



# APRENDER SEMPRE

## 1º ANO

### ENSINO FUNDAMENTAL

## MATEMÁTICA

Dear student and caregiver,

To prevent the dissemination of the new coronavirus, and to preserve everyone's health, school activities were paralyzed to reduce the circulation of people. In order not to interrupt your school studies even during the period of suspension of classes, the State Secretary of Education has prepared some materials to support you at this moment.

This material is divided in two parts: one on Portuguese Language and the other one in Mathematics. Here you will find activities to enhance your knowledge. Also, two inserts are included: one with information about COVID-19 and the other one with guidelines and suggestions for you to organize a study routine and continue learning, even without going to school!

When you return to school, you must hand over the activities to your teacher. That way you can have feedback on what you managed to advance and be supported to learn even more!

Good luck with your studies!



Nome da Escola: \_\_\_\_\_

Nome do Aluno: \_\_\_\_\_

Data: \_\_/\_\_/2020

Ano/Turma 1º Ano EF \_\_\_\_\_

## SEQUENCE 1 – RAFAEL GOES TO THE BEACH

### ACTIVITY 1

THIS MONTH, RAFAEL'S FAMILY IS GOING TO TRAVEL TO THE BEACH AND SET A DATE ON THEIR MONTHLY CALENDAR.

COMPLETE THE MONTHLY CALENDAR:

MONTH:

YEAR:


1. RAFAEL'S FATHER SAID THAT THE TRIP WILL BE ON THE LAST SATURDAY OF THE MONTH. WHICH DAY OF THE MONTH WILL THE TRIP BE?

2. WRITE THE NAMES OF THE DAYS OF THE WEEK:

ONTEM FOI	HOJE É	AMANHÃ SERÁ

## ACTIVITY 2

AT THE BEACH TO KEEP THE TEMPERATURE OF THE BEVERAGES AND FOOD, TOURISTS USE THERMIC BOXES.

1. WRITE DOWN THE NAME OF THE GEOMETRIC FORM THOSE BOXES LOOK LIKE.



Ilustrações: Ana Rita da Costa

2. SEE RAFAEL'S THERMIC BOX:



Ilustração: NUCA

PAINT THE IMAGE THAT LOOKS LIKE THE MARK THE BOX WILL LEAVE ON THE SAND:

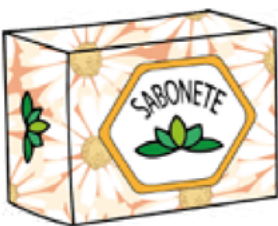


Ilustração: Joseane A. Ferreira



3. IN ORDER TO KEEP ONE'S HYGIENE, SOAP AND TOOTHPASTE ARE A MUST! OBSERVE THE GEOMETRICAL FORMS OF THEIR BOXES. ARE THEY SIMILAR OR DIFFERENT?

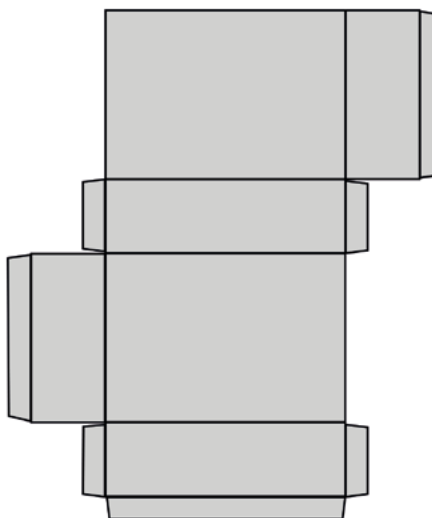
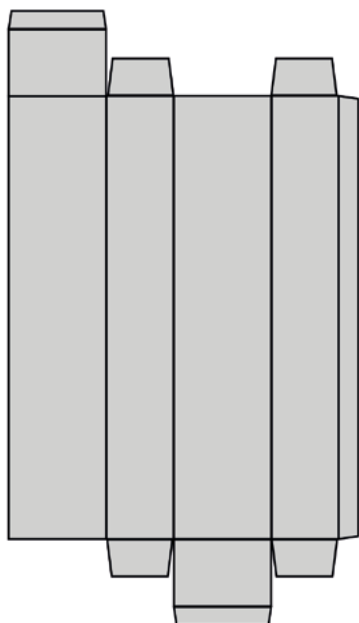
Ilustração: Ana Rita da Costa



