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1. 1 ACTIVITY FILE FOR PRESCHOOL 2. COLLECTION COLLECTION Number: Identifies by perception and quantity. Interact with the additive relationships of the first ten numbers, children move from counting to accepting amounts when they are less than 6, and support the calculation of large sums. They begin to recognize different additive expressions of the same number. The material of this game allows children to develop different counting strategies by presenting the dots and collections of distributed objects as they traditionally appear in the dice. Trying to identify the collections on the numerical board, the children first constantly repeat the counting one by one to see if they have the amount mentioned, and then resort to perception and no longer count the number less than six. Version 1. The collection has up to ten items. First class material: Numeric boards (up to ten), colored tokens (15 of any color) for each child, and a set of decks with dots (up to ten numbers) for each team. Children play in the numerical lottery, put their boards on the table and push their chips aside. They choose two teammates to sing the amount the teacher gives them a set of deck points. This explains how to play the lottery number: kids who have deck points, take cards one by one, show them and tell a loud voice the number of points they have. If children feel bad, the caregiver helps them by showing the group how it is considered. When your colleagues hear the number, they search your dashboard for the amount that has been said about the points or drawings, they put a marker on top of all the collections that have this number of items. The game ends when the child completes his board and 2 ACTIVITY FILE FOR PREESCOLAR 3. Shout the lottery! They check whether the amount of lockers on the winning child's board was mentioned. Children start playing, and the caregiver checks the commands if they understand the slogans, for example, if the child does not put a marker on the board to indicate the number of points or drawings, she can ask her, for example: have you already checked all the lockers where there are two? The teacher observes the possibility of counting his students. If necessary, change the game with the lottery to a direct count. In the center of the table in the deck put cards with points, in turn the child takes the card below and counts the points in the field of view of his comrades. If you do it right, you hold the card if you don't return it to the deck. Whoever gets more cards wins. This action should be repeated at another time. Every team does it. In another class, and as soon as the children master the first numbers, the teacher can pose for a numerical lottery game with up to 20 items, with the same materials, but with quantities up to 20. 3 ACTIVITY FILE FOR PRESCHOOL 4. Version 2. Counting collections showing the additive relationships of the first six numbers (5 and 2; 3 and 4; 1 and 6; among others). Second class material: Domino's (one to six) for each team. The teacher has children explore dominoes, raising, for example: look for a marker that has two and six points, how many tokens they found? Look good, there may be others! Now I want a token that has a total of eight points, several (3 and 5; 4 and 4; 6 and 2) should appear. Then the kids play the next game. Place the dominoes in the center of the table with the dots down. Each child takes a badge and immediately each of them shows. The child who pulled the file from the highest point gets all the chips they took out. In the case of a draw, only the children who won stay with their file. They keep playing until there are no more chips for each to take one and one that has collected most chip wins. As soon as the caregiver gives instructions on the game, she asks if they understand what it is, if the children have doubts, she can play with the team as an example. Children play and the caregiver walks on commands, checks whether they understand the rules of the game or have problems with counting. This action should be repeated at another time. The set point is changed to win the round of the child who has a few points on his dominoes; either the one who pulls number six (or any other amount) wins, or the one who has three points somewhere on his chip wins. Winning is getting harder and harder because conditions limit the chances. They can also play dominoes in the traditional way. 4 ACTIVITY FILE FOR PRESCHOOL 5. Version 3. Count the collections in which the additive relationships of the first 6 numbers appear, then do it with the first 8. Third Class Material: Domino white (white tiles up to four or four), one game per pair. Children play dominoes. Each pair places their chips on the table, with dots up. Look for all tokens where the total number of points is five. When they found some, some kids show the group the chips they found. For example: three and two, four and one. The teacher asks: has anyone found any other tokens than these? As long as they find all the tokens that meet the condition of having 5 points, children don't have to talk, two plus three, but two and three, two with three or as they want. Couples return the tiles with the others; The teacher says another number, one to eight, to look for appropriate tokens. Activities should be repeated in other cases. From dominoes to eight to eight. In another class, children are organized into teams next game. They put decks with dots from one to 12 in a paper bag. Place dominoes on the back (white to six to six) on the table; The child is taken out without seeing inside the bag, the card, and reads the number that touched it (on the side of the point or on the side of the room) and looking for all the dominoes that have the total number of points that came out on the card. When he finished, his teammates checked if he took all the chips. If he did everything right, he would hold the card and dominoes. When the cards are over, there should be no chips left on the table so if you find out who or who is left. The game must be repeated at another time, with a series of one to 16; or up to ten times with a series of one to 20. 5 ACTIVITY FILE FOR PRESCHOOL 6. JIGSAWS I (Images) Shape: Plays mosaics, with different colors and shapes to cover a certain surface. Children play pictures with puzzles. Children develop their geometric perception through image reproduction. They must manipulate the shapes, choose the parts they deem appropriate, and look for where they should be placed. In the process of restoring puzzles, children learn to observe the geometric quality of the pieces to solve their correct location in the image; observe the shape of the work and its alignment with the part of the image that everyone has. Images of the puzzle also advocate the use of unofficial geometric vocabulary. The teacher observes what the children are doing, helps them if necessary by placing a piece on them so they can continue. Version 1. Reproduction of overlay images. First Class Material: A puzzle game (from the same number of pieces) for each child educator asks children to put together a puzzle. If necessary, this means they can use the model where the image is completed to place their parts on top. Once completed, they exchange models and pieces of both puzzles Once the children are familiar with these puzzles, the educator offers the couples the following game: they put on the table pieces of both puzzles without models, mix them, each of which chooses one of the characters and quickly looks for pieces that match him to reproduce the image of the character he chose. The first one who finishes putting together their puzzle wins. The teacher can offer another game: they put on the table pieces of two puzzles, one of the members of the couple takes one or two pieces and hides them without his partner seeing, who will have to collect both puzzles with pieces that 6 FILES OF ACTIVITIES FOR PREESCOLAR 7. available and describes to your partner that they have the missing parts and where they are. Teacher considers strategies that children use to recover images, asks: who can tell us how we do it to quickly collect puzzles? They can link their strategy to their knowledge of the human body, and may also mention some geometric properties of parts such as spades, hooks, exits, etc. Version 2. Play images with or without a model. Second Class Material: Puzzle Game (Under the Sea) for each team. The teacher asked the children what they thought the underwater material would be used for; Children will probably mention their experiences with puzzles at school or home and offer to reconstruct three images of this puzzle group. The teacher needs action by asking them to collect three puzzles at their tables. The teacher observes the initial reproduction strategies and, if necessary, proposes to place on the models parts that children identify. Children can be organized spontaneously within teams. Once they finish assembling each image, the teacher offers exchanges between teammates, so that each has the ability to reproduce all three images. When children have all three images armed, the teacher provides feedback on their contents to study children's knowledge of the marine ecosystem. When children are familiar with this group of puzzles, the teacher invites them to collect them without seeing the model, and then can resume the activities of the first group of puzzles (mix pieces or hide some in front of the cabinets without seeing the models). 