

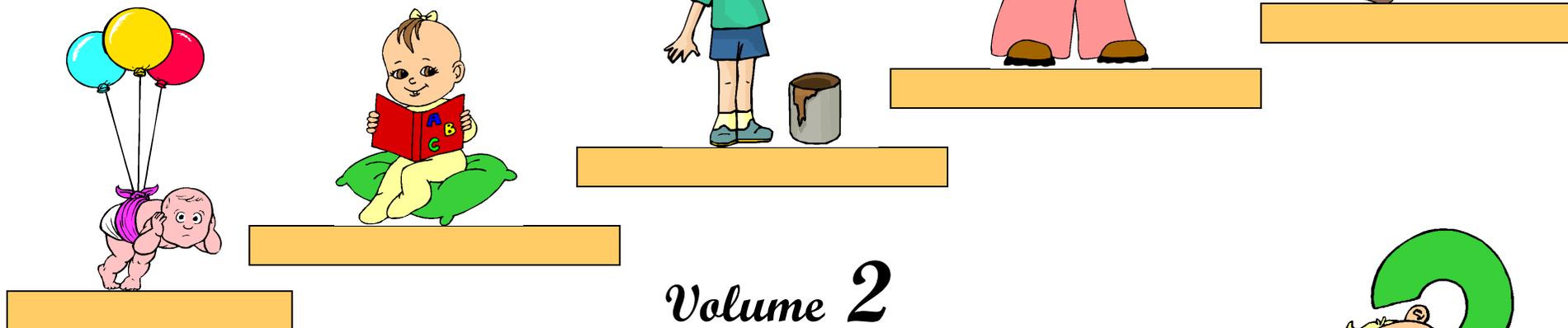
Pagine a colori 2; 29-108; 185- 244 ( totale138)

Pagine in BN: 3-28; 109-184(BN totale100)

# VOGLIA DI CRESCERE

PROGRAMMA BASE PER LO SVILUPPO LOGICO E COGNITIVO

*Emidio Tribulato*



*Volume 2*

*Livello*

Centro studi *LOGOS* - *ONLUS* - Messina  
*ONLUS*



CENTRO STUDI LOGOS  
ONLUS  
CENTRO DI RICERCHE PSICOPEDAGOGICHE  
VIA PRINCIPE TOMMASO 2 - MESSINA  
TEL. 090/46920  
DIRETTORE: DOTT. EMIDIO TRIBULATO

# “ VOGLIA DI CRESCERE ”

*PROGRAMMA BASE PER LO SVILUPPO LOGICO E COGNITIVO*

*Emidio Tribulato*

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**Vol. II**

**Livello 2**

## SIGLATURA

Per avere una visione immediata di come procede, nel minore, l'apprendimento è bene che questo venga evidenziato mediante dei simboli.

E' fondamentale, infatti, che l'educatore abbia presente, in ogni momento, quali schede o attività siano dal bambino conosciute, sconosciute o in via di acquisizione. Ciò per evitare di farlo confrontare con temi troppo complessi senza aver prima consolidato gli apprendimenti più semplici, o di far ripetere inutilmente schede e attività da lui perfettamente conosciute e quindi superate.

Si consiglia pertanto di siglare sia le singole schede che le attività globali indicate nell'indice sottostante indicando con:

 un puntino l'inizio dell'apprendimento;

 una crocetta, le schede o le attività in cui il bambino dà risposte esatte ma senza il commento verbale minimo richiesto, ad esempio il nome dell'oggetto;

 un cerchio che circonda una crocetta, per indicare le schede o le attività in cui il bambino dà un commento verbale minimo.

 un quadrato che include un cerchio ed una crocetta, per indicare le schede o le attività di cui il bambino ha completato l'apprendimento.

### LIVELLI DI APPRENDIMENTO

• LE STRADINE

• ASSOCIAZIONE DI COLORI UGUALI

• MEMORIA

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# “ VOGLIA DI CRESCERE ”

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*LE STRADINE*

## **LE STRADINE**

Lo scopo di questa attività è facilmente comprensibile.

Il bambino sarà stimolato a conquistare una buona coordinazione occhio - mano se riuscirà a percorrere le stradine seguendo le loro evoluzioni, senza toccare i bordi di queste.

Il bambino piccolo di circa due anni o con ritardo nella coordinazione occhio - mano, tenderà ad effettuare il percorso in linea retta, o avrà difficoltà a mantenere il dito al centro della stradina.

Solo successivamente e progressivamente infatti vedremo evolversi le sue capacità nel controllo fini - motorio che gli permetterà di seguire in maniera precisa l'andamento di percorsi sempre più stretti e tortuosi.

### **UTILIZZAZIONI**

#### **Prima fase**

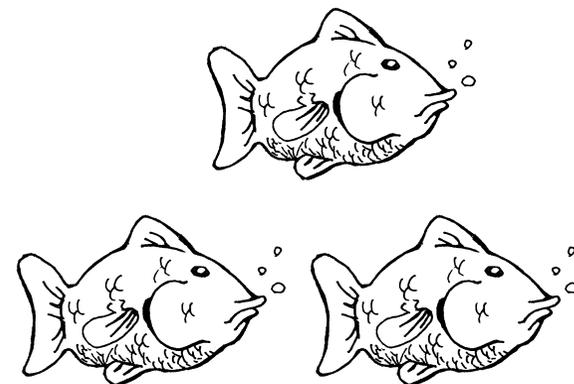
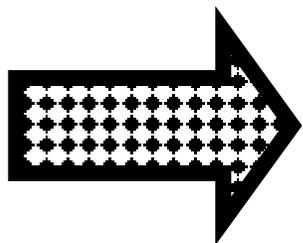
L'educatore guiderà il dito indice del bambino all'inizio del percorso (segnato con una freccia) e gli farà comprendere, aiutandolo inizialmente con la mano, che dovrà seguire con il dito lo spazio tra le due linee, senza toccarle.

#### **Seconda fase**

Appena il bambino riuscirà ad effettuare ogni scheda con sufficiente correttezza, lo stesso percorso dovrà essere effettuato con la matita.

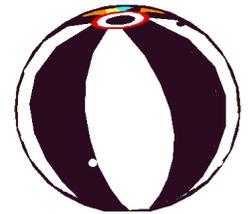
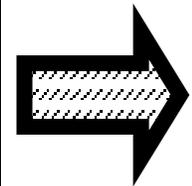
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Due anni.



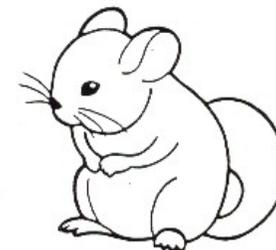
## LE STRADINE

Far seguire la stradina partendo dalla freccia.



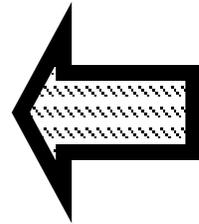
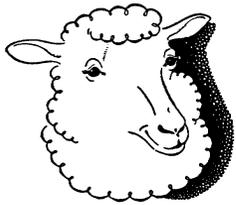
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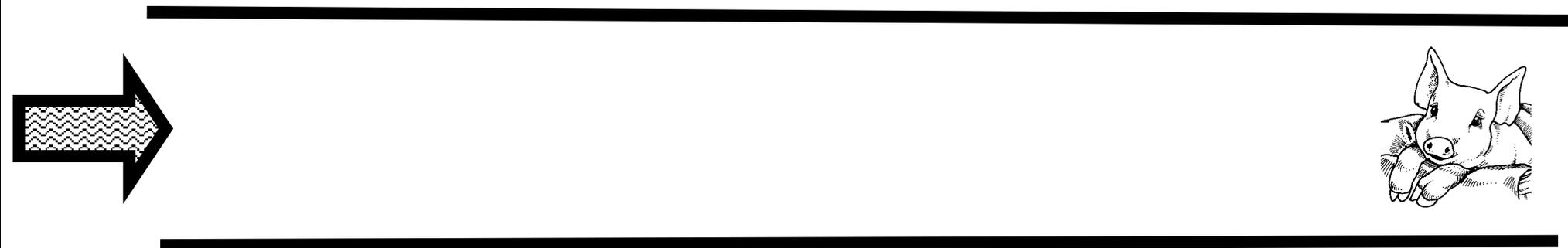
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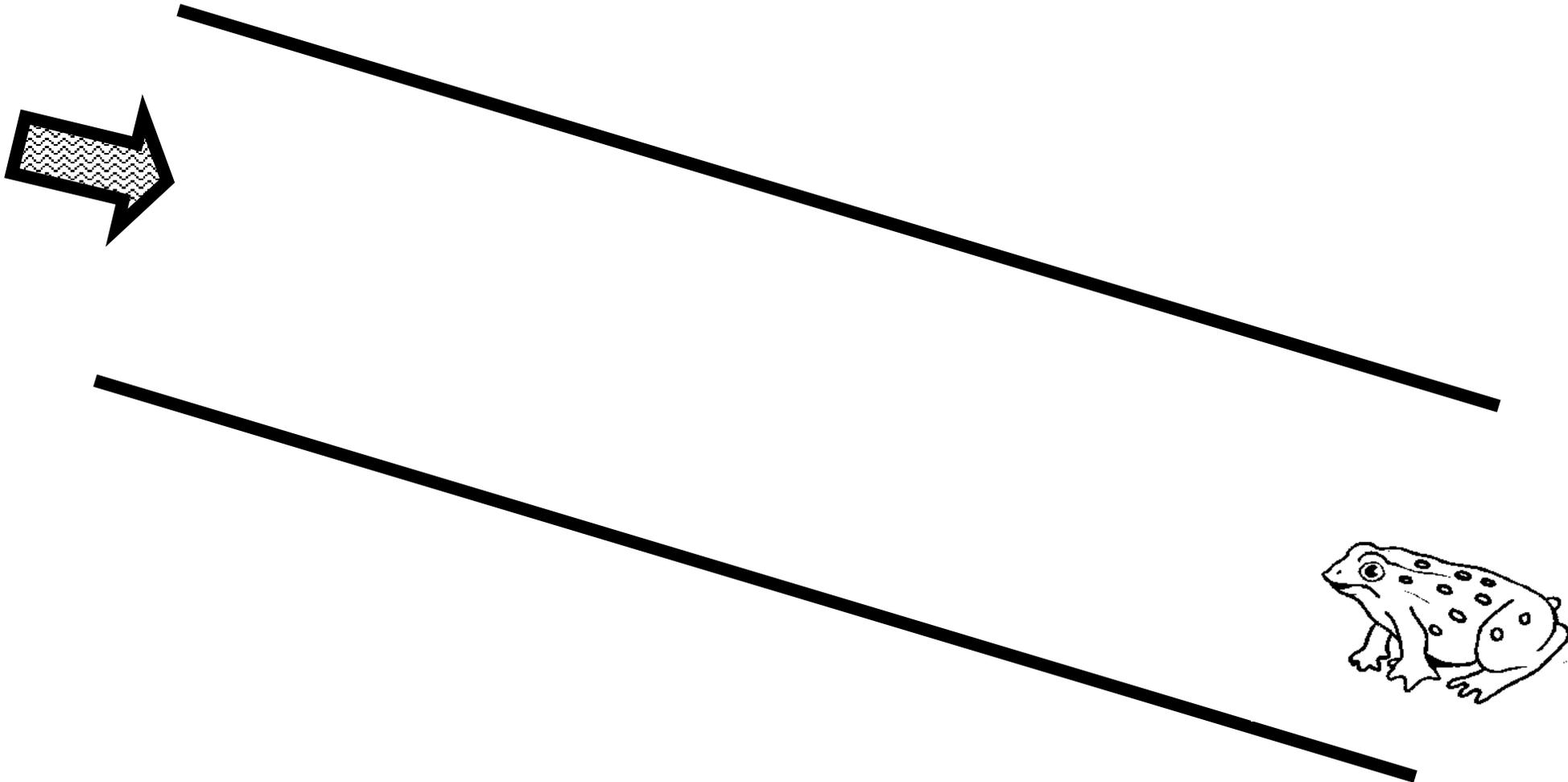
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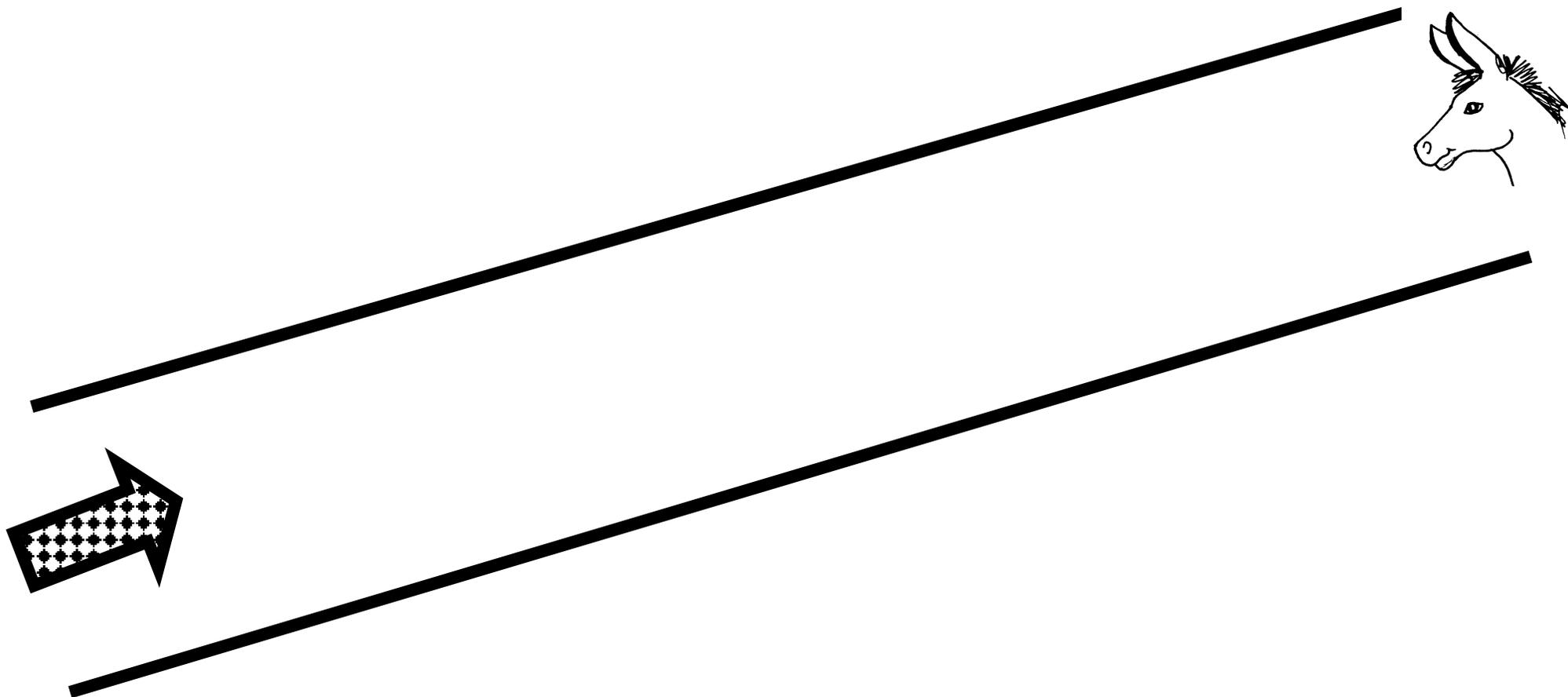
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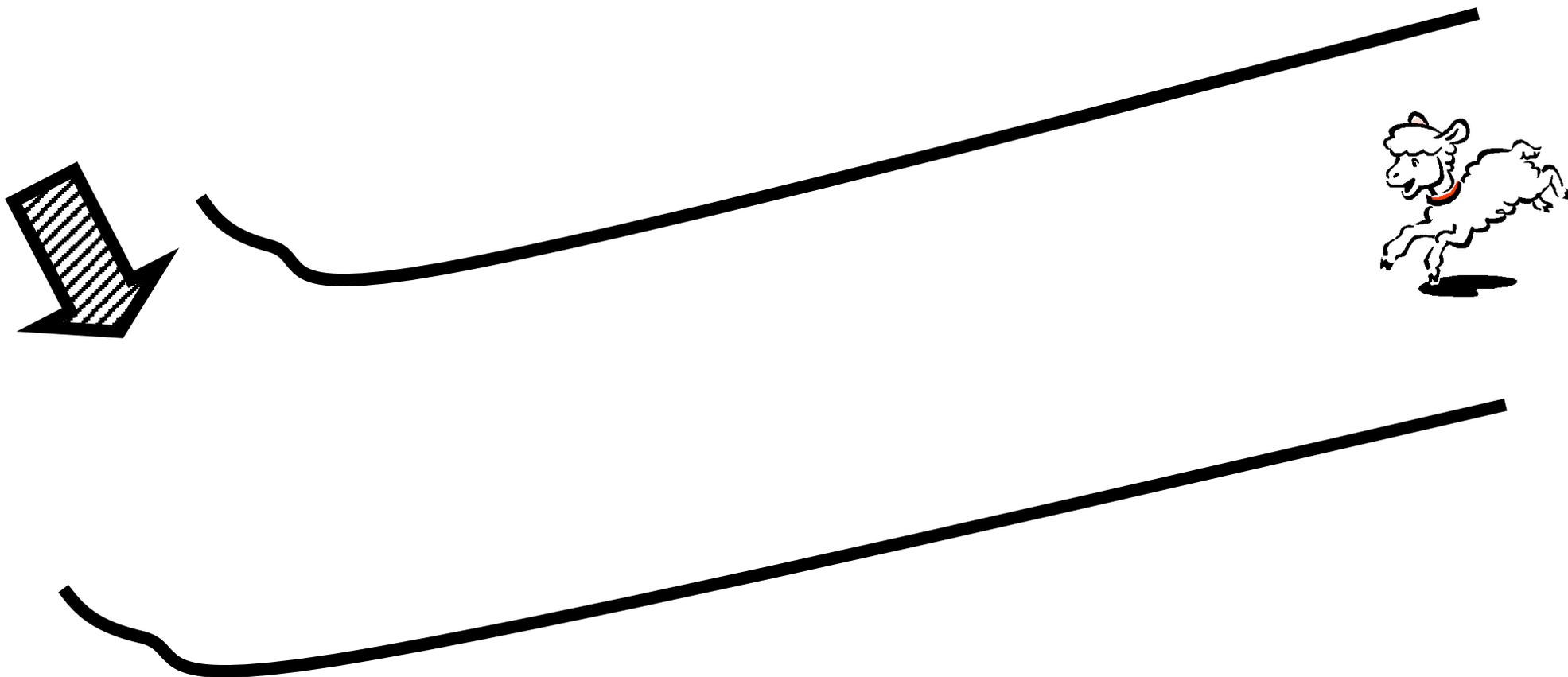
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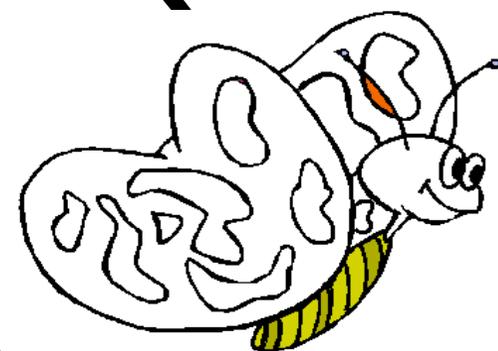
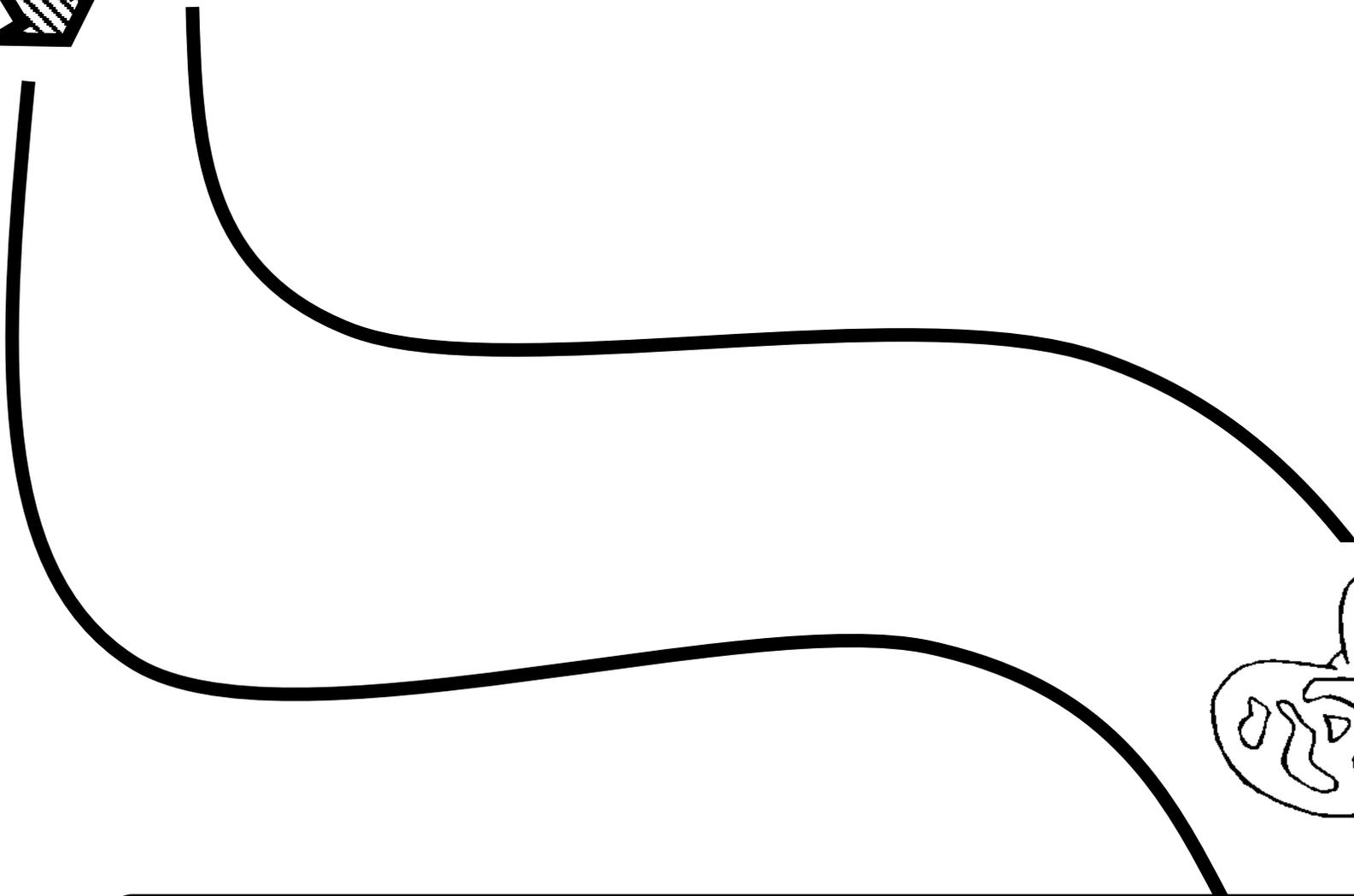
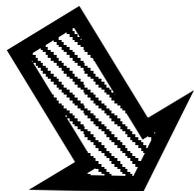
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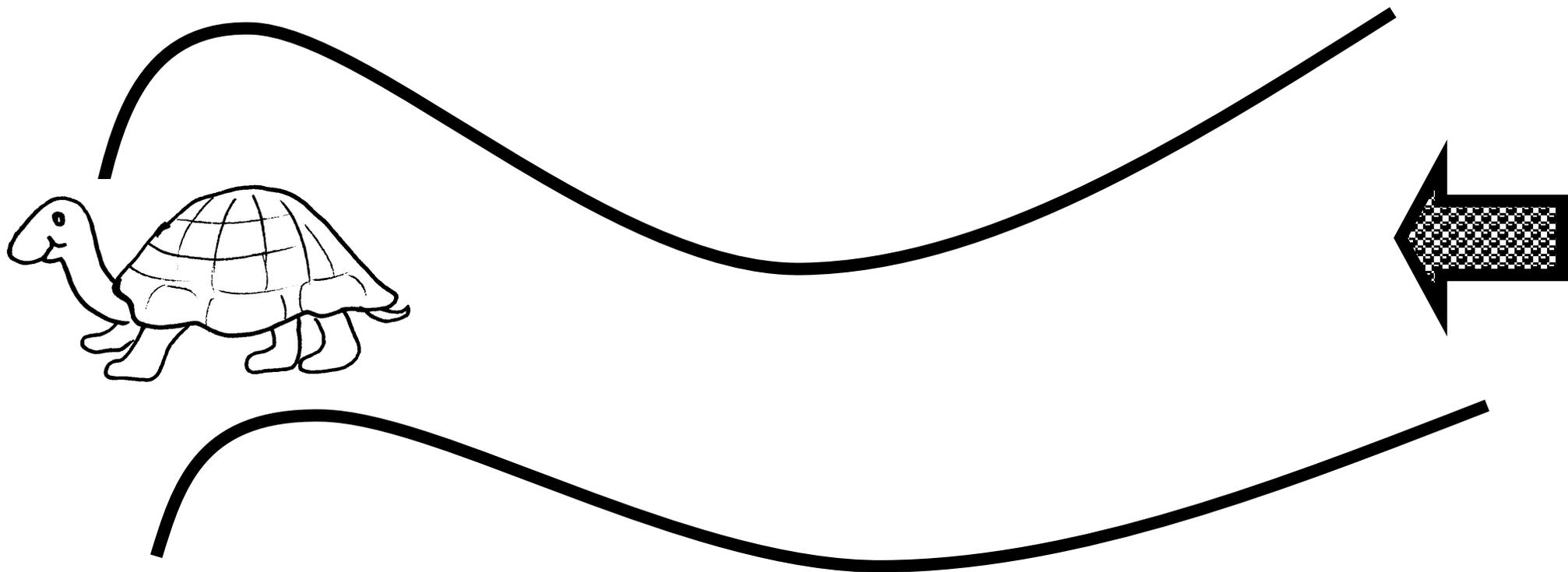


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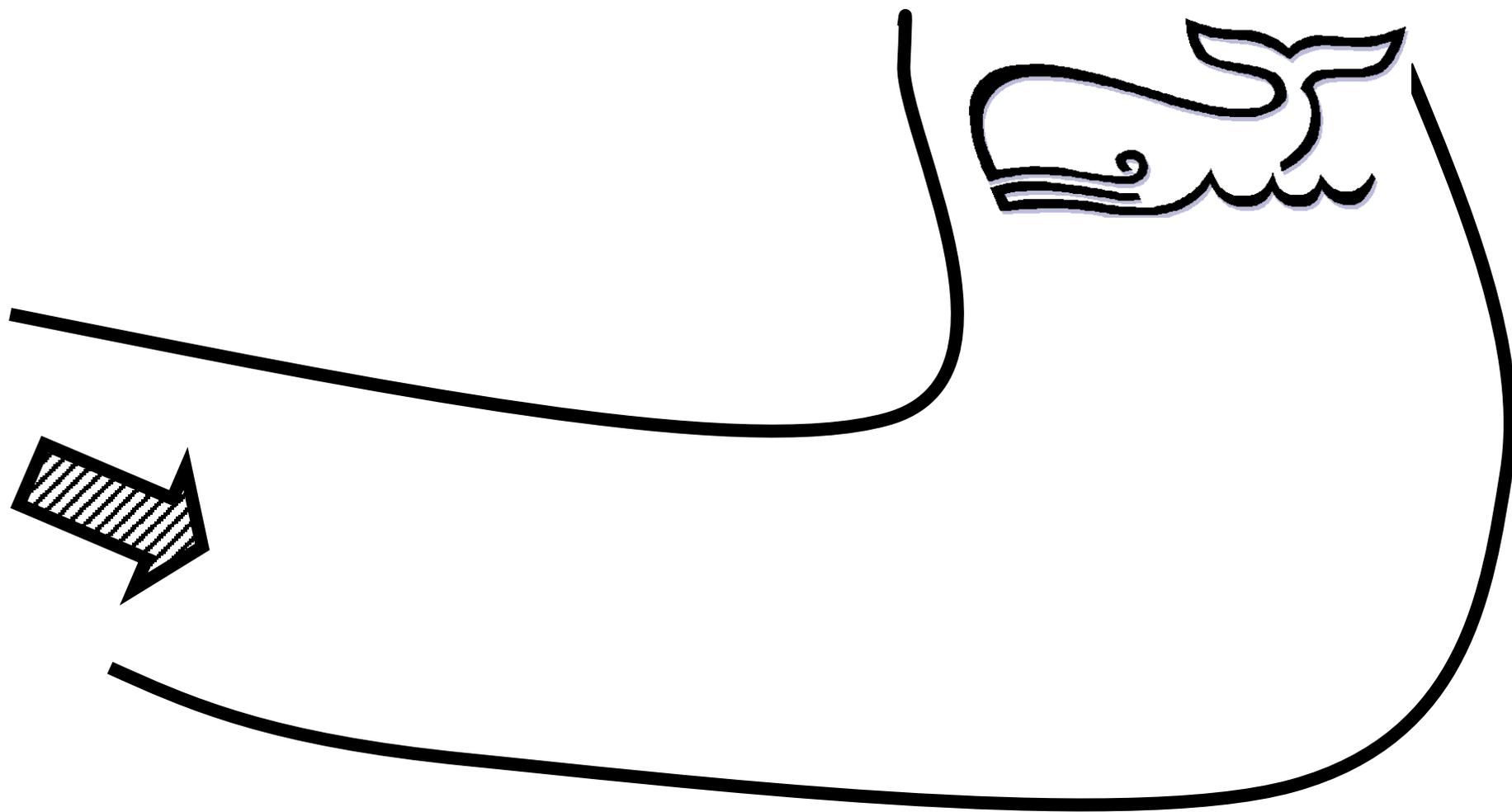


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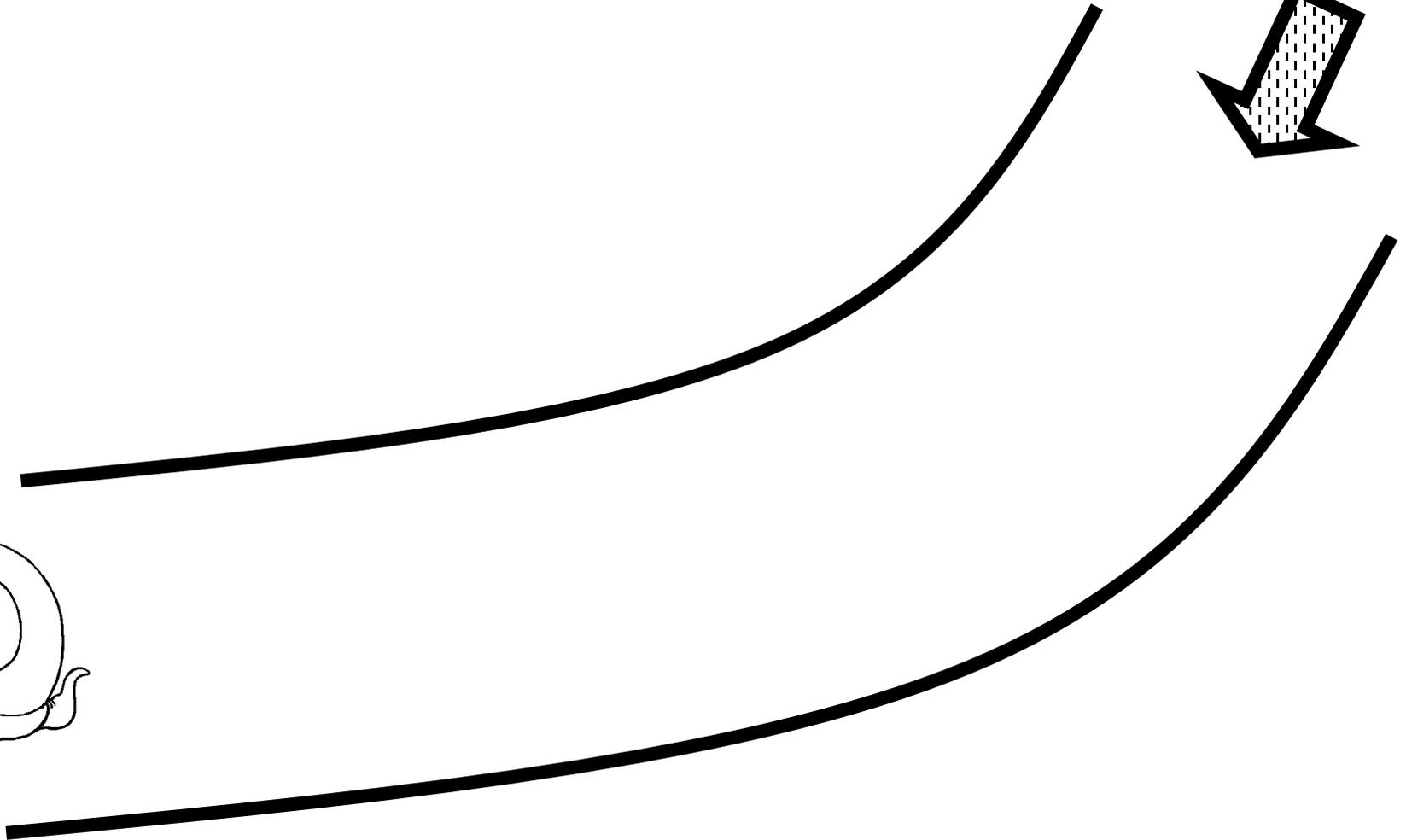
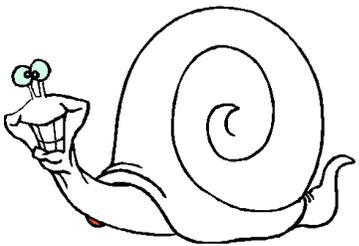
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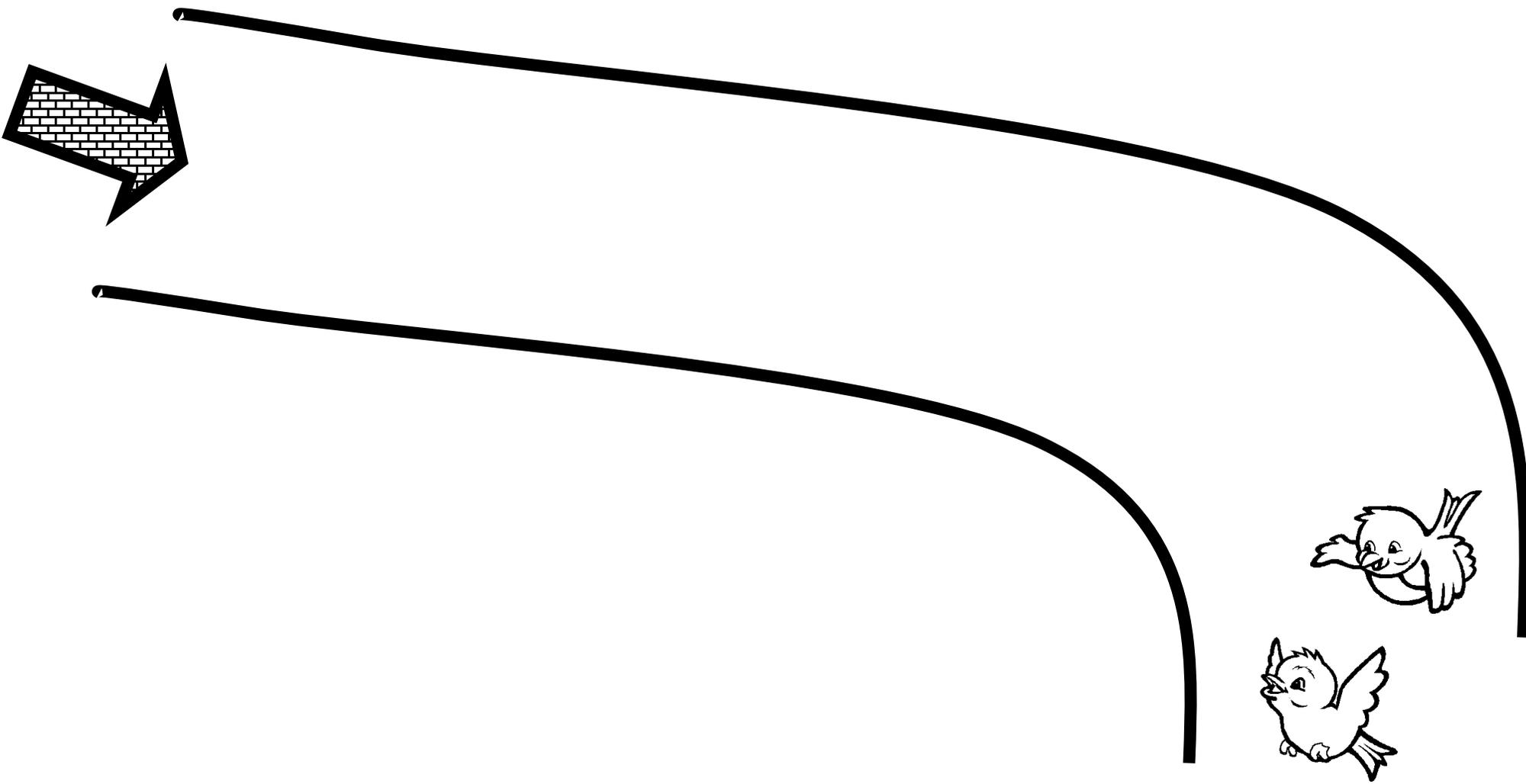
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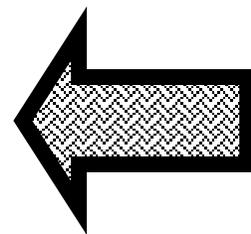
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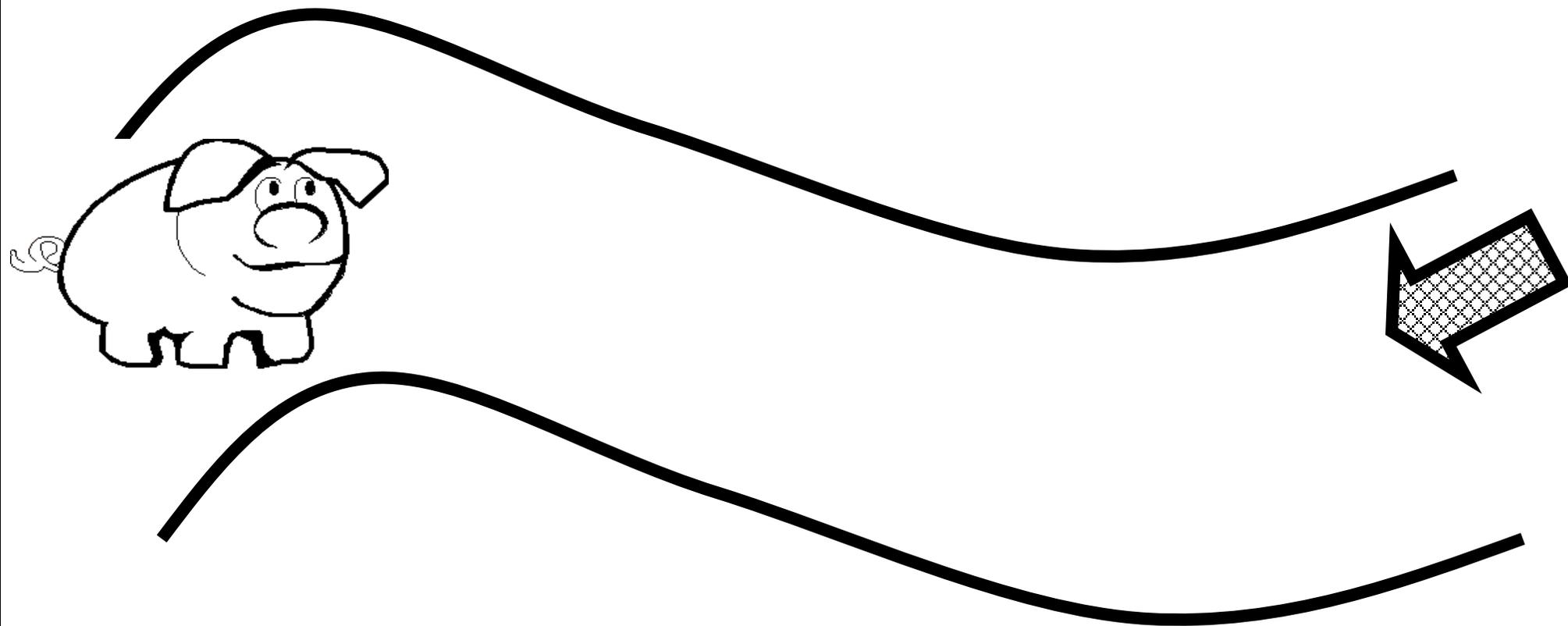


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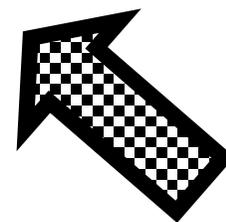
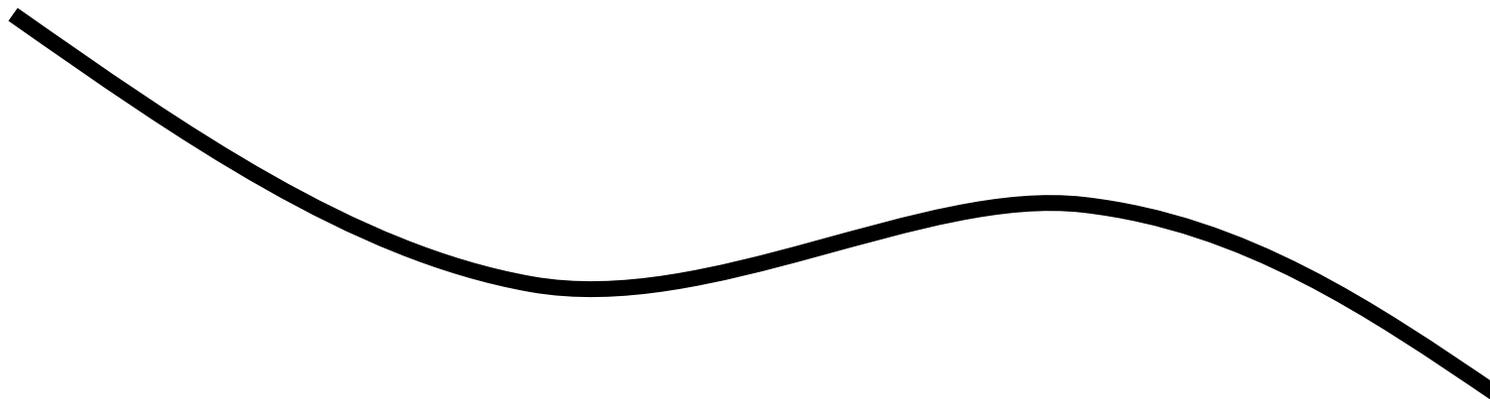
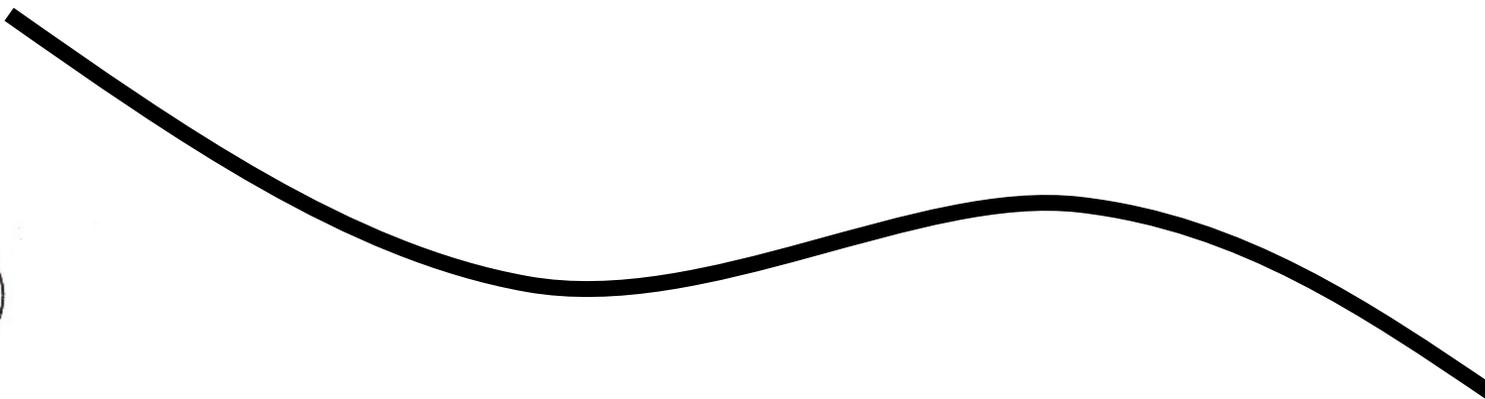
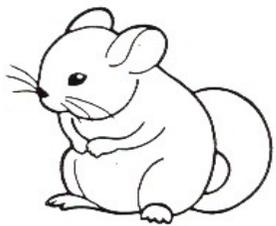


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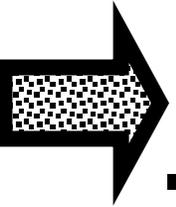
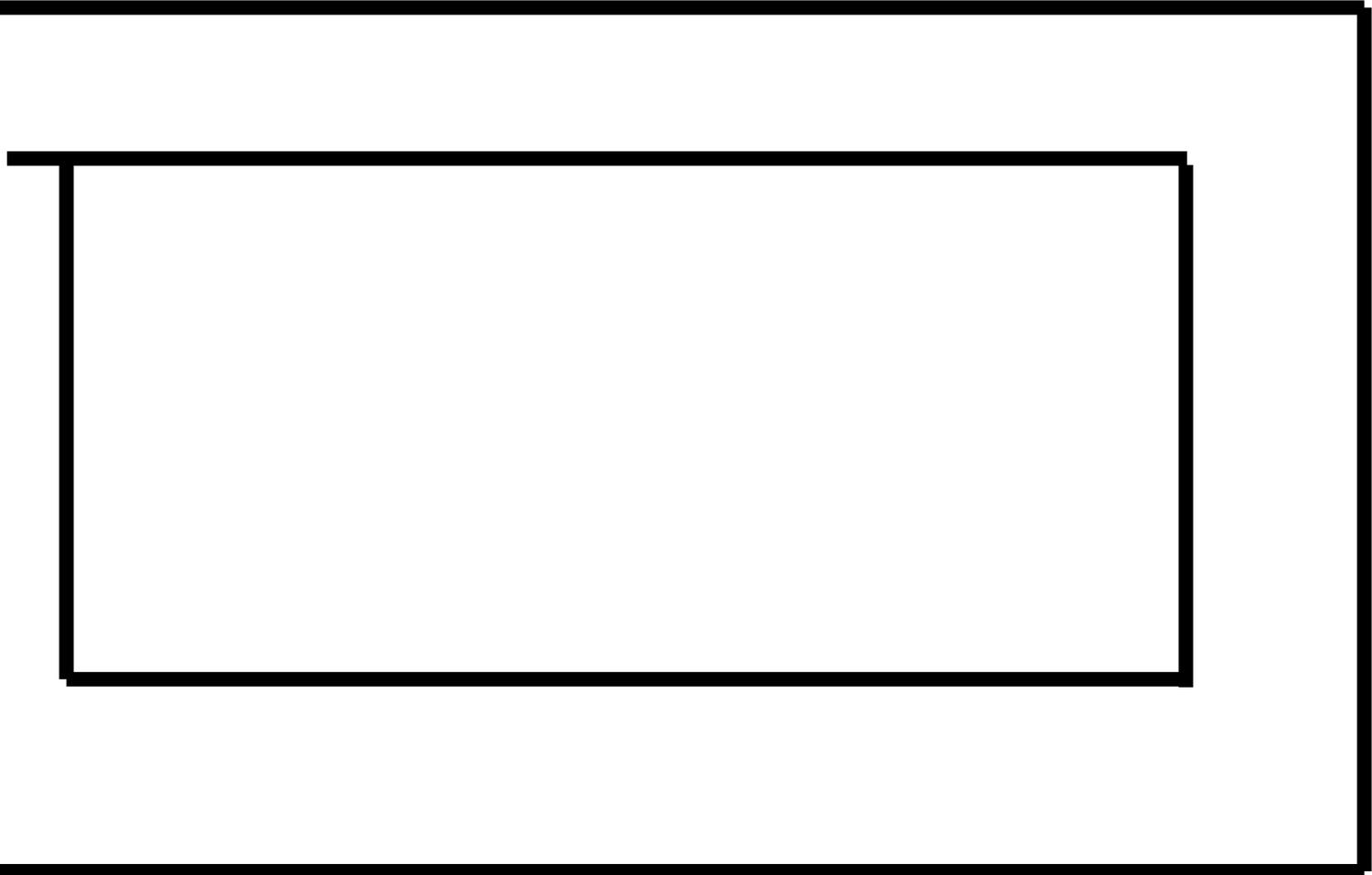
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LE STRADINE  
Far seguire la stradina partendo dalla freccia.



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*ASSOCIAZIONI DI COLORI UGUALI*

## **ASSOCIAZIONI DI COLORI UGUALI**

La possibilità di stimolazione logica fino ai tre anni, in pratica coincide per lo più con la possibilità dello sviluppo psicomotorio, percettivo e del linguaggio.

Il bambino, infatti, manifesta le sue capacità logiche attraverso un'attività rivolta soprattutto all'analisi, confronto e interpretazione della realtà sensoriale.

Nella sua esplorazione del mondo vengono ad essere coinvolti tutti i sensi per cui è importante una molteplicità di stimolazioni.

Maggiore attenzione noi diamo alla percezione uditiva e visiva, in quanto è più facile, per gli studiosi e per gli educatori in genere, preparare e somministrare materiale graduato e opportunamente variato composto da immagini, suoni e parole, piuttosto che da gusti e da odori.

Le schede che qui presentiamo sono formate da immagini con colori uguali da associare. Queste schede hanno lo scopo di sviluppare nel bambino la percezione visiva dei colori mentre la loro denominazione avverrà ad un livello superiore.

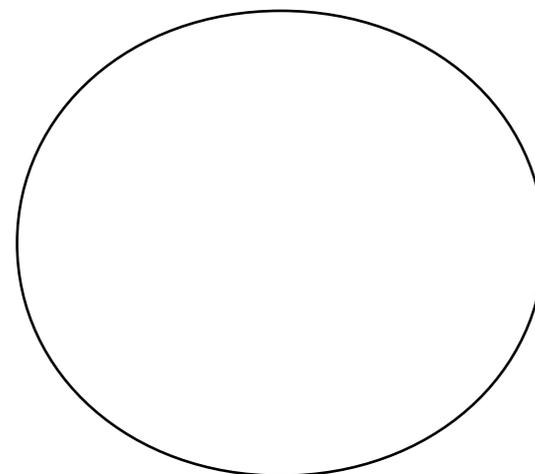
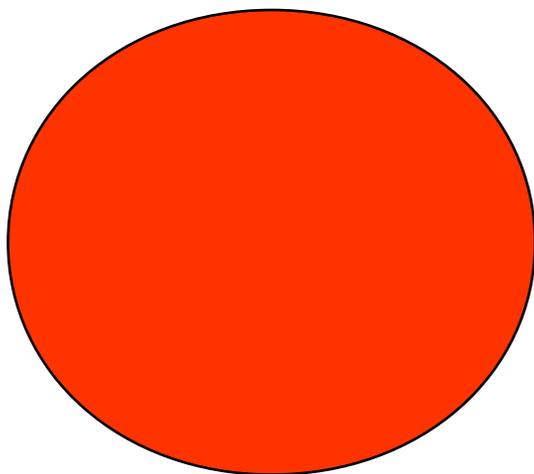
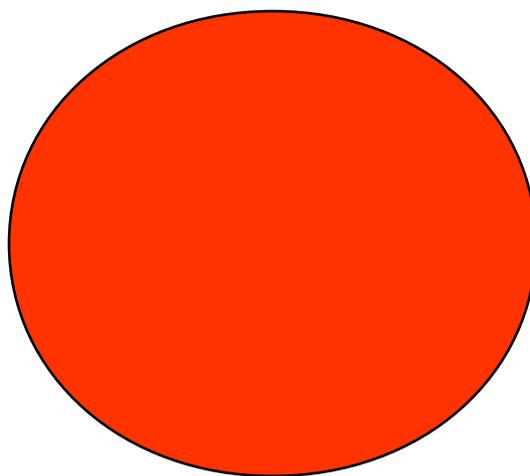
### **UTILIZZAZIONE**

L'educatore dirà il nome del colore di cui chiede l'associazione, ed è sufficiente che il bambino associ il colore uguale con un semplice gesto della mano.

Nel caso di bambini molto piccoli o inibiti l'educatore potrà tenere con la sua la mano del bambino in modo tale da incoraggiarlo e avviarlo al gioco associativo.

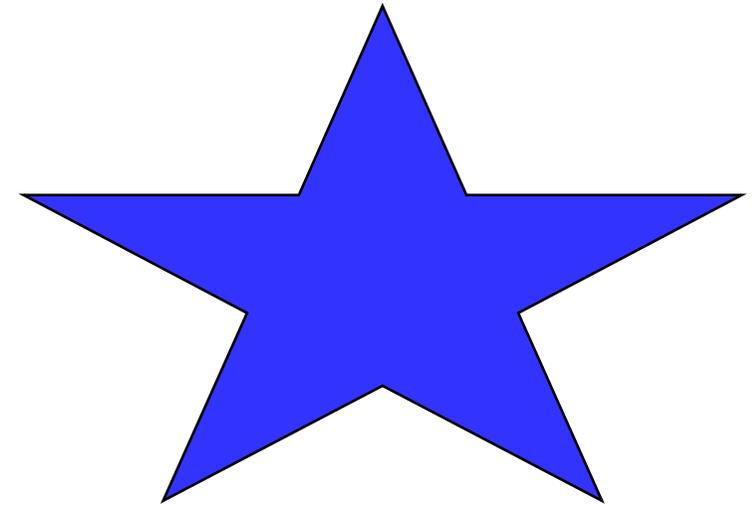
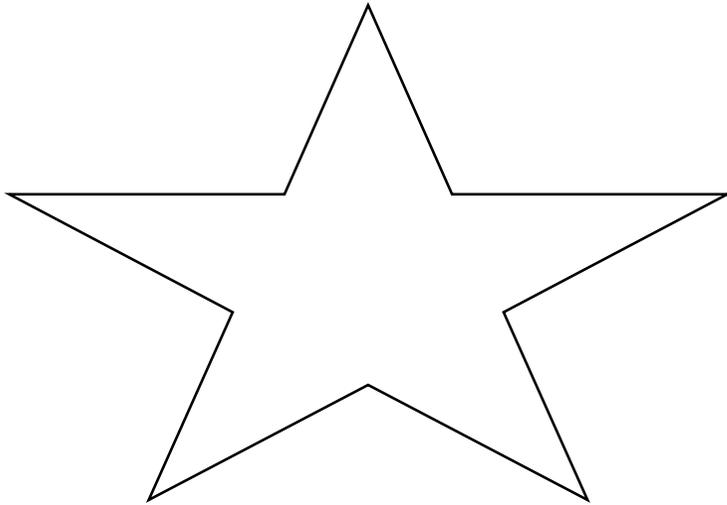
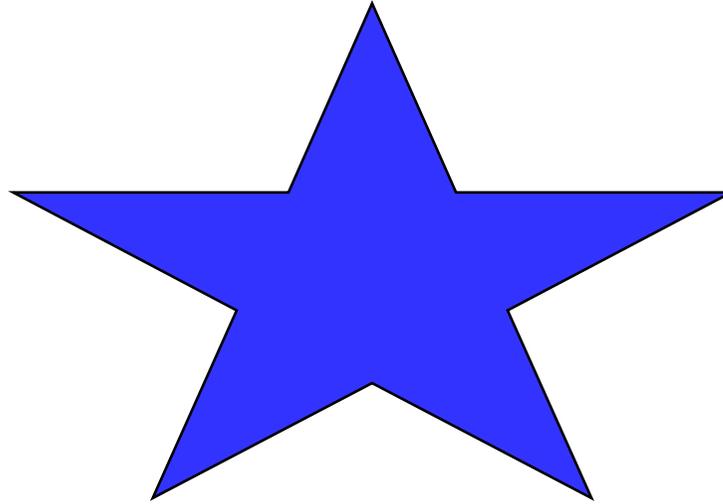
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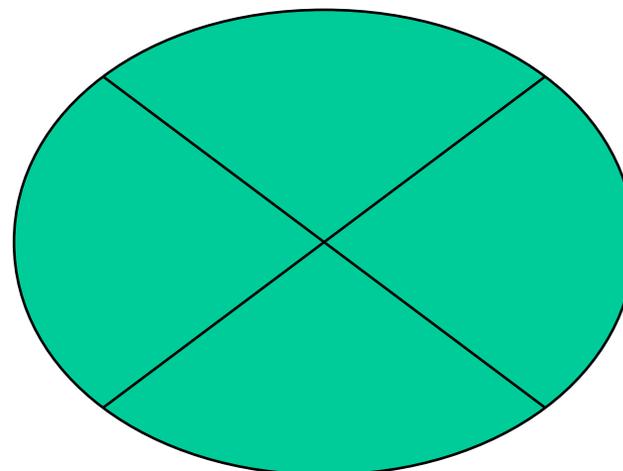
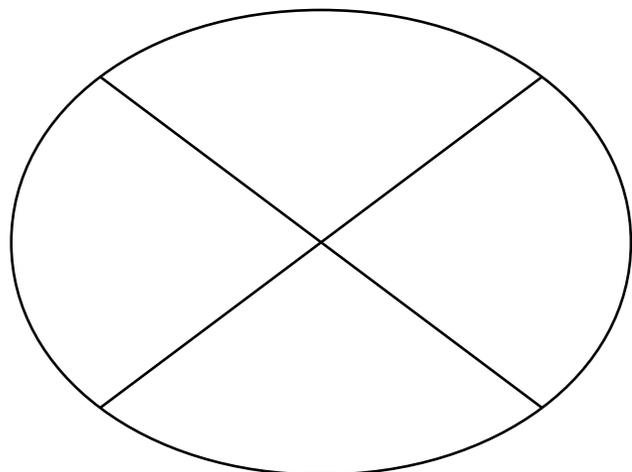
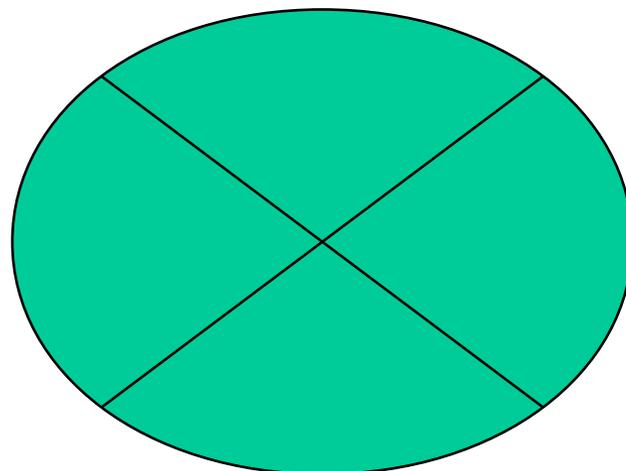
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Dopo averli denominati far associare i colori uguali.



