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Mathematics Readers— Level 1 (Spanish)

This sample includes the following:

Teacher's Guide Cover (1 page)

Table of Contents (2 pages)

How to Use This Product (5 pages)

Lesson Plan (11 pages)

Reader (13 pages)

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Grade

1

Teacher Created Materials
PUBLISHING

MATHEMATICS READERS

Teacher's Guide

Spanish
Version

Table of Contents

Introduction

Series Welcome	5	Using Technology to Improve Literacy	14
Fostering Content-Area Literacy.	6	How to Use This Product	15
The Importance of Strong Mathematical Content	11	About the Books	25
Differentiating for All Learners	13	Introduction to Standards Correlations. . . .	33
		Correlations to Standards	34

Unit 1: Place Value

Deportes espectaculares: Rodeo: Conteo

Lesson Plan	38
Student Activity Sheets.	43

Aventuras de viaje: La Gran Barrera de Coral: Valor posicional

Lesson Plan	49
Student Activity Sheets.	54

Animales asombrosos: Monos araña: Valor posicional

Lesson Plan	60
Student Activity Sheets.	65

Unit 2: Operations and Algebraic Reasoning

Arte y cultura: Janucá: Suma

Lesson Plan	71
Student Activity Sheets.	76

Animales asombrosos: Narvales: Suma

Lesson Plan	82
Student Activity Sheets.	87

Tu mundo: Exploremos los acuarios: Resta

Lesson Plan	93
Student Activity Sheets.	98

Deportes espectaculares: Fútbol bandera: Resta

Lesson Plan	104
Student Activity Sheets.	109

Arte y cultura: Diwali: Suma y resta

Lesson Plan	115
Student Activity Sheets.	120

Diversión y juegos: Recreo: Resolución de problemas

Lesson Plan	126
Student Activity Sheets.	131

Tu mundo: Gérmenes: Suma y resta

Lesson Plan	137
Student Activity Sheets.	142

Aventuras de viaje: El parque nacional Tulum: Suma

Lesson Plan	148
Student Activity Sheets.	153

Unit 3: Measurement and Data

En el trabajo: Paseadores de perros: Datos

Lesson Plan	159
Student Activity Sheets.	164

La historia del correo: Datos

Lesson Plan	170
Student Activity Sheets.	175

Diversión y juegos: El día del desfile: Longitud

Lesson Plan	181
Student Activity Sheets.	186

***Cuestión de dinero: Contemos monedas:
Conocimientos financieros***
 Lesson Plan 192
 Student Activity Sheets..... 197

En el trabajo: Maestros: Tiempo
 Lesson Plan 203
 Student Activity Sheets..... 208

Unit 4: Geometry

***Diversión y juegos: Figuras en alimentos:
Figuras bidimensionales***
 Lesson Plan 214
 Student Activity Sheets..... 219

CTIM: Robots: Figuras tridimensionales
 Lesson Plan 225
 Student Activity Sheets..... 230

***Arte y cultura: King’s Cross:
Partición de figuras***
 Lesson Plan 236
 Student Activity Sheets..... 241

***Ingeniería asombrosa: Juguetes:
Partición de figuras***
 Lesson Plan 247
 Student Activity Sheets..... 252

Appendix

Culminating Activity:
 Torneo de fútbol bandera 258
 Answer Key..... 264
 References Cited..... 275
 Digital and Audio Resources 277
 Supporting Resources 283

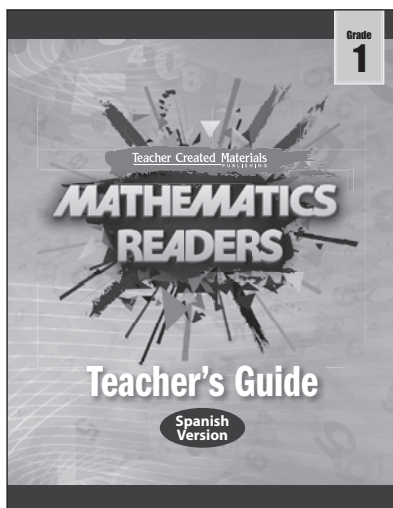
How to Use This Product

Kit Components

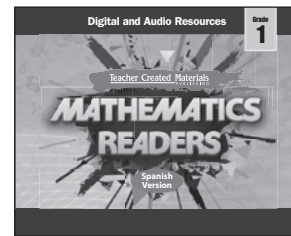
6 copies of 20 books



Teacher's Guide



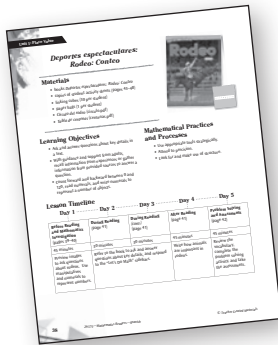
Digital and Audio Resources



How to Use This Product *(cont.)*

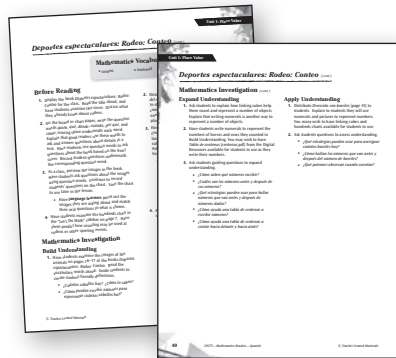
Teacher's Guide

Each five-day lesson sequence is organized in a consistent format for ease of use.