7 PRESCHOOL ACTIVITY FILE 8. Version 3. Play images with or without a model. Third Class Material: Puzzle Game (Amusement Parks) for each team. The teacher asks the children about activities that can be done with the material they have at their desks. Return suggestions that indicate the image replay and ask the children to play in pairs of three models that they have available at their tables. If the teacher notices difficulties in assembling puzzles, she suggests using models to make it easier to place pieces. Specifically, in this group of puzzles, you have a case of pieces with the same shape that makes you focus your attention on the parts of the image they contain. As in previous versions, the educator suggests mixing puzzle pieces to spread the search and playback of the three images. Those who finish first can support their peers. When the children have finished playing three images, the teacher asks about the difficulties they faced in reproducing this type of puzzle, it also allows some to share their strategies in favor of non-traditional geometric vocabulary. This action should be repeated at another time. 8 ACTIVITY FILE FOR PRESCHOOL 9. QUALITATIVE CLASSIFICATION Number: A quality group. objects by their attributes Kids group objects according to their quality attributes. In many everyday situations we perform classifications because it allows, among other things, to maintain a certain order (lad in cupboards, dolls in a box). Preschoolers, if allowed by a teacher, have many opportunities for different classifications. But it is also important that they systematically work with classification, taking into account the quality attributes (color, texture, utility, shape). Version 1. Free classification. First Class Material: One zoo animal playing on the team. Children play freely with the material to get to know it. The teacher asks them not to mix the material of one team with the material of another. Then ask them to make groups of animals, putting together those they think go together. As soon as they start playing, the educator goes through the team to ask questions to find out what they have understood about the slogan, to see by what criteria groups of animals are formed. You may ask: why did you put this little animal with this, why are these little animals together that you can put this (taking a small animal) with them? When they are made, the teacher organizes the unification of all groups, so that each of them explains how they placed the animals and why they put them together. In the process, children realize that there are different criteria for classification and that before the slogan there may be several correct answers, in this 9 ACTIVITY FILE FOR PREESCOLAR 10. Case, for example, you can collect birds, four-legged animals, those that can live in houses, etc. It's made with other materials. Version 2. Classification with a criterion agreed in advance. Second Class Material: One zoo animal playing on the team. The caregiver tells the children that they will place the animals, taking into account what she is going to tell them, for example: they will be separated into one group of animals that live in the water, and in

another those who live on earth. The teacher goes on commands to watch the children's work. If in any team you find a wrong animal to ask who is in this group, why did you put this animal there, in what group should you be? When everything is done, the teacher organizes the opposition of the results. The team tells how their animals were separated while teammates check to see if they put the same animal in the same package. If they disagree, they comment on the reasons why or cannot be Collection. It is easy for them, but now the caregiver asks the child to tell how they will take them. In another class, for kids to now work with the quantitative criteria they make version 1 tab 15, which in principle they had to perform in preschool first. 10 ACTIVITY FILE FOR PRESCHOOL 11. Version 3. Identify the classification criterion. Third Class Material: The game of zoo animals by group. The teacher organizes a group. The team is placed in front of the table, where there is a game of animals; the rest of the group sits in a semicircle, all children should be able to see the table in front. The teacher asks the team at the helm to agree to classify the animals into two large groups. That is, it's that they choose an attribute (they live in the jungle, they can live in a house, they fly, they crawl, they are great) and see which of all the animals meet him and which don't. They place animals that go together, meanwhile, she can talk to the rest of the group about animals, ask, for example: which ones live in the jungle?, which is at sea? When the front team finishes their work, the teacher asks the rest of the group if, looking at two large groups of animals, someone can say that their peers were thinking of collecting the ones they put together. The kids on the team say it's true or not. Everyone talks about whether the answers are right. The action is repeated as long as the group retains interest, only the front team changes. Sometimes the teacher secretly tells the team the classification criterion. This activity should be repeated in another case. The teacher proposes a classification in which the animals belong to two groups, for example: terrestrial animals and those that live in houses. Encourage children to comment on this feature ranking: two groups may have common elements. In another class, in order for children to work with quantitative criteria, they make a version 2 of the fact of sheet 13, which they had to do in a second preschool. 11 ACTIVITY FILE FOR PRESCHOOL 12. Measured time: Uses non-traditional units to solve time-measuring problems and determines what some tools are used for. Children establish temporary relationships in everyday situations. To think about time, children need to develop the concept of duration (how long it takes something) and the notion of sequence or sequence of events. By observing when they initiate or end an action, they discover that time units have a beginning and end, before and after version 1. Identification after the event. something that helps them compare the duration of the two more events. In addition, by describing and ordering sequences of important actions and events, they reflect temporary events in relation to morning, day, evening, yesterday, today, tomorrow, days and months. From the beginning, final before, the material of the first degree: baker, recorder and recorded music for the band. The teacher says that when she starts playing the baker, everyone gets up and dances around the chairs, and when the baker stops calling, everyone will lay down. After children dance several times, they may be asked to walk or clap while singing in the morning, to jump like a kojito or as a rabbit. When you ended up asking: when you had to start or stop dancing, when you had to sit down, what did you do in the first place, dance or jump, what did you do before you started this game, what do you think we're going to do next? This activity should be repeated in another case. The teacher puts the music to indicate the beginning of the activity, and removes the music to indicate the end. After performing the activity two or three times, he asks: when did they listen to music the longest when they sang in the morning or painted? 