

**Guías de trabajo Matemática N°2**

<b>Nombre estudiante</b>	
<b>Fecha</b>	

**TABLA CURRICULAR**

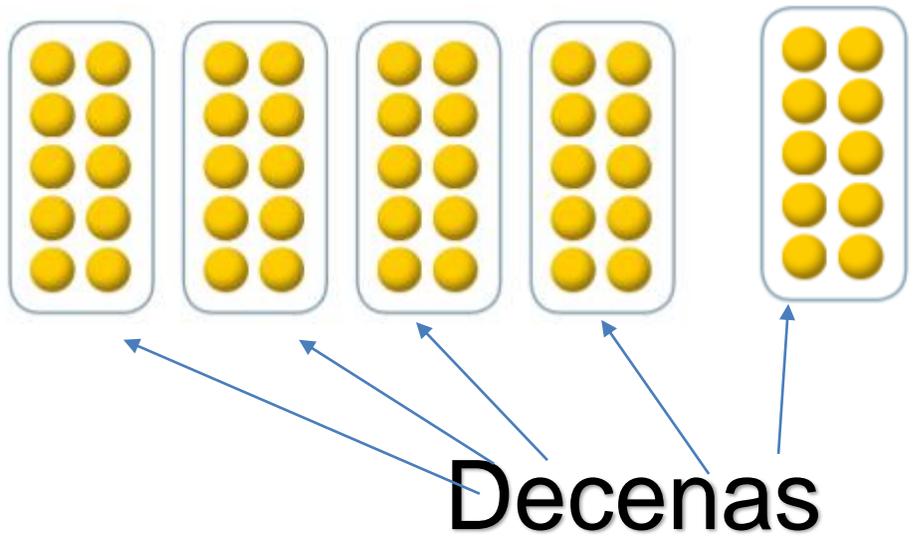
<b><u>OA</u></b>	<b><u>Habilidades</u></b>	<b><u>Indicadores logro</u></b>
<p>Leer números naturales del 0 al 100, de 2 en 2, de 5 en 5 y de 10 en 10 hacia adelante y hacia atrás.</p> <p>Leer números de 0 al 100 y representarlos en forma concreta, pictórica y simbólica.</p> <p>Identificar unidades y decenas de números del 0 al 100.</p> <p>Demostrar que comprenden la adición ya la sustracción en números del 0 al 100.</p>	<p align="center">Representar</p> <p align="center">Resolver problemas</p> <p align="center">Interpretar</p> <p align="center">Modelar</p>	<p>Cuentan de 2 en 2, de 3 en 3, de 5 en 5 y de 10 en 10.</p> <p>Leen números dados del 0 al 100, representándolos en forma concreta, pictórica y simbólica.</p> <p>Escriben números del 0 al 50 y del 50 al 100.</p> <p>Identifican e indican las unidades y decenas de un número.</p> <p>Suman números con resultados hasta el 100.</p> <p>Registran de manera simbólica adiciones y sustracciones.</p> <p>Resuelven problemas que involucran una adición o una sustracción.</p>

## Actividades

### ¡Recuerda!

Cada vez que haces grupos de 10, obtienes una decena. Si no se alcanza a formar un grupo de 10, entonces quedan unidades sueltas.

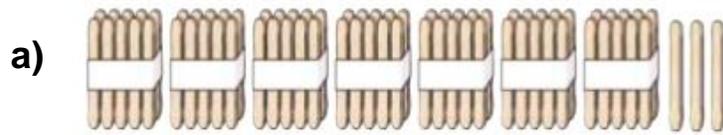
Ejemplo:



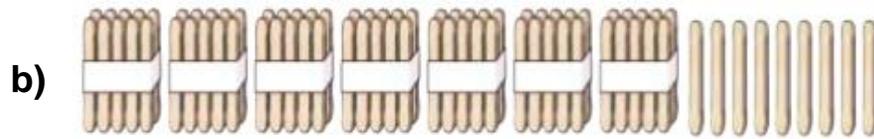
- Hay 5 decenas y 2 unidades.
- En total hay 52 pelotas.



