### **PRESENTACIÓN**

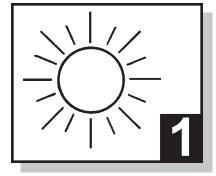
# CARTILLA DE CÁLCULO MATEMÁTICO ELEMENTAL PARA LA FASE INICIAL DE ALFABETIZACIÓN

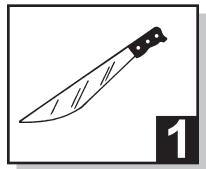
La presente cartilla contiene ejercicios que le ayudarán en el desarrollo de cada uno de los temas esenciales para el aprendizaje de los números y las cuatro operaciones de cálculo matemático elemental.

El contenido presentado se basa en el resultado de la investigación participativa realizada por los animadores del CONALFA y de la experiencia del personal de campo durante tres años de labor alfabetizadora en la Región VI y responde a las necesidades, intereses, problemas y expectativas manifestadas por la población beneficiaria, tomando en cuenta además, la experiencia en cuanto a la habilidad de cálculo matemático que poseen los participantes.

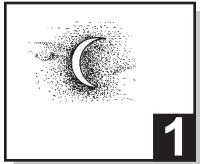
"ADELANTE"











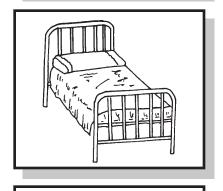




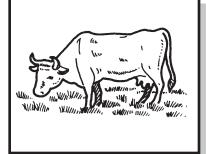




Ejercicio





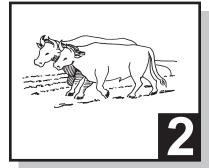


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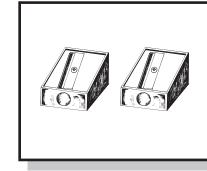




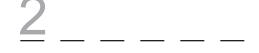


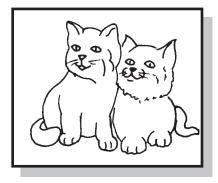


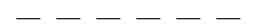


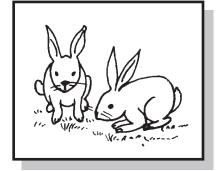






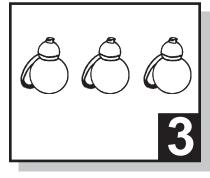




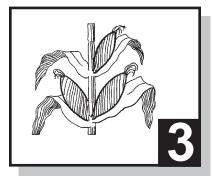


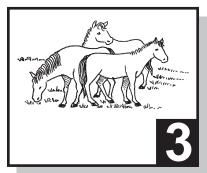


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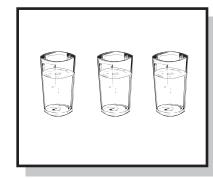






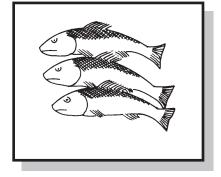




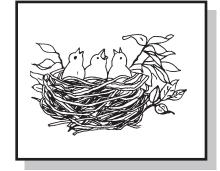


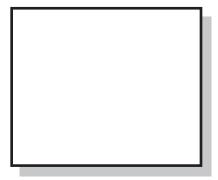


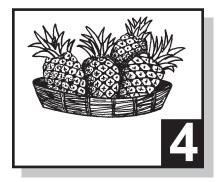


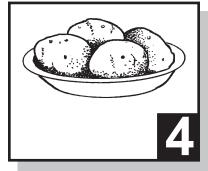


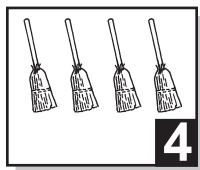


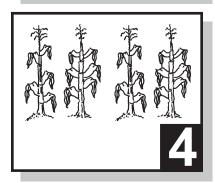




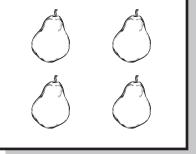


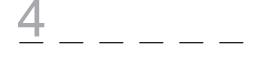


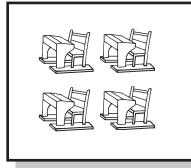




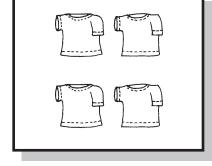




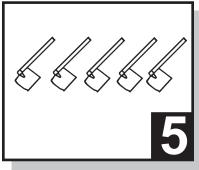




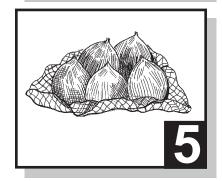


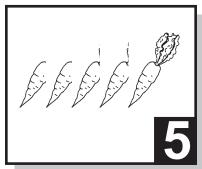








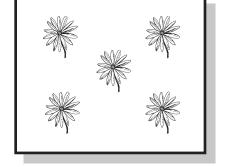




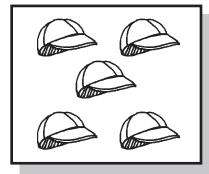




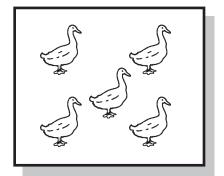


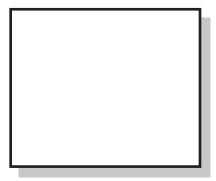


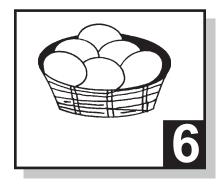








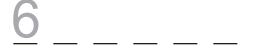



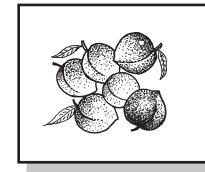


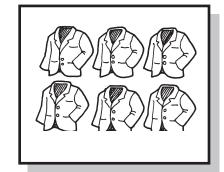






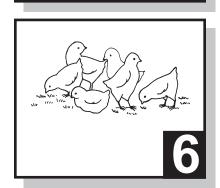


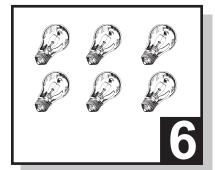


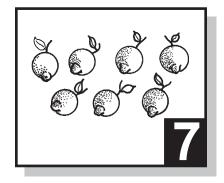



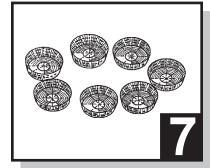


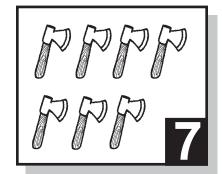
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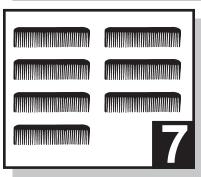




