

1 mat magícar

Exercícios de

Matemática

1.º ciclo - 1.º ano

Treinar para o sucesso!



PORTO EDITORA

1 mat. magícar

Exercícios de
Matemática

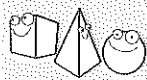
1.º ciclo - 1.º ano

Treinar para o sucesso!

*Coordenadas
do 1.º Ciclo*

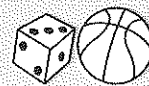


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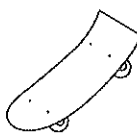
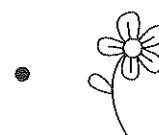
- Observa a figura.



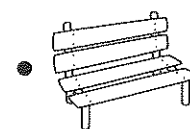
- Conta na figura o número de elementos da mesma espécie.
- Liga cada símbolo à respectiva quantidade, de acordo com a figura.



• 5 •



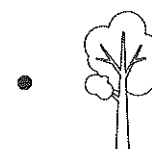
• 3 •



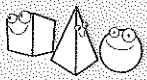
• 2 •



• 1 •

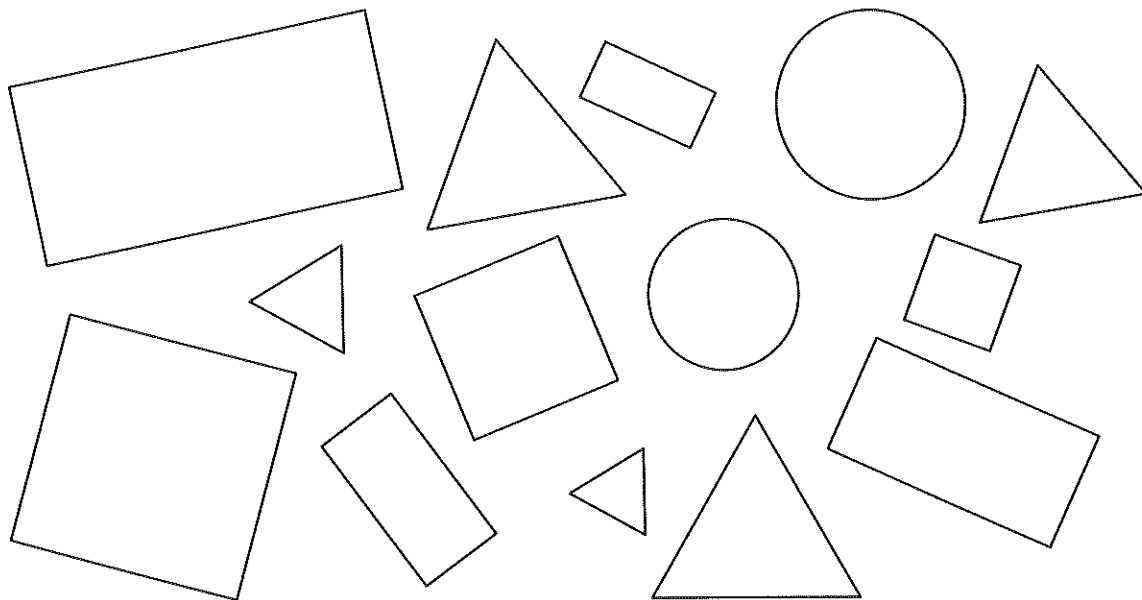


• 4 •



Contar figuras geométricas

- Observa a figura. Pinta de azul, os triângulos; de verde, os quadrados; de cor-de-laranja, os retângulos; de vermelho, os círculos.



- Liga cada símbolo à respectiva quantidade, de acordo com a figura anterior.



•

• 5



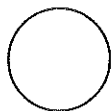
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• 3



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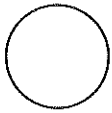
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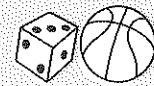


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• 2

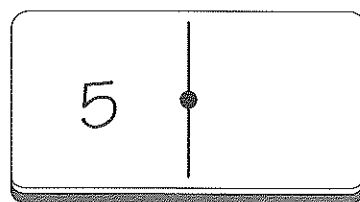
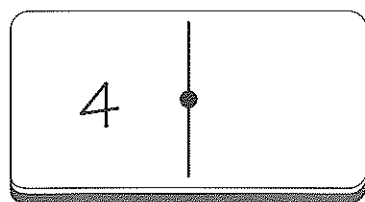
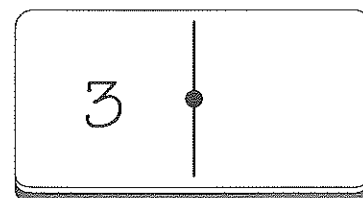
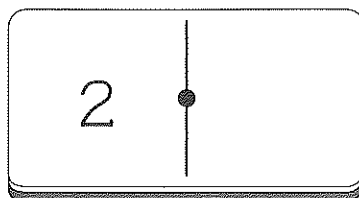
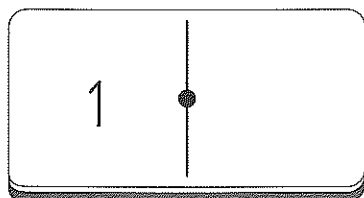
- Escreve os dados do exercício anterior de outra forma.

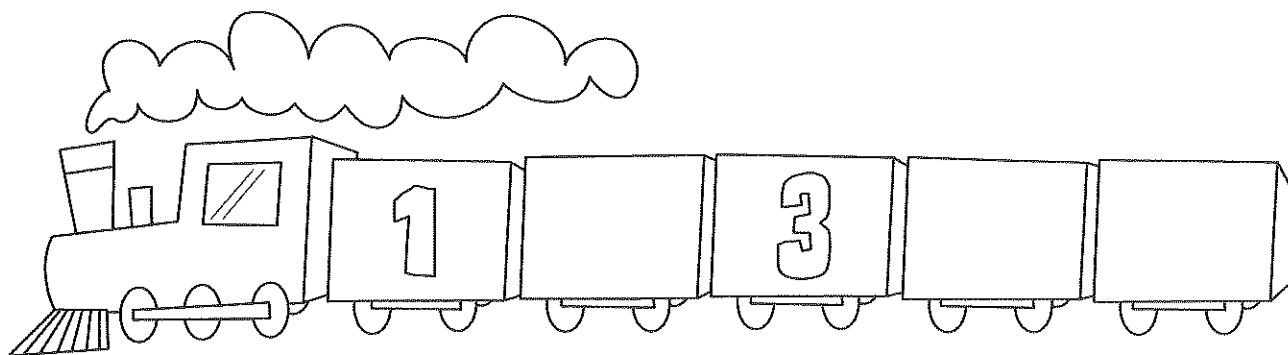


Números de 1 a 5 (I)

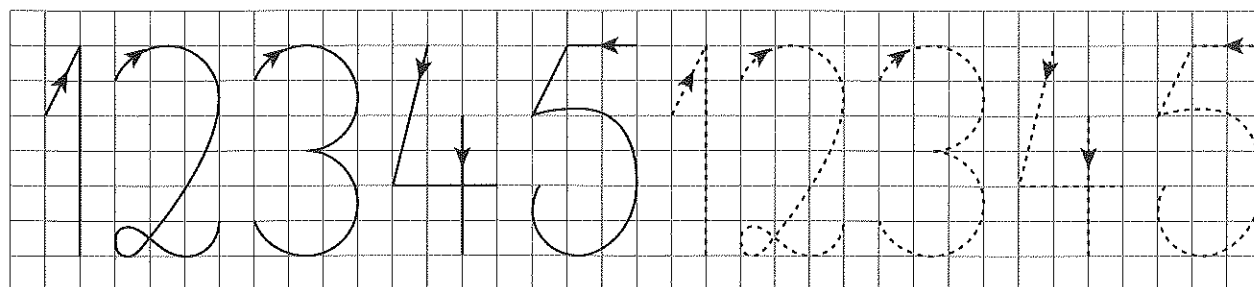
- Observa as peças de dominó. Desenha as pintas correspondentes a cada número.

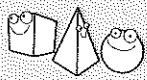


- Escreve nas carruagens do comboio os números que faltam.



- Segue as setas e cobre os algarismos.



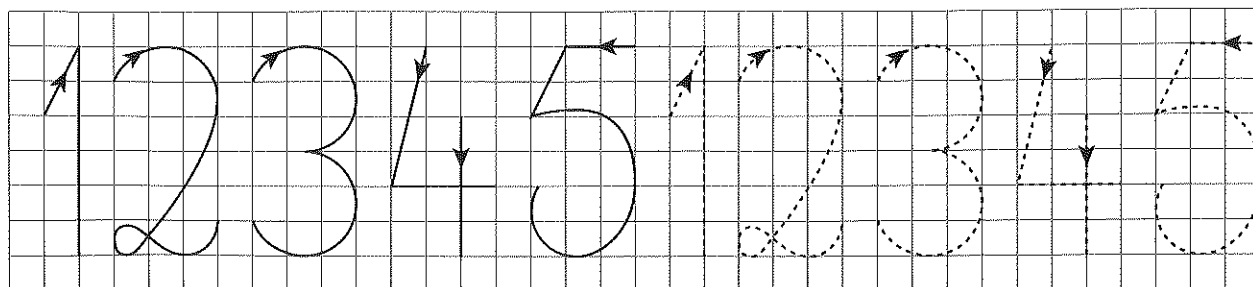


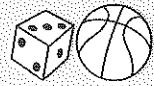
Números de 1 a 5 (II)

- Conta o número de elementos em cada conjunto e completa. Observa o exemplo.

1

- Segue as setas e cobre os algarismos.





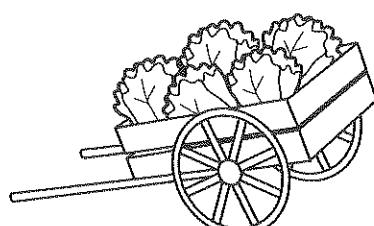
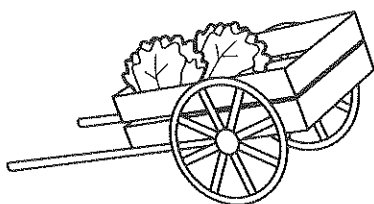
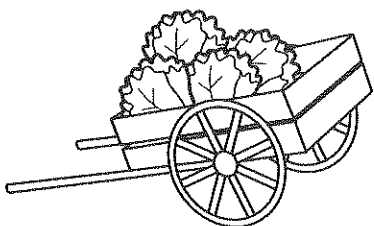
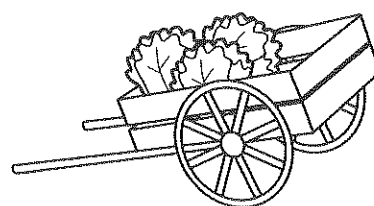
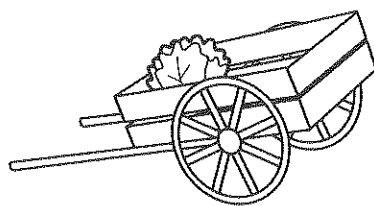
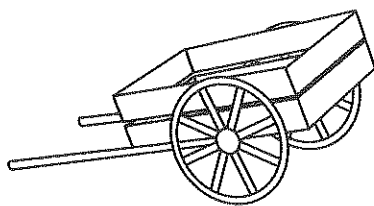
Números de 0 a 5

- Preenche a tabela como no exemplo.

0	
1	
2	● ●
3	
4	
5	



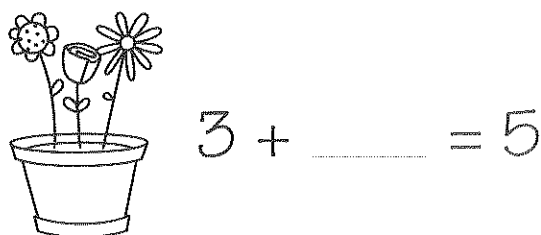
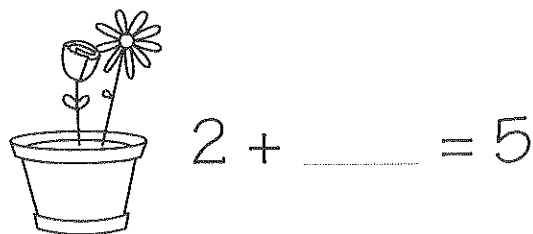
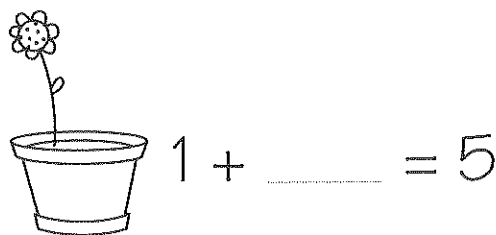
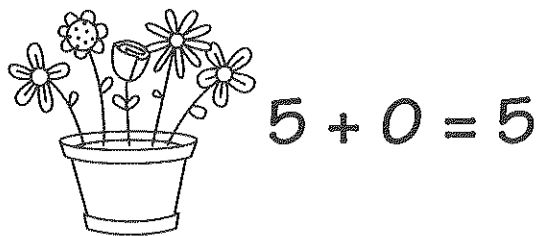
- Conta as alfaces que estão em cada carroça e escreve no quadrado o respectivo número.



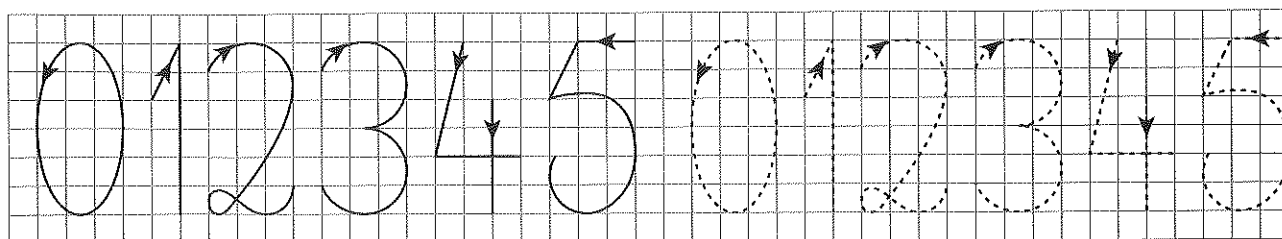


Até 5

- Desenha, em cada caso, o número de flores necessário para que cada vaso fique com 5 flores. Escreve-o em linguagem matemática. Observa o exemplo.



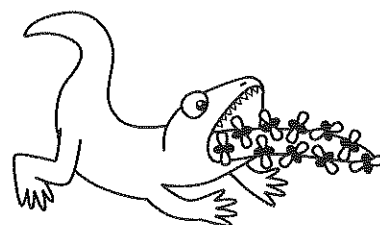
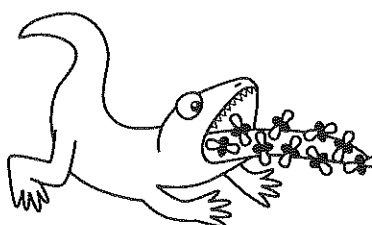
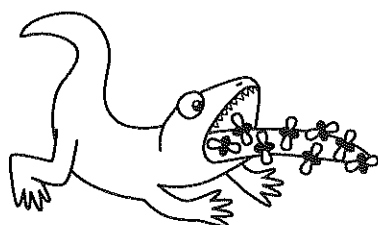
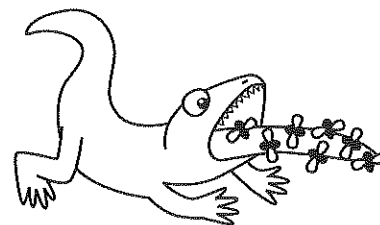
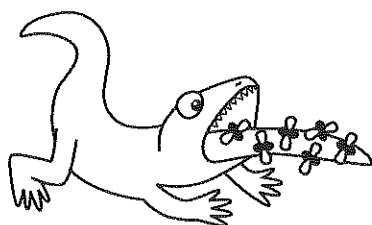
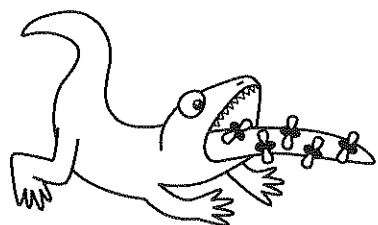
- Segue as setas e cobre os algarismos.



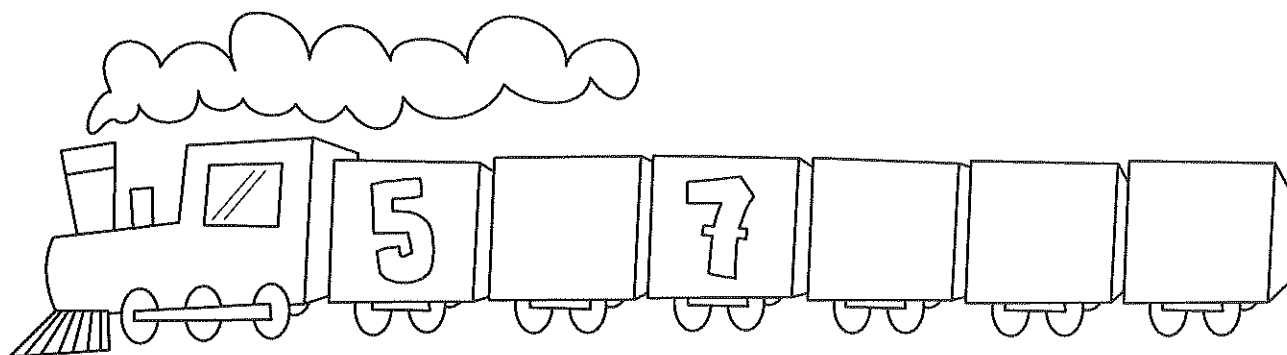


Números de 5 a 10

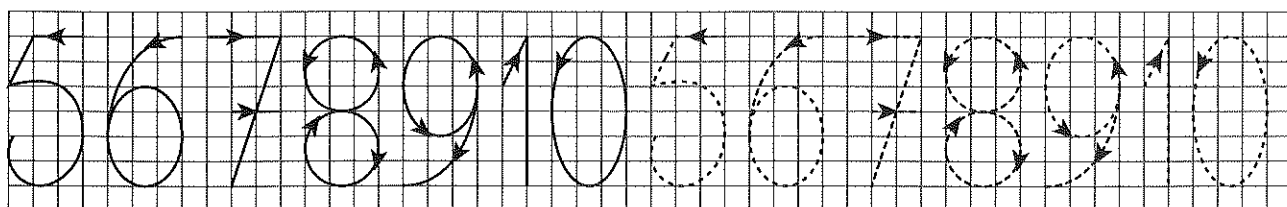
- Conta o número de moscas que o lagarto apanhou e escreve-o no respectivo quadrado.

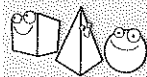


- Escreve nas carruagens do comboio os números que faltam.



- Segue as setas e cobre os algarismos.





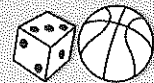
Números de 0 a 10

- Completa as sequências com os números em falta.

0		2			
	7				

- Pinta o número de quadriculas correspondente em cada linha.

2									
1									
0									
5									
7									
3									
4									
6									
9									
8									
10									



Amigos do 4 e do 6

- Observa o exemplo e completa.

Diagram illustrating the concept of "Amigos do 4 e do 6" (Friends of 4 and 6) using dot patterns and equations.

Top Section (Friends of 4):

- Central circle: 4 (with 4 dots)
- Top box: $\underline{\quad} + \underline{\quad}$ (with 2 dots on the left and 2 dots on the right)
- Left box: $\underline{\quad} + \underline{\quad}$ (with 3 dots on the left and 1 dot on the right)
- Right box: $\underline{\quad} + \underline{\quad}$ (with 1 dot on the left and 3 dots on the right)
- Bottom box: $\underline{\quad} + \underline{\quad}$ (with 4 dots on the left and 0 dots on the right)

Bottom Section (Friends of 6):

- Central circle: 6 (with 6 dots)
- Top box: $\underline{\quad} + \underline{\quad}$ (with 3 dots on the left and 3 dots on the right)
- Left box: $\underline{\quad} + \underline{\quad}$ (with 5 dots on the left and 1 dot on the right)
- Right box: $\underline{\quad} + \underline{\quad}$ (with 5 dots on the left and 1 dot on the right)
- Bottom box: $\underline{\quad} + \underline{\quad}$ (with 6 dots on the left and 0 dots on the right)

A cartoon character is shown on the left side of the page, pointing upwards.



Amigos do 9

- Completa as histórias de números* de modo a obteres 9.

$$1 + \underline{\quad}$$

$$4 + \underline{\quad}$$

$$7 + \underline{\quad}$$

$$5 + \underline{\quad}$$

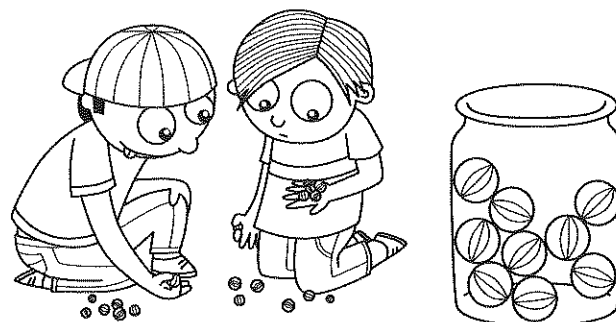
9

$$2 + \underline{\quad}$$

$$3 + \underline{\quad}$$

$$8 + \underline{\quad}$$

$$6 + \underline{\quad}$$

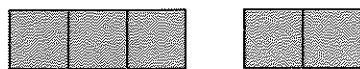


*Nota: **História de números** é a representação matemática (com números e sinais) de uma situação ou problema.



Vamos lá juntar

- Calcula e completa com a ajuda das barras. Observa o exemplo.



$$3 + 2 = 5$$



$$4 + 1 = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

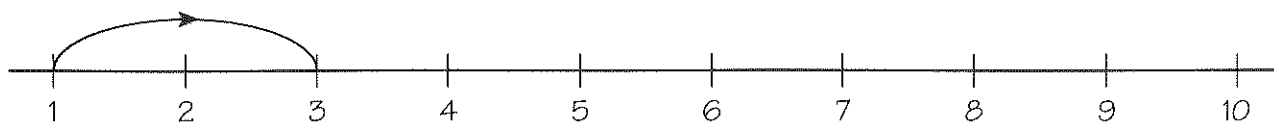


$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

- Efectua os cálculos com a ajuda da recta numérica. Observa o exemplo.



$$1 + 2 = 3$$

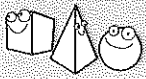
$$4 + 2 = \underline{\hspace{2cm}}$$

$$7 + 3 = \underline{\hspace{2cm}}$$

$$3 + 1 = \underline{\hspace{2cm}}$$

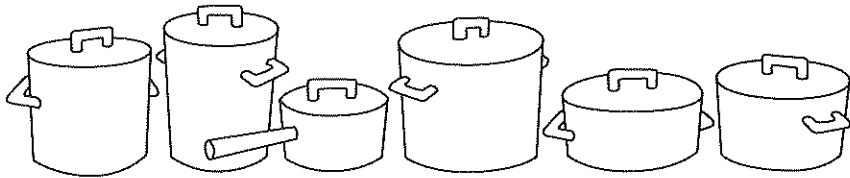
$$6 + 1 = \underline{\hspace{2cm}}$$

$$5 + 3 = \underline{\hspace{2cm}}$$

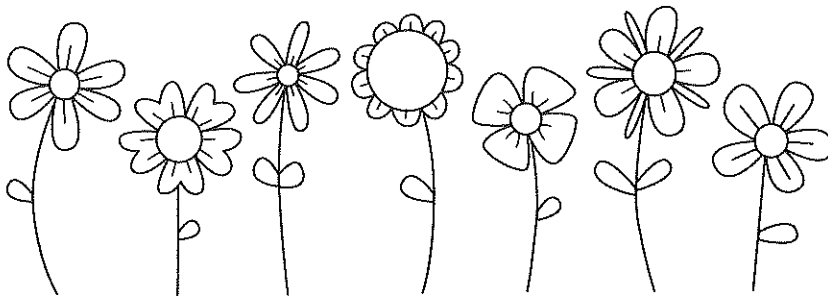


Formar grupos

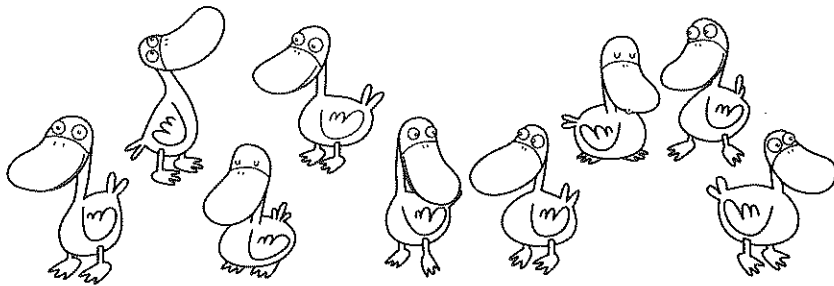
- Em cada linha, forma grupos com o número de elementos indicados. No quadrado em branco, escreve o número de grupos que conseguiste formar.