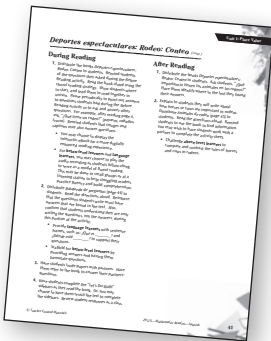
Overview

- The overview page includes learning objectives, a materials list, and a suggested timeline for lesson.



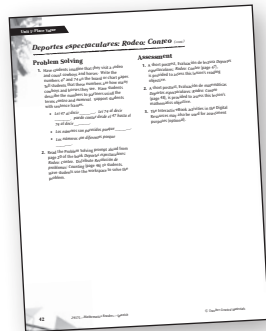
Day 1

- Students are introduced to the book and the math concept or skill.
- Students build, expand, and apply understanding of the math skill with concrete, representational, and abstract activities.



Days 2, 3, and 4

- Students complete reading and writing activities, as well as the “Let’s Do Math” sidebars.



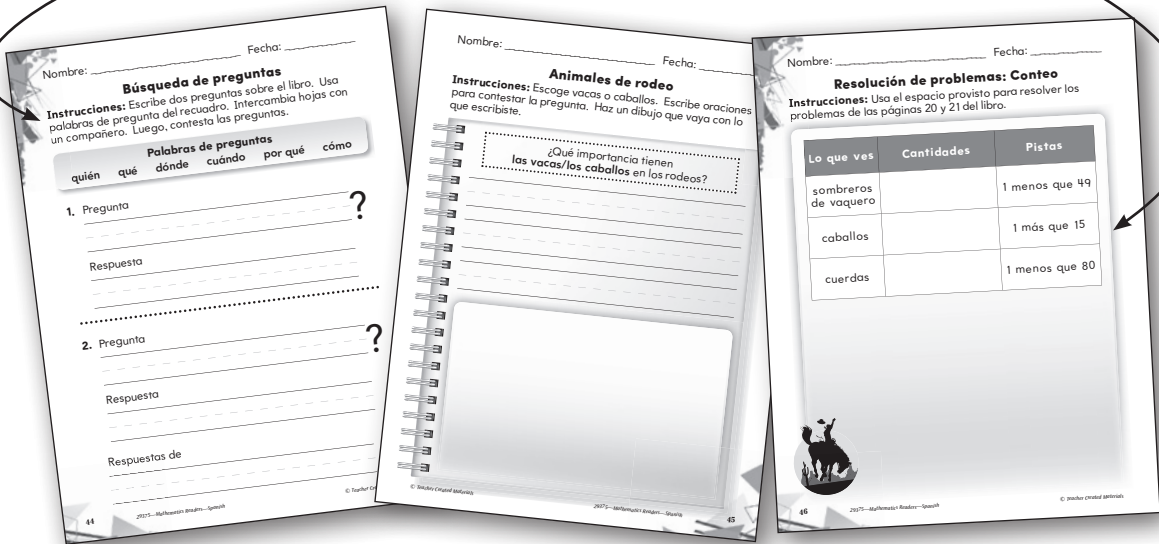
Day 5

- Students take what they’ve learned and apply it in context in the Problem Solving activity.
- Students take the reading and mathematics assessments.