4. ASSOCIATE EACH BOX TO THE CORRESPONDING IMAGE:



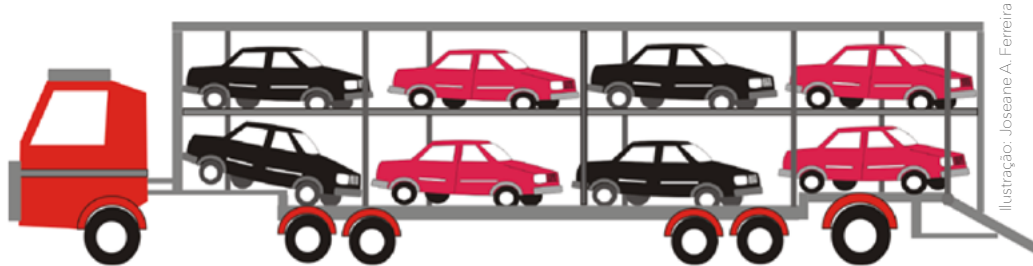
Ilustração: Ana Rita da Costa





### ACTIVITY 3

1. WHILE GOING TO THE COAST, RAFAEL OBSERVES THE VEHICLES. HE SAW A "CAMINHÃO CEGONHA" PASSING ON THE HIGHWAY:



A. HOW MANY CARS IS THE TRUCK CARRYING?

B. WHICH IS THE COLOR SEQUENCE OF THE CARS?

2. RAFAEL USED THE SAME COLORS AND DREW THESE CARS IN A NEW COLOR SEQUENCE. IF HE CONTINUES, WHAT SHOULD BE THE COLOR OF THE NEXT CAR?



Ilustração: Joseane A. Ferreira

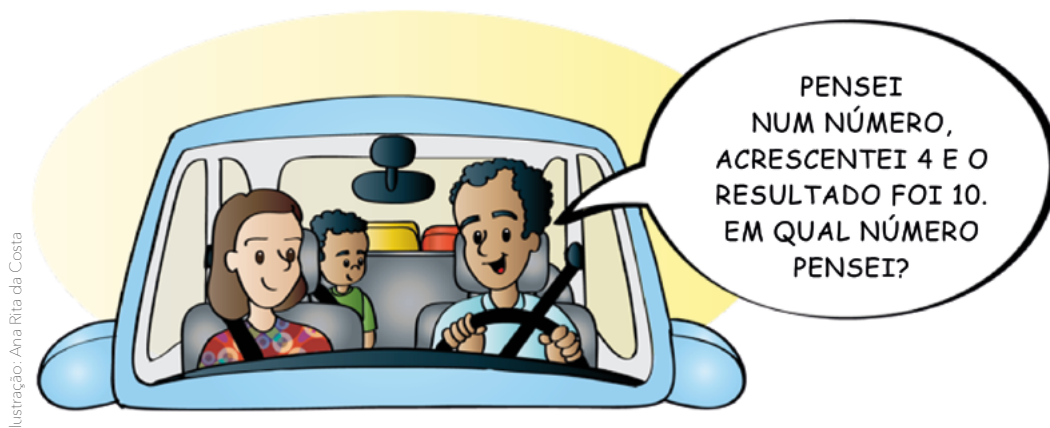
3. USING THE SAME COLORS, ORGANIZE A NEW COLOR SEQUENCE, DIFFERENT FROM THE PREVIOUS ONES.



Ilustração: Joseane A. Ferreira

## ACTIVITY 4

DURING THE TRIP, RAFAEL'S FATHER USED TO PLAY MATHEMATICAL CHALLENGES!



1. WHAT IS THE NUMBER RAFAEL'S FATHER THOUGHT OF? REGISTER WHAT YOU DID TO FIND OUT.

2. SOLVE THE MATHEMATICAL CHALLENGES BY COMPLETING THE SPACES TO OBTAIN THE INDICATED RESULT:

A. \_\_\_\_\_ + 7 = 9

B. \_\_\_\_\_ + 3 = 6

C. \_\_\_\_\_ + 5 = 7

D. 5 + \_\_\_\_\_ = 9

E. 4 + \_\_\_\_\_ = 6

F. 3 + \_\_\_\_\_ = 7

**3.** RAFAEL PROPOSED ANOTHER CHALLENGE. HE TOLD HIS FATHER THAT HE HAD THOUGHT OF A NUMBER, AND FROM THAT NUMBER HE SUBTRACTED 2 AND RESULTED IN 1. IN WHICH NUMBER HE THOUGHT OF?