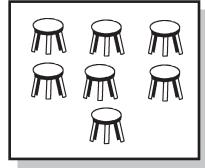




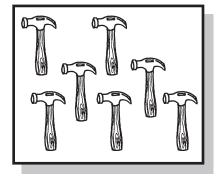


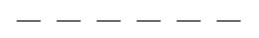


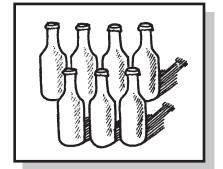




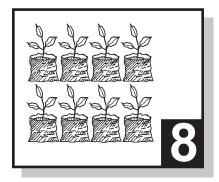


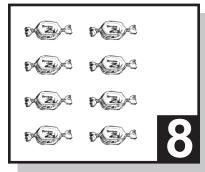


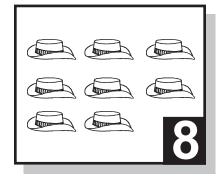


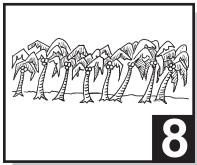




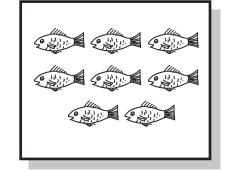







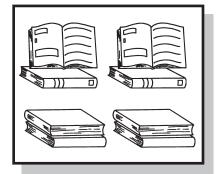


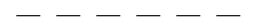


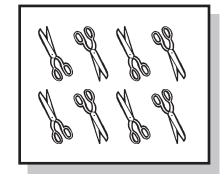




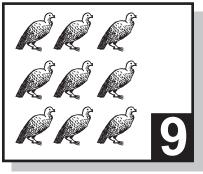


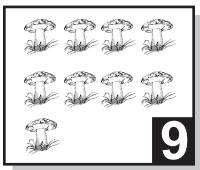


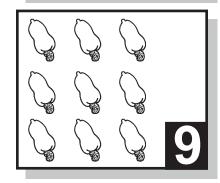


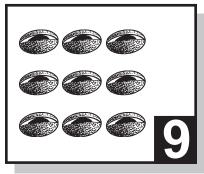




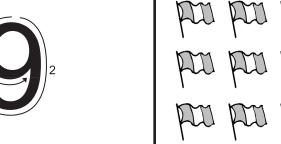




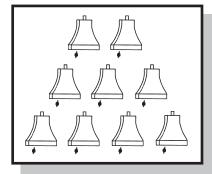


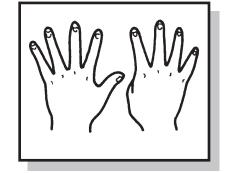




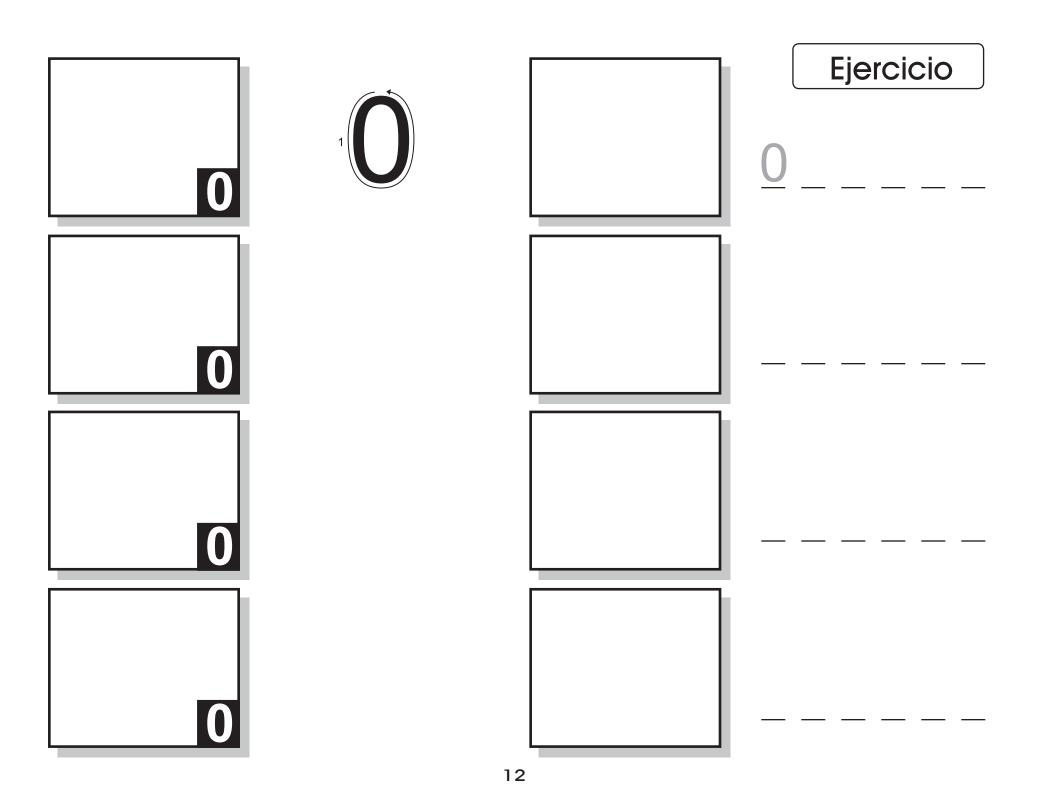


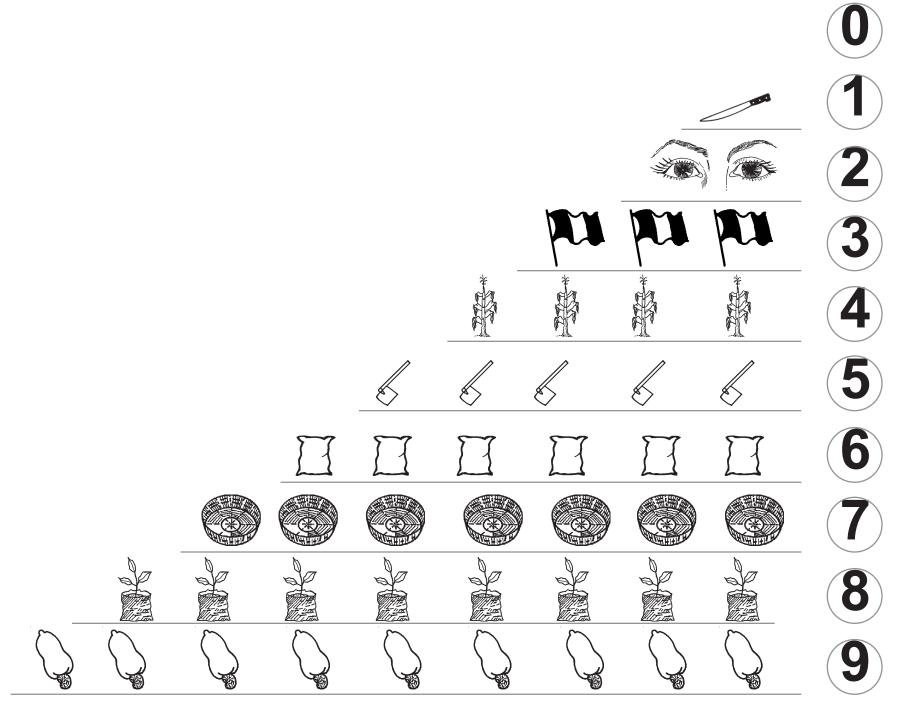


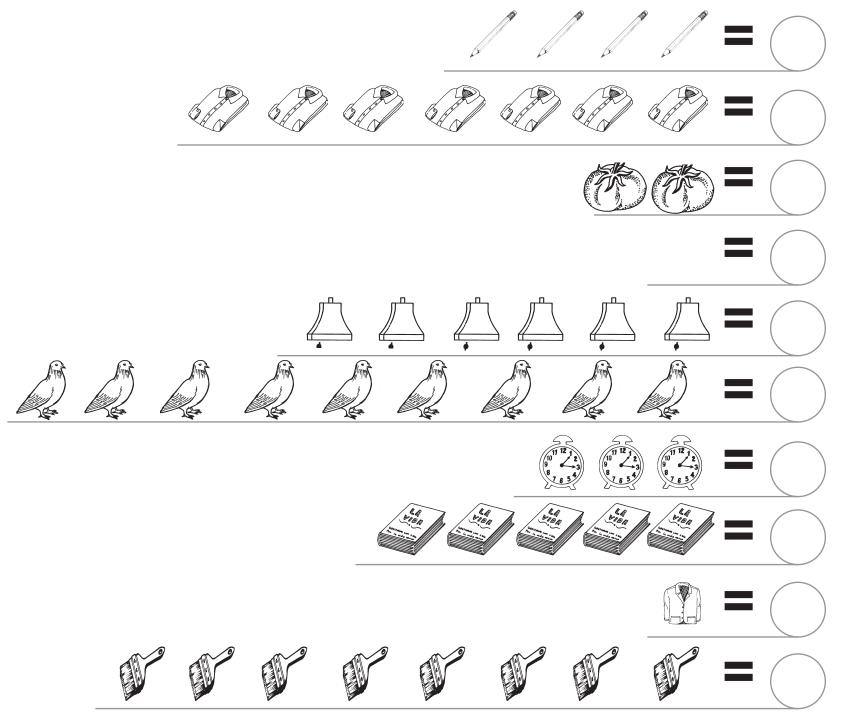




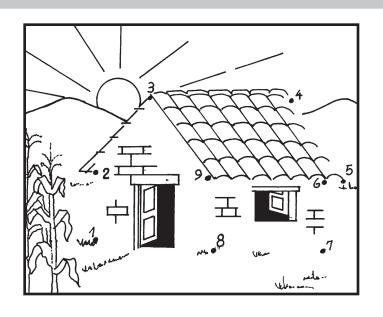


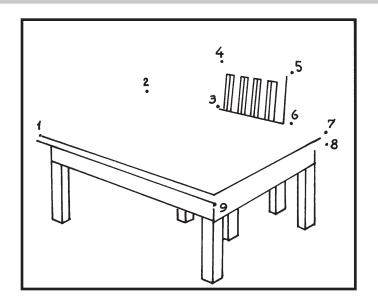


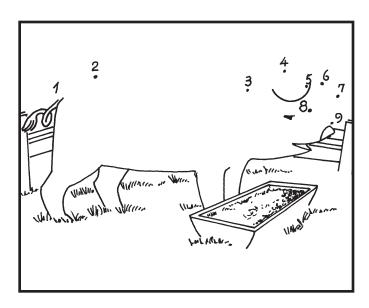


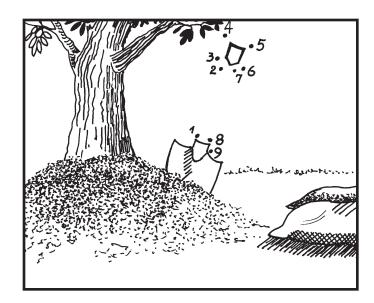


Haga una línea siguiendo los números del 1 al 9 para completar los dibujos.

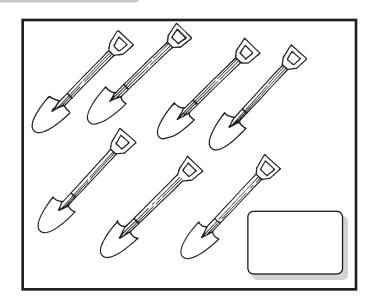


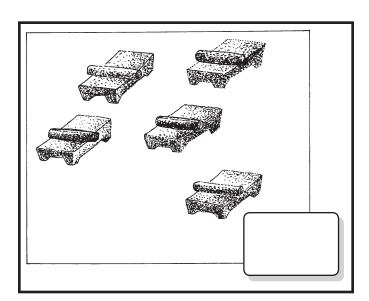


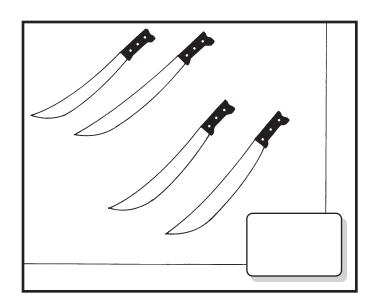


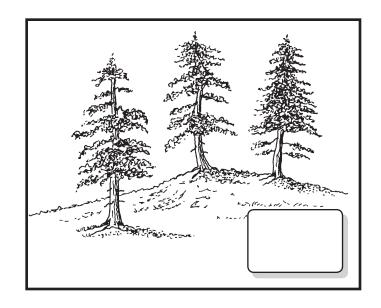


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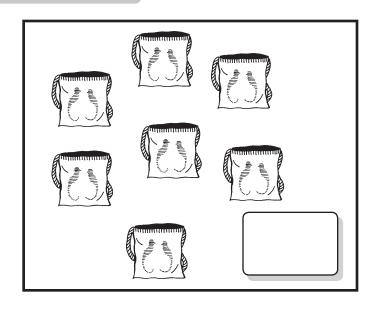


