**BeCALM:**

**Conceptos de división**

Plan de estudios inicial para adultos que aprenden matemáticas: Paquete listo para enseñanza a distancia para GLE 2–4

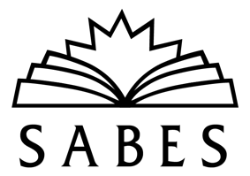
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AAAP8AAAD/AAAA/wAAAP8AAAD9AAAAWAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAsAAADVAAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAIEAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAACxAAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAACWAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAABpAAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAB/AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAGgAAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAANEAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAACTAAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAOMAAAAgAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAhQAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAADzAAAAOQAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAB0AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAsQAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAAlgAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAGAAAAOYAAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA+gAAAFgAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAABoAAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAADTAAAABwAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAEwAAANUAAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAArQAAAAQAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAACwAAAD1AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAANIAAAAWAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAwAAAIUAAADhAAAAPgAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAALEAAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAJYAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAACHAAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAADyAAAATwAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAaAAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA0wAAAAcAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAABGAAAA+gAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAABmAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAArAAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAA/wAAAP8AAAD/AAAAtQAAAAwAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA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D/AAAAQQAAAAAAAAAAAAAAAAAAAAAAAACpAAAA/wAAANkAAAAOAAAAAAAAAIMAAAD/AAAA9AAAADUAAAAZAAAA6gAAAPMAAAApAAAAAAAAAAAAAAAAAAAAAAAAAGAAAAD/AAAA0gAAAAoAAAAAAAAAdAAAAP8AAACgAAAAAAAAAAAAAAAAAAAAAAAAADIAAAD/AAAAlQAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAE4AAAD/AAAA5QAAAB4AAAAAAAAAAAAAAAAAAAAGAAAAhwAAAHAAAAAAAAAAAAAAAJ8AAAD/AAAAtgAAAAAAAAAAAAAAAAAAAAAAAAB2AAAA/wAAAP8AAABtAAAAAAAAAAAAAAAAAAAApAAAAP8AAACnAAAAAAAAAAAAAAABAAAAtwAAAP8AAAB9AAAAAAAAAAAAAAAAAAAAAAAAAAAAAABFAAAA/wAAAOcAAAATAAAAAAAAAAAAAAAwAAAA/wAAAPAAAAAbAAAAAAAAAAAAAAAAAAAAAAAAADMAAAD+AAAA9wAAACoAAAAAAAAAAAAAAEUAAAD/AAAA9AAAACQAAAAAAAAAAAAAAAAAAAAvAAAA8AAAAP8AAADEAAAACQAAABoAAADvAAAA/AAAADEAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAJYAAAD/AAAAqQAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAYAAAA5gAAAP8AAABVAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA8AAAA+wAAAPsAAAA0AAAAAAAAAAAAAABLAAAA/wAAANsAAAAPAAAAAAAAAAAAAAAAAAAAAAAAADoAAAD/AAAA9QAAACcAAAAAAAAAAAAAAAAAAAAAAAAAywAAAP8AAAB8AAAAAAAAAAAAAAAAAAAAAAAAAK8AAAD/AAAAggAAAAAAAAAAAAAABQAAAMkAAAD/AAAAkAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAEwAAAOcAAAD/AAAAVQAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAH4AAAD/AAAAyAAAAAMAAAAAAAAAAAAAAAAAAAAAAAAAmwAAAP8AAACwAAAAAAAAAAAAAAAAAAAAAAAAAAAAAACGAAAA/wAAAMAAAAAAAAAAAAAAAAAAAAAAAAAAbgAAAP8AAADIAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAwAAAA+wAAAPsAAAAyAAAAAAAAAAAAAAAAAAAAAAAAACMAAADzAAAA/wAAAEEAAAAAAAAAAAAAAAAAAAAAAAAArAAAAP8AAACjAAAAAAAAAAAAAAAHAAAAQgAAADAAAAAAAAAAdwAAAP8AAAC5AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAUAAAA8QAAAP8AAAA/AAAAAAAAAHkAAAD/AAAAxgAAAAkAAAAAAAAAAAAAAAAAAAAdAAAAmgAAAFYAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAkAAAA8wAAAP8AAADSAAAAZQAAADIAAAAOAAAAAAAAAAAAAAAAAAAAAAAAAAkAAADWAAAA/wAAAIoAAAAAAAAAAAAAAAAAAAAAAAAABgAAAE4AAABIAAAAAwAAAAAAAAAAAAAAAAAAAKQAAAD/AAAApwAAAAAAAAAAAAAAFwAAAOcAAAD/AAAAlgAAAEcAAABHAAAARwAAAEcAAABHAAAAdQAAAP8AAAD9AAAAMwAAAAAAAAAAAAAAMAAAAP8AAADuAAAAHQAAAAAAAAAAAAAAAAAAAAAAAAAhAAAA+wAAAPcAAAAqAAAAAAAAAAAAAACEAAAA/wAAANkAAAAJAAAAAAAAAAAAAAAAAAAAAAAAADMAAABZAAAAGgAAAAAAAABRAAAA/wAAAPYAAABiAAAARwAAAEcAAABHAAAARwAAAEcAAACjAAAA/wAAANEAAAAFAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAGAAAAOYAAAD/AAAAVgAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAGQAAAO0AAAD/AAAAYgAAAAAAAAAAAAAASwAAAP8AAADbAAAADwAAAAAAAAAAAAAAAAAAAAAAAAA6AAAA/wAAAPUAAAAnAAAAAAAAAAAAAAAAAAAAAAAAAMsAAAD/AAAAfAAAAAAAAAAAAAAAAAAAAAAAAACvAAAA/wAAAIIAAAAAAAAAAAAAABkAAADrAAAA/wAAAGUAAAAAAAAAAAAAAAAAAAAAAAAAAAAAABUAAADnAAAA/wAAAFUAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAB+AAAA/wAAAMgAAAADAAAAAAAAAAAAAAAAAAAAAAAAAJsAAAD/AAAAsAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAhgAAAP8AAADAAAAAAAAAAAAAAAAAAAAAAAAAAG4AAAD/AAAAyAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAMAAAAPsAAAD7AAAAMgAAAAAAAAAAAAAAAAAAAAAAAAAjAAAA8wAAAP8AAABBAAAAAAAAAAAAAAAAAAAAAAAAAKwAAAD/AAAAogAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAALkAAAD/AAAAvQAAAEYAAABHAAAARwAAAEcAAABHAAAAUAAAAO8AAAD/AAAAaAAAAAAAAABJAAAA/wAAAP8AAAC5AAAAVQAAACoAAAAJAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAHcAAAD7AAAA/wAAAP8AAAD8AAAA4AAAAKAAAAA3AAAAAAAAAAAAAAAWAAAA4wAAAP8AAACJAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAACkAAAA/wAAAKcAAAAAAAAAAAAAACMAAADyAAAA/wAAAPUAAADrAAAA7AAAAOwAAADsAAAA7AAAAOsAAADlAAAA4QAAADIAAAAAAAAAAAAAADAAAAD/AAAA7gAAAB0AAAAAAAAAAAAAAAAAAAAAAAAAIQAAAPsAAAD3AAAAKgAAAAAAAAAAAAAAngAAAP8AAADUAAAACQAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAaAAAAP8AAAD+AAAA7wAAAOwAAADsAAAA7AAAAOwAAADsAAAA6QAAAOYAAADFAAAADgAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAABgAAADmAAAA/wAAAFYAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAsAAADmAAAA/wAAAHMAAAAAAAAAAAAAAEsAAAD/AAAA2wAAAA8AAAAAAAAAAAAAAAAAAAAAAAAAOgAAAP8AAAD1AAAAJwAAAAAAAAAAAAAAAAAAAAAAAADLAAAA/wAAAHwAAAAAAAAAAAAAAAAAAAAAAAAArwAAAP8AAACCAAAAAAAAAAAAAAAlAAAA+wAAAP8AAABkAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAVAAAA5wAAAP8AAABVAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAfgAAAP8AAADIAAAAAwAAAAAAAAAAAAAAAAAAAAAAAACbAAAA/wAAALAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAIYAAAD/AAAAwAAAAAAAAAAAAAAAAAAAAAAAAABuAAAA/wAAAMgAAAAAAAAAAAAAAAAAAAAAAAAAAAAAADAAAAD7AAAA+wAAADIAAAAAAAAAAAAAAAAAAAAAAAAAIwAAAPMAAAD/AAAAQQAAAAAAAAAAAAAAAAAAAAAAAACsAAAA/wAAAKIAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAADSAAAA/wAAAPgAAADsAAAA7AAAAOwAAADsAAAA7AAAAOwAAADmAAAA5gAAAGAAAAAAAAAABQAAAJwAAAD/AAAA/wAAAP8AAAD1AAAA2AAAAJAAAAAoAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA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AZAAAAAAAAAAAAAAAAAAAAAAAAAB0AAAD7AAAA9wAAACYAAAAAAAAAAAAAAA4AAADWAAAA/wAAAMgAAAAWAAAAAAAAAAAAAAAAAAAAAAAAAFYAAAD2AAAAMQAAAAAAAACqAAAA/wAAAOQAAAAtAAAAAAAAAAAAAAAAAAAAAAAAACgAAADkAAAAeQAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAYAAAA5QAAAP8AAACgAAAAAAAAAAAAAAAAAAAAAAAAAAIAAACoAAAA/wAAAMkAAAAHAAAAAAAAAAAAAAAxAAAA/AAAAP4AAABUAAAAAAAAAAAAAAAAAAAAAAAAAHoAAAD/AAAA9AAAAB4AAAAAAAAAAAAAAAAAAAAAAAAAygAAAP8AAAB6AAAAAAAAAAAAAAAAAAAAAAAAAK4AAAD/AAAAgAAAAAAAAAAAAAAAAAAAAHUAAAD/AAAA5wAAACMAAAAAAAAAAAAAAAAAAAAAAAAATQAAAPoAAAD/AAAATQAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAHwAAAD/AAAAxwAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAcgAAAP8AAADpAAAAGgAAAAAAAAAAAAAAAAAAAAMAAAC8AAAA/wAAAL0AAAAAAAAAAAAAAAAAAAAAAAAAbwAAAP8AAADHAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAVAAAA6gAAAP8AAAB3AAAAAAAAAAAAAAAAAAAAAAAAAFcAAAD9AAAA/wAAADgAAAAAAAAAAAAAAAAAAAAAAAAAqwAAAP8AAACgAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAKwAAAPUAAAD/AAAAmAAAAAQAAAAAAAAAAAAAAAAAAAAAAAAAeQAAAO0AAAAcAAAAAAAAAJUAAAD/AAAAQQAAAAAAAAAAAAAAAAAAAAAAAAA8AAAA/wAAANoAAAAJAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAABqAAAA/wAAAOEAAABFAAAAEQAAAAsAAAAkAAAAmQAAAP8AAACnAAAAAwAAAAAAAAACAAAAkwAAAP8AAAD/AAAArwAAAF0AAABFAAAAaQAAAMkAAAD7AAAARgAAAAAAAAAQAAAAJQAAALEAAAD/AAAAtAAAACQAAAARAAAAAAAAAAcAAACoAAAA/wAAAP4AAACfAAAAVAAAAEYAAABtAAAAzQAAAPUAAAA+AAAAAAAAAAUAAAAiAAAATQAAAP8AAADyAAAAPQAAABwAAAABAAAAAQAAAB4AAABAAAAA/QAAAPoAAABIAAAAIAAAAAQAAAAAAAAASAAAAPQAAAD/AAAA1QAAAHMAAABGAAAAVgAAAJ0AAAD/AAAAlgAAAAEAAAAAAAAAJQAAAN8AAAD/AAAA6AAAAIMAAABLAAAATgAAAIcAAADsAAAA0QAAABMAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAGAAAAOkAAADwAAAAwgAAAKQAAAA8AAAAIgAAADsAAAClAAAA/wAAAPYAAABGAAAAAAAAAAAAAAAAAAAACAAAAMcAAAD/AAAA5AAAAFcAAAAlAAAALQAAAIQAAADTAAAA+QAAAPwAAACTAAAATQAAAAIAAAAWAAAAJAAAANMAAAD/AAAAjwAAACMAAAAKAAAAEQAAACQAAAC7AAAA/wAAAJQAAAAkAAAADwAAAAAAAAARAAAAywAAAP8AAADVAAAAVgAAACQAAAAqAAAAdwAAANgAAAD1AAAA/wAAAK8AAABgAAAADwAAAAAAAAAAAAAAAAAAAAAAAAAAAAAADAAAACMAAACRAAAA/wAAANEAAAAmAAAAIgAAAAYAAAAAAAAAAAAAACYAAAD0AAAA/wAAAL0AAABCAAAAIgAAADoAAACmAAAA3wAAAP8AAADlAAAAdgAAADIAAAAAAAAAAAAAAGkAAAD/AAAA0wAAAC8AAAAwAAAAMQAAAAoAAAAAAAAAAQAAAKQAAAD/AAAA8AAAAGsAAAAmAAAAJwAAAHEAAADNAAAA8wAAAP8AAACkAAAAWQAAAAgAAAARAAAAJAAAALgAAAD/AAAAsAAAACMAAAAfAAAAAQAAAAAAAAAAAAAAAAAAAAAAAAB1AAAA/wAAAP8AAAC7AAAAYgAAAEQAAABhAAAAsgAAAP8AAABxAAAAAAAAAAAAAACQAAAA/wAAAMkAAAAyAAAADAAAAA8AAAAuAAAAuQAAAP8AAAB4AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAZwAAAPsAAACfAAAA2AAAAOQAAADhAAAA+wAAAP4AAACoAAAAEwAAAAAAAAAAAAAAAAAAAAUAAAB9AAAA5wAAAP8AAAD/AAAA/wAAAP8AAADaAAAATAAAAAAAAAAAAAAAbQAAAO4AAAD1AAAA+gAAAPUAAADtAAAAcwAAAAAAAAAAAAAACgAAAI4AAADuAAAA/wAAAP8AAAD/AAAA/wAAANMAAABAAAAAAAAAAAAAAAAfAAAA5gAAAO8AAAD6AAAA+QAAAO4AAADAAAAABgAAAAoAAADLAAAA7gAAAPkAAAD5AAAA7gAAANsAAAAaAAAAAAAAAAAAAABGAAAAzAAAAP8AAAD/AAAA/wAAAP8AAAD2AAAAigAAAAcAAAAAAAAAAAAAAAAAAAAqAAAAtgAAAP0AAAD/AAAA/wAAAP8AAAD/AAAArAAAAB4AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAABgAAADlAAAAdQAAABQAAAC8AAAA/gAAAPwAAAD/AAAA/wAAAN0AAABSAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAwAAAA1QAAAP8AAAD/AAAA/wAAAPoAAADAAAAASAAAAP4AAAD5AAAA7QAAAKwAAAAFAAAAkwAAAO0AAAD3AAAA+gAAAPIAAADsAAAARgAAAHEAAADuAAAA9QAAAPoAAADzAAAA7QAAAGcAAAAAAAAAAAAAACIAAAC4AAAA/wAAAP8AAAD+AAAA/wAAAOAAAABYAAAA6QAAAPwAAADzAAAAzAAAACIAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAE8AAADsAAAA8wAAAPoAAAD3AAAA7AAAAOQAAAAoAAAAAAAAAAAAAAAAAAAAZQAAAOsAAAD/AAAA/wAAAPwAAAD3AAAAjgAAAHgAAAD/AAAA9wAAAOYAAAB0AAAAAAAAAAAAAAApAAAA5AAAAP8AAAD/AAAA/QAAAOMAAAAnAAAAAAAAAAAAAAAgAAAAwwAAAP8AAAD/AAAA/wAAAPkAAADSAAAARwAAAOwAAAD8AAAA8gAAAMEAAAAPAAAAdAAAAO0AAAD1AAAA+gAAAPUAAADsAAAA0gAAAAkAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAGkAAADdAAAA/wAAAP8AAAD/AAAA/wAAAOkAAABpAAAAAAAAAAAAAAAAAAAAjQAAAPoAAACfAAAA4wAAAOIAAADmAAAA/wAAAPQAAACLAAAABwAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAABYAAAA4AAAACwAAABcAAABdAAAAeQAAAGYAAAAyAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAABoAAABSAAAAcAAAAG8AAABIAAAADQAAAAAAAAAAAAAAAAAAABoAAAA5AAAANgAAADYAAAA2AAAAOQAAABsAAAAAAAAAAAAAAAAAAAAAAAAAIQAAAFYAAAByAAAAbAAAAEMAAAAIAAAAAAAAAAAAAAAAAAAABwAAADYAAAA4AAAANgAAADYAAAA4AAAALQAAAAEAAAADAAAAMAAAADgAAAA2AAAANgAAADgAAAA0AAAABgAAAAAAAAAAAAAAAAAAAAgAAABBAAAAaAAAAHQAAABaAAAAIwAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA2AAAAYwAAAHUAAABjAAAAMAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAFAAAALgAAAAYAAAAAAAAAAwAAAEAAAABsAAAAcgAAAFIAAAAUAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAABEAAABLAAAAbwAAAHEAAABDAAAAAgAAAAwAAABYAAAAMwAAABEAAAADAAAAAAAAACMAAAA5AAAANgAAADYAAAA3AAAAOQAAABEAAAAbAAAAOQAAADYAAAA2AAAANwAAADkAAAAYAAAAAAAAAAAAAAAAAAAAAgAAADsAAABoAAAAdQAAAFUAAAATAAAABAAAAFgAAAA8AAAAFwAAAAUAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAATAAAAOAAAADcAAAA2AAAANgAAADgAAAA2AAAACgAAAAAAAAAAAAAAAAAAAAAAAAAjAAAAWQAAAHQAAABpAAAAMgAAAAAAAAAsAAAAVAAAACgAAAAMAAAAAQAAAAAAAAAAAAAAAAAAAB0AAABIAAAASgAAAD0AAAAYAAAAAQAAAAAAAAAAAAAAAAAAAAgAAABEAAAAagAAAHQAAABMAAAACQAAAAIAAABWAAAAOgAAABUAAAAEAAAAAAAAABwAAAA5AAAANgAAADYAAAA2AAAAOAAAADIAAAACAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAEwAAAEwAAABtAAAAcQAAAFAAAAAWAAAAAAAAAAAAAAAAAAAAAAAAAB4AAAA3AAAABAAAACYAAABmAAAAeAAAAF4AAAAmAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA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AsUmVmZXJlbmNlIFZpZXdpbmcgQ29uZGl0aW9uIGluIElFQzYxOTY2LTIuMQAAAAAAAAAAAAAALFJlZmVyZW5jZSBWaWV3aW5nIENvbmRpdGlvbiBpbiBJRUM2MTk2Ni0yLjEAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAHZpZXcAAAAAABOk/gAUXy4AEM8UAAPtzAAEEwsAA1yeAAAAAVhZWiAAAAAAAEwJVgBQAAAAVx/nbWVhcwAAAAAAAAABAAAAAAAAAAAAAAAAAAAAAAAAAo8AAAACc2lnIAAAAABDUlQgY3VydgAAAAAAAAQAAAAABQAKAA8AFAAZAB4AIwAoAC0AMgA3ADsAQABFAEoATwBUAFkAXgBjAGgAbQByAHcAfACBAIYAiwCQAJUAmgCfAKQAqQCuALIAtwC8AMEAxgDLANAA1QDbAOAA5QDrAPAA9gD7AQEBBwENARMBGQEfASUBKwEyATgBPgFFAUwBUgFZAWABZwFuAXUBfAGDAYsBkgGaAaEBqQGxAbkBwQHJAdEB2QHhAekB8gH6AgMCDAIUAh0CJgIvAjgCQQJLAlQCXQJnAnECegKEAo4CmAKiAqwCtgLBAssC1QLgAusC9QMAAwsDFgMhAy0DOANDA08DWgNmA3IDfgOKA5YDogOuA7oDxwPTA+AD7AP5BAYEEwQgBC0EOwRIBFUEYwRxBH4EjASaBKgEtgTEBNME4QTwBP4FDQUcBSsFOgVJBVgFZwV3BYYFlgWmBbUFxQXVBeUF9gYGBhYGJwY3BkgGWQZqBnsGjAadBq8GwAbRBuMG9QcHBxkHKwc9B08HYQd0B4YHmQesB78H0gflB/gICwgfCDIIRghaCG4IggiWCKoIvgjSCOcI+wkQCSUJOglPCWQJeQmPCaQJugnPCeUJ+woRCicKPQpUCmoKgQqYCq4KxQrcCvMLCwsiCzkLUQtpC4ALmAuwC8gL4Qv5DBIMKgxDDFwMdQyODKcMwAzZDPMNDQ0mDUANWg10DY4NqQ3DDd4N+A4TDi4OSQ5kDn8Omw62DtIO7g8JDyUPQQ9eD3oPlg+zD88P7BAJECYQQxBhEH4QmxC5ENcQ9RETETERTxFtEYwRqhHJEegSBxImEkUSZBKEEqMSwxLjEwMTIxNDE2MTgxOkE8UT5RQGFCcUSRRqFIsUrRTOFPAVEhU0FVYVeBWbFb0V4BYDFiYWSRZsFo8WshbWFvoXHRdBF2UXiReuF9IX9xgbGEAYZRiKGK8Y1Rj6GSAZRRlrGZEZtxndGgQaKhpRGncanhrFGuwbFBs7G2MbihuyG9ocAhwqHFIcexyjHMwc9R0eHUcdcB2ZHcMd7B4WHkAeah6UHr4e6R8THz4faR+UH78f6iAVIEEgbCCYIMQg8CEcIUghdSGhIc4h+yInIlUigiKvIt0jCiM4I2YjlCPCI/AkHyRNJHwkqyTaJQklOCVoJZclxyX3JicmVyaHJrcm6CcYJ0kneierJ9woDSg/KHEooijUKQYpOClrKZ0p0CoCKjUqaCqbKs8rAis2K2krnSvRLAUsOSxuLKIs1y0MLUEtdi2rLeEuFi5MLoIuty7uLyQvWi+RL8cv/jA1MGwwpDDbMRIxSjGCMbox8jIqMmMymzLUMw0zRjN/M7gz8TQrNGU0njTYNRM1TTWHNcI1/TY3NnI2rjbpNyQ3YDecN9c4FDhQOIw4yDkFOUI5fzm8Ofk6Njp0OrI67zstO2s7qjvoPCc8ZTykPOM9Ij1hPaE94D4gPmA+oD7gPyE/YT+iP+JAI0BkQKZA50EpQWpBrEHuQjBCckK1QvdDOkN9Q8BEA0RHRIpEzkUSRVVFmkXeRiJGZ0arRvBHNUd7R8BIBUhLSJFI10kdSWNJqUnwSjdKfUrESwxLU0uaS+JMKkxyTLpNAk1KTZNN3E4lTm5Ot08AT0lPk0/dUCdQcVC7UQZRUFGbUeZSMVJ8UsdTE1NfU6pT9lRCVI9U21UoVXVVwlYPVlxWqVb3V0RXklfgWC9YfVjLWRpZaVm4WgdaVlqmWvVbRVuVW+VcNVyGXNZdJ114XcleGl5sXr1fD19hX7NgBWBXYKpg/GFPYaJh9WJJYpxi8GNDY5dj62RAZJRk6WU9ZZJl52Y9ZpJm6Gc9Z5Nn6Wg/aJZo7GlDaZpp8WpIap9q92tPa6dr/2xXbK9tCG1gbbluEm5rbsRvHm94b9FwK3CGcOBxOnGVcfByS3KmcwFzXXO4dBR0cHTMdSh1hXXhdj52m3b4d1Z3s3gReG54zHkqeYl553pGeqV7BHtje8J8IXyBfOF9QX2hfgF+Yn7CfyN/hH/lgEeAqIEKgWuBzYIwgpKC9INXg7qEHYSAhOOFR4Wrhg6GcobXhzuHn4gEiGmIzokziZmJ/opkisqLMIuWi/yMY4zKjTGNmI3/jmaOzo82j56QBpBukNaRP5GokhGSepLjk02TtpQglIqU9JVflcmWNJaflwqXdZfgmEyYuJkkmZCZ/JpomtWbQpuvnByciZz3nWSd0p5Anq6fHZ+Ln/qgaaDYoUehtqImopajBqN2o+akVqTHpTilqaYapoum/adup+CoUqjEqTepqaocqo+rAqt1q+msXKzQrUStuK4trqGvFq+LsACwdbDqsWCx1rJLssKzOLOutCW0nLUTtYq2AbZ5tvC3aLfguFm40blKucK6O7q1uy67p7whvJu9Fb2Pvgq+hL7/v3q/9cBwwOzBZ8Hjwl/C28NYw9TEUcTOxUvFyMZGxsPHQce/yD3IvMk6ybnKOMq3yzbLtsw1zLXNNc21zjbOts83z7jQOdC60TzRvtI/0sHTRNPG1EnUy9VO1dHWVdbY11zX4Nhk2OjZbNnx2nba+9uA3AXcit0Q3ZbeHN6i3ynfr+A24L3hROHM4lPi2+Nj4+vkc+T85YTmDeaW5x/nqegy6LzpRunQ6lvq5etw6/vshu0R7ZzuKO6070DvzPBY8OXxcvH/8ozzGfOn9DT0wvVQ9d72bfb794r4Gfio+Tj5x/pX+uf7d/wH/Jj9Kf26/kv+3P9t//8=)A 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Creado con financiación de la división de Servicios de Aprendizaje de Adultos y de la Comunidad del Departamento de Educación Primaria y Secundaria de Massachusetts por SABES Mathematics and Adult Numeracy Curriculum & Instruction PD Center, el cual es gestionado por TERC, Inc.