12 ACTIVITY FILE FOR PRESCHOOL 13. Version 2. Description of your own actions and your peers. Second class material: Posters prepared by the teacher with the text Today Monday (or another day) and with drawings depicting the events of the day and duct tape. Registration WEEK, for the group. The teacher discusses a story where the character performs various activities during the morning, day and evening. After the children comment on what the character in the story does, they say what they do morning, afternoon and evening. The teacher asks them about what they said, for example, what did Gloria say she was doing at night? The teacher asks them to take pictures of the activities they do in the morning, afternoon and evening. Each couple of children exchange their drawings and interpret them, see if there is a coincidence between what they wanted to represent and what was interpreted. The teacher observes how they graphically represent the order of events morning, day, night. In another class, a teacher hits a wall, a sign with the text Today Monday. Displays the action drawings that need to be executed on the day and asks that they be ordered. He asks them what they are going to do first or at the end of the day, before or after the break. It encourages children to talk a sequence of activities that they usually do or offer another. Today, they will organize the day's activities, in what order do they want to perform them? At the end of the day, leaving or removing the drawings that were posted with the poster Today Monday, the caregiver asks the children to tell about what was done in the day, if necessary they can place the drawings in accordance with the order in which they were made. They analyze what activities lasted the longest it's time. Children choose an action (one that took more or less time, the activity they did at the beginning or end of the day) and draw it in the week magazine Record notes the month, year and date of the day. This activity should be repeated in other weeks. In another class, children work with cardboard strips, perform version 1 tab 14, which in principle was to work first in a preschool. 13 ACTIVITY FILE FOR PRESCHOOL 14. Version 3. Comparison of the duration of two or more events. Material of the third class: Maps with drawings on which for two or more songs (morning and other) with different durations that children can sing. Wall clock with seconds. The teacher organizes a group of two teams, each of which takes a card and informs the group what song it is playing. Before singing, children say which song they think lasts longer (less). In turn, each team sings their song, they say which song lasted longer (less) time. The teacher uses what they say and asks them how they can be sure which song lasted longer (less) time. Ask them to sing again, now the two teams are singing at the same time to compare the duration of each song. The teacher asks: are we now sure which song lasts the longest? Why? This activity should be repeated in other cases, with songs lasting almost the same. They anticipate which one will last longer, check their wait by singing them at the same time. The teacher organizes a conversation about what children know about the use of watches. If possible, it shows you some that are different. In other classes, children work (at least three more times) with the WEEK registry, version 2 of this tab. 14 ACTIVITY FILE FOR PRESCHOOL 15. Version 4. Consistency and log everyday events. Material: SOURCE ASSISTANCE and the MONTH registry, for the group. On Monday each week, the educator shepherds an attendance record on the wall, records the date of the day, and asks each child for napkins to record, cards with their name, thus recording their attendance. If necessary, the caregiver helps them find a line of their name until they can do it themselves. At the end of the day, the teacher asks: who did not come to class today, who missed school yesterday, what day tomorrow, what days are we going to school this week, what month are we today, who is today's birthday or this week? This action should be repeated at least three more times throughout the year, changing the way attendance is recorded: from scratch, drawing, writing his name when they can do it, or a guide (they color the images printed on paper and trim it). At the beginning of each month, the caregiver records the birthdays of children and pasta with names in the MONTH registry. In addition, this register registers other events, such as flag honors, holidays or specific group situations, such as the day they go camping. This activity should be repeated within a year. The teacher encourages children to use the room nominally (for example, the day when there was a festival at school), use the record of the month to read and restore events based on questions such as: what was the first or last thing we did this month? 15 ACTIVITY FILE FOR PRESCHOOL 16. COUNT AND NUMBER ESTIMATES Number: Compare correspondence collections one by one. Recognizes the functions of the number. Count and estimate the number. Set quantitative and spatial connections Kids compare the number of objects in the collection with walk lockers. Count and estimate the number. They interact with quantitative relationships (more, less, just like) and spatial relationships (before, for, in between, before). Children develop by comparing the number of lockers moving in the truck, considering strategies such as counting one after another or counting from that number in the collection, or set where the number in the series is. Caminito is a specific idea of how the series number is sorted, in its meaning the greater the number, the more you advance in caminito lockers and the number that represents that the locker is more to the right in the series of numbers. Children are expanding their knowledge of quantity in a context that relates to function and the use of order between numbers. Version 1. Personal correspondence between objects in the collection and the lockers of the truck. Whoever has most objects advances more in walking. 16 ACTIVITY FILE FOR PRESCHOOL 17. First Class Educator draws a train to walk on the floor (don't walk past ten lockers) and seats aside, 25 transparent bags, each with different amounts (no more than ten) zo animals. The teacher explains that they will play on a small railway track. He puts the cards with each child's name on the floor and takes turns asking them to take them. Organize teams, representative of each of them goes to play, and your teammates can help you if you need it. He expected the representative to change in other rounds. Teams choose their representative for the first game. The teacher explains that each of them, in turn, will take the bag and go for a walk around the fireplace, placing in each locker the animal in the bag, when they are finished, he will leave a card with his name in the locker, where he arrived and collects all his animals. Whoever gets on wins. After the representatives have passed and maps with their names on the road, the teacher asks questions that relate to spatial relations: who went next?, stayed up to Lali, who stayed between Sergio and Eric? Children collect their cards. In another round, the teacher questions about quantitative relationships: how many lockers Lupita failed to reach Lalo, why did Mariana and Genni get to the same place who won, why? The educator notes whether children use the numbers to answer, because the explanation they usually give about who won is not always associated with quantitative questions like, he won because he had more animals, won because he touched the bag with most objects, and hinting at spatial or qualitative questions .He won because he went on He won because we are the best. This should not bother the teacher, there will already be other opportunities for them to repair in quantities. Take note and sometimes later see if your kids are starting to recognize that the more objects the more you advance in the truck. In other rounds, the teacher asks representatives to show their bags to the group before pulling out the animals and asking how far they think it will go? Write to 17 ACTIVITY FILE FOR PREESCOLAR 18. board some of the children's expectations so they can check who signed it or who almost signed it. In another class, they again work with numerical boards and dot deck, perform version 1 tab 1. Version 2. Forecasting and verifying situations related to the calculation and establishment of quantitative and spatial relationships. Second-class material: zoo spot board and 9 bags with colored tokens in different quantities (from 4 to 12). A zoo animal that identifies each child. The teacher explains that they are going to play on the railway track, aboard a small zoo train. He tells them that everyone will have different animals that will identify them, and that everyone should take a bag of crisps at the same time. Before all advances on the truck with their chips, they have to show their bag to the team, anticipate where they think they will arrive on board with so many chips and a place in this pet locker that identifies them. In turn, each child advances on a truck placing chips that touched it on the truck's lockers. He immediately sees how close or unseated he expected, removes his little animal and his chips. The teacher walks on commands, asking questions like those offered in the previous version. Who went on Aisha or Tito, why did Christina go where she put her little animal, why? This action should be repeated another time, children can play in teams with a doe and dice, advance in a little walk according to the points that go to death. The first to reach the end of the truck wins. Meanwhile, the teacher groups and ask questions similar to those in the first version. 