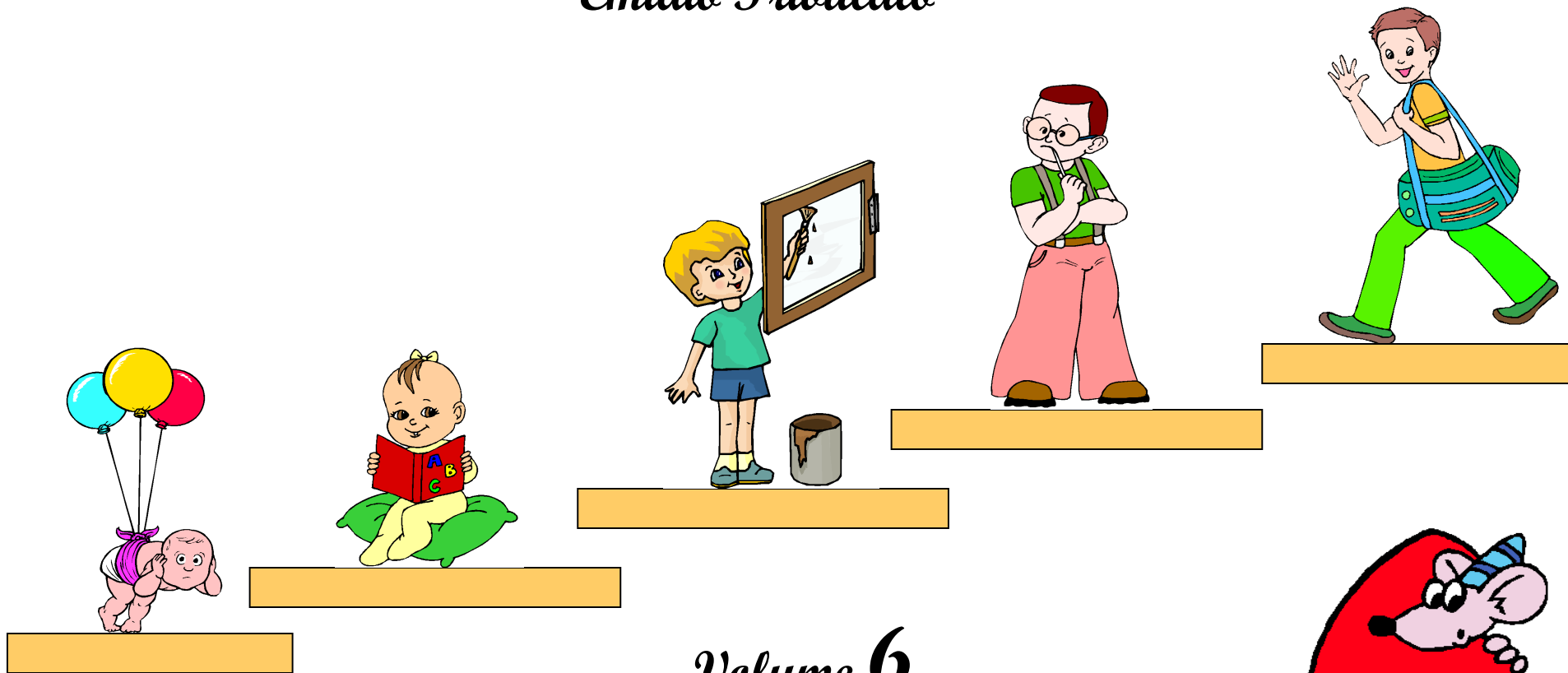


# VOGLIA DI CRESCERE

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*

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2005 - Tutti i diritti riservati. Emidio Tribulato Viale Annunziata 72  
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**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

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• QUANTITA' E NUMERI (11-30)

---

• NUMERAZIONE E PROSPETTIVA

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---

# “ 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<sup>a</sup> Fase

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

#### 2<sup>a</sup> 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



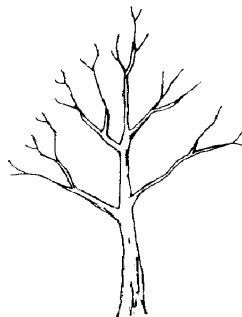
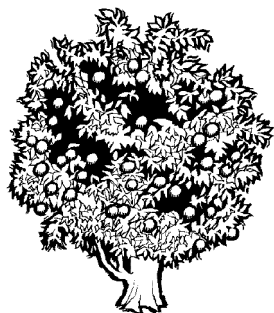
I MONUMENTI  
AMERICANI



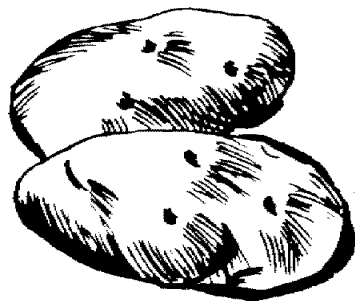
I MONUMENTI  
INGLESI

## LE CATEGORIE

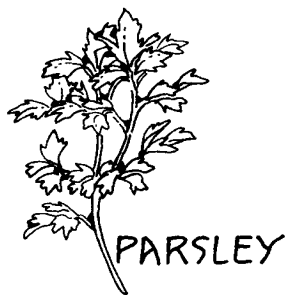
Far associare, ogni gruppo di immagini, alla categoria corrispondente.



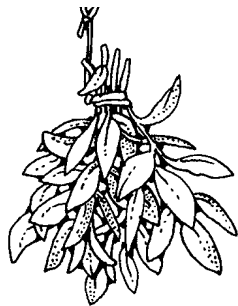
LE ERBE  
AROMATICHE



GLI ALBERI



PARSLEY



MINT

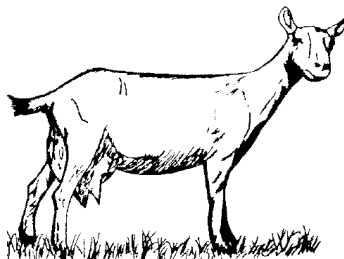
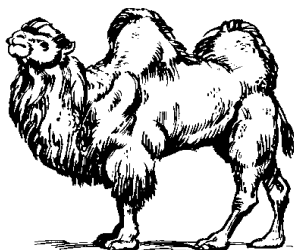
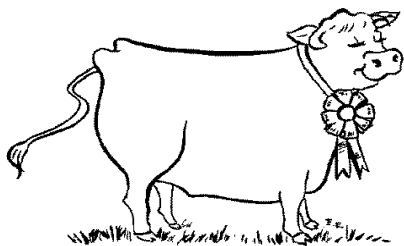
I BULBI ED  
I RIZOMI

### LE CATEGORIE

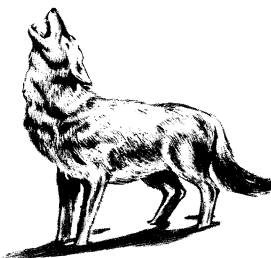
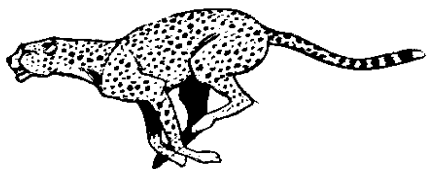
Far associare, ogni gruppo di immagini, alla categoria corrispondente.



I RODITORI



I CARNIVORI

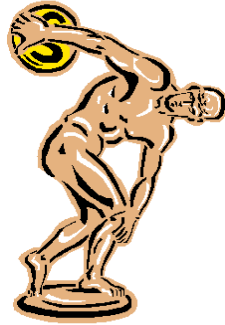
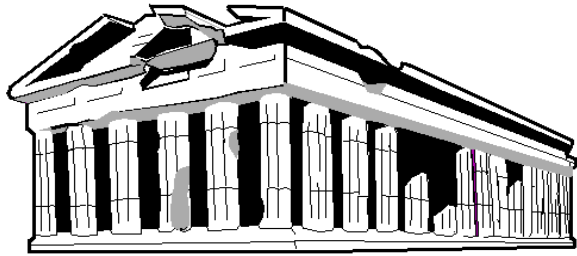


GLI ERBIVORI

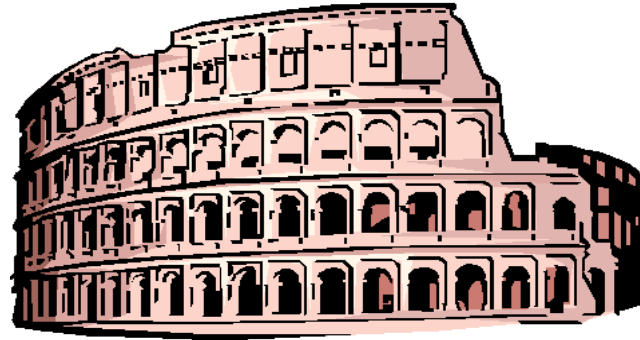
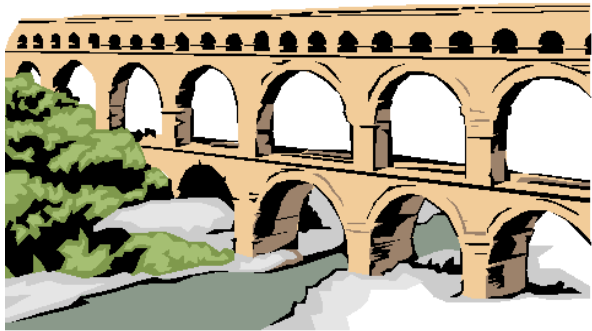
## LE CATEGORIE

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

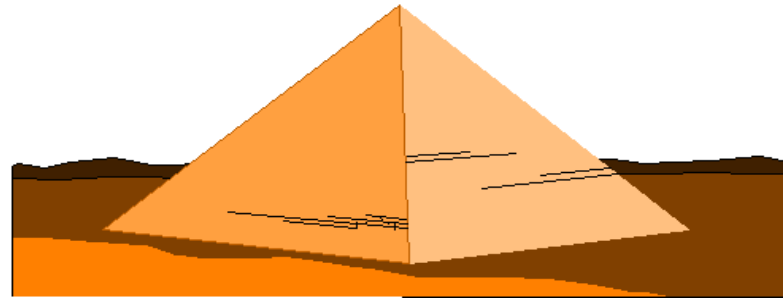




I MONUMENTI  
EGIZI



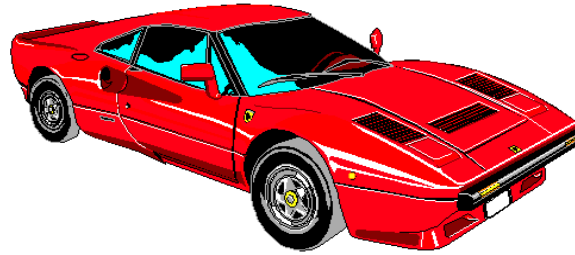
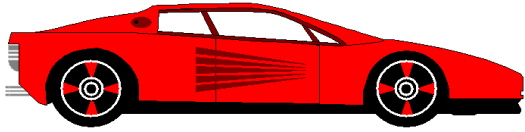
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GRECI



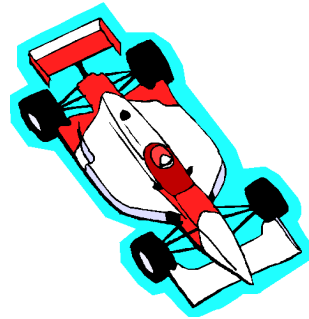
I MONUMENTI  
ROMANI

## LE CATEGORIE

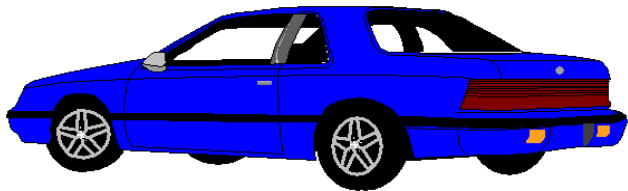
Far associare, ogni gruppo di immagini, alla categoria corrispondente.



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**

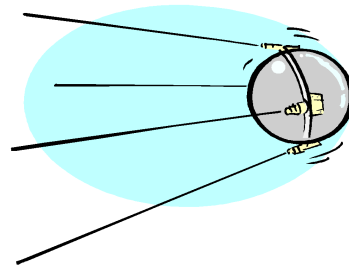
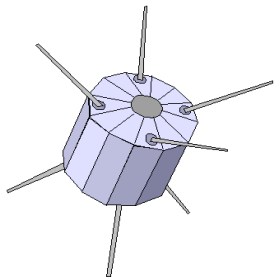
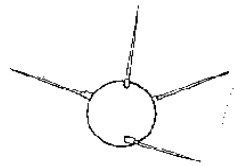
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**BA LA DO**

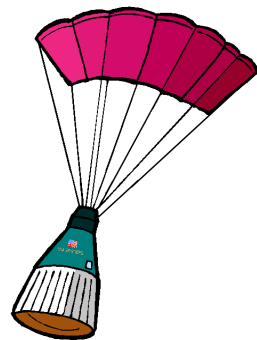
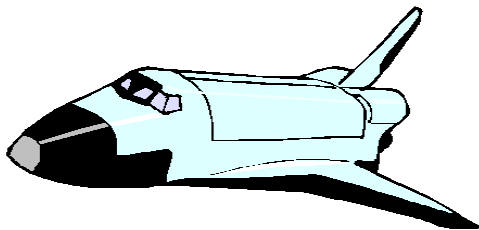
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LE CATEGORIE

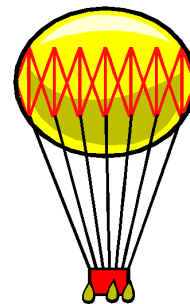
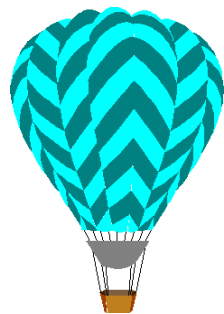
Far associare, ogni gruppo di immagini, alla categoria corrispondente.



LE ASTRONAVI



I SATELLITI



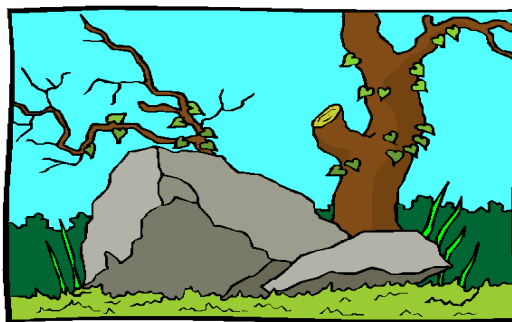
LE MONGOLFIERE

### LE CATEGORIE

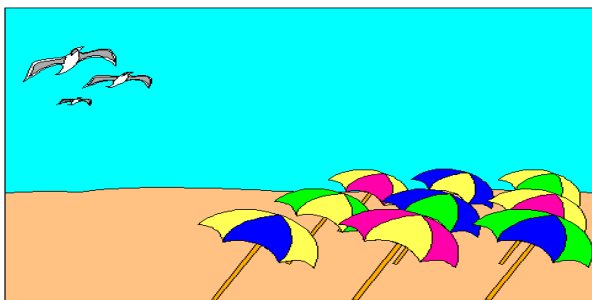
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PAESAGGI  
ESTIVI



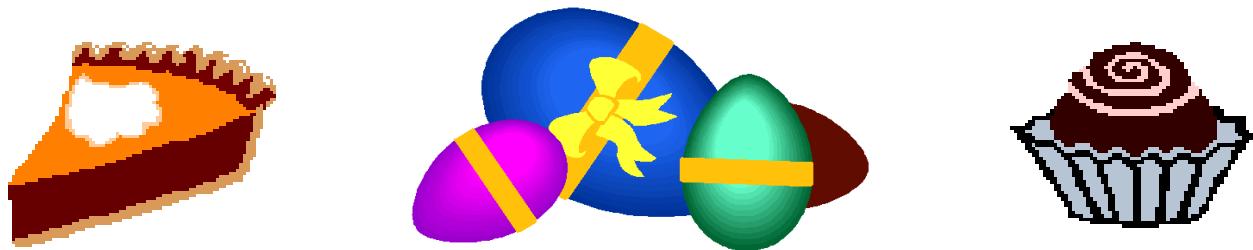
PAESAGGI  
AUTUNNALI



PAESAGGI  
INVERNALI

### LE CATEGORIE

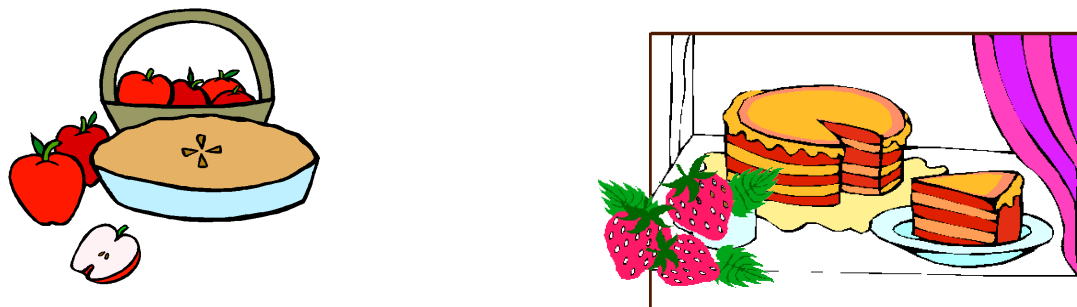
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I DOLCI ALLA  
FRUTTA



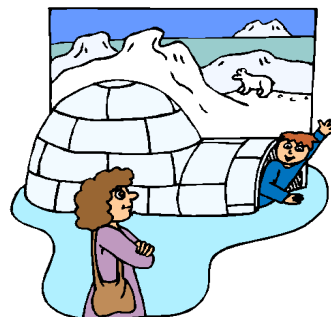
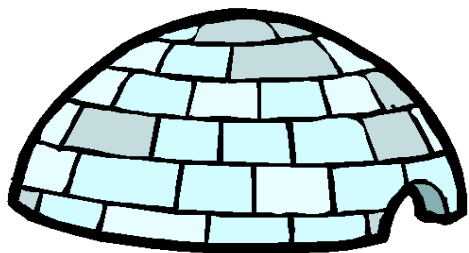
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CIOCCOLATO



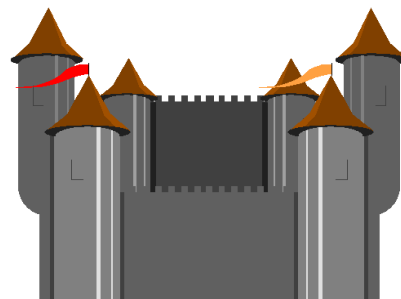
I DOLCI ALLA  
PANNA

## LE CATEGORIE

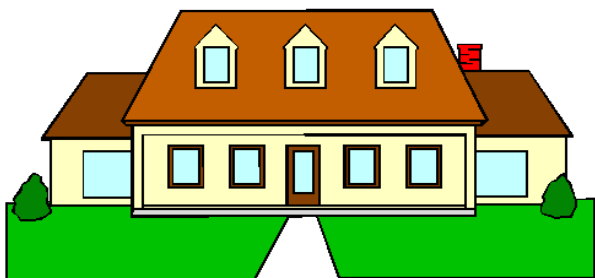
Far associare, ogni gruppo di immagini, alla categoria corrispondente.



I CASTELLI



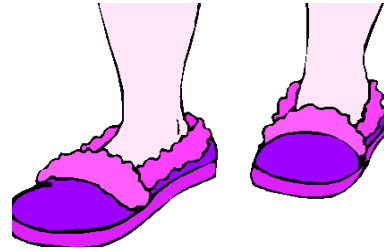
LE VILLE



GLI IGLU'

### LE CATEGORIE

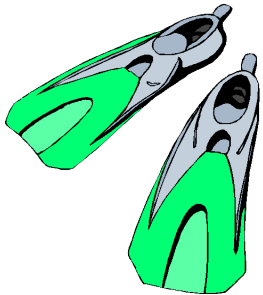
Far associare, ogni gruppo di immagini, alla categoria corrispondente.



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.

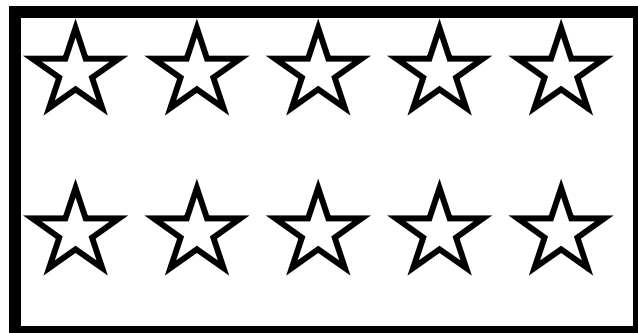
### UTILIZZAZIONE

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

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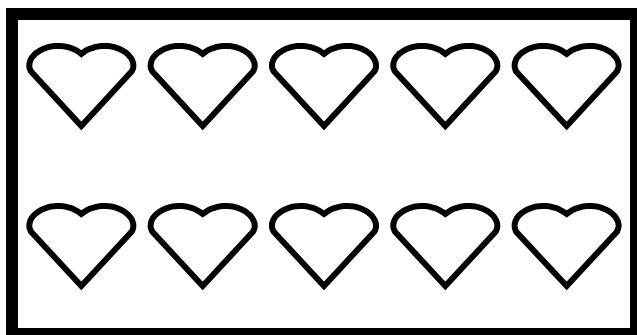
11

18

16

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



11

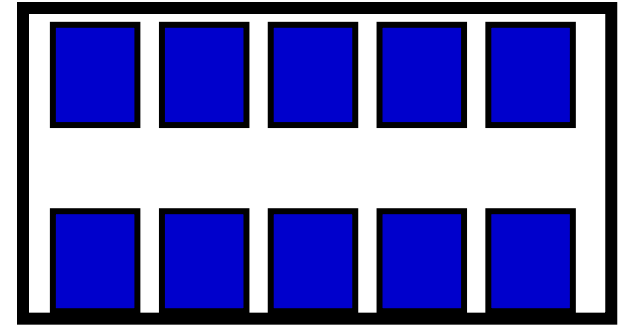
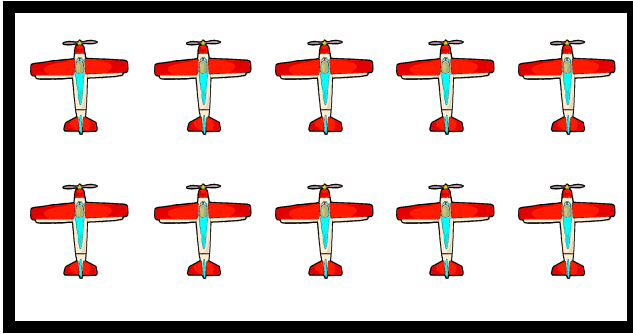
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11

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



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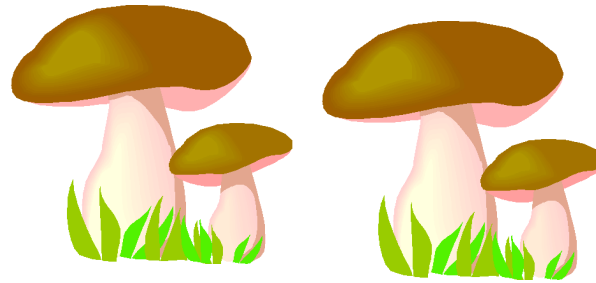
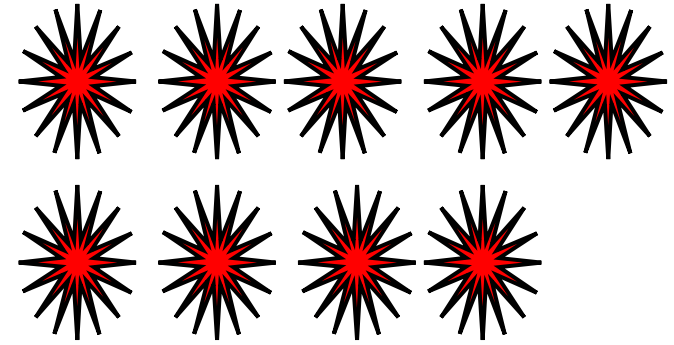
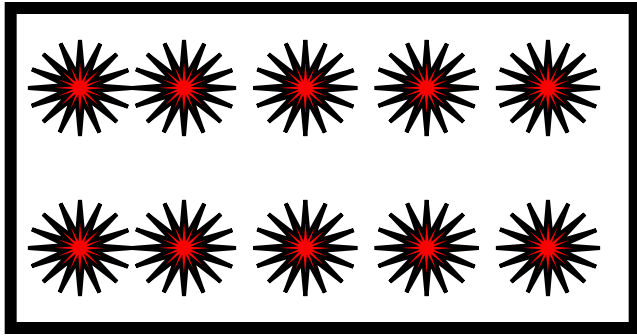
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10

3

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



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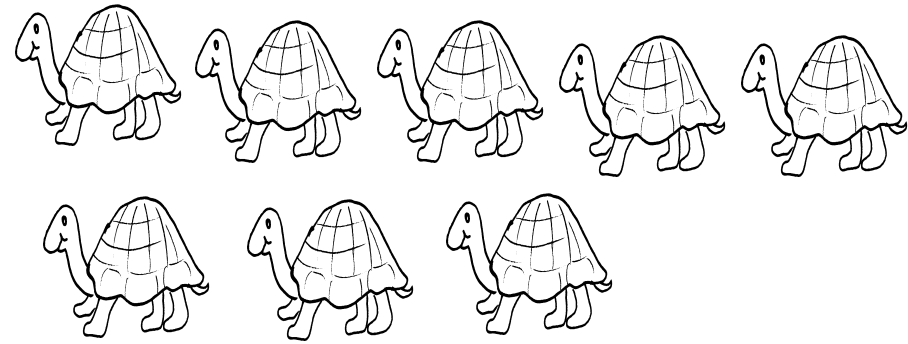
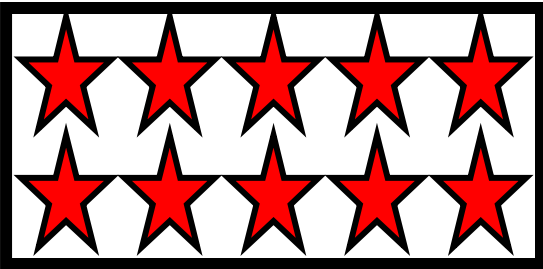
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4

11

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



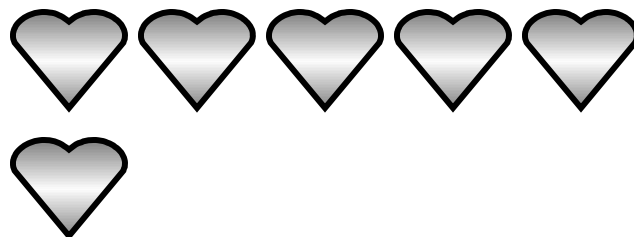
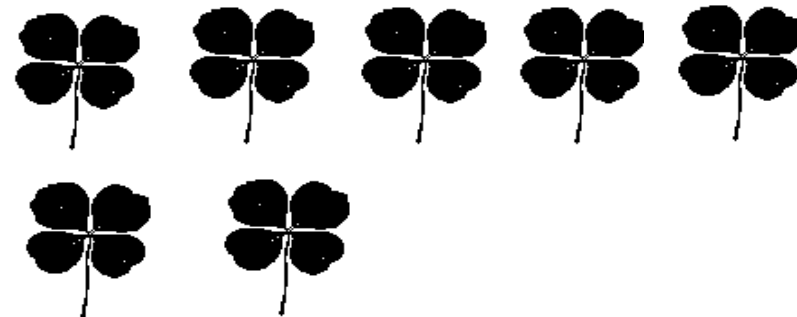
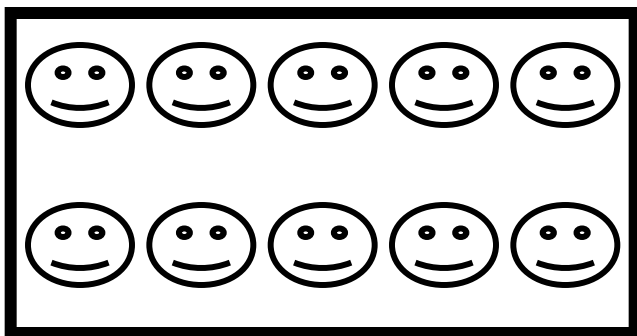
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5

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



6

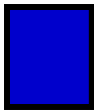
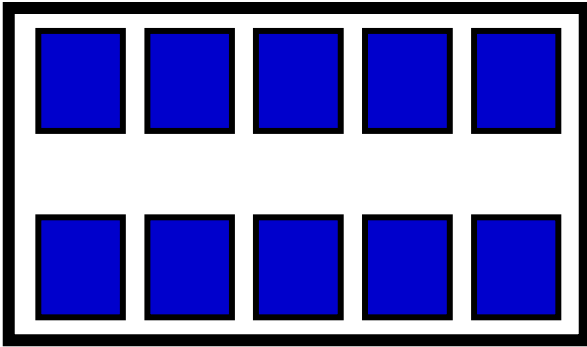
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7

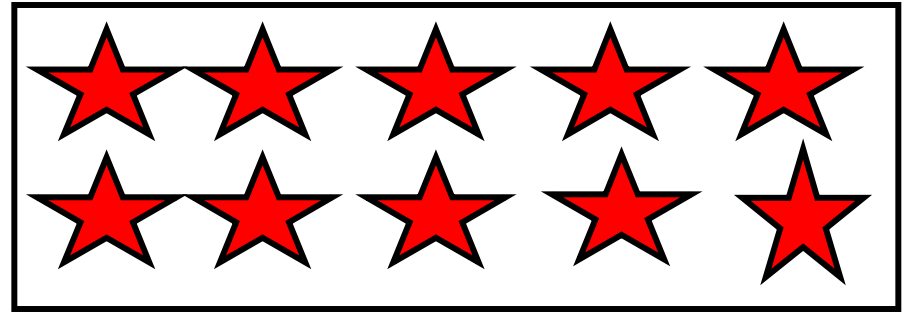
QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.