**GUÍA DEL MAESTRO**

Creado con financiación de la división de Servicios de Aprendizaje para Adultos y la Comunidad del Departamento de Educación Primaria y Secundaria de Massachusetts por el Centro de PD de Matemáticas y Numeración para Adultos del SABES, gestionado por TERC, Inc.

# Nivel del estudiante

El contenido de matemáticas está dirigido a estudiantes de matemáticas de nivel ABE (aproximadamente GLE 2–4). Si bien los estudiantes adultos de este nivel de matemáticas pueden tener cualquier nivel de lectura, los materiales para estudiantes fueron diseñados para ser utilizados por adultos con un nivel de lectura GLE 2 o superior. Para que todo sea accesible, el texto del paquete para el estudiante se ha reducido al mínimo, de modo que pueda utilizarse con estudiantes de un nivel de lectura ABE o con estudiantes principiantes o intermedios de inglés.

**Nota:** Este plan de estudios está diseñado para seguir los Conceptos de Multiplicación BeCALM y se basa en los conceptos y herramientas introducidos en ese plan de estudios.

# Uso en diferentes entornos (presencial, a distancia, penal)

Este plan de estudios se diseñó para su uso presencial, híbrido o en un aula a distancia. En algunos casos, la misma actividad podría utilizarse en cualquiera de los dos formatos. Otras veces, un juego virtual o interactivo sustituye a una actividad presencial que no puede facilitarse en un aula a distancia. Cada actividad está denominada en función de su formato.

**Nota:** Los recursos virtuales suelen funcionar mejor en computadoras, portátiles, tabletas o Chromebooks que en Smartphones, especialmente debido al pequeño tamaño de la pantalla. Hay notas sobre los sitios web específicos utilizados en cada unidad. Estas actividades virtuales también podrían utilizarse en una clase presencial o asignarse como tarea.

A lo largo de esta guía verá los siguientes iconos que denotan el formato o formatos de entrega de la actividad o recurso:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **En persona** | **Shape  Description automatically generated with low confidence** | **A distancia** | Shape  Description automatically generated with low confidence | **No recomendado para smartphones** | Shape  Description automatically generated with low confidence |

Cuando es necesario, se ofrecen sugerencias para adaptar las actividades presenciales para su uso en centros penitenciarios.

Los estudiantes del nivel sugerido (GLE 2–4) a menudo están *desarrollando* las destrezas tratadas en esta unidad, no simplemente repasándolas. La prueba piloto de estos materiales requirió unas 12–16 horas de clase sincrónica para cada unidad. Este tiempo incluyó todos los elementos sincrónicos que se indican más adelante.

# La enseñanza de habilidades que son importantes

Enseñar habilidades que importan (TSTM, por sus siglas en inglés) en la educación de adultos es un proyecto de la Oficina de Educación Profesional, Técnica y de Adultos (OCTAE, por sus siglas en inglés). Visite <https://lincs.ed.gov/state-resources/federal-initiatives/teaching-skills-matter-adult-education> para obtener más información sobre el programa y el conjunto de herramientas.

Parte de TSTM consiste en integrar y contextualizar el desarrollo de habilidades básicas en áreas de contenido pertinentes para los estudiantes adultos. Las cinco áreas de contenido destacadas por TSTM son la preparación de la mano de obra, la alfabetización financiera, la alfabetización sanitaria, la alfabetización digital y la educación cívica. En este plan de estudios, cada unidad contiene una actividad en el contexto de la alfabetización financiera.

Además, estas actividades están diseñadas para desarrollar las habilidades designadas por TSTM como las "habilidades que importan", que incluyen:

* Adaptabilidad y voluntad de aprender
* Comunicación
* Pensamiento crítico
* Habilidades interpersonales
* Sistemas de navegación
* Resolución de problemas
* Procesamiento y análisis de información
* Respeto a las diferencias y la diversidad
* Autoconciencia



Estas actividades aparecen al principio de cada unidad y se indican con este icono.

# Componentes de la instrucción síncrona

## Rutinas

Las rutinas de clase pueden ser herramientas potentes en el aula de matemáticas. Las rutinas brindan una estructura familiar a una actividad que ayuda a los estudiantes a sentirse seguros porque las instrucciones y las expectativas son predecibles. Sin embargo, una buena rutina matemática sigue suponiendo un reto cognitivo y exige siempre algún tipo de resolución de problemas. En esta unidad se incluyen varias rutinas: *Número del día, Dos verdades y una mentira y* *Familias de operaciones con matrices* pueden utilizarse como calentamiento, y en las unidades 1–3 aparecen algunas tareas de *Open Middle* (problemas “abiertos”, en los que pueden usarse diferentes estrategias y cuyo objetivo es explorar esa variedad de estrategias) para la resolución de problemas. Las instrucciones, los materiales y las notas para estas rutinas aparecen en la Guía del maestro de cada unidad.

## Introducción de nuevos conceptos y prácticas

Cada unidad incluye una o dos actividades para introducir los nuevos conceptos de esa unidad. Las instrucciones para facilitarlas se incluyen en los detalles de la unidad. El objetivo es sentar las bases para la comprensión conceptual de los conceptos, en lugar de limitarse a explicar los procedimientos.

Cada unidad incluye también varias actividades de práctica y ampliación, incluidos juegos presenciales o en línea. Estas pueden realizarse en clase o asignarse como deberes, según convenga.

## Vocabulario y aspectos para tener en cuenta

Cada unidad incluye algunas sugerencias sobre palabras de vocabulario útiles y conceptos erróneos comunes o ideas interesantes de los estudiantes que surgieron en la clase piloto.

## Interacción con los estudiantes y habilidades interpersonales

Cuando sea posible, resulta útil permitir que los estudiantes interactúen y trabajen juntos sin la presencia constante del maestro. En un entorno a distancia, esto puede hacerse a menudo utilizando las mini salas (“breakout rooms”) en software de videoconferencia. Siempre que todos los estudiantes tengan a su disposición el material didáctico, pueden trabajar juntos en algunas de las actividades o rutinas, pero el trabajo en grupo a distancia suele requerir más andamiaje que en una clase presencial. Puede ser útil discutir explícitamente las expectativas, la etiqueta y los objetivos antes de dividirse en grupos, y hacer un resumen informativo después para solucionar cualquier problema con el proceso. Dado que las interacciones a distancia suelen ofrecer menos en términos de comunicación no verbal, los estudiantes tendrán que aprender formas de ser más explícitos y expresivos en su comunicación con sus compañeros.

## Apoyo técnico

La instrucción y el apoyo tecnológicos sincrónicos suelen ser necesarios para que los estudiantes tengan éxito en un entorno a distancia. Esto incluye la instrucción sobre cómo navegar y utilizar las funciones del software de videoconferencia (como Zoom o Google Meet), y cómo utilizar cualquier función de cualquier otra aplicación o software utilizado para la comunicación escolar, tareas u otra instrucción asíncrona. La mayoría de los estudiantes se beneficiarán de al menos un poco de instrucción sincrónica con demostraciones cuando empiecen una clase, con revisión frecuente y apoyo según sea necesario. A los estudiantes que tienen dificultades con la tecnología les suele ir mejor la ayuda sincrónica que los videos o documentos, así que incorpore esto a su horario de clase si no están recibiendo esta ayuda en otro lugar.

