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| abraham lincoln school 2013 MATEMÁTICA  Tercero básico profe: Vivian Chávez-Gabriel Pérez  **“Números y operatoria”**Objetivo: • Escribir y leer números hasta el 1.0001. Escribe el número escrito.

|  |  |
| --- | --- |
| Doscientos uno |  |
| Quinientos veintidós |  |
| Trescientos cuatro |  |
| Novecientos |  |
| Ciento cuarenta y uno |  |
| Cuatrocientos cincuenta |  |
| Trescientos diecisiete |  |
| Ochocientos nueve |  |
| Ciento cuarenta y uno |  |
| Seiscientos veintisiete |  |
| Novecientos noventa y nueve |  |

1. Escribe el número que se indica.

|  |  |
| --- | --- |
|  | 103 |
|  | 218 |
|  | 320 |
|  | 485 |
|  | 509 |
|  | 672 |
|  | 632 |
|  | 870 |
|  | 600 |

 |  | 1. Completa la secuencia de 5 en 5.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  100 |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  210 |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  900 |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  312 |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  764 |  |  |

1. Completa la secuencia de 10 en 10.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  300 |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  599 |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  765 |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  800 |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  902 |  |  |  |  |

1. Completa la secuencia de 2 en 2.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  100 |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  202 |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  304 |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  500 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  400 |

 |

|  |  |  |
| --- | --- | --- |
| abraham lincoln school 2013 MATEMÁTICA  Tercero básico profe: Vivian Chávez-Gabriel Pérez  **“Números y operatoria”**Objetivo: • Relacionar el sistema monetario con el sistema numérico.1. Dibuja las monedas que se necesitan para comprar los siguientes productos

 Resultado de imagen para dibujos para pintar de caja de leche$ 290 Resultado de imagen para dibujos yogurt$ 159 Resultado de imagen para dibujos de lata de coca cola$ 5001. Lee atentamente y luego resuelve.
2. ¿Cuánto suman dos monedas de $100, más cinco monedas de $10, más tres monedas de $5?
 |  | 1. ¿Cuánto suman nueve monedas de $100, más tres de $10 y una de $5?
2. ¿Cuánto suman seis monedas de $100, más una de $10 y una de $5?
3. Dibuja las monedas que necesites para representar $225.
4. Dibuja las monedas que necesites para representar $162.
 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. ¿Cuántas monedas de $100 pesos se necesitan para formar las cantidades que se indican?

|  |  |
| --- | --- |
| 100 |  |
| 200 |  |
| 300 |  |
| 500 |  |
| 600 |  |

1. ¿Cuántas monedas de $50 pesos se necesitan para formar las cantidades que se indican?

|  |  |
| --- | --- |
| 150 |  |
| 200 |  |
| 250 |  |
| 300 |  |
| 350 |  |

 |  | abraham lincoln school 2013 MATEMÁTICA  Tercero básico  **“Números y operatoria”**Objetivo: • Reconocer el sistema de numeración y el sistema monetario nacional.1. Indica cuánto dinero hay en cada recuadro.

|  |
| --- |
| Resultado de imagen para dibujos de moneda nacionalResultado de imagen para dibujos de moneda nacionalResultado de imagen para dibujos de moneda nacionalResultado de imagen para dibujos de moneda nacionalResultado de imagen para dibujos de moneda nacionalResultado de imagen para dibujos de moneda nacionalResultado de imagen para dibujos de moneda nacionalResultado de imagen para dibujos de moneda nacionalResultado de imagen para dibujos de moneda nacional$ |
| Resultado de imagen para dibujos de moneda nacionalResultado de imagen para dibujos de moneda nacionalResultado de imagen para dibujos de moneda nacionalResultado de imagen para dibujos de moneda nacionalResultado de imagen para dibujos de moneda nacionalResultado de imagen para dibujos de moneda nacional$ |
| Resultado de imagen para dibujos de moneda nacionalResultado de imagen para dibujos de moneda nacionalResultado de imagen para dibujos de moneda nacionalResultado de imagen para dibujos de moneda nacionalResultado de imagen para dibujos de moneda nacionalResultado de imagen para dibujos de moneda nacionalResultado de imagen para dibujos de moneda nacionalResultado de imagen para dibujos de moneda nacional$ |
|  |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| abraham lincoln school 2013 MATEMÁTICA  Tercero básico profe: Vivian Chávez-Gabriel Pérez  **“Números y operatoria”**Objetivos: • Ordenar y comparar números hasta el 1000.1. Ordena los siguientes números de menor a mayor.