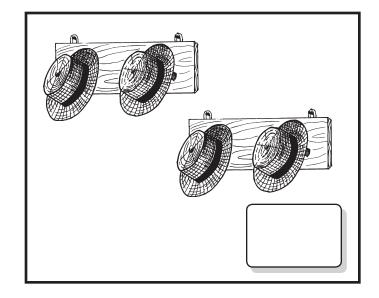


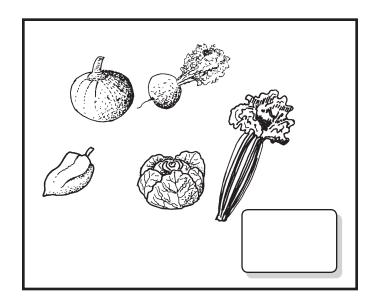


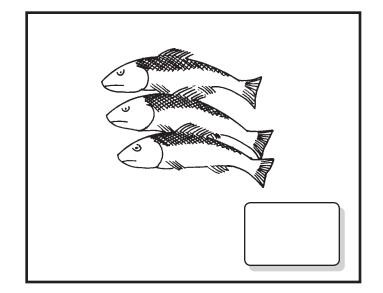


# Cuente

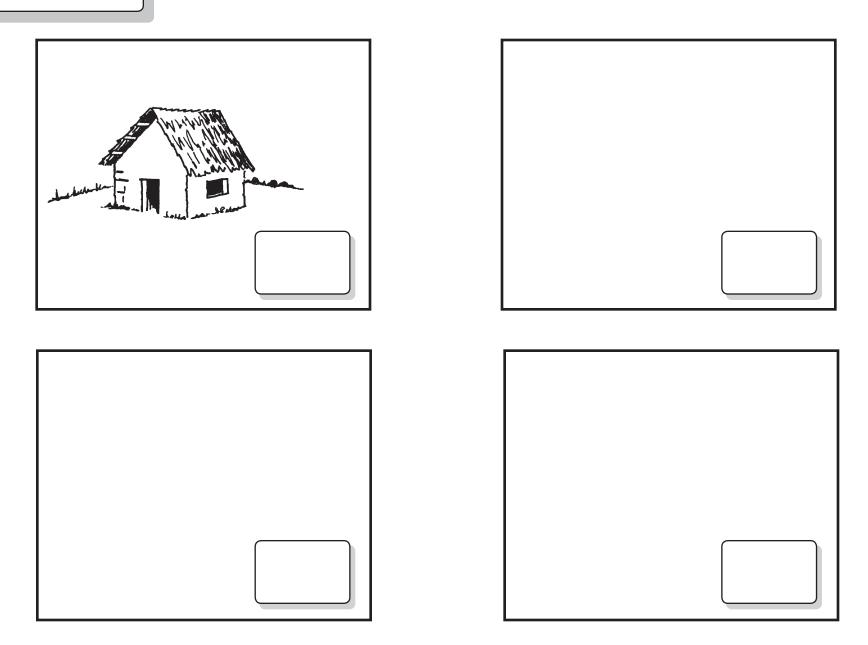






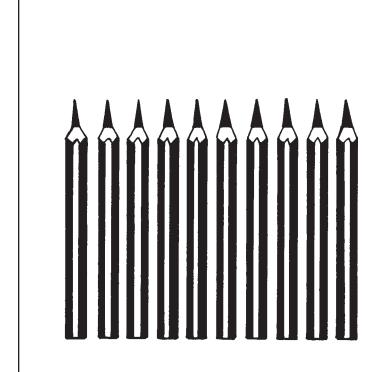


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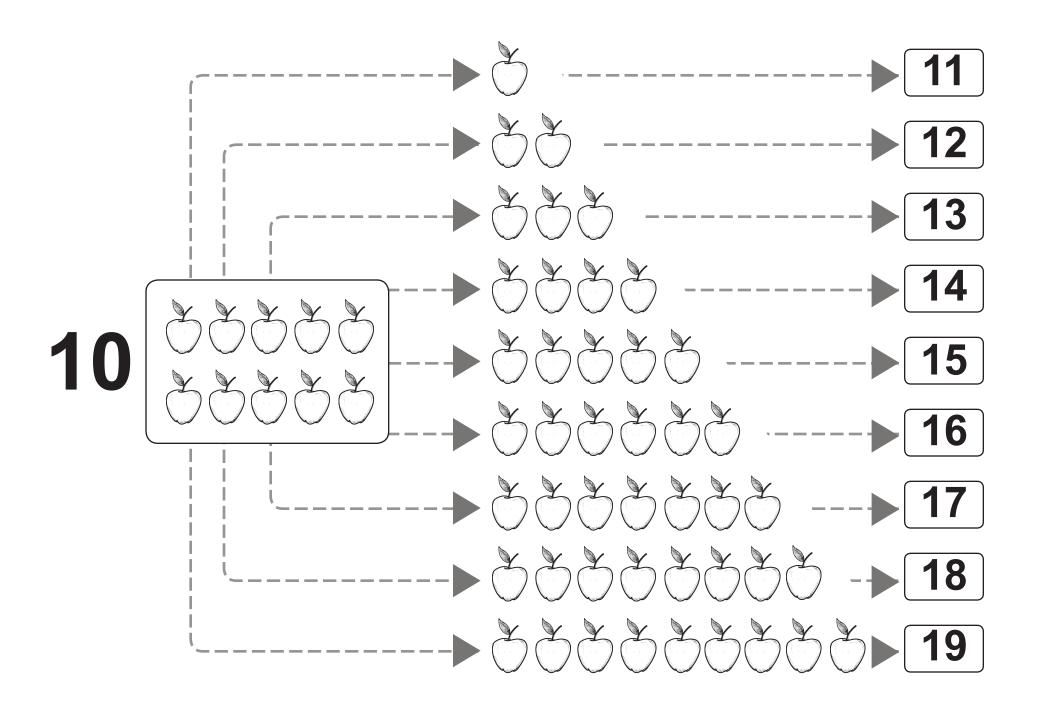