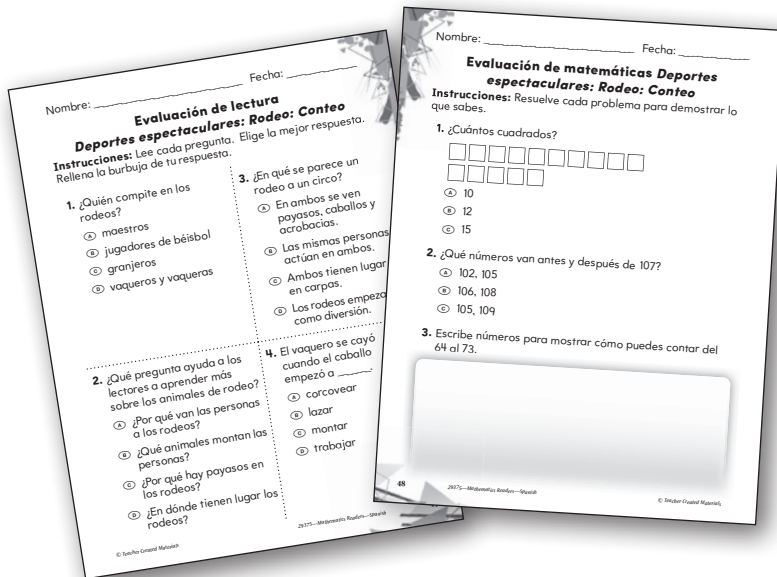
How to Use This Product *(cont.)*

Student Activity Sheets and Assessments

clear directions and activities that promote higher-order thinking skills



reading and math quizzes with text-dependent questions



How to Use This Product *(cont.)*

Pacing and Instructional Setting Options

The following pacing and instructional setting options show suggestions for how to use this product. *Mathematics Readers* is flexibly designed and can be used in tandem with a core curriculum within a mathematics block, literacy block, or both. Teachers should customize pacing according to student need (instruction may need to be extended over more days) and the teacher's preferred instructional frameworks, such as Guided Math or Guided Reading. This suggestion reflects one lesson per book for each of the 20 books. Each lesson spans 5 instructional days and requires 30–45 minutes, for a total of approximately 65 hours over the course of 100 days.

Day	1	2	3	4	5
Activity	Before Reading and Mathematics Investigation	During Reading	During Reading <i>(cont.)</i>	After Reading	Problem Solving and Assessments
Instructional Time	45 minutes	30 minutes	30 minutes	45 minutes	45 minutes

Mathematics Readers within the Guided Math and Balanced Literacy Frameworks

Classroom Environment of Numeracy and Literacy—The books in *Mathematics Readers* contribute to an environment of numeracy and literacy by immersing students in real-world connections to mathematics and by giving students the opportunity to learn outside of content-area silos.

Whole-Class Instruction—The Before Reading activity in each *Mathematics Readers* lesson is a great opportunity to activate students' prior knowledge and capture their interest in a topic.

Small-Group Instruction—The lessons in *Mathematics Readers* offer flexibility that allows students to complete Before Reading, Mathematics Investigation, During Reading, and After Reading activities in small groups or any other preferred instructional setting, depending on student need. These activities have differentiation suggestions and targeted objectives and give students time to work with manipulatives and models.

Workshop—The During Reading, After Reading, and Problem Solving activities in each *Mathematics Readers* lesson can be completed during Math or Reading Workshop, in centers or at workstations, depending on students' previous learning experiences and their need for teacher support.

Conferencing—The Problem Solving activity and assessments in each *Mathematics Readers* lesson offer multiple opportunities for teachers and students to confer about concepts and ideas.

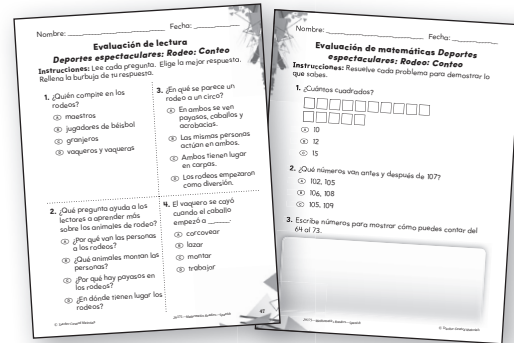
Assessment—*Mathematics Readers* offers multiple formative and summative assessment opportunities. Teachers can gain insight into student learning through reading and mathematics quizzes, small-group observations, analysis of written assignments, and a culminating activity.

How to Use This Product *(cont.)*

Assessment

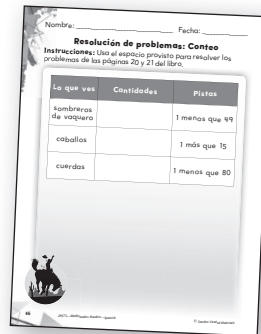
Mathematics Readers offers multiple assessment opportunities. You can gain insight into student learning through reading and mathematics quizzes, small-group observations, analysis of written assignments, and a culminating activity. These formal and informal assessments provide you with the data needed to make informed decisions about what to teach and how to teach it. This is the best way for you to know who is struggling with various concepts and how to address difficulties that students are experiencing with the curriculum.

Mathematics and Reading quizzes—At the end of each lesson in this Teacher’s Guide are two quizzes—one to assess the reading objective and one to assess the mathematics objective. These short assessments include text-dependent questions and may be used as open-book evaluations.



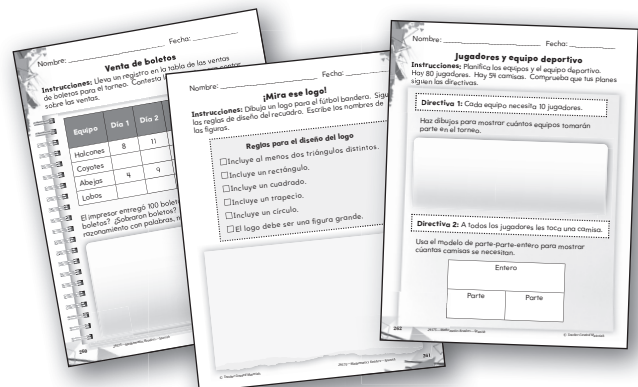
Mathematics and Reading Quizzes

Problem Solving activity—Each lesson includes a multistep problem solving activity that can be used to assess understanding of the mathematical concepts or skills.



