**BeCALM:**

**Conceptos de multiplicación**

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

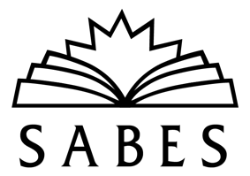
![A close up of a logo

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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.

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

Este plan de estudios fue diseñó para su uso presencial, híbrido o en un aula a distancia. En algunos casos, la misma actividad podría utilizarse en cualesquiera 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 entre 4 y 6 horas de clase sincrónica para cada unidad. Este tiempo incluyó todos los elementos sincrónicos que se indican a continuación.

# La enseñanza de habilidades que son importantes

Enseñar Habilidades Que Importan (TSTM, por sus siglas en inglés) en la educación para 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 relevantes 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 en salud, 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
* Procesar y analizar la información
* Respetar 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 proporcionan 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 que reaparecen al final de cada unidad. Hay notas y descripciones sobre cómo facilitar estas rutinas en los detalles de la unidad. Otras rutinas habituales, como *Número del día* o Charlas matemáticas, también funcionan bien en la enseñanza sincrónica con estudiantes de este nivel, aunque no aparezcan en los materiales para el estudiante.

## Introducción de nuevos conceptos

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.

## Vocabulario y aspectos para tener en cuenta

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

## Interacción con los estudiantes y habilidades interpersonales

Siempre que sea posible, es útil permitir que los estudiantes interactúen y trabajen juntos sin que el maestro esté constantemente presente. Esto puede hacerse a menudo utilizando salas para grupo pequeños (también llamadas salas paralelas o auxiliares) en los programas de videoconferencia. Siempre que todos los estudiantes tengan a su disposición el material para estudiantes, 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 balance 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 verbales 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 suele irles 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: Patrones visuales en la multiplicación
* Unidad 2: Patrones numéricos en la multiplicación
* Unidad 3: Expresiones equivalentes
* Unidad 4: Dividir en partes
* Unidad 5: Proyecto de aplicación: Cumplimentación de una factura

Cada unidad del Paquete del estudiante incluye materiales para:

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

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

* *Imágenes rápidas*
* Plantilla *del número del día*
* *Dos verdades y una mentira*
* *Matriz del día*
* *Imágenes de matrices*

# Antecedentes matemáticos: Conceptos de multiplicación

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

*BeCALM* seesfuerza por aprovechar al máximo las estrategias que los adultos traen consigo y hace explícitos sus conocimientos sobre los números para que las nuevas ideas puedan construirse 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 se han enseñado históricamente en la escuela, aunque pueden pensar que no son las formas aprobadas por la escuela o "reales". Las observaciones de los adultos en el trabajo y en situaciones de consumo descubren una sorprendente variedad de métodos. Es importante que se anime a los estudiantes a poner en práctica su propio 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 recuento con los dedos, matemáticas mentales, estimaciones, uso de la calculadora y métodos de papel y lápiz. Estas estrategias pueden ayudar a comprender las matemáticas superiores.

Hacer hincapié en la elaboración de significados y la comprensión conceptual

Cuando se pierde significado, a los estudiantes les resulta difícil aprovechar su intuición o aplicar el sentido común a la resolución de problemas, reconocer patrones, generalizar y establecer conexiones.

El Consejo Nacional de Investigación 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 reglas**" (NRC, 2002).

El trabajo de los estudiantes en la clase de matemáticas debe implicar 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 se relacionan 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

Los distintos modelos abarcan situaciones diferentes. Los maestros y los estudiantes se familiarizan con los distintos modelos y empiezan a anticipar cómo la multiplicación, la suma, la resta y la división afectan a los números enteros, las fracciones y los decimales.

Reconocer los tipos de problemas y ponerlos a prueba o ejemplificarlos con diferentes modelos acaba por dar a una persona una gama más amplia de formas de abordar cualquier problema. Refuerza la competencia estratégica. Consideremos, por ejemplo, este problema: "¿Cuánto cuestan 2 ½ libras de carne a $3.00 /libra?". 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.

Los investigadores sostienen que centrarse en el comportamiento de las operaciones permite a los estudiantes comenzar en el territorio familiar del número y el cálculo para 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 los hechos de 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 hechos conocidos para determinar hechos desconocidos.

Este plan de estudios 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 implican mucho cálculo
* Modelos visuales: práctica de hechos 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 hechos desconocidos a partir de hechos conocidos, aprovechando las propiedades de las operaciones

**Nota sobre las discapacidades de aprendizaje matemático:** Algunos estudiantes de las clases de educación para 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 los datos básicos, póngase en contacto con la directora de SABES Mathematics and Adult Numeracy Curriculum and Instruction Center en [heidi\_schuler-jones@terc.edu.](mailto:heidi_schuler-jones@terc.edu) Actualmente estamos investigando estrategias que podrían utilizarse con estos alumnos adultos y tal vez usted pueda ayudarnos en esta labor.

**Unidad 1: Patrones visuales en la multiplicación**

|  |  |
| --- | --- |
| Objetivos de aprendizaje | CCRSAE |
| Puedo identificar factores y productos. | 3.OA.1, 4.OA.4 |
| Puedo ver y describir patrones visuales en factores y productos. | 3.OA.1, 3.OA.3, 3.OA.5, 3.OA.7, 3.OA.9, 4.OA.4, 3.MD.7, MP.7 |
| Puedo dividir un patrón en partes más pequeñas.  (*Imágenes rápidas*) | MP.7 |
| Puedo escribir expresiones iguales a un número objetivo. (*Dos verdades y una mentira*) | 5.OA.1–2, a partir de expresiones sencillas |

# Recursos adicionales para esta unidad

* Archivo descargable: PowerPoint de *Imágenes rápidas*
* Archivo descargable: Plantilla PowerPoint de *Dos verdades y una mentira*
* Página reproducible (al final de la Guía del maestro): *Números visuales*
* Página reproducible (al final de la Guía del maestro): *Tarjetas de empuje/apoyo* para *números visuales*
* Páginas reproducibles (al final de la Guía del maestro): *Tarjetas de matriz*
* Enlace web: Phet Area Builder (Constructor de área Phet)

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

* Enlace web: Factorize (Factoriza)

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

# Antecedentes matemáticos

Los números se construyen a partir de otros números. Esta primera lección introduce una serie de conceptos importantes a través de imágenes visuales. Los nombres específicos de los conceptos, como *subitización* o *propiedad conmutativa de la multiplicación*, no son necesarios para los estudiantes de este nivel, sino que sólo se presentan aquí como antecedentes para el maestro.

## Subitizar

A picture containing text

Description automatically generatedLa primera rutina, *Imágenes rápidas*, incita a los estudiantes a descomponer una imagen en partes para poder reproducirla. Dentro del patrón de la imagen rápida, queremos que los estudiantes empiecen a ver patrones más pequeños y componentes. Con pequeñas disposiciones de objetos, nuestro cerebro es capaz de "subitizar", lo que significa ver cuántos hay de una vez, sin tener que contarlos uno a uno. La mayoría de la gente puede subitizar hasta 4, o cantidades mayores si están dispuestas en un patrón familiar, como los 5 puntos dispuestos en una x en un dado. Cuando vemos disposiciones de cantidades mayores, podemos dividir la disposición en partes más pequeñas que se pueden subitizar, como la disposición del 8, abajo, que se podría ver como dos 4, o la disposición del 9, que se podría ver como tres 3.

## Estructura de los números

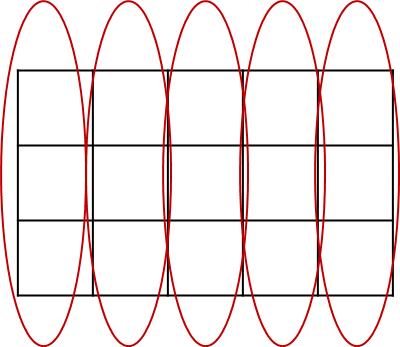
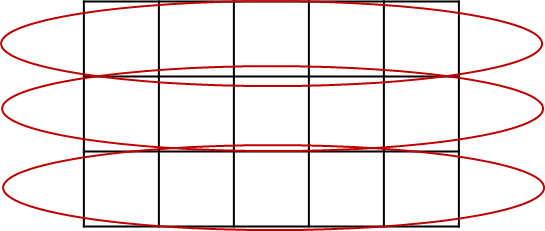
En la actividad *Números visuales* (véase la página 52 de la Guía del maestro), se dan a los estudiantes representaciones visuales de los números del 1 al 35, con cada número dibujado de forma que se muestre dividido en grupos iguales. Los grupos pequeños se representan de formas coherentes, como tres puntos dispuestos en un triángulo o cuatro puntos en un cuadrado, como se ve en las imágenes siguientes. Algunos números tienen una estructura compleja, que puede verse en la disposición de los puntos en un patrón complejo. Se trata de números con muchos factores. Otros son simplemente un círculo (números primos) porque no tienen más factores que uno y el propio número. No hay otras formas de ordenar un número primo en grupos iguales.

## **15 como 5 grupos de 3, 16 como 4 grupos de 4, y 17 es un número primo.**

## Matrices y multiplicación

Esta lección también introduce la idea de utilizar matrices (disposiciones de filas y columnas) para representar la multiplicación. Las matrices son una herramienta potente en matemáticas para explorar la multiplicación y la división a todos los niveles. La disposición permite ver los grupos iguales repetidos. Además, una matriz puede utilizarse para demostrar la propiedad conmutativa de la multiplicación. Puede que no sea intuitivamente obvio que 3 grupos de 5 es lo mismo que 5 grupos de 3 cuando se ven como grupos discretos,

Pero una matriz lo aclara en una sola imagen.



## Una apostilla sobre las operaciones de multiplicación

Los juegos de matrices pueden especialmente proporcionar práctica con las operaciones de multiplicación para desarrollar la fluidez de una forma que también esté conectada con la comprensión visual y conceptual de dichas operaciones. Si los estudiantes necesitan practicar más la fluidez, pueden ser útiles los juegos o actividades que conectan las operaciones con una representación visual de los factores y el producto o que requieren un pensamiento estratégico (aparecerán más en unidades posteriores).  
  
Las tarjetas de matriz de esta unidad (véase el reproducible de las páginas 54–59 al final de la Guía del maestro) estarán señaladas con los factores en una cara y el producto en la otra, funcionando como un sólido conjunto de "tarjetas de memoria" que también representan visualmente el significado del hecho de multiplicación, y pueden utilizarse en una variedad de juegos y actividades destinados a mejorar tanto el recuerdo de los hechos como a impulsar la comprensión conceptual de los factores y los productos, sin desencadenar la ansiedad a menudo asociada con los ejercicios de velocidad.

# Actividades y práctica

Alfabetización financiera: creencias y actitudes sobre el dinero  
Habilidades "TSTM": Autoconciencia, respeto de las diferencias y la diversidad



**Actividad presencial o a distancia**



Requiere el Paquete del estudiante, p. 3

1. Explique que muchas veces, nuestras decisiones y comportamientos en torno al dinero están influidos por creencias y actitudes que tenemos. A veces esas creencias y actitudes proceden de nuestra cultura o de nuestra familia. Puede que hayamos adoptado algunas de ellas en nuestro sistema personal de creencias en torno al dinero y las finanzas, o puede que las hayamos rechazado. Anime a los estudiantes a hacer una lluvia de ideas sobre algunos de los "mensajes" sobre el dinero que escucharon de su cultura y/o de su familia mientras crecían. A continuación, pídales que identifiquen sus propias creencias y actitudes sobre el dinero. Puede ser útil preparar de antemano algunos ejemplos propios para ayudarles a empezar.

Por ejemplo:

Mi familia se esforzaba por asegurarse de que nunca les cobraran nada incorrectamente. Crecí viendo a mi padre pasar mucho tiempo al teléfono intentando conseguir devoluciones por un cargo incorrecto o un producto que no funcionaba. Respeto eso y sigo su ejemplo si hay un gran problema financiero, pero si se trata de una pequeña cantidad de dinero, suelo dejarlo pasar.

Ofrézcales tiempo para compartir, si lo desean, en un pequeño grupo o en toda la clase.

1. **Optativo:** Lleve el debate más allá examinando algunos ejemplos de creencias culturales o familiares sobre el dinero. Pregunte: *¿Cómo le ha ayudado esta creencia? ¿Ha tenido algún reto debido a sus creencias sobre el dinero?* Si sale el tema, esta podría ser una buena forma de proporcionar información sobre los servicios financieros y la cultura en EE. UU., que pueden ser muy diferentes de otros países y chocar con ciertas creencias culturales. Por ejemplo, algunas culturas son muy recelosas a la hora de pedir dinero prestado y contraer deudas. Esto puede dar lugar a buenos hábitos de gasto y ahorro, pero también puede ser delicado en EE. UU. cuando los préstamos se utilizan para crear crédito y realizar compras o inversiones de mayor envergadura (como una casa). Ciertos grupos culturales y religiosos se oponen a la práctica de cobrar intereses por un préstamo, que se considera como aprovecharse del prestatario, y sin embargo pagar intereses por los préstamos es una parte importante del sistema financiero de EE. UU. Asegúrese de que la discusión es respetuosa con las diferentes actitudes y creencias, que a menudo se basan en valores. El objetivo es simplemente explorar la variedad de enfoques sobre el dinero y ayudar a los estudiantes a que reflexionen sobre los suyos propios.

Cosas que vienen en grupo



**Actividad presencial o a distancia**

Requiere el Paquete del estudiante, p. 4

Esta lectura es una adaptación de Investigations Grade 3, Curriculum Unit: "THINGS THAT COME IN GROUPS" © 1998 por Savvas Learning Company LLC, o sus filiales. Utilizado con permiso. Todos los derechos reservados.

