

# Guía de pautas para fotocopiar

## MATEMÁTICAS A *SU* MANERA

Mary Baratta-Lorton



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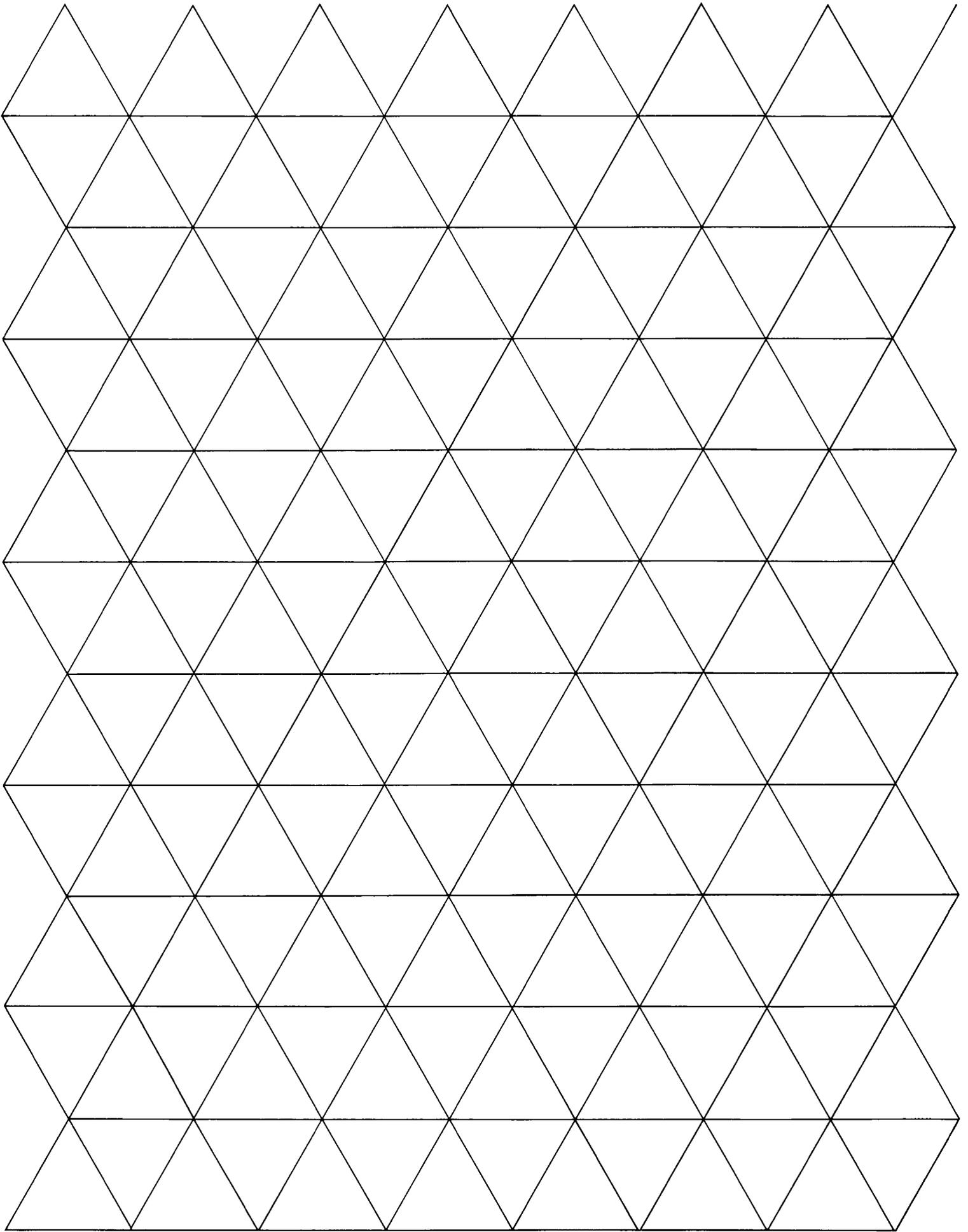
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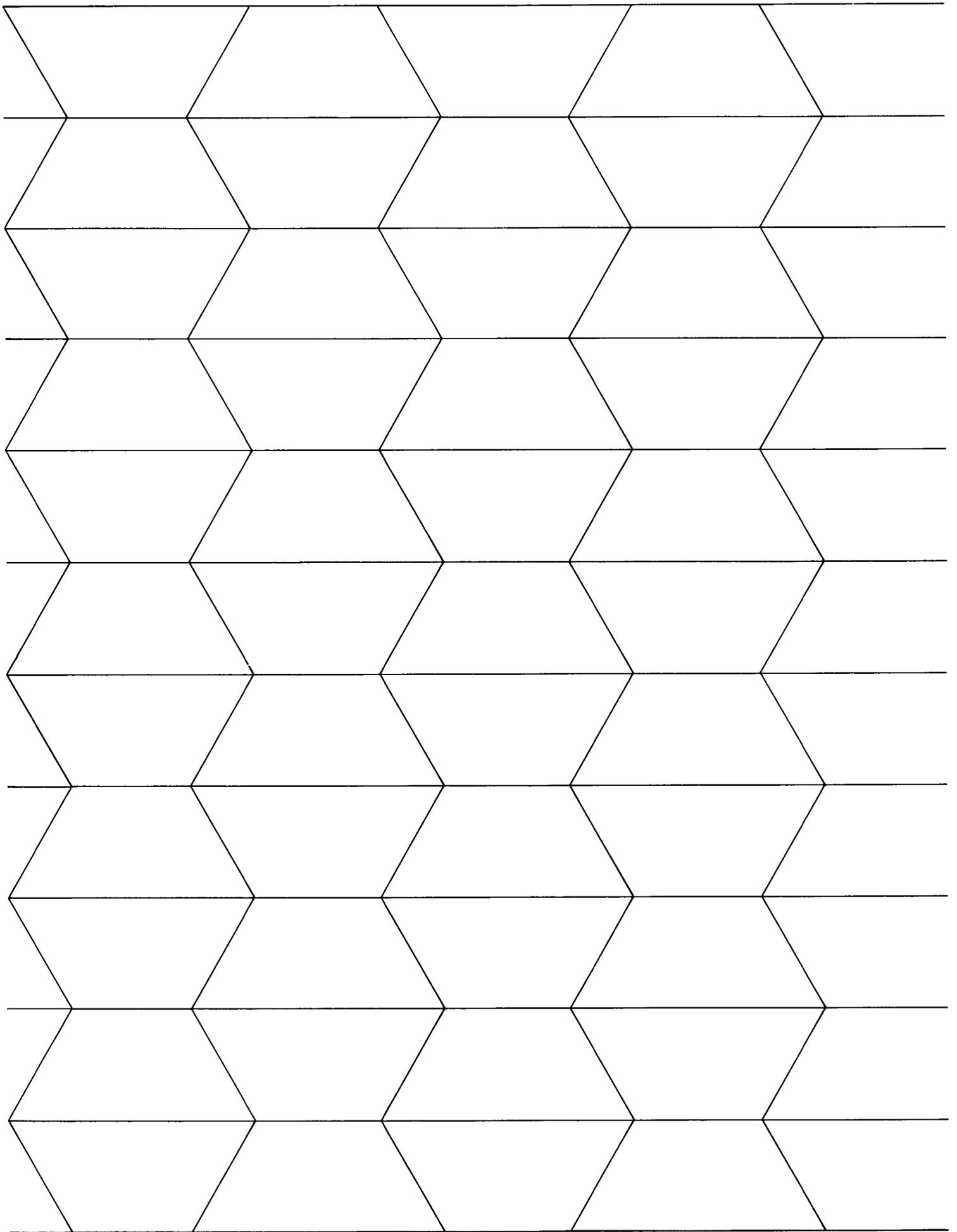
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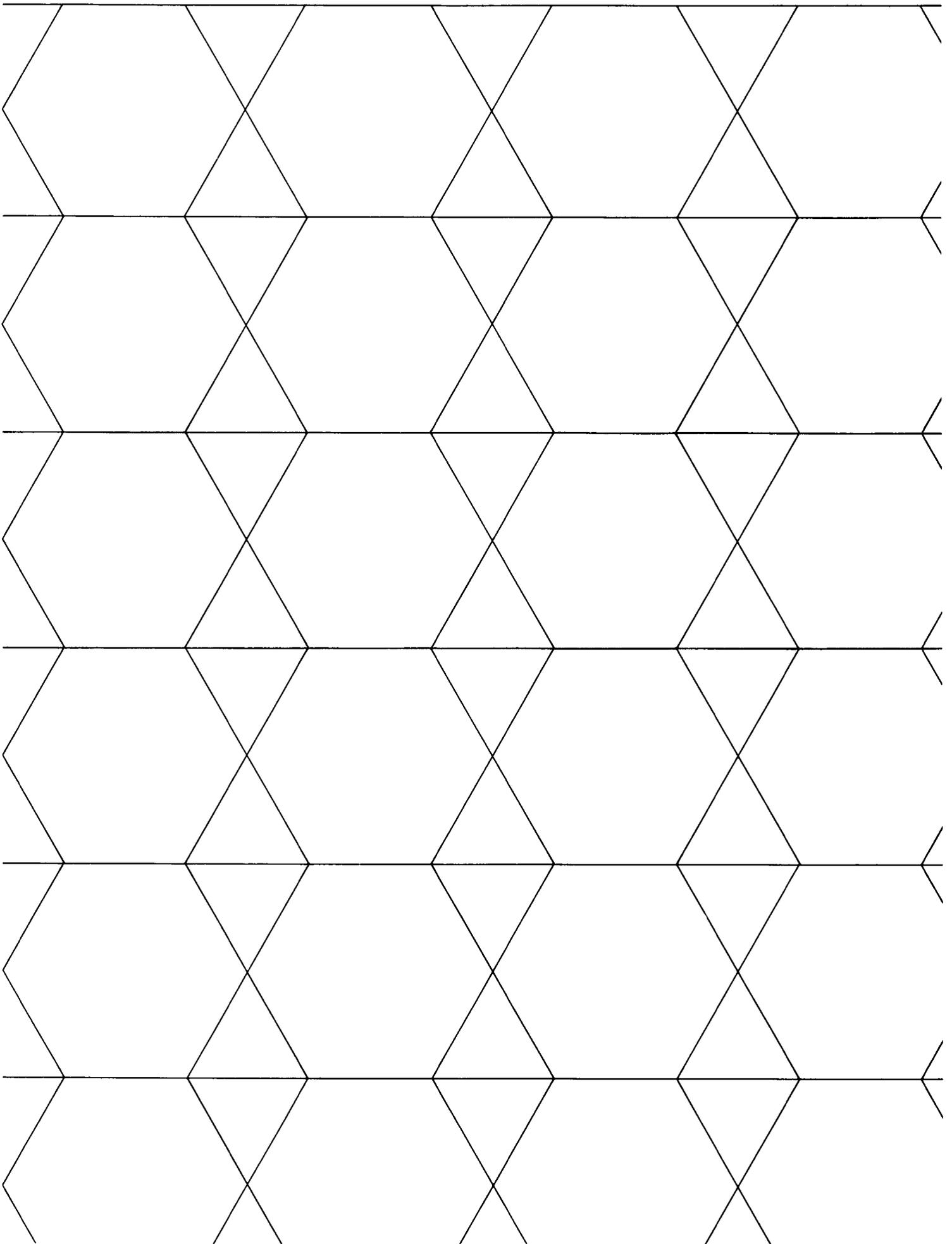
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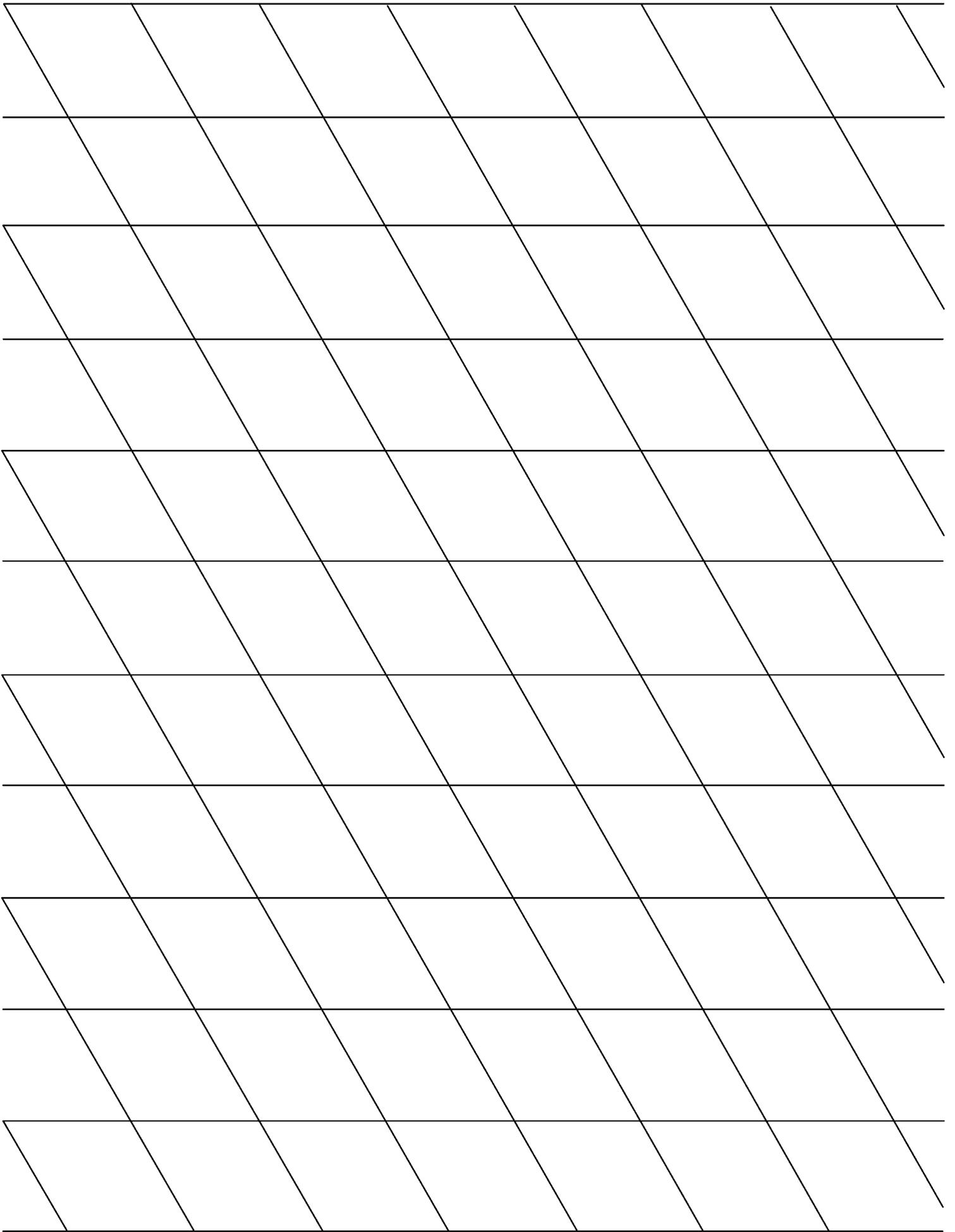
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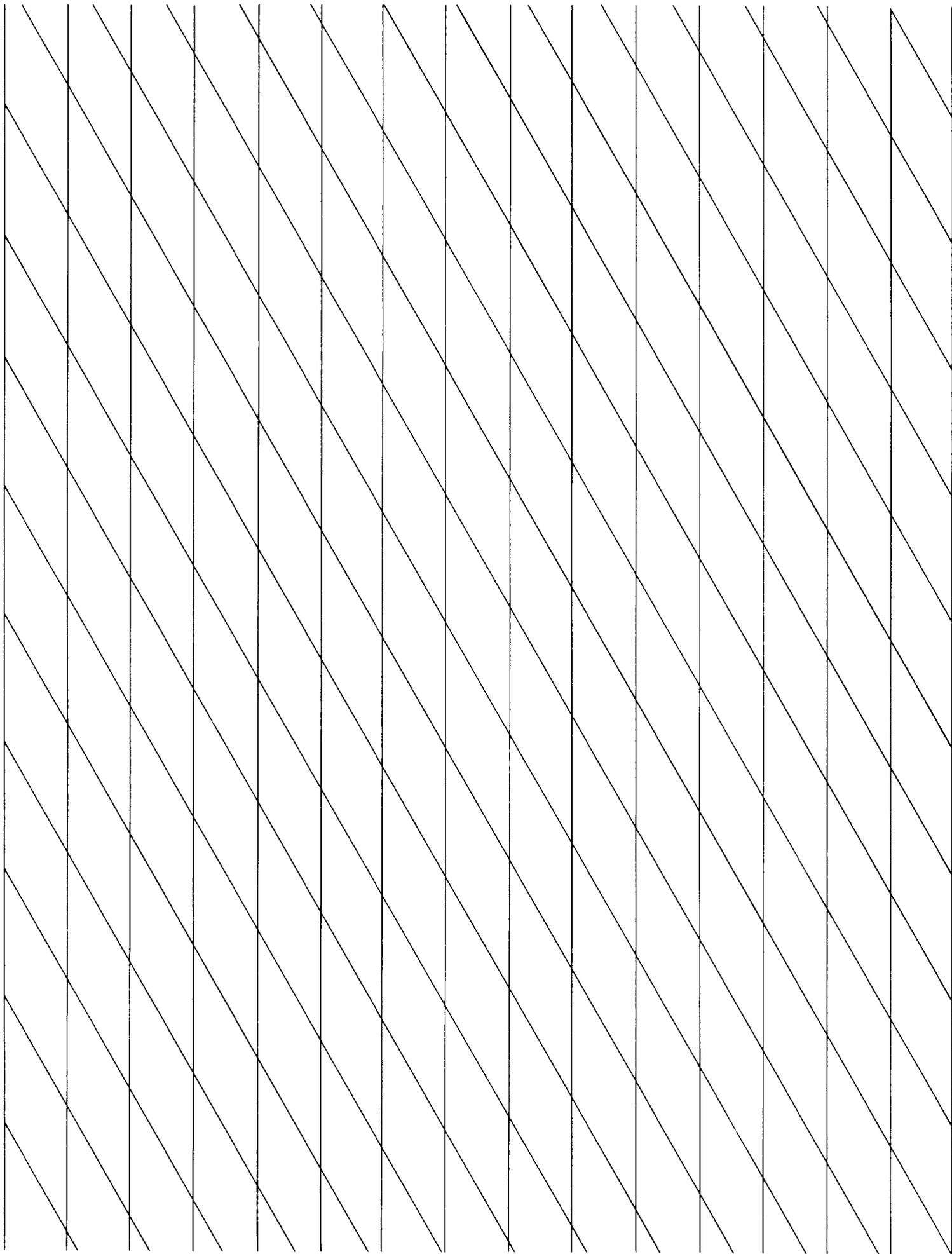


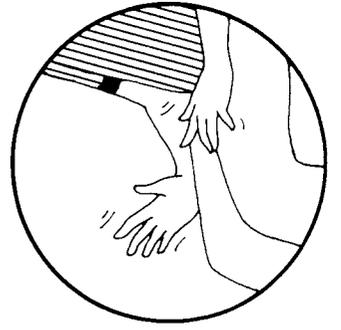
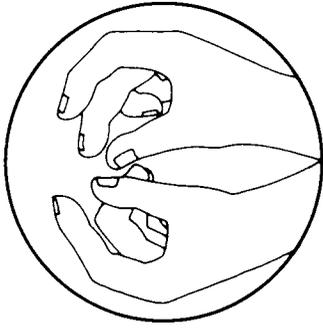
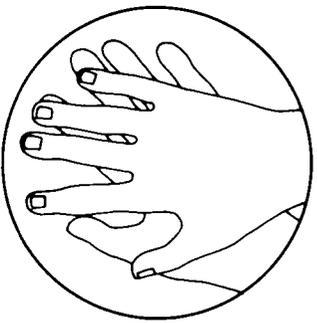
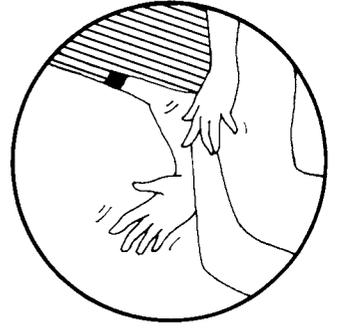
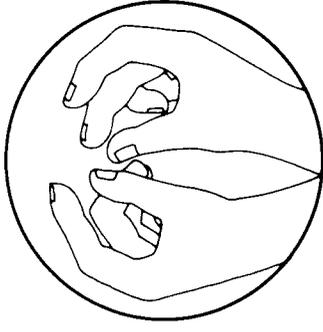
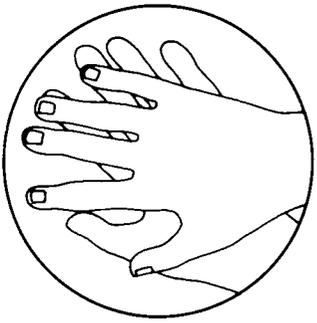
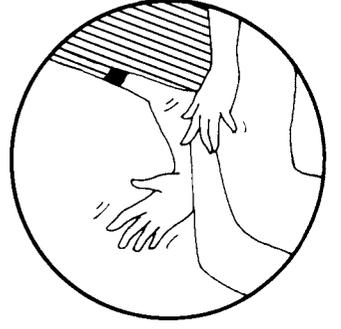
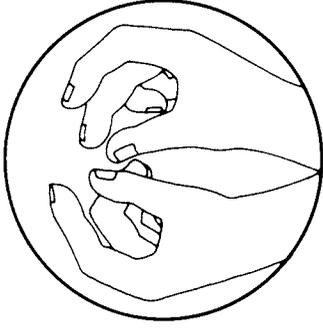
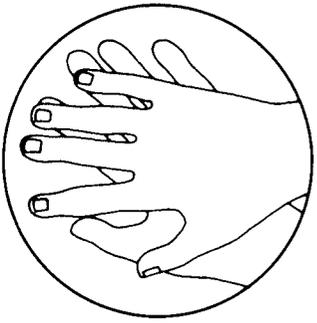
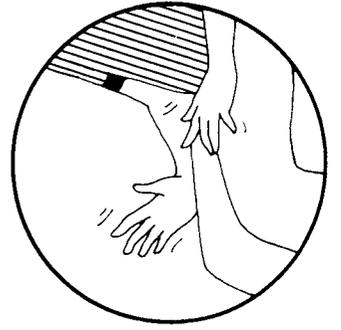
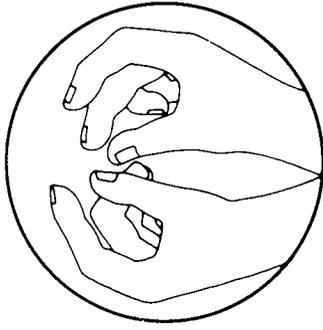
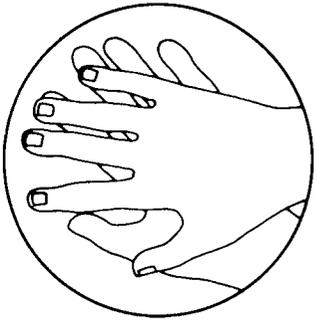
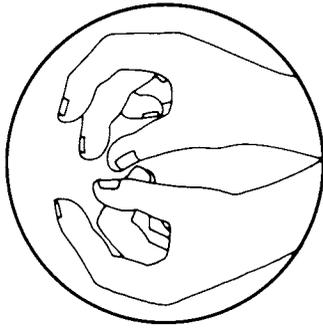
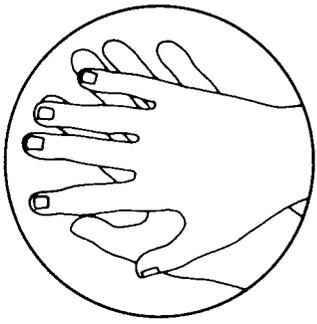