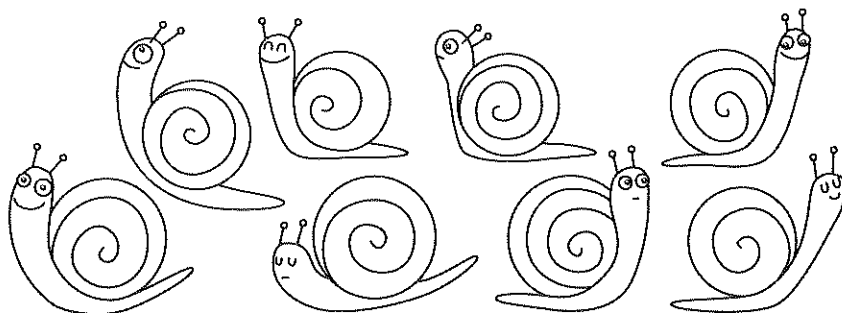
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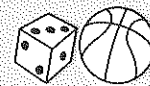
3



5

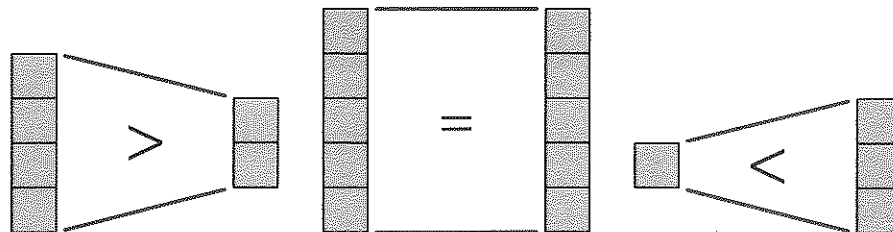


4



Maior, menor ou igual (I)

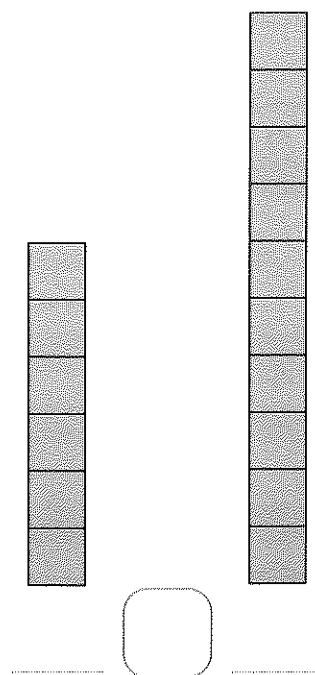
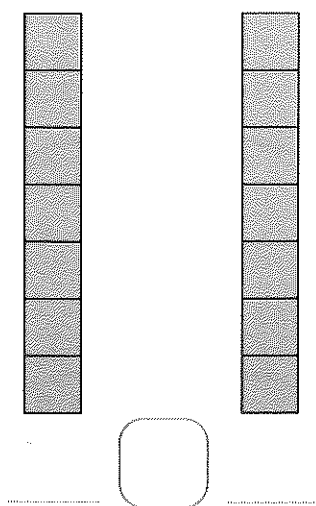
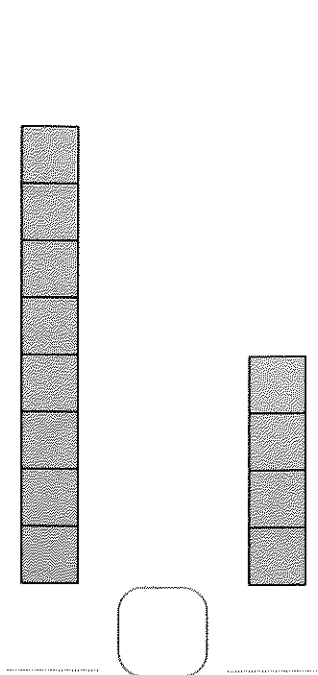
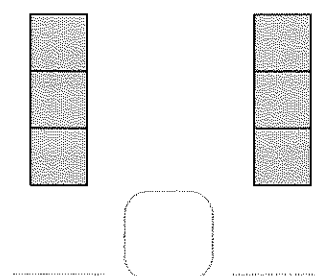
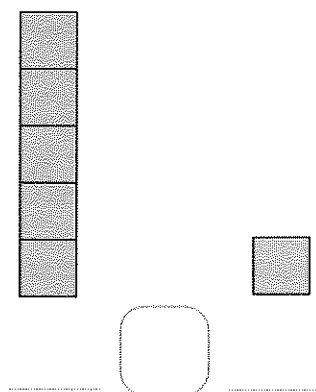
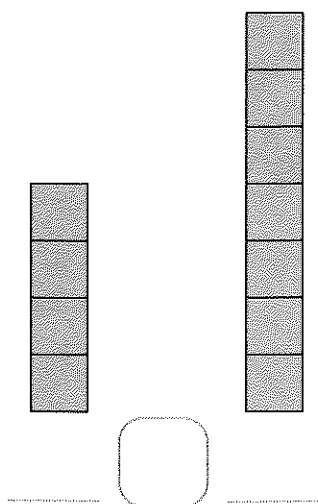
- Observa os exemplos e completa com os sinais $>$, $<$ ou $=$.

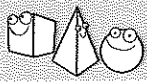


4 > 2
maior do que

5 = 5
igual a

1 < 3
menor do que





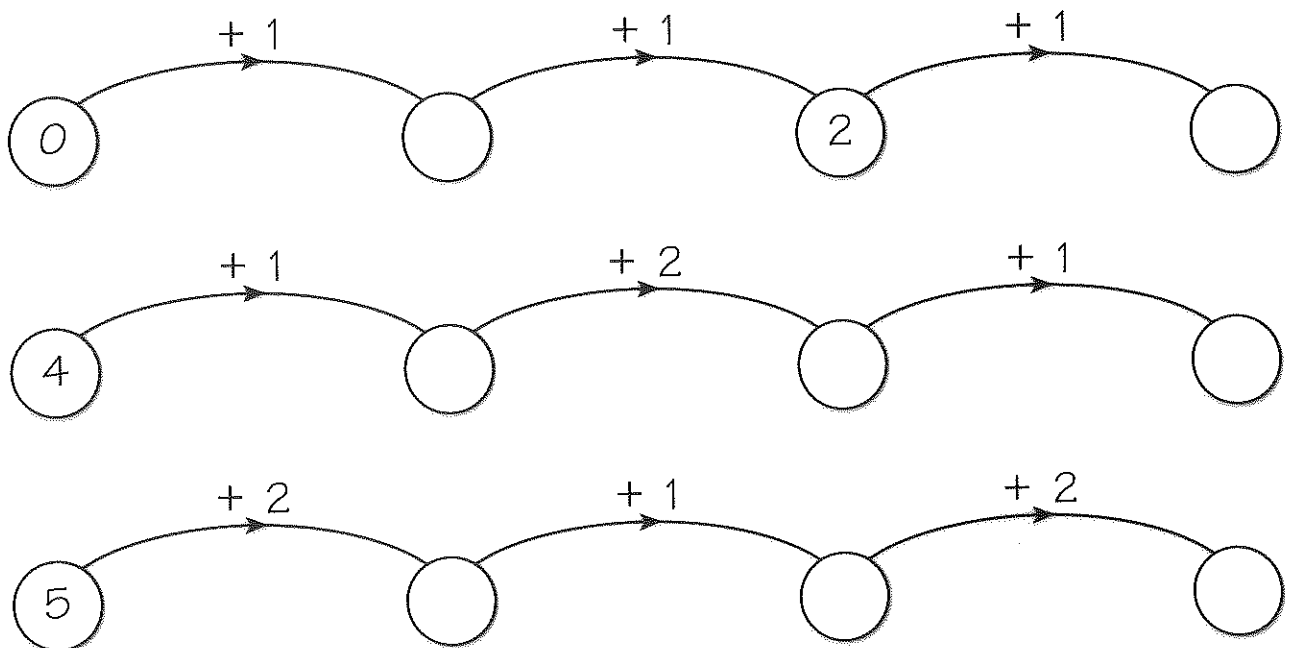
Mais 1 (+ 1) e mais 2 (+ 2)

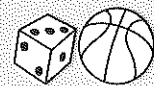
- Observa o exemplo e completa a tabela.

+	1	2
1	$1 + 1$ 2	$1 + \underline{\quad}$ $\underline{\quad}$
2	$2 + \underline{\quad}$ $\underline{\quad}$	$2 + \underline{\quad}$ $\underline{\quad}$
3	$\underline{\quad} + \underline{\quad}$ $\underline{\quad}$	$\underline{\quad} + \underline{\quad}$ $\underline{\quad}$
5	$\underline{\quad} + \underline{\quad}$ $\underline{\quad}$	$\underline{\quad} + \underline{\quad}$ $\underline{\quad}$
7	$\underline{\quad} + \underline{\quad}$ $\underline{\quad}$	$\underline{\quad} + \underline{\quad}$ $\underline{\quad}$



- Observa. Completa de acordo com o valor das setas.

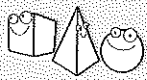




Números de 10 a 20

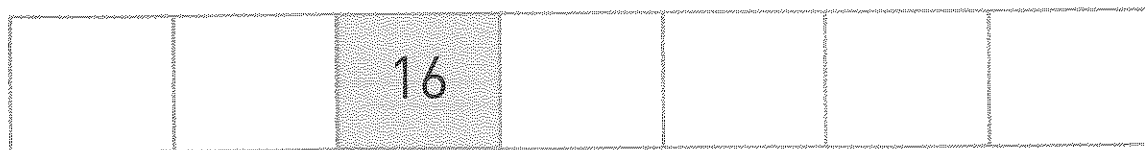
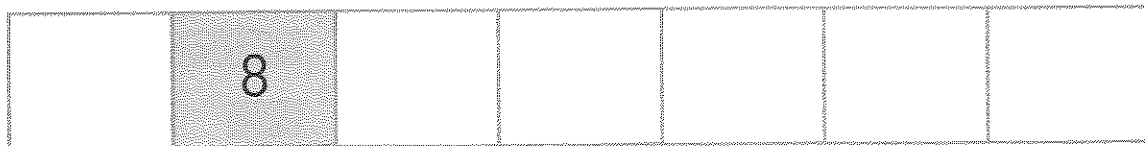
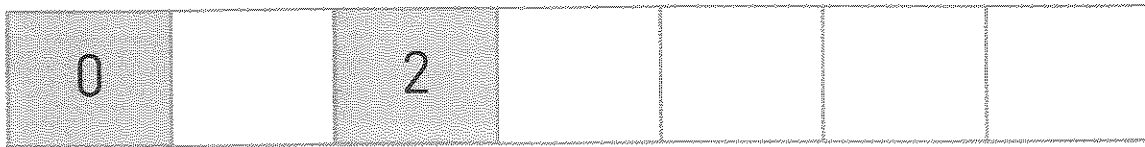
• Observa o exemplo e completa.

		=	11	
		=	_____	
		=	_____	
		=	_____	
		=	_____	
		=	_____	
		=	_____	
		=	_____	
		=	_____	
		=	_____	

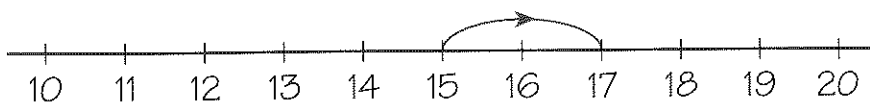


Números de 0 a 20

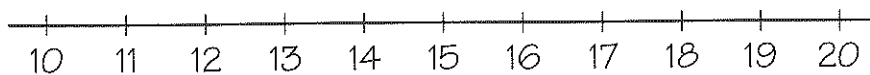
- Completa a série de 0 a 20 com os números que faltam.



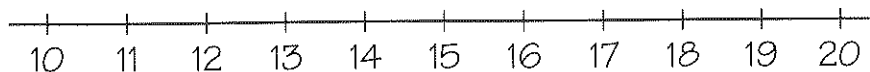
- Calcula e completa com a ajuda da recta. Observa o exemplo.



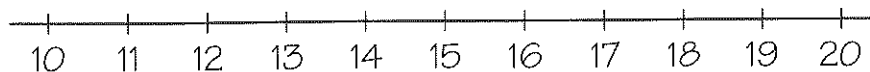
$$15 + 2 = 17$$



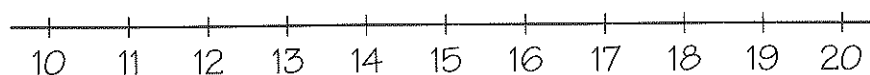
$$12 + 1 = \underline{\quad}$$



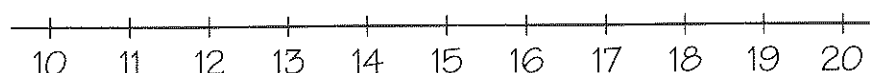
$$17 + 3 = \underline{\quad}$$



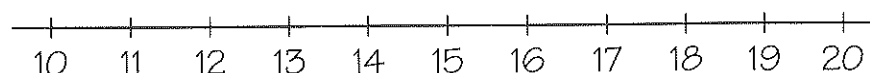
$$18 + 2 = \underline{\quad}$$



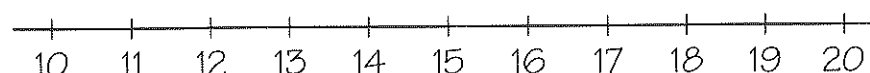
$$13 + 4 = \underline{\quad}$$



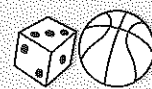
$$10 + 2 = \underline{\quad}$$



$$11 + 2 = \underline{\quad}$$

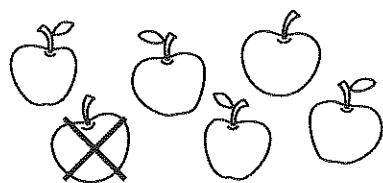


$$16 + 3 = \underline{\quad}$$

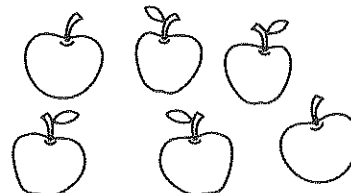


Tirar maçãs

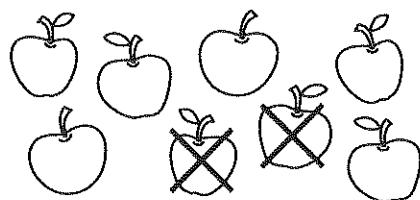
- Em cada conjunto de maçãs, algumas foram comidas. Observa o exemplo. Completa.



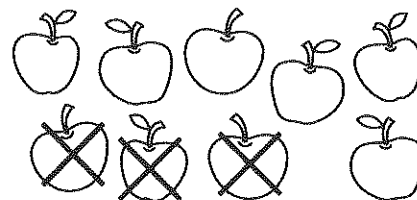
$$6 - 1 = 5$$



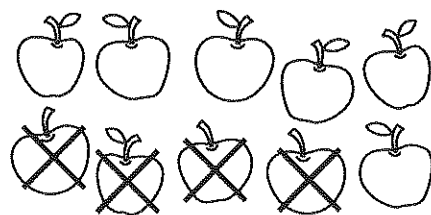
$$6 - 2 = \underline{\quad}$$



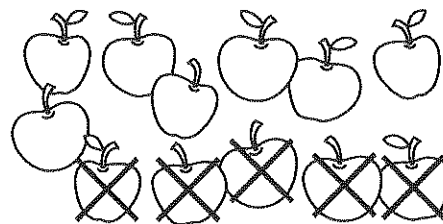
$$8 - \underline{\quad} = \underline{\quad}$$



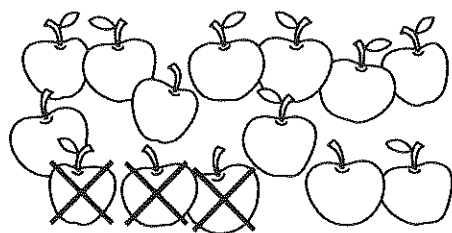
$$9 - \underline{\quad} = \underline{\quad}$$



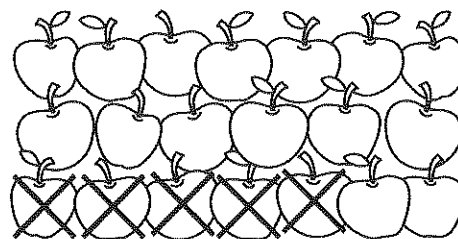
$$10 - \underline{\quad} = \underline{\quad}$$



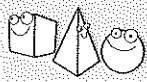
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



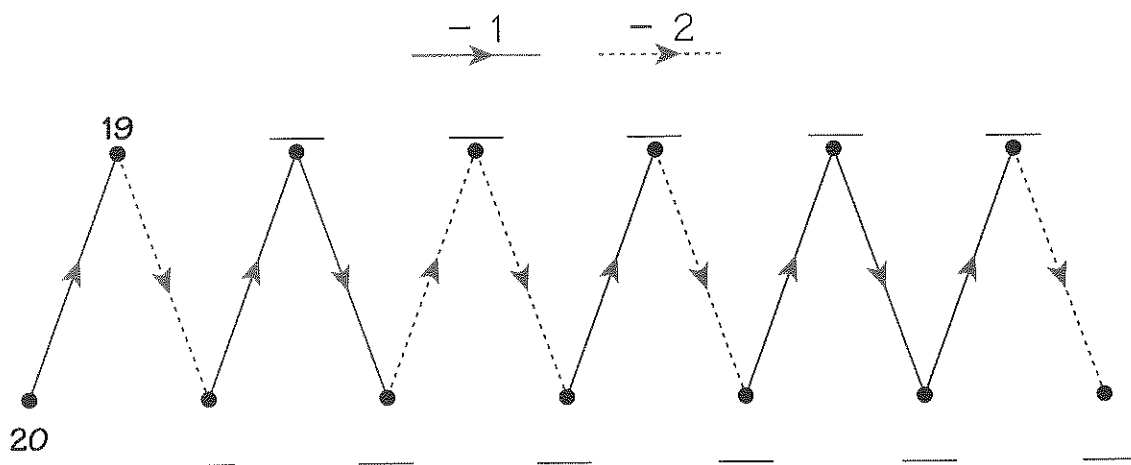
Menos 1 (- 1), menos 2 (- 2), menos 3 (- 3)

- Preenche a tabela.

-	1	2	3
10			
9			
7			



- Observa o valor das setas. Completa como no exemplo.



- Representa, agora, de outra maneira, o que fizeste em cima.

$$20 - 1 = 19$$

$$19 - \quad = \quad$$

$$\quad - \quad = \quad$$

$$\quad - \quad = \quad$$

$$\quad - \quad = \quad$$

$$\quad - \quad = \quad$$

$$\quad - \quad = \quad$$

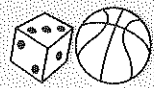
$$\quad - \quad = \quad$$

$$\quad - \quad = \quad$$

$$\quad - \quad = \quad$$

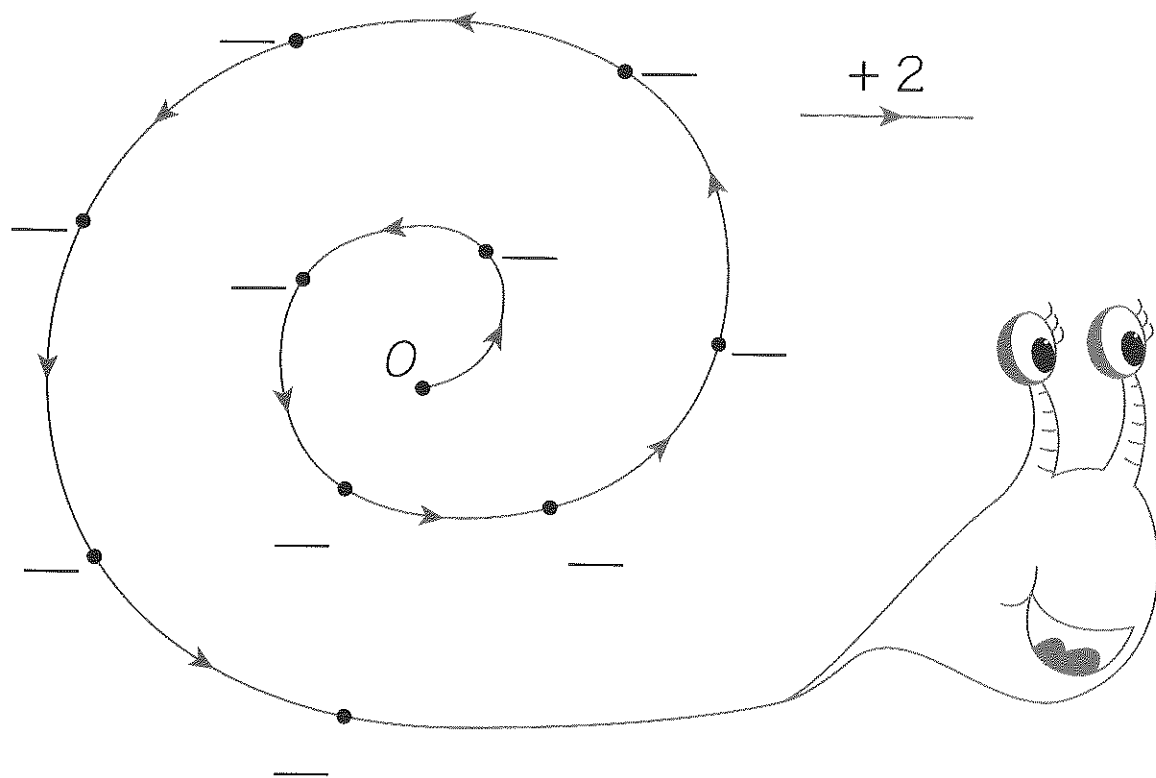
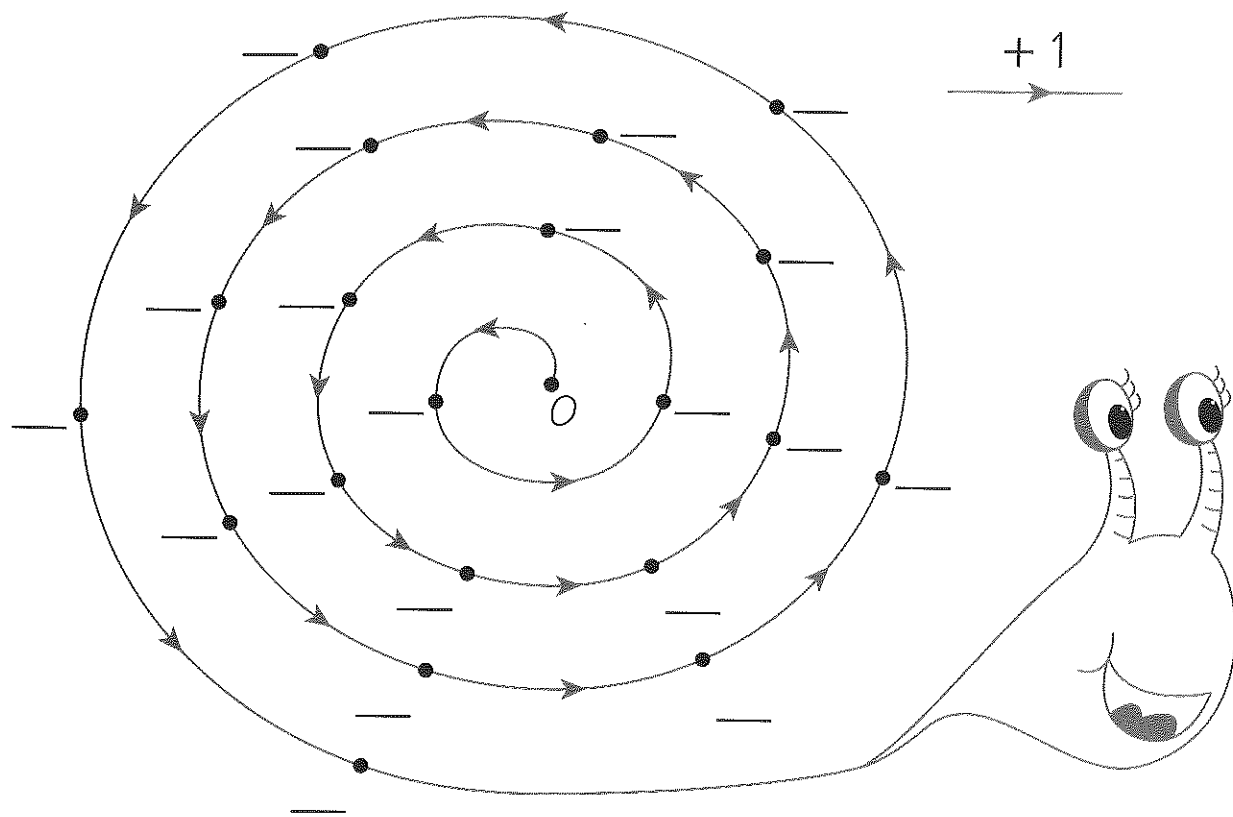
$$\quad - \quad = \quad$$

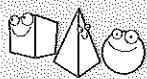
$$\quad - \quad = \quad$$



Andar de 1 em 1 e de 2 em 2

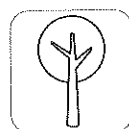
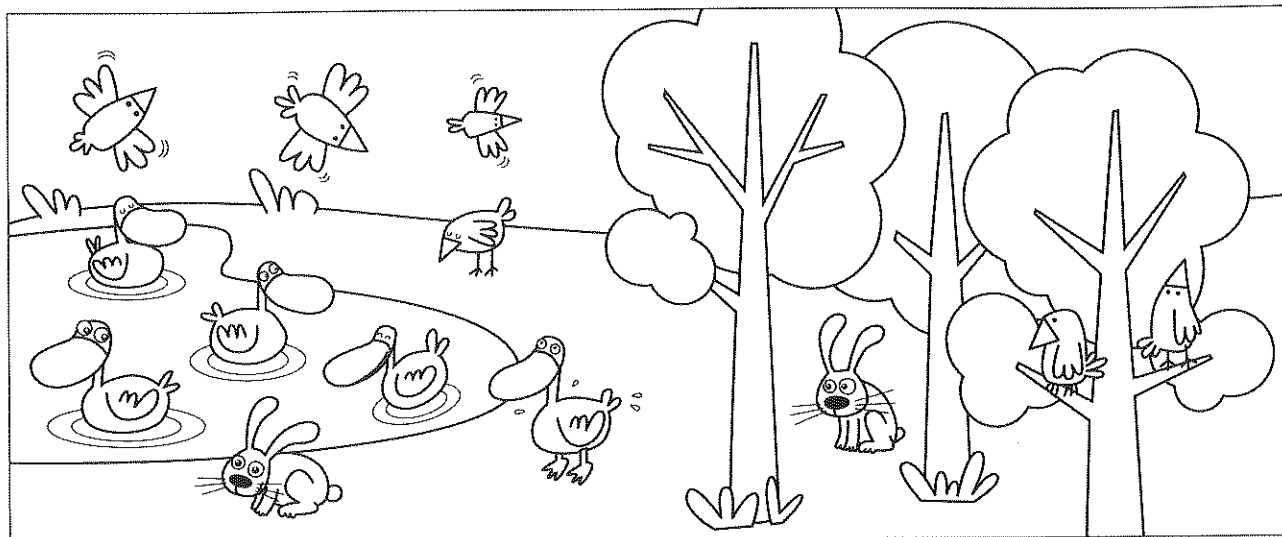
- Completa os caracóis de números, segundo o valor de cada seta.