18 ACTIVITY FILE FOR PRESCHOOL 19. Version 3. Waiting and checking relationships is how much for and acknowledging that count allows you to solve a more accurately defined type of situation. 19 ACTIVITY FILE FOR PRESCHOOL 20. Third class material: zoo braid board and color tokens (30) per pair. Half a letter sheet for each child to write their name and then use it to make a record. The teacher explains that they will play with a small train finish. The child of the couple chooses a locker (between 1 and 20) his partner takes from the bag of tokens he deems necessary to achieve the chosen figure. Some kids will pull out a lot of chips, it is important that they decide what they are going to do and for the educator to see if their group is already resorting to counting in advance how many tokens are needed to reach a particular locker. The child who took out the chips sees on the board, how right was his expectation, putting them on this, they were missing or left? He writes on his sheet what happened to him as he wanted. If you like it, you earn a point, which is also marked on your sheet. Another partner is next. At the end of the day, they talk about their successes. When they are finished, the teacher asks some children to read their notes and tell the group how they did in the game. This action should be repeated at another time. ROMPECABE-AS II (Two-colored squares) 20 FILE ACTIVITY FOR PREESCOLAR 21. Form: Plays tiles, with different colors and shapes to cover a given surface with concrete material Kids reproduce mosaics using two-color squares. Children develop their geometric perception through image reproduction. They must manipulate the numbers, select the parts they deem appropriate, and look for their location. In the process, they learn to respect the conditions that limit their actions and identify geometric shapes by name. One of the differences between depicting puzzles and two-tone square puzzles is that, with the latter you can build a lot of images while with the other only one. The teacher observes what the children do, if necessary, helps them by placing a piece on them so they can continue. Version 1. Free construction. First Class Material: A set of Bicolor squares for each couple educator asks children to look at the material and asks if it looks like other materials they have worked on. See if they recognize it as another puzzle. The teacher asks the children to form several at their desk. The number and location of the squares are free. When all couples finish, children go on to see their classmates' rugs and comment on which ones they like best and why. This action is repeated at a different time. Version 2. Construction on the model. Grade II 21 ACTIVITY FILE FOR PREESCOLAR 22. Material: A set of two-color squares for each pair. The teacher asks the children to form a mat on the table with two-color squares. After the students have developed several mats, the teacher asks that they reproduce the model developed by the other couple, using exactly the same parts and location, so that the two mats are the same. To do this, the teacher offers the exchange of places between pairs and gives each pair another set of two-color squares to reproduce the mat of the other pair. Each pair chooses in their material squares, which they consider necessary to play the mat. They compare their design to the mat they borrowed and make appropriate changes until they bring them together. When in each couple the children agree that the reproduction is equal to the mat they have lent, they break the one they have done, take their material and change places to reproduce the mat of other comrades. After most couples have made at least three rugs, the educator asks: Some of you have used more than five squares on their mate?, students who respond in yes may invite their classmates to look at the mat they have designed, they may also discuss the difficulties they had in replicating patterns. If necessary, the teacher can make comments such as: the figures Pepe made with Jose Luis in his models are the same as that of Maria and Anita, how many two-color squares they use on their carpets on which the mats were other squares formed? In another class, children work with Tangram, performing version 1 of the 16th tab, which, in principle, they had to work in the first class. Version 3. Game models. Grade 22 ACTIVITY FILE FOR PREESCOLAR 23. Material: A set of two-color squares for each child. Lesson 1. Builder Anita and Mary carpets. The teacher reads the name of the lesson; ask the children to describe what they see on their book page, ask what they think they will do in this lesson, perhaps remember that they have already worked with two-color squares in designing steam mats. You ask them how do you think you could reproduce the carpets that Anita and Mary designed, what two-color squares you want to use, do you think each of you can build mats just like the ones shown in your book? When children can reproduce carpets in a lesson, they can shape others. When they're done, they close their book. The teacher organizes group activities for comment on their strategies and projects. He asks them to show a mat that has four two-color squares, one that has six squares and finally one that has eight squares. The teacher asks the children how they look and how different the mats they have developed from the book (what numbers appear, how many parts are used in each). Some children comment on their findings to the group. In another class, children work with geometric bodies and geometric body overlays, as noted in version 1 of tab 28. Version 4. Playing the model on a scale. Material: A set of two-color squares for each child. Lesson 13. Build Louis' kitchen. 23 FILE ACTIVITY FOR PRESCHOOL 24. Children describe and comment on what they see on their book page, they say they will do in this lesson. The teacher asks: Do you know what the lesson is called? Read the title and ask them: in Louis's house they changed the kitchen floor and placed mosaics, as seen in the image of his book, could you reproduce on your desk an image of the floor of Louis's kitchen? They can use two-color squares, which ones can be useful, how much they need, where do they start? The teacher allows the children to express their expectations about the necessary material and possible reproduction strategies, before pointing to the beginning of the activity: they will reproduce at their table the image of the floor of Louis's kitchen. If necessary, the teacher clarifies that they can see the image of the book. The teacher encourages children to observe the reproductions of their peers so that they are the ones who indicate and make the necessary changes. In another class, children work with geometric bodies, as written in version 2 of tabs 28 THE QUANTITATIVE CLASSIFICATION Number: It states that the numbers they know in ascending form, starting with one, extends the range of the number. Classification of collections using quantitative criteria. Order 24 ACTIVITY FILE FOR PREESCOLAR 25. Children begin the process of sorting collections using their abundance. Those who do not know a series of oral numbers begin to study it, and those who know it use it to form and sort collections. The relationship is another. Children should know the oral series of children who do not yet know at the beginning of the first numbers to be in the oral series number, as for the chances of learning to count. Knowing what you already know, it is recommended that the tally involves taking only one object (and using it in counting situations, not two, or three, or not) when telling a number without losing control of the order of the series. At the finish count it is also necessary to recognize that the last number, which was named, says how many objects are in the collection. So much so that the teacher has a general understanding of the didactic sequence of work with classification recommended, if you attend preschool first, read the following version and version 1 of tabs 13, 15 and 19. Version 1. Overview of a series of oral numbers of the first numbers and their use in the counting process. First Class Material: Two sets of zoo animals on command that are at the center of the table. Set