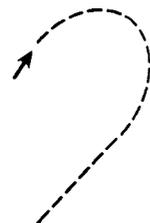
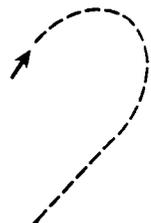
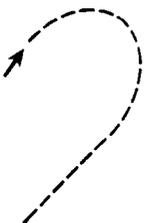
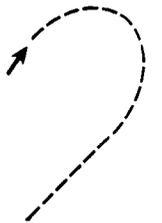
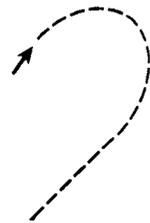
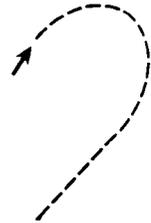
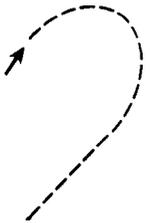
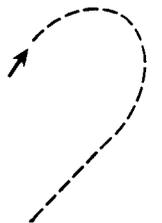
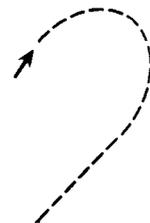
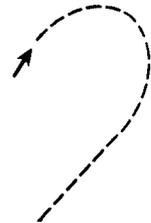
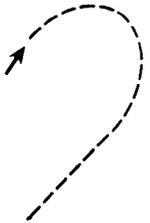
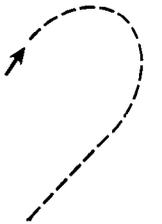
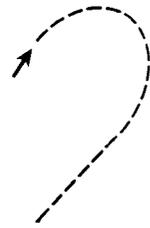
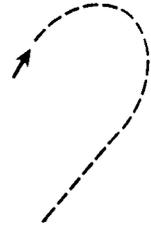
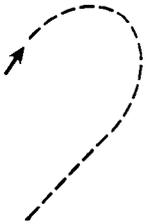
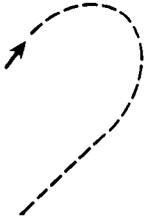
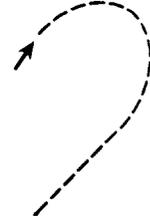
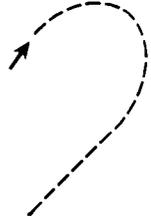




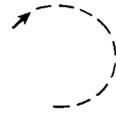
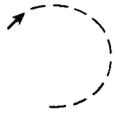
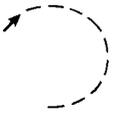
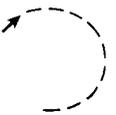
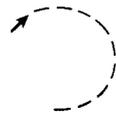
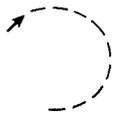
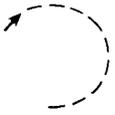
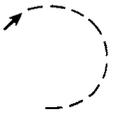
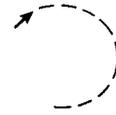
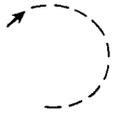
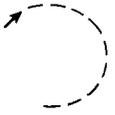
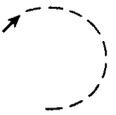
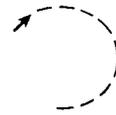
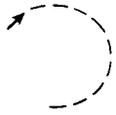
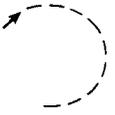
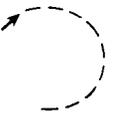
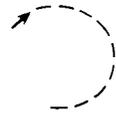
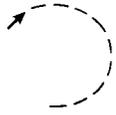




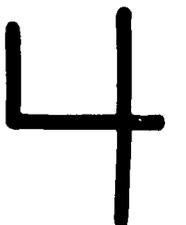
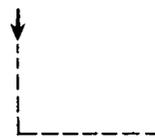
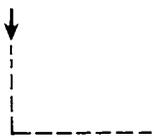
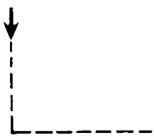
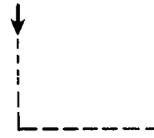
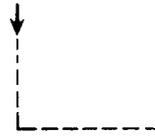
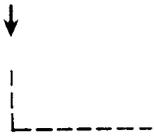
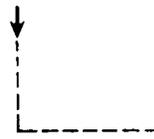
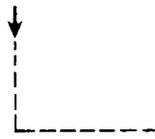
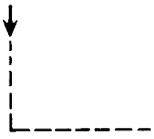
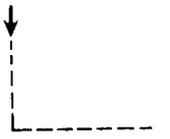
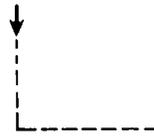
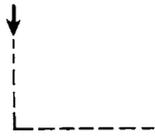


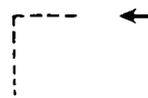
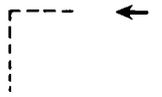
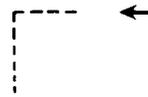
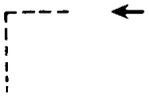
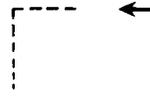


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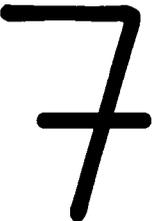
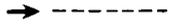
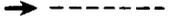
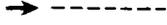
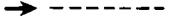
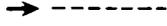
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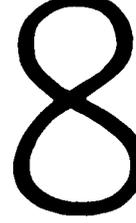
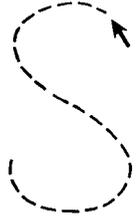


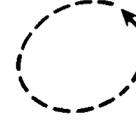
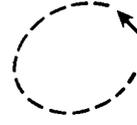
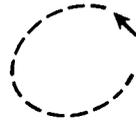
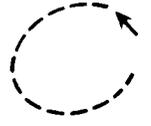
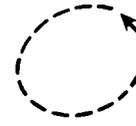
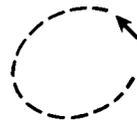
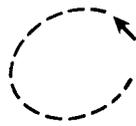
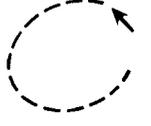
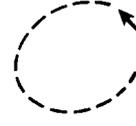
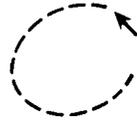
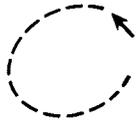
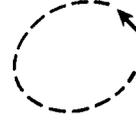
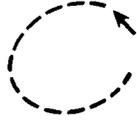
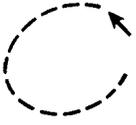
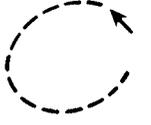
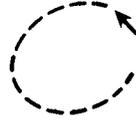
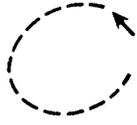


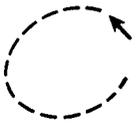
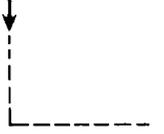
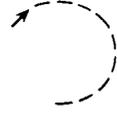
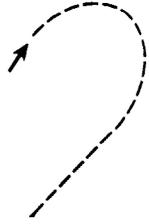
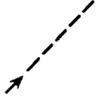
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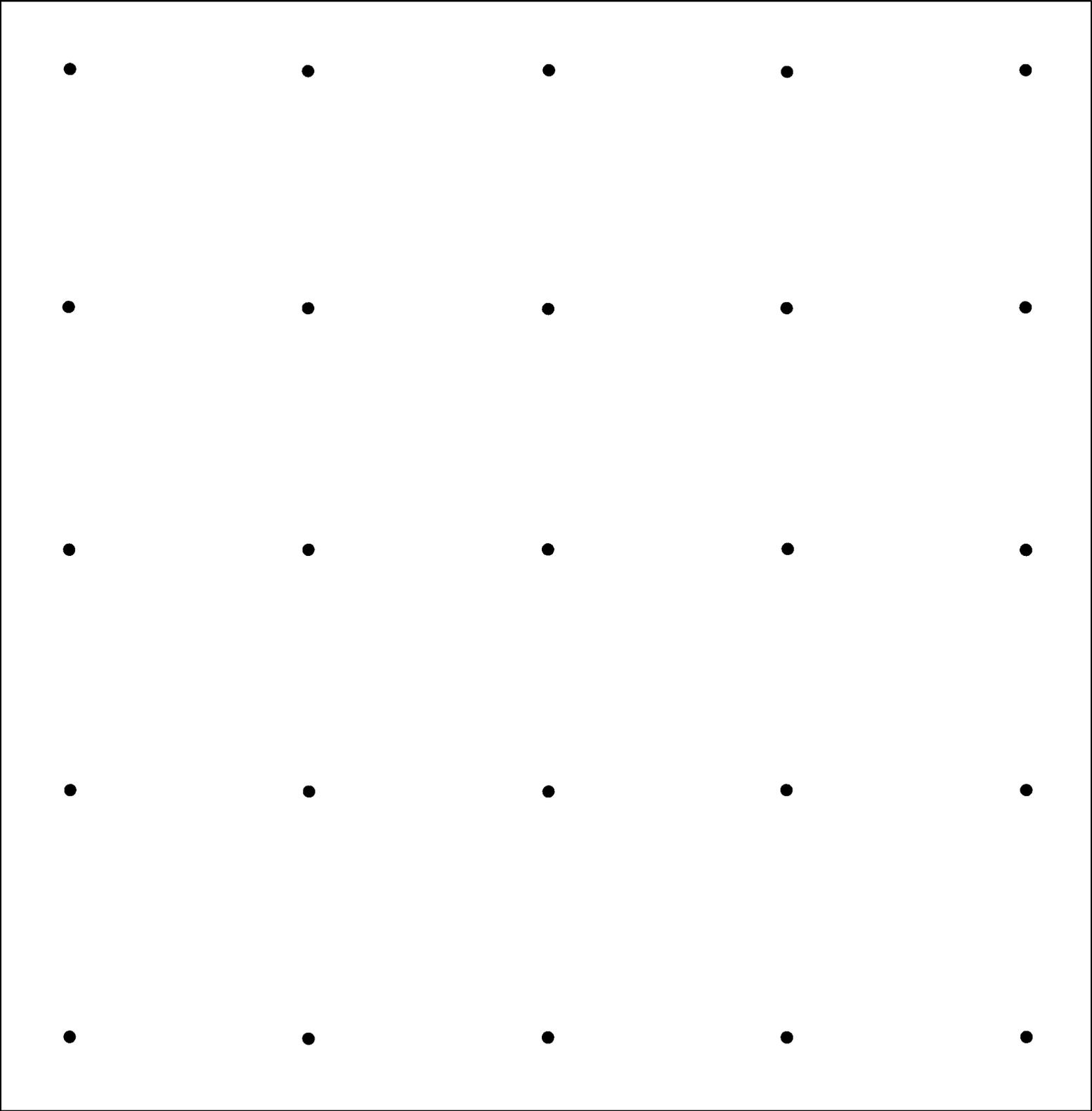


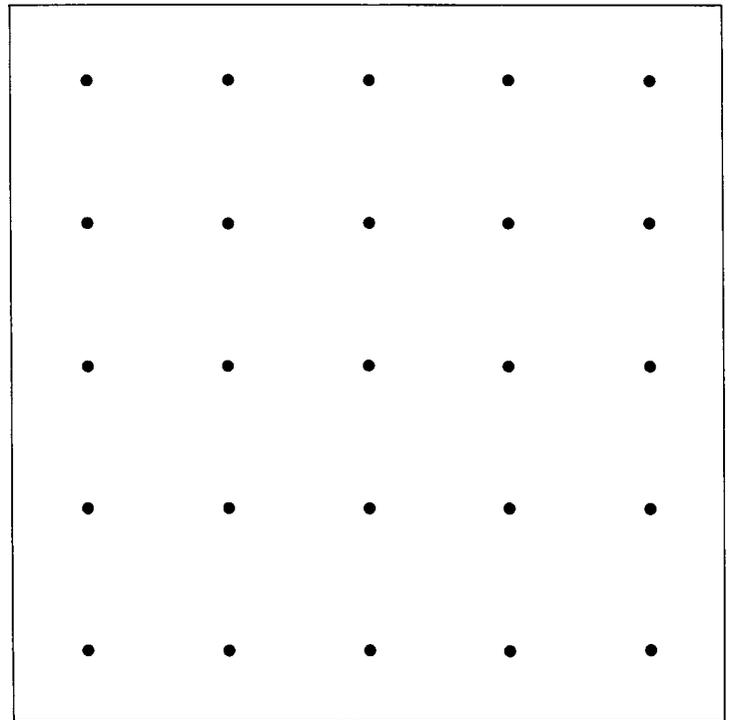
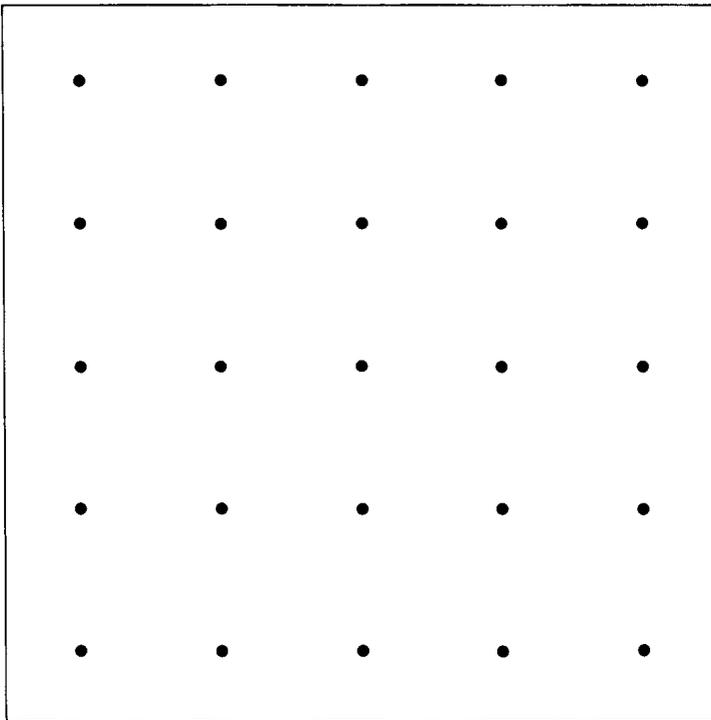
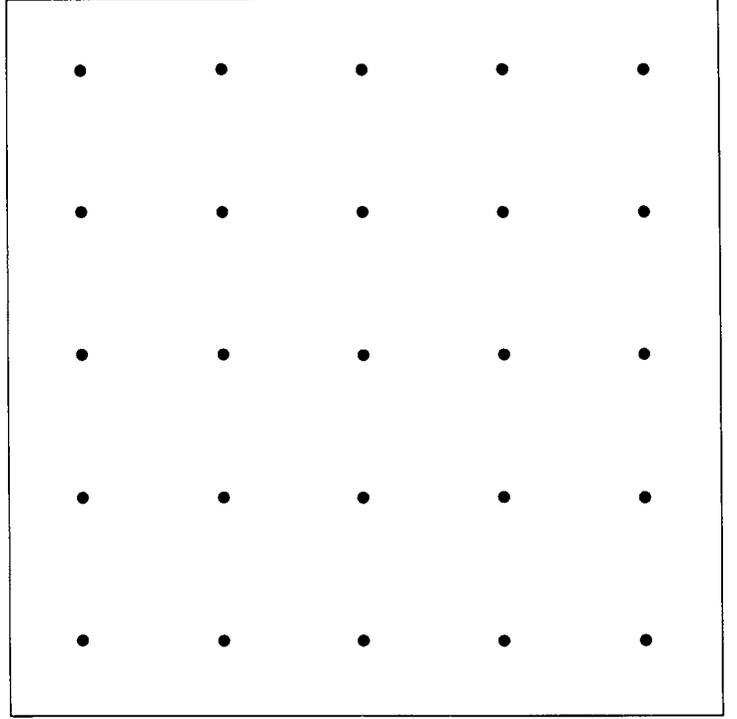
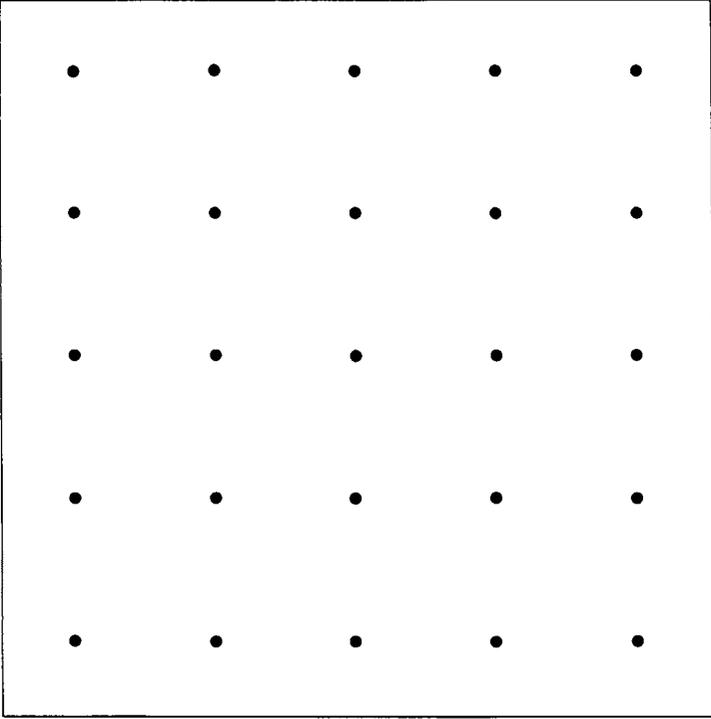






