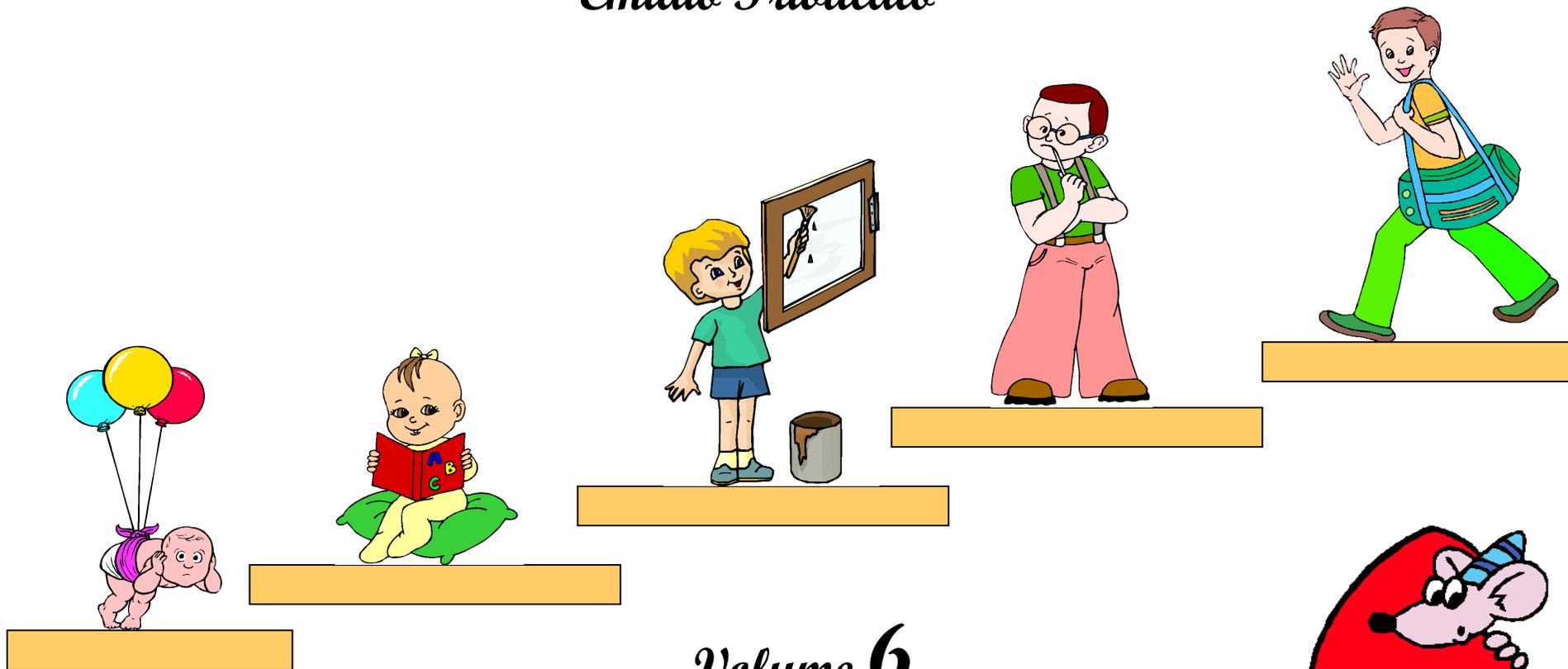


VOGLIA DI CRESCERE

PROGRAMMA BASE PER LO SVILUPPO LOGICO E COGNITIVO

Emidio Tribulato



Volume 6

Livello



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

INDICE

<i>LE CATEGORIE</i>	<i>Pag. 3</i>
<i>QUANTITA' E NUMERI (11-30)</i>	<i>“ 16</i>
<i>NUMERAZIONE E PROSPETTIVA</i>	<i>“ 178</i>
<i>I PERCORSI</i>	<i>“ 200</i>



2005 - Tutti i diritti riservati. Emidio Tribulato Viale Annunziata 72
Messina – Tel. 090357149 - 09046920

E - mail: logos.messina@tiscali.it --- Nuovo sito web: www.cslogos.it

Vol. 6

Livello 6

INDICE E 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 CATEGORIE

• QUANTITA' E NUMERI (11-30)

• NUMERAZIONE E PROSPETTIVA

“ VOGLIA DI CRESCERE ”

PROGRAMMA BASE PER LO SVILUPPO LOGICO E COGNITIVO

LE CATEGORIE

LE CATEGORIE

Gli oggetti, le persone e gli animali possono essere raggruppati in categorie logiche, tenendo conto delle loro caratteristiche o condizioni fisiche, dell'uso o della funzione che essi esercitano.

Le categorie sono alla base della cultura umana e quindi importante una loro corretta conoscenza.

UTILIZZAZIONE

1^a Fase

Per utilizzare tali schede basta leggere o far leggere la categoria richiesta chiedendo di associarla alle immagini che la rappresentano.

2^a Fase

In un secondo momento è possibile effettuare l'esercizio partendo dalle immagini e chiedendo al bambino a quale categoria appartengono gli oggetti rappresentati.

ETA' DI RIFERIMENTO

Cinque anni nello sviluppo logico.



I MONUMENTI CINESI



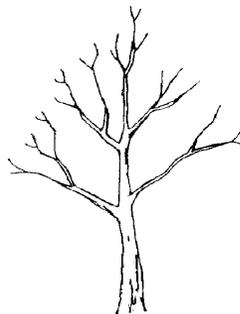
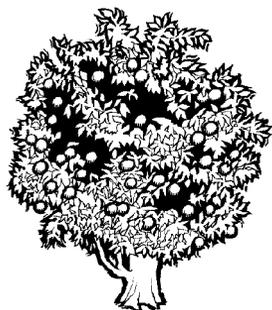
I MONUMENTI AMERICANI



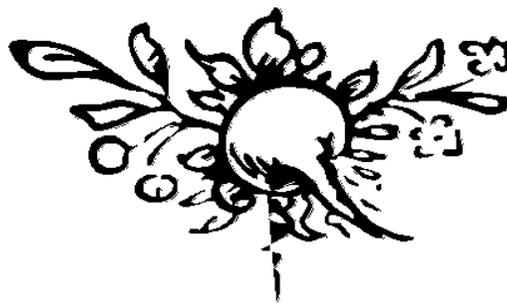
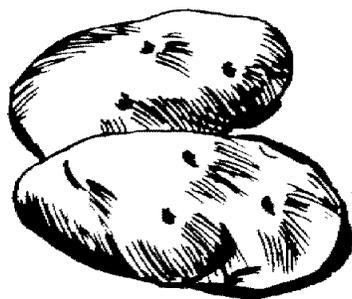
I MONUMENTI INGLESI

LE CATEGORIE

Far associare, ogni gruppo di immagini, alla categoria corrispondente.



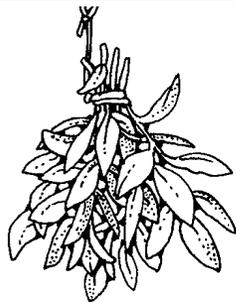
LE ERBE
AROMATICHE



GLI ALBERI



PARSLEY

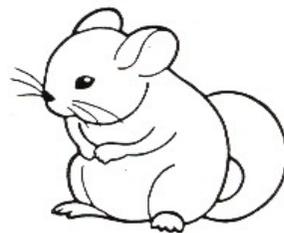
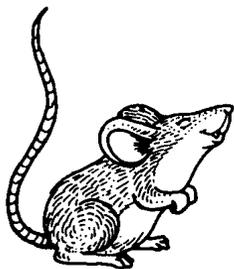


MINT

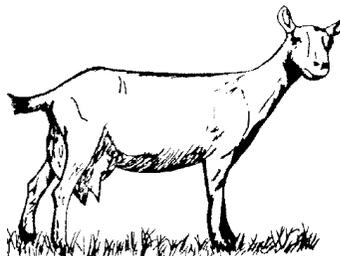
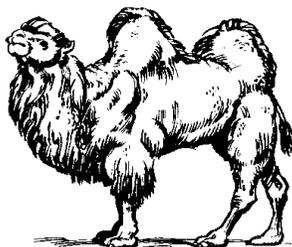
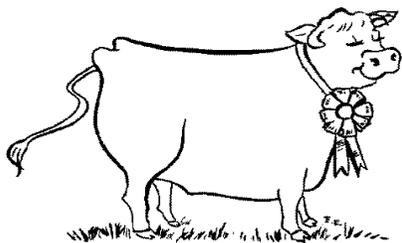
I BULBI ED
I RIZOMI

LE CATEGORIE

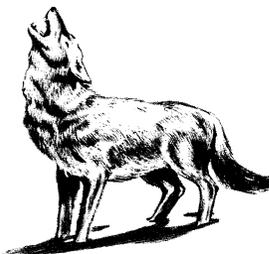
Far associare, ogni gruppo di immagini, alla categoria corrispondente.



I RODITORI



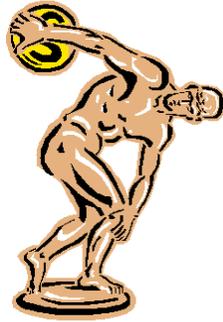
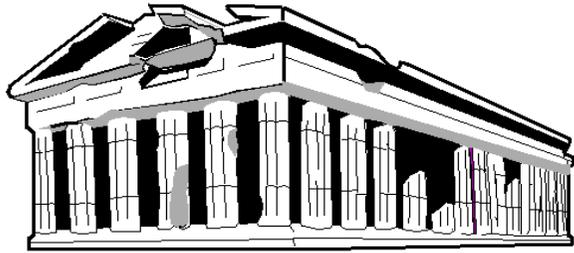
I CARNIVORI



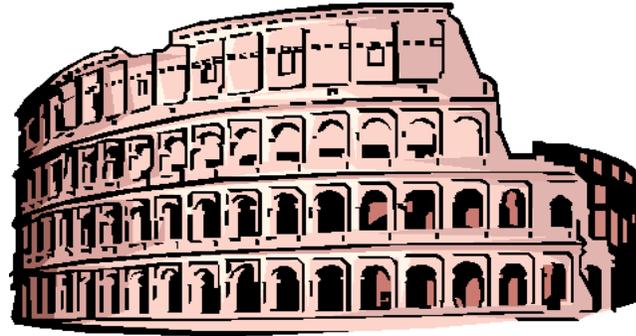
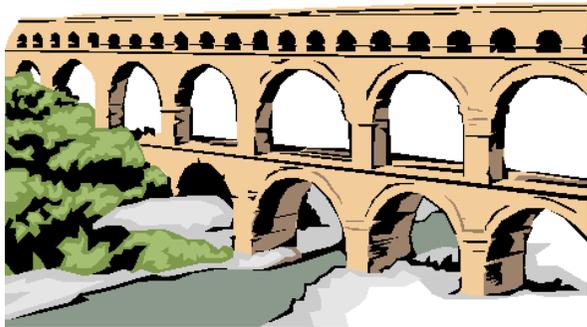
GLI ERBIVORI

LE CATEGORIE

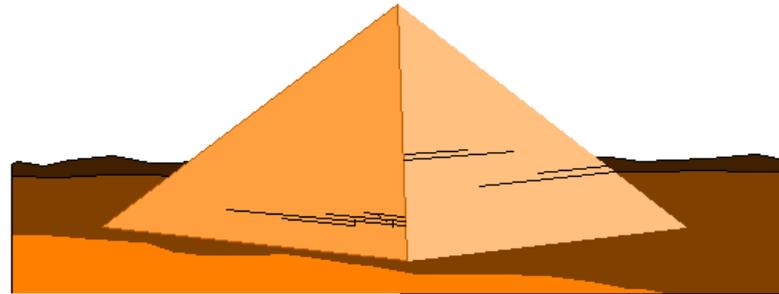
Far associare, ogni gruppo di immagini, alla categoria corrispondente.



I MONUMENTI
EGIZI



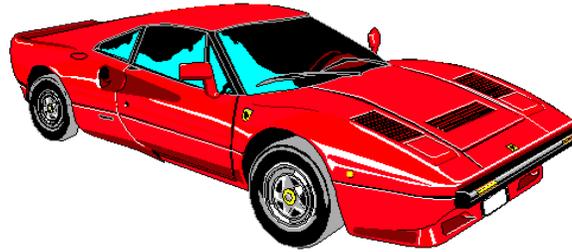
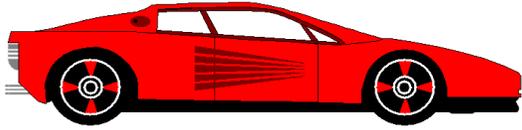
I MONUMENTI
GRECI



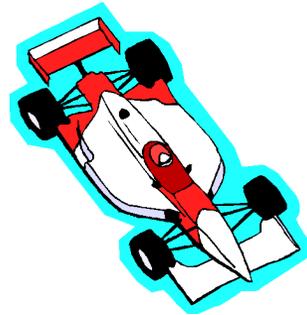
I MONUMENTI
ROMANI

LE CATEGORIE

Far associare, ogni gruppo di immagini, alla categoria corrispondente.



LE AUTO DA
CORSA



LE BERLINE



LE AUTO
SPORTIVE

LE CATEGORIE

Far associare, ogni gruppo di immagini, alla categoria corrispondente.

A E O

LE CONSONANTI

C T S

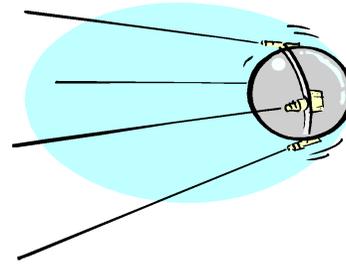
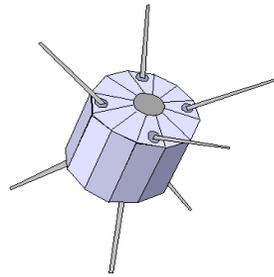
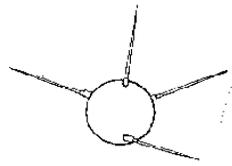
LE VOCALI

BA LA DO

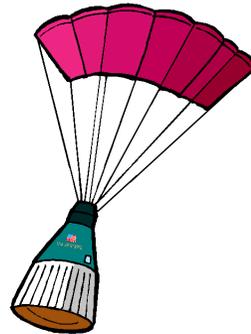
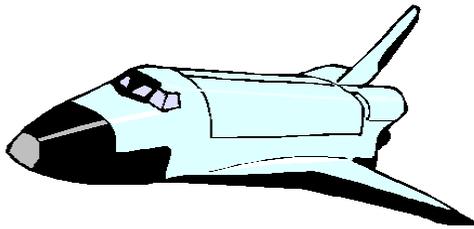
LE SILLABE

LE CATEGORIE

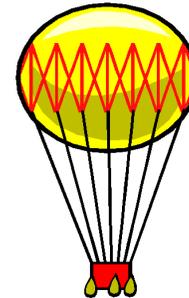
Far associare, ogni gruppo di immagini, alla categoria corrispondente.



LE ASTRONAVI



I SATELLITI



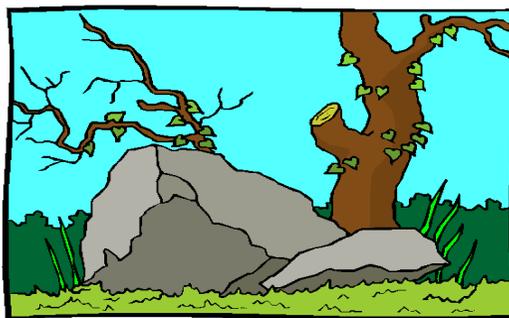
LE MONGOLFIERE

LE CATEGORIE

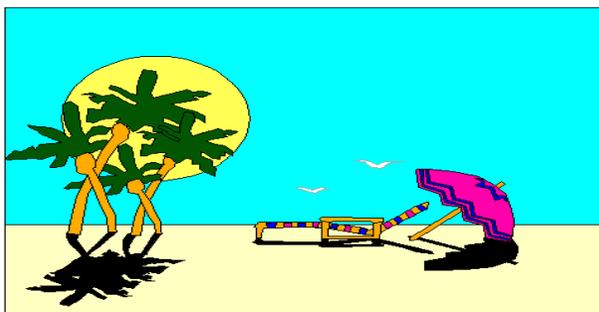
Far associare, ogni gruppo di immagini, alla categoria corrispondente.



PAESAGGI
ESTIVI



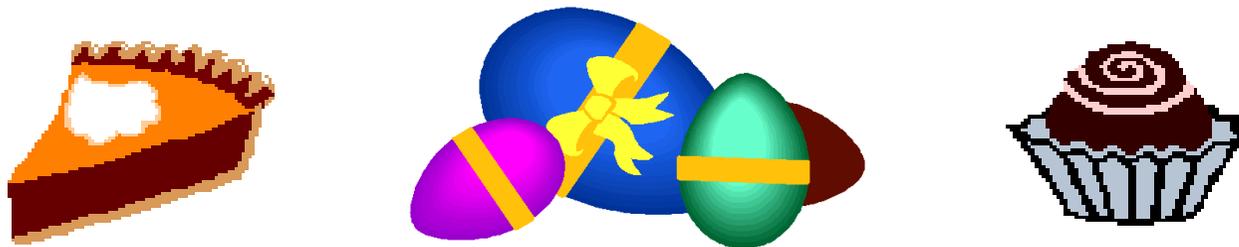
PAESAGGI
AUTUNNALI



PAESAGGI
INVERNALI

LE CATEGORIE

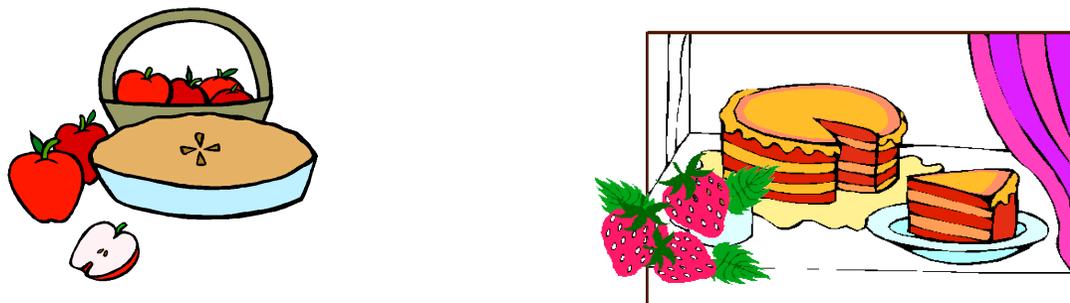
Far associare, ogni gruppo di immagini, alla categoria corrispondente.



I DOLCI ALLA
FRUTTA



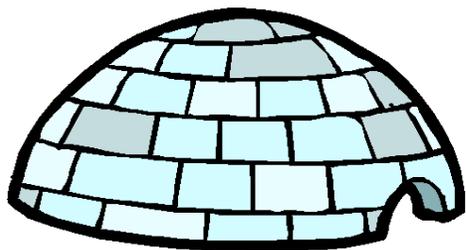
I DOLCI AL
CIOCCOLATO



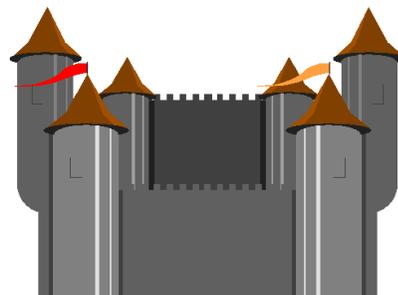
I DOLCI ALLA
PANNA

LE CATEGORIE

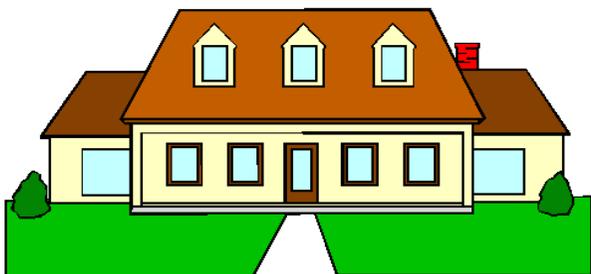
Far associare, ogni gruppo di immagini, alla categoria corrispondente.



I CASTELLI



LE VILLE



GLI IGLU'

LE CATEGORIE

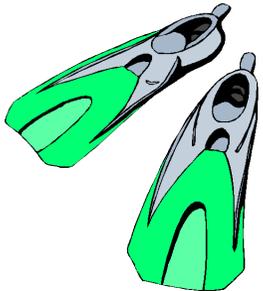
Far associare, ogni gruppo di immagini, alla categoria corrispondente.



LE CALZATURE
PER LA CITTA'



LE CALZATURE
PER LA CASA



LE CALZATURE
PER IL TEMPO
LIBERO

LE CATEGORIE

Far associare, ogni gruppo di immagini, alla categoria corrispondente.

“ VOGLIA DI CRESCERE ”

PROGRAMMA BASE PER LO SVILUPPO LOGICO E COGNITIVO

QUANTITA' E NUMERI *(11-30)*

QUANTITA' E NUMERI (11 – 30)

Queste schede programmate seguono “**Quantità e numeri (1- 10)**” presenti nel livello quinto ed hanno come finalità la discriminazione, il riconoscimento del simbolo numerico e la corrispondenza con quantità equivalenti dall’**11** al numero **30**. L’apprendimento viene stimolato dapprima mediante una ricerca discriminativa formale, ad esempio: la quantità 11 simbolizzata da dieci palline racchiuse in un rettangolo (una decina) più una pallina messa al di fuori viene associata al numero 11, da ricercare, per confronto, fra altri numeri posti nella parte inferiore della scheda. Successivamente viene richiesta l’associazione fra tre quantità e tre simboli numerici e viceversa.

Alla quantità è stata data una particolare configurazione spaziale, su base cinque in modo tale da rendere più facile la loro comprensione e memorizzazione. Mentre inizialmente, come abbiamo detto sopra, la decina è stata simbolizzata da un rettangolo con all’interno dieci palline successivamente viene visualizzata solo da un rettangolo. Nelle schede di verifica il bambino dovrà disegnare le quantità corrispondenti al numero o viceversa.

UTILIZZAZIONE

Per un corretto uso l’educatore, nelle prime due schede di ogni gruppo, indicando la parte superiore del foglio, dirà semplicemente: “Qui ci sono **11** palline e c’è il numero **11**”, poi facendo scorrere il dito su tutta la parte inferiore della scheda dirà: “Dov’è il numero **11**”. E così via per le successive.

Nelle schede seguenti di ogni gruppo, l’educatore farà denominare al bambino la quantità presente nella parte superiore e farà ricercare il simbolo numerico nella parte inferiore e viceversa. In tal modo questi potrà avere una conoscenza sia delle quantità che dei simboli numerici, l’apprendimento sarà completato mediante esercizi sul quaderno che abbiano la stessa impostazione metodologica.

ETA' MENTALE DI RIFERIMENTO

Sei anni



11

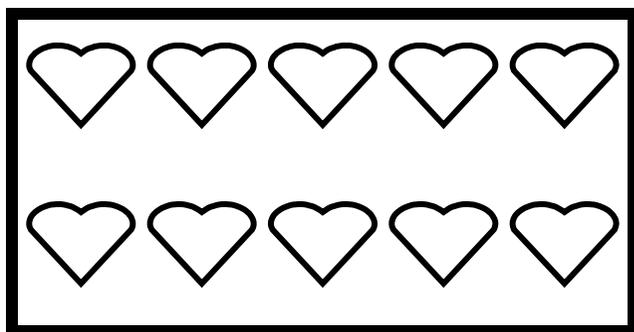
11

18

16

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



11

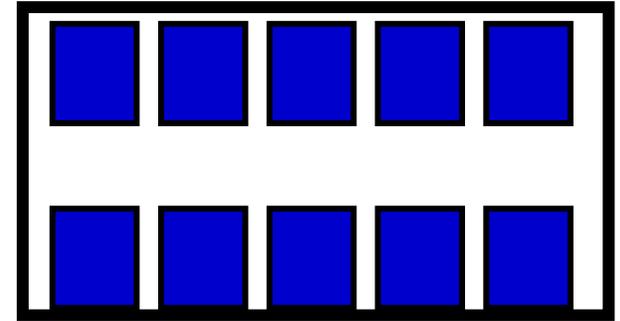
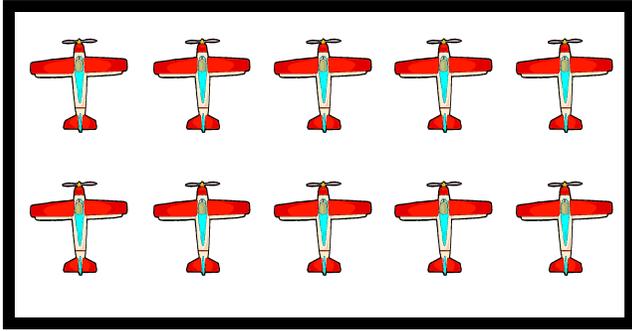
16

19

11

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



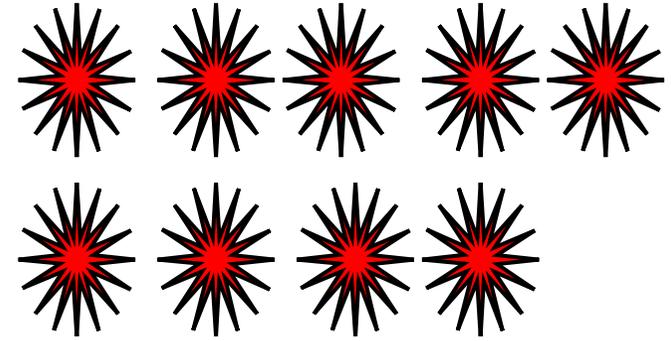
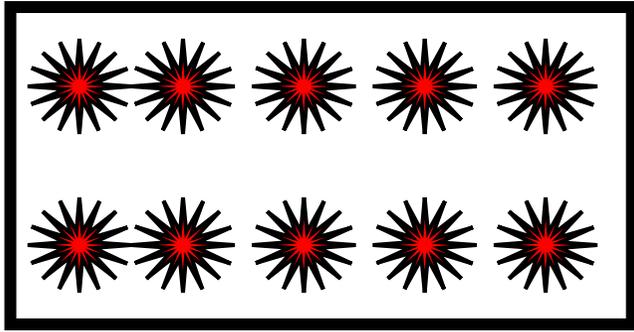
11

10

3

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



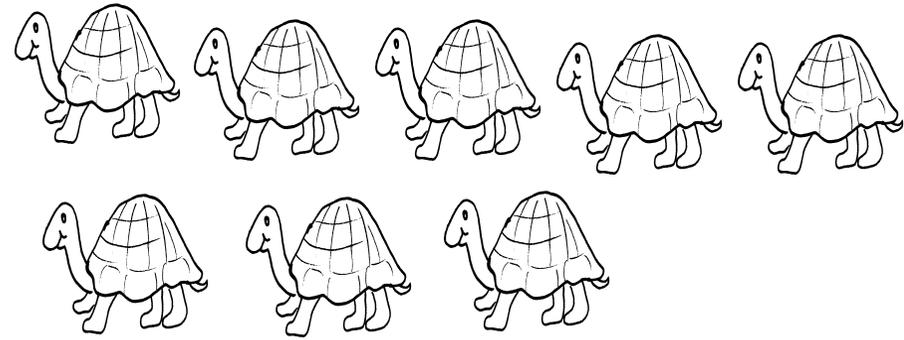
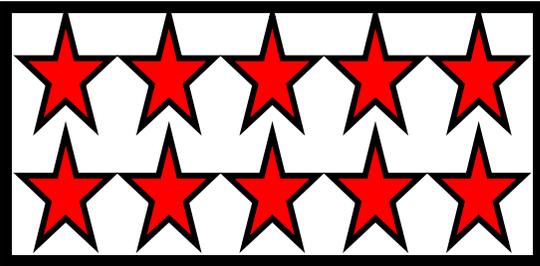
9

4

11

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



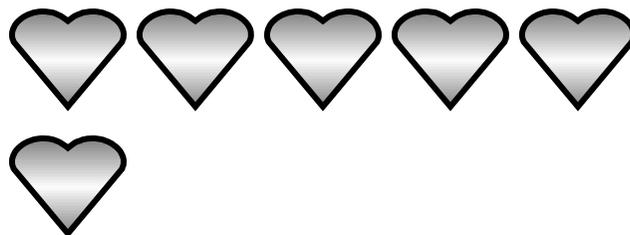
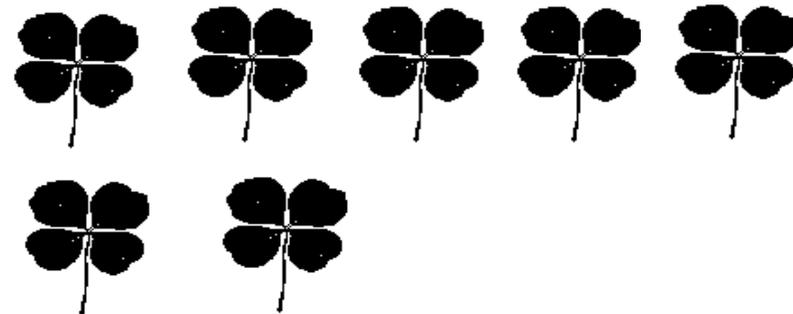
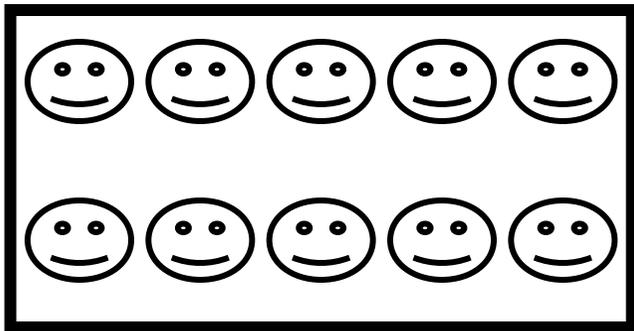
11

8

5

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



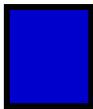
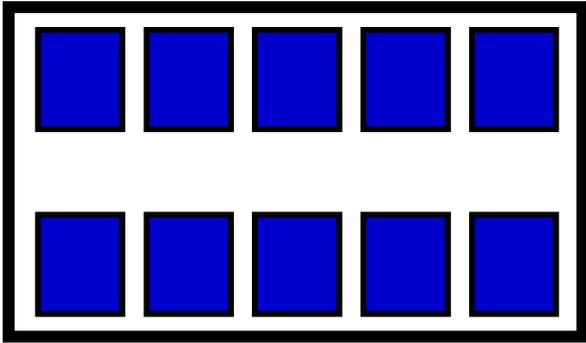
6

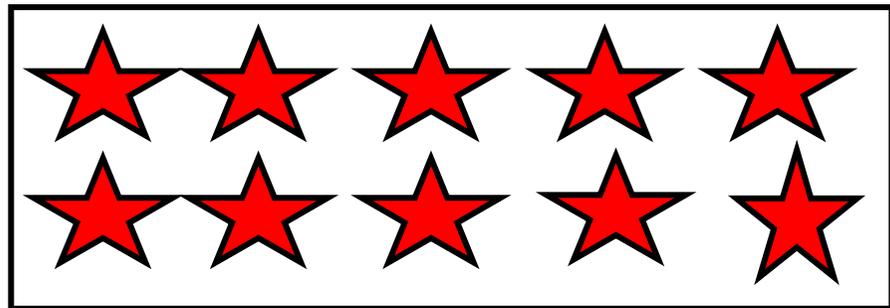
11

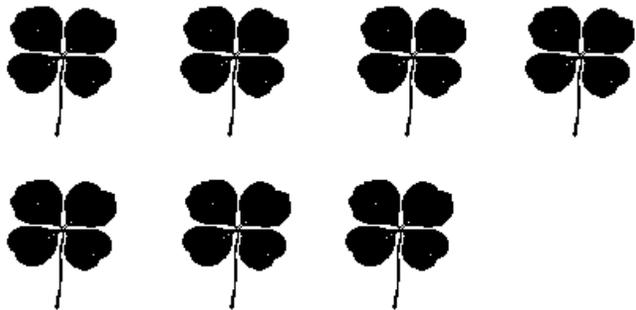
7

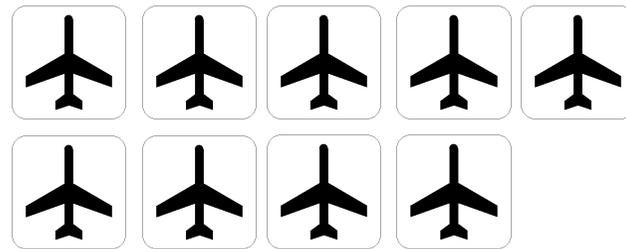
QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.