# Resumen de los materiales

* Unidad 1: La división como reparto equitativo
* Unidad 2: Conexión de la multiplicación y la división
* Unidad 3: ¿Cuántos \_\_\_ hay en \_\_\_?
* Unidad 4: Proyecto de aplicación: Conversión de unidades de medida

Cada unidad del paquete del estudiante incluye materiales para:

* Educación financiera
* Actividades y práctica
* Apoyo lingüístico opcional
* Autoevaluación

Esta unidad también va acompañada de documentos PowerPoint adicionales (se pueden descargar por separado):

* *Número del día*
* *División de dos verdades y una mentira*
* *Matrices para familias de operaciones*
* *Estaciones de medición remotas*

# Antecedentes matemáticos: Conceptos de división

**Nota:** El contenido de Antecedentes matemáticos que figura a continuación ha sido reproducido y adaptado de los libros del maestro y del estudiante de EMPower Plus: Everyday Number Sense, con permiso del autor ([*Adult Numeracy Center de TERC*](https://terc.edu/adultnumeracycenter)).

*BeCALM* seesfuerza por aprovechar al máximo las estrategias que los adultos traen consigo y hace explícitos los conocimientos que tienen sobre los números para que puedan construirse nuevas ideas sobre esta base. Los adultos con un alto nivel numérico utilizan estrategias flexibles, precisas y eficientes para manipular números y cantidades en la resolución de problemas del mundo real.

## La importancia de que los estudiantes aporten su comprensión en el aula

Muchos estudiantes han inventado o recopilado un conjunto de estrategias que eluden los procedimientos (los métodos o algoritmos) que tradicionalmente se enseñan en la escuela y, sin embargo, pueden pensar que ésas no son las formas "reales" o aprobadas por la escuela. La observación de los adultos en el trabajo y en situaciones de consumo pone al descubierto una sorprendente variedad de métodos. Es importante que se anime a los estudiantes a poner en práctica su propio buen sentido matemático en diversas situaciones para gestionar las exigencias matemáticas de la escuela y de la vida cotidiana. Las estrategias y los métodos pueden incluir una mezcla de conteo con los dedos, cálculo mental, estimación, uso de la calculadora y métodos de papel y lápiz. Dichas estrategias pueden favorecer la comprensión de las matemáticas superiores.

## Hacer hincapié en la elaboración de significados y la comprensión conceptual

Los estudiantes que aprenden operaciones solo memorizando los pasos de los procedimientos pueden no ser capaces de encontrar sentido a lo que están haciendo. Cuando se pierde el sentido, es difícil que los estudiantes aprovechen su intuición o apliquen el sentido común a la resolución de problemas, reconozcan patrones, generalicen y establezcan conexiones.

El Consejo Nacional de Investigación National Research Council o NRC) resume la investigación sobre el desarrollo de la competencia matemática de los niños. Su conclusión sobre la enseñanza de los números racionales es que los programas de instrucción que utilizan "**enfoques que se basan en la comprensión intuitiva de los estudiantes** y en el uso de objetos o contextos que ayudan a los estudiantes a dar sentido a las operaciones son **más prometedores que los enfoques basados en normas**" (NRC, 2002).

El trabajo de los estudiantes en la clase de matemáticas debe incluir la conexión de "representaciones y operaciones simbólicas con representaciones físicas o pictóricas, así como la traducción entre diversas representaciones simbólicas" (NRC, 2002).

## Sentido de las operaciones

Muchas personas se enfrentan a problemas matemáticos y no saben qué operación utilizar: suma, resta, multiplicación o división. El sentido de las operaciones incluye la comprensión de las relaciones entre las operaciones y el efecto que una operación tendrá sobre un par de números (Huinker, 2002).

El sentido de las operaciones también incluye comprender los significados y los modelos de las operaciones, las situaciones del mundo real con las que conectan y los símbolos que las representan. Una comprensión limitada de las operaciones con números enteros suele llevar a confusión sobre qué operación utilizar.

## Diferentes modelos para las operaciones

Una misma operación puede ejemplificar, o representar, diferentes tipos de situaciones del mundo real.

Reconocer los tipos de problemas y ponerlos a prueba o ejemplificarlos con diferentes modelos acaba por dar a una persona un abanico más amplio de formas de abordar cualquier problema. Refuerza la competencia estratégica. Consideremos, por ejemplo, este problema: "¿Cuánto cuestan 2½ libras de carne a $3.00/lb?". Algunas personas lo ven en términos de suma ($3.00 + $3.00 + $1.50). Otros lo ven en términos de multiplicación (2.5 × $3.00). La relación entre la multiplicación y la suma repetida es la razón por la que ambos enfoques funcionan.

En este plan de estudios, los estudiantes explorarán dos enfoques de la división: la división como reparto equitativo (llamada división partitiva), y ¿cuántos \_\_\_\_ en \_\_\_\_? (llamada división cuotitiva o de medida). Aunque cualquier división puede resolverse de cualquier manera, comprender estos dos enfoques de la división puede ayudar a los estudiantes a reconocer las diferentes formas en que aparece la división en situaciones del mundo real. Este plan de estudios también pretende crear una comprensión conceptual profunda de las conexiones entre la división y la multiplicación.

Los investigadores sostienen que centrarse en el comportamiento de las operaciones permite a los estudiantes comenzar en el territorio familiar de los números y el cálculo y progresar hacia un verdadero compromiso con la disciplina matemática (Russell, Bastable y Schifter, 2011).

## Fluidez con las operaciones de multiplicación

En la mayoría de las clases, los maestros detectarán una amplia gama de fluidez con las operaciones de suma, resta y multiplicación de un dígito. Algunos estudiantes nunca han aprendido a recitar las tablas automáticamente. Pero los adultos que nunca han memorizado 6 × 7 = 42, o incluso 6 + 7 = 13, compran cosas, ganan dinero y pagan facturas, y al hacerlo, hacen muchas cuentas. No es necesario saberse las tablas de multiplicar para hacer unas matemáticas interesantes, aunque sin duda ayuda. La memorización (recuperación automática de operaciones de la memoria) es una estrategia; sin embargo, para los alumnos que tienen dificultades con la recuperación automática, hay otras estrategias que pueden ser eficaces para ayudarles a aumentar su fluidez, como notar patrones y utilizar datos conocidos para encontrar datos desconocidos.

BeCALM utiliza varios métodos para ayudar a los estudiantes a mejorar su fluidez con las operaciones de multiplicación:

* Práctica incorporada: juegos y actividades de resolución de problemas que requieren mucho cálculo
* Modelos visuales: práctica de operaciones que se emparejan con modelos visuales, como modelos de áreas
* Patrones: observar patrones en las operaciones de multiplicación facilita su retención
* Mejora de las estrategias de reserva: los estudiantes aprenden formas de hallar datos desconocidos a partir de datos conocidos, aprovechando las propiedades de las operaciones

La fluidez con las operaciones de multiplicación está estrechamente relacionada con la fluidez con la división, y este plan de estudios ayudará a los estudiantes a aprender a aprovechar su comprensión de la multiplicación para mejorar su fluidez con la división.

**Nota sobre las discapacidades de aprendizaje matemático:** Algunos estudiantes de las clases de educación de adultos pueden tener discapacidades específicas de aprendizaje matemático que podrían interferir en su capacidad para beneficiarse del descubrimiento de patrones o de la práctica incorporada para mejorar su fluidez con las operaciones de multiplicación de un solo dígito. También es posible que estos estudiantes no dispongan de un número suficiente de operaciones conocidas que puedan utilizar como base para pasar a las nuevas. Estos estudiantes pueden requerir intervenciones específicas y adaptadas que quedan fuera del alcance de este plan de estudios. Si cree que tiene estudiantes que podrían necesitar una intervención más intensiva para mejorar su fluidez con las operaciones básicas, póngase en contacto con el director del Centro de Currículo e Instrucción en Matemáticas y Aritmética para Adultos del SABES en [heidi\_schuler-jones@terc.edu.](mailto:heidi_schuler-jones@terc.edu) Actualmente estamos investigando estrategias que podrían utilizarse con estos estudiantes adultos y es posible que usted pueda ayudarnos en este esfuerzo.

# **Unidad 1: La división como reparto equitativo**

|  |  |
| --- | --- |
| Objetivos de aprendizaje | CCRSAE |
| Puedo dividir una cantidad compartiéndola o repartiéndola en grupos iguales. | MP.4, 3.OA.2–3, 4.NBT.6 (hasta divisores de tres cifras, extensión hasta divisores de cuatro cifras) |
| Puedo leer y escribir correctamente ecuaciones de división. | 3.OA.2–4 |
| Puedo escribir expresiones iguales a un número objetivo (*número del día*). | 5.OA.1–2, a partir de expresiones sencillas |
| Puedo escribir ecuaciones verdaderas con operaciones en ambos lados. (*Dos verdades y una mentira, Escribir ecuaciones*) | 1.OA.7, ampliado a la división |
| Puedo seguir trabajando en un problema difícil aunque no lo entienda de inmediato.  (*Open Middle*) | MP.1 |

**Nota:** Los materiales EMPower Plus que aparecen en la Unidad 1 pueden encontrarse en la Lección 12 *(Deal Me In)* de los libros de *Everyday Number Sense: Mental Math* y *Visual Models*.

# Recursos adicionales para esta unidad

* Archivo descargable: PowerPoint de la hoja *Número del día*
* Archivo descargable: PowerPoint de *División de dos verdades y una mentira*
* Enlace web: *Dare to Share Fairly* (*Atrévete a compartir equitativamente)*  
  <https://www.mathplayground.com/dare-to-share-fairly.html>
* Dinero ficticio (no incluido)
* Enlace web: Dinero ficticio (Estados Unidos)

<https://toytheater.com/play-money-united-states/>

# Antecedentes matemáticos

El texto que figura a continuación ha sido adaptado con permiso de *A Deep Dive into Teaching Division* de Melissa Braaten, © 2023, Adult Numeracy Center at TERC. Artículo completo en https://www.terc.edu/publications/a-deep-dive-into-teaching-division/

## ¿Por qué es difícil la división?

Cuando se trata de las cuatro operaciones básicas, la división suele ser la que los estudiantes encuentran más difícil. Muchos estudiantes de educación de adultos, especialmente en los niveles iniciales de matemáticas, tienen lagunas en su comprensión tanto de cuándo como de cómo dividir. ¿Por qué esta operación parece causar más problemas que el resto? La falta de fluidez en las operaciones básicas de multiplicación puede ser a veces un factor, pero hay más cosas en la división que pueden causar dificultades.

La suma y la multiplicación tienen una propiedad importante que las hace más fáciles e intuitivas para muchas personas que la resta y la división. Cuando sumamos,

**5 + 6 + 7 + 8** = 26

Todos los números que se suman (5, 6, 7 y 8) se llaman **sumandos**. Todos desempeñan el mismo "papel" en el cálculo. Por ello, tenemos mucha flexibilidad a la hora de sumarlos. Podemos reordenar el orden (propiedad conmutativa).

8 + 5 + 7 + 6 = 26

o reagruparlos (Propiedad asociativa)

5 + (6 + 7) + 8 = 26

sin cambiar el resultado.

La multiplicación tiene esta misma característica. Los números que multiplicamos (2, 3 y 4 en el ejemplo siguiente) se llaman **factores**

**2 × 3 × 4** = 24

y son intercambiables cuando se trata de cálculos.

4 × 2 × 3 = 24 (Propiedad conmutativa)

2 × (3 × 4) = 24 (Propiedad asociativa)

La resta y la división son diferentes. Los números utilizados en la división, por ejemplo, se llaman **dividendo** y **divisor**. Tienen nombres diferentes porque desempeñan "papeles" distintos en el cálculo.

Dividendo Divisor Cociente

20 ÷ 5 = 4

Si consideramos la relación de la división con la multiplicación, 5 y 4 también pueden verse como factores, con un producto (resultado) de 20.

5 × 4 = 20

Como los factores son intercambiables, hay flexibilidad en la división

20 ÷ 5 = 4 y 20 ÷ 4 = 5

pero la flexibilidad está entre el divisor y el cociente, no entre el dividendo (20). El dividendo tiene un papel único en la división y no puede intercambiarse sin cambiar el significado del cálculo. Por ejemplo,

20 ÷ 5 = 4 podría ejemplificar una situación en la que $20 se reparten a partes iguales entre 5 personas, mientras que

5 ÷ 20 = .25 significaría que se están repartiendo $5 entre 20 personas, una situación muy diferente con un resultado diferente.

## División partitiva (Compartir o división como reparto equitativo)

Una situación que puede ejemplificarse con la división es el "reparto equitativo", que se conoce como división partitiva (una palabra para maestros, no para estudiantes). En situaciones en las que una cantidad se reparte equitativamente entre un cierto número de grupos, el dividendo puede considerarse como la cantidad que se reparte, y el divisor representa el número de grupos. Por ejemplo,

$20 ÷ 5 = $4

podría ejemplificar una situación en la que $20 se repartieran a partes iguales entre 5 personas. El cociente (resultado) nos dice cuánto acaba en cada grupo (en este caso, $4).



## Dividir por "reparto"

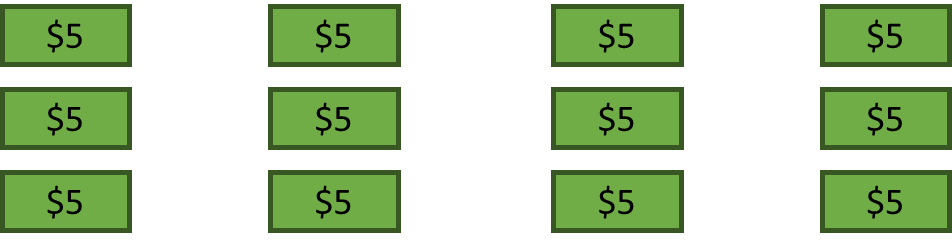
La división partitiva puede ejemplificarse física o visualmente con una situación de "reparto", como repartir cartas o repartir un montón de dinero a los estudiantes por igual hasta que se acabe. Al distribuir la misma cantidad a cada grupo a medida que se reparte el dividendo, podemos asegurarnos de que la distribución es "justa" o equitativa, y esto continúa hasta que se acaba el dividendo. Los estudiantes también deben descubrir que es posible "repartir" el valor en "trozos" iguales. Por ejemplo, podría repartir 3 cartas a la vez a cada jugador en lugar de 1.

Diagram

Description automatically generatedA medida que los estudiantes profundizan en la creación de grupos iguales, pueden empezar a aplicar un método de "reparto" más representativo. Por ejemplo, si quisiera repartir 120 en 3 grupos iguales, podría dar a cada grupo 20, luego 20 otra vez, hasta que se haya distribuido todo el valor.

Las finanzas proporcionan un contexto relevante para explorar y ejemplificar la división partitiva con los estudiantes adultos. Dividir una factura, crear un plan de ahorro, calcular un presupuesto mensual o determinar los pagos mensuales de un préstamo implican todos ellos la división partitiva (a partes iguales). Utilice pequeños dividendos para los estudiantes que aún necesiten practicar con manipulativos físicos, como dinero o fichas, y cantidades mayores para la gente que puede repartir trozos más grandes representando las cantidades en papel.

Un ejemplo más accesible: Un estudiante utiliza dinero ficticio para repartir una cuenta de $60 entre cuatro personas.



Un ejemplo más avanzado: Los estudiantes utilizan papel y lápiz para dividir un préstamo de $1,260 en cuatro pagos mensuales.

Diagram

Description automatically generated

Debido a la naturaleza de reparto de la división partitiva, esto es más eficaz cuando hay un número pequeño de grupos (en otras palabras, cuando el divisor es pequeño). Podría ser una buena estrategia de matemáticas mentales para un problema de división como 270 ÷ **2** porque podríamos dividir 270 y repartirlo en dos grupos.

Sin embargo, pensar en 270 ÷ **12** como si se repartieran en 12 grupos sería ineficaz hacerlo mentalmente o sobre el papel.

## Notación de división

A los estudiantes se les debe enseñar explícitamente y practicar la notación común incluida en la comunicación de la división, incluyendo:

20 ÷ 2

12

52

20

52

20 / 2

Sin embargo, la notación utilizada para la división larga está pensada para los cálculos con papel y lápiz, no para la comunicación. La configuración de la división larga varía de un país a otro y los estudiantes deben utilizar el formato con el que se sientan cómodos. Si entienden lo que están haciendo, no es necesario que utilicen el formato estadounidense, ya que no hay ningún caso fuera de una escuela primaria estadounidense en el que se les pida que se comuniquen con la notación de la división larga.