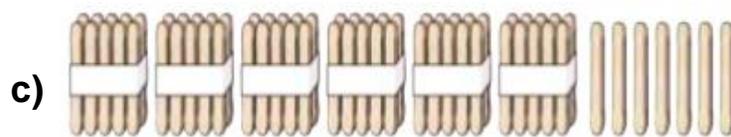
1. Completa cada frase, según corresponda.



Hay \_\_\_\_\_ palitos.



Hay \_\_\_\_\_ palitos.



Hay \_\_\_\_\_ palitos.



Hay \_\_\_\_\_ palitos.

2. Ordena de menor a mayor las cantidades de palitos.

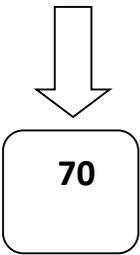
,  ,  ,

## Valor posicional

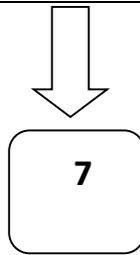
3.

Señala qué valor tiene cada número en la posición que se indica.

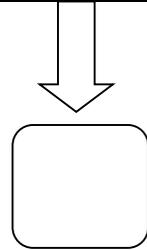
D	U
7	2



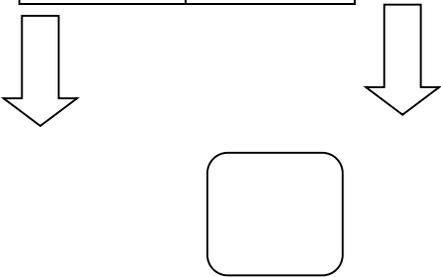
D	U
5	7



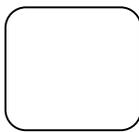
D	U
3	4



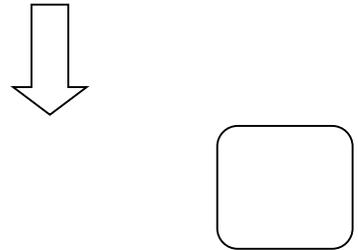
D	U
6	5



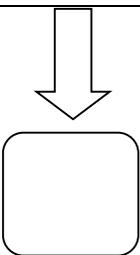
D	U
5	9



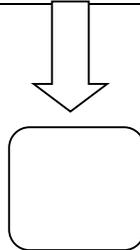
D	U
4	3



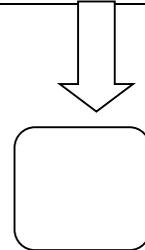
D	U
4	8



D	U
9	1



D	U
1	6

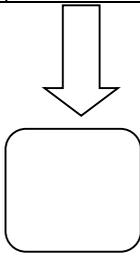


4.

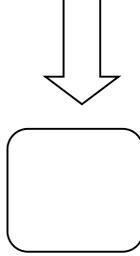
## Valor posicional

Señala qué valor tiene cada número en la posición que se indica.

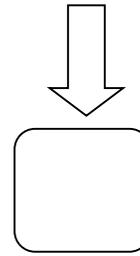
D	U
6	9



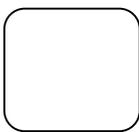
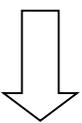
D	U
9	8



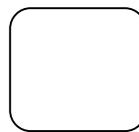
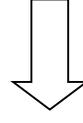
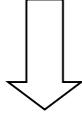
D	U
6	7



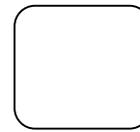
D	U
2	6



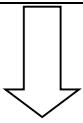
D	U
4	2



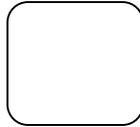
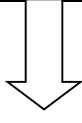
D	U
2	3



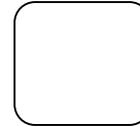
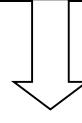
D	U
1	8



D	U
8	4



D	U
9	1



5.