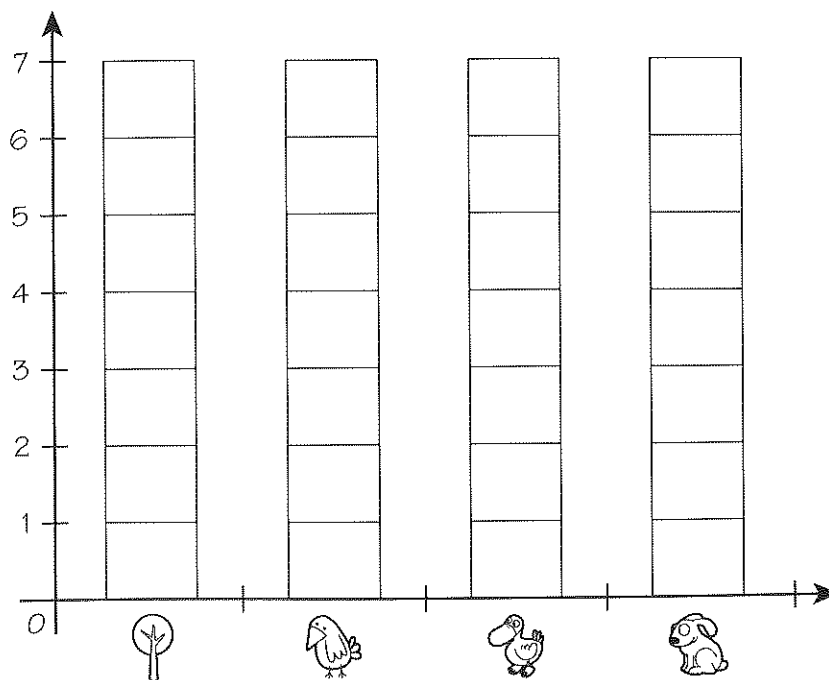
Organização de dados

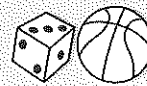
- Observa a figura. Preenche a tabela com o número de elementos que vês na figura.



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- Regista os dados do exercício anterior de outra forma. Pinta na respectiva coluna: de verde, a quantidade de árvores; de amarelo, a de pássaros; de castanho, a de patos; de preto, a de coelhos.

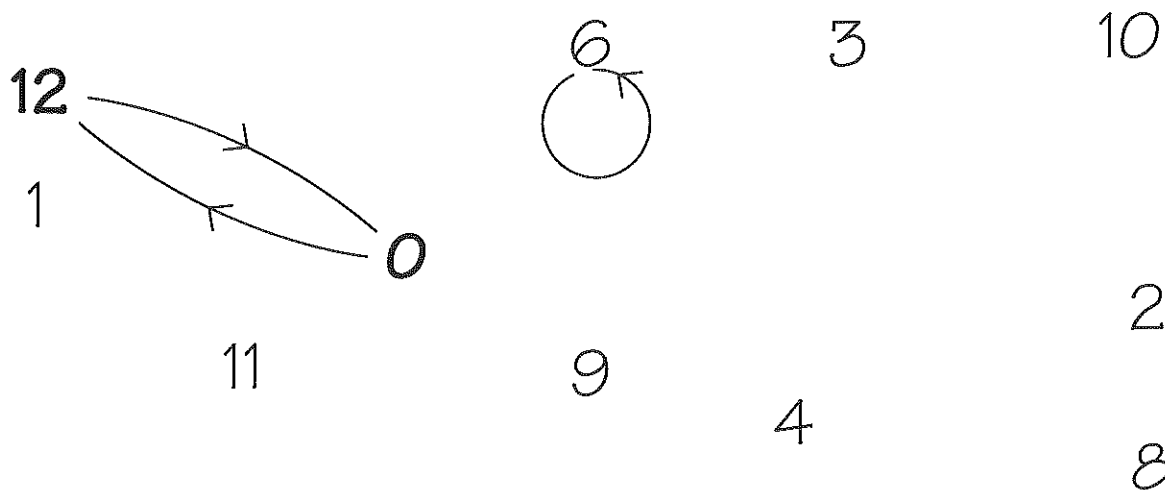




Juntar números

- Traça setas *eu e tu formamos uma dúzia* e escreve as respectivas histórias de números. Observa o exemplo.

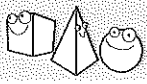
Uma dúzia = 12



$$12 + 0 = 12$$


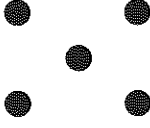

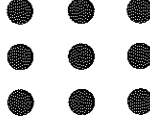

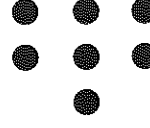
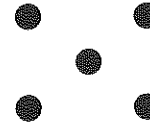
- Completa a tabela seguinte. Observa o exemplo.

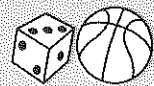
+	2	3	5
10	12		
12			
5			



Maior, menor ou igual (II)

- Completa com os sinais $>$, $<$ ou $=$.

		
2		
7		
		10
9		8
12		15
17		
0		6
		3



Quanto falta para 10?

- Pinta de acordo com os números e descobre, em cada situação, quanto falta para chegar a 10. Observa o exemplo e completa.



$2 + 3 + 5$



$5 + 2 + \underline{\hspace{2cm}}$



$4 + 3 + \underline{\hspace{2cm}}$



$6 + 2 + \underline{\hspace{2cm}}$



$9 + 0 + \underline{\hspace{2cm}}$



$2 + 2 + \underline{\hspace{2cm}}$



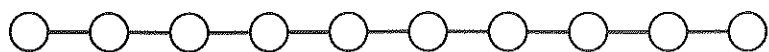
$1 + 5 + \underline{\hspace{2cm}}$



$1 + 1 + \underline{\hspace{2cm}}$



$3 + 0 + \underline{\hspace{2cm}}$



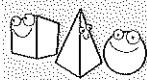
$6 + 3 + \underline{\hspace{2cm}}$



$7 + 2 + \underline{\hspace{2cm}}$

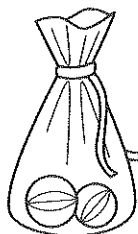


$4 + 1 + \underline{\hspace{2cm}}$

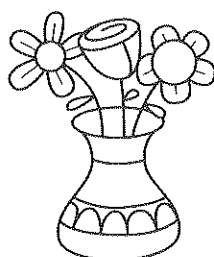


Sequências

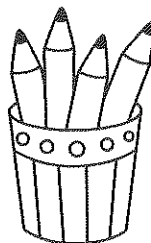
- Descubra a regra em cada situação.



Número de sacos	1	2	3	4
Número de berlindes	2			



Número de jarras	1	2	3	4
Número de flores	3			



Número de suporte de lápis	1	2	3	4
Número de lápis	4			

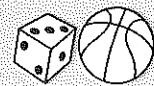
- Continua as várias sequências.

0, 2, 4, _____, _____, _____, _____

20, 19, 18, _____, _____, _____, _____

12, 10, 8, _____, _____, _____, _____

1 + 1, 2 + 2, 3 + 3, _____, _____, _____, _____



Regularidades

- Efectua os cálculos e completa.

$1 + 1 = \underline{\quad}$

$2 + 1 = \underline{\quad}$

$3 + 1 = \underline{\quad}$

$4 + 1 = \underline{\quad}$

$5 + 1 = \underline{\quad}$

$6 + 1 = \underline{\quad}$

$7 + 1 = \underline{\quad}$

$1 + 1 = \underline{\quad}$

$2 + 2 = \underline{\quad}$

$3 + 3 = \underline{\quad}$

$4 + 4 = \underline{\quad}$

$5 + 5 = \underline{\quad}$

$6 + 6 = \underline{\quad}$

$7 + 7 = \underline{\quad}$

$10 - 1 = \underline{\quad}$

$10 - 2 = \underline{\quad}$

$10 - 3 = \underline{\quad}$

$10 - 4 = \underline{\quad}$

$10 - 5 = \underline{\quad}$

$10 - 6 = \underline{\quad}$

$10 - 7 = \underline{\quad}$

$20 - 1 = \underline{\quad}$

$20 - 2 = \underline{\quad}$

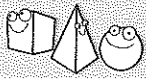
$20 - 3 = \underline{\quad}$

$20 - 4 = \underline{\quad}$

$20 - 5 = \underline{\quad}$

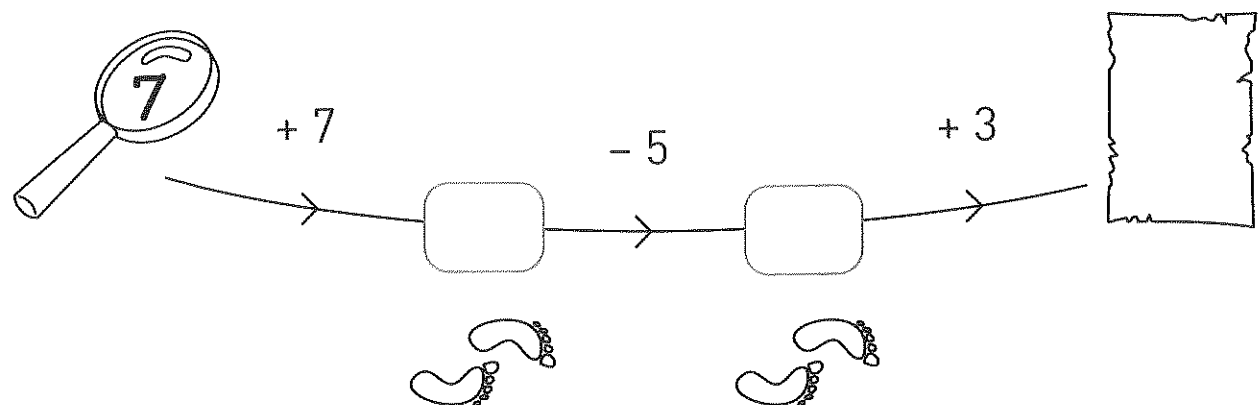
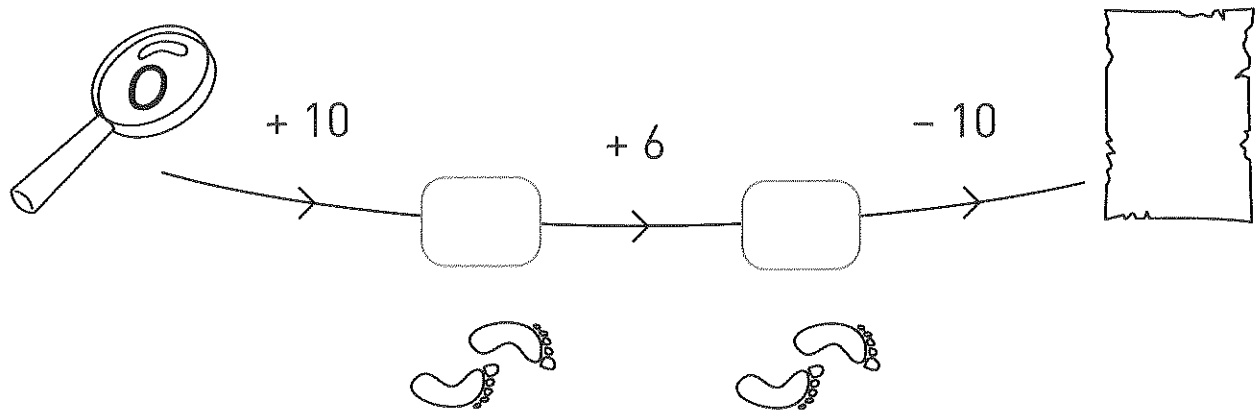
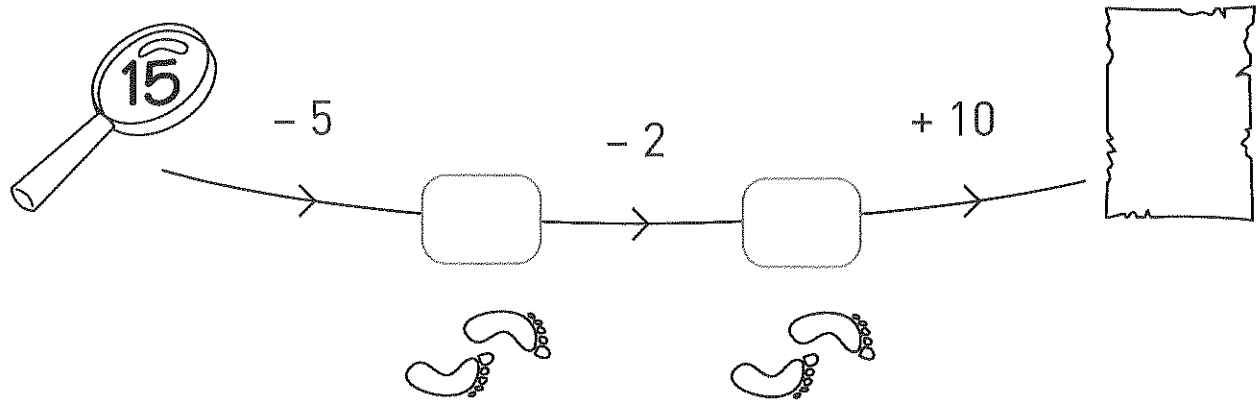
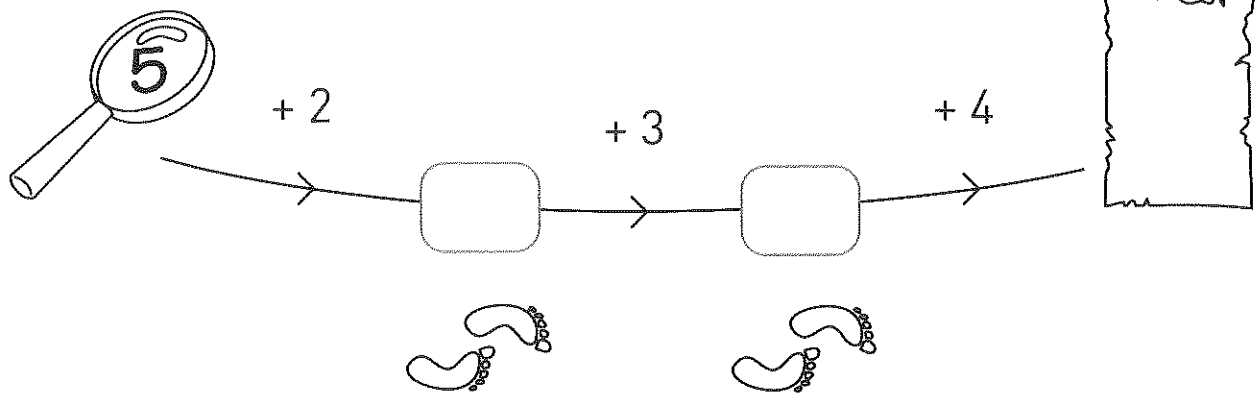
$20 - 6 = \underline{\quad}$

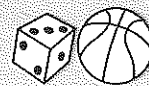
$20 - 7 = \underline{\quad}$



Números secretos

- Segue as pistas e descobre os números secretos.





Decomposição de números

- Decompõe os números. Observa o exemplo.

$$\begin{array}{c} 16 \\ \diagdown \quad \diagup \\ 10 + 6 \end{array}$$

$$\begin{array}{c} 12 \\ \diagdown \quad \diagup \\ \underline{\quad} + \underline{\quad} \end{array}$$

$$\begin{array}{c} 19 \\ \diagdown \quad \diagup \\ \underline{\quad} + \underline{\quad} \end{array}$$

$$\begin{array}{c} 13 \\ \diagdown \quad \diagup \\ \underline{\quad} + \underline{\quad} \end{array}$$

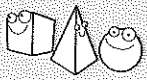
$$\begin{array}{c} 17 \\ \diagdown \quad \diagup \\ \underline{\quad} + \underline{\quad} \end{array}$$

$$\begin{array}{c} 15 \\ \diagdown \quad \diagup \\ \underline{\quad} + \underline{\quad} \end{array}$$

$$\begin{array}{c} 11 \\ \diagdown \quad \diagup \\ \underline{\quad} + \underline{\quad} \end{array}$$

$$\begin{array}{c} 14 \\ \diagdown \quad \diagup \\ \underline{\quad} + \underline{\quad} \end{array}$$

$$\begin{array}{c} 18 \\ \diagdown \quad \diagup \\ \underline{\quad} + \underline{\quad} \end{array}$$



Sempre 10! Sempre 20!

- Completa para que o resultado seja sempre 10.

$5 + \underline{\quad} = 10$

$10 + \underline{\quad} = 10$

$20 - \underline{\quad} = 10$

$7 + \underline{\quad} = 10$

$1 + \underline{\quad} = 10$

$6 + \underline{\quad} = 10$

$2 + \underline{\quad} = 10$

$9 + \underline{\quad} = 10$

$15 - \underline{\quad} = 10$

$12 - \underline{\quad} = 10$

$4 + \underline{\quad} = 10$

$13 - \underline{\quad} = 10$

$17 - \underline{\quad} = 10$

$19 - \underline{\quad} = 10$

- Completa para que o resultado seja sempre 20.

$10 + \underline{\quad} = 20$

$18 + \underline{\quad} = 20$

$16 + \underline{\quad} = 20$

$12 + \underline{\quad} = 20$

$1 + \underline{\quad} = 20$

$14 + \underline{\quad} = 20$

$0 + \underline{\quad} = 20$

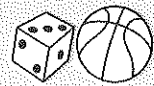
$11 + \underline{\quad} = 20$

$13 + \underline{\quad} = 20$

$15 + \underline{\quad} = 20$

$5 + \underline{\quad} = 20$

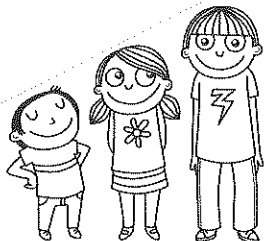
$17 + \underline{\quad} = 20$



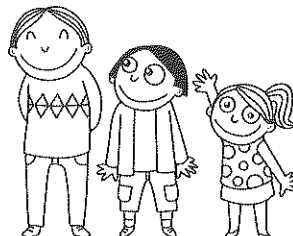
Crescente e decrescente

- Observa as duas situações.

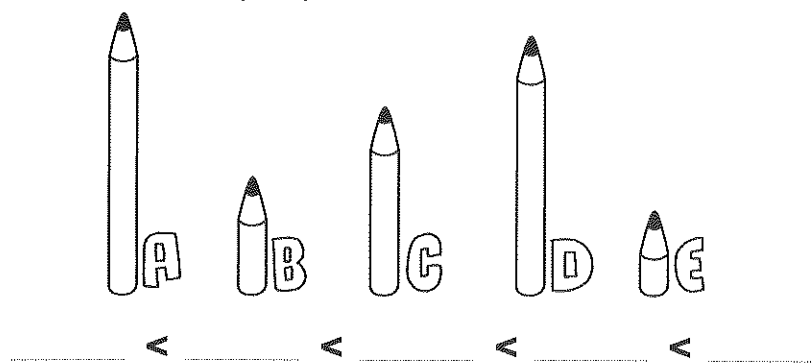
Crescente



Decrescente



- Observa os lápis. A cada lápis corresponde uma letra. Coloca as letras, ordenando os lápis por ordem **crescente** de altura.



- Repete o exercício, mas desta vez coloca os lápis por ordem **decrescente** de acordo com a altura.



- Observa os números seguintes:

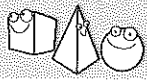
20	2	12	0	15	5	7
----	---	----	---	----	---	---

– Escreve-os por ordem **decrescente**.

_____ > _____ > _____ > _____ > _____ > _____

– Agora, escreve-os por ordem **crescente**.

_____ < _____ < _____ < _____ < _____ < _____



Números pares e ímpares

- Observa com atenção. Completa.

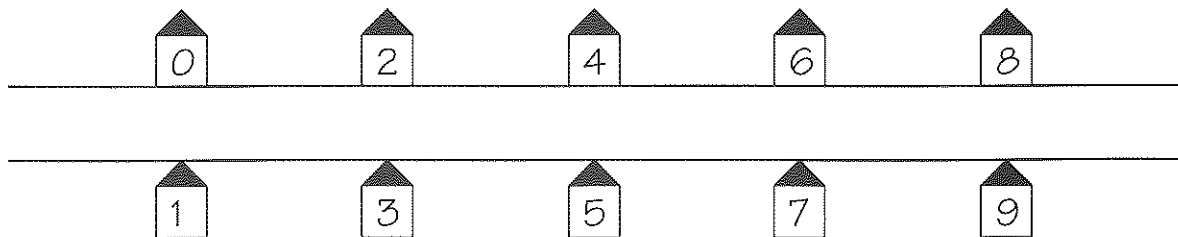
1 par de sapatos = 2 sapatos

Números pares		Números ímpares	
0	0 pares	1 •	0 pares; sobra 1
2	1 par	3	1 par sobra _____
4	_____ pares	5	_____ pares; sobra _____
6	_____ pares	7	_____ pares; sobra _____
8	_____ pares	9	_____ pares; sobra _____

- Pinta, no quadro seguinte, de verde, as casas com números pares e de cor-de-laranja, as casas com números ímpares.

0	1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20	21

- Observa com atenção a figura e assinala com **X** a opção correcta.



A Joana vive na casa número 4. Vive no lado da rua dos números:

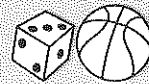
pares.

ímpares.

O Tiago vive na casa número 7. Vive no mesmo lado da rua da Joana?

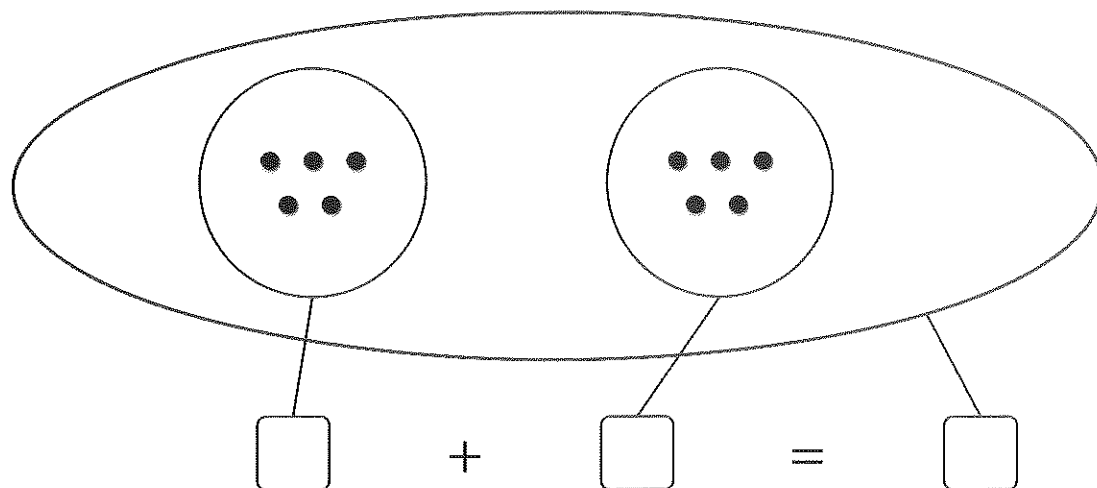
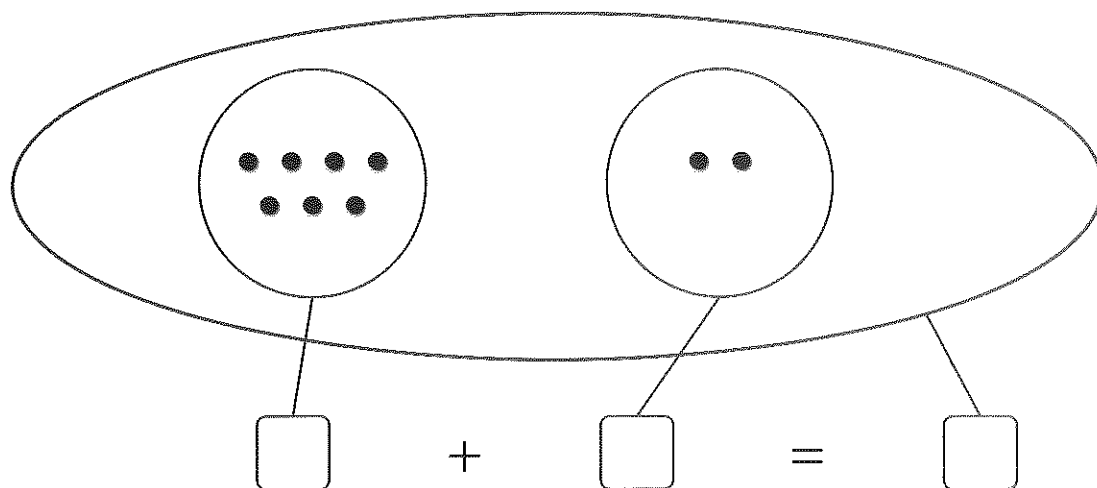
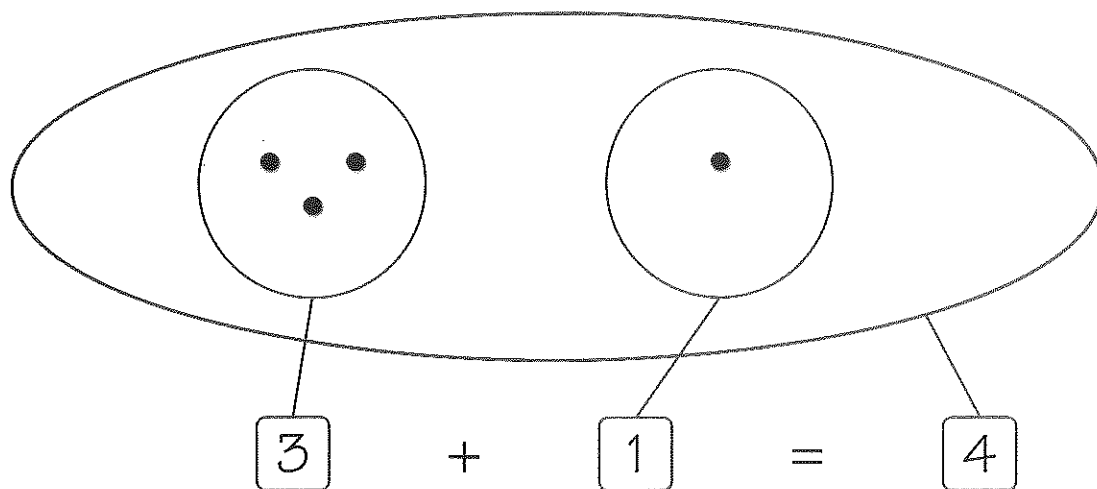
Sim.