of decks with points (up to six) to the team 25 ACTIVITY FILE FOR PREESCOLAR 26. The teacher learns how far in the oral series children know and whether they can use it for counting. She invites the student to come to the front and take out without seeing the card with points (1 to 6), the teacher reads it, says, for example: You got four. It is not intended that all children can count points in the deck, nor recognize the numbers, but realize that that card tells how far they have to count. The child who took out the card, considers aloud the claps given by the caregiver, who is silent, only instructs him to leave, or to correct the order of the series; if he says one, two, four, he tells you the whole series. If you're wrong, start over. The rest of the group takes a small animal every time they hear a snap, and if their partner gets it wrong, return them to restart the process. When the child in front manages to do this, they check the commands if they also each took 4 animals. If there is a mistake, they explain what it is like: Louis has three, and there are four of them, Sofia has a lot of them. The teacher observes the calculation of the capabilities of his students, who identify errors and are able to correct them. Move another child to the front; if most of them have no problems, they work with the series to 8, otherwise they only go back to 6 (at least 6) until most children are no longer mistaken. After a week they play with 8 or 10 cards depending on the chances of the children. In another class, children play with dominoes (up to six) that place on their table with dots up. The educator says the number is between 1 and 6 and the kids are looking for all the dominoes that have these points. For example, for 6, most children see it only on one side of dominoes, 6-5, 6-3; instead it may be that some see it at 2-4, 1-5. If this happens, the teacher only takes a mental note but is not made to see the rest of the group. In later cases, the caregiver picks up the same activity and observes whether other children are already starting to recognize or in 4-2,3-3 tabs. To get an overview of the sequence of teaching quantitative classification, it is recommended that the teacher, if she attends preschool second, read the following version and versions 2 tabs 13 and 15. Version 2. Create collections that have the default number of objects. 26 ACTIVITY FILE FOR PRESCHOOL 27. Second-class material: two sets of animals and 12 transparent bags per team that are in the center of the table. Boxes (10) that are placed in front of the group. Children practice counting. The team fills bags with eight animals, the ones they want, the other team with five, with nine. The number is allocated from one to 10 objects. There may be repetitions. The teacher walks on commands, watching how they are considered; in case someone gets it wrong in the graph, ask the team to help you. When they're done, the teams exchange bags. For example, Team A does this with E. Teacher asking Team A: Can you say that I asked Team E to put in their bags? Team E checks whether your teammates respond well. Then ask Team E the same thing. The teacher observes whether her students spontaneously turn to the counting of votes to answer the question. Since the question does not apply to counting, the qualitative answer is to put animals and one of the quantitative types is put seven animals. The latter appears when children believe that, counting items in bags, it is known for sure that the teacher asked the other team. The process is repeated with other equipment until it is done with everyone. The teacher offers to store bags in boxes for another day. Let's see if they can think about it in order. It is possible that bags with various equipment were put in the box, thus fulfilling the request to keep the bags. If so, then the teacher offers a certain order: put bags that have five animals in one box, those that have nine in another, etc. after the bags are put in, the boxes are stored. Version 3. Sort the collection using the relationship: another, one minus, and moving collections by adding or removing items to the original collection. Grade 27 FILE FOR PREESCOLAR 28. Children, before making this version, work on different days, with versions of 2 tabs 7, 13 and 15, which are basically performed in the second preschool. The team game of the zoo animals is placed in the center of the table. Boxes of bags with animals, which were used in version 2 of marker 15, are placed randomly, at the head of the group. The teacher asks: how can you order boxes of those who have bags with fewer animals to which they have bags with most animals? Some kids order them, others check that they are doing it right. Working with another attitude. Arises: why box 5 goes after box 4? If we take the bag out of box 4 (it's done), what do we have to do to get it in box 5? Of course, some will say that by adding a small animal. The teacher does this and put the bag in his new box. The same goes for other bags. One less relationship is performed. Now he said: if we take the bag out 7 and we'll take the animal, can we put it back in the box on the 7th, in which box should we put it? The same goes for other bags. A team representative continues to take, for example, a bag from a box of three. The teacher asks: what can you do to get a bag in a box of five? If you answer that you should add animals, you ask: how much more? (I probably won't say I'll add two, but if I put two on it). The child can check with his team and explain to the group what they are going to do: add or delete and how much, change the contents and put the bag in their new box. The group checks that he's doing well. The process is repeated with other equipment. There are numbers that are less than three. To finish, another relationship comes back. It starts with box 1. Children understand that a series of rooms is organized according to the rule: another one. SPATIAL RELATIONSHIPS I Space: Builds a reference system for your body. Sets a spatial relationship between your body and objects. Children establish spatial relationships from their bodies. 28 ACTIVITY FILE FOR PRESCHOOL 29. Children develop their spatial location, starting with the orientation (from, to, from) and orientation (front, back, up, down, right, left) that objects acquire based on their body. It is convenient to make educational movements, move objects, describe, compare and transmit orally spatial relationships that occur around your body. Version 1. Construction and description of statues. First class material: a glass and a plastic plate for each child. Place the chairs in a circle, leaving enough room for the children to walk around their chair. The teacher asks them to put the chairs in the same direction (in or out of the circle), she says: If I want them to see to the board, how should they place their chair? He also asks them to put their chair in a different direction (to the windows, patio, tree, mountain, etc.), prompting a group arrangement and then tells them that they will play ivory statues, asks to place their glass and plates on top of the chair, and when they sing, everyone will walk around their chair and at the end of the song, they will stay in the position they want without moving. They can sit or stand, glass and plate can be left anywhere on your body or chair. The teacher and children sing: Statues of ivory, once, two, three, like this! Anyone who moves dances a dancing twist/ with his worm sister / and with his uncle Jose Luis / who stinks of sock / I better stay that way. After several times singing, the teacher chooses the statue and tells classmates to come closer. He asks them to tell them how this child is located, where he looks, where and how he has put, for example, If it's down, up, front, back, left or right... The teacher promotes the work with spatial relationships, taking as a guide child a chair, or establishing a relationship between glass and dish. For example, who has the glass with his right hand, who's behind Christina? 29 FILE ACTIVITY FOR PRESCHOOL 30. This activity should be repeated in another case. Version 2. Building and presenting in space. Second-degree comparison material: glass and plastic plate for each child. 