Resta los elementos y escribe el resultado en el recuadro.

A subtraction problem using base ten blocks. On the left, there is one vertical rod of 10 cubes and five individual cubes. A minus sign is placed to the right. On the right side of the minus sign, there are two individual cubes. To the right of the minus sign is an equals sign followed by a rounded rectangular box for the answer. Below the visual representation is a horizontal line with a minus sign and another horizontal line for the numerical answer.

A subtraction problem using base ten rods. On the left, there are two vertical rods of 10 cubes each and six individual cubes. A minus sign is placed to the right. On the right side of the minus sign, there is one vertical rod of 10 cubes. To the right of the minus sign is an equals sign followed by a rounded rectangular box for the answer. Below the visual representation is a horizontal line with a minus sign and another horizontal line for the numerical answer.

A subtraction problem using base ten rods. On the left, there are three vertical rods of 10 cubes each and three individual cubes. A minus sign is placed to the right. On the right side of the minus sign, there are two individual cubes. To the right of the minus sign is an equals sign followed by a rounded rectangular box for the answer. Below the visual representation is a horizontal line with a minus sign and another horizontal line for the numerical answer.

6. Resta los elementos y escribe el resultado en el recuadro.

$23 - 4 = \square$

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$13 - 6 = \square$

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$34 - 3 = \square$

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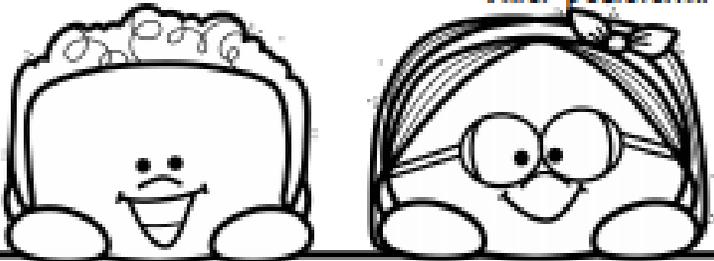


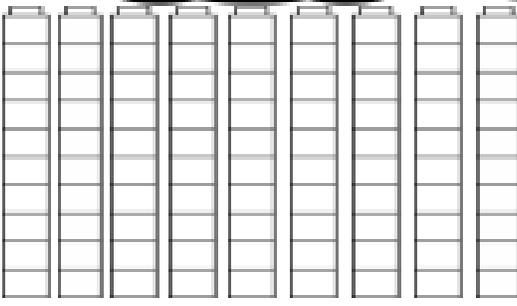
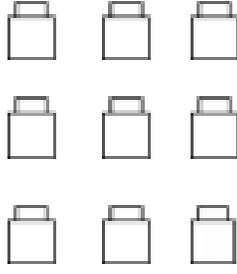
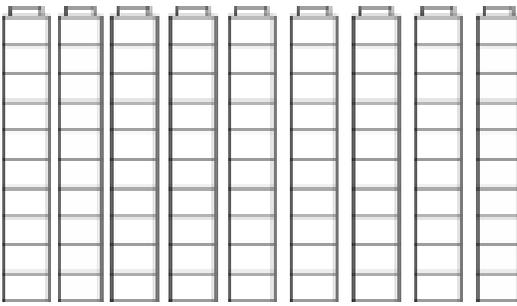
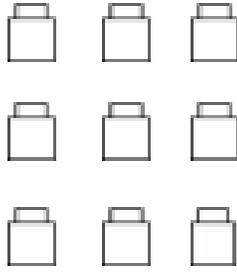
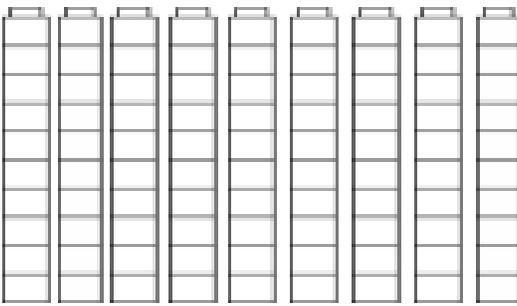
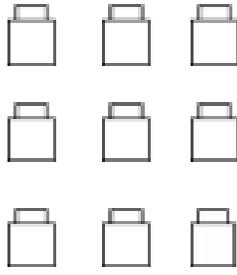
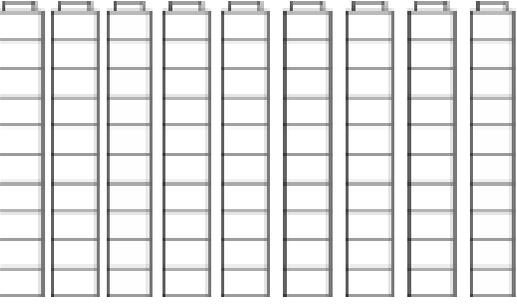
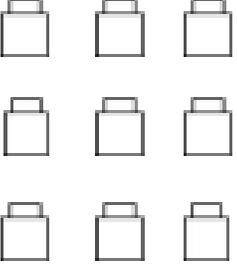
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7. Observa y representa los números coloreando azul las unidades y rojo las decenas.