Esta breve lectura introduce la idea de trabajar con grupos de igual tamaño en la multiplicación. Pida a los estudiantes que lean y hagan una lluvia de ideas para crear un cuadro de clase con los grupos más habituales con los que se encuentren. Esto también sugerirá algunos de los contextos en los que se puede utilizar la multiplicación.

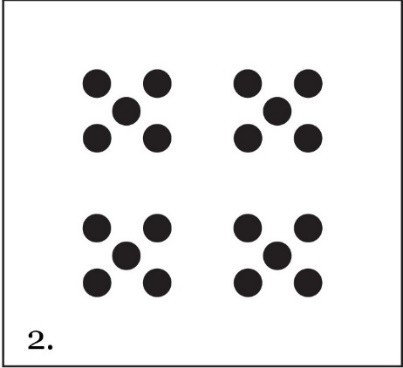
**Algunos ejemplos:**

* Grupos de 5: dedos de la mano, dedos del pie, billetes de $5, días entresemana
* Grupos de 10: dedos de manos y pies, dígitos en el número de teléfono, billetes de $10, años en la década, milímetros en el centímetro, patas de cangrejo, bolos
* Grupos de 100: años en un siglo, céntimos en $1, clips en una caja, hojas en un cuaderno (a veces)
* Grupos de 12: huevos y otros artículos vendidos en docenas, pulgadas en pies
* Grupos de 16: onzas en una libra

|  |  |
| --- | --- |
| Presentamos la Rutina 1: *Imágenes rápidas*  **Actividad presencial o a distancia**  Requiere el archivo descargable PowerPoint *Imágenes rápidas Patrones de puntos* |  |

De Investigations Grade 3, Curriculum Unit: "FROM PACES TO FEET" © 1993 por Savvas Learning Company LLC, o sus filiales. Utilizado con permiso. Todos los derechos reservados.

En esta actividad, se muestra a los estudiantes una imagen de un patrón de puntos y, a continuación, lo dibujan inspeccionando una imagen mental del mismo. Para reproducir el patrón después de haberlo visto solo brevemente, los estudiantes deben encontrar formas significativas de ver y desarrollar una imagen mental del dibujo. Esto suele implicar descomponerlo (romperlo/dividirlo) en partes más pequeñas y memorizables ("grupos de 3 dispuestos en triángulo") o patrones ("cuatro filas de cinco").

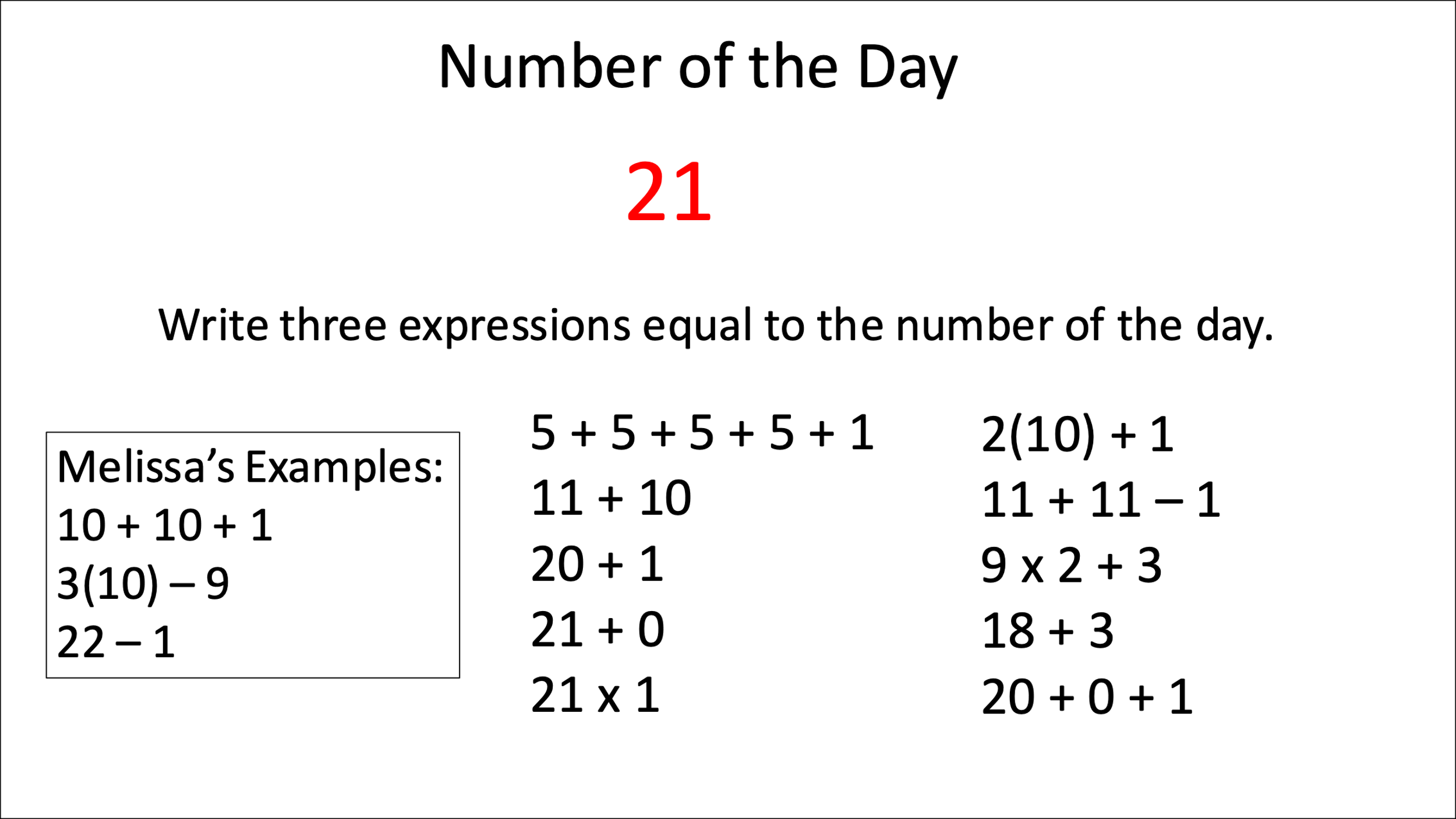
1. Muestre la imagen durante 3 segundos. Intente que sea lo más parecido posible a 3 segundos. (Demasiado tiempo, los estudiantes dibujarán a partir de la imagen en lugar de construir una imagen mental de la misma. Demasiado corto, no tendrán tiempo de construir una imagen mental).
2. Dé a los estudiantes un minuto para dibujar lo que han visto. Deben utilizar algo que puedan cambiar fácilmente, como lápiz y papel o una pizarra.
3. Vuelva a mostrar la imagen durante otros 3 segundos y deje que los estudiantes revisen.
4. Cuando termine la actividad, vuelva a colocar el dibujo y déjelo en alto. Los estudiantes pueden completar o revisar sus dibujos.
5. Pida a los estudiantes que compartan cómo vieron el dibujo al mirarlo en sucesivos "flashes".
6. Pida a los estudiantes que describan qué grupos o figuras vieron en los puntos. Por ejemplo, con esta imagen rápida, un estudiante podría decir que primero vio los cuatro grupos y que se dio cuenta de que eran grupos de cinco en una vistazo posterior. Otro estudiante podría reconocer la disposición en forma de x de los cinco puntos y haber sido capaz de reproducirla en un intento. Otro estudiante podría ver los cuatro puntos en el exterior de cada grupo y luego darse cuenta de que hay uno en el centro.

**Alternativa para centros penitenciarios:** Si el aula no dispone de tecnología para mostrar el PowerPoint, se pueden imprimir las diapositivas, una por página, y sostenerlas en alto, o bien reproducir los patrones en una pizarra y cubrirlos con papel.

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| Presentación de la Rutina 2: *El número del día*  **Actividad presencial o a distancia**  Requiere el archivo descargable de la Plantilla de PowerPoint *Número del día* |  |

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.

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. 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.



Numero del día

Escribe tres expresiones iguales al número del día.

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 fijen 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 eficacia de esta rutina radica en volver a repasarla con frecuencia. Una vez que haya introducido ambas rutinas, altérnelas como calentamiento para cada clase.

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| Números visuales 1–35  **Actividad presencial o a distancia**  Requiere el Paquete del estudiante, p. 7  Requiere el reproducible al final de la Guía del maestro, p. 52 |  |

De YouCubed <https://www.youcubed.org/resources/number-visuals-k-12/>

Materiales adicionales opcionales:

* Lápices de colores
* Tijeras o algunos juegos de la imagen ya recortada
* *Tarjetas de empuje/apoyo* (en persona) Guía del maestro, p. 53

**Nota:** La página contiene 35 imágenes, cada una de las cuales muestra una disposición de puntos para los números del 1 al 35. Los números primos tienen puntos dispuestos en círculo. Los números compuestos tienen puntos dispuestos en grupos iguales. No diga a los estudiantes lo que se supone que deben ver en el dibujo cuando se lo reparta: deles tiempo para que hagan sus propias observaciones. El objetivo de esta actividad de observación/pregunta es que los estudiantes se den cuenta de que algunos números están formados por grupos iguales y de que algunos números están formados por los mismos grupos iguales (comparten los mismos factores).

1. Distribuya copias de la hoja *Números visuales*. En parejas, dé a los estudiantes entre 10 y 15 minutos para hacer observaciones y buscar patrones. Pregunte: *¿Qué observan? ¿Qué se preguntan?* Anime a los estudiantes a codificar por colores los patrones que observen.
2. Utilice *tarjetas de empuje/apoyo* para ayudar a los grupos que parezcan atascados.

(Al final de esta Guía del maestro encontrará una versión imprimible que puede recortarse en tarjetas, o bien puede utilizar las preguntas que figuran a continuación en una clase a distancia). Las *tarjetas de* *empuje/apoyo* proporcionan indicaciones que pueden darse a estudiantes individuales o a grupos de estudiantes para proporcionarles un poco más de andamiaje si tienen dificultades (tarjetas de apoyo) o para “empujar” o estimular a los estudiantes a seguir buscando (tarjetas de empuje).

Preguntas de apoyo:

* ¿Cuántos puntos hay en cada dibujo? ¿Hay algún patrón?
* ¿Hay algún patrón o figura que notes que aparece una y otra vez?
* Encuentra dos imágenes diferentes que se parezcan de algún modo. ¿En qué se parecen?

Preguntas de empuje:

* ¿Por qué algunos de los dibujos tienen los puntos dispuestos en círculo? ¿Qué tienen en común esos números?
* Elije tres de las imágenes en las que veas la multiplicación y escribe la ecuación de multiplicación que veas.
* Haz un dibujo para el 36. Compara lo que has dibujado con tu compañero. ¿Hay más de una forma de dibujarlo?

1. Permita que los grupos informen. Añada sus observaciones y preguntas a una pizarra (física o virtual). Si los grupos mencionan patrones relacionados con la multiplicación, como la observación de algunos números formados por grupos de igual tamaño, pida a todos los grupos que vuelvan a mirar la hoja y vean si hay otros números que se parezcan. ¿Qué tienen en común estos números?
2. Pida a una persona de cada pareja que recorte el papel para separar todas las fotos. A continuación, las parejas deberán clasificar las fotos en grupos. Cuando lo hayan hecho, pídales que describan por qué las clasificaron como lo hicieron. (***Nota:*** No hayuna única forma correcta de clasificar las imágenes. La clasificación es una forma de que los estudiantes comparen y contrasten lo que ven y busquen patrones). Los estudiantes pueden agrupar las imágenes que contienen los mismos factores, ya que estos están dispuestos de forma coherente (por ejemplo, agrupar todas las imágenes con factores de tres, donde los tres están dispuestos en pequeños triángulos). Los números primos aparecen como un círculo, ya que no hay otras formas (no hay factores distintos de 1) de disponer los puntos.

**Alternativa para centros penitenciarios:** Proporcione algunos juegos en los que las imágenes ya hayan sido recortadas para que las parejas las clasifiquen.

1. Relacione la actividad con las definiciones de **factor, producto** y **número primo**. Añádalas a una tabla de vocabulario de la clase y a los cuadernos de los estudiantes.

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| Introducción a las matrices  **Actividad presencial o a distancia** |  |

1. Defina matriz como un patrón de filas y columnas y explique que en esta actividad trabajaremos con matrices rectangulares, en las que todas las filas tienen el mismo tamaño y todas las columnas el mismo tamaño. Muestre una matriz rectangular (como la de 4 por 6) en la pizarra o en la pantalla. Pida a los estudiantes que describan cómo podrían hallar el número total de cuadrados sin contar cada uno de ellos. Ilustre los distintos métodos en la matriz mientras los estudiantes los comparten y ayúdeles a establecer conexiones con la suma y la multiplicación repetidas.
2. Pregunte dónde ven los factores en la matriz (la longitud y el ancho del rectángulo) y dónde ven el producto (el número total de cuadrados).

|  |  |
| --- | --- |
| Creación de tarjetas de matrices  Shape  Description automatically generated with low confidence **Actividad presencial**  Requiere los reproducibles al final de la Guía del maestro, pp. 54–59 |  |

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1. Entregue a cada pareja de estudiantes un juego de tarjetas de matrices, a ser posible impresas en cartulina. Los estudiantes deben trabajar juntos para recortar las matrices y apuntar en cada una en el anverso los factores y en el reverso el producto.
2. Discuta por qué se puede utilizar la misma matriz para representar 4 × 6 y 6 × 4, por ejemplo. (El mismo rectángulo... podemos ver 6 grupos de 4 o 4 grupos de 6 dependiendo de cómo lo cortemos). Compruebe que los estudiantes sean precisos con sus denominaciones.