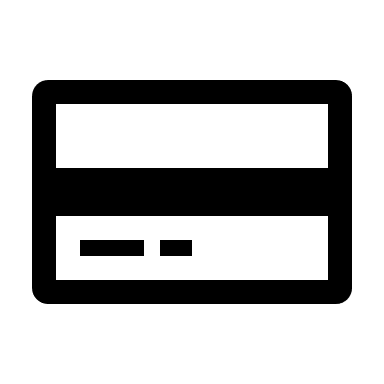
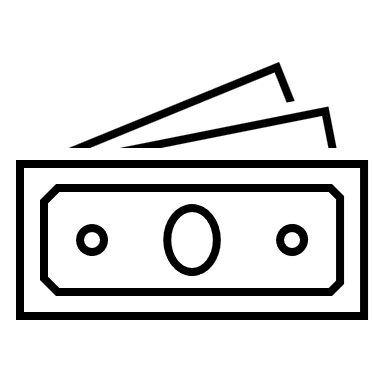
Para más información sobre los algoritmos de división larga en otros países, consulte este recurso de la página web de SABES:

*The Answer is Still the Same* (La respuesta sigue siendo la misma)de Mary Jane Schmitt

<https://sabes.org/content/answer-still-same-it-doesnt-matter-how-you-got-it>

# Actividades y práctica

Alfabetización financiera: Préstamos y deudas  
Habilidades TSTM: Autoconciencia, Respetar las diferencias y la diversidad, Navegar por los sistemas



**Actividad presencial o a distancia**



Requiere el paquete del estudiante, pp. 3–5

1. Explique que las distintas culturas, familias y personas tienen actitudes y costumbres diferentes cuando se trata de pedir dinero prestado. Pida a los estudiantes que rellenen las tres preguntas sobre sus propias costumbres en la pág. 3 y, a continuación, dé a los estudiantes la oportunidad de compartirlos si lo desean. Haga hincapié en que no hay una respuesta "correcta" o "mejor", sino que el objetivo de la educación financiera es que las personas sean conscientes de sus propias creencias, valores y opciones para que puedan tomar decisiones financieras que les ayuden a alcanzar sus objetivos y estén en consonancia con sus valores.
2. Repase los diferentes tipos de préstamos y deudas en las págs. 4–5. Esta es también una oportunidad para ver qué saben ya los estudiantes sobre estos diferentes tipos de préstamos. Si tienen algunos conocimientos previos, pídales que reflexionen sobre lo que consideran ventajas e inconvenientes de estos diferentes tipos de deudas. Los estudiantes también pueden compartir opcionalmente si han tenido experiencias con alguno de estos tipos de préstamos.

**Nota:** Asegúrese de que los estudiantes tengan una comprensión básica del concepto de tipo de interés, en el sentido de que cuanto más alto es el tipo de interés, más alta es la cuota que se paga por pedir dinero prestado. El interés se retoma en la actividad de educación financiera de la Unidad 3.

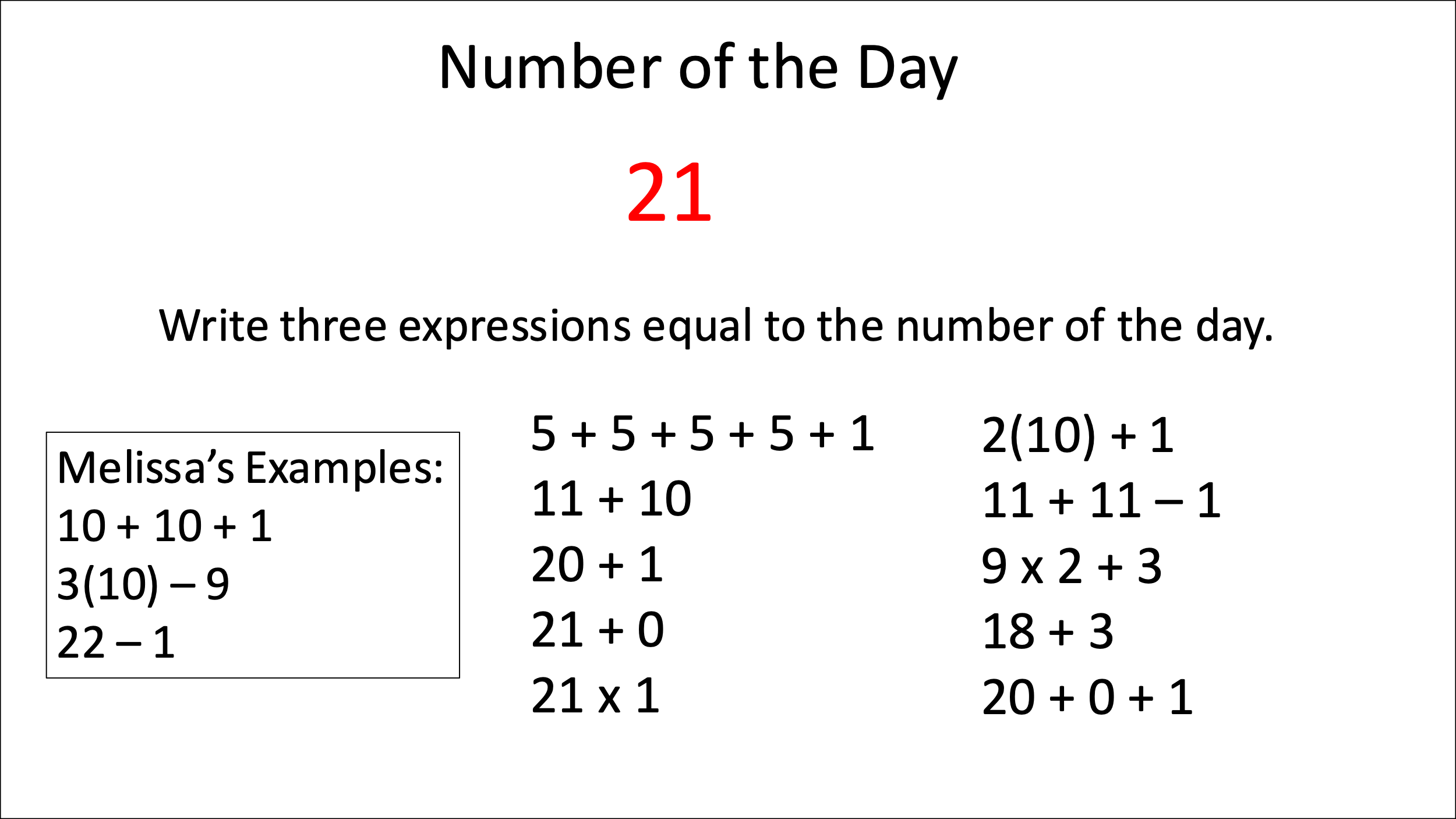
Introducción a la Rutina 1: *Número del día*

**Actividad presencial o a distancia**



Requiere el archivo descargable en PowerPoint de la hoja *Número del día*

**Nota:** Esta rutina también se introdujo en BeCALM Conceptos de Multiplicación.

1. Se trata de una rutina matemática clásica que funciona muy bien en todos los niveles. Elija un número del día (para esta unidad, considere los números que tienen varios conjuntos de factores, como el 12 o el 24.) Escriba el número en la pizarra o en la pantalla. (Hay una plantilla de diapositivas incluida en los materiales de la rutina). Ofrezca tres ejemplos propios. Los estudiantes deben crear al menos tres expresiones propias iguales al número del día.
2. Cuando inicie esta rutina, permita a los estudiantes utilizar cualquier operación y acepte cualquier expresión que sea igual al número, por sencilla que sea. A medida que pase el tiempo, empiece a presionar para que se acepten expresiones que utilicen más de una operación y anime a los estudiantes a incluir la multiplicación y la división. En una clase a distancia, los estudiantes pueden compartir sus respuestas en el chat. En persona, puede utilizar pequeñas pizarras blancas o recoger ejemplos de los estudiantes y ponerlos en la pizarra.
3. Asegúrese de que los estudiantes tengan la oportunidad de ver y hacer preguntas sobre las expresiones escritas por otros estudiantes. (Puede incluir una expresión deliberadamente "incorrecta" que usted haya escrito para asegurarse de que se fijan bien). En la sesión informativa, comente una o dos preguntas de los estudiantes o destaque una o dos características, como las distintas formas de utilizar la notación, las propiedades de las operaciones que surjan o las estrategias para crear expresiones. Sea breve. La fuerza de esta rutina reside en volver a repasarla con frecuencia.

Introducción a la rutina 2: Dos verdades y una mentira



**Actividad presencial o a distancia**

Requiere el archivo descargable en PowerPoint: *División de dos verdades y una mentira*

1. Para esta rutina, se presentan a los estudiantes tres ecuaciones. Dos de esas ecuaciones son verdaderas (las expresiones de ambos lados tienen el mismo valor) y una es falsa. Conceda a los estudiantes un tiempo de espera decente antes de que compartan sus ideas (anímeles a no decir cuál es la mentira hasta que termine el tiempo de espera).
2. A continuación, pida a los voluntarios que expliquen cómo saben que cada ecuación es verdadera o falsa. Haga hincapié en el significado del signo igual (el lado izquierdo y el derecho tienen el mismo valor) rodeando con un círculo y evaluando las expresiones de cada lado.

Las cuatro primeras diapositivas de la PPT *Dos verdades y una mentira* tienen solo ecuaciones. En la Unidad 2, usted introducirá las desigualdades y la notación de desigualdades. Después, utilice las diapositivas 6–14 que incorporan desigualdades. Se trata de una buena rutina de calentamiento para alternar con *Número del día*.

La división como reparto equitativo: Debate de apertura

**Actividad presencial o a distancia**



El siguiente texto ha sido adaptado con permiso de *EMPower Plus Everyday Number Sense* © Adult Numeracy Center at TERC.

1. **En persona:** Entregue a los socios un juego de pequeños manipulativos (o una baraja de cartas, sin los comodines). Pida a los estudiantes que cojan 52 de ellos y formen cuatro montones iguales. Observe las formas en que los estudiantes reparten el total y, a continuación, pregunte por las diferentes estrategias para repartir los 52 objetos.

Los estudiantes podrían decir:

*"Los repartimos uno a uno".*

*"Los repartimos 10 por montón y luego nos sobraron 12, así que pusimos tres más en cada montón".*

*"Los repartimos de dos en dos hasta que se acabaron".*

*"Sabíamos que 4× 10 = 40 y 4× 3= 12, así que 4× 13 = 52"*

**A distancia:** Levante una baraja de cartas. Pregunte a los estudiantes cómo se podrían repartir las cartas equitativamente en cuatro montones. Si los estudiantes solo sugieren repartirlas de una en una, pregunte si hay otras formas de repartirlas equitativamente (de dos en dos, de cinco en cinco, etc.).

1. Resuma preguntando:

*¿Qué número total tenía al principio? ¿Y cuántos montones hizo?*

*¿Cuántos hay en cada montón?*

Conecte el modelo concreto con la notación simbólica y el lenguaje verbal. Pida a los estudiantes que expresen esta división preguntándoles:

*En sus propias palabras, ¿cuál es otra forma de decir: "Toma 52 de algo y haz cuatro montones iguales"?*

Escuche y registre expresiones como éstas:

*"Cincuenta y dos dividido en partes iguales es igual a 13".*

*"Cincuenta y dos dividido por cuatro es igual a 13".*

*"Cuatro dividido entre 52 es 13".*

(Nota*:* Esto es incorrecto, ya que "dividido entre" suele seguir el orden dividendo "dividido entre" divisor, que en este caso se leería "52 dividido entre 4 es 13")

*"Cincuenta y dos compartidos entre cuatro personas son 13".*

*"Cincuenta y dos dividido en cuatro partes iguales es 13".*

1. Continúe preguntando: *¿Cómo podría escribir este problema en notación matemática? ¿Qué aspecto podría tener una ecuación que describiera lo que acabas de hacer?*

Algunos pueden ver esto como una multiplicación, otros como una división. Los estudiantes deben generar diferentes formas para escribir la división, por ejemplo, el signo de división, ÷; ; o la barra de fracción. Indique el problema en cada formato:

* Cincuenta y dos dividido por 4 es igual a 13
* 52 ÷ 4 = 13
* 4 x 13 = 52

13

52

52

52

4

52

4

52

52

52

* = 13

Si los estudiantes han ido a la escuela en otros países, es posible que hayan aprendido a escribir y realizar divisiones largas con el dividendo precediendo al divisor y escribirán el cociente debajo, en lugar de encima, de la casilla.

52

52

4

52

13

52

Compruebe si las formas que tienen los estudiantes de escribir las ecuaciones y las expresiones verbales son todas correctas. Es posible que algunos estudiantes no se den cuenta de que el orden de los números en los problemas de división es importante. Diga y publique:

*¿Es 52 ÷ 4 lo mismo que 4 ÷ 52? ¿Por qué sí o por qué no?*

Compruebe que los estudiantes pueden dar un ejemplo visual que demuestre que las dos expresiones tienen significados diferentes. Si los estudiantes insisten en que son lo mismo o no están seguros, explore el problema utilizando dinero: $52 divididos entre cuatro personas frente a $4 divididos entre 52 personas. Reconozca que en la multiplicación el orden de los números no supone ninguna diferencia (4  13 o 13  4), pero en la división el orden influye en el significado y en la respuesta.

Relacione este concepto con el uso de la calculadora. Pida a los estudiantes que comprueben que 52 ÷ 4 es diferente de 4 ÷ 52.

Salir a cenar

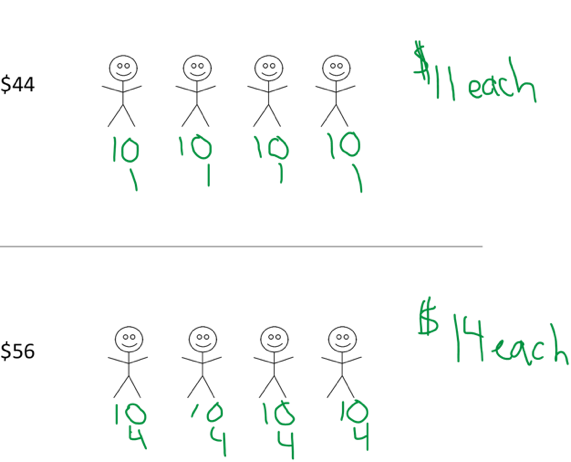
**Actividad presencial o a distancia**



Requiere el paquete del estudiante, pp. 8–9

Requiere billetes ficticios

**Remoto**: Dinero ficticio en línea [https://toytheater.com/play–money–united–states/](https://toytheater.com/play-money-united-states/)



1. Este es un buen momento para ejemplificar diferentes estrategias para repartir el valor. Para empezar, dé a los grupos de estudiantes dinero de juguete por la cantidad que se repartirá entre los cuatro amigos. Anímeles a repartir el dinero entre los cuatro grupos, haciendo el cambio necesario para que puedan repartirlo equitativamente.
2. Anime a los estudiantes que estén listos para empezar a repartir el valor de forma representativa, escribiendo cantidades iguales debajo de cada persona. Vea el ejemplo de la derecha:

Los estudiantes que necesiten más práctica con los manipulativos concretos deberán seguir utilizando el dinero ficticio según sus necesidades.

1. Anime a los estudiantes a escribir cada una de las ecuaciones de la división y repáselas en clase para asegurarse de que están escritas correctamente.

Pagos fáciles (y ampliación)

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, pp. 10–11

1. Dada una cantidad ($360), la tarea consiste en calcular los pagos mensuales para cuatro plazos diferentes: 3, 4, 6 y 12 meses. El organizador gráfico sirve para animar a repartir la cantidad en papel, aunque los grupos que necesiten utilizar el dinero ficticio también pueden hacerlo.
2. Pida a los estudiantes que compartan los métodos que utilizaron. Asegúrese de destacar las distintas formas de repartir la cantidad. Por ejemplo, (mostrar imagen)
3. Pregunte: *¿Qué ocurrió con el pago mensual a medida que aumentaba el número de meses? ¿Por qué?*
4. Hay una página de ampliación con un dividendo de cuatro cifras que puede utilizarse para los estudiantes que necesiten un mayor nivel de dificultad.

Cuatro formas de escribir la división

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, pp. 12–13

Empiece repasando los papeles que desempeñan el dividendo y el divisor en las situaciones de división que están explorando (el dividendo es el total a repartir, el divisor es el número de grupos iguales). Puede decidir si quiere introducir aquí el vocabulario **dividendo** y **divisor** o esperar hasta la Unidad 2, en la que aparecerán formalmente.

Los estudiantes suelen tener dificultades para colocar cada número en el lugar correcto, especialmente con las notaciones con las que están menos familiarizados. Colorear el dividendo y el divisor en las distintas notaciones puede ayudar, especialmente con los ejemplos que utilizan variables de letras.

La notación de la división larga es diferente en los distintos países. Si los estudiantes no están familiarizados con la notación de división larga de EE. UU., no es tan importante que la aprendan. En cambio, todos los estudiantes necesitan saber dónde colocar el dividendo y el divisor en cualquier forma de notación de división larga con la que se sientan cómodos, para poder relacionarla con otras formas de notación.