Observa y colorea para representar cada cantidad.

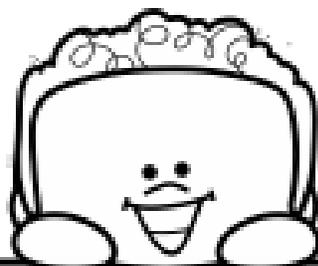
Valor posicional



<p>28</p> <p>Material Gratuito</p>		
<p>63</p>		
<p>44</p> <p>Material Gratuito</p>		
<p>73</p>		

Material Didáctico Rayhas

Observa y  
colorea para  
representar  
cada  
cantidad.



Valor posicional

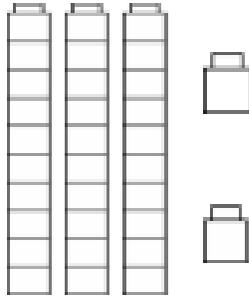
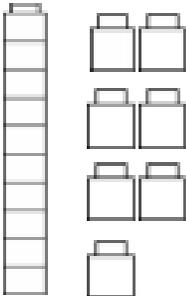
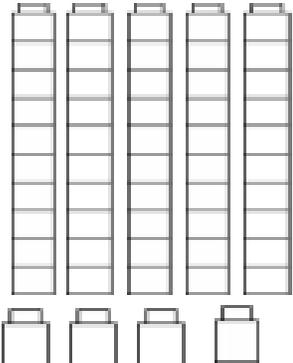
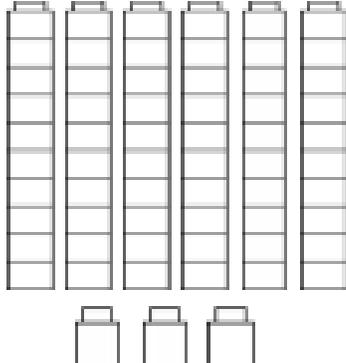
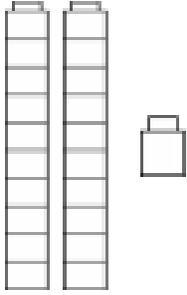
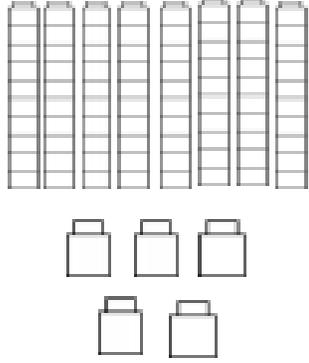


<p>76</p> <p>Material Gratuito</p>		
<p>13</p>		
<p>82</p> <p>Material Gratuito</p>		
<p>95</p>		

8. Recorta los números y pégalos en la cantidad que corresponde.

Observa, recorta y pega cada cantidad donde corresponde.