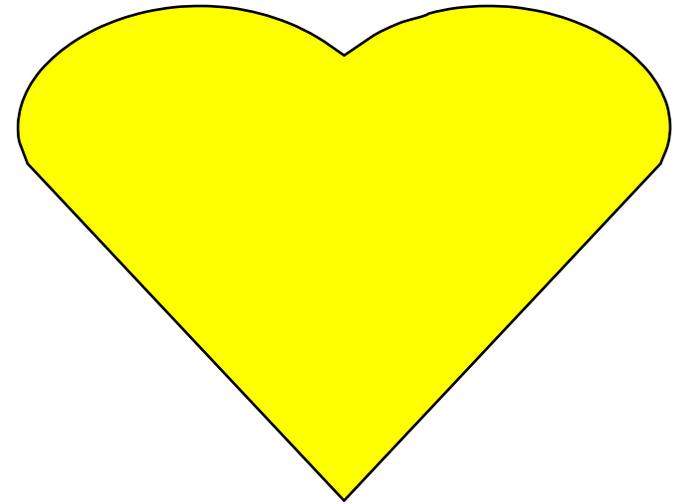
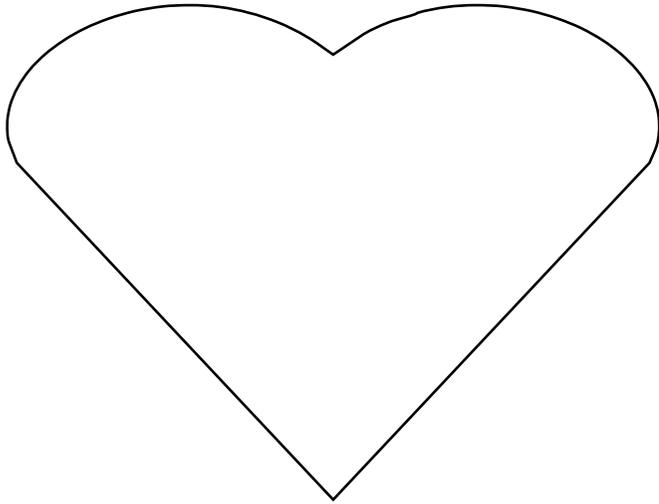
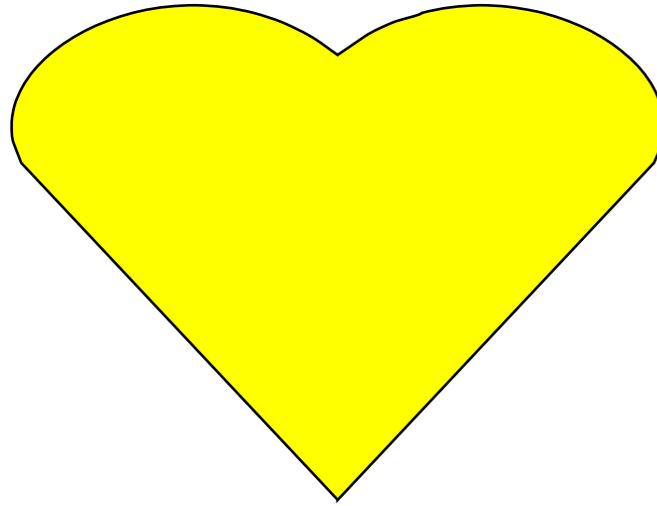
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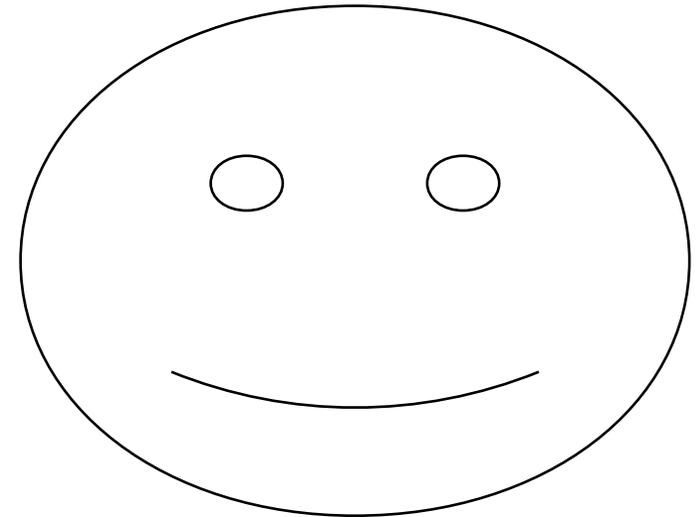
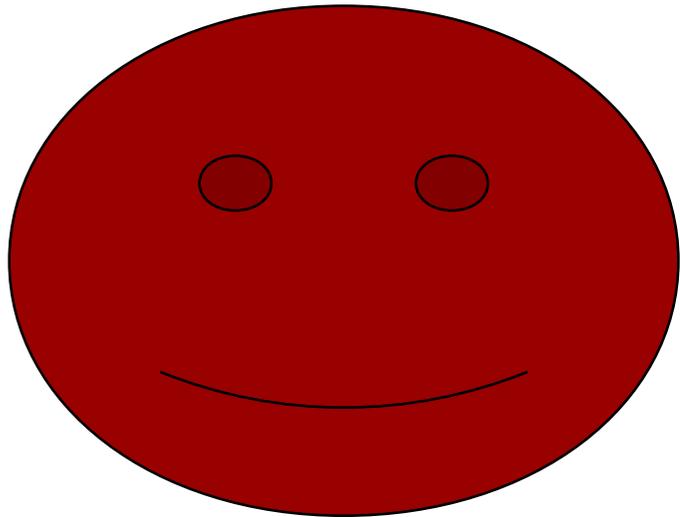
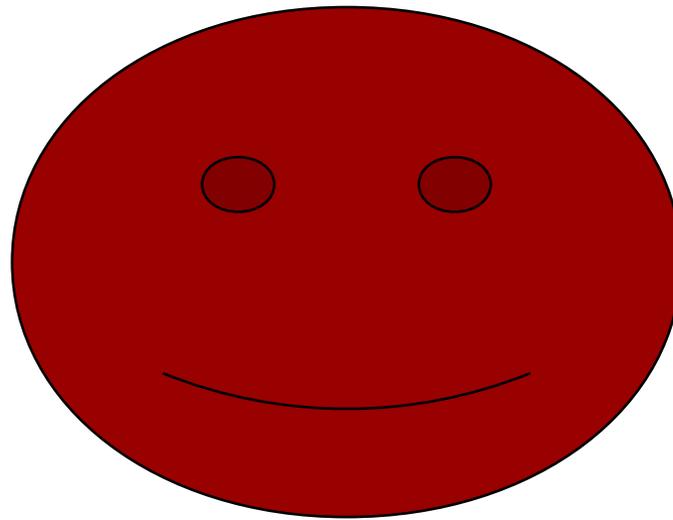
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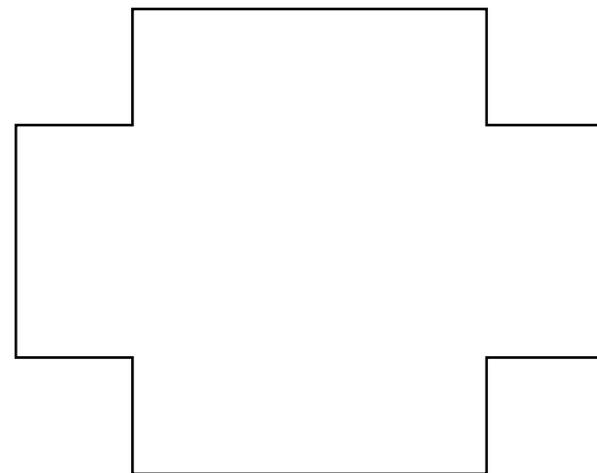
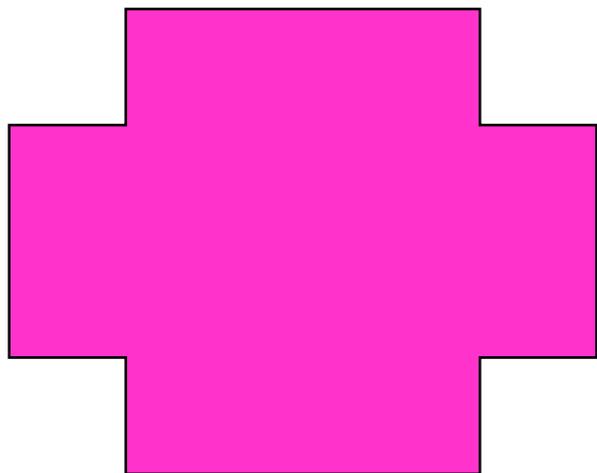
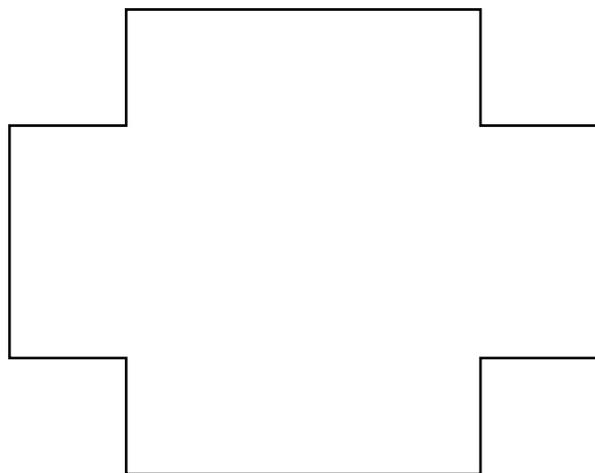
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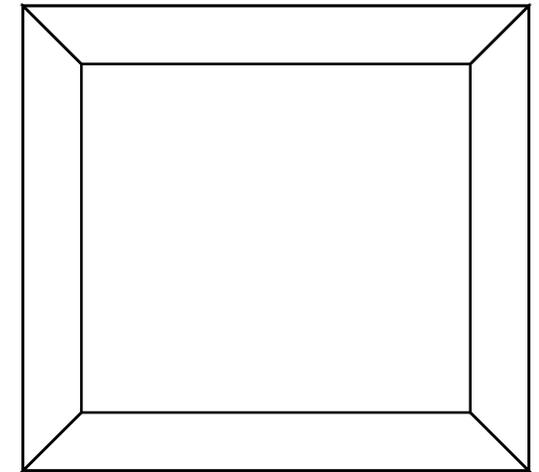
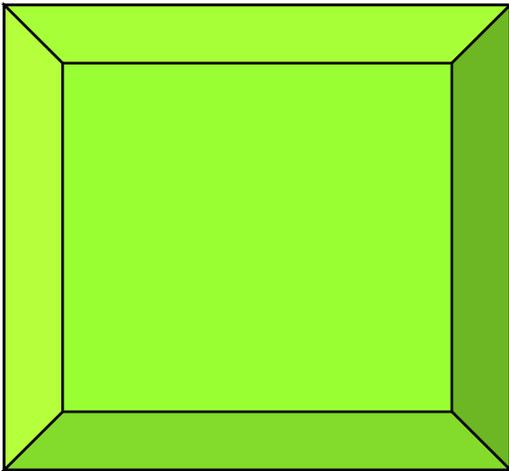
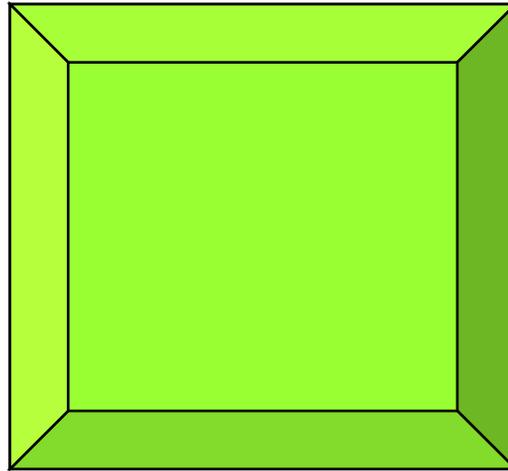
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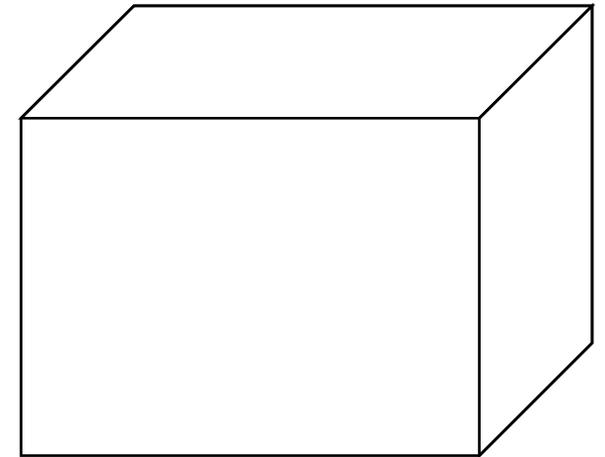
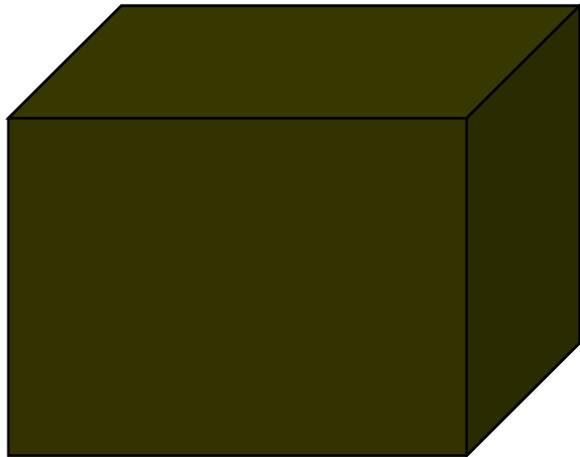
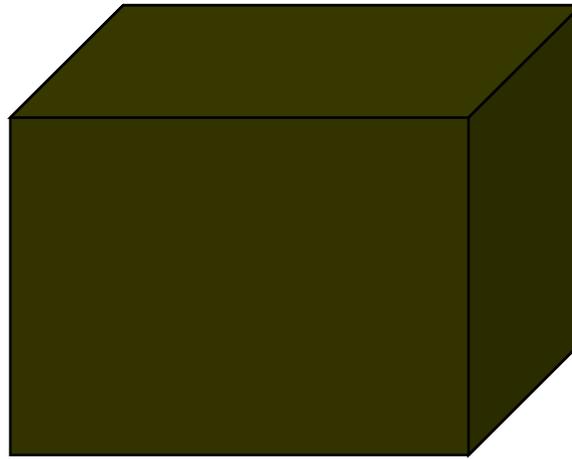
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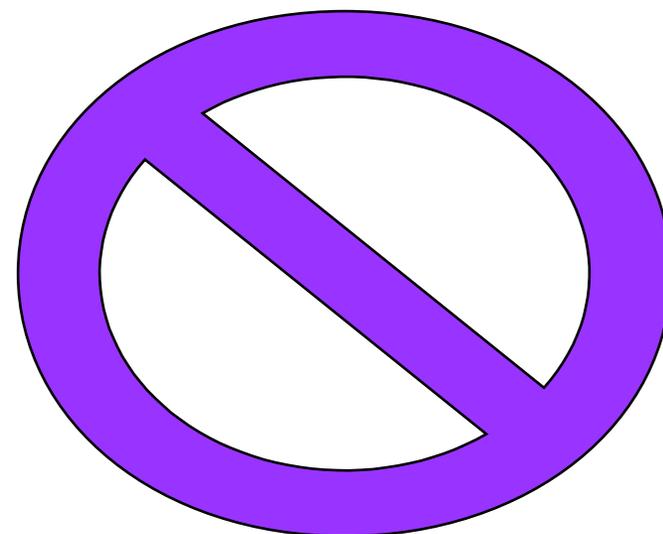
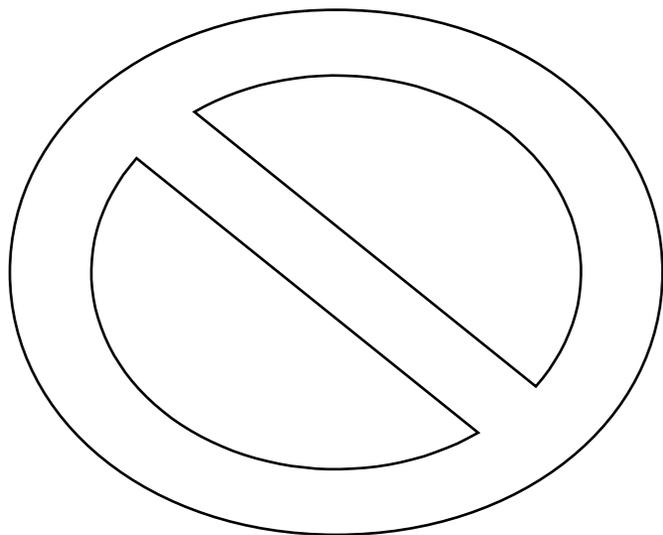
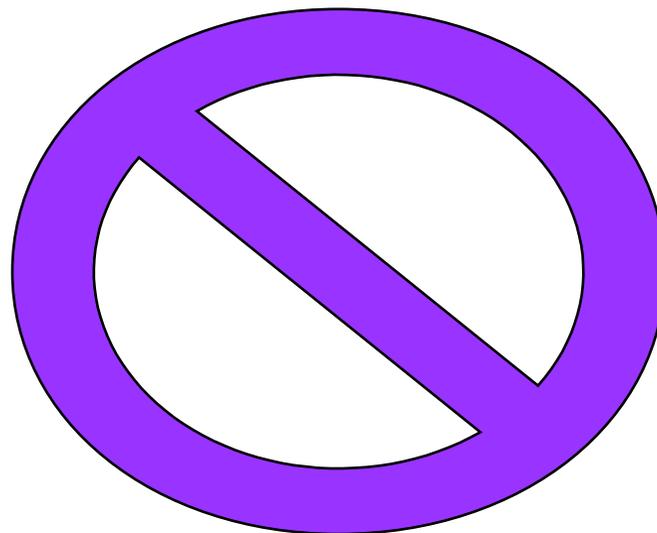
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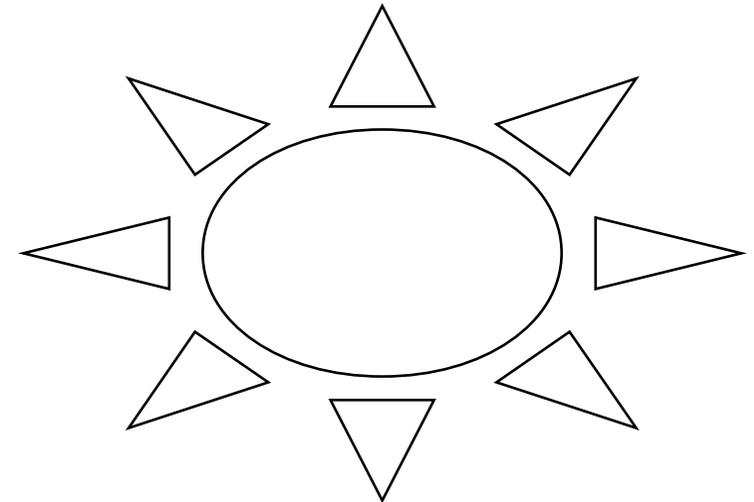
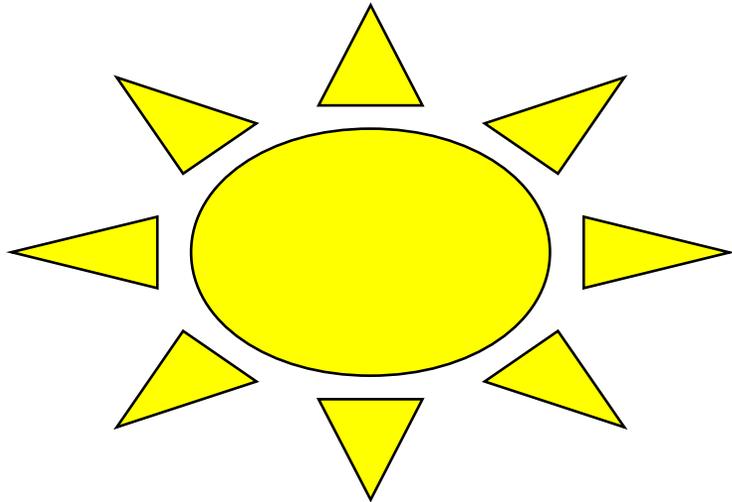
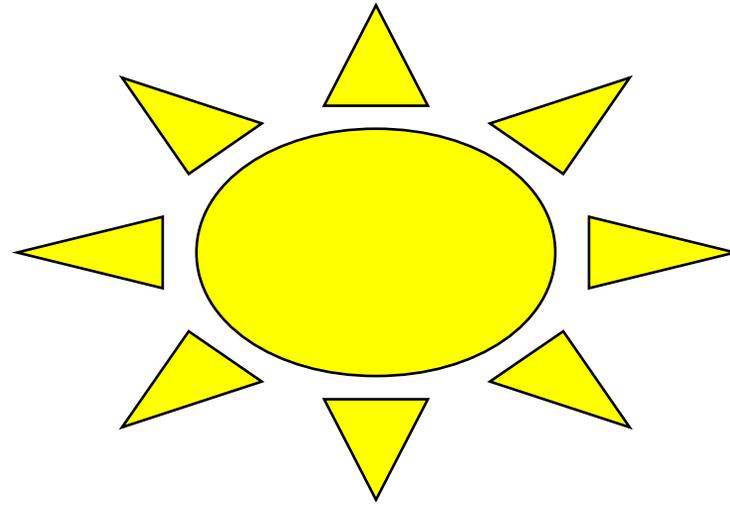
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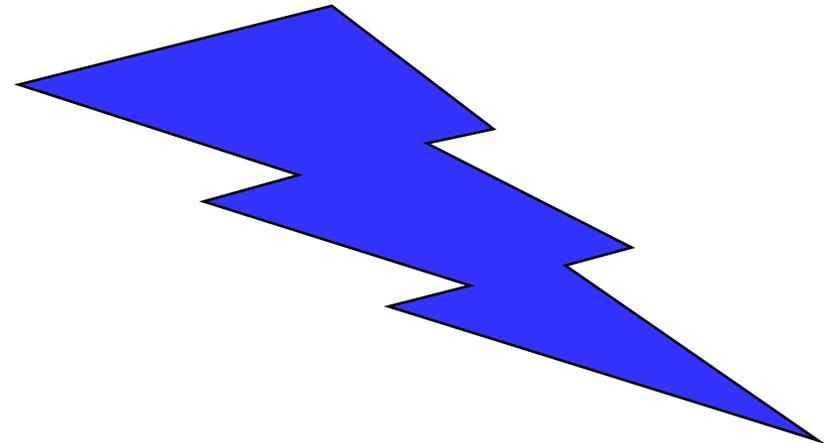
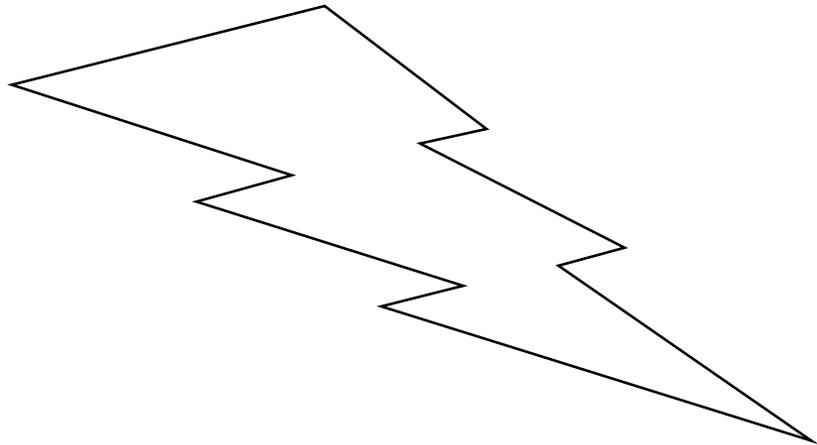
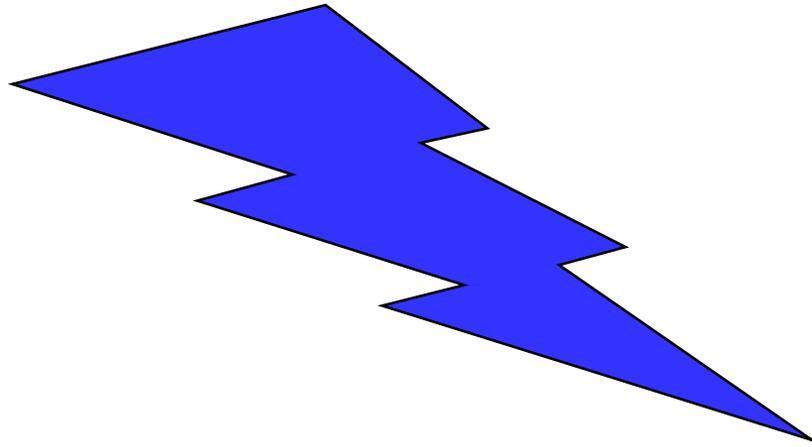
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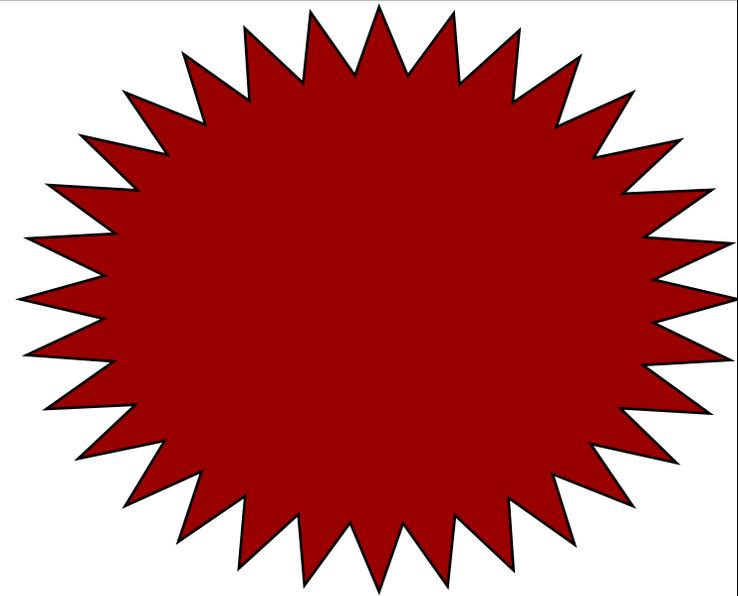
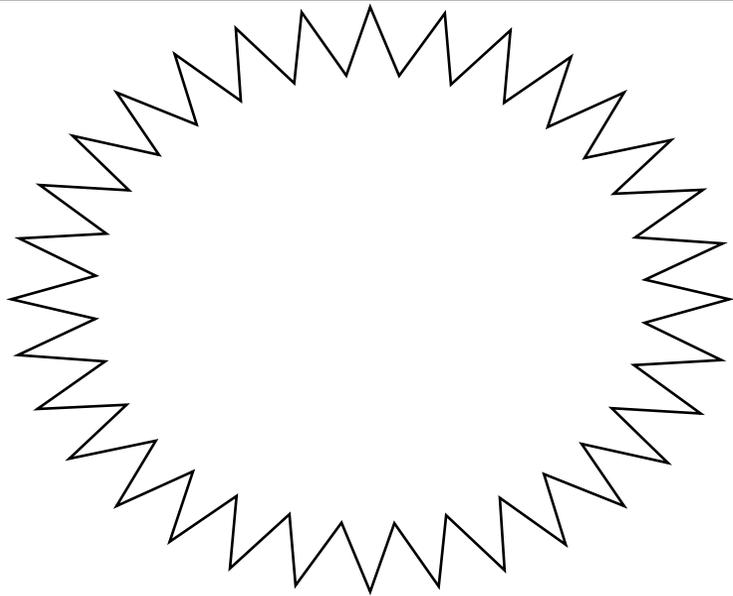
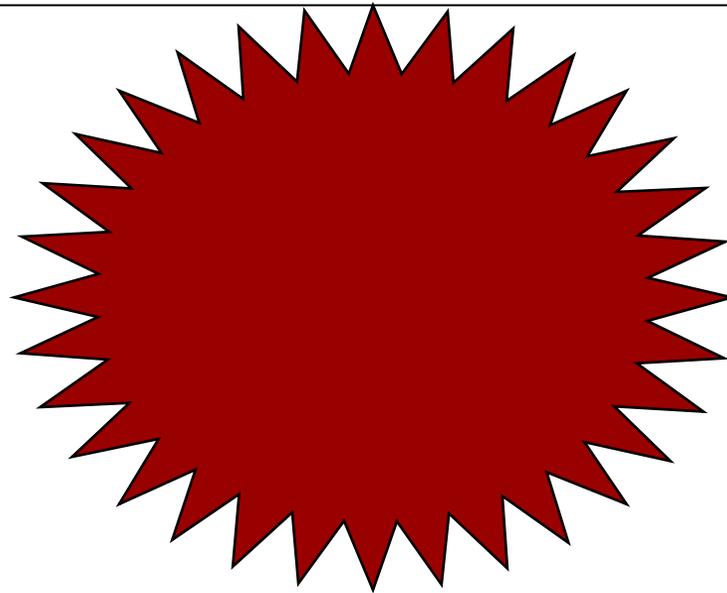
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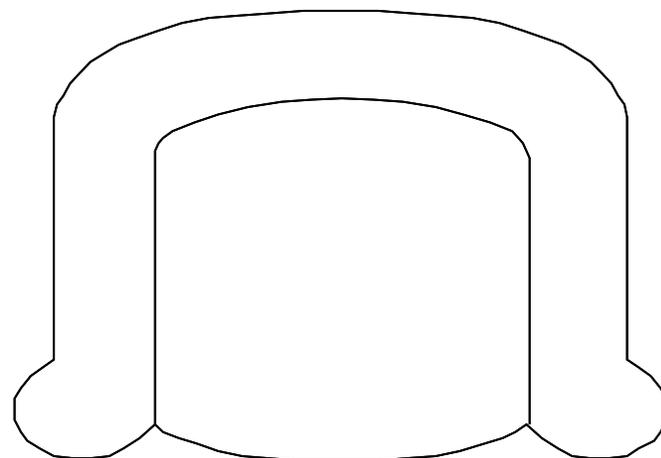
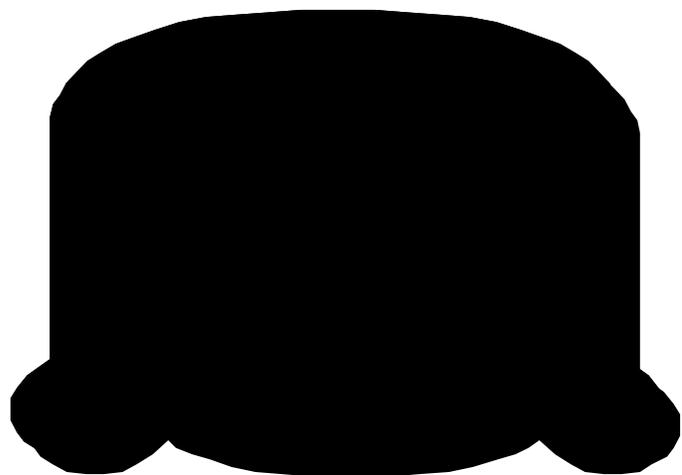
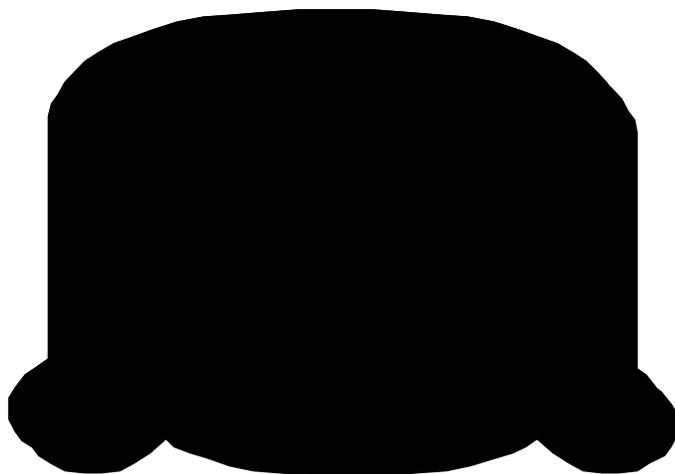
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Dopo averli denominati far associare i colori uguali.



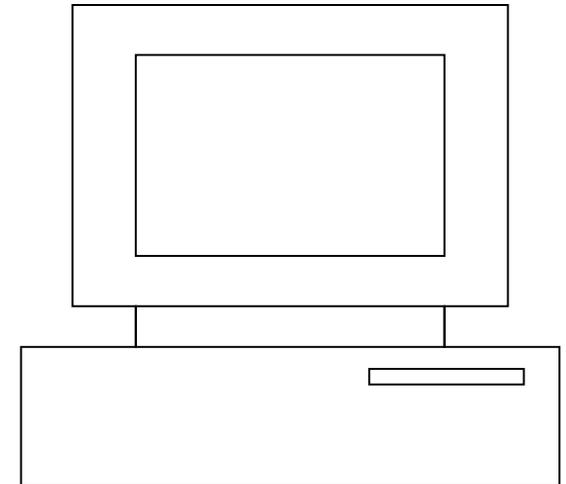
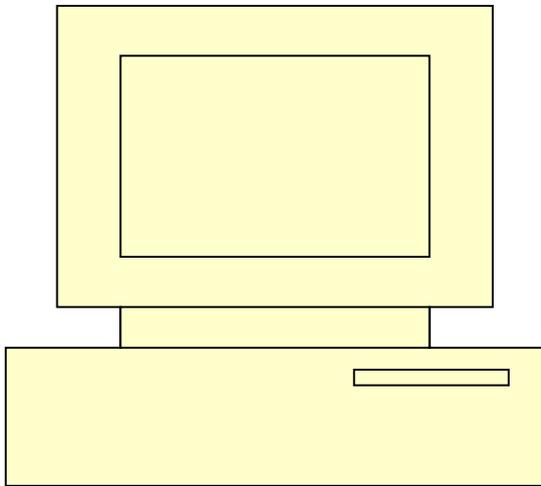
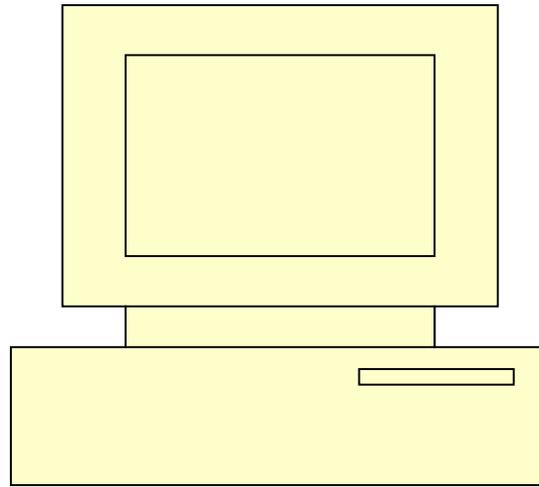
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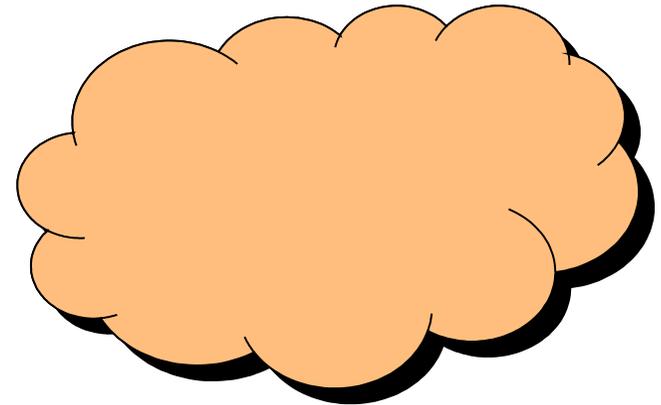
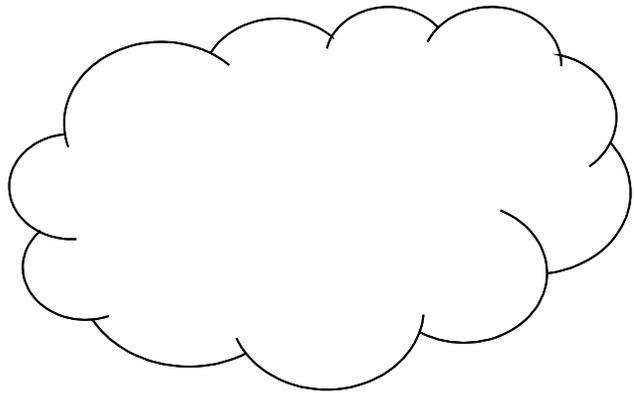
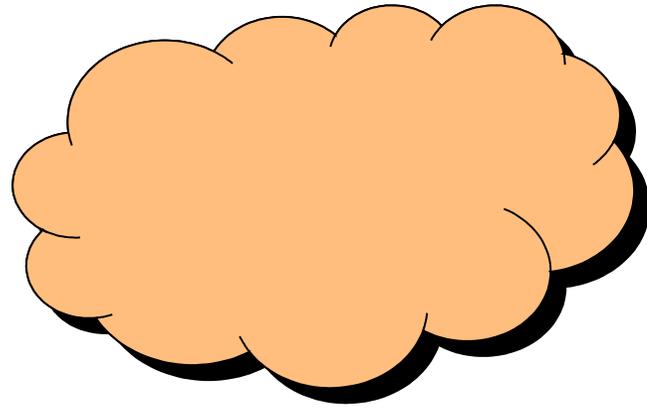


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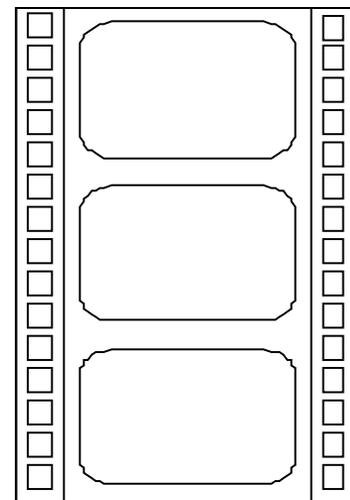
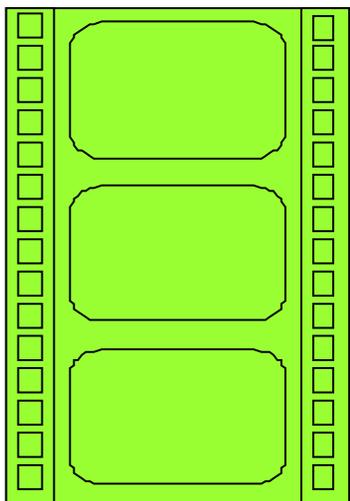
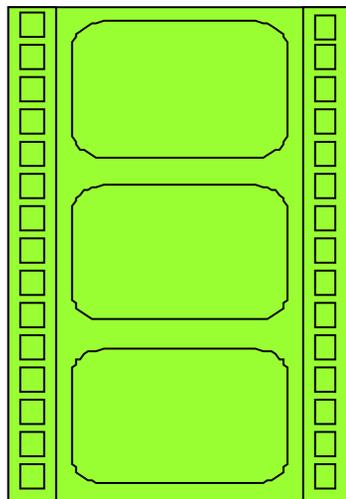


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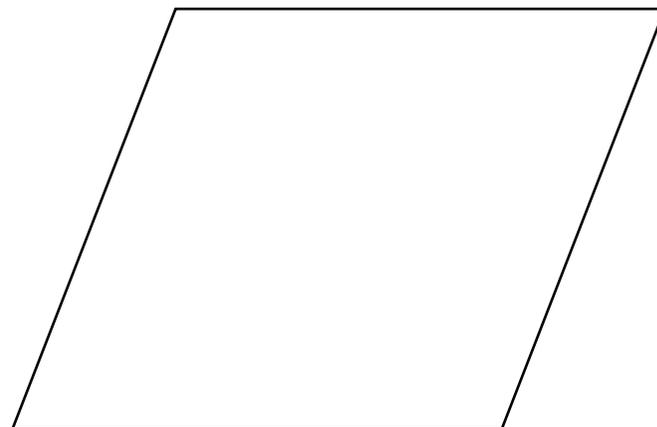
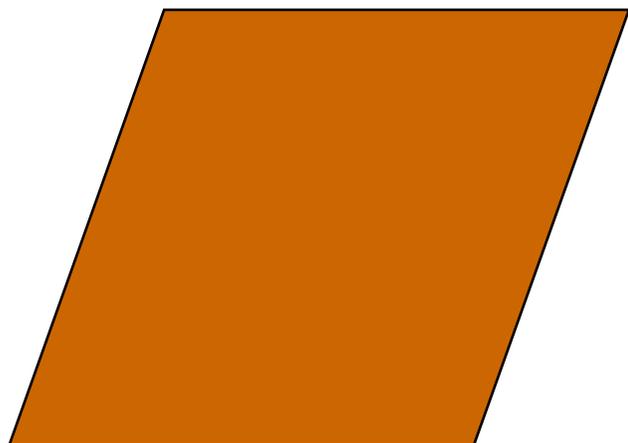
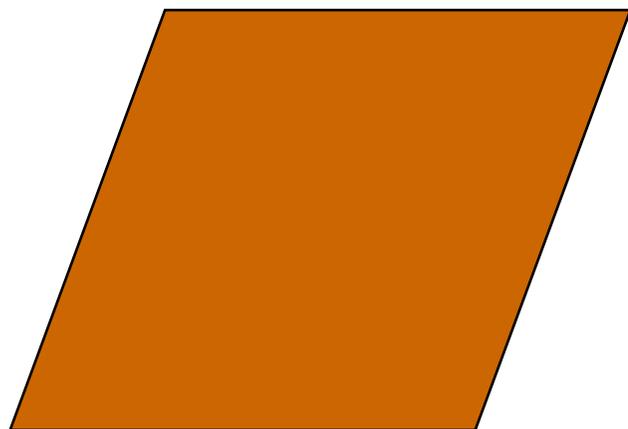
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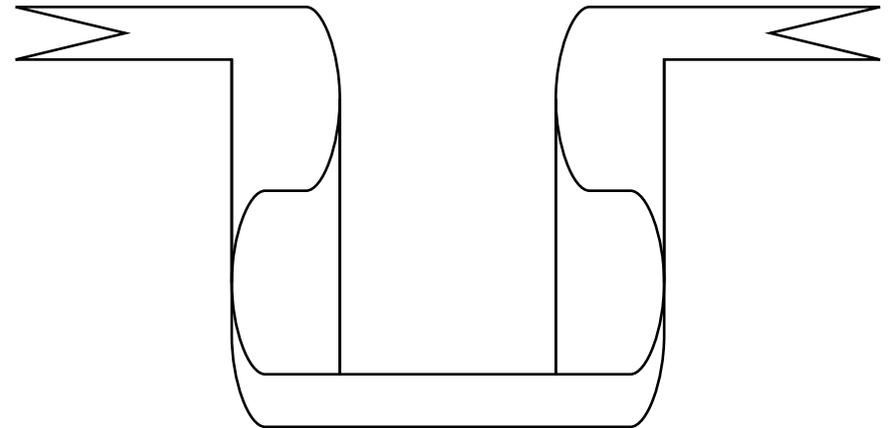
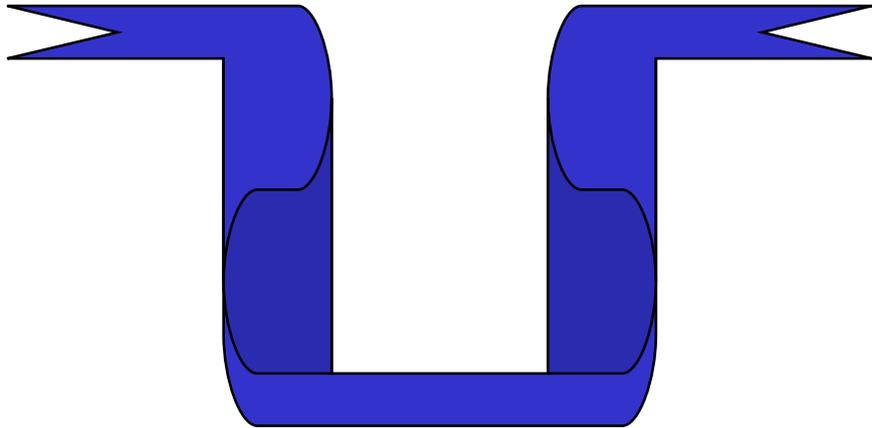
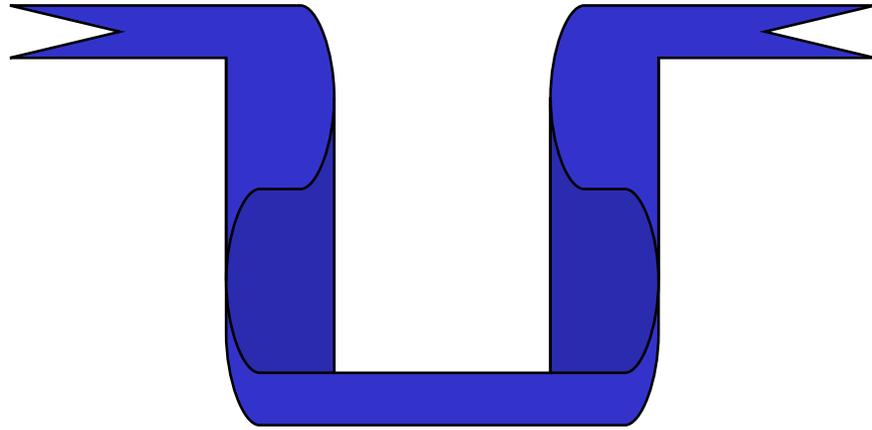
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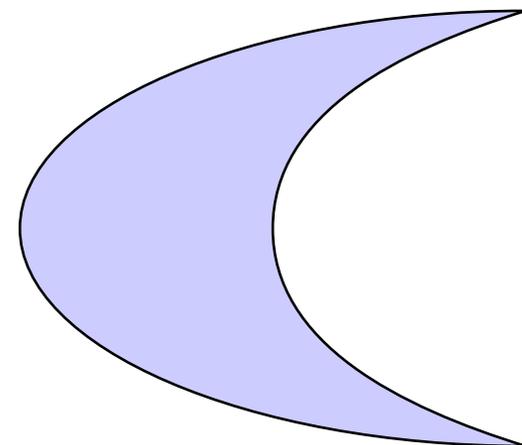
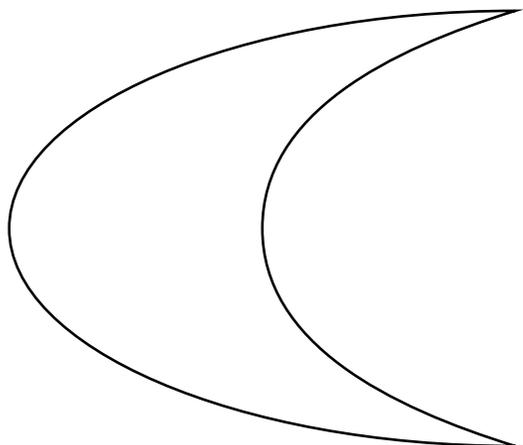
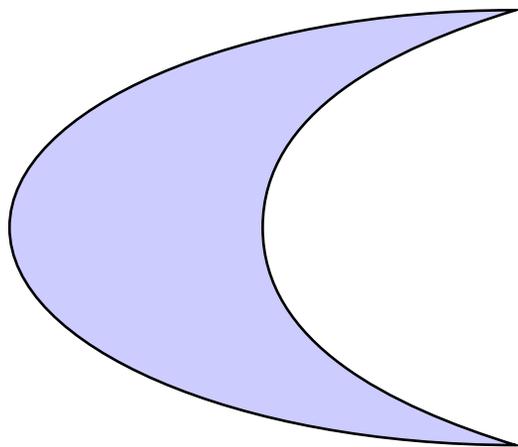
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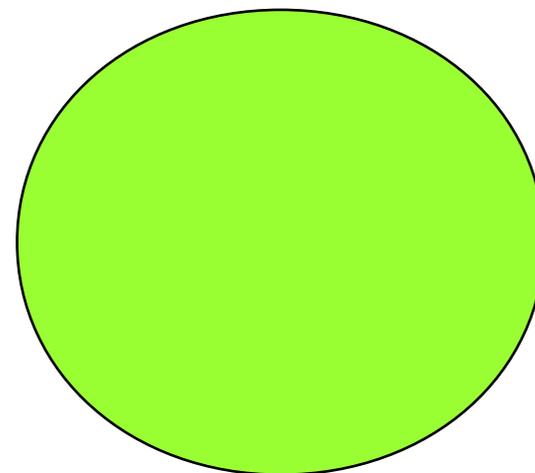
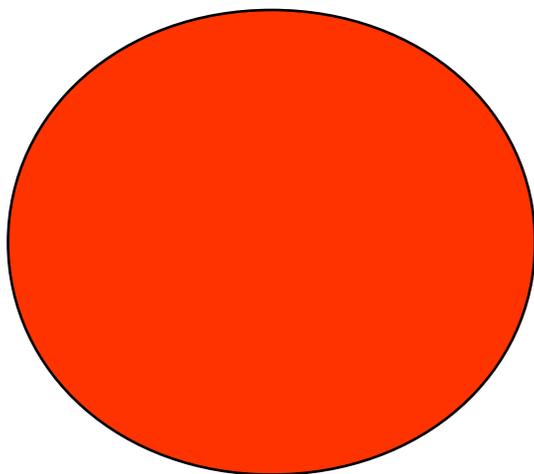
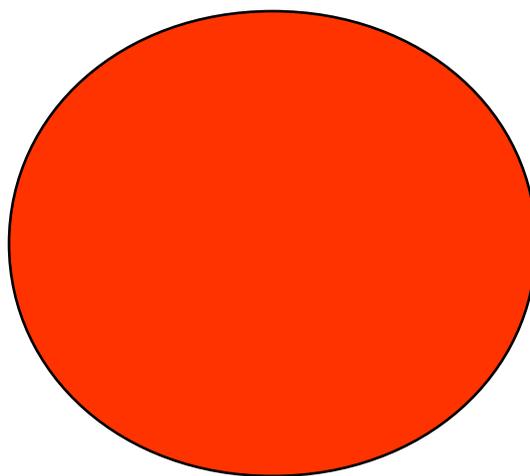
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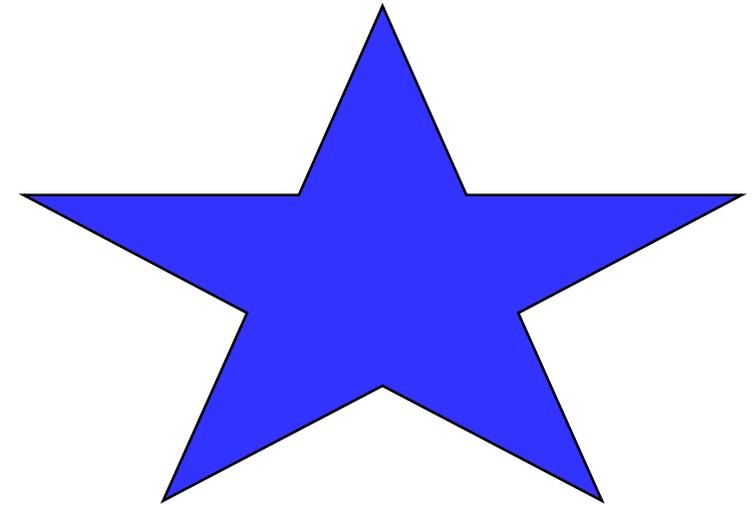
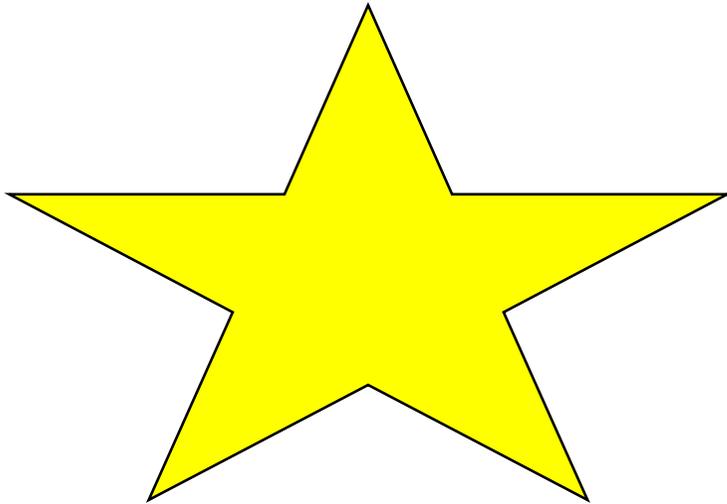
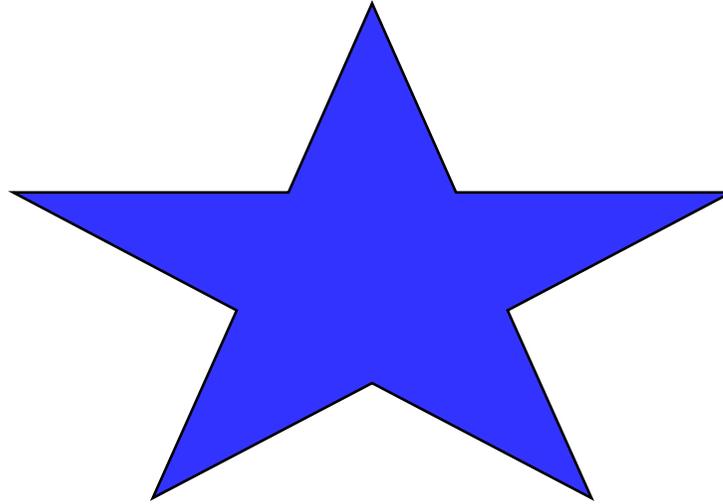


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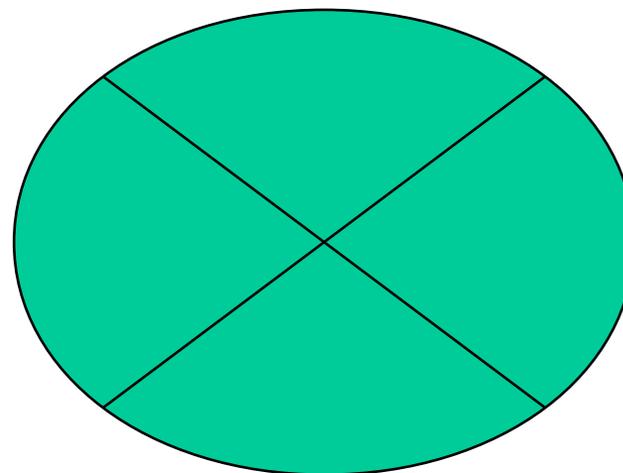
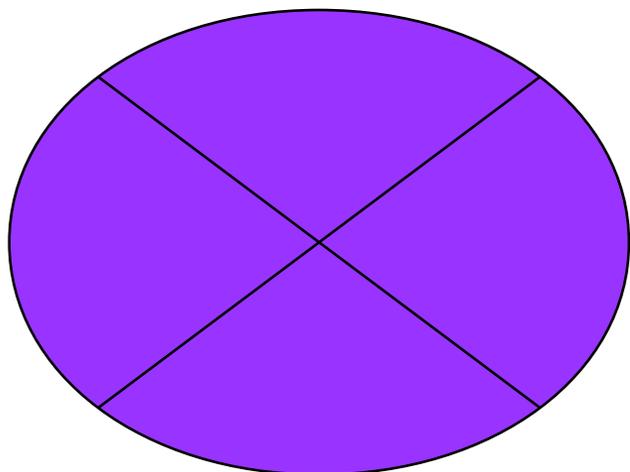
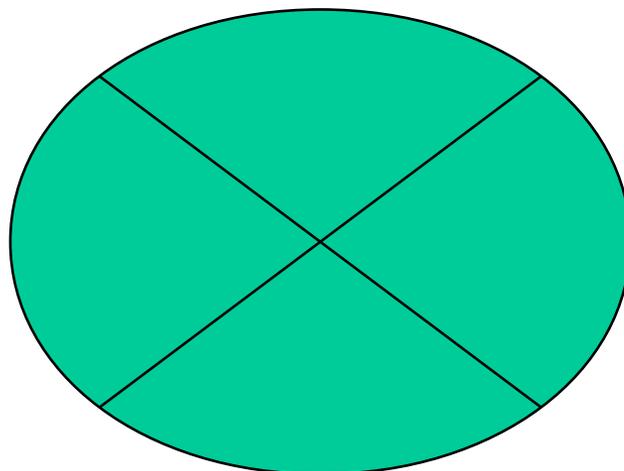