QUANTITA' E NUMERI
Far scrivere i numeri corrispondenti alle quantità.

11

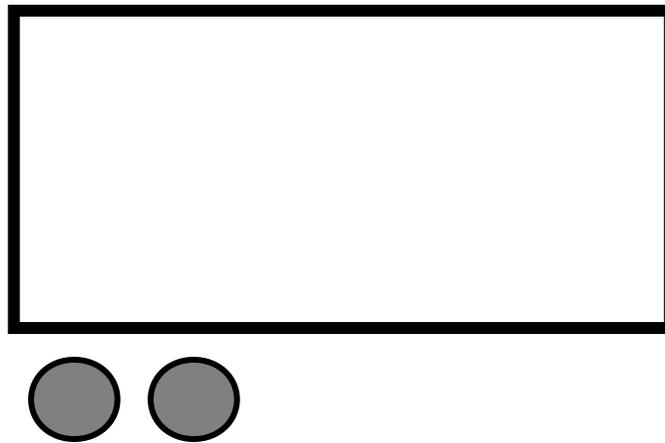
10

8

9

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



12

12

18

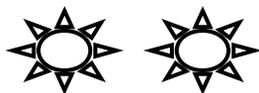
15

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



12



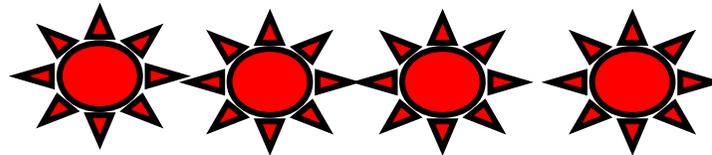
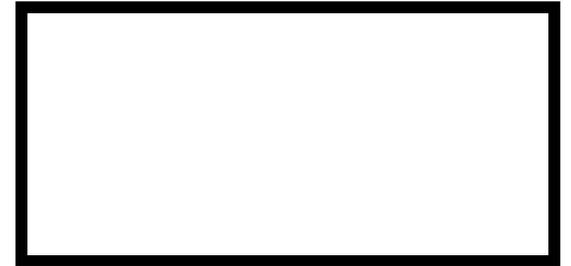
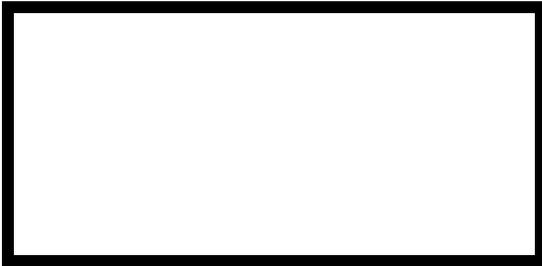
16

14

12

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



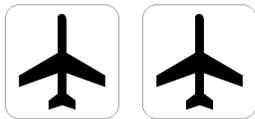
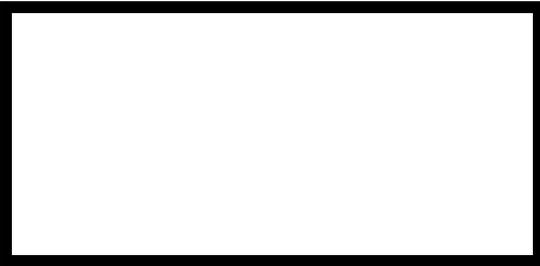
11

4

12

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



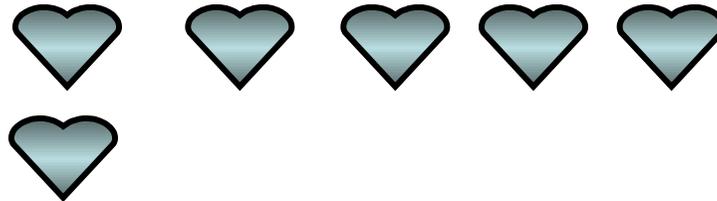
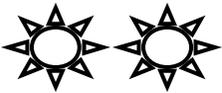
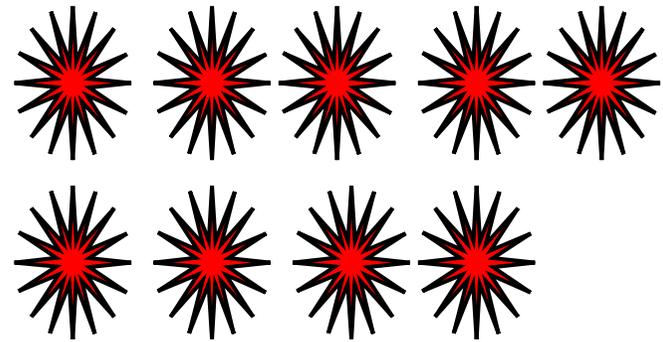
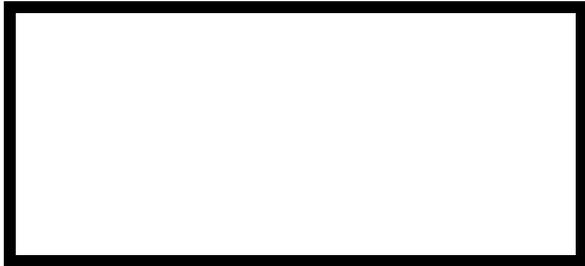
5

12

10

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.

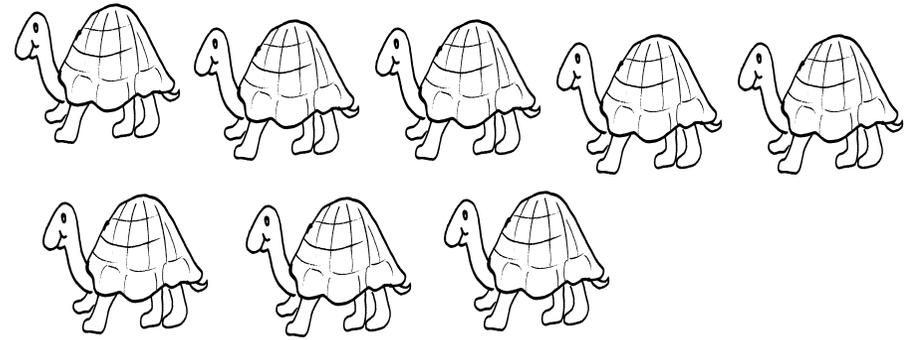
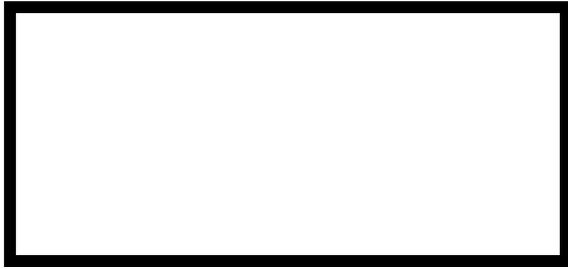


6

12

9

QUANTITA' E NUMERI
Far associare le quantità ai numeri e viceversa.



7

8

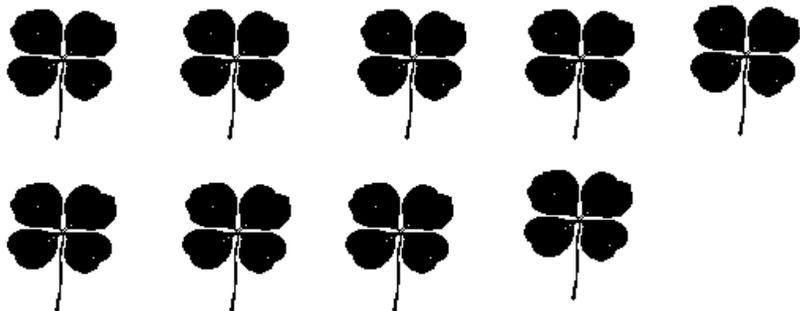
12

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.









QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

11

10

9

12

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



13

16

13

15

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



13



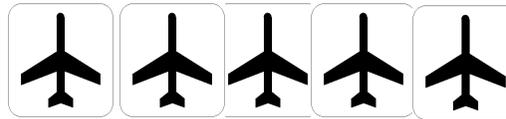
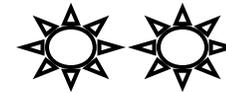
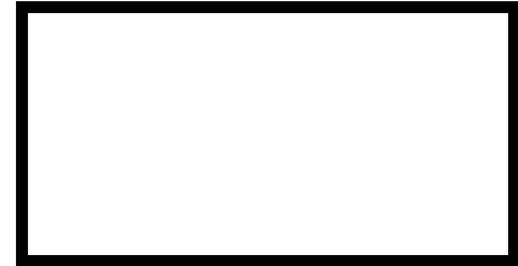
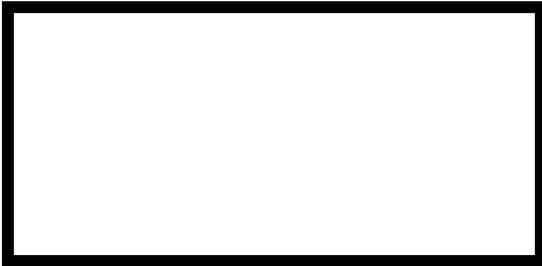
17

13

18

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



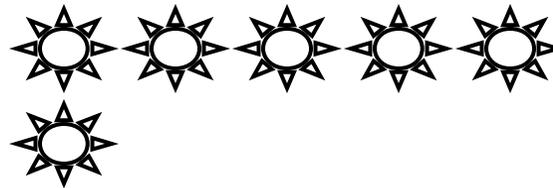
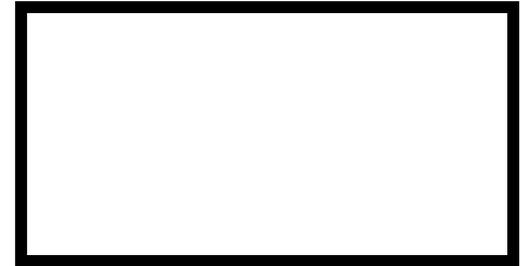
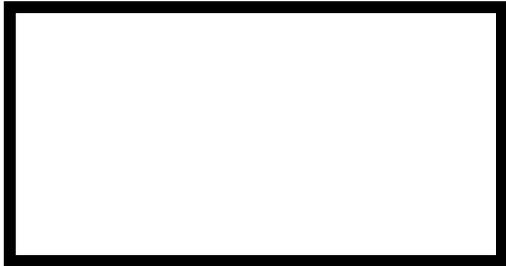
13

12

5

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.

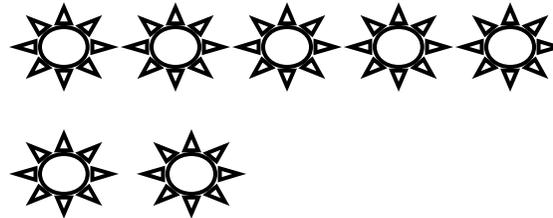
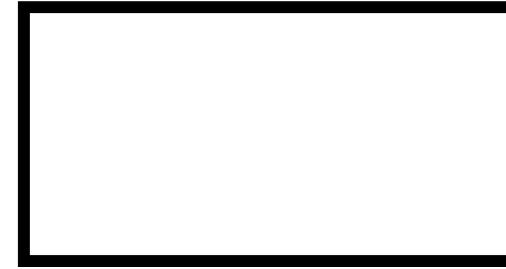
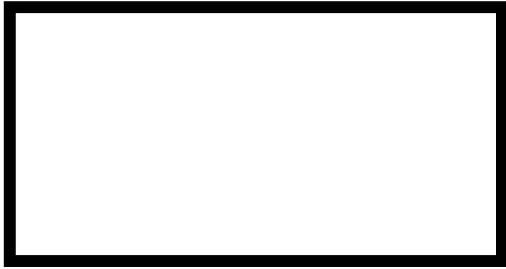


6

13

11

QUANTITA' E NUMERI
Far associare le quantità ai numeri e viceversa.



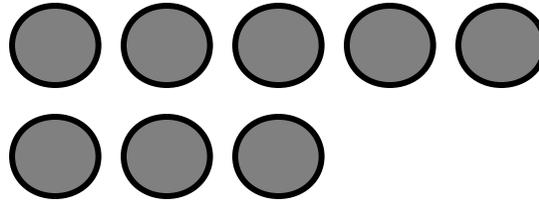
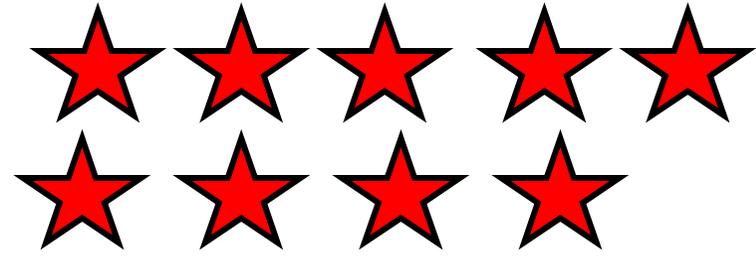
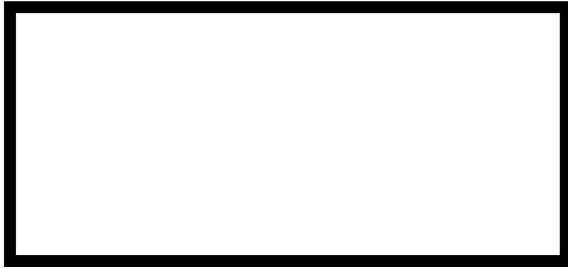
13

7

10

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



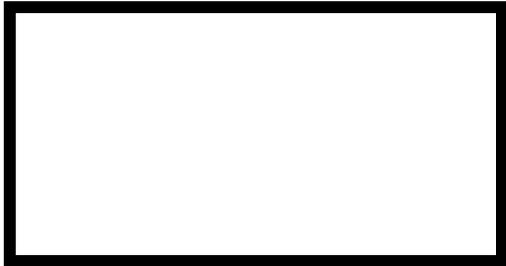
9

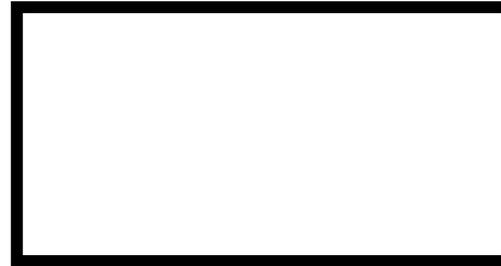
8

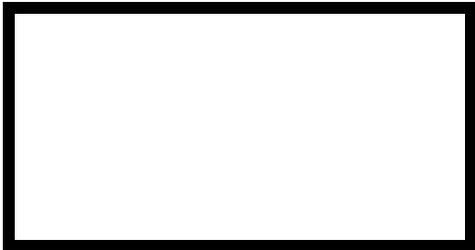
13

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.









QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

11

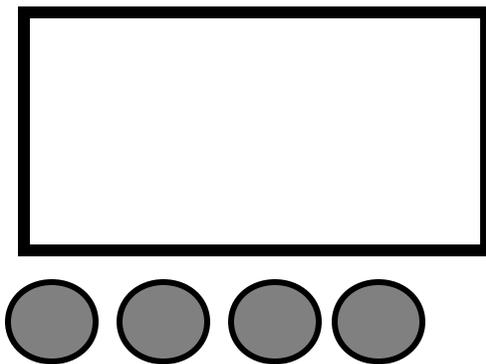
10

13

12

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



14

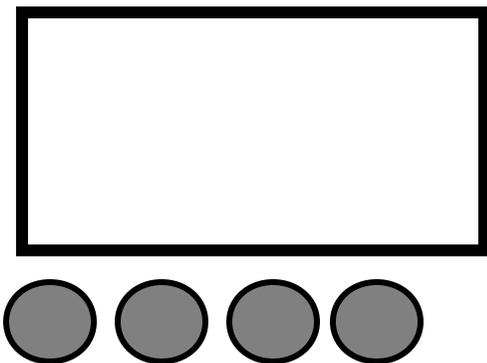
14

15

18

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



14

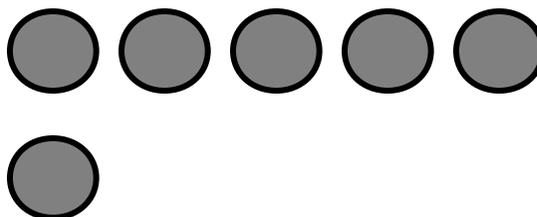
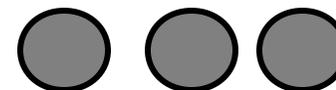
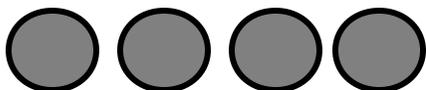
17

13

14

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



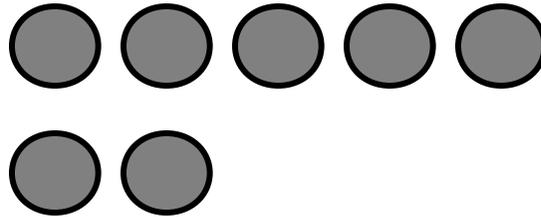
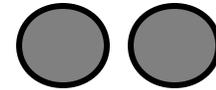
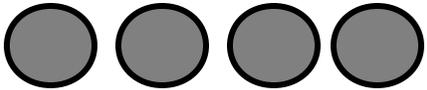
13

14

6

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



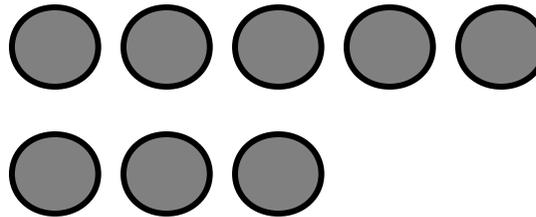
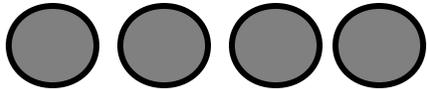
7

14

12

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



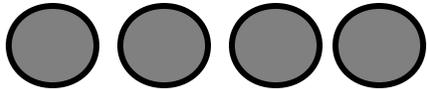
14

11

8

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



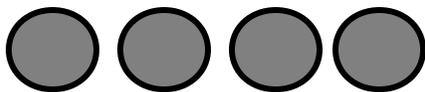
9

14

10

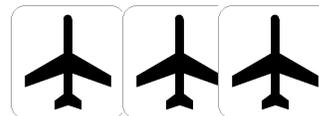
QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.









QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

14

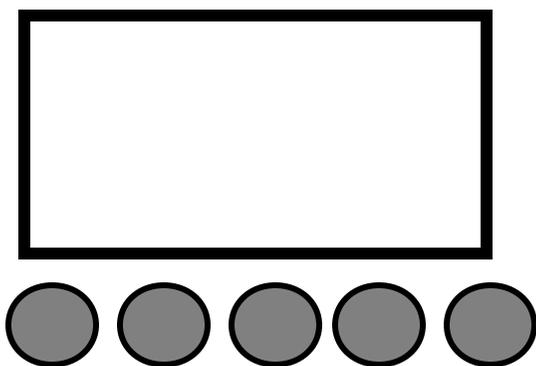
11

12

13

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



15

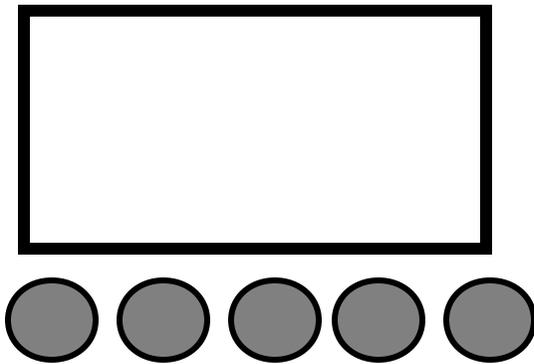
17

15

18

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



15

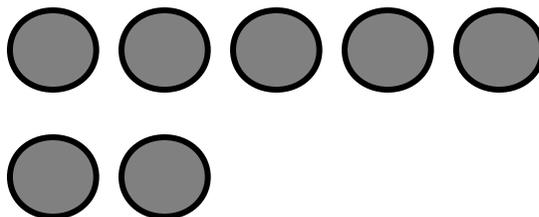
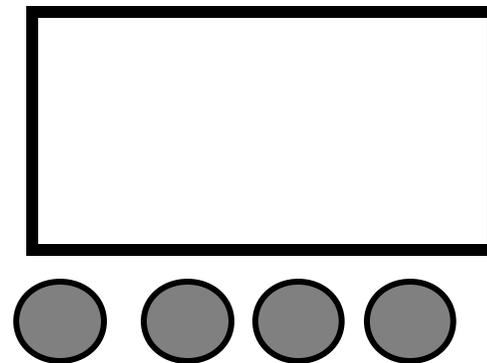
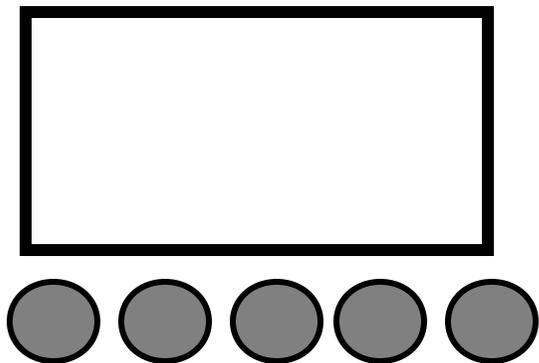
17

19

15

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



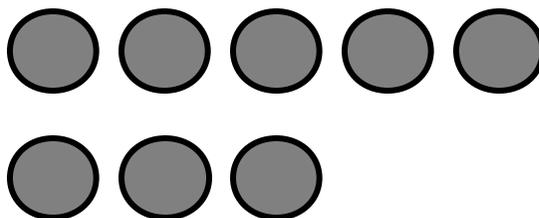
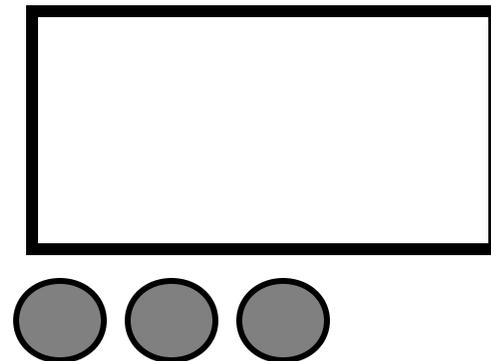
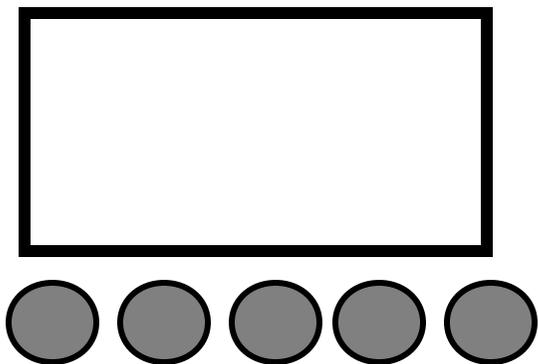
7

14

15

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



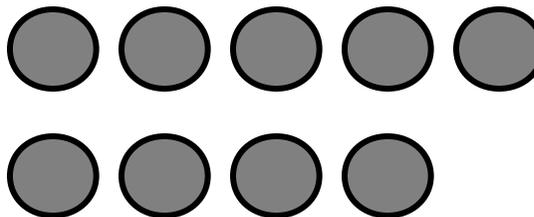
15

13

8

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



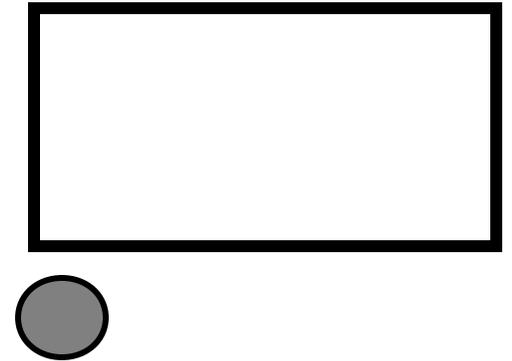
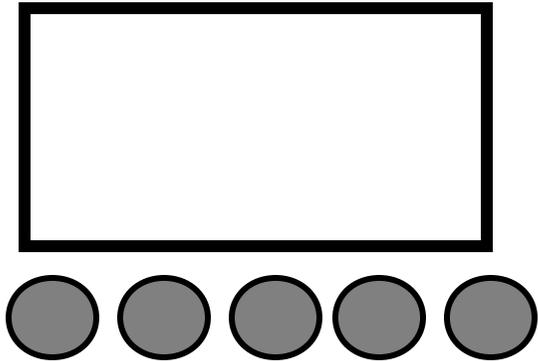
15

9

12

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



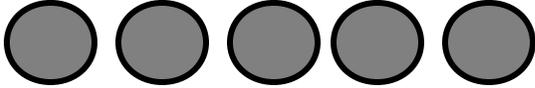
10

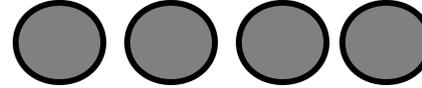
15

11

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.









QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

15

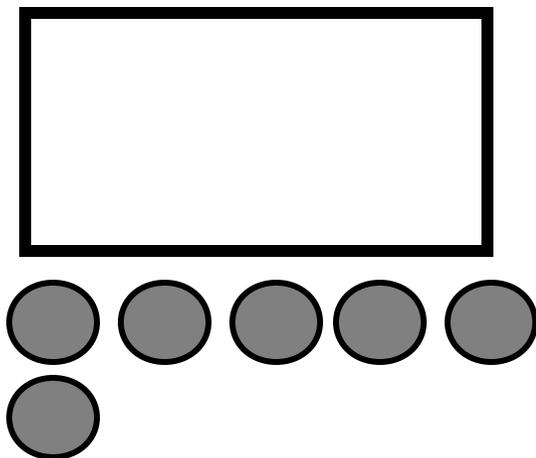
13

12

14

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



16

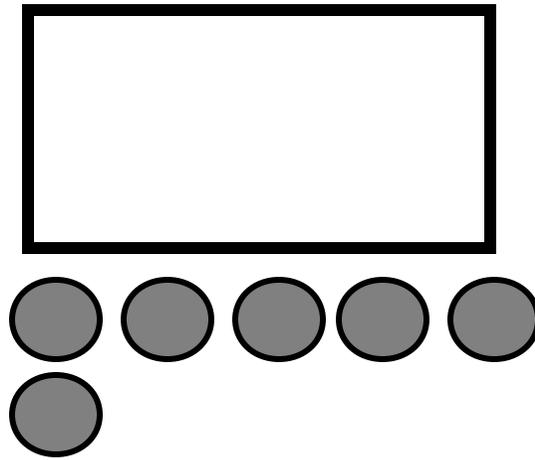
16

17

18

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



16

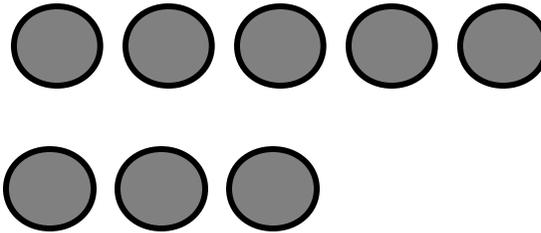
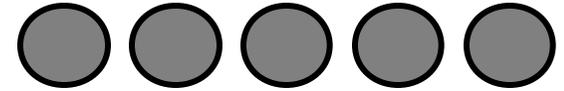
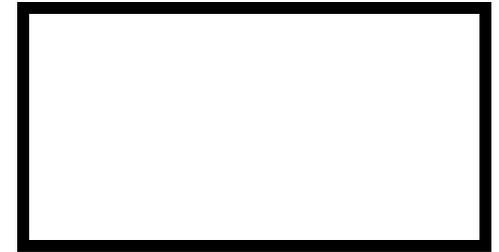
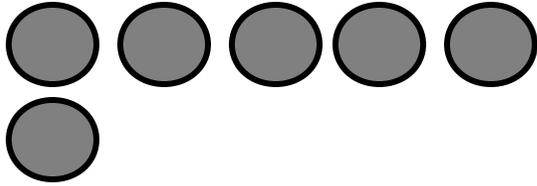
17

19

16

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



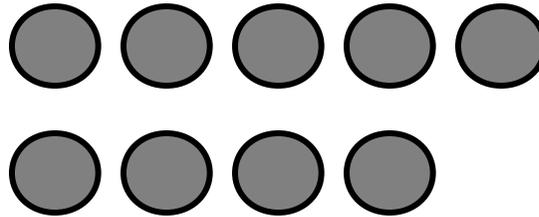
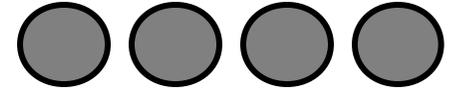
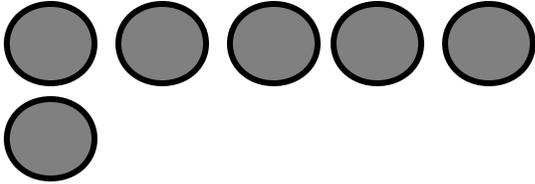
8

16

15

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



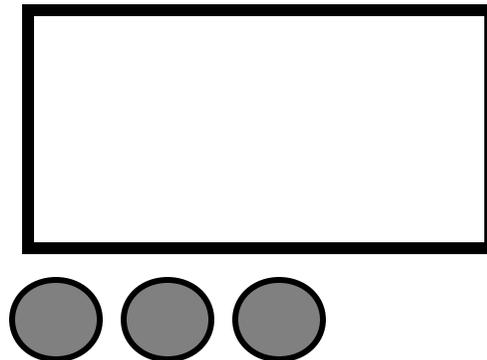
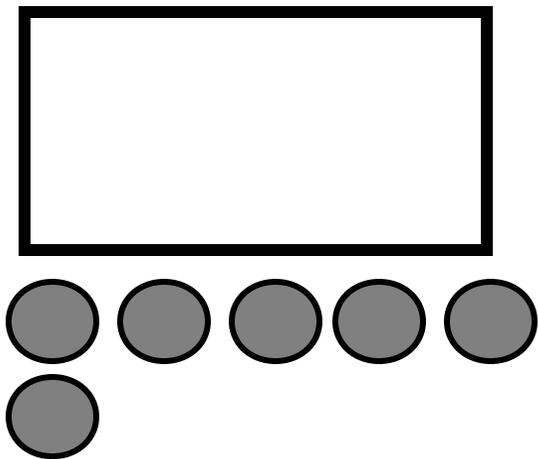
16

14

9

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



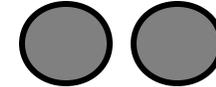
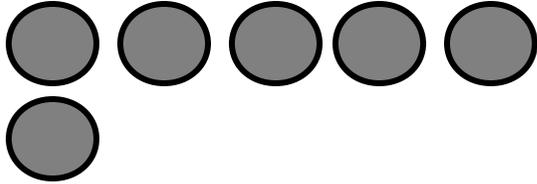
13

16

10

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



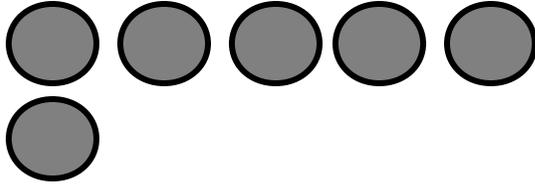
11

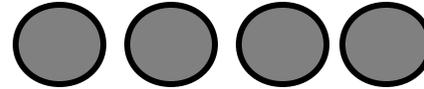
12

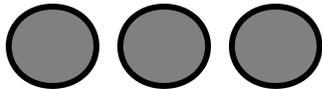
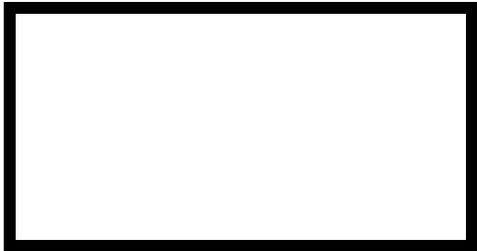
16

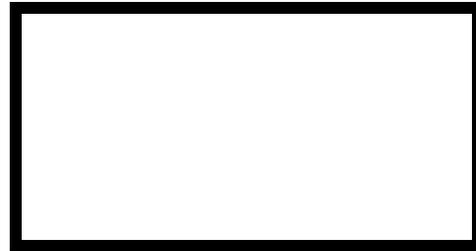
QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.









QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

13

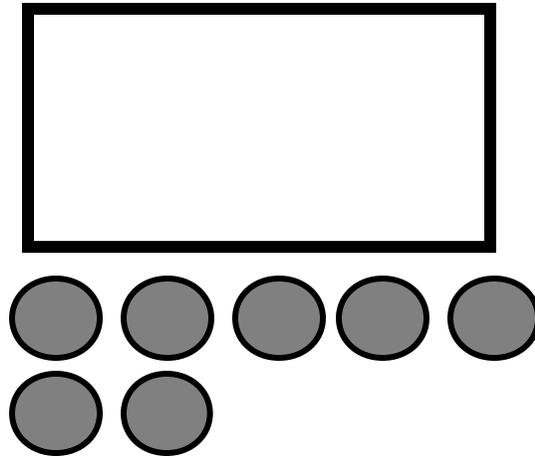
16

15

14

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



17

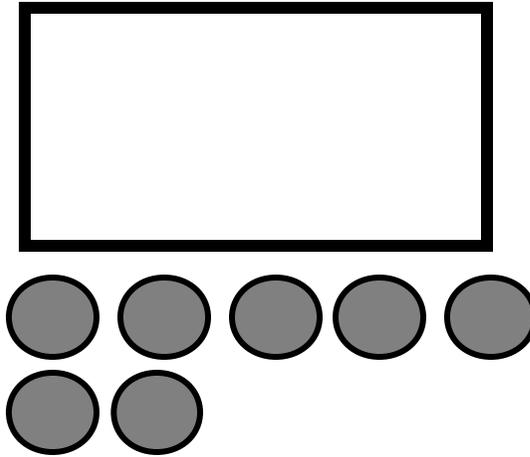
71

17

18

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



17

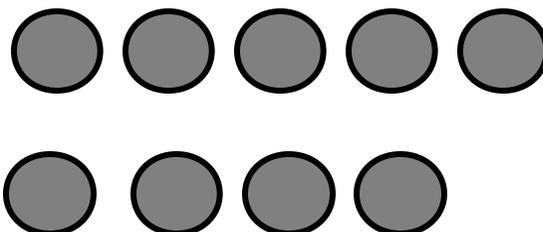
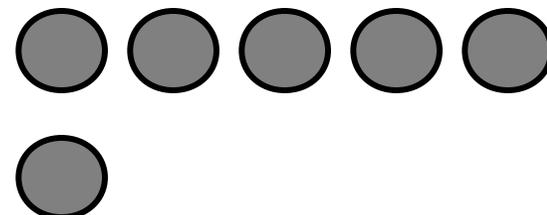
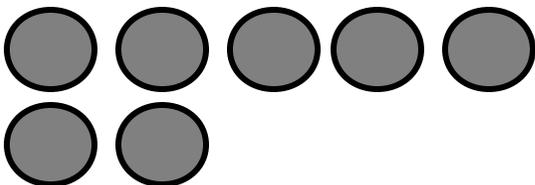
17

19

21

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



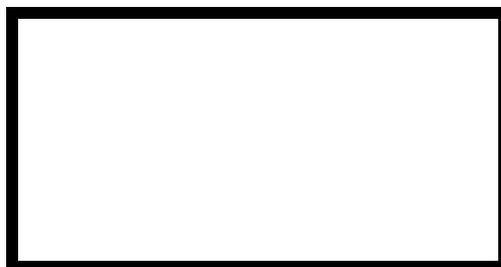
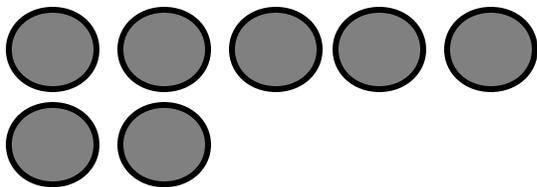
17

16

9

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



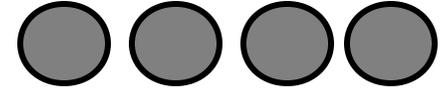
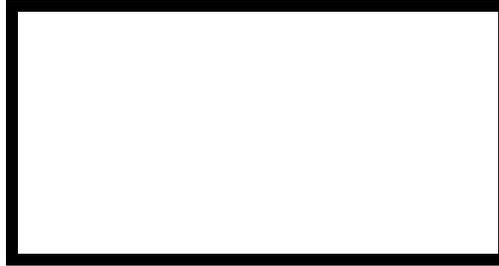
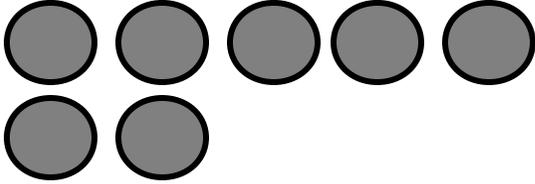
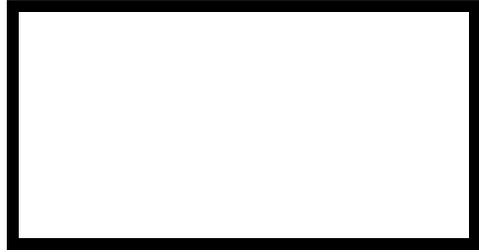
10

17

15

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



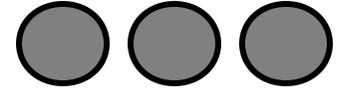
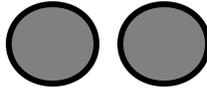
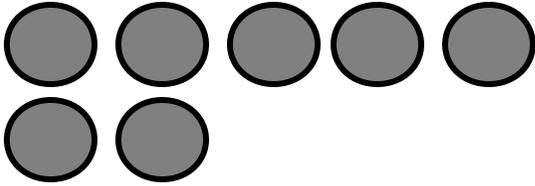
11

14

17

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



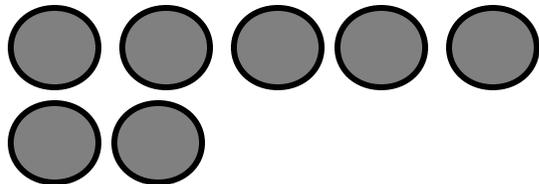
13

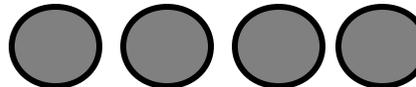
17

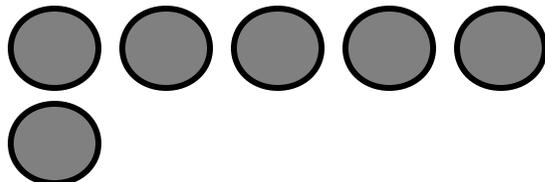
12

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.









QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

16

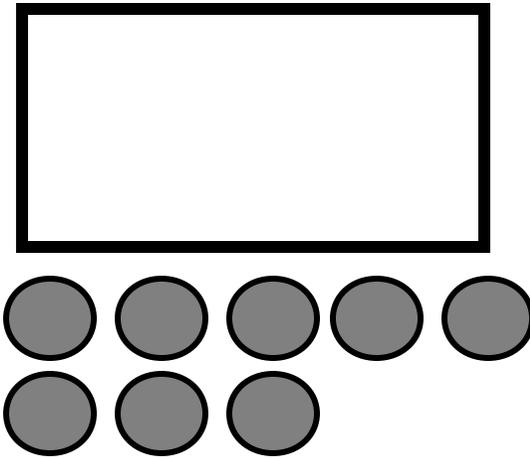
17

15

14

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



18

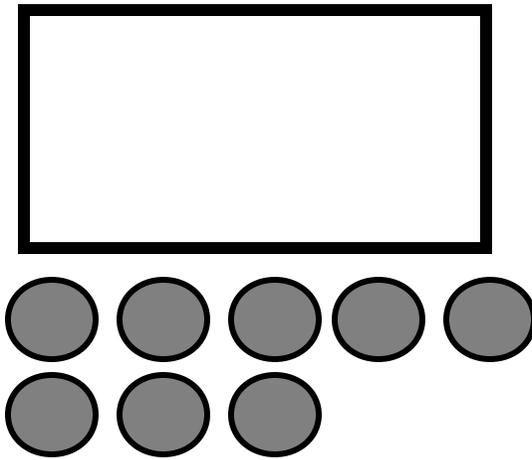
8

28

18

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



18

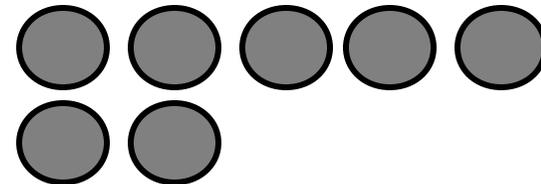
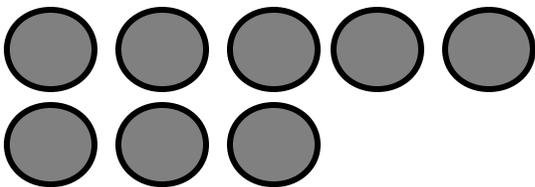
18

8

81

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



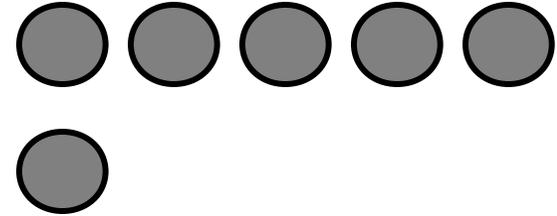
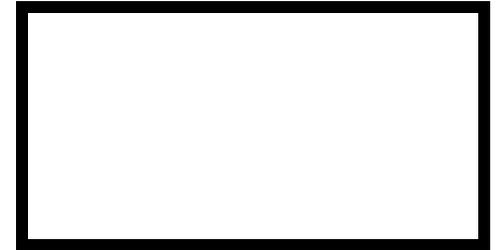
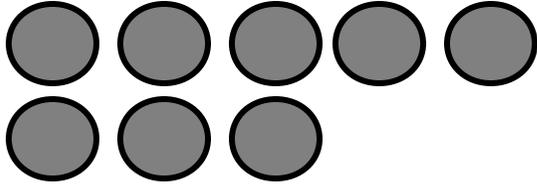
10

18

12

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



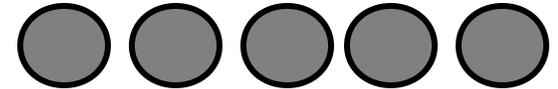
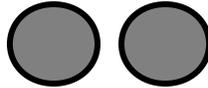
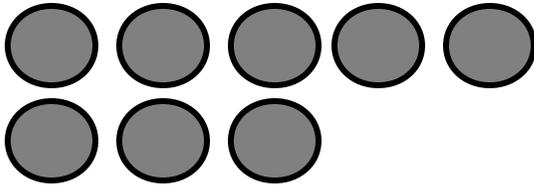
16

18

11

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



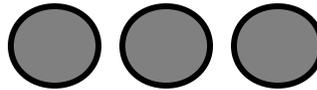
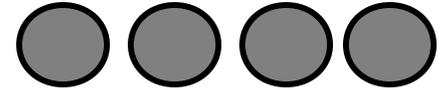
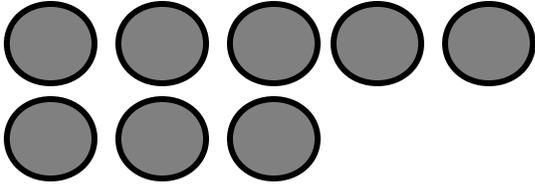
18

15

12

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



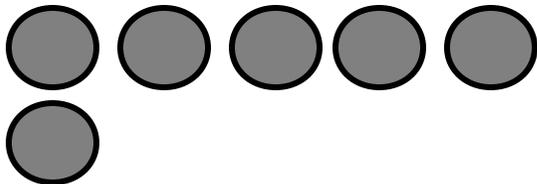
13

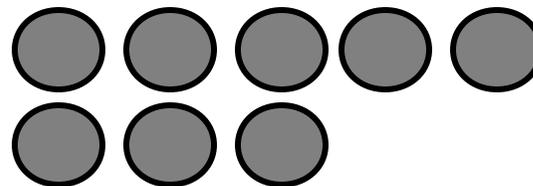
18

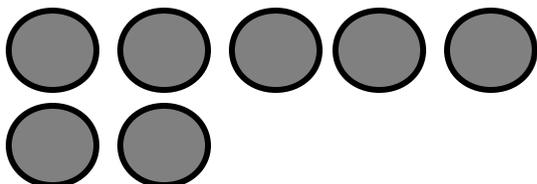
14

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.









QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

17

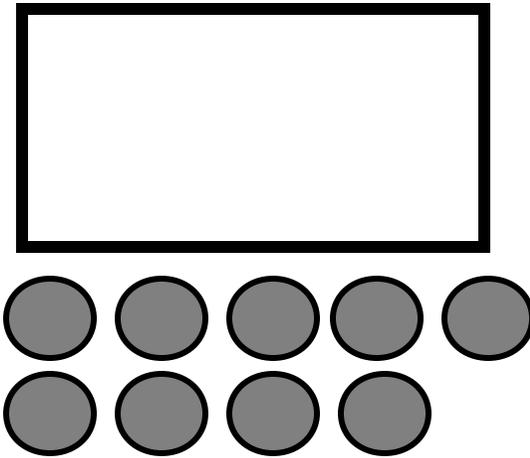
16

15

18

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



19

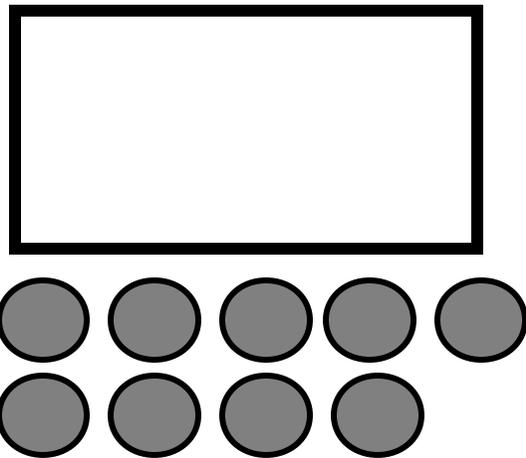
19

12

29

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



19

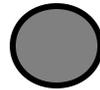
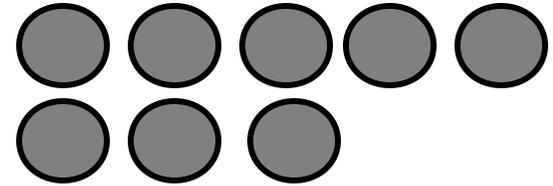
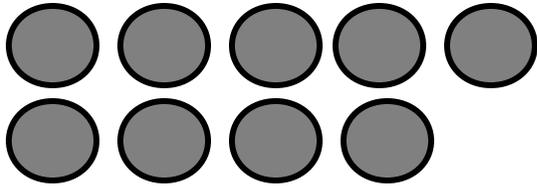
91

19

29

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



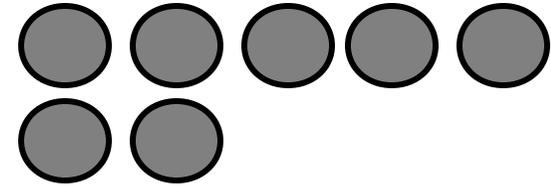
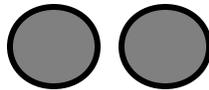
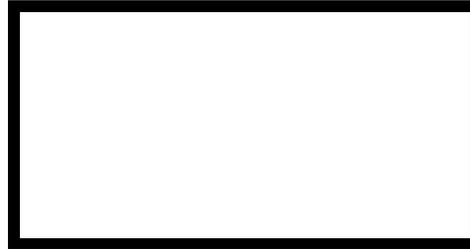
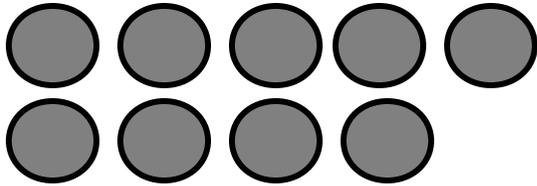
19

18

11

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



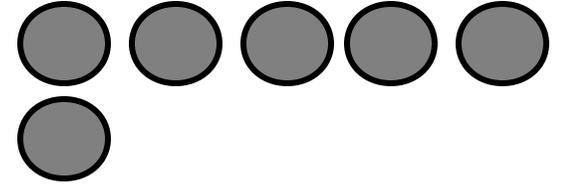
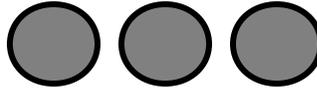
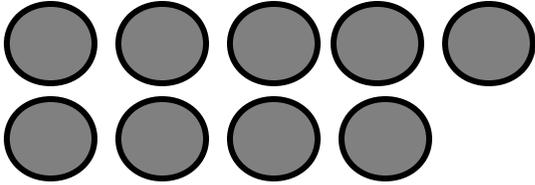
12

19

17

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



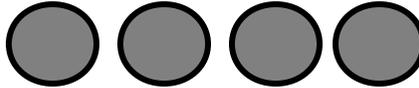
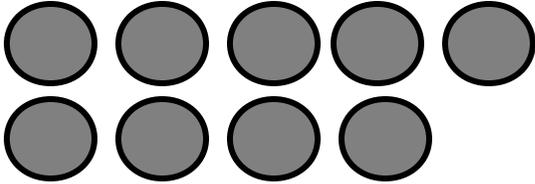
16

13

19

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



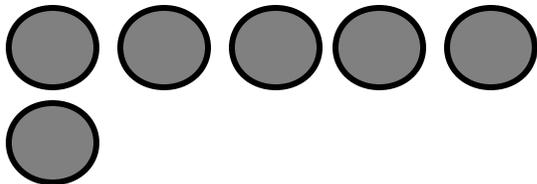
14

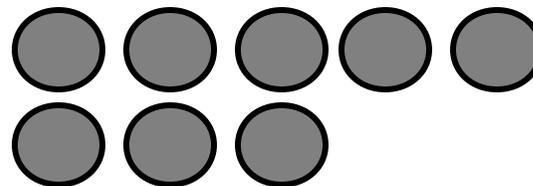
19

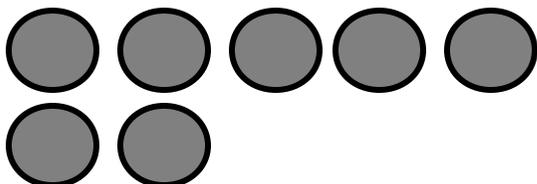
15

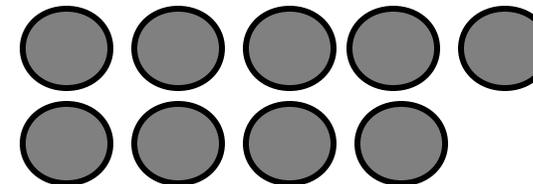
QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.









QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

17

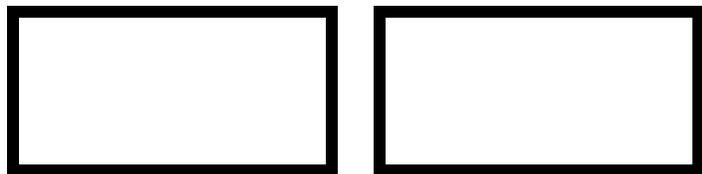
16

19

18

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



20

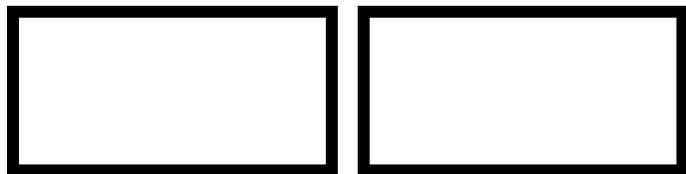
23

20

02

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



20

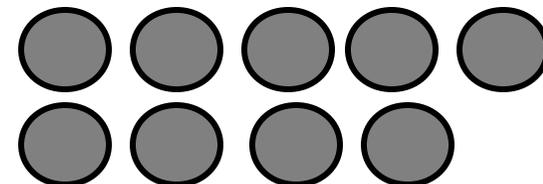
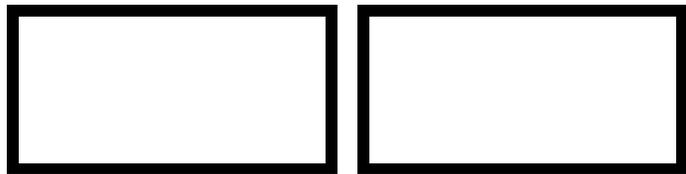
20

22

29

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



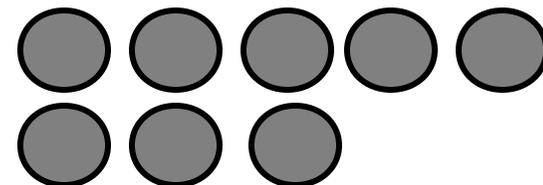
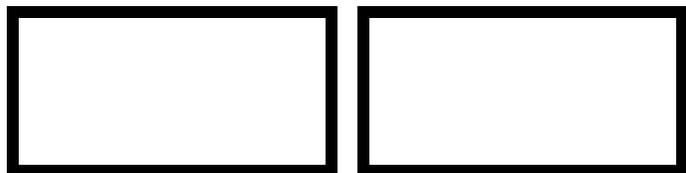
12

19

20

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



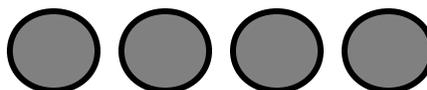
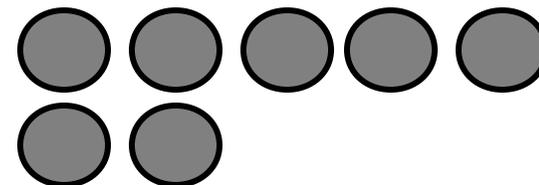
20

13

18

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



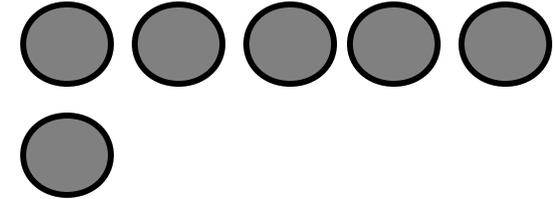
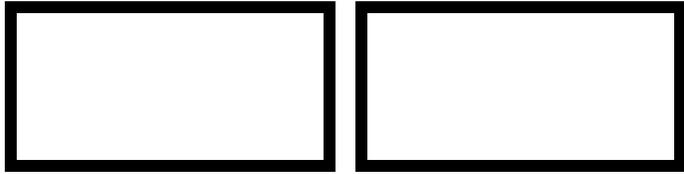
14

17

20

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



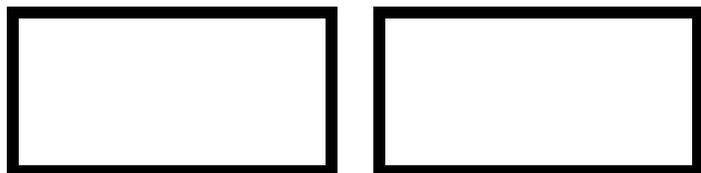
15

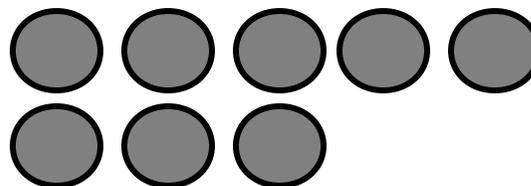
20

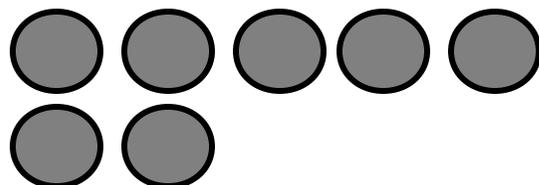
16

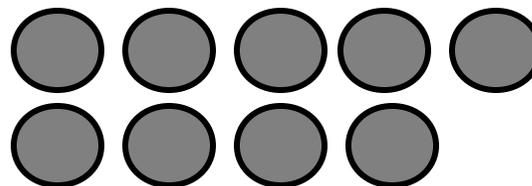
QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.









QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

20

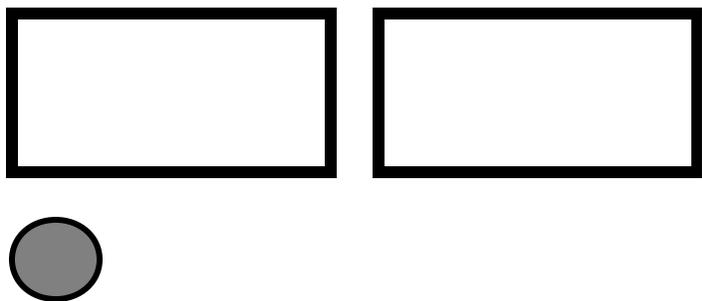
17

19

18

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



21

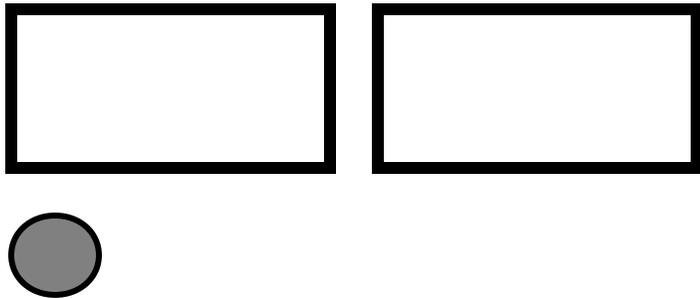
12

21

28

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



21

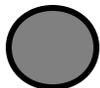
2

22

21

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



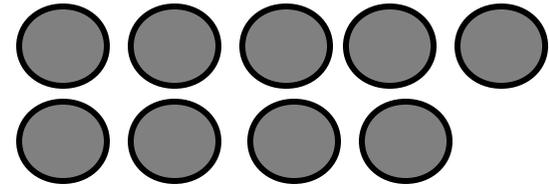
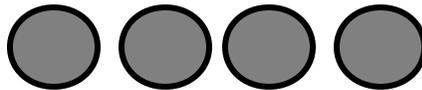
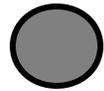
21

20

13

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



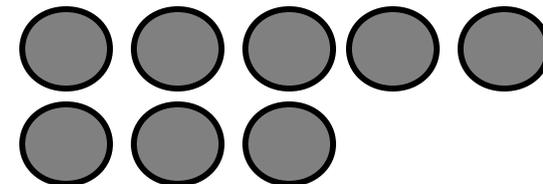
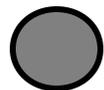
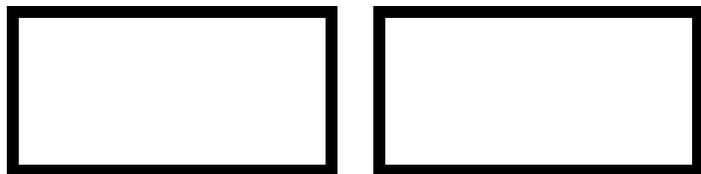
21

19

14

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



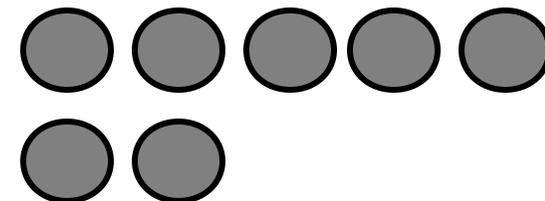
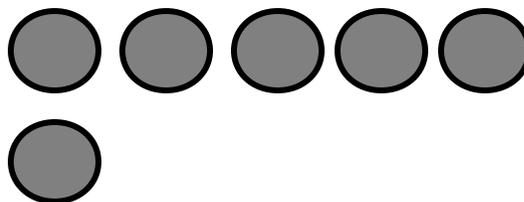
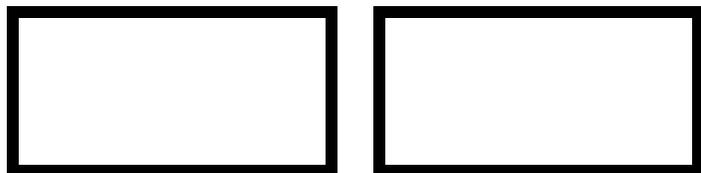
15

18

21

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



21

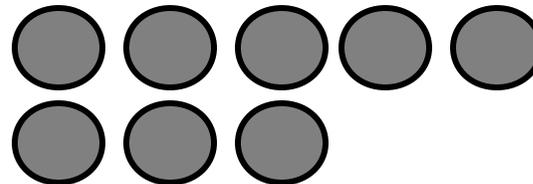
16

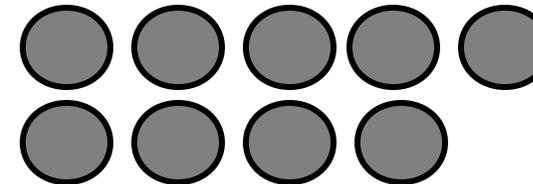
17

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.

