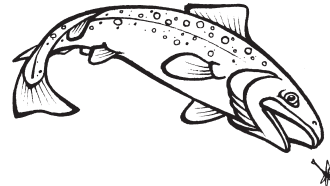
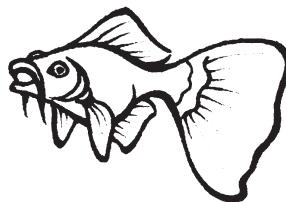
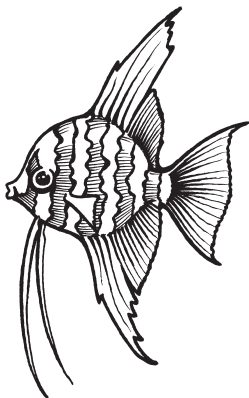
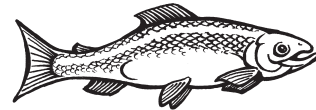
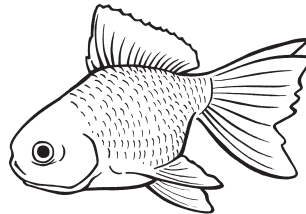
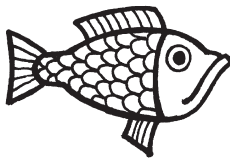
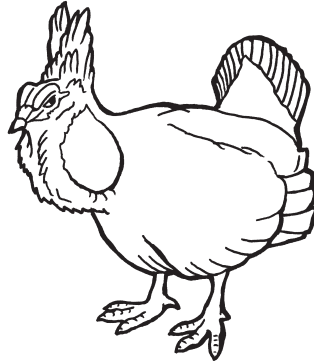
Las Tarjetas de los Vertebratos



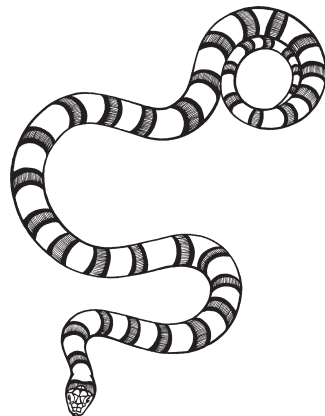
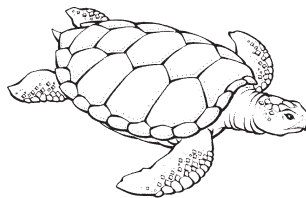
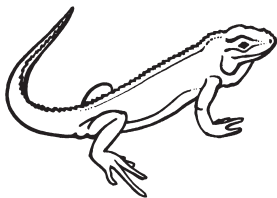
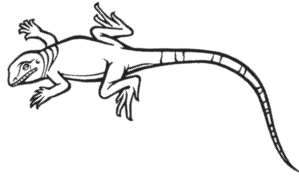
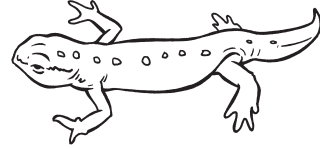
Las Tarjetas de los Vertebratos



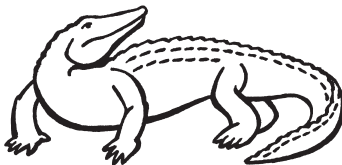
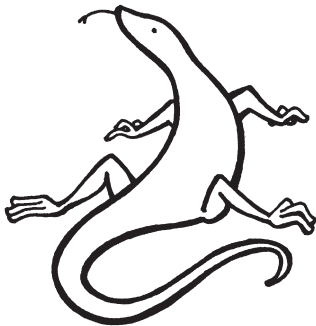
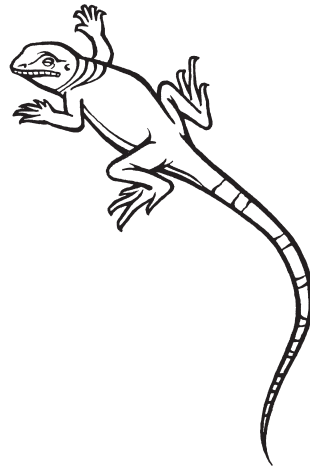
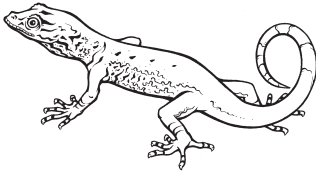
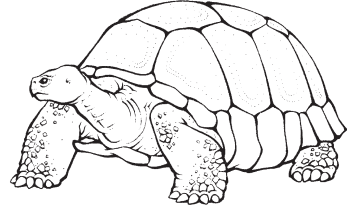
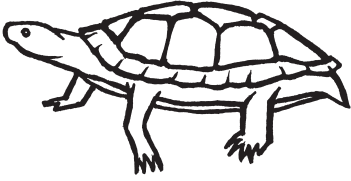
Las Tarjetas de los Vertebratos