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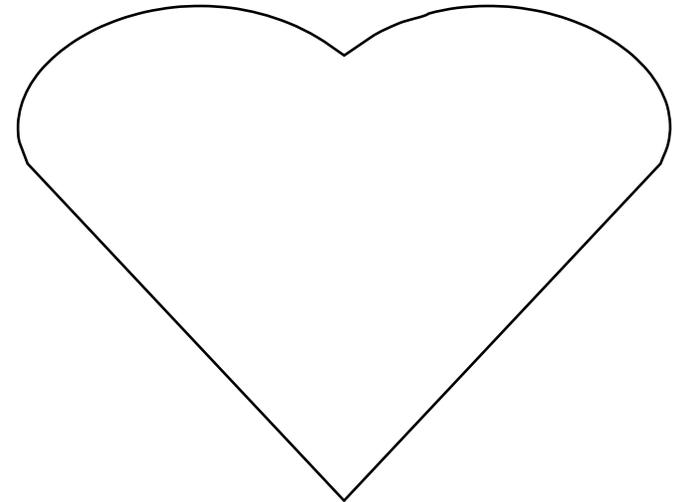
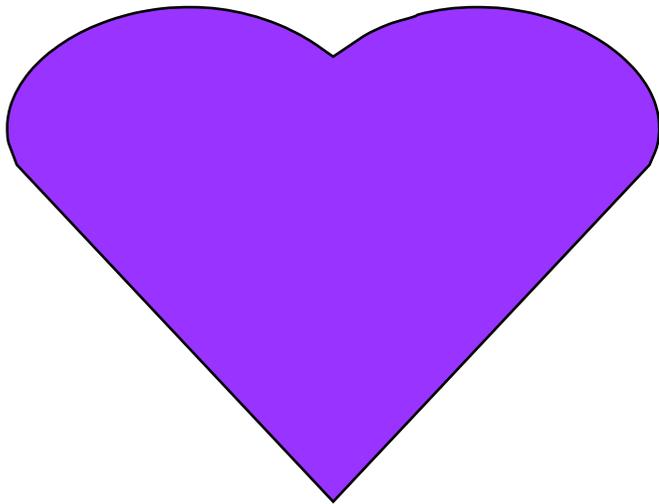
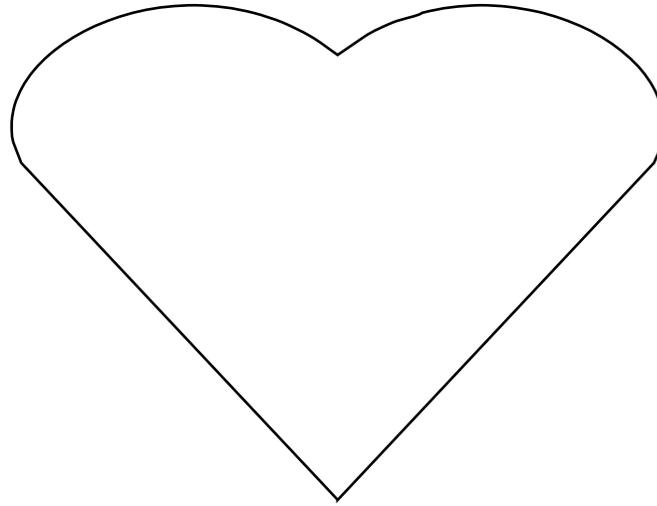
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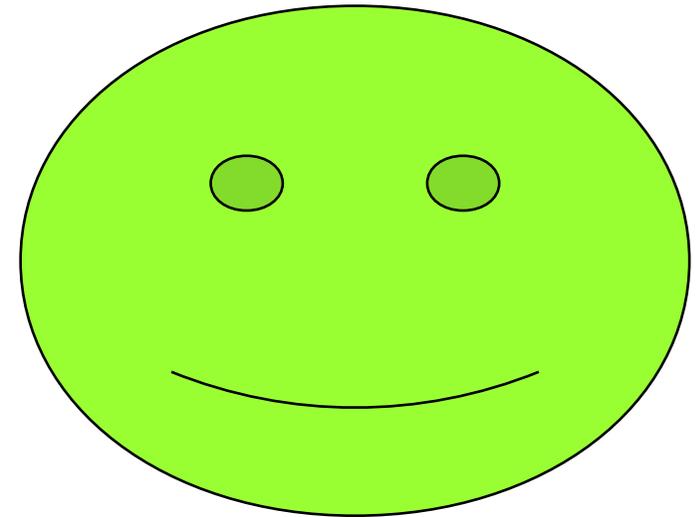
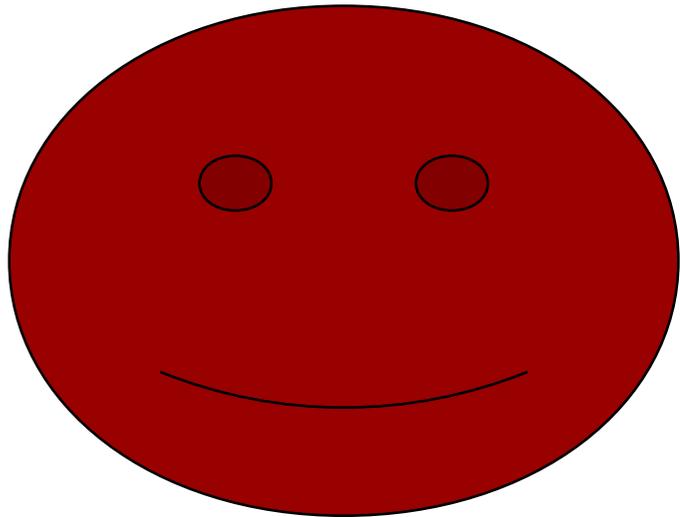
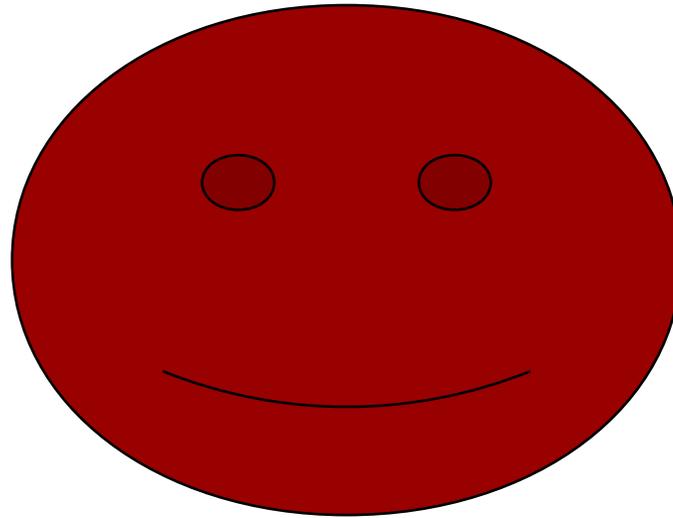
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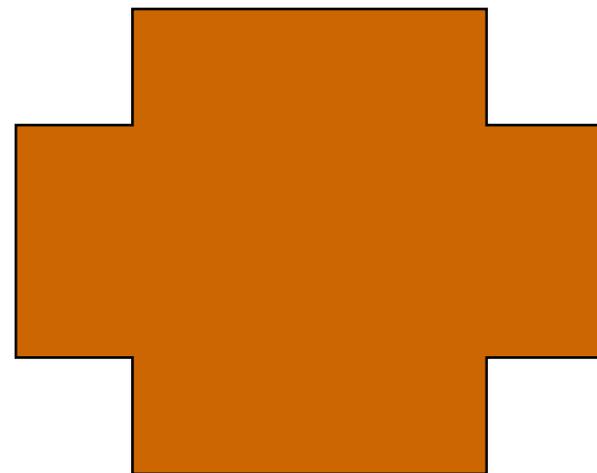
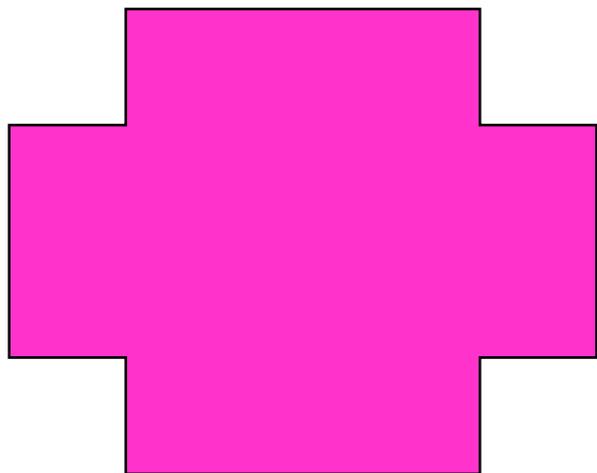
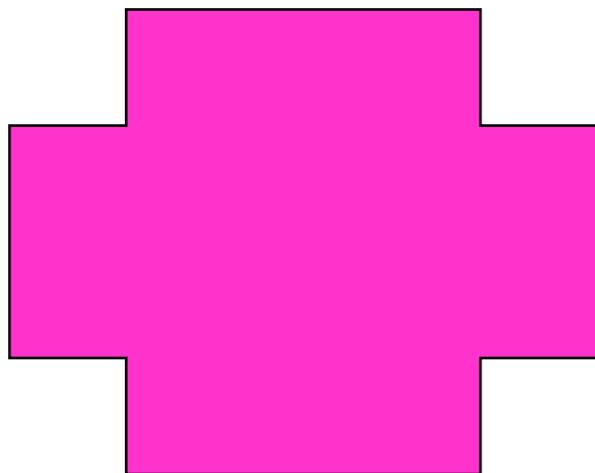
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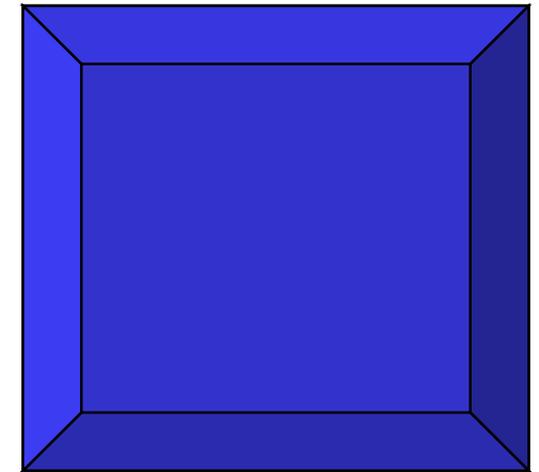
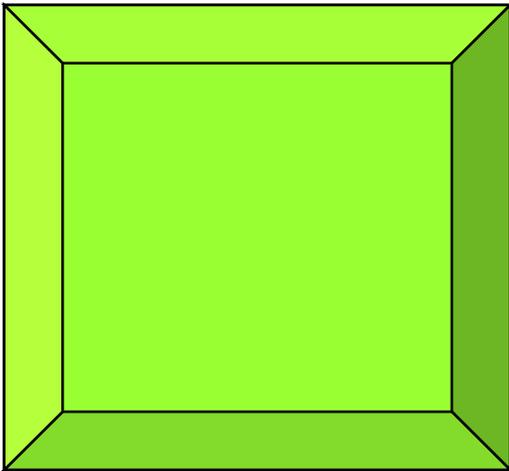
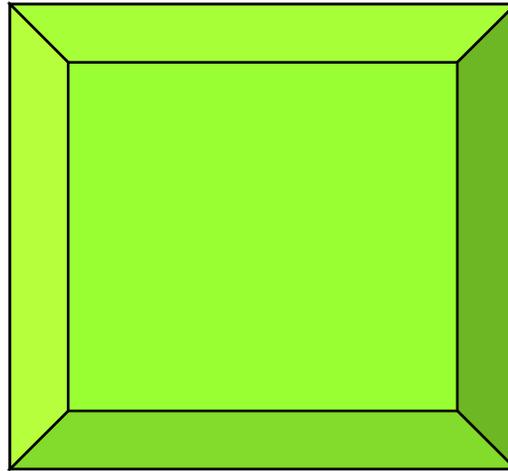
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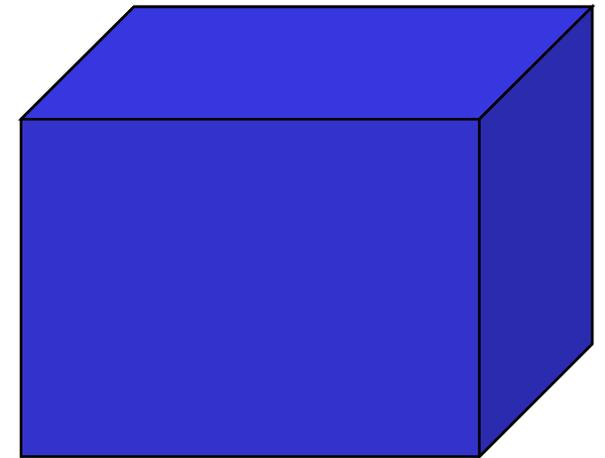
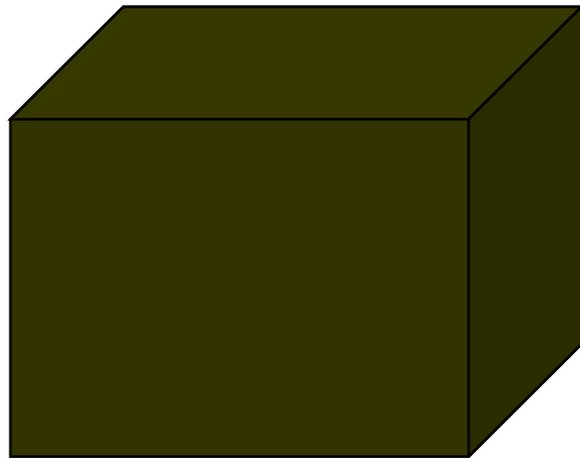
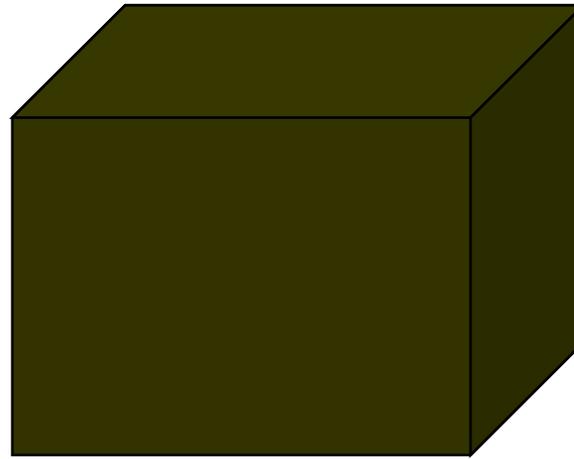
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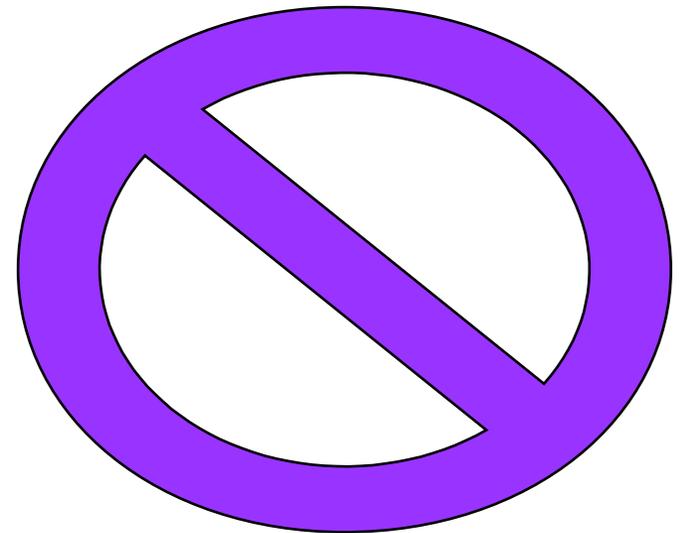
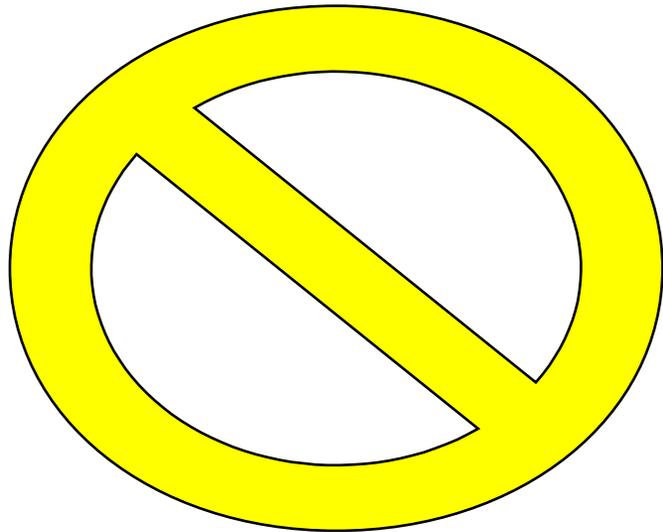
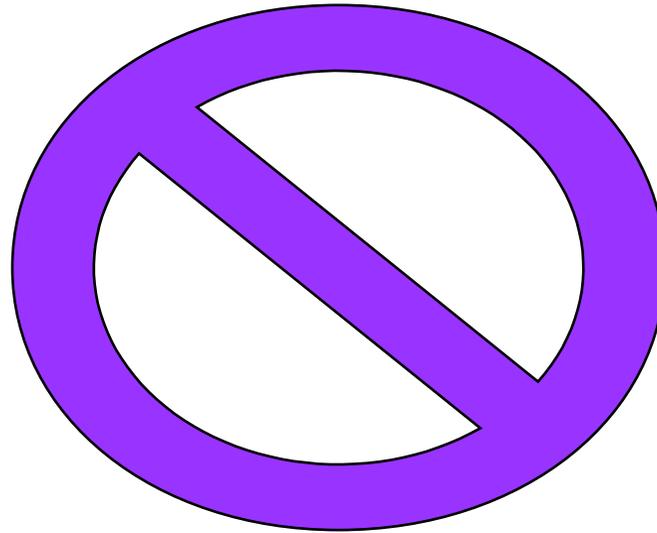


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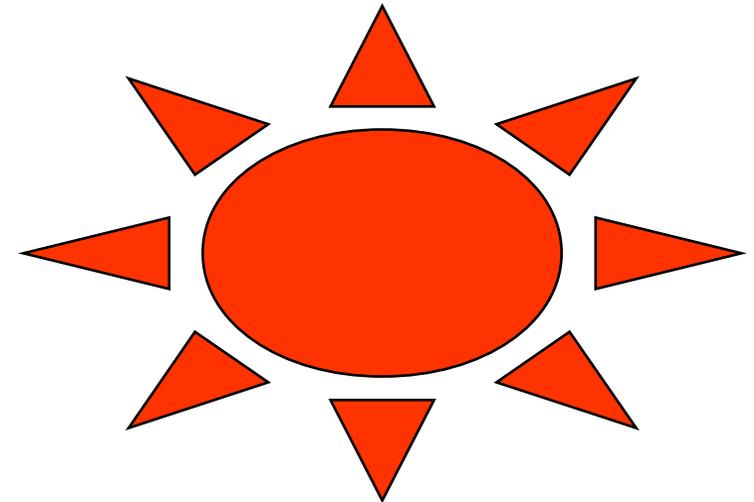
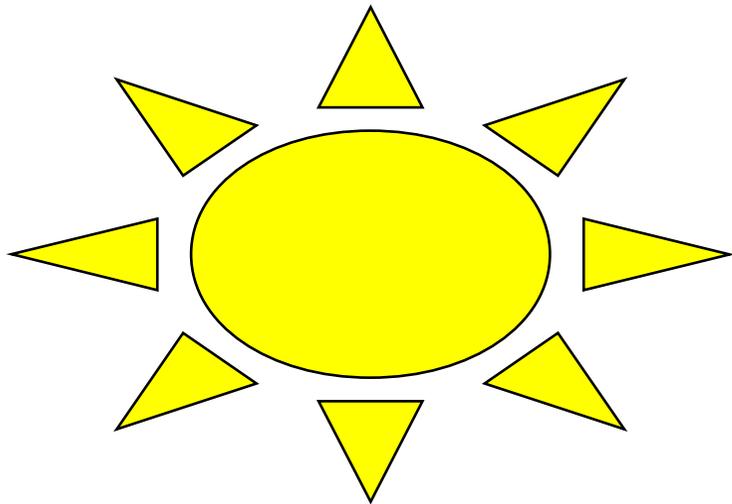
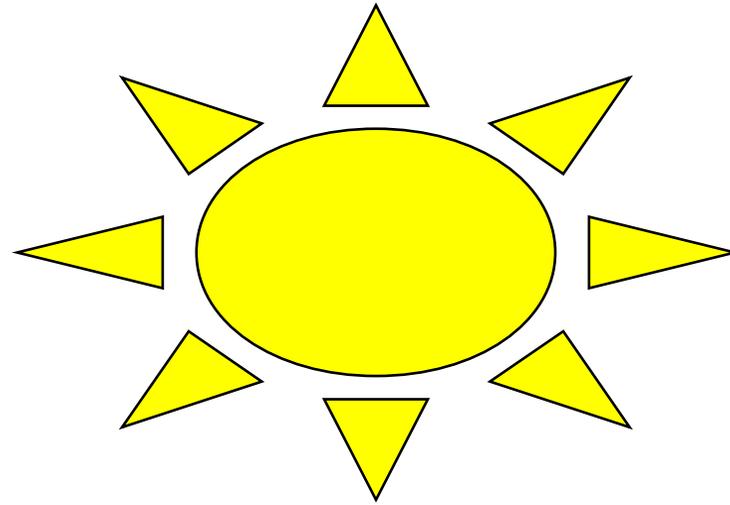


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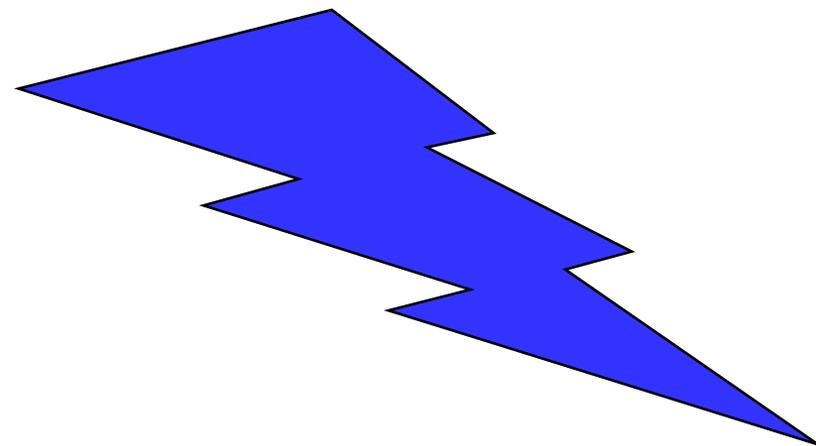
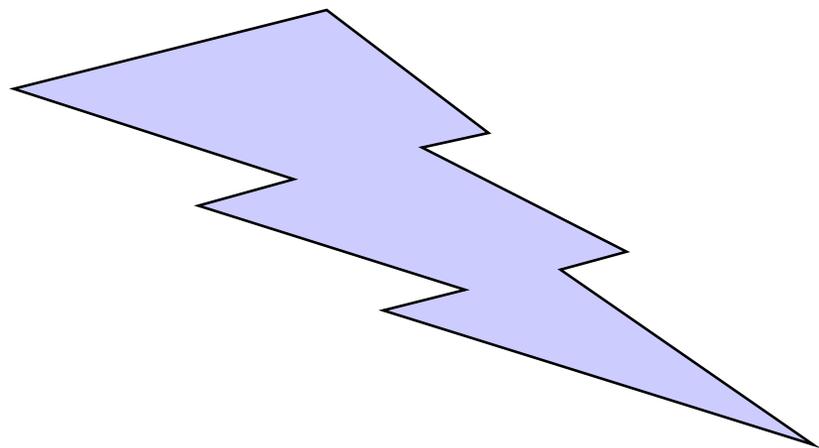
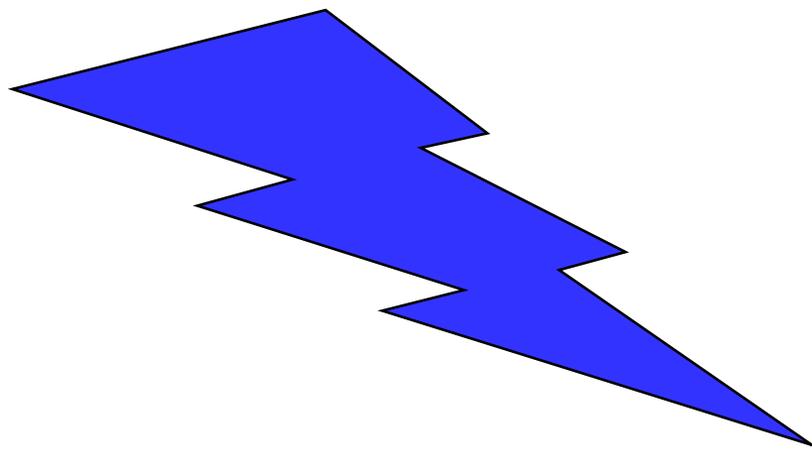
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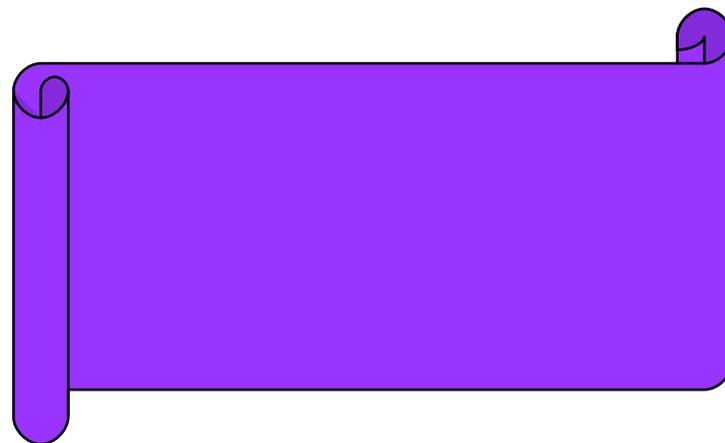
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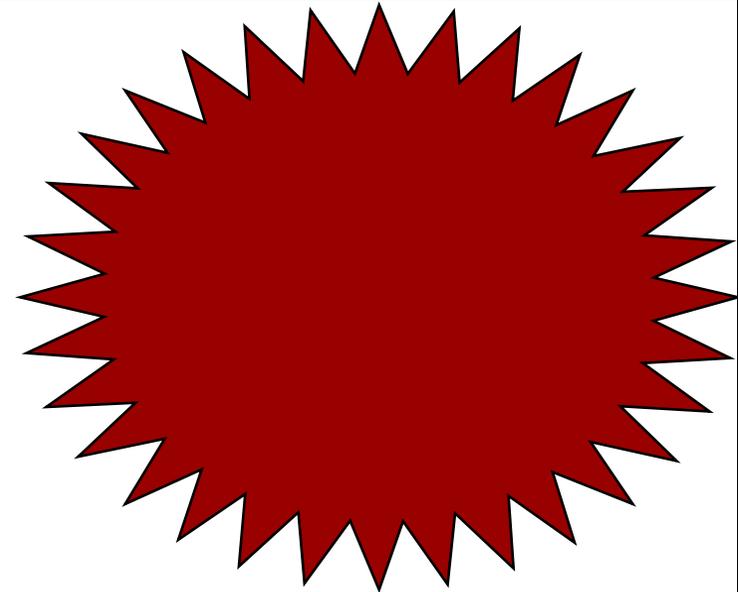
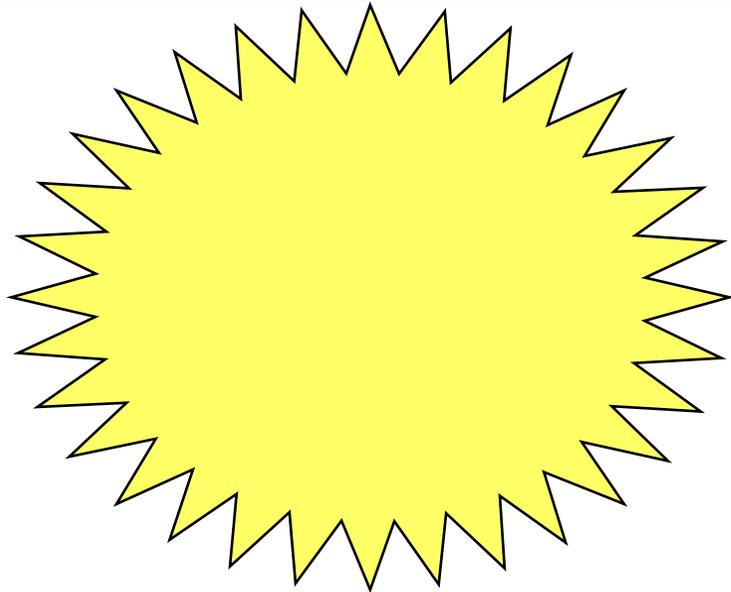
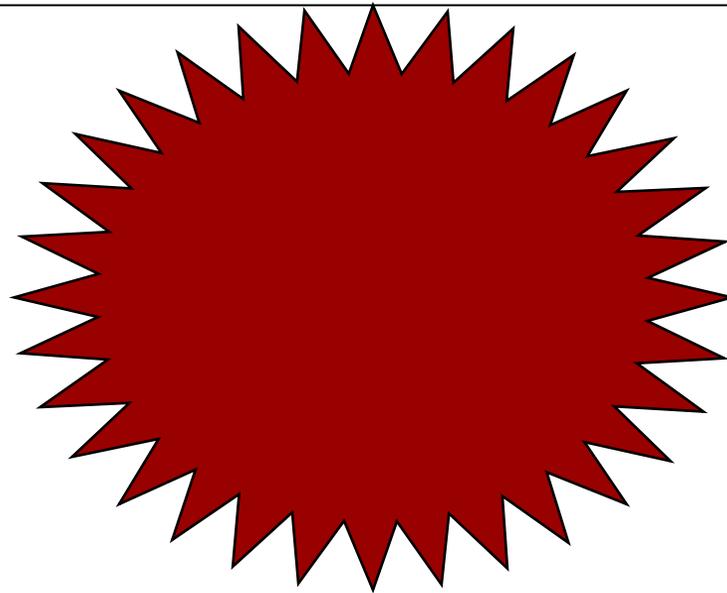
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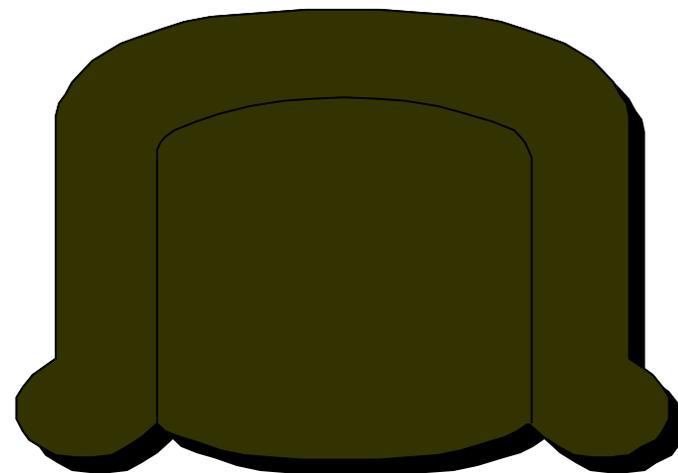
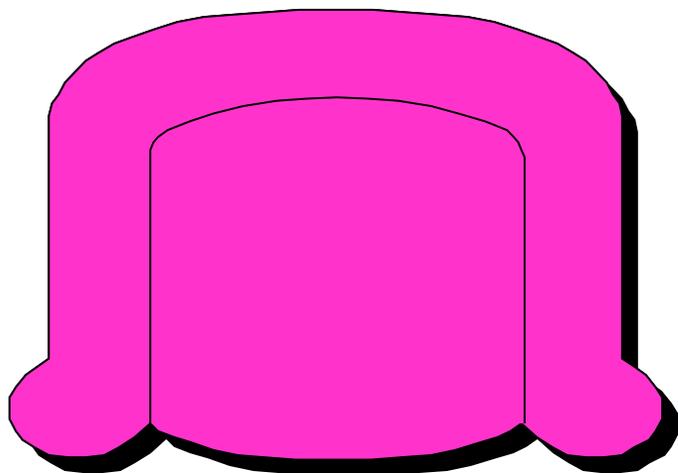
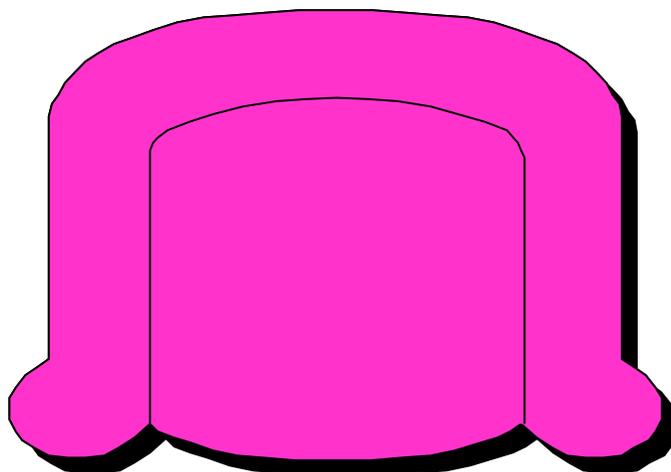
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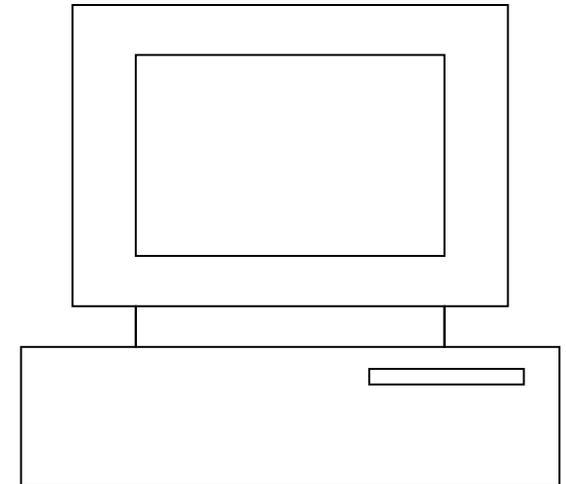
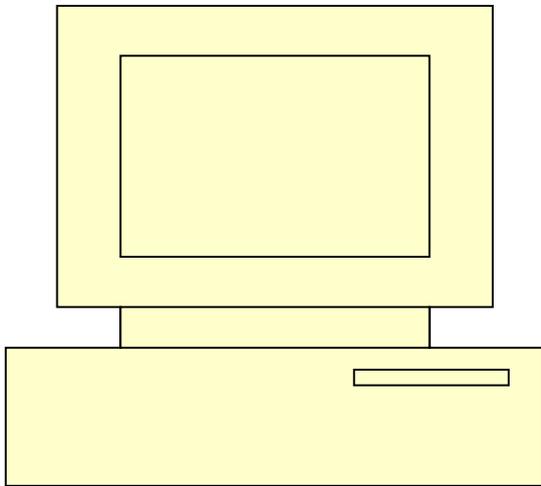
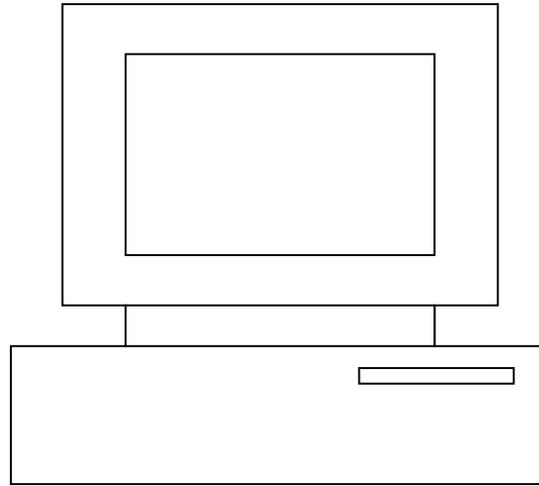
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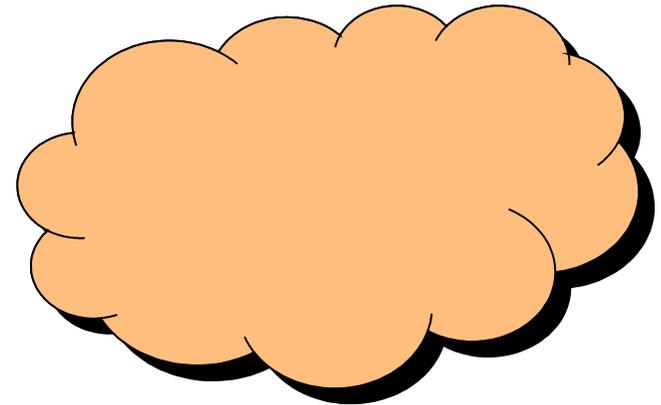
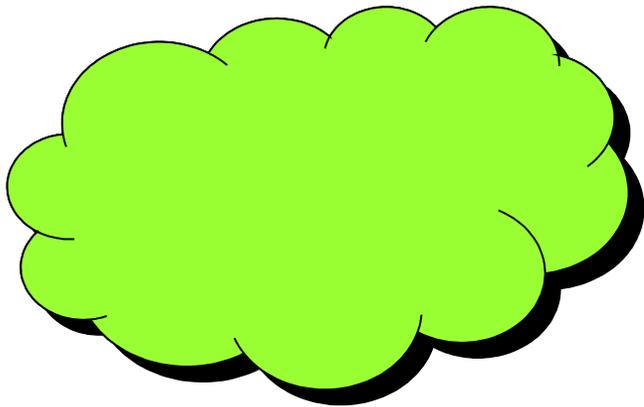
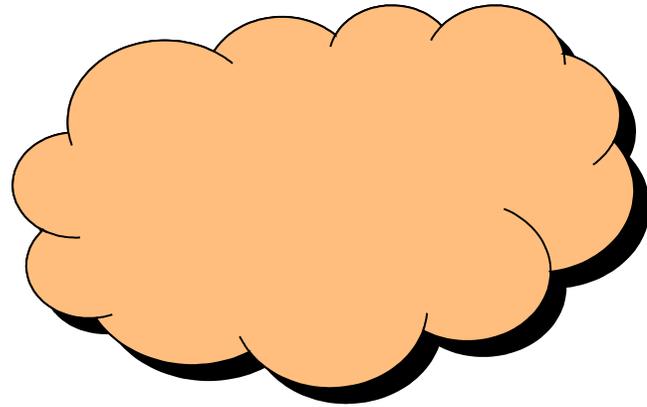


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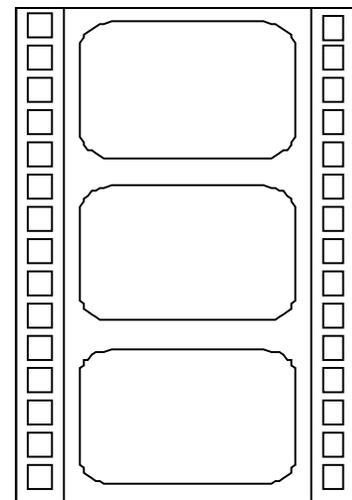
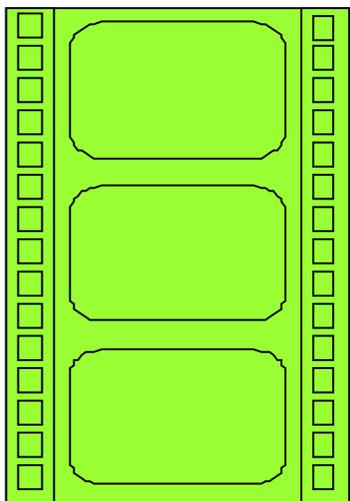
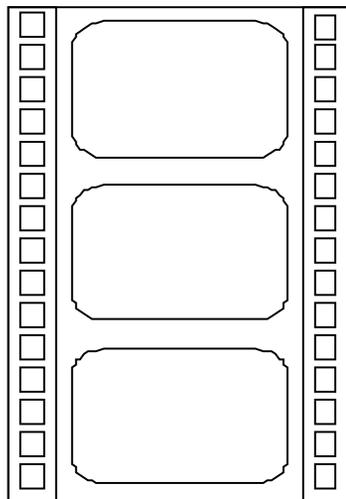


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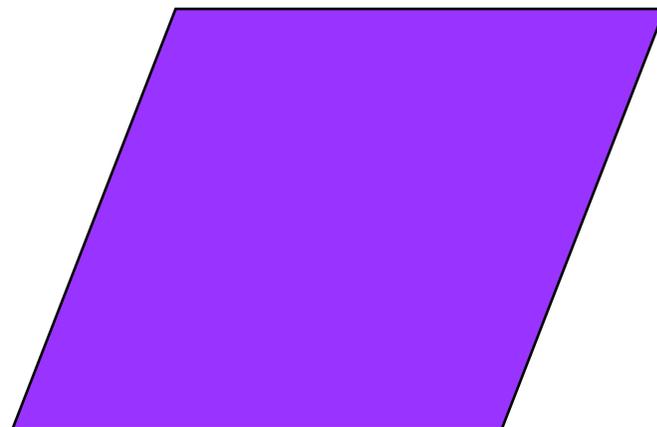
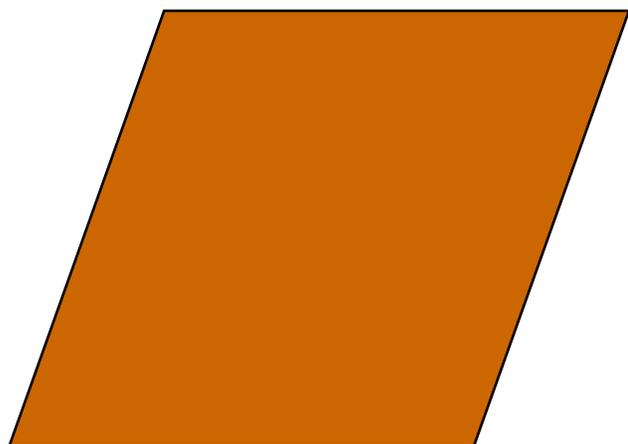
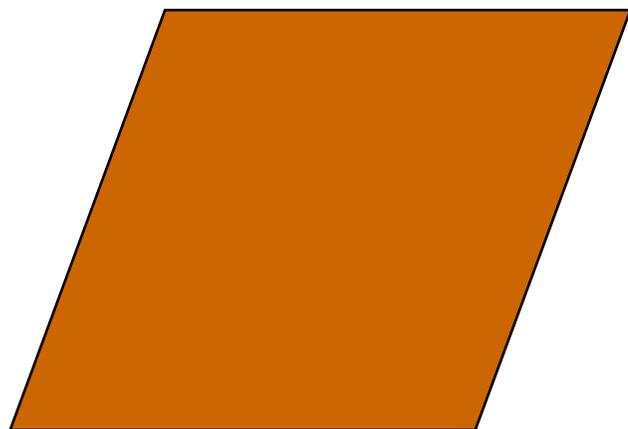
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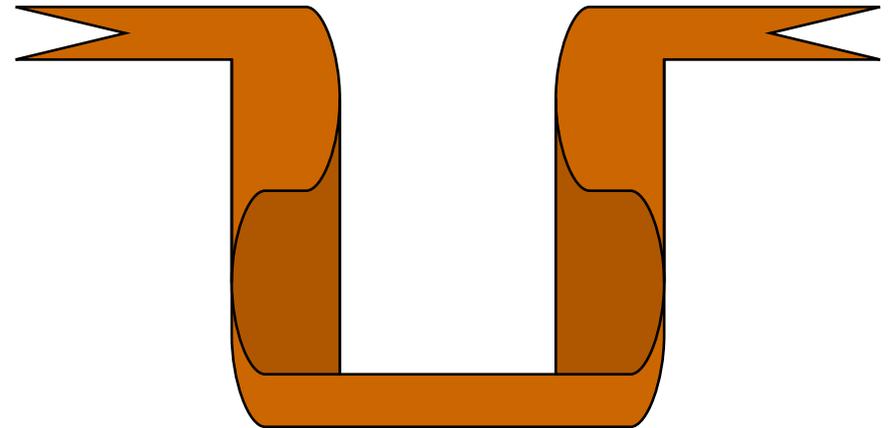
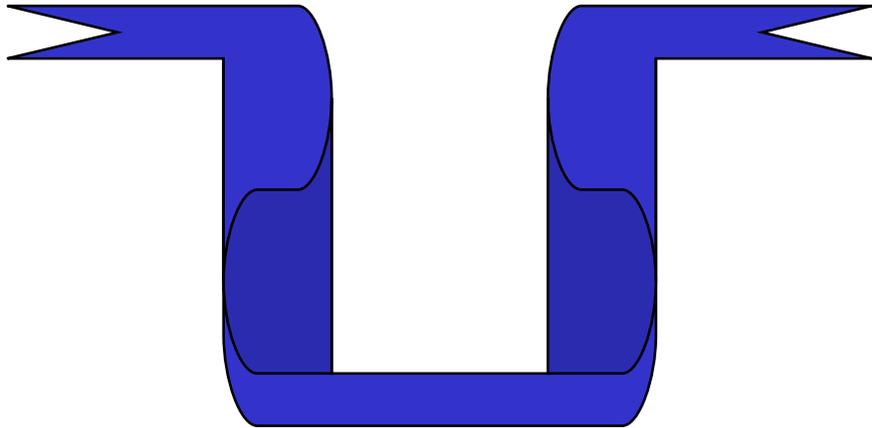
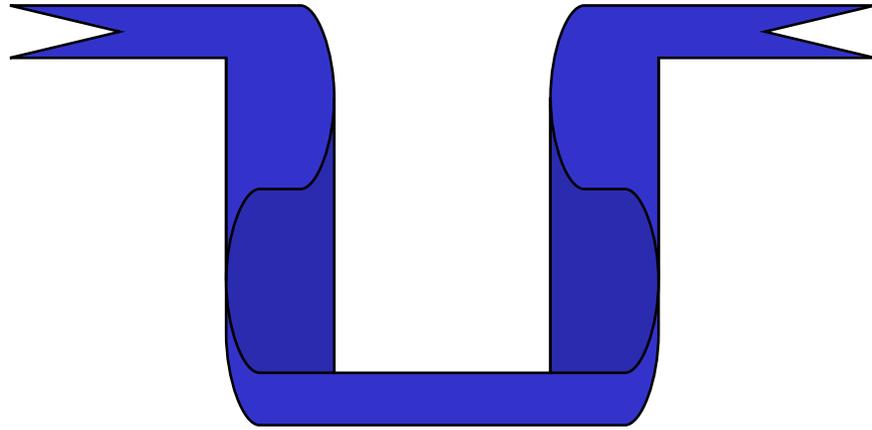
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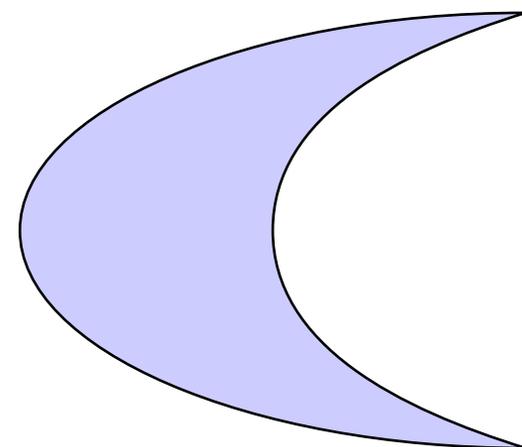
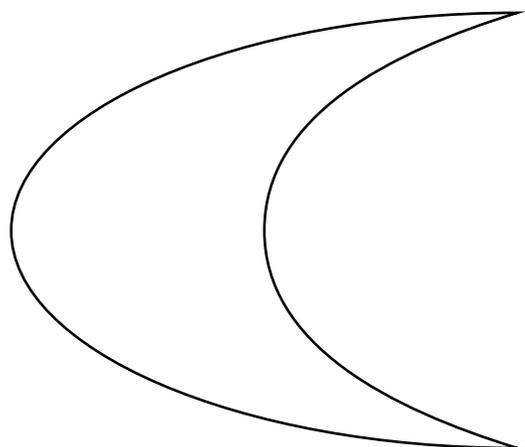
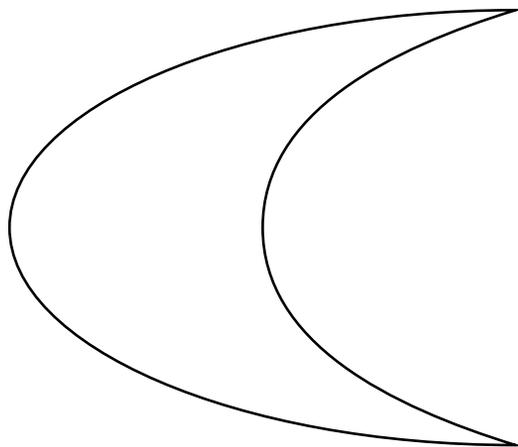
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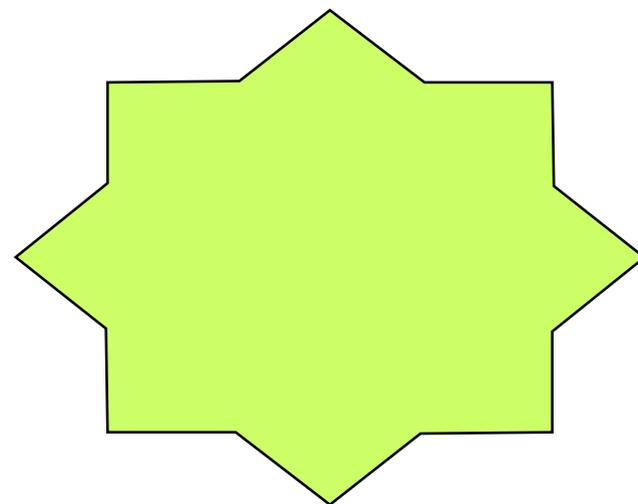
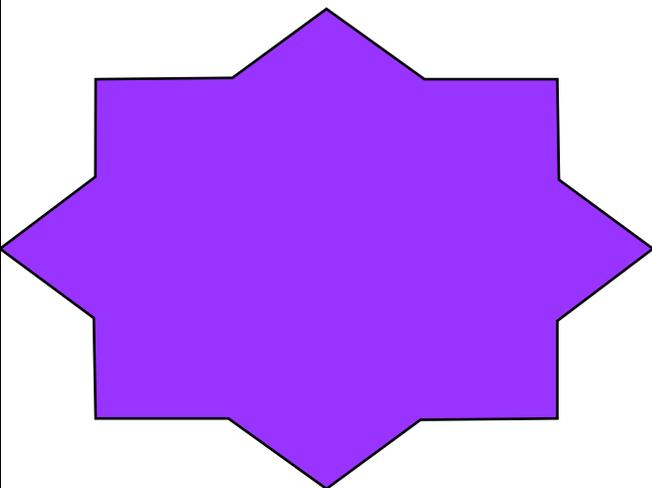
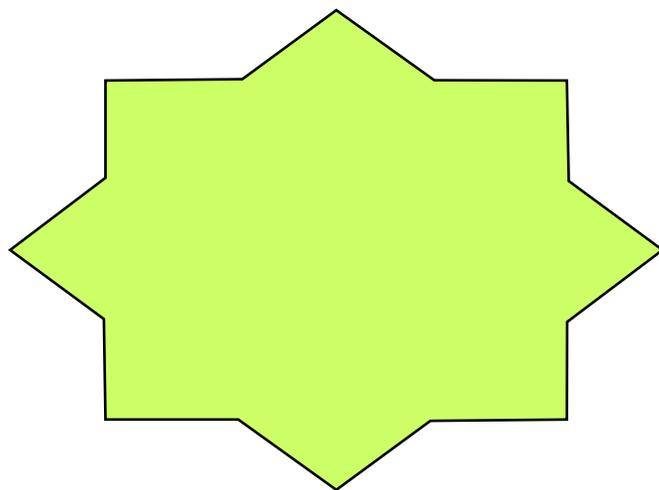
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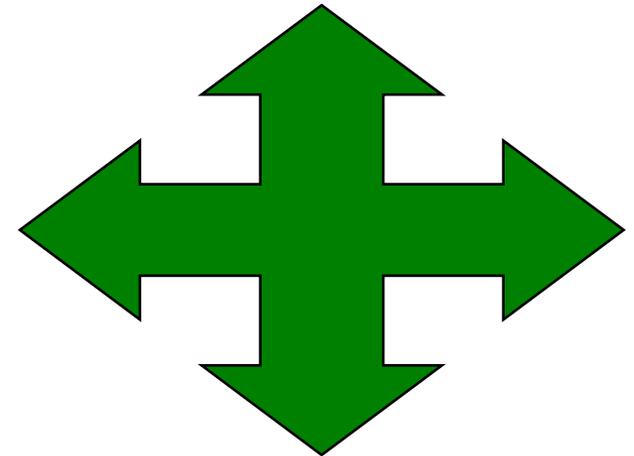
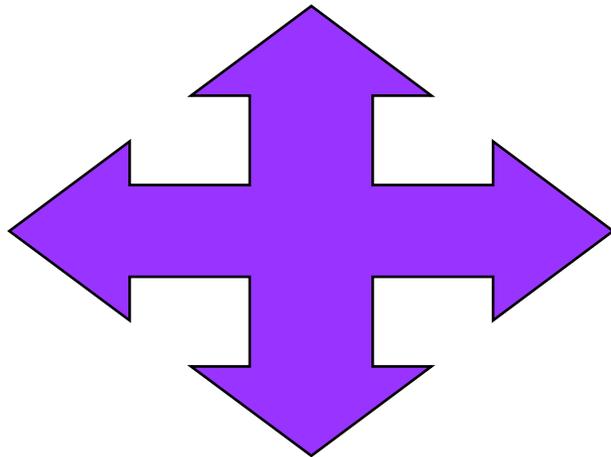
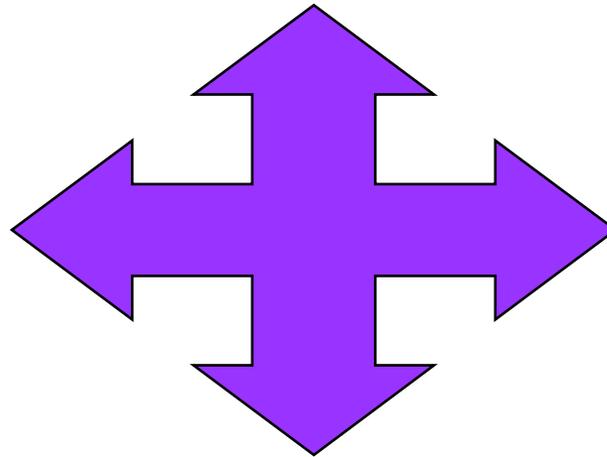
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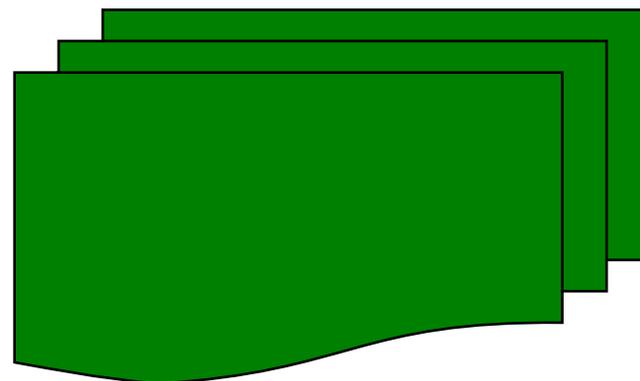
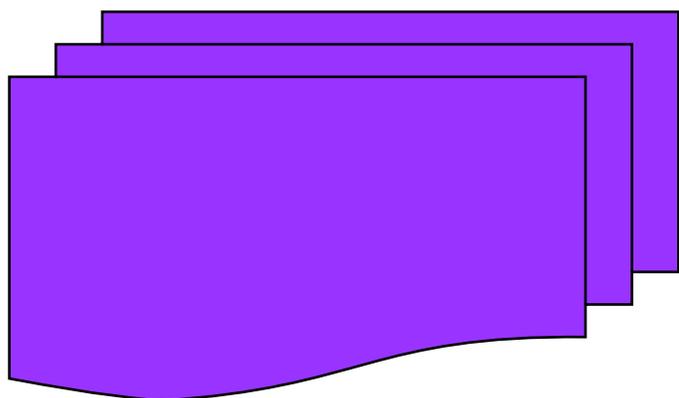
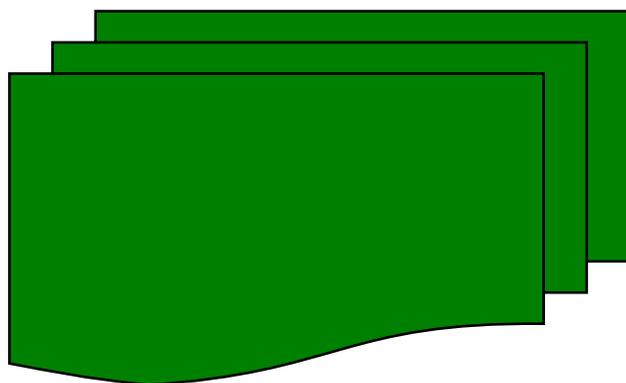
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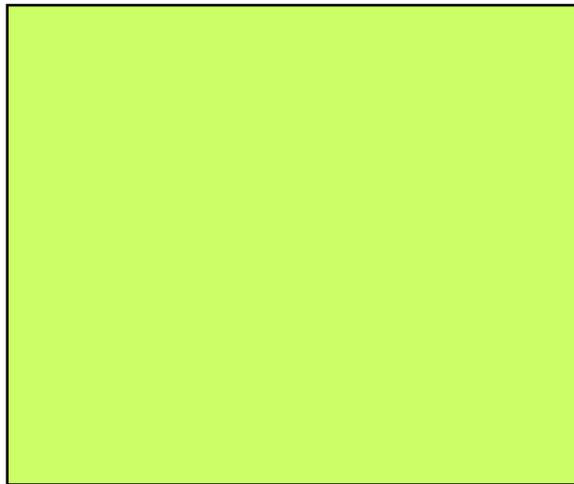
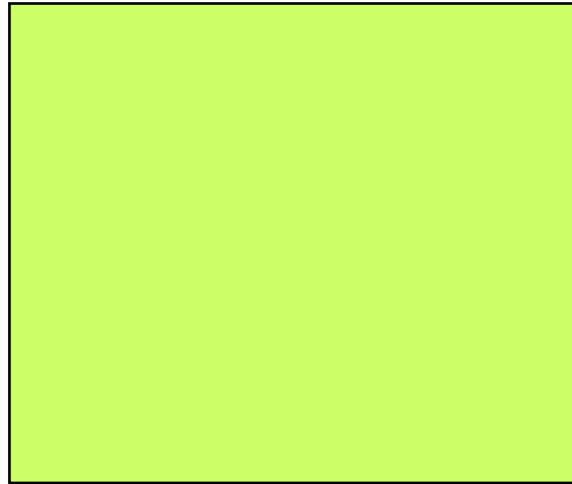
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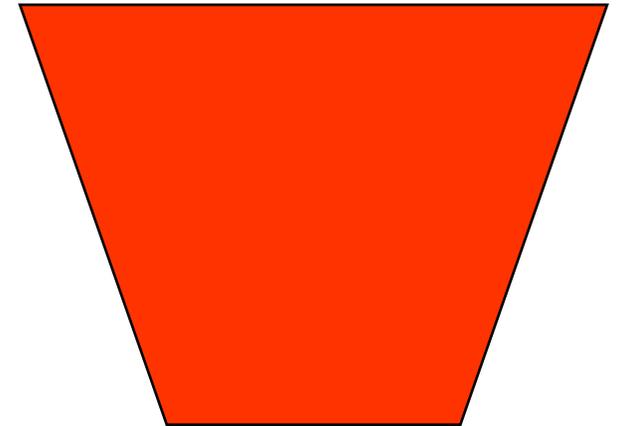
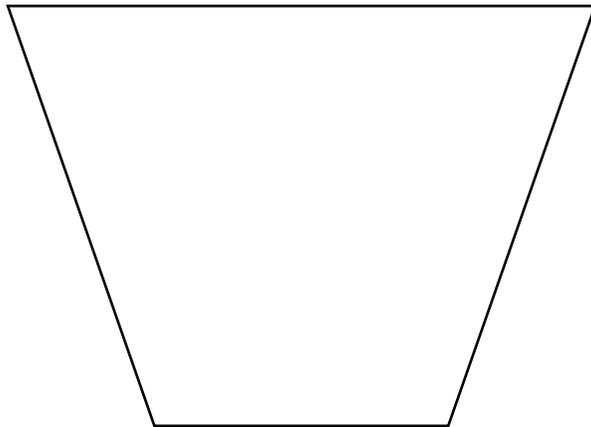
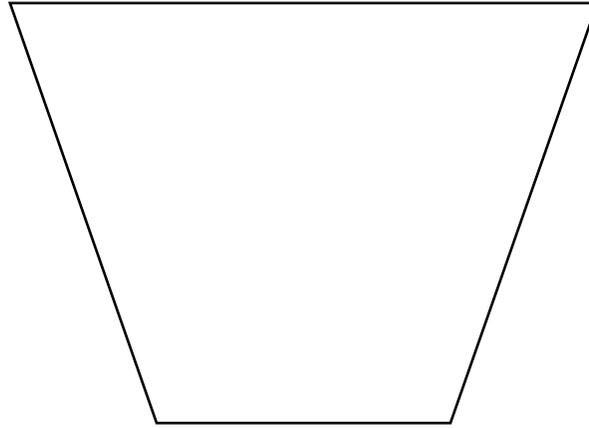
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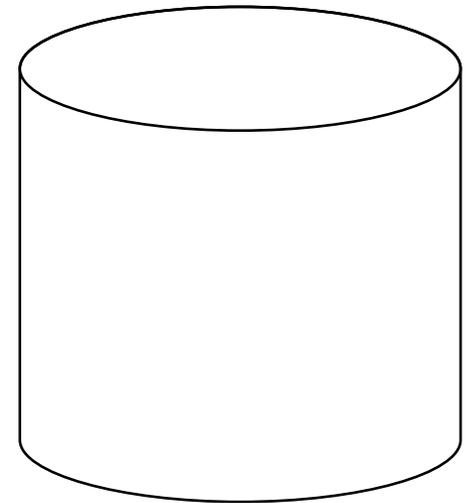
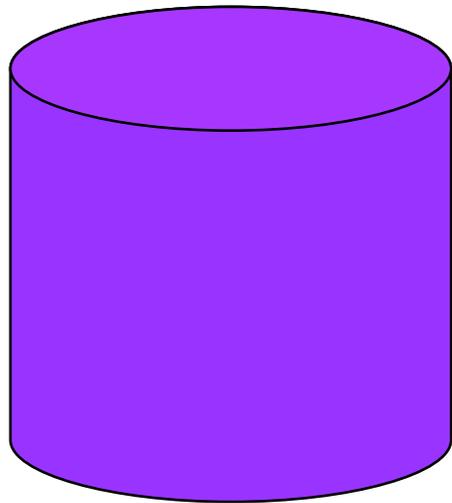
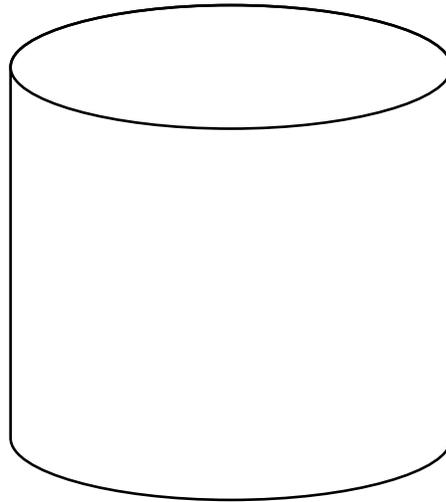
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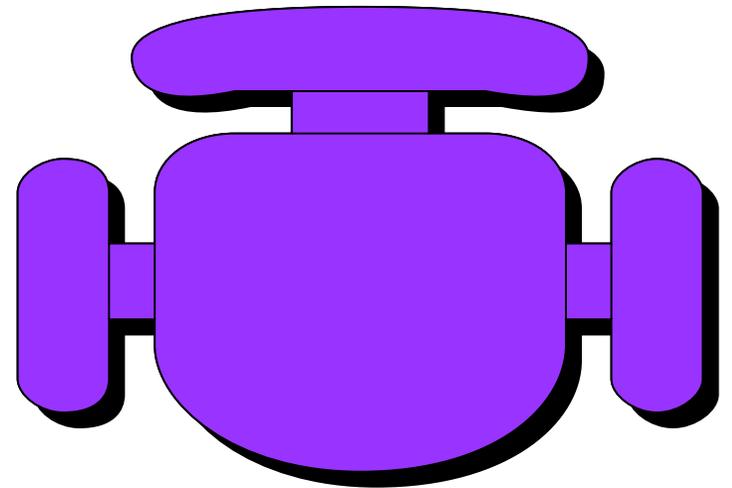
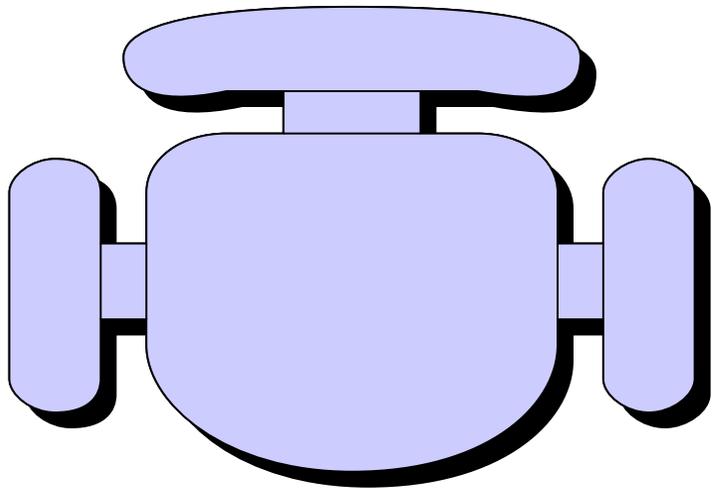
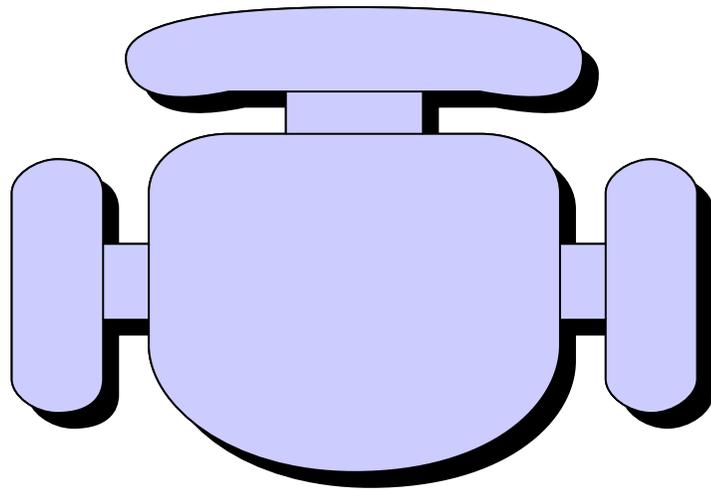
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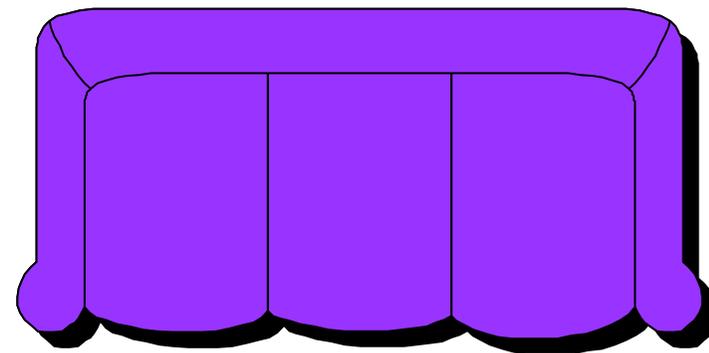
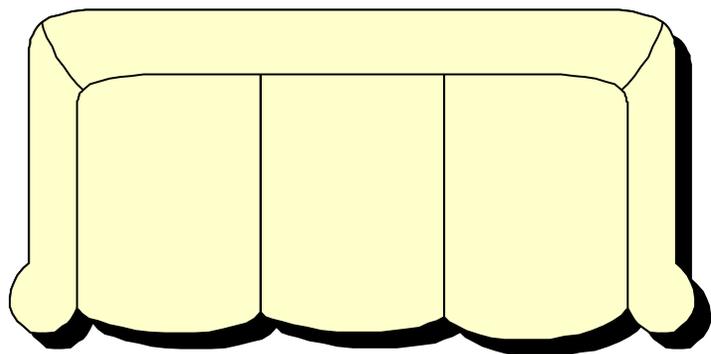
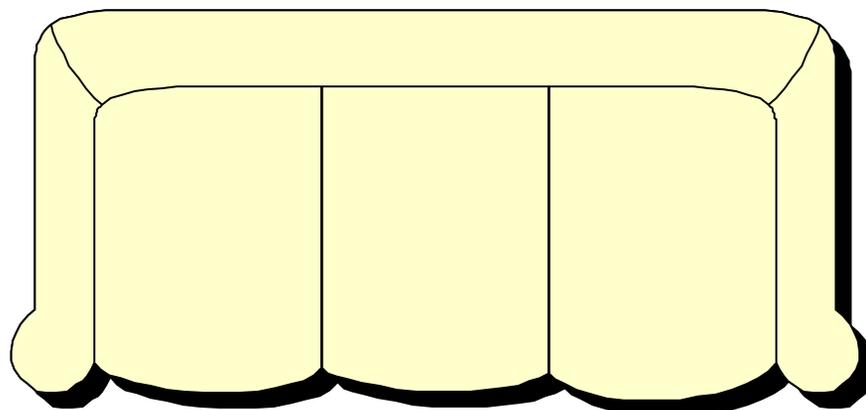
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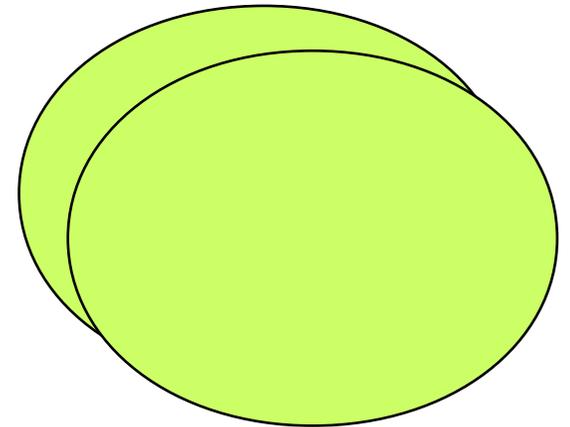
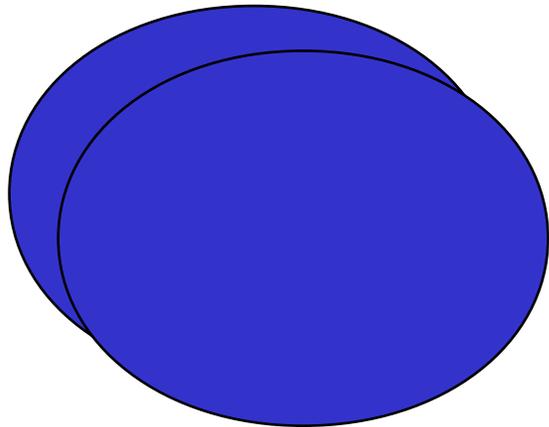
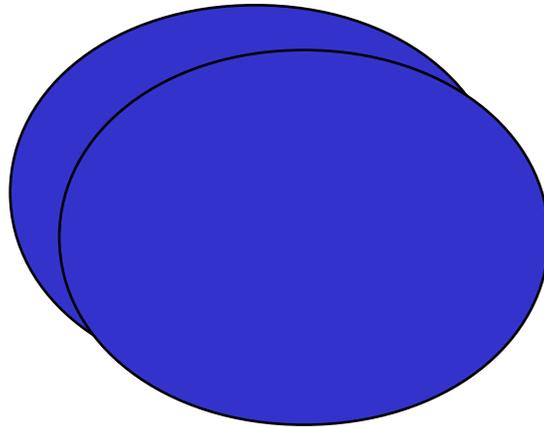
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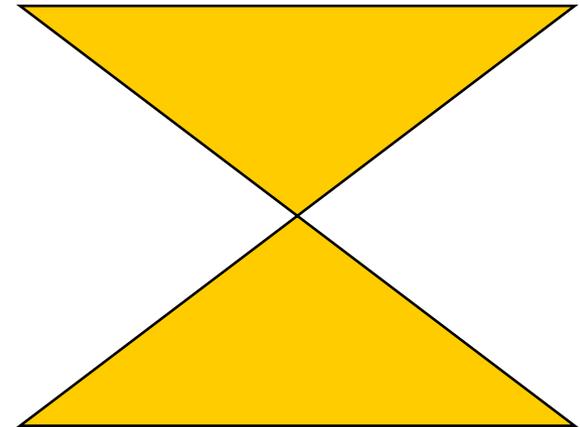
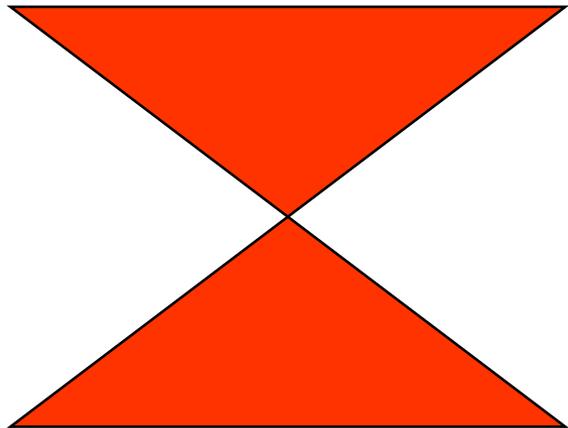
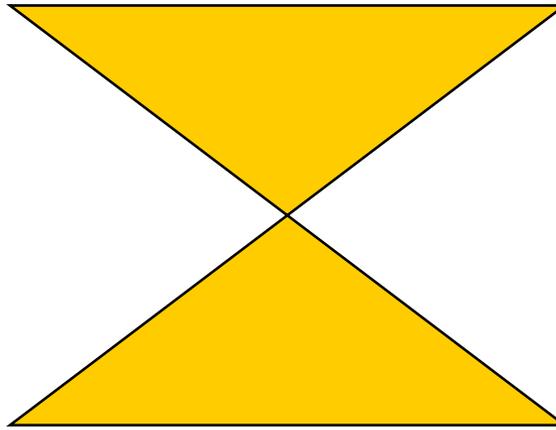
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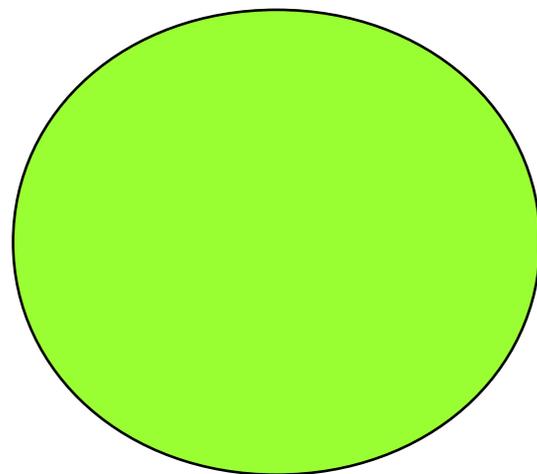
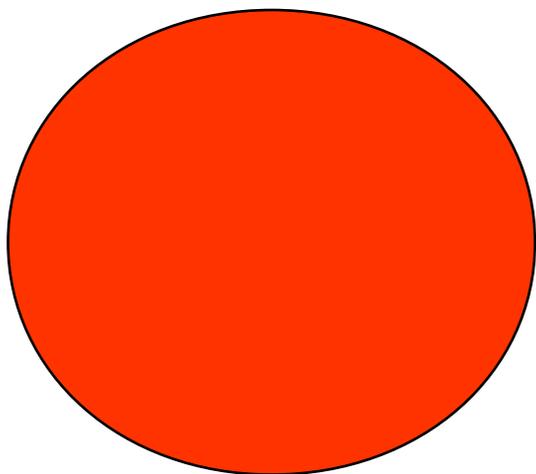
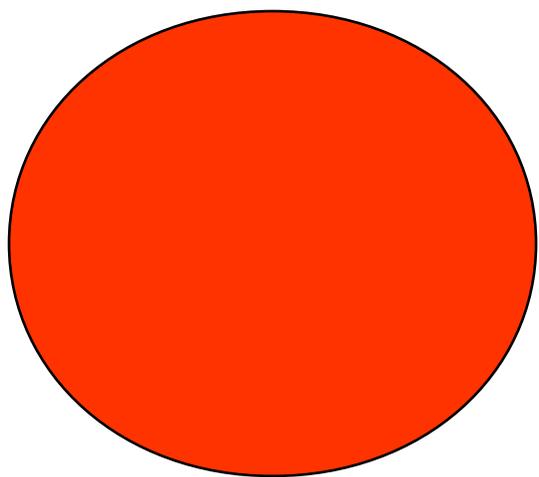
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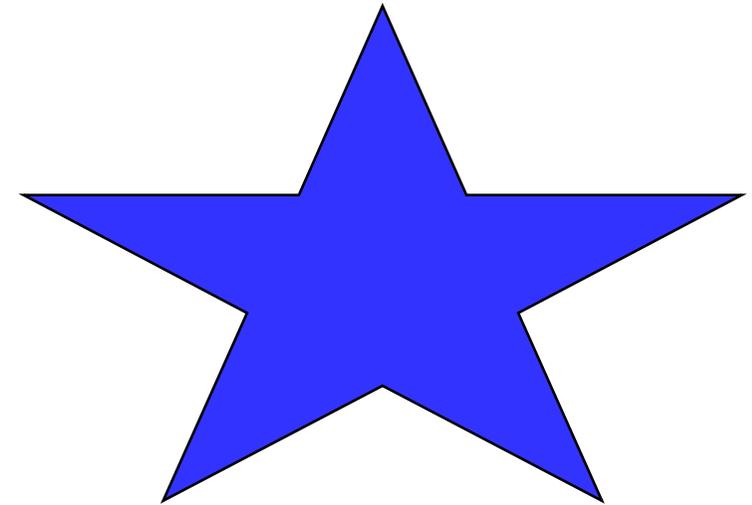
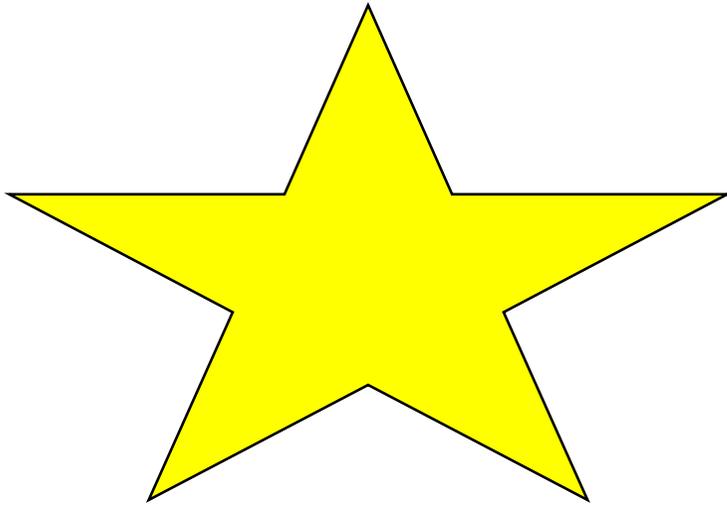
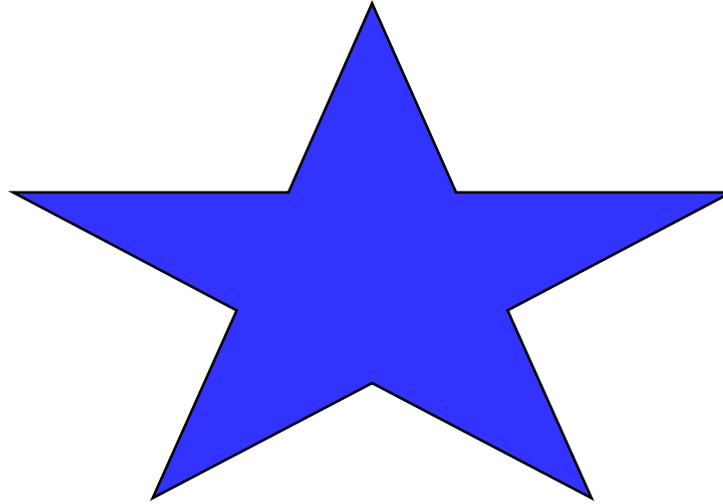