SCHEDA DI VERIFICA





QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

20

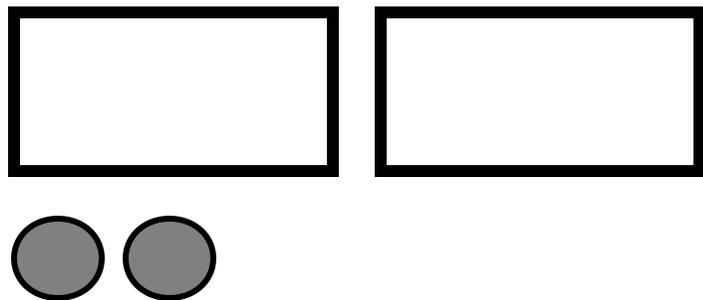
21

19

18

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



22

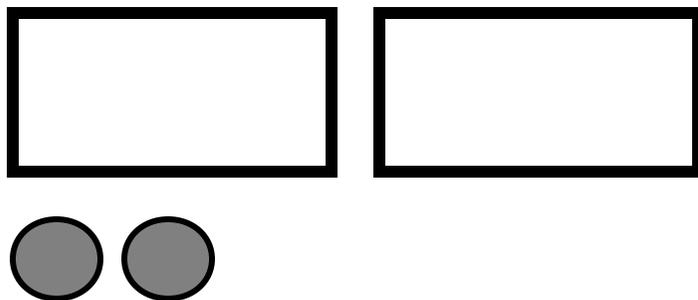
22

20

28

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



22

2

22

29

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



21

14

22

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



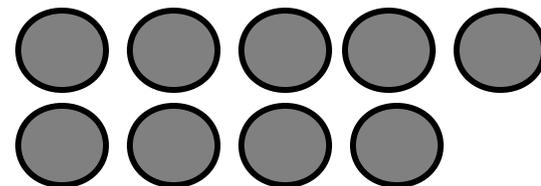
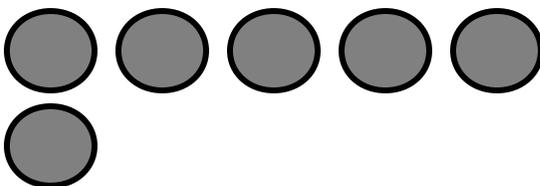
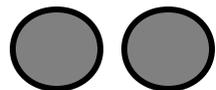
20

22

15

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



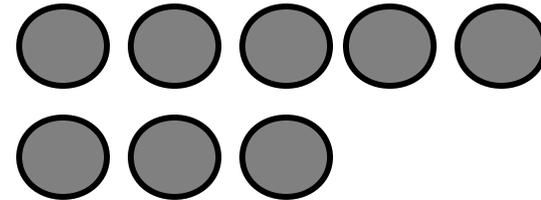
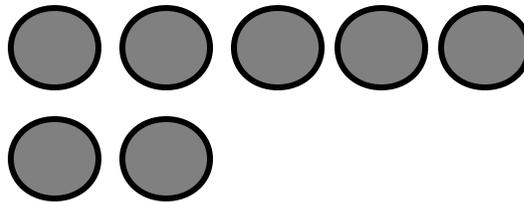
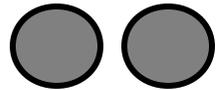
22

19

16

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



17

22

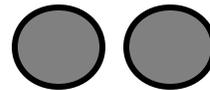
18

QUANTITA' E NUMERI

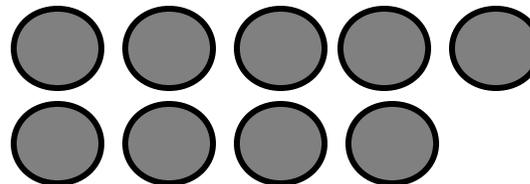
Far associare le quantità ai numeri e viceversa.

SCHEDA DI VERIFICA









QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

20

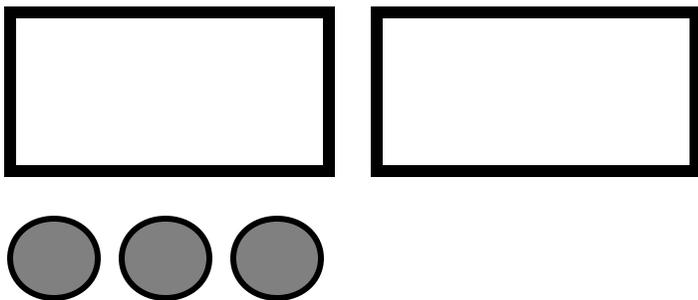
21

19

22

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



23

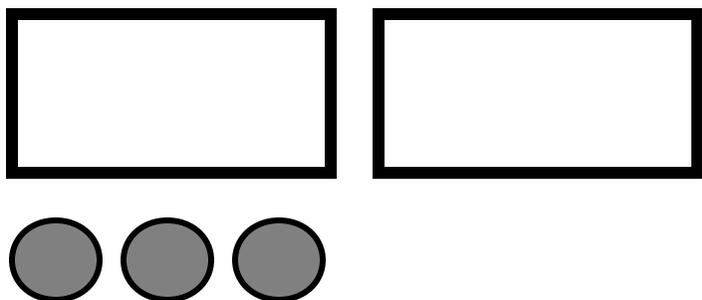
23

32

28

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



23

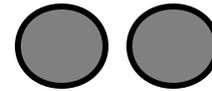
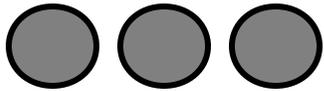
2

22

23

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



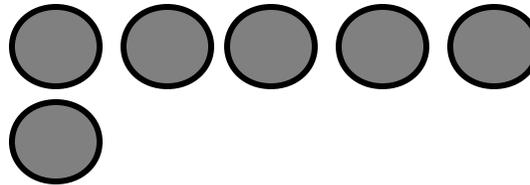
23

22

15

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



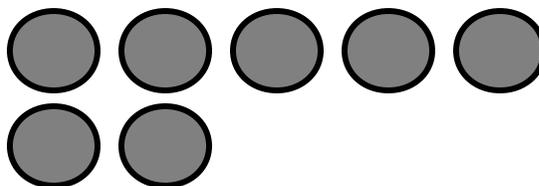
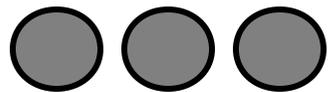
16

23

21

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



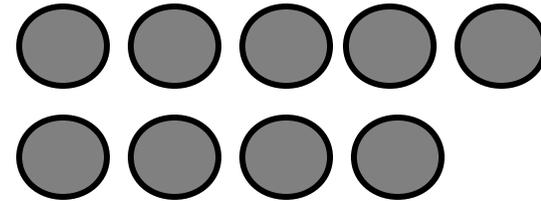
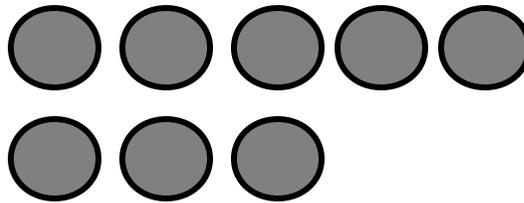
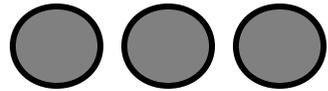
20

17

23

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



23

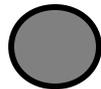
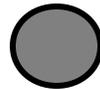
18

19

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.

SCHEDA DI VERIFICA



QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

20

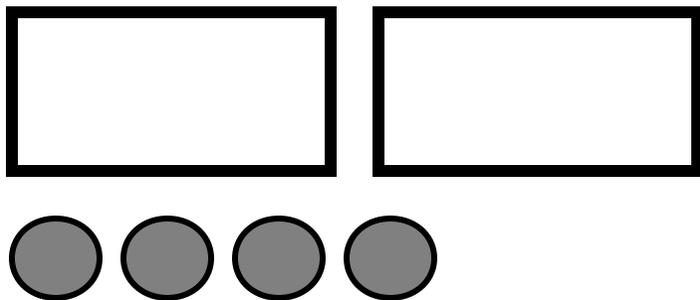
21

23

22

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



24

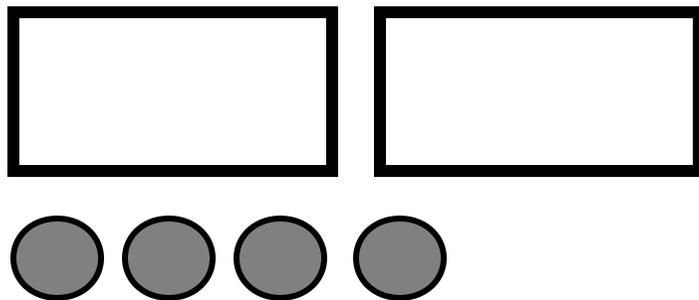
24

20

42

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



24

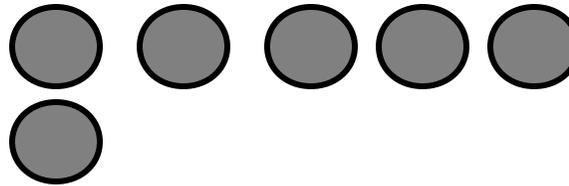
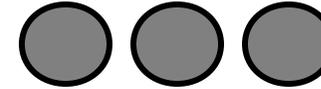
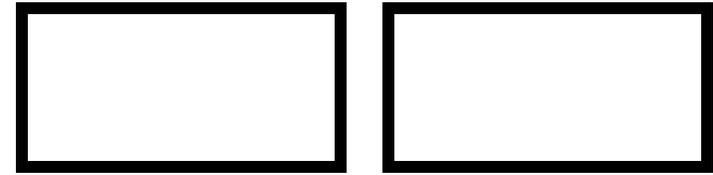
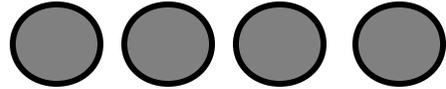
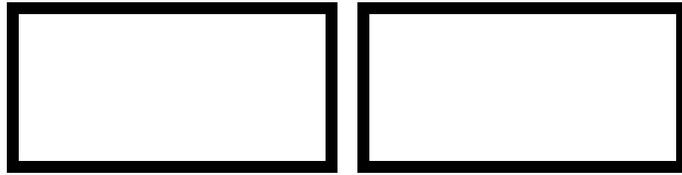
2

24

42

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



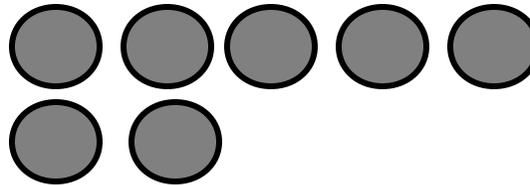
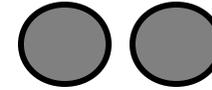
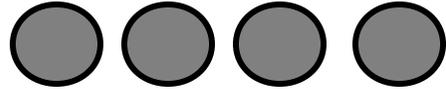
23

16

24

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



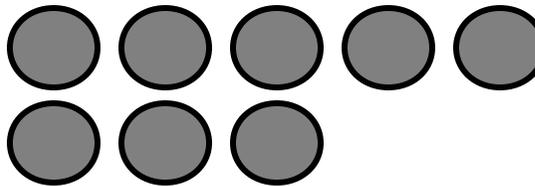
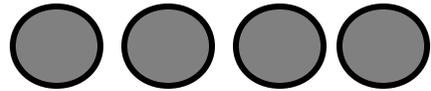
24

22

17

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



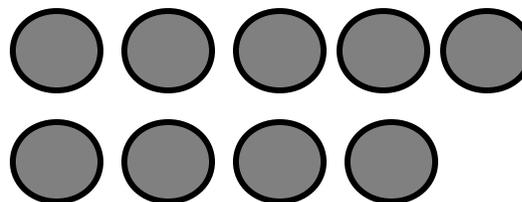
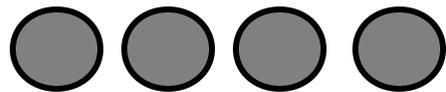
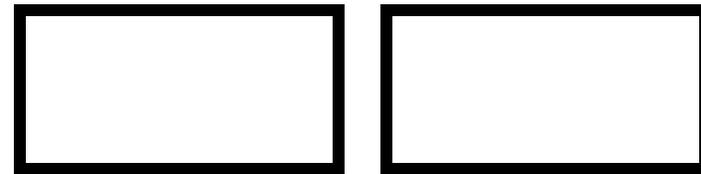
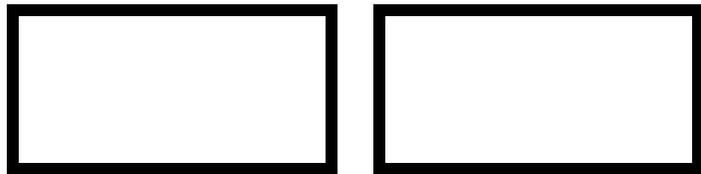
21

24

18

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



24

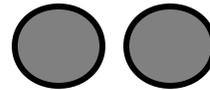
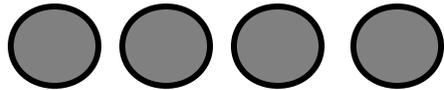
19

20

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.

SCHEDA DI VERIFICA



QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

24

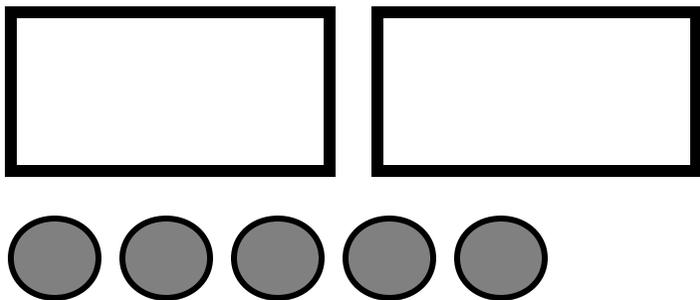
21

23

22

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



25

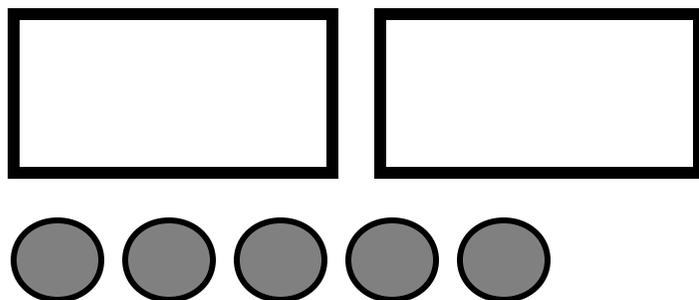
15

25

52

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



25

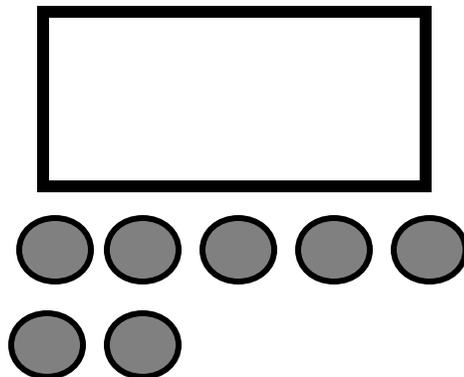
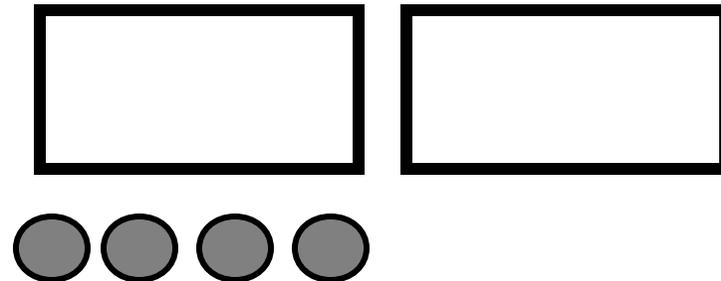
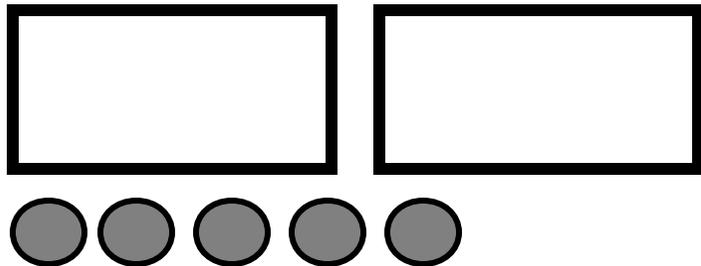
25

22

29

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



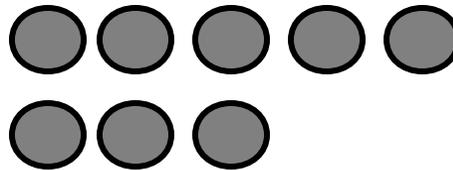
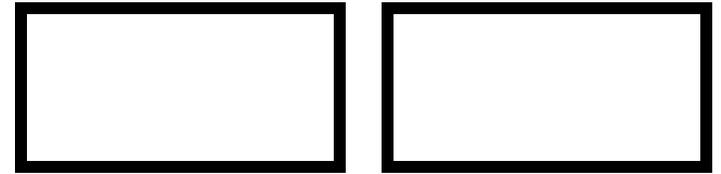
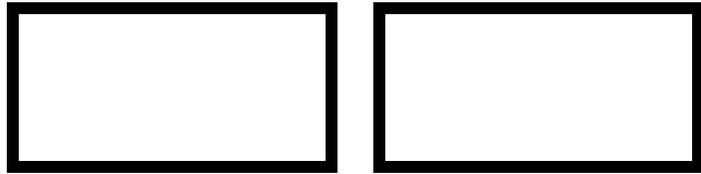
17

25

24

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



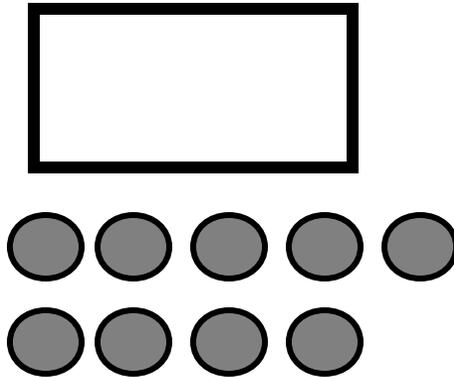
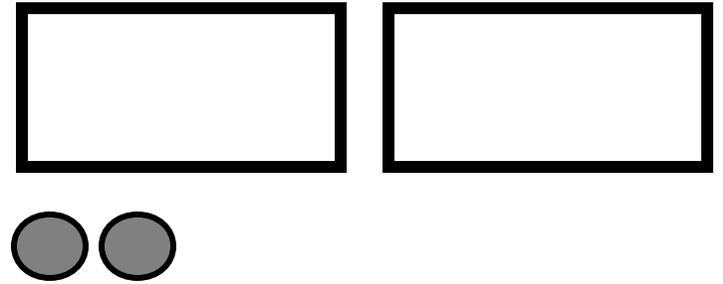
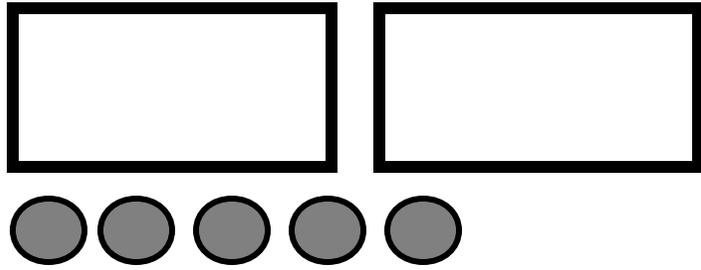
25

23

18

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



19

22

25

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



25

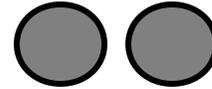
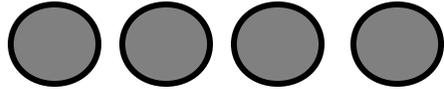
21

20

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.

SCHEDA DI VERIFICA



QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

24

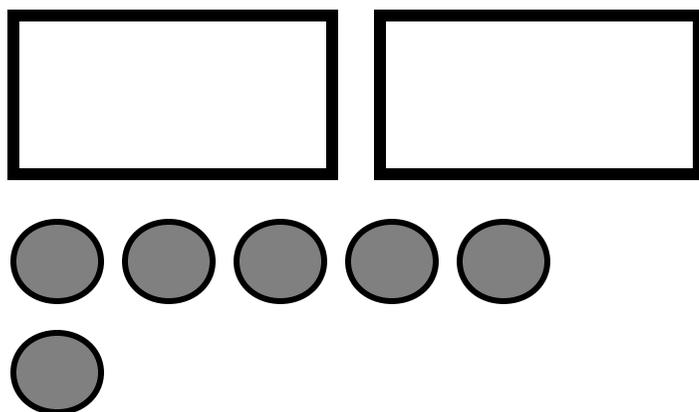
25

23

22

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



26

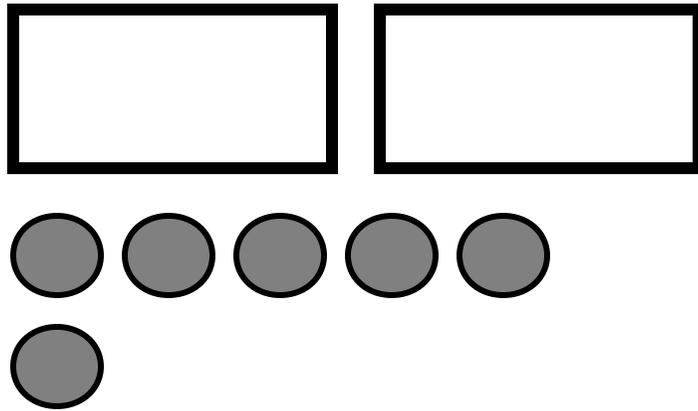
23

26

28

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



26

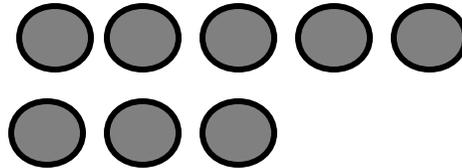
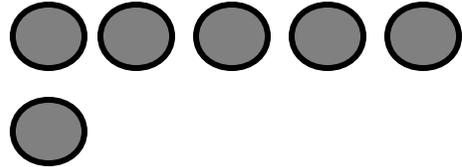
62

29

26

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



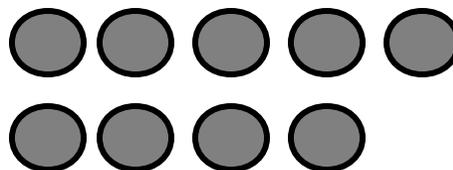
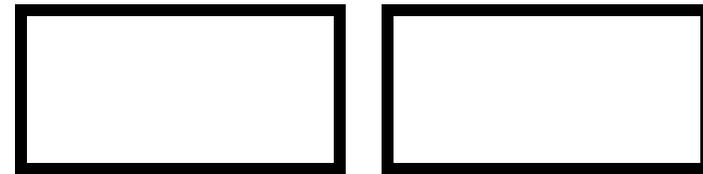
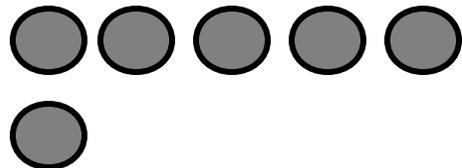
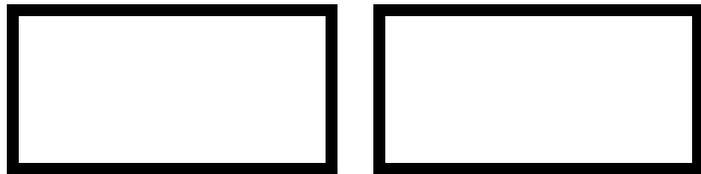
25

18

26

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



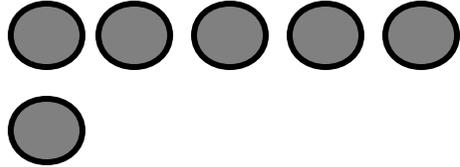
26

19

24

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



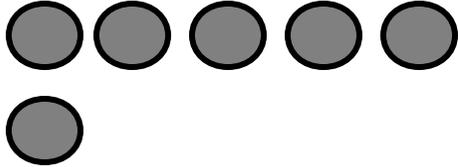
20

26

23

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



22

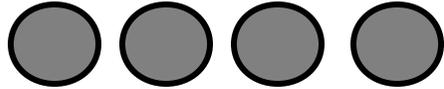
21

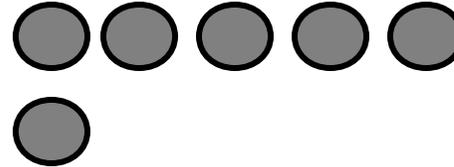
26

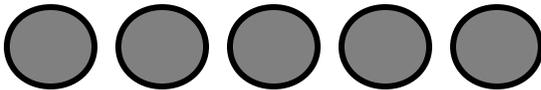
QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.

SCHEDA DI VERIFICA









QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

24

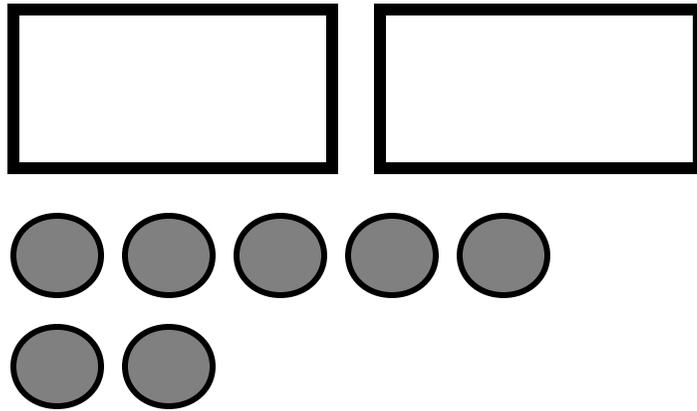
25

23

26

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



27

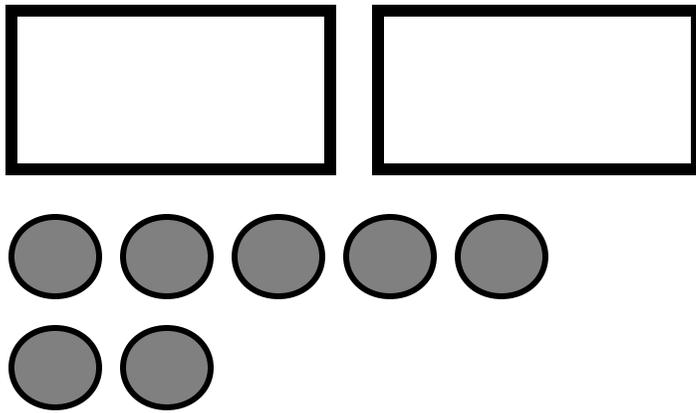
27

72

17

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



27

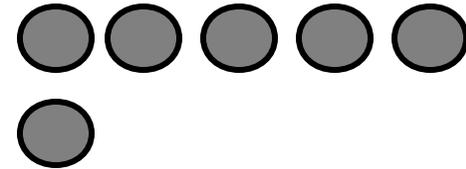
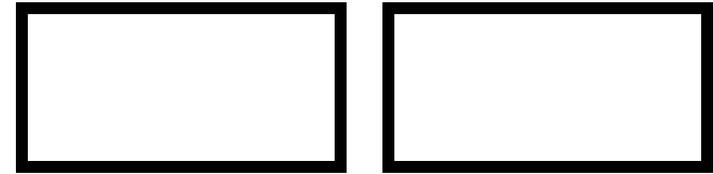
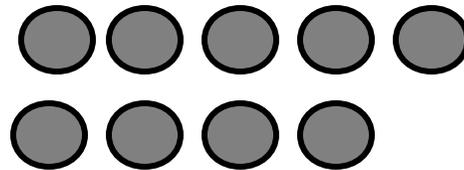
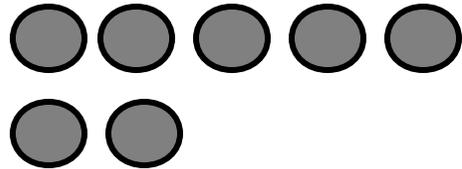
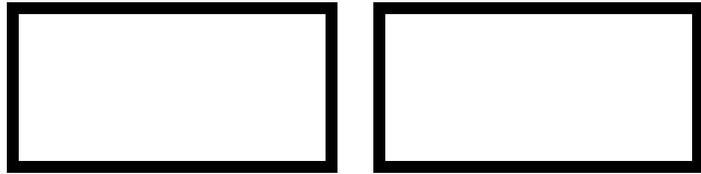
7

22

27

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



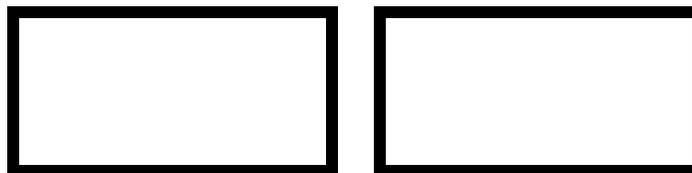
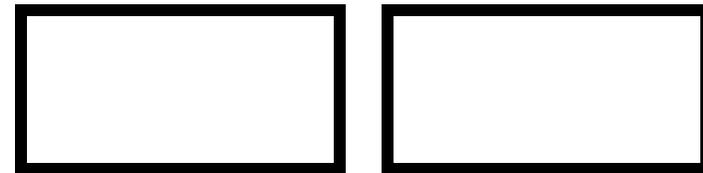
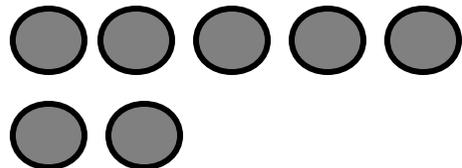
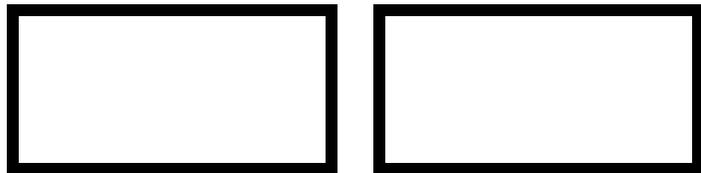
27

26

19

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



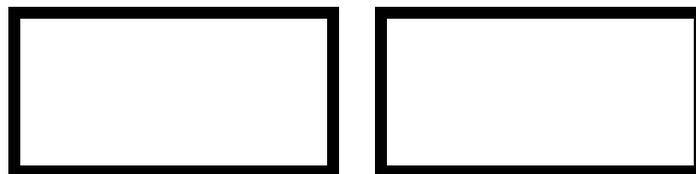
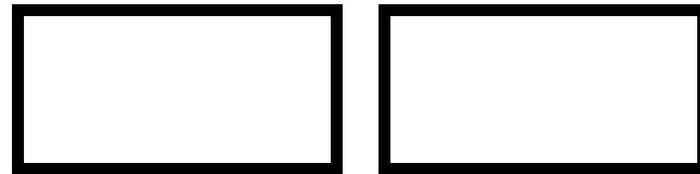
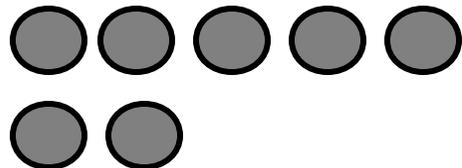
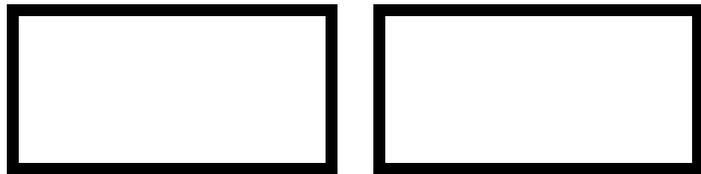
25

27

20

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



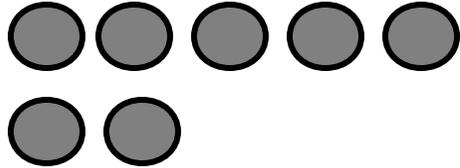
24

27

21

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



27

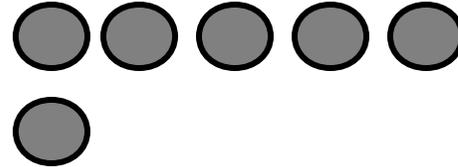
22

23

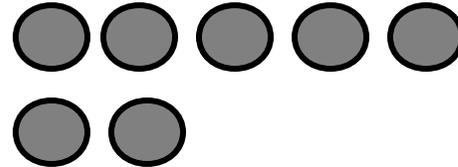
QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.









QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

24

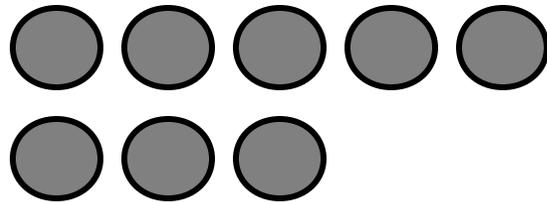
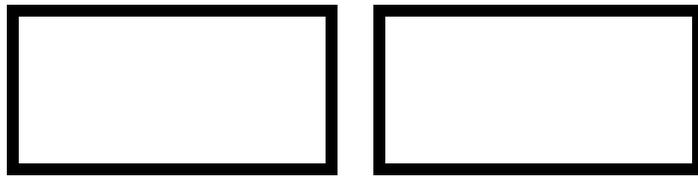
25

27

26

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



28

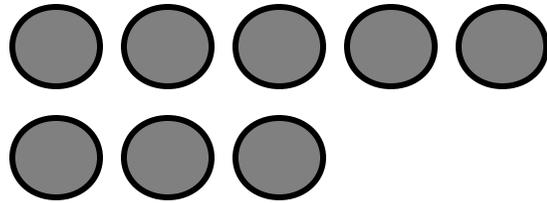
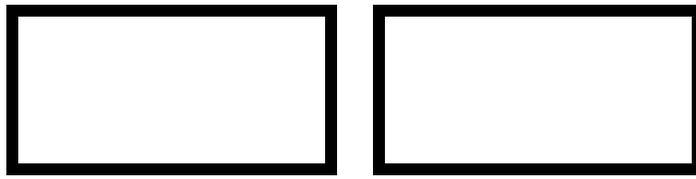
23

26

28

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



28

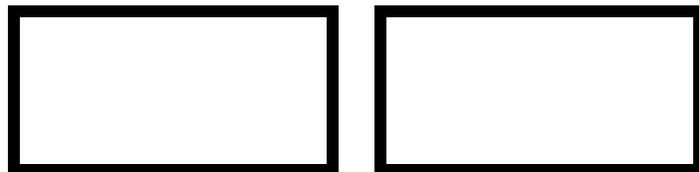
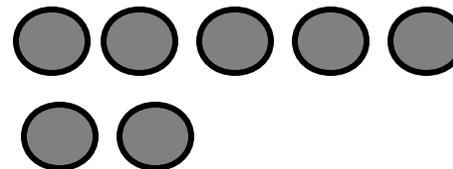
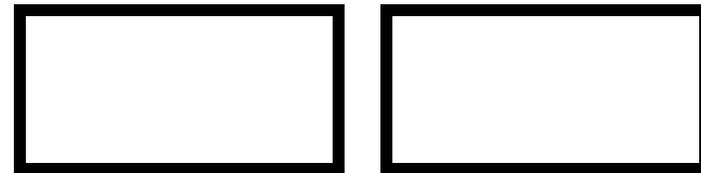
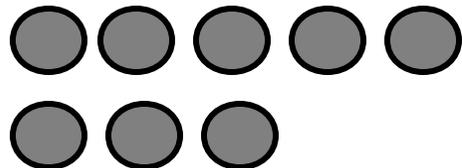
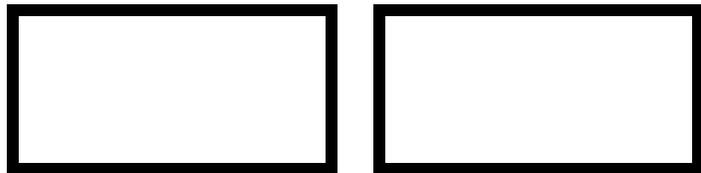
28

82

29

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



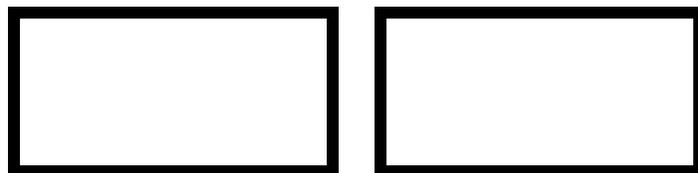
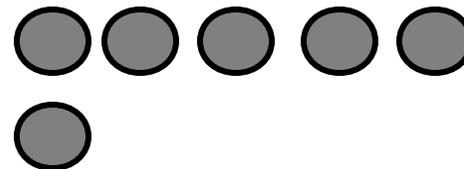
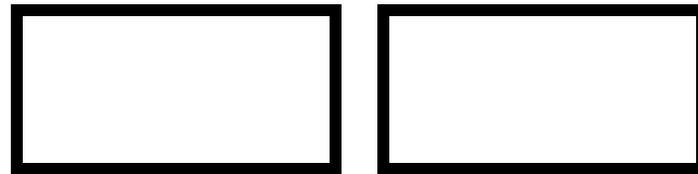
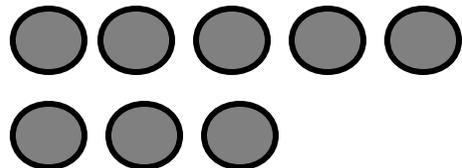
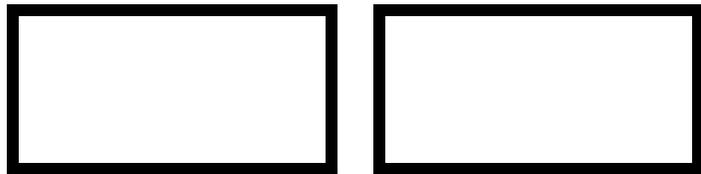
20

27

28

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



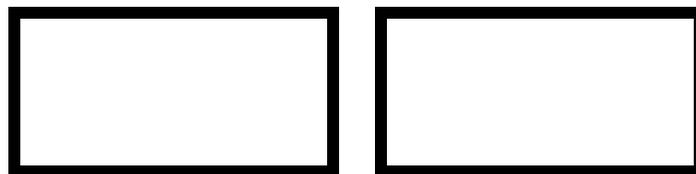
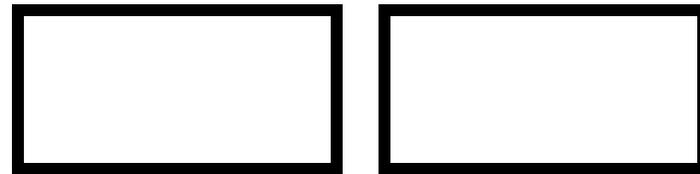
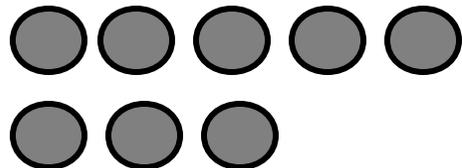
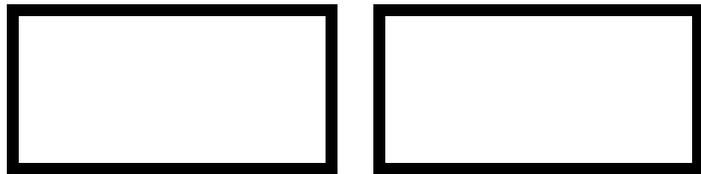
28

26

21

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



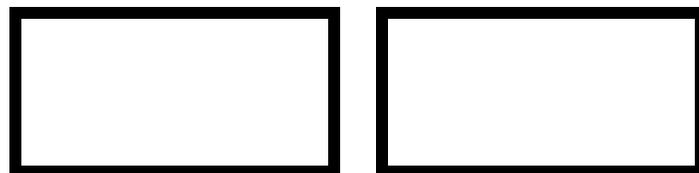
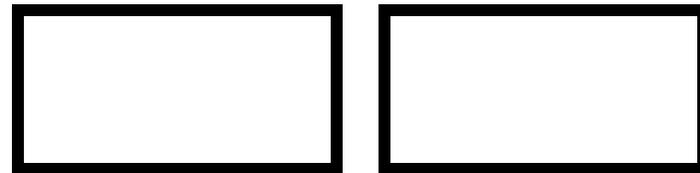
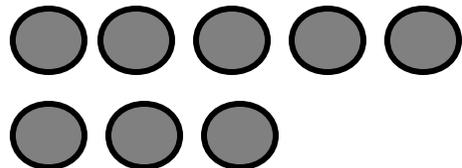
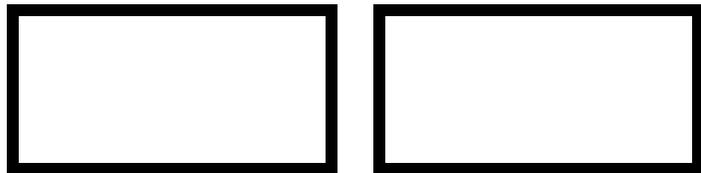
25

28

22

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



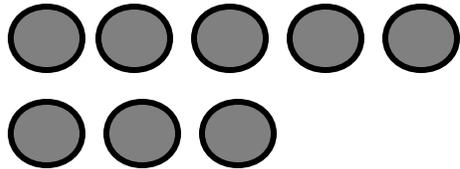
28

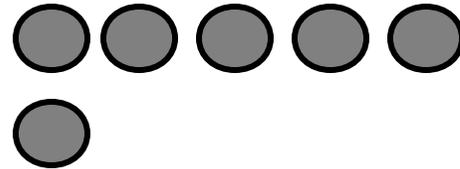
24

23

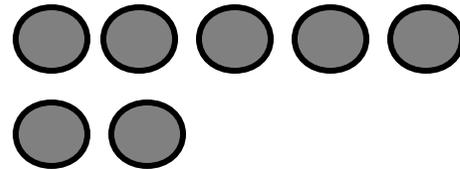
QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.









QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

28

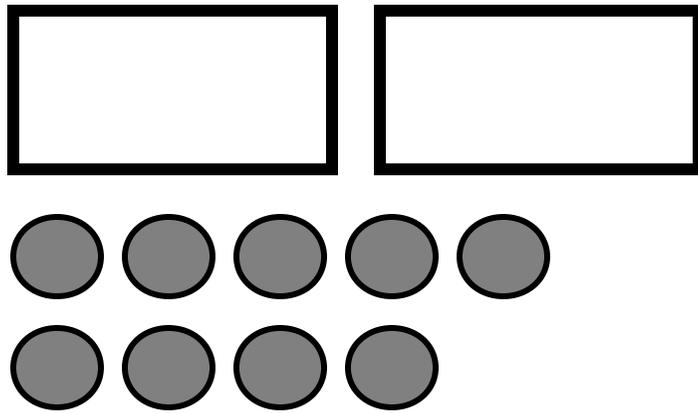
25

27

26

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



29

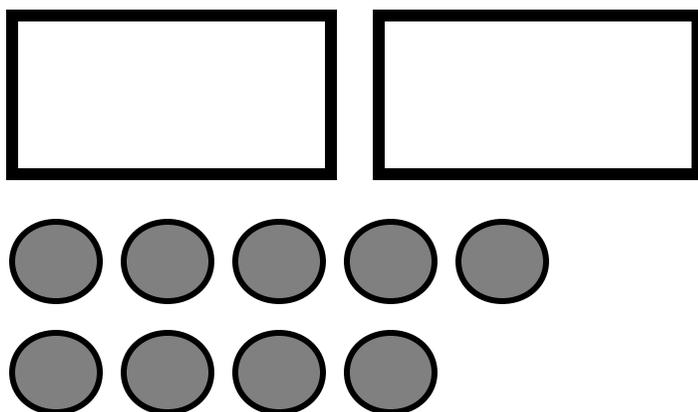
23

26

28

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



29

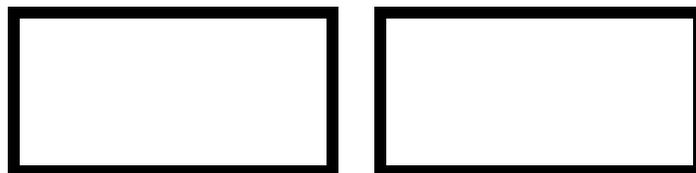
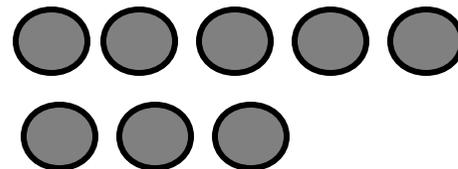
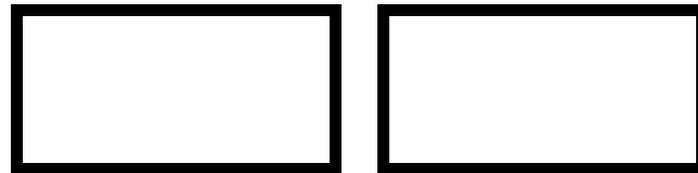
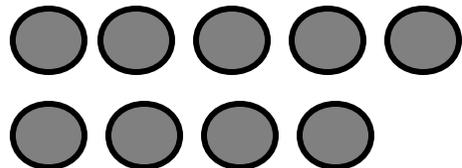
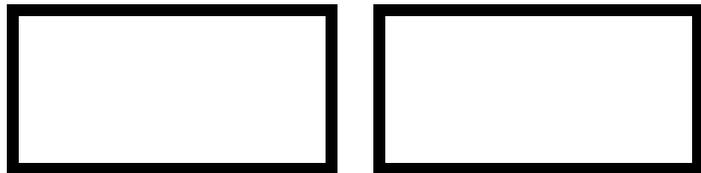
92

19

29

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



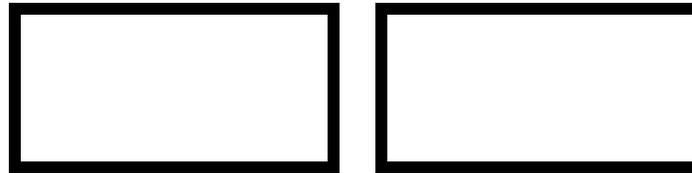
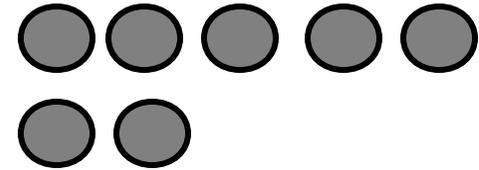
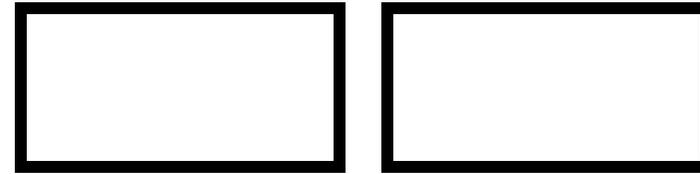
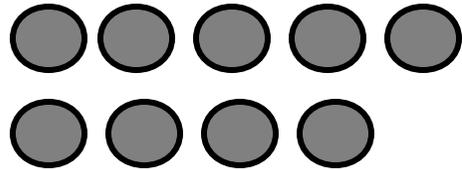
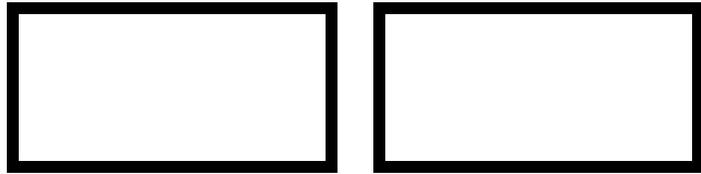
21

29

28

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



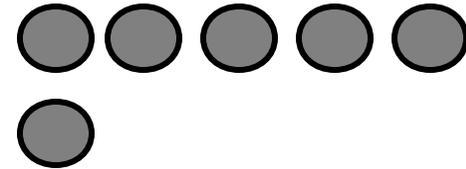
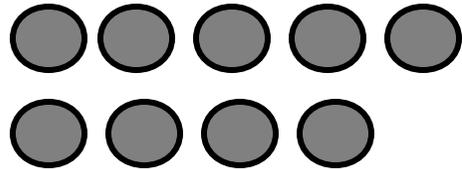
29

27

22

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



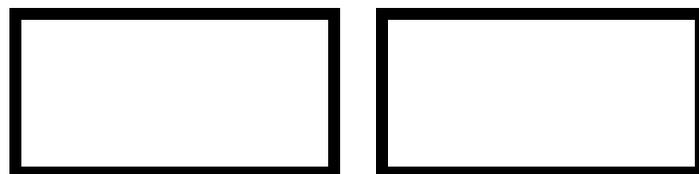
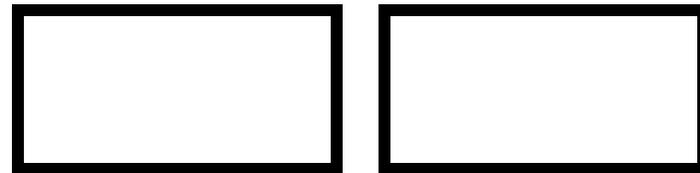
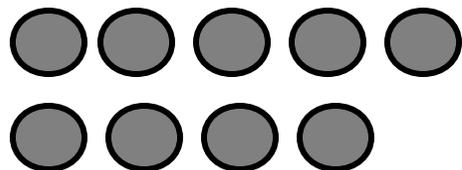
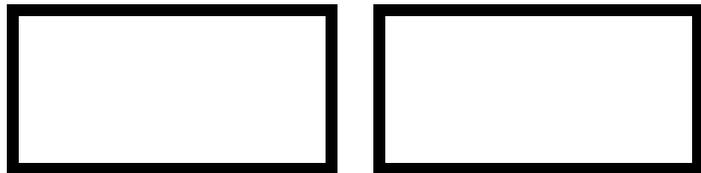
26

23

29

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



24

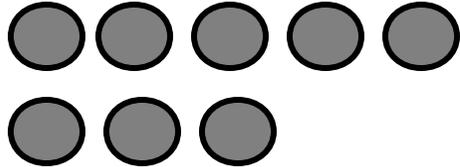
29

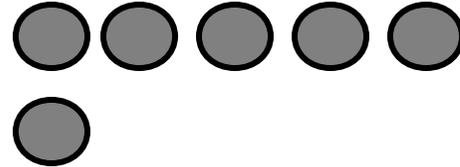
25

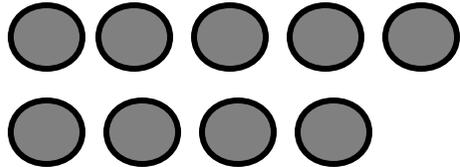
QUANTITA' E NUMERI

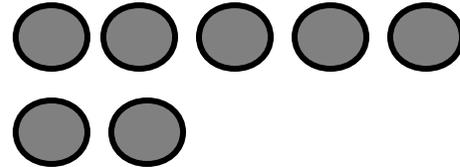
Far associare le quantità ai numeri e viceversa.

SCHEDA DI VERIFICA









QUANTITA' E NUMERI
Far scrivere i numeri corrispondenti alle quantità.

28

29

27

26

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



30

23

03

30

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



30

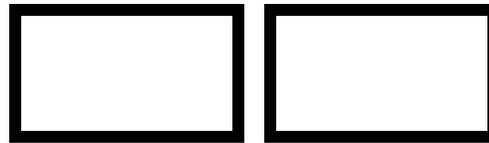
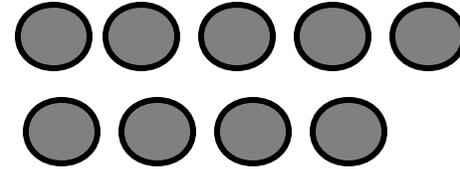
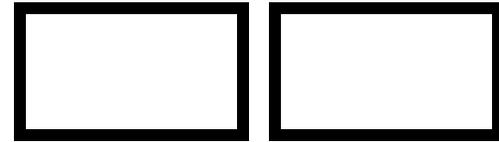
3

30

23

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



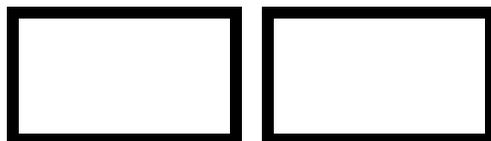
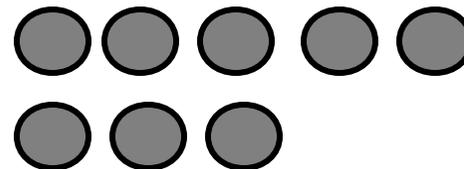
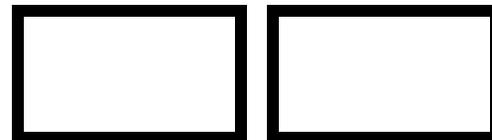
30

22

29

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



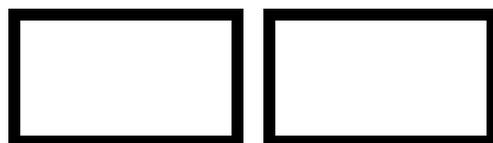
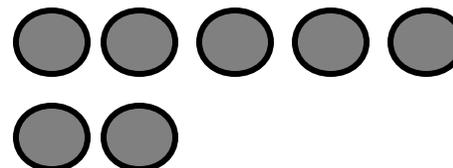
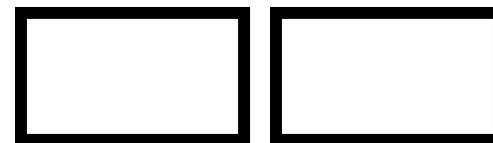
23

28

30

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



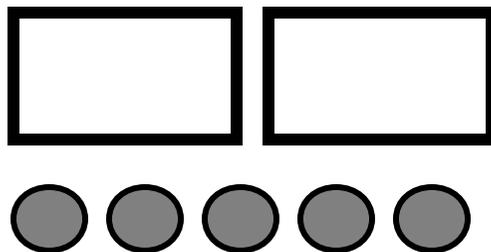
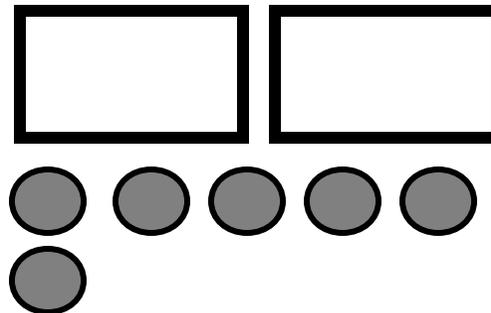
24

30

27

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



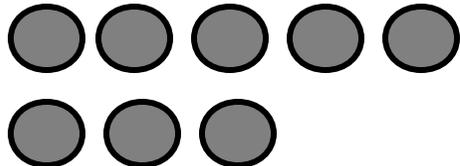
30

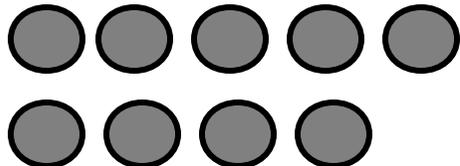
26

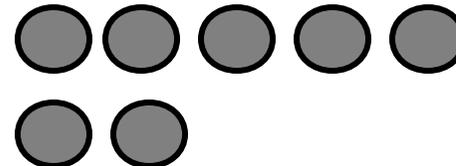
25

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.







QUANTITA' E NUMERI
Far scrivere i numeri corrispondenti alle quantità.

28

29

27

30

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.

“ VOGLIA DI CRESCERE ”

PROGRAMMA BASE PER LO SVILUPPO LOGICO E COGNITIVO

NUMERAZIONE E PROSPETTIVA

NUMERAZIONE E PROSPETTIVA

Quando le figure geometriche solide, che sono tridimensionali, vengono poste e accostate una sull'altra su un piano, pongono alla mente una serie di problemi di prospettiva che è necessario risolvere per scoprirne il numero. L'obiettivo principale non è tanto la numerazione quanto la stimolazione delle capacità logico percettive indispensabili nella interpretazione della realtà che cade sotto i nostri occhi.

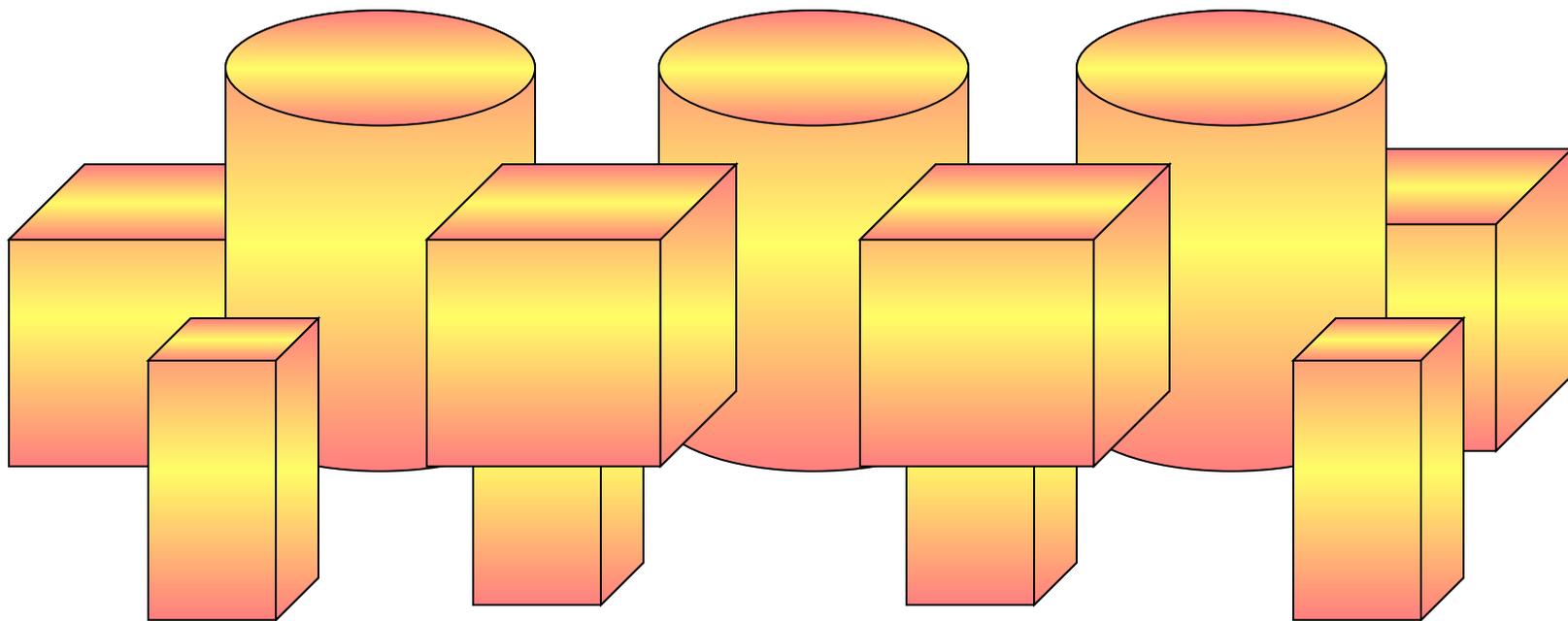
UTILIZZAZIONE

Basta chiedere al bambino di indicare il numero dei cubi o delle altre figure solide presenti nella scheda.

Nelle schede a scelta multipla egli avrà la possibilità di scegliere fra tre opzioni, non così nelle schede a scelta aperta.

ETÀ MENTALE DI RIFERIMENTO

Cinque anni.



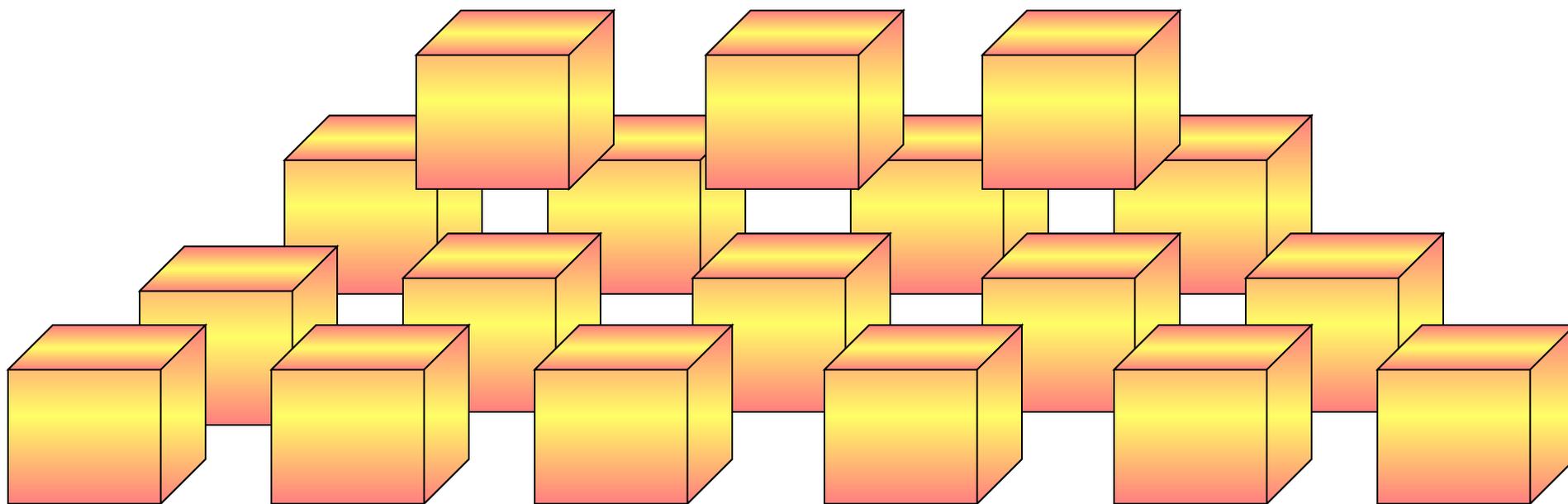
7

13

11

NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.