**Alternativa para centros penitenciarios**: Recorte con antelación conjuntos de tarjetas de matrices y pida a los estudiantes que las denominen. Recortarlas lleva mucho tiempo, por lo que es aconsejable que tres o cuatro estudiantes compartan un juego.

Shape

Description automatically generated with low confidenceJuegos

**Actividad presencial**

Requiere *las tarjetas de matriz* elaboradas en la actividad anterior.

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Multiplicación por parejas:

1. Los estudiantes pueden jugar con un compañero o solos. Pídales que extiendan las tarjetas de matriz sobre la mesa, algunas con los factores hacia arriba, otras con el total hacia arriba.
2. En su turno, cada jugador elige una carta y pone el dedo sobre ella. Si se muestran las dimensiones (factores), deben decir el total. Si se muestra el total, deben decir las dimensiones de la rejilla. Deben prestar atención a la figura de la matriz para ayudarse a encontrar las dimensiones.
3. Por ejemplo: Supongamos que eligen una matriz que muestra un total de 36. Las dimensiones (factores) podrían ser 6 × 6, o 9 × 4, o 12 × 3. Deben decidir cuál corresponde a la figura de la matriz.
4. A continuación, deben dar la vuelta a la tarjeta para comprobar si han acertado. En caso afirmativo, deben recoger la tarjeta. Los jugadores pueden turnarse hasta que se acaben las tarjetas. Los estudiantes pueden utilizar este juego para crear una lista de parejas que conocen y parejas que aún no conocen.
5. Después de que los estudiantes hayan jugado una o dos rondas, haga un informe:

* ¿Qué estrategias utilizó para hallar el número total de cuadrados (producto)?
* ¿Cómo puede ayudarle la figura de una matriz a encontrar los factores?

1. Elija una matriz. Pregunte a los estudiantes si conocen algún factor de división que puedan ver en la matriz. Si no es así, dibuje la matriz en la pizarra y explique cómo la división pide factores. (Por ejemplo, si una matriz muestra un total de 24 y sus dimensiones son 4 y 6, podemos decir que 24 dividido por 4 es 6 y que 24 dividido por 6 es 4.) Después de uno o dos ejemplos juntos, dé a las parejas la oportunidad de jugar de nuevo, aunque esta vez deberán intentar mencionar dos hechos de división asociados a cada matriz. (Los estudiantes que aún tengan dificultades con la multiplicación pueden seguir con la multiplicación por ahora).

Contar y comparar:

1. Para este juego, los estudiantes deberán formar grupos de 2 o 3 personas. Deberá repartirse un juego de cartas de matriz a cada jugador para que todos tengan el mismo número de cartas. Las sobrantes pueden apartarse.
2. Cada jugador debe poner sus cartas en una pila frente a él, con el total hacia abajo (el total está en la cara en blanco sin la cuadrícula).
3. Cada jugador saca la carta superior de su mazo y coloca estas cartas una al lado de la otra (con las caras totales aún boca abajo).
4. Los estudiantes deben decidir qué matriz es la más grande. Pueden hacerlo mirando, apilando para comparar o saltándose el recuento por filas para hallar el total de cada una. Anime a los estudiantes a evitar contar de 1 en 1.
5. El jugador con la pila más grande toma las cartas y las coloca con la cara total hacia abajo en la parte inferior de su propia pila. El juego continúa hasta que un jugador se queda sin cartas.
6. Después de que los estudiantes hayan jugado, informe sobre las estrategias que utilizaron para determinar qué matriz era más grande.

**Nota:** Estos juegos pueden repetirse en lecciones posteriores a lo largo de la unidad, según convenga. Algunos estudiantes pueden pedir prestado un juego de tarjetas de matriz para practicar en casa.

Shape

Description automatically generated with low confidenceJuegos de matrices

**Actividad remota**

Alternativa en línea a *las tarjetas de matrices*, o actividades complementarias

Constructor 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 rectángulo utilizando un número determinado de fichas. Discuta cómo se relacionan los factores y el producto con las propiedades del rectángulo (los factores son la longitud y el ancho, el producto es el área).

También pueden activar la esquina inferior derecha para permitirles crear dos matrices diferentes una al lado de la otra. Esto puede ser útil si desea que creen más de una forma de fabricar un determinado producto, por ejemplo.

Haga que los estudiantes compartan (compartiendo su pantalla o describiendo para que usted pueda recrear) cómo hicieron una matriz para un determinado producto. Elija números que tengan muchos factores, para que a los estudiantes se les ocurran diferentes ejemplos.

Los estudiantes también pueden probar el modo "Juego", nivel 1, en el que tienen que construir figuras de un área determinada. (Los niveles posteriores introducen los cuadrados fraccionarios, el perímetro y, finalmente, el sombreado de fracciones del área de diferentes colores. Podría utilizarlos como ampliación para estudiantes más avanzados).

Factoriza

***Shape

Description automatically generated with medium confidence***<https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Factorize/>

**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, esta 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 Phet, ya que no tienen que mover las fichas de una en una.

Matrices que suman 36



**Actividad presencial o a distancia**

Requiere el Paquete del estudiante, p. 8

Esta actividad puede utilizarse como evaluación formativa para ver en qué punto se encuentran los estudiantes con las operaciones de multiplicación y la comprensión de los factores y las matrices. Los estudiantes que tengan dificultades con esta actividad podrían utilizar 36 fichas e intentar reorganizarlas para formar rectángulos diferentes.

Apoyo lingüístico opcional

**Actividad presencial o a distancia**



Requiere el Paquete del estudiante, pp. 9–10

Hablar de grupos

Explique que cuando utilizamos la frase \_\_\_\_ grupos de \_\_\_\_, el primer número nos dice cuántos grupos, y el segundo número nos dice el tamaño del grupo (¿cuántos en un grupo?). Consulte el ejemplo de la página 9 del Paquete del estudiante. Deje que los estudiantes practiquen con los otros ejemplos de la página. Si los estudiantes necesitan más apoyo, pídales que marquen esta página en su paquete (o que coloquen el ejemplo en algún lugar del aula) y que se remitan a ella para que les ayude a hablar de los grupos y disposiciones que encuentren en esta unidad.

Hablar de multiplicación

La parte superior de la página ejemplifica la lectura en voz alta de las operaciones de multiplicación. Si los estudiantes necesitan practicar con esto, ofrézcales otras operaciones y pídales que practiquen su lectura en voz alta, utilizando la página como guía. Pídales que marquen esta página para consultarla o que coloquen el ejemplo en el aula. Utilice la imagen de la matriz como guía para ayudar a los estudiantes a visualizar lo que están diciendo. También es un buen momento para utilizar la matriz para señalar que "3 grupos de 6" es igual a "6 grupos de 3" (el primero crea filas de 6, las otras columnas de 3).

La parte inferior de la página ofrece modelos para hablar de factores y productos. Llame la atención de los estudiantes sobre dónde aparecen los números del producto y del factor en cada estructura de frase. Proporcione algunos ejemplos más y haga que los estudiantes practiquen utilizando las estructuras de ejemplo.

Boleto de salida/Tarea (Evaluación formativa)



**Actividad presencial o a distancia**

Requiere el Paquete del estudiante, p. 11

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

* **Opción 1:** Encuentre un número para el que pueda dibujar al menos tres matrices diferentes.
* **Opción 2:** Encuentre el número menor de 50 que tenga más matrices.

# Vocabulario y aspectos para tener en cuenta

## Vocabulario

**factor, producto, número primo, matriz**

## Incomodidad con las preguntas abiertas

Las preguntas abiertas en matemáticas son preguntas con más de una respuesta matemáticamente correcta. Hay muchas actividades de preguntas abiertas en esta unidad y en este plan de estudios, como las rutinas (¡infinitas formas de crear el *Número del día*!) y las actividades en las que los estudiantes buscan patrones (como la nota/maravilla con los *Números visuales*). Es posible que algunos estudiantes no estén acostumbrados a las preguntas abiertas en el aula de matemáticas y que al principio se sientan incómodos, inseguros de cómo saber qué respuesta es la correcta. Esté preparado para proporcionar algún andamiaje que ayude a los estudiantes a empezar (como proporcionar algunos ejemplos para el *Número del día* o utilizar las Tarjetas de apoyo para la actividad Números visuales). La mayoría de los estudiantes perderán su malestar una vez que empiecen y sepan qué tipo de respuestas se esperan.

## Más de una forma de formar algunos productos

Aunque cada número se representa de una manera en la actividad *Números visuales*, pronto quedará claro con las matrices (si los estudiantes aún no lo saben) que algunos números tienen muchos factores, mientras que otros tienen pocos. Asegúrese de que los estudiantes se den cuenta de que muchas de las matrices tienen el mismo número total de cuadrados (producto), pero un aspecto diferente (diferentes factores, diferente longitud y ancho).

## Matrices largas frente a matrices cuadradas

Los juegos de matrices deben empujar a los estudiantes a prestar atención a la figura de la matriz, junto con las operaciones de multiplicación. Aunque 1 × 12 y 3 × 4 son ambos 12, ¡las figuras parecen muy diferentes! Empuje a los estudiantes a que intenten articular qué pares de factores forman rectángulos largos y delgados, y cuáles forman rectángulos más "cuadrados". Y pregúnteles si se dan cuenta de lo que ocurre si los factores son iguales (como 5 × 5).

**Unidad 2: Patrones numéricos en la multiplicación**

|  |  |
| --- | --- |
| Objetivos de aprendizaje | CCRSAE |
| Puedo encontrar patrones numéricos en factores y productos. | 3.OA.1, 3.OA.3, 3.OA.5, 3.OA.7, 3.OA.9, 4.OA.4, MP.7 |
| Entiendo que el signo igual significa que el lado derecho y el izquierdo tienen el mismo valor. | 1.OA.7, ampliado a la multiplicación |
| Puedo dividir un patrón en partes más pequeñas.  (*Imágenes rápidas*) | MP.7 |
| 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 |

# Recursos adicionales para esta unidad

* Archivo descargable: PowerPoint de *Dos verdades y una mentira*
* Página reproducible (al final de la Guía del maestro): Cerca de 100 Tablero de juego
* Bloques de área de Math Playground

<https://www.mathplayground.com/area_blocks/index.htm>

* Búsqueda del tesoro Multiplicación

<https://www.mathplayground.com/treasure_quest_multiplication_chart.html>

# Antecedentes matemáticos

## Patrones en la tabla de multiplicar

La multiplicación está llena de patrones numéricos y notar y describir los patrones puede ayudar a desarrollar tanto la fluidez como una mejor comprensión de nuestro sistema de base-diez.

## Explicación de algunos patrones de la tabla de multiplicar:

* **Múltiplos de 0:** Cualquier número multiplicado por 0 es 0.
* **Múltiplos de 1:** Cualquier número multiplicado por 1 es igual a sí mismo.
* **Múltiplos de 2:** Todos los múltiplos de 2 son números pares, y el lugar de las unidades se repite en el patrón 0, 2, 4, 6, 8, 0, etc. (Esta repetición se produce porque 2 es un factor de 10, por lo que sumar repetidamente 2 acaba creando una decena y el patrón en el lugar de las unidades vuelve a empezar).
* A picture containing calendar

  Description automatically generated**Múltiplos de 3:** Todos los múltiplos de 3 tienen dígitos que suman un múltiplo de 3. Por ejemplo, 27 –> 2 + 7 = 9, que es un múltiplo de 3. (Mostrar por qué funciona esto implica descomponer los dígitos del número y probablemente no merezca la pena entrar en ello con estudiantes de este nivel. Khan Academy tiene un bonito video explicativo aquí si tiene curiosidad: https:[//youtu.be/NehkLV77ITk)](https://youtu.be/NehkLV77ITk)
* **Múltiplos de 3:** Los múltiplosde 3 alternan entre pares e impares. (En realidad, todos los múltiplos de números impares hacen esto. Los múltiplos pares de números impares son pares, porque los dos "extra" van juntos forman otro par. Los múltiplos impares de números impares son impares porque sobrará uno "extra").
* **Múltiplos de 4:** Todos los múltiplos de 4 son pares. (Todos los múltiplos de números pares son pares.) Además, el lugar de los unos seguirá un patrón: 0, 4, 8, 2, 6, 0, etc. (Esto se debe a que 4 es un factor de 20, por lo que finalmente los 4 formarán grupos de 20, entonces el patrón volverá a empezar en el lugar de los unos).
* **Múltiplos de 5:** El lugar de las unas alterna entre 0 y 5. (Esto se debe a que 5 es un factor de 10, por lo que los cincos hacen diez, entonces el patrón del lugar de las unas vuelve a empezar).
* **Múltiplos de 9:** Los dígitos de un múltiplo de 9 se sumarán a 9, hasta 9× 10. por ejemplo, 27 –> 2 + 7 = 9 y 54 –> 5 + 4 = 9. [Esto es interesante de explorar. Una forma de entender por qué ocurre esto es pensar en 9 como algo cercano a 10 pero que se queda corto en 1. Cada vez que añadimos otro 9, nos quedamos cortos en uno más en el lugar de los unos, por lo que el dígito del lugar de los unos sigue disminuyendo en 1. (9, 18, 27, 36, etc.) Al mismo tiempo, cada vez que añadimos un 9 (hasta 90), pasamos a la siguiente "decena", por lo que el dígito del lugar de las decenas aumenta en uno (9, 18, 27, 36, 45, etc.) Dado que el lugar de las unidades disminuye en uno y el lugar de las decenas aumenta en uno, la suma se mantiene igual].
* **Múltiplos de 10:** La posición de las unidades es siempre 0.