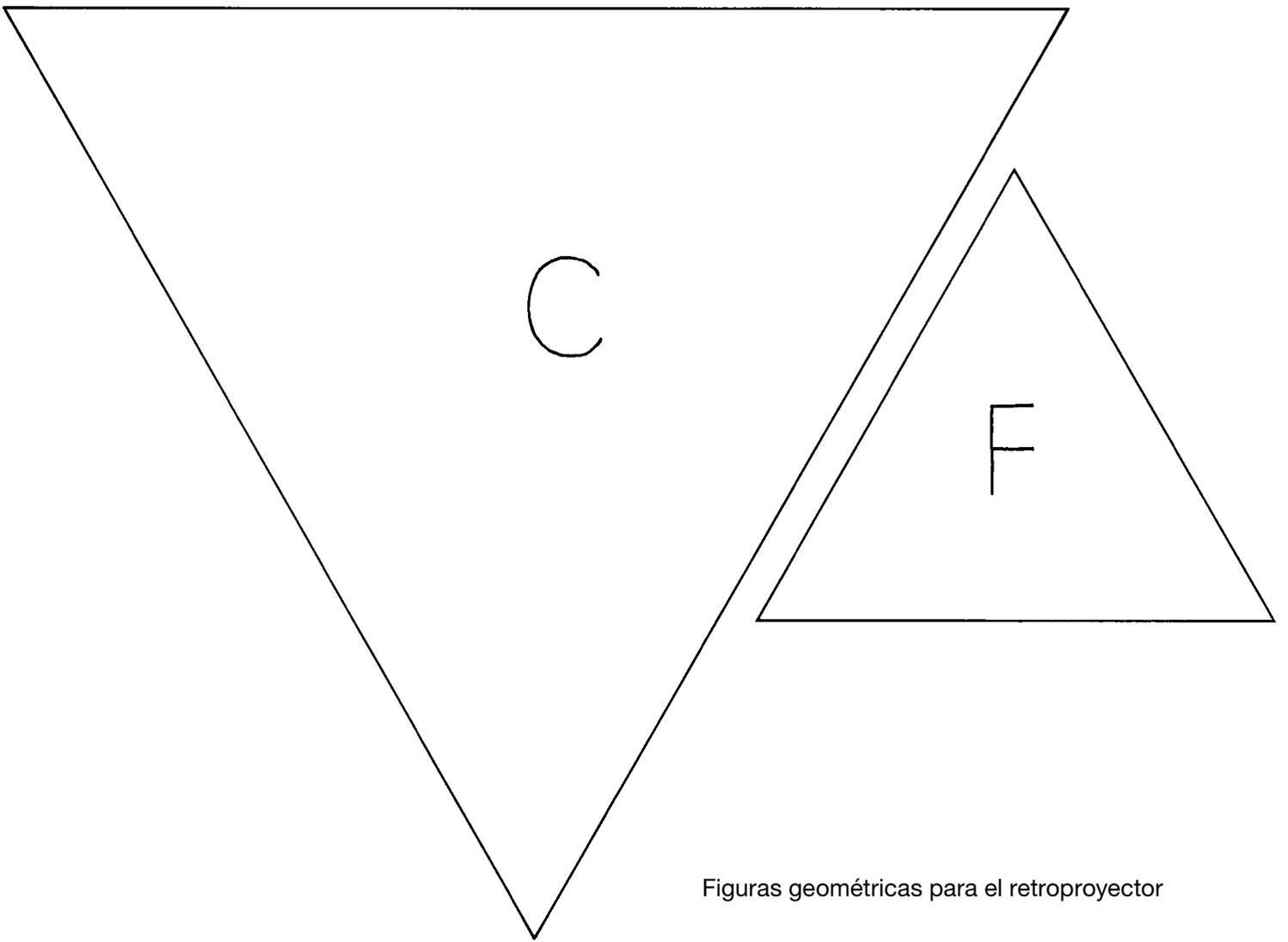




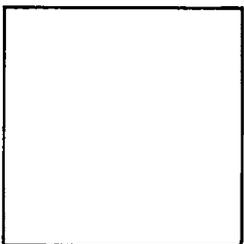
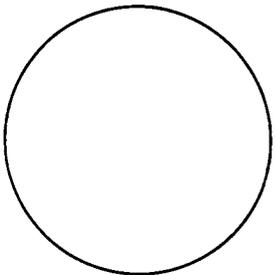
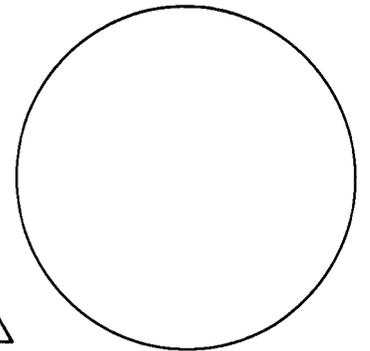
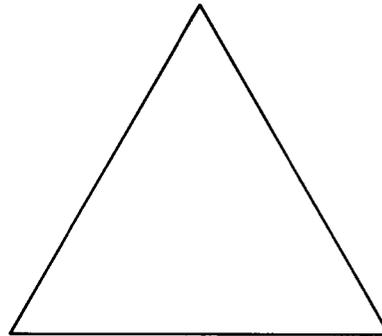
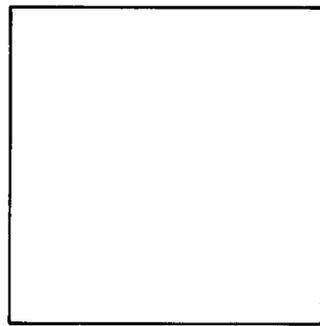
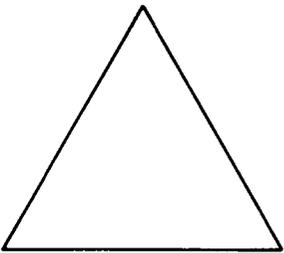




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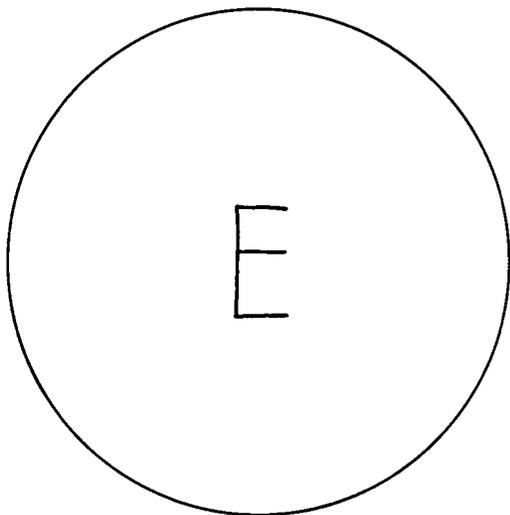
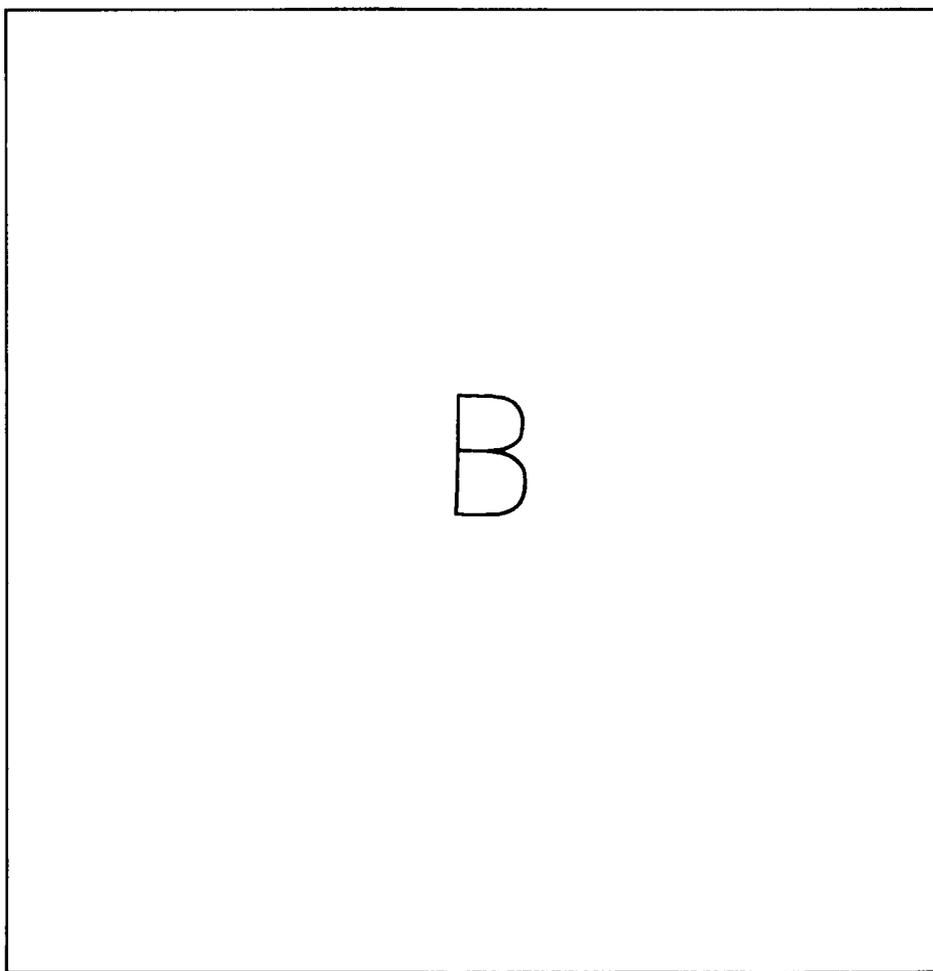
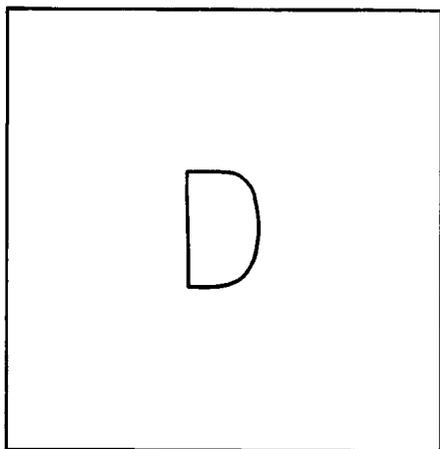
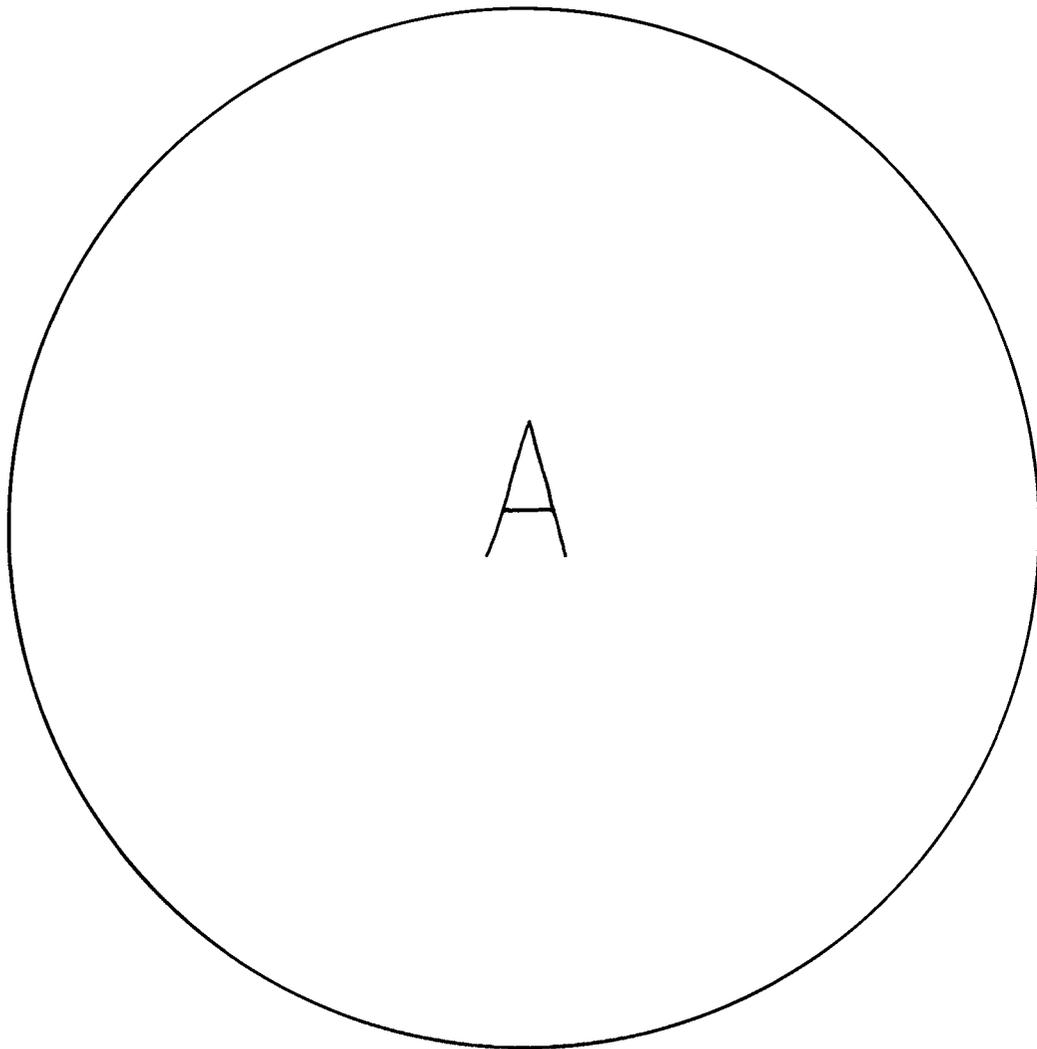
Figuras geométricas para el retroproyector

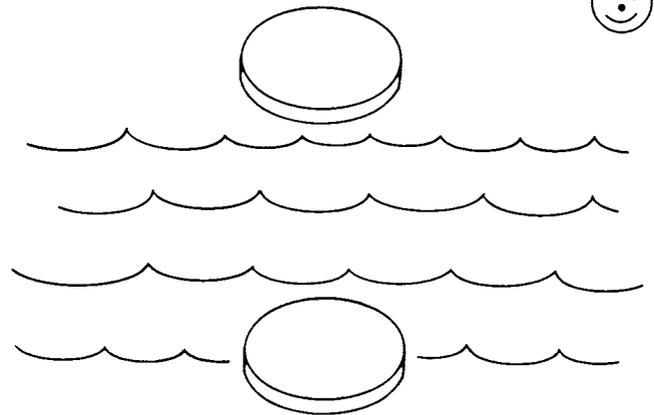
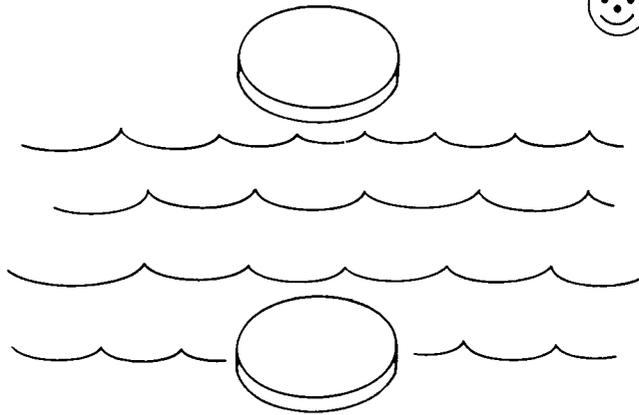
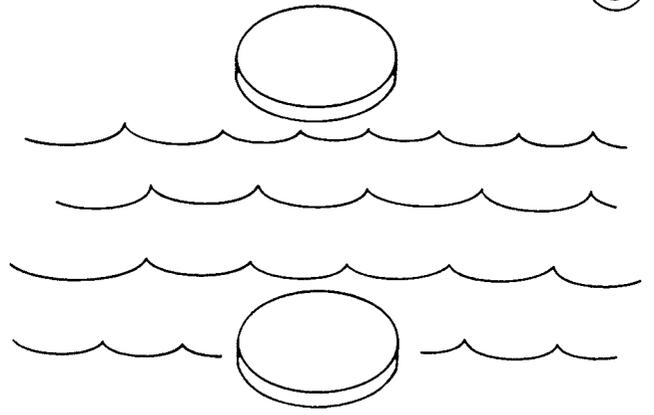
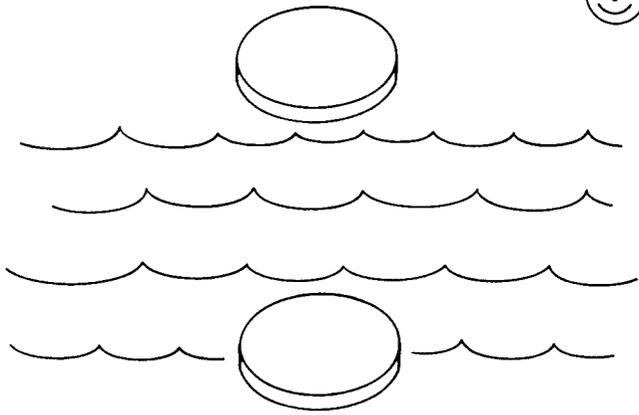


De una mica transparente, cortar tres veces cada figura. Colorear una de cada tamaño y forma en rojo, amarillo y azul. Cada set consta de 18 piezas.

## Figuras geométricas

De una esponja gruesa, cortar tres veces cada figura y luego tres más de cada una de una esponja delgada. Pintar con pintura spray una de cada tamaño, forma y espesor en rojo, azul y amarillo. Cada set consta de 36 piezas.





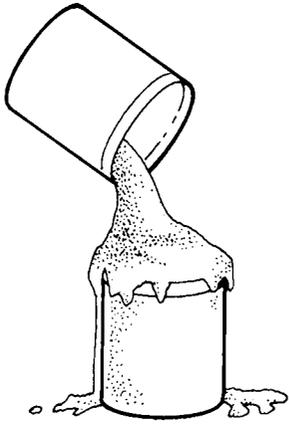
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 C ○  
 D ○  
 E ○



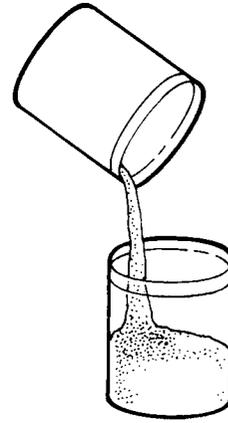
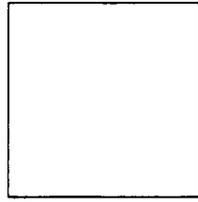
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 C ○  
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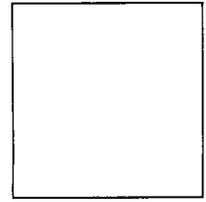
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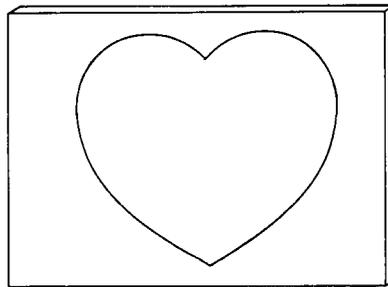
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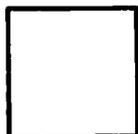
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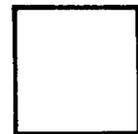
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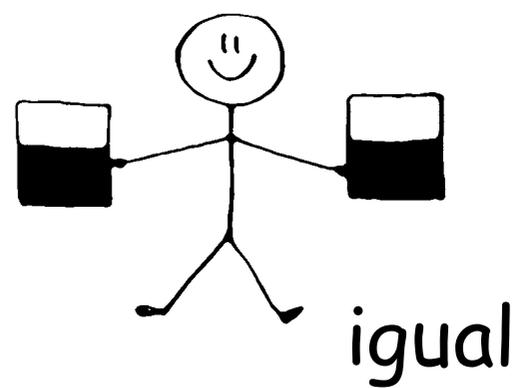
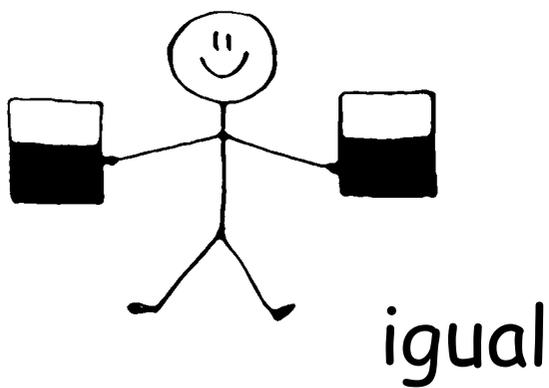
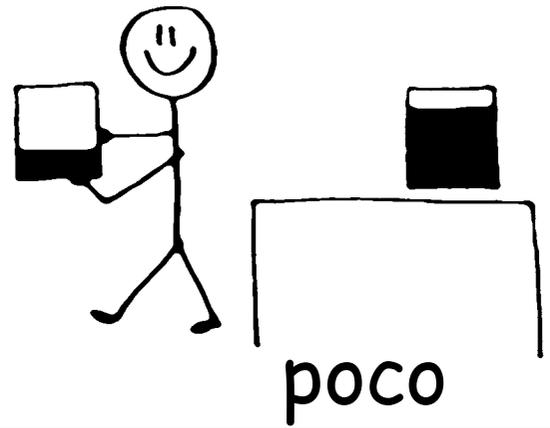
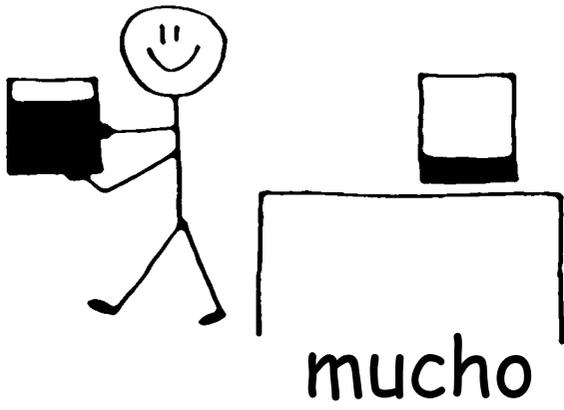
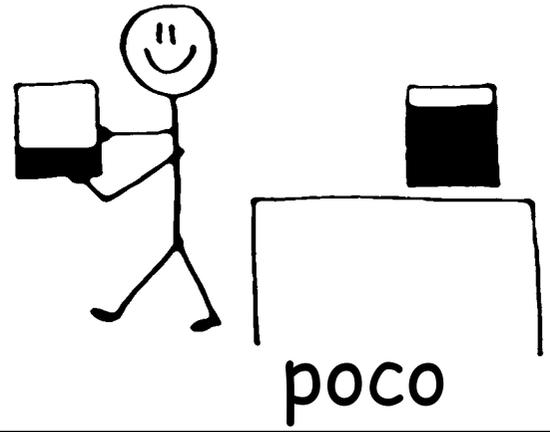
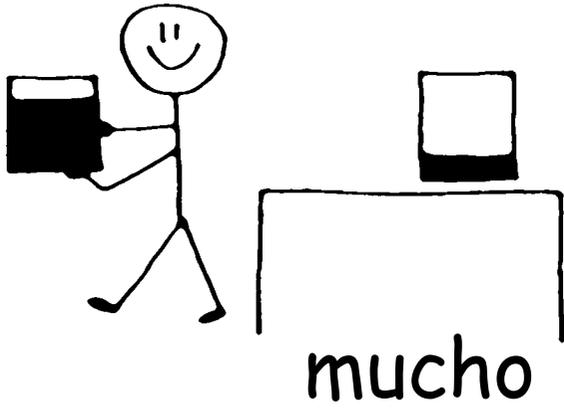