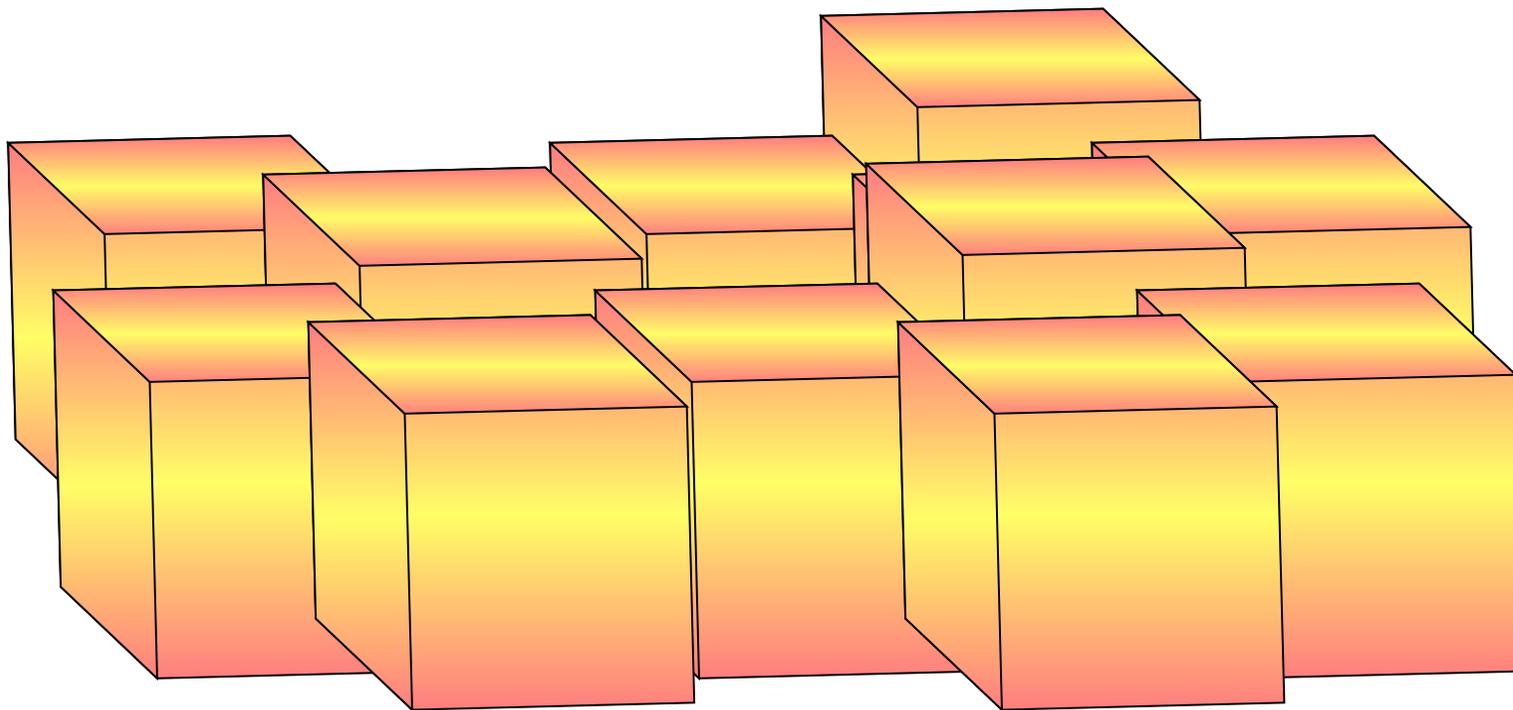
11

18

14

NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.



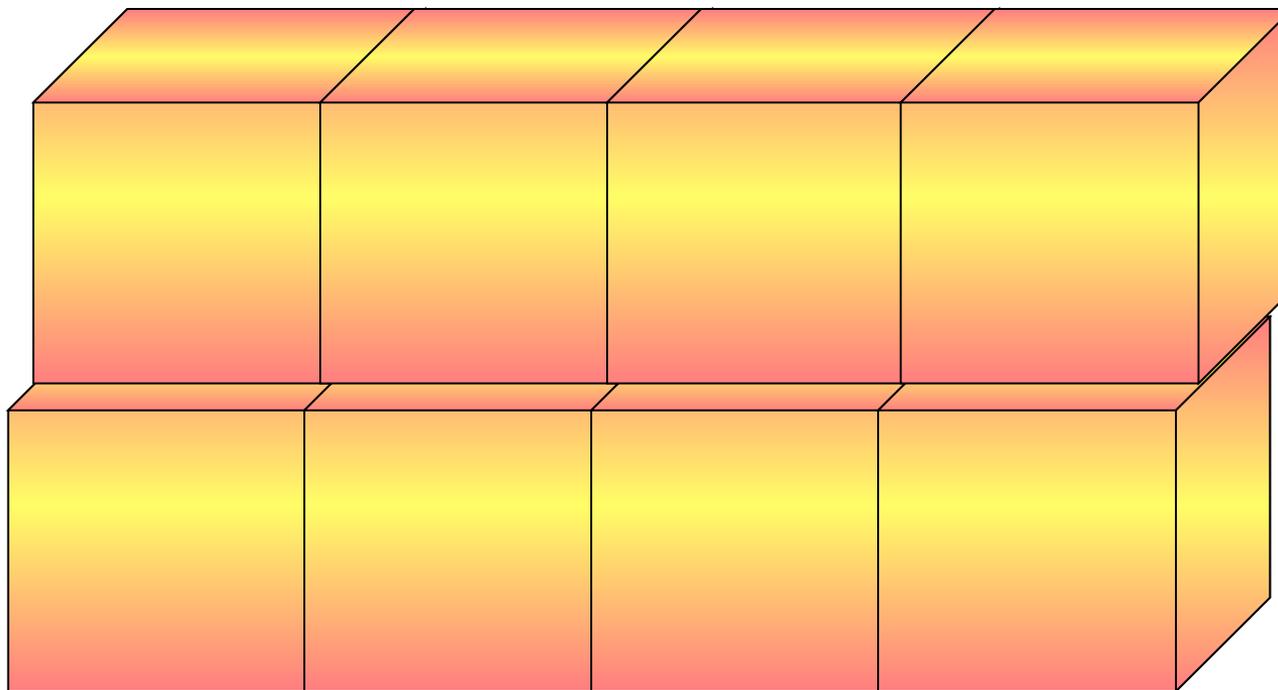
8

1 1

5

NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.



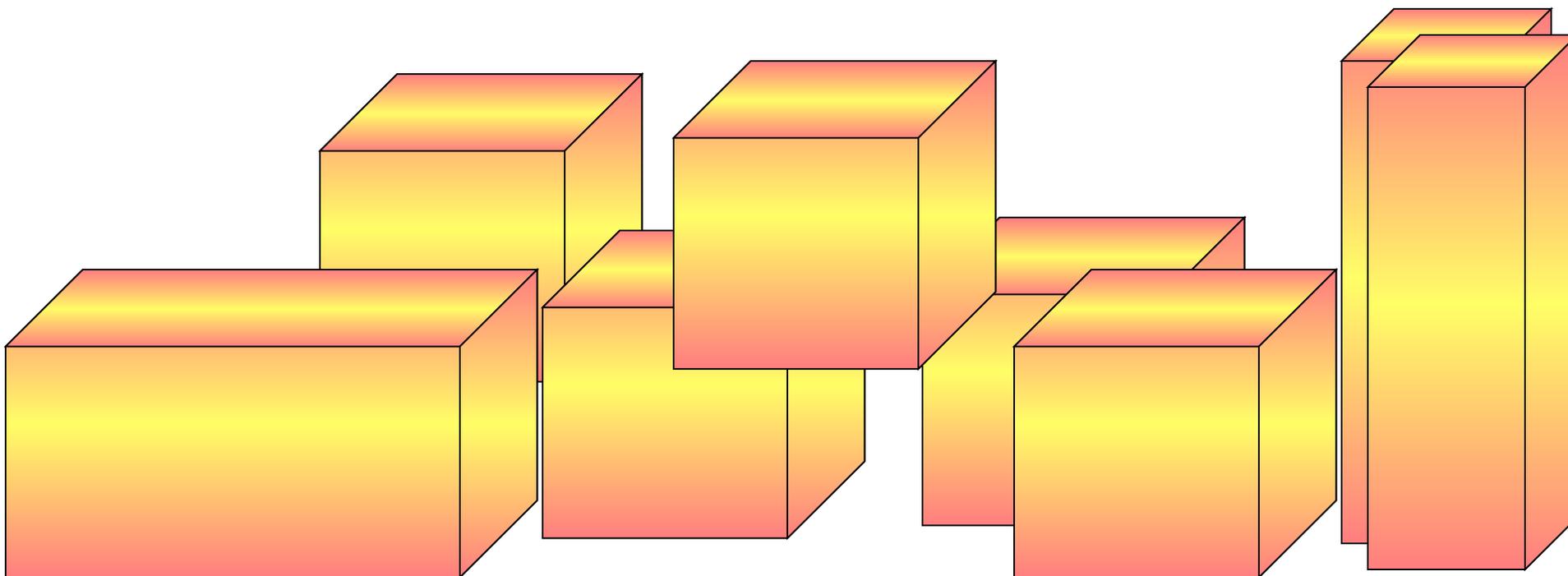
10

12

8

NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.



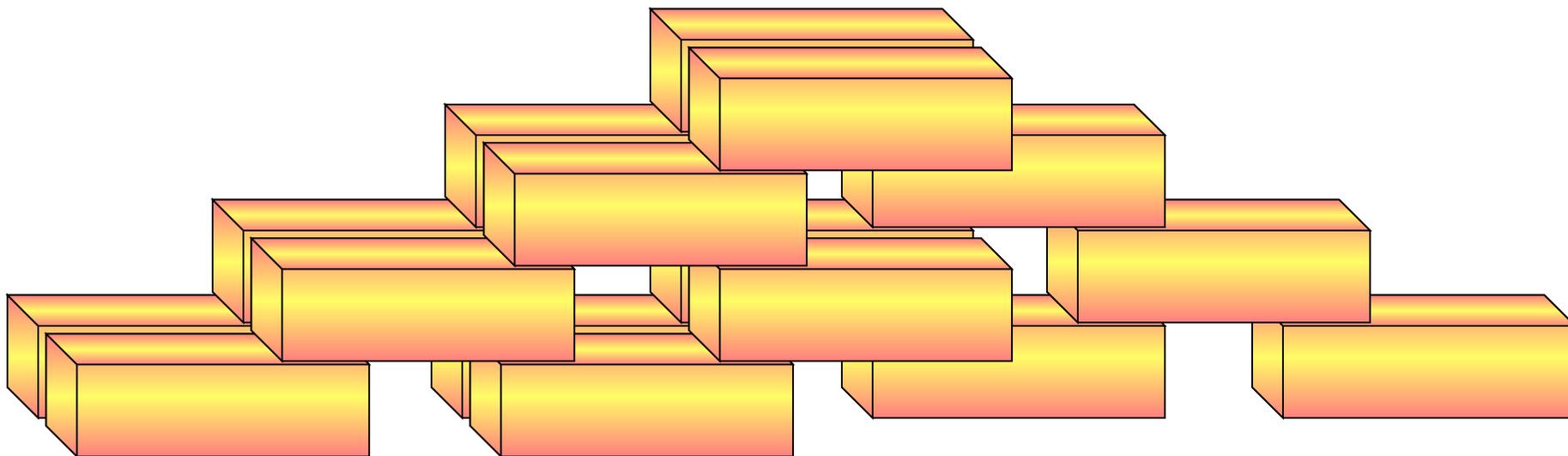
6

8

11

NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.



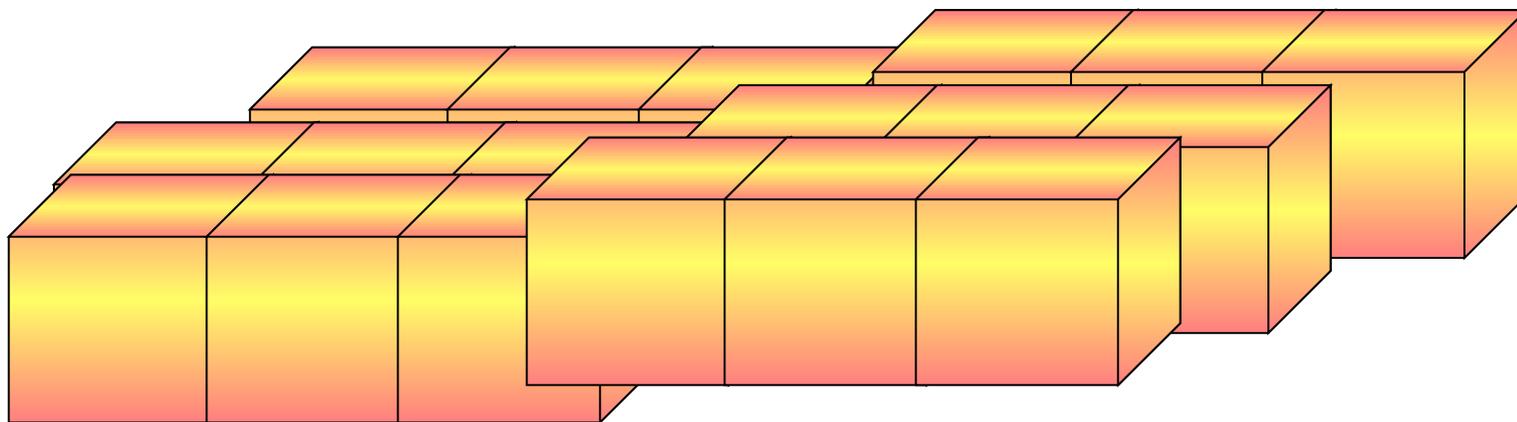
10

16

12

NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.



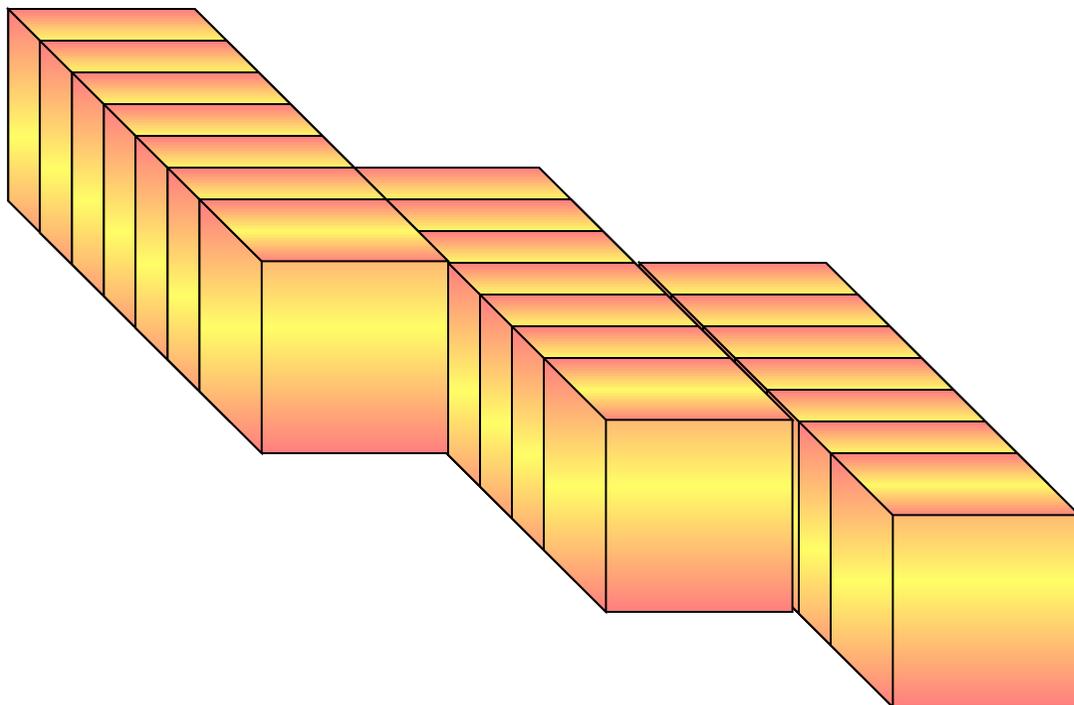
9

6

18

NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.



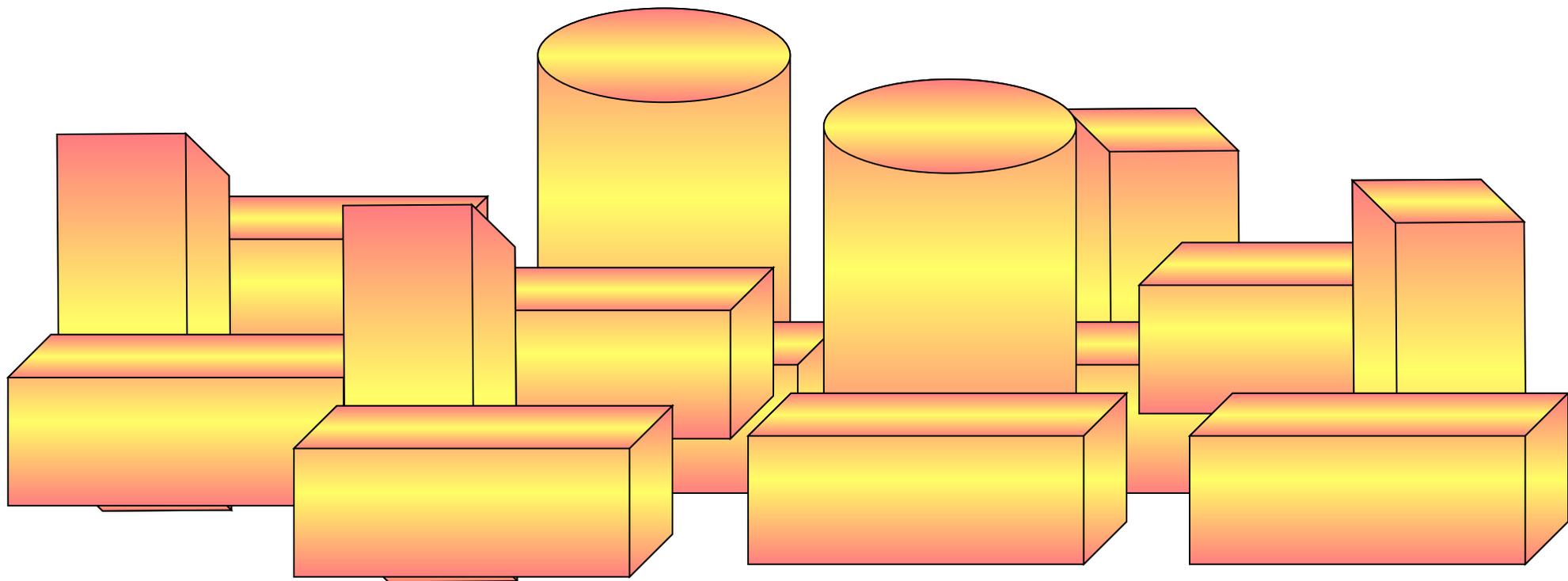
14

21

10

NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.



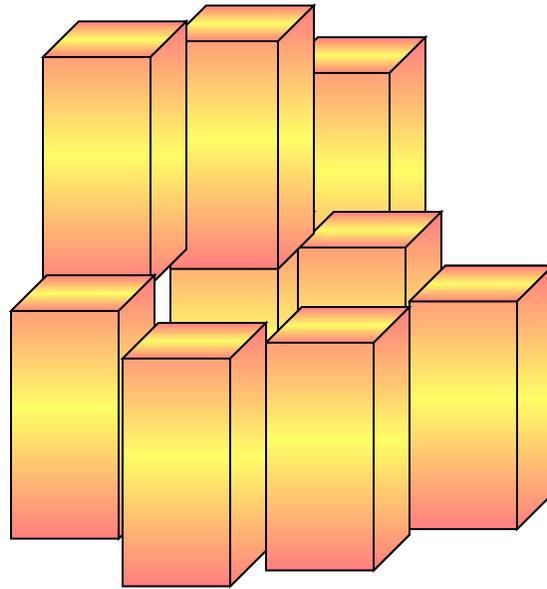
10

15

17

NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.



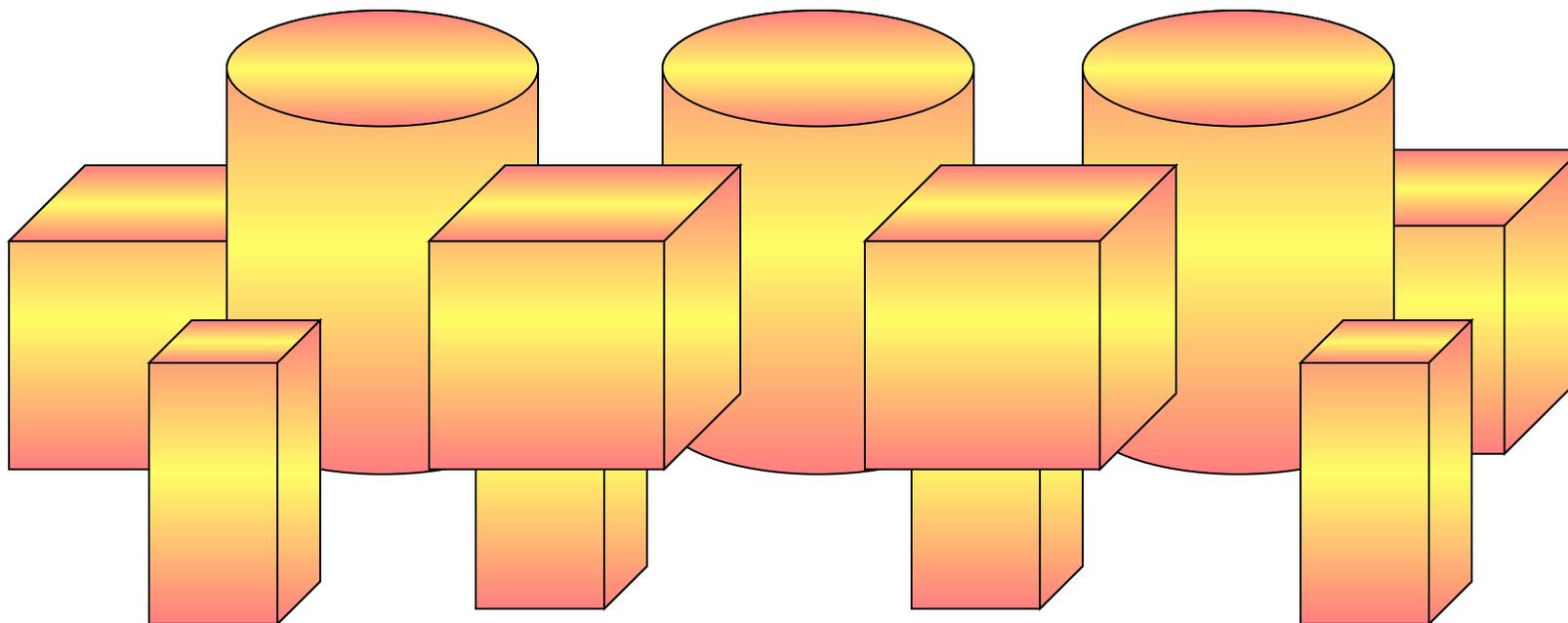
13

9

5

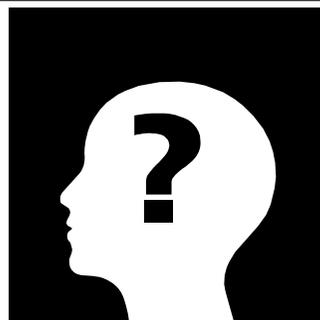
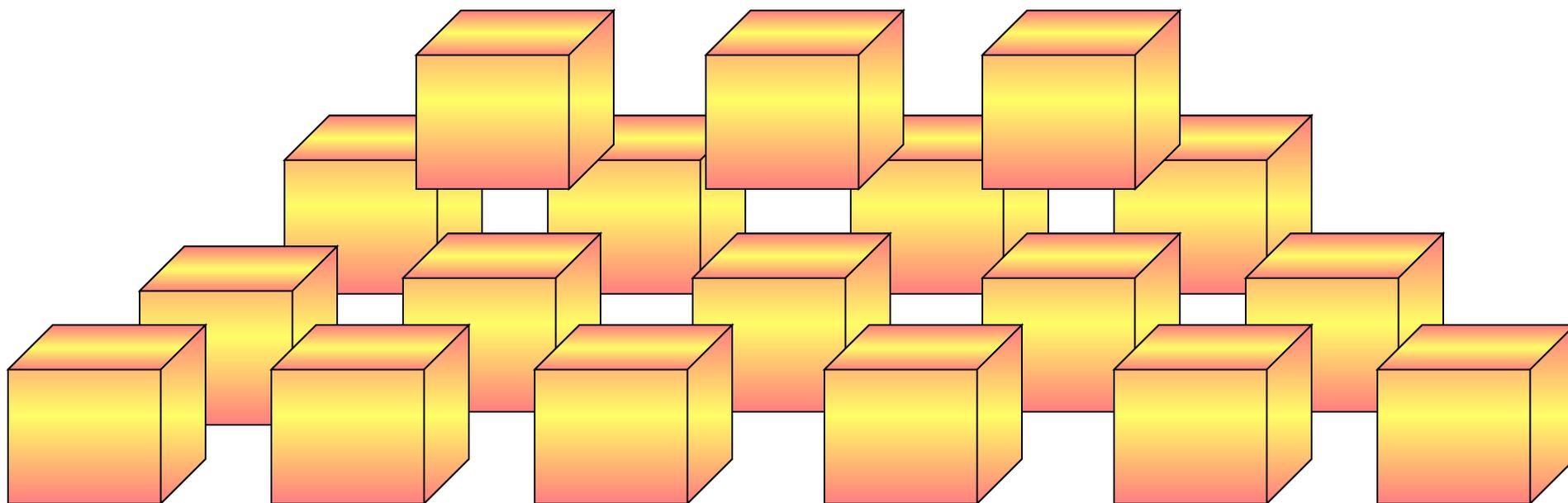
NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.



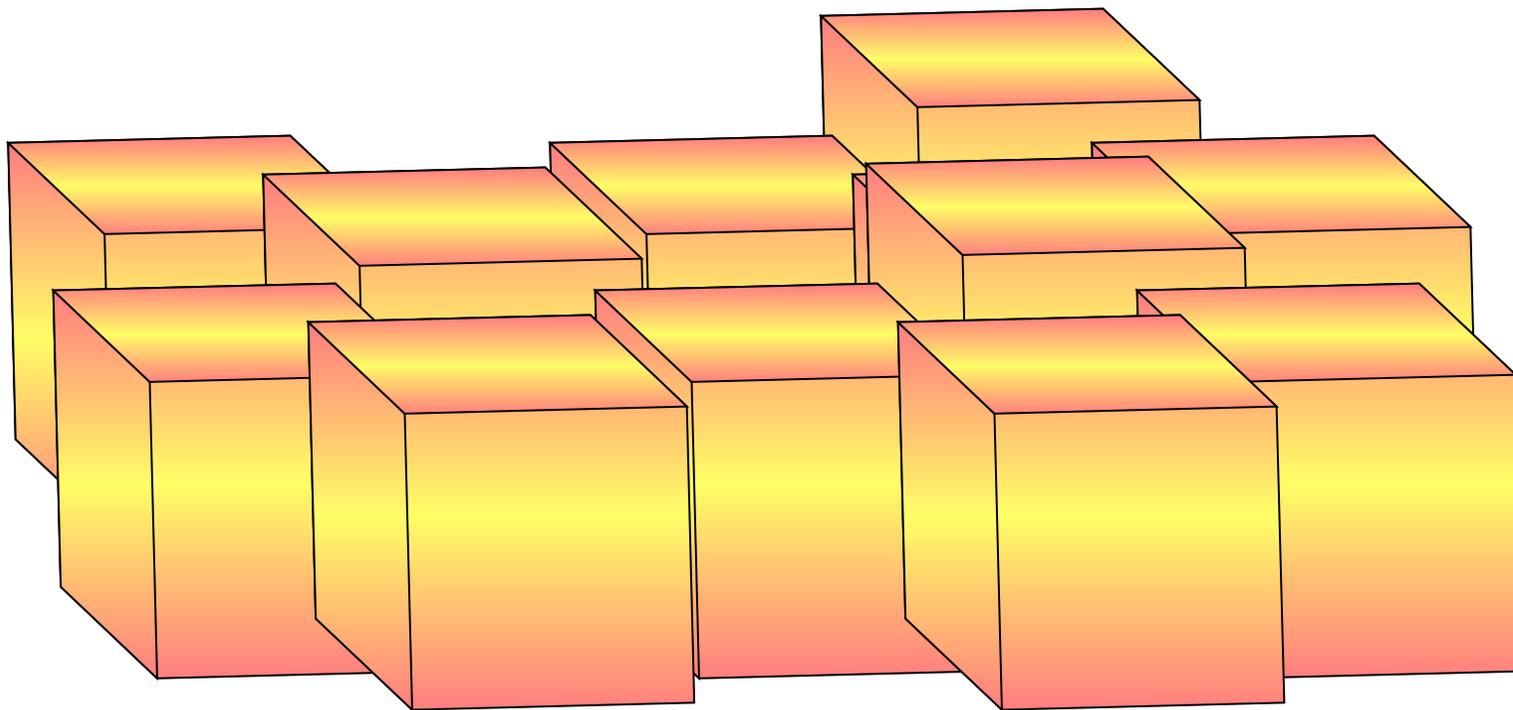
NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.