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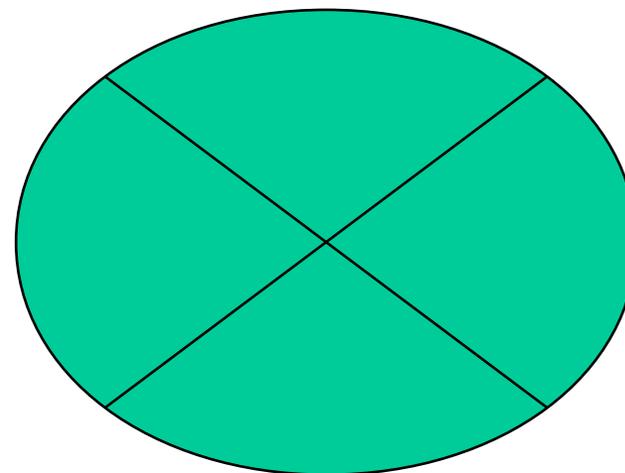
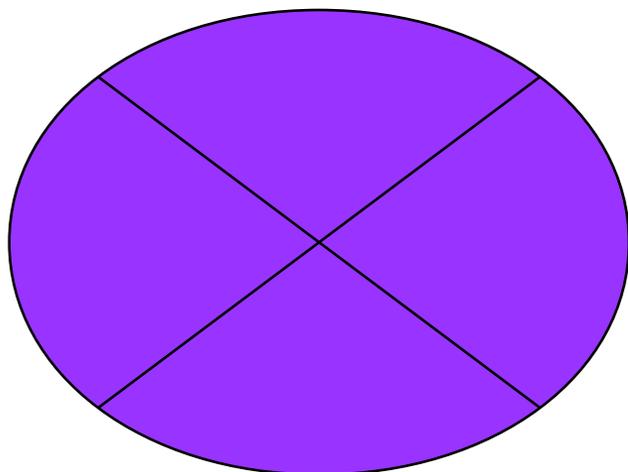
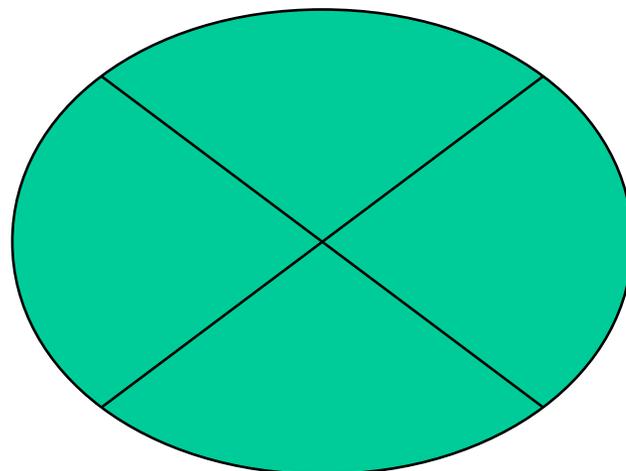


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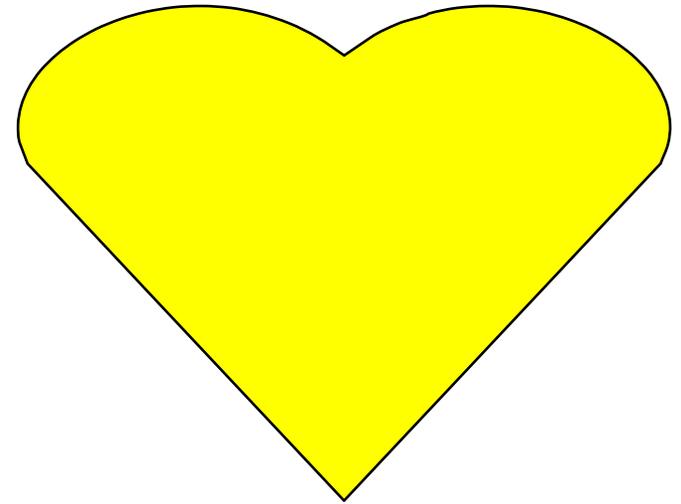
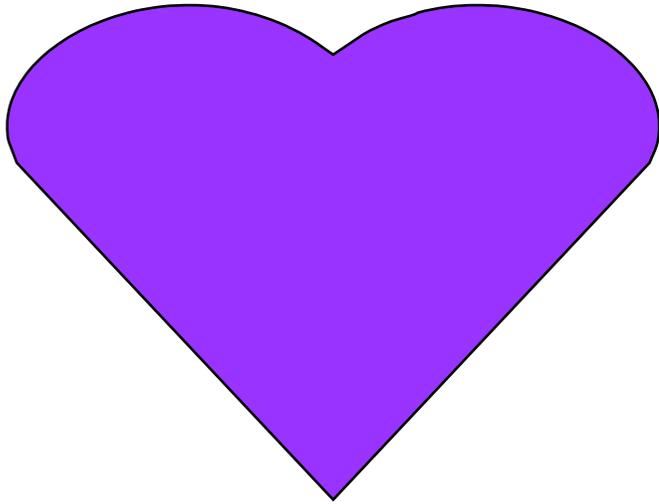
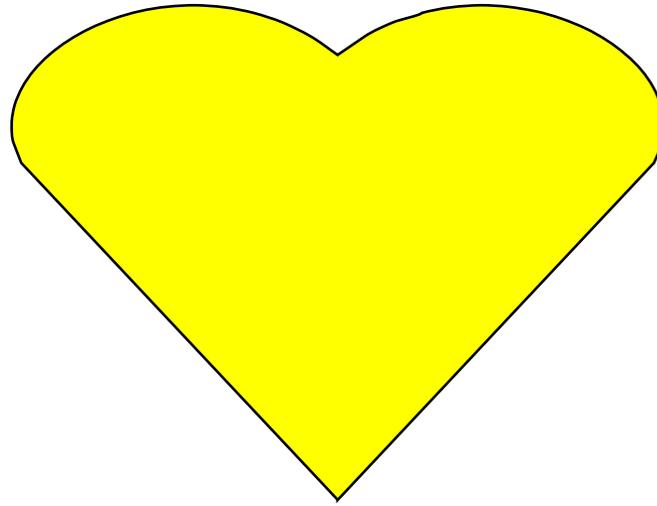
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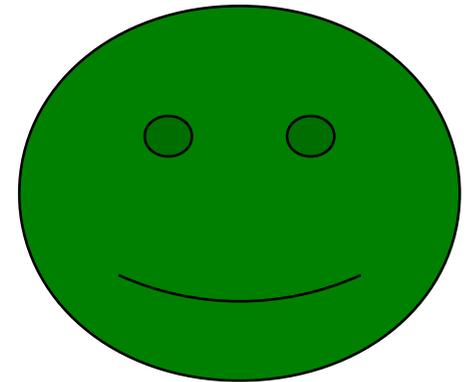
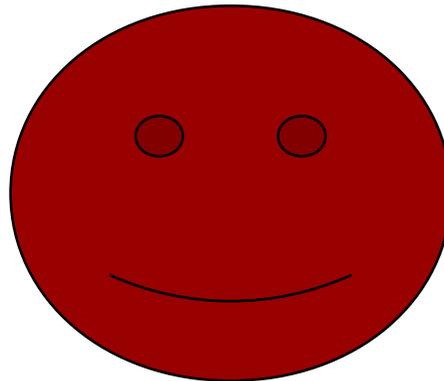
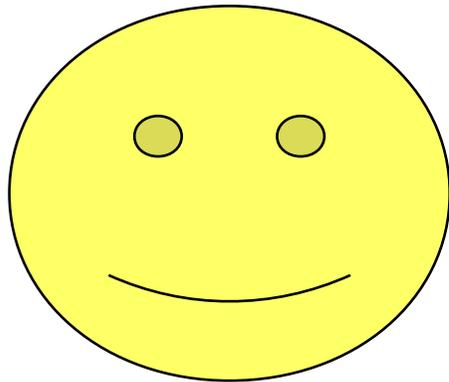
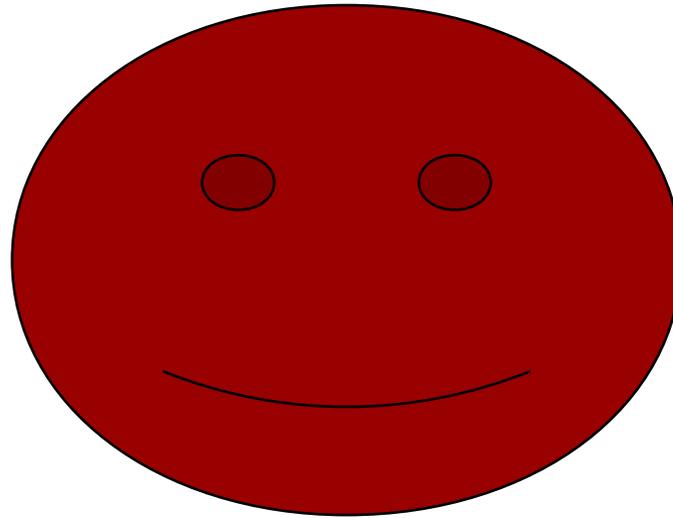
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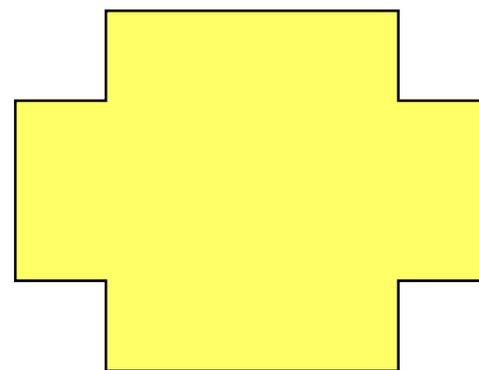
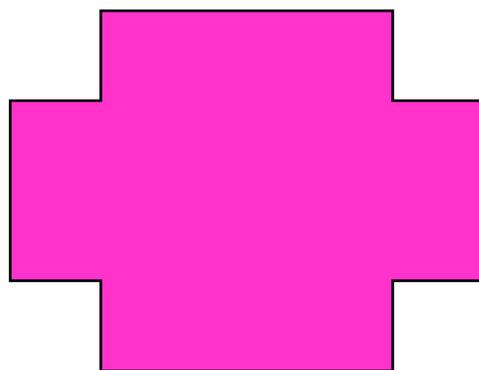
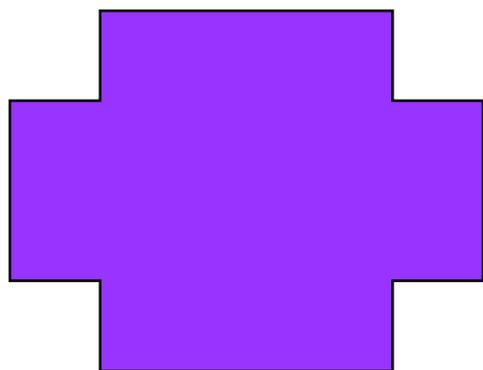
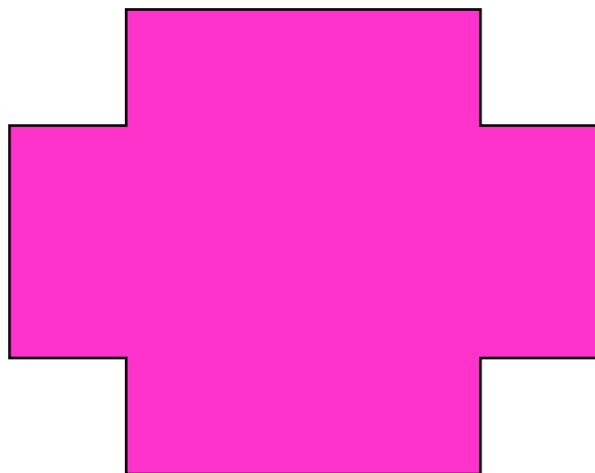
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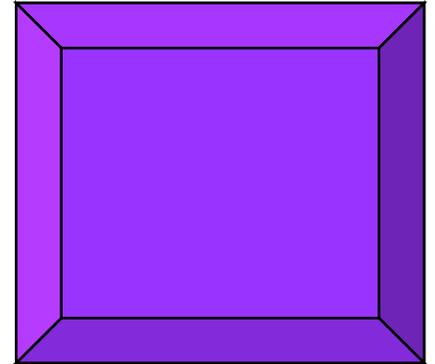
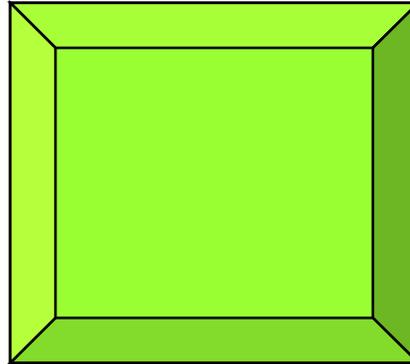
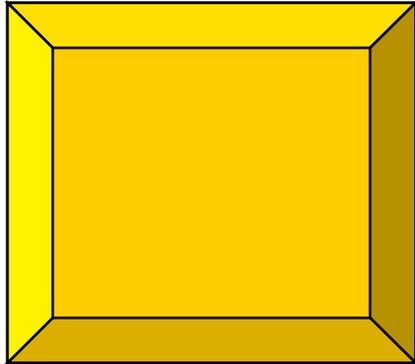
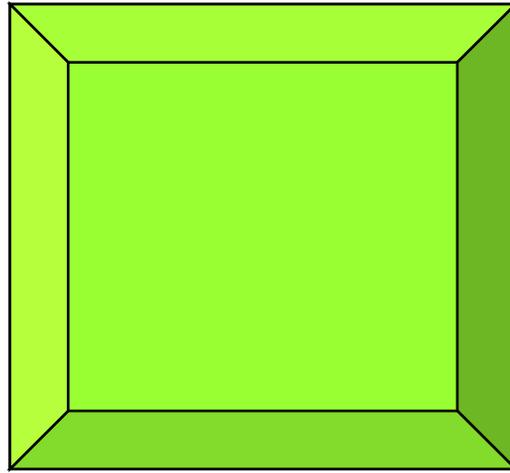
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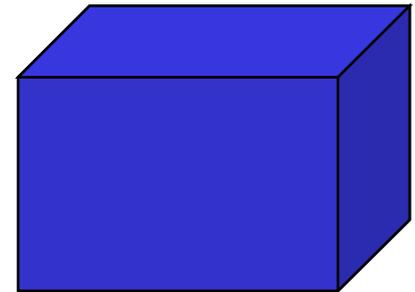
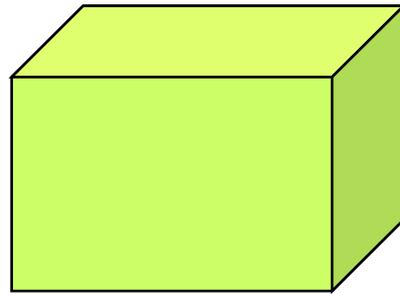
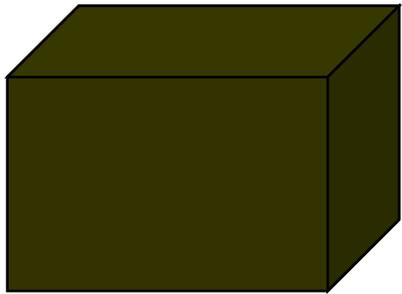
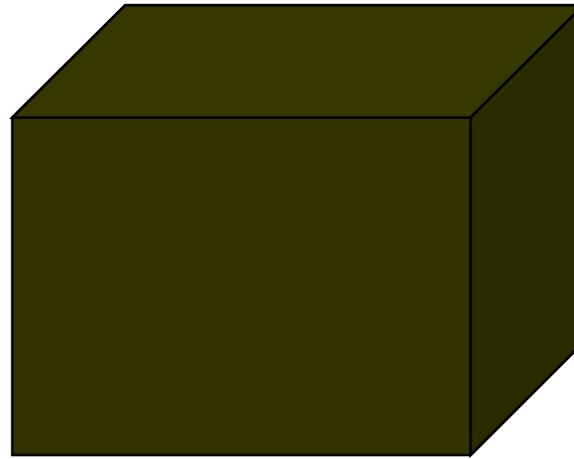
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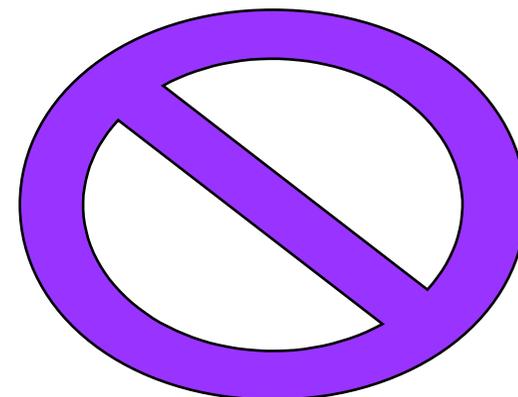
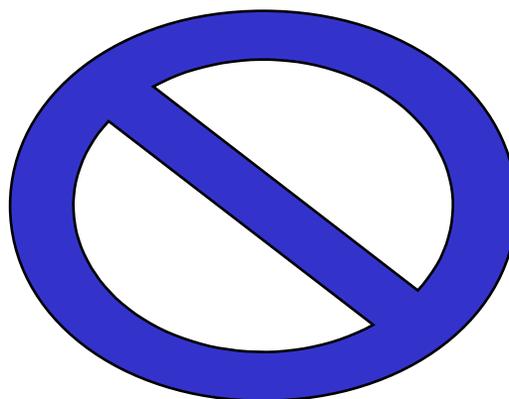
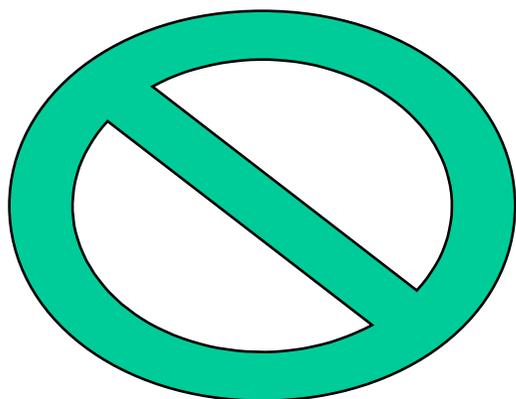
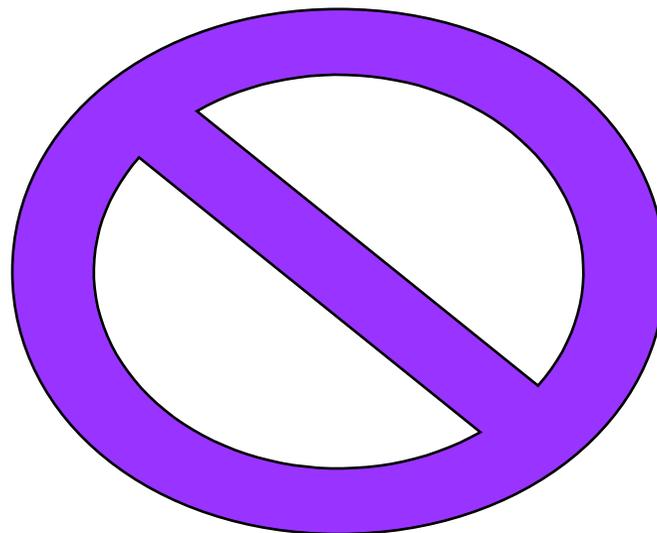


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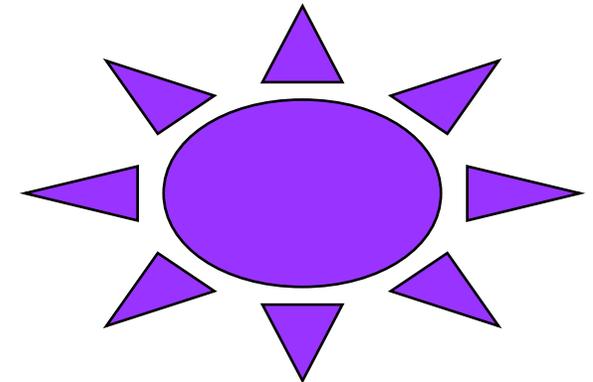
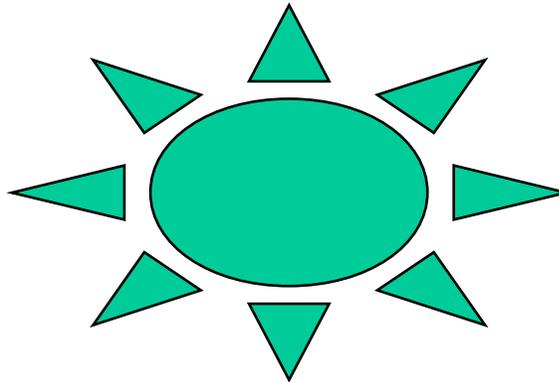
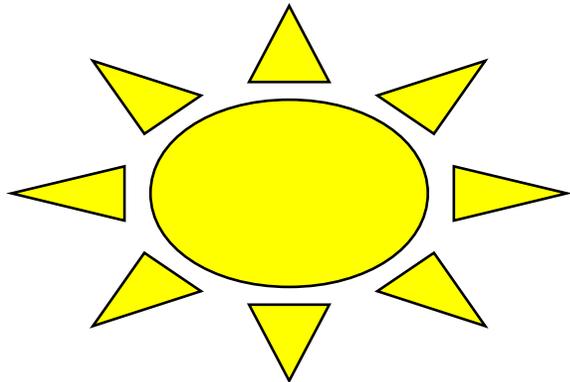
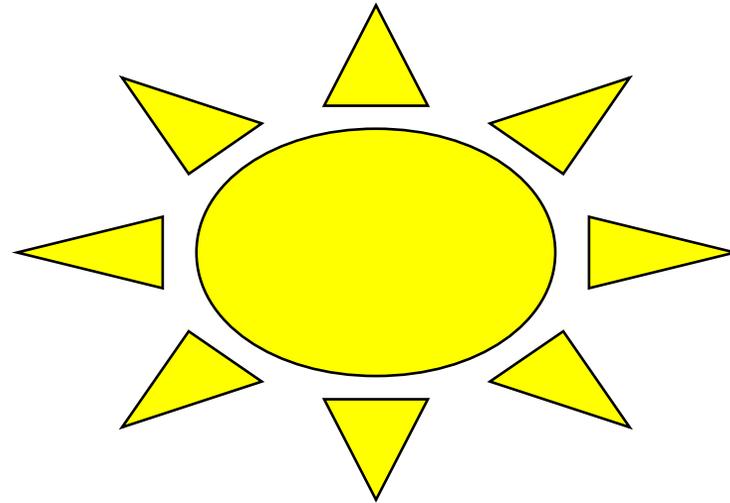


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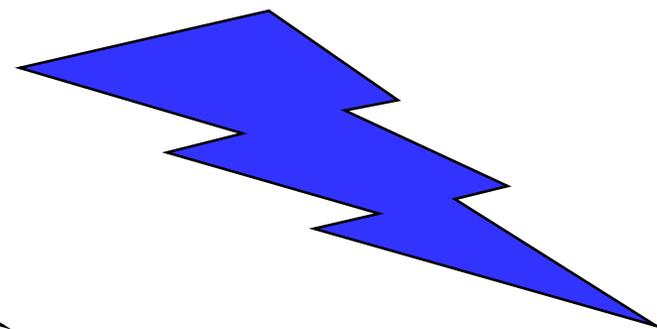
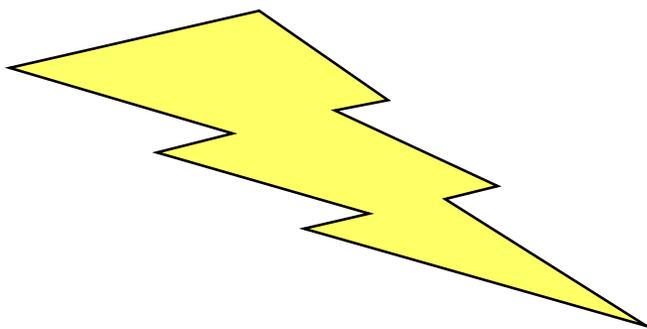
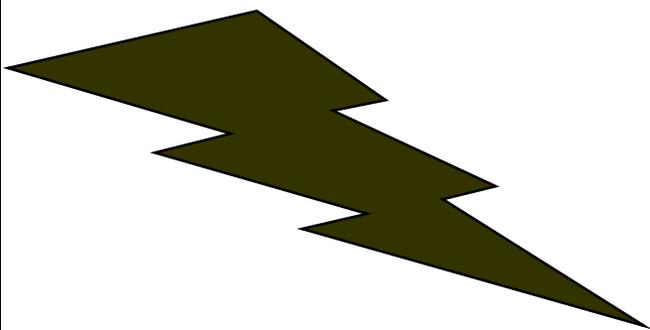
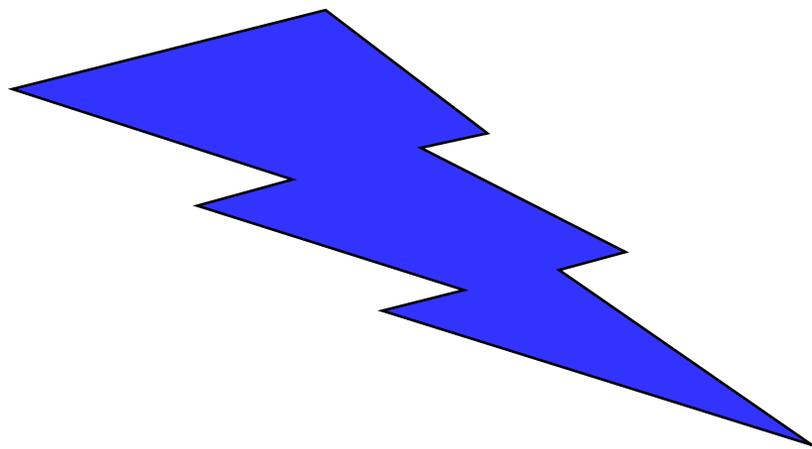
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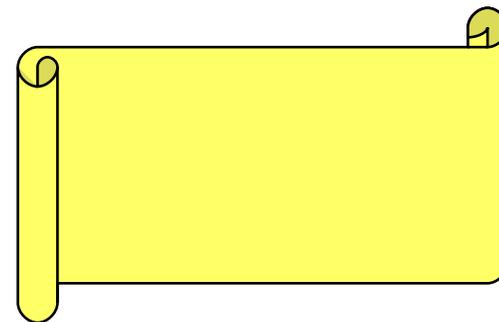
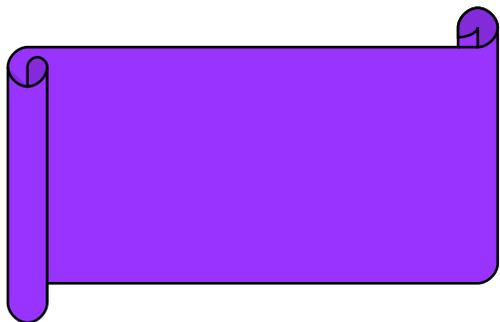
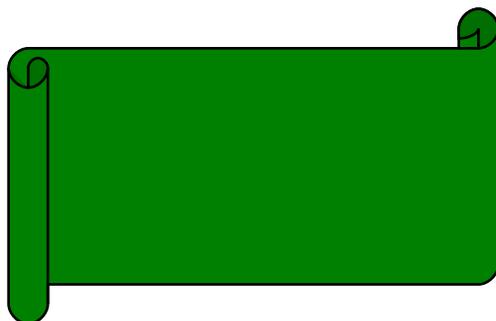
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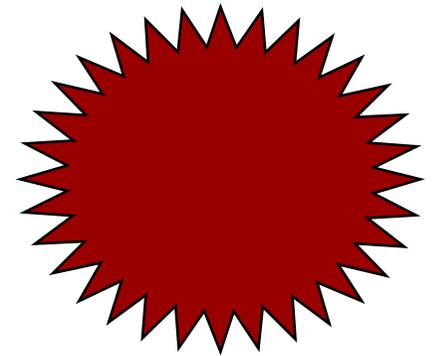
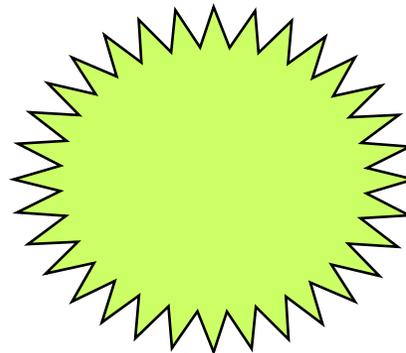
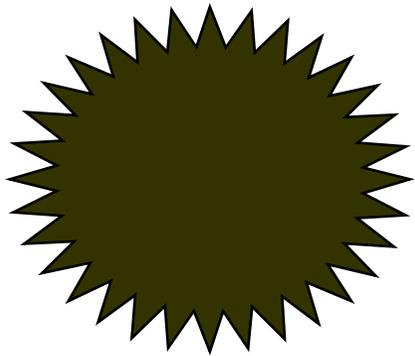
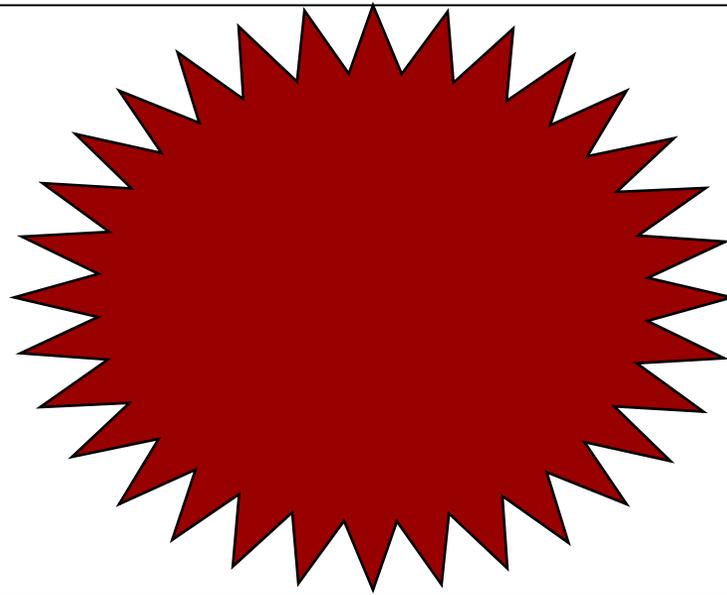
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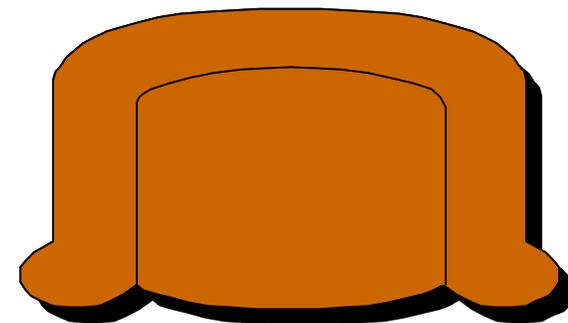
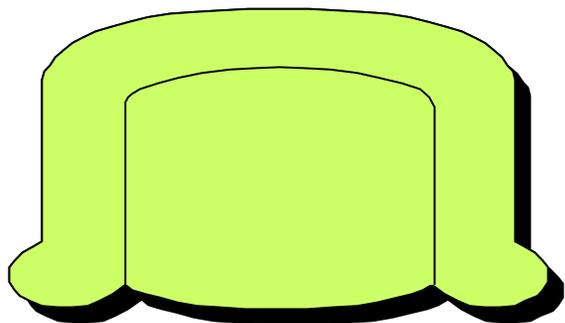
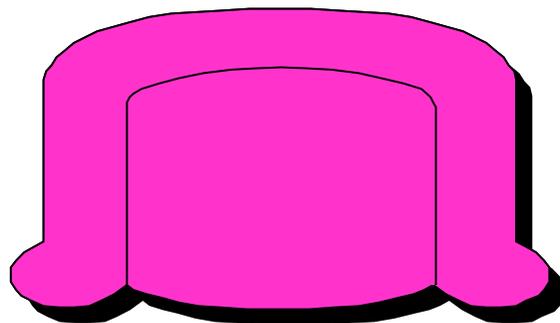
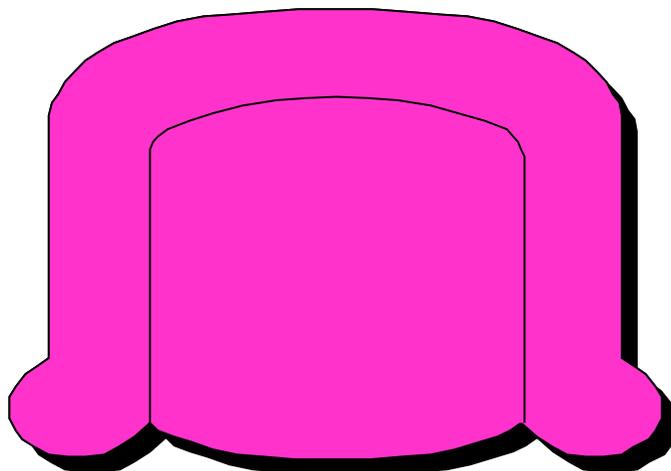


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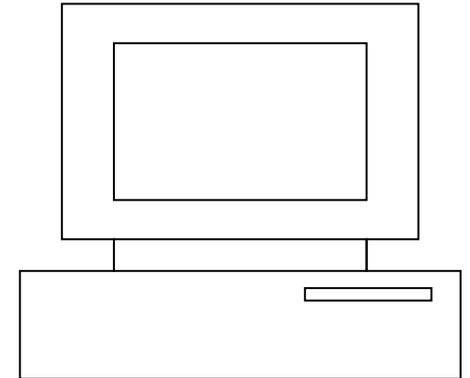
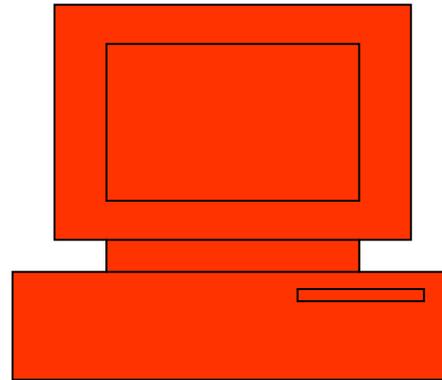
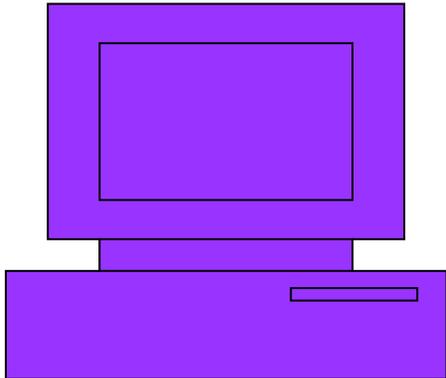
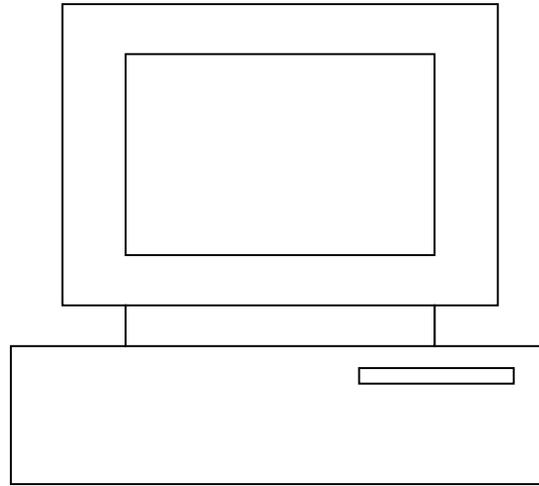


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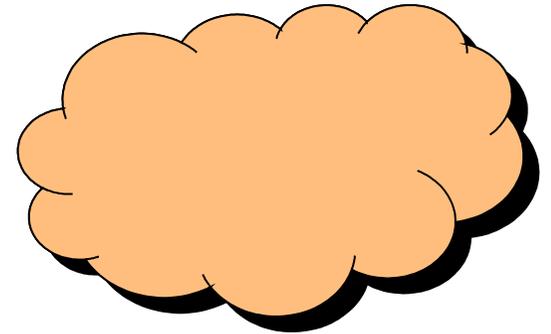
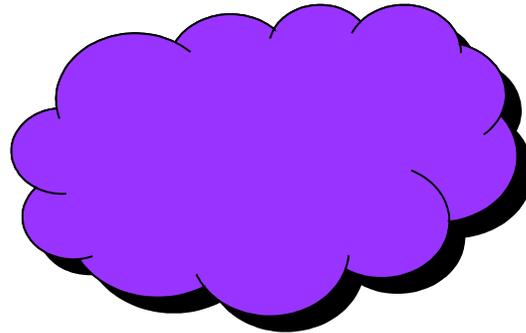
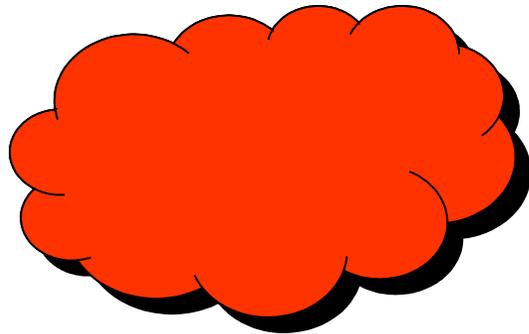
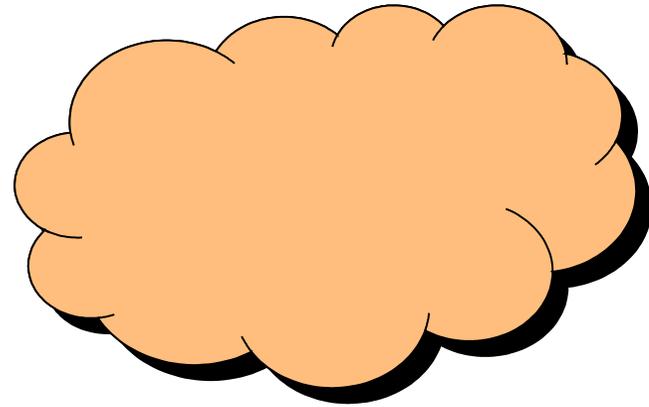


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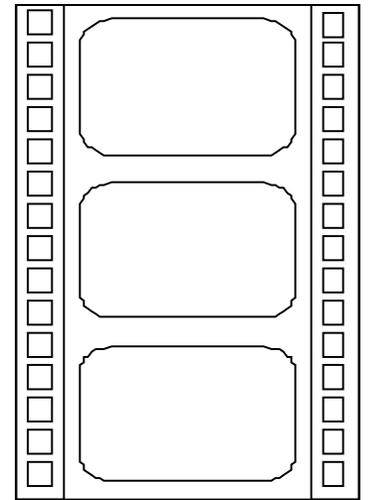
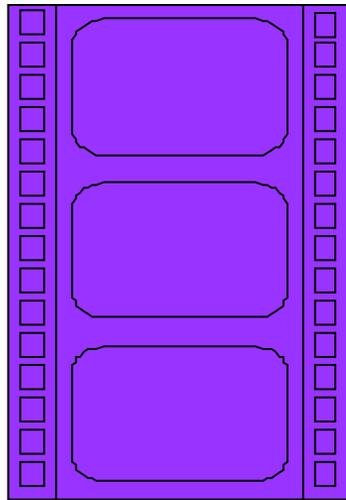
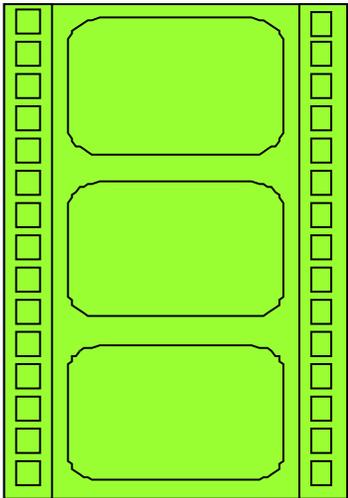
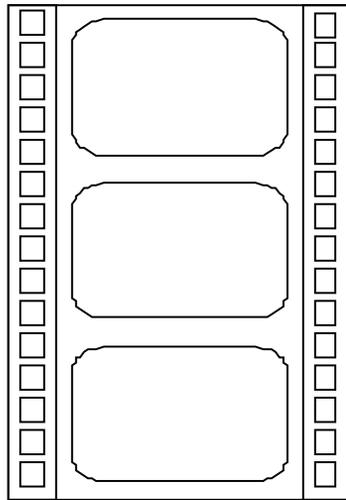