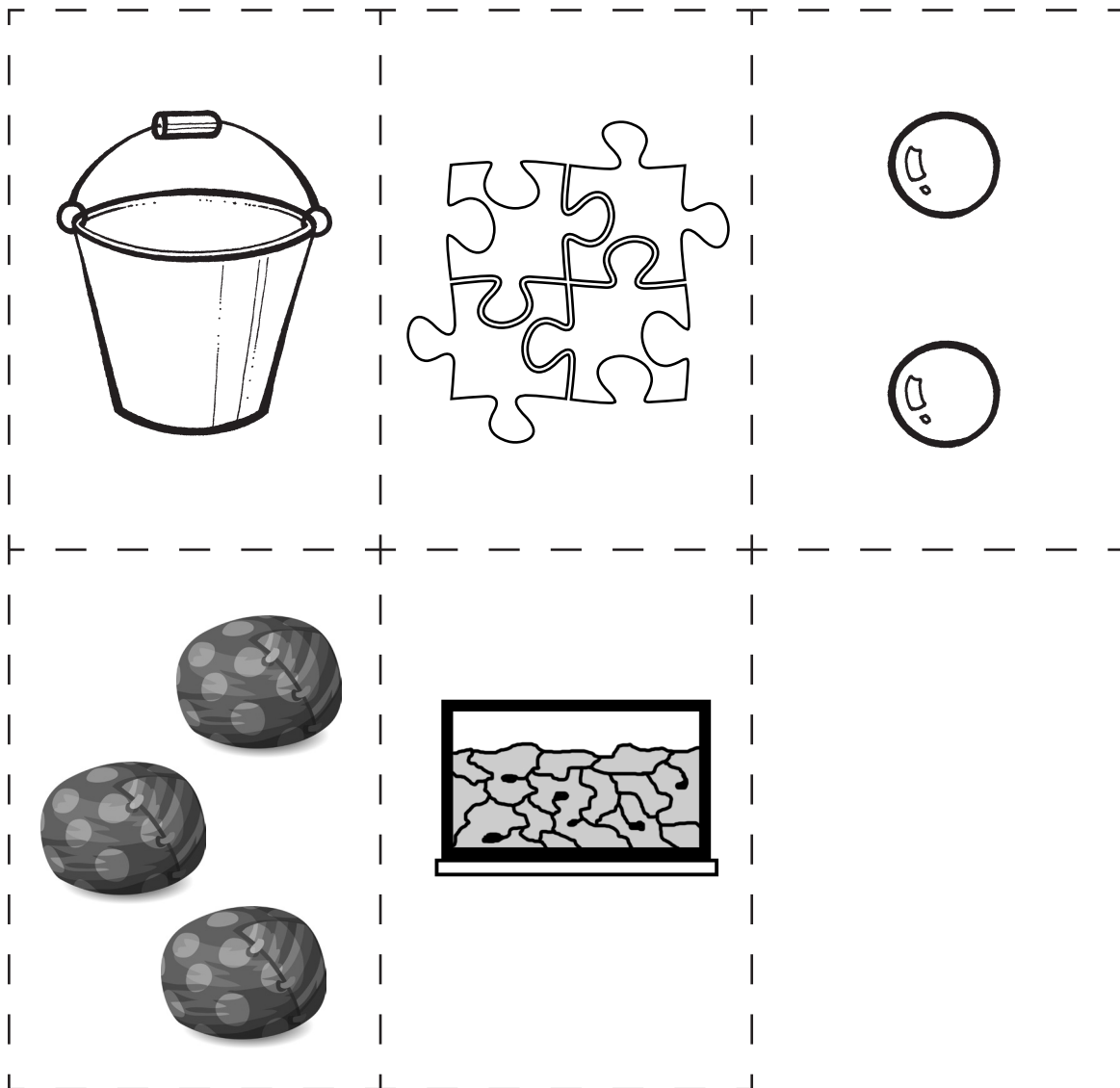
Las Tarjetas de los Vertebratos



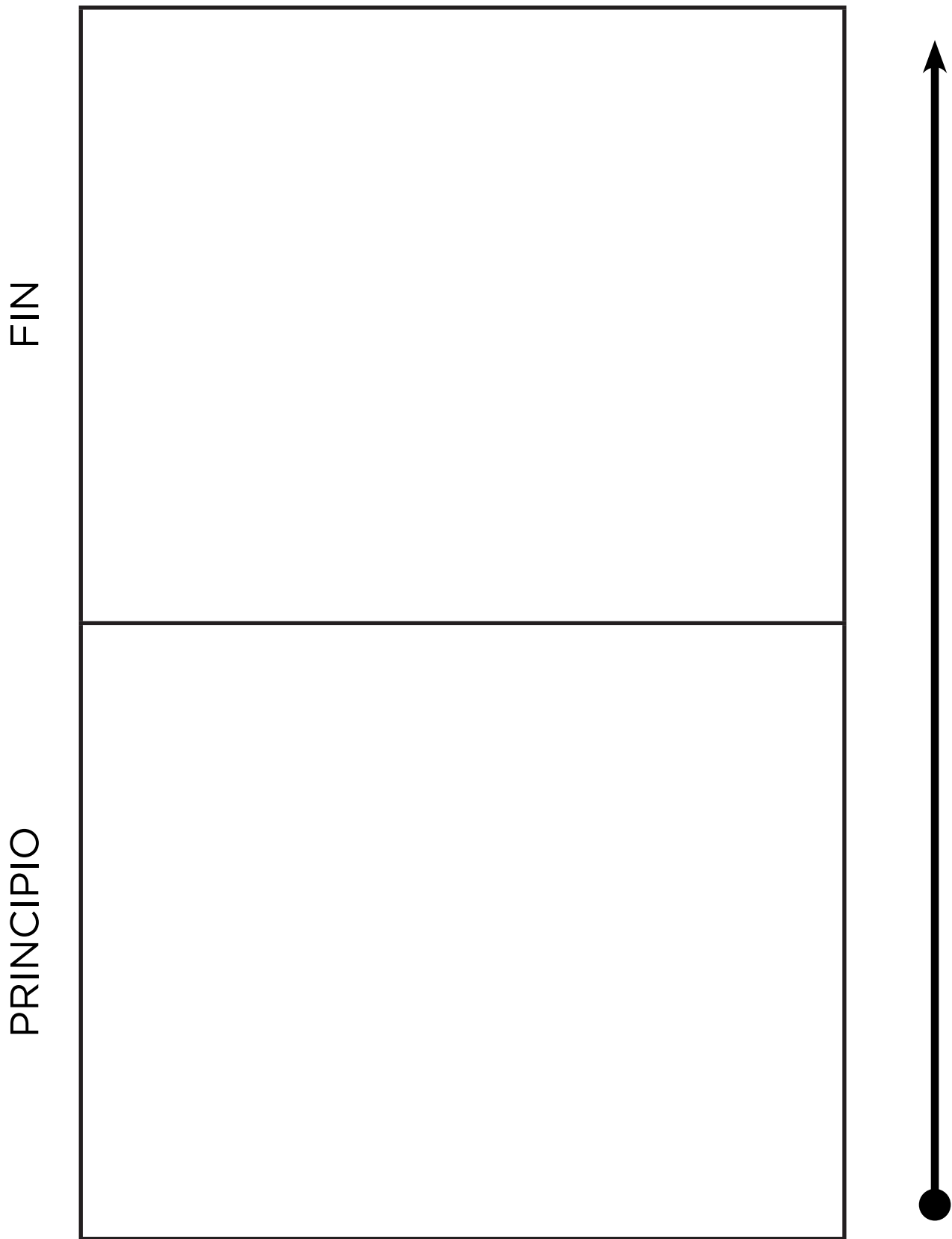
Las Tarjetas de los Vertebratos



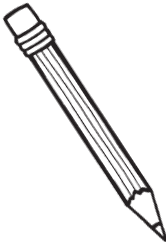
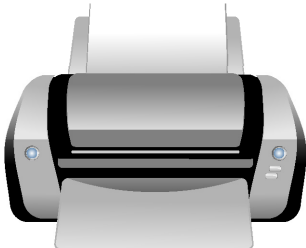
¿Qué hay en mi caja de herramientas?



¿Dónde está el sonido?



¿Cuáles crecerán?

Si un renacuajo se convierte en una 	rana, 	¿Podrá un lápiz crecer en una 	impresora? 
Si un/a _____ se convierte en un/a	_____,	¿Podrá un/a crecer en una	_____?

Word Cards: Power Words

on

a

he

is

my

i

and

the

in

Word Cards: Power Words

see was his

up yes to

go this for

Word Cards: Power Words

are you

El patrón de la Marioneta Yankee Doodle