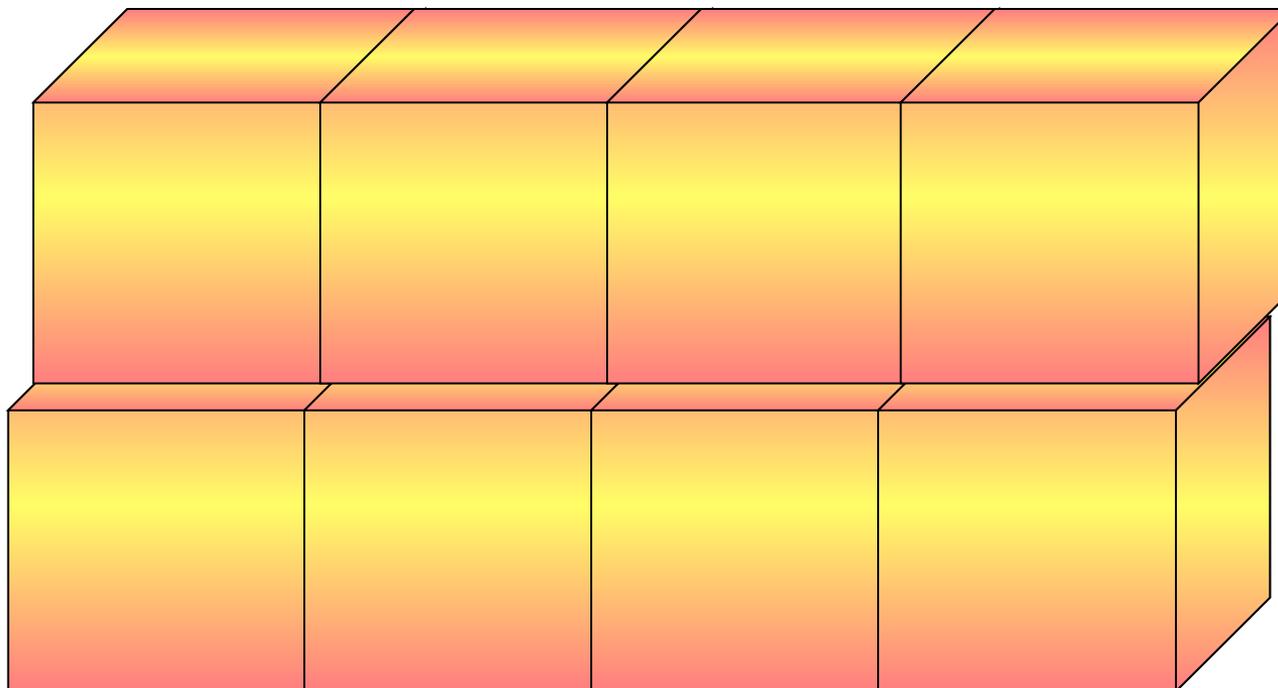
NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.



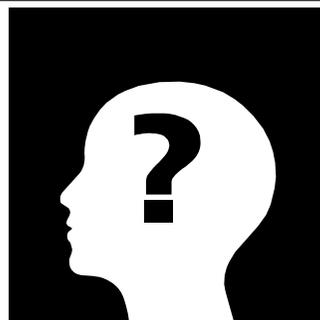
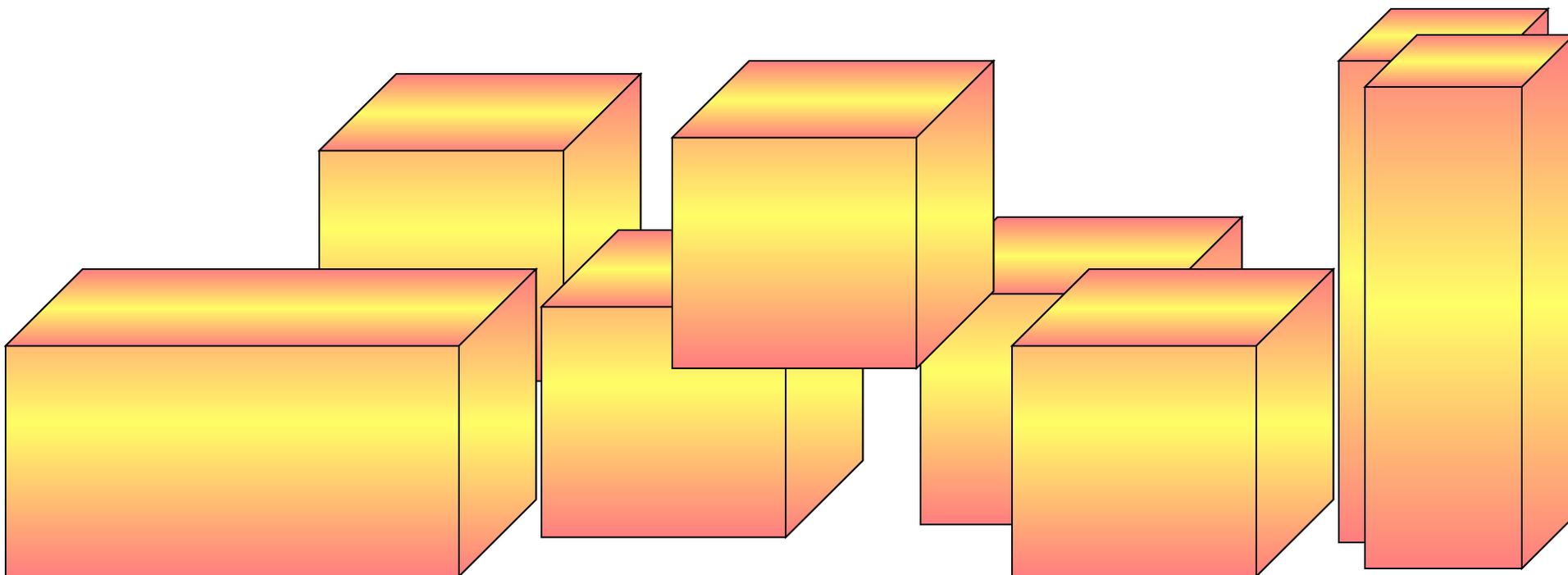
NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.



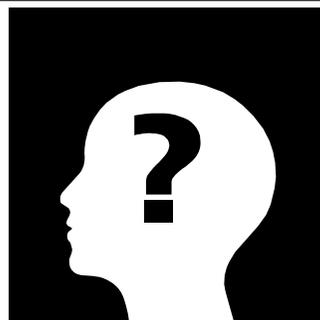
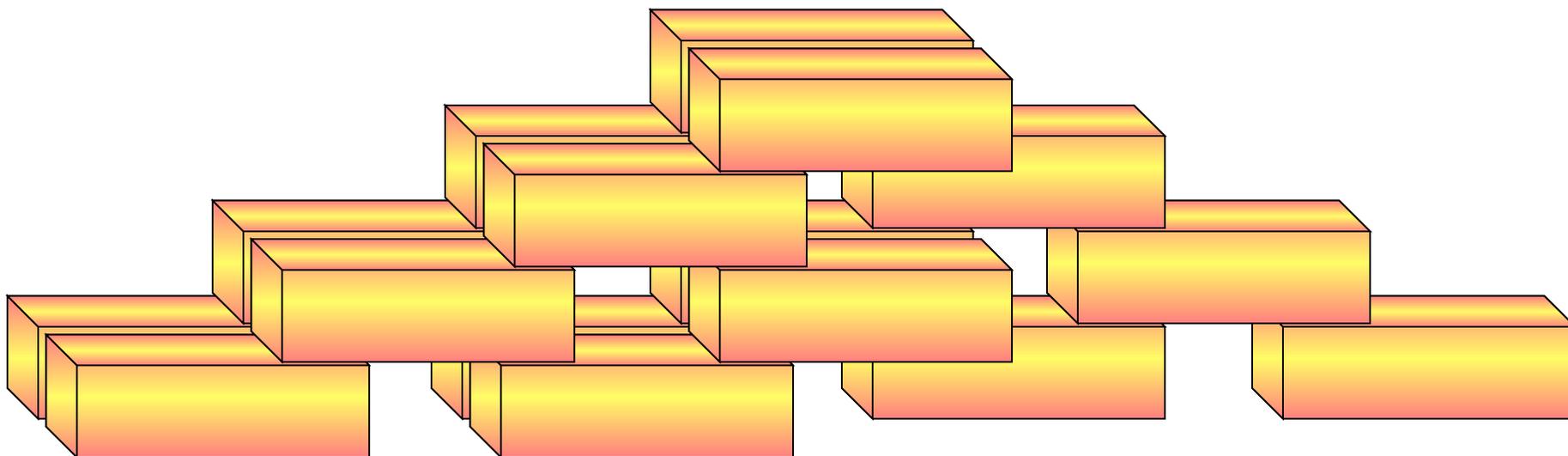
NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.



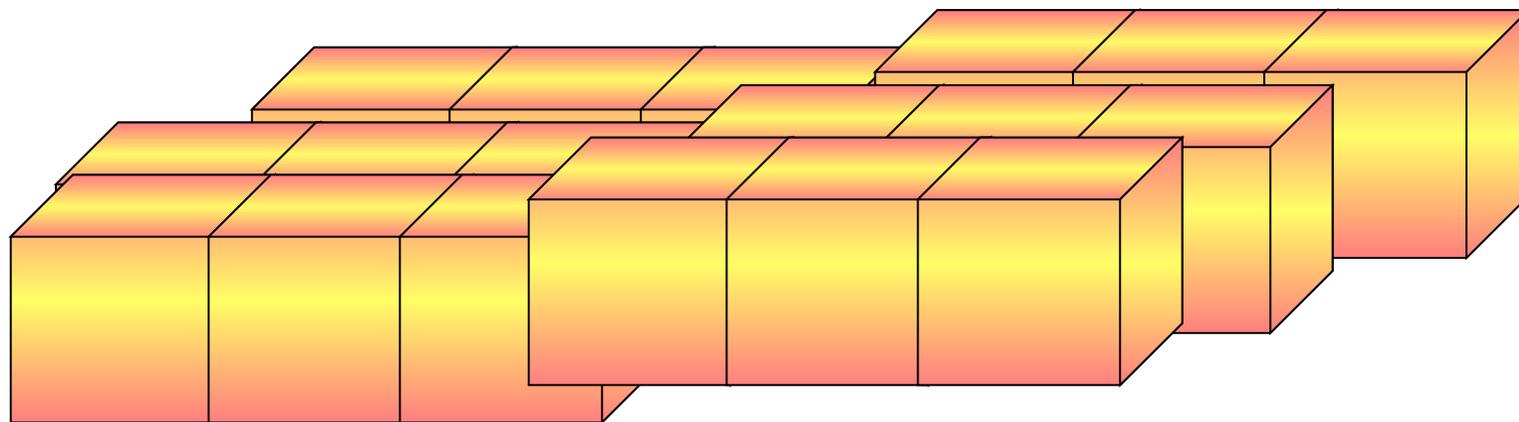
NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.



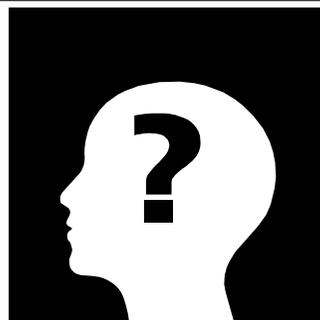
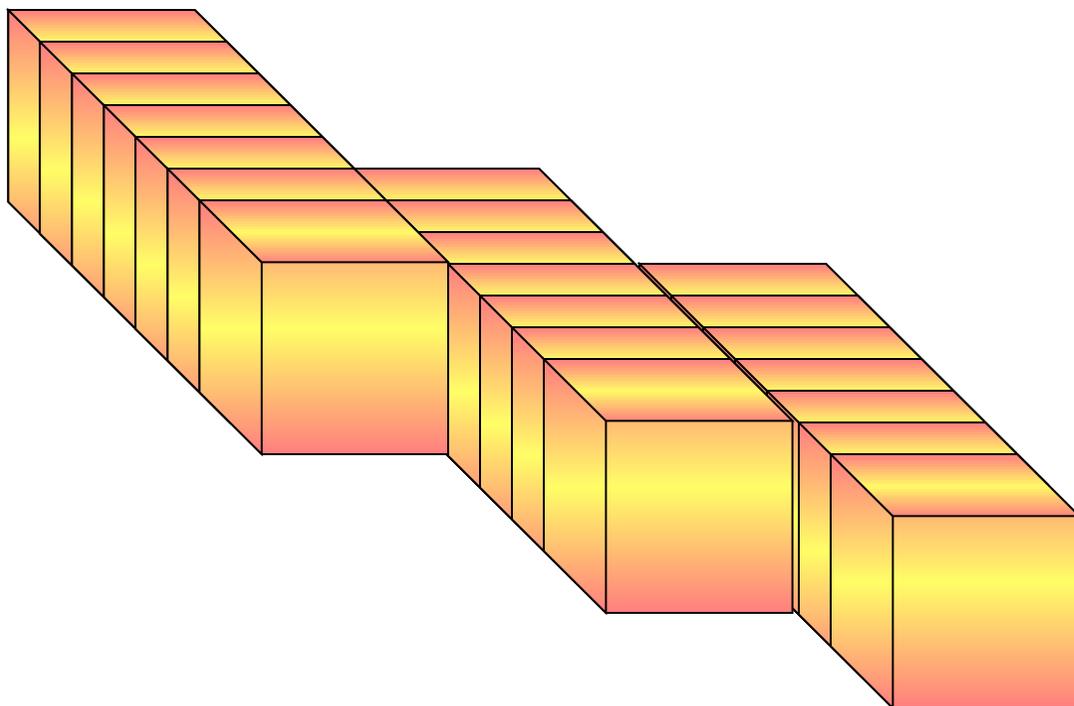
NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.



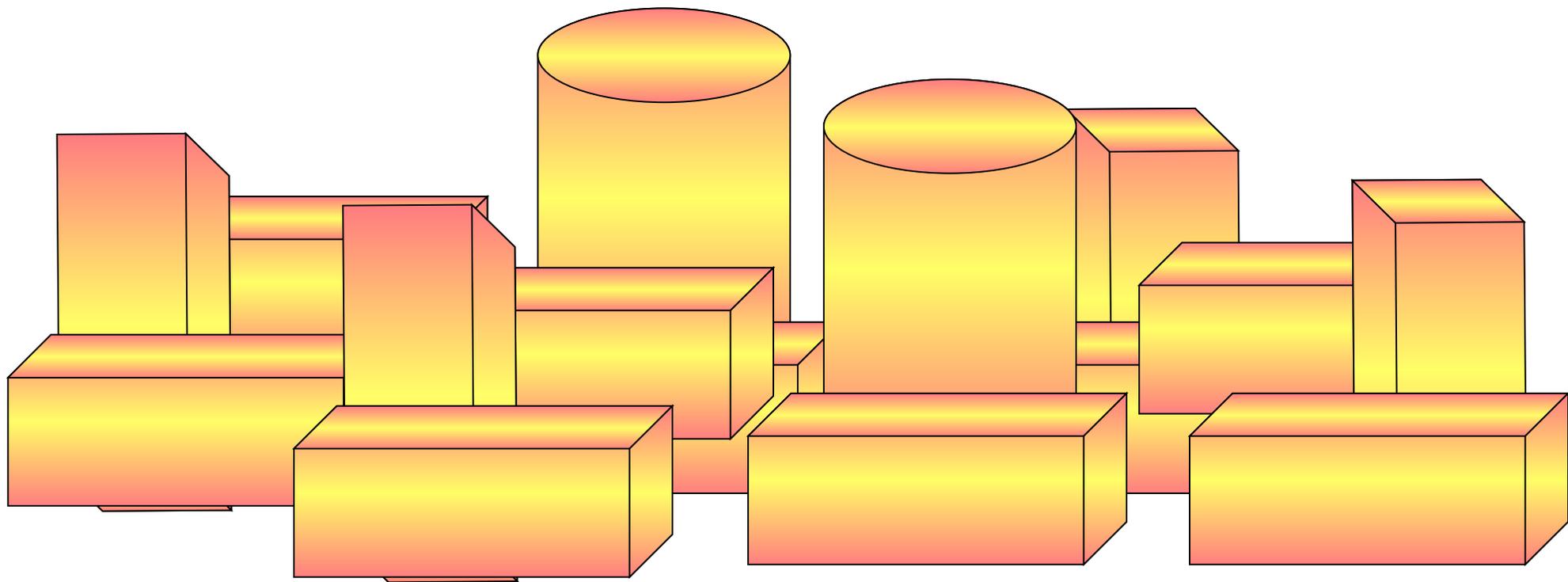
NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.



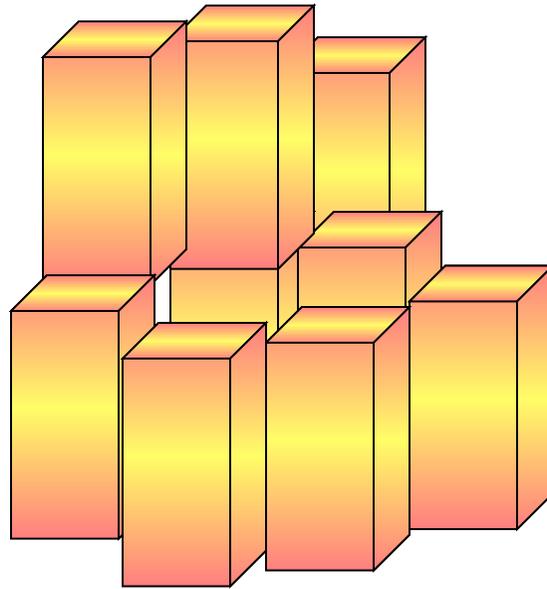
NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.



NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.



NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.

“ VOGLIA DI CRESCERE ”

PROGRAMMA BASE PER LO SVILUPPO LOGICO E COGNITIVO

I PERCORSI

I PERCORSI

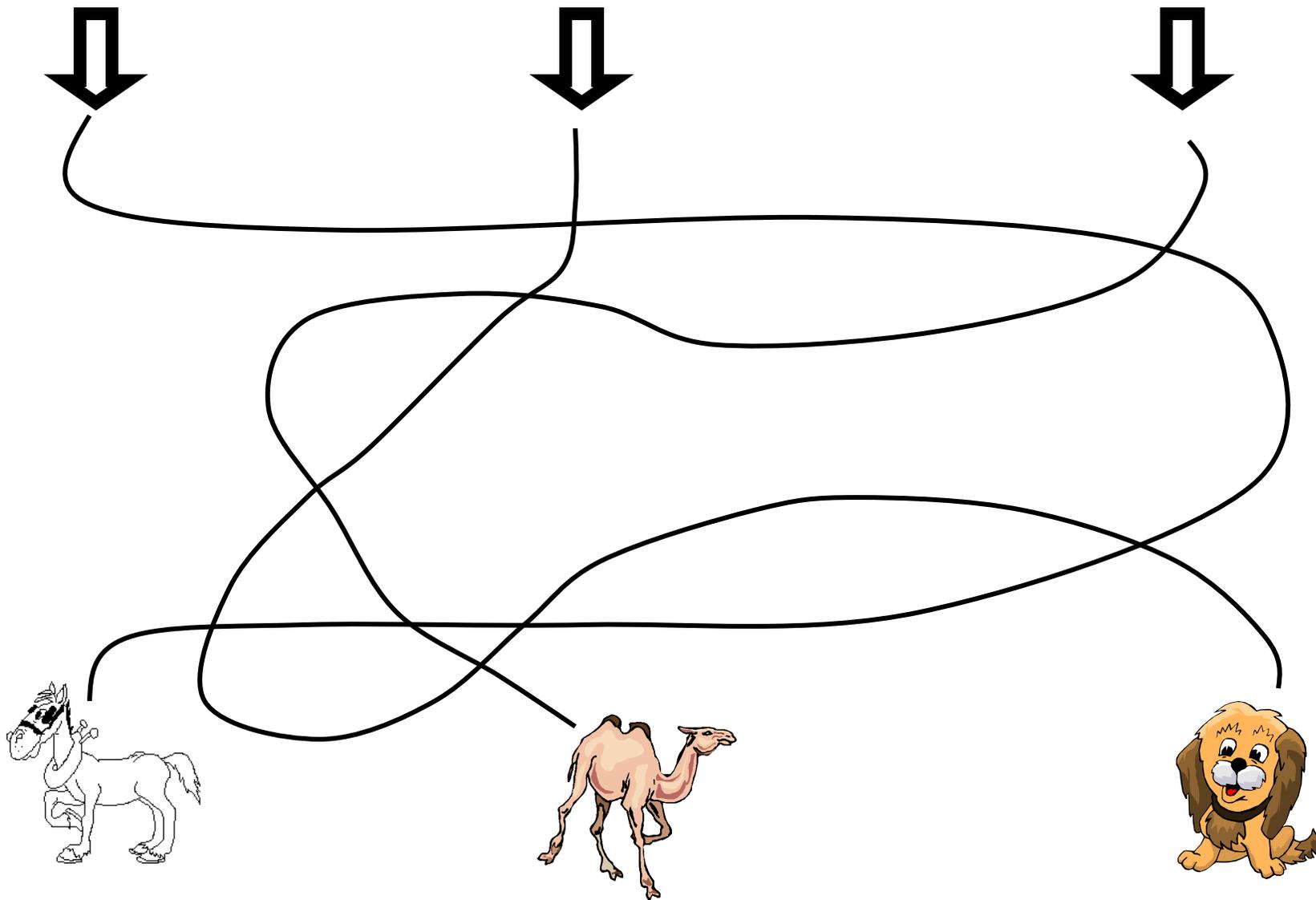
Il percorrere con il dito delle linee che sono inizialmente quasi diritte ma poi si curvano e si piegano, comporta uno stimolo notevole alla maturazione di varie funzioni come l'orientamento nello spazio, la coordinazione occhio - mano e il pregrafismo.

UTILIZZAZIONE

Per raggiungere tali obiettivi il tracciato va effettuato con il dito indice, partendo dalle frecce, seguendo correttamente ogni linea in tutte le sue evoluzioni. Per abituare il bambino a controllare in maniera efficace i suoi movimenti possiamo inizialmente aiutarlo con la guida manuale o mettendo il nostro dito davanti al suo lungo tutto il percorso.

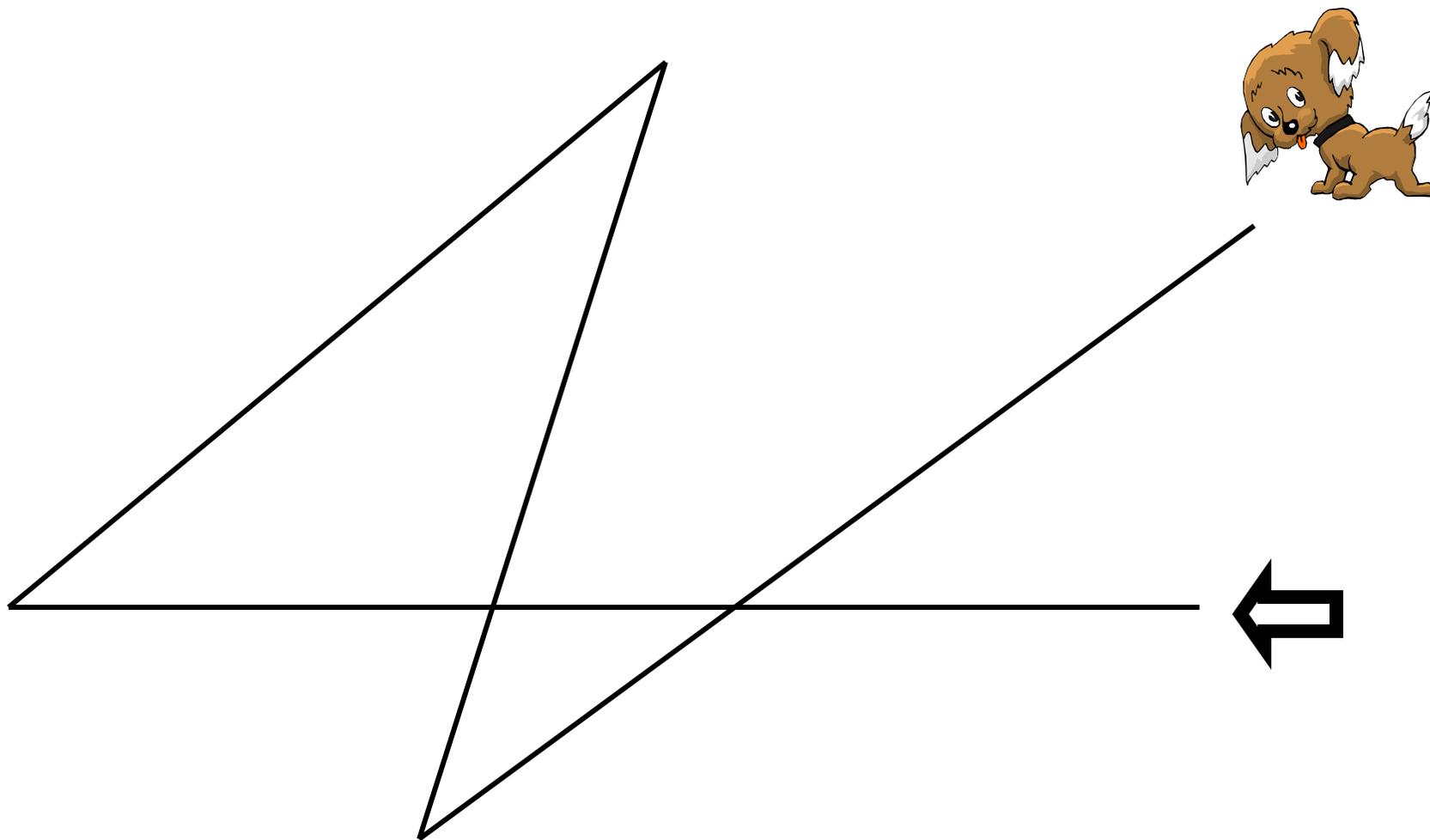
ETÀ MENTALE DI RIFERIMENTO

sei anni.



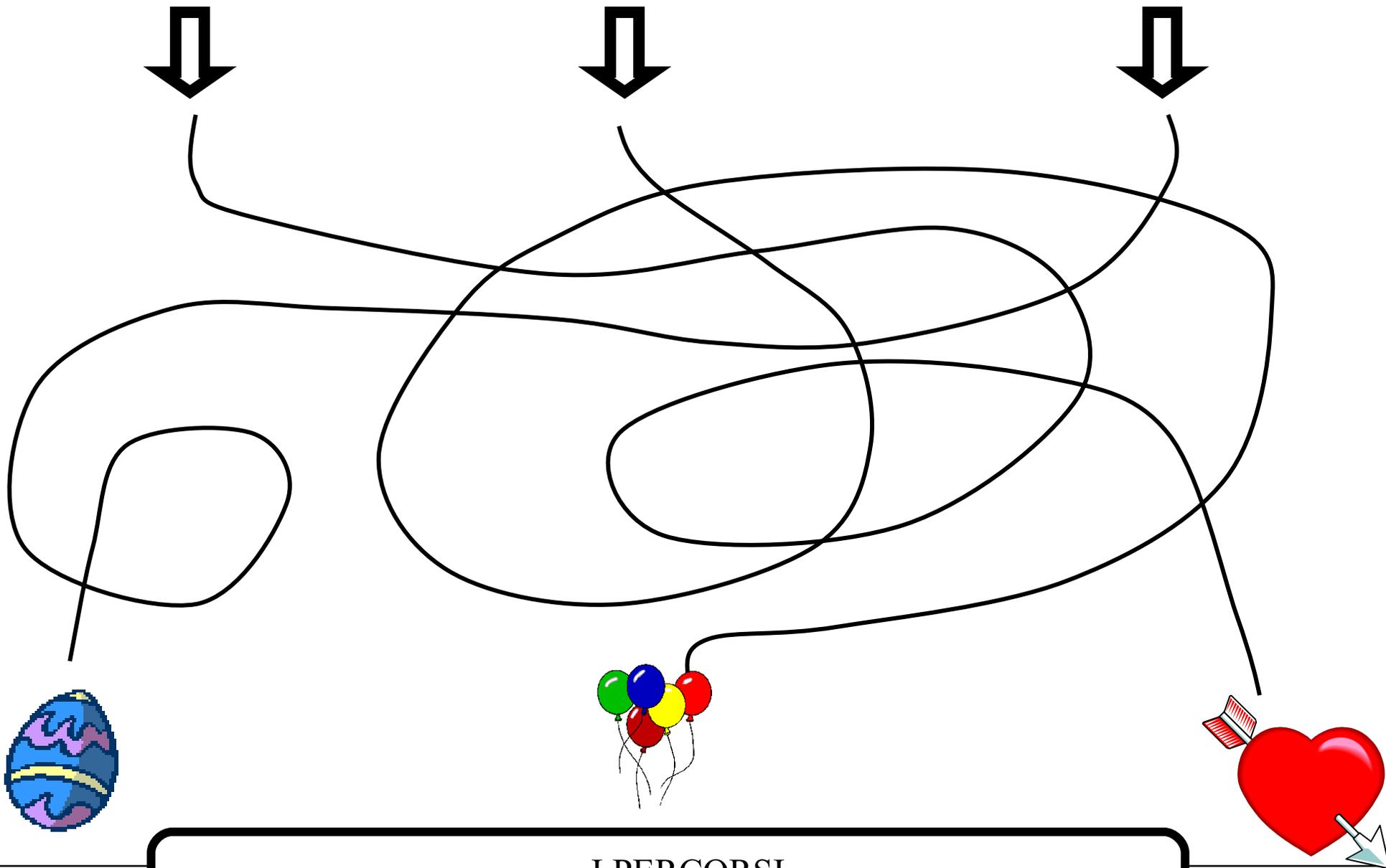
I PERCORSI

Far percorrere le linee con il dito partendo dalle frecce.



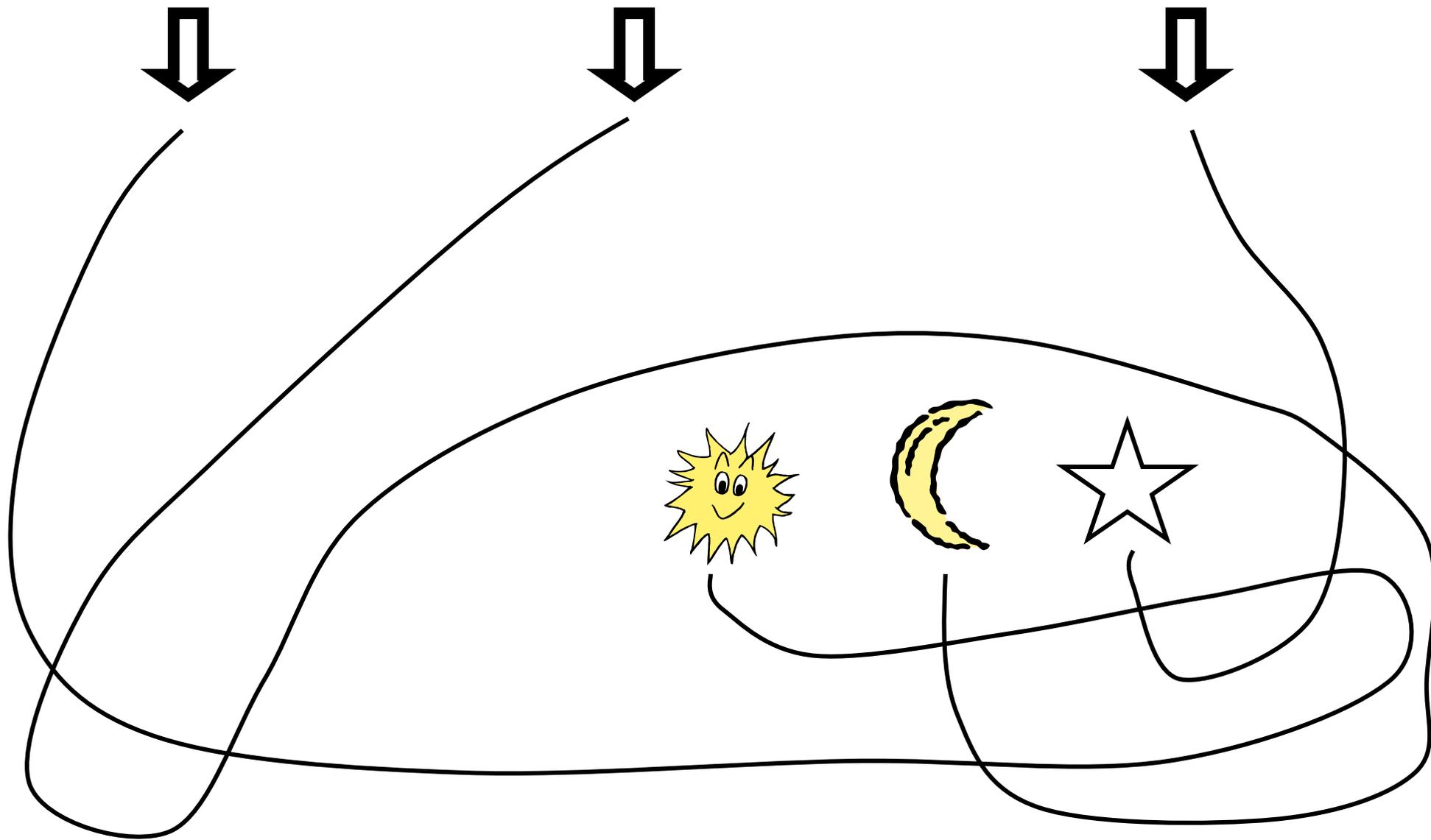
I PERCORSI

Far percorrere le linee con il dito partendo dalle frecce.