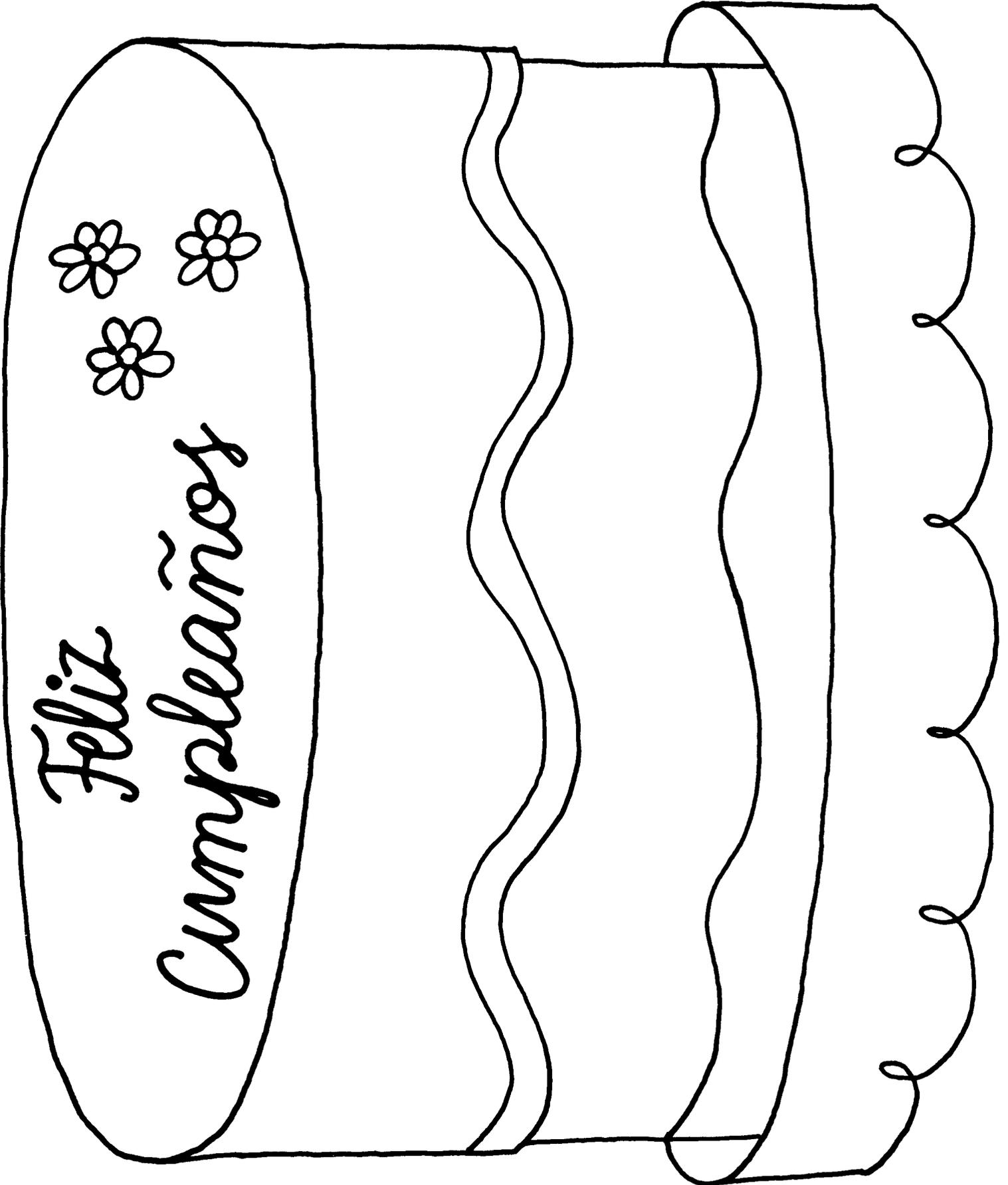
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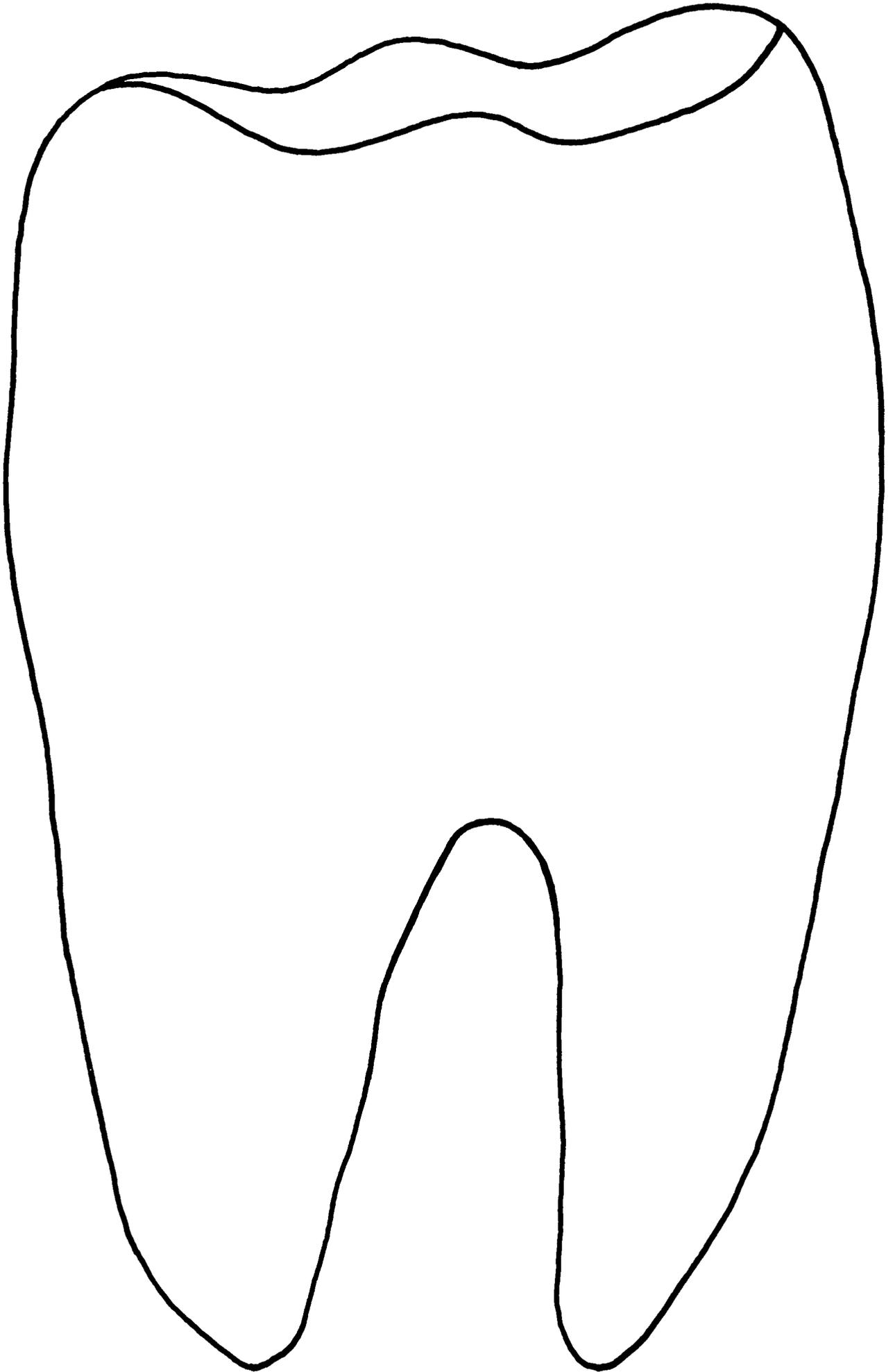


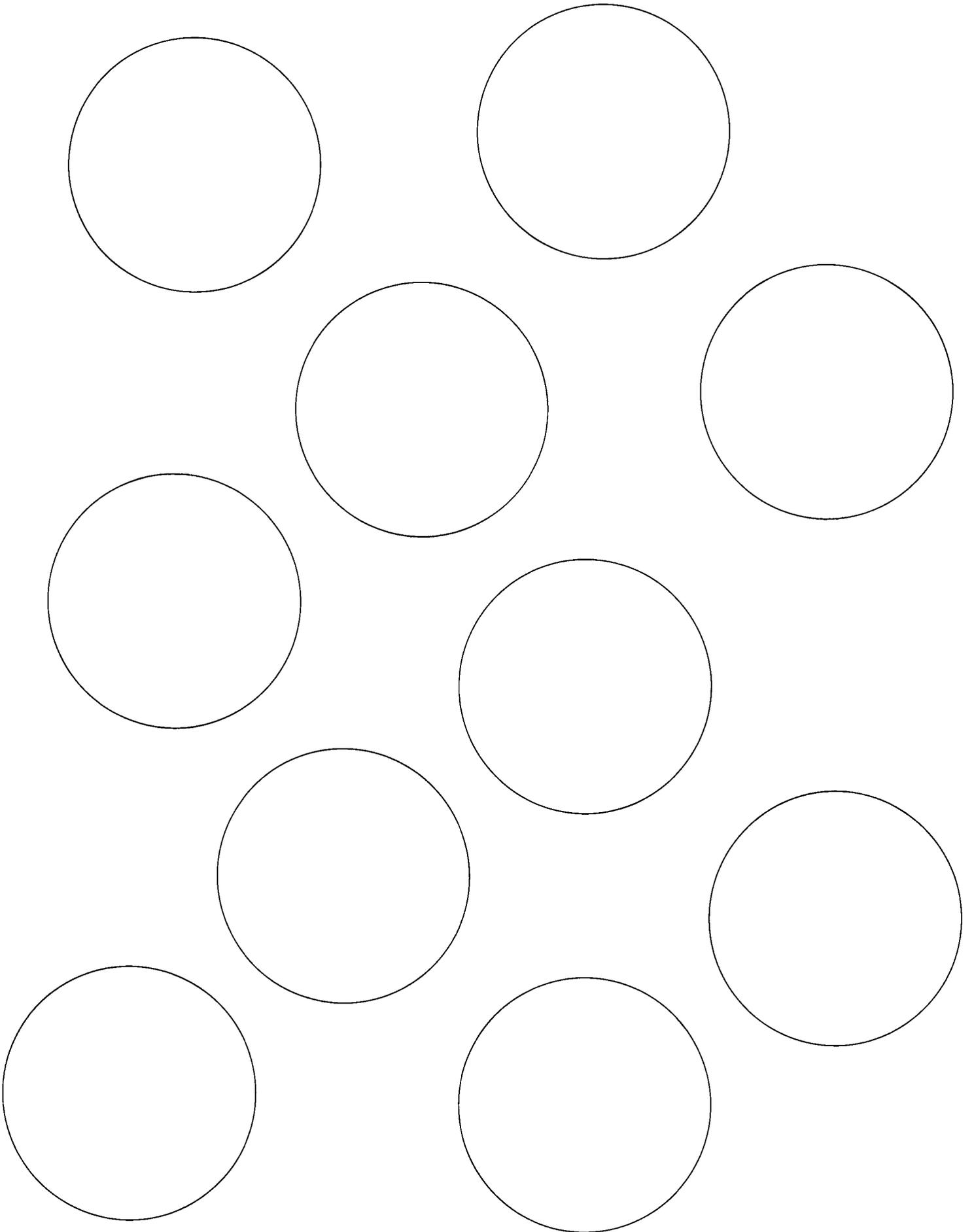
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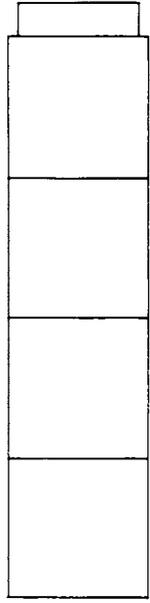
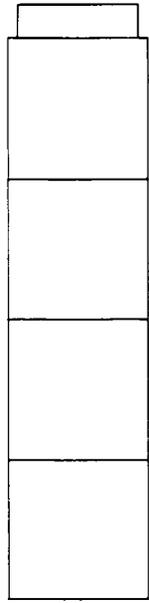
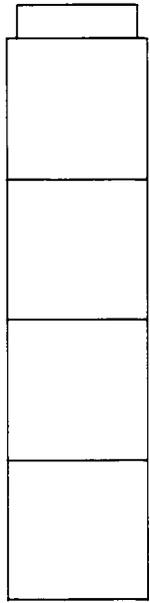
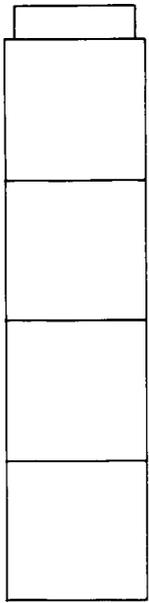
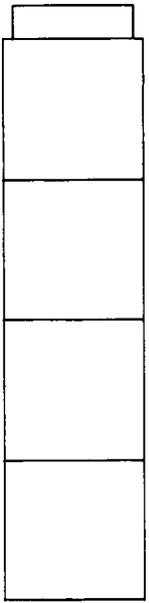




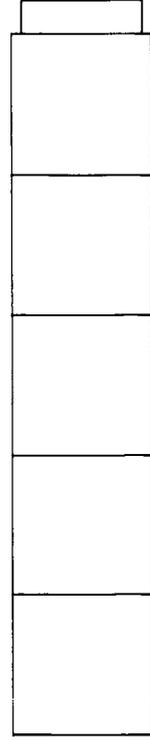
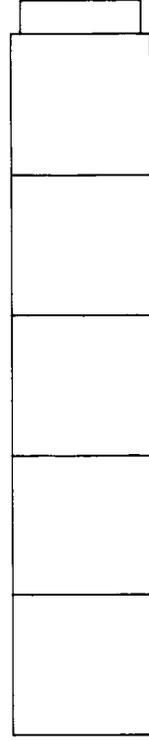
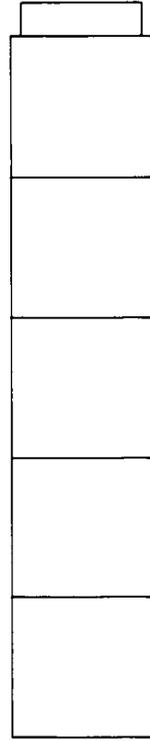
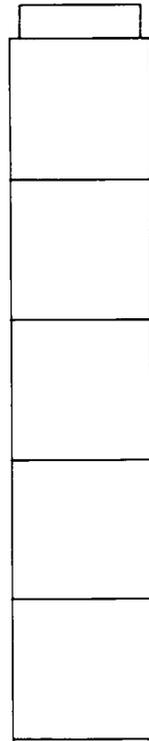
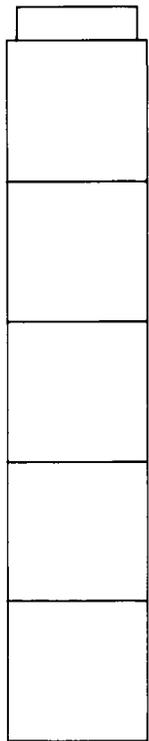




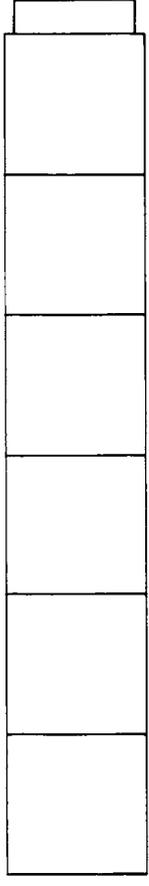
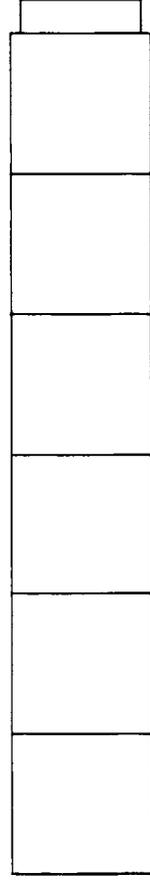
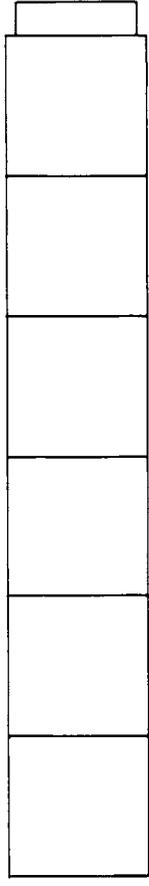
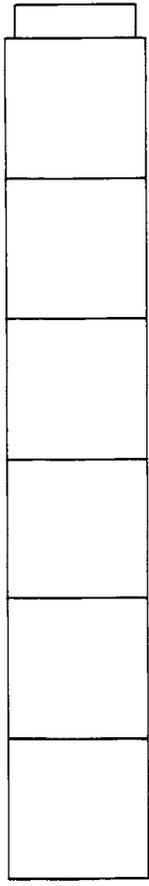
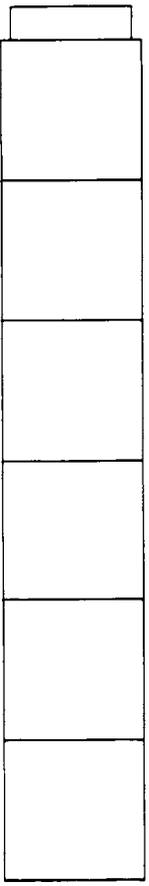