Valor posicional

		
<input type="text"/>	<input type="text"/>	<input type="text"/>
		
<input type="text"/>	<input type="text"/>	<input type="text"/>

Material Didáctico Rayitas

54

63

32

85

21

17

9. Marca con una x los elementos que indica cada resta y completa el resultado. Observa el ejemplo.

Material Gratuito

$12 - 5 = \text{[ ]}$

$20 - 5 = \text{[ ]}$

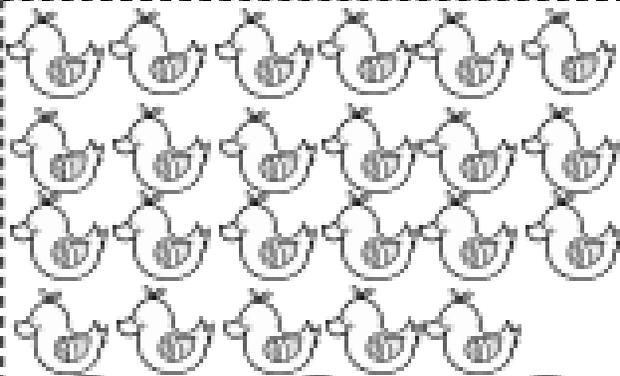
$16 - 8 = \text{[ ]}$

$17 - 4 = \text{[ ]}$

$18 - 3 = \text{[ ]}$

$14 - 6 = \text{[ ]}$

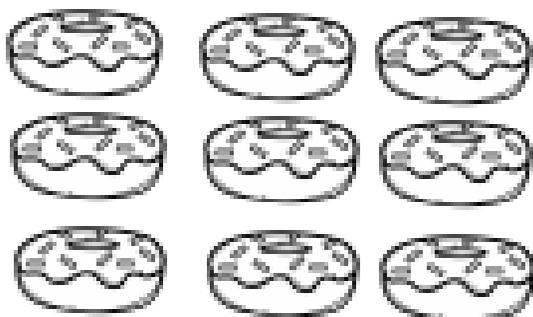
Material Didáctico Rayitas



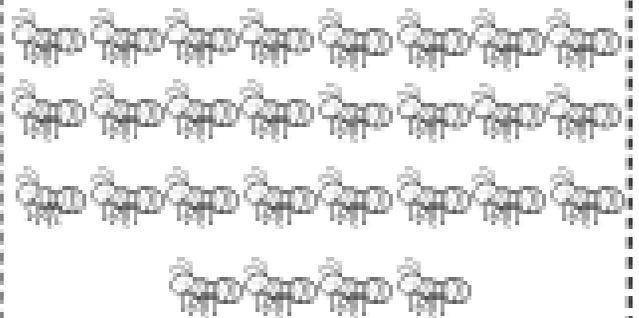
$$23 - 14 = \bigcirc$$



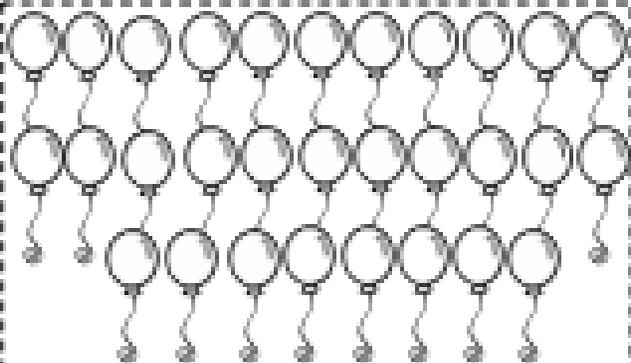
$$6 - 2 = \bigcirc$$



$$9 - 7 = \bigcirc$$



$$28 - 5 = \bigcirc$$



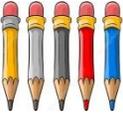
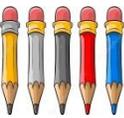
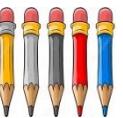
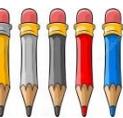
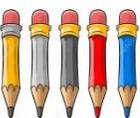
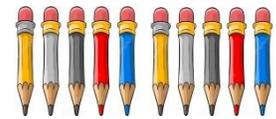
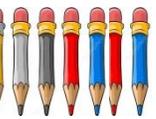
$$30 - 13 = \bigcirc$$