 623 236 632 362 263 326 100 99 657 107 701 971. Ordena los siguientes números de mayor a menor.

 10 457 100 750 312 235 187 990 900 109 901 8071. Compara los números con los signos > ó <.

115 \_\_\_\_\_\_ 551 903 \_\_\_\_\_\_ 309 332 \_\_\_\_\_\_ 223 345 \_\_\_\_\_\_ 356 107 \_\_\_\_\_\_ 701 49 \_\_\_\_\_\_ 490 |  | 515 \_\_\_\_\_\_ 551 393 \_\_\_\_\_\_ 309 232 \_\_\_\_\_\_ 223 645 \_\_\_\_\_\_ 356 707 \_\_\_\_\_\_ 701 69 \_\_\_\_\_\_ 6901. Completa la tabla con el antecesor y sucesor de cada número.

|  |  |  |
| --- | --- | --- |
|  Antecesor |  Número |  Sucesor |

|  |  |  |
| --- | --- | --- |
|   |  100 |   |
|  |  900 |  |
|  |  249 |  |
|  |  347 |  |
|  |  876 |  |
|  |  116 |  |
|  |  765 |  |
|  |  136 |  |
|  |  713 |  |
|  |  800 |  |

  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| abraham lincoln school 2013 MATEMÁTICA  Tercero básico profe: Vivian Chávez-Gabriel Pérez  **“Números y operatoria”**Objetivo: • Calcular adiciones y sustracciones.1. Descompón aditivamente los siguientes números.

|  |  |
| --- | --- |
| Número | Descomposición aditiva |
| 211 |  |
| 245 |  |
| 600 |  |
| 728 |  |
| 800 |  |
| 912 |  |

1. ¿Qué número representa la descomposición?

|  |  |
| --- | --- |
| Número | Descomposición aditiva |
|  |  5C + 7U |
|  |  8C + 2D + 1U |
|  |  1C + 8D + 8U |
|  |  7C +6D |
|  |  6C + 4D + 3U |
|  |  9C + 3D + 2U |

 |  | 1. Realiza las siguientes adiciones mentalmente.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sumando  | + | Sumando  | = | Resultado  |
|  200 | + |  500 | = |  |
|  350 | + |  100 | = |  |
|  150 | + |  150 | = |  |
|  600 | + |  90 | = |  |
|  300 | + |  650 | = |  |
|  250 | + |  400 | = |  |
|  450 | + |  450 | = |  |
|  500 | + |  350 | = |  |
|  250 | + |  250 | = |  |
|  900 | + |  50 | = |  |
|  100 | + |  850 | = |  |
|  400 | + |  200 | = |  |

1. Realiza las siguientes sustracciones mentalmente.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Minuendo  | - | Sustraendo  | = | Diferencia  |
|  800 | - |  500 | = |  |
|  350 | - |  100 | = |  |
|  150 | - |  150 | = |  |
|  690 | - |  90 | = |  |
|  850 | - |  650 | = |  |
|  750 | - |  400 | = |  |
|  650 | - |  450 | = |  |
|  500 | - |  350 | = |  |
|  250 | - |  150 | = |  |
|  900 | - |  50 | = |  |
|  900 | - |  850 | = |  |
|  400 | - |  200 | = |  |

 |