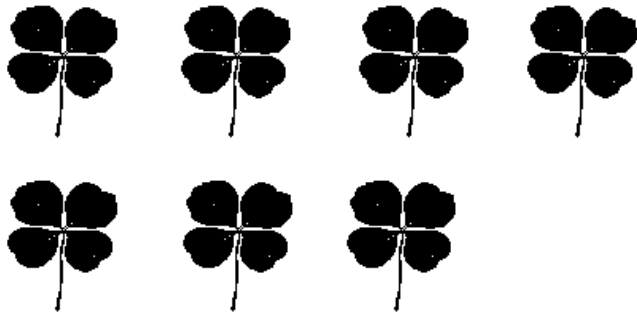




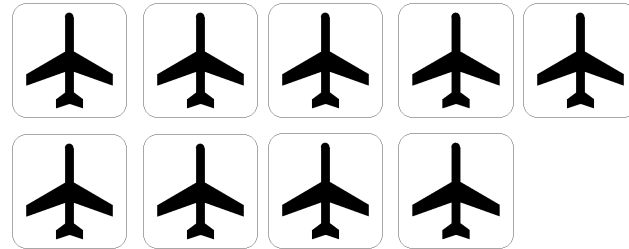
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## QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

11

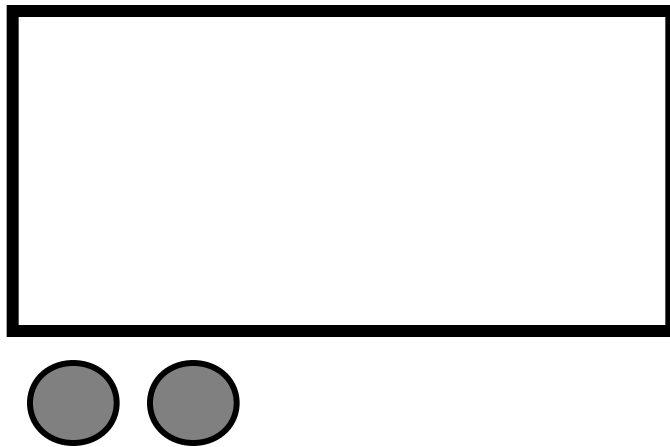
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8

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



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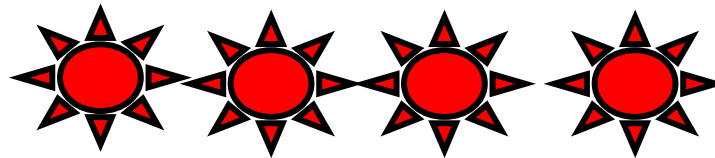
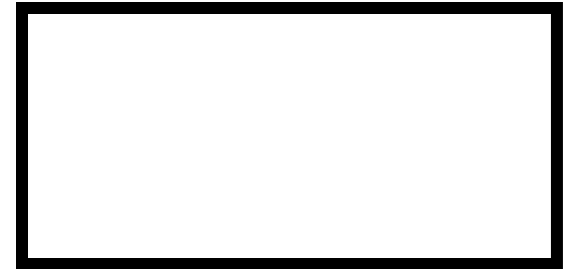
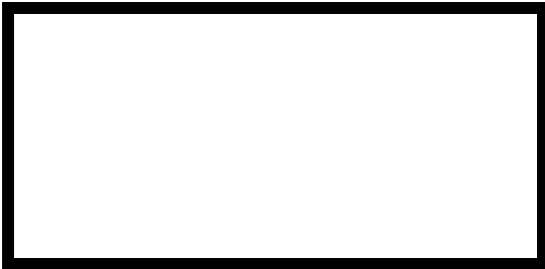
16

14

12

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



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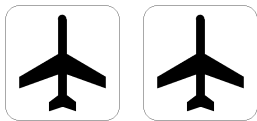
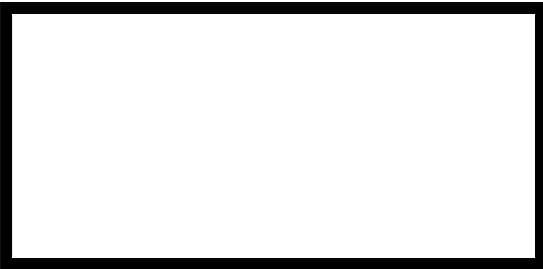
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4

12

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



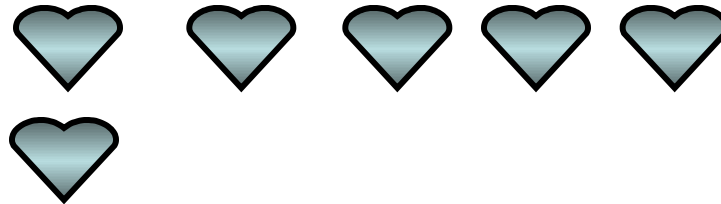
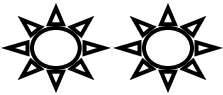
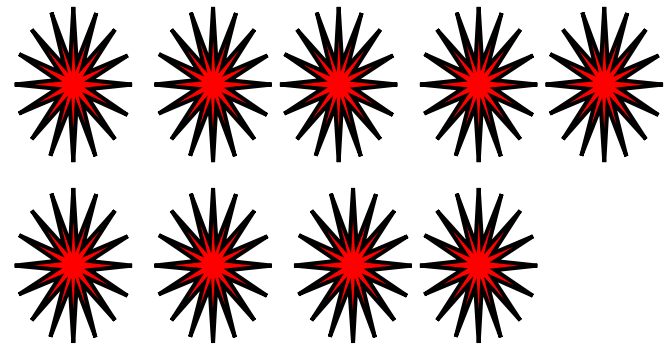
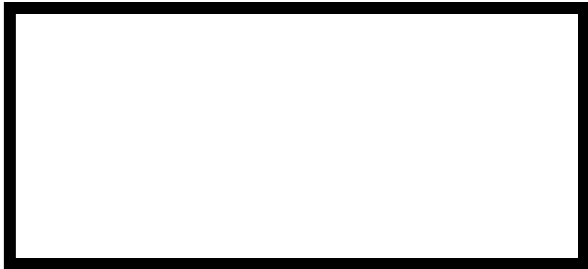
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QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.

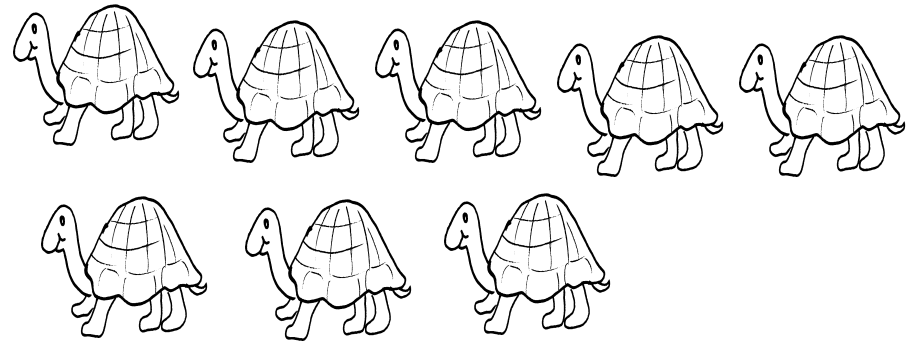


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QUANTITA' E NUMERI  
Far associare le quantità ai numeri e viceversa.



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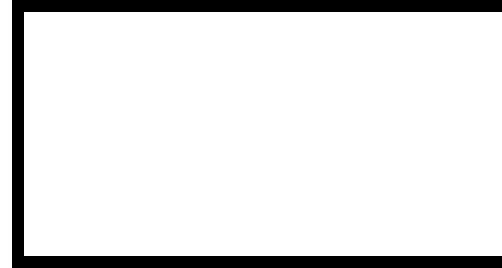
QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.

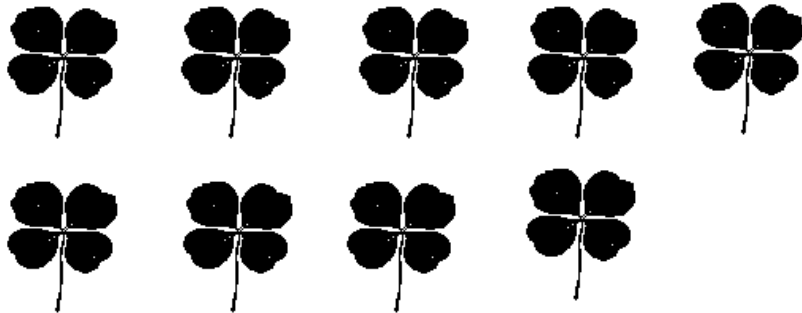




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### QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

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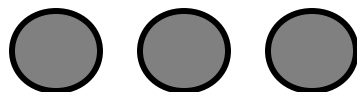
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QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



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QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



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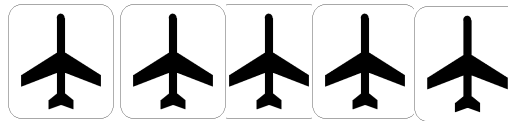
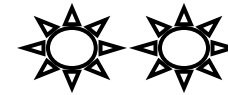
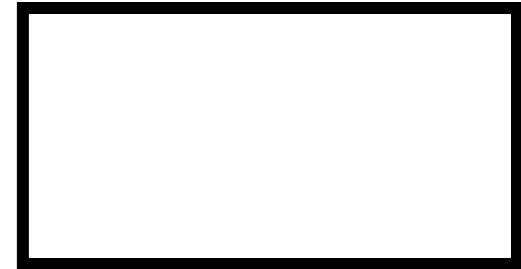
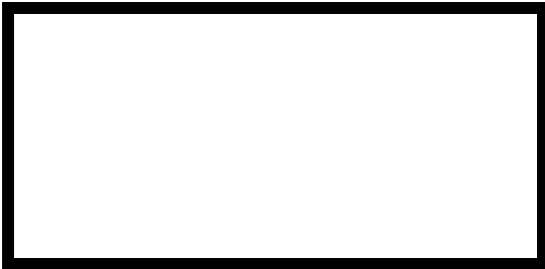
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18

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



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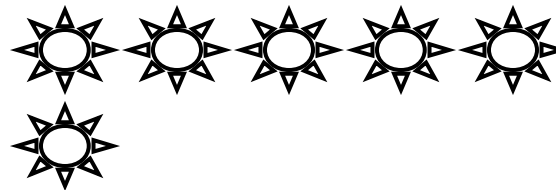
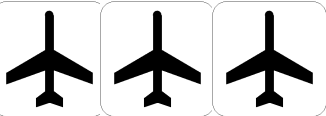
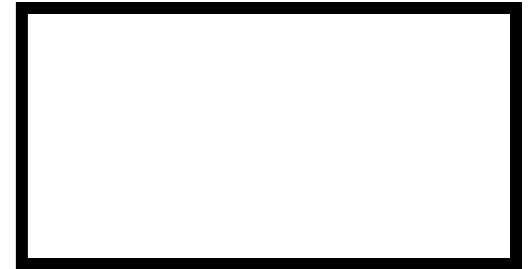
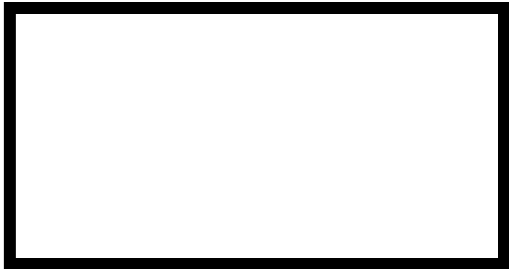
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QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



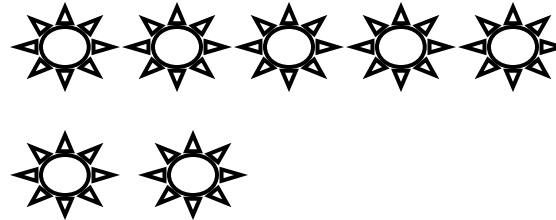
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11

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



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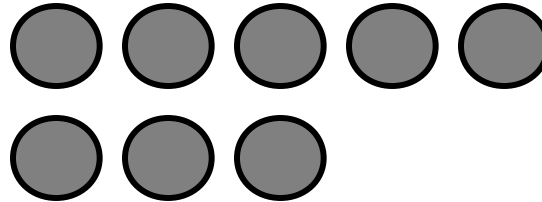
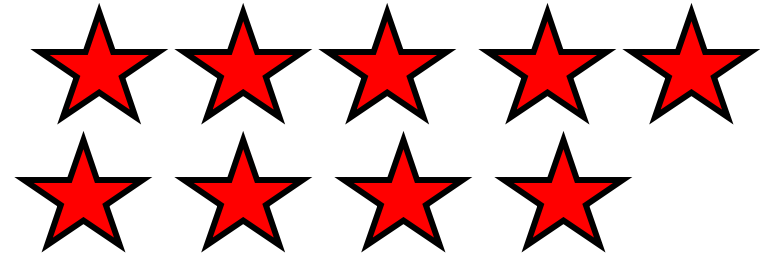
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QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



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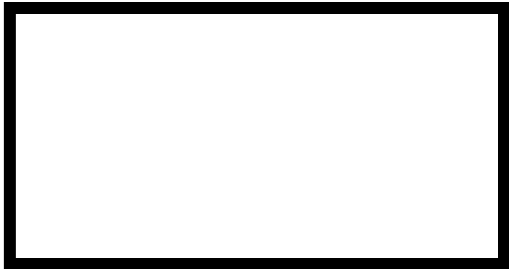
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QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.





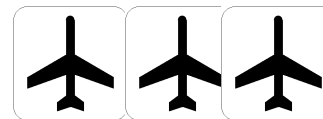
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### QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

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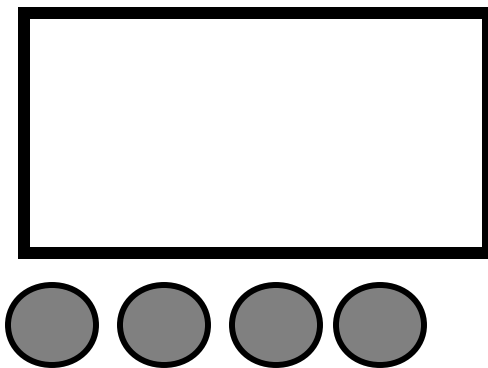
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QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



14

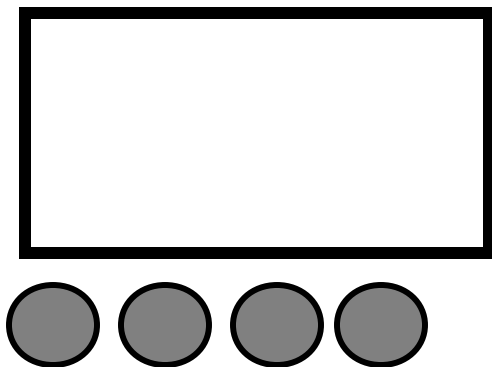
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18

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



14

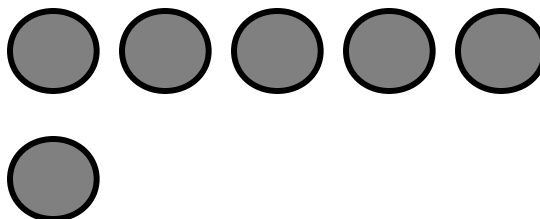
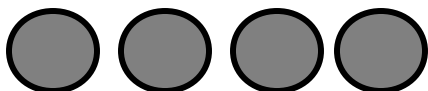
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14

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



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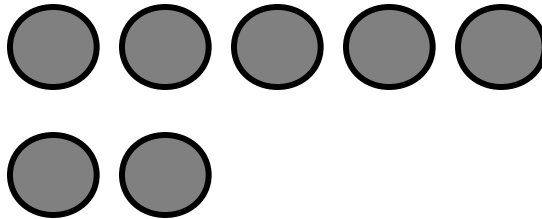
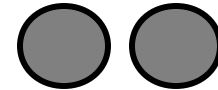
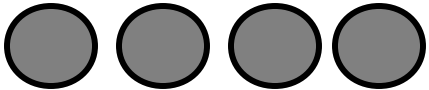
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6

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



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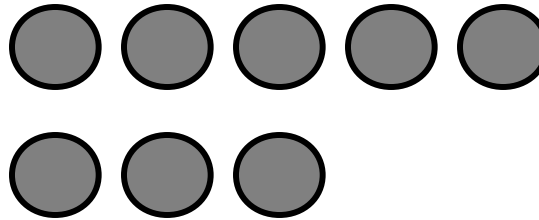
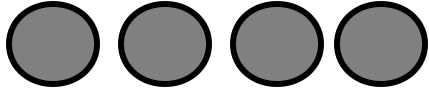
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12

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



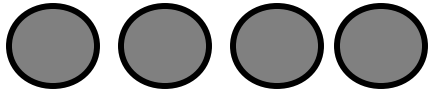
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QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



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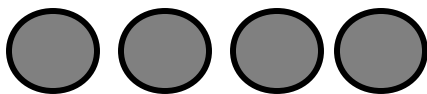
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10

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.

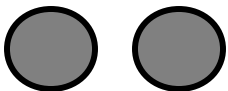




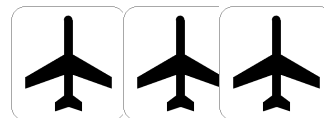
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### QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

14

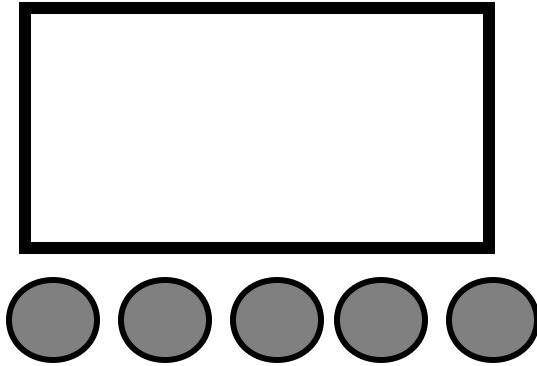
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QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



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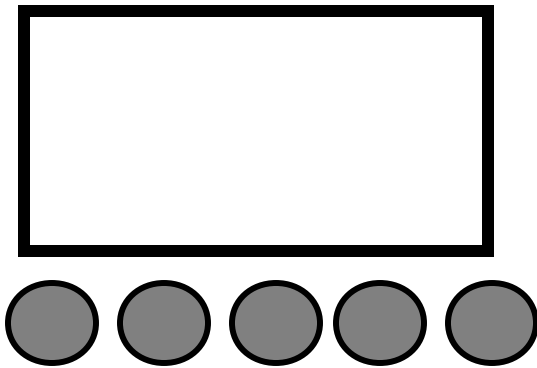
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18

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



15

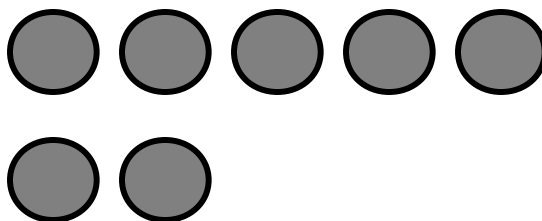
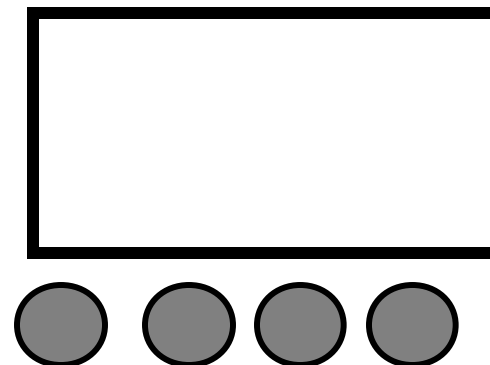
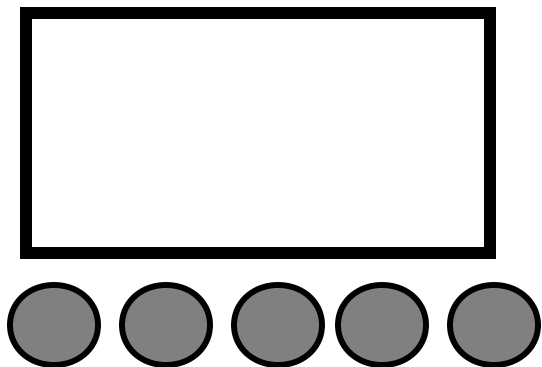
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QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



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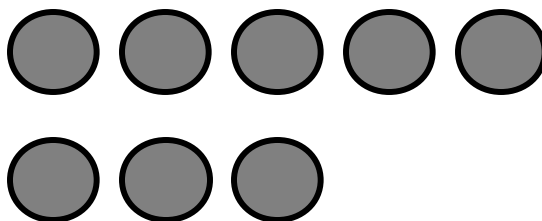
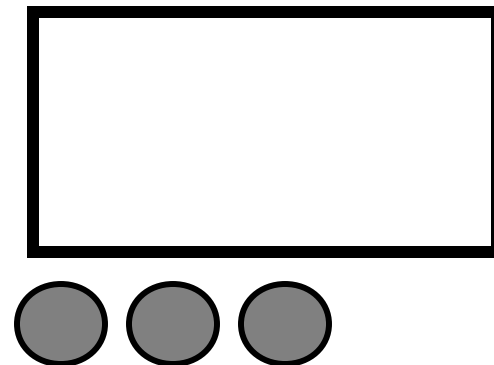
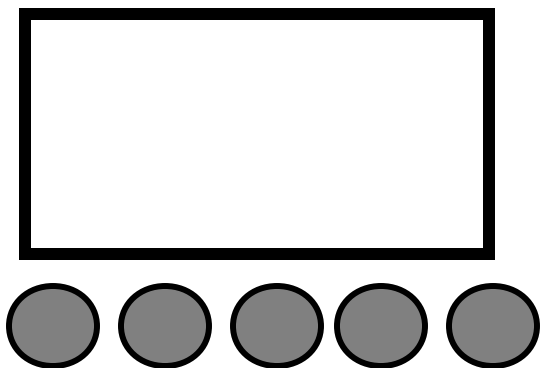
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14

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QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



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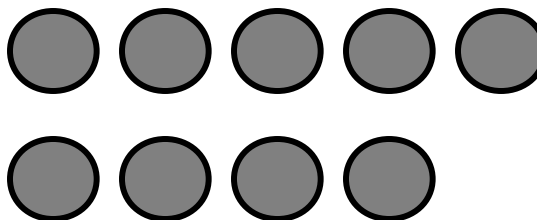
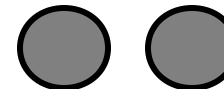
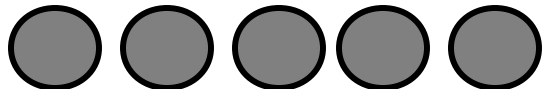
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QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



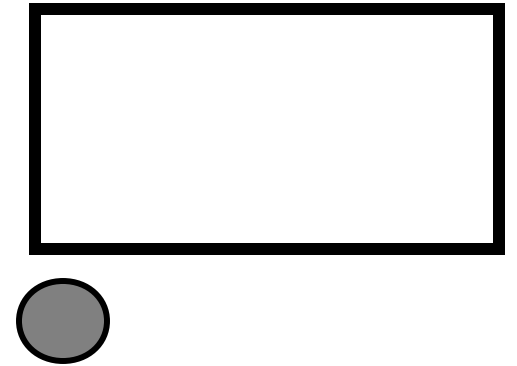
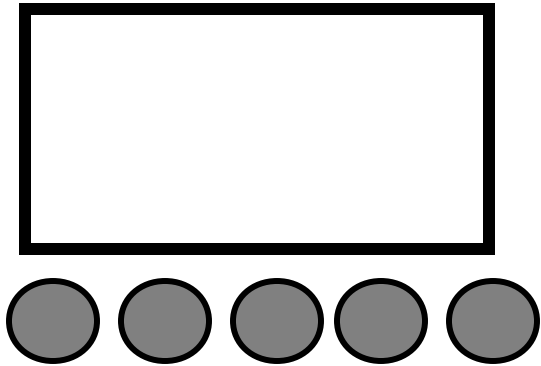
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12

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



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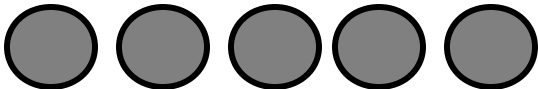
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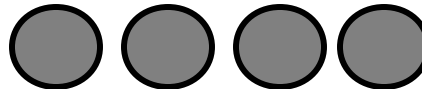
QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.

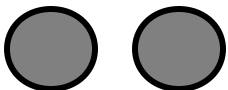




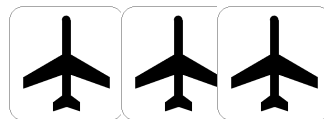
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### QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

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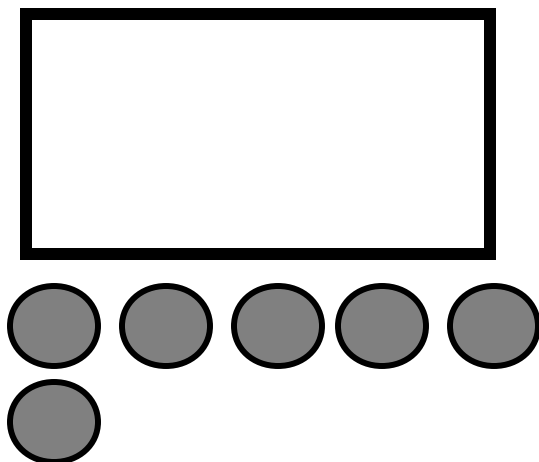
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QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



16

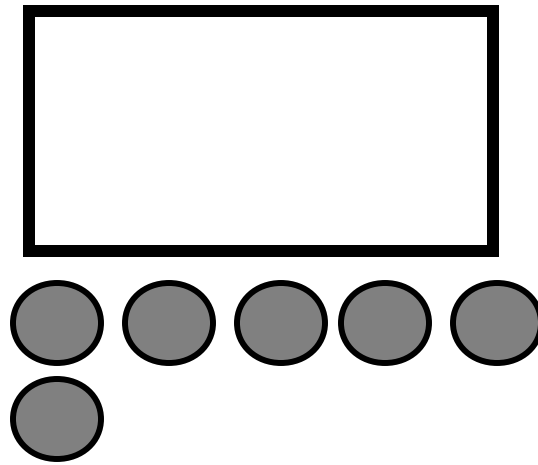
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QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



16

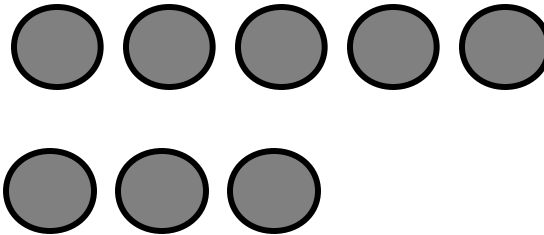
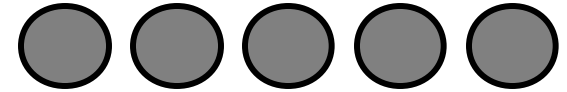
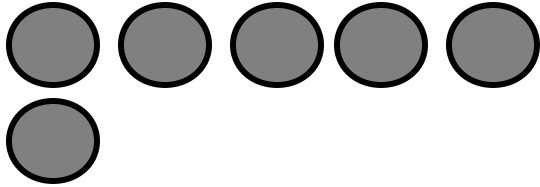
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QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



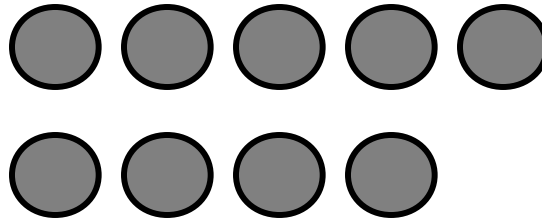
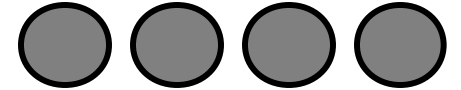
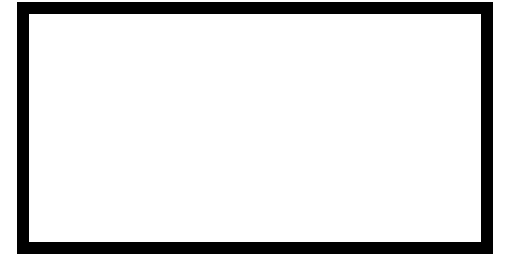
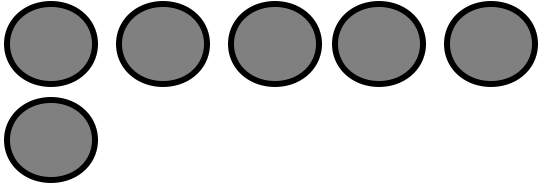
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15

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



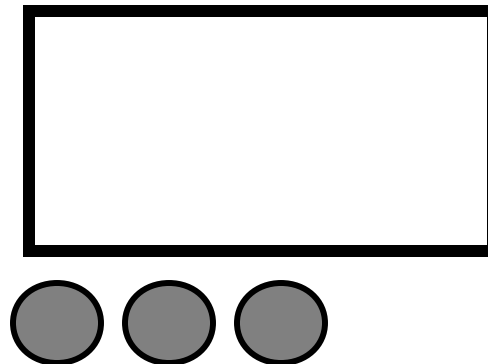
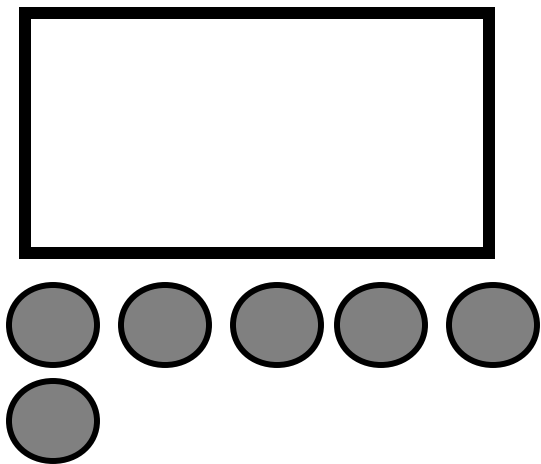
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14

9

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



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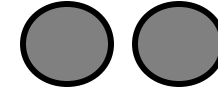
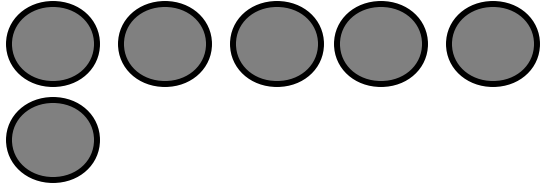
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QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



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11

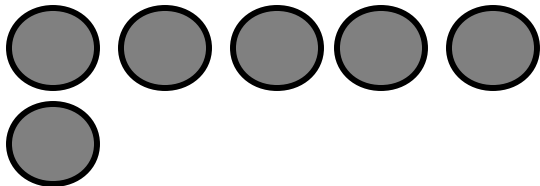
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16

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.