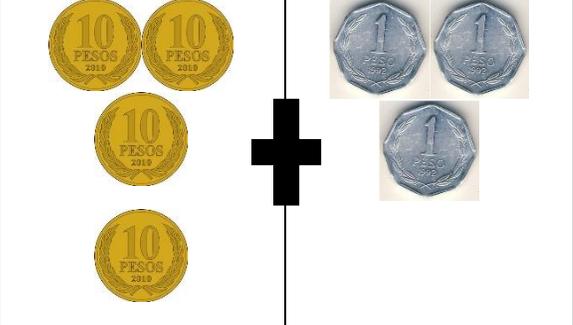
$$24 - 3 = \bigcirc$$

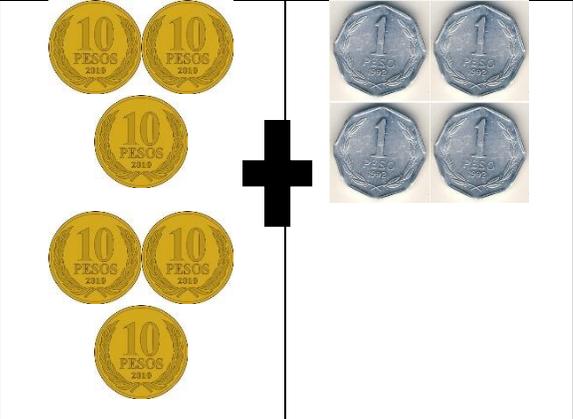
10.

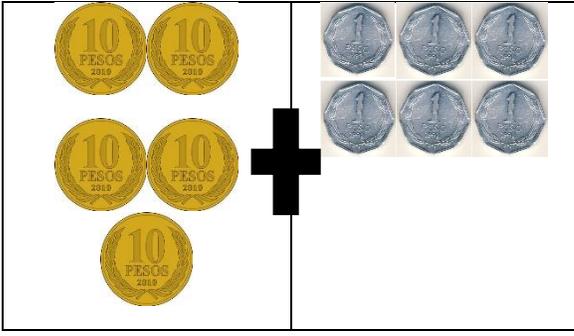
Calcula las siguientes sumas en forma pictórica, contando de 2 en 2, de 5 en 5, de 10 en 10.

							=	
							=	
							=	
							=	

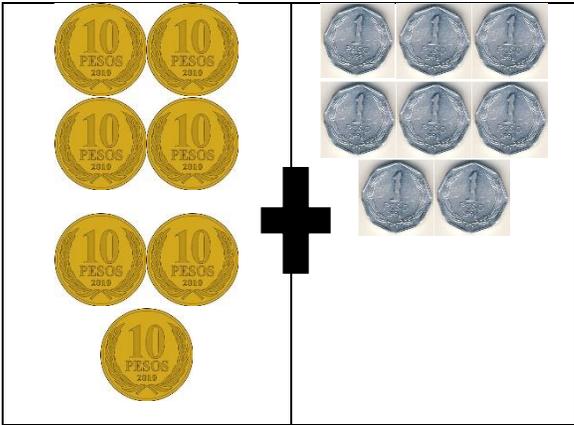
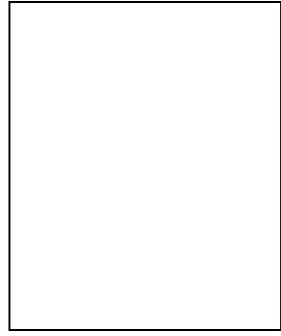
11. SUMAR CANTIDADES USANDO MONEDAS.