Que no es lo mismo

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, p. 14

Para practicar más la identificación de expresiones equivalentes entre notaciones.   
  
*Nota: Esta actividad incluye expresiones que utilizan la notación americana de división larga. Esto es útil para los estudiantes que ya utilizan esta forma de notación para sus divisiones largas, pero no es necesario para los demás. Para los estudiantes que estén familiarizados con otra notación de división larga, pídales que escriban la expresión como lo harían en el sistema con el que se sientan cómodos. Lo importante es que los estudiantes comprendan el papel que desempeña cada número (dividendo o divisor) y dónde aparece en la notación.*

Apoyo lingüístico: Diálogo de pagos mensuales

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, p. 15

Haga que los estudiantes lean y rellenen las mensualidades correspondientes. Luego pueden practicar el diálogo con un compañero. Defina los términos **financiación**, **interés cero** y **por según** sea necesario.

Open Middle: Multiplicar múltiplos de diez

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, p. 16

1. Esta tarea de intermedio abierto pide a los estudiantes que introduzcan dígitos en las casillas para obtener un producto lo más cercano posible a 500. No hay restricciones en cuanto a los dígitos y se puede utilizar el mismo dígito más de una vez. Asegúrese de que los estudiantes están familiarizados con la palabra **múltiplo** y pueden explicar por qué un número con un cero en el lugar de las unidades es múltiplo de diez.

A picture containing text

Description automatically generated

1. Si ésta es la primera vez que sus estudiantes se enfrentan a un problema de intermedio abierto, asegúrese de que están familiarizados con la idea de **dígito** (un símbolo, del 0 al 9, cuyo valor depende de su valor posicional) y ejemplifique un ejemplo para que entiendan que tienen que colocar un dígito en cada casilla. En este caso, estarán creando una ecuación que es un número de un dígito multiplicado por un múltiplo de diez, con un producto que es un número de tres dígitos (por ejemplo, 5 × 40 = 200.)
2. Asegúrese de que los estudiantes tengan tiempo para hacer muchos intentos y para compartir y ver también los ejemplos de otros estudiantes. El objetivo de esta actividad es que vean patrones: los múltiplos de diez multiplicados por un número entero siempre tendrán un producto que también es múltiplo de diez (y, por tanto, tiene un cero en el lugar del uno). (Este patrón será de mayor utilidad para el estudiante si se da cuenta y comprende el patrón por sí mismo, en lugar de que simplemente se le diga que añada un cero al multiplicar por diez). Conocer sus operaciones de multiplicación de un solo dígito les ayudará en esta tarea, ya que el producto será el producto de los dos dígitos distintos de cero, multiplicado por diez.

4 × 60 = 4 × 6 × 10 = 24 × 10 = 240

3 × 90 = 3 × 9 × 10 = 27 × 10 = 270

También pueden observar que la inversión de los dígitos distintos de cero no modifica el producto:

6 × 80 = 6 × 8 × 10 = 8 × 6 × 10 = 8 × 60 = 480

1. El producto más cercano a 500 es 7 × 70 = 490.

Juegos en línea

Shape

Description automatically generated with low confidence **Actividad remota**

Actividades complementarias

Atrévase a compartir equitativamente

***Shape

Description automatically generated with medium confidence***<https://www.mathplayground.com/dare-to-share-fairly.html>

**Nota:** No se recomienda en un teléfono debido al pequeño tamaño de la pantalla.

Este juego permite a los estudiantes ejemplificar el reparto de una cantidad para dividirla. Divide el número en grupos según el valor posicional y tiene un método en el que los estudiantes pueden "hacer el cambio" (por ejemplo, dividir un diez en unos). Para los estudiantes a los que les cuesta repartir con grupos estratégicos, éste podría ser un buen manipulativo virtual, especialmente en un aula alejada donde no se pueden utilizar manipulativos físicos como el dinero de juguete.

Prácticas para el examen

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, p. 17

Clave de respuestas:

1. b
2. d

Boleto de salida/Tareas (Evaluación formativa)



**Actividad presencial o a distancia**

Requiere el paquete del estudiante, p. 18

Los estudiantes eligen entre las opciones siguientes. La opción 2 es una ampliación.

* **Opción 1:** Cree un plan de pagos para devolver $120.
* **Opción 2:** Crear un plan de pagos para devolver $450. El pago mensual no puede ser superior a $100.

# Vocabulario y aspectos para tener en cuenta

## Vocabulario

**reparto equitativo, notación**

## Repartir en grupos

Observe cómo los estudiantes reparten el valor en grupos. ¿Necesitan manipulativos físicos, como dinero de juguete, o están preparados para empezar a representar el valor con números en papel? ¿Reparten los valores de uno en uno o pueden utilizar grupos más grandes y amistosos, como los de 5, 10 o 100? Permita a los estudiantes cualquier nivel de andamiaje que necesiten para tener éxito y, a continuación, desafíeles a ir un poco más allá de donde se sienten cómodos. Por ejemplo, si un estudiante está repartiendo dinero de juguete por unidades, ejemplifique para él cómo podría utilizar decenas y unidades y descomponer un número de dos cifras por valor posicional. Para un mayor reto, dé a los estudiantes dividendos más grandes y anímeles a utilizar grupos más grandes, como los de 50 o 100.

## Utilizar correctamente la notación

Compruebe que los estudiantes utilizan correctamente la notación e identifican qué número es el dividendo (total a repartir) y el divisor (número de grupos) en cada situación. Asegúrese de que los estudiantes son conscientes de que la inversión de los números cambia la situación y el resultado (10 ÷ 2 ≠ 2 ÷ 10). Si los estudiantes están utilizando la notación de división larga (de cualquier tipo), asegúrese de que pueden identificar correctamente qué número se está compartiendo y cuál es el número de grupos.

# **Unidad 2: Conectar la multiplicación y la división**

|  |  |
| --- | --- |
| Objetivos de aprendizaje | CCRSAE |
| Puedo utilizar la multiplicación para ayudarme a resolver y comprobar problemas de división. | 3.OA.1–6 |
| Puedo escribir familias de operaciones para factores y productos. | 3.OA.5–6 |
| Puedo utilizar los símbolos < y > para mostrar qué cantidad es mayor o menor. | 2.MBT.4, ampliado a desigualdades que impliquen expresiones numéricas |
| Puedo escribir expresiones iguales a un número objetivo.  (*Número del día*) | 5.OA.1–2, a partir de expresiones sencillas |
| Puedo decidir si una frase matemática es verdadera o falsa.  (*Dos verdades y una mentira*) | 1.OA.7, ampliado a la multiplicación y la división. 2.MBT.4, ampliado a desigualdades que impliquen expresiones numéricas. |
| Puedo seguir trabajando en un problema difícil aunque no lo entienda de inmediato. (*Open Middle*) | MP.1 |

**Nota:** Los materiales EMPower Plus que aparecen en la Unidad 2 pueden encontrarse en la Lección 12 *(Deal Me In)* de los libros de *Everyday Number Sense: Mental Math* y *Visual Models*.

# Recursos adicionales para esta unidad

* Archivo descargable: PowerPoint de la hoja *Número del día*
* Archivo descargable: PowerPoint de *División de dos verdades y una mentira*
* Archivo descargable: PowerPoint de *Matrices para familias de operaciones*
* Página reproducible (final de la Guía del maestro): Tarjetas de matriz
* Enlace: Creador de área de Phet

<https://phet.colorado.edu/sims/html/area-builder/latest/area-builder_en.html>

# Antecedentes matemáticos

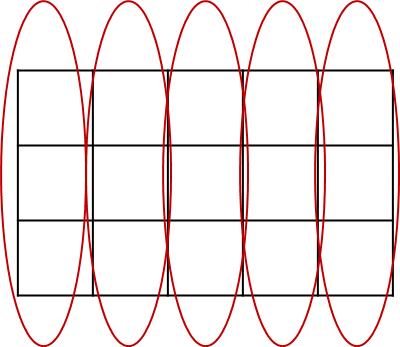
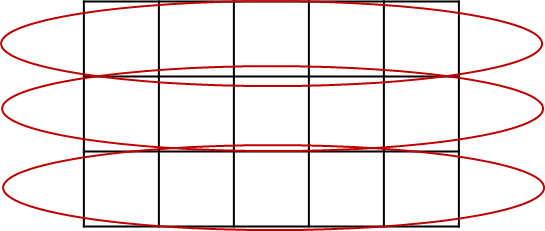
## Operaciones inversas y familias de operaciones

La multiplicación y la división son operaciones inversas. En matemáticas, las operaciones inversas se "deshacen" entre sí, o muestran la misma relación en direcciones opuestas.

Al igual que las matrices se utilizaron en BeCALM Conceptos de Multiplicación para mostrar la propiedad conmutativa de la multiplicación (a × b = b × a), también pueden mostrar operaciones de división relacionadas. Por ejemplo, una matriz de 5 × 3 puede mostrar

5 grupos de 3 o 15 compartidos en 5 grupos 3 grupos de 5 o 15 compartidos en 3 grupos

5 × 3 = 15 15 ÷ 5 = 3 3 × 5 = 15 15 ÷ 3 = 5



Estas cuatro ecuaciones (dos de multiplicación, dos de división) describen la misma relación entre los números 3, 5 y 15, que se muestra en una matriz. Un conjunto de estas ecuaciones relacionadas se denomina familia de operaciones.

Aprender las familias de operaciones y las operaciones inversas da a los estudiantes más flexibilidad a la hora de resolver problemas (pueden, por ejemplo, multiplicar hacia arriba para resolver un problema de división) y también significa que si conocen una operación de multiplicación, pueden averiguar también los otros tres miembros de la familia de operaciones.

## Desigualdades

Una frase matemática puede decir que dos cantidades no son iguales; estas frases se llaman **desigualdades**. Esta unidad presenta a los estudiantes los símbolos mayor que > y menor que <, que se utilizan para crear desigualdades que indican qué lado tiene un valor mayor.

Al igual que con las ecuaciones, los estudiantes pueden estar acostumbrados a las desigualdades con números en uno o ambos lados, como por ejemplo

34 < 52

20 + 1 < 25

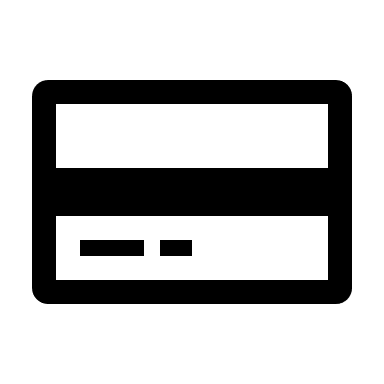
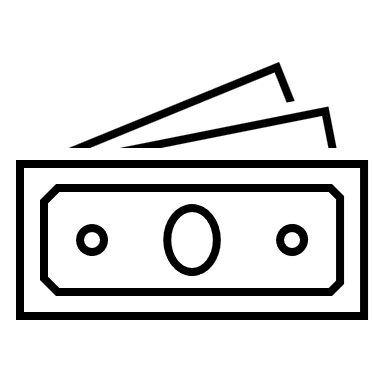
Pero puede que esté menos familiarizado con las desigualdades con expresiones en ambos lados, como por ejemplo

2 × 3 < 20 ÷ 2

Haga hincapié en que lo que se está comparando es el valor de la expresión en cada lado. Normalmente, tendrán que evaluar cada lado para comprobar que la comparación es verdadera.

# Actividades y práctica

Alfabetización Financiera: Resolución De Problemas Y Ahorro  
Habilidades TSTM: Resolución De Problemas, Autoconciencia, Respetar Las Diferencias Y La Diversidad



**Actividad presencial o a distancia**



Requiere el paquete del estudiante, pp. 20–21

1. Se plantea a los estudiantes la siguiente situación:

*Sten está teniendo un mes muy difícil. Le despidieron del trabajo y aún no le han llegado los cheques del paro. La semana pasada se le averió el automóvil y le costará $500 arreglarlo. Tiene $600 en el banco, pero también tiene que pagar el alquiler la semana que viene y comprar alimentos. Sten no está seguro de qué hacer.*

1. Empiece por pedir a los estudiantes que hagan una lluvia de ideas (podría hacerse como pensar-parejas-compartir) sobre las opciones que tiene Sten. Elabore una lista de opciones en grupo.
2. Haga que cada pareja o grupo de estudiantes elija una de las opciones y rellene una lista de pros y contras para esa opción. Asegúrese de que los estudiantes están familiarizados con el funcionamiento de una lista de pros y contras.
3. Reúna de nuevo a los grupos y pídales que compartan los pros y los contras de cada opción.
4. Por último, haga que la clase vote sobre lo que creen que debería hacer Sten.
5. Pida a los estudiantes que rellenen las preguntas de reflexión sobre sus hábitos de ahorro de la pág. 20. Permita a los estudiantes que lo compartan si lo desean.

Rutinas De Calentamiento

**Actividad presencial o a distancia**



Utiliza los archivos descargables en PowerPoint de la hoja *Número del día*, *División de dos verdades y una mentira* y *Matrices para familias de operaciones*

Continúe alternando las rutinas 1 (*Número del día*) y 2 (*Dos verdades y una mentira*) como calentamiento. Una vez introducidas las desigualdades, utilice las diapositivas de Número del día que incluyen desigualdades (diapositivas 6–14). Colocar una matriz y hacer que los estudiantes escriban la familia de operaciones puede utilizarse también como calentamiento alternativo una vez que se hayan introducido las familias de operaciones.

Multiplicación y división con matrices

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, p. 24

Utilice esta página para introducir la idea de una familia de operaciones y para mostrar cómo la misma matriz puede ejemplificar las cuatro ecuaciones. (Véase el ejemplo en la sección Antecedentes matemáticos de la unidad 2, en la página 22*.*)

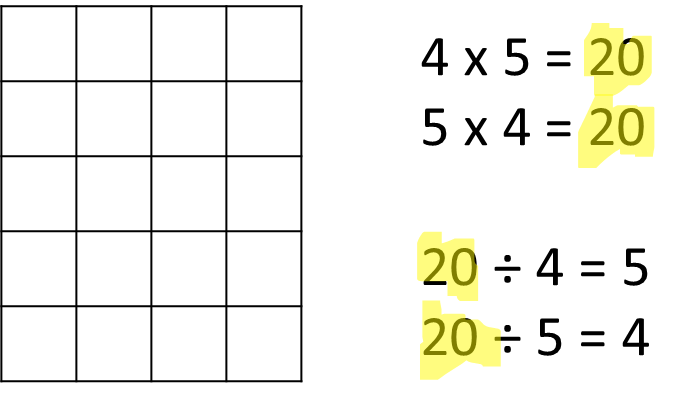
Familias de operaciones

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, pp. 25–26

Requiere el PPT descargable *Matrices para familias de operaciones* o *Tarjetas de matrices* (página reproducible al final de la Guía del maestro, p. 56.

1. Muestre una matriz. Pida a los estudiantes que escriban las ecuaciones de multiplicación y división que vean en la matriz. Repasen juntos el ejemplo, pidiendo a los estudiantes que observen patrones en el lugar en que aparecen los números (por ejemplo, el total/área/producto es la respuesta a las ecuaciones de multiplicación y el primer número/dividendo en las ecuaciones de división).
2. Haga que los estudiantes rellenen más familias de operaciones para diferentes matrices. En persona, puede hacer que los estudiantes elijan tarjetas de matrices para trabajar a partir de ellas, o puede colgar diapositivas de la PPT *Matrices para familias de operaciones* (en persona o a distancia).
3. Se trata de una buena actividad para retomar y repasar en futuras clases. También es una buena tarea de calentamiento o para hacer en casa.

Desigualdades y práctica de las desigualdades

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, pp. 27–28

1. Utilice la hoja de *Desigualdades, p.* 26 para explicar cómo los símbolos de desigualdad muestran qué lado es mayor. Explique que, al igual que las ecuaciones, las desigualdades pueden tener un solo número o una expresión en uno o ambos lados. Pregunte a los estudiantes si ya tienen algún truco para recordar hacia qué lado señala el símbolo (hay muchas mnemotecnias por ahí, como un caimán que se come la cantidad mayor, y una flecha que señala la cantidad menor, etc.).
2. Haga que los estudiantes completen la práctica de desigualdades de la pág. 27 y luego repásela. Asegúrese de que los estudiantes consideran los lados derecho e izquierdo de las desigualdades como lados enteros que hay que evaluar.