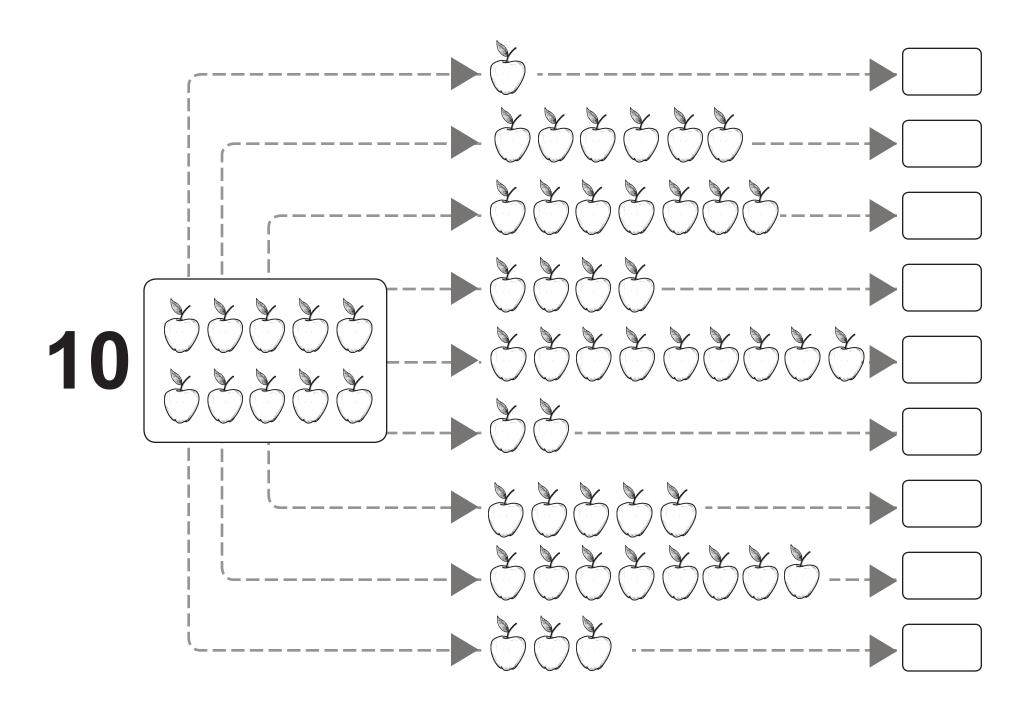
El número diez

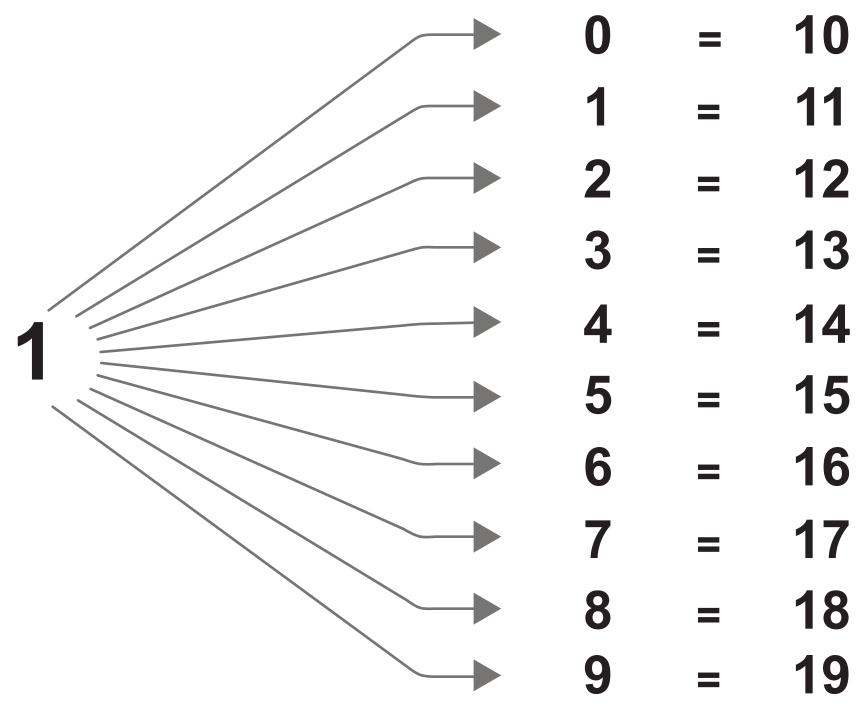
Ejercite el número diez

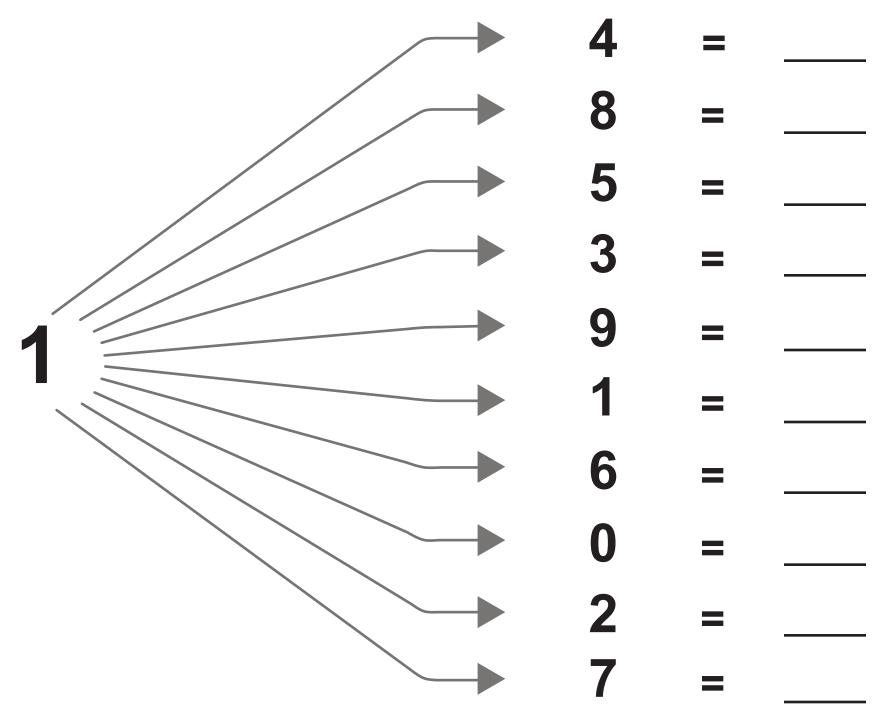


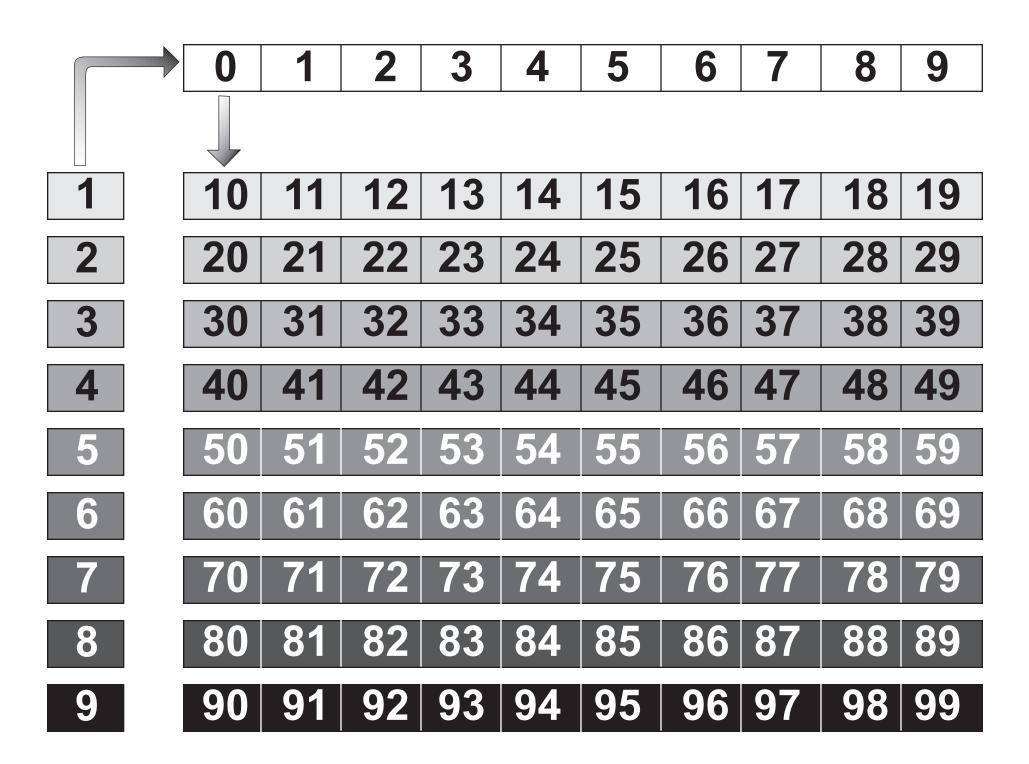
10











# Ejercite

5 - 10 - 15 - 20 - 25 - 30 - 35 - 40 - 45 - 50 - 55 - 60 - 65 - 70 - 75 - 80 - 85 - 90 - 95	

10								19
20				24				
30	31							
40						46		
50		52						
60							68	
70								79
80			83					
90					95			

10	11				15				
20			23		25		27		
30				34					
40				44	45	46			
50			53		55			58	
60					65			68	
		72		74	75				79
80		82				86			
90		92			95	96			

# **Ejercite**

10 - 20 - 30 - 40 - 50 - 60 - 70 - 80 - 90

### Anote los números pares

10	11	12	13	14	15	17	19
	21		23		25	27	29
	31		33		35	37	39
	41		43		45	47	49
	51		53		55	57	59
	61		63		65	67	69
	71		73		75	77	79
	81		83		85	87	89
	91		93		95	97	99

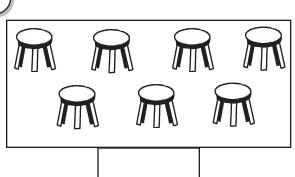
## Anote los números impares

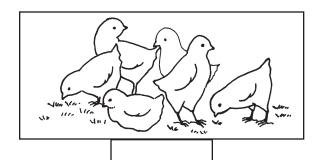
10	11	12	13	14	15	16	18	
20		22		24		26	28	
30		32		34		36	38	
40		42		44		46	48	
50		52		54		56	58	
60		62		64		66	68	
70		72		74		76	78	
80		82		84		86	88	
90		92		94		96	98	

### Prueba de Proceso CME-1

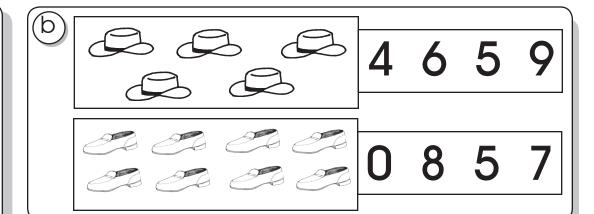
Fecha:

(a)

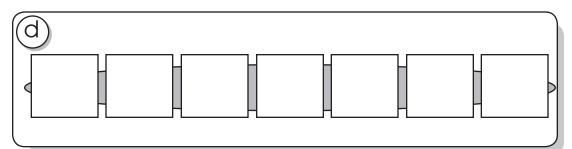




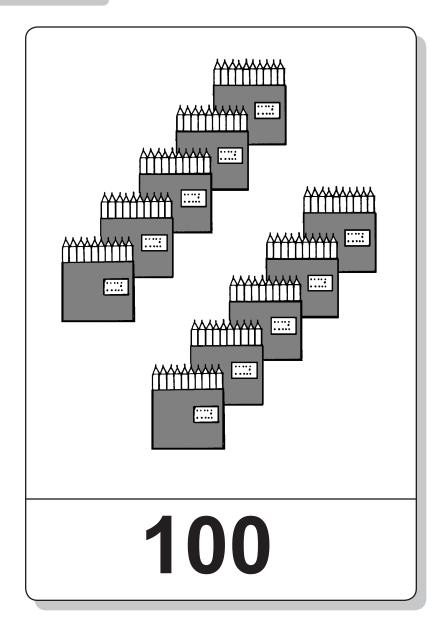
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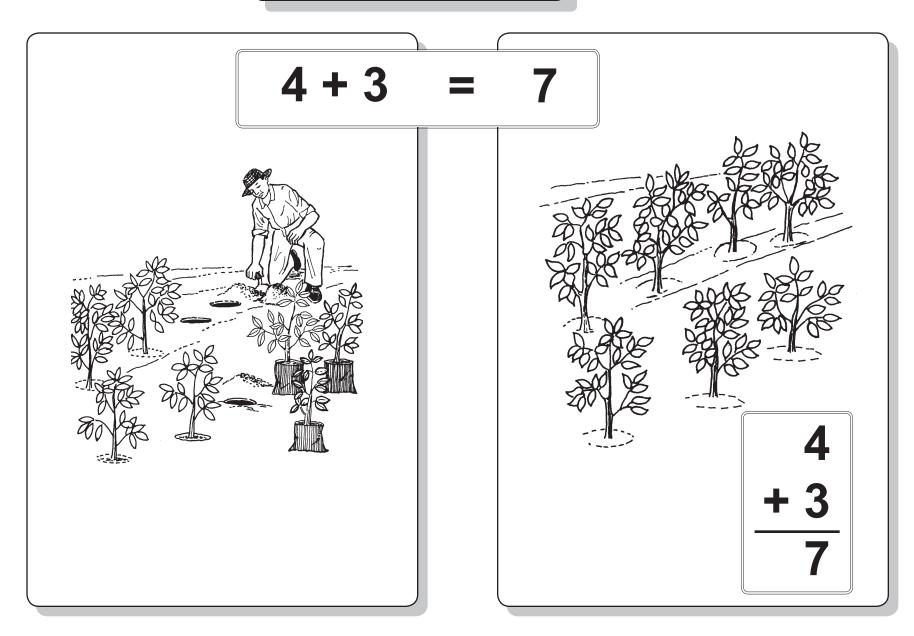


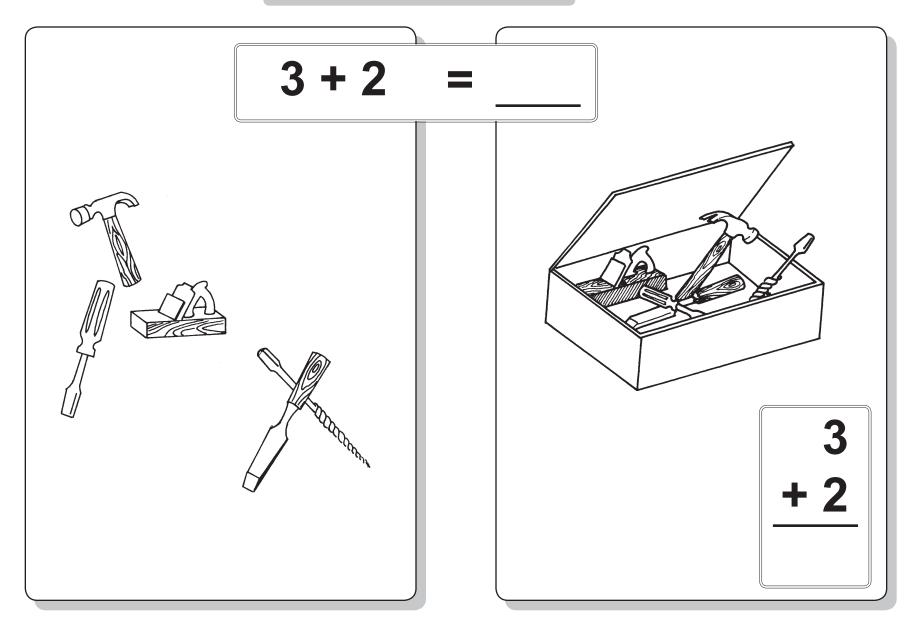
10	11			14		16	17		
20			23	24		26		28	
	31		33		35			38	
40		42			45	46			49
	20	20 31	20 31	20 23 33	20 23 24 31 33 5	20     23     24       31     33     35	20     23     24     26       31     33     35     5	20     23     24     26       31     33     35     5	20     23     24     26     28       31     33     35     35     38