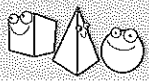
Não.



Vamos juntar (I)

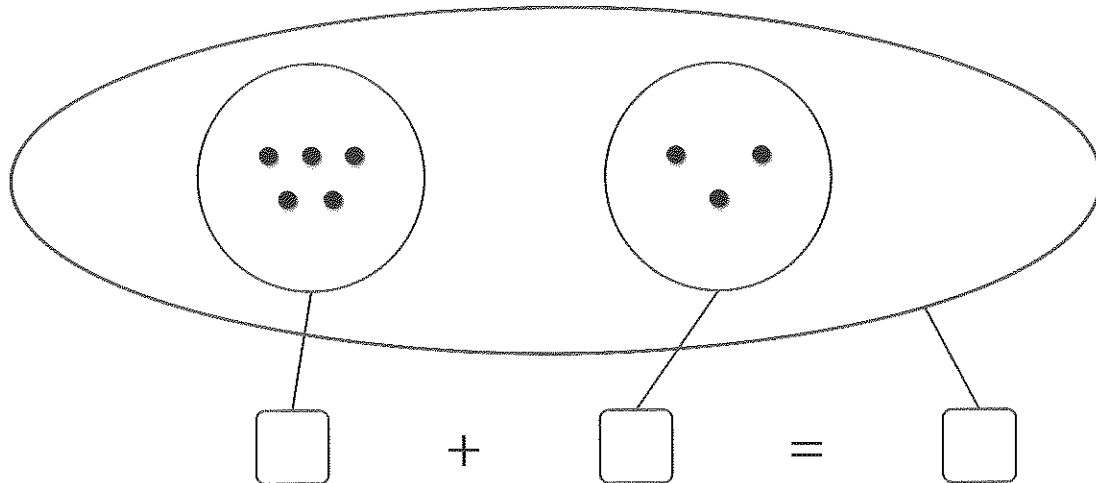
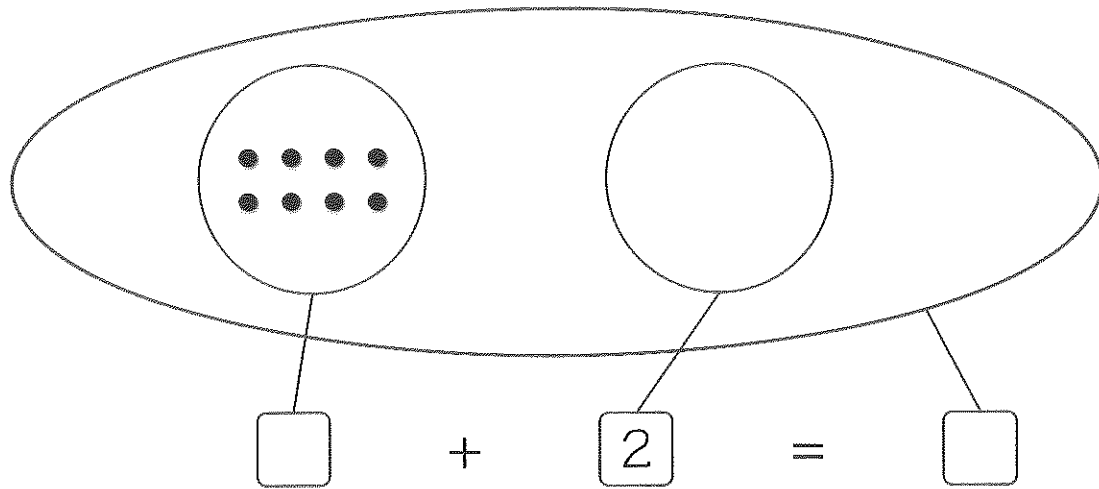
- Completa como no exemplo.





Vamos juntar (II)

- Completa.



- Calcula mentalmente. Regista os resultados.

$5 + 3 = \underline{\quad}$

$9 + 2 = \underline{\quad}$

$10 + 3 = \underline{\quad}$

$12 + 1 = \underline{\quad}$

$8 + 2 = \underline{\quad}$

$5 + 4 = \underline{\quad}$

$7 + 3 = \underline{\quad}$

$14 + 2 = \underline{\quad}$

$3 + 3 = \underline{\quad}$

$10 + 2 = \underline{\quad}$

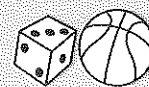
$19 + 1 = \underline{\quad}$

$13 + 3 = \underline{\quad}$

$2 + 2 = \underline{\quad}$

$15 + 3 = \underline{\quad}$

$0 + 4 = \underline{\quad}$



Os amigos do 10

- Observa o exemplo e completa as restantes histórias de números.

Diagram illustrating the number 10 and its friends (addition problems that result in 10):

Central circle: 10

Top box: $8 + 2$

Left boxes (top to bottom):

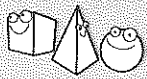
- $___ + ___$
- $___ + ___$
- $___ + ___$

Right boxes (top to bottom):

- $10 + ___$
- $___ + ___$
- $___ + ___$

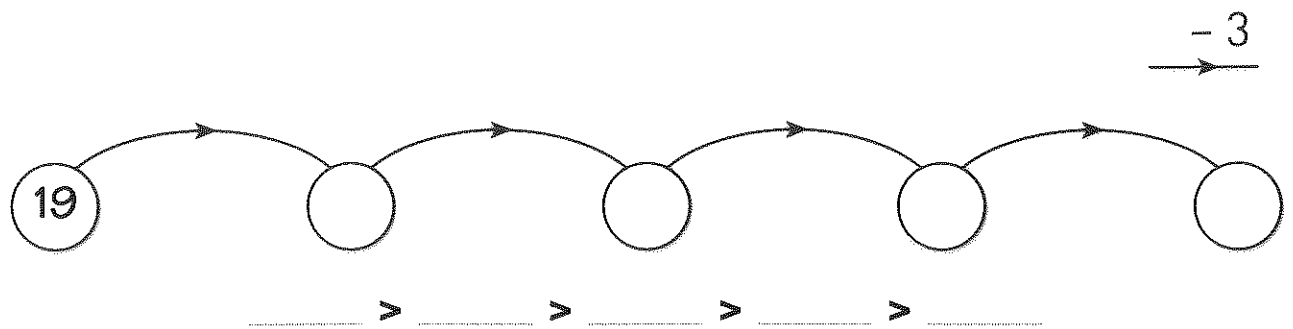
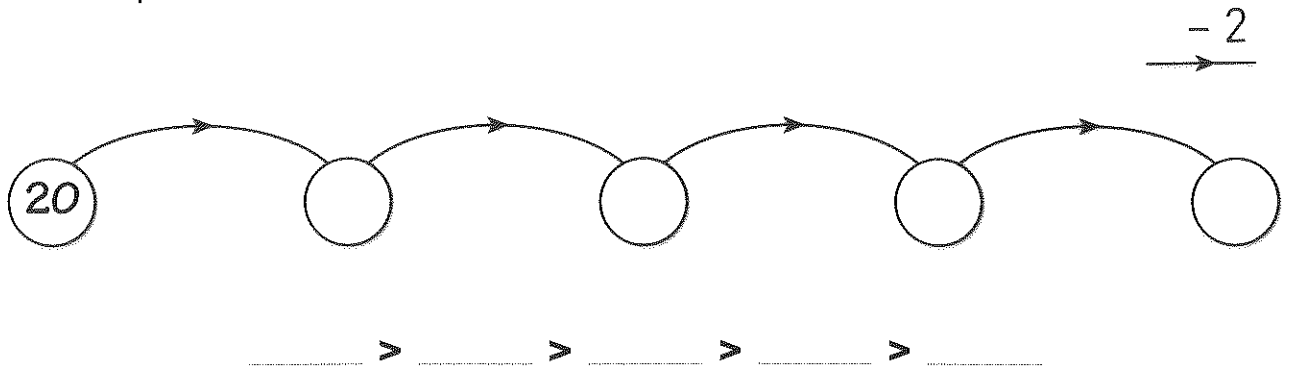
Bottom box: $___ + ___$

Illustrations of two children at the bottom: a boy on the left and a girl on the right, both with one hand raised.



Andar para trás

- Completa de acordo com o valor das setas.



- Observa o exemplo e completa.

10

● ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ $10 - 1 = 9$

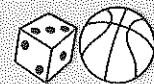
○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ $10 - 3 = \underline{\hspace{2cm}}$

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ $10 - 4 = \underline{\hspace{2cm}}$

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ $10 - 5 = \underline{\hspace{2cm}}$

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ $10 - 7 = \underline{\hspace{2cm}}$

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ $10 - 9 = \underline{\hspace{2cm}}$



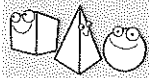
Maior, menor ou igual (III)

- Completa com os sinais $>$, $<$ ou $=$.

$20 - 2$		18
$17 + 2$		17
$15 + 4$		20
13		$15 - 1$
19		$19 + 0$
$16 - 0$		16
$14 + 4$		19
15		$13 + 3$

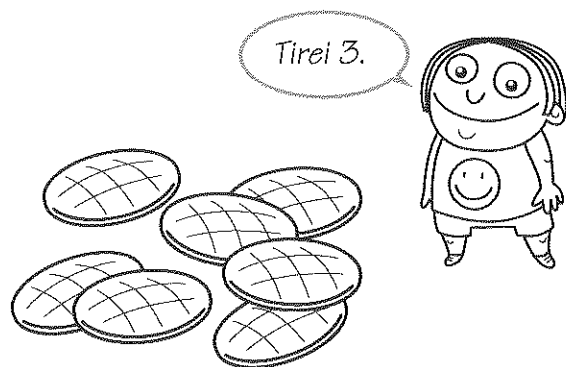
- Completa as seqüências.





Problemas – O Comilão

- O Comilão é muito guloso. Em cada situação, vai tirar alimentos para comer. Observa o exemplo e completa.



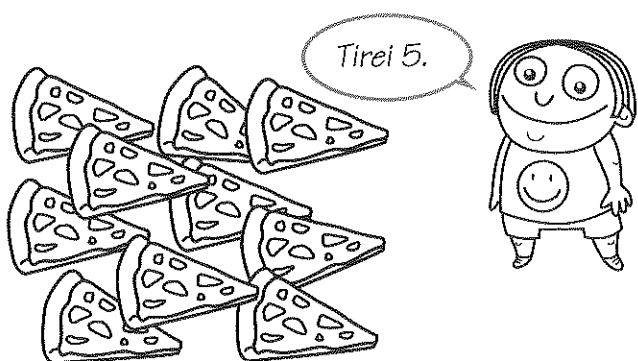
$$7 - 3 = 4$$



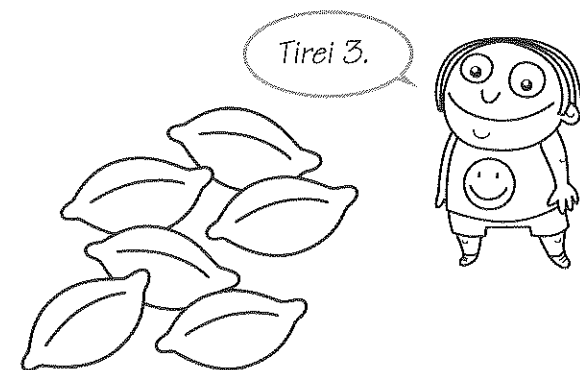
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



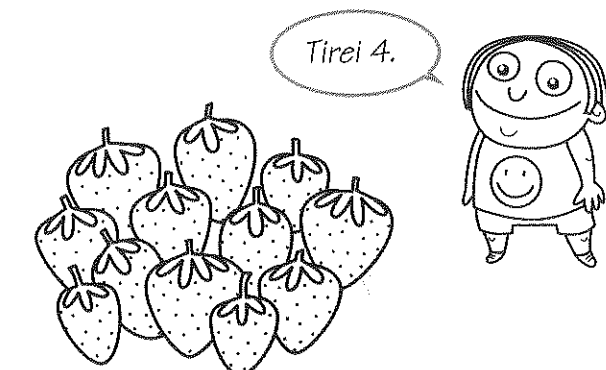
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



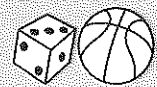
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



Números de 20 a 30

- Calcula. Escreve os resultados.

$10 + 10 = \underline{\quad}$

$10 + 10 + 1 = \underline{\quad}$

$10 + 10 + 2 = \underline{\quad}$

$10 + 10 + 3 = \underline{\quad}$

$10 + 10 + 4 = \underline{\quad}$

$10 + 10 + 5 = \underline{\quad}$

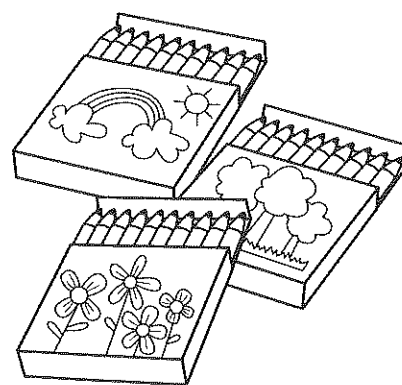
$10 + 10 + 6 = \underline{\quad}$

$10 + 10 + 7 = \underline{\quad}$

$10 + 10 + 8 = \underline{\quad}$

$10 + 10 + 9 = \underline{\quad}$

$10 + 10 + 10 = \underline{\quad}$



- Observa o exemplo e decompõe os números.

$$\begin{array}{c} 24 \\ \diagdown \quad \diagup \\ 20 + 4 \end{array}$$

$$\begin{array}{c} 22 \\ \diagdown \quad \diagup \\ \underline{\quad} + \underline{\quad} \end{array}$$

$$\begin{array}{c} 26 \\ \diagdown \quad \diagup \\ \underline{\quad} + \underline{\quad} \end{array}$$

$$\begin{array}{c} 29 \\ \diagdown \quad \diagup \\ \underline{\quad} + \underline{\quad} \end{array}$$

- Calcula. Escreve os resultados.

$24 - 4 = \underline{\quad}$

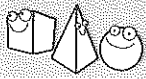
$26 - 6 = \underline{\quad}$

$23 - 3 = \underline{\quad}$

$22 - 2 = \underline{\quad}$

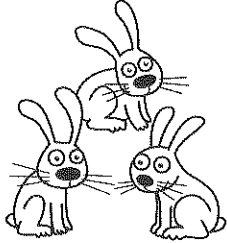
$29 - 9 = \underline{\quad}$

$27 - 7 = \underline{\quad}$



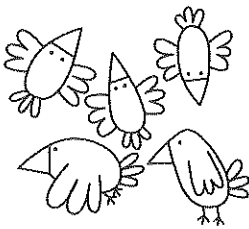
Quantas vezes aparecem os elementos?

- Escreve, em cada caso, quantas vezes é que cada elemento aparece. Observa o exemplo e completa.



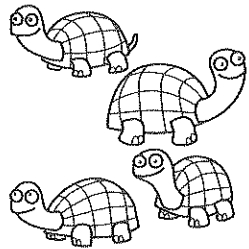
$1 + 1 + 1$

3×1



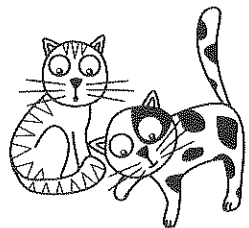
$1 + 1 + 1 + 1 + 1$

$\text{---} \times \text{---}$



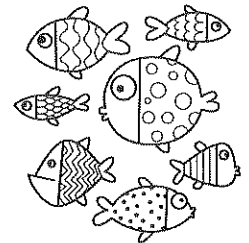
$\text{---} + \text{---} + \text{---} + \text{---}$

$\text{---} \times \text{---}$



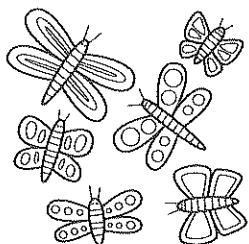
$\text{---} + \text{---}$

$\text{---} \times \text{---}$



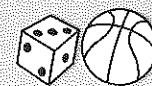
$\text{---} + \text{---} + \text{---} + \text{---} + \text{---} + \text{---} + \text{---}$

$\text{---} \times \text{---}$



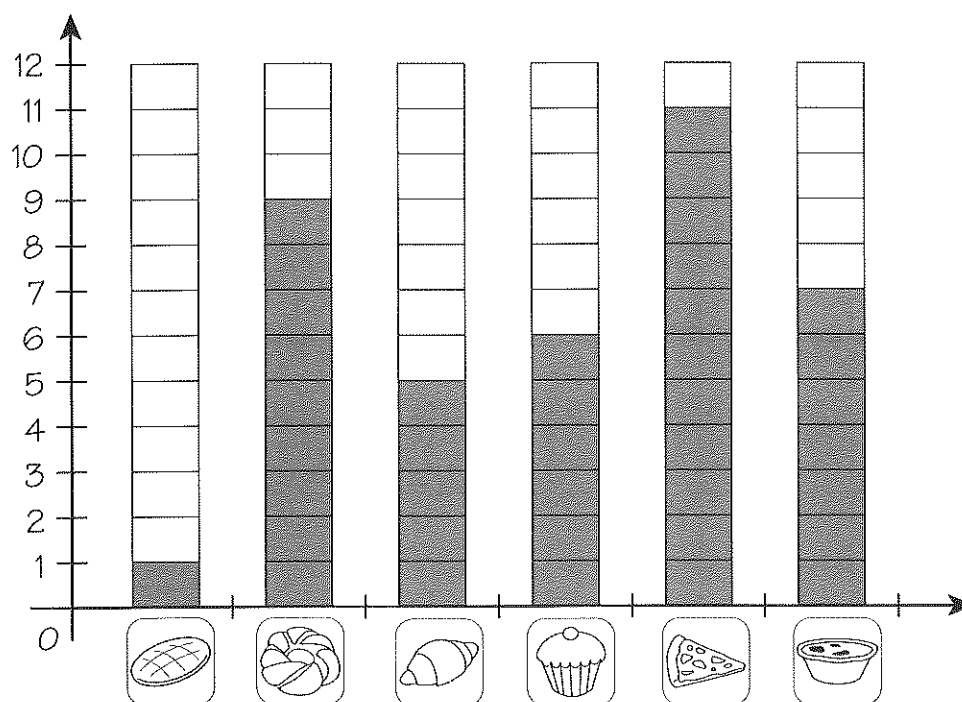
$\text{---} + \text{---} + \text{---} + \text{---} + \text{---} + \text{---}$

$\text{---} \times \text{---}$

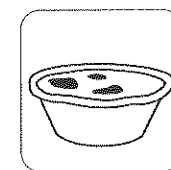
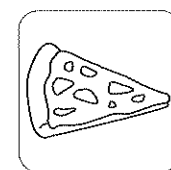
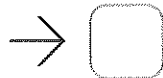
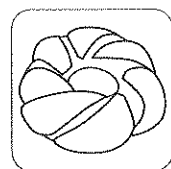
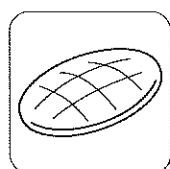


Interpretação de gráficos

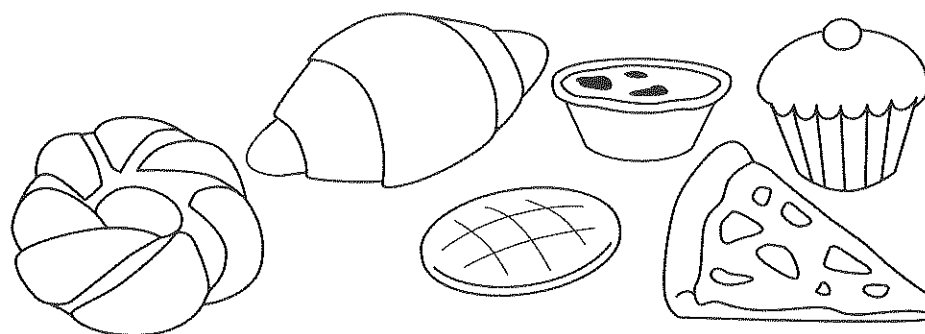
- Observa o gráfico onde estão registadas as quantidades de produtos que o senhor João tem na sua pastelaria.

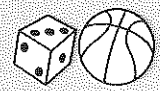


- Completa, de acordo com o gráfico.



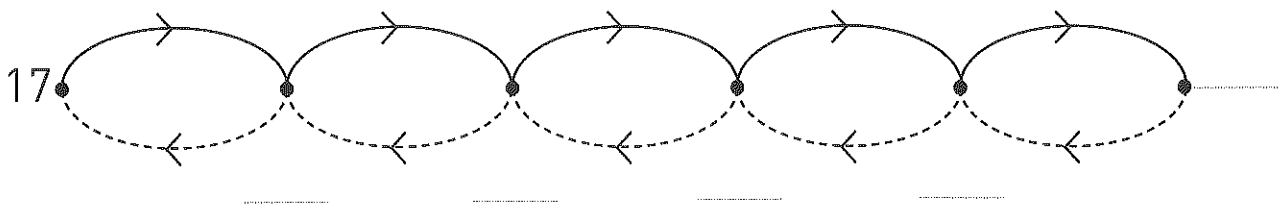
- Pinta: de verde, o produto que existe em maior quantidade na pastelaria; de amarelo, o que existe em menor quantidade.





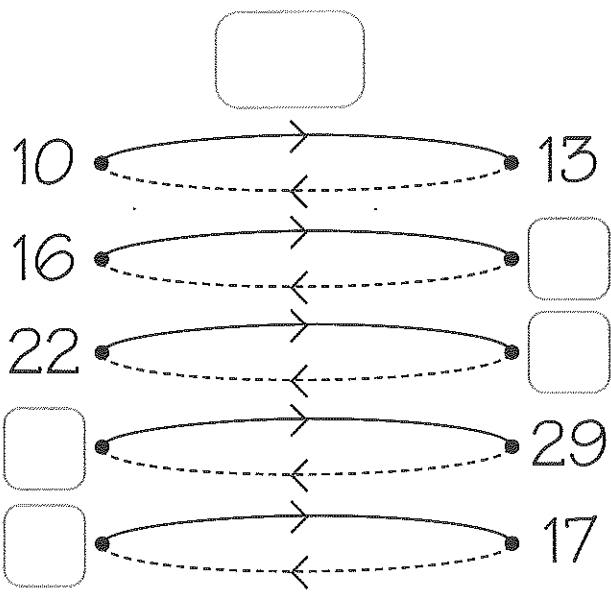
Setas com valor secreto

• Completa de acordo com o valor da seta. Responde. $+2$

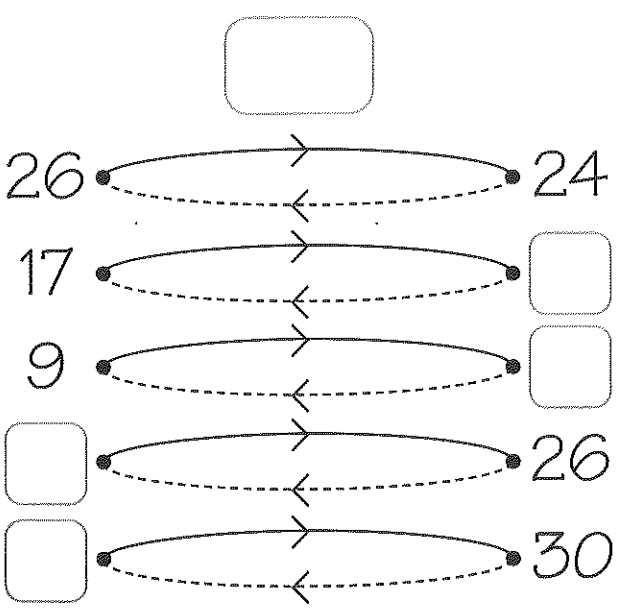


- Qual é o valor da seta ?

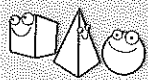
• Descobre, em cada caso, o valor das setas e completa.



- Qual é o valor da seta ?