**4.** SOLVE THE MATHEMATICAL CHALLENGES BY COMPLETING THE SPACES TO OBTAIN THE INDICATED RESULT:

**A.** \_\_\_\_\_ - 2 = 0

**B.** \_\_\_\_\_ - 3 = 1

**C.** \_\_\_\_\_ - 4 = 2

**D.** 6 - \_\_\_\_\_ = 0

**E.** 5 - \_\_\_\_\_ = 1

**F.** 7 - \_\_\_\_\_ = 2



## SEQUENCE 2 – SEA ON SIGHT

### ACTIVITY 1

WHEN HE ARRIVED AT THE BEACH, RAFAEL WAS SURPRISED BY THE AMOUNT OF WATER THAT THE SEA HAS.



1. RAFAEL HAS A BOTTLE AND A BUCKET. WHAT CAN HE DO TO DISCOVER IN WHICH ONE HE CAN FILL IN MORE WATER?

### ACTIVITY 2

RAFAEL WON FROM HIS FATHER A WADING POOL TO PLAY AT THE BEACH. HE WANTS TO FILL IT IN WITH WATER FROM THE SEA BY USING HIS BUCKET.

Ilustração: Ana Rita da Costa



1. KNOWING THAT RAFAEL ALREADY Poured IN 20 BUCKETS OF WATER AND FILLED HALF OF THE POOL, HOW MANY MORE BUCKETS ARE NECESSARY TO COMPLETE THE POOL?

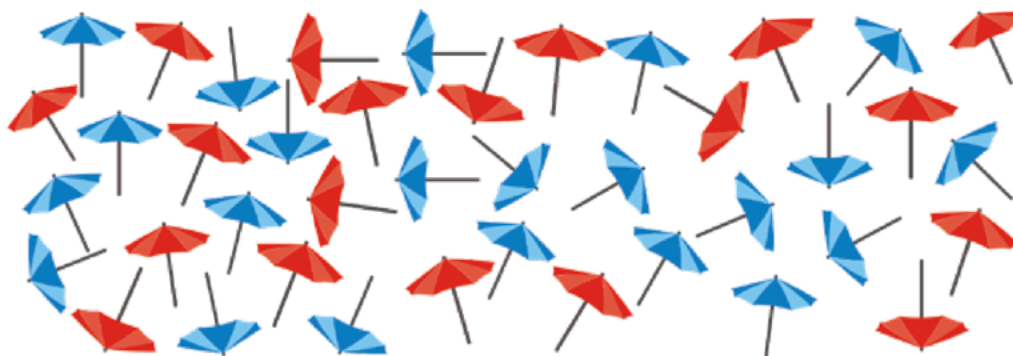
2. TO FILL THE BUCKET RAFAEL USED 10 WATER CUPS. HOW MANY CUPS DOES HE NEED TO FILL IN TWO BUCKETS?

### ACTIVITY 3

IN THE MIDDLE OF THE WHITE SAND, RAFAEL OBSERVED THE COLORS OF THE SUNSHADES.

1. COUNT THE SUNSHADES AND REGISTER THE TOTAL:

TOTAL:





A. HOW MANY OF EACH COLOR?



B. ARE THERE MORE RED OR BLUE SUNSHADES?

C. HOW MANY MORE?

## ACTIVITY 4

1. SOLVE THE PROBLEMS REGISTERING THE SOLUTION.

A. THE SALESMAN HAS 8 PINK FLOATS AND 15 GREEN ONES. HOW MANY FLOATS DOES HE HAVE FOR SALE?

B. THE SALESMAN HAS ORANGE AND YELLOW FLOATS. IF THE TOTAL IS 18 AND 9 ARE ORANGE, HOW MANY FLOATS ARE YELLOW?

**C.** THE SALESMAN HAS SOME GREEN FLOATS AND 12 BLUE ONES, THE TOTAL IS 20 FLOATS, HOW MANY GREEN FLOATS DOES THE SALESMAN HAVE?