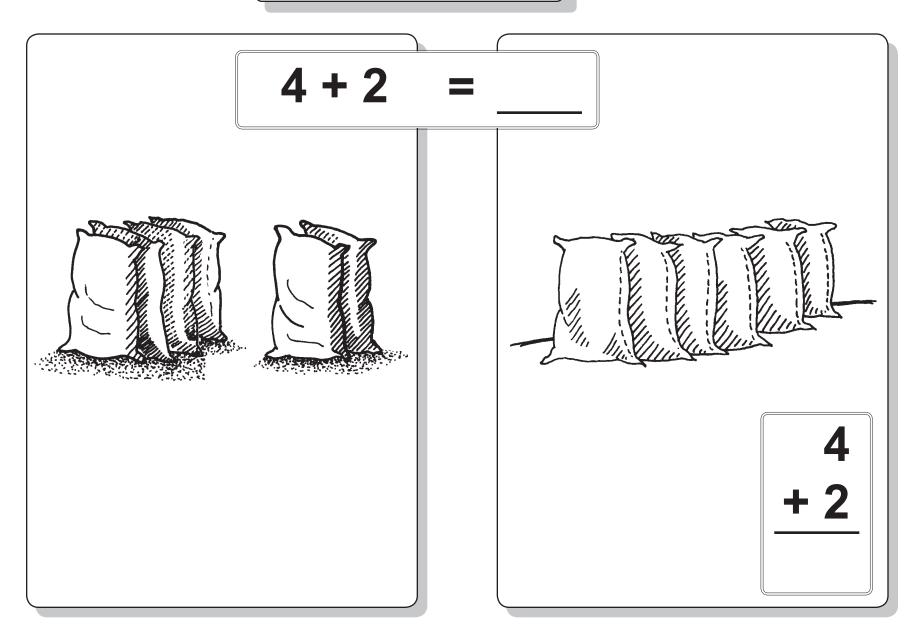


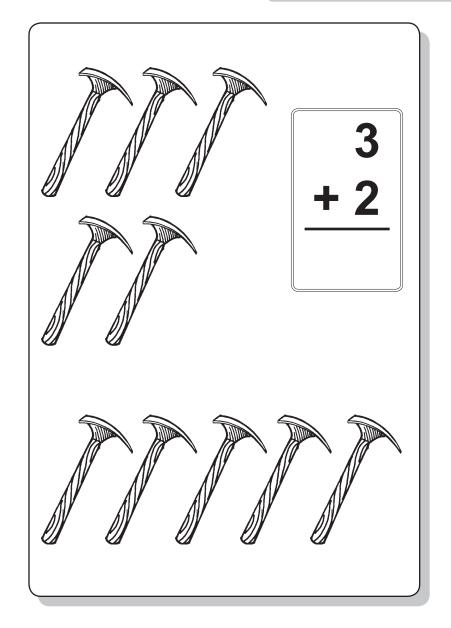
### El número 100

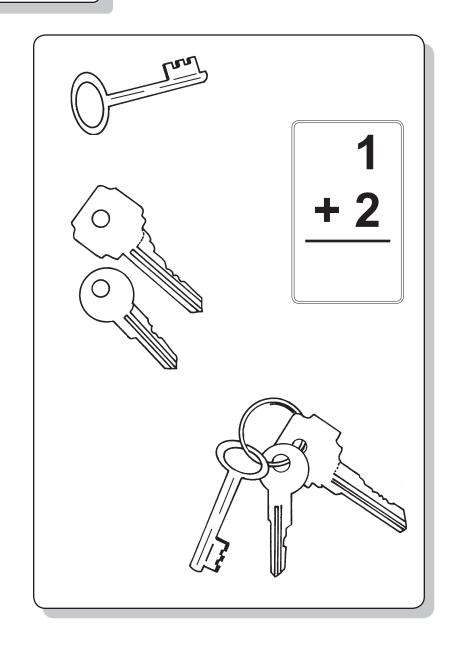


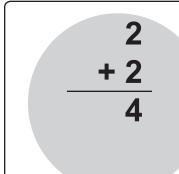












8 5 5 + 3 + 3 + 1 + 4 10 5 + 5 + 4 + 2 6 + 2 + 3 + 8 + 5

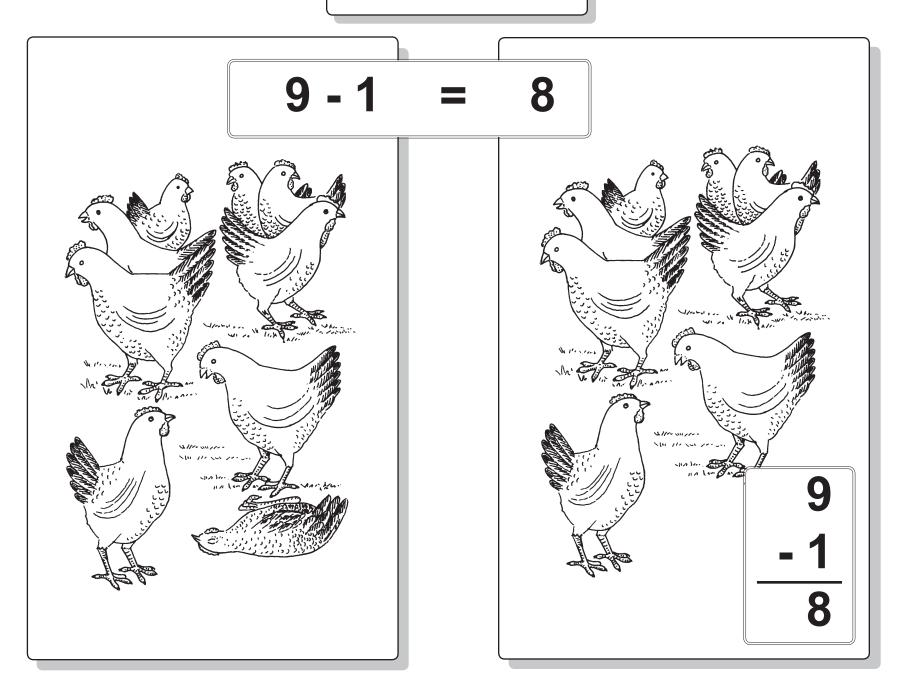
# Sume

32 + 35 67	40 + 12	23 + 14	18 + 21
22	31	67	52
+ 57	+ 28	+ 11	+ 35
25	15	26	33
+ 33	+ 54	+ 11	+ 23

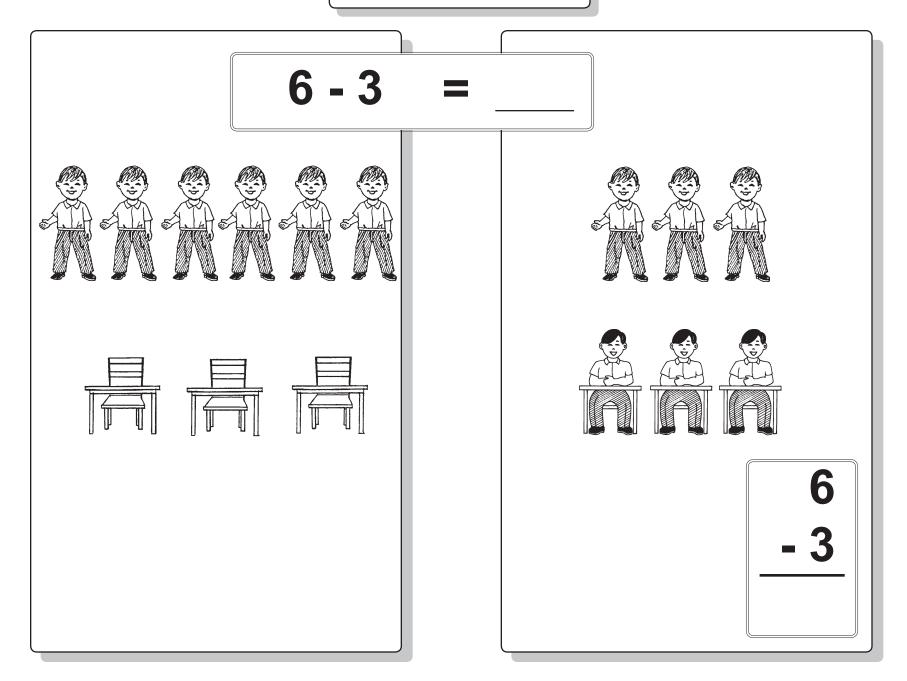
# Sumas llevando

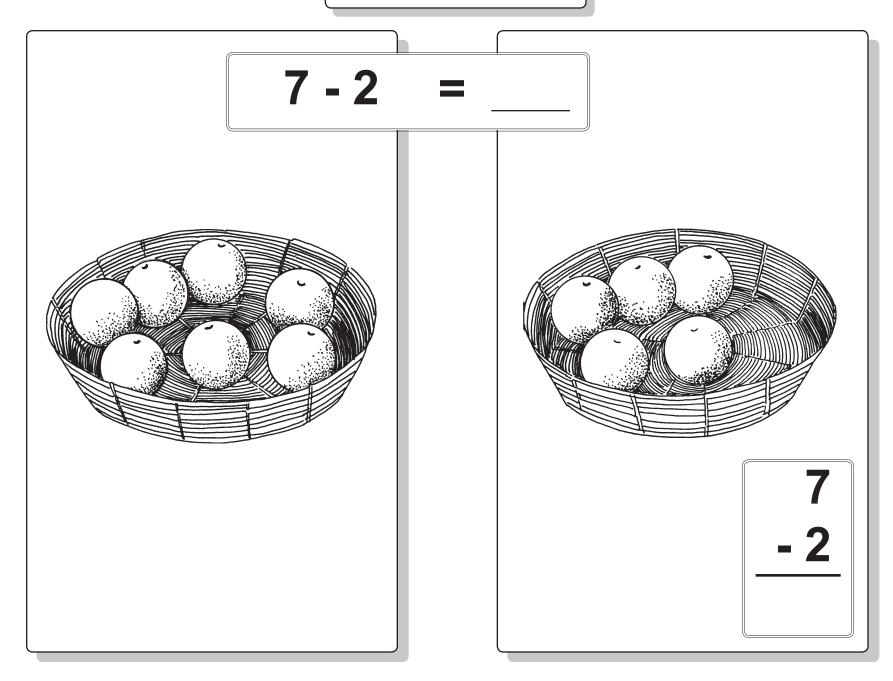
17 + 13 30	28 + 34	15 + 18	22 + 19
23	37	35	30
22	35	27	28
+ 38	+ 19	+ 12	+ 19
26	34	42	37
17	33	15	26
+ 42	+ 25	+ 36	+ 32