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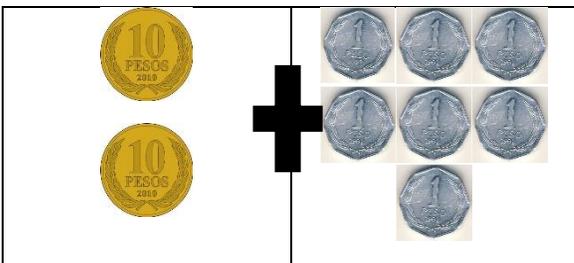
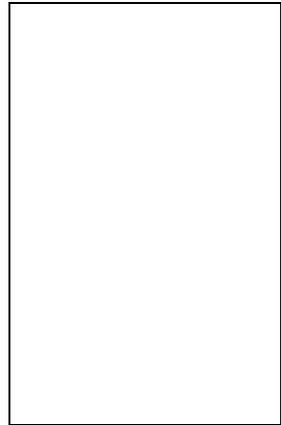
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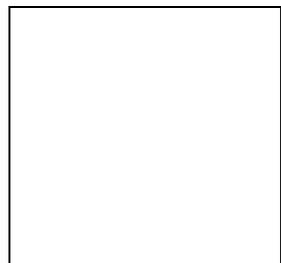
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=



=



12.

**Escribe el antecesor y sucesor de cada número.**

Antecesor		Sucesor
	<b>15</b>	
	<b>48</b>	
	<b>62</b>	
	<b>89</b>	
	<b>57</b>	
	<b>21</b>	
	<b>33</b>	
	<b>76</b>	
	<b>99</b>	
	<b>24</b>	
	<b>82</b>	

Antecesor		Sucesor
	<b>11</b>	
	<b>37</b>	
	<b>42</b>	
	<b>70</b>	
	<b>65</b>	
	<b>90</b>	
	<b>81</b>	
	<b>29</b>	
	<b>54</b>	
	<b>18</b>	
	<b>40</b>	

13.

**Escribe los números que van antes y después,  
observa la tabla del 100 que completaste en el  
primer módulo.**

1		3		5		7		9	
11		13		15		17		19	
21		23		25		27		29	
31		33		35		37		39	
41		43		45		47		49	
51		53		55		57		59	
61		63		65		67		69	
71		73		75		77		79	
81		83		85		87		89	
91		93		95		97		99	

14.

Completa los círculos con los números que faltan.

1	2			5		7	8		
			14	15		17		19	20
21	22				26		28	29	
	32	33	34		36	37			
41	42			45		47	48		50
51		53		55	56		58		
		63	64			67	68	69	70
71	72			75		77		79	80
		83	84	85	86		88	89	
91		93		95			98		

# Adiciones y sustracciones.

15. Resuelve las siguientes adiciones, utilizando la estrategia que más te acomode, pero recuerda comenzar siempre por las unidades.

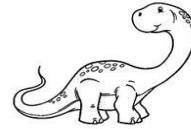
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16. Resuelve las siguientes sustracciones, utilizando la estrategia que más te acomode, pero recuerda comenzar siempre por las unidades.

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**17. Resuelve los siguientes problemas, usando adición o sustracción de acuerdo a lo planteado:**

A) Benito tiene una colección de 56 láminas de dinosaurios. Su papá le regaló 23 láminas más este fin de semana. ¿Cuántas láminas tiene Benito ahora?



OPERACIÓN	RESPUESTA

B) Tomás ayer leyó 37 páginas de un libro. Hoy leyó 33 páginas más. ¿Cuántas páginas del libro ha leído Tomás?



OPERACIÓN	RESPUESTA

C) Mi tía Claudia compró 48 cajitas de jugo. Mis primos sacaron 15 durante la semana. ¿Cuántas cajitas de jugo le quedan a mi tía?



OPERACIÓN	RESPUESTA

D) Mi mamá hizo 40 empanadas para vender. Los vecinos en total le compraron 15 empanadas. ¿Cuántas empanadas le quedan por vender?



OPERACIÓN	RESPUESTA