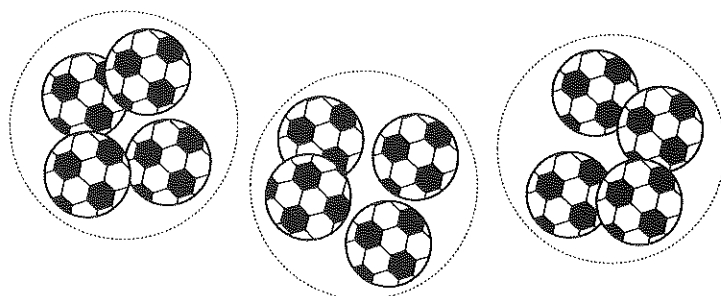


- Qual é o valor da seta ?

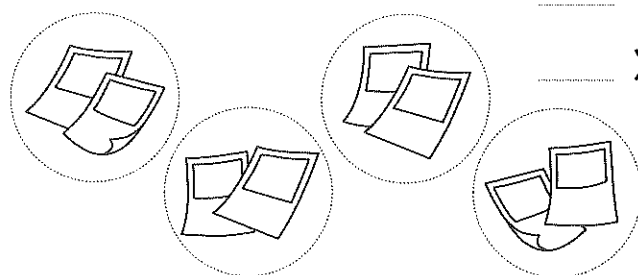


Multiplicação

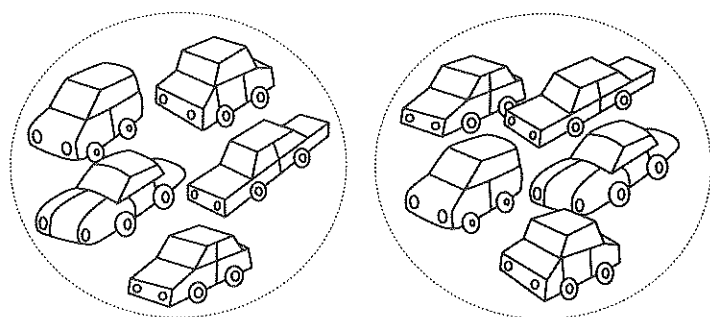
- Escreve, para cada conjunto, duas histórias de números diferentes. Observa o exemplo.



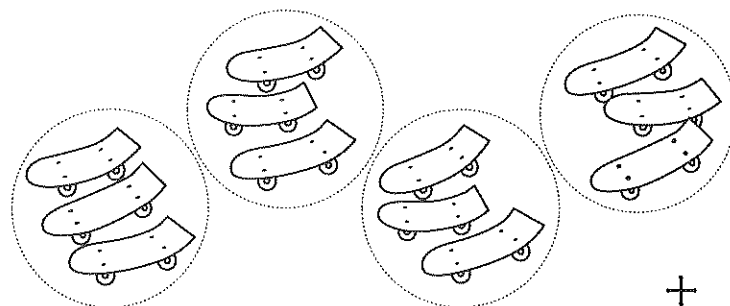
$$4 + 4 + 4 = 12$$
$$3 \times 4 = 12$$



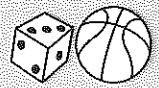
$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



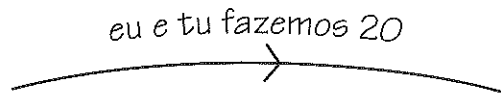
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

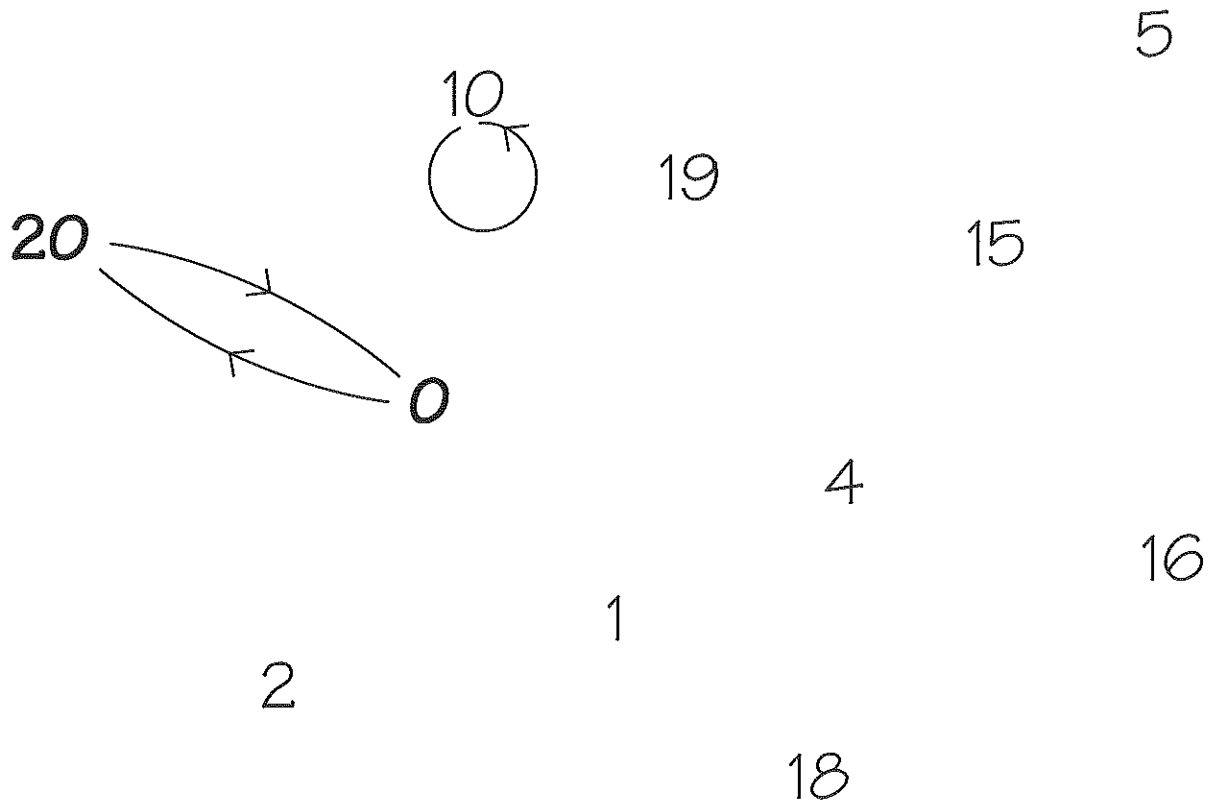


$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



Amigos do 20

- Traça setas  e escreve as respectivas histórias de números. Observa o exemplo.

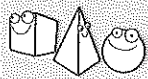


$$20 + 0 = 20$$

- Observa com atenção. Continua as sequências.

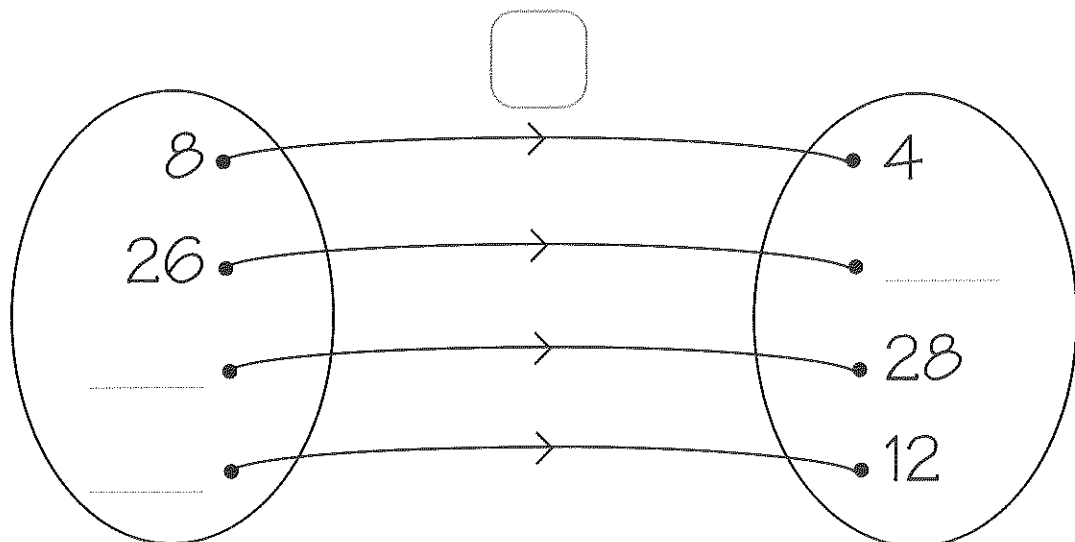
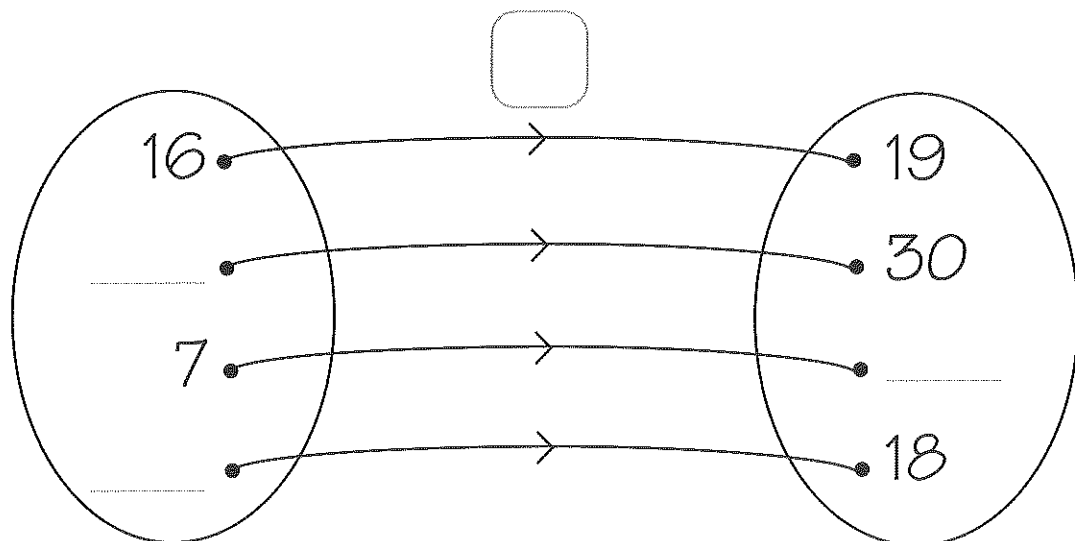
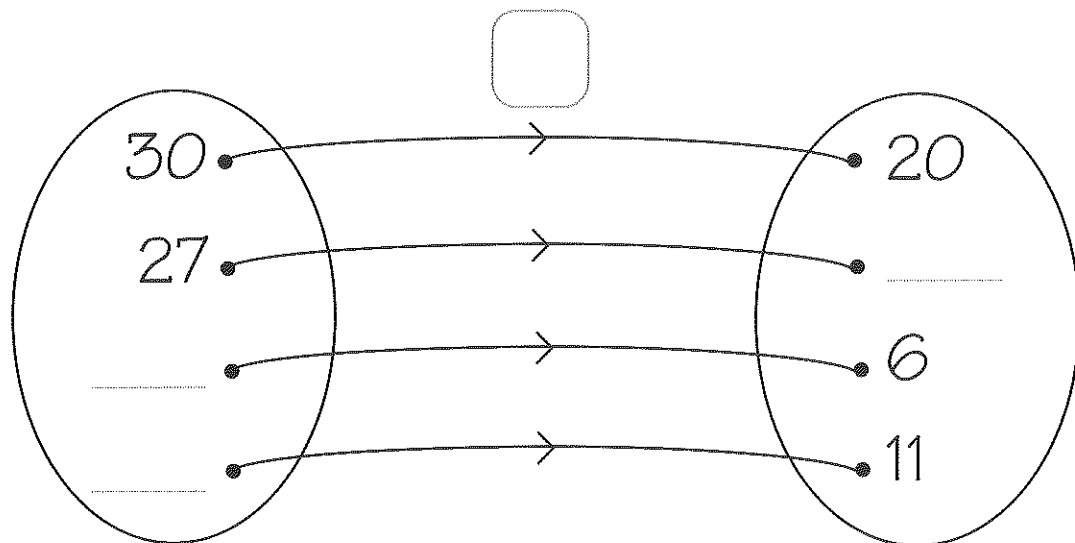
1, 3, 5, 7, _____, _____, _____, _____

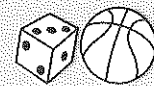
0, 3, 6, _____, _____, _____, _____



Detective das setas

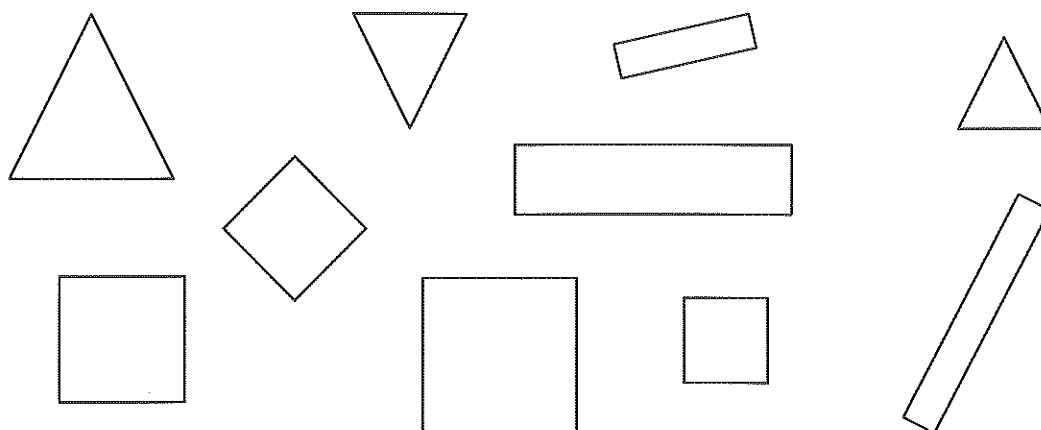
- Descobre em cada caso o valor da seta. Calcula e completa.




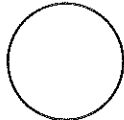




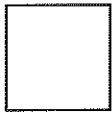




Posições diferentes

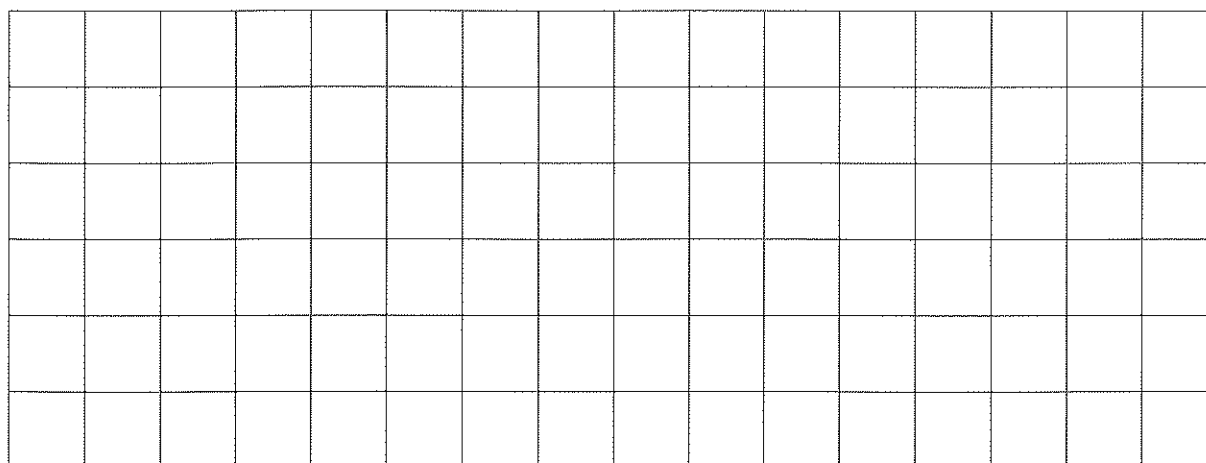
- Observa as figuras. Pinta: de verde, os triângulos \triangle ; de azul, os rectângulos \square ; de amarelo, os quadrados \square .

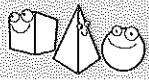


- Completa a tabela com as combinações possíveis. Observa o exemplo.

- Desenha na quadrícula seguinte: 3 triângulos, 4 quadrados e 2 rectângulos.





Números de 30 a 40

- Calcula e completa.

$30 + 1 = \underline{\quad}$

$30 + 6 = \underline{\quad}$

$30 + \underline{\quad} = 32$

$30 + \underline{\quad} = 37$

$30 + \underline{\quad} = 33$

$30 + \underline{\quad} = 38$

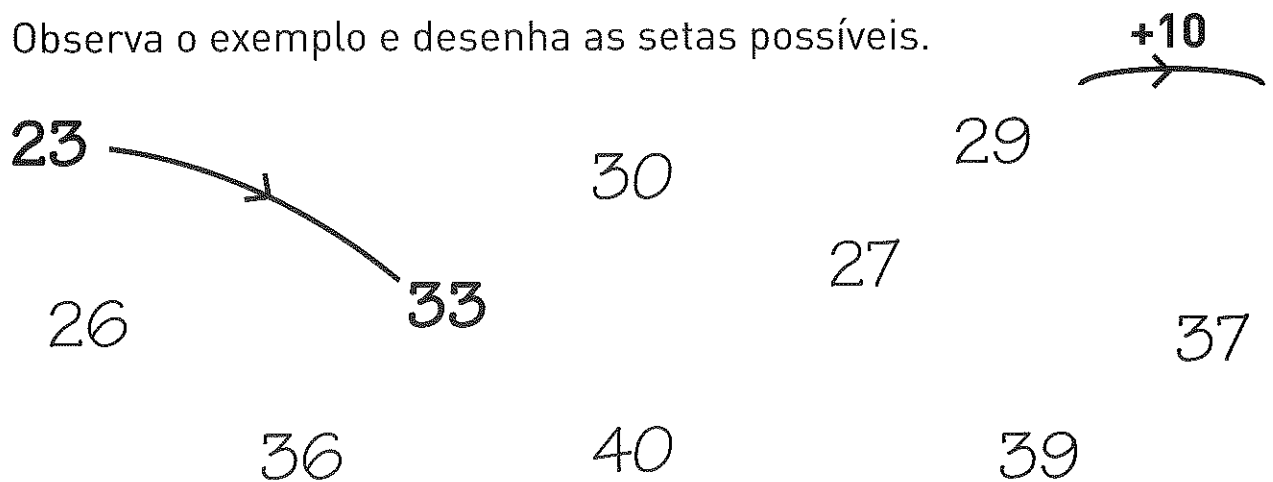
$30 + 4 = \underline{\quad}$

$30 + 9 = \underline{\quad}$

$30 + \underline{\quad} = 35$

$30 + \underline{\quad} = 40$

- Observa o exemplo e desenha as setas possíveis.



- Completa com os números que estão antes e depois.

	32	
--	----	--

29		
----	--	--

	36	
--	----	--

		35
--	--	----

38		
----	--	--

	37	
--	----	--



Mais 10 (+ 10), menos 10 (- 10)

- Traça setas verdes com o valor $\xrightarrow{+10}$ e setas azuis com o valor $\xrightarrow{-10}$.

23

40

30

7

17

33

21

27

11

26

16

- Agora, escreve as respectivas histórias de números. Observa o exemplo.

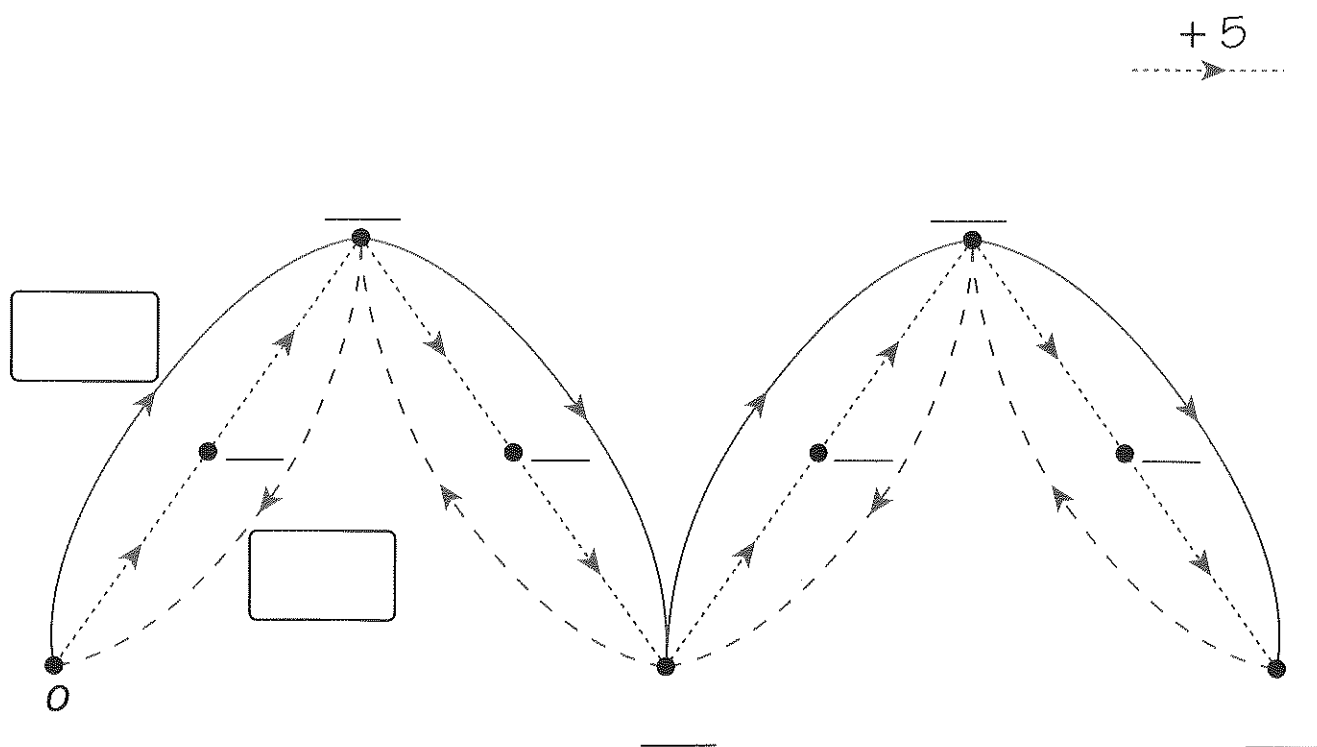
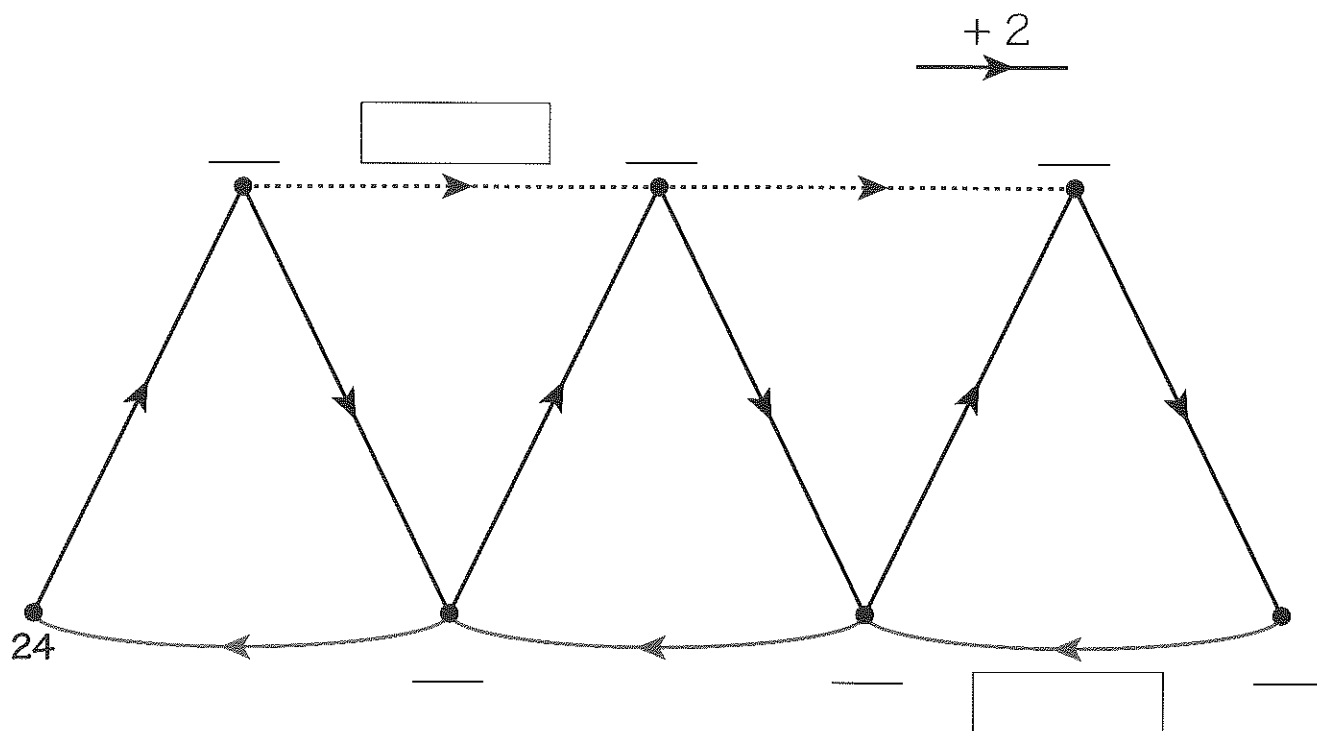
$$11 + 10 = 21$$

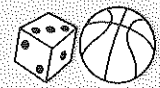
$$21 - 10 = 11$$



Descobre o valor das setas



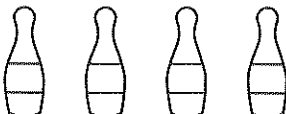
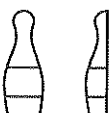

- Escreve os números que faltam de acordo com o valor das setas. Descobre o valor das restantes setas.