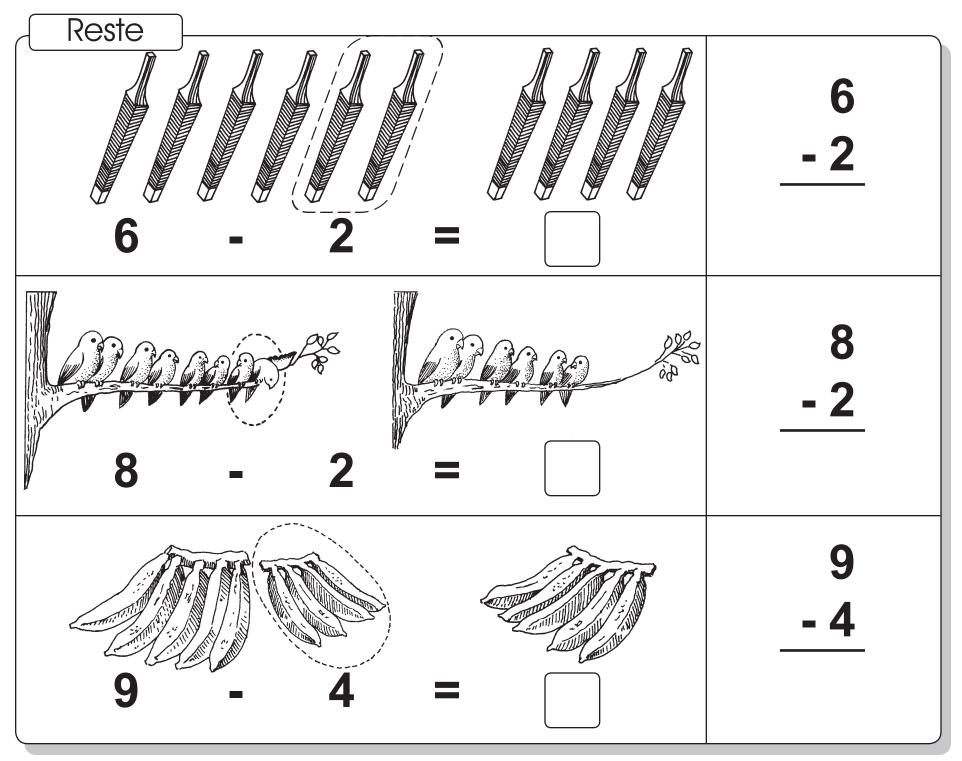
### Restar

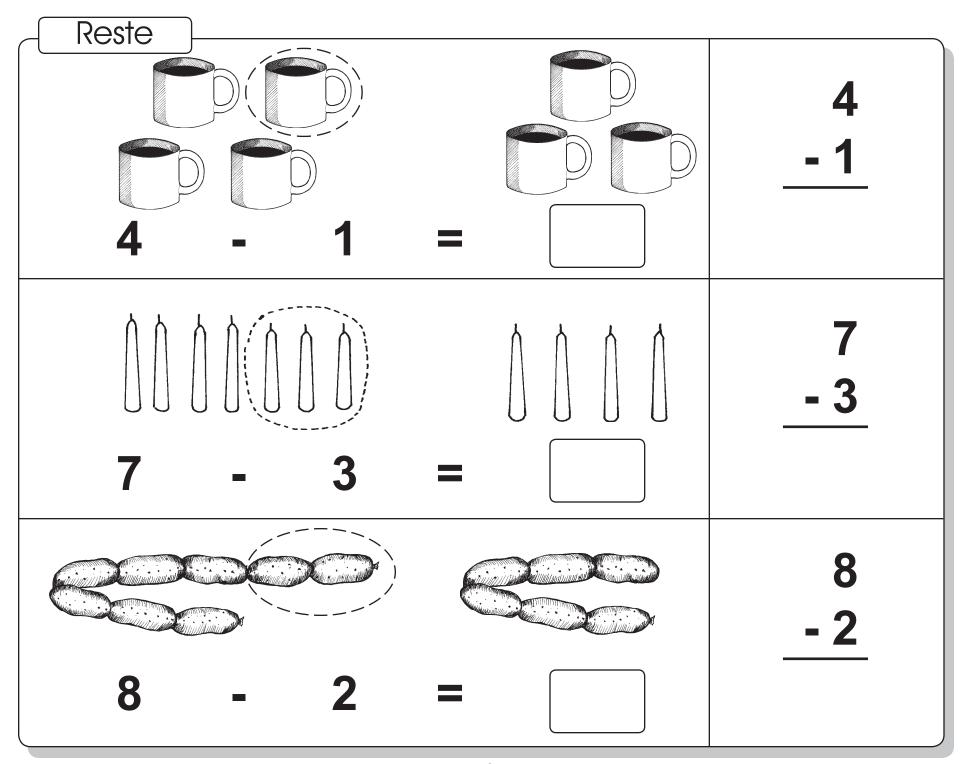


Restar









4 -1 3

6 - 2

7 - 4

- 7

7 - 5

- 6

8 - 7

- 4

- 4

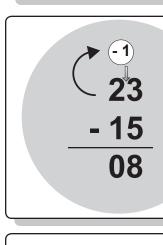
- 2

- 5

- 2

35	25	16	67
- 14	- 12	- 13	- 35
57	9983_	78	49
- 24		- 42	- 28
84 - 32	23	33	45
	- 11	- 10	- 23

### Restas Prestando



8 - 3 6 - 4 5 - 3

- 6

28 - 13 39 - 17 36 - 13 45 - 23

45 - 38 44 - 27 56 - 39 93 - 85

### Prueba de Proceso CME-2

Fecha:

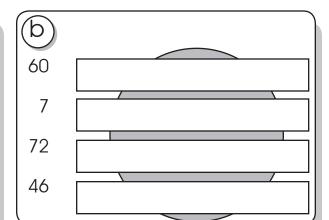
 $\bigcirc$ 

Dos.....

Setenta y seis ......

Cuarenta y uno....

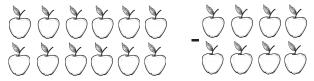
Sesenta y siete .....