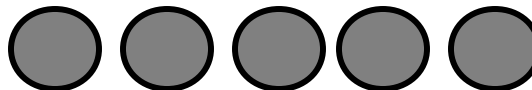
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## QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

13

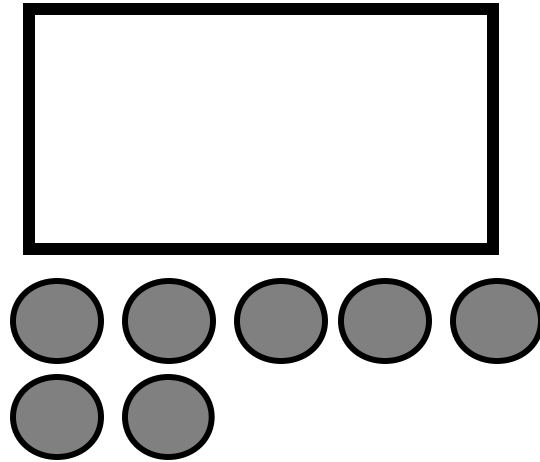
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14

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



17

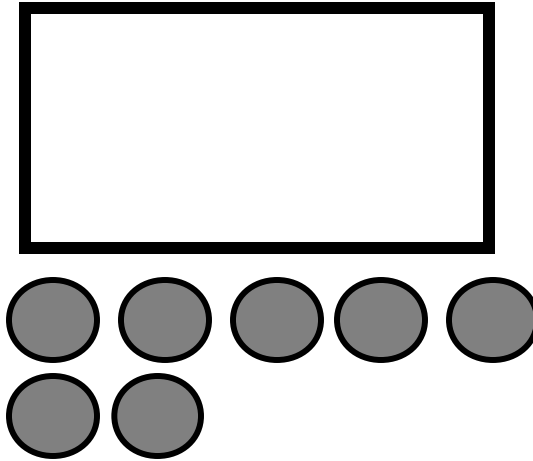
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17

18

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



17

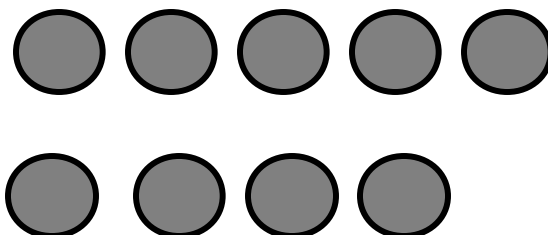
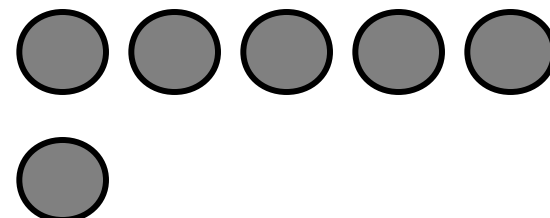
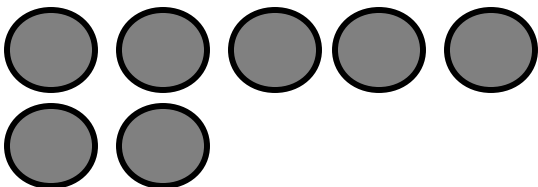
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21

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



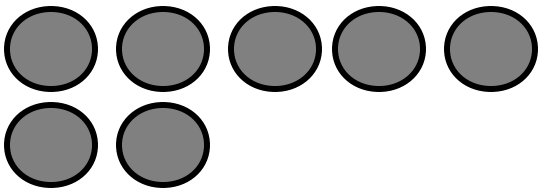
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16

9

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



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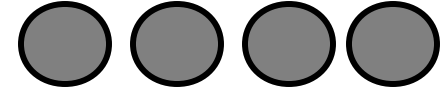
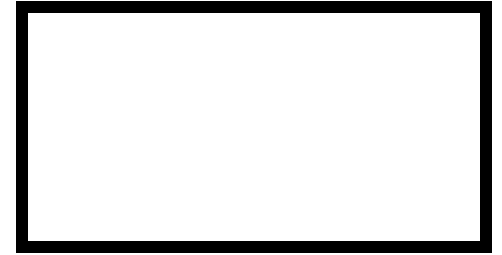
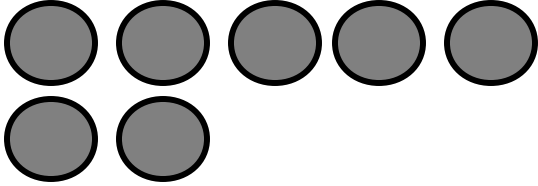
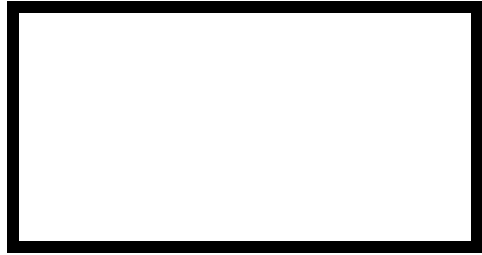
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15

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



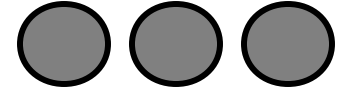
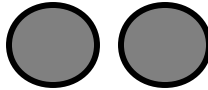
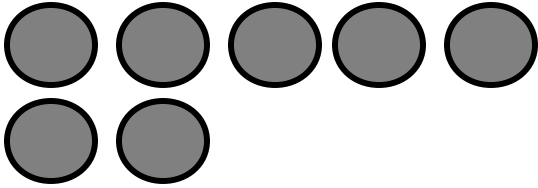
11

14

17

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



13

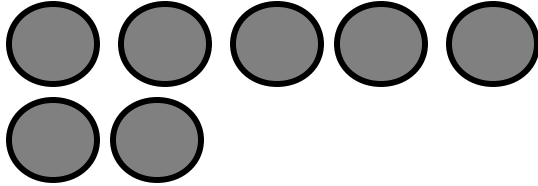
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12

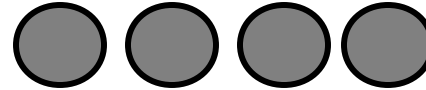
QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.

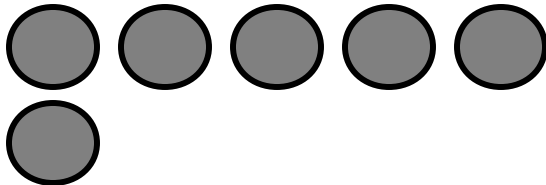




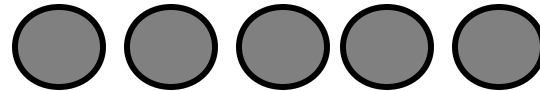
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## QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

16

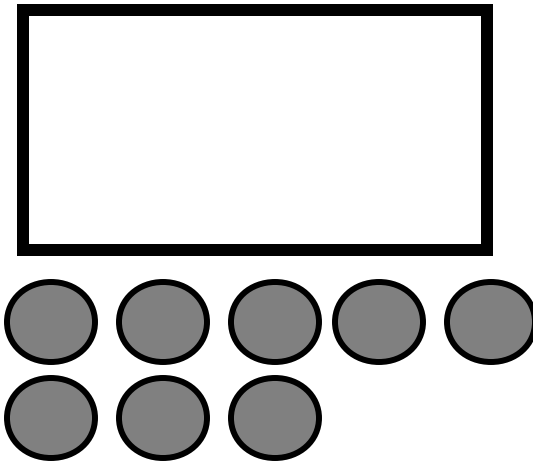
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14

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



18

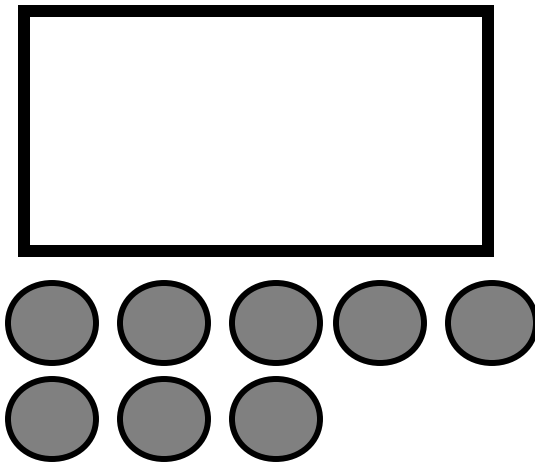
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28

18

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



18

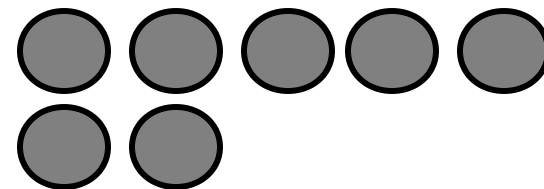
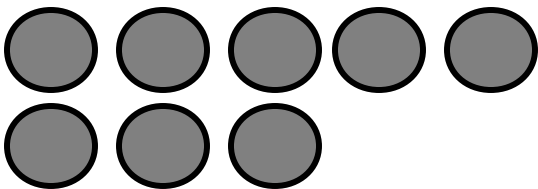
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8

81

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



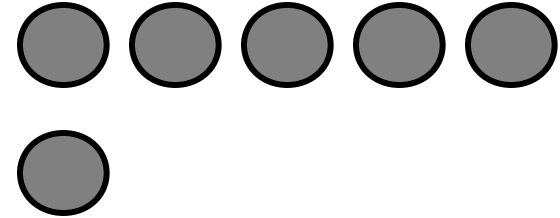
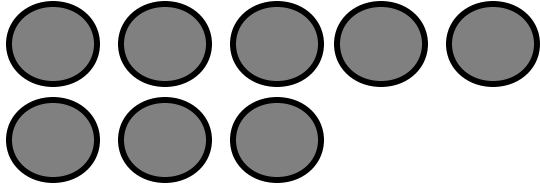
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12

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



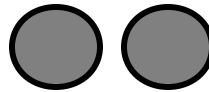
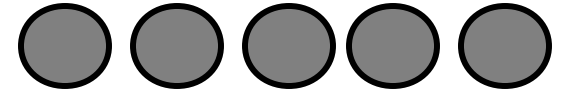
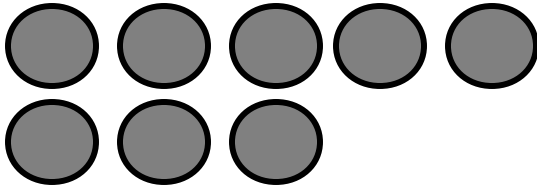
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11

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



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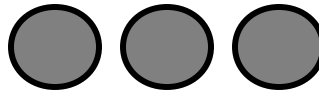
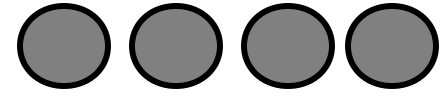
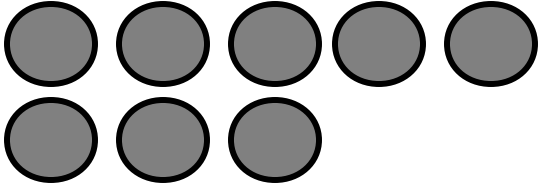
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12

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



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13

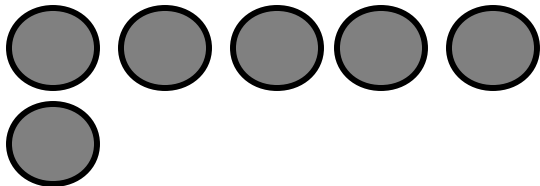
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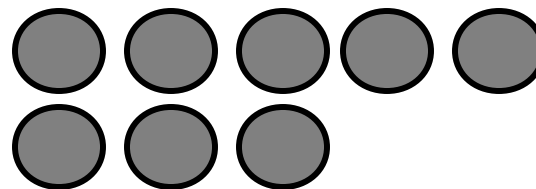
QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.

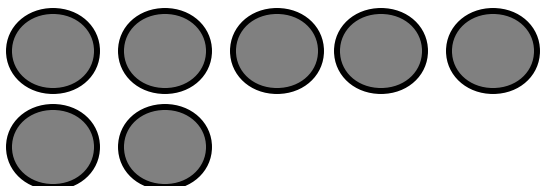




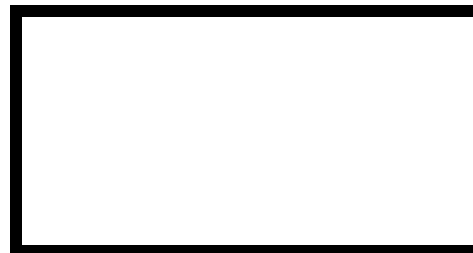
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## QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

17

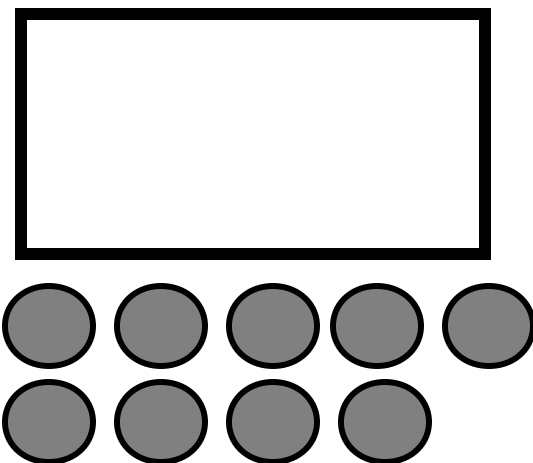
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18

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



19

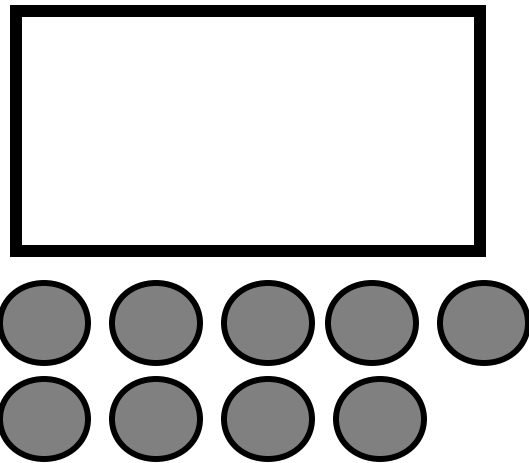
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29

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



19

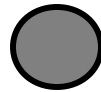
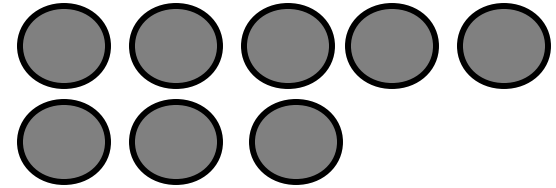
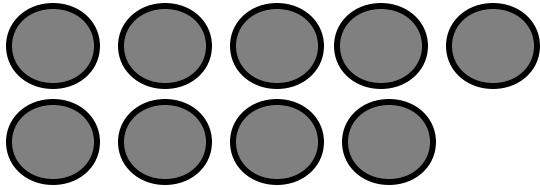
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29

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



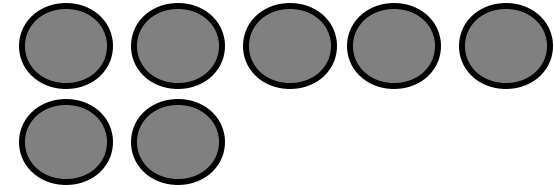
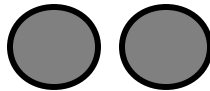
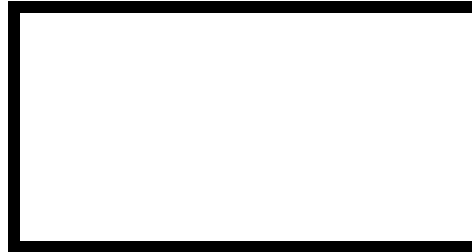
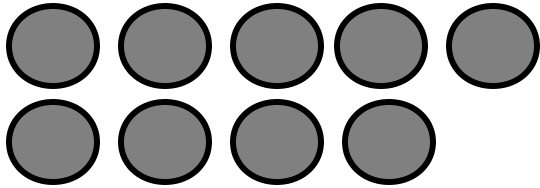
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11

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



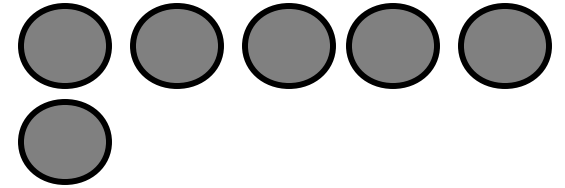
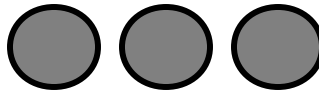
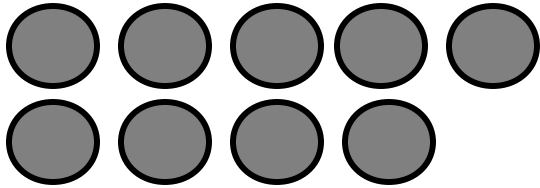
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17

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



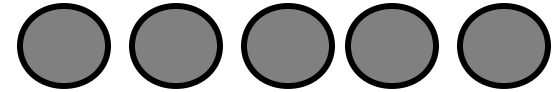
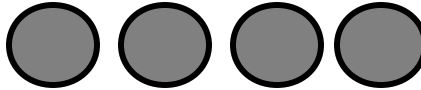
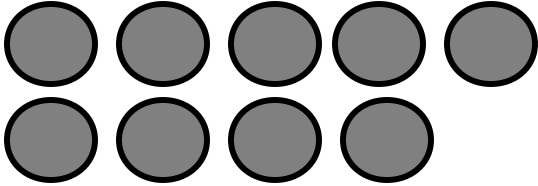
16

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QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



14

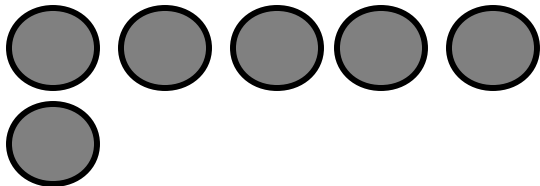
19

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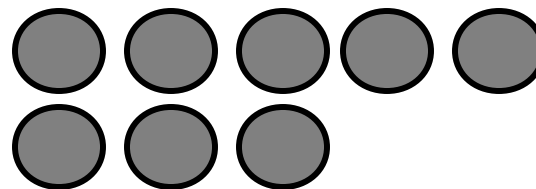
QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.

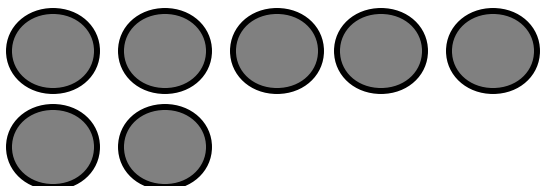




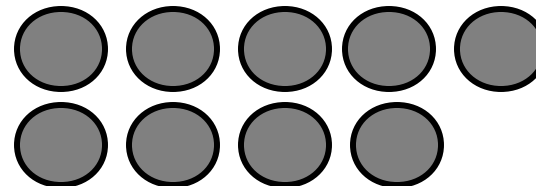
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## QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

17

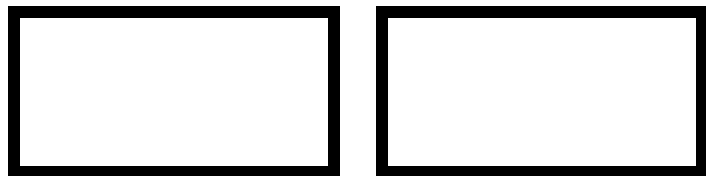
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18

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



20

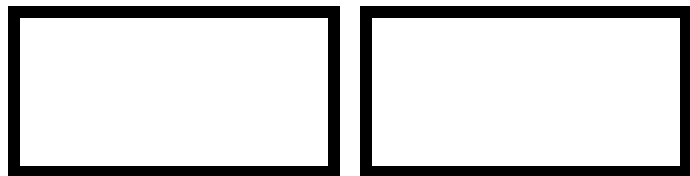
23

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02

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



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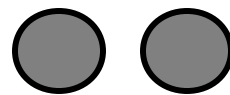
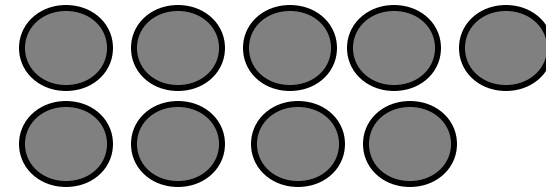
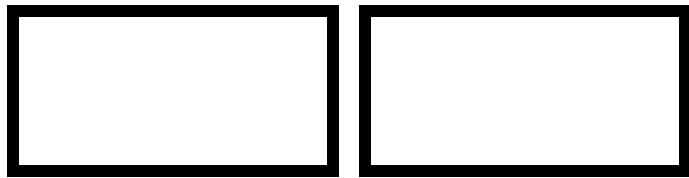
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22

29

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



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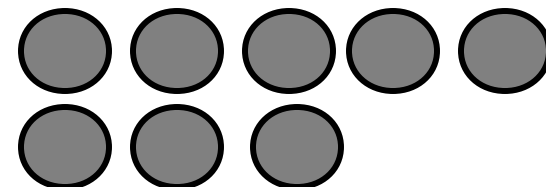
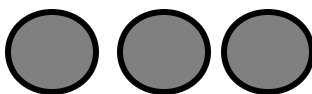
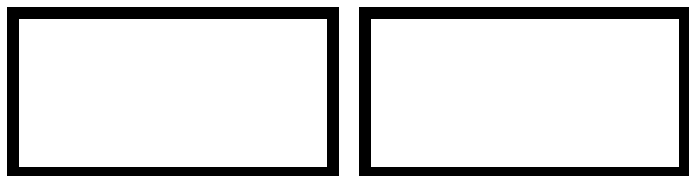
12

19

20

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



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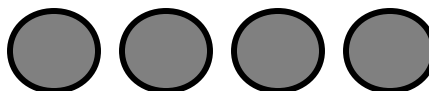
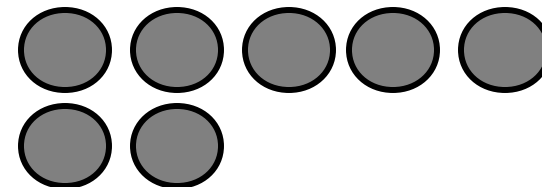
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13

18

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



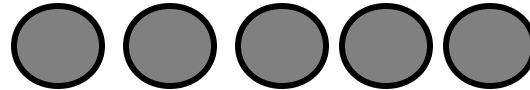
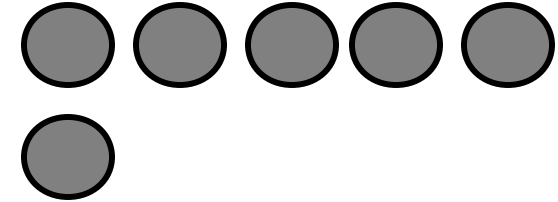
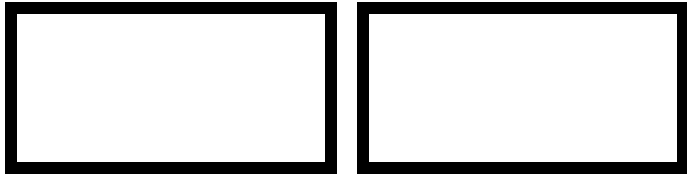
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QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



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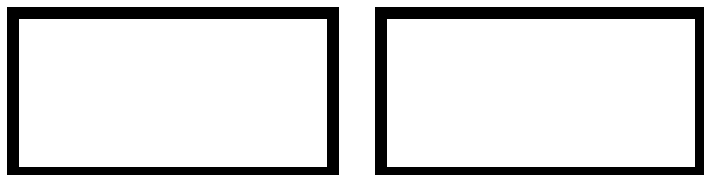
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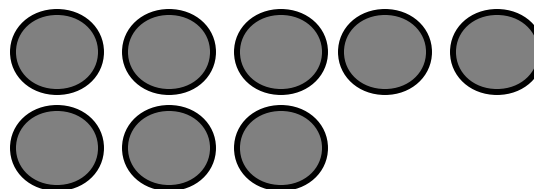
QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.

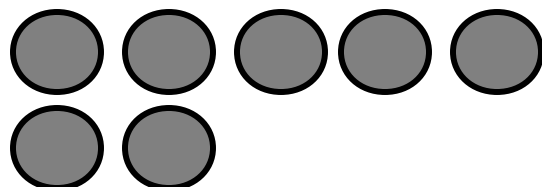




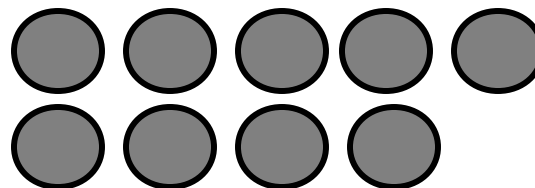
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## QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

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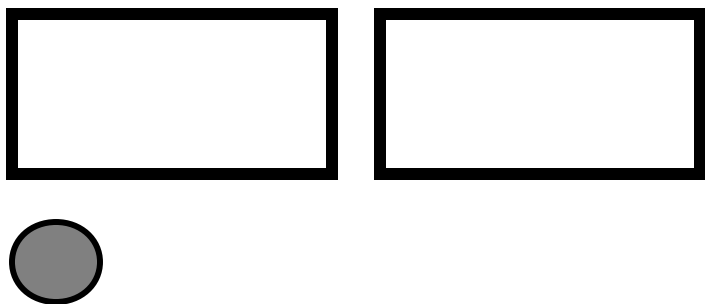
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19

18

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



21

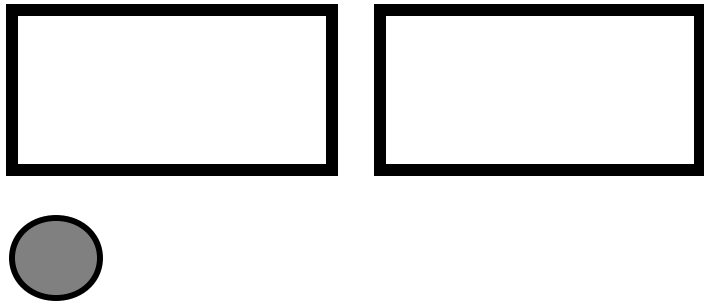
12

21

28

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



21

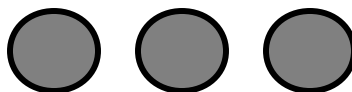
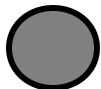
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QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



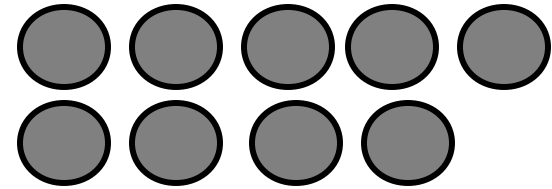
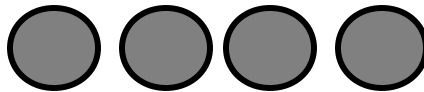
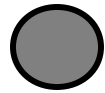
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13

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



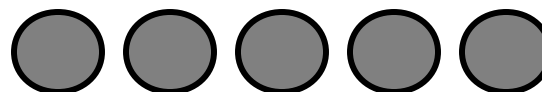
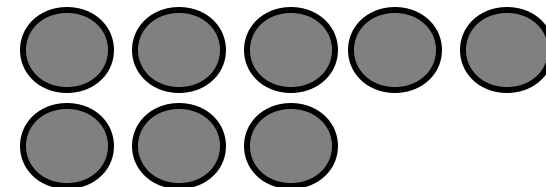
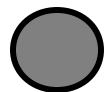
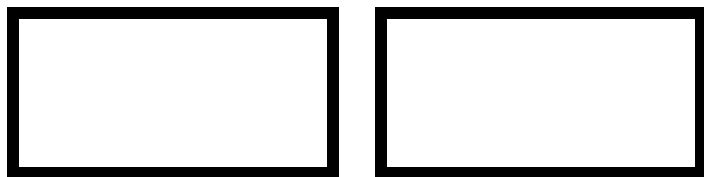
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19

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QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



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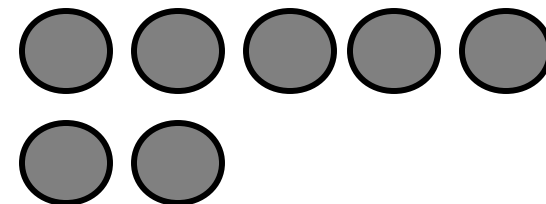
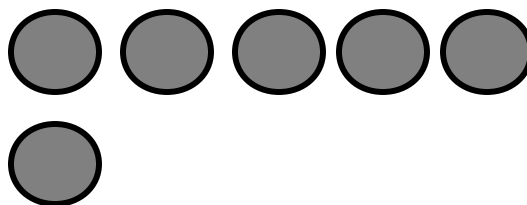
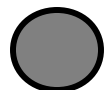
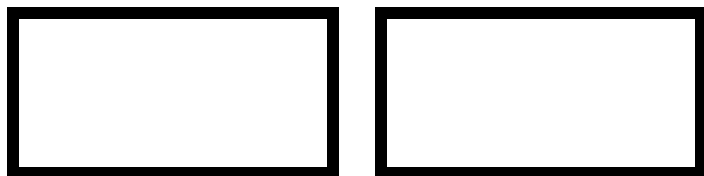
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21

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



21

16

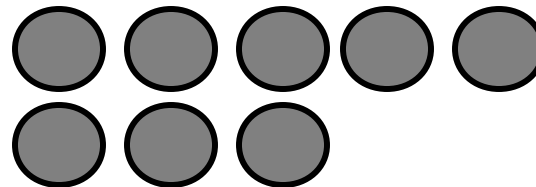
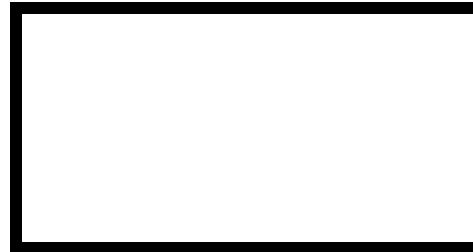
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QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.

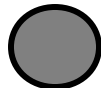
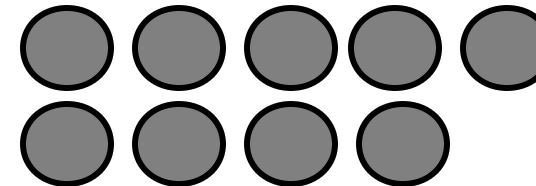


# SCHEDA DI VERIFICA



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QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

20

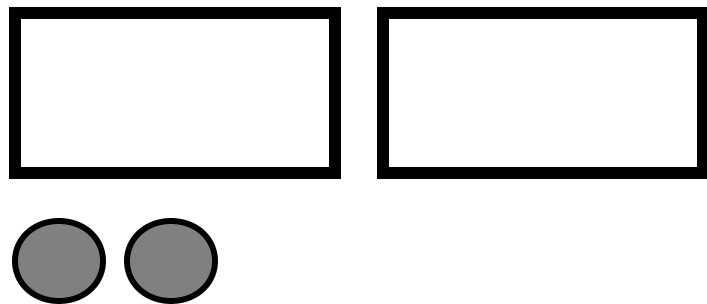
21

19

18

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



22

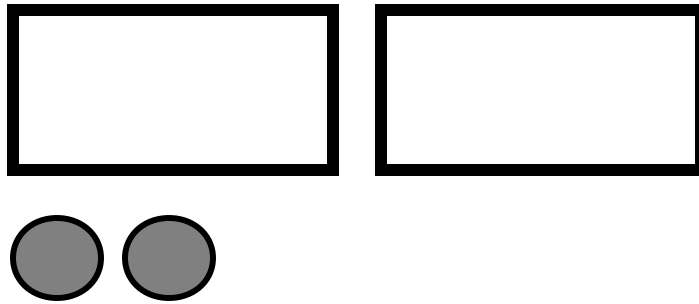
22

20

28

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



22

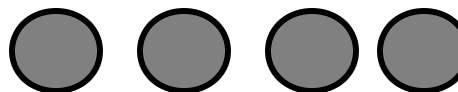
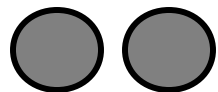
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22

29

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



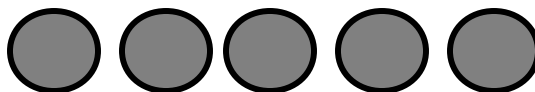
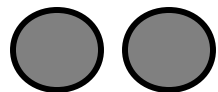
21

14

22

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



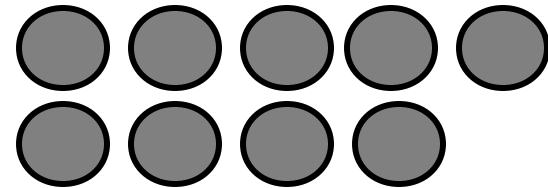
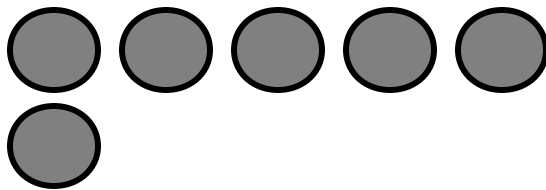
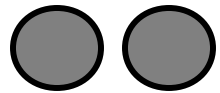
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22

15

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



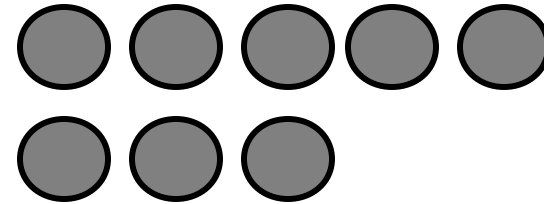
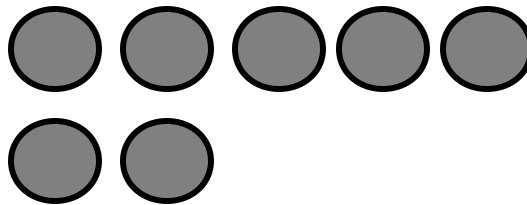
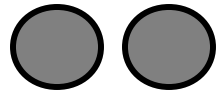
22

19

16

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



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22

18

QUANTITA' E NUMERI

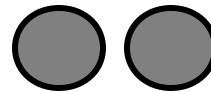
Far associare le quantità ai numeri e viceversa.