Apoyo lingüístico: Hablar de desigualdades

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, p. 29

Utilice esta página para introducir cómo se leen las desigualdades: de izquierda a derecha, con una palabra que describa el primer número/cantidad: mayor/más si la primera cantidad es mayor, menor si es menor. A continuación, utilice los ejemplos de la, p. 27 para practicar.

Dos verdades y una mentira con desigualdades

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, p. 30

1. Esta página presenta la rutina *Dos verdades y una mentira* utilizando desigualdades. A estas alturas, los estudiantes ya deberían estar familiarizados con la rutina, así que explíqueles que para que una desigualdad sea cierta, el símbolo tiene que identificar correctamente qué lado es mayor. Después de que los estudiantes hayan identificado la mentira, pídales que cambien algo para que la desigualdad sea cierta.
2. Una vez hecho esto en clase, comience a incorporar *Dos verdades y una mentira* con desigualdades como calentamiento (PowerPoint de *la división Dos verdades y una mentira*, diapositivas 6–14)

¿Cómo lo ves: multiplicación o división?

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, pp. 31–32

1. Esta inspección está diseñada para enfatizar la relación entre la multiplicación y la división. Algunos solucionadores de problemas piensan en un problema de división replanteándolo como una multiplicación, multiplicando hacia arriba frente a dividiendo hacia abajo. Este enfoque es similar a la idea de contar hacia arriba, por ejemplo, para dar el cambio en una compra de $3.25 pagada con $5.00 un cajero podría contar hacia arriba desde $3.25 hasta llegar a $5.00, devolviendo la cantidad por la que contó hacia arriba. Aunque la resta funciona, a muchos les resulta más fácil sumar. Cuando los adultos reformulan los problemas de división, calculando lo que hay que multiplicar para llegar a la cantidad original, están utilizando el hecho de que la división y la multiplicación son operaciones inversas.

En esta inspección matemática, refuerce la relación entre la multiplicación y la división. Asegúrese de que los estudiantes se dan cuenta de que ambas están estrechamente relacionadas, que son inversas la una de la otra, por lo que cada una tiene el poder de deshacer el efecto de la otra y que encontrar un factor que falta en un problema de multiplicación da el mismo resultado que dividir.

1. Pida a los estudiantes que trabajen primero de forma independiente para que puedan concentrarse realmente en su propio pensamiento mientras trabajan en la solución del problema.
2. Señale una diferencia clave entre la multiplicación y la división: que la propiedad conmutativa se cumple para la multiplicación pero no para la división (3 × 12 =12 × 3 pero 3 ÷ 12≠ 12 ÷ 3).
3. Durante el debate de toda la clase puede utilizar el término inverso. Aproveche la oportunidad para pedir a los estudiantes que nombren otras operaciones inversas que hayan estado utilizando (sumas y restas, cuadrados y raíces cuadradas). Puede dejar una pregunta abierta: pregúntese en voz alta si existe alguna acción en matemáticas que no tenga una operación inversa, una forma de deshacer lo hecho.

Más práctica de problemas de palabras, hacer el viaje y consumo de gasolina

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, pp. 33–35

Estos son más problemas de palabras que hacen uso de la división y la multiplicación partitivas. Anime a los estudiantes a hacer dibujos o diagramas según sea necesario y a escribir ecuaciones.

Planes de ahorro

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, pp. 36–37

1. Esta actividad es similar a la de los planes de pago de la Unidad 1. Comience preguntando a los estudiantes si alguna vez han elaborado un plan de ahorro para alcanzar un objetivo determinado. Pida a los estudiantes que elijan su propio objetivo y, a continuación, que calculen la cantidad que tendrían que ahorrar cada mes si quisieran alcanzar su objetivo en tres, cuatro o cinco meses.
2. Pregunte: *Si quiere alcanzar su objetivo de ahorro más rápidamente, ¿cómo afecta eso a la cantidad que tiene que ahorrar cada mes?*

**Nota**: dado que los estudiantes están eligiendo sus propios objetivos de ahorro, es posible que la cantidad no se divida equitativamente entre 3, 4 y 5. Planifique discutir esto cuando surja, explicando que es común que la división dé resultados que no son números enteros. ¿Cómo quieren tratar este tema en su plan de ahorro? (Redondear al dólar o a los diez dólares más próximos, etc.)

Esos pagos mensuales

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, p. 38

Los estudiantes deben calcular el pago mensual de cada lado y, a continuación, utilizar el símbolo de desigualdad correcto para compararlos.

Planes de telefonía móvil

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, pp. 39–40

1. Explique que cada uno de los planes de telefonía móvil cobra una tarifa mensual regular. Pida a los estudiantes que utilicen la información facilitada para completar cada cuadro. Observe cómo encuentran la información que falta: ¿encuentran primero la tarifa mensual utilizando la división (por ejemplo, $120 por 10 meses dividido entre 10) o repiten proporciones (2 meses por $24, si lo hago tres veces, obtendría 6 meses por $72 ).
2. Repase y recopile diversas estrategias. Destaque cómo se utilizan la multiplicación y la división en las distintas estrategias.

Open Middle: Multiplicación y división por 100

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, p. 41

Shape

Description automatically generatedEste problema de Open Middle es muy abierto e implica tener un producto a la izquierda igual a un cociente a la derecha.

Algunas preguntas para plantear mientras los estudiantes exploran:

* ¿Cómo empezó: con la multiplicación o con la división?
* ¿Qué números son más fáciles de utilizar como divisor? ¿Cuáles son más difíciles?
* ¿Ha realizado algún intento que no se haya dividido para darle un número entero? ¿Por qué ocurre eso?
* ¿Hay algún dígito en su ecuación que pueda cambiar de lugar y que siga siendo cierta la ecuación?

Para mayor desafío, restrinja a los estudiantes a utilizar solo los dígitos del 2 al 9 y una sola vez cada uno.

Hay muchas respuestas posibles. He aquí algunos ejemplos:

**Sin restricciones:**

2 × 3 = 24 ÷ 4

9 × 9 = 81 ÷ 1

4 × 7 = 84 ÷ 3

**Con restricciones de desafío:**

2 × 4 = 56 ÷ 7

6 × 7 = 84 ÷ 2

6 × 4 = 72 ÷ 3

Juegos en línea

Shape

Description automatically generated with low confidence **Actividad remota**

Actividades complementarias

Creador de área de Phet

***Shape

Description automatically generated with medium confidence***<https://phet.colorado.edu/sims/html/area-builder/latest/area-builder_en.html>

**Nota:** No se recomienda en un teléfono debido al pequeño tamaño de la pantalla.

Utilizando el modo "Explorar", puede pedir a los estudiantes que construyan un conjunto rectangular utilizando un número determinado de fichas. Pídales que vean cuántos rectángulos diferentes pueden formar con un determinado total. Discuta cómo la multiplicación y la división pueden verse en los rectángulos que crean.

Prácticas para el examen

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, p. 42

1. c
2. b

Boleto de salida/Tareas

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, p. 43

1. A los estudiantes se les asigna la siguiente tarea:

*Escriba tres desigualdades verdaderas.*

*Incluya la multiplicación y la división en alguna parte de sus desigualdades.*

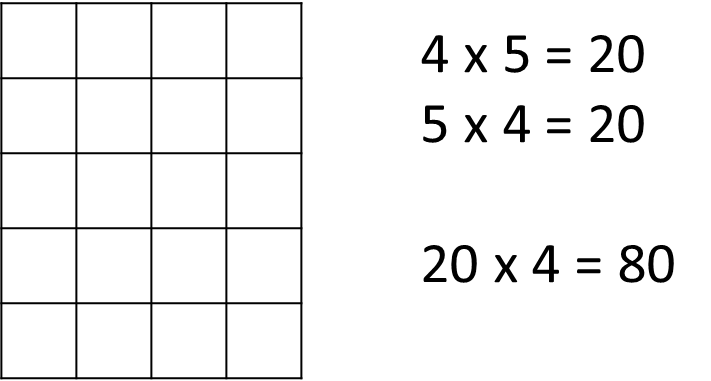
1. Observe si los estudiantes utilizan la notación correcta y si incorporan operaciones en ambos lados de la desigualdad.

# Vocabulario y aspectos para tener en cuenta

## Vocabulario

**familia de operaciones, operaciones inversas, desigualdad, mayor que, menor que**

## Mezclar factores y productos en familias de operaciones

A veces los estudiantes utilizarán el producto de una familia de operaciones como factor y crearán nuevas ecuaciones que no encajan en la familia de operaciones. Haga saber a los estudiantes que han creado una ecuación correcta, pero que no encaja con la matriz ni con las demás ecuaciones de la familia de operaciones. Tienen que crear ecuaciones que solo utilicen los tres números de la familia (dos factores y un producto).

## Pensar que un resto es un error

En esta unidad puede haber ocasiones en las que los estudiantes dividan números y obtengan un resto. Es posible que los vea comprobarlo en una calculadora y desconcertarse ante una respuesta con decimales. Algunos estudiantes piensan automáticamente que han cometido un error cuando esto ocurre. La división es la única de las operaciones básicas que puede dar un resultado decimal mixto a partir de dos números enteros. Algo como 10 ÷ 3 parece tan sencillo y familiar, y 10 y 3 no causan ningún problema cuando los sumamos, restamos o multiplicamos, por lo que puede resultar sorprendente cuando los estudiantes se encuentran de repente ante extraños decimales repetidos que no esperaban. Ejemplifique la idea de resto con objetos concretos o visuales cuando surja y explique que cuando una calculadora produce una respuesta con resto, el resto pasa a formar parte de la respuesta como decimal. Los restos se convertirán en un área de mayor interés en las unidades 3 y 4, pero este plan de estudios se centrará en expresarlos como restos de números enteros, (10 ÷ 3 = 3 R 1) en lugar de como decimal o fracción.

## Desigualdades con expresiones en uno o ambos lados

De forma similar a la forma en que los estudiantes tienen a veces dificultades con el signo igual, algunos estudiantes ven el signo de desigualdad como una comparación con una "respuesta" y no siempre tienen en cuenta toda la expresión a cada lado. Por ejemplo, si se les pide que coloquen un símbolo de desigualdad entre

2 × 4 10 ÷ 2

Puede que consideren que 8 < 10, y luego intenten dividir uno o ambos lados por dos como si se tratara de una orden adicional que hay que llevar a cabo después de haber resuelto la desigualdad. Si esto ocurre, siga insistiendo en que cada expresión constituye un valor. Hacer un círculo alrededor de cada lado puede ayudar a ilustrar por qué el valor de la derecha es 5.

2 × 4 10 ÷ 2

Por lo tanto,

2 × 4 > 10 ÷ 2

En este caso, la desigualdad está comparando los valores 8 y 5, ¡pero ninguno de esos números "aparece" en la desigualdad!

# **Unidad 3: ¿Cuántos \_\_\_\_ hay en \_\_\_\_?**

|  |  |
| --- | --- |
| Objetivos de aprendizaje | CCRSAE |
| Puedo resolver problemas de división utilizando la resta repetida (¿cuántos \_\_\_ hay en \_\_\_?) | MP.4, 3.OA.2–4 |
| Puedo mostrar la división en una recta numérica. | 3.OA.3 |
| Puedo encontrar factores de un número. | 4.OA.4 |
| Puedo estimar la respuesta a un problema de división. | 3.OA.8 (centrado en el redondeo) |
| Puedo escribir expresiones iguales a un número objetivo.  (*Número del día*) | 5.OA.1–2, a partir de expresiones sencillas |
| Puedo decidir si una frase matemática es verdadera o falsa.  (*Dos verdades y una mentira*) | 1.OA.7, ampliada a la multiplicación y la división. 2.MBT.4, ampliado a desigualdades que impliquen expresiones numéricas) |
| Puedo seguir trabajando en un problema difícil aunque no lo entienda de inmediato. (*Open Middle*) | MP.1 |

**Nota:** Los materiales EMPower Plus que aparecen en la unidad 3 pueden encontrarse en la lección 13 *(String it Along)* de los libros de *Everyday Number Sense: Mental Math* y *Visual Models*.

# Recursos adicionales para esta unidad

* Archivo descargable: PowerPoint de la hoja *Número del día*
* Archivo descargable: PowerPoint de *División de dos verdades y una mentira*
* Archivo descargable: PowerPoint de *Matrices para familias de operaciones*
* Página reproducible (Guía del maestro, págs. 55–60): Tarjetas de matriz
* Enlace: Factorizar

<https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Factorize/>

* Recipiente vacío de un cuarto de galón (y de medio galón y galón, si dispone de ellos)
* Vasos vacíos de diferentes tamaños, especialmente de 8 onzas (estándar), 16 onzas (vaso grande para fiestas) y 4 onzas (vaso pequeño para agua)
* Cuenco grande

# Antecedentes matemáticos

El texto que figura a continuación ha sido adaptado con permiso de *A Deep Dive into Teaching Division* de Melissa Braaten © 2023, Centro de Numeración para Adultos del TERC. Artículo completo en https://www.terc.edu/publications/a-deep-dive-into-teaching-division/

## División cuotitiva (¿Cuántos \_\_\_\_ hay en \_\_\_\_?)

Mido 62 pulgadas. Cuando quiero calcular esa altura en pies, no estoy pensando en repartir mis pulgadas en 12 grupos iguales. En cambio, me estoy preguntando cuántos grupos de 12 pulgadas puedo hacer de 62 pulgadas. Este tipo de situación puede ejemplificarse con la división cuotitiva, que puede concebirse como la pregunta *¿Cuántos (o cuántas) \_\_\_\_ hay en \_\_\_\_? (Por ejemplo, "¿Cuántas pulgadas hay en un pie?").*

62 ÷ 12 pregunta ¿cuántos 12 hay en 62?

En este caso, el dividendo sigue siendo la cantidad total, pero el divisor (12) representa el tamaño del grupo que nos interesa. El cociente (5, ¡con un resto de 2 pulgadas!) nos dice cuántos grupos podemos hacer de ese tamaño.

**Sugerencias didácticas para la división cuotitiva:**

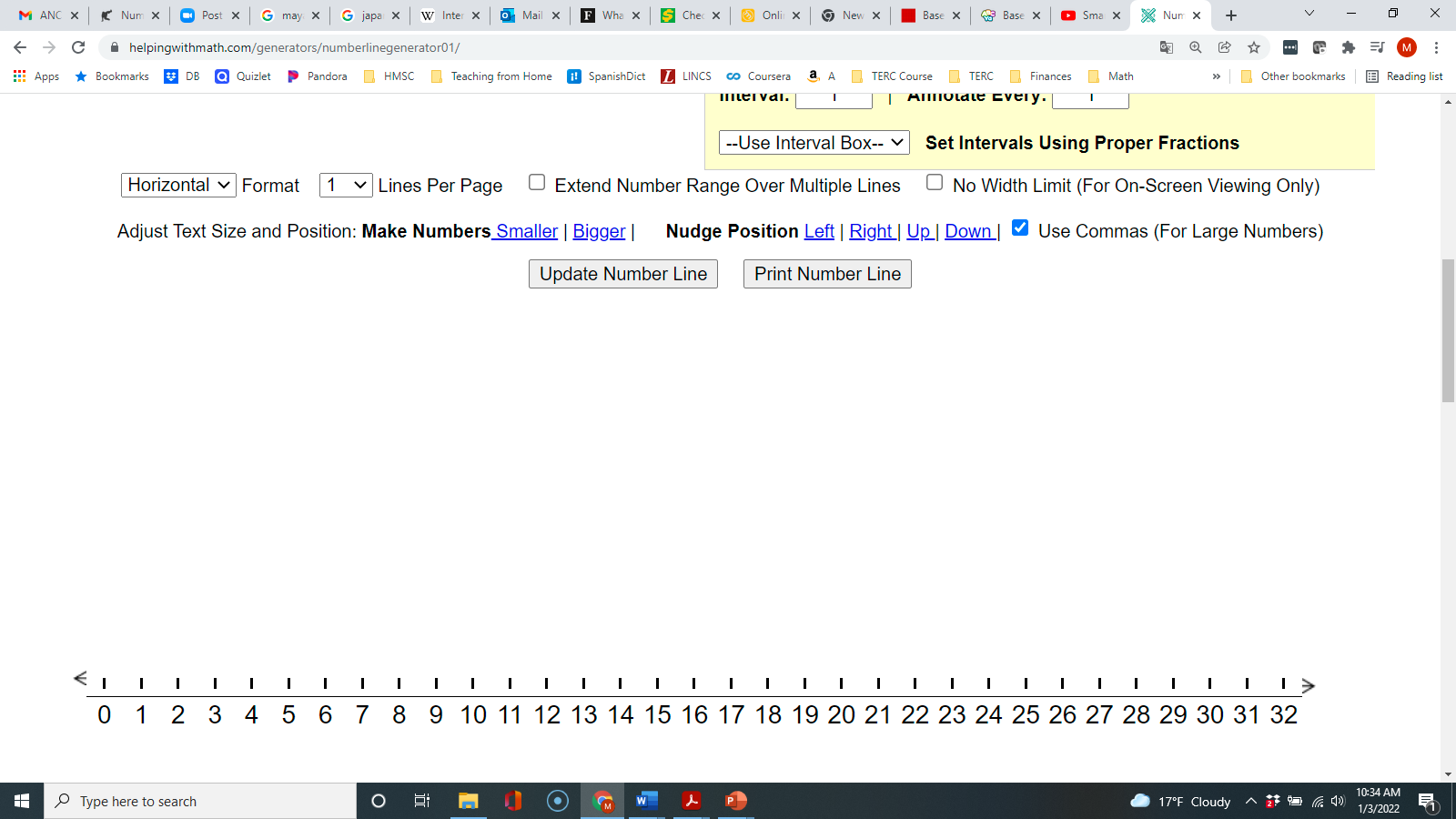
La división cuantitativa se presta a modelos físicos/visuales de sacar y agrupar. Por ejemplo, podemos averiguar cuántos vasos de 8 onzas hay en 32 onzas sacando vasos de 8 onzas hasta que no quede nada. El cociente nos dice que podemos hacerlo cuatro veces. (¿Cuántos 8 hay en 32? Respuesta: 4)

32 ÷ 8 = 4

Matemáticamente, la división cociente también puede ejemplificarse con la sustracción repetida de la misma cantidad:

32 – 8 – 8 – 8 – 8 = 0

Las rectas numéricas también funcionan bien como modelo visual para la división cuotitiva.