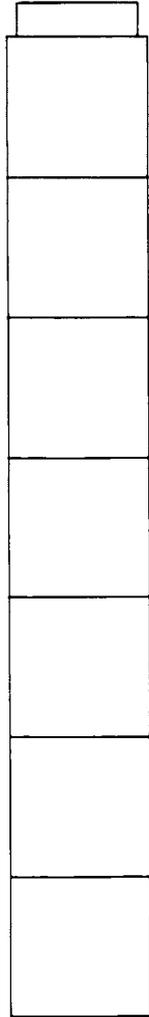
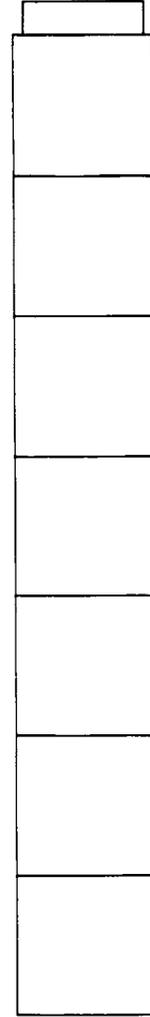
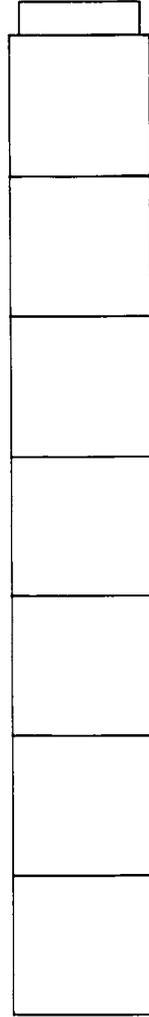
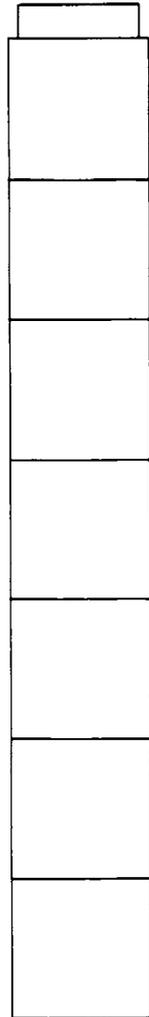
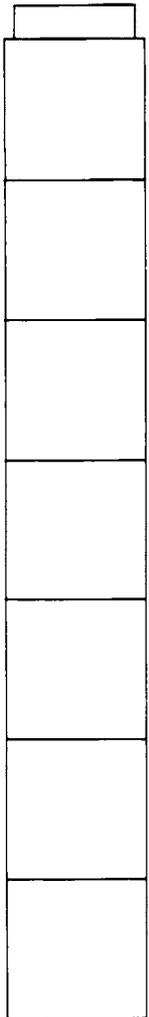
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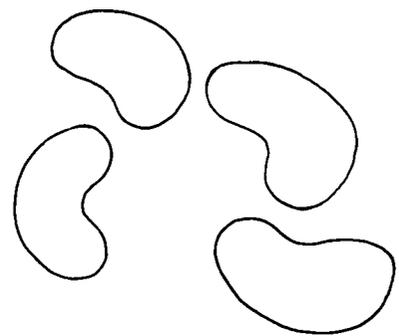
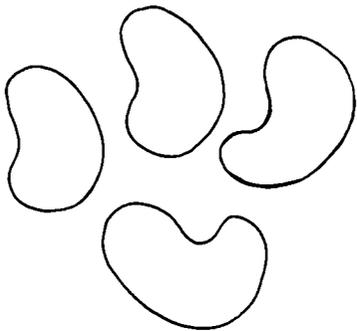
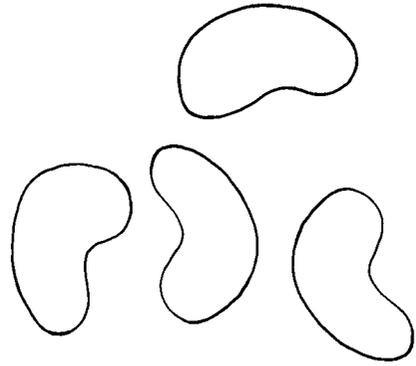
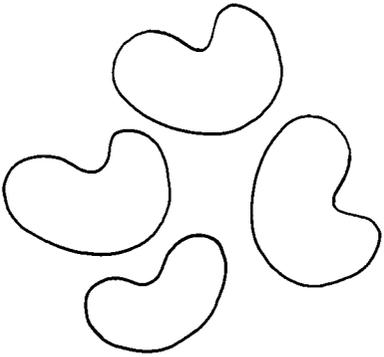
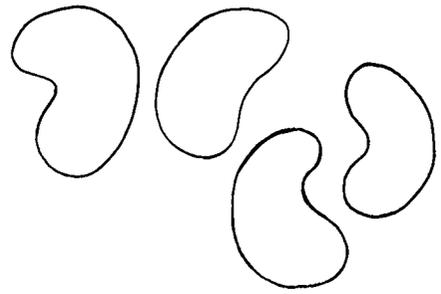
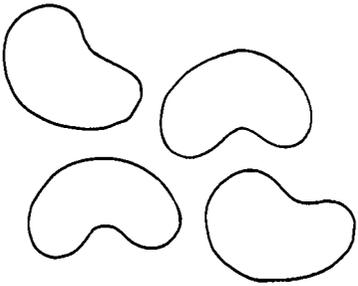
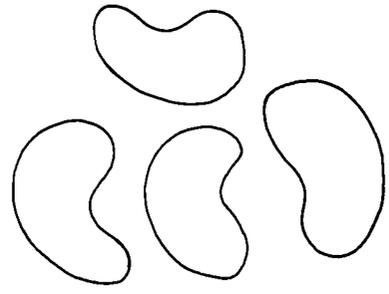
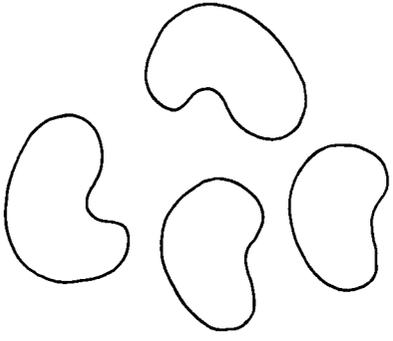
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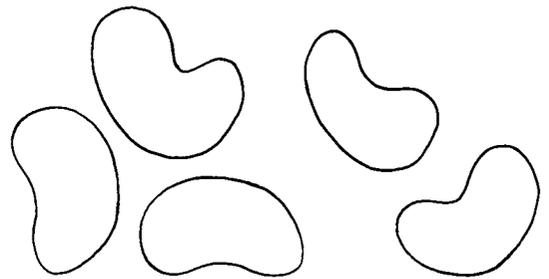
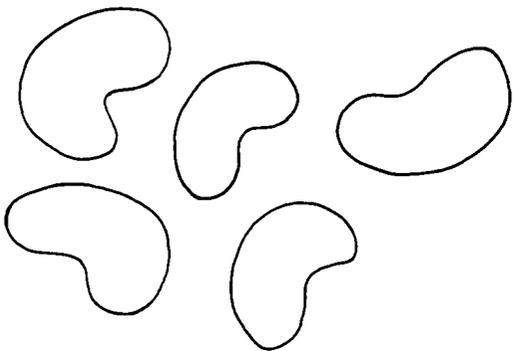
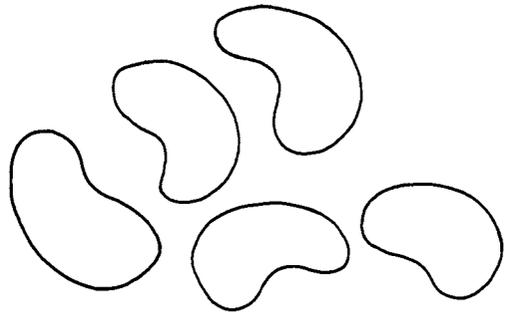
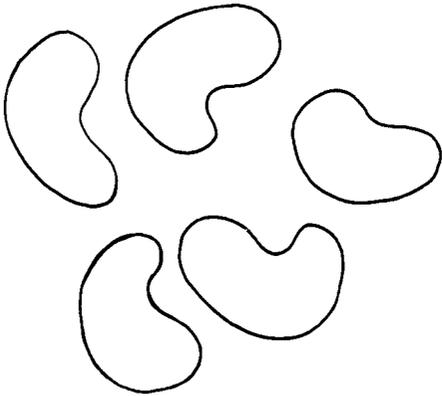
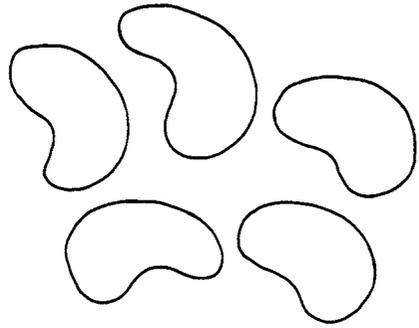
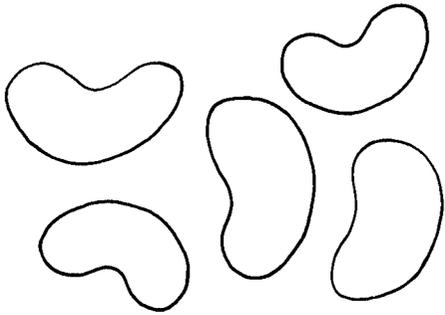
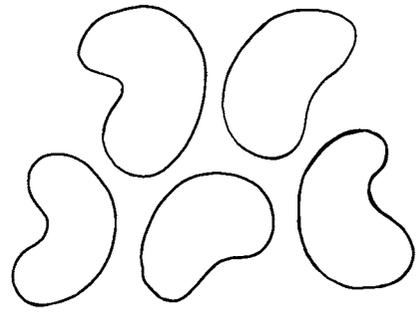
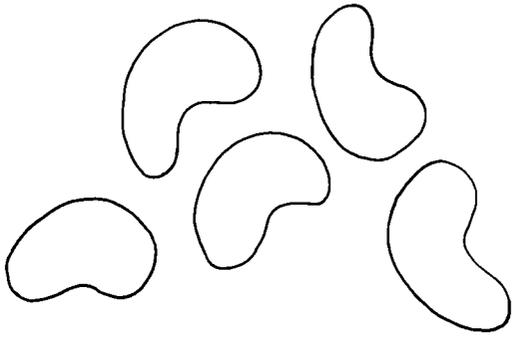
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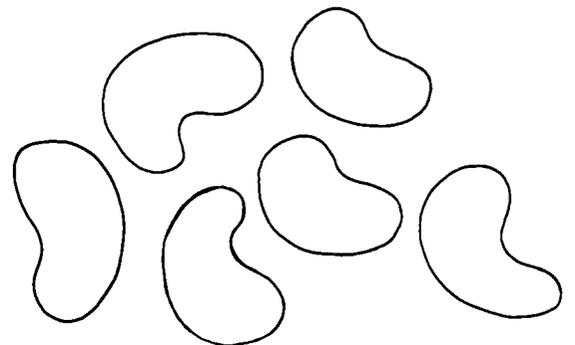
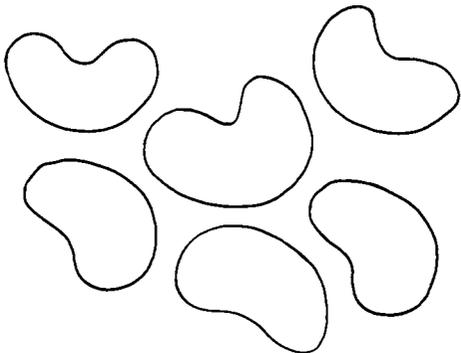
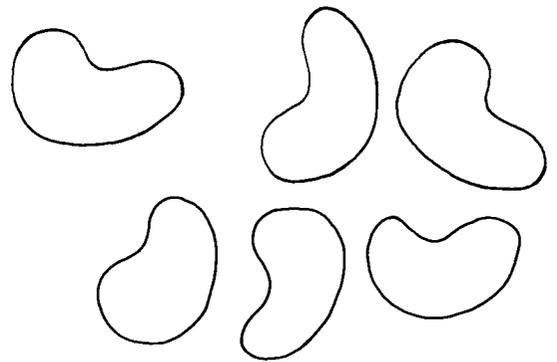
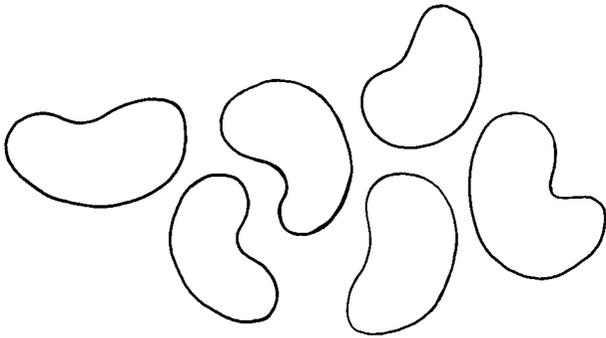
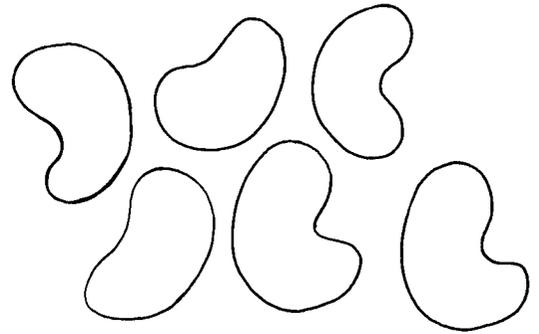
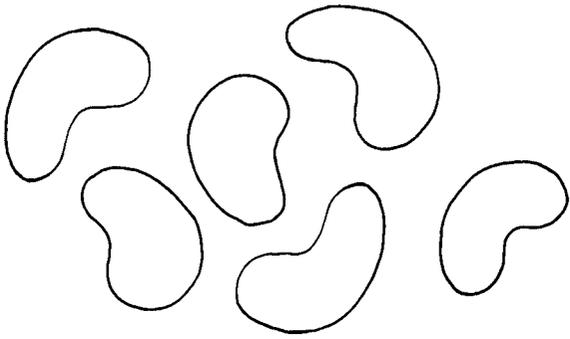
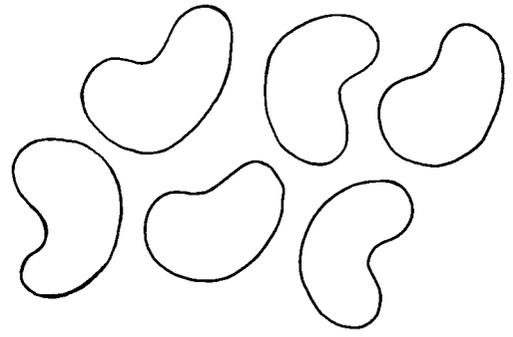
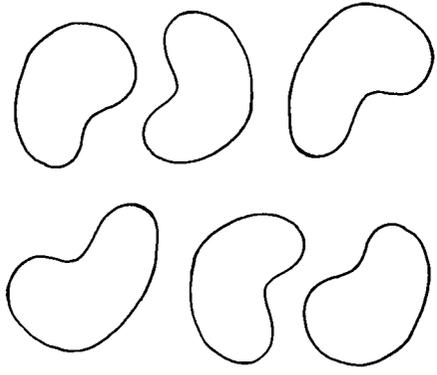
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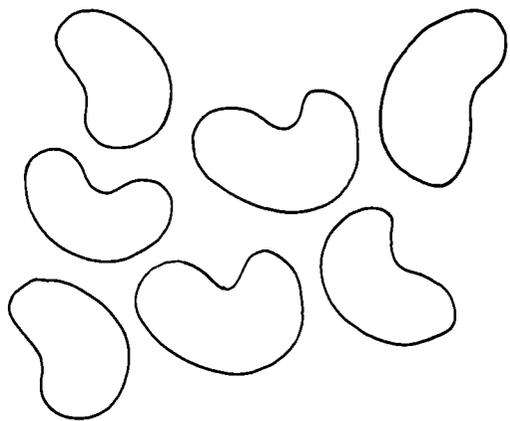
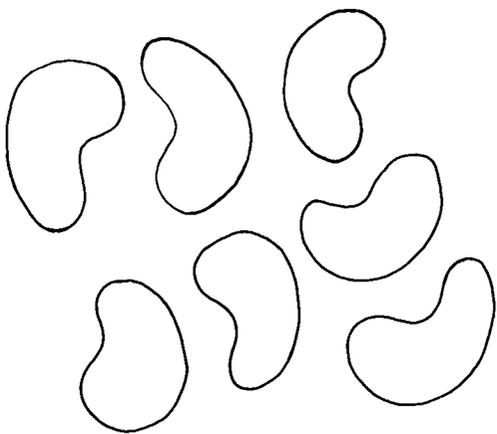
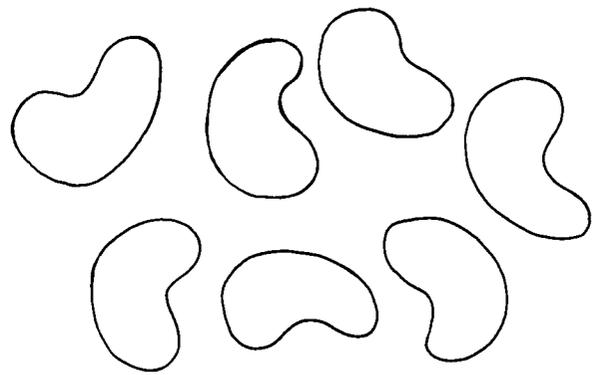
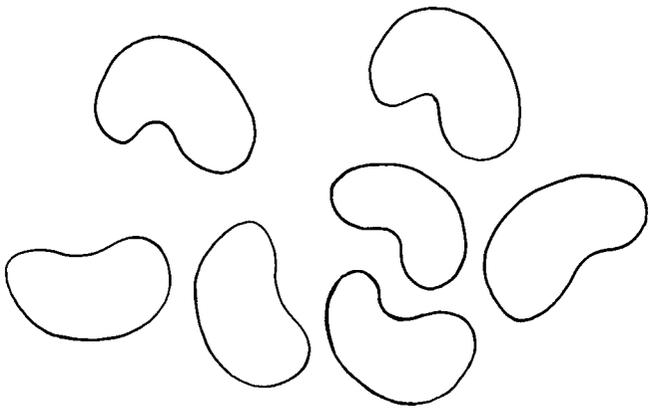
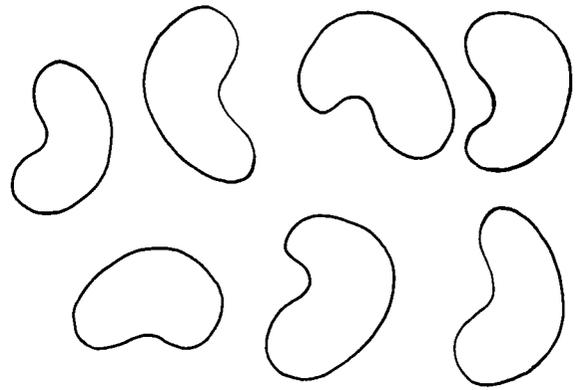
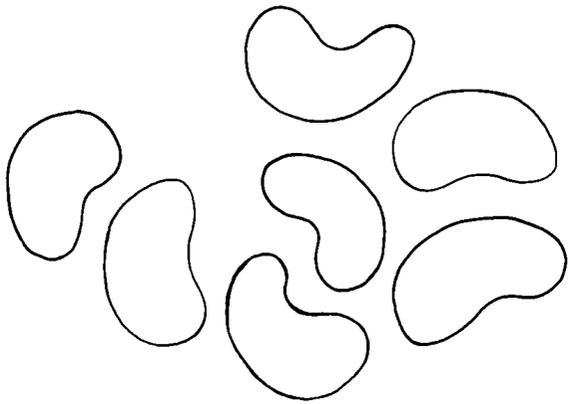
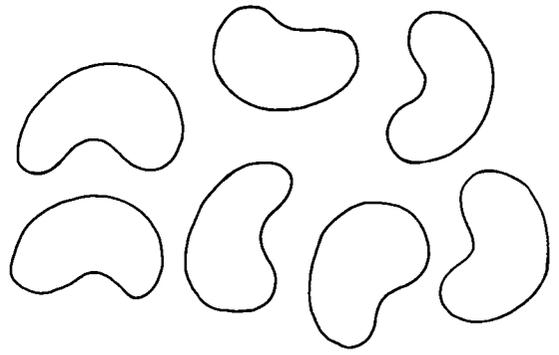
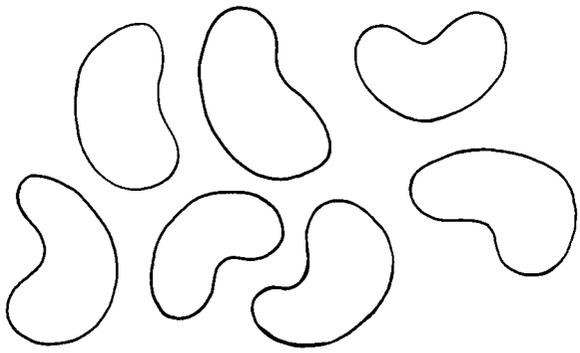
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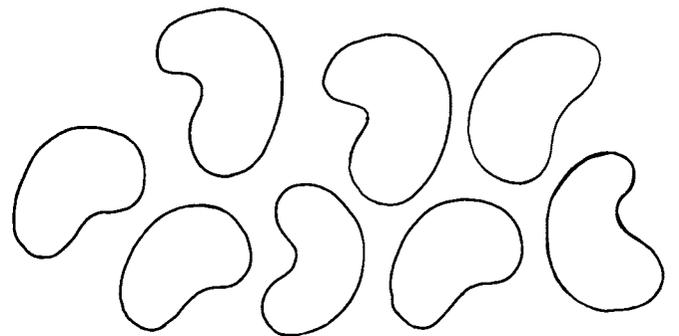
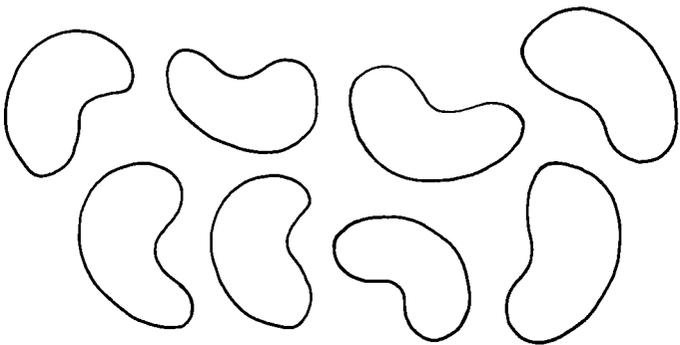
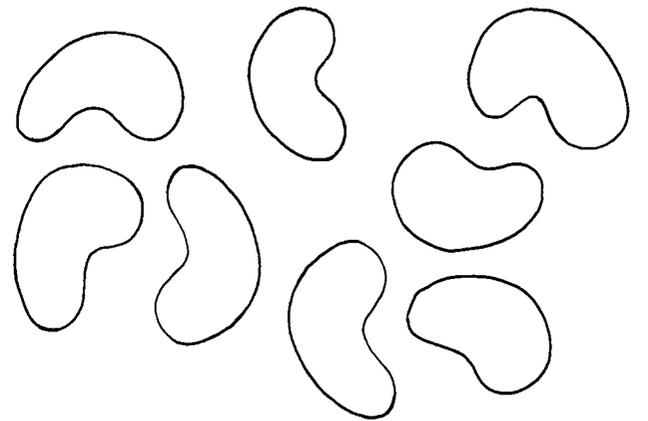
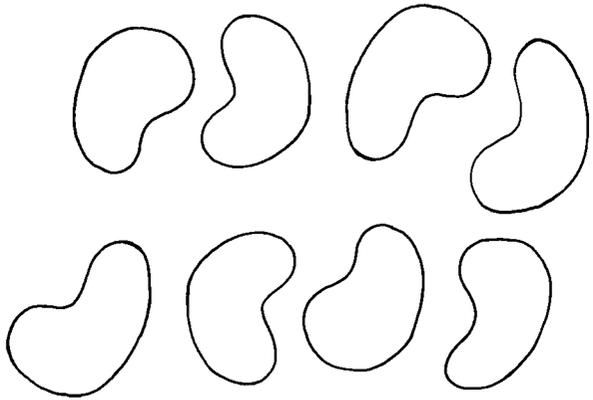
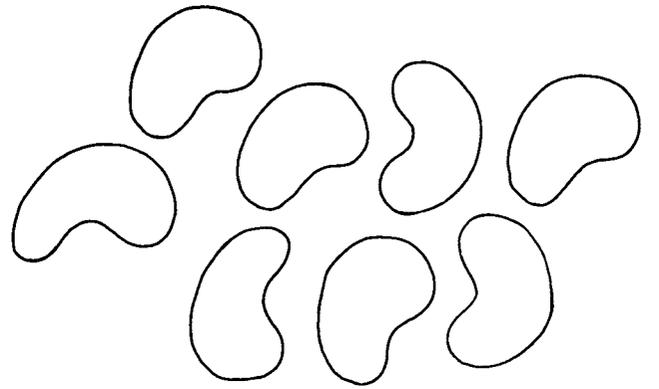
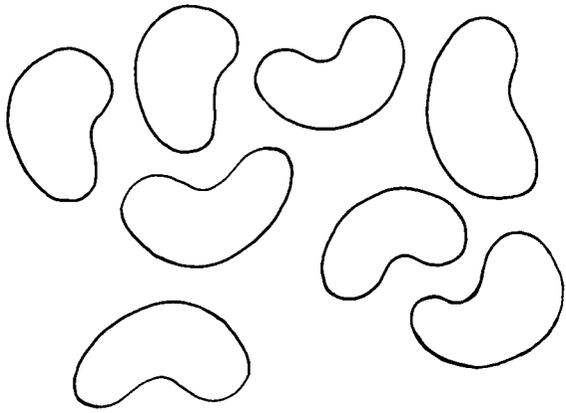
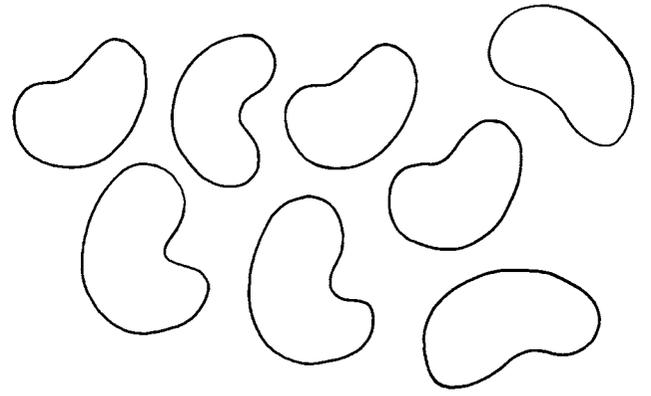
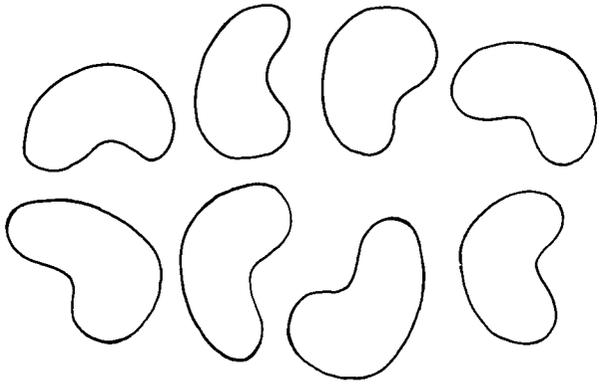
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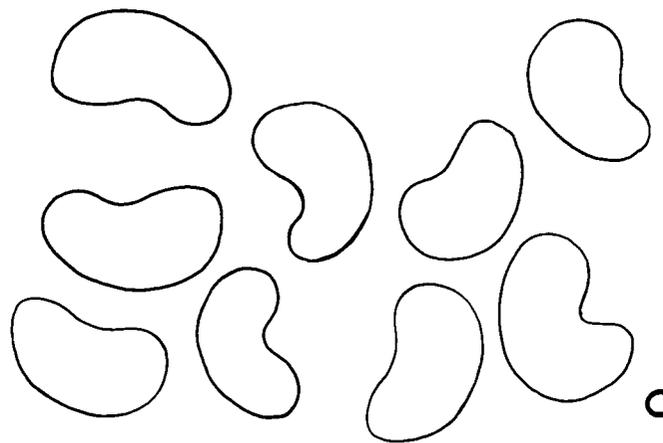
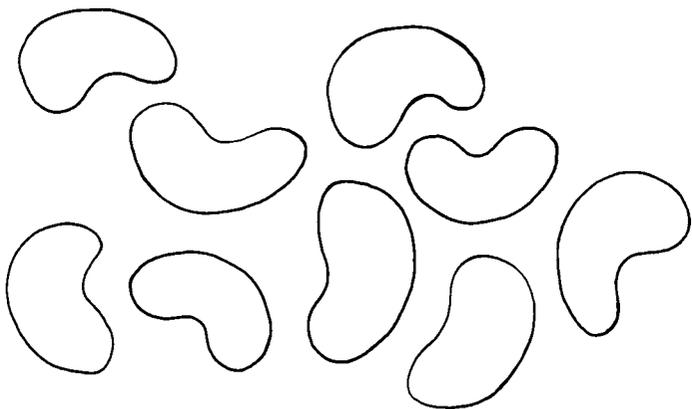
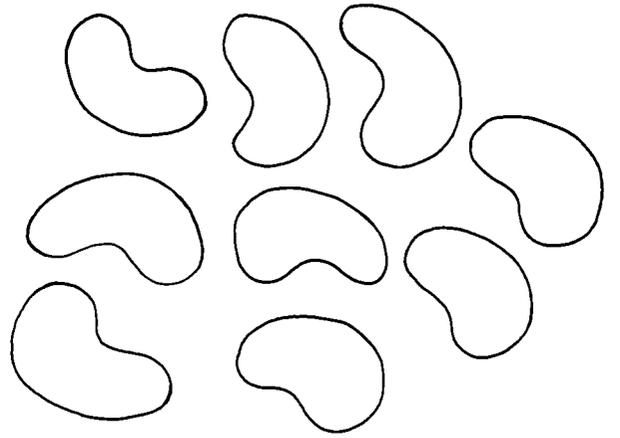
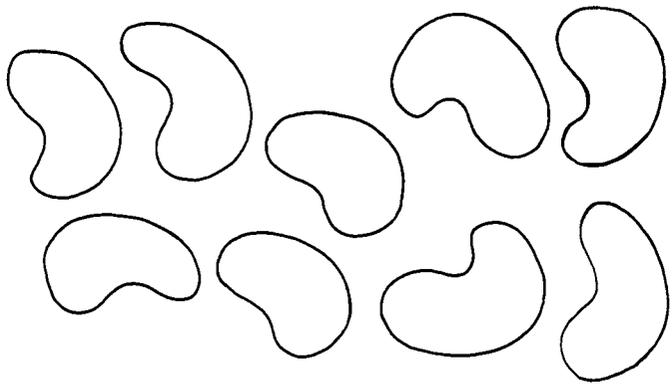
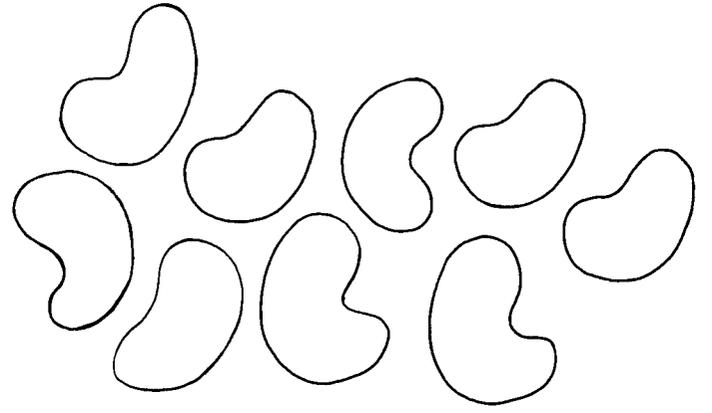
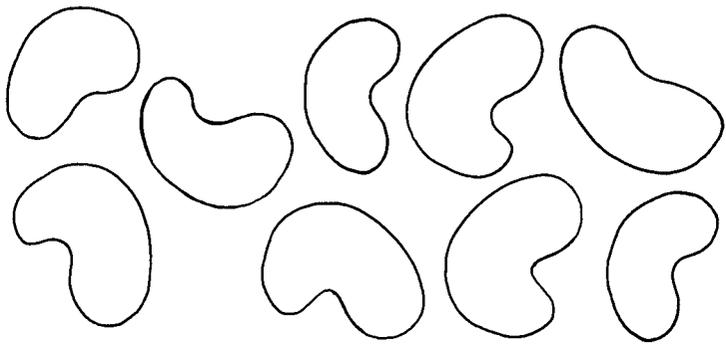
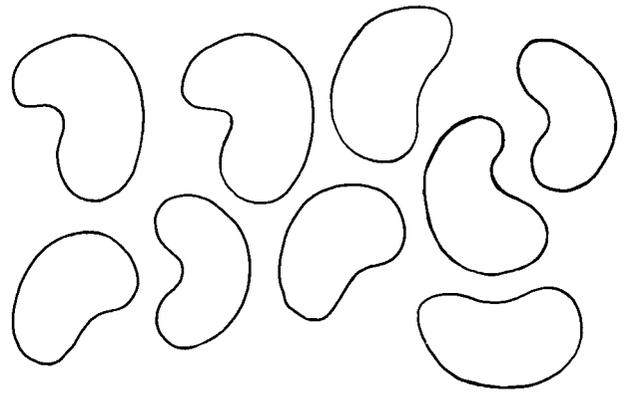
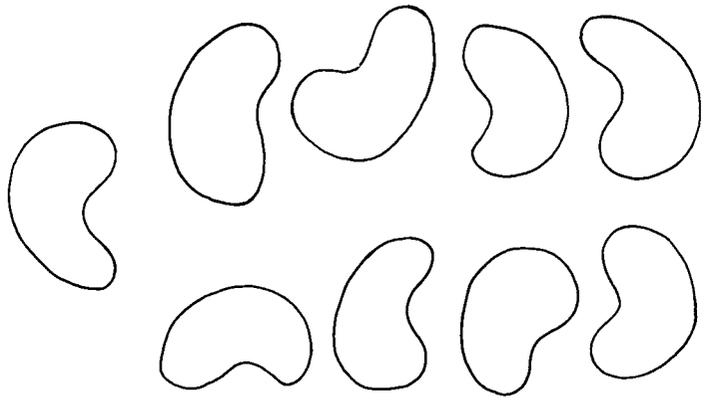