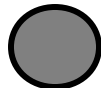
# SCHEDA DI VERIFICA



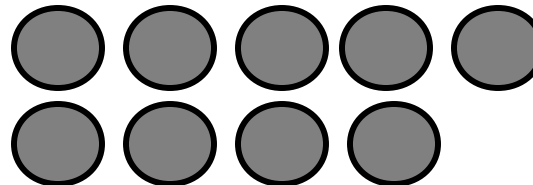
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## QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

20

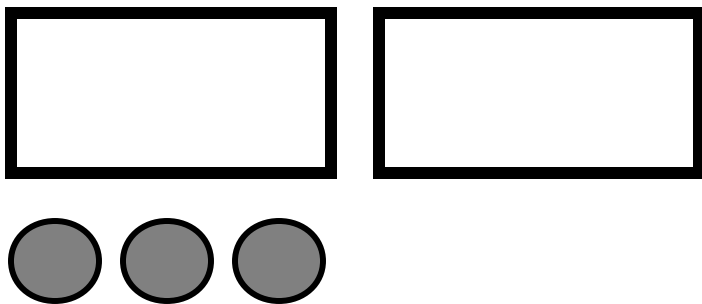
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19

22

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



23

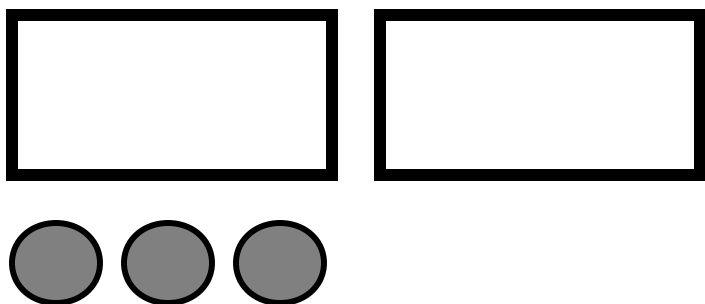
23

32

28

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



23

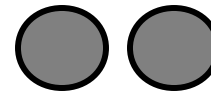
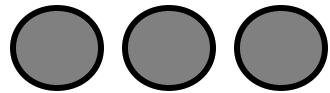
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23

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



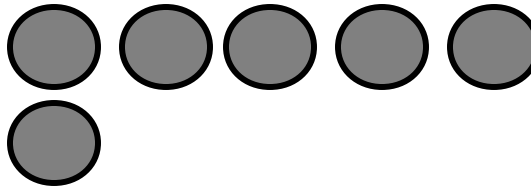
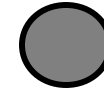
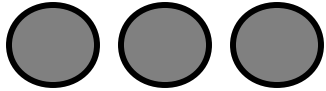
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22

15

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



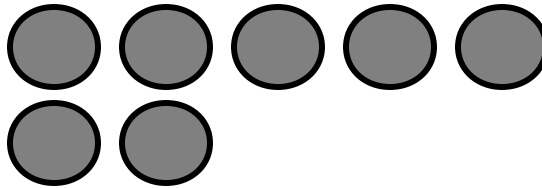
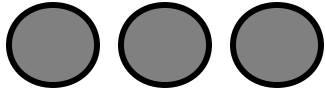
16

23

21

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



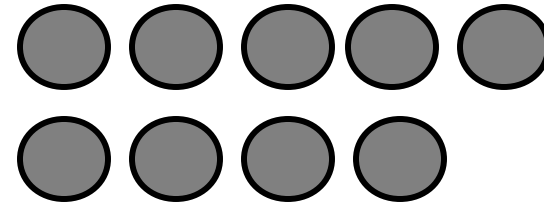
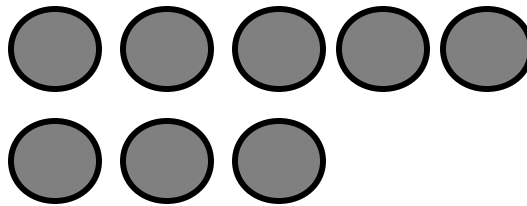
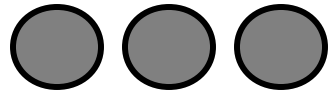
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17

23

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



23

18

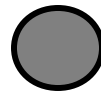
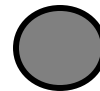
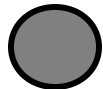
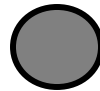
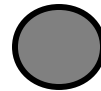
19

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

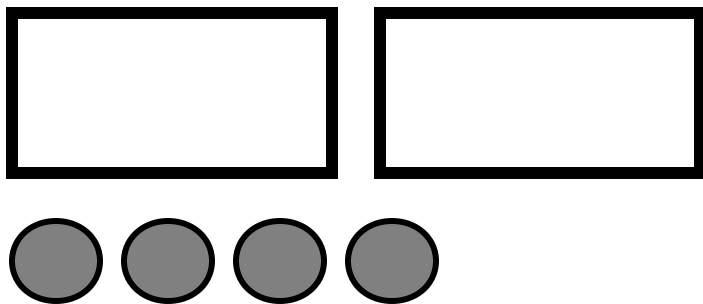
21

23

22

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



24

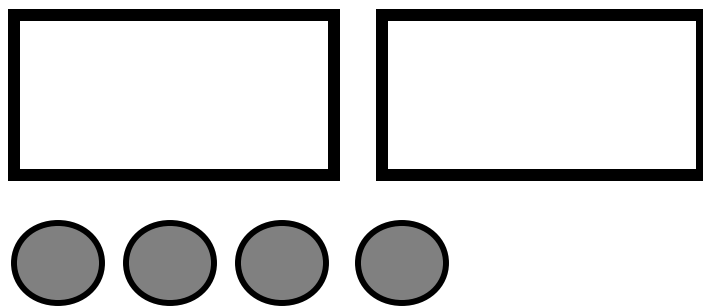
24

20

42

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



24

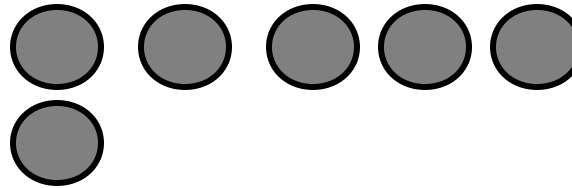
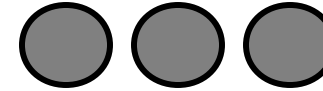
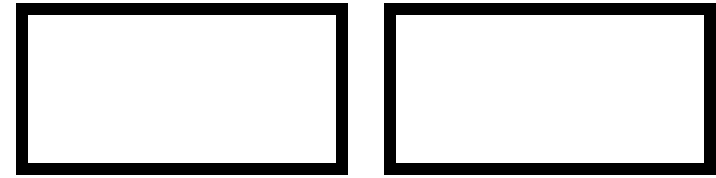
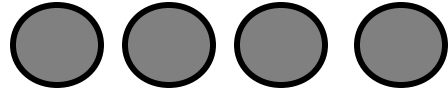
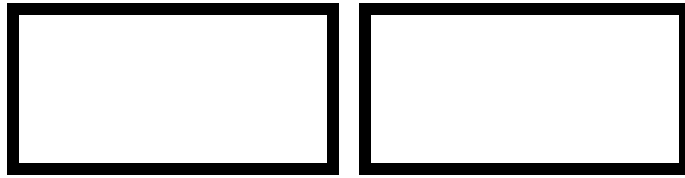
2

24

42

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



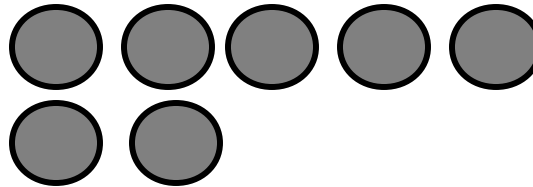
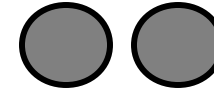
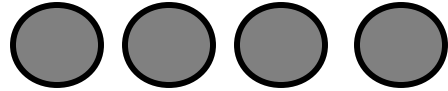
23

16

24

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



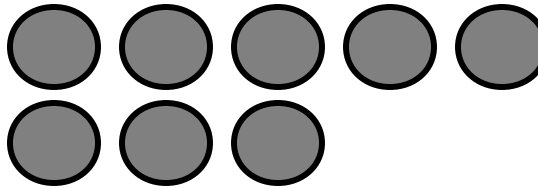
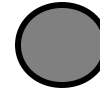
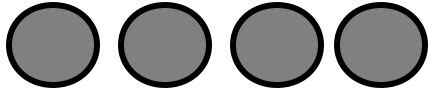
24

22

17

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



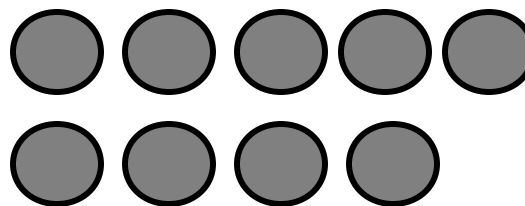
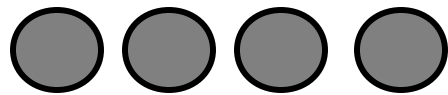
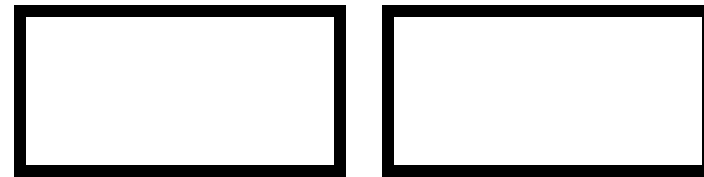
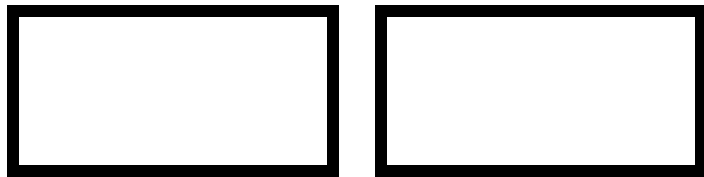
21

24

18

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



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24

19

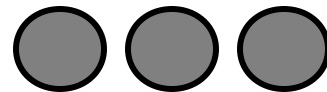
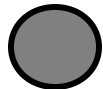
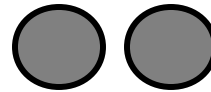
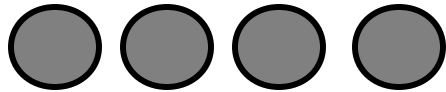
20

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

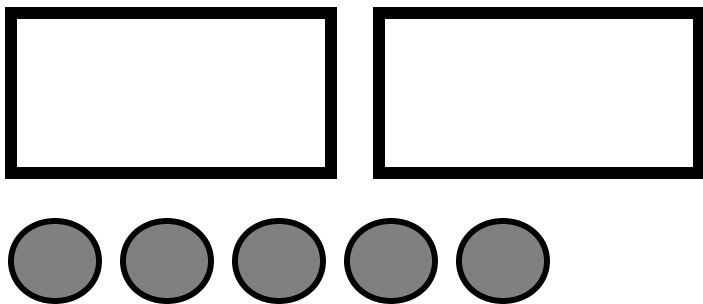
21

23

22

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



25

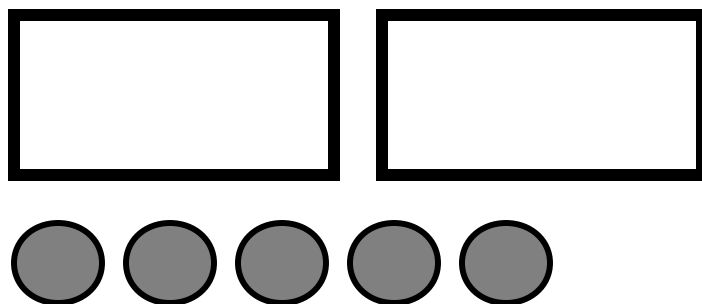
15

25

52

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



25

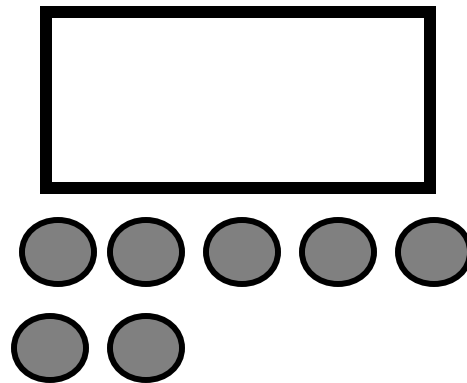
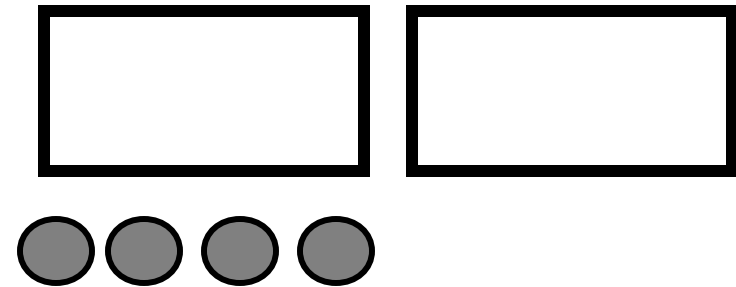
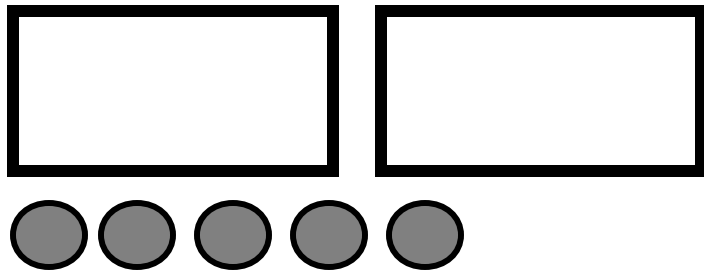
25

22

29

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



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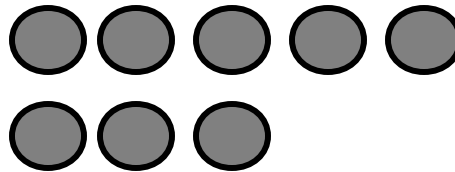
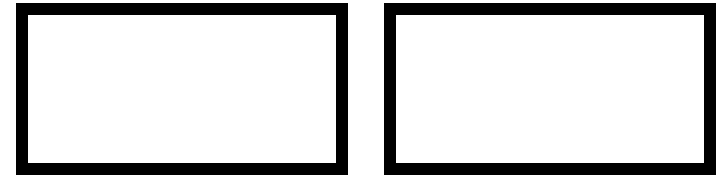
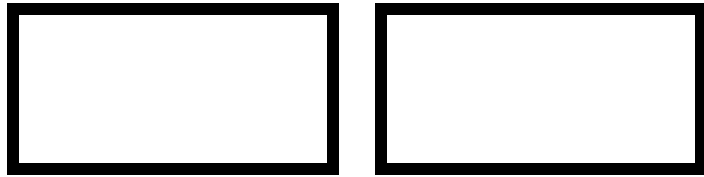
17

25

24

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



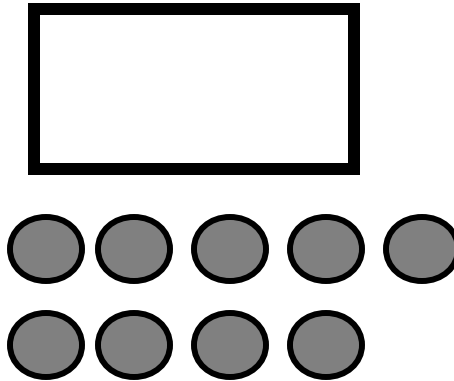
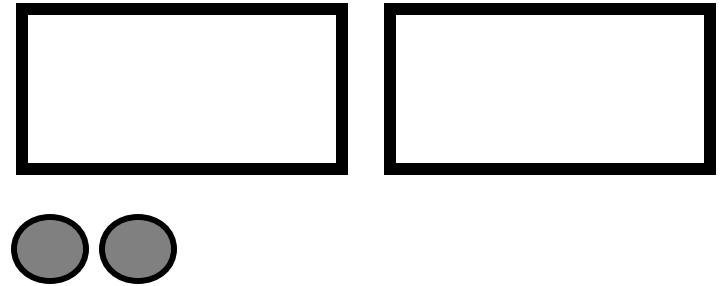
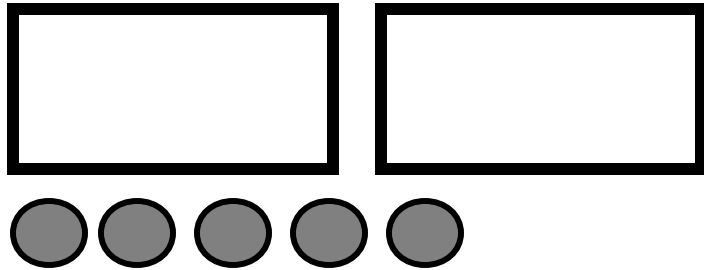
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23

18

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



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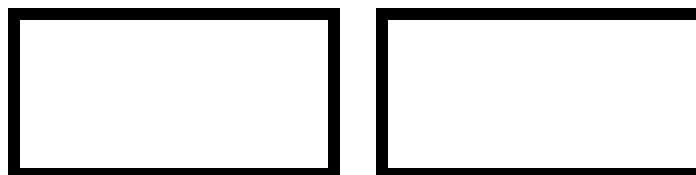
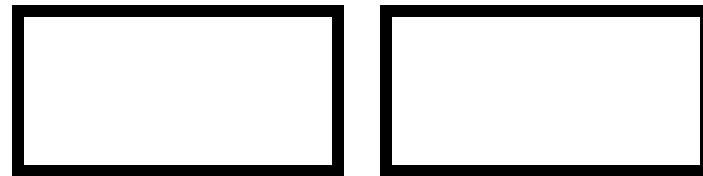
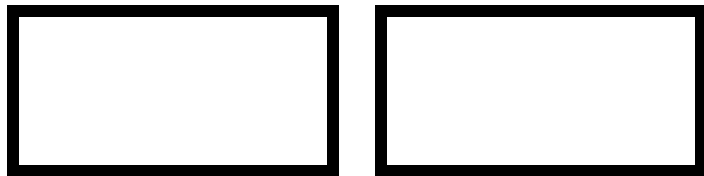
19

22

25

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



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25

21

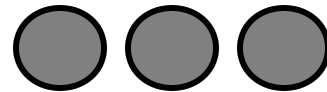
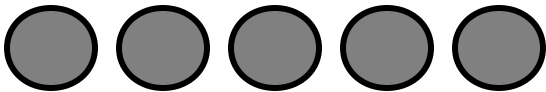
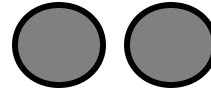
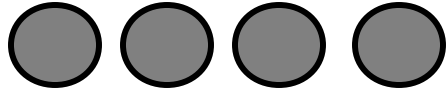
20

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

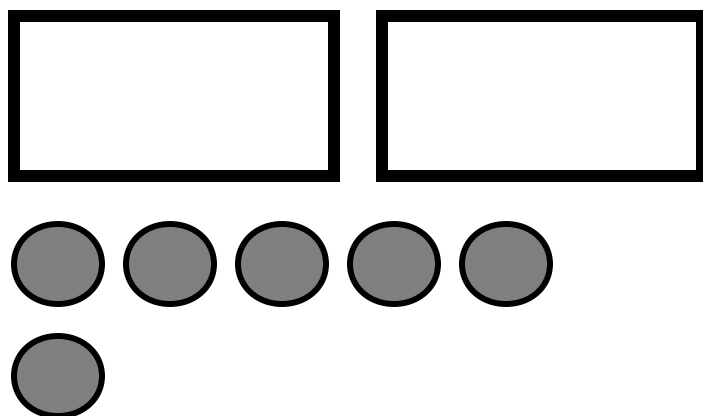
25

23

22

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



26

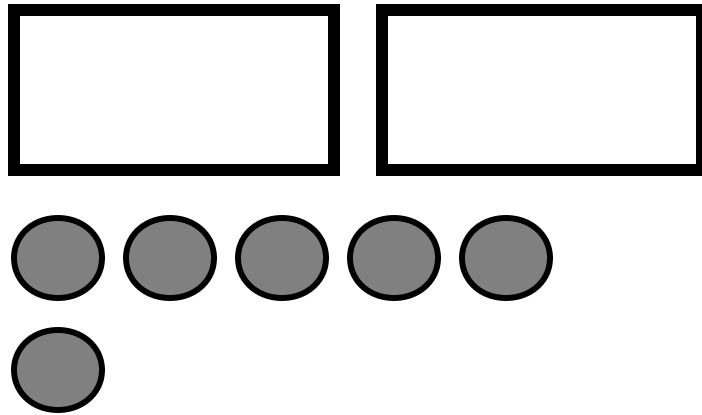
23

26

28

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



26

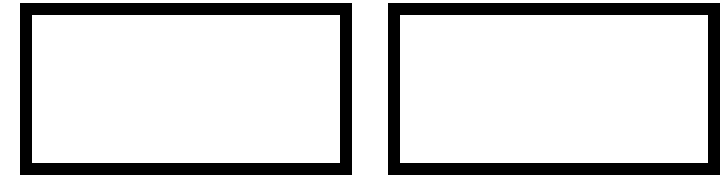
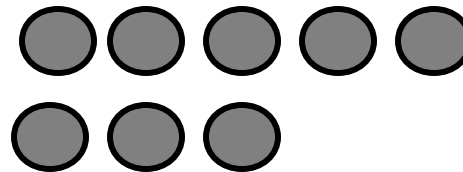
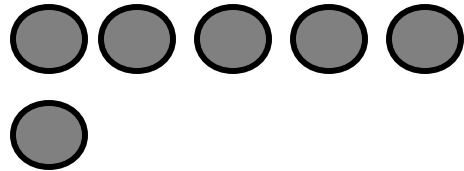
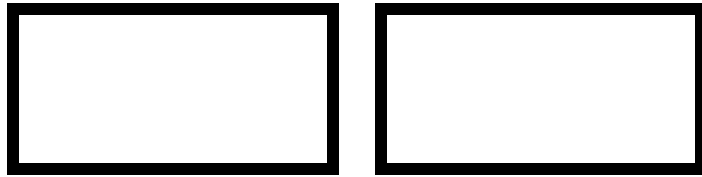
62

29

26

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



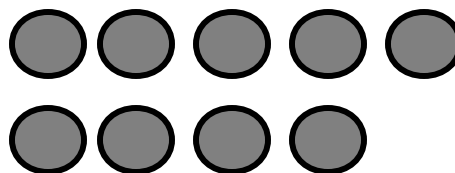
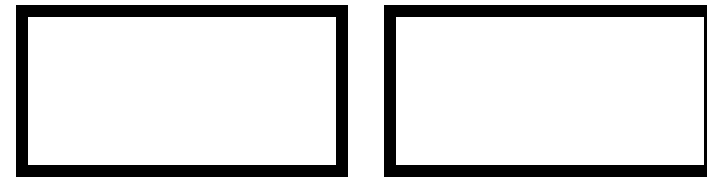
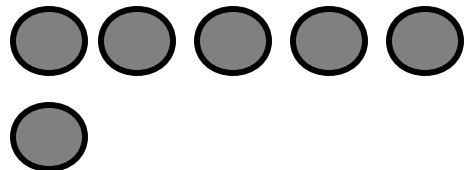
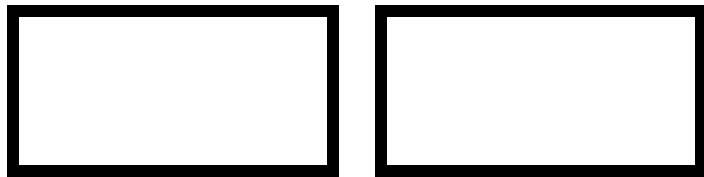
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18

26

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



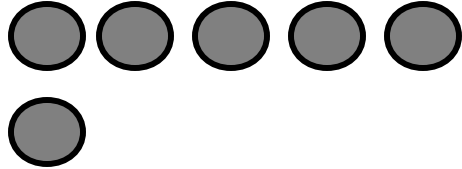
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19

24

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



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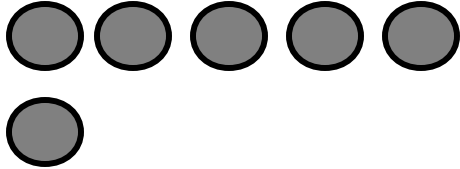
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23

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



22

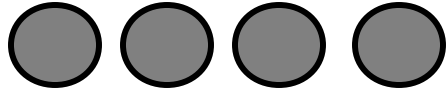
21

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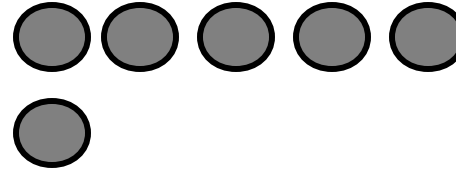
QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.

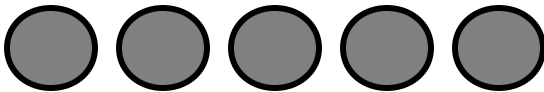




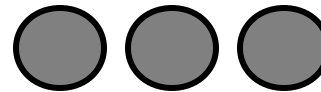
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**QUANTITA' E NUMERI**  
Far scrivere i numeri corrispondenti alle quantità.

24

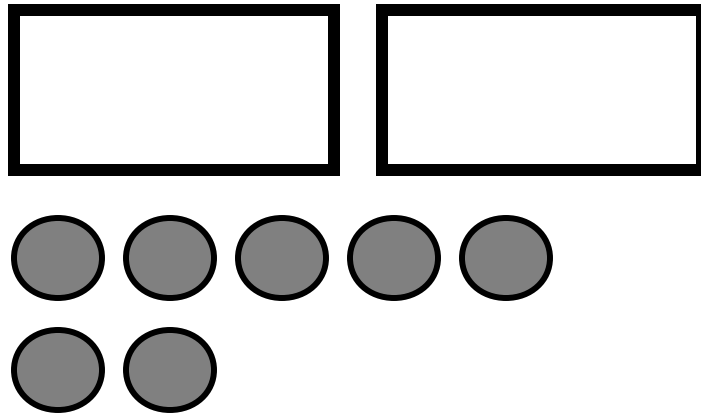
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**QUANTITA' E NUMERI**

Far disegnare le quantità corrispondenti ai numeri.



27

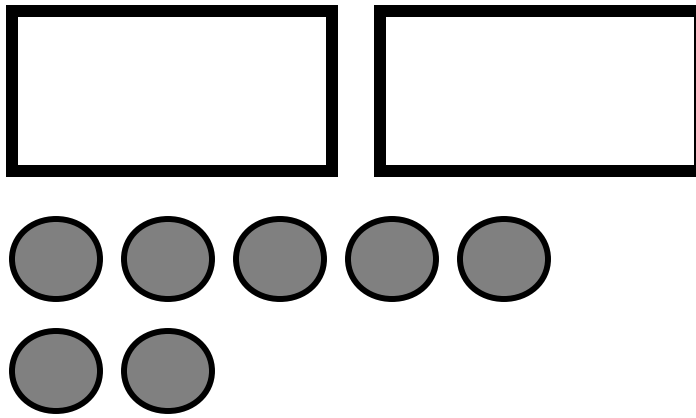
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72

17

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



27

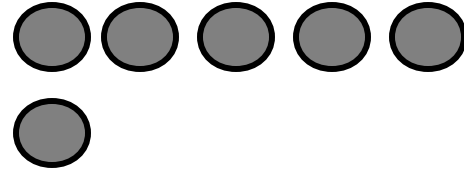
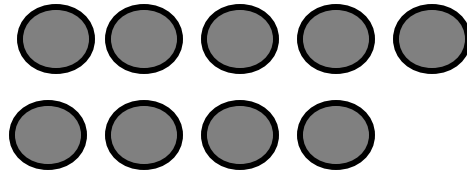
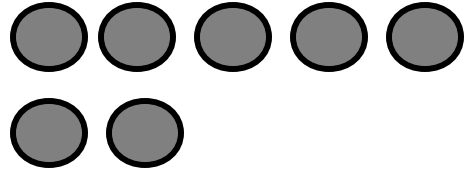
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QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



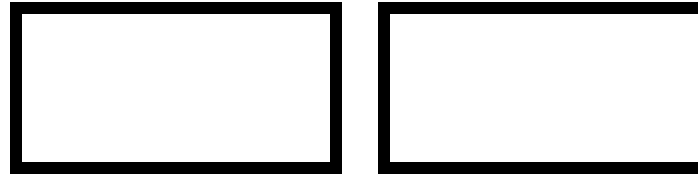
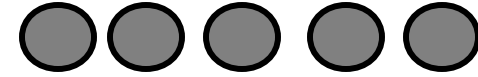
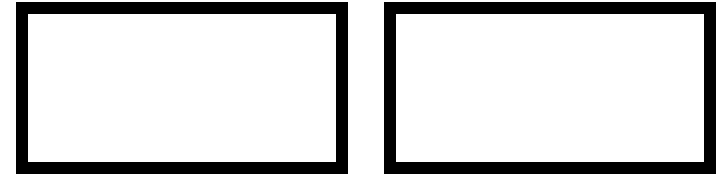
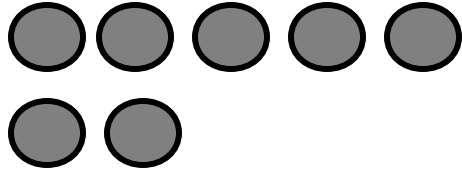
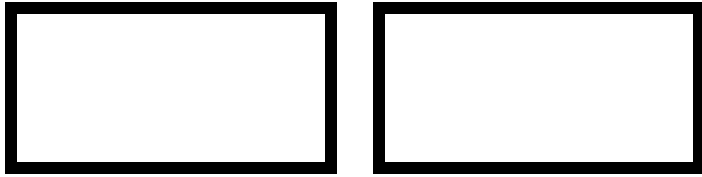
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19

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



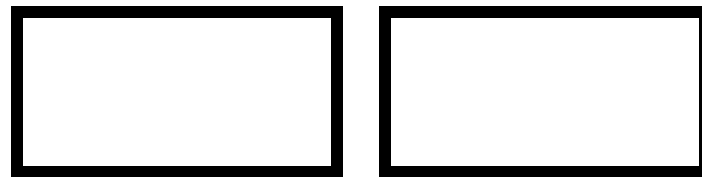
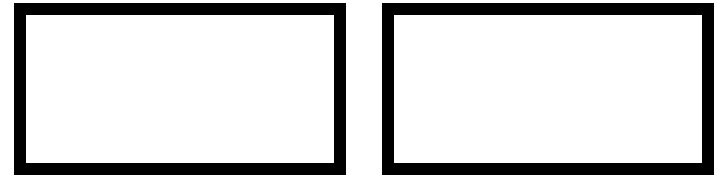
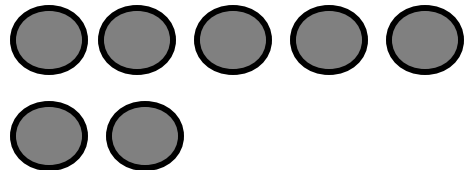
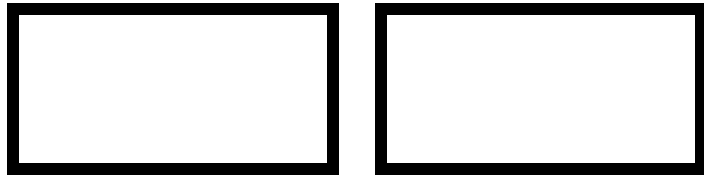
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QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



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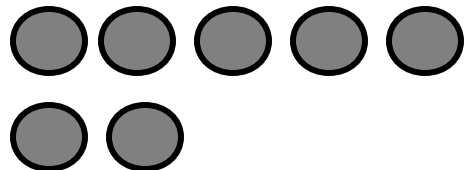
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QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



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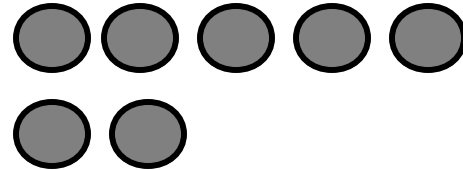
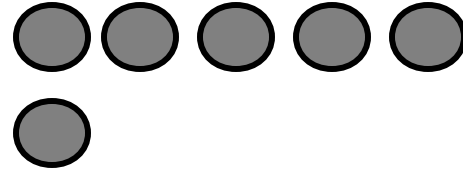
22

23

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.





## QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

24

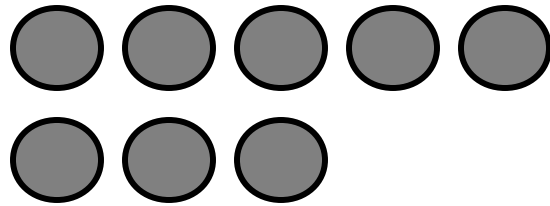
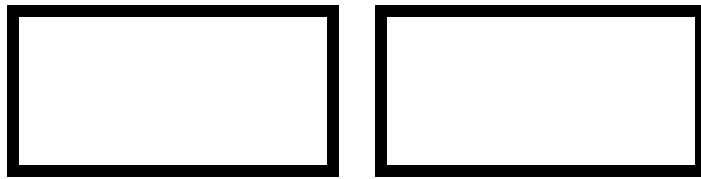
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26

QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



28

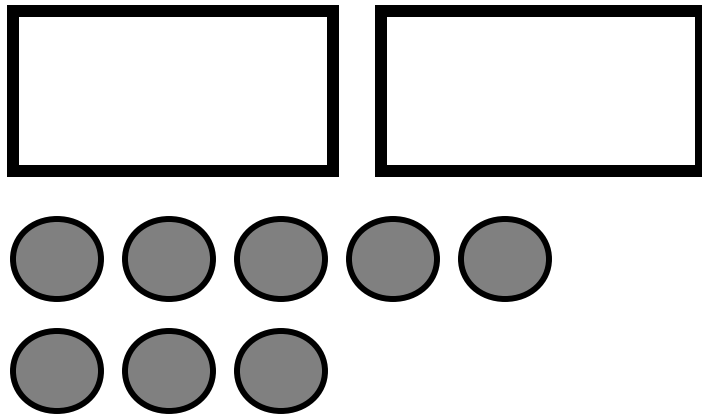
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28

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



28

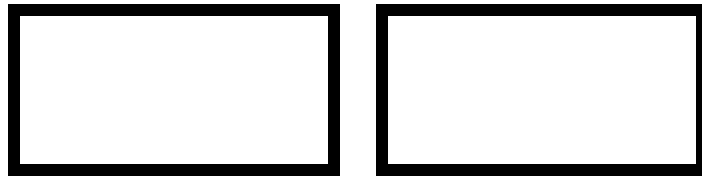
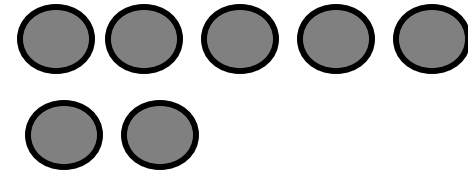
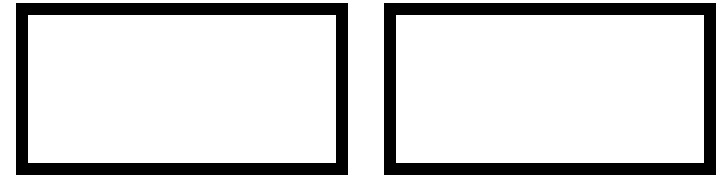
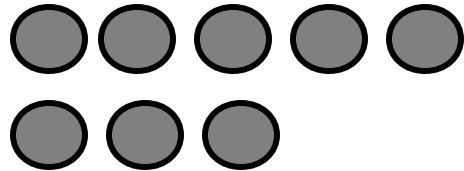
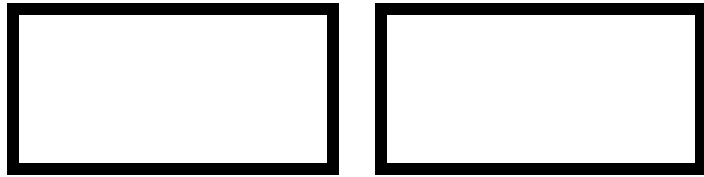
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QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



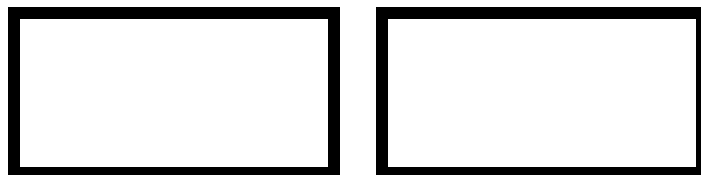
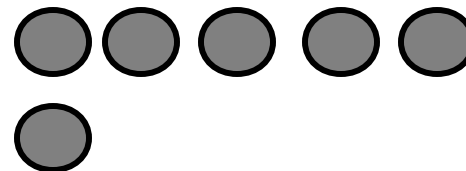
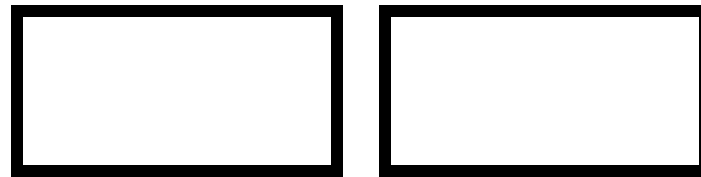
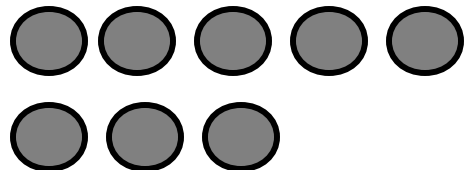
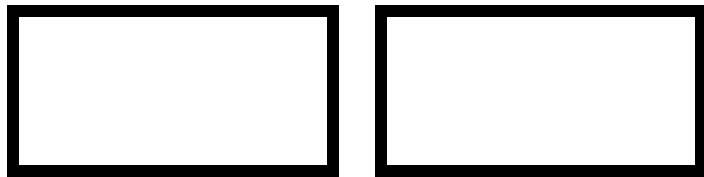
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28

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



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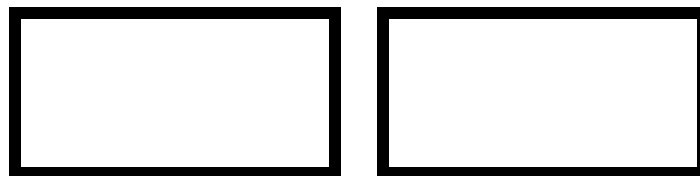
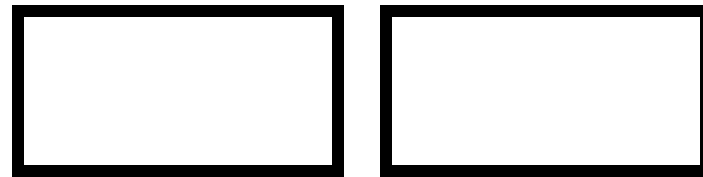
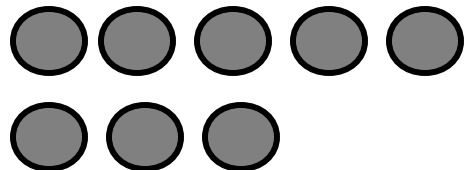
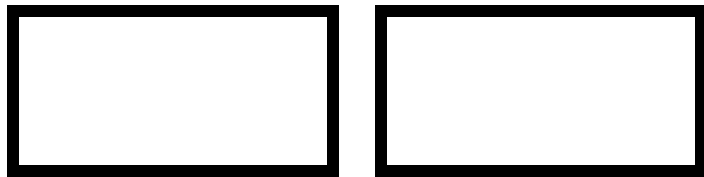
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21

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



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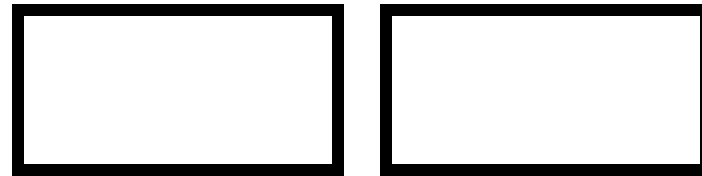
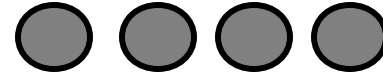
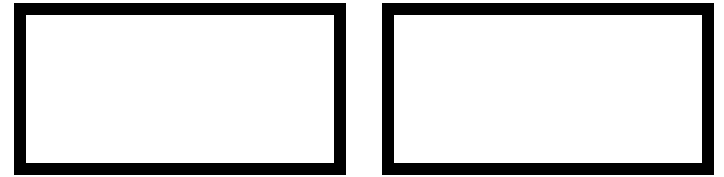
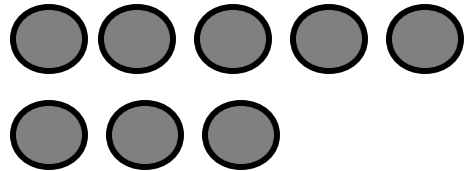
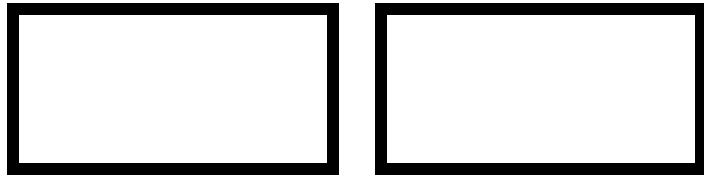
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22

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



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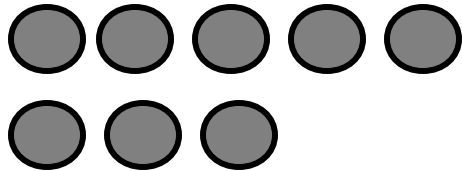
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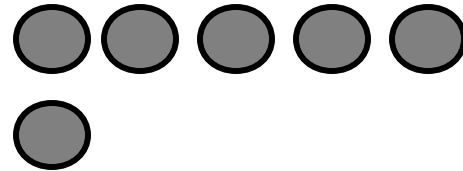
QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.

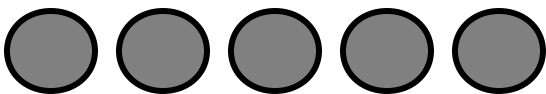




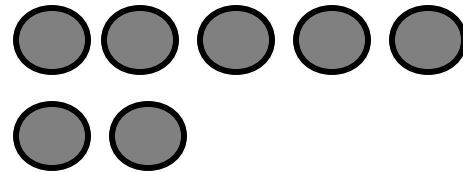
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## QUANTITA' E NUMERI

Far scrivere i numeri corrispondenti alle quantità.

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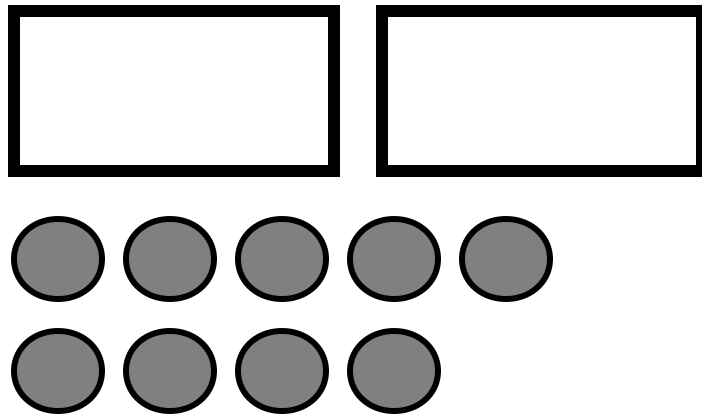
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**QUANTITA' E NUMERI**

Far disegnare le quantità corrispondenti ai numeri.



29

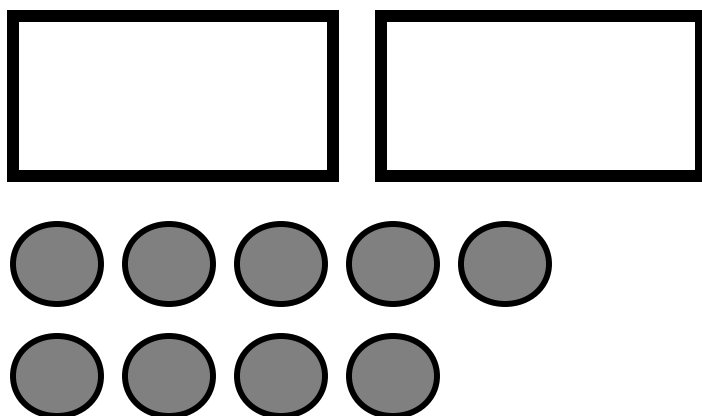
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28

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



29

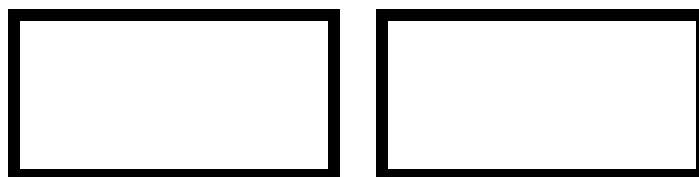
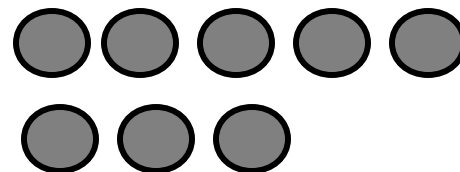
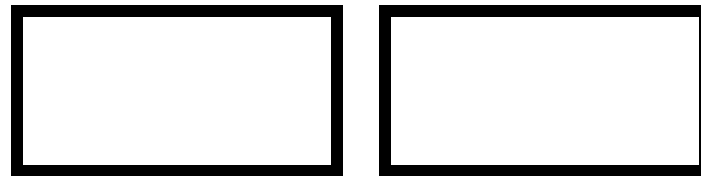
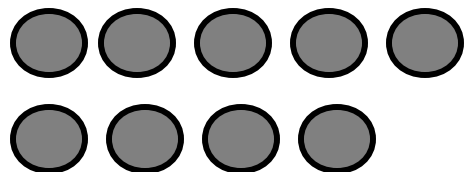
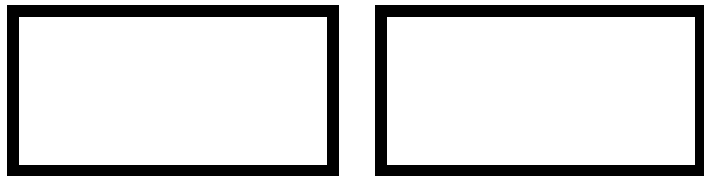
92

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29

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



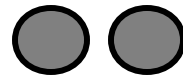
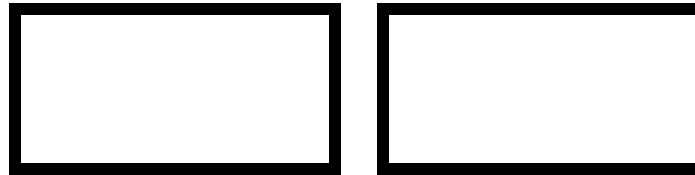
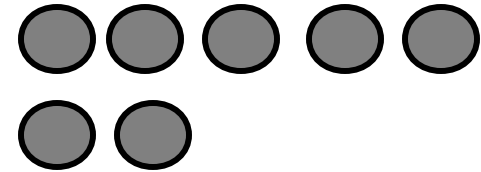
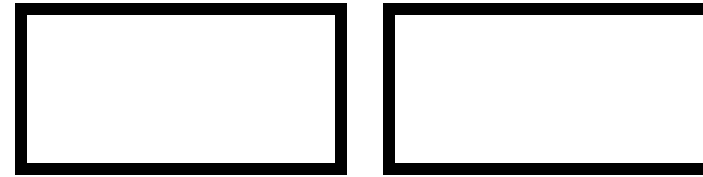
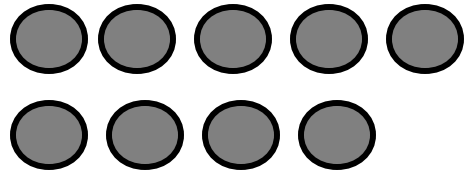
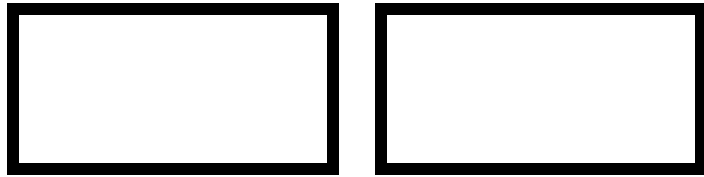
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QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



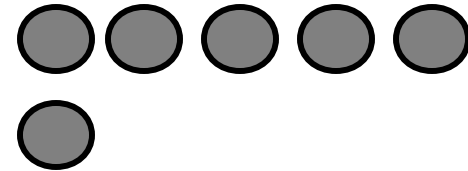
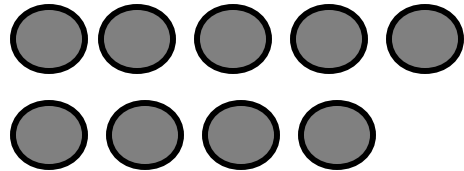
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QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



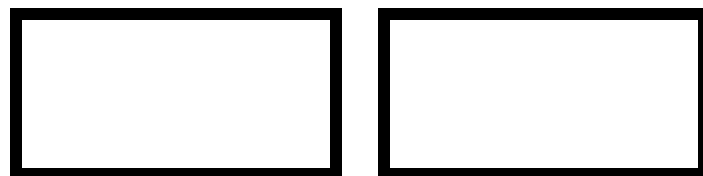
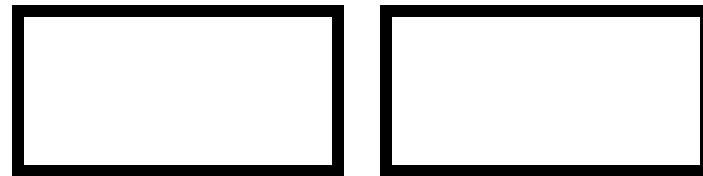
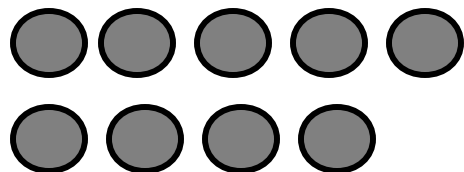
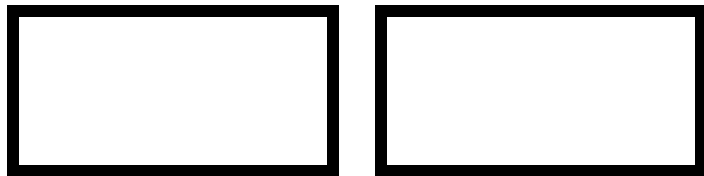
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QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



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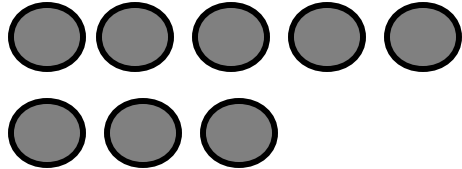
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QUANTITA' E NUMERI

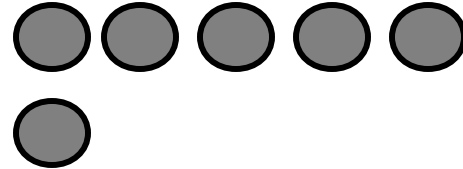
Far associare le quantità ai numeri e viceversa.



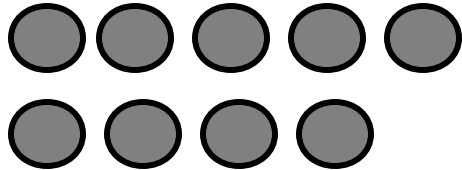
# SCHEDA DI VERIFICA



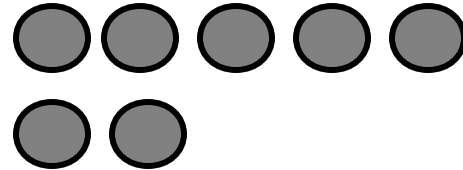
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QUANTITA' E NUMERI  
Far scrivere i numeri corrispondenti alle quantità.

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QUANTITA' E NUMERI

Far disegnare le quantità corrispondenti ai numeri.



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QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



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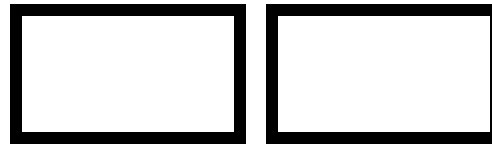
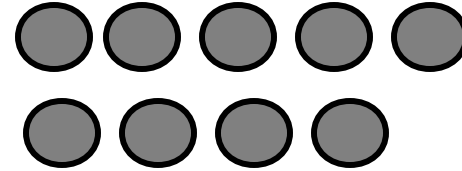
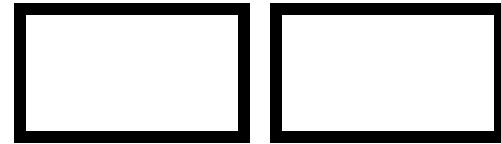
3

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23

QUANTITA' E NUMERI

Dopo aver evidenziato le quantità far associare i numeri uguali.



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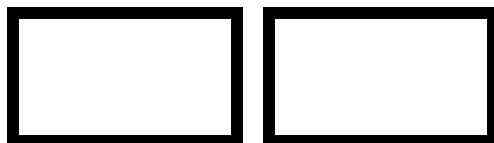
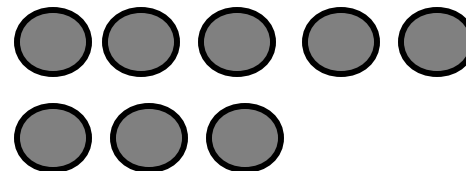
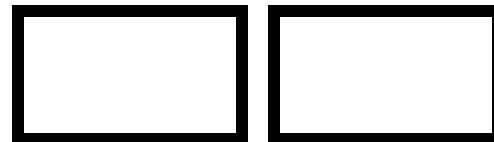
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22

29

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



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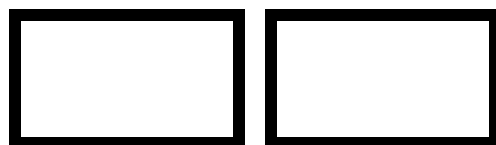
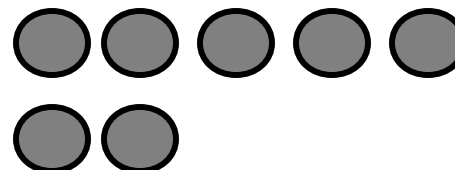
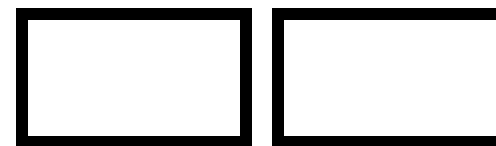
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QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



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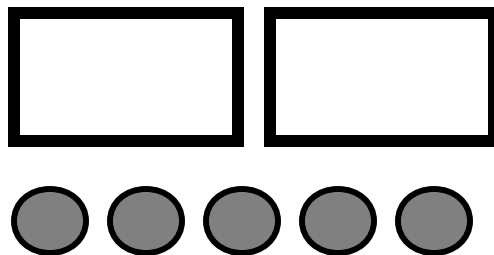
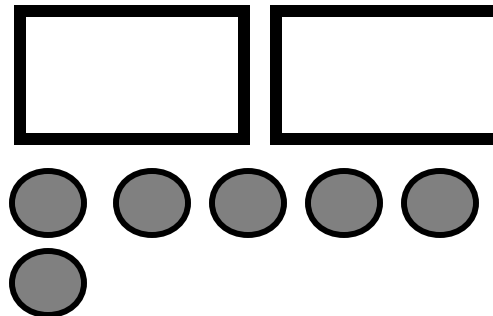
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27

QUANTITA' E NUMERI

Far associare le quantità ai numeri e viceversa.



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30

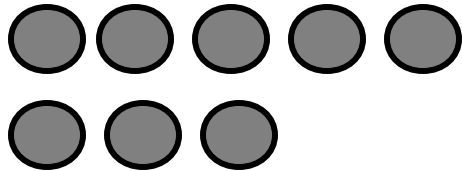
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25

QUANTITA' E NUMERI

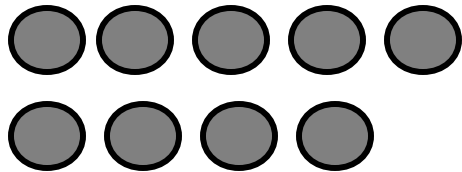
Far associare le quantità ai numeri e viceversa.



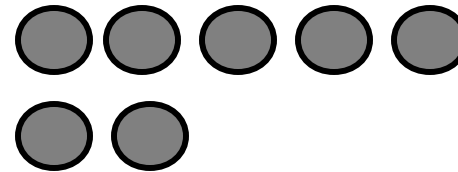


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**QUANTITA' E NUMERI**  
Far scrivere i numeri corrispondenti alle quantità.

28

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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.

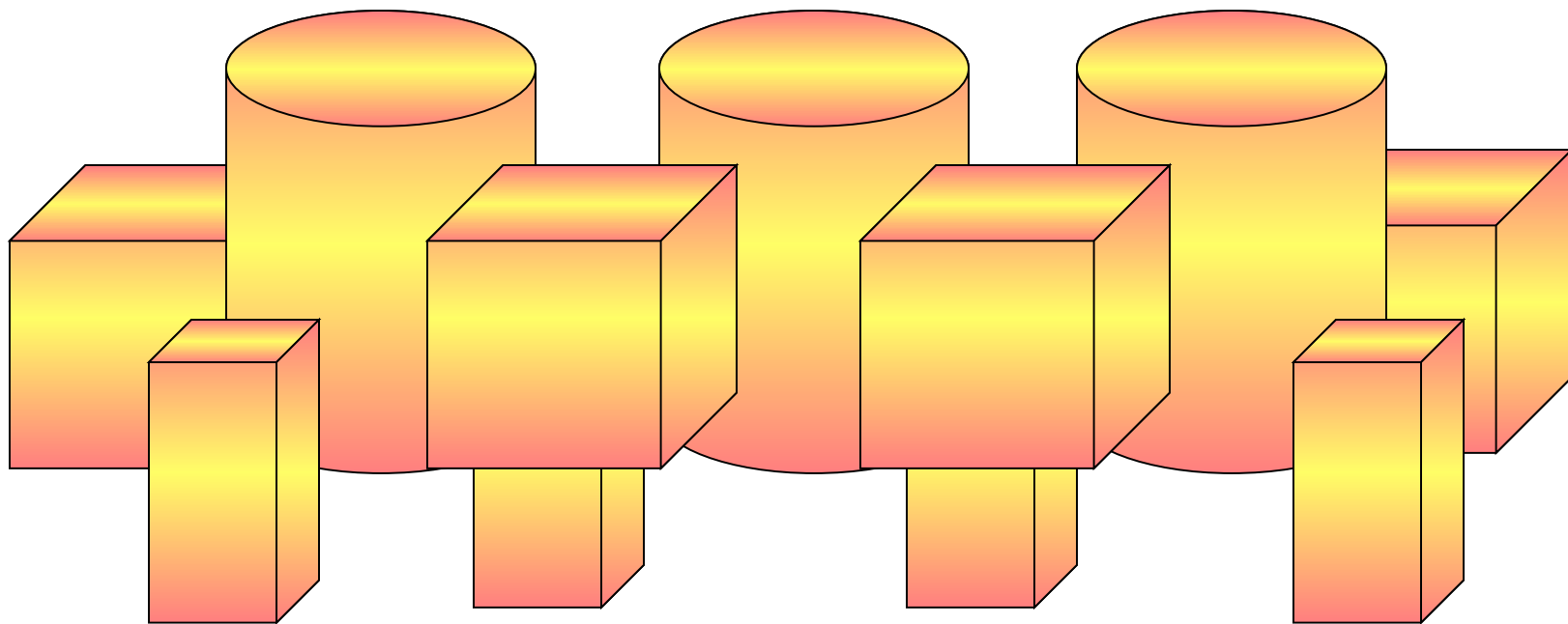
### *UTILIZZAZIONE*

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.



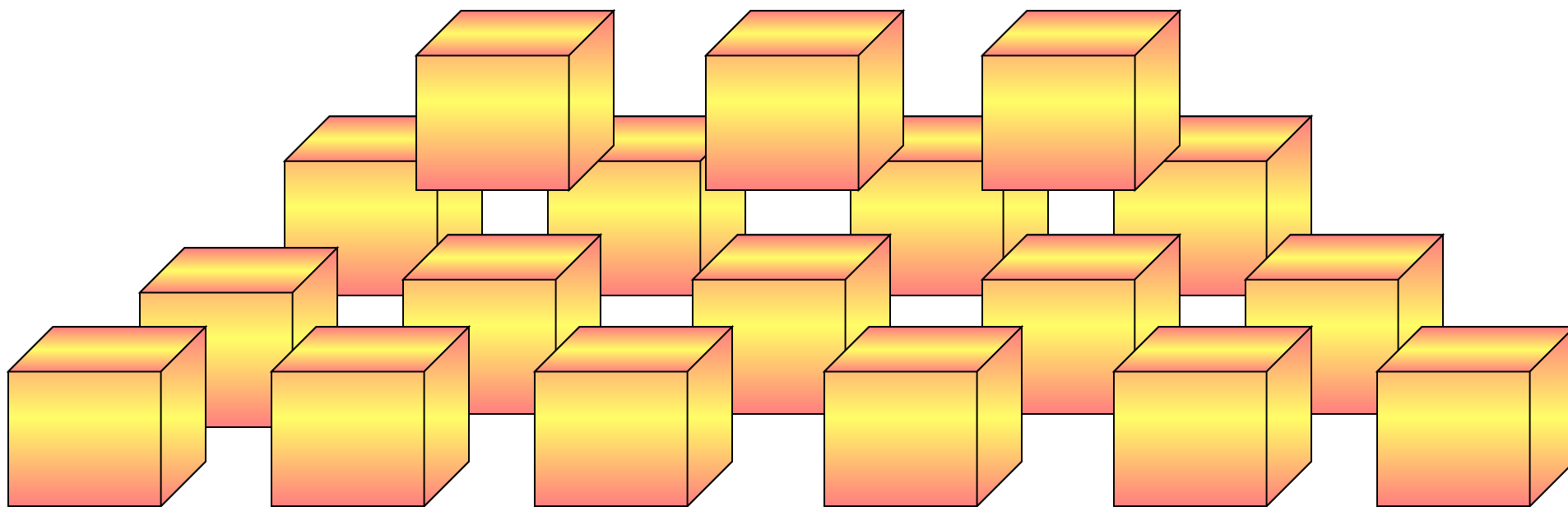
7

13

11

NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.