Las rectas numéricas también pueden ayudar a demostrar formas flexibles de resolver la división cociente. Podemos llegar al cociente de 4 mediante

1. sabiendo que 4 × 8 = 32
2. restando repetidamente 8 de 32
3. sumando 8 desde 0 hasta llegar a 32

Las medidas son un contexto relevante importante para que los estudiantes adultos apliquen la división cociente. Cuando convertimos unidades más pequeñas, como las pulgadas, en unidades más grandes, como los pies, nos preguntamos cuántos grupos de un determinado tamaño podemos formar (¿Cuántos grupos de 12 pulgadas puedo formar de mis 62 pulgadas?) Esto también se aplica a otras medidas comunes, como segundos/minutos/horas, meses/años, onzas/libras, etc. Otra ventaja de utilizar las medidas como aplicación de la división cociente es que dan sentido fácilmente a los restos (62 pulgadas ÷ 12 = 5 pies, 2 pulgadas)

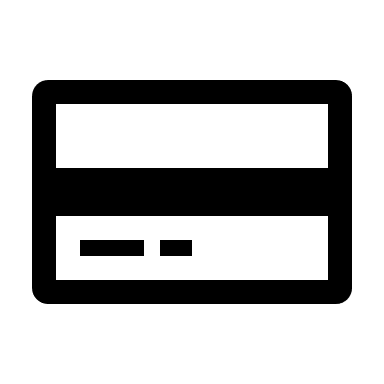
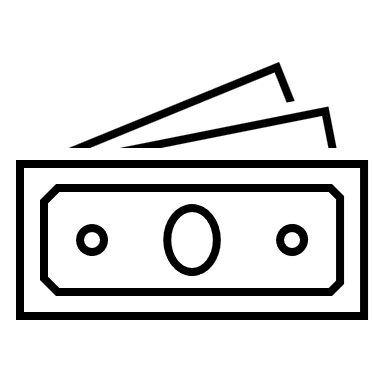
Al calcular mentalmente o sobre papel, la división cociente es una forma eficaz de trabajar con divisores grandes y constituye la base de cómo se enseñó a la mayoría de la gente la división larga. Por ejemplo, es más fácil pensar en 275 ÷ 25 como cuántos 25 hay en 250, en lugar de imaginarse repartiendo en 25 grupos iguales. La división larga es simplemente un método que nos permite restar grupos de 25 y llevar la cuenta de cuántos hemos quitado.

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# Actividades y práctica

Educación financiera: Ahorros y préstamos en el sistema financiero estadounidense  
Habilidad TSTM: Navegar por los sistemas



**Actividad presencial o a distancia**



Requiere el paquete del estudiante, pp. 45–46

1. Esta actividad incluye dos lecturas breves sobre el papel del interés y el crédito en el sistema financiero estadounidense. Después de leer y responder a las preguntas de los estudiantes, pídales que piensen en los pros y los contras de estos aspectos del sistema financiero. Por ejemplo, el interés es un incentivo para que las personas o las instituciones presten dinero, pero también puede hacer que los prestatarios queden atrapados en deudas. El crédito permite a las instituciones prestar dinero a personas que no conocen, pero también puede dificultar el acceso a los servicios financieros a las personas con mal crédito.
2. Si tiene estudiantes de otros países, también podría preguntarles en qué se parece o en qué se diferencia el sistema estadounidense del de su país de origen.

Rutinas de calentamiento

**Actividad presencial o a distancia**



Utiliza los archivos descargables en PowerPoint de la hoja *Número del día*, *División de dos verdades y una mentira* y *Matrices para familias de operaciones*

Continúe alternando las rutinas 1 (*Número del día*), 2 (*Dos verdades y una mentira*) y 3 (*Escribir familias de operaciones a partir de matrices*) como calentamiento.

¿Cuántas tazas hay en un cuarto de galón?

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, pp. 49–52

Otros materiales:

* Recipiente de un cuarto de galón vacío
* Tazas o vasos vacíos de diferentes tamaños, especialmente de 8 onzas (estándar), 16 onzas (vaso grande para fiestas) y 4 onzas (vaso pequeño para agua)
* Cuenco grande
* Agua

**Nota:** Mencione a los estudiantes que la palabra "taza" (o vaso) tiene tanto un significado cotidiano (como los vasos de diferentes tamaños que van a utilizar en esta actividad para recoger agua) como un significado específico de medida (una taza son 8 onzas en unidades consuetudinarias de EE. UU.). En esta actividad, utilizarán la palabra taza en el sentido más cotidiano, ya que utilizarán vasos de diferentes tamaños y que contienen distintas cantidades de agua.

1. Esto funciona mejor como demostración en directo, ya sea realizada en persona o como demostración en un software de videoconferencia. Llene el recipiente de un cuarto de galón con agua. Muéstrelo a la clase y explique que se trata de un cuarto de galón de agua.
2. Levante la taza vacía de 8 onzas. Pida a los estudiantes que adivinen cuántas tazas de este tamaño creen que hay en un cuarto de agua.
3. Después de recoger las adivinanzas, vierta el agua en la taza y, a continuación, vierta la taza en el cuenco. Cuente cuántas veces puede llenar la taza hasta que el cuarto esté vacío (4).
4. Diga a los estudiantes que en el cuarto de galón caben 32 onzas de líquido y que en la taza caben 8 onzas. Pregunte a los estudiantes cómo representarían matemáticamente el vertido. Después de compartir algunas ideas, pídales que se dirijan al Paquete del estudiante, p. 48. Explique que la pregunta, cuántas tazas hay en un cuarto de galón, puede considerarse como una pregunta de división. La división puede utilizarse para preguntar *¿cuántos* *8 hay en un 32*? A veces pensamos en este tipo de división como "sacar" o sustracción repetida. Queremos saber cuántos 8 podemos "sacar" de 32.
5. Pida a los estudiantes que consulten la, p. 49 del paquete del estudiante para relacionar este tipo de división con la notación de la división. Esto es diferente de la forma anterior en que abordaban la división. Antes, el divisor representaba el número de grupos. Aquí, el divisor representa el tamaño de un grupo, y estamos intentando averiguar cuántos grupos caben.
6. Si dispone de vasos del tamaño correcto, repita la demostración con el vaso de 16 onzas y el vaso de 4 onzas. Después de la demostración, pida a los estudiantes que completen las ecuaciones de resta y división repetidas para la situación en el Paquete del estudiante págs. 50–51. Si no hay vasos disponibles, utilice las imágenes de la página y pida a los estudiantes que las completen.

Operaciones en una recta numérica

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, pp. 53–55

1. Explíqueles que este tipo de división, cuántos \_\_\_ hay en \_\_\_, puede representarse en una recta numérica. Muéstreles la recta numérica de la p. 52 del Paquete del estudiante, que corresponde a la situación de las primeras tazas en un cuarto. Explíqueles que esta recta numérica representa ¿cuántos 8 hay en un 32? A partir de la recta numérica, pídales que escriban una ecuación repetida de resta, multiplicación y división que vean en la recta numérica.

Resta repetida: 32 – 8 – 8 – 8 – 8 = 0 (Ver esto como una suma, 8 + 8 + 8 + 8 = 32, también es válido).

Multiplicación: 8 × 4 = 32 (cuatro grupos de 8 hacen 32)

División: 32 ÷ 8 = 4 (¿cuántos 8 hay en un 32? 4)

1. Continúe en las, pp. 53–54, que tienen más ejemplos de rectas numéricas. Pida a los estudiantes que utilicen la recta numérica y escriban las ecuaciones de división correspondientes.

Apoyo lingüístico: Hablar de grupos

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, pp. 56–57

La gramática utilizada para hablar de grupos ("3 grupos de 5") es importante para comprender y describir situaciones con precisión. En esta página encontrará un repaso. En la siguiente actividad, el lenguaje de los grupos es la base para comprender qué tipo de división se describe en un problema de palabras (y para comprender y visualizar plenamente la situación.)

Apoyo lingüístico: ¿Qué tipo de división?

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, pp. 58–59

1. Esta actividad hace que los estudiantes comparen dos problemas de palabras de sonido similar para centrarse en la diferencia que marcan la gramática y las preposiciones a la hora de describir grupos. Haga que los estudiantes lean los problemas de dos palabras y pídales que piensen en qué se parecen y en qué se diferencian.
2. La clase tiene 24 estudiantes. Tienen que formar 8 equipos. ¿Cuántos estudiantes hay en cada equipo? (reparto equitativo)
3. La clase tiene 24 estudiantes. Tienen que formar equipos de 8. ¿Cuántos equipos pueden formar? (¿cuántos 8 hay en 24?)
4. Anime a los estudiantes a hacer dibujos de las dos situaciones. Compruebe si sus dibujos coinciden con una comprensión correcta del problema.
5. La página siguiente destaca las frases relevantes del texto y tiene un dibujo de muestra para cada una de ellas. Cuando los estudiantes trabajen con los problemas de palabras en el resto de la unidad, anímeles a prestar mucha atención al lenguaje de los grupos para que puedan dibujar y comprender correctamente los problemas.

Práctica de problemas de palabras

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, p. 60

Para practicar más la lectura, el dibujo y la resolución de situaciones cuotitivas.

¿Cuántos \_\_\_\_ hay en \_\_\_\_?

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, p. 61–62

Para practicar la búsqueda de cuántos de una medida hay en otra.

Vehículos de alquiler

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, pp. 63–64

Esta situación de división cuotitiva se presta a hacer dibujos. En varias de las situaciones habrá un resto. Discuta el concepto de resto con los estudiantes y pídales que piensen qué harían en esta situación: ¿alquilar otro vehículo para no dejar gente atrás?

La propiedad conmutativa y las cuatro operaciones

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, pp. 65–66

Esta inspección reúne varias de las ideas de la unidad. Los enunciados se centran en generalizaciones relacionadas con la propiedad conmutativa (¿para qué operaciones se aplica?) y con la comprensión conceptual de las operaciones y su relación entre sí. Deje tiempo para que los estudiantes discutan, discrepen e intenten argumentar su punto de vista (¡con ejemplos matemáticos!).

Algunas grandes ideas que pueden surgir y que podrían destacarse:

* La propiedad conmutativa es válida para la multiplicación y la suma, pero no para la división y la resta.
* Restar no solo significa quitar, sino que también se puede utilizar para comparar dos cantidades (¿Cuánto mayor es Joe que Tom?) y para encontrar la parte que falta (Sarah tenía $20 pero ahora tiene $4.32 en el bolsillo. ¿Cuánto se ha gastado?).
* La división puede considerarse una resta repetida aunque las dos no sean operaciones inversas, al igual que la multiplicación puede considerarse una suma repetida aunque las dos no sean operaciones inversas.

Factores

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, pp. 67–68

1. Los estudiantes han conocido la palabra factor en unidades anteriores, pero aquí se utiliza para referirse a los factores de un número concreto: es decir, todos los números enteros que pueden multiplicarse por otros números enteros para obtener un producto determinado (o a la inversa, todos los números que pueden dividir un número sin resto).
2. Llame la atención de los estudiantes sobre la forma en que los factores vienen en parejas y pídales que piensen en formas de comprobar que han encontrado todos los factores (indicarlos en orden puede ayudar a ello).

Open Middle: Número con más factores

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, p. 69

Se trata de una buena actividad de clase, porque los estudiantes pueden compartir sus números y, a continuación, todos pueden intentar encontrar un número con aún más factores. Algunos estudiantes pueden hacerlo simplemente al azar, pero otros pueden ser más estratégicos, utilizando una tabla de multiplicar para buscar productos comunes, o multiplicando juntos factores pequeños.

Algunos números menores que 100 con muchos factores son:

**Ocho factores:**

24→ 1, 2, 3, 4, 6, 8, 12, 24

30→ 1, 2, 3, 5, 6, 10, 15, 30

40→ 1, 2, 4, 5, 8, 10, 20, 40

42→ 1, 2, 3, 6, 7, 14, 21, 42

54→ 1, 2, 3, 6, 9, 18, 27, 54

56→ 1, 2, 3, 6, 11, 22, 33, 66

66→ 1, 2, 3, 6, 11, 22, 33, 66

70→ 1, 2, 5, 7, 10, 14, 35, 70

78→ 1, 2, 3, 6, 13, 26, 39, 78

**Nueve factores:**

36→ 1, 2, 3, 4, 6, 9, 12, 18, 36

**Diez factores:**

48→ 1, 2, 3, 4, 6, 8, 12, 16, 24, 48

80→ 1, 2, 4, 5, 8, 10, 16, 20, 40, 80

**Doce factores:**

60→ 1, 2, 3, 4, 5, 6, 10, 12, 15, 20, 30, 60

72→ 1, 2, 3, 4, 6, 8, 9, 12, 18, 24, 36, 72

84→ 1, 2, 3, 4, 6, 7, 12, 14, 21, 28, 42, 84

90→ 1, 2, 3, 5, 6, 9, 10, 15, 18, 30, 45, 90

96→ 1, 2, 3, 4, 6, 8, 12, 16, 24, 32, 48, 96

¿Aproximadamente cuántas veces más grande?

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, p. 70

1. Para practicar la estimación de cuántas veces es mayor una cantidad que otra. Señale la palabra "sobre" en la tarea y explique que van a hacer estimaciones. Pregunte a los estudiantes qué estrategias podrían utilizar para estimar. (Redondear a números amigables sería una buena estrategia para ellos). Repase el redondeo a la decena más próxima según sea necesario.
2. Como están haciendo estimaciones, no se espera que encuentren una respuesta exacta con un resto.
3. El último problema es una situación cuotitiva, (sobre cuántos 2 hay en 200) pero sería muy ineficiente resolverlo con restas repetidas. Pregunte a los estudiantes cómo lo resolvieron. Podría resolverse eficientemente con un reparto equitativo, (200 repartidos en 2 grupos) aunque la estructura del problema no se ajuste a esa interpretación: la respuesta saldrá igual en cualquiera de los dos casos. Con el tiempo, empuje a los estudiantes a reconocer que pueden elegir un método de división estratégicamente, coincida o no con lo que ocurre en el problema.

*Marcel pesa 197 libras. Su gatito pesa solo 2 libras. Aproximadamente, ¿cuántas veces más pesado que su gatito es Marcel?*

Tamaño de la ración

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, pp. 71–72

Esta es también una actividad sobre la estimación de la respuesta a un problema de división. Repase el redondeo según sea necesario. Si los estudiantes no están familiarizados, repase qué se entiende por tamaño de la ración y dónde puede encontrarse esta información en la etiqueta de un alimento. Asegúrese de que prestan atención a las unidades, que en este caso utiliza gramos (g), una unidad métrica de peso.

Si los estudiantes tienen dificultades para calcular, ejemplifique añadiendo repetidamente el tamaño de la ración y vea cuántas hacen falta para acercarse al peso de la caja.

56 + 56 + 56 + 56 + 56 + 56 + 56 = 392

56 × 8 = 448

Entre 7 y 8 raciones

Juegos en línea

Shape

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Actividades complementarias

Factorizar

***Shape

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**Nota:** No se recomienda en un teléfono debido al pequeño tamaño de la pantalla.