30 ACTIVITY FILE FOR PRESCHOOL 31. The teacher organizes a group of couples and announces that they will play ivory statues again. This time, the member of each pair moves to the center to play like in version 1 and everyone sings. When children in the city center turn into statues, external children imitate the position of their partner, including the position of glass and plates. Two children should look in the same place and be in the same position, both sitting and standing the same way; with glass and dish in the same place and position. After playing ivory statues several times, the teacher selects a couple of children and tells his classmates to get closer. Ask them to tell you how the two children are housed, whether they are two equal statues, and why, where they are looking, where and how they placed the glass and plate. In another class, children work with a farm, perform version 1 tab 12, which in principle was to work first in a preschool. Version 3. Instructions on communication. Oral. Interpretation of the material of the third degree: two chairs, a tablecloth or cardboard to imitate the curtain, two glasses, two plates and two boxes, each pair of objects of the same shape, size and color; for the whole group. Place two chairs in front of the group, leaving space between them to put the curtain. The teacher organizes two teams of three members. Team 1 will turn one of your teammates into a statue, and Team 2 will reproduce a statue equal to team 1. The teacher tells the children that they are going to play the building of equal statues: Team 1 is going to stay in the living room to build their statue and team 2 is going to leave for a moment in the living room so it doesn't see how team 1 is making their statue. The teacher asks the Team 2 to leave the room for a moment. The group sings To the ivory statues and the chosen child must remain in a position without moving, for example, the statue can sit or stand on the side of the chair. Your teammates place glass, plates and boxes anywhere on your body or anywhere on the chair. When Team 1 is ready, teacher another chair in a different position than the one used by Team 1, placed on a chair, the same material that was given to Team 1. It also places in the middle of two chairs, a tablecloth or cardboard like a curtain. Then ask Team 2 to enter the room. Team 2 enters the room, shows them the material and decides who will be the statue. Other children in the group, in turn, tell Team 2 how to place the chosen child and objects to build a statue equal to the statue of Team 1. The information is provided verbally, without sign. Eventually, the teacher removes the curtain, between the whole group they compare the two statues and explain why yes and why they are not the same. This activity should be repeated in other cases, asking now that statues as Team 1 and Team 2, be formed with two or three children. In another class, children work with the farm, perform version 2 tabs 12, which in principle was to work the second of preschool PROBLEMS AND VALUE OF THE CURRENCIES Number: Recognize the cost of coins and use the count to solve additive problems 32 FILE OF ACTIVITIES FOR PREESCOLAR 33. Children recognize the value of coins by making exchanges. They use them to buy. When children are very young, although they recognize that with coins you can buy them, they assign the value of one for all currencies, regardless of their denomination. So it seems to them that with 3 pesos more than 5 pesos coins. However, when they start to perceive their size and intuit their purchase value, they prefer the higher cost of them. Version 1. Study the different values of coins. Use 1 peso coins to buy on the market. First class material: Coins (eight out of 1 weight, six out of 2 pesos and three out of 5 pesos) for each child. The teacher travels around the market, uses only vegetable and fruit cards, and prices range from 1 to 5 pesos. The teacher organizes teams. This allows children to share knowledge about coins. If the teacher notices that they know the value of some of them, she asks them, for example: if I want to exchange a 5 peso coin for 1 peso coin, how many 1 peso coins do I need? When you have researched the coins, ask them to separate only those from the same weight. Ask the children of the material commission to remove the other coins. The teacher explains to the children that with 1 peso coins they will buy in the market, talk about the food sold in the market and in favor of eating fruits and vegetables. Then organize a group so that some kids are the ones who sell others that they buy. He explains that when they pay, they will keep a card of fruits or vegetables that they have bought; in turn the children they sell take coins. The children are playing and the caregiver goes through the positions to make sure everyone understands the slogan, there are doubts that resolve them. The action ends when the cards or coins are finished. 33 FILE ACTIVITY FOR PRESCHOOL 34. The teacher organizes a pool for the children to comment on what they bought or sold, how they did to buy or sell, what problems they had, and how they solved them. This action should be repeated in other cases by Version 2. Using 1, 2 and 5 pesos coins to buy in the second-class material market: Coins (seven out of 1 weight, four out of 2 pesos

relationships. Version 3. Oral communication and interpretation of messages for farm construction. Grade 45 ACTIVITY FILE FOR PREESCOLAR 46. Material: Farm is a game for each team. Long tables to place teams in pairs at the ends of each one. The activity is similar to version 2, the teacher organizes the location of the equipment at the ends of the tables, explains that the issuer teams, they will build their farm, and then explain to the receiving groups how they placed all the toys. When the computers are organized, the receiving computers should not see what they are doing. The issuance of equipment explains verbally, without the use of signs, how the receiving equipment should build the farm. When they are finished, the teacher asks if they have given enough guidance. During the playback process, host computers don't see their teammates farm, but they can ask questions to determine the directions they receive. After the farm is restored, both teams check that the placement of the toys is the same, if differences they try to determine whether there was a problem in the readings or interpretation. Several turns are played by sharing team roles. This action should be repeated in another case, using a written message instead of verbal instruction. Version 4. Communicate and interpret instructions for placing agricultural items in a grid. Material: Farm game and grid sheet (card size divided into quarters, sixth or ninth) for each team. PRESCHOOL FILE 47. This version of the tab encourages the use of coordinates in the plane, focusing students' attention on the side relationship between objects. Students of the issuing team can select only some of the existing positions, leaving gaps or, if necessary, take a place with two or more items. Comparing the two grids on each table, students show their progress in defining and interpreting spatial relationships. The educator can use all three versions of the grid to complete or facilitate activities, according to the needs of his group. GRAPHIC COMMUNICATION OF NUMBER: Defines the number of items in the collection as similarities between them. Use the personal graphics numbers of the maracas to represent the quantity. 47 FILE ACTIVITY FOR PRESCHOOL 48. Communication of quantity using graphic signs. Classify collections using their quantity as a criterion. The criteria for classifying collections are qualitative and quantitative. High-quality attributes: color, texture, utility, shape, allow you to classify collections; but they can also be classified by the number of items they have, so the four elements are elements of Version 1. Create collections that have the default number of objects. First class material: Two sets of zoo animals and 12 transparent bags per team. A set of boxes (10) for the group. 