Problem Solving Activity

Culminating activity—The culminating activity asks students to apply what they have learned throughout the units in an engaging and interactive way. Students use what they have learned to create new ideas in a real-life context.



Progress monitoring—There are several points throughout each lesson when useful evaluations can be made. These evaluations can be made based on group, paired, and individual discussions and activities.

Culminating Activity

Aventuras de viaje: La Gran Barrera de Coral: Valor posicional



Materials

- books *Aventuras de viaje: La Gran Barrera de Coral: Valor posicional*
- copies of student activity sheets (pages 54–59)
- images of blue tang fish and angelfish, if available
- linking cubes (50 per student)
- *Peces* (peces.pdf)
- *Tabla de valor posicional* (tablavp.pdf)

Learning Objectives

- Identify the reasons an author gives to support points in a text.
- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- Understand that the digits of two-digit numbers represent amounts of tens and ones, and use place value strategies to compare two-digit numbers with words and symbols.

Mathematical Practices and Processes

- Reason abstractly and quantitatively.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and express regularity in repeated reasoning.

Lesson Timeline

Day 1 Day 2 Day 3 Day 4 Day 5

Before Reading and Mathematics Investigation (pages 50–51)	During Reading (page 52)	During Reading (cont.) (page 52)	After Reading (page 52)	Problem Solving and Assessments (page 53)
45 minutes	30 minutes	30 minutes	45 minutes	45 minutes
Use information from the back cover to support an author’s point. Use manipulatives to make groups of tens and ones to compare two-digit numbers.	Read the text and identify reasons that support a point the author makes, and respond to the “Let’s Do Math” sidebars.		Give reasons to support an opinion.	Review the vocabulary, complete the problem solving activity, and take the assessments.

Aventuras de viaje: La Gran Barrera de Coral: Valor posicional *(cont.)*

Mathematics Vocabulary

- (grupos de) diez
- mayor que ($>$)
- igual a ($=$)
- menor que ($<$)

Before Reading

1. Display the books *Aventuras de viaje: La Gran Barrera de Coral: Valor posicional*. Read the title and back cover aloud. Explain the author's point that the Great Barrier Reef is beautiful. Have students identify reasons why the author thinks the Great Barrier Reef is beautiful (e.g., *Es grande, es antigua, está viva, and Allí viven muchos animales marinos coloridos*).
 2. Explain that authors give reasons to support points they make in their writing. Good readers find support in the text to better understand the points authors make.
 3. Preview the "Let's Do Math" sidebars with the class. Have students predict the point of the mathematics in the book. Have them support their predictions with evidence, such as math words, examples, and diagrams.
2. Tell students that on the same day, the scuba diver also sees 16 blue tang fish and 29 angelfish. If available, display images of a blue tang fish and an angelfish. Distribute linking cubes to students. Ask students how they can use the cubes to make groups of tens and ones to prove which number of fish is greatest.
 - Have **above-level learners** work with partners, each student using cubes to represent chosen numbers with groups of tens and ones. Have students name the number represented by their partners' cubes, and then work together to compare the numbers.
 - Provide **below-level learners** with multiple opportunities to build groups of ten with cubes and to state how many groups of ten are represented. Continue with groups of ten (1, 2, or 3) with some ones left over, and discuss what numbers are represented.

Mathematics Investigation

Build Understanding

1. Have students examine the image of the sea turtle on page 13 of the books *Aventuras de viaje: La Gran Barrera de Coral: Valor posicional*. Ask students to imagine that a scuba diver sees 24 sea turtles while exploring the Great Barrier Reef. Read the vocabulary words aloud. Guide students to create student-friendly definitions.
 - *¿En qué se diferencia la cantidad de 24 tortugas marinas de la cantidad de 10 tortugas marinas? ¿Cómo lo saben?*
 - *Piensen en cantidades de tortugas marinas que no sean 24. ¿Cómo se comparan sus cantidades con 24?*
 - *¿Qué significa cada cifra en 24?*
3. Ask students guiding questions to build understanding.
 - *¿Cuántos grupos de diez peces hay? ¿Cómo lo saben?*
 - *¿Cómo les ayuda esto a decidir qué cantidad de peces es mayor?*
 - *Después de formar grupos de diez, ¿quedaron unidades sobrantes?*

Aventuras de viaje: La Gran Barrera de Coral: Valor posicional (cont.)

Mathematics Investigation (cont.)