## Significado del signo igual

Comprender el significado del signo igual es la base del álgebra. A menudo, los estudiantes de los primeros niveles de matemáticas asocian el signo igual con una orden para calcular una respuesta. Están acostumbrados a ver ecuaciones como esta:

2 + 3 = 5

Pueden sentirse confusos cuando se encuentren con ecuaciones como estas:

5 = 2 + 3

1 + 4 = 2 + 3

El signo igual, en lugar de una orden para realizar una operación, está haciendo una afirmación de que las dos expresiones a ambos lados del signo igual tienen el mismo valor. Una ecuación es verdadera si los dos lados son, de hecho, iguales.

## Expresiones y ecuaciones

Una ***expresión*** matemática (como 2 + 3) no tiene signo igual y no tiene valor de verdad. Como la expresión "zapatos rojos", no puede ser verdadera ni falsa porque no hace ninguna reclamación.

Sin embargo, cuando incluimos un signo igual y otra expresión para formar una ***ecuación*** (2 + 3 = 1 + 4), ahora estamos haciendo una frase matemática completa (como "Jane lleva los zapatos rojos"). Ahora que estamos haciendo una reclamación (que 2 + 3 y 1 + 4 tienen el mismo valor), nuestra afirmación puede ser verdadera o falsa.

# Actividades y práctica

Conocimientos financieros: costes que se repiten  
Habilidad TSTM: Navegar por los sistemas



**Actividad presencial o a distancia**



Requiere el Paquete del estudiante, pp. 13–15

1. Empiece explicando que hay algunos costos que se repiten a lo largo del tiempo. Haga una lluvia de ideas con algunos ejemplos, como el alquiler o la cuota de un servicio de streaming, haciendo hincapié en los costos que son los mismos una y otra vez.
2. Repase el vocabulario de la hoja del estudiante y pida a los estudiantes que hagan una lluvia de ideas con ejemplos que encajen en cada categoría.

**Suscripciones y cuotas de afiliación:** costes que se pagan una y otra vez, normalmente cada mes, para tener acceso a determinados productos o servicios.

*Ejemplos:* suscripción a un gimnasio, servicios de streaming de video (como Netflix), algunos productos de software (como Microsoft 365, Zoom, espacio de almacenamiento adicional en Google o Dropbox)

**Planes de pago:** cuando el dinero prestado (deuda) se devuelve en pequeñas cantidades iguales cada mes

*Ejemplos:* pagos de automóviles o hipotecas, plan de pagos de tarjetas de crédito, deuda de estudiantes

**Productos que se consumen:** Algunos de los productos que compramos se agotan y necesitan ser reemplazados después de un cierto período de tiempo, una y otra vez.

*Ejemplos:* pagar medicamentos recetados, productos personales, comprar una y otra vez los mismos artículos para mascotas

1. Elija un ejemplo que sea relevante para la clase o utilice el que figura a continuación.

*Fátima paga $12 al mes por Internet en su casa. ¿Cuánto paga por 6 meses de Internet?*

Conceda a los estudiantes algo de tiempo para pensar y, a continuación, comparta sus formas de resolver. Empiece mostrando ejemplos en los que se utilice la suma repetida (sumar 12 seis veces) y pregunte a los estudiantes qué estrategias utilizaron para no perder de vista la suma. Por ejemplo,

* sumar tres doce para obtener 36, luego sumar 36 + 36
* sumar todos los unos para obtener 12, sumar todos los 10 para obtener 60, luego sumar 12 + 60

A continuación, muestre ejemplos que utilicen la multiplicación o haga una demostración si no lo hace ninguno. Explique que la multiplicación es una forma de mostrar que una determinada cantidad se suma una y otra vez. Demuestre que la expresión de la suma larga tiene el mismo significado que la expresión de la multiplicación. Por ejemplo: 12 + 12 + 12 + 12 + 12 = 12 × 6

1. Muestre el ejemplo del abono al gimnasio. Pídales que escriban las expresiones de suma y multiplicación de los otros ejemplos en la hoja del estudiante y, a continuación, pídales que resuelvan para obtener el total. Está bien que utilicen estrategias de suma repetida para resolver. En este punto, el objetivo es establecer la conexión entre la suma repetida y la multiplicación.

Rutinas de calentamiento

**Actividad presencial o a distancia**



Requiere los archivos descargables de PowerPoint *Imágenes rápidas Patrones de puntos* y la Plantilla *Número del día*

Continúe alternando las rutinas 1 (*Imágenes rápidas*) y 2 (*Número del día*) como calentamiento.

Patrones en la tabla de multiplicar



**Actividad presencial o a distancia**

Requiere el Paquete del estudiante, pp. 18–20

1. Dirija a los estudiantes a las tablas de multiplicar del Paquete del estudiante, páginas 18–19. Repase los términos factor y producto y conéctelos con la tabla.

**Nota:** También puede decidir introducir aquí la palabra múltiple. Las palabras múltiplo y producto se utilizan de forma muy similar y a menudo son intercambiables. Sin embargo, cuando se habla de un múltiplo solo hay que nombrar uno de los factores (15 es un múltiplo de 3), mientras que un producto nombra ambos factores (15 es el producto de 3 y 5). La palabra múltiplo puede ser útil para esta actividad, ya que las tablas de multiplicar están dispuestas de tal manera que destacan los múltiplos, como por ejemplo, observando patrones en todos los múltiplos de 5.

1. Con un compañero, pídales que encuentren y describan tantos patrones como puedan. Ponga uno o dos ejemplos para iniciarlos: por ejemplo, muchos estudiantes están familiarizados con el hecho de que los múltiplos de 5 alternan entre 5 y 0 en el lugar de las unidades.
2. Pida a las parejas que describan los patrones que han encontrado con sus propias palabras. Proporcione el vocabulario necesario, como impares/pares, lugar de las unidades y lugar de las decenas. Añádalo a la tabla de vocabulario de la clase y a los cuadernos de los estudiantes. Hay una página para que los estudiantes registren sus observaciones en el Paquete del estudiante, p. 20.
3. Si no aparece, asegúrese de llamar la atención de los estudiantes sobre la forma en que la mesa se refleja sobre la línea diagonal de cuadrados perfectos. Pregúnteles si pueden explicar por qué ocurre esto (no es necesario que conozcan aquí el término propiedad conmutativa, pero puede introducirlo si le parece apropiado).

**Preguntas para el debate:**

* ¿Cómo pueden ayudarle los patrones a recordar las operaciones de multiplicación?
* ¿Cómo puede utilizar las operaciones de multiplicación que conoce para ayudarle a resolver las que no conoce?
* ¿Cómo puede utilizar también la tabla para hallar operaciones de división?

Repasar/introducir el significado del signo igual en una ecuación



**Actividad presencial o a distancia**

1. Muestre una frase relacionada con algo que lleve puesto (como, "pañuelo blanco"). Pregunte a los estudiantes si es verdadera o falsa. Como usted la lleva puesta, algunos estudiantes podrían decir que es verdadera, pero señale que usted no ha hecho ninguna reclamación sobre la prenda. Como usted no ha reclamado nada, no puede ser verdadero ni falso.
2. A continuación, escriba: "Llevo el pañuelo blanco" (o algo similar). Pregunte: ¿En *qué se diferencia esto?* Guíe a los estudiantes para que vean que la segunda frase completa hace una reclamación (que puede ser verdadera o falsa), mientras que la primera no.
3. A continuación, escriba 2 × 5. Pregunte: *¿Es* *verdadero o falso?* Explique que se trata de una frase matemática, como "pañuelo blanco", que no hace ninguna reclamación. Estas frases se llaman expresiones.
4. A continuación escriba 2 × 5 = 10. De nuevo, pregunte: *¿Es esto cierto o falso?* Explique que ahora tenemos una frase matemática completa, que está haciendo una reclamación de que 2 grupos de 5 es igual a 7. Esta frase matemática completa se denomina ecuación.

¿Qué es una ecuación?



**Actividad presencial o a distancia**

Requiere el Paquete del estudiante, pp. 21–22

1. Visualice las cuatro ecuaciones siguientes.

2 x 3 = 6 6 = 2 + 2 + 2

6 x 1 = 3 x 2 2 x 3 = 3 + 3

1. Dé a los estudiantes la oportunidad de fijarse y asombrarse ante los ejemplos de ecuaciones. Deben darse cuenta de que, aunque todas tienen un signo igual, no todas tienen una única "respuesta" en el lado derecho. Permita que los estudiantes compartan lo que piensan al respecto. A continuación, lea la página para aclarar el significado del signo igual.

Presentamos la Rutina 3: *Dos verdades y una mentira*

**Actividad presencial o a distancia**



Requiere el archivo descargable: PowerPoint *Dos verdades y una mentira* Requiere el Paquete del estudiante, p. 23

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 dos primeras *Dos verdades y una mentira* se encuentran en el Paquete del estudiante en la p. 23. Los rompecabezas restantes de la presentación pueden utilizarse como calentamiento a lo largo del plan de estudios, alternándolos con las otras rutinas.

**Nota:** Las expresiones empiezan a incluir paréntesis para significar multiplicación y, finalmente, agrupación. Discuta y repase este uso de la notación según sea necesario.

Shape

Description automatically generated with low confidence¿Qué tan cerca de 100?

**Actividad presencial**

Utiliza la página reproducible al final de la Guía del maestro, p. 60

De la actividad Youcubed *¿Cuán cerca del 100?* https://www.youcubed.org/tasks/how-close-to-100/

Este juego pretende reforzar los conceptos de los juegos de matriz, con un enfoque más estratégico. Este juego puede repetirse a lo largo de la unidad, según convenga.

Materiales

* Dos dados
* Hoja de registro (véase el tablero reproducible al final de la Guía del maestro, p. 60)

1. Este juego se juega en parejas. Dos estudiantes comparten una cuadrícula de 100 en blanco.
2. El primer jugador tira dos dados numéricos. Los números que salen son los que el estudiante utiliza para hacer una matriz en la cuadrícula de 100.
3. El jugador 1 puede colocar la matriz en cualquier lugar de la cuadrícula, pero el objetivo es llenar la cuadrícula para tenerla lo más llena posible. Después de dibujar la matriz en la cuadrícula, el jugador 1 escribe la frase numérica que describe la matriz.
4. A continuación, el jugador 2 tira los dados, dibuja la cuadrícula numérica y registra su frase numérica.
5. La partida termina cuando ambos jugadores han tirado los dados y no pueden colocar más matrices en la cuadrícula.
6. ¿Cuánto puede acercarse a 100?

**Variación:** Cada estudiante puede tener su propia cuadrícula numérica. El juego avanza para ver quién se acerca más a 100.

**Ampliación:** Una versión más sofisticada de este juego consiste en lanzar cuatro dados y decidir cómo combinar los pares de dados para formar las dos dimensiones. Vea una descripción aquí: <http://www.collectedny.org/frameworkposts/cover-the-field/>

Shape

Description automatically generated with low confidenceJuegos en línea

**Actividad remota**

Alternativa en línea a *¿Qué tan cerca del 100?*, o actividades complementarias

Bloques de área de MathPlayground

<https://www.mathplayground.com/area_blocks/index.htm>

*****Notas:***

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

*• Enseñe el* ***perímetro*** *si va a utilizar este juego.*

Este juego es sencillo de jugar pero sofisticado en estrategia. Se alternan dos jugadores (los estudiantes también pueden jugar contra una computadora). En su turno, tienen que resaltar una figura con el área y el perímetro dados (el juego mostrará el área y el perímetro de la figura a medida que la resaltan). Cuando la figura se ajusta al área y al perímetro, pueden presentarla. Sin embargo, a medida que avanza el juego, cada jugador intenta cubrir la mayor parte posible de su cuadrícula. Si no utilizan el espacio sabiamente, se quedarán sin espacio para encajar figuras en los turnos futuros.

Este juego refuerza el concepto de área y perímetro, así como la intuición sobre cómo alargar un perímetro (hacer la figura más "delgada") o acortar un perímetro (hacer la figura más "cuadrada").

Búsqueda del tesoro Multiplicación

<https://www.mathplayground.com/treasure_quest_multiplication_chart.html>

* Funciona en cualquier dispositivo.

Este juego da a los estudiantes un producto objetivo y les pide que encuentren dónde aparece ese producto en la tabla de multiplicar. Es un concepto sencillo, pero pone de relieve el hecho de que muchos productos pueden obtenerse de múltiples formas.

Apoyo lingüístico opcional

**Actividad presencial o a distancia**



Requiere el Paquete del estudiante, pp. 24–25

El lenguaje de la multiplicación y el lenguaje de los rectángulos

1. En esta unidad se utilizan matrices rectangulares para ayudar a los estudiantes a visualizar la multiplicación y, hasta ahora, los estudiantes han estado practicando el lenguaje asociado a la multiplicación (factores y productos). Sin embargo, los rectángulos también pueden describirse utilizando el lenguaje de la geometría. Esta actividad comienza con una hoja de referencia en la que se comparan las palabras utilizadas para describir la multiplicación y las palabras utilizadas para describir rectángulos (longitud, ancho, área). La segunda página contiene algunos ejercicios de práctica para que los estudiantes puedan utilizar el lenguaje de la geometría.
2. Si es necesario, coloque la página de recursos en el aula, o haga que los estudiantes marquen esta página como referencia, y pídales que practiquen el uso de este lenguaje con frecuencia a lo largo de la unidad.

**Nota:** La palabra longitud se utiliza comúnmente para la dimensión más larga, y ancho para la dimensión más corta. Sin embargo, esto no tiene demasiada importancia y el rectángulo puede describirse en cualquiera de los dos órdenes (6 por 4 o 4 por 6).