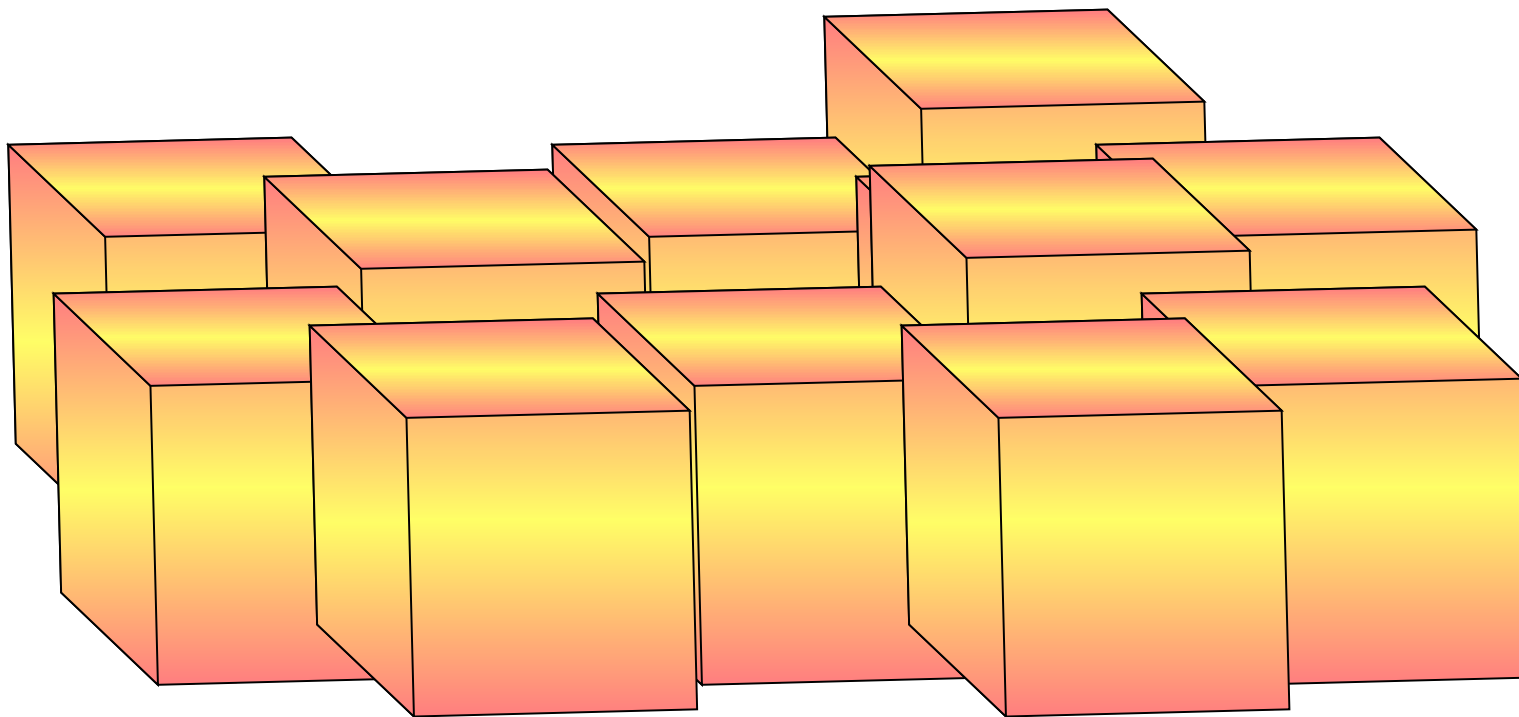
11

18

14

NUMERAZIONE E PROSPETTIVA

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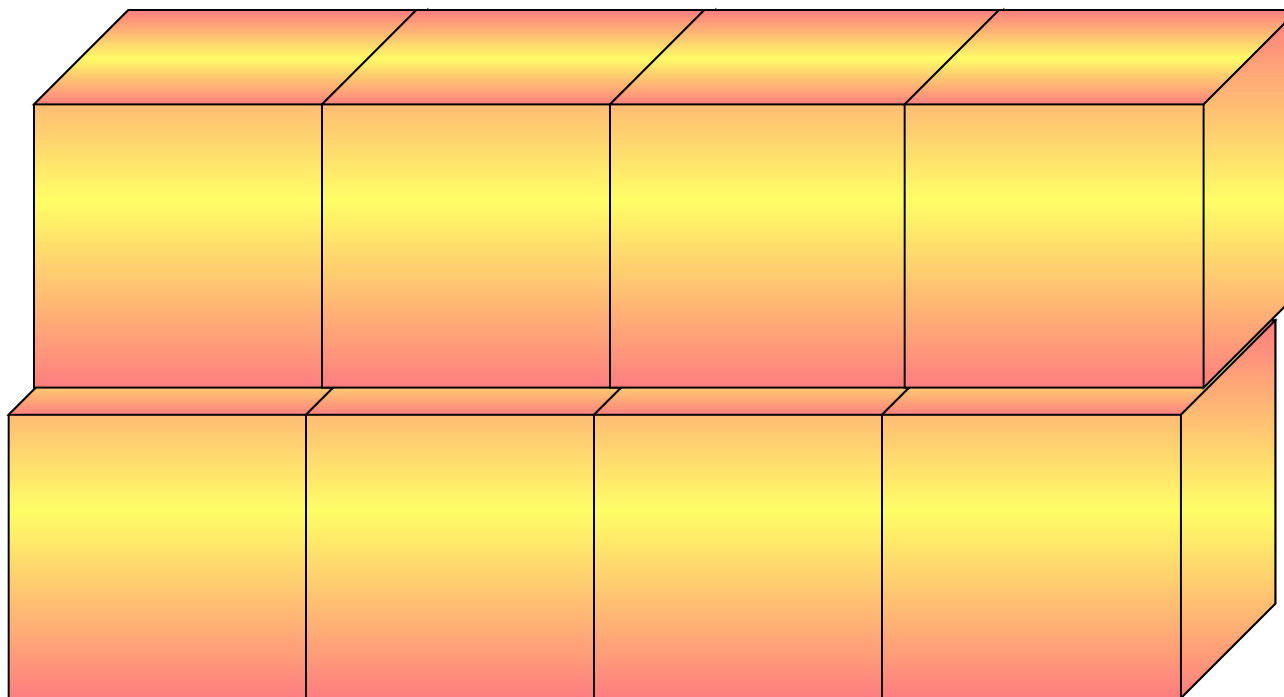
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1 1

5

NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.



10

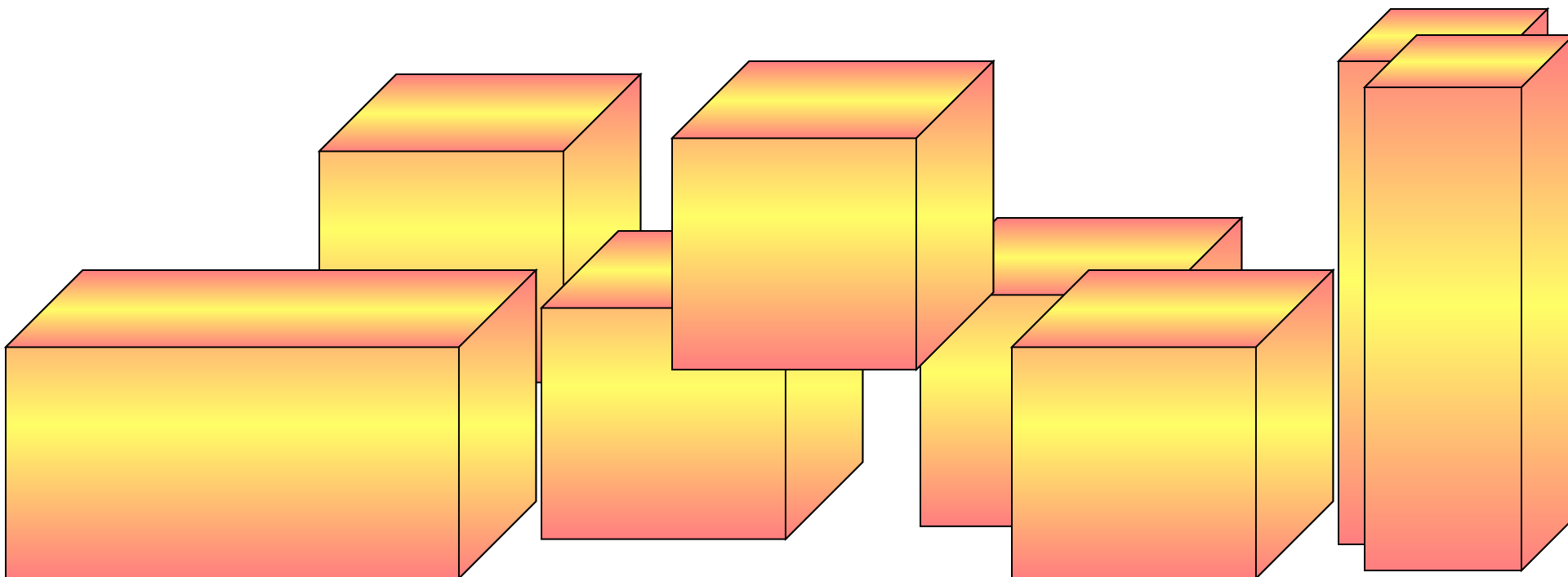
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8

NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.





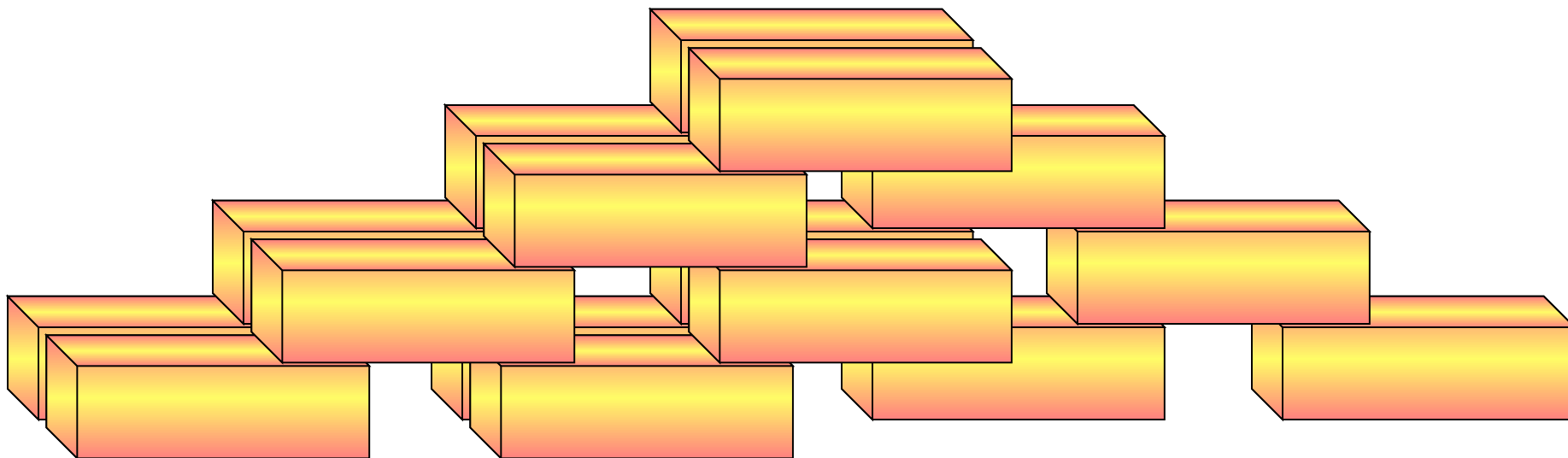
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NUMERAZIONE E PROSPETTIVA

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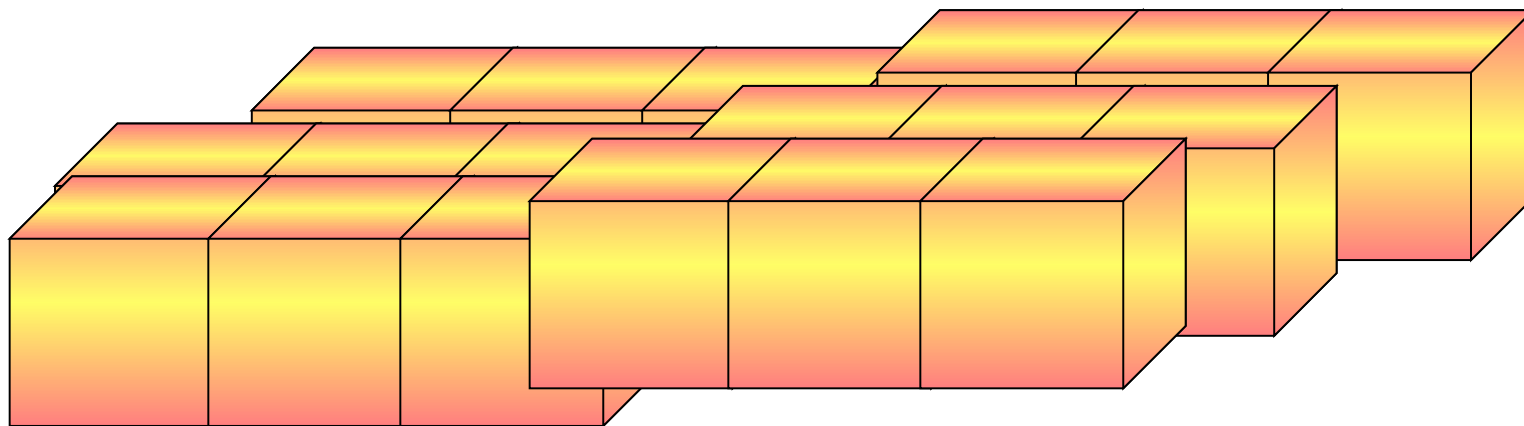
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12

NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.



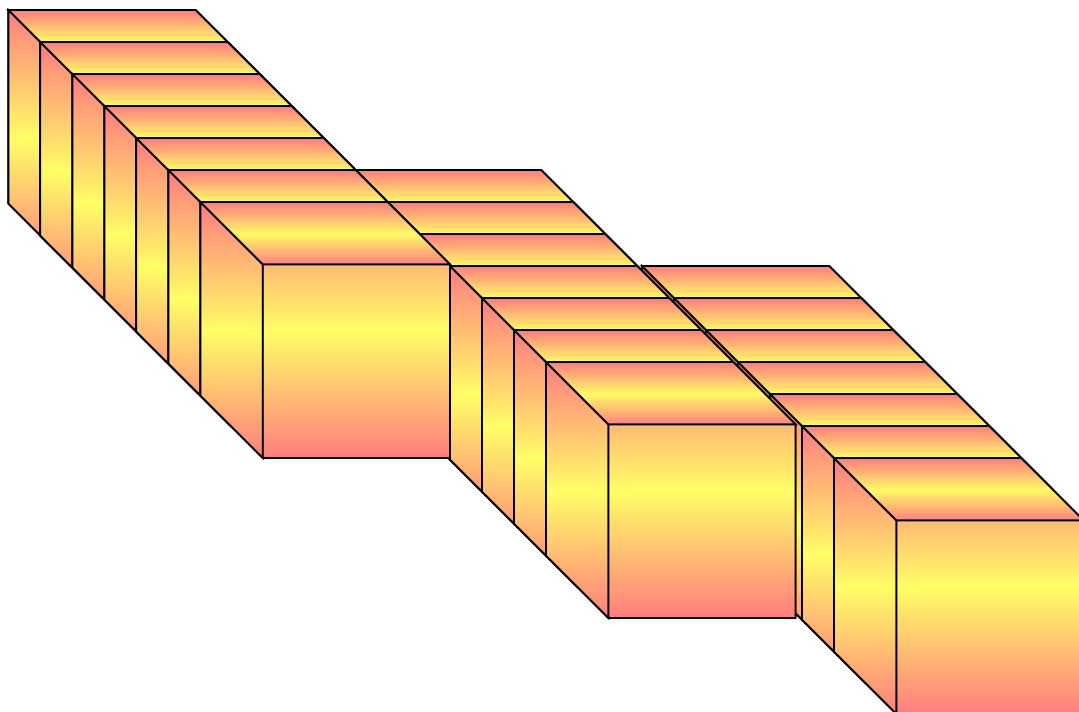
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NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.



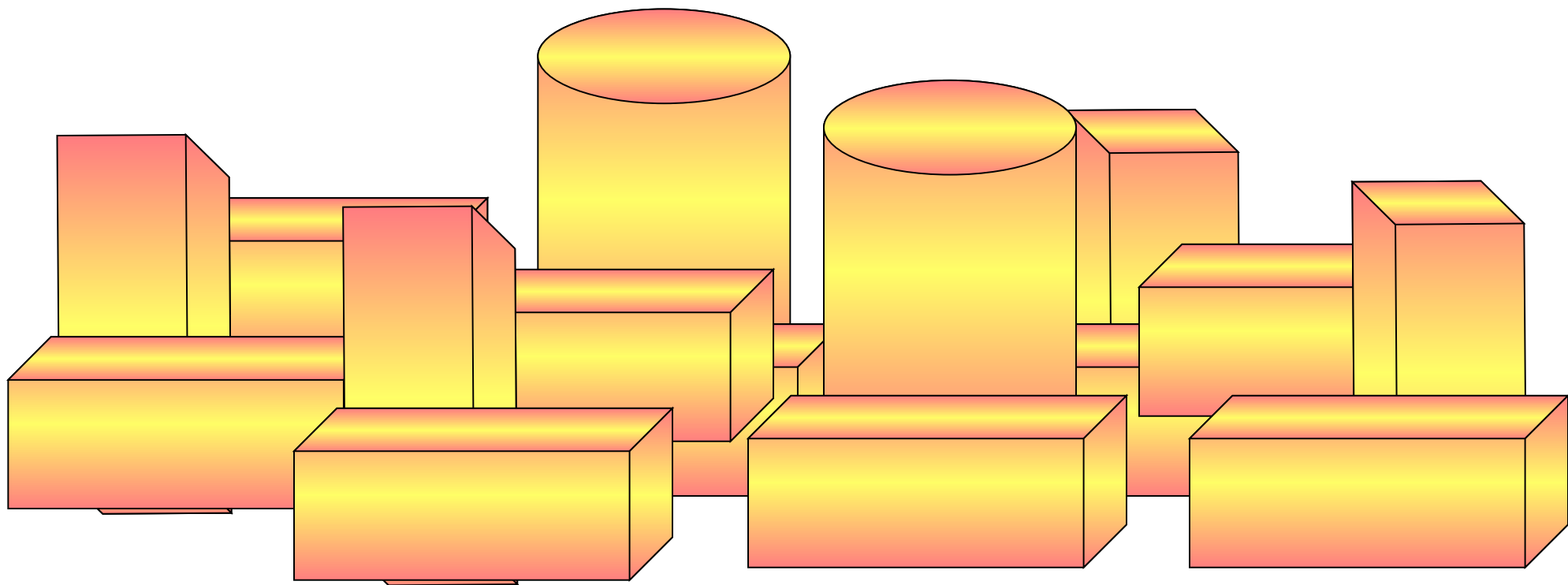
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NUMERAZIONE E PROSPETTIVA

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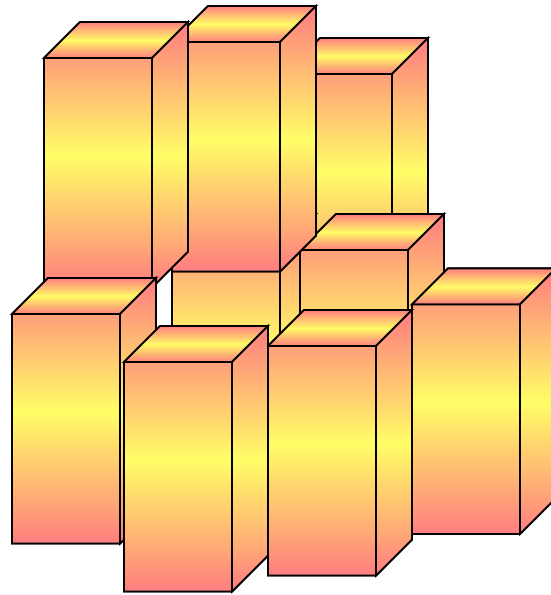
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NUMERAZIONE E PROSPETTIVA

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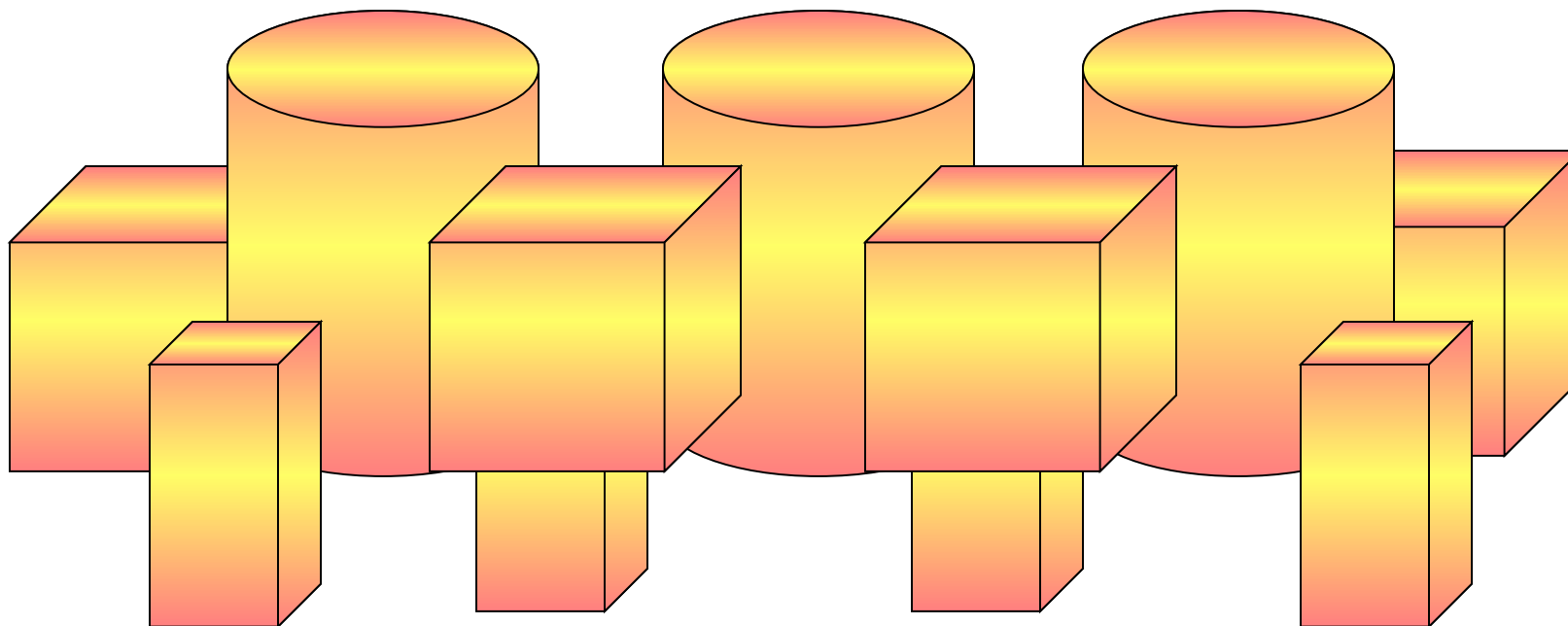
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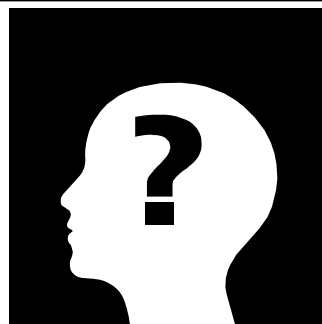
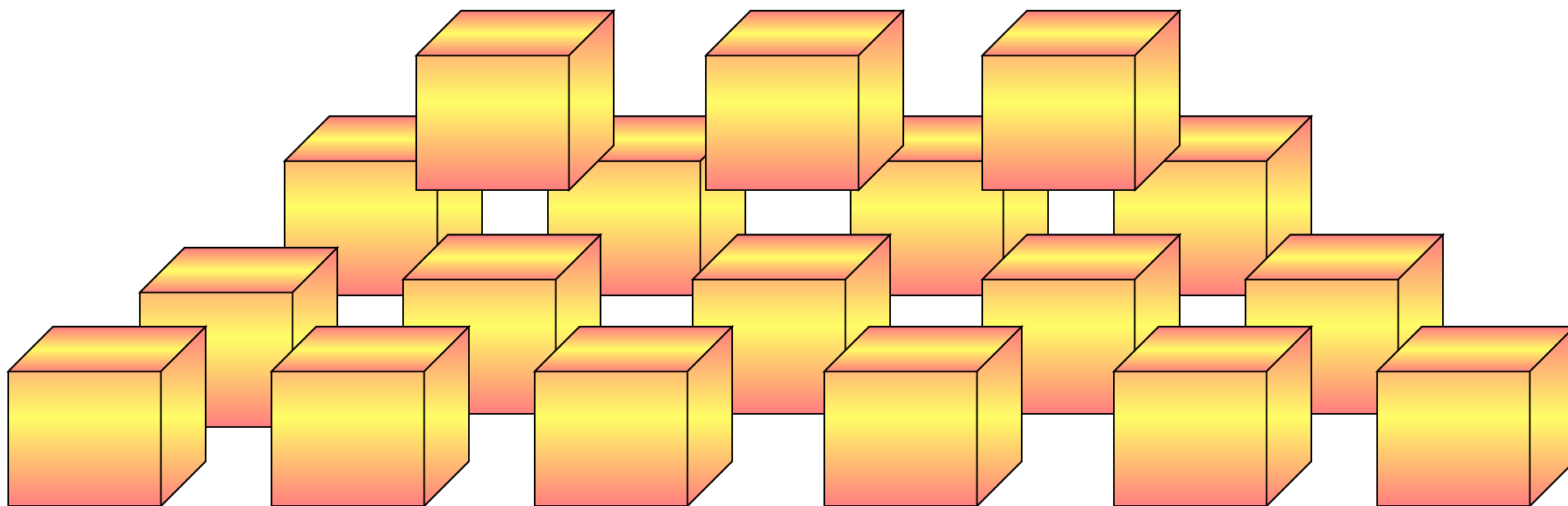
NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.



## NUMERAZIONE E PROSPETTIVA

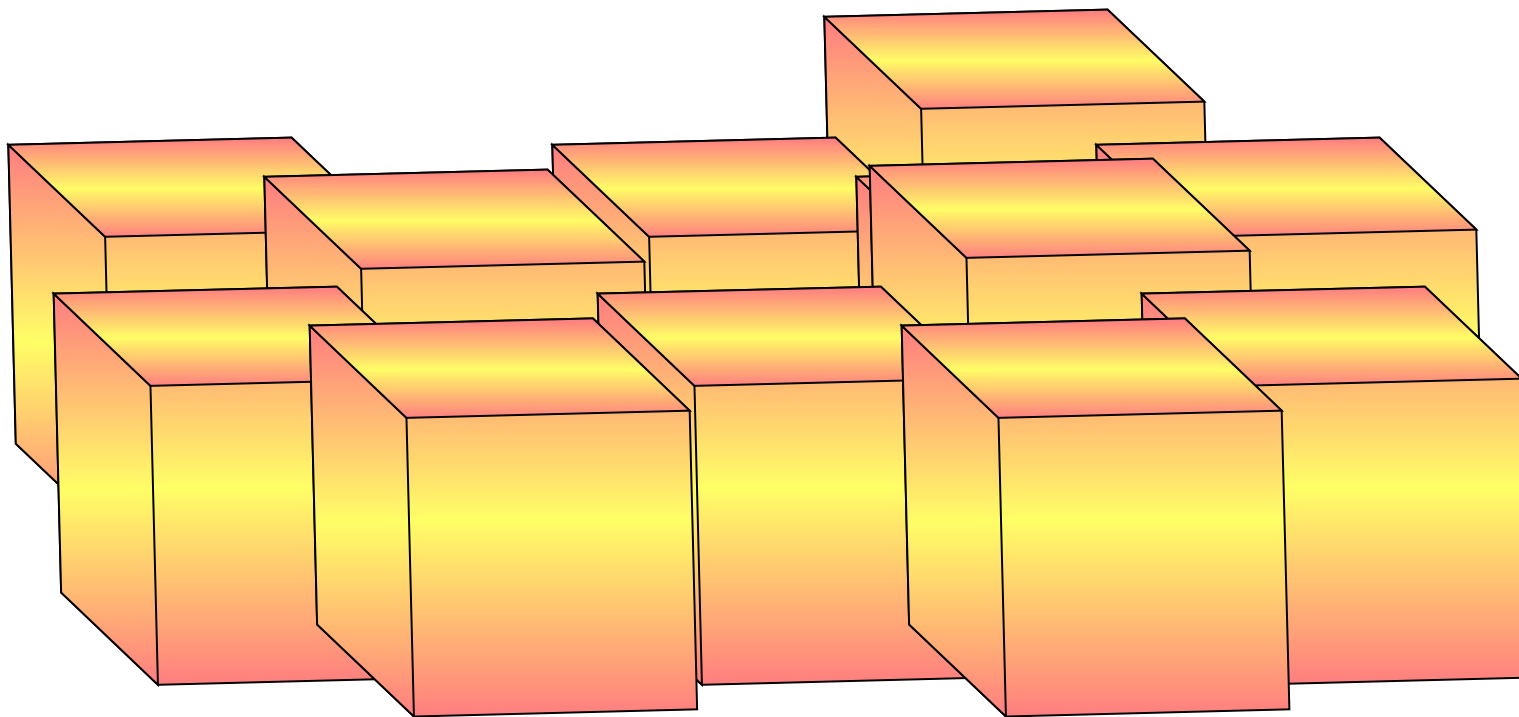
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## NUMERAZIONE E PROSPETTIVA

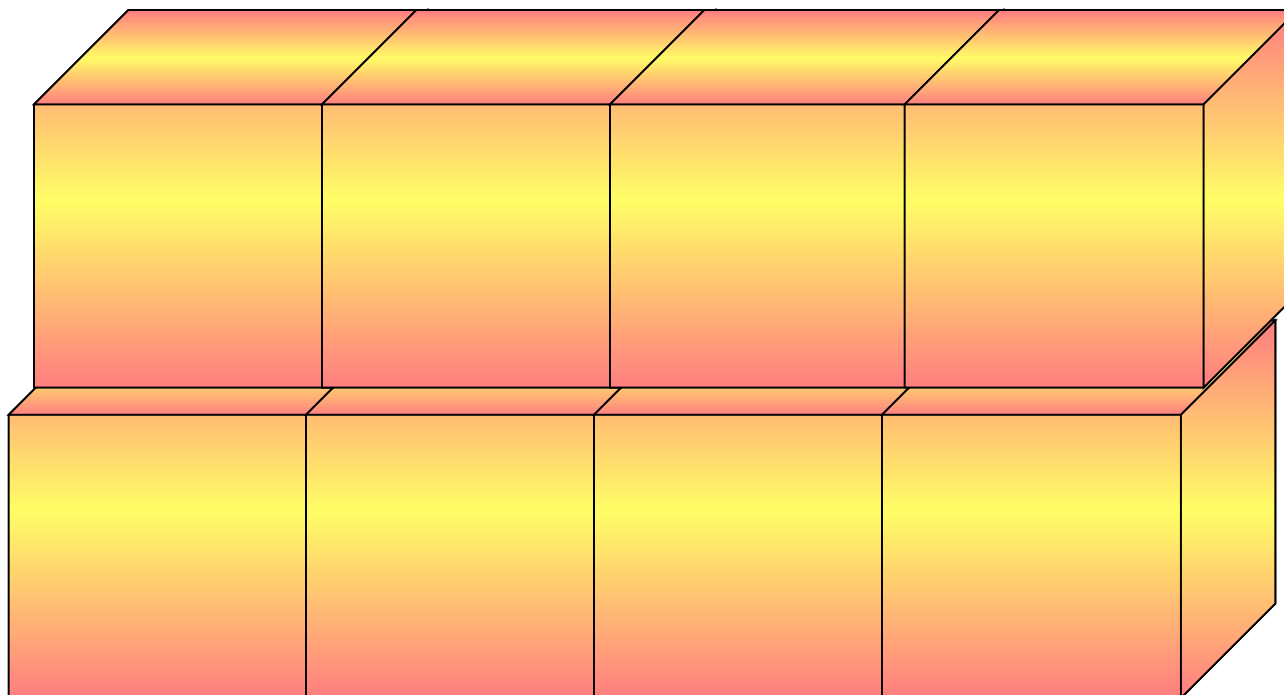
Far indicare il numero delle figure presenti.