Expand Understanding

1. Ask students to explain how linking cubes helped them compare numbers. Explain that phrases and symbols can also be used to compare numbers. On the board or chart paper, write the phrases *mayor que*, *menor que*, and *igual a*. Then, write *Dev vio 52 peces* and *Steven vio 56 peces*.
2. Distribute nine groups of ten and nine single fish cut from *Peces* (peces.pdf) from the Digital Resources to students. Additionally, distribute *Tabla de valor posicional* (tablavp.pdf) from the Digital Resources to students. Have students represent each number on the place value chart using groups of ten fish and single fish. Then, have them use the model to compare the numbers using the phrases *mayor que*, *menor que*, or *igual a*.
3. Tell students that symbols can be used to represent the phrases. On the board or chart paper, write the symbols $>$, $<$, and $=$ next to their corresponding phrases. Next, write 52 _____ 56. Have students use the symbols $>$, $<$, or $=$ to compare the numbers. Point out to students that the “arrow” in the symbol points to the lesser number.
4. Ask students guiding questions to expand understanding.
 - *¿Cuántos grupos de diez hay en 52?
¿Cuántas unidades?*
 - *¿Cuántos grupos de diez hay en 56?
¿Cuántas unidades?*
 - *¿Cómo saben qué cantidad es mayor?*
 - *¿Qué palabras o símbolos pueden usar para comparar 52 con 56?*

Apply Understanding

1. Distribute *Haz comparaciones* (page 54) to students. Explain they will first use the words *mayor* or *menor* to compare numbers. Then, they will use the symbols $>$, $<$, or $=$ to compare numbers.
2. Ask students questions to assess understanding.
 - *¿Cómo les ayudan los grupos de diez a comparar cantidades?*
 - *Si la cantidad de decenas es igual, ¿cómo pueden usar las unidades para comparar las cantidades?*
 - *¿Qué cifra estará en el lugar de las unidades cuando ya no queden unidades?*

Aventuras de viaje: La Gran Barrera de Coral: Valor posicional (cont.)

During Reading

1. Distribute the books *Aventuras de viaje: La Gran Barrera de Coral: Valor posicional* to students. Read the book aloud using the echo reading strategy. For this strategy, read one section of text, stop, and have students read the same section of text in the same way. Remind students that good readers find reasons to support points the author makes. After reading page 18, have students find reasons from the text to support the point that we must help take care of the Great Barrier Reef.
 - You may choose to display the Interactiv-eBook for a more digitally enhanced reading experience.
 - For **below-level learners** and **language learners**, you may choose to play the audio recording as students follow along to serve as a model of fluent reading. This may be done in small groups or at a listening station to help struggling readers practice fluency and build comprehension.
2. Distribute *Detalles de los arrecifes* (page 55) to students. Read the directions aloud. Remind students to find a reason to support the author's point and draw a picture that matches.
 - Challenge **above-level learners** to identify and support a point the author makes that is not included on the activity sheet.
 - Scaffold for **below-level learners** by directing them to pages where supporting reasons are found.
3. Have students complete the "Let's Do Math" sidebars as they read the book. Or, you may choose to have them revisit the text to complete the sidebars. Review student responses as a class.

After Reading

1. Distribute the books *Aventuras de viaje: La Gran Barrera de Coral: Valor posicional* to students. Have students discuss whether they would like to visit the Great Barrier Reef. Have them justify their opinions with reasons and details from the text.
2. Distribute *Opinión sobre el arrecife* (page 56) to students. Read the directions aloud. Remind students to support their opinions with reasons and details.

Aventuras de viaje: La Gran Barrera de Coral: Valor posicional (cont.)

Problem Solving

1. Ask students to imagine they are going snorkeling in the Great Barrier Reef. Have them write a number of fish between 50 and 90 they would like to see. Ask students to identify how many groups of ten and how many ones are in their numbers. Then, have students compare their numbers to partners' numbers using the terms *menor que*, *mayor que*, or *igual a*.
 - Support students with sentence frames.
 - *Me gustaría ver _____ peces. Mi número tiene _____ decenas y _____ unidades.*
 - *Mi número es _____ que el número de mi compañero porque _____.*
 - *El número de mi compañero es _____ que mi número porque _____.*
2. Read the Problem Solving prompt aloud from page 20 of the book *Aventuras de viaje: La Gran Barrera de Coral: Valor posicional*. Distribute *Resolución de problemas: Busca peces* (page 57) to students. Have students use the workspace to solve the problem.

Assessment

1. A short posttest, Evaluación de lectura *Aventuras de viaje: La Gran Barrera de Coral: Valor posicional* (page 58), is provided to assess this lesson's reading objective.
2. A short posttest, Evaluación de matemáticas *Aventuras de viaje: La Gran Barrera de Coral: Valor posicional* (page 59), is provided to assess this lesson's mathematics objective.
3. The Interactiv-eBook activities in the Digital Resources may also be used for assessment purposes (optional).

Haz comparaciones

Instrucciones: Compara las cantidades.