Boleto de salida/Tarea (Evaluación formativa)



**Actividad presencial o a distancia**

Utiliza el Paquete del estudiante, p. 26

1. Haga que los estudiantes creen sus propias "*Dos verdades y una mentira*". En clase presencial, esto podría hacerse en fichas y, después de utilizarlas como evaluación formativa, pueden intercambiarlas con otros estudiantes como ejercicio de práctica. En una clase a distancia, los ejemplos de los estudiantes pueden compartirse en diapositivas como práctica para toda la clase.

# Vocabulario y aspectos para tener en cuenta

## Vocabulario

**signo igual, ecuación**

## Estudiantes que piensan que el signo igual significa encontrar una respuesta

La forma en que se enseña el cálculo a los principiantes a menudo condiciona a los estudiantes a pensar en el signo igual como una orden para encontrar una respuesta:

10 + 5 = ?

En este caso, normalmente se espera que los estudiantes encuentren la "respuesta", es decir, la suma de números enteros de 10 + 5. Los estudiantes aprenden a asociar el signo igual con la orden de obtener una respuesta. Se trata de una visión muy limitadora del signo igual que puede causar dificultades más adelante, cuando los estudiantes se encuentren con ecuaciones algebraicas como *x* + 1 = 9 (Si 9 es la respuesta, ¿qué hago ahora?) o *x* + *y* = 3 (¿Cómo se supone que debo sumar *x* e *y*?).

Incluso los estudiantes que trabajan solo con ecuaciones numéricas (sin variables) pueden adquirir una comprensión mucho más rica del signo igual. Por ejemplo, la ecuación 10 + 5 = ? puede completarse igual de correctamente de esta forma 10 + 5 = 9 + 6. La tarea puede ser más rica que un simple cálculo, 10 + ? = 15. Las ecuaciones con un solo número entero en un lado pueden comenzar con ese número (15 = 10 + 5) o incluso expresar simplemente la identidad (15 = 15). La exposición a diferentes estructuras de ecuaciones puede ayudar a los estudiantes a desarrollar una comprensión más precisa del signo igual como reclamación de igualdad, que se convertirá en una base valiosa para el razonamiento algebraico posterior.

## Cuando los estudiantes piensan que el primer número después del signo igual es la respuesta

Ver el signo igual como una orden para calcular una respuesta puede llevar a confusión sobre cómo interpretar una expresión a la derecha del signo igual. Por ejemplo, cuando los estudiantes ven una ecuación como esta:

9 + 7 = 10 + 6

pueden interpretarlo como que la suma de 9 y 7 es 10, y entonces deben añadir 6 más (lo que lleva a confusión, ya que 9 + 7 no es 10). Esto también puede verse a menudo en el propio trabajo de los estudiantes. Un estudiante que tiene que sumar los números 1, 2, 3 y 4 puede anotarlo de la siguiente manera:

1 + 2 = 3 + 3 = 6 + 4 = 10

Esto es muy común y muestra que los estudiantes están utilizando el signo igual para significar "la respuesta es" en lugar de expresar la igualdad de las expresiones. Aunque no es aconsejable corregir en exceso la forma en que los estudiantes anotan sus propios cálculos mientras los están elaborando, se trata de una señal importante para el maestro de que necesitan comprender mejor el signo igual.

**Unidad 3: Expresiones equivalentes**

|  |  |
| --- | --- |
| Objetivos de aprendizaje | CCRSAE |
| Puedo expresar la suma repetida como multiplicación. | 3.OA.1, 3.OA.3 |
| Puedo utilizar matrices para ejemplificar expresiones y situaciones de multiplicación. | 3.OA.1, 3.OA.3, 3.OA.5, 3.MD.7, MP.4 |
| Puedo encontrar expresiones equivalentes para una matriz.  (Matriz del día) | 3.OA.5 |
| 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 |

***Nota:*** Los materiales EMPower Plus que aparecen en la Unidad 3 pueden encontrarse en la Lección 10 (Imagine esto) de los libros Sentido numérico cotidiano: Matemáticas mentales y Modelos visuales.

# Recursos adicionales para esta unidad

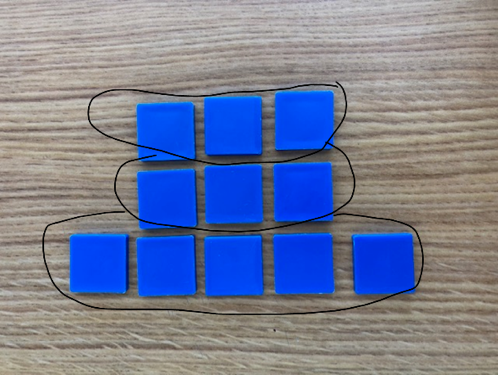
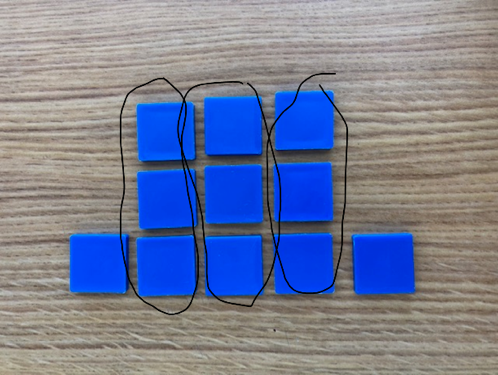
* Archivo descargable: PowerPoint de la *Matriz del día*
* Archivo descargable: PowerPoint de la *Extensión de fotografías de matrices*

# Antecedentes matemáticos

## Expresiones equivalentes

Esta unidad se centra en establecer conexiones entre las matrices visuales y las expresiones. Dado que una misma matriz puede verse de diferentes maneras, las matrices ofrecen a los estudiantes una forma de explorar cómo pueden ser iguales diferentes expresiones, y la estructura de la propia expresión proporciona información sobre cómo ve la persona la imagen.

Por ejemplo, un estudiante podría ver grupos verticales de 3 en esta matriz, con dos fichas extra en los bordes, y podría escribir la expresión 3 × 3 + 2.



Otro estudiante podría escribir 2 × 3 + 5 para la misma matriz, porque vio dos grupos horizontales de 3 y un grupo inferior de 5.

De este modo, los estudiantes están demostrando que 3 × 3 + 2 = 2 × 3 + 5, y también están aprendiendo cómo la propia expresión conlleva información sobre el modo en que se entiende la matriz.

# Actividades y práctica

Alfabetización financiera: ¿compra única o suscripción?  
Habilidades TSTM: Resolución de problemas



**Actividad presencial o a distancia**



Requiere el Paquete del estudiante, p. 28

1. Explique que a veces podemos elegir entre comprar algo directamente (compra única) o pagar una cuota de suscripción a lo largo del tiempo (coste repetido). Pida a los estudiantes leer la situación y responder a las preguntas que tengan al respecto.

Jean-Pierre acaba de comprarse una computadora nueva. Quiere poder crear documentos en él utilizando un programa de tratamiento de textos.

Tiene dos opciones:

* Puede comprar el programa y descargarlo en su computadora por $160. (compra única)
* Puede pagar una suscripción que le permita utilizar el programa. Esto cuesta $50 al año (un costo repetido).

1. Dé a los estudiantes la oportunidad de debatir los pros y los contras de cada elección y de rellenar la tabla, y después infórmeles en clase. Si aún no lo han hecho, empuje a los estudiantes a considerar cuánto costaría la suscripción al cabo de 1, 2, 3, 4 o 5 años, y conecte con la multiplicación como suma repetida.

**Nota:** Además de las consideraciones financieras, vea qué otros conocimientos previos de alfabetización digital tienen los estudiantes. Otros pros o contras podrían incluir si el programa está disponible sin conexión a Internet (algunas suscripciones requieren una conexión para su uso), el hecho de que las suscripciones a veces proporcionan actualizaciones adicionales o soporte técnico, y la longevidad esperada del dispositivo y la versión actual del software (Esto puede ser algo para que los estudiantes investiguen: ¿cuánto tiempo puede esperar Jean-Pierre que dure su nueva computadora? ¿Cuánto suelen durar los programas de tratamiento de textos antes de que la compañía saque una versión más reciente? ¿Antes de que queden obsoletos y dejen de ser compatibles con otro software?)

1. Basándote en los pros y los contras, ¿qué harías tú? Haga que los estudiantes voten y compartan sus razonamientos. No hay una respuesta correcta, el objetivo es que los estudiantes consideren todos los factores relevantes y decidan en función de qué opción les iría mejor.

Rutinas de calentamiento

**Actividad presencial o a distancia**



Requiere los archivos descargables de Plantilla PowerPoint *del número del día* y *Dos verdades y una mentira*

Continúe alternando las rutinas 2 (*Número del día*) y 3 (*Dos verdades y una mentira*) como calentamiento. En esta unidad, se introducirá una nueva rutina, denominada *Array del día*.

Introducir la matriz del día



**Actividad presencial o a distancia**

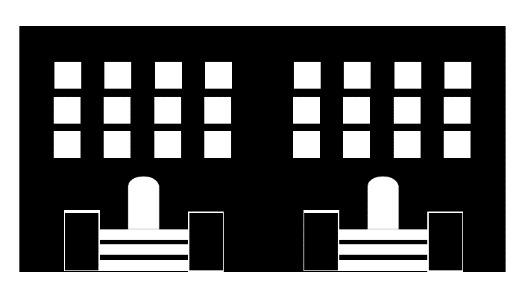
Requiere el archivo descargable de PowerPoint *Matriz del día*

Para facilitar el *Array del día*, descargue las diapositivas y muestre una de ellas. Pida a los estudiantes que encuentren una forma de contar el número total de fichas sin contar una a una. A continuación, pídales que escriban una expresión de cómo han contado. Invite a un estudiante a anotar (en persona o virtualmente) la diapositiva para mostrar cómo agruparon las fichas y a escribir su expresión. Anime al estudiante a establecer una conexión explícita entre la forma en que agruparon las fichas y su expresión (grupos iguales representados por multiplicación, grupos desiguales o extras con suma. Algunos estudiantes también pueden utilizar la resta para representar las fichas "que faltan" de un conjunto mayor). Después de que un voluntario haya compartido, pregunte *¿Alguien lo vio de otra manera?* Intente conseguir dos o tres ejemplos de formas diferentes de ver la disposición y de escribir la expresión. Demuestre, escribiendo en la pizarra, que las diferentes expresiones (si son correctas) son equivalentes: todas tienen el mismo valor, que podemos ver visualmente porque representan la misma matriz, así como simbólicamente, si realizamos los cálculos.

Después de que los estudiantes hayan realizado esta rutina durante unas cuantas clases como calentamiento, puede pedir a los voluntarios que compartan su expresión y retar a los demás estudiantes a que intenten "ver" la matriz como lo hicieron ellos.

***Notas:***

* *Este es otro lugar para repasar las diferentes notaciones para la multiplicación, así como las normas de orden si surgen en la expresión de un estudiante.*
* *Si imparte clases a distancia y tiene estudiantes que utilizan teléfonos inteligentes, puede omitir el último par de diapositivas en las que las matrices son más pequeñas.*

Debate de apertura



**Actividad presencial o a distancia**

Requiere el Paquete del estudiante, p. 31

1. Diga:

*Conozco a alguien que piensa en matrices. Ella se dedica a lavar ventanas y cobra por cada ventana. Necesita hacer presupuestos rápidos para sus clientes, así que nunca cuenta una por una. Cuando mira un edificio como este, ¿cuántas ventanas ve?*

1. Conceda a los estudiantes un momento para hablar con un compañero. A medida que los voluntarios compartan planteamientos, registre sus ideas con ecuaciones. Si alguien dice "conté de 3 en 3", pida detalles: qué dijo o pensó al contar cada grupo. Demuestre en la pizarra cómo vio la persona los números de la matriz y registre los números, así como cualquier explicación de cálculo mental.

3, 6, 9, 12, y 12 más es 24

2 por 4 es 8

3 × 4 es 12, 12 + 12 es 24

8 × 3 es igual a 24

Ejemplo: Si alguien explica: "Acabo de saber que tres 4 son igual a 12, así que he sumado 12 y 12", coloque una copia de la imagen y regístrela:

3 × 4 = 12 (Encasille el primer conjunto de ventanas y denomine los lados 3 y 4.)

12 + 12 = 24 (Encasille la segunda serie de ventanas y denomínela "12").

1. Si surge la pregunta "He visto 4 × 3... ¿es lo mismo?", aproveche para girar la matriz representada y pregunte: *¿Ha cambiado el total?* Puede probar con algunos ejemplos más de matrices para hacer hincapié en que 6 × 2 = 2 × 6, y que son equivalentes porque su total es igual. Fomente la variedad de enfoques formulando preguntas como estas:

* ¿Alguien ha contado de 4 en 4?
* ¿Alguien utilizó solo la adición? ¿Qué hiciste?
* ¿Alguien utilizó solo la multiplicación? ¿Qué hiciste?

Fotos y números



**Actividad presencial o a distancia**

Requiere el Paquete del estudiante, pp. 32–33

1. Los estudiantes encuentran los totales sin contar cada elemento individual; en su lugar, se centran en grupos de cosas.
2. Registran al menos dos formas de hallar el total y marcan los dibujos elegidos con rotuladores de distintos colores para mostrar cómo vieron los números. Cada estudiante hace esto para dos conjuntos de objetos.
3. Para repasar, resuma cada problema por separado y pida a los estudiantes que demuestren cómo vieron los números.
4. Diferentes expresiones pondrán de relieve distintas formas de ver la imagen. Por ejemplo, los sellos del número 4 podrían verse como 6 filas de 3, más una fila de 2 (6 × 3 + 2) o como dos columnas de 7 y una columna de 6 (7 × 2 + 6), o como 7 grupos de 3 a los que les falta uno (7 × 3 – 1).
5. A medida que se establezcan conexiones entre las expresiones, aproveche esta oportunidad para definir **expresiones equivalentes, es decir, aquellas** que dan como resultado el mismo total. Los estudiantes pueden indicar esta definición a su lista.

