

**Qué vamos a ver en esta unidad:**

- La identidad personal.
- Los sentimientos.
- La diversidad
- Lectura comprensiva de diferentes tipos de textos.
- Toma de decisiones relacionadas con problemas de la vida cotidiana.
- Lectura e interpretación de imágenes
- Respeto por los sentimientos ajenos.
- Respeto por la diversidad.
- Descripción de personas

- Los números del 1 al 10
- Formas cubo, cilindro
- Sumas sin llevar de una cifra
- Series de tres elementos
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- Grafomotricidad.
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- Poesías
- Escritura de palabras relacionadas con la unidad
- Rimas



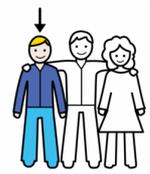
Recuerda y lee:

## Todos somos diferentes

### Amigos de colores

Yo tengo un amigo  color chocolate    
 chata la nariz  y los ojos granates   
 tengo otro amigo  con color amarillo   
 ojos rasgados y negro flequillo  
 falta mi amigo color aceituna   
 dulce mirada, risa de luna   
 yo soy de nata , dice mi abuelo   
 azules los ojos , rubio el pelo   
 amigos  de colores , juntad vuestras manos   
 negro , amarillo , aceituna y blanco   
 un gran arcoiris  todos formamos

# Escribe:



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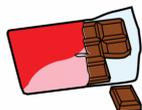
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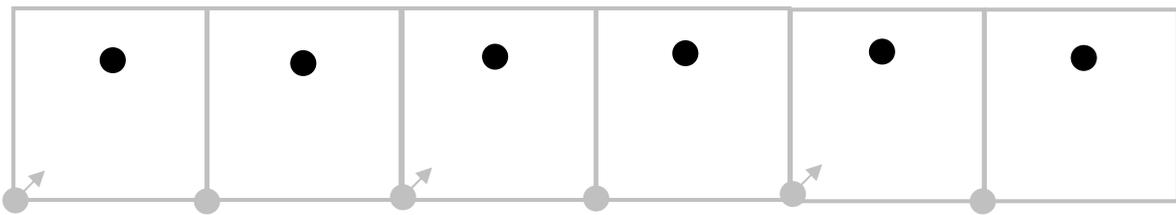
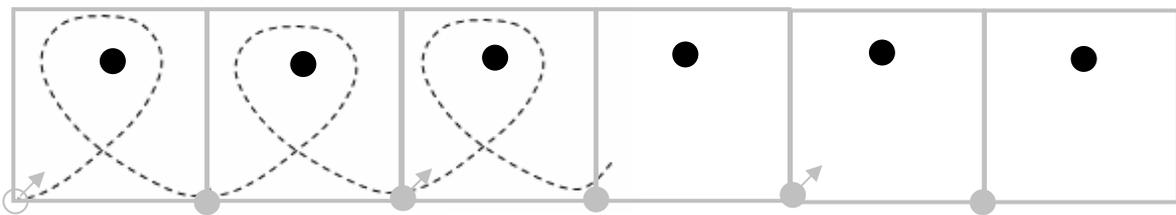
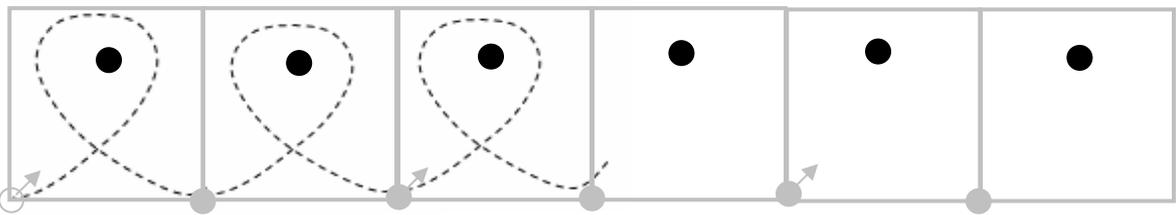
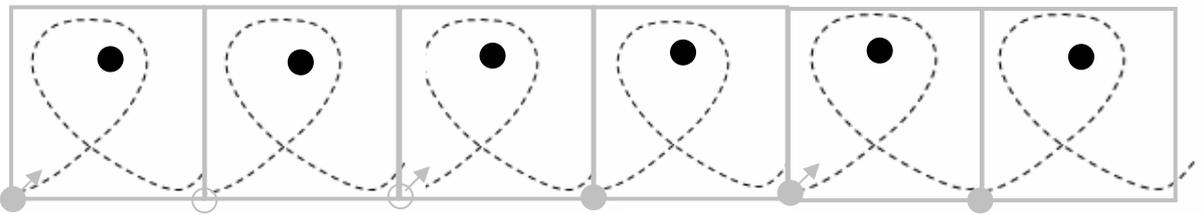
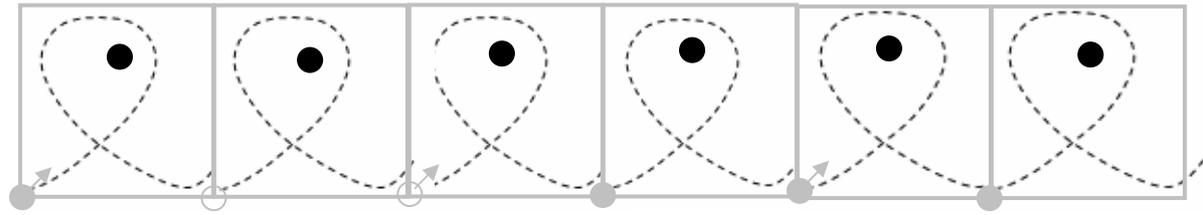
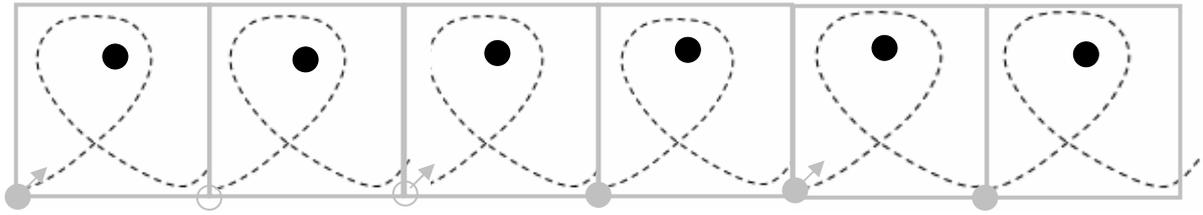


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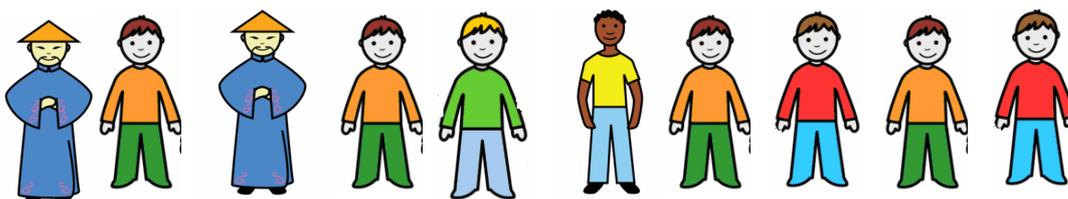
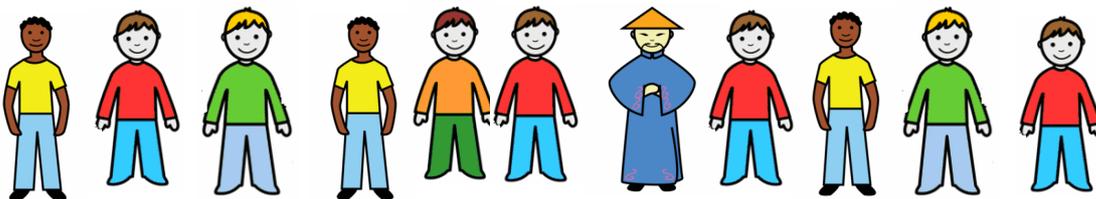
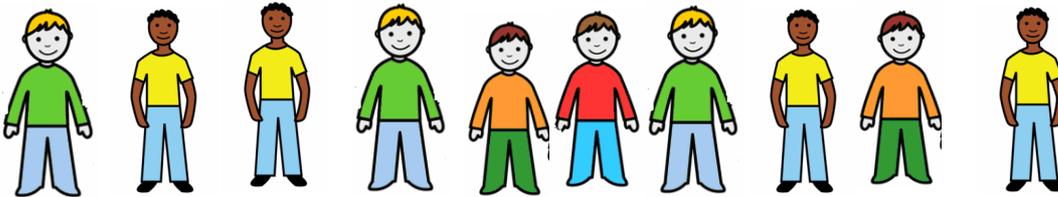
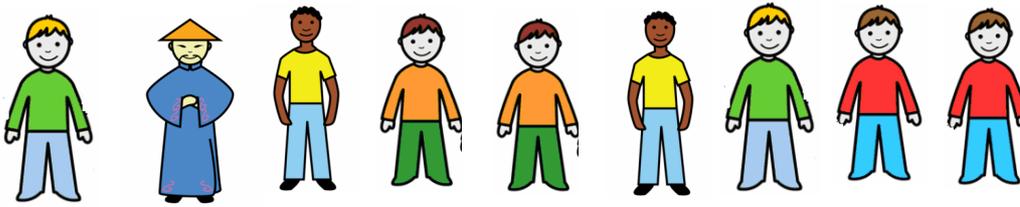
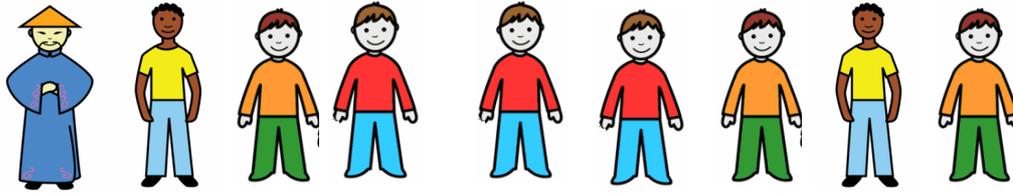
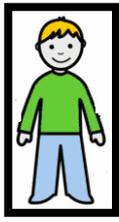


Realiza las siguientes líneas:





Cuenta ¿cuántos niños como estos hay?



# Así soy yo



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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Mi nombre es \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Mis apellidos son: \_\_\_\_\_

\_\_\_\_\_

Tengo \_\_\_\_\_ años

\_\_\_\_\_

Vivo en \_\_\_\_\_ y mi dirección es

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

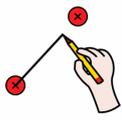
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Mi papá se llama \_\_\_\_\_

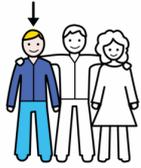
\_\_\_\_\_

y mi mamá \_\_\_\_\_

\_\_\_\_\_



Une con la palabra que suena igual:



Amigo



Pantalón



Abrigo



Pato



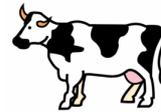
Gato



Cerdo



Cangrejo



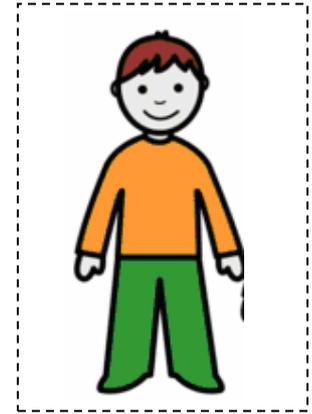
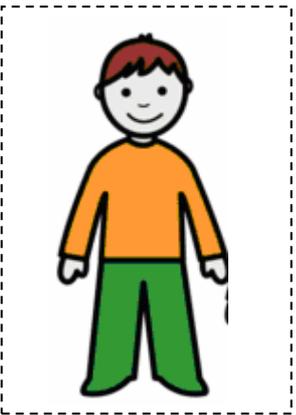
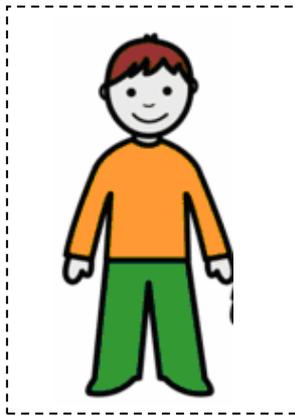
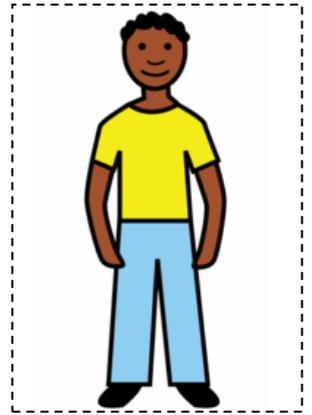
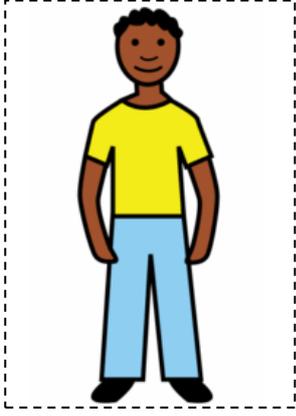
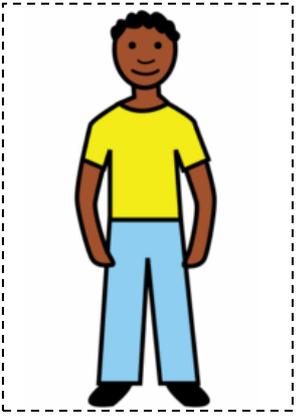
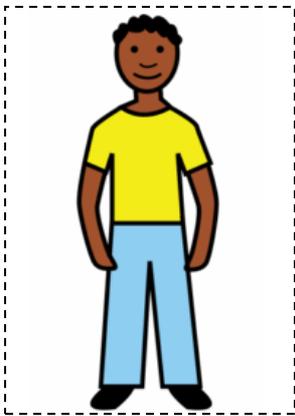
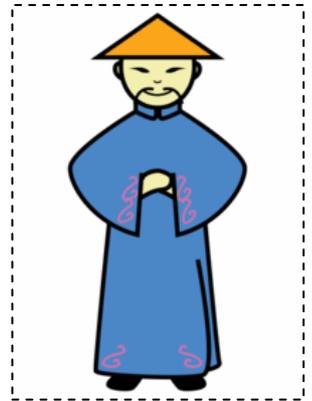
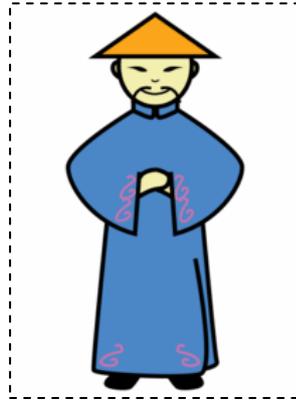
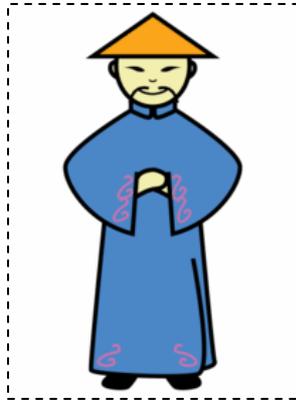
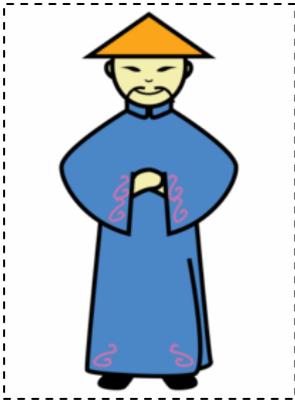
Vaca