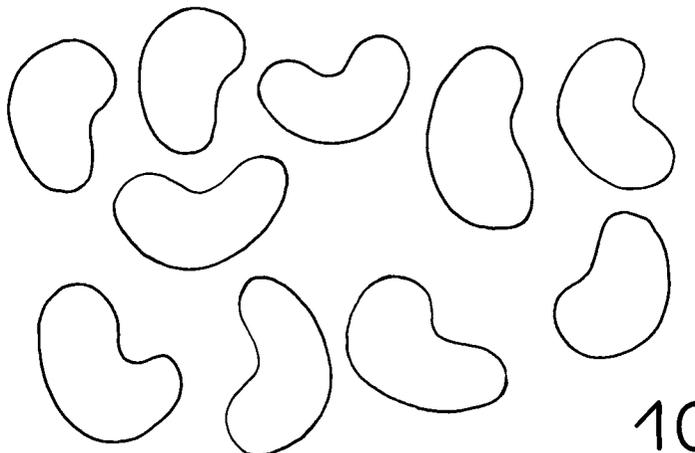
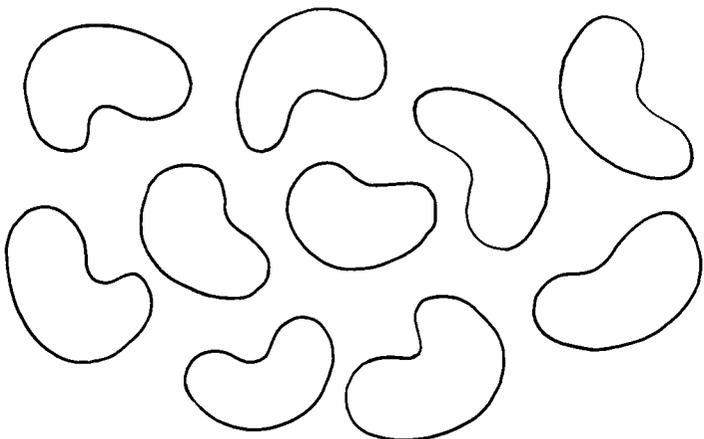
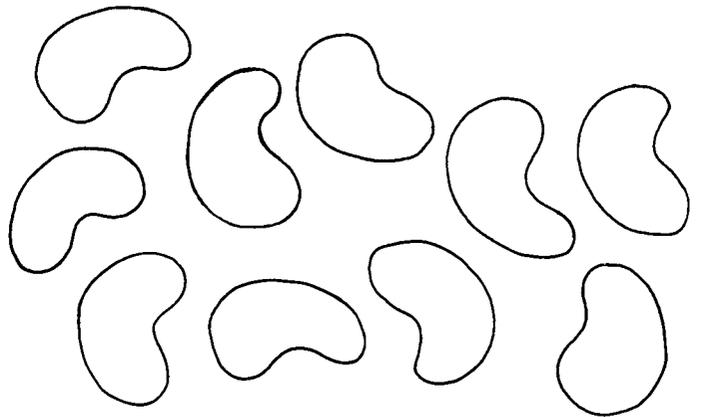
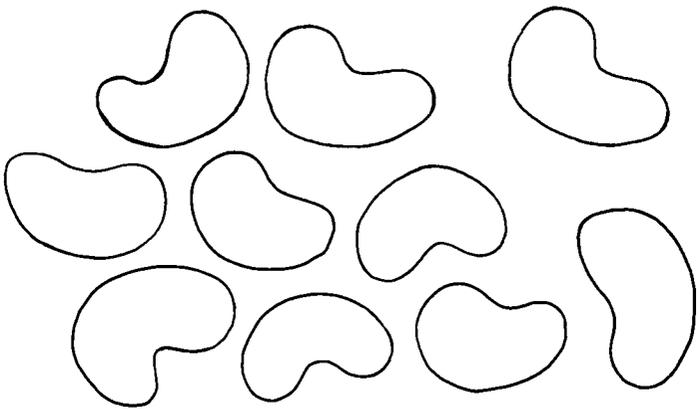
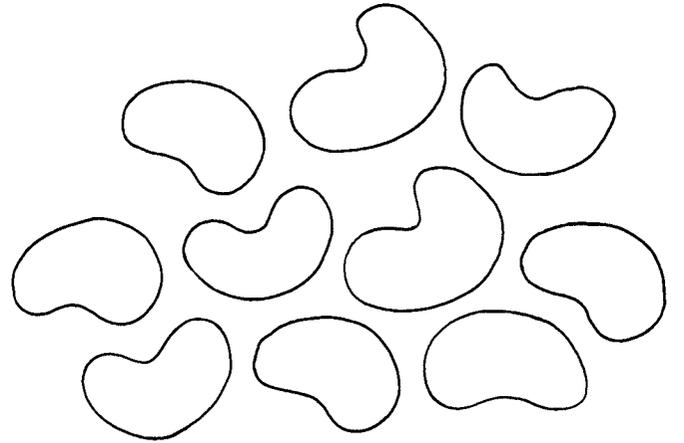
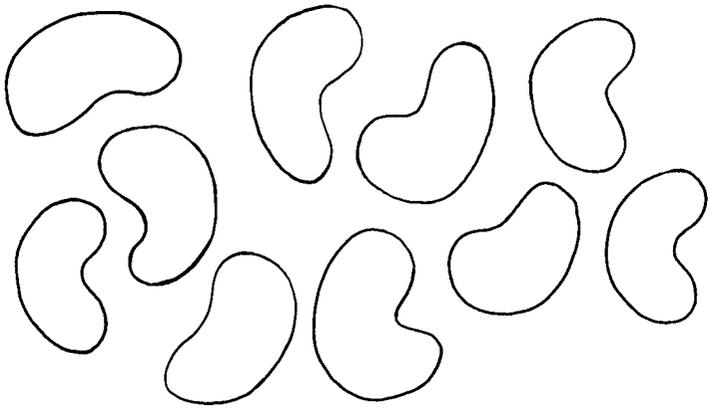
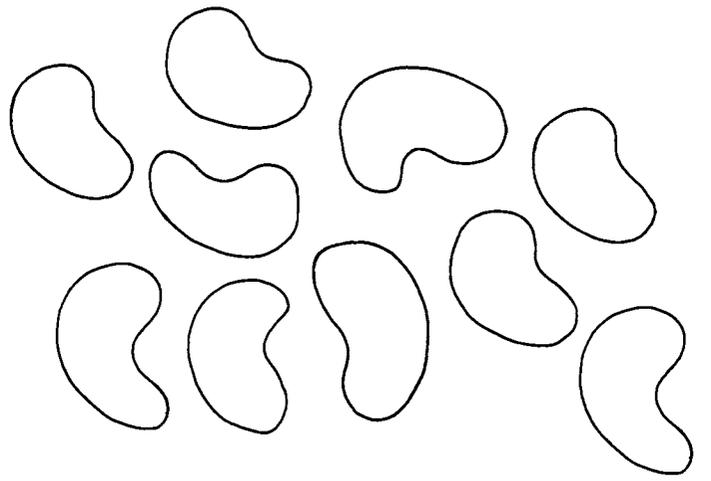
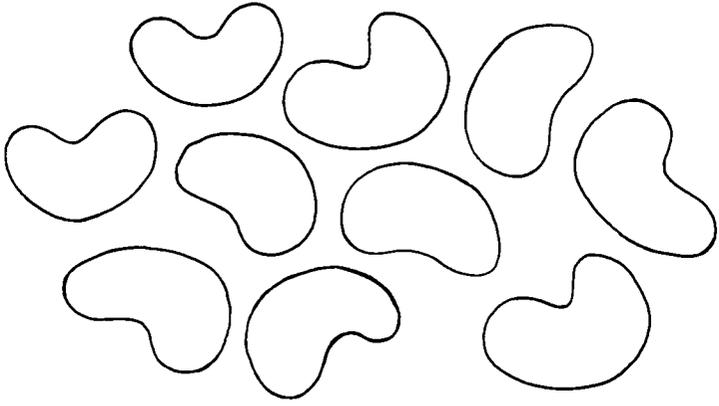


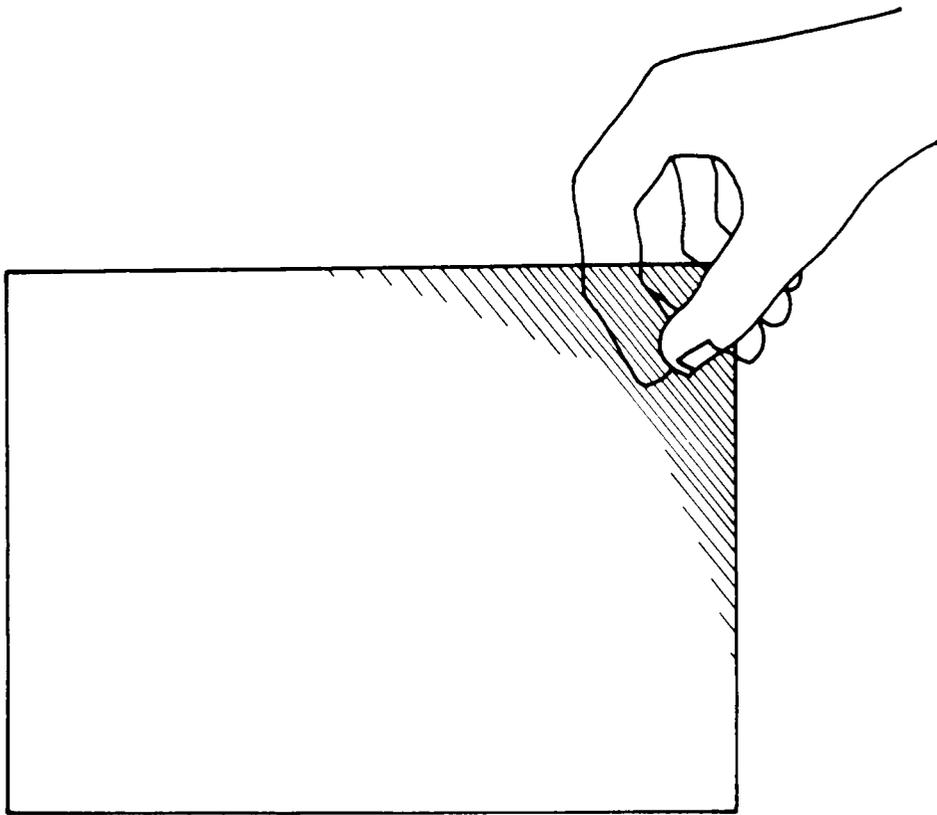
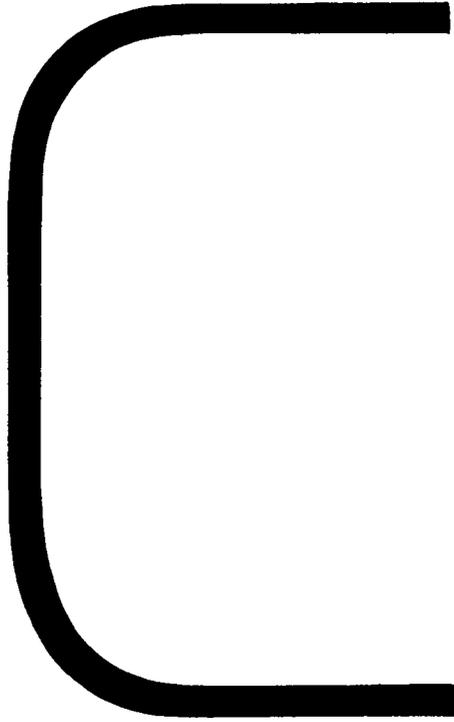