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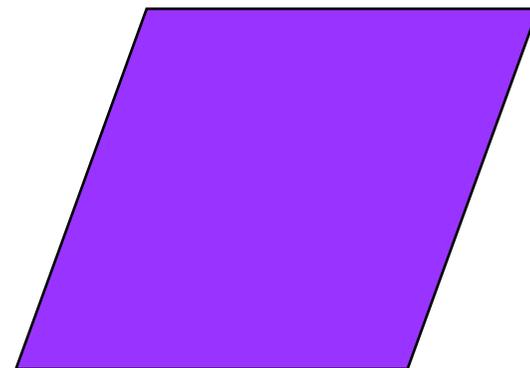
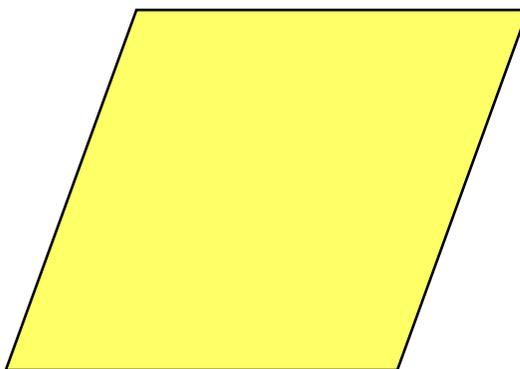
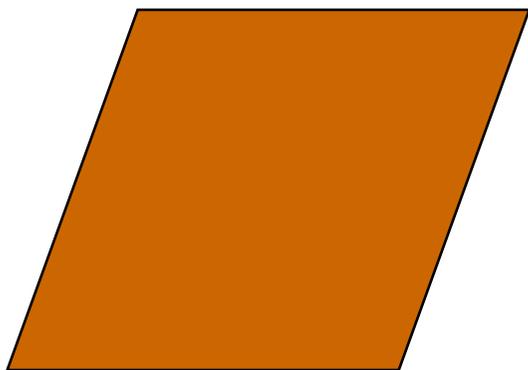
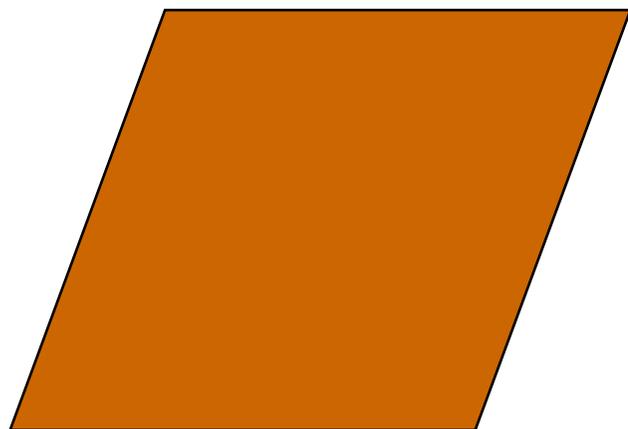
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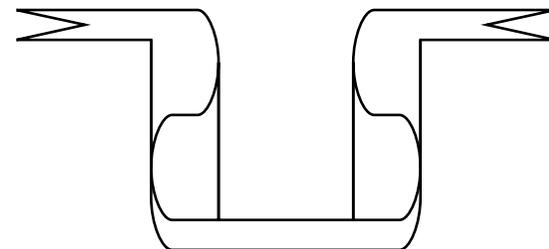
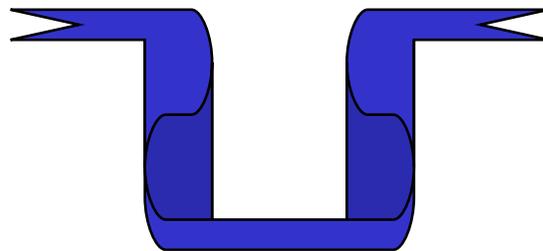
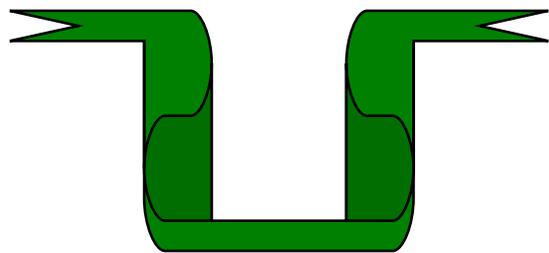
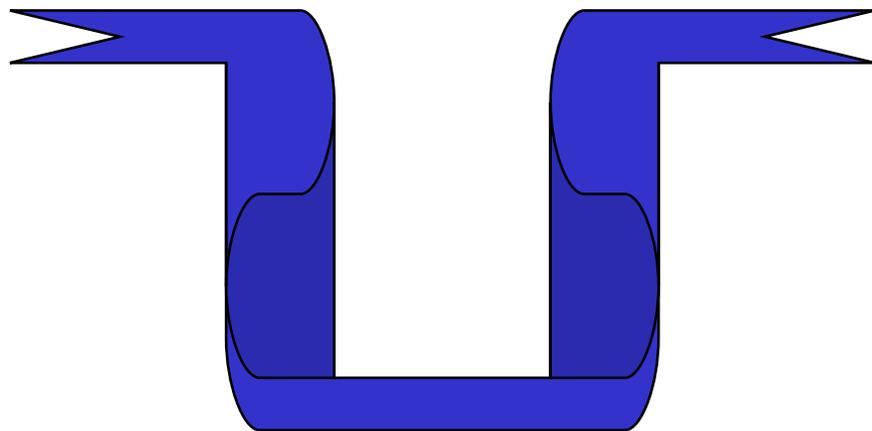
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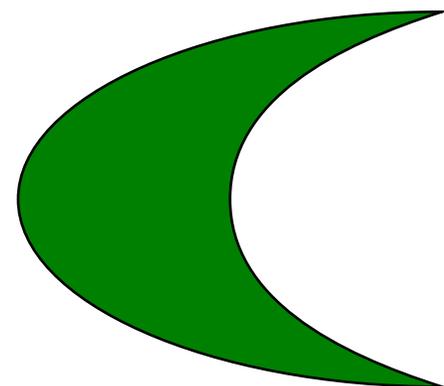
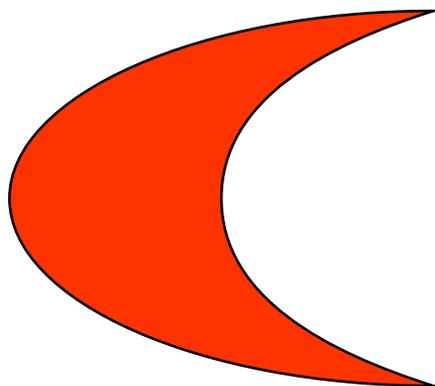
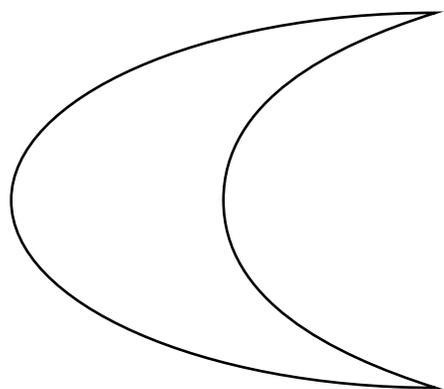
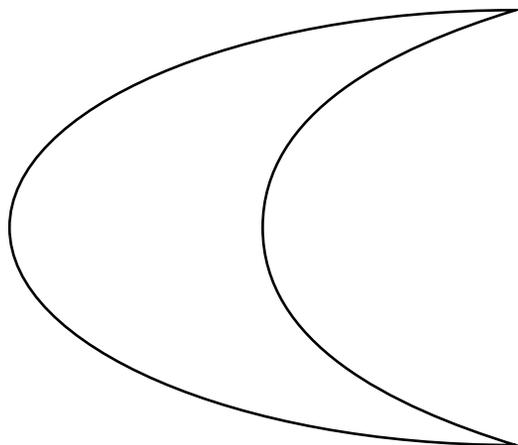
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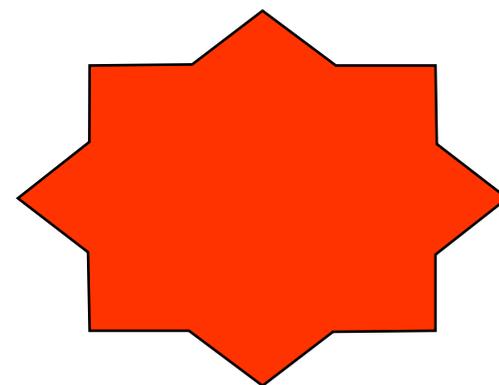
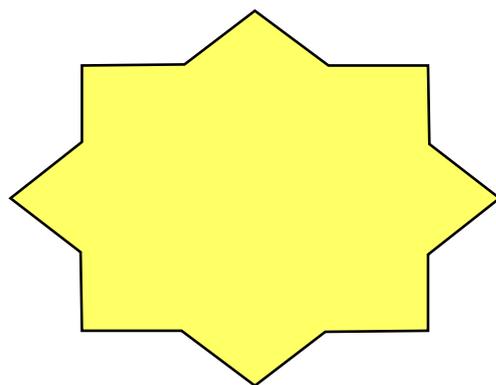
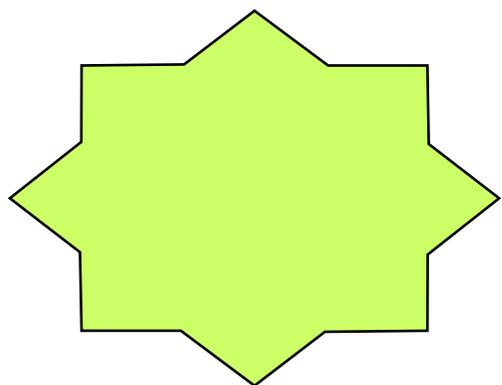
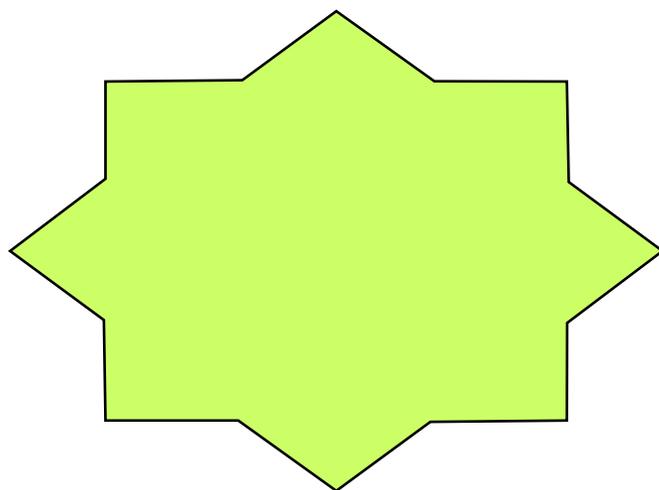
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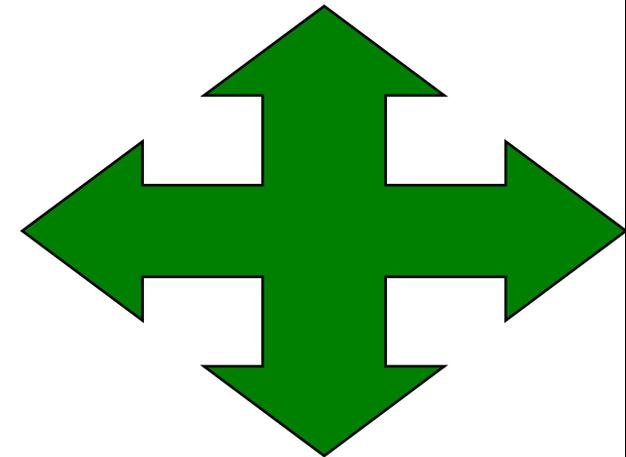
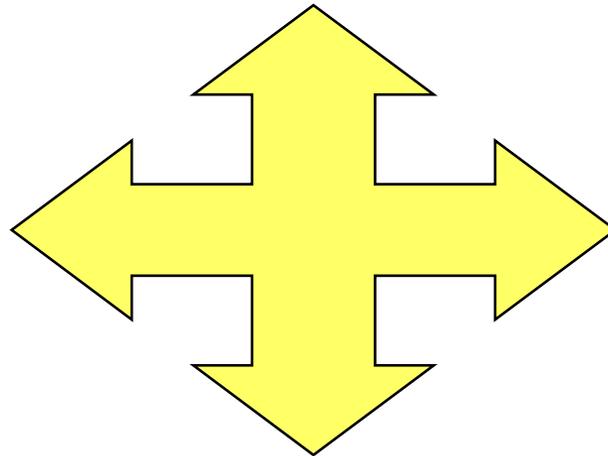
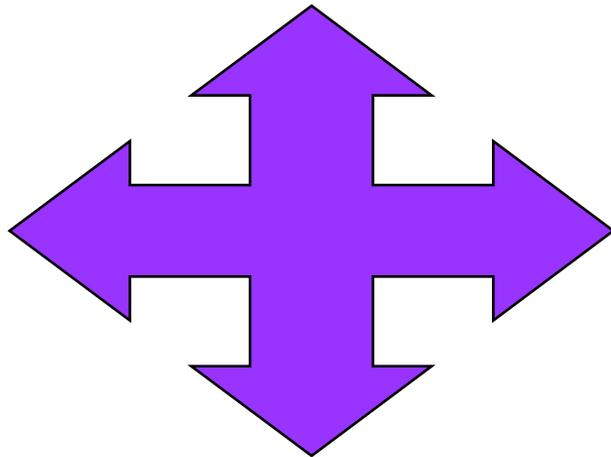
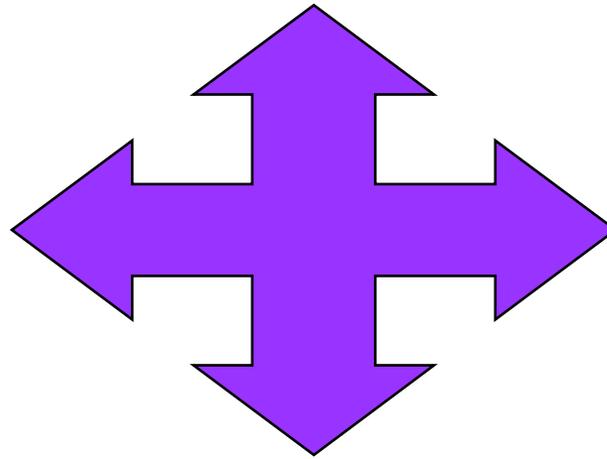
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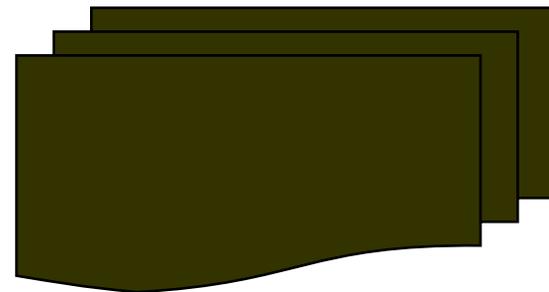
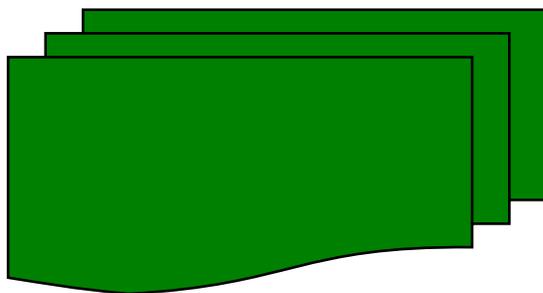
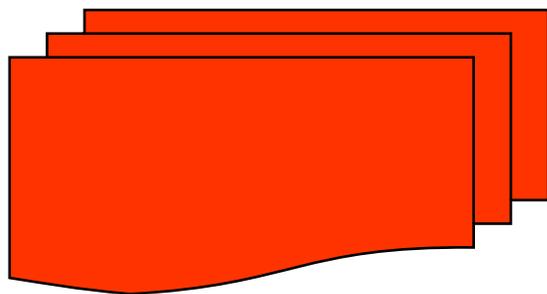
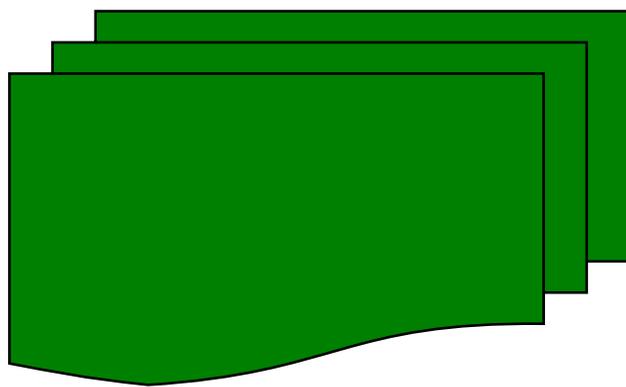
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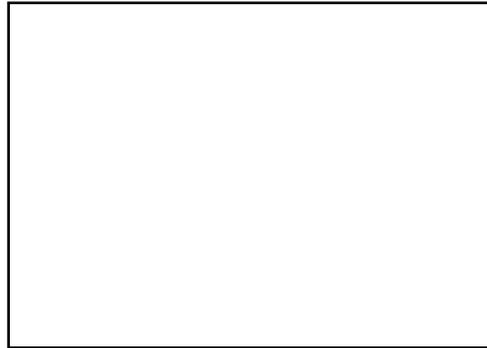
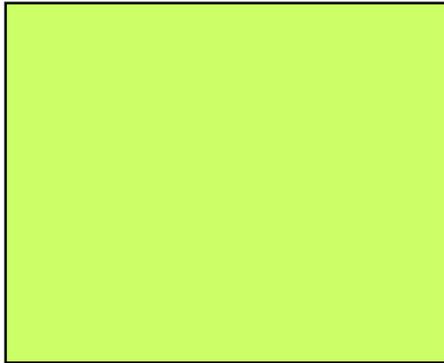
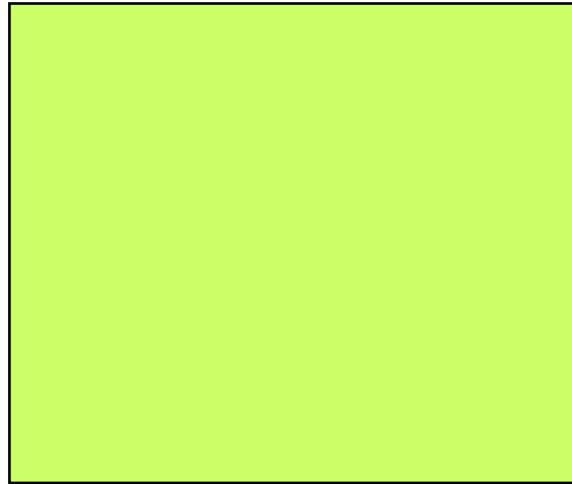
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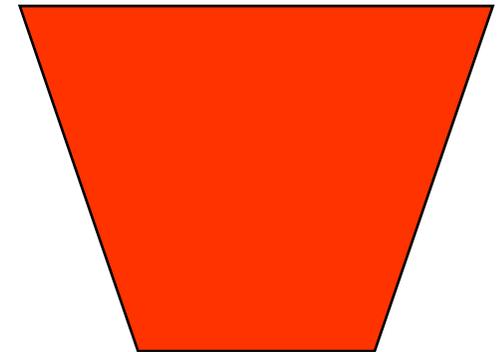
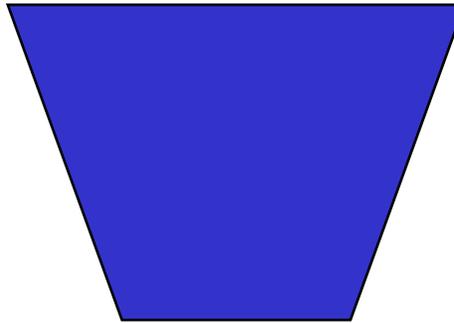
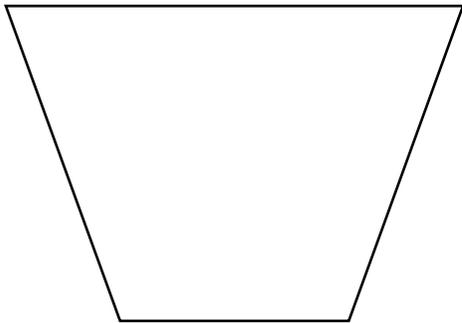
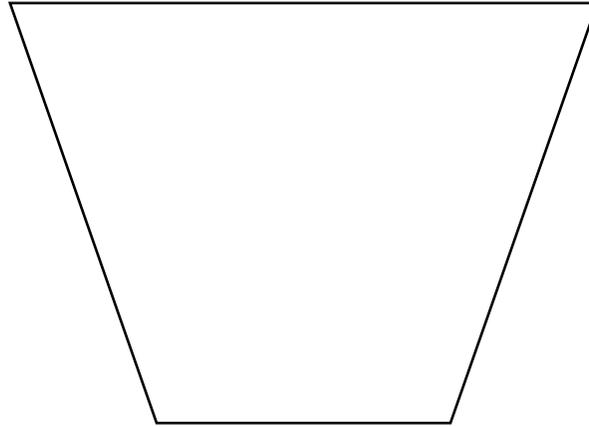
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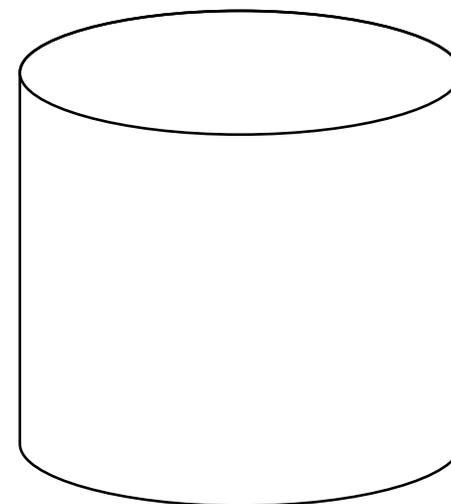
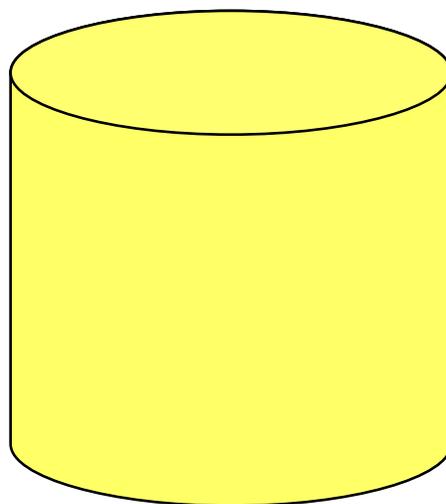
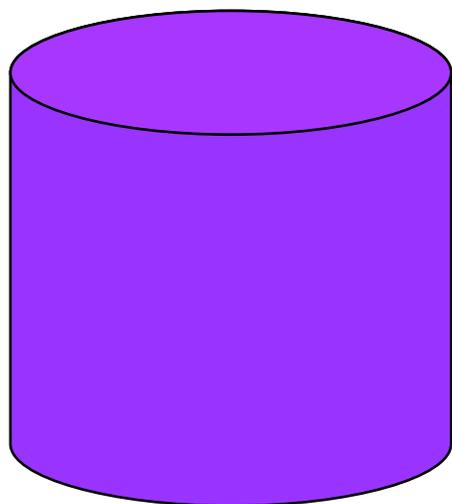
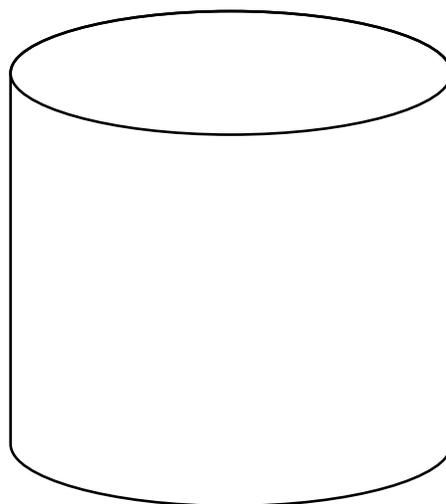
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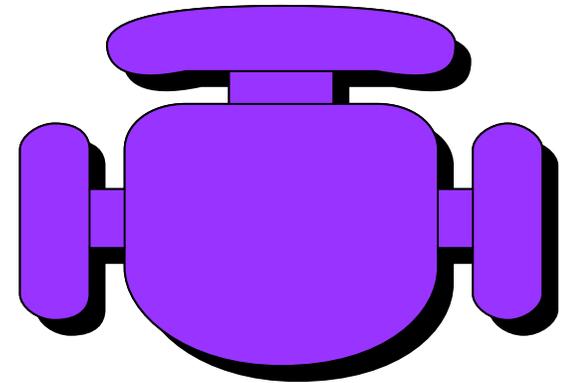
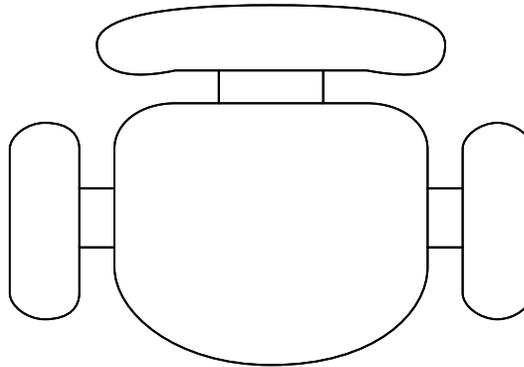
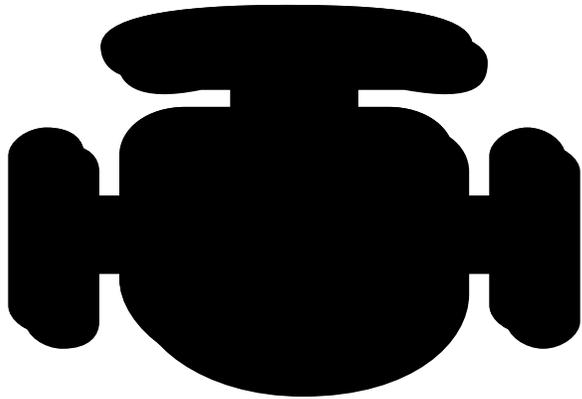
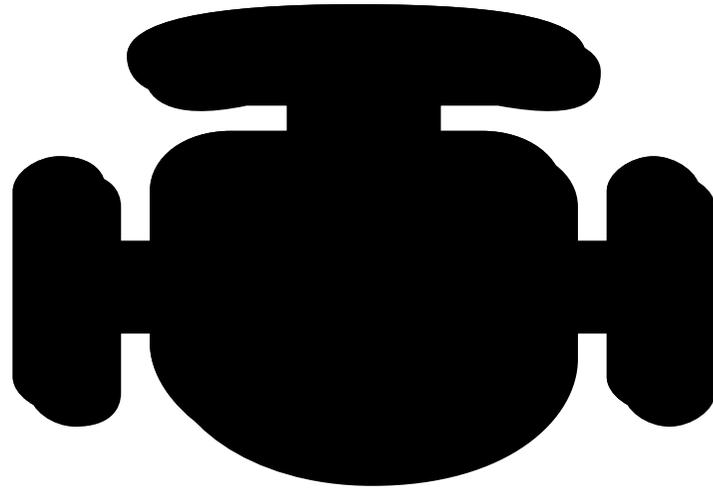
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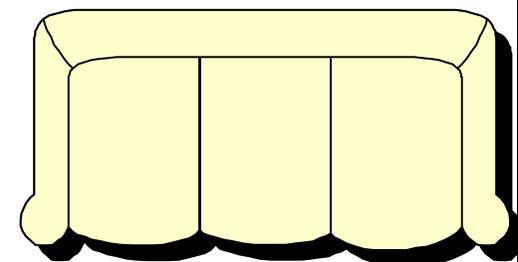
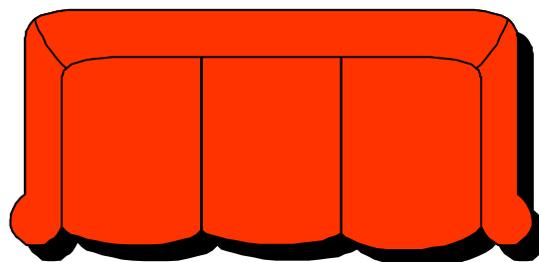
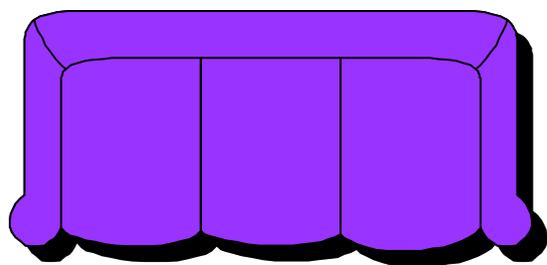
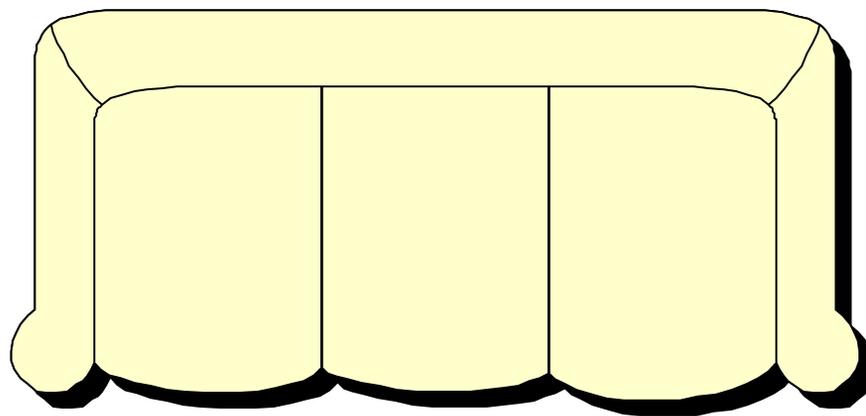
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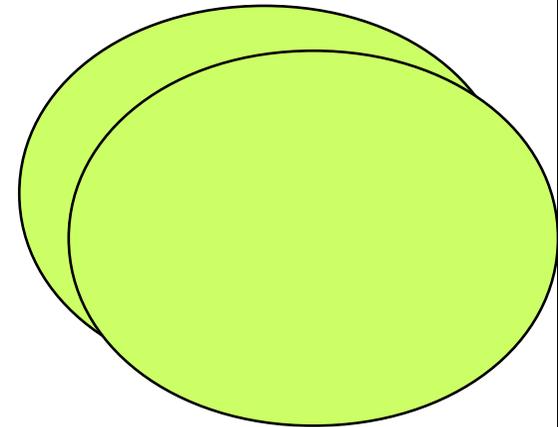
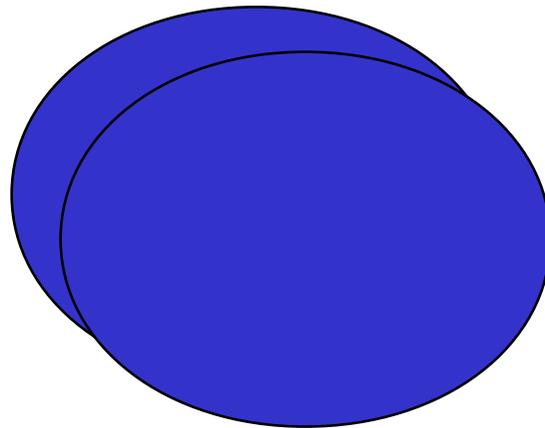
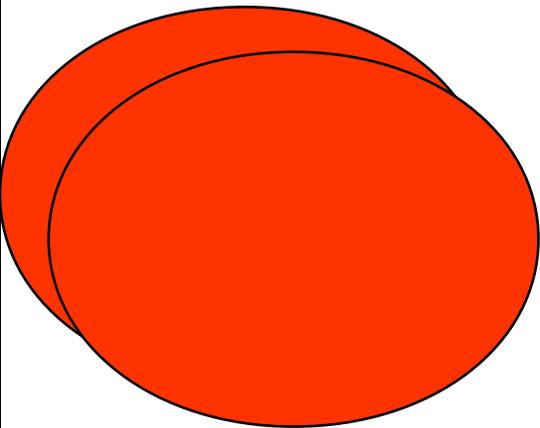
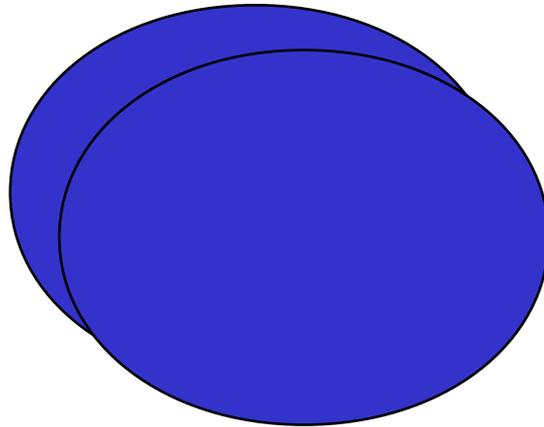
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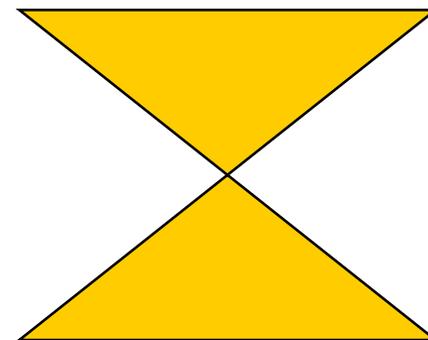
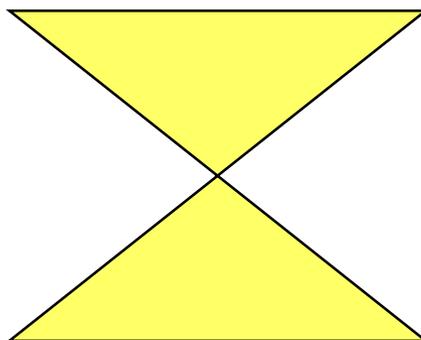
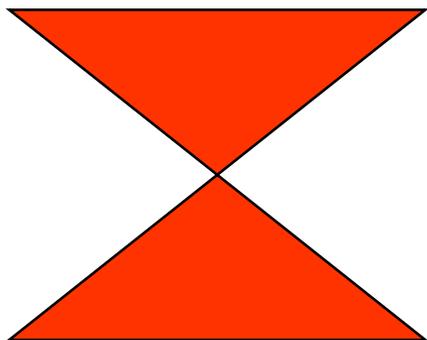
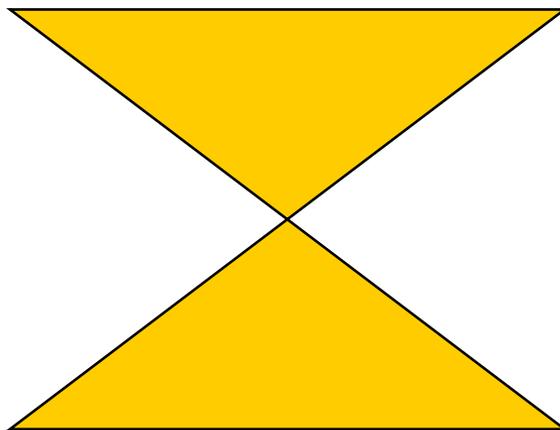
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ASSOCIAZIONI DI COLORI UGUALI

Dopo averli denominati far associare i colori uguali.

# “ VOGLIA DI CRESCERE ”

*PROGRAMMA BASE PER LO SVILUPPO LOGICO E COGNITIVO*

## *MEMORIA*

## MEMORIA

Lo sviluppo della memoria avviene in genere parallelamente allo sviluppo logico. Ma anche questa capacità va educata e potenziata in maniera specifica. E' già possibile a due anni ricordare un singolo oggetto tra due.

La difficoltà in questa attività diventa maggiore quanto più alto è il numero degli oggetti da ricercare e quanto più tempo trascorre tra la presentazione dell'oggetto e il loro ricordo.

La modalità da noi scelta, permette la stimolazione della memoria visiva e uditiva sia a breve che a lungo termine.

Memoria visiva.

Queste schede devono essere fatte effettuare a due a due, in quanto vengono dapprima presentati al bambino l'elemento o gli elementi presenti nel primo foglio che bisogna ritrovare, dopo un tempo più o meno lungo, nel secondo, chiedendo semplicemente: *"Dov'è l'immagine che avevi visto prima"*.

Naturalmente se contiamo lentamente fino a cinque, si svilupperà soltanto la **memoria a breve termine**.

Se invece tra la prima e la seconda scheda passerà qualche minuto potremo stimolare la memoria **a lungo termine**. In quest'ultimo caso diremo al bambino *"Guarda bene questa immagine e cerca di ricordarla perché poi, fra qualche minuto, ti chiederò di ricercarla"*. Nell'intervallo si potrà effettuare un'altra attività.

I due tipi di memoria sono utili e importanti e quindi vanno entrambi sviluppati.

Da tenere però presente che la memoria a lungo termine, richiede maggiori capacità intellettive e quindi questa attività va effettuata in un momento successivo.

In ogni caso, sia nella memoria a breve termine che in quella a lungo termine, quando viene presentata la seconda scheda bisogna evitare di ricordare al bambino le immagini da ricercare.

### VERBALIZZAZIONE

In questa attività basta far denominare gli l'oggetto o gli oggetti presenti nella prima scheda. Per quanto riguarda la memoria dei colori sarà l'educatore a dire il nome del colore che il bambino dovrà memorizzare e ritrovare nella scheda successiva.

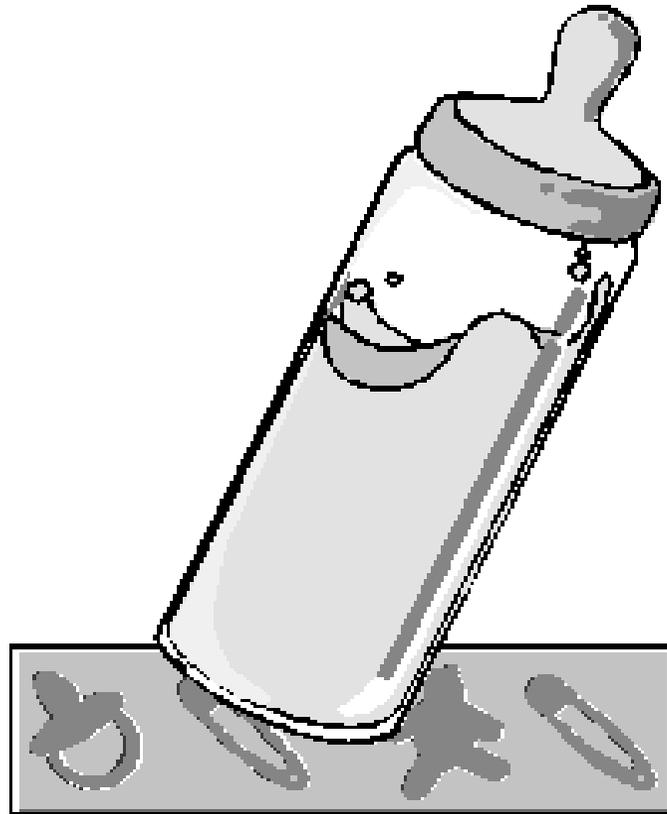
Memoria uditiva.

Le stesse schede, tranne quelle per il colore, potranno essere utilizzate per sviluppare la memoria uditiva.

In questo caso si nomineranno lentamente l'oggetto o gli oggetti presenti nella prima scheda senza farla vedere. Il bambino dovrà quindi ricercare gli stessi oggetti nella seconda scheda, ricordandosi quanto detto dall'educatore.

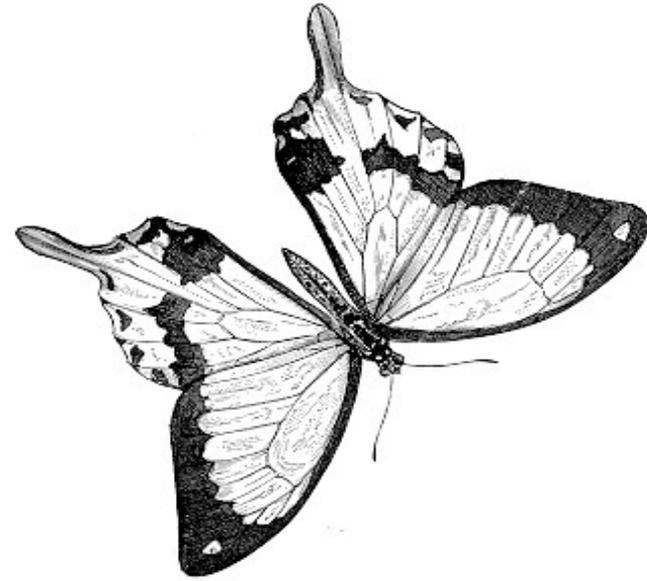
### ETÀ MENTALE DI RIFERIMENTO

Due anni



## MEMORIA

Far evidenziare le caratteristiche ed il nome dell'immagine presentata chiedendo di memorizzarla.



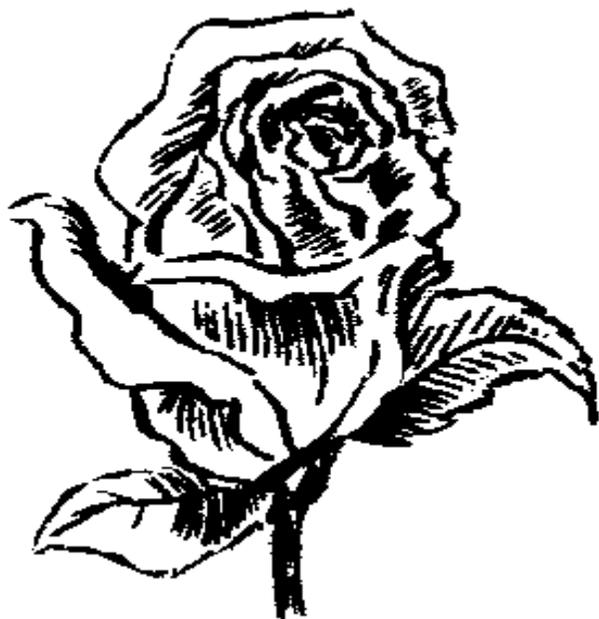
MEMORIA

Far ritrovare l'immagine memorizzata.



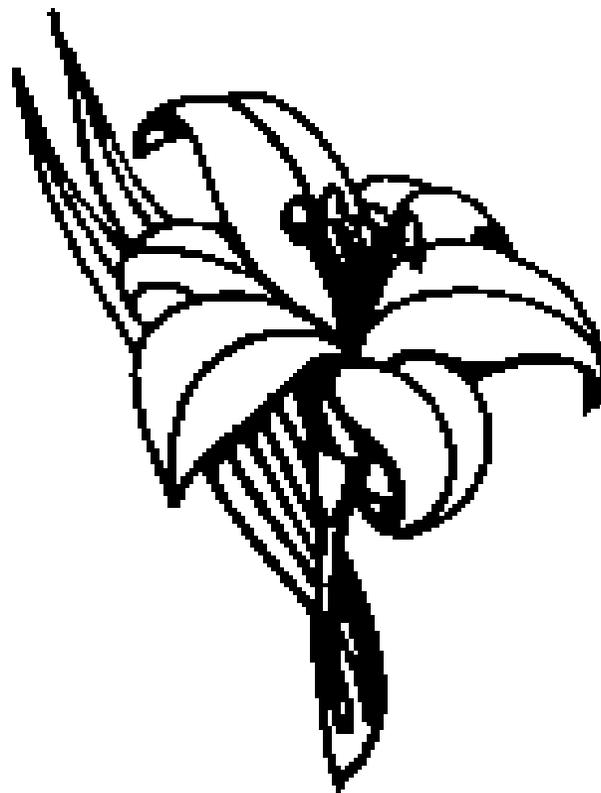
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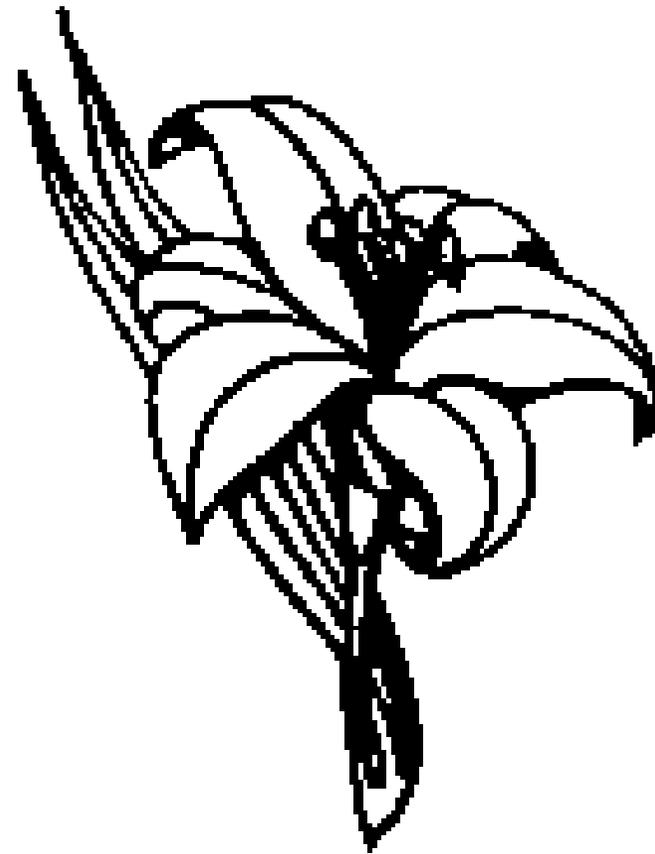
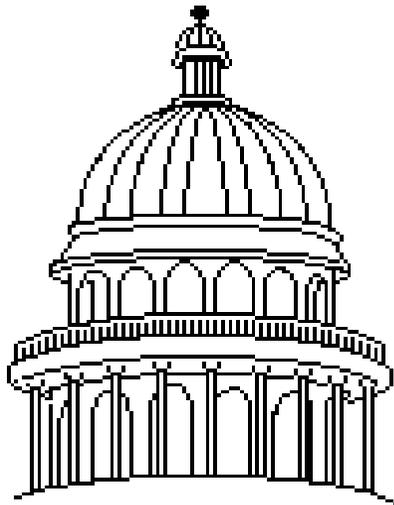
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Far ritrovare l'immagine memorizzata.



## MEMORIA

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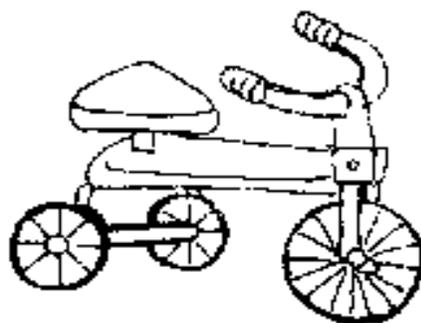
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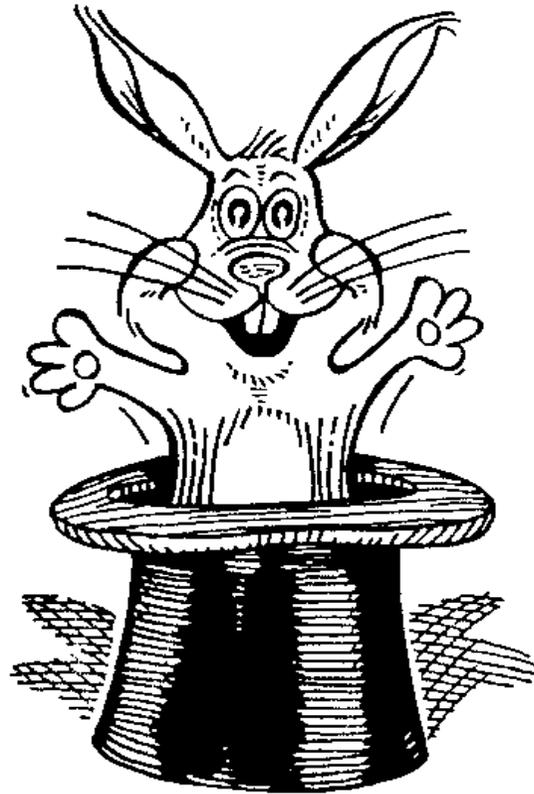
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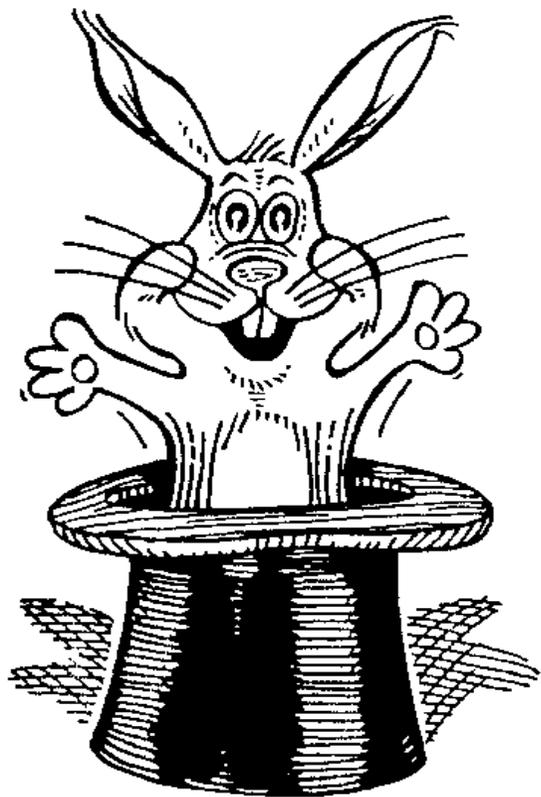
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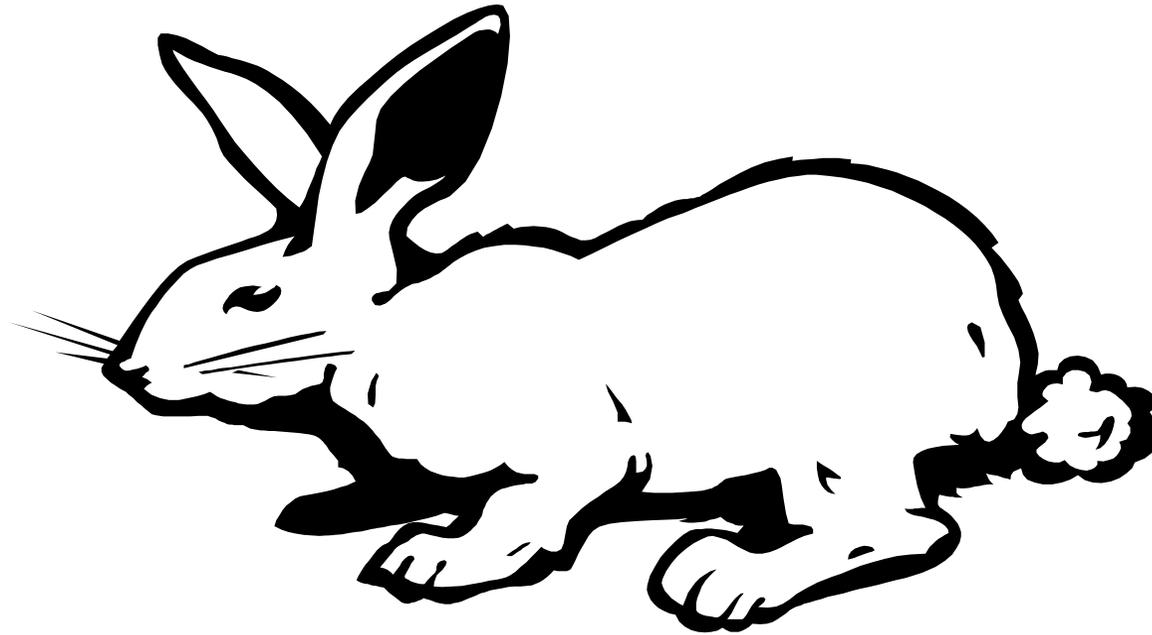
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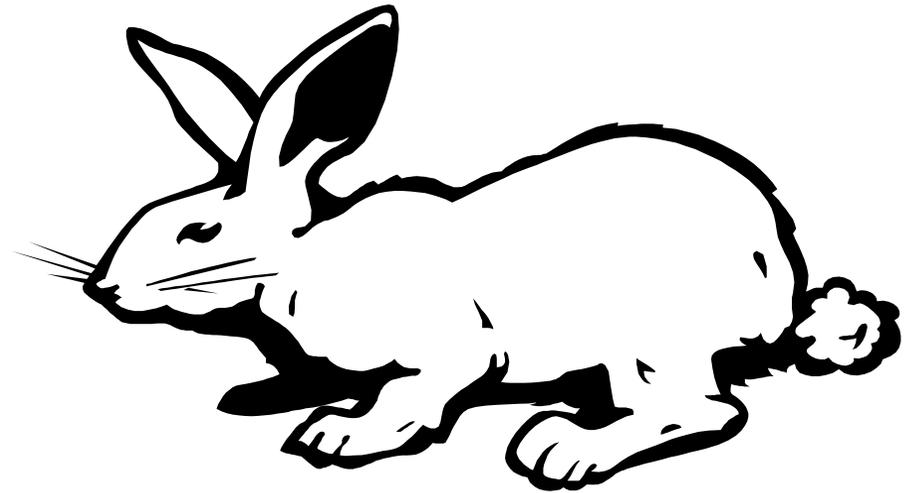
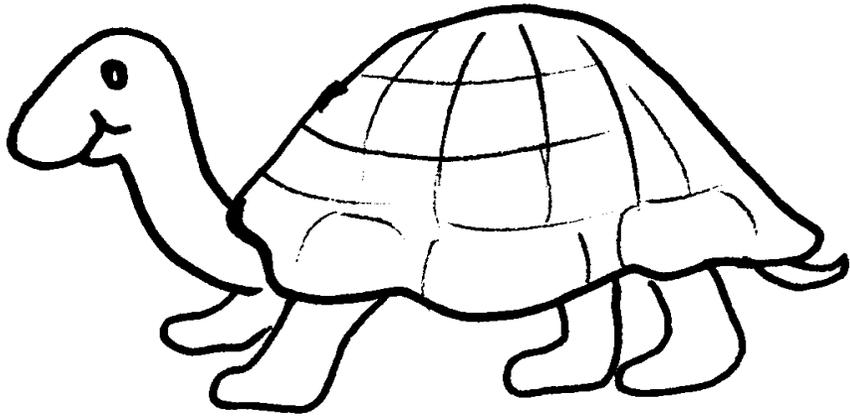
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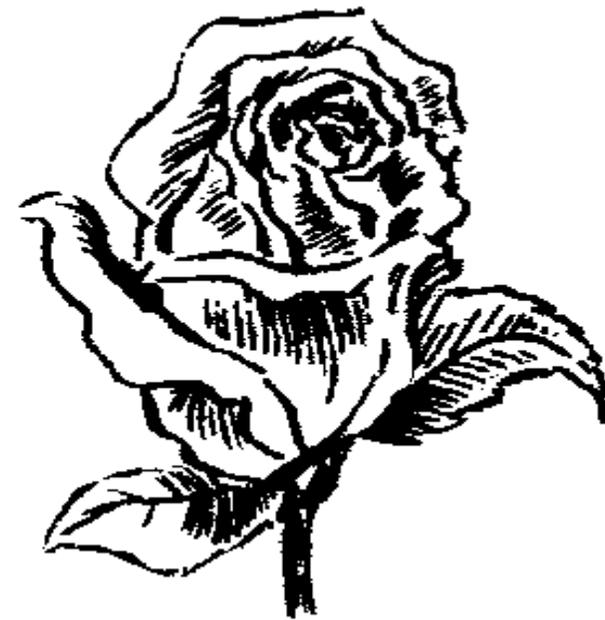
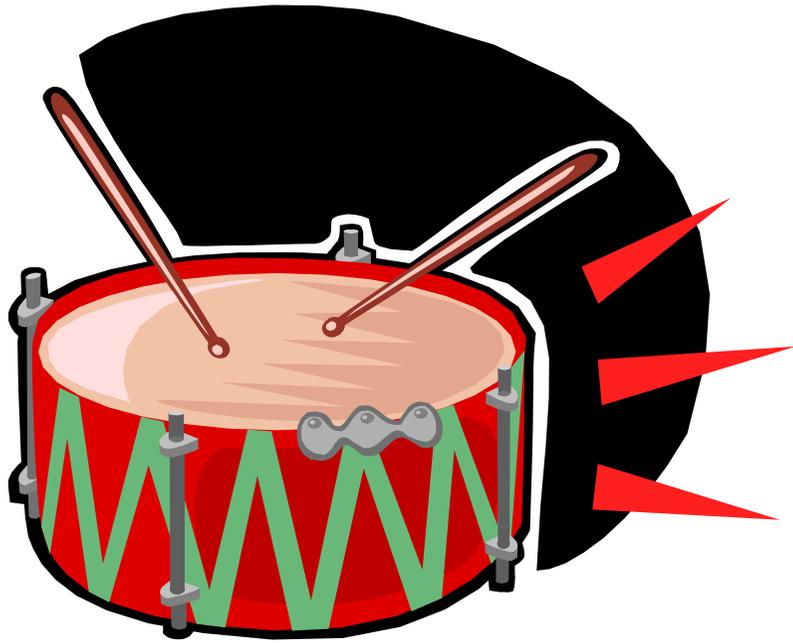
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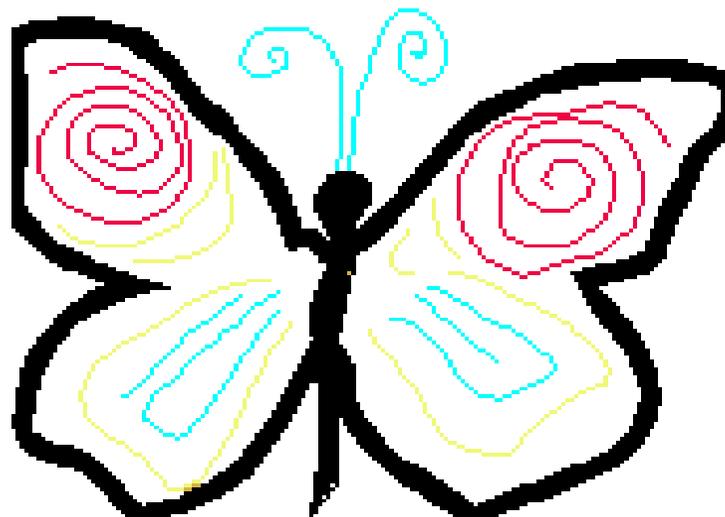
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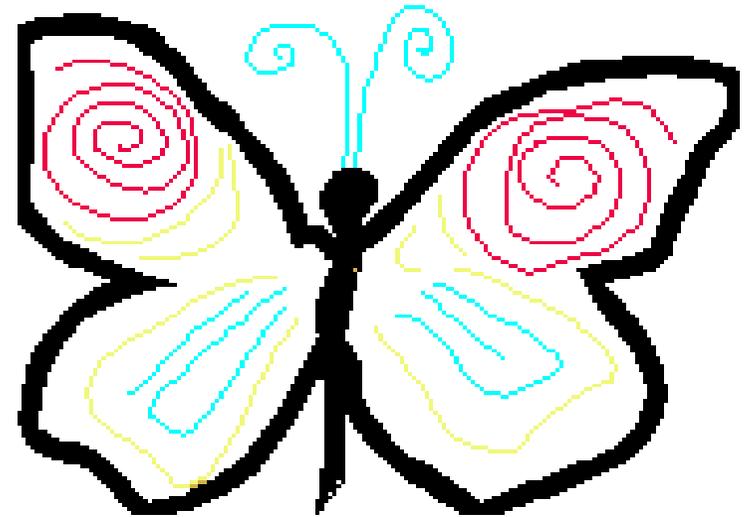
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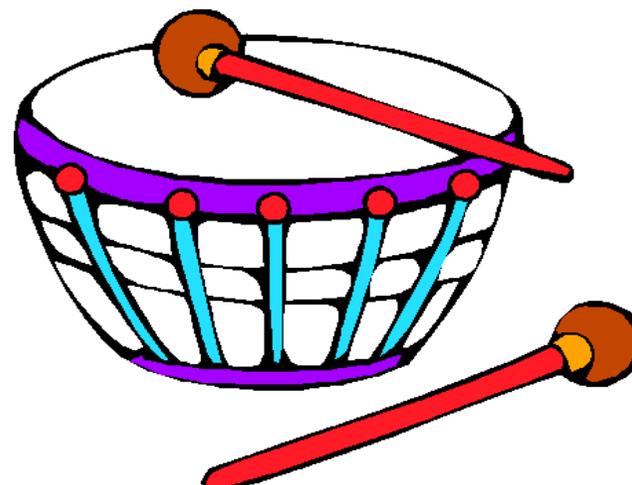
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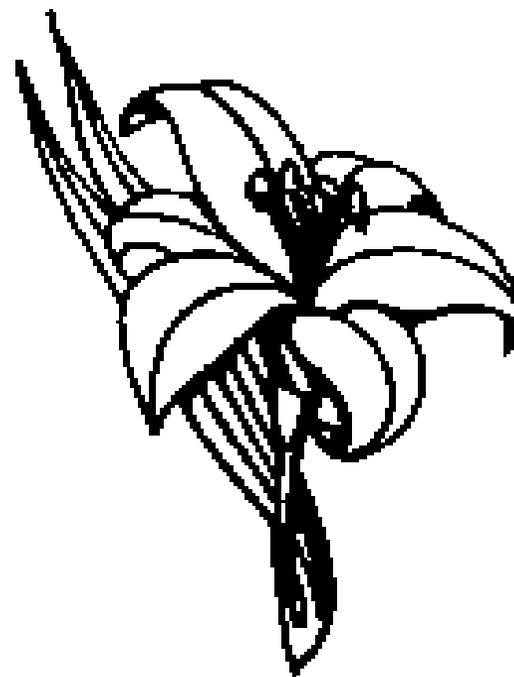
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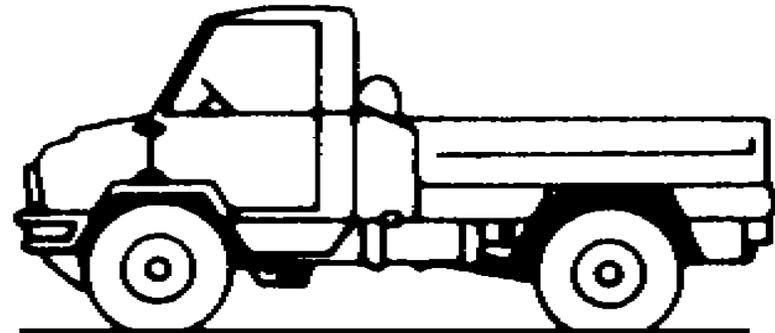
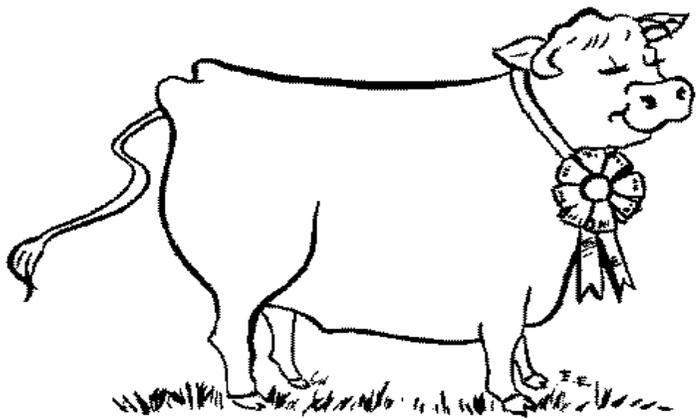
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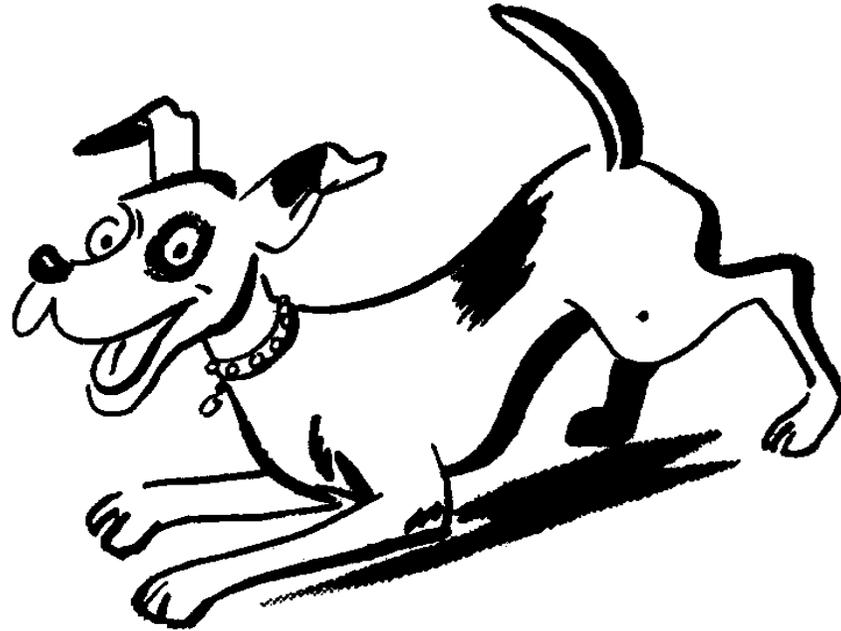
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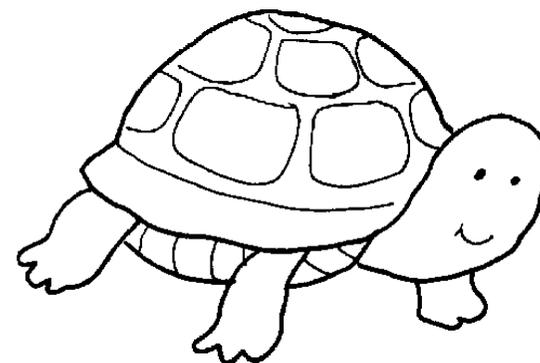
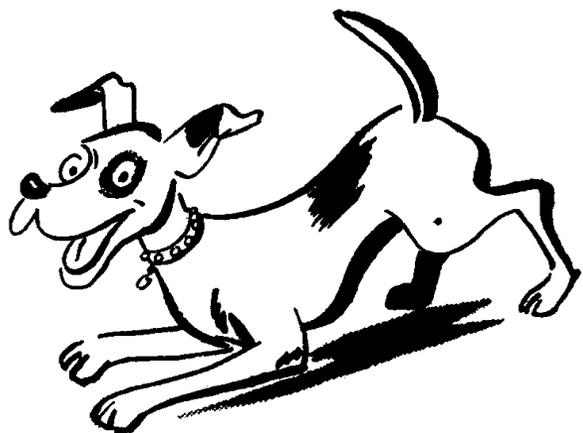
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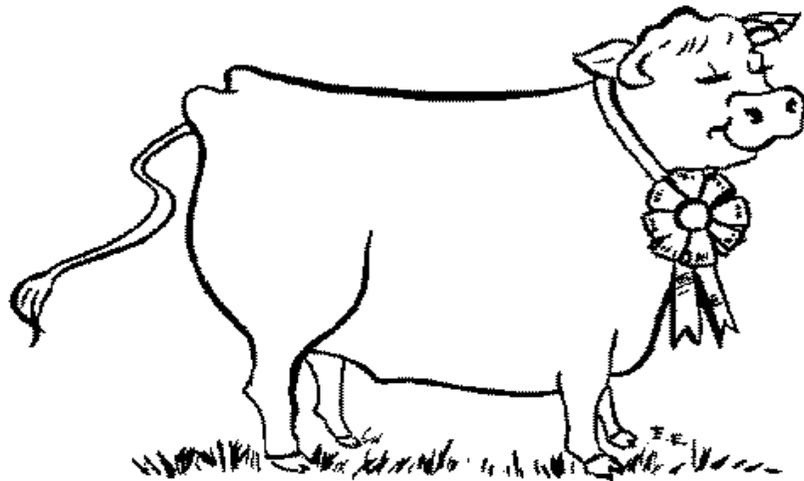
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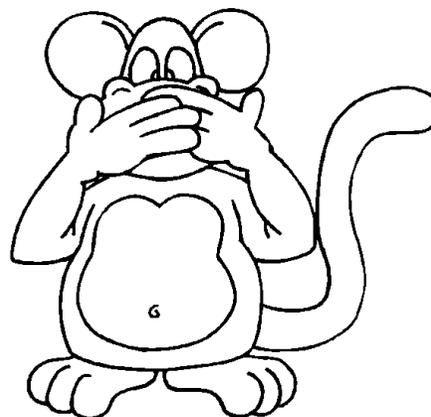
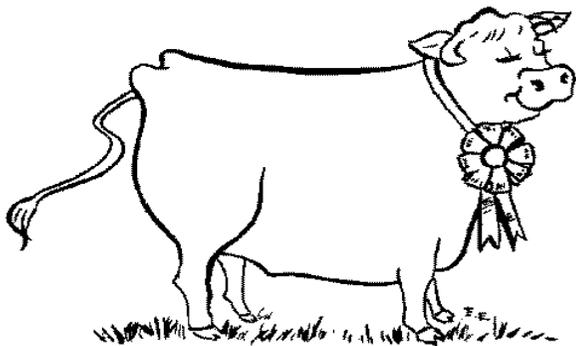
## MEMORIA

Far ritrovare l'immagine memorizzata.



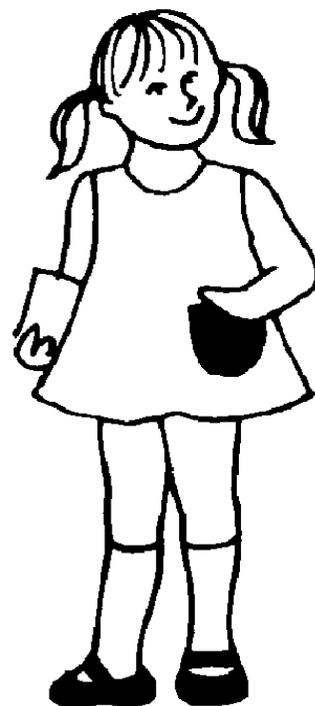
## MEMORIA

Far evidenziare le caratteristiche ed il nome dell'immagine presentata chiedendo di memorizzarla.



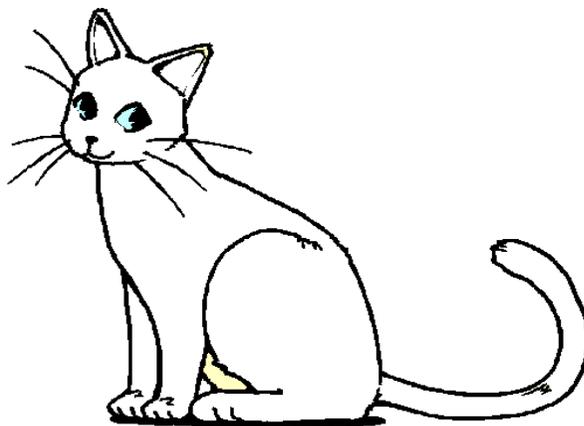
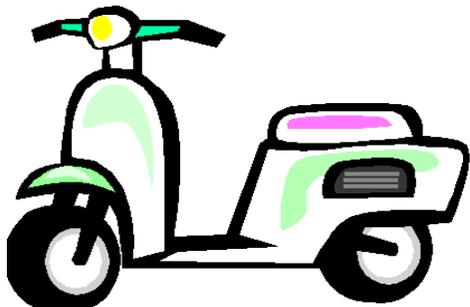
## MEMORIA

Far ritrovare l'immagine memorizzata.



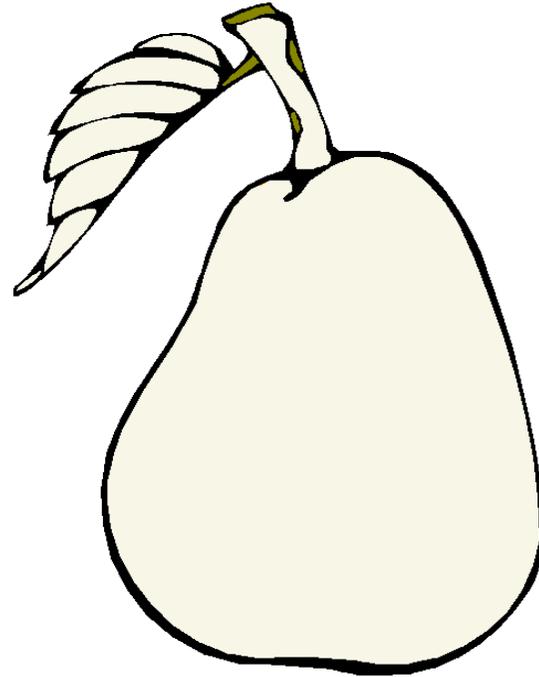
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Far evidenziare le caratteristiche ed il nome dell'immagine presentata chiedendo di memorizzarla.