Conejo

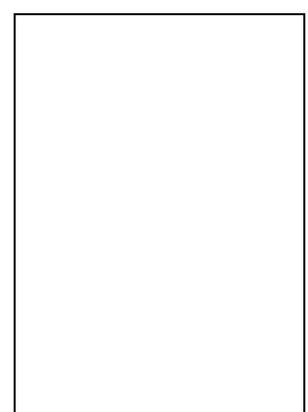
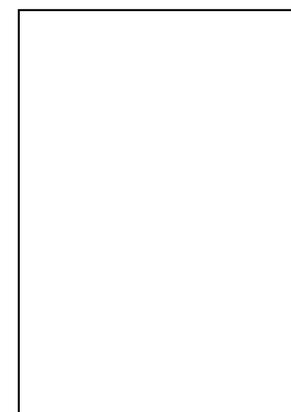
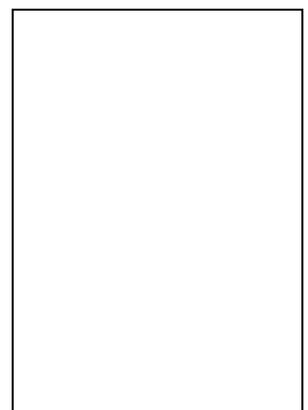
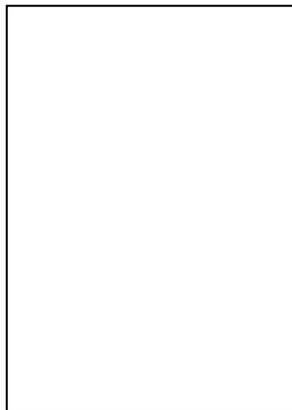
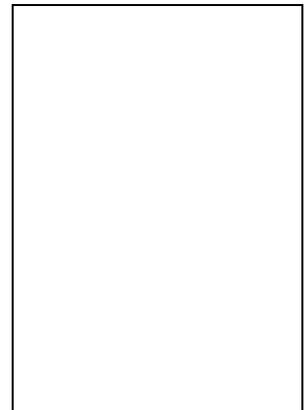
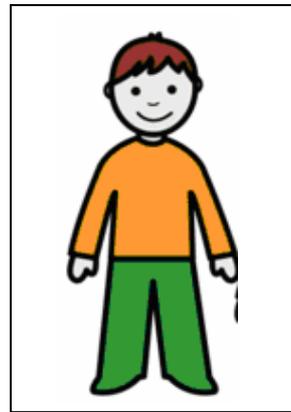
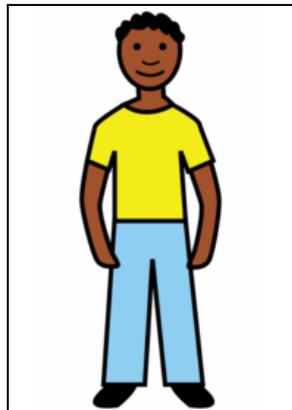
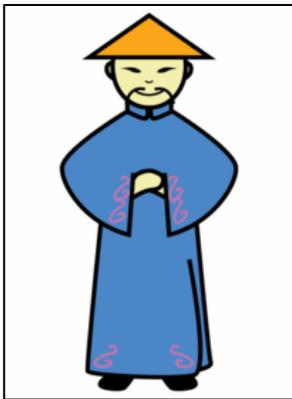


Recorta



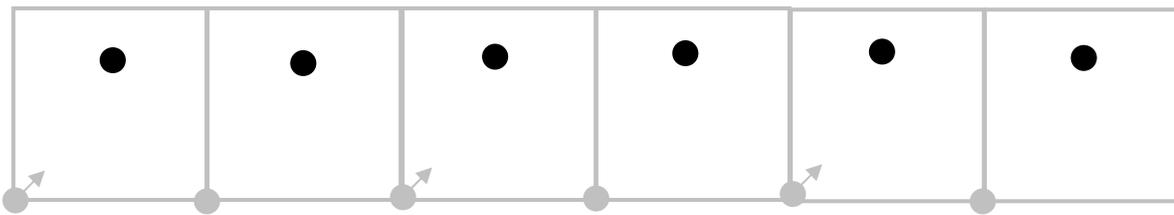
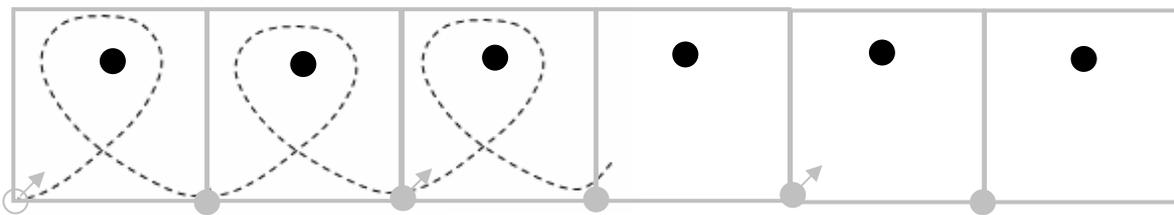
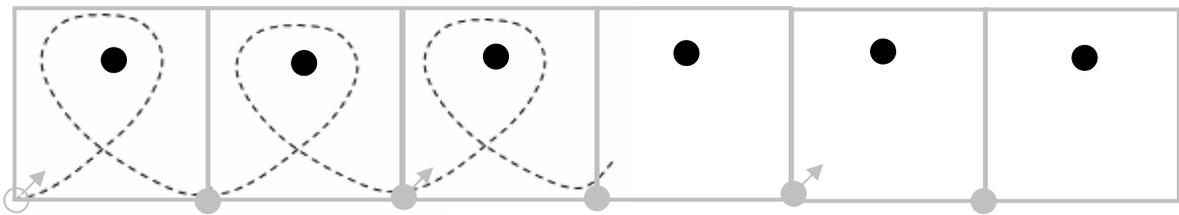
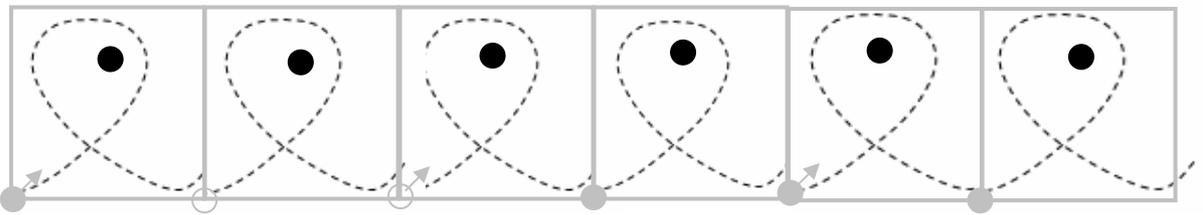
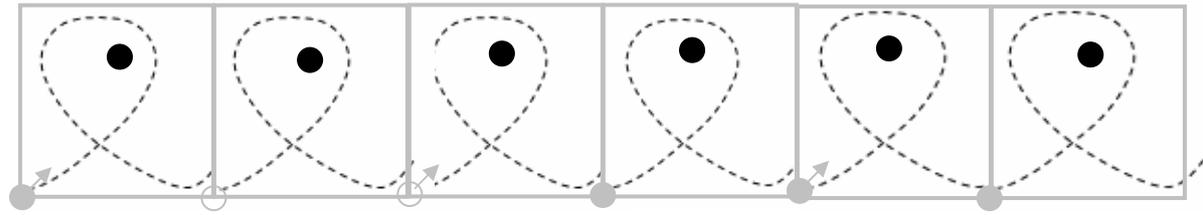
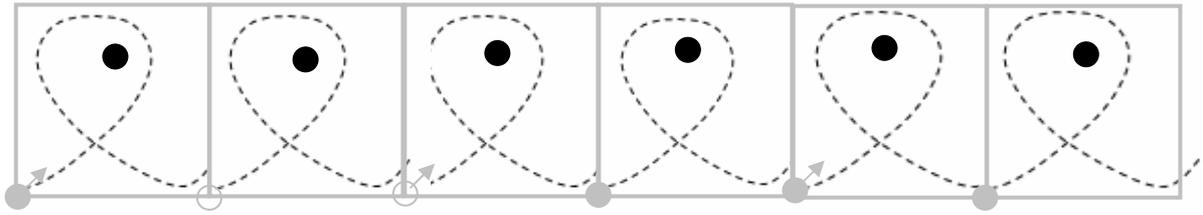


Continua la serie



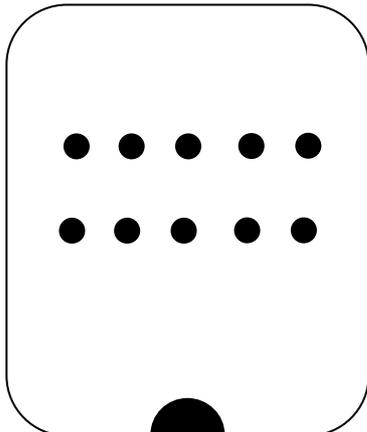


Realiza las siguientes líneas:



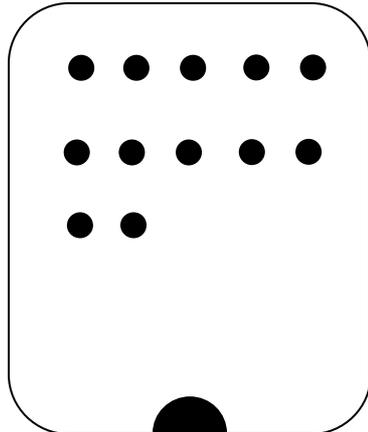


Cuenta ¿cuántos hay?

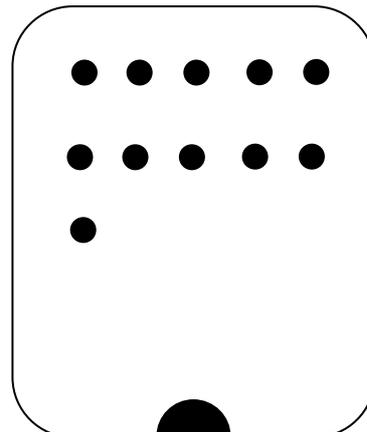


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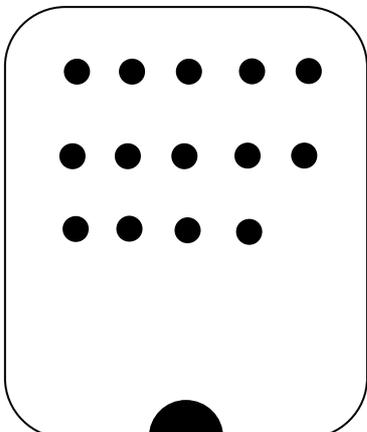
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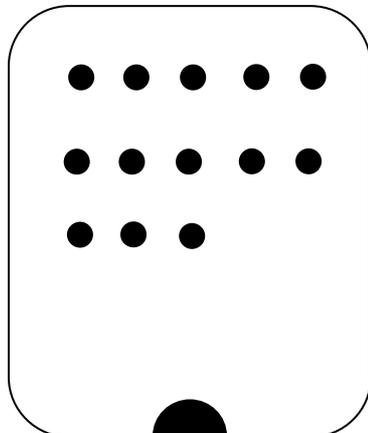
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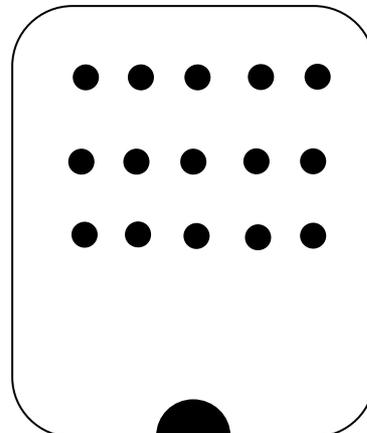
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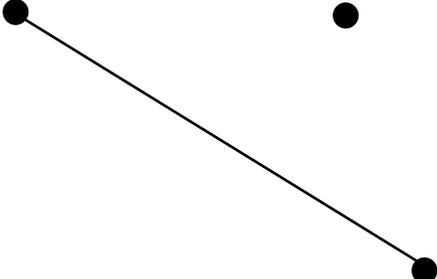
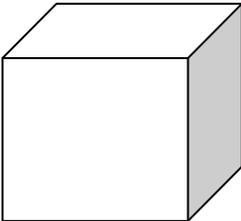
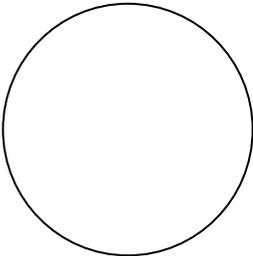
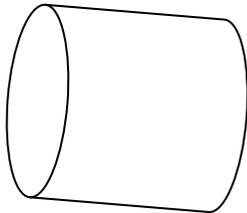
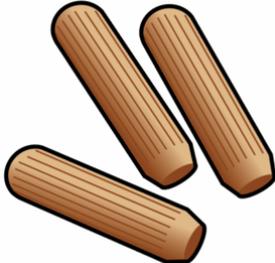
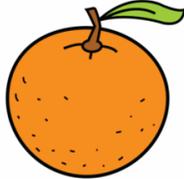
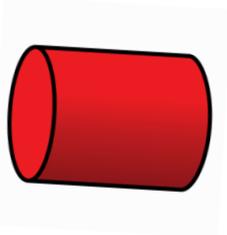
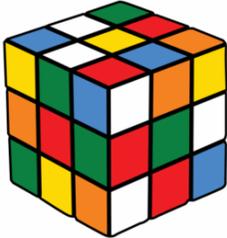
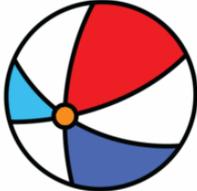
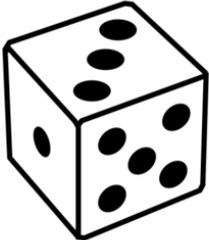
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Une con flechas los que tienen la misma forma





Handwriting practice grid with six rows:

- Row 1: Six boxes. The first five contain a dashed figure-eight shape with a black dot in the center and a starting arrow at the bottom left. The sixth box contains only a black dot.
- Row 2: Six boxes. The first three contain the dashed figure-eight shape. The last three contain only a black dot.
- Row 3: Six boxes, each containing only a black dot.
- Row 4: Six boxes, each containing only a black dot.
- Row 5: Six boxes, each containing only a black dot.
- Row 6: Six boxes, each containing only a black dot.