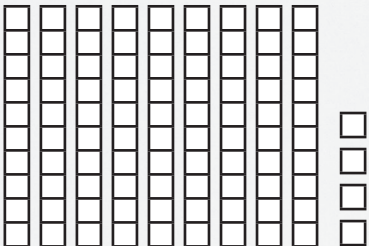
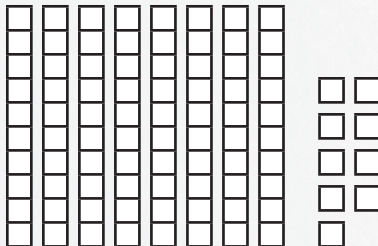
1. Escribe *mayor que* o *menor que* para comparar.

a.  es _____ 

b.  es _____ 

c. 11 es _____ 31

2. Escribe $>$, $<$ o $=$ para comparar.

a.  

b. 8 decenas y 4 unidades 9 decenas y 2 unidades

c. 25 27

Nombre: _____ Fecha: _____

Detalles de los arrecifes

Instrucciones: Escribe un detalle del libro que respalde el punto de vista de la autora. Haz un dibujo que vaya con lo que escribiste.

.....

Punto de vista de la autora:

Hay mucha vida en la Gran Barrera de Coral.

.....

Detalle de respaldo:

Nombre: _____ Fecha: _____

Resolución de problemas: Busca peces

Instrucciones: Usa el espacio provisto para resolver los problemas de la página 20 del libro.



Evaluación de lectura *Aventuras de viaje:* *La Gran Barrera de Coral: Valor posicional*

Instrucciones: Lee cada pregunta. Elige la mejor respuesta. Rellena la burbuja de tu respuesta.

1. ¿Qué detalle respalda la idea de que la Gran Barrera de Coral está viva?

- (A) Hay islas en el arrecife.
- (B) Las personas visitan el arrecife.
- (C) Los animales marinos son parte del arrecife.
- (D) Las rocas son parte del arrecife.

3. ¿Qué detalle respalda la idea de que quienes visitan el arrecife deben tener cuidado?

- (A) Queremos que el arrecife dure mucho tiempo.
- (B) Hay muchos tipos de peces.
- (C) Los colores del arrecife son llamativos.
- (D) En las islas viven aves.

2. *¿Es el hogar de todo tipo de animales marinos respalda cuál de estas ideas?*

- (A) Muchas personas visitan el arrecife.
- (B) Hay mucha vida en el arrecife.
- (C) El arrecife es muy antiguo.
- (D) Hay un arrecife bajo el agua.

4. La Gran Barrera de Coral es el hogar de _____ como aves y peces.

- (A) coral
- (B) islas
- (C) visitantes
- (D) animales

Nombre: _____ Fecha: _____

Evaluación de matemáticas *Aventuras de viaje:* *La Gran Barrera de Coral: Valor posicional*

Instrucciones: Resuelve cada problema para demostrar lo que sabes.

1. 56 es _____ 65

- (A) mayor que
- (B) menor que
- (C) igual a

2. 19 22

- (A) >
- (B) <
- (C) =

3. ¿Qué número es mayor? ¿72 o 42? ¿Cómo lo sabes?
Muestra tu razonamiento con palabras, números o imágenes.

 **Aventuras
de viaje**

$0 - 40 = \square$

$> < =$

La Gran Barrera de Coral

Valor posicional



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Educadora de matemáticas
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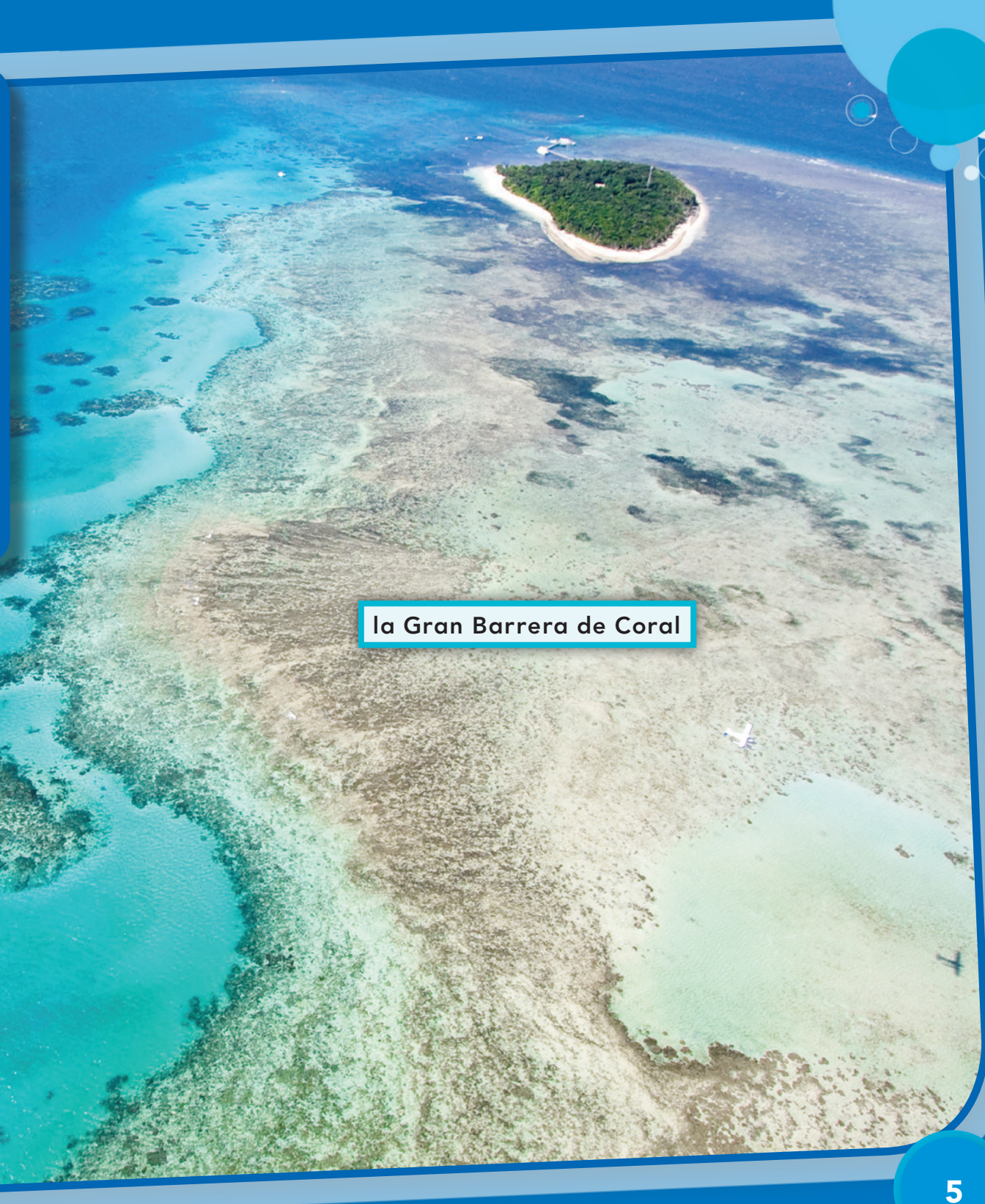
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Contenido