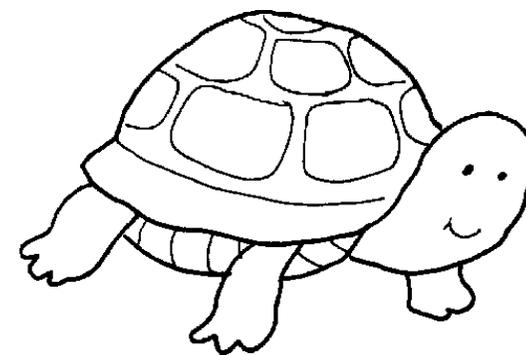
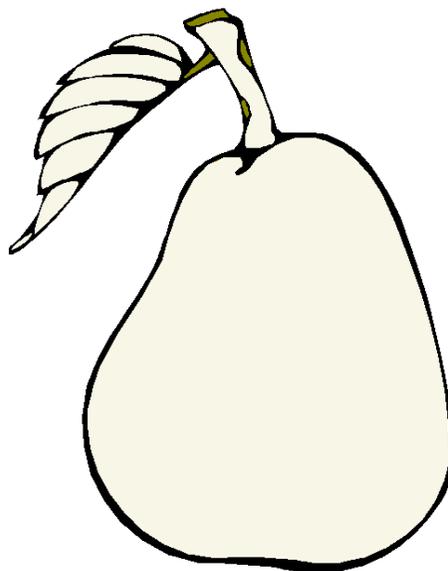
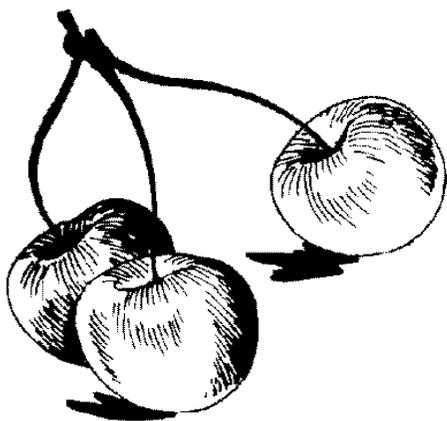
## MEMORIA

Far ritrovare l'immagine memorizzata.



## MEMORIA

Far evidenziare le caratteristiche ed il nome dell'immagine presentata chiedendo di memorizzarla.



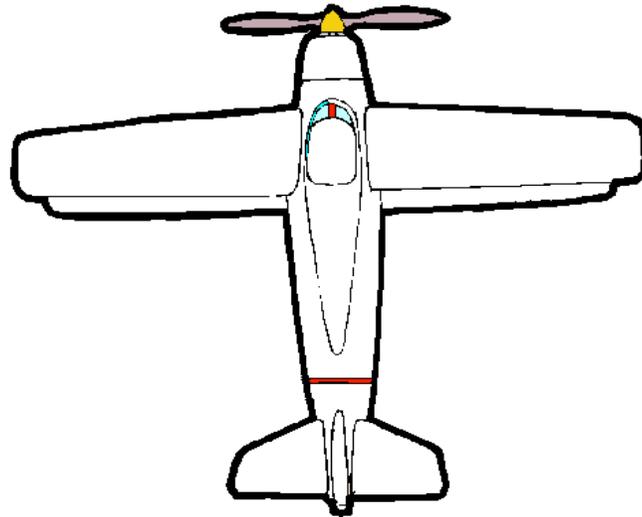
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Far ritrovare l'immagine memorizzata.



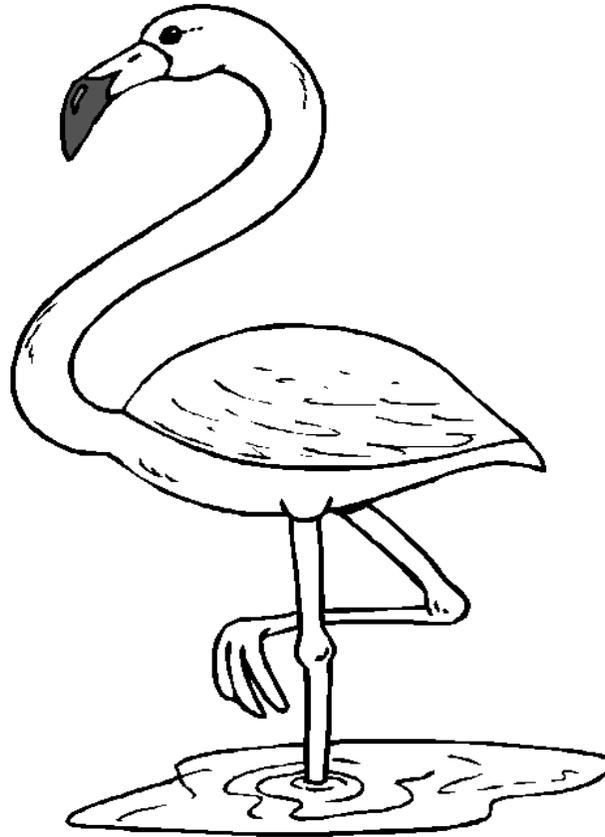
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Far evidenziare le caratteristiche ed il nome dell'immagine presentata chiedendo di memorizzarla.



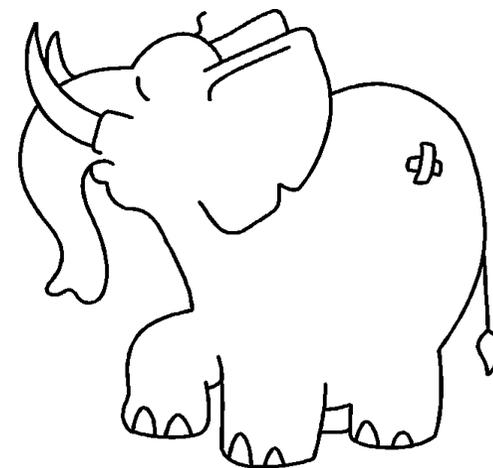
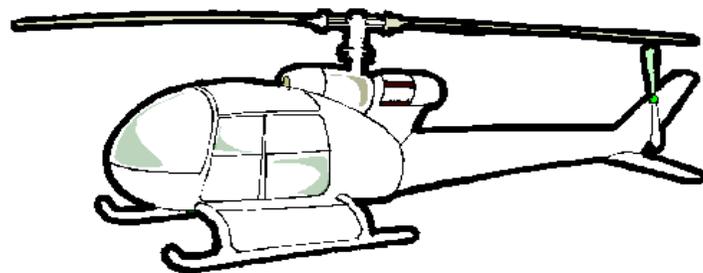
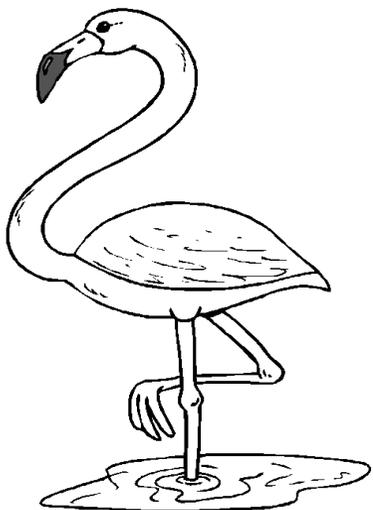
MEMORIA

Far ritrovare l'immagine memorizzata.



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Far evidenziare le caratteristiche ed il nome dell'immagine presentata chiedendo di memorizzarla.



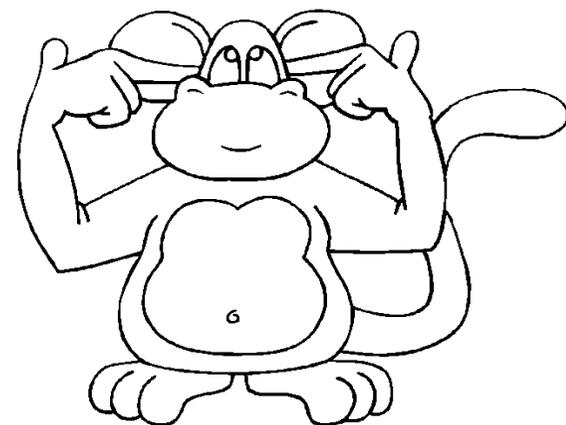
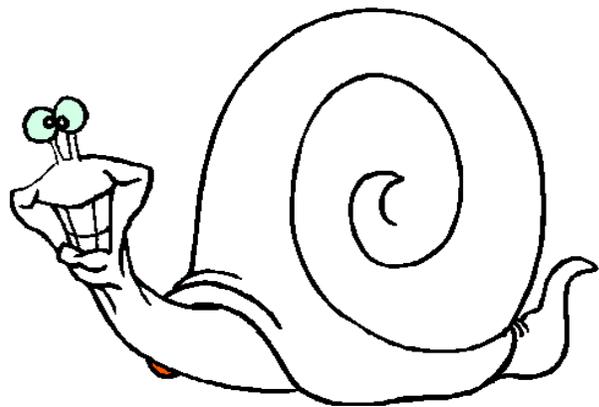
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Far ritrovare l'immagine memorizzata.



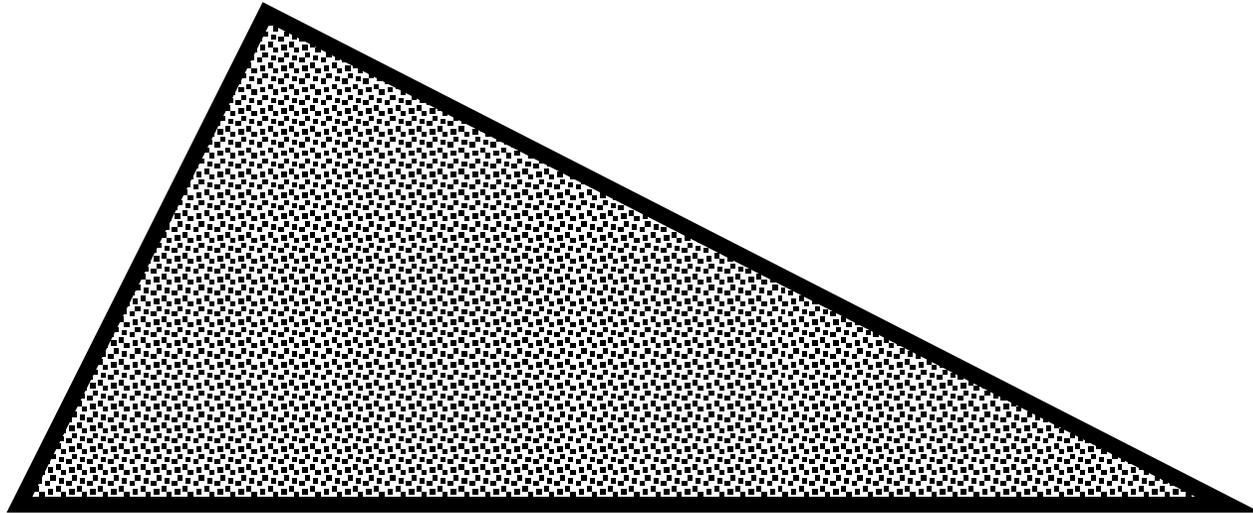
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Far evidenziare le caratteristiche ed il nome dell'immagine presentata chiedendo di memorizzarla.



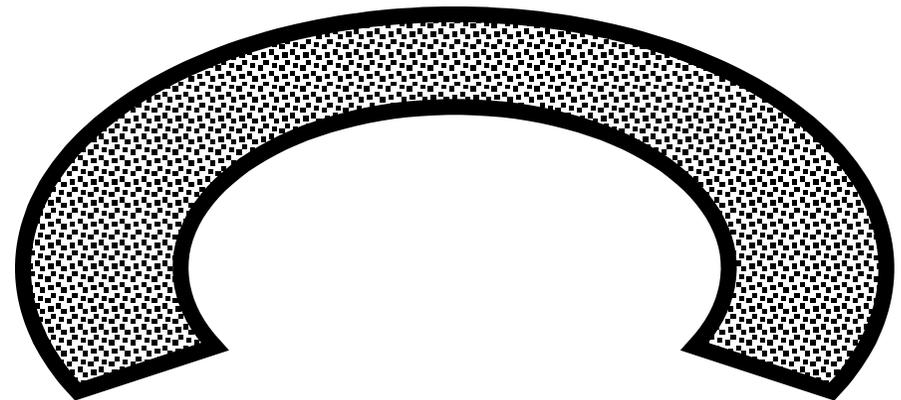
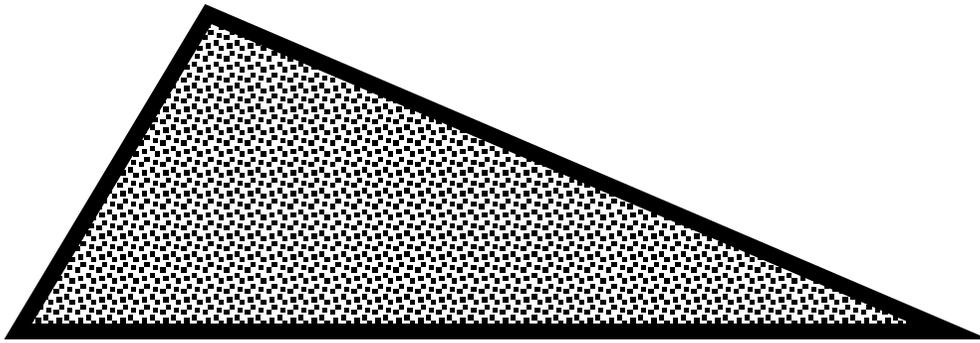
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Far ritrovare l'immagine memorizzata.



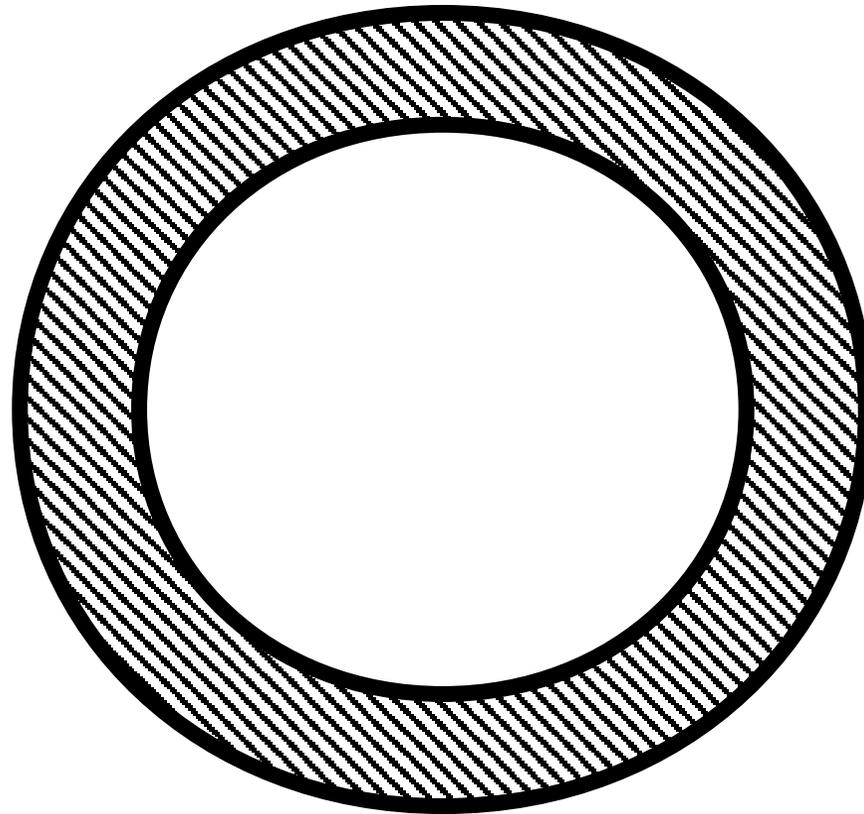
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Far evidenziare le caratteristiche ed il nome dell'immagine presentata chiedendo di memorizzarla.



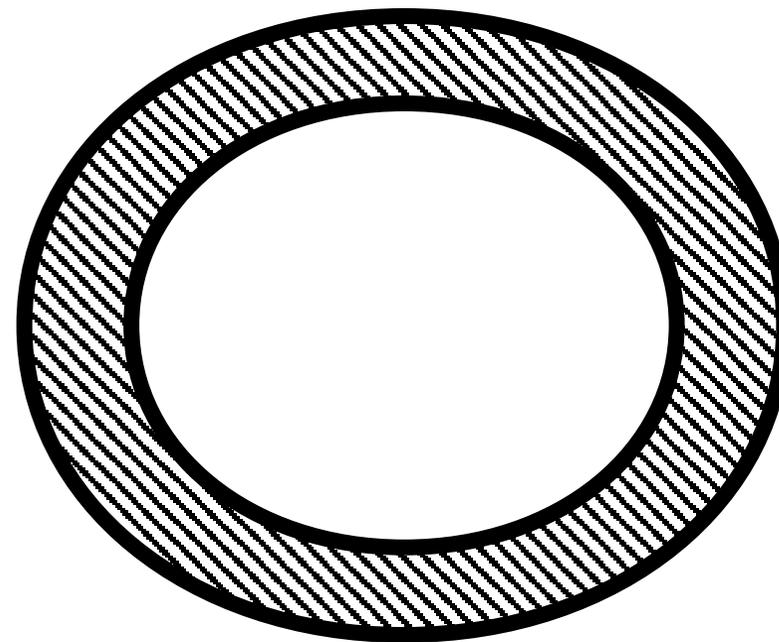
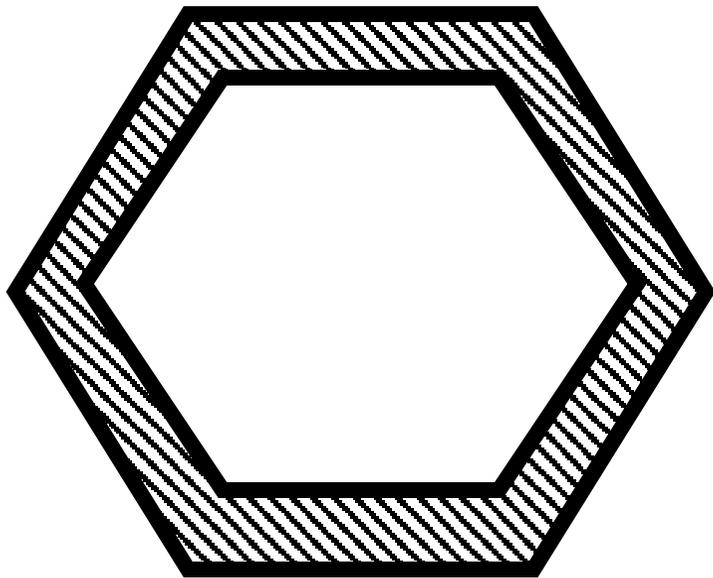
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Far ritrovare l'immagine memorizzata.



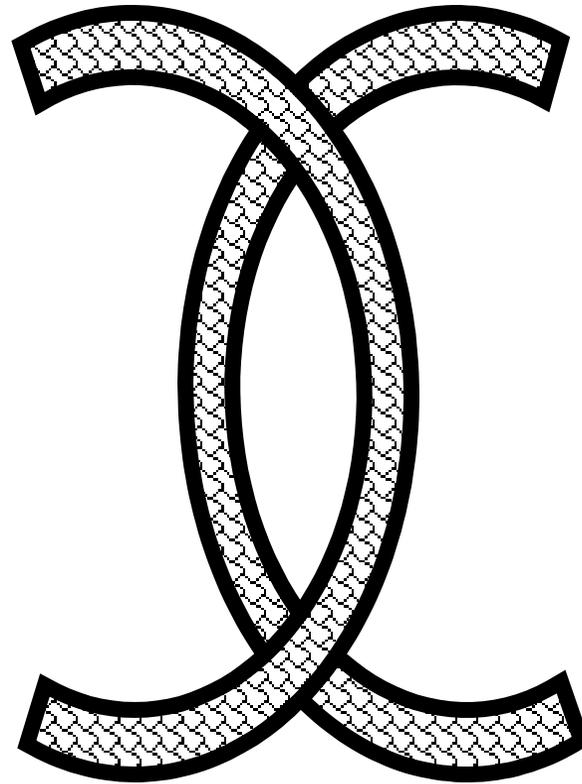
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Far evidenziare le caratteristiche ed il nome dell'immagine presentata chiedendo di memorizzarla.



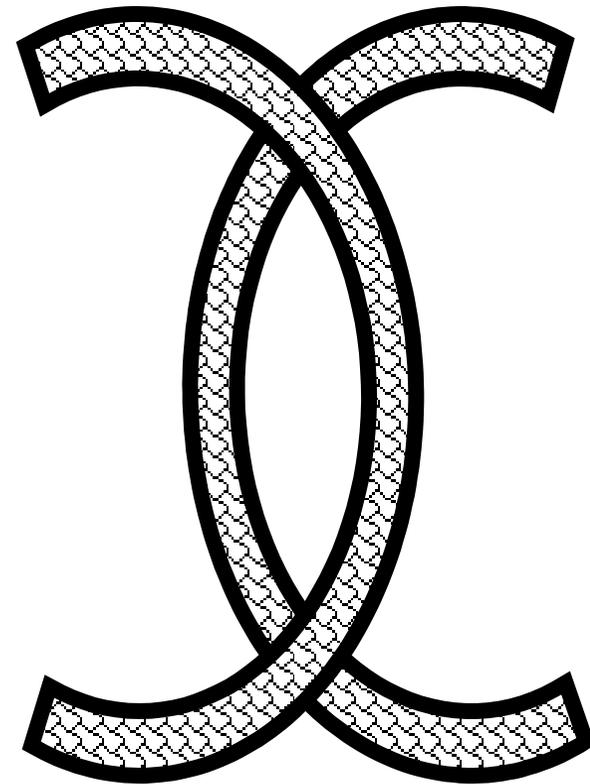
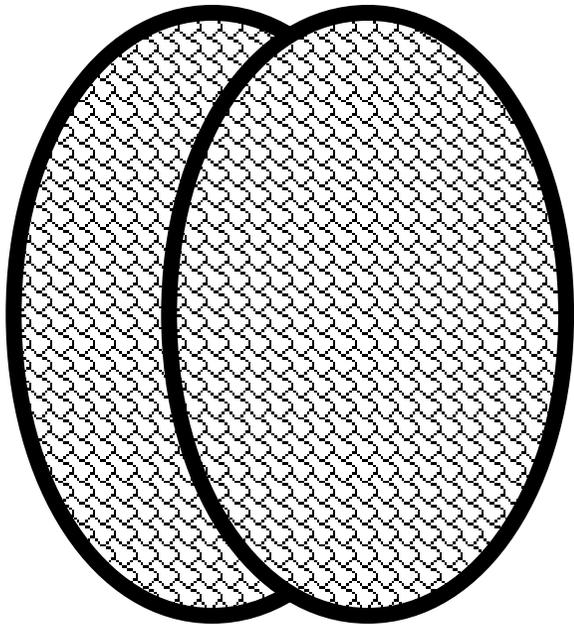
MEMORIA

Far ritrovare l'immagine memorizzata.



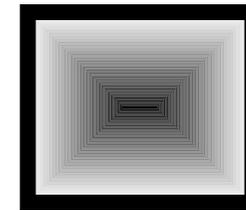
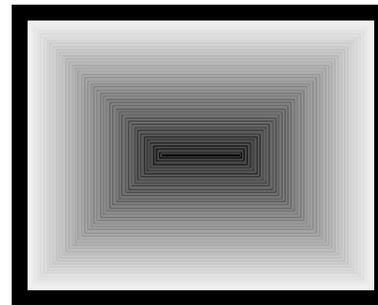
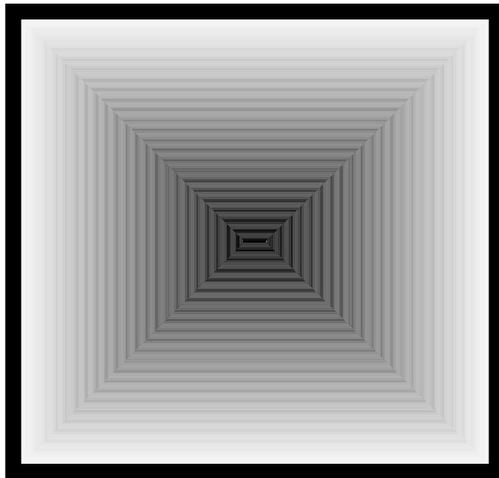
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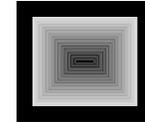
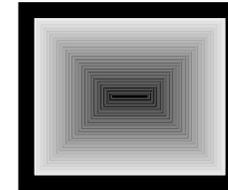
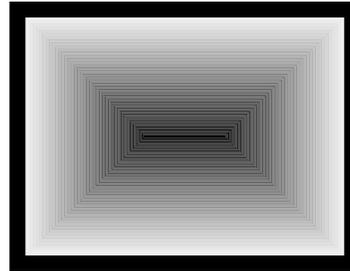
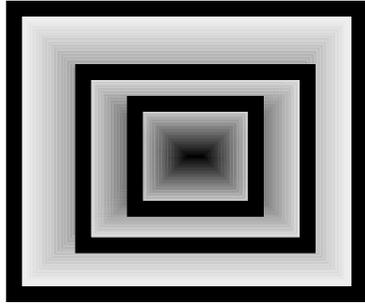
MEMORIA

Far ritrovare l'immagine memorizzata.



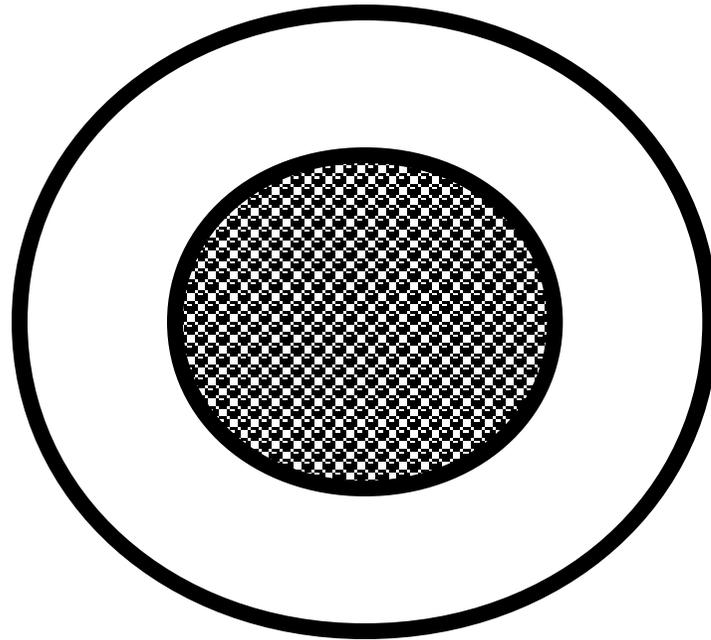
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Far evidenziare le caratteristiche ed il nome dell'immagine presentata chiedendo di memorizzarla.



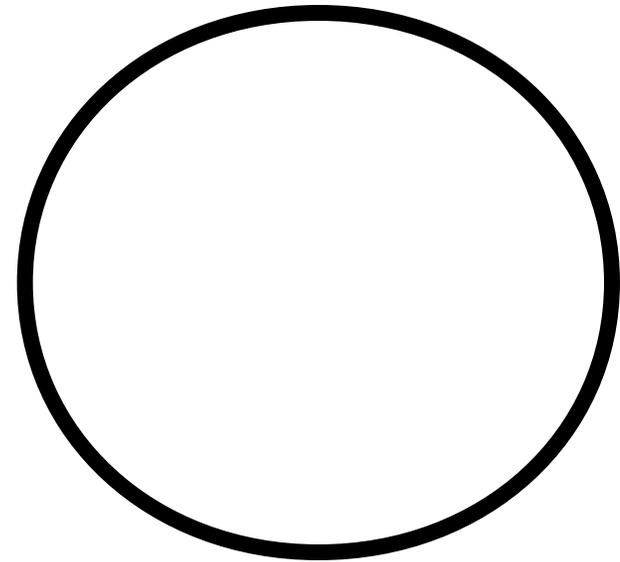
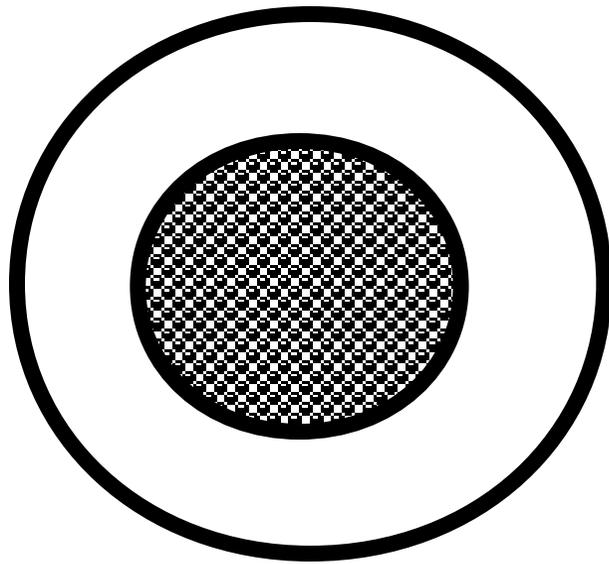
MEMORIA

Far ritrovare l'immagine memorizzata.



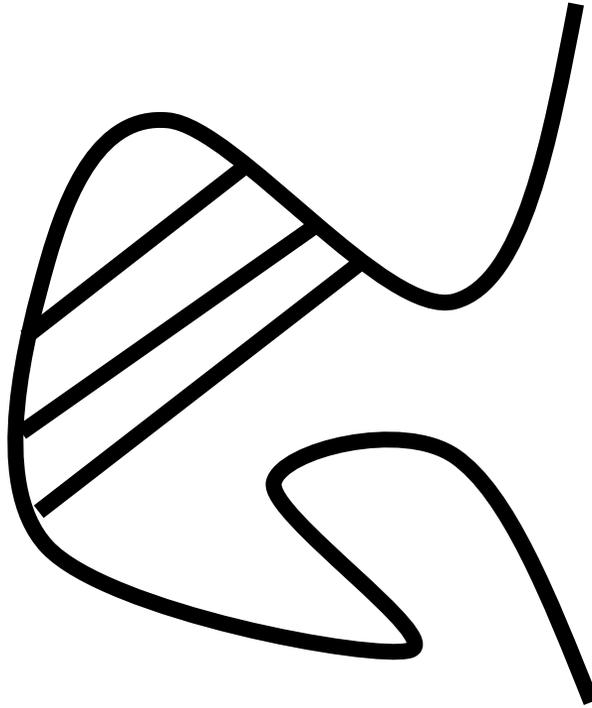
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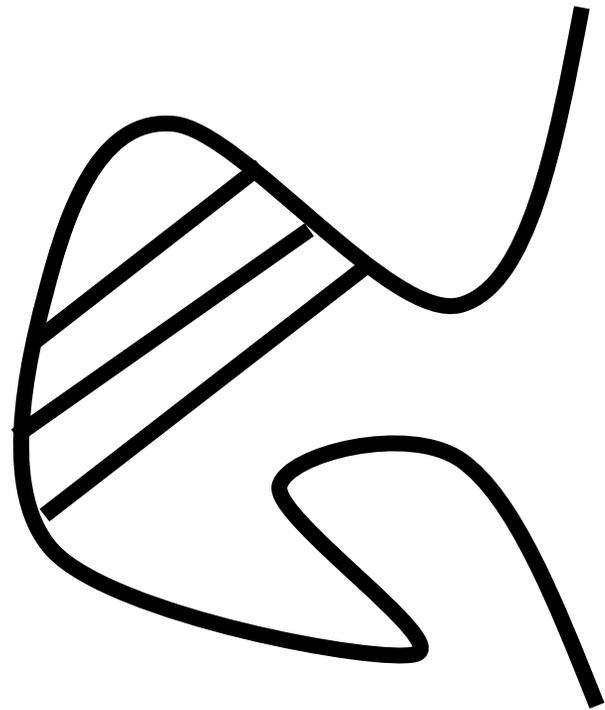
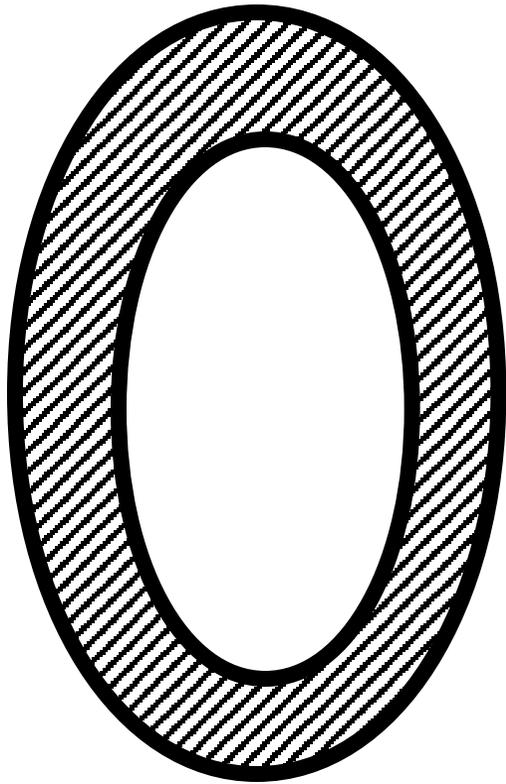
MEMORIA

Far ritrovare l'immagine memorizzata.



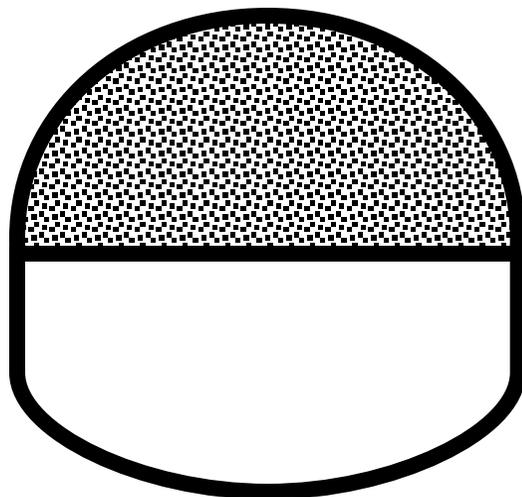
MEMORIA

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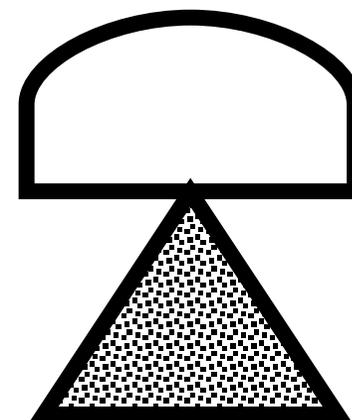
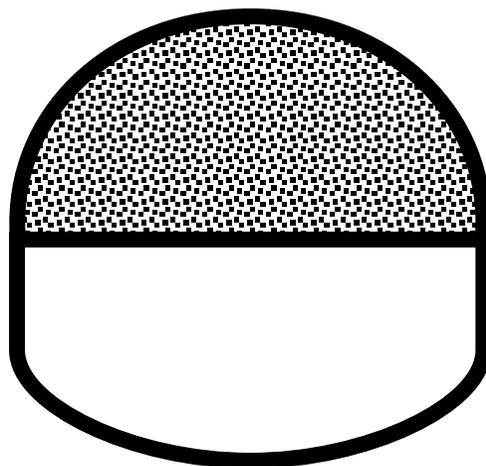
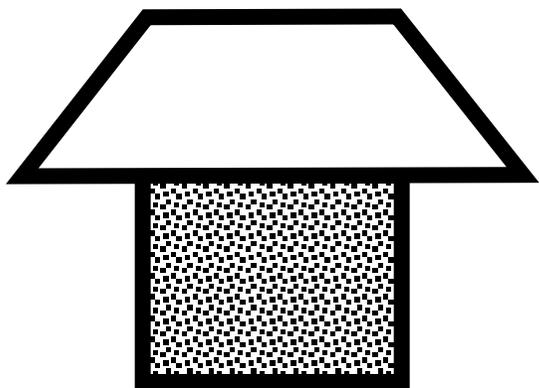
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Far ritrovare l'immagine memorizzata.



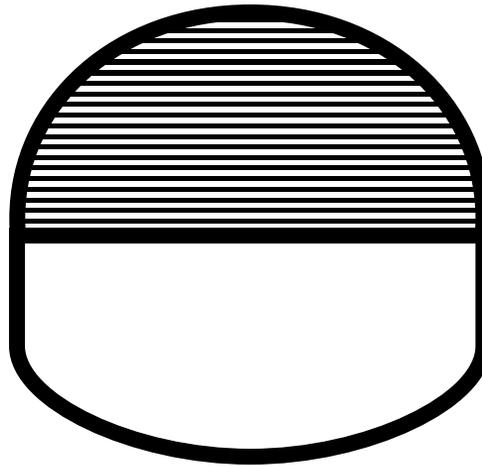
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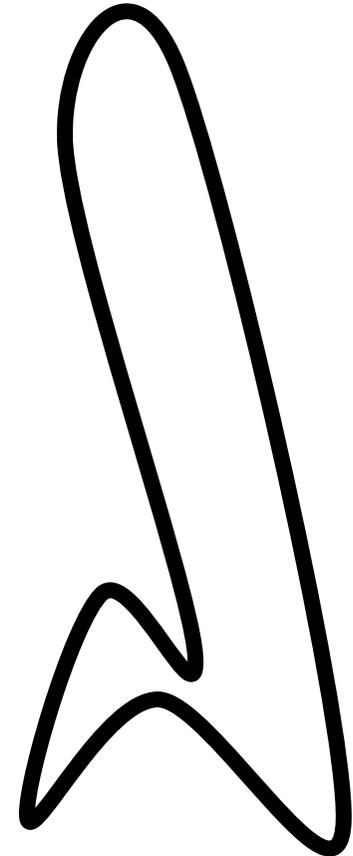
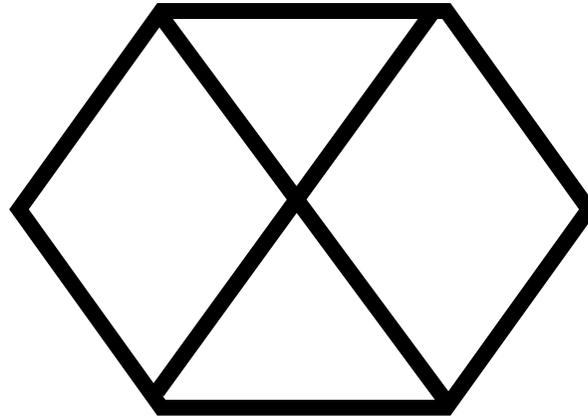
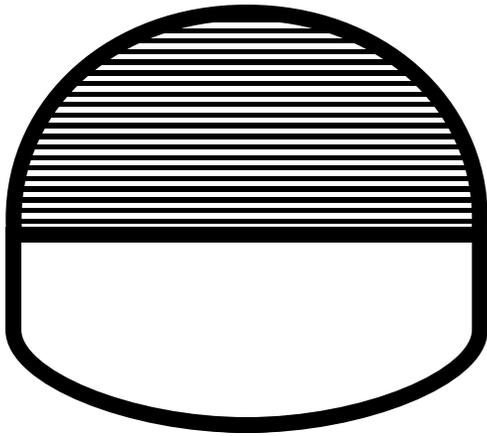
MEMORIA

Far ritrovare l'immagine memorizzata.



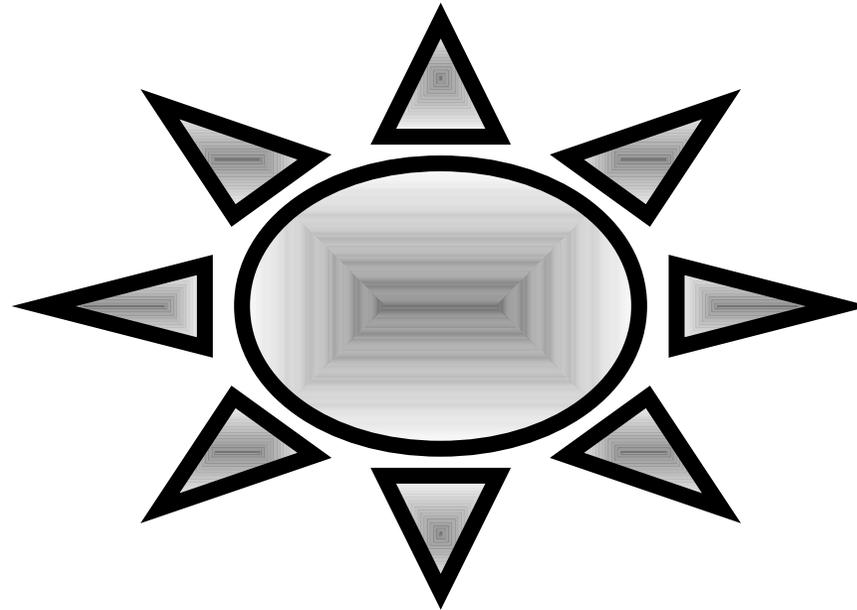
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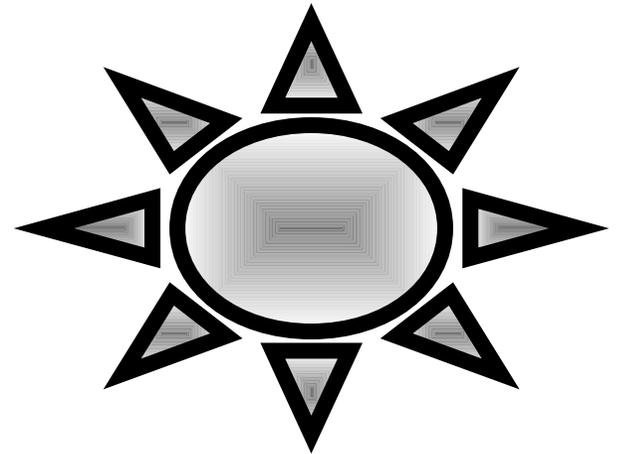
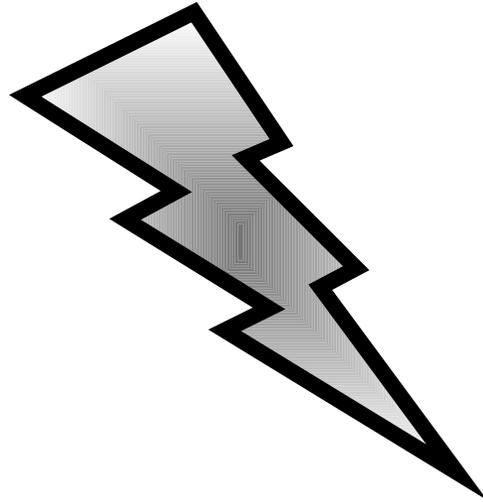
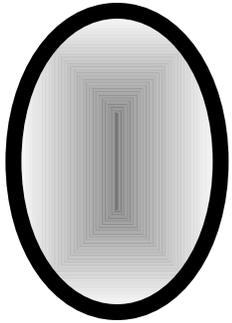
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Far ritrovare l'immagine memorizzata.



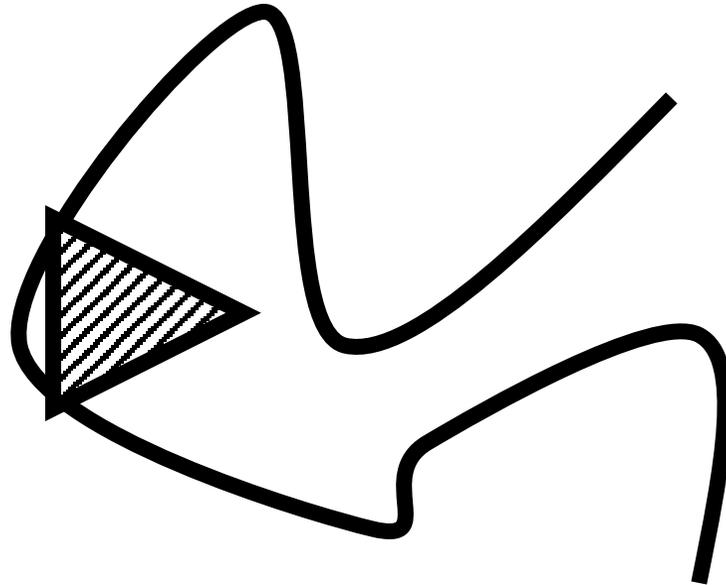
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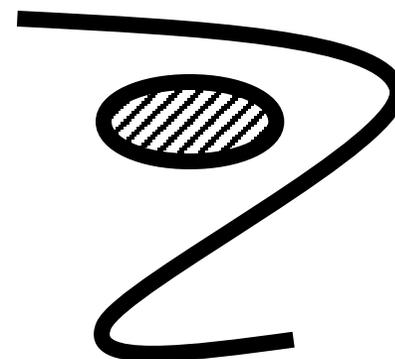
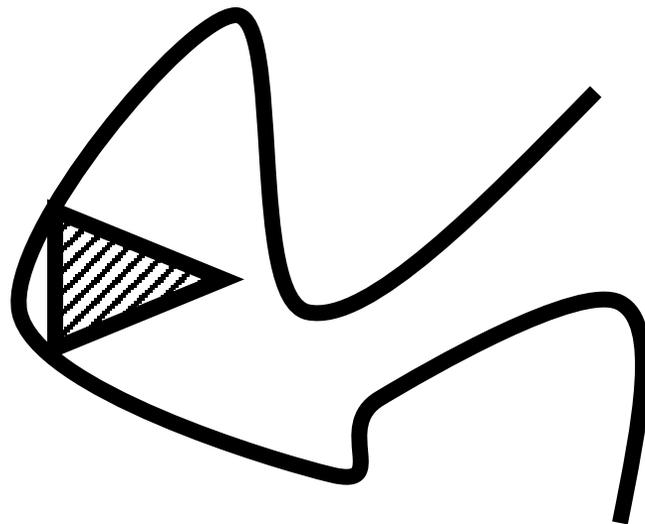
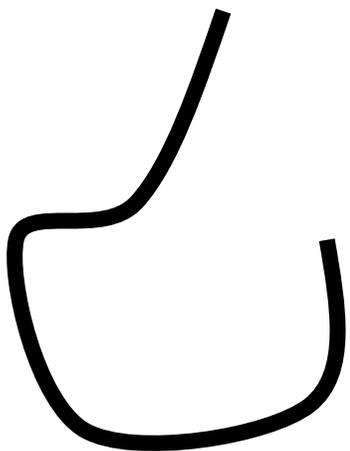
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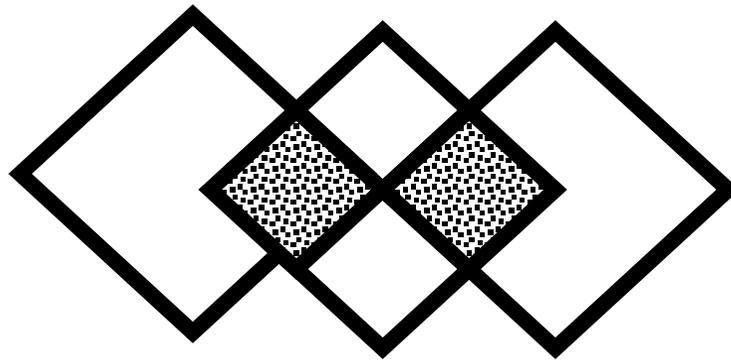
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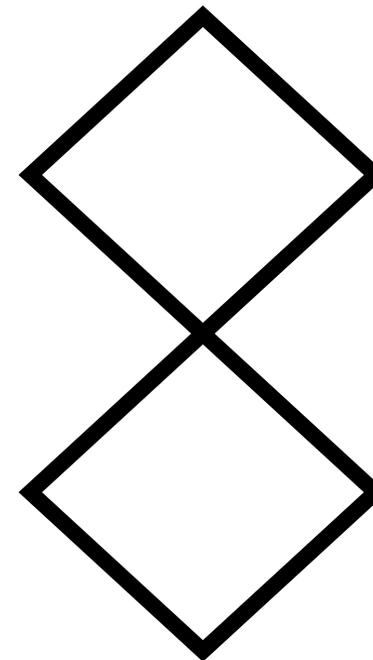
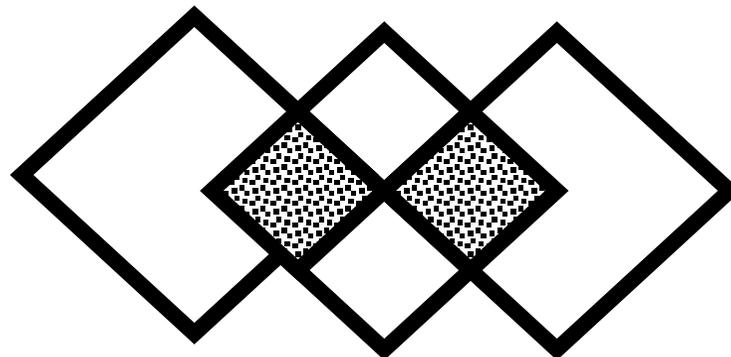
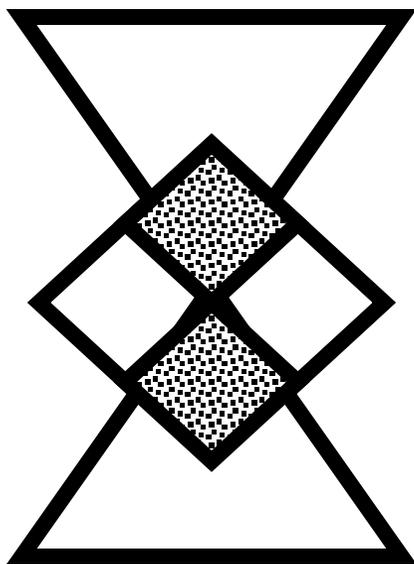
MEMORIA

Far ritrovare l'immagine memorizzata.



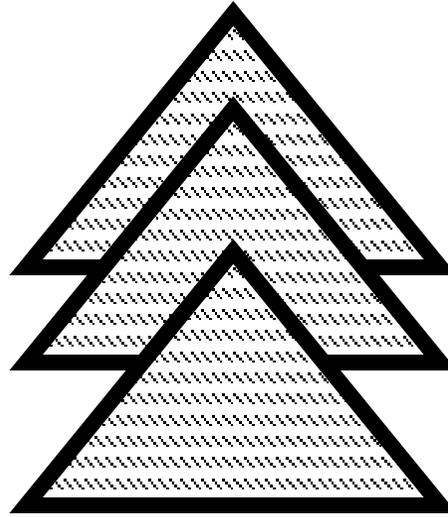
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Far evidenziare le caratteristiche ed il nome dell'immagine presentata chiedendo di memorizzarla.



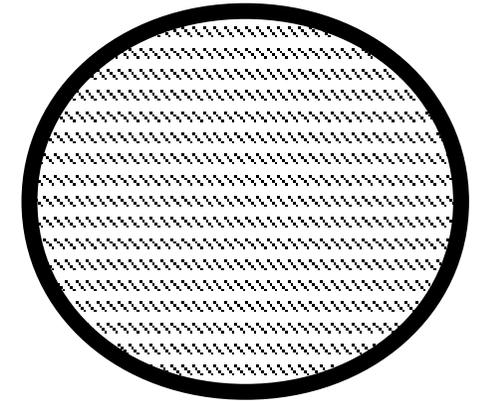
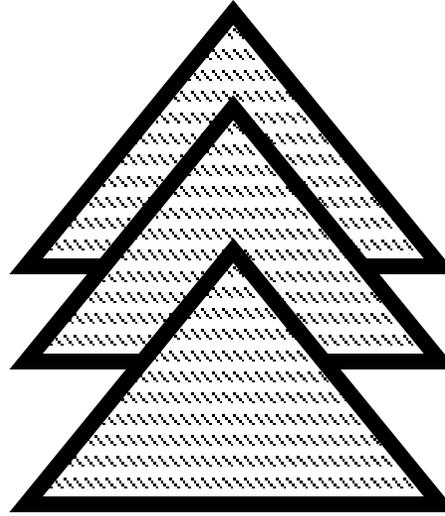
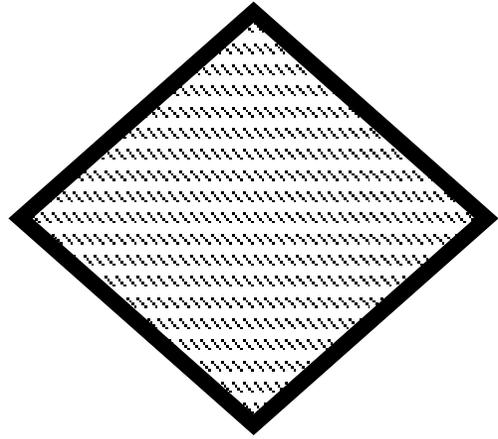
MEMORIA

Far ritrovare l'immagine memorizzata.



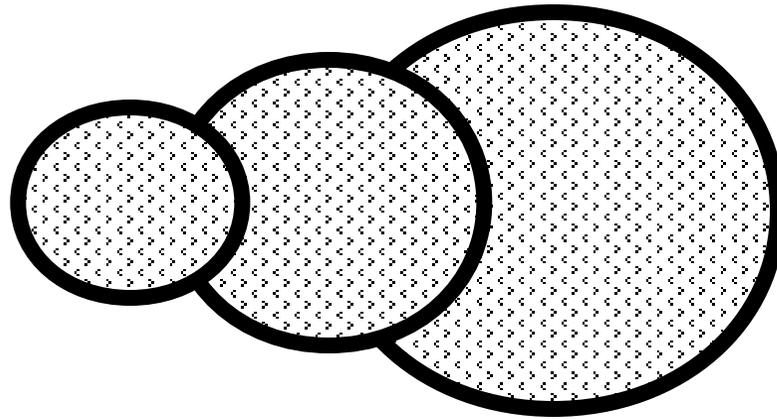
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Far evidenziare le caratteristiche ed il nome dell'immagine presentata chiedendo di memorizzarla.



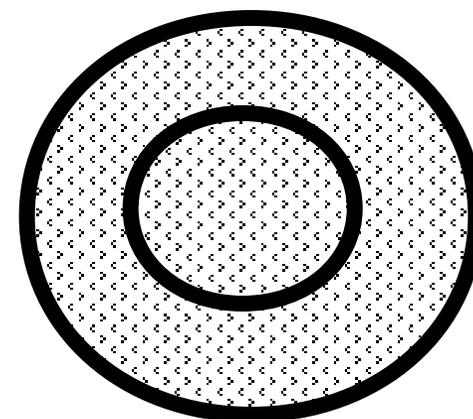
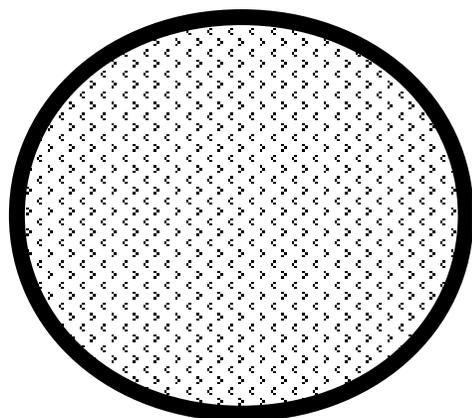
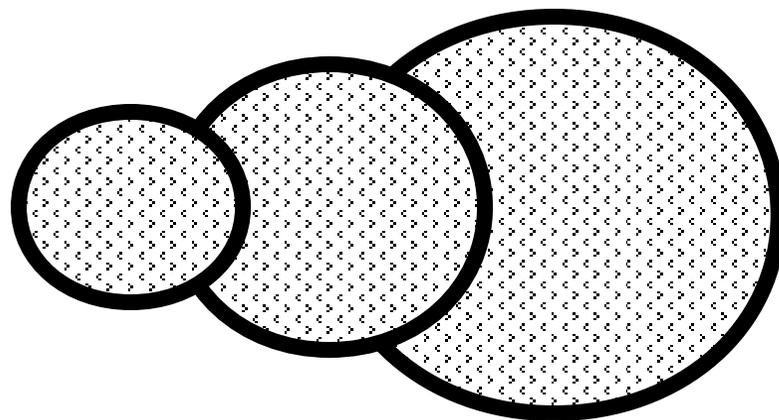
MEMORIA

Far ritrovare l'immagine memorizzata.



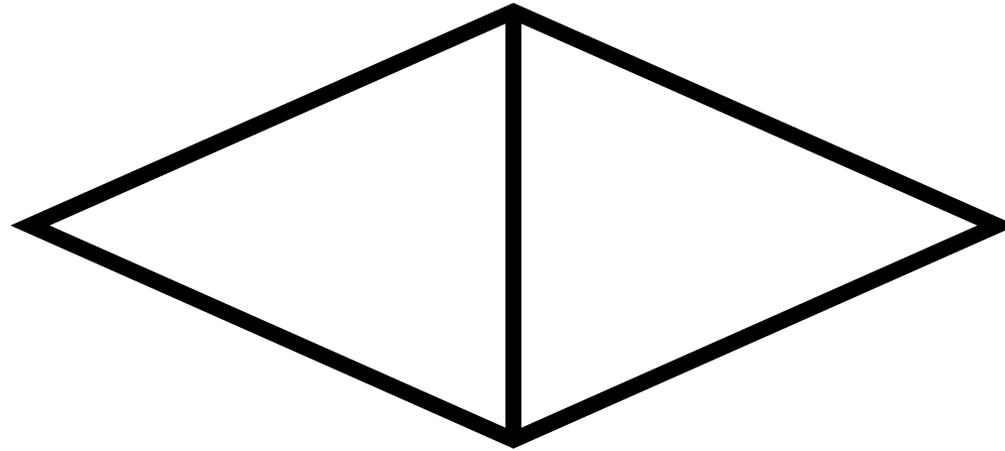
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Far evidenziare le caratteristiche ed il nome dell'immagine presentata chiedendo di memorizzarla.



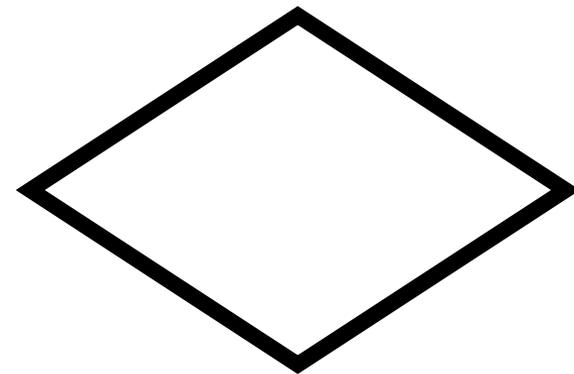
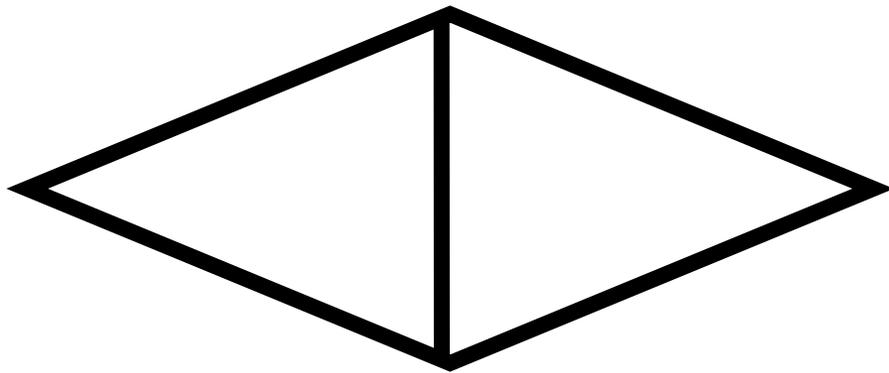
MEMORIA

Far ritrovare l'immagine memorizzata.



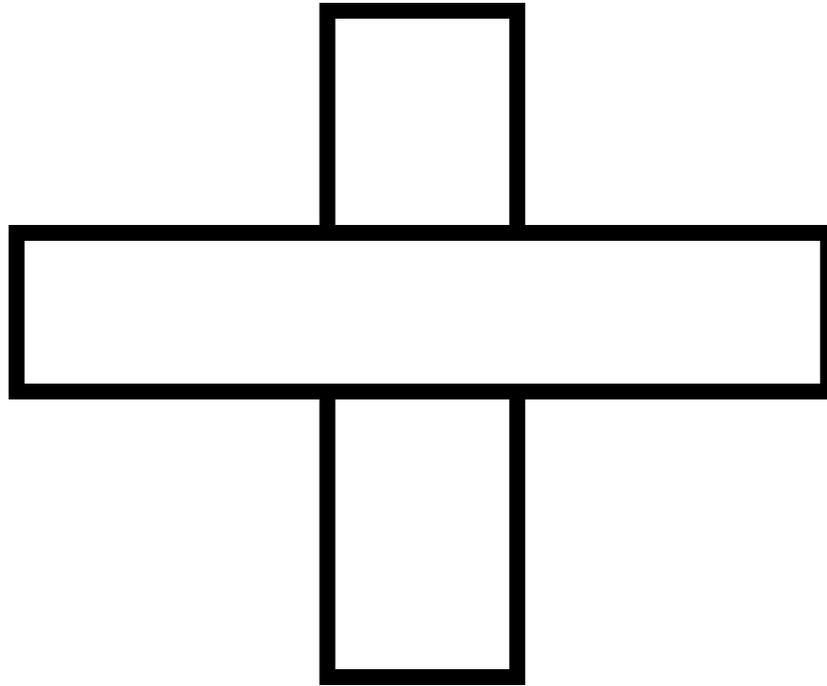
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Far evidenziare le caratteristiche ed il nome dell'immagine presentata chiedendo di memorizzarla.