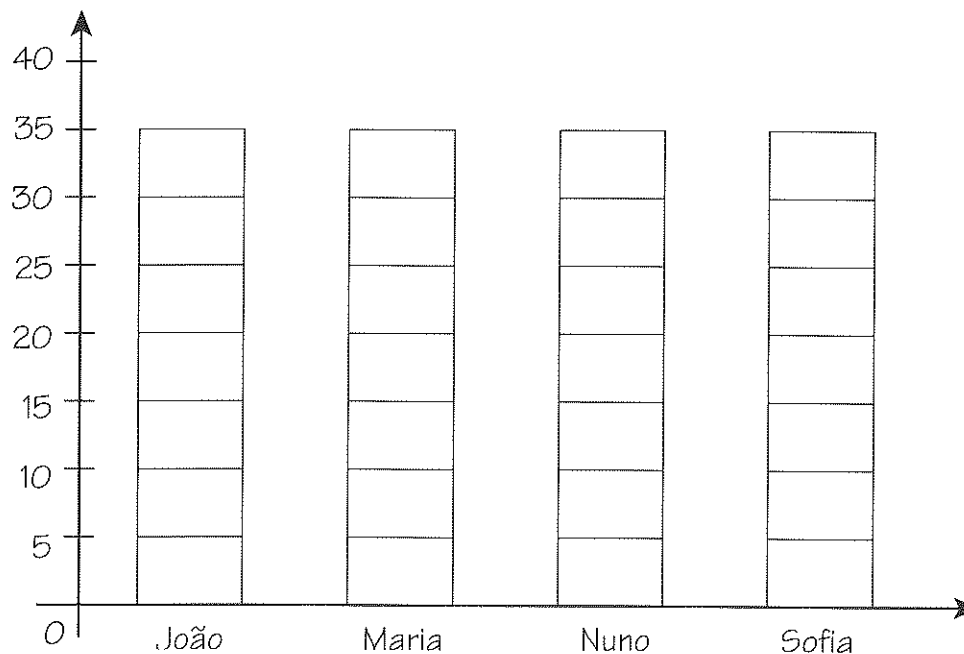


Problemas – O jogo de *bowling*

- Na tabela estão registados os mecos que cada criança conseguiu derrubar num jogo de *bowling*. Observa com atenção a legenda.

João		 = 10
Maria		
Nuno		
Sofia		

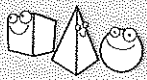
- No gráfico, pinta de cores diferentes o número de mecos que cada criança derrubou.



- Responde.

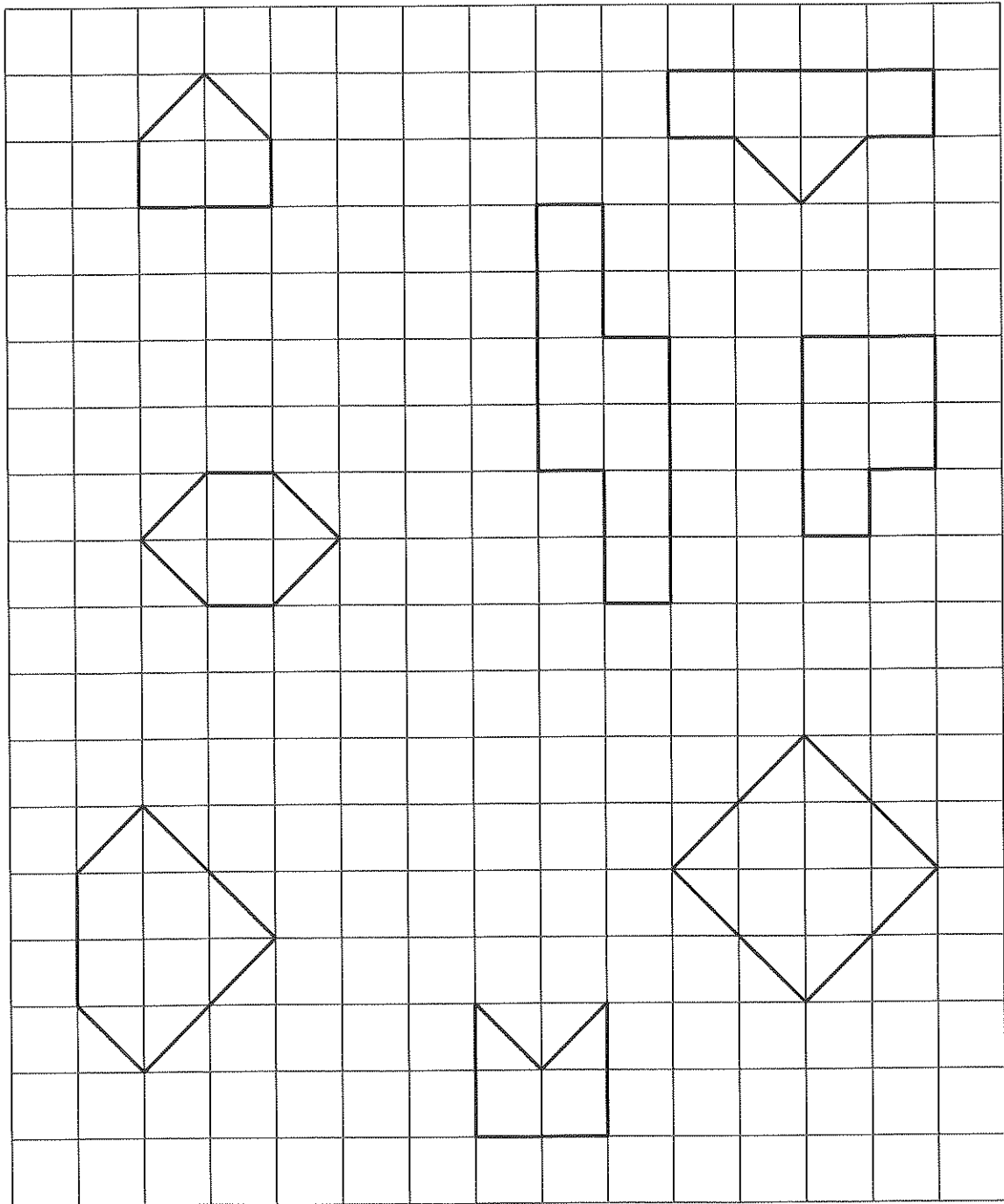
– Quem é que derrubou mais mecos?

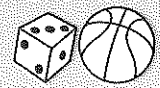
– Quem é que derrubou menos mecos?



Áreas (II)

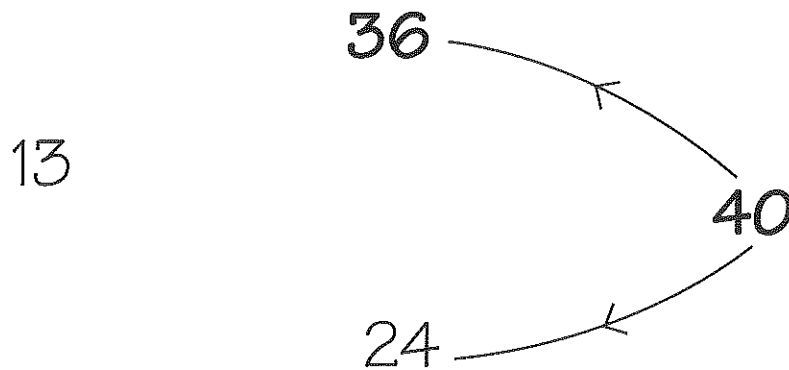
- Escreve, junto de cada figura, a respectiva área (o número de quadrículas que ocupa). Pinta as figuras.





Sou maior do que tu

- Traça todas as setas possíveis com o valor *eu sou maior que tu*.
Observa o exemplo.



- Agora, responde e escreve.

– Qual é o número maior?

– De que número saem mais setas?

– Qual é o número que recebe mais setas?

– Qual é o número menor?

- Coloca os números do exercício anterior por ordem crescente:

_____ < _____ < _____ < _____

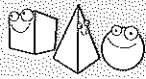
- Liga as frases de forma a fazerem sentido.

O número mais pequeno •

• não recebe setas.

O número maior •

• recebe todas as setas.



Combinações de números

- Observa o exemplo e faz as ligações.

$3 + 3 + 3$	•	4×3	•	9
$2 + 2 + 2 + 2 + 2$	•	3×3	•	10
$3 + 3 + 3 + 3$	•	2×7	•	14
$5 + 5$	•	5×2	•	12
$7 + 7$	•	2×5	•	

- Liga cada história de números ao respectivo desenho. Observa o exemplo.

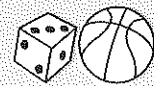
$5 + 5 + 2$	•	
$2 + 3 + 1$	•	
$3 + 4 + 3$	•	
$2 + 5 + 3$	•	
$4 + 1 + 1$	•	

- Este quadrado é mágico se a soma das linhas na horizontal, na vertical e na diagonal for sempre a mesma. Calcula e assinala com X a opção correcta.

	↑	↑	↑	
←	1	8	9	→
	6	10	2	→
	11	0	7	→

É mágico.

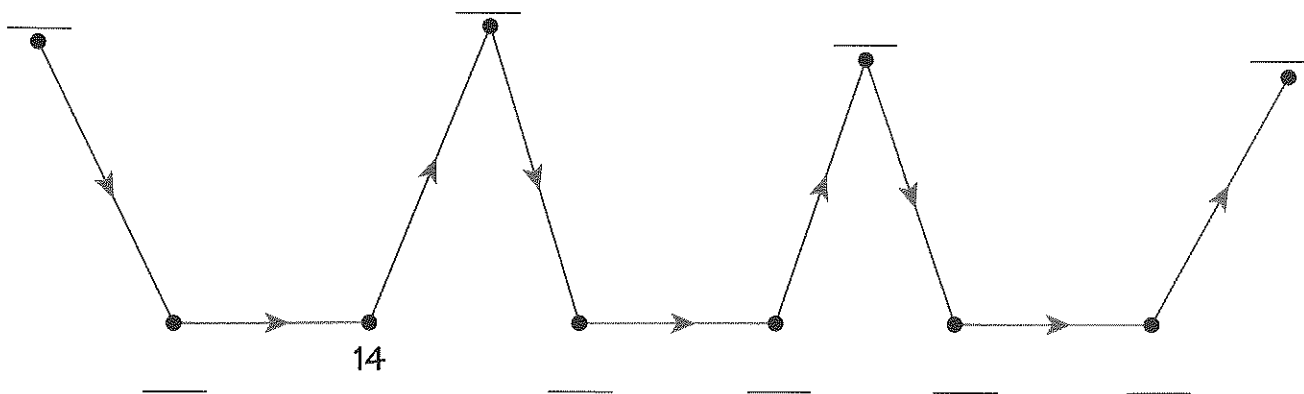
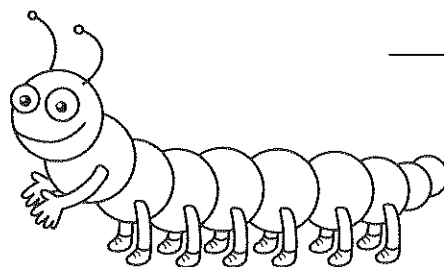
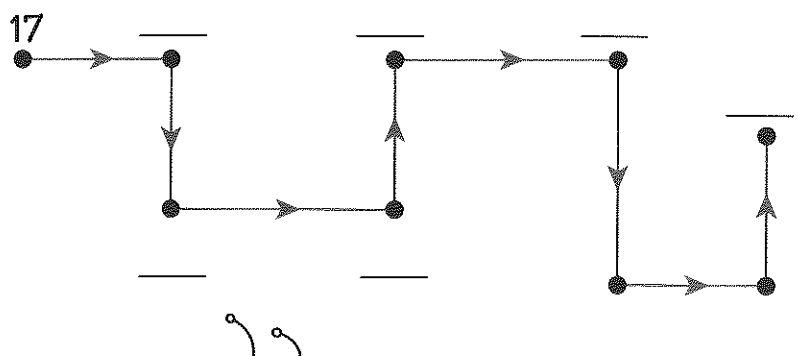
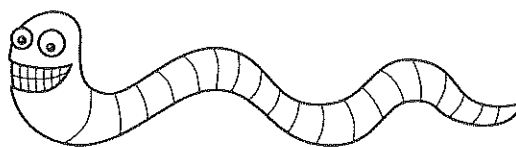
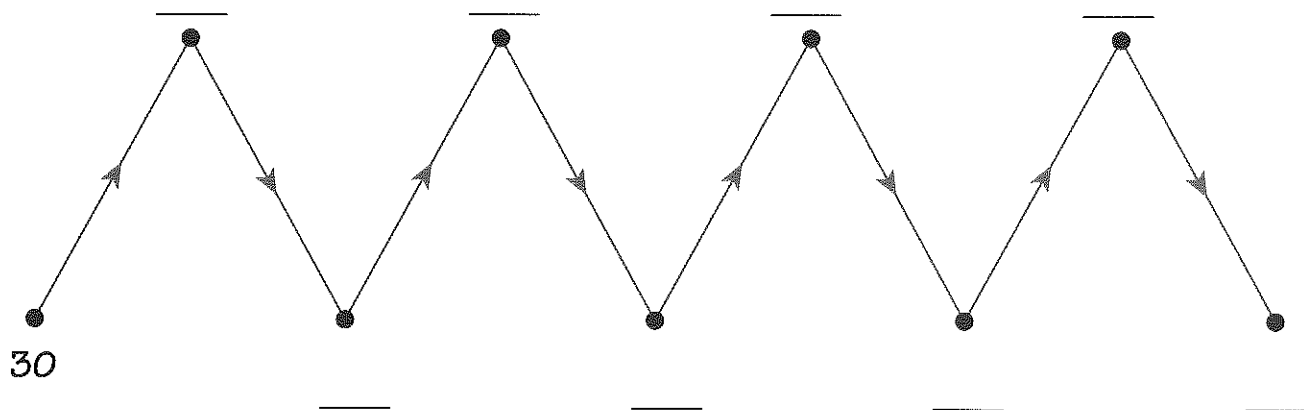
Não é mágico.

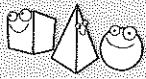


Menos 2 (- 2)

• Completa de acordo com o valor da seta.

$$\underline{\quad} - 2 \rightarrow$$





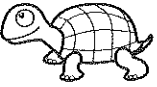




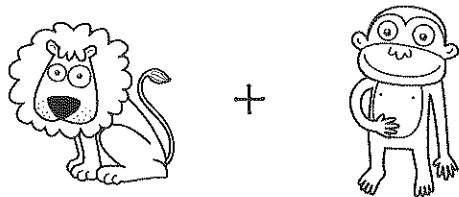
Os animais do jardim zoológico

- Na tabela seguinte está registado o número de animais que existe num jardim zoológico.

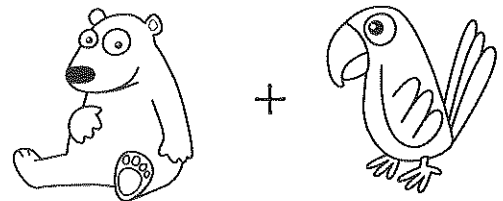
$$X = 5$$

				
XXXX	XX	XXX	XXX	X

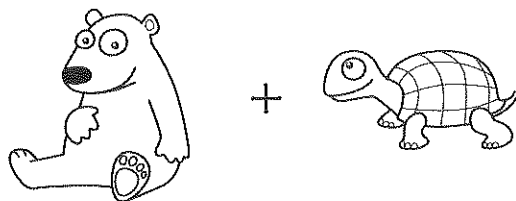
- Calcula o total em cada situação.



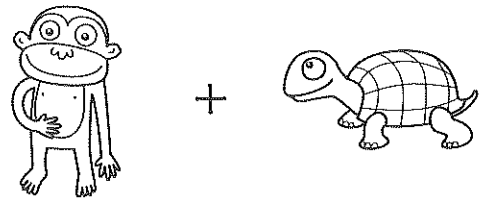
$$20 + \underline{\quad} = \underline{\quad}$$



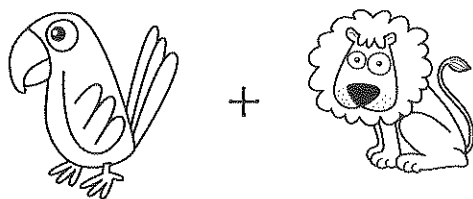
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



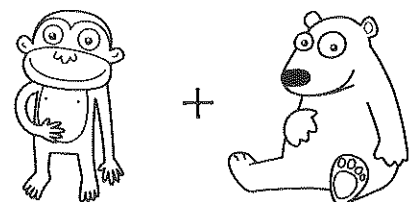
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



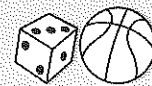
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



Números de 40 a 50

- Calcula e completa.

$10 + 10 + 10 + 10 = \underline{\hspace{2cm}}$

$10 + 10 + 10 + 10 + 1 = \underline{\hspace{2cm}}$

$10 + 10 + 10 + 10 + 2 = \underline{\hspace{2cm}}$

$10 + 10 + 10 + 10 + 3 = \underline{\hspace{2cm}}$

$10 + 10 + 10 + 10 + 4 = \underline{\hspace{2cm}}$

$10 + 10 + 10 + 10 + 5 = \underline{\hspace{2cm}}$

$10 + 10 + 10 + 10 + 6 = \underline{\hspace{2cm}}$

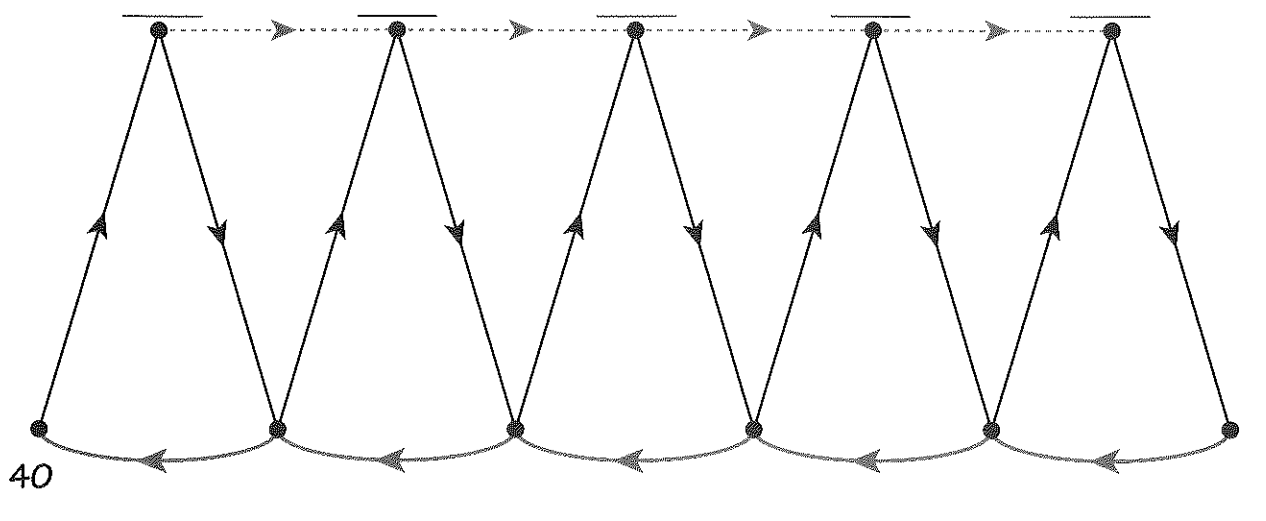
$10 + 10 + 10 + 10 + 7 = \underline{\hspace{2cm}}$

$10 + 10 + 10 + 10 + 8 = \underline{\hspace{2cm}}$

$10 + 10 + 10 + 10 + 9 = \underline{\hspace{2cm}}$

$10 + 10 + 10 + 10 + 10 = \underline{\hspace{2cm}}$

- Completa, tendo em conta que o valor da seta é $\xrightarrow{+1}$.



A seta $\xrightarrow{\hspace{1cm}}$ vale

A seta $\xrightarrow{\hspace{1cm}}$ vale

- Traça setas com o valor $\xrightarrow{+5}$ e faz as ligações possíveis.

40

49

44

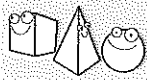
42

47

45

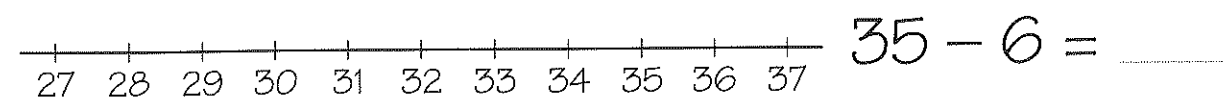
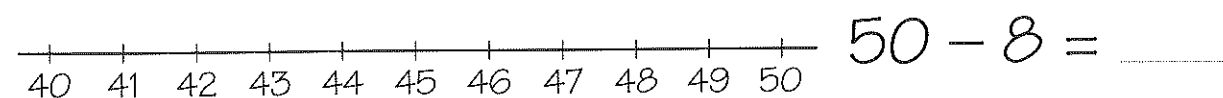
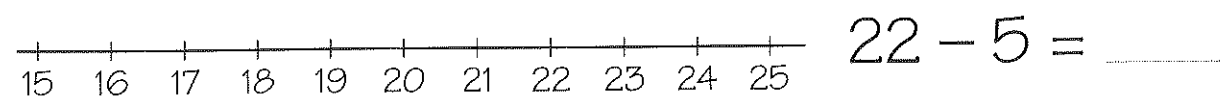
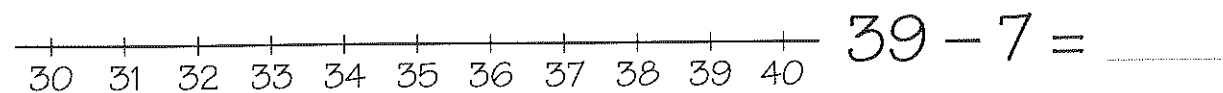
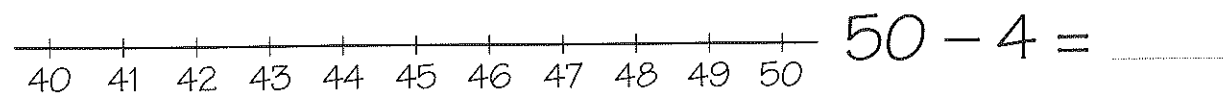
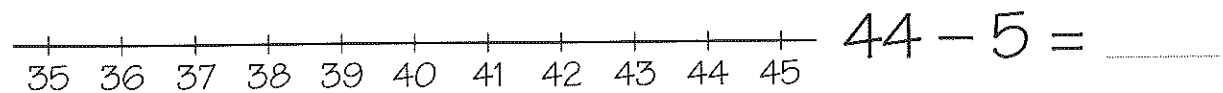
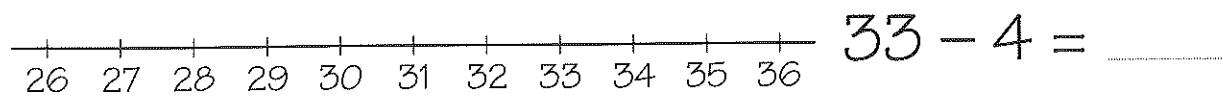
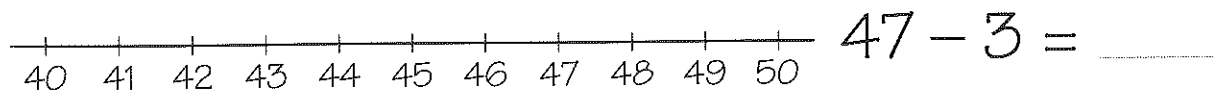
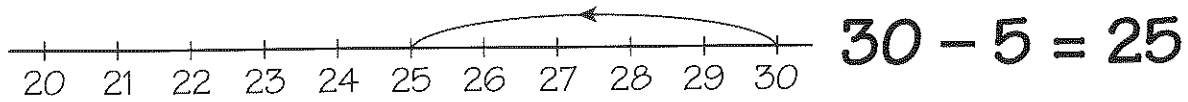
41

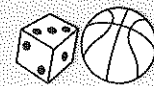
46



Saltos para trás

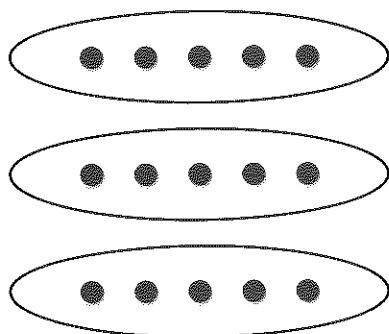
- Observa o exemplo e calcula com a ajuda da recta numérica.





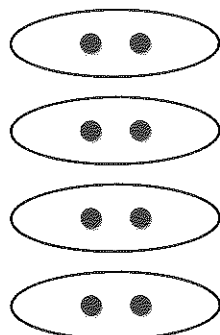
Multiplicação

- Observa o exemplo e escreve as respectivas histórias de números.