Este juego pide a los estudiantes que creen rectángulos con determinadas áreas y tienen que encontrar todos los rectángulos que coincidan con los factores del número. A medida que arrastren el dedo o el ratón sobre la cuadrícula, ésta resaltará el área y la contará. Cuando el área sea correcta, pueden soltarlo y el rectángulo permanecerá resaltado (si el área es incorrecta, desaparecerá). A continuación, deben escribir los factores en la casilla de la derecha (como 4 × 5). Las orientaciones diferentes (como 4 x 5 y 5 x 4) se tratan como el mismo rectángulo.

Este es un bonito juego para explorar cómo algunos números tienen muchos pares de factores, mientras que otros solo tienen uno (primo). Es más rápido que el juego de Phet, ya que no tienen que mover las fichas de una en una.

Prácticas para el examen

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, pp. 73–74

1. b
2. b
3. c

**Nota:** La información sobre precios que se da al principio no es necesaria para resolver realmente los problemas; en ninguno de ellos se pregunta por el precio. Coméntelo con los estudiantes: no toda la información es pertinente para un problema concreto.

Boleto de salida/Tareas

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, p. 75

Los estudiantes eligen una para resolverla. La opción 2 es una ampliación.

Observe cómo muestran los estudiantes su trabajo (¿multiplicación? ¿restas o sumas repetidas? ¿recta numérica?) y si escriben correctamente una ecuación de división.

# Vocabulario y aspectos para tener en cuenta

## Vocabulario

**recta numérica, resto**

## Flexibilidad en la resolución de problemas

Los estudiantes tienen la oportunidad de utilizar cualquiera de las cuatro operaciones básicas para resolver los problemas de esta unidad. Por ejemplo, los estudiantes podrían resolver cuántos 12 hay en un 36 mediante

**Suma repetida:** 12 + 12 + 12 = 36

**Resta repetida:** 36 – 12 – 12 – 12 = 0

**Multiplicación** (factor que falta): 1 × ? = 36

**División:** 36 ÷ 12 = 3

Los estudiantes con un buen sentido numérico y de las operaciones elegirán una estrategia que sea eficaz para el número con el que están trabajando. Independientemente de cómo realicen sus cálculos, asegúrese de que relacionan lo que están haciendo con el problema ¿Cuántos \_\_\_ hay en \_\_\_? y con la idea de división. Cuando los estudiantes compartan diferentes estrategias con la clase, pregúnteles qué estrategias parecen las más fáciles para el problema concreto. No siempre hay una respuesta correcta, pero intente que piensen en hacer elecciones estratégicas.

Por lo general, si los estudiantes tienen un sentido más débil de los números y las operaciones, o carecen de una base de operaciones básicas sobre la que trabajar, pueden mostrar menos flexibilidad o depender demasiado de la calculadora. Asegúrese de que estos estudiantes estén muy expuestos a imágenes y diagramas y ayúdeles a relacionar lo que ocurre con las distintas operaciones. Puede que por ahora encuentren y se queden con una estrategia que tenga sentido para ellos. Si no comprenden bien la conexión entre la multiplicación y la división, o si su comprensión conceptual de la multiplicación es escasa, probablemente necesiten alguna instrucción adicional en multiplicación antes de que puedan dominar los conceptos de la división.

Si tiene estudiantes de los que sospecha que pueden tener discapacidades específicas en el aprendizaje de las matemáticas que interfieren en su capacidad para desarrollar un repertorio de operaciones básicas, es posible que necesiten intervenciones más específicas y adaptadas. Póngase en contacto con el director del Centro de Currículo e Instrucción en Matemáticas y Aritmética para Adultos del SABES en heidi\_schuler-jones@terc.edu. Actualmente estamos investigando estrategias que podrían utilizarse con estos estudiantes adultos y es posible que usted pueda ayudarnos en este esfuerzo.

# **Unidad 4: Proyecto de aplicación**

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| Objetivos de aprendizaje | CCRSAE |
| Puedo dar sentido a los restos en su contexto. | MP.2, 4.OA.3 |
| Puedo utilizar la división para convertir unidades de medida comunes. | 4.OA.3 |
| Puedo escribir expresiones iguales a un número objetivo.  (Número del día) | 5.OA.1–2, a partir de expresiones sencillas |
| Puedo decidir si una frase matemática es verdadera o falsa.  (Dos verdades y una mentira) | 1.OA.7, ampliada a la multiplicación y la división. 2.MBT.4, ampliado a desigualdades que impliquen expresiones numéricas) |
| Puedo seguir trabajando en un problema difícil aunque no lo entienda de inmediato. (*Open Middle*) | MP.1 |

**Nota:** Los materiales EMPower Plus que aparecen en la unidad 4 pueden encontrarse en la lección 14 *(Haciendo cosas)* de los libros *Everyday Number Sense: Mental Math* y *Visual Model*.

# Recursos adicionales para esta unidad

* Archivo descargable: PowerPoint de *Estaciones de medición* (a distancia)
* Páginas reproducibles (al final de la Guía del maestro): Estaciones de medición 1–4 (en persona)

# Antecedentes matemáticos

## Manejar los restos

La división es la única de las operaciones básicas que puede producir resultados fraccionarios y restos a partir de entradas de números enteros. Las representaciones físicas/visuales y la consideración del contexto son importantes para ayudar a los estudiantes a dar sentido a la idea de resto. Para los estudiantes de nivel inicial, mantenga los restos como números enteros con etiquetas (62 ÷ 12 = 5 resto 2) y deje las representaciones decimales o fraccionarias para más adelante.

Esta unidad utiliza ejemplos de unidades de medida comunes para ayudar a los estudiantes a dar sentido a los restos. En el proyecto de aplicación, los estudiantes convierten unidades de medida pequeñas (pulgadas, minutos, onzas, tazas) en unidades mixtas (pies y pulgadas, horas y minutos, libras y onzas, cuartos de galón y tazas). La conversión de unidades es un ejemplo de medición o división cociente porque estamos preguntando ¿cuántos \_\_\_ hay en \_\_\_?

Por ejemplo, ¿cuántos pies (grupos de 12 pulgadas) hay en 62 pulgadas?

Todos los ejemplos de las estaciones de medida incluyen números que producen un resto. En este caso, el resto permanecerá en unidades pequeñas:

62 pulgadas ÷ 12 = 5 pies, 2 pulgadas

El cociente, 5, es el número de pies (grupos de 12 pulgadas), mientras que el resto, 2, se queda simplemente en pulgadas.

Los estudiantes pueden abordar los cálculos de estos problemas de distintas maneras.

**Resta repetida:** 62 – 12 – 12 – 12 – 12 – 12 = 2

Se trata de restar grupos de 12 hasta que queden menos de 12.

**Suma repetida:** 12 + 12 + 12 + 12 + 12 = 60

60 pulgadas son 5 pies, y luego se necesitan 2 pulgadas más para hacer 62 pulgadas.

**Factor ausente:**

¿Qué multiplicado por 12 se acerca a 62? 5 × 12 = 60. Entonces, 62 – 60 = 2, que es el resto.

**División larga:**

Se trata de un enfoque basado en los factores ausentes dividido en varios pasos.

**Calculadora:**

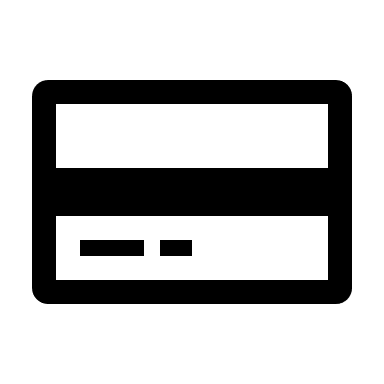
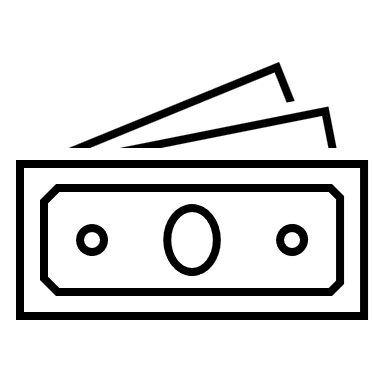
Algunos estudiantes se darán cuenta de que cuando dividen utilizando la calculadora, pueden utilizar la parte del número entero para encontrar el factor que falta.

62 ÷ 12 = 5.166666667

Así, cinco grupos de 12 entran en 62, con algún resto. (5 × 12 = 60, luego 62 – 60 da un resto de 2.)

# Actividades y práctica

## **Educación financiera: autorreflexión**



Habilidades TSTM: Autoconciencia

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, p. 77

Esta breve actividad de educación financiera hace que los estudiantes reflexionen sobre las distintas áreas de su propia vida financiera y establezcan objetivos financieros a corto y medio plazo. Es fácil centrarse en objetivos financieros a largo plazo sin hacer zoom para planificar los pasos que se darán para llegar a ellos. Establecer objetivos más pequeños y a corto plazo puede animar a la gente a planificar pasos que sean más inmediatamente accionables y alcanzables y que puedan hacerles avanzar hacia esos objetivos a más largo plazo.

Semanas y días

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, p. 80

Esto introduce la idea de convertir unidades de medida en un contexto familiar. En el primer problema, 28 días se convierten en 4 semanas sin resto. En el segundo, los estudiantes tienen que resolver cómo describir el número de semanas en 31 días. Este es un buen momento para introducir la palabra resto si aún no ha surgido. En este caso, el resto (los días sobrantes) puede dejarse simplemente en su unidad original: 4 semanas y 3 días.

Proyecto de aplicación: Estaciones de medición

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, pp. 81–88

**A distancia**: utilice el archivo descargable en PowerPoint de *Estaciones de medición*

En este proyecto de aplicación, los estudiantes tienen que utilizar la división de medidas (cuántos \_\_\_ en \_\_\_) y los restos para convertir unidades comunes.

**Estación 1: Pies y pulgadas**

Puesta a punto:

* Página que muestra 12 pulgadas = 1 pie (reproducible al final de la Guía del maestro, p. 47)
* Cintas métricas

Es posible que los estudiantes ya conozcan su estatura en pies y pulgadas. Anímeles a medirse y a empezar con un número de pulgadas. Si miden y convierten correctamente, ¡deberían saber si están en lo cierto! Puede que tenga que explicarles que la envergadura de un brazo es de la punta de un dedo a la punta del otro, con los brazos bien estirados.  
  
**A distancia**: Utilice las mediciones de Marta en el archivo descargable en PowerPoint de *Estaciones de medición*.

**Estación 2: Horas y minutos**

Puesta a punto:

* Página que muestra 60 minutos = 1 hora (reproducible al final de la Guía del maestro, p. 48)
* Diversas carátulas de películas con el título y la duración en minutos (busque la suya propia o utilice el reproducible que encontrará al final de la Guía del maestro, págs. 49–50).

**A distancia**: Utilice los carteles de las películas en la diapositiva del archivo descargable en PowerPoint de *Estaciones de medición*.

**Estación 3: Libras y onzas**

Puesta a punto:

* Página que muestra 16 onzas = 1 libra (reproducible al final de la Guía del maestro, p. 51)
* Fotos de bebés con el peso al nacer en onzas (reúna algunas de su personal o de sus estudiantes, o utilice el reproducible al final de la Guía del maestro, p. 52)

**A distancia**: Utilice los pesos para bebés de la diapositiva del archivo descargable en PowerPoint de *Estaciones de medición*.

**Estación 4: Cuartos y tazas**

Puesta a punto:

* Página que muestra 4 tazas = 1 cuarto de galón (reproducible al final de la Guía del maestro, p. 53)
* Recetas con muchas tazas de caldo de pollo (encuentre el suyo propio o utilice el reproducible al final de la Guía del maestro, p. 54)

Esta estación requiere que los estudiantes piensen en el contexto: si el caldo de pollo solo se vende en cuartos, puede que decidan comprar suficientes cuartos para tener más de lo que necesitan, en lugar de que les falten unas cuantas tazas de caldo.

**A distancia**: Utilice la receta del archivo descargable en PowerPoint de *Estaciones de medición*.

Matemáticas en la medicina

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, p. 89

Para otro contexto en el que pensar detenidamente sobre los restos.

Interpretar los restos

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, p. 90

Para practicar con los restos en diferentes formas.

Remanentes importantes

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, p. 91

Para practicar el emparejamiento de formas razonables de expresar el cociente.

Apoyo lingüístico: Hablar de medidas comunes

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, pp. 92–93

Esta página presenta el vocabulario, las abreviaturas y los símbolos de las unidades americanas de longitud, peso y tiempo de duración.

Ampliación: ¿Cuántos frijoles hay?

**Actividad presencial o a distancia**



Requiere el paquete del estudiante, p. 94

Esta ampliación opcional permite a los estudiantes explorar la divisibilidad y los restos con números de hasta 20. Los estudiantes pueden utilizar la tabla numérica para tachar los números que no funcionen, o pueden experimentar con judías o fichas y ver qué ocurre cuando las colocan en grupos de distintos tamaños. Pida a los estudiantes que compartan sus estrategias y cualquier patrón que observen. Por ejemplo, ¿piensan en los números pares e impares cuando colocan las judías en grupos de 2? ¿Cómo encuentran los números que formarán grupos de 5 sin que sobre ninguno?

# Vocabulario y aspectos para tener en cuenta

## Vocabulario

**unidad**

## Dar sentido a las unidades

Compruebe si los estudiantes dan sentido a las unidades utilizadas en las estaciones de medición. ¿Identifican correctamente qué unidades son mayores (por ejemplo, que las libras son mayores que las onzas) y comprenden que la misma medida utilizará menos cantidad de una unidad mayor (5 pies frente a 60 pulgadas)? ¿Comprenden la unidad mayor como un grupo de unidades menores (1 pie es un grupo de 12 pulgadas) y conectan con la idea de división?

## Decimales y unidades de medida

Muchas de nuestras medidas habituales no se traducen bien en decimales. El sistema numérico decimal se basa en decenas: décimas, centésimas, milésimas, etc. Sin embargo, muchas unidades comunes no se basan en decenas. Un minuto es 1/60 de una hora, no 1/100. Una pulgada es 1/12 de un pie, no 1/10. Esta es la razón por la que una respuesta decimal mixta para el problema de división no siempre se traduce bien en unidades mayores y menores. Por ejemplo, alguien que mide 66 pulgadas mide 5'6" pero al hacer la división en una calculadora (que suele convertir el resto en un decimal) dará 66 ÷ 12 = 5,5. Muchos estudiantes interpretarán incorrectamente esto como 5 pies y 5 pulgadas. 5/10 de pie es la mitad de un pie, o seis pulgadas (6/12). Si los estudiantes tienen conocimientos previos de 1/2 como fracción, puede utilizar esto como ejemplo. (Otro ejemplo común es la mitad de un año, que también son 6/12 meses, en lugar de 5).

**Estación 1: Pies y pulgadas**

**12 in = 1 pie**

**(12 pulgadas = 1 pie)**

**Estación 2: Horas y minutos**

**60 min = 1 h**

**(60 minutos = 1 hora)**

**Carátulas de películas de la Estación 2**



**Invasión de Boston**

**Duración: 133 min**



**Las ruinas**

**Duración: 185 minutos**



**La edad de las sirenas**

**Duración: 102 min**

**Huir de todo**

**Duración: 150 minutos**

**Estación 3: Libras y onzas**

**16 oz = 1 lb**

**(16 onzas = 1 libra)**

Estación 3: Fotos de bebés



129 oz

Asad

Marc

116 oz



Mayo

106 oz



Chase



Alicia

138 onzas

152 oz

**Estación 4: Cuartos y tazas**

**4 C = 1 qt**

**(4 tazas = 1 cuarto de galón)**

**Recetas de la estación 4**

****

**Sopa de pollo picante de Tía Amaya**

Ingredientes:

* 14 taza de caldo de pollo
* 1 libra de zanahorias
* 2 cebollas grandes
* 6 tallos de apio
* 1 taza de brócoli picado
* ½ taza de mantequilla
* 3 libras de muslos de pollo
* Adobo



**Col y cebolla estofadas**

Ingredientes:

* 7 taza de caldo de pollo
* 2 coles verdes grandes
* 2 zanahorias grandes
* 1 cebolla dulce
* 1 salchicha grande curada
* 1 taza de garbanzos enlatados

## **Tarjetas de matrices (1 de 6)**

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## **Tarjetas de matrices (2 de 6)**

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**Tarjetas de matrices (3 de 6)**

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**Tarjetas de matrices (4 de 6)**

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**Tarjetas de matrices (5 de 6)**

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**Tarjetas de matrices (6 de 6)**

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