Contar de forma inteligente



**Actividad presencial o a distancia**

Requiere el Paquete del estudiante, p. 34

1. Remita a los estudiantes a la *Actividad 2: Contar de forma inteligente* y lean las instrucciones. Entregue a cada pareja un pequeño puñado de objetos pequeños, como clips, monedas de un céntimo o fichas (entre 30 y 60).
2. Mientras los estudiantes trabajan, pregúnteles cómo están decidiendo sus arreglos y apoye los arreglos registrando las expresiones. Pida a los estudiantes que terminen rápido que creen un arreglo que implique dos operaciones.
3. Las parejas de estudiantes que terminan antes observan la disposición de otra pareja y explican con una ecuación cómo han hallado el total sin contar cada artículo. Luego las parejas comparan sus ecuaciones, señalando en qué se parecen y en qué se diferencian.
4. Reúna a la clase para que compartan algunas de las formas en que agruparon los objetos. Busque una pareja que haya hecho matrices y pídale que haga su esquema en la pizarra. Pregunte:

* *¿Cuántas filas utilizaron? ¿Qué hizo con los elementos sobrantes que no formaban una fila completa?*
* *¿Quién tiene otra forma de escribir una expresión para este arreglo?*
* *¿Alguien puso los artículos en grupos del mismo tamaño? ¿Qué tamaño de grupos utilizó? ¿Por qué?*
* *¿Cuál les resultó más fácil de contar? ¿Por qué?*

1. Al compartir, destaque las expresiones equivalentes y las ecuaciones equivalentes. Si las ecuaciones o expresiones son incorrectas, muestre cómo ve pictóricamente lo que representa la ecuación del estudiante.

En un aula a distancia, haga que los estudiantes utilicen cualquier artículo pequeño que tengan a mano. Las judías secas o los cereales funcionan bien. Los estudiantes pueden utilizar su cámara o hacer una foto para compartir su arsenal.

**Adaptación para centros penitenciarios:** Utilice una colección de objetos pequeños y de tamaño uniforme que estén permitidos en el aula de correcciones. Si fuera necesario, podrían utilizarse pequeños cuadrados de papel.

Sendero del jardín



**Actividad presencial o a distancia**

Requiere el Paquete del estudiante, p. 35

1. Cuando todos tengan claras las instrucciones, deje tiempo para que cada uno cree al menos dos formas de mostrar matemáticamente el número de fichas. A continuación, reúna a la clase para compartir las expresiones.
2. Hay varias formas en que los estudiantes podrían escribir la expresión para 68 fichas. Algunos podrían ver las filas dobles de dos 10 en los lados y las esquinas con cuatro fichas cada una. Las posibles respuestas incluyen:

* Una fila de 14 en la parte superior, una fila de 14 en la parte inferior y 4 filas de 10 en los laterales
* 14 + 14 + 10 +10 + 10 + 10 = 2(14) + 4 (10)
* Dos filas de 12 a la derecha y 2 filas de 12 a la izquierda y una fila de 10 arriba y una fila de 10 abajo
* 12 + 12 + 12 + 12 + 10 + 10 = 4(12) + (2 × 10).

Algunos estudiantes pueden calcular el número de fichas para cubrir toda la superficie y restar las que cubren el jardín:

14(12) – 10(10) o 14(12) – 10 2

Si nadie saca a relucir la resta, diga:

*Vi esto como 14(12) – 10(10). ¿Qué es lo que vi?*

Durante el repaso, insista en que los estudiantes se demuestren unos a otros cómo han llegado a sus expresiones.

1. Concluya haciendo que evalúen cada expresión, utilizando las normas de orden para verificar que cada expresión es igual a 68.
2. En una clase a distancia, se puede compartir la imagen e invitar a los estudiantes a hacer anotaciones para mostrar cómo vieron las fichas y cómo conectaron con su expresión. Las expresiones pueden compartirse en el cuadro de chat.

Shape

Description automatically generated with low confidenceAmpliación: Fotografías de matrices

**Actividad presencial**

Requiere el archivo descargable de PowerPoint Extensión: Fotografías de matrices

**Nota:** Para poder ver las fotos con suficiente detalle para completar esta actividad, será necesario imprimirlas, una por página, a ser posible en color.

1. En esta actividad, los estudiantes deben intentar estimar el número total (de zapatos, postres, automóviles o libros), en lugar de intentar encontrar un número exacto (en estas fotografías, un recuento exacto es difícil o imposible.) Haga que los estudiantes trabajen con un compañero y, si es posible, asegúrese de que al menos dos parejas de estudiantes trabajan en la misma foto. (Alternativamente, puede hacer que todas las parejas trabajen en la misma foto).
2. Explique que los estudiantes deben idear una estrategia para estimar el total y escribir una expresión que muestre cómo han calculado su estimación. Por ejemplo, los estudiantes podrían contar diez libros en una pila y estimar que cada pila contiene unos diez libros, escribiendo la expresión 10 × 16.

Fíjese si los estudiantes son

* Encontrar grupos de igual o aproximadamente igual tamaño en la imagen
* Contar una parte de la foto y utilizarla para estimar el resto
* Escribir expresiones que se ajusten a su proceso.

1. Haga que cada pareja comparta su estimación y su proceso con la otra pareja que tenía la misma fotografía. Deberán comparar y criticar el proceso de cada uno e intentar ponerse de acuerdo sobre una estimación revisada entre los cuatro (o, haga que toda la clase intente ponerse de acuerdo sobre una estimación revisada tras escuchar las estrategias de los diferentes grupos).

Búsqueda del tesoro



**Actividad presencial o a distancia**

Conceda a los estudiantes cierto tiempo para reunir fotos de matrices que vean en su escuela o en su casa. Esto podría hacerse durante el tiempo de clase o como deberes. Las fotos pueden compartirse en un Padlet o Jamboard, o simplemente enviarse al maestro para que las recopile.

Adaptación para centros penitenciarios: Pida a los estudiantes que hagan una lista de los lugares en los que observan matrices en su entorno y que traigan su lista a clase.

Más práctica



**Actividad presencial o a distancia**

Requiere el Paquete del estudiante, pp. 36–39

Hay dos hojas que pueden utilizarse como práctica adicional: *Expresiones, matrices e historias* y *¿Cómo lo ves*?

Apoyo lingüístico opcional: Lenguaje para compartir el razonamiento



**Actividad presencial o a distancia**

Requiere el Paquete del estudiante, p. 40

Esta página contiene algunas partes de frases que los estudiantes podrían utilizar para compartir sus respuestas, estrategias o ideas en esta unidad. Podrían colgarse en el aula (y no dude en añadir o modificar las frases para adaptarlas a sus necesidades) se marcan en su paquete para que los estudiantes puedan consultarlos. Si los estudiantes necesitan practicar el idioma, anímeles a utilizar uno de estas frases al hablar o escribir durante una actividad específica de la unidad. Asimismo, haga hincapié en que los estudiantes pueden participar en una discusión matemática aunque no estén seguros de conocer la respuesta. Pueden compartir planteamientos que no funcionaron, o simplemente preguntas u observaciones. Todas ellas pueden ser aportaciones útiles.

Boleto de salida/Tarea (Evaluación formativa)



**Actividad presencial o a distancia**

Requiere el Paquete del estudiante, p. 41

Haga que los estudiantes completen la hoja de trabajo Cartones de huevos. Observe si los estudiantes están utilizando la multiplicación para ayudar a contar los huevos. Una combinación de suma y multiplicación está bien, pero observe si algún estudiante está utilizando exclusivamente la suma para ver si tiene dificultades para representar grupos iguales como multiplicación.

Práctica para el examen



**Actividad presencial o a distancia**

Requiere el Paquete del estudiante, pp. 42–43

**Nota:** Algunas de las preguntas utilizan paréntesis en las opciones de respuesta para indicar multiplicación, y otras utilizan paréntesis para indicar agrupación ("haz esto primero"). Repase estos usos de los paréntesis si sus estudiantes aún no se sienten cómodos con ellos.

También se incluyen en este conjunto algunos tipos de preguntas comunes que puede ser útil repasar con los estudiantes. Las preguntas 1 y 2 implican un primer conjunto de opciones de respuesta en el que todas, algunas o ninguna de las opciones pueden ser verdaderas. Este tipo de pregunta es habitual en los exámenes estandarizados y puede ser útil enseñar explícitamente a los estudiantes cómo abordarlas. Haga hincapié en que los estudiantes deben probar todas las opciones A, B y C para saber qué combinación es obligatoria en su respuesta final.

La pregunta 4 plantea qué expresión NO es equivalente a las demás. Se trata también de un tipo de pregunta que obliga a los estudiantes a evaluar todas las opciones de respuesta y a compararlas entre sí, así como a reconocer la palabra "NO" en la pregunta y cómo afecta a la tarea.

## Clave de respuestas:

1. d
2. d
3. e
4. 8× 12 + 5× 2 = 106 personas

# Vocabulario y aspectos para tener en cuenta

## Vocabulario

**Expresión, expresiones equivalentes**

## Bordes y esquinas

En la actividad Camino del jardín (y en actividades similares que impliquen matrices con agujeros) es habitual que los estudiantes cuenten las esquinas dos veces. Si alguna expresión descubre que hay 76 baldosas, esto es probablemente lo que ha ocurrido. Dé tiempo a los estudiantes para ver si pueden averiguar por qué han contado fichas de más y anímeles a "arreglar" su expresión en lugar de reescribirla. Por ejemplo, pueden restar las 8 fichas que se contaron dos veces.

## Matrices con partes que faltan

Las matrices que tienen agujeros en el centro, o las filas a las que les faltan elementos, sugieren una variedad de expresiones diferentes. Algunos estudiantes las construirán a partir de piezas más pequeñas, mientras que otros pueden escribir una expresión para toda la matriz y restar lo que falta. Destaque ejemplos de ambos enfoques y asegúrese de que los estudiantes entienden por qué funcionan ambos.

## De lo concreto a lo representacional y a lo simbólico

Al principio, los estudiantes han estado trabajando con objetos físicos (como en *Contar inteligentemente*) o contextos en los que las matrices representan objetos físicos (como baldosas o sillas). En la hoja de práctica, Expresiones, matrices e historias, el contexto cambia al dinero y las matrices pasan a ser representacionales (el dinero no tiene por qué parecer una matriz ni siquiera ser objetos discretos). Compruebe si los estudiantes son capaces de realizar esta transición. Las imágenes siguen siendo concretas en el sentido de que cada punto está representado, pero la conexión con el contexto es un poco más abstracta. En el proyecto de aplicación final, los estudiantes utilizarán lo que saben sobre la multiplicación para trabajar con dinero, por lo que éste es un buen momento para evaluar si están preparados para dar ese salto.

**Unidad 4: División en partes**

|  |  |
| --- | --- |
| Objetivos de aprendizaje | CCRSAE |
| Puedo dividir los problemas de multiplicación en partes más pequeñas con una matriz. | 3.OA.5, 3.MD.7 |
| Puedo descomponer la multiplicación en partes más pequeñas con números. | 3.OA.5 |
| Puedo encontrar expresiones equivalentes para una matriz.  (Matriz del día) | 3.OA.5 |
| 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 |

***Nota:*** Los materiales EMPower Plus que aparecen en la Unidad 4 pueden encontrarse en la Lección 10 (Imagine esto) de los libros Sentido numérico cotidiano: Matemáticas mentales y Libros de modelos visuales.

# Recursos adicionales para esta unidad

* Buscador parcial de productos del Centro de Aprendizaje de Matemáticas (<https://apps.mathlearningcenter.org/partial-product-finder/>)

# Antecedentes matemáticos

## Propiedad distributiva

La propiedad distributiva es una de las propiedades fundamentales de las operaciones que los estudiantes deberían empezar a aprender a un nivel temprano. Reaparecerá una y otra vez (¡La propiedad distributiva aparece incluso al multiplicar con variables también en álgebra!)