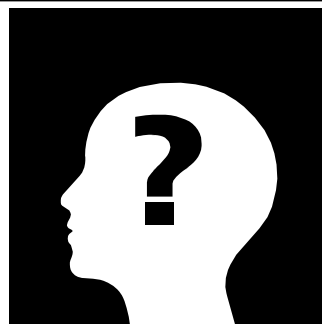
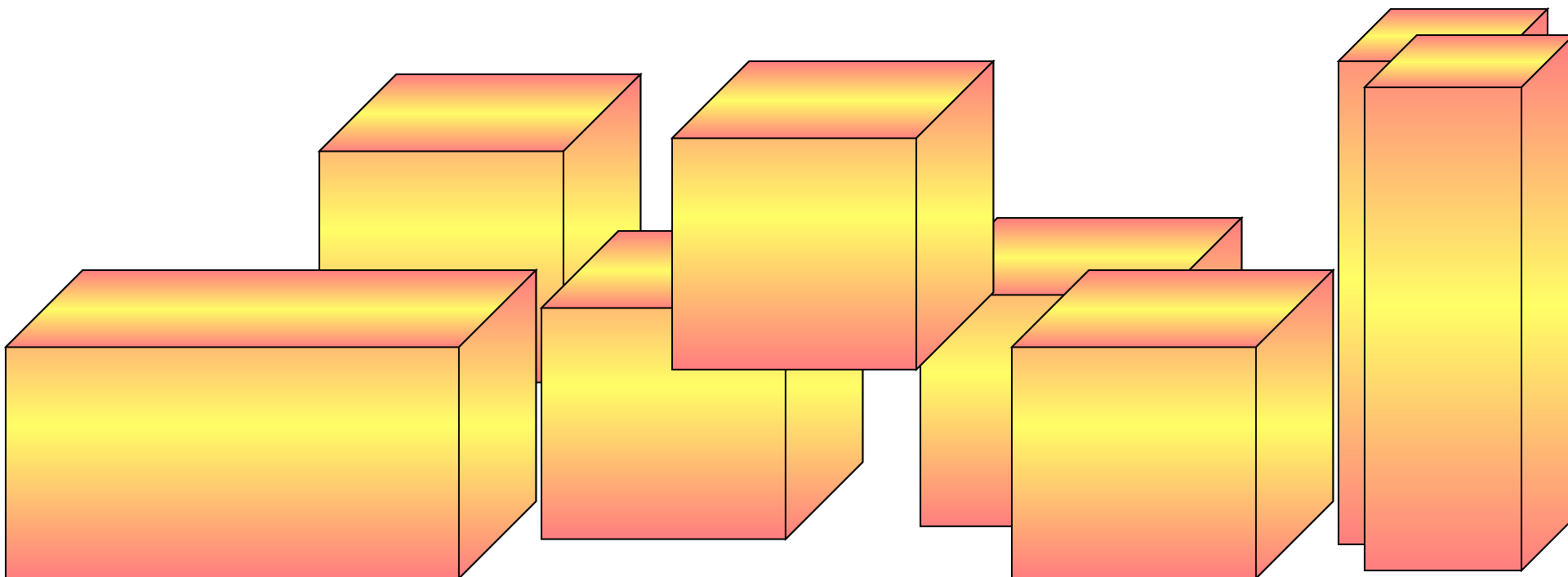
## NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.



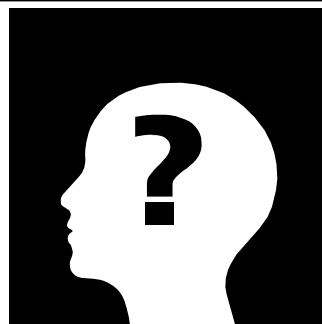
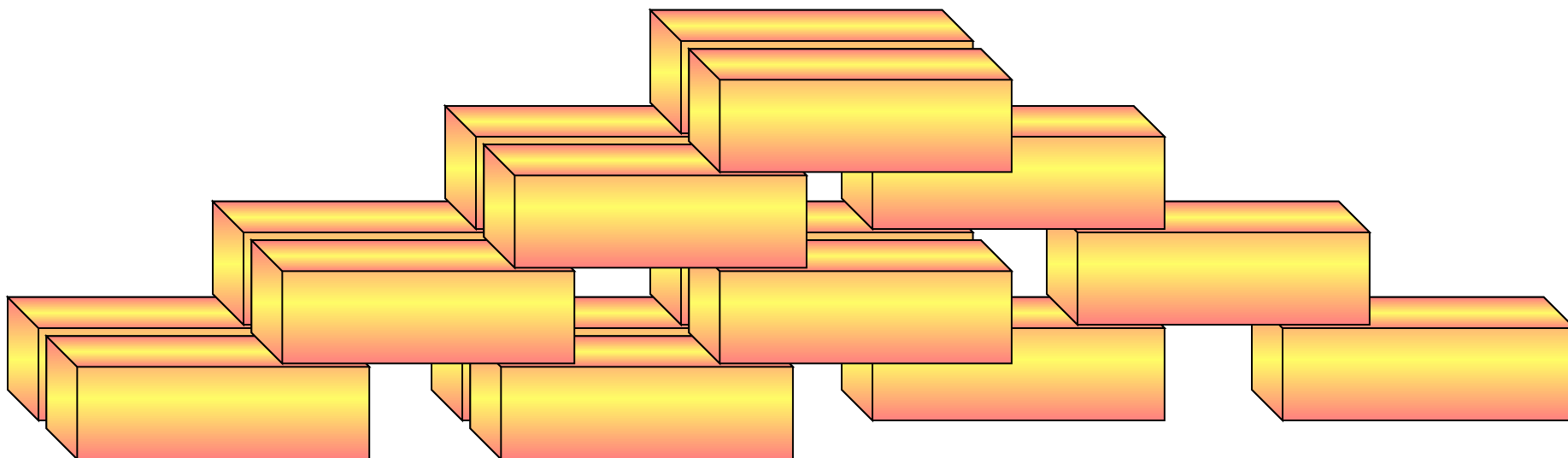
## NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.



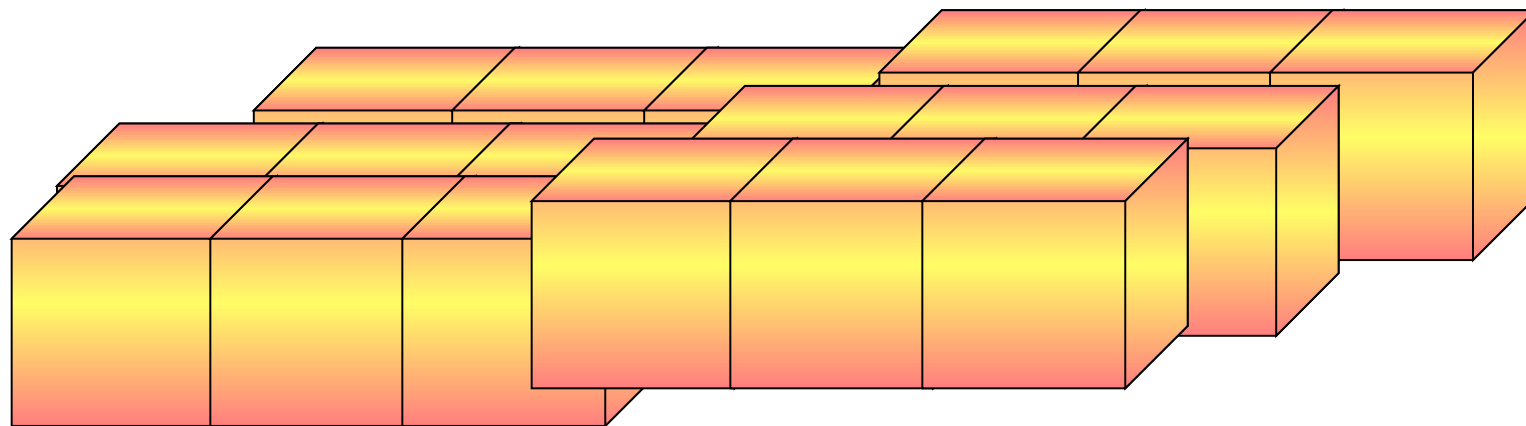
## NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.



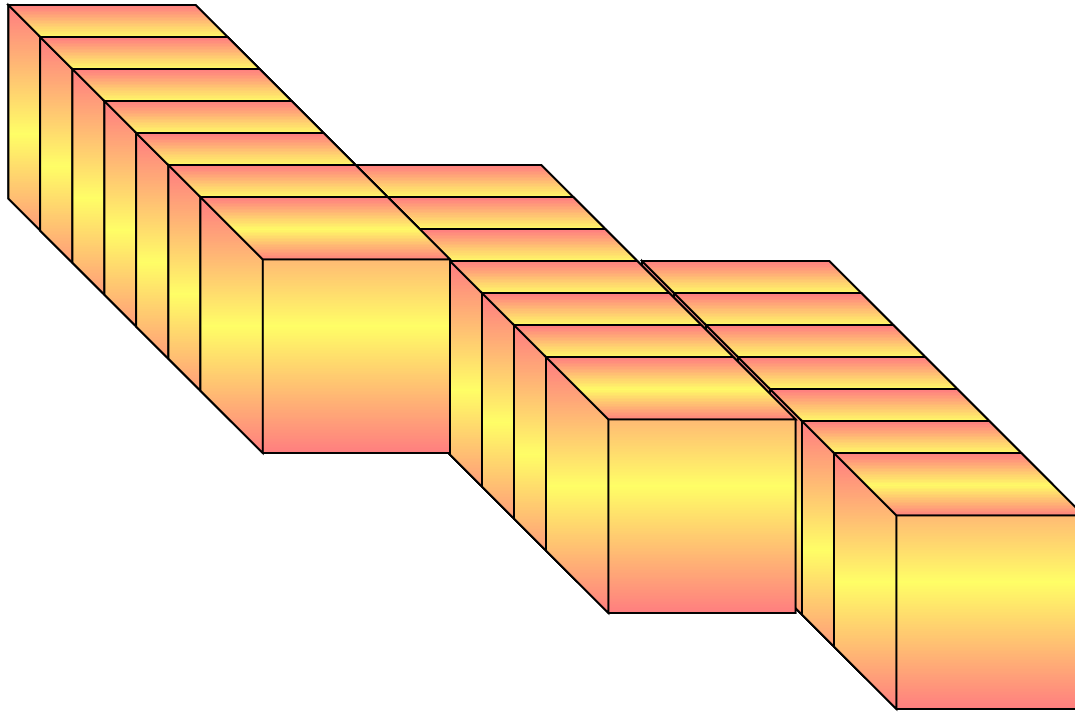
## NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.



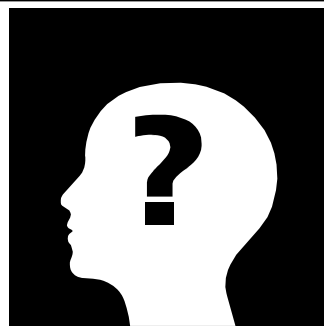
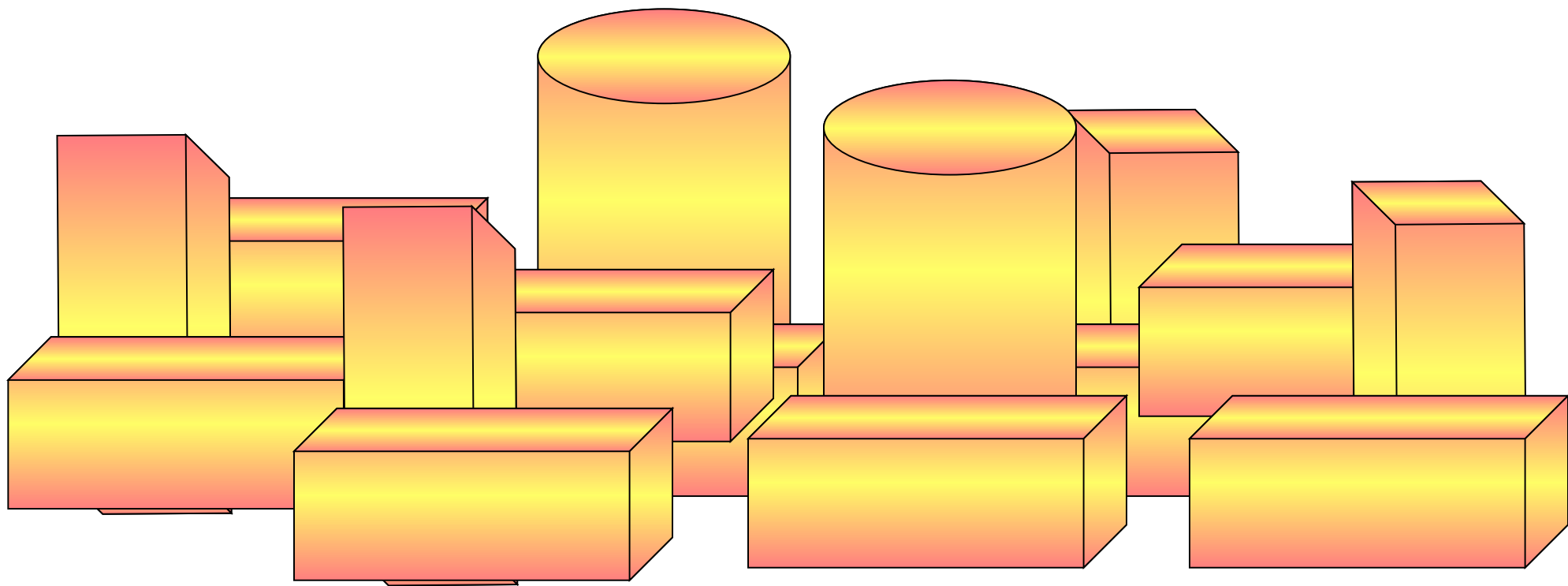
## NUMERAZIONE E PROSPETTIVA

Far indicare il numero delle figure presenti.



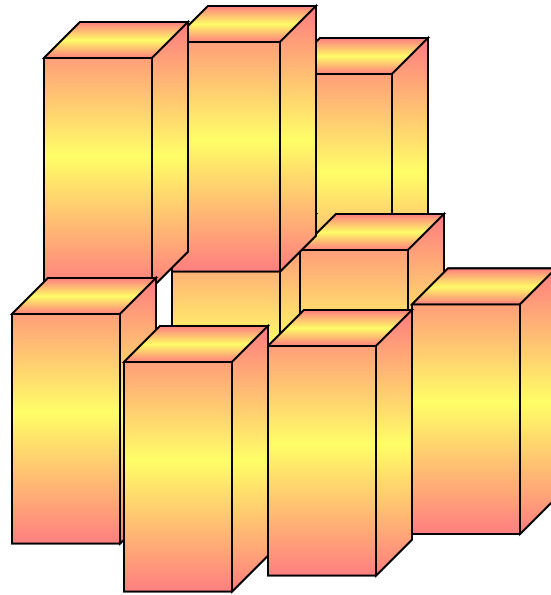
## NUMERAZIONE E PROSPETTIVA

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**

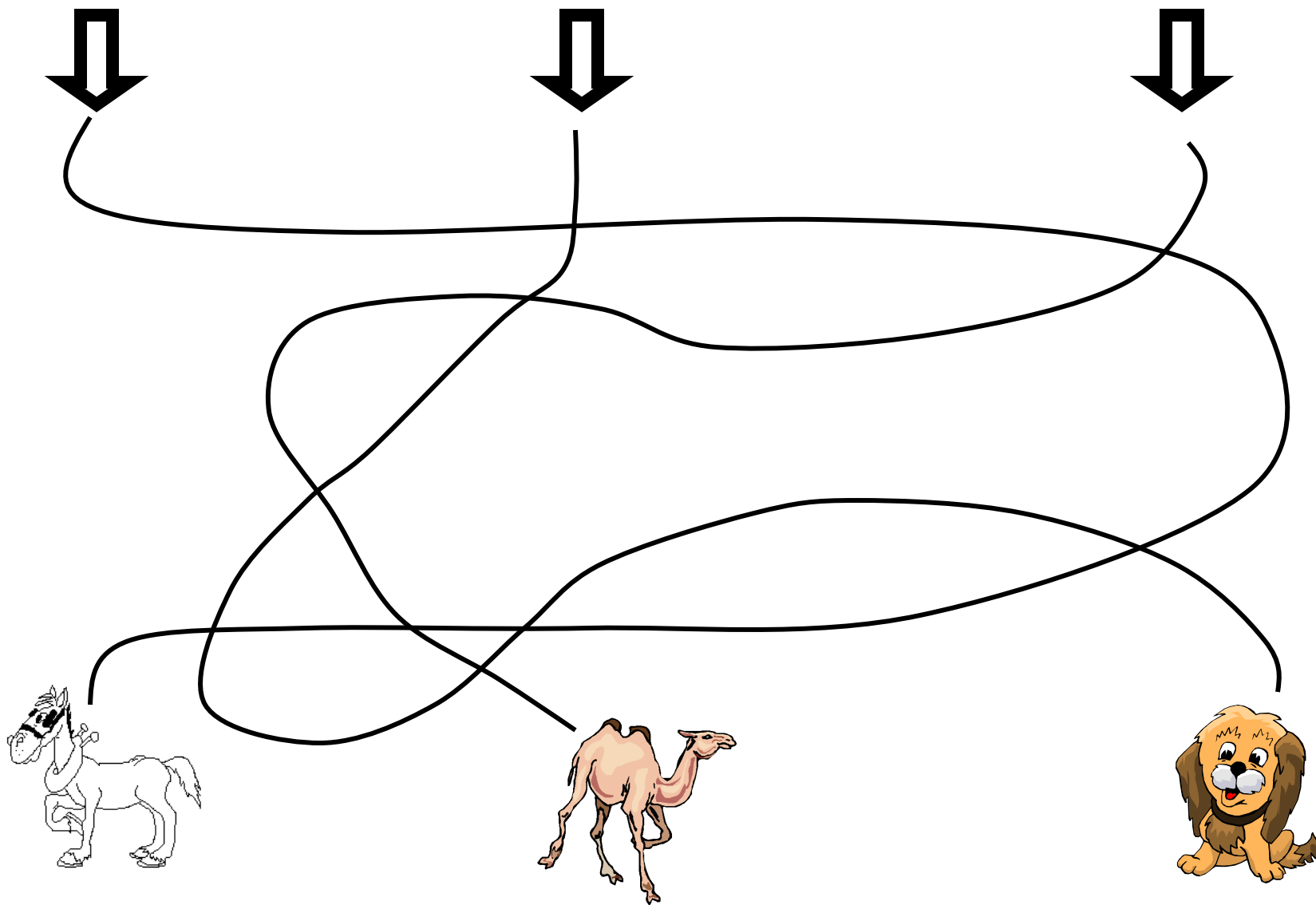
Il percorrere con il dito delle linee che sono inizialmente quasi diritte ma poi si curvano e si piegano, comporta uno stimolo notevole alla maturazione di varie funzioni come l'orientamento nello spazio, la coordinazione occhio - mano e il pregrafismo.

### **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.

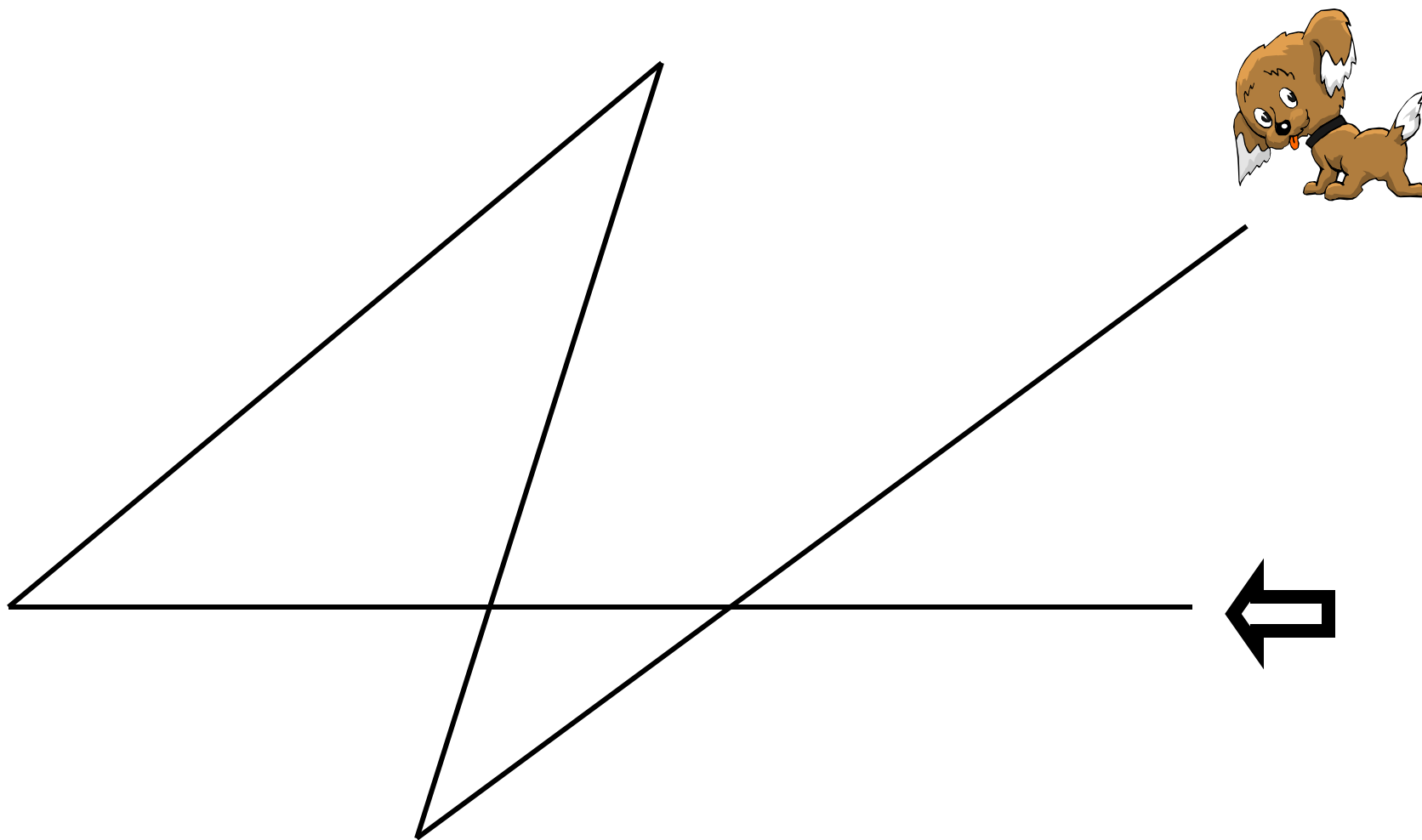
### **ETÀ MENTALE DI RIFERIMENTO**

sei anni.



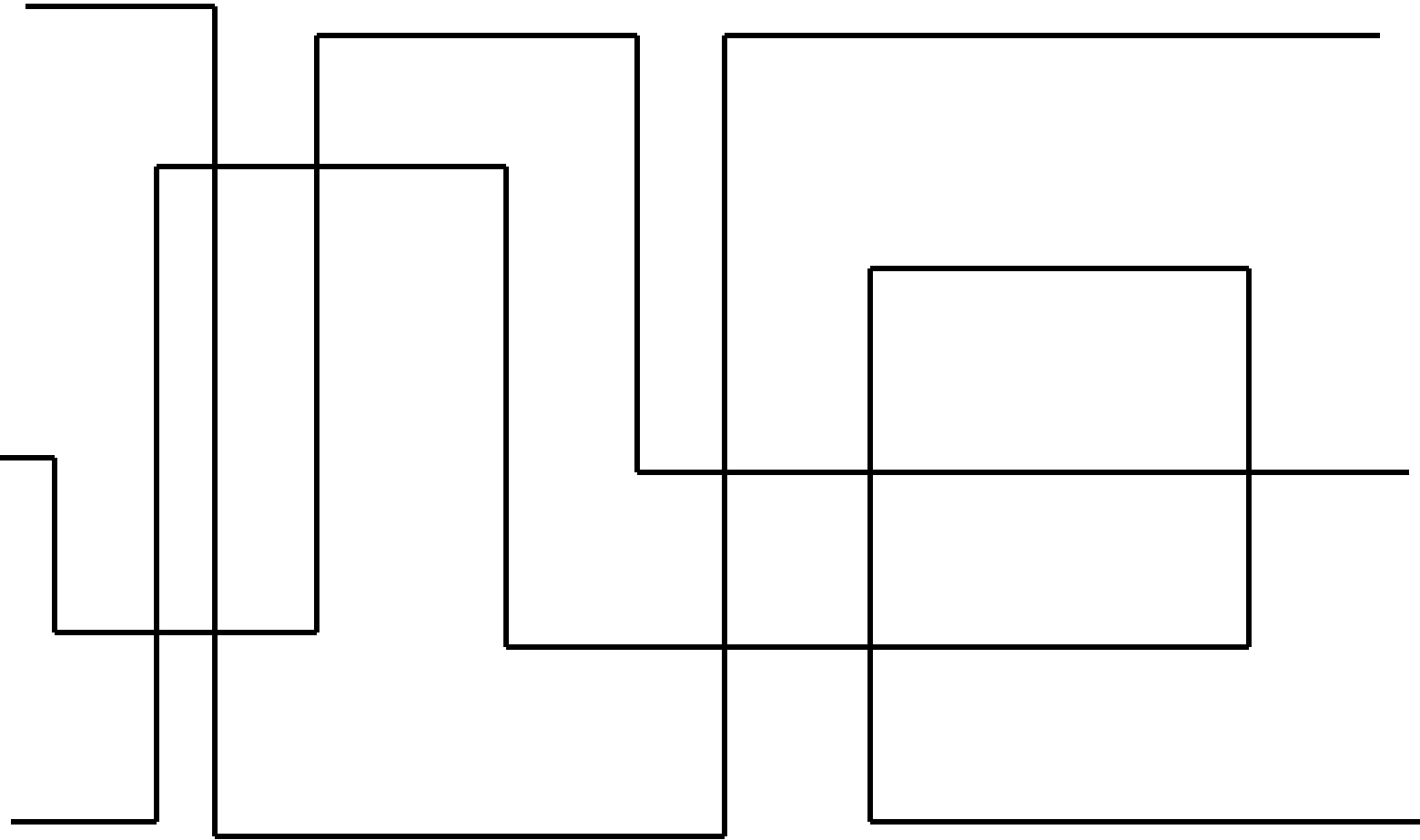
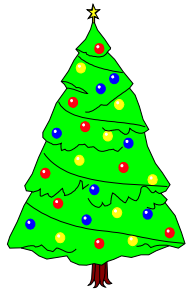
## I PERCORSI

Far percorrere le linee con il dito partendo dalle frecce.



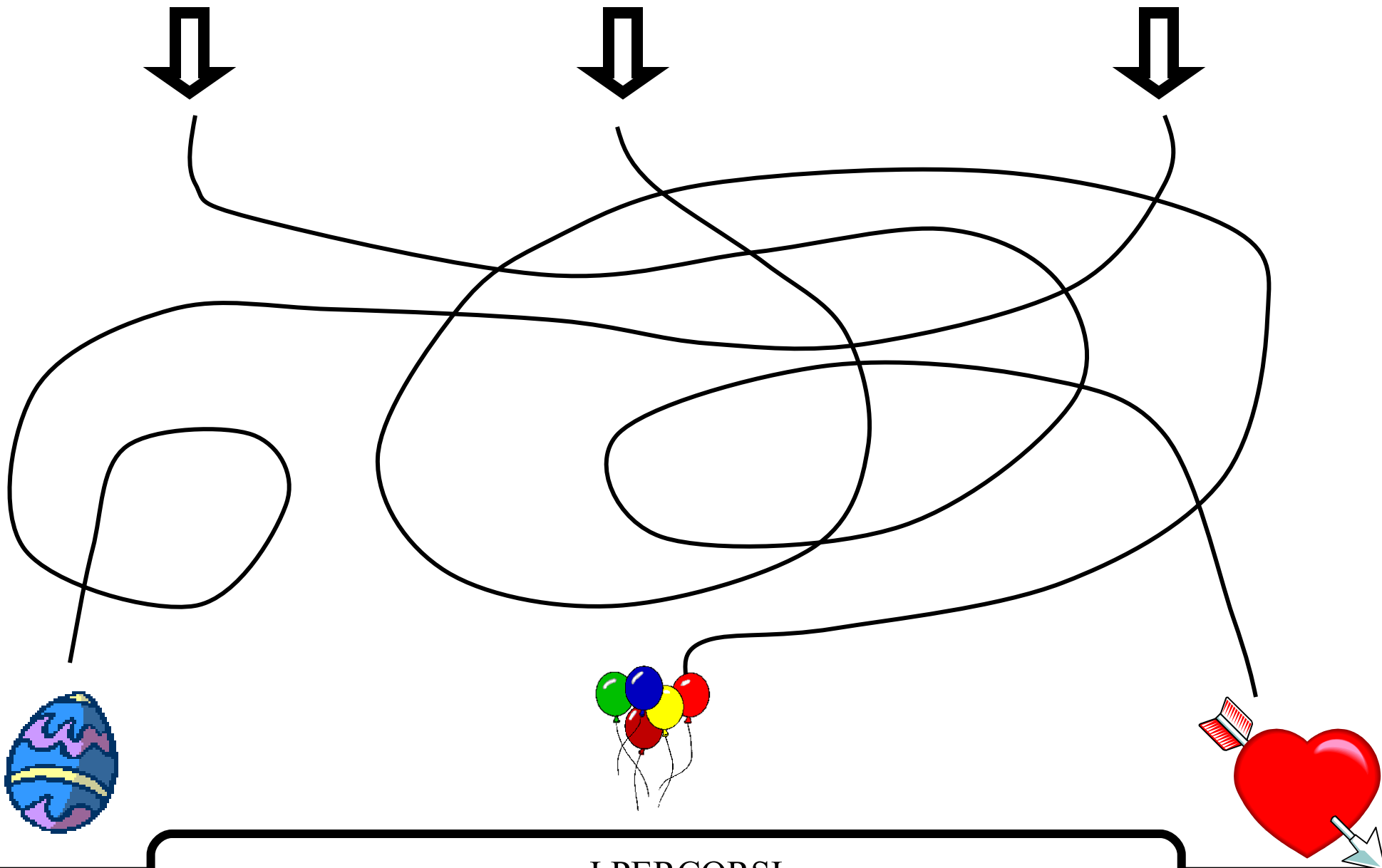
## I PERCORSI

Far percorrere le linee con il dito partendo dalle frecce.