## SEQUENCE 3 – HAVING FUN AT THE BEACH

### ACTIVITY 1

RAFAEL LIKES TO PLAY SAND FOOTBALL. SEE HOW HIS COLLEAGUES DEMARCATED THE GOAL AREA:



Ilustração: Ana Rita da Costa

**1.** OBSERVE THE ILLUSTRATION, THE SPACES THAT DEMARCATATE THE GOAL AREA ARE EQUAL OR ARE THEY DIFFERENT?

**2.** WHAT WOULD YOU DO TO LEAVE THE GOAL AREA WITH EQUAL SPACES?



## ACTIVITY 2

1. RAFAEL IS PLAYING WITH HIS SISTER "ACERTE O ALVO" IN THE SAND AT THE BEACH.

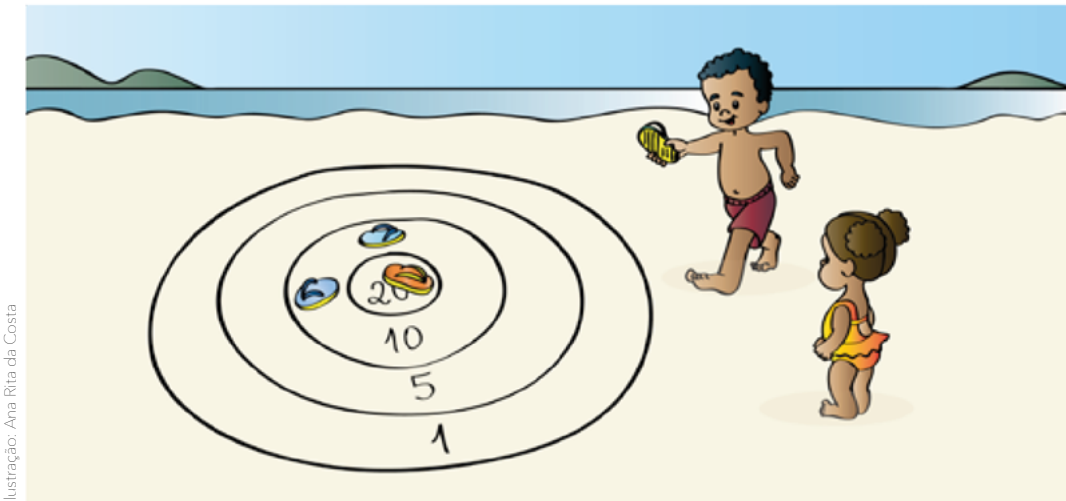




Ilustração: Ana Rita da Costa

A. HOW MANY POINTS HAS RAFAEL WON UNTIL NOW?

B. IF HE HIT THE REGION OF THE 10 MARK, HOW MANY POINTS WILL HE HAVE?

2. OBSERVE THE NUMBERS AND INDICATE THE TOTAL OF POINTS THAT RAFAEL AND HIS SISTER ACHIEVED AT EACH TURN:

	 RAFAEL	TOTAL DE PONTOS	 VERA	TOTAL DE PONTOS
<b>1ª RODADA</b>	20 10 10 1		20 10 5 5	
<b>2ª RODADA</b>	20 20 10 1		20 10 10 5	

Ilustrações: Ana Rita da Costa



### ACTIVITY 3

RAFAEL PLAYED "ACERTE O ALVO" IN THE BEACH AND WON 60 POINTS. SEE THE POINT COUNT STRATEGY OF THAT GAME:

PARA EU FAZER  
60 PONTOS, TENHO QUE  
ACERTAR 20, DEPOIS 20 DE  
NOVO QUE DÁ 40. E, DEPOIS,  
MAIS 10, QUE DÁ 50 E MAIS  
10, QUE DÁ 60!

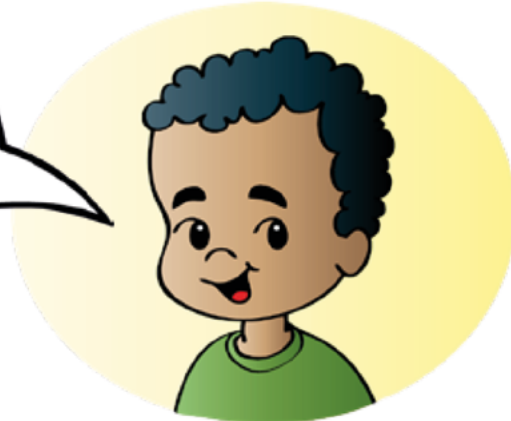


Ilustração: Ana Rita da Costa

1. USE RAFAEL'S LOGIC TO OBTAIN THE FOLLOWING NUMBERS:

16	
30	
40	
50	



## SEQUENCE 4 – NOT EVERYTHING ON THE NET IS FISH





### ACTIVITY 1

THE BEACH IS A BEAUTIFUL AND FUN PLACE. BUT SADLY NOT EVERYONE TAKES GOOD CARE OF IT.