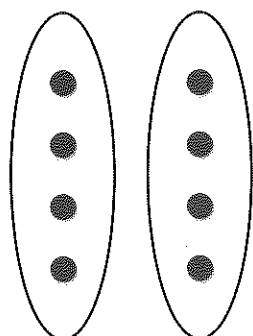
$$5 + 5 + 5 = 15$$

$$3 \times 5 = 15$$



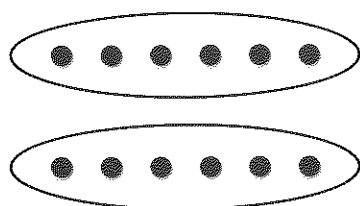
$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



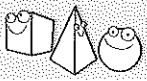
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

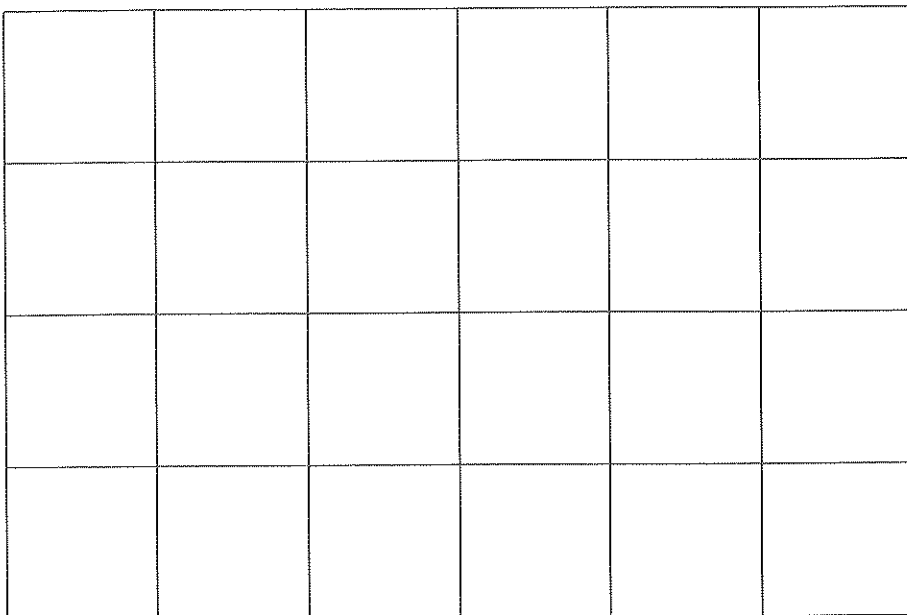
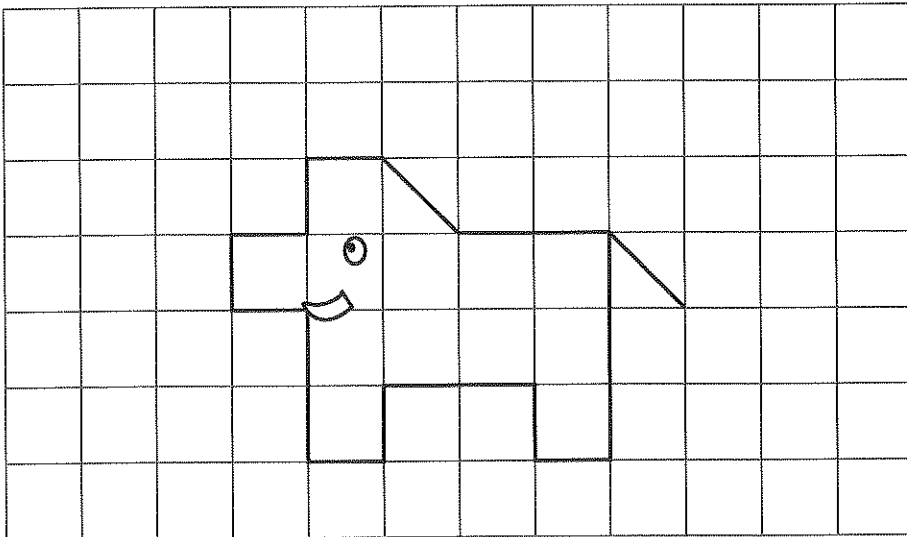


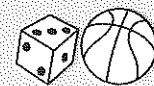
Deslocações

- Observa o exemplo e completa o quadro.

15	11	23	$\xrightarrow{-3}$	12		
47	18	34				
6	30	29				

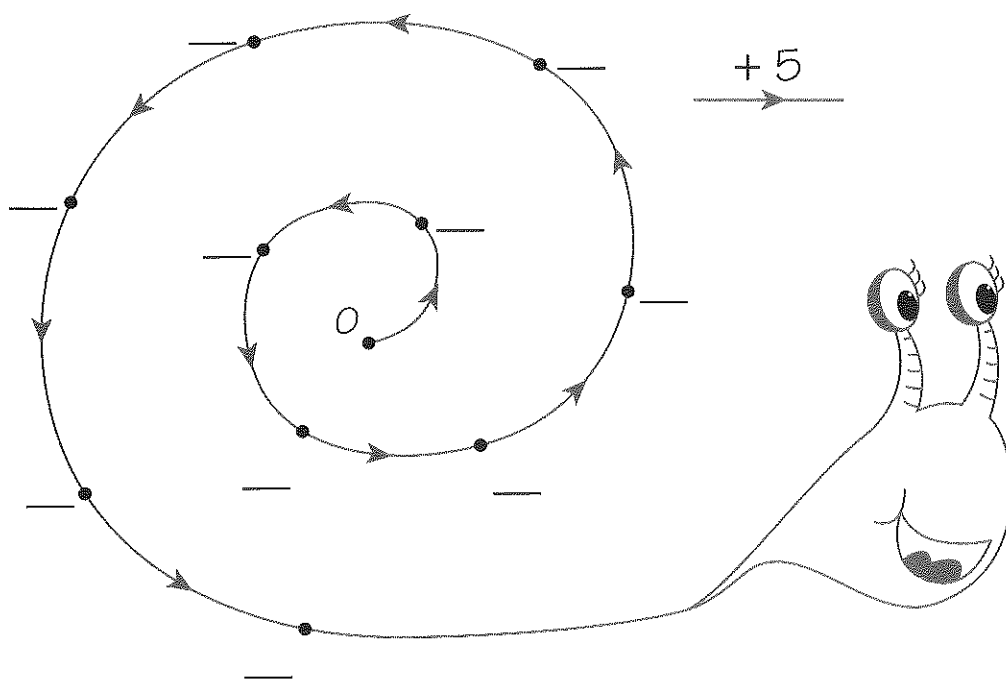
- Copia a figura para o quadriculado de baixo; respeita o número de quadrículas da figura original e amplia-a.



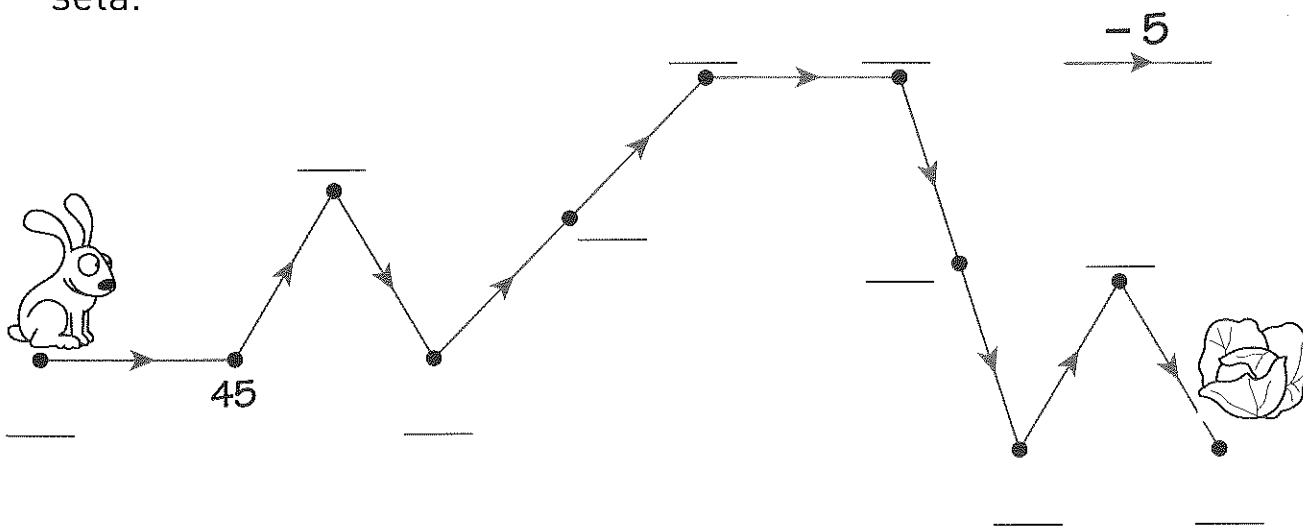


Mais 5 (+ 5) e menos 5 (- 5)

- Completa o caracol, a partir do valor da seta.



- Ajuda o coelho a encontrar a couve. Completa segundo o valor da seta.



- Agora, traça setas com o valor $\xrightarrow{+ 5}$.

50

48

31

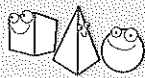
36

45

43

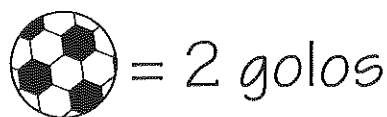
22

27



Quantos golos marcaram?

- Observa a tabela que indica o número de golos marcados por cada jogador.



- De acordo com a tabela, escreve ao lado da cara de cada criança o número de golos que marcou.







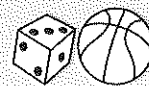


- Responde.

– Quantos golos marcaram as duas raparigas juntas?

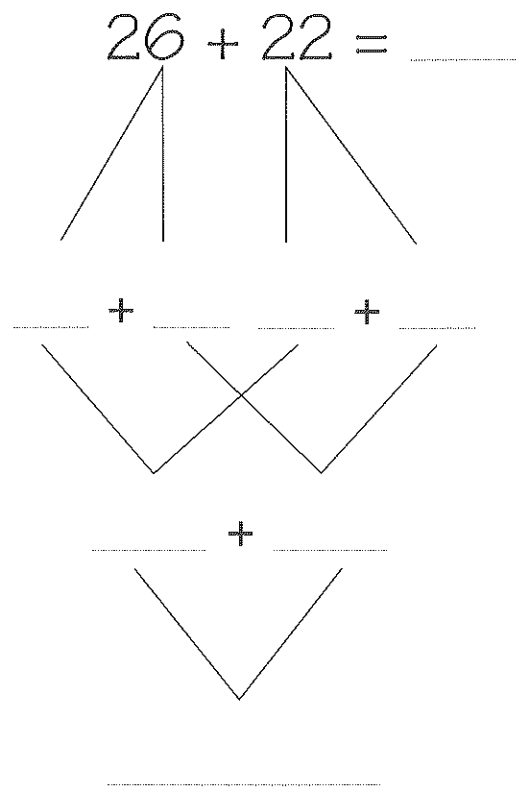
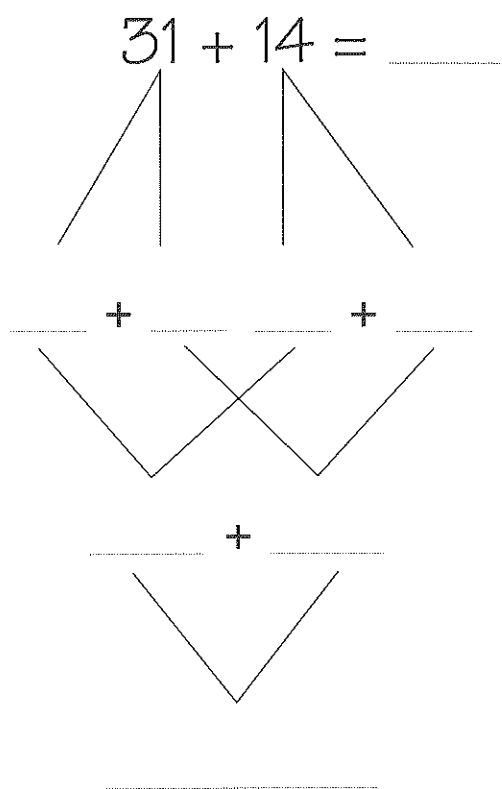
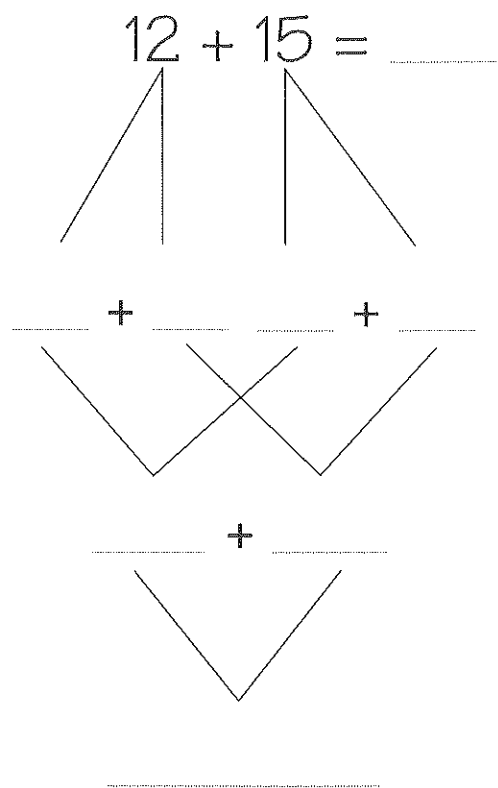
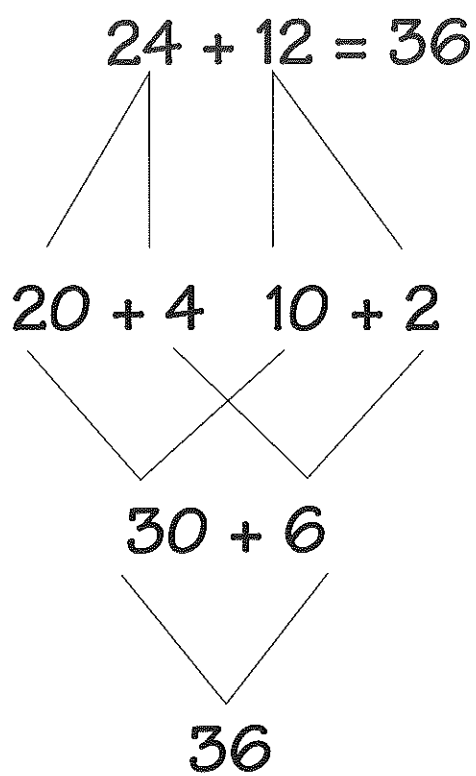
– Quantos golos marcaram os rapazes juntos?

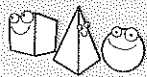
– Quantos golos as raparigas marcaram a mais do que os rapazes?



Decomposição de números e adição

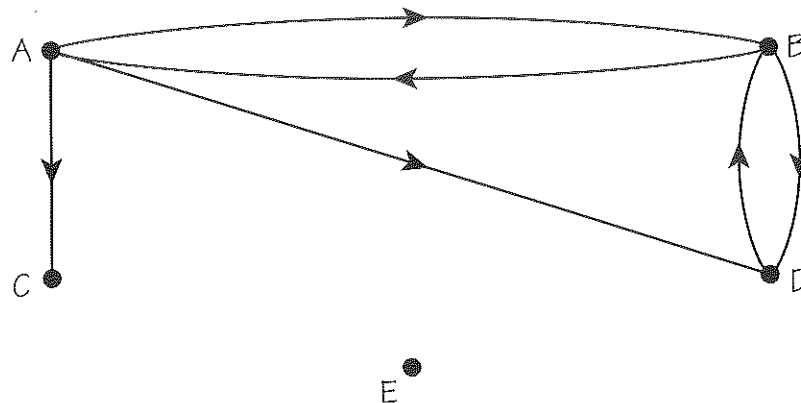
- Observa o exemplo e calcula.





Cartas de correio

- Um grupo de crianças (A, B, C, D, E) foi de férias. O esquema seguinte retrata as cartas que cada uma escreveu.



- Depois de teres interpretado o esquema, responde às seguintes perguntas:

– Quantas crianças estão representadas?

– Qual é a letra da criança que não recebeu nem enviou cartas?

– Qual é a letra da criança que enviou mais cartas?

– Qual é a letra da criança que só recebeu uma carta e não enviou nenhuma?

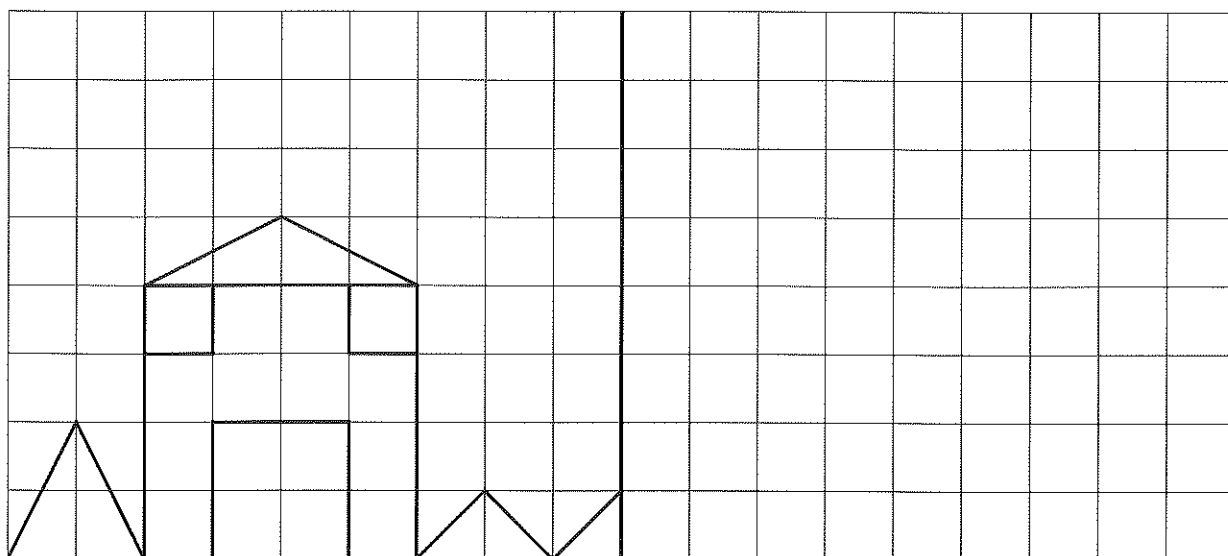
– Escreve as letras de um par de crianças que enviou e recebeu cartas.

– Quantas cartas foram enviadas?

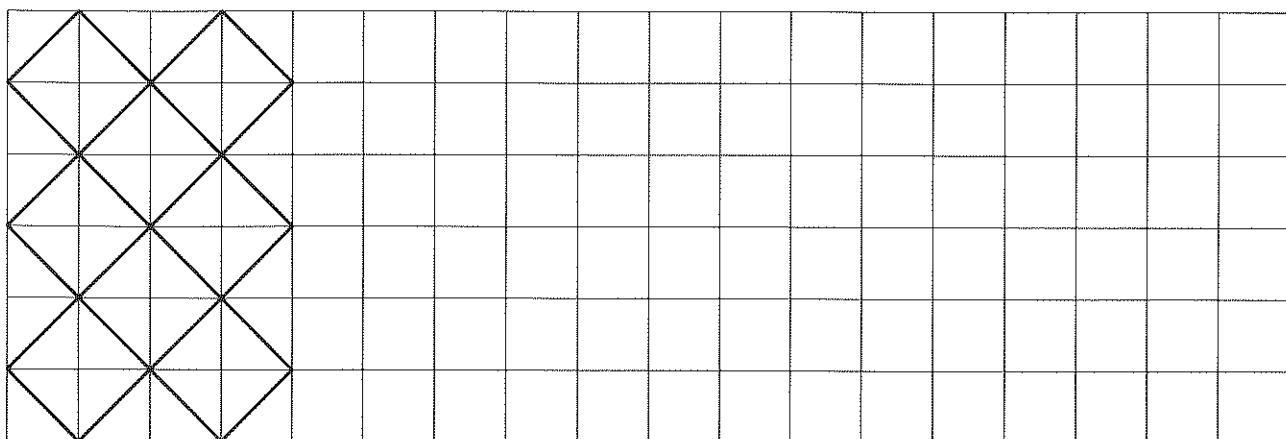
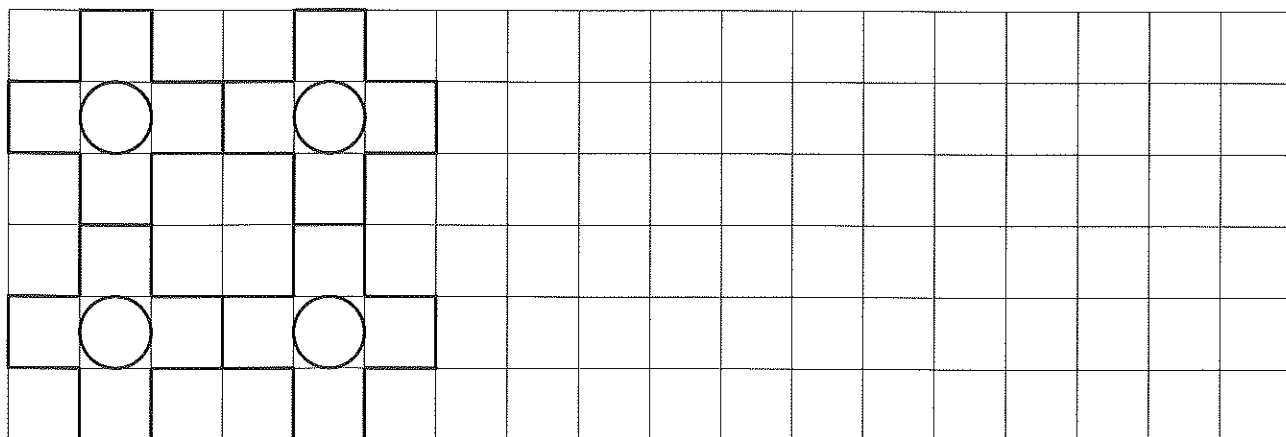


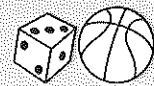
Figuras iguais

- Observa a figura. Desenha uma figura simétrica.



- Completa os padrões. Pinta-os seguindo uma regra.





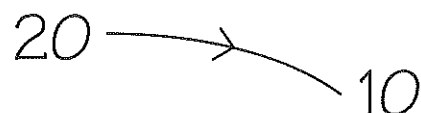
Juntar números

- Traça setas entre os números com o valor. Observa o exemplo.

eu e tu fazemos 30



5



25

1

23

29

7

- Decompõe os números e calcula.

$$35 + 14 = \underline{\hspace{2cm}}$$

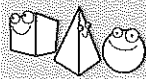
$$30 + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$27 + 32 = \underline{\hspace{2cm}}$$

$$20 + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

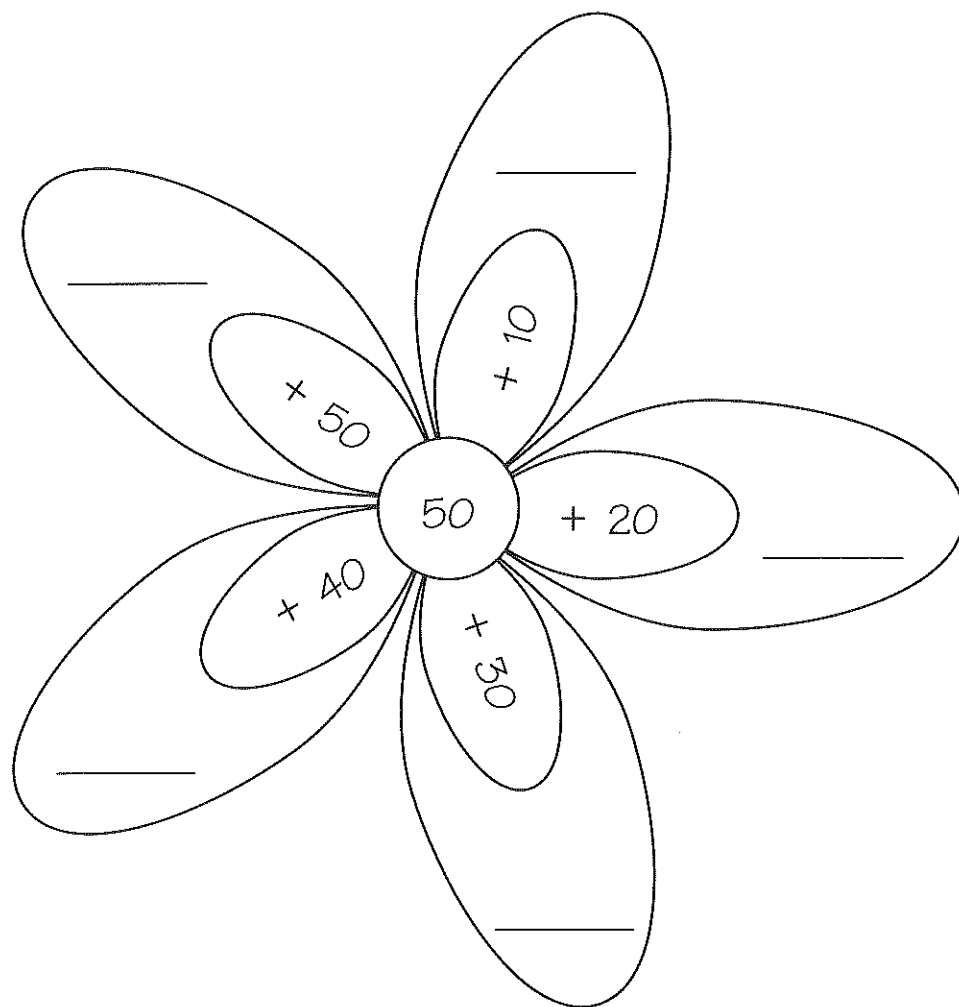


Números de 50 a 100

- Preenche a tabela com os números que faltam, de 50 a 99.

50			53						59
60						66		68	
	71			74			77		
		82			85			88	
			93			96			99

- Calcula e completa as pétalas da flor.





Para a frente e para trás com o 9, o 10 e o 11

- Completa os cálculos.