Each row has a starting arrow at the bottom left of the first box and a grey dot at the bottom center of each box.

# Todos somos iguales.

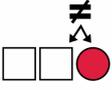
Las personas  somos diferentes.

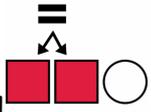
En el colegio hay niños y niñas, que son altos  o bajos .

más delgados  o más gorditos , con el pelo de

colores distintos, rubio , castaño , negro .

Pero lo más importante , es que aunque cada niño o niña

seamos distintos  algunas cosas a todos  nos gustan

igual . Por ejemplo: Jugar 

Que se porten bien con nosotros y nos quieran 

Estar con nuestros papás

No nos gusta  que nos molesten 

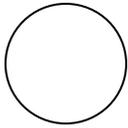
Comer chuches

Ir a la playa o la piscina

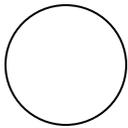
No nos gusta  que nos peguen 



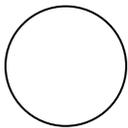
**Colorea lo que te gusta:**



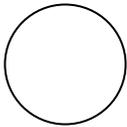
Que me peguen.



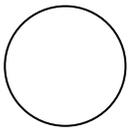
Que me den cariño.



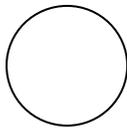
Ir a piscina.



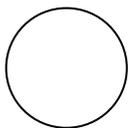
Comer lechuga.



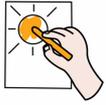
Que se porten bien conmigo.



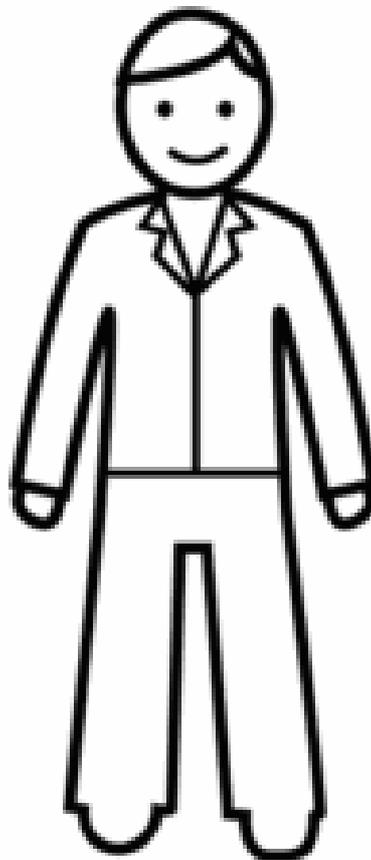
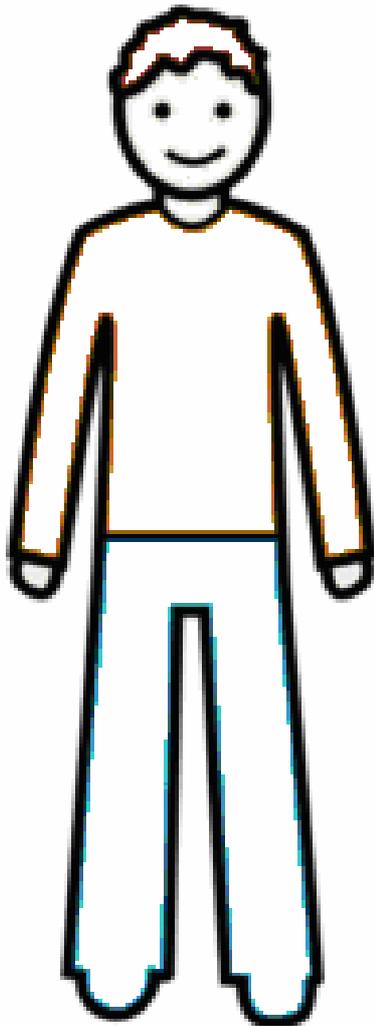
Que me molesten.



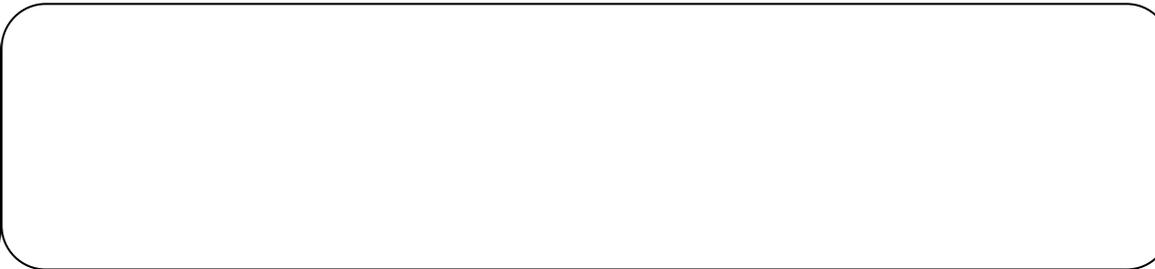
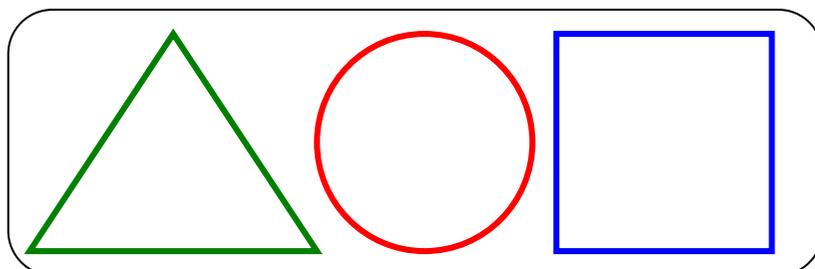
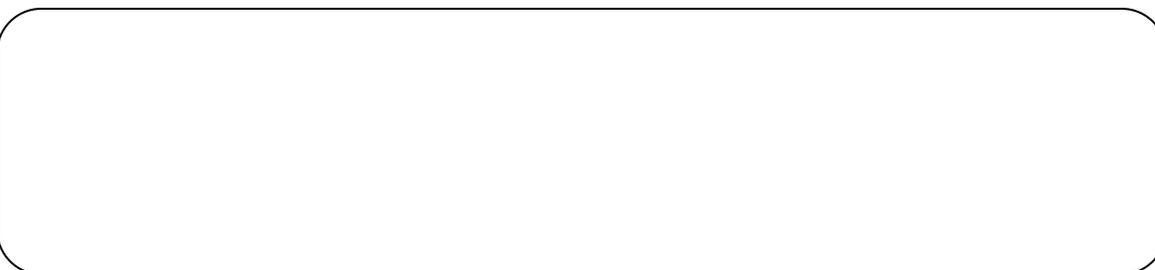
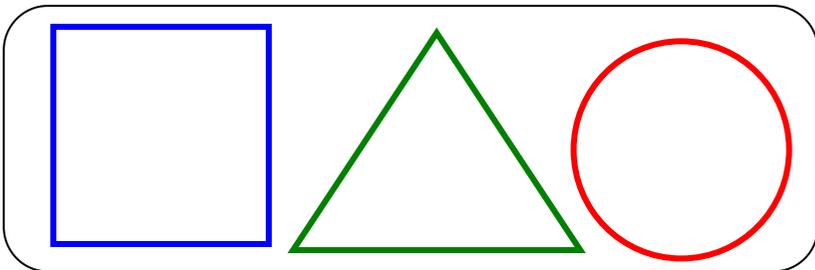
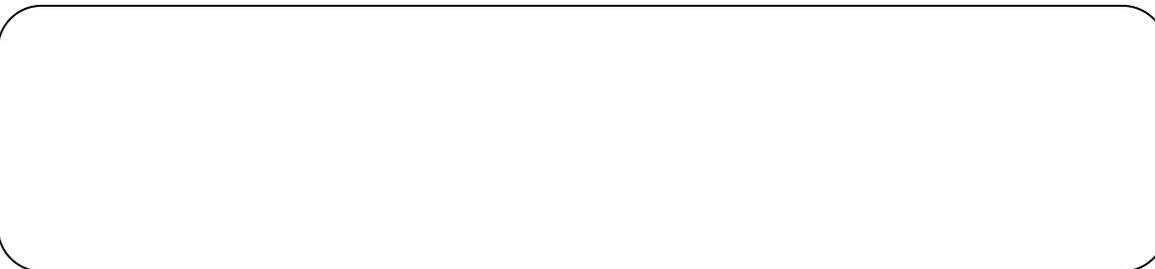
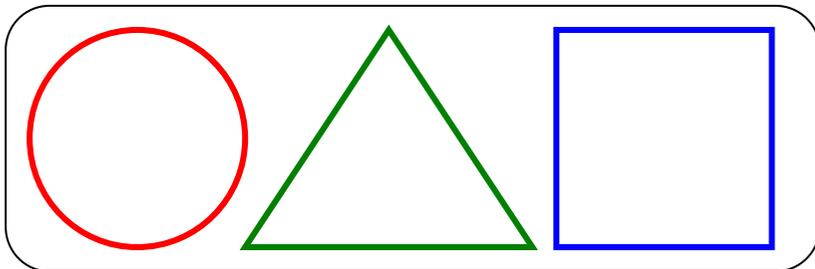
Que me abracen cuando yo no quiero.



Colorea al niño que es más alto:



■●■● Continua la serie



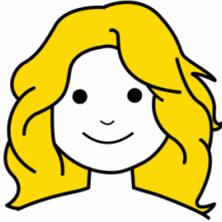
**Escribe**

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5 5 5 5 5 5 5 5 5 5 5 5 5

5 5 5 5 5 5 5 5 5 5 5 5 5

Lee



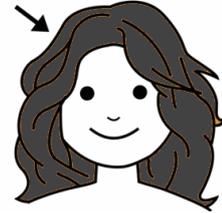
rubia



castaña



peliroja



morena

Escribe



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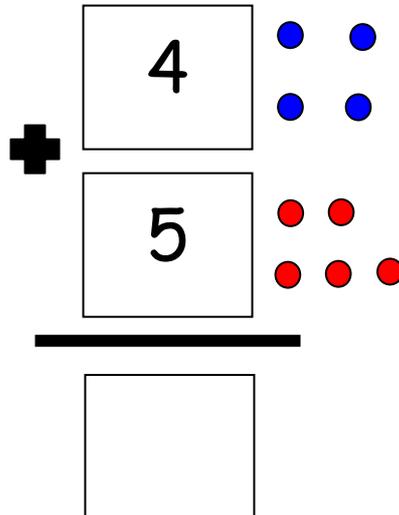
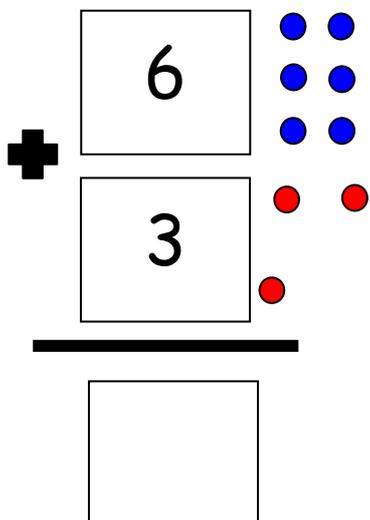
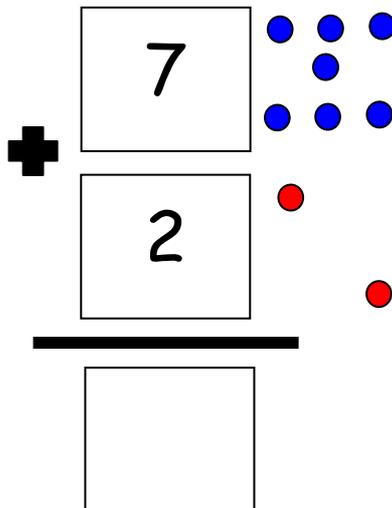
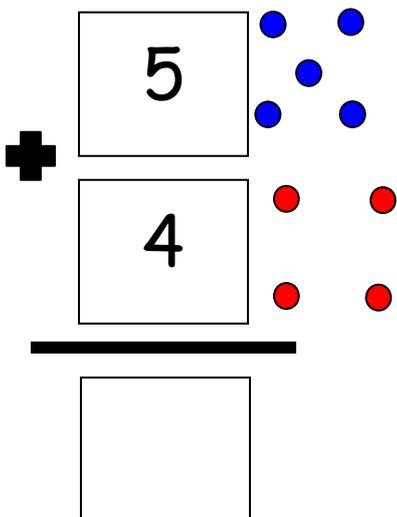
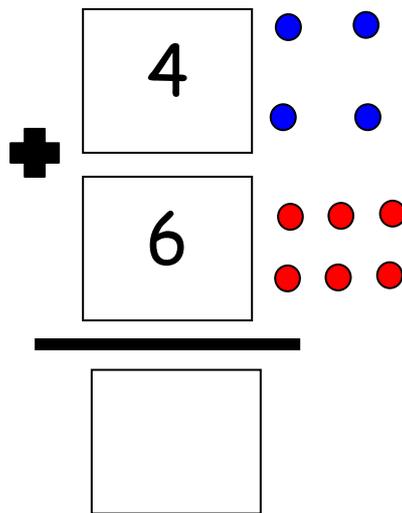
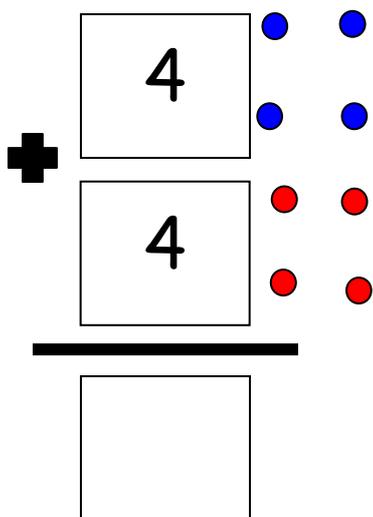
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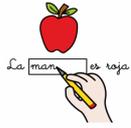