El parque de la naturaleza	4
¿Qué es un arrecife?	8
Animales marinos	12
¡Cuídala!	18
Resolución de problemas	20
Glosario	22
Índice	23
Soluciones	24

El parque de la naturaleza

La Gran Barrera de Coral es grande. Es hermosa. Es muy antigua. ¡Y está viva!



la Gran Barrera de Coral

Está formada por **arrecifes de coral** más pequeños. Muchos animales marinos viven allí. Algunos son parte del arrecife.

¡HAGAMOS MATEMÁTICAS!



Imagina que ves 16 peces payaso en la Gran Barrera de Coral. Dibuja o coloca objetos en los tableros de diez para responder las preguntas.

1. ¿Hay suficientes peces payaso para formar una decena?
2. ¿Queda algún pez payaso después de formar una decena? Si es así, ¿cuántos?

¿Qué es un arrecife?

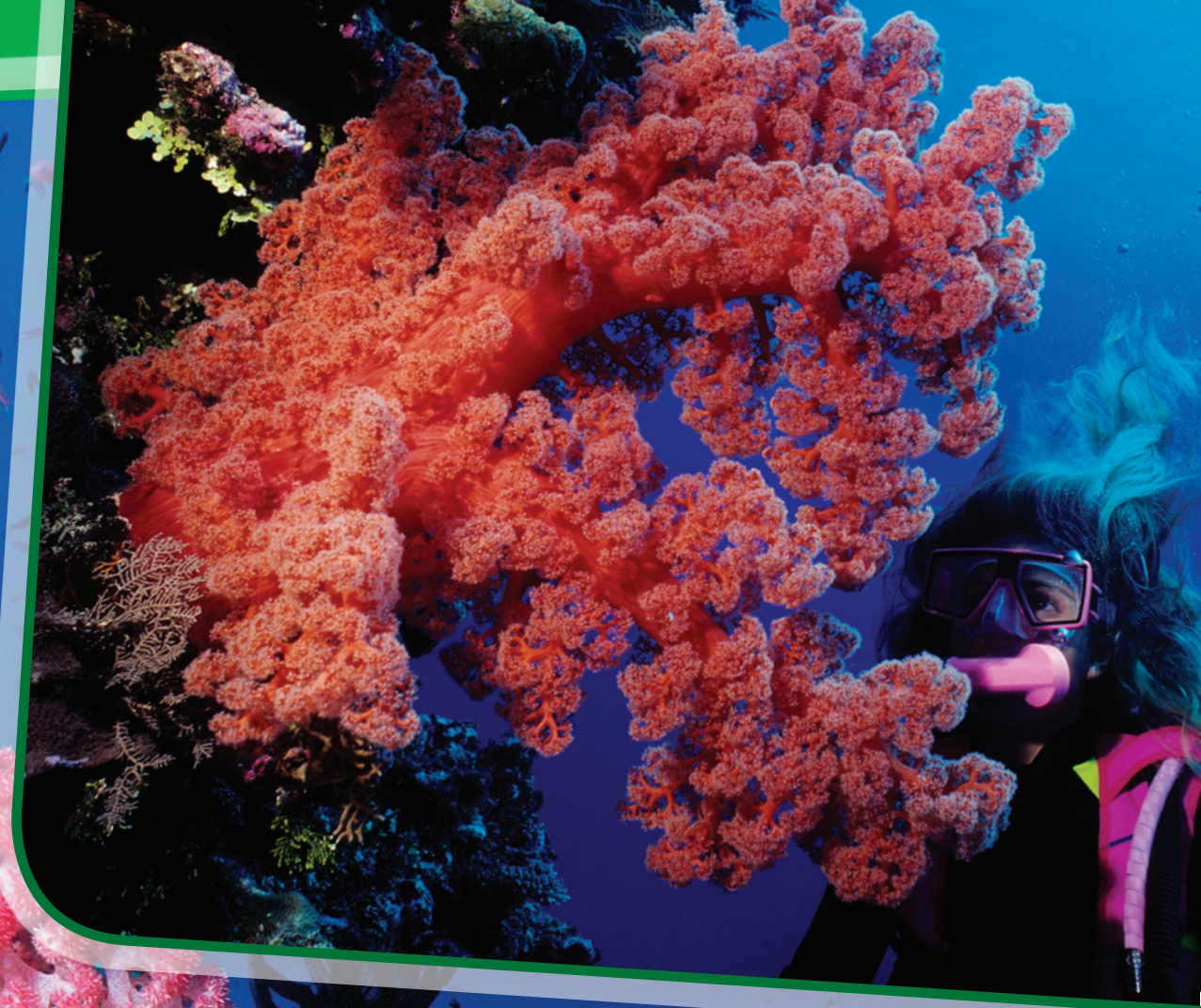
Un arrecife es una pila de roca y coral. Un arrecife está justo debajo del agua en el océano.