48 FILE ACTIVITY FOR PRESCHOOL 49. Children practice singing or and the caregiver learns if their students use it to answer questions in which they are not directly told to count. You can also see if they start using the number of collections as a classification criterion. The teacher asks the team to put four animals in the bag, depending on what they want. The other team gets sacks of five, the other with three. Distributes quantities between one and six objects. Depending on the number of computers, several may be assigned the same amount. The teacher notes that her students are well counting, in case someone is wrong, ask the team to help her count her partner. When they are made, (spatially) not very close teams exchange their bags. For example, Team A does this with E. Teacher asking: Can Team A tell us which E team put in their bags? Team E certifies whether their teammates respond well. The teacher asks the question equivalent to Team E, now Team A says whether the answer is correct. Since the question does not relate to counting, then one possible qualitative answer is you told them to have bags of animals, and one of the quantitative type you asked them to put four animals that would appear in to make the children feel that by counting the items they have the bags (which they received), they may know exactly what the teacher asked the other team to do. The aforementioned process is repeated with two other equipment until it is done with all. The teacher tells the children that they will keep the bags in boxes because they are going to use them another day. Let's see if they can think about saving them in order. They can use the box for each equipment or simply comply with the request to store the bags in boxes without using any sorting criteria. The teacher allows them to do it the way they want. Then they will be able to realize that save (or sort) with the criterion is useful, so that after a while you know where it is left. Version 2. Use a classification of a collection with quantitative criteria. Develop graphic marks to identify and transmit the contents of the boxes. Grade II 49 ACTIVITY FILE FOR PREESCOLAR 50. The teacher puts in front of the room boxes in which the children were holding their bags when they made version 2 marker 7. The teacher restores what was done in the days gone by with questions such as: Do you remember what we put in the boxes, in what box will be bags with five small animals, as we know where the bags that have four small animals? He passes the child to pull out of some box a bag, which includes five animals, but can search, that is, he chooses the box and, without seeing its contents, pulls out the bag and shows his comrades whether he took out one with five animals. This is unlikely to succeed (if all the boxes are the same). The teacher goes to other children, asks them to take bags with different numbers of animals until they realize that since the boxes do not have what determines their contents it is not easy to know what type of bag is inside. The bags that are taken out are returned to the box. The teacher asks: what can we do to find out what bags are inside the box? Find out if your children are offering to put a graphic sign on it to identify it. If they don't, she makes an offer. Collectively deciding which graphic sign to put on each box, each team takes care to make a graphic mark they decide on four sheets of paper to insert them on the sides of the corresponding box. It should be noted that if the caregiver does not give any indication about this, children do not necessarily use the numbers (or at least not all) may occur with them, for example, to put the number 3, but draw the car to four (four tires) or a hand for 5 (five fingers). The important thing, now, is that brands perform their communication functions, so it is important that in the group they agree on numbers, drawings, or signs they will do to identify each box. They play to read the graphical signs that determine the contents of the boxes. A few passes at the teacher's request, he took out a bag with a certain number of items. Each time they check (considering the collection) that took out the requested bag. Some children may not yet have understood the function of the graphical sign or they may not be significant enough. That is, if children put signs only 50 ACTIVITY FILE FOR PREESCOLAR 51. put signs, for example: car (1), pencil (2), dog (3) ... Cottage (10); When they have to interpret them to find out what bags are inside the box, they will definitely make a lot of mistakes. It is very important that this happens so that they become aware of the function of the graphic marks they are doing. Lived the experience of his mistake reworked the signs. It may also be that it is not clear to some children that one hand triggers the number of five fingers, which in turn indicates the number of items in the bags in this box. For these children, the value of one hand is as hidden as the same sign 5 if they do not already recognize it as a five. Children do the reverse work. The teacher asks the child to turn to the wall (so that she does not see), meanwhile the teacher pulls the bag out of the box; He hands it to the child and asks: could you know which box is in this bag? It is very important that the teacher on her own initiative allows the child to count the items in the bag to find out in which box it is put; but if that doesn't happen, it will do you no good to tell the animal in the bag why? The Czech group, regardless of whether their partner can find out from which box the bag was taken. The teacher asks them to leave the boxes because they are going to use them another day. This action must be repeated in at least one other class. The teacher looks at whether children can continue to interpret the personal graphic signs and numbers they have written. LENGTH MEASURED: Uses unconventional units to estimate, compare, and measure length, to use non-traditional units to solve situations related to the evaluation, comparison, and measurement of length. 51 FILE ACTIVITY FOR PRESCHOOL 52. Children develop the concept of measurement by comparing between multiple objects, edification of greater, lesser or equal length; make scores, put objects next to each other or impose them. This comparison also serves them to sort multiple objects depending on their length to establish how many times the measure fits into another and detect the act of measurement. Version 1. Score length. First class material: Cardboard strips (packages 1 and 2), opaque bag (or box) and bag with colored tokens for each equipment. Each team places the stripes on the table, comments on each other what they are watching, and then puts the white stripes in an opaque bag. In turn, the child pulls out of the bag without seeing the white stripe and chooses the strip of color he thinks long than the white stripe he took without touching the stripes of color. Then check to see if he got it correctly by comparing both strips on the table. The teacher encourages children to find ways to compare the two lanes, either by blocking them or by placing them next to each other, to see if they correspond to one end of one lane to the end of the other. Children refer to the band, being longer or shorter, can use terms such as large size, larger, less or smaller, longer, shorter. If necessary, the educator can help them place the ends of the bands together to make it easier for them to compare their lengths, it can also show them that if they don't make it big and the boy will change in each case. If the child's choice is correct, take a badge. If a child pulls out a large white stripe and having to choose a longer color strip (which would not be the case), he says that there is no more stripe, he also takes the token. Subsequently, return both stripes, a colored stripe to the table (next to and without other stripes) and a white stripe in the bag. The game ends when a team member collects 5 tiles. They can also play to choose the band they think is shorter or much shorter. This activity should be repeated in another case. Then using packets 1 and 3 of cardboard strips, 52 ACTIVITY FILE FOR PRESCHOOL 53. Version 2. Comparison of the length of the sorting. Second-class material: Cardboard strips (5 packing strips 2) and bag with colored tokens for each equipment. The teacher asks children to order strips from the smallest to the largest (from the shortest to the longest). Notice how they do this, if necessary, the teacher can suggest that they put one end of the strip on the edge of the table or any auxiliary object (rule, notepad, or thin book). When he finishes ordering the stripes, the team boy turns around, while his teammates remove one lane and rearrange the other so that the empty space is not seen. The child who turns around gets the strip and puts her in his rightful place. If you do it right, take a token, otherwise your peers will help you place the strip in the right place. Let's move on to another shift. The game ends when a team member collects 5 tiles. After playing several times, they can add one or more bands from pack 2. This activity should be repeated in another case. Kids play with Pack 3 of cardboard strips, start with 5 bands and then add others. Version 3. Score and compare lengths. The Third Class Teacher organizes a group of teams to play gallo gallin. In each team, pairs are formed and in each pair the children are placed face to face, separated by about two meters. In turn, the member of the couple expresses the number of steps they must take to reach their partner, steps 53 ACTION FILE FOR PREESCOLAR 54. Place one foot exactly in front of the other, so that the number of steps corresponds to the fold the foot walker is placed on the way from the original position until he touches his partner. Several twists play in