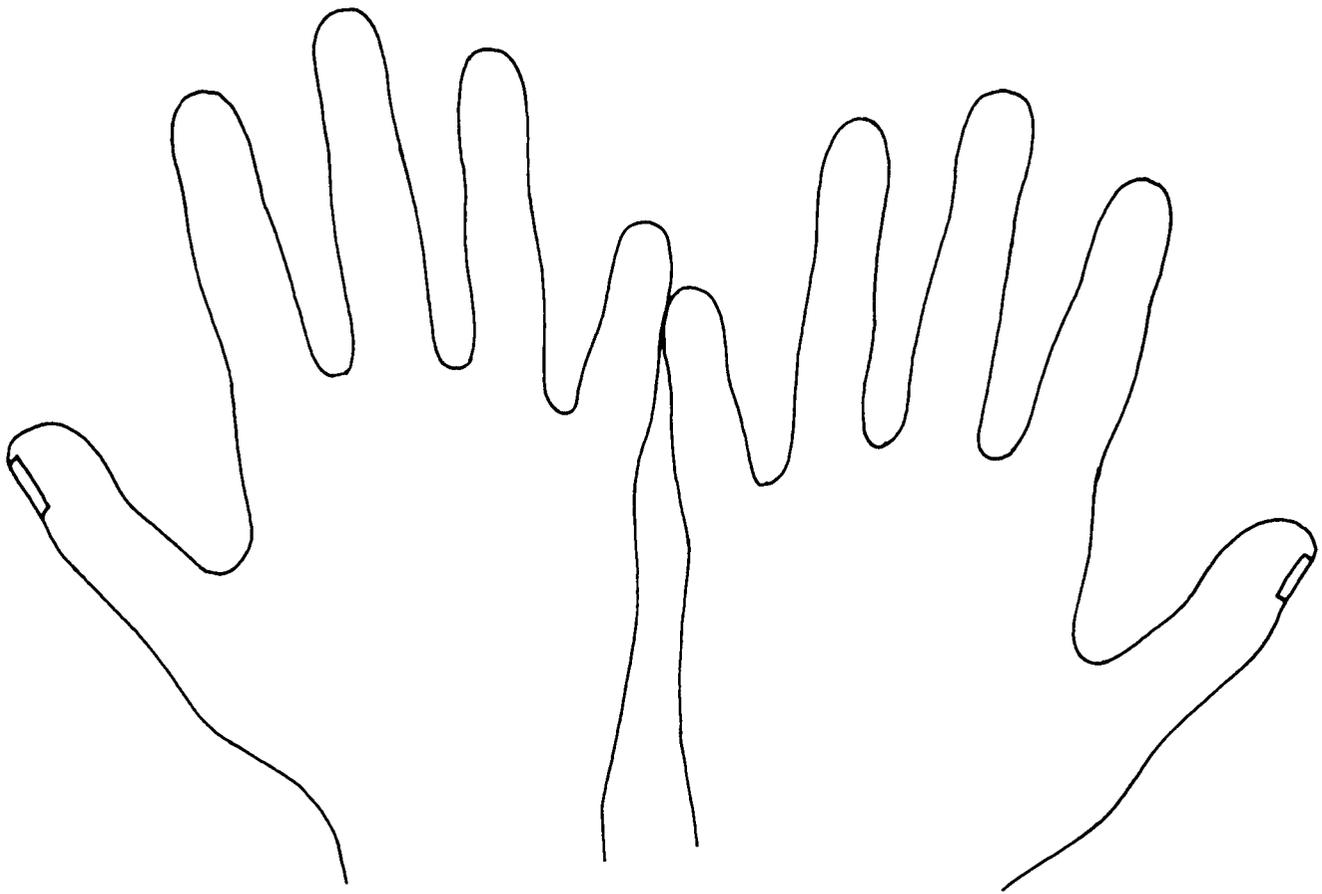






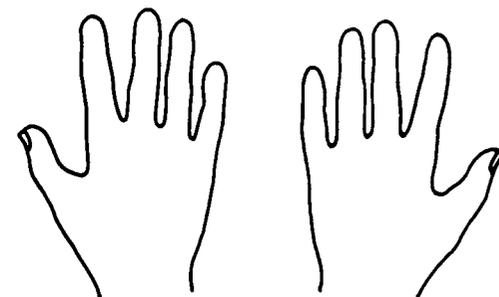
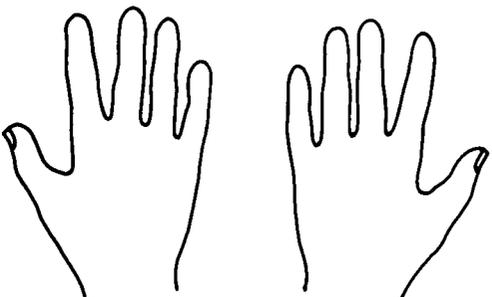
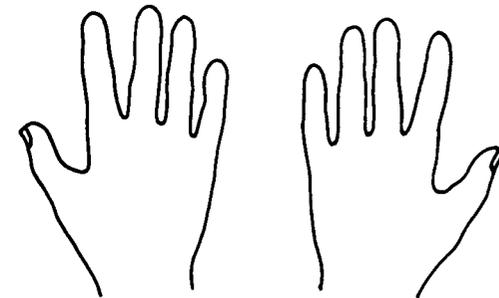
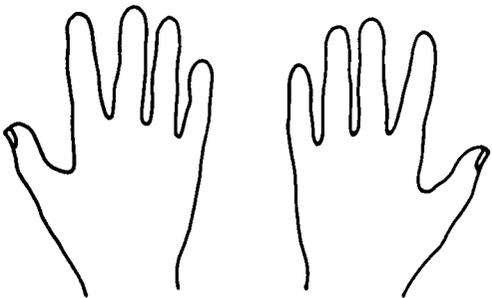
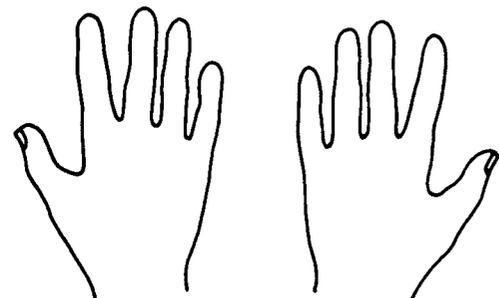
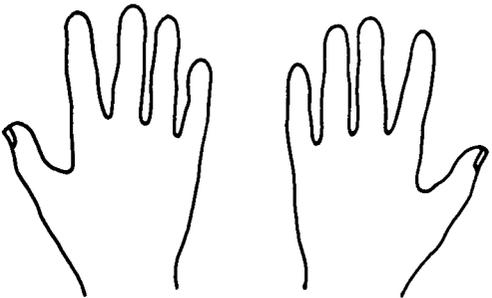
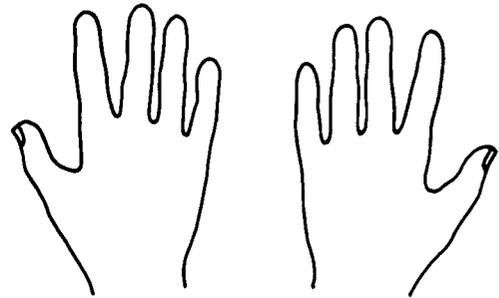
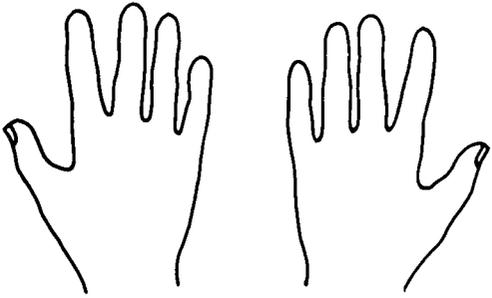


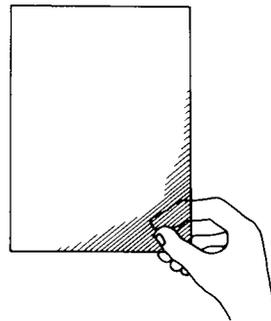
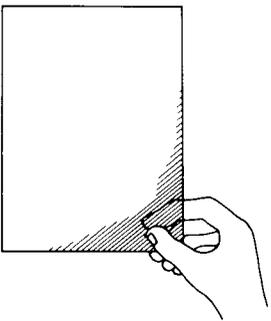
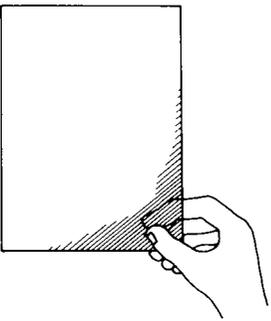
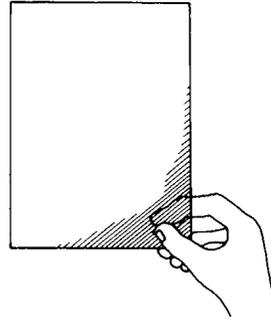
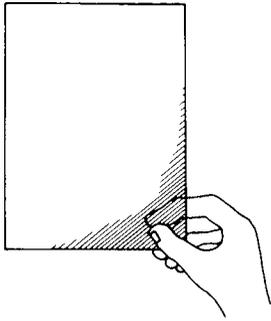
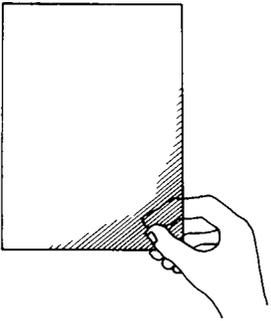
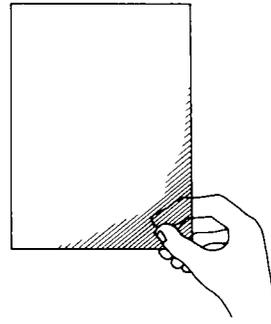
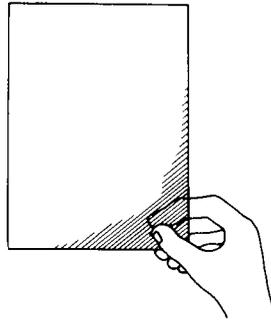
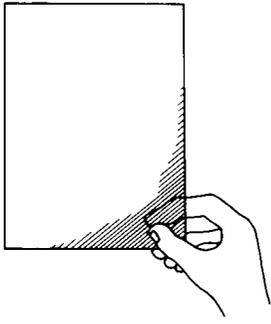




0 	1 	2 	3 	4 
5 	6 	7 	8 	9 
1 	2 	3 	4 	5 

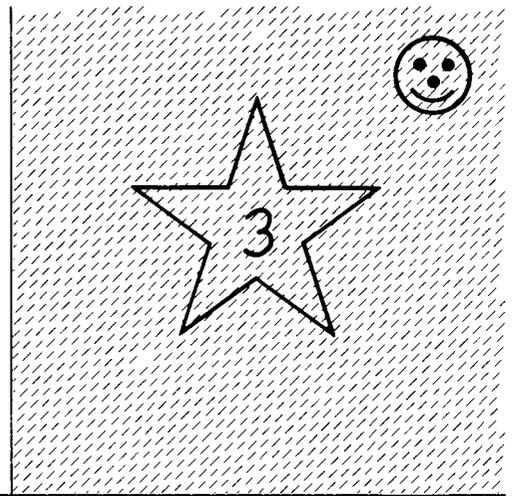






$3 - \text{[hand with 3 fingers up]} - 0 =$

$3 - \text{[hand with 2 fingers up]} =$



$3 - \text{[hand with 3 fingers up]} =$

$2 - \text{[hand with 1 finger up]} =$

$2 - \text{[hand with 0 fingers up]} =$

$2 - \text{[hand with 2 fingers up]} =$

$3 - \text{[hand with 3 fingers up]} =$

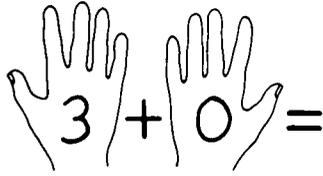
$3 - \text{[hand with 2 fingers up]} =$

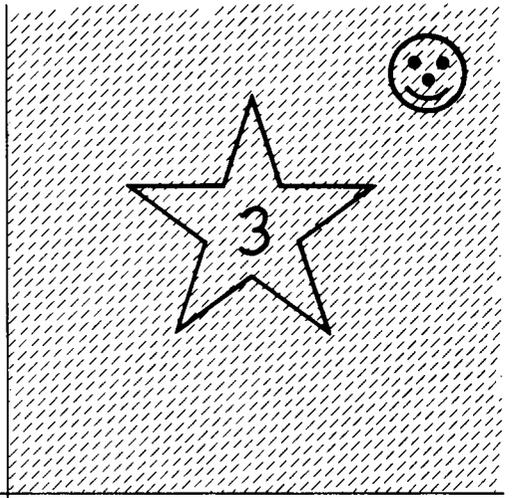
$3 - \text{[hand with 1 finger up]} =$

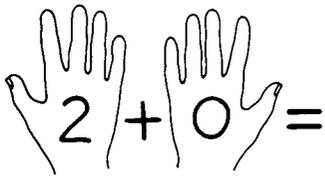
$2 - 0 =$

$3 - 3 =$

$$+ \begin{array}{c} 2 \\ \text{---} \\ 1 \\ \text{---} \end{array}$$


$$3 + 0 =$$

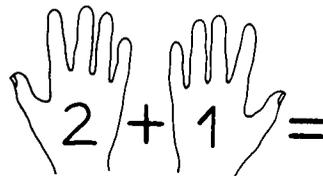



$$2 + 0 =$$

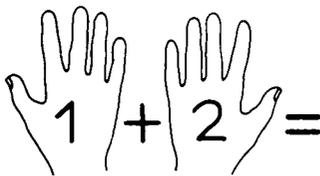
$$+ \begin{array}{c} 3 \\ \text{---} \\ 0 \\ \text{---} \end{array}$$

$$+ \begin{array}{c} 1 \\ \text{---} \\ 2 \\ \text{---} \end{array}$$

$$+ \begin{array}{c} 1 \\ \text{---} \\ 1 \\ \text{---} \end{array}$$


$$2 + 1 =$$

$$+ \begin{array}{c} 2 \\ \text{---} \\ 0 \\ \text{---} \end{array}$$

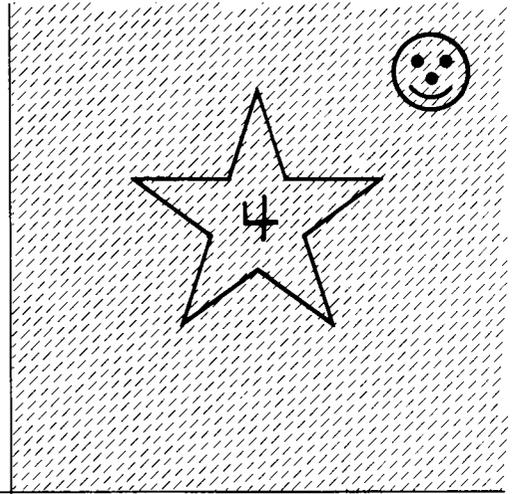

$$1 + 2 =$$

$$+ \begin{array}{c} 2 \\ \text{---} \\ 0 \\ \text{---} \end{array}$$

$$3 + 0 =$$

$4 - \text{[hand with 2 fingers up]} =$

$4 - \text{[hand with 1 finger up]} =$



$3 - \text{[hand with 3 fingers up]} =$

$3 - \text{[hand with 2 fingers up]} =$

$4 - \text{[hand with 1 finger up]} =$

$4 - \text{[hand with 3 fingers up]} =$

$4 - \text{[hand with 4 fingers up]} =$

$3 - 0 =$

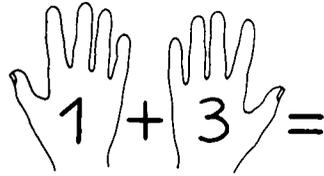
$3 - 1 =$

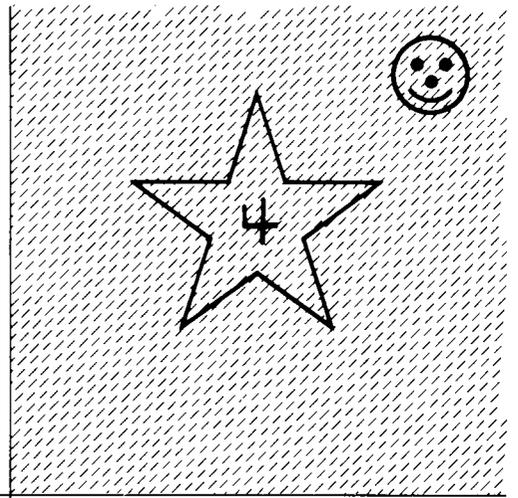
$4 - 2 =$

$4 - 3 =$

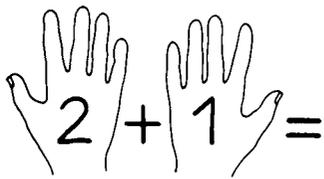
$$+ \begin{array}{c} 2 \\ \overbrace{\quad} \\ 2 \\ \underline{\quad} \end{array}$$

1 + 3 =





2 + 1 =

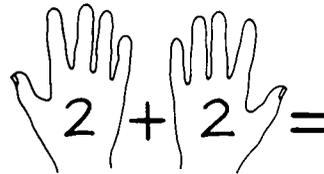


$$+ \begin{array}{c} 3 \\ \overbrace{\quad} \\ 0 \\ \underline{\quad} \end{array}$$

$$+ \begin{array}{c} 3 \\ \overbrace{\quad} \\ 1 \\ \underline{\quad} \end{array}$$

$$+ \begin{array}{c} 1 \\ \overbrace{\quad} \\ 3 \\ \underline{\quad} \end{array}$$

2 + 2 =



$$+ \begin{array}{c} 1 \\ 2 \\ \underline{\quad} \end{array}$$

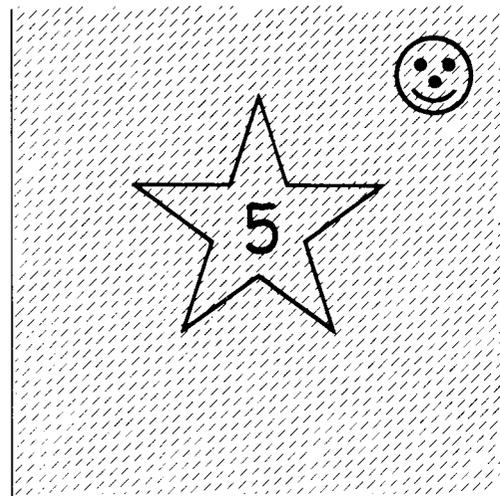
$$3 + 1 =$$

$$+ \begin{array}{c} 2 \\ 2 \\ \underline{\quad} \end{array}$$

$$1 + 1 =$$

$5 - \text{[hand with 4 fingers]} =$

$4 - \text{[hand with 1 finger]} =$



$4 - \text{[hand with 0 fingers]} =$

$5 - \text{[hand with 3 fingers]} =$

$5 - \text{[hand with 2 fingers]} =$

$3 - \text{[hand with 1 finger]} =$

$5 - \text{[hand with 1 finger]} =$

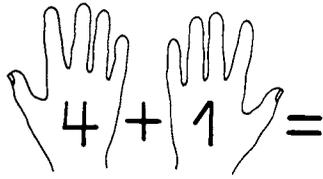
$4 - 3 =$

$5 - 5 =$

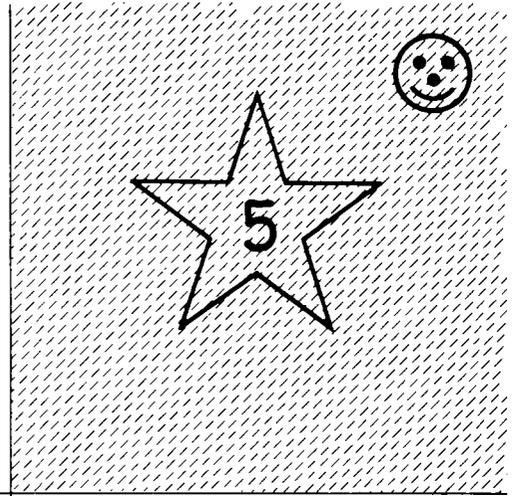
$5 - 3 =$

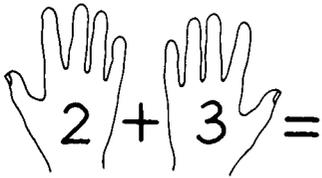
$5 - 4 =$

$$+ \begin{array}{r} 3 \\ \overline{2} \end{array}$$



4 + 1 =



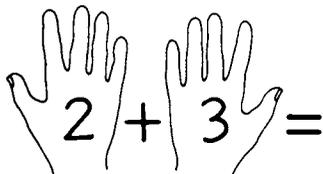


2 + 3 =

$$+ \begin{array}{r} 1 \\ \overline{4} \end{array}$$

$$+ \begin{array}{r} 3 \\ \overline{1} \end{array}$$

$$+ \begin{array}{r} 4 \\ \overline{1} \end{array}$$



2 + 3 =

$$+ \begin{array}{r} 3 \\ \overline{2} \end{array}$$

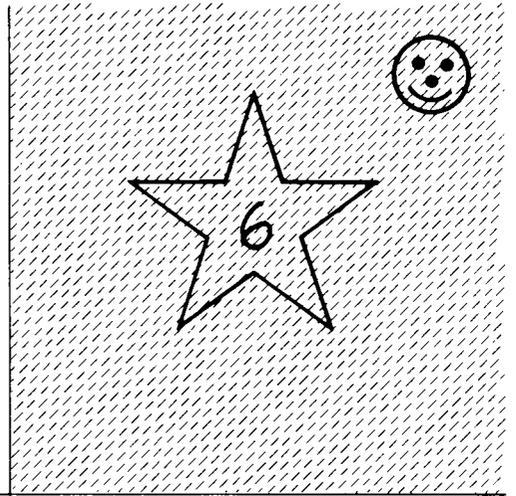
$$5 + 0 =$$

$$+ \begin{array}{r} 0 \\ \overline{5} \end{array}$$

$$1 + 4 =$$

$$6 - \text{[hand with 5 fingers]} =$$

$$5 - \text{[hand with 3 fingers]} =$$



$$\text{[hand with 3 fingers]} + \text{[hand with 3 fingers]} =$$

$$6 - \text{[hand with 3 fingers]} =$$

$$+ \begin{array}{c} 4 \\ \text{---} \\ 2 \\ \text{---} \end{array}$$

$$5 - \text{[hand with 4 fingers]} =$$

$$\text{[hand with 2 fingers]} + \text{[hand with 3 fingers]} =$$

$$3 - 1 =$$

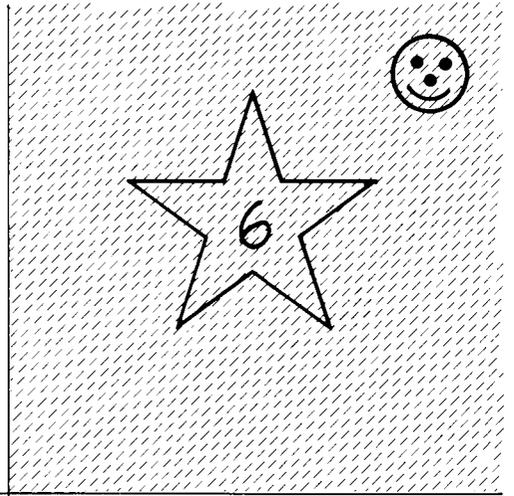
$$6 + 0 =$$

$$6 - 2 =$$

$$6 - 4 =$$

$$+ \begin{array}{c} 3 \\ \text{---} \\ 3 \\ \text{---} \end{array}$$

$$6 - \text{[hand with 6 fingers]} =$$



$$\text{[hand with 2 fingers]} + \text{[hand with 4 fingers]} =$$

$$+ \begin{array}{c} 4 \\ \text{---} \\ 2 \\ \text{---} \end{array}$$

$$+ \begin{array}{c} 0 \\ \text{---} \\ 6 \\ \text{---} \end{array}$$

$$+ \begin{array}{c} 5 \\ \text{---} \\ 1 \\ \text{---} \end{array}$$

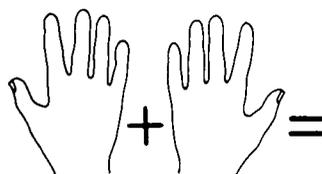
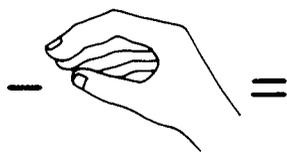
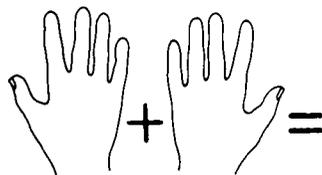
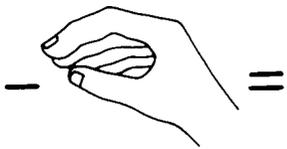
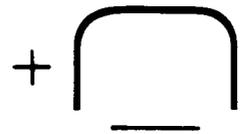
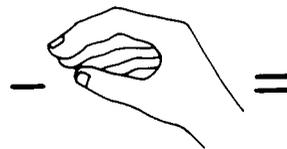
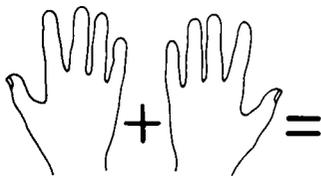
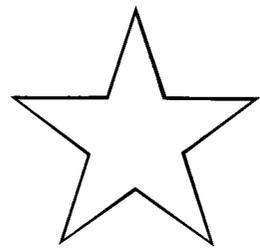
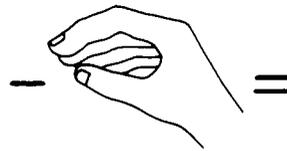
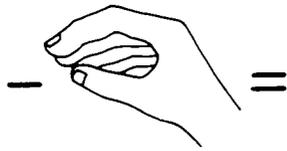
$$6 - \text{[hand with 3 fingers]} =$$