Los corales vivos crecen en la roca. La roca está hecha de coral que ha muerto.



El coral vivo es colorido.



Animales marinos

¡Hay mucha vida en la Gran Barrera de Coral!
Es el hogar de todo tipo de animales marinos.



Una tortuga marina verde y algunos peces nadan cerca del arrecife.



Cientos de tipos de corales viven allí. Peces de todos los colores viven allí. Delfines y rayas también viven allí.

¡HAGAMOS MATEMÁTICAS!

Estás nadando con tu hermano en el arrecife. Ves 22 peces cirujano regal. Tu hermano ve 24 peces cirujano regal. Usa las frases "mayor que" y "menor que" para comparar la cantidad de peces.

- 1. 22 es _____ 24
- 2. 24 es _____ 22



trucha de coral



raya pintada

El arrecife también es el hogar de varios tipos de aves. Viven en sus **islas**.



halieto



rabijunco colirrojo



gaviota plateada

¡Cuidala!

Muchas personas visitan la Gran Barrera de Coral. Deben ayudar a cuidarla. ¡Queremos que el arrecife dure!



¡HAGAMOS MATEMÁTICAS!

Practicas **esnórquel** en la Gran Barrera de Coral. Ves 12 peces ballesta. Ves 20 escáridos verdes. Ves 13 sepias amarillas. Usa $>$ o $<$ para comparar la cantidad de peces.

1. 12 _____ 20

2. 20 _____ 13

3. 13 _____ 12



Resolución de problemas

Estás a punto de practicar esnórquel en la Gran Barrera de Coral. ¡Abajo! Ves...

- 12 rayas
 - 21 peces cirujano regal
1. ¿Cuántos grupos de diez rayas hay? ¿Sobran rayas? Si es así, ¿cuántas?
 2. ¿Cuántos grupos de diez peces cirujano regal hay? ¿Sobran peces cirujano regal? Si es así, ¿cuántos?
 3. Usa $>$, $<$ o $=$ para comparar la cantidad de rayas y peces cirujano regal.

12 _____ 21



Glosario

arrecifes de coral: material duro que se forma bajo el mar

esnórquel: la actividad de nadar bajo el agua con un tubo para respirar

islas: áreas de tierra rodeadas de agua

mayor: más grande

menor: menos grande

Índice

aves, 16

coral, 6, 8, 10, 14

delfines, 14

esnórquel, 19–20

islas, 16

pez, 7, 13–15, 19–20

rayas, 14–15, 20

roca, 8, 10



Soluciones

¡Hagamos matemáticas!

página 7:

1. sí
2. sí; quedan 6 peces payaso

página 15:

1. menor que
2. mayor que

página 19:

1. $<$
2. $>$
3. $>$

Resolución de problemas

1. 1 grupo de 10; sí; quedan 2 rayas
2. 2 grupos de 10; sí; queda 1 pez cirujano regal
3. $<$

Hablemos de matemáticas

1. ¿Qué significan los símbolos $>$, $<$ e $=$?
2. ¿Cuál es un número que no tendrá restos después de formar decenas?
3. ¿En qué se parecen los números 15 y 51? ¿En qué se diferencian?
4. Lena dice que 23 tiene 2 decenas y 3 unidades. Pedro dice que 23 tiene 1 decena y 13 unidades. ¿Quién tiene la razón? Explícalo.