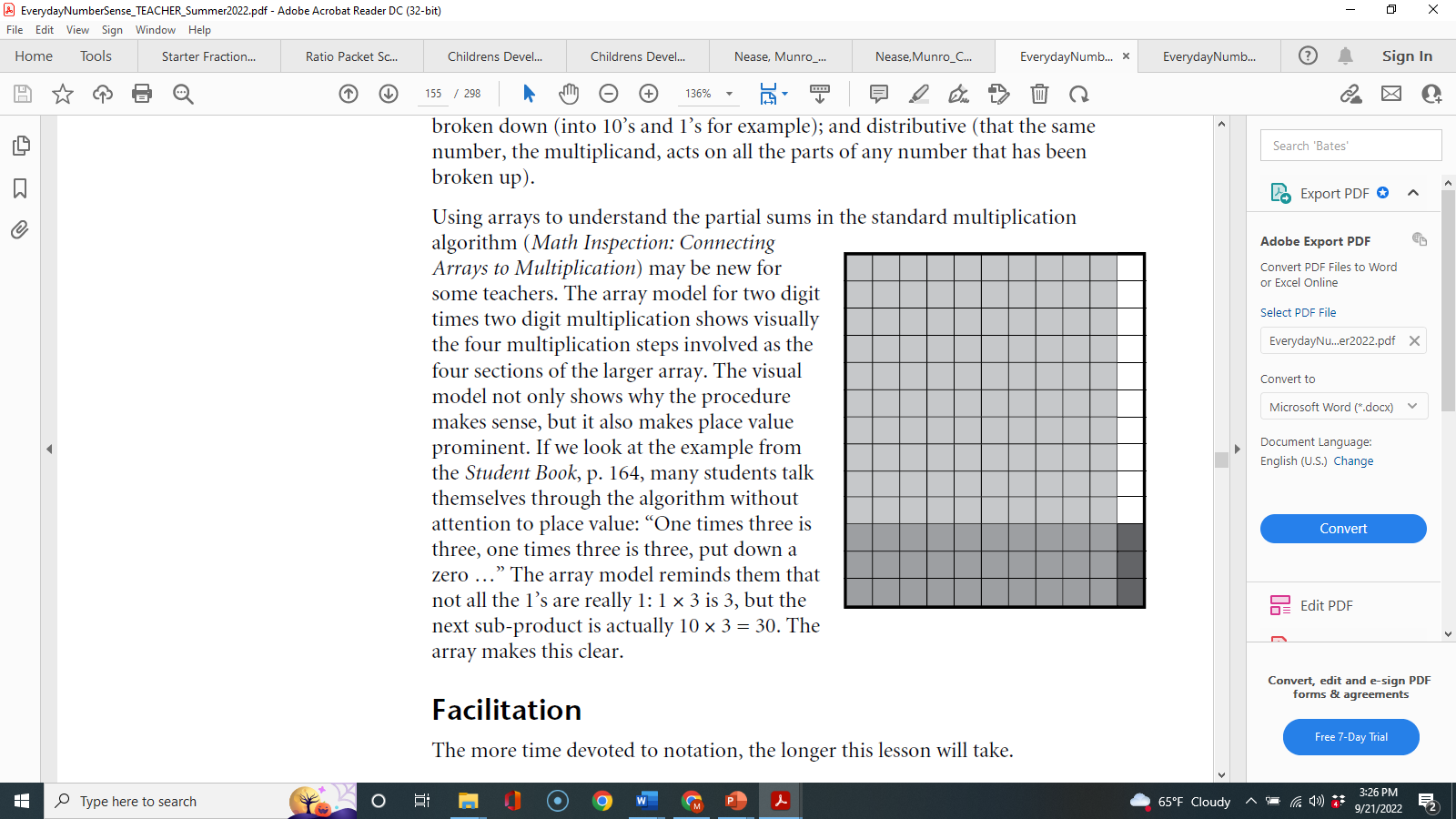
La propiedad distributiva nos permite descomponer uno (o ambos) de los factores en un problema de multiplicación. Podemos utilizarla en nuestras matemáticas mentales sin darnos cuenta. Por ejemplo, si necesita multiplicar 12 × 8, podría descomponer el 12 en 10 y 2. Puede que no conozca doce 8 en su cabeza, pero sí diez 8 (10 × 8 = 80) y dos 8 (2 × 8 = 16). Combinándolos obtendrá 12 × 8. Este proceso mental podría representarse simbólicamente con 12 × 8 = (10 + 2)× 8 = 10 × 8 + 2 × 8.

Esta unidad ofrece a los estudiantes la oportunidad de explorar la propiedad distributiva con el apoyo visual de las matrices. El proceso puede verse visualmente cortando la matriz de 12 × 8:

Graphical user interface, application, Excel

Description automatically generated

El desglose de los factores, concretamente por valor posicional, es la base del algoritmo tradicional de la multiplicación.



10 x 10

10 x 1

11

13

3 x 1

3 x 10

A picture containing diagram

Description automatically generatedPor ejemplo,

# 

El algoritmo tradicional es una versión comprimida de lo mostrado anteriormente. Los resultados de los dos primeros pasos de la multiplicación se combinan antes de escribirlos, y los resultados del tercero y el cuarto también se combinan antes de escribirlos, de modo que solo se suman dos productos parciales en el paso final.

# Actividades y práctica



Conocimientos financieros: pequeños costos que se suman  
Habilidad TSTM: Pensamiento crítico

**Actividad presencial o a distancia**



Requiere el Paquete del estudiante, p. 45

1. Explique que a veces los costes que parecen pequeños pueden sumar más de lo que esperamos cuando se repiten mucho. *Nota lingüística: Explique que el modismo "se va sumando” (it adds up) significa que el total es más de lo que podríamos esperar.*
2. Haga que los estudiantes lean el problema y respondan a las preguntas que tengan. A continuación, deles tiempo para que trabajen juntos para resolverlo.

*A Jayla le encanta tomarse un café de camino al trabajo. Paga unos $3 por su bebida de café favorita. Lo hace 4 veces por semana.*

*¿Cuánto suele gastar Jayla en café al mes?*

1. Analice las soluciones y destaque las áreas en las que se utilizó (o podría utilizarse) la multiplicación.
2. Ahora explíqueles que han averiguado que Jayla suele gastar unos $8 al mes en café. ¿Cómo podría utilizarse la multiplicación para averiguar cuánto gasta en café en un año (12 meses)? (48 x 12 o 12 x 48) Relaciónelo de nuevo con la adición repetida.
3. Dé tiempo a los estudiantes para resolver el total. Comparta las diferentes estrategias. Subraye (o señale, si no surge) que no tenemos que contar los 12 meses de una vez. A veces podemos dividir un problema de multiplicación en partes más pequeñas, por ejemplo:

* encontrar el costo para 6 meses y luego duplicarlo
* encontrar el costo para 10 meses, y luego añadir dos más

Demuéstrelo volviendo a la expresión de suma repetida y mostrando cómo se pueden agrupar los $48 para ayudar a hallar el total.

En esta unidad aprenderán más sobre las formas de descomponer un problema de multiplicación.

1. Pregunte*: ¿Les sorprende el importe total para un año (~ $576)? ¿Qué otros pequeños costos que pagamos con frecuencia podrían "sumarse" en el transcurso de un mes o un año?*

Rutinas de calentamiento

**Actividad presencial o a distancia**



Requiere los archivos descargables en PowerPoint Plantilla del *número del día*, *Dos verdades y una mentira*, y Matriz del día

Continúe alternando las rutinas 2 (*Número del día*) y 3 (*Dos verdades y una mentira*) y 4 (*Array del día*) como calentamiento.

Debate de apertura

1. Diga: Hay algunas operaciones de multiplicación que me resultan más fáciles de recordar que otras. Por ejemplo, sé que 6 × 6 = 36, pero a menudo olvido que 6 × 7. En mi cabeza, pienso en seis 6 y añado un 6 más: 36 + 6 = 42. (O ponga otro ejemplo que sea cierto para usted).
2. Pregunte: *¿Alguien más hace esto cuando está multiplicando?* Haga que los estudiantes ofrezcan ejemplos.
3. Explique que en esta unidad los estudiantes explorarán la forma en que los factores pueden dividirse en partes más pequeñas para facilitar la multiplicación.

Romper matrices



**Actividad presencial o a distancia**

Requiere el Paquete del estudiante, pp. 48–50

Esta actividad ilustra la propiedad distributiva. Por ejemplo, la primera situación, (6 × 7), se ha reagrupado para mostrar 6(5 + 2), o 6(5) + 6(2). El 7 podría haberse reagrupado como 6 + 1, 3 + 4, o alguna otra combinación que sume 7. Ser capaz de descomponer las cantidades hace que sea más fácil para quienes resuelven problemas utilizar las operaciones matemáticas que conocen, lo que disminuye la carga cognitiva de las matemáticas mentales. Si, por ejemplo, los estudiantes no conocen el producto de 6 × 7 pero conocen operaciones con 5, descomponer el 7 en 5 + 2 les permite realizar la multiplicación mentalmente.

1. En esta inspección, pida a los estudiantes que trabajen en parejas. Proporcióneles papel cuadriculado (incluido en el Paquete del estudiante, pp. 51–60) para que puedan esbozar fácilmente la matriz.
2. Anímeles a idear diferentes estrategias para separar los números de modo que puedan ver que, independientemente de cómo se separe la cantidad, el total (producto) es siempre el mismo.
3. Sea explícito/a al ilustrar la propiedad distributiva, es decir, que no importa cómo se divida 6 o 7, sigue habiendo distribución de cantidades. Por ejemplo, en 6 × (3 + 4) = 6(3) + 6(4), la operación de multiplicación tiene que tocar las dos partes de 7:3 y 4.

Inspección de matemáticas: Conexión de las matrices con la multiplicación

**Actividad presencial o a distancia**

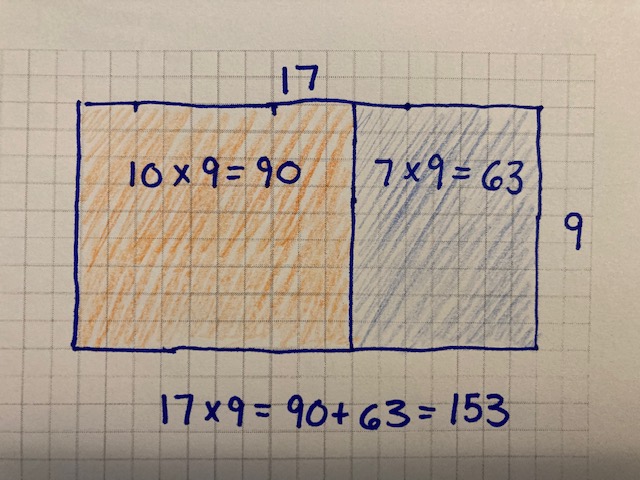
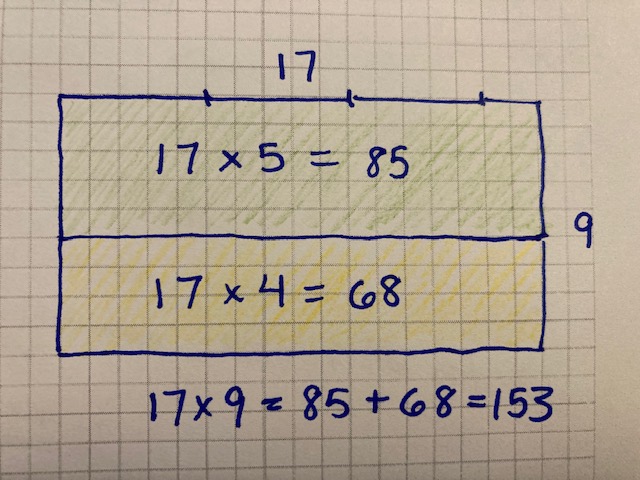


Requiere el Buscador Productos Parciales (ver enlace más abajo)

1. Utilice el Buscador de Productos Parciales (https://apps.mathlearningcenter.org/partial-product-finder/) para demostrar las diferentes formas en que se puede descomponer una matriz. Empiece con una matriz de 5 × 9. Introduzca los factores en la aplicación y pulse "hacer". A continuación, pida a los estudiantes que den ejemplos de formas en que se podría "trocear" la matriz. Puede arrastrar los controles deslizantes de la parte inferior y de la derecha para dividir la matriz en partes. Muestre cómo las partes se corresponden con la expresión que aparece debajo de la matriz.
2. Pida otros ejemplos de formas de dividir 5 × 9. Asegúrese de explorar ejemplos que funcionen con grupos de 5 y ejemplos que funcionen con grupos de 9.
3. Pregunte, ¿por qué puede ser útil descomponer un problema de multiplicación? (A veces es posible que conozca algunas operaciones de multiplicación, pero no todas, y puede utilizar lo que sabe. Por ejemplo, si alguien no sabe 5 × 9, pero sí sabe 5 × 5 y 4 × 5, puede utilizar lo que sabe para resolver el producto mayor).
4. Si dispone de dispositivos que los estudiantes puedan utilizar en una clase presencial, haga que los estudiantes accedan al Buscador de productos parciales para explorar la multiplicación de números más grandes y la división del conjunto en partes. Si no dispone de dispositivos, los estudiantes pueden utilizar el papel cuadriculado proporcionado en el Paquete del estudiante de las págs. 51–60.
5. Ofrezca opciones de números para multiplicar, para que los estudiantes puedan autodiferenciarse:

12 × 8 17 × 9 12 × 18 24 × 13 45 × 32

1. Discuta las diferentes formas de descomponer las distintas matrices y pregunte a los estudiantes qué formas les facilitarían más la multiplicación. Por ejemplo, 17 × 9 podría descomponerse como (10 × 9) + (7 × 9), o como (17 × 5) + (17 × 4), pero el primer método de descomposición podría producir operaciones de multiplicación más fáciles de conocer o calcular.



Graphical user interface

Description automatically generatedLos estudiantes que decidan trabajar con los ejemplos de números de dos cifras multiplicados por dos cifras pueden explorar la posibilidad de descomponer ambos factores o de dividir el conjunto en cuatro productos parciales. Por ejemplo, 24 × 13 podría descomponerse en (20 × 10) + (20 × 3) + (4 × 10) + (4 × 3). Estos corresponden a los cuatro productos parciales calculados en el algoritmo de multiplicación tradicional.

**Nota:** La idea clave de esta actividad es que los subproductos calculados en el algoritmo de multiplicación tradicional se representan todos visualmente como parte del conjunto total. Haga visible esta conexión. Compruebe que los estudiantes entienden que el producto de los dos factores mayores es igual al número de cuadrados de la matriz, y que la suma de los subproductos o submatrices es igual al producto/matriz total. No se trata de cambiar la forma en que los estudiantes realizan la multiplicación, sino de que comprendan por qué funciona como lo hace.