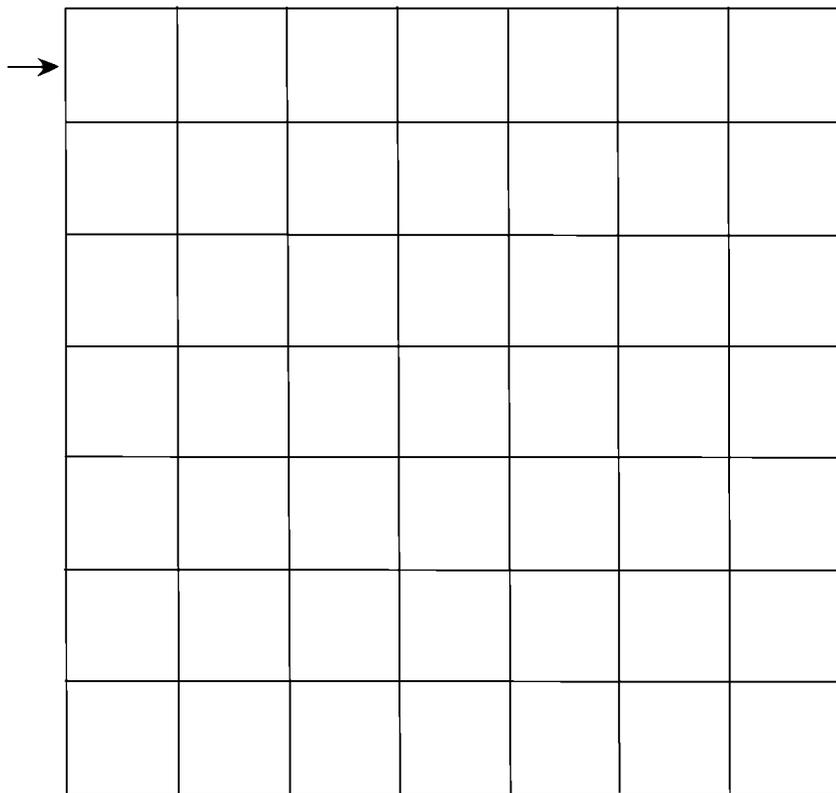
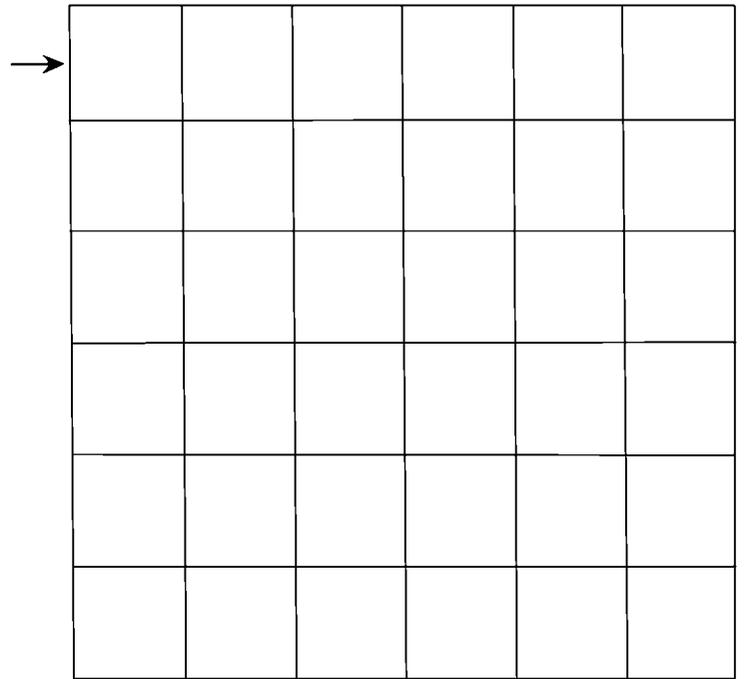
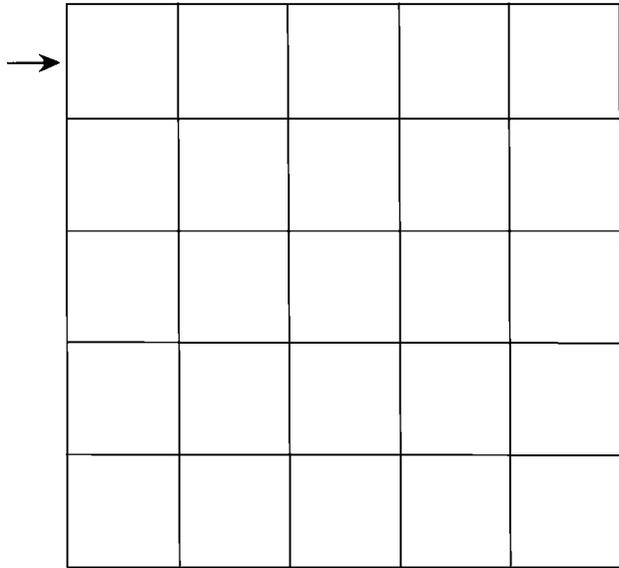
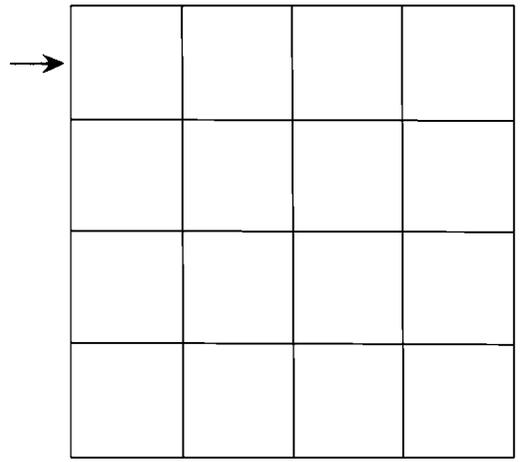
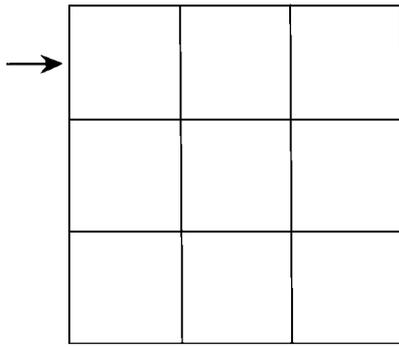
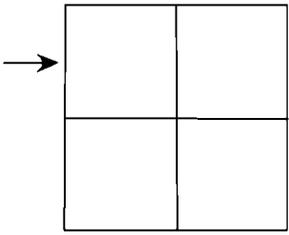
$$4 - 0 =$$

$$6 - 1 =$$

$$+ \begin{array}{c} 2 \\ \text{---} \\ 4 \\ \text{---} \end{array}$$

$$1 + 5 =$$









00	01	02	03	04	05	06	07	08	09
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99



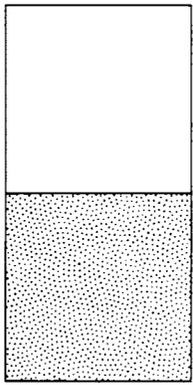
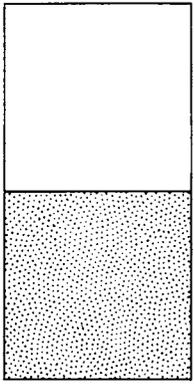
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40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

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40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
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90	91	92	93	94	95	96	97	98	99

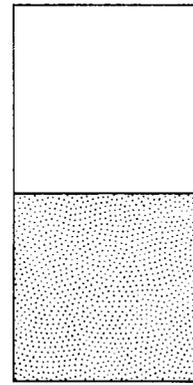
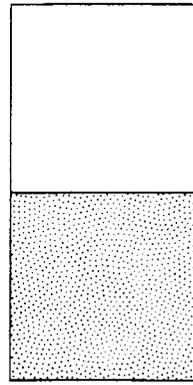
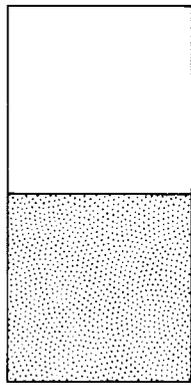
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20	21	22	23	24	25	26	27	28	29
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40	41	42	43	44	45	46	47	48	49
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70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

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30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

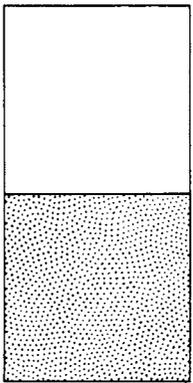
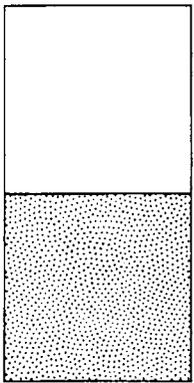
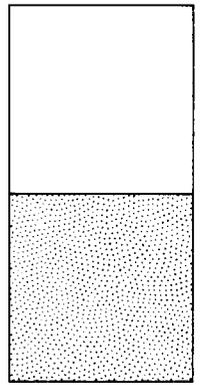




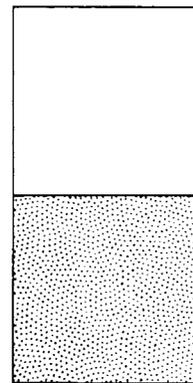
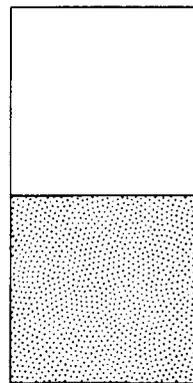
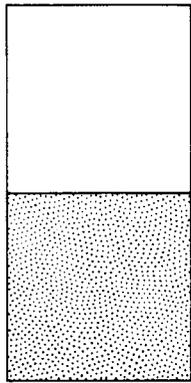
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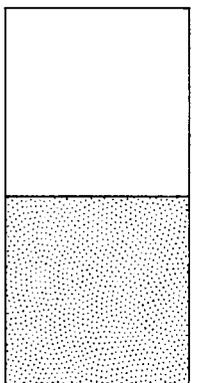
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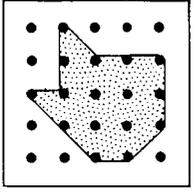
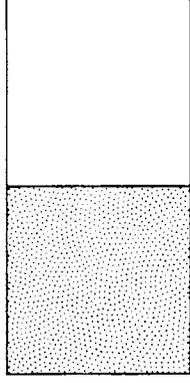
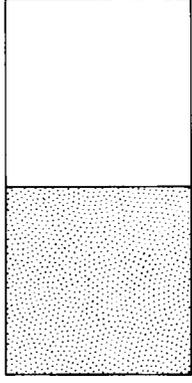
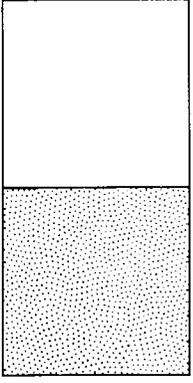
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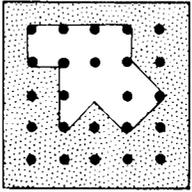
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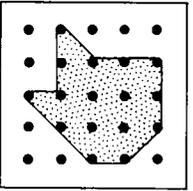
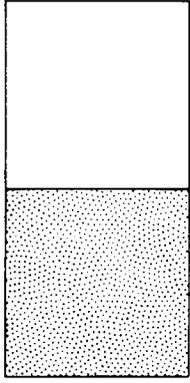
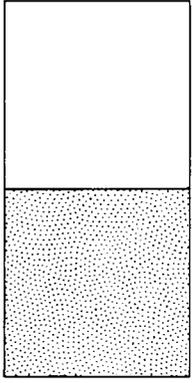
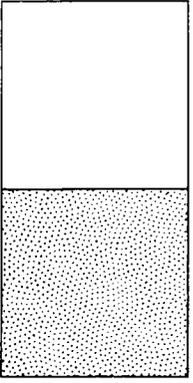
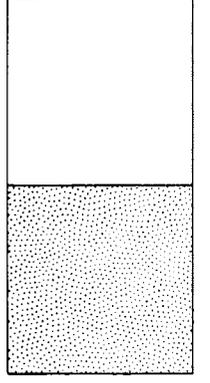
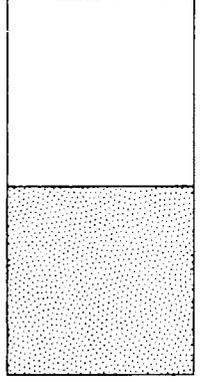




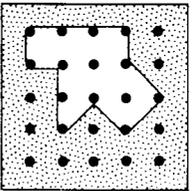
adentro



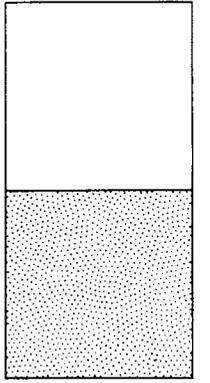
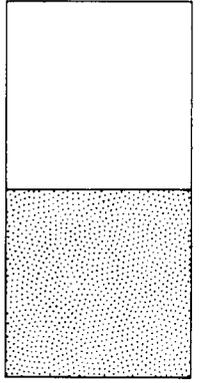
afuera +



adentro



afuera +



# Pauta de observación de la exploración libre



Nivel de interés (bajo) ▲ + ★ (alto)						
Nivel de entretención (bajo) ▲ + ★ (alto)						
Cumple las reglas básicas (a veces) ▲ + ★ (generalmente)						
Verbaliza espontáneamente sobre la tarea (poco) ▲ + ★ (mucho)						
Iguala o parea (marca)						
Selecciona por color o tipo (marca)						
Selecciona por detalle (marca)						
Forma patrones (registrar el patrón realizado con las letras ABC)						
Ordena (a veces) (marca)						
Construcción (horizontal o vertical)						
Diseño (simple) ▲ + ★ (elaborado)						
Prefiere trabajar (solo o con otros)						
Grado de intervención (necesita ayuda, debe ser dirigido) ▲ + ★ (trabaja en forma autónoma)						

FECHA: \_\_\_\_\_

CUÁNDO OBSERVAR:

Durante la exploración libre inicial y cada vez que los niños enfrenten un material nuevo.

MATERIALES ENTRE LOS CUALES EL NIÑO PUDO ELEGIR:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

¿CÓMO SE ESTRUCTURAN LOS GRUPOS? POR ELECCIÓN:

del alumno \_\_\_\_\_ o

del profesor \_\_\_\_\_

¿Los niños

alternan o \_\_\_\_\_

cambian los materiales

cuando lo desean? \_\_\_\_\_

OBSERVADOR: \_\_\_\_\_



# Pauta de observación de patrones

Nivel de interés (bajo) ▲ + ★ (alto)						
Nivel de entretención (bajo) ▲ + ★ (alto)						
Cumple las reglas básicas (a veces) ▲ + ★ (generalmente)						
Sugiere movimientos o verbalizaciones (con desgano) ▲ + ★ (con entusiasmo)						
Mantiene el ritmo o el compás (con vacilación) ▲ + ★ (con seguridad)						
Traslada un patrón a un material o forma diferente (con ayuda) ▲ + ★ (en forma independiente)						

FECHA: \_\_\_\_\_

CUÁNDO OBSERVAR:

Quando los niños estén trabajando con aplausos rítmicos, el cartel de puntos, los patrones unifix y los patrones de niños en fila (antes de ir a trabajar en las estaciones de patrones).

MATERIALES O ACTIVIDAD:

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OBSERVADOR: \_\_\_\_\_

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# Pauta de observación de la selección y clasificación en grupo

Grado de intervención (participa con entusiasmo) ▲ + * (participa con desgano)						
Distancia entre los ojos de los niños y el material en centímetros						
Nivel de entretención (bajo) ▲ + * (alto)						
Distintas maneras de seleccionar el material: (pocas) ▲ + * (muchas)						
Desarrollo del lenguaje: (verbaliza con vacilación) ▲ + * (verbaliza con confianza)						

FECHA: \_\_\_\_\_

CUÁNDO OBSERVAR:

Quando se seleccionan las colecciones en un grupo dirigido por la profesora.

MATERIAL SELECCIONADO:

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---

---

---

---

---

TAMAÑO DEL GRUPO:

---

---

OBSERVADOR: \_\_\_\_\_



# Pauta de observación de la selección y clasificación independiente

Grado de intervención (bajo) ▲ + ★ (alto)						
Nivel de entretención (bajo) ▲ + ★ (alto)						
Número de las distintas maneras en que se selecciona el material: (marque una)						
1-3						
4-6						
7 +						
(Agregue la lista de las categorías de los alumnos) Tipos de categorías obvias: color, tamaño, forma						
inusuales: observar detalles						

FECHA: \_\_\_\_\_

## CUÁNDO OBSERVAR:

Cuando los niños estén seleccionando las colecciones de manera independiente en grupos de 2-4

Los miembros del grupo son designados por:

LOS ALUMNOS \_\_\_\_\_

EL PROFESOR \_\_\_\_\_

EL TAMAÑO DEL GRUPO \_\_\_\_\_

\_\_\_\_\_

OBSERVADOR: \_\_\_\_\_

\_\_\_\_\_



# Pauta de observación de los paseos para seleccionar

Grado de intervención (bajo) ▲ + ★ (alto)						
Nivel de entretención (bajo) ▲ + ★ (alto)						
Se fija en objetos de la categoría buscada (marca)						
Observa objetos en el paseo y es capaz de recordarlos cuando regresa a la sala (marque el número de objetos recordados)						
Observa y registra objetos en el lugar (check [✓])						
Observa y luego recuerda y registra objetos vistos cuando regresa a la sala (check [✓])						
Marque el número de objetos que registra espontáneamente						

FECHA: \_\_\_\_\_

CUÁNDO OBSERVAR:

En cualquier momento que lo desee durante el paseo para seleccionar.

PASEO PARA MOTIVAR LA SELECCIÓN POR CATEGORÍAS:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NÚMERO DE ALUMNOS POR GRUPO:

\_\_\_\_\_

\_\_\_\_\_

LÍDER: \_\_\_\_\_



# Pauta de observación de gráficos

Hay _____ en total.						
Hay más _____ que _____						
Hay menos _____ que _____						
Hay igual número de _____ y de _____						
Hay _____ más que _____						
Hay _____ menos que _____						
Hay más _____ que _____ y _____						
Hay menos _____ que _____ y _____						
(marque las respuestas)						

FECHA: \_\_\_\_\_

### CUÁNDO OBSERVAR:

Cuando se desee mientras se realiza un gráfico con un grupo. También se pueden anotar las preguntas escritas por la clase o por un alumno.

### Preguntas que se hicieron para generar este gráfico:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Número de columnas en el gráfico:

- 2
- 3
- 4 +

### Nivel de abstracción del gráfico:

- CONCRETO
- FIGURATIVO
- SIMBÓLICO

OBSERVADOR: \_\_\_\_\_



# Pauta de observación de las estaciones de número

Número de diseños creados (marque uno) 1-5						
6-10						
11-15						
16 +						
Verbaliza espontáneamente con sus pares (a veces) ▲ + ★ (frecuentemente)						
Verbaliza en respuesta a las preguntas del profesor (con vacilación) ▲ + ★ (con confianza)						
Preferencias para trabajar (solo o con otros)						
Grado de intervención (necesita ayuda, debe ser dirigido) ▲ + ★ (trabaja en forma autónoma)						
Nivel de entretención (continuamente insatisfecho con los resultados obtenidos) ▲ + ★ (parece estar satisfecho con los resultados obtenidos)						
Estilo de aprendizaje—permanece con cada material (un corto tiempo) ▲ + ★ (un largo tiempo)						

FECHA: \_\_\_\_\_

CUÁNDO OBSERVAR:

Cuando los niños estén trabajando en la estaciones de número explorando un número determinado con una variedad de materiales. (No cuando los niños estén registrando sus diseños.)

MATERIALES:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

¿Quién designa a los miembros del grupo:  
un alumno \_\_\_\_\_ o  
el profesor ? \_\_\_\_\_

¿Pueden cambiar los niños de estación cuando lo deseen?

\_\_\_\_\_

\_\_\_\_\_

OBSERVADOR: \_\_\_\_\_

# Diseños observados en las estaciones de número



Nombre del niño

---

Fecha

---

Número explorado

---

---

Mondadientes:

---

Mosaicos de cerámica:

---

Cajas de colecciones:

---

Bloques poligonales:

---



# Pauta de observación del valor posicional (desarrollo de conceptos)

+ 1						
Agrega correctamente un objeto en el lado blanco del tablero de valor posicional cuando se da la señal.						
Recuerda mantener los objetos sueltos en el lado blanco.						
Recuerda juntar el grupo total y moverlo al lado azul del tablero.						
Anticipa en forma independiente la etapa de reagrupación.						
Observa a sus compañeros como señal de reagrupar.						
-1						
Resta correctamente un objeto del lado blanco del tablero cuando se da la señal.						
Toma prestado un grupo del lado azul para restar uno cuando ya no queda ninguno en el lado blanco.						
Pone el resto de los objetos en el lado blanco del tablero después de tomar prestado.						
Recuerda mantener los objetos sueltos en el lado blanco del tablero.						
Anticipa el paso de tomar prestado en forma independiente.						
Observa a sus compañeros como señal de tomar prestado un grupo de objetos.						

FECHA: \_\_\_\_\_

CUÁNDO OBSERVAR:

Durante la etapa de desarrollo del concepto del juego para contar de valor posicional.

LOS NIÑOS SE AGRUPAN POR:

\_\_\_\_\_

Palabra absurda usada para designar la agrupación:

\_\_\_\_\_

\_\_\_\_\_

Otras formas de agrupar usadas previamente:

3,4,5,6,7,8,9,10

OBSERVADOR: \_\_\_\_\_