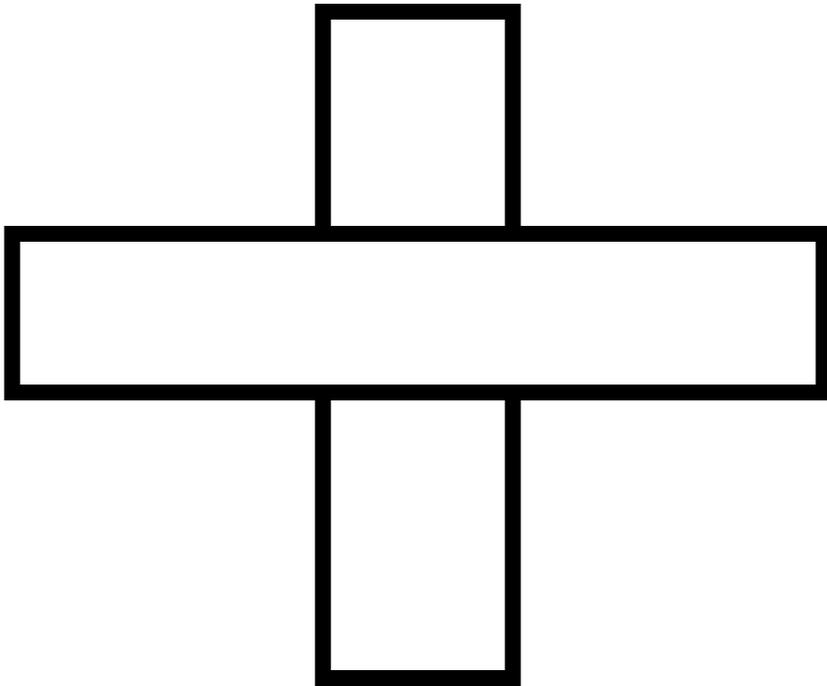
MEMORIA

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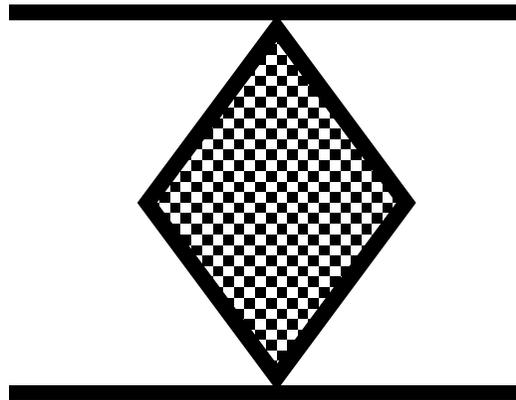
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Far evidenziare le caratteristiche ed il nome dell'immagine presentata chiedendo di memorizzarla.



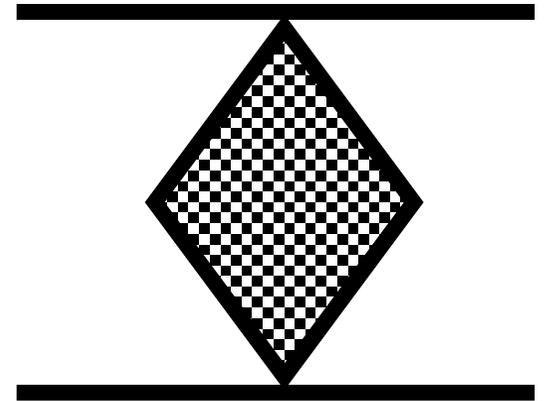
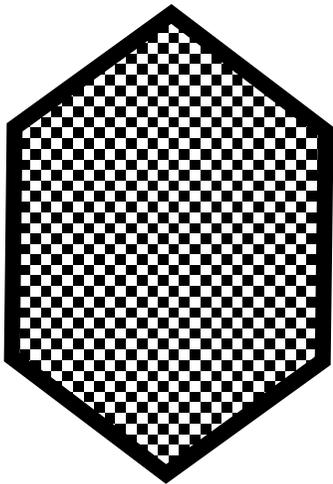
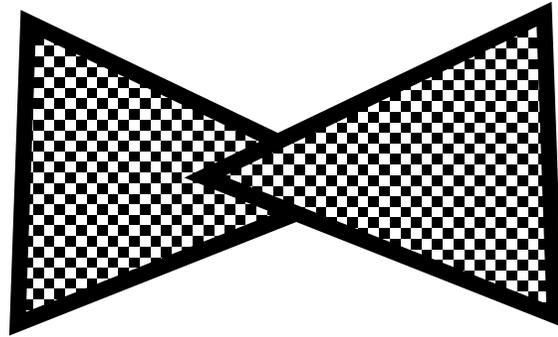
MEMORIA

Far ritrovare l'immagine memorizzata.



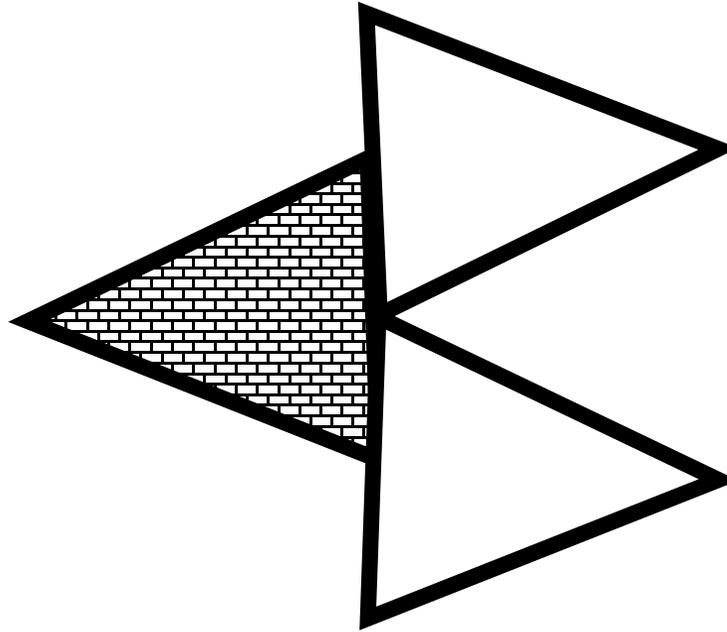
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Far evidenziare le caratteristiche ed il nome dell'immagine presentata chiedendo di memorizzarla.



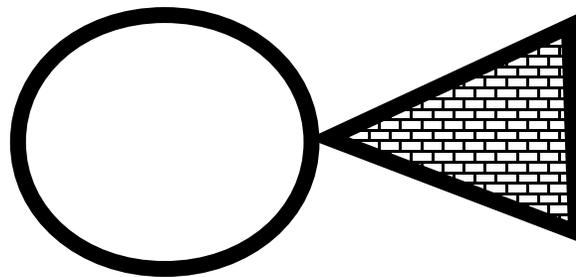
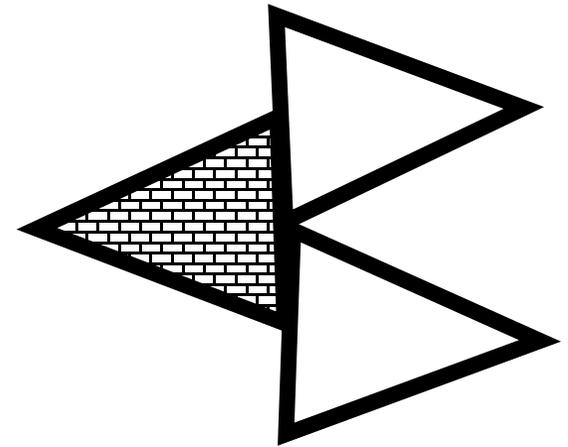
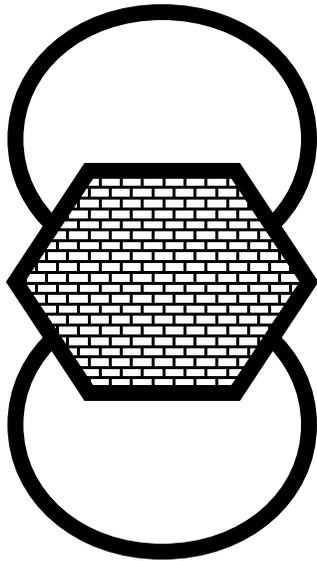
MEMORIA

Far ritrovare l'immagine memorizzata.



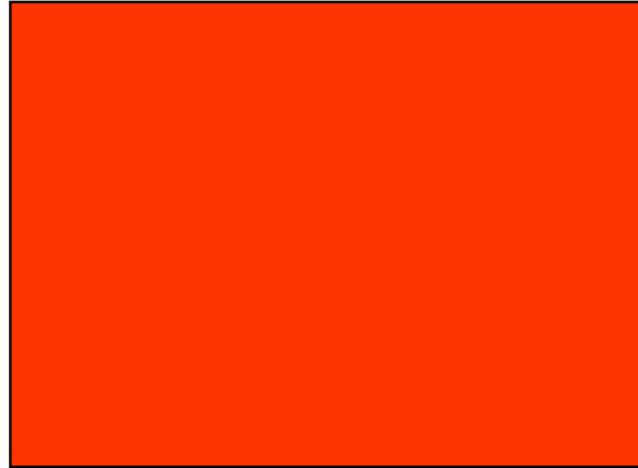
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Far evidenziare le caratteristiche ed il nome dell'immagine presentata chiedendo di memorizzarla.



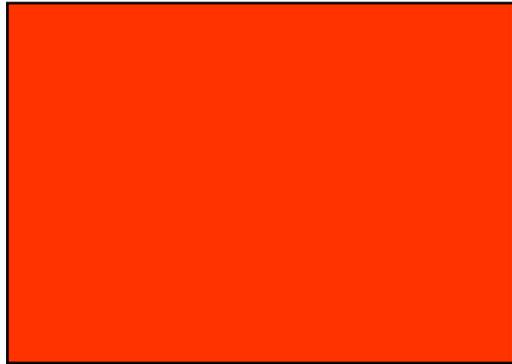
MEMORIA

Far ritrovare l'immagine memorizzata.



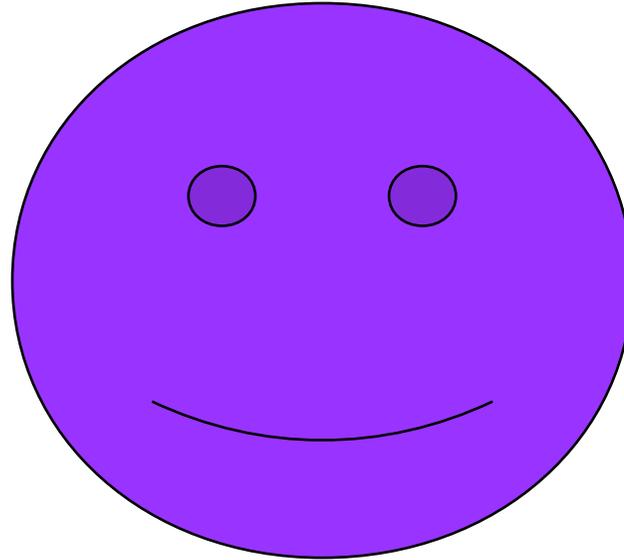
MEMORIA

Dopo aver denominato il colore chiedere di memorizzarlo.



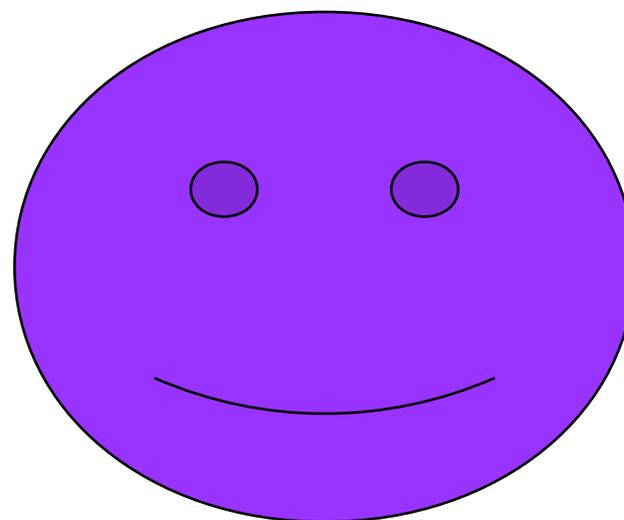
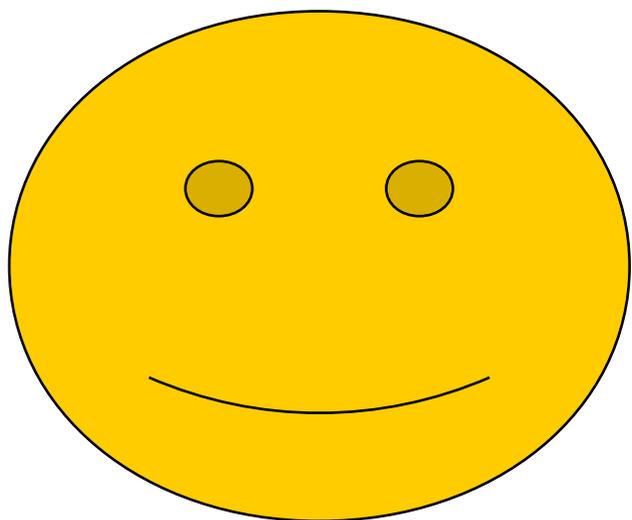
MEMORIA

Far ritrovare il colore o i colori memorizzati.



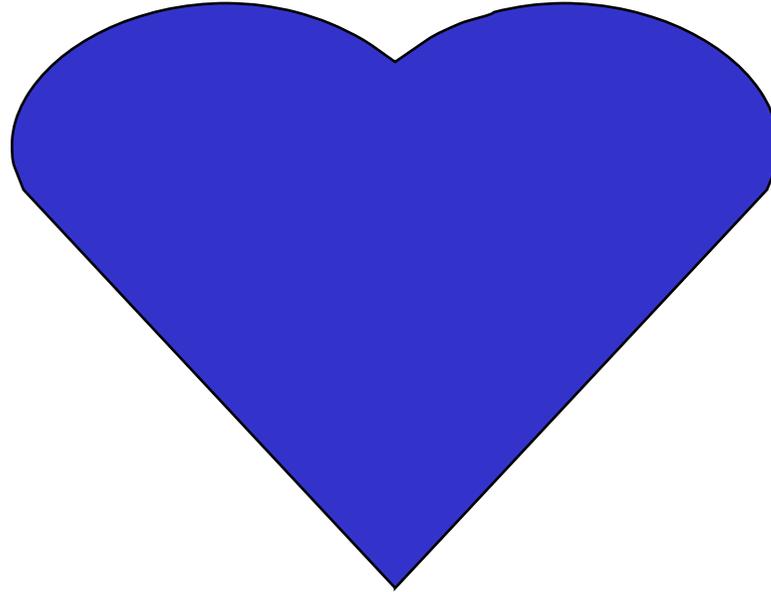
MEMORIA

Dopo aver denominato il colore chiedere di memorizzarlo.



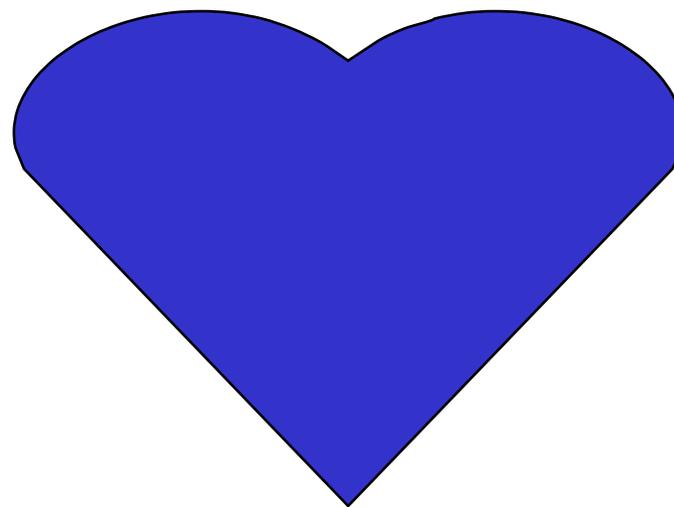
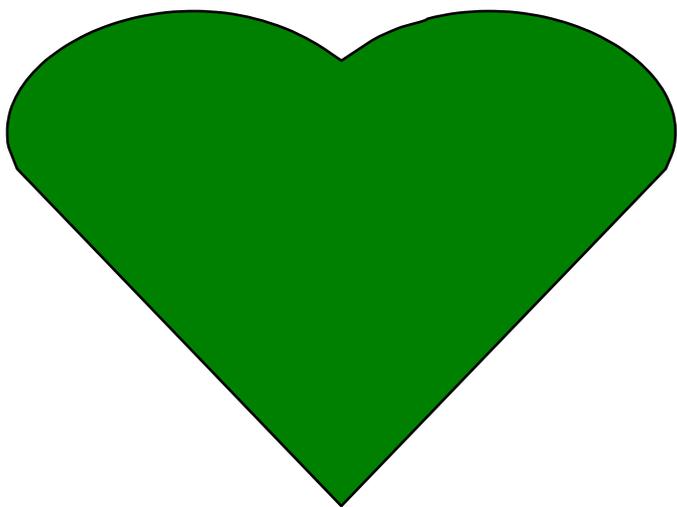
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Far ritrovare il colore o i colori memorizzati.



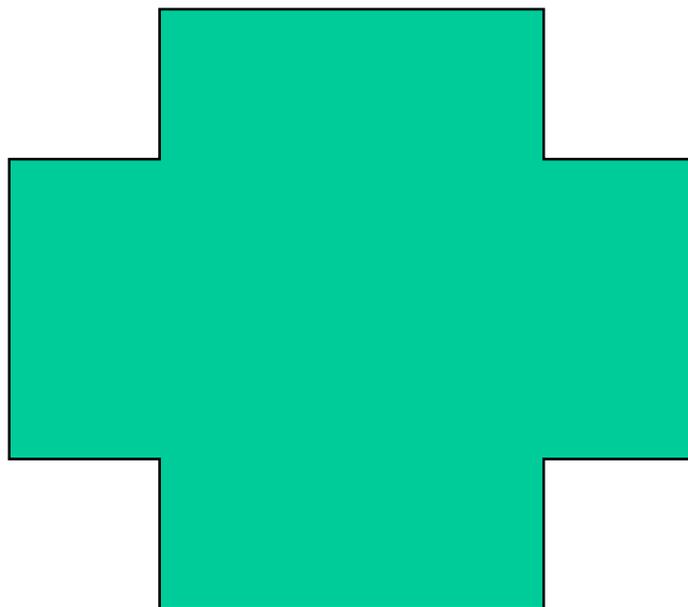
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Dopo aver denominato il colore chiedere di memorizzarlo.



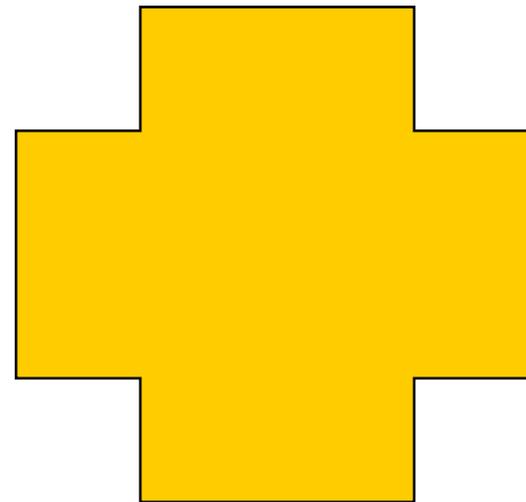
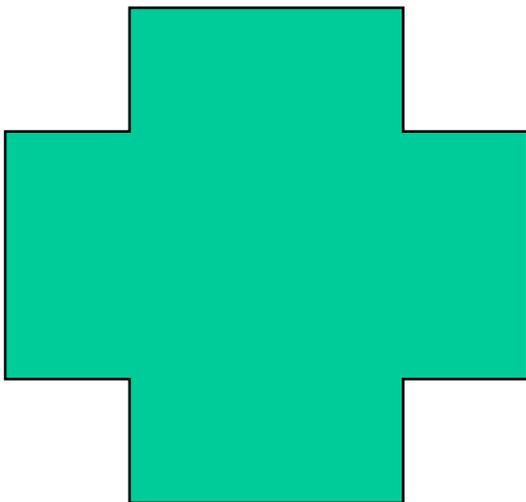
MEMORIA

Far ritrovare il colore o i colori memorizzati.



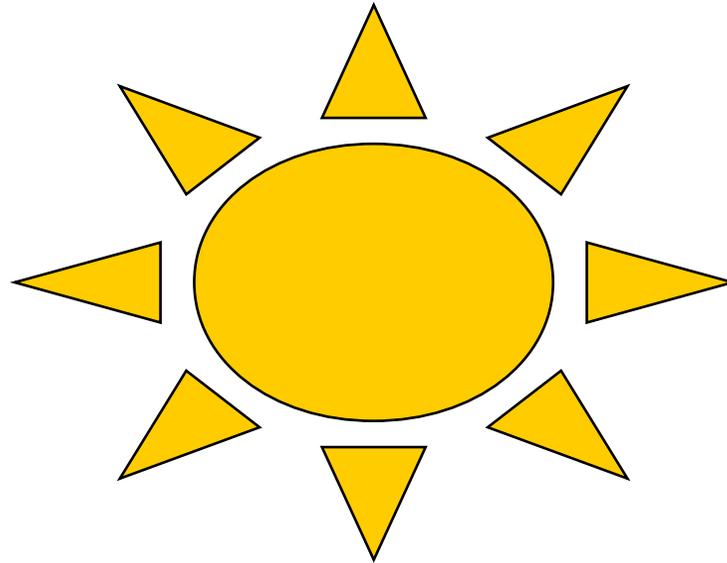
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Dopo aver denominato il colore chiedere di memorizzarlo.



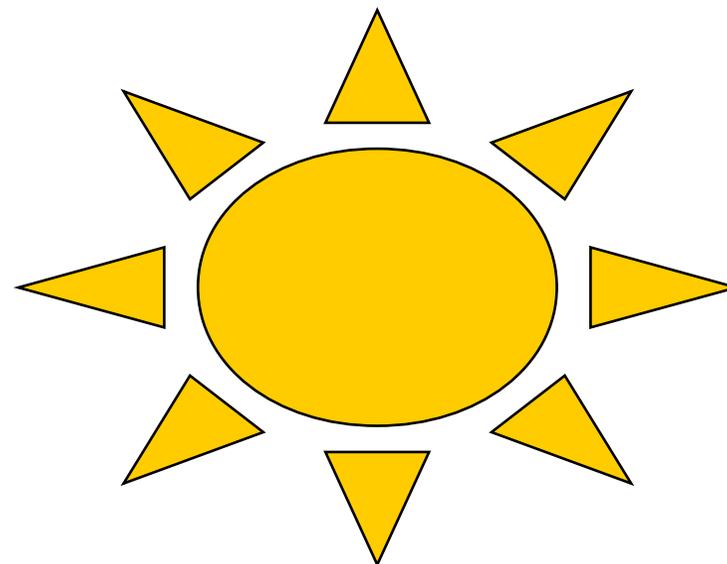
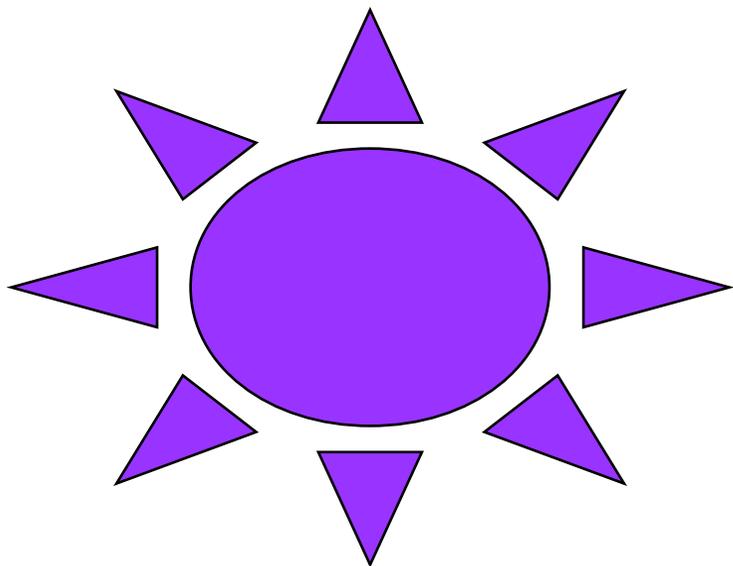
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Far ritrovare il colore o i colori memorizzati.



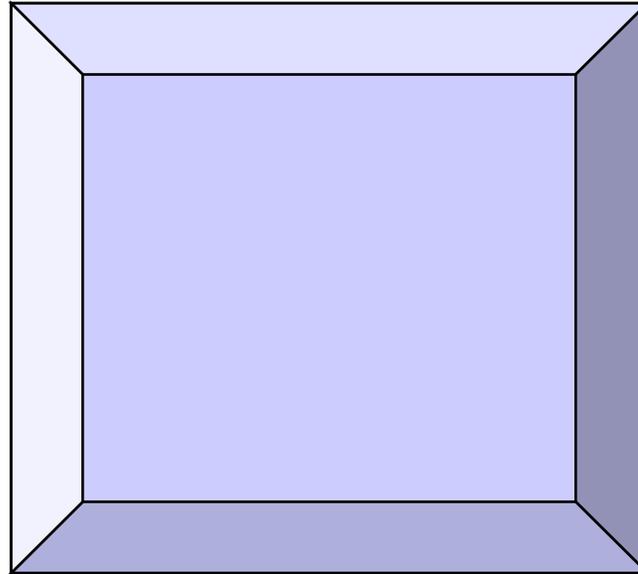
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Dopo aver denominato il colore chiedere di memorizzarlo.



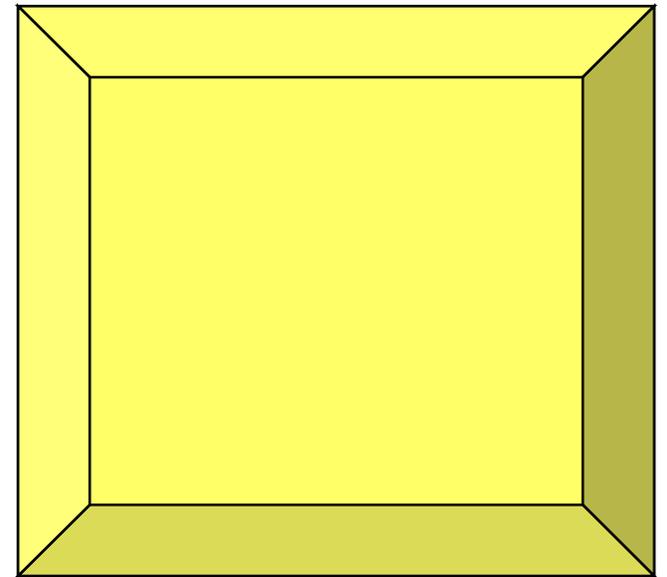
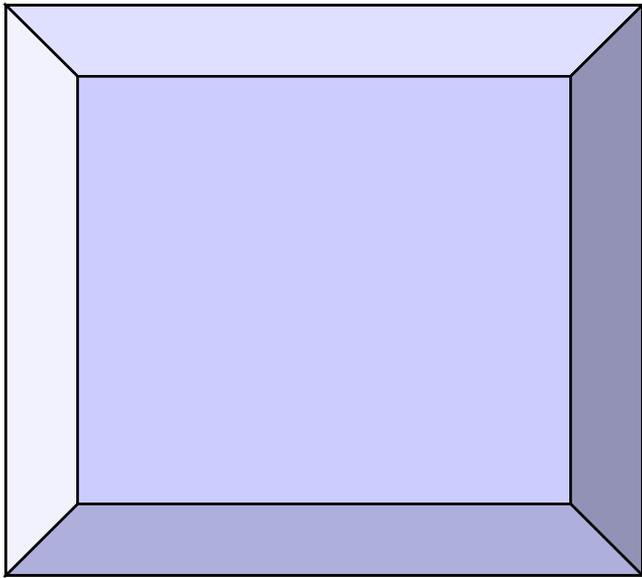
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Far ritrovare il colore o i colori memorizzati.



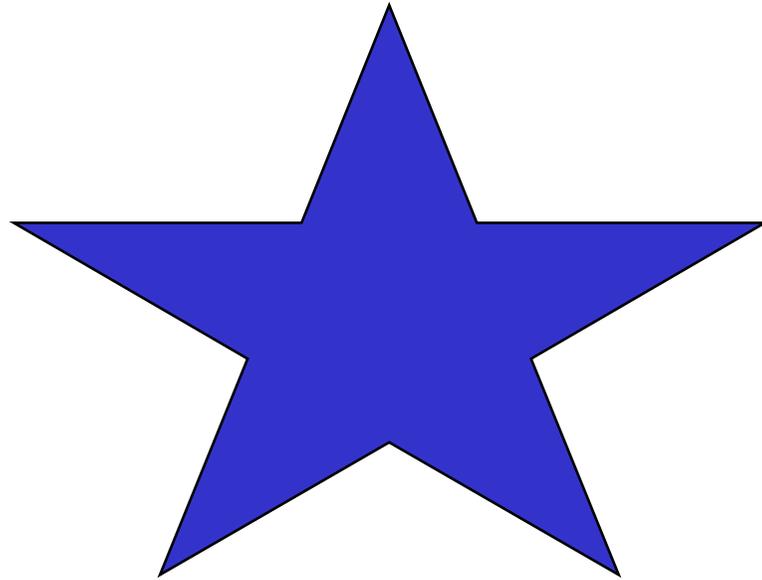
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Dopo aver denominato il colore chiedere di memorizzarlo.



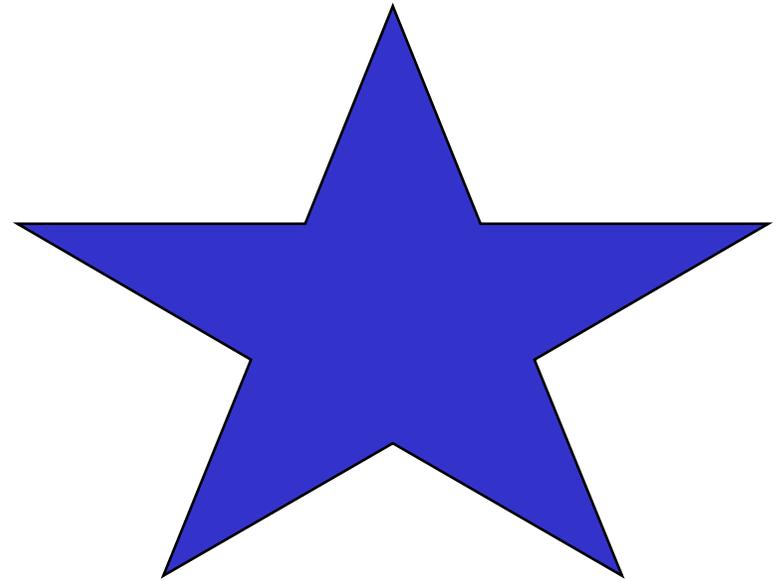
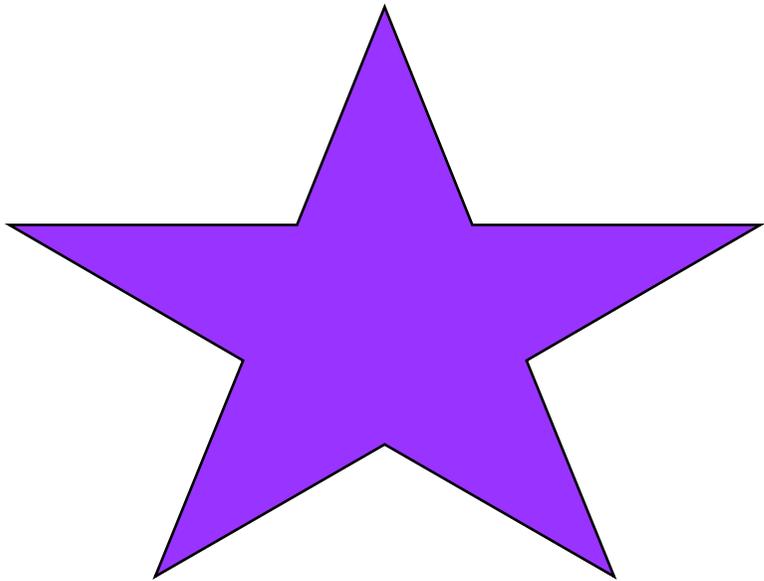
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Far ritrovare il colore o i colori memorizzati.



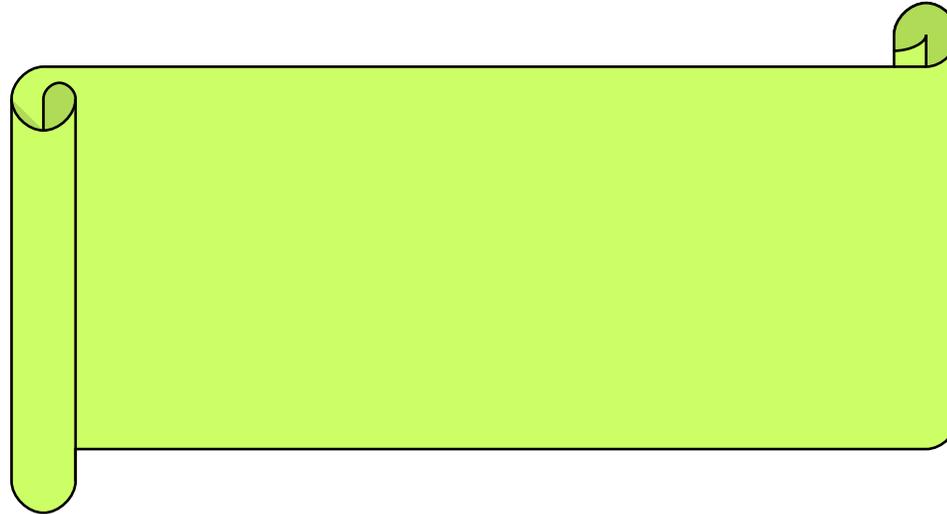
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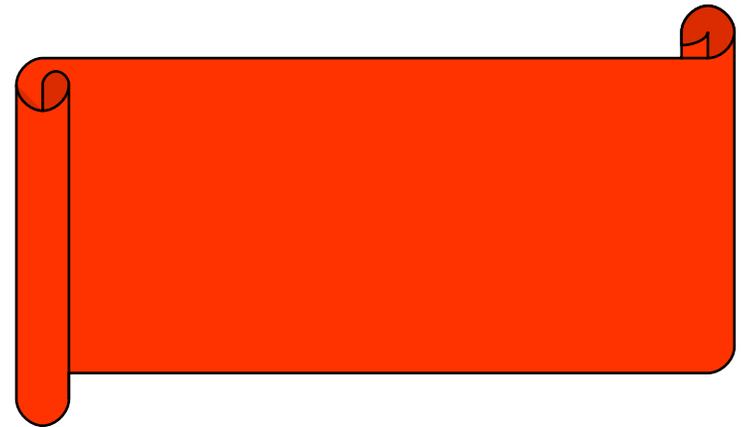
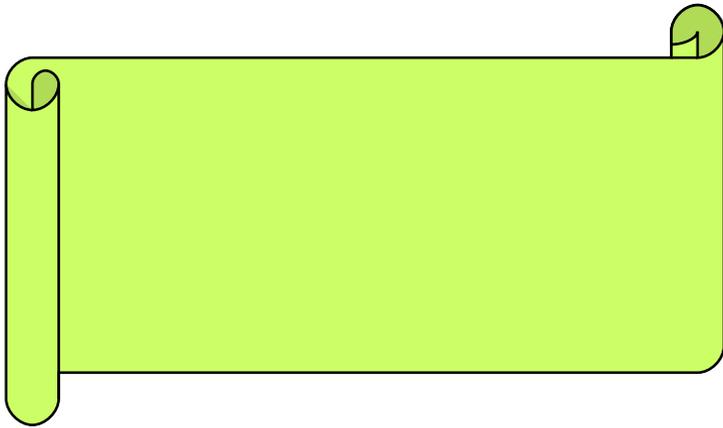
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Far ritrovare il colore o i colori memorizzati.



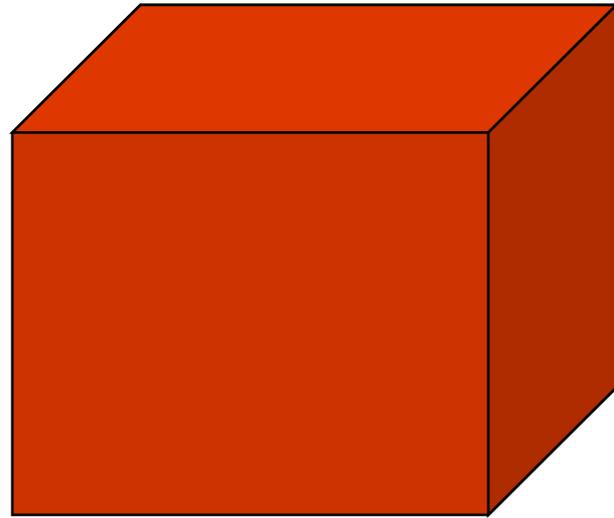
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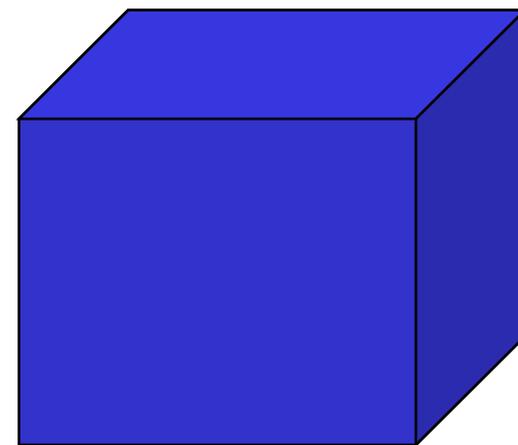
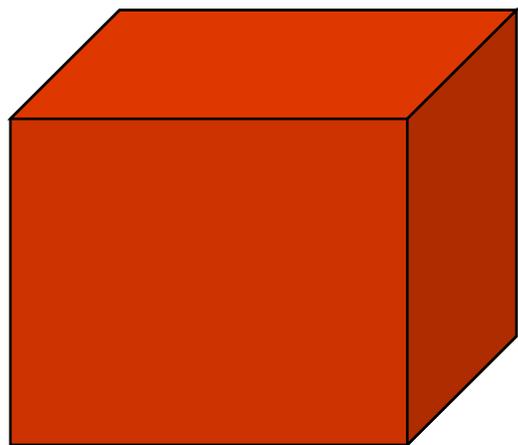
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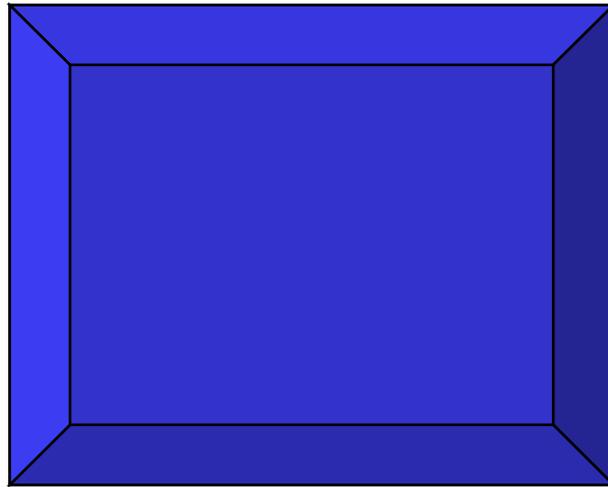
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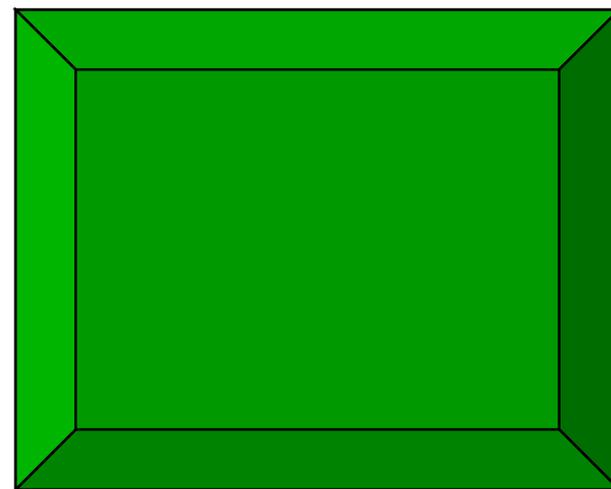
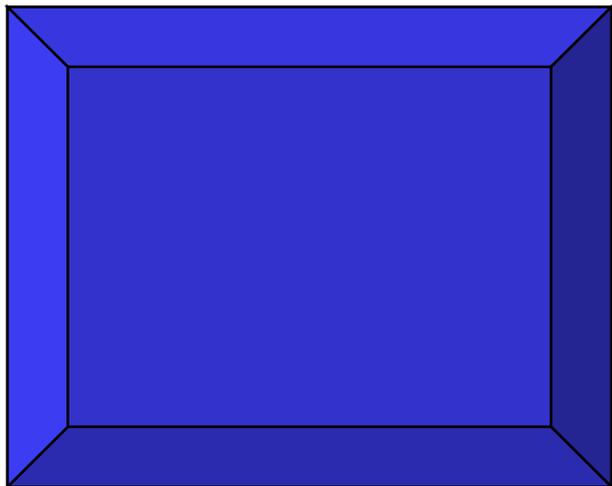
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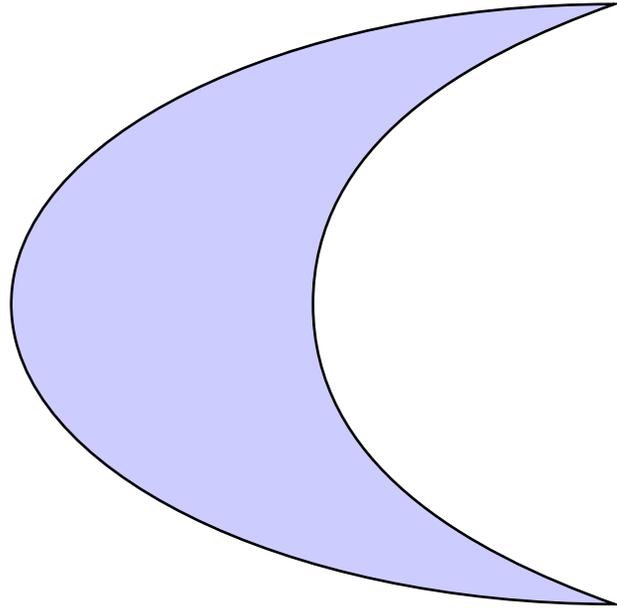
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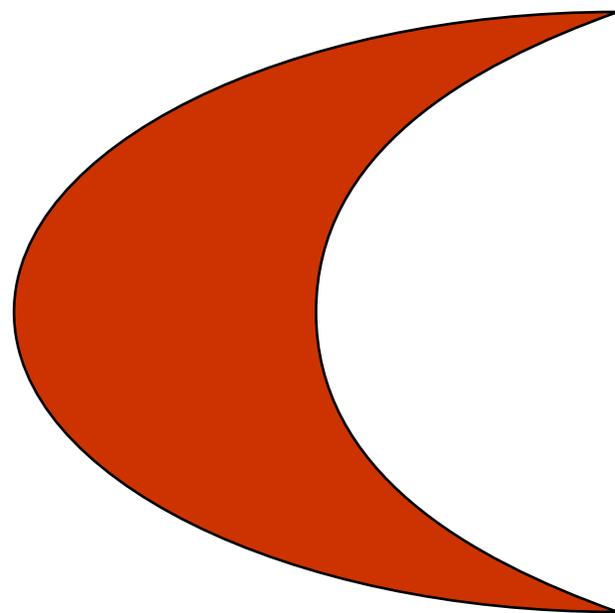
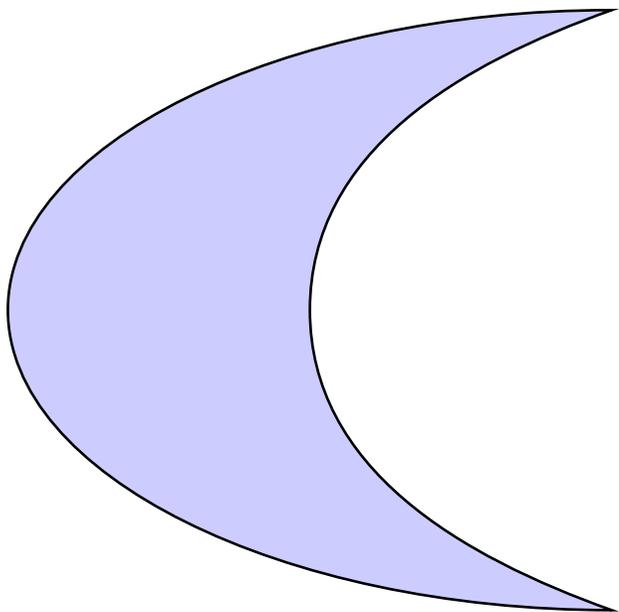
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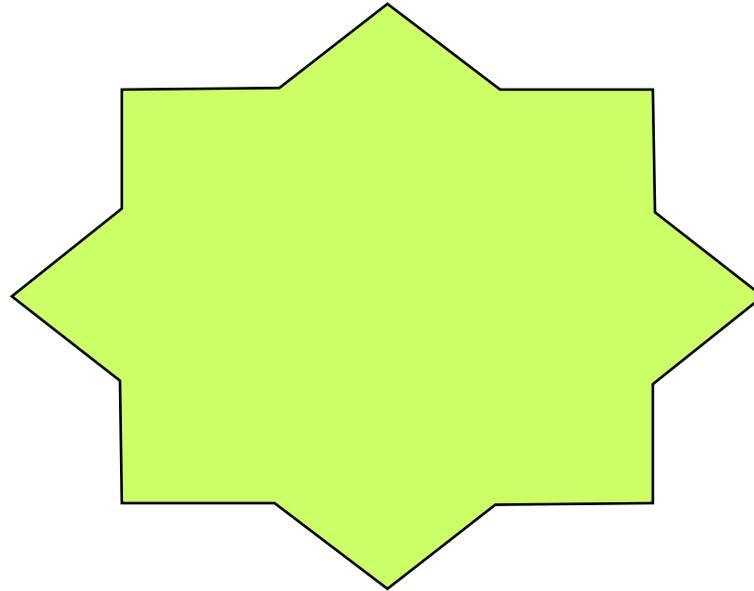
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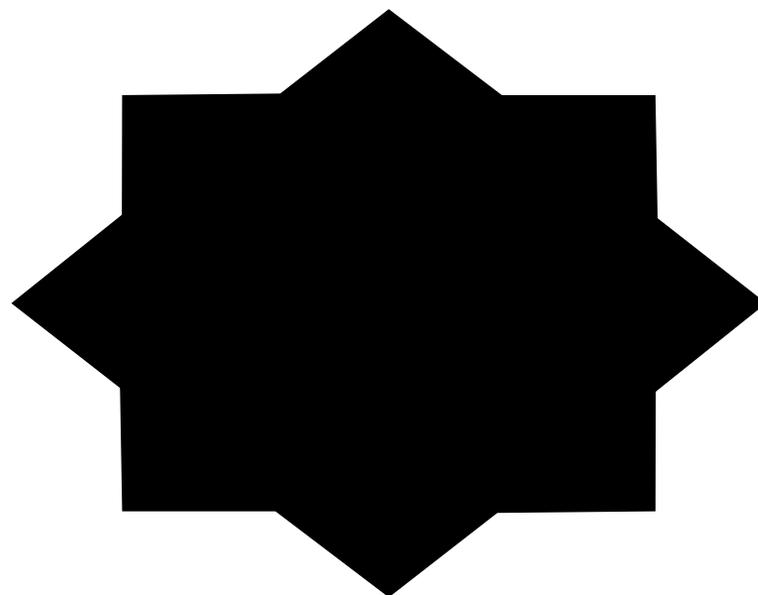
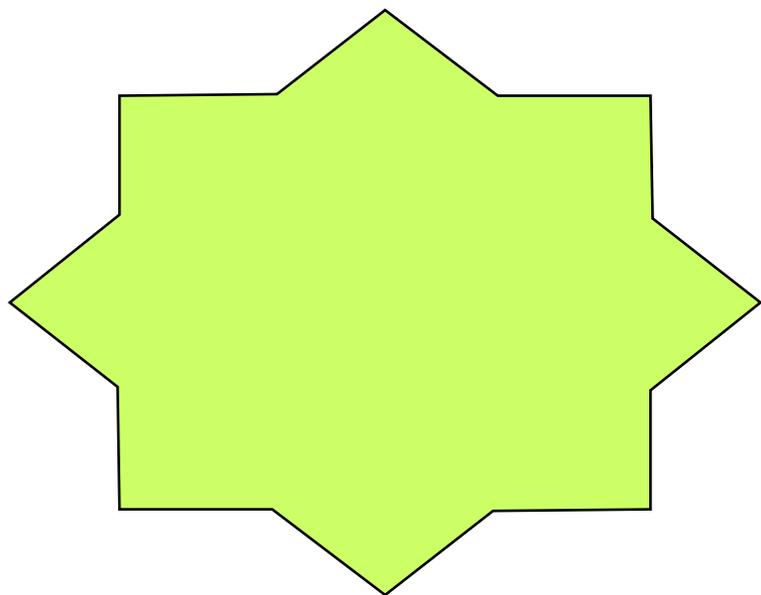
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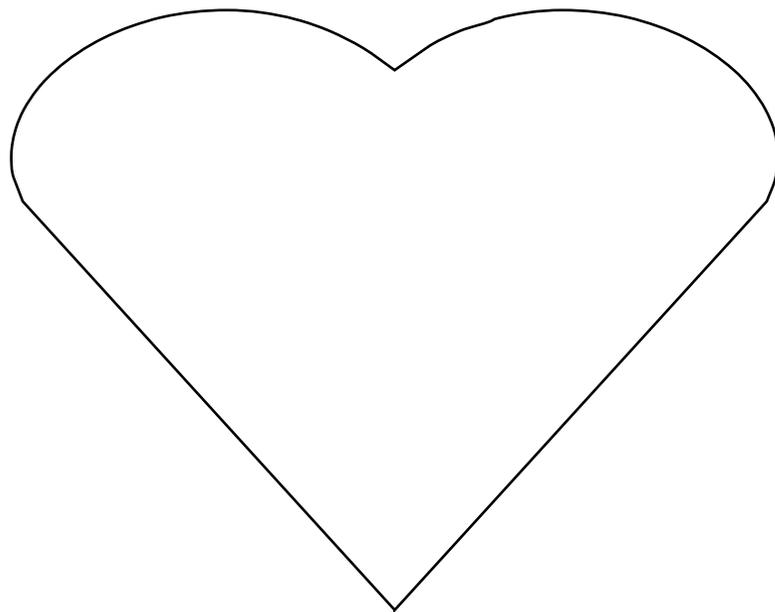
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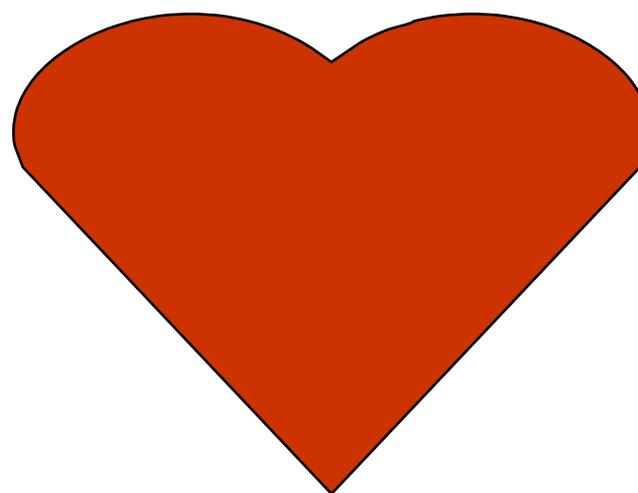
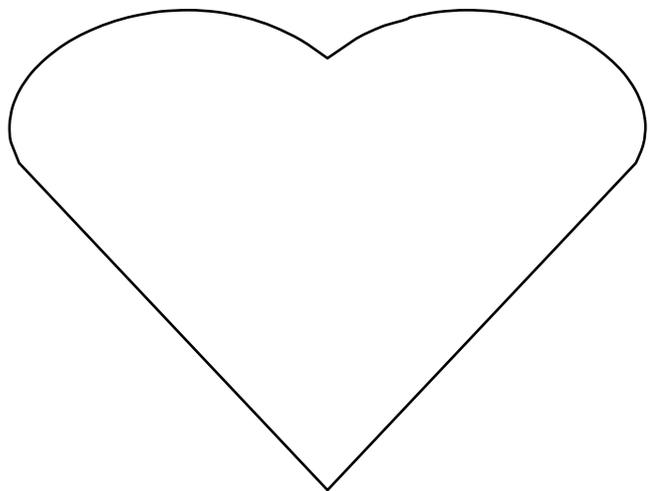
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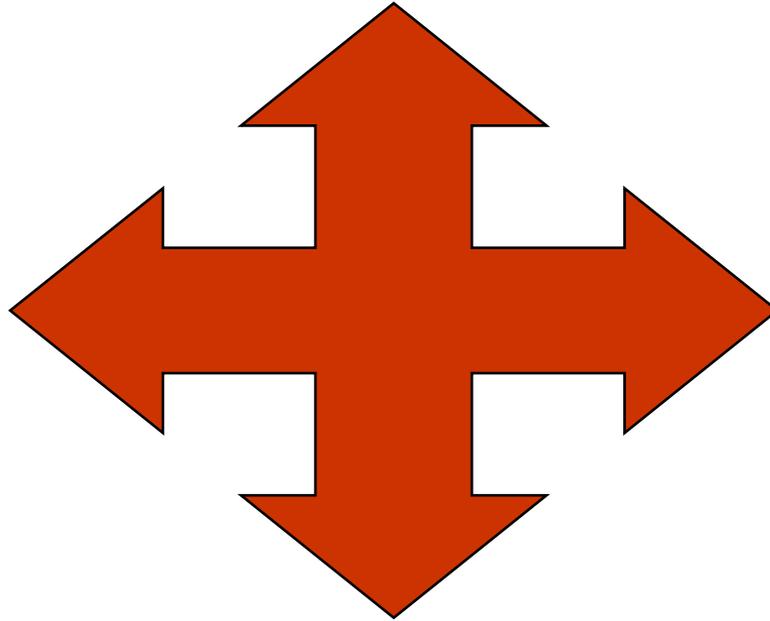
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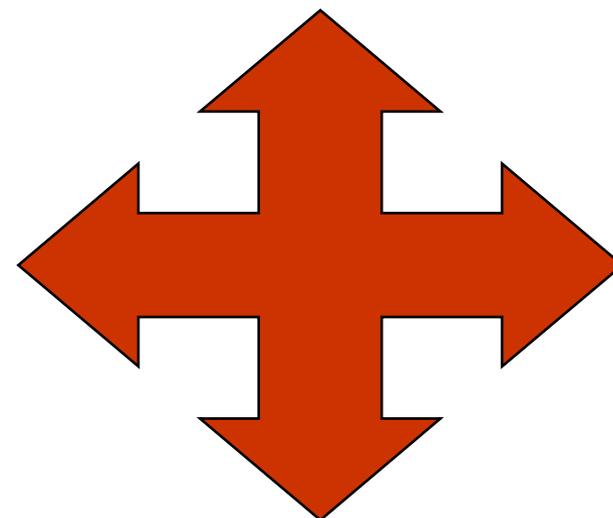
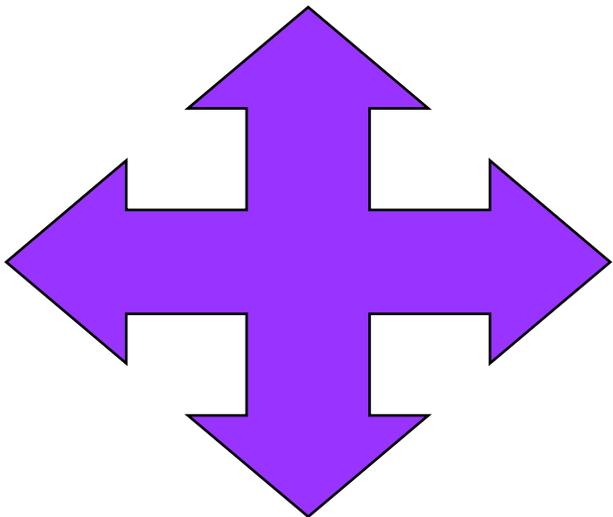
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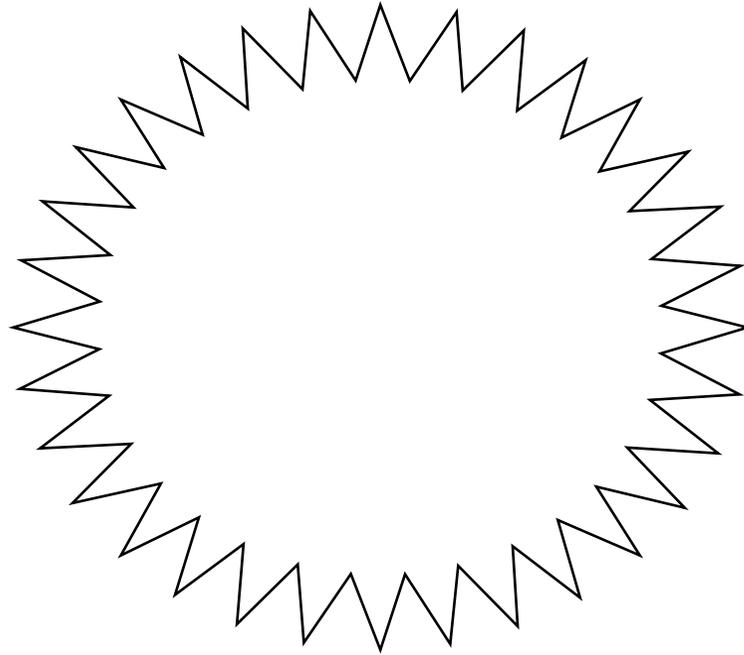
## MEMORIA

Dopo aver denominato il colore chiedere di memorizzarlo.