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Suma





**Completa estas frases:**



Esta niña tiene el pelo

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Esta niña tiene el pelo

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Esta niña tiene el pelo

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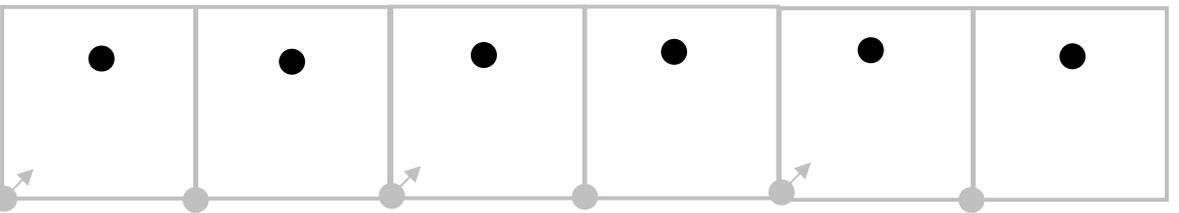
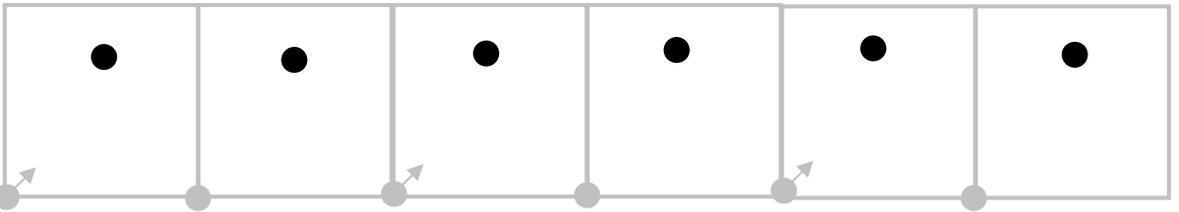
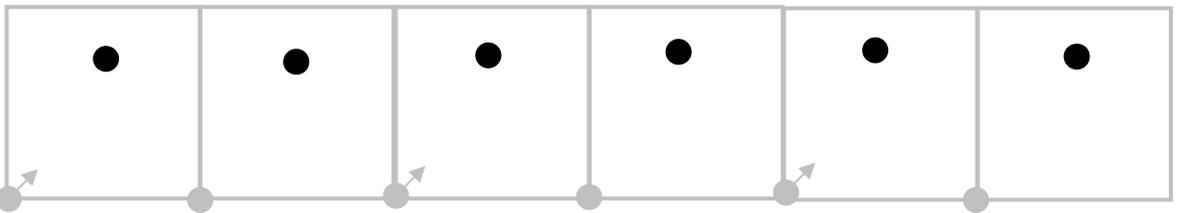
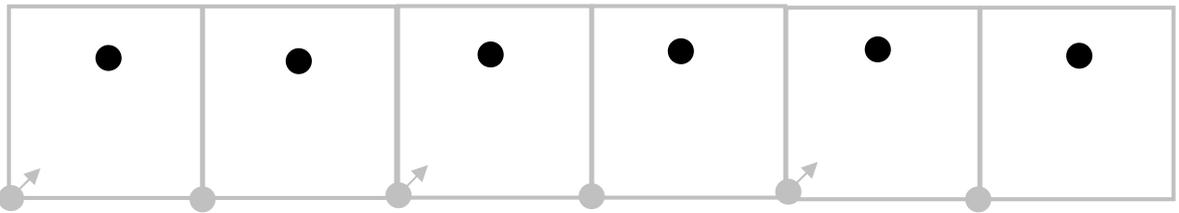
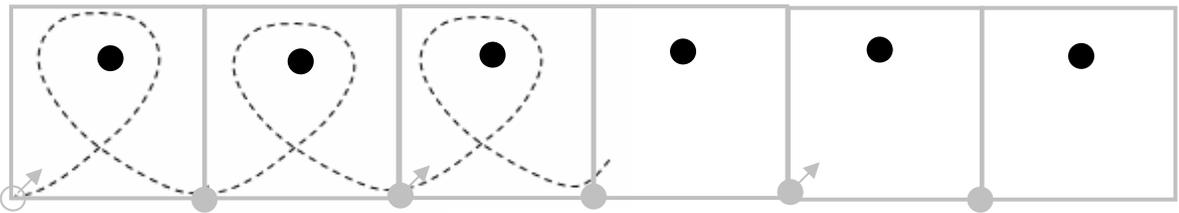
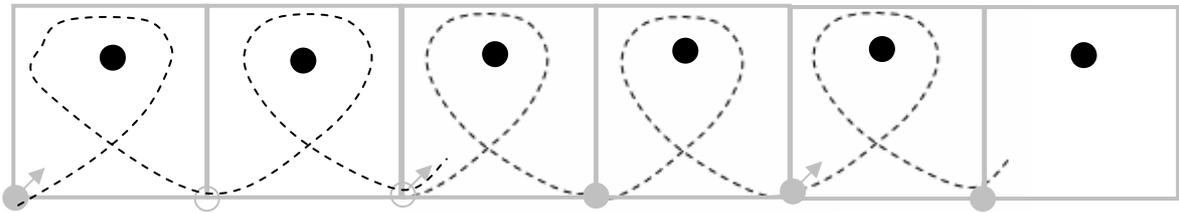
Esta niña tiene el pelo

---

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Realiza las siguientes líneas:





Cuenta ¿cuántos hay?

10 dots arranged in two rows of five.

\_\_\_\_\_

18 dots arranged in three rows: 5, 5, and 8.

\_\_\_\_\_

21 dots arranged in four rows: 5, 5, 5, and 6.

\_\_\_\_\_

19 dots arranged in three rows: 5, 5, and 9.

\_\_\_\_\_

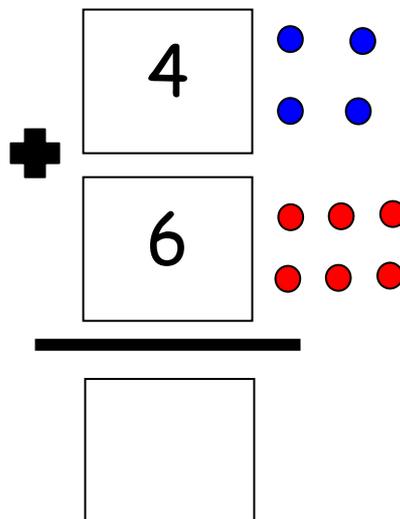
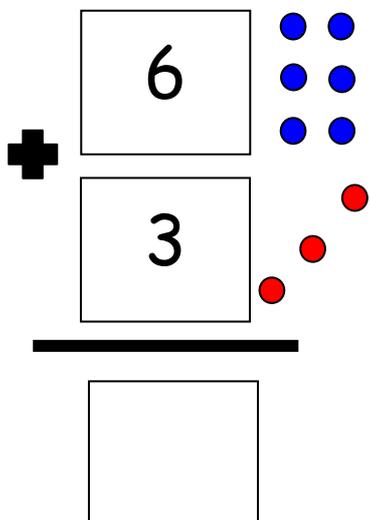
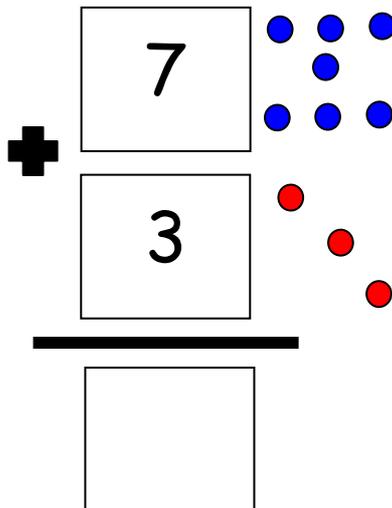
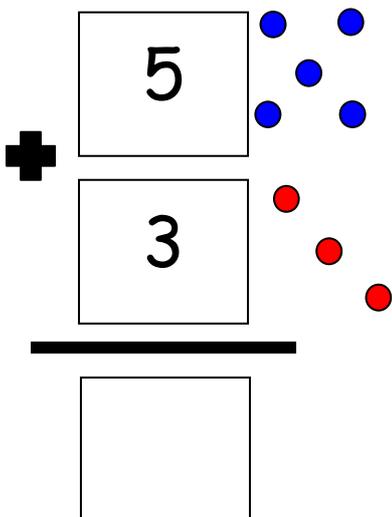
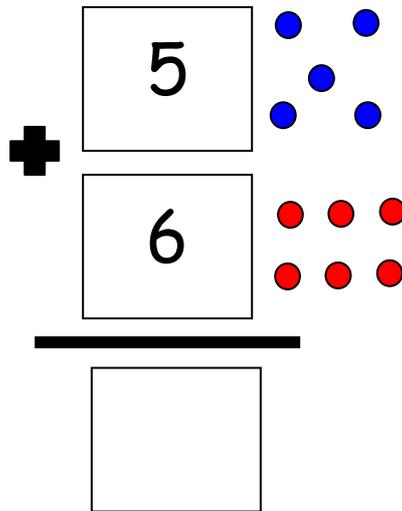
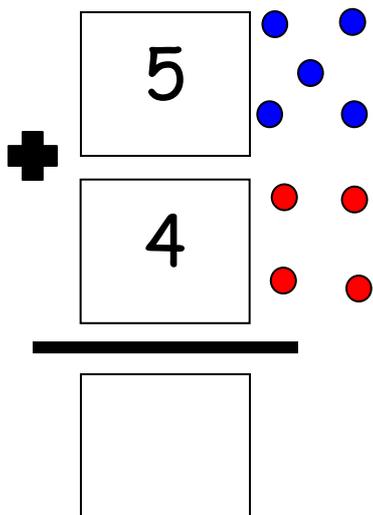
24 dots arranged in four rows: 5, 5, 5, and 9.

\_\_\_\_\_

20 dots arranged in four rows: 5, 5, 5, and 5.

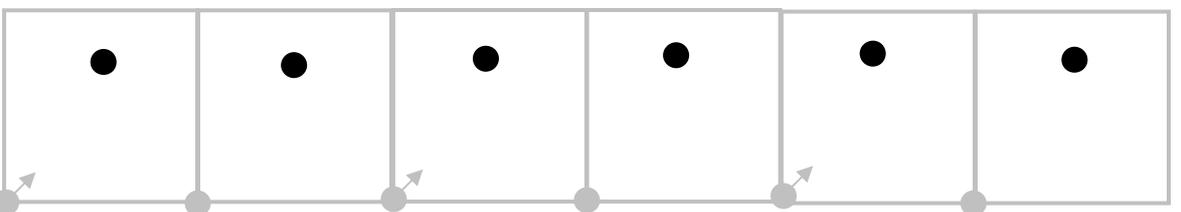
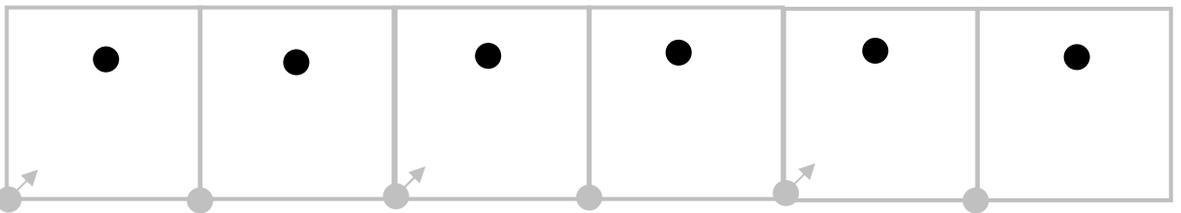
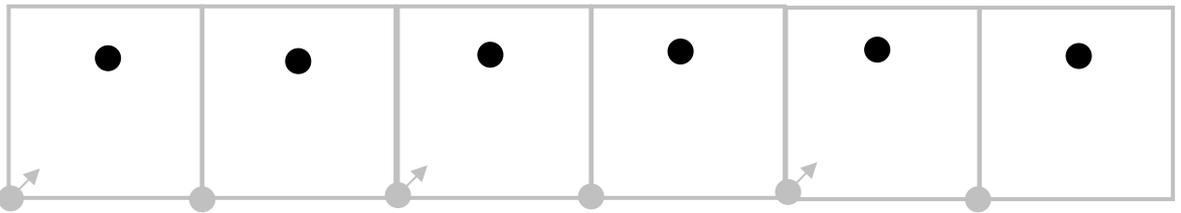
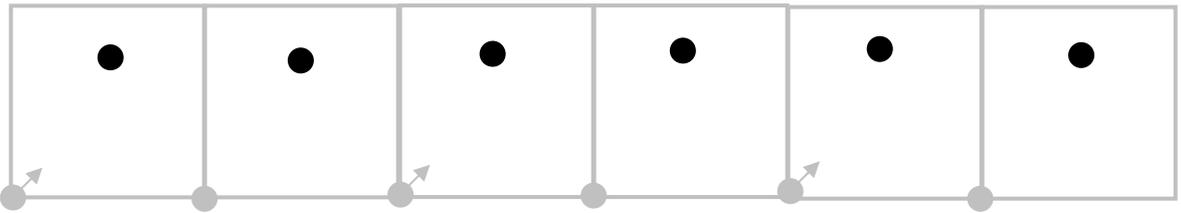
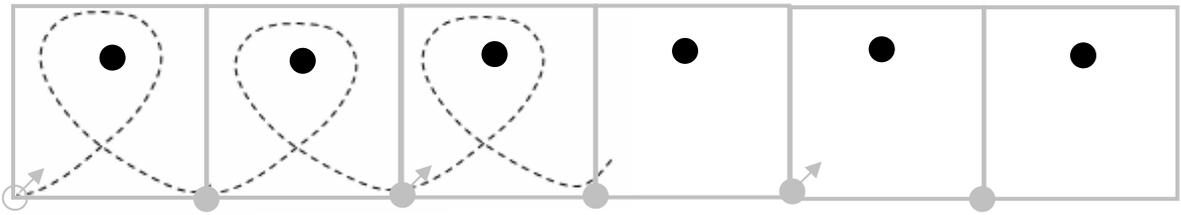
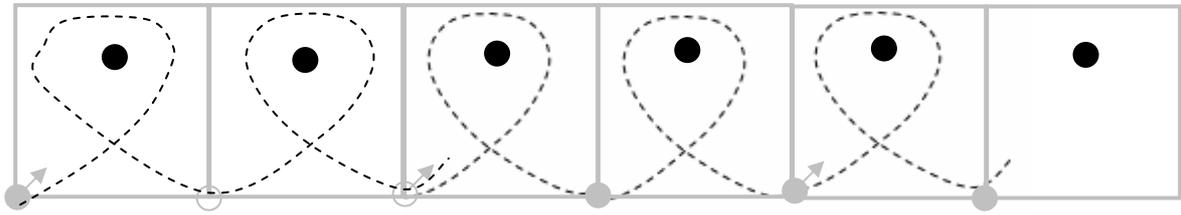
\_\_\_\_\_