39

+ 9 = _____

+ 10 = _____

+ 11 = _____

- 9 = _____

- 10 = _____

- 11 = _____

27

+ 9 = _____

+ 10 = _____

+ 11 = _____

- 9 = _____

- 10 = _____

- 11 = _____

53

+ 9 = _____

+ 10 = _____

+ 11 = _____

- 9 = _____

- 10 = _____

- 11 = _____

65

+ 9 = _____

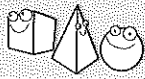
+ 10 = _____

+ 11 = _____

- 9 = _____

- 10 = _____

- 11 = _____



Olhar atento (I)

- Observa com atenção os números e completa os cálculos.

$$40 + 40 = \underline{\quad}$$

$$41 + 41 = \underline{\quad}$$

$$42 + 42 = \underline{\quad}$$

$$43 + \underline{\quad} = 86$$

$$\underline{\quad} + 44 = 88$$

$$5 + \underline{\quad} = 10$$

$$15 + 15 = \underline{\quad}$$

$$25 + \underline{\quad} = \underline{\quad}$$

$$35 + 35 = \underline{\quad}$$

$$45 + \underline{\quad} = 90$$

$$\underline{\quad} = 100 + 0$$

$$100 = 98 + \underline{\quad}$$

$$100 = 96 + \underline{\quad}$$

$$100 = 94 + \underline{\quad}$$

$$100 = \underline{\quad} + 8$$

$$65 + \underline{\quad} = 70$$

$$70 + \underline{\quad} = 77$$

$$\underline{\quad} + 2 = 82$$

$$90 + \underline{\quad} = 99$$

$$30 + \underline{\quad} = 30$$

$$88 - 8 = \underline{\quad}$$

$$76 - \underline{\quad} = 70$$

$$\underline{\quad} - 5 = 50$$

$$91 - \underline{\quad} = 90$$

$$17 - \underline{\quad} = 10$$

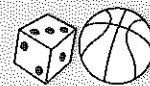
$$34 - 20 = \underline{\quad}$$

$$66 - 20 = \underline{\quad}$$



$$92 - \underline{\quad} = 72$$

$$\underline{\quad} - 20 = 34$$



$$\underline{\quad} - 20 = 29$$



Vamos medir

- Imagina que vais medir o comprimento da tua mesa com uma  e com . Qual te parece que vai caber mais vezes? Assinala com **X** a resposta que te parece mais correcta.



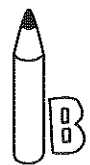
- Agora, prova! Utiliza a  e a  e mede a tua mesa. Afinal, qual coube mais vezes? Assinala com **X** a opção correcta.



- Observa o tamanho dos vários lápis. Responde.



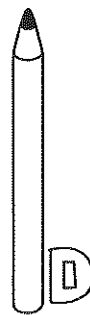
A



B



C



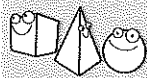
D

– Qual é a letra correspondente ao lápis maior?

– E ao mais pequeno?

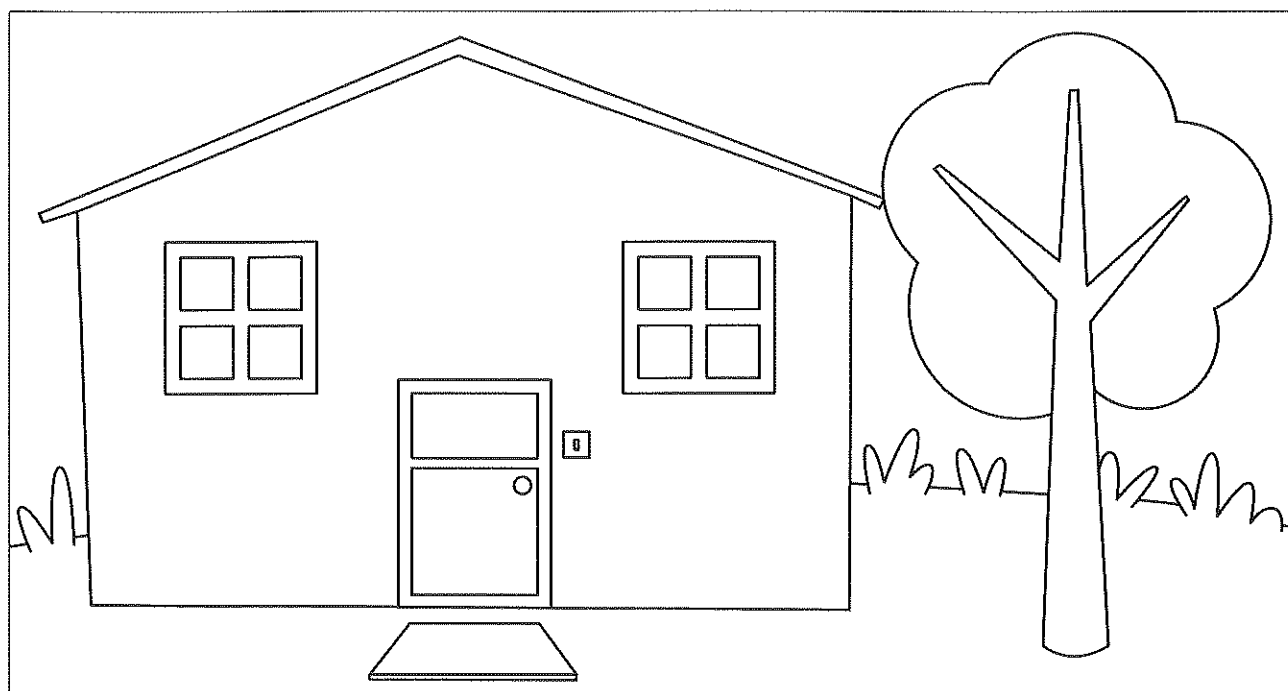
- Ordena os lápis por ordem crescente, de acordo com o seu tamanho. Utiliza a letra correspondente a cada um.

_____ < _____ < _____ < _____



Medir a casa

- Observa a figura.



- Com a ajuda da régua mede:

– a altura da porta _____ cm

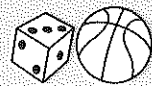
– a largura da janela _____

– a altura da árvore _____

– o comprimento da casa _____

- Desenha: a verde, um segmento de recta com 3 cm; a azul, um segmento de recta com 10 cm; a amarelo, um segmento de recta com 12 cm; a vermelho, um segmento de recta com 9 cm.

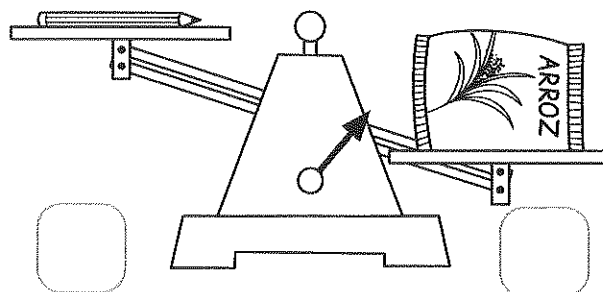




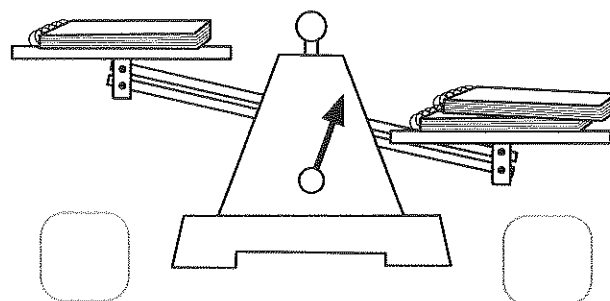
O mais pesado

- Observa com atenção as figuras.

– Assinala com **X** o objecto mais pesado.



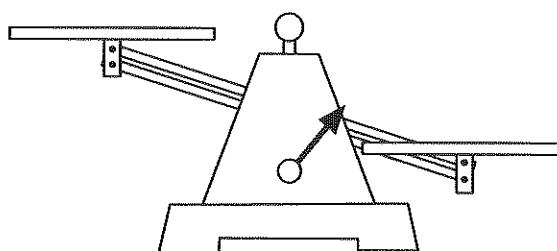
– Assinala com **X** o objecto mais leve.

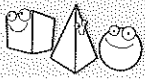


- Na figura traça uma seta verde com o valor *sou + pesado do que tu* e uma seta azul com o valor *sou + leve do que tu*.



- Observa com atenção a posição dos pratos da balança. Em cada prato desenha um objecto à tua escolha para que a imagem faça sentido.





Olhar atento (II)

- Completa os espaços com os sinais +, - ou =, de modo a obteres igualdades verdadeiras.

$35 \square 10 \square 45$

$60 \square 30 \square 30$

$44 \square 4 \square 40$

$100 \square 50 \square 50$

$77 \square 75 \square 2$

$30 \square 15 \square 15$

$18 \square 10 \square 8$

$21 \square 11 \square 10$

$20 \square 20 \square 40$

$14 \square 7 \square 21$

$60 \square 20 \square 80$

$36 \square 20 \square 56$

- Decompõe os números e calcula. Observa o exemplo.

$$67 + 12 = 60 + 7 + 10 + 2 = 70 + 9 = 79$$

$55 + 14 = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} + \underline{\quad} = \underline{\quad}$

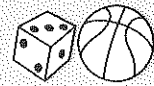
$42 + 22 = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} + \underline{\quad} = \underline{\quad}$

$86 + 11 = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} + \underline{\quad} = \underline{\quad}$

$14 + 14 = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} + \underline{\quad} = \underline{\quad}$

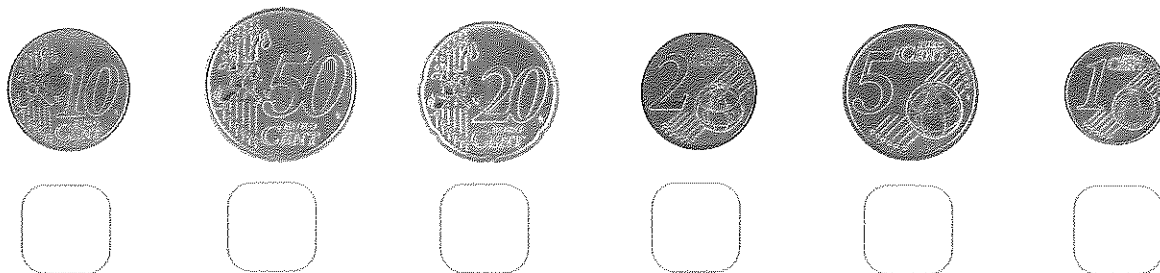
$23 + 23 = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} + \underline{\quad} = \underline{\quad}$

$12 + 21 = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} + \underline{\quad} = \underline{\quad}$

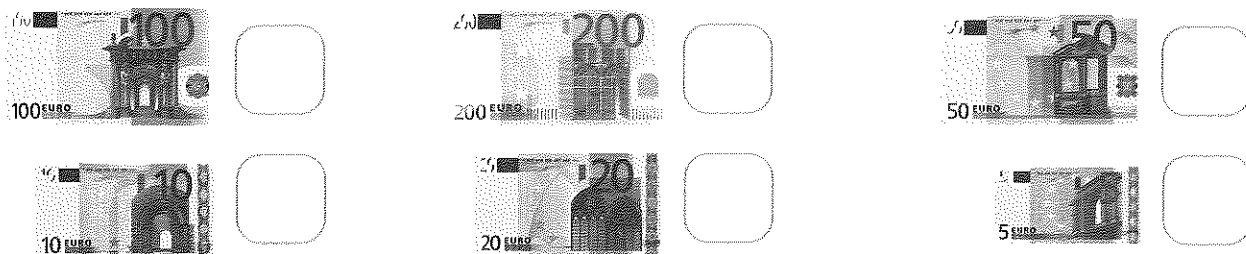


Euros

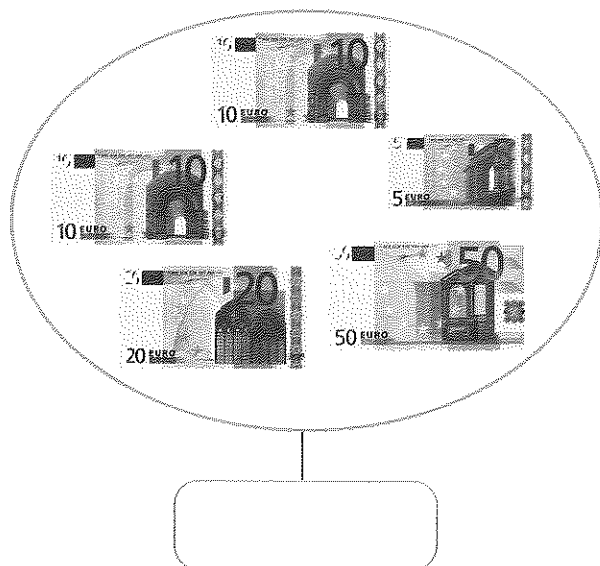
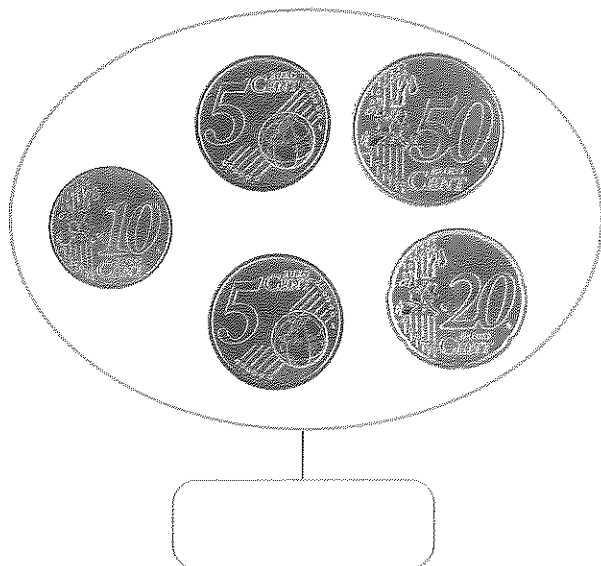
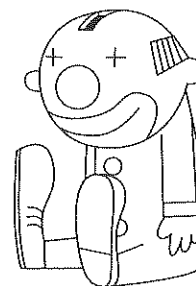
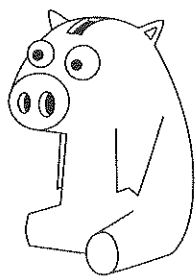
- Ordena de 1 a 6 as moedas por ordem crescente de valor.

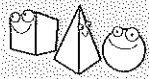


- Ordena de 1 a 6 as notas por ordem decrescente de valor.




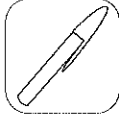


- Conta o dinheiro que há em cada mealheiro. Regista-o.





Calcular gastos

- Na tabela estão registadas as compras de três amigos.

	 20 cêntimos	 70 cêntimos	 40 cêntimos	 10 cêntimos
Maria	X		X	X
Luís		X		X
Ana	X	X		

- Responde de acordo com a tabela anterior.

– Quantas coisas é que a Maria comprou?

– Quanto dinheiro gastou a Maria?

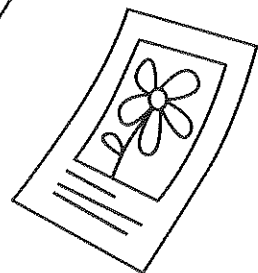
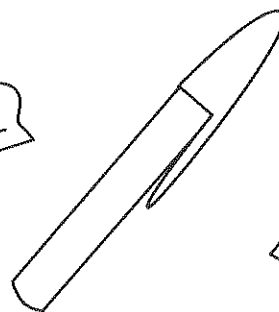
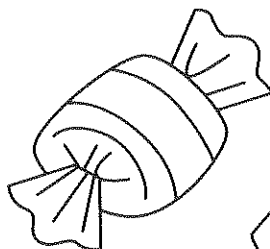
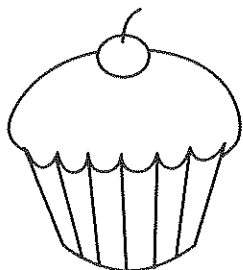
– E o Luís, quanto gastou?

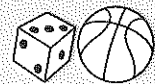
– E a Ana, quanto gastou?

– Qual dos amigos gastou mais dinheiro?

– Quem gastou menos dinheiro?

- Dos objectos seguintes, rodeia os que o Luís comprou.

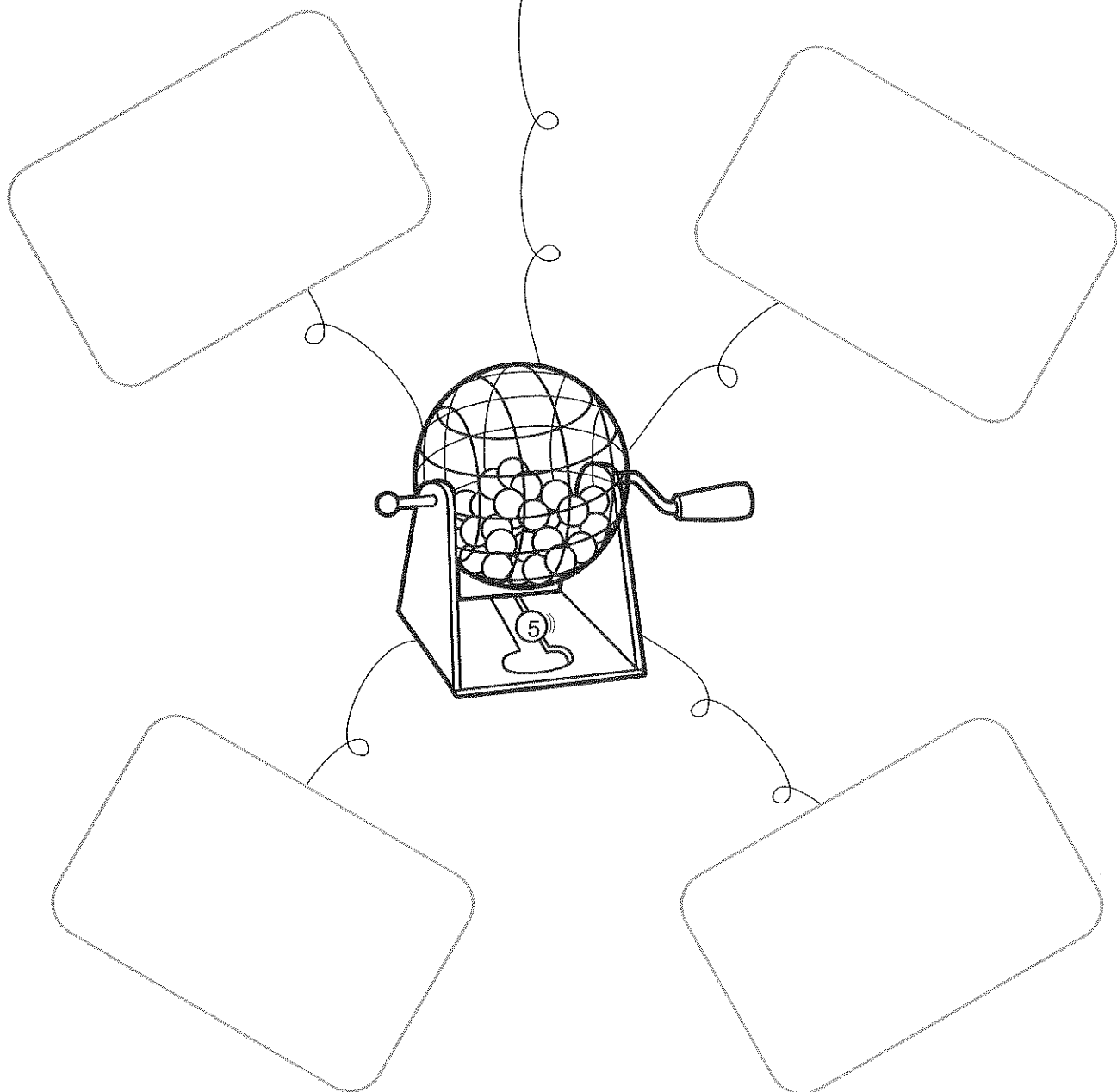




Máquina de trocos (I)

- Ajuda a máquina a fazer trocos. Faz combinações de moedas de forma a completar 1 euro e desenha-as. Observa o exemplo.

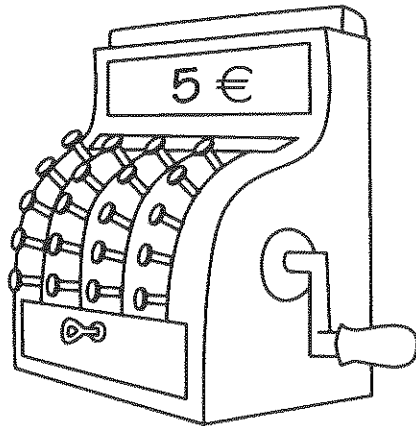
1 € = 100 cêntimos





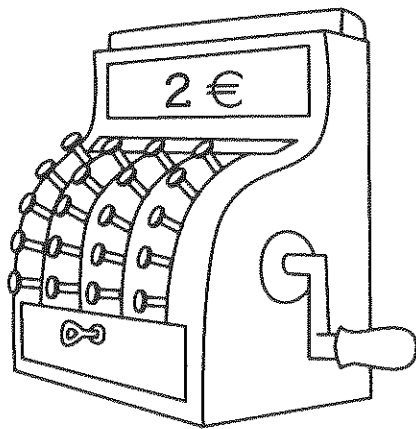
Máquina de trocos (II)

- Para cada máquina de trocos vais ter de fazer duas combinações diferentes: uma em que utilizes só moedas de cêntimos e outra em que utilizes moedas de euros. Completa.



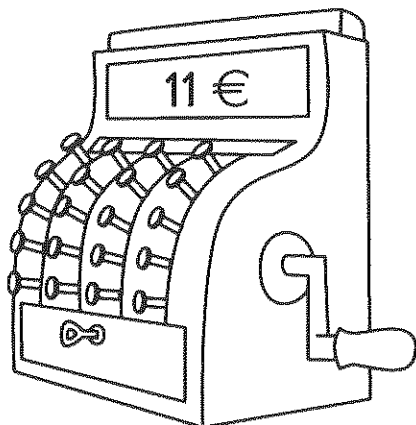
em moedas
de euros

em moedas
de cêntimos



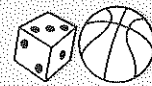
em moedas
de euros

em moedas
de cêntimos



em moedas
de euros

em moedas
de cêntimos



De 10 em 10 e de 100 em 100

- Calcula e completa.

$10 + 10 = \underline{\hspace{2cm}}$

$20 + 10 = \underline{\hspace{2cm}}$

$30 + 10 = \underline{\hspace{2cm}}$

$40 + 10 = \underline{\hspace{2cm}}$

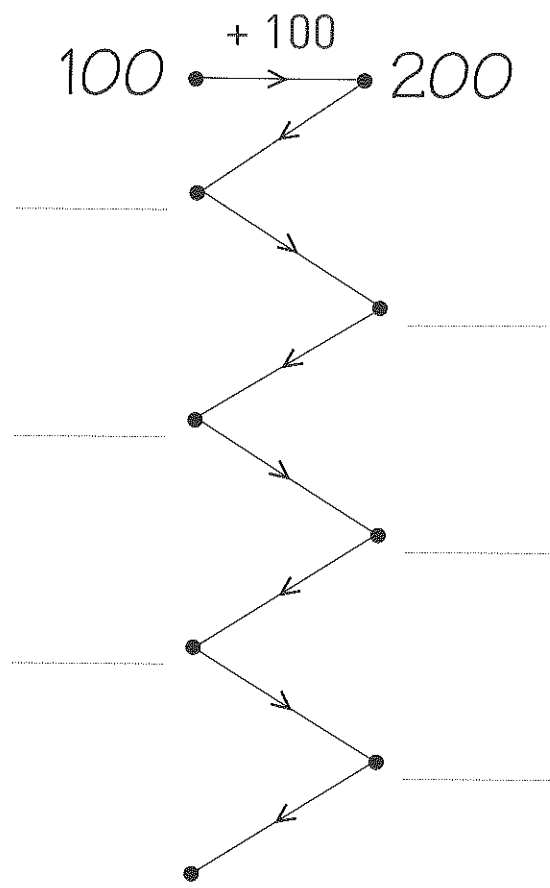
$50 + 10 = \underline{\hspace{2cm}}$

$60 + 10 = \underline{\hspace{2cm}}$

$70 + 10 = \underline{\hspace{2cm}}$

$80 + 10 = \underline{\hspace{2cm}}$

$90 + 10 = \underline{\hspace{2cm}}$



- Traça setas verdes com o valor $\xrightarrow{+ 10}$ e setas azuis com o valor $\xrightarrow{- 10}$.

66

53

19

76

63

90

80

29

43

coleção

mat. magícar

1.º ciclo

Exercícios para o treino das competências básicas em Matemática, no 1.º Ciclo do Ensino Básico, de acordo com o novo programa de Matemática, aprovado pelo Ministério da Educação em 2007.

Permite ao aluno:

- desenvolver o raciocínio lógico-matemático e o pensamento crítico;
- consolidar conceitos e desenvolver competências essenciais na Matemática;
- treinar o cálculo mental e a capacidade de resolver problemas;
- exercitar técnicas básicas de cálculo.

Permite ao professor:

- diferenciar o trabalho dos alunos de acordo com as suas necessidades e níveis de aprendizagem;
- reforçar as competências dos alunos, através de actividades complementares (na sala de aula, em tempo de actividade extra, nos TPC, em actividades de férias);
- apoiar actividades no âmbito do Estudo Acompanhado.



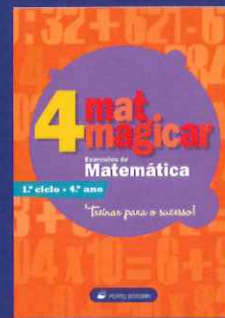
1.º ano



2.º ano



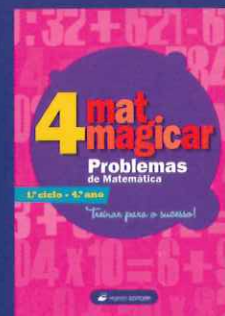
3.º ano



4.º ano



3.º ano
Problemas



4.º ano
Problemas

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