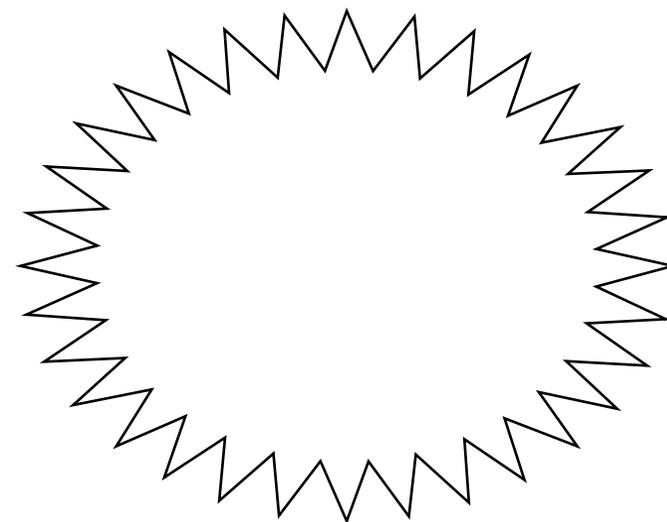
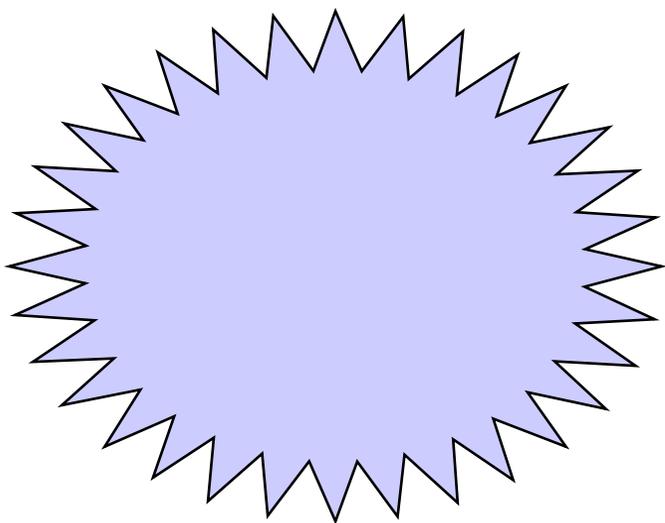
MEMORIA

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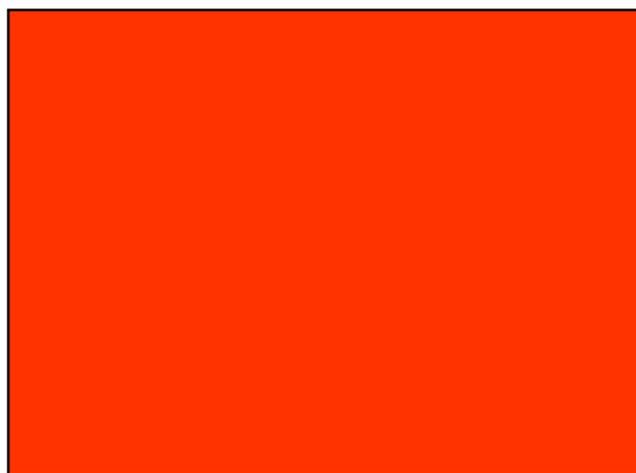
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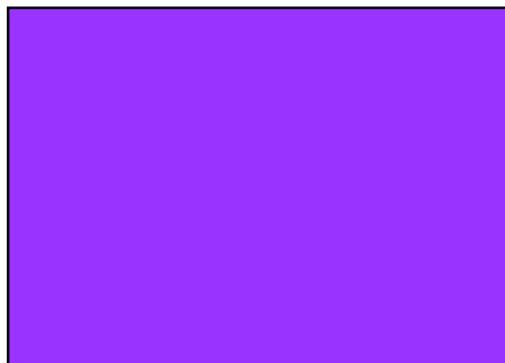
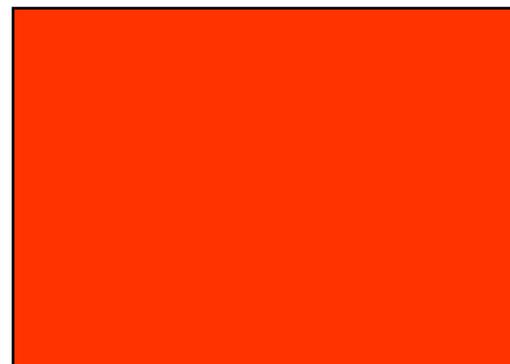
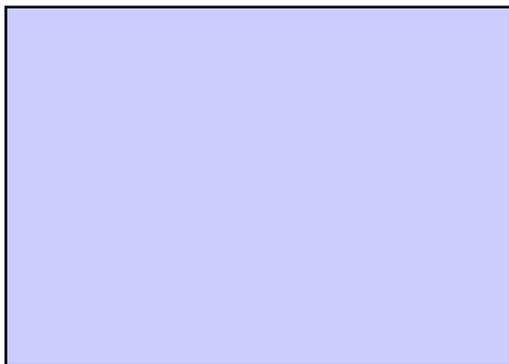
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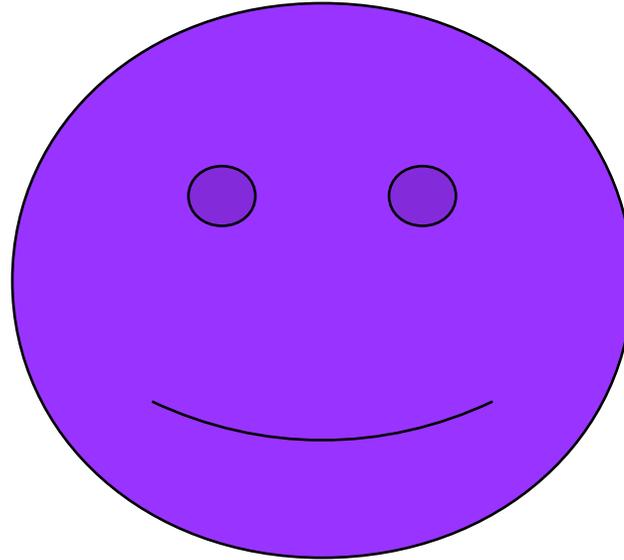
MEMORIA

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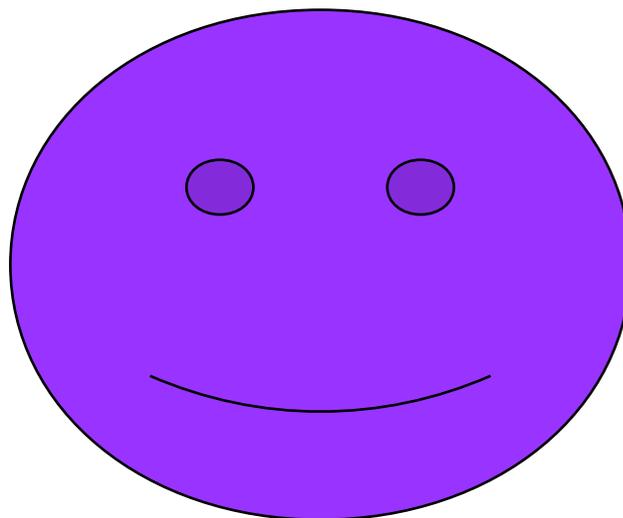
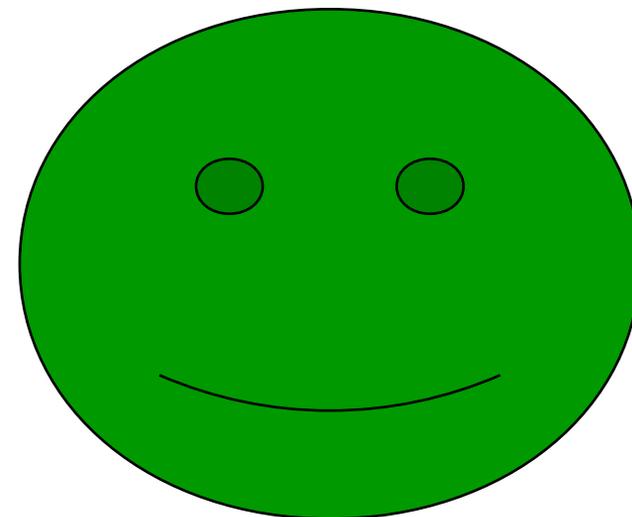
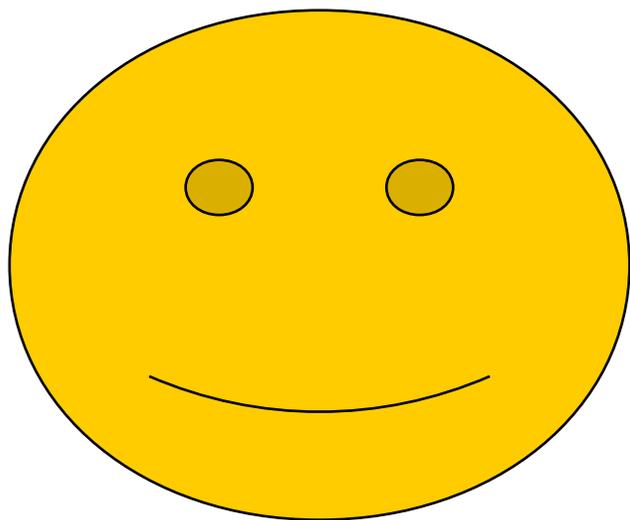
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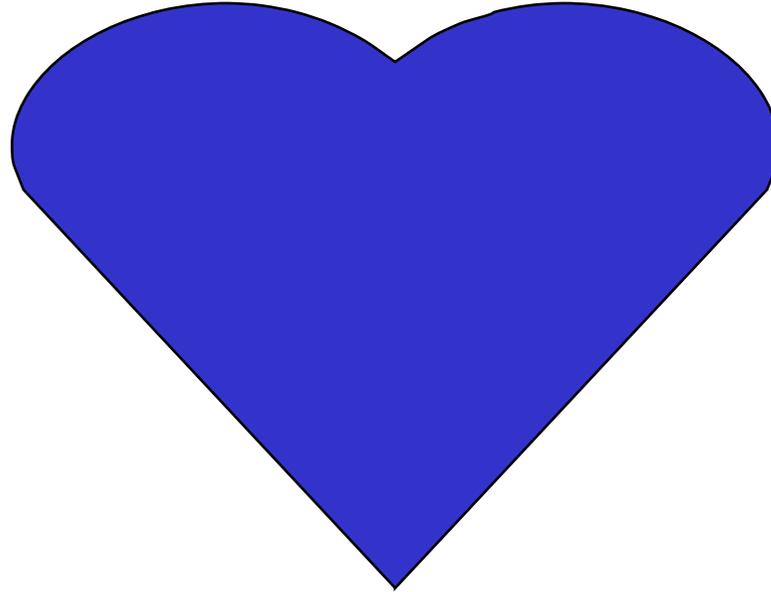
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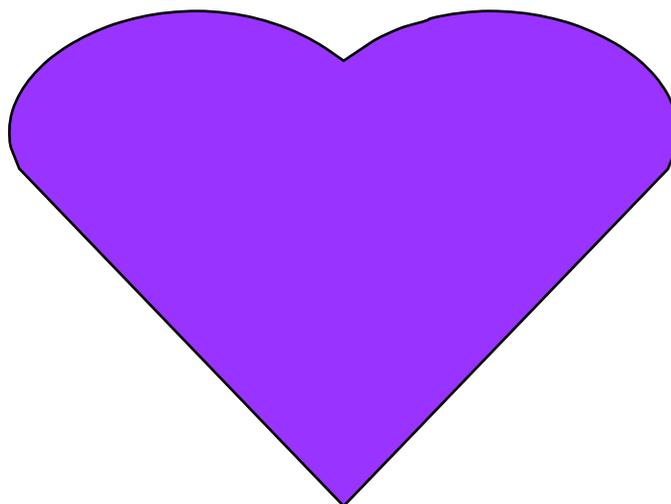
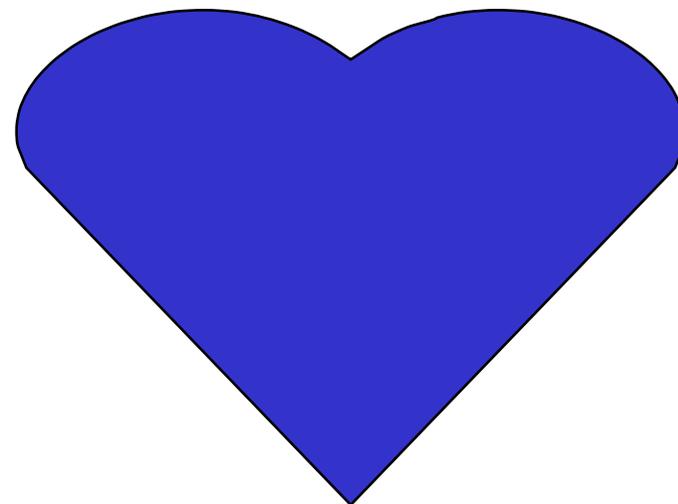
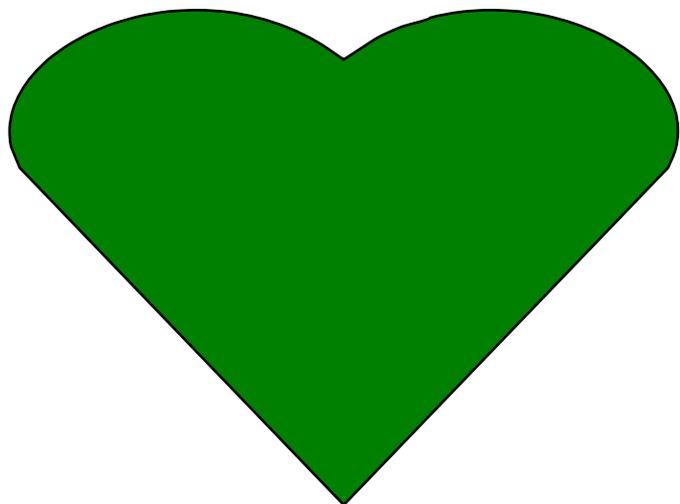
MEMORIA

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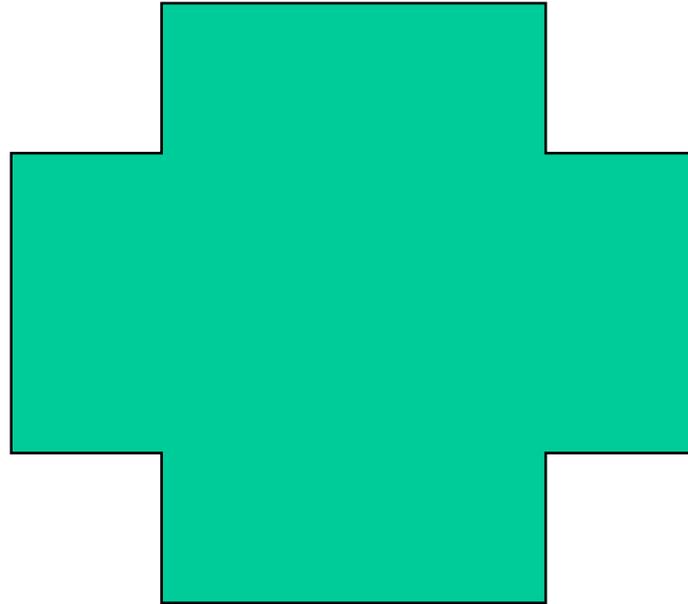
MEMORIA

Dopo aver denominato il colore chiedere di memorizzarlo.



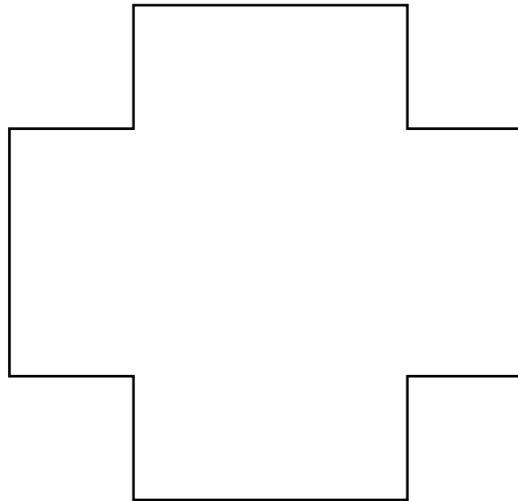
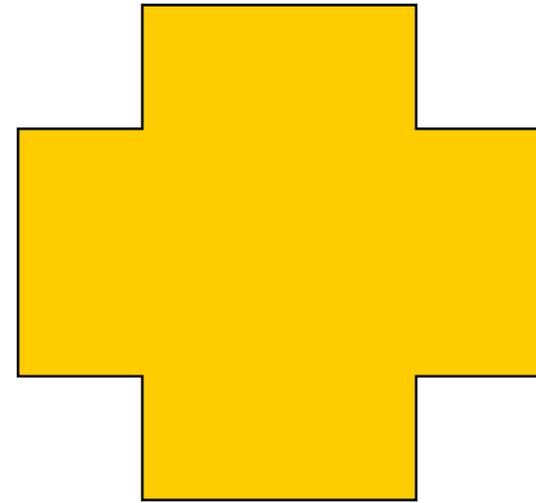
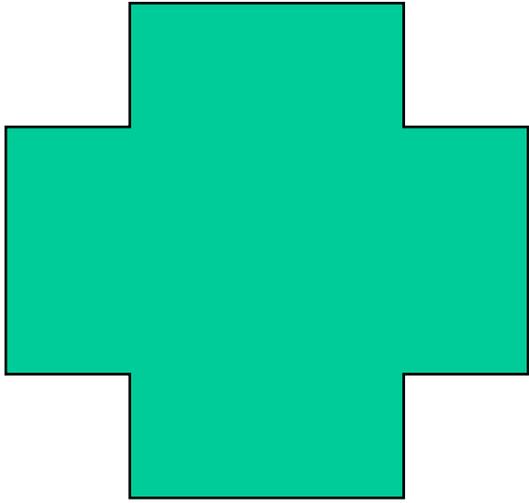
MEMORIA

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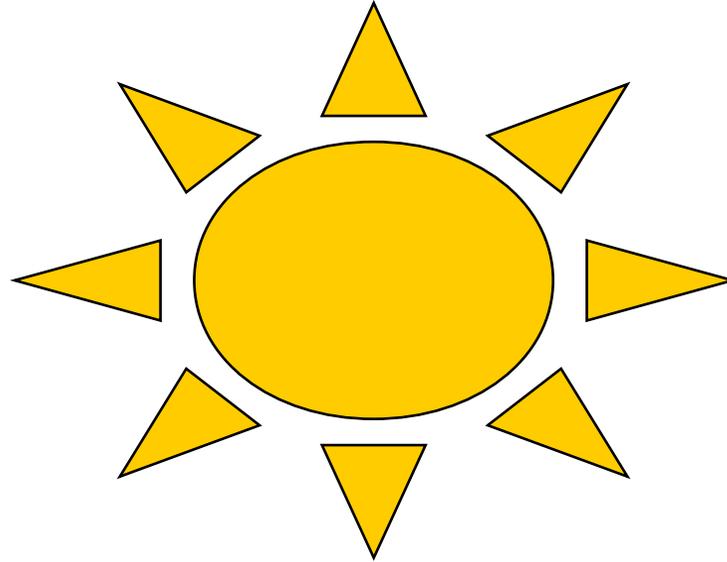
MEMORIA

Dopo aver denominato il colore chiedere di memorizzarlo.



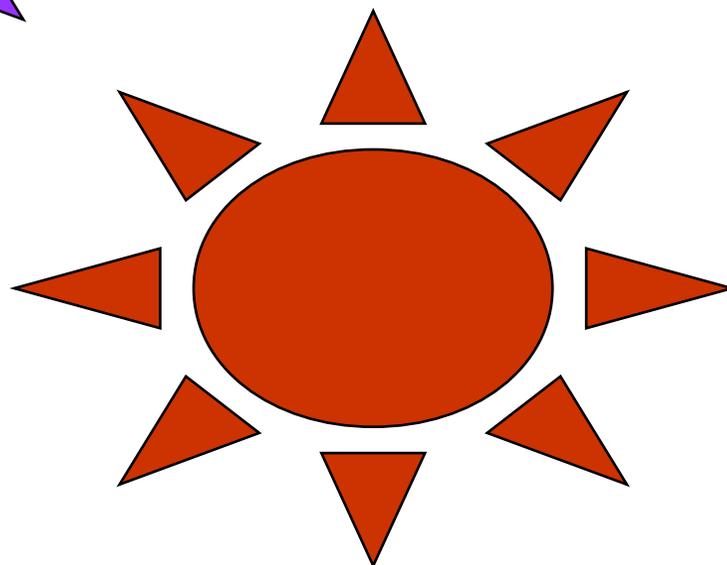
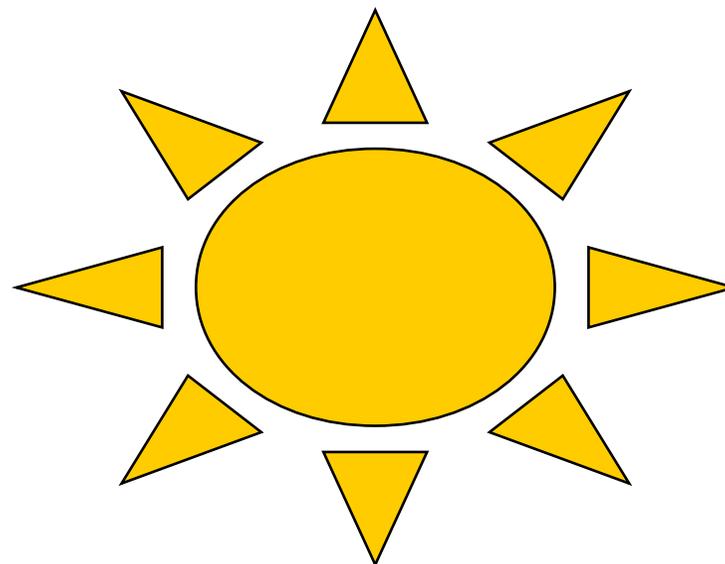
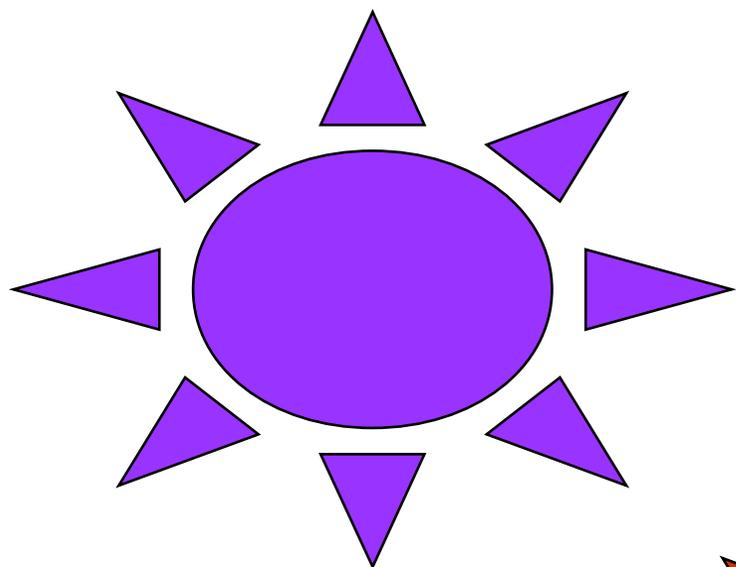
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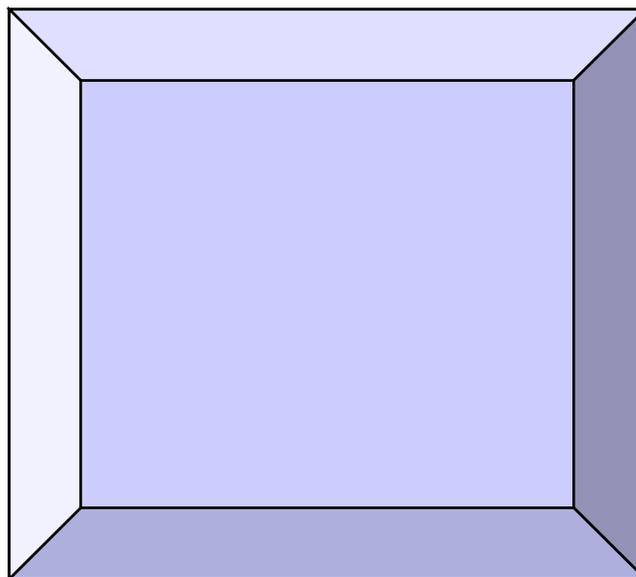
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Dopo aver denominato il colore chiedere di memorizzarlo.



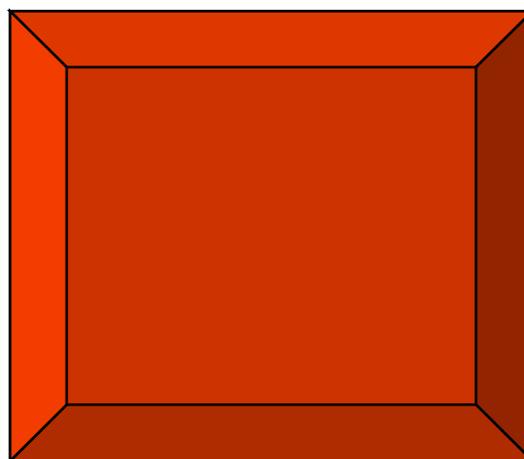
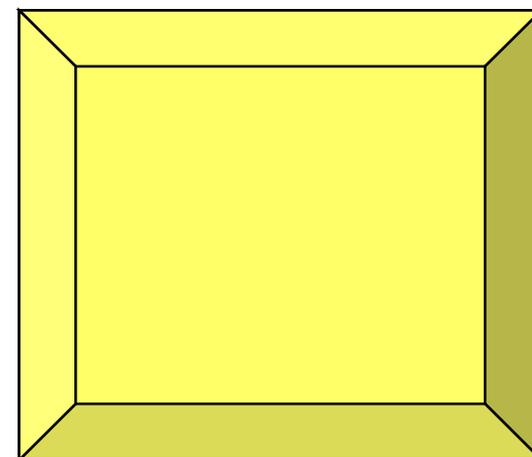
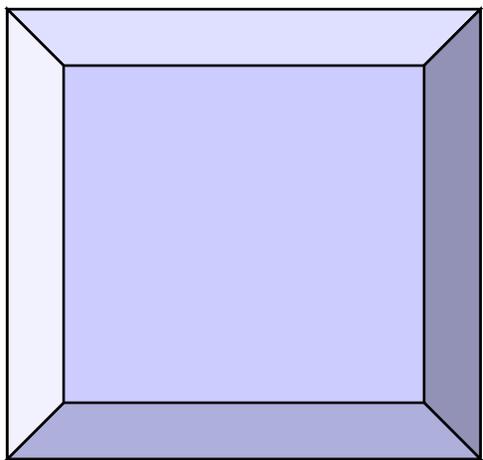
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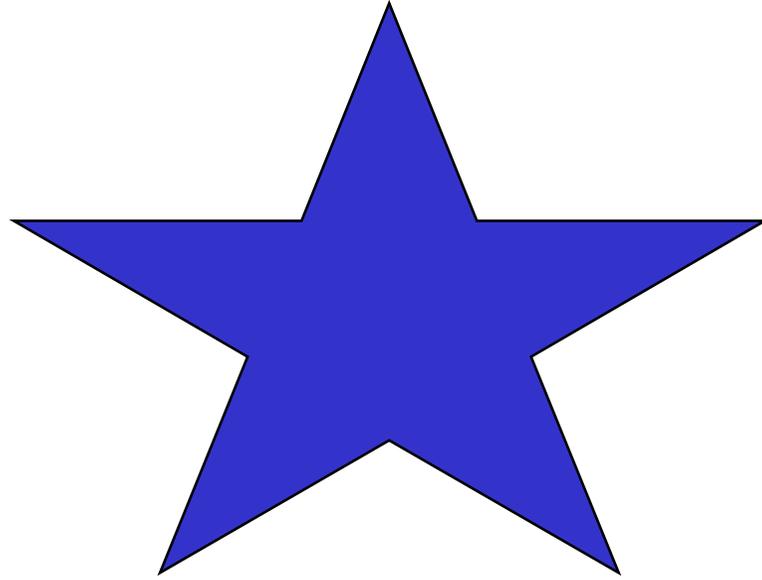
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Dopo aver denominato il colore chiedere di memorizzarlo.



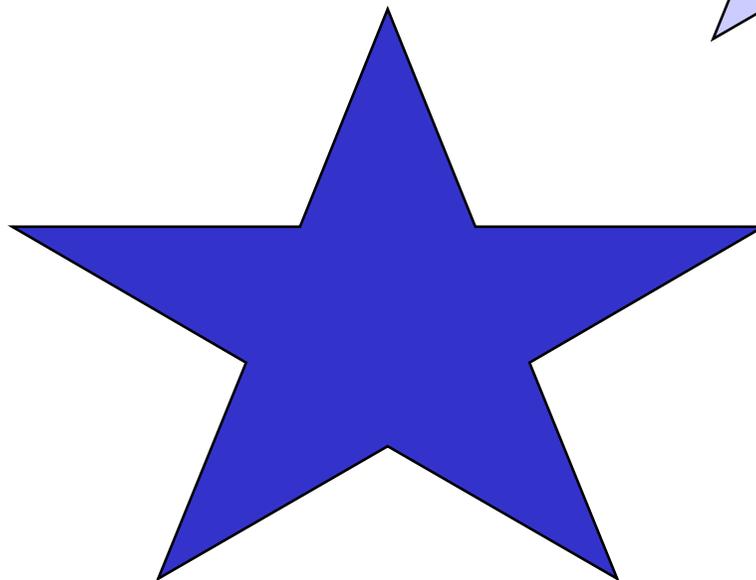
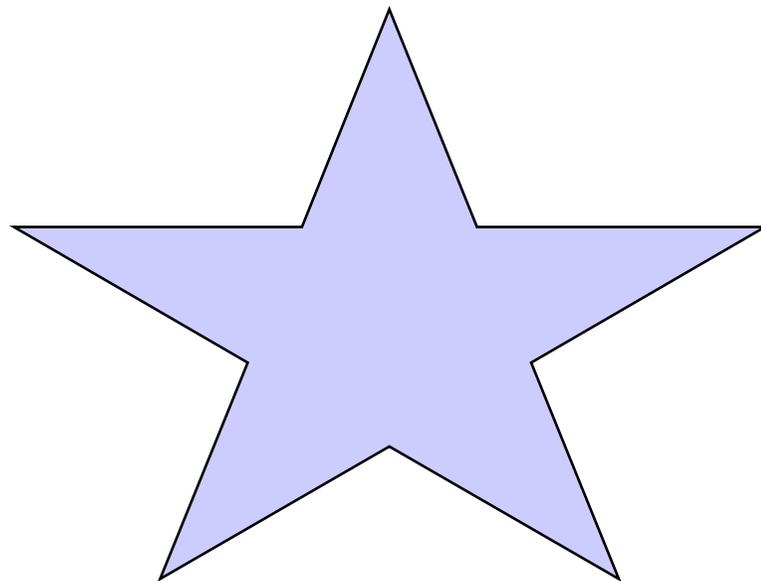
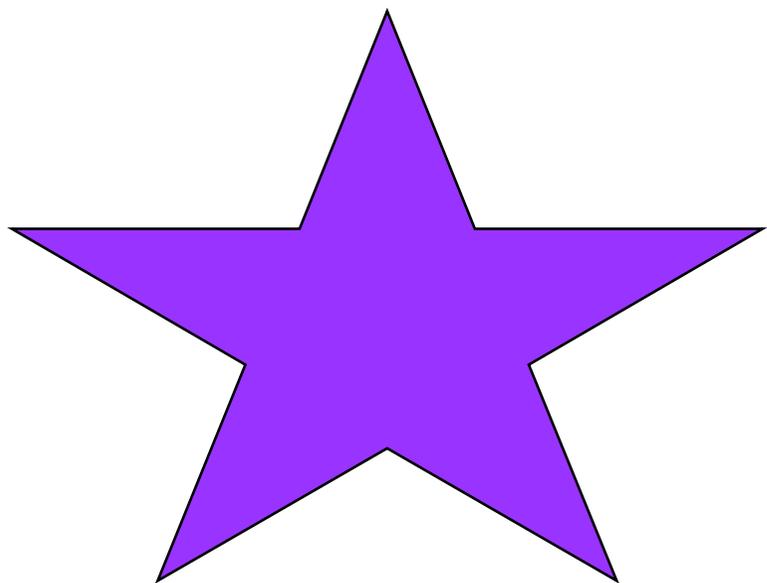
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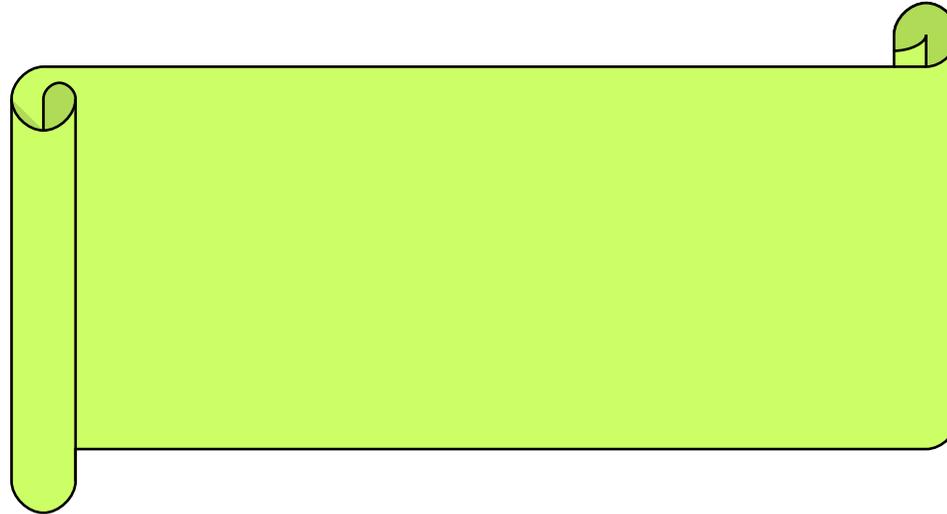
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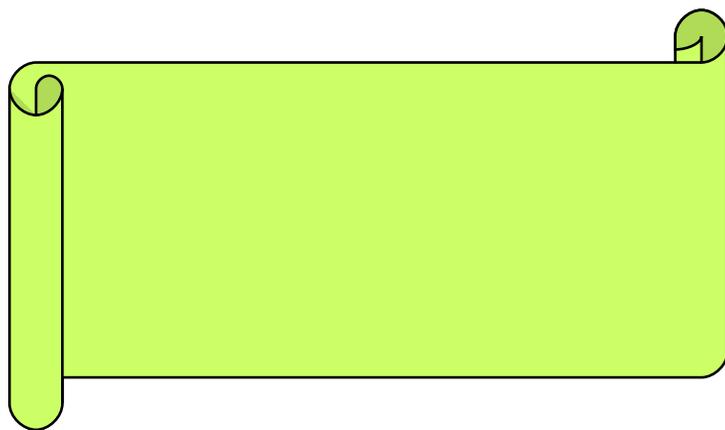
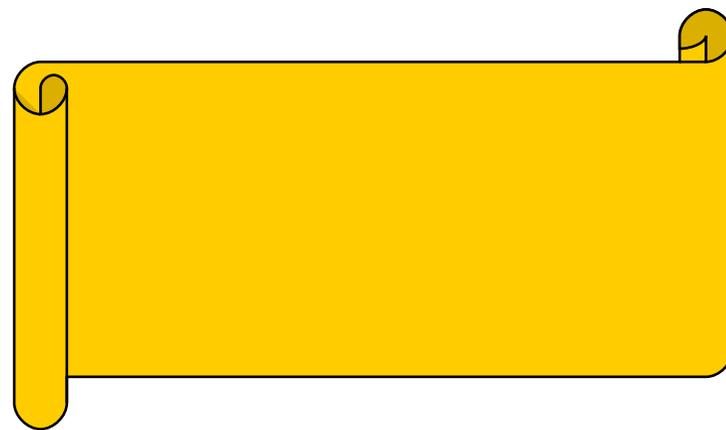
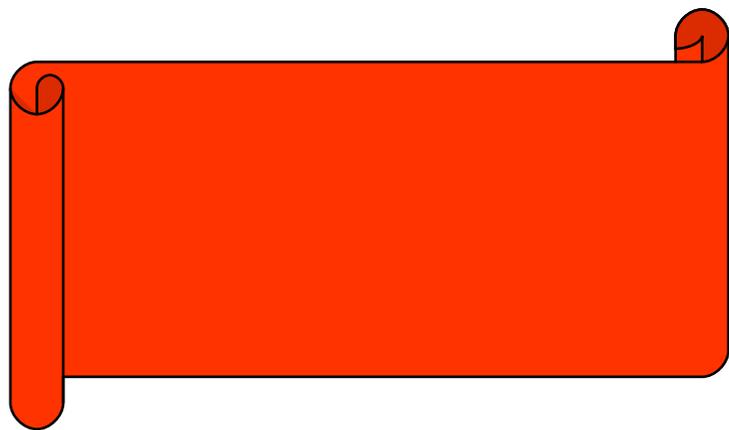
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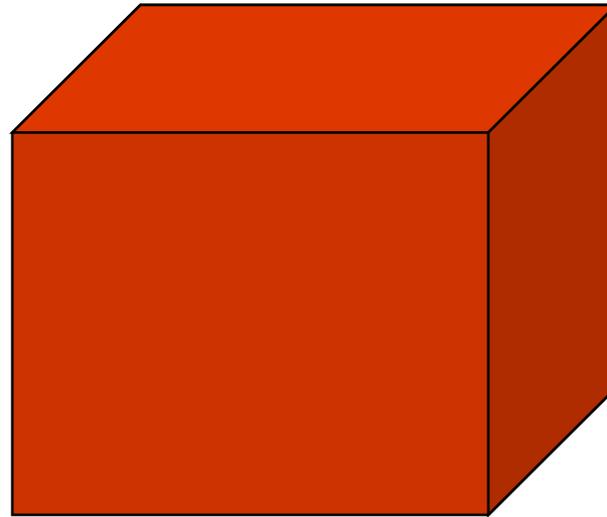
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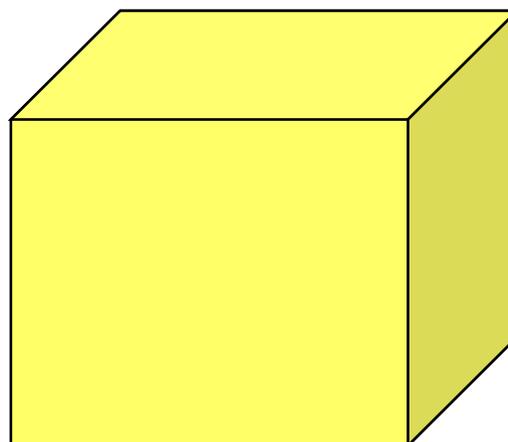
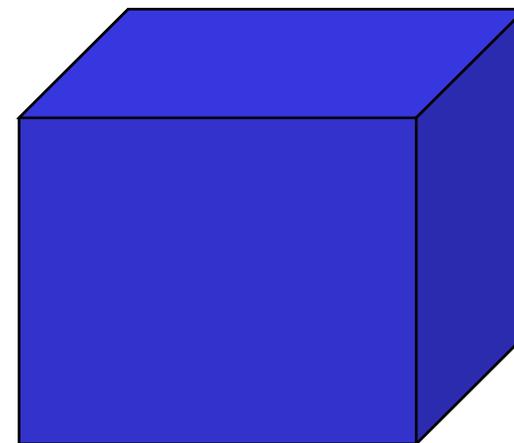
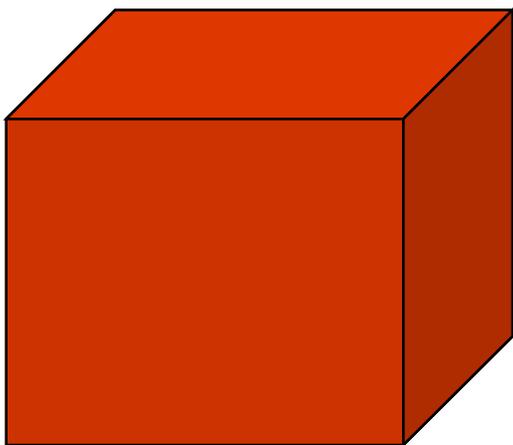
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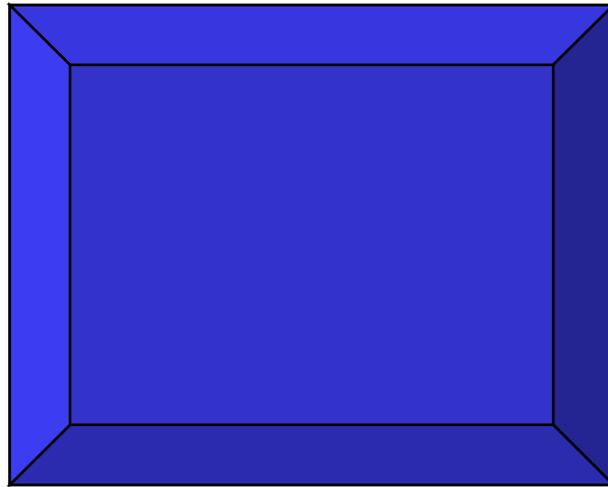
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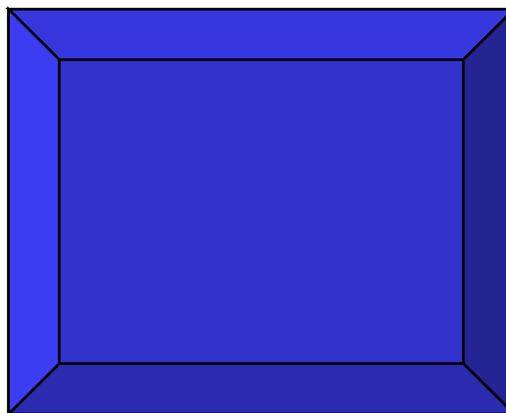
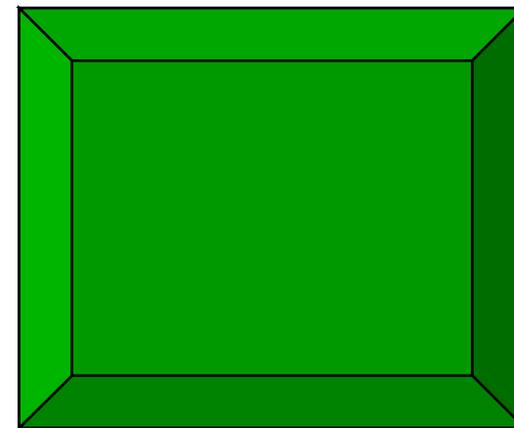
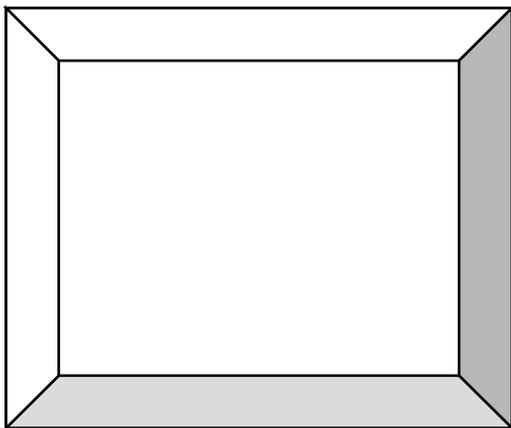
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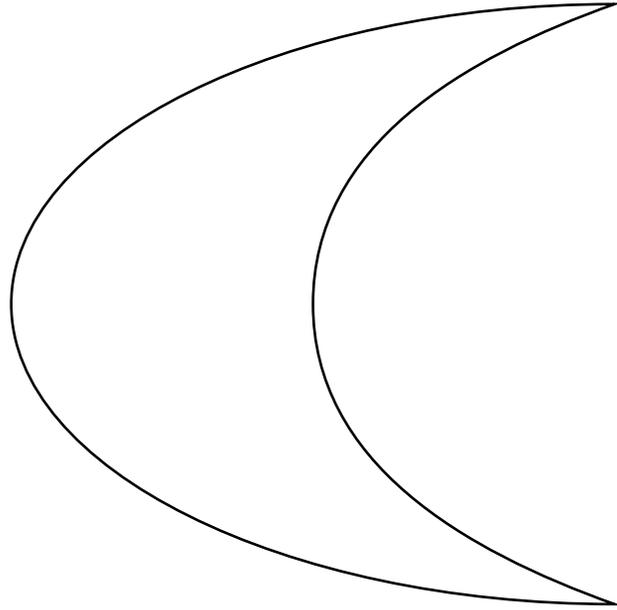
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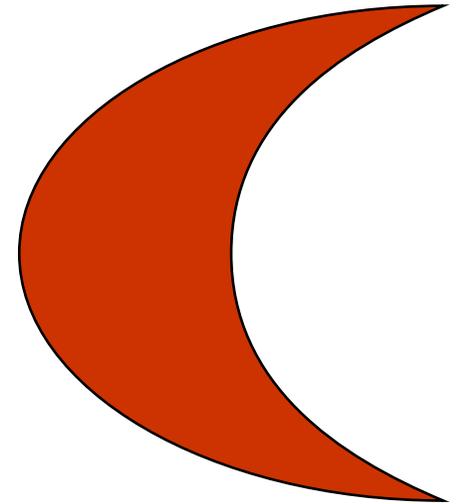
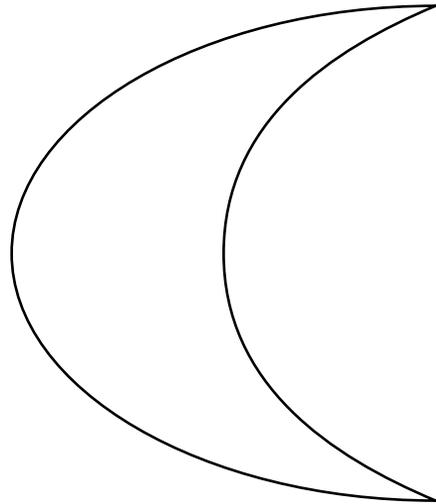
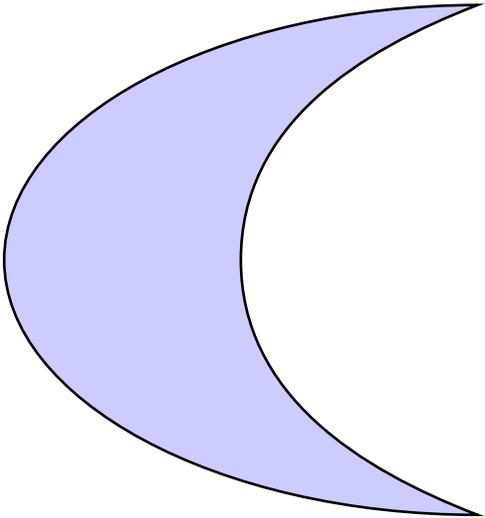
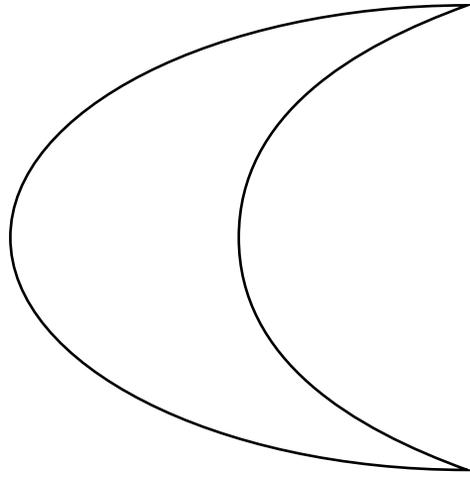
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Far ritrovare il colore o i colori memorizzati.



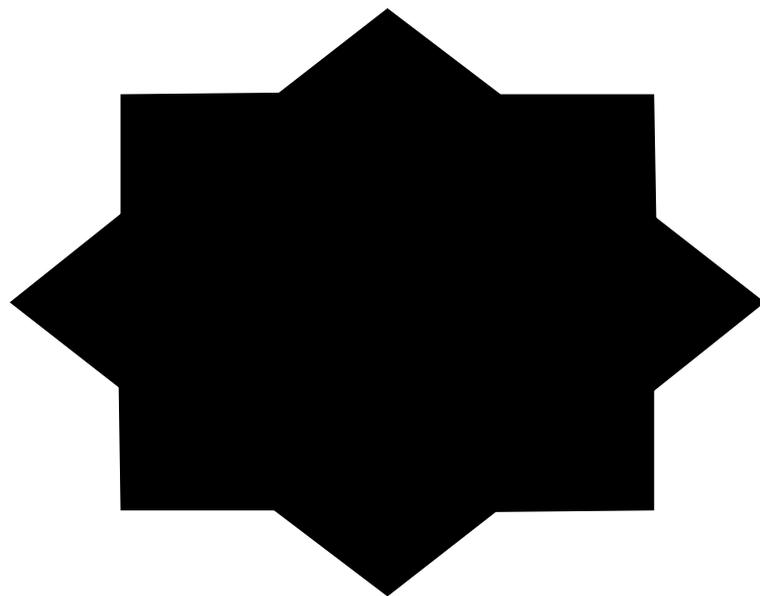
MEMORIA

Dopo aver denominato il colore chiedere di memorizzarlo.



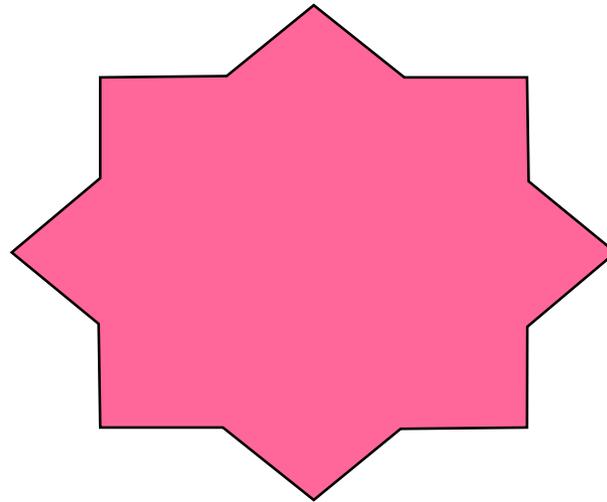
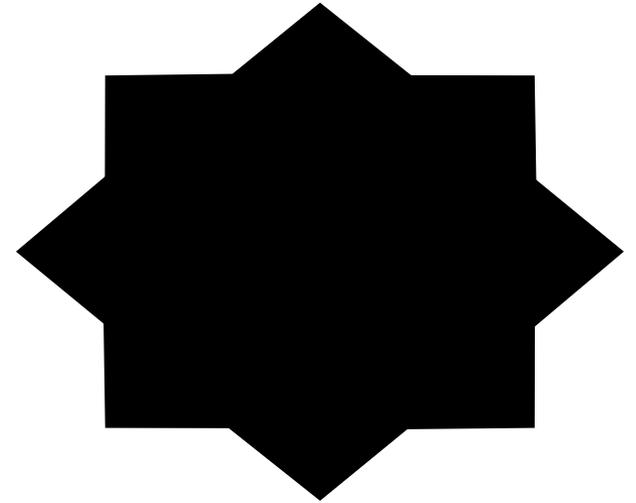
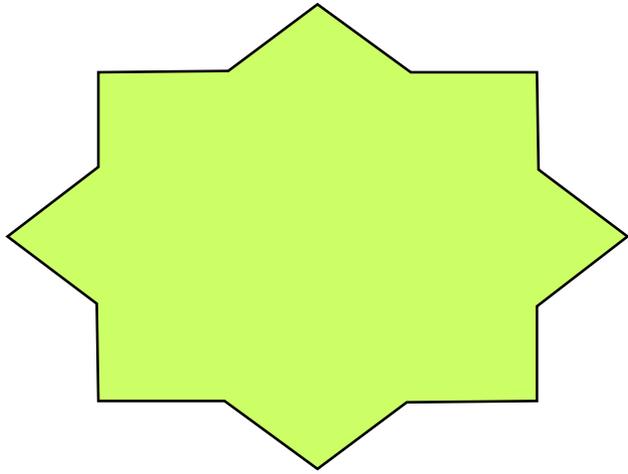
MEMORIA

Far ritrovare il colore o i colori memorizzati.



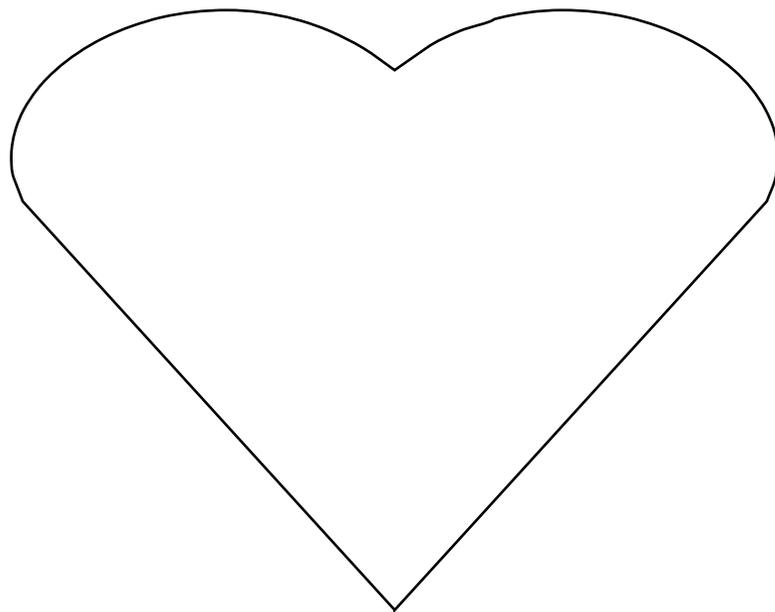
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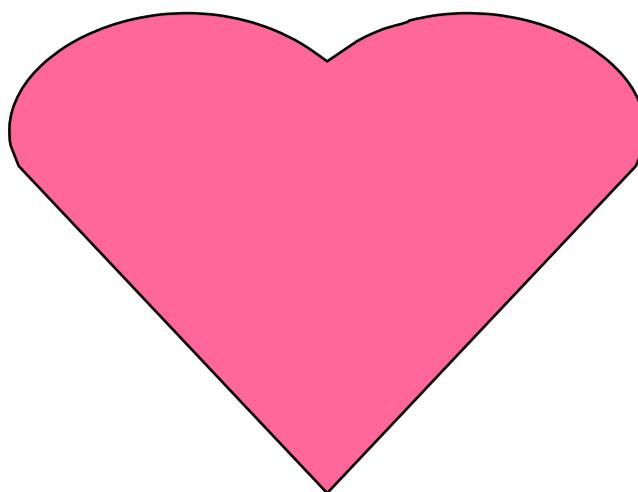
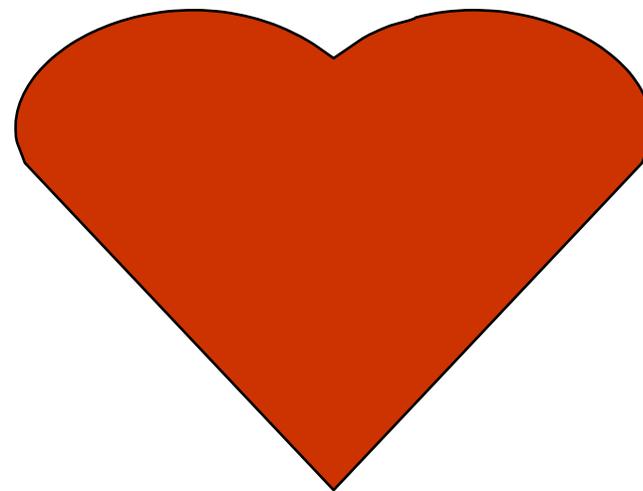
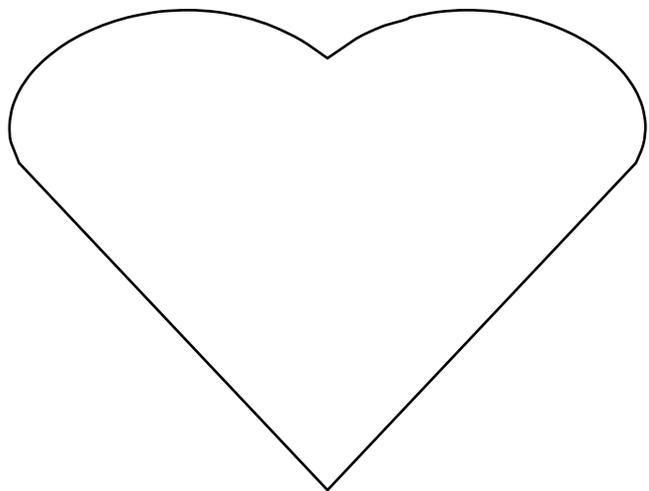
MEMORIA

Far ritrovare il colore o i colori memorizzati.



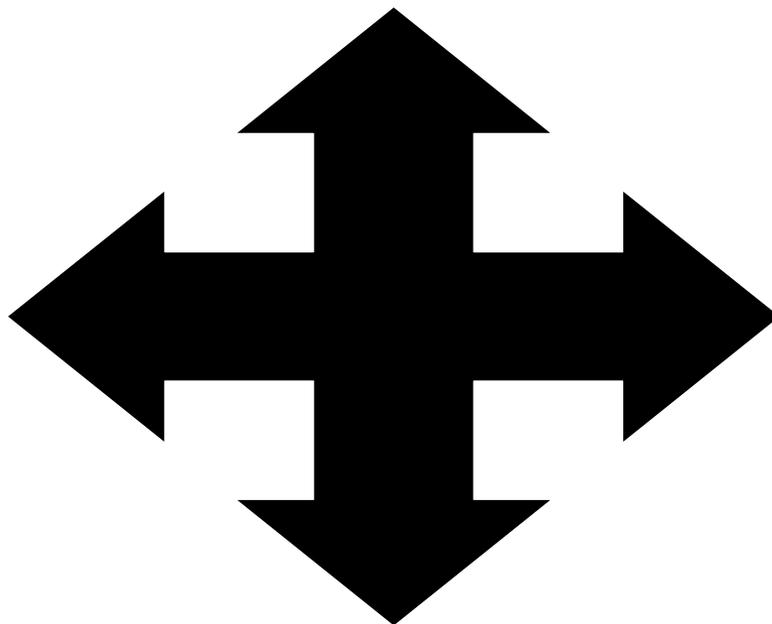
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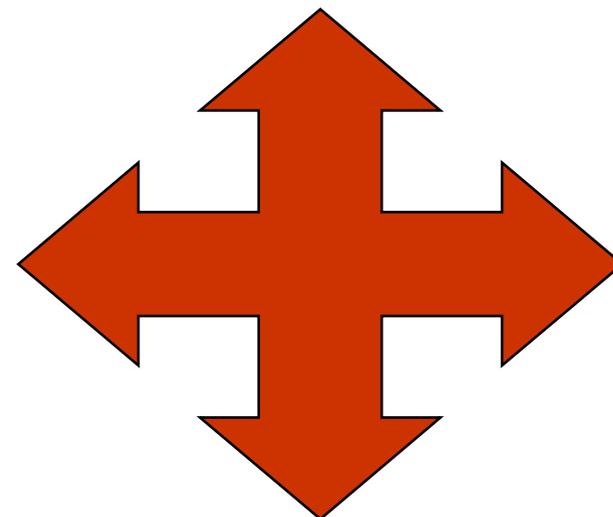
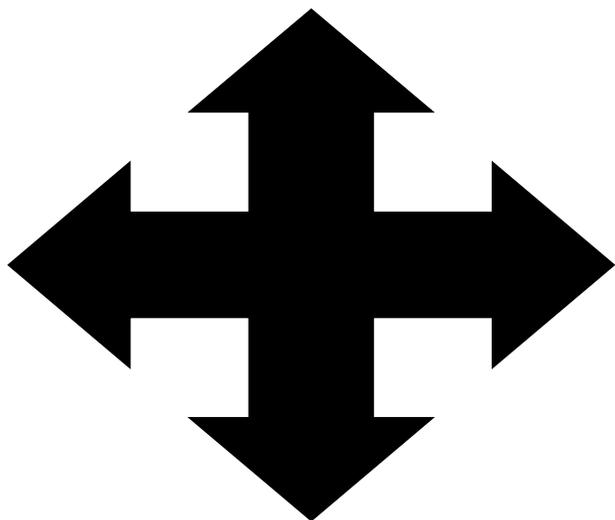
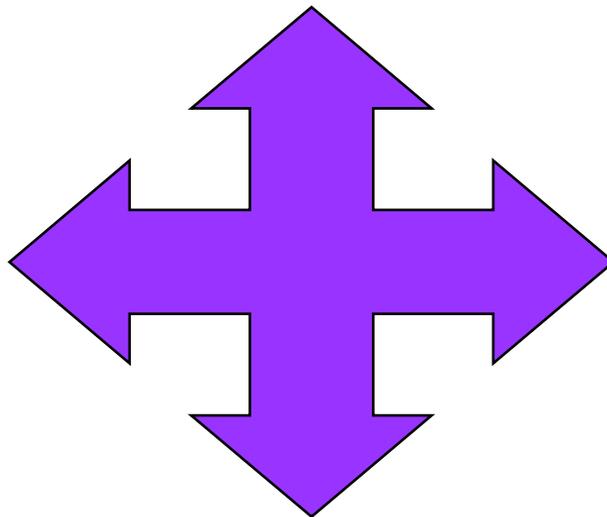
MEMORIA

Far ritrovare il colore o i colori memorizzati.



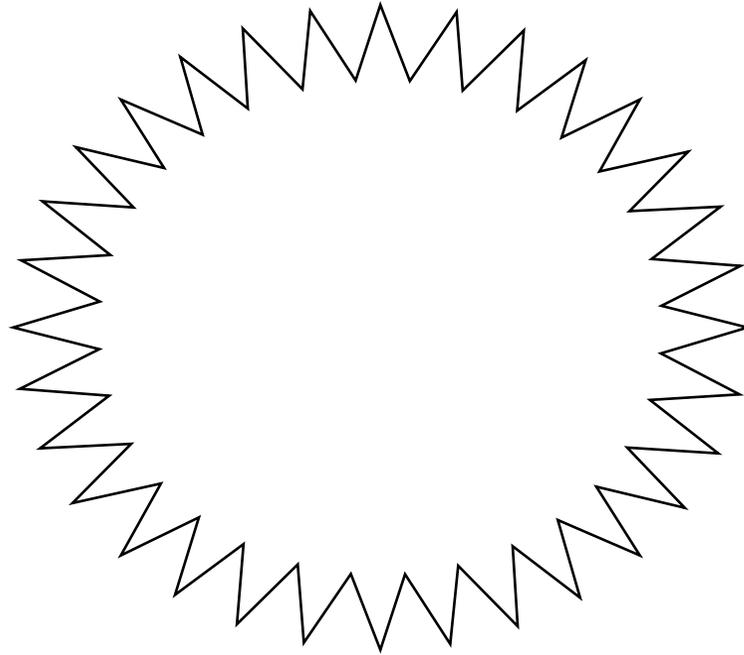
## MEMORIA

Dopo aver denominato il colore chiedere di memorizzarlo.



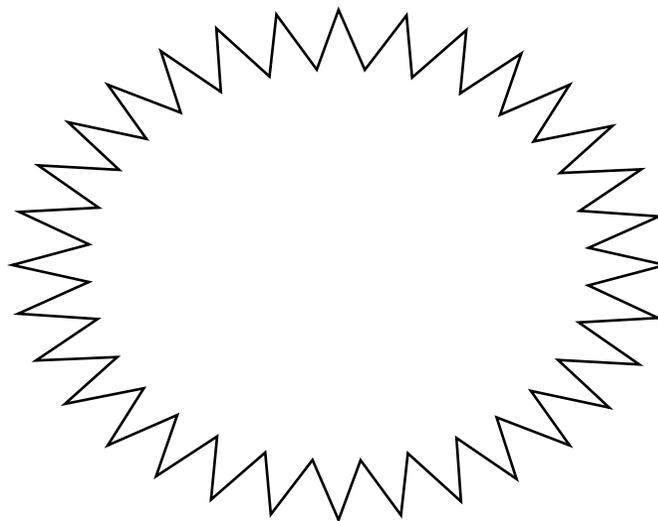
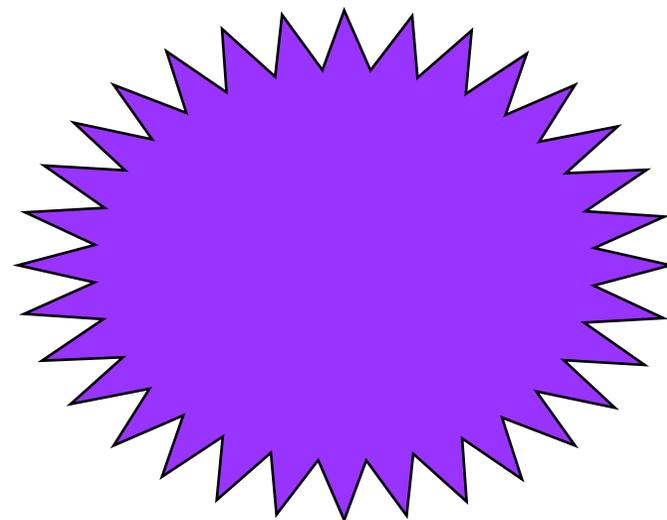
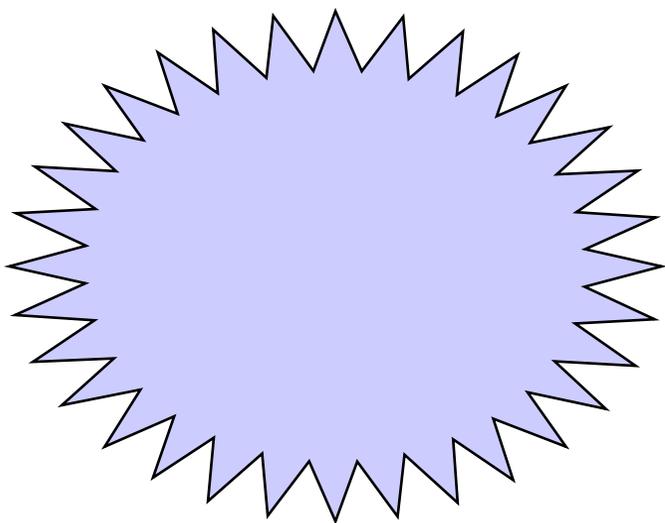
MEMORIA

Far ritrovare il colore o i colori memorizzati.



## MEMORIA

Dopo aver denominato il colore chiedere di memorizzarlo.



MEMORIA

Far ritrovare il colore o i colori memorizzati.