Suma

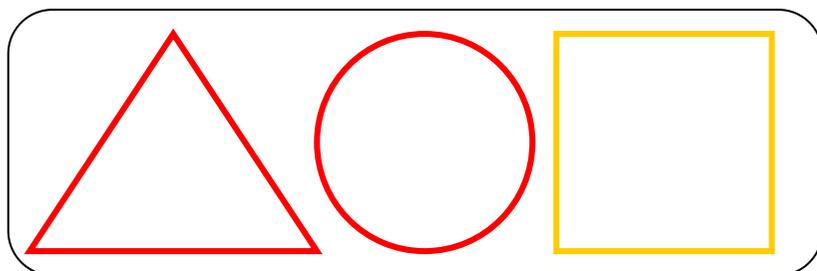
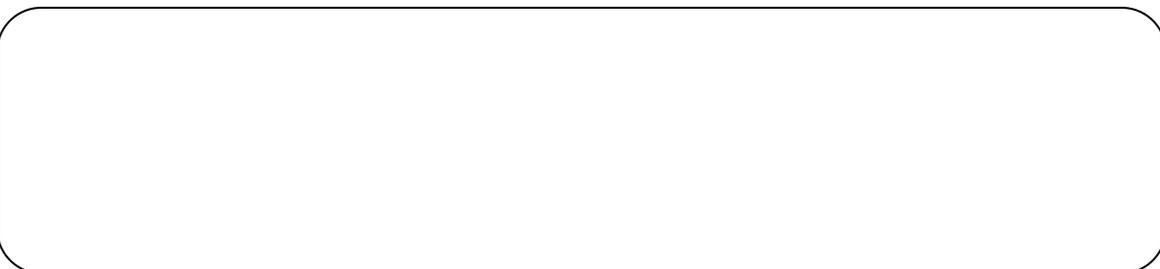
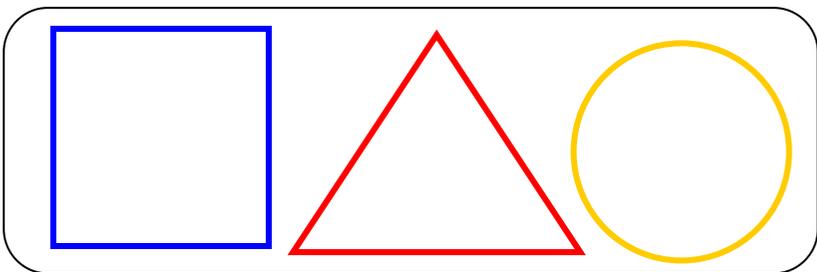
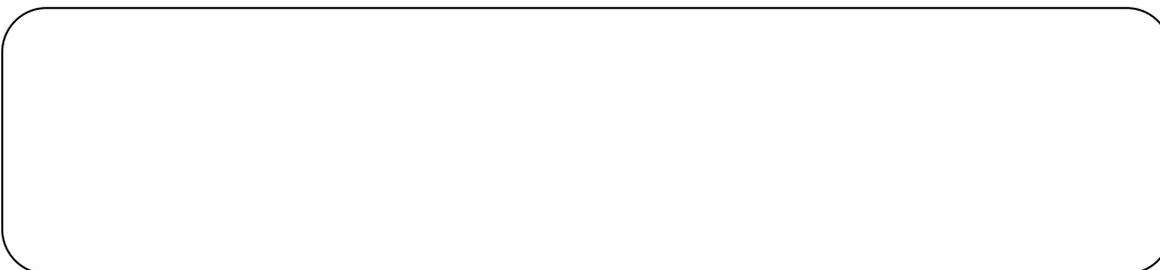
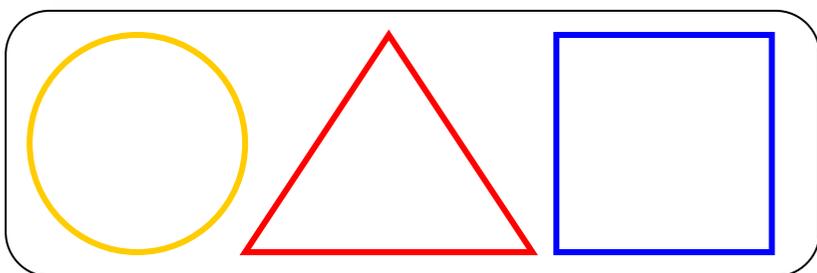




Realiza las siguientes líneas:



■●■● Continua la serie

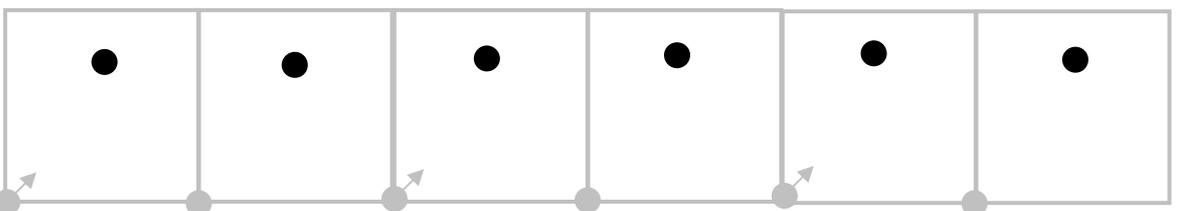
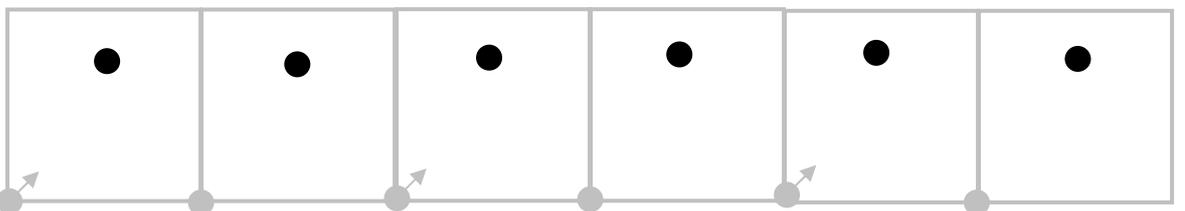
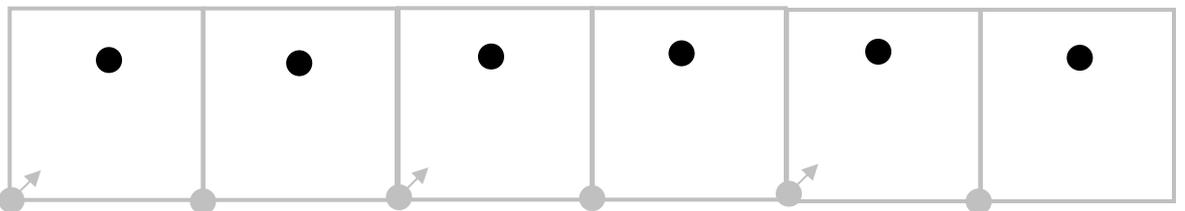
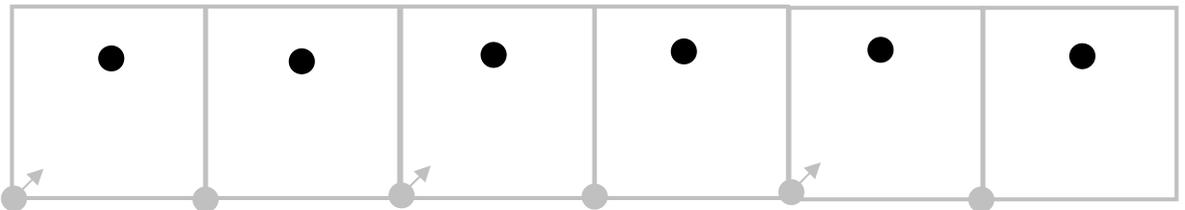
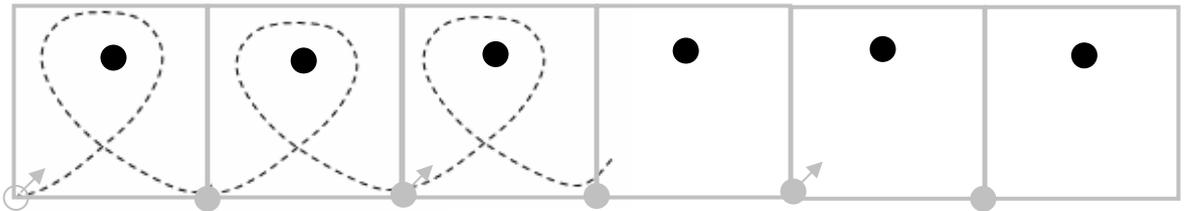
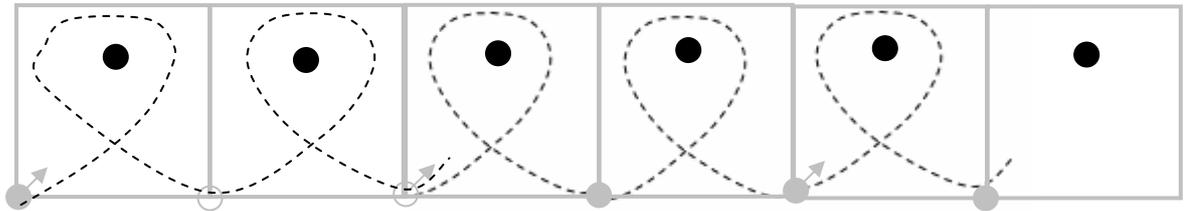


Escribe

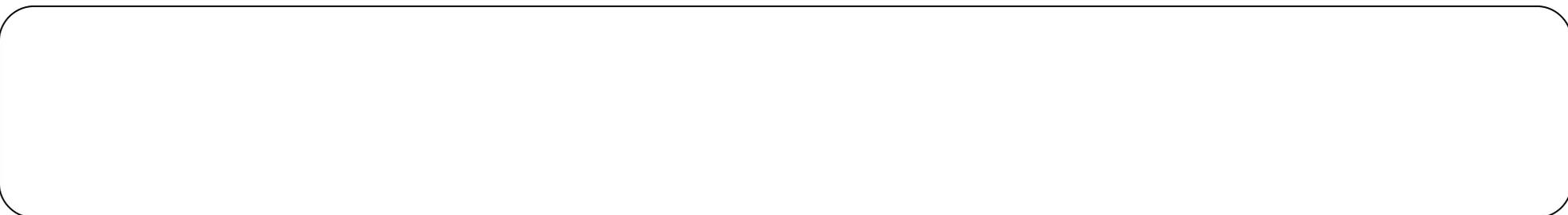
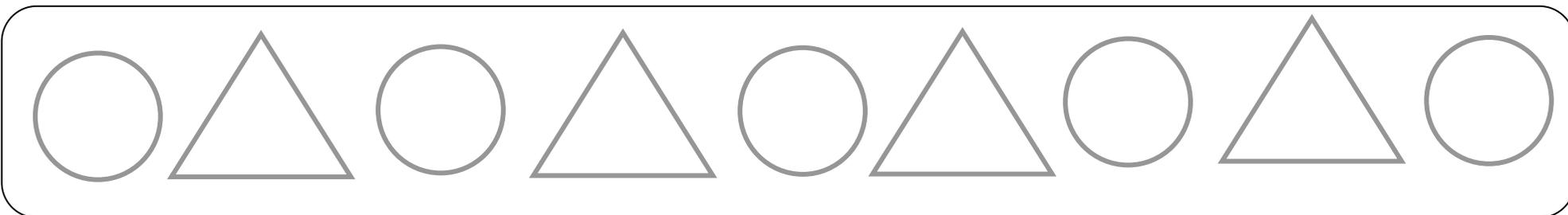
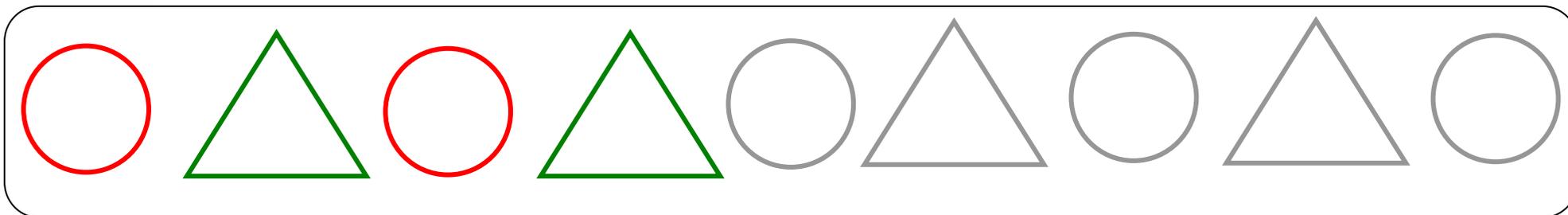
5 5 5 5 5 5 5 5 5 5 5 5 5

5 5 5 5 5 5 5 5 5 5 5 5 5

5 5 5 5 5 5 5 5 5 5 5 5 5



■●■● Continua la serie



## ¿Cómo somos?



Es una niña pequeña.

La niña tiene el pelo castaño, corto y rizado.

Sus ojos son grandes y son de color negro.

Y su piel es morena.

Tiene abrazado un oso blanco y se está riendo, está feliz.