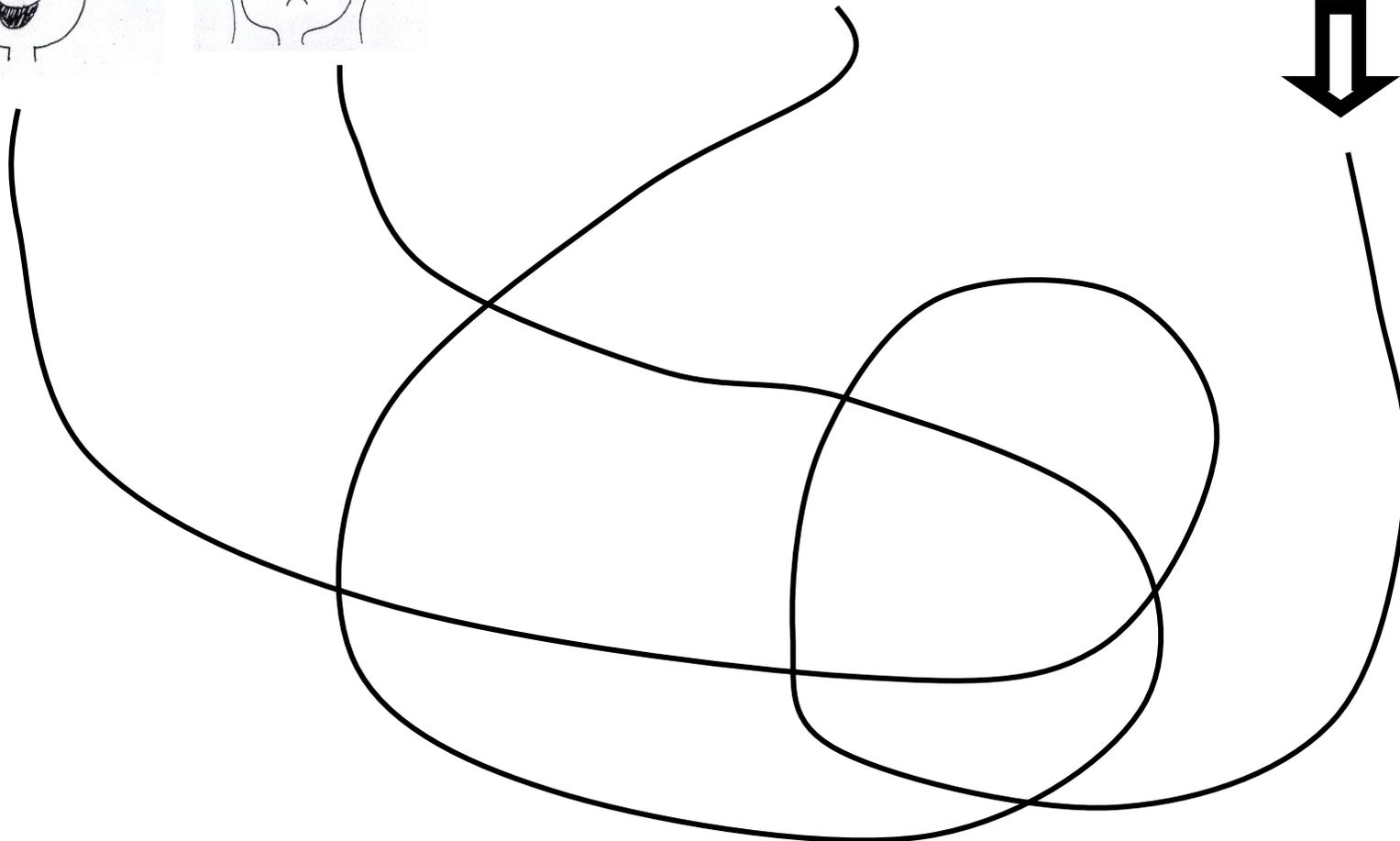
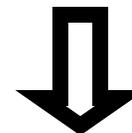
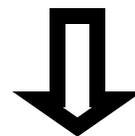
I PERCORSI

Far percorrere le linee con il dito partendo dalle frecce.



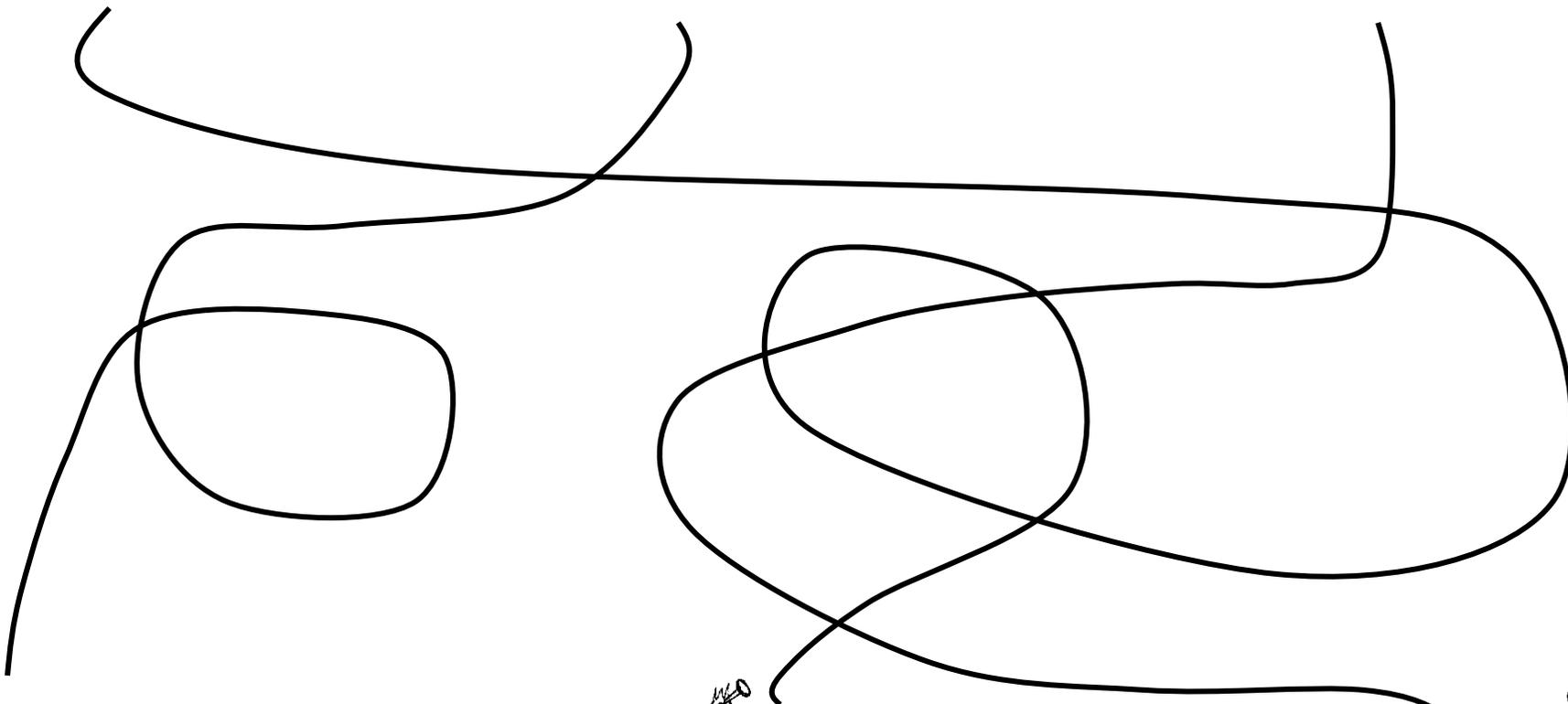
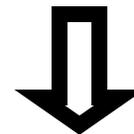
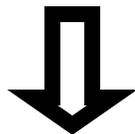
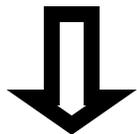
I PERCORSI

Far percorrere le linee con il dito partendo dalle frecce.



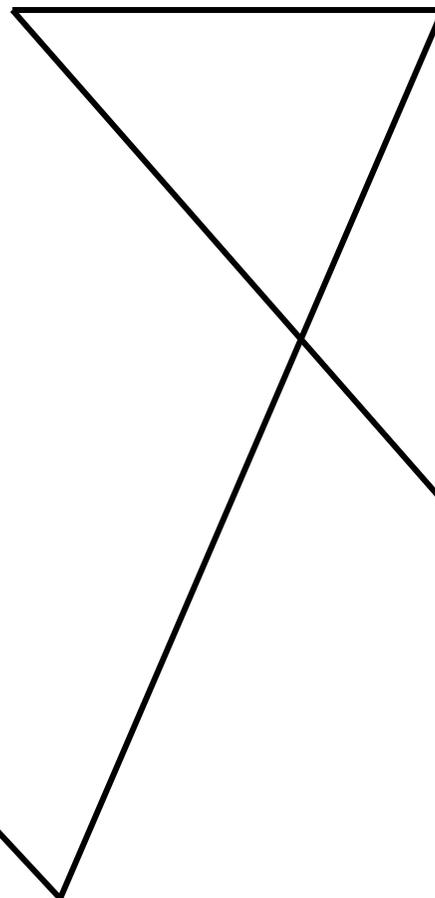
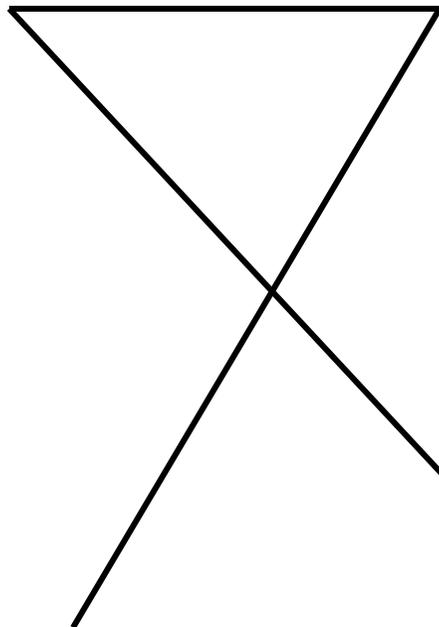
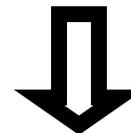
I PERCORSI

Far percorrere le linee con il dito partendo dalle frecce.



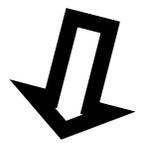
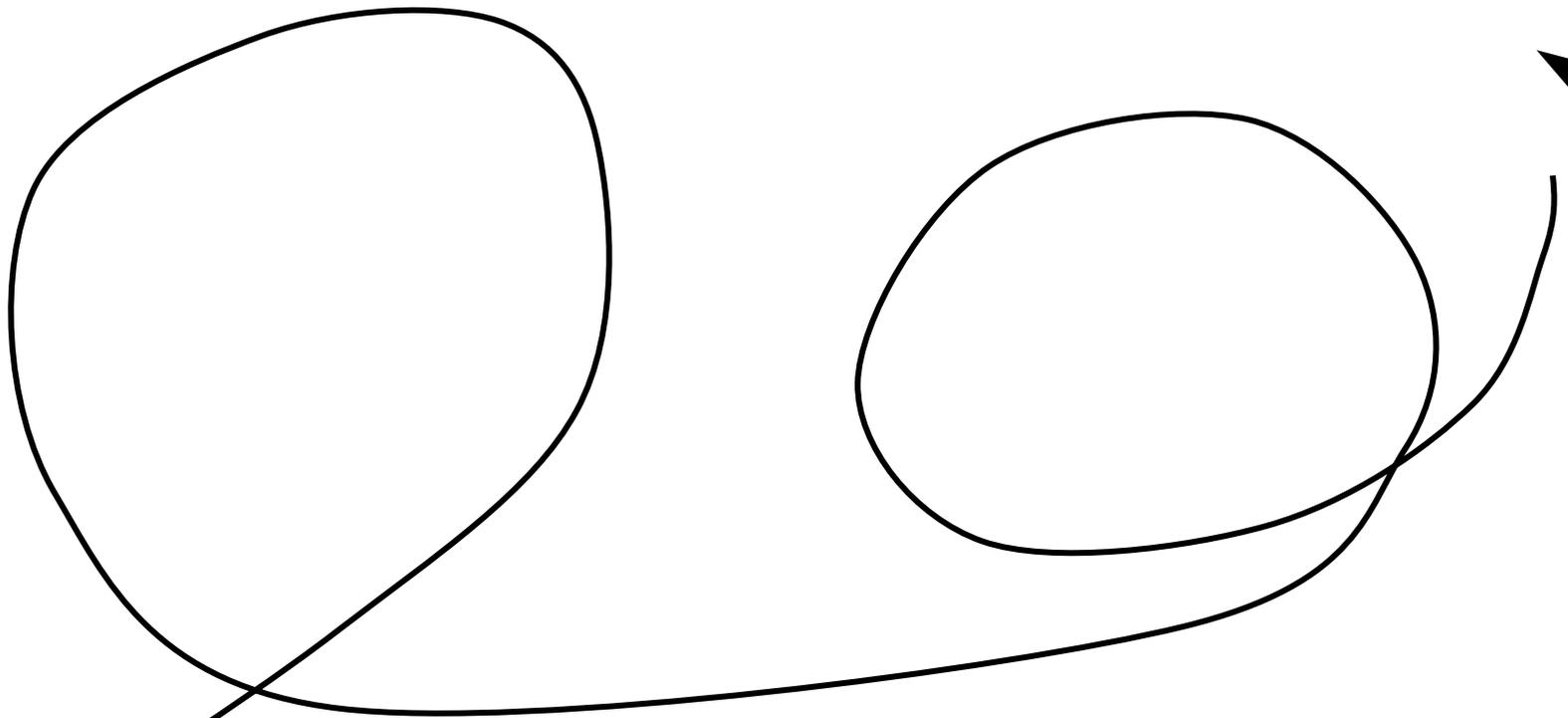
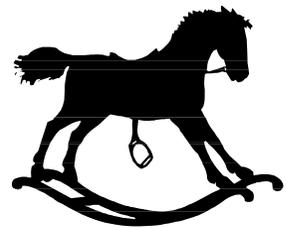
I PERCORSI

Far percorrere le linee con il dito partendo dalle frecce.



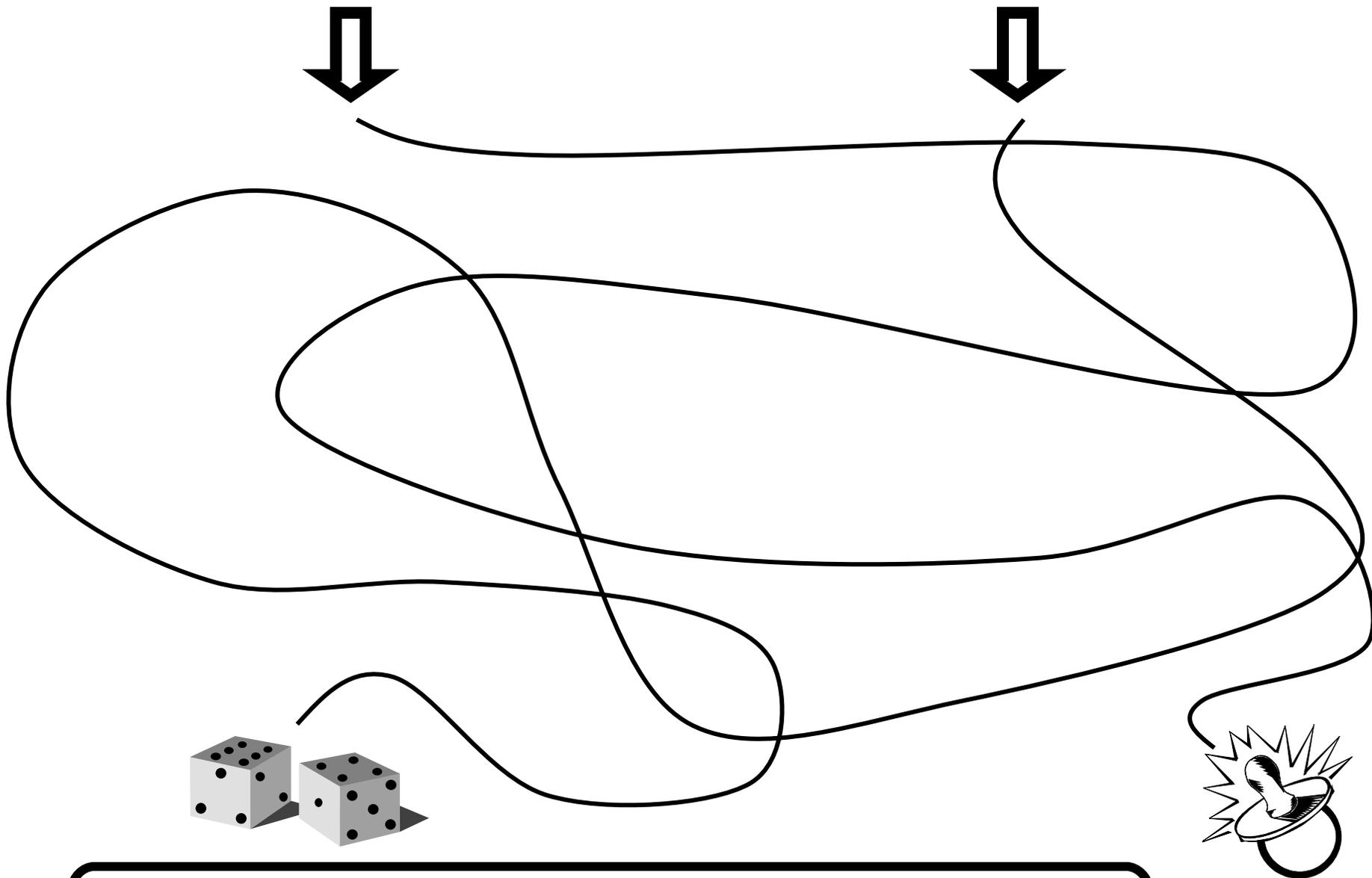
I PERCORSI

Far percorrere le linee con il dito partendo dalle frecce.



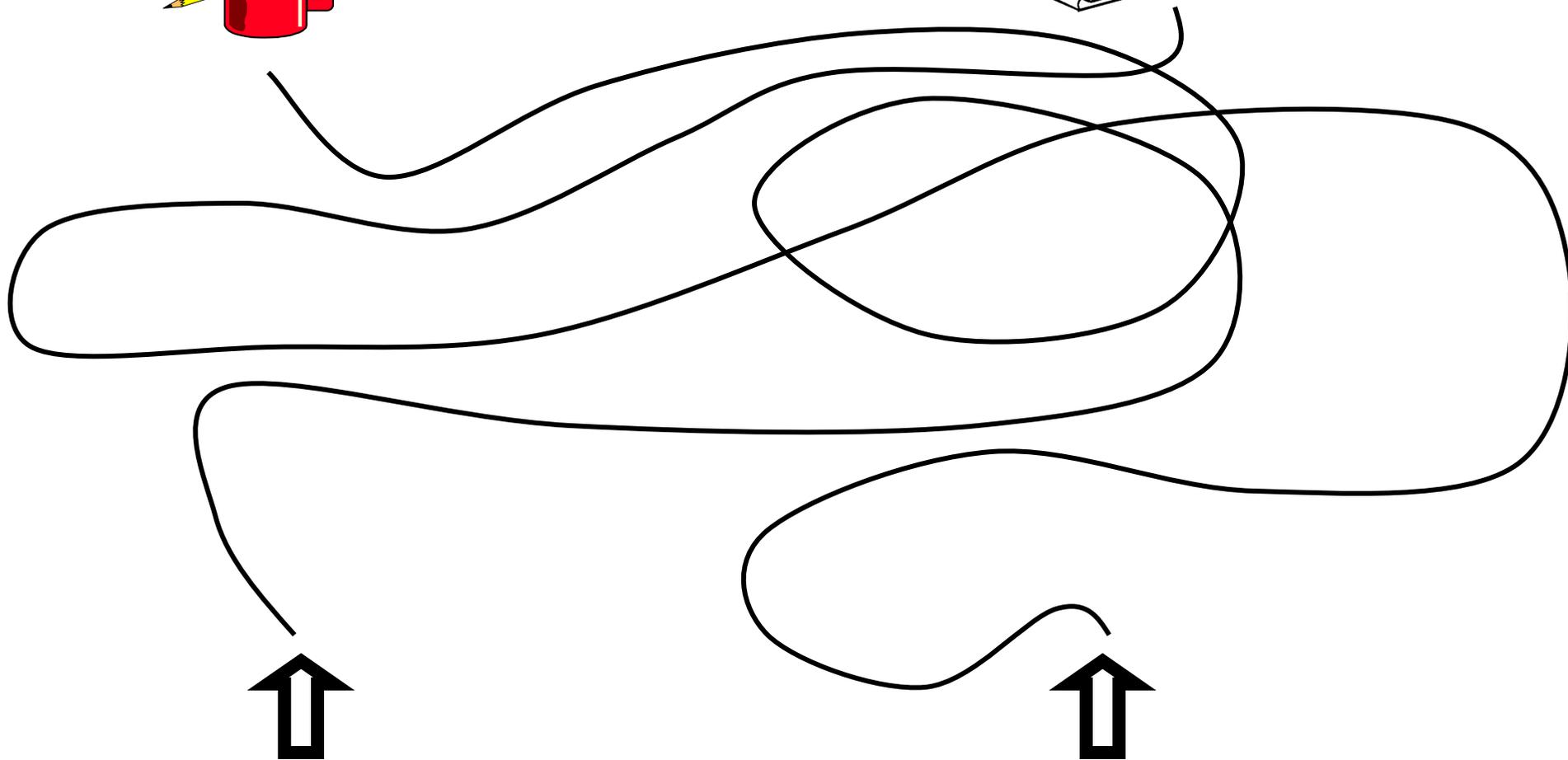
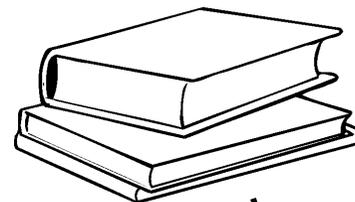
I PERCORSI

Far percorrere le linee con il dito partendo dalle frecce.



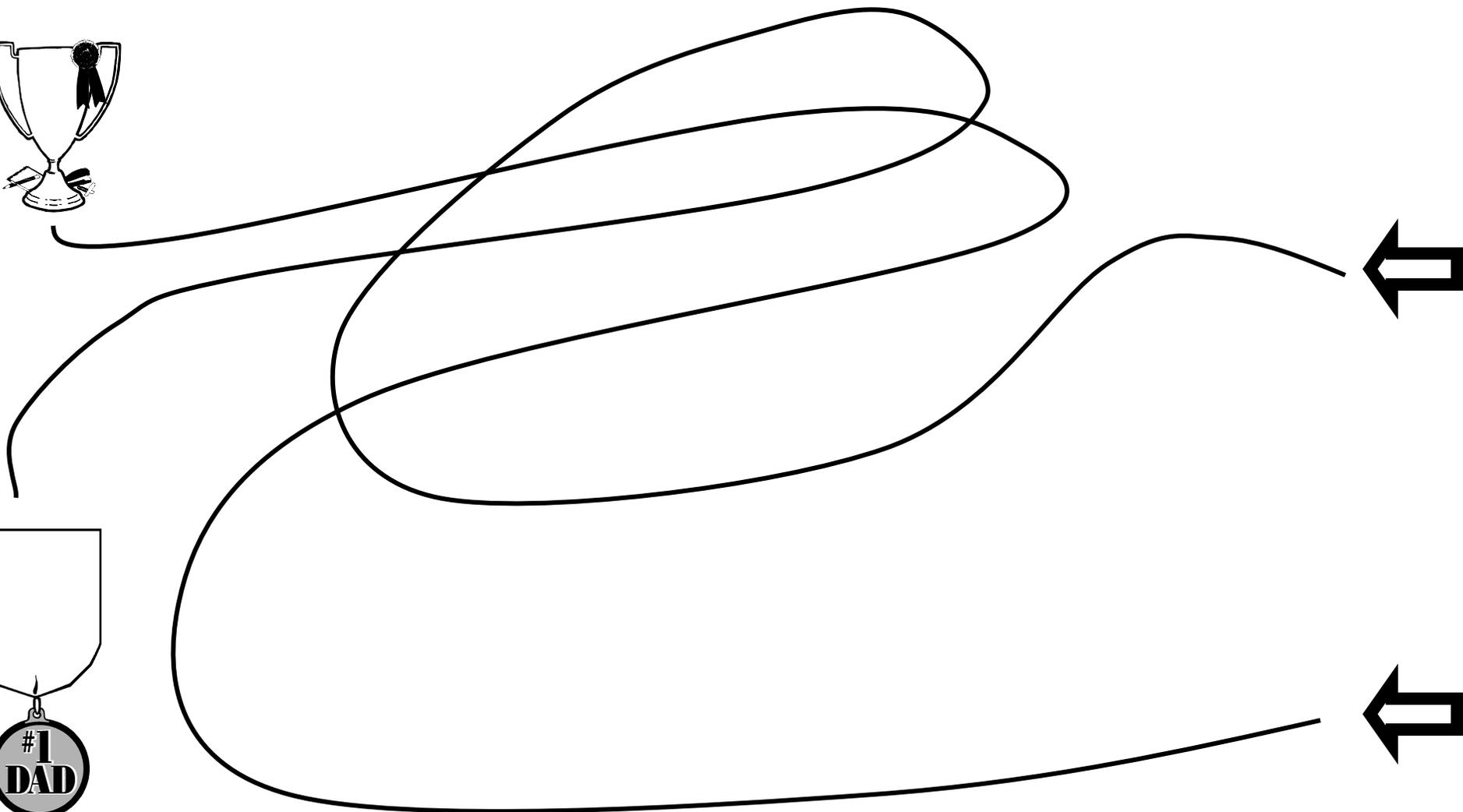
I PERCORSI

Far percorrere le linee con il dito partendo dalle frecce.



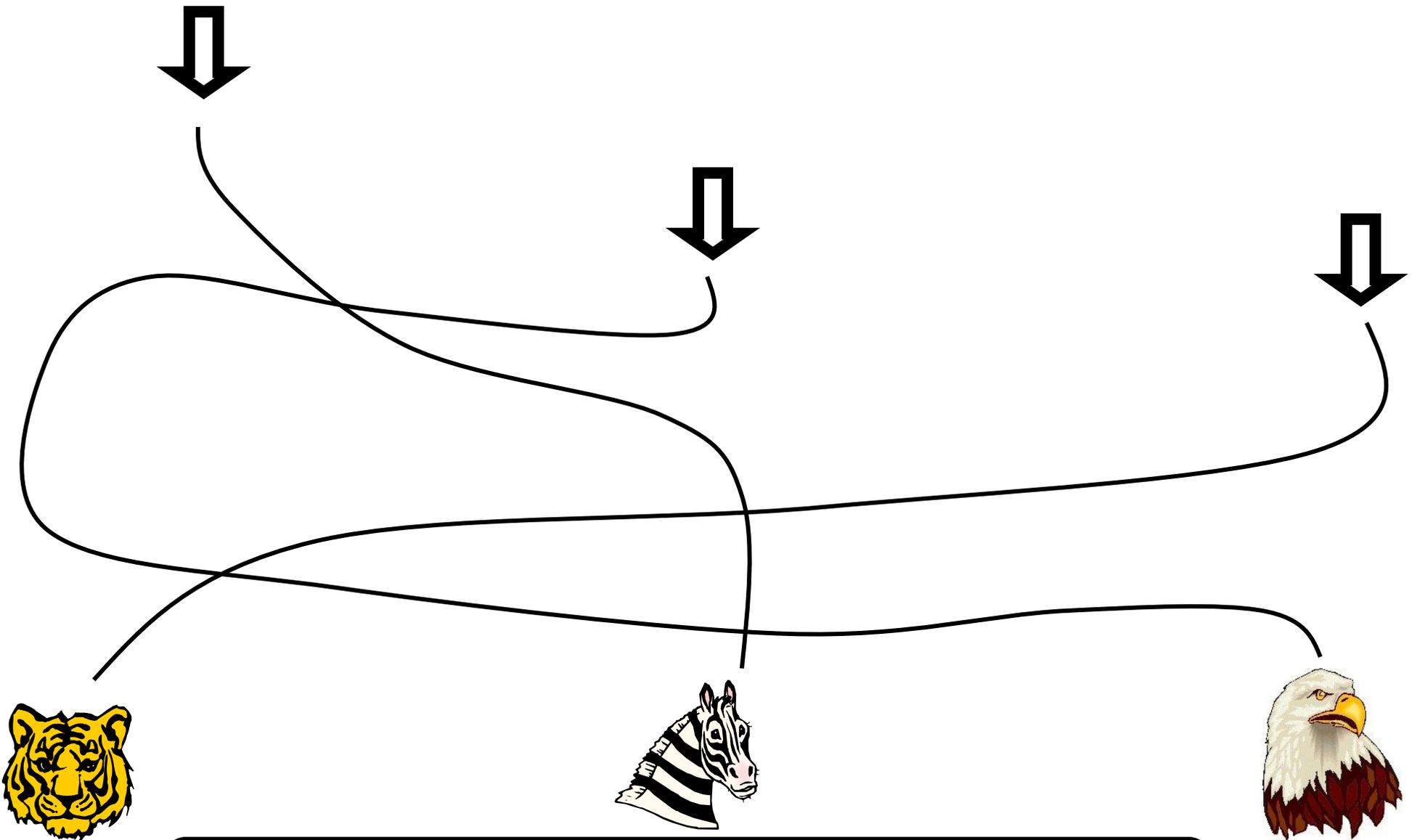
I PERCORSI

Far percorrere le linee con il dito partendo dalle frecce.



I PERCORSI

Far percorrere le linee con il dito partendo dalle frecce.



I PERCORSI

Far percorrere le linee con il dito partendo dalle frecce.