Ilustração: Ana Rita da Costa

1. OBSERVE THE TIME SOME KINDS OF WASTE TAKE TO DECOMPOSE:

	TIPO DE LIXO	TEMPO DE DECOMPOSIÇÃO
	CHICLETE	5 ANOS
	FIO DE NYLON	30 ANOS
	GARRAFA PET	MAIS DE 100 ANOS
	LATA DE ALUMÍNIO	200 A 500 ANOS

Ilustrações: Freepik / NUJCA

Fonte: <[http://www.projetoreciclar.ufv.br/?area=temp\\_degradacao](http://www.projetoreciclar.ufv.br/?area=temp_degradacao)>

A. WHICH KIND OF WASTE TAKES THE LEAST AMOUNT OF TIME TO DECOMPOSE?

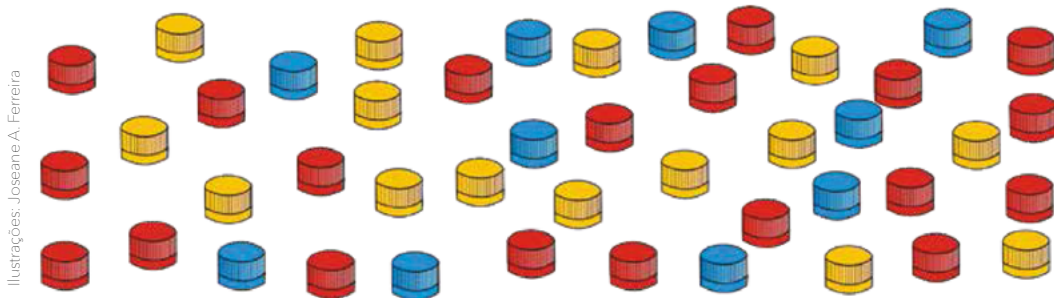
B. AND WHICH ONE TAKES MORE TIME?

C. WHAT IS THE DIFFERENCE BETWEEN THE DECOMPOSITION TIME OF THE CHICLETE (CHEWING GUM) AND THE FIO DE NYLON (NYLON THREAD)?

## ACTIVITY 2

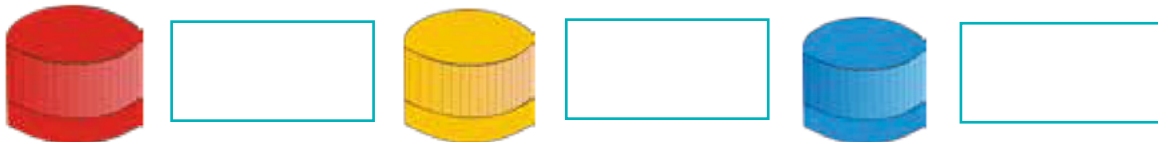


1. COUNT HOW MANY TAMPINHAS (BOTTLE CAPS) RAFAEL COLLECTED AT THE BEACH:



A. REGISTER HOW MANY TAMPINHAS (BOTTLE CAPS) RAFAEL COLLECTED:

B. HOW MANY TAMPINHAS (BOTTLE CAPS) OF EACH COLOR?



C. ARE THERE MORE RED OR YELLOW TAMPINHAS (BOTTLE CAPS)? HOW MANY MORE?








2. SHALL WE LEARN TO COMPOSE AND DECOMPOSE NUMBERS BY USING TAMPINHAS (BOTTLE CAPS)? OBSERVE THE VALUE THAT RAFAEL ATTRIBUTED TO EACH TAMPINHA (BOTTLE CAP)

Ilustração: Ana Rita da Costa

-  → 1
-  → 5
-  → 10



3. REGISTER WITH NUMBERS THE QUANTITY OF TAMPINHAS (BOTTLE CAPS):

<b>A.</b>		
<b>B.</b>		
<b>C.</b>		
<b>D.</b>		
<b>E.</b>		

4. NOW DECOMPOSE THE NUMBERS BY DRAWING THE TAMPINHAS (BOTTLE CAPS):

<b>14 PONTOS</b>	
<b>28 PONTOS</b>	