## ¿Cómo es la niña?



**Escribe**

La niña tiene el pelo de color

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Su pelo es

---

---

y

---

---

Sus ojos son

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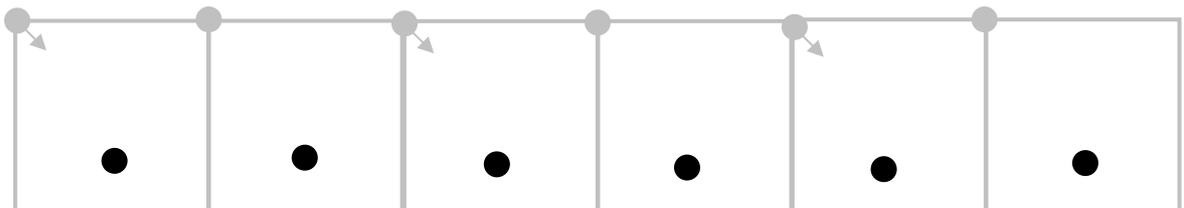
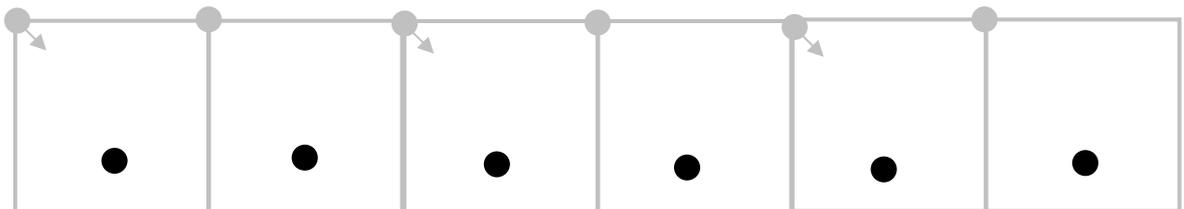
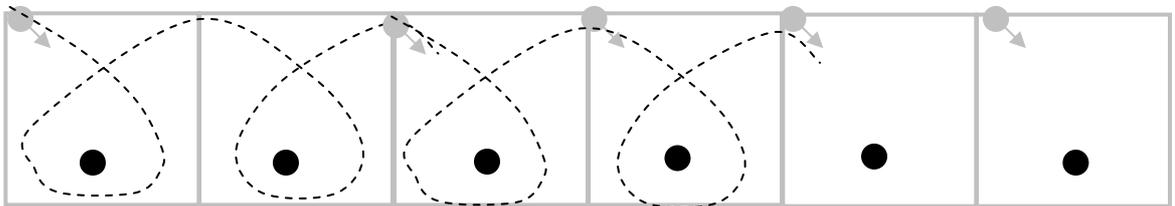
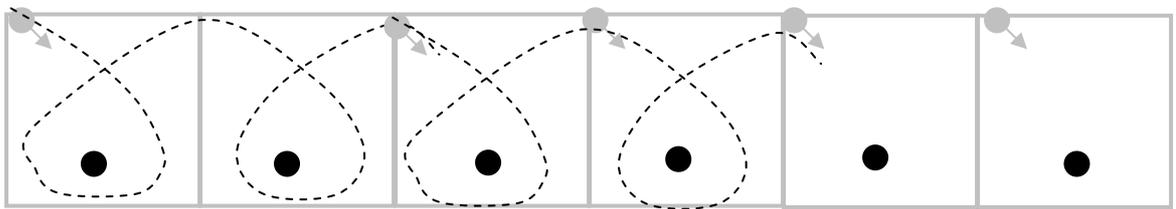
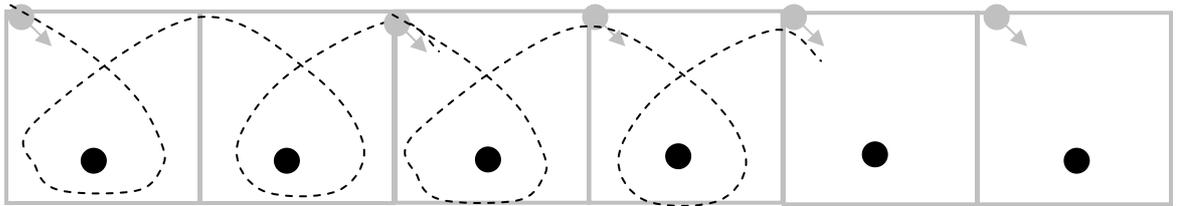
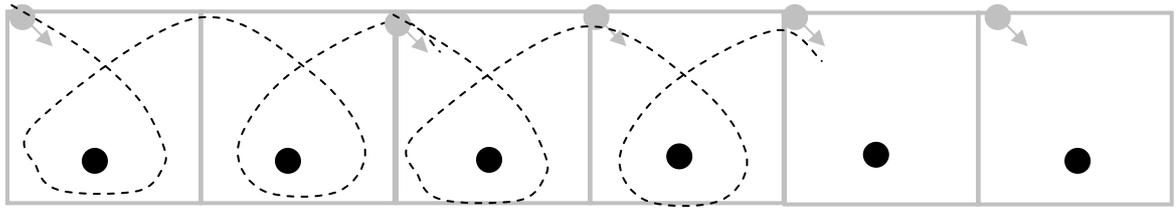
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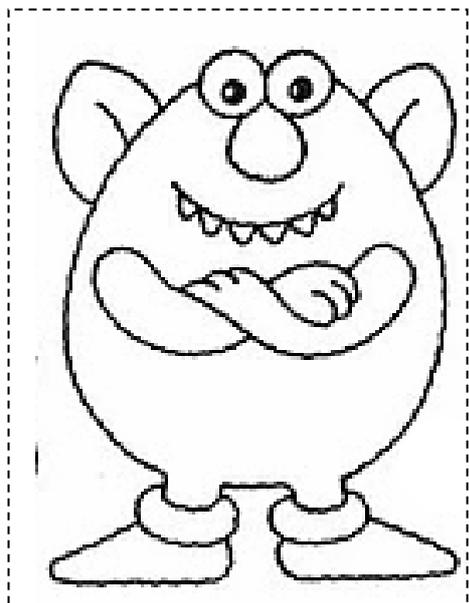
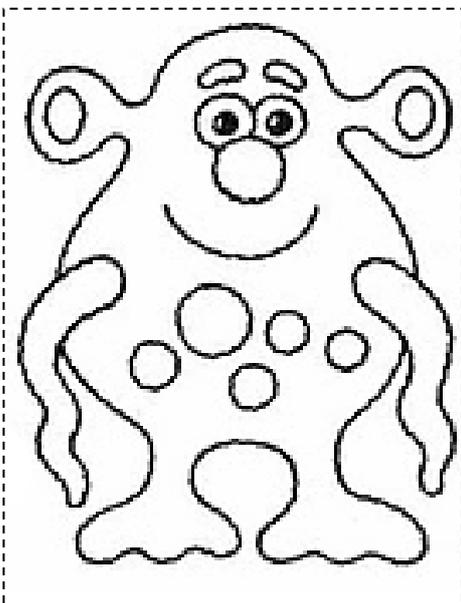
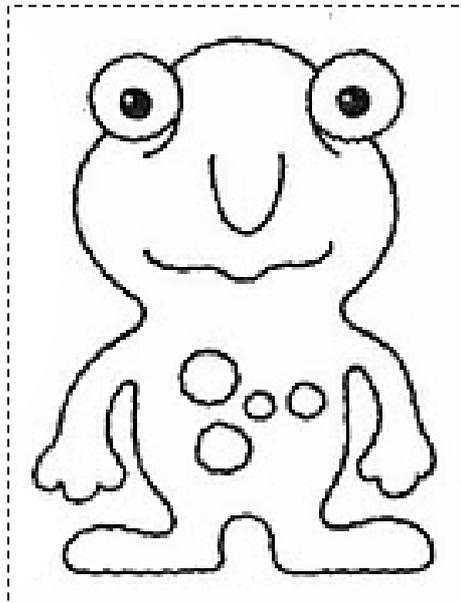
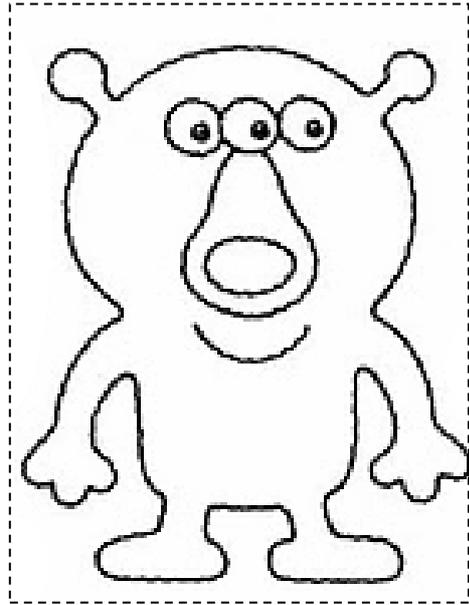
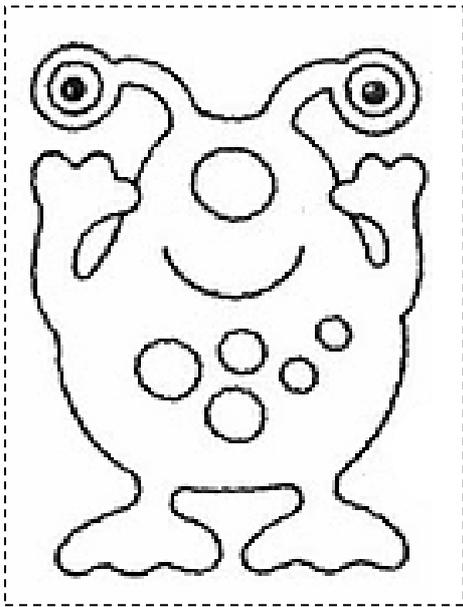
---

La niña está

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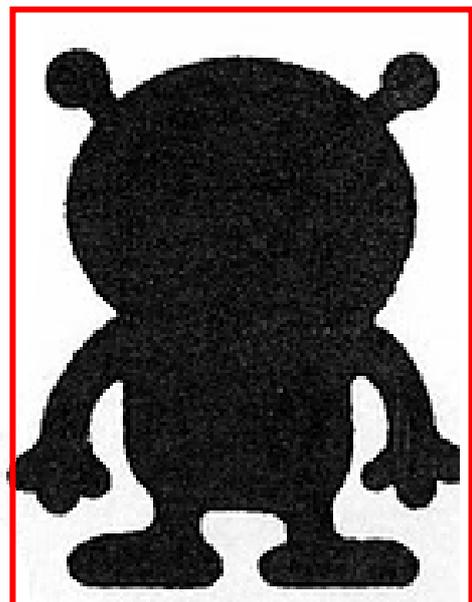
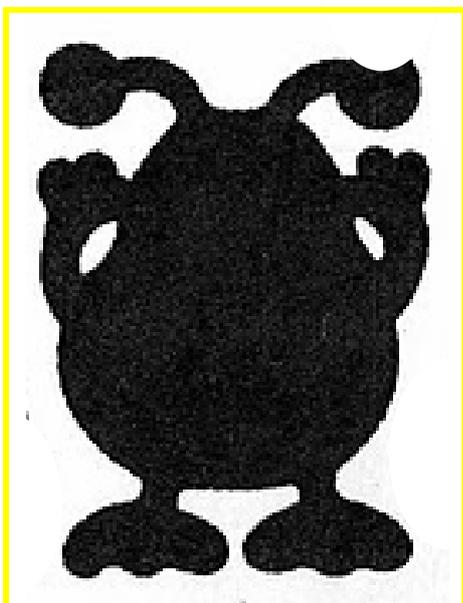
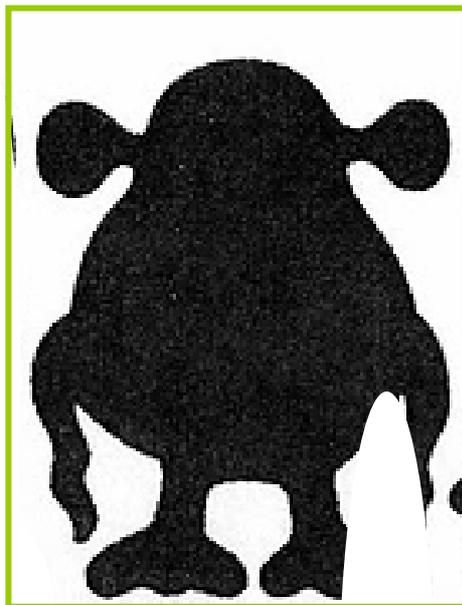
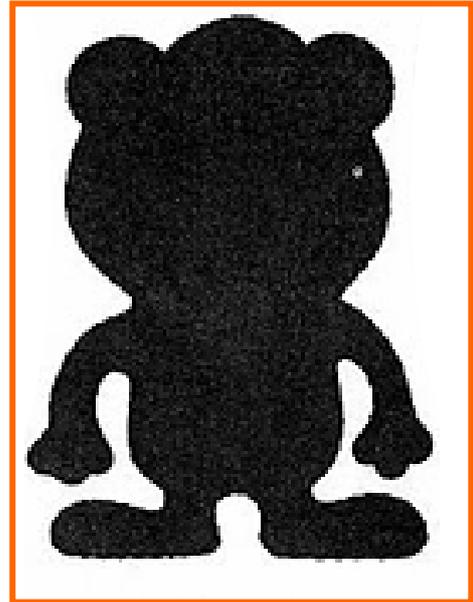
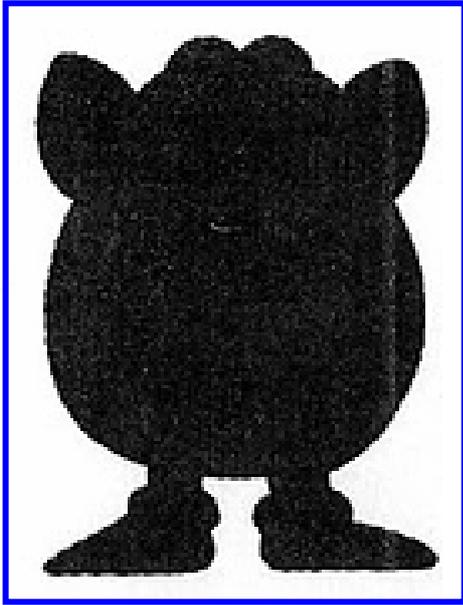
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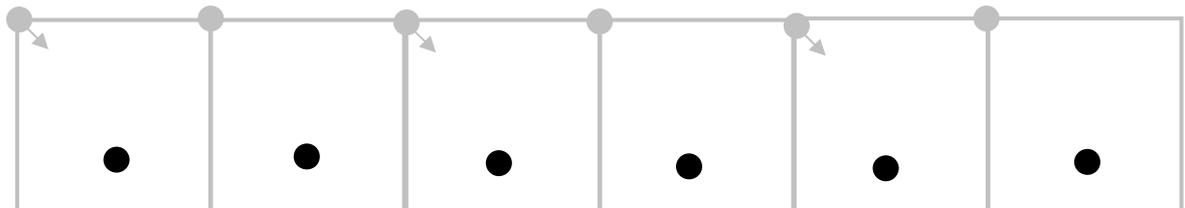
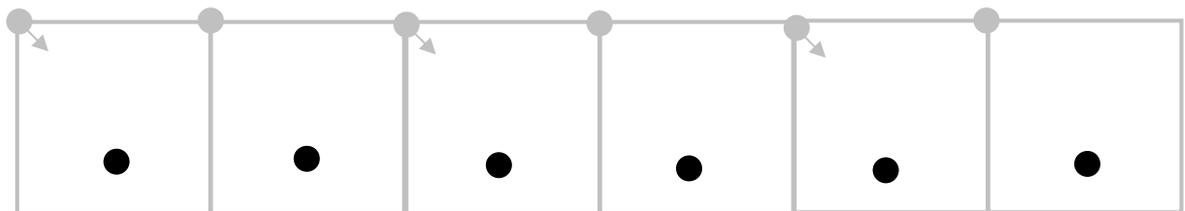
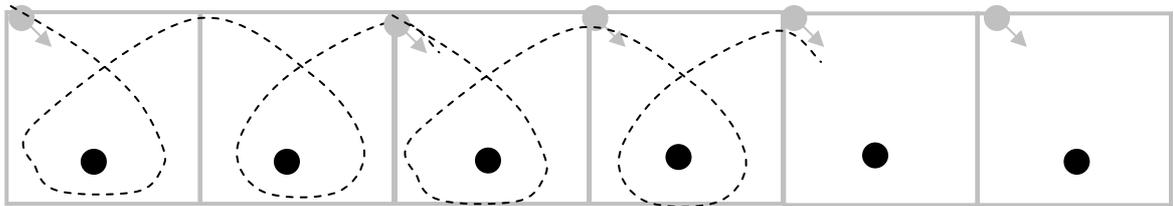
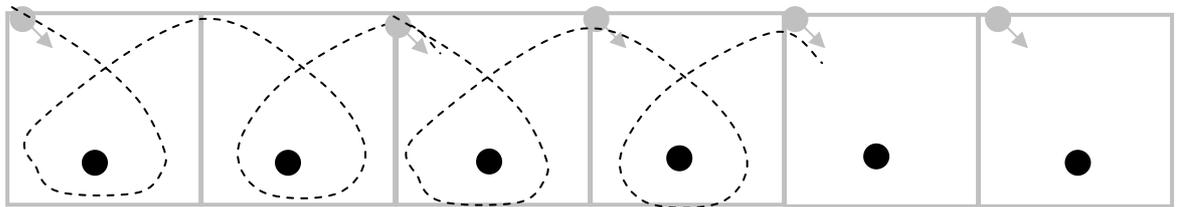
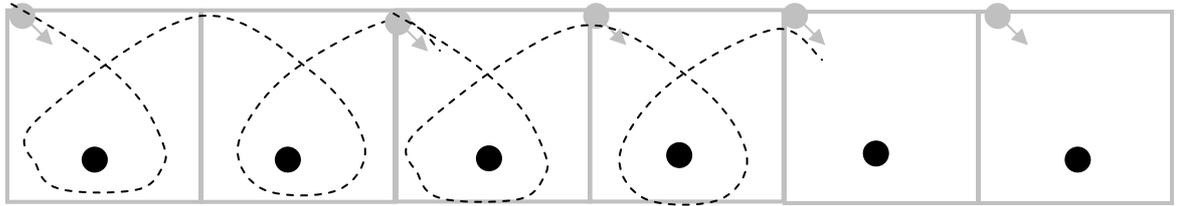
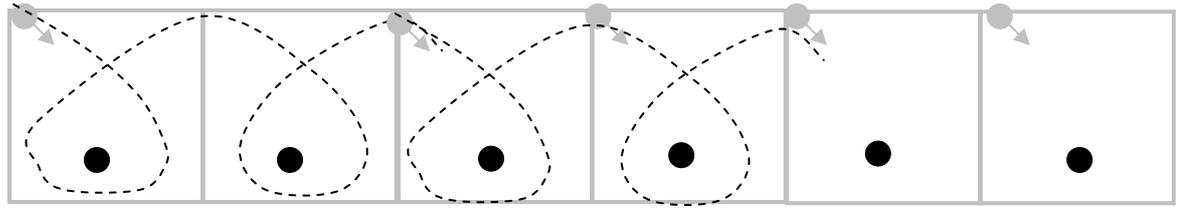