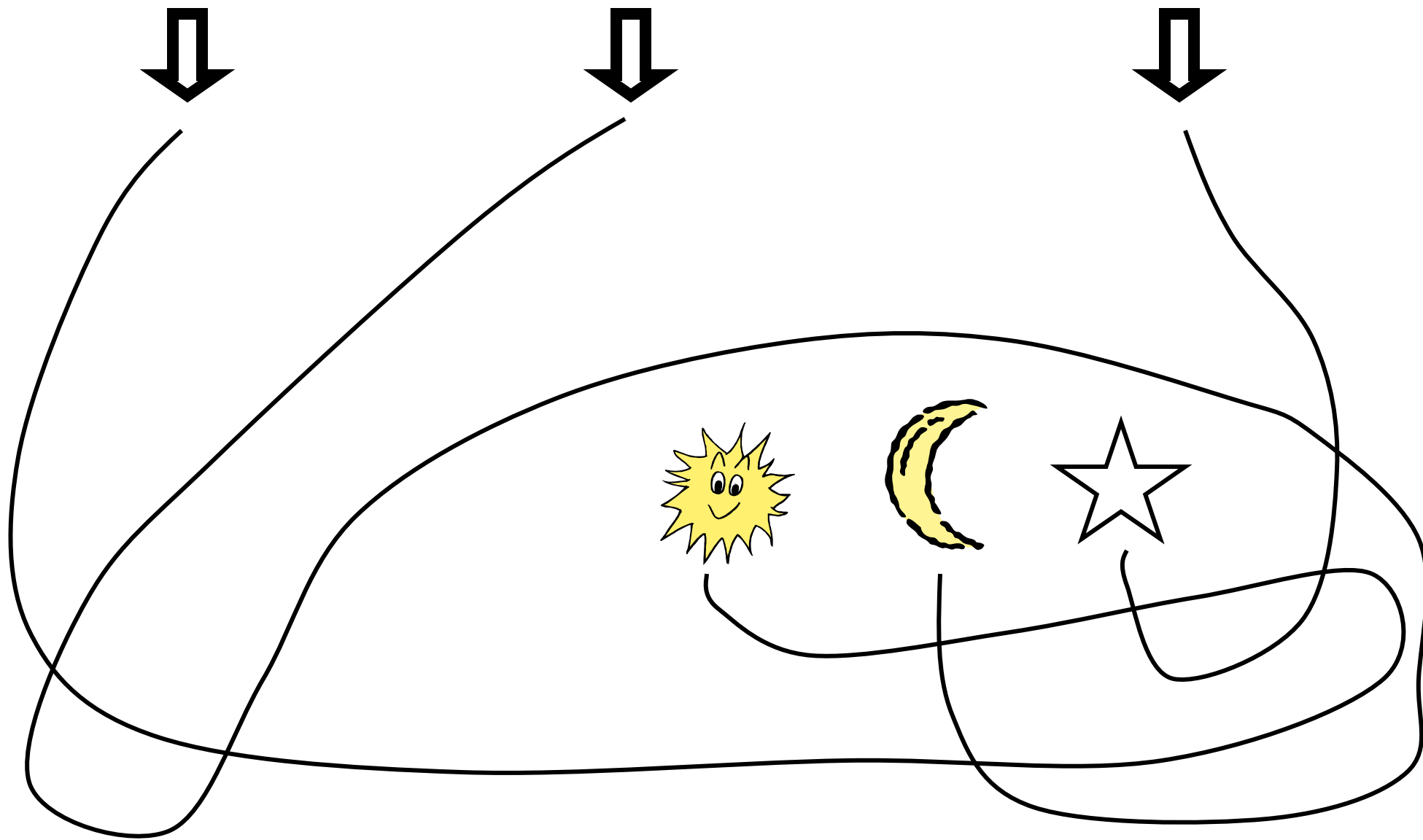
## I PERCORSI

Far percorrere le linee con il dito partendo dalle frecce.



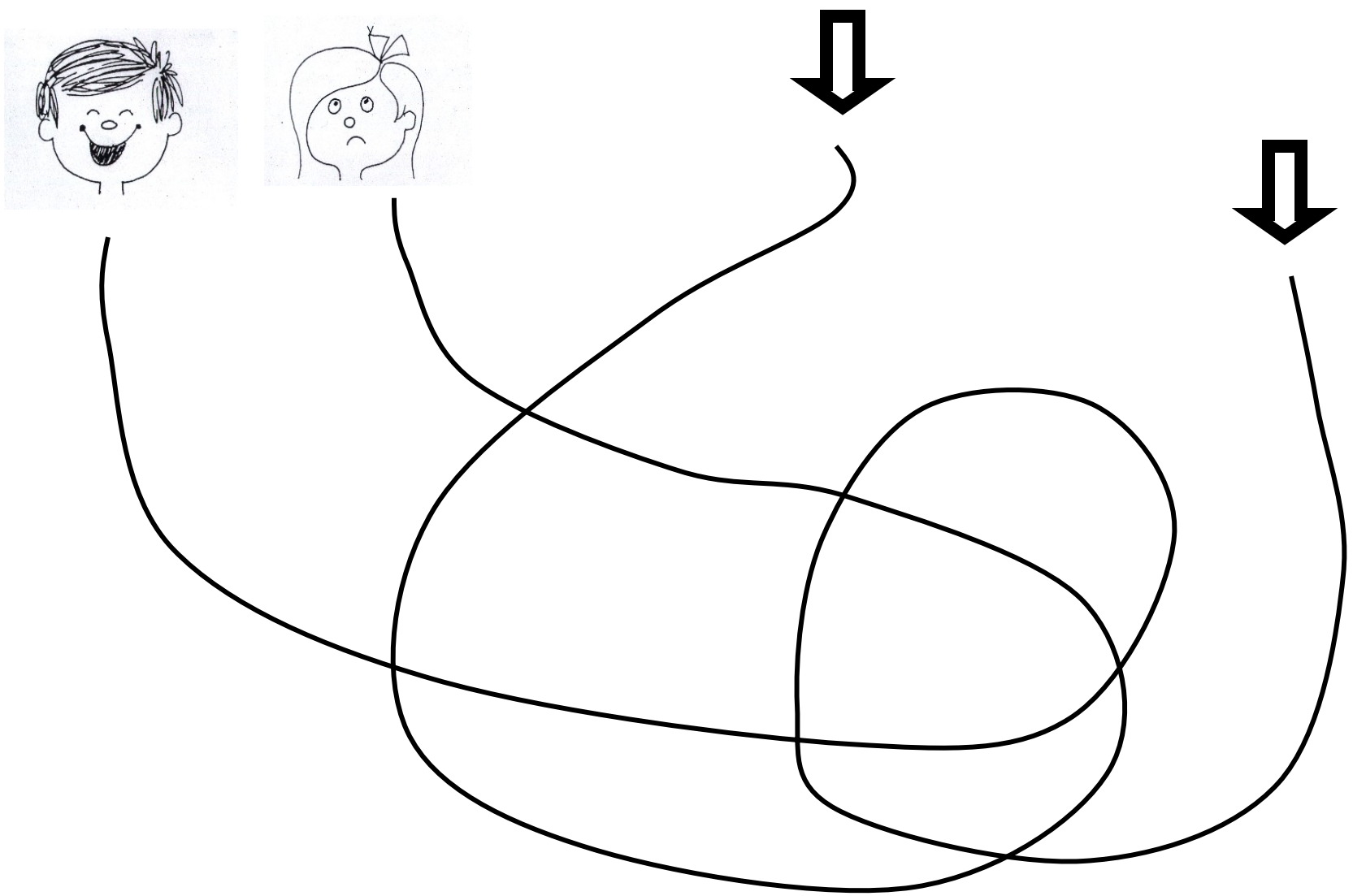
## I PERCORSI

Far percorrere le linee con il dito partendo dalle frecce.



## I PERCORSI

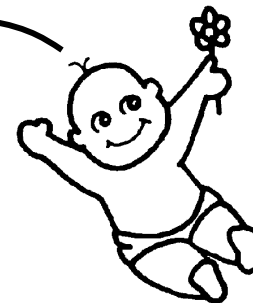
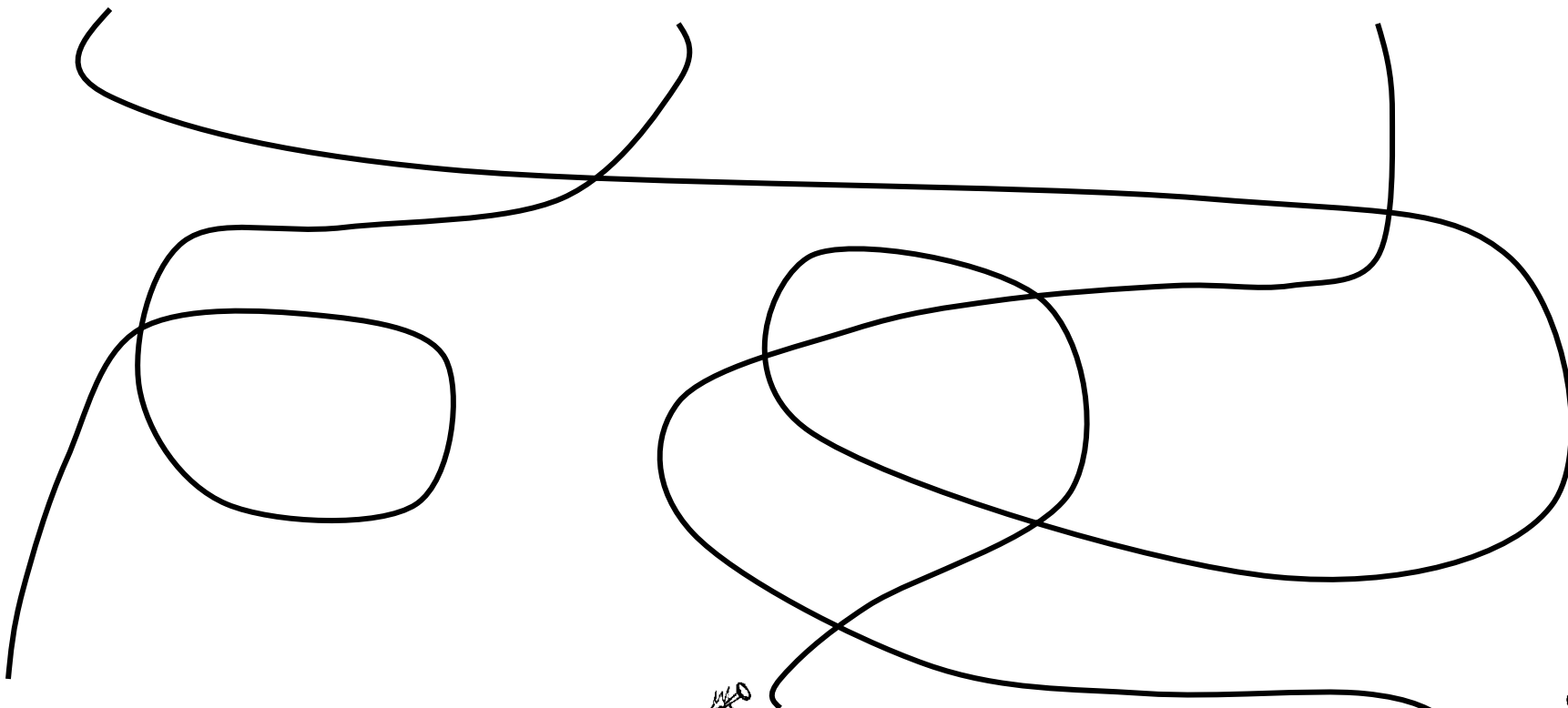
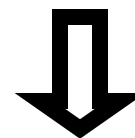
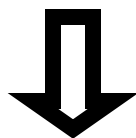
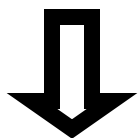
Far percorrere le linee con il dito partendo dalle frecce.



## I PERCORSI

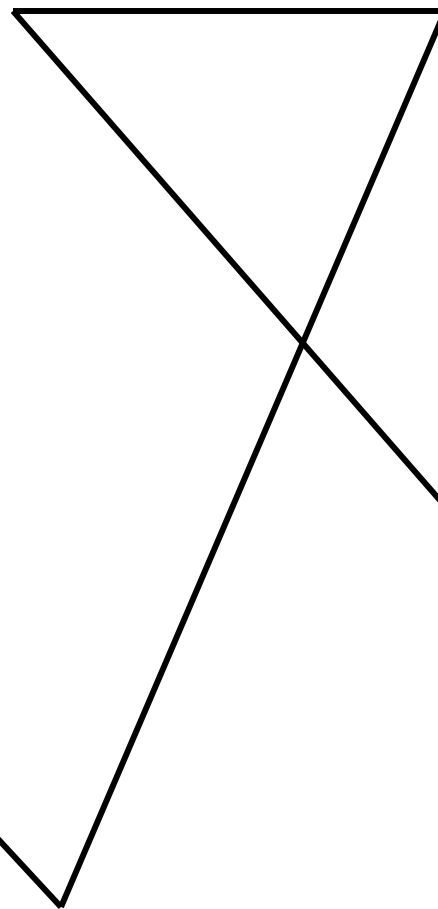
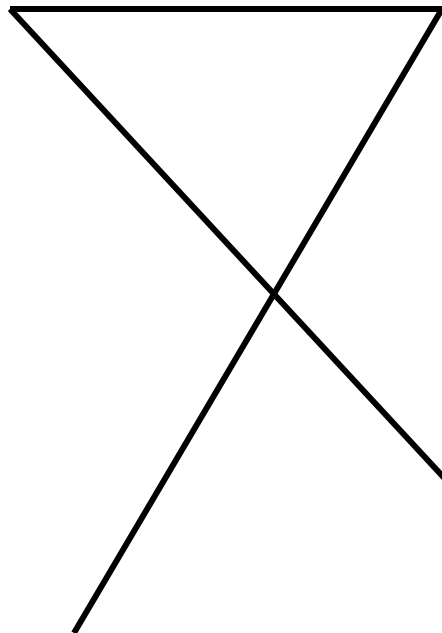
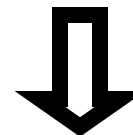
Far percorrere le linee con il dito partendo dalle frecce.





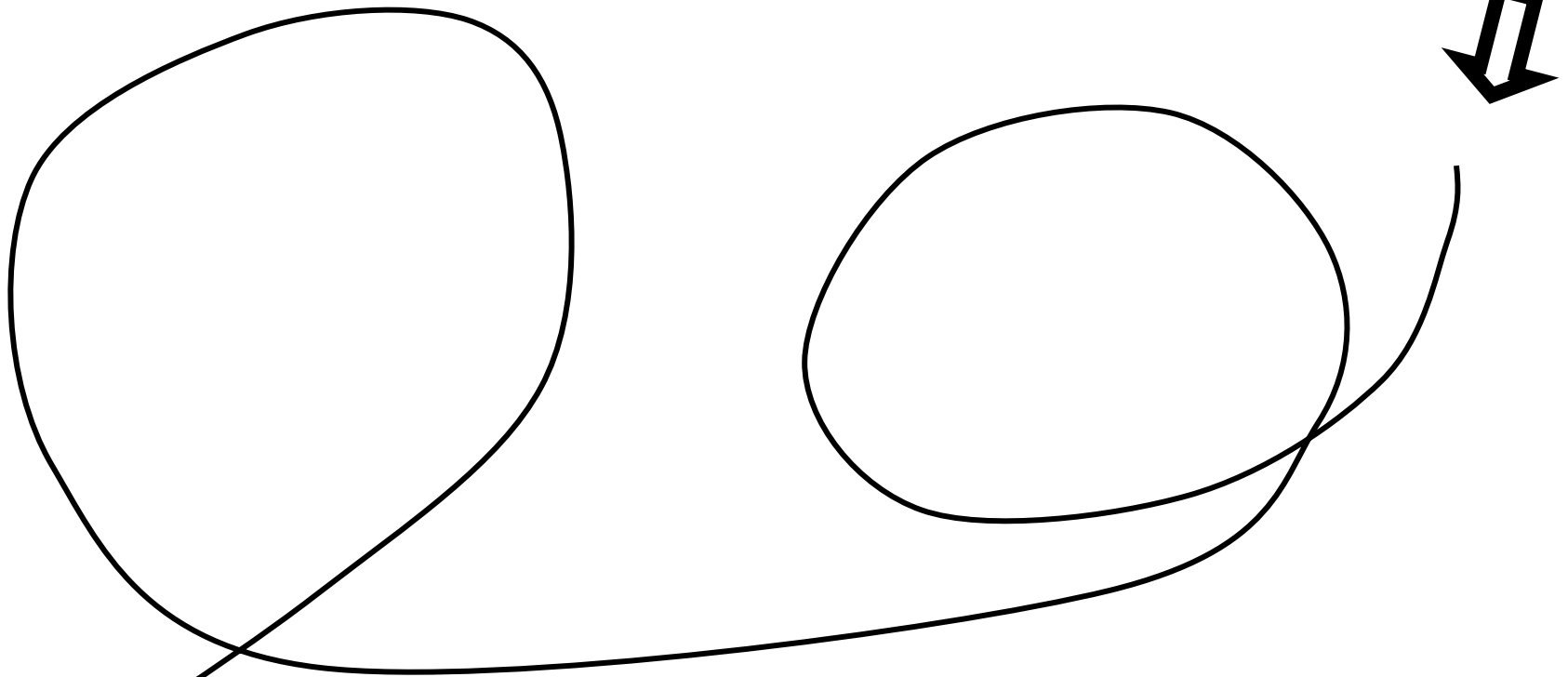
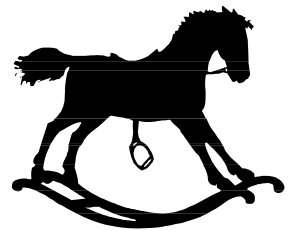
## I PERCORSI

Far percorrere le linee con il dito partendo dalle frecce.



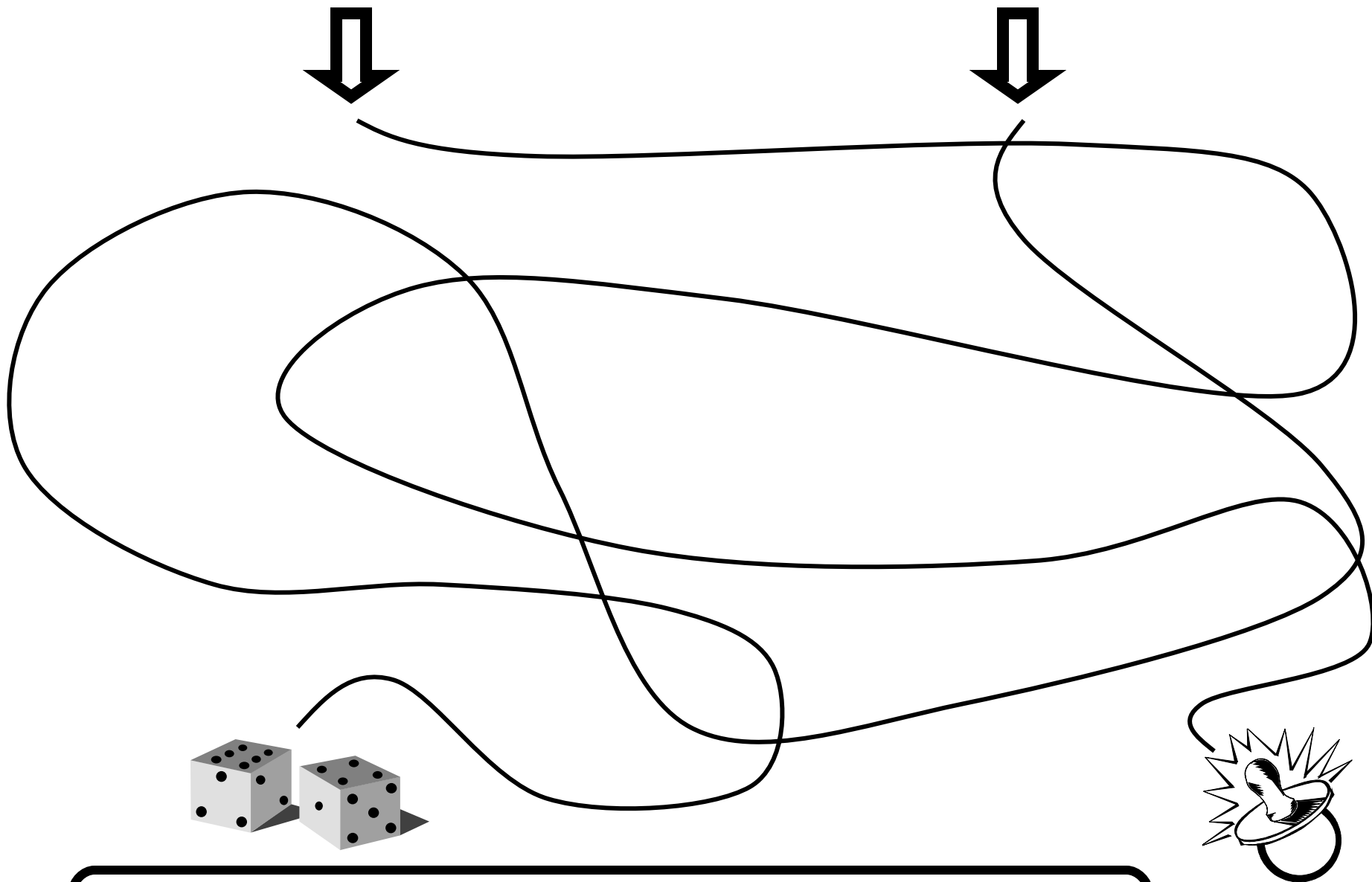
## I PERCORSI

Far percorrere le linee con il dito partendo dalle frecce.



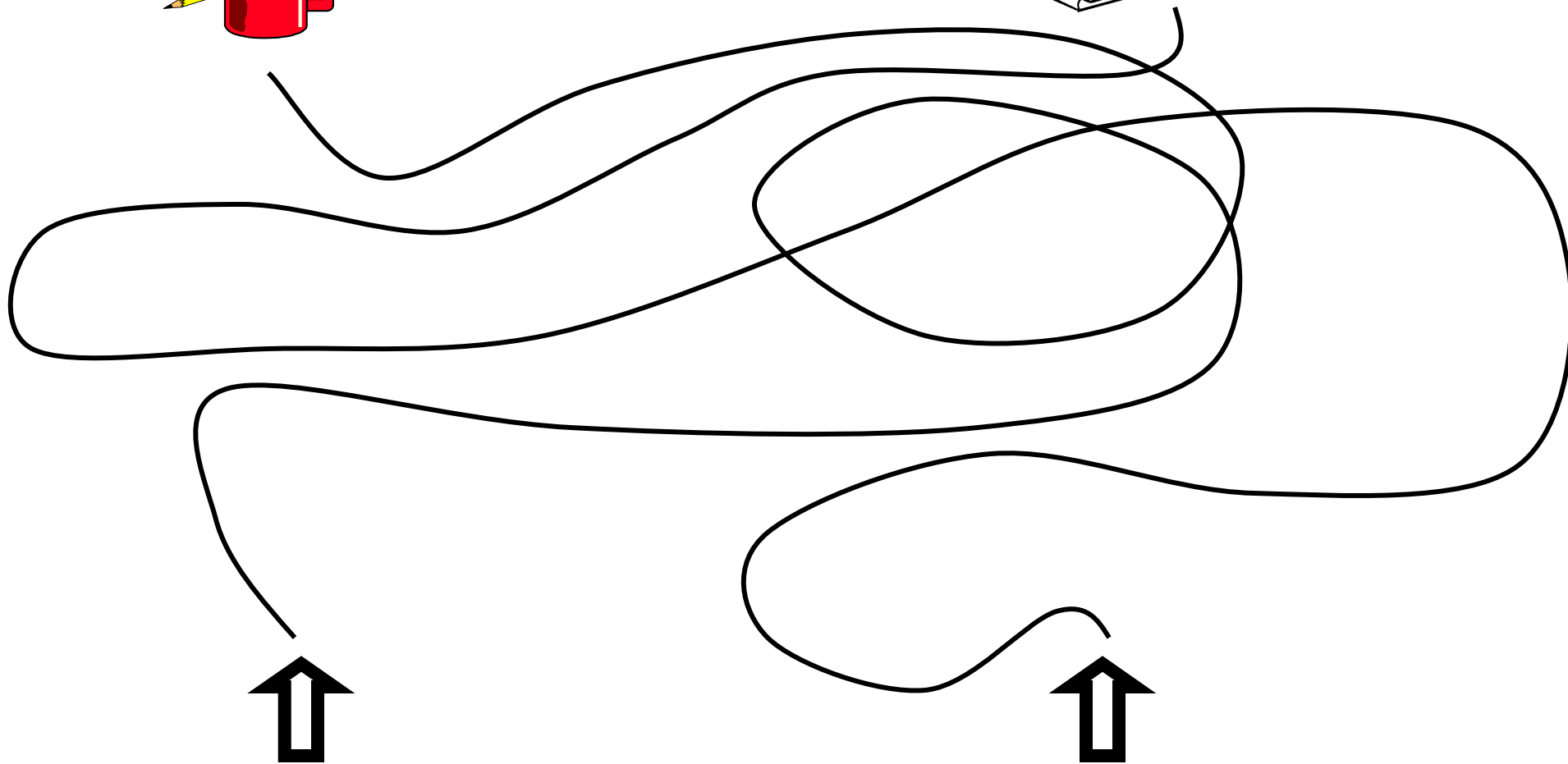
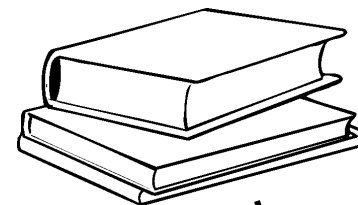
## I PERCORSI

Far percorrere le linee con il dito partendo dalle frecce.



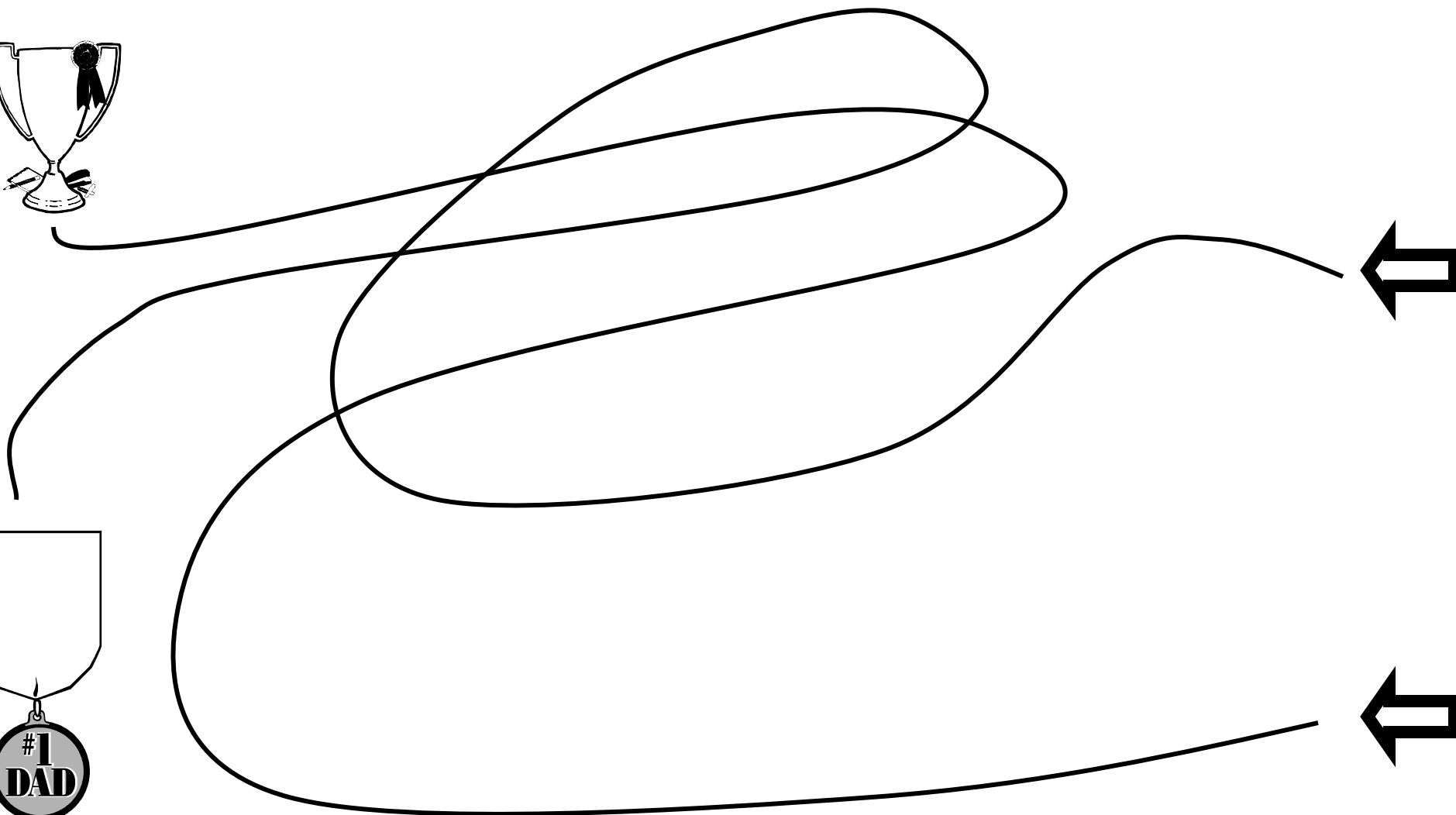
## I PERCORSI

Far percorrere le linee con il dito partendo dalle frecce.



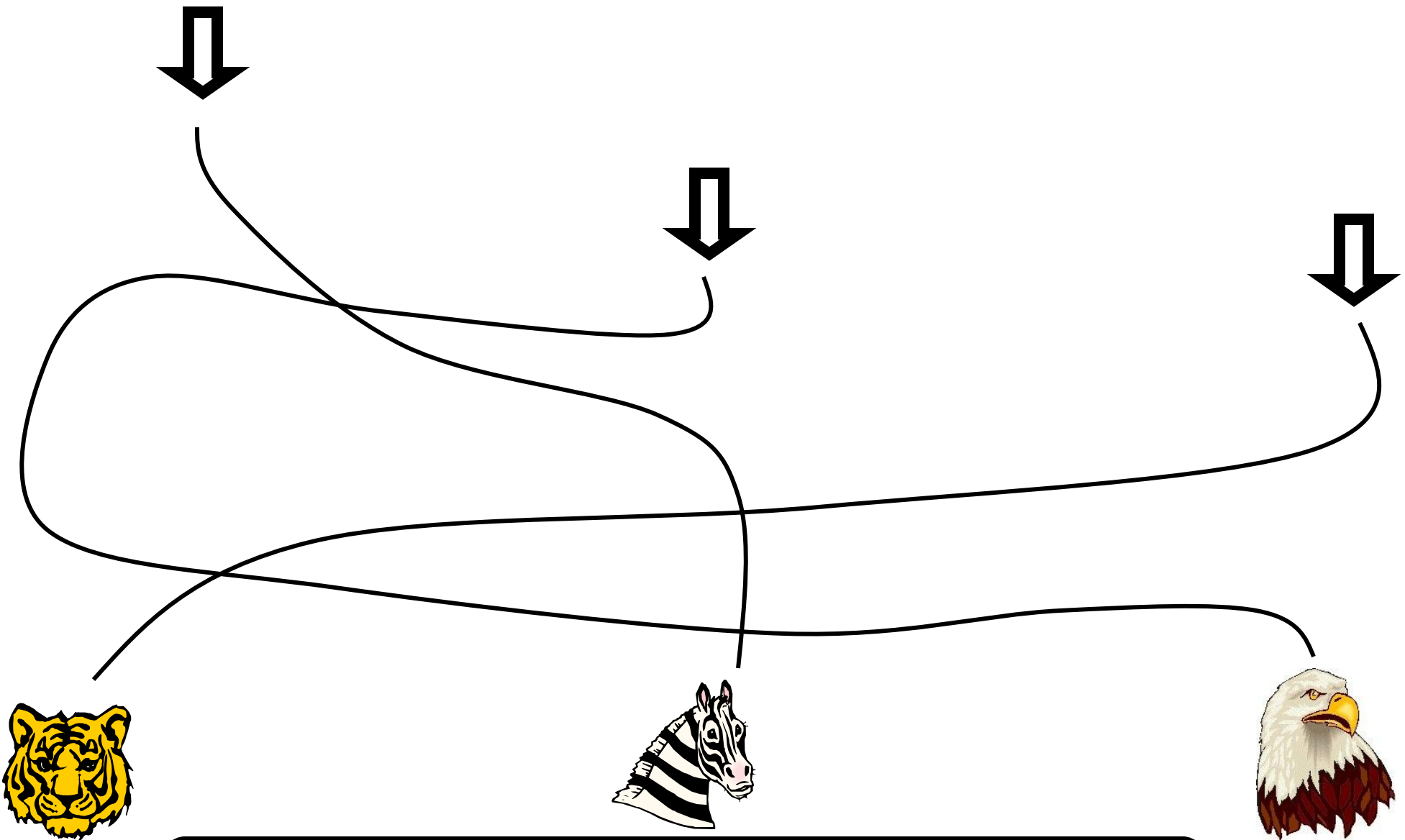
## I PERCORSI

Far percorrere le linee con il dito partendo dalle frecce.



## I PERCORSI

Far percorrere le linee con il dito partendo dalle frecce.



## I PERCORSI

Far percorrere le linee con il dito partendo dalle frecce.