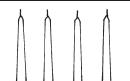
= 365



= 849







= 685

15

36

4 + 32

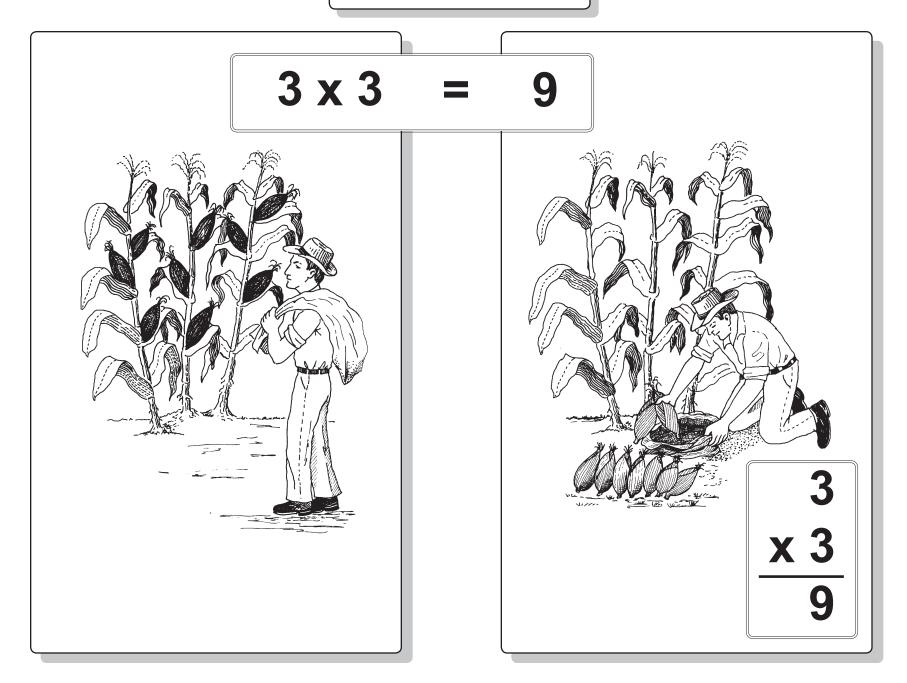
95

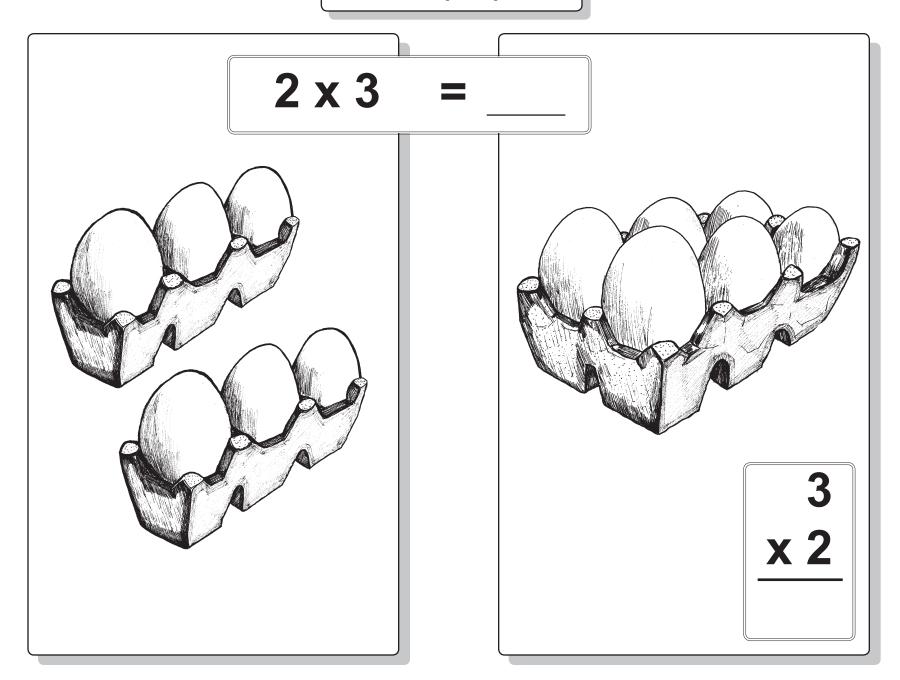
56

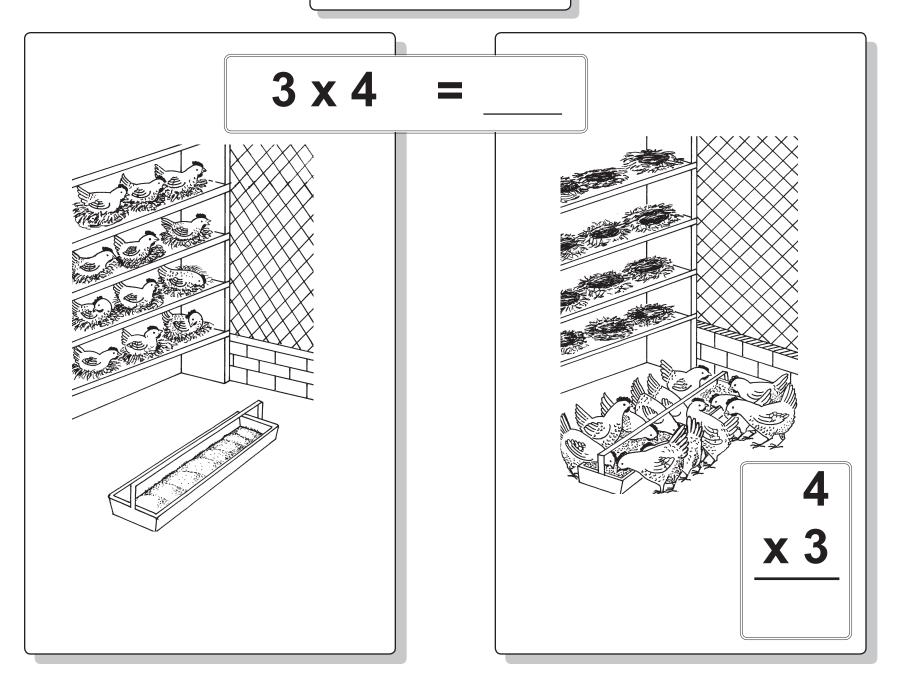
12

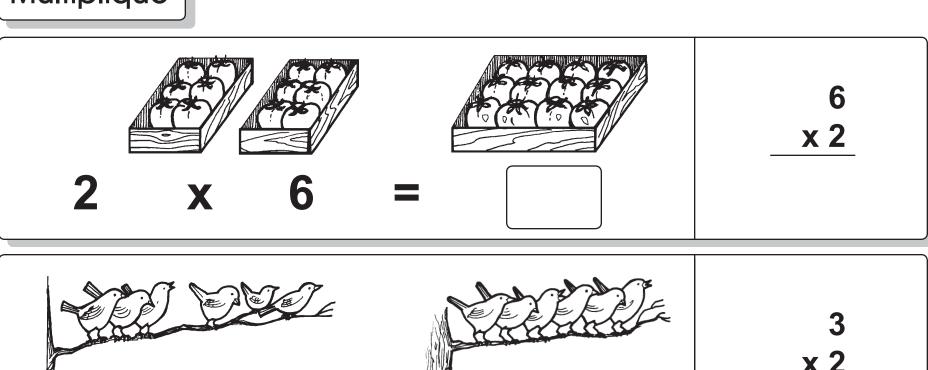
-18 +31 +69

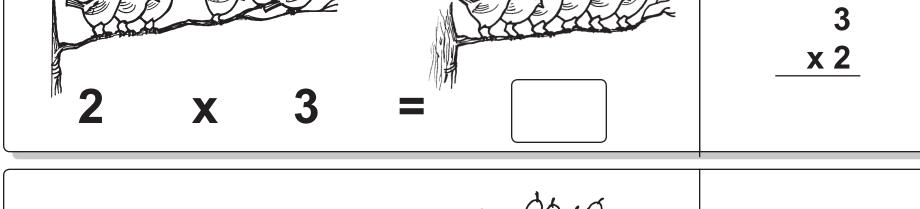
# Multiplicar x

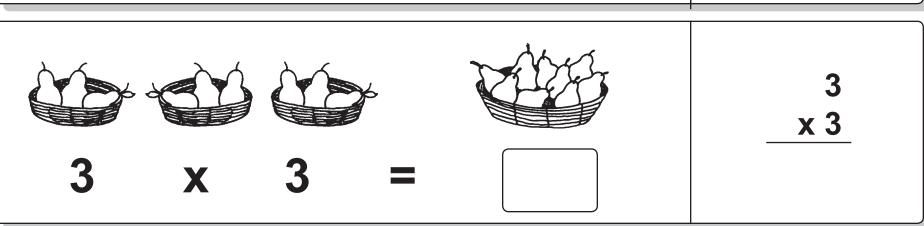










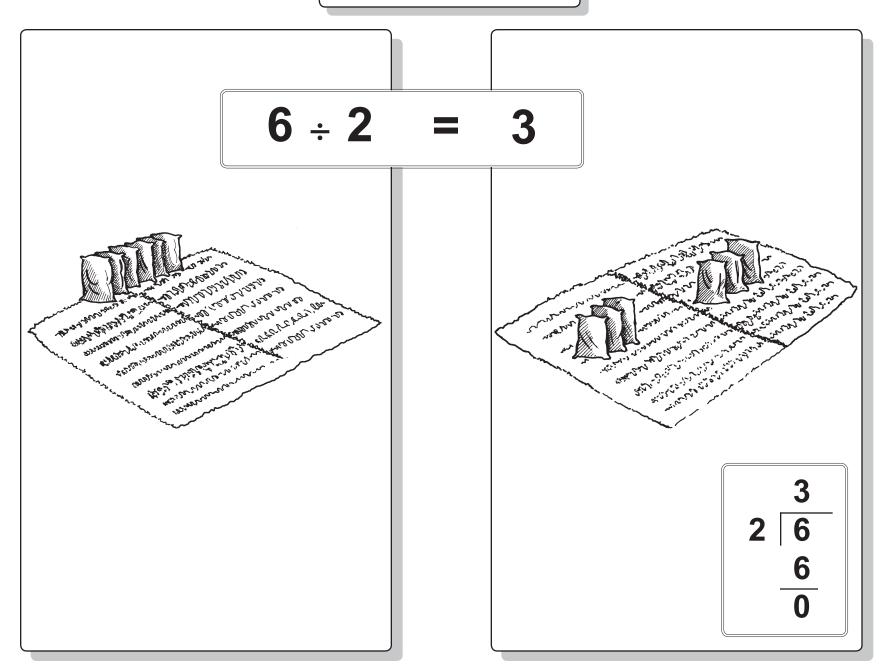


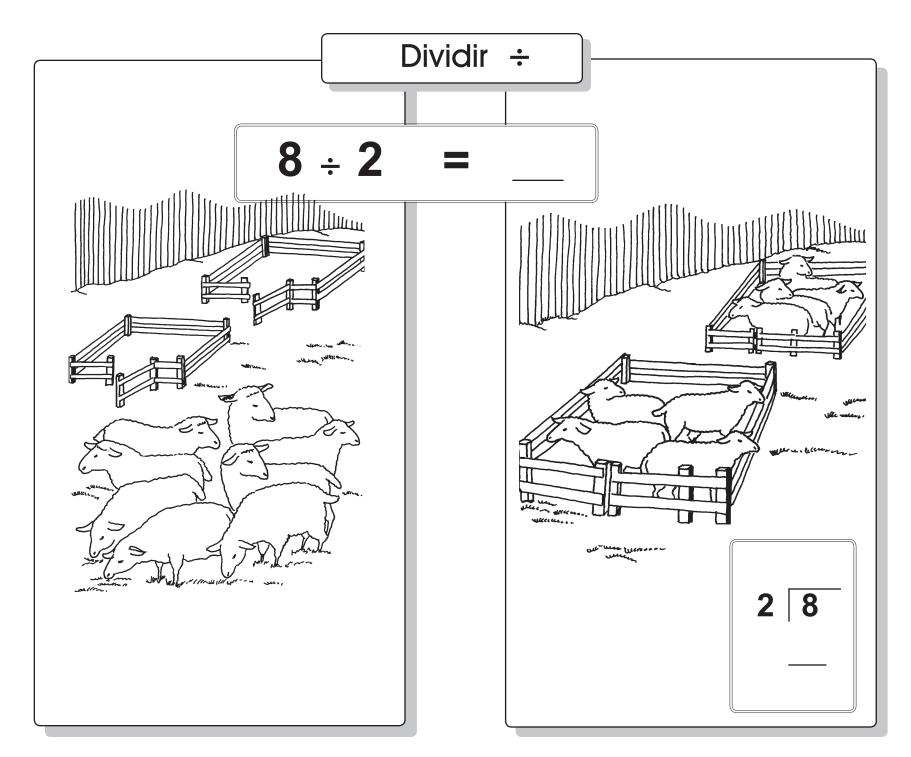
1 x 1 1	3 x 2	3 x 3	4 x 2
4	5	3	8
x3	x 4	x 7	_x8
1	2	4	4
x 2	x 8	x 4	x 8

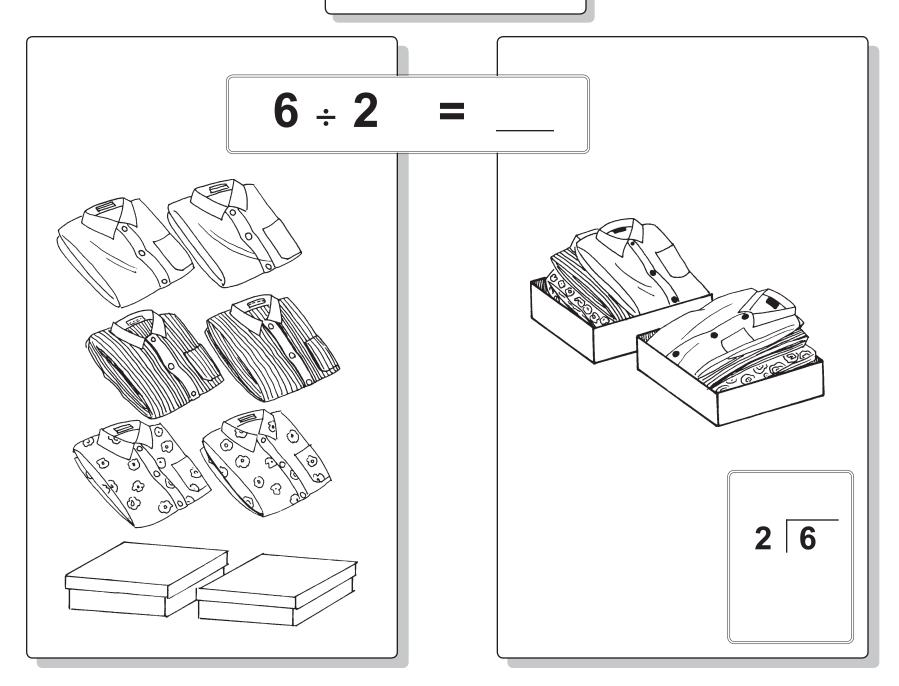
12 x 3 36	13 x 3	12 x 4	10 x 5
22	12	11	22
x 3	x 3	<u>x 4</u>	x 4
11	15	11	13
x 5	<u>x 1</u>	x 8	x 2