Pega cada uno en su lugar.





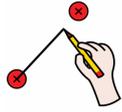
**Completa los números que faltan:**

<b>1</b>		<b>3</b>		
----------	--	----------	--	--

	<b>7</b>			<b>10</b>
--	----------	--	--	-----------

<b>11</b>				
-----------	--	--	--	--

		<b>18</b>		<b>20</b>
--	--	-----------	--	-----------



## Une con flechas



Es un niño moreno, el pelo lacio y los ojos de color marrón



Es una niña con el pelo largo rizado y los ojos azules. Su piel es blanca



Es un niño moreno, el pelo lacio y los ojos de color marrón y rasgados



El niño tiene un gorro de colorines, la piel muy blanca y los ojos azules.

**Completa los números que faltan:**

<b>10</b>			<b>13</b>	
	<b>16</b>		<b>18</b>	
<b>20</b>		<b>22</b>		
	<b>26</b>			

## ¿Cómo somos?



Es una niña pequeña muy guapa.

La niña tiene el pelo castaño, largo y rizado.

Sus ojos son grandes y son de color azul.

Y su piel es blanca, y lleva puesto un vestido de color rosa y blanco..

## ¿Cómo somos?



Es una niña

La niña tiene el pelo.

Sus ojos son

Y su piel es blanca.

Lleva puesto un vestido

Restar

$$\begin{array}{r}
 \boxed{4} \quad \bullet \quad \bullet \\
 \quad \bullet \quad \times \\
 - \boxed{1} \\
 \hline
 \boxed{3}
 \end{array}$$

$$\begin{array}{r}
 \boxed{5} \quad \bullet \quad \bullet \\
 \quad \bullet \quad \bullet \\
 - \boxed{3} \\
 \hline
 \boxed{\phantom{00}}
 \end{array}$$

$$\begin{array}{r}
 \boxed{5} \quad \bullet \quad \bullet \\
 \quad \bullet \quad \bullet \\
 - \boxed{4} \\
 \hline
 \boxed{\phantom{00}}
 \end{array}$$

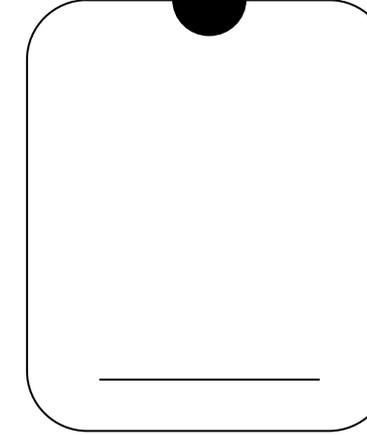
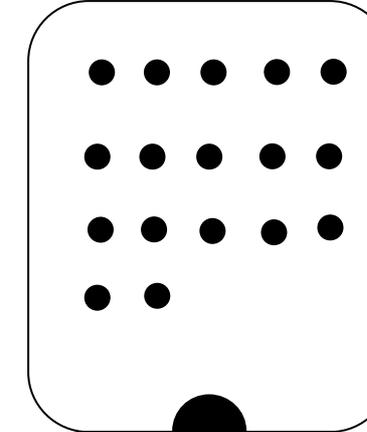
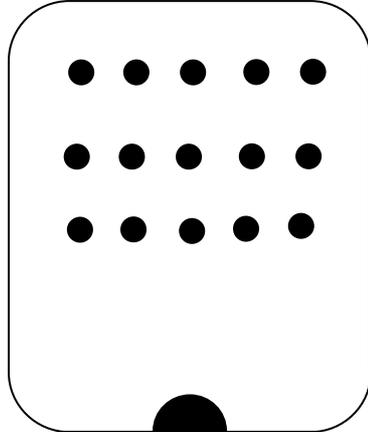
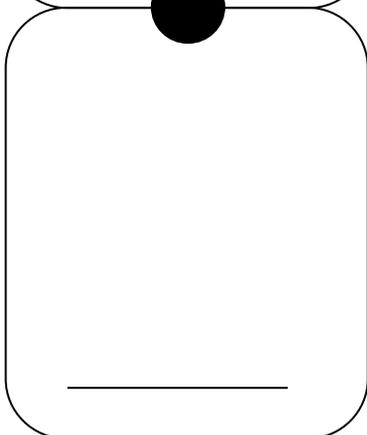
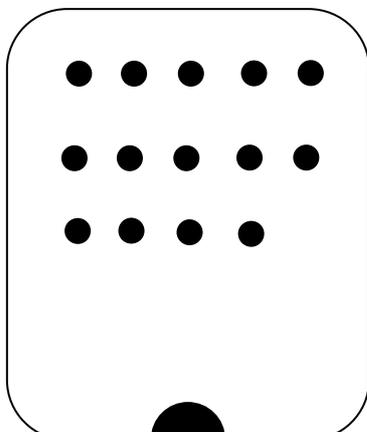
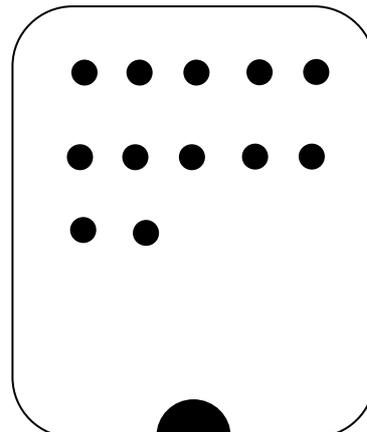
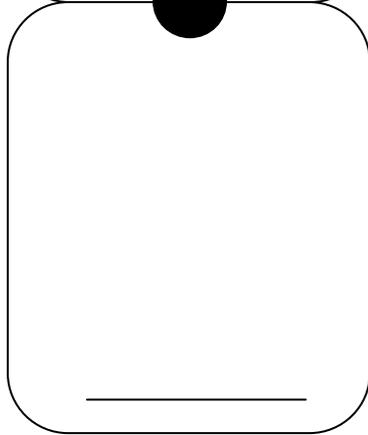
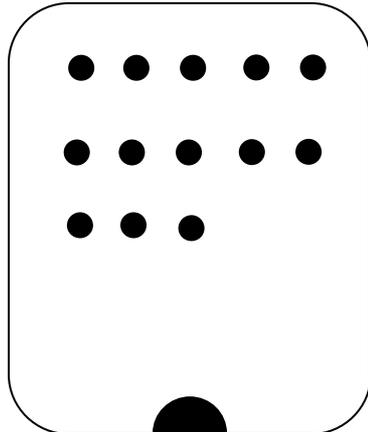
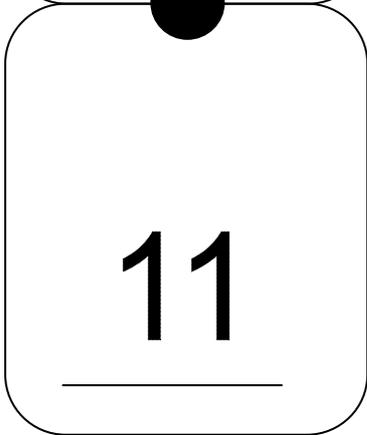
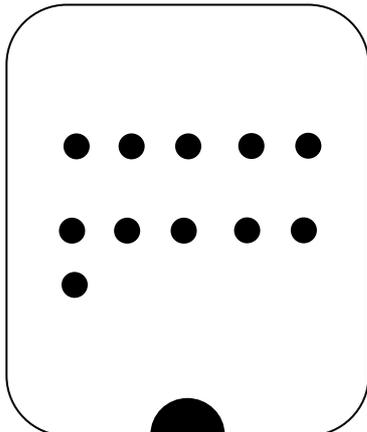
$$\begin{array}{r}
 \boxed{7} \quad \bullet \quad \bullet \quad \bullet \\
 \quad \bullet \quad \bullet \\
 - \boxed{2} \\
 \hline
 \boxed{\phantom{00}}
 \end{array}$$

$$\begin{array}{r}
 \boxed{6} \quad \bullet \quad \bullet \\
 \quad \bullet \quad \bullet \\
 \quad \bullet \quad \bullet \\
 - \boxed{3} \\
 \hline
 \boxed{\phantom{00}}
 \end{array}$$

$$\begin{array}{r}
 \boxed{4} \quad \bullet \quad \bullet \\
 \quad \bullet \quad \bullet \\
 - \boxed{3} \\
 \hline
 \boxed{\phantom{00}}
 \end{array}$$



Cuenta ¿cuántos hay?



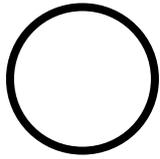
# ¿Cómo nos comportamos?



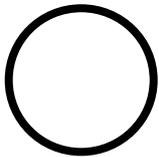
Colorea las cosas que están bien y



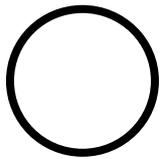
tacha lo que está mal.



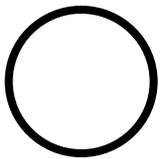
Vamos en fila detrás del maestro o maestra



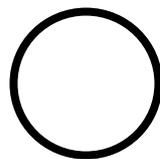
Gritar cuando estamos en clase



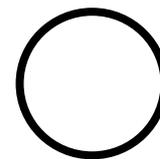
En clase levantamos la mano para hablar



Ayudar a nuestros compañeros



Escuchar y obedecer al maestro o la maestra.



Reírse de alguien cuando se equivoca.



**Escribe lo que aparece en cada foto:**



Los niños

---

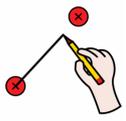
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El niño está