each pair of sharing the role of a walker, won by a teammate who approaches in his assessment by the number of steps that divide them in each turn. This action should be repeated at another time. Version 4. Estimate the measurement of length. Third class Cardboard strips (packages 2, 4 and 5) one opaque bag and one with colored chips, for each team. Each team places black and white stripes on their table. Colored stripes in an opaque bag. In turn, the child takes, not seeing a stripe of color, chooses a black or white stripe and estimates how many stripes of this length he needs to cover with a stripe of color. To test this estimate, leave the color strip on the table and set aside the black or white stripes. If the child hits, take the token and return the colored strip in the bag. Change the transition to another partner. The game ends when someone gets 3 chips. This action should be repeated at another time. COLLECTION COLLECTION ORDERING: Offers personal or ordinary codes to present information in the data. Add or remove items to the collection and consider the consequences of these actions 54 ACTIVITY FILE FOR PREESCOLAR 55. The relationship of additioes and orders (another) that occur in a series of numbers. Classification of collections using quantitative criteria. Use and interpret personal signs or numbers to identify the contents of the boxes. When working with the number of collections and counting children, you realize that the further the number progresses, the more the number increases, for example: 5, in the series of numbers appears after 2, because the collection with five elements has more than one with two elements. Another link that is established between collections is the one that justifies the numbers sorted in the series. Version 1. Classification of quantitative criteria. The numerical symbols (1,2,3,...) that we use are the result of a long process of arbitrary but consensual symbolism (Romans, for example, wrote: I, II, III, IV, V, etc.). Thus, spelling 3 does not in itself cause number three; We recognize what it represents because we agree; hence, the importance of children transiting in the process of learning graphic representation of numbers, from personal to conventional brands, based on collective bargaining fees using first-degree Material: A collection of boxes of bags that children held when they made version 1 sheet 13. 55 FILE ACTIVITY FOR PRESCHOOL 56. Teacher What you've been doing in the days gone through issues like, do you remember that we put in boxes, some of you made bags with three little animals, you know what the box these bags left in? The teacher passes the child to pull out a bag that has three animals, but only gives him a chance to pull it out; That is, he chooses a box and, without seeing, pulls out a bag and finds out if he has three small animals. There are other children who are asked to take bags with different sums. It is designed to make sure that just like boxes, it's hard to know where the bags that the teacher asks are (unless they consider a quantitative criterion for storing them in boxes). The teacher asks: what could we do to make sure we can get the bag we want? Find out if the kids can think about consenting to the sagging they need to put in the box. If this does not happen, he suggests putting in a box all the bags that have the same number of animals and perform the following activities. Take all the bags out of the drawers and distribute them, by accident, among the equipment. Choose a box to put all the bags that have 2 animals. The children they have go through the box. The same process follows with other quantities (1, 3, 4, 5 and 6) until all the bags are inside the box. The teacher looks to see if some children no longer need to count the amount less than six; that is, if they already determine some amount of perception. The teacher asks the children to store the boxes for use another day (version 1 tab 19) and asks: how will we know that the box bags with four animals? In case you don't think to make a graphic sign to remember that they are kept in boxes, it offers it. They collectively decide which graphic sign to put on each box. Each team then takes care of the markings of the boxes, making them on white sheets and sticking them on the sides of the corresponding box. It is not necessary that children use numbers, they can put, for example, lenses for two (by two points), one hand on five, etc. They play to read the graphical signs that determine the contents of the boxes. Several children pass to pull out a bag with a certain number of items, check in front of the group. Some children may not yet understand the graphical sign function or it may not be 56 ACTIVITY FILE FOR PREESCOLAR 57. clear enough. So hidden is the value of the tree to indicate that in this box bags with three items as the same sign 3 for those who do not yet recognize it as three. This should be repeated in other classes until guarantees that children can interpret graphic signs The contents of the boxes. The goal now is not to have the numbers appear, but to make sure that children really see that the graphic signs serve to convey what has been agreed with them; in this case, the number of collections. Version 2. Use numbers in their communicative function to predict the contents of the boxes. Second class material: the boxes they worked with on tab 13 are placed in front of the group, but without maintaining numerical order. The educator synthesizes what they did in the days gone through the questions: do you remember what signs we put in the boxes for, you know that window 57 ACTIVITY FILE FOR PREESCOLAR 58 left in the bags of seven? Children identify the box, carry the bag and check. It explores whether they remember what they have decided about the meaning of the label, whether they can interpret them correctly. The teacher proposes to change personal brands to numbers. Write a series of 1 to 10 on the board. Collectively they consider in order the name of the numbers pointing out each time, so time with reference to the symbol. Then the teacher asks (in numerical clutter) which of these numbers is five? Find out which children and how many identify almost all numbers; If you notice that most kids have trouble identifying numbers, rework version 2 of tabs 13. Otherwise, it increases the next activity. Assign numbers from 1 to 10 to different computers so that they can make new signs on sheets of paper that they can copy from a series of numbers written on the board. They do the same number four times and then they're going to stick it on the side faces of the box. They make all the labels. The teacher asks: who made nine? What kind of box can we wear? Once the box is identified, the team receives it. The same goes for other numbers. When the boxes are handed over, the equipment sticks new marks on the sides of the box on the sides of the box. The teacher asks to place the boxes on the front of the group numerically ordered. Play to read the numerical signs that define the content. Transfer to a representative, from Team A, to pull out a bag with the number of items that Team B tells you you only have one chance to do, if you do it correctly your team gets the bag, otherwise a representative of Team B passes if he manages it they hold the bag. Two different teams interact each time they draw a good number of bags. The team with the big baggage wins. We perform reverse activity. Now they keep the bags in the appropriate boxes. The team takes turns, the child's representative takes one of his bags and puts it in a box. The group is checking. It is observed if they consider the number of animals in the bag to decide which of the boxes it goes in, that meeting bag to belong to the box, the teacher guides you by asking questions: how could you know which box that bag is in?, it's no good for you to count 58 FILES OF ACTIVITIES FOR PREESCOLAR 59. animals in the bag, why do you think the sign boxes are for? This action should be repeated in other classes until children have sufficient numerical signs to identify boxes. Children are called to understand that collections (bags) are classified (in boxes) according to their abundance, and not by the quality of the elements. That is, the number has several collections: all collections that have the same number of items. Version 3. How to add or remove items to a collection in more difficult situations than in version 3 of tabs 7. Third Class Material: Playing zoo animals for each team, a collection of boxes of bags with which they worked on version 3 of Marker 7, placed randomly in front of the group. 59 FILE PRESCHOOL ACTIVITIES cuadros bicolores para preescolar sep

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