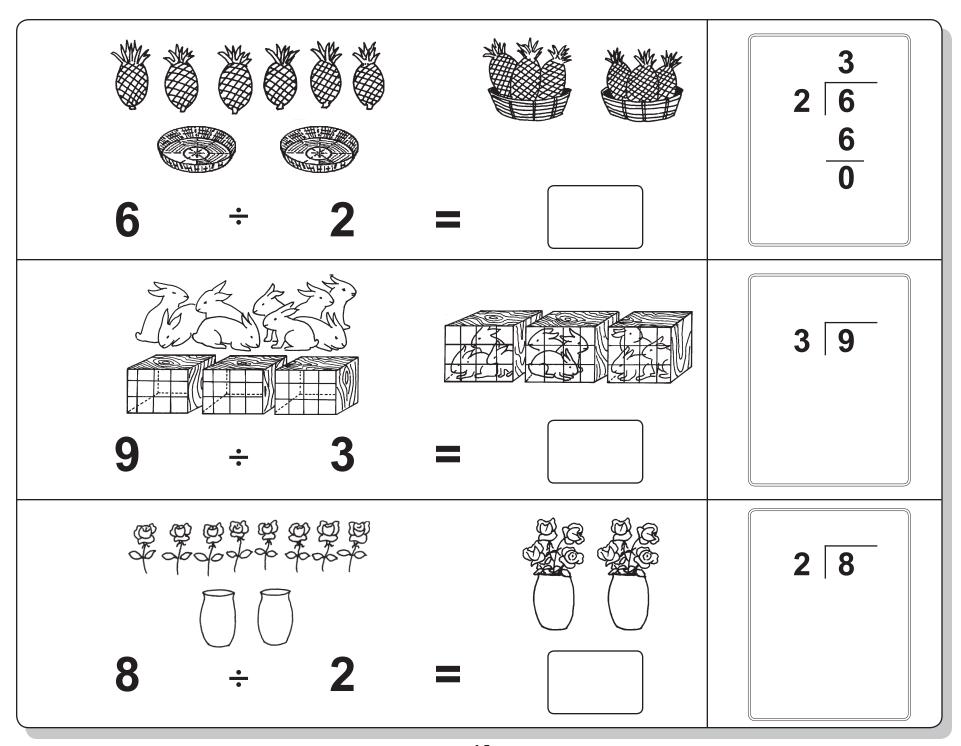
1 49 x 2 98	12 x 8	24 x 4	14 x 5
24	24	45	12
x 3	x 4	x 2	x 7
15	45	13	12
x 5	x 2	x 7	x 6

Dividir ÷









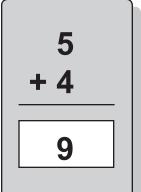
2 2 4 0	2 6	3 6	3 9
2 8	5 5	4 8	1 8
2 4	6 6	2 8	3 9

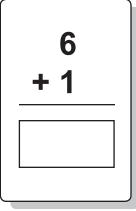
6 2 12 12 00	7 14	3 21	4 16
5 20	9 81	9 27	8 24
3 36	4 32	6 30	3 24

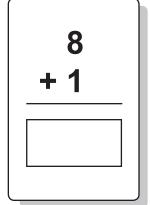
2   28 2   28 2   08 8   8 0	3 69	2 50	5 85
4 96	2 46	5 55	6 66
3 78	7 70	8 96	4 48

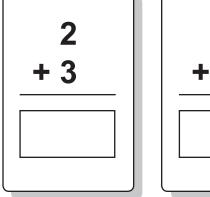
21 4 86 8 06 4 2	3 68	8 99	6 70
4 45	3 53	9 83	2 39
5 91	2 27	7 93	5 72

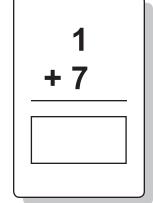
### Ejercite la suma

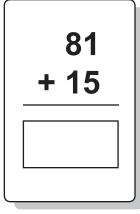


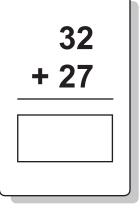


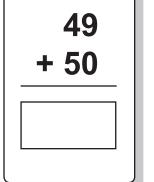




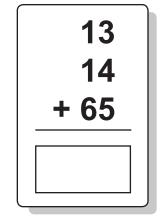


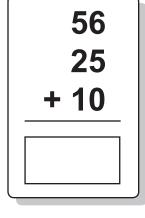






2	21
+ 7	<b>'</b> 5





25	
25	
+ 50	

### Ejercite la resta

9 - 7

8 - 4

5 - 4 6 - 3

78 - 35

56 - 45

93 - 32 84 - 74

67
- 23

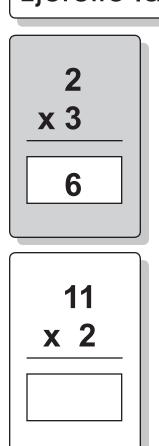
72 - 20

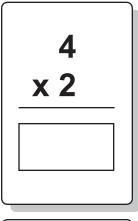
53 - 16 85 - 47 92
- 37

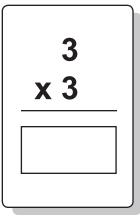
80
- 51

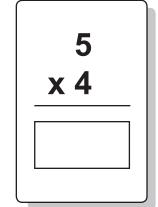
76 - 67 100 - 72

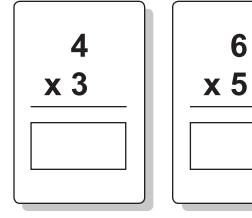
### Ejercite la multiplicación

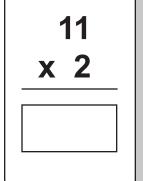


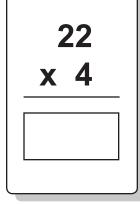


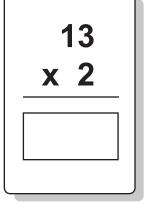


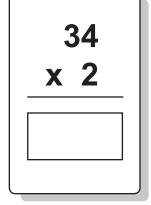


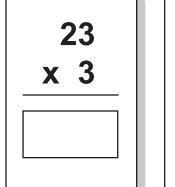


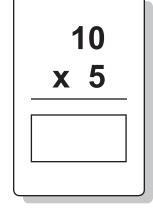






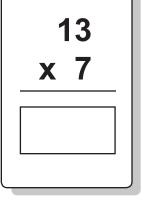


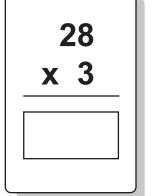


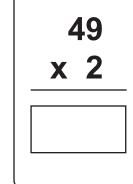


27	
_x 3	_
	$\neg \mid$
	┚┃

2	20	
X	5	







**25** x 4

### Ejercite la división

1 4

7 7

2 6

4 8

3 9

3 12

4 16

3 21

8 40

6 18

5 20

5 70

4 84

3 96

4 95

2 27

7 85

### PROBLEMAS DE SUMA

01.	Para reforestar el área verde de la escuela, los niño		
	de doña María llevaron el día lunes 10 arbolitos,		
	el martes 22 y el miércoles 15. ¿Cuántos arbolitos		
	llevaron los niños a la escuela en total?		

**02.** Mercedes vende frutas, a Pedro le vendió 5 mangos, a Jonás le vendió 3 piñas, a Luisa 6 naranjas. ¿Cuántas frutas vendió en total?

R/Los niños llevaron 47 arbolitos a la escuela.

R/ \_\_\_\_\_

**03.** Odilia vende verduras, a Hugo le vendió 30 repollos, a Reyna 18 apios, a Jesús 9 puerros. ¿Cuántas verduras vendió en total?

**04.** Evelia utiliza para hacer tortillas: 35 libras de maíz el lunes, 46 el martes y 18 el miércoles. ¿Cuántas libras de maíz utiliza Evelia en total?

R/ \_\_\_\_\_

R/ \_\_\_\_\_

### PROBLEMAS DE RESTA

**01.** Antonio compró 30 pantalones y vendió 8. ¿Cuántos pantalones le quedan por vender?

**02.** Romelia tenía 25 pollos y vendió 6. ¿Cuántos le quedaron?

- 8 22

R/Le quedan por vender 22 pantalones.

R/ \_\_\_\_\_

**03.** Pedró cosechó 58 quintales de maíz, guardó para su gasto 22 y vendió el resto. ¿Cuántos quintales de maíz vendió?

**04.** Julio tenía 30 lápices y le dio a sus participantes 18.¿Cuántos lápices le quedan?

R/ \_\_\_\_\_

R/

### PROBLEMAS DE MULTIPLICACIÓN

**01.** Fidel y sus dos hijos cortan 4 toneladas de caña al día. ¿Cuántas toneladas de caña cortarán en 30 días?

02. Etelvina come 3 tortillas en cada tiempo de comida.¿Cuántas tortillas come en 6 tiempos de comida?

R/ Fidel y sus dos hijos cortarán 120 toneladas de caña

₹/\_\_\_\_\_

**03.** En una red caben 4 ayotes. ¿Cuántos ayotes caben en 12 redes?

**04.** Esteban come 5 galletas al día ¿Cuántas galletas se comerá en 27 días?

R/ \_\_\_\_\_

R/ \_\_\_\_\_

### PROBLEMAS DE DIVISIÓN

01.	Juan, Carlos y Julio tienen 60 racimos de banano y
	se los reparten en partes iguales. ¿Cuántos racimos
	le toca a cada uno?

R/ A cada uno le toca 20 racimos de banano.

**03**. Mario compró 96 cuerdas de terreno si se las reparte a sus 3 hijos ¿Cuántas cuerdas de terreno le toca a cada uno?

R/

**02.** Mariela tiene 60 flores y tiene 5 floreros ¿Cuántas flores meterá en cada florero?

R/ \_\_\_\_\_

Ofelia tiene 120 pollos y 4 jaulas para repartirlos.¿Cuántos pollos meterá en cada jaula?

R/

### Prueba de Proceso CME-3

Fecha:

x 2 x 4 x 6

26 13

x 3 x 5

7 21 6 48

Hace varios meses, un peine costaba 60 centavos, pero hoy cuesta 90. ¿Cuántos centavos ha subido?

Respuesta:

5 hombres cosecharon 30 quintales de maíz y se los repartieron en partes iguales ¿Cuántos quintales de maíz le tocó a cada uno?

Respuesta:

María vendió en el mercado 3 gallinas a 25 quetzales cada una. ¿Cuánto dinero reunió?

Respuesta:

Gracias a Dios aprendí el cálculo matemático que tanta falta me hacía.

Para mí, aclaró; amaneció.

Puedo continuar con la siguiente etapa.

"Que todos se levanten, que se llame a todos, que no haya un grupo, ni dos grupos de entre nosotros que se quede atrás de los demás".

Popol Vuh

"Nadie es analfabeto, inculto, iletrado por elección personal, sino por imposición de los demás hombres".

Paulo Freire

### **Créditos**

# CARTILLA DE CÁLCULO MATEMÁTICO ELEMENTAL IQUE ACLARE! IQUE AMANEZCA!

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Guatemala, marzo de 2008