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Une con flechas



Sorprendido



Alegre



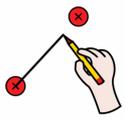
Asustado



Triste



Enfadado

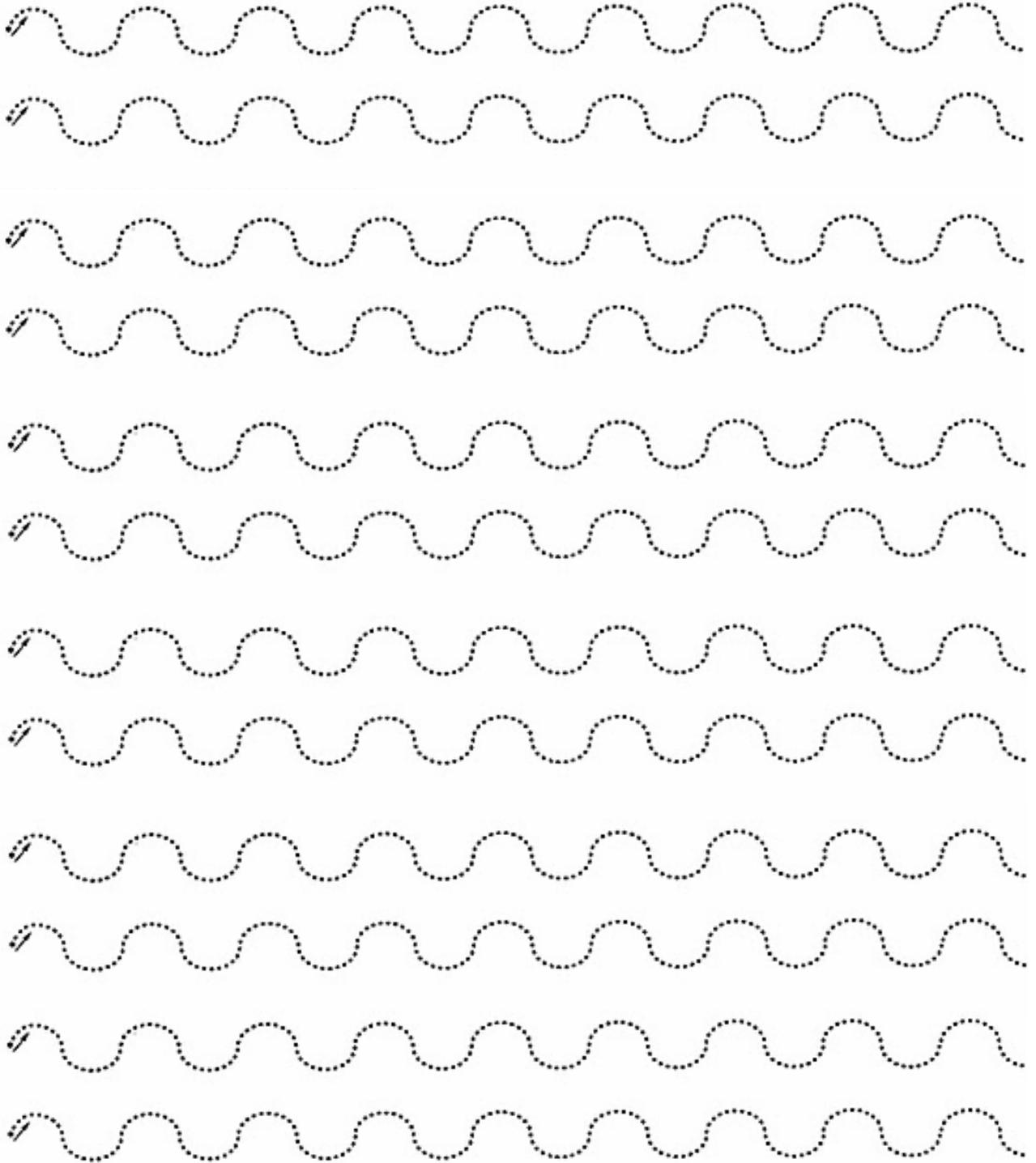


Une con flechas





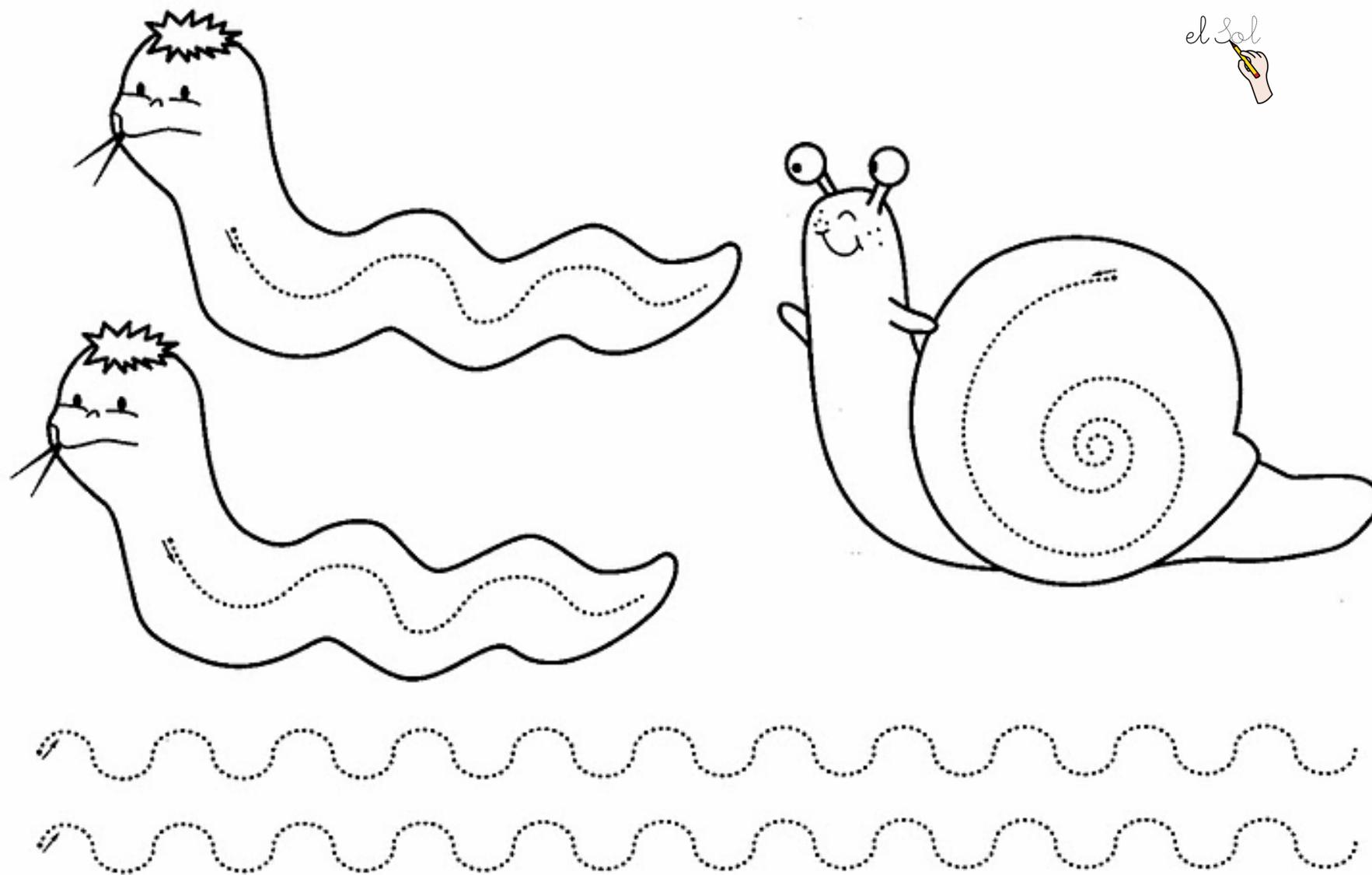
# Repasar





**Dibuja cómo eres tú:**

A large, empty rectangular box with a black border, intended for a student to draw a self-portrait or a drawing representing themselves.



¿ Qué tengo que hacer? Elige la respuesta correcta:

Si un compañero me molesta



yo tengo que:

- Pegarle
- Pedir ayuda a un maestro o maestra
- Gritarle

Si hay algo que no sé hacer



yo tengo que:

- Gritar
- Dejarlo sin hacer
- Preguntar a la maestra o a mis papás

Si me equivoco escribiendo



yo tengo que:

- Borrarlo y hacerlo de nuevo
- Llorar
- Romper la hoja



# Repasar

Handwriting practice sheet featuring 15 rows of a wavy dotted line pattern for tracing. Each row begins with a small icon of a pen tip pointing to the start of the line.



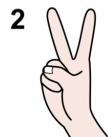
Cortar





Pegar ordenadas las fotos:

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### Escribe las frases



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Restar

$$\begin{array}{r}
 \boxed{4} \quad \bullet \quad \bullet \\
 \quad \quad \quad \times \quad \times \\
 - \boxed{2} \\
 \hline
 \boxed{2}
 \end{array}$$

$$\begin{array}{r}
 \boxed{6} \quad \bullet \quad \bullet \quad \bullet \\
 \quad \quad \bullet \quad \bullet \quad \bullet \\
 - \boxed{3} \\
 \hline
 \boxed{\phantom{00}}
 \end{array}$$

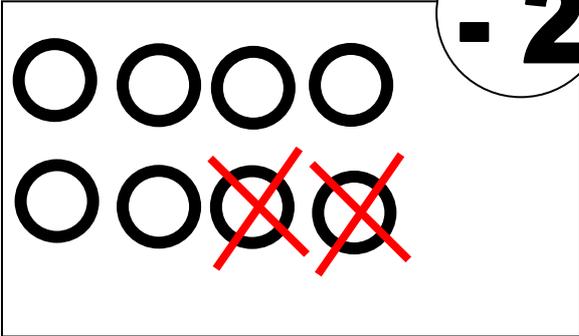
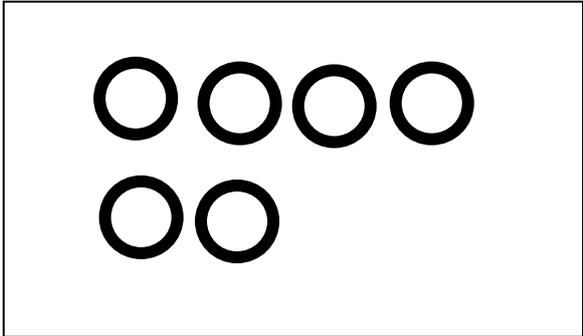
$$\begin{array}{r}
 \boxed{5} \quad \bullet \quad \bullet \\
 \quad \quad \bullet \quad \bullet \\
 - \boxed{2} \\
 \hline
 \boxed{\phantom{00}}
 \end{array}$$

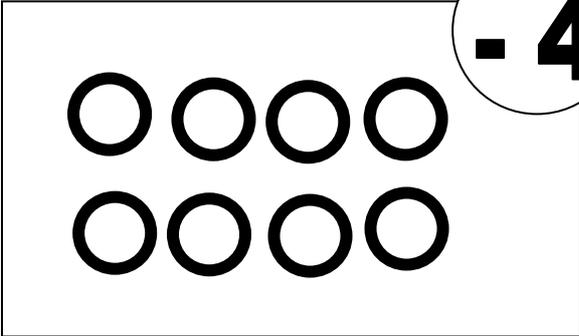
$$\begin{array}{r}
 \boxed{7} \quad \bullet \quad \bullet \quad \bullet \\
 \quad \quad \bullet \quad \bullet \\
 - \boxed{5} \\
 \hline
 \boxed{\phantom{00}}
 \end{array}$$

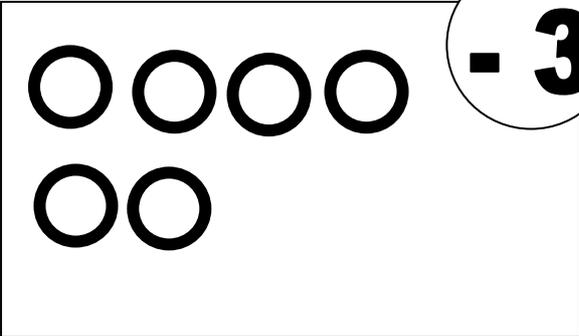
$$\begin{array}{r}
 \boxed{6} \quad \bullet \quad \bullet \\
 \quad \quad \bullet \quad \bullet \\
 \quad \quad \bullet \quad \bullet \\
 - \boxed{4} \\
 \hline
 \boxed{\phantom{00}}
 \end{array}$$

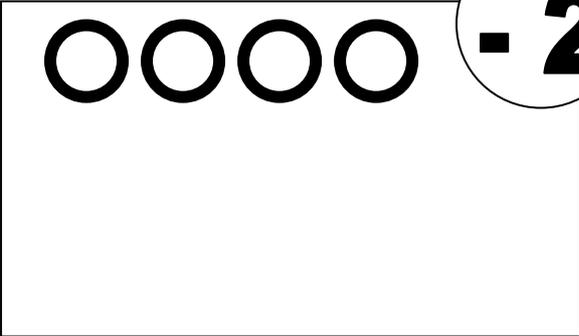
$$\begin{array}{r}
 \boxed{4} \quad \bullet \quad \bullet \\
 \quad \quad \bullet \quad \bullet \\
 - \boxed{1} \\
 \hline
 \boxed{\phantom{00}}
 \end{array}$$

Restar y dibuja

	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <span style="font-size: 2em; font-weight: bold;">- 2</span> </div> <span style="font-size: 2em; font-weight: bold;">=</span>	
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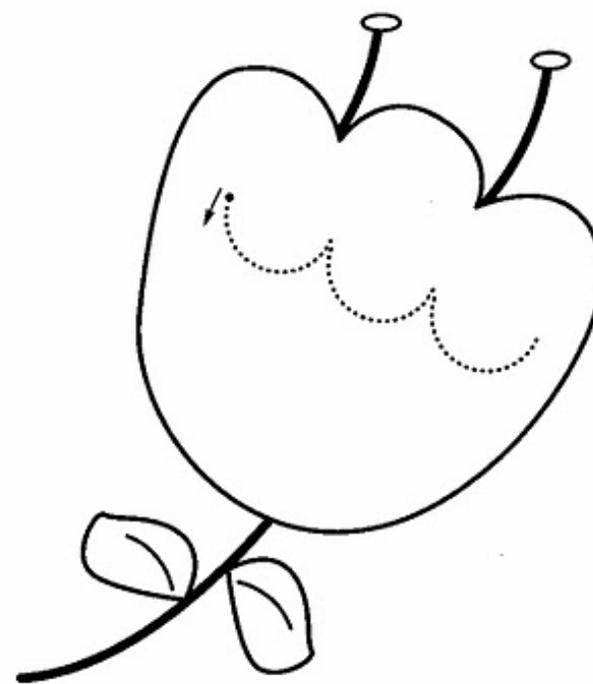
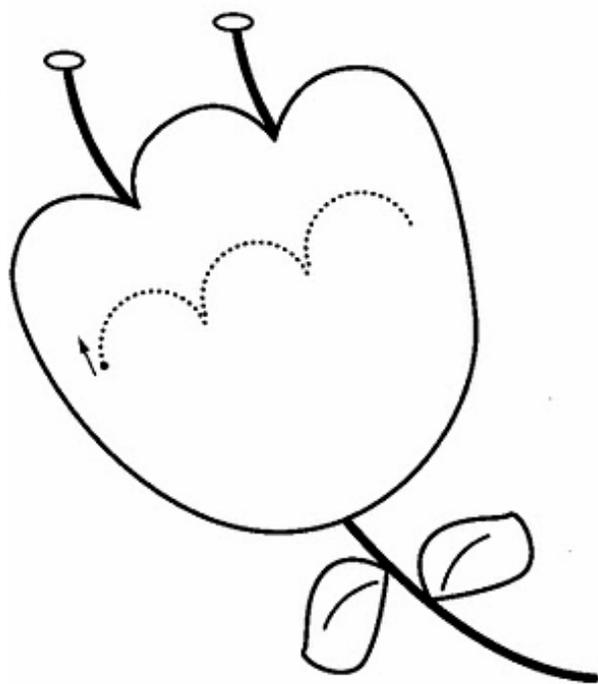
	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <span style="font-size: 2em; font-weight: bold;">- 4</span> </div> <span style="font-size: 2em; font-weight: bold;">=</span>	
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	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <span style="font-size: 2em; font-weight: bold;">- 3</span> </div> <span style="font-size: 2em; font-weight: bold;">=</span>	
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	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <span style="font-size: 2em; font-weight: bold;">- 2</span> </div> <span style="font-size: 2em; font-weight: bold;">=</span>	
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Repasar



Repasar los trazos curvos.



Repasar





Rodea el número que es mayor (más grande)

1	7	3
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0	5	1
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21	10	8
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19	15	10
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7	2	12
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3	7	9
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# Repasar

Handwriting practice area containing eight rows of dashed lines. Each row consists of two horizontal lines of connected semi-circles, one above the other, for tracing.