Encontrar el factor que falta



**Actividad presencial o a distancia**

Requiere el Paquete del estudiante, p. 61 o el Buscador de productos parciales (véase el enlace más abajo)

Anime a los estudiantes a utilizar el buscador de productos parciales o el papel cuadriculado para encontrar el factor que falta, no simplemente para multiplicar. Resalte los patrones en los números y muestre cómo se relacionan con las matrices.

Tarea de rendimiento: Disposiciones de la presidencia

**Actividad presencial o a distancia**



Requiere el Paquete del estudiante, pp. 62–64

1. Explíqueles que serán responsables de crear una disposición de asientos para 60 personas para una ceremonia de entrega de premios. Dirija su atención al diagrama de la sala. Deben dibujar su disposición en el diagrama y escribir una expresión que muestre que hay un total de 60 sillas. Recuerde a los estudiantes que deben pensar en el espacio entre filas, los pasillos y las salidas. Hay dos versiones del diagrama de la sala, con y sin cuadrículas. Los estudiantes pueden elegir qué versión utilizar.
2. Según el nivel de esta clase, no es fundamental tener las sillas o el diagrama a escala. (Para los estudiantes que estén preparados para ello, puede hacerles considerar el tamaño de las sillas y utilizar la versión cuadriculada para que la disposición sea más realista). Asegúrese de que todos los estudiantes estén prestando atención a la disposición y a cómo pueden reflejarla en una expresión (aunque la escala sea imprecisa).
3. Lea y discuta la rúbrica de la tarea antes de que los estudiantes empiecen.

Apoyo lingüístico opcional: Hablar de matrices

**Actividad presencial o a distancia**



Requiere el Paquete del estudiante, p. 65

Esta actividad puede brindar a los estudiantes la oportunidad de practicar por escrito (o de forma oral) el uso del lenguaje y el vocabulario asociados a las matrices.

# Vocabulario y aspectos para tener en cuenta

## Vocabulario

Graphical user interface, application

Description automatically generated**descomponer, producto parcial**

## ¿De qué tamaño son mis grupos?

Las matrices rectangulares se pueden "trocear" de dos maneras. Por ejemplo, el rectángulo de abajo se ha dividido en 3 grupos de 5 y 4 grupos de 5, lo que significa que los grupos son todos grupos de 5. En este caso, el factor 7 se ha dividido en partes.

Sin embargo, también podría cortarse horizontalmente, para hacer grupos de 7. En ese caso, el factor de 5 se ha dividido en partes.

Graphical user interface, application

Description automatically generatedPuede ser fácil que los estudiantes se pierdan en los símbolos cuando solo se enfrentan a la representación simbólica de la Propiedad Distributiva. Siga llamando la atención de los estudiantes sobre las conexiones entre las matrices y las ecuaciones y señale qué factor se ha "roto" o “descompuesto” y qué factor representa el tamaño de los grupos.

**Unidad 5: Proyecto de aplicación**

|  |  |
| --- | --- |
| Objetivos de aprendizaje | CCRSAE |
| Puedo completar una factura, utilizando la multiplicación para hallar el costo total. | 3.OA.3 |
| Puedo encontrar expresiones equivalentes para una matriz.  (Matriz *del día*) | 3.OA.5 |
| 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 |

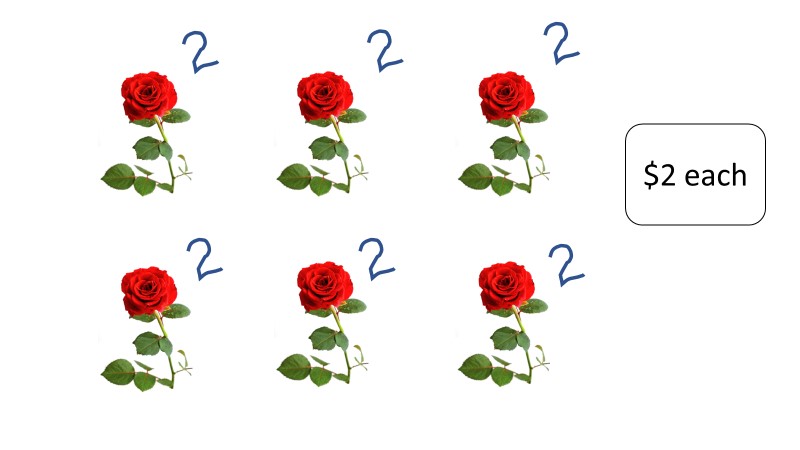
# Recursos adicionales para esta unidad

* Archivo descargable: *Hoja de cálculo de asignación de facturas de barbacoa* (opcional)
* Archivo descargable: PowerPoint *Precio Cantidad*

# Antecedentes matemáticos

## Pasar a la representación

El uso de la multiplicación en este contexto es menos concreto de lo que los estudiantes vieron en las unidades anteriores. Al trabajar con matrices, los estudiantes podían ver representados todos los objetos, aunque se les animaba a no contarlos uno a uno. Cuando se trabaja con cantidad y precio, una representación visual suele representar la cantidad de objetos discretos, y el precio se ve simbólicamente, como en la imagen siguiente



$2 cada una

Llame la atención de los estudiantes sobre el hecho de que están sumando grupos iguales (cada artículo tiene el mismo precio). El total podría calcularse y representarse mediante sumas repetidas, pero la multiplicación nos ofrece una forma más eficaz de realizar y registrar estos cálculos.

## Utilizar estratégicamente las herramientas adecuadas

El estándar para la práctica de las matemáticas 5 exige que los estudiantes sean capaces de considerar las herramientas de que disponen para resolver un problema y que sean estratégicos a la hora de elegir las herramientas que tengan sentido. En este proyecto de aplicación, anime a los estudiantes a considerar qué tipos de cálculos podrían hacer mentalmente, cuáles sería mejor hacer en papel y para qué cálculos sería apropiada una calculadora. La mayoría de los adultos utilizarían una calculadora o una hoja de cálculo para hacer al menos algunos de los cálculos que implica este tipo de tarea. Asegúrese de que los estudiantes saben utilizar la calculadora para realizar multiplicaciones y discuta cómo podrían evaluar la razonabilidad de sus resultados.

# Actividades y práctica

Alfabetización financiera: Hacer un pedido



**Enseñar Habilidades que Importan (TSTM): Navegar por los sistemas**

**Actividad presencial o a distancia**



Requiere el Paquete del estudiante, p. 67

1. Inicie el debate preguntando a los estudiantes si alguna vez han tenido que hacer un pedido. ¿En qué situaciones: por Internet, en un restaurante, etc.? Pregúnteles cómo realizan el pedido: por teléfono, rellenando un formulario en papel, a través de un proceso en línea.
2. Pregunte: *Si tuvieran que hacer un pedido de material de oficina para su centro de trabajo, ¿qué información tendrían que saber? ¿Qué información tendrían que dar para realizar el pedido?*
3. Defina las palabras **precio**, **cantidad** y costo **total** a medida que surjan en la conversación.

Diapositivas precio/cantidad



**Actividad presencial o a distancia**

Requiere el Paquete del estudiante, pp. 70–74 y el archivo descargable PowerPoint *Cantidad de precios*

1. Demuestre cómo funciona el visual señalando cada artículo con el precio y, a continuación, haga que los estudiantes escriban una expresión para el costo total.
2. Establezca conexiones (si los estudiantes no las tienen ya) entre la adición repetida del mismo precio y la multiplicación. Pida a los estudiantes que completen el resto de los ejemplos solos o con un compañero.
3. Haga un balance, pidiendo a los estudiantes que generalicen: *¿Cómo se puede utilizar el precio y la cantidad para hallar el costo total?* Hágales ver que la multiplicación del precio por la cantidad (o de la cantidad por el precio) dará el costo total.

Introducción a una factura

**Actividad presencial o a distancia**



Requiere el Paquete del estudiante, pp. 75–76

1. Conceda a los estudiantes un minuto para ver la factura de muestra. Pregunte: *¿Qué les llama la atención? ¿Qué se preguntan?* Pídales que compartan sus observaciones y preguntas.
2. Escriba las tres palabras de vocabulario (precio, cantidad, costo total) en la pizarra. Pregúnteles dónde creen que deben ir estas denominaciones y por qué. Asegúrese de que todos tienen su factura correctamente denominada.
3. En la página siguiente, pida a los estudiantes que rellenen las cantidades que faltan en la factura (ellos pueden elegir las cantidades, o puede proporcionárselas usted, si necesitan más estructura). Tendrán que calcular el costo total de cada tipo de artículo, así como el gran total. Después, discuta qué herramientas utilizaron para realizar los cálculos y por qué (matemáticas mentales, papel y lápiz, calculadora).

Proyecto de factura de barbacoa

**Actividad presencial o a distancia**



Requiere el Paquete del estudiante, pp. 77–78

**Archivo descargable opcional:** *Hoja de cálculo del proyecto de factura para una barbacoa* (Algunas celdas están bloqueadas para que los estudiantes no borren accidentalmente las fórmulas. La contraseña para desbloquearlas es ***becalm****)*

1. Este proyecto se realiza mejor en grupo, si es posible. Pregunte a los estudiantes si alguna vez han tenido que encargar un catering para un evento. ¿Cómo decidieron qué encargar?
2. Discuta la situación:

***Tu trabajo consiste en planificar una fiesta para 10 personas. Tu presupuesto total es de $110. No tienes que gastarte todo el dinero, pero no puedes pasarse.***

1. Decide cuántas unidades de cada uno encargará a la empresa de catering y rellena la factura.
2. Anime a los estudiantes a trabajar con lápiz y a utilizar papel de borrador, porque es posible que tengan que probar con diferentes cantidades si su primer pedido se sale del presupuesto.

**Nota:** El presupuesto es tal que si intentan pedir 10 filetes, no les quedará dinero para las bebidas de la fiesta. Sin embargo, tampoco pueden permitirse comprar cerveza/vino para todos y aun así tener dinero suficiente para diez cenas. Puede que no sea una gran idea proporcionar alcohol solo a algunos de los invitados.

1. Antes de dejar que los estudiantes trabajen solos, explíqueles que pueden utilizar diversas herramientas para ayudarles a resolver la tarea (cálculo mental, lápiz y papel, calculadora). Mantenga un breve debate sobre las ventajas e inconvenientes de cada una. Repase la escala de calificación para evaluar su proyecto.

Opción de alfabetización digital: Si dispone de computadoras que puedan utilizarse en el aula, pida a los estudiantes que utilicen por parejas la hoja de cálculo del proyecto de factura de la barbacoa para ayudarles a resolver el problema. Pueden introducir cantidades en las celdas verdes y la hoja de cálculo realizará los cálculos. Aún queda mucho razonamiento para resolver el problema, y puede ser una buena forma de exponer a los estudiantes a las hojas de cálculo y a los tipos de tareas para los que pueden utilizarse.

Apoyo lingüístico opcional: Hablar de precio y cantidad



**Actividad presencial o a distancia**

Requiere el Paquete del estudiante, p. 79

Esta actividad incluye un juego de rol, que podría utilizarse de diversas maneras. Los estudiantes podrían leer el juego de rol con un compañero y se les podría animar a que escribieran el suyo propio con diferentes precios y cantidades. Haga hincapié en el vocabulario y la gramática en negrita utilizados para hablar de los precios unitarios:

10 cuadernos a $3.99 cada uno

3 cajas a $2.10 la caja

Práctica para el examen



**Actividad presencial o a distancia**

Requiere el Paquete del estudiante, pp. 80–82

* 1. b
  2. b
  3. c
  4. c

# Vocabulario y aspectos para tener en cuenta

## Vocabulario

**cantidad, precio, costo total**

## Los diagramas han cambiado

Algunos estudiantes pueden tener dificultades con el cambio respecto a los tipos de imágenes anteriores en las que se veía todo el producto, como en una matriz. Anímelos a representar cada artículo y a asignarle un precio, para que puedan ver que están trabajando con grupos de igual tamaño.

## Elegir las herramientas adecuadas para multiplicar

Por lo general, los estudiantes que tienen dificultades para elegir las herramientas adecuadas se inclinan demasiado en una de estas dos direcciones: En primer lugar, puede haber estudiantes que crean que deben confiar exclusivamente en el cálculo mental, o en el cálculo con lápiz y papel, por creer que la calculadora es "hacer trampas". Haga hincapié en que los adultos que se dedican a las matemáticas y que realizan cálculos matemáticos en su vida real suelen utilizar calculadoras para cálculos que pueden resultar tediosos o llevarles mucho tiempo, lo que les permite trabajar de forma más eficaz.

Otros estudiantes pueden confiar demasiado exclusivamente en la calculadora. Anímeles a pensar en formas de comprobar la razonabilidad de los resultados que obtienen, como la estimación y el cálculo mental.

**Números visuales**



**Tarjetas de empuje/apoyo para números visuales**

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| **¿Cuántos puntos hay en cada dibujo?**  **¿Hay algún patrón?** | **¿Cuántos puntos hay en cada dibujo?**  **¿Hay algún patrón?** |
| **¿Hay algún patrón o figura que notes que aparece una y otra vez?** | **¿Hay algún patrón o figura que notes que aparece una y otra vez?** |
| **Encuentra dos imágenes diferentes que se parezcan de algún modo.**  **¿Qué es similar**  **en ellas?** | **Encuentra dos imágenes diferentes que se parezcan de algún modo.**  **¿Qué es similar**  **en ellas?** |

## **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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**¿Cuán cerca del 100?**

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https://youcubed2.wpenginepowered.com/wp-content/uploads/2017/03